
TRUMBULL PUBLIC SCHOOLS

TRUMBULL, CONNECTICUT

Regular Meeting – Tuesday, May 3, 2022, 7:00 p.m.
Long Hill Administration Building

AGENDA

<https://us06web.zoom.us/j/84029022375?pwd=MnJldDdUWEJiVlJ2bWtOcEVBWGgwQT09>

Webinar ID: 840 2902 2375

Password: 297454

Join by telephone: (301) 715-8592 or (833) 548-0282 (Toll Free) / Webinar ID: 840 2902 2375

I. CALL TO ORDER

II. PRELIMINARY BUSINESS

- A. Pledge of Allegiance
- B. Recognition – Odyssey of the Mind Team – Ms. April Lang
- C. Correspondence – Ms. Julia McNamee
Correspondence may be sent to 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 of BOE Regular Meeting, April 12, 2022
- B. Personnel – Dr. Semmel
- C. TECEC Preschool Tuition Increase – Mr. Hendrickson, Dr. Wheeler
- D. Healthy Food Certification – Mr. Hendrickson, Mrs. Sinko
- E. Curriculum Committee Report – Mrs. Petitti
Curriculum Guides – Dr. Iwanicki
 - ACP Physics
 - CP PhysicsNew Textbooks – Dr. Iwanicki
 - *Musician's Guide: Workbook and Ear-Training*
 - *Musician's Guide to Theory and analysis*
 - *Musician's Guide: Sight Singing*
 - *Sentieri*
 - *Fundamental Financial Accounting Concepts*
- F. Policy Committee Report – Mr. Gallo
Policies, Second Reading – Dr. Iwanicki
 - Policy 5113.1 Attendance in Grades K-8
 - Policy 5113 High School Attendance- Loss of Credit
- G. Financial Committee Report – Mrs. Norcel
 - Financial Reports as of March 31, 2022 - Mr. Hendrickson

IV. OTHER

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – May 3, 2022

Ms. April Lang

Agenda Item – II-B

Recognition: Odyssey of the Mind Team

The Odyssey of the Mind Team placed second in the State for their competition in March and placed first for their verbal spontaneous responses. The team is headed to the World Competition to compete with groups from all over. Mr. Henry Lang has been their coach since second grade. The team is currently fundraising to be able to send the 6 students and 5 parents to Iowa in May (24th-29th) to represent Trumbull.

Recommendation:

Recognize and Commend

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – May 3, 2022

Dr. Semmel

Agenda Item – III-A

Approval/Minutes

- Regular Meeting, April 12, 2022

Recommendation:

Approve the minutes of the above noted meeting.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT
Board of Education
Regular Meeting – April 12, 2022

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

Members present:

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

Agenda Item I—Call to Order

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

Agenda Item II—Preliminary Business

- A. Salute to the Flag - The Public Session began with a salute to the Flag.
- B. Correspondence – Ms. McNamee read the following correspondence: Traci Galla, D. Scot Kerr, Laura Citerella, Emma Cenholt- Hauland, Isaiah Henry, Nadia Champagne, Matt Bracksieck, Cat Lamy and Andrea Fonseca all wrote in support of inclusion week at THS noting that activities that focus on improving diversity, equity and inclusion improve emotional wellness. Patricia Kelly, Liz Parenzan, Lisa Marie Lohse and Gloria Manna do not support inclusion week citing several criticisms. Mrs. Lohse also asked the Board to look closer at the number of children in TPS who have been identified as dyslexic; Marylena Kourounis brought the good news that the Middlebrook and Jane Ryan Odyssey of the Mind team competed at the Connecticut State Tournament and earned second place in their division! Jaimie Molgard, Amanda Dombrowski, Justin and Jaime Mitchell and Stephen and Allison Minio wrote that they do not feel the Healthy and Balanced Curriculum recently released by the State Board of Education is appropriate for our children.
- C. Public Comment
Challa Flemming spoke to thank the Board for inclusion week citing a theme of belonging at THS; Lisa-Marie Lohse feels there are more students not being identified as dyslexic in TPS; Tara Figueroa quoted a recent THS graduate who stated that a more welcoming atmosphere at THS is essential so all students feel included; Christine El Eris spoke in support of inclusion week at THS; Patricia Kelly and Meredith Bagley feel parents need to take a stand for the sexual health of young children; Elizabeth Buonicore would like dialogue at BOE meetings and Gloria Manna spoke about the Child Endangerment Act.

D. Superintendent Report - Dr. Semmel

- The Board of Finance approved a \$250,000 increase to the First Selectman's BOE budget that would necessitate approximately 1.38 million in cuts from the BOE proposed budget of \$117,297,498 that represents a 4.45% increase over the 2021-2022 budget. The Superintendent continues to defend the BOE budget and will continue to identify addressing potential cuts. There will be another public hearing of the Town Council on April 25, 2022.
- There is a slight uptick in the number of Covid cases in Trumbull. We will continue to update our Covid website and principals will continue to email the number of positive cases to parents daily.
- Dr. Semmel extends his best wishes for a restful spring break to the Trumbull community beginning this Friday, April 15.

E. Board Chairman Report – Mrs. Timpanelli and Mrs. Petitti attended the CES Foundation dinner and several Board members attended the THS diversity assembly. The proposed theme was of positivity, feeling safe/belonging and understanding different perspectives. THS is celebrating World Language Week with international poetry, flamenco dancing and door decorating. French students are displaying their artistic talents on April 14 in a French Café night at THS in the senior lounge at 6:30 p.m. All welcome.

F. Student Board Representatives Report - Edrina Laude and Eman Seyal reported on:

Tashua: students celebrated St. Patrick's Day and focused on behavioral goals throughout the month of March. Also, to celebrate Women's History Month, third grade students shared information that highlighted women and their impact on history.

Jane Ryan: students are getting ready for author visits from April 12-14. The author of the Biscuit series visited classrooms and Dan Gutman, author of the My Weird School series will be visiting students to speak about writing. Lisa Herrington will visit to speak about her experience writing over 100 non-fiction books.

Madison: celebrated "World Language Week" with a variety of activities- Up Day, Dance Day, and had a virtual visit from author Natalia Simons. Madison's Broadway Babies club performed the play "The Brothers Grimm Spectaculathon".

Trumbull High: Trumbull Eagles Boys Varsity and JV Rugby teams opened their season with a win against Simsbury. Trumbull High is celebrating World Language Week in all language classes with activities such as door decorating, authentic flamenco presenters, international poetry and other activities.

Allies for Angels: we are grateful to have accomplished our goal of raising \$1,000 for Infinite Love, also the THS Pot-of-Gold for Kids Fundraiser Yale Toy Closet. Tickets are on sale for the Parker Project and Rockwell Dance Center's concert on April 30th at Trumbull High School in honor of Charlie Capalbo to benefit pediatric cancer patients and their families.

Booth Hill: The school has the honor of earning national recognition from the US Department of Education as a Blue Ribbon School. Student Council arranged for students to donate one dollar to wear yellow and blue in support of Ukraine. The money raised is going to the Trumbull Helps Drive in order to purchase medical supplies for the citizens of Ukraine.

Middlebrook: students celebrated World Down Syndrome Day and are celebrating Math Awareness Month with weekly math challenges. Roxi Jean Goodwin and Sambit Sharma were honored with awards by the Connecticut Association of Schools for their artistic abilities through the Association's Elementary Arts Recognition Festival. Alyssa Capucilli, author of the Biscuit series, and Dan Gutman, author of the My Weird School series, will visit. Middlebrook student Kushagra won the Elementary School CT Chess Tournament, becoming the one student who will represent CT in the prestigious National Tournament of Elementary School State Champions to be held in California this summer.

Daniels Farm: two students, Chloe Levin and Harvey Postlethwaite, were honored at the Connecticut Association of Schools for artistic talents and students are getting ready for the Daniels Farm School Variety Show, where students will perform. The theme for this year is "The Comeback," and students will be using songs and acts relating to overcoming hard times and not giving up in the face of adversity.

Agenda Item III—Reports/Action Items

A. Approval/Trumbull Day 2022 Special Request/Alcohol Waiver

Mr. Preston Merritt and Ms. Kathleen McGannon of the Trumbull Day Commission presented the request for use of Hillcrest Middle School and Trumbull High School on Friday, July 1, Saturday, July 2, and (rain date) Sunday, July 3, 2022 and are requesting that the Board of Education waive its Policy 1330, Use of Public School Buildings and Sites for three (3) days to allow for an alcohol concession on the grounds of Hillcrest and Trumbull High Schools. All other provisions of the Board Policy must be adhered to and alcohol distribution and consumption will be properly monitored and controlled by the Trumbull Police Department and the First Selectman's office. Trumbull Day Commission members will ensure that this concession is regulated in a responsible and appropriate manner.

It was moved (Gallo) and seconded (Bandecchi) to approve the waiver for the Town of Trumbull to allow an alcohol concession booth on the grounds of Hillcrest and Trumbull High School in conjunction with Trumbull Day on Friday, July 1, Saturday, July 2, and (rain date) Sunday, July 3, 2022. Vote in favor: unanimous.

B. Approval/Minutes of BOE Regular Meeting, March 22, 2022

It was moved (Squicciarro) and seconded (Norcel) to approve the minutes of the Board of Education Regular Meeting of March 22, 2022 as presented. Vote: Unanimous in favor.

C. Personnel

Dr. Semmel presented one certified appointment:

Eide, Christopher; 6/14 (\$85,513) technology integration specialist at Trumbull High School effective March 28, 2022.

The Board unanimously received and filed this appointment.

Dr. Semmel presented one certified resignation:

Scavacini, Joann; math teacher at Hillcrest Middle School since August 2021, resigning June 21, 2022.

It was moved (Gallo) and seconded (Norcel) to approve this resignation. Vote all in favor.

D. Non-Renewal of Non-Tenured Staff/Long Term Replacements

Prior to May 1 of any given year, the Board of Education is asked to non-renew the contracts of non-tenured staff whose employment may not continue. This year, the non-renewal process includes three long-term replacement (substitute) teachers. The long-term replacement teachers were hired for the 2021-22 school year in a position of fixed duration. It is the opinion of the Superintendent that the non-renewals recommended are within the scope of the statutory teacher employment and tenure provisions, Section 10-151 of the Connecticut General Statutes; and are consistent with provisions of the TEA Agreement applicable to non-renewals of non-tenured and Long-Term Replacement teachers and non-tenured teachers. Move that pursuant to the Connecticut General Statutes 10-151, the Trumbull Board of Education non-renew the teaching contract of the following three long term replacement teachers at the end of their long-term contract or at the end of the 2021-22 school year, whichever occurs first, as recommended by the Superintendent:

Long Term Replacements:

Jessica Buono – Jane Ryan Elementary School

Gina Moriello – Trumbull High School

Stephanie Pelling – Hillcrest Middle School (.6)

and further move that the Superintendent of Schools be directed to communicate this action of the Board in writing to the above-named teachers and that the Superintendent of Schools be authorized to respond on behalf of the Board of Education to any requests which may be forthcoming from these teachers or their representatives pursuant to Connecticut General Statutes 10-151.

It was moved (Squicciarro) and seconded (Petitti) to approve the above non-renewals of non-tenured staff as presented. Vote: Unanimous in favor.

E. Orange Frog Presentation

Director of PPS Dr. Tammy Hartman presented the 2021-2022 SEL initiative that is focused on Positive Psychology through Shawn Achor's work with *Orange Frog*. In order to strengthen our mission of ensuring student success, TPS is focused on creating a positive school community that recognizes the happiness advantage with the goal of enhancing student engagement that ultimately improves performance, student well-being and fuels positivity and success.

F. Policy Committee Report

Dr. Iwanicki presented the following policies for first reading:

- Policy 5113.1 Attendance in Grades K-8
- Policy 5113 High School Attendance- Loss of Credit

It was unanimously agreed by the Board to bring the above policies back to a future Board meeting for approval.

Dr. Iwanicki presented the following policies for second reading and approval:

- Policy 4118.112 Sexual Discrimination and Sexual Harassment in the Workplace
- Policy 5145.5 Sexual Harassment of Students

It was moved (Gallo) and seconded (McNamee) to approve the above policies as presented.
Vote: Unanimous in favor.

G. Facilities Committee Report/Update on Facilities

Director of Operations, Mr. David Cote presented an update on facilities projects that are scheduled at our schools. Mrs. Nuland presented information from her tour of all buildings.

H. Financial Committee Report

Mr. Hendrickson presented the financial reports as of February 28, 2022 to the Board.

It was moved (Bandecchi) and seconded (McNamee) to approve the financial reports as of February 28, 2022 as presented. Vote: Unanimous in favor.

Adjournment

Board Members gave unanimous consent to adjourn the Public Session at 9:10 p.m.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting, May 3, 2022

Dr. Semmel

Agenda Item III-B

Personnel

Resignation - Certified

Valenzuela, Lina; special education teacher at Hillcrest Middle School since August 2019 (currently on a personal leave of absence), resigning June 21, 2022.

Recommendation:

Accept.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – May 3, 2022

Mr. Hendrickson / Dr. Wheeler

Agenda Item – III-C

Review TECEC Tuition

Recommendation:

- Mr. Hendrickson and Dr. Wheeler will review TECEC tuition in comparison to surrounding towns and make a recommendation.
- Review, discuss, and approve the proposed TECEC tuition increase.
- Motion: Move that the TECEC annual tuition be increase from \$3,600 => \$3,900 for the 2022-23 school year.

			Local Public School Tuition Information (DRAFT)									
Program	Types of Classes	Number of Days (wk.)	Tuition	Tuition	Tuition	Tuition	Post Pre-K	Notes				
Bridgeport	Unknown	Varies	X	Unknown			No	Numerous school readiness/Head Start/Strong Start programs				
Darien	Unknown	5 (4 or 5 hour day)	\$7,300				No	AM/PM- 2.5 hrs day				
Easton	3's and 4's	25 hours a week	\$6,090				No	5 hr. day				
Fairfield	Mixed	12.5 hours a week	\$4,994				No	\$2,351 reduced based on need - reduced or free transprtion/400 month				
Greenwich	Mixed	5 hr. program	\$8,402				No	5 hour/ 6.5 hour day (non magnet/magnet)				
Monroe	3's and 4's	2 or 5 full days	\$1690 (2 day)	\$2531 (3day)	\$3408 (4day)	\$4227 (5day)	No	new budget will det. rate increase for 22/23				
New Canaan	3's and 4's	4&5day, 3rs; 1 day 5hrs	\$5,300	\$5,950			No	3 hr. for 3's and 3 hr. for 4's with one extended by 2 hrs	\$250 non-refundable deposit			
Newtown	3s and 4's	4 days, halfday sessions	\$2400/10mos.				No	21/22 & 22/23 rates				
Norwalk	Mixed	5	3000*				No	AM/PM 1/2 day sessions 3 hours sessions *Rate TBD				
Redding	Mixed	4 or 5	6425*	X			No	Ages 3/4- 8:20-1:20, 4/5 8:00-1:00 5 hours rate not set				
Ridgefield	Mixed	2:45 day	2000*				No	M-Th 2 hr 45 min. day *have not set 2022-2023 rates yet				
Shelton	3's and 4's		No cost/TBD				No	5 days AM/PM 9:00-11:45 and 12:00-3:45				
Stamford	Mixed	5 days	\$5716, \$8806*	11484*			No	6.5 hrs., sliding scale tuition *rate TBD for 2022-2023				
Stratford	Mixed	5	No tuition				No	They have a nominal activity fee				
Trumbull	3' and 4's	4 Am or 5 PM	\$3600	X			No	8:30--11:35 M-Th & 12:35-3:05- M-F				
Westport	3s and 4s	5 am(3s), 5 extended(4s)	\$6,901	\$10,645			No	22-23; tuition is set by the BOE in the spring and may in	\$250 non-refundable deposit			
Wilton	3's and 4's	5	7500*	8300*			No	4.25 hours for 3's & 4's have option for 2 ext. days to 3:30 *Rate TBD for 2022-2023				
			TECEC Peer Tuition									
			Current	Full capacity	Projected							
			2021-2022	2022-2023	2022-2023							
3 year olds		50	54	~45								
4 year olds		59	64	~56								
Total peers		109	118	~101								
2021-2022	\$3,600.00	\$392,400.00	\$424,800.00	\$363,600.00								
2022-2023?	\$3,700.00	x	\$436,600.00	\$373,700.00								
2022-2023?	\$3,800.00	x	\$448,400.00	\$383,800.00								
2022-2023?	\$3,900.00	x	\$460,200.00	\$393,900.00								
2022-2023?	\$4,000.00	x	\$472,000.00	\$404,000.00								
			Daily tuition									
Current	Projected	% increase	~12.5 hr/wk	10 Month	Monthly increase							
\$3,600	x	x	\$20.00	\$360.00	X							
	\$3,700.00	2.70%	\$20.55	\$370.00	\$10.00							
	\$3,800.00	6%	\$21.11	\$380.00	\$20.00							
	\$3,900.00	8%	\$21.66	\$390.00	\$30.00							
	\$4,000.00	11%	\$22.22	\$400.00	\$40.00							

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – May 3, 2022

Mr. Paul Hendrickson / Ms. Betty Sinko

Agenda Item III-D

Approval/ Healthy Food Certification for 2022-2023 school year.

Healthy Food Option: *The Board of Education or school governing authority for each public school that participates in the National School Lunch Program (NSLP) must vote “yes” or “no” on whether to implement the healthy food option.*

Pursuant to C.G.S. Section 10-215f, the Board of Education or governing authority certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2022, through June 30, 2023. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises sponsored by the school or by non-school organizations and groups.

Exemption for Food Items: *If the Board of Education or governing authority votes “yes” for the healthy food option, the Board of Education or governing authority must also vote “yes” or “no” on whether to allow food exemptions.*

The Board of Education or governing authority will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the beverage items are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The “regular school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held.

Recommendation:


Approve participation in the Healthy Foods Certification in schools for 2022-2023



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



TO: Sponsors of the National School Lunch Program

FROM: John D. Frassinelli, Division Director
School Health, Nutrition, Family Services and Adult Education 

DATE: February 15, 2022

SUBJECT: Operational Memorandum No. 05-22
Requirements for Submitting the Healthy Food Certification (HFC) Statement for School Year 2022-23

The Healthy Food Certification (HFC) statute ([C.G.S. Section 10-215f](#)) requires that **each** local board of education or governing authority (BOE) for public schools¹ participating in the National School Lunch Program (NSLP) **each year must certify** whether all food items sold to students (separately from reimbursable meals) **will or will not** meet the [Connecticut Nutrition Standards](#) (CNS). This memo provides the **required BOE motion language** and instructions for the HFC application process for school year (SY) 2022-23.

HFC Eligibility Requirements for BOEs opting to implement HFC

The BOE must complete a vote on the required motion language in this memo by **July 1, 2022**, or the BOE will not be eligible for HFC during SY 2022-23 (July 1, 2022, through June 30, 2023). Each BOE must choose one of the two options below to satisfy this requirement and be eligible for HFC.

- **Option 1:** Using the **exact language** included in this memo, the BOE conducts three votes: 1) whether the district will **participate** in the healthy food option; 2) whether the district will allow **food exemptions**; and 3) whether the district will allow **beverage exemptions**.
- **Option 2:** Using the **exact language** included in this memo, the BOE conducts two votes: 1) whether the district will **participate** in the healthy food option; and 2) whether the district will allow **food and beverage exemptions**.

Required healthy food option vote for all BOEs

The BOE must vote “yes” or “no” for implementing the healthy food option of C.G.S. Section 10-215f. The motion and board-approved meeting minutes **must include the exact language below**.

Motion language for healthy food option: Pursuant to C.G.S. Section 10-215f, the board of education or governing authority certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2022, through June 30, 2023. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school

¹ Public schools include all public schools, regional educational service centers, the Connecticut Technical Education and Career System (CTECS), charter schools, interdistrict magnet schools, and endowed academies.

cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups.

Required vote for food exemptions for BOEs opting to implement HFC

If the BOE votes “yes” for implementing the healthy food option, the board-approved meeting minutes and motion must reflect a “yes” or “no” vote on the ***exact language below***.

Motion language for food exemptions: The board of education or governing authority will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food items are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The “regular school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held and must be the same place as the food sales.

Note: If the BOE votes “no” for the healthy food option, a vote on whether to allow food exemptions is **not** required.

Optional vote for beverage exemptions for all BOEs

The state beverage requirements ([C.G.S. Section 10-221q](#)) apply to all public schools, regardless of whether the district participates in the NSLP or certifies for the healthy food option of HFC. If the BOE does not have a beverage exemption in place, the BOE’s schools can **never** sell noncompliant beverages to students. **If the BOE chooses to allow beverage exemptions**, the motion and board-approved meeting minutes ***must include the exact language below***:

Motion language for beverage exemptions: The board of education or governing authority will allow the sale to students of beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the beverages are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting or extracurricular activity. The “school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held and must be the same place as the beverage sales.

Option to combine food and beverage exemptions

Instead of two separate food and beverage motions, the district may choose to combine food and beverage exemptions into one motion by using the exact language below:

Motion language for combined food and beverage exemptions: The board of education or governing authority will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with

an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food and beverage items are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The “regular school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held and must be the same place as the food and beverage sales.

HFC Application Process for SY 2022-23

All public school sponsors of the NSLP applying for HFC for SY 2022-23 must complete the three steps below to meet the HFC application deadline of **July 1, 2022**.

1. Schedule the two required votes (healthy food option and food exemptions) at a BOE meeting **before June 30, 2022**. If the district chooses to allow beverage exemptions, the CSDE recommends that the BOE conduct the vote on beverage exemptions at the **same time** as the HFC votes.
2. Maintain a copy of the board-approved meeting minutes indicating the results of the HFC votes. Do not submit these minutes until requested (see step 3).
3. **May 2022:** Complete the online HFC application module in the CSDE’s Connecticut Online Application and Claiming System for Child Nutrition Programs (CNP System). Upload the board-approved meeting minutes indicating the results of the HFC votes for the healthy food option and food exemptions (and the vote for beverage exemptions, if applicable). **Note:** The CSDE will notify sponsors when the HFC application module and instructions are available. Do **not** access the CNP System prior to receiving this notification.

For additional guidance on the HFC application process, review the CSDE’s presentation, [Application Procedures for HFC](#), and visit the “[Apply](#)” section of the CSDE’s HFC webpage.

Refer to Appendix A for a list of resources with the requirements that schools must follow to ensure HFC compliance. For questions or additional information, please contact Susan Fiore at 860-807-2075 or susan.fiore@ct.gov or Teri Dandeneau at 860-807-2079 or teri.dandeneau@ct.gov.

JDF:sff

Important: This is a numbered Connecticut State Department of Education (CSDE) operational memorandum that contains important program information. Please read carefully and retain for future reference. All CSDE operational memoranda are posted on the CSDE’s [Operational Memoranda for School Nutrition Programs](#) webpage.

Appendix A

This appendix accompanies the Connecticut State Department of Education's (CSDE) [Operational Memorandum No. 05-22: Requirements for Submitting the Healthy Food Certification \(HFC\) Statement for School Year 2022-23](#). It includes CSDE resources and websites that provide guidance on meeting the federal and state requirements for foods and beverages in HFC public schools. For a comprehensive list of resources, refer to the CSDE's document, [Resources for Meeting the Federal and State Requirements for Competitive Foods in Schools](#).

- [Allowable Beverages in Connecticut Public Schools](#)
- [Beverage Requirements](#) (CSDE webpage)
- [Connecticut Nutrition Standards](#) (CSDE webpage)
- [Ensuring District Compliance with HFC](#)
- [Evaluating Foods for Compliance with the Connecticut Nutrition Standards](#) (“How To” section of CSDE’s Connecticut Nutrition Standards webpage)
- [Guidance on Evaluating Recipes for Compliance with the Connecticut Nutrition Standards](#)
- [Guide to Competitive Foods in HFC Public Schools](#)
- [Healthy Food Certification](#) (CSDE webpage)
- [How to Evaluate Foods Made from Scratch for Compliance with the CNS](#)
- [How to Evaluate Purchased Foods for Compliance with the CNS](#)
- [List of Acceptable Foods and Beverages](#) (CSDE webpage)
- [Overview of Connecticut Competitive Foods Regulations](#)
- Presentation: [Beverage Requirements for Connecticut Public Schools](#)
- Presentation: [Complying with Healthy Food Certification](#)
- Presentation: [Connecticut Nutrition Standards](#)
- Presentation: [Healthy Food Certification Fundraiser Requirements](#)
- [Questions and Answers on Connecticut Statutes for School Food and Beverages](#)
- [Requirements for Competitive Foods in HFC Public Schools](#)
- [Requirements for Food and Beverage Fundraisers in HFC Public Schools](#)
- [Requirements for Foods and Beverages in Culinary Programs in HFC Public Schools](#)
- [Requirements for Foods and Beverages in School Stores in HFC Public Schools](#)
- [Requirements for Foods and Beverages in Vending Machines in HFC Public Schools](#)
- [Summary Chart: Federal and State Requirements for Competitive Foods in HFC Public Schools](#)
- [Summary of Connecticut Nutrition Standards](#)

Exemptions for Foods and Beverages in Public Schools

This document summarizes the requirements for allowing food exemptions under Healthy Food Certification (HFC), which are mandated by [Section 10-215f](#) of the Connecticut General Statutes (C.G.S.); and the requirements for allowing beverage exemptions in public schools, which are mandated by C.G.S. [Section 10-221q](#). It also provides motion language for the board of education or governing authority's votes to allow food exemptions and beverage exemptions.

Annual HFC Requirements

Each public school sponsor of the National School Lunch Program (NSLP) must complete their annual HFC Statement (Addendum to Agreement for Child Nutrition Programs (ED-099)) by July 1 of each year. The HFC Statement is completed online in the Connecticut State Department of Education's (CSDE) Online Application and Claiming System for Child Nutrition Programs ([CNP System](#)), as part of the sponsor's application module for participation in the U.S. Department of Agriculture's (USDA) Child Nutrition Programs.

The final board-approved meeting minutes must be uploaded with the submission of the annual HFC Statement, and must indicate the results of the board votes for whether the district will:

- adopt the healthy food option under HFC;
- allow food exemptions to the healthy food option under HFC (if the district votes to implement the healthy food option); and
- allow beverage exemptions under C.G.S. Section 10-221q (if the district chooses to allow beverage exemptions).

For detailed guidance on the HFC requirements, refer to the Connecticut State Department of Education's (CSDE) resources, [Requirements for Competitive Foods in HFC Public Schools](#) and [Summary Chart: Federal and State Requirements for Competitive Foods in HFC Public Schools](#), and visit the CSDE's [Healthy Food Certification](#) webpage. For information on the CNS requirements, refer to the CSDE's document, [Summary of Connecticut Nutrition Standards](#), and visit the CSDE's [Connecticut Nutrition Standards](#) webpage.

Required Exemption Language

The language in the final board-approved meeting minutes must reflect the specific criteria required by C.G.S. Section 10-215f for participating in the healthy food option of HFC and allowing food exemptions. For detailed guidance on the current year's HFC application process, refer to the [CSDE's annual Operational Memorandum](#) regarding the annual process for submitting the healthy food certification (HFC) statement. For additional information on the HFC application process, visit the "[Apply](#)" section of the CSDE's HFC webpage.

Exemptions for Foods and Beverages in Public Schools

If the district chooses to allow beverage exemptions, the CSDE recommends that the board of education or governing authority conducts the vote on beverage exemptions at the same time as the HFC votes. The language in the final board-approved meeting minutes must reflect the specific criteria for beverage exemptions required by C.G.S. Section 10-221q. For more information, see “[Beverages](#)” in this document.

Note: Schedule the HFC votes at a meeting of the board of education or governing authority that occurs **before April 30**, so the district can submit the **final board approved meeting minutes** to the CSDE by the **July 1** deadline. The CSDE cannot accept **draft** meeting minutes to approve the HFC application. Districts must schedule the initial board meeting early enough to enable timely submission of the final board-approved meeting minutes.

Food Exemptions

HFC requires each board of education or governing authority for all public schools participating in the NSLP to certify annually (by July 1) to the CSDE whether they will follow the [Connecticut Nutrition Standards](#) (CNS) for all foods sold to students separately from reimbursable meals in the USDA’s school nutrition programs. The CNS applies to all competitive foods offered for sale to students on school premises at all times and from all sources, including cafeterias, school stores, vending machines, fundraisers, culinary programs, and any other sources of food sales to students. As part of the annual HFC Statement, districts must vote on whether they will or will not allow food exemptions.

Criteria for food exemptions

Foods that do not comply with the CNS cannot be sold to students on school premises unless the local board of education or governing authority votes to allow food exemptions and the following criteria are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the foods are not sold from a vending machine or school store.



- An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and school debates are events, but soccer practices, play rehearsals, and debate team meetings are not.
- The “school day” is the period from the midnight before to 30 minutes after the end of the official school day. For example, if school ends at 3:00 p.m., the school day is from midnight

Exemptions for Foods and Beverages in Public Schools

to 3:30 p.m. Summer school programs operated by the board of education or school governing authority on school premises are part of the regular school day.

- “Location” means where the event is being held and must be the same place as the food sales. For example, foods can be sold on the side of the soccer field during a soccer game, but not in the school cafeteria while a game is played on the soccer field.

Districts may choose to exempt all foods that do not comply with the CNS or may choose to exempt only certain foods or categories of foods. For example, a district could choose to exempt chips and cookies, but not candy. Districts may also choose to exempt all events or only certain events. For example, a district could choose to allow sales of exempted foods only at sports games, concerts, and theatre productions. If the district exempts only specific events and foods, the final board-approved meeting minutes for the food exemption vote must list the specific exempted events and foods.

If the board of education or governing authority chooses to make food exemptions part of the district’s school wellness policy, these exemptions remain in effect until the board of education or governing authority changes or rescinds the policy. However, as required by C.G.S. Section 10-215f, the board of education or governing authority must still vote annually on whether the district will comply with the healthy food option of HFC (i.e., follow the CNS) and whether the district will allow food exemptions under HFC. These votes are required as part of the annual HFC Statement.

Motion language for food exemptions

The board motion and final board-approved meeting minutes must include the following specific criteria for the food exemptions required by C.G.S. Section 10-215f:

Food exemptions: The board of education or governing authority will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food items are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The “regular school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held and must be the same place as the food sales.

Districts may make this language specific to certain events and foods by listing the specific events and foods that will be exempted.

Exemptions for Foods and Beverages in Public Schools

Beverages

The state beverage requirements of C.G.S. Section 10-221q apply to all public schools, regardless of whether the district certifies for the healthy food option of HFC or participates in the USDA's Child Nutrition Programs. C.G.S. Section 10-221q allows only five categories of beverages for sale to students in public schools. For information on allowable beverages, refer to the CSDE's resource, [*Allowable Beverages in Connecticut Public Schools*](#).

C.G.S. Section 10-221q applies to all beverages sold as part of school meals and separately from school meals anywhere on school premises, including cafeterias, school stores, vending machines, fundraisers, culinary programs, and any other sources of beverage sales to students. Districts may choose whether they will or will not allow beverage exemptions. Districts that do not have a beverage exemption in place can **never** sell beverages that do not comply with the requirements of C.G.S. Section 10-221q.

Beverage exemptions are not part of the annual HFC Statement, which applies only to food sales. If the district chooses to allow beverage exemptions, the CSDE recommends that the board of education or governing authority conducts the vote on beverage exemptions at the same time as the votes on HFC participation and food exemptions.

Criteria for beverage exemptions

Beverages that do not meet the requirements of C.G.S. Section 10-221q cannot be sold to students on school premises unless the local board of education or governing authority votes to allow beverage exemptions and the following criteria are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the beverages are not sold from a vending machine or school store.

- An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and school debates are events, but soccer practices, play rehearsals, and debate team meetings are not.
- The “school day” is the period from the midnight before to 30 minutes after the end of the official school day. For example, if school ends at 3:00 p.m., the school day is from midnight to 3:30 p.m. Summer school programs operated by the board of education or school governing authority on school premises are part of the regular school day.
- “Location” means where the event is being held and must be the same place as the beverage sales. For example, beverages can be sold on the side of the soccer field during a soccer game, but not in the school cafeteria while a game is played on the soccer field.

Exemptions for Foods and Beverages in Public Schools

Districts may choose to exempt all beverages that do not comply with the requirements of C.G.S. Section 10-221q or may choose to exempt only certain beverages or categories of beverages. For example, a district could choose to exempt lemonade and sports drinks, but not soda, coffee, and energy drinks. Districts may also choose to exempt all events or only certain events. For example, a district could choose to allow sales of exempted beverages only at sports games, concerts, and theatre productions.



If the district exempts only specific events and beverages, the final board-approved meeting minutes for the beverage exemption vote must list the specific exempted events and beverages. If the board of education or governing authority chooses to make beverage exemptions part of the district's school wellness policy, the beverage exemptions remain in effect until the board of education or governing authority changes or rescinds the policy.

Motion language for beverage exemptions

The board motion and final board-approved meeting minutes must include the following specific criteria for the food exemptions required by C.G.S. Section 10-221q:

Beverage exemptions: The board of education or governing authority will allow the sale to students of beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the beverages are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting or extracurricular activity. The “school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held and must be the same place as the beverage sales.

Districts may make this language specific to certain events and beverages by listing the specific events and beverages that will be exempted.

Exemptions for Foods and Beverages in Public Schools

Option to Combine Food and Beverage Exemptions

Instead of two separate food and beverage motions, the district may choose to combine food and beverage exemptions in one motion by using the language below.

Food and beverage exemptions: The board of education or governing authority will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food and beverage items are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The “regular school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held and must be the same place as the food and beverage sales.

Districts may make this language specific to certain events, foods, and beverages by listing the specific events, foods, and beverages that will be exempted.

Resources

Allowable Beverages in Connecticut Public Schools (CSDE):

https://portal.ct.gov/-/media/SDE/Nutrition/CompFoods/Allowable_Beverages_Public_Schools.pdf

Application Procedures for HFC (Presentation) (CSDE):

https://portal.ct.gov/-/media/SDE/Nutrition/HFC/App/Application_Procedures_HFC_Presentation.pdf

Beverage Requirements (CSDE webpage):

<https://portal.ct.gov/SDE/Nutrition/Beverage-Requirements>

Complying with Healthy Food Certification (CSDE presentation):

https://portal.ct.gov/-/media/SDE/Nutrition/HFC/Complying_Healthy_Food_Certification_Presentation.pdf

Connecticut Nutrition Standards (CSDE webpage):

<https://portal.ct.gov/SDE/Nutrition/Connecticut-Nutrition-Standards>

Guide to Competitive Foods in HFC Public Schools (CSDE):

https://portal.ct.gov/-/media/SDE/Nutrition/CompFoods/Competitive_Foods_Guide_HFC.pdf

Exemptions for Foods and Beverages in Public Schools

Healthy Food Certification (CSDE webpage):

<https://portal.ct.gov/SDE/Nutrition/Healthy-Food-Certification>

Healthy Food Certification Application (CSDE webpage):

<https://portal.ct.gov/SDE/Nutrition/Healthy-Food-Certification/Apply>

List of Acceptable Foods and Beverages (CSDE webpage):

<https://portal.ct.gov/SDE/Nutrition/List-of-Acceptable-Foods-and-Beverages>

Questions and Answers on Connecticut Statutes for School Foods and Beverages:

[https://portal.ct.gov/-/media/SDE/Nutrition/HFC/
Questions_Answers_Connecticut_Statutes_School_Foods_Beverages.pdf](https://portal.ct.gov/-/media/SDE/Nutrition/HFC/Questions_Answers_Connecticut_Statutes_School_Foods_Beverages.pdf)

Requirements for Beverages Containing Water and Juice (CSDE):

[https://portal.ct.gov/-/media/SDE/Nutrition/CompFoods/
Requirements_Water_Juice_Beverages.pdf](https://portal.ct.gov/-/media/SDE/Nutrition/CompFoods/Requirements_Water_Juice_Beverages.pdf)

Requirements for Competitive Foods in HFC Public Schools (CSDE):

[https://portal.ct.gov/-/media/SDE/Nutrition/HFC/
Requirements_Competitive_Foods_HFC.pdf](https://portal.ct.gov/-/media/SDE/Nutrition/HFC/Requirements_Competitive_Foods_HFC.pdf)

Requirements for Food and Beverage Fundraisers in HFC Public Schools (CSDE):

https://portal.ct.gov/-/media/SDE/Nutrition/HFC/Fundraiser_Requirements_HFC.pdf

Requirements for Foods and Beverages in School Stores in HFC Public Schools (CSDE):

https://portal.ct.gov/-/media/SDE/Nutrition/HFC/School_Store_Requirements_HFC.pdf

Requirements for Foods and Beverages in Vending Machines in HFC Public Schools (CSDE):

[https://portal.ct.gov/-/media/SDE/Nutrition/HFC/
Vending_Machine_Requirements_HFC.pdf](https://portal.ct.gov/-/media/SDE/Nutrition/HFC/Vending_Machine_Requirements_HFC.pdf)

Resources for Meeting the Federal and State Requirements for Competitive Foods in Schools (CSDE):

[https://portal.ct.gov/-/media/SDE/Nutrition/HFC/
Resources_Federal_State_Requirements_Competitive_Foods.pdf](https://portal.ct.gov/-/media/SDE/Nutrition/HFC/Resources_Federal_State_Requirements_Competitive_Foods.pdf)

Sample Fundraiser Form for HFC (CSDE):

https://portal.ct.gov/-/media/SDE/Nutrition/HFC/Sample_Fundraiser_Form_HFC.pdf

Summary Chart: Federal and State Requirements for Competitive Foods in HFC Public Schools (CSDE):

[https://portal.ct.gov/-/media/SDE/Nutrition/CompFoods/
Summary_Chart_Requirements_Competitive_Foods_HFC.pdf](https://portal.ct.gov/-/media/SDE/Nutrition/CompFoods/Summary_Chart_Requirements_Competitive_Foods_HFC.pdf)

Summary of Connecticut Nutrition Standards (CSDE):

[https://portal.ct.gov/-/media/SDE/Nutrition/HFC/CNS/
Connecticut_Nutrition_Standards_Summary.pdf](https://portal.ct.gov/-/media/SDE/Nutrition/HFC/CNS/Connecticut_Nutrition_Standards_Summary.pdf)

Exemptions for Foods and Beverages in Public Schools



For more information, visit the CSDE's [Competitive Foods in Schools](#) and [Beverage Requirements](#) webpages or contact the [school nutrition programs staff](#) in the CSDE's Bureau of Health/Nutrition, Family Services and Adult Education, 450 Columbus Boulevard, Suite 504, Hartford, CT 06103-1841.

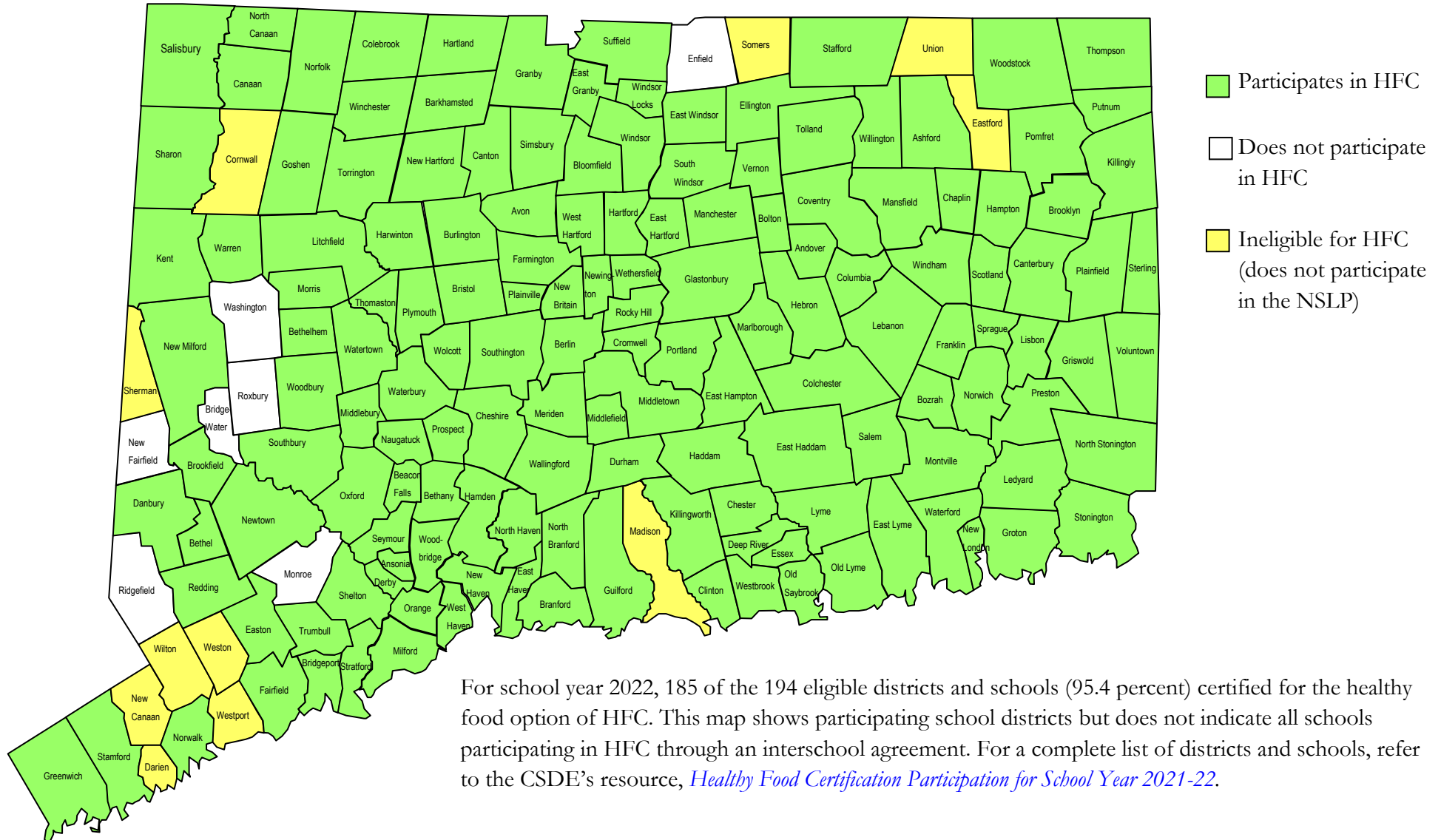
This document is available at https://portal.ct.gov/-/media/SDE/Nutrition/HFC/Food_Beverage_Exemptions_Public_Schools.pdf.

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Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director/Americans with Disabilities Coordinator (ADA), Connecticut State Department of Education, 450 Columbus Boulevard, Suite 505, Hartford, CT 06103, 860-807-2071, levy.gillespie@ct.gov.

Map of Connecticut School Districts Participating in Healthy Food Certification (HFC) for School Year 2021-22

Under [Section 10-215f](#) of the Connecticut General Statutes, HFC requires each board of education or governing authority for all public schools participating in the U.S. Department of Agriculture's (USDA) National School Lunch Program (NSLP) to certify annually to the Connecticut State Department of Education (CSDE) whether they will follow the [Connecticut Nutrition Standards](#). These standards apply to all foods sold to students separately from reimbursable school meals. Public schools include public school districts, regional educational service centers, the Connecticut Technical High School System, charter schools, interdistrict magnet schools, and endowed academies.



Map of Connecticut School Districts Participating in Healthy Food Certification (HFC) for School Year 2021-22

Resources

Complying with Healthy Food Certification Presentation (CSDE):

https://portal.ct.gov/-/media/SDE/Nutrition/HFC/Complying_Healthy_Food_Certification_Presentation.pdf

Connecticut Nutrition Standards (CSDE webpage):

<https://portal.ct.gov/SDE/Nutrition/Connecticut-Nutrition-Standards>

Data on Participation in HFC (CSDE):

https://portal.ct.gov/-/media/SDE/Nutrition/HFC/Data/HFC_data.pdf

Healthy Food Certification (CSDE webpage):

<https://portal.ct.gov/SDE/Nutrition/Healthy-Food-Certification>

Healthy Food Participation (CSDE webpage):

https://portal.ct.gov/-/media/SDE/Nutrition/HFC/Data/HFC_schools.pdf

List of Acceptable Foods and Beverages (CSDE webpage):

<https://portal.ct.gov/SDE/Nutrition/List-of-Acceptable-Foods-and-Beverages>

Map of Connecticut School Districts Participating in HFC (CSDE):

https://portal.ct.gov/-/media/SDE/Nutrition/HFC/Data/HFC_map.pdf

Questions and Answers on Connecticut Statutes for School Foods and Beverages (CSDE):

https://portal.ct.gov/-/media/SDE/Nutrition/HFC/Questions_Answers_Connecticut_Statutes_School_Foods_Beverages.pdf

Resources for Meeting the Federal and State Requirements for Competitive Foods in Schools (CSDE):

https://portal.ct.gov/-/media/SDE/Nutrition/CompFoods/Resources_Federal_State_Requirements_Competitive_Foods.pdf

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For more information, visit the CSDE's [Healthy Food Certification](#) and [Connecticut Nutrition Standards](#) webpages, or contact the [HFC coordinator](#) in the CSDE's Bureau of Health/Nutrition, Family Services and Adult Education, 450 Columbus Boulevard, Suite 504, Hartford, CT 06103-1841.

This document is available at https://portal.ct.gov/-/media/SDE/Nutrition/HFC/Data/HFC_map.pdf.

Healthy Food Certification Participation for School Year 2021-22

School districts that choose to implement the healthy food option of Healthy Food Certification (HFC) under [Section 10-215f](#) of the Connecticut General Statutes must follow the [Connecticut Nutrition Standards](#) for all foods sold to students separately from reimbursable school meals. For school year 2021-22, 185 of the 194 eligible districts and schools (95.4 percent) are implementing the healthy food option of HFC. Eligible districts for HFC are public schools that participate in the U.S. Department of Agriculture's (USDA) National Public Schools Program (NSLP). Public schools include public school districts, the Connecticut Technical Education and Career System (CTECS), charter schools, interdistrict magnet schools, endowed academies, and regional educational service centers.

HFC districts that are new to HFC or have returned to HFC for school year 2021-22 are indicated in **bold**. Schools that participate in the NSLP through an interschool agreement with another school district may choose to implement the healthy food option of HFC if the sponsoring school district implements HFC. These schools are indicated under "Interschool Agreements" on page 3, with the sponsoring district indicated in parentheses.

School districts not listed have either chosen not to implement HFC or are not eligible for HFC. For more information, see the Connecticut State Department of Education's (CSDE) [Map of Connecticut School Districts Participating in HFC](#).

