
TRUMBULL PUBLIC SCHOOLS

TRUMBULL, CONNECTICUT

Regular Meeting – Tuesday, July 7, 2026, 7:00 p.m.
Long Hill Administration Building
Agenda

<https://us06web.zoom.us/j/87420066604?pwd=QcPAJrDF9iNgWjohSa6asjBLb7muxw.1>

Webinar ID: 874 2006 6604 Password: 848575

Join by telephone: (309) 205-3325 / Webinar ID: 874 2006 6604

OR Follow the live meeting on TCTV Trumbull YouTube Page:

<https://www.youtube.com/@TCTVTrumbull/streams>

I. CALL TO ORDER

II. PRELIMINARY BUSINESS

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

III. REPORTS/ACTION ITEMS

- A. Approval – Field Trips:
 - 1. THS/French Department, Quebec City, Canada – Mr. Shaun Liebskind
 - 2. THS/Choirs, Nashville Heritage Festival, Nashville, TN – Mr. Christopher Wasko
- B. Approval/Frenchtown PTA Donation of Bookworm Vending Machine – Mrs. Prisco, Dr. Petersen
- C. Approval/Minutes
 - BOE Regular Meeting/Executive Session of June 2, 2026
 - BOE Special Meeting of June 29, 2026
- D. Personnel Report
- E. Enrollment – Dr. Semmel
- F. 1:1 Insurance Fees – Mrs. Hefe
- G. School Climate Update – Mr. Catalano
- H. Curriculum Committee – Mrs. Petitti
 - Curriculum Texts and Guides – Dr. Iwanicki
 - *Self Defense and Personal Safety*
 - *Competitive Team Games*
 - *Physical Education, Mindful Fitness and Dance*
 - *Intermediate Ceramics*
 - *Piano 2*
 - *UConn ECE Pop Music Curriculum*
 - *Honors Wind Ensemble*
- I. Financial Committee – Ms. McNamee
 - Financial Reports as of May 31, 2026 – Ms. Pierce

IV. RECEIVE AND FILE

- Negotiations

V. OTHER

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting—July 7, 2026

Mr. Shaun Liebskind

Agenda Item – III-A-1

Approval of the THS French Department Field Trip to
Quebec City, Canada

The trip to Quebec City, Canada will be on October 1, 2026 through October 12, 2026. This trip will provide students with many unique educational experiences including immersion in the dynamic and creative culture of French-speaking Quebec!

Funding for this trip is provided through parents and student fund raising. Accordingly, please review the attached field trip request submitted by Trumbull High School teacher Shaun Liebskind together with the corresponding trip itinerary.

Recommendation:

Approve the overnight Trumbull High School French Department trip to Quebec, Canada



Trumbull Public Schools

2025-2026 Application for Field Trips

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

Submitted By: sliebski@trumbullps.net

Date Submitted: 2/26/2026 11:01:55

School: Trumbull High School

Group: THS French Department

Departure Date/Time: 10/8/2026 7:30:00 AM

Arrival Time at Destination: 5:00:00 PM

Return Date/Time: 10/12/2026 10:30:00 AM

Arrival Time back at school: 7:30:00 PM

Destination: Quebec City, Canada

Destination Address: 3031, boulevard Laurier, Sainte-Foy, Quebec, Canada

City: Quebec City

State: Quebec City

Zip: G1V 2M2

How will this activity enhance student learning and integrate curricular goals: Visiting Quebec will allow students to observe and interact with one of the most dynamic and creative cultures in the French-Speaking world. Students will have the chance to practice their French language skills in a real world setting and visit some of the places they have learned about in their classes. Students will also have the chance to visit a French school where they can practice their conversational skills, see the differences between the American and Canadian education systems, and see what they have in common with their French-speaking peers. Students will also have the chance to experience typical French-Canadian cuisine and cultural activities as well as learn more about the shared history between the United States and Canada.

Type of Field Trip: Overnight Trip

Transportation Request: Coach Bus

Number of students: 48 **Grade Level:** 9-12

STUDENTS/CHAPERONE RATIOS

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

Out-of-state, out-of-country, overnight trip: All grades 10:1

of Chaperones: 5

Names of Teachers Attending	Cell Phone	Subs? (Y/N)	Dates for Subs	Names of Subs (if known)
Shaun Liebskind		Yes	10/8/2026	
Joseph Palamara		Yes	10/8/2026	
Elaine Adams		No		
Susanna Lavorgan-Lye		Yes	10/8/2026	
Sean Cafferty		Yes	10/8/2026	

COST AND FINANCING

	Totals	To Be Paid By	PO/Acct No.
Transportation	\$	\$	
Registration Fees	\$1,465.00	\$The student	
Other			
Student Contributions			
Transportation	\$	Family	N/A
Entrance Fees/Room & Board/Food	\$\$60 - \$80 for meals that are not included	Family	N/A
Total Cost for	\$\$1,545	Family	N/A

Each Student			
--------------	--	--	--

Additional Notes: Students will make their payments directly to the Jumpstreet tour company.

Transportation Notes:

Registration Notes:

Fundraising/Other Funding Sources:Bake sale and ask ACE foundation for a \$1000 grant. There is also a fundraising link provided by the tour company where students can ask extended family members and friends for a contribution.

Amount Offset by Fundraising/Other funding sources per Student: \$60

APPROVALS

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

Principal/Dept Head Approval: FALSE

Transportation Approval: FALSE

Assistant Superintendent Approval: FALSE

BoE Approval if needed: FALSE

Nurse Notified: SSulliva@trumbullps.org

Your Tour Proposal from

**Jumpstreet Tours
by WorldStrides**



Trumbull High School
5 Days Quebec City
October 8 to 12, 2026

Included:

- A detailed itinerary tailored to your needs;
- A price sheet with details about what's included;
- Information about options, insurance, and [health & safety](#);
- A link to our full [Terms & Conditions](#).

Peace of mind must be at the core of what we offer. Jumpstreet by WorldStrides uses the services of **Exlog Global** to understand the world around us when it comes to travel risk management and making safe decisions for our groups. Meanwhile our **Doctors on Call** program offers real time medical consultation while on tour.

You can also help ease the decision-making process with our **Insurance Plans and Cancel For Any Reason Waiver Benefit (CFAR)**, which your participants can purchase to cancel their trip for whatever reason up until 2 days from departure and get a 75% refund.

Now that you know you'll be well taken care of, let's turn our focus to the fantastic world of educational travel.

Alexandre Ffrench



"I only wish I would have known about Jumpstreet sooner. The activities were not only more fun for my students than past tours (not-led by Jumpstreet), but the guides were intuitive to the students' needs and willing to switch up something or add in an extra activity for fun."

- Alexa, middle school teacher

Trumbull High School
72 Strobel Rd
Trumbull
Connecticut
06611

www.jumpstreet.com / yourteam@jumpstreet.com

5 Days Quebec City
(27-56149/1)

Feb 18, 2026
Page 1 of 1



Thursday, October 08, 2026

- 07:30 AM The day has arrived; the trip you've been waiting for is finally here! Hop aboard your locally chartered luxury motorcoach, get comfortable and get ready for your adventure!
- Stops and lunch en route (at individual expense).
- 05:00 PM Hooray! You've arrived in Quebec City! Meet your tour leader and check in to the hotel to relax and unwind before dinner. The fun starts now :)
- > After the driver drops you off for at the hotel they will be off duty until tomorrow morning. Make sure you don't leave any essentials on board.
- 06:00 PM Hop aboard a locally chartered motorcoach (available until 9:30PM), and make your way to Old Walled City.
- 06:30 PM Come and discover the tasty meals offered by La Buchette - Buvette Québécoise in Old Quebec on the charming rue Sainte-Anne. Bon appétit!
- 08:00 PM Visit the Upper Town with your tour leader to see the St-Louis Gate, the Château Frontenac, the Dufferin Terrace, the Assemblée Nationale building and more.
- 09:00 PM Departure for the hotel.
- 09:30 PM Arrive at the hotel and hang in there a few more minutes as your tour leader gives you instructions for proper hotel conduct and for the next day full of exciting activities!
- Spend the night at the Hotel Plaza.
 3031, boul Laurier, Sainte-Foy, Quebec
 PH: 1(418) 658-2727
- 10:00 PM A security guard will monitor your hallway during each night of the trip.
 (Or equivalent pending availability upon receipt of deposit.)

Friday, October 09, 2026

- 08:00 AM Begin your day with a lovely breakfast and orientation session at the hotel with your tour leader.
- 08:30 AM Everybody ready? Time to head out for your activities! Your tour leader will fill you in on all the fun that's in store.
- 09:30 AM Meet your new friends during your French School Visit (school match confirmed following receipt of initial deposit.)
- 12:00 PM Now that you're familiar with Old Quebec, let's enjoy some free time! Here's your chance to explore with your friends, grab lunch (at individual expense), and practice your conversational French. Your tour leader will give you a meeting place and time. Enjoy!
- 01:30 PM Join generals Wolfe and Montcalm at the Plains of Abraham Museum as they review the great military strategies of the siege of Québec City in the summer of 1759. Make cartridges, load a cannon, take an intriguing history quiz and watch a demonstration of how surgery was performed at the time.
- 05:00 PM Au Petit Chalet... For the most decadent dishes... from morning to night! A dream come true! Tonight, treat yourself to a generous crêpe! Bon appétit!
- 07:00 PM Gear up for your cosmic bowling party at Quillorama Frontenac!
- 09:00 PM Departure for the hotel.

Saturday, October 10, 2026

- 08:00 AM Everybody ready? Time to head out for your activities! Your tour leader will fill you in on all the fun that's in store.



- 08:30 AM** Enjoy a croissant and a chocolatine accompanied by a comforting bowl of hot chocolate at Cochon Dingue on the iconic rue St-Jean. Hailing from Quebec City's Petit-Champlain, this chain, beloved by Quebecers, combines the refinement of a decadent bistro with the warm, laid-back atmosphere of a true local gathering.
- 09:30 AM** Let's explore this beautiful city with a local guide. Your 2.5 hours bus tour will feature all of Quebec's greatest hits, including the Plains of Abraham, Parliament, Grande Allée, Quartier Petit Champlain, Place Royale and Château Frontenac, the most photographed hotel in the world!
- Stop to admire "La Fresque des Québécois". See how many characters of Quebec's history you can identify!
- 12:00 PM** Time for lunch and to explore in Old Quebec! Hang out with your friends, grab some food (at individual expense) and practice your conversational French. Your tour leader will give you a meeting place and time.
- 03:00 PM** Let the Canadian spirit take over during your curling session with our buddies from Curling Jacques-Cartier. Remember to bring a pair of clean running shoes to curl like a "pro"!
- 05:00 PM** All aboard! Next stop: the SUGAR SHACK!
 Discover how the people of Quebec managed to brave the difficult winters through the tradition of maple syrup production as your tour leader shares their Sugar Shack story.
- 05:30 PM** Get ready to party like it's 1699! At Érablière du Cap, an authentic French-Canadian cabane à sucre, you're going to feast on a 17th Century meal and get down to traditional songs and dances. You'll even break a sweat attempting to make your own maple butter. Don't forget to add some syrup to your pea soup (we're not kidding).
- 08:30 PM** Departure for the hotel.

Sunday, October 11, 2026

- 07:00 AM** Begin your day with a lovely breakfast and orientation session at the hotel with your tour leader.
- 08:00 AM** Everybody ready? Time to head out for your activities! Your tour leader will fill you in on all the fun that's in store.
 Head to Côte-de-Beaupré! On Avenue Royale, take note of the region's rich heritage. There are vegetable cellars, a preservation technique originating from Indigenous knowledge, outdoor bread ovens that are still in use, and wayside crosses, a legacy of the Catholic faith of French Canadians.
- 09:00 AM** Observe beautiful mosaics and a replica of Michelangelo's Pieta during your visit of the Ste-Anne de Beaupré shrine.
- 10:30 AM** Tom Caribou! Le Loup-garou! La Chasse Galerie! Ti-Pit Vallerand! Discover some of Quebec's most famous legends and stories during your visit of l'Atelier Paré, the woodcarving shop.
- 12:00 PM** Parc de la Chute-Montmorency is a spectacular historic site, not least because of the Battle of Montmorency on July 31, 1759, and its legends, such as that of the "White Lady". The highest waterfall in Quebec dominates the landscape at 83 meters. During your visit, you'll be able to get up close to it in a variety of ways and feel its full strength.
- 01:00 PM** Let's go to the mall, the Galeries de la Capitale! This is an awesome place to practice your French, as you explore, buy lunch (at individual expense), maybe buy a souvenir or three... there's even a brand new indoor amusement park to try out! And hey, because we love you so much your Tour Leader has some ride passes for you :)
- 05:00 PM** With its relaxed atmosphere, eclectic decor, varied menu and tasty, generous dishes, Le Cosmos in Ste-Foy offers something you won't find anywhere else. Bon appétit!
- 07:00 PM** Watch the Remparts de Quebec City play hockey against against a "Q" rival!
 * The ticket cost is included in tour price.
 * Price and availability of tickets can only be confirmed with their full payment and once the 2026-2027 schedule has been released.
 * Please note that once these tickets are purchased on your behalf, they are not refundable.
- 09:30 PM** Departure for the hotel.



Monday, October 12, 2026

- 08:15 AM You won't believe it, but the time has come...for your last day of this fantastic journey! Don't forget your luggage.
- 08:30 AM You know what they say: Eat your breakfast like kings and queens. This morning, that's exactly what you'll be doing at Chez Cora. This local chain is both delicious and inspiring, a true Quebec flagship! Bon appétit!
- 09:30 AM Ready to learn some more? Partake in our Grocery Scavenger Hunt in a local grocery store. (Complete with prizes for the winning team!)
- 10:30 AM Already time to leave! Wave goodbye to your tour leader and head back home.
Stops and meals en route (at individual expense).
- 08:00 PM This is when you're expected to arrive back at your school, where your family and friends will be eager to hear all about your adventure!

TOUR PRICE (including taxes)

Complimentary chaperones Single Occupancy	Paying students Quad Occupancy	Per student
5	48	US\$1465.00
5	44	US\$1529.00
4	40	US\$1569.00

INSURANCE

Tugo Travel Protection Plan Plus

included in tour price.

Safeguarding your investment with the Travel Protection Plan Plus, which includes the 'Explorer' package from third-party provider TuGo. This plan includes a Cancel For Any Reason benefit. If you cancel your trip for any reason not otherwise covered by this policy, we will reimburse you for 75% of the non-refundable cancellation fees which apply to your trip. See attached plan details.

✔ WHAT IS INCLUDED

- 1 Tour Leader(s) with your group 24/7, to bring your itinerary to life!
- Virtual parent/guardian meeting (by request and pending availability)
- All programming, reservations and itinerary items
- Bracelets featuring our 24/7 toll-free emergency line
- Round trip transportation via luxury motorcoach(es)
- Hotel(s) and restaurant(s) as per itinerary (or equivalent depending on availability when trip is confirmed)
- Tip(s) for your Motorcoach Operator(s)
- Carbon neutral travel
- 24/7 access to George Washington University Doctors on Call
- Online individual payment and registration platform
- 24/7 tour support, with a direct patch to our senior staff
- Your money placed in a bonded trust account
- \$25M in liability protection for teachers and chaperones
- Early warning service for disruptions or global threats to avoid or minimize risks to travel security
- All fees related to road, bridge, tunnel and parking tolls
- Private security guard (per coach) to monitor the hallways at night
- Comprehensive Travel Insurance Including a Cancel for Any Reason waiver benefit
- Tip(s) for your Tour Leader(s)

🍴 MEALS

- 4 Breakfast(s)
- 4 Dinner(s)

🚶 ACTIVITIES

- Atelier Paré-Legends and Storytelling
- Visit of Montmorency Falls
- Musée des Plaines d'Abraham-Soldier of the Martello Tower
- Sanctuaire de Sainte-Anne-de-Beaupré Visit
- Quillorama Frontenac - Bowling
- Walk in the Upper Town with your tour leader
- Curling Jacques-Cartier
- Côte-de-Beaupré Expedition

- Remparts de Quebec - Hockey Game
Galeries de la capitale - Méga Parc - 3 Hours Illimited

- French School visit
Quebec city's bus tour 2.5 hrs



TO CONFIRM YOUR TRIP

The contents of the proposed itinerary are subject to availability. As soon as you sign below and return a copy of this page to me, I will book your coach and hotel. I will then activate your online portal which will give you access to planning resources, a preliminary itinerary and the payment schedule. An initial payment of \$249 per paying participant is due 30 days following the signing of this contract which enables me to begin reserving your entire proposed itinerary and guarantee your trip price.



CLASSROOM TRAVEL RESOURCES

Our [classroom travel resources](#) will help you and your community stay organized and energized as you prepare for your adventure.



TERMS AND CONDITIONS

Please read our complete [terms and conditions](#). The following sections are particularly helpful:

- Trip price
- Cancellation policy: group cancellation
- Cancellation policy: individual cancellation
- Exchange rates

By signing below you are confirming:

- That you agree with the itinerary and price
- That you agree with the payment schedule
- That you have distributed our travel insurance options to your group
- That you have read and accepted our terms and conditions

Client signature

Date

Portal activation will act as your electronic signature in case we do not receive this signed proposal.



Travel Protection Plan Plus (TPPP)

We recommend protecting your investment with the Travel Protection Plan Plus. This plan includes the Explorer Package from third-party insurance provider TuGo and WorldStrides' Cancel For Any Reason Waiver benefit.

★ *For COACH & FLIGHT TRIPS*

SUMMARY OF BENEFITS		TRAVEL PROTECTION PLAN PLUS	
WorldStrides' Cancel For Any Reason Waiver benefit** for individual traveller cancellations		Covers 75% of the amount due per the payment schedule Cancellation must occur at least 48 hours prior to departure	
Group trip cancellation at school board's discretion		100% of the total trip price Cancellation must occur within 90 days of departure	
Group trip cancellation by school board due to a labour strike			
Group trip cancellation by school board due to risk of harm			
Trip cancellation for reasons covered under the insurance plan (including employment, education, legal matters, and illness or injury—doctor's note required)		100% of the total trip price	
Trip interruption		100% of the total trip price	
Missed connection		\$500	
Travel / Trip delay		\$500 (up to \$100 per day)	
MEDICAL EXPENSE / EMERGENCY EVACUATION WHILE ON TOUR			
Accident & sickness medical expense		\$5,000,000	
Medical evacuation & repatriation		\$50,000	
Accidental death		\$25,000	
Baggage & personal articles, including musical instruments		\$3,000	
Baggage delay		\$100	

*Prices are subject to change without notice until time of purchase. Plan must be purchased within 10 days of the initial trip payment and is not refundable once purchased. [See policy](#) for full details.

**WorldStrides' CFAR Waiver benefit will come into effect if the insurance claim is rejected—once rejected, you can send a CFAR refund request to yourteam@jumpstreet.com, including your reason of cancellation, for reimbursement within 6 weeks.

Please note: the price of the trip will not increase for the remaining participants if someone drops out, provided that the entire group purchases the Travel Protection Plan Plus.



TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting—July 7, 2026

Mr. Christopher Wasko

Agenda Item – III-A-2

Approval of the THS Choirs field trip to the Nashville
Heritage Festival, Nashville, TN

The Nashville Heritage Festival will take place from April 8, 2027 through April 11, 2027. Attendance at this festival will provide students with many unique educational experiences including feedback on rehearsal prep, repertoire selection and ensemble technique among many other forms of substantive exposure.

Funding for this trip is provided through parents and student fund raising. Accordingly, please review the attached field trip request submitted by Trumbull High School teacher Christopher Wasko together with the corresponding trip itinerary.

Recommendation:

Approve the overnight Trumbull High School Choirs field trip to Nashville, TN



Trumbull Public Schools

2025-2026 Application for Field Trips

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

Submitted By: cwasko@trumbullps.net

Date Submitted: 6/1/2026 9:27:56

School: Trumbull High School
Choirs

Group: Trumbull High School

Departure Date/Time: 4/8/2027 8:00:00 AM

Arrival Time at Destination: 1:00:00 PM

Return Date/Time: 4/11/2027 9:00:00 AM

Arrival Time back at school: 2:00:00 PM

Destination: Nashville Heritage Festival

Destination Address: 2800 Opryland Drive **City:** Nashville

State: Nashville **Zip:** 37214

How will this activity enhance student learning and integrate curricular goals: This trip will have our vocal ensembles perform for collegiate music educators, receiving feedback on our rehearsal preparation, repertoire selection, and ensemble technique (the exact parameters of the curriculum). It will also build community and camaraderie among the singers and provide substantive exposure to other forms of music making, including a professional recording studio, a college campus, and local performers for the heritage festival.

Type of Field Trip: Overnight Trip (including in-state and out-of-state)

Transportation Request: Airplane

Number of students: 90 **Grade Level:** 9-12

STUDENTS/CHAPERONE RATIOS

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

Out-of-state, out-of-country, overnight trip: All grades 10:1

of Chaperones: 10

Names of Teachers Attending	Cell Phone	Subs? (Y/N)	Dates for Subs	Names of Subs (if known)
Chris Wasko		Yes	4/8/2027	
Jessica Spillane		Yes	4/8/2027	
Julianne Spillane		Yes	4/8/2027	
Martin McGrath		Yes	4/8/2027	

COST AND FINANCING

	Totals	To Be Paid By	PO/Acct No.
Transportation	\$Included in the per-person cost	\$WorldStrides, following student payment	N/A
Registration Fees	\$Included in the per-person cost	\$WorldStrides, following student payment	N/A
Other			
Student Contributions			
Transportation	\$Subsumed in per-person contribution	Family	N/A
Entrance Fees/Room & Board/Food	\$Subsumed in per-person contribution	Family	N/A
Total Cost for	\$~\$1,936 per student	Family	N/A

Each Student	for 80 students		
--------------	-----------------	--	--

Additional Notes: 2+ fundraisers to defray the per-person cost

Transportation Notes:

Registration Notes:

Fundraising/Other Funding Sources: Fall semester SnapRaise, program ad sales,

Amount Offset by Fundraising/Other funding sources per Student: \$200-\$400 per student

APPROVALS

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

Principal/Dept Head Approval: FALSE

Transportation Approval: FALSE

Assistant Superintendent Approval: FALSE

BoE Approval if needed: FALSE

Nurse Notified: ssulliva@trumbullps.org

Proposal for: Christopher Wasko
Trumbull High School



Dear Christopher,

Based on your specifications, I have enclosed a proposal for your upcoming festival experience with us. Please review your sample itinerary as well as the list below of incredible benefits of traveling with WorldStrides. I can't wait to make this happen for your group!

Sincerely,

Daniel Marhelko

Performing Tour Specialist
WorldStrides Performing Arts



Experience the WorldStrides *Difference*

- **Easy, Online Registration & Payments**
Participants handle their own registration and select a payment plan directly through us, taking the hassle out of group travel for you!
- **WorldAssist**
Our industry-leading, on-call safety team has your back 24/7/365 during your tour experience.
- **Doctors on Call**
Our exclusive relationship with the George Washington University Medical Faculty Associates make a telehealth consultation just a phone call away.
- **Included Insurance**
Supplementary accident, illness, and accident-related dental insurance is included.
- **Course Leaders**
Add the ultimate peace of mind with an on-site Course Leader to guide your group with ease at your destination and provide invaluable learnings along the way.
- **Proven Recruitment Process & Fundraising Tools**
Follow our tried-and-true plan to promote the trip to your students and utilize our fundraising tools to increase the size of your group.
- **Full Refund Program**
Optional cancel-for-any-reason plan protects your investment. Families sign up during registration!
- **By Educators, For Educators**
Our team of past educators and spirited travel enthusiasts are backed by 55+ years of experience in student travel.
- **Professional Development**
WorldStrides' accredited status earns you continuing education credit just for traveling with us!
- **Academic Credit**
Students earn high school academic credit (or even optional college credit) for traveling and completing online coursework putting them a step ahead on college applications.
- **WorldStrides Rewards**
As a customer, you are automatically enrolled in WorldStrides Rewards – earning you Points for traveling, early sign up, and so much more. Claim your Points for scholarships, personal travel, and more!

Nashville Heritage Festival

SAMPLE DAY-BY-DAY ADVENTURE | 4 DAY/3 NIGHT

DAY 1 – FRIDAY

- Arrive in Nashville!
- \$20 on Student Jassby Card for lunch
- AIM College Clinic – College/University TBD
- Hotel Check-In after 4pm
- Dinner as a group at Paula Deen's or similar
- Attend a Live Performance at the Grand Ole Opry

DAY 2 – SATURDAY

- Breakfast at the hotel
- Festival Performance – Your festival performance and on-stage clinic will happen on either Friday or Saturday with warm-up in private rehearsal space prior. You are welcome and encouraged to watch other groups perform as well.
- Boxed Lunch Delivered to Performance Venue

- Additional performance TBD (Ryman, Country Music Hall of Fame, Tennessee State Museum, Opry Plaza)
- Nashville Heritage Festival Awards Ceremony + Dinner + Dance

DAY 3 – SUNDAY

- Hotel Breakfast
- RCA Recording Session and Tour
- Lunch at Assembly Food Hall - \$20 on Jassby Card
- Tour the Country Music Hall of Fame
- Dinner at Category 10 (Pending Reservation/Availability)

DAY 4 – MONDAY

- Breakfast at the hotel
- Depart for home

Itinerary provided is a **sample only**. We cannot guarantee specific dates and times for certain activities until closer to your trip's departure. You'll work with your Account Manager to finalize your group's itinerary details.

Nashville Heritage Festival

TRIP DETAILS AND INCLUSIONS

DEPART DATE: 04/09/2027

RETURN DATE: 04/12/2027

ESTIMATED PER PERSON PRICE: \$ 2,010

[Pricing is based on **60 students and 8 adults**. Pricing is based on students in Quad occupancy and adults in Double occupancy.]

ESTIMATED PER PERSON PRICE: \$ 1,936

[Pricing is based on **80 students and 10 adults**. Pricing is based on students in Quad occupancy and adults in Double occupancy.]

Itinerary provided is a sample only. We cannot guarantee specific dates and times for certain activities until closer to your trip's departure. You'll work with your Account Manager to finalize your group's itinerary details.

PACKAGE SNAPSHOT:

- Exclusive Awards Ceremony + Dinner/Dance
- Country Music Hall of Fame admission
- RCA Recording Session + Tour
- Festival performance with professional adjudication and on-stage clinic
- AIM College Clinic
- Additional Performance TBD (Potential options include Ryman, Country Music Hall of Fame, Tennessee State Museum, Opry Plaza)
- Hotel accommodations in the Cool Springs area (about 25 minutes from Downtown Nashville)
- Meals: 3 Hotel Breakfasts + 1 Boxed Lunch + \$40 on Jassby Card for Lunches + 3 Dinners
- Roundtrip air transportation from LGA/JFK (Estimate based on 2025 travel)
- Daily Charter Bus while in Nashville (BNA Airport Transfer + Daily Use in Nashville)

Backed by 55+ years of *life-changing* moments

From the moment you decide to lead a WorldStrides program, we're here to support you every step of the way. Let's take a closer look at what you can expect.

What happens if a student needs to cancel?

Families may opt-in to the Full Refund Program during online registration, or they are covered by the Standard Cancellation Policy. See chart below for more information.

Days prior to departure	Standard Cancellation Fees	Tour Cost Returned with FRP*
75+	Fee is 25% of total trip cost + non-refundable fees	100%
45-74	Fee is 50% of total trip cost + non-refundable fees	100%
1-44	No refund given	100%

*Coverage includes everything except the cost of the FRP plan itself and non-refundable fees, including the initial \$99 deposit.

>> [View the full program Terms and Conditions anytime, by clicking here.](#)

Payment selection: Individual-billed



How does the Full Refund Program (FRP) work?

Participants may cancel for any reason at least one day prior to travel for a full reimbursement minus the cost of the FRP plan and non-refundable fees including their initial \$99 deposit. The Full Refund Program may be added for the entire group at a discounted rate – ask me how!

How can WorldStrides offer academic credit?

WorldStrides was founded by a middle school teacher in 1967 who wanted to go beyond the classroom, and we are still rooted in a philosophy that believes in education in everything that we do. We were the first in the student-travel industry to become accredited and ever since, we've been held to the same strict academic standards as schools across the world by international accrediting bodies including Cognia, MSA-CESS, WASC, and NEASC.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting - July 7, 2026

Agenda Item - III-B

Ms. Gina Prisco, Dr. Randi Petersen

Approval of Frenchtown PTA Donation for
Bookworm Vending Machine

Request acceptance of the Frenchtown Elementary School PTA donation of \$6,865 to purchase an Inchy's Book Vending Machine. The Inchy's Bookworm Vending Machine is a token-operated system that rewards students with books, promoting literacy and engagement in schools. This is the same brand machine currently being used successfully at Middlebrook, and recently approved for installation at Daniels Farm. Once purchased, delivery will be complete within 6-9 weeks. The machine will be placed in the cafeteria.

Recommendation:

To approve the donation of \$6,865 from the Frenchtown Elementary School PTA for the purchase of the Inchy Bookworm Vending Machine.



Bookworm®
VendingMachine



GLOBAL VENDING GROUP
vending made easy™

BookVending.com

Frenchtown Elementary School - Jacquelyn Koteles- BAA setup

Frenchtown Elementary School

Bill to:

30 Frenchtown Rd
Trumbull, CT, 06611

Ship to:

30 Frenchtown Rd
Trumbull, CT 06611

Jackie Koteles

jackiekoteles@gmail.com
+12032235731

Quote: 20260528-092529685

Reference ID:60181948521

Quote created: May 28, 2026
Quote expires: November 24, 2026

Quote created by: Terri

terri@globalvendinggroup.com

+1-800-592-4220

TT

Comments from Terri

Check out Inchy's Book Bundle:

[Book Bundle Catalog](#)

Products & Services

Item & Description	SKU	Quantity	Unit Price	Total
INCHY (A) ORIGINAL BW NEW 2026 Inchy Original Wrap Standard (A) - Inchy's Bookworm Vending Machine - NEW 2026 size of machine only: 46in W x 33in D x 76in H size on pallet: 48in W x 40in D x 83in H 2 Year Standard Warranty - Included Lifetime virtual technical support & Inchy Care+	1100-25	1	\$5,395.00	\$5,395.00
Tray Upgrade (BAA) Tray Upgrade (BAA) Upgrade Trays & Configuration - 3 Upgrade Trays (B,A,A) - Tray Configuration: [Default x2, B, A, A]	1316-25	1	\$525.00	\$525.00
Inchy Tokens Inchy Tokens - 100ct	4200-25	2	\$75.00	\$150.00
Shipping and Handling - Lift Gate (4410) Shipping: Lift Gate - outside delivery to the door only.(inside de- livery and placement NOT INCLUDED!)*SHIPPING DISCLOSURE*Please review the machine dimensions and 'Ship To' address listed above. Contact GVG Shipping within (5) busi- ness days of receiving this invoice with any address changes or location access issues due to machine sizes provided.	4410	1	\$795.00	\$795.00
One-time subtotal				\$6,865.00
Total				\$6,865.00

Purchase terms

Questions? Contact me



Terri Thomalla

terri@globalvendinggroup.com

+1-800-592-4220

Global Vending Group

6000 N Bailey Ave

Suite 1E

Amherst, NY 14226

USA

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – July 7, 2026

Dr. Semmel

Agenda Item – III-C

Approval/Minutes

- BOE Regular Meeting/Executive Session of June 2, 2026
- BOE Special Meeting of June 29, 2026

Recommendation:

Approve the minutes of the above noted meetings.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT
Long Hill Administration Building
Regular Meeting – June 2, 2026, 7:00 p.m. / *6:00 Executive Session
Minutes

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

Members present:

L. Timpanelli – Chairman
M. Petitti – Vice Chair
L. Nuland - Secretary
S. Hepburn-James
J. McNamee
A. Squicciarro

Members absent:

C. Bandecchi
T. McGee

EXECUTIVE SESSION – 6:00 p.m.

BOE Members present:

Lucinda Timpanelli
Marie Petitti
Lisa Nuland
Stacey Hepburn-James
Julia McNamee
Alison Squicciarro

BOE Members absent:

Chris Bandecchi
Tammy McGee

EXECUTIVE SESSION

The meeting was called to order at 6:06 p.m. At this time, it was moved (Squicciarro) seconded (McNamee) to discuss the Superintendent's increase and increases of non-affiliates. The Superintendent and Attorney Floyd Dugas and Mr. Chella were invited to be a part of the discussion. Vote: Unanimous in favor. Executive Session began at 6:06 p.m. It was moved (Squicciarro) and seconded (McNamee) to come out of Executive Session at 6:54 p.m. Vote: Unanimous in favor.

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. Recognition - CHSCA Basketball Coach of the Year – Buddy Bray

Trumbull High's Boys Basketball Coach, Buddy Bray, was awarded the Connecticut High School Coaches' Association Coach of the Year award at this year's Boys Basketball All State Banquet.

The Board and Administration commended and congratulated Mr. Buddy Bray on his outstanding achievement.

C. Recognition – Board of Education Student Representatives – Danielle Lyon, Naomi Mickens

Trumbull High School seniors Danielle Lyon and Naomi Mickens are commended for their contributions to the Board of Education and the community as Board of Education student representatives throughout the 2025-2026 school year.

The Board and Administration commended and thanked Danielle Lyon and Naomi Mickens for their contribution to the Board of Education and wished them well.

- D. Recognition - Connecticut Association of Boards of Education (CABE) Leadership Awards
The Connecticut Association of Boards of Education (CABE) Student Leadership Awards program was developed to give local Boards of Education the opportunity to recognize student achievement and potential. The following students have received this award:

- ❖ Danielle Lyon – Trumbull High School
- ❖ Naomi Mickens – Trumbull High School
- ❖ Vera Nguyen - Hillcrest Middle School
- ❖ Andrew Sulzycki - Hillcrest Middle School
- ❖ Mia Lorant - Madison Middle School
- ❖ Uzair Shaik - Madison Middle School

The Board and Administration commended these students for their achievement and presented them with a certificate.

- E. Recognition – THS National Merit Scholarship Winner – Mitchell Haynes
Trumbull High School Senior, Mitchell Haynes, has been named a winner of one of the scholarships through the National Merit Scholarship program.

The Board and Administration commended and congratulated Mitchell Haynes on his outstanding achievement.

- F. Recognition - We the People Team – Ms. Katie Boland
On January 24, 2026, Trumbull High School's We the People: The Citizen and the Constitution team claimed its 30th State Championship at the Old State House in Hartford, the program's 14th title under the direction of coach Katie Boland. The team subsequently traveled to Washington, D.C., for the National Finals, held April 16 - 20, where they advanced to the elite Top Ten round and finished 8th in the nation, a distinction earned by only a handful of teams in the entire country. It is the kind of result that speaks to the students' dedication, their intellectual depth, and their genuine passion for the Constitution and what it means.

In addition to this team recognition, coach Katie Boland received the 2026 Street Law Classroom Champion Award on May 6th in Washington, D.C., a national honor recognizing outstanding educators who make law and civic engagement meaningful and accessible for students.

The Board and Administration commended and congratulated the We the People Team and Ms. Katie Boland on their outstanding achievements and presented them with certificates.

- G. Recognition – Retirements
The Administration and Board of Education honored this year's retirees and presented them with a gift for their service.

Booth Hill Elementary School	Rhonda Anderson
Booth Hill Elementary School	Robin Redgate
Frenchtown Elementary School	Anna Marie Caiola
Frenchtown Elementary School	Olga Caruso
Frenchtown Elementary School	Anne McMenamery
Hillcrest Middle School	Ann Marie Casey
Hillcrest Middle School	Zbigniew Jusiak
Hillcrest Middle School	Adam Watsky
Jane Ryan Elementary School	Cheryl Ragonese
Jane Ryan Elementary School	Anthony Roma
Jane Ryan Elementary School	Mark Smith
Long Hill - Curriculum	Cathy Bostley
Long Hill - Superintendent's Office	Lauren Butler
Long Hill - Maintenance	Albert Dancho
Madison Middle School	Laura Cadavid
Madison Middle School	Maura Curtis
Madison Middle School	Anna Lage
Madison Middle School	David Parise
Middlebrook Elementary School	Deirdre Cerulli
Middlebrook Elementary School	Debbie Golfis
Middlebrook Elementary School	Freda Katsetos-Stanton
Middlebrook Elementary School	Kimberly Moore
Middlebrook Elementary School	Silvia Toth
Tashua Elementary School	Ann Eisdorfer
Tashua Elementary School	Elaine Farr
Tashua Elementary School	Karen Smith
TECEC	Christine Austin
TECEC	Ellen Miller
TECEC	Sandra Schneider
Trumbull High School	Doreen Shevlin
Trumbull High School	Alice Skelton
Trumbull High School	Michael Margonis

- H. Correspondence – Mrs. Nuland read the following correspondence: Nahema Fashola and Mehreen Seyal wrote of their concern with a school testing date. Lynn Brown notified us that she and Carolyn Collins will be recognized with a Humanitarian Award for Leadership in Recent Immigrant Educational and Community Relationships from the Connecticut Education Association at their Night of Distinction awards on June 18. Bree Ann Prezioso wanted to follow up on her records challenge. Jen Crawford & John Evans introduced themselves as the new TEA Co Presidents. John Njoroge, Sarah TeclaRonna Haynes, Heather DeLude, Katie Boland and Marylena Kourounis asked the Board to continue funding the We the People Team. Traci and Dave Galla thanked us for the 14 years of great experience with the TPS education system.
- I. Public Comment – There were no sign-ups for Public Comment at tonight's meeting.
- J. Superintendent Report - Dr. Semmel reported: Our Technology Committee will work to integrate technology into our curriculum in ways that are intentional and aligned with our educational goals. The committee is committed to ensuring that technology enhances teaching and learning, supports student engagement, and provides opportunities for critical thinking and problem-solving across all grade levels. The committee will focus on fostering a safe, supportive, and responsible digital learning environment

where students can develop the skills needed to navigate a technology-driven world. Through ongoing evaluation of emerging technologies and a focus on digital citizenship, the committee intends to empower all students to succeed. The Superintendent wishes everyone a wonderful conclusion to the school year and hopes that students, families, faculty, and staff enjoy a safe, relaxing, and memorable summer break.

- K. Board Chairman Report – Mrs. Timpanelli reported: As the school year draws to a close, we wish our seniors good luck in their future pursuits. Graduation is Friday, June 12 at 4:45 p.m. Best wishes to Hillcrest Middle School teachers Lynn Brown and Carolyn Collins for receiving the Leadership in Recent Immigrant Educational and Community Relationships Award given by CEA. Mrs. Timpanelli and Dr. Semmel attended a security and safety presentation at Fairfield University that provided valuable information on the issues surrounding social media and its impact on our children. The Board wishes everyone a happy, healthy and peaceful summer.
- L. Teacher Board Representative Report - John Congdon reported: Teacher Appreciation Week was a success at all our schools, and teachers are looking forward to a restful summer break. The TEA would like to congratulate all the retirees and members that are moving on to other opportunities next year. The CEA Board of Directors voted to present Hillcrest Middle School teachers Lynn Brown and Carolyn Collins CEA Humanitarian Awards for Leadership in Recent Immigrant Educational and Community Relationships. They will receive their awards at CEA's Night of Distinction in Hartford on June 18. We would like to thank our BOE student reps, Danielle Lyon and Naomi Mickens for a year of informative reporting. We wish all of our students success as they move up a grade, to a new school, or on to college and careers.

Agenda Item III—Reports/Action Items

A. Approval/Minutes

- BOE Regular Meeting of May 19, 2026

It was moved (Squicciarro) and seconded (Hepburn-James) to approve the minutes of the BOE Regular Meeting of May 19, 2026, as presented. Vote: Unanimous in favor.

B. Personnel

Dr. Semmel reported a certified resignation:

Katsetos-Stanton, Freda; grade 1 teacher at Middlebrook Elementary School since August 2003, retiring effective June 30, 2026

It was moved (McNamee) and seconded (Squicciarro) to accept the certified resignation as presented. Vote Unanimous in favor.

- C. Approval/Superintendent & Non-Affiliates' Increases – Dr. Semmel, Berchem Moses PC, Mr. Chella Atty. Floyd Dugas and Mr. Chella presented the following recommended increases with the corresponding bargaining unit (**in red**):

Non-Central Office

a. OT/PT (Therapists) (**teachers**)

Grant these positions an increase of 2.75% (five of these seven positions an increase from \$77.43 to \$79.56 per hour; one position an increase from \$78.70 to \$80.86 per hour; and one position an increase from \$64.22 to \$65.99 per hour).

b. Behavior Analyst (**teachers**)

Grant these positions an increase of 2.75%; (two of these four positions an increase from \$72.14 to \$74.12 per hour; and two from \$71.07 to \$73.02 per hour).

- c. Cafeteria Aides (**paras**)
Grant these positions an increase of 1.50% from \$16.94 per hour to \$17.19 per hour.
- d. Parking Lot Attendant (**paras**)
Grant this position an increase of 1.50% from \$20.34 per hour to \$20.65 per hour.
- e. Trumbull Public Schools Webmaster (**teachers**)
Grant this position an increase of 2.75% from \$8,926.85 to \$9,172.34.

It was moved (Squicciarro) and seconded (Hepburn) to approve the above increases for Non-Central Office positions as presented. Vote: Unanimous in favor.

