

---

# TRUMBULL PUBLIC SCHOOLS

## TRUMBULL, CONNECTICUT

---

**Regular Meeting – Tuesday, December 13, 2022, 7:00 p.m.**

**Long Hill Administration Building**

### **AGENDA**

<https://us06web.zoom.us/j/84697930801?pwd=cURSbjVENU5EN1BYU1Jjem9JOVZ6Zz09>

Webinar ID: 846 9793 0801

Password: 183394

Join by telephone: (929) 205-6099 or (888) 475-4499 (Toll Free) / Webinar ID: 846 9793 0801

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

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

- A. Pledge of Allegiance
- B. Recognition -First Selectman's Golf Classic – Hon. Vicki Tesoro
- C. Correspondence – Ms. Julia McNamee  
Correspondence may be sent to [BoardofEd@trumbullps.org](mailto:BoardofEd@trumbullps.org)
- D. Public Comment – The Trumbull Public Schools Board of Education will be allowing public comment at the upcoming Board Meeting. If you are interested in speaking during the Public Comment portion of the meeting, please use [this form to signup](#). We will limit participants to the first **15** individuals that submit the form. Public Comment will be limited to 2 minutes.
- E. Superintendent Report
- F. Board Chairman Report
- G. Teacher BOE Representative Report

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

- A. Approval/Minutes
  - BOE Special Meeting/Retreat, November 10, 2022 at CES
  - BOE Special Meeting, November 29, 2022
- B. Personnel – Dr. Semmel
- C. Approval/Model UN Field Trip – Mr. Jack LaBarca
- D. CESO Bus Study Funded by PTA Council – Mr. Mike Archer, CESO Consulting
- E. Curriculum Committee– Dr. Iwanicki
  - Grade 4 & 5 Science Curriculum Guide Updates
  - Trumbull High School New Course Proposals
    - Grades 9-12 American Sign Language- Level 1
    - Grades 11-12 Early College Experience- If You Love It, Teach I
  - Trumbull High School New Text Proposal for Grade 12 -African American Literature
    - Butler, Octavia E, *Parable of the Sower*. New York, Four Walls Eight Windows, 1993.
- F. Financial Committee Report – Mrs. Norcel
  - Financial Reports as of October 31, 2022 - 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 13, 2022

Hon. Vicki A. Tesoro

Agenda Item II-B

Recognition: First Selectman's Golf Classic Presentation

Proceeds from the First Selectman's Golf Classic will benefit the several student organizations listed below. The students and their advisors bring pride, honor, and distinction to the Trumbull community year after year. These organizations provide extraordinary opportunities outside of the classroom for students to excel, whether through athletic pursuits, musical presentations, or academic team activities.

- Academic Challenge for Excellence (ACE) Foundation
- Trumbull High School Golden Eagle Marching Band
- PowerPlay Club—Hockey
- Laxmen's Club—Boys and Girls Lacrosse
- Touchdown Club—Football
- Diamond Club—Baseball and Softball
- Basketball

First Selectman Vicki A. Tesoro will present a check to a representative of each organization.

Recommendation:

Recognize

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Report to the Board of Education  
Regular Meeting – December 13, 2022

Dr. Semmel

Agenda Item – III-A

Approval/Minutes

- Special Meeting/Retreat,  
November 10, 2022
- Special Meeting, November 29, 2022

Recommendation:

Approve the minutes of the above noted meetings.

**Trumbull Board of Education  
Special Meeting – BOE Retreat  
Thursday, November 10, 2022, 4:30-6:30 p.m.**

---

Cooperative Educational Services  
40 Lindeman Drive, Trumbull, CT 06611  
Conference Room 1

**Minutes:**

Members present:

L. Timpanelli – Chairman  
J. Norcel – Vice Chair  
J. McNamee - Secretary  
C. Bandecchi - remote  
T. Gallo  
L. Nuland  
M. Petitti

Members absent:

A. Squicciarro

Also, in attendance:

Dr. Martin Semmel, Superintendent  
Dr. Susan Iwanicki, Assistant Superintendent  
Mrs. Christina Hefele, Director of Digital Learning  
Mr. Marc Guarino, Principal THS  
Mr. Christopher Siano, THS A House Principal  
Ms. Ellen Spark, THS B House Principal  
Mr. Todd Manuel, THS C House Principal  
Mr. Vin DiScala, Department Chair Health/Wellness/PE  
Mrs. Adeline Marzialo- English Department Chair  
Mr. Tom Edwards – Science Department Chair  
Ms. Kristin Sroka – Math Department Chair  
Mrs. Susana Lavorgna-Lye – World Language Department Chair  
Mrs. Dawn Perkins - Transportation  
And Mr. Jonathan Costa from EdAdvance

Pledge of Allegiance – The meeting was called to order at 4:32 p.m.

The following items were discussed:

- 1) THS Bell Schedules
- 2) Increase in Graduation Requirements/Personnel Additions

A motion was made to adjourn (Norcel) and seconded (Nuland) and unanimously agreed to adjourn the meeting at 6:31 p.m.

**Trumbull Board of Education  
Special Meeting  
Tuesday, November 29, 2022, 3:00 p.m.**

---

Long Hill Administration Building  
Trumbull, Connecticut

**Minutes**

Members present:

L. Timpanelli – Chairman  
J. Norcel – Vice Chair (phone)  
J. McNamee – Secretary (virtually)  
C. Bandecchi (virtually)  
L. Nuland (virtually)  
M. Petitti (phone)  
A. Squicciarro (virtually)

Members absent:

Tim Gallo

A. Pledge of Allegiance – The meeting was called to order at 3:02 p.m.

B. Approval/BOE Minutes of November 15, 2022 Meeting

It was moved (Norcel) and seconded (Bandecchi) to approve the minutes of the November 15, 2022 Board of Education Meeting as presented. Vote: Unanimous in favor.

It was unanimously agreed to adjourn the meeting at 3:03 p.m.

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Report to the Board of Education  
Regular Meeting, December 13, 2022

Dr. Semmel

Agenda Item III-B

Personnel

Appointments – Certified

Stellato, Caitlin; MA/5 (.5) (\$30,286) art teacher at Frenchtown Elementary School and Trumbull Early Childhood Education Center.

Recommendation:

Receive and file.

Resignations – Certified

Medeiros, Nicole; special education teacher at Madison Middle School since August 2015, resigning effective December 22, 2022.

Romanello, Nancy; special education teacher at Trumbull High School since August 2002, retiring effective January 31, 2023.

Recommendation:

Accept.

Resignations – Non-Certified

Collins, Susan; secretary at Madison Middle School since December 1, 2003, retiring effective December 30, 2022.

Zamary, Evelyn; secretary at Trumbull High School since November 27, 2006, retiring effective January 17, 2023.

Recommendation:

Accept.

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Report to the Board of Education  
Regular Meeting–December 13, 2022

Mr. Jack LaBarca

Agenda Item – III-C

Approval/Trumbull High School Model United Nations  
(UN) Club - trip to Boston, MA

The THS Model UN Club trip to Boston, MA is scheduled for March 24<sup>th</sup>, 2023 through March 26<sup>th</sup>, 2023 for students to participate in the prestigious Boston College Model UN Conference at the Westin Copley Place in Boston, MA.

Funding for these trips are provided through parents and fundraising. Accordingly attached please review the field trip request submitted by Trumbull High School teacher Jack LaBarca along with the corresponding trip itinerary for the EagleMUNC.

Recommendation:

Approve the overnight THS Model UN Club trip to Boston, MA as presented.

TRUMBULL PUBLIC SCHOOLS  
**FIELD TRIP REQUEST**

1. FORWARD ONE COPY OF THE PRINCIPAL'S APPROVED REQUEST TO THE OFFICE OF THE ASSISTANT SUPERINTENDENT AT LEAST THREE (3) WEEKS PRIOR TO DATE OF TRIP FOR DAY TRIPS, AT LEAST NINETY (90) DAYS PRIOR FOR OVERNIGHT TRIPS AND TRIPS TO CANADA, AND AT LEAST SIX (6) MONTHS PRIOR FOR TRIPS TO FOREIGN COUNTRIES.
2. IF SCHOOL OR COACH BUSES ARE INVOLVED THE APPROVED REQUEST WILL BE FORWARDED TO THE TRANSPORTATION DEPARTMENT.
3. CONFIRMATION WILL BE FORWARDED FOLLOWING APPROVAL.

Date Submitted 11/2/22 Submitted By Jack LaBarca Trip Date 3/24/23-3/26/23  
School THS Group THS MODEL UN CLUB  
Destination EAGLEMUNC Address(Directions) Westin Copley Place The Westin Copley Place 10 Huntington Ave Boston, MA  
Time: Leave School 9:47 am 3/24/23 Leave Destination 3:16 pm 3/26/23  
Arrive Destination 12:45 pm 3/24/23 Arrive At School 5:45 pm 3/26/23  
Itinerary Friday 3/24/23 to Sunday 3/26/23

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

Number of Students 20 Grade Level 9-12 Number of Adults 2  
Teacher(s) Jack LaBarca/ Andrea Kremzar

Substitute Required? Yes ☒ No ☐ Nurse Notified SS Date 11/2/22  
(2) Initials  
Transportation: School ~~Buses~~ Coaches ~~Coaches~~ Parents ~~Driving~~ OTHER : AMTRAK  
(parents must sign parent driver form)

To be arranged by: Transportation Office ☐ School Office ☐  
Any Special Consideration:

Costs:	Amount	To Be Paid By
Transportation: AMTRAK Ticket per student	\$100	Grants/ Parents/ Fundraising
Other Registration/ Lodging per student	\$365	Grants/ Parents/ Fundraising

Principal's Approval <u>[Signature]</u>	Date <u>11/3/22</u>
Assistant Superintendent <u>[Signature]</u>	Date <u>11/3/22</u>

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

The trip schedule will be as follows:

Leave School \_\_\_\_\_ Arrive Destination \_\_\_\_\_ Leave Destination \_\_\_\_\_ Arrive School \_\_\_\_\_  
Number of Vehicles \_\_\_\_\_ Cost per Vehicle \_\_\_\_\_ Total Cost \_\_\_\_\_

Supervisor of Transportation

Date



**THS Model UN Club Trip Proposal**  
**Boston College Model UN Conference**  
**The Westin Copley Place 10 Huntington Ave**  
**Boston, MA 02116 (617) 262-9600**  
**March 24, 2023- March 26, 2023**

**This year the THS Model UN club would like to expand our experience in conferences to the prestigious Boston College Model UN conference at the Westin Copley Place. THSMUN has had much success at many conferences throughout the east coast however the club has never had the opportunity to compete at EagleMunc. We would thrive in the opportunity to debate global issues with a whole new level of competition. This trip will take the place of our usual middle of the year trip, minimalizing time away from the classroom. We hope that you will consider this trip for our club that will allow us to partake in a competition on a national level that THSMUN has never experienced before.**

**What is EAGLEMUNC?**

**WHO WE ARE**

EagleMUNC X is a three-day Model United Nations conference that takes place at the Westin Copley Place Hotel in the heart of Boston, Massachusetts. We pride ourselves on being the most innovative conference on the Model United Nations circuit. We offer an immersive “40-hour simulation,” ensuring that every delegate remains completely “in character” for the duration of the conference. We boast an unmatched delegate to staff ratio of 5:1 and we will be offering a wide range of committees.

**Picture**

**OUR MISSION**

EagleMUNC is committed to the advancement of a globally-conscious society through experiential education, a collaborative community, and forward thought.<sup>1</sup>

**Education:** Experiential learning rooted in the global reality and pledges first and foremost to promote diversity and opportunity in every aspect of the conference.

**Community:** Fostering broad and collaborative communities through which every educator and student takes part in meaningful dialogue on the world and how to best understand it.

**Innovation:** Forward thought and perpetual innovation to advance our mission.

## **Logistics**

Friday March 24<sup>th</sup> Parents will drop off students at Bridgeport Amtrak station by 9:15 AM leaving Bridgeport train station at 9:47 AM and arriving in Boston, MA at 12:43 PM via Northeast Regional 170

Sunday March 26<sup>th</sup> – Leaving Back Bay Station Boston, MA at 3:16 PM and arriving at Bridgeport train station at 5:56 PM via Northeast Regional 165. Parents will pick up students from Bridgeport Amtrak upon arrival.

### **Estimated Costs:**

Regular Delegation Cost for 20 members and Two chaperons - \$1975

Delegation Transportation \$2500

Hotel Accommodations – 3 nights – 7 rooms at \$249.... \$5229

**Total Estimated Cost   \$9704**

### **Estimated Funds**

**Anticipated fundraising .....\$1500**

**ACE Grant Est. ....\$1500**

**Total Balance Left for parental contributions and other funding sources .....\$6704**



**EAGLEMUNC**  
**Tentative WEEKEND SCHEDULE**  
**Model United Nations Conference**

**FRIDAY MARCH 24, 2023**

9:15am	Parents will drop off students at Bridgeport AMTRAK
9:47am-12:45pm	Travel to Boston
2pm-4pm	Check in at Westin Hotel
4pm-5pm	Delegate Training
5:30pm-6:30pm	Opening Ceremony
7pm-8pm	Dinner Break
8pm-10pm	Committee Session I
8:30pm-9pm	Advisor Meeting

**SATURDAY MARCH 25, 2023**

10:30am-1pm	Committee Session II
11am-12:15pm	Advisor Feedback
1pm-2pm	Lunch Break
2pm-4pm	Committee Session III
4pm-4:30pm	Screen Break
4:30pm-7pm	Committee Session IV
9pm-10pm	Evening Programming

**SUNDAY MARCH 26, 2023**

10am-12pm	Committee Session V
1pm-2pm	Closing Ceremony
3:16pm -5:56pm	Travel back to Bridgeport AMTRAK from Boston Back Bay station.
6:00 PM	Arrive at Bridgeport AMTRAK for parent pick up.

TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Report to the Board of Education  
Regular Meeting – December 13, 2022

Mr. Mike Archer, CESO Consulting

Agenda Item –III-D

CESO Bus Study Funded by PTA Council

Mike Archer of CESO Consulting will present the findings of the bus study that was funded by the PTA Council.

Recommendation:

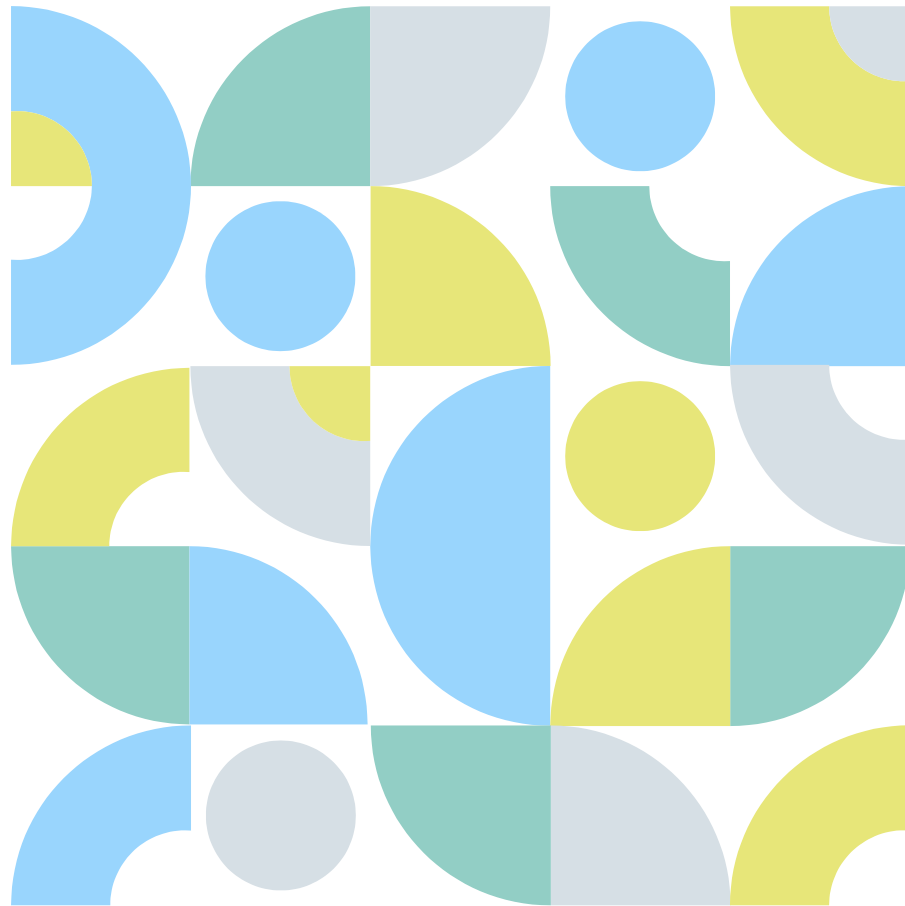
Review and discuss.



# Transportation Review and Bell Time Analysis

Trumbull Public Schools

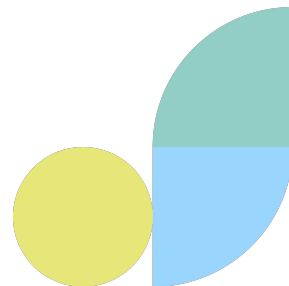
December 13, 2022





# Transportation Overview

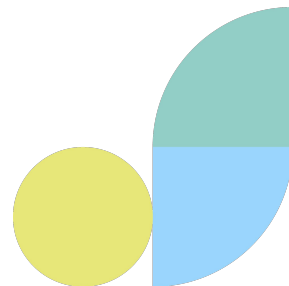
- 6,800 students transported
  - Around 6,400 are TPS students
- 50 “core” bus routes - 1st tier secondary, 2nd tier elementary
  - 84 total bus routes when out of district and special education included
- \$6 million estimated annual spend
- Most students are eligible for transportation based on policy (95%)
  - Students transported to all nine TPS schools
  - Students transported to 15+ non-TPS campuses including neighboring towns, charter schools, and private schools





# Transportation Overview

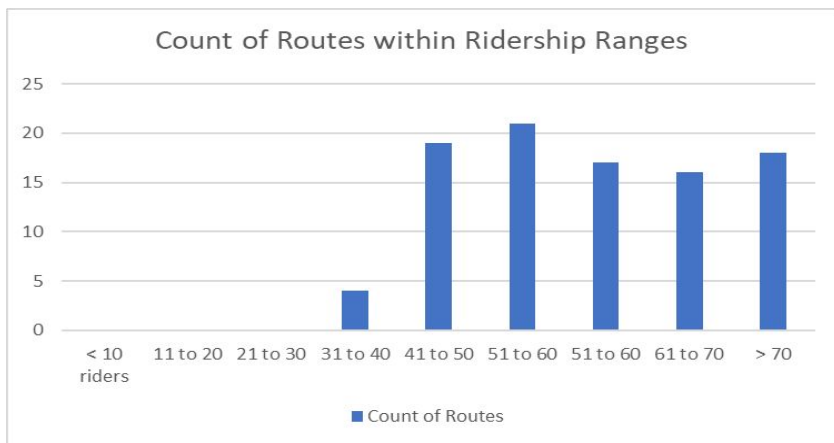
- All transportation services provided by Durham, currently going through RFP process
  - Average annual “cost per bus” ranged from \$67,000 in year one of contract, to the current \$75,000
  - This is very competitive for Connecticut, CESO has seen nearby districts spending \$100,000+ annually for a school bus route
  - CESO seeing contractor costs rising across the country, sometimes in double digit percent increases
    - Unrelated to bell schedule changes



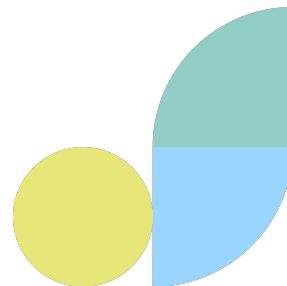


# Operational Efficiency

- Planned ridership is strong
  - On any given school day, bus seating is 90% utilized
  - In the planned system, often buses are listed as over 100% as shown below
  - Leaves few, if any opportunities to consolidate routes by redesigning them



CESO would typically look to the left side of the chart for possible route adjustments. Buses can hold 48 students at two-per-seat, however most bus routes do exceed criteria







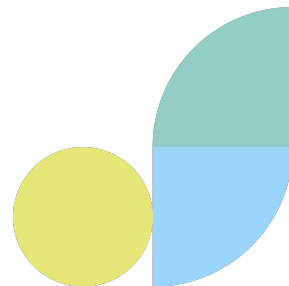
# Bell Schedule Analysis

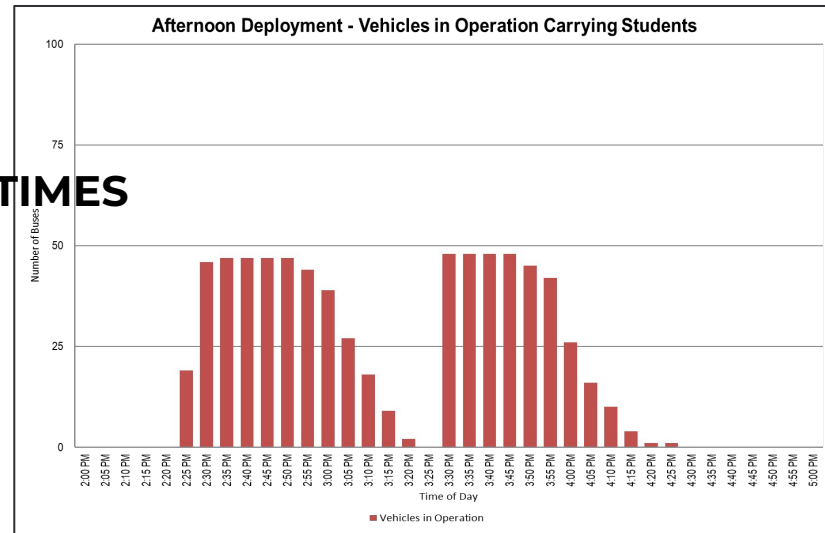
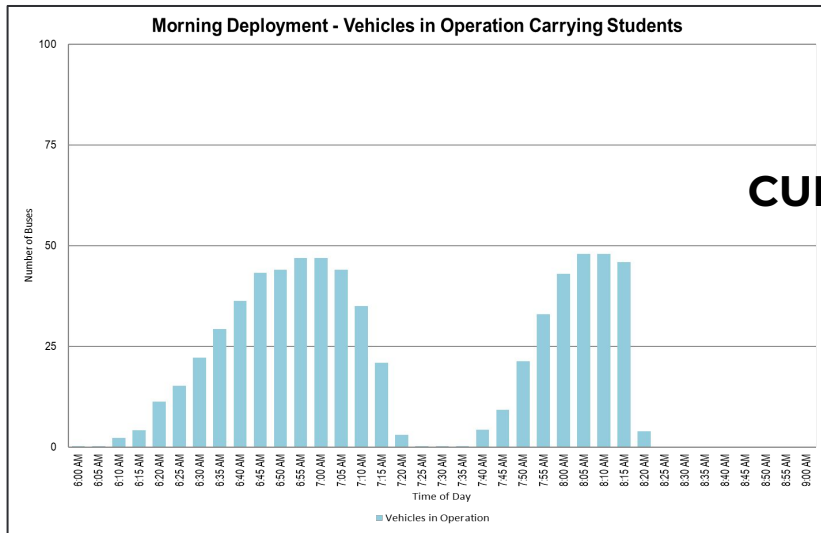
## Current Schedule

THS -	7:25 AM - 2:25 PM
MS (2) -	7:35 AM - 2:30 PM
ES (6) -	8:35 AM - 3:20 PM

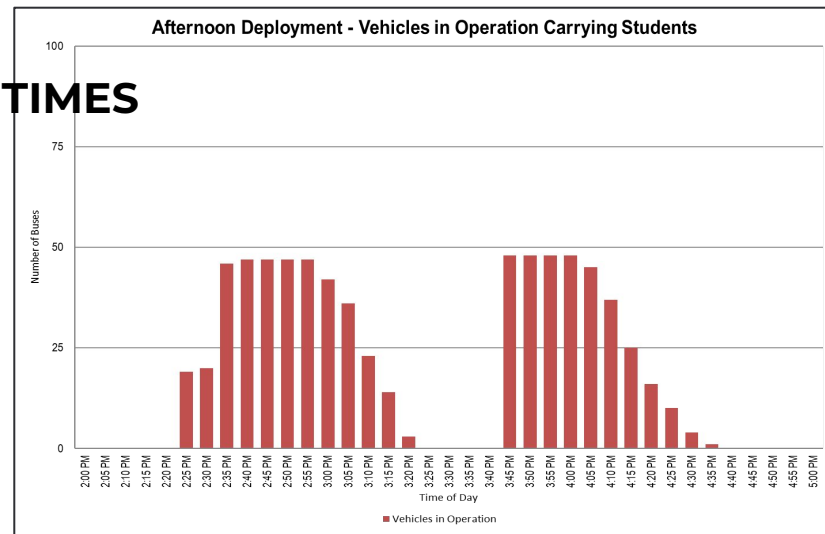
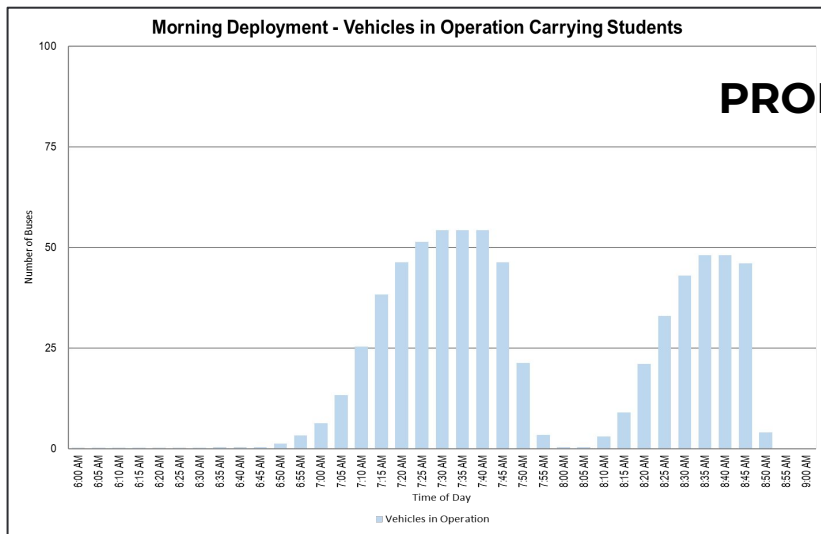
## Proposed Schedule

THS -	8:00 AM - 2:30 PM
MS -	8:00 AM - 2:30 PM
All ES -	8:50 AM - 3:35 PM





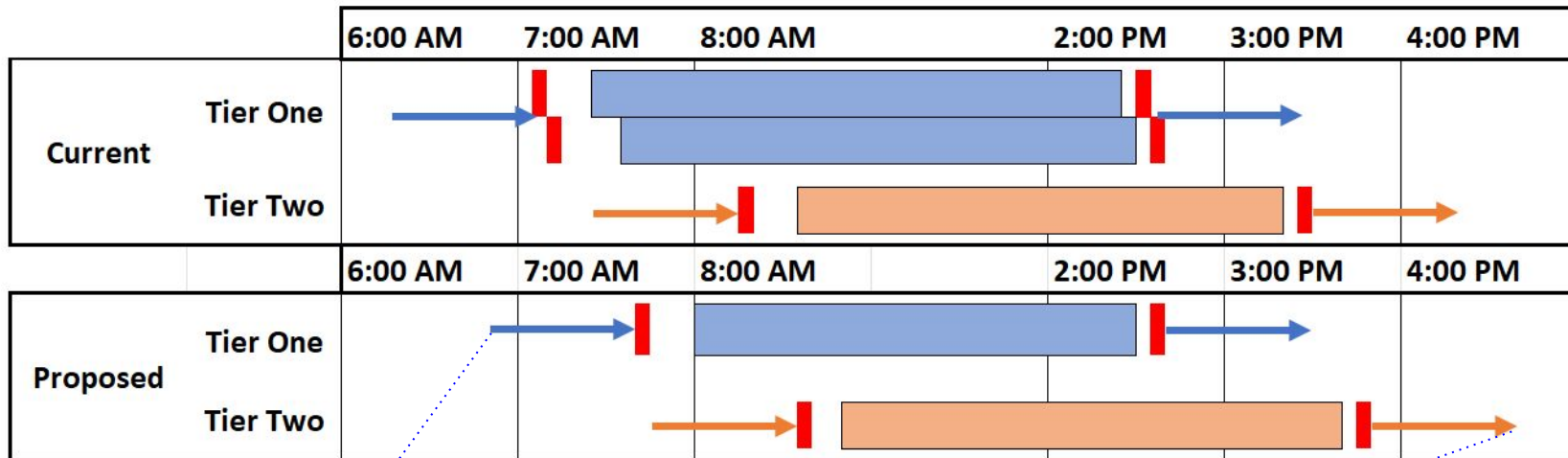
CURRENT TIMES



PROPOSED TIMES



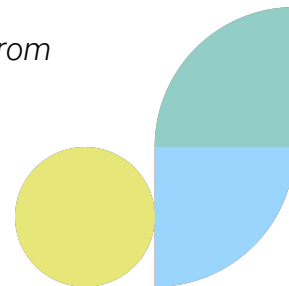
# Bell Schedule Analysis



Earliest pickup goes from around 6:15 to 6:45

Latest drop-off goes from around 4:15 to 4:30

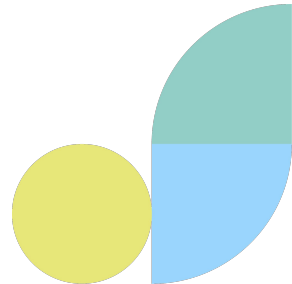
Earliest Sunset - 4:23 PM  
Latest Sunrise - 7:28AM





# Operational Efficiency

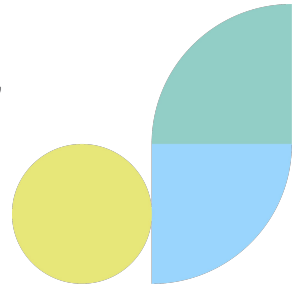
- Bus network is driven by the first tier of busing, the MS and HS
  - Because these routes are already at capacity, any fluctuations in ridership participation can affect fleet requirement
  - Opt-in or sign-up for transportation?
    - Survey families to gather additional information on bus ridership patterns
    - Some bus routes will have more riders, some less, but data can assist in planning for this





# Bell Schedule Analysis

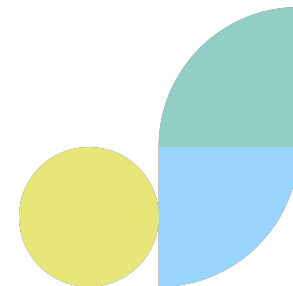
- Why this works
  - Dismissals are very close to the current schedule
  - Morning - slightly less time for buses to get from first tier to second tier, but majority of routes can accommodate change with minor schedule adjustments
  - Afternoon - additional time for buses to get from their first tier to second
    - Dismissal is always challenging for logistics, more time is beneficial
  - First tier secondary, second tier elementary remains as the sequence for bus schedules
    - Allows for route pairs to remain consistent in most cases
    - When districts move tiers, the entire bus network often must be re-designed, and in many cases this has led to a bus increase





# Bottom Line

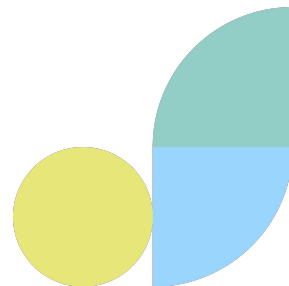
- The risk of adding buses comes from two factors
  - Fairchild Wheeler students rely on a bus that shuttles from THS and with the time change, morning buses will not be synchronized for this transfer
    - Grant funding mitigates this expense to \$46,000 for two buses
  - Increases in ridership, to already full buses, can potentially require adding routes
    - Bus cost increases in increments of \$75,000 for a five hour regular education route
    - One - \$75,000      Two - \$150,000      Four - \$300,000
- Potential for daily rate to increase on most routes
  - In many cases routes will go from 5 hour to 5.5 hour rates
  - Estimate for fleet to add 30 minutes to route rate - \$141,000
- Additional bus and rate cost estimate - \$187,000
  - Plus any additional bus (due to overcrowding) would be approximately \$75,000





# Positive Takeaways

- All students move to a later start to the day, everyone is after 8:00 AM
  - Accomplished without impact to HS dismissal - sports, after school activities
  - Accomplished without impact to classroom time
- Identified costs come to less than \$0.25 per student, per day
- Many other factors can increase the cost of transportation, absent of a bell time change
  - A forthcoming report will summarize current operations and make recommendations for long term efficiency opportunities





# Thank you

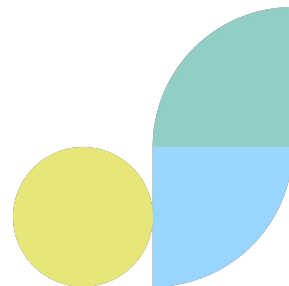
## Mike Archer

Director, CESO Consulting

Phone: 610-451-9361

Email: [mike.archer@theceso.com](mailto:mike.archer@theceso.com)

Web: [www.theceso.com](http://www.theceso.com)





TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Report to the Board of Education  
Regular Meeting – December 13, 2022

Agenda Item –III-E

Mrs. Petitti

Curriculum Committee Report  
Curriculum Committee Meeting – Nov. 29, 2022

Recommendation:

Review and Approve

Dr. Iwanicki

Approval/ Curriculum Guides, New Courses and Text

Based on the Curriculum Committee's meeting on November 29, 2022, the Board of Education will be asked to approve curriculum guide updates, new course proposals, and a new text for use as noted below:

- Grade 4 & 5 Science Curriculum Guide Updates
- Trumbull High School New Course Proposals
  - Grades 9-12 American Sign Language-Level 1
  - Grades 11-12 Early College Experience-If You Love It, Teach I
- Trumbull High School New Text Proposal for Grade 12 -African American Literature
  - Butler, Octavia E, *Parable of the Sower*. New York, Four Walls Eight Windows, 1993.

# TRUMBULL PUBLIC SCHOOLS TRUMBULL, CONNECTICUT

Curriculum Committee of the  
Trumbull Board of Education

## Regular Meeting

Thursday, November 29<sup>th</sup>, 2022, 8:30 a.m.  
Trumbull High School Main Office Conference room  
MINUTES

- I. Call to Order/Introduction. The meeting was called to order at 8:37am.

### Members Present

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

- II. Public Comment  
No public comment was received.

- III. Approval/Minutes – Regular Meeting 10/20/2022  
Mrs. Petitti motioned to approve the minutes of the October 20<sup>th</sup> Curriculum Meeting. Ms. McNamee and the motion was unanimously approved.

- IV. New Business

- a. New Text Proposal- Grade 12 -African American Literature Butler, Octavia E, *Parable of the Sower*. New York, Four Walls Eight Windows, 1993. Mr. Bracksieck presented and relayed that the course was written in 2008 and this text would fill an important gap in the curriculum of “Afrofuturism” which is essentially the idea of a world that is not disrupted by slavery and colonialism and that focuses on hope and community. Other examples would be the *Black Panther* movies and the kind of alternative future that could arise from this movement. The text is about a young girl that spans environmental, economic, and social upheaval. The main character has “hyper empathy” and can feel other people’s pain and pleasure. The book speaks to how one feels a community and how one decides to form a community—the common bond and the common need. There is an emphasis on change and that focuses on change is a positive strength. Mrs. Petitti stated that if it was in suggested, supplemental reading she would not be as opposed, but her research indicated that in Trumbull, Westport, Bridgeport, and Monroe libraries-- the book is in the adult section. Ms. McNamee highlighted that a large number of our required novels in our curriculum are in the adult section for example, *The Great Gatsby*, and *Old Man in the Sea*. A conversation about the role of religion in the book was also held. It was stated that the book is a science

fiction novel which is not meant to teach religion in any way. Ms. McNamee asked where the book fits in the class and it was shared that it comes towards the end. This novel is being proposed for a 12<sup>th</sup> grade African American Literature elective which is not required. She mentioned that religion is referenced in many literature classes, such as Thoreau and transcendentalism. She also highlighted that current young adult literature has a lot of magical realism and futurism. It was also highlighted that the novel has a hopeful ending. Mrs. Nuland shared that she enjoyed the book and that kids being left on the own in 2025 was interesting. She relayed surprise about the parallelism between the books science fiction interpretation of the future and today; she added that although the characters make up their own religion, this happens a lot in terms of how people interpret their religion. Ms. McNamee and Mrs. Nuland moved to move the book forward to the Board of Education for approval. Mrs. Petitti voted against moving the book forward. The motion passed two to one.

- b. Curriculum Guide Update- Grade 4 Science and Grade 5- Mr. Silhavy from Middlebrook, Alison Cotter from Booth Hill, and Liz Doherty from Science Program Leader K-5. Mrs. Doherty highlighted that these guides had been in draft form in 2020 and were just being integrated into the classrooms with Carolina Biological. She worked with the teams in which teacher leaders put together final products as represented in the curriculum guides. Mrs. Cotter brought examples of Science notebooks- showing growth of both regular and special education students. It was discussed that the students are required to show their learning in Science notebooks and that working in curriculum over the last two summers, there was always at least one teacher from every school. Most students receive at least four hours of Science instruction a week in grades four and five. Mr. Silhavy noted that students have to be thinkers and understand the concepts—so the program drives for students to think about what they are about to learn before they explore it—the metacognition and combination of materials from Carolina Biological materials along with the standards has really been effective for Trumbull students. It was also added students use claim and reasoning skills to express their understanding. Mrs. Doherty noted students explain, explore, and elaborate and then do a STEM activity to culminate the activities. The team’s vision was to have a support hands-on curriculum that is aligned with the standards. Mrs. Petitti asked if the schools have the materials needed and if they are aligned. Mrs. Doherty stated they do have all the materials and the Mr. Silhavy confirmed that this happens annually. Ms. McNamee added that she loves the use of art for students to show their understanding of the process across the different types and abilities of learners. Mrs. Petitti and Ms. McNamee was asked how much kits cost and how many are used. Most grade levels use at least three kits a year. The squid unit, for example, costs \$3,839 districtwide and allows students to experience dissection as well as exploration of parts of the animal’s body. Ms. McNamee moved to present both curriculums to the Board of Education for approval. Mrs. Petitti seconded. The motion passed unanimously.
- c. New Course Proposal- Grades 9-12 American Sign Language- Level 1, Special Education Department Chair Jen Wolyniec, Teacher of the Deaf, Jill Angotta shared her own experiences in learning two languages and later teaching them. She studied at Gallaudet University and was able to truly study her love for the language. It would be her joy to offer this to students at Trumbull High School. Many of our special education

students struggle with learning world languages such as French and Spanish, but may be able to access American Sign Language (ASL). The kinesthetic way of learning combined with the visual aspects really help students to acquire another language. A presentation was also shared with an overview of the rationale, audience, standards, and materials. Ms. McNamee asked about the class size and if the percentage of other world language classes at the current time with respect to special education students. It was further asked about the impact if the enrollment was above 50% of identified students. Dr. Iwanicki shared that the class would need to be co-taught if the numbers indicate enrollment of the required percentage and the presenters emphasized that the course is aimed to be integrated with both regular education and special education students. Mrs. Wolyniec relayed that the course is capped at 18 students. Mrs. Nuland added that this course also gives access to students that might already speak two language at home to learn another “different” language. She wished they had the course when her son was at THS as he would have benefited from it. Mrs. Nuland moved to bring the American Sign Language (ASL) course forward to the Board of Education for approval. Ms. McNamee seconded. The motion passed unanimously.

- d. New Course Proposal- Grades 11-12 Early College Experience- *If You Love It, Teach It*- CTE Teacher Diane Richard and Department Chair Christina Rusate presented a new course that would encourage students to explore the field of teaching. This course is for 11<sup>th</sup> or 12<sup>th</sup> grade students and is an elective. The course would require an additional text book for further approval in the future, Foundations of Education. Mrs. Richard stated this is the first course of this type to give students the choice of this field of study. Ms. McNamee motioned to move the course forward to the full board with the core text of Foundations of Education. Mrs. Nuland seconded. The motion passed unanimously.

Mrs. Petitti made a motion to adjourn the meeting at 10:07 am. Ms. McNamee seconded. The motion was unanimously agreed to.