Public School Districts

- | | |
|--|----------------------------------|
| 1. Ansonia Public Schools | 20. Chester Public Schools |
| 2. Ashford Public Schools | 21. Clinton Public Schools |
| 3. Avon Public Schools | 22. Colchester Public Schools |
| 4. Barkhamsted Public Schools | 23. Colebrook Public Schools |
| 5. Berlin Public Schools | 24. Coventry Public Schools |
| 6. Bethany Public Schools | 25. Cromwell Public Schools |
| 7. Bethel Public Schools | 26. Danbury Public Schools |
| 8. Bloomfield Public Schools | 27. Deep River Public Schools |
| 9. Bolton Public Schools | 28. Derby Public Schools |
| 10. Bozrah School District: Fields Memorial School | 29. East Haddam Public Schools |
| 11. Branford Public Schools | 30. East Hampton Public Schools |
| 12. Bridgeport Public Schools | 31. East Hartford Public Schools |
| 13. Bristol Public Schools | 32. East Haven Public Schools |
| 14. Brookfield Public Schools | 33. East Lyme Public Schools |
| 15. Brooklyn Public Schools | 34. East Windsor Public Schools |
| 16. Canterbury Public Schools | 35. Ellington Public Schools |
| 17. Canton Public Schools | 36. Essex Public Schools |
| 18. Chaplin Public Schools | 37. Fairfield Public Schools |
| 19. Cheshire Public Schools | 38. Farmington Public Schools |
| | 39. Glastonbury Public Schools |

HFC Participation for School Year 2021-22

40.	Granby Public Schools	82.	Portland Public Schools
41.	Greenwich Public Schools	83.	Preston Public Schools
42.	Griswold Public Schools	84.	Putnam Public Schools
43.	Groton Public Schools	85.	Rocky Hill Public Schools Program
44.	Guilford Public Schools	86.	Salem Public Schools
45.	Hamden Public Schools	87.	Salisbury Public Schools
46.	Hartford Public Schools	88.	Seymour Public Schools
47.	Hartland Public Schools	89.	Sharon Public Schools
48.	Hebron Public Schools	90.	Shelton Public Schools
49.	Kent Center School	91.	Simsbury Public Schools
50.	Killingly Public Schools	92.	Southington Public Schools
51.	Lebanon Public Schools	93.	South Windsor Public Schools
52.	Ledyard Public Schools	94.	Sprague Public Schools
53.	Lisbon Public Schools	95.	Stafford Public Schools
54.	Litchfield Public Schools	96.	Stamford Public Schools
55.	Manchester Public Schools	97.	Stonington Public Schools
56.	Mansfield Public Schools	98.	Stratford Public Schools
57.	Marlborough Public Schools	99.	Suffield Public Schools
58.	Meriden Public Schools	100.	Thomaston Public Schools
59.	Middletown Public Schools	101.	Thompson Public Schools
60.	Milford Public Schools	102.	Tolland Public Schools
61.	Montville Public Schools	103.	Torrington Public Schools
62.	Naugatuck Public Schools	104.	Trumbull Public Schools
63.	New Britain Public Schools	105.	Vernon Public Schools
64.	New Hartford Public Schools	106.	Voluntown Public Schools
65.	New Haven Public Schools	107.	Wallingford Public Schools
66.	Newington Public Schools	108.	Waterbury Public Schools
67.	New London Public Schools	109.	Waterford Public Schools
68.	New Milford Public Schools	110.	Watertown Public Schools
69.	Newtown Public Schools	111.	Westbrook Public Schools
70.	North Branford Public Schools	112.	West Hartford Public Schools
71.	North Canaan Public Schools	113.	West Haven Public Schools
72.	North Haven Public Schools	114.	Wethersfield Public Schools
73.	North Stonington Lunch	115.	Willington Public Schools
74.	Norwalk Public Schools	116.	Winchester Public Schools
75.	Norwich Public Schools	117.	Windham Public Schools
76.	Old Saybrook Public Schools	118.	Windsor Public Schools
77.	Orange Public Schools	119.	Windsor Locks Public Schools
78.	Oxford Public Schools	120.	Wolcott Public Schools
79.	Plainfield Public Schools	121.	Woodbridge Public Schools
80.	Plainville Community Schools	122.	Woodstock Public Schools
81.	Plymouth Public Schools		

HFC Participation for School Year 2021-22

- | | |
|--|--|
| 123. Regional District 1: Canaan, Cornwall,
Kent, North Canaan, Salisbury, Sharon | 130. Regional District 13: Durham,
Middlefield |
| 124. Regional District 4: Chester, Deep River,
Essex | 131. Regional District 14: Bethlehem,
Woodbury |
| 125. Regional District 5: Bethany, Orange,
Woodbridge | 132. Regional District 15: Middlebury,
Southbury |
| 126. Regional District 7: Barkhamsted,
Colebrook, New Hartford, Norfolk | 133. Regional District 16: Beacon Falls,
Prospect |
| 127. Regional District 8: Andover, Hebron,
Marlborough | 134. Regional District 17: Haddam,
Killingworth |
| 128. Regional District 9: Easton, Redding | 135. Regional District 18: Lyme, Old Lyme |
| 129. Regional District 10: Burlington,
Harwinton | |

Magnet Schools, Charter Schools, and Regional Education Service Centers (RESCs)

- | | |
|--|--|
| 1. ACES | 12. Highville Charter School, Hamden |
| 2. Achievement First Bridgeport
Academy, Bridgeport | 13. Integrated Day Charter School,
Norwich |
| 3. Amistad Academy, New Haven | 14. Interdistrict School for Arts and
Communication (ISAAC) , New
London |
| 4. Brass City Charter School, Waterbury | 15. LEARN |
| 5. Capital Preparatory Harbor School,
Bridgeport | 16. Park City Prep Charter School,
Bridgeport |
| 6. Common Ground High School,
New Haven | 17. Stamford Charter School for the
Excellence , Stamford |
| 7. CREC | 18. The Bridge Academy, Bridgeport |
| 8. EASTCONN | 19. The Gilbert School , Winsted |
| 9. EdAdvance | |
| 10. Elm City College Preparatory School | |
| 11. Great Oaks Charter School,
Bridgeport | |

Interschool Agreements

(Sponsoring district is listed in parentheses)

- | | |
|--|---|
| 1. Achievement First (Hartford) | 6. CES Six to Six Magnet School
(Bridgeport) |
| 2. Andover Elementary School (Coventry) | 7. CES Special Education Center
(Bridgeport) |
| 3. Booker T. Washington (New Haven) | 8. Columbia Horace Porter School
(EASTCONN) |
| 4. Canaan School District: Lee H.
Kellogg School (Region 1) | |
| 5. CES Cooperative Educational Services
(Bridgeport) | |

HFC Participation for School Year 2021-22

9. CREC Academy of Aerospace & Engineering (Rocky Hill)
10. CREC Academy of Aerospace & Engineering (Windsor)
11. CREC Academy of Science and Innovation (New Britain)
12. CREC Discovery Academy (Wethersfield)
13. CREC Glastonbury/East Hartford Magnet School (Glastonbury)
14. CREC Learning Corridor Montessori Magnet (Hartford)
15. CREC Museum Academy (Bloomfield)
16. CREC Two Rivers Magnet Middle School (East Hartford)
17. **East Granby Public Schools (Granby)**
18. Edwin O. Smith High School, Mansfield (Region 19: Mansfield)
19. Explorations Charter School (EdAdvance)
20. **Franklin Elementary School (Griswold Public Schools)** *Note: New interschool agreement but not new to HFC (participated in HFC as NSLP sponsor in 2020-21)*
21. Hampton Elementary School (EASTCONN)
22. Jumoke Academy Charter (Hartford)
23. Norfolk: Botelle School (EdAdvance)
24. Odyssey Community School (Manchester)
25. Pomfret Community School (EASTCONN)
26. Region 6: Goshen Center School James Morris Elementary School Warren Elementary School, Wamogo Regional High School (EdAdvance)
27. Region 11: Parish Hill Middle/High School (Chaplin Elementary School)
28. Scotland Elementary School (EASTCONN)
29. Side by Side Community Charter (Norwalk)
30. Sterling Community School (EASTCONN)
31. The Learning Center at East Hampton High School (East Hampton)

Changes in Participating Districts

All districts (100 percent) that chose to implement the healthy food option of HFC in school year 2020-21 recertified for school year 2021-22. In addition, seven districts and schools are new to HFC or have returned to HFC for school year 2021-22.

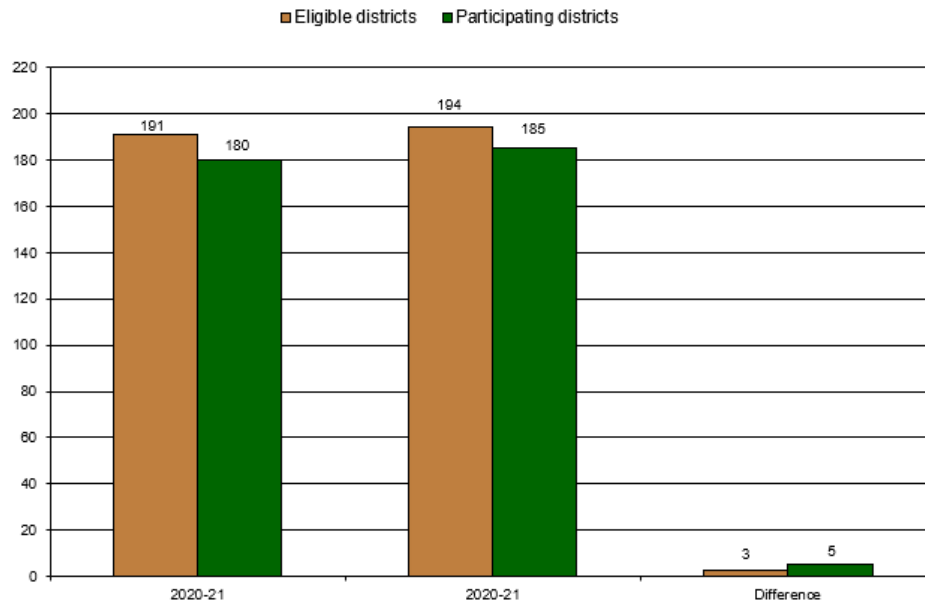
- Canaan School District: Lee H. Kellogg School (interschool agreement with Region 1)
- East Granby Public Schools (interschool agreement with Granby)
- Greenwich Public Schools
- Interdistrict School for Arts and Communication (ISAAC), New London
- Newtown Public Schools
- Stamford Charter School for the Excellence, Stamford
- The Gilbert School, Winsted

HFC Participation for School Year 2021-22

Changes in Statewide HFC Eligibility and Participation

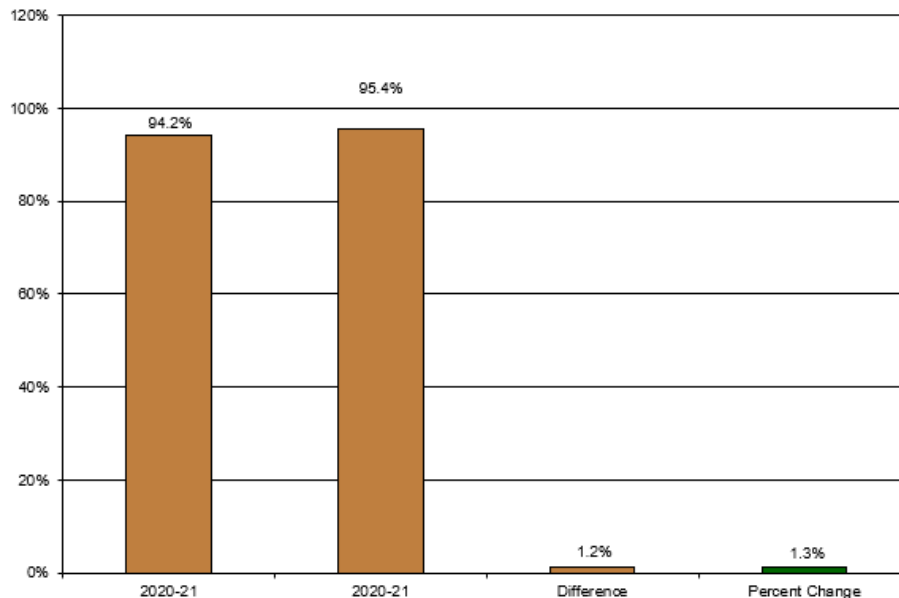
From 2020-21 to 2021-22, the number of districts that were eligible for HFC increased from 191 to 194 districts, while the number of districts choosing to participate in the healthy food option of HFC increased from 180 districts to 185 districts (refer to figure 1).

Figure 1. Eligible versus participating HFC districts



HFC participation increased from 94.2 percent in school year 2020-21 to 95.4 percent in school year 2021-22, which is a change of 1.3 percent (refer to figure 2).

Figure 2. Change in HFC participation from 2020-21 to 2021-22



HFC Participation for School Year 2021-22

The HFC participation rate for school year 2021-22 is 95.2 percent. This is the highest HFC participation rate since HFC began in 2006. Figure 3 shows HFC participation rates since the first year of implementation (school year 2006-07). Figure 4 shows the percentage of change in the HFC participation rates since the first year of implementation.

Figure 3. HFC participation to date

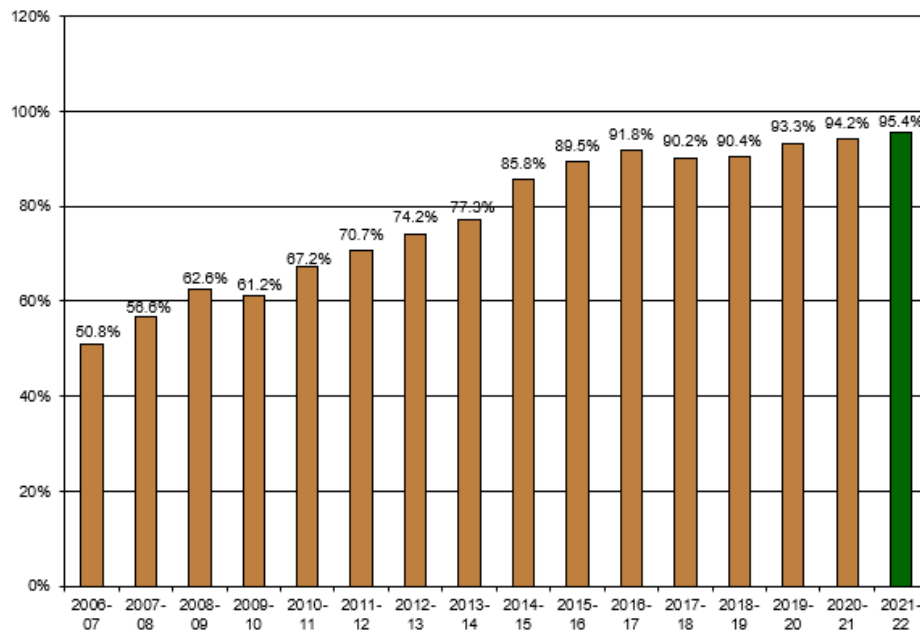
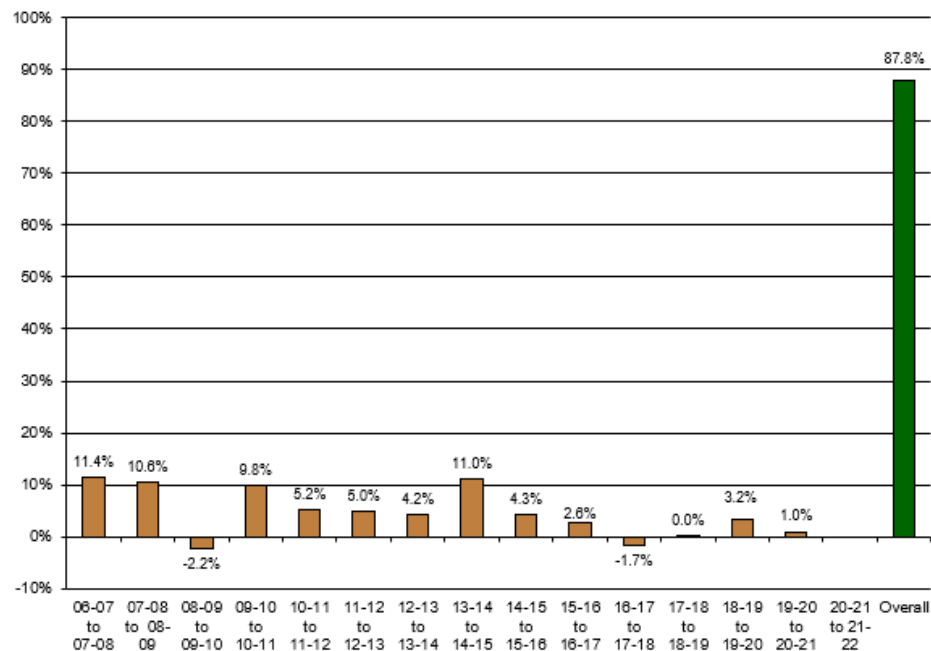


Figure 4. Percentage of change in HFC participation to date



HFC Participation for School Year 2021-22

Resources

Complying with Healthy Food Certification Presentation (CSDE):

https://portal.ct.gov/-/media/SDE/Nutrition/HFC/Complying_Healthy_Food_Certification_Presentation.pdf

Connecticut Nutrition Standards (CSDE webpage):

<https://portal.ct.gov/SDE/Nutrition/Connecticut-Nutrition-Standards>

Data on Participation in HFC (CSDE):

<https://portal.ct.gov/-/media/SDE/Nutrition/HFC/Data/HFCdata.pdf>

Healthy Food Certification (CSDE webpage):

<https://portal.ct.gov/SDE/Nutrition/Healthy-Food-Certification>

List of Acceptable Foods and Beverages (CSDE webpage):

<https://portal.ct.gov/SDE/Nutrition/List-of-Acceptable-Foods-and-Beverages>

Map of Connecticut School Districts Participating in HFC (CSDE):

<https://portal.ct.gov/-/media/SDE/Nutrition/HFC/Data/HFCmap.pdf>

Questions and Answers on Connecticut Statutes for School Foods and Beverages (CSDE):

https://portal.ct.gov/-/media/SDE/Nutrition/HFC/Questions_Answers_Connecticut_Statutes_School_Foods_Beverages.pdf

Resources for Meeting the Federal and State Requirements for Competitive Foods in Schools (CSDE):

https://portal.ct.gov/-/media/SDE/Nutrition/CompFoods/Resources_Federal_State_Requirements_Competitive_Foods.pdf

HFC Participation for School Year 2021-22



For more information, visit the CSDE's [Healthy Food Certification](#) and [Connecticut Nutrition Standards](#) webpages, or contact the [HFC coordinator](#) in the CSDE's Bureau of Health/Nutrition, Family Services and Adult Education, 450 Columbus Boulevard, Suite 504, Hartford, CT 06103-1841.

This document is available at <https://portal.ct.gov/-/media/SDE/Nutrition/HFC/Data/HFCschools.pdf>.

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TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – May 3, 2022

Agenda Item – III-E

Mrs. Petitti

Curriculum Committee Report
Curriculum Committee Meeting – April 12, 2022

Dr. Iwanicki

Approval/Curriculum Guides

- *ACP Physics*
- *CP Physics*

Approval/New Textbooks:

- *Musician's Guide: Workbook and Ear-Training*
- *Musician's Guide to Theory and analysis*
- *Musician's Guide: Sight Singing*
- *Sentieri*
- *Fundamental Financial Accounting Concepts*

Recommendation:

Approve the recommended revised curriculum guides and new texts.

TRUMBULL PUBLIC SCHOOLS TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Regular Meeting

Tuesday, April 12, 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 8:20

Members present

M. Petitti, chair
L. Nuland
J. McNamee
S. Iwanicki, Ed.D., ex officio

- II. **Public Comment** – The Board received a comment regarding a video in Psychology and questioning its appropriateness for the course. Mr. Guarino reviewed the video and found that it presented content that was in-line with the course and that it is rated appropriately for the grade level. He also included that the teachers using this video will be sure to inform parents, students, and families before showing its contents if/when it is used in the future.

III. Approval/Minutes – Regular Meeting 02/15/2022

Ms. McNamee motioned to approved the minutes of 2/15/2022. Mrs. Nuland seconded. The motion was passed unanimously.

IV. New Business

a. AP Music Theory- Mr. Wasko presented the texts for these courses. He explained that AP guidelines require students use two books within the AP Music Theory course; one that is sponsored by AP and use one that is approved. The *Musician's Guide to Theory and Analysis* was purposed as the main text for the course. New to Trumbull this year, the course is primarily a content and analysis-based course.

1. New Text Approval: Philips, J., Murphy, P., Clendinning, J. P., & Marvin, E. W. (2021). *Musician's Guide: Workbook and Ear-training* (4th AP Edition). W. W. Norton.

This is the only consumable text used in the course.

2. New Text Approval: Clendinning, J. P., & Marvin, E. W. (2021). *The Musician's Guide to Theory and analysis*. W.W. Norton.

This is the primary book that the class uses. This is the text book that is purchased once and can then be used on an on-going basis until a new text is needed.

3. New Text Approval: Philips, J., Murphy, P., Clendinning, J. P., & Marvin, E. W. (2021). *Musician's Guide: Sight Singing* (4th AP Edition). W. W. Norton. This text is used primarily to assist in learning about sight singing.

After discussion and questions, Ms. McNamee moved to approve all three texts. Mrs. Nuland seconded. The motion was passed unanimously.

- b. Italian 1 ACP- New Text Approval: Cozzarelli, J. M. (2020). *Sentieri* (3rd ed.). Vista Higher Learning. Maria Colon and Susanna Lavorgna-Lye shared the textbook *Santieri* with committee. This text is the beginning book that feeds into the book used in Levels 3 and 4 Italian. We currently use the hard copy in Level 2 of this same text; it is student friendly, represents interactive and engaging materials while also meets the ACTFL standards. It is a wonderful replacement for the current text *Prego!* which is outdated at this point. Ms. McNamee moved to approve all the *Sentieri* text. Mrs. Nuland seconded. The motion was passed unanimously.
- c. Honors Principles of Financial Accounting- New Text Approval: Edmonds, T. P., & Olds, P. R. (2021). *Fundamental Financial Accounting Concepts* (11th ed.). McGraw-Hill. Christina Rusate, department chair for Career and Technical Education (CTE), shared that successful participation in the course while using this text will allow the students to receive credit through Southern Connecticut State University. It aligns with the standards of the current course and emphasizes how financial information is used in the real world. The electronic version will be the primary version used. Mrs. Nuland moved to approve the text *Fundamental Financial Accounting Concepts*. Ms. McNamee seconded. The motion was passed unanimously.
- d. Physics Curriculum Guide Revisions-
 1. ACP Physics- Curriculum Guide Revision- Department Chair Tom Edwards and Physics teacher, Andy Durfee presented the updated curriculum guides explaining that the Next Generation Science Standards (NGSS) do not always speak to a full year course in terms of the specific disciplinary ideas. This guide was updated with the disciplinary ideas that are relevant to the course. Their team also looked at the Science practices to interweave them into the guides. Finally, they included a new reference to the CT State Department Science safety guide.
 2. CP Physics- Curriculum Guide Revision- This course is a conceptual physics course that has a heavy lab component. It was also updated for the disciplinary ideas as well the safety standards.

Ms. McNamee moved to approve both curriculum guides. Mrs. Nuland seconded. The motion was passed unanimously.

Ms. McNamee moved to close the meeting at 9:58. Mrs. Nuland seconded. The motion was passed unanimously.

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

CP Physics

Grade 12

2022

(Last revision date: 2012)

Curriculum Writing Team

Thomas Edwards
Phillip Youker
Andrew Durfee

Susan C. Iwanicki, Ed.D.

Science Department Chair
Science Teacher, Trumbull High School
Science Teacher, Trumbull High School

Assistant Superintendent

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

CORE VALUES AND BELIEFS

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

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

In Grade 12 Physics, students will explore many of the systems and processes of the physical world by investigating the macroscopic interactions of matter through the topics of general physics. By focusing on the changes in matter and energy, scientifically literate students can use this deeper understanding to make predictions, analyze scientific data, and contribute to the greater scientific community. Students in this course will typically have completed CP Chemistry with a focus on the microscopic interactions of matter.

This curriculum has been modified most recently (2021) to remain consistent in the continued development of scientifically literate students, with a concentration on matter, energy, and changes. Authentic scientific and engineering experiences build on one another and increase in complexity throughout students' K-12 education. In 2015, the Connecticut State Board of Education adopted the Next-Generation Science Standards (NGSS), which embody the National Research Council's *Framework for K-12 Science Education* (2012). Both the *Framework* and the NGSS stress the importance of teaching classroom scientific inquiry as practiced by scientists and engineers. The *Framework* provides a vision for American science education in the 21st century, while the NGSS provides grade-level student performance expectations, disciplinary core ideas, and crosscutting concepts. The *Framework* and NGSS indicated a paradigm shift in science education, one in which teachers are to incorporate authentic learning experiences for students that reflect the nature of doing science and engineering.

The *Framework* and NGSS provide clarity to classroom scientific inquiry by stressing the importance of eight practices of science and engineering. The practices were designed to help students understand how scientific knowledge develops, and to stimulate students' interest in and continued study of science. Three-dimensional learning facilitates student engagement with Science and Engineering Practices and Crosscutting Concepts to deepen their understanding of Disciplinary Core Ideas in order to explain phenomena and solve problems. Three-dimensional learning promotes development of student skills in the following areas:

- Knowing, using, and interpreting scientific explanations of the natural world (Disciplinary Core Ideas, and Crosscutting Concepts)
- Generating and evaluating scientific evidence and explanations (Science and Engineering Practices)
- Participating productively in scientific practices and discourse (Science and Engineering Practices)

- Understanding the nature and development of scientific knowledge (Science and Engineering Practices, and Crosscutting Concepts)

The shift of science education reflects the interconnected nature of science as it is practiced in the real world and builds coherently across grades K-12. The NGSS focus on deeper understanding of content as well as application of content with an alignment to the Connecticut Core Standards. A deeper understanding and application of science and engineering practices prepare students for postsecondary success and citizenship in a world fueled by innovations in science and technology. In accordance with the NGSS Science and Engineering Practices, students will be asked 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.

Grade 12 Physics is offered at two separate course levels: College Preparatory (CP) and Advanced College Preparatory (ACP). Both levels will explore each unit of study. The courses are differentiated by pacing of curriculum, rigor of exploration, depth of content knowledge, and the application of quantitative reasoning. The ACP course will explore topics with the greatest depth, most rigorous exploration, deepest study of content, and furthest application of quantitative reasoning. More support will be offered at the CP course level. In addition, study of physics principles is offered through an early college experience collaborative (UCONN Physics) and two Advanced Placement courses: Physics C (AP-C) and Physics 1 (AP-1). These advanced courses follow a different curriculum, and demand a much higher rigor of exploration, depth of content knowledge, and the application of quantitative reasoning.

COURSE GOALS

The following course goals derive from the 2021 Next Generation Science Standards.

- HS-PS2-1. Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
- HS-PS2-2. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.
- HS-PS2-3. Apply science and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.
- HS-PS2-4. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.
- HS-PS2-5. Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.
- HS-PS2-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.
- HS-PS3-1. Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
- HS-PS3-2. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motion of particles (objects) and energy associated with the relative positions of particles (objects).
- HS-PS3-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

- HS-PS3-4. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).
- HS-PS3-5. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.
- HS-PS4-1. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
- HS-PS4-5. Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

The following course goals derive from the 2010 Connecticut Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects

- | | |
|-------------------------------|--|
| CCSS.ELA-LITERACY.RST.11-12.1 | Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. |
| CCSS.ELA-LITERACY.RST.11-12.2 | Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. |
| CCSS.ELA-LITERACY.RST.11-12.3 | Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. |
| CCSS.ELA-LITERACY.RST.11-12.4 | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. |

CCSS.ELA-LITERACY.RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
CCSS.ELA-LITERACY.RST.11-12.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
CCSS.ELA-LITERACY.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
CCSS.ELA-LITERACY.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
CCSS.ELA-LITERACY.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible
CCSS.ELA-LITERACY.RST.11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

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

CCSS.ELA-LITERACY.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CCSS.ELA-LITERACY.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one

	another to provide a complex analysis; provide an objective summary of the text.
CCSS.ELA-LITERACY.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
CCSS.ELA-LITERACY.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
CCSS.ELA-LITERACY.W.11-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-LITERACY.W.11-12.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA-LITERACY.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA-LITERACY.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter

	time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCSS.ELA-LITERACY.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data
CCSS.ELA-LITERACY.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
CCSS.ELA-LITERACY.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-LITERACY.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

The following course goals derive from the 2016 International Society for Technology in Education (ISTE) Technology Standards

ISTE Standard 1 - Empowered Learner	Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
ISTE Standard 2 - Digital Citizen	Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
ISTE Standard 3 - Knowledge Constructor	Students critically curate a variety of resources using digital tools to construct knowledge, produce

creative artifacts and make meaningful learning experiences for themselves and others.

ISTE Standard 4 - Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

ISTE Standard 5 - Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

ISTE Standard 6 - Creative Communicator

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

ISTE Standard 7 - Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- scientific knowledge is acquired through inquiry, experimentation, data analysis, and interpretation.
- scientific conclusions and explanations are based on research data, and scientific results may be assessed based on the design of the investigation.
- scientific ideas and concepts evolve over time.
- the credibility of scientific information found in various media can vary.
- mathematical operations and procedures may be used to calculate, analyze, and present data and ideas.
- science and technology affect the quality of our lives.

Also, in accordance with the NGSS Cross-Cutting Concepts, students will work to understand . .

- how observed patterns of forms and events guide organization and classification, and prompt questions about relationships and the factors that influence them.
- events have causes, sometimes simple, sometimes multifaceted and that 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 measures of size, time, and energy and to recognize how changes in scale, proportion, or quantity affect a system's structure or performance.
- that 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.
- that the tracking of fluxes of energy and matter into, out of, and within systems helps one understand the systems' possibilities and limitations.
- structure and function, in such that the way in which an object or living thing is shaped and its substructure determine many of its properties and functions.
- that 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.

COURSE ESSENTIAL QUESTIONS

- How are graphical and mathematical models created from experimental data?
- How are fields used to model physics phenomena?
- How can rules and relationships be used to predict what happens in a physical situation?
- How can physics be applied to understanding everyday life?
- How can abstract mathematics be used to describe phenomena?
- How can abstract mathematics be used to represent relationships between variables?
- To what extent does physics explain phenomena at the wide variety of scales?
- How can physics be used to solve problems?
- How does physics explain change and constancy in the universe?
- What is the value in separating the universe into systems when trying to explain it?
- Why are system boundaries important to define?
- Why are assumptions and approximations important in physics? To what extent does this limit the usefulness of your results?
- To what extent does physics explain cause and effect?
- How can scientific ideas be used to solve problems?
- How are matter and energy related?
- How is the universe constructed from the tiny scales to the largest?
- How can physics be used to create models and simulations?
- Why is correlation and causation not the same thing?
- How are physics and engineering related?
- How can scientific knowledge be communicated?
- How can scientific arguments be evaluated?
- How should scientific investigations be designed?
- How can one explain and predict interactions of objects and systems of objects?
- How can one predict an object's continued motion, change in motion, or stability?
- What underlying forces explain the variety of interactions observed?
- Why are some physical systems more stable than others?
- How is energy transferred and conserved?
- What is meant by conservation of energy?
- How is energy transferred between objects or systems?
- How are forces related to energy?
- How do food and fuel provide energy?
- If energy is conserved, why do people say it is produced or used?
- How are waves used to transfer energy and information?
- What are the characteristic properties and behaviors of waves?
- What is light?
- How can one explain the varied effects that involve light?
- What other forms of electromagnetic radiation are there?
- How are instruments that transmit and detect waves used to expand human senses?

COURSE KNOWLEDGE & SKILLS

The following core knowledge and skills will be developed through students' work in this course:

Students will know . . .

- the appropriate techniques and procedures to use in a laboratory setting.
- the difference between scalar and vector quantities.
- the difference between distance and displacement.
- the difference between speed and velocity.
- the definition of the term acceleration.
- Newton's Laws of Motion.
- the various types of forces.
- the definitions of momentum and momentum conservation.
- the definition of impulse and its relationship to momentum change.
- the relationship between momentum conservation and Newton's laws of motion.
- the differences between various types of energy (kinetic, gravitational potential, elastic potential, thermal).
- the relationship between work and the change in energy of a system.
- that power is calculated as the rate at which work is done (rate of energy conversion).
- that charging of an object is the separation, not the creation, of electrical charges.
- that electrically charged objects exert forces, both attractive and repulsive.
- the ways objects become charged.
- the definition of electrical force as it relates to the charges on objects and the distance between them.
- the definitions of electric current, potential difference, resistance, and power, and their relationships to each other.
- the properties of magnets and the origin of magnetism in materials.
- the relationship between magnetic induction and the direction of force on a current-carrying wire in a magnetic field.
- the design and operation of an electric motor.
- how changing magnetic fields can generate electric current and potential difference.
- the differences among temperature, heat and thermal energy.
- how the transfer of thermal energy can change the state (phase) of a substance.
- how increasing the temperature of an object will make it expand.
- Archimedes' and Pascal's Principles.
- how wave phenomena are described, using the following terms: amplitude, wave pulse, periodic wave, wavelength, frequency, period, and wave speed.
- the differences between transverse and longitudinal waves, and provide examples of each.
- what happens when two or more waves attempt to occupy the same location in a medium.
- the definition of wave resonance and its relation to an object's natural frequency.
- how light travels.
- that light is part of the electromagnetic spectrum.

- that when light strikes an object, it is absorbed, reflected from or transmitted through the substance, and what happens when these occur.
- the dual nature of light.

Students will be able to . . .

- abide by the safety rules and regulations set forth by the safety contract.
- use appropriate tools and techniques to make observations and gather data.
- articulate conclusions and explanations based on research data, and assess results based on the design of the investigation.
- describe the motion of an object with constant velocity vs. constant acceleration.
- use the kinematic equations to complete one-dimensional motion problems.
- create and interpret position vs. time graphs.
- create and interpret velocity vs. time graphs.
- describe the motion of a freely-falling object.
- use the kinematic equations to complete free fall motion problems.
- describe the motion of a projectile.
- use the kinematic equations to complete two-dimensional motion problems.
- describe how friction affects the motion of two objects that are in contact with each other.
- draw free body diagrams of objects with arrows identifying the forces acting on the object.
- use a free body diagram and vector addition to determine the net force acting on an object.
- use Newton's Second Law to predict the acceleration of an object given its mass and the net force acting upon it.
- solve problems relating an object's mass, forces acting on it and its motion.
- calculate the gravitational force acting between two objects based upon their masses and separation distance.
- solve collision and explosion problems using the conservation of momentum.
- quantify the amount of each type of energy a system possesses.
- quantify the amount of work done by a force.
- use the work-energy theorem to solve problems.
- use conservation of energy to solve problems.
- solve electrostatics problems using the conservation of charge.
- describe the requirements for electric current flow in circuits.
- diagram simple electric circuits.
- solve problems involving current, potential difference, resistance, power, and the use and cost of electric energy.
- compare various magnetic fields.
- solve problems involving magnetic field strength and forces on current-carrying wires, and on moving, charged particles in magnetic fields.
- solve problems involving magnetic field strength and forces and induced EMF in moving wires.
- apply the phenomenon of induced EMF to the construction of generators and transformers.

- solve problems relating the specific heats of substances to their temperature and state changes.
- solve thermal expansion problems.
- solve buoyancy and hydraulic problems.
- calculate the intensity (in W/m^2 and decibels) of a sound wave.
- explain and draw how standing waves can form on a string.
- explain and draw how standing waves can form in a closed pipe.

COURSE SYLLABUS

Course Name

CP Physics

Level

College Prep

Prerequisites

CP Prerequisite: Successful completion of CP Chemistry or ACP Chemistry

General Description of the Course

This course stresses a practical study of mechanics, heat, sound, electricity, magnetism, light, atomic physics and astrophysics, and their technological application. The CP level is similar to ACP Physics except that there is less of a need for mathematical skills. It is designed to acquaint the student with physics, as it is applicable in everyday life. Recommended for students planning to attend college, but who are not planning to major in science. Although less rigorous than the ACP Physics course, the CP level includes a quantitative study of physics concepts, demonstrates the mathematical relationships in these concepts and applies these relationships to problem solving situations.

Assured Assessments

Formative assessments can include, but are not limited to:

- Individual and group lists of safety lessons learned (Unit 1)
- Construction of models (Unit 2)
- Lab activities (Units 2, 3, 4, 5, 6, 7, 8, 9, 10)
- Data collection and analysis (Units 2, 3, 4, 5, 6, 7, 8, 9, 10)

Summative Assessments:

- End-of-unit assessment with multiple-choice questions (Unit 1)
- End-of-unit assessment with multiple-choice questions, free-response questions, and interpreting and analyzing data (Units 2, 3, 4, 5, 6, 7, 8, 9, 10)
- Midyear examination
- End-of-year examination

UNIT 1

Mathematical Tools

Unit Goals

At the completion of this unit, students will:

- know how to conduct experiments safely with a variety of physics-related equipment and technologies in accordance with the Connecticut State Department of Education (SDE) guidance document which can be found at the following link:
<https://portal.ct.gov/SDE/Publications/Connecticut-High-School-Science-Safety/Physics-Laboratory-Safety-Specifications>
- collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making (ISTE Technology Standards – Computational Thinking – Standard 5b)

Unit Essential Questions

- How do scientists experiment safely?
- How are tools selected and utilized to gather valid data in science?

Unit Scope and Sequence

- Scientists develop models based on observation and data to explain natural phenomena and predict the results of actions.
- Data is collected through observation and measurement, using human senses or measuring devices.
- Measuring devices are calibrated to agree with each other or agree with an accepted value.
- The accuracy of a measurement or calculation refers to its agreement with other measurements or calculations, or to an accepted value for that quantity.
- The precision of a measurement refers to the “exactness” of the quantity, and is determined by the measuring device used.
- Data trends are best conveyed and communicated through the creation of a graph.

Unit Assured Assessments

Formative Assessments:

Students will complete laboratory data collection and graphical analysis through experimental processes on the topics of scientific measurement.

Students will have the opportunity to assess comprehension of concepts and mastery of skills through applied quiz work.

Summative Assessments: Students will complete an assessment consisting of multiple-choice questions, free response questions and problem solving, and/or the interpretation and analysis of data, related to mathematical scientific tools.

Resources

Core

- Conceptual Physics textbook
- Use of traditional data collection tools and electronic data collection probes: e.g. Pasco

Supplemental

- Flinn Scientific's Student Safety Contract

Online resources

- The Physics Classroom. <https://www.physicsclassroom.com/>. Web.
- Pivot Interactives. <https://www.pivotinteractives.com/>. Web.
- Flipping Physics. <https://www.flippingphysics.com/>. Web.
- Khan Academy. <https://www.youtube.com/user/khanacademy>. Web.
- University of Colorado Boulder. PhET Interactive Simulations. <https://phet.colorado.edu/en/simulations/category/new>. Web.

Time Allotment

- Approximately 1-2 Weeks

UNIT 2

Kinematics

Unit Goals

At the completion of this unit, students will:

NGSS Crosscutting Concepts

Patterns: recognize that different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.

Example: As gravity affects a ball's motion both on its way up as well as on its way back down, students discover that a ball's downward motion is just a 'mirror image' of its upward motion. This symmetry becomes clear in the ball's dot diagram, the position vs. time graph, and in the velocity vs. time graph. Such patterns are not only helpful in solving kinematics problems, they speak to gravity's constant effect on any object in free fall.

NGSS Practices

Analyzing and Interpreting Data: analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution. **Example:** With pictorial and graphical data representations of a ball's motion, students are asked to analyze data and make meaning of the patterns that emerge from the data sets. Students also use information from one graph in combination with data from another to determine an unknown quantity or relationship.

Developing and Using Models: Develop and/or use a model to generate data to support explanations, analyze systems, or solve problems. **Example:** A ball's motion is represented using graphical and pictorial models. Students are required to use one or more of these models to analyze the ball's motion, to give explanations, and to solve problems

ISTE Technology Standards

ISTE Empowered Learner
(Standard 1c)

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

ISTE Knowledge Constructor
(Standard 3d)

build knowledge by actively exploring real-world (Standard 3d) issues and problems, including the anchoring event of the unit, developing ideas and theories and pursuing answers and solutions.

Unit Essential Questions

- How is motion quantified?
- How is motion predictable?

Unit Scope and Sequence

- Scalar quantities can be described completely with magnitude alone; vector quantities are described completely with magnitude and direction.
- Position is a vector quantity that describes where an object is at some moment in time.
- Displacement is a vector quantity that describes how far and in what direction an object has moved; distance is a scalar quantity that describes how far an object traveled in total to get from its starting to ending location.
- Velocity is a vector quantity that describes the direction and rate at which an object changes position, usually measured in “meters per second” (m/s). Speed is a scalar quantity that is either (1) the rate at which distance traveled changes, or (2) the magnitude of the velocity.
- Instantaneous velocity refers to the velocity at one particular moment in time, regardless of previous or future moments. Average velocity refers to the average rate of change in position over a given time interval.
- Acceleration is a vector quantity that describes the direction and rate at which an object’s velocity changes, usually measured in “(meters per second) per second” (or m/s^2). Instantaneous acceleration refers to the acceleration at one particular moment in time, regardless of previous or future moments; average acceleration refers to the average rate of change in velocity over a given time interval.
- A ticker tape diagram (or oil drop diagram) can be used to visually represent the motion of an object. Concepts such as displacement, velocity, and acceleration can be inferred from these diagrams.
- A position vs. time graph displays the location of an object as a function of time. The slope of this graph represents the average velocity of the object.
- A velocity vs. time graph displays the velocity of an object as a function of time. The slope of this graph represents the average acceleration of the object. The area bounded by this graph and the time axis represents the displacement of the object.
- An object is said to be in free fall any time the force of gravity is the only force acting on the object. This includes objects dropped, objects through up or down, and projectiles (always assuming air resistance is negligible). While in free fall near the surface of the Earth, all objects experience a constant downward acceleration of approximately 9.8 m/s^2 .
- The kinematic equations are a set of four mathematical equations that can be used to describe the one-dimensional motion of any object experiencing constant acceleration. The equations relate the object’s acceleration, initial velocity, velocity at some time t , displacement at some time t , and time.
- Vector quantities can be added visually using either the tail-to-tip method or the parallelogram method. These methods are especially useful when the vectors are not collinear.
- An object’s measured velocity and displacement are dependent on both the object’s motion and the relative motion of the object and observer. The observed acceleration of the object, however, is independent of the observer’s motion (as long as the observer is not accelerating).

- The two-dimensional motion of an object can be described as two independent one-dimensional motions. Commonly these two dimensions are either (1) horizontal and vertical, or (2) north-south and east-west.
- A projectile in two-dimensional motion near the surface of the Earth experiences constant velocity in the horizontal direction and a constant acceleration of 9.8 m/s^2 downward in the vertical direction.
- The kinematic equations can be used to describe two-dimensional motion by treating the motion in each dimension separately.

Unit Assured Assessments

Formative Assessments:

Students will complete laboratory data collection and graphical analysis through experimental processes on the topics of constant speed, constant velocity and uniformly accelerated motion, including the acceleration of free-fall. Experimental work with projectile motion will also occur. Students will have the opportunity to assess comprehension of concepts and mastery of skills through applied quiz work.

Summative Assessments:

Students will complete an assessment consisting of multiple-choice questions, free response questions and problem solving, and/or the interpretation and analysis of data, related to the kinematics of moving objects in one and two dimensions.

Resources

Core

- Conceptual Physics textbook
- Use of traditional data collection tools and electronic data collection probes: e.g. Pasco

Supplemental

Online resources

- The Physics Classroom. <https://www.physicsclassroom.com/>. Web.
- Pivot Interactives. <https://www.pivotinteractives.com/>. Web.
- Flipping Physics. <https://www.flippingphysics.com/>. Web.
- Khan Academy. <https://www.youtube.com/user/khanacademy>. Web.
- University of Colorado Boulder. PhET Interactive Simulations. <https://phet.colorado.edu/en/simulations/category/new>. Web.

Time Allotment

- Approximately 3-5 weeks

UNIT 3

Forces

Unit Goals

At the completion of this unit, students will:

- HS-PS2-1.** Analyze data to support the claim that Newton’s second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
- HS-PS2-4.** Use mathematical representations of Newton’s Law of Gravitation and Coulomb’s Law to describe and predict the gravitational and electrostatic forces between objects.
- HS-PS2-6.** Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

ISTE Technology Standards
ISTE Empowered Learner
(Standard 1c)

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

ISTE Knowledge Constructor
(Standard 3d)

build knowledge by actively exploring real-world (Standard 3d) issues and problems, including the anchoring event of the unit, developing ideas and theories and pursuing answers and solutions.

Unit Essential Questions

- How do Newton’s Motion Laws predict the effect of forces on an object’s motion?

Unit Scope and Sequence

- Forces are defined as pushes or pulls on an object.
- Forces are classified as contact versus field forces. These are further categorized as gravitational, electromagnetic, strong nuclear and weak nuclear.
- Forces are expressed as vectors having magnitude and direction.
- Friction force acts between objects that contact each other. Friction acts parallel to the contacting surface in a direction that opposes the objects’ sliding relative to each other.

- Normal force between objects that contact each other. Normal force acts perpendicular to the contacting surface.
- Friction force is directly proportional to normal force.
- The proportionality constant between friction and normal force is the friction coefficient, which is a property of any two contacting surfaces.
- Static (objects not sliding past each other) friction coefficients are generally greater than kinetic (objects sliding past each other) friction coefficients.
- Forces acting on an object combine to exert a net force.
- Net force is quantified through the use of a free body diagram of an isolated object with arrows indicating the forces exerted on the object.
- A net force is necessary to change the motion state of an object. (Newton's First Law of Motion)
- All objects have mass, the measurement of the object's inertia, its tendency to maintain its motion state.
- Acceleration, the change of an object's motion, is directly proportional to the net force acting on an object and inversely proportional to the mass of an object. (Newton's Second Law of Motion)
- Forces act in pairs between two objects. The paired forces are equal in magnitude and opposite in direction. (Newton's Third Law of Motion)
- A centripetal force acts perpendicular to an object's velocity and causes a circular motion.
- A gravitational force is shared between two objects that exerts in an attractive direction.
- The gravitational force is proportional to the product of the objects' masses and inversely proportional to the square of the distance separating the objects. (Newton's Universal Gravitation Law)

Unit Assured Assessments

Formative Assessments:

Students will complete laboratory data collection and graphical analysis through experimental processes on the topics of force (including weight, tension, friction and normal force) and Newton's Laws, including linear and centripetal accelerations. Experimental work on vector force addition will also occur.

Students will have the opportunity to assess comprehension of concepts and mastery of skills through applied quiz work.

Summative Assessments:

Students will complete an assessment consisting of multiple-choice questions, free response questions and problem solving, and/or the interpretation and analysis of data, related to force and Newton's Laws of mechanics.

Resources

Core

- Conceptual Physics textbook
- Use of traditional data collection tools and electronic data collection probes: e.g. Pasco

Supplemental

Online resources

- The Physics Classroom. <https://www.physicsclassroom.com/>. Web.
- Pivot Interactives. <https://www.pivotinteractives.com/>. Web.
- Flipping Physics. <https://www.flippingphysics.com/>. Web.
- Khan Academy. <https://www.youtube.com/user/khanacademy>. Web.
- University of Colorado Boulder. PhET Interactive Simulations.
<https://phet.colorado.edu/en/simulations/category/new>. Web.

Time Allotment

- Approximately 3-4 weeks

UNIT 4

Momentum

Unit Goals

At the completion of this unit, students will:

HS-PS2-2. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.

HS-PS2-3. Apply science and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.

ISTE Technology Standards

ISTE Empowered Learner
(Standard 1c)

technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

ISTE Knowledge Constructor
(Standard 3d)

build knowledge by actively exploring real-world (Standard 3d) issues and problems, including the anchoring event of the unit, developing ideas and theories and pursuing answers and solutions.

Unit Essential Questions

- What is momentum?
- How does momentum conservation determine the motion of objects interacting with each other?

Unit Scope and Sequence

- Impulse is defined as a force exerted on an objects over a period of time
- Impulse causes a change in an object's momentum. An object's momentum change is equal in magnitude and direction to the impulse exerted on it.
- The impulse/momentum change equation is the original expression of Newton's Second Law.
- Momentum is always conserved. This means that the total momentum of an isolated system of objects remains constant.
- Momentum conservation results from Newton's Third Law of Motion.
- Momentum conservation is applied to collision and explosion problems to determine objects' motion before or after a collision or explosion.
- Rotational momentum involves the mass distribution of a rotating object. This causes a rotating object to speed up as mass is moved towards its center.

Unit Assured Assessments

Formative Assessments:

Students will complete laboratory data collection and graphical analysis through experimental processes on the topics of impulse and conservation of momentum.

Students will have the opportunity to assess comprehension of concepts and mastery of skills through applied quiz work.

Summative Assessments:

Students will complete an assessment consisting of multiple-choice questions, free response questions and problem solving, and/or the interpretation and analysis of data, related to momentum, its transfer and its conservation.

Resources

Core

- Conceptual Physics textbook
- Use of traditional data collection tools and electronic data collection probes: e.g. Pasco

Supplemental

Online resources

- The Physics Classroom. <https://www.physicsclassroom.com/>. Web.
- Pivot Interactives. <https://www.pivotinteractives.com/>. Web.
- Flipping Physics. <https://www.flippingphysics.com/>. Web.
- Khan Academy. <https://www.youtube.com/user/khanacademy>. Web.
- University of Colorado Boulder. PhET Interactive Simulations. <https://phet.colorado.edu/en/simulations/category/new>. Web.