Central Office

- a. Payroll & Insurance Manager (**UE Supervisors**)
Grant this position an increase of 2.75% from \$100,150.64 to \$102,904.78 per year.
- b. Grant the Executive Assistant to the Superintendent (**TASS**) an increase of 2.75% from \$42.81 to \$43.99 per hour.
- c. Secretary to the Superintendent (**TASS**) an increase of 2.75% from \$38.00 to \$39.05 per hour.
- d. Superintendent of Schools – Grant this position an increase (to be determined from Executive Session).
- e. Assistant Superintendent – Grant this position an increase (to be determined from Executive Session).
- f. Business Administrator – Grant this position an increase (to be determined from Executive Session).
- g. Director of Human Capital & Talent Development – Grant this position an increase (to be determined from Executive Session).
- h. Director of PPS – Grant this position an increase (to be determined from Executive Session).
- i. Director of Operations – Grant this position an increase (to be determined from Executive Session).

It was moved (Squicciarro) and seconded (Hepburn-James) to approve the above increases for Central Office positions as presented. Vote: Unanimous in favor.

- D. Facilities Update – Mrs. Nuland, Mr. Dion
Mrs. Nuland provided an update on the facilities projects that will be taking place at our schools throughout the summer months. The planned work will focus on updating and enhancing school facilities, addressing maintenance needs, and ensuring that buildings and grounds are well-prepared to support student learning when schools reopen in the fall.
- E. Curriculum Committee Update – Mrs. Petitti
Curriculum - Dr. Iwanicki

Social Studies Curriculum Guide Updates

1. US AP/UConn Government and Constitutional Studies/We the People, Gr.12
2. US Government and Politics AP/UConn Gr. 11-12

World Language Curriculum Guide Updates

1. Latin II ACP, Gr. 10-12
2. Latin III ACP, Gr. 11-12

3. Italian IV ACP, Gr. 12

It was moved (Petitti) and seconded (McNamee) to approve the Social Studies and World Language Curriculum Guide Updates as presented. Vote: Unanimous in favor.

F. Policy Committee Update – Mrs. Squicciarro

Policies – Second Reading – Dr. Iwanicki

- a. Policy 1180: Memorials for Deceased Students or Staff: A New Policy
- b. Policy 5125: Confidentiality and Maintenance of Student Records: Revisions Needed

It was moved (Squicciarro) and seconded (Hepburn-James) to approve Policy 1180: Memorials for Deceased Students or Staff and Policy 5125: Confidentiality and Maintenance of Student Records Revised as presented. Vote: Unanimous in favor.

G. Finance Committee Update – Ms. McNamee, Ms. Pierce

Ms. McNamee reported that the Finance Committee of the Board of Education met on June 2, 2026, which included the review of the April 30 financial reports.

It was moved (McNamee) and seconded (Squicciarro) to approve the April 30 financials as presented. Vote: Unanimous in favor.

Adjournment

Board Members gave unanimous consent to adjourn the Public Session at 8:20 p.m.

**Trumbull Board of Education
BOE Special Meeting
Monday, June 29, 2026, 10:00 a.m.
Long Hill Administration Building
Trumbull, CT**

Minutes:

Members present:

L. Timpanelli – Chairman
M. Petitti – Vice Chair
L. Nuland – Secretary - online
C. Bandecchi – online
T. McGee - online
J. McNamee – joined online 10:06 a.m.

Members absent:

S. Hepburn-James
A. Squicciarro

Also, in attendance:

Dr. Martin Semmel
Arcadis: John Butkus, Michael Scott, Robert Tencza

Pledge of Allegiance – The meeting was called to order at 10:00 a.m.

The following items were discussed:

- Hillcrest Phase II Documents

A motion was made to accept the estimates dated June 16, 2026 and construction documents dated May 19, 2026 (Nuland) and seconded (Petitti). Vote: Unanimous in favor.

A motion was made to adjourn (Petitti) and seconded (Bandecchi) and unanimously agreed to adjourn the meeting at 10:13 a.m.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting, July 7, 2026

Dr. Semmel

Agenda Item III-C

Personnel

Resignations - Certified

Beck, Alexandria; science teacher at Trumbull High School since August 2012, resigning effective June 30, 2026.

Capobianco, Kaitlin; special education teacher at Hillcrest Middle School since August 2024, resigning effective June 30, 2026.

Cotter, Alison; grade 4 teacher at Booth Hill Elementary School since January 2007, retiring effective June 30, 2026.

Meli, Lauren; social worker at Booth Hill Elementary School since August 2019, resigning effective July 23, 2026.

Resignations – Non-Certified

Nakano, Debra; Payroll & Insurance Manager. Trumbull Public Schools Employee since September 7, 1999, retiring effective July 31, 2026.

Recommendation:

Accept.

Request for Leave of Absence

Palamara, Joseph; world language teacher at Trumbull High School since August 2021, is requesting a personal leave of absence without pay for the 2026-27 school year. This request complies with the Trumbull Board of Education Leave of Absence Policy, 4150.

Recommendation:

Approve the above request for a personal leave of absence for Mr. Palamara.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – July 7, 2026

Dr. Semmel

Agenda Item – III-E

2026-2027 Enrollment Update

In planning for 2026-2027, Dr. Semmel will present updated data related to student enrollment.

Recommendation:

Review and discuss

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – July 7, 2026

Mrs. Hefele

Agenda Item – III-F

1:1 Insurance Fees

Christina Hefele, Director of Digital learning is requesting that the Board of Education set the 1:1 insurance fee for the 2026-2027 school year as follows:

Grades 5-8 1:1 Program - \$25

THS Device Loaner Program - \$45

This is the same fee charged last year.
Please see attached memo for details on the 2025-2026 claims information.

Recommendation:

To approve the 1:1 Insurance Fees for the 2026-2027 school year as follows:

Grades 5-8; 1:1 Program - \$25

THS; Device Loaner Program - \$45



Christina L. Hefe
Director of Digital Learning

6254 Main St., Trumbull, CT 06611
Tel: 203-452-4318
cheefe@trumbullps.org

TO: Board of Education

FROM: Christina Hefe, Director of Digital Learning; Jeff VanSteenburgh, Technology Manager

DATE: June 30, 2026

RE: 1:1 Device Insurance Fee Claims Information

Policy 5143.2/Student One-to-One Device Insurance Program states that each year the Board of Education shall approve the fee amount prior to the start of the school year. We are requesting that the Board of Education set the device insurance fee at \$25 for the 2026-2027 for all students in grades 5-8 participating in the 1:1 program (same as last year).

During the 2021-2022 school year, Trumbull High School launched a Chromebook loaner program to provide district devices to students who do not currently have one. We are requesting that the Board of Education set the cost for the program at \$45 for the 2026-2027 school year which includes a rental fee as well as the insurance (same as last year).

# of Students purchasing insurance for 2024-2025:	1393 (63%)
# of THS students participating in Loaner Program:	296 (14%)
Total # of Claims (Sept – June):	201 (18%)
# of individual students with Claim:	170 (14%)
# of students no insurance – billed for damage:	106
# of Claims not Covered:	13
Total Insurance Fees Collected:	\$32,825
Total THS Loaner Program Fees:	\$13,320
Total Repair Fees Collected:	\$10,279
Typical Cost of Repair Including Labor:	\$100 – approximately

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – July 7, 2026

Mr. Dean Catalano

Agenda Item – III-G

2025-2026 School Climate Survey Results

Mr. Catalano, Director of Pupil Personnel Services, will present district-level school climate survey results and discuss how the results will begin to inform the district's next steps with regard to school climate initiatives.

Recommendation:

Review and Discuss



Trumbull Public Schools

School Climate Survey Results

2025-2026 Academic Year

Presented By

Dean Catalano

Director of Pupil Personnel Services

About the Survey

SURVEY OBJECTIVES & ALIGNMENT

- Identify longitudinal trends by utilizing a similar survey consistently.
- Ensure alignment with Connecticut Association of Schools (CAS) and State guidance.
- Confer with school climate consultants for question clarity and purpose.

STATE MANDATED SURVEY DOMAINS

Rules and Norms

Teaching and Learning

Physical Safety

Social-emotional Security

Respect and Diversity

School Connectedness

Participation Rates

Elementary Students

Grades 3-5

1,362

Middle / High Students

Grades 6-12

2,941

Family Members

Parent & Guardian Responses

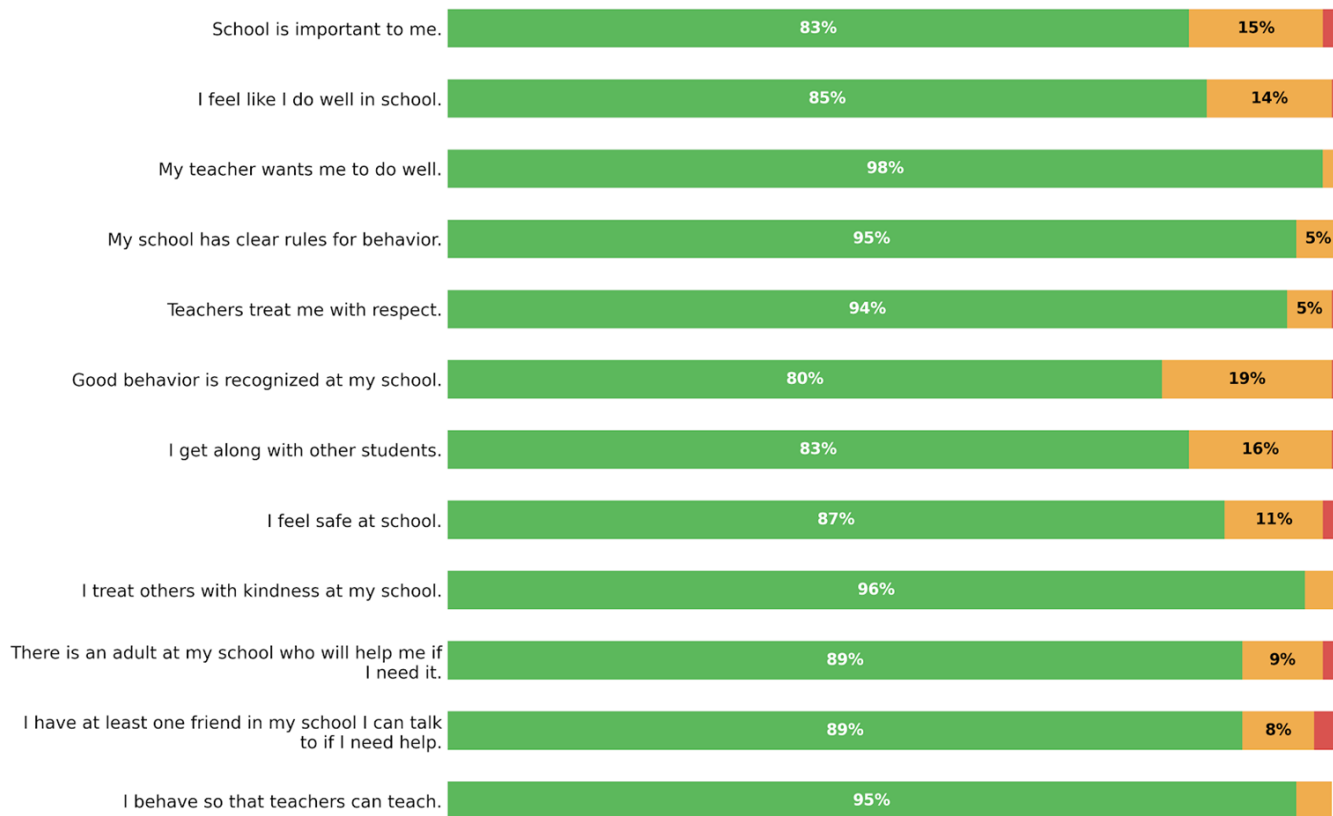
1,387

Staff Members

Faculty & Employee Responses

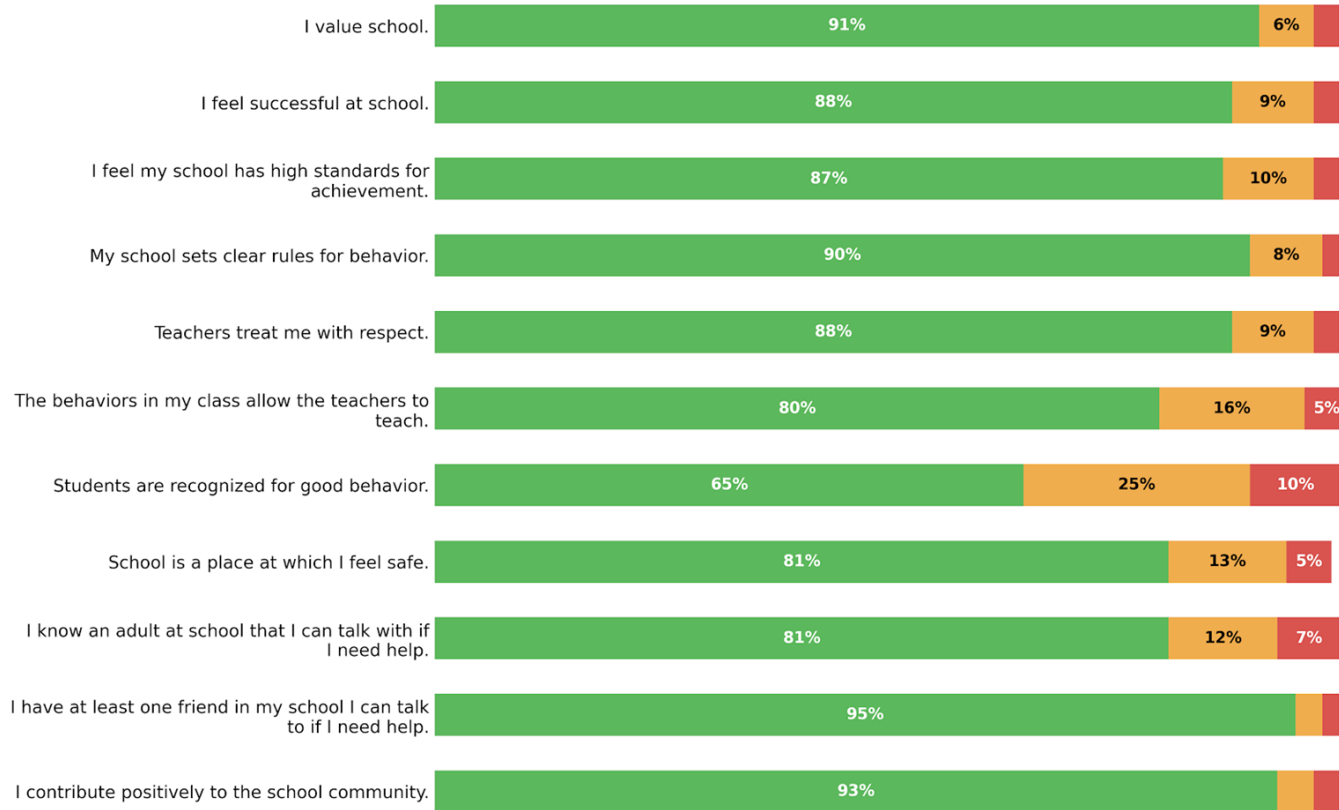
507

Elementary Student Survey Responses



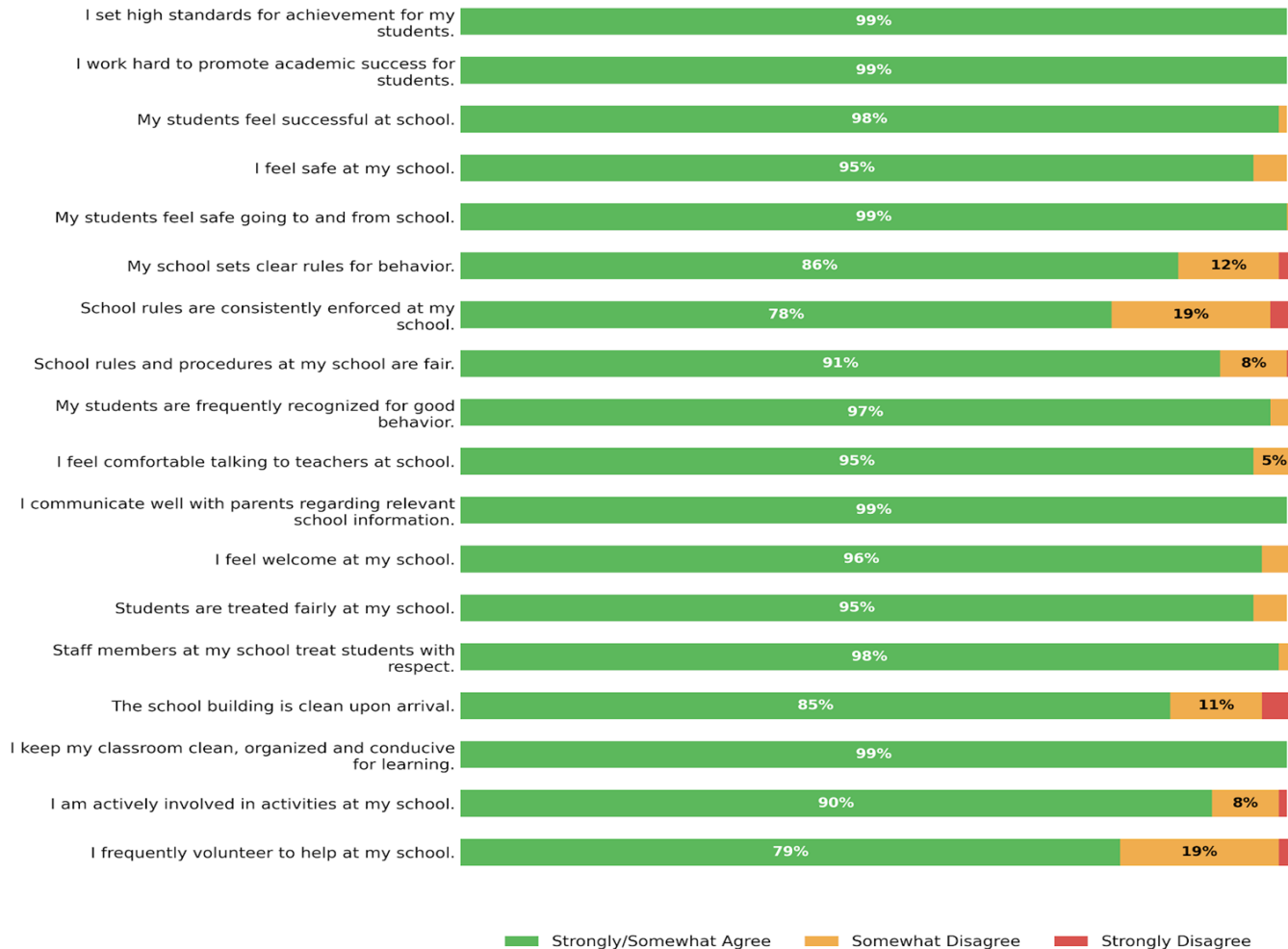
Always/Often Sometimes Never

Secondary Student Survey Responses



Strongly/Somewhat Agree Somewhat Disagree Strongly Disagree

Staff Survey Responses



Parent/Caregiver Survey Responses



Strongly/Somewhat Agree Somewhat Disagree Strongly Disagree

Comparison of Favorable Responses: 2022 - 2026

Participant Group	2022 % of favorable responses	2023 % of favorable responses	2024 % of favorable responses	2025 % of favorable responses	2026 % of favorable responses
Staff	90%	87%	94%	94%	93%
Families	90%	90%	93%	91%	92%
Elementary Students	82%	82%	84%	89%	90%
Secondary Students	77%	75%	82%	87%	85%

Where We Shine – District Strengths

Academic Excellence

High expectations and structured pathways driving student confidence:

- **99%** of staff report setting high standards for student success.
- **+3% jump** in elementary students feeling academically successful (up to 85%).
- **99%** of staff and **97%** of parents/caregivers believes the schools set high academic standards for students.

Culture of Respect

An inclusive environment that actively fosters mutual respect:

- Our schools excel at fostering a deeply rooted environment of mutual respect, validated across all major stakeholders:
- **98%** of staff
- **96%** of parents
- **94%** of elementary students
- **88%** of secondary students

Home-School Links

Active collaboration between families and district staff:

- **90%** parent communication satisfaction (up 2%).
- **99%** of staff feel highly confident in outreach to families.
- **+3%** rise in active family volunteerism.

Where We Grow – Strategic Opportunities

Climate & Connectedness

Secondary student perception of behavior recognition dropped to **65%** this year, and feelings of general safety dipped slightly to **81%**.

Action Item: Build staff capacity in **Restorative Practices** (consistent with BOE policy) to proactively foster stronger peer-to-staff connectedness, repair relationships, and ensure all students feel valued and secure.

Expectations & Rules

While improving year-over-year, only **78%** of staff feel rules are consistently enforced. Additionally, secondary students report a **4% dip (to 80%)** in peer behaviors allowing teachers to teach.

Action Item: Leverage our **Restorative Practices** framework to provide systemic, consistent approaches to student accountability, ensuring uniform behavioral expectations that protect and maximize instructional time.

Facilities & Operations

Staff satisfaction regarding building cleanliness remained stagnant year-over-year at **85%**.

Action Item: Continue monitoring operational and maintenance needs to ensure our physical environments match our high instructional standards.

Continue hiring and training for new custodial staff.

Questions?

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – July 7, 2026

Agenda Item – III-H

Mrs. Marie Petitti
Curriculum Committee Report
Curriculum Committee Meeting – 6.18.26

Recommendation:

Review and Approve

Dr. Susan Iwanicki
Approval/ Curriculum Texts and Guides

Based on the Curriculum Committee's meeting on June 18, 2026, the Board of Education will be asked to review and adopt the following curriculum guides, as noted below:

- a. Curriculum Guide Update – *Self Defense and Personal Safety*
- b. Curriculum Guide Update – *Competitive Team Games*
- c. Curriculum Guide Update – *Physical Education, Mindful Fitness and Dance*
- d. Curriculum Guide Update – *Intermediate Ceramics*
- e. Curriculum Guide Update – *Piano 2*
- f. Curriculum Guide Update – *UConn ECE Pop Music Curriculum*
- g. Curriculum Guide Update – *Honors Wind Ensemble*

Recommended Motions:

- Motion to approve the Curriculum Guide Update – *Self Defense and Personal Safety*
- Motion to approve the Curriculum Guide Update – *Competitive Team Games*
- Motion to approve the Curriculum Guide Update – *Physical Education, Mindful Fitness and Dance*
- Motion to approve the Curriculum Guide Update – *Intermediate Ceramics*
- Motion to approve the Curriculum Guide Update – *Piano 2*
- Motion to approve the Curriculum Guide Update – *UConn ECE Pop Music Curriculum*
- Motion to approve the Curriculum Guide Update – *Honors Wind Ensemble*

TRUMBULL PUBLIC SCHOOLS TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Special Meeting

Thursday, June 18, 2026
Trumbull High School Conference Room

MINUTES

I. Call to Order/Introduction. The meeting was called to order at 9:05 a.m.

Members Present

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

Members Absent

L. Nuland, BOE Member

Educators Present

V. DiScala, Wellness & Fine Arts Dept. Chair
M. Petroccio, Wellness Teacher
M. Dankulich, Wellness Teacher
M. Mikool, Wellness Teacher
T. Youngberg, Fine Arts Teacher
L. Edwards, Fine Arts Teacher
J. Murphy, Fine Arts Teacher

II. Public Comment ~ No public comments were received.

III. Approve Minutes ~ Ms. McNamee motioned to approve the 5/12/2026 meeting minutes; Mrs. Petitti seconded. The motion passed unanimously.

IV. New Business

a. ***Curriculum Guide Update – Self Defense and Personal Safety, Grades 11-12***

Wellness Department Chair Vincent DiScala and Wellness Teacher Marce Petroccio presented the new curriculum guide. They discussed how the course is a new "selective" option replacing traditional physical education. The curriculum focuses heavily on situational awareness, de-escalation, and avoiding risky situations to keep students safe. Board members asked if the course still fulfills the required physical education credits, which Mr. DiScala confirmed. Mrs. Petitti asked if the class was co-ed, which was confirmed, though it currently has more female students enrolled. Dr. Iwanicki inquired how the curriculum was written without pre-existing state standards, to which Mr. DiScala explained they utilized sample curriculums from

the state and Mr. Petroccio's prior experience. Ms. McNamee shared her gratitude for the variety of classes being offered. After discussing the course, Ms. McNamee motioned to approve the updated Self Defense and Personal Safety curriculum guide and bring it to the full BOE for approval, Mrs. Petitti seconded. The motion passed unanimously.

b. *Curriculum Guide Update – Competitive Team Games, Grades 11-12*

Wellness Department Chair Vincent DiScala and Wellness Teacher Michelle Dankulich presented the guide for this new "selective" course. Ms. Dankulich discussed how the class offers a variety of competitive sports including basketball, ultimate football, and floor hockey, which aligns with national physical education standards. Mrs. Petitti asked about the inclusion of pickleball, which Mr. DiScala clarified is covered instead in the individual lifetime course. Ms. McNamee inquired about co-ed dynamics, and Mr. DiScala noted that the female students currently enrolled are highly engaged. Ms. McNamee also suggested incorporating competitive games from other countries to utilize the expertise of the district's diverse student body and Heritage Language students. Ms. McNamee motioned to approve the updated Competitive Team Games curriculum guide and bring it to the full BOE for approval, Mrs. Petitti seconded. The motion passed unanimously.

c. *Curriculum Guide Update – Physical Education, Mindful Fitness and Dance, Grades 11-12*

Wellness Department Chair Vincent DiScala and Wellness Teacher Melynda Mikool presented the new curriculum guide. Ms. Mikool highlighted the highly popular mindfulness component of the course, which incorporates activities like guided imagery and box breathing at the end of each session. Mrs. Petitti inquired if boys were also signing up to take the course. Ms. Mikool noted that while only one boy enrolled this year, they are exploring ways to encourage more male participation. Ms. McNamee highlighted that many professional male athletes benefit from both dance and meditation. Mrs. Petitti motioned to approve the updated Physical Education, Mindful Fitness and Dance curriculum guide and bring it to the full BOE for approval, Ms. McNamee seconded. The motion passed unanimously.

d. *Curriculum Guide Update – Intermediate Ceramics, Grades 9-12*

Fine Arts Teachers Trevor Youngberg and Lisa Edwards presented the curriculum guide updates. They explained that the intermediate course serves as a bridge between foundational and advanced skills, ensuring students master the basics before moving on to creating complex forms. The curriculum also integrates the Vision of the Graduate competencies, emphasizing collaboration and emotional intelligence. Ms. McNamee motioned to approve the updated Intermediate Ceramics curriculum guide and bring it to the full BOE for approval, Mrs. Petitti seconded. The motion passed unanimously.

e. *Curriculum Guide Update – Piano 2, Grades 9-12*

K-12 Music Team Leader Josh Murphy presented the new Piano 2 curriculum. He noted that the course was developed due to the popularity of Piano 1 and offers individualized training for intermediate to advanced students. Mrs. Petitti asked if the course was predominantly for band students, to which Mr. Murphy responded that most enrolled students are not in band or chorus.

Ms. McNamee asked if freshmen could take the course, which Mr. Murphy confirmed, noting his current section is heavily composed of freshmen. Ms. McNamee also inquired if the keyboards had language-lab style monitoring capabilities, and Mr. Murphy explained that visual assessment of hand placement and the keyboards' recording features provide sufficient feedback. Mrs. Petitti motioned to approve the updated Piano 2 curriculum guide and bring it to the full BOE for approval, Ms. McNamee seconded. The motion passed unanimously.

f. ***Curriculum Guide Update – UConn ECE Pop Music Curriculum, Grades 10-12***

Mr. Murphy presented the curriculum for this Early College Experience (ECE) course. He explained that the class explores American popular music from the early 1900s to today. Dr. Iwanicki asked if there was flexibility within the UConn textbook to explore music from a more global perspective; Mr. Murphy noted that while UConn's syllabus requirements are strict, there is some room for exploration. The Board discussed strategies to increase the course's enrollment, which did not run this year due to low numbers. Ms. McNamee suggested having teachers visit classes to talk about the course and Mrs. Petitti emphasized highlighting the financial benefit of earning college credits to parents. Ms. McNamee motioned to approve the updated UConn ECE Pop Music Curriculum guide and bring it to the full BOE for approval, Mrs. Petitti seconded. The motion passed unanimously.

g. ***Curriculum Guide Update – Honors Wind Ensemble, Grades 10-12***

Mr. Murphy presented the new Honors Wind Ensemble curriculum. He described it as a higher-level performing group designed to give advanced band students an honors credit opportunity. Dr. Iwanicki asked if the course title should be broadened to "Symphonic Band and Wind Ensemble," which Mr. Murphy agreed would work well. Ms. McNamee also inquired if brass instruments would be included, which Mr. Murphy confirmed. Ms. McNamee motioned to approve the updated Honors Wind Ensemble curriculum guide and bring it to the full BOE for approval, Mrs. Petitti seconded. The motion passed unanimously.

The meeting adjourned at 10:16 a.m.

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Self Defense and Personal Safety
Grade 11-12 Selective

2026

Curriculum Writing Team

Michelle Dankulich

Marcellino Petroccio

Vincent DiScala

Susan C. Iwanicki, Ed.D.

Wellness Teacher, Trumbull High School

Wellness Teacher, Trumbull High School

Wellness Department Chair

Assistant Superintendent

Self Defense & Personal Safety

Grade 11 & 12 Selective

Core Values and Beliefs	3
Introduction & Philosophy	3
Course Goals	3
Course Enduring Understandings	7
Course Essential Questions	7
Course Knowledge & Skills	7
Course Syllabus	9
Unit 1: Self Defense & Personal Safety	10
Course Credit	13
Prerequisites	13
Current References	13
Other Resources	13
Assured Student Performance Rubrics	14

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

The “Self Defense and Personal Safety” class at Trumbull High School is designed to equip students with the skills and knowledge needed to make informed decisions that prioritize their physical, emotional and mental well-being. Through hands-on practice they will learn a variety of basic self-defense moves and how to effectively escape from various holds and threats. In an ever-changing world, where students face a wide array of challenges both in as well as outside of school, this course offers practical strategies and knowledge that are essential for personal growth and safety. The course emphasizes empowerment, building confidence and conflict resolution. The goal is not just to teach students how to protect themselves but to foster confidence, responsibility and the ability to respond to situations in a way that promotes their long-term health and security.

Self Defense & Personal Safety is a “selective” option for all 11th and 12th grade students. Students in grade 11 and 12 have the opportunity to choose from a number of “selectives” based on their own interests. This aligns with the 2024 national PE standards that emphasizes the goal of helping every student find their own path to a healthy and active lifestyle. Students are required to take one “selective” in both their junior and senior years. This will add to their credits already earned in previous years to meet the graduation requirements of the State of Connecticut and Board of Education.

COURSE GOALS

The Self Defense & Personal Safety course purposefully integrates the eight core competencies outlined in Trumbull Public Schools’ Vision of the Graduate. These competencies are not treated as abstract ideals, but as real, observable behaviors and mindsets that students cultivate throughout the course as follows:

VOG Competency	Alignment to Self Defense & Personal Safety Curriculum
Critical Thinking & Problem Solving	Students analyze potentially unsafe situations, evaluate risk, make informed decisions, and apply de-escalation and escape strategies. National Standard 3.12.7 specifically requires students to "think critically and solve problems in physical activity settings."
Collaboration	Students work with partners during skill practice, role play scenarios, peer assessments, and demonstrations. They encourage and support one another while providing feedback to improve performance.
Growth Mindset	Students establish goals, develop practice plans, reflect on growth using skills checklists, and persist through challenging physical and emotional situations. The course emphasizes that confidence and competence improve through continued practice.
Innovation	Students adapt self-defense strategies to varied scenarios, apply multiple approaches to conflict resolution, and use creative problem solving to respond appropriately to unpredictable situations.
Emotional Intelligence	Students demonstrate awareness of others' emotions and perspectives, regulate their own emotions in stressful situations, practice de-escalation techniques, and reflect on how emotions influence decision making.
Integrity	The curriculum emphasizes ethical decision making, respect for personal boundaries, responsible use of self-defense skills, sportsmanship, and understanding the legal and ethical considerations involved in protecting oneself and others.
Self-Efficacy	Building confidence and empowerment is a central goal of the course. Students learn to advocate for themselves, trust their judgment, communicate assertively, and believe in their ability to respond effectively to threats and challenges.
Communication	Students practice assertive verbal communication, refusal skills, help seeking behaviors, confident body language, conflict resolution techniques, and effective interactions during partner work and role play activities.

COURSE GOALS *(continued)*

Additional core Course Goals are further derived from the following 2024 National Physical Education Standards:

Standard 1	Develops a variety of motor skills.
1.12.1	Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.
1.12.8	Demonstrates appropriate technique in skill-related fitness training.
Standard 2	Applies knowledge related to movement and fitness concepts.
2.12.1	Demonstrates knowledge of tactics and strategies within lifetime sports and activities.
2.12.5	Analyzes how health and fitness will impact quality of life after high school.
2.12.6	Establishes a goal and creates a practice plan to improve performance for a self-selected skill.
2.12.9	Evaluates perceived exertion during physical activity and adjusts effort.
2.12.13	Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery).
Standard 3	Develops social skills through movement.
3.12.1	Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.
3.12.2	Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.

- 3.12.3 Encourages and supports others through their interactions in a physical activity setting.
- 3.12.4 Implements and provides feedback to improve performance without prompting from the teacher.
- 3.12.6 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).
- 3.12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups.
- 3.12.8 Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings.
- Standard 4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.**
- 4.12.2 Selects and participates in physical activities that meet the need for social interaction.
- 4.12.3 Identifies and participates in physical activity that positively affects health.
- 4.12.4 Chooses and participates in physical activity based on personal interests.
- 4.12.5 Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.
- 4.12.6 Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.
- 4.12.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- Developing self-defense and personal safety skills enhances their ability to make informed, confident decisions to protect their physical, emotional, and mental well-being.
- Self-defense is not just physical; it includes situational awareness, emotional regulation, and conflict resolution to safely navigate everyday challenges.
- Practicing self-defense techniques builds confidence, empowerment, and resilience in the face of potential threats.
- Responsible decision-making and personal boundaries contribute to their long-term safety and health.
- Conflict resolution and de-escalation are essential components of personal safety and can prevent violence before it occurs.
- You have the right to protect yourself in any unsafe situation.

COURSE ESSENTIAL QUESTIONS

- What does it mean to be safe in today's world?
- How can I use my voice, body language, and awareness to prevent or de-escalate a dangerous situation?
- What physical and mental strategies can help me protect myself effectively?
- How can I build the confidence to advocate for my personal boundaries and well-being?
- In what ways can conflict be resolved without violence?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
 - Basic self-defense techniques (strikes, blocks, escapes) to protect themselves in threatening situations.
 - How to maintain a strong, balanced stance to enhance safety and readiness.
 - How to identify and avoid potentially dangerous or high-risk situations.
 - The importance of situational awareness and how to use it to stay safe in different environments (school, home, public, online).
 - How to set and communicate personal boundaries clearly and respectfully.
 - How to use verbal de-escalation and refusal skills to prevent conflict or unwanted attention.
 - When and how to seek help from trusted adults or authorities.
 - The legal and ethical considerations of using physical self-defense.
 - How self-defense and safety strategies support long-term physical, emotional, and mental well-being.
 - That confidence, preparation, and calm decision-making reduce vulnerability in stressful situations.
- Students will be able to . . .
 - Demonstrate basic self-defense techniques for various holds, grabs, and personal threats.

- Analyze potentially unsafe situations and explain strategies for avoidance and escape.
- Apply decision-making and refusal skills to protect personal boundaries and resolve conflict.
- Demonstrate effective communication and assertiveness to reduce risk and seek help when necessary.
- Reflect on how self-confidence and situational awareness contribute to personal empowerment.

COURSE SYLLABUS

Course Name

Self Defense & Personal Safety

Level

11 & 12 grade students

Prerequisites

Successful completion of grades 9 & 10 Physical Education

General Description of the Course

The “Self Defense and Personal Safety” class at Trumbull High School is designed to equip students with the skills and knowledge needed to make informed decisions that prioritize their physical, emotional and mental well-being. Through hands-on practice they will learn a variety of basic self-defense moves and how to effectively escape from various holds and threats. In an ever-changing world, where students face a wide array of challenges both in as well as outside of school, this course offers practical strategies and knowledge that are essential for personal growth and safety. The course emphasizes empowerment, building confidence and conflict resolution. The goal is not just to teach students how to protect themselves but to foster confidence, responsibility and the ability to respond to situations in a way that promotes their long-term health and security.

Assured Assessments

Formative Assessments:

Formative assessments can include, but are not limited to:

- o Daily Physical Education Grading Rubric
- o Self Defense Skills Demonstration rubric
- o Self Defense & Personal Safety Skills Checklist
- o Exit slips
- o Self-reflections
- o Role play
- o Peer assessments

Summative Assessments:

Summative assessments can include, but are not limit to:

- o Written test
- o VOG rubrics

Supplemental Texts

- Youtube
[SAFE Violence Prevention & Self Defense](#)
- Kidpower Teen Safety Program
<https://www.kidpower.org>
- Legal rights on self defense
<https://www.cga.ct.gov/2002/rpt/2002-R-0847.htm>
- Local Police or School Resource Officers (SROs)
Bring in for sessions on legal rights, reporting safety concerns, or responding to threats.

UNIT 1
Self Defense & Personal Safety

Unit Goals

At the completion of this unit, students will:

Standard 1	Develops a variety of motor skills.
1.12.1	Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.
1.12.8	Demonstrates appropriate technique in skill-related fitness training.
Standard 2	Applies knowledge related to movement and fitness concepts.
2.12.1	Demonstrates knowledge of tactics and strategies within lifetime sports and activities.
2.12.5	Analyzes how health and fitness will impact quality of life after high school.
2.12.6	Establishes a goal and creates a practice plan to improve performance for a self-selected skill.
2.12.9	Evaluates perceived exertion during physical activity and adjusts effort.
2.12.13	Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery).
Standard 3	Develops social skills through movement.
3.12.1	Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.
3.12.2	Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.

3.12.3	Encourages and supports others through their interactions in a physical activity setting.
3.12.4	Implements and provides feedback to improve performance without prompting from the teacher.
3.12.5	Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).
3.12.6	Thinks critically and solves problems in physical activity settings, both as an individual and in groups.
3.12.7	Evaluates the effectiveness of leadership skills when participating in a variety of physical settings.

Unit 1 Vocabulary:

- Situational awareness
 - Personal boundaries
 - Verbal commands
 - Body language
 - Conflict resolution
 - Refusal skills
 - Strikes and escapes
 - Grabs and holds
 - Risk reduction
 - Personal empowerment
 - Perceived exertion
 - Injury prevention
 - Unit Essential Questions
-
- What does it mean to be safe in today's world?
 - How can I use my voice, body language, and awareness to prevent or de-escalate a dangerous situation?
 - What physical and mental strategies can help me protect myself effectively?
 - How can I build the confidence to advocate for my personal boundaries and well-being?
 - In what ways can conflict be resolved without violence

Unit Scope and Sequence

- Introduction to Personal Safety
- Verbal & Non-Verbal Communication Skills
- Physical Self-Defense: Strikes & Escapes
- Escaping Grabs & Holds
- Conflict Resolution & Refusal Skills
- Safety in Public Spaces

- Personal Empowerment
- Assessment & Demonstration

Unit Assured Assessments

Formative Assessments:

Daily Physical Education Grading rubric

Self Defense Skills Demonstration rubric

Self Defense & Personal Safety Skills Checklist

The daily Physical Education grading rubric will assess students preparation, participation, application of knowledge and skills, sportsmanship and safety.

Students will be assessed 3 times during the course demonstrating multiple self defense skills.

Students will use the Self Defense and Personal Safety Checklist to identify and reflect areas of growth.

Summative Assessments:

Written Test

VOG

Students will take a written test designed to evaluate knowledge of safety awareness, situational judgement, self defense skills, decision making, risk reduction and communication.

Students will be assessed in accordance with the Trumbull Public Schools Vision of the Graduate standards.

Resources

- Youtube
[SAFE Violence Prevention & Self Defense](#)
- Kidpower Teen Safety Program
<https://www.kidpower.org>
- Legal rights on self defense
<https://www.cga.ct.gov/2002/rpt/2002-R-0847.htm>
- Local Police or School Resource Officers (SROs)
Bring in for sessions on legal rights, reporting safety concerns, or responding to threats.

Time Allotment

- Approximately 10 Weeks

CREDIT

.25 credit in Physical Education
One marking period class

PREREQUISITES

Successful completion of grades 9 & 10 Physical Education.