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

**Science Curriculum**  
**Grade 4**

**Next Generation**

**September 1, 2022**

**Curriculum Writing Team**

Suzanne Spielman

Amy Alfano

Amanda Schaefer

Matia Berti

Nicole Maresca

Alison Cotter

Stacy Weinstein

Science Teacher, Jane Ryan Elementary

Science Teacher, Middlebrook Elementary

Science Teacher, Middlebrook Elementary

Science Teacher, Frenchtown Elementary

Science Teacher, Frenchtown Elementary

Science Teacher, Booth Hill Elementary

Science Teacher, Daniels Farm Elementary

Elizabeth Doherty

Elementary Science Program Leader Grades K-5

Dr. Susan Iwanicki

Assistant Superintendent

# **NEXT GENERATION SCIENCE**

## **Grade 4**

### **Table of Contents**

Core Values & Beliefs	3
Introduction & Philosophy	3-4
Safety First	4
Course Goals	4
Course Enduring Understandings	4-6
Course Essential Questions	6
Course Knowledge & Skills	7
Science Year at a Glance	8
Unit 1: Earth's Systems, History, and Human Impact Unit Goals	9
Unit 2: Waves and Their Applications in Technologies for Information Transfer	15
Unit 3: From Molecules to Organisms: Structures and Processes	23

# **NEXT GENERATION SCIENCE**

## **Grade 4**

### **APPENDICES**

Unit 1 Assured Lesson Outline: Earth Systems	A
General Scoring Rubric	B

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

### **CORE VALUES AND BELIEFS**

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy. Approved 8/26/2011

## INTRODUCTION & PHILOSOPHY

The Connecticut State Board of Education, in its 2008 Position Statement on Science Education, calls for a systematic approach to ensuring that every student in Connecticut receives a rich and coordinated PK-12 education in science. Science learning should focus simultaneously on developing an understanding of core concepts, as well as knowing how scientists work collaboratively to test ideas, analyze evidence and solve problems. The realization of this vision is critical for our students' futures, as well as for Connecticut's place in the globally competitive economy.

In 2015, the Connecticut State Board of Education adopted the Next Generation Science Standards which embodies the National Research Council's *Framework for K-12 Education: Practices, Crosscutting Concepts, and Core Ideas* (2011); and furthermore developed a 5-year Implementation Plan of the Next Generation Science Standards (NGSS) for transitioning curriculum, instruction, and assessment. The NGSS architecture was designed to provide information to teachers and curriculum and assessment developers beyond the traditional one line standard and uses Science and Engineering Practices along with various components of the Disciplinary Core Ideas and Crosscutting Concepts to make up the performance expectations for students.

The Board offers guidelines to support the establishment of collaborations among various stakeholders to build a coordinated science education system. (SDE, 2008).

As developed by the writers of the *Framework for K-12 Science Education* (Council, 2011), a core idea for K-12 science instruction should:

1. "Have broad importance across multiple sciences or engineering disciplines or be a key organizing principle of a single discipline."
2. "Provide a key tool for understanding or investigating more complex ideas and solving problems."
3. "Relate to the interests and life experiences of students or be connected to societal or personal concerns that require scientific or technological knowledge."
4. "Be teachable and learnable over multiple grades at increasing levels of depth and sophistication." (Council, 2011)

The Trumbull Public School's Grade 4 science curriculum addresses the Next Generation Science Standards as listed with each unit of study.



## **SAFETY FIRST**

The Trumbull Public School System follows the recommended guidelines for student safety in the classroom as represented in the National Science Education Standards, State Science Frameworks and NGSS, the National Science Teachers Association, and OSHA and as outlined in subsections of Policy 6000 in regards to Instruction. We encourage and foster a hands-on, process and inquiry-based approach to science instruction with student safety always first and foremost in mind. The use of lab safety guidelines are supported throughout the district.

## **COURSE GOALS**

The course goals derive from the 2013 Next-Generation Science Standards. Goals are listed specific to each unit in this curriculum guide, and developed through unit lessons using the 5E learning model (engage, explore, explain, elaborate, evaluate) in order to encourage student engagement and foster metacognitive learning strategies through a reflective process. An important role of science education is not to teach “all the facts” but rather to prepare students with sufficient core knowledge so that they can later acquire additional information on their own.

## **COURSE ENDURING UNDERSTANDINGS**

### **Earth’s Systems, History, and Human Impact**

Students will understand...

- Earth’s major systems interact in multiple ways to affect earth’s surface materials and processes. Human activities affect Earth’s systems and their interactions at its surface.
- Maps can help locate the different land and water features where people live and in other areas of Earth.
- Living things affect the physical characteristics of their regions. Many types of rocks and minerals are formed from the remains of organisms or are altered by their activities.
- All materials, energy, and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not.
- A variety of hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.
- Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. However, humans are doing things to help protect Earth’s resources and environments.

### **Energy, Waves and their Applications**

Students will understand...

- Energy can be moved from place to place by moving objects or through sound, light, or electric currents.
- When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced.
- Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy.
- When objects collide, the contact forces transfer energy so as to change the object's motion. The expression “produce energy” typically refers to the conversion of stored energy into a desired form for practical use.
- It is important to be able to concentrate energy so that it is available for use where and when it is needed. For example, batteries are physically transportable energy storage devices, whereas electricity generated by power plants is transferred from place to place through distribution systems.
- Waves, which are regular patterns of motion, can be made in water by disturbing the surface. Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks.)
- Digitized information can be transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa.

### **Molecules to Organisms**

Students will understand...

- Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.
- Organisms range in composition from a single cell to multicellular organisms. In multicellular organisms groups of cells work together to form systems of tissues and organs that are specialized for particular functions.
- Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions and support their survival.
- Eye structures have individual functions, and light waves and their frequencies affect our experience of vision. (Relationship between light and pupil size.)

### **Engineering Design**

Students will ...

- Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.
- Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem.
- Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.
- Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.

## **COURSE ESSENTIAL QUESTIONS**

- How do people reconstruct and date events in Earth's planetary history?
- How and why is Earth constantly changing?
- How do Earth's major systems interact?
- How do the properties and movements of water shape Earth's surface and affect its systems?
- How do living organisms alter Earth's processes and structures?
- How do human activities and Earth's surface processes (including natural disasters) affect each other?
- How do humans depend on Earth's resources?
- How can humans explain and predict interactions between objects and within systems of objects?
- How can one predict an object's continued motion, changes in motion, or stability?
- What is energy?
- How do food and fuel provide energy?
- How are waves used to transfer energy and information?
- What are the characteristic properties and behaviors of waves?
- How do organisms live, grow, respond to their environment, and reproduce?
- How do organisms detect, process, and use information about the environment?
- How do engineers solve problems?
- What are the criteria and constraints of a successful solution?
- How can the various proposed design solutions be compared and improved?

## **COURSE KNOWLEDGE AND SKILLS**

Crosscutting scientific and engineering concepts as outlined in the Next Generation Science Standards for Grade 4 (NGSS):

Students will know...

- Patterns can be used as evidence to support an explanation. Science assumes consistent patterns in natural systems. Similarities and differences in patterns can be used to sort and classify natural phenomena.
- Cause and effect relationships are routinely identified, tested, and used to explain change.
- Energy and matter: Energy can be transferred in various ways and between objects. The way in which an object or living thing is shaped and its substructure determine many of its properties and functions.
- Knowledge of relevant scientific concepts and research findings is important in engineering. Over time, people's needs and wants change, as do their demands for new and improved technologies.
- Engineers improve existing technologies or develop new ones to increase their benefits, to decrease known risks, and to meet societal demands.

Students will be able to ...

- Ask questions (for science) and define problems (for engineering)
- Develop and use models
- Plan and carry out investigations
- Analyze and interpret data
- Use mathematics and computational thinking
- Construct explanations (for science) and design solutions (for engineering)
- Engage in arguments from evidence
- Obtain, evaluate, and communicate information

## SCIENCE YEAR AT A GLANCE

Lesson are based on Allotted Instructional Time per discipline for Grade 4: 225 minutes  
(recommended 5 – forty-five minute classes per week or 4 - fifty-five minute classes per week)

September to December	<u>Unit 1: <b>Changing Earth</b></u> Earth's Systems, History, and Human Impact STEM-embedded unit on Earth materials/systems/erosion
January to mid-April	<u>Unit 2: <b>Energy Works</b></u> Waves and Their Applications in Technologies for Information Transfer (Energy - Natural Resources, Motion, Electricity)
Mid-April to June	<u>Unit 3: <b>Plant and Animal Structures</b></u> From Molecules to Organisms: Structure and Function, Information Processing

## **UNIT 1- Changing Earth**

### **Earth's Systems, History, and Human Impact**

#### **Unit Goals**

Grade 4 students are expected to develop an understanding of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. They apply their knowledge of natural Earth processes to generate and compare multiple solutions to reduce the impacts of such processes on humans. In order to describe patterns of Earth's features, students will analyze and interpret data from maps. Different types of maps provide different information about the landforms and bodies of water on Earth. For example, Globes are three dimensional and use texture or elevated surfaces to show hills, mountains, or deserts.

NGSS.4-ESS1-1.	Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
NGSS.4-ESS2-1.	Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
NGSS.4-ESS2-2.	Analyze and interpret data from maps to describe patterns of Earth's features.
NGSS.4-ESS3-1.	Obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment.
NGSS.4-ESS3-2.	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
NGSS.3-5.ETS1.B	Designing Solutions to Engineering Problems. Testing a solution involves investigating how well it performs under a range of likely conditions.
NGSS.3-5-ETS1-1.	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

NGSS.3-5-ETS1-3

Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

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

### **ELA/Literacy**

CCS.ELA-Literacy.W.4.7

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

CCS.ELA-Literacy.W.4.8

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CCS.ELA-Literacy.W.4.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.  
(4-ESS1-1)

CCS.ELA-Literacy.SL.1.5

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

### **Mathematics**

CCS.MP.2

Reason abstractly and quantitatively.

CCS.MP.4

Model with mathematics.

CCS.MP.5

Use appropriate tools strategically.

CCS.MD.A.1

Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit

in terms of a smaller unit. Record measurement equivalents in a two-column table.

### ***NGSS 3D Learning***

<b>Science &amp; Engineering Practices</b>	<b>Disciplinary Core Ideas</b>	<b>Crosscutting Concepts</b>
<p><b>Constructing Explanations and Designing Solutions</b> Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.</p> <ul style="list-style-type: none"> <li>Identify the evidence that supports particular points in an explanation. (4-ESS1-1)</li> <li>Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution. (4-ESS3-2)</li> </ul> <p><b>Planning and Carrying Out Investigations</b> Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.</p> <ul style="list-style-type: none"> <li>Make observations and/or measurements to produce data to serve as the basis for</li> </ul>	<p><b>ESS1.C: The History of Planet Earth</b></p> <ul style="list-style-type: none"> <li>Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed. (4-ESS1-1)</li> </ul> <p><b>ESS2.A: Earth Materials and Systems</b></p> <ul style="list-style-type: none"> <li>Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around. (4-ESS2-1)</li> </ul> <p><b>ESS2.B: Plate Tectonics and Large-Scale System Interactions</b></p> <ul style="list-style-type: none"> <li>The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or</li> </ul>	<p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>Patterns can be used as evidence to support an explanation. (4-ESS1-1, 4-ESS2-2)</li> </ul> <p><b>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</b></p> <ul style="list-style-type: none"> <li>Science assumes consistent patterns in natural systems. (4-ESS1-1)</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Cause and effect relationships are routinely identified, tested, and used to explain change. (4-ESS2-1)</li> </ul> <p><b>Influence of Science, Engineering and Technology on Society and the Natural World</b></p> <ul style="list-style-type: none"> <li>Over time, people’s needs and wants change, as do their demands for new and improved technologies. (4-ESS3-1)</li> <li>Engineers improve existing technologies or develop new ones to increase their benefits, to decrease known risks, and to meet societal demands. (4-ESS3-2)</li> </ul>



<p>evidence for an explanation of a phenomenon. (4-ESS2-1)</p> <p>Analyzing and Interpreting Data Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.</p> <ul style="list-style-type: none"> <li>Analyze and interpret data to make sense of phenomena using logical reasoning. (4-ESS2-2)</li> </ul> <p><b>Obtaining, Evaluating, and Communicating Information</b> Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluate the merit and accuracy of ideas and methods.</p> <ul style="list-style-type: none"> <li>Obtain and combine information from books and other reliable media to explain phenomena. (4-ESS3-1)</li> </ul>	<p>near their edges. Maps can help locate the different land and water features areas of Earth. (4-ESS2-2)</p> <p><b>ESS2.E: Biogeology</b></p> <ul style="list-style-type: none"> <li>Living things affect the physical characteristics of their regions. (4-ESS2-1)</li> </ul> <p><b>ESS3.A: Natural Resources</b></p> <ul style="list-style-type: none"> <li>Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (4-ESS3-1)</li> </ul> <p><b>ESS3.B: Natural Hazards</b></p> <ul style="list-style-type: none"> <li>A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions).</li> <li>Humans cannot eliminate the hazards but can take steps to reduce their impacts. (4-ESS3-2) (Note: This Disciplinary Core Idea can also be found in 3.WC.)</li> </ul> <p><b>ETS1.B: Designing Solutions to Engineering Problems</b></p> <ul style="list-style-type: none"> <li>Testing a solution involves investigating how well it performs under a range of likely conditions. (secondary to 4-ESS3-2)</li> </ul>	
---	--	--

## **Unit Essential Questions:**

- How do people reconstruct and date events in Earth's planetary history?
- How and why is Earth constantly changing?
- How do Earth's major systems interact?
- How do the properties and movements of water shape Earth's surface and affect its systems?
- How do living organisms alter Earth's processes and structures?
- How do human activities and Earth's surface processes (including natural disasters) affect each other?
- How do humans depend on Earth's resources?
- How do engineers solve problems?
- What are the criteria and constraints of a successful solution?
- How can the various proposed design solutions be compared and improved?

## **Scope and Sequence Bundle 1:**

Lesson 1: Earth's Layers and Plates

Lesson 2: Rock Formations and Patterns

Lesson 3: Weathering and Erosion

Lesson 3a: This lesson is from Building for Erosion Control: Pearson Project STEM

Lesson 4: Mapping Earth

Lesson 5: Changing Earth

Lesson 6: Life on a Changing Earth

## **Earth's Systems Phenomena:**

Throughout history, strong earthquakes occurred leading to volcanic eruptions. (e.g., The west coast of the United States experiences many earthquakes. In 1980, a major earthquake triggered the eruption of Mount St. Helens in Washington.)

## **Earth's Systems Focus Questions:**

- What causes earthquakes?
- Why does the west coast experience earthquakes?
- Why did Mount St. Helens erupt after an earthquake?
- What causes the layers of sand, soil, or clay to form?
- Are there differences between soil, sand, and clay?
- What is the difference between a map and globe?
- Where are most fossils found?
- Why are fossils found in regions where water once existed?
- Why are water animals found deeper underground?

**Erosion STEM-based Application Phenomena:** Driving around the country, you may notice warning signs alerting people about rockslides, landslides, mudslides, or flooding. With heavy rainfall, it is crucial to exercise caution.

**Erosion STEM-based Application Focus Questions:**

- What causes landslides, rockslides, mudslides, or flooding?
- Why are these events more common during rainfall?
- Are there solutions to prevent landslides, rockslides, mudslides, or flooding?

**Assured Assessments:**

Formative:

- Student Investigation Sheets
- Science Notebook Entries
- Whole Group Check-In Discussions
- Monitoring during turn and talk
- Student responses during class discussions
- Students' questions about the investigative phenomenon at the end of the unit
- Tell Me More Responses- Extensions and Enrichment

Summative/Content:

- Lesson 1- Changing Earth Snapshot
- Journal Activity- Earth's Plates and Layers
- Erosion IAB- (CSDE Comprehensive Assessment Program)
- Lesson 4- Mapping the Earth
- Relative Age of Rocks IAB- (CSDE Comprehensive Assessment Program)

**Resource:**

Core

- *Building Blocks of Science® 3D: Changing Earth* . Carolina Biological Module & Teacher Edition, 2019
- *Building Blocks of Science® 3D: Changing Earth* . Carolina Biological Student Readers. 2019. Carolina Biological Supply Company. Burlington, NC.
- *Project STEM: Building for Erosion Control*. Pearson Module & Teacher Edition
- *Project STEM: Building for Erosion Control Science Reader*. Pearson Education Inc. Upper Saddle River, NJ. Print

Supplemental

- *Erosion*. Delta Science Reader. Nashua, NH, 2004. Print
- Classroom and Learning Commons content related libraries

**Time Allotment**

- Earth's Systems: Changing Earth- Trimester 1 (September-December)

**UNIT 2- Energy Works**  
**Waves and Their Applications in Technologies for Information Transfer**  
**(Energy, Motion, Electricity)**

**Unit Overview**

Energy is a central idea in science; however, it is a complex and somewhat abstract topic that students may struggle to grasp. *Energy Works* incorporates phenomena and provides opportunities for students to manipulate materials while exploring concepts related to energy. Throughout the series of six hands-on lessons, students study different kinds of energy, the transfers and transformations that occur between them, and how energy is used in the world around them. Inquiry-based investigations encourage students to make claims supported with evidence and reasoning, elaborate upon their observations, and design their own experiments.

Students begin by tracing the flow of energy that comes into their bodies and identifying other sources of energy around them. They learn about the two main types of energy—stored (potential) and motion (kinetic)—and participate in interactive demonstrations to draw comparisons between them. To understand the concept of energy transfers and transformations, students set up circuits. They also learn about waves as more than just a water-related topic by examining energy patterns and making connections to forms of communication, like Morse code. Nonrenewable and renewable energy sources are introduced and students explore the benefits and detriments of different types of alternative energy. Students create models of wind turbines and waterwheels and elaborate upon their functionalities. In the last lesson, students design an experiment to answer a question about energy and demonstrate their knowledge. As a culmination, students evaluate how much they have learned about energy by revisiting their pre-unit assessment activity.

**Standards**

NGSS.4-PS3-1.	Use evidence to construct an explanation relating the speed of an object to the energy of that object.
---------------	--

NGSS.4-PS3-2.	Make observations to provide evidence that energy
---------------	---

can be transferred from place to place by sound, light, heat, and electric currents.

NGSS.4-PS3-3.

Ask questions and predict outcomes about the changes in energy that occur when objects collide.

NGSS.4-PS3-4.

Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

NGSS.4-PS4-1.

Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

NGSS.4-PS4-3.

Generate and compare multiple solutions that use patterns to transfer information.

NGSS.4-ESS3-1.

Obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment.

NGSS.3-5.ETS1.B

Designing Solutions to Engineering Problems.  
Testing a solution involves investigating how well it performs under a range of likely conditions.

NGSS.3-5-ETS1-1.

Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

NGSS.3-5-ETS1-3

Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

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

## **ELA/Literacy**

CCS.ELA-Literacy.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCS.ELA-Literacy.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
CCS.ELA-Literacy.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CCS.ELA-Literacy.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CCS.ELA-Literacy.SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
CCS.ELA-Literacy.RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCS.ELA-Literacy.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
CCS.ELA-Literacy.RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

## **Mathematics**

CCS.MP.2	Reason abstractly and quantitatively.
----------	---------------------------------------

CCS.MP.4	Model with mathematics.
CCS.MP.5	Use appropriate tools strategically.
CCS.MD.A.1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
CCS.MD.4.OA.A.3	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
CCS.4.G.A.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

### ***NGSS 3D Learning***

<b>Science &amp; Engineering Practices</b>	<b>Disciplinary Core Ideas</b>	<b>Crosscutting Concepts</b>
<b>Asking Questions and Defining Problems</b> Asking questions and defining problems in grades 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships. <ul style="list-style-type: none"> <li>Ask questions that can be investigated and predict reasonable outcomes based on patterns such as</li> </ul>	<b>PS3.A: Definitions of Energy</b> <ul style="list-style-type: none"> <li>The faster a given object is moving, the more energy it possesses. (4-PS3-1)</li> <li>Energy can be moved from place to place by moving objects or through sound, light, or electric currents. (4-PS3-2),(4-PS3-3)</li> </ul> <b>PS3.B: Conservation of Energy and Energy Transfer</b>	<b>Energy and Matter</b> <ul style="list-style-type: none"> <li>Energy can be transferred in various ways and between objects. (4-PS3-1),(4-PS3-2),(4-PS3-3),(4-PS3-4)</li> </ul> <b>Patterns</b> <ul style="list-style-type: none"> <li>Similarities and differences in patterns can be used to sort and</li> </ul>

<p>cause and effect relationships. (4-PS3-3)</p> <p><b>Planning and Carrying Out Investigations</b> Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.</p> <ul style="list-style-type: none"> <li>• Make observations to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. (4-PS3-2)</li> </ul> <p><b>Constructing Explanations and Designing Solutions</b> Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.</p> <ul style="list-style-type: none"> <li>• Use evidence (e.g., measurements, observations, patterns) to construct an explanation. (4-PS3-1)</li> <li>• Apply scientific ideas to solve design problems. (4-PS3-4)</li> </ul>	<ul style="list-style-type: none"> <li>• Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced. (4-PS3-2),(4-PS3-3)</li> <li>• Light also transfers energy from place to place. (4-PS3-2)</li> <li>• Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy. (4-PS3-2),(4-PS3-4)</li> </ul> <p><b>PS3.C: Relationship Between Energy and Forces</b></p> <ul style="list-style-type: none"> <li>• When objects collide, the contact forces transfer energy so as to change the object's motions. (4-PS3-3)</li> </ul> <p><b>PS3.D: Energy in Chemical Processes and Everyday Life</b></p> <ul style="list-style-type: none"> <li>• The expression “produce energy” typically refers to the conversion of stored energy into a desired form for practical use. (4-PS3-4)</li> </ul> <p><b>ETS1.A: Defining Engineering Problems</b></p>	<p>classify natural phenomena. (4-PS4-1)</p> <ul style="list-style-type: none"> <li>• Similarities and differences in patterns can be used to sort and classify designed products. (4-PS4-3)</li> </ul> <p><b>Connections to Nature of Science</b></p> <ul style="list-style-type: none"> <li>• Scientific Knowledge Assumes an Order and Consistency in Natural Systems</li> <li>• Science assumes consistent patterns in natural systems. (4-ESS1-1)</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• Cause and effect relationships are routinely identified. (4-PS4-2)</li> </ul> <p><b>Interdependence of Science, Engineering, and Technology</b></p> <ul style="list-style-type: none"> <li>• Knowledge of relevant scientific concepts and research findings is important in engineering. (4-PS4-3)</li> </ul>
--	--	--



<ul style="list-style-type: none"> <li>● Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution. (4-PS4-3)</li> </ul> <p><b>Developing and Using Models</b></p> <p>Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.</p> <ul style="list-style-type: none"> <li>● Develop a model using an analogy, example, or abstract representation to describe a scientific principle. (4-PS4-1)</li> <li>● Develop a model to describe phenomena. (4-PS4-2)</li> </ul>	<ul style="list-style-type: none"> <li>● Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (secondary to 4-PS3-4)</li> </ul> <p><b>PS4.A: Wave Properties</b></p> <ul style="list-style-type: none"> <li>● Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the wave except when the water meets a beach. (Note: This grade band endpoint was moved from K–2.) (4-PS4-1)</li> </ul> <p>Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks). (4-PS4-1)</p> <p><b>ESS3.A: Natural Resources</b></p> <ul style="list-style-type: none"> <li>● Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (4-ESS3-1)</li> </ul>	
---	--	--

	<b>ETS1.C: Optimizing The Design Solution</b> <ul style="list-style-type: none"> <li>• Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (secondary to 4-PS4-3)</li> </ul>	
--	---	--

### Unit Essential Questions:

- How can one predict an object's continued motion, changes in motion, or stability?
- What is energy?
- How are waves used to transfer energy and information?
- What are the characteristic properties and behaviors of waves?
- How do humans depend on Earth's resources as energy?
- How do food and fuel provide energy?
- How do engineers solve problems?
- What are the criteria and constraints of a successful solution?
- How can the various proposed design solutions be compared and improved?

### Scope and Sequence Bundle 2:

Lesson 1: Energy Sources Are Everywhere

Lesson 2: Stored Motion and Energy

Lesson 3: Energy Transfers and Transformations

Lesson 4: Energy Moves in Waves

Lesson 5: Recycling Energy

Lesson 6: My Energy Experiment

### Phenomenon:

Before a race, coaches tell their runners to eat a healthy meal of pasta, fruits, or vegetables. In fact, coaches of all sports encourage their athletes to have a snack before a game. You might have had a teacher encourage you to eat a good breakfast the morning of a big test. Why is this? What does this make you wonder?

### Focus Questions:

- What are some types of energy we use?
- What are stored energy and motion energy?
- How does energy transfer form?
- What happens when objects collide?
- How is the sun's energy transferred?

- How do you build an electric circuit?
- How does a battery harness energy?
- How can you use waves to send messages?
- How can you create waves?
- How does energy move in waves?
- What are types of alternative Energy?
- How does a wind turbine generate electricity?
- What can I build to demonstrate water energy?

### **Assured Assessments:**

#### Formative:

- Student Investigation Sheets
- Science Notebook Entries
- Whole Group Check-In Discussions
- Monitoring during turn and talk
- Student responses during class discussions
- Students' questions about the investigative phenomenon at the end of the unit
- Tell Me More Responses- Extensions and Enrichment

#### Summative:

- Lesson 2: Stored and Motion Energy
- Lesson 3: Energy Transfers and Transformations Journal Activity
- Batteries and Circuits IAB (CDSE Smarter Balanced Website)
- Lesson 4A: Energy Moves in Waves Journal Activity
- Lesson 4 (End): Water waves IAB (CDSE Smarter Balanced Website)
- Lesson 5: Recycling Energy Snapshot
- Lesson 5: Wind Turbine IAB (CDSE Smarter Balanced Website)

### **Resources:**

#### Core:

- *Building Blocks of Science® 3D: Energy Works* . Carolina Biological Module & Teacher Edition, 2019
- *Building Blocks of Science® 3D: Energy Works* . Carolina Biological Student Readers. 2019. Carolina Biological Supply Company. Burlington, NC.

#### Supplemental

- *Energy*, Harcourt School Publishers, Print
- Classroom and Learning Commons content related libraries

### **Time Allotment:**

- Trimester II and beginning of Trimester III (January to mid-April)

**UNIT 3 - Plant and Animal Studies**  
**From Molecules to Organisms: Structures and Processes**

**Unit Goals**

Fourth graders are expected to develop an understanding that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. Students are expected to develop an understanding that energy can be transferred from place to place by sound, light, heat, and electric currents or from object to object through collisions. They apply their understanding of energy to design, test, and refine a device that converts energy from one form to another. For example, energy radiated from the sun is transferred to Earth by light. When light is absorbed, it warms Earth's land, air, and water and the energy produced facilitates plant growth.

**Standards**

NGSS.4-PS3-4.	Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
NGSS.4-LS1-1.	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
NGSS.4-LS1-2.	Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

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

**ELA/Literacy**

CCS.ELA-Literacy.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
------------------------	---

CCS.ELA-Literacy.SL.4.5

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

## Mathematics

CCS.4.G.A.3

Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded across the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

### *NGSS 3D Learning*

Science & Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Developing and Using Models</b> Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.</p> <ul style="list-style-type: none"><li>• Use a model to test interactions concerning the functioning of a natural system. (4-LS1-2)</li></ul> <p><b>Engaging in Argument from Evidence</b> Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).</p> <ul style="list-style-type: none"><li>• Construct an argument with evidence, data, and/or a model. (4-LS1-1)</li></ul>	<p><b>LS1.A: Structure and Function</b></p> <ul style="list-style-type: none"><li>• Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)</li></ul> <p><b>LS1.D: Information Processing</b></p> <ul style="list-style-type: none"><li>• Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal’s brain. Animals are able to use their perceptions and memories to guide their actions. (4-LS1-2)</li></ul>	<p><b>Systems and System Models</b></p> <ul style="list-style-type: none"><li>• A system can be described in terms of its components and their interactions. (4-LS1-1),(4-LS1-2)</li></ul>

## Unit Essential Questions

- How do organisms live, grow, respond to their environment, and reproduce?
- How do organisms detect, process, and use information about the environment?

## Scope and Sequence Bundle 3

Lesson 1: Structures Used for Survival

Lesson 2: Animal Structures

Lesson 3: Plant Structures

Lesson 4: Using the Senses

Lesson 5: Exploring the Eye

Lesson 6: Structure and Function

## Phenomena

In Alaska, temperatures can be extremely cold—as low as  $-60^{\circ}\text{C}$  ( $-76^{\circ}\text{F}$ ). Few types of plants and animals can survive in such a climate, but the Alaskan wood frog is able to freeze its body, which stops its breathing and the beating of its heart. When the temperatures rise in spring, the frog thaws and returns to life. What does this make you wonder?

## Essential/Focus questions

- Will a seed grow inside a plastic bag?
- How do external structures support survival?
- How do internal structures support survival?
- How does a seed grow into a plant?
- Do plants have structural adaptations?
- How do internal structures help support a plant's survival, growth, and reproduction?
- How do we sense the world around us?
- How is information processed?
- How are senses tested?
- How is information processed?
- How are senses tested?
- How does the eye work?
- How do we see images?
- How do human eyes compare to other animals eyes?
- How can the eye be improved?

## Assured Assessments

### Formative:

- Student Investigation Sheets
- Science Notebook Entries

- Whole Group Check-In Discussions
- Monitoring during turn and talk
- Student responses during class discussions
- Students' questions about the investigative phenomenon at the end of the unit
- Tell Me More Responses- Extensions and Enrichment

#### Summative:

- Lesson 1- Structures Used for Survival - Journal Activity
- Lesson 2- Structures Used for Survival Snapshot
- Lesson 2- Animal Structures Journal Activity
- Lesson 3- Plant Structures Activity
- Lesson 5- Exploring the Eye Snapshot

#### **Resources:**

##### Core:

- *Building Blocks of Science® 3D: Animal Studies* . Carolina Biological Module & Teacher Edition, 2019
- *Building Blocks of Science® 3D: Animal Studies* . Carolina Biological Student Readers. 2019. Carolina Biological Supply Company. Burlington, NC.

##### Supplemental:

- Classroom and Learning Commons content related libraries
- Online resources will be listed with lesson outlines.
- Interactive Word Walls: (Teacher Resource)

[https://drive.google.com/open?id=1FihpyiT-toBe2IbSjAOlqOEaW1Sw\\_Kgm](https://drive.google.com/open?id=1FihpyiT-toBe2IbSjAOlqOEaW1Sw_Kgm)

<https://drive.google.com/file/d/1Q3CvdFzZuE0FeYH7O3VC097vtwK9fk08/view?usp=sharing>

#### **Time Allotment**

- Trimester III (from mid-April to end of school year)

**Appendix A**  
**Sample of Assured Lesson Outline**  
**Changing Earth**

**+Grade 4: Unit 1: Earth's Systems, History, and Human Impact**

<b>Plan Ahead</b>	<p>★ For Lesson 2, Session 3, students will need access to hot water. Teachers may wish to plan to bring in a hot water heater/plate, thermos, etc.</p> <p>★ For Lesson 3, collect approximately six 16 ounce or 1 liter plastic bottles. Each bottle should have a cap.</p> <p>★ Field trip suggestion: Connecticut Science Center (November)</p> <p><i>This unit has connections to Social Studies:</i></p> <p>**Social Studies States and Regions: Harcourt Brace</p> <p>**Social Studies: Chapter 1: <b>Lesson 2: Rivers Change the Land</b></p>
<b>Grade:</b> Grade 4	<p><b>Topic:</b> Earth's Layers and Plates</p> <p><b>Lesson 1 of 6</b> (approximately 7 class sessions)</p>
<p><b>Performance Standard:</b></p> <ul style="list-style-type: none"> <li>● <b>4-ESS1-1:</b> Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.</li> <li>● <b>4-ESS2-1:</b> Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.</li> <li>● <b>4-ESS2-2:</b> Analyze and interpret data from maps to describe patterns of Earth's features.</li> <li>● <b>4-ESS3-2:</b> Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.</li> </ul> <p><b>Crosscutting Concepts:</b> Patterns, Cause and Effect</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>Earth is composed of three layers: crust, mantle, and core.</li> <li>The mantle is made of liquid rock (magma), which convects and results in movement of the crust.</li> <li>Volcanic activity and earthquakes are common along the boundaries between tectonic plates.</li> <li>The movement of tectonic plates can cause magma to rise from Earth's mantle and flow from volcanoes as lava.</li> <li>Earth is constantly changing; however, it can occur quickly or at a very slow rate.</li> <li>Changes to landforms or evidence of erosion may not be noticeable in a year or even a lifetime, but we can find evidence of past changes to predict future changes.</li> <li>Evidence of quick changes are noticeable when catastrophic events occur such as earthquakes, volcanoes, and flooding.</li> </ul> <p><i>Objectives ...</i></p> <ul style="list-style-type: none"> <li>Construct a model of three layers of Earth.</li> <li>Assemble a map of Earth's tectonic plates and make predictions about the effects of their movement.</li> <li>Recognize patterns within the Ring of Fire to draw conclusions about volcanic activity and earthquakes.</li> </ul>	



**Phenomena:** Our Earth is constantly changing; however, it occurs at a very slow rate. Changes to landforms or evidence of erosion may not be noticeable in a year or even a lifetime, but we can find evidence of past changes to predict future changes. The anchoring phenomenon for *Changing Earth* is identifying geological events and structures to explain the history of Earth.

### **Lesson Plan – 5 E Model:**

#### *Essential Question(s):*

- , How do people reconstruct and date events in Earth’s planetary history?
- , How and why is Earth constantly changing?
- , How do Earth’s major systems interact?

**Teacher Prep and resources:** <https://carolinascienceonline.com/#/teacher/product-lines/BBS>

*The Building Blocks of Science® 3D: Changing Earth* module “Earth’s Layers and Plates”, Teacher Guide, and Student Reader

*\*All digital resources, including simulations, for Building Blocks of Science can be found online, with teacher access code, at <http://www.carolinascienceonline.com> or click on the link above.*

Before beginning this Unit of Study - Watch Phenomena video and Teacher Preparation Video in Digital Resources Under Unit Overview and Lesson 1 links for Carolina Biological 3D (link above)

#### **LESSON OVERVIEW:**

- , Earth is made up of mountain ranges, lakes, volcanoes, rivers, canyons, and many other landforms and waterways, all of which are continually changing. Most of these changes are not noticeable in a single lifetime; for example, it takes rivers thousands—even millions—of years to form canyons. Other changes are more drastic and immediate, such as those resulting from an earthquake or a volcanic eruption. This unit focuses on Earth and its changing surface due to erosion, weathering, plate tectonics, and human impact.
- , Begin school year by introducing Science Word Wall with poster: *Say It Like A Scientist*
  - o During each lesson that introduces new vocabulary, have students post terms on the wall space provided.

**ENGAGE:** *Opening activity – access prior learning / stimulate interest / generate questions:*

Scope and Sequence:

#### **Lesson 1, Session 1:**

*Investigation “A”: What Are Earth’s Layers?*

- , Read “Unit Overview: *Changing Earth*” from the *Building Blocks of Science® 3D: Changing Earth*
- , Teacher Guide (p. xxiv) and “Background Information” (p. 36). AND on digital resources at:  
<https://carolinascienceonline.com/#/teacher/product-lines/BBS/products/59e9c9204242530000000024?node=5ca568f57d7f805cce2a0c2e&tab=5ca568f57d7f805cce2a0c16>
- , Prepare SMARTBoard and computer.
- , Introduce phenomenon by reading section titled, “Investigative Phenomenon for Lesson 1” to students followed by the corresponding video (p. 34).

**Investigative Phenomenon for Lesson 1 (Beginning of Lesson):**

Throughout history, the west coast of the United States has experienced many earthquakes. In 1980, a strong earthquake occurred and led to the volcanic eruption of Mount St. Helens in Washington. The earthquake also caused a massive avalanche. Ask students to respond to the following question: “What does this make you wonder?” Chart student questions to refer to throughout the sessions.

Anticipated Questions:

- What causes earthquakes?
- Why does the west coast experience earthquakes?
- Why did Mount St. Helens erupt after an earthquake?

In science notebooks, students will create a two-column chart titled, “Our Earth.” The first column should be titled, “What I Know About Earth” and the second column should be titled “What I Want to Know About Earth.” Allow students to fill this chart in with as much detail as they can. Students can Turn & Talk or share with the whole class.

**EXPLORE:** *Lesson Description – Materials needed / probing or clarifying questions / resources*

**Scope and Sequence**

**Materials** listed with each lesson design in Teacher Guide

**Session 1:****Investigation “A”: Pre-Unit Assessment: What Are Earth’s Layers?**

Introduce Lesson 1: Investigation A: What are Earth’s Layers? (pp. 37 -39).

These steps are outlined in Teacher Guide:

**1.** Ask students to create a two-column chart in their science notebooks titled “Our Earth.” The first column should be titled “What I Know About Earth,” and the second column should be titled “What I Want to Know About Earth.”

Tell students that they are beginning a unit about Earth and how it can change. Allow a few minutes for students to fill in the chart with as much detail as they can.

(you can also use the Interactive Digital resource for the SMART Board)

[https://carolinascienceonline.com/#/teacher/product-lines/BBS/products/59e9c9204242530000000024?node=5ca568f57d7f805cce2a0c2f&sort=TITLE\\_ASC&tab=5ca568f57d7f805cce2a0c2b&play](https://carolinascienceonline.com/#/teacher/product-lines/BBS/products/59e9c9204242530000000024?node=5ca568f57d7f805cce2a0c2f&sort=TITLE_ASC&tab=5ca568f57d7f805cce2a0c2b&play)

**2.** Tell students that they will learn about Earth’s layers by building a model. Guide students to think about Earth’s materials. Use the following questions to guide a discussion:

- How can we describe Earth? (*Answers will vary. Students might suggest that Earth is round, that it has water and land, that there are mountains, that Earth revolves around the Sun, or that Earth is made of different layers.*)
- What makes Earth different from other planets? (*Earth has living things and a large amount of water.*)
- How can the Earth support living things? (*Earth has air, water, food, and shelter, which are needed to support life.*)

**Teacher Prep:** 10 minutes

**Lesson :** 45 minutes

**Digital Tip:** Rather than drawing, use the Earth’s Layers simulation during your discussion.

**MATERIALS:**

Students

- 1 Science notebook\*
- 1 Ball of craft dough- three colors- yellow, red, green
- 1 Marble
- 1 Plastic knife

**Team of two students**

- 1 Paper plate of clay

**Teacher**

- 15 Paper plates\*
- Chart paper or whiteboard\*
- Clay
- Markers\*

\*Use marble for inner core; yellow dough for outer core; red dough for mantle; green dough for crust

**\*Do not use the soil (crust) for this activity.**

- What is the Earth made of? (*Answers will vary, but students are likely to say things like soil, rocks, or water.*)

**3.** Draw attention to the idea that Earth is made of different materials. Begin a discussion about the different layers of Earth by drawing or providing a model like the one in Figure 1.2. Discuss Earth's three layers and their characteristics.

- Guide students to construct a model of Earth's layers using a marble, plastic knife, craft dough (various colors)

### Investigation A

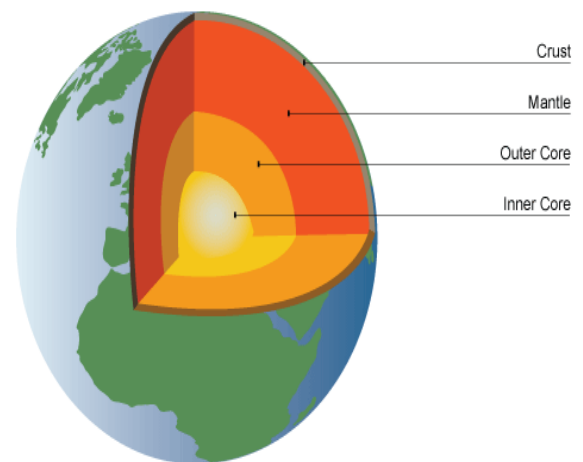
**1.** Each student will need about 2 tablespoons of each color of clay for their 3D Earth model. Place about one-quarter cup of clay on a paper plate for pairs of students to share.


**2.** Title a sheet of chart paper "Our Earth." Create a two-column chart with one column titled "What We Know About Earth" and the other column titled "What We Want to Know About Earth." Alternatively, use Interactive Whiteboard: Our Earth.

**Turn & Talk:** The mantle of Earth moves around, causing the crust to change shape. What landforms on Earth might have been formed by the movement of the mantle?

### Vocabulary:

- **Crust:** The crust is the outermost layer of Earth and is solid. This is where life exists.
- **Mantle:** The mantle is the middle layer of Earth and is made of melted rocks. It is extremely hot and is constantly moving and flowing. This movement is what causes changes in Earth's crust.
- **Core:** The core is the deepest, innermost layer of Earth and is the hottest layer. It is made mostly of metals, which is what causes the Earth to be magnetic and have north and south poles.