Time Allotment

- Approximately 2-3 weeks

UNIT 5

Energy

Unit Goals

At the completion of this unit, students will:

- HS-PS3-1** Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
- HS-PS3-2.** Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motion of particles (objects) and energy associated with the relative positions of particles (objects).
- HS-PS3-3.** Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

ISTE Technology Standards
ISTE Empowered Learner
(Standard 1c)

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

ISTE Knowledge Constructor
(Standard 3d)

build knowledge by actively exploring real-world (Standard 3d) issues and problems, including the anchoring event of the unit, developing ideas and theories and pursuing answers and solutions.

Unit Essential Questions

- How will the increasing demand for energy be met in the future?

Unit Scope and Sequence

- Energy is an abstract, scalar quantity possessed by an object (or system of objects) that comes in a variety of forms. The SI unit for energy is the joule (J), named after James Prescott Joule, and is equivalent to $\text{N}\cdot\text{m}$ or $\text{kg}\cdot\text{m}^2/\text{s}^2$. Energy is also commonly measured in calories
- Energy can be converted from one form to another through the process of work, but it can neither be created nor destroyed. The total amount of energy in the universe is constant.
- Kinetic energy is energy associated with the translational motion of an object/system. A faster moving object has more kinetic energy than an identical slower moving object. A massive object has more kinetic energy than a less massive object moving at the same speed.

- Gravitational potential or interaction energy is energy associated with the interaction (attraction) between objects with mass. The farther apart two masses are the more gravitational potential/interaction energy there is.
- Elastic potential/interaction energy is energy associated with the stretching or compressing of a spring (or other elastic substance). The more stretched/compressed a spring, the more elastic potential energy it has stored. A stiffer spring will possess more elastic potential energy than a looser spring for the same amount of stretching or compression.
- The Law of Conservation of Energy states that energy can neither be created nor destroyed, but it can be converted between the different energy types.
- Power is the rate at which work is done (or the rate at which energy is converted from one form to another).

Unit Assured Assessments

Formative Assessments:

Students will complete laboratory data collection and graphical analysis through experimental processes on the topics of work, power and conservation of energy.

Students will have the opportunity to assess comprehension of concepts and mastery of skills through applied quiz work.

Summative Assessments:

Students will complete an assessment consisting of multiple-choice questions, free response questions and problem solving, and/or the interpretation and analysis of data, related to energy, its transfer and its conservation.

Resources

Core

- Conceptual Physics textbook
- Use of traditional data collection tools and electronic data collection probes: e.g. Pasco

Supplemental

Online resources

- The Physics Classroom. <https://www.physicsclassroom.com/>. Web.
- Pivot Interactives. <https://www.pivotinteractives.com/>. Web.
- Flipping Physics. <https://www.flippingphysics.com/>. Web.
- Khan Academy. <https://www.youtube.com/user/khanacademy>. Web.
- University of Colorado Boulder. PhET Interactive Simulations. <https://phet.colorado.edu/en/simulations/category/new>. Web.

Time Allotment

- Approximately 2-3 weeks

UNIT 6

Electrostatics

Unit Goals

At the completion of this unit, students will:

- HS-PS2-4. Use mathematical representations of Newton’s Law of Gravitation and Coulomb’s Law to describe and predict the gravitational and electrostatic forces between objects.
- HS-PS2-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.
- HS-PS3-5. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.**

ISTE Technology Standards
ISTE Empowered Learner
(Standard 1c)

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

ISTE Knowledge Constructor
(Standard 3d)

build knowledge by actively exploring real-world (Standard 3d) issues and problems, including the anchoring event of the unit, developing ideas and theories and pursuing answers and solutions.

Unit Essential Questions

- How does electrical charge interact with matter?
- What rules govern how charge pushes and pulls on the world?

Unit Scope and Sequence

- There are two kinds of electrical charge, positive and negative
- Electrical charge is not created or destroyed; it is conserved.
- Objects can be charged by the transfer of electrons.
- Charges added to one part of an insulator remain on that part.
- Charges added to a conductor quickly spread over the surface of the object.
- Charged objects exert forces on other charged objects. Like charges repel; unlike charges attract
- An object can be charged by conduction by touching a charged object to it

- To charge an object by induction, a charged object is first brought nearby, causing a separation of charges. Then the object to be charged is separated, trapping opposite charges on the two halves.
- Coulomb's law states that force between two charged objects varies directly with the product of their charges and inversely with the square of the distance between them.
- A charged object of either sign can produce separation of charge in a neutral body. Thus a charged object attracts a neutral one.
- An electric field exists around any charged object. The field produces forces on other charged objects.
- Electric potential difference is the change in potential energy per unit charge in an electric field, and is measured in volts.
- A charged object can have its excess charge removed by touching it to Earth or to an object touching Earth. This is called grounding.

Unit Assured Assessments

Formative Assessments:

Students will complete laboratory data collection and graphical analysis through experimental processes on the topics of electrostatics.

Students will have the opportunity to assess comprehension of concepts and mastery of skills through applied quiz work.

Summative Assessments:

Students will complete an assessment consisting of multiple-choice questions, free response questions and problem solving, and/or the interpretation and analysis of data, related to electrostatic interactions.

Resources

Core

- Conceptual Physics textbook
- Use of traditional data collection tools and electronic data collection probes: e.g. Pasco

Supplemental

Online resources

- The Physics Classroom. <https://www.physicsclassroom.com/>. Web.
- Pivot Interactives. <https://www.pivotinteractives.com/>. Web.
- Flipping Physics. <https://www.flippingphysics.com/>. Web.
- Khan Academy. <https://www.youtube.com/user/khanacademy>. Web.
- University of Colorado Boulder. PhET Interactive Simulations. <https://phet.colorado.edu/en/simulations/category/new>. Web.

Time Allotment

- Approximately 2-3 weeks

UNIT 7

Electric Current

Unit Goals

At the completion of this unit, students will:

HS-PS2-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

HS-PS3-1 Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

HS-PS3-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

ISTE Technology Standards
ISTE Empowered Learner
(Standard 1c)

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

ISTE Knowledge Constructor
(Standard 3d)

build knowledge by actively exploring real-world (Standard 3d) issues and problems, including the anchoring event of the unit, developing ideas and theories and pursuing answers and solutions.

Unit Essential Questions

- How is energy transferred in electric circuits?

Unit Scope and Sequence

- Batteries, generators, and solar cells convert various forms of energy to electric energy
- In an electric circuit, electric energy is transmitted from a device that produces electric energy to a resistor or other device that converts electrical energy to the form needed.
- As a charge moves through resistors in a circuit, its potential energy is reduced. The energy released when the charge moves around the remainder of the circuit equals the work done to give the charge its initial potential energy.
- The SI unit for electric current is the ampere (A). One ampere is one coulomb per second.

- Ohm's law states that the resistance (R) of a device is the ratio of the voltage (V) across it divided by the current (I) through it, or $R = V/I$.
- In a device that obeys Ohm's law, the resistance remains constant as the voltage and current change.
- The current in a circuit can be varied by changing either the voltage or the resistance, or both.
- In a circuit diagram, conventional current is used. This is the direction in which a positive charge would move.
- In long-distance transmission, current is reduced without power being reduced by increasing voltage.
- Current is the same everywhere in a series circuit.
- The equivalent resistance of a series circuit is the sum of the resistances of its parts.
- The sum of the voltage drops across resistors in series is equal to the potential difference applied across the combination.
- The voltage drops across all branches of a parallel circuit are the same.
- In a parallel circuit, the total current is equal to the sum of the currents in the branches.
- The reciprocal of the equivalent resistance of parallel resistors is equal to the sum of the reciprocals of the individual resistances.
- If any branch of a parallel circuit is opened, there is no current in that branch. The current in the other branches is unchanged.
- A fuse or circuit breaker, placed in series with appliances, creates an open circuit when dangerously high currents flow.
- An ammeter is used to measure current in a branch or part of a circuit. An ammeter always has a low resistance and is connected in series.
- A voltmeter is used to measure a potential difference (voltage) across any part or combination of parts of a circuit. A voltmeter always has high resistance and is connected in parallel with the part of the circuit being measured.

Unit Assured Assessments

Formative Assessments:

Students will complete laboratory data collection and graphical analysis through experimental processes on the topics of electrical circuitry, including Ohm's Law and series and parallel circuits.

Students will have the opportunity to assess comprehension of concepts and mastery of skills through applied quiz work.

Summative Assessments:

Students will complete an assessment consisting of multiple-choice questions, free response questions and problem solving, and/or the interpretation and analysis of data, related to electrical current and its control.

Resources

Core

- Conceptual Physics textbook
- Use of traditional data collection tools and electronic data collection probes: e.g. Pasco

Supplemental

Online resources

- The Physics Classroom. <https://www.physicsclassroom.com/>. Web.
- Pivot Interactives. <https://www.pivotinteractives.com/>. Web.
- Flipping Physics. <https://www.flippingphysics.com/>. Web.
- Khan Academy. <https://www.youtube.com/user/khanacademy>. Web.
- University of Colorado Boulder. PhET Interactive Simulations. <https://phet.colorado.edu/en/simulations/category/new>. Web.

Time Allotment

- Approximately 3-4 weeks

UNIT 8

Magnetism

Unit Goals

At the completion of this unit, students will:

- HS-PS2-5.** **Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.**
- HS-PS2-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.
- HS-PS3-1 Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
- HS-PS3-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
- HS-PS3-5.** **Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.**

ISTE Technology Standards
ISTE Empowered Learner
(Standard 1c)

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

ISTE Knowledge Constructor
(Standard 3d)

build knowledge by actively exploring real-world (Standard 3d) issues and problems, including the anchoring event of the unit, developing ideas and theories and pursuing answers and solutions.

Unit Essential Questions

- How are magnetism, electric charge and electricity related?
- How is electromagnetism harnessed to produce mechanical work?

Unit Scope and Sequence

- Like magnetic poles repel; unlike magnetic poles attract
- Magnetic fields exit from the north pole of a magnet and enter its south pole.
- Magnetic field lines always form closed loops.
- A magnetic field exists around any wire that carries current.
- A coil of wire that carries a current has a magnetic field. The field about the coil is like the field about a permanent magnet.
- When a current-carrying wire is placed in a magnetic field, there exists a force on the wire that is perpendicular to both the field and the wire.
- An electric motor consists of a coil of wire placed in a magnetic field. When there is current in the coil, the coil rotates as the result of the force on the wire in the magnetic field.
- A generator and a motor are similar devices. A generator converts mechanical energy to electrical energy; a motor converts electrical energy to mechanical energy.
- A transformer has two coils wound about the same core. An AC current through the primary coil induces an alternating EMF in the secondary coil. The voltages in alternating-current circuits may be increased or decreased by transformers.

Unit Assured Assessments

Formative Assessments:

Students will complete laboratory data collection and graphical analysis through experimental processes on the topics of magnetism, including electro-magnetic induction.

Students will have the opportunity to assess comprehension of concepts and mastery of skills through applied quiz work.

Summative Assessments:

Students will complete an assessment consisting of multiple-choice questions, free response questions and problem solving, and/or the interpretation and analysis of data, related to magnetic interactions.

Resources

Core

- Conceptual Physics textbook
- Use of traditional data collection tools and electronic data collection probes: e.g. Pasco

Supplemental

Online resources

- The Physics Classroom. <https://www.physicsclassroom.com/>. Web.
- Pivot Interactives. <https://www.pivotinteractives.com/>. Web.
- Flipping Physics. <https://www.flippingphysics.com/>. Web.
- Khan Academy. <https://www.youtube.com/user/khanacademy>. Web.
- University of Colorado Boulder. PhET Interactive Simulations. <https://phet.colorado.edu/en/simulations/category/new>. Web.

Time Allotment

- Approximately 2-3 weeks

UNIT 9

Waves and Sound

Unit Goals

At the completion of this unit, students will:

HS-PS4-1. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.

HS-PS4-5. Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

ISTE Technology Standards
ISTE Empowered Learner
(Standard 1c)

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

ISTE Knowledge Constructor
(Standard 3d)

build knowledge by actively exploring real-world (Standard 3d) issues and problems, including the anchoring event of the unit, developing ideas and theories and pursuing answers and solutions.

Unit Essential Questions

- How does our understanding of wave phenomena affect human society?

Unit Scope and Sequence

- A wave is a disturbance or vibration in matter that results in the transfer of energy between locations without the bulk transfer of matter.
- Most waves require a medium (matter) to travel through; energy is transmitted from particle to particle in the medium. Electromagnetic waves (light) are an exception to this as they can travel through a vacuum.
- Transverse waves are waves in which the individual particles in the medium vibrate perpendicularly to the direction the energy is travelling. Examples include light and “the wave” done during sporting events.
- Longitudinal waves are waves in which the individual particles in the medium vibrate parallel to the direction the energy is travelling, resulting in compressions and expansions of the particles. Sound is an example of a longitudinal wave.
- The amplitude of a wave is measured based on the maximum distance the particles are displaced from their rest position. Amplitude is related to the amount of energy being

transmitted; a wave with a greater amplitude transmits more energy than a wave with a smaller amplitude.

- A wave pulse is a single disturbance or vibration. A periodic wave results when wave pulses occur at a regular interval/rate.
- Wave speed is the rate at which the disturbance moves through the medium. As with any speed, it is often measured in meters per second. Wave speed is determined by the properties of the medium (for example sound travels faster in water than in air due to the different properties of those media).
- Frequency is a measurement associated with a periodic wave, and it is the rate at which wave pulses are created (how many waves per second). Frequency is measured in hertz (Hz), and is determined by the source of the disturbance.
- Period is a measurement associated with a periodic wave, and it is the number of seconds between wave pulses. Period and frequency are thus inversely related to one another (seconds per wave vs. waves per second).
- Wavelength is a measurement associated with a periodic wave, and it is the distance between successive wave pulses. Wavelength is measured in meters, and is dependent upon the wave speed and frequency.
- Wave speed, wavelength, and frequency are related to each other through the wave equation: $v = \lambda f$. This equation can be used to describe any type of wave phenomena.
- Intensity is a measurement of the rate of energy delivered by a wave per unit area.
- The lowest intensity perceptible to the human ear is approximately 10^{-12} W/m^2 , and the greatest intensity (when sound starts to be painful) is 1 W/m^2 . Due to this huge range of values, the Decibel scale is often used.
- The Decibel scale is a logarithmic scale, where 0 dB is the threshold of hearing and 120 dB is the threshold of pain.
- When more than one wave occupies the same location in a medium, superposition occurs and the amplitudes of the waves combine. Constructive interference occurs when the overall amplitude is greater than the individual amplitudes; destructive interference occurs when the overall amplitude is smaller than the individual amplitudes.
- Standing waves can be formed in a medium under the right conditions of constructive and destructive interference. A standing wave appears to oscillate in place as the individual wave pulses travel back and forth. Certain locations in the medium (called nodes) always have destructive interference occurring, resulting in minimal vibration of the medium. Other locations in the medium (called antinodes) alternate between destructive interference and constructive interference, resulting in maximum vibration of the medium.
- The speed of waves on a string, wire, or spring is dependent on the tension and linear mass density of the medium. Standing waves can be formed on a string, wire, or spring when the length of the medium is a multiple of half wavelengths of the periodic wave (with a node existing at each end).
- The speed of sound in air is directly related to the temperature of the air. At room temperature, the speed of sound is approximately 343 m/s.
- Standing sound waves can be created in an open pipe (open to the atmosphere at both ends) when the length of the pipe is a multiple of half wavelengths of the sound waves (with an antinode existing at each end).

- Standing sound waves can be created in a closed pipe (open to the atmosphere at only one end) when the length of the pipe is an odd multiple of quarter wavelengths of the sound waves (with a node at the closed end and an antinode at the open end).

Unit Assured Assessments

Formative Assessments:

Students will complete laboratory data collection and graphical analysis through experimental processes on the topics of waves and sound, including resonance and standing waves.

Students will have the opportunity to assess comprehension of concepts and mastery of skills through applied quiz work.

Summative Assessments:

Students will complete an assessment consisting of multiple-choice questions, free response questions and problem solving, and/or the interpretation and analysis of data, related to waves and sound.

Resources

Core

- Conceptual Physics textbook
- Use of traditional data collection tools and electronic data collection probes: e.g. Pasco

Supplemental

Online resources

- The Physics Classroom. <https://www.physicsclassroom.com/>. Web.
- Pivot Interactives. <https://www.pivotinteractives.com/>. Web.
- Flipping Physics. <https://www.flippingphysics.com/>. Web.
- Khan Academy. <https://www.youtube.com/user/khanacademy>. Web.
- University of Colorado Boulder. PhET Interactive Simulations. <https://phet.colorado.edu/en/simulations/category/new>. Web.

Time Allotment

- Approximately 2-3 weeks

UNIT 10

Light

Unit Goals

At the completion of this unit, students will:

- HS-PS4-1. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.**
- HS-PS4-5. Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.**

ISTE Technology Standards
ISTE Empowered Learner
(Standard 1c)

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

ISTE Knowledge Constructor
(Standard 3d)

build knowledge by actively exploring real-world (Standard 3d) issues and problems, including the anchoring event of the unit, developing ideas and theories and pursuing answers and solutions.

Unit Essential Questions

- What is the nature of light?
- How does light interact with substances?
- How can light properties be used?

Unit Scope and Sequence

- Light is part of the electromagnetic spectrum of waves that travel through space in essentially straight lines at 3×10^8 meters per second.
- Light also exhibits properties of particles. These particles are called photons which contain a certain amount of energy and momentum as indicated by their frequency.
- Reflected light leaves an object's surface at the same angle it hit the object's surface.
- Refraction index of a substance indicates the degree to which the light is slowed down when it is transmitted through the substance.

- When light enters an object at an angle, its direction is changed according to Snell's law and the refraction index.
- Light striking the surface can experience total internal reflection if the incident angle is greater than the critical angle.
- Light reflected off the surface of an object can be directed to form an image.
- Light refracted through an object can be directed to form an image.
- These images can be real (projectable) or virtual (not projectable)

Unit Assured Assessments

Formative Assessments:

Students will complete laboratory data collection and graphical analysis through experimental processes on the topics of light optics, including image formation.

Students will have the opportunity to assess comprehension of concepts and mastery of skills through applied quiz work.

Summative Assessments:

Students will complete an assessment consisting of multiple-choice questions, free response questions and problem solving, and/or the interpretation and analysis of data, related to light and optics.

Resources

Core

- Conceptual Physics textbook
- Use of traditional data collection tools and electronic data collection probes: e.g. Pasco

Supplemental

Online resources

- The Physics Classroom. <https://www.physicsclassroom.com/>. Web.
- Pivot Interactives. <https://www.pivotinteractives.com/>. Web.
- Flipping Physics. <https://www.flippingphysics.com/>. Web.
- Khan Academy. <https://www.youtube.com/user/khanacademy>. Web.
- University of Colorado Boulder. PhET Interactive Simulations. <https://phet.colorado.edu/en/simulations/category/new>. Web.

Time Allotment

- Approximately 2-3 weeks

CREDIT

1 credit in science
One class period daily, for a full year

PREREQUISITES

Successful completion of CP Chemistry or ACP Chemistry

ASSURED STUDENT PERFORMANCE RUBRICS

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

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

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Understanding X_____	<ul style="list-style-type: none"> Student demonstrates clear understanding of the problem and the complexities of the task 	<ul style="list-style-type: none"> Student demonstrates sufficient understanding of the problem and most of the complexities of the task 	<ul style="list-style-type: none"> Student demonstrates some understanding of the problem but requires assistance to complete the task 	<ul style="list-style-type: none"> Student demonstrates limited or no understanding of the fundamental problem after assistance with the task
Research X_____	<ul style="list-style-type: none"> Student gathers compelling information from multiple sources including digital, print, and interpersonal 	<ul style="list-style-type: none"> Student gathers sufficient information from multiple sources including digital, print, and interpersonal 	<ul style="list-style-type: none"> Student gathers some information from few sources including digital, print, and interpersonal 	<ul style="list-style-type: none"> Student gathers limited or no information
Reasoning and Strategies X_____	<ul style="list-style-type: none"> Student demonstrates strong critical thinking skills to develop a comprehensive plan integrating multiple strategies 	<ul style="list-style-type: none"> Student demonstrates sufficient critical thinking skills to develop a cohesive plan integrating strategies 	<ul style="list-style-type: none"> Student demonstrates some critical thinking skills to develop a plan integrating some strategies 	<ul style="list-style-type: none"> Student demonstrates limited or no critical thinking skills and no plan
Final Product and/or Presentation X_____	<ul style="list-style-type: none"> Solution shows deep understanding of the problem and its components Solution shows extensive use of 21st-century technology skills 	<ul style="list-style-type: none"> Solution shows sufficient understanding of the problem and its components Solution shows sufficient use of 21st-century technology skills 	<ul style="list-style-type: none"> Solution shows some understanding of the problem and its components Solution shows some use of 21st-century technology skills 	<ul style="list-style-type: none"> Solution shows limited or no understanding of the problem and its components Solution shows limited or no use of 21st-century technology skills

Trumbull High School School-Wide Writing Rubric

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

Trumbull High School School-Wide Independent Learning and Thinking Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal X _____	<ul style="list-style-type: none"> Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work 	<ul style="list-style-type: none"> Student demonstrates initiative by generating appropriate questions, creating original projects/work 	<ul style="list-style-type: none"> Student demonstrates some initiative by generating questions, creating appropriate projects/work 	<ul style="list-style-type: none"> Student demonstrates limited or no initiative by generating few questions and creating projects/work
Independent Research & Development X _____	<ul style="list-style-type: none"> Student is analytical, insightful, and works independently to reach a solution 	<ul style="list-style-type: none"> Student is analytical, and works productively to reach a solution 	<ul style="list-style-type: none"> Student reaches a solution with direction 	<ul style="list-style-type: none"> Student is unable to reach a solution without consistent assistance
Presentation of Final Product X _____	<ul style="list-style-type: none"> Presentation shows compelling evidence of an independent learner and thinker Solution shows deep understanding of the problem and its components Solution shows extensive and appropriate application of 21st-century skills 	<ul style="list-style-type: none"> Presentation shows clear evidence of an independent learner and thinker Solution shows adequate understanding of the problem and its components Solution shows adequate application of 21st-century skills 	<ul style="list-style-type: none"> Presentation shows some evidence of an independent learner and thinker Solution shows some understanding of the problem and its components Solution shows some application of 21st-century skills 	<ul style="list-style-type: none"> Presentation shows limited or no evidence of an independent learner and thinker Solution shows limited or no understanding of the problem and its components Solution shows limited or no application of 21st-century skills

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

ACP Physics
Grade 12

2022

(Last revision date: 2012)

Curriculum Writing Team

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

CORE VALUES AND BELIEFS

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

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

In Grade 12 Physics, students will explore many of the systems and processes of the physical world by investigating the macroscopic interactions of matter through the topics of general physics. By focusing on the changes in matter and energy, scientifically literate students can use this deeper understanding to make predictions, analyze scientific data, and contribute to the greater scientific community. Students in this course will typically have completed ACP Chemistry with a focus on the microscopic interactions of matter.

This curriculum has been modified most recently (2021) to remain consistent in the continued development of scientifically literate students, with a concentration on matter, energy, and changes. Authentic scientific and engineering experiences build on one another and increase in complexity throughout students' K-12 education. In 2015, the Connecticut State Board of Education adopted the Next-Generation Science Standards (NGSS), which embody the National Research Council's *Framework for K-12 Science Education* (2012). Both the *Framework* and the NGSS stress the importance of teaching classroom scientific inquiry as practiced by scientists and engineers. The *Framework* provides a vision for American science education in the 21st century, while the NGSS provides grade-level student performance expectations, disciplinary core ideas, and crosscutting concepts. The *Framework* and NGSS indicated a paradigm shift in science education, one in which teachers are to incorporate authentic learning experiences for students that reflect the nature of doing science and engineering.

The *Framework* and NGSS provide clarity to classroom scientific inquiry by stressing the importance of eight practices of science and engineering. The practices were designed to help students understand how scientific knowledge develops, and to stimulate students' interest in and continued study of science. Three-dimensional learning facilitates student engagement with Science and Engineering Practices and Crosscutting Concepts to deepen their understanding of Disciplinary Core Ideas in order to explain phenomena and solve problems. Three-dimensional learning promotes development of student skills in the following areas:

- Knowing, using, and interpreting scientific explanations of the natural world (Disciplinary Core Ideas, and Crosscutting Concepts)
- Generating and evaluating scientific evidence and explanations (Science and Engineering Practices)
- Participating productively in scientific practices and discourse (Science and Engineering Practices)

- Understanding the nature and development of scientific knowledge (Science and Engineering Practices, and Crosscutting Concepts)

The shift of science education reflects the interconnected nature of science as it is practiced in the real world and builds coherently across grades K-12. The NGSS focus on deeper understanding of content as well as application of content with an alignment to the Connecticut Core Standards. A deeper understanding and application of science and engineering practices prepare students for postsecondary success and citizenship in a world fueled by innovations in science and technology. In accordance with the NGSS Science and Engineering Practices, students will be asked 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.

Grade 12 Physics is offered at two separate course levels: Advanced College Preparatory (ACP) and College Preparatory (CP). Both levels will explore each unit of study. The courses are differentiated by pacing of curriculum, rigor of exploration, depth of content knowledge, and the application of quantitative reasoning. The ACP course will explore topics with the greatest depth, most rigorous exploration, deepest study of content, and furthest application of quantitative reasoning. More support will be offered at the CP course level. In addition, study of physics principles is offered through an early college experience collaborative (UCONN Physics) and two Advanced Placement courses: Physics C (AP-C) and Physics 1 (AP-1). These advanced courses follow a different curriculum, and demand a much higher rigor of exploration, depth of content knowledge, and the application of quantitative reasoning.

COURSE GOALS

The following course goals derive from the 2021 Next Generation Science Standards.

- HS-PS2-1. Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
- HS-PS2-2. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.
- HS-PS2-3. Apply science and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.
- HS-PS2-4. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.
- HS-PS2-5. Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.
- HS-PS2-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.
- HS-PS3-1. Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
- HS-PS3-2. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motion of particles (objects) and energy associated with the relative positions of particles (objects).
- HS-PS3-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

- HS-PS3-4. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).
- HS-PS3-5. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.
- HS-PS4-1. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
- HS-PS4-5. Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

The following course goals derive from the 2010 Connecticut Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects

- | | |
|-------------------------------|--|
| CCSS.ELA-LITERACY.RST.11-12.1 | Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. |
| CCSS.ELA-LITERACY.RST.11-12.2 | Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. |
| CCSS.ELA-LITERACY.RST.11-12.3 | Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. |
| CCSS.ELA-LITERACY.RST.11-12.4 | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. |

CCSS.ELA-LITERACY.RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
CCSS.ELA-LITERACY.RST.11-12.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
CCSS.ELA-LITERACY.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
CCSS.ELA-LITERACY.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
CCSS.ELA-LITERACY.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible
CCSS.ELA-LITERACY.RST.11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

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

CCSS.ELA-LITERACY.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CCSS.ELA-LITERACY.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one

	another to provide a complex analysis; provide an objective summary of the text.
CCSS.ELA-LITERACY.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
CCSS.ELA-LITERACY.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
CCSS.ELA-LITERACY.W.11-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-LITERACY.W.11-12.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA-LITERACY.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA-LITERACY.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter

	time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCSS.ELA-LITERACY.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data
CCSS.ELA-LITERACY.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
CCSS.ELA-LITERACY.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-LITERACY.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

The following course goals derive from the 2016 International Society for Technology in Education (ISTE) Technology Standards

ISTE Standard 1 - Empowered Learner	Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
ISTE Standard 2 - Digital Citizen	Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
ISTE Standard 3 - Knowledge Constructor	Students critically curate a variety of resources using digital tools to construct knowledge, produce

creative artifacts and make meaningful learning experiences for themselves and others.

ISTE Standard 4 - Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

ISTE Standard 5 - Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

ISTE Standard 6 - Creative Communicator

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

ISTE Standard 7 - Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- scientific knowledge is acquired through inquiry, experimentation, data analysis, and interpretation.
- scientific conclusions and explanations are based on research data, and scientific results may be assessed based on the design of the investigation.
- scientific ideas and concepts evolve over time.
- the credibility of scientific information found in various media can vary.
- mathematical operations and procedures may be used to calculate, analyze, and present data and ideas.
- science and technology affect the quality of our lives.

Also, in accordance with the NGSS Cross-Cutting Concepts, students will work to understand . .

- how observed patterns of forms and events guide organization and classification, and prompt questions about relationships and the factors that influence them.
- events have causes, sometimes simple, sometimes multifaceted and that 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 measures of size, time, and energy and to recognize how changes in scale, proportion, or quantity affect a system's structure or performance.
- that 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.
- that the tracking of fluxes of energy and matter into, out of, and within systems helps one understand the systems' possibilities and limitations.
- structure and function, in such that the way in which an object or living thing is shaped and its substructure determine many of its properties and functions.
- that 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.

COURSE ESSENTIAL QUESTIONS

From Study.com:

- How are graphical and mathematical models created from experimental data?
- How are fields used to model physics phenomena?
- How can rules and relationships be used to predict what happens in a physical situation?
- How can physics be applied to understanding everyday life?
- How can abstract mathematics be used to describe phenomena?
- How can abstract mathematics be used to represent relationships between variables?
- To what extent does physics explain phenomena at the wide variety of scales?
- How can physics be used to solve problems?
- How does physics explain change and constancy in the universe?
- What is the value in separating the universe into systems when trying to explain it?
- Why are system boundaries important to define?
- Why are assumptions and approximations important in physics? To what extent does this limit the usefulness of your results?
- To what extent does physics explain cause and effect?
- How can scientific ideas be used to solve problems?
- How is matter and energy related?
- How is the universe constructed from the tiny scales to the largest?
- How can physics be used to create models and simulations?
- Why is correlation and causation not the same thing?
- How are physics and engineering related?
- How can scientific knowledge be communicated?
- How can scientific arguments be evaluated?
- How should scientific investigations be designed?

From NGSS (Physical Science):

- How can one explain and predict interactions of objects and systems of objects?
- How can one predict an object's continued motion, change in motion, or stability?
- What underlying forces explain the variety of interactions observed?
- Why are some physical systems more stable than others?
- How is energy transferred and conserved?
- What is meant by conservation of energy?
- How is energy transferred between objects or systems?
- How are forces related to energy?
- How do food and fuel provide energy?
- If energy is conserved, why do people say it is produced or used?
- How are waves used to transfer energy and information?
- What are the characteristic properties and behaviors of waves?
- What is light?
- How can one explain the varied effects that involve light?

- What other forms of electromagnetic radiation are there?
- How are instruments that transmit and detect waves used to expand human senses?

COURSE KNOWLEDGE & SKILLS

The following core knowledge and skills will be developed through students' work in this course:

Students will know . . .

- the appropriate techniques and procedures to use in a laboratory setting.
- the difference between scalar and vector quantities.
- the difference between distance and displacement.
- the difference between speed and velocity.
- the definition of the term acceleration.
- Newton's Laws of Motion.
- the various types of forces.
- the definitions of momentum and momentum conservation.
- the definition of impulse and its relationship to momentum change.
- the relationship between momentum conservation and Newton's laws of motion.
- the differences between various types of energy (kinetic, gravitational potential, elastic potential, thermal).
- the relationship between work and the change in energy of a system.
- that power is calculated as the rate at which work is done (rate of energy conversion).
- that charging of an object is the separation, not the creation, of electrical charges.
- that electrically charged objects exert forces, both attractive and repulsive.
- the ways objects become charged.
- the definition of electrical force as it relates to the charges on objects and the distance between them.
- the definitions of electric current, potential difference, resistance, and power, and their relationships to each other.
- the properties of magnets and the origin of magnetism in materials.
- the relationship between magnetic induction and the direction of force on a current-carrying wire in a magnetic field.
- the design and operation of an electric motor.
- how changing magnetic fields can generate electric current and potential difference.
- the differences among temperature, heat and thermal energy.
- how the transfer of thermal energy can change the state (phase) of a substance.
- how increasing the temperature of an object will make it expand.
- Archimedes' and Pascal's Principles.
- how wave phenomena are described, using the following terms: amplitude, wave pulse, periodic wave, wavelength, frequency, period, and wave speed.
- the differences between transverse and longitudinal waves, and provide examples of each.

- what happens when two or more waves attempt to occupy the same location in a medium.
- the definition of wave resonance and its relation to an object's natural frequency.
- how light travels.
- that light is part of the electromagnetic spectrum.
- that when light strikes an object, it is absorbed, reflected from or transmitted through the substance and what happens when these occur.
- the dual nature of light.

Students will be able to . . .

- abide by the safety rules and regulations set forth by the safety contract.
- use appropriate tools and techniques to make observations and gather data.
- articulate conclusions and explanations based on research data, and assess results based on the design of the investigation.
- describe the motion of an object with constant velocity vs. constant acceleration.
- use the kinematic equations to complete one-dimensional motion problems.
- create and interpret position vs. time graphs.
- create and interpret velocity vs. time graphs.
- describe the motion of a freely-falling object.
- use the kinematic equations to complete free fall motion problems.
- describe the motion of a projectile.
- use the kinematic equations to complete two-dimensional motion problems.
- describe how friction affects the motion of two objects that are in contact with each other.
- draw free body diagrams of objects with arrows identifying the forces acting on the object.
- use a free body diagram and vector addition to determine the net force acting on an object.
- use Newton's Second Law to predict the acceleration of an object given its mass and the net force acting upon it.
- solve problems relating an object's mass, forces acting on it and its motion.
- calculate the gravitational force acting between two objects based upon their masses and separation distance.
- solve collision and explosion problems using the conservation of momentum.
- quantify the amount of each type of energy a system possesses.
- quantify the amount of work done by a force.
- use the work-energy theorem to solve problems.
- use conservation of energy to solve problems.
- solve electrostatics problems using the conservation of charge.
- describe the requirements for electric current flow in circuits.
- diagram simple electric circuits.
- solve problems involving current, potential difference, resistance, power, and the use and cost of electric energy.

- compare various magnetic fields.
- solve problems involving magnetic field strength and forces on current-carrying wires, and on moving, charged particles in magnetic fields.
- solve problems involving magnetic field strength and forces and induced EMF in moving wires.
- apply the phenomenon of induced EMF to the construction of generators and transformers.
- solve problems relating the specific heats of substances to their temperature and state changes.
- solve thermal expansion problems.
- solve buoyancy and hydraulic problems.
- calculate the intensity (in W/m^2 and decibels) of a sound wave.
- explain and draw how standing waves can form on a string.
- explain and draw how standing waves can form in a closed pipe.

COURSE SYLLABUS

Course Name

ACP Physics

Level

Advanced College Prep

Prerequisites

ACP Prerequisite: Successful completion of ACP Chemistry.

(CP Prerequisite: Successful completion of CP Chemistry or ACP Chemistry.)

General Description of the Course

This course consists of a practical study of mechanics, heat, sound, electricity, magnetism, light, atomic physics and astrophysics, stressing technological application. The CP level is similar to ACP Physics except that there is less of a need for mathematical skills. It is designed to acquaint the student with physics, as it is applicable in everyday life. Recommended for students planning to attend college, but who are not planning to major in science. The ACP level comprises a quantitative study of mechanics, wave phenomena, optics, heat, electricity and magnetism. The course demonstrates the mathematical relationships in physics concepts and applies these relationships to problem solving situations.

Assured Assessments

Formative assessments can include, but are not limited to:

- Individual and group lists of safety lessons learned (Unit 1)
- Construction of models (Unit 2)
- Lab activities (Units 2, 3, 4, 5, 6, 7, 8, 9, 10)
- Data collection and analysis (Units 2, 3, 4, 5, 6, 7, 8, 9, 10)

Summative Assessments:

- End-of-unit assessment with multiple-choice questions (Unit 1)
- End-of-unit assessment with multiple-choice questions, free-response questions, and interpreting and analyzing data (Units 2, 3, 4, 5, 6, 7, 8, 9, 10)
- Midyear examination
- End-of-year examination

UNIT 1

Mathematical Tools

Unit Goals

At the completion of this unit, students will:

- **collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making (ISTE Technology Standards – Computational Thinking – Standard 5b)**
- know how to conduct experiments safely with a variety of physics-related equipment and technologies in accordance with the Connecticut State Department of Education (SDE) guidance document which can be found at the following link:
<https://portal.ct.gov/SDE/Publications/Connecticut-High-School-Science-Safety/Physics-Laboratory-Safety-Specifications>

Unit Essential Questions

- How do scientists experiment safely?
- How are tools selected and utilized to gather valid data in science?

Unit Scope and Sequence

- Scientists develop models based on observation and data to explain natural phenomena and predict the results of actions.
- Data is collected through observation and measurement, using human senses or measuring devices.
- Measuring devices are calibrated to agree with each other or agree with an accepted value.
- The accuracy of a measurement or calculation refers to its agreement with other measurements or calculations, or to an accepted value for that quantity.
- The precision of a measurement refers to the “exactness” of the quantity, and is determined by the measuring device used.
- Data trends are best conveyed and communicated through the creation of a graph.

Unit Assured Assessments

Formative Assessments:

Students will complete laboratory data collection and graphical analysis through experimental processes on the topics of scientific measurement.

Students will have the opportunity to assess comprehension of concepts and mastery of skills through applied quiz work.

Summative Assessments:

Students will complete an assessment consisting of multiple-choice questions, free response questions and problem solving, and/or the interpretation and analysis of data, related to mathematical scientific tools.

Resources

Core

- Physics Principles and Problems textbook
- Use of traditional data collection tools and electronic data collection probes: e.g. Pasco

Supplemental

- Flinn Scientific's Student Safety Contract

Online resources

- The Physics Classroom. <https://www.physicsclassroom.com/>. Web.
- Pivot Interactives. <https://www.pivotinteractives.com/>. Web.
- Flipping Physics. <https://www.flippingphysics.com/>. Web.
- Khan Academy. <https://www.youtube.com/user/khanacademy>. Web.
- University of Colorado Boulder. PhET Interactive Simulations. <https://phet.colorado.edu/en/simulations/category/new>. Web.

Time Allotment

- Approximately 1-2 Weeks

UNIT 2

Kinematics

Unit Goals

At the completion of this unit, students will:

NGSS Practices (Developing and Using Models):

- **develop and/or use a model to generate data to support explanations, analyze systems, or solve problems.** *Example: A ball's motion is represented using graphical and pictorial models. Students are required to use one or more of these models to analyze the ball's motion, to give explanations, and to solve problems*

NGSS Practices (Analyzing and Interpreting Data):

- analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution. *Example: With pictorial and graphical data representations of a ball's motion, students are asked to analyze data and make meaning of the patterns that emerge from the data sets. Students also use information from one graph in combination with data from another to determine an unknown quantity or relationship.*

NGSS Crosscutting Concepts (Patterns):

- recognize that different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena. *Example: As gravity affects a ball's motion both on its way up as well as on its way back down, students discover that a ball's downward motion is just a 'mirror image' of its upward motion. This symmetry becomes clear in the ball's dot diagram, the position vs. time graph, and in the velocity vs. time graph. Such patterns are not only helpful in solving kinematics problems, they speak to gravity's constant effect on any object in free fall.*

ISTE Technology Standards

ISTE Empowered Learner
(Standard 1c)

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

ISTE Knowledge Constructor
(Standard 3d)

build knowledge by actively exploring real-world (Standard 3d) issues and problems, including the anchoring event of the unit, developing ideas and theories and pursuing answers and solutions.

Unit Essential Questions

- How is motion quantified?
- How is motion predictable?

Unit Scope and Sequence

- Scalar quantities can be described completely with magnitude alone; vector quantities are described completely with magnitude and direction.
- Position is a vector quantity that describes where an object is at some moment in time.
- Displacement is a vector quantity that describes how far and in what direction an object has moved; distance is a scalar quantity that describes how far an object traveled in total to get from its starting to ending location.
- Velocity is a vector quantity that describes the direction and rate at which an object changes position, usually measured in “meters per second” (m/s). Speed is a scalar quantity that is either (1) the rate at which distance traveled changes, or (2) the magnitude of the velocity.
- Instantaneous velocity refers to the velocity at one particular moment in time, regardless of previous or future moments. Average velocity refers to the average rate of change in position over a given time interval.
- Acceleration is a vector quantity that describes the direction and rate at which an object’s velocity changes, usually measured in “(meters per second) per second” (or m/s^2). Instantaneous acceleration refers to the acceleration at one particular moment in time, regardless of previous or future moments; average acceleration refers to the average rate of change in velocity over a given time interval.
- A ticker tape diagram (or oil drop diagram) can be used to visually represent the motion of an object. Concepts such as displacement, velocity, and acceleration can be inferred from these diagrams.
- A position vs. time graph displays the location of an object as a function of time. The slope of this graph represents the average velocity of the object.
- A velocity vs. time graph displays the velocity of an object as a function of time. The slope of this graph represents the average acceleration of the object. The area bounded by this graph and the time axis represents the displacement of the object.
- An object is said to be in free fall any time the force of gravity is the only force acting on the object. This includes objects dropped, objects through up or down, and projectiles (always assuming air resistance is negligible). While in free fall near the surface of the Earth, all objects experience a constant downward acceleration of approximately 9.8 m/s^2 .
- The kinematic equations are a set of four mathematical equations that can be used to describe the one-dimensional motion of any object experiencing constant acceleration. The equations relate the object’s acceleration, initial velocity, velocity at some time t , displacement at some time t , and time.
- Vector quantities can be added visually using either the tail-to-tip method or the parallelogram method. These methods are especially useful when the vectors are not collinear.

- An object's measured velocity and displacement are dependent on both the object's motion and the relative motion of the object and observer. The observed acceleration of the object, however, is independent of the observer's motion (as long as the observer is not accelerating).
- The two-dimensional motion of an object can be described as two independent one-dimensional motions. Commonly these two dimensions are either (1) horizontal and vertical, or (2) north-south and east-west.
- A projectile in two-dimensional motion near the surface of the Earth experiences constant velocity in the horizontal direction and a constant acceleration of 9.8 m/s^2 downward in the vertical direction.
- The kinematic equations can be used to describe two-dimensional motion by treating the motion in each dimension separately.

Unit Assured Assessments

Formative Assessments:

Students will complete laboratory data collection and graphical analysis through experimental processes on the topics of constant speed, constant velocity and uniformly accelerated motion, including the acceleration of free-fall. Experimental work with projectile motion will also occur. Students will have the opportunity to assess comprehension of concepts and mastery of skills through applied quiz work.

Summative Assessments:

Students will complete an assessment consisting of multiple-choice questions, free response questions and problem solving, and/or the interpretation and analysis of data, related to the kinematics of moving objects in one and two dimensions.

Resources

Core

- Physics Principles and Problems textbook
- Use of traditional data collection tools and electronic data collection probes: e.g. Pasco

Supplemental

Online resources

- The Physics Classroom. <https://www.physicsclassroom.com/>. Web.
- Pivot Interactives. <https://www.pivotinteractives.com/>. Web.
- Flipping Physics. <https://www.flippingphysics.com/>. Web.
- Khan Academy. <https://www.youtube.com/user/khanacademy>. Web.
- University of Colorado Boulder. PhET Interactive Simulations. <https://phet.colorado.edu/en/simulations/category/new>. Web.

Time Allotment

- Approximately 3-5 weeks

UNIT 3

Forces

Unit Goals

At the completion of this unit, students will:

- HS-PS2-1. Analyze data to support the claim that Newton’s second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.**
- HS-PS2-4. Use mathematical representations of Newton’s Law of Gravitation and Coulomb’s Law to describe and predict the gravitational and electrostatic forces between objects.
- HS-PS2-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

ISTE Technology Standards
ISTE Empowered Learner
(Standard 1c)

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

ISTE Knowledge Constructor
(Standard 3d)

build knowledge by actively exploring real-world (Standard 3d) issues and problems, including the anchoring event of the unit, developing ideas and theories and pursuing answers and solutions.

Unit Essential Questions

- How do Newton’s Motion Laws predict the effect of forces on an object’s motion?

Unit Scope and Sequence

- Forces are defined as pushes or pulls on an object.
- Forces are classified as contact versus field forces. These are further categorized as gravitational, electromagnetic, strong nuclear and weak nuclear.
- Forces are expressed as vectors having magnitude and direction.
- Friction force acts between objects that contact each other. Friction acts parallel to the contacting surface in a direction that opposes the objects’ sliding relative to each other.

- Normal force between objects that contact each other. Normal force acts perpendicular to the contacting surface.
- Friction force is directly proportional to normal force.
- The proportionality constant between friction and normal force is the friction coefficient, which is a property of any two contacting surfaces.
- Static (objects not sliding past each other) friction coefficients are generally greater than kinetic (objects sliding past each other) friction coefficients.
- Forces acting on an object combine to exert a net force.
- Net force is quantified through the use of a free body diagram of an isolated object with arrows indicating the forces exerted on the object.
- A net force is necessary to change the motion state of an object. (Newton's First Law of Motion)
- All objects have mass, the measurement of the object's inertia, its tendency to maintain its motion state.
- Acceleration, the change of an object's motion, is directly proportional to the net force acting on an object and inversely proportional to the mass of an object. (Newton's Second Law of Motion)
- Forces act in pairs between two objects. The paired forces are equal in magnitude and opposite in direction. (Newton's Third Law of Motion)
- A centripetal force acts perpendicular to an object's velocity and causes a circular motion.
- A gravitational force is shared between two objects that exerts in an attractive direction.
- The gravitational force is proportional to the product of the objects' masses and inversely proportional to the square of the distance separating the objects. (Newton's Universal Gravitation Law)

Unit Assured Assessments

Formative Assessments:

Students will complete laboratory data collection and graphical analysis through experimental processes on the topics of force (including weight, tension, friction and normal force) and Newton's Laws, including linear and centripetal accelerations. Experimental work on vector force addition will also occur.

Students will have the opportunity to assess comprehension of concepts and mastery of skills through applied quiz work.

Summative Assessments:

Students will complete an assessment consisting of multiple-choice questions, free response questions and problem solving, and/or the interpretation and analysis of data, related to force and Newton's Laws of mechanics.

Resources

Core

- Physics Principles and Problems textbook
- Use of traditional data collection tools and electronic data collection probes: e.g. Pasco

Supplemental

Online resources

- The Physics Classroom. <https://www.physicsclassroom.com/>. Web.
- Pivot Interactives. <https://www.pivotinteractives.com/>. Web.
- Flipping Physics. <https://www.flippingphysics.com/>. Web.
- Khan Academy. <https://www.youtube.com/user/khanacademy>. Web.
- University of Colorado Boulder. PhET Interactive Simulations.
<https://phet.colorado.edu/en/simulations/category/new>. Web.

Time Allotment

- Approximately 3-4 weeks

UNIT 4

Momentum

Unit Goals

At the completion of this unit, students will:

HS-PS2-2. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.

HS-PS2-3. Apply science and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.

ISTE Technology Standards

ISTE Empowered Learner
(Standard 1c)

technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

ISTE Knowledge Constructor
(Standard 3d)

build knowledge by actively exploring real-world (Standard 3d) issues and problems, including the anchoring event of the unit, developing ideas and theories and pursuing answers and solutions.

Unit Essential Questions

- What is momentum?
- How does momentum conservation determine the motion of objects interacting with each other?

Unit Scope and Sequence

- Impulse is defined as a force exerted on an objects over a period of time
- Impulse causes a change in an object's momentum. An object's momentum change is equal in magnitude and direction to the impulse exerted on it.
- The impulse/momentum change equation is the original expression of Newton's Second Law.
- Momentum is always conserved. This means that the total momentum of an isolated system of objects remains constant.
- Momentum conservation results from Newton's Third Law of Motion.
- Momentum conservation is applied to collision and explosion problems to determine objects' motion before or after a collision or explosion.
- Rotational momentum involves the mass distribution of a rotating object. This causes a rotating object to speed up as mass is moved towards its center.

Unit Assured Assessments

Formative Assessments:

Students will complete laboratory data collection and graphical analysis through experimental processes on the topics of impulse and conservation of momentum.