CURRENT REFERENCES

- **Bodeeb, Julia.** “Teaching Self-Defense Techniques in Gym Class.” *BrightHub Education*, 15 Jan. 2015, brighthubeducation.com/parenting-teens/17331-should-your-school-teach-self-defense-techniques-in-gym-class/.
- **Van der Zande, Irene, et al.** *Teenpower/Fullpower Comprehensive Program Manual: Teaching Teens and Adults How to Use Their Power to Stay Safe from Bullying, Abuse, Sexual Assault, and Other Violence*. Kidpower Teenpower Fullpower Int’l, 2024

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull Board of Education Collaboration Rubric
- Trumbull Board of Education Growth Mindset Rubric
- Daily Physical Education Grading rubric
- Self Defense Skills Demonstration rubric
- Self Defense & Personal Safety Skills Checklist

OTHER RESOURCES

- Assessments
- Google Classroom
- Youtube

TPS Vision of the Graduate Rubric

Skill Rubric: **Collaboration Gr 9-12** (rev. 2024)

(Note: VOG Rubrics may revised by the district committee as needed)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PLANNING Works effectively with and is receptive to the ideas/contributions of group members.	Does not or lacks a discussion on the strengths of each group member. Does not define group roles.	Assigns roles and defines contributions of those in the group. Suggests ways the group can approach the task.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group. Plans the approach to the task and anticipates challenges and resolutions.	
COMMUNICATION Thinks with the group and acknowledges multiple perspectives.	Does not or rarely listens to the thinking of the group. Provides little to no feedback.	Utilizes the thinking of the group in order to work toward the completion of the task. Provides feedback.	Synthesizes and expresses the multiple perspectives of the group in order to complete the task. Provides feedback that improves the quality of the task.	
CONTRIBUTION Works with others to complete a task and shares the credit.	Little or no contribution to the task.	Shares work, reviews others' contributions and offers general feedback.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task.	
REFLECTION Monitors individual and collective contributions of each group member throughout the completion of the task.	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual contributions to the task.	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	

SCORING

Beginning: 4 - 6

Meets: 7 - 9 **GOAL**

Exceeds: 10 - 12

___/
12

TPS Growth Mindset Grades 9-12 (rev 2024)

(Note: VOG Feedback Forms may revised as the district committee as needed)

VISION OF A GRADUATE GRADES 9-12

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

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

Daily Physical Education Grading Rubric

	0 points Unacceptable	1 point Needs Improvement	2 points Working towards Goal	3 points Proficient	4 points Exemplary (Above & Beyond)
Preparation for Class -Student is prepared for class by changing into PE clothes (see Dress Code Policy) that are different than what was worn to school -Student is wearing sneakers that are in accordance to the dress policy	Student never	Student rarely	Student sometimes	Student usually	Student always
Participation -Actively participates all parts of the lesson (warm-ups, main activity, etc) -Follows verbal cues and demonstrations -Effort consistently reflects moderate to vigorous activity level -Student participated in all class activities/drills/games	Student never	Student rarely	Student sometimes	Student usually	Student always
Application of Knowledge & Skills -Demonstrates proper skill mechanics consistently -Applies strategy to game play when applicable -Demonstrates an understanding of game/activity rules & scoring	Student never	Student rarely	Student sometimes	Student usually	Student always
Sportsmanship -Student is respectful and cooperative to others during the lesson -Demonstrates ethical, fair and polite behavior -Displays a positive attitude toward circumstances	Student never	Student rarely	Student sometimes	Student usually	Student always
Safety -Student follows safety considerations during the entire lesson. -Student follows teachers directions and class rules during the entire lesson. -Student responds immediately to directions. -Student maintains self-control throughout the lesson. -Student demonstrates respect for equipment. -Student follows rules regarding jewelry and gum.	Student never	Student rarely	Student sometimes	Student usually	Student always
BASIC EXPECTATIONS	● Preparation: Students are expected to wear activity clothing that meets the PE & Board of Education Policies ● <u>FAILURE TO WEAR SNEAKERS RESULTS IN THE STUDENT EARNING A 0/20 FOR THE DAY DUE TO THE INABILITY TO PARTICIPATE IN CLASS SAFELY!</u> ● Follow jewelry expectations ● Punctuality: Arrive to class by the required time ● Students who do not participate: will receive a 0/20 for daily grade. ● Skippping class: will result in a 0/20 daily grade and other possible consequences. ● Cell phones are locked up				

TOTAL : ____/20 POINTS

Self Defense & Personal Safety Skills Checklist

Student Skills Checklist

Use this checklist to track your progress throughout the course. Check off each skill as you practice and demonstrate it confidently.

Personal Safety & Awareness

- ☐ I can explain what situational awareness means and why it matters.
- ☐ I can identify potentially unsafe situations and know how to avoid them.
- ☐ I can recognize and respect personal boundaries—my own and others.
- ☐ I can describe strategies to avoid dangerous situations before they happen.

Communication & Conflict Resolution

- ☐ I can use assertive communication to say “no” or ask for help.
- ☐ I can work with a partner to role-play safe ways to handle pressure or threats.
- ☐ I can speak in an assertive—not aggressive—way when I feel unsafe.
- ☐ I can say “no” firmly and clearly when needed.
- ☐ I can use confident body language to protect myself.
- ☐ I can describe and demonstrate de-escalation strategies in tense situations.

Self-Defense Skills

- ☐ I can demonstrate a strong, balanced defensive stance.
- ☐ I can perform basic strikes (palm, knee, elbow) with control and purpose.
- ☐ I can escape common holds (wrist grabs, bear hugs, chokes) safely and effectively.
- ☐ I can explain when and demonstrate how to use physical self-defense appropriately.
- ☐ I can defend myself while standing and from the ground.

Decision-Making, Risk Reduction & Empowerment

- ☐ I can assess risky situations and make safe, informed choices.
- ☐ I can explain the difference between reacting emotionally and responding wisely.
- ☐ I can identify safe places, people, and actions in different settings
- ☐ I can describe how to create a personal safety plan.
- ☐ I can describe how self-defense builds my confidence and independence.
- ☐ I can reflect on my own safety habits and how I respond to threats or pressure.
- ☐ I can use positive self-talk to stay calm in difficult situations.
- ☐ I can advocate for myself and others when safety is at risk.

Self Defense Skills Demonstration Rubric

Criteria	4 - Exceeds	3 - Meets	2 - Approaching	1 - Beginning
Stance & Movement	Demonstrates strong stance, quick and fluid movement in all scenarios	Stance and movement are correct and consistent	Minor errors in stance or movement	Incorrect or hesitant movement
Escape Techniques	Uses correct form and escapes with confidence and control	Escapes most holds correctly	Needs assistance or minor corrections	Struggles to escape or shows lack of understanding
Striking Techniques	Powerful, accurate, and controlled strikes	Correct technique with good effort	Some hesitation or errors in form	Inconsistent or unsafe striking technique
Communication & Assertiveness	Assertive voice and confident body language in all scenarios	Uses voice/body effectively	Needs occasional prompting to be assertive	Avoids communication or lacks confidence

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Competitive Team Games
Grade 11 & 12 Selective

2026

(Last revision date: 2020)

Curriculum Writing Team

Michelle Dankulich

Vincent DiScala

Susan C. Iwanicki, Ed.D.

Wellness Teacher, Trumbull High School

Wellness Department Chair

Assistant Superintendent

Competitive Team Games Grade 11 & 12 Selective

Table of Contents

Core Values and Beliefs	3
Introduction & Philosophy	3
Course Goals	3
Vision of the Graduate	4
Course Enduring Understandings	7
Course Essential Questions	7
Course Knowledge & Skills	8
Course Syllabus	9
Unit 1: Competitive Team Games	10
Course Credit	14
Prerequisites	14
Current References	14
Assured Student Performance Rubrics	14
Other Resources	14

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

Competitive Team Games is a one marking period class that can be taken by grade 11 or 12 students. In this course, students will have the ability to actively participate in a variety of competitive team sports in a safe and fun atmosphere. Teamwork, decision-making, sportsmanship, knowledge of rules and strategy are demonstrated through students' active participation. Students will also continue to develop their skills and fitness levels. Activities offered may include soccer, floor hockey, volleyball, basketball, ultimate football and other competitive team activities.

Competitive Team Games is a “selective” option for all 11th and 12th grade students. Students in grade 11 and 12 have the opportunity to choose from a number of “selectives” based on their own interests. This aligns with the 2024 national PE standards that emphasizes the goal of helping every student find their own path to a healthy and active lifestyle. Students are required to take one “selective” in both their junior and senior years. This will add to their credits already earned in previous years to meet the graduation requirements of the State of Connecticut and Board of Education.

This course is a revision of Competitive Recreational Games from 2020.

COURSE GOALS

The Competitive Team Games course purposefully integrates the eight core competencies outlined in Trumbull Public Schools’ Vision of the Graduate. These competencies are not treated as abstract ideals, but as real, observable behaviors and mindsets that students cultivate throughout the course as follows:

VOG Competency	Alignment to Competitive Team Games Curriculum
Critical Thinking & Problem Solving	Students apply offensive and defensive strategies, make quick decisions during gameplay, analyze team performance, and adjust tactics to improve outcomes. The curriculum explicitly requires students to think critically and solve problems in physical activity settings.
Collaboration	Collaboration is a foundational component of the course. Students work together to achieve team goals, communicate effectively, support teammates, provide feedback, and contribute to a positive team environment.
Growth Mindset	Students establish goals, develop practice plans, reflect on performance, persevere through challenges, and recognize that skill development occurs through effort, practice, and adaptation.
Innovation	Students adapt strategies to changing game situations, develop creative solutions to competitive challenges, and apply different approaches to maximize team success.
Emotional Intelligence	Students demonstrate awareness of others' emotions and perspectives, manage their own emotions during competition, handle adversity appropriately, and respond constructively to both success and setbacks.
Integrity	The curriculum emphasizes sportsmanship, respect, fair play, ethical behavior, adherence to rules, and creating a safe environment for all participants.
Self-Efficacy	Through repeated participation and reflection, students build confidence in their athletic abilities, leadership skills, decision making, and capacity to contribute meaningfully to a team.
Communication	Students use verbal and nonverbal communication to execute strategies, provide encouragement and feedback, resolve conflicts, and coordinate effectively during team activities.

Additional core Course Goals are further derived from the following [2024 SHAPE America National Physical Education Standards](#). The standards are for grades 9-12.

Standard 1**Develops a variety of motor skills.**

- 1.12.1 Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.
- 1.12.8 Demonstrates appropriate technique in skill-related fitness training.

Standard 2**Applies knowledge related to movement and fitness concepts.**

- 2.12.1 Demonstrates knowledge of tactics and strategies within lifetime sports & activities.
- 2.12.6 Establishes a goal and creates a practice plan to improve performance for a self-selected skill.
- 2.12.7 Applies the principles of exercise in a variety of self-selected lifetime physical activities.
- 2.12.9 Evaluates perceived exertion during physical activity and adjusts effort.
- 2.12.13 Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery).

Standard 3**Develops social skills through movement.**

- 3.12.1 Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.
- 3.12.2 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.
- 3.12.3 Encourages and supports others through their interactions in a physical activity setting.
- 3.12.4 Implements and provides feedback to improve performance without prompting from the teacher.
- 3.12.6 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).

- 3.12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups.
- 3.12.8 Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings.

Standard 4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

- 4.12.2 Selects and participates in physical activities that meet the need for social interaction.
- 4.12.3 Identifies and participates in physical activity that positively affects health.
- 4.12.4 Chooses and participates in physical activity based on personal interests.
- 4.12.5 Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.
- 4.12.8 Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.
- 4.12.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- Teamwork, communication, collaboration, critical thinking and decision making are essential for success in competitive team games.
- Making quick and effective decisions improves both individual performance and overall team outcomes.
- Demonstrating sportsmanship, respect, and fair play creates a positive and safe environment for all participants.
- Knowing and applying the rules and strategies of a game leads to better participation and a deeper understanding of the activity.
- Actively participating in team games helps build and maintain physical fitness and supports a healthy lifestyle.
- Developing and refining skills over time leads to improved performance and greater enjoyment of the activity.

COURSE ESSENTIAL QUESTIONS

- How does effective teamwork and communication influence the outcome of a team game?
- What strategies and decision-making skills can students use during gameplay to support team success?
- What does it mean to show good sportsmanship? How can you demonstrate good sportsmanship?
- How does understanding the rules and strategies of a game improve your ability to play, enjoy the game and be successful?
- How does actively participating in team games contribute to your overall health and fitness?
- What role does practice and skill development play in becoming a better teammate and player?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
 - How to follow and apply the rules, positions, terms and objectives of various team games to participate safely and effectively.
 - How to apply game strategies and tactics during team play to improve their team's performance.
 - How to maintain and improve their fitness by actively participating in team games.
 - How to reflect on personal performance, manage emotions, use communication and critical thinking skills and set goals to grow as an individual and become a better teammate.
 - How to demonstrate good sportsmanship.
- Students will be able to . . .
 - Actively participate in a variety of team games.
 - Use rules, strategies and terminology in a variety of team games.
 - Effectively use their communication and collaboration skills to successfully be a part of a team.
 - Identify and demonstrate good sportsmanship.
 - Maintain or improve their skill and fitness levels.
 - Reflect on their performance and how it affects their success as a team mate as well as the overall health and wellness.

COURSE SYLLABUS

Course Name

Competitive Team Games

Level

11 & 12 “Selective”

Prerequisites

Successful completion of grades 9 & 10 Physical Education.

General Description of the Course

Competitive Team Games is a one marking period class that can be taken by grade 11 or 12 students. In this course, students will have the ability to actively participate in a variety of competitive team sports in a safe and fun atmosphere. Teamwork, decision-making, sportsmanship, knowledge of rules and strategy are demonstrated through students' active participation. Students will also continue to develop their skills and fitness levels. Activities offered may include soccer, floor hockey, volleyball, basketball, ultimate football and other competitive team activities.

Assured Assessments

Formative Assessments:

Formative assessments can include, but are not limited to:

- Daily Physical Education Grading Rubric
- Checklist
- Exit slips
- Reflections
- Peer assessments

Summative Assessments:

Summative assessments can include, but are not limited to:

- Written quiz
- VOG rubrics

Supplemental Texts

- PE Central. “High School Lesson Ideas.” *PE Central*, 2025, <https://www.pecentral.org/lessonideas/middlehigh/highschoolideas.asp>. Accessed 15 July 2025.
- PhysEdGames. *PhysEdGames*, YouTube, n.d., <https://www.youtube.com/@physedgames>. Accessed 15 July 2025.

UNIT 1

Competitive Team Games

Unit Goals

At the completion of this unit, students will:

- | | |
|---------------|--|
| 1.12.1 | Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. |
| 1.12.8 | Demonstrates appropriate technique in skill-related fitness training. |
| 2.12.1 | Demonstrates knowledge of tactics and strategies within lifetime sports & activities. |
| 2.12.6 | Establishes a goal and creates a practice plan to improve performance for a self-selected skill. |
| 2.12.7 | Applies the principles of exercise in a variety of self-selected lifetime physical activities. |
| 2.12.9 | Evaluates perceived exertion during physical activity and adjusts effort. |
| 2.12.13 | Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). |
| 3.12.1 | Demonstrates awareness of other people's emotions and perspectives in a physical activity setting. |
| 3.12.2 | Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity. |
| 3.12.3 | Encourages and supports others through their interactions in a physical activity setting. |
| 3.12.4 | Implements and provides feedback to improve performance without prompting from the teacher. |
| 3.12.6 | Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). |
| 3.12.7 | Thinks critically and solves problems in physical activity settings, both as an individual and in groups. |

- 3.12.8 Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings.
- 4.12.2 Selects and participates in physical activities that meet the need for social interaction.
- 4.12.3 Identifies and participates in physical activity that positively affects health.
- 4.12.4 Chooses and participates in physical activity based on personal interests.
- 4.12.5 Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.
- 4.12.8 Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.
- 4.12.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

Vocabulary

- Offensive strategy
- Defensive strategy
- Fast break
- Counterattack
- Man to man defense
- Zone defense
- Overload
- Switch
- Support play
- Tactical decision making

Unit Essential Questions

- How does effective teamwork and communication influence the outcome of a team game?
- What strategies and decision-making skills can students use during gameplay to support team success?
- What does it mean to show good sportsmanship? How can you demonstrate good sportsmanship?
- How does understanding the rules and strategies of a game improve your ability to play, enjoy the game and be successful?
- How does actively participating in team games contribute to your overall health and fitness?
- What role does practice and skill development play in becoming a better teammate and player?

Unit Scope and Sequence

- Safety and game etiquette
 - Personal safety
 - Equipment use
 - Sportsmanship
 - Communication
 - Spatial awareness
- Fitness and skill development
- Game strategies
 - Offensive strategies
 - Defensive strategies
 - Situational concepts
- Team sports

- o Basketball
- o Ultimate football/frisbee
- o Flag football
- o Volleyball
- o Hockey
- o Soccer
- o Floor hockey
- o Invasive games
- o Modified rugby
- o Other competitive team activities.

Unit Assured Assessments

Formative Assessments:

Daily Physical Education Grading rubric

The daily Physical Education grading rubric will assess students preparation, participation, application of knowledge and skills, sportsmanship and safety.

Summative Assessments:

Written Test

VOG

Students will/may take a written test designed to evaluate knowledge of rules, safety, strategies, positions, teamwork and sportsmanship.

Students will be assessed in accordance with the Trumbull Public Schools Vision of the Graduate standards.

Resources

- PE Central. “High School Lesson Ideas.” *PE Central*, 2025, <https://www.pecentral.org/lessonideas/middlehigh/highschoolideas.asp>. Accessed 15 July 2025.
- PhysEdGames. *PhysEdGames*, YouTube, n.d., <https://www.youtube.com/@physedgames>. Accessed 15 July 2025.

Time Allotment

- Approximately 10 Weeks

CREDIT

.25 credit in Physical Education
One marking period class

PREREQUISITES

Successful completion of grades 9 & 10 Physical Education.

CURRENT REFERENCES

- **SPARK PE.** *High School Physical Education Curriculum Program*. SPARK, n.d., sparkpe.org/curriculum/high-school-curriculum/. Accessed 15 July 2025.
- **“Tactical Games Model in Physical Education: A Systematic Review.”** *PMC*, PubMed Central, published 8 months ago (2024), <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC11548843/>.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull Board of Education Collaboration Rubric
- Trumbull Board of Education Growth Mindset Rubric
- Daily Physical Education Grading rubric

OTHER RESOURCES

- Assessments
- Google Classroom
- YouTube

TPS Vision of the Graduate Rubric

Skill Rubric: Collaboration Gr 9-12 (rev. 2024)

(Note: VOG Rubrics may revised by the district committee as needed)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PLANNING Works effectively with and is receptive to the ideas/contributions of group members.	Does not or lacks a discussion on the strengths of each group member. Does not define group roles.	Assigns roles and defines contributions of those in the group. Suggests ways the group can approach the task.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group. Plans the approach to the task and anticipates challenges and resolutions.	
COMMUNICATION Thinks with the group and acknowledges multiple perspectives.	Does not or rarely listens to the thinking of the group. Provides little to no feedback.	Utilizes the thinking of the group in order to work toward the completion of the task. Provides feedback.	Synthesizes and expresses the multiple perspectives of the group in order to complete the task. Provides feedback that improves the quality of the task.	
CONTRIBUTION Works with others to complete a task and shares the credit.	Little or no contribution to the task.	Shares work, reviews others' contributions and offers general feedback.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve	

			the overall quality of the task.	
REFLECTION Monitors individual and collective contributions of each group member throughout the completion of the task.	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual contributions to the task.	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	

SCORING

Beginning: 4 - 6

Meets: 7 - 9 GOAL

Exceeds: 10 - 12

___/
12

TPS Growth Mindset Grades 9-12 (rev 2024)

(Note: VOG Feedback Forms may revised as the district committee as needed)

VISION OF A GRADUATE GRADES 9-12

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

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

Daily Physical Education Grading Rubric

	0 points Unacceptable	1 point Needs Improvement	2 points Working towards Goal	3 points Proficient	4 points Exemplary (Above & Beyond)
Preparation for Class -Student is prepared for class by changing into PE clothes (see Dress Code Policy) that are different than what was worn to school -Student is wearing sneakers that are in accordance to the dress policy	Student never	Student rarely	Student sometimes	Student usually	Student always
Participation -Actively participates all parts of the lesson (warm-ups, main activity, etc) -Follows verbal cues and demonstrations -Effort consistently reflects moderate to vigorous activity level -Student participated in all class activities/drills/games	Student never	Student rarely	Student sometimes	Student usually	Student always
Application of Knowledge & Skills -Demonstrates proper skill mechanics consistently -Applies strategy to game play when applicable -Demonstrates an understanding of game/activity rules & scoring	Student never	Student rarely	Student sometimes	Student usually	Student always
Sportsmanship -Student is respectful and cooperative to others during the lesson -Demonstrates ethical, fair and polite behavior -Displays a positive attitude toward circumstances	Student never	Student rarely	Student sometimes	Student usually	Student always
Safety -Student follows safety considerations during the entire lesson. -Student follows teachers directions and class rules during the entire lesson. -Student responds immediately to directions. -Student maintains self-control throughout the lesson. -Student demonstrates respect for equipment. -Student follows rules regarding jewelry and gum.	Student never	Student rarely	Student sometimes	Student usually	Student always
BASIC EXPECTATIONS	• Preparation: Students are expected to wear activity clothing that meets the PE & Board of Education Policies • <u>FAILURE TO WEAR SNEAKERS RESULTS IN THE STUDENT EARNING A 0/20 FOR THE DAY DUE TO THE INABILITY TO PARTICIPATE IN CLASS SAFELY!</u> • Follow jewelry expectations • Punctuality: Arrive to class by the required time • Students who do not participate: will receive a 0/20 for daily grade. • Skippping class: will result in a 0/20 daily grade and other possible consequences. • Cell phones are locked up				

TOTAL:

20 POINTS

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut



**PHYSICAL EDUCATION
MINDFUL FITNESS & DANCE
CURRICULUM**
Grades 11-12

2026

(Revised from Physical Education curriculum 2020)

Curriculum Writing Team
Melynda Mikool
Pamela Nitsche
Vincent DiScala
Susan C. Iwanicki, Ed.D.

Wellness Teacher
Wellness Teacher
Wellness Teacher, Department Chair
Assistant Superintendent

Table of Contents

Core Values and Beliefs	2
Introduction & Philosophy	2
Course Goals	2
Course Enduring Understandings	4
Course Essential Questions	4
Course Knowledge & Skills	4
Course Syllabus	5
Unit 1: Mindful Fitness	6
Unit 2: Dance	9
Course Credit	11
Prerequisites	11
Current References	11
Student Performance & PE Rubrics	12
Vision of the Graduate	15
Resources	17

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 and PHILOSOPHY

Mindful Fitness and Dance is a “selective” option for all 11th and 12th grade students. Movement is not just physical—it's emotional, mental, and social. Dance is for everyone, regardless of experience, body type, or ability. Through movement and dance, students will explore their own bodies and minds, learning how to listen inward, move with intention, and build a lifelong relationship that supports a physically active lifestyle. Whether stretching, actively participating in specific fitness practice, or dancing, students are encouraged to stay present, observe without judgment, and honor their individual experiences. Students will be given the opportunity to move creatively, work collaboratively, and discover the joy of expression. *This course is a revision of the Physical Education Curriculum from 2020.*

COURSE GOALS

The Mindful Fitness and Dance course purposefully integrates the eight core competencies outlined in Trumbull Public Schools’ Vision of the Graduate. These competencies are not treated as abstract ideals, but as real, observable behaviors and mindsets that students cultivate throughout the course as follows:

Vision of the Graduate Skill / Disposition	How the Course Develops the Skill	Examples from the Curriculum
Communication	Students communicate ideas through both verbal instruction and physical expression. They explain movements, provide peer feedback, and express meaning through dance and mindful movement.	Teaching peers a dance sequence, peer assessment feedback, explaining movement techniques, expressing emotions through choreography.
Self-Efficacy	Students build confidence in their ability to learn new physical skills, perform movement sequences, and create choreography. They monitor their physical progress and recognize personal improvement.	Choreographing movement sequences, completing a dance sequence, reflecting on growth.
Critical Thinking	Students analyze movement patterns, evaluate fitness strategies, and consider how different activities affect the body and overall well-being.	Evaluating perceived exertion during activity, applying heart-rate concepts, analyzing the physical benefits of different forms of movement.
Problem Solving	Students solve movement challenges by adjusting choreography, adapting fitness routines, and collaborating with peers to improve performance.	Modifying dance routines, adjusting effort levels for safety, working through group choreography challenges.

Vision of the Graduate Skill / Disposition	How the Course Develops the Skill	Examples from the Curriculum
Communication	Students communicate ideas through both verbal instruction and physical expression. They explain movements, provide peer feedback, and express meaning through dance and mindful movement.	Teaching peers a dance sequence, peer assessment feedback, explaining movement techniques, expressing emotions through choreography.
Collaboration	Students work with peers to create and perform dance sequences, offer constructive feedback, and support group learning in physical activity settings.	Group dance creation, peer teaching of cultural dances, collaborative performances, feedback discussions.
Growth Mindset	Students develop resilience by practicing skills, learning from mistakes, and setting personal movement goals. They reflect on progress and continuously improve performance.	Skill practice in dance and fitness routines, reflection activities, peer feedback used to refine choreography or technique.
Integrity	Students demonstrate ethical behavior, respect rules, and show sportsmanship in all physical activities. They follow safety guidelines and act responsibly in shared spaces.	Following class safety rules, respectful participation, fair play during activities, proper use of equipment.
Emotional Intelligence	Students develop awareness of their own emotions and those of others while engaging in movement activities. Mindfulness practices help regulate stress and promote empathy.	Mindful breathing exercises, reflection activities, recognizing peer perspectives during group activities, managing emotions through movement.

Additional core Course Goals are further derived from the 2024 SHAPE America National Physical Education Standards. The standards are for grades 9-12.

Standard 1: Develops a variety of motor skills

Through learning experiences in physical education, the student develops motor skills across a variety of environments. Motor skills are a foundational part of child development and support the movements of everyday life. The development of motor skills contributes to an individual's physical literacy journey.

1.12.4 Demonstrates and creates movement sequences based on one or more forms of dance.

1.12.8 Demonstrates appropriate technique in skill-related fitness training.

Standard 2: Applies knowledge related to movement and fitness concepts

Rationale: Through learning experiences in physical education, the student uses their knowledge of movement concepts, tactics, and strategies across a variety of environments. This knowledge helps the student become a more versatile and efficient mover. Additionally, the student applies knowledge of health-related and skill-related fitness to enhance their overall well-being. The application of knowledge related to various forms of movement contributes to an individual's physical literacy journey.

2.12.8 Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises.

- 2.12.9 Evaluates perceived exertion during physical activity and adjusts effort.
- 2.12.10 Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes.
- 2.12.11 Discusses the benefits of a physically active lifestyle as it relates to young adulthood.
- 2.12.12 Applies knowledge of rest when planning regular physical activity.
- 2.12.14 Identifies and discusses the historical and cultural roles of games, sports and dance in a society.
- 2.12.15 Analyzes and applies technology as tools to support a healthy, active lifestyle.

Standard 3: Develops social skills through movement

Through learning experiences in physical education, students develop the social skills necessary to exhibit empathy and respect for others and foster and maintain relationships. In addition, students develop skills for communication, leadership, cultural awareness, and conflict resolution in a variety of physical activity settings.

- 3.12.1 Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.
- 3.12.2 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.
- 3.12.3 Encourages and supports others through their interactions in a physical activity setting.
- 3.12.4 Implements and provides feedback to improve performance without prompting from the teacher.
- 3.12.5 Analyzes the value of a specific physical activity in a variety of cultures.
- 3.12.6 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).
- 3.12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups.
- 3.12.8 Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings.

Standard 4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

- 4.12.1 Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression.
- 4.12.2 Selects and participates in physical activities that meet the need for social interaction.
- 4.12.3 Identifies and participates in physical activity that positively affects health.
- 4.12.4 Chooses and participates in physical activity based on personal interests.

- 4.12.5 Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.
- 4.12.6 Sets and develops movement goals related to personal interests.
- 4.12.7 Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility).
- 4.12.8 Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.
- 4.12.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- Engaging in safe, efficient, and effective movement contributes to a healthy, active lifestyle.
- Movement offers opportunities for creativity, self-discovery, and expression, often through improvisation and composition.
- Movement can foster connections with other art forms and disciplines, promoting broader understanding and learning.
- Movement can be a powerful form of expression used to embody and reflect cultural values, beliefs, and traditions.

COURSE ESSENTIAL QUESTIONS

- How do different types of movement and dance deepen our understanding of ourselves, our bodies, and the world around us?
- How do different types of movement and dance contribute to physical fitness and overall well-being?
- How do different types of movement and dance engage various muscle groups, and what are their specific physical benefits (cardiovascular health, strength, flexibility, etc.)?
- How can improvisation and composition enhance creativity and personal expression in movement and dance?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- Key vocabulary for each unit
- Connect cultural relevance for each unit

Students will be able to . . .

- Apply safety and proper technique to a variety of fitness activities
- Teach and perform a cultural dance with peers.

COURSE SYLLABUS

Course Name

Mindful Fitness & Dance

Level

11 & 12 grade students

Prerequisites

Successful completion of grades 9 & 10 Physical Education

General Description of the Course

Mindful Fitness & Dance is a wellness “selective” that combines physical movement with mindfulness practices to promote overall well-being. This course encourages students to explore various forms of dance and fitness routines while fostering self-awareness and emotional regulation. Students will learn techniques such as yoga, tai chi, and expressive dance, focusing on body awareness, breath control, and stress relief. Through creative expression and mindful movement, participants will enhance their physical fitness, develop coordination, and cultivate a positive body image. This class emphasizes the importance of mental health alongside physical health, empowering students to make mindful choices that contribute to a balanced lifestyle. The “Mindful Fitness & Dance” class at Trumbull High School is designed to equip students with the skills and knowledge needed to participate in a variety of fitness and dance movements. Through hands-on practice they will learn a variety of basic lifestyle fitness activities and multi-cultural dance forms and techniques.

Assured Assessments

Formative Assessments:

Formative assessments can include, but are not limited to:

- o Daily Physical Education Grading Rubric
- o Demonstration rubric
- o Exit slips
- o Self-reflections
- o Peer assessments

Summative Assessments:

Summative assessments can include, but are not limited to:

- o Final Dance Project/ Presentation
- o VOG rubrics

Unit 1: Mindful Movement

Unit Goals

At the completion of this unit, students will:

Standard 1: Develops a variety of motor skills

1.12.4 Demonstrates and creates movement sequences based on one or more forms of dance.

1.12.8 Demonstrates appropriate technique in skill-related fitness training.

Standard 2: Applies knowledge related to movement and fitness concepts

2.12.8 Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises.

2.12.9 Evaluates perceived exertion during physical activity and adjusts effort.

2.12.10 Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes.

2.12.11 Discusses the benefits of a physically active lifestyle as it relates to young adulthood.

2.12.12 Applies knowledge of rest when planning regular physical activity.

2.12.14 Identifies and discusses the historical and cultural roles of games, sports and dance in a society.

2.12.15 Analyzes and applies technology as tools to support a healthy, active lifestyle.

Standard 3: Develops social skills through movement

3.12.1 Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.

3.12.2 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.

3.12.3 Encourages and supports others through their interactions in a physical activity setting.

3.12.4 Implements and provides feedback to improve performance without prompting from the teacher.

3.12.5 Analyzes the value of a specific physical activity in a variety of cultures.

3.12.6 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).

3.12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups.

3.12.8 Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings.

Standard 4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

4.12.1 Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression.

4.12.2 Selects and participates in physical activities that meet the need for social interaction.

4.12.3 Identifies and participates in physical activity that positively affects health.

4.12.4 Chooses and participates in physical activity based on personal interests.

4.12.5 Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.

4.12.6 Sets and develops movement goals related to personal interests.

4.12.7 Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility).

4.12.8 Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.

4.12.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

Unit Essential Questions

- How do different types of movement deepen our understanding of ourselves, our bodies, and the world around us?
- How do different types of movement contribute to physical fitness and overall well-being?
- How do different types of movement engage various muscle groups, and what are their specific physical benefits (cardiovascular health, strength, flexibility, etc.)?
- How can improvisation and composition enhance creativity and personal expression in movement?

Key Vocabulary

- March
- Toe tap
- Side to side
- Lunge
- Hamstring curl
- Grapevine
- Pivot

Unit Scope and Sequence

- Safety

- o Personal safety
 - o Equipment use
 - o Communication
 - o Spatial awareness
- Fitness and skill development
 - o Cardiovascular Endurance
 - o Balance and Stability
 - o Flexibility
- Element of Dance Components(BASTE)
 - o Body/Action- Locomotor/Non-Locomotor Movements
 - o Space-Level, Direction, Place, Orientation, Pathway, Size, and Relationship
 - o Time-Clock Time, Timing Relationships, Metered time, and Free Rhythm
 - o Energy-Attack, Weight, Flow, Quality
- Rhythm & Flow with Movement and Breath Integration
 - o Aerobics
 - o Kickboxing
 - o Yoga
 - o Tai Chi
 - o Pilates

Unit Assured Assessments

Daily PE Rubric

Mindful Movement and Dance Rubric

Resources include but are not limited to:

[**20 Minute Beginner Stretch Routine V5! \(FOLLOW ALONG\)**](#)

[**15 Min. Full Body Stretch | Daily Routine for Flexibility, Mobility & Relaxation | DAY 7**](#)

[**Top 10 Tai Chi Moves for Beginners**](#)

[**10 Minute Balance Exercises - To Do Everyday for Improved Balance!**](#)

[**Gentle Pilates - 15 Minute Pilates for Beginners Workout!**](#)

[**30-Minute No-Equipment Cardio Kickboxing Workout**](#)

[**30-Minute Standing Cardio Workout**](#)

National Association For Sport and Physical Education (NASPE). www.shapeamerica.org

Time Allotment

Approximately 5 weeks

Unit 2: Dance

Unit Goals

At the completion of this unit, students will:

Standard 1: Develops a variety of motor skills

1.12.4 Demonstrates and creates movement sequences based on one or more forms of dance.

Standard 2: Applies knowledge related to movement and fitness concepts

2.12.8 Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises.

2.12.9 Evaluates perceived exertion during physical activity and adjusts effort.

2.12.14 Identifies and discusses the historical and cultural roles of games, sports and dance in a society.

Standard 3: Develops social skills through movement

3.12.1 Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.

3.12.2 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.

3.12.3 Encourages and supports others through their interactions in a physical activity setting.

3.12.4 Implements and provides feedback to improve performance without prompting from the teacher.

3.12.5 Analyzes the value of a specific physical activity in a variety of cultures.

3.12.6 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).

Standard 4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

4.12.1 Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression.

4.12.2 Selects and participates in physical activities that meet the need for social interaction.

4.12.3 Identifies and participates in physical activity that positively affects health.

4.12.4 Chooses and participates in physical activity based on personal interests.

4.12.5 Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.

4.12.6 Sets and develops movement goals related to personal interests.

4.12.7 Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility).

4.12.8 Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.

4.12.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

Unit Essential Questions

- How do different types of dance deepen our understanding of ourselves, our bodies, and the world around us?
- How do different types of dance contribute to physical fitness and overall well-being?
- How do different types of dance engage various muscle groups, and what are their specific physical benefits (cardiovascular health, strength, flexibility, etc.)?
- How can improvisation and composition enhance creativity and personal expression in dance?

Key Vocabulary

- 32 count
- Rhythm
- Four wall
- Orientation
- Flow
- Breath integration

Unit Scope and Sequence

- Line Dance
- Zumba/ Latin Dance
- Multi-cultural
- Hip-hop

Unit Assured Assessments

Daily PE Rubric

Mindful Movement and Dance Rubric

Resources include but are not limited to:

[18 MIN 80s HITS DANCE WORKOUT with MOM • Low Impact Cardio • Keoni Tamayo • Workout #213](#)

[15 MIN HAPPY DANCE CARDIO WORKOUT | All-Standing Workout | FH#075](#)

[Zumba Walking Workout | EASY Zumba Workout Dance](#)

[Zumba® Latin Easy-To-Follow Basic Steps Tutorial for Beginners](#)

[HIP HOP Dance Choreography Tutorial for Intermediates - Free Dance Class at Home](#)
[15 MIN HYPE DANCE WORKOUT - Follow Along/No Equipment](#)
[Country Line Dance - Good Time - Alan Jackson](#)
[15-MINUTE DANCE PARTY - featuring Cupid Shuffle, Wobble, Cha Cha Slide | Easy & great for beginners!](#)

The Kennedy Center <https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/media-and-interactives/media/dance/five-ish-minute-dance-lessons/fiveish-minute-dance-lessons/>

National Association For Sport and Physical Education (NASPE). www.shapeamerica.org

Time Allotment

Approximately 5 week

CREDIT

.25 credit in Physical Education
One marking period class

PREREQUISITES

Successful completion of grades 9 & 10 Physical Education.

CURRENT REFERENCES

- National Dance Education Resource (NDEO). 2025. <https://www.ndeo.org>
- The Kennedy Center. <https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/media-and-interactives/media/dance/do-you-wanna-dance/>
- National Association For Sport and Physical Education (NASPE). www.shapeamerica.org

ASSURED STUDENT PERFORMANCE RUBRICS

- Daily Physical Education Grading rubric
- Mindful Movement and Dance Rubric
- Trumbull Board of Education Collaboration Rubric
- Trumbull Board of Education Growth Mindset Rubric

OTHER RESOURCES

- Assessments/Rubrics
- Google Classroom
- Youtube

APPENDIX A
Evaluation/ Assessment Methods / Rubrics

Teachers of Physical Education will evaluate students using a variety of techniques in order to accommodate and recognize different learning styles. Assessments will include a combination of both traditional and alternative forms of assessment.

TOOL	DESCRIPTION	EXAMPLE
Self assessment	Student assesses her/himself based on goals or teacher-set criteria.	Students use checklists and rubrics to evaluate individual skills and performance.
Peer assessment	Peers observe each other's performances & offer feedback based on teacher-set criteria.	Students observe each other and complete a criteria task sheet to evaluate peer skills and performance.
Reflection	Students think about the learning process to improve his/her performance & attitude.	Students list three specific ways he/she can improve his/her performance in a specific activity.
Observation	Teacher observes and records physical and affective information.	Teacher monitors student performance, rating his/her observations on a criteria task sheet.

Mindful Movement and Dance Rubric

	4	3	2	1
BODY/ACTION	Applied actions & movements effectively with a variety of parts of the body.	Applied actions and movements with a variety of parts of the body.	Applied actions and movements with some of the parts of the body.	Applied actions and movements with a few of the parts of the body.
SPACE	Included traveling around space; effectively used the most of the space.	Included traveling around in some space; used some space given.	Very little traveling around space; space not used effectively.	No traveling in space. Very little movement within space.
TIME	Consistently matches the best and timing of the music.	Usually matches the beat and timing of the music.	Somewhat matches the beat and timing of the music.	Poorly matches the beat and timing of the music.
ENERGY	Excellent level of enthusiasm and energy while teaching movement to the group.	Good level of enthusiasm and energy while teaching movement to the group.	Some level of enthusiasm and energy while teaching movement to the group.	Poor level of enthusiasm or energy while teaching movement to a group.
RELATIONSHIP	Demonstrated excellent relationship with peers and music.	Demonstrated good relationship with peers and music	Demonstrated some relationship with peers and music.	Demonstrated little relationship with peers and music.

Appendix B

Daily Physical Education Grading Rubric

	0 points Unacceptable	1 point Needs Improvement	2 points Working towards Goal	3 points Proficient	4 points Exemplary (Above & Beyond)
Preparation for Class -Student is prepared for class by changing into PE clothes (see Dress Code Policy) that are different than what was worn to school -Student is wearing sneakers that are in accordance to the dress policy	Student never	Student rarely	Student sometimes	Student usually	Student always
Participation -Actively participates all parts of the lesson (warm-ups, main activity, etc) -Follows verbal cues and demonstrations -Effort consistently reflects moderate to vigorous activity level -Student participated in all class activities/drills/games	Student never	Student rarely	Student sometimes	Student usually	Student always
Application of Knowledge & Skills -Demonstrates proper skill mechanics consistently -Applies strategy to game play when applicable -Demonstrates an understanding of game/activity rules & scoring	Student never	Student rarely	Student sometimes	Student usually	Student always
Sportsmanship -Student is respectful and cooperative to others during the lesson -Demonstrates ethical, fair and polite behavior -Displays a positive attitude toward circumstances	Student never	Student rarely	Student sometimes	Student usually	Student always
Safety -Student follows safety considerations during the entire lesson. -Student follows teachers directions and class rules during the entire lesson. -Student responds immediately to directions. -Student maintains self-control throughout the lesson. -Student demonstrate respect for equipment. -Student follow rules regarding jewelry and gum.	Student never	Student rarely	Student sometimes	Student usually	Student always
BASIC EXPECTATIONS	• Preparation: Students are expected to wear activity clothing that meets the PE & Board of Education Policies • <u>FAILURE TO WEAR SNEAKERS RESULTS IN THE STUDENT EARNING A 0/20 FOR THE DAY DUE TO THE INABILITY TO PARTICIPATE IN CLASS SAFELY!</u> • Follow jewelry expectations • Punctuality: Arrive to class by the required time • Students who do not participate: will receive a 0/20 for daily grade. • Skiping class: will result in a 0/20 daily grade and other possible consequences. • Cell phones are locked up				

APPENDIX C

TPS Vision of the Graduate Rubric Skill Rubric: Collaboration Gr 9-12 (rev. 2024)

(Note: VOG Rubrics may be revised by the district committee as needed)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PLANNING Works effectively with and is receptive to the ideas/contributions of group members.	Does not or lacks a discussion on the strengths of each group member. Does not define group roles.	Assigns roles and defines contributions of those in the group. Suggests ways the group can approach the task.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group. Plans the approach to the task and anticipates challenges and resolutions.	
COMMUNICATION Thinks with the group and acknowledges multiple perspectives.	Does not or rarely listens to the thinking of the group. Provides little to no feedback.	Utilizes the thinking of the group in order to work toward the completion of the task. Provides feedback.	Synthesizes and expresses the multiple perspectives of the group in order to complete the task. Provides feedback that improves the quality of the task.	
CONTRIBUTION Works with others to complete a task and shares the credit.	Little or no contribution to the task.	Shares work, reviews others' contributions and offers general feedback.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task.	
REFLECTION Monitors individual and collective contributions of each group member throughout the completion of the task.	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual contributions to the task.	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	

SCORING

Beginning: 4 - 6

Meets: 7 - 9 GOAL

Exceeds: 10 - 12

___ /
12

TPS Growth Mindset Grades 9-12 (rev 2024)

(Note: VOG Feedback Forms may revised as the district committee as needed)

VISION OF A GRADUATE GRADES 9-12

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

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

RESOURCES

Connecticut's Common Core of Learning - Physical Education. www.sde.ct.gov

Greater Good in Education. *Mindful Movement for Teens*. <https://ggie.berkeley.edu/practice/mindful-movement-for-teens/>

Healthy and Balanced Living Curriculum Framework for Physical Education (2021). [Healthy and Balanced Living Curriculum Framework | Connecticut State Department of Education](#)

National Association For Sport and Physical Education (NASPE). www.shapeamerica.org

National Dance Education Resource (NDEO). 2025. <https://www.ndeo.org>

PE Central. www.pecentral.org

Physical Education - A Guide to K-12 Program Development. www.sde.ct.gov

The Kennedy Center. <https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/media-and-interactives/media/dance/do-you-wanna-dance/>

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Intermediate Ceramics
Grades 9-12

2026

Curriculum Writing Team

Lisa Edwards

Trevor Youngberg

Vincent DiScala

Susan C. Iwanicki, Ed.D.