	<p><b>Tell Me More Investigation A:</b> page 39 (optional)</p> <p>The mantle of Earth moves around, causing the crust to change shape. What landforms on Earth might have been formed by the movement of the mantle?</p>
<p><b>Lesson 1, Session 2: (2 or 3 Days)</b></p> <p><b>*TEACHER TIP:</b>  <b>Prior to lesson - assign cutting of plates for homework - (suggest placing pieces in baggies)</b></p> <p><b>Watch prior to lesson:</b>  <b>Brain Pop:</b> The Mysteries of Life: Plate Tectonics (6:49 min)  <a href="https://www.brainpop.com/science/earthsystem/platetectonics/">https://www.brainpop.com/science/earthsystem/platetectonics/</a>  <b>**You may want to explore the links to graphic organizer, related articles, worksheets, and vocabulary within the Brain Pop</b></p> <p><b>Investigation “B”: <i>Why Does Earth Have Plates?</i></b></p> <ul style="list-style-type: none"> <li>● Introduce Investigation B: Why Does Earth Have Plates?” (pp. 40-41). <b>Use the discussion questions listed on pages 40 - 41 during investigation.</b></li> <li>● Students will construct a puzzle of a map as an introduction to studying about Earth’s tectonic plates.</li> <li>● In partnerships, facilitate discussion on observations from the map. Have students brainstorm the effects of the moving plates and record these in their Science Notebooks.</li> </ul> <p><b>Turn &amp; Talk:</b> Earthquakes and volcanic eruptions are common events along Earth’s plates. What do you think causes an earthquake? Think about Earth’s plates.</p> <p><b>Watch after lesson:</b></p>	<p><b>Teacher Preparation:</b> 5 minutes  <b>Lesson:</b> 45 minutes (each lesson)</p> <p><b>For each student:</b></p> <ul style="list-style-type: none"> <li>Student Investigation Sheet 1B: <i>How is Earth Divided into Plates?</i></li> <li>Glue stick</li> <li>Pair of scissors</li> <li>Science notebooks</li> <li><i>Changing Earth</i> Literacy Reader, p. 5</li> <li><a href="#"><b><u>Find the Continents and Oceans Make a copy for each student</u></b></a></li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Chart paper or whiteboard</li> <li>Markers</li> </ul> <p><b>Teaching Tip:</b>  This investigation will introduce students to tectonic plates. Depending on the background knowledge of your students, it may be helpful to review the names of the continents. List them on the board, or provide a map for the class.</p>  <p><b>Continents and Oceans</b></p>

**Earth's Interior and Plate Tectonics:(5:43 min)**  
<https://easyscienceforkids.com/plate-tectonics-for-kids-video/>

**Identify Phenomena:** Make connections to convections in the mantle and the convection of air, which rises as it heats, due to the sun, and falls as it cools. (p.41 TG)

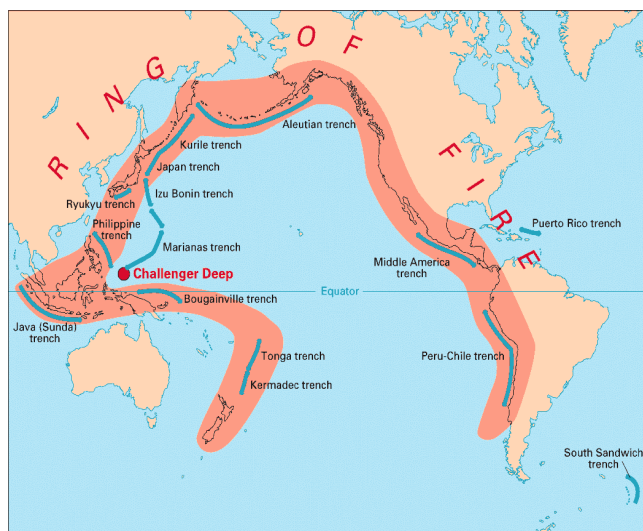
**Tell Me More Investigation B:** page 41 (optional)  
 What do you think causes an earthquake? Think about Earth's plates.

**EXPLAIN:** Concepts explained and vocabulary defined:

**Lesson 1, Session 3:**

**Investigation "C": What is the Ring of Fire?**

- Review vocabulary and concepts from Investigations A & B.
- Introduce Lesson 1: Investigation C: *What is the Ring of Fire?* (pp. 41-43). **Use the discussion questions listed on pages 41 - 43 during investigation.**
- Students will make observations using a map to recognize patterns related to the Ring of Fire and volcanic activity.
- Review students' questions about the investigative phenomenon from the beginning of the lesson.



**Teacher Preparation:** 5 minutes

**Lesson:** 45 minutes

**For each student:**

- , Red marker
- , Science notebook
- , *Changing Earth* Literacy Reader, pp. 6-9

**Teacher:**

- , Chart paper or whiteboard
- , Markers

**Teacher Tip:**

Use the Magma Convection simulation to provide visual support for the idea that convection within the mantle causes magma to rise into a volcano.

, Simulation: *Magma Convection* \*  
 \*All digital resources for *Building Blocks of Science* can be found online, with teacher access code, at <http://www.carolinascienceonline.com>

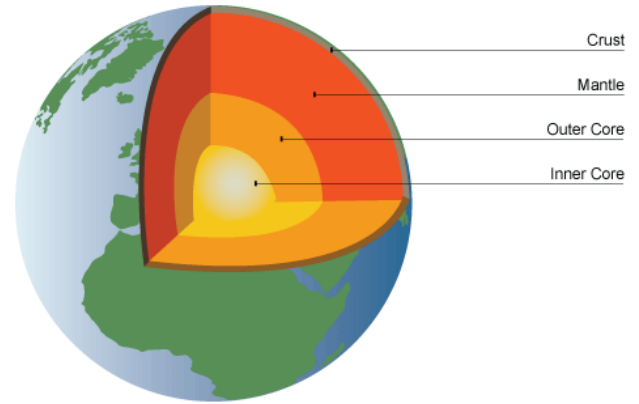
**Concepts**

**Vocabulary:**

- Rocks, soil, and sand are present in most areas where plants and animals live.
- Maps show the shapes and types of land and water in any area. Maps can help locate the different land and water features where people live and other areas of Earth.
- The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns.
- A variety of hazards result from natural processes such as earthquakes, volcanic eruptions, and coastal erosion.

**Boundary** - a dividing line or a line that marks the limits of an area

**Convection current** - An up and down movement in a liquid or a gas that is caused by differences in temperature.



**Core** - The innermost layer of the Earth.

**Crust** - The outermost, rocky layer of Earth.

**Magma** - molten rock beneath Earth's surface.

**Mantle** - The layer inside Earth between the crust and the outer core.

**Plate tectonics** - The widely accepted theory that today's continents were once part of a single landmass that broke apart about 200 million years ago, have moved into their present locations, and are still in motion.

**Volcano** - an opening in Earth's crust through which lava, ash, and cinders erupt, or the mountain formed from past eruptions.

Earth's Plate Boundaries



<div data-bbox="203 205 1427 907" data-label="Figure"> <p style="text-align: center;"><b>Active Volcanoes, Plate Tectonics, and the "Ring of Fire"</b></p> <p><small>Topinka, USGS/CVJ, 1997, Modified from: Tilling, Heliker, and Wright, 1987, and Hamilton, 1976</small></p> </div>	
<p><b>ELABORATE:</b> <i>Applications and extensions</i></p>	
<p><b>Lesson 1, Session 4: 1 or 2 Days: REVIEW</b></p> <p><b>Phenomenon (End of Lesson):</b> Review students' questions about the investigative phenomenon from the beginning of this lesson. Guide students in applying the concepts explored in this lesson and connecting them to the anchoring phenomenon: identifying geological events and structures to explain the history of Earth. By the end of the lesson, students should be able to explain that:</p> <ul style="list-style-type: none"> <li>• Earthquakes occur when tectonic plates shift, causing the land to vibrate.</li> <li>• The West Coast of the U.S. experiences many earthquakes because it is located along a plate boundary.</li> <li>• Earthquakes can cause volcanic eruptions because volcanoes are also commonly located along plate boundaries. The vibrations of an earthquake may cause magma to erupt from a nearby volcano.</li> </ul>	<p><b>Materials</b></p> <p><b>Teacher Preparation:</b> 5 minutes <b>Lesson:</b> 40 minutes</p> <p>Science in the News Article Report (Teacher discretion for students to work individually or in pairs.)</p> <p><a href="#">Kilauea Newsela Article</a></p> <p><a href="#">Nature's Fury Newsela Article</a></p> <p><a href="#">Volcano Warning Signs Newsela Article</a></p> <p><a href="#">Mount St. Helens Research Newsela Article</a></p> <p><i>WHOLE CLASS: SMART Board</i> Carolina Bio Digital Resource: Changing Earth - Scenario Based Digital Assessment <a href="https://carolinascienceonline.com/#/teacher/product-lines/BBS/products/59e9c9204242530000000024?">https://carolinascienceonline.com/#/teacher/product-lines/BBS/products/59e9c9204242530000000024?</a></p>



<p><b>Science in the News</b></p> <ul style="list-style-type: none"> <li>Choose articles that discuss earthquake or volcanic eruptions</li> <li>Allow for choice (3-4 articles max)</li> </ul> <p>If time, have students share reports in groups.</p>	<p><a href="#">node=5ca568f57d7f805cce2a0c2e&amp;tab=5ca568f57d7f805cce2a0c2d&amp;sort=TITLE_ASC&amp;play</a></p> <p><b>Tell Me More Investigation C:</b> page 43 (optional) The mantle is made of melted rock. What could be formed when the melted rock cools?</p>
<b><i>EVALUATE:</i></b> Assured assessments	
<i>Formative Monitoring: questioning / discussion</i>	<i>Summative Assessment</i>
<p><b>Lesson 1, Session 5:</b></p> <ul style="list-style-type: none"> <li>Science Notebook Entry</li> <li>Whole group check-in discussions</li> <li>Monitoring during Turn and Talk</li> <li>Student responses during class discussions</li> <li>Review students' questions about the investigative phenomenon from the beginning of the lesson.</li> </ul>	<p>Journal Entry- "Earth's Layers and Plates" Snapshot- Lesson 1- Changing Earth</p>
<p><b><i>ELABORATE FURTHER:</i></b> Reflective / enrichment (optional) See individual lesson plans.</p> <p><b>Tell Me More: Investigation A:</b> The mantle of Earth moves around, causing the crust to change shape. What landforms on Earth might have been formed by the movement of the mantle?</p> <p><b>Tell Me More: Investigation B:</b> What do you think causes an earthquake? Think about Earth's plates.</p> <p><b>Tell Me More: Investigation C:</b> The mantle is made of melted rock. What could be formed when the melted rock cools?</p>	

## General Scoring Rubric

## APPENDIX A

### General Rubric

	Exploration	Vocabulary	Concept Building	Science Notebook
<b>4</b>	Student displays a high level of interest by asking questions, building on concepts, and testing ideas. Provides input and participates in group settings.	Student uses a rich and varied vocabulary that includes appropriate scientific vocabulary that is used in an accurate manner. Writing displays a deep level of understanding of a concept.	Student's responses indicate a higher level of thinking by drawing connections between unit concepts and phenomena.  Claims are supported with strong evidence and reasoning.	Student's entries display informative, in-depth responses that demonstrate an understanding of the content. Diagrams are detailed and labeled when applicable. Student draws strong conclusions.
<b>3</b>	Student remains engaged by participating, building on concepts, and testing ideas. Rarely asks questions but is cooperative in group settings.	Student uses a varied vocabulary that includes appropriate scientific vocabulary. Writing accurately describes a concept or experience.	Student's responses during investigations, conversations, and class discussions reflect growth of knowledge. Student understands concepts but may not be able to make strong connections.  Claims are supported with evidence and reasoning.	Student's entries provide accurate and descriptive responses. Visual aids, such as data tables and diagrams, are included when applicable. Student draws a conclusion.
<b>2</b>	Student participates in investigations but does not appear to be building on concepts, asking questions, or providing input in a group setting.	Student's vocabulary is limited. Appropriate scientific vocabulary is used occasionally but may not be in the correct context. Writing describes an experience but may not be accurate or detailed.	Student's responses indicate knowledge of the material but do not demonstrate growth. Connections are not readily made, and misconceptions may be noted.  Claims are supported, but sometimes evidence and reasoning have inaccuracies.	Student's entries lack accuracy. Student misses key ideas and struggles to form in-depth responses and conclusions. Visual aids are missing detail.
<b>1</b>	Student may not participate in investigations and/or may struggle with building upon concepts. Student rarely asks questions or provides input.	Student struggles to describe experiences in writing. Appropriate scientific vocabulary is missing or used incorrectly.	Student's responses do not indicate knowledge of the material. Concepts are misunderstood, and connections are inaccurate or nonexistent.  Claims are not supported by accurate evidence and reasoning.	Student's entries poorly or inaccurately address the concepts. Student does not provide support for his/her responses.

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

**Science Curriculum**  
**Grade 5**

**Next Generation**

**September 1, 2022**

**Curriculum Writing Team**

Joanne Antignani  
Darrin Silhavy  
Lisa Demshak  
Kiersten Fallon  
Linda Civitelli

Science Teacher, Jane Ryan Elementary  
Science Teacher, Middlebrook Elementary  
Science Teacher, Frenchtown Elementary  
Science Teacher, Frenchtown Elementary  
Science Teacher, Daniels Farm Elementary

Elizabeth Doherty

Science Program Leader, Grades K-5

Dr. Susan Iwanicki

Assistant Superintendent

# **SCIENCE - NEXT GENERATION**

## **Grade 5**

### **Table of Contents**

Core Values & Beliefs	4
Introduction & Philosophy	4
Safety First	5
Course Goals	5
Course Enduring Understandings	5
Course Essential Questions	6
Course Knowledge & Skills	7
Bundle 1: Earth's Place in the Universe: Earth and Space Systems	8
Bundle 2: Matter and Its Interactions: Structure and Properties of Matter	14
Bundle 3: Molecules and Organisms: Matter and Energy in Ecosystems	19
Appendix A: Frameworks for Inquiry Education	
Appendix B: Sample Assured Lesson Outline	
Appendix C: Interactive Science Notebooks Resources	

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

# **NEXT GENERATION SCIENCE**

## **Grade 5**

### **APPENDICES**

Unit 1 Assured Lesson Outline Sample	A
General Scoring Rubric and Teacher Created Rubric	B

## CORE VALUES AND BELIEFS

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

Approved 8/26/2011

## INTRODUCTION & PHILOSOPHY

The Connecticut State Board of Education, in its 2008 Position Statement on Science Education, calls for a systematic approach to ensuring that every student in Connecticut receives a rich and coordinated PK-12 education in science. Science learning should focus simultaneously on developing an understanding of core concepts, as well as knowing how scientists work collaboratively to test ideas, analyze evidence and solve problems. The realization of this vision is critical for our students' futures, as well as for Connecticut's place in a globally competitive economy.

In 2015, the Connecticut State Board of Education adopted the Next Generation Science Standards which embodies the National Research Council's *Framework for K-12 Education: Practices, Crosscutting Concepts, and Core Ideas* (2011); and furthermore developed a 5-year Implementation Plan of the Next Generation Science Standards (NGSS) for transitioning curriculum, instruction, and assessment. (Appendix B). The NGSS architecture was designed to provide information to teachers and curriculum and assessment developers beyond the traditional one line standard and uses Science and Engineering Practices along with various components of the Disciplinary Core Ideas and Crosscutting Concepts to make up the performance expectations for students.

The Board offers guidelines to support the establishment of collaborations among various stakeholders to build a coordinated science education system. (SDE, 2008).

As developed by the writers of the *Framework for K-12 Science Education* (Council, 2011), a core idea for K-12 science instruction should:

1. "Have broad importance across multiple sciences or engineering disciplines or be a key organizing principle of a single discipline."
2. "Provide a key tool for understanding or investigating more complex ideas and solving problems."
3. "Relate to the interests and life experiences of students or be connected to societal or personal concerns that require scientific or technological knowledge."
4. "Be teachable and learnable over multiple grades at increasing levels of depth and sophistication." (Council, 2011)

The Trumbull Public School's Grade 5 science curriculum addresses the Next Generation Science Standards as listed with each unit of study.

## **SAFETY FIRST**

The Trumbull Public School System follows the recommended guidelines for student safety in the classroom as represented in the National Science Education Standards, State Science Frameworks and NGSS, the National Science Teachers Association, and OSHA and as outlined in subsections of Policy 6000 in regards to Instruction. We encourage and foster a hands-on, process and inquiry-based approach to science instruction with student safety always first and foremost in mind. The use of lab safety guidelines are supported throughout the district.

## **COURSE GOALS**

The course goals derive from the 2013 Next-Generation Science Standards. Goals are listed specific to each unit in this curriculum guide, and developed through unit lessons using the 5-E learning model (engage, explore, explain, elaborate, evaluate) in order to encourage student engagement and foster metacognitive learning strategies through a reflective process. An important role of science education is not to teach “all the facts” but rather to prepare students with sufficient core knowledge so that they can later acquire additional information on their own.

## **COURSE ENDURING UNDERSTANDINGS**

### **Earth and Space Systems**

Students will understand...

- The planet Earth is a tiny part of a vast universe that has developed over a huge expanse of time.
- The sun is a star that appears larger and brighter than the other stars because it is closer. Stars range greatly in their size and distance from Earth.
- The patterns of motion of objects in the solar system can be described and predicted on the basis of observations and an understanding of gravity. This Earth phenomena is used to explain day and night, seasons, tides, and phases of the moon.
- Earth’s surface is a complex and dynamic set of interconnected system
- All of Earth’s processes are the result of energy flow and matter cycling within and among the geosphere, hydrosphere, atmosphere, and biosphere interacting over a wide range of temporal and spatial scales.
- Earth's surface processes affect and are affected by human activities.
- Natural hazards and other geological events can significantly alter human populations and activities.
- Humans depend on all the planet’s systems for a variety of resources, some of which are renewable or replaceable and some of which are not.

### **Structures and Properties of Matter**

Students will understand...

- Matter can be understood in terms of the types of atoms present and the interactions both between and within them.
- Matter is anything that takes up space and has mass.
- There are three main states of matter - each have unique properties.



- Mass is a measurement of the amount of matter something contains; weight is the measure of the pull of gravity on an object.
- Energy can cause matter to change state however matter can neither be destroyed or created as it simply changes from one state to another.
- Chemical changes cause matter to change in identity, while physical changes may only change in shape, color, or state.

### Matter and Energy in Ecosystems

Students will understand...

- All organisms are made of cells.
- Plants and animals have both internal and external structures that serve functions in growth, survival, behavior, and reproduction.
- Plants and animals have unique and diverse life cycles that include being born (sprouting plants), growing, developing into adults, reproducing, and eventually dying.
- Ecosystems are natural systems of living things. Biotic factors (living things) interact with each other and with Abiotic factors (non living things) in their environment.
- Energy and matter are essential for the survival of all living things.
- Organisms can survive only in environments in which their particular needs are met.
- The cycling of matter and the flow of energy within ecosystems occur through interactions among different organisms and between organisms and the physical environment.

## COURSE ESSENTIAL QUESTIONS

- What is the universe, and what is Earth's place in it?
- How are stars formed, and why do they appear in different positions during the night?
- What are the predictable patterns caused by Earth's movement in the solar system?
- How do Earth's major systems interact?
- How do humans depend on Earth's resources?
- How do natural disasters affect individuals and societies?
- How do living organisms alter Earth's processes and structures?
- How can one explain the structure, properties, and interactions of matter?
- How do particles combine to form the variety of matter one observes?
- How do substances combine or change (react) to make new substances?
- How does one characterize and explain these reactions and make predictions about them?
- How do organisms obtain and use matter and energy they need to live and grow?
- How do organisms interact with the living (biotic) and nonliving (abiotic) environments to obtain matter and energy?
- How do matter and energy move through an ecosystem?
- How do food and fuel provide energy?
- If energy is conserved, why do people say it is produced or used?

## COURSE KNOWLEDGE AND SKILLS

Crosscutting scientific and engineering concepts as outlined in the Next Generation Science Standards(NGSS):

Students will know...

- Patterns. Observed patterns of forms and events guide organization and classification, and they prompt questions about relationships and the factors that influence them.
- Cause and effect: Mechanism and explanation. Events have causes, sometimes simple, sometimes multifaceted. A major activity of science is investigating and explaining causal relationships and the mechanisms by which they are mediated. Such mechanisms can then be tested across given contexts and used to predict and explain events in new contexts.
- Scale, proportion, and quantity. In considering phenomena, it is critical to recognize what is relevant at different measurements of size, time, and energy and to recognize how changes in scale, proportion, or quantity affect a system's structure or performance.
- Systems and system models. Defining the system under study-specifying its boundaries and making explicit a model of that system provides tools for understanding and testing ideas that are applicable throughout science and engineering.
- Energy and matter: flows, cycles, and conservation. Tracking fluxes of energy and matter into, out of, and within systems helps one understand the systems possibilities and limitations.
- Structure and function. The way in which an object or living thing is shaped and its substructure determine many of its properties and functions.
- Stability and change. For natural and built systems alike, conditions of stability and determinants of rates of change or evolution of a system are critical elements of study.

Students will be able to ...

- Ask questions (for science) and define problems (for engineering)
- Develop and use models
- Plan and carry out investigations
- Analyze and interpret data
- Use mathematics and computational thinking
- Construct explanations (for science) and design solutions (for engineering)
- Engage in arguments from evidence
- Obtain, evaluate, and communicate information

Scope and Sequence

September to December	Bundle 1: Earth's Place in the Universe: Earth and Space Systems
January to mid-April	Bundle 2: Matter and Its Interactions: Structure and Properties of Matter
mid-April to June	Bundle 3: Molecules to Organisms: Matter and Energy in Ecosystems

## **BUNDLE 1:**

### **Earth's Place in the Universe: Earth and Space Systems**

#### **Unit Overview:**

Systems of matter and energy are present around Earth and across space. Interactions within and between these systems produce observable and predictable patterns. Earth is composed of interconnected systems and is also part of a larger system in space. Students explore the interaction between Earth's systems and its role as part of larger systems. Students investigate the components that make up our solar system, and explore the apparent brightness of stars, including the Sun, as well as patterns in constellations in the sky. Students use models to observe the rotation and revolution of Earth and the Moon to explore patterns in day and night, shadows, seasons, and Moon phases. Students investigate the interconnected systems on Earth and describe how the systems depend on and affect one another. Students then model how water in the hydrosphere is distributed on Earth, and how humans benefit from and can influence Earth's systems.

#### **Unit Goals**

NGSS: 5-ESS1-1:	Support an argument that the apparent brightness of the sun and stars is due to their relative distances from the Earth.
NGSS: 5-ESS1-2:	Represent data in graphical displays to reveal patterns of daily changes in length and directions of shadows, day and night, and the seasonal appearance of some stars in the night sky.
NGSS: 5-ESS2-1:	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
NGSS: 5-ESS2-2:	Describe and graph the amounts of saltwater and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
NGSS: 5-ESS3-1:	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
NGSS: 5-PS2-1:	Support an argument that the gravitational force exerted by Earth on objects is directed down.

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

## ELA-Literacy

CCS.ELA-Literacy.RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <i>(5-ESS1-1)</i>
CCS.ELA-Literacy.RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. <i>(5-ESS1-1)</i>
CCS.ELA-Literacy.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). <i>(5-ESS1-1)</i>
CCS.ELA-Literacy.RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. <i>(5-ESS1-1)</i>
CCS.ELA-Literacy.W.5.1	Write opinion pieces on topics or texts supporting a point of view with reasons and information. <i>(5-ESS1-1)</i>
CCS.ELA-Literacy.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. <i>(5-ESS1-2)</i>

## Mathematics

CCS.Mathematics.MP.2	Reason abstractly and quantitatively. <i>(5-ESS1-1),(5-ESS1-2)</i>
CCS.Mathematics.MP.4	Model with mathematics.

The following standards derive from the 2013 Next-Generation Science (NGSS) Middle School Engineering Design Standards.

NGSS.3-5-ETS1-2:	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
------------------	---

### ***BUNDLE 1: Earth and Space Systems***

Science & Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Analyzing and Interpreting Data When possible and feasible, digital tools should be used. <ul style="list-style-type: none"><li>Represent data in graphical displays (bar graphs, pictographs)</li></ul>	ESS1.A: The Universe and its Stars <ul style="list-style-type: none"><li>The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth. <i>(5-ESS1-1)</i></li></ul>	Patterns <ul style="list-style-type: none"><li>Similarities and differences in patterns can be used to sort, classify, communicate and analyze simple rates</li></ul>

<p>and/or pie charts) to reveal patterns that indicate relationships. (5-ESS1-2)</p> <p>Engaging in Argument from Evidence Engaging in argument from evidence in 3–5 builds on</p> <ul style="list-style-type: none"> <li>Support an argument with evidence, data, or a model. (5-ESS1-1)</li> <li>Support an argument with evidence, data, or a model. (5-PS2-1)</li> </ul> <p>Obtaining, Evaluating, and Communicating Information</p> <ul style="list-style-type: none"> <li>Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem. (5-ESS3-1)</li> </ul> <p>Constructing Explanations and Designing Solutions</p> <ul style="list-style-type: none"> <li>Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem. (3-5-ETS1-2)</li> </ul>	<p>ESS1.B: Earth and the Solar System</p> <ul style="list-style-type: none"> <li>The orbits of Earth around the sun and the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year. (5-ESS1-2)</li> </ul> <p>ESS2.A: Earth Materials and Systems</p> <ul style="list-style-type: none"> <li>Wind and water can change the shape of the land. (2-ESS2-1)</li> </ul> <p>ESS2.B: Plate Tectonics and Large-Scale System Interactions</p> <ul style="list-style-type: none"> <li>Maps show where things are located. One can map the shapes and kinds of land and water in any area. (2-ESS2-2)</li> </ul> <p>ESS3.C: Human Impacts on Earth Systems</p> <ul style="list-style-type: none"> <li>Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)</li> </ul> <p>PS2.B: Types of Interactions</p> <ul style="list-style-type: none"> <li>The gravitational force of Earth acting on an object near</li> </ul>	<p>of change for natural phenomena. (5-ESS1-2)</p> <ul style="list-style-type: none"> <li>Patterns in the natural world can be observed. (2-ESS2-2),(2-ESS2-3)</li> </ul> <p>Scale, Proportion, and Quantity</p> <ul style="list-style-type: none"> <li>Natural objects exist from the very small to the immensely large. (5-ESS1-1)</li> </ul> <p>Stability and Change</p> <ul style="list-style-type: none"> <li>Things may change slowly or rapidly. (2-ESS2-1)</li> </ul> <p><i>Systems and System Models</i></p> <ul style="list-style-type: none"> <li><i>A system can be described in terms of its components and their interactions. (5-ESS3-1)</i></li> </ul> <p><i>Connections to Engineering, Technology and Applications of Science</i></p> <p>Influence of Engineering, Technology, and Science on Society and the Natural World</p> <ul style="list-style-type: none"> <li>Developing and using technology has impacts on the natural world. (2-ESS2-1)</li> <li>People's needs and wants change over time, as do their demands for new and improved technologies. (3-5-ETS1-1)</li> <li>Engineers improve existing technologies or develop new ones to</li> </ul>
---	--	--

	<p>Earth's surface pulls that object toward the planet's center. (5-PS2-1)</p> <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> <li>● Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. (3-5-ETS1-2)</li> <li>● At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs. (3-5-ETS1-2)</li> <li>● Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved. (3-5-ETS1-3)</li> </ul>	<p>increase their benefits, decrease known risks, and meet societal demands. (3-5-ETS1-2)</p> <p><i>Connections to Nature of Science</i></p> <p>Science Addresses Questions About the Natural and Material World</p> <ul style="list-style-type: none"> <li>● Scientists study the natural and material world. (2-ESS2-1)</li> <li>● Science findings are limited to questions that can be answered with empirical evidence. (5-ESS3-1)</li> </ul> <p>Cause and Effect</p> <ul style="list-style-type: none"> <li>● Cause and effect relationships are routinely identified and used to explain change. (5-PS2-1)</li> </ul>
--	--	--

### Unit Essential Questions

- What is the universe, and what is Earth's place in it?
- How are stars formed, and why do they appear in different positions during the night?
- What are the predictable patterns caused by Earth's movement in the solar system?
- How do Earth's major systems interact?
- How do humans depend on Earth's resources?
- How do natural disasters affect individuals and societies?

### Scope and Sequence of Bundle 1:

Lesson 1: Earth's Place in Space

Lesson 2: Stars

Lesson 3: Sun, Earth, and Moon

Lesson 4: Earth's Systems

Lesson 5: Protecting Earth's Systems

**Phenomenon:** Systems of matter and energy are present around Earth and across space. Interactions within and between these systems produce observable and predictable patterns—night and day, seasons, tides, weather and climate. Earth is composed of interconnected systems and is also part of a larger system in space.

### **Focus questions**

- What is the universe, and what is Earth’s place in it?
- What do we know about Earth and Space systems?
- How can we describe planets in our solar system?
- How do the Sun, Earth, Moon make a system?
- How are stars formed, and why do they appear in different positions during the night?
- What does the brightness of a STAR tell us?
- What is the role of gravity in our solar system?
- How does gravity play a role in the shapes of planets and their orbits?
- What are the predictable patterns caused by Earth’s movement in the solar system?
- Can patterns in the Daytime Sky tell me more about Earth?
- How do Earth’s major systems interact?
- What can we notice about the patterns of the Moon?
- How can the Moon affect patterns on Earth?
- How do humans depend on Earth’s resources?
- How can communities use Science to protect Earth’s resources and environments?
- How do natural disasters affect individuals and societies?

### **Assured Assessments**

#### **Formative/Skills:**

- Student Investigation Sheets
- Science Notebook Entries
- Whole group check-in discussions
- Monitoring during Turn and Talk
- Student responses during class discussions
- Review students’ questions about the investigative phenomenon from the beginning of the lesson.
- Tell Me More Extension - responses

#### **Summative/Content:**

- Lesson 1: Earth’s Place in Space Snapshot Assessment
- Lesson 2: STARS Snapshot Assessment
- Lesson 3: Sun, Earth, and Moon Snapshot Assessment
- Lesson 4: IAB Watershed Activity

## **Resources**

### Core

- Building Blocks of Science® 3D: Earth and Space Systems (©2019) Carolina Biological Supply Company. Burlington, NC.
- Building Blocks of Science Literacy Series™: Earth and Space Systems. Carolina Biological Supply Company. Print.

### Supplemental

- Online resources will be listed with lesson outlines on “Pacing Chart”.
- Delta Science Reader: EARTH, MOON, and SUN. Print. 2011
- Comprehensive Science Assessments, Book 5: Options Publishing: 2005. Merrimack, NH.
- Classroom and Learning Commons content related libraries

### **Time Allotment**

- Bundle 1: Earth and Space Systems - Trimester 1



## **BUNDLE 2:**

### **Matter and Its Interactions: Structures and Properties of Matter**

#### **Unit Overview**

Matter makes up everything around us, but students may struggle to understand this given that they cannot see certain types of matter, like gases, and that they may not recognize when matter is a mixture or a solution. Students study the states of matter and make connections to physical and chemical properties, including volume, mass, freezing point, melting point, boiling point, and the ability to form mixtures and solutions. Students will learn to describe matter and predict its interactions with other types of matter. As students are exposed to different materials, they use physical properties to draw distinctions between types and kinds of matter. They learn that physical properties are not solely descriptors of observable characteristics like color and size, but can be tested for, such as hardness, buoyancy, magnetism, and viscosity. Understanding the physical properties of matter is helpful to be able to predict the interactions that will occur when matter is mixed. Students compare mixtures and solutions and attempt to separate them into their individual components. The concept of chemical changes is explored; by attempting to separate mixtures that have undergone chemical changes, students realize that matter can transform. In a culminating activity, students act as engineers to apply what they have learned to design a water filtration procedure.

#### **Unit Goals**

- |                |  |
|----------------|--|
| NGSS: 5-PS1-1: | Develop a model to describe that matter is made of particles too small to be seen.   |
| NGSS: 5-PS1-2: | Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. |
| NGSS: 5-PS1-3: | Make observations and measurements to identify materials based on their properties.  |
| NGSS: 5-PS1-4: | Conduct an investigation to determine whether the mixing of two or more substances results in new substances.  |

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

#### **ELA-Literacy**

- |                         |   |
|-------------------------|---|
| CCS.ELA-Literacy.RI.5.7 | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. <i>(5-PS1-1)</i> |
|-------------------------|---|

CCS.ELA-Literacy.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (5-PS1-2),(5-PS1-3),(5-PS1-4)
CCS.ELA-Literacy.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (5-PS1-2),(5-PS1-3),(5-PS1-4)
CCS.ELA-Literacy.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (5-PS1-2),(5-PS1-3),(5-PS1-4)

## Mathematics

CCS.Mathematics.MP.2	Reason abstractly and quantitatively. (5-ESS1-1),(5-ESS1-2)
CCS.Mathematics.MP.4	Model with mathematics.
CCS.Mathematics.MP.5	Use appropriate tools strategically.
CCS.MATH.C.5.MD.C.3	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

The following standards derive from the 2013 Next-Generation Science (NGSS) Middle School Engineering Design Standards.

NGSS.3-5-ETS1-2:	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
------------------	---

### ***BUNDLE 2: Structures and Properties of Matter***

Science & Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Developing and Using Models</p> <ul style="list-style-type: none"> <li>Develop a model to describe phenomena. (5-PS1-1)</li> </ul> <p>Planning and Carrying Out Investigations</p> <ul style="list-style-type: none"> <li>Conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables</li> </ul>	<p>PS1.A: Structure and Properties of Matter</p> <ul style="list-style-type: none"> <li>Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including</li> </ul>	<p>Cause and Effect</p> <ul style="list-style-type: none"> <li>Cause and effect relationships are routinely identified and used to explain change. (5-PS1-4)</li> </ul> <p>Scale, Proportion, and Quantity</p> <ul style="list-style-type: none"> <li>Natural objects exist from the very small to the immensely large. (5-PS1-1)</li> </ul>

<p>are controlled and the number of trials considered. (5-PS1-4)</p> <ul style="list-style-type: none"> <li>● Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon. (5-PS1-3)</li> </ul> <p>Using Mathematics and Computational Thinking</p> <ul style="list-style-type: none"> <li>● Measure and graph quantities such as weight to address scientific and engineering questions and problems. (5-PS1-2)</li> </ul>	<p>the inflation and shape of a balloon and the effects of air on larger particles or objects. (5-PS1-1)</p> <ul style="list-style-type: none"> <li>● The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish. (5-PS1-2)</li> <li>● Measurements of a variety of properties can be used to identify materials. (Boundary: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.) (5-PS1-3)</li> </ul> <p>PS1.B: Chemical Reactions</p> <ul style="list-style-type: none"> <li>● When two or more different substances are mixed, a new substance with different properties may be formed. (5-PS1-4)</li> <li>● No matter what reaction or change in properties occurs, the total weight of the substances does not change. (Boundary: Mass and weight are not distinguished at this grade level.) (5-PS1-2)</li> </ul> <p>ETS1-2:</p> <ul style="list-style-type: none"> <li>● Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem</li> </ul>	<ul style="list-style-type: none"> <li>● Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume. (5-PS1-2),(5-PS1-3)</li> </ul> <p><i>Connections to Nature of Science</i></p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</p> <ul style="list-style-type: none"> <li>● Science assumes consistent patterns in natural systems. (5-PS1-2)</li> </ul>
--	--	---

**Unit Essential Questions:**

- How can one explain the structure, properties, and interactions of matter?
- How do particles combine to form the variety of matter one observes?
- How do substances combine or change (react) to make new substances?
- How does one characterize and explain these reactions and make predictions about them?

**Scope and Sequence of Bundle 2:**

Lesson 1: Matter all Around Us

Lesson 2: Energy and States of Matter

Lesson 3: Physical Properties of Matter

Lesson 4: Making Mixtures and Solutions

Lesson 5: Physical and Chemical Changes

Lesson 6: Separating Matter

**Phenomenon:** There are many different types of bread. Most are made using different combinations of flour, water, salt, and yeast. When you mix the ingredients, they form a soft, sticky dough. An important step in making bread is allowing the dough to rise for a long period of time. After about an hour of rising, you should notice that the dough takes up more space in its bowl.

**Essential/Focus questions**

- Why does matter matter?
- How can you find an object's mass and calculate its volume?
- How can you prove that gases have mass and volume?
- How do particles of matter behave?
- Are evaporation and condensation observable?
- Is matter conserved when it changes states?
- How can I use physical properties to identify properties?
- How do the properties of liquids vary?
- What evidence indicates a chemical change?
- Is evidence of chemical change observable?
- How is contaminated water cleaned?
- How does a filtration system remove contaminants from water?

**Assured Assessments****Formative/Skills:**

- Student Investigation Sheets
- Science Notebook Entries
- Whole group check-in discussions
- Monitoring during Turn and Talk
- Student responses during class discussions
- Review students' questions about the investigative phenomenon from the beginning of the lesson.
- Tell Me More Extension - responses

**Summative/Content:**

- Lesson 1: Mass and Volume Snapshot
- Lesson 2: Particles of Matter Snapshot
- Lesson 3: Physical Properties of Matter Snapshot
- Lesson 4: Section C: Making Mixtures and Solutions Snapshot
- Lesson 5: Chemical and Physical Changes Snapshot

**Resources**

## Core

- Building Blocks of Science® 3D: Structures and Properties of Matter (©2019) Carolina Biological Supply Company. Burlington, NC.
- Building Blocks of Science Literacy Series™: Structures and Properties of Matter. Carolina Biological Supply Company. Print.
- Sweet, Melissa. *Balloons Over Broadway*. Houghton/Mifflin/Harcourt (2011)

## Supplemental

- Online resources will be listed with lesson outlines on “Pacing Chart”.
- Comprehensive Science Assessments, Book 5: Options Publishing: 2005. Merrimack, NH.
- Classroom and Learning Commons content related libraries

**Time Allotment**

- Bundle 2: Matter and Its Interactions: Structure and Properties of Matter - Trimester 2

### **BUNDLE 3:**

#### **Molecules and Organisms: Matter and Energy in Ecosystems**

##### **Unit Goals**

NGSS: 5-LS1-1	Support an argument that plants get the materials they need for growth chiefly from air and water..
NGSS: 5-LS2.1:	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
NGSS: 5-PS3-1:	Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) once energy from the sun.
NGSS: 5-ESS2-1:	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
NGSS.5-ESS2-1:	Obtain and combine information about ways individual communities use science ideas to protect the earth's resources and environment

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

##### **ELA-Literacy**

CCS.ELA-Literacy.RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <i>(5-LS1-1)</i>
CCS.ELA-Literacy.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CCS.ELA-Litearcy.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
CCS.ELA-Literacy.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
CCS.ELA-Literacy.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). <i>(5-ESS1-1)</i>

CCS.ELA-Literacy.RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5-LS1-1)
CCS.ELA-Literacy.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5-LS1-1)
CCS.ELA-Literacy.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

## Mathematics

CCS.Mathematics.M.P-2	Reason abstractly and quantitatively. (5-LS1-1)
CCS.Mathematics.M.P-4	Model with mathematics (5-LS1-1)
CCS.Mathematics.M.P-5	Use appropriate tools strategically. (5-LS1-1)
CCS.MATH.MD.A.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. (5-LS1-1)

The following standards derive from the 2013 Next-Generation Science (NGSS) Middle School Engineering Design Standards.

NGSS.3-5-ETS1-2:	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
------------------	---

### ***BUNDLE 3: Molecules and Organisms: Matter and Energy in Ecosystems***

Science & Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Engaging in Argument from Evidence <ul style="list-style-type: none"> <li>Support an argument with evidence, data, or a model. (5-LS1-1)</li> </ul>	LS1.C: Organization for Matter and Energy Flow in Organisms <ul style="list-style-type: none"> <li>Plants acquire their material for growth chiefly from air and water. (5-LS1-1)</li> </ul>	Energy and Matter <ul style="list-style-type: none"> <li>Matter is transported into, out of, and within systems. (5-LS1-1)</li> </ul>
Developing and Using Models	LS2.A: Interdependent Relationships in Ecosystems <ul style="list-style-type: none"> <li>The food of almost any kind of animal can be traced back</li> </ul>	Systems and System Models <ul style="list-style-type: none"> <li>A system can be described in terms of its components and their</li> </ul>

<ul style="list-style-type: none"> <li>Develop a model to describe phenomena. (5-LS2-1)</li> </ul> <p><i>Connections to the Nature of Science</i></p> <p>Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena</p> <ul style="list-style-type: none"> <li>Science explanations describe the mechanisms for natural events. (5-LS2-1)</li> </ul> <p>Developing and Using Models</p> <ul style="list-style-type: none"> <li>Use models to describe phenomena. (5-PS3-1)</li> </ul>	<p>to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as “decomposers.”</p> <p>Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem. (5-LS2-1)</p> <p>LS2.B: Cycles of Matter and Energy Transfer in Ecosystems</p> <ul style="list-style-type: none"> <li>Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water from the environment, and release waste matter (gas, liquid, or solid) back into the environment. (5-LS2-1)</li> </ul> <p>PS3.D: Energy in Chemical Processes and Everyday Life</p> <ul style="list-style-type: none"> <li>The energy released [from] food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water). (5-PS3-1)</li> </ul>	<p>interactions. (5-LS2-1)(ESS2.1)</p> <p>Energy and Matter</p> <ul style="list-style-type: none"> <li>Energy can be transferred in various ways and between objects. (5-PS3-1)</li> </ul> <p>Connections to Nature of Science</p> <p>Science Addresses Questions About the Natural and Material World.</p> <ul style="list-style-type: none"> <li>Science findings are limited to questions that can be answered with empirical evidence. (5-ESS3-1)</li> </ul>
---	--	--



	<p>ESS2.A: Earth Materials and Systems</p> <ul style="list-style-type: none"> <li>Earth’s major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth’s surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather. (5-ESS2-1)</li> </ul> <p>ESS3.C: Human Impacts on Earth Systems</p> <ul style="list-style-type: none"> <li>Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth’s resources and environments. (5-ESS3-1)</li> </ul>	
--	---	--

### Unit Essential Questions

- How do organisms obtain and use matter and energy they need to live and grow?
- How do organisms interact with the living (biotic) and nonliving (abiotic) environments to obtain matter and energy?
- How do matter and energy move through an ecosystem?
- How do food and fuel provide energy?
- If energy is conserved, why do people say it is produced or used?