Students will have the opportunity to assess comprehension of concepts and mastery of skills through applied quiz work.

Summative Assessments:

Students will complete an assessment consisting of multiple-choice questions, free response questions and problem solving, and/or the interpretation and analysis of data, related to momentum, its transfer and its conservation.

Resources

Core

- Physics Principles and Problems textbook
- Use of traditional data collection tools and electronic data collection probes: e.g. Pasco

Supplemental

Online resources

- The Physics Classroom. <https://www.physicsclassroom.com/>. Web.
- Pivot Interactives. <https://www.pivotinteractives.com/>. Web.
- Flipping Physics. <https://www.flippingphysics.com/>. Web.
- Khan Academy. <https://www.youtube.com/user/khanacademy>. Web.
- University of Colorado Boulder. PhET Interactive Simulations. <https://phet.colorado.edu/en/simulations/category/new>. Web.

Time Allotment

- Approximately 2-3 weeks

UNIT 5

Energy

Unit Goals

At the completion of this unit, students will:

HS-PS3-1 Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

HS-PS3-2. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motion of particles (objects) and energy associated with the relative positions of particles (objects).

HS-PS3-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

ISTE Technology Standards
ISTE Empowered Learner
(Standard 1c)

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

ISTE Knowledge Constructor
(Standard 3d)

build knowledge by actively exploring real-world (Standard 3d) issues and problems, including the anchoring event of the unit, developing ideas and theories and pursuing answers and solutions.

Unit Essential Questions

- How will the increasing demand for energy be met in the future?

Unit Scope and Sequence

- Energy is an abstract, scalar quantity possessed by an object (or system of objects) that comes in a variety of forms. The SI unit for energy is the joule (J), named after James Prescott Joule, and is equivalent to $\text{N}\cdot\text{m}$ or $\text{kg}\cdot\text{m}^2/\text{s}^2$. Energy is also commonly measured in calories

- Energy can be converted from one form to another through the process of work, but it cannot be created nor destroyed. The total amount of energy in the universe is constant.
- Kinetic energy is energy associated with the translational motion of an object/system. A faster moving object has more kinetic energy than an identical slower moving object. A massive object has more kinetic energy than a less massive object moving at the same speed.
- Gravitational potential energy is energy associated with the interaction (attraction) between objects with mass. The farther apart two masses are the more gravitational potential energy there is.
- Elastic potential energy is energy associated with the stretching or compressing of a spring (or other elastic substance). The more stretched/compressed a spring, the more elastic potential energy it has stored. A stiffer spring will possess more elastic potential energy than a looser spring for the same amount of stretching or compression.
- The Law of Conservation of Energy states that energy cannot be created nor destroyed, but it can be converted between the different types.
- Power is the rate at which work is done (or the rate at which energy is converted from one form to another).

Unit Assured Assessments

Formative Assessments:

Students will complete laboratory data collection and graphical analysis through experimental processes on the topics of work, power and conservation of energy.

Students will have the opportunity to assess comprehension of concepts and mastery of skills through applied quiz work.

Summative Assessments:

Students will complete an assessment consisting of multiple-choice questions, free response questions and problem solving, and/or the interpretation and analysis of data, related to energy, its transfer and its conservation.

Resources

Core

- Physics Principles and Problems textbook
- Use of traditional data collection tools and electronic data collection probes: e.g. Pasco

Supplemental

Online resources

- The Physics Classroom. <https://www.physicsclassroom.com/>. Web.
- Pivot Interactives. <https://www.pivotinteractives.com/>. Web.
- Flipping Physics. <https://www.flippingphysics.com/>. Web.
- Khan Academy. <https://www.youtube.com/user/khanacademy>. Web.
- University of Colorado Boulder. PhET Interactive Simulations. <https://phet.colorado.edu/en/simulations/category/new>. Web.

Time Allotment

- Approximately 2-3 weeks

UNIT 6

Electrostatics

Unit Goals

At the completion of this unit, students will:

- HS-PS2-4. Use mathematical representations of Newton’s Law of Gravitation and Coulomb’s Law to describe and predict the gravitational and electrostatic forces between objects.
- HS-PS2-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.
- HS-PS3-5. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.**

ISTE Technology Standards
ISTE Empowered Learner
(Standard 1c)

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

ISTE Knowledge Constructor
(Standard 3d)

build knowledge by actively exploring real-world (Standard 3d) issues and problems, including the anchoring event of the unit, developing ideas and theories and pursuing answers and solutions.

Unit Essential Questions

- How does electrical charge interact with matter?
- What rules govern how charge pushes and pulls on the world?

Unit Scope and Sequence

- There are two kinds of electrical charge, positive and negative
- Electrical charge is not created or destroyed; it is conserved.
- Objects can be charged by the transfer of electrons.
- Charges added to one part of an insulator remain on that part.
- Charges added to a conductor quickly spread over the surface of the object.

- Charged objects exert forces on other charged objects. Like charges repel; unlike charges attract
- An object can be charged by conduction by touching a charged object to it
- To charge an object by induction, a charged object is first brought nearby, causing a separation of charges. Then the object to be charged is separated, trapping opposite charges on the two halves.
- Coulomb's law states that force between two charged objects varies directly with the product of their charges and inversely with the square of the distance between them.
- The SI unit of charge is the coulomb. One coulomb © is the magnitude of the charge of 6.25×10^{18} electrons or protons. The elementary charge, the charge of the proton or electron, is 1.60×10^{-19} C.
- A charged object of either sign can produce separation of charge in a neutral body. Thus a charged object attracts a neutral one.
- An electric field exists around any charged object. The field produces forces on other charged objects.
- The electric field intensity is the force per unit charge. The direction of the electric field is the direction of the force on a tiny, positive test charge.
- Electric field lines provide a picture of the electric field. They are directed away from the positive charges and toward negative charges.
- Electric potential difference is the change in potential energy per unit charge in an electric field, and is measured in volts.
- A charged object can have its excess charge removed by touching it to Earth or to an object touching Earth. This is called grounding.

Unit Assured Assessments

Formative Assessments:

Students will complete laboratory data collection and graphical analysis through experimental processes on the topics of electrostatics.

Students will have the opportunity to assess comprehension of concepts and mastery of skills through applied quiz work.

Summative Assessments:

Students will complete an assessment consisting of multiple-choice questions, free response questions and problem solving, and/or the interpretation and analysis of data, related to electrostatic interactions.

Resources

Core

- Physics Principles and Problems textbook
- Use of traditional data collection tools and electronic data collection probes: e.g. Pasco

Supplemental

Online resources

- The Physics Classroom. <https://www.physicsclassroom.com/>. Web.

- Pivot Interactives. <https://www.pivotinteractives.com/>. Web.
- Flipping Physics. <https://www.flippingphysics.com/>. Web.
- Khan Academy. <https://www.youtube.com/user/khanacademy>. Web.
- University of Colorado Boulder. PhET Interactive Simulations. <https://phet.colorado.edu/en/simulations/category/new>. Web.

Time Allotment

- Approximately 2-3 weeks

UNIT 7

Electric Current

Unit Goals

At the completion of this unit, students will:

HS-PS2-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

HS-PS3-1 Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

HS-PS3-3. **Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.**

ISTE Technology Standards
ISTE Empowered Learner
(Standard 1c)

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

ISTE Knowledge Constructor
(Standard 3d)

build knowledge by actively exploring real-world (Standard 3d) issues and problems, including the anchoring event of the unit, developing ideas and theories and pursuing answers and solutions.

Unit Essential Questions

- How is energy transferred in electric circuits?

Unit Scope and Sequence

- Batteries, generators, and solar cells convert various forms of energy to electric energy
- In an electric circuit, electric energy is transmitted from a device that produces electric energy to a resistor or other device that converts electrical energy to the form needed.
- As a charge moves through resistors in a circuit, its potential energy is reduced. The energy released when the charge moves around the remainder of the circuit equals the work done to give the charge its initial potential energy.
- The SI unit for electric current is the ampere (A). One ampere is one coulomb per second.

- Ohm's law states that the resistance (R) of a device is the ratio of the voltage (V) across it divided by the current (I) through it, or $R = V/I$.
- In a device that obeys Ohm's law, the resistance remains constant as the voltage and current change.
- The current in a circuit can be varied by changing either the voltage or the resistance, or both.
- In a circuit diagram, conventional current is used. This is the direction in which a positive charge would move.
- In long-distance transmission, current is reduced without power being reduced by increasing voltage.
- Current is the same everywhere in a series circuit.
- The equivalent resistance of a series circuit is the sum of the resistances of its parts.
- The sum of the voltage drops across resistors in series is equal to the potential difference applied across the combination.
- The voltage drops across all branches of a parallel circuit are the same.
- In a parallel circuit, the total current is equal to the sum of the currents in the branches.
- The reciprocal of the equivalent resistance of parallel resistors is equal to the sum of the reciprocals of the individual resistances.
- If any branch of a parallel circuit is opened, there is no current in that branch. The current in the other branches is unchanged.
- A fuse or circuit breaker, placed in series with appliances, creates an open circuit when dangerously high currents flow.
- An ammeter is used to measure current in a branch or part of a circuit. An ammeter always has a low resistance and is connected in series.
- A voltmeter is used to measure a potential difference (voltage) across any part or combination of parts of a circuit. A voltmeter always has high resistance and is connected in parallel with the part of the circuit being measured.

Unit Assured Assessments

Formative Assessments:

Students will complete laboratory data collection and graphical analysis through experimental processes on the topics of electrical circuitry, including Ohm's Law and series and parallel circuits.

Students will have the opportunity to assess comprehension of concepts and mastery of skills through applied quiz work.

Summative Assessments:

Students will complete an assessment consisting of multiple-choice questions, free response questions and problem solving, and/or the interpretation and analysis of data, related to electrical current and its control.

Resources

Core

- Physics Principles and Problems textbook
- Use of traditional data collection tools and electronic data collection probes: e.g. Pasco

Supplemental

Online resources

- The Physics Classroom. <https://www.physicsclassroom.com/>. Web.
- Pivot Interactives. <https://www.pivotinteractives.com/>. Web.
- Flipping Physics. <https://www.flippingphysics.com/>. Web.
- Khan Academy. <https://www.youtube.com/user/khanacademy>. Web.
- University of Colorado Boulder. PhET Interactive Simulations. <https://phet.colorado.edu/en/simulations/category/new>. Web.

Time Allotment

- Approximately 3-4 weeks

UNIT 8

Magnetism

Unit Goals

At the completion of this unit, students will:

- HS-PS2-5. **Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.**
- HS-PS2-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.
- HS-PS3-1 Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
- HS-PS3-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
- HS-PS3-5. **Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.**

ISTE Technology Standards
ISTE Empowered Learner
(Standard 1c)

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

ISTE Knowledge Constructor
(Standard 3d)

build knowledge by actively exploring real-world (Standard 3d) issues and problems, including the anchoring event of the unit, developing ideas and theories and pursuing answers and solutions.

Unit Essential Questions

- How are magnetism, electric charge and electricity related?
- How is electromagnetism harnessed to produce mechanical work?

Unit Scope and Sequence

- Like magnetic poles repel; unlike magnetic poles attract
- Magnetic fields exit from the north pole of a magnet and enter its south pole.
- Magnetic field lines always form closed loops.
- A magnetic field exists around any wire that carries current.
- A coil of wire that carries a current has a magnetic field. The field about the coil is like the field about a permanent magnet.
- When a current-carrying wire is placed in a magnetic field, there exists a force on the wire that is perpendicular to both the field and the wire.
- The strength of a magnetic field (B) is measured in teslas (one newton per ampere per meter).
- The force a magnetic field exerts on a current-carrying wire is the product of the magnetic field, B , the current through the wire, I , the length of the wire, L , and the sine of the angle between the magnetic field and the direction of current flow.
- An electric motor consists of a coil of wire placed in a magnetic field. When there is current in the coil, the coil rotates as the result of the force on the wire in the magnetic field.
- The force a magnetic field exerts on a charged particle depends on the velocity and charge of the particle and the strength of the field. The direction of force is perpendicular to both the field and the particle's velocity.
- Electromotive force (EMF) is the potential difference created across the moving wire, and is measured in volts.
- The EMF in a straight length of wire moving through a uniform magnetic field is the product of the magnetic field, B , the length of wire, L , and the component of the velocity of the moving wire, v , perpendicular to the field.
- A generator and a motor are similar devices. A generator converts mechanical energy to electrical energy; a motor converts electrical energy to mechanical energy.
- Lenz's law states that an induced current is always produced in a direction such that the magnetic field resulting from the induced current opposes the change in the magnetic field that is causing the induced current.
- A transformer has two coils wound about the same core. An AC current through the primary coil induces an alternating EMF in the secondary coil. The voltages in alternating-current circuits may be increased or decreased by transformers.

Unit Assured Assessments

Formative Assessments:

Students will complete laboratory data collection and graphical analysis through experimental processes on the topics of magnetism, including electro-magnetic induction.

Students will have the opportunity to assess comprehension of concepts and mastery of skills through applied quiz work.

Summative Assessments:

Students will complete an assessment consisting of multiple-choice questions, free response questions and problem solving, and/or the interpretation and analysis of data, related to magnetic interactions.

Resources

Core

- Physics Principles and Problems textbook
- Use of traditional data collection tools and electronic data collection probes: e.g. Pasco

Supplemental

Online resources

- The Physics Classroom. <https://www.physicsclassroom.com/>. Web.
- Pivot Interactives. <https://www.pivotinteractives.com/>. Web.
- Flipping Physics. <https://www.flippingphysics.com/>. Web.
- Khan Academy. <https://www.youtube.com/user/khanacademy>. Web.
- University of Colorado Boulder. PhET Interactive Simulations. <https://phet.colorado.edu/en/simulations/category/new>. Web.

Time Allotment

- Approximately 2-3 weeks

UNIT 9

Waves and Sound

Unit Goals

At the completion of this unit, students will:

HS-PS4-1. **Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.**

HS-PS4-5. Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

ISTE Technology Standards
ISTE Empowered Learner
(Standard 1c)

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

ISTE Knowledge Constructor
(Standard 3d)

build knowledge by actively exploring real-world (Standard 3d) issues and problems, including the anchoring event of the unit, developing ideas and theories and pursuing answers and solutions.

Unit Essential Questions

- How does our understanding of wave phenomena affect human society?

Unit Scope and Sequence

- A wave is a disturbance or vibration in matter that results in the transfer of energy between locations without the bulk transfer of matter.
- Most waves require a medium (matter) to travel through; energy is transmitted from particle to particle in the medium. Electromagnetic waves (light) are an exception to this as they can travel through a vacuum.
- Transverse waves are waves in which the individual particles in the medium vibrate perpendicularly to the direction the energy is travelling. Examples include light and “the wave” done during sporting events.
- Longitudinal waves are waves in which the individual particles in the medium vibrate parallel to the direction the energy is travelling, resulting in compressions and expansions of the particles. Sound is an example of a longitudinal wave.

- The amplitude of a wave is measured based on the maximum distance the particles are displaced from their rest position. Amplitude is related to the amount of energy being transmitted; a wave with a greater amplitude transmits more energy than a wave with a smaller amplitude.
- A wave pulse is a single disturbance or vibration. A periodic wave results when wave pulses occur at a regular interval/rate.
- Wave speed is the rate at which the disturbance moves through the medium. As with any speed, it is often measured in meters per second. Wave speed is determined by the properties of the medium (for example sound travels faster in water than in air due to the different properties of those media).
- Frequency is a measurement associated with a periodic wave, and it is the rate at which wave pulses are created (how many waves per second). Frequency is measured in hertz (Hz), and is determined by the source of the disturbance.
- Period is a measurement associated with a periodic wave, and it is the number of seconds between wave pulses. Period and frequency are thus inversely related to one another (seconds per wave vs. waves per second).
- Wavelength is a measurement associated with a periodic wave, and it is the distance between successive wave pulses. Wavelength is measured in meters, and is dependent upon the wave speed and frequency.
- Wave speed, wavelength, and frequency are related to each other through the wave equation: $v = \lambda f$. This equation can be used to describe any type of wave phenomena.
- Intensity is a measurement of the rate of energy delivered by a wave per unit area.
- The lowest intensity perceptible to the human ear is approximately 10^{-12} W/m^2 , and the greatest intensity (when sound starts to be painful) is 1 W/m^2 . Due to this huge range of values, the Decibel scale is often used.
- The Decibel scale is a logarithmic scale, where 0 dB is the threshold of hearing and 120 dB is the threshold of pain.
- When more than one wave occupies the same location in a medium, superposition occurs and the amplitudes of the waves combine. Constructive interference occurs when the overall amplitude is greater than the individual amplitudes; destructive interference occurs when the overall amplitude is smaller than the individual amplitudes.
- Standing waves can be formed in a medium under the right conditions of constructive and destructive interference. A standing wave appears to oscillate in place as the individual wave pulses travel back and forth. Certain locations in the medium (called nodes) always have destructive interference occurring, resulting in minimal vibration of the medium. Other locations in the medium (called antinodes) alternate between destructive interference and constructive interference, resulting in maximum vibration of the medium.
- The speed of waves on a string, wire, or spring is dependent on the tension and linear mass density of the medium. Standing waves can be formed on a string, wire, or spring when the length of the medium is a multiple of half wavelengths of the periodic wave (with a node existing at each end).
- The speed of sound in air is directly related to the temperature of the air. At room temperature, the speed of sound is approximately 343 m/s.

- Standing sound waves can be created in an open pipe (open to the atmosphere at both ends) when the length of the pipe is a multiple of half wavelengths of the sound waves (with an antinode existing at each end).
- Standing sound waves can be created in a closed pipe (open to the atmosphere at only one end) when the length of the pipe is an odd multiple of quarter wavelengths of the sound waves (with a node at the closed end and an antinode at the open end).

Unit Assured Assessments

Formative Assessments:

Students will complete laboratory data collection and graphical analysis through experimental processes on the topics of waves and sound, including resonance and standing waves. Students will have the opportunity to assess comprehension of concepts and mastery of skills through applied quiz work.

Summative Assessments:

Students will complete an assessment consisting of multiple-choice questions, free response questions and problem solving, and/or the interpretation and analysis of data, related to waves and sound.

Resources

Core

- Physics Principles and Problems textbook
- Use of traditional data collection tools and electronic data collection probes: e.g. Pasco

Supplemental

Online resources

- The Physics Classroom. <https://www.physicsclassroom.com/>. Web.
- Pivot Interactives. <https://www.pivotinteractives.com/>. Web.
- Flipping Physics. <https://www.flippingphysics.com/>. Web.
- Khan Academy. <https://www.youtube.com/user/khanacademy>. Web.
- University of Colorado Boulder. PhET Interactive Simulations. <https://phet.colorado.edu/en/simulations/category/new>. Web.

Time Allotment

- Approximately 2-3 weeks

UNIT 10

Light

Unit Goals

At the completion of this unit, students will:

- HS-PS4-1. **Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.**
- HS-PS4-5. Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

ISTE Technology Standards
ISTE Empowered Learner
(Standard 1c)

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

ISTE Knowledge Constructor
(Standard 3d)

build knowledge by actively exploring real-world (Standard 3d) issues and problems, including the anchoring event of the unit, developing ideas and theories and pursuing answers and solutions.

Unit Essential Questions

- What is the nature of light?
- How does light interact with substances?
- How can light properties be used?

Unit Scope and Sequence

- Light is part of the electromagnetic spectrum of waves that travel through space in essentially straight lines at 3×10^8 meters per second.
- Light also exhibits properties of particles. These particles are called photons which contain a certain amount of energy and momentum as indicated by their frequency.
- Reflected light leaves an object's surface at the same angle it hit the object's surface.
- Refraction index of a substance indicates the degree to which the light is slowed down when it is transmitted through the substance.

- When light enters an object at an angle, its direction is changed according to Snell's law and the refraction index.
- Light striking the surface can experience total internal reflection if the incident angle is greater than the critical angle.
- Light reflected off the surface of an object can be directed to form an image.
- Light refracted through an object can be directed to form an image.
- These images can be real (projectable) or virtual (not projectable)

Unit Assured Assessments

Formative Assessments:

Students will complete laboratory data collection and graphical analysis through experimental processes on the topics of light optics, including image formation.

Students will have the opportunity to assess comprehension of concepts and mastery of skills through applied quiz work.

Summative Assessments:

Students will complete an assessment consisting of multiple-choice questions, free response questions and problem solving, and/or the interpretation and analysis of data, related to light and optics.

Resources

Core

- Physics Principles and Problems textbook
- Use of traditional data collection tools and electronic data collection probes: e.g. Pasco

Supplemental

Online resources

- The Physics Classroom. <https://www.physicsclassroom.com/>. Web.
- Pivot Interactives. <https://www.pivotinteractives.com/>. Web.
- Flipping Physics. <https://www.flippingphysics.com/>. Web.
- Khan Academy. <https://www.youtube.com/user/khanacademy>. Web.
- University of Colorado Boulder. PhET Interactive Simulations. <https://phet.colorado.edu/en/simulations/category/new>. Web.

Time Allotment

- Approximately 2-3 weeks

CREDIT

1.25 credits in science
One class period daily, plus laboratory, for a full year

PREREQUISITES

Successful completion of ACP Chemistry

ASSURED STUDENT PERFORMANCE RUBRICS

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

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

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Understanding X_____	<ul style="list-style-type: none"> Student demonstrates clear understanding of the problem and the complexities of the task 	<ul style="list-style-type: none"> Student demonstrates sufficient understanding of the problem and most of the complexities of the task 	<ul style="list-style-type: none"> Student demonstrates some understanding of the problem but requires assistance to complete the task 	<ul style="list-style-type: none"> Student demonstrates limited or no understanding of the fundamental problem after assistance with the task
Research X_____	<ul style="list-style-type: none"> Student gathers compelling information from multiple sources including digital, print, and interpersonal 	<ul style="list-style-type: none"> Student gathers sufficient information from multiple sources including digital, print, and interpersonal 	<ul style="list-style-type: none"> Student gathers some information from few sources including digital, print, and interpersonal 	<ul style="list-style-type: none"> Student gathers limited or no information
Reasoning and Strategies X_____	<ul style="list-style-type: none"> Student demonstrates strong critical thinking skills to develop a comprehensive plan integrating multiple strategies 	<ul style="list-style-type: none"> Student demonstrates sufficient critical thinking skills to develop a cohesive plan integrating strategies 	<ul style="list-style-type: none"> Student demonstrates some critical thinking skills to develop a plan integrating some strategies 	<ul style="list-style-type: none"> Student demonstrates limited or no critical thinking skills and no plan
Final Product and/or Presentation X_____	<ul style="list-style-type: none"> Solution shows deep understanding of the problem and its components Solution shows extensive use of 21st-century technology skills 	<ul style="list-style-type: none"> Solution shows sufficient understanding of the problem and its components Solution shows sufficient use of 21st-century technology skills 	<ul style="list-style-type: none"> Solution shows some understanding of the problem and its components Solution shows some use of 21st-century technology skills 	<ul style="list-style-type: none"> Solution shows limited or no understanding of the problem and its components Solution shows limited or no use of 21st-century technology skills

Trumbull High School School-Wide Writing Rubric

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

Trumbull High School School-Wide Independent Learning and Thinking Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal X_____	<ul style="list-style-type: none"> Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work 	<ul style="list-style-type: none"> Student demonstrates initiative by generating appropriate questions, creating original projects/work 	<ul style="list-style-type: none"> Student demonstrates some initiative by generating questions, creating appropriate projects/work 	<ul style="list-style-type: none"> Student demonstrates limited or no initiative by generating few questions and creating projects/work
Independent Research & Development X_____	<ul style="list-style-type: none"> Student is analytical, insightful, and works independently to reach a solution 	<ul style="list-style-type: none"> Student is analytical, and works productively to reach a solution 	<ul style="list-style-type: none"> Student reaches a solution with direction 	<ul style="list-style-type: none"> Student is unable to reach a solution without consistent assistance
Presentation of Final Product X_____	<ul style="list-style-type: none"> Presentation shows compelling evidence of an independent learner and thinker Solution shows deep understanding of the problem and its components Solution shows extensive and appropriate application of 21st-century skills 	<ul style="list-style-type: none"> Presentation shows clear evidence of an independent learner and thinker Solution shows adequate understanding of the problem and its components Solution shows adequate application of 21st-century skills 	<ul style="list-style-type: none"> Presentation shows some evidence of an independent learner and thinker Solution shows some understanding of the problem and its components Solution shows some application of 21st-century skills 	<ul style="list-style-type: none"> Presentation shows limited or no evidence of an independent learner and thinker Solution shows limited or no understanding of the problem and its components Solution shows limited or no application of 21st-century skills

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

Date Submitted: 8/30/2021

Title of Text: The Musician's Guide to Aural Skills: Sight Singing, Fourth AP Edition

Authors: Joel Phillips, Paul Murphy, Jane Piper Clendinning, Elizabeth West Marvin

Publisher: Norton

Year Published: 02/11/2021

ISBN Number: 978-0-393-44249-6

Core¹ or Supplemental: Core

Course: AP Music Theory

Grade Level: 10-12

(If applicable) Replaces text: N/A

Rationale for adopting new text: Required for AP certification.


Text Description: Featuring melodies, rhythms, and improvisation activities, this Sight-Singing volume features all the material students need to prepare for the sight-singing portion of the AP[®] exam. The repertoire for the Fourth Edition has been expanded with additional works by women and composers of color, including Josephine Lang, Emilie Mayer, Pauline Viardot, Robert Nathaniel Dett, and many others.

Strengths: Authored by exam architects/reviewers, multiple trials for efficiency of use, sequenced according to the test.


Weaknesses: Unknown

Submitted by: Christopher Wasko

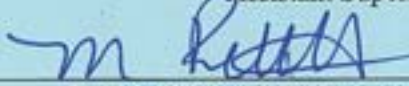
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Principal/Designee

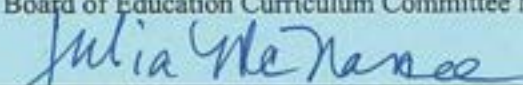
8/30/21
Date


Assistant Superintendent

4/12/22
Date


Board of Education Curriculum Committee Member

4/12/22
Date


Board of Education Curriculum Committee Member

4/12/22
Date

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

Lisa Nichols
Board of Education Curriculum Committee Member

4/12/27
Date

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

Date Submitted: 8/30/2021

Title of Text: The Musician's Guide to Theory and Analysis, Fourth AP Edition

Authors: Jane Piper Clendinning, Elizabeth West Marvin

Publisher: Norton

Year Published: 11/17/2020

ISBN Number: 978-0-393-44246-5 (ebook) or 978-0-393-44245-8 (hardcover)

Core¹ or Supplemental: Core

Course: AP Music Theory

Grade Level: 10-12

(If applicable) Replaces text: N/A

Rationale for adopting new text: Required for AP certification, comprehensive and test-centered.

Text Description: *The Musician's Guide* series is the complete package of theory and aural skills that covers everything students need to know for the AP[®] exam. Featuring a wider range of repertoire than ever, the AP[®] textbook discusses music that will be relevant to every musician, while the AP[®] Workbook and Ear-Training Guide provides ideal practice for the aural skills questions on the AP[®] exam, and the AP[®] Sight-Singing volume features all the material students need for the sight-singing portion of the exam. The accompanying instructor resources offer detailed plans for coordinating the text and media with the AP[®] curriculum framework.

Strengths: Authored by exam architects/reviewers, comprehensive examples of music literature, closely linked to AP Course resources, sequenced according to the test.

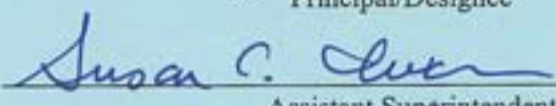
Weaknesses: Unknown

Submitted by: Christopher Wasko


Reviewed by:


Principal/Designee


Date


Assistant Superintendent


Date


Board of Education Curriculum Committee Member


Date

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

Julius McNamee
Board of Education Curriculum Committee Member

4/12/22
Date

[Signature]
Board of Education Curriculum Committee Member

4/12/22
Date

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

Date Submitted: 8/30/2021

Title of Text: The Musician's Guide: Workbook and Ear-Training, Fourth AP Edition

Authors: Joel Phillips, Paul Murphy, Jane Piper Clendinning, Elizabeth West Marvin

Publisher: Norton

Year Published: 02/26/2021

ISBN Number: 978-0-393-44257-1

Core¹ or Supplemental: Core

Course: AP Music Theory

Grade Level: 10-12

(If applicable) Replaces text: N/A

Rationale for adopting new text: Required for AP certification.

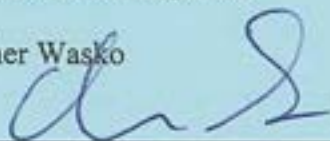
Text Description: *The Musician's Guide: Workbook and Ear-Training* provides an abundance of exercises to give students hands-on practice with the AP® Music Theory skills and course content. Contextual Listening questions throughout the text are ideal practice for aural skills questions on the AP® exam. The chapters correspond with *The Musician's Guide to Theory and Analysis* textbook and emphasize connection to theory so that both the aural skills and theory are mutually reinforcing.

Strengths: Authored by exam architects/reviewers, paired with Musician's Guide core textbook, sequenced according to the test.

Weaknesses: One copy per student required.

Submitted by: Christopher Wasko

Reviewed by:



Principal/Designee

8/30/21

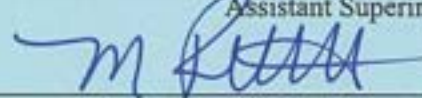
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Assistant Superintendent

4/12/22

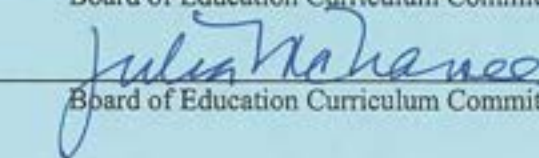
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Board of Education Curriculum Committee Member

4/12/22

Date



Board of Education Curriculum Committee Member

4/12/22

Date

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

Lisa Nieland
Board of Education Curriculum Committee Member

4/18/22
Date

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

Date Submitted: February 7, 2022

Title of Text: *Sentieri*, 3rd ed.

Author: Julia M. Cozzarelli

Publisher: Vista

Year Published: 2020

ISBN Number: 9781543303230

Core or Supplemental: Core

Course: Italian I ACP

Grade Level: 9-12

(If applicable) Replaces text: Prego! 8th edition

Rationale for adopting new text: The *Sentieri* text will replace *Prego! 8th edition*, which is extremely old and is no longer appropriate because it lacks relevant, current and interactive online activities to support the diverse needs of our Italian students. The *Prego! 8th edition* textbook has been used for many years in our Italian classes, however, the teachers need to continuously create their own ancillary materials in order to supplement the lack of online resources. The current book simply lacks the necessary materials that are needed in order to keep the Italian curriculum relevant and aligned with the other languages offered at THS, while exposing the students to an appropriate amount of listening, speaking, reading and writing activities in the target language. At this time, the Italian 2 through Italian AP courses at THS are all using the Vista Higher Learning textbook series of either *Sentieri*, or *Immagina*, which are in sequence with the levels 1-AP. This textbook for level 1 would be the most appropriate textbook to be used for the Italian 1 learner as it is the foundation for the next 3 years in Italian classes at THS.

Text Description: *Sentieri* engages and focuses students through a textbook which is current, with interactive online activities. It is up to date, level appropriate and provides the beginner learner with relevant educational and cultural topics that will help to create a solid foundation for the students who will be continuing with the Italian language courses at THS, and eventually taking the Seal of Biliteracy exam and the AP Italian exam in the future. It also offers online resources that will benefit the students in the language lab, in the classroom, as well as at home.

Strengths: *Sentieri* is the textbook series prior to *Immagina*, which is currently being used for Italian III & IV & IV Honors, and AP Italian. *Immagina* has proven to be a very level-appropriate textbook for the Intermediate/advanced Italian students. *Sentieri* provides the learner with many online resources and exposes the students to cultural themes that will align with the *Immagina* textbook series. At this time, the Italian 2 classes at THS, have used *Sentieri*, and have found it to be level appropriate and for their students. The online resources have been especially helpful throughout the past 2 years.

Weaknesses: The *Sentieri* textbook series could benefit from additional listening comprehension activities in the target language.

Submitted by: Susanna Lavorgna-Lye, World Languages Department Chair, Trumbull High School; Maria Colon, Jennifer Conti, & Anita Gasparini, Italian teachers, Trumbull High School

Reviewed by: Man W. Huang
Principal/Designee

Date

Susan C. Chronicle
Assistant Superintendent

Date

Mani
Board of Education Curriculum Committee Member

Date

Julia McNamee
Board of Education Curriculum Committee Member

Date

Lisa Muland
Board of Education Curriculum Committee Member

Date

TRUMBULL PUBLIC SCHOOLS NEW TEXT REVIEW/APPROVAL PROCESS

Date Submitted: February 28, 2022

Title of Text: Fundamental Financial Accounting Concepts, 11th edition

Authors: Edmonds, Olds

Publisher: McGraw Hill

Year Published: 2021

ISBN Number: 978-1-260-78658-3

Grade Level: Typically used at the college level

(If applicable) Replaces text:

Financial Accounting, 12th Edition; C William Thomas, Wendy M Tietz, Walter T. Harrison

Rationale for adopting new text:

This new text is needed for our new dual enrollment opportunity with Southern CT State University. (Transitioning from HCC CCP course to offer credits at a four year institution instead.)

Text Description:

Students are often overwhelmed by the amount of information presented in the introductory financial accounting course. By focusing on fundamental concepts in a logical sequence, students are able to fully comprehend the material rather than memorize seemingly unrelated terms and topics. The goal of *Fundamental Financial Accounting Concepts* is to enable students to understand how any given business event affects the financial statements. The "financial statements model" is a highly praised feature because it allows students to visualize the simultaneous impact of business events on all of the key financial statements (the income statement, the balance sheet, and the statement of cash flows).

Content Overview:

Chapter 1 An Introduction to Accounting
Chapter 2 Accounting for Accruals and Deferrals
Chapter 3 The Double-Entry Accounting System
Chapter 4 Accounting for Merchandising Businesses
Chapter 5 Accounting for Inventories
Chapter 6 Internal Control and Accounting for Cash
Chapter 7 Accounting for Receivables
Chapter 8 Accounting for Long-Term Operational Assets
Chapter 9 Accounting for Current Liabilities and Payroll
Chapter 10 Accounting for Long-Term Debt
Chapter 11 Proprietorships, Partnerships, and Corporations
Chapter 12 Statement of Cash Flows
Chapter 13 Financial Statement Analysis (Available online in Connect)

Strengths:

- Aligns to current curriculum
- Very similar to current Principles of Financial Accounting text
- Emphasizes how financial information is used today in the real world by tying each business event back to the big picture.

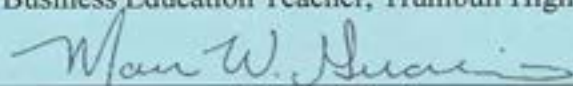
Weaknesses:

-Could be challenging for some students and may need teacher scaffolding for comprehension.

Submitted by:

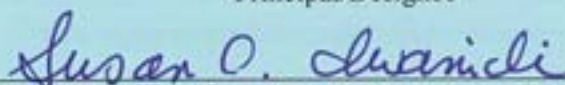
Christina Rusate, Career & Technology Education Department Chair, Trumbull High School

Katelyn Southard, Business Education Teacher, Trumbull High School

Reviewed by:

Principal/Designee

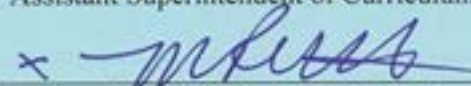
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Assistant Superintendent of Curriculum, Instruction, & Assessments

4/12/22

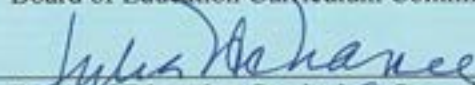
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Board of Education Curriculum Committee Member

4/12/22

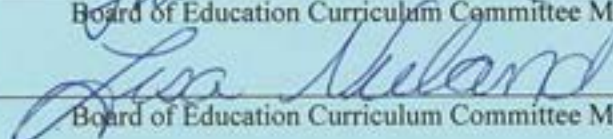
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Board of Education Curriculum Committee Member

4/12/22

Date



Board of Education Curriculum Committee Member

4/12/22

Date

TRUMBULL PUBLIC SCHOOLS

Curriculum Committee Review & Approval

May 3, 2022

Susan Iwanicki, Ed.D

Assistant Superintendent

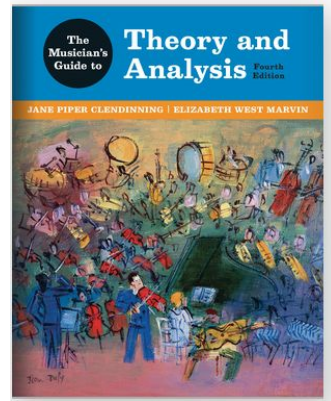


ACP & CP Physics Curriculum Guide Updates- Approval

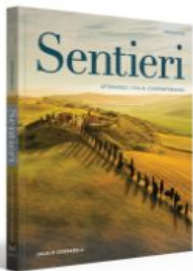
- Tom Edwards and Andy Durfee - ACP Physics
- Updated curriculum guides with the disciplinary ideas that are relevant to the course while also maintaining NGSS.
- Their team also looked at the Science practices to further interweave them into the guides.
- Also included a new reference to the CT State Department Science Safety Guide

AP Music Theory Text Approval

- Chris Wasko - AP Music, new to Trumbull this year
- AP requires students to use two books, one that is sponsored by AP and one that is approved
- The primary text is used electronically.
 - Allows students to read and hear examples being taught. Sample
 - These books support the course.



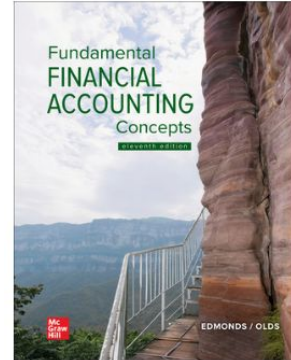
Italian I Text Approval



- Susanna Lavorgna-Lye and Maria Colon - Modernizing Italian Instruction
- This text is already used in Italian 2.
- Feeds into the upper levels of Italian.
- Offers contemporary culture, dramatic and authentic media, and integrated technology to captivate students.

Honors Principles of Financial Accounting Text Approval

- Christina Rusate
- Standards aligned, emphasizes how financial information is used in the real world
- E-version will be primary version used.
- Required and will allow students to receive Southern Connecticut State University credit when taking this course.



TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education

Regular Meeting – May 3, 2022

Agenda Item –III-F

Dr. Iwanicki

Second Reading: Policy Revisions for Review

Dr. Iwanicki will update the Board on the following policies by the Policy Committee:

- Policy 5113.1 Attendance in Grades K-8
- Policy 5113 High School Attendance- Loss of Credit

Recommendation:

Review and Approve of the Revised Policies

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Policy Committee of the Trumbull Board of Education Meeting

Long Hill Administration Building
Tuesday, April 5, 2022, 5:30 p.m.

MINUTES

- I. Call to Order/Introduction – The meeting was called to order by Mr. Gallo at 5:35 p.m.

Members Present

T. Gallo, Chair of Policy, Vice-Chairman of BOE
M. Petitti, BOE Member
A. Squicciarro, BOE Member
P. Coppola, TAA representative
K. Lynn, parent representative
R. Kode, student representative
J. Mastrianni, TEA representative
S. Iwanicki, Ed.D., administrative designee
M. Ward, community representative for Roy Fuchs

Members Absent

E. Diaz, parent representative
C. Perrone, parent representative
A. Harmon, Trumbull Community Rep.
C. Wright, student representative

- I. Correspondence/Public Comment

Mr. Gallo indicated that he had not received any public comment for this policy meeting, nor had Dr. Iwanicki.

- II. Approval/Minutes – Regular Policy Meeting 3/1/2022

T. Gallo motioned to approve the minutes. A. Squicciarro seconded. A short discussion was held clarifying that TPS Board members *may* participate by phone. A device has been purchased by TPS which will allow for clarity of Board members to be heard if/when participating by phone. The minutes of the last meeting were approved unanimously.

- III. New Business

- a. Revision of Policy 5113 High School Attendance- Loss of Credit

Ms. Petitti noted that the examples help further define the loss of credit by percentage and Miss Kode verified that the chart was user-friendly enough for students. The committee discussed that referrals to the Superior Court are no longer required. Mr. Coppola located information stating that the Youth Service Bureau offers support for families and that this organization is encouraged by the state after school measures have been tried. Dr. Iwanicki looked into changing this piece accordingly. Additionally, Mrs. Squicciarro added that Alexis, her daughter surmised that traffic might add to absence and wondered if this should also be excused. The committee agreed that language could be added regarding bus delays, but that individual students must plan for traffic. After discussing other aspects of the policy, a motion was made by T. Gallo to move the policy forward to the BOE for a first reading pending a check of the Superior Court's involvement in truancy. A. Squicciarro seconded. The motion was unanimously agreed to.

- b. Revision of Policy 5113.1 Attendance in Grades K-8

The policy was reviewed and it was discussed that an Act was passed regarding the provision of mental health days as an excused absence. It was asked if the addition of mental health days changed the total number of permitted absence days (10 days) in the state law. Dr. Iwanicki checked this with the state regulations, and the mental health days are new forms of excused absence, but the total number of days is still 10. Mr. Ward noted that schools will need to track the mental health days for state reports. After discussion, Mr. Gallo made a motion to bring the policy to BOE with the stipulation that the 10 days will be double-checked; M. Petitti seconded. The motion was unanimously agreed to.

Mr. Gallo motioned to adjourn the meeting at 6:41pm. Mrs. Petitti seconded and the motion was unanimously agreed to.

TRUMBULL PUBLIC SCHOOLS
BOARD OF EDUCATION
POLICY MANUAL

SECTION: 5000
CATEGORY: Students
POLICY CODE: 5113.1/Attendance Grades K-8

ATTENDANCE GRADES K-8

Policy Statement

The Trumbull Board of Education believes that regular school attendance is essential for an effective and productive learning experience. The sequential presentation of school learning requires a continuity of instruction. The maximum benefits for each individual child can be achieved only from participation and interaction in daily activity.

The Connecticut General Statutes, Sections 10-184, 10-186, and 10-210, require students over five (5) and under eighteen (18) years of age to attend school on a regular basis. The primary responsibility for adherence to regular attendance rests with the student's parent/guardian and the individual student. The District will comply with Connecticut State Statutes related to compulsory school attendance.

The Board of Education recognizes that students may occasionally miss school for entirely legitimate reasons. Absences that occur for no legitimate reason or with no notification to the school will warrant appropriate follow-up action by the school.

The Board of Education believes that family vacations should not take place when school is in session.

In accordance with Connecticut General Statutes, "absence" means an excused absence, unexcused absence, or disciplinary absence, as those terms are defined by the Connecticut State Board of Education. For purposes of this definition, a student is considered to be "in attendance" if present at his/her assigned school, or an activity sponsored by the school (e.g., a field trip), for at least half of the school day.

The Trumbull Board of Education recognizes the importance of early intervention for students exhibiting truancy behavior, and for that purpose distinguishes between "excused absences" and unexcused absences" as follows:

A student's absence from school shall be considered "excused" if ~~written~~ documentation of the reason for the absence has been submitted. **Documentation must include the student's name, date(s) of absence, and reason for the absence along with a daytime phone number where a parent/guardian can be reached for verification.** ~~has been~~ Documentation must be submitted within ten (10) school days of the student's return to school or in accordance with Section 10-210 of the Connecticut General Statutes and meets the following criteria:

- For absences one (1) through nine (9) in a school year, a student's absences from school are considered excused when the student's parent/guardian approves such absence and submits appropriate documentation;
- For the tenth (10th) absence and all absences thereafter in a school year, a student's absences from school are considered excused for the following reasons: student

illness if verified by an appropriately licensed medical professional; student's observance of a religious holiday; death in the student's family or other emergency beyond the control of the student's family; **to attend to a student's emotional and psychological well-being in lieu of attending school (two nonconsecutive days may be taken for this reason)**; mandated court appearance if supported by appropriate additional documentation; the lack of transportation that is normally provided by a district other than the one the student attends; or extraordinary educational opportunities pre-approved by District administrators in accordance with Connecticut State Department of Education guidelines.

A student, age five to eighteen, inclusive, whose parent/guardian is an active duty member of the armed forces, as defined in Connecticut General Statutes § 27-103, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year. In the case of excused absences pursuant to this paragraph, such student and parent/guardian shall be responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by such student prior to his/her return to school from such period of excused absence.

A student's absence from school shall be considered "unexcused" if it does not meet the criteria to be considered an "excused" absence and if it is not the result of school or District disciplinary action.

Based on the definitions above, a "truant" is a child age five to eighteen, inclusive, who has four (4) unexcused absences in one month, or ten (10) unexcused absences in one year.

Based on the definitions above, a "chronically absent" student is a child who has accumulated a total number of absences at any time during a school year that is equal to or greater than ten percent of the total number of days that such student has been enrolled at the school during the school year.

Adopted: 7/9/1985
Revised: 1988, 2/1992, 2/23/1993,
6/1993, 11/22/1994, 12/1997,
11/10/2015, 2/13/2018, 8/28/2018,
3/26/2019, 7/9/2019, **5/3/22**

References

- Connecticut Public Act 17-14, "An Act Implementing the Recommendations of the Department of Education"
- Connecticut General Statutes §10-184, 10-186, 10-198a, 10-198b, 10-198c, 10-198d, 10-210, 27-103, 46b-149
- Connecticut State Department of Education, "Guidelines for Implementation of the Definitions of Excused and Unexcused Absences and Best Practices for Absence Prevention and Intervention"
- **Connecticut Public Act 21-46, "An Act Concerning Social Equity and the Health Safety and Education of Children"**

5113.1/Attendance Grades K-8

- Trumbull Board of Education Policy Code 5131: Student Standard of Conduct
- Trumbull Board of Education Policy Code 6115.1: Protected Prayer
- Trumbull Board of Education Policy Code 6173: Homebound and Hospitalized Instruction

Regulations

I. General Regulations for Student Attendance

1. Each school will record and maintain all student attendance and tardiness information.
2. It is the responsibility of a parent/guardian to report his/her child's absence to the school each day by calling the school's office prior to 9:00 a.m. that day by:
 - a) telephoning the school secretary or school nurse;
 - b) e-mailing the school secretary or school nurse; or
 - c) speaking to the school secretary or school nurse in person.
3. Each school will keep close contact with parents/guardians of students having difficulty with attendance and shall make parents/guardians aware of the importance of regular school attendance. Both the home and school should work cooperatively to achieve this end.
4. Each school will record if an absence is excused or unexcused. The principal or school nurse may request additional information regarding a student's absence. A parent/guardian may request reconsideration of the recording of an excused or unexcused absence in accordance with the attendance guidelines of the Connecticut State Board of Education.
5. When an absence occurs, the student will be given sufficient opportunity to make up any missed work. Teachers are not required to provide tutoring for make-up work caused by family vacations when school is in session. If special help or tutoring is needed as a result of such absences, any cost incurred is the responsibility of the parent/guardian, not the District.
6. A student returning to school after a hospitalization must present a note from the physician regarding the hospitalization. The note should also state in detail any physical limitations, treatment programs, or medication changes. A change in his/her Individualized Education Plan (IEP) or Individual Health Care Plan (IHCP) may be required upon re-entry to school. Therefore, a full disclosure by the student's physician is necessary to ensure the well-being of the student.

II. Regulations for Determining Truancy

1. The school principal and/or his/her designee will hold a meeting with the parent/guardian of a child who is a "truant" or a "chronically absent" student as defined above. Such meeting will be held no later than ten (10) school days after the student's designation as "truant" or "chronically absent" based upon the definitions articulated earlier in this policy.
2. Whenever a student enrolled in school in grades K-8 fails to report to school on a regularly scheduled school day and no indication has been received by school personnel that the student's parent/guardian (or other person having control of the student) is aware of the child's absence, a reasonable effort to notify, by the automated calling system, the parent (or such other person) shall be made by the school personnel. Such notice shall include a warning that two (2) unexcused absences from school in a month or five (5) unexcused absences in a school year may result in a complaint filed with the ~~Superior Court~~ Youth Service Bureau or similar community-based service pursuant to ~~section 46b-~~

~~149 Connecticut State Statutes §§10-19m alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs. Persons who, in good faith, give or fail to give notice shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give such notice.~~

3. A Planning and Placement Team meeting will be convened to determine the appropriateness of a special education evaluation of the truant or chronically absent student. In addition, there will be consideration of referral to the school's Early Intervention Team (EIT).
4. The school system will coordinate services with community agencies and referrals of truant and chronically absent students to agencies providing child and family services.