Fine Arts Teacher, Trumbull High School

Fine Arts Teacher, Trumbull High School

Wellness and Fine Arts, Department Chair

Assistant Superintendent

Intermediate Ceramics

Grades 9-12

Table of Contents

Core Values and Beliefs	3
Introduction & Philosophy	3
Course Goals	4
Course Enduring Understandings	8
Course Essential Questions	9
Course Knowledge & Skills	9
Course Syllabus	10
Unit 1:	11
Unit 2:	13
Unit 3:	15
Course Credit	18
Prerequisites	18
Current References	18
Assured Student Performance Rubrics	19
Other Resources	21

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

CORE VALUES AND BELIEFS

The Trumbull 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

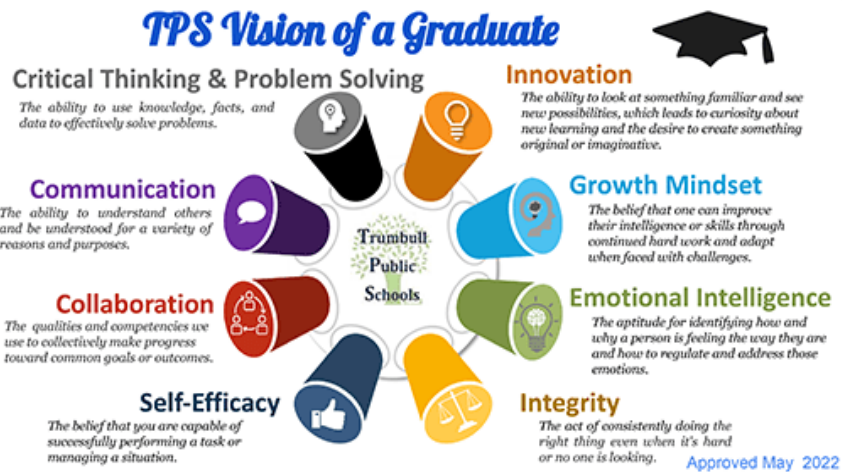
Intermediate ceramics is designed for artistically inquisitive students who like to work with their hands and are interested in further developing skills on the potter's wheel. Intermediate Ceramics is intended to build upon previous knowledge and experiences from the Beginning Ceramics course, and prepare the intermediate Pottery student for the rigor of Advanced Pottery. Trumbull High School's ceramics courses provide a comprehensive understanding of the process of making with clay. They provide a culture of learning and creative discovery, where students will arrive on an ability to convey non-verbal ideas and emotions through their clay work. Ultimately students will be able to gain an appreciation of ceramics as a critical connection between art and life.

It is generally accepted that art education is a fundamental component of a sound, well-rounded education. Trumbull Public Schools acknowledges the importance of a solid program of art education and the value of making and communicating through art. The visual arts program promotes critical and divergent thinking through problem solving and encourages innovative approaches to the creative process. The visual arts teacher broadens and develops the students' appreciation of art through the exploration and study of art history, world cultures, art production, art criticism, and aesthetics. All are valuable components of a well-designed art program, integral to the education of the total student as a life-long learner.

Art can meet the needs of a diverse group of students and can adapt to accommodate the needs of all students, encouraging diversity, individuality, creativity, critical thinking, and problem solving. The K-12 school years are a time of great physical and emotional growth and, as such, a crucial time for self-expression and self-confidence. According to Erikson's eight stages of personality development, a child's school years are crucial for a child's sense of identity. The Trumbull Public Schools' vertically aligned art program can provide a forum for this, and assure a positive art experience. Furthermore, the Trumbull Public School's visual arts curriculums are naturally in alignment with the TPS Vision of the graduate skills and dispositions.

In short, the Trumbull school art experience: nurtures creative thinking and self-confidence, promises cognitive and emotional development, continuously improves fine and gross motor skill development, develops collaboration and teamwork skills, strengthens the connection between visual arts and daily life, develops communication skills, supports and stimulates individual aesthetic and empathetic awareness, improves reading and math scores in students exposed to sequential-embedded visual arts projects, and supports emotional growth by allowing students to express emotions.

COURSE GOALS



Intermediate Ceramics Vision of a Graduate Chart

Skill Area	What It Looks Like in Ceramics Class
Critical Thinking & Problem Solving	Plans ceramic projects carefully, experiments with techniques, and solves problems like cracks, balance issues, or glazing mistakes.
Communication	Clearly explains ideas, participates in critiques, and gives constructive feedback about ceramic work.
Collaboration	Works respectfully with classmates, shares tools and materials, and contributes to a positive studio environment.
Self-Efficacy	Shows confidence in learning new techniques (wheel throwing, hand-building, glazing) and believes improvement is possible with practice.
Trustful Public Schools / Responsibility	Follows studio safety rules, cleans workspace, and respects school materials and equipment.

Growth Mindset	Accepts mistakes as part of the creative process and keeps improving techniques through practice and feedback.
Emotional Intelligence	Handles critique maturely, respects different artistic styles, and supports peers in the studio.
Integrity	Creates original work, completes projects honestly, and takes responsibility for effort and craftsmanship.

The following course goals derive from the 2014 National Core Arts Standards for Visual Arts.
<https://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20at%20a%20Glance%20-%20new%20copyright%20info.pdf>

1. Creating

VA:Cr1.1.IIa	Individually or collaboratively formulate new creative problems based on the student's existing artwork.
VA:Cr1.2.IIa	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. Organize and develop artistic ideas and work.
VA:Cr2.1.IIa	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. Refine and complete artistic work.
VA:Cr2.2.IIa	Demonstrate awareness of ethical implications of making and distributing creative work.
VA:Cr2.3.IIa	Redesign an object, system, place, or design in response to contemporary issues. Select, analyze, and interpret artistic work for presentation.
VA:Cr3.1.IIa	Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision. Develop and refine artistic techniques and work for presentation.

2. Presenting

VA:Pr4.1.IIa	Analyze, select, and critique personal artwork for a collection or portfolio presentation.
VA:Pr5.1.IIa	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place. Perceive and analyze artistic work.

VA:Pr6.1.IIa	Make, explain, and justify connections between artists or artwork and social, cultural, and political history. Interpret intent and meaning in artistic work.
--------------	---

3. Responding

VA:Re.7.1.IIa	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. Apply criteria to evaluate artistic work.
---------------	---

VA:Re.7.2.IIa	Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
---------------	---

VA:Re8.1.IIa	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
--------------	--

VA:Re9.1.IIa	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
--------------	--

4. Connecting

VA:Cn10.1.IIa	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking. Synthesize and relate knowledge and personal experiences to make art
---------------	--

VA:Cn.11	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.
----------	---

The following course goals derive from the 2016 Connecticut Common Core Visual Arts Standards: GRADE 9-12
https://portal.ct.gov/-/media/sde/arts/ccl_visual_arts_standards.pdf

1. Media	Students will understand, select and apply media, techniques and processes.
-----------------	--

CCS.VA.9-12.1	Apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized.
----------------------	---

CCS.VA.9-12.1.b	Conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes.
-----------------	---

CCS.VA.9-12.1.c	Communicate ideas consistently at a high level of effectiveness in at least one visual arts medium.
-----------------	---

2. Elements and Principles CCS.VA.9-12.2	Students will understand and apply elements and organizational principles of art.
CCS.VA.9-12.2.a	Judge the effectiveness of different ways of using visual characteristics in conveying ideas.
CCS.VA.9-12.2.b	Apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems.
3. Content CCS.VA.9-12.3	Students will consider, select and apply a range of subject matter, symbols and ideas.
CCS.VA.9-12.3.a	Use, record and develop ideas for content over time.
CCS.VA.9-12.3.b	Use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning
4. History and Culture CCS.VA.9-12.4	Students will understand the visual arts in relation to history and cultures.
CCS.VA.9-12.4.a	Analyze and interpret artworks in terms of form, cultural and historical context, and purpose.
CCS.VA.9-12.4.b	Analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations and interpretations of meaning.
CCS.VA.9-12.4.c	Compare works of art to one another in terms of history, aesthetics and culture, justifying conclusions made in the analysis and using these conclusions to inform their own art making.
5. Analysis, Interpretation and Evaluation CCS.VA.9-12.5	Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.
CCS.VA.9-12.5.a	Research and analyze historic meaning and purpose in varied works of art.
CCS.VA.9-12.5.b	Reflect critically on various interpretations to better understand specific works of art.
CCS.VA.9-12.5.c	Defend personal interpretations using reasoned arguments.

CCS.VA.9-12.5.d Apply critical and aesthetic criteria for the purpose of improving their own works of art (e.g., technique, formal and expressive qualities, content).

6. Connections
CCS.VA.9-12.6 **Students will make connections between the visual arts, other disciplines and daily life.**

CCS.VA.9-12.6.a Analyze and compare characteristics of the visual arts within a particular historical period or style with ideas, issues or themes of that period or style.

CCS.VA.9-12.6.b Compare the process of creation used in the visual arts with the process of creation used in the other arts and non-arts disciplines.

CCS.VA.9-12.6.c Create and solve interdisciplinary problems using multimedia.

CCS.VA.9-12.6.d Apply visual arts knowledge and skills to solve problems relevant to a variety of careers.

COURSE ENDURING UNDERSTANDINGS

The following course enduring understandings derive from the 2014 National Core Arts Standards for Visual Arts.

Students will understand that...

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- People evaluate art based on various criteria.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

COURSE ESSENTIAL QUESTIONS

The following course essential questions derive from the 2014 National Core Arts Standards for Visual Arts.

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take creative risks?
- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists and designers determine whether a particular direction in their work is effective?
- How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment?
- Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?
- What responsibilities come with the freedom to create?
- How do artists and designers create works of art or design that effectively communicate?
- What role does persistence play in revising, refining, and developing work?

- How do life experiences influence the way you relate to art?
- What can we learn from our responses to art?
- How does knowing and using visual art vocabularies help us understand and interpret works of art?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
 - The essential artistic vocabulary and the elements and principles of art which aid in the act of visualization and implementation of their own ceramic work.
 - The stages of clay, the stages of throwing on the wheel and an intermediate level of ceramic vocabulary.
 - The wheel-throwing processes by which ceramic artists create/express themselves through sculpture and vessels.
 - How to implement the techniques involved in the design and implementation of ceramic artifacts, including 3-D rendering, glazing, surface work and firing.
 - How to clearly articulate and analyze ceramic artworks and develop an ability to criticize works of their own and those of other artists.
 - How to identify the similarities and differences between historical and contemporary ceramic artifacts.
 - How to identify the ethnic and cultural diversity in ceramic form and process world-wide.
- Students will be able to . . .
 - Form an appreciation of ceramics as a critical connection between art and life.
 - Form an appreciation of historical and contemporary wheel-thrown ceramics within the interconnected traditions of folk art, fine craft and fine art.
 - Demonstrate an increased familiarity with professional clay studio practices.
 - Apply an intermediate working knowledge of ceramic form and decoration involving wheel-thrown ceramic works.
 - Apply their knowledge of the elements and organizational principles of art to the clay making process.
 - Form an increased confidence in creative visualization, self-expression and personal artistic style in a visual art.
 - Create multiple wheel-thrown clay artifacts that visually convey the student's unique artistic style and expression.
 - Critique theirs and other's clay work, while being able to maturely take constructive criticism.

COURSE SYLLABUS

Course Name

Intermediate Ceramics

Level

Intermediate

Prerequisites

Successful completion of Beginning Ceramics

General Description of the Course

Beginning Ceramics is a .5 credit, half year course. Intermediate ceramics is designed for artistically inquisitive students who like to work with their hands and are interested in further developing skills on the potter's wheel. Students work primarily with lowfire white earthenware clay. Intermediate Ceramics is intended to build upon previous knowledge and experiences from the Beginning Ceramics course, and prepare the intermediate Pottery student for the rigor of Advanced Pottery. Ceramics classes are designed to provide a culture of learning and creative discovery for all students. The primary emphasis is intermediate-level competence in hands-on studio work. Initially, students will build upon previous knowledge while investigating several different throwing techniques increasing in complexity of technique. Students will delve into the aesthetics of the potter's wheel. Intermediate Pottery students will not be limited to the mechanical movement and precision of the wheel. Students will have the opportunity to break out of the round, symmetrical cylinder in a loosening of process through (but not limited to) impressing, paddling, and faceting.

Technical and creative skills are honed as the semester progresses. Students will learn to consciously design original and innovative clay pieces, keeping in mind practical utility versus expressive qualities. Students will continue to enhance their ability to convey non-verbal ideas and emotions through their clay work, forming a conversation with those who interact with the artist and artifact. Intermediate Ceramics will continue to explore cultural, historic and contemporary wheel-thrown forms as they relate to specific assignments.

Students can expect to acquire the ability to create an array of functional and decorative forms. Teapots, Casseroles, Birdbaths and pitchers are a few of the forms, which will be addressed.

Assured Assessments

Formative Assessments:

- Observation of student techniques involved in the act of wheel- throwing.
- Question student work offering verbal feedback and constructive criticism.
- Provide one-on-one instruction offering guidance and suggestions.

Summative Assessments:

-
- Rubric for the assessment of implementation of intermediate wheel techniques.
- Trumbull High School Pottery Rubric

Criteria	4 - Exceeds Expectations	3 - Meets Expectations	2 - Approaching Expectations	1 - Needs Improvement
1. Technical Skill & Construction	Excellent understanding of wheel techniques; structurally sound & well-executed.	Good technique; form is stable and construction is mostly solid.	Some technical flaws; piece may have minor instability or imperfections.	Poor technique; structurally unsound or incomplete.
2. Craftsmanship	Very clean, well-finished, smooth edges, consistent thickness.	Mostly neat, some rough spots or inconsistencies.	Noticeable flaws in surface treatment or construction.	Sloppy or rushed appearance; lacks attention to detail.
3. Creativity & Originality	Highly creative and unique; shows strong personal voice or innovative approach.	Original idea; demonstrates effort to be creative.	Some creativity, but relies heavily on common ideas or templates.	Lacks originality; copied, uninspired, or unfinished concept.
4. Surface Treatment & Glazing	Glaze applied skillfully; enhances form; no glazing errors.	Good glaze application; minor flaws that don't distract.	Uneven, patchy, or poorly matched glaze colors.	Glaze is missing, chipped, or distracts from the form.
5. Functionality (if applicable)	Fully functional (if required); well-designed and usable.	Functional with minor usability concerns.	Some functional issues; design not fully considered.	Not functional or poorly planned (e.g., cup doesn't hold liquid).
6. Effort & Work Ethic	Consistent use of class time; went above and beyond project expectations.	Used time well; completed project thoroughly.	Occasional off-task behavior; could've put in more effort.	Did not use time effectively; minimal effort shown.

UNIT 1

Warm Up and Begin Creating Original Forms

Standards

At the completion of this unit, students will:

VA:Cr2.1.Ia Engage in making a work of art or design without having a preconceived plan.

VA:Cr2.2.Ia Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

Unit Goals

At the completion of this unit, students will familiarize themselves with the creation of original forms which are inspired by personal interests and experiences.

Unit Essential Questions

How does the revisiting/re-learning of throwing technique help me to express myself more effectively? How do ceramic artists become creatively original, able to design, create, and convey visual personal ideas?

What is a well-designed and created ceramic vessel and what importance does it play in conveying the idea of the maker? How do the components of the design translate from idea to object? How does one create a distilled and resolved vessel? How do I use clay and equipment to actualize my idea? By understanding the techniques of throwing and glazing, how do I use those skills to create an effectual piece?

Key Vocabulary:

- Centering
- Opening
- Pulling
- Incising
- Faceting
- Carving
- Safety
- Maintenance

Unit Scope and Sequence

Intermediate wheel-throwing techniques.

Clay-state management and appendage function considerations.

Formal and functional relationships within a given piece.

Glaze application, pattern usage and firing techniques.

Creating pieces that continue to develop personal ideas as they relate to clay.

Unit 1 Assured Assessments

On a daily basis, students interact in a group. Students are given daily individual feedback on their progress in learning. Students are given hands-on class activities, homework, and written assignments. Students keep a current clay notebook consisting of the unit's vocabulary, and performance tasks are tracked for each student.

Instructional Strategies:

Teaching through a combination of shared artifacts from an array of time periods

Demonstrations of ceramics-making techniques.

Videos of various cultures and individual makers.

Technology Competency Standards

1. Creativity and Innovation – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students:

Students will create original works as a means of personal or group expression.

Students will use models and simulations to explore complex systems and issues.

Critical Thinking, Problem Solving, and Decision Making – Students use critical thinking skills to plan and conduct research, manage products, solve problems, and make informed decisions using appropriate digital tools and resources.

Students: a. identify and define authentic problems and significant questions for investigation. b. plan and manage activities to develop a solution or complete a project. c. collect and analyze data to analyze solutions and/or make informed decisions. d. use multiple processes and diverse perspectives to explore alternative solutions.

Digital Citizenship – Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Students: a. advocate and practice safe, legal, and responsible use of information and technology. b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. c. demonstrate personal responsibility for lifelong learning. d. exhibit leadership for digital citizenship Assured Learner Experiences and Suggested Learner Activities. Each student produces a series increasing in complexity of technique, from revisiting familiar ideas to exploring new ones.

UNIT 2

Exploring Creating original forms

Standards at the completion of this unit, students will:

- VA:Cr2.1.Ia Engage in making a work of art or design without having a preconceived plan.
- VA:Cr2.2.Ia Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
- VA:Cr2.3.Ia Collaboratively develops a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
- VA:Cr3.1.Ia Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.**
- VA:Pr5.1.Ia Analyze and evaluate the reasons and ways an exhibition is presented.
- VA:Re7.2.Ia Analyze how one's understanding of the world is affected by experiencing visual imagery.
- VA:Re9.1.Ia Establish relevant criteria in order to evaluate a work of art or collection of works.

Vocabulary:

- Reflection
- Discovery
- Development
- Execution
- Imagery
- Form
- Technique

Unit 2 Goals

Students will investigate their own interpretations of various complex forms and surfaces. Repetition and practice will inform the development of their style and technique on the wheel.

Unit 2 Essential Questions

How does proper technique aid in the making of original wheel thrown forms?

What role does my understanding of the ability to manipulate clay on the potter's wheel play in my confidence that I will be able to create forms of my own design?

How is possessing an ability to unconsciously manipulate clay to its desired form critical to the ability to be creative in the making process?

How does one evaluate a well-crafted form?

What is the purpose of continuity of form?

How do your chosen influences relate to one another?

Unit 2 Scope and Sequence

Learning to comfortably manipulate clay and allow creativity and discovery to reside in one's work.

Identifying the subtleties in how various parts of a vessel (foot, belly, body, shoulder, and lip) relate.

Observing and creating original forms and understanding the relationships that define the particular work.

Developing mastery with the process of throwing clay on the potter's wheel

Instructional Strategies: Through technology in the form of computer searches, video presentations, image slideshows, and sound recordings, students will differentiate among techniques and styles of various time periods, cultures, and artists. Through looking at and touching artifacts, students will gain an understanding of the aesthetic qualities of kinesthetic/functional features of ceramic vessels.

Through experience, students will hone their skill and appreciation for the art of pottery making. Guide students through the process of enhancing their skills and developing their ideas. Students will confidently pursue unique functional forms.

Unit 2 Assured Assessments

On a daily basis, students interact in a group. Students are given daily individual feedback on their progress in learning. Students are given hands-on class activities, homework, and written assignments. Students keep a current clay notebook consisting of the unit's vocabulary, and performance tasks are tracked for each student.

Technology Competency Standards

1. Creativity and Innovation –

Students:

Students will demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students will create original works as a means of personal or group expression.

Students will use models and simulations to explore complex systems and issues.

Critical Thinking, Problem Solving, and Decision Making–

Students use critical thinking skills to plan and conduct research, manage products, solve problems, and make informed decisions using appropriate digital tools and resources.

Students:

a. identify and define authentic problems and significant questions for investigation.

b. plan and manage activities to develop a solution or complete a project.

c. collect and analyze data to identify solutions and/or make informed decisions.

d. use multiple processes and diverse perspectives to explore alternative solutions.

Digital Citizenship – Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Students:

a. advocate and practice safe, legal, and responsible use of information and technology.

b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

c. demonstrate personal responsibility for lifelong learning.

d. exhibit leadership for digital citizenship.

Time Allotment 5 weeks

UNIT 3: Original Design/Implementation

Unit 3 Goals

Students will develop a personal style of the vessel, including an array of 12 or more forms; from birdbath to planter, teapot to pitcher.

Unit 3 Essential Questions

Why is a balance between idea, form and function so important to functional pottery?

What are the major visual tools used by potters?

What does a unique artwork involve?

How does an understanding of the relationship of form and proportion affect the voice of a piece?

What is the effect of the artwork's meaning when considering form, surface, and color on a completed piece?

Unit 3 Assured Assessments

On a regular basis, teachers will give one-on-one feedback and instruction to students. Class activities, written quizzes, and performance tasks for each vessel of study in this unit.

Students will complete a cumulative final exam for all three units.

Time Allotment/Pacing Guide 10 weeks

Unit 3 Scope and Sequence

The execution of original visual variable choices within multiple series of vessels. Students will focus on creating their own visual artistic language throughout their semester-long exploration.

Performance Standards

At the completion of this unit, students will:

VA:Cr3.1.Ia Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

VA:Pr4.1.Ia Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

VA:Pr5.1.Ia Analyze and evaluate the reasons and ways an exhibition is presented.

VA:Re7.1.Ia Hypothesize ways in which art influences perception and understanding of human experiences.

VA:Re7.2.Ia Analyze how one's understanding of the world is affected by experiencing visual imagery.

VA:Re8.1.Ia Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

VA:Re9.1.Ia Establish relevant criteria in order to evaluate a work of art or collection of works.

VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas.

VA:Cn11.1.Ia Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Vocabulary:

- Critique
- Presentation
- Theme
- Variation
- Connections

Assured Learner Experiences and Suggested Learner Activities:

Each student responds to demonstrations, artifacts, videos, and articles to design and create original ceramics products, demonstrating artistic voice within the ceramics world.

Time Allotment: 10 Weeks

CREDIT

.5 half credit

PREREQUISITES

.5 credits

Grades 9, 10, and 11 English

CURRENT REFERENCES**Texts**

- *Contemporary Studio Porcelain*. Peter Lane. Philadelphia: U of PA Press, 2003.
- *A Potter's Book*, Bernard Leach. London: Faber, 1988.
- *Wood-Fired Stoneware and Porcelain*. Jack Troy. Southborough, MA: Chilton, 1995.
- *New Ceramic Design*. Edmund De Wall. Madison, WI: Guild Publishing, 1997.
- Tourtillott, Suzanne J. *500 Cups, Ceramic Explorations of Utility & Grace*. Asheville, NC: Lark Books, 2005.
- *The Unknown Craftsman*. Soetsu Yanagi. Kodansha International. Tokyo, Japan.

TPS Vision of the Graduate Rubric

Skill Rubric: **Communication Gr 9-12** (rev. 2024)

(Note: VOG Rubrics may revised by the district committee as needed)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PURPOSE Expresses ideas in alignment with the intended purpose.	Limited demonstration of understanding. Purpose is not identified and/or not fully articulated. Does not or partially expresses ideas in alignment with purpose.	Purpose is identified and articulated but may be occasionally unclear. Expresses ideas with purpose.	Purpose is identified and clearly articulated and enhanced. Clearly expresses ideas in alignment with the intended purpose. Makes connections beyond the intended purpose.	
AUDIENCE Demonstrates an awareness of the intended audience.	Demonstrates little to no awareness of the audience. Language and content is inappropriate and/or ineffective for the audience.	Demonstrates an awareness of the audience. Language and content is appropriate and helps the audience understand the topic/position.	Clearly and consistently demonstrates a complete awareness of the intended audience by connecting to the audience and adjusting as needed. Engages with and responds to the intended audience in a developmentally appropriate manner. Language and content is appropriate and precise which helps the intended audience further understand the topic/position.	
ORGANIZATION Organizes and supports ideas in alignment with the intended purpose.	The organizational structure is not and/or minimally effective for the purpose. The topic/position is not focused and/or minimally supported by details.	Effective organizational structure supports the purpose. The topic/position is focused, well thought out, and supported by accurate and effective details.	Clearly expresses ideas in alignment with the intended purpose. Purpose is clearly identified and connections are made beyond the intended purpose. Substantive and accurate details support and extend the topic/position with exceptional development, specificity, and depth.	
LISTENING Receives and responds to ideas in alignment with the intended purpose.	Limited to no ability to listen to others. Unable to ask relevant questions. Can not paraphrase/restate the message.	Listens to, evaluates, and responds to others. Asks relevant questions. Demonstrates understanding by accurately paraphrasing/restating the message.	Actively listens to, evaluates and responds to others. Asks relevant questions that indicate an interest to learn more and understand further. Demonstrates understanding by accurately paraphrasing/ restating the message and expanding upon the ideas presented.	
SCORING	Beginning: 4 - 6	Meets: 7 - 9 GOAL	Exceeds: 10 - 12	/ 12

TPS Growth Mindset Grades 9-12 (rev 2024)

(Note: VOG Feedback Forms may revised as the district committee as needed)

VISION OF A GRADUATE GRADES 9-12

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

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

OTHER RESOURCES

Texts

Contemporary Studio Porcelain. Peter Lane. Philadelphia: U of PA Press, 2003. A Potter's Book, Bernard Leach. London: Faber, 1988. Wood-Fired Stoneware and Porcelain. Jack Troy. Southborough, MA: Chilton, 1995. New Ceramic Design. Edmund De Wall. Madison, WI: Guild Publishing, 1997. 500 Cups. Tom Coleman. Lark Books. New York, NY. The Unknown Craftsman. Soetsu Yanagi. Kodansha International. Tokyo, Japan.

Units

Consider, as you're progressing through the Units, that ultimately all Course Goals, Course Enduring Understandings, Course Essential Questions, and Course Knowledge & Skills should be encompassed by the time all Units have elapsed.

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Piano 2 Curriculum
Grades 9-12

2026

Curriculum Writing Team

Joshua Murphy

Vincent DiScala

Susan C. Iwanicki, Ed.D.

K-12 Music Team Leader, Trumbull High School

Wellness and Fine Arts Department Chair

Assistant Superintendent

Piano 2
Grades 9-12
Table of Contents

Core Values and Beliefs	3
Introduction & Philosophy	3
Course Goals	4
Course Enduring Understandings	7
Course Essential Questions	7
Course Knowledge & Skills	8
Course Syllabus	9
Unit 1: Intermediate Music Literacy and Skill Review	10
Unit 2: Intermediate/Advanced Playing and Performance	13
Course Credit	16
Prerequisites	16
Current References	16
Assured Student Performance Rubrics	17
Vision of the Graduate Rubrics	20

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

CORE VALUES AND BELIEFS

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

We believe:

- Music is an inextricable part of the human experience, and every individual is inherently musical.
- Every student should be assured a high-quality course of music instruction, taught by qualified music educators.
- Music is a pillar of cultural heritage and a means for interdisciplinary learning.
- Music is an essential, core subject, and providing a musical education is a necessary part of educating the whole child. Therefore, every student should be offered opportunities to perform, create, respond, and connect musically.
- Learning music gives students a mode of artistic expression, a sense of music appreciation, and the tools needed for becoming lifelong musical learners.
- All individuals should have the high-quality resources and facilities necessary to achieve success within a challenging curriculum.

INTRODUCTION & PHILOSOPHY

Piano 2 provides students with individualized training in intermediate to advanced piano technique, musical notation, history, and culture. This course is designed to develop skills both individually and in small groups. Students will have the opportunity to explore repertoire from different cultures and historical periods as they learn advanced levels of note reading and performance technique.. Students will also learn about influential musicians from the past and present who have contributed to the development of the instrument. Students should have completed Introduction to Piano, prior piano experience, or have been granted instructor approval to enroll.

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

COURSE GOALS

Vision of the Graduate:

The Piano 2 course purposefully integrates the core competencies in the Trumbull Public Schools' Vision of the Graduate (VOG). These competencies are not treated as abstract ideals, but as real, observable behaviors and mindsets that students cultivate through piano playing, problem solving, and critical thinking.

VOG Competency	How It Is Embedded in the Course
Communication	Students communicate through attention to notation and serves as a starting point for a dialogue for how to best leverage expressive intent.
Self-Efficacy	Students are tasked with preparing musical pieces and works independently, a performance based assessment dependent on self-discipline and work ethic. Students are also encouraged to advocate to perform and assess with music that is relevant to their interests
Critical Thinking & Problem Solving	Comparing and contrasting performances. Students are asked to discuss and provide evidence for the technical, artistic, and cultural relevancies that informed each performance.
Collaboration	Music is a collaborative artform by nature. Students engage in this daily. Collaboration always occurs between composer, arranger, and performer as well as peer collaboration when relevant.
Growth Mindset	Musicians set a goal to perform and achieve qualities of a musical work, and work to move towards those goals each day.
Innovation	Students are tasked with creating new and unique arrangements of musical pieces and embellishing works within their repertoire.
Emotional Intelligence	Students will reflect on how elements of the artform convey or solicit emotional responses and how those connections are formed.
Integrity	Students are tasked with preparing musical pieces and works independently, a performance based assessment dependent on self-discipline and work ethic.

Additionally, the following course goals are further derived from the 2014 National Core Arts Standards - Music.

MU:Pr4.1.H.IIa	Performing/Select: Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
MU:Pr6.1.H.Ia	Perform/Present: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, down-up strumming, and Travis picking), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).
MU:Pr4.2.H.IIa	Performing/Analyze: Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles
MU:Pr4.3.H.IIa	Performing/Interpret: Explain in interpretations the context (social, cultural, and historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
MU:Pr5.1.H.IIa	Performing/Rehearse, Evaluate, and Refine: Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.
MU:Pr6.1.H.IIa	Performing/Present: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).
MU:Re7.1.H.IIa	Responding/Select: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.

MU:Re7.2.H.IIa	Responding/Analyze: Explain how the analysis of the structures and context (social, cultural, and historical) of contrasting musical selections inform the response..
MU:Re8.1.H.IIa	Responding/Interpret: Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and varied researched sources.
MU:Re9.1.H.IIa	Responding/Evaluate: Apply personally-developed and established criteria based on research, personal preference, analysis, interpretation, expressive intent, and musical qualities to evaluate contrasting individual and small group musical selections for listening
MU:Cn10.0.H.IIa	Connecting (synthesis; personal/individual): Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.
MU:Cn11.0.T.IIa	Connecting (relating): Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

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

COURSE ESSENTIAL QUESTIONS

- How do we judge the quality of Musical Performances?
- When is creative work ready to share?
- How do individuals choose music to experience?
- How does understanding the structure and context of musical works inform performance?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?

- How do context and the manner in which musical work is presented influence audience response?
- How do we discern the musical creators' and performers' expressive intent?
- How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

COURSE KNOWLEDGE & SKILLS

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

COURSE SYLLABUS

Course Name

Piano 2

Level

ACP

Prerequisites

Completion of Piano 1, Prior piano experience, or instructor approval.

General Description of the Course

Piano 2 provides students with individualized training in intermediate piano technique, musical notation, history, and culture. This course is designed to develop skills both individually and in small groups. Students will have the opportunity to explore repertoire from different cultures and historical periods as they learn the basics of note reading and performance technique. A command of the basic elements of music is developed through exercises in composing and arranging. Students will also learn about influential musicians from the past and present who have contributed to the development of the instrument. Students should have completed Introduction to Piano, have prior playing experience, or be granted instructor approval to enroll.

Assured Assessments

Formative Assessments:

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

Summative Assessments:

- Class Performances
- Playing Assessments
- Final Examination

Supplemental Texts

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

UNIT 1

Intermediate Music Literacy and Piano Skill Review

Unit Goals

At the completion of this unit, students will:

MU:Pr4.1.H.IIa	Performing/Select: Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
MU:Pr6.1.H.Ia	Perform/Present: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, down-up strumming, and Travis picking), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).
MU:Pr4.2.H.IIa	Performing/Analyze: Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles
MU:Pr4.3.H.IIa	Performing/Interpret: Explain in interpretations the context (social, cultural, and historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
MU:Pr5.1.H.IIa	Performing/Rehearse, Evaluate, and Refine: Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.
MU:Pr6.1.H.IIa	Performing/Present: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

MU:Re7.1.H.IIa

Responding/Select: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.

MU:Re7.2.H.IIa

Responding/Analyze: Explain how the analysis of the structures and context (social, cultural, and historical) of contrasting musical selections inform the response..

Unit Essential Questions

- How do we judge the quality of Musical Performances?
- When is creative work ready to share?
- How do individuals choose music to experience?
- How does understanding the structure and context of musical works inform performance?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?
- How do context and the manner in which musical work is presented influence audience response?
- How do we discern the musical creators' and performers' expressive intent?
- How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Unit Scope and Sequence

- Note Reading
- Rhythm Reading
- Time Signature Identification
- Key Signature Identification
- Intermediate Harmonic Progressions
- Practicing music appropriate to the individual
- Listening to model recordings and related works
- Various Styles and Melodies from different stylistic and cultural backgrounds
- Personal Reflection
- Major, Minor, and Dominant Chord Structures
- Major Scale Hand Positions
- Moving across Multiple Octaves on the Piano
- Practice expectations and etiquette, procedures, practice habits

Key Vocabulary:

- Major and Minor Scales

- Major and Minor Triads
- Accompaniment
- Hand Position/Grips
- Octave
- Key Signature

Unit Assured Assessments

Formative Assessments:

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

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

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

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

Summative Assessments:

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

Resources

Core

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

Supplemental

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

Time Allotment

- Approximately 4-6 Weeks and ongoing throughout the semester

UNIT 2

Intermediate/Advanced Playing and Performance

Unit Goals

At the completion of this unit, students will:

- MU:Pr4.1.H.IIa** **Performing/Select: Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.**
- MU:Pr6.1.H.Ia** **Perform/Present:** Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, down-up strumming, and Travis picking), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).
- MU:Pr4.2.H.IIa** **Performing/Analyze:** Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles
- MU:Pr4.3.H.IIa** **Performing/Interpret:** Explain in interpretations the context (social, cultural, and historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
- MU:Pr5.1.H.IIa** **Performing/Rehearse, Evaluate, and Refine:** Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.
- MU:Pr6.1.H.IIa** **Performing/Present: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).**

- MU:Re7.1.H.IIa **Responding/Select:** Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
- MU:Re7.2.H.IIa **Responding/Analyze:** Explain how the analysis of the structures and context (social, cultural, and historical) of contrasting musical selections inform the response..

Unit Essential Questions

- How do we judge the quality of Musical Performances?
- When is creative work ready to share?
- How do individuals choose music to experience?
- How does understanding the structure and context of musical works inform performance?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?
- How do context and the manner in which musical work is presented influence audience response?
- How do we discern the musical creators' and performers' expressive intent?
- How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Unit Scope and Sequence

- Intermediate Harmonic Progressions and accompaniment
- 12-Bar Blues Form
- Practicing music appropriate to the individual
- Listening to model recordings and related works
- Solo and Duet works for Piano of various genres
- Personal Reflection
- Major, Minor, Diminished, Dominant, and Augmented Triad and Chord Structures
- Practice expectations and etiquette, procedures, and habits
- Listening to model recordings and related works
- Practice expectations and etiquette
- Various Styles and Melodies from different stylistic and cultural backgrounds
- Expressive Dynamics ranging from piano to forte
- Expressive and stylistically appropriate Accents and Articulations
- Reading and demonstrating complex rhythms up to and including 16th notes, triplets, and rests.

Key Vocabulary:

- Musical Form
- Stylistic Expression
- Major, Minor, Diminished, Dominant, Augmented Triads
- Duet
- Harmonic Progression

Unit Assured Assessments**Formative Assessments:**

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

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

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

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

Summative Assessments:

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

ResourcesCore

- Piano Sheet Music

Supplemental

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

Time Allotment

- Approximately 8-10 Weeks

CREDIT

One half credit in the Arts
One period for one semester

PREREQUISITES

Completion of Introduction to Piano, Prior piano experience, or instructor approval.

CURRENT REFERENCES

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

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric
- Piano 2 Participation Rubric
- CMEA High School Scales Rubric
- CMEA High School Solo Rubric
- Trumbull Schools Vision of the Graduate Rubric

Trumbull High School School-Wide Writing Rubric

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

Trumbull High School School-Wide Independent Learning and Thinking Rubric

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

Piano 2 Participation Rubric

5

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

4

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

3

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

2

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

1

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

VISION OF A GRADUATE - GRADES 9-12

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

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

TPS Vision of the Graduate Rubric

Skill Rubric: **Collaboration Gr 9-12** (rev. 2024)

(Note: VOG Rubrics may revised by the district committee as needed)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PLANNING Works effectively with and is receptive to the ideas/contributions of group members.	Does not or lacks a discussion on the strengths of each group member. Does not define group roles.	Assigns roles and defines contributions of those in the group. Suggests ways the group can approach the task.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group. Plans the approach to the task and anticipates challenges and resolutions.	
COMMUNICATION Thinks with the group and acknowledges multiple perspectives.	Does not or rarely listens to the thinking of the group. Provides little to no feedback.	Utilizes the thinking of the group in order to work toward the completion of the task. Provides feedback.	Synthesizes and expresses the multiple perspectives of the group in order to complete the task. Provides feedback that improves the quality of the task.	
CONTRIBUTION Works with others to complete a task and shares the credit.	Little or no contribution to the task.	Shares work, reviews others' contributions and offers general feedback.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task.	
REFLECTION Monitors individual and collective contributions of each group member throughout the completion of the task.	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual contributions to the task.	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	

SCORING

Beginning: 4 - 6

Meets: 7 - 9 **GOAL**

Exceeds: 10 - 12

___ / 12

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

UConn ECE Popular Music & Diversity in American Society Grades 10-12

2026

Curriculum Writing Team

Joshua Murphy

Vincent DiScala

Susan C. Iwanicki, Ed.D.

K-12 Music Team Leader, Trumbull High School

Wellness and Fine Arts Department Chair

Assistant Superintendent

UConn ECE Popular Music & Diversity in American Society

Grades 10-12

Table of Contents

Core Values and Beliefs	3
Introduction & Philosophy	3
Course Goals	4
Course Enduring Understandings	6
Course Essential Questions	7
Course Knowledge & Skills	7
Course Syllabus	8
Unit 1: Introduction and Music from 1900-1959	9
Unit 2: Music from 1960-1979	11
Unit 3: Music from 1980-1999	14
Unit 4: Music from 2000 – Today	17
Course Credit	19
Prerequisites	19
Current References	19
Assured Student Performance Rubrics	19
Vision of the Graduate Rubrics	21

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

CORE VALUES AND BELIEFS

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

We believe:

- Music is an inextricable part of the human experience, and every individual is inherently musical.
- Every student should be assured a high-quality course of music instruction, taught by qualified music educators.
- Music is a pillar of cultural heritage and a means for interdisciplinary learning.
- Music is an essential, core subject, and providing a musical education is a necessary part of educating the whole child. Therefore, every student should be offered opportunities to perform, create, respond, and connect musically.
- Learning music gives students a mode of artistic expression, a sense of music appreciation, and the tools needed for becoming lifelong musical learners.
- All individuals should have the high-quality resources and facilities necessary to achieve success within a challenging curriculum.

INTRODUCTION & PHILOSOPHY

Piano 2 provides students with individualized training in intermediate to advanced piano technique, musical notation, history, and culture. This course is designed to develop skills both individually and in small groups. Students will have the opportunity to explore repertoire from different cultures and historical periods as they learn advanced levels of note reading and performance technique.. Students will also learn about influential musicians from the past and present who have contributed to the development of the instrument. Students should have completed Introduction to Piano, prior piano experience, or have been granted instructor approval to enroll.

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

COURSE GOALS

The UConn ECE Popular Music & Diversity in American Society course purposefully integrates the eight core competencies outlined in Trumbull Public Schools' Vision of the Graduate. These competencies are not treated as abstract ideals, but as real, observable behaviors and mindsets that students cultivate throughout the course as follows:

VOG Competency	How It Is Embedded in the Course
Communication	Students regularly articulate ideas through one-page reaction papers, written assessments, short analyses of musical listenings, class discussions, and participation. They use appropriate musical vocabulary to discuss styles, contexts, and meanings. The culminating projects (annotated playlists or podcasts) require students to clearly explain song significance, historical/cultural context, and personal relevance in written and/or spoken form.
Self-Efficacy	Built through independent work on reflections, analyses, and culminating projects where students connect course content to their own lives and identities. Students develop confidence by mastering musical vocabulary, listening skills, and interpretive abilities. The emphasis on personal choice in music selection, lifelong learning, and creating personal playlists/podcasts reinforces belief in their own musical and cultural voice.
Critical Thinking & Problem Solving	Central to the entire course. Students analyze musical structures, evaluate works using research and criteria, interpret expressive intent, and connect popular music to broader social, political, historical, and cultural contexts. Unit tests, listening analyses, reaction papers, and discussions require critical evaluation of how music reflects and influences American society, race, gender, class, and politics.
Collaboration	Supported through daily class discussions, respectful listening to peers (as outlined in the ECE Pop Music Participation Rubric), and collaborative development of evaluation criteria. Group dialogue around readings, listenings, and shared interpretations fosters teamwork. While projects are often individual, the classroom culture emphasizes collective exploration of ideas.
Growth Mindset	Embedded in the enduring understandings: openness to new ideas, persistence, refining work through feedback, and embracing new musical/cultural contexts. Students engage in ongoing reflections on readings and listenings, respond to instructor feedback, and explore evolving music history across decades, encouraging adaptability and continuous learning.