### **Scope and Sequence of Bundle 3:**

- Lesson 1: Biotic and Abiotic Factors
- Lesson 2: Energy flow in an Ecosystem
- Lesson 3: Interactions in an Ecosystem
- Lesson 4: Human Impact
- Lesson 5: Protecting the Ecosystem

**Phenomenon:** Energy is what drives activity, growth, repair, and reproduction for all living things. All living things require an energy source to survive.

### **Focus questions**

- What are biotic and abiotic factors?
- Why are plants important in an ecosystem?
- What do plants need to grow?
- What is photosynthesis?
- How do animals depend on plants?
- What is a food chain?
- What is a food web?
- How does competition affect an ecosystem?
- What are the four spheres of the Earth and how do they interact?
- Why is the water cycle important?
- What is an ecocolumn?
- How does water pollution impact an ecosystem?
- How do humans impact ecosystems?
- How do humans disrupt natural cycles?
- Can we model the effects of human impact?
- Can we develop solutions to decrease human impact

### **Assured Assessments**

#### **Formative/Skills:**

- Student Investigation Sheets
- Science Notebook Entries
- Whole group check-in discussions
- Monitoring during Turn and Talk
- Student responses during class discussions
- Review students' questions about the investigative phenomenon from the beginning of the lesson.
- Tell Me More Extension - responses

#### **Summative/Content:**

- Lesson 1: Biotic and Abiotic Factors Snapshot
- Lesson 2: Interdependence of Biotic Factors in an Ecosystem Snapshot

- Lesson 3: Ecosystems: Matter and Energy in the Ecosystem Snapshot
- Lesson 4: Interdependence Between Earth's Sphere
- Lesson 5: IAB - Ecosystems

## **Resources:**

### Core

- Building Blocks of Science® 3D: Matter and Energy in Ecosystems (©2019) Carolina Biological Supply Company. Burlington, NC.
- Building Blocks of Science Literacy Series™: Matter and Energy in Ecosystems. Carolina Biological Supply Company. Print.

### Supplemental

- Online resources will be listed with lesson outlines on “Pacing Chart”.
- Comprehensive Science Assessments, Book 5: Options Publishing: 2005. Merrimack, NH.
- Classroom and Learning Commons content related libraries

### **Time Allotment**

- Bundle 3: Molecules to Organisms: Matter and Energy in Ecosystems

## Appendix A

### Assured Lesson Outline Sample

#### Earth's Place in the Universe (Lesson 1)

## Bundle I: Earth and Space Systems

<b>Plan Ahead</b>	<p><b>Read these articles from NSTA:</b>  <b>Claims, Evidence, Reasoning (CER):</b>  <a href="https://v2.luminpdf.com/viewer/5d307a775cdf5e0019eb971a">https://v2.luminpdf.com/viewer/5d307a775cdf5e0019eb971a</a>  <b>Interactive Word Walls:</b>  <a href="https://v2.luminpdf.com/viewer/5d307b998d5f9a0019c29001">https://v2.luminpdf.com/viewer/5d307b998d5f9a0019c29001</a>  Earth &amp; Space Science Resource:  <a href="https://cptv.pbslearningmedia.org/subjects/science/earth-and-space-science/weather-and-climate/">https://cptv.pbslearningmedia.org/subjects/science/earth-and-space-science/weather-and-climate/</a>  Teacher Background, Bozeman Science  <a href="http://www.viewpure.com/mx17vRv8HT0?start=0&amp;end=0">http://www.viewpure.com/mx17vRv8HT0?start=0&amp;end=0</a> (7:30 mins)</p>	
<b>Grade:</b> Grade 5	<b>Topic:</b> <i>Earth's Place in Space</i>	<b>Lessons:</b> <i>Lesson 1 of 5</i> <i>-approximately 9 class periods</i>
<p><b>Performance Standard:</b>  <b>5-PS2-1:</b> Support an argument that the gravitational force exerted by Earth on objects is directed down.  <b>Crosscutting Concepts:</b> Cause and Effects; Scale, Proportion, and Quantity  CCS.Mathematics.MP.2: Reason abstractly and quantitatively. CCS.Mathematics.MP.4: Model with mathematics.</p> <p>Students will know...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A “System” is a group of parts that work together.</li> <li><input type="checkbox"/> Earth is a part of large space systems.</li> <li><input type="checkbox"/> The shapes and orbits of planets and their satellites are caused by the constant pull of gravity.</li> <li><input type="checkbox"/> Models are used to describe the sizes and distances of planets in our solar system, due to their immense scale.</li> </ul> <p>Objectives...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Begin building an age-appropriate understanding about Earth's roles in space systems</li> <li><input type="checkbox"/> Compare the sizes of the planets in our system and the distances of the planets from the Sun and from each other</li> <li><input type="checkbox"/> Explain how the pull of gravity impacts Earth's shape and path around the Sun</li> <li><input type="checkbox"/> Construct an argument to support concepts related to gravity</li> </ul>		
<p><b>Unit Anchoring Phenomena:</b> Investigative Phenomenon for Lesson 1 (Beginning of Lesson):  The Sun shines through your window early in the morning, and it wakes you up. You step outside and see the Moon high in the sky. You go through your day, and then you watch the Sunset on the horizon. The night sky with the Moon and stars begins to emerge. The next morning, the pattern repeats. What does this make you wonder?</p> <p>Anticipated Questions from students:</p> <ul style="list-style-type: none"> <li>● What keeps the Sun and Moon in the sky?</li> <li>● How far away are the Moon and Sun from Earth?</li> <li>● How many stars are in the sky?</li> </ul>		
<b>Lesson Plan – 5 E Model</b>		

**Lesson 1:** Investigative Phenomena: The Sun shines through your window early in the morning, and it wakes you up. You step outside and see the Moon high in the sky. You go through your day, and then you watch the Sunset on the horizon

*Essential Question(s):*

- , What is the universe, and what is Earth's place in it?
- , How are stars formed, and why do they appear in different positions during the night?
- , What are the predictable patterns caused by Earth's movement in the solar system?
- , How do Earth's major systems interact?

**Teacher Prep and resources:** <https://carolinascienceonline.com/#/teacher/product-lines/BBS>

*The Building Blocks of Science® 3D: Carolina Building Blocks of Science: Earth and Space Systems, Teacher Guide*

**Before** beginning Lesson 1: -

- Watch Teacher Prep Video (online resource) Under Lesson 1 - Overview Objectives - scroll down to video
- Read through Unit Overview: the beginning sections of the Teacher's Guide with format and background information: pages 32 to 35.
- Familiarize yourself with the Student Reader.

### **Teacher Guide: LESSON OVERVIEW**

, This lesson focuses on examining the systems that make up our universe. Students research the planets in our solar system. Students learn about the pull of gravity and how it shapes the Sun, Earth and Moon system.

\*Essential vocabulary for Lesson 1 is listed on page 32 in the Teacher Guide and online in the Teacher Background Tab.

**ENGAGE:** *Opening activity – access prior learning / stimulate interest / generate questions:*

Scope and Sequence:

### **Anchoring Phenomena**

**Instructional time:** 1 class period

#### **Session 1:**

Teachers need:

- , Prepare SMARTBoard/Chart Paper, and computer.
- , Read section on Anchoring Phenomenon (background for teacher). Page 32 in Teacher Guide.
- , Phenomena Video: Show the corresponding online digital resource video - under Lesson 1, scroll down to video (3:19 min)
- , At the end of the video, create a class chart of students' questions. Save to refer to at the end.

Investigating Phenomena:

Students need: Science Notebooks

Teacher needs:

- , Read (page 32): "Investigating Phenomenon for Lesson 1"
- , Encourage students to record questions in their science notebooks about what they see in the video.

### **Investigative Phenomenon for Lesson 1 (Beginning of Lesson):**

The Sun shines through your window early in the morning, and it wakes you up. You step outside and see the Moon high in the sky. You go through your day, and then you watch the Sunset on the horizon.

The night sky with the Moon and stars begins to emerge. The next morning, the pattern repeats. What does this make you wonder?

**EXPLORE:** Lesson Description – Materials needed / probing or clarifying questions / resources

Scope and Sequence	Materials listed with each lesson design in Teacher Guide
<p><b>Investigation A: What do we know about Earth and Space systems?</b></p> <p><b>Session 2</b> Follow directions for lesson on pages 36 to top of 37.</p> <p><b>#1. Digital Resource:</b> The Interactive Whiteboard Activity is under Lesson 1 A: <b>A-IWB: Knowledge and Questions about Earth and Space Systems</b></p> <p><b>Turn &amp; Talk:</b> Ask:</p> <ul style="list-style-type: none"> <li>Do you think a pair of scissors is an example of a system? (<i>Answers will vary.</i>)</li> <li>What will happen to the scissors, if I take them apart? (<i>They won't work.</i>)</li> <li>What are other examples of systems? (<i>Examples will vary but may include bikes, cars, the human body, ecosystems, or game consoles.</i>)</li> <li>What are some space objects (celestial bodies) with which Earth works, interacts, or is grouped? (<i>Students may suggest the Sun, other planets, or the Moon.</i>)</li> <li>How many systems do you think Earth is a part of? What do you think those systems are called? (<i>Answers will vary.</i>)</li> </ul> <p>Students record responses: Online digital resource Tell Me More: (under Lesson 1: Procedure) <i>Earth and Space Systems: Lesson 1: Investigation A</i></p> <p>Optional: Have students complete in Science Notebooks</p>	<p><b>Instructional time:</b> 1 class period</p> <p>Materials listed on page 36: <b>For each student:</b> Science Notebook</p> <p><b>Teacher:</b> 1 Pair scissors Chart Paper or SMART Board Markers</p> <p><b>System:</b> A group of parts that work together.</p> <p><b>Celestial bodies:</b> A natural object which is located outside of Earth's atmosphere, such as the Moon, the Sun, an asteroid, planet, or star.</p>

**Investigation B: Can I describe features of planets in our solar system?**

**Session 3**

**Follow the directions on pages 37 to top of 40.**

**Session 3**

**Day 1: #1 through #5**

**#1: Review systems**

**#2: Introduce vocabulary:**

- **Universe:** All of the contents of space including all matter, energy, and galaxies
- **Galaxy:** One of the very large groups of stars and other matter in the universe
- **Solar system:** A group of planets and other objects that move around a central star
- **Celestial Body-** a natural object outside earth's atmosphere. Examples include: sun, moon

**#3: Talking questions for class discussion**

- What objects did you list? *(Students may suggest planets, moons, asteroids, comets, or satellites.)*
- How far do you think the objects are from Earth? From the Sun? From each other? *(Answers will vary.)*
- How do the objects vary in size? *(Answers will vary.)*
- How do scientists gather evidence about objects in our solar system? *(Students may suggest using technology such as telescopes, space orbiters, or satellites to gather information.)*

**#4: Sun and Earth:**

Show students the scaled Sun and Earth cutouts you prepared from [Teacher Sheet 1B](#).

- What do you notice about the Sun and Earth? *(The Sun is much bigger than Earth.)*
- How is the Sun different from Earth? *(Answers will vary. Students may suggest the Sun is a star, a ball of gas, very hot. They*

**Instructional time:** 3 class periods

**MATERIALS List for 3 class sessions:**

**Student**

- 1 Science notebook\*
- [1 Student Investigation Sheet 1B.1: What Can I Learn About a Planet in Our Solar System?](#)
- [1 Student Investigation Sheet 1B.2: Can I Describe Features of the Planets in Our Solar System?](#)

**Class**

- Chart paper or poster board/paper\*
- Colored pencils or markers\*
- Research materials (including science books and magazines, dictionaries, and computers with Internet access as available)\*

**Teacher**

- [1 Teacher Sheet 1B: Scaled Images of Earth and the Sun](#)
- 1 Student Investigation Sheet 1B.2: *Can I Describe Features of the Planets in Our Solar System?* (Teacher's Version)
- 1 Inflatable globe
- Chart paper or whiteboard\*
- Markers\*



*may describe Earth as solid, having water, having an atmosphere, or supporting life.)*

- Why can this be called a model of the Sun and Earth? *(The cutouts are models because they are not the real objects and are not the same size as the real objects, but they can be used to describe the objects since we can't interact with them directly.)*
- If we were to make a model of our solar system, what else should we include? *(Students may suggest the Moon, other planets, their moons, asteroids, meteoroids, comets, or other small objects like satellites. Explain that in this scale model, the Moon would be about one-fourth the size of the Earth cutout.)*

#### **#5: Turn & Talk:**

- What would you include in your model of the solar system?
- What would be the center of the solar system?
- Which planets would you include in your model?
- How would the size of the Sun compare to the other parts of the solar system?

Ask students to imagine that they are designing a model of the solar system for the class. Instruct students to draw or describe in their science notebooks what their model would look like.

#### **Session 3**

#### **Day 2: #6 through #8**

**#6: Use Sheet 1B.1** *What can I learn about a planet in our solar system?*

#### **#7: Research**

<https://solarsystem.nasa.gov/planets/overview/>  
**EARTH, MOON, SUN Delta Science Reader**

#### **#8: Groups:**

Students will pair to discuss what they learned and prepare a poster to share with class Part B of 1B.1 needs to be included on poster

**Model:** A representation of an object or idea.

**Scale Model:** A physical representation of an object which is larger or smaller than the actual object but maintains the same proportions as the real object.

**Planets:** A spherical body that moves around a star.

[NASA Kids Solar System Exploration](#)

[NASA: Our World: Pluto - Our First Dwarf Planet](#)

<p><b>Session 3</b>  <b>Day 3: #9 through #11</b></p> <p><b>#9: Sheet 1B.2</b> <i>Can I Describe the Features of the Planets in Our Solar System?</i>  BrainPOP Planets:  <a href="https://www.brainpop.com/search/?keyword=planets">https://www.brainpop.com/search/?keyword=planets</a></p> <p><b>#10:</b> Share posters and record on Part A of Investigation Sheet</p> <p><b>#11</b> - Individually students complete Part B &amp; C of Sheet 1B.2.</p>	
<b><i>EXPLAIN:</i></b> Concepts explained and vocabulary defined:	
<p><b>Investigation C:</b> <i>How do the Sun, Earth, and Moon make a system?</i></p> <p><b>Session 4</b></p> <p><b>Session 4</b>  <b>Day 1: #1 through 5</b>  Mini Lesson: Claims Evidence Reasoning (CER)  Student Investigation Sheet 1C - Part E.</p> <p><b>#1:</b> Review previous investigation and vocabulary.</p> <p>Teacher should preview sites before showing students.  <a href="https://solarsystem.nasa.gov/solar-system/sun/overview/">https://solarsystem.nasa.gov/solar-system/sun/overview/</a>  <a href="https://staratlas.com/">https://staratlas.com/</a>  <a href="http://www.spaceweather.com/">http://www.spaceweather.com/</a>  <a href="http://www.viewpure.com/1Eh5BpSnBBw?start=0&amp;end=0">http://www.viewpure.com/1Eh5BpSnBBw?start=0&amp;end=0</a> Mind Blowing: Proportional Sizes(3.33 min - video)</p> <p><b>#2: Gravity brainstorm</b></p> <p><b>#3: Gravity Demonstration and Turn &amp; Talk:</b></p>	<p><b>Instructional time: 2 class periods</b></p> <p><b>MATERIALS</b></p> <p><b>Student</b></p> <ul style="list-style-type: none"> <li>• 1 Science notebook*</li> <li>• <a href="#">1 Student Investigation Sheet 1C: How Do the Sun, Earth, and Moon Make a System?</a></li> </ul> <p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>• <a href="#">1 Teacher Sheet 1C: Sun-Earth-Moon System</a></li> <li>• 1 Student Investigation Sheet 1C: <i>How Do the Sun, Earth, and Moon Make a System?</i> (Teacher's Version)</li> <li>• 1 Hardcover book*</li> <li>• 1 Inflatable globe</li> <li>• Projection system*</li> </ul> <p><b>Gravity:</b> The force that attracts all objects toward each other.</p>

- How does dropping the book demonstrate gravity? (*The book fell to the floor, which demonstrates the pull of gravity.*)
- Define “gravity.” (*If students do not correctly define “gravity,” guide them to understand that gravity is a force that pulls all objects toward each other.*)
- How can we use force to describe what happened in this demonstration? (*Answers may vary, but students should say that gravity pulled the book to the floor.*)
- What experiences have you had with gravity? (*Answers will vary.*)

#### #4: Gravity: force on Earth

Brain Pop Video Gravity:

<https://www.brainpop.com/science/motionsforcesandtime/gravity/>

Turn & Talk:

- How do you think gravity affects objects in space? (*Answers will vary.*)

#### #5: Inflatable Globe: Model of Earth

- How can we describe Earth’s shape? (*Round, spherical, like a ball*)
- Think about the planets in the solar system. They have the same shape as Earth. How do you think gravity plays a role in shaping planets? (*Answers will vary. Guide students to understand that the pull of gravity on each planet results in its spherical shape.*)
- Why else might gravity be important in space? (*Answers will vary. Guide students to understand that in space, every object has a gravitational pull on every other object in space. Gravity influences the orbits of planets, moons, and satellites, and it holds together galaxies.*)

#### Session 4

Day 2: #6 through 11

#6: Sheet 1C: *How Do the Sun, Earth, and Moon Make a System?* Part A.

**Spherical shape:** A three dimensional version of the two-dimensional circle. The ball image is a good one since the word sphere comes from very similar-sounding Greek and Latin words, both of which mean “ball.”

Page xi in Front Matter of Teacher Guide:

<p>#7: Sheet 1C: Part B - Show: <i>Digital Tip: Sun, Earth, Moon Simulation</i></p> <p>#8: Teacher Sheet 1C: Sun-Earth-Moon System</p> <p>#9: Sheet 1C: Part C</p> <p>#10: Claims, Evidence, Reasoning (CER) Sheet 1C: Part E.</p> <p>#11: Ask a few volunteers to share CER responses.</p>	<div style="background-color: #4CAF50; color: white; padding: 5px; text-align: center;"><b>Sensemaking: Developing Claims Supported with Evidence and Reasoning</b></div> <p>Scientific argumentation, or evidence-based argumentation, is defined as making scientific explanations (claims) using empirical data (evidence) to justify an argument (reasoning). Scientists use this type of argumentation to make sense of phenomena and refine their ideas, explanations, and experimental designs. In the classroom, students should be introduced to scientific argumentation to guide them in sensemaking, or building an understanding of phenomena based on evidence gained through observations, investigations, and data analysis. Through sensemaking, students refine and revise their understanding as new evidence is acquired and information is shared through class discussions.</p> <p>Building Blocks of Science units offer multiple opportunities for students to make sense of scientific concepts by developing claims and supporting their claims with evidence and reasoning. At the start of an investigation, students are presented with a question related to a scientific concept. To make sense of a phenomenon or concept, students must draw upon their previous knowledge and experiences to develop a statement or conclusion that answers the question. To support that claim, students must provide relevant and specific data as evidence. This data may come from previous investigations, inference clues, texts, or class discussions. Students may even reference personal experience. Reasoning provides justification for why the selected evidence supports the claim. Relevant scientific principles should be incorporated into this reasoning. After the investigation, students should revisit their initial claims and determine if they are supported by newly gathered evidence. If the available evidence does not support students' initial claims, students should identify misunderstandings and present a claim that is supported.</p> <p>To support students who struggle with scientific argumentation, ask them to use sentence frames such as "I think _____ because _____" to help with sensemaking. Explain that the first blank is the claim and the second blank is the evidence and reasoning.</p>
<b>Concepts</b>	<b>Essential Vocabulary:</b>
<ul style="list-style-type: none"> <li>• A System is a group of parts that work together.</li> <li>• Earth is a part of large space systems.</li> <li>• The shapes and orbits of planets and their satellites are caused by the constant pull of gravity.</li> <li>• Models are used to describe the sizes and distances of planets in our solar system due to their immense scale.</li> </ul>	<ul style="list-style-type: none"> <li>• Celestial bodies</li> <li>• Galaxy</li> <li>• Gravity</li> <li>• Model</li> <li>• Planet</li> <li>• Revolution</li> <li>• Rotation</li> <li>• Scale model</li> <li>• Solar system</li> <li>• Star</li> <li>• Sun</li> <li>• System</li> <li>• Universe</li> </ul> <p>Essential vocabulary with definitions:  <a href="https://docs.google.com/document/d/13IDorAW9vxYtYIi4oljHWrfqtYbVH_LeIXZV1FILcuE/edit?usp=sharing">https://docs.google.com/document/d/13IDorAW9vxYtYIi4oljHWrfqtYbVH_LeIXZV1FILcuE/edit?usp=sharing</a> </p>
<b><i>ELABORATE: Applications and extensions</i></b>	
<p><b>Review Day</b> <b>Session 5</b></p> <p>Anchoring Phenomenon (End of Lesson):</p>	<p><b>Materials</b></p> <p><b>Instructional time: 1 class period</b></p> <p><i>Optional Extensions to Lesson 1:</i> <i>Page 44</i></p>

<p>Review students' questions about the investigative phenomenon from the beginning of this lesson. Guide students in applying the concepts explored in this lesson and connecting them to the anchoring phenomenon: recognizing patterns that can explain the interconnectedness of the systems on Earth and in space. By the end of the lesson, students should be able to explain that:</p> <ul style="list-style-type: none"> <li>• Earth is part of many larger systems in space.</li> <li>• Models are used to describe the sizes and distances of planets in our solar system due to their immense scale.</li> <li>• The shape and orbit of Earth around the Sun and the shape and orbit of the Moon around Earth are the results of the constant pull of gravity.</li> </ul>	
<b><i>EVALUATE:</i></b> Assured assessments	
<i>Formative Monitoring: questioning / discussion</i>	<i>Summative Assessment</i>
<ul style="list-style-type: none"> <li>• Student Investigation Sheets</li> <li>• Science Notebook Entries</li> <li>• Whole group check-in discussions</li> <li>• Monitoring during Turn and Talk</li> <li>• Student responses during class discussions</li> <li>• Review students' questions about the investigative phenomenon from the beginning of the lesson.</li> <li>• (Tell Me More - responses)</li> </ul>	<p><b>1 Class Period</b></p> <p>Lesson 1: Earth's Place in Space Assessment</p> <p>General Rubric: <a href="https://carolinascienceonline.com/bbs-journey/ess/ess_GeneralRubric.pdf">https://carolinascienceonline.com/bbs-journey/ess/ess_GeneralRubric.pdf</a></p>
<b><i>ELABORATE FURTHER:</i></b> Reflective / enrichment (optional)	
<p>*Tell Me More (Page 37) Define "system" in your own words, and give an example. Draw the system and label its parts.</p> <p>*Tell Me More (Page 40) The Sun, Earth, and Moon make up a system. Do you think these objects are the same size? Explain why or why not?</p> <p>*Tell Me More (Page 42) The Sun, Earth, and Moon work as system. Explain how Earth's distance from the Sun affects life on Earth. Describe how it would be different if Earth were closer to or farther from the Sun. See brainPOP for video explanation <a href="https://www.brainpop.com/science/space/sun/">https://www.brainpop.com/science/space/sun/</a></p> <p>** "Tell Me More" questions are found under digital resources</p>	

## Appendix B

### General Scoring Rubric

## General Scoring Rubric

### APPENDIX A

#### General Rubric

	Exploration	Vocabulary	Concept Building	Science Notebook
<b>4</b>	Student displays a high level of interest by asking questions, building on concepts, and testing ideas. Provides input and participates in group settings.	Student uses a rich and varied vocabulary that includes appropriate scientific vocabulary that is used in an accurate manner. Writing displays a deep level of understanding of a concept.	Student's responses indicate a higher level of thinking by drawing connections between unit concepts and phenomena.  Claims are supported with strong evidence and reasoning.	Student's entries display informative, in-depth responses that demonstrate an understanding of the content. Diagrams are detailed and labeled when applicable. Student draws strong conclusions.
<b>3</b>	Student remains engaged by participating, building on concepts, and testing ideas. Rarely asks questions but is cooperative in group settings.	Student uses a varied vocabulary that includes appropriate scientific vocabulary. Writing accurately describes a concept or experience.	Student's responses during investigations, conversations, and class discussions reflect growth of knowledge. Student understands concepts but may not be able to make strong connections.  Claims are supported with evidence and reasoning.	Student's entries provide accurate and descriptive responses. Visual aids, such as data tables and diagrams, are included when applicable. Student draws a conclusion.
<b>2</b>	Student participates in investigations but does not appear to be building on concepts, asking questions, or providing input in a group setting.	Student's vocabulary is limited. Appropriate scientific vocabulary is used occasionally but may not be in the correct context. Writing describes an experience but may not be accurate or detailed.	Student's responses indicate knowledge of the material but do not demonstrate growth. Connections are not readily made, and misconceptions may be noted.  Claims are supported, but sometimes evidence and reasoning have inaccuracies.	Student's entries lack accuracy. Student misses key ideas and struggles to form in-depth responses and conclusions. Visual aids are missing detail.
<b>1</b>	Student may not participate in investigations and/or may struggle with building upon concepts. Student rarely asks questions or provides input.	Student struggles to describe experiences in writing. Appropriate scientific vocabulary is missing or used incorrectly.	Student's responses do not indicate knowledge of the material. Concepts are misunderstood, and connections are inaccurate or nonexistent.  Claims are not supported by accurate evidence and reasoning.	Student's entries poorly or inaccurately address the concepts. Student does not provide support for his/her responses.

204 EARTH AND SPACE SYSTEMS

Carolina Biological: Building Blocks of Science 3D Scoring Rubric (2019)

Teacher Created Rubric



# TRUMBULL PUBLIC SCHOOLS

## NEW COURSE PROPOSAL

**Date Submitted:** September 8, 2022

**Title of Course:** American Sign Language Level 1

**Grade Level:** 9-12

**Department:** World Language

**Length and Credit:** Full Year - 1 Credit Class

**Prerequisites:** NONE

### **General Description:**

This world language will provide an introduction to American Sign Language {ASL}, the primary language of the Deaf/Hearing Impaired in the United States and some parts of Canada. . This course is designed for students with little or no previous knowledge of American Sign Language. The course will also afford students insight into the culture of the Deaf community. An emphasis will be placed on ASL vocabulary development, and an introduction to the sentence structure, and the cultural foundations of ASL. However, the focus of the curriculum will be on communication in sign language.

Students will learn the manual alphabet (i.e., fingerspelling), numbers, and ASL vocabulary connected to each unit (i.e. family, home, school). Students will also work on both receptive skills (being able read fingerspelling and signed phrases) and expressive skills that will be incorporated into communication practices (Lentz, Mikos & Smith, Signing Naturally, 2014).

The students will finish their studies with culminating project which will display their acquisition of the above skill sets

### **Rationale:**

According to the Standards for Foreign Language Learning provided by the the American Council on Teaching Foreign Languages ``knowing how, when, and why to say what to whom” is an essential component for human communication. ACTFL further notes “while grammar and vocabulary are essential tools for communication, it is the ability to communicate in a meaningful and appropriate way with users of other languages that is the ultimate goal of today’s foreign language classroom,” (Lentz, Mikos & Smith, Signing Naturally, Introduction, 2014).

American Sign Language (ASL) is one of the most widely used languages in the United States, and the fourth-most studied second language at American universities. At least 35 states have recognized ASL as a modern language for public schools, and hundreds of colleges and universities in the United States are offering ASL classes ( ACTFL.org, *Lead with Languages*, online, 4/28/22).

ASL is primarily used by American and Canadians who are either deaf or hard of hearing. There are approximately 250,000 – 500,000 ASL users in the United States and Canada, most of whom use ASL as their primary language ( ACTFL.org, *Lead with Languages*, online, 4/28/22). Additionally, ASL is



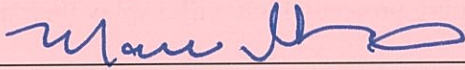
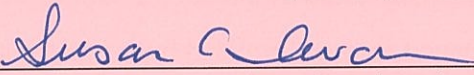
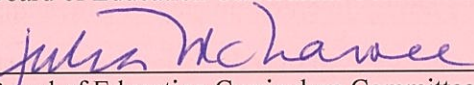
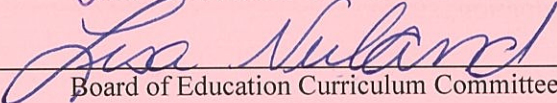
utilized by hearing parents of deaf/hearing impaired children; hearing siblings of deaf/hearing impaired siblings; hearing children of deaf adults and those considering a career as an interpreter( ACTFL.org, *Lead with Languages*, online, 4/28/22) .

Finally, the Trumbull Public Schools System currently has 25-30 students who have some level of hearing loss that either utilize hearing aids or cochlear implants. Many of these students are on either IEPs or 504 and most, if not all, have hearing parents. The 2021-2022 academic year has provided an unusual year of students coming to the district with hearing losses, discovering a hearing loss while in district and/or learning his/her hearing loss has substantially decreased unexpectedly. Offering an ASL course would allow students in the district an opportunity to learn a language and culture that may well be a necessary part of their future education.

**Resources Needed:**

- Curriculum writing time throughout year or Summer 2023

Submitted by: Todd Manuel, House Principal, Trumbull High School  
Jennifer Wolyniec, Coordinator of Special Education, Trumbull High School  
Susanna Lavorgna Lye , Department Chair of World Language, Trumbull High School  
Dr. Jill Angotta, Teacher of the Hearing Impaired

Reviewed by:		<u>11/29/22</u>
	Principal/Designee	Date
		<u>11-29-22</u>
	Assistant Superintendent	Date
		<u>11-29-22</u>
	Board of Education Curriculum Committee Member	Date
		<u>11-29-22</u>
	Board of Education Curriculum Committee Member	Date
		<u>11-29-22</u>
	Board of Education Curriculum Committee Member	Date



# TRUMBULL PUBLIC SCHOOLS

## NEW COURSE PROPOSAL

**Date Submitted:** November 29, 2022

**Title of Course:** If You Love it – Teach It

**Grade Level:** 11-12, Honors Course, UConn ECE Program

**Department:** Humanities – Family and Consumer Sciences

**Length and Credit:** Full Year. 3 UConn credits. 1 HS credit.

**Prerequisites:** 2 years of English

### **General Description:**

This course is an honors level course offered through UConn's ECE Program. It is part of the education department at UConn and serves as an introduction to historical, philosophical and social foundations of education as well as how those foundations relate to teaching as a profession, school organization, educational reform, and reimagining of education futures.

This course focuses on eight themes as influential components of the teaching profession.

- Articulating how passions can shape what we teach and how we learn.
- Identifying significant events in American history that shaped our educational practices
- Organizational and sociopolitical structures of schooling and teaching in the U.S.
- Awareness of diversity in education as it relates to the structural nature of opportunity, inequality and human rights.
- Current issues involved in schooling and teaching as a profession.
- Addressing current education issues.
- National and state standards for teachers
- Understanding of multiple purposes, philosophies, and practices of education.

### **Rationale:**

Offering this course as part of the UConn ECE program was initiated in 2020 in light of the national teacher shortage that continues to grow and how it dangerously impacts student learning. Furthermore, there is a greater need to increase diversity in the education workforce to better reflect the demographics of students in our schools. By offering this course to high school students, the objective is to attract students to the field of education by exploring and expanding their understanding of teaching and learning and the dynamics of the U.S. education system.

### **Resources Needed:**

- Curriculum writing Summer 2022
- Textbook: Ornstein, Allan C.; Levine, Daniel U.; Gutek, Gerald L.; Vocke, David E. (2017). Foundations of Education. 13th Edition. Boston, MA. Cengage. 978-1-305-63958-4

Submitted by: Todd Manuel, C-House Principal, Trumbull High School  
Diane Richards, CTE Teacher, Trumbull High School  
Christina Rusate, CTE Department Chair, Trumbull High School



Reviewed by:

Manthos

Principal/Designee

11/29/22

Date

Susan C. Swaniel

Assistant Superintendent

11-29-22

Date

Marie Pitts

Board of Education Curriculum Committee Member

11-29-22

Date

John McHane

Board of Education Curriculum Committee Member

11-29-22

Date

Lisa M. Clark

Board of Education Curriculum Committee Member

11-29-22

Date



2021/2022

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

**Date Submitted:** 8/19/2022

**Title of Text:** *The Parable of the Sower*

**Author:** Octavia Butler

**Publisher:** Grand Central Publishing

**Year Published:** 2019

**ISBN Number:** 978-1-5387-3218-2

**Core or Supplemental:** Core

**Course:** African American Literature

**Grade Level:** 12

**(If applicable) Replaces text:**

**Rationale for adopting new text:** This text would fill a couple gaps in the current curriculum: it's science fiction, a genre often overlooked in Black literature; it has a strong female protagonist; and it has a contemporary setting dealing with contemporary issues.

**Text Description:** *Parable of the Sower* is a 1993 science fiction novel by American writer Octavia E. Butler. It is a post-apocalyptic science fiction novel that provides commentary on climate change, race relations, political upheaval, and social inequality. The novel follows Lauren Olamina, a young woman who can feel the pain of others and becomes displaced from her home. Several characters from various walks of life join her on her journey north and learn of a religion she has crafted titled Earthseed. In this religion, the destiny for believers is to inhabit other planets. *Parable of the Sower* was the winner of multiple awards, including the 1994 *New York Times* Notable Book of the Year, and has been adapted into a concert and a graphic novel. *Parable of the Sower* has influenced music and essays on social justice. (Taken from Wikipedia).

**Strengths:** It's an easily accessible, high interest novel that is wildly prescient in predicting much of the major issues facing our society today. It has also been attributed with starting the "Afrofuturism" genre which looks at the intersection of history and the future from a uniquely Black perspective and would be an ideal text to introduce that concept. It has a strong female protagonist who is heroic in the way she takes charge of her community when it falls into crisis. It discusses the importance of building community with diverse backgrounds as well as explores the dangers of ignoring the problems that are dominant in society today. And, as a bonus, it's part of a series of novels for the student who reads it and is interested in reading more.

**Weaknesses:** It provides an unflinching look at a brutal world where civilization is falling apart. As such, there are scenes of violence described in the novel. Discussions about these moments will be properly and compassionately contextualized in the class where there has already been built a community of trust and mutual respect.

Submitted by: Adeline Marzialo, English Department Chair, Trumbull High School; Matthew Bracksieck, English teacher, Trumbull High School



Reviewed by:

Man Hue

Principal/Designee

11/29/22

Date

Susan O. Swartz

Assistant Superintendent of Curriculum, Instruction, & Assessments

11-29-22

Date

Julia McNamee

Board of Education Curriculum Committee Member

11-29-22

Date

Lisa Muland

Board of Education Curriculum Committee Member

11/29/22

Date

Board of Education Curriculum Committee Member

Date

TRUMBULL PUBLIC SCHOOLS

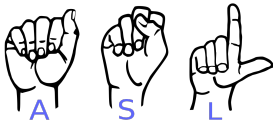
# Curriculum Committee Review & Approval

December 13, 2022  
Susan Iwanicki, Ed.D  
Assistant Superintendent



## Grades 4 & 5 Revised Curriculum Guides

- Program Leader Liz Doherty, Science Specialist, Mr. Silhavy (MB), Mrs. Cotter (BH)
- Guides had been in draft form since 2020
- Activities encourage students use and develop claim and reasoning skills to express their understanding
- Gr 4 and 5 learners explain, explore, and elaborate and then do a STEM activity to culminate the activities.
- The team's vision through this guide is to support hands-on curriculum that is aligned with the NGSS standards.
- Journals with examples of students work were displayed.



## NEW COURSE PROPOSAL

### **Gr 9-12 American Sign Language Level 1**

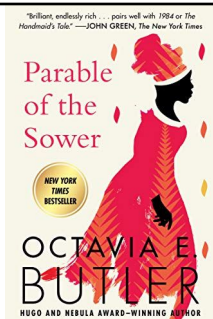
- Special Education Department Chair Jen Wolyniec, Teacher of the Deaf, Jill Angotta
- Studied at Gallaudet University and was able to truly study her love for the language
- Many students with disabilities cannot process a language such as Spanish, French, or Italian because of the barriers created by their disabilities
- Studies that show sign language is beneficial for people with special needs (Roen, 2021).



## NEW COURSE PROPOSAL

### **Gr 11-12 UConn ECE- If You Love It, Teach It**

- Career and Technical Education (CTE) Teacher Diane Richard and Department Chair Christina Rusate presented
- Elective course to explore the field of teaching.
- Studies the history of education, national state standards for teaching, and current educational issues
- First of its type at THS; great way to encourage students to become teachers and explore this career option



## New Text Proposal

### ***Parable of the Sower, Octavia Butler***

- Recommended for the course African American Studies, a 12th Grade elective- **A Science Fiction Novel**
- Fills an important gap in the curriculum of “Afrofuturism”
- Protagonist is a young girl that spans environmental, economic, and social upheaval.
- Speaks to how one feels a community and how one decides to form a community—the common bond and the common need.

## Board Discussion and Questions



TRUMBULL PUBLIC SCHOOLS  
TRUMBULL, CONNECTICUT

Report to the Board of Education  
Regular Meeting – December 13, 2022

Mr. Hendrickson

Agenda Item – III-F

Approval/Financial Report through  
October 31, 2022

- The Finance Committee of the Board of Education met on November 17, 2022 which included the review of the financials through October 31, 2022.

Recommendation:

- Approve Financial Report as of October 31, 2022.

December 1, 2022

Memorandum To: Trumbull Board of Education

From: Paul Hendrickson, Business Administrator

Via: Dr. Martin J. Semmel, Superintendent

Subject: October 2022 Financial Report

Attached for your review is the October 2022 Financial Report that was presented to the Board of Education Finance Committee on November 17, 2022. I have included my notes with the report to address potential questions which may arise as well as graphs on total spend to date, salaries, benefits, and utilities. Also, attached are questions and answers which came up at the Finance Committee meeting.

If there are additional questions, please send them to [phendric@trumbullps.org](mailto:phendric@trumbullps.org) or call me at 203-452-4332.

## **November 17, 2022 – Board of Education Finance Committee Report**

### **Operating Budget (001):**

- 1) The presentation begins with four graphs: Total Budget, Salaries, Benefits, and Utilities which illustrate the cumulative spend as a percentage of the respective budget at year end.
  - a. Cumulative Total Board of Education Budget % by Month: 23.6%
    - i. In the past three years this has ranged from 23.0% => 24.8%.
  - b. Salaries (which are approximately 66.6% of the budget): 18.7%
    - i. In the past three years this has ranged from 18.9% => 19.8%.
  - c. Benefits (which are 17.2% of the budget) spent: 32.8%
    - i. In the past three years this has ranged from 31.5% => 42.1%.
    - ii. Salaries and benefits make up 83.8% of the budget.
      1. Through October 31, the District has spent 21.6% of the combined budgets.
      2. The range over the past three years has been 21.7% => 22.9%.
  - d. Utilities (Electricity + Water) spent YTD = 35.2% of budget.
    - i. Last three years: 25.1% => 38.9%
- 2) There are a few items I would like to point out under the categories below (please refer both to the two-page summary and the fifteen-page detailed general fund financials in the package):
  - a. Salaries: The Business Office is reviewing the headcount and salaries in each account.
  - b. Employee Benefits: Health benefits shows a \$567,245 available balance.
    - i. October was the second month the District had been with United Healthcare, the Business Office will monitor these accounts closely to determine what a “steady state” monthly invoicing will be.
  - c. Purchased Professional Services: -\$24,924
    - i. PPS – L/W – Consultants: -\$261,554
      1. This deficit is due to a number of consultants providing services which would have otherwise been expensed through the salary lines.
      2. This deficit remained constant month-to-month.
    - ii. Transportation – Professional Services = -\$15,000.
      1. This is due to contracting with Transportation Advisory Services to assist with the Transportation RFP.
    - iii. Data Services – Training = -\$7,200. This is due to training services associated with the MUNIS upgrade.
  - d. Purchased Other Services: -\$412,852
    - i. Transportation – SPED – Summer Buses: -\$36,579
      1. Greater enrollment, requiring more buses.
    - ii. Transportation – SPED – Out-of-District: -\$137,110
      1. Remained flat month-to-month
    - iii. Tuition – PPS Outplaced: -\$581,061
      1. Due to more out-placements than budgeted and higher year-to-year costs.
      2. PPS Director Dean Catalano will be present at the Committee meeting.