~~5. The Superintendent may file a written complaint with the Superior Court, Juvenile Matters for a Family with Service Needs when a student is truant or chronically absent. If a parent/guardian having control of a child who is truant or chronically absent fails to attend the meeting with the school principal and/or his/her designee, the school principal shall notify the Superintendent, who shall file, no later than fifteen (15) calendar days after such failure to attend such meeting, a written complaint with the Superior Court pursuant to section 46b-149 alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs.~~

III. Chronic Absenteeism Prevention and Intervention

1. The Board, in compliance with State statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:
 - a) A team for the District must be established when the District chronic absenteeism rate is 10 percent or higher.
 - b) A team for a school must be established when the school chronic absenteeism rate is 15 percent or higher.
 - c) A team for either the District or each school must be established when (i) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher; or (b) the District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.
2. Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children, and making any additional recommendations for such truants and chronically absent children and their parents/guardians. Each established attendance review team shall meet at least monthly.
3. The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education.

4. The District shall annually report to the Connecticut State Department of Education data pertaining to truant and chronically absent children in schools under its jurisdiction.

IV. Extraordinary Educational Opportunities

1. An extraordinary educational opportunity is defined as an opportunity: (a) with a learning objective related to the particular student's coursework or plan of study; (b) not ordinarily available to the particular student; (c) appropriate to the age, grade, and development of the particular student; and (d) with content highly relevant to the particular student. The opportunity must come at no cost to the District.
2. A request for the approval of an extraordinary educational opportunity must be submitted in advance in writing, with the signature of the student and his/her parent(s)/guardian(s), to the appropriate building principal. The request must detail how the opportunity meets the criteria outlined above. All relevant documentation must be attached.
3. The decision to approve, or not approve, an extraordinary educational opportunity will be put in writing by the school principal after consultation with the Superintendent **and/or his designee**, and may be subject to withdrawal based on conditions outlined in the approval. Each request will be considered on a case-by-case basis and will set no precedent for the particular student or for other students.

TRUMBULL PUBLIC SCHOOLS
BOARD OF EDUCATION
POLICY MANUAL

SECTION: **5000**
CATEGORY: **Students**
POLICY CODE: **5113/High School Attendance /
Loss of Credit**

HIGH SCHOOL ATTENDANCE / LOSS OF CREDIT

Policy Statement

The Trumbull Board of Education believes that regular school attendance is essential for an effective and productive learning experience. The sequential presentation of school learning requires a continuity of instruction. The maximum benefits for each individual child can be achieved only from participation and interaction in daily activity.

Regular school attendance is both encouraged and mandated. The primary responsibility for adherence to regular attendance rests with the student's parents/guardians and the individual student. The District will comply with Connecticut State Statutes related to compulsory school attendance.

The Connecticut General Statutes requires students over five and under eighteen years of age to attend school on a regular basis, unless (1) they graduate from high school or (2) their parents/guardians consent to the youngster leaving school at age seventeen. The student's parent/guardian must appear at the high school to sign a form for withdrawing the student from school. The District will provide the parent/guardian with information about educational options available in the school system and in the community.

Trumbull Public Schools recognizes that students may occasionally miss school or class for legitimate reasons. These reasons, when documented by a parent/guardian/school administrator/physician, will be reviewed and may be taken into consideration when a student's absences become excessive.

Excessive absences will warrant appropriate follow-up action by the school and may lead to loss of credit.

The Board of Education strongly believes that family vacations should not take place when school is in session.

Adopted: 7/26/1988
Revised: 7/18/1989, 11/22/1994,
10/8/1998, 7/16/2002, 9/7/2004,
7/14/2009, 6/6/2012, 9/4/2012,
8/6/2013, 2/13/2018, 8/28/2018,
3/26/2019, 7/9/2019, 5/3/2022

References

- Connecticut Public Act 17-14, “An Act Implementing the Recommendations of the Department of Education”
- Connecticut General Statutes §§10-184, 10-186, 10-198a, 10-198b, 10-198c, 10-198d, 10-210, 27-103, 46b-149
- Connecticut State Department of Education, “Guidelines for Implementation of the Definitions of Excused and Unexcused Absences and Best Practices for Absence Prevention and Intervention”
- **Connecticut Public Act 21-46, “An Act Concerning Social Equity and the Health Safety and Education of Children”**
- Trumbull Board of Education Policy Code 5131: Student Standard of Conduct
- Trumbull Board of Education Policy Code 6115.1: Protected Prayer
- Trumbull Board of Education Policy Code 6173: Homebound and Hospitalized Instruction

Regulations

The high school attendance policy follows the Response to Intervention (RTI) formula to offer a tiered approach to attendance monitoring and behavior correction. Each time a student reaches the next attendance threshold, more faculty members become involved in informing the student and the parent of the upcoming consequences and changing the student's behavior. The formal notification process will be supplemented with daily calls through an automated calling system to the homes of absent students. **Additionally, schools may request a meeting with families to discuss interventions which may assist in preventing absenteeism.** ~~In addition.~~ A pattern of absenteeism may **also** trigger referral to ~~Superior Court~~ **the Youth Service Bureau or a similar community-based service** as outlined in Connecticut State Statutes §§10-198a., 10-19m, and 46b-149.

Annually at the beginning of the school year, and upon any enrollment during the school year, parents/guardians will be notified of their obligations pursuant to student attendance. (Please see Student Handbook, www.trumbullps.org, under "Trumbull High School.")

I. Regulations for THS Attendance toward Course Credit

A. General Principles

- Communication is essential for success in teaching and learning.
- Student seat time is important to learning.
- Intentionally missing class will incur penalties and affect grades.
- Attendance issues need to be resolved as soon as possible, but no later than one school day after the student's return to school.
- Attendance will be taken by teachers in each period of the day; however, attendance calls to students' homes will be based upon attendance in the designated official attendance period.

Classroom (period) attendance will be recorded electronically by the teacher. It is the student's responsibility to notify his/her teacher when **the student** will be absent from class and arrange to make up missed work if the absence has been verified by a parent/guardian to the appropriate House Office within one school day of the student's return.

B. Parent/Guardian Responsibility

It is the responsibility of the parent/guardian to monitor his/her child's attendance via the District parent portal at www.trumbullps.org, student report card, and/or contacting the student's House Office.

It is the responsibility of the parent/guardian to report his/her child's absence to the school each day by calling the student's House Office between 7:30 a.m. – 9:30 a.m. and speaking with school staff directly or leaving a message on voicemail. ~~A note must also~~ **Notification be brought must be sent** to the **student's** House Office ~~by the student~~ upon his/her return. ~~Notes must be both written and signed by a parent/guardian and submitted to the student's~~

~~House Office~~ within one school day after the student has returned from his/her absence.

~~Notes~~ ~~Notification~~ must include the student's name, date(s) of absence, and reason for the absence along with a daytime phone number where a parent/guardian can be reached for verification. In addition, parents/guardians are encouraged to submit official verification of any activity for which verification is required in order for said activity not to count toward the student's absence bank; see Section I.C.1 below.

C. Absence Bank

For each course, students will have an absence bank, consisting of both excused/verified and unexcused/unverified absences, which is a set number of absences before credit is lost in the course.

For all courses, ~~credit will be awarded on a semester basis.~~

the student will lose the amount of credit designated for that particular course once the absent bank reaches more than 11% of the class meeting days. For example, a student in a one-credit class who has 20 or more absences from class in the absence bank, will lose credit for that course. Please see the chart below for further examples:

Attendance Thresholds	Full Credit Course (1.0)	Half Credit Course (0.5)	Quarter Credit Course (.25)
Number of Classes	181 days	90 days	45 days
Days Missed Threshold 1st Notification (4%)	7 absences	3 absences	2 absences
Days Missed Threshold 2nd Notification (8%)	14 absences	7 absences	4 absences
Days Missed Loss of Credit (11%)	20 absences	10 absences	5 absences

- ~~• For a course meeting one period every day for the entire semester, students will lose 0.5 credit for the semester upon reaching 10 absences in the absence bank.~~
- ~~• For a lab science course, students will lose 0.625 credit for the semester upon reaching 10 absences in the absence bank.~~
- ~~• For a course meeting two periods every day for the entire semester, students will lose 1.0 credit for the semester upon reaching 10 absences in the absence bank.~~
- ~~• For a course meeting one period three out of every four days for the entire semester, students will lose 0.375 credit for the semester upon reaching 8 absences in the absence bank.~~
- ~~• For a course meeting one period two out of every four days for the entire semester, students will lose 0.25 credit for the semester upon reaching 5 absences in the absence bank.~~
- ~~• For a course meeting one period one out of every four days for the entire semester, students will lose 0.125 credit for the semester upon reaching 4 absences in the absence bank.~~
- ~~• For a course meeting one period every day for an entire marking period, students will lose 0.25 credit for the semester upon reaching 5 absences in the absence bank.~~

A student who loses credit for a particular course due to excessive absences will need to **seek approval from the student's House Principal and the THS Principal in order** ~~not be eligible~~ to retake said course in summer school.

1. Exclusions from Absence Bank Calculations

School-related activities do not count towards the absence bank limit. These include:

- bus **delay or** failure confirmed by the transportation provider;
- approved field trips, including curricular, cocurricular, and extracurricular trips, as well as athletic and other school-sponsored events;
- extraordinary educational opportunities pre-approved by District administrators in accordance with Connecticut State Department of Education guidelines (see Section IV below)
- meetings with school personnel such as a school nurse, the student's school counselor, the student's case manager, etc.; and
- suspension or expulsion from school.

Certain other activities also do not count towards the absence bank limit provided that official verification is provided to the school. These include:

- college visitations, up to two per year, for 11th- and 12th-graders (documentation from the college required);
- mandated court appearances (documentation from the court clerk or attorney required);
- death in family (documentation verifying relationship required);
- student illness requiring absence (documentation from treating health care professional required), not including non-illness-related appointments with health care professionals that can be made outside regular school hours; and
- religious observance (documentation of religious observance required)
- **mental health days, up to two non-consecutive days, during the school year. Such absence is to permit the student to attend to his/her emotional and psychological well-being in lieu of attending school (documentation from parental/guardian required), such absence(s) shall be identified as a "mental health wellness day."**

A student will be exempt from the absence bank provisions of this policy if it is so noted on the student's IEP, Section 504, or Individualized Health Care Plan.

2. Excused/Verified Absences in the Absence Bank

Absences beyond those in Section I.C.1 above will be considered excused/verified provided that a parent/guardian note is presented to the House Office within the previously mentioned one-school-day timeframe.

Students with excused/verified absences from school or class will be given appropriate opportunity to make up class work they have missed in order to complete curriculum requirements. Failure on the part of the student to complete his/her responsibility in making up missed work will impact his/her grade.

3. Unexcused/Unverified Absences in the Absence Bank

Absences beyond those in Section I.C.1 above will be considered unexcused/unverified if a parent/guardian note is not presented to the House Office within the previously mentioned one-school-day timeframe. Class cuts will also count as unexcused/unverified absences. A class cut is defined as any time a student has reported to school but does not report to his/her designated class, and does not have staff permission to be in any other location. Class cuts may not be excused/verified by a parent/guardian phone call or note. Class cuts are subject to disciplinary action as set forth in Board of Education Policy 5131, “Student Standard of Conduct.”

As a result of a class cut or an unexcused/unverified absence, a student will not earn credit for class work/assessments missed and will not be provided makeup privileges.

If unexcused/unverified absences, including class cuts, amount to more than 50% of a student’s total absences, **the student will** **may** not be eligible to retake said course in summer school.

D. Absences and Participation in Extracurricular Activities

Any student who has not reported to school or is not present for at least half of the scheduled school day is considered absent from school. Students who are considered absent from school will not be permitted to participate in any extracurricular activity (e.g., athletic practice, game, rehearsal, performance, etc.). Coaches and advisors will monitor attendance to ensure compliance with this regulation. Exceptions to this policy will be considered by the Principal or his/her designee only upon receipt of a written request from the parent/guardian and will be handled on an individual basis.

E. Tardiness to Class

Students who are tardy (both excused/verified and unexcused/unverified) and miss more than 20% (time) of a class will be marked as absent for the class. This absence will count towards the absence bank, and the excused/verified, unexcused/unverified designation will apply towards determining eligibility for making up work missed. Student tardies that are less than 20% (time) of a class will not count towards the absence bank, but may be considered by the Appeals Board if an appeal for reinstatement of lost credit is made. When students leave school and return to school for any reason, the House Office will note the time on the student’s pass back to class so it can be recorded properly in accordance with the 20%-tardy designation. Please see *Student Handbook*, www.trumbullps.org, under “Trumbull High School” for procedures.

F. Late Arrival/Early Release (grades 11 and 12 only)

Students with assigned study halls either Time Slot 1, 2, 7, or 8 will be excused from school with parental permission and completion of necessary documentation. This privilege may be revoked as a result of disciplinary action or academic need/failure.

G. Early Dismissal

If an early dismissal request is for an excused/verified absence from an instructional period or periods, the student must submit the written request from a parent/guardian to the House Office on or before the day of the request. If the note is not received, the absence will be considered a class cut or an unexcused/unverified absence. The provisions of this section do not apply to early dismissals for unanticipated illness reasons, which should be processed through a school nurse in accordance with Section I.C.1 above.

H. Notification of Potential Loss of Credit

The parent/guardian will receive a formal notification letter ~~contact in writing~~ from the school staff upon a student's crossing of each attendance threshold.

- The first notification will be sent once a student has missed 4% of the scheduled class meeting days accumulated to the student's absence bank. See above section 1.C *Absence Bank* for a table with examples.
- The second threshold notification will be sent once a student has missed 8% of the scheduled class meeting days accumulated to the absence bank. See above section 1.C *Absence Bank* for a table with examples.

I. Appeal Procedure

Once a student loses credit in a course, the student will have the opportunity to appeal the loss of credit through the submission of an appeals packet designed to provide evidence demonstrating that his/her excessive absences were necessary. Whatever is submitted at this time should be supplemental to any documents that were required as per the policy of reporting absences within a one-school-day time period after the student has returned from his/her absence. The completed appeals packet must be received no later than the last class day of the semester in which credit has been lost, unless otherwise notified.

There will be one non-House-specific Appeals Board for the school. The Appeals Board will have five members made up of two general education teachers, one special education teacher, a school counselor, and an administrator. This Appeals Board will review submitted documents, make a decision, and rule on cases. If class cuts (unexcused/unverified) amount to more than 50% of a student's total absences, the student will automatically be disqualified for credit recovery. The Appeals Board will make its decision based on the data provided at the time the absences occurred and any pertinent supplemental documents. The Appeals Board will review pertinent student academic and attendance records maintained by the District before making a decision.

If at least three of the five Appeals Board members vote in favor of credit recovery, the student and parent/guardian will receive a phone call and a letter mailed to the home informing them of the Appeals Board's affirmative decision. If at least three of the five Appeals Board members vote against credit recovery, the student and parent/guardian will

receive a phone call and a letter mailed to the home informing them of the Appeals Board's negative decision.

In rare cases of extenuating circumstances, an affirmative decision to grant credit recovery may be made by the student's House Principal after discussion with the THS Principal. The House Principal will document his/her decision in writing in a letter mailed to the home.

- J. Forms to support the implementation of this policy will be developed and reviewed periodically by the Assistant Superintendent or his/her designee.

II. Regulations for Determining Truancy

Solely for determining truancy, in accordance with Connecticut General Statutes, "absence" means an excused absence, unexcused absence, or disciplinary absence, as those terms are defined by the Connecticut State Board of Education. For purposes of this definition, a student is considered to be "in attendance" if present at his/her assigned school, or an activity sponsored by the school (e.g., a field trip), for at least half of the school day.

The Trumbull Board of Education recognizes the importance of early intervention for students exhibiting truancy behavior, and for that purpose distinguishes between "excused absences" and unexcused absences" as follows:

A student's absence from school shall be considered "excused" if written documentation of the reason for the absence has been submitted within ten (10) school days of the student's return to school or in accordance with Section 10-210 of the Connecticut General Statutes and meets the following criteria:

- For absences one (1) through nine (9) in a school year, a student's absences from school are considered excused when the student's parent/guardian approves such absence and submits appropriate documentation;
- For the tenth (10th) absence and all absences thereafter in a school year, a student's absences from school are considered excused for the following reasons: student illness if verified by an appropriately licensed medical professional; student's observance of a religious holiday; death in the student's family or other emergency beyond the control of the student's family; mandated court appearance if supported by appropriate additional documentation; the lack of transportation that is normally provided by a district other than the one the student attends; or extraordinary educational opportunities pre-approved by District administrators in accordance with Connecticut State Department of Education guidelines and Section IV below.

A student, age five to eighteen, inclusive, whose parent/guardian is an active duty member of the armed forces, as defined in Connecticut General Statutes § 27-103, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year. In the case of excused absences pursuant to this

paragraph, such student and parent/guardian shall be responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by such student prior to his/her return to school from such period of excused absence.

A student's absence from school shall be considered "unexcused" if it does not meet the criteria to be considered an "excused" absence and if it is not the result of school or District disciplinary action.

Based on the definitions above, a "truant" is a child age five to eighteen, inclusive, who has four (4) unexcused absences in one month, or ten (10) unexcused absences in one year.

Based on the definitions above, a "chronically absent" student is a child who has accumulated a total number of absences at any time during a school year that is equal to or greater than ten percent of the total number of days that such student has been enrolled at the school during the school year.

1. The school principal and/or his/her designee will hold a meeting with the parent/guardian of a child who is a "truant" or a "chronically absent" student as defined above. Such meeting will be held no later than ten (10) school days after the student's designation as "truant" or "chronically absent" based upon the definitions articulated earlier in this policy.
- ~~2. Whenever a student enrolled in school fails to report to school on a regularly scheduled school day and no indication has been received by school personnel that the student's parent/guardian (or other person having control of the student) is aware of the child's absence, a reasonable effort to notify, by the automated calling system, the parent (or such other person) shall be made by the school personnel. Such notice shall include a warning that two (2) unexcused absences from school in a month or five (5) unexcused absences in a school year may result in a complaint filed with the Superior Court the Youth Service Bureau or a similar community-based service pursuant to section 46b-149 Connecticut State Statutes §§10-19m alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs. Persons who, in good faith, give or fail to give notice shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give such notice.~~
3. A Planning and Placement Team meeting will be convened to determine the appropriateness of a special education evaluation of the truant or chronically absent student. In addition, there will be consideration of referral to the school's Early Intervention Team (EIT).
4. The school system will coordinate services with community agencies and referrals of truant and chronically absent students to agencies providing child and family services.
- ~~5. The Superintendent may file a written complaint with the Superior Court, Juvenile Matters for a Family with Service Needs when a student is truant or chronically absent. If a parent/guardian having control of a child who is truant or chronically absent fails to attend~~

~~the meeting with the school principal and/or his/her designee, the school principal shall notify the Superintendent, who shall file, no later than fifteen (15) calendar days after such failure to attend such meeting, a written complaint with the Superior Court pursuant to section 46b-149 alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs.~~

III. Chronic Absenteeism Prevention and Intervention

1. The Board, in compliance with State statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:
 - a) A team for the District must be established when the District chronic absenteeism rate is 10 percent or higher.
 - b) A team for a school must be established when the school chronic absenteeism rate is 15 percent or higher.
 - c) A team for either the District or each school must be established when (i) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher; or (ii) the District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.
2. Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children, and making any additional recommendations for such truants and chronically absent children and their parents/guardians. Each established attendance review team shall meet at least monthly.
3. The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education.
4. The District shall annually report to the Connecticut State Department of Education data pertaining to truant and chronically absent children in schools under its jurisdiction.

IV. Extraordinary Educational Opportunities

1. An extraordinary educational opportunity is defined as an opportunity: (a) with a learning objective related to the particular student's coursework or plan of study; (b) not ordinarily available to the particular student; (c) appropriate to the age, grade, and development of the particular student; and (d) with content highly relevant to the particular student. The opportunity must come at no cost to the District.
2. A request for the approval of an extraordinary educational opportunity must be submitted in advance in writing, with the signature of the student and his/her parent(s)/guardian(s), to the appropriate building principal. The request must detail how the opportunity meets the criteria outlined above. All relevant documentation must be attached.

3. The decision to approve, or not approve, an extraordinary educational opportunity will be put in writing by the school principal after consultation with the Superintendent **and/or his designee**, and may be subject to withdrawal based on conditions outlined in the approval. Each request will be considered on a case-by-case basis and will set no precedent for the particular student or for other students.

TRUMBULL PUBLIC SCHOOLS

Policy Committee Policy Approval

May 3, 2022

Susan Iwanicki, Ed.D

Assistant Superintendent



Policies 5113.1 and 5113 Absence/Loss of Credit Policies

2nd Reading

- ❖ **Public Act 21-46**, An Act Concerning Social Equity and the Health Safety and Education of Children, Section 19 (a) and (b), defines and allows students to have two Mental Health Wellness (MHW) Days in a school year.
- ❖ **Updated Legislation** regarding referrals to the Superior Court
- ❖ More **streamlined communication** regarding absences and credit loss for high schoolers through Infinite Campus

5113-Absence/Loss of Credit Policies

2nd Reading

Attendance Thresholds	Full Credit Course (1.0)	Half Credit Course (0.5)	Quarter Credit Course (.25)
Number of Classes	181 days	90 days	45 days
Days Missed Threshold 1st Notification (4%)	7 absences	3 absences	2 absences
Days Missed Threshold 2nd Notification (8%)	14 absences	7 absences	4 absences
Days Missed Loss of Credit (11%)	20 absences	10 absences	5 absences

**Board Discussion
and
Questions**

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – May 3, 2022

Mr. Hendrickson

Agenda Item – III-G

Approval/Financial Reports through
March 31, 2022

- The Finance Committee of the Board of Education met on April 26, 2022 which included the review of the financials through March 31, 2022.

Recommendation:

- Approve Financial Reports as of March 31, 2022.

April 27, 2022

Memorandum To: Trumbull Board of Education

From: Paul Hendrickson, Business Administrator

Via: Dr. Martin J. Semmel, Superintendent

Subject: March 2022 Financial Report

Attached for your review is the March 2022 Financial Report that was presented to the Finance Committee on April 26, 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 or call me at 203-452-4332.

April 26, 2022 – Board of Education Finance Committee Report

Operating Budget (001):

- 1) The presentation begins with four graphs: Total Budget, Salaries, Benefits, and Utilities which illustrate the cumulative spend as a percentage of the respective budget.
 - a. Cumulative Total Board of Education Budget % by Month: 66.2% YTD
 - i. In the past three years this has ranged for 64.1% => 71.5%.
 - b. Salaries (which are approximately 66.0% of the budget) spent YTD = 62.3%
 - i. In the past three years this has ranged from 60.1% => 64.1%.
 - c. Benefits (which are 16.7% of the budget) spent YTD = 72.9%.
 - i. In the past three years this has ranged from 71.0% => 85.8%.
 - ii. Salaries and benefits make up 82.7% of the budget.
 1. Through March 31, 2022, we have spent 64.5% of the combined budgets.
 2. The range over the past three years has been 62.4% => 67.9%.
 - d. Utilities (Electricity + Water) spent YTD = 66.3% of budget.
 - i. Last three years: 59.4% => 95.7%
- 2) There are a few items I would like to point out under the **bolded** categories below (please refer both to the two-page summary and the fourteen-page detailed general fund financials in the package):
 - a. **Salaries:**
 - i. Paraprofessionals over budget by \$178,259.
 1. Due to significant post-budget para hiring as a result of move-ins.
 2. The deficit has been reduced since last month based on our examination of the run rate and encumbrances,
 - ii. Teachers have an available balance of \$932,537.
 1. Most likely this is due to the fact that no provision was made for staff turnover in the 2021-22 budget.
 2. \$300,000 has been budgeted for staff turnover in the 2022-23 Board of Education approved budget.
 - iii. Custodial Salaries: \$101,955 available
 1. The encumbrances were adjusted based on open positions in the Facilities Department.
 2. Currently four open positions; there were five, but Mr. Cote hired four people and three retired; net gain = one hire.
 - iv. Custodial Overtime Related accounts: -\$100,050 (total)
 1. Custodial Overtime: -\$68,252 deficit;
 2. School Overtime: -\$17,048;
 3. Snow removal: -\$14,7048;
 4. This deficit is primarily due to the custodial positions being short staffed.
 - v. Total Facilities / Maintenance Salaries: \$41,785 available
 - vi. Tech Support: \$42,879 available;

1. The Tech-Dist A/V/Ch-17 Technician position was budget for in 2021-22, but not filled; salary = \$39,698. It is not included in the 2022-23 budget.
- vii. Substitutes – Substitute Administrators: -\$76,911 deficit.
 1. This is a new line item, a substantial contributor to the Substitutes' \$193,298 overage.
 2. The salary expense for Ms. Pat Fricilli, who substituted for Dana Pierce at Booth Hill, has been placed here for transparency. This has ended.
- viii. Salaries – Other: Available balance = \$29,392 (Total).
 1. This \$68,517 increase in available balance from last month's -39,125 deficit is due to the examination and reduction of encumbrances from these accounts: Tutors Homebound, Tutors Tutorial, and Tutors Expulsion.
 2. This resulted in available funds of \$75,110.
- ix. Miscellaneous Salary Items: The available balance remained at \$57,810 month-to-month.
- x. Overall the available balance in salaries increased \$236,012 from \$472,273 => \$708,285.

b. Employee Benefits:

- i. The available balance in Benefit increase from \$25,621 => \$67,162 (a \$41,541 increase) due to adjustments in the Health & Dental encumbrances.
- ii. Unemployment expense in March was only \$1,772, the encumbrance was adjusted which resulted in \$90,000 of available balance.
 1. Last four years' spend for this account has been \$27K, \$10K, \$128K, and \$72K.
- iii. Due to greater participation in the 401(A) savings plan, the encumbrance was increased \$22,000 which results in a \$40,599 deficit in this account.

c. Purchased Professional Services:

- i. Legal – The available balance remained approximately the same month-to-month at about \$9,000.
 1. There may be more available balance; however, legal invoices are not timely, so this is difficult to predict.
- ii. Service Contracts – The primary items in this category are:
 1. PPS-Health Services-Service Contracts is over budget by \$2,476 a reduction of almost \$24,000 from the \$26,274 deficit last month; the encumbrances were adjusted.
 2. Business Office – Admin – Prof. Purchased Services: The District's financial software - MUNIS = \$80,117
 3. Asst. Super-Info Svc-Dbase Students: Infinite Campus = \$170,713
- iii. Consultants – PPS (\$208,147 over budget in January, \$153,522 in February; the March balance = -\$21,747; an overall deficit reduction of about \$190,000).
 1. This line items consists of a variety of blanket purchase orders covering a wide range of PPS services.

2. Dr. Hartman worked with the Business Office and adjusting her purchase orders to reduce this overage by closing purchase orders which are no longer required.

d. Purchased Property Services:

- i. Utilities (Electricity + Water) spent 66.3% of budget (previously mentioned).
 1. Last three years: 59.4% => 95.7%.
 2. However, Natural Gas (under Energy in the Supplies section) has only \$25,173 remaining in its \$435,000 budget. Mr. Cote has estimated that \$120,00 will be required for the remainder of the year.
- ii. Repairs and Service Fees: Director of Operations, Dave Cote desired greater granularity in his budget, so more line items were added (note that they have no budget). His overall budget did not change, he just added spending lines for more transparency.
 1. One item that I would like to point out is HVAC – Repairs and Service Fees is \$80,461 over budget.
 - a. One electric controller was literally fried – it cost \$62,901 to replace; however, the District received \$37,901 in insurance receipts (\$25,000 deductible).
 - b. Another controller had to be replaced due to an inability to get spare parts; it cost \$61,988.
- iii. The deficit increased from \$77,477 => \$121,815; the primary contributor was an increase in expenditures and encumbrance of approximately \$29,887 for Facilities – HVAC – Repairs & Service Fees for playground repairs.

e. Purchased Other Services:

- i. Transportation – SPED Summer Buses: Finished \$93,539 over budget.
 1. This is because prior administrations allocated part of the Excess Cost Reimbursement (ECR) to this line item artificially reducing the actual cost.
 2. The total available balance decreased \$26,855 from \$45,003 => \$18,148 due to a \$24,067 increase in Athletics transportation encumbrances for the Spring sports season.
- ii. Tuition: Over budget \$372,574;
 1. An increase of over \$90,000 in the month-to-month deficit. The deficit was 280,296 in February and \$90,058 in January.
 2. There were unexpected settlement payments.
 3. The tuition line also includes payments to Bridgeport for magnet school tuition.
- iii. Other Purchased Services: Super-Personnel-Other Purchased Services: \$51,904 over budget.
 1. NovaTime and Frontline are the primary items in this category.
 2. In 2020-21 the District settled up with NovaTime on deficient payments.
 3. In the fall of 2021 the District added some more Frontline applications and an Employee Assistance Program which caused a good part of the budget overage.

f. Property

- i. Building equipment: -\$130,304 over budget, up slightly since last month.
 - 1. Plumbing - An unforeseen expense of roughly \$87,360 to replace a THS water heater.
- ii. Building Improvements –
 - 1. Building Improvement Projects: -\$67,996 over budget.
 - a. This is due to \$73,355 to repair the bus depot stairs to satisfy a Commission on Human Rights and Opportunities (CHRO) complaint filed by the bus company employees.

g. Miscellaneous - Debt Service & Misc.

- i. 100% of this category has been spent or encumbered.
 - 1. Of the \$670,342 spent YTD approximately 86.8% (\$581,847) is for the semi-annual principal and interest payments on the two TD loans and the Bank of America loan.
 - 2. Both semi-annual payments on the two TD loans have been made this year.
 - 3. Over 96% of the remaining encumbrances (\$211,770 of \$220,073) are for the principal and interest payments on the second semi-annual payment on the BOA loan.
 - a. This payment will be made in late April.

Town Accounts (009)

- 1) March expenses = \$59,712; Month-to-month cumulative expenses were \$575,830 (2/28) => 635,542 (3/31).
 - a. YTD spent = 50.5% of the budget.

Student Activities Accounts (100)

- 1) The aggregate balance of accounts decreased \$721 from \$327,633 (2/28) => \$326,912 (3/31). The most significant transaction was a \$4,356 reduction in the THS Class of 2021, \$4,000 of which was a contribution to the Chelsea Cunha Fund.

Grants (200)

- 1) All grants have been funded.
- 2) The only grant in deficit is the Head Start – Food grant which had a misclassification of expenses that should have been included in the Head Start grant.
 - a. The deficit is \$13,651 while the Head Start grant has a balance of \$63,673.

Special Revenue Funds (205)

There are accounts that have negative year-to-date balances some of which are due to timing difference (Continuing Education, Inter-district, Summer Explorations), some due to method of presentation (self-liquidating accounts: THS AP testing and Voluntary Insurance), and some are unique.

- 1) Continuing Education: Deficit = -\$7,514, a \$5,008 reduction from the February deficit of -\$12,522 deficit, which was a \$6,876 reduction from January's -\$19,398 deficit.

- a. Down from -\$29,933 at December 31st.
 - b. Last year's revenue = \$75,978 (v. \$48,915 YTD).
- 2) Elementary Strings / Band: -\$148,059 deficit
 - a. Up \$412 from February's -\$147,647 deficit.
 - b. Down slightly from -\$149,179 at January 31st.
 - c. Revenue received = \$48,986; same as last month.
 - d. I estimate that this account will finish the year approximately \$150,000 in deficit.
- 3) ELITE Business Program: -\$30,967 deficit
 - a. Down \$193 since -\$31,160 deficit at 2/28.
 - b. Total revenue of \$174,039 includes the transfer of \$150,000 from the non-lapsing account.
 - c. Expenditures = \$168,779, so the deficit is due to the \$36,2271 in encumbrances.
- 4) Inter-District: -\$35,750 deficit.
 - a. An increase of \$2,592 from last month's -\$33,158.
 - b. The accounting was modified last month to include accounts receivable as revenue.
 - c. This is similar to accruing expenses through encumbrances.
 - d. A tuition increase form \$3,600 => \$3,900 / year will be proposed.
- 5) Medicaid: -\$53,259 deficit.
 - a. An increase of \$12,078 from -41,181 last month.
 - b. The District has contracted with CompuClaim which administers the collection system for a more comprehensive effort to collect revenue.
 - c. The District was notified to expect a payment of approximately \$50,251.53 in June which will close the deficit significantly.
- 6) Summer Explorations = -\$176,264 for this fiscal year; a month-to-month reduction of \$5,505.
 - a. February's deficit = -\$181,769
 - b. \$40,808 revenue received, last year = \$176,321.
- 7) THS AP Testing: -\$122,649 deficit; this is the same as last month.
 - a. This account is self-liquidating, i.e., students will pay for the exams.
- 8) Voluntary Insurance: -\$78,004 deficit; a reduction of \$26,076 from last month
 - a. This account is self-liquidating, i.e., employees make monthly payments for additional insurance which reduces this account to \$0 at yearend.
 - b. Previous month end deficits were:
 - i. November = -\$176,522
 - ii. December = -\$157,282
 - iii. January = -\$130,559
 - iv. February = -\$104,080

Food Service (210)

- 1) March's profit = \$237,352
 - a. February's profit = \$168,937
 - b. January's profit = \$101,502
 - c. December's profit = \$102,005
 - d. November's profit = \$111,552
- 2) Under the Seamless Summer Option (SSO) program the District has submitted claims of:

- a. \$341,276.35 (February); received 4/22
 - b. \$463,479.38 (March)
 - c. Total = \$804,755.73 (February and March show up in accounts receivable)
 - i. The SSO program will end June 30th.
- 3) The District's cash account = \$1,080,980 while the "Due to Town Account" = \$785,306 which results in a \$295,674 net cash position.

Scholarships (300)

- 1) The balance of the Scholarship Fund increased \$35,596 since February 28th to March 31st, i.e., \$128,862 (2/28) => \$164,068 (3/31) and increased \$35,706 from \$128,362 (7/01) => \$164,068 (3/31). Primary transactions have been contributions to the Chelsea Cunha fund (\$39,571) and a donation from the Dick Seaman fund (\$4,640) to the ELITE program.

Answers to Questions received after sending out the March 2002 Financial Report:

- I have been asking for this for a while, but I will ask again. Can we please get a list of the number of paras per building, the number of hours each works, and what each does if possible (classroom ABA para, instructional para, admin)

1) Personnel assigned by building is a Human Resources function. I have relayed your question to Ms. Williams.

- So, there was literally no provision for retiring teachers last year? And do we have any different numbers for this year since the budget hearings?

1) Since there was no history of staff turnover being budgeted this item was not included in the 2021-22 budget. Based on surveys of surrounding towns during the 2022-23 budget period other districts were budgeting between \$150,00 => \$689,100 for this item. Ms. Williams and I are developing a methodology to calculate this; however, in the meantime, we believe that \$300,000 is a conservative estimate.

- The subs deficit is about double what we were last month, and it looks like it's the para subs. Any explanation for why the jump is so high?

1) Unfortunately, it has been my experience that good weather increases the need for substitutes.

- Why is health insurance almost 7x what it was last month?

1) Health insurance (net) was \$1,297,838 in March (\$11,968,682 (3/31) - \$10,670,844 (2/28)); in February it was \$1,320,535 (\$10,670,844 (2/28) - \$9,350,309 (3/31)). Please explain the question.

- I know some of the numbers under Health Insurance (top of page 15) balance out, but why is there such a deficit on health and dental benefits and then such a surplus for medical premiums?

1) The lines "Benefits – Health Premium Share Medical (and Dental)" represent the employee cost share. This is not a deficit, but it is the reduction in health benefits expense attributable to employee cost share.

- "Unemployment expense in March was only \$1,772, the encumbrance was adjusted which resulted in \$90,000 of available balance." Can you please explain?

1) Unemployment claims increase dramatically during the peak of COVID; some claims were valid, many were not. The unemployment budget is \$120,000 for 2021-22. The Business Office has been successful in refuting many claims, resulting in a monthly expense between \$2,000 => \$4,000. Based on this run rate the encumbrance was adjusted, freeing up more funds.

- "PPS-Health Services-Service Contracts is over budget by \$2,476 a

reduction of almost \$24,000 from the \$26,274 deficit last month; the encumbrances were adjusted.” What does the encumbrances were adjusted mean?

1) “Adjusting encumbrances” means closing an open purchase order because the required goods/services have been delivered or reducing the purchase order based on the run rate. The adjustments may be done by the purchase order originator or the Business Office.

- “Consultants – PPS (\$208,147 over budget in January, \$153,522 in February; the March balance = -\$21,747; an overall deficit reduction of about \$190,000).” This is great news, of course, but is there not a way to more accurately establish these costs along the way, through the year? Why did we estimate so much more than these turned out to be?

1) This is a question which I will pose to the Special Education Department. I suppose it is because the student special education population can change dramatically during the school year which may result in varying needs.

- What is our plan to pay for the expected natural gas overage? And why is there one – don’t we have an energy contract?

1) Natural gas does not have a contract. All purchases are made on the spot market.
2) The overage most likely will be funded by the funds available from the salaries’ accounts.

- Can you please explain more about the plan moving forward for the Repairs and Service Fees category?

1) The Director of Operations was given his budget. To make it more detailed, i.e., he activated many accounts which had been inactive, and chose to spend his approved budget for some of these items.

- Super-Personnel-Other Purchased Services: \$51,904 over budget. I understand your explanation for this, and thank you. I also realize the amounts are not large, but more generally – why do administrators add items that are not budgeted? Is this a conversation?

1) This item was added by the Superintendent and Human Resources Director to improve the professionalism of our hiring process.

- It looks as if the tuition line projected deficit is about \$100,000 more than last month. Can you please break down why this is the case?

1) Additional services were required per students IEPs. I do not have access to that information which is confidential.

- General questions on the ECR – maybe I can talk with you sometime tomorrow? I don’t want to get in the way.

1) ECR or Excess Cost Reimbursement is a detailed discussion. I would be happy to take you through it during our Finance Committee

meeting.

- On page 18, what is the \$51,000 overage in line 55900?

1) Please see above: Super-Personnel-Other Purchased Services.

- I'm assuming that the larger balances in areas like professional development, textbooks, and supplies are because of the freeze?

1) That is most likely an accurate assumption.

- I'm interested in knowing more about the PPS Testing Materials balance on page 21 – why is it seemingly untouched?

1) I will ask the Special Education Department to address that question.

- Why is there so much unspent in building furniture? It's spread across all the buildings, but it's almost \$100,000.

1) The Business Office is reviewing with the Superintendent all accounts which had large over or under expenditures to more accurately budget.

- Just curious why on page 23 so much unexpected building equipment was purchased? What are all the expenditures in the red in building improvements, right after?

1) Facilities-Building Improvement-Projects is \$67,996 over budget. This is due to \$73,355 to repair the bus depot stairs to satisfy a Commission on Human Rights and Opportunities (CHRO) complaint filed by the bus company employees.

- Can you please talk a little more about the ELITE encumbrances and how this will play out?

1) I will have to review this item with the Special Education Department.

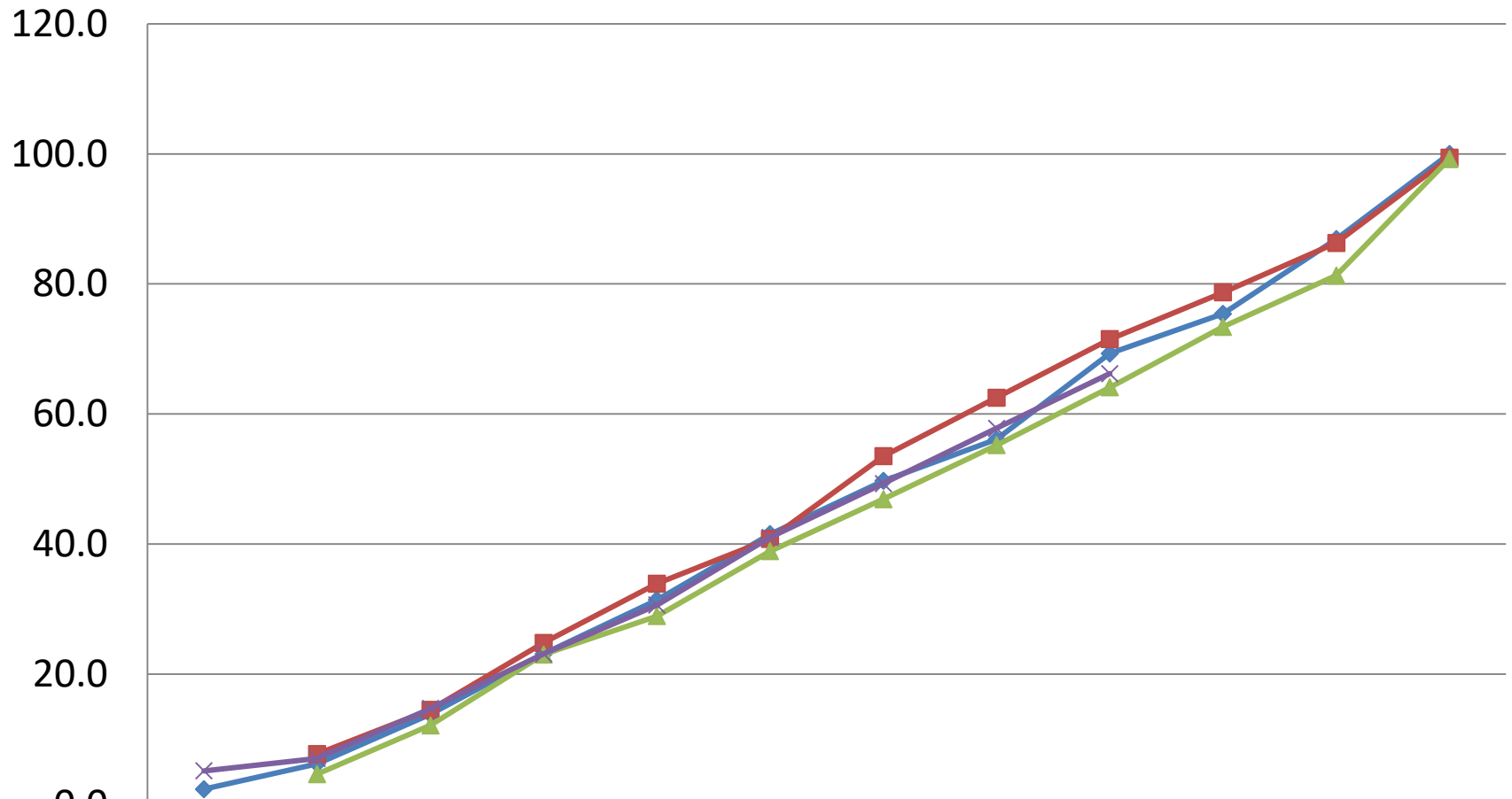
- I think Jackie has already asked about Summer Explorations

1) I will have a handout on this subject for the Finance Committee meeting.

- Do we have any idea about what will happen with our food services account when the free lunch program ends?

1) Food Service Director Betty Sinko and I are preparing pro forma statements which we will review with the Superintendent on Wednesday, April 27th.