VOG Competency	How It Is Embedded in the Course
Innovation	Encouraged through creative culminating projects: students design annotated playlists or podcasts that synthesize historical knowledge with personal or protest-oriented musical choices. They make original connections between past and present music, multiple identities, and contemporary issues, demonstrating creative synthesis and innovative expression.
Emotional Intelligence	Deeply integrated via the study of music as a symbol of identity (race, ethnicity, gender, class, generation). Students explore emotional and expressive intent in music, examine diversity and cultural heritage, and develop empathy by understanding varied American traditions (African American, European American, Latin American) and their social/political contexts.
Integrity	Reflected in the emphasis on ethical conduct, honest analysis of sources, respectful dialogue, and accurate representation of historical and cultural contexts (including racial politics). The participation rubric rewards respectful listening and appropriate behavior, while the course promotes responsible engagement with diverse perspectives and truthful interpretation of music's role in society.

Additional core Course Goals are further derived from the following the 2014 National Core Arts Standards - Music:

MU:Re7.1.E.IIa	Respond/Select: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
MU:Re7.2.E.IIa	Respond/Analyze: Explain how the analysis of structures and contexts inform the response to music.
MU:Re8.1.E.IIa	Respond/Interpret: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.

MU:Re9.1.E.IIa

Respond/Evaluate: Evaluate works and performances based on research as well as personally- and collaboratively developed criteria, including analysis and interpretation of the structure and context.

MU:Cn10.0.H.IIa

Connecting (Synthesis): Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.T.IIa

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

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

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

COURSE ESSENTIAL QUESTIONS

- How do we judge the quality of Musical Performances?
- How do individuals choose music to experience?
- How does understanding the structure and context of musical works inform performance?
- How does understanding the structure and context of the music influence a response?
- How do we discern the musical creators' and performers' expressive intent?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

COURSE KNOWLEDGE & SKILLS

- Students will be able to . . .
 - Discuss popular music using appropriate musical vocabulary
 - Identify major styles of popular music by ear
 - Situate specific trends within the larger context of American popular music
 - Connect the sound and style of popular music to American Culture and politics
 - Discuss the impact of social, political, and technological changes on popular music

COURSE SYLLABUS

Course Name

Uconn ECE Popular Music and Diversity in American Society

Level

Honors

Prerequisites

None

General Description of the Course

This course examines American popular music within its historical and social context, primarily throughout the 20th century. It will encourage you to think critically and creatively about popular music in relation to topics of diversity. We will study significant styles of American popular music, with a focus on select songs that exemplify their respective genres, and explore several recurring themes throughout the course: the role of popular music as a symbol of identity (race, ethnicity, gender, social class, generation, etc.) The interaction of European American, African American, and Latin American traditions the influence of mass media and technology (printing, recording, radio, video, internet)

Assured Assessments

Formative Assessments:

- Written Assessments
- Class Participation
- Performance Reflections
- Reading Reflections
- Professional Musician Review

Summative Assessments:

- Written Assignments
- Annotated Playlist or Podcast Project
- Midterm Exam
- Final Exam

Supplemental Texts

Larry Starr & Christopher Waterman, *American Popular Music: From Minstrelsy to MP3*, 5th ed. (Oxford University Press, 2017). ISBN 9780190632991.

UNIT 1
Introduction and Popular Music from 1900-1959

Unit Goals

At the completion of this unit, students will:

MU:Re7.1.E.IIa	Respond/Select: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
MU:Re7.2.E.IIa	Respond/Analyze: Explain how the analysis of structures and contexts inform the response to music.
MU:Re8.1.E.IIa	Respond/Interpret: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.
MU:Re9.1.E.IIa	Respond/Evaluate: Evaluate works and performances based on research as well as personally- and collaboratively developed criteria, including analysis and interpretation of the structure and context.
MU:Cn10.0.H.IIa	Connecting (Synthesis): Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU:Cn11.0.T.IIa	Connecting (Relating): Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Unit 1 Vocabulary:

- Elements of music
- Musical identity
- Diversity in music
- Blues

- Hillbilly music
- Jazz
- Swing
- Rock 'n' roll
- Cultural context
- Expressive intent
- Racial Politics

Unit Essential Questions

- How do we judge the quality of Musical Performances?
- How do individuals choose music to experience?
- How does understanding the structure and context of musical works inform performance?
- How does understanding the structure and context of the music influence a response?
- How do we discern the musical creators' and performers' expressive intent?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Unit Scope and Sequence

- Introduction: Music, identity, and diversity
- The elements of music
- 19th Century and early 20th Century roots (Starr & Waterman Chaps. 1-3)
- Popular song genres c. 1920-1945 (Starr & Waterman Chap. 4)
- Blues and hillbilly music in the 1920s (Starr & Waterman Chap. 5)
- *Racial politics and the rise of jazz* (Starr & Waterman Chap. 6)
- *The post-war decade 1946-1954* (Starr-Waterman Chap. 7)
- The rock 'n' roll explosion 1954-1959 (Starr-Waterman Chap. 8)

Unit Assured Assessments

Formative Assessments:

Students will write several one-page reaction papers on the readings and listenings.
 Students will prepare a short analysis on two to three listenings we do across the unit.
 Students will actively participate in discussions each day in class.
 Students will be assessed using sporadic quizzes throughout the unit.

Summative Assessments:

Students will take a unit test comprising all the information that has been discussed in this unit.
 This will consist of listening and written portions.

Resources

Core

- Textbook
- Access to Husky CT
- Music Streaming service

Time Allotment

Approximately 4 weeks

UNIT 2

Music from 1960-1979

Unit Goals

At the completion of this unit, students will:

MU:Re7.1.E.IIa	Respond/Select: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
MU:Re7.2.E.IIa	Respond/Analyze: Explain how the analysis of structures and contexts inform the response to music.
MU:Re8.1.E.IIa	Respond/Interpret: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.
MU:Re9.1.E.IIa	Respond/Evaluate: Evaluate works and performances based on research as well as personally- and collaboratively developed criteria, including analysis and interpretation of the structure and context.
MU:Cn10.0.H.IIa	Connecting (Synthesis): Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU:Cn11.0.T.IIa	Connecting (Relating): Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU:Re7.1.E.IIa	Respond/Select: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
MU:Re7.2.E.IIa	Respond/Analyze: Explain how the analysis of structures and contexts inform the response to music.

MU:Re8.1.E.IIa

Respond/Interpret: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.

MU:Re9.1.E.IIa

Respond/Evaluate: Evaluate works and performances based on research as well as personally- and collaboratively developed criteria, including analysis and interpretation of the structure and context.

Unit 2 Vocabulary:

- British Invasion
- Soul music
- Folk music
- Disco
- Punk
- Counterculture
- Protest music
- Genre fusion
- Social movements

Unit Essential Questions

- How do we judge the quality of Musical Performances?
- How do individuals choose music to experience?
- How does understanding the structure and context of musical works inform performance?
- How does understanding the structure and context of the music influence a response?
- How do we discern the musical creators' and performers' expressive intent?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Unit Scope and Sequence

- American Pop & the 'British Invasion' (Starr & Waterman Chap. 9) Soundtrack for a Revolution Film
- Country, Soul, and Folk in the 1960s (Starr & Waterman Chap. 10)
- Rock and Disco c. 1967-1978 (Starr & Waterman Chaps. 10-11)
- 'Outsider' genres in the 1970s: outlaws & punks (Starr & Waterman Chap. 12)

Unit Assured Assessments

Formative Assessments:

Students will write several one-page reaction papers on the readings and listenings

Students will prepare a short analysis on two to three listenings we do across the unit.

Students will actively participate in discussions each day in class.

Students will be assessed using sporadic quizzes throughout the unit.

Summative Assessments:

Students will take a unit test comprising all the information that has been discussed in this unit. This will consist of listening and written portions.

Resources

Core

- Textbook
- Access to Husky CT
- Music Streaming service.

Time Allotment

- Approximately 4 weeks

UNIT 3
Music from 1980-1999

Unit Goals

At the completion of this unit, students will:

MU:Re7.1.E.IIa	Respond/Select: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
MU:Re7.2.E.IIa	Respond/Analyze: Explain how the analysis of structures and contexts inform the response to music.
MU:Re8.1.E.IIa	Respond/Interpret: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.
MU:Re9.1.E.IIa	Respond/Evaluate: Evaluate works and performances based on research as well as personally- and collaboratively developed criteria, including analysis and interpretation of the structure and context.
MU:Cn10.0.H.IIa	Connecting (Synthesis): Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU:Cn11.0.T.IIa	Connecting (Relating): Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU:Re7.1.E.IIa	Respond/Select: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
MU:Re7.2.E.IIa	Respond/Analyze: Explain how the analysis of structures and contexts inform the response to music.
MU:Re8.1.E.IIa	Respond/Interpret: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.

MU:Re9.1.E.IIa

Respond/Evaluate: Evaluate works and performances based on research as well as personally- and collaboratively developed criteria, including analysis and interpretation of the structure and context.

Unit 3 Vocabulary:

- Hip-hop
- Alternative music
- Pop mainstream
- Gender and race in music
- Music video culture
- Commercialization
- Sampling
- Identity politics

Unit Essential Questions

- How do we judge the quality of Musical Performances?
- How do individuals choose music to experience?
- How does understanding the structure and context of musical works inform performance?
- How does understanding the structure and context of the music influence a response?
- How do we discern the musical creators' and performers' expressive intent?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Unit Scope and Sequence

- Gender, race, and the pop mainstream in the 1980s (Starr & Waterman Chap. 13)
- The 1990s: The rise of Hip-hop (Starr & Waterman Chap. 14)
- The 1990s cont.: 'Alternative' musics (Starr & Waterman Chap. 14)

Unit Assured Assessments**Formative Assessments:**

Students will write several one-page reaction papers on the readings and listenings

Students will prepare a short analysis on two to three listenings we do across the unit.

Students will actively participate in discussions each day in class.

Students will be assessed using sporadic quizzes throughout the unit.

Summative Assessments:

Students will take a unit test comprising all the information that has been discussed in this unit. This will consist of listening and written portions.

Students will prepare a culminating project where students will interview their parents or guardians and create a podcast or annotated playlist of music that was important to them growing up. This includes a discussion of the songs and their significance in their lives.

ResourcesCore

- Textbook
- Access to Husky CT
- Music Streaming service.

Time Allotment

- Approximately 4 weeks

UNIT 4

Music from 2000 - Today

Unit Goals

At the completion of this unit, students will:

MU:Re7.1.E.IIa	Respond/Select: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
MU:Re7.2.E.IIa	Respond/Analyze: Explain how the analysis of structures and contexts inform the response to music.
MU:Re8.1.E.IIa	Respond/Interpret: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.
MU:Re9.1.E.IIa	Respond/Evaluate: Evaluate works and performances based on research as well as personally- and collaboratively developed criteria, including analysis and interpretation of the structure and context.
MU:Cn10.0.H.IIa	Connecting (Synthesis): Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU:Cn11.0.T.IIa	Connecting (Relating): Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU:Re7.1.E.IIa	Respond/Select: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
MU:Re7.2.E.IIa	Respond/Analyze: Explain how the analysis of structures and contexts inform the response to music.
MU:Re8.1.E.IIa	Respond/Interpret: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music,

contexts, (when appropriate) the setting of the text, and varied researched sources.

MU:Re9.1.E.IIa

Respond/Evaluate: Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.

Unit 4 Vocabulary:

- Multiple identities
- Globalization of music
- Protest music
- Digital streaming
- Contemporary genres
- Personal soundtrack
- Cultural appropriation
- Music and activism

Unit Essential Questions

- How do we judge the quality of Musical Performances?
- How do individuals choose music to experience?
- How does understanding the structure and context of musical works inform performance?
- How does understanding the structure and context of the music influence a response?
- How do we discern the musical creators' and performers' expressive intent?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Unit Scope and Sequence

- Who are you/we now? Music and multiple identities from the local to the global (Starr & Waterman Chap. 15)
- Music of today

Unit Assured Assessments

Formative Assessments:

Students will write several one-page reaction papers on the readings and listenings

Students will prepare a short analysis on two to three listenings we do across the unit.

Students will actively participate in discussions each day in class.

Students will be assessed using sporadic quizzes throughout the unit.

Summative Assessments:

Students will take a unit test comprising all the information that has been discussed in this unit. This will consist of listening and written portions.

Students will prepare a culminating project where students create a podcast or annotated playlist of protest music that matters to them. This includes a discussion of the songs and their significance.

Resources

Core

- Textbook
- Access to Husky CT
- Music Streaming service.

Time Allotment

- Approximately 4 Weeks

CREDIT

One half credit in the Arts
One period for one semester

PREREQUISITES

No prior experience needed

CURRENT REFERENCES

- National Association for Music Education - *National Association for music EDUCATION (NAFME)*. NAFME. (2021, April 19). <https://nafme.org/>.
- National Core Arts Standards Website - *2014 music standards*. NAFME. (2021, April 1). <https://nafme.org/my-classroom/standards/core-music-standards/>.
- Larry Starr & Christopher Waterman, *American Popular Music: From Minstrelsy to MP3*, 5th ed. (Oxford University Press, 2017). ISBN 9780190632991.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric
- Piano 2 Participation Rubric
- CMEA High School Scales Rubric
- CMEA High School Solo Rubric
- Trumbull Schools Vision of the Graduate Rubric

Trumbull High School School-Wide Writing Rubric

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

Trumbull High School School-Wide Independent Learning and Thinking Rubric

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

ECE Pop Music Participation Rubric

5

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

4

- Arrives prepared to class with all materials
- Sometimes class guidelines
- Sometimes offers feedback during personal reflections and one to one instruction
- Respects and listens to others' ideas/opinions

3

- Rarely participates in class.
- Rarely responds to feedback during personal reflections and one to one instruction
- Sometimes distracted or inattentive

2

- Fails to participate in class
- Does not respond to other students' ideas
- Distracted or inattentive to others' ideas/opinions

1

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

Emotional Intelligence 9-12

PORTRAIT OF A GRADUATE **- GRADES 9-12**

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

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

TPS Vision of the Graduate Rubric
Skill Rubric: Collaboration Gr 9-12 (rev. 2024)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PLANNING Works effectively with and is receptive to the ideas/contributions of group members.	Does not or lacks a discussion on the strengths of each group member. Does not define group roles.	Assigns roles and defines contributions of those in the group. Suggests ways the group can approach the task.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group. Plans the approach to the task and anticipates challenges and resolutions.	
COMMUNICATION Thinks with the group and acknowledges multiple perspectives.	Does not or rarely listens to the thinking of the group. Provides little to no feedback.	Utilizes the thinking of the group in order to work toward the completion of the task. Provides feedback.	Synthesizes and expresses the multiple perspectives of the group in order to complete the task. Provides feedback that improves the quality of the task.	
CONTRIBUTION Works with others to complete a task and shares the credit.	Little or no contribution to the task.	Shares work, reviews others' contributions and offers general feedback.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task.	
REFLECTION Monitors individual and collective contributions of each group member throughout the completion of the task.	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual contributions to the task.	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	
SCORING	Beginning: 4 - 6	Meets: 7 - 9 GOAL	Exceeds: 10 - 12	<u> </u> / 12

(Note: VOG Rubrics may revised by the district committee as needed)

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Honors Wind Ensemble Curriculum
Grades 10-12

2026

Curriculum Writing Team

Joshua Murphy

Vincent DiScala

Susan C. Iwanicki, Ed.D.

K-12 Music Team Leader, Trumbull High School

Wellness and Fine Arts Department Chair

Assistant Superintendent

Honors Wind Ensemble

Grades 10-12

Table of Contents

Core Values and Beliefs	3
Introduction & Philosophy	3
Course Goals	4
Course Enduring Understandings	7
Course Essential Questions	8
Course Knowledge & Skills	8
Course Syllabus	9
Unit 1: CMEA Western Region Audition and Winter Concert Preparation	10
Unit 2: CMEA Western Region Audition and Winter Concert Performance	13
Unit 3: Spring Concert Preparation	16
Unit 4: Spring Concert and Student Recital Preparation	19
Course Credit	22
Prerequisites	22
Current References	22
Assured Student Performance Rubrics	22
Vision of the Graduate Rubrics	26

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

CORE VALUES AND BELIEFS

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

Approved 8/26/2011

We believe:

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

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

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

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

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

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

INTRODUCTION & PHILOSOPHY

Honors Wind Ensemble is an elective course offered by the Trumbull Public Schools Music Department. This is a full year course and could be a half year course depending on student schedule and need. Concert band meets three out of four days of the Trumbull High School class rotation. Students actively create, perform, and respond to music. Band students are expected to practice regularly, attend rehearsals, and participate in a number of performances. These performances may include concerts, music festivals/adjudication and other community performances.

The Honors Wind Ensemble is a traditional performing ensemble that is an important part of the school culture and community. Students working cooperatively to perform with woodwind, brass, and percussion instruments can play a wide range of music in concerts, music festivals and other school and community events. Mastering an instrument and participating in a band program cultivates determination, focus, self-discipline, coordination, critical thinking, pursuit of excellence, personal growth, teamwork, creativity, and expression. The band program gives

students an opportunity to perform quality music, improve their playing technique and music content skills, learn to read music notation, enhance their musical awareness and understanding, make connections to pieces of aesthetic value through performance, appreciate a variety of musical cultures, and promote both independent musicianship and lifelong involvement with music.

COURSE GOALS

The Honors Wind Ensemble course purposefully integrates the eight core competencies outlined in Trumbull Public Schools' Vision of the Graduate. These competencies are not treated as abstract ideals, but as real, observable behaviors and mindsets that students cultivate throughout the course as follows:

VOG Competency	How It Is Embedded in the Course
Communication	Students communicate musically through expressive performance, dynamic contrast, articulation, phrasing, and non-verbal cues with the conductor and ensemble. They provide feedback during rehearsals, participate in class discussions, complete written performance/concert reflections, and use musical terminology in reflections and assessments. Written concert reviews and performance reflections further develop articulate expression of musical ideas.
Self-Efficacy	Developed through individual practice requirements, personalized goals, playing assessments, and independent preparation for auditions (e.g., CMEA Western Region). Students take ownership of their musical role, record and self-assess performances, reflect on personal growth, and build confidence by mastering challenging repertoire, scales, and technical skills across the year.
Critical Thinking & Problem Solving	Central to rehearsal and performance processes. Students analyze musical structures, style, genre, and context; make interpretive decisions; evaluate and refine their playing based on criteria; solve ensemble challenges (balance, blend, intonation, timing); and apply theoretical knowledge to improve technique and expression. Reflections and concert reviews require critical analysis of performances.
Collaboration	Strongly emphasized as a core element of the ensemble experience. Students work cooperatively in rehearsals and performances, listen respectfully to others (per Participation Rubric), offer and receive feedback, adjust their playing to achieve ensemble goals (balance, blend, intonation), and contribute to the success of concerts, festivals, and recitals.
Growth Mindset	Embedded throughout the course through continuous rehearsal, evaluation, and refinement of performances. Students embrace openness to feedback, persist through challenging repertoire, set personal goals, reflect on areas for improvement after concerts and auditions, and progressively tackle more advanced technical and musical demands across the four units.

VOG Competency	How It Is Embedded in the Course
Innovation	Supported through creative interpretation of repertoire, improvisational elements where applicable, and student-led recital preparation. Students make artistic choices in phrasing, expression, and dynamics to connect with audiences, while synthesizing historical/cultural context with personal musical expression.
Emotional Intelligence	Developed by performing music with expressive intent, understanding emotional content in varied styles and cultures, and connecting personally with repertoire. Ensemble playing builds empathy and awareness of others' contributions, while reflections encourage recognition of emotional impact on self and audience.
Integrity	Reflected in the emphasis on ethical conduct, personal responsibility (bringing materials, consistent practice, full effort in rehearsals), respectful behavior toward peers and the ensemble (Participation Rubric), honest self-assessment in reflections, and commitment to high-quality, accurate performances.

Additional core Course Goals are further derived from the following 2014 National Core Arts Standards - Music:

MU:Cr1.1.E.IIIa	Creating/Imagine: Compose and improvise musical ideas for a variety of purposes and contexts
ME:Cr2.1.E.8a	Creating/Plan and Make: Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristics of music or text(s) studied in rehearsal.
MU:Cr.w.1.E.IIb	Creating/Plan and Make: Preserve draft compositions and improvisations through standard notation, audio or video recording.
MU:Cr3.1.E.Ia	Creating/Evaluate and Refine: Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.
MU:Cr3.2.E.Ia	Creating/Present: Share personally developed melodies, rhythmic passages, and arrangements - individually or as an ensemble - that address identified purposes..
MU.Pr4.1.E.IIa	Performing/Select: Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges

in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

MU.Pr4.2.E.Ia

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

MU.Pr4.3.E.IIa

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

MU.Pr5.1.E.IIIa

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

MU.Pr6.1.E.IIIa

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

MU.Pr6.1.E.IIIb

Performing/Present: Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepares and improvised performances.

MU.Re7.1.E.IIa

Responding/Select: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.

MU:Re7.2.E.IIa

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

MU:Re8.1.E.IIa

Responding/Interpret: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, context, (when appropriate) the setting of the text, and varied research sources.

MU:RE9.1.E.Ia

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

MU:Cn10.0.H.IIIa

Connecting (synthesis; personal/individual): Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music

MU:Cn11.0.T.IIIa

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

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

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

COURSE ESSENTIAL QUESTIONS

- How do musicians improve the quality of their performance?
- How do performers interpret musical works?
- When is a performance judged ready to present?
- How do individuals choose music to experience?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- What does sound look like in music?
- What does silence look like in music?
- How can musicians look at a piece of music and know how to interpret it?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
 - How to improve their ability to hear and identify music concepts such as tone quality, intonation, intervals, melody, harmony, text, and balance.
 - How to improve their ability to play an instrument.
 - The details of the music they perform in terms of history, composition, structure, form, purpose, and context
- Students will be able to . . .
 - Practice, rehearse, and perform music, alone or with others, from a varied repertoire of musical styles, cultures, and time periods in a variety of settings.
 - Gain skills needed for participation in college and community bands after high school.
 - Take ownership of their musical role within the group and appreciate that their effort and determination can result in rewarding and unforgettable musical experiences which enrich their lives.
 - Improve technical skills such as posture, tone quality, articulation, rhythm, breathing, phrasing, expression, scales, rudiments, and essentials of good musicianship.
 - Demonstrate a characteristic tone on their instrument

COURSE SYLLABUS

Course Name

Wind Ensemble

Level

Honors

Prerequisites

This course is intended for students in grades 10-12 with prior elementary and/or middle school experience on a traditional band instrument, including instruments such as: flute, oboe, bassoon, clarinet, saxophone, trumpet, French horn, trombone, baritone horn, tuba, keyboard/mallet instruments, or percussion.

General Description of the Course

Wind Ensemble is a continuation of the Concert and Marching/Symphonic band classes designed to give advanced students an opportunity to rehearse and perform in a higher-level group. Music will be more challenging and expectations for practice and performance. Prime emphasis will be on improving individual musicianship and advanced ensemble techniques. Performance opportunities will be plentiful and varied. This course will be open to students who have passed a placement audition, or have been granted instructor approval.

Assured Assessments

Formative Assessments:

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

Summative Assessments:

- Performances
- Playing Assessments
- CMEA Western Region Festival Audition
- Final Examination

Supplemental Texts

- Wind Ensemble music
- King, J., & Williams, R. (1997). *Foundations for Superior Performance: Warm-Ups and Techniques for Band* (1st ed.). Neil A. Kjos Music Company.
- Additional Scale Supplemental texts as necessary
- Additional Rhythm Supplemental texts as necessary
- Additional Instrumental technique supplements as necessary

UNIT 1
CMEA Western Region Audition and Winter Concert Preparation

Unit Goals

At the completion of this unit, students will:

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

MU:RE9.1.E.IIa

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

Unit 1 Vocabulary:

- Tone quality
- Intonation
- Articulation
- Balance and blend
- Ensemble timing
- Sight-reading
- Rehearsal etiquette
- Dynamics (pianissimo to fortissimo)
- Major and chromatic scales
- Phrasing
- Expressive playing

Unit Essential Questions

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

Unit Scope and Sequence

- Concert Preparation
- Sight reading appropriate sheet music, grade 2.5 – 3.5
- Rehearsing music appropriate to the group
- Listening to model recordings and related works
- Ensemble timing, articulation, balance, blend, intonation, and expressive playing
- Personal and Ensemble reflection
- Non-Verbal Communication with Conductor
- Rehearsal expectations and etiquette, procedures, practice habits,
- Major Scales, Chromatic Scale
- Expressive Dynamics ranging from Pianissimo to Fortissimo
- Expressive Accents and Articulations
- Reading and demonstrating complex rhythms up and including to 16th notes and rests.
- Reading and demonstrating understanding of 4/4, 5/4, 3/4, 2/4, and 6/8 time signatures

Unit Assured Assessments

Formative Assessments:

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

Students will be required to prepare and audition for the CMEA Western Region Festival. Auditions take place in mid-November. They will be assessed by the instructor on their preparation as it relates to pitch and rhythmic accuracy. Students are expected to work independently on this preparation with guidance from the instructor.

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

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

Summative Assessments:

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

Resources

Core

- Foundations for Superior Performance
- Concert Music
- CMEA Western Region Audition Repertoire

Supplemental

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

Time Allotment

- Approximately 8-10 Weeks

UNIT 2

CMEA Western Region Audition and Winter Concert Performance

Unit Goals

At the completion of this unit, students will:

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

MU:RE9.1.E.IIa

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

Unit 2 Vocabulary

- Expressive dynamics
- Triplets
- Natural minor scales
- Interpretive decisions
- Model recordings
- Rhythmic accuracy
- Audience connection
- Performance reflection

Unit Essential Questions

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

Unit Scope and Sequence

- Concert Preparation of music grades 4-4.5
- Sight reading appropriate sheet music, grade 3-3.5
- Rehearsing music appropriate to the group
- Listening to model recordings and related works
- Ensemble timing, articulation, balance, blend, intonation, and expressive playing
- Personal and Ensemble reflection
- Non-Verbal Communication with Conductor
- Rehearsal expectations and etiquette, procedures, practice habits,
- Major Scales, Natural Minor Scales
- Chromatic Scales
- Expressive Dynamics ranging from pianissimo to fortissimo
- Expressive Accents and Articulations
- Reading and demonstrating complex rhythms up to and including 16th notes, triplets, and rests.
- Reading and demonstrating understanding of simple meter and basic time signatures.

Unit Assured Assessments

Formative Assessments:

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

Students will also be required to listen to several recordings of professionals who play the same instrument as them and reflect on their performance. Students will be asked to draw on their own personal musical experiences up to this point and reflect on how their own playing can be improved by adopting techniques gleaned from these recordings.

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

Summative Assessments:

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

Students will audition for the CMEA Western Region Festival. This will serve as the summation of their preparation of the material. Students will be required to perform their prepared piece, major and chromatic scales, as well as sight-read at an appropriate level. An independent adjudicator will assess their performance and give a numerical score to determine acceptance to the festival. Student's grade will be based on their participation and performance of the material to the teacher prior to this audition.

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

Resources

Core

- Foundations for Superior Performance
- Concert Music
- CMEA Western Region Audition Repertoire

Supplemental

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

Time Allotment

Approximately 8-10 Weeks

UNIT 3

Spring Concert Preparation

Unit Goals

At the completion of this unit, students will:

- | | |
|-----------------|--|
| MU.Pr4.1.E.IIIa | Performing/Select: Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. |
| MU.Pr4.2.E.IIa | Performing/Analyze: Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances. |
| MU.Pr4.3.E.IIIa | Performing/Interpret: Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience. |
| MU.Pr5.1.E.IIIa | Performing/Rehearse, Evaluate, and Refine: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music |
| MU.Pr6.1.E.IIIa | Performing/Present: Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse culture, styles, genres, and historical periods in multiple types of ensembles. |
| MU.Pr6.1.E.IIIb | Performing/Present: Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances. |
| MU:Re7.2.E.IIIa | Responding/Analyze: Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music. |
| MU:RE9.1.E.IIa | Responding/Evaluate: Evaluate works and performances based on research as well as personally- and collaboratively developed criteria, including analysis and interpretation of the structure and context. |

- MU:Cn10.0.H.IIIa **Connecting (synthesis; personal/individual):** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
- MU:Cn11.0.T.IIIa **Connecting (relating):** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Unit 3 Vocabulary

- Melodic minor scales
- Odd time signatures
- Stylistic interpretation
- Ensemble challenges
- Concert review
- Technical demands
- Rehearsal strategies

Unit Essential Questions

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

Unit Scope and Sequence

- Concert Preparation of music grades 3-4.5
- Sight reading appropriate sheet music, grade 2.5-3.5
- Rehearsing music appropriate to the group
- Listening to model recordings and related works
- Ensemble timing, articulation, balance, blend, intonation, and expressive playing
- Personal and Ensemble reflection
- Non-Verbal Communication with Conductor
- Rehearsal expectations and etiquette, procedures, practice habits,
- Major, Natural Minor, Melodic Minor Scales
- Chromatic Scales
- Expressive Dynamics ranging from pianissimo to fortissimo
- Expressive Accents and Articulations
- Reading and demonstrating complex rhythms up to and including 16th notes and rests
- Reading and demonstrating understanding of odd time signatures

Unit Assured Assessments

Formative Assessments:

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

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

Students will be required to attend a concert and write a review of the concert. This review should include connections to their studies in this course as well as draw as their outside experience in music.

Summative Assessments:

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

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

Resources

Core

- Foundations for Superior Performance
- Concert Music

Supplemental

- Rhythm supplements
- Scale Supplements
- Instrumental Technique Supplements

Time Allotment

- Approximately 8-10 Week

UNIT 4

Spring Concert and Student Recital Preparation

Unit Goals

At the completion of this unit, students will:

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

MU:RE9.1.E.IIa

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

Unit 4 Vocabulary:

- Harmonic minor scales
- Compound time signatures
- Student recital
- Expressive qualities
- Solo performance
- Performance refinement
- Self-assessment

Unit Essential Questions

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

Unit Scope and Sequence

- Concert Preparation of sheet music grades 3.5-5
- Sight reading appropriate sheet music, grade 2.5-4
- Rehearsing music appropriate to the group
- Listening to model recordings and related works
- Ensemble timing, articulation, balance, blend, intonation, and expressive playing
- Personal and Ensemble reflection
- Non-Verbal Communication with Conductor
- Rehearsal expectations and etiquette, procedures
- Major, Natural Minor, Melodic Minor, Harmonic Minor Scales
- Chromatic Scales
- Expressive Dynamics ranging from pianissimo to fortissimo
- Expressive Accents and Articulations
- Reading and demonstrating complex rhythms up to and including 16th notes, triplets, and rests.
- Reading and Demonstrating understanding of compound and odd time signatures.

Unit Assured Assessments

Formative Assessments:

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

Students will fill out a concert reflection form. This will allow them to reflect on their work, as well as that of the ensemble, and discover areas for improvement.

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

Summative Assessments:

Students will perform their student recital pieces for the class. This performance will serve as the summation of their work and practice throughout this unit. Students will be required to perform with 100% note and rhythmic accuracy as well as portray many levels of expression which we have studied in class.

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

Resources

Core

- Foundations of Superior Performance
- Concert Music
- Student Recital Repertoire

Supplemental

- Rhythm supplements
- Scale Supplements

Time Allotment

- Approximately 8-10 Weeks

CREDIT

One honors credit in the Arts
One class period for three of four days in the schedule rotation for a full year

PREREQUISITES

This course is intended for advanced students who have completed at least three years of previous playing experience on a traditional band instrument. Instructor approval is required. These include Flute, Oboe, Clarinet, Bassoon, Saxophone, Trumpet, French Horn, Baritone Horn, Trombone, Tuba, or Percussion.

CURRENT REFERENCES

- King, J., & Williams, R. (1997). *Foundations for Superior Performance: Warm-Ups and Techniques for Band* (1st ed.). Neil A. Kjos Music Company.
- National Association for Music Education - *National Association for music EDUCATION (NAFME)*. NAFME. (2021, April 19). <https://nafme.org/>.
- National Core Arts Standards Website - *2014 music standards*. NAFME. (2021, April 1). <https://nafme.org/my-classroom/standards/core-music-standards/>.
- Youtube website - Videos of performances etc. - Youtube.com
- Sueta, Ed. *Rhythm Vocabulary Charts for Effective Rhythmic Development*. Macie Publishing. Bloomfield, NJ:1985
- JW Pepper Music Company Website - www.jwpepper.com
- Miles, R. and Blocher, L. *Teaching Music Through Performance in Band*. G.I.A. Publications: 1997

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric
- Concert Band Participation Rubric
- CMEA High School Scales Rubric
- CMEA High School Solo Rubric
- Final Examination Grading Criteria
- Trumbull Schools Vision of the Graduate Rubric

Trumbull High School School-Wide Writing Rubric

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

Trumbull High School/School-Wide Independent Learning and Thinking Rubric

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

Honors Wind Ensemble Participation Rubric

5

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

4

- Arrives prepared to class with all materials

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

3

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

2

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

1

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

Emotional Intelligence 9-12

PORTRAIT OF A GRADUATE GRADES 9-12

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

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

TPS Vision of the Graduate Rubric
Skill Rubric: Collaboration Gr 9-12 (rev. 2024)

(Note: VOG Rubrics may revised by the district committee as needed)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PLANNING Works effectively with and is receptive to the ideas/contributions of group members.	Does not or lacks a discussion on the strengths of each group member. Does not define group roles.	Assigns roles and defines contributions of those in the group. Suggests ways the group can approach the task.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group. Plans the approach to the task and anticipates challenges and resolutions.	
COMMUNICATION Thinks with the group and acknowledges multiple perspectives.	Does not or rarely listens to the thinking of the group. Provides little to no feedback.	Utilizes the thinking of the group in order to work toward the completion of the task. Provides feedback.	Synthesizes and expresses the multiple perspectives of the group in order to complete the task. Provides feedback that improves the quality of the task.	
CONTRIBUTION Works with others to complete a task and shares the credit.	Little or no contribution to the task.	Shares work, reviews others' contributions and offers general feedback.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task.	
REFLECTION Monitors individual and collective contributions of each group member throughout the completion of the task.	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual contributions to the task.	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	

SCORING

Beginning: 4 - 6

Meets: 7 - 9 **GOAL**

Exceeds: 10 - 12

 /
12



A Community Committed to Excellence

TRUMBULL PUBLIC SCHOOLS

Curriculum Committee Review & Approval

June 7, 2026
Susan Iwanicki, Ed.D
Assistant Superintendent



Committed to Excellence

Curriculum Guide Updates Wellness Selectives

Self Defense and Personal Safety (Grades 11-12)

- Presented by: Wellness Department Chair Vincent DiScala and Wellness Teacher Marce Petroccio.
- Focuses heavily on situational awareness, de-escalation, and avoiding risky situations

Competitive Team Games (Grades 11-12)

- Presented by: Wellness Department Chair Vincent DiScala and Wellness Teacher Michelle Dankulich.
- Features competitive sports like basketball and floor hockey that aligns with national physical education standards

Physical Education, Mindful Fitness and Dance (Grades 11-12)

- **Presented by:** Wellness Department Chair Vincent DiScala and Wellness Teacher Melynda Mikool.
- Highlights a highly popular mindfulness component that incorporates activities like guided imagery and box breathing at the end of each session

Curriculum Guide Updates Fine Arts

Intermediate Ceramics (Gr. 9-12)

- Presented by: Fine Arts Teachers Trevor Youngberg and Lisa Edwards
- Serves as a bridge between foundational and advanced skills, emphasizing Vision of the Graduate competencies like collaboration and emotional intelligence

Piano 2 (Gr9-12)

- Presented by: K-12 Music Team Leader Josh Murphy
- Developed due to the popularity of Piano
- Offers individualized training for intermediate to advanced students

UConn ECE Pop Music (Gr. 10-12)

- Presented by: K-12 Music Team Leader Josh Murphy
- An Early College Experience course exploring American popular music from the early 1900s to today.

Honors Symphonic Band & Wind Ensemble (Grades 10-12)

- **Presented by:** K-12 Music Team Leader Josh Murphy.
- A higher-level performing group designed to give advanced band students an honors credit opportunity

**Each of these courses were co-presented with the Vincent DiScala, Chair of Wellness and Fine Arts*

Board Discussion and Questions

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting - July 7, 2026

Agenda Item - III-I

Ms. Pierce

Approval of Financial Reports for the
months ending May 31 2026

The Finance Committee of the Board of Education met on July 7, 2026, which included the review of the May 31st financial reports.

Recommendation:

To approve the Financial Reports for the month ending May 31, 2026.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Date: July 7, 2026
Memorandum to: Trumbull Board of Education
From: Alison Pierce, Business Administrator
Re: May 2026 Financial Reports

Attached for your review is the May 2026 Financial Reports, as presented to the Board of Education Finance Committee on July 7, 2026.

This report includes the May financial statements of all funds administered by the Board of Education.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CT
Finance Committee of the Trumbull Board of Education
Long Hill Administration Building - Ellie's Room
Tuesday, July 7, 2026
4:30pm

meet.google.com/aoo-zpiq-umz

Dial-in: (US) +1 405-578-5174

PIN: 663 466 188#

Meeting Agenda

- Approval of minutes of the June 2, 2026 Meeting
- Discussion / Approval of 1:1 Fees presented by Ms. Christina Hefele, Director of Digital Learning
- Review of FY26 Financial Statements for the month ending May 31, 2026
 - Fund 001 - BOE General Fund (By Object & By Location)
 - Fund 009 - Town's Fund for Non-Public School Expenditures
 - Fund 100 - Student Activities Fund
 - Fund 200 - State and Federal Grants Fund
 - Fund 205 - Special Revenue Fund
 - i. THS Parking
 - ii. ELITE
 - iii. Continuing Education
 - iv. Summer Explorations
 - Fund 210 - Food Service Fund
 - Fund 300 - Scholarship Fund
- Adjourn

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Finance Committee of the
Trumbull Board of Education

Meeting Minutes

Date: Tuesday, June 2, 2026

Location: Long Hill – Ellie’s Room

Attendees:

- **Committee Members:** Julia McNamee (Chair), Chris Bandecchi (virtual)
- **Staff:** Alison Pierce
- **Other(s):** Vicki Tesoro (virtual), Rebecca Lopez (virtual), Mary Isaac (virtual)

Call to Order: The meeting was called to order at 4:33 p.m.

Approval of Minutes: The minutes of the May 5, 2026 meeting were approved 2-0 (Motion: Mr. Bandecchi; Second: Ms. McNamee).

Review of FY26 Financial Statements for the month ending March 31, 2026

As of Period 10 (83.33%) of FY26, the General Fund budget of \$129.2 million is overcommitted, with expenditures and encumbrances exceeding appropriations by \$159,492. This represents a \$552,516 decline from the prior month, driven primarily by projected facilities and special education costs.

As the district enters the fourth quarter, all object codes have experienced reductions in available balances. The district will continue maximizing all eligible funding sources, closely monitoring expenditures, reviewing open encumbrances, and implementing fiscal controls to minimize the projected deficit.

If current spending trends continue through the year-end, the district may need to use available non-lapsing account funds to offset the shortfall. The non-lapsing account balance is currently \$345,453, with \$260,000 already appropriated in the FY27 adopted budget, leaving approximately \$85,453 available to address any FY26 year-end deficit.

Discussion was held regarding various accounts within the General Fund budget.

Ms. McNamee asked Ms. Pierce to provide additional information on account 01052130-53305 (Service Contracts – PPS). Discussion indicated that the budget overage is primarily due to the inability to fill vacancies with direct hire staff, resulting in the need to secure personnel through professional service providers. Ms. Pierce also explained that we currently have several employees out on paid leave that are replaced with higher-cost contracted staff.

A detailed discussion was held on all other funds, including the beginning-of-year budget, year-to-date expenditures, encumbrances, and available balances for each fund.

Motion to approve the financial reports as of April 30, 2026 and forward to the Board of Education: Mr. Bandecchi; Second: Ms. McNamee. Motion passed 2-0.

The Committee welcomed new Transportation Manager Ms. Kirsten Burgos and Director of Operations Mr. Kevin Dion to discuss transportation operations and bus routes. Members discussed the importance of proactive communication with families, including a summer letter introducing Ms. Burgos and providing transportation contact information, assistance with the bus app, and other pertinent information.

A routing efficiency was identified and the district was able to reduce six buses due to enhanced and effective routing. This is anticipated to yield approximately \$20,000 in savings to the district.

The Committee also discussed the challenges associated with the current two-tier transportation system. Ms. McNamee suggested forming a committee of parents, staff, town officials, and Board of Education members to evaluate potential efficiencies and impacts of a three-tier bus system.

Adjournment: Mr. Bandecchi; Second: Ms. McNamee. Motion passed 2-0.