- iv. Tuition – Adult Ed: -\$61,050
  - 1. The budget for this item (\$61,050) is under Other Purchased Services (Acct, #01741200-55900).
- e. Supplies: \$536.947
  - i. Facilities – Custodial Supplies: -\$41,085
    - 1. There are some encumbrances that must be adjusted.
- f. Property: \$72,688
  - i. Technology-Classroom-Computer Equipment: -\$116,673
    - 1. These purchases and encumbrances are part of our technology plan.
    - 2. The funds to right size the account will be transferred from the Non-Lapsing Account at a later date.
- g. Other Objects:
  - i. Business Office – Intergovernmental Transfer = -\$466,000
  - ii. This credit consists of three items transferred from the 205 accounts:
    - 1. \$300,000 from the Athletic Fund
    - 2. \$100,000 from E-Rate (Technology)
    - 3. \$66,300 from Magnet School Transportation.

#### **Town Accounts (009)**

- 1) July expenses = \$12,869; August expenses = \$11,802; September expenses = \$27,626; and October expenses = \$105,068.
- 2) Year-to-Date (YTD spend) = \$177,365 (13.6% of the budget).

#### **Student Activities Accounts (100)**

- 1) The aggregate balance of accounts increased \$14,542 from \$405,231 (9/30) => \$419,773.
- 2) The primary transactions were an increase of \$2,091, \$6,150, and \$8,450 (total = \$16,691) in the THS Class of 2023, 2024, and 2025 Funds.
- 3) The balance was \$334,724 at the start of the year (7/1).

#### **Grants (200)**

- 1) The negative balance in the ESSER II grant (-\$500,147) will be eliminated through recoding a majority of the encumbrances to the ESSER ARP grant which has an available balance of \$806,982.
- 2) The Title I and III grants have negative available balances because salaries need to be examined and reallocated.
- 3) The Perkins grant does not have a finalized budget – last year it was approximately \$56K.

#### **Special Revenue Funds (205)**

- 1) The Special Revenue Funds which show a deficit is because either they have little or no revenue while the accounts have been encumbered.
- 2) AgriScience: -\$14,660
  - a. Deficit primarily due to trip to Nationals in Indianapolis and the purchase of an ultrasound machine for animals prior to receiving any revenue.
- 3) Both Strings / Band and ELITE are in a deficit position (-\$135,507 and -\$73,824 respectively).

- a. Both of these accounts were approximately flat month-to-month.
  - b. I estimate that Strings / Band will finish the year with a \$140,000 deficit.
  - c. Attached is a monthly profit and loss statement for the ELITE program.
- 4) THS Musical: -\$29,522
  - a. This is due to two items – licensing fees (\$7,394) for the Spring Musical production and an encumbrance of \$29,522 for theatrical lighting.
- 5) The Voluntary Insurance account is a self-liquidating account.
  - a. This means that each month employees who signed-up for additional life insurance make a payment. These payments reduce the deficit.
  - b. It is in deficit -\$153,787 down \$8,414 from \$162,201 (9/30).
  - c. Note that at July 1<sup>st</sup> the account had a balance of \$3,341.

#### **Food Service (210)**

- 1) The monthly results were:
  - a. October loss = -\$126,599
  - b. September loss = -\$164,183
  - c. August loss = -\$52,100
  - d. July loss = -\$46,095
- 2) The cumulative loss through October 31<sup>st</sup> = -\$388,977.
- 3) The Seamless Summer Option (SSO) program ended on June 30<sup>th</sup>.
  - a. It has been replaced by the SMART program which is similar to SSO, but is only funded to \$829K and students will have to pay after the funds are expended.
  - b. The SMART program will end on November 30<sup>th</sup>.
  - c. Notifications have been sent out weekly to families to notify them of the situation.
- 4) At October 31<sup>st</sup>, the District's cash account = \$2,509,757 while the "Due to Town Account" = \$1,488,537 resulting in a \$1,021,220 net cash position.
- 5) The District has \$532,598.89 in outstanding claims that have been submitted to the State, but have yet to be paid. The claims are equally split between National School Lunch Program (NSLP) and the SMART program.

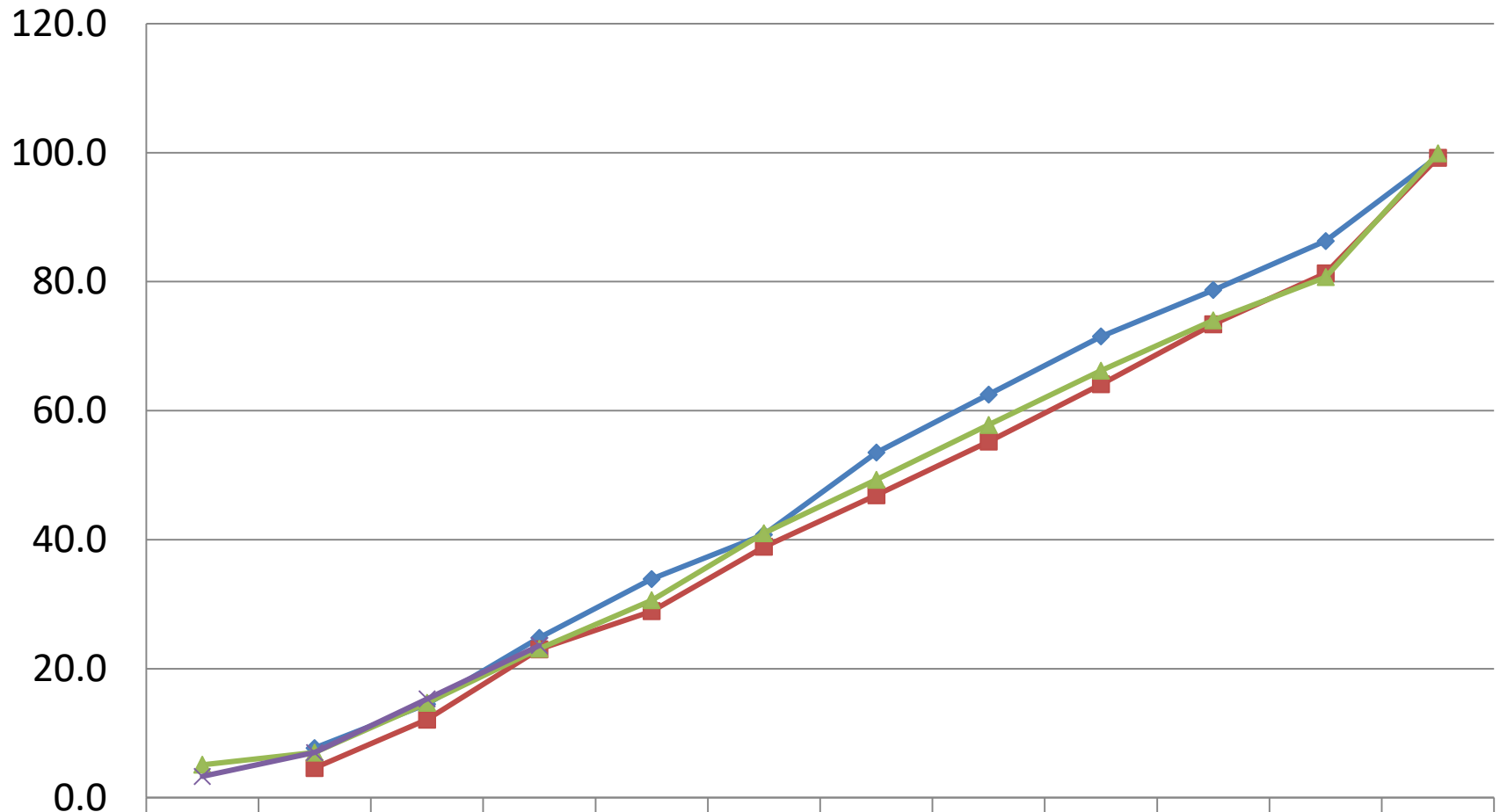
#### **Scholarships (300)**

- 1) The balance of the Scholarship Fund was \$163,837 at 10/31 – there was no change in the balance from 9/30.

### **Additional Questions:**

1. I know Dean is coming to our meeting today so hope to ask him about whether we have any movement regarding hires who can obviate the need for consultants; I also wanted to ask about the increased out of district transportation costs. **Answer:** I have shared the questions with Dean who will be prepared for our meeting this afternoon.
2. Wondering why our communications costs are \$41,000 higher -- p. 11; **Answer:** 1) Tech-Admin-Telephone Cell: The actual last year was \$34,822. This year the District encumbered \$35,000; however, last month four District cell phones were cancelled. 2) Tech-Admin-Telephone LAN: This account is over because of District telephone licensing. It was previously paid via a Town bond. 3) Tech-Admin-WAN Communications: This overage is due to a Cisco / Meraki district Wi-Fi licensing price increase and upgraded WAN performance at THS to Long Hill.
3. We seem to have a lot of added money in teacher salaries again this year; is this because of turnover? **Answer:** The Business Office has been asked to look at this item. At least two items could be contributing: 1) As you mentioned – Turnover and 2) Have all District positions been filled?
4. Why do we have so much overage in PPS D/W para xtra time and ABA paras (p. 16)? **Answer:** These two lines have \$192,866 and \$218,656 in available balance; they are not over budget. The combined available balance = \$410,922 or 23.5% of the combined budget of \$1,748,142.
5. Same question, same page, with homebound tutors? **Answer:** Commitments from this budget line are on a case-by-case basis, so the entire budget is not encumbered. There is \$69,971 in available balance.
6. And sports general purchased services (18)? **Answer:** This budget line is for ice time rental, pool rental at the University of Bridgeport, field maintenance, trainer services, etc. The account has \$60,923 in available balance which is 21.6% of the budget.
7. What are Rebates, p 33. **Answer:** This is E-Rate funding (technology).
8. Why is Guidance/Testing 70,000 low? **Answer:** I believe you misread this line, it has a balance of \$11,455; ELITE which is just above it has a deficit of \$70,848.

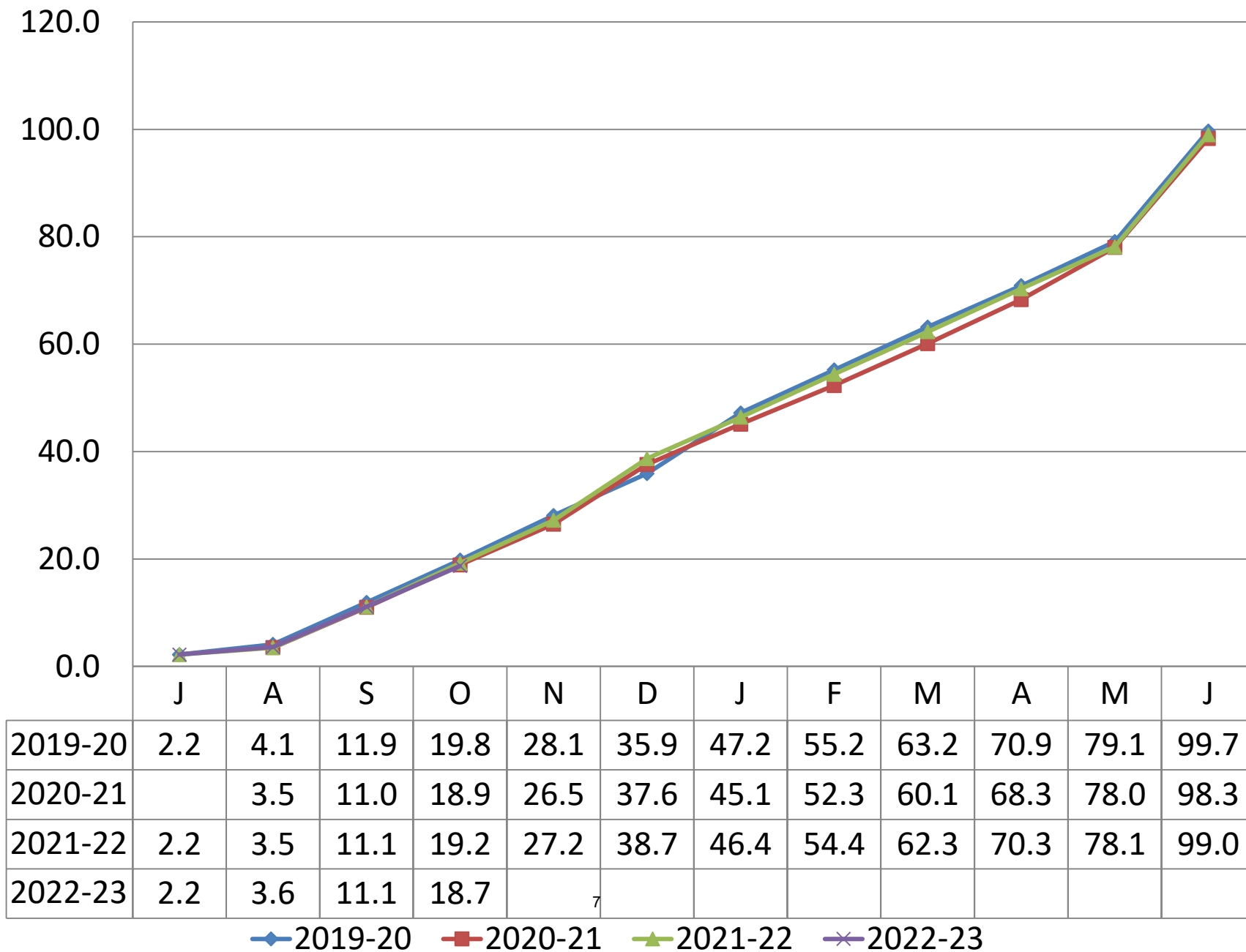
# Cumulative Total Board of Education Budget % By Month



	J	A	S	O	N	D	J	F	M	A	M	J
2019-20		7.7	14.5	24.8	33.9	40.8	53.5	62.5	71.5	78.7	86.3	99.4
2020-21		4.6	12.1	23.0	28.9	38.9	46.9	55.2	64.1	73.4	81.3	99.2
2021-22	5.1	7.0	14.7	23.1	30.6	41.0	49.3	57.8	66.2	74.0	80.7	99.9
2022-23	3.3	7.0	15.3	23.6								

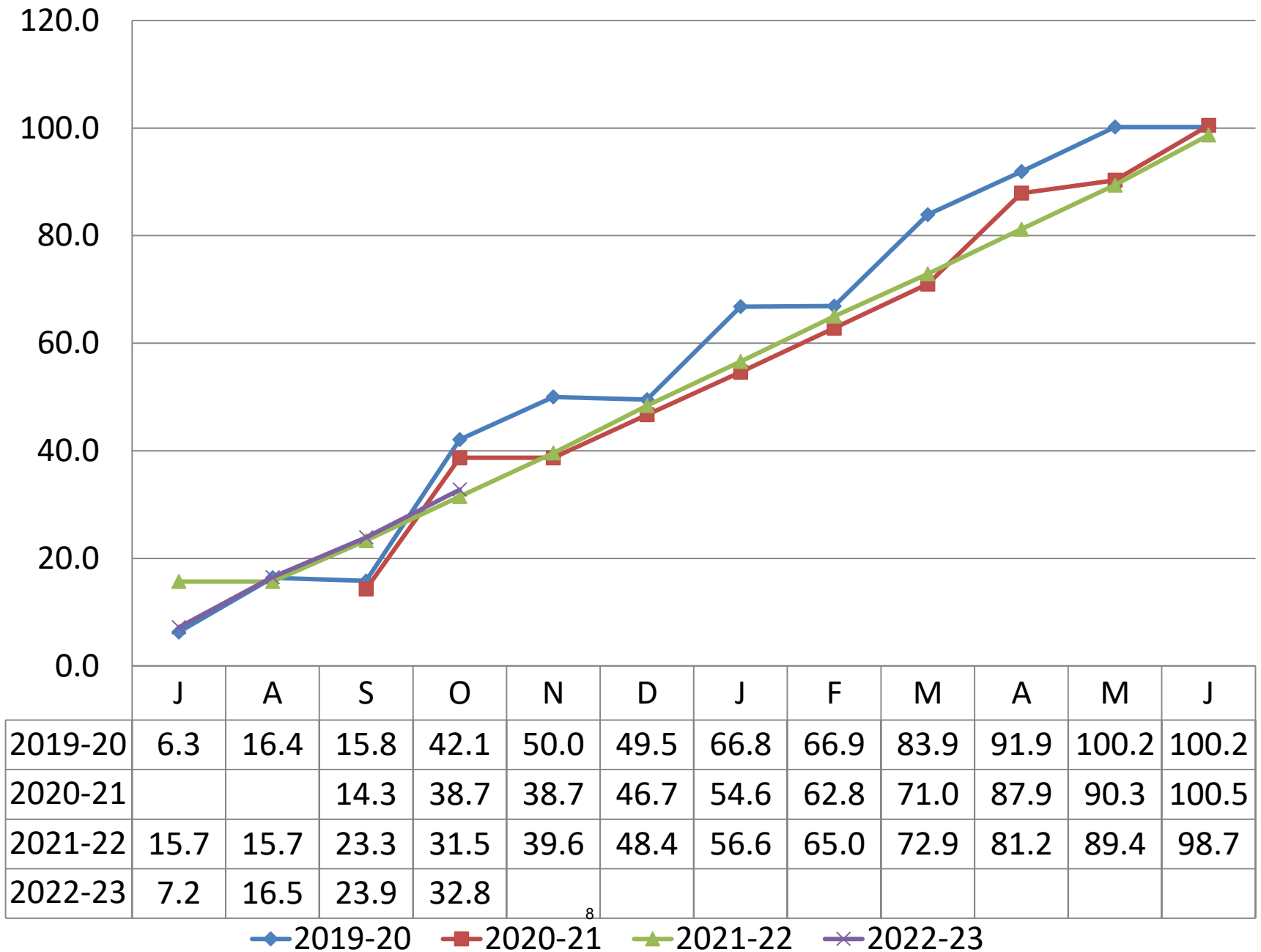
◆ 2019-20
 ■ 2020-21
 ▲ 2021-22
 × 2022-23

# Cumulative Board of Education Salaries Budget % By Month

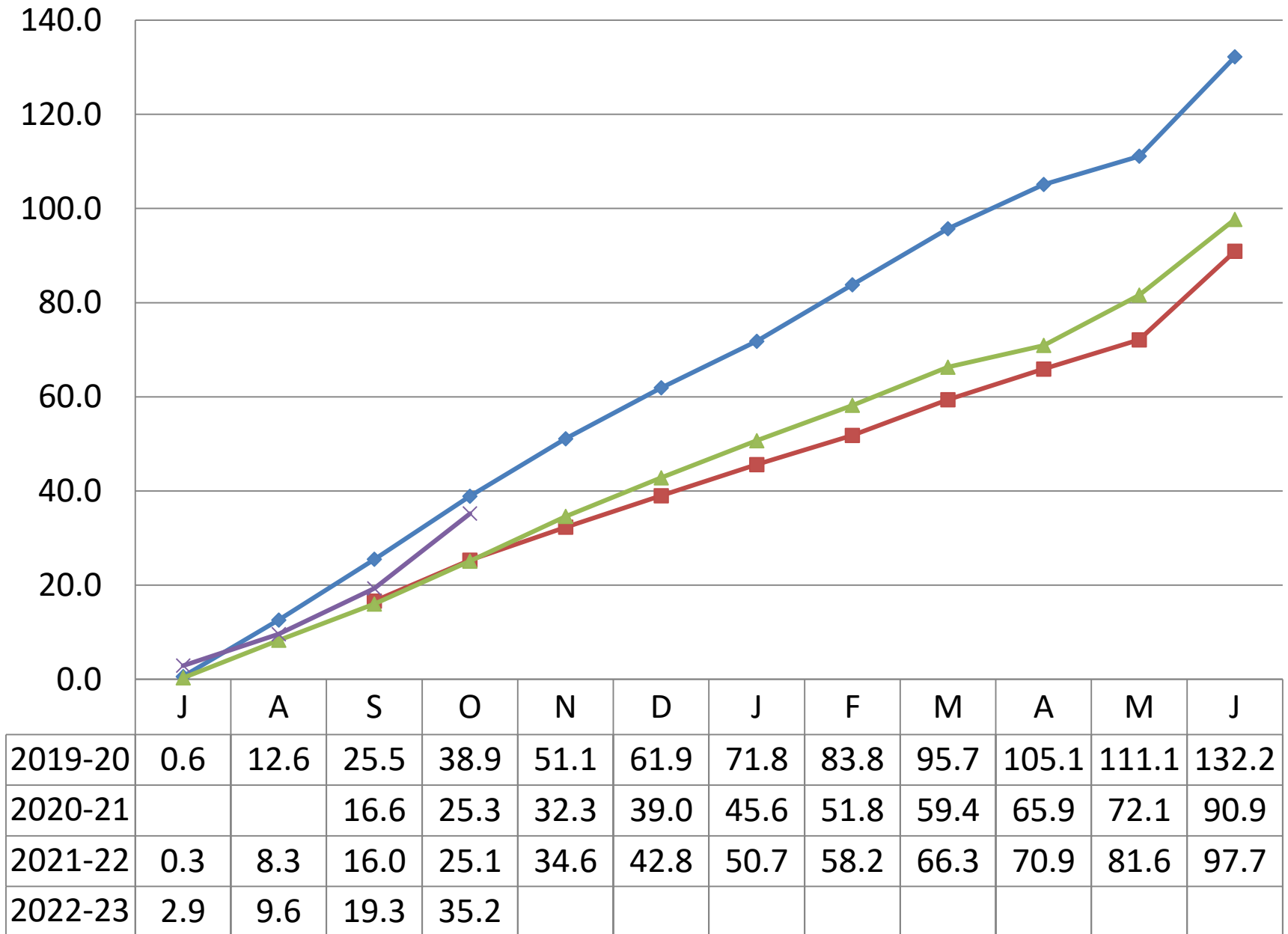




# Cumulative Board of Education Benefits Budget % By Month



# Cumulative Board of Education Utilities Budget % By Month



◆ 2019-20 
 ■ 2020-21 
 ▲ 2021-22 
 × 2022-23

11/14/2022 14:32  
1791pbri

TRUMBULL BOE, CT  
YEAR-TO-DATE BUDGET REPORT

P 1  
glytdbud

FOR 2023 04

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
001 BOE GENERAL FUND	115,915,558	0	115,915,558	27,396,066.71	85,848,032.32	2,671,458.97	97.7%
009 TOWN ACCOUNTS FUND	0	1,304,548	1,304,548	177,364.59	951,917.34	175,266.07	86.6%
200 GRANTS FUND	0	4,786,043	4,786,043	838,697.40	2,793,644.30	1,153,700.81	75.9%
205 SPECIAL REVENUE FUND	0	613,758	613,758	435,209.60	714,073.79	-535,525.89	187.3%
210 SCHOOL LUNCH FUND	0	793,747	793,747	813,714.61	2,093,257.65	-2,113,225.26	366.2%

GRAND TOTAL 115,915,558 7,498,095 123,413,653 29,661,052.91 92,400,925.40 1,351,674.70 98.9%

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

**Trumbull Board of Education Expense vs Budget Summary**  
**Report for the Period Ended 10/31/2022**

<u>Object Description</u>	<u>Code</u>	<u>Revised</u>	<u>Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>	<u>% Spent or Committed</u>
<b><u>Salaries</u></b>	<b><u>100</u></b>					
Admin/Supervisors		\$4,969,444	\$1,629,959	\$3,326,626	\$12,859	100%
Teachers		\$55,851,515	\$8,935,749	\$45,436,405	\$1,479,360	97%
Custodians/Maintenance		\$3,942,573	\$1,114,755	\$2,570,056	\$257,762	93%
Tech Support		\$514,173	\$172,625	\$332,782	\$8,766	98%
Admin Support		\$2,717,863	\$855,294	\$1,974,615	-\$112,046	104%
Paras & Aides		\$5,463,591	\$1,033,294	\$4,061,095	\$369,201	93%
Substitutes		\$834,900	\$153,971	\$686,173	-\$5,244	101%
Coaches & Advisors		\$846,161	\$21,454	\$838,113	-\$13,406	102%
Salaries Other		\$1,690,303	\$301,126	\$1,311,034	\$78,143	95%
Misc Salary Items		\$398,000	\$203,419	\$0	\$194,581	51%
<b>Salaries Total</b>		<b>\$77,228,523</b>	<b>\$14,421,647</b>	<b>\$60,536,899</b>	<b>\$2,269,977</b>	<b>97%</b>
<b><u>Employee Benefits</u></b>	<b><u>200</u></b>					
Health Insurance		\$17,401,837	\$5,933,721	\$10,914,131	\$553,986	97%
FICA		\$1,932,381	\$415,434	\$1,516,947	\$0	100%
Other Insurance		\$339,000	\$110,565	\$219,964	\$8,472	98%
Unemployment		\$50,000	\$0	\$50,000	\$0	100%
Benefits Other		\$198,000	\$79,830	\$113,382	\$4,788	98%
<b>Employee Benefits Total</b>		<b>\$19,921,218</b>	<b>\$6,539,550</b>	<b>\$12,814,423</b>	<b>\$567,245</b>	<b>97%</b>
<b><u>Purchased Professional Services</u></b>	<b><u>300</u></b>					
Legal		\$250,000	\$19,631	\$234,119	-\$3,750	102%
Service Contracts		\$464,667	\$309,158	\$22,000	\$133,509	71%
Consultants		\$275,000	\$125,151	\$413,364	-\$263,514	196%
Other Prof Services		\$566,995	\$189,894	\$268,269	\$108,832	81%
<b>Purchased Professional Services Total</b>		<b>\$1,556,662</b>	<b>\$643,835</b>	<b>\$937,751</b>	<b>-\$24,924</b>	<b>102%</b>
<b><u>Purchased Property Services</u></b>	<b><u>400</u></b>					
Utilities		\$1,159,705	\$408,326	\$743,379	\$8,000	99%
Repairs & Svc Fees		\$414,200	\$128,636	\$208,552	\$77,012	81%
Copiers		\$265,000	\$63,413	\$191,567	\$10,020	96%
Other Purch'd Property Svcs		\$112,500	\$33,800	\$88,212	-\$9,512	108%
<b>Purchased Property Services Total</b>		<b>\$1,951,405</b>	<b>\$634,174</b>	<b>\$1,231,711</b>	<b>\$85,520</b>	<b>96%</b>
<b><u>Purchased Other Services</u></b>	<b><u>500</u></b>					
Transportation		\$6,744,729	\$1,203,933	\$5,592,896	-\$52,100	101%
Communications		\$299,700	\$140,426	\$200,896	-\$41,621	114%
Postage		\$46,000	\$6,249	\$39,751	-\$1	100%
Advertising		\$2,975	\$590	\$0	\$2,385	20%
Interns		\$341,250	\$60,000	\$242,100	\$39,150	89%
Tuition		\$3,961,698	\$1,844,571	\$2,753,695	-\$636,568	116%
Printing		\$13,750	\$4,878	\$531	\$8,341	39%
Other Purch'd Svcs		\$421,694	\$112,035	\$42,097	\$267,562	37%
<b>Purchased Other Services Total</b>		<b>\$11,831,796</b>	<b>\$3,372,682</b>	<b>\$8,871,966</b>	<b>-\$412,852</b>	<b>103%</b>
<b><u>Supplies</u></b>	<b><u>600</u></b>					
Supplies-Teaching		\$635,116	\$306,613	\$119,071	\$209,432	67%
Supplies-Office		\$92,115	\$52,051	\$23,659	\$16,405	82%

**Trumbull Board of Education Expense vs Budget Summary**  
**Report for the Period Ended 10/31/2022**

<u>Object Description</u>	<u>Code</u>	<u>Revised</u>	<u>Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>	<u>% Spent or Committed</u>
Supplies-Custodial		\$116,000	\$81,324	\$75,760	-\$41,085	135%
Supplies-Maintenance		\$251,500	\$110,405	\$90,148	\$50,947	80%
Text & Workbooks		\$409,463	\$218,034	\$67,461	\$123,968	70%
Subscriptions		\$296,648	\$284,979	\$2,896	\$8,773	97%
Testing Materials		\$170,000	\$101,118	\$36,505	\$32,377	81%
Books & A/V		\$44,290	\$16,396	\$16,046	\$11,848	73%
Software		\$193,925	\$208,140	\$0	-\$14,215	107%
Energy		\$599,400	\$52,363	\$432,637	\$114,400	81%
Other Supplies		\$32,400	\$303	\$8,000	\$24,097	26%
<b>Supplies</b>	<b>Total</b>	<b>\$2,840,857</b>	<b>\$1,431,725</b>	<b>\$872,184</b>	<b>\$536,947</b>	<b>81%</b>
<b><u>Property</u></b>	<b><u>700</u></b>					
Office Equipment		\$850	\$26	\$0	\$824	3%
Office Furniture		\$0	\$813	\$0	-\$813	#DIV/0!
Classroom Equipment		\$380,324	\$261,588	\$146,090	-\$27,354	107%
Classroom Furniture		\$15,700	\$4,393	\$3,304	\$8,003	49%
Bldg Equipment		\$83,000	\$13,566	\$12,680	\$56,754	32%
Bldg Improvements		\$45,000	\$6,795	\$6,480	\$31,725	30%
Other Equipment		\$3,550	\$0	\$0	\$3,550	0%
<b>Property</b>	<b>Total</b>	<b>\$528,424</b>	<b>\$287,182</b>	<b>\$168,554</b>	<b>\$72,688</b>	<b>86%</b>
<b><u>Debt Service &amp; Miscellaneous</u></b>	<b><u>800</u></b>					
Dues, Fees and Memberships		\$521,973	\$65,209	\$443,647	\$13,117	97%
Other Objects		\$1,000	\$0	\$0	\$1,000	0%
<b>Miscellaneous</b>	<b>Total</b>	<b>\$522,973</b>	<b>\$65,209</b>	<b>\$443,647</b>	<b>\$14,117</b>	<b>97%</b>
<b><u>Other Objects</u></b>	<b><u>900</u></b>					
Other-Ant Surpl/Excess Cst		(\$466,300)	\$0	\$0	-\$466,300	0%
<b>Other Objects</b>	<b>Total</b>	<b>(\$466,300)</b>	<b>\$0</b>	<b>\$0</b>	<b>-\$466,300</b>	<b>0%</b>
<b>Munis Report Total</b>		<b>\$115,915,558</b>	<b>\$27,396,003</b>	<b>\$85,877,136</b>	<b>\$2,642,418</b>	<b>98%</b>

**Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 10/31/2022**

Account #	Account Description	Budget			Expended	Committed/	Available/
		Original	Transfers	Revised		Estimates	(Over)
Salaries							
Admin/Supervisors							
01011000-51113	TECEC-Admin-Admin Salaries	\$123,747	\$0	\$123,747	\$47,142	\$94,283	(\$17,678)
01011200-51114	PPS-Admin-Director/Coordinator	\$315,181	\$0	\$315,181	\$98,442	\$197,136	\$19,604
01402320-51114	Asst Super-Admin-Asst Superintendent	\$130,000	\$0	\$130,000	\$24,550	\$115,555	(\$10,105)
01412210-51113	D/W-Elem Asst Principal	\$0	\$0	\$0	\$0	\$0	\$0
01412210-51114	Curr Dir-Admin-Director	\$197,200	\$0	\$197,200	\$67,013	\$134,025	(\$3,838)
01422520-51125	Tech-Admin-Manager	\$137,932	\$0	\$137,932	\$45,977	\$91,955	\$0
01512400-51113	BHES-Admin-Principal	\$182,000	\$0	\$182,000	\$60,667	\$121,333	\$0
01522400-51113	FTES-Admin-Principal/Asst Principal	\$290,133	\$0	\$290,133	\$88,442	\$176,884	\$24,807
01532400-51113	DFES-Admin-Princiapl	\$182,000	\$0	\$182,000	\$60,667	\$121,333	\$0
01542400-51113	MBES-Admin-Principal	\$240,755	\$0	\$240,755	\$79,184	\$158,367	\$3,204
01552400-51113	JRES-Admin-Principal	\$171,244	\$0	\$171,244	\$57,081	\$114,163	\$0
01582400-51113	TSES-Admin-Principal	\$182,000	\$0	\$182,000	\$60,667	\$121,333	\$0
01612400-51113	HMS-Admin-Principal/Asst Principal	\$346,615	\$0	\$346,615	\$110,924	\$221,849	\$13,842
01622400-51113	MMS-Admin-Principal/Asst Principal	\$350,163	\$0	\$350,163	\$116,721	\$233,442	\$0
01711006-51114	THS-Ag Science-Director	\$80,651	\$0	\$80,651	\$26,884	\$53,768	\$0
01711019-51114	Sports-Sports General-Director	\$168,163	\$0	\$168,163	\$56,054	\$112,109	(\$0)
01712400-51113	THS-Admin-Principals	\$868,490	\$0	\$868,490	\$289,497	\$578,993	\$0
01741200-51113	Continuing Ed-Admin-Administrator	\$0	\$0	\$0	\$0	\$0	\$0
01822230-51125	Facilities-Admin-Director/Managers	\$247,562	\$0	\$247,562	\$83,387	\$166,775	(\$2,600)
01822230-51141	Facilities-Admin-Manager OT	\$0	\$0	\$0	\$0	\$0	\$0
01882700-51125	Trans-Admin-Manager	\$74,589	\$0	\$74,589	\$24,863	\$49,726	\$0
01902320-51115	Super-Admin-Superintendent	\$262,679	\$0	\$262,679	\$91,200	\$182,399	(\$10,920)
01912520-51113	Bus Off-Admin-Business Administrator	\$172,890	\$0	\$172,890	\$58,782	\$117,565	(\$3,457)
01912520-51129	Bus Off-Admin-Acctg Manager	\$88,623	\$0	\$88,623	\$29,541	\$59,082	(\$0)
01922530-51125	Asst Super-Dir Digital Learning	\$156,827	\$0	\$156,827	\$52,276	\$104,551	(\$0)
	Admin/Supervisors Total	\$4,969,444	\$0	\$4,969,444	\$1,629,959	\$3,326,626	\$12,859
Teachers							
01011000-51110	TECEC-Classroom-Teachers	\$808,589	\$0	\$808,589	\$112,935	\$621,140	\$74,514
01011200-51118	PPS-L/W-Curriculum Writing	\$20,000	\$0	\$20,000	\$0	\$0	\$20,000
01011200-51119	PPS-L/W-Teacher Xtra Time	\$36,000	\$0	\$36,000	\$10,846	\$0	\$25,154
01021201-51119	PPS-After School-Teacher Salaries	\$0	\$0	\$0	\$0	\$0	\$0
01062140-51111	PPS-L/W-Psychologists	\$2,057,461	\$0	\$2,057,461	\$250,126	\$1,393,709	\$413,626
01062145-51111	PPS-L/W-Behaviorists	\$50,882	\$0	\$50,882	\$42,002	\$231,009	(\$222,129)
01072110-51111	PPS-L/W-Social Workers	\$1,266,920	\$0	\$1,266,920	\$148,481	\$825,674	\$292,766
01082150-51111	PPS-L/W-Speech & Language	\$1,361,659	\$0	\$1,361,659	\$215,952	\$1,126,495	\$19,211
01121200-51111	TECEC-Classroom-Specialists	\$170,881	\$0	\$170,881	\$26,515	\$122,910	\$21,456
01161200-51110	PPS-SPED-Elementary Teachers	\$2,149,393	\$0	\$2,149,393	\$362,267	\$1,831,628	(\$44,502)
01231200-51110	PPS-SPED-Middle School Teachers	\$1,442,419	\$0	\$1,442,419	\$241,310	\$1,257,959	(\$56,850)
01331200-51110	PPS-SPED-THS Teachers	\$2,181,279	\$0	\$2,181,279	\$348,423	\$1,694,369	\$138,487
01371200-51118	PPS-ESY-Teacher salaries	\$191,000	\$0	\$191,000	\$141,411	\$0	\$49,590
01402210-51110	Curr Dir-D/W-ELL Teachers	\$584,808	\$0	\$584,808	\$101,717	\$505,219	(\$22,128)
01402320-51116	Asst Super-Admin-Teacher Stipends	\$0	\$0	\$0	\$0	\$0	\$0
01402320-51118	Asst Super-L/W-Prof Devt Prep	\$0	\$0	\$0	\$0	\$0	\$0
01402320-51200	Asst Super-Admin-Teacher Mentors	\$5,000	\$0	\$5,000	\$0	\$0	\$5,000
01411250-51110	Curr Dir-D/W-TAG Teachers	\$116,413	\$0	\$116,413	\$17,910	\$98,503	\$0
01412210-51111	Curr Dir-D/W-Program Leaders	\$384,824	\$0	\$384,824	\$77,870	\$297,820	\$9,134
01412210-51117	Curr Dir-D/W-Teacher Training	\$50,000	\$0	\$50,000	\$944	\$49,057	\$0
01412210-51118	Curr Dir-D/W-Prof Devt Prep	\$30,000	\$0	\$30,000	\$16,512	\$0	\$13,488
01412210-51119	Curr Dir-Admin-Curriculum Writing	\$83,555	\$0	\$83,555	\$36,728	\$0	\$46,827
01511001-51110	BHES-Classroom-Teachers	\$2,189,116	\$0	\$2,189,116	\$351,883	\$1,917,233	(\$80,000)
01511002-51110	BHES-Classroom-Specialists	\$668,894	\$0	\$668,894	\$92,080	\$499,265	\$77,549
01512220-51110	BHES Library-Teachers-Salaries	\$96,273	\$0	\$96,273	\$14,811	\$81,462	(\$0)
01521001-51110	FTES-Classroom-Teachers	\$2,481,988	\$0	\$2,481,988	\$362,345	\$1,979,415	\$140,229
01521002-51110	FTES-Classroom-Specialists	\$895,790	\$0	\$895,790	\$133,923	\$694,941	\$66,926
01522220-51110	FTES Library-Teachers-Salaries	\$107,279	\$0	\$107,279	\$16,504	\$90,775	(\$0)
01531001-51110	DFES-Classroom-Teachers	\$2,364,243	\$0	\$2,364,243	\$342,169	\$1,881,931	\$140,143
01531002-51110	DFES-Classroom-Specialists	\$618,171	\$0	\$618,171	\$104,523	\$513,648	\$0
01532220-51110	DFES Library-Teachers-Salaries	\$83,051	\$0	\$83,051	\$12,777	\$70,274	(\$0)
01541001-51110	MBES-Classroom-Teachers	\$2,303,050	\$0	\$2,303,050	\$356,506	\$1,897,469	\$49,075
01541002-51110	MBES-Classroom-Specialists	\$909,472	\$0	\$909,472	\$103,686	\$522,570	\$283,217

**Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 10/31/2022**

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>			
01542220-51110	MBES Library-Teachers-Salaries	\$116,413	\$0	\$116,413	\$17,910	\$98,503	\$0
01551001-51110	JRES-Classroom-Teachers	\$1,975,733	\$0	\$1,975,733	\$307,166	\$1,645,843	\$22,724
01551002-51110	JRES-Classroom-Specialists	\$609,591	\$0	\$609,591	\$97,875	\$492,332	\$19,383
01552220-51110	JRES Library-Teachers-Salaries	\$116,413	\$0	\$116,413	\$13,967	\$76,816	\$25,630
01581001-51110	TES-Classroom-Teachers	\$1,724,357	\$0	\$1,724,357	\$268,808	\$1,436,935	\$18,614
01581002-51110	TES-Classroom-Specialists	\$568,020	\$0	\$568,020	\$92,027	\$475,992	\$0
01582220-51110	TES Library-Teachers-Salaries	\$90,783	\$0	\$90,783	\$13,967	\$76,816	\$0
01611001-51110	HMS-Classroom-Teacher Salaries	\$3,883,900	\$0	\$3,883,900	\$585,330	\$3,179,260	\$119,310
01611001-51111	HMS-Teacher Specialists	\$0	\$0	\$0	\$17,910	\$98,503	(\$116,413)
01611016-51110	HMS-Music-Teacher Salaries	\$333,180	\$0	\$333,180	\$55,188	\$277,992	\$0
01611019-51110	HMS-PE/Health-Teacher Salaries	\$399,827	\$0	\$399,827	\$57,694	\$282,300	\$59,834
01612120-51110	HMS-Guidance-Teacher Salaries	\$293,419	\$0	\$293,419	\$56,435	\$236,984	\$0
01612220-51110	HMS-Library-Teacher Salaries	\$104,290	\$0	\$104,290	\$16,045	\$88,245	\$0
01612400-51110	HMS-Admin-Teacher Xtra days	\$0	\$0	\$0	\$3,156	\$0	(\$3,156)
01621001-51110	MMS-Classroom-Teacher Salaries	\$4,250,701	\$0	\$4,250,701	\$637,727	\$3,446,951	\$166,023
01621001-51111	MMS-Teacher Specialists	\$0	\$0	\$0	\$1,524	\$66,328	(\$67,852)
01621016-51110	MMS-Music-Teacher Salaries	\$302,714	\$0	\$302,714	\$50,501	\$252,213	(\$0)
01621019-51110	MMS-PE/Health-Teacher Salaries	\$413,343	\$0	\$413,343	\$62,750	\$319,582	\$31,011
01622120-51110	MMS-Guidance-Teacher Salaries	\$324,258	\$0	\$324,258	\$59,204	\$252,213	\$12,841
01622220-51110	MMS-Library-Teacher Salaries	\$116,413	\$0	\$116,413	\$17,910	\$98,503	\$0
01622400-51110	MMS-Admin-Teacher Xtra days	\$0	\$0	\$0	\$3,156	\$0	(\$3,156)
01711001-51110	THS-Classroom-Teacher Salaries	\$11,224,689	\$0	\$11,224,689	\$1,770,145	\$9,316,787	\$137,756
01711001-51111	THS-Teacher Specialists	\$0	\$0	\$0	\$18,423	\$101,328	(\$119,751)
01711003-51110	THS-Admin-Detention Duty	\$3,000	\$0	\$3,000	\$666	\$0	\$2,334
01711006-51110	THS-Ag Science-Teachers Salaries	\$613,002	\$0	\$613,002	\$140,025	\$472,273	\$704
01711016-51110	THS-Music-Teacher Salaries	\$242,048	\$0	\$242,048	\$44,417	\$222,974	(\$25,343)
01711019-51110	THS-PE/Health-Teacher Salaries	\$870,251	\$0	\$870,251	\$137,460	\$731,563	\$1,228
01711022-51110	THS-Alternate School-Teachers Salaries	\$405,751	\$0	\$405,751	\$64,682	\$341,069	(\$0)
01711028-51110	THS-Admin-Teacher Xtra Tme	\$0	\$0	\$0	\$0	\$0	\$0
01712120-51110	THS-Guidance-Teacher Salaries	\$1,350,082	\$0	\$1,350,082	\$263,802	\$1,066,686	\$19,594
01712220-51110	THS-Library-Teacher Salaries	\$90,927	\$0	\$90,927	\$13,989	\$76,938	\$0
01802320-51119	Super-Personnel-Teacher Xtra Time	\$0	\$0	\$0	\$2,736	\$0	(\$2,736)
01912520-51196	D/W-Admin-Retirement/LOA Savings	(\$350,000)	\$0	(\$350,000)	\$0	\$0	(\$350,000)
01912520-51197	D/W-Admin-Degree Changes	\$70,000	\$0	\$70,000	\$0	\$0	\$70,000
<b>Teachers Total</b>		<b>\$55,851,515</b>	<b>\$0</b>	<b>\$55,851,515</b>	<b>\$8,935,749</b>	<b>\$45,436,405</b>	<b>\$1,479,360</b>
<b><u>Custodians/Maintenance</u></b>							
01842610-51140	Facilities-Custodial-Salaries	\$2,926,013	\$0	\$2,926,013	\$789,503	\$2,066,297	\$70,213
01842610-51141	Facilities-Custodial-Custodial OT	\$55,000	\$0	\$55,000	\$35,530	\$0	\$19,470
01842610-51142	Facilities-Custodial-School OT	\$68,000	\$0	\$68,000	\$32,399	\$0	\$35,601
01842610-51143	Facilities-Snow Removal-Salaries	\$19,000	\$0	\$19,000	\$0	\$0	\$19,000
01842610-51145	Facilities-Custodial- Custodial Support	\$8,736	\$0	\$8,736	\$2,719	\$0	\$6,018
01842610-51149	Facilities-Custodial-Custodial Night Diff	\$6,900	\$0	\$6,900	\$1,877	\$0	\$5,023
01852620-51140	Facilities-Maintenance-Salaries	\$801,924	\$0	\$801,924	\$218,003	\$503,758	\$80,163
01852620-51141	Facilities-Maintenance-Maint OT	\$25,000	\$0	\$25,000	\$9,162	\$0	\$15,838
01852620-51142	Facilities-Maintenance-Security Checks	\$0	\$0	\$0	\$0	\$0	\$0
01852620-51145	Facilities-Maintenance-Summer Help	\$32,000	\$0	\$32,000	\$25,564	\$0	\$6,437
<b>Custodians/Maintenance Total</b>		<b>\$3,942,573</b>	<b>\$0</b>	<b>\$3,942,573</b>	<b>\$1,114,755</b>	<b>\$2,570,056</b>	<b>\$257,762</b>
<b><u>Tech Support</u></b>							
01422220-51124	Tech-Dist A/V/Ch 17-Technician	\$0	\$0	\$0	\$0	\$0	\$0
01422520-51129	Tech-Admin-Other Technical	\$499,173	\$0	\$499,173	\$168,494	\$332,782	(\$2,103)
01422520-51141	Tech-Admin-Xtra Time/Help	\$15,000	\$0	\$15,000	\$4,131	\$0	\$10,869
<b>Tech Support Total</b>		<b>\$514,173</b>	<b>\$0</b>	<b>\$514,173</b>	<b>\$172,625</b>	<b>\$332,782</b>	<b>\$8,766</b>
<b><u>Administrative Support</u></b>							
01011000-51130	TECEC-Admin-Secy 12 Mth	\$0	\$0	\$0	\$8,249	\$16,497	(\$24,746)
01011000-51131	TECEC-Admin-Secy 10 Mth	\$48,862	\$0	\$48,862	\$9,800	\$41,160	(\$2,098)
01011000-51135	TECEC-Admin-Clerical Xtra Time	\$1,344	\$0	\$1,344	\$419	\$0	\$925
01011200-51130	PPS-Admin-Secy 12 Mth	\$127,179	\$0	\$127,179	\$46,640	\$93,478	(\$12,939)
01011200-51135	PPS-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$146	\$0	(\$146)
01402320-51130	Asst Super-Admin-Secy 12 Mth	\$72,260	\$0	\$72,260	\$25,494	\$49,788	(\$3,023)
01402320-51135	Asst Super-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$26	\$0	(\$26)

**Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 10/31/2022**

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>			
01412210-51130	Curr Dir-Admin-Secy 12 Mth	\$60,011	\$0	\$60,011	\$20,858	\$41,716	(\$2,564)
01412210-51135	Curr Dir-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$982	\$0	(\$982)
01422520-51130	Tech-Admin-Secy 12 Mth	\$51,867	\$0	\$51,867	\$17,987	\$36,065	(\$2,185)
01422520-51135	Tech-Admin--Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0
01512400-51130	BHES-Admin-Secy 12 Mth	\$62,036	\$0	\$62,036	\$21,478	\$42,955	(\$2,397)
01512400-51131	BHES-Admin-Secy 10 Mth	\$39,149	\$0	\$39,149	\$7,963	\$33,445	(\$2,259)
01512400-51135	BHES-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$42	\$0	(\$42)
01522400-51130	FTES-Admin-Secy 12 Mth	\$62,286	\$0	\$62,286	\$21,978	\$42,955	(\$2,647)
01522400-51131	FTES-Admin-Secy 10 Mth	\$40,520	\$0	\$40,520	\$9,948	\$32,293	(\$1,721)
01522400-51135	FTES-Admin-Clerical Xtra Time	\$500	\$0	\$500	\$923	\$0	(\$423)
01532400-51130	DFES-Admin-Secy 12 Mth	\$62,286	\$0	\$62,286	\$22,078	\$42,955	(\$2,747)
01532400-51131	DFES-Admin-Secy 10 Mth	\$39,334	\$0	\$39,334	\$7,889	\$33,445	(\$2,000)
01532400-51135	DFES-Admin-Clerical Xtra Time	\$500	\$0	\$500	\$288	\$0	\$212
01542400-51130	MBES-Admin-Secy 12 Mth	\$61,786	\$0	\$61,786	\$21,489	\$42,955	(\$2,659)
01542400-51131	MBES-Admin-Secy 10 Mth	\$31,767	\$0	\$31,767	\$6,669	\$27,669	(\$2,571)
01542400-51135	MBES-Admin-Clerical Xtra Time	\$500	\$0	\$500	\$0	\$0	\$500
01552400-51130	JRES-Admin-Secy 12 Mth	\$62,386	\$0	\$62,386	\$22,078	\$42,955	(\$2,647)
01552400-51131	JRES-Admin-Secy 10 Mth	\$39,703	\$0	\$39,703	\$7,963	\$33,445	(\$1,705)
01552400-51135	JRES-Admin-Clerical Xtra Time	\$500	\$0	\$500	\$638	\$0	(\$138)
01582400-51130	TES-Admin-Secy 12 Mth	\$62,056	\$0	\$62,056	\$21,478	\$42,955	(\$2,377)
01582400-51131	TES-Admin-Secy 10 Mth	\$39,149	\$0	\$39,149	\$7,825	\$32,978	(\$1,654)
01582400-51135	TES-Admin-Clerical Xtra Time	\$500	\$0	\$500	\$169	\$0	\$331
01612120-51131	HMS-Guidance-Secy 10 Mth	\$48,862	\$0	\$48,862	\$9,793	\$41,160	(\$2,091)
01612120-51135	HMS-Guidance-Clerical Xtra Time	\$0	\$0	\$0	\$89	\$0	(\$89)
01612400-51130	HMS-Admin-Secy 12 Mth	\$62,056	\$0	\$62,056	\$21,478	\$42,955	(\$2,377)
01612400-51131	HMS-Admin-Secy 10 Mth	\$42,976	\$0	\$42,976	\$6,173	\$32,557	\$4,247
01612400-51135	HMS-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$75	\$0	(\$75)
01622120-51131	MMS-Guidance-Secy 10 Mth	\$49,820	\$0	\$49,820	\$9,863	\$41,546	(\$1,588)
01622120-51135	MMS-Guidance-Clerical Xtra Time	\$0	\$0	\$0	\$67	\$0	(\$67)
01622400-51130	MMS-Admin-Secy 12 Mth	\$62,336	\$0	\$62,336	\$21,400	\$42,955	(\$2,020)
01622400-51131	MMS-Admin-Secy 10 Mth	\$49,062	\$0	\$49,062	\$10,000	\$41,160	(\$2,098)
01622400-51135	MMS-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$158	\$0	(\$158)
01711006-51131	THS-Ag Science-Secy 10 Mths	\$37,292	\$0	\$37,292	\$7,719	\$31,161	(\$1,589)
01711006-51135	THS-Ag Science-Secy Xtra Time	\$0	\$0	\$0	\$459	\$0	(\$459)
01711022-51131	THS-Alternate School-Secy 10 Mths	\$0	\$0	\$0	\$0	\$0	\$0
01712120-51130	THS-Guidance-Secy 12 Mths	\$178,276	\$0	\$178,276	\$62,160	\$123,730	(\$7,614)
01712120-51135	THS-Guidance-Clerical Xtra Time	\$0	\$0	\$0	\$11	\$0	(\$11)
01712220-51130	THS-Library-Secy 12 Mths	\$0	\$0	\$0	\$237	\$0	(\$237)
01712220-51131	THS-Library-Secy 10 Mths	\$0	\$0	\$0	\$0	\$0	\$0
01712220-51135	THS-Library-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0
01712400-51130	THS-Admin-Secy 12 Mth	\$110,965	\$0	\$110,965	\$37,725	\$77,559	(\$4,319)
01712400-51131	THS-Admin-Secy 10 Mth	\$146,665	\$0	\$146,665	\$31,261	\$122,069	(\$6,664)
01712400-51135	THS-Admin-Clerical Xtra Time	\$250	\$0	\$250	\$23	\$0	\$227
01713201-51131	Sports-Sports General-Secy 10 Mths	\$49,820	\$0	\$49,820	\$10,343	\$31,077	\$8,400
01713201-51135	Sports-Sports Gen-Clerical Xtra Time	\$4,500	\$0	\$4,500	\$1,178	\$0	\$3,322
01741200-51130	Continuing Ed-Admin-Secy	\$0	\$0	\$0	\$0	\$0	\$0
01802320-51115	Super-Personnel-Support Staff	\$173,320	\$0	\$173,320	\$58,440	\$114,880	(\$0)
01802320-51131	Super-Personnel-Support Staff-10 Mth	\$44,529	\$0	\$44,529	\$8,931	\$37,510	(\$1,911)
01802320-51135	Super-Personnel-Clerical Xtra Time	\$0	\$0	\$0	\$2,747	\$0	(\$2,747)
01822230-51130	Facilities-Admin-Secy 12 Mth	\$126,517	\$0	\$126,517	\$43,987	\$87,163	(\$4,633)
01822230-51135	Facilities-Admin-Clerical Xtra Time	\$500	\$0	\$500	\$23	\$0	\$477
01882700-51130	Trans-Admin-Secy 12 Mth	\$106,417	\$0	\$106,417	\$36,804	\$73,631	(\$4,017)
01882700-51131	Trans-Admin-Secy 10 Mth	\$0	\$0	\$0	\$0	\$0	\$0
01882700-51135	Trans-Admin-Clerical Xtra Time	\$3,890	\$0	\$3,890	\$2,506	\$0	\$1,384
01902310-51136	Super-BOE-Secy-BOE Mtgs	\$4,000	\$0	\$4,000	\$875	\$0	\$3,125
01902320-51130	Super-Admin-Support Staff	\$156,298	\$0	\$156,298	\$53,738	\$105,655	(\$3,095)
01902320-51135	Super-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0
01912520-51130	Bus Off-Admin-Support 12 Mth	\$288,532	\$0	\$288,532	\$100,617	\$198,134	(\$10,219)
01912520-51135	Bus Off-Admin-Support-Clerical Xtra Time	\$1,500	\$0	\$1,500	\$3,285	\$0	(\$1,785)
01922530-51135	Asst Super-Admin-Clerical Xtra Time	\$3,000	\$0	\$3,000	\$1,632	\$0	\$1,368
<b>Administrative Support Total</b>		<b>\$2,717,863</b>	<b>\$0</b>	<b>\$2,717,863</b>	<b>\$855,294</b>	<b>\$1,974,615</b>	<b>(\$112,046)</b>
<b><u>Paras &amp; Aides</u></b>							
01011000-51120	TECEC-Classroom-Paras	\$209,051	\$0	\$209,051	\$44,270	\$181,391	(\$16,611)
01011000-51122	TECEC-Classroom-ABA Paras	\$255,146	\$0	\$255,146	\$44,690	\$200,970	\$9,486
01011200-51120	PPS-L/W-Instructional Paras	\$2,414,091	\$0	\$2,414,091	\$456,802	\$1,991,303	(\$34,013)



**Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 10/31/2022**

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>			
01011200-51121	PPS-D/W-Para Xtra Time	\$200,000	\$0	\$200,000	\$7,114	\$0	\$192,886
01011200-51122	PPS-L/W-ABA Paras	\$1,548,142	\$0	\$1,548,142	\$236,172	\$1,093,314	\$218,656
01032130-51128	PPS-L/W-Health Aides	\$87,044	\$0	\$87,044	\$15,819	\$71,229	(\$4)
01371200-51122	PPS-ESY-ABA Paras	\$80,000	\$0	\$80,000	\$88,133	\$0	(\$8,133)
01371200-51128	PPS-ESY-Health Aides	\$0	\$0	\$0	\$5,594	\$0	(\$5,594)
01371200-51129	PPS-ESY-Para	\$50,000	\$0	\$50,000	\$46,806	\$0	\$3,194
01412210-51120	PPS-D/W-Para Training	\$0	\$0	\$0	\$0	\$0	\$0
01511001-51120	BHES-Classroom-Instructional Aides	\$72,675	\$0	\$72,675	\$7,323	\$65,352	\$0
01512400-51120	BHES-Admin-Paras	\$19,689	\$0	\$19,689	\$2,018	\$17,671	\$0
01521001-51120	FTES-Classroom-Instructional Aides	\$69,460	\$0	\$69,460	\$8,777	\$60,683	\$0
01522400-51120	FTES-Admin-Paras	\$34,036	\$0	\$34,036	\$7,509	\$13,492	\$13,036
01531001-51120	DFES-Classroom-Instructional Aides	\$51,867	\$0	\$51,867	\$8,498	\$43,369	\$0
01532400-51120	DFES-Admin-Paras	\$21,812	\$0	\$21,812	\$1,383	\$20,429	\$0
01541001-51120	MBES-Classroom-Instructional Aides	\$64,834	\$0	\$64,834	\$8,142	\$56,692	\$0
01542400-51120	MBES-Admin-Paras	\$11,961	\$0	\$11,961	\$1,850	\$10,111	\$0
01551001-51120	JRES-Classroom-Instructional Aides	\$55,806	\$0	\$55,806	\$7,806	\$48,000	\$0
01552400-51120	JRES-Admin-Paras	\$21,237	\$0	\$21,237	\$3,394	\$17,843	\$0
01581001-51120	TES-Classroom-Instructional Aides	\$45,952	\$0	\$45,952	\$8,596	\$37,356	\$0
01582400-51120	TES-Admin-Paras	\$21,237	\$0	\$21,237	\$3,759	\$17,477	\$0
01612220-51120	HMS-Library-Paras	\$0	\$0	\$0	\$0	\$0	\$0
01612400-51120	HMS-Admin-Admin Para	\$12,229	\$0	\$12,229	\$1,731	\$10,498	\$0
01622220-51120	MMS-Library-Paras	\$0	\$0	\$0	\$0	\$0	\$0
01622400-51120	MMS-Admin-Admin Para	\$40,109	\$0	\$40,109	\$2,395	\$37,714	\$0
01712400-51120	THS-L/W-Paras	\$77,211	\$0	\$77,211	\$14,711	\$66,201	(\$3,701)
	<b>Paras &amp; Aides Total</b>	<b>\$5,463,591</b>	<b>\$0</b>	<b>\$5,463,591</b>	<b>\$1,033,294</b>	<b>\$4,061,095</b>	<b>\$369,201</b>
<b><u>Substitutes</u></b>							
01802320-51113	Substitute Administrators	\$0	\$0	\$0	\$0	\$0	\$0
01802320-51117	Substitute Teachers	\$684,900	\$0	\$684,900	\$105,581	\$579,319	\$0
01802320-51129	Substitute Paraprofessionals	\$95,000	\$0	\$95,000	\$35,133	\$59,867	\$0
01802320-51139	Substitute Secretaries	\$0	\$0	\$0	\$5,244	\$0	(\$5,244)
01802320-51140	Substitute Custodians/Maint/Security	\$55,000	\$0	\$55,000	\$8,013	\$46,987	\$0
	<b>Substitutes Total</b>	<b>\$834,900</b>	<b>\$0</b>	<b>\$834,900</b>	<b>\$153,971</b>	<b>\$686,173</b>	<b>(\$5,244)</b>
<b><u>Coaches &amp; Advisors</u></b>							
01613202-51116	HMS-Activities-Advisors	\$40,000	\$0	\$40,000	\$0	\$40,000	\$0
01623202-51116	MMS-Activities-Advisors	\$40,000	\$0	\$40,000	\$0	\$40,000	\$0
01711016-51116	THS-Music-Directors	\$0	\$0	\$0	\$0	\$0	\$0
01713202-51116	THS-Activities-Advisors	\$128,578	\$0	\$128,578	\$0	\$128,578	\$0
01713201-51116	Sports-Sports General-Coaches	\$637,583	\$0	\$637,583	\$6,813	\$629,535	\$1,235
01713201-51170	Sports-Athletic Game Staff	\$0	\$0	\$0	\$14,641	\$0	(\$14,641)
	<b>Coaches &amp; Advisors Total</b>	<b>\$846,161</b>	<b>\$0</b>	<b>\$846,161</b>	<b>\$21,454</b>	<b>\$838,113</b>	<b>(\$13,406)</b>
<b><u>Salaries Other</u></b>							
01011201-51117	PPS-L/W-Tutors Homebound	\$106,000	\$0	\$106,000	\$10,745	\$25,285	\$69,971
01011203-51117	PPS-L/W-Tutors Tutorial	\$75,000	\$0	\$75,000	\$1,865	\$73,135	\$0
01011204-51117	PPS-L/W-Tutors Expulsions	\$13,000	\$0	\$13,000	\$4,973	\$8,027	\$0
01032130-51123	PPS-L/W-OT/PT Therapists	\$553,077	\$0	\$553,077	\$76,932	\$493,851	(\$17,706)
01331200-51126	PPS-SPED-Work Experience	\$5,800	\$0	\$5,800	\$921	\$0	\$4,879
01401201-51117	Asst Super-L/W-Tutors Homebound	\$0	\$0	\$0	\$1,077	\$0	(\$1,077)
01401203-51117	Asst Super-L/W-Tutors Tutorial	\$0	\$0	\$0	\$0	\$0	\$0
01401204-51117	Asst Super-L/W-Tutors Expulsions	\$0	\$0	\$0	\$222	\$0	(\$222)
01412210-51129	Curr Dir-D/W-Other Non-Certified	\$75,922	\$0	\$75,922	\$25,305	\$50,611	\$5
01512400-51121	BHES-Admin-Lunch Aides	\$0	\$0	\$0	\$0	\$0	\$0
01522400-51121	FTES-Admin-Lunch Aides	\$0	\$0	\$0	\$0	\$0	\$0
01532400-51121	DFES-Admin-Lunch Aides	\$0	\$0	\$0	\$0	\$0	\$0
01542400-51121	MBES-Admin-Lunch Aides	\$0	\$0	\$0	\$0	\$0	\$0
01552400-51121	JRES-Admin-Lunch Aides	\$0	\$0	\$0	\$0	\$0	\$0
01582400-51121	TES-Admin-Lunch Aides	\$0	\$0	\$0	\$0	\$0	\$0
01711006-51129	THS-Ag Science-Misc Salaries	\$6,000	\$0	\$6,000	\$1,877	\$0	\$4,123
01741200-51110	Continuing Ed-Classroom Instructors	\$0	\$0	\$0	\$0	\$0	\$0
01802320-51127	Substitute-Security Guards	\$0	\$0	\$0	\$5,666	\$0	(\$5,666)
01822230-51127	Facilities-D/W-Security Guards	\$723,946	\$0	\$723,946	\$139,094	\$610,475	(\$25,622)

**Trumbull Board of Education Expense vs Budget Detail**  
**Report for the Period Ended 10/31/2022**

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>			
01822230-51128	Facilities-D/W-Security Guards OT	\$60,000	\$0	\$60,000	\$7,624	\$0	\$52,376
01922530-51129	Asst Super-Info Svcs-Oth Non-Certified	\$71,558	\$0	\$71,558	\$24,825	\$49,650	(\$2,918)
	<b>Salaries Other</b>	<b>\$1,690,303</b>	<b>\$0</b>	<b>\$1,690,303</b>	<b>\$301,126</b>	<b>\$1,311,034</b>	<b>\$78,143</b>
<b><u>Misc Salary Items</u></b>							
01912520-51198	D/W-Admin-Retiree Payments	\$300,000	\$0	\$300,000	\$203,419	\$0	\$96,581
01912520-51199	D/W-Admin-Reserve For Negotiations	\$98,000	\$0	\$98,000	\$0	\$0	\$98,000
	<b>Misc Salary Items Total</b>	<b>\$398,000</b>	<b>\$0</b>	<b>\$398,000</b>	<b>\$203,419</b>	<b>\$0</b>	<b>\$194,581</b>
	<b>Salaries Total</b>	<b>\$77,228,523</b>	<b>\$0</b>	<b>\$77,228,523</b>	<b>\$14,421,647</b>	<b>\$60,536,899</b>	<b>\$2,269,976.52</b>
<b><u>Employee Benefits</u></b>							
<b><u>Health Insurance</u></b>							
01912520-52002	Benefits-Health & Dental	\$17,401,837	\$0	\$17,401,837	\$7,494,814	\$14,383,188	(\$4,476,166)
01912520-52011	Benefits-Health Premium Share - Medical	\$0	\$0	\$0	(\$1,475,125)	(\$3,270,629)	\$4,745,754
01912520-52012	Benefits-Health Premium Share - Dental	\$0	\$0	\$0	(\$85,968)	(\$198,429)	\$284,397
	<b>Health Insurance Total</b>	<b>\$17,401,837</b>	<b>\$0</b>	<b>\$17,401,837</b>	<b>\$5,933,721</b>	<b>\$10,914,131</b>	<b>\$553,986</b>
<b><u>FICA</u></b>							
01912520-52001	Benefits-FICA	\$1,932,381	\$0	\$1,932,381	\$415,434	\$1,516,947	\$0
	<b>FICA</b>	<b>\$1,932,381</b>	<b>\$0</b>	<b>\$1,932,381</b>	<b>\$415,434</b>	<b>\$1,516,947</b>	<b>\$0</b>
<b><u>Other Insurance</u></b>							
01912520-52003	D/W-Admin-Medical Waiver	\$200,000	\$0	\$200,000	\$66,573	\$133,427	\$0
01912520-52004	Benefits-Disability Insurance	\$22,000	\$0	\$22,000	\$7,522	\$12,478	\$2,000
01912520-52005	Benefits-Life Insurance	\$117,000	\$0	\$117,000	\$36,469	\$74,059	\$6,472
	<b>Other Insurance Total</b>	<b>\$339,000</b>	<b>\$0</b>	<b>\$339,000</b>	<b>\$110,565</b>	<b>\$219,964</b>	<b>\$8,472</b>
<b><u>Unemployment</u></b>							
01912520-52006	D/W-Admin-Unemployment	\$50,000	\$0	\$50,000	\$0	\$50,000	\$0
	<b>Unemployment Total</b>	<b>\$50,000</b>	<b>\$0</b>	<b>\$50,000</b>	<b>\$0</b>	<b>\$50,000</b>	<b>\$0</b>
<b><u>Benefits Other</u></b>							
01912520-52008	Benefits-Administrative Fees	\$18,000	\$0	\$18,000	\$6,288	\$6,925	\$4,788
01912520-52010	Benefits-TBOE 401a Contribution	\$180,000	\$0	\$180,000	\$73,542	\$106,458	\$0
	<b>Benefits Other Total</b>	<b>\$198,000</b>	<b>\$0</b>	<b>\$198,000</b>	<b>\$79,830</b>	<b>\$113,382</b>	<b>\$4,788</b>
	<b>Employee Benefits Total</b>	<b>\$19,921,218</b>	<b>\$0</b>	<b>\$19,921,218</b>	<b>\$6,539,550</b>	<b>\$12,814,423</b>	<b>\$567,245</b>
<b><u>Purchased Professional Services</u></b>							
<b><u>Legal</u></b>							
01011200-53308	PPS-Admin-Legal SPED	\$140,000	\$0	\$140,000	\$8,034	\$131,966	\$0
01902310-53308	Super-BOE-Legal-Reg Ed	\$110,000	\$0	\$110,000	\$11,597	\$102,153	(\$3,750)
	<b>Legal Total</b>	<b>\$250,000</b>	<b>\$0</b>	<b>\$250,000</b>	<b>\$19,631</b>	<b>\$234,119</b>	<b>(\$3,750)</b>
<b><u>Service Contracts</u></b>							
01011200-53300	PPS-Admin-Prof Purch'd Services	\$65,000	\$0	\$65,000	\$20,787	\$22,000	\$22,213
01052130-53305	PPS-Health Services-Service Contracts	\$60,000	\$0	\$60,000	\$5,950	\$0	\$54,050
01422520-53305	Tech-Admin-Maintenance Contracts	\$59,900	\$0	\$59,900	\$842	\$0	\$59,058
01882700-53303	Trans-Admin-Software Support	\$7,000	\$0	\$7,000	\$7,670	\$0	(\$670)
01922530-53301	Bus off-Admin-Prof Purch'd Svcs	\$82,000	\$0	\$82,000	\$82,748	\$0	(\$748)
01922530-53302	Asst Super-Info Svcs-Dbase Students	\$190,767	\$0	\$190,767	\$191,161	\$0	(\$394)
	<b>Service Contracts Total</b>	<b>\$464,667</b>	<b>\$0</b>	<b>\$464,667</b>	<b>\$309,158</b>	<b>\$22,000</b>	<b>\$133,509</b>
<b><u>Consultants</u></b>							

**Trumbull Board of Education Expense vs Budget Detail**  
**Report for the Period Ended 10/31/2022**

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>			
01011201-53210	PPS Homebound Instructional Services	\$0	\$0	\$0	\$166	\$1,200	(\$1,366)
01401201-53210	Homebound Instructional Services	\$0	\$0	\$0	\$594	\$0	(\$594)
01011200-53230	PPS-L/W-Consultants	\$275,000	\$0	\$275,000	\$124,391	\$412,164	(\$261,554)
	<b>Consultants Total</b>	<b>\$275,000</b>	<b>\$0</b>	<b>\$275,000</b>	<b>\$125,151</b>	<b>\$413,364</b>	<b>(\$263,514)</b>
<b><u>Other Professional Services</u></b>							
01412210-53300	Curr Dir-D/W-Other Professional Svcs	\$19,000	\$0	\$19,000	\$0	\$0	\$19,000
01422214-53300	Tech-L/W-Other Professional Svcs	\$4,600	\$0	\$4,600	\$5,376	\$1,284	(\$2,060)
01422220-53300	Tech-Dist AV/Ch17-Other Prof Svcs	\$3,500	\$0	\$3,500	\$0	\$0	\$3,500
01422520-53300	Tech-Admin-Other Professional Svcs	\$8,500	\$0	\$8,500	\$0	\$0	\$8,500
01613202-53301	HMS-Activities-Police	\$700	\$0	\$700	\$0	\$0	\$700
01623202-53301	MMS-Activities-Police	\$700	\$0	\$700	\$304	\$0	\$396
01711016-53300	THS-Music-Other Professional Svcs	\$47,575	\$0	\$47,575	\$15,742	\$840	\$30,993
01712120-53220	THS-Guidance-Career Guidance	\$920	\$0	\$920	\$0	\$372	\$548
01712400-53301	THS-Admin-Police Services	\$65,000	\$0	\$65,000	\$16,416	\$48,584	\$0
01713201-53301	Athletic Student Activity-Police Services	\$15,000	\$0	\$15,000	\$0	\$8,000	\$7,000
01741200-53300	Continuing Ed-Admin-In Service	\$0	\$0	\$0	\$0	\$0	\$0
01852647-53300	Facilities-Bldg Improvement-Oth Prof Svcs	\$3,000	\$0	\$3,000	\$0	\$0	\$3,000
01882700-53300	Transportation-Professional Svcs	\$0	\$0	\$0	\$4,500	\$10,500	(\$15,000)
01902310-53300	Super-BOE-Professional Services	\$24,000	\$0	\$24,000	\$22,690	\$2,676	(\$1,366)
01912520-53300	Bus Off-Admin-Professional Svcs	\$500	\$0	\$500	\$0	\$0	\$500
01912520-53310	Bus Off-Admin-Athletic Insurance	\$92,000	\$0	\$92,000	\$92,602	\$0	(\$602)
01922530-53304	Data Services - Training	\$0	\$0	\$0	\$7,200	\$0	(\$7,200)
01713201-53300	Sports-Sports General-Purch'd Svcs	\$282,000	\$0	\$282,000	\$25,064	\$196,013	\$60,923
01723301-53300	Sports-Baseball-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723302-53300	Sports-Basketball-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723304-53300	Sports-Field Hockey-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723304-53300	Sports-Football-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723305-53300	Sports-Ice Hockey-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723306-53300	Sports-Lacrosse-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723307-53300	Sports-Soccer-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723308-53300	Sports-Swimming-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723312-53300	Sports-Wrestling-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723315-53300	Sports-Gymnastics-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723317-53300	Sports-Cross Country-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01723318-53300	Sports-Cheerleading-Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Other Professional Services Total</b>	<b>\$566,995</b>	<b>\$0</b>	<b>\$566,995</b>	<b>\$189,894</b>	<b>\$268,269</b>	<b>\$108,832</b>
	<b>Purchased Professional Services Total</b>	<b>\$1,556,662</b>	<b>\$0</b>	<b>\$1,556,662</b>	<b>\$643,835</b>	<b>\$937,751</b>	<b>(\$24,924)</b>
<b><u>Purchased Property Services</u></b>							
<b><u>Utilities</u></b>							
01842611-54101	Facilities-D/W-Electricity	\$1,034,705	\$0	\$1,034,705	\$363,278	\$663,427	\$8,000
01842611-54105	Facilities-D/W-Water	\$125,000	\$0	\$125,000	\$45,048	\$79,952	\$0
	<b>Utilities Total</b>	<b>\$1,159,705</b>	<b>\$0</b>	<b>\$1,159,705</b>	<b>\$408,326</b>	<b>\$743,379</b>	<b>\$8,000</b>
<b><u>Repairs &amp; Service Fees</u></b>							
01052130-54300	PPS-Health Svcs-Repairs & Svc Fees	\$2,000	\$0	\$2,000	\$865	\$0	\$1,135
01422214-54300	Tech-L/W-Repairs & Svc Fees	\$1,200	\$0	\$1,200	\$0	\$0	\$1,200
01422220-54300	Tech-Dist AV/Ch17-Repairs & Svc Fees	\$500	\$0	\$500	\$0	\$0	\$500
01422520-54300	Tech-Admin-Repairs & Svc Fees	\$1,500	\$0	\$1,500	\$0	\$0	\$1,500
01711006-54300	THS-Ag Science-Repairs & Svc Fees	\$3,000	\$0	\$3,000	\$590	\$1,350	\$1,060
01842610-54300	Facilities-Custodial-Repairs	\$8,000	\$0	\$8,000	\$2,670	\$5,321	\$9
01852622-54300	Facilities-Snow Removal-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$0	\$0	\$10,000
01852623-54300	Facilities-Vehicles-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$619	\$900	\$8,481
01852625-54300	Facilities-Grounds-Repairs & Svc Fees	\$8,000	\$0	\$8,000	\$0	\$4,780	\$3,220
01852627-54300	Facilities-Lawn Care-Repairs & Svc Fees	\$5,000	\$0	\$5,000	\$4,840	\$639	(\$479)
01852631-54300	Facilities-Maintenance-Repairs & Svc Fees	\$45,000	\$0	\$45,000	\$9,004	\$21,018	\$14,978
01852632-54300	Facilities-Inside Maint-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$0	\$5,500	\$4,500
01852633-54300	Facilities-Electrical-Repairs & Svc Fees	\$50,000	\$0	\$50,000	\$22,453	\$26,355	\$1,193
01852633-54301	Facilities-Security-Service Contracts	\$0	\$0	\$0	\$0	\$0	\$0
01852634-54300	Facilities-Fire Protection-Repairs & Svc Fees	\$20,000	\$0	\$20,000	\$11,476	\$9,974	(\$1,450)

**Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 10/31/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01852635-54300	Facilities-Floor-Repairs & Svc Fees	\$40,000	\$0	\$40,000	\$20,186	\$0	\$19,814
01852638-54300	Facilities-Hardware-Repairs & Svc Fees	\$0	\$0	\$0	\$0	\$1,396	(\$1,396)
01852637-54300	Facilities-Glass-Repairs & Svc Fees	\$5,000	\$0	\$5,000	\$3,838	\$1,162	\$0
01852639-54300	Facilities-HVAC-Repairs & Svc Fees	\$100,000	\$0	\$100,000	\$31,954	\$52,901	\$15,145
01852642-54300	Facilities-Painting-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$0	\$0	\$10,000
01852643-54300	Facilities-Equipment-Repairs & Svc Fees	\$0	\$0	\$0	\$4,730	\$2,515	(\$7,245)
01852644-54300	Facilities-Plumbing-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$1,401	\$1,099	\$7,500
01852645-54300	Facilities-Roofing-Repairs & Svc Fees	\$40,000	\$0	\$40,000	\$9,690	\$15,310	\$15,000
01852646-54300	Facilities-Pest Control-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$3,120	\$6,880	\$0
01852647-54300	Facilities-Bldg Improve-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$0	\$36,166	(\$26,166)
01852648-54300	Facilities-IAQ-Repairs & Svc Fees	\$15,000	\$0	\$15,000	\$1,200	\$15,286	(\$1,486)
01852649-54300	Facilities-Welding-Repairs & Svc Fees	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Repairs &amp; Service Fees Total</b>	<b>\$414,200</b>	<b>\$0</b>	<b>\$414,200</b>	<b>\$128,636</b>	<b>\$208,552</b>	<b>\$77,012</b>

**Copiers**

01422520-54409	D/W Copiers	\$265,000	\$0	\$265,000	\$61,245	\$183,735	\$20,020
01902320-54409	D/W-Admin-Copiers	\$0	\$0	\$0	\$2,168	\$7,832	(\$10,000)
	<b>Copiers Total</b>	<b>\$265,000</b>	<b>\$0</b>	<b>\$265,000</b>	<b>\$63,413</b>	<b>\$191,567</b>	<b>\$10,020</b>

**Other Purchased Property Services**

01512400-54900	BHES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$0	\$300
01522400-54900	FTES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$0	\$300
01532400-54900	DFES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$0	\$300
01542400-54900	MBES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$0	\$300
01552400-54900	JRES-Admin-Other Purch'd Svcs	\$500	\$0	\$500	\$0	\$0	\$500
01582400-54900	TES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$0	\$300
01611016-54900	HMS-Music-Other Purch'd Property Svcs	\$1,200	\$0	\$1,200	\$225	\$140	\$835
01612400-54900	HMS-Classroom-Other Purch'd Svcs	\$1,700	\$0	\$1,700	\$0	\$0	\$1,700
01621016-54900	MMS-Music-Other Purch'd Property Svcs	\$1,000	\$0	\$1,000	\$0	\$940	\$60
01622400-54900	MMS-Classroom-Other Purch'd Svcs	\$1,700	\$0	\$1,700	\$425	\$800	\$475
01711001-54900	THS-Classroom-Other Purch'd Property Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01711006-54900	THS-Ag Science-Other Purch'd Prop Svcs	\$3,000	\$0	\$3,000	\$974	\$0	\$2,026
01711014-54900	THS-Technology Education-Other Purch'd Prop	\$0	\$0	\$0	\$0	\$0	\$0
01711016-54201	THS-Music-Uniform Cleaning	\$1,500	\$0	\$1,500	\$0	\$0	\$1,500
01713201-54200	Sports-Sports General-Cleaning Svcs	\$15,000	\$0	\$15,000	\$69	\$14,530	\$401
01842610-54103	Facilities-Custodial-Trash/Recycling	\$50,000	\$0	\$50,000	\$23,884	\$44,875	(\$18,759)
01842610-54202	Facilities-Custodial-Cleaning	\$3,900	\$0	\$3,900	\$1,565	\$3,335	(\$1,000)
01852631-54301	Facilities-Maint-Oth Prof Purch'd Svcs	\$30,000	\$0	\$30,000	\$6,658	\$23,592	(\$250)
01852633-54301	Facilities-Elevator-Oth Prof Purch'd Svcs	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
01882700-54900	Trans-Admin-Purch'd Property Svcs	\$500	\$0	\$500	\$0	\$0	\$500
	<b>Other Purch'd Property Services Total</b>	<b>\$112,500</b>	<b>\$0</b>	<b>\$112,500</b>	<b>\$33,800</b>	<b>\$88,212</b>	<b>(\$9,512)</b>
	<b>Purchased Property Services Total</b>	<b>\$1,951,405</b>	<b>\$0</b>	<b>\$1,951,405</b>	<b>\$634,174</b>	<b>\$1,231,711</b>	<b>\$85,520</b>

**Purchased Other Services**

**Transportation**

01711006-55809	THS-Ag Science-Transportation	\$2,629	\$0	\$2,629	\$0	\$1,000	\$1,629
01711016-55809	THS-Music-Transportation	\$17,500	\$0	\$17,500	\$1,021	\$14,388	\$2,091
01711022-55809	THS-Alternate School-Field Trips	\$0	\$0	\$0	\$0	\$0	\$0
01713202-55807	THS-Activities-Competitions	\$45,000	\$0	\$45,000	\$0	\$0	\$45,000
01882700-55101	Trans-Admin-Reg Buses	\$3,533,461	\$0	\$3,533,461	\$403,186	\$3,096,944	\$33,331
01882700-55102	Trans-Admin-ACE Trips	\$3,000	\$0	\$3,000	\$0	\$0	\$3,000
01882700-55105	Trans-Admin-SPED-Summer Buses	\$237,280	\$0	\$237,280	\$273,859	\$0	(\$36,579)
01882700-55109	Trans-Admin-Fuel	\$344,300	\$0	\$344,300	\$91,070	\$216,704	\$36,527
01882700-55809	Trans-Admin-Field Trips	\$8,000	\$0	\$8,000	\$0	\$8,000	\$0
01882701-55101	Trans-Admin-SPED In District	\$1,389,649	\$0	\$1,389,649	\$204,808	\$1,185,640	(\$800)
01882701-55105	Trans-Admin-SPED Out of District	\$770,100	\$0	\$770,100	\$201,463	\$705,747	(\$137,110)
01882701-55108	Trans-Admin-Monitors	\$263,000	\$0	\$263,000	\$10,146	\$252,854	\$0
01713201-55809	THS-Transportation-Sports	\$130,810	\$0	\$130,810	\$18,381	\$111,619	\$810
	<b>Sports Transportation Total</b>	<b>\$130,810</b>	<b>\$0</b>	<b>\$130,810</b>	<b>\$18,381</b>	<b>\$111,619</b>	<b>\$810</b>
	<b>Transportation Total</b>	<b>\$6,744,729</b>	<b>\$0</b>	<b>\$6,744,729</b>	<b>\$1,203,933</b>	<b>\$5,592,896</b>	<b>(\$52,100)</b>