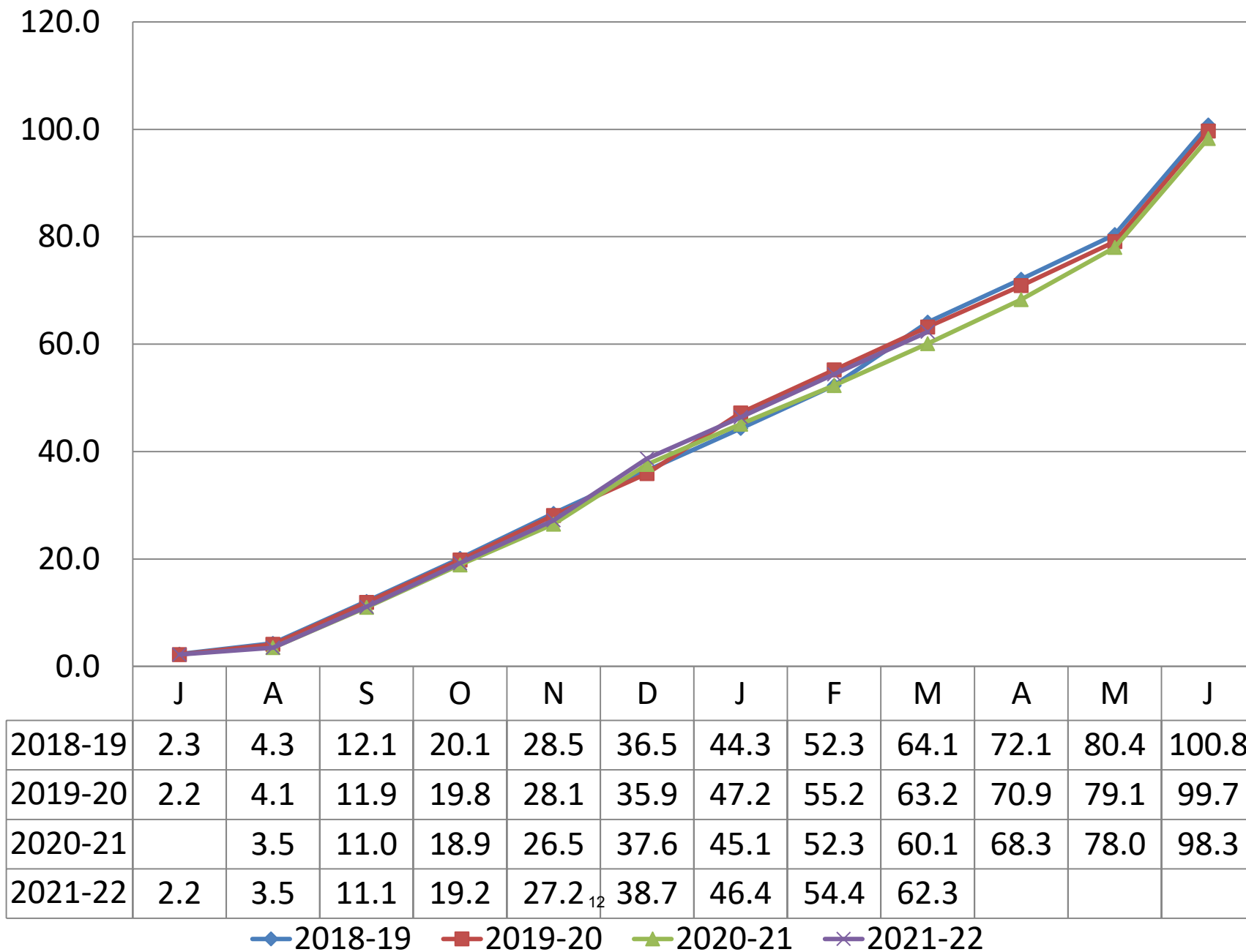
Cumulative Total Board of Education Budget % By Month



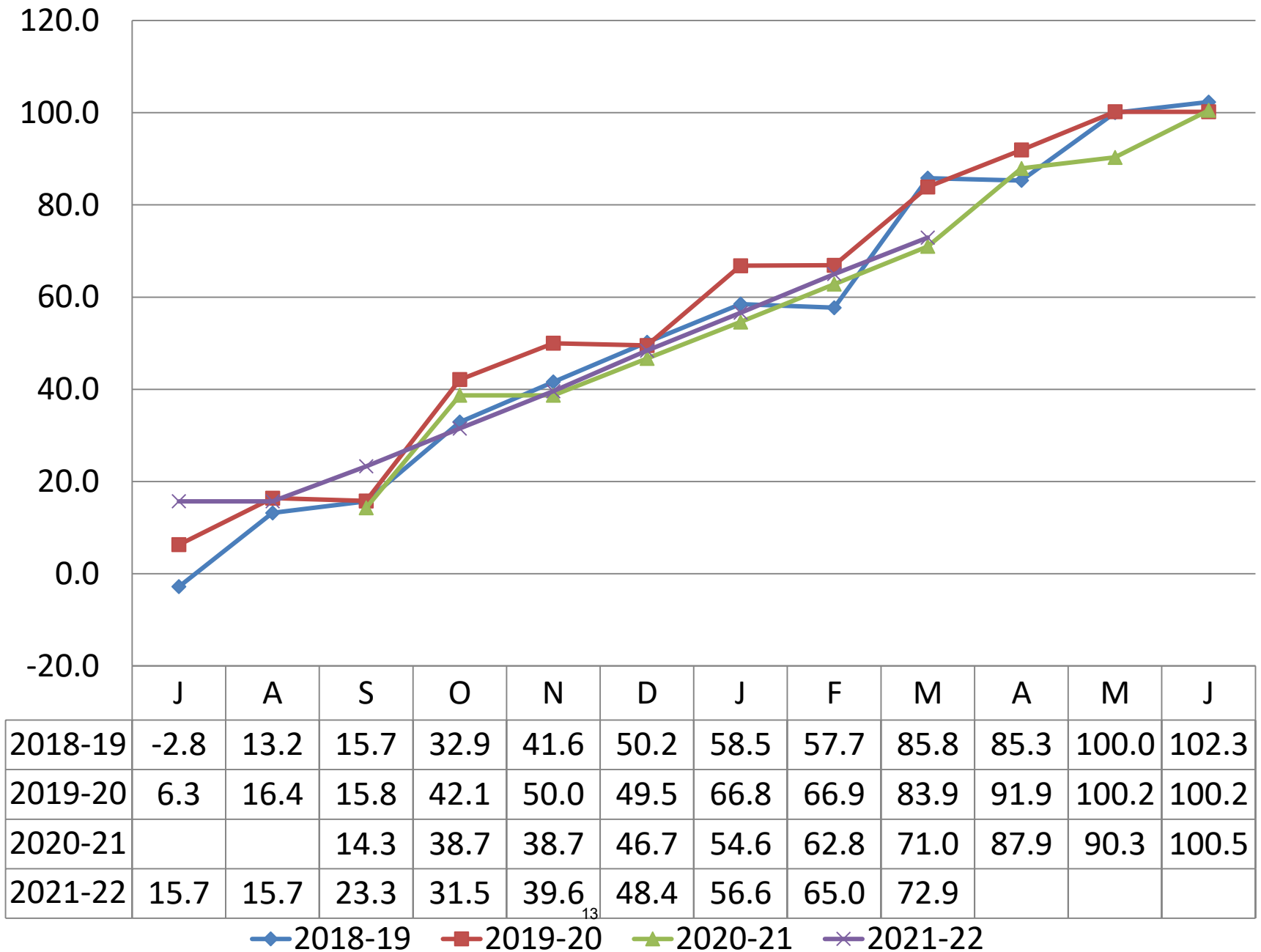
	J	A	S	O	N	D	J	F	M	A	M	J
2018-19	2.3	6.2	13.8	23.1	31.4	41.5	49.7	56.1	69.3	75.4	86.9	100.0
2019-20		7.7	14.5	24.8	33.9	40.8	53.5	62.5	71.5	78.7	86.3	99.4
2020-21		4.6	12.1	23.0	28.9	38.9	46.9	55.2	64.1	73.4	81.3	99.2
2021-22	5.1	7.0	14.7	23.1	30.6	41.0	49.3	57.8	66.2			

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

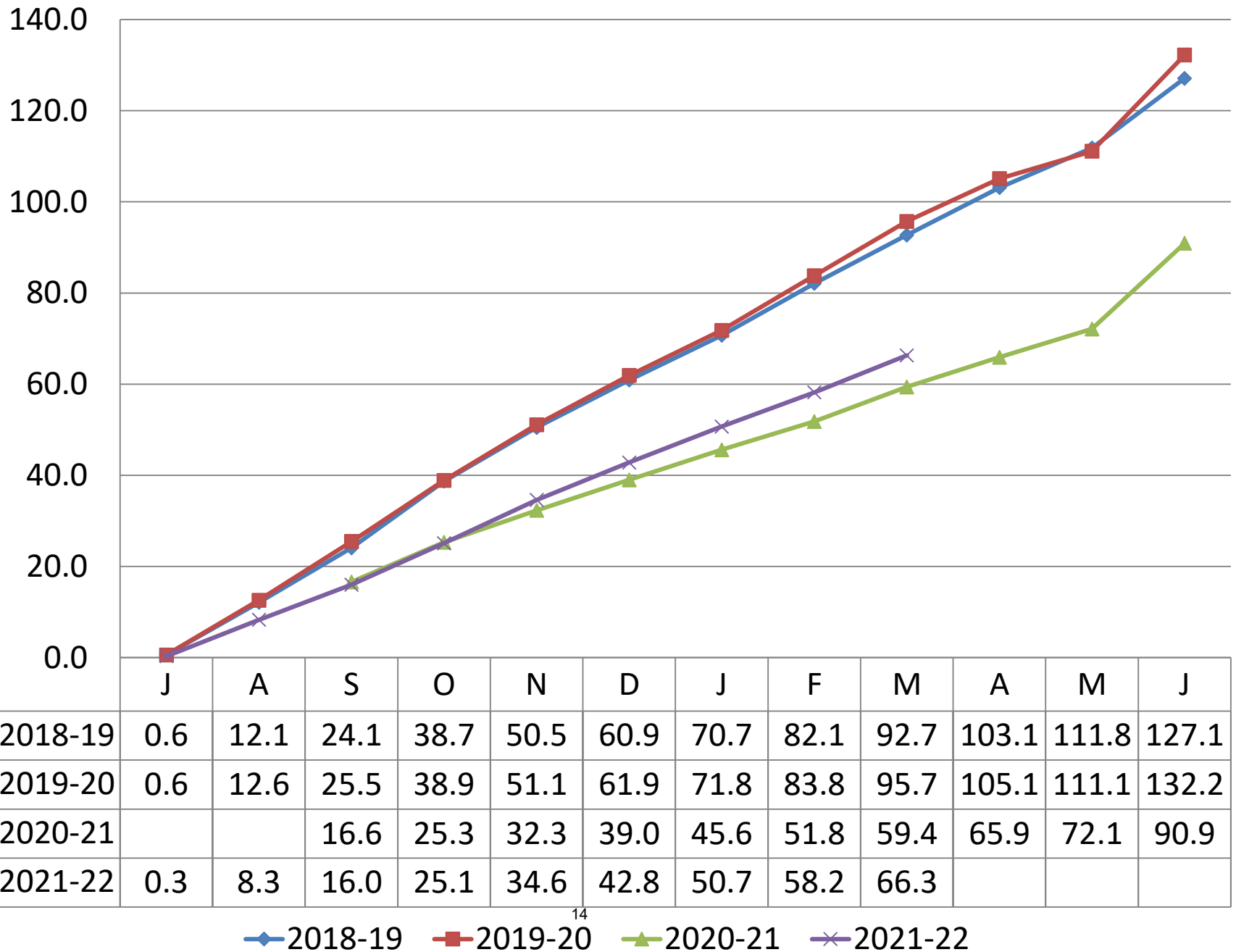
Cumulative Board of Education Salaries Budget % By Month



Cumulative Board of Education Benefits Budget % By Month



Cumulative Board of Education Utilities Budget % By Month



Report For Period Ending March 31, 2022

Fund	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRANFRS/ADJSMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
001	001 BOE GENERAL FUND	112,296,658	-	112,296,658	74,372,018	36,508,183	1,416,457	98.70
009	009 TOWN ACCOUNTS FUND	-	1,257,428	1,257,428	635,542	496,786	125,100	90.10
200	200 GRANTS FUND	-	6,555,605	6,555,605	2,461,855	1,136,865	2,956,885	54.90
205	205 SPECIAL REVENUE FUND	-	315,185	315,185	1,193,093	528,844	(1,406,752)	546.30
210	210 SCHOOL LUNCH FUND	-	2,591,926	2,591,926	2,194,848	953,788	(556,709)	121.50
300	300 SCHOLARSHIP FUND	-	-	-	4,640	-	(4,640)	100.00
	Grand Total	112,296,658	10,720,144	123,016,802	80,861,995	39,624,466	2,530,340	97.90

Trumbull Board of Education Expense vs Budget Summary
Report for the Period Ended 3/31/2022

<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>
<u>Salaries</u>	<u>100</u>					
Admin/Supervisors		\$4,672,445	\$3,593,630	\$1,090,400	-\$11,585	100%
Teachers		\$54,603,505	\$31,976,596	\$21,694,372	\$932,537	98%
Custodians/Maintenance		\$3,712,660	\$2,681,722	\$989,153	\$41,785	99%
Tech Support		\$534,412	\$379,325	\$112,208	\$42,879	92%
Admin Support		\$2,710,804	\$1,976,031	\$756,833	-\$22,060	101%
Paras & Aides		\$4,369,946	\$3,201,504	\$1,346,702	-\$178,259	104%
Substitutes		\$872,435	\$765,722	\$300,011	-\$193,298	122%
Coaches & Advisors		\$695,045	\$350,145	\$335,816	\$9,084	99%
Salaries Other		\$1,584,765	\$996,439	\$558,934	\$29,392	98%
Misc Salary Items		\$308,668	\$250,858	\$0	\$57,810	81%
Salaries Total		\$74,064,685	\$46,171,971	\$27,184,429	\$708,285	99%
<u>Employee Benefits</u>	<u>200</u>					
Health Insurance		\$16,201,647	\$11,968,682	\$3,766,213	\$466,752	97%
FICA		\$1,882,323	\$1,243,345	\$638,978	\$0	100%
Other Insurance		\$336,501	\$260,948	\$67,845	\$7,708	98%
Unemployment		\$130,000	\$23,960	\$16,040	\$90,000	31%
Benefits Other		\$193,595	\$167,995	\$60,230	-\$34,630	118%
Employee Benefits Total		\$18,744,066	\$13,664,930	\$4,549,306	\$529,830	97%
<u>Purchased Professional Services</u>	<u>300</u>					
Legal		\$260,000	\$127,775	\$123,200	\$9,025	97%
Service Contracts		\$415,087	\$385,179	\$20,348	\$9,560	98%
Consultants		\$225,000	\$134,578	\$112,170	-\$21,747	110%
Other Prof Services		\$459,900	\$378,967	\$74,660	\$6,273	99%
Purchased Professional Services Total		\$1,359,987	\$1,026,499	\$330,377	\$3,111	100%
<u>Purchased Property Services</u>	<u>400</u>					
Utilities		\$1,289,000	\$854,069	\$418,620	\$16,311	99%
Repairs & Svc Fees		\$348,500	\$305,340	\$164,975	-\$121,815	135%
Copiers		\$265,000	\$169,364	\$84,413	\$11,223	96%
Other Purch'd Property Svcs		\$111,900	\$81,983	\$31,546	-\$1,629	101%
Purchased Property Services Total		\$2,014,400	\$1,410,755	\$699,554	-\$95,910	105%
<u>Purchased Other Services</u>	<u>500</u>					
Transportation		\$6,152,707	\$4,023,552	\$2,111,007	\$18,148	100%
Communications		\$275,250	\$215,580	\$74,426	-\$14,756	105%
Postage		\$40,000	\$22,811	\$19,745	-\$2,555	106%
Advertising		\$1,200	\$1,992	\$0	-\$792	166%
Interns		\$296,400	\$129,750	\$129,750	\$36,900	88%
Tuition		\$4,750,000	\$4,304,526	\$815,196	-\$369,722	108%
Printing		\$14,950	\$7,244	\$0	\$7,706	48%
Other Purch'd Svcs		\$323,352	\$242,310	\$12,775	\$68,267	79%
Purchased Other Services Total		\$11,853,859	\$8,947,764	\$3,162,899	-\$256,805	102%
<u>Supplies</u>	<u>600</u>					
Supplies-Teaching		\$601,227	\$358,111	\$49,656	\$193,460	68%
Supplies-Office		\$101,550	\$73,158	\$17,571	\$10,821	89%
Supplies-Custodial		\$175,000	\$158,472	\$50,391	-\$33,864	119%
Supplies-Maintenance		\$284,000	\$163,957	\$43,012	\$77,031	73%
Text & Workbooks		\$407,266	\$179,028	\$14,591	\$213,646	48%
Subscriptions		\$315,545	\$283,391	\$895	\$31,260	90%
Testing Materials		\$134,600	\$89,232	\$3,641	\$41,728	69%
Books & A/V		\$44,040	\$24,978	\$9,411	\$9,651	78%
Software		\$119,000	\$134,698	\$523	-\$16,221	114%
Energy		\$435,000	\$409,827	\$25,173	\$0	100%
Other Supplies		\$31,650	\$14,681	\$12,859	\$4,110	87%

Trumbull Board of Education Expense vs Budget Summary
Report for the Period Ended 3/31/2022

<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	Total	\$2,648,878	\$1,889,533	\$227,722	\$531,623	80%
<u>Property</u>	<u>700</u>					
Office Equipment		\$850	\$0	\$0	\$850	0%
Office Furniture		\$1,200	\$1,620	\$0	-\$420	135%
Classroom Equipment		\$409,131	\$300,219	\$15,450	\$93,462	77%
Classroom Furniture		\$11,500	\$8,581	(\$0)	\$2,919	75%
Bldg Equipment		\$148,492	\$184,913	\$93,882	-\$130,304	188%
Bldg Improvements		\$158,489	\$94,216	\$24,490	\$39,784	75%
Other Equipment		\$3,500	\$676	\$0	\$2,824	19%
Property	Total	\$733,162	\$590,225	\$133,822	\$9,115	99%
<u>Debt Service & Miscellaneous</u>	<u>800</u>					
Dues, Fees and Memberships		\$876,621	\$670,342	\$220,073	-\$13,794	102%
Other Objects		\$1,000	\$0	\$0	\$1,000	0%
Miscellaneous	Total	\$877,621	\$670,342	\$220,073	-\$12,794	101%
<u>Other Objects</u>	<u>917</u>					
Other-Ant Surpl/Excess Cst		\$0	\$0	\$0	\$0	#DIV/0!
Other Objects	Total	\$0	\$0	\$0	\$0	#DIV/0!
Munis Report Total		\$112,296,658	\$74,372,018	\$36,508,183	\$1,416,457	99%

**Trumbull Board of Education Expense vs Budget Detail
Report for the Period Ended 3/31/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
Salaries							
Admin/Supervisors							
01011000-51113	TECEC-Admin-Admin Salaries	\$121,360	\$0	\$121,360	\$106,690	\$32,007	(\$17,337)
01011200-51114	PPS-Admin-Director/Coordinator	\$309,071	\$0	\$309,071	\$237,747	\$71,324	\$0
01402320-51114	Asst Super-Admin-Asst Superintendent	\$130,000	\$0	\$130,000	\$78,000	\$30,000	\$22,000
01412210-51113	D/W-Elem Asst Principal	\$0	\$0	\$0	\$0	\$0	\$0
01412210-51114	Curr Dir-Admin-Director	\$193,000	\$0	\$193,000	\$151,692	\$45,508	(\$4,200)
01422520-51125	Tech-Admin-Manager	\$132,575	\$0	\$132,575	\$104,021	\$31,206	(\$2,652)
01512400-51113	BHES-Admin-Principal	\$178,449	\$0	\$178,449	\$137,268	\$41,181	\$0
01522400-51113	FTES-Admin-Principal/Asst Principal	\$178,449	\$0	\$178,449	\$137,268	\$41,181	\$0
01532400-51113	DFES-Admin-Princiapl	\$178,449	\$0	\$178,449	\$137,268	\$41,181	\$0
01542400-51113	MBES-Admin-Principal	\$178,449	\$0	\$178,449	\$137,268	\$41,181	\$0
01552400-51113	JRES-Admin-Principal	\$162,865	\$0	\$162,865	\$125,281	\$37,584	(\$0)
01582400-51113	TSES-Admin-Principal	\$178,449	\$0	\$178,449	\$137,268	\$41,181	\$0
01612400-51113	HMS-Admin-Principal/Asst Principal	\$335,544	\$0	\$335,544	\$258,111	\$77,433	(\$0)
01622400-51113	MMS-Admin-Principal/Asst Principal	\$343,331	\$0	\$343,331	\$264,101	\$79,230	(\$0)
01711006-51114	THS-Ag Science-Director	\$77,124	\$0	\$77,124	\$60,859	\$18,258	(\$1,993)
01711019-51114	Sports-Sports General-Director	\$164,882	\$0	\$164,882	\$126,832	\$38,050	(\$0)
01712400-51113	THS-Admin-Principals	\$842,283	\$0	\$842,283	\$647,910	\$194,373	\$0
01741200-51113	Continuing Ed-Admin-Administrator	\$0	\$0	\$0	(\$37)	\$0	\$37
01822230-51125	Facilities-Admin-Director/Managers	\$242,997	\$0	\$242,997	\$169,659	\$56,598	\$16,740
01822230-51141	Facilities-Admin-Manager OT	\$0	\$0	\$0	\$0	\$0	\$0
01882700-51125	Trans-Admin-Manager	\$67,969	\$0	\$67,969	\$56,251	\$16,875	(\$5,158)
01902320-51115	Super-Admin-Superintendent	\$248,750	\$0	\$248,750	\$202,061	\$60,618	(\$13,929)
01912520-51113	Bus Off-Admin-Business Administrator	\$169,500	\$0	\$169,500	\$132,992	\$39,898	(\$3,390)
01912520-51129	Bus Off-Admin-Acctg Manager	\$85,182	\$0	\$85,182	\$66,835	\$20,050	(\$1,703)
01922530-51125	Asst Super-Dir Digital Learning	\$153,767	\$0	\$153,767	\$118,282	\$35,485	(\$0)
	Admin/Supervisors Total	\$4,672,445	\$0	\$4,672,445	\$3,593,630	\$1,090,400	(\$11,585)
Teachers							
01011000-51110	TECEC-Classroom-Teachers	\$662,244	\$0	\$662,244	\$389,566	\$283,979	(\$11,301)
01011200-51118	PPS-L/W-Curriculum Writing	\$20,000	\$0	\$20,000	\$0	\$0	\$20,000
01011200-51119	PPS-L/W-Teacher Xtra Time	\$24,000	\$0	\$24,000	\$30,475	\$0	(\$6,475)
01021201-51119	PPS-After School-Teacher Salaries	\$0	\$0	\$0	\$0	\$0	\$0
01062140-51111	PPS-L/W-Psychologists	\$1,989,018	\$0	\$1,989,018	\$1,186,881	\$824,147	(\$22,010)
01072110-51111	PPS-L/W-Social Workers	\$1,285,959	\$0	\$1,285,959	\$676,789	\$473,570	\$135,601
01082150-51111	PPS-L/W-Speech & Language	\$1,358,551	\$0	\$1,358,551	\$799,393	\$526,625	\$32,533
01121200-51111	TECEC-Classroom-Specialists	\$110,000	\$0	\$110,000	\$103,936	\$48,486	(\$42,422)
01161200-51110	PPS-SPED-Elementary Teachers	\$1,822,829	\$0	\$1,822,829	\$1,119,045	\$702,857	\$927
01231200-51110	PPS-SPED-Middle School Teachers	\$1,262,530	\$0	\$1,262,530	\$784,355	\$569,781	(\$91,606)
01331200-51110	PPS-SPED-THS Teachers	\$1,973,517	\$0	\$1,973,517	\$1,164,867	\$834,527	(\$25,878)
01371200-51118	PPS-ESY-Teacher salaries	\$133,000	\$0	\$133,000	\$146,974	\$0	(\$13,974)
01402210-51110	Curr Dir-D/W-ELL Teachers	\$586,408	\$0	\$586,408	\$329,239	\$216,704	\$40,465
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	\$114,478	\$0	\$114,478	\$66,045	\$48,433	\$0
01412210-51111	Curr Dir-D/W-Program Leaders	\$378,442	\$0	\$378,442	\$240,915	\$137,527	\$0
01412210-51117	Curr Dir-D/W-Teacher Training	\$50,000	\$0	\$50,000	\$13,578	\$21,000	\$15,422
01412210-51118	Curr Dir-D/W-Prof Devt Prep	\$30,000	\$0	\$30,000	\$24,882	\$0	\$5,118
01412210-51119	Curr Dir-Admin-Curriculum Writing	\$80,104	\$0	\$80,104	\$39,712	\$0	\$40,392
01511001-51110	BHES-Classroom-Teachers	\$2,167,873	\$0	\$2,167,873	\$1,280,364	\$921,250	(\$33,741)
01511002-51110	BHES-Classroom-Specialists	\$394,182	\$0	\$394,182	\$325,693	\$235,628	(\$167,139)
01512220-51110	BHES Library-Teachers-Salaries	\$93,385	\$0	\$93,385	\$53,876	\$39,509	\$0
01521001-51110	FTES-Classroom-Teachers	\$2,585,110	\$0	\$2,585,110	\$1,400,548	\$929,881	\$254,681
01521002-51110	FTES-Classroom-Specialists	\$889,845	\$0	\$889,845	\$531,479	\$349,376	\$8,990
01522220-51110	FTES Library-Teachers-Salaries	\$105,496	\$0	\$105,496	\$60,863	\$44,633	(\$0)
01531001-51110	DFES-Classroom-Teachers	\$2,402,500	\$0	\$2,402,500	\$1,322,723	\$969,997	\$109,781
01531002-51110	DFES-Classroom-Specialists	\$551,263	\$0	\$551,263	\$379,146	\$219,016	(\$46,899)
01532220-51110	DFES Library-Teachers-Salaries	\$80,442	\$0	\$80,442	\$46,409	\$34,033	\$0
01541001-51110	MBES-Classroom-Teachers	\$2,402,936	\$0	\$2,402,936	\$1,364,868	\$956,871	\$81,196
01541002-51110	MBES-Classroom-Specialists	\$812,223	\$0	\$812,223	\$484,995	\$308,369	\$18,859
01542220-51110	MBES Library-Teachers-Salaries	\$114,478	\$0	\$114,478	\$66,045	\$48,433	\$0
01551001-51110	JRES-Classroom-Teachers	\$1,957,727	\$0	\$1,957,727	\$1,119,101	\$802,957	\$35,669
01551002-51110	JRES-Classroom-Specialists	\$477,992	\$0	\$477,992	\$356,471	\$211,890	(\$90,369)
01552220-51110	JRES Library-Teachers-Salaries	\$114,478	\$0	\$114,478	\$66,045	\$48,433	\$0
01581001-51110	TES-Classroom-Teachers	\$1,798,582	\$0	\$1,798,582	\$1,035,784	\$719,770	\$43,028
01581002-51110	TES-Classroom-Specialists	\$420,582	\$0	\$420,582	\$336,593	\$217,179	(\$133,190)
01582220-51110	TES Library-Teachers-Salaries	\$88,060	\$0	\$88,060	\$50,804	\$37,256	\$0

**Trumbull Board of Education Expense vs Budget Detail
Report for the Period Ended 3/31/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01611001-51110	HMS-Classroom-Teacher Salaries	\$3,969,616	\$0	\$3,969,616	\$2,163,507	\$1,536,906	\$269,203
01611016-51110	HMS-Music-Teacher Salaries	\$337,268	\$0	\$337,268	\$203,516	\$124,127	\$9,625
01611019-51110	HMS-PE/Health-Teacher Salaries	\$390,096	\$0	\$390,096	\$236,807	\$153,288	\$1
01612120-51110	HMS-Guidance-Teacher Salaries	\$286,244	\$0	\$286,244	\$170,696	\$115,548	\$0
01612220-51110	HMS-Library-Teacher Salaries	\$99,033	\$0	\$99,033	\$57,134	\$41,899	\$0
01612400-51110	HMS-Admin-Teacher Xtra days	\$0	\$0	\$0	\$0	\$0	\$0
01621001-51110	MMS-Classroom-Teacher Salaries	\$4,239,485	\$0	\$4,239,485	\$2,486,457	\$1,674,551	\$78,477
01621016-51110	MMS-Music-Teacher Salaries	\$318,661	\$0	\$318,661	\$185,552	\$110,953	\$22,156
01621019-51110	MMS-PE/Health-Teacher Salaries	\$399,307	\$0	\$399,307	\$264,133	\$141,322	(\$6,148)
01622120-51110	MMS-Guidance-Teacher Salaries	\$317,719	\$0	\$317,719	\$188,855	\$128,864	\$0
01622220-51110	MMS-Library-Teacher Salaries	\$104,176	\$0	\$104,176	\$60,102	\$44,074	(\$0)
01622400-51110	MMS-Admin-Teacher Xtra days	\$2,366	\$0	\$2,366	\$0	\$0	\$2,366
01711001-51110	THS-Classroom-Teacher Salaries	\$11,004,604	\$0	\$11,004,604	\$6,445,670	\$4,462,352	\$96,581
01711003-51110	THS-Admin-Detention Duty	\$3,000	\$0	\$3,000	\$2,948	\$0	\$52
01711006-51110	THS-Ag Science-Teachers Salaries	\$590,970	\$0	\$590,970	\$374,819	\$216,151	\$1
01711016-51110	THS-Music-Teacher Salaries	\$458,728	\$0	\$458,728	\$156,285	\$94,763	\$207,680
01711019-51110	THS-PE/Health-Teacher Salaries	\$854,514	\$0	\$854,514	\$488,901	\$355,317	\$10,296
01711022-51110	THS-Alternate School-Teachers Salaries	\$398,956	\$0	\$398,956	\$229,543	\$166,406	\$3,008
01711028-51110	THS-Admin-Teacher Xtra Time	\$0	\$0	\$0	\$0	\$0	\$0
01712120-51110	THS-Guidance-Teacher Salaries	\$1,318,017	\$0	\$1,318,017	\$809,616	\$508,401	(\$0)
01712220-51110	THS-Library-Teacher Salaries	\$85,513	\$0	\$85,513	\$50,907	\$37,332	(\$2,726)
01802320-51119	Super-Personnel-Teacher Xtra Time	\$11,998	\$0	\$11,998	\$2,690	\$0	\$9,308
01912520-51196	D/W-Admin-Retirement/LOA Savings	\$0	\$0	\$0	\$0	\$0	\$0
01912520-51197	D/W-Admin-Degree Changes	\$70,000	\$0	\$70,000	\$0	\$0	\$70,000
Teachers Total		\$54,603,505	\$0	\$54,603,505	\$31,976,596	\$21,694,372	\$932,537
<u>Custodians/Maintenance</u>							
01842610-51140	Facilities-Custodial-Salaries	\$2,719,708	\$0	\$2,719,708	\$1,835,630	\$782,123	\$101,955
01842610-51141	Facilities-Custodial-Custodial OT	\$51,410	\$0	\$51,410	\$119,662	\$0	(\$68,252)
01842610-51142	Facilities-Custodial-School OT	\$74,545	\$0	\$74,545	\$91,593	\$0	(\$17,048)
01842610-51143	Facilities-Snow Removal-Salaries	\$20,000	\$0	\$20,000	\$34,750	\$0	(\$14,750)
01842610-51145	Facilities-Custodial- Custodial Support	\$6,698	\$0	\$6,698	\$5,171	\$0	\$1,527
01842610-51149	Facilities-Custodial-Custodial Night Diff	\$6,820	\$0	\$6,820	\$6,087	\$0	\$733
01852620-51140	Facilities-Maintenance-Salaries	\$769,057	\$0	\$769,057	\$542,374	\$207,030	\$19,653
01852620-51141	Facilities-Maintenance-Maint OT	\$22,848	\$0	\$22,848	\$14,351	\$0	\$8,497
01852620-51142	Facilities-Maintenance-Security Checks	\$574	\$0	\$574	\$430	\$0	\$144
01852620-51145	Facilities-Maintenance-Summer Help	\$41,000	\$0	\$41,000	\$31,673	\$0	\$9,327
Custodians/Maintenance Total		\$3,712,660	\$0	\$3,712,660	\$2,681,722	\$989,153	\$41,785
<u>Tech Support</u>							
01422220-51124	Tech-Dist A/V/Ch 17-Technician	\$39,698	\$0	\$39,698	\$0	\$0	\$39,698
01422520-51129	Tech-Admin-Other Technical	\$479,714	\$0	\$479,714	\$369,471	\$112,208	(\$1,965)
01422520-51141	Tech-Admin-Xtra Time/Help	\$15,000	\$0	\$15,000	\$9,854	\$0	\$5,146
Tech Support Total		\$534,412	\$0	\$534,412	\$379,325	\$112,208	\$42,879
<u>Administrative Support</u>							
01011000-51130	TECEC-Admin-Secy 12 Mth	\$0	\$0	\$0	\$18,413	\$5,599	(\$24,012)
01011000-51131	TECEC-Admin-Secy 10 Mth	\$48,862	\$0	\$48,862	\$30,069	\$19,217	(\$424)
01011000-51135	TECEC-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$195	\$0	(\$195)
01011200-51130	PPS-Admin-Secy 12 Mth	\$121,107	\$0	\$121,107	\$69,612	\$23,283	\$28,211
01011200-51135	PPS-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$858	\$0	(\$858)
01402320-51130	Asst Super-Admin-Secy 12 Mth	\$70,660	\$0	\$70,660	\$55,723	\$16,903	(\$1,966)
01402320-51135	Asst Super-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$13	\$0	(\$13)
01412210-51130	Curr Dir-Admin-Secy 12 Mth	\$56,607	\$0	\$56,607	\$43,544	\$13,357	(\$294)
01412210-51135	Curr Dir-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$542	\$0	(\$542)
01422520-51130	Tech-Admin-Secy 12 Mth	\$61,786	\$0	\$61,786	\$34,065	\$11,536	\$16,185
01422520-51135	Tech-Admin--Clerical Xtra Time	\$0	\$0	\$0	\$9	\$0	(\$9)
01512400-51130	BHES-Admin-Secy 12 Mth	\$61,786	\$0	\$61,786	\$47,527	\$14,581	(\$322)
01512400-51131	BHES-Admin-Secy 10 Mth	\$39,149	\$0	\$39,149	\$24,092	\$15,397	(\$339)
01512400-51135	BHES-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$121	\$0	(\$121)
01522400-51130	FTES-Admin-Secy 12 Mth	\$61,786	\$0	\$61,786	\$47,977	\$14,581	(\$772)
01522400-51131	FTES-Admin-Secy 10 Mth	\$40,070	\$0	\$40,070	\$29,542	\$11,174	(\$646)
01522400-51135	FTES-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$817	\$0	(\$817)
01532400-51130	DFES-Admin-Secy 12 Mth	\$61,786	\$0	\$61,786	\$48,120	\$14,581	(\$915)
01532400-51131	DFES-Admin-Secy 10 Mth	\$40,072	\$0	\$40,072	\$24,198	\$15,469	\$405
01532400-51135	DFES-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$797	\$0	(\$797)
01542400-51130	MBES-Admin-Secy 12 Mth	\$61,786	\$0	\$61,786	\$35,346	\$14,581	\$11,859
01542400-51131	MBES-Admin-Secy 10 Mth	\$39,149	\$0	\$39,149	\$17,919	\$11,788	\$9,442
01542400-51135	MBES-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$27	\$0	(\$27)
01552400-51130	JRES-Admin-Secy 12 Mth	\$61,786	\$0	\$61,786	\$48,120	\$14,581	(\$915)

**Trumbull Board of Education Expense vs Budget Detail
Report for the Period Ended 3/31/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01552400-51131	JRES-Admin-Secy 10 Mth	\$39,703	\$0	\$39,703	\$24,433	\$15,614	(\$344)
01552400-51135	JRES-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$1,601	\$0	(\$1,601)
01582400-51130	TES-Admin-Secy 12 Mth	\$61,786	\$0	\$61,786	\$47,777	\$14,581	(\$572)
01582400-51131	TES-Admin-Secy 10 Mth	\$36,972	\$0	\$36,972	\$22,752	\$14,538	(\$318)
01582400-51135	TES-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$7	\$0	(\$7)
01612120-51131	HMS-Guidance-Secy 10 Mth	\$48,862	\$0	\$48,862	\$29,842	\$19,217	(\$196)
01612120-51135	HMS-Guidance-Clerical Xtra Time	\$0	\$0	\$0	\$64	\$0	(\$64)
01612400-51130	HMS-Admin-Secy 12 Mth	\$61,786	\$0	\$61,786	\$47,483	\$14,581	(\$278)
01612400-51131	HMS-Admin-Secy 10 Mth	\$39,100	\$0	\$39,100	\$24,822	\$15,903	(\$1,625)
01612400-51135	HMS-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$618	\$0	(\$618)
01622120-51131	MMS-Guidance-Secy 10 Mth	\$49,320	\$0	\$49,320	\$30,737	\$19,397	(\$814)
01622120-51135	MMS-Guidance-Clerical Xtra Time	\$0	\$0	\$0	\$117	\$0	(\$117)
01622400-51130	MMS-Admin-Secy 12 Mth	\$61,786	\$0	\$61,786	\$47,998	\$14,581	(\$793)
01622400-51131	MMS-Admin-Secy 10 Mth	\$48,862	\$0	\$48,862	\$30,069	\$19,217	(\$424)
01622400-51135	MMS-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$44	\$0	(\$44)
01711006-51131	THS-Ag Science-Secy 10 Mths	\$36,992	\$0	\$36,992	\$23,014	\$14,548	(\$571)
01711006-51135	THS-Ag Science-Secy Xtra Time	\$492	\$0	\$492	\$256	\$0	\$236
01711022-51131	THS-Alternate School-Secy 10 Mths	\$0	\$0	\$0	\$0	\$0	\$0
01712120-51130	THS-Guidance-Secy 12 Mths	\$177,966	\$0	\$177,966	\$137,187	\$41,994	(\$1,215)
01712120-51135	THS-Guidance-Clerical Xtra Time	\$0	\$0	\$0	\$32	\$0	(\$32)
01712220-51130	THS-Library-Secy 12 Mths	\$0	\$0	\$0	\$14,721	\$7,162	(\$21,883)
01712220-51131	THS-Library-Secy 10 Mths	\$25,682	\$0	\$25,682	\$4,457	\$23,347	(\$2,122)
01712220-51135	THS-Library-Clerical Xtra Time	\$0	\$0	\$0	\$7	\$0	(\$7)
01712400-51130	THS-Admin-Secy 12 Mth	\$121,107	\$0	\$121,107	\$78,849	\$25,664	\$16,594
01712400-51131	THS-Admin-Secy 10 Mth	\$146,365	\$0	\$146,365	\$95,797	\$51,920	(\$1,352)
01712400-51135	THS-Admin-Clerical Xtra Time	\$239	\$0	\$239	\$739	\$0	(\$500)
01713201-51131	Sports-Sports General-Secy 10 Mths	\$49,320	\$0	\$49,320	\$35,638	\$13,754	(\$72)
01713201-51135	Sports-Sports Gen-Clerical Xtra Time	\$3,135	\$0	\$3,135	\$3,192	\$0	(\$57)
01741200-51130	Continuing Ed-Admin-Secy	\$0	\$0	\$0	\$0	\$0	\$0
01802320-51115	Super-Personnel-Support Staff	\$165,629	\$0	\$165,629	\$130,905	\$38,987	(\$4,263)
01802320-51131	Super-Personnel-Support Staff-10 Mth	\$44,529	\$0	\$44,529	\$27,403	\$17,515	(\$388)
01802320-51135	Super-Personnel-Clerical Xtra Time	\$1,863	\$0	\$1,863	\$3,258	\$0	(\$1,395)
01822230-51130	Facilities-Admin-Secy 12 Mth	\$125,367	\$0	\$125,367	\$97,536	\$29,586	(\$1,755)
01822230-51135	Facilities-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$178	\$0	(\$178)
01882700-51130	Trans-Admin-Secy 12 Mth	\$96,886	\$0	\$96,886	\$81,467	\$24,992	(\$9,573)
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	\$4,856	\$0	(\$966)
01902310-51136	Super-BOE-Secy-BOE Mtgs	\$4,500	\$0	\$4,500	\$2,225	\$0	\$2,275
01902320-51130	Super-Admin-Support Staff	\$144,306	\$0	\$144,306	\$120,419	\$35,859	(\$11,972)
01902320-51135	Super-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$81	\$0	(\$81)
01912520-51130	Bus Off-Admin-Support 12 Mth	\$286,467	\$0	\$286,467	\$222,278	\$67,248	(\$3,059)
01912520-51135	Bus Off-Admin-Support-Clerical Xtra Time	\$1,500	\$0	\$1,500	\$5,047	\$0	(\$3,547)
01922530-51135	Asst Super-Admin-Clerical Xtra Time	\$0	\$0	\$0	\$479	\$0	(\$479)
Administrative Support Total		\$2,710,804	\$0	\$2,710,804	\$1,976,031	\$756,833	(\$22,060)
Paras & Aides							
01011000-51120	TECEC-Classroom-Paras	\$178,158	\$0	\$178,158	\$151,901	\$54,456	(\$28,199)
01011000-51122	TECEC-Classroom-ABA Paras	\$216,379	\$0	\$216,379	\$165,706	\$72,225	(\$21,552)
01011200-51120	PPS-L/W-Instructional Paras	\$1,928,354	\$0	\$1,928,354	\$1,600,660	\$687,917	(\$360,223)
01011200-51121	PPS-D/W-Para Xtra Time	\$200,000	\$0	\$200,000	\$32,955	\$18,000	\$149,045
01011200-51122	PPS-L/W-ABA Paras	\$1,031,217	\$0	\$1,031,217	\$781,304	\$357,521	(\$107,607)
01032130-51128	PPS-L/W-Health Aides	\$79,259	\$0	\$79,259	\$59,402	\$25,765	(\$5,909)
01371200-51122	PPS-ESY-ABA Paras	\$80,000	\$0	\$80,000	\$81,993	\$0	(\$1,993)
01371200-51128	PPS-ESY-Health Aides	\$7,000	\$0	\$7,000	\$5,165	\$0	\$1,835
01371200-51129	PPS-ESY-Para	\$47,000	\$0	\$47,000	\$41,230	\$0	\$5,770
01412210-51120	PPS-D/W-Para Training	\$14,250	\$0	\$14,250	\$8,025	\$6,225	\$0
01511001-51120	BHES-Classroom-Instructional Aides	\$64,293	\$0	\$64,293	\$19,233	\$12,000	\$33,060
01512400-51120	BHES-Admin-Paras	\$19,315	\$0	\$19,315	\$9,360	\$3,000	\$6,955
01521001-51120	FTES-Classroom-Instructional Aides	\$72,014	\$0	\$72,014	\$16,305	\$9,000	\$46,709
01522400-51120	FTES-Admin-Paras	\$18,278	\$0	\$18,278	\$25,852	\$11,476	(\$19,050)
01531001-51120	DFES-Classroom-Instructional Aides	\$54,539	\$0	\$54,539	\$14,016	\$7,500	\$33,023
01532400-51120	DFES-Admin-Paras	\$9,443	\$0	\$9,443	\$13,208	\$6,000	(\$9,765)
01541001-51120	MBES-Classroom-Instructional Aides	\$66,429	\$0	\$66,429	\$7,518	\$3,600	\$55,311
01542400-51120	MBES-Admin-Paras	\$9,655	\$0	\$9,655	\$7,709	\$3,900	(\$1,954)
01551001-51120	JRES-Classroom-Instructional Aides	\$46,984	\$0	\$46,984	\$17,880	\$8,100	\$21,004
01552400-51120	JRES-Admin-Paras	\$10,094	\$0	\$10,094	\$13,889	\$6,300	(\$10,095)
01581001-51120	TES-Classroom-Instructional Aides	\$57,299	\$0	\$57,299	\$16,947	\$9,000	\$31,352
01582400-51120	TES-Admin-Paras	\$9,443	\$0	\$9,443	\$13,005	\$6,300	(\$9,862)
01612220-51120	HMS-Library-Paras	\$0	\$0	\$0	\$0	\$0	\$0
01612400-51120	HMS-Admin-Admin Para	\$11,961	\$0	\$11,961	\$9,212	\$4,070	(\$1,322)
01622220-51120	MMS-Library-Paras	\$0	\$0	\$0	\$0	\$0	\$0
01622400-51120	MMS-Admin-Admin Para	\$12,504	\$0	\$12,504	\$33,694	\$10,369	(\$31,559)
01712400-51120	THS-L/W-Paras	\$126,078	\$0	\$126,078	\$55,334	\$23,978	\$46,766

**Trumbull Board of Education Expense vs Budget Detail
Report for the Period Ended 3/31/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
	Paras & Aides Total	\$4,369,946	\$0	\$4,369,946	\$3,201,504	\$1,346,702	(\$178,259)
<u>Substitutes</u>							
01802320-51113	Substitute Administrators	\$0	\$0	\$0	\$76,911	\$0	(\$76,911)
01802320-51117	Substitute Teachers	\$708,209	\$0	\$708,209	\$505,337	\$216,011	(\$13,139)
01802320-51129	Substitute Paraprofessionals	\$88,616	\$0	\$88,616	\$121,007	\$60,000	(\$92,391)
01802320-51139	Substitute Secretaries	\$14,610	\$0	\$14,610	\$30,852	\$12,000	(\$28,242)
01802320-51140	Substitute Custodians/Maint/Security	\$61,000	\$0	\$61,000	\$31,616	\$12,000	\$17,384
	Substitutes Total	\$872,435	\$0	\$872,435	\$765,722	\$300,011	(\$193,298)
<u>Coaches & Advisors</u>							
01613202-51116	HMS-Activities-Advisors	\$35,000	\$0	\$35,000	\$0	\$35,000	\$0
01623202-51116	MMS-Activities-Advisors	\$35,000	\$0	\$35,000	\$2,635	\$32,365	\$0
01711016-51116	THS-Music-Directors	\$18,419	\$0	\$18,419	\$0	\$18,419	\$0
01713202-51116	THS-Activities-Advisors	\$115,000	\$0	\$115,000	\$7,554	\$107,446	\$0
01713201-51116	Sports-Sports General-Coaches	\$491,626	\$0	\$491,626	\$16,644	\$142,586	\$332,396
01723301-51116	Sports-Baseball-Coaches	\$0	\$0	\$0	\$0	\$0	\$0
01723302-51116	Sports-Basketball-Coaches	\$0	\$0	\$0	\$39,284	\$0	(\$39,284)
01723303-51116	Sports-Field Hockey-Coaches	\$0	\$0	\$0	\$17,905	\$0	(\$17,905)
01723304-51116	Sports-Football-Coaches	\$0	\$0	\$0	\$46,460	\$0	(\$46,460)
01723305-51116	Sports-Ice Hockey-Coaches	\$0	\$0	\$0	\$27,196	\$0	(\$27,196)
01723306-51116	Sports-Lacrosse-Coaches	\$0	\$0	\$0	\$0	\$0	\$0
01723307-51116	Sports-Soccer-Coaches	\$0	\$0	\$0	\$37,018	\$0	(\$37,018)
01723308-51116	Sports-Swimming-Coaches	\$0	\$0	\$0	\$20,548	\$0	(\$20,548)
01723309-51116	Sports-Tennis-Coaches	\$0	\$0	\$0	\$0	\$0	\$0
01723310-51116	Sports-Indoor Track-Coaches	\$0	\$0	\$0	\$24,172	\$0	(\$24,172)
01723311-51116	Sports-Volleyball-Coaches	\$0	\$0	\$0	\$13,598	\$0	(\$13,598)
01723312-51116	Sports-Wrestling-Coaches	\$0	\$0	\$0	\$19,642	\$0	(\$19,642)
01723313-51116	Sports-Outdoor Track-Coaches	\$0	\$0	\$0	\$0	\$0	\$0
01723314-51116	Sports-Softball-Coaches	\$0	\$0	\$0	\$0	\$0	\$0
01723315-51116	Sports-Gymnastics-Coaches	\$0	\$0	\$0	\$11,332	\$0	(\$11,332)
01723316-51116	Sports-Golf-Coaches	\$0	\$0	\$0	\$3,069	\$0	(\$3,069)
01723317-51116	Sports-Cross Country-Coaches	\$0	\$0	\$0	\$27,196	\$0	(\$27,196)
01723318-51116	Sports-Cheerleading-Coaches	\$0	\$0	\$0	\$19,047	\$0	(\$19,047)
01723319-51116	Sports-Weight Training-Coaches	\$0	\$0	\$0	\$16,845	\$0	(\$16,845)
	Coaches Total	\$491,626	\$0	\$491,626	\$339,956	\$142,586	\$9,084
	Coaches & Advisors Total	\$695,045	\$0	\$695,045	\$350,145	\$335,816	\$9,084
<u>Salaries Other</u>							
01011201-51117	PPS-L/W-Tutors Homebound	\$105,738	\$0	\$105,738	\$19,535	\$30,000	\$56,203
01011203-51117	PPS-L/W-Tutors Tutorial	\$61,684	\$0	\$61,684	\$30,445	\$25,000	\$6,239
01011204-51117	PPS-L/W-Tutors Expulsions	\$12,668	\$0	\$12,668	\$0	\$0	\$12,668
01032130-51123	PPS-L/W-OT/PT Therapists	\$506,579	\$0	\$506,579	\$317,447	\$237,542	(\$48,409)
01331200-51126	PPS-SPED-Work Experience	\$5,500	\$0	\$5,500	\$4,684	\$0	\$816
01401201-51117	Asst Super-L/W-Tutors Homebound	\$0	\$0	\$0	\$1,396	\$0	(\$1,396)
01401203-51117	Asst Super-L/W-Tutors Tutorial	\$0	\$0	\$0	\$3,451	\$0	(\$3,451)
01401204-51117	Asst Super-L/W-Tutors Expulsions	\$0	\$0	\$0	\$0	\$0	\$0
01412210-51129	Curr Dir-D/W-Other Non-Certified	\$72,978	\$0	\$72,978	\$57,261	\$17,178	(\$1,461)
01512400-51121	BHES-Admin-Lunch Aides	\$0	\$0	\$0	\$0	\$0	\$0
01522400-51121	FTES-Admin-Lunch Aides	\$0	\$0	\$0	\$0	\$0	\$0
01532400-51121	DFES-Admin-Lunch Aides	\$0	\$0	\$0	\$0	\$0	\$0
01542400-51121	MBES-Admin-Lunch Aides	\$0	\$0	\$0	\$0	\$0	\$0
01552400-51121	JRES-Admin-Lunch Aides	\$0	\$0	\$0	\$0	\$0	\$0
01582400-51121	TES-Admin-Lunch Aides	\$0	\$0	\$0	\$0	\$0	\$0
01711006-51129	THS-Ag Science-Misc Salaries	\$8,500	\$0	\$8,500	\$2,575	\$1,500	\$4,425
01741200-51110	Continuing Ed-Classroom Instructors	\$0	\$0	\$0	\$0	\$0	\$0
01802320-51127	Substitute-Security Guards	\$0	\$0	\$0	\$9,256	\$0	(\$9,256)
01822230-51127	Facilities-D/W-Security Guards	\$691,118	\$0	\$691,118	\$457,025	\$231,524	\$2,569
01822230-51128	Facilities-D/W-Security Guards OT	\$70,000	\$0	\$70,000	\$39,396	\$0	\$30,604
01882700-51150	Bus Monitors	\$0	\$0	\$0	\$0	\$0	\$0
01922530-51129	Asst Super-Info Svcs-Oth Non-Certified	\$50,000	\$0	\$50,000	\$53,968	\$16,191	(\$20,159)
	Salaries Other	\$1,584,765	\$0	\$1,584,765	\$996,439	\$558,934	\$29,392
<u>Misc Salary Items</u>							
01912520-51198	D/W-Admin-Retiree Payments	\$283,668	\$0	\$283,668	\$250,858	\$0	\$32,810
01912520-51199	D/W-Admin-Reserve For Negotiations	\$25,000	\$0	\$25,000	\$0	\$0	\$25,000
	Misc Salary Items Total	\$308,668	\$0	\$308,668	\$250,858	\$0	\$57,810