Respectfully submitted,
Alison Pierce



Christina L. Hefelee
Director of Digital Learning

6254 Main St., Trumbull, CT 06611
Tel: 203-452-4318
chefele@trumbullps.org

TO: Board of Education

FROM: Christina Hefelee, Director of Digital Learning; Jeff VanSteenburgh, Technology Manager

DATE: June 30, 2026

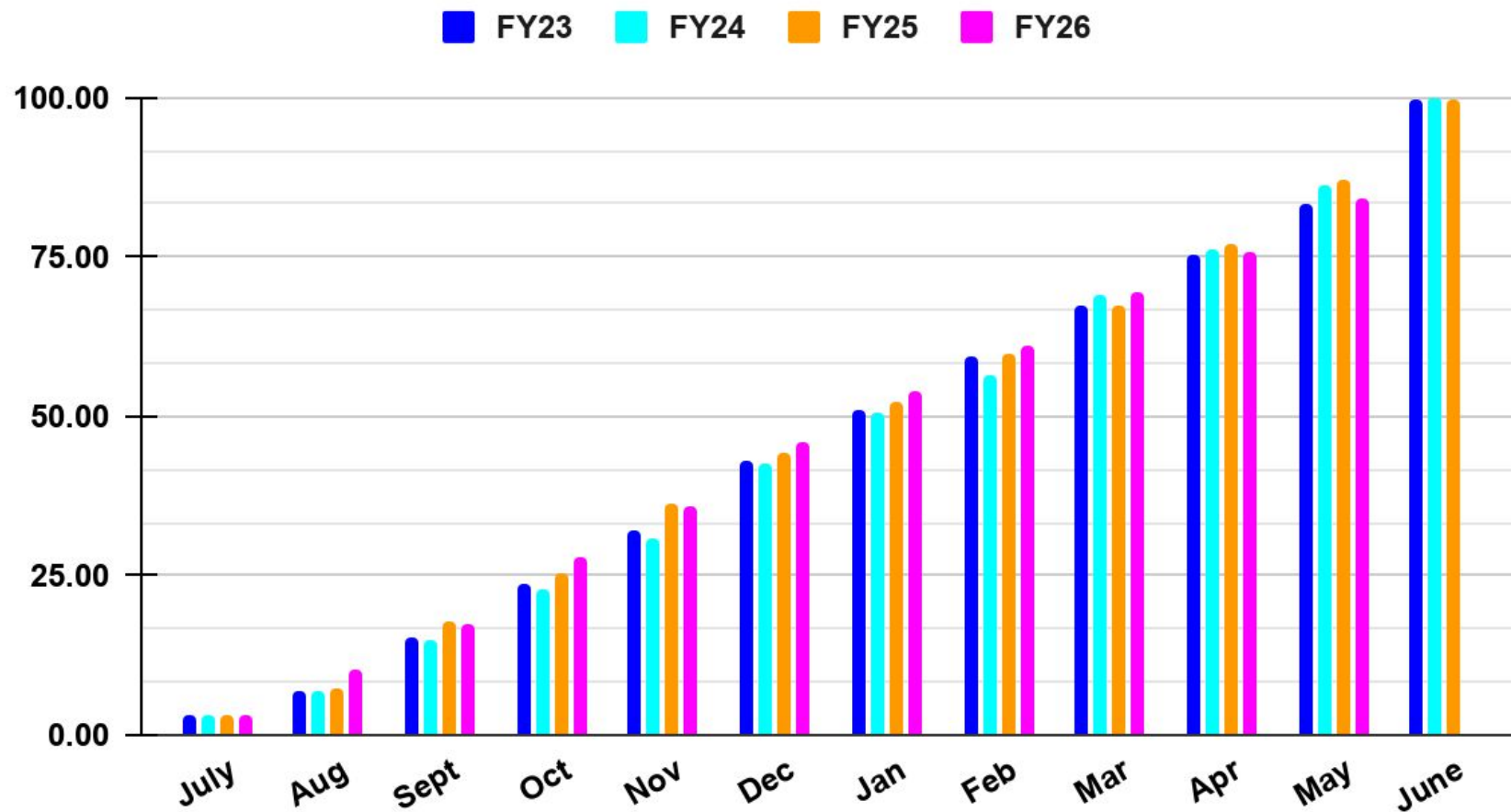
RE: 1:1 Device Insurance Fee Claims Information

Policy 5143.2/Student One-to-One Device Insurance Program states that each year the Board of Education shall approve the fee amount prior to the start of the school year. We are requesting that the Board of Education set the device insurance fee at \$25 for the 2026-2027 for all students in grades 5-8 participating in the 1:1 program (same as last year).

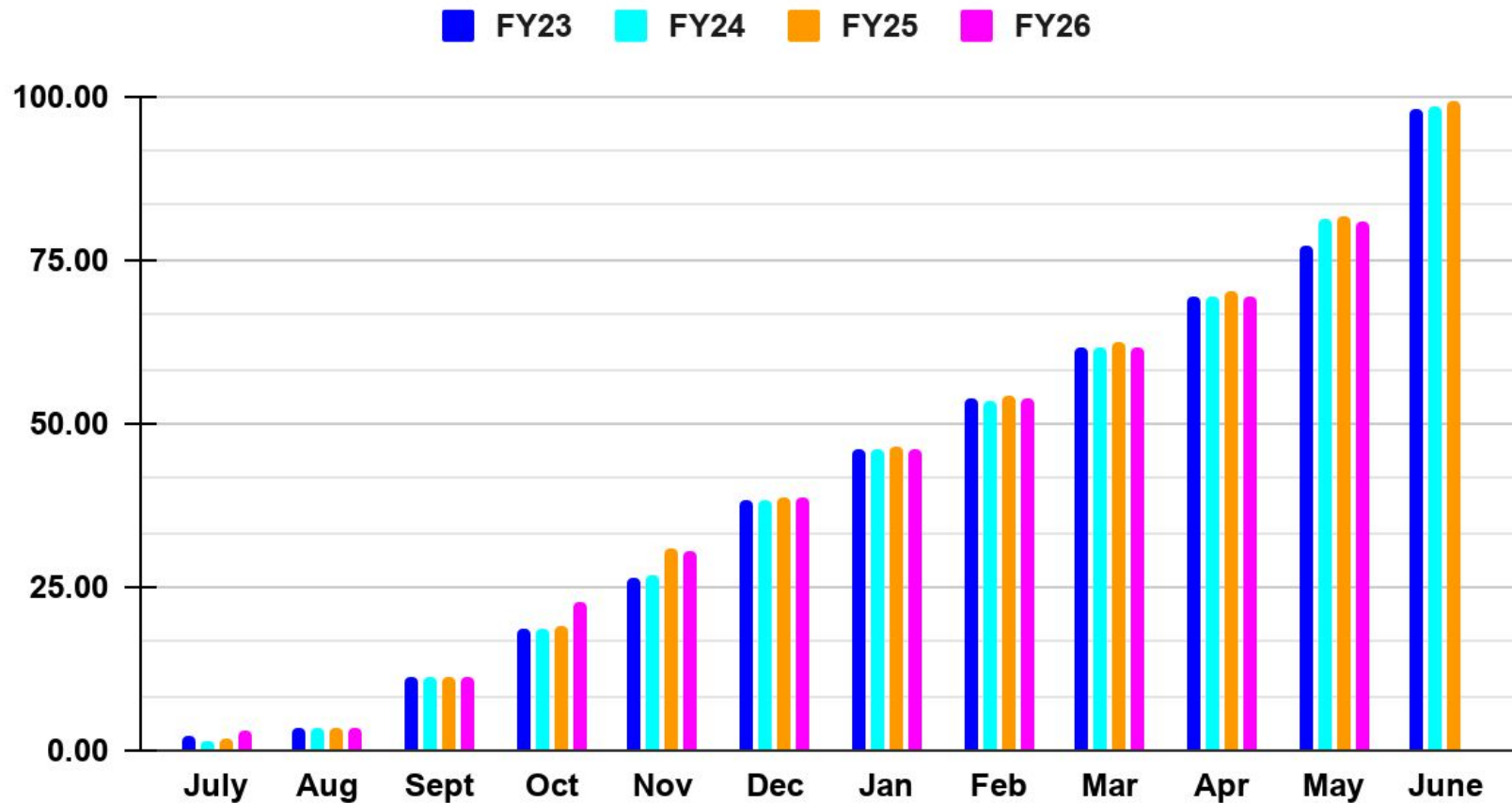
During the 2021-2022 school year, Trumbull High School launched a Chromebook loaner program to provide district devices to students who do not currently have one. We are requesting that the Board of Education set the cost for the program at \$45 for the 2026-2027 school year which includes a rental fee as well as the insurance (same as last year).

# of Students purchasing insurance for 2024-2025:	1393 (63%)
# of THS students participating in Loaner Program:	296 (14%)
Total # of Claims (Sept – June):	201 (18%)
# of individual students with Claim:	170 (14%)
# of students no insurance – billed for damage:	106
# of Claims not Covered:	13
Total Insurance Fees Collected:	\$32,825
Total THS Loaner Program Fees:	\$13,320
Total Repair Fees Collected:	\$10,279
Typical Cost of Repair Including Labor:	\$100 – approximately

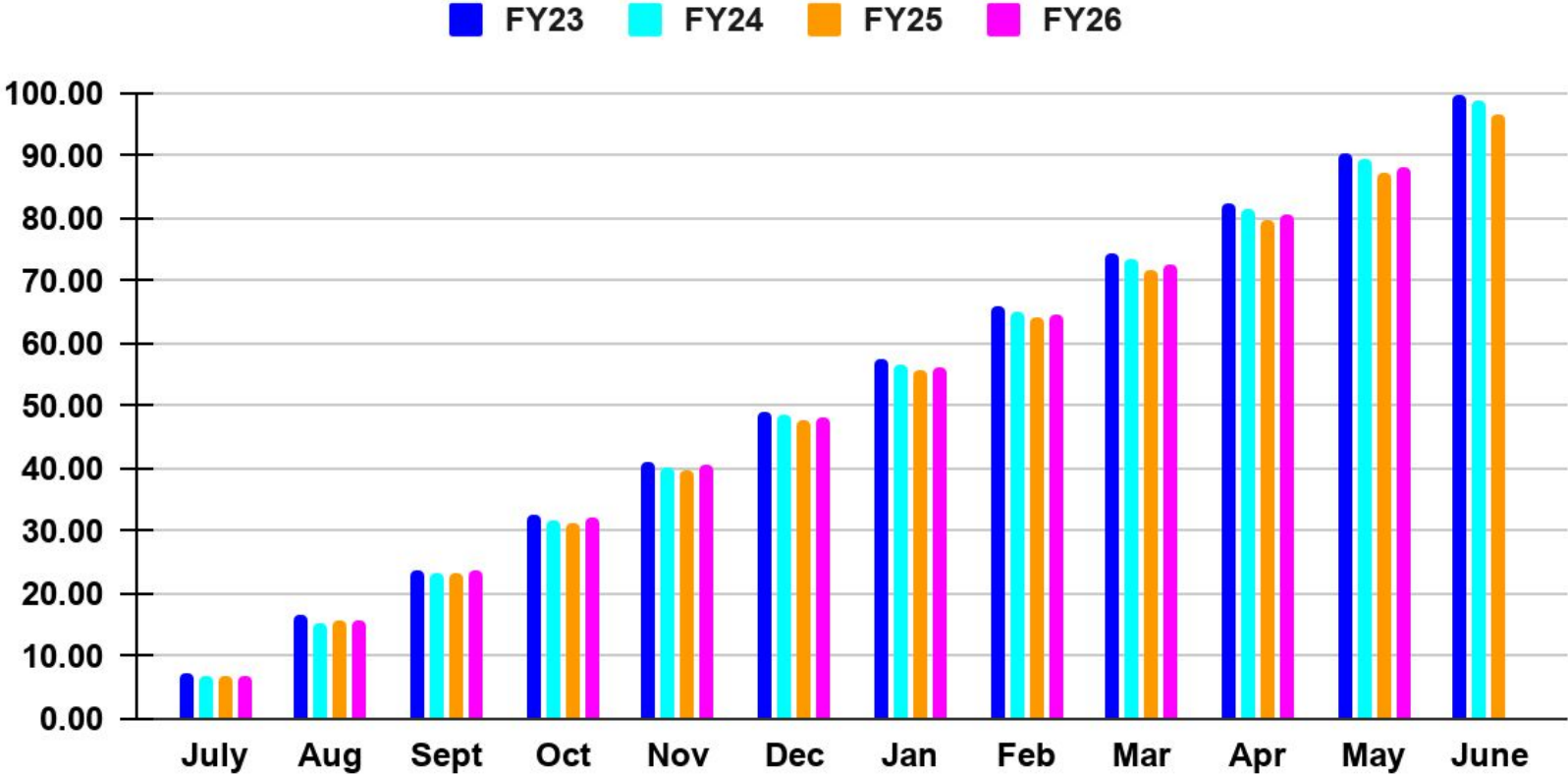
YTD Actuals - Cumulative BOE Budget % by Month



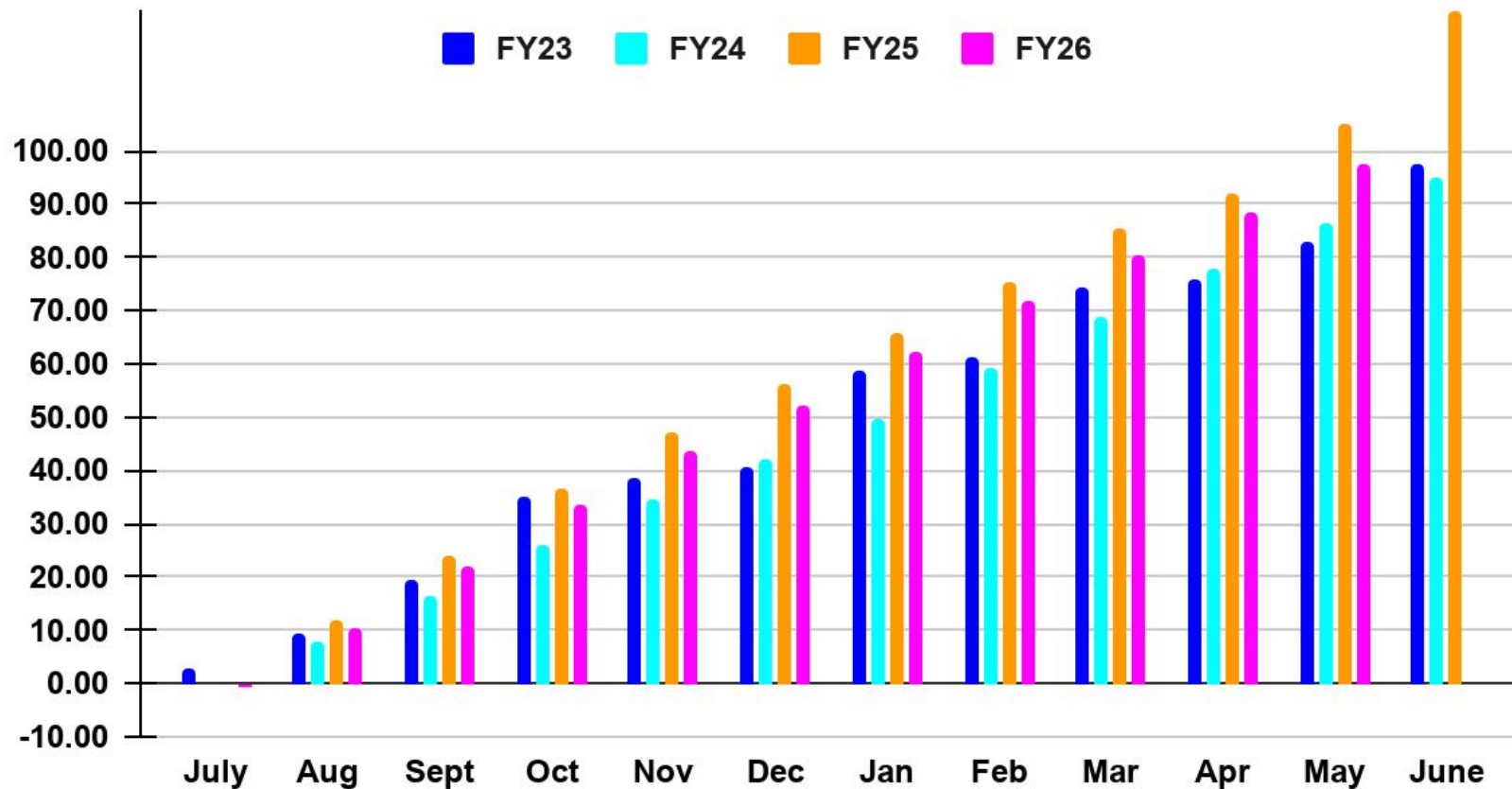
YTD Actuals - Cumulative BOE Salaries Budget % by Month



YTD Actuals - Cumulative BOE Employee Benefits Budget % by Month



YTD Actuals - Cumulative BOE Utilities Budget % by Month



Board of Education Finance Committee Report

Financial Report - **ending May 31, 2026**

**The package is presented by both Object and Location.*

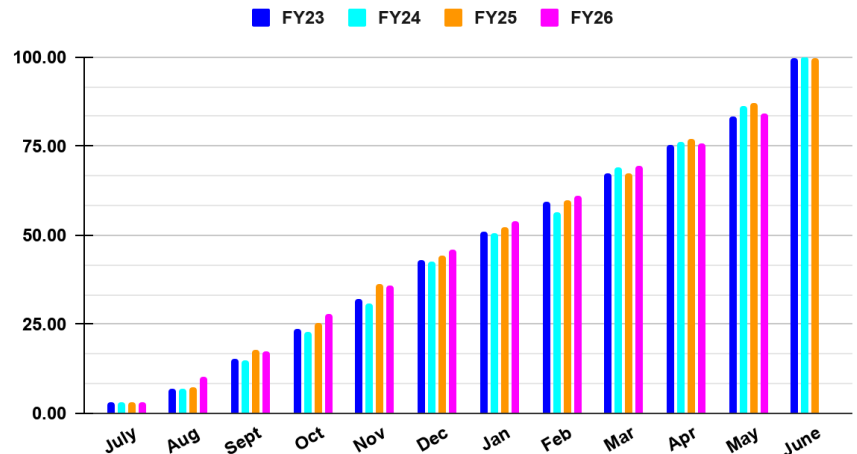
001 Fund - General Fund

Period 11 of 12

91.67% through FY26

Budget	\$129,177,640
YTD	\$108,511,432.95
Encumbrances	\$20,507,816.92
Available	\$158,390.40
% Used	99.9%

YTD Actuals - Cumulative BOE Budget % by Month



As of Period 11 (91.67%) of FY26, the General Fund budget of \$129,177,640 is essentially fully committed, with only \$158,390.40 remaining available, representing 99.9% of the budget committed. This reflects a positive swing of \$317,882.45 from the previous month. The improvement is primarily attributable to additional reimbursement received through the Special Education Excess Cost Grant, totaling more than \$224,047 above our anticipated amount.

As we enter the final month of the fiscal year, the district's financial position remains stable. The district will continue to maximize all available funding sources to help offset pressure on the General Fund by conducting a detailed review of all eligible grants and other funding opportunities to ensure expenditures are charged to the appropriate funding source whenever allowable.

KEY TAKEAWAYS

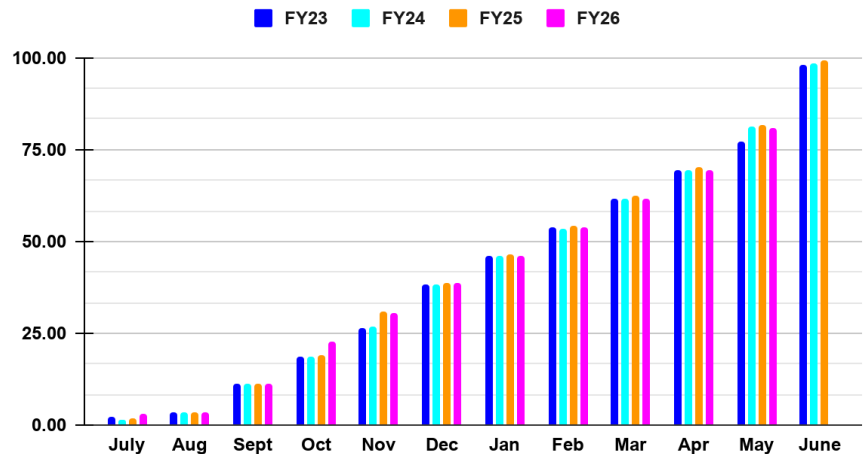
1. 99.9% of the General Fund budget is committed, with \$158,390 remaining available.
2. The General Fund improved by \$317,882 due to a higher-than-expected Special Education grant reimbursement and purchase order savings.
3. The district remains financially stable and focused on maximizing all available funding through year-end.

REVIEW BY OBJECT

51XX - Salaries

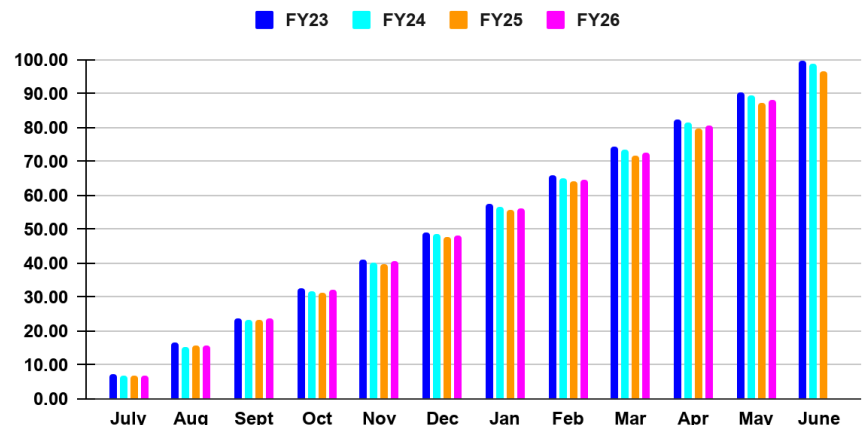
Budget	\$82,097,667
YTD	\$66,468,831.78
Encumbrances	\$14,997,996.96
Available	\$630,838.29
% Used	99.2%

YTD Actuals - Cumulative BOE Salaries Budget % by Month



The available balance increased by \$50,030.83 compared to the prior month, primarily due to a reduction in open purchase orders for substitutes and the reallocation of eligible salaries to available grant funding.

YTD Actuals - Cumulative BOE Employee Benefits Budget % by Month



The available balance increased by \$95,967.79 compared to the prior month, primarily due to lower FICA expenses and reduced 401(a) employer matching costs.

53XX - Purchased Professional & Technical Services

Budget	\$2,920,856
YTD	\$2,747,170.77
Encumbrances	\$715,493.64
Available	(\$541,808.41)
% Used	118.5%

The available balance decreased by \$50,666.21 compared to the prior month, primarily due to increased expenditures in Account 01011200-53230 (Consultants PPS) for high-cost staffing coverage, as well as additional support for students receiving special education services.

54XX - Purchased Property Services

Budget \$2,257,703
 YTD \$2,081,209.78
 Encumbrances \$551,779.72
 Available (\$375,286.50)
 % Used 116.6%

The available balance decreased slightly by \$4,018.13 compared to the prior month, primarily due to the use of grant funds for unbudgeted facility-related repairs.

55XX - Purchased Other Services

Budget \$13,587,912
 YTD \$12,384,394.20
 Encumbrances \$1,554,528.42
 Available (\$351,011.10)
 % Used 102.6%

The available balance reflects an increase of \$242,350.91 compared to the prior month. The variance is primarily attributable to increased revenue received from the Special Education Excess Cost Grant, which offset overall expenditures and provided a net change in available funding.

100.00%	\$3,342,938	Full Reimbursement Request
87.99%	\$2,941,785	Tiered Grant Reimbursement
69.14%	\$2,311,362	Actual Reimbursement
62.44%	\$2,087,315	Budgeted Reimbursement Amount
18.86%	\$630,423	Shortfall b/n Tiered Grant & Actual Reimbursement
69.14%	\$2,311,362	Actual Reimbursement
62.44%	\$2,087,315	Budgeted Reimbursement Amount
6.70%	\$224,047	<i>Variance between Actual vs. Budgeted</i>

56XX - Supplies

Budget \$3,326,113
 YTD \$2,735,976.04
 Encumbrances \$273,798.84
 Available \$316,338.12
 % Used 90.5%

The available budget decreased by \$13,932.19 compared to the prior month, primarily due to the closure of open purchase orders.

57XX - Property & Equipment

Budget	\$650,128
YTD	\$528,788.37
Encumbrances	\$34,141.83
Available	\$87,197.80
% Used	86.6%

The available balance decreased slightly by \$208.18 compared to the prior month, primarily due to the closure of open purchase orders.

58XX - Debt Service & Miscellaneous

Budget	\$574,376
YTD	\$588,285.47
Encumbrances	\$16,288.99
Available	(\$30,198.46)
% Used	105.3%

The available budget decreased by \$1,642.37 compared to the prior month, primarily due to the timing of annual membership fees.

OTHER ACCOUNTS

TOWN SUPPORT FOR EDUCATION FUND

FUND 009

Budget	\$1,347,569
YTD	\$1,152,056.18
Encumbrances	\$52,612.61
Available	\$142,900.21
% Used	89.4%

The available budget reflects a decrease of \$1,998.88 compared to the prior month, due to the monthly electricity predetermined amount.

STUDENT ACTIVITIES FUND

FUND 100

Student activities recorded monthly transactions totaling \$708,155.94, with the majority of activity related to following accounts: Hillcrest Middle School, THS Class of 2026, THS Class of 2028, THS VoAG Farm, Jane Ryan School, THS Student Council, THS Athletic Fundraiser, THS Mock Trial, and THS HOSA Future Health Professionals.

GRANT FUND

FUND 200

Encumbrances increased by \$271,378.60 compared to the prior month, primarily due to the reallocation of salaries from the General Fund to grant funding in accordance with State-approved budgets, as well as the use of grant funds for eligible instructional supplies and professional development.

SPECIAL REVENUE FUND

FUND 205

The 205 Fund contains revenue accounts used to offset General Fund expenditures. While all accounts within this fund are managed, the Finance Committee specifically reviews the following 205 accounts: Athletics, Continuing Education, Strings & Band, ELITE, Summer Explorations, and THS Parking.

<u>Athletics</u>	<u>2051121</u>
PY Balance	\$216,173
YTD Revenue	\$447,236 (increase of \$15,419 compared to last month)
YTD Expenditures	\$391,390
Available Balance	\$272,019.11
<u>Continuing Education</u>	<u>2051650</u>
PY Balance	(\$66,112)
YTD Revenue	\$76,057 (decrease of \$265 compared to last month)
YTD Expenditures	\$80,226
Encumbrances	\$15,315
Available Balance	(\$85,595.03)

<u>Strings & Band</u>	<u>2051717</u>
PY Balance	\$11,190
YTD Revenue	\$238,217 (increase of \$1,757 compared to last month)
YTD Expenditures	\$210,898
Encumbrances	\$61,740
Available Balance	(\$23,230.54)

<u>ELITE Business Program</u>	<u>2051713</u>
PY Balance	(\$63,570)
YTD Revenue	\$99,100 (increase of \$4,364 compared to last month)
YTD Expenditures	\$158,330
Encumbrances	\$15,030
Available Balance	(\$137,829.61)

<u>Summer Explorations</u>	<u>2051600</u>
PY Balance	\$204,498
YTD Revenue	\$226,443 (decrease of \$63,970 compared to last month)
YTD Expenditures	\$229,046
Encumbrances	\$5,061
Available Budget	\$196,833.67

<u>THS Student Parking</u>	<u>2051709</u>
PY Balance	\$15,275
YTD Revenue	\$29,600 (increase of \$5 compared to last month)
YTD Expenditures	\$17,495
Encumbrances	\$1,172
Available Budget	\$26,208.77

SCHOLARSHIP FUND
FUND 300

PY Balance \$170,854.84

PY Bal (Restricted) \$39,575

PY Bal (Unrestricted) \$131,279.84

Monthly Revenue \$18,453.18 (increase of \$200 compared to last month)

Monthly Rev (Restricted) \$0

Monthly Rev (Unrestricted) \$13,353.18 (increase of \$200 compared to last month)

YTD Expenditures \$16,700

YTD Exp (Restricted) \$0

YTD Exp (Unrestricted) \$16,700

Balance \$177,352.61(increase of \$11,153.53 compared to last month)

Balance (Restricted) \$39,575 (no change compared to last month)

Balance (Unrestricted) \$137,777.61(decrease of \$11,153.53 compared to last month)

Deposits were attributed to the following scholarship accounts: Chelsea Cunha, Michael Curry, Peter Horton, Middlebrook Wings, and Karen Mraz.

Expenditures were attributed to the following scholarship accounts: Peter Burke, K. Capbianco, Donna Cassidy, Chelsea Cunha, Michael Curry, Mary Curtiss, Peter Horton, Middlebrook Wings, Karen Mraz, Jill Resnick.

CAFETERIA / FOOD SERVICES FUND
FUND 210

Food Sales

Monthly Food Sales (Aspire)	\$590 (decrease of \$110 compared to last month)
YTD Food Sales (Aspire)	\$6,406
Monthly Food Sales	\$284,173 (increase of \$53,059 compared to last month)
YTD Food Sales	\$2,244,147
YOY Comparison	Food Sales 0.18% <u>higher</u> than May 2025

P&L

Revenue:

Monthly Revenue	\$412,064 (increase of \$78,749 compared to last month)
YTD Revenue	\$3,310,519
YOY Comparison	Total Revenue 2.73% <u>higher</u> than May 2025

Expenses:

Monthly Expenditures	\$461,197 (increase of \$206,787 compared to last month)
YTD Expenditures	\$3,283,485
YOY Comparison	Total expenditures 2.26% <u>higher</u> than May 2025

Monthly Profit/(Loss)	(\$49,134)
YOY Comparison	Loss for Month 326.26% <u>lower</u> than May 2025

Fund Balance

PY Fund Balance	\$1,657,393
Ending Fund Balance	\$1,733,561
YOY Comparison	End of Period Fund Balance 13.92% <u>lower</u> than May 2025

TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2026 11									
			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
51 Salaries									
01011000	51110	PPS Salary	554,558	0	554,558	426,582.60	127,974.76	.14	100.0%
01011000	51113	PPS Tecec	152,158	0	152,158	140,454.00	11,704.50	-.10	100.0%*
01011000	51120	TECEC Para	252,350	0	252,350	232,113.25	23,548.50	-3,311.72	101.3%*
01011000	51122	ABA Paras	282,030	0	282,030	260,284.31	26,480.67	-4,735.16	101.7%*
01011000	51130	SEC-CALYR	25,949	0	25,949	24,761.12	2,045.02	-857.34	103.3%*
01011000	51131	SEC-SCHLYR	43,977	0	43,977	36,581.43	8,711.45	-1,316.22	103.0%*
01011000	51135	CLER. CO	1,500	0	1,500	1,611.14	.00	-111.14	107.4%*
01011200	51114	PPS Admin	950,560	0	950,560	749,102.88	62,425.24	139,032.36	85.4%
01011200	51117	TCHR-SUBS	0	0	0	-257.68	.00	257.68	100.0%
01011200	51119	Tch Salary	50,000	0	50,000	32,155.62	5,000.00	12,844.38	74.3%
01011200	51120	Instr Para	2,539,957	0	2,539,957	2,211,918.11	223,156.80	104,882.54	95.9%
01011200	51121	Extra Time	95,000	0	95,000	77,967.73	17,032.27	.00	100.0%
01011200	51122	ABA Paras	1,625,493	0	1,625,493	1,339,504.59	135,433.16	150,554.99	90.7%
01011200	51130	Admin Sec	163,963	0	163,963	156,471.35	12,994.64	-5,502.99	103.4%*
01011200	51135	CLER PT	750	0	750	204.92	.00	545.08	27.3%
01011201	51117	Homebnd	60,000	0	60,000	56,981.42	12,517.45	-9,498.87	115.8%*
01011203	51117	Tutorial	75,000	0	75,000	56,559.41	10,000.00	8,440.59	88.7%
01011204	51117	Explsn	10,000	0	10,000	.00	.00	10,000.00	.0%
01032130	51123	Therapists	580,776	0	580,776	465,113.89	139,464.48	-23,802.27	104.1%*
01032130	51128	PPS Aides	83,490	0	83,490	78,517.68	7,893.72	-2,921.18	103.5%*
01062140	51111	PPSPsy&Beh	1,775,346	0	1,775,346	1,347,073.85	374,961.34	53,310.61	97.0%
01062145	51111	TCHR-SPEC	367,324	0	367,324	288,191.80	86,457.54	-7,325.24	102.0%*
01072110	51111	PPS Soc Wr	1,272,973	0	1,272,973	1,006,102.36	255,971.34	10,899.30	99.1%
01082150	51111	PPS Speech	1,533,436	0	1,533,436	1,275,580.20	308,505.99	-50,650.64	103.3%*
01121200	51111	PPS SPED	181,236	0	181,236	163,044.80	16,615.24	1,576.16	99.1%
01161200	51110	PPS Salary	2,513,492	0	2,513,492	2,037,704.71	491,666.80	-15,879.31	100.6%*
01231200	51110	PPS Salary	1,574,486	0	1,574,486	1,229,737.80	338,998.39	5,749.81	99.6%
01331200	51110	PPS Salary	2,248,092	0	2,248,092	1,764,911.36	495,080.82	-11,900.18	100.5%*
01331200	51126	Work Exp	8,000	0	8,000	4,764.83	.00	3,235.17	59.6%
01371200	51118	Tch Salary	175,000	0	175,000	159,948.95	.00	15,051.05	91.4%
01371200	51122	ABA Paras	100,000	0	100,000	91,762.73	.00	8,237.27	91.8%
01371200	51128	PPS Aides	0	0	0	3,865.15	.00	-3,865.15	100.0%*
01371200	51129	PPS Para	50,000	0	50,000	57,155.18	.00	-7,155.18	114.3%*
01401201	51117	Tutor	1,500	0	1,500	8,866.42	.00	-7,366.42	591.1%*
01401203	51117	Tutors	3,500	0	3,500	140.55	.00	3,359.45	4.0%
01401204	51117	Tutors	5,000	0	5,000	3,162.41	.00	1,837.59	63.2%
01402210	51110	Curr Salar	819,237	0	819,237	648,347.60	163,681.98	7,207.17	99.1%
01402320	51114	HR Dir	181,038	0	181,038	176,303.28	14,691.94	-9,957.22	105.5%*
01402320	51130	Admin Sec	77,165	0	77,165	74,592.25	6,166.02	-3,593.47	104.7%*
01402320	51200	MENTORS	9,000	0	9,000	.00	.00	9,000.00	.0%

TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2026 11									
			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01412210	51111	Curr Prog	379,383	0	379,383	317,350.20	62,290.76	-257.96	100.1%*
01412210	51114	Asst Super	210,443	0	210,443	199,935.60	16,661.30	-6,153.90	102.9%*
01412210	51117	Tchr Train	10,000	0	10,000	.00	.00	10,000.00	.0%
01412210	51118	PD Prep	30,000	0	30,000	13,368.73	.00	16,631.27	44.6%
01412210	51119	Curr Write	70,000	0	70,000	48,916.84	.00	21,083.16	69.9%
01412210	51120	Para Train	10,000	0	10,000	.00	.00	10,000.00	.0%
01412210	51129	Non Cert	81,640	0	81,640	37,454.31	.00	44,185.69	45.9%
01412210	51130	Admin Sec	68,890	0	68,890	63,542.92	5,478.74	-132.06	100.2%*
01412210	51135	CLER PT	500	0	500	179.07	.00	320.93	35.8%
01422520	51125	Tech Supv	148,899	0	148,899	137,445.12	11,453.76	.12	100.0%
01422520	51129	Tech Other	540,573	0	540,573	504,404.25	41,582.50	-5,414.22	101.0%*
01422520	51130	Admin Sect	66,955	0	66,955	62,753.32	5,326.16	-1,124.28	101.7%*
01422520	51141	TECH OT	8,500	0	8,500	1,673.08	.00	6,826.92	19.7%
01511001	51110	BHE Salary	2,429,259	0	2,429,259	1,797,049.77	520,984.24	111,224.99	95.4%
01511001	51120	AIDE-CLSRM	59,021	0	59,021	40,500.80	4,305.20	14,215.10	75.9%
01511002	51110	Spec	659,645	0	659,645	501,824.64	142,932.01	14,888.73	97.7%
01512220	51110	BHE Salary	123,538	0	123,538	95,029.20	28,508.76	.04	100.0%
01512400	51113	BHE Admin	195,972	0	195,972	180,897.12	15,074.76	.12	100.0%
01512400	51120	BHE Paras	21,643	0	21,643	19,906.81	2,266.98	-530.59	102.5%*
01512400	51130	Admin Sec	67,265	0	67,265	64,223.92	5,326.16	-2,284.88	103.4%*
01512400	51131	SEC-SCHLYR	43,393	0	43,393	36,138.17	8,554.30	-1,299.59	103.0%*
01512400	51135	CLER. CO	0	0	0	53.23	.00	-53.23	100.0%*
01521001	51110	FTE Teach	2,420,499	0	2,420,499	1,922,202.66	490,655.05	7,641.29	99.7%
01521001	51120	FTE Paras	60,428	0	60,428	55,078.47	5,676.08	-326.39	100.5%*
01521002	51110	Spec	879,541	0	879,541	688,787.28	173,136.89	17,617.01	98.0%
01522220	51110	FT Teacher	113,845	0	113,845	87,573.00	26,271.90	.10	100.0%
01522400	51113	FTE Admin	361,821	0	361,821	333,988.56	27,832.38	.06	100.0%
01522400	51120	FTE Paras	41,382	0	41,382	36,122.94	2,824.44	2,435.05	94.1%
01522400	51130	Admin Sec	67,555	0	67,555	64,505.63	5,326.16	-2,276.59	103.4%*
01522400	51131	SEC-SCHLYR	44,082	0	44,082	43,305.36	2,040.62	-1,263.98	102.9%*
01522400	51135	CLER. CO	0	0	0	3,257.38	.00	-3,257.38	100.0%*
01531001	51110	DFE Salary	2,305,418	0	2,305,418	1,848,533.86	538,032.68	-81,148.54	103.5%*
01531001	51120	DFE Paras	40,604	0	40,604	41,625.39	6,357.00	-7,378.71	118.2%*
01531002	51110	Spec	660,000	0	660,000	582,646.08	85,953.78	-8,599.61	101.3%*
01532220	51110	DFE Salary	93,855	0	93,855	72,196.20	21,658.86	-.06	100.0%*
01532400	51113	DFE Admin	195,972	0	195,972	180,897.12	15,074.76	.12	100.0%
01532400	51120	DFE Paras	22,898	0	22,898	11,147.20	3,144.54	8,606.66	62.4%
01532400	51130	SEC-CALYR	67,555	0	67,555	50,933.40	4,211.46	12,410.34	81.6%
01532400	51131	SEC-SCHLYR	43,183	0	43,183	35,745.12	8,554.30	-1,116.54	102.6%*
01532400	51135	CLER. CO	0	0	0	817.98	.00	-817.98	100.0%*
01541001	51110	MBE Salary	2,413,364	0	2,413,364	1,899,056.20	515,165.86	-858.06	100.0%*
01541001	51120	MBE Para	54,138	0	54,138	47,675.89	5,085.60	1,376.75	97.5%
01541002	51110	Spec	890,841	0	890,841	722,733.95	158,101.17	10,005.81	98.9%
01542220	51110	MBE Salary	123,538	0	123,538	95,029.20	28,508.76	.04	100.0%

TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2026 11

			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01542400	51113	MBE Admin	359,821	0	359,821	332,142.24	27,678.52	.24	100.0%
01542400	51120	MBE Paras	13,530	0	13,530	12,929.91	1,573.78	-974.17	107.2%*
01542400	51130	SEC-CALYR	67,205	0	67,205	64,097.60	5,326.16	-2,218.56	103.3%*
01542400	51131	SEC-SCHLYR	42,580	0	42,580	35,426.87	8,434.95	-1,281.62	103.0%*
01542400	51135	CLER. CO	0	0	0	429.80	.00	-429.80	100.0%*
01551001	51110	JRE Salary	2,044,434	0	2,044,434	1,586,267.64	402,291.62	55,874.74	97.3%
01551001	51120	JRE Paras	58,308	0	58,308	38,231.20	3,910.48	16,166.44	72.3%
01551002	51110	TCHR-CLSRM	688,390	0	688,390	528,150.35	108,526.61	51,712.82	92.5%
01552220	51110	JRE Salary	104,494	0	104,494	80,380.00	24,114.00	.00	100.0%
01552400	51113	JRE Admin	195,972	0	195,972	180,897.12	15,074.76	.12	100.0%
01552400	51120	JRE Paras	23,512	0	23,512	21,873.30	2,447.46	-809.16	103.4%*
01552400	51130	SEC-CALYR	67,225	0	67,225	64,175.63	5,326.16	-2,276.59	103.4%*
01552400	51131	SEC-SCHLYR	43,393	0	43,393	36,138.19	8,554.30	-1,299.61	103.0%*
01552400	51135	CLER. CO	500	0	500	958.95	.00	-458.95	191.8%*
01581001	51110	TSE Salary	1,844,259	0	1,844,259	1,398,463.56	399,195.43	46,600.01	97.5%
01581001	51120	TSE Paras	46,894	0	46,894	53,878.49	5,676.08	-12,660.97	127.0%*
01581002	51110	Spec	635,718	0	635,718	475,157.58	110,503.43	50,057.07	92.1%
01582220	51110	TSE Salary	107,587	0	107,587	82,759.20	24,827.76	.04	100.0%
01582400	51113	TSE Admin	195,972	0	195,972	180,897.12	15,074.76	.12	100.0%
01582400	51120	TSE Paras	23,047	0	23,047	17,628.87	2,393.78	3,024.55	86.9%
01582400	51130	SEC-CALYR	67,285	0	67,285	64,243.92	5,326.16	-2,284.88	103.4%*
01582400	51131	SEC-SCHLYR	43,183	0	43,183	35,928.17	8,554.30	-1,299.59	103.0%*
01582400	51135	CLER. CO	0	0	0	233.34	.00	-233.34	100.0%*
01611001	51110	HMS Salary	4,163,874	0	4,163,874	3,240,464.74	941,838.16	-18,429.20	100.4%*
01611001	51111	TCHR-SPEC	123,538	0	123,538	95,029.20	28,508.76	.04	100.0%
01611016	51110	HMS Salary	353,559	0	353,559	292,819.20	60,739.81	-.01	100.0%*
01611019	51110	HMS Salary	385,516	0	385,516	308,349.60	77,166.08	.32	100.0%
01612120	51110	HMS Salary	322,855	0	322,855	251,600.40	71,254.62	-.02	100.0%*
01612120	51131	SEC-SCHLYR	53,345	0	53,345	44,416.58	10,527.75	-1,599.29	103.0%*
01612120	51135	CLER. CO	0	0	0	680.38	.00	-680.38	100.0%*
01612220	51110	HMS Salary	123,538	0	123,538	95,029.20	28,508.76	.04	100.0%
01612400	51110	TEAExtra	0	0	0	312.23	.00	-312.23	100.0%*
01612400	51113	HMS Admin	372,146	0	372,146	343,519.20	28,626.60	.20	100.0%
01612400	51120	HMS Paras	13,830	0	13,830	14,570.62	1,609.32	-2,349.46	117.0%*
01612400	51130	SEC-CALYR	59,592	0	59,592	56,878.80	4,739.90	-2,026.70	103.4%*
01612400	51131	SEC-SCHLYR	49,489	0	49,489	41,177.01	9,804.05	-1,492.40	103.0%*
01612400	51135	CLER. CO	0	0	0	1,824.52	.00	-1,824.52	100.0%*
01613202	51116	HMS Advis	45,000	0	45,000	.00	43,969.00	1,031.00	97.7%
01621001	51110	MMS Salary	4,427,571	0	4,427,571	3,369,027.98	891,625.15	166,917.57	96.2%
01621001	51111	TCHR-SPEC	123,538	0	123,538	95,029.20	28,508.76	.04	100.0%
01621016	51110	MMS Salary	326,880	0	326,880	272,296.80	54,583.09	.11	100.0%
01621019	51110	MMS Salary	397,322	0	397,322	334,497.20	70,091.76	-7,266.96	101.8%*
01622120	51110	MMS Salary	301,776	0	301,776	240,805.00	68,016.00	-7,045.00	102.3%*
01622120	51131	SEC-SCHLYR	43,835	0	43,835	36,895.33	8,711.45	-1,771.56	104.0%*

YEAR-TO-DATE BUDGET REPORT

FOR 2026 11

			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01622220	51110	MMS Salary	123,538	0	123,538	95,029.20	28,508.76	.04	100.0%
01622400	51110	TEA Extra	0	0	0	3,018.18	.00	-3,018.18	100.0%*
01622400	51113	MMS Admin	377,045	0	377,045	325,499.29	28,261.06	23,284.65	93.8%
01622400	51120	MMS Paras	15,817	0	15,817	13,657.66	1,505.80	653.66	95.9%
01622400	51130	SEC-CALYR	67,265	0	67,265	64,223.92	5,326.16	-2,284.88	103.4%*
01622400	51131	SEC SCH YR	49,489	0	49,489	48,663.93	2,317.33	-1,492.48	103.0%*
01622400	51135	CLER. CO	0	0	0	347.07	.00	-347.07	100.0%*
01623202	51116	MMS Advis	42,500	0	42,500	3,638.85	35,786.15	3,075.00	92.8%
01711001	51110	THS Salary	12,615,763	0	12,615,763	9,932,528.54	2,662,337.58	20,896.88	99.8%
01711001	51111	TCHR-SPEC	102,330	0	102,330	98,393.80	29,518.14	-25,582.34	125.0%*
01711006	51110	THS Salary	592,649	0	592,649	386,782.60	100,541.28	105,325.12	82.2%
01711006	51129	THS Ag Sci	5,000	0	5,000	3,268.58	.00	1,731.42	65.4%
01711006	51131	SEC-SCHLYR	40,684	0	40,684	33,925.05	7,970.25	-1,211.08	103.0%*
01711006	51135	CLER. CO	459	0	459	350.14	.00	108.86	76.3%
01711016	51110	THS Salary	305,334	0	305,334	254,158.60	52,006.38	-830.98	100.3%*
01711016	51116	THS Music	0	0	0	4,767.00	.00	-4,767.00	100.0%*
01711019	51110	THS Salary	895,463	0	895,463	701,960.80	209,179.74	-15,677.24	101.8%*
01711019	51114	Sports Dir	181,073	0	181,073	167,144.40	13,928.70	-10	100.0%*
01711022	51110	THS Salary	284,835	0	284,835	220,352.00	66,105.60	-1,622.70	100.6%*
01712120	51110	THS Salary	1,278,125	0	1,278,125	1,053,131.20	232,618.56	-7,625.26	100.6%*
01712120	51114	DIR/COORD	0	0	0	142,305.12	11,858.76	-154,163.88	100.0%*
01712120	51130	SEC-CALYR	193,796	0	193,796	185,031.43	15,337.62	-6,573.05	103.4%*
01712120	51135	CLER. CO	0	0	0	131.67	.00	-131.67	100.0%*
01712220	51110	THS Salary	102,171	0	102,171	78,593.00	23,577.90	.10	100.0%
01712400	51110	THS Deten	3,500	0	3,500	3,149.46	.00	350.54	90.0%
01712400	51113	THS Admin	940,470	0	940,470	857,387.03	71,231.16	11,851.81	98.7%
01712400	51120	THS Paras	61,263	0	61,263	57,289.57	5,751.98	-1,778.59	102.9%*
01712400	51130	SEC-CALYR	124,880	0	124,880	103,604.91	9,030.06	12,245.03	90.2%
01712400	51131	SEC-SCHLYR	155,979	0	155,979	129,749.18	30,859.55	-4,629.99	103.0%*
01712400	51135	CLER. CO	350	0	350	339.52	.00	10.48	97.0%
01713201	51111	TCHR-SPEC	137,700	0	137,700	128,749.50	11,704.50	-2,754.00	102.0%*
01713201	51116	Coaches	650,000	0	650,000	474,257.80	245,927.20	-70,185.00	110.8%*
01713201	51129	OTHER NC	17,541	0	17,541	4,194.31	.00	13,346.69	23.9%
01713201	51131	SEC-SCHLYR	49,489	0	49,489	41,146.95	9,804.05	-1,462.34	103.0%*
01713201	51135	Sec-Extra	4,500	0	4,500	3,101.43	.00	1,398.57	68.9%
01713201	51170	GameStaff	57,500	0	57,500	54,318.60	.00	3,181.40	94.5%
01713202	51116	THS Advis	145,987	0	145,987	17,668.73	103,766.42	24,551.85	83.2%
01802320	51113	SubAdmin	0	0	0	7,238.40	.00	-7,238.40	100.0%*
01802320	51115	Sup Pers	225,260	0	225,260	209,250.44	17,382.30	-1,372.84	100.6%*
01802320	51117	Sub Teach	0	0	0	178,604.27	50,000.00	-228,604.27	100.0%*
01802320	51119	Teacher	0	0	0	5,128.55	.00	-5,128.55	100.0%*
01802320	51127	SEC. GRD	0	0	0	19,297.81	.00	-19,297.81	100.0%*
01802320	51129	Super-Para	0	0	0	3,575.14	.00	-3,575.14	100.0%*
01802320	51135	Extra	0	0	0	10,031.31	.00	-10,031.31	100.0%*

TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2026 11									
			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01802320	51139	SEC- SUB	0	0	0	11,224.36	.00	-11,224.36	100.0%*
01802320	51140	CustSubs	55,000	0	55,000	30,506.45	6,493.55	18,000.00	67.3%
01822230	51125	Plant Supv	393,488	0	393,488	343,263.20	30,585.62	19,639.18	95.0%
01822230	51127	Sec Guard	818,000	0	818,000	730,682.96	77,081.54	10,235.50	98.7%
01822230	51128	Sec OT	25,000	0	25,000	21,942.42	.00	3,057.58	87.8%
01822230	51130	SEC-CALYR	97,351	0	97,351	92,470.30	7,695.82	-2,814.92	102.9%*
01822230	51135	CLER. CO	0	0	0	156.61	.00	-156.61	100.0%*
01842610	51140	CUST.MAINT	3,023,942	0	3,023,942	2,454,256.75	347,682.40	222,002.45	92.7%
01842610	51141	OT/SCHOOLS	100,000	0	100,000	94,938.51	20,000.00	-14,938.51	114.9%*
01842610	51142	OT/sch eve	110,000	0	110,000	72,926.85	20,000.00	17,073.15	84.5%
01842610	51143	Snow	0	0	0	50,964.00	.00	-50,964.00	100.0%*
01842610	51145	HELP 19.5	9,791	0	9,791	7,978.08	5,120.31	-3,307.83	133.8%*
01842610	51149	CUST NGTDF	0	0	0	9,177.73	.00	-9,177.73	100.0%*
01852620	51140	CUST.MAINT	830,066	0	830,066	554,296.42	91,322.76	184,446.42	77.8%
01852620	51141	OT/SCHOOLS	25,000	0	25,000	11,391.50	.00	13,608.50	45.6%
01852620	51145	SUMMER GR	32,000	0	32,000	22,249.38	.00	9,750.62	69.5%
01852647	51140	UNANTI REG	0	0	0	.00	999.00	-999.00	100.0%*
01882700	51125	Tran Supv	80,520	0	80,520	68,311.51	5,689.59	6,519.34	91.9%
01882700	51130	SEC-CALYR	108,723	0	108,723	103,743.65	8,630.20	-3,650.85	103.4%*
01882700	51135	CLERICAL	0	0	0	4,069.92	.00	-4,069.92	100.0%*
01902310	51136	CLER. MTGS	3,000	0	3,000	2,275.00	.00	725.00	75.8%
01902320	51115	Sup Admin	301,330	0	301,330	292,049.76	24,337.48	-15,057.00	105.0%*
01902320	51130	SEC-FT	166,880	0	166,880	150,328.75	12,979.70	3,571.55	97.9%
01912520	51113	Bus Admin	183,471	0	183,471	163,293.23	14,076.92	6,100.85	96.7%
01912520	51129	Bus-Asst	95,669	0	95,669	88,309.92	7,359.16	.12	100.0%
01912520	51130	SEC-CALYR	311,870	0	311,870	297,164.85	24,597.90	-9,892.94	103.2%*
01912520	51135	CLERICAL	8,500	0	8,500	2,797.76	.00	5,702.24	32.9%
01912520	51196	RET SAVE	-675,000	0	-675,000	.00	.00	-675,000.00	.0%*
01912520	51197	DEGREE CH	115,000	0	115,000	.00	.00	115,000.00	.0%
01912520	51198	Retire Pay	360,000	0	360,000	320,149.06	39,850.94	.00	100.0%
01912520	51199	RSV. ALLOC	474,919	0	474,919	51,735.78	165,000.00	258,183.22	45.6%
01922530	51125	AS-Supv	168,866	0	168,866	155,876.40	12,989.70	-.10	100.0%*
01922530	51129	AS-Other	81,640	0	81,640	74,413.52	6,183.88	1,042.60	98.7%
01922530	51135	CLER. CO	15,000	0	15,000	.00	.00	15,000.00	.0%
TOTAL Salaries			82,097,667	0	82,097,667	66,468,831.78	14,997,996.96	630,838.29	99.2%
TOTAL EXPENSES			82,097,667	0	82,097,667	66,468,831.78	14,997,996.96	630,838.29	
52 Employee Benefits									
01912520	52001	FICA-MC	2,081,296	0	2,081,296	1,714,949.22	300,347.00	66,000.00	96.8%
01912520	52002	HEALTH/DEN	21,159,945	0	21,159,945	24,719,471.21	2,297,445.35	-5,856,972.06	127.7%*

YEAR-TO-DATE BUDGET REPORT

FOR 2026 11

52	Employee Benefits	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01912520 52003	WAIVER	210,000	0	210,000	174,588.53	41,115.64	-5,704.17	102.7%*
01912520 52004	DISABILITY	23,500	0	23,500	21,535.94	2,464.06	-500.00	102.1%*
01912520 52005	Life	115,000	0	115,000	104,740.89	10,236.86	22.25	100.0%
01912520 52006	UNEMPLOY	20,000	0	20,000	5,583.00	5,000.00	9,417.00	52.9%
01912520 52008	Admin Fee	16,000	0	16,000	11,488.50	1,075.50	3,436.00	78.5%
01912520 52010	401A TBOE	450,000	0	450,000	388,803.29	51,196.71	10,000.00	97.8%
01912520 52011	Med WH	0	0	0	-5,679,857.52	-330,092.60	6,009,950.12	100.0%
01912520 52012	Dental WH	0	0	0	-247,837.77	-15,000.00	262,837.77	100.0%
TOTAL Employee Benefits		24,075,741	0	24,075,741	21,213,465.29	2,363,788.52	498,486.91	97.9%
TOTAL EXPENSES		24,075,741	0	24,075,741	21,213,465.29	2,363,788.52	498,486.91	

53 Prchsd Prof Services

01011200 53230	CONSLT-PPS	325,000	0	325,000	440,577.97	114,083.33	-229,661.30	170.7%*
01011200 53300	OTHER PROF	58,000	0	58,000	43,450.22	18,104.80	-3,555.02	106.1%*
01011200 53308	LEGALSPED	115,000	0	115,000	135,359.66	39,640.34	-60,000.00	152.2%*
01011201 53210	INSTR. SRV	0	0	0	13,894.75	7,605.25	-21,500.00	100.0%*
01052130 53305	Svc Cont	90,000	0	90,000	110,217.83	26,182.17	-46,400.00	151.6%*
01401201 53210	INSTR. SRV	5,000	0	5,000	12,000.00	.00	-7,000.00	240.0%*
01412210 53300	OTHER PROF	5,000	0	5,000	920.00	3,000.00	1,080.00	78.4%
01422214 53300	OTHER PROF	4,500	0	4,500	1,866.30	175.87	2,457.83	45.4%
01422220 53300	OTHER PROF	3,500	0	3,500	.00	.00	3,500.00	.0%
01422520 53300	OTHER PROF	6,000	0	6,000	2,151.00	.00	3,849.00	35.9%
01422520 53305	DP-COMPUT	42,000	0	42,000	38,592.12	.00	3,407.88	91.9%
01613202 53301	POLICE	800	0	800	.00	.00	800.00	.0%
01623202 53301	POLICE	1,250	0	1,250	.00	720.00	530.00	57.6%
01711016 53300	OTHER PROF	47,575	0	47,575	39,345.43	2,525.00	5,704.57	88.0%
01712120 53220	INSERV.S/C	950	0	950	401.23	.00	548.77	42.2%
01712400 53301	POLICE	90,000	0	90,000	99,528.00	17,352.00	-26,880.00	129.9%*
01713201 53300	Prch Svcs	227,575	0	227,575	191,388.21	8,564.86	27,621.93	87.9%
01713201 53301	POLICE	20,000	0	20,000	27,200.00	300.00	-7,500.00	137.5%*
01802130 53401	SubTeach	840,000	0	840,000	512,383.32	317,186.13	10,430.55	98.8%
01802130 53402	SubPara	450,000	0	450,000	401,998.62	50,803.65	-2,802.27	100.6%*
01802130 53403	SubSec	20,000	0	20,000	4,502.11	14,988.16	509.73	97.5%
01852647 53300	OTHER PROF	3,000	0	3,000	.00	.00	3,000.00	.0%
01882700 53303	Software	8,256	0	8,256	34,086.49	4,965.00	-30,795.49	473.0%*
01882700 53405	SubCoor	0	0	0	38,162.50	587.50	-38,750.00	100.0%*
01902310 53300	OTHER PROF	27,000	0	27,000	25,272.70	127.42	1,599.88	94.1%
01902310 53308	LEGAL GEN	110,000	0	110,000	119,241.96	79,690.00	-88,931.96	180.8%*
01912520 53300	OTHER PROF	0	0	0	33,600.00	3,000.00	-36,600.00	100.0%*
01912520 53310	Insurance	93,000	0	93,000	87,900.00	.00	5,100.00	94.5%

TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2026 11

53	Prchsd Prof Services	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01922530 53301	FINANCIALS	90,000	0	90,000	102,104.31	.00	-12,104.31	113.4%*
01922530 53302	D.L.OTHER	229,950	0	229,950	229,426.04	5,892.16	-5,368.20	102.3%*
01922530 53304	TRAINING	7,500	0	7,500	1,600.00	.00	5,900.00	21.3%
TOTAL Prchsd Prof Services		2,920,856	0	2,920,856	2,747,170.77	715,493.64	-541,808.41	118.5%
TOTAL EXPENSES		2,920,856	0	2,920,856	2,747,170.77	715,493.64	-541,808.41	
54 Prchsd Property Srvc								
01052130 54300	REPAIRS	2,000	0	2,000	965.00	.00	1,035.00	48.3%
01422214 54300	REPAIRS	800	0	800	.00	.00	800.00	.0%
01422220 54300	REPAIRS	500	0	500	.00	.00	500.00	.0%
01422520 54300	REPAIRS	1,200	0	1,200	.00	.00	1,200.00	.0%
01422520 54409	Copiers	243,820	0	243,820	205,229.71	40,460.39	-1,870.10	100.8%*
01512400 54900	PROP SERV	300	0	300	.00	.00	300.00	.0%
01552400 54900	PROP SERV	500	0	500	.00	.00	500.00	.0%
01582400 54900	PROP SERV	300	0	300	97.00	.00	203.00	32.3%
01611016 54900	PROP SERV	1,212	0	1,212	468.97	.00	743.03	38.7%
01612400 54900	PROP SERV	500	0	500	.00	500.00	.00	100.0%
01621016 54900	PROP SERV	900	0	900	.00	899.35	.65	99.9%
01622400 54900	PROP SERV	750	0	750	480.98	.00	269.02	64.1%
01711006 54300	REPAIRS	3,000	0	3,000	3,085.73	2,681.56	-2,767.29	192.2%*
01711006 54900	PROP SERV	3,000	0	3,000	1,449.25	320.00	1,230.75	59.0%
01711016 54201	UNIFORM CL	1,500	0	1,500	1,500.00	.00	.00	100.0%
01713201 54200	CLEANING	16,000	0	16,000	11,552.31	3,447.69	1,000.00	93.8%
01842610 54103	RUBBISH	83,000	0	83,000	73,649.89	5,269.38	4,080.73	95.1%
01842610 54202	SER.CUST.	4,000	0	4,000	3,721.28	230.72	48.00	98.8%
01842610 54300	REPAIRS	15,000	0	15,000	223.30	877.20	13,899.50	7.3%
01842611 54101	Electricity	1,273,398	0	1,273,398	1,278,513.43	278,240.82	-283,356.25	122.3%*
01842611 54105	WATER	130,000	0	130,000	90,762.52	13,667.73	25,569.75	80.3%
01852622 54300	REPAIRS	10,000	0	10,000	.00	.00	10,000.00	.0%
01852623 54300	REPAIRS	3,000	0	3,000	1,680.24	578.76	741.00	75.3%
01852625 54300	REPAIRS	10,000	0	10,000	4,211.77	170.45	5,617.78	43.8%
01852627 54300	REPAIRS	5,000	0	5,000	6,281.46	7,000.00	-8,281.46	265.6%*
01852631 54300	REPAIRS	50,000	0	50,000	64,031.39	33,694.77	-47,726.16	195.5%*
01852631 54301	ELEVATORS	40,000	0	40,000	22,344.07	7,655.93	10,000.00	75.0%
01852632 54300	REPAIRS	5,000	0	5,000	3,219.25	.00	1,780.75	64.4%
01852633 54300	Services	35,000	0	35,000	16,573.74	26,953.66	-8,527.40	124.4%*
01852633 54301	SEC-SRVC K	25,000	0	25,000	1,050.00	300.00	23,650.00	5.4%
01852634 54300	REPAIRS	30,000	0	30,000	20,016.25	2,281.50	7,702.25	74.3%
01852635 54300	REPAIRS	35,000	0	35,000	9,631.00	.00	25,369.00	27.5%
01852637 54300	REPAIRS	6,000	0	6,000	6,830.00	570.00	-1,400.00	123.3%*

YEAR-TO-DATE BUDGET REPORT

FOR 2026 11

54	Prchsd Property Svc	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01852638	54300 REPAIRS	0	0	0	2,478.00	1,998.00	-4,476.00	100.0%*
01852639	54300 REPAIRS	135,000	0	135,000	85,432.41	73,563.77	-23,996.18	117.8%*
01852643	54300 REPAIRS	6,000	0	6,000	3,763.40	5,766.60	-3,530.00	158.8%*
01852644	54300 REPAIRS	5,000	0	5,000	5,409.67	2,523.73	-2,933.40	158.7%*
01852645	54300 REPAIRS	30,000	0	30,000	20,235.50	9,764.50	.00	100.0%
01852646	54300 REPAIRS	10,000	0	10,000	14,852.00	2,658.00	-7,510.00	175.1%*
01852647	54300 REPAIRS	15,000	0	15,000	101,569.01	28,246.46	-114,815.47	865.4%*
01852648	54300 REPAIRS	20,000	0	20,000	19,901.25	1,458.75	-1,360.00	106.8%*
01852649	54300 REPAIRS	500	0	500	.00	.00	500.00	.0%
01882700	54900 PROP SERV	523	0	523	.00	.00	523.00	.0%
TOTAL Prchsd Property Svc		2,257,703	0	2,257,703	2,081,209.78	551,779.72	-375,286.50	116.6%
TOTAL EXPENSES		2,257,703	0	2,257,703	2,081,209.78	551,779.72	-375,286.50	
55 Prchsd Other Srvcs								
01011000	55800 PROF.DEVEL	500	0	500	.00	500.00	.00	100.0%
01011000	55900 OTHER PUR	6,000	0	6,000	4,420.00	.00	1,580.00	73.7%
01011000	55906 PRT-P ACC	200	0	200	165.00	.00	35.00	82.5%
01011200	55800 PROF DEVEL	20,000	0	20,000	7,918.65	1,777.50	10,303.85	48.5%
01011200	55801 Mileage	10,000	0	10,000	5,913.08	.00	4,086.92	59.1%
01011200	55906 PRINTING	500	0	500	292.50	.00	207.50	58.5%
01396110	55600 Tuit-SPED	5,568,903	0	5,568,903	5,496,070.26	897,503.17	-824,670.91	114.8%*
01396110	55601 ECR	-2,087,315	0	-2,087,315	-2,311,362.00	.00	224,047.00	110.7%
01401000	55502 Intern HS	48,750	0	48,750	15,470.00	.00	33,280.00	31.7%
01401203	55801 Mileage	10,000	0	10,000	8,823.18	.00	1,176.82	88.2%
01402320	55600 TUITION	327,960	0	327,960	232,745.38	24,733.37	70,481.25	78.5%
01402320	55800 PROF DEVEL	20,000	0	20,000	27,132.58	.00	-7,132.58	135.7%*
01402320	55906 PRINTING	800	0	800	879.50	.00	-79.50	109.9%*
01412210	55800 PROF DEVEL	62,000	0	62,000	56,758.87	8,000.00	-2,758.87	104.4%*
01422520	55800 PROF DEVEL	1,000	0	1,000	180.00	.00	820.00	18.0%
01422520	55804 Mileage	1,200	0	1,200	527.70	.00	672.30	44.0%
01422520	55903 Tel Cell	38,000	0	38,000	10,890.58	8,151.56	18,957.86	50.1%
01422520	55904 PHONE-LAND	107,895	0	107,895	113,843.05	16,283.42	-22,231.47	120.6%*
01422520	55907 INTERNET	228,300	0	228,300	179,208.49	6,728.00	42,363.51	81.4%
01511001	55500 BHE Intern	32,000	0	32,000	30,600.00	.00	1,400.00	95.6%
01512400	55800 PROF DEVEL	550	0	550	.00	.00	550.00	.0%
01521001	55500 FTE Intern	32,000	0	32,000	30,600.00	.00	1,400.00	95.6%
01522400	55800 PROF DEVEL	500	0	500	.00	.00	500.00	.0%
01531001	55500 DFE Intern	32,000	0	32,000	19,389.00	.00	12,611.00	60.6%
01532400	55800 PROF DEVEL	0	0	0	870.00	.00	-870.00	100.0%*
01541001	55500 MBE Intern	32,000	0	32,000	30,600.00	.00	1,400.00	95.6%

TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2026 11

55	Prchsd	Other	Srvcs	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01542400	55800	PROF DEVEL		500	0	500	341.90	.00	158.10	68.4%
01551001	55500	JRE Intern		32,000	0	32,000	30,600.00	.00	1,400.00	95.6%
01581001	55500	TSE Intern		32,000	0	32,000	30,600.00	.00	1,400.00	95.6%
01582400	55800	PROF DEVEL		500	0	500	76.17	.00	423.83	15.2%
01611001	55500	HMS Intern		48,000	0	48,000	45,900.00	.00	2,100.00	95.6%
01612400	55800	PROF DEVEL		1,100	0	1,100	.00	.00	1,100.00	.0%
01621001	55500	MMS Intern		48,000	0	48,000	45,900.00	.00	2,100.00	95.6%
01622400	55800	PROF DEVEL		1,000	0	1,000	.00	.00	1,000.00	.0%
01711006	55809	FIELD TRIP		2,629	0	2,629	396.20	2,103.80	129.00	95.1%
01711006	55906	PRT-P ACC		500	0	500	.00	.00	500.00	.0%
01711016	55809	FIELD TRIP		22,000	0	22,000	11,803.69	2,070.13	8,126.18	63.1%
01712400	55800	PROF DEVEL		3,500	0	3,500	1,159.80	.00	2,340.20	33.1%
01712400	55901	OthPrchSrv		2,000	0	2,000	.00	.00	2,000.00	.0%
01712400	55906	PRT-P ACC		7,000	0	7,000	1,183.75	3,285.36	2,530.89	63.8%
01713201	55809	TRANSPORTA		188,300	0	188,300	123,074.88	9,180.12	56,045.00	70.2%
01713202	55807	FieldTrips		45,000	0	45,000	43,096.00	.00	1,904.00	95.8%
01713202	55906	PRINTING		500	0	500	.00	.00	500.00	.0%
01741200	55600	OG TUIT		85,000	0	85,000	.00	85,000.00	.00	100.0%
01802130	55800	PD		9,000	0	9,000	325.00	2,725.00	5,950.00	33.9%
01802130	55900	OTHER PURC		85,000	0	85,000	77,310.12	1,280.00	6,409.88	92.5%
01802130	55903	ADVERT.		1,500	0	1,500	1,500.00	.00	.00	100.0%
01822230	55800	PROF DEVEL		500	0	500	.00	.00	500.00	.0%
01822230	55910	Other		17,000	0	17,000	14,049.74	.00	2,950.26	82.6%
01842610	55803	Mileage		1,500	0	1,500	1,094.66	.00	405.34	73.0%
01882700	55101	REG RTS		4,264,460	0	4,264,460	4,286,414.62	.00	-21,954.62	100.5%*
01882700	55102	Ace		3,762	0	3,762	.00	.00	3,762.00	.0%
01882700	55105	Summer		313,812	0	313,812	296,951.09	3,574.00	13,286.91	95.8%
01882700	55109	Fuel		337,485	0	337,485	284,785.78	103,243.09	-50,543.87	115.0%*
01882700	55809	FIELD TRIP		9,405	0	9,405	6,463.21	5,870.66	-2,928.87	131.1%*
01882701	55101	Sped IN		1,895,845	0	1,895,845	1,546,479.99	16,627.81	332,737.20	82.4%
01882701	55105	Sped Out		1,120,066	0	1,120,066	1,098,114.50	343,834.50	-321,883.00	128.7%*
01882701	55108	Monitors		460,005	0	460,005	441,220.80	.00	18,784.20	95.9%
01902310	55800	PROF DEVEL		1,000	0	1,000	831.41	.00	168.59	83.1%
01902320	55800	PROF DEVEL		11,000	0	11,000	3,479.56	.00	7,520.44	31.6%
01902320	55900	POSTAGE		33,000	0	33,000	25,018.51	12,056.93	-4,075.44	112.3%*
01902320	55905	PRINTING		300	0	300	.00	.00	300.00	.0%
01922530	55804	Digital		10,000	0	10,000	4,287.00	.00	5,713.00	42.9%
TOTAL Prchsd Other Srvcs				13,587,912	0	13,587,912	12,384,394.20	1,554,528.42	-351,011.10	102.6%
TOTAL EXPENSES				13,587,912	0	13,587,912	12,384,394.20	1,554,528.42	-351,011.10	

56 Supplies

01011000	56110	Off Supp		4,000	0	4,000	4,265.53	.00	-265.53	106.6%*
----------	-------	----------	--	-------	---	-------	----------	-----	---------	---------

TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2026 11									
56	Supplies		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01011000	56111	Class Supp	13,050	0	13,050	11,484.46	.00	1,565.54	88.0%
01011000	56411	TEXTBOOKS	1,300	0	1,300	1,175.29	.00	124.71	90.4%
01011000	56904	TEST-IND	4,000	0	4,000	3,236.13	.00	763.87	80.9%
01011200	56110	Off Supp	2,500	0	2,500	930.47	14.37	1,555.16	37.8%
01011200	56111	Class Supp	30,000	0	30,000	65,823.26	3,082.64	-38,905.90	229.7%*
01011200	56411	TEXTBOOKS	2,500	0	2,500	373.38	.00	2,126.62	14.9%
01011200	56425	SUBSCRIPTN	1,000	0	1,000	.00	.00	1,000.00	.0%
01011200	56904	TEST-IND	62,000	0	62,000	50,866.34	.00	11,133.66	82.0%
01052130	56110	Off Supp	9,000	0	9,000	5,211.77	3,674.23	114.00	98.7%
01402320	56110	Off Supp	25,000	0	25,000	13,662.05	401.39	10,936.56	56.3%
01412210	56118	Software	5,000	0	5,000	3,735.25	.00	1,264.75	74.7%
01412210	56411	TEXTBOOKS	217,000	0	217,000	110,360.41	.00	106,639.59	50.9%
01412210	56904	TEST-IND	150,460	0	150,460	124,311.36	3,500.00	22,648.64	84.9%
01412214	56111	Class Supp	100,000	0	100,000	28,425.78	16,850.99	54,723.23	45.3%
01412214	56426	On Line Re	341,900	0	341,900	335,451.25	.00	6,448.75	98.1%
01422214	56117	Comp Supp	600	0	600	.00	.00	600.00	.0%
01422214	56118	Software	248,800	0	248,800	237,164.77	.00	11,635.23	95.3%
01422214	56900	PARTS	10,500	0	10,500	6,624.97	1,368.15	2,506.88	76.1%
01422220	56117	Comp Supp	250	0	250	.00	.00	250.00	.0%
01422220	56900	PARTS	4,300	0	4,300	113.99	.00	4,186.01	2.7%
01422520	56110	Off Supp	1,200	0	1,200	623.94	.00	576.06	52.0%
01422520	56425	SUBSCRIPTN	50	0	50	.00	.00	50.00	.0%
01422520	56900	PARTS	4,150	0	4,150	3,907.73	.00	242.27	94.2%
01511001	56111	Class Supp	30,276	0	30,276	35,740.24	1,223.40	-6,687.64	122.1%*
01511001	56411	TEXTBOOKS	32,364	0	32,364	31,351.38	.00	1,012.62	96.9%
01512220	56420	LIBR BKS	5,220	0	5,220	5,186.98	.00	33.02	99.4%
01512220	56425	SUBSCRIPTN	914	0	914	2,085.02	.00	-1,171.02	228.1%*
01512220	56901	MEDIA MAT.	3,132	0	3,132	2,320.99	.00	811.01	74.1%
01512400	56110	Off Supp	3,654	0	3,654	1,147.31	.00	2,506.69	31.4%
01521001	56111	Class Supp	29,928	0	29,928	26,945.26	2,907.41	75.33	99.7%
01521001	56411	TEXTBOOKS	31,992	0	31,992	31,173.34	.00	818.66	97.4%
01522220	56420	LIBR BKS	5,160	0	5,160	4,948.55	101.50	109.95	97.9%
01522220	56425	SUBSCRIPTN	903	0	903	798.44	76.29	28.27	96.9%
01522220	56901	MEDIA MAT.	3,096	0	3,096	3,718.14	74.44	-696.58	122.5%*
01522400	56110	Off Supp	3,612	0	3,612	1,522.37	1,200.00	889.63	75.4%
01531001	56111	Class Supp	28,072	0	28,072	27,940.92	.00	131.08	99.5%
01531001	56411	TEXTBOOKS	30,008	0	30,008	25,856.87	.00	4,151.13	86.2%
01532220	56420	LIBR BKS	4,840	0	4,840	8,210.93	74.58	-3,445.51	171.2%*
01532220	56425	SUBSCRIPTN	847	0	847	.00	.00	847.00	.0%
01532220	56901	MEDIA MAT.	2,904	0	2,904	809.69	.00	2,094.31	27.9%
01532400	56110	Off Supp	3,388	0	3,388	2,774.94	.00	613.06	81.9%
01541001	56111	Class Supp	29,116	0	29,116	25,915.39	.00	3,200.61	89.0%
01541001	56411	TEXTBOOKS	31,124	0	31,124	31,253.43	.00	-129.43	100.4%*
01542220	56420	LIBR BKS	5,020	0	5,020	5,019.77	.00	.23	100.0%

TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2026 11									
56	Supplies		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01542220	56425	SUBSCRIPTN	879	0	879	874.07	.00	4.93	99.4%
01542220	56901	MEDIA MAT.	3,012	0	3,012	3,011.04	.00	.96	100.0%
01542400	56110	Off Supp	3,514	0	3,514	1,969.13	.00	1,544.87	56.0%
01551001	56111	Class Supp	25,404	0	25,404	25,157.86	199.27	46.87	99.8%
01551001	56411	TEXTBOOKS	27,156	0	27,156	27,150.03	.00	5.97	100.0%
01552220	56420	LIBR BKS	4,380	0	4,380	4,231.84	148.16	.00	100.0%
01552220	56425	SUBSCRIPTN	767	0	767	724.81	42.19	.00	100.0%
01552220	56901	MEDIA MAT.	2,628	0	2,628	2,485.68	77.32	65.00	97.5%
01552400	56110	Off Supp	3,066	0	3,066	2,346.44	657.23	62.33	98.0%
01581001	56111	Class Supp	22,852	0	22,852	19,632.37	1,167.57	2,052.06	91.0%
01581001	56411	TEXTBOOKS	24,428	0	24,428	24,409.74	.00	18.26	99.9%
01582220	56420	LIBR BKS	3,940	0	3,940	3,938.79	.00	1.21	100.0%
01582220	56425	SUBSCRIPTN	690	0	690	682.96	.00	7.04	99.0%
01582220	56901	MEDIA MAT.	2,364	0	2,364	2,364.18	.00	-.18	100.0%*
01582400	56110	Off Supp	2,758	0	2,758	1,672.17	.00	1,085.83	60.6%
01611001	56111	Class Supp	34,056	0	34,056	31,948.34	269.00	1,838.66	94.6%
01611001	56411	TEXTBOOKS	11,880	0	11,880	10,303.30	477.20	1,099.50	90.7%
01611016	56111	Class supp	2,259	0	2,259	1,723.86	166.83	368.31	83.7%
01611019	56111	Class Supp	3,424	0	3,424	3,408.53	.00	15.47	99.5%
01612220	56111	Class Supp	1,980	0	1,980	1,674.32	136.99	168.69	91.5%
01612220	56420	LIBR BKS	2,376	0	2,376	2,324.98	.00	51.02	97.9%
01612220	56425	SUBSCRIPTN	1,584	0	1,584	1,581.34	.00	2.66	99.8%
01612400	56110	Off Supp	3,960	0	3,960	3,959.95	.00	.05	100.0%
01613202	56119	Supplies	4,200	0	4,200	1,324.98	57.00	2,818.02	32.9%
01621001	56111	Class supp	36,851	0	36,851	25,317.33	1,609.99	9,923.68	73.1%
01621001	56411	TEXTBOOKS	12,855	0	12,855	4,952.45	.00	7,902.55	38.5%
01621016	56111	Class Supp	2,750	0	2,750	2,356.28	.00	393.72	85.7%
01621019	56111	Class Supp	3,000	0	3,000	2,925.58	.00	74.42	97.5%
01622220	56420	LIBR BKS	2,571	0	2,571	2,117.19	378.60	75.21	97.1%
01622220	56425	SUBSCRIPTN	1,714	0	1,714	1,114.34	410.66	189.00	89.0%
01622220	56901	MEDIA MAT.	2,143	0	2,143	2,033.49	1.35	108.16	95.0%
01622400	56110	Off Supp	4,285	0	4,285	1,919.59	145.65	2,219.76	48.2%
01623202	56119	Supplies	1,750	0	1,750	.00	1,549.50	200.50	88.5%
01711001	56111	Class Supp	32,500	0	32,500	24,750.95	1,453.48	6,295.57	80.6%
01711002	56112	SP CLSRM	24,000	0	24,000	16,862.07	2,219.20	4,918.73	79.5%
01711003	56112	SP CLSRM	2,200	0	2,200	2,086.33	.00	113.67	94.8%
01711003	56411	TEXTBOOKS	15,250	0	15,250	14,893.50	.00	356.50	97.7%
01711006	56112	SP CLSRM	37,000	0	37,000	30,540.68	7,694.93	-1,235.61	103.3%*
01711006	56411	TEXTBOOKS	2,000	0	2,000	126.00	.00	1,874.00	6.3%
01711010	56112	SP CLSRM	1,150	0	1,150	1,146.16	.00	3.84	99.7%
01711010	56411	TEXTBOOKS	22,147	0	22,147	21,613.03	.00	533.97	97.6%
01711011	56112	SP CLSRM	2,330	0	2,330	1,467.60	.00	862.40	63.0%
01711011	56411	TEXTBOOKS	37,691	0	37,691	32,778.71	2,075.56	2,836.73	92.5%
01711013	56112	SP CLSRM	19,060	0	19,060	12,828.52	5,243.81	987.67	94.8%

TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2026 11									
56	Supplies		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01711014	56112	SP CLSRM	28,965	0	28,965	23,913.89	3,803.03	1,248.08	95.7%
01711015	56112	SP CLSRM	1,550	0	1,550	1,437.82	.00	112.18	92.8%
01711015	56411	TEXTBOOKS	5,050	0	5,050	4,180.64	.00	869.36	82.8%
01711016	56112	SP CLSRM	5,400	0	5,400	5,263.30	106.42	30.28	99.4%
01711019	56112	SP CLSRM	2,934	0	2,934	2,925.67	.00	8.33	99.7%
01711022	56112	SP CLSRM	500	0	500	.00	.00	500.00	.0%
01711027	56112	SP CLSRM	12,893	0	12,893	7,635.96	3,744.85	1,512.19	88.3%
01711027	56411	TEXTBOOKS	12,761	0	12,761	2,775.27	.00	9,985.73	21.7%
01711028	56112	SP CLSRM	990	0	990	982.83	.00	7.17	99.3%
01711028	56411	TEXTBOOKS	9,614	0	9,614	1,902.77	.00	7,711.23	19.8%
01712120	56112	SP CLSRM	450	0	450	279.05	.00	170.95	62.0%
01712120	56903	TEST-SYS	650	0	650	144.04	.00	505.96	22.2%
01712220	56420	LIBR BKS	9,450	0	9,450	7,853.48	995.59	600.93	93.6%
01712220	56425	SUBSCRIPTN	2,060	0	2,060	2,015.19	.00	44.81	97.8%
01712220	56901	MEDIA MAT.	2,300	0	2,300	2,171.51	.00	128.49	94.4%
01712221	56900	PARTS	1,500	0	1,500	.00	.00	1,500.00	.0%
01712400	56110	Off Supp	4,500	0	4,500	.00	.00	4,500.00	.0%
01712400	56112	SP CLSRM	0	0	0	33.43	.00	-33.43	100.0%*
01712400	56116	SP PROJ	7,750	0	7,750	.00	.00	7,750.00	.0%
01712400	56270	M/S SECUR.	3,000	0	3,000	1,870.62	.00	1,129.38	62.4%
01712400	56425	SUBSCRIPTN	1,250	0	1,250	195.53	.00	1,054.47	15.6%
01712400	56907	GRAD. EXP	25,000	0	25,000	4,442.67	17,624.40	2,932.93	88.3%
01713201	56112	SP CLSRM	135,000	0	135,000	88,837.05	38,697.71	7,465.24	94.5%
01713203	56906	AWARDS	1,500	0	1,500	233.25	.00	1,266.75	15.6%
01802130	56110	SUPPLIES	3,500	0	3,500	2,644.83	711.30	143.87	95.9%
01822230	56110	Ofc Supp	1,500	0	1,500	1,438.17	1,760.83	-1,699.00	213.3%*
01842610	56130	Supplies	196,000	0	196,000	161,807.68	33,639.00	553.32	99.7%
01842610	56132	SUPP/EQUIP	0	0	0	773.75	226.25	-1,000.00	100.0%*
01842611	56202	Nat Gas	600,000	0	600,000	499,688.37	30,066.63	70,245.00	88.3%
01852622	56134	Snow Rem	10,000	0	10,000	12,116.85	4,278.17	-6,395.02	164.0%*
01852623	56133	Gas/Diesel	50,000	0	50,000	36,957.40	1,585.68	11,456.92	77.1%
01852623	56134	Veh Supp	15,000	0	15,000	21,379.67	5,060.03	-11,439.70	176.3%*
01852623	56900	PARTS	0	0	0	444.08	.00	-444.08	100.0%*
01852625	56134	Grnds-Supp	20,000	0	20,000	8,710.05	999.00	10,290.95	48.5%
01852626	56134	PARTS-SUPP	3,000	0	3,000	.00	.00	3,000.00	.0%
01852627	56134	PARTS-SUPP	7,500	0	7,500	6,405.93	2,397.79	-1,303.72	117.4%*
01852631	56134	PARTS-SUPP	2,000	0	2,000	989.57	300.00	710.43	64.5%
01852632	56134	PARTS-SUPP	20,000	0	20,000	8,724.83	10,487.91	787.26	96.1%
01852633	56134	PARTS-SUPP	30,000	0	30,000	23,442.80	5,449.05	1,108.15	96.3%
01852635	56134	PARTS-SUPP	1,500	0	1,500	.00	.00	1,500.00	.0%
01852636	56134	PARTS-SUPP	0	0	0	1,899.98	.00	-1,899.98	100.0%*
01852638	56134	PARTS-SUPP	1,000	0	1,000	1,314.68	785.32	-1,100.00	210.0%*
01852639	56134	PARTS-SUPP	35,000	0	35,000	63,984.11	25,266.64	-54,250.75	255.0%*
01852639	56135	BUD PROJ	0	0	0	1,542.51	.00	-1,542.51	100.0%*