**Trumbull Board of Education Expense vs Budget Detail**  
**Report for the Period Ended 10/31/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
Communications							
01422520-55903	Tech-Admin-Telephone Cell	\$33,500	\$0	\$33,500	\$9,501	\$25,560	(\$1,561)
01422520-55904	Tech-Admin-Telephone LAN	\$68,100	\$0	\$68,100	\$17,398	\$84,493	(\$33,792)
01422520-55907	Tech-Admin-WAN Communications	\$198,100	\$0	\$198,100	\$113,527	\$90,842	(\$6,269)
	Communications Total	\$299,700	\$0	\$299,700	\$140,426	\$200,896	(\$41,621)
Postage							
01902320-55900	Super-Admin-Postage	\$46,000	\$0	\$46,000	\$6,249	\$39,751	(\$1)
	Postage Total	\$46,000	\$0	\$46,000	\$6,249	\$39,751	(\$1)
Advertising							
01802130-55903	Human Resources-Admin-Advertising	\$1,675	\$0	\$1,675	\$590	\$0	\$1,085
01912520-55903	Bus Off-Admin-Advertising	\$1,300	\$0	\$1,300	\$0	\$0	\$1,300
	Advertising Total	\$2,975	\$0	\$2,975	\$590	\$0	\$2,385
Interns							
01401000-55502	THS-Classroom-Interns	\$48,750	\$0	\$48,750	\$30,000	\$15,300	\$3,450
01401000-55503	TECEC-Classroom-Interns	\$0	\$0	\$0	\$0	\$0	\$0
01511001-55500	BHES-Classroom-Interns	\$32,500	\$0	\$32,500	\$15,000	\$15,300	\$2,200
01521001-55500	FTES-Classroom-Interns	\$32,500	\$0	\$32,500	\$15,000	\$15,300	\$2,200
01531001-55500	DFES-Classroom-Interns	\$32,500	\$0	\$32,500	\$0	\$15,300	\$17,200
01541001-55500	MBES-Classroom-Interns	\$32,500	\$0	\$32,500	\$0	\$30,600	\$1,900
01551001-55500	JRES-Classroom-Interns	\$32,500	\$0	\$32,500	\$0	\$30,600	\$1,900
01581001-55500	TES-Classroom-Interns	\$32,500	\$0	\$32,500	\$0	\$30,600	\$1,900
01611001-55500	HMS-Classroom-Interns	\$48,750	\$0	\$48,750	\$0	\$43,200	\$5,550
01621001-55500	MMS-Classroom-Interns	\$48,750	\$0	\$48,750	\$0	\$45,900	\$2,850
	Interns Total	\$341,250	\$0	\$341,250	\$60,000	\$242,100	\$39,150
Tuition							
01396110-55600	PPS-L/W-Tuition Outplaced	\$4,807,698	\$0	\$4,807,698	\$1,801,928	\$3,586,831	(\$581,061)
01396110-55601	PPS-EXCESS COST REFUND(ECR)	(\$1,300,000)	\$0	(\$1,300,000)	\$0	(\$1,300,000)	\$0
01402320-55600	Asst Super-Admin-Tuition	\$454,000	\$0	\$454,000	\$42,644	\$405,814	\$5,543
01741200-55600	Adult Ed - Outgoing Tuition	\$0	\$0	\$0	\$0	\$61,050	(\$61,050)
	Tuition Total	\$3,961,698	\$0	\$3,961,698	\$1,844,571	\$2,753,695	(\$636,568)
Printing							
01011000-55906	TECEC-Admin-Printing	\$200	\$0	\$200	\$0	\$304	(\$104)
01011200-55906	PPS-Admin-Printing	\$500	\$0	\$500	\$148	\$77	\$275
01402320-55906	Asst Super-Admin-Printing	\$1,500	\$0	\$1,500	\$0	\$0	\$1,500
01412210-55906	Curr Dir-Admin-Printing	\$0	\$0	\$0	\$0	\$0	\$0
01612400-55906	HMS-Classroom-Printing	\$0	\$0	\$0	\$0	\$0	\$0
01622400-55906	MMS-Classroom-Printing	\$0	\$0	\$0	\$0	\$0	\$0
01711006-55906	THS-Ag Science-Printing	\$1,500	\$0	\$1,500	\$0	\$0	\$1,500
01712400-55906	THS-Admin-Printing	\$9,000	\$0	\$9,000	\$4,730	\$150	\$4,120
01713202-55906	THS-Activities-Printing	\$500	\$0	\$500	\$0	\$0	\$500
01902320-55905	Super-Admin-Printing	\$550	\$0	\$550	\$0	\$0	\$550
	Printing Total	\$13,750	\$0	\$13,750	\$4,878	\$531	\$8,341
Other Purch'd Services							
01011000-55800	TECEC-Admin-Professional Devt	\$700	\$0	\$700	\$195	\$195	\$310
01011000-55900	TECEC-Admin-Other Purch'd Prop Svcs	\$23,824	\$0	\$23,824	\$9,333	\$0	\$14,491
01011200-55800	PPS-Admin-Professional Devt	\$30,000	\$0	\$30,000	\$1,860	\$3,300	\$24,840
01011200-55801	PPS-D/W-Mileage	\$15,000	\$0	\$15,000	\$1,240	\$0	\$13,760
01401203-55801	Asst Super-L/W-Mileage	\$12,000	\$0	\$12,000	\$915	\$0	\$11,085
01402320-55800	Asst Super-Admin-Professional Devt	\$20,000	\$0	\$20,000	\$825	\$0	\$19,175
01402320-55900	Asst Super-Other Purchased Services	\$0	\$0	\$0	\$0	\$0	\$0
01412210-55800	Curr Dir-Admin-Professional Devt	\$64,370	\$0	\$64,370	\$12,143	\$4,330	\$47,897
01412210-55802	Admin-Prof Devt Admin	\$0	\$0	\$0	\$0	\$0	\$0
01422520-55800	Tech-Admin-Professional Devt	\$2,500	\$0	\$2,500	\$0	\$0	\$2,500

**Trumbull Board of Education Expense vs Budget Detail**  
**Report for the Period Ended 10/31/2022**

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>			
01422520-55804	Tech-Admin-Mileage	\$3,000	\$0	\$3,000	\$482	\$0	\$2,518
01512400-55800	BHES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$239	\$261
01522400-55800	FTES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$500
01532400-55800	DFES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$500
01542400-55800	MBES-Admin-Professional Devt	\$250	\$0	\$250	\$0	\$0	\$250
01552400-55800	JRES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$500
01582400-55800	TES-Admin-Professional Devt	\$500	\$0	\$500	\$420	\$0	\$80
01612400-55800	HMS-Admin-Professional Devt	\$1,500	\$0	\$1,500	\$0	\$0	\$1,500
01622400-55800	MMS-Admin-Professional Devt	\$1,500	\$0	\$1,500	\$0	\$0	\$1,500
01711001-55800	THS-Classroom-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01711011-55800	THS-World Language-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01711002-55800	THS-Art-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01712400-55800	THS-Admin-Professional Devt	\$3,500	\$0	\$3,500	\$195	\$610	\$2,695
01712400-55901	THS-Admin-Other Purch'd Svcs	\$1,750	\$0	\$1,750	\$0	\$0	\$1,750
01741200-55800	Continuing Ed-Admin-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01741200-55900	Continuing Ed-Other Purch'd Svcs	\$61,050	\$0	\$61,050	\$0	\$0	\$61,050
01802130-55800	Super-HR-Professional Devt	\$16,550	\$0	\$16,550	\$0	\$0	\$16,550
01802130-55900	Super-Personnel-Other Purch'd Svcs	\$115,800	\$0	\$115,800	\$56,073	\$26,184	\$33,543
01802320-55800	Super-Personnel-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01822230-55800	Facilities-Admin-Professional Devt	\$2,000	\$0	\$2,000	\$190	\$0	\$1,810
01822230-55910	Facilities-Admin-Other Purch'd Svcs	\$21,000	\$0	\$21,000	\$14,686	\$919	\$5,395
01842610-55803	Facilities-Admin-Mileage	\$2,500	\$0	\$2,500	\$476	\$0	\$2,024
01852632-55910	Facilities-Inside Maint-Other Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01882700-55800	Trans-Admin-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01902310-55800	Super-BOE-Professional Devt	\$1,400	\$0	\$1,400	\$0	\$1,200	\$200
01902320-55800	Super-Admin-Professional Devt	\$5,000	\$0	\$5,000	\$0	\$4,400	\$600
01912520-55800	Bus Off-Admin-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01922530-55804	Asst Super-Info Svcs-Oth Purch Svcs	\$14,000	\$0	\$14,000	\$13,000	\$720	\$280
<b>Other Purch'd Services Total</b>		<b>\$421,694</b>	<b>\$0</b>	<b>\$421,694</b>	<b>\$112,035</b>	<b>\$42,097</b>	<b>\$267,562</b>
<b>Purchased Other Services Total</b>		<b>\$11,831,796</b>	<b>\$0</b>	<b>\$11,831,796</b>	<b>\$3,372,682</b>	<b>\$8,871,966</b>	<b>(\$412,852)</b>

**Supplies**

**Supplies Teaching**

01011000-56111	TECEC-Classroom-Classroom Supplies	\$5,400	\$0	\$5,400	\$2,006	\$494	\$2,900
01011200-56111	PPS-Classroom-Classroom Supplies	\$27,000	\$0	\$27,000	\$12,207	\$1,752	\$13,040
01412214-56111	Curr Dir-D/W-Classroom Supplies	\$90,000	\$0	\$90,000	\$33,549	\$11,535	\$44,916
01511001-56111	BHES-Classroom Supplies	\$24,300	\$0	\$24,300	\$24,028	\$2,201	(\$1,929)
01512220-56901	BHES-Library-Supplies	\$2,700	\$0	\$2,700	\$2,601	\$0	\$99
01521001-56111	FTES-Classroom Supplies	\$27,900	\$0	\$27,900	\$11,382	\$5,728	\$10,790
01522220-56901	FTES-Library-Supplies	\$2,250	\$0	\$2,250	\$0	\$1,003	\$1,247
01531001-56111	DFES-Classroom Supplies	\$26,100	\$0	\$26,100	\$25,904	\$6,653	(\$6,457)
01532220-56901	DFES-Library-Supplies	\$2,250	\$0	\$2,250	\$2,324	\$314	(\$389)
01541001-56111	MBES-Classroom Supplies	\$27,000	\$0	\$27,000	\$22,206	\$1,620	\$3,174
01542220-56901	MBES-Library-Supplies	\$2,250	\$0	\$2,250	\$795	\$1,315	\$140
01551001-56111	JRES-Classroom Supplies	\$24,300	\$0	\$24,300	\$17,339	\$1,970	\$4,991
01552220-56901	JRES-Library-Supplies	\$2,250	\$0	\$2,250	\$932	\$0	\$1,318
01581001-56111	TES-Classroom Supplies	\$22,500	\$0	\$22,500	\$14,813	\$1,735	\$5,952
01582220-56901	TES-Library-Supplies	\$2,250	\$0	\$2,250	\$485	\$202	\$1,564
01611001-56111	HMS-Classroom-Classroom Supplies	\$31,500	\$0	\$31,500	\$20,292	\$2,908	\$8,300
01611016-56111	HMS-Music-Classroom Supplies	\$2,250	\$0	\$2,250	\$307	\$619	\$1,324
01611019-56111	HMS-PE/Health-Classroom Supplies	\$3,420	\$0	\$3,420	\$2,256	\$988	\$177
01612220-56111	HMS-Library-Supplies	\$1,935	\$0	\$1,935	\$157	\$363	\$1,415
01621001-56111	MMS-Classroom-Classroom Supplies	\$31,500	\$0	\$31,500	\$23,639	\$5,447	\$2,413
01621016-56111	MMS-Music-Classroom Supplies	\$2,475	\$0	\$2,475	\$980	\$0	\$1,495
01621019-56111	MMS-PE/Health-Classroom Supplies	\$2,250	\$0	\$2,250	\$1,137	\$827	\$286
01622220-56901	MMS-Library-Supplies	\$1,800	\$0	\$1,800	\$1,162	\$192	\$446
01711001-56111	THS-Classroom-Classroom Supplies	\$31,500	\$0	\$31,500	\$20,594	\$493	\$10,413
01711002-56112	THS-Art-Supplies	\$16,740	\$0	\$16,740	\$5,081	\$1,795	\$9,865
01711003-56112	THS-Business Ed-Supplies	\$1,530	\$0	\$1,530	\$797	\$53	\$680
01711006-56112	THS-Ag Science-Supplies	\$27,900	\$0	\$27,900	\$8,665	\$18,187	\$1,048
01711010-56112	THS-English-Supplies	\$900	\$0	\$900	\$0	\$386	\$514
01711011-56112	THS-World Language-Supplies	\$1,350	\$0	\$1,350	\$602	(\$0)	\$748
01711013-56112	THS-Family Consumer Science-Supplies	\$13,140	\$0	\$13,140	\$1,874	\$1,443	\$9,823
01711014-56112	THS-Technology Education-Supplies	\$18,900	\$0	\$18,900	\$2,353	\$5,714	\$10,833

**Trumbull Board of Education Expense vs Budget Detail**  
**Report for the Period Ended 10/31/2022**

<u>Account #</u>	<u>Account Description</u>	<u>Budget</u>			<u>Expended</u>	<u>Committed/ Estimates</u>	<u>Available/ (Over)</u>
		<u>Original</u>	<u>Transfers</u>	<u>Revised</u>			
01711015-56112	THS-Mathematics-Supplies	\$1,395	\$0	\$1,395	\$803	\$0	\$592
01711016-56112	THS-Music-Supplies	\$5,400	\$0	\$5,400	\$1,772	\$61	\$3,566
01711019-56112	THS-PE/Health-Supplies	\$2,700	\$0	\$2,700	\$1,001	(\$0)	\$1,699
01711022-56112	THS-Alternate School-Supplies	\$450	\$0	\$450	\$0	\$0	\$450
01711027-56112	THS-Science-Supplies	\$11,124	\$0	\$11,124	\$1,166	\$2,738	\$7,220
01711028-56112	THS-Social Studies-Supplies	\$792	\$0	\$792	\$0	\$275	\$517
01712120-56112	THS-Guidance-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01712220-56901	THS-Library-Supplies	\$2,740	\$0	\$2,740	\$1,977	\$0	\$763
01712221-56112	THS-Auditorium/Theater Tech-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01712400-56116	THS-Admin-Supplies	\$6,975	\$0	\$6,975	\$164	\$980	\$5,831
01713201-56112	Sports-Sports General-Supplies	\$126,000	\$0	\$126,000	\$39,264	\$39,079	\$47,657
	<b>Sports Supplies Total</b>	<b>\$126,000</b>	<b>\$0</b>	<b>\$126,000</b>	<b>\$39,264</b>	<b>\$39,079</b>	<b>\$47,657</b>
01741200-56110	Continuing Ed-Teaching Supplies	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Supplies Teaching Total</b>	<b>\$635,116</b>	<b>\$0</b>	<b>\$635,116</b>	<b>\$306,613</b>	<b>\$119,071</b>	<b>\$209,432</b>
<b><u>Supplies Office</u></b>							
01011000-56110	TECEC-Admin-Office Supplies	\$4,050	\$0	\$4,050	\$2,525	\$0	\$1,525
01011200-56110	PPS-Admin-Office Supplies	\$900	\$0	\$900	\$547	\$0	\$353
01052130-56110	PPS-Health Services-Supplies	\$7,650	\$0	\$7,650	\$3,226	\$5,099	(\$675)
01402320-56110	Asst Super-Admin-Office Supplies	\$4,050	\$0	\$4,050	\$7,795	\$3,619	(\$7,364)
01412210-56110	Curr Dir-Admin-Office Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01422214-56900	Tech-L/W-Parts	\$8,550	\$0	\$8,550	\$14,893	\$0	(\$6,343)
01422520-56110	Tech-Admin-Office Supplies	\$1,170	\$0	\$1,170	\$1,243	\$0	(\$73)
01422520-56900	Tech-Admin-Parts	\$4,320	\$0	\$4,320	\$0	\$0	\$4,320
01512400-56110	BHES-Admin-Office Supplies	\$3,600	\$0	\$3,600	\$1,400	\$0	\$2,201
01522400-56110	FTES-Admin-Office Supplies	\$3,600	\$0	\$3,600	\$306	\$862	\$2,431
01532400-56110	DFES-Admin-Office Supplies	\$3,600	\$0	\$3,600	\$1,206	\$382	\$2,013
01542400-56110	MBES-Admin-Office Supplies	\$3,600	\$0	\$3,600	\$1,795	\$952	\$853
01552400-56110	JRES-Admin-Office Supplies	\$3,600	\$0	\$3,600	\$2,070	\$107	\$1,423
01582400-56110	TES-Admin-Office Supplies	\$3,600	\$0	\$3,600	\$1,167	\$1,795	\$638
01612400-56110	HMS-Admin-Office Supplies	\$6,750	\$0	\$6,750	\$6,026	\$560	\$164
01622400-56110	MMS-Admin-Office Supplies	\$7,650	\$0	\$7,650	\$371	\$75	\$7,204
01712221-56900	THS-Auditorium/Theater Tech-Parts & Mainte	\$1,350	\$0	\$1,350	\$0	\$0	\$1,350
01712400-56110	THS-Admin-Office Supplies	\$3,150	\$0	\$3,150	\$1,186	\$49	\$1,914
01741200-56117	Continuing Ed-Office Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01802130-56110	Human Resources-Admin-Office Supplies	\$2,925	\$0	\$2,925	\$786	\$114	\$2,025
01822230-56110	Facilities-Admin-Office Supplies	\$5,400	\$0	\$5,400	\$1,093	\$324	\$3,983
01882700-56110	Transportation-Office Supplies	\$3,600	\$0	\$3,600	\$801	\$2,799	\$0
01902320-56110	Super-Admin-Office Supplies	\$5,400	\$0	\$5,400	\$858	\$4,188	\$354
01912520-56110	Bus Off-Admin-Office Supplies	\$3,600	\$0	\$3,600	\$2,758	\$2,733	(\$1,891)
	<b>Supplies Office Total</b>	<b>\$92,115</b>	<b>\$0</b>	<b>\$92,115</b>	<b>\$52,051</b>	<b>\$23,659</b>	<b>\$16,405</b>
<b><u>Supplies Custodial</u></b>							
01842610-56130	Facilities-Custodial-Supplies	\$116,000	\$0	\$116,000	\$81,324	\$75,760	(\$41,085)
	<b>Supplies Custodial Total</b>	<b>\$116,000</b>	<b>\$0</b>	<b>\$116,000</b>	<b>\$81,324</b>	<b>\$75,760</b>	<b>(\$41,085)</b>
<b><u>Supplies Maintenance</u></b>							
01852622-56134	Facilities-Snow Removal-Supplies	\$9,000	\$0	\$9,000	\$0	\$3,800	\$5,200
01852623-56133	Facilities-Vehicles-Gas/Diesel	\$30,000	\$0	\$30,000	\$15,236	\$6,500	\$8,264
01852623-56134	Facilities-Vehicles-Supplies	\$15,000	\$0	\$15,000	\$5,921	\$10,513	(\$1,433)
01852625-56134	Facilities-Grounds-Supplies	\$10,000	\$0	\$10,000	\$3,898	\$7,449	(\$1,346)
01852626-56134	Facilities-Fertilizer	\$0	\$0	\$0	\$0	\$0	\$0
01852627-56134	Facilities-Lawn Care-Supplies	\$5,000	\$0	\$5,000	\$6,039	\$2,216	(\$3,255)
01852628-56134	Facilities-Paving-Supplies	\$0	\$0	\$0	\$20,243	\$0	(\$20,243)
01852631-56134	Facilities-Maintenance-Supplies	\$2,000	\$0	\$2,000	\$1,309	\$0	\$691
01852632-56134	Facilities-Inside Maintenance-Supplies	\$30,000	\$0	\$30,000	\$2,276	\$9,921	\$17,804
01852633-56134	Facilities-Electrical-Supplies	\$33,500	\$0	\$33,500	\$7,994	\$13,213	\$12,293
01852634-56134	Facilities-Fire Prot-Supplies	\$0	\$0	\$0	\$0	\$250	(\$250)
01852635-56134	Facilities-Floor Repair-Supplies	\$5,000	\$0	\$5,000	\$0	\$1,500	\$3,500
01852637-56134	Facilities-Glass-Supplies	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
01852638-56134	Facilities-Hardware-Supplies	\$5,000	\$0	\$5,000	\$5,214	\$3,888	(\$4,102)
01852639-56134	Facilities-HVAC-Supplies	\$55,000	\$0	\$55,000	\$16,264	\$13,132	\$25,604

**Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 10/31/2022**

<b>Account #</b>	<b>Account Description</b>	<b>Budget</b>			<b>Expended</b>	<b>Committed/ Estimates</b>	<b>Available/ (Over)</b>
		<b>Original</b>	<b>Transfers</b>	<b>Revised</b>			
01852641-56134	Facilities-Masonry-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01852642-56134	Facilities-Painting-Supplies	\$5,000	\$0	\$5,000	\$6,319	\$3,040	(\$4,359)
01852643-56134	Facilities-Plant Equip-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01852644-56134	Facilities-Plumbing-Supplies	\$35,000	\$0	\$35,000	\$15,143	\$10,527	\$9,330
01852645-56134	Facilities-Roofing-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01852646-56134	Facilities-Pest Control-Supplies	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
01852648-56134	Facilities-Indoor Air Quality-IAQ-Supplies	\$10,000	\$0	\$10,000	\$3,882	\$4,118	\$2,000
01852649-56134	Facilities-Welding-Supplies	\$0	\$0	\$0	\$667	\$83	(\$750)
	<b>Supplies Maintenance Total</b>	<b>\$251,500</b>	<b>\$0</b>	<b>\$251,500</b>	<b>\$110,405</b>	<b>\$90,148</b>	<b>\$50,947</b>

**Text & Workbooks**

01011000-56411	TECEC-Classroom-Text & Workbooks	\$1,300	\$0	\$1,300	\$436	\$575	\$289
01011200-56411	PPS-Admin-Text & Workbooks	\$4,300	\$0	\$4,300	\$2,724	\$896	\$680
01412210-56411	Curr Dir-D/W-Text & Workbooks	\$112,300	\$0	\$112,300	\$81,269	\$14,173	\$16,858
01511001-56411	BHES-Classroom-Text & Workbooks	\$34,000	\$0	\$34,000	\$28,798	\$2,199	\$3,003
01521001-56411	FTES-Classroom-Text & Workbooks	\$30,000	\$0	\$30,000	\$10,889	\$11,284	\$7,827
01531001-56411	DFES-Classroom-Text & Workbooks	\$28,664	\$0	\$28,664	\$17,119	\$2,965	\$8,580
01541001-56411	MBES-Classroom-Text & Workbooks	\$29,000	\$0	\$29,000	\$22,691	\$2,660	\$3,650
01551001-56411	JRES-Classroom-Text & Workbooks	\$29,000	\$0	\$29,000	\$12,243	\$6,505	\$10,252
01581001-56411	TES-Classroom-Text & Workbooks	\$29,000	\$0	\$29,000	\$21,476	\$496	\$7,028
01611001-56411	HMS-Classroom-Text & Workbooks	\$15,000	\$0	\$15,000	\$867	\$1,000	\$13,133
01621001-56411	MMS-Classroom-Text & Workbooks	\$15,000	\$0	\$15,000	\$370	\$3,463	\$11,168
01621016-56411	MMS-Music-Text & Workbooks	\$0	\$0	\$0	\$0	\$0	\$0
01711003-56411	THS-Business Ed-Text & Workbooks	\$9,225	\$0	\$9,225	\$7,835	(\$0)	\$1,390
01711006-56411	THS-Ag Science-Text & Workbooks	\$4,000	\$0	\$4,000	\$0	\$0	\$4,000
01711010-56411	THS-English-Text & Workbooks	\$18,000	\$0	\$18,000	\$0	\$17,773	\$227
01711011-56411	THS-World Language-Text & Workbooks	\$12,500	\$0	\$12,500	\$9,794	\$1,805	\$901
01711013-56411	THS-Family Consumer Science-Text & Workbooks	\$0	\$0	\$0	\$0	\$260	(\$260)
01711015-56411	THS-Mathematics-Text & Workbooks	\$15,100	\$0	\$15,100	\$1,308	\$0	\$13,792
01711019-56411	THS-PE/Health-Text & Workbooks	\$500	\$0	\$500	\$0	\$0	\$500
01711022-56411	THS-Alternate School-Text & Workbooks	\$0	\$0	\$0	\$0	\$0	\$0
01711027-56411	THS-Science-Text & Workbooks	\$9,800	\$0	\$9,800	\$215	\$0	\$9,585
01711028-56411	THS-Social Studies-Text & Workbooks	\$12,774	\$0	\$12,774	\$0	\$1,409	\$11,365
01741200-56411	Continuing Ed-Textbooks	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Text &amp; Workbooks Total</b>	<b>\$409,463</b>	<b>\$0</b>	<b>\$409,463</b>	<b>\$218,034</b>	<b>\$67,461</b>	<b>\$123,968</b>

**Subscriptions**

01011200-56425	PPS-Admin-Periodicals	\$1,000	\$0	\$1,000	\$525	\$132	\$343
01412210-56425	Curr Dir-Admin-Periodicals	\$0	\$0	\$0	\$0	\$0	\$0
01412214-56426	Curr Dir-D/W-Online Subscriptions	\$281,048	\$0	\$281,048	\$280,071	\$0	\$977
01422520-56425	Tech-Admin-Periodicals	\$200	\$0	\$200	\$0	\$0	\$200
01512220-56425	BHES-Library-Periodicals	\$1,300	\$0	\$1,300	\$0	\$286	\$1,014
01522220-56425	FTES-Library-Periodicals	\$1,200	\$0	\$1,200	\$0	\$67	\$1,133
01532220-56425	DFES-Library-Periodicals	\$1,200	\$0	\$1,200	\$0	\$0	\$1,200
01542220-56425	MBES-Library-Periodicals	\$1,200	\$0	\$1,200	\$1,063	\$0	\$137
01552220-56425	JRES-Library-Periodicals	\$1,250	\$0	\$1,250	\$0	\$0	\$1,250
01582220-56425	TES-Library-Periodicals	\$1,250	\$0	\$1,250	\$0	\$1,021	\$229
01612220-56425	HMS-Library-Periodicals	\$1,750	\$0	\$1,750	\$711	\$976	\$63
01622220-56425	MMS-Library-Periodicals	\$1,250	\$0	\$1,250	\$750	\$318	\$182
01712220-56425	THS-Library-Periodicals	\$2,200	\$0	\$2,200	\$1,425	\$0	\$775
01712400-56425	THS-Admin-Periodicals	\$750	\$0	\$750	\$0	\$0	\$750
01822230-56425	Facilities-Admin-Periodicals	\$350	\$0	\$350	\$0	\$0	\$350
01882700-56425	Trans-Admin-Periodicals	\$0	\$0	\$0	\$0	\$0	\$0
01902310-56425	Super-BOE-Periodicals	\$0	\$0	\$0	\$0	\$0	\$0
01902320-56425	Super- Admin-Periodicals	\$700	\$0	\$700	\$434	\$96	\$170
	<b>Subscriptions Total</b>	<b>\$296,648</b>	<b>\$0</b>	<b>\$296,648</b>	<b>\$284,979</b>	<b>\$2,896</b>	<b>\$8,773</b>

**Testing Materials**

01011000-56904	TECEC-Classroom-Testing Materials	\$4,600	\$0	\$4,600	\$1,907	\$2,459	\$234
01011200-56904	PPS-L/W-Testing Materials	\$55,000	\$0	\$55,000	\$45,444	\$2,837	\$6,719
01412210-56904	Curr Dir-D/W-Testing Materials	\$110,000	\$0	\$110,000	\$53,766	\$31,210	\$25,024
01712120-56903	THS-Guidance-Testing Materials	\$400	\$0	\$400	\$0	\$0	\$400
	<b>Testing Materials Total</b>	<b>\$170,000</b>	<b>\$0</b>	<b>\$170,000</b>	<b>\$101,118</b>	<b>\$36,505</b>	<b>\$32,377</b>



**Trumbull Board of Education Expense vs Budget Detail**  
**Report for the Period Ended 10/31/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
<b><u>Books &amp; A/V</u></b>							
01512220-56420	BHES-Library-Books & Media	\$8,000	\$0	\$8,000	\$7,375	\$1,983	(\$1,358)
01522220-56420	FTES-Library-Books & Media	\$5,000	\$0	\$5,000	\$0	\$1,470	\$3,530
01532220-56420	DFES-Library-Books & Media	\$5,000	\$0	\$5,000	\$2,451	\$4,962	(\$2,413)
01542220-56420	MBES-Library-Books & Media	\$5,000	\$0	\$5,000	\$981	\$1,092	\$2,927
01552220-56420	JRES-Library-Books & Media	\$5,000	\$0	\$5,000	\$2,791	\$0	\$2,209
01582220-56420	TES-Library-Books & Media	\$5,000	\$0	\$5,000	\$2,377	\$887	\$1,736
01612220-56420	HMS-Library-Books & Media	\$2,000	\$0	\$2,000	\$0	\$1,984	\$16
01622220-56420	MMS-Library-Books & Media	\$2,250	\$0	\$2,250	\$0	\$1,453	\$797
01712220-56420	THS-Library-Books & Media	\$7,040	\$0	\$7,040	\$421	\$2,215	\$4,405
	<b>Books &amp; A/V Total</b>	<b>\$44,290</b>	<b>\$0</b>	<b>\$44,290</b>	<b>\$16,396</b>	<b>\$16,046</b>	<b>\$11,848</b>
<b><u>Software</u></b>							
01412210-56118	Curr Dir-D/W Software	\$5,000	\$0	\$5,000	\$4,875	\$0	\$125
01422214-56118	Tech-L/W-Software	\$188,925	\$0	\$188,925	\$203,265	\$0	(\$14,340)
01712120-56118	THS-Guidance-Software	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Software Total</b>	<b>\$193,925</b>	<b>\$0</b>	<b>\$193,925</b>	<b>\$208,140</b>	<b>\$0</b>	<b>(\$14,215)</b>
<b><u>Energy</u></b>							
01842611-56201	Facilities-D/W-Heating Oil	\$0	\$0	\$0	\$0	\$0	\$0
01842611-56202	Facilities-D/W-Natural Gas	\$599,400	\$0	\$599,400	\$52,363	\$432,637	\$114,400
	<b>Energy Total</b>	<b>\$599,400</b>	<b>\$0</b>	<b>\$599,400</b>	<b>\$52,363</b>	<b>\$432,637</b>	<b>\$114,400</b>
<b><u>Other Supplies</u></b>							
01422214-56117	Tech-L/W-Computer Supplies	\$500	\$0	\$500	\$0	\$0	\$500
01422220-56117	Tech-Dist AV/Chan 17-Supplies	\$300	\$0	\$300	\$0	\$0	\$300
01422220-56900	Tech-Dist AV/Ch17-Parts	\$6,800	\$0	\$6,800	\$152	\$0	\$6,648
01613202-56119	HMS-Activities-Supplies	\$3,000	\$0	\$3,000	\$0	\$0	\$3,000
01623202-56119	MMS-Activities-Supplies	\$2,000	\$0	\$2,000	\$0	\$0	\$2,000
01712400-56270	THS-Admin-Security Supplies	\$1,500	\$0	\$1,500	\$151	\$0	\$1,349
01712400-56907	THS-Admin-Graduation	\$16,800	\$0	\$16,800	\$0	\$8,000	\$8,800
01713203-56906	THS-Activities-Fees, Awards & Supplies	\$1,500	\$0	\$1,500	\$0	\$0	\$1,500
01852625-56900	Fences/Playground-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01852636-56900	Furniture Repairs-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01882700-56270	Transportation-Bus Supplies	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Other Supplies Total</b>	<b>\$32,400</b>	<b>\$0</b>	<b>\$32,400</b>	<b>\$303</b>	<b>\$8,000</b>	<b>\$24,097</b>
	<b>Supplies Total</b>	<b>\$2,840,857</b>	<b>\$0</b>	<b>\$2,840,857</b>	<b>\$1,431,725</b>	<b>\$872,184</b>	<b>\$536,947</b>
<b><u>Property</u></b>							
<b><u>Office Equipment</u></b>							
01612400-57301	HMS-Admin-Equipment	\$500	\$0	\$500	\$26	\$0	\$474
01622400-57301	MMS-Admin-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01822230-57301	Facilities-Admin-Equipment	\$350	\$0	\$350	\$0	\$0	\$350
	<b>Office Equipment Total</b>	<b>\$850</b>	<b>\$0</b>	<b>\$850</b>	<b>\$26</b>	<b>\$0</b>	<b>\$824</b>
<b><u>Office Furniture</u></b>							
01052130-57304	SPED-Health Services Furniture	\$0	\$0	\$0	\$813	\$0	(\$813)
01402320-57308	Asst. Super.-Furniture	\$0	\$0	\$0	\$0	\$0	\$0
01712400-57308	THS-Admin-Office Furniture	\$0	\$0	\$0	\$0	\$0	\$0
01822230-57308	Facilities-Admin-Furniture	\$0	\$0	\$0	\$0	\$0	\$0
01852651-57301	Facilities-Building Improvement-Furniture	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Office Furniture Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$813</b>	<b>\$0</b>	<b>(\$813)</b>
<b><u>Classroom Equipment</u></b>							
01011000-57301	TECEC-Classroom-Instructional Equipment	\$4,000	\$0	\$4,000	\$0	\$0	\$4,000
01032130-57303	PPS-L/W-Equipment Instructional	\$15,000	\$0	\$15,000	\$8,273	\$4,732	\$1,995
01412210-57301	Curr Dir-D/W-Equipment Instructional	\$20,000	\$0	\$20,000	\$0	\$0	\$20,000
01421001-57310	Tech-Classroom-Computer Equipment	\$192,325	\$0	\$192,325	\$193,028	\$115,971	(\$116,673)
01422214-57301	Tech-L/W-Computer Equipment	\$10,500	\$0	\$10,500	\$5,909	(\$0)	\$4,591

**Trumbull Board of Education Expense vs Budget Detail  
Report for the Period Ended 10/31/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01422220-57301	Tech-Dist AV/Ch17-Equipment Instructional	\$22,000	\$0	\$22,000	\$7,387	\$12,407	\$2,206
01511001-57301	BHES-Classroom-Equipment Instructional	\$2,500	\$0	\$2,500	\$98	\$1,165	\$1,237
01512220-57302	BHES-Library-Equipment Instructional	\$2,200	\$0	\$2,200	\$0	\$0	\$2,200
01521001-57301	FTES-Classroom-Equipment Instructional	\$2,400	\$0	\$2,400	\$0	\$0	\$2,400
01522220-57302	FTES-Library-Equipment Instructional	\$2,300	\$0	\$2,300	\$0	\$562	\$1,738
01531001-57301	DFES-Classroom-Equipment Instructional	\$2,500	\$0	\$2,500	\$0	\$0	\$2,500
01532220-57302	DFES-Library-Equipment Instructional	\$2,400	\$0	\$2,400	\$0	\$0	\$2,400
01541001-57301	MBES-Classroom-Equipment Instructional	\$4,000	\$0	\$4,000	\$1,111	\$0	\$2,889
01542220-57302	MBES-Library-Equipment Instructional	\$2,200	\$0	\$2,200	\$0	\$960	\$1,240
01551001-57301	JRES-Classroom-Equipment Instructional	\$2,500	\$0	\$2,500	\$0	\$0	\$2,500
01552220-57302	JRES-Library-Equipment Instructional	\$2,200	\$0	\$2,200	\$0	\$0	\$2,200
01581001-57301	TES-Classroom-Equipment Instructional	\$2,500	\$0	\$2,500	\$1,668	\$0	\$832
01582220-57302	TES-Library-Equipment Instructional	\$2,200	\$0	\$2,200	\$99	\$1,418	\$683
01611001-57301	HMS-Classroom-Equipment Instructional	\$3,400	\$0	\$3,400	\$0	\$0	\$3,400
01611016-57301	HMS-Music-Equipment Instructional	\$3,300	\$0	\$3,300	\$2,002	\$1,209	\$89
01612220-57302	HMS-Library-Equipment Instructional	\$1,700	\$0	\$1,700	\$0	\$155	\$1,545
01621001-57301	MMS-Classroom-Equipment Instructional	\$3,400	\$0	\$3,400	\$0	\$3,354	\$46
01621016-57301	MMS-Music-Equipment Instructional	\$3,500	\$0	\$3,500	\$0	\$1,080	\$2,420
01622220-57302	MMS-Library-Equipment Instructional	\$1,700	\$0	\$1,700	\$0	\$0	\$1,700
01711001-57301	THS-Classroom-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01711002-57301	THS-Art-Equipment Instructional	\$8,500	\$0	\$8,500	\$1,387	\$31	\$7,083
01711003-57301	THS-Business Ed-Equipment Instructional	\$0	\$0	\$0	\$0	\$0	\$0
01711006-57301	THS-Ag Science-Equipment Instructional	\$969	\$0	\$969	\$7,825	\$0	(\$6,856)
01711011-57301	THS-World Language-Equipment Instructional	\$5,600	\$0	\$5,600	\$6,380	\$0	(\$780)
01711013-57301	THS-Family Consumer Science-Equipment Inst	\$3,000	\$0	\$3,000	\$2,157	\$0	\$843
01711014-57301	THS-Technology Education-Equipment Instru	\$2,000	\$0	\$2,000	\$361	\$318	\$1,321
01711016-57301	THS-Music-Equipment Instructional	\$2,500	\$0	\$2,500	\$758	\$0	\$1,742
01711019-57301	THS-PE/Health-Equipment Instructional	\$3,500	\$0	\$3,500	\$969	\$847	\$1,684
01711027-57301	THS-Science-Equipment Instructional	\$8,755	\$0	\$8,755	\$0	\$0	\$8,755
01712220-57302	THS-Library-Equipment Instructional	\$775	\$0	\$775	\$400	\$0	\$375
01712221-57301	THS-Auditorium/Theater Tech-Equipment Inst	\$4,000	\$0	\$4,000	\$0	\$0	\$4,000
01712400-57301	THS-Admin-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01713201-57301	Sports-Sports General-Equipment Instructiona	\$30,000	\$0	\$30,000	\$21,776	\$1,879	\$6,345
<b>Classroom Equipment Total</b>		<b>\$380,324</b>	<b>\$0</b>	<b>\$380,324</b>	<b>\$261,588</b>	<b>\$146,090</b>	<b>(\$27,354)</b>

**Classroom Furniture**

01011000-57308	TECEC-Classroom-Furniture	\$3,200	\$0	\$3,200	\$0	\$576	\$2,624
01511001-57308	BHES-Classroom-Furniture	\$2,000	\$0	\$2,000	\$0	\$0	\$2,000
01521001-57308	FTES-Classroom-Furniture	\$2,000	\$0	\$2,000	\$452	\$901	\$647
01531001-57308	DFES-Classroom-Furniture	\$2,000	\$0	\$2,000	\$1,737	\$1,533	(\$1,270)
01541001-57308	MBES-Classroom-Furniture	\$2,000	\$0	\$2,000	\$407	\$156	\$1,437
01551001-57308	JRES-Classroom-Furniture	\$2,000	\$0	\$2,000	\$1,797	\$138	\$65
01581001-57308	TES-Classroom-Furniture	\$2,000	\$0	\$2,000	\$0	\$0	\$2,000
01611001-57308	HMS-Classroom-Furniture	\$500	\$0	\$500	\$0	\$0	\$500
01621001-57308	MMS-Classroom-Furniture	\$0	\$0	\$0	\$0	\$0	\$0
<b>Classroom Furniture Total</b>		<b>\$15,700</b>	<b>\$0</b>	<b>\$15,700</b>	<b>\$4,393</b>	<b>\$3,304</b>	<b>\$8,003</b>