**Trumbull Board of Education Expense vs Budget Detail
Report for the Period Ended 3/31/2022**

<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>			
	Salaries Total	\$74,064,685	\$0	\$74,064,685	\$46,171,971	\$27,184,429	\$708,285
<u>Employee Benefits</u>					\$40,260,138 (\$5,911,833)	\$33,332,274 (\$6,147,845)	\$472,273 \$236,012
<u>Health Insurance</u>							
01912520-52002	Benefits-Health & Dental	\$16,201,647	\$0	\$16,201,647	\$15,305,840	\$5,280,101	(\$4,384,294)
01912520-52011	Benefits-Health Premium Share - Medical	\$0	\$0	\$0	(\$3,126,232)	(\$1,444,123)	\$4,570,355
01912520-52012	Benefits-Health Premium Share - Dental	\$0	\$0	\$0	(\$210,926)	(\$69,765)	\$280,691
	Health Insurance Total	\$16,201,647	\$0	\$16,201,647	\$11,968,682	\$3,766,213	\$466,752
<u>FICA</u>							
01912520-52001	Benefits-FICA	\$1,882,323	\$0	\$1,882,323	\$1,243,345	\$638,978	\$0
	FICA	\$1,882,323	\$0	\$1,882,323	\$1,243,345	\$638,978	\$0
<u>Other Insurance</u>							
01912520-52003	D/W-Admin-Medical Waiver	\$200,983	\$0	\$200,983	\$166,574	\$34,409	\$0
01912520-52004	Benefits-Disability Insurance	\$20,403	\$0	\$20,403	\$14,824	\$5,001	\$579
01912520-52005	Benefits-Life Insurance	\$115,115	\$0	\$115,115	\$79,550	\$28,435	\$7,129
	Other Insurance Total	\$336,501	\$0	\$336,501	\$260,948	\$67,845	\$7,708
<u>Unemployment</u>							
01912520-52006	D/W-Admin-Unemployment	\$130,000	\$0	\$130,000	\$23,960	\$16,040	\$90,000
	Unemployment Total	\$130,000	\$0	\$130,000	\$23,960	\$16,040	\$90,000
<u>Benefits Other</u>							
01912520-52008	Benefits-Administrative Fees	\$18,821	\$0	\$18,821	\$10,286	\$2,566	\$5,969
01912520-52010	Benefits-TBOE 401a Contribution	\$174,774	\$0	\$174,774	\$157,709	\$57,664	(\$40,599)
	Benefits Other Total	\$193,595	\$0	\$193,595	\$167,995	\$60,230	(\$34,630)
	Employee Benefits Total	\$18,744,066	\$0	\$18,744,066	\$13,664,930	\$4,549,306	\$529,830
<u>Purchased Professional Services</u>							
<u>Legal</u>							
01011200-53308	PPS-Admin-Legal SPED	\$140,000	\$0	\$140,000	\$75,528	\$64,472	\$0
01902310-53308	Super-BOE-Legal-Reg Ed	\$120,000	\$0	\$120,000	\$52,247	\$58,728	\$9,025
	Legal Total	\$260,000	\$0	\$260,000	\$127,775	\$123,200	\$9,025
<u>Service Contracts</u>							
01011200-53300	PPS-Admin-Prof Purch'd Services	\$69,525	\$0	\$69,525	\$59,382	\$0	\$10,143
01052130-53305	PPS-Health Services-Service Contracts	\$55,000	\$0	\$55,000	\$37,128	\$20,348	(\$2,476)
01422520-53305	Tech-Admin-Maintenance Contracts	\$31,000	\$0	\$31,000	\$30,427	(\$0)	\$573
01882700-53303	Trans-Admin-Software Support	\$7,000	\$0	\$7,000	\$7,411	\$0	(\$411)
01922530-53301	Bus off-Admin-Prof Purch'd Svcs	\$80,000	\$0	\$80,000	\$80,117	\$0	(\$117)
01922530-53302	Asst Super-Info Svcs-Dbase Students	\$172,562	\$0	\$172,562	\$170,713	\$0	\$1,849
	Service Contracts Total	\$415,087	\$0	\$415,087	\$385,179	\$20,348	\$9,560
<u>Consultants</u>							
01011200-53230	PPS-L/W-Consultants	\$225,000	\$0	\$225,000	\$134,578	\$112,170	(\$21,747)
	Consultants Total	\$225,000	\$0	\$225,000	\$134,578	\$112,170	(\$21,747)
<u>Other Professional Services</u>							
01011000-53301	PPS-Police Services	\$0	\$0	\$0	\$0	\$0	\$0
01412210-53300	Curr Dir-D/W-Other Professional Svcs	\$19,000	\$0	\$19,000	\$3,330	\$0	\$15,670
01422214-53300	Tech-L/W-Other Professional Svcs	\$4,800	\$0	\$4,800	\$880	\$326	\$3,594
01422220-53300	Tech-Dist AV/Ch17-Other Prof Svcs	\$4,100	\$0	\$4,100	\$0	\$0	\$4,100
01422520-53300	Tech-Admin-Other Professional Svcs	\$10,600	\$0	\$10,600	\$6,677	\$0	\$3,923
01512400-53301	BH-Police Services	\$0	\$0	\$0	\$0	\$0	\$0
01522400-53301	FT-Police Services	\$0	\$0	\$0	\$0	\$0	\$0
01532400-53301	DF-Police Services	\$0	\$0	\$0	\$0	\$0	\$0
01542400-53301	MB-Police Services	\$0	\$0	\$0	\$0	\$0	\$0
01552400-53301	JR-Police Services	\$0	\$0	\$0	\$0	\$0	\$0
01582400-53301	TA-Police Services	\$0	\$0	\$0	\$0	\$0	\$0
01613202-53301	HMS-Activities-Police	\$700	\$0	\$700	\$296	\$0	\$404

**Trumbull Board of Education Expense vs Budget Detail
Report for the Period Ended 3/31/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01623202-53301	MMS-Activities-Police	\$700	\$0	\$700	\$296	\$0	\$404
01711016-53300	THS-Music-Other Professional Svcs	\$43,500	\$0	\$43,500	\$37,615	\$0	\$5,885
01712120-53220	THS-Guidance-Career Guidance	\$1,000	\$0	\$1,000	\$214	(\$0)	\$786
01712400-53301	THS-Admin-Police Services	\$65,000	\$0	\$65,000	\$69,301	\$40,699	(\$45,000)
01741200-53300	Continuing Ed-Admin-In Service	\$0	\$0	\$0	\$0	\$0	\$0
01852647-53300	Facilities-Bldg Improvement-Oth Prof Svcs	\$7,000	\$0	\$7,000	\$6,240	\$0	\$760
01882700-53300	Transportation-Professional Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01902310-53300	Super-BOE-Professional Services	\$24,000	\$0	\$24,000	\$25,042	\$1,405	(\$2,447)
01912520-53300	Bus Off-Admin-Professional Svcs	\$500	\$0	\$500	\$0	\$0	\$500
01912520-53310	Bus Off-Admin-Athletic Insurance	\$90,000	\$0	\$90,000	\$92,602	\$0	(\$2,602)
01713201-53300	Sports-Sports General-Purch'd Svcs	\$189,000	\$0	\$189,000	\$136,474	\$32,230	\$20,297
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
	Other Professional Services Total	\$459,900	\$0	\$459,900	\$378,967	\$74,660	\$6,273
	Purchased Professional Services Total	\$1,359,987	\$0	\$1,359,987	\$1,026,499	\$330,377	\$3,111
<u>Purchased Property Services</u>							
<u>Utilities</u>							
01842611-54101	Facilities-D/W-Electricity	\$1,160,000	\$0	\$1,160,000	\$771,312	\$371,853	\$16,835
01842611-54105	Facilities-D/W-Water	\$129,000	\$0	\$129,000	\$82,757	\$46,767	(\$524)
	Utilities Total	\$1,289,000	\$0	\$1,289,000	\$854,069	\$418,620	\$16,311
<u>Repairs & Service Fees</u>							
01052130-54300	PPS-Health Svcs-Repairs & Svc Fees	\$5,000	\$0	\$5,000	\$0	\$0	\$5,000
01422214-54300	Tech-L/W-Repairs & Svc Fees	\$1,200	\$0	\$1,200	\$0	\$0	\$1,200
01422220-54300	Tech-Dist AV/Ch17-Repairs & Svc Fees	\$500	\$0	\$500	\$0	\$0	\$500
01422520-54300	Tech-Admin-Repairs & Svc Fees	\$1,800	\$0	\$1,800	\$0	\$0	\$1,800
01711006-54300	THS-Ag Science-Repairs & Svc Fees	\$3,000	\$0	\$3,000	\$3,119	\$2,500	(\$2,619)
01842610-54300	Facilities-Custodial-Repairs	\$8,000	\$0	\$8,000	\$409	\$420	\$7,171
01852622-54300	Facilities-Snow Removal-Repairs & Svc Fees	\$20,000	\$0	\$20,000	\$0	\$5,000	\$15,000
01852623-54300	Facilities-Vehicles-Repairs & Svc Fees	\$14,000	\$0	\$14,000	\$1,625	\$140	\$12,235
01852625-54300	Facilities-Grounds-Repairs & Svc Fees	\$20,000	\$0	\$20,000	\$890	\$9,510	\$9,600
01852627-54300	Facilities-Lawn Care-Repairs & Svc Fees	\$0	\$0	\$0	\$5,795	\$0	(\$5,795)
01852631-54300	Facilities-Maintenance-Repairs & Svc Fees	\$35,000	\$0	\$35,000	\$35,853	\$14,109	(\$14,963)
01852632-54300	Facilities-Inside Maint-Repairs & Svc Fees	\$15,000	\$0	\$15,000	\$5,066	\$0	\$9,934
01852633-54300	Facilities-Electrical-Repairs & Svc Fees	\$50,000	\$0	\$50,000	(\$1,866)	\$6,317	\$45,549
01852633-54301	Facilities-Security-Service Contracts	\$0	\$0	\$0	\$0	\$0	\$0
01852634-54300	Facilities-Fire Protection-Repairs & Svc Fees	\$0	\$0	\$0	\$28,109	\$17,653	(\$45,762)
01852635-54300	Facilities-Floor-Repairs & Svc Fees	\$0	\$0	\$0	\$47,793	\$0	(\$47,793)
01852637-54300	Facilities-Glass-Repairs & Svc Fees	\$0	\$0	\$0	\$7,729	\$2,792	(\$10,521)
01852639-54300	Facilities-HVAC-Repairs & Svc Fees	\$100,000	\$0	\$100,000	\$92,163	\$88,298	(\$80,461)
01852643-54300	Facilities-Equipment-Repairs & Svc Fees	\$0	\$0	\$0	\$0	\$0	\$0
01852644-54300	Facilities-Plumbing-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$320	\$1,998	\$7,682
01852645-54300	Facilities-Roofing-Repairs & Svc Fees	\$40,000	\$0	\$40,000	\$47,010	\$1,998	(\$9,008)
01852646-54300	Facilities-Pest Control-Repairs & Svc Fees	\$0	\$0	\$0	\$6,961	\$2,925	(\$9,886)
01852647-54300	Facilities-Bldg Improve-Repairs & Svc Fees	\$15,000	\$0	\$15,000	\$17,696	\$999	(\$3,695)
01852648-54300	Facilities-IAQ-Repairs & Svc Fees	\$10,000	\$0	\$10,000	\$6,649	\$10,316	(\$6,965)
01852649-54300	Facilities-Welding-Repairs & Svc Fees	\$0	\$0	\$0	\$20	\$0	(\$20)
	Repairs & Service Fees Total	\$348,500	\$0	\$348,500	\$305,340	\$164,975	(\$121,815)
<u>Copiers</u>							
01422520-54409	D/W Copiers	\$0	\$0	\$0	\$163,320	\$81,660	(\$244,980)
01902320-54409	D/W-Admin-Copiers	\$265,000	\$0	\$265,000	\$6,044	\$2,753	\$256,203
	Copiers Total	\$265,000	\$0	\$265,000	\$169,364	\$84,413	\$11,223
<u>Other Purchased Property Services</u>							
01512400-54900	BHES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$0	\$300

**Trumbull Board of Education Expense vs Budget Detail
Report for the Period Ended 3/31/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01522400-54900	FTES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$0	\$300
01532400-54900	DFES-Admin-Other Purch'd Svcs	\$500	\$0	\$500	\$0	\$0	\$500
01542400-54900	MBES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$0	\$300
01552400-54900	JRES-Admin-Other Purch'd Svcs	\$500	\$0	\$500	\$356	\$0	\$144
01582400-54900	TES-Admin-Other Purch'd Svcs	\$300	\$0	\$300	\$0	\$0	\$300
01611016-54900	HMS-Music-Other Purch'd Property Svcs	\$1,200	\$0	\$1,200	\$640	\$500	\$60
01612400-54900	HMS-Classroom-Other Purch'd Svcs	\$1,700	\$0	\$1,700	\$0	\$0	\$1,700
01621016-54900	MMS-Music-Other Purch'd Property Svcs	\$1,200	\$0	\$1,200	\$0	\$635	\$565
01622400-54900	MMS-Classroom-Other Purch'd Svcs	\$1,700	\$0	\$1,700	\$741	\$0	\$959
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	\$2,616	\$0	\$384
01711014-54900	THS-Industrial Arts-Other Purch'd Prop Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01711016-54201	THS-Music-Uniform Cleaning	\$1,500	\$0	\$1,500	\$0	\$0	\$1,500
01713201-54200	Sports-Sports General-Cleaning Svcs	\$15,000	\$0	\$15,000	\$3,617	\$5,647	\$5,736
01842610-54103	Facilities-Custodial-Trash/Recycling	\$50,000	\$0	\$50,000	\$48,331	\$16,407	(\$14,738)
01842610-54202	Facilities-Custodial-Cleaning	\$3,900	\$0	\$3,900	\$2,784	\$1,016	\$100
01852631-54301	Facilities-Maint-Oth Prof Purch'd Svcs	\$30,000	\$0	\$30,000	\$22,898	\$7,342	(\$240)
01852633-54301	Facilities-Elevator-Oth Prof Purch'd Svcs	\$0	\$0	\$0	\$0	\$0	\$0
01882700-54900	Trans-Admin-Purch'd Property Svcs	\$500	\$0	\$500	\$0	\$0	\$500
	Other Purch'd Property Services Total	\$111,900	\$0	\$111,900	\$81,983	\$31,546	(\$1,629)
	Purchased Property Services Total	\$2,014,400	\$0	\$2,014,400	\$1,410,755	\$699,554	(\$95,910)
<u>Purchased Other Services</u>							
<u>Transportation</u>							
01711006-55809	THS-Ag Science-Transportation	\$2,629	\$0	\$2,629	\$995	\$1,000	\$634
01711016-55809	THS-Music-Transportation	\$15,000	\$0	\$15,000	\$4,517	\$4,222	\$6,261
01711022-55809	THS-Alternate School-Field Trips	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
01713202-55807	THS-Activities-Competitions	\$45,000	\$0	\$45,000	\$2,917	\$0	\$42,083
01882700-55101	Trans-Admin-Reg Buses	\$3,354,190	\$0	\$3,354,190	\$1,954,302	\$1,366,336	\$33,553
01882700-55102	Trans-Admin-ACE Trips	\$3,000	\$0	\$3,000	\$0	\$0	\$3,000
01882700-55105	Trans-Admin-SPED-Summer Buses	\$163,200	\$0	\$163,200	\$256,739	\$0	(\$93,539)
01882700-55109	Trans-Admin-Fuel	\$200,000	\$0	\$200,000	\$187,018	\$20,996	(\$8,014)
01882700-55809	Trans-Admin-Field Trips	\$0	\$0	\$0	\$908	\$8,368	(\$9,276)
01882701-55101	Trans-Admin-SPED In District	\$1,265,675	\$0	\$1,265,675	\$844,449	\$421,226	\$0
01882701-55105	Trans-Admin-SPED Out of District	\$721,900	\$0	\$721,900	\$583,060	\$141,392	(\$2,552)
01882701-55108	Trans-Admin-Monitors	\$254,113	\$0	\$254,113	\$113,008	\$141,105	\$0
01713201-55809	THS-Activities-Sports	\$127,000	\$0	\$127,000	\$75,639	\$6,361	\$45,000
01723301-55809	Sports-Baseball-Buses	\$0	\$0	\$0	\$0	\$0	\$0
01723302-55809	Sports-Basketball-Buses	\$0	\$0	\$0	\$0	\$0	\$0
01723303-55809	Sports-Field Hockey-Buses	\$0	\$0	\$0	\$0	\$0	\$0
01723304-55809	Sports-Football-Buses	\$0	\$0	\$0	\$0	\$0	\$0
01723305-55809	Sports-Ice Hockey-Buses	\$0	\$0	\$0	\$0	\$0	\$0
01723306-55809	Sports-Lacrosse-Buses	\$0	\$0	\$0	\$0	\$0	\$0
01723307-55809	Sports-Soccer-Buses	\$0	\$0	\$0	\$0	\$0	\$0
01723308-55809	Sports-Swimming-Buses	\$0	\$0	\$0	\$0	\$0	\$0
01723309-55809	Sports-Tennis-Buses	\$0	\$0	\$0	\$0	\$0	\$0
01723310-55809	Sports-Indoor Track-Buses	\$0	\$0	\$0	\$0	\$0	\$0
01723311-55809	Sports-Volleyball-Buses	\$0	\$0	\$0	\$0	\$0	\$0
01723312-55809	Sports-Wrestling-Buses	\$0	\$0	\$0	\$0	\$0	\$0
01723313-55809	Sports-Outdoor Track-Buses	\$0	\$0	\$0	\$0	\$0	\$0
01723314-55809	Sports-Softball-Buses	\$0	\$0	\$0	\$0	\$0	\$0
01723315-55809	Sports-Gymnastics-Buses	\$0	\$0	\$0	\$0	\$0	\$0
01723316-55809	Sports-Golf-Buses	\$0	\$0	\$0	\$0	\$0	\$0
01723317-55809	Sports-Cross Country-Buses	\$0	\$0	\$0	\$0	\$0	\$0
01723318-55809	Sports-Cheerleading-Buses	\$0	\$0	\$0	\$0	\$0	\$0
	Sports Transportation Total	\$127,000	\$0	\$127,000	\$75,639	\$6,361	\$45,000
	Transportation Total	\$6,152,707	\$0	\$6,152,707	\$4,023,552	\$2,111,007	\$18,148
<u>Communications</u>							
01422520-55903	Tech-Admin-Telephone Cell	\$32,000	\$0	\$32,000	\$22,995	\$10,431	(\$1,426)
01422520-55904	Tech-Admin-Telephone LAN	\$88,000	\$0	\$88,000	\$80,481	\$20,211	(\$12,692)
01422520-55907	Tech-Admin-WAN Communications	\$155,250	\$0	\$155,250	\$112,104	\$43,784	(\$638)
	Communications Total	\$275,250	\$0	\$275,250	\$215,580	\$74,426	(\$14,756)
<u>Postage</u>							
01902320-55900	Super-Admin-Postage	\$40,000	\$0	\$40,000	\$22,811	\$19,745	(\$2,555)
	Postage Total	\$40,000	\$0	\$40,000	\$22,811	\$19,745	(\$2,555)

**Trumbull Board of Education Expense vs Budget Detail
Report for the Period Ended 3/31/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
Advertising							
01912520-55903	Bus Off-Admin-Advertising	\$1,200	\$0	\$1,200	\$1,992	\$0	(\$792)
	Advertising Total	\$1,200	\$0	\$1,200	\$1,992	\$0	(\$792)
Interns							
01401000-55502	THS-Classroom-Interns	\$46,800	\$0	\$46,800	\$15,000	\$15,000	\$16,800
01401000-55503	TECEC-Classroom-Interns	\$0	\$0	\$0	\$0	\$0	\$0
01511001-55500	BHES-Classroom-Interns	\$31,200	\$0	\$31,200	\$15,300	\$15,300	\$600
01521001-55500	FTES-Classroom-Interns	\$31,200	\$0	\$31,200	\$15,300	\$15,300	\$600
01531001-55500	DFES-Classroom-Interns	\$31,200	\$0	\$31,200	\$15,300	\$15,300	\$600
01541001-55500	MBES-Classroom-Interns	\$31,200	\$0	\$31,200	\$15,300	\$15,300	\$600
01551001-55500	JRES-Classroom-Interns	\$31,200	\$0	\$31,200	\$7,650	\$7,650	\$15,900
01581001-55500	TES-Classroom-Interns	\$31,200	\$0	\$31,200	\$15,300	\$15,300	\$600
01611001-55500	HMS-Classroom-Interns	\$31,200	\$0	\$31,200	\$15,300	\$15,300	\$600
01621001-55500	MMS-Classroom-Interns	\$31,200	\$0	\$31,200	\$15,300	\$15,300	\$600
	Interns Total	\$296,400	\$0	\$296,400	\$129,750	\$129,750	\$36,900
Tuition							
01396110-55600	PPS-L/W-Tuition Outplaced	\$5,300,000	\$0	\$5,300,000	\$3,857,379	\$1,815,196	(\$372,575)
01396110-55601	PPS-EXCESS COST REFUND(ECR)	(\$1,000,000)	\$0	(\$1,000,000)	\$0	(\$1,000,000)	\$0
01402320-55600	Asst Super-Admin-Tuition	\$450,000	\$0	\$450,000	\$447,148	\$0	\$2,853
	Tuition Total	\$4,750,000	\$0	\$4,750,000	\$4,304,526	\$815,196	(\$369,722)
Printing							
01011000-55906	TECEC-Admin-Printing	\$200	\$0	\$200	\$225	\$0	(\$25)
01011200-55906	PPS-Admin-Printing	\$500	\$0	\$500	\$0	\$0	\$500
01402320-55906	Asst Super-Admin-Printing	\$1,500	\$0	\$1,500	\$1,207	\$0	\$293
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	\$950	\$0	\$550
01712400-55906	THS-Admin-Printing	\$9,000	\$0	\$9,000	\$4,849	\$0	\$4,151
01713202-55906	THS-Activities-Printing	\$750	\$0	\$750	\$13	\$0	\$737
01902320-55905	Super-Admin-Printing	\$1,500	\$0	\$1,500	\$0	\$0	\$1,500
	Printing Total	\$14,950	\$0	\$14,950	\$7,244	\$0	\$7,706
Other Purch'd Services							
01011000-55800	TECEC-Admin-Professional Devt	\$700	\$0	\$700	\$0	\$0	\$700
01011000-55900	TECEC-Admin-Other Purch'd Prop Svcs	\$500	\$0	\$500	\$210	\$0	\$290
01011200-55800	PPS-Admin-Professional Devt	\$30,000	\$0	\$30,000	\$7,353	\$0	\$22,647
01011200-55801	PPS-D/W-Mileage	\$15,000	\$0	\$15,000	\$3,816	\$0	\$11,185
01401203-55801	Asst Super-L/W-Mileage	\$20,000	\$0	\$20,000	\$3,574	\$0	\$16,426
01402320-55800	Asst Super-Admin-Professional Devt	\$20,000	\$0	\$20,000	\$1,702	\$500	\$17,798
01402320-55900	Asst Super-Other Purchased Services	\$0	\$0	\$0	\$0	\$1,480	(\$1,480)
01412210-55800	Curr Dir-Admin-Professional Devt	\$80,000	\$0	\$80,000	\$46,354	\$9,000	\$24,646
01412210-55802	Admin-Prof Devt Admin	\$0	\$0	\$0	(\$12)	\$0	\$12
01422520-55800	Tech-Admin-Professional Devt	\$2,850	\$0	\$2,850	\$50	\$0	\$2,800
01422520-55804	Tech-Admin-Mileage	\$4,200	\$0	\$4,200	\$903	\$0	\$3,297
01512400-55800	BHES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$500
01522400-55800	FTES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$500
01532400-55800	DFES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$500
01542400-55800	MBES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$500
01552400-55800	JRES-Admin-Professional Devt	\$500	\$0	\$500	\$0	\$0	\$500
01582400-55800	TES-Admin-Professional Devt	\$500	\$0	\$500	\$349	\$0	\$151
01612400-55800	HMS-Admin-Professional Devt	\$1,000	\$0	\$1,000	\$225	\$279	\$496
01622400-55800	MMS-Admin-Professional Devt	\$1,000	\$0	\$1,000	\$504	\$0	\$496
01711001-55800	THS-Classroom-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01711011-55800	THS-Foreign Lang-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01712400-55800	THS-Admin-Professional Devt	\$2,000	\$0	\$2,000	\$1,378	\$0	\$622
01712400-55901	THS-Admin-Other Purch'd Svcs	\$2,000	\$0	\$2,000	\$177	\$0	\$1,823
01741200-55800	Continuing Ed-Admin-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01741200-55900	Continuing Ed-Other Purch'd Svcs	\$40,000	\$0	\$40,000	\$40,000	\$0	\$0
01802130-55900	Super-Personnel-Other Purch'd Svcs	\$61,702	\$0	\$61,702	\$113,606	\$0	(\$51,904)
01802320-55800	Super-Personnel-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01822230-55800	Facilities-Admin-Professional Devt	\$2,500	\$0	\$2,500	\$466	\$196	\$1,838
01822230-55910	Facilities-Admin-Other Purch'd Svcs	\$20,900	\$0	\$20,900	\$13,769	\$1,320	\$5,811
01842610-55803	Facilities-Admin-Mileage	\$2,600	\$0	\$2,600	\$894	\$0	\$1,706
01852632-55910	Facilities-Inside Maint-Other Purch'd Svcs	\$1,500	\$0	\$1,500	\$0	\$0	\$1,500

**Trumbull Board of Education Expense vs Budget Detail
Report for the Period Ended 3/31/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01882700-55800	Trans-Admin-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01902310-55800	Super-BOE-Professional Devt	\$1,400	\$0	\$1,400	\$0	\$0	\$1,400
01902320-55800	Super-Admin-Professional Devt	\$4,500	\$0	\$4,500	\$5,759	\$0	(\$1,259)
01912520-55800	Bus Off-Admin-Professional Devt	\$0	\$0	\$0	\$0	\$0	\$0
01922530-55804	Asst Super-Info Svcs-Oth Purch Svcs	\$6,000	\$0	\$6,000	\$1,235	\$0	\$4,765
	Other Purch'd Services Total	\$323,352	\$0	\$323,352	\$242,310	\$12,775	\$68,267
	Purchased Other Services Total	\$11,853,859	\$0	\$11,853,859	\$8,947,764	\$3,162,899	(\$256,805)
Supplies							
Supplies Teaching							
01011000-56111	TECEC-Classroom-Classroom Supplies	\$6,000	\$0	\$6,000	\$5,083	\$664	\$253
01011200-56111	PPS-Classroom-Classroom Supplies	\$30,000	\$0	\$30,000	\$6,225	\$278	\$23,497
01412214-56111	Curr Dir-D/W-Classroom Supplies	\$100,000	\$0	\$100,000	\$20,314	\$2,540	\$77,146
01511001-56111	BHES-Classroom Supplies	\$23,000	\$0	\$23,000	\$19,591	\$495	\$2,914
01512220-56901	BHES-Library-Supplies	\$2,568	\$0	\$2,568	\$3,697	\$0	(\$1,129)
01521001-56111	FTES-Classroom Supplies	\$29,000	\$0	\$29,000	\$25,561	\$295	\$3,144
01522220-56901	FTES-Library-Supplies	\$2,500	\$0	\$2,500	\$1,335	\$0	\$1,165
01531001-56111	DFES-Classroom Supplies	\$30,000	\$0	\$30,000	\$34,826	\$3,921	(\$8,746)
01532220-56901	DFES-Library-Supplies	\$2,500	\$0	\$2,500	\$218	\$0	\$2,282
01541001-56111	MBES-Classroom Supplies	\$28,000	\$0	\$28,000	\$24,294	\$245	\$3,461
01542220-56901	MBES-Library-Supplies	\$2,500	\$0	\$2,500	\$1,163	\$0	\$1,337
01551001-56111	JRES-Classroom Supplies	\$25,000	\$0	\$25,000	\$20,858	\$112	\$4,030
01552220-56901	JRES-Library-Supplies	\$2,500	\$0	\$2,500	\$1,449	\$983	\$68
01581001-56111	TES-Classroom Supplies	\$25,000	\$0	\$25,000	\$15,855	\$0	\$9,145
01582220-56901	TES-Library-Supplies	\$2,500	\$0	\$2,500	\$2,387	(\$0)	\$113
01611001-56111	HMS-Classroom-Classroom Supplies	\$32,059	\$0	\$32,059	\$29,439	\$976	\$1,644
01611016-56111	HMS-Music-Classroom Supplies	\$2,500	\$0	\$2,500	\$2,360	\$125	\$15
01611019-56111	HMS-PE/Health-Classroom Supplies	\$2,000	\$0	\$2,000	\$716	\$925	\$359
01612220-56111	HMS-Library-Supplies	\$1,900	\$0	\$1,900	\$1,585	\$313	\$3
01621001-56111	MMS-Classroom-Classroom Supplies	\$35,000	\$0	\$35,000	\$26,468	\$1,137	\$7,395
01621016-56111	MMS-Music-Classroom Supplies	\$2,500	\$0	\$2,500	\$0	\$272	\$2,228
01621019-56111	MMS-PE/Health-Classroom Supplies	\$2,000	\$0	\$2,000	\$1,776	\$155	\$69
01622220-56901	MMS-Library-Supplies	\$2,000	\$0	\$2,000	\$1,148	\$150	\$702
01711001-56111	THS-Classroom-Classroom Supplies	\$35,000	\$0	\$35,000	\$14,665	\$2,800	\$17,535
01711002-56112	THS-Art-Supplies	\$18,000	\$0	\$18,000	\$10,062	\$1,988	\$5,950
01711003-56112	THS-Business Ed-Supplies	\$1,100	\$0	\$1,100	\$1,173	(\$0)	(\$73)
01711006-56112	THS-Ag Science-Supplies	\$31,000	\$0	\$31,000	\$19,381	\$5,635	\$5,984
01711010-56112	THS-Language Arts-Supplies	\$2,005	\$0	\$2,005	\$1,385	\$0	\$620
01711011-56112	THS-Foreign Language-Supplies	\$1,750	\$0	\$1,750	\$536	\$0	\$1,214
01711013-56112	THS-Home Economics-Supplies	\$13,500	\$0	\$13,500	\$6,056	\$2,394	\$5,049
01711014-56112	THS-Industrial Arts-Supplies	\$14,000	\$0	\$14,000	\$11,385	\$245	\$2,370
01711015-56112	THS-Mathematics-Supplies	\$2,015	\$0	\$2,015	\$1,065	\$0	\$950
01711016-56112	THS-Music-Supplies	\$5,900	\$0	\$5,900	\$2,657	\$869	\$2,374
01711019-56112	THS-PE/Health-Supplies	\$3,000	\$0	\$3,000	\$2,205	\$0	\$795
01711022-56112	THS-Alternate School-Supplies	\$500	\$0	\$500	\$0	\$0	\$500
01711027-56112	THS-Science-Supplies	\$12,000	\$0	\$12,000	\$1,568	\$1,617	\$8,815
01711028-56112	THS-Social Studies-Supplies	\$830	\$0	\$830	\$220	\$0	\$610
01712120-56112	THS-Guidance-Supplies	\$600	\$0	\$600	\$0	\$0	\$600
01712220-56901	THS-Library-Supplies	\$3,000	\$0	\$3,000	\$1,085	\$0	\$1,915
01712221-56112	THS-Audio Visual-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01712400-56116	THS-Admin-Supplies	\$1,000	\$0	\$1,000	\$1,334	\$0	(\$334)
01713201-56112	Sports-Sports General-Supplies	\$65,000	\$0	\$65,000	\$36,985	\$20,520	\$7,494
01723301-56112	Sports-Baseball-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01723302-56112	Sports-Basketball-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01723303-56112	Sports-Field Hockey-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01723304-56112	Sports-Football-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01723305-56112	Sports-Ice Hockey-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01723306-56112	Sports-Lacrosse-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01723307-56112	Sports-Soccer-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01723309-56112	Sports-Tennis-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01723311-56112	Sports-Volleyball-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01723312-56112	Sports-Wrestling-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01723313-56112	Sports-Outdoor Track-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01723314-56112	Sports-Softball-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01723316-56112	Sports-Golf-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01723317-56112	Sports-Cross Country-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01723318-56112	Sports-Cheerleading-Supplies	\$0	\$0	\$0	\$0	\$0	\$0
	Sports Supplies Total	\$65,000	\$0	\$65,000	\$36,985	\$20,520	\$7,494
01741200-56110	Continuing Ed-Teaching Supplies	\$0	\$0	\$0	\$0	\$0	\$0

**Trumbull Board of Education Expense vs Budget Detail
Report for the Period Ended 3/31/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
	Supplies Teaching Total	\$601,227	\$0	\$601,227	\$358,111	\$49,656	\$193,460
<u>Supplies Office</u>							
01011000-56110	TECEC-Admin-Office Supplies	\$4,800	\$0	\$4,800	\$3,227	\$420	\$1,153
01011200-56110	PPS-Admin-Office Supplies	\$1,000	\$0	\$1,000	\$1,181	\$33	(\$214)
01052130-56110	PPS-Health Services-Supplies	\$6,500	\$0	\$6,500	\$3,002	\$6,750	(\$3,252)
01402320-56110	Asst Super-Admin-Office Supplies	\$4,000	\$0	\$4,000	\$6,958	\$1,062	(\$4,020)
01412210-56110	Curr Dir-Admin-Office Supplies	\$0	\$0	\$0	\$48	\$0	(\$48)
01422214-56900	Tech-L/W-Parts	\$12,500	\$0	\$12,500	\$12,028	\$50	\$422
01422520-56110	Tech-Admin-Office Supplies	\$1,250	\$0	\$1,250	\$1,803	\$49	(\$602)
01422520-56900	Tech-Admin-Parts	\$5,700	\$0	\$5,700	\$942	\$844	\$3,913
01512400-56110	BHES-Admin-Office Supplies	\$4,000	\$0	\$4,000	\$1,663	\$46	\$2,292
01522400-56110	FTES-Admin-Office Supplies	\$4,000	\$0	\$4,000	\$2,527	\$547	\$926
01532400-56110	DFES-Admin-Office Supplies	\$4,000	\$0	\$4,000	\$3,146	\$208	\$646
01542400-56110	MBES-Admin-Office Supplies	\$4,000	\$0	\$4,000	\$4,817	\$0	(\$817)
01552400-56110	JRES-Admin-Office Supplies	\$4,000	\$0	\$4,000	\$2,606	\$0	\$1,394
01582400-56110	TES-Admin-Office Supplies	\$4,000	\$0	\$4,000	\$2,091	\$0	\$1,909
01612400-56110	HMS-Admin-Office Supplies	\$7,000	\$0	\$7,000	\$2,667	\$115	\$4,218
01622400-56110	MMS-Admin-Office Supplies	\$8,000	\$0	\$8,000	\$3,017	\$325	\$4,658
01712221-56900	THS-Audio Visual-Parts & Maintenance	\$2,500	\$0	\$2,500	\$1,942	\$1,930	(\$1,372)
01712400-56110	THS-Admin-Office Supplies	\$4,000	\$0	\$4,000	\$3,867	\$0	\$133
01741200-56117	Continuing Ed-Office Supplies	\$0	\$0	\$0	\$0	\$0	\$0
01822230-56110	Facilities-Admin-Office Supplies	\$6,300	\$0	\$6,300	\$2,306	\$646	\$3,348
01882700-56110	Transportation-Office Supplies	\$0	\$0	\$0	\$746	\$0	(\$746)
01902320-56110	Super-Admin-Office Supplies	\$5,000	\$0	\$5,000	\$5,631	\$2,055	(\$2,686)
01912520-56110	Bus Off-Admin-Office Supplies	\$9,000	\$0	\$9,000	\$6,943	\$2,490	(\$433)
	Supplies Office Total	\$101,550	\$0	\$101,550	\$73,158	\$17,571	\$10,821
<u>Supplies Custodial</u>							
01842610-56130	Facilities-Custodial-Supplies	\$175,000	\$0	\$175,000	\$158,472	\$50,391	(\$33,864)
	Supplies Custodial Total	\$175,000	\$0	\$175,000	\$158,472	\$50,391	(\$33,864)
<u>Supplies Maintenance</u>							
01852622-56134	Facilities-Snow Removal-Supplies	\$9,000	\$0	\$9,000	\$10,975	\$0	(\$1,975)
01852623-56133	Facilities-Vehicles-Gas/Diesel	\$32,000	\$0	\$32,000	\$29,553	\$715	\$1,731
01852623-56134	Facilities-Vehicles-Supplies	\$15,000	\$0	\$15,000	\$14,831	\$4,687	(\$4,518)
01852625-56134	Facilities-Grounds-Supplies	\$35,000	\$0	\$35,000	\$10,915	(\$0)	\$24,085
01852627-56134	Facilities-Lawn Care-Supplies	\$0	\$0	\$0	\$8,062	\$2,811	(\$10,873)
01852628-56134	Facilities-Paving-Supplies	\$0	\$0	\$0	\$895	\$0	(\$895)
01852631-56134	Facilities-Maintenance-Supplies	\$2,000	\$0	\$2,000	\$3,217	\$1,319	(\$2,536)
01852632-56134	Facilities-Inside Maintenance-Supplies	\$30,000	\$0	\$30,000	\$7,519	\$4,692	\$17,789
01852633-56134	Facilities-Electrical-Supplies	\$55,000	\$0	\$55,000	\$15,993	\$4,690	\$34,317
01852634-56134	Facilities-Fire Prot-Supplies	\$0	\$0	\$0	\$1,293	\$95	(\$1,388)
01852635-56134	Facilities-Floor Repair-Supplies	\$0	\$0	\$0	\$864	\$720	(\$1,584)
01852637-56134	Facilities-Glass-Supplies	\$0	\$0	\$0	\$1,666	\$0	(\$1,666)
01852638-56134	Facilities-Hardware-Supplies	\$0	\$0	\$0	\$3,183	\$349	(\$3,532)
01852639-56134	Facilities-HVAC-Supplies	\$55,000	\$0	\$55,000	\$28,990	\$8,001	\$18,009
01852641-56134	Facilities-Masonry-Supplies	\$0	\$0	\$0	\$254	\$0	(\$254)
01852642-56134	Facilities-Painting-Supplies	\$0	\$0	\$0	\$1,104	\$1,713	(\$2,818)
01852643-56134	Facilities-Plant Equip-Supplies	\$0	\$0	\$0	\$231	\$0	(\$231)
01852644-56134	Facilities-Plumbing-Supplies	\$36,000	\$0	\$36,000	\$16,412	\$10,066	\$9,522
01852645-56134	Facilities-Roofing-Supplies	\$5,000	\$0	\$5,000	\$0	\$0	\$5,000
01852646-56134	Facilities-Pest Control-Supplies	\$0	\$0	\$0	\$64	\$0	(\$64)
01852648-56134	Facilities-Indoor Air Quality-IAQ-Supplies	\$10,000	\$0	\$10,000	\$7,475	\$3,005	(\$480)
01852649-56134	Facilities-Welding-Supplies	\$0	\$0	\$0	\$460	\$147	(\$608)
	Supplies Maintenance Total	\$284,000	\$0	\$284,000	\$163,957	\$43,012	\$77,031
<u>Text & Workbooks</u>							
01011000-56411	TECEC-Classroom-Text & Workbooks	\$1,000	\$0	\$1,000	\$693	\$0	\$307
01011200-56411	PPS-Admin-Text & Workbooks	\$4,300	\$0	\$4,300	\$190	\$0	\$4,110
01412210-56411	Curr Dir-D/W-Text & Workbooks	\$130,000	\$0	\$130,000	\$34,662	(\$0)	\$95,338
01511001-56411	BHES-Classroom-Text & Workbooks	\$29,000	\$0	\$29,000	\$30,058	\$685	(\$1,743)
01521001-56411	FTES-Classroom-Text & Workbooks	\$29,000	\$0	\$29,000	\$11,544	\$1,884	\$15,572
01531001-56411	DFES-Classroom-Text & Workbooks	\$29,000	\$0	\$29,000	\$14,478	\$869	\$13,652
01541001-56411	MBES-Classroom-Text & Workbooks	\$29,000	\$0	\$29,000	\$18,847	\$128	\$10,026
01551001-56411	JRES-Classroom-Text & Workbooks	\$26,000	\$0	\$26,000	\$11,772	\$2,864	\$11,363
01581001-56411	TES-Classroom-Text & Workbooks	\$29,000	\$0	\$29,000	\$12,364	\$0	\$16,636
01611001-56411	HMS-Classroom-Text & Workbooks	\$13,000	\$0	\$13,000	\$3,010	\$0	\$9,990
01621001-56411	MMS-Classroom-Text & Workbooks	\$13,000	\$0	\$13,000	\$3,305	\$2,326	\$7,369

**Trumbull Board of Education Expense vs Budget Detail
Report for the Period Ended 3/31/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01621016-56411	MMS-Music-Text & Workbooks	\$0	\$0	\$0	\$0	\$0	\$0
01711003-56411	THS-Business Ed-Text & Workbooks	\$8,000	\$0	\$8,000	\$7,385	\$0	\$615
01711006-56411	THS-Ag Science-Text & Workbooks	\$4,000	\$0	\$4,000	\$116	\$0	\$3,884
01711010-56411	THS-Language Arts-Text & Workbooks	\$18,000	\$0	\$18,000	\$4,939	\$5,835	\$7,226
01711011-56411	THS-Foreign Language-Text & Workbooks	\$11,516	\$0	\$11,516	\$10,461	(\$0)	\$1,055
01711013-56411	THS-Home Economics-Text & Workbooks	\$3,800	\$0	\$3,800	\$0	\$0	\$3,800
01711015-56411	THS-Mathematics-Text & Workbooks	\$9,000	\$0	\$9,000	\$4,680	\$0	\$4,320
01711019-56411	THS-PE/Health-Text & Workbooks	\$500	\$0	\$500	\$0	\$0	\$500
01711022-56411	THS-Alternate School-Text & Workbooks	\$0	\$0	\$0	\$0	\$0	\$0
01711027-56411	THS-Science-Text & Workbooks	\$9,800	\$0	\$9,800	\$2,082	\$0	\$7,718
01711028-56411	THS-Social Studies-Text & Workbooks	\$10,350	\$0	\$10,350	\$8,443	(\$0)	\$1,907
01741200-56411	Continuing Ed-Textbooks	\$0	\$0	\$0	\$0	\$0	\$0
	Text & Workbooks Total	\$407,266	\$0	\$407,266	\$179,028	\$14,591	\$213,646
<u>Subscriptions</u>							
01011200-56425	PPS-Admin-Periodicals	\$1,000	\$0	\$1,000	\$469	\$239	\$292
01412210-56425	Curr Dir-Admin-Periodicals	\$300	\$0	\$300	\$0	\$0	\$300
01412214-56426	Cur Dir-D/W-Online Subscriptions	\$300,000	\$0	\$300,000	\$272,682	\$0	\$27,318
01422520-56425	Tech-Admin-Periodicals	\$200	\$0	\$200	\$86	\$0	\$114
01512220-56425	BHES-Library-Periodicals	\$1,245	\$0	\$1,245	\$2,343	\$0	(\$1,098)
01522220-56425	FTES-Library-Periodicals	\$1,200	\$0	\$1,200	\$1,200	\$0	\$0
01532220-56425	DFES-Library-Periodicals	\$1,250	\$0	\$1,250	\$0	\$0	\$1,250
01542220-56425	MBES-Library-Periodicals	\$1,200	\$0	\$1,200	\$0	\$0	\$1,200
01552220-56425	JRES-Library-Periodicals	\$1,250	\$0	\$1,250	\$1,245	\$0	\$5
01582220-56425	TES-Library-Periodicals	\$1,250	\$0	\$1,250	\$1,175	\$0	\$75
01612220-56425	HMS-Library-Periodicals	\$2,000	\$0	\$2,000	\$1,687	(\$0)	\$313
01622220-56425	MMS-Library-Periodicals	\$1,500	\$0	\$1,500	\$893	\$212	\$395
01712220-56425	THS-Library-Periodicals	\$2,100	\$0	\$2,100	\$1,127	\$443	\$530
01712400-56425	THS-Admin-Periodicals	\$0	\$0	\$0	\$0	\$0	\$0
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	\$484	\$0	\$216
	Subscriptions Total	\$315,545	\$0	\$315,545	\$283,391	\$895	\$31,260
<u>Testing Materials</u>							
01011000-56904	TECEC-Classroom-Testing Materials	\$2,000	\$0	\$2,000	\$1,229	\$0	\$771
01011200-56904	PPS-L/W-Testing Materials	\$37,000	\$0	\$37,000	\$3,023	(\$160)	\$34,137
01412210-56904	Curr Dir-D/W-Testing Materials	\$95,000	\$0	\$95,000	\$84,580	\$3,800	\$6,620
01712120-56903	THS-Guidance-Testing Materials	\$600	\$0	\$600	\$400	\$0	\$200
	Testing Materials Total	\$134,600	\$0	\$134,600	\$89,232	\$3,641	\$41,728
<u>Books & A/V</u>							
01512220-56420	BHES-Library-Books & Media	\$8,000	\$0	\$8,000	\$7,585	\$67	\$348
01522220-56420	FTES-Library-Books & Media	\$5,000	\$0	\$5,000	\$438	\$0	\$4,562
01532220-56420	DFES-Library-Books & Media	\$5,000	\$0	\$5,000	\$4,128	\$1,139	(\$267)
01542220-56420	MBES-Library-Books & Media	\$5,000	\$0	\$5,000	\$2,584	\$0	\$2,416
01552220-56420	JRES-Library-Books & Media	\$5,000	\$0	\$5,000	\$2,569	\$2,419	\$13
01582220-56420	TES-Library-Books & Media	\$5,000	\$0	\$5,000	\$2,706	\$1,986	\$308
01612220-56420	HMS-Library-Books & Media	\$2,000	\$0	\$2,000	\$1,777	\$0	\$223
01622220-56420	MMS-Library-Books & Media	\$2,000	\$0	\$2,000	\$494	\$765	\$740
01712220-56420	THS-Library-Books & Media	\$7,040	\$0	\$7,040	\$2,697	\$3,035	\$1,308
	Books & A/V Total	\$44,040	\$0	\$44,040	\$24,978	\$9,411	\$9,651
<u>Software</u>							
01412210-56118	Curr Dir-D/W Software	\$5,000	\$0	\$5,000	\$4,583	\$0	\$418
01422214-56118	Tech-L/W-Software	\$114,000	\$0	\$114,000	\$130,115	\$523	(\$16,638)
01712120-56118	THS-Guidance-Software	\$0	\$0	\$0	\$0	\$0	\$0
	Software Total	\$119,000	\$0	\$119,000	\$134,698	\$523	(\$16,221)
<u>Energy</u>							
01842611-56201	Facilities-D/W-Heating Oil	\$0	\$0	\$0	\$0	\$0	\$0
01842611-56202	Facilities-D/W-Natural Gas	\$435,000	\$0	\$435,000	\$409,827	\$25,173	\$0
	Energy Total	\$435,000	\$0	\$435,000	\$409,827	\$25,173	\$0
<u>Other Supplies</u>							
01422214-56117	Tech-L/W-Computer Supplies	\$850	\$0	\$850	(\$128)	\$1,843	(\$865)
01422220-56117	Tech-Dist AV/Chan 17-Supplies	\$350	\$0	\$350	\$0	\$0	\$350
01422220-56900	Tech-Dist AV/Ch17-Parts	\$6,500	\$0	\$6,500	\$4,969	\$0	\$1,531