**Building Equipment**

01842610-57301	Facilities-Custodial-Equipment	\$5,000	\$0	\$5,000	\$0	\$0	\$5,000
01852622-57307	Facilities-Snow Removal-Equipment	\$5,000	\$0	\$5,000	\$0	\$2,999	\$2,001
01852623-57307	Facilities-Vehicles-Equipment	\$1,000	\$0	\$1,000	\$777	\$3,223	(\$3,000)
01852625-57307	Facilities-Grounds-Equipment	\$20,000	\$0	\$20,000	\$6,660	\$0	\$13,340
01852627-57307	Facilities-Lawn Care-Equipment	\$20,000	\$0	\$20,000	\$0	\$0	\$20,000
01852632-57307	Facilities-Inside Maintenance-Equipment	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
01852633-57306	FacilitiesPlantBldg-Electrical-Equipment	\$0	\$0	\$0	\$6,129	\$6,459	(\$12,588)
01852633-57307	Facilities-Electrical-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01852639-57307	Facilities-HVAC-Equipment	\$25,000	\$0	\$25,000	\$0	\$0	\$25,000
01852643-57307	Facilities-Plant-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01852644-57307	Facilities-Plumbing-Equipment	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
01852648-57307	Facilities-IAQ-Equipment	\$5,000	\$0	\$5,000	\$0	\$0	\$5,000
01852654-57340	Facilities-Maintenance-Vehicle	\$0	\$0	\$0	\$0	\$0	\$0
<b>Building Equipment Total</b>		<b>\$83,000</b>	<b>\$0</b>	<b>\$83,000</b>	<b>\$13,566</b>	<b>\$12,680</b>	<b>\$56,754</b>

**Building Improvements**

**Trumbull Board of Education Expense vs Budget Detail**  
**Report for the Period Ended 10/31/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01842611-57202	Facilities-Project Improvements to Site	\$0	\$0	\$0	\$0	\$0	\$0
01852650-57200	Facilities-Site-Building Improvement	\$15,000	\$0	\$15,000	\$3,240	\$6,480	\$5,280
01852650-57202	Facilities-Site-Building Improvement	\$0	\$0	\$0	\$0	\$0	\$0
01852651-57100	Facilities-Building Improvement	\$0	\$0	\$0	\$1,220	\$0	(\$1,220)
01852651-57202	Facilities-Building Improvement-Projects	\$30,000	\$0	\$30,000	\$2,335	\$0	\$27,665
	<b>Building Improvements Total</b>	<b>\$45,000</b>	<b>\$0</b>	<b>\$45,000</b>	<b>\$6,795</b>	<b>\$6,480</b>	<b>\$31,725</b>
<b><u>Other Equipment</u></b>							
01422520-57301	Tech-Admin-WAN Equipment	\$3,550	\$0	\$3,550	\$0	\$0	\$3,550
	<b>Other Equipment Total</b>	<b>\$3,550</b>	<b>\$0</b>	<b>\$3,550</b>	<b>\$0</b>	<b>\$0</b>	<b>\$3,550</b>
	<b>Property Total</b>	<b>\$528,424</b>	<b>\$0</b>	<b>\$528,424</b>	<b>\$287,182</b>	<b>\$168,554</b>	<b>\$72,688</b>
<b><u>Miscellaneous</u></b>							
<b><u>Debt Service, Dues, Fees and Memberships</u></b>							
01011000-58900	TECEC-Admin-Dues & Fees	\$800	\$0	\$800	\$309	\$97	\$394
01011200-58900	PPS-Admin-Dues & Fees	\$2,000	\$0	\$2,000	\$2,573	\$6,100	(\$6,673)
01402210-58900	Instructional-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01402320-58900	Asst Super-Admin-Dues & Fees	\$7,000	\$0	\$7,000	\$4,126	\$279	\$2,595
01412210-58900	Curr Dir-Admin-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01422520-58900	Tech-Admin-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01512400-58900	BHES-Admin-Dues & Fees	\$550	\$0	\$550	\$0	\$399	\$151
01522400-58900	FTES-Admin-Dues & Fees	\$553	\$0	\$553	\$89	\$0	\$464
01532400-58900	DFES-Admin-Dues & Fees	\$500	\$0	\$500	\$0	\$0	\$500
01542400-58900	MBES-Admin-Dues & Fees	\$100	\$0	\$100	\$0	\$0	\$100
01552400-58900	JRES-Admin-Dues & Fees	\$550	\$0	\$550	\$0	\$0	\$550
01582400-58900	TES-Admin-Dues & Fees	\$550	\$0	\$550	\$437	\$0	\$113
01612400-58900	HMS-Admin-Dues & Fees	\$900	\$0	\$900	\$385	\$0	\$515
01622400-58900	MMS-Admin-Dues & Fees	\$900	\$0	\$900	\$764	\$0	\$136
01711006-58900	THS-Ag Science-Dues & Fees	\$899	\$0	\$899	\$0	\$0	\$899
01711019-58900	THS-PE/Health-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01712120-58900	THS-Guidance-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01712220-58900	THS-Library-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01712400-58900	THS-Admin-Dues & Fees	\$11,225	\$0	\$11,225	\$10,999	\$0	\$226
01713201-58900	Sports-Sports General-Dues & Fees	\$40,000	\$0	\$40,000	\$23,140	\$8,615	\$8,245
01741200-58900	Cont Ed-Admin-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01802130-58900	Human Resources-Admin-Dues & Fees	\$1,200	\$0	\$1,200	\$0	\$0	\$1,200
01822230-58900	Facilities-Admin-Dues & Fees	\$1,500	\$0	\$1,500	\$675	\$0	\$825
01882700-58900	Trans-Admin-Dues & Fees	\$375	\$0	\$375	\$300	\$0	\$75
01902320-58900	Super-Admin-Dues & Fees	\$21,700	\$0	\$21,700	\$17,628	\$4,618	(\$546)
01912520-58310	Redemption of Principal on Loans	\$335,343	\$0	\$335,343	\$0	\$335,342	\$1
01912520-58320	Interest on Loans	\$88,196	\$0	\$88,196	\$0	\$88,197	(\$1)
01912520-58900	Bus Off-Admin-Dues & Fees	\$7,132	\$0	\$7,132	\$3,784	\$0	\$3,348
	<b>Dues, Fees and Memberships Total</b>	<b>\$521,973</b>	<b>\$0</b>	<b>\$521,973</b>	<b>\$65,209</b>	<b>\$443,647</b>	<b>\$13,117</b>
<b><u>Other Miscellaneous</u></b>							
01912520-58904	D/W-Admin-Bad Debt Expense	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
	<b>Other Miscellaneous Total</b>	<b>\$1,000</b>	<b>\$0</b>	<b>\$1,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,000</b>
	<b>Miscellaneous Total</b>	<b>\$522,973</b>	<b>\$0</b>	<b>\$522,973</b>	<b>\$65,209</b>	<b>\$443,647</b>	<b>\$14,117</b>
<b><u>Other Objects</u></b>							
01412210-59000	Curr-District Wide Support	\$0	\$0	\$0	\$0	\$0	\$0
01912520-59000	Bus Office-Admin-Anticipated Surplus	\$0	\$0	\$0	\$0	\$0	\$0
01912520-59001	Bus Office-Intergovernmental transfer	(\$466,300)	\$0	(\$466,300)	\$0	\$0	(\$466,300)
	<b>Other Objects Total</b>	<b>(\$466,300)</b>	<b>\$0</b>	<b>(\$466,300)</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$466,300)</b>
	<b>Munis Report Total</b>	<b>\$115,915,558</b>	<b>\$0</b>	<b>\$115,915,558</b>	<b>\$27,396,003</b>	<b>\$85,877,136</b>	<b>\$2,642,418</b>

FOR 2023 04

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
51111 TEACHERS-SPECIALISTS							
<a href="#">09006001 51111 NP Teach</a>	0	110,000	110,000	17,096.32	94,029.76	-1,126.08	101.0%*
51125 ADMINISTRATOR							
<a href="#">09007001 51125 NP Admin</a>	0	15,499	15,499	5,166.36	10,332.69	-.05	100.0%*
51130 SECRETARY-CAL YR							
<a href="#">09007001 51130 SEC-CALYR</a>	0	15,970	15,970	5,283.81	10,567.60	118.59	99.3%
51140 CUST./MAINT. - REGULAR PAY							
<a href="#">09005000 51140 CUST.MAINT</a>	0	25,000	25,000	.00	.00	25,000.00	.0%
<a href="#">09006200 51140 POOLMAN</a>	0	60,000	60,000	464.16	.00	59,535.84	.8%
51141 CUST./MAINT. - OT - SCHOOL							
<a href="#">09005000 51141 OT/SCHOOLS</a>	0	100,000	100,000	16,031.23	.00	83,968.77	16.0%
<a href="#">09005000 51141 COVID OT/SCHOOLS</a>	0	1,000	1,000	.00	.00	1,000.00	.0%
53302 Other Prof Services							
<a href="#">09006200 53302 Emer</a>	0	500	500	.00	.00	500.00	.0%
54101 UTILITY EXPENSE - ELECTRICITY							
<a href="#">09002611 54101 Electricit</a>	0	24,000	24,000	8,000.00	.00	16,000.00	33.3%
55102 Ace/Bei/THSJobShadow							
<a href="#">09007001 55102 NP Bus</a>	0	937,579	937,579	125,322.71	836,987.29	-24,731.00	102.6%*
56136 SUPPLIES - OTHER PROJECTS							
<a href="#">09006200 56136 OTH PROJ</a>	0	15,000	15,000	.00	.00	15,000.00	.0%
GRAND TOTAL	0	1,304,548	1,304,548	177,364.59	951,917.34	175,266.07	86.6%

ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
100 -00-0000-10410 - SA CASH ACCT - PEOPLES BANK	405,231.23	64,803.65	50,261.96	14,541.69	419,772.92
100 -00-0000-20032 - THS Model Congress	-874.01	.00	4,655.00	-4,655.00	-5,529.01
100 -00-0000-20063 - THS WELLNESS CENTER	-150.00	.00	.00	.00	-150.00
100 -00-0000-20068 - MATH HONOR SOCIETY	-1,636.06	320.00	900.00	-580.00	-2,216.06
100 -00-0000-20082 - THS ORCHESTRA	-535.60	.00	.00	.00	-535.60
100 -00-0000-20101 - THS LIBRARY CLUB	-3,895.61	.00	.00	.00	-3,895.61
100 -00-0000-20110 - THS Pink Ribbon	-1,357.00	.00	.00	.00	-1,357.00
100 -00-0000-20130 - THS BOOK STORE	-2,554.84	.00	.00	.00	-2,554.84
100 -00-0000-20133 - THS NEWSPAPER	-358.01	.00	.00	.00	-358.01
100 -00-0000-20139 - THS TRILLIUM YEARBOOK	-13,248.53	.00	.00	.00	-13,248.53
100 -00-0000-20152 - HILLCREST MIDDLE SCHOOL	-16,964.51	6,149.65	81.00	6,068.65	-10,895.86
100 -00-0000-20156 - MADISON MIDDLE SCHOOL	-7,075.22	2,340.00	1,422.25	917.75	-6,157.47
100 -00-0000-20165 - THS Class of 2018	-8,098.26	.00	.00	.00	-8,098.26
100 -00-0000-20166 - THS Class of 2019	-2,291.64	.00	.00	.00	-2,291.64
100 -00-0000-20167 - THS Class of 2020	-13,251.30	.00	.00	.00	-13,251.30
100 -00-0000-20168 - THS Class of 2021	-3,418.26	.00	.00	.00	-3,418.26
100 -00-0000-20169 - THS Class of 2022	-7,521.20	.00	.00	.00	-7,521.20
100 -00-0000-20170 - THS Class of 2023	-9,297.70	1,908.54	4,000.00	-2,091.46	-11,389.16
100 -00-0000-20171 - THS Class of 2024	-56,751.64	.01	6,150.00	-6,149.99	-62,901.63
100 -00-0000-20172 - THS Class of 2025	-1,060.18	.00	8,450.00	-8,450.00	-9,510.18
100 -00-0000-20173 - THS Class of 2026	-1,000.00	.00	.00	.00	-1,000.00
100 -00-0000-20180 - THS VOAG FUTURE FARMERS	-1,391.69	.00	.00	.00	-1,391.69
100 -00-0000-20190 - THS VOAG FARM	-29,702.77	6,887.64	2,362.00	4,525.64	-25,177.13
100 -00-0000-20251 - BOOTH HILL SCHOOL	-4,482.46	3,193.56	3,361.00	-167.44	-4,649.90
100 -00-0000-20252 - FRENCHTOWN SCHOOL	-542.99	1,276.07	1,827.44	-551.37	-1,094.36
100 -00-0000-20253 - DANIELS FARM	-501.57	.00	891.82	-891.82	-1,393.39
100 -00-0000-20254 -					

ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
MIDDLEBROOK SCHOOL	-3,277.34	150.00	2,200.00	-2,050.00	-5,327.34
100 -00-0000-20255 -					
JANE RYAN SCHOOL	-410.83	.00	1,105.00	-1,105.00	-1,515.83
100 -00-0000-20258 -					
TASHUA SCHOOL	-32,158.41	27,181.33	588.01	26,593.32	-5,565.09
100 -00-0000-20510 -					
THS STUDENT COUNCIL	-4,284.05	.00	.00	.00	-4,284.05
100 -00-0000-20550 -					
GENERAL FUND	-3,628.84	.00	43.00	-43.00	-3,671.84
100 -00-0000-20599 -					
THS HISTORY HONOR SOCIETY	-300.91	.00	660.00	-660.00	-960.91
100 -00-0000-20603 -					
THS DECA (MARKETING EDUCATION)	-9,455.74	2,979.52	7,467.85	-4,488.33	-13,944.07
100 -00-0000-20604 -					
THS BAND	-967.02	.00	.00	.00	-967.02
100 -00-0000-20605 -					
THS KEY CLUB	-477.26	.00	.00	.00	-477.26
100 -00-0000-20606 -					
THS BEST BUDDIES	-1,049.97	.00	.00	.00	-1,049.97
100 -00-0000-20607 -					
THS HOME ECON. CLUB	-2.23	.00	.00	.00	-2.23
100 -00-0000-20608 -					
THS LOST TEXTBOOKS	-7,297.95	.00	8.95	-8.95	-7,306.90
100 -00-0000-20609 -					
THS Creative Minds	-2,572.87	.00	.00	.00	-2,572.87
100 -00-0000-20611 -					
THS ACADEMIC DECATHLON	-2,017.50	.00	.00	.00	-2,017.50
100 -00-0000-20613 -					
THS LATIN CLUB	-137.83	.00	.00	.00	-137.83
100 -00-0000-20614 -					
THS CHORAL GROUP	-5,838.25	.00	.00	.00	-5,838.25
100 -00-0000-20615 -					
THS ITALIAN CLUB	-724.65	.00	.00	.00	-724.65
100 -00-0000-20617 -					
THS FUTURE BUSINESS LEADERS	-2,813.86	.00	.00	.00	-2,813.86
100 -00-0000-20619 -					
FRENCH HONOR SOCIETY	-396.00	.00	.00	.00	-396.00
100 -00-0000-20620 -					
THS FRENCH CLUB	-877.64	.00	.00	.00	-877.64
100 -00-0000-20621 -					
THS MISCELLANEOUS	-1,705.30	.00	.00	.00	-1,705.30
100 -00-0000-20622 -					
THS IN/OUT	-2,605.12	.00	900.00	-900.00	-3,505.12
100 -00-0000-20624 -					
THS SPANISH CLUB	-1,012.97	.00	.00	.00	-1,012.97
100 -00-0000-20625 -					
THS SODA MACHINE	-658.16	.00	.00	.00	-658.16
100 -00-0000-20627 -					
THS World Lang.HONOR SOCIETIES	-2,002.41	.00	.00	.00	-2,002.41
100 -00-0000-20628 -					
THS A.V. CLUB	-11.13	.00	.00	.00	-11.13
100 -00-0000-20629 -					
THS SUNSHINE FUND	-519.38	.00	.00	.00	-519.38

ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
100 -00-0000-20630 - THS SKI CLUB	-58.33	.00	.00	.00	-58.33
100 -00-0000-20631 - THS SOAR Enterprises	-3,222.02	28.73	.00	28.73	-3,193.29
100 -00-0000-20633 - THS WE THE PEOPLE	-121.96	.00	.00	.00	-121.96
100 -00-0000-20637 - THS Ethics Club	177.95	.00	.00	.00	177.95
100 -00-0000-20639 - THS MODEL U.N. CLUB	-1,901.80	.00	.00	.00	-1,901.80
100 -00-0000-20640 - THS INTERACT CLUB	-57.24	.00	.00	.00	-57.24
100 -00-0000-20641 - THS THESPIAN SOCIETY	-14,837.90	129.00	40.00	89.00	-14,748.90
100 -00-0000-20642 - THS Youth to Youth	-410.62	.00	.00	.00	-410.62
100 -00-0000-20643 - THS GRADUATION-CAP & GOWNS	-14,530.48	45.00	6,225.00	-6,180.00	-20,710.48
100 -00-0000-20644 - THS ROBOTICS CLUB	-4,010.47	.00	.00	.00	-4,010.47
100 -00-0000-20645 - THS LINK CREW LEADERS	-21,954.46	2,442.75	.00	2,442.75	-19,511.71
100 -00-0000-20646 - THS CHEERLEADING	488.01	.00	7,989.34	-7,989.34	-7,501.33
100 -00-0000-20647 - THS FASHION CLUB	-390.12	.00	.00	.00	-390.12
100 -00-0000-20648 - THS Shades Club	-2,359.34	.00	704.00	-704.00	-3,063.34
100 -00-0000-20649 - THS Dance Team	-100.00	.00	.00	.00	-100.00
100 -00-0000-20702 - THS PEER LEADERS	-308.03	.00	.00	.00	-308.03
100 -00-0000-20703 - THS PEER MEDIATION CLUB	-3,498.74	.00	.00	.00	-3,498.74
100 -00-0000-20704 - THS BOYS TENNIS	-2,273.77	.00	.00	.00	-2,273.77
100 -00-0000-20706 - THS NATIONAL ENGLISH HONOR SOC	-5,328.26	.00	.00	.00	-5,328.26
100 -00-0000-20707 - THS NATIONAL HONOR SOCIETY	1,806.97	1,489.21	2,860.00	-1,370.79	436.18
100 -00-0000-20708 - THS POETRY	-55.40	.00	.00	.00	-55.40
100 -00-0000-20709 - THS ALT METHODS OF PYMNT	37.77	.00	.00	.00	37.77
100 -00-0000-20710 - THS GIRLS BASKETBALL	-4,235.41	.00	.00	.00	-4,235.41
100 -00-0000-20711 - THS BOYS BASKETBALL	-40.27	.00	.00	.00	-40.27
100 -00-0000-20712 - THS GLOW CLUB	-83.00	.00	.00	.00	-83.00
100 -00-0000-20713 - THS GRAPHIC DESIGN	-214.00	.00	.00	.00	-214.00
100 -00-0000-20714 -					

**FUND**

<b>ACCOUNT ACCOUNT NAME</b>	<b>BEG. BALANCE</b>	<b>DEBITS</b>	<b>CREDITS</b>	<b>NET CHANGE</b>	<b>END BALANCE</b>
THS GYMNASTICS	-2,378.63	.00	.00	.00	-2,378.63
100 -00-0000-20715 -					
THS BUS.ED.ENTREPRENEUR	-862.85	.00	.00	.00	-862.85
100 -00-0000-20718 -					
THS GIRLS CROSS COUNTRY	-22.25	.00	.00	.00	-22.25
100 -00-0000-20719 -					
THS GOLF	-566.95	.00	.00	.00	-566.95
100 -00-0000-20726 -					
THS GIRLS INDOOR TRACK	177.98	.00	.00	.00	177.98
100 -00-0000-20727 -					
THS BOYS INDOOR TRACK	-2,276.96	.00	.00	.00	-2,276.96
100 -00-0000-20728 -					
THS MOCK TRIAL	-161.46	.00	.00	.00	-161.46
100 -00-0000-20732 -					
THS GIRLS OUTDOOR TRACK	-1,269.74	.00	.00	.00	-1,269.74
100 -00-0000-20733 -					
THS GIRLS TENNIS	-1,432.40	.00	.00	.00	-1,432.40
100 -00-0000-20736 -					
THS Allies for Angles	-1,570.20	.00	.00	.00	-1,570.20
100 -00-0000-20737 -					
THS Science Honor Society	-273.03	.00	855.00	-855.00	-1,128.03
100 -00-0000-20738 -					
THS SEAL OF BILITERACY	.00	180.00	225.00	-45.00	-45.00
100 -00-0000-20740 -					
E Sports	-7,389.12	.00	1,728.50	-1,728.50	-9,117.62
100 -00-0000-20810 -					
Trumbull Football Alumni Assoc	-1,000.00	.00	.00	.00	-1,000.00
100 -00-0000-24004 -					
Due to Fund 001/Town	-33,520.03	.00	3,542.54	-3,542.54	-37,062.57
100 -00-0000-24008 -					
Due to Fund 205/BOE Programs	-40.00	.00	.00	.00	-40.00
100 -00-0000-29280 -					
ACCOUNTS PAYABLE	.00	53,567.12	53,567.12	.00	.00
<hr/>					
TOTALS FOR FUND 100					
STUDENT ACTIVITY FUND	.00	175,071.78	175,071.78	.00	.00
<hr/>					
REPORT TOTALS	.00	175,071.78	175,071.78	.00	.00



FOR 2023 04

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
2009010 IDEA-611 20977	0	1,667,031	1,667,031	242,595.96	1,128,370.95	296,064.09	82.2%
2009011 IDEA-611 NP 20977	0	98,778	98,778	5,797.24	31,884.88	61,095.72	38.1%
2009080 TITLE III-A 20868	0	22,164	22,164	4,679.32	25,736.21	-8,251.38	137.2%
2009081 TITLE III-A NP	0	3,875	3,875	.00	.00	3,875.16	.0%
2009112 ESSER NonPublic 9.30.22	0	16,733	16,733	.00	16,073.87	658.84	96.1%
2009118 ESSER II-\$25K SERA 6.30.23	0	14,961	14,961	.00	5,786.84	9,174.63	38.7%
2009119 ESSER II-SERA 6.30.23	0	65,723	65,723	9,920.00	.00	55,803.37	15.1%
2009120 ESSER II 9.30.23	0	117,110	117,110	107,163.40	510,094.79	-500,147.85	527.1%
2009121 ESSER ARP 9.30.24	0	1,243,029	1,243,029	67,084.08	368,962.33	806,982.59	35.1%
2009124 ARP IDEA 611 6.30.23	0	312,913	312,913	55,291.32	114,157.64	143,463.93	54.2%
2009125 ARP IDEA 619 6.30.23	0	17,351	17,351	.00	.00	17,351.00	.0%
2009140 TITLE I 20679	0	28,540	28,540	54,409.60	273,611.81	-299,481.02	1149.3%
2009141 TITLE I NP	0	2,890	2,890	.00	.00	2,889.78	.0%
2009301 TITLE IV-A NP 20873	0	2,546	2,546	.00	.00	2,546.06	.0%
2009350 HEADSTART ABCD OCT-SEPT	0	399,628	399,628	85,487.88	242,728.21	71,411.95	82.1%
2009370 HEADSTARTFOOD-CACFP 10/1-9/	0	4,265	4,265	382.24	.00	3,882.63	9.0%
2009450 IDEA PRE-K 20983	0	46,407	46,407	6,173.75	28,026.42	12,206.47	73.7%
2009460 OPEN CHOICE	0	322,920	322,920	137,924.93	14,946.76	170,048.74	47.3%
2009470 PERKINS GRANT 20742	0	0	0	3,854.37	648.60	-4,502.97	100.0%
2009480 TITLE II PART A 20858	0	92,090	92,090	.00	.00	92,089.83	.0%
2009481 TITLE II-A NP 20858	0	16,786	16,786	.00	360.00	16,425.99	2.1%
2009505 TPAUD-DFC	0	166,839	166,839	45,278.66	25,785.99	95,774.00	42.6%
2009509 TPAUD-Local Prevention Coun	0	5,663	5,663	2,654.65	1,469.00	1,539.25	72.8%
2009520 MAGNET TRANSPORTATION	0	102,800	102,800	.00	.00	102,800.00	.0%
2009710 SPED Stipend	0	10,000	10,000	10,000.00	.00	.00	100.0%
2009712 SPEDStipend-ParaDevlpmnt	0	5,000	5,000	.00	5,000.00	.00	100.0%
GRAND TOTAL	0	4,786,043	4,786,043	838,697.40	2,793,644.30	1,153,700.81	75.9%

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

Trumbull Board of Education												
Special Revenue BOE Programs												
Org#	Description	Org	Obj	Prj	Revenues	Adj Journal for Prior Year Unliquidate d POs closed out to the Fund Balance	7/1/22 to 10/31/22		Encumbrances	Revenues over (under) Expenditures includes Operating Transfers	Fund Balance(Deficit) as of	
							Operating Transfer In (Out) also reflected in Revenue (Expense)	Expenditures			7/1/22	10/31/2022
2051660	ACE Foundation	205	31510	Ace	-	-	-	-	-	-	58	58
2059530	Agriscience	205	31510	Agri	-	-	-	14,660	-	(14,660)	203,581	188,921
2051121	Athletics	205	31510	Athle	153,543	-	-	22,687	30,953	99,904	151,433	251,337
2052651	Building Use	205	31510	bldgu	13,850	-	-	9,706	171	3,973	27,577	31,550
2051650	Continuing Ed	205	31510	ContE	21,899	-	-	8,096	10,820	2,984	3,493	6,476
2051100	Driver's Education	205	31510	DrEd	2,160	-	-	1,440	-	720	22,874	23,594
2051717	Elementary Strings/Band	205	31510	Pay	59,219	-	-	33,493	161,233	(135,507)	25,301	(110,206)
2051713	ELITE Business Program	205	31510	ELITE	17,249	-	-	36,745	54,327	(73,824)	2,976	(70,848)
2056230	Guidance/Testing	205	31510	Guid	150	-	-	-	-	150	11,305	11,455
2059240	Interdistrict (TECEC*/REACH*/IIP*)	205	31510	Inter	388,795	-	-	42,155	213,827	132,814	41,078	173,892
2059540	Madison Grant	205	31510	Mad	-	-	-	-	-	-	368	368
2059490	THS Miscellaneous	205	31510	Misc	-	-	-	-	-	-	2,401	2,401
2051019	PE Day	205	31510	PE	-	-	-	-	-	-	247	247
2051200	SBCH-PPS Medicaid Program	205	31510	Medic	84,663	-	-	22,870	52,814	8,979	4,308	13,287
2055904	Rebates	205	31510	Reb	60,994	-	-	(609)	7,000	54,603	34,532	89,135
2051600	Summer Explorations	205	31510	SS	276,915	-	-	184,029	33,267	59,619	2,838	62,456
2052221	Take Home Device Insurance	205	31510	Take	38,703	-	-	71	21,600	17,032	(40)	16,992
2057100	THS AP Testing	205	31510	TEST	(18)	-	-	1,046	-	(1,064)	17,500	16,437
2051380	THS Auditorium	205	31510	Audi	0	-	-	-	-	0	3,762	3,762
2059400	THS Connections	205	31510	Cnnct	-	-	-	-	-	-	1,125	1,125
2059450	THS Culinary Kitchen Catering	205	31510	Culin	946	-	-	1,634	2,040	(2,728)	5,960	3,232
2055400	THS Musical	205	31510	music	-	-	-	29,522	-	(29,522)	44,953	15,430
2059510	Typical or Troubled Grant	205	31510	typic	-	-	-	-	-	-	643	643
2056207	Used Book Sales	205	31510	UsedB	-	-	-	-	-	-	2,145	2,145
2055213	Voluntary Insurance	205	31510	VSION	-	-	-	27,664	126,123	(153,787)	3,341	(150,447)
	Total Special Revenue Fund				1,119,069	-	-	435,210	714,176	(30,316)	613,758	583,441

School Lunch Financials for 2022-2023 School Year - FUND 210								
	7/31/2022 YTD	7/31/2022 Month	8/31/2022 YTD	8/31/2022 Month	9/30/2022 YTD	9/30/2022 Month	10/31/2022 YTD	10/31/2022 Month
<b>Balance Sheet</b>								
<b>Assets:</b>								
Cash	2,353,522		2,651,224		2,731,309		2,509,757	
Receivables	353,365		94,481		241,334		379,432	
Inventory	36,643		36,643		84,817		78,447	
Prepaid Expense	-		-		-		-	
Due From Others	-		-		-		-	
<b>Total Assets:</b>	<b>2,743,529</b>		<b>2,782,347</b>		<b>3,057,460</b>		<b>2,967,636</b>	
<b>Liabilities:</b>								
Accounts Payable	-		-		285,869		176,278	
Deferred Revenue	78,517		117,296		122,734		122,694	
Due to Town	1,142,004		1,194,143		1,342,132		1,488,537	
Reserve for Encumbrance	-		-		-		-	
<b>Total Liabilities:</b>	<b>1,220,521</b>		<b>1,311,439</b>		<b>1,750,735</b>		<b>1,787,510</b>	
<b>Fund Balances:</b>	<b>1,523,008</b>		<b>1,470,908</b>		<b>1,306,725</b>		<b>1,180,126</b>	
<b>Statement of Revenues, Expenditures and Changes in Fund Balances</b>								
<b>Revenue/increases:</b>								
Food Sales/Charges for Service	297	297	747	450	70,562	69,816	134,221	63,659
Intergovernmental	(0)	(0)	(0)	(0)	151,685	151,685	290,516	138,831
Other Income/Interest	-	-	-	-	-	-	-	-
Intergovernmental (Town) Transfer	-	-	-	-	-	-	-	-
Increases	-	-	-	-	-	-	-	-
<b>Total revenue/increases</b>	<b>297</b>	<b>297</b>	<b>747</b>	<b>450</b>	<b>222,247</b>	<b>221,501</b>	<b>424,737</b>	<b>202,490</b>
<b>Expenses/decreases</b>								
Wages	-	-	6,707	6,707	115,832	109,124	218,727	102,896
FICA	-	-	470	470	6,078	5,608	11,464	5,385
Medical	46,860	46,860	91,804	44,944	124,028	32,224	161,036	37,008
Other Expenses	(468)	(468)	(102)	367	22,817	22,918	27,460	4,643
Supplies	-	-	62	62	15,309	15,248	27,968	12,659
Cost of Food	-	-	-	-	193,051	193,051	356,178	163,126
Equipment/Capital	-	-	-	-	7,511	7,511	10,882	3,371
Intergovernmental Transfer	-	-	-	-	-	-	-	-
Decreases	-	-	-	-	-	-	-	-
<b>Total Expenditures/Increases</b>	<b>46,392</b>	<b>46,392</b>	<b>98,942</b>	<b>52,550</b>	<b>484,626</b>	<b>385,684</b>	<b>813,715</b>	<b>329,088</b>
Incr/(Decr) in fund balances before operating transfers	(46,095)		(98,195)		(262,379)		(388,977)	
Operating Transfers in/(out)	-		-		-		-	
Incr/(Decr) in fund balances after operating transfers	<b>(46,095)</b>		<b>(98,195)</b>		<b>(262,379)</b>		<b>(388,977)</b>	
<b>Fund Balances:</b>								
Beginning of year	1,569,104		1,569,104		1,569,104		1,569,104	
End of period	1,523,008		1,470,908		1,306,725		1,180,126	
Months Revenue Control	297		450		221,501		202,490	
Month Expenditure Control	46,392		52,550		385,684		329,088	
<b>Profit (Loss) for the month</b>	<b>(46,095)</b>		<b>(52,100)</b>		<b>(164,183)</b>		<b>(126,599)</b>	

# School Lunch Financials As of October 31, 2022 - FUND 210

Balance Sheet as of 10/31	Budget	10/31/22 School Lunch	Encumbered	Available/ (Over)	10/31/21 School Lunch	YTY Diff.	% Change
<b>Assets:</b>							
Cash		2,509,757			927,651	1,582,106	170.55%
Receivables		379,432			745,676	(366,243)	-49.12%
Inventory		78,447			64,993	13,454	20.70%
Prepaid Expense							
Due From Town							
<b>Total Assets:</b>		<b>2,967,636</b>			<b>1,738,319</b>	<b>1,229,317</b>	<b>70.72%</b>
<b>Liabilities:</b>							
Accounts Payable		176,278			224,408	(48,129)	-21.45%
Deferred Revenue		122,694			120,704	1,990	1.65%
Due to Town		1,488,537			1,070,239	418,298	39.08%
Reserve for Encumbrance					-	-	
<b>Total Liabilities:</b>		<b>1,787,510</b>			<b>1,415,351</b>	<b>372,159</b>	<b>26.29%</b>
<b>Fund Balances:</b>		<b>1,180,126</b>			<b>322,968</b>	<b>857,158</b>	<b>265.40%</b>

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

### Revenue/increases:

Food Sales/Charges for Service	711,000	134,221		576,779	144,786	(10,565)	-7.30%
Intergovernmental	163,550	290,516		(126,966)	703,203	(412,687)	-58.69%
Other Income/Interest							
Intergovernmental (Town) Transfer							
Increases							
<b>Total revenue/increases</b>	<b>874,550</b>	<b>424,737</b>	<b>-</b>	<b>449,813</b>	<b>847,989</b>	<b>(423,252)</b>	<b>-49.91%</b>

### Expenses/decreases

Wages	235,494	218,727	803,101	(786,335)	221,320	(2,592)	-1.17%
FICA	22,908	11,464	-	11,444	12,121	(657)	-5.42%
Medical	124,984	161,036	348,335	(384,387)	144,514	16,522	11.43%
Other Expenses	8,991	27,460	-	(18,469)	26,347	1,113	4.22%
Supplies	15,000	27,968	49,475	(62,443)	23,117	4,851	20.98%
Cost of Food	364,022	356,178	892,347	(884,503)	340,757	15,421	4.53%
Equipment/Capital	22,348	10,882	-	11,466	524	10,358	1976.67%
Intergovernmental (Town) Transfer							
Decreases							
<b>Total Expenditures/Increases</b>	<b>793,747</b>	<b>813,715</b>	<b>2,093,258</b>	<b>(2,113,225)</b>	<b>768,700</b>	<b>45,015</b>	<b>5.86%</b>

### Incr/(Decr) in fund balances before

operating transfers		(388,977)			79,290	(468,267)	-590.58%
Operating Transfers in/(out)		-			-	-	
<b>Incr/(Decr) in fund balances after</b>		<b>(388,977)</b>			<b>79,290</b>	<b>(468,267)</b>	<b>-590.58%</b>

### Fund Balances:

Beginning of year		1,569,104			243,679	1,325,425	543.92%
End of period		1,180,126			322,968	857,158	265.40%
Month Revenue Control		202,490			445,077		
Month Expenditure Control		329,088			390,944		
<b>Profit (Loss) for the month</b>		<b>(126,599)</b>			<b>59,286</b>	<b>(180,731)</b>	<b>-304.85%</b>

Trumbull Board of Education									
Scholarship Details									
Fund Balance as of 7/1/22			Account Name	7/1/22 to 10/31/22			Fund Balance as of 10/31/22		
Restricted	Unrestricted	Total		Revenues	Expenditures	Net Rev(Exp)	Restricted	Unrestricted	Total
1,685.00	194.78	1,879.78	Brewster	0	-	0	1,685	195	1,880
-	7,445.54	7,445.54	Peter Burke	1	-	1	-	7,447	7,447
-	1,639.88	1,639.88	K. Capobianco	0	-	0	-	1,640	1,640
-	9,954.96	9,954.96	Donna Cassidy	2	-	2	-	9,957	9,957
-	39.64	39.64	Citizenship/Holdsworth	0	-	0	-	40	40
-	33,542.50	33,542.50	Chelsea Cunha	157	-	157	-	33,699	33,699
-	6,477.24	6,477.24	Mary Curtiss	1	-	1	-	6,479	6,479
10,000.00	1,134.62	11,134.62	S. Dick Electronics	2	-	2	10,000	1,137	11,137
-	1,093.48	1,093.48	Ran Grinnell	0	-	0	-	1,094	1,094
-	3,890.94	3,890.94	Clare Hampford	1	-	1	-	3,892	3,892
-	9.98	9.98	G. Hartz	0	-	0	-	10	10
-	-	-	Peter Horton	10,250	-	10,250	-	10,250	10,250
-	3,241.69	3,241.69	Klein/ Danaher	1	-	1	-	3,242	3,242
-	78.20	78.20	Lorimer	0	-	0	-	78	78
-	556.76	556.76	Dr. Gloria Maina	0	-	0	-	557	557
-	165.01	165.01	Frances S. Mallett	0	-	0	-	165	165
-	13,219.02	13,219.02	Loretta McDougall	3	-	3	-	13,222	13,222
-	9,128.05	9,128.05	Karen Mraz	2	-	2	-	9,130	9,130
-	537.26	537.26	National Merit	0	-	0	-	537	537
-	512.21	512.21	Ralph Pascale	0	-	0	-	512	512
8,000.00	1,036.15	9,036.15	PHNA	2	-	2	8,000	1,038	9,038
-	15,912.58	15,912.58	Jill Resnick	3	-	3	-	15,916	15,916
5,190.00	969.43	6,159.43	R. Rossomando	1	-	1	5,190	971	6,161
2,500.00	313.40	2,813.40	R. Simses	1	-	1	2,500	314	2,814
2,200.00	276.01	2,476.01	R. Stowe	0	-	0	2,200	277	2,477
-	1,113.47	1,113.47	Trumbull High	0	-	0	-	1,114	1,114
-	211.57	211.57	Jennie N. Villano	0	-	0	-	212	212
10,000.00	1,137.47	11,137.47	Zink	2	-	2	10,000	1,140	11,140
\$ 39,575.00	\$ 113,831.84	\$ 153,406.84	Total Scholarship Fund	10,430	-	10,430	39,575	124,262	163,837

11/15/2022 09:53  
1791pbri

TRUMBULL BOE, CT  
YEAR-TO-DATE BUDGET REPORT

P 1  
glytdbud

FOR 2023 04

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
<hr/>							
2051713 ELITE Business Program							
<hr/>							
2051713 40400 REVENUE	0	0	0	-17,249.20	.00	17,249.20	100.0%
2051713 51120 AIDE-CLSRM	0	0	0	8,519.00	.00	-8,519.00	100.0%*
2051713 52001 FICA/MEDIC	0	0	0	271.47	.00	-271.47	100.0%*
2051713 54000 PURCH.PROP	0	0	0	1,999.84	4,600.16	-6,600.00	100.0%*
2051713 54101 ELECTRIC	0	0	0	1,170.09	2,329.91	-3,500.00	100.0%*
2051713 54410 RENT	0	0	0	15,833.32	32,616.64	-48,449.96	100.0%*
2051713 54900 PROP SERV	0	0	0	4,592.32	4,356.53	-8,948.85	100.0%*
2051713 55000 Other Purc	0	0	0	1,311.24	2,635.76	-3,947.00	100.0%*
2051713 56000 Supplies	0	0	0	1,921.59	7,608.65	-9,530.24	100.0%*
2051713 56202 NATUR. GAS	0	0	0	120.29	179.71	-300.00	100.0%*
2051713 57000 Equipment	0	0	0	699.00	.00	-699.00	100.0%*
2051713 58900 DUES	0	0	0	307.26	.00	-307.26	100.0%*
2051713 59998 PR YR SUR	0	2,976	2,976	.00	.00	2,976.07	.0%
GRAND TOTAL	0	2,976	2,976	19,496.22	54,327.36	-70,847.51	2480.6%

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

TRUMBULL BOARD OF EDUCATION  
TRUMBULL, CONNECTICUT

Report to the Board of Education  
Regular Meeting, December 13, 2022

Martin Semmel, Ed.D.

Agenda Item IV-A

Pending Litigation

Recommendation:

Receive and file.

**PENDING LITIGATION**

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



TRUMBULL BOARD OF EDUCATION  
TRUMBULL, CONNECTICUT

Report to the Board of Education  
Regular Meeting, December 13, 2022

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, 2020 to June 30, 2023. Negotiations for a successor Agreement have begun.
Administrators TAA	Attorney Floyd Dugas Marie Petitti Alison Squiccimaro	The TAA Agreement covers the period from July 1, 2021 to June 30, 2024.
Administrative Support Services	Attorney Floyd Dugas	The (TASS) Administrative Support covers the period from July 1, 2021 to June 30, 2025.
CALU		
Custodial/Maintenance UPSEU LOCAL #424	Attorney Floyd Dugas	The Custodial/Maintenance Agreement covers the period from July 1, 2021 to June 30, 2025.
Paraprofessionals UPSEU LOCAL #424	Attorney Floyd Dugas	The Paraprofessional Agreement covers the period from July 1, 2021 to June 30, 2025.
Cafeteria Workers UPSEU LOCAL #424	Attorney Floyd Dugas	The Cafeteria Workers Agreement covers the period from July 1, 2020 to June 30, 2024.
CILU Supervisor/ Support Staff CILU LOCAL #21	Attorney Floyd Dugas	<p>The CILU Supervisors Agreement covers the period from July 1, 2021 to June 30, 2024.</p> <p>The CILU Support Agreement covers the period from July 1, 2021 to June 30, 2024.</p>