**Trumbull Board of Education Expense vs Budget Detail
Report for the Period Ended 3/31/2022**

Account #	Account Description	Budget			Expended	Committed/ Estimates	Available/ (Over)
		Original	Transfers	Revised			
01613202-56119	HMS-Activities-Supplies	\$2,500	\$0	\$2,500	\$0	\$0	\$2,500
01623202-56119	MMS-Activities-Supplies	\$2,500	\$0	\$2,500	\$0	\$0	\$2,500
01712400-56270	THS-Admin-Security Supplies	\$1,250	\$0	\$1,250	\$566	\$0	\$684
01712400-56907	THS-Admin-Graduation	\$15,000	\$0	\$15,000	\$4,459	\$11,016	(\$475)
01713203-56906	THS-Activities-Fees, Awards & Supplies	\$2,700	\$0	\$2,700	\$145	\$0	\$2,555
01852625-56900	Fences/Playground-Supplies	\$0	\$0	\$0	\$1,839	\$0	(\$1,839)
01852636-56900	Furniture Repairs-Supplies	\$0	\$0	\$0	\$2,830	\$0	(\$2,830)
01882700-56270	Transportation-Bus Supplies	\$0	\$0	\$0	\$0	\$0	\$0
	Other Supplies Total	\$31,650	\$0	\$31,650	\$14,681	\$12,859	\$4,110
	Supplies Total	\$2,648,878	\$0	\$2,648,878	\$1,889,533	\$227,722	\$531,623
Property							
Office Equipment							
01612400-57301	HMS-Admin-Equipment	\$500	\$0	\$500	\$0	\$0	\$500
01622400-57301	MMS-Admin-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01822230-57301	Facilities-Admin-Equipment	\$350	\$0	\$350	\$0	\$0	\$350
	Office Equipment Total	\$850	\$0	\$850	\$0	\$0	\$850
Office Furniture							
01052130-57304	SPED-Health Services Furniture	\$0	\$0	\$0	\$0	\$0	\$0
01402320-57308	Asst. Super.-Furniture	\$0	\$0	\$0	\$810	\$0	(\$810)
01712400-57308	THS-Admin-Office Furniture	\$0	\$0	\$0	\$0	\$0	\$0
01822230-57308	Facilities-Admin-Furniture	\$0	\$0	\$0	\$810	\$0	(\$810)
01852651-57301	Facilities-Building Improvement-Furniture	\$1,200	\$0	\$1,200	\$0	\$0	\$1,200
01902520-57308	Bus Off-Admin-Office Furniture	\$0	\$0	\$0	\$0	\$0	\$0
	Office Furniture Total	\$1,200	\$0	\$1,200	\$1,620	\$0	(\$420)
Classroom Equipment							
01011000-57301	TECEC-Classroom-Instructional Equipment	\$3,000	\$0	\$3,000	\$2,006	\$324	\$670
01032130-57303	PPS-L/W-Equipment Instructional	\$11,000	\$0	\$11,000	\$11,813	\$4,954	(\$5,767)
01412210-57301	Curr Dir-D/W-Equipment Instructional	\$10,000	\$0	\$10,000	\$0	\$0	\$10,000
01421001-57310	Tech-Classroom-Computer Equipment	\$233,500	\$0	\$233,500	\$217,552	\$0	\$15,948
01422214-57301	Tech-L/W-Computer Equipment	\$11,500	\$0	\$11,500	\$5,888	\$0	\$5,612
01422220-57301	Tech-Dist AV/Ch17-Equipment Instructional	\$28,500	\$0	\$28,500	\$29,023	\$0	(\$523)
01511001-57301	BHES-Classroom-Equipment Instructional	\$2,479	\$0	\$2,479	\$100	(\$0)	\$2,379
01512220-57302	BHES-Library-Equipment Instructional	\$2,214	\$0	\$2,214	\$149	\$0	\$2,065
01521001-57301	FTES-Classroom-Equipment Instructional	\$2,400	\$0	\$2,400	\$1,644	\$0	\$756
01522220-57302	FTES-Library-Equipment Instructional	\$2,300	\$0	\$2,300	\$257	\$0	\$2,043
01531001-57301	DFES-Classroom-Equipment Instructional	\$400	\$0	\$400	\$249	\$0	\$151
01532220-57302	DFES-Library-Equipment Instructional	\$2,400	\$0	\$2,400	\$70	\$0	\$2,330
01541001-57301	MBES-Classroom-Equipment Instructional	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
01542220-57302	MBES-Library-Equipment Instructional	\$2,200	\$0	\$2,200	\$3,236	\$0	(\$1,036)
01551001-57301	JRES-Classroom-Equipment Instructional	\$2,500	\$0	\$2,500	\$0	\$981	\$1,519
01552220-57302	JRES-Library-Equipment Instructional	\$2,200	\$0	\$2,200	\$1,490	\$398	\$312
01581001-57301	TES-Classroom-Equipment Instructional	\$2,500	\$0	\$2,500	\$218	\$0	\$2,282
01582220-57302	TES-Library-Equipment Instructional	\$2,200	\$0	\$2,200	\$0	\$0	\$2,200
01611001-57301	HMS-Classroom-Equipment Instructional	\$3,400	\$0	\$3,400	\$2,200	\$800	\$400
01611016-57301	HMS-Music-Equipment Instructional	\$3,300	\$0	\$3,300	\$3,048	\$0	\$252
01612220-57302	HMS-Library-Equipment Instructional	\$1,700	\$0	\$1,700	\$574	\$1,012	\$114
01621001-57301	MMS-Classroom-Equipment Instructional	\$3,400	\$0	\$3,400	\$398	\$302	\$2,701
01621016-57301	MMS-Music-Equipment Instructional	\$3,300	\$0	\$3,300	\$0	\$0	\$3,300
01622220-57302	MMS-Library-Equipment Instructional	\$1,700	\$0	\$1,700	\$654	\$0	\$1,046
01711001-57301	THS-Classroom-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01711002-57301	THS-Art-Equipment Instructional	\$2,000	\$0	\$2,000	\$3,891	\$0	(\$1,891)
01711003-57301	THS-Business Ed-Equipment Instructional	\$0	\$0	\$0	\$0	\$0	\$0
01711006-57301	THS-Ag Science-Equipment Instructional	\$969	\$0	\$969	\$0	\$0	\$969
01711011-57301	THS-Foreign Language-Equipment Instructional	\$6,200	\$0	\$6,200	\$6,174	\$0	\$26
01711013-57301	THS-Home Economics-Equipment Instructional	\$2,500	\$0	\$2,500	\$2,873	\$284	(\$657)
01711014-57301	THS-Industrial Arts-Equipment Instructional	\$800	\$0	\$800	\$518	\$900	(\$618)
01711016-57301	THS-Music-Equipment Instructional	\$1,794	\$0	\$1,794	\$1,123	\$0	\$671
01711019-57301	THS-PE/Health-Equipment Instructional	\$2,500	\$0	\$2,500	\$429	\$10	\$2,061
01711027-57301	THS-Science-Equipment Instructional	\$8,500	\$0	\$8,500	\$1,907	\$0	\$6,593
01712220-57302	THS-Library-Equipment Instructional	\$775	\$0	\$775	\$0	\$780	(\$5)
01712221-57301	THS-Audio Visual-Equipment Instructional	\$4,000	\$0	\$4,000	\$0	\$0	\$4,000
01712400-57301	THS-Admin-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01713201-57301	Sports-Sports General-Equipment Instructional	\$40,000	\$0	\$40,000	\$2,734	\$4,705	\$32,561
01723307-57301	Sports-Soccer-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01723308-57301	Sports-Swimming-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01723309-57301	Sports-Tennis-Equipment	\$0	\$0	\$0	\$0	\$0	\$0

**Trumbull Board of Education Expense vs Budget Detail
Report for the Period Ended 3/31/2022**

<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>			
01723311-57301	Sports-Volleyball-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01723313-57301	Sports-Outdoor Track-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
01723315-57301	Sports-Gymnastics-Equipment	\$0	\$0	\$0	\$0	\$0	\$0
	Classroom Equipment Total	\$409,131	\$0	\$409,131	\$300,219	\$15,450	\$93,462
<u>Classroom Furniture</u>							
01511001-57308	BHES-Classroom-Furniture	\$1,000	\$0	\$1,000	\$751	\$0	\$249
01521001-57308	FTES-Classroom-Furniture	\$2,000	\$0	\$2,000	\$170	\$0	\$1,830
01531001-57308	DFES-Classroom-Furniture	\$2,000	\$0	\$2,000	\$4,468	(\$0)	(\$2,468)
01541001-57308	MBES-Classroom-Furniture	\$2,000	\$0	\$2,000	\$872	\$0	\$1,128
01551001-57308	JRES-Classroom-Furniture	\$2,000	\$0	\$2,000	\$1,670	\$0	\$330
01581001-57308	TES-Classroom-Furniture	\$2,000	\$0	\$2,000	\$650	\$0	\$1,350
01611001-57308	HMS-Classroom-Furniture	\$500	\$0	\$500	\$0	\$0	\$500
01621001-57308	MMS-Classroom-Furniture	\$0	\$0	\$0	\$0	\$0	\$0
	Classroom Furniture Total	\$11,500	\$0	\$11,500	\$8,581	(\$0)	\$2,919
<u>Building Equipment</u>							
01842610-57301	Facilities-Custodial-Equipment	\$5,000	\$0	\$5,000	\$1,560	\$0	\$3,440
01852622-57307	Facilities-Snow Removal-Equipment	\$5,000	\$0	\$5,000	\$4,581	\$0	\$419
01852623-57307	Facilities-Vehicles-Equipment	\$1,000	\$0	\$1,000	\$2,331	\$1,369	(\$2,700)
01852625-57307	Facilities-Grounds-Equipment	\$17,000	\$0	\$17,000	\$0	\$0	\$17,000
01852627-57307	Facilities-Lawn Care-Equipment	\$0	\$0	\$0	\$36,997	\$0	(\$36,997)
01852632-57307	Facilities-Inside Maintenance-Equipment	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
01852633-57306	FacilitiesPlantBldg-Electrical-Equipment	\$0	\$0	\$0	\$20,325	\$5,154	(\$25,479)
01852633-57307	Facilities-Electrical-Equipment	\$2,500	\$0	\$2,500	\$380	\$0	\$2,120
01852639-57307	Facilities-HVAC-Equipment	\$25,992	\$0	\$25,992	\$48,842	\$0	(\$22,850)
01852643-57307	Facilities-Plant-Equipment	\$0	\$0	\$0	\$450	\$0	(\$450)
01852644-57307	Facilities-Plumbing-Equipment	\$1,000	\$0	\$1,000	\$1,062	\$87,360	(\$87,422)
01852648-57307	Facilities-IAQ-Equipment	\$10,000	\$0	\$10,000	\$0	\$0	\$10,000
01852654-57340	Facilities-Maintenance-Vehicle	\$80,000	\$0	\$80,000	\$68,385	\$0	\$11,615
	Building Equipment Total	\$148,492	\$0	\$148,492	\$184,913	\$93,882	(\$130,304)
<u>Building Improvements</u>							
01842611-57202	Facilities-Project Improvements to Site	\$128,489	\$0	\$128,489	\$0	\$0	\$128,489
01852650-57200	Facilities-Site-Building Improvement	\$0	\$0	\$0	\$8,540	\$12,170	(\$20,710)
01852650-57202	Facilities-Site-Building Improvement	\$0	\$0	\$0	\$0	\$0	\$0
01852651-57202	Facilities-Building Improvement-Projects	\$30,000	\$0	\$30,000	\$85,676	\$12,320	(\$67,996)
	Building Improvements Total	\$158,489	\$0	\$158,489	\$94,216	\$24,490	\$39,784
<u>Other Equipment</u>							
01422520-57301	Tech-Admin-WAN Equipment	\$3,500	\$0	\$3,500	\$676	\$0	\$2,824
	Other Equipment Total	\$3,500	\$0	\$3,500	\$676	\$0	\$2,824
	Property Total	\$733,162	\$0	\$733,162	\$590,225	\$133,822	\$9,115
<u>Miscellaneous</u>							
<u>Debt Service, Dues, Fees and Memberships</u>							
01011000-58900	TECEC-Admin-Dues & Fees	\$700	\$0	\$700	\$186	\$320	\$194
01011200-58900	PPS-Admin-Dues & Fees	\$2,000	\$0	\$2,000	\$1,876	\$1,701	(\$1,577)
01402210-58900	Instructional-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01402320-58900	Asst Super-Admin-Dues & Fees	\$7,000	\$0	\$7,000	\$5,599	\$0	\$1,401
01412210-58900	Curr Dir-Admin-Dues & Fees	\$0	\$0	\$0	\$250	\$0	(\$250)
01422520-58900	Tech-Admin-Dues & Fees	\$100	\$0	\$100	\$0	\$0	\$100
01512400-58900	BHES-Admin-Dues & Fees	\$553	\$0	\$553	\$350	\$0	\$203
01522400-58900	FTES-Admin-Dues & Fees	\$553	\$0	\$553	\$318	\$0	\$235
01532400-58900	DFES-Admin-Dues & Fees	\$248	\$0	\$248	\$0	\$0	\$248
01542400-58900	MBES-Admin-Dues & Fees	\$250	\$0	\$250	\$0	\$0	\$250
01552400-58900	JRES-Admin-Dues & Fees	\$250	\$0	\$250	\$0	\$0	\$250
01582400-58900	TES-Admin-Dues & Fees	\$550	\$0	\$550	\$361	\$0	\$189
01612400-58900	HMS-Admin-Dues & Fees	\$900	\$0	\$900	\$1,060	\$0	(\$160)
01622400-58900	MMS-Admin-Dues & Fees	\$900	\$0	\$900	\$764	\$0	\$136
01711006-58900	THS-Ag Science-Dues & Fees	\$899	\$0	\$899	\$350	\$0	\$549
01711019-58900	THS-PE/Health-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01712120-58900	THS-Guidance-Dues & Fees	\$0	\$0	\$0	\$25	\$0	(\$25)
01712220-58900	THS-Library-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0
01712400-58900	THS-Admin-Dues & Fees	\$11,225	\$0	\$11,225	\$10,694	\$157	\$374
01713201-58900	Sports-Sports General-Dues & Fees	\$35,000	\$0	\$35,000	\$30,514	\$3,725	\$761
01741200-58900	Cont Ed-Admin-Dues & Fees	\$0	\$0	\$0	\$0	\$0	\$0

**Trumbull Board of Education Expense vs Budget Detail
Report for the Period Ended 3/31/2022**

<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>			
01822230-58900	Facilities-Admin-Dues & Fees	\$1,500	\$0	\$1,500	\$1,200	\$0	\$300
01882700-58900	Trans-Admin-Dues & Fees	\$375	\$0	\$375	\$127	\$0	\$248
01902320-58900	Super-Admin-Dues & Fees	\$13,000	\$0	\$13,000	\$19,551	\$2,400	(\$8,951)
01912520-58310	Redemption of Principal on Loans	\$673,494	\$0	\$673,494	\$509,239	\$163,963	\$292
01912520-58320	Interest on Loans	\$120,124	\$0	\$120,124	\$72,608	\$47,807	(\$291)
01912520-58900	Bus Off-Admin-Dues & Fees	\$7,000	\$0	\$7,000	\$15,269	\$0	(\$8,269)
	Dues, Fees and Memberships Total	\$876,621	\$0	\$876,621	\$670,342	\$220,073	(\$13,794)
<u>Other Miscellaneous</u>							
01912520-58904	D/W-Admin-Bad Debt Expense	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
	Other Miscellaneous Total	\$1,000	\$0	\$1,000	\$0	\$0	\$1,000
	Miscellaneous Total	\$877,621	\$0	\$877,621	\$670,342	\$220,073	(\$12,794)
<u>Other Objects</u>							
01412210-59000	Curr-District Wide Support	\$0	\$0	\$0	\$0	\$0	\$0
01912520-59000	Bus Office-Admin-Anticipated Surplus	\$0	\$0	\$0	\$0	\$0	\$0
01912520-59001	Bus Office-Excess Cost Reim	\$0	\$0	\$0	\$0	\$0	\$0
	Other Objects Total	\$0	\$0	\$0	\$0	\$0	\$0
	Munis Report Total	\$112,296,658	\$0	\$112,296,658	\$74,372,018	\$36,508,183	\$1,416,457

**Trumbull Board of Education COVID Expense
Report for the Period Ended 3/31/2022**

<u>Account #</u>	<u>Account Description</u>	<u>Actual</u>	<u>Committed/ Expended</u>	<u>Available/ Estimates</u>
<u>COVID Expenses reflected in Munis expended</u>				
01011200-53230 -COVID	CONSULTANT	\$0	\$0	\$0
01011200-56111 -COVID	SUPPLIES - GENERAL CLASSROOM	\$0	\$0	\$0
01052130-56110 -COVID	SUPPLIES	\$0	\$0	\$0
01331200-51110 -COVID	TEACHERS-CLASSROOM	\$0	\$0	\$0
01401203-51117 -COVID	SUBSTITUTE TEACHERS,TUTORS	\$0	\$0	\$0
01402320-51114 -COVID	DIRECTOR	\$0	\$0	\$0
01421001-57310 -COVID	EQUIPMENT-COMPUTER	\$0	\$0	\$0
01422214-56900 -COVID	PARTS, MAINTENANCE	\$0	\$0	\$0
01422214-57301 -COVID	EQUIPMENT-COMPUTER	\$0	\$0	\$0
01422520-51141 -COVID	CUST./MAINT. - OT - SCHOOL	\$0	\$0	\$0
01422520-56110 -COVID	SUPPLIES	\$0	\$0	\$0
01422520-56900 -COVID	PARTS, MAINTENANCE	\$0	\$0	\$0
01521001-57308 -COVID	FURNITURE	\$0	\$0	\$0
01541001-56111 -COVID	SUPPLIES - GENERAL CLASSROOM	\$0	\$0	\$0
01541001-57308 -COVID	FURNITURE	\$0	\$0	\$0
01551001-57308 -COVID	FURNITURE	\$0	\$0	\$0
01581001-57308 -COVID	FURNITURE	\$0	\$0	\$0
01611016-56111 -COVID	SUPPLIES - GENERAL CLASSROOM	\$0	\$0	\$0
01612400-56110 -COVID	SUPPLIES	\$0	\$0	\$0
01712400-56110 -COVID	SUPPLIES	\$0	\$0	\$0
01712400-57308 -COVID	FURNITURE	\$0	\$0	\$0
01713201-56112 -COVID	SUPPLIES	\$0	\$0	\$0
01802320-51117 -COVID	SUBSTITUTE TEACHERS,TUTORS	\$0	\$0	\$0
01802320-51129 -COVID	OTHER NON-CERTIFIED	\$0	\$0	\$0
01802320-51139 -COVID	SUBSTITUTE TEACHERS,TUTORS	\$0	\$0	\$0
01842610-51140 -COVID	CUST./MAINT. - OT - SCHOOL	\$0	\$0	\$0
01842610-51141 -COVID	CUST./MAINT. - OT - SCHOOL	\$0	\$0	\$0
01842610-51149 -COVID	CUST./MAINT. - OT - SCHOOL	\$0	\$0	\$0
01842610-56130 -COVID	SUPPLIES - CUSTODIAL	\$10,057	\$1,082	(\$11,139)
01852620-51141 -COVID	CUST./MAINT. - OT - SCHOOL	\$0	\$0	\$0
01852631-54300 -COVID	REPAIRS, SERVICE FEES	\$0	\$0	\$0
01852639-56134 -COVID	PARTS AND SUPPLIES-MAINTENANCE	\$0	\$0	\$0
01852639-57307 -COVID	EQUIPMENT	\$10,042	\$0	(\$10,042)
01852644-56134 -COVID	PARTS AND SUPPLIES-MAINTENANCE	\$0	\$0	\$0
<u>COVID Total</u>		20,099	\$1,082	(\$21,181)
<u>Report Total less COVID</u>	\$112,296,658	\$0	\$112,296,658	\$74,351,919
<u>Munis Report Total</u>	\$112,296,658	\$0	\$112,296,658	\$74,372,018
			\$36,507,101	\$1,437,638
			\$36,508,183	\$1,416,457

	Trumbull Board of Education				
	Town 009 Accounts				
	7/1/21 to 3/31/22				
Org#	Description	Budget	Expenditures	Encumbrances	Balance
09002611	Electricity	24,000	18,000	-	6,000
09005000	Community Services-Custodian Reg Pay	1,000	-	-	1,000
09005000	Community Services-Custodian OT Pay	80,688	37,243	-	43,445
09005000	Community Services-Custodian OT Pay-COVID	20,500	-	-	20,500
09006001	Non Public Schools - Teachers	100,291	62,194	45,609	(7,511)
09006200	Community Services - HC Pool Employee	59,400	39,950	17,070	2,380
09006200	Community Services - HC Pool Supplies	15,151	817	0	14,334
09007001	Non Public Transportation-Admin	15,270	11,689	3,507	75
09007001	Non Public Transportation-Secretary	15,581	11,692	3,587	302
09007001	Non Public Transportation-Bus Routes	925,547	453,958	427,014	44,575
	Total Town 009 Fund	1,257,428	635,542	496,786	125,100

Student Activity Trial Balance for Month of March 2022

ACCOUNT	ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
100 -00-0000-10410 -	SA CASH ACCT - PEOPLES BANK	331,304	12,728	13,449	(721)	330,583
100 -00-0000-14004 -	DUE FROM 205 FUND	45	-	-	-	45
100 -00-0000-20251 -	BOOTH HILL SCHOOL	(4,220)	1,644	1,669	(25)	(4,245)
100 -00-0000-20253 -	DANIELS FARM	(502)	-	-	-	(502)
100 -00-0000-20252 -	FRENCHTOWN SCHOOL	(2,611)	-	-	-	(2,611)
100 -00-0000-20550 -	GENERAL FUND	(3,097)	-	87	(87)	(3,183)
100 -00-0000-20152 -	HILLCREST MIDDLE SCHOOL	(14,473)	1,168	291	878	(13,595)
100 -00-0000-20255 -	JANE RYAN SCHOOL	(411)	-	-	-	(411)
100 -00-0000-20156 -	MADISON MIDDLE SCHOOL	(7,821)	1,473	700	773	(7,048)
100 -00-0000-20068 -	MATH HONOR SOCIETY	(1,846)	-	-	-	(1,846)
100 -00-0000-20254 -	MIDDLEBROOK SCHOOL	(4,006)	-	-	-	(4,006)
100 -00-0000-20258 -	TASHUA SCHOOL	(6,609)	1,624	825	799	(5,810)
100 -00-0000-20628 -	THS A.V. CLUB	(172)	-	-	-	(172)
100 -00-0000-20611 -	THS ACADEMIC DECATHLON	(2,468)	-	-	-	(2,468)
100 -00-0000-20709 -	THS ALT METHODS OF PYMNT	38	-	-	-	38
100 -00-0000-20604 -	THS BAND	(967)	-	-	-	(967)
100 -00-0000-20606 -	THS BEST BUDDIES	(937)	-	-	-	(937)
100 -00-0000-20130 -	THS BOOK STORE	(3,245)	-	-	-	(3,245)
100 -00-0000-20711 -	THS BOYS BASKETBALL	(40)	-	-	-	(40)
100 -00-0000-20727 -	THS BOYS INDOOR TRACK	(2,277)	-	-	-	(2,277)
100 -00-0000-20715 -	THS BUS.ED.ENTREPRENEUR	(1,013)	-	-	-	(1,013)
100 -00-0000-20646 -	THS CHEERLEADING	(1,171)	140	-	140	(1,031)
100 -00-0000-20614 -	THS CHORAL GROUP	(5)	-	-	-	(5)
100 -00-0000-20164 -	THS Class of 2017	(5,344)	-	-	-	(5,344)
100 -00-0000-20165 -	THS Class of 2018	(8,098)	-	-	-	(8,098)
100 -00-0000-20166 -	THS Class of 2019	(2,292)	-	-	-	(2,292)
100 -00-0000-20167 -	THS Class of 2020	(13,251)	-	-	-	(13,251)
100 -00-0000-20168 -	THS Class of 2021	(3,503)	85	-	85	(3,418)
100 -00-0000-20169 -	THS Class of 2022	(17,617)	2,080	-	2,080	(15,537)
100 -00-0000-20170 -	THS Class of 2023	(9,424)	-	-	-	(9,424)
100 -00-0000-20171 -	THS Class of 2024	(500)	-	-	-	(500)
100 -00-0000-20172 -	THS Class of 2025	(1,000)	-	-	-	(1,000)
100 -00-0000-20609 -	THS Creative Minds	(2,573)	-	-	-	(2,573)
100 -00-0000-20603 -	THS DECA (MARKETING EDUCATION)	(7,318)	1,361	1,534	(173)	(7,491)
100 -00-0000-20637 -	THS Ethics Club	178	-	-	-	178
100 -00-0000-20647 -	THS FASHION CLUB	(390)	-	-	-	(390)
100 -00-0000-20620 -	THS FRENCH CLUB	(953)	-	-	-	(953)
100 -00-0000-20617 -	THS FUTURE BUSINESS LEADERS	(2,814)	-	-	-	(2,814)
100 -00-0000-20710 -	THS GIRLS BASKETBALL	(6,385)	632	-	632	(5,753)
100 -00-0000-20718 -	THS GIRLS CROSS COUNTRY	(22)	-	-	-	(22)
100 -00-0000-20726 -	THS GIRLS INDOOR TRACK	178	-	-	-	178
100 -00-0000-20732 -	THS GIRLS OUTDOOR TRACK	(1,270)	-	-	-	(1,270)
100 -00-0000-20733 -	THS GIRLS TENNIS	(3,061)	-	-	-	(3,061)
100 -00-0000-20712 -	THS GLOW CLUB	(83)	-	-	-	(83)
100 -00-0000-20719 -	THS GOLF	(567)	-	-	-	(567)
100 -00-0000-20643 -	THS GRADUATION-CAP & GOWNS	(31,598)	75	640	(565)	(32,162)
100 -00-0000-20713 -	THS GRAPHIC DESIGN	(214)	-	-	-	(214)
100 -00-0000-20714 -	THS GYMNASTICS	(1,303)	-	1,706	(1,706)	(3,009)
100 -00-0000-20599 -	THS HISTORY HONOR SOCIETY	(301)	-	-	-	(301)
100 -00-0000-20607 -	THS HOME ECON. CLUB	(2)	-	-	-	(2)
100 -00-0000-20622 -	THS IN/OUT	(2,718)	998	1,100	(102)	(2,820)
100 -00-0000-20640 -	THS INTERACT CLUB	(57)	-	-	-	(57)
100 -00-0000-20615 -	THS ITALIAN CLUB	(825)	-	-	-	(825)
100 -00-0000-20605 -	THS KEY CLUB	(477)	-	-	-	(477)
100 -00-0000-20613 -	THS LATIN CLUB	(144)	-	260	(260)	(404)
100 -00-0000-20101 -	THS LIBRARY CLUB	(3,487)	-	-	-	(3,487)
100 -00-0000-20645 -	THS LINK CREW LEADERS	(22,435)	889	-	889	(21,546)
100 -00-0000-20608 -	THS LOST TEXTBOOKS	(6,208)	-	-	-	(6,208)

100 -00-0000-20621 - THS MISCELLANEOUS	(3,313)	796	90	706	(2,607)
100 -00-0000-20728 - THS MOCK TRIAL	(161)	-	-	-	(161)
100 -00-0000-20032 - THS Model Congress	(2,949)	504	-	504	(2,445)
100 -00-0000-20639 - THS MODEL U.N. CLUB	(1,902)	-	-	-	(1,902)
100 -00-0000-20706 - THS NATIONAL ENGLISH HONOR SOC	(3,858)	-	-	-	(3,858)
100 -00-0000-20707 - THS NATIONAL HONOR SOCIETY	260	-	-	-	260
100 -00-0000-20133 - THS NEWSPAPER	(358)	-	-	-	(358)
100 -00-0000-20082 - THS ORCHESTRA	(742)	-	-	-	(742)
100 -00-0000-20702 - THS PEER LEADERS	(412)	-	-	-	(412)
100 -00-0000-20703 - THS PEER MEDIATION CLUB	(3,499)	-	-	-	(3,499)
100 -00-0000-20110 - THS Pink Ribbon	(1,357)	-	-	-	(1,357)
100 -00-0000-20708 - THS POETRY	(785)	830	100	730	(55)
100 -00-0000-20644 - THS ROBOTICS CLUB	(1,623)	-	-	-	(1,623)
100 -00-0000-20737 - THS Science Honor Society	(310)	248	425	(177)	(487)
100 -00-0000-20648 - THS Shades Club	(250)	-	2,178	(2,178)	(2,428)
100 -00-0000-20630 - THS SKI CLUB	(58)	-	-	-	(58)
100 -00-0000-20631 - THS SOAR Enterprises	(2,800)	-	250	(250)	(3,050)
100 -00-0000-20625 - THS SODA MACHINE	(416)	-	-	-	(416)
100 -00-0000-20624 - THS SPANISH CLUB	(1,063)	-	-	-	(1,063)
100 -00-0000-20510 - THS STUDENT COUNCIL	(5,334)	-	-	-	(5,334)
100 -00-0000-20629 - THS SUNSHINE FUND	(1,312)	-	20	(20)	(1,332)
100 -00-0000-20641 - THS THESPIAN SOCIETY	(15,790)	-	-	-	(15,790)
100 -00-0000-20139 - THS TRILLIUM YEARBOOK	(14,118)	-	1,363	(1,363)	(15,481)
100 -00-0000-20190 - THS VOAG FARM	(27,971)	5,239	-	5,239	(22,731)
100 -00-0000-20180 - THS VOAG FUTURE FARMERS	(1,392)	-	-	-	(1,392)
100 -00-0000-20633 - THS WE THE PEOPLE	(52)	-	-	-	(52)
100 -00-0000-20063 - THS WELLNESS CENTER	(150)	-	-	-	(150)
100 -00-0000-20627 - THS World Lang.HONOR SOCIETIES	(1,972)	420	700	(281)	(2,253)
100 -00-0000-20642 - THS Youth to Youth	(855)	-	-	-	(855)
100 -00-0000-20810 - Trumbull Football Alumni Assoc	(1,000)	-	-	-	(1,000)
100 -00-0000-24004 - Due to Fund 001/Town	(25,139)	-	5,548	(5,548)	(30,687)
100 -00-0000-24008 - Due to Fund 205/BOE Programs	3,062	-	-	-	3,062
100 -00-0000-29280 - ACCOUNTS PAYABLE	-	18,983	18,983	-	-
Student Activity Trial Balance Report Totals	(0)	51,917	51,917	-	(0)

Grants Year-To-Date Budget Report For March 2022

ORG	ACCOUNT DESCRIPTION	ORIGINAL APPROP	TRANFRS/A DJSMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
2009010	2009010 IDEA-611 20977	-	1,637,108	1,637,108	985,390	531,839	119,879	92.70
2009011	2009011 IDEA-611 NP 20977	-	76,666	76,666	21,253	15,586	39,827	48.10
2009080	2009080 TITLE III-A 20868	-	44,553	44,553	12,741	8,546	23,267	47.80
2009081	2009081 TITLE III-A NP	-	12,757	12,757	800	1,000	10,957	14.10
2009112	2009112 ESSER NonPublic 9.30.2	-	17,018	17,018	-	285	16,733	1.70
2009117	2009117 ESSERII Dyslexia 6.30.	-	11,700	11,700	5,732	5,968	-	100.00
2009118	2009118 ESSER II-\$25K SERA 6.3	-	25,000	25,000	-	-	25,000	-
2009119	2009119 ESSER II-SERA 6.30.23	-	80,000	80,000	-	25,000	55,000	31.30
2009120	2009120 ESSER II 9.30.23	-	765,457	765,457	436,534	224,023	104,900	86.30
2009121	2009121 ESSER ARP 9.30.24	-	1,720,898	1,720,898	298,674	179,195	1,243,029	27.80
2009124	2009124 ARP IDEA 611 6.30.23	-	357,767	357,767	567	-	357,200	0.20
2009125	2009125 ARP IDEA 619 6.30.23	-	33,959	33,959	-	-	33,959	-
2009140	2009140 TITLE I 20679	-	342,804	342,804	16,260	-	326,544	4.70
2009141	2009141 TITLE I NP	-	3,791	3,791	-	-	3,791	-
2009300	2009300 TITLE IV-A 20873	-	11,032	11,032	-	-	11,032	-
2009301	2009301 TITLE IV-A NP 20873	-	4,134	4,134	982	-	3,152	23.80
2009350	2009350 HEADSTART ABCD OCT-SEP	-	388,049	388,049	223,522	100,853	63,673	83.60
2009370	2009370 HEADSTARTFOOD-CACFP	-	3,956	3,956	17,606	-	(13,651)	445.10
2009450	2009450 IDEA PRE-K 20983	-	42,321	42,321	24,617	10,675	7,029	83.40
2009460	2009460 OPEN CHOICE	-	240,139	240,139	19,971	5,072	215,095	10.40
2009470	2009470 PERKINS GRANT 20742	-	56,816	56,816	35,303	9,452	12,061	78.80
2009480	2009480 TITLE II PART A 20858	-	122,522	122,522	23,202	-	99,320	18.90
2009481	2009481 TITLE II-A NP 20858	-	50,602	50,602	1,267	995	48,340	4.50
2009505	2009505 TPAUD-DFC	-	174,994	174,994	89,587	14,968	70,439	59.70
2009507	2009507 TPAUD-Opioid Preventio	-	8,526	8,526	6,172	-	2,354	72.40
2009509	2009509 TPAUD-Local Prevention	-	9,663	9,663	2,972	3,406	3,285	66.00
2009520	2009520 MAGNET TRANSPORTATION	-	72,800	72,800	-	-	72,800	-
2009605	2009605 Emergency Connectivity	-	192,015	192,015	192,015	-	-	100.00
2009700	2009700 CRF Grant -Coronavirus	-	25,861	25,861	25,861	-	-	100.00
2009710	2009710 SPED Stipend-COVID 9.3	-	19,427	19,427	19,427	-	-	100.00
2009720	2009720 STATE BILINGUAL 6.30.2	-	3,271	3,271	1,401	-	1,870	42.80
	Grand Total	-	6,555,605	6,555,605	2,461,855	1,136,865	2,956,885	54.90

Trumbull Board of Education											
Special Revenue BOE Programs											
7/1/21 to 3/31/22											
										Fund Balance(Deficit) as of	
Org#	Description	Org	Obj	Prj	Revenues	Operating Transfer In (Out) also reflected in Revenue (Expense)	Expenditures	Encumbrances	Revenues over (under) Expenditures includes Operating Transfers	7/1/21	3/31/2022
2051660	ACE Foundation	205	31510	Ace	-	-	-	-	-	58	58
2059530	Agriscience	205	31510	Agri	-	-	357	-	(357)	13,389	13,031
2051121	Athletics	205	31510	Athle	375,059	-	190,838	21,631	162,590	67,791	230,381
2052651	Building Use	205	31510	bldgu	38,329	-	13,510	130	24,689	21,636	46,325
2051650	Continuing Ed	205	31510	ContE	48,915	-	54,559	1,870	(7,514)	(342)	(7,856)
2051100	Driver's Education	205	31510	DrEd	14,650	-	8,816	-	5,834	14,386	20,220
2051717	Elementary Strings/Band	205	31510	Pay	48,986	-	124,711	72,334	(148,059)	22,745	(125,314)
2051713	ELITE Business Program	205	31510	ELITE	174,039	150,000	168,779	36,227	(30,967)	-	(30,967)
2056230	Guidance/Testing	205	31510	Guid	983	-	75	-	908	10,092	11,000
2059240	Interdistrict (TECEC*/REACH*/IIP*)	205	31510	Inter	341,362	-	228,115	148,998	(35,750)	63,005	27,255
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	29,926	-	55,538	27,647	(53,259)	(28,062)	(81,320)
2055904	Rebates	205	31510	Reb	33,028	-	61,320	-	(28,292)	61,584	33,292
2051600	Summer Explorations	205	31510	SS	40,808	-	209,681	7,391	(176,264)	(19,333)	(195,597)
2052221	Take Home Device Insurance	205	31510	Take	45,495	-	28,785	-	16,710	33,472	50,182
2057100	THS AP Testing	205	31510	TEST	397	-	3,046	120,000	(122,649)	19,471	(103,178)
2051380	THS Auditorium	205	31510	Audi	-	-	-	-	-	-	-
2059400	THS Connections	205	31510	Cnnct	-	-	-	-	-	1,125	1,125
2059450	THS Culinary Kitchen Catering	205	31510	Culin	4,343	-	4,902	1,537	(2,096)	7,985	5,890
2055400	THS Musical	205	31510	music	19,359	-	31,551	21,578	(33,770)	17,939	(15,831)
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	VISION	-	-	8,502	69,502	(78,004)	2,439	(75,565)
	Total Special Revenue Fund				1,215,679	150,000	1,193,085	528,844	(506,251)	315,185	(191,066)
* TECEC-Trumbull Early Childhood Education Center											
* REACH-Regional Educational Academic and Counseling Help											
* IIP-Interim Instructional (transition) Program											

School Lunch Financials for 2021-2022 School Year - FUND 210																		
	7/31/2021 YTD	7/31/2021 Month	8/31/2021 YTD	8/31/2021 Month	9/30/2021 YTD	9/30/2021 Month	10/31/2021 YTD	10/31/2021 Month	11/30/2021 YTD	11/30/2021 Month	12/31/2021 YTD	12/31/2021 Month	1/31/2022 YTD	1/31/2022 Month	2/28/2022 YTD	2/28/2022 Month	3/31/2022 YTD	3/31/2022 Month
Balance Sheet																		
Assets:																		
Cash	1,515,308		1,522,333		1,592,797		927,651		1,058,298		1,297,548		1,608,662		839,523		1,080,980	
Receivables	48,850		66,020		379,379		745,676		826,231		782,264		731,654		757,388		934,347	
Inventory	39,725		39,725		64,993		64,993		64,993		64,993		64,993		94,319		76,860	
Prepaid Expense													-		-		-	
Due From Others													-		-		-	
Total Assets:	1,603,883		1,628,077		2,037,169		1,738,319		1,949,523		2,144,805		2,405,309		1,691,230		2,092,187	
Liabilities:																		
Accounts Payable	-		-		743,391		224,408		188,275		101,304		150,046		130,924		157,383	
Deferred Revenue	122,156		129,664		126,636		120,704		118,137		115,863		115,402		114,271		110,171	
Due to Town	1,273,920		1,281,958		898,306		1,070,239		1,208,589		1,391,023		1,506,823		644,060		785,306	
Reserve for Encumbrance	52,711		52,711		5,154		-		-		-		-		-		-	
Total Liabilities:	1,448,788		1,464,333		1,773,487		1,415,351		1,515,002		1,608,189		1,772,271		889,255		1,052,861	
Fund Balances:	155,095		163,744		263,682		322,968		434,521		536,616		633,037		801,974		1,039,326	
Statement of Revenues, Expenditures and Changes in Fund Balances																		
Revenue/increases:																		
Food Sales/Charges for Service	(180)	(180)	5,512	5,692	79,519	74,008	144,786	65,267	206,025	61,239	259,613	53,588	311,565	51,952	368,428	56,863	445,492	77,064
Intergovernmental	-	-	10,995	10,995	323,393	312,399	703,203	379,810	1,080,077	376,874	1,412,321	332,244	1,722,805	310,484	2,073,715	350,910	2,550,157	476,442
Other Income/Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Intergovernmental (Town) Transfer	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Increases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total revenue/increases	(180)	(180)	16,506	16,686	402,913	386,406	847,989	445,077	1,286,102	438,113	1,671,935	385,833	2,034,371	362,436	2,442,143	407,772	2,995,648	553,506
Expenses/decreases																		
Wages	-	-	8,219	8,219	88,432	80,213	221,320	132,888	320,399	99,079	458,185	137,786	536,156	77,971	634,319	98,163	736,489	102,170
FICA	-	-	595	595	4,991	4,396	12,121	7,130	17,505	5,384	25,585	8,081	29,810	4,224	34,833	5,023	40,165	5,332
Medical	81,472	81,472	81,184	(289)	113,044	31,861	144,514	31,470	177,898	33,384	213,489	35,591	246,894	33,405	280,642	33,748	313,749	33,107
Other Expenses	(421)	(421)	(908)	(487)	20,617	21,525	26,347	5,730	32,528	6,181	35,245	2,717	37,059	1,813	39,739	2,681	45,532	5,793
Supplies	-	-	-	-	11,157	11,157	23,117	11,960	37,398	14,281	48,000	10,602	55,506	7,506	56,687	1,181	62,667	5,980
Cost of Food	-	-	-	-	139,515	139,515	340,757	201,242	507,319	166,562	596,279	88,960	727,018	130,739	825,057	98,039	988,829	163,772
Equipment/Capital	-	-	-	-	-	-	524	524	2,214	1,690	2,214	-	7,417	5,203	7,417	-	7,417	-
Intergovernmental Transfer	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Decreases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures/Increases	81,051	81,051	89,089	8,038	377,756	288,667	768,700	390,944	1,095,260	326,561	1,378,998	283,737	1,639,858	260,861	1,878,694	238,835	2,194,848	316,154
Incr/(Decr) in fund balances before operating transfers	(81,231)		(72,583)		25,157		79,290		190,842		292,937		394,512		563,449		800,801	
Operating Transfers in/(out)	-		-		-		-		-		-		-		-		-	
Incr/(Decr) in fund balances after operating transfers	(81,231)		(72,583)		25,157		79,290		190,842		292,937		394,512		563,449		800,801	
Fund Balances:																		
Beginning of year	236,327		236,327		238,525		243,679		243,679		243,679		238,526		238,525		238,525	
End of period	155,095		163,744		263,682		322,968		434,521		536,616		633,037		801,974		1,039,326	
Months Revenue Control	(180)		16,686		386,406		445,077		438,113		385,833		362,436		407,772		553,506	
Month Expenditure Control	81,051		8,038		288,667		390,944		326,561		283,737		260,934		238,835		316,154	
Profit (Loss) for the month	(81,231)		8,649		99,938		59,286		111,552		102,095		101,502		168,937		237,352	

School Lunch Financials As of March 31, 2022 - FUND 210

Balance Sheet as of 3/31	Budget	3/31/22 Actual	Encumbered	Available/ (Over)	3/31/21 Actual	YTY Diff.	% Change
Assets:							
Cash		1,080,980			581,462	499,518	85.91%
Receivables		934,347			608,224	326,123	53.62%
Inventory		76,860			67,194	9,666	14.38%
Prepaid Expense							
Due From Others							
Total Assets:		2,092,187			1,256,880	835,307	66.46%

Liabilities:							
Accounts Payable		157,383			147,455	9,928	6.73%
Deferred Revenue		110,171			131,971	(21,799)	-16.52%
Due to Town		785,306			2,028,717	(1,243,411)	-61.29%
Reserve for Encumbrance						-	
Total Liabilities:		1,052,861			2,308,143	(1,255,282)	-54.38%

Fund Balances:		1,039,326			(1,051,264)	2,090,589	-198.86%
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Statement of Revenues, Expenditures and Changes in Fund Balances for the 7 months ended 3/31

Revenue/increases:

Food Sales/Charges for Service	2,006,000	445,492	-	1,560,508	51,299	394,192	768.42%
Intergovernmental	1,853,800	2,550,157	-	(696,357)	1,053,362	1,496,795	142.10%
Other Income/Interest				-	-	-	
Intergovernmental (Town) Transfer				-	-	-	
Increases				-	-	-	
Total revenue/increases	3,859,800	2,995,648	-	864,152	1,104,661	1,890,987	171.18%

Expenses/decreases

Wages	975,000	736,489	275,903	(37,392)	617,949	118,540	19.18%
FICA	53,000	40,165	-	12,835	35,499	4,666	13.14%
Medical	479,301	313,749	127,229	38,324	306,646	7,103	2.32%
Other Expenses	42,125	45,532	-	(3,407)	22,896	22,636	98.86%
Supplies	55,000	62,667	37,076	(44,743)	28,506	34,161	119.84%
Cost of Food	971,000	988,829	513,580	(531,410)	525,576	463,254	88.14%
Equipment/Capital	16,500	7,417	-	9,083	18,806	(11,390)	-60.56%
Intergovernmental (Town) Transfer							
Decreases							

Total Expenditures/Increases	2,591,926	2,194,848	953,788	(556,709)	1,555,878	638,969	41.07%
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Incr/(Decr) in fund balances before operating transfers		800,801			(451,217)	1,252,018	-277.48%
Operating Transfers in/(out)		-			-	-	

Incr/(Decr) in fund balances after operating transfers		800,801			(451,217)	1,252,018	-277.48%
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Fund Balances:

Beginning of year		238,525			(600,047)	838,572	-139.75%
End of period		1,039,326			(1,051,264)	2,090,589	-198.86%

Months Revenue Control		553,506			362,118		
Months Exp Control		316,154			283,235		

Profit (Loss) for the month		237,352			78,883	158,469	200.89%
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	Trumbull Board of Education					
	Scholarship Details					
	7/1/21 to 3/31/22			Fund Balance as of 3/31/22		
Account Name	Revenues	Expenditures	Net Rev(Exp)	Permanent	Unrestricted	Total
Brewster	6	-	6	1,685	194	1,879
Peter Burke	27	-	27	-	7,941	7,941
K. Capobianco	6	-	6	-	1,839	1,839
Donna Cassidy	38	-	38	-	11,449	11,449
Citizenship/Holdsworth	0	-	0	-	40	40
Chelsea Cunha	39,571	-	39,571	-	39,571	39,571
Mary Curtiss	23	-	23	-	6,974	6,974
S. Dick Electronics	37	-	37	10,000	1,128	11,128
Education	-	-	-	-	-	-
Ran Grinnell	4	-	4	-	1,093	1,093
Clare Hampford	13	-	13	-	3,889	3,889
G. Hartz	-	-	-	-	10	10
Klein/ Danaher	11	-	11	-	3,240	3,240
Lorimer	0	-	0	-	78	78
Dr. Gloria Maina	2	-	2	-	556	556
Frances S. Mallett	4	-	4	-	1,165	1,165
Loretta McDougall	44	-	44	-	13,212	13,212
Karen Mraz	282	-	282	-	9,623	9,623
National Merit	2	-	2	-	537	537
PHNA	30	-	30	8,000	1,031	9,031
Ralph Pascale	2	-	2	-	512	512
Jill Resnick	55	-	55	-	16,404	16,404
R. Rossomando	21	-	21	5,190	966	6,156
Dick Seaman	107	4,640	(4,533)	-	-	-
R. Simses	9	-	9	2,500	312	2,812
R. Stowe	8	-	8	2,200	275	2,475
Trumbull High	4	-	4	-	1,113	1,113
Jennie N. Villano	1	-	1	-	212	212
Zink	37	-	37	10,000	1,131	11,131
Total Scholarship Fund	40,346	4,640	35,706	39,575	124,493	164,068

March 31, 2022 Cash Transfer Request Report

<u>FUND DESCRIPTION</u>	<u>FULL ACCOUNT</u>	<u>ACCOUNT DESCRIPTION</u>	<u>Account Balance as of March 31, 2022</u>	<u>Transfer Request - Cash impact</u>	<u>Account Balance after Transfer and before other adjustments</u>
BOE GENERAL FUND	001-14900	Due from SR BOE Prog Fund 205	1,472,247.69	1,000,000.00	472,247.69
SPECIAL REVENUE FUND	205-24004	Due to Fund 001/Town	(1,472,247.69)	(1,000,000.00)	(472,247.69)
BOE GENERAL FUND	001-14902	Due from Sch Lunch Fund 210	785,306.38	150,000.00	635,306.38
SCHOOL LUNCH FUND	210-24006	Due to Town	(785,306.38)	(150,000.00)	(635,306.38)
BOE GENERAL FUND	001-14100	Due From SA Fund 100	30,686.98	30,686.98	-
STUDENT ACTIVITY FUND	100-24004	Due to Fund 001/Town	(30,686.98)	(30,686.98)	-
STUDENT ACTIVITY FUND	100-24008	Due to Fund 205/BOE Programs	3,061.62	3,061.62	-
SPECIAL REVENUE FUND	205-14002	Due from Fund 100	(3,061.62)	(3,061.62)	-
SCHOLARSHIP FUND	300-14000	DUE TO/FROM BOE	1,073.90	1,073.90	-
BOE GENERAL FUND	001-24012	Due to Expendable Trust	(1,073.90)	(1,073.90)	-
STUDENT ACTIVITY FUND	100-14004	DUE FROM 205 FUND	44.52	44.52	-
SPECIAL REVENUE FUND	205-24009	Due to Fund 100/Student Activi	(44.52)	(44.52)	-