YEAR-TO-DATE BUDGET REPORT

FOR 2026 11

56	Supplies	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01852642	56134 PARTS-SUPP	5,000	0	5,000	3,802.28	4,179.73	-2,982.01	159.6%*
01852643	56900 PARTS	0	0	0	854.00	.00	-854.00	100.0%*
01852644	56134 PARTS-SUPP	40,000	0	40,000	32,781.90	8,433.63	-1,215.53	103.0%*
01852646	56134 PARTS-SUPP	500	0	500	.00	.00	500.00	.0%
01852648	56134 PARTS-SUPP	15,000	0	15,000	10,728.15	3,771.85	500.00	96.7%
01852649	56134 PARTS-SUPP	0	0	0	788.99	310.01	-1,099.00	100.0%*
01882700	56110 Off Supp	3,762	0	3,762	221.62	3,439.78	100.60	97.3%
01902320	56110 Off Supp	4,000	0	4,000	4,078.58	1,276.22	-1,354.80	133.9%*
01902320	56425 SUBSCRIPTN	850	0	850	419.77	1,080.23	-650.00	176.5%*
01912520	56110 Off Supp	5,000	0	5,000	5,742.92	2,590.91	-3,333.83	166.7%*
TOTAL Supplies		3,326,113	0	3,326,113	2,735,976.04	273,798.84	316,338.12	90.5%
TOTAL EXPENSES		3,326,113	0	3,326,113	2,735,976.04	273,798.84	316,338.12	
57 Property								
01011000	57301 EQUIPMENT	4,000	0	4,000	3,378.25	.00	621.75	84.5%
01011000	57308 Furniture	3,200	0	3,200	1,636.72	.00	1,563.28	51.1%
01032130	57303 EQU-NEWINS	15,000	0	15,000	15,228.17	88.35	-316.52	102.1%*
01052130	57304 Equipment	1,000	0	1,000	.00	.00	1,000.00	.0%
01402320	57308 FURNITURE	1,000	0	1,000	884.32	.00	115.68	88.4%
01412210	57301 EQUIP INST	10,000	0	10,000	3,049.76	.00	6,950.24	30.5%
01421001	57310 DW EQUIP	352,544	0	352,544	281,381.74	3,844.67	67,317.59	80.9%
01422214	57301 EQUIP INST	8,000	0	8,000	6,606.80	.00	1,393.20	82.6%
01422220	57301 EQUIP INST	12,600	0	12,600	8,430.93	.00	4,169.07	66.9%
01422520	57301 EQUIP INST	38,000	0	38,000	69,006.43	.00	-31,006.43	181.6%*
01511001	57301 EQUIP INST	1,566	0	1,566	99.95	.00	1,466.05	6.4%
01511001	57308 Furniture	1,827	0	1,827	.00	.00	1,827.00	.0%
01512220	57302 EQU-NONINS	1,566	0	1,566	932.86	.00	633.14	59.6%
01521001	57301 EQUIP INST	1,548	0	1,548	1,484.08	.00	63.92	95.9%
01521001	57308 Furniture	1,806	0	1,806	1,688.36	71.99	45.65	97.5%
01522220	57302 EQU-NONINS	1,548	0	1,548	.00	.00	1,548.00	.0%
01531001	57301 EQUIP INST	1,452	0	1,452	2,209.40	.00	-757.40	152.2%*
01531001	57308 Furniture	1,694	0	1,694	295.88	.00	1,398.12	17.5%
01532220	57302 EQU-NONINS	1,452	0	1,452	887.95	.00	564.05	61.2%
01541001	57301 EQUIP INST	1,506	0	1,506	19.99	.00	1,486.01	1.3%
01541001	57308 Furniture	1,757	0	1,757	362.35	.00	1,394.65	20.6%
01542220	57302 EQU-NONINS	1,506	0	1,506	1,509.69	.00	-3.69	100.2%*
01551001	57301 EQUIP INST	1,314	0	1,314	1,312.74	.00	1.26	99.9%
01551001	57308 Furniture	1,533	0	1,533	1,522.70	.00	10.30	99.3%
01552220	57302 EQU-NONINS	1,314	0	1,314	1,285.19	28.81	.00	100.0%
01581001	57301 EQUIP INST	1,182	0	1,182	611.52	.00	570.48	51.7%

YEAR-TO-DATE BUDGET REPORT

FOR 2026 11

57	Property	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01581001	57308 Furniture	1,379	0	1,379	109.79	.00	1,269.21	8.0%
01582220	57302 EQU-NONINS	1,182	0	1,182	1,052.40	30.67	98.93	91.6%
01611001	57301 EQUIP INST	3,564	0	3,564	3,560.00	.00	4.00	99.9%
01611001	57308 Furniture	396	0	396	395.09	.00	.91	99.8%
01611016	57301 EQUIP INST	3,220	0	3,220	3,480.90	.00	-260.90	108.1%*
01612220	57302 EQU-NONINS	1,188	0	1,188	1,174.75	.00	13.25	98.9%
01621001	57301 EQUIP INST	3,857	0	3,857	1,919.35	358.31	1,579.34	59.1%
01621001	57308 Furniture	429	0	429	236.64	.00	192.36	55.2%
01621016	57301 EQUIP INST	3,200	0	3,200	2,958.89	.00	241.11	92.5%
01622220	57302 EQU-NONINS	1,286	0	1,286	1,111.15	.00	174.85	86.4%
01711001	57308 Furniture	10,100	0	10,100	.00	.00	10,100.00	.0%
01711002	57301 EQUIP INST	11,000	0	11,000	999.07	4.50	9,996.43	9.1%
01711006	57301 EQUIP INST	2,000	0	2,000	.00	.00	2,000.00	.0%
01711011	57301 EQUIP INST	9,780	0	9,780	8,425.56	1,354.44	.00	100.0%
01711013	57301 EQUIP INST	4,125	0	4,125	13,313.39	14,922.64	-24,111.03	684.5%*
01711014	57301 EQUIP INST	2,100	0	2,100	1,648.08	500.00	-48.08	102.3%*
01711016	57301 EQUIP INST	3,000	0	3,000	2,361.34	.00	638.66	78.7%
01711019	57301 EQUIP INST	6,000	0	6,000	5,991.60	7.71	.69	100.0%
01711027	57301 EQUIP INST	9,132	0	9,132	6,709.67	.00	2,422.33	73.5%
01712220	57302 EQU-NONINS	775	0	775	767.00	.00	8.00	99.0%
01712221	57301 EQUIP INST	2,500	0	2,500	.00	.00	2,500.00	.0%
01712400	57308 Furniture	6,500	0	6,500	499.43	4,140.00	1,860.57	71.4%
01713201	57301 EQUIP INST	46,000	0	46,000	40,361.50	3,528.20	2,110.30	95.4%
01822230	57308 FURNITURE	500	0	500	.00	.00	500.00	.0%
01842610	57301 EQUIP INST	7,000	0	7,000	12,170.74	.00	-5,170.74	173.9%*
01852622	57307 Equipment	5,000	0	5,000	-43.00	.00	5,043.00	-.9%
01852623	57307 Equipment	2,000	0	2,000	4,210.70	842.14	-3,052.84	252.6%*
01852625	57307 Equipment	5,000	0	5,000	.00	.00	5,000.00	.0%
01852627	57307 EQU-TOOLS	5,000	0	5,000	.00	.00	5,000.00	.0%
01852632	57307 Equipment	3,000	0	3,000	-36.00	.00	3,036.00	-1.2%
01852633	57306 EQU-MAINT	10,000	0	10,000	2,888.55	1,115.40	5,996.05	40.0%
01852650	57200 FF&E SPACE	10,000	0	10,000	7,628.00	2,372.00	.00	100.0%
01852651	57100 IMPRV-BLG	0	0	0	1,068.00	932.00	-2,000.00	100.0%*
TOTAL Property		650,128	0	650,128	528,788.37	34,141.83	87,197.80	86.6%
TOTAL EXPENSES		650,128	0	650,128	528,788.37	34,141.83	87,197.80	
58 Debt Srv & Misc								
01011000	58900 DUES	700	0	700	429.00	.00	271.00	61.3%
01011200	58900 DUES	5,000	0	5,000	2,901.81	4,968.49	-2,870.30	157.4%*
01402320	58900 DUES	7,000	0	7,000	7,619.36	.00	-619.36	108.8%*

YEAR-TO-DATE BUDGET REPORT

FOR 2026 11

58	Debt Srvc & Misc	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01512400	58900 DUES	534	0	534	548.00	.00	-14.00	102.6%*
01522400	58900 DUES	350	0	350	238.00	.00	112.00	68.0%
01532400	58900 DUES	0	0	0	152.00	.00	-152.00	100.0%*
01542400	58900 DUES	350	0	350	.00	.00	350.00	.0%
01582400	58900 DUES	534	0	534	456.95	.00	77.05	85.6%
01612400	58900 DUES	1,702	0	1,702	1,638.99	.00	63.01	96.3%
01622400	58900 DUES	800	0	800	754.00	.00	46.00	94.3%
01711006	58900 DUES	4,899	0	4,899	6,623.00	1,352.00	-3,076.00	162.8%*
01712220	58900 DUES	230	0	230	190.00	.00	40.00	82.6%
01712400	58900 DUES	10,675	0	10,675	10,885.00	.00	-210.00	102.0%*
01713201	58900 DUES	47,500	0	47,500	47,653.53	4,917.00	-5,070.53	110.7%*
01802130	58900 DUES	1,300	0	1,300	450.00	.00	850.00	34.6%
01822230	58900 DUES	1,500	0	1,500	930.00	.00	570.00	62.0%
01882700	58900 DUES	392	0	392	.00	.00	392.00	.0%
01902320	58900 DUES	30,000	0	30,000	25,476.50	4,251.50	272.00	99.1%
01912520	58310 PrinPymnt	358,614	0	358,614	358,614.00	.00	.00	100.0%
01912520	58320 IntPymnt	81,296	0	81,296	81,295.47	.00	.53	100.0%
01912520	58900 DUES	7,000	0	7,000	41,429.86	800.00	-35,229.86	603.3%*
01912520	58904 Bad Debt	14,000	0	14,000	.00	.00	14,000.00	.0%
TOTAL Debt Srvc & Misc		574,376	0	574,376	588,285.47	16,288.99	-30,198.46	105.3%
TOTAL EXPENSES		574,376	0	574,376	588,285.47	16,288.99	-30,198.46	
59 Other Objects								
01912520	59001 Intxfer	-312,855	0	-312,855	-236,688.75	.00	-76,166.25	75.7%*
TOTAL Other Objects		-312,855	0	-312,855	-236,688.75	.00	-76,166.25	75.7%
TOTAL EXPENSES		-312,855	0	-312,855	-236,688.75	.00	-76,166.25	
GRAND TOTAL		129,177,640	0	129,177,640	108,511,432.95	20,507,816.92	158,390.40	99.9%

** END OF REPORT - Generated by Alison Pierce **

TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2026 11							
	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
Adult Adult Education							
01741200 55600 OG TUIT	85,000	0	85,000	.00	85,000.00	.00	100.0%
TOTAL Adult Education	85,000	0	85,000	.00	85,000.00	.00	100.0%
TOTAL EXPENSES	85,000	0	85,000	.00	85,000.00	.00	
Assts Assistant Superintendent							
01401201 51117 Tutor	1,500	0	1,500	8,866.42	.00	-7,366.42	591.1%*
01401201 53210 INSTR. SRV	5,000	0	5,000	12,000.00	.00	-7,000.00	240.0%*
01401203 51117 Tutors	3,500	0	3,500	140.55	.00	3,359.45	4.0%
01401203 55801 Mileage	10,000	0	10,000	8,823.18	.00	1,176.82	88.2%
01401204 51117 Tutors	5,000	0	5,000	3,162.41	.00	1,837.59	63.2%
01402210 51110 Curr Salar	819,237	0	819,237	648,347.60	163,681.98	7,207.17	99.1%
01402320 51130 Admin Sec	77,165	0	77,165	74,592.25	6,166.02	-3,593.47	104.7%*
01402320 51200 MENTORS	9,000	0	9,000	.00	.00	9,000.00	.0%
01402320 55600 TUITION	327,960	0	327,960	232,745.38	24,733.37	70,481.25	78.5%
01402320 55800 PROF DEVEL	20,000	0	20,000	27,132.58	.00	-7,132.58	135.7%*
01402320 55906 PRINTING	800	0	800	879.50	.00	-79.50	109.9%*
01402320 56110 Off Supp	25,000	0	25,000	13,662.05	401.39	10,936.56	56.3%
01402320 57308 FURNITURE	1,000	0	1,000	884.32	.00	115.68	88.4%
01402320 58900 DUES	7,000	0	7,000	7,619.36	.00	-619.36	108.8%*
01412210 51111 Curr Prog	379,383	0	379,383	317,350.20	62,290.76	-257.96	100.1%*
01412210 51114 Asst Super	210,443	0	210,443	199,935.60	16,661.30	-6,153.90	102.9%*
01412210 51117 Tchr Train	10,000	0	10,000	.00	.00	10,000.00	.0%
01412210 51118 PD Prep	30,000	0	30,000	13,368.73	.00	16,631.27	44.6%
01412210 51119 Curr Write	70,000	0	70,000	48,916.84	.00	21,083.16	69.9%
01412210 51129 Non Cert	81,640	0	81,640	37,454.31	.00	44,185.69	45.9%
01412210 51130 Admin Sec	68,890	0	68,890	63,542.92	5,478.74	-132.06	100.2%*
01412210 51135 CLER PT	500	0	500	179.07	.00	320.93	35.8%
01412210 53300 OTHER PROF	5,000	0	5,000	920.00	3,000.00	1,080.00	78.4%
01412210 55800 PROF DEVEL	62,000	0	62,000	56,758.87	8,000.00	-2,758.87	104.4%*
01412210 56118 Software	5,000	0	5,000	3,735.25	.00	1,264.75	74.7%
01412210 56411 TEXTBOOKS	217,000	0	217,000	110,360.41	.00	106,639.59	50.9%
01412210 56904 TEST-IND	150,460	0	150,460	124,311.36	3,500.00	22,648.64	84.9%
01412210 57301 EQUIP INST	10,000	0	10,000	3,049.76	.00	6,950.24	30.5%
01412214 56111 Class Supp	100,000	0	100,000	28,425.78	16,850.99	54,723.23	45.3%
01412214 56426 On Line Re	341,900	0	341,900	335,451.25	.00	6,448.75	98.1%
01922530 51125 AS-Supv	168,866	0	168,866	155,876.40	12,989.70	- .10	100.0%*

TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2026 11

Assts	Assistant Superintendent	ORIGINAL APPROP	TRANFRS/ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01922530 51129	AS-Other	81,640	0	81,640	74,413.52	6,183.88	1,042.60	98.7%
01922530 51135	CLER. CO	15,000	0	15,000	.00	.00	15,000.00	.0%
01922530 53302	D.L.OTHER	229,950	0	229,950	229,426.04	5,892.16	-5,368.20	102.3%*
01922530 55804	Digital	10,000	0	10,000	4,287.00	.00	5,713.00	42.9%
TOTAL Assistant Superintendent		3,559,833	0	3,559,833	2,846,618.91	335,830.29	377,383.95	89.4%
TOTAL EXPENSES		3,559,833	0	3,559,833	2,846,618.91	335,830.29	377,383.95	

Athle Athletics Dept

01711019 51114	Sports Dir	181,073	0	181,073	167,144.40	13,928.70	-.10	100.0%*
01713201 51111	TCHR-SPEC	137,700	0	137,700	128,749.50	11,704.50	-2,754.00	102.0%*
01713201 51116	Coaches	650,000	0	650,000	474,257.80	245,927.20	-70,185.00	110.8%*
01713201 51129	OTHER NC	17,541	0	17,541	4,194.31	.00	13,346.69	23.9%
01713201 51131	SEC-SCHLYR	49,489	0	49,489	41,146.95	9,804.05	-1,462.34	103.0%*
01713201 51135	Sec-Extra	4,500	0	4,500	3,101.43	.00	1,398.57	68.9%
01713201 51170	GameStaff	57,500	0	57,500	54,318.60	.00	3,181.40	94.5%
01713201 53300	Prch Srvc	227,575	0	227,575	191,388.21	8,564.86	27,621.93	87.9%
01713201 53301	POLICE	20,000	0	20,000	27,200.00	300.00	-7,500.00	137.5%*
01713201 54200	CLEANING	16,000	0	16,000	11,552.31	3,447.69	1,000.00	93.8%
01713201 55809	TRANSPORTA	188,300	0	188,300	123,074.88	9,180.12	56,045.00	70.2%
01713201 56112	SP CLSRM	135,000	0	135,000	88,837.05	38,697.71	7,465.24	94.5%
01713201 57301	EQUIP INST	46,000	0	46,000	40,361.50	3,528.20	2,110.30	95.4%
01713201 58900	DUES	47,500	0	47,500	47,653.53	4,917.00	-5,070.53	110.7%*
TOTAL Athletics Dept		1,778,178	0	1,778,178	1,402,980.47	350,000.03	25,197.16	98.6%
TOTAL EXPENSES		1,778,178	0	1,778,178	1,402,980.47	350,000.03	25,197.16	

BH Booth Hill School

01511001 51110	BHE Salary	2,429,259	0	2,429,259	1,797,049.77	520,984.24	111,224.99	95.4%
01511001 51120	AIDE-CLSRM	59,021	0	59,021	40,500.80	4,305.20	14,215.10	75.9%
01511001 55500	BHE Intern	32,000	0	32,000	30,600.00	.00	1,400.00	95.6%
01511001 56111	Class Supp	30,276	0	30,276	35,740.24	1,223.40	-6,687.64	122.1%*
01511001 56411	TEXTBOOKS	32,364	0	32,364	31,351.38	.00	1,012.62	96.9%
01511001 57301	EQUIP INST	1,566	0	1,566	99.95	.00	1,466.05	6.4%
01511001 57308	Furniture	1,827	0	1,827	.00	.00	1,827.00	.0%
01511002 51110	Spec	659,645	0	659,645	501,824.64	142,932.01	14,888.73	97.7%
01512220 51110	BHE Salary	123,538	0	123,538	95,029.20	28,508.76	.04	100.0%
01512220 56420	LIBR BKS	5,220	0	5,220	5,186.98	.00	33.02	99.4%

YEAR-TO-DATE BUDGET REPORT

FOR 2026 11

BH	Booth Hill School	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01512220	56425 SUBSCRIPTN	914	0	914	2,085.02	.00	-1,171.02	228.1%*
01512220	56901 MEDIA MAT.	3,132	0	3,132	2,320.99	.00	811.01	74.1%
01512220	57302 EQU-NONINS	1,566	0	1,566	932.86	.00	633.14	59.6%
01512400	51113 BHE Admin	195,972	0	195,972	180,897.12	15,074.76	.12	100.0%
01512400	51120 BHE Paras	21,643	0	21,643	19,906.81	2,266.98	-530.59	102.5%*
01512400	51130 Admin Sec	67,265	0	67,265	64,223.92	5,326.16	-2,284.88	103.4%*
01512400	51131 SEC-SCHLYR	43,393	0	43,393	36,138.17	8,554.30	-1,299.59	103.0%*
01512400	51135 CLER. CO	0	0	0	53.23	.00	-53.23	100.0%*
01512400	54900 PROP SERV	300	0	300	.00	.00	300.00	.0%
01512400	55800 PROF DEVEL	550	0	550	.00	.00	550.00	.0%
01512400	56110 Off Supp	3,654	0	3,654	1,147.31	.00	2,506.69	31.4%
01512400	58900 DUES	534	0	534	548.00	.00	-14.00	102.6%*
TOTAL Booth Hill School		3,713,640	0	3,713,640	2,845,636.39	729,175.81	138,827.56	96.3%
TOTAL EXPENSES		3,713,640	0	3,713,640	2,845,636.39	729,175.81	138,827.56	

Busin Business Dept

01912520	51113 Bus Admin	183,471	0	183,471	163,293.23	14,076.92	6,100.85	96.7%
01912520	51129 Bus-Asst	95,669	0	95,669	88,309.92	7,359.16	.12	100.0%
01912520	51130 SEC-CALYR	311,870	0	311,870	297,164.85	24,597.90	-9,892.94	103.2%*
01912520	51135 CLERICAL	8,500	0	8,500	2,797.76	.00	5,702.24	32.9%
01912520	51196 RET SAVE	-675,000	0	-675,000	.00	.00	-675,000.00	.0%*
01912520	51197 DEGREE CH	115,000	0	115,000	.00	.00	115,000.00	.0%
01912520	51198 Retire Pay	360,000	0	360,000	320,149.06	39,850.94	.00	100.0%
01912520	51199 RSV. ALLOC	474,919	0	474,919	51,735.78	165,000.00	258,183.22	45.6%
01912520	52001 FICA-MC	2,081,296	0	2,081,296	1,714,949.22	300,347.00	66,000.00	96.8%
01912520	52002 HEALTH/DEN	21,159,945	0	21,159,945	24,719,471.21	2,297,445.35	-5,856,972.06	127.7%*
01912520	52003 WAIVER	210,000	0	210,000	174,588.53	41,115.64	-5,704.17	102.7%*
01912520	52004 DISABILITY	23,500	0	23,500	21,535.94	2,464.06	-500.00	102.1%*
01912520	52005 Life	115,000	0	115,000	104,740.89	10,236.86	22.25	100.0%
01912520	52006 UNEMPLOY	20,000	0	20,000	5,583.00	5,000.00	9,417.00	52.9%
01912520	52008 Admin Fee	16,000	0	16,000	11,488.50	1,075.50	3,436.00	78.5%
01912520	52010 401A TBOE	450,000	0	450,000	388,803.29	51,196.71	10,000.00	97.8%
01912520	52011 Med WH	0	0	0	-5,679,857.52	-330,092.60	6,009,950.12	100.0%
01912520	52012 Dental WH	0	0	0	-247,837.77	-15,000.00	262,837.77	100.0%
01912520	53300 OTHER PROF	0	0	0	33,600.00	3,000.00	-36,600.00	100.0%*
01912520	53310 Insurance	93,000	0	93,000	87,900.00	.00	5,100.00	94.5%
01912520	56110 Off Supp	5,000	0	5,000	5,742.92	2,590.91	-3,333.83	166.7%*
01912520	58310 PrinPymnt	358,614	0	358,614	358,614.00	.00	.00	100.0%
01912520	58320 IntPymnt	81,296	0	81,296	81,295.47	.00	.53	100.0%
01912520	58900 DUES	7,000	0	7,000	41,429.86	800.00	-35,229.86	603.3%*

TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2026 11									
Busin	Business Dept		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01912520	58904	Bad Debt	14,000	0	14,000	.00	.00	14,000.00	.0%
01912520	59001	Intxfer	-312,855	0	-312,855	-236,688.75	.00	-76,166.25	75.7%*
01922530	53301	FINANCIALS	90,000	0	90,000	102,104.31	.00	-12,104.31	113.4%*
01922530	53304	TRAINING	7,500	0	7,500	1,600.00	.00	5,900.00	21.3%
TOTAL Business Dept			25,293,725	0	25,293,725	22,612,513.70	2,621,064.35	60,146.68	99.8%
TOTAL EXPENSES			25,293,725	0	25,293,725	22,612,513.70	2,621,064.35	60,146.68	
DF Daniels Farm School									
01531001	51110	DFE Salary	2,305,418	0	2,305,418	1,848,533.86	538,032.68	-81,148.54	103.5%*
01531001	51120	DFE Paras	40,604	0	40,604	41,625.39	6,357.00	-7,378.71	118.2%*
01531001	55500	DFE Intern	32,000	0	32,000	19,389.00	.00	12,611.00	60.6%
01531001	56111	Class Supp	28,072	0	28,072	27,940.92	.00	131.08	99.5%
01531001	56411	TEXTBOOKS	30,008	0	30,008	25,856.87	.00	4,151.13	86.2%
01531001	57301	EQUIP INST	1,452	0	1,452	2,209.40	.00	-757.40	152.2%*
01531001	57308	Furniture	1,694	0	1,694	295.88	.00	1,398.12	17.5%
01531002	51110	Spec	660,000	0	660,000	582,646.08	85,953.78	-8,599.61	101.3%*
01532220	51110	DFE Salary	93,855	0	93,855	72,196.20	21,658.86	-.06	100.0%*
01532220	56420	LIBR BKS	4,840	0	4,840	8,210.93	74.58	-3,445.51	171.2%*
01532220	56425	SUBSCRIPTN	847	0	847	.00	.00	847.00	.0%
01532220	56901	MEDIA MAT.	2,904	0	2,904	809.69	.00	2,094.31	27.9%
01532220	57302	EQU-NONINS	1,452	0	1,452	887.95	.00	564.05	61.2%
01532400	51113	DFE Admin	195,972	0	195,972	180,897.12	15,074.76	.12	100.0%
01532400	51120	DFE Paras	22,898	0	22,898	11,147.20	3,144.54	8,606.66	62.4%
01532400	51130	SEC-CALYR	67,555	0	67,555	50,933.40	4,211.46	12,410.34	81.6%
01532400	51131	SEC-SCHLYR	43,183	0	43,183	35,745.12	8,554.30	-1,116.54	102.6%*
01532400	51135	CLER. CO	0	0	0	817.98	.00	-817.98	100.0%*
01532400	55800	PROF DEVEL	0	0	0	870.00	.00	-870.00	100.0%*
01532400	56110	Off Supp	3,388	0	3,388	2,774.94	.00	613.06	81.9%
01532400	58900	DUES	0	0	0	152.00	.00	-152.00	100.0%*
TOTAL Daniels Farm School			3,536,142	0	3,536,142	2,913,939.93	683,061.96	-60,859.48	101.7%
TOTAL EXPENSES			3,536,142	0	3,536,142	2,913,939.93	683,061.96	-60,859.48	
Facil Facilities Dept									
01802320	51140	CustSubs	55,000	0	55,000	30,506.45	6,493.55	18,000.00	67.3%
01822230	51125	Plant Supv	393,488	0	393,488	343,263.20	30,585.62	19,639.18	95.0%
01822230	51127	Sec Guard	818,000	0	818,000	730,682.96	77,081.54	10,235.50	98.7%

YEAR-TO-DATE BUDGET REPORT

FOR 2026 11

Facil	Facilities Dept	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01822230	51128 Sec OT	25,000	0	25,000	21,942.42	.00	3,057.58	87.8%
01822230	51130 SEC-CALYR	97,351	0	97,351	92,470.30	7,695.82	-2,814.92	102.9%*
01822230	51135 CLER. CO	0	0	0	156.61	.00	-156.61	100.0%*
01822230	55800 PROF DEVEL	500	0	500	.00	.00	500.00	.0%
01822230	55910 Other	17,000	0	17,000	14,049.74	.00	2,950.26	82.6%
01822230	56110 Ofc Supp	1,500	0	1,500	1,438.17	1,760.83	-1,699.00	213.3%*
01822230	57308 FURNITURE	500	0	500	.00	.00	500.00	.0%
01822230	58900 DUES	1,500	0	1,500	930.00	.00	570.00	62.0%
01842610	51140 CUST.MAINT	3,023,942	0	3,023,942	2,454,256.75	347,682.40	222,002.45	92.7%
01842610	51141 OT/SCHOOLS	100,000	0	100,000	94,938.51	20,000.00	-14,938.51	114.9%*
01842610	51142 OT/sch eve	110,000	0	110,000	72,926.85	20,000.00	17,073.15	84.5%
01842610	51143 Snow	0	0	0	50,964.00	.00	-50,964.00	100.0%*
01842610	51145 HELP 19.5	9,791	0	9,791	7,978.08	5,120.31	-3,307.83	133.8%*
01842610	51149 CUST NGTDF	0	0	0	9,177.73	.00	-9,177.73	100.0%*
01842610	54103 RUBBISH	83,000	0	83,000	73,649.89	5,269.38	4,080.73	95.1%
01842610	54202 SER.CUST.	4,000	0	4,000	3,721.28	230.72	48.00	98.8%
01842610	54300 REPAIRS	15,000	0	15,000	223.30	877.20	13,899.50	7.3%
01842610	55803 Mileage	1,500	0	1,500	1,094.66	.00	405.34	73.0%
01842610	56130 Supplies	196,000	0	196,000	161,807.68	33,639.00	553.32	99.7%
01842610	56132 SUPP/EQUIP	0	0	0	773.75	226.25	-1,000.00	100.0%*
01842610	57301 EQUIP INST	7,000	0	7,000	12,170.74	.00	-5,170.74	173.9%*
01842611	54101 Electricity	1,273,398	0	1,273,398	1,278,513.43	278,240.82	-283,356.25	122.3%*
01842611	54105 WATER	130,000	0	130,000	90,762.52	13,667.73	25,569.75	80.3%
01842611	56202 Nat Gas	600,000	0	600,000	499,688.37	30,066.63	70,245.00	88.3%
01852620	51140 CUST.MAINT	830,066	0	830,066	554,296.42	91,322.76	184,446.42	77.8%
01852620	51141 OT/SCHOOLS	25,000	0	25,000	11,391.50	.00	13,608.50	45.6%
01852620	51145 SUMMER GR	32,000	0	32,000	22,249.38	.00	9,750.62	69.5%
01852622	54300 REPAIRS	10,000	0	10,000	.00	.00	10,000.00	.0%
01852622	56134 Snow Rem	10,000	0	10,000	12,116.85	4,278.17	-6,395.02	164.0%*
01852622	57307 Equipment	5,000	0	5,000	-43.00	.00	5,043.00	-.9%
01852623	54300 REPAIRS	3,000	0	3,000	1,680.24	578.76	741.00	75.3%
01852623	56133 Gas/Diesel	50,000	0	50,000	36,957.40	1,585.68	11,456.92	77.1%
01852623	56134 Veh Supp	15,000	0	15,000	21,379.67	5,060.03	-11,439.70	176.3%*
01852623	56900 PARTS	0	0	0	444.08	.00	-444.08	100.0%*
01852623	57307 Equipment	2,000	0	2,000	4,210.70	842.14	-3,052.84	252.6%*
01852625	54300 REPAIRS	10,000	0	10,000	4,211.77	170.45	5,617.78	43.8%
01852625	56134 Grnds-Supp	20,000	0	20,000	8,710.05	999.00	10,290.95	48.5%
01852625	57307 Equipment	5,000	0	5,000	.00	.00	5,000.00	.0%
01852626	56134 PARTS-SUPP	3,000	0	3,000	.00	.00	3,000.00	.0%
01852627	54300 REPAIRS	5,000	0	5,000	6,281.46	7,000.00	-8,281.46	265.6%*
01852627	56134 PARTS-SUPP	7,500	0	7,500	6,405.93	2,397.79	-1,303.72	117.4%*
01852627	57307 EQU-TOOLS	5,000	0	5,000	.00	.00	5,000.00	.0%
01852631	54300 REPAIRS	50,000	0	50,000	64,031.39	33,694.77	-47,726.16	195.5%*
01852631	54301 ELEVATORS	40,000	0	40,000	22,344.07	7,655.93	10,000.00	75.0%

YEAR-TO-DATE BUDGET REPORT

FOR 2026 11

Facil	Facilities Dept	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01852631	56134 PARTS-SUPP	2,000	0	2,000	989.57	300.00	710.43	64.5%
01852632	54300 REPAIRS	5,000	0	5,000	3,219.25	.00	1,780.75	64.4%
01852632	56134 PARTS-SUPP	20,000	0	20,000	8,724.83	10,487.91	787.26	96.1%
01852632	57307 Equipment	3,000	0	3,000	-36.00	.00	3,036.00	-1.2%
01852633	54300 Services	35,000	0	35,000	16,573.74	26,953.66	-8,527.40	124.4%*
01852633	54301 SEC-SRVC K	25,000	0	25,000	1,050.00	300.00	23,650.00	5.4%
01852633	56134 PARTS-SUPP	30,000	0	30,000	23,442.80	5,449.05	1,108.15	96.3%
01852633	57306 EQU-MAINT	10,000	0	10,000	2,888.55	1,115.40	5,996.05	40.0%
01852634	54300 REPAIRS	30,000	0	30,000	20,016.25	2,281.50	7,702.25	74.3%
01852635	54300 REPAIRS	35,000	0	35,000	9,631.00	.00	25,369.00	27.5%
01852635	56134 PARTS-SUPP	1,500	0	1,500	.00	.00	1,500.00	.0%
01852636	56134 PARTS-SUPP	0	0	0	1,899.98	.00	-1,899.98	100.0%*
01852637	54300 REPAIRS	6,000	0	6,000	6,830.00	570.00	-1,400.00	123.3%*
01852638	54300 REPAIRS	0	0	0	2,478.00	1,998.00	-4,476.00	100.0%*
01852638	56134 PARTS-SUPP	1,000	0	1,000	1,314.68	785.32	-1,100.00	210.0%*
01852639	54300 REPAIRS	135,000	0	135,000	85,432.41	73,563.77	-23,996.18	117.8%*
01852639	56134 PARTS-SUPP	35,000	0	35,000	63,984.11	25,266.64	-54,250.75	255.0%*
01852639	56135 BUD PROJ	0	0	0	1,542.51	.00	-1,542.51	100.0%*
01852642	56134 PARTS-SUPP	5,000	0	5,000	3,802.28	4,179.73	-2,982.01	159.6%*
01852643	54300 REPAIRS	6,000	0	6,000	3,763.40	5,766.60	-3,530.00	158.8%*
01852643	56900 PARTS	0	0	0	854.00	.00	-854.00	100.0%*
01852644	54300 REPAIRS	5,000	0	5,000	5,409.67	2,523.73	-2,933.40	158.7%*
01852644	56134 PARTS-SUPP	40,000	0	40,000	32,781.90	8,433.63	-1,215.53	103.0%*
01852645	54300 REPAIRS	30,000	0	30,000	20,235.50	9,764.50	.00	100.0%
01852646	54300 REPAIRS	10,000	0	10,000	14,852.00	2,658.00	-7,510.00	175.1%*
01852646	56134 PARTS-SUPP	500	0	500	.00	.00	500.00	.0%
01852647	51140 UNANTI REG	0	0	0	.00	999.00	-999.00	100.0%*
01852647	53300 OTHER PROF	3,000	0	3,000	.00	.00	3,000.00	.0%
01852647	54300 REPAIRS	15,000	0	15,000	101,569.01	28,246.46	-114,815.47	865.4%*
01852648	54300 REPAIRS	20,000	0	20,000	19,901.25	1,458.75	-1,360.00	106.8%*
01852648	56134 PARTS-SUPP	15,000	0	15,000	10,728.15	3,771.85	500.00	96.7%
01852649	54300 REPAIRS	500	0	500	.00	.00	500.00	.0%
01852649	56134 PARTS-SUPP	0	0	0	788.99	310.01	-1,099.00	100.0%*
01852650	57200 FF&E SPACE	10,000	0	10,000	7,628.00	2,372.00	.00	100.0%
01852651	57100 IMPRV-BLG	0	0	0	1,068.00	932.00	-2,000.00	100.0%*
TOTAL Facilities Dept		8,624,535	0	8,624,535	7,298,119.13	1,254,710.79	71,705.04	99.2%
TOTAL EXPENSES		8,624,535	0	8,624,535	7,298,119.13	1,254,710.79	71,705.04	

FT Frenchtown School

01521001	51110 FTE Teach	2,420,499	0	2,420,499	1,922,202.66	490,655.05	7,641.29	99.7%
----------	-----------------	-----------	---	-----------	--------------	------------	----------	-------

YEAR-TO-DATE BUDGET REPORT

FOR 2026 11

FT	Frenchtown School		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01521001	51120	FTE Paras	60,428	0	60,428	55,078.47	5,676.08	-326.39	100.5%*
01521001	55500	FTE Intern	32,000	0	32,000	30,600.00	.00	1,400.00	95.6%
01521001	56111	Class Supp	29,928	0	29,928	26,945.26	2,907.41	75.33	99.7%
01521001	56411	TEXTBOOKS	31,992	0	31,992	31,173.34	.00	818.66	97.4%
01521001	57301	EQUIP INST	1,548	0	1,548	1,484.08	.00	63.92	95.9%
01521001	57308	Furniture	1,806	0	1,806	1,688.36	71.99	45.65	97.5%
01521002	51110	Spec	879,541	0	879,541	688,787.28	173,136.89	17,617.01	98.0%
01522220	51110	FT Teacher	113,845	0	113,845	87,573.00	26,271.90	.10	100.0%
01522220	56420	LIBR BKS	5,160	0	5,160	4,948.55	101.50	109.95	97.9%
01522220	56425	SUBSCRIPTN	903	0	903	798.44	76.29	28.27	96.9%
01522220	56901	MEDIA MAT.	3,096	0	3,096	3,718.14	74.44	-696.58	122.5%*
01522220	57302	EQU-NONINS	1,548	0	1,548	.00	.00	1,548.00	.0%
01522400	51113	FTE Admin	361,821	0	361,821	333,988.56	27,832.38	.06	100.0%
01522400	51120	FTE Paras	41,382	0	41,382	36,122.94	2,824.44	2,435.05	94.1%
01522400	51130	Admin Sec	67,555	0	67,555	64,505.63	5,326.16	-2,276.59	103.4%*
01522400	51131	SEC-SCHLYR	44,082	0	44,082	43,305.36	2,040.62	-1,263.98	102.9%*
01522400	51135	CLER. CO	0	0	0	3,257.38	.00	-3,257.38	100.0%*
01522400	55800	PROF DEVEL	500	0	500	.00	.00	500.00	.0%
01522400	56110	Off Supp	3,612	0	3,612	1,522.37	1,200.00	889.63	75.4%
01522400	58900	DUES	350	0	350	238.00	.00	112.00	68.0%
TOTAL Frenchtown School			4,101,597	0	4,101,597	3,337,937.82	738,195.15	25,464.00	99.4%
TOTAL EXPENSES			4,101,597	0	4,101,597	3,337,937.82	738,195.15	25,464.00	

HC Hillcrest Middle School

01611001	51110	HMS Salary	4,163,874	0	4,163,874	3,240,464.74	941,838.16	-18,429.20	100.4%*
01611001	51111	TCHR-SPEC	123,538	0	123,538	95,029.20	28,508.76	.04	100.0%
01611001	55500	HMS Intern	48,000	0	48,000	45,900.00	.00	2,100.00	95.6%
01611001	56111	Class Supp	34,056	0	34,056	31,948.34	269.00	1,838.66	94.6%
01611001	56411	TEXTBOOKS	11,880	0	11,880	10,303.30	477.20	1,099.50	90.7%
01611001	57301	EQUIP INST	3,564	0	3,564	3,560.00	.00	4.00	99.9%
01611001	57308	Furniture	396	0	396	395.09	.00	.91	99.8%
01611016	51110	HMS salary	353,559	0	353,559	292,819.20	60,739.81	-.01	100.0%*
01611016	54900	PROP SERV	1,212	0	1,212	468.97	.00	743.03	38.7%
01611016	56111	Class Supp	2,259	0	2,259	1,723.86	166.83	368.31	83.7%
01611016	57301	EQUIP INST	3,220	0	3,220	3,480.90	.00	-260.90	108.1%*
01611019	51110	HMS salary	385,516	0	385,516	308,349.60	77,166.08	.32	100.0%
01611019	56111	Class Supp	3,424	0	3,424	3,408.53	.00	15.47	99.5%
01612120	51110	HMS salary	322,855	0	322,855	251,600.40	71,254.62	-.02	100.0%*
01612120	51131	SEC-SCHLYR	53,345	0	53,345	44,416.58	10,527.75	-1,599.29	103.0%*
01612120	51135	CLER. CO	0	0	0	680.38	.00	-680.38	100.0%*

TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2026 11

HC	Hillcrest Middle School	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01612220	51110 HMS Salary	123,538	0	123,538	95,029.20	28,508.76	.04	100.0%
01612220	56111 Class Supp	1,980	0	1,980	1,674.32	136.99	168.69	91.5%
01612220	56420 LIBR BKS	2,376	0	2,376	2,324.98	.00	51.02	97.9%
01612220	56425 SUBSCRIPTN	1,584	0	1,584	1,581.34	.00	2.66	99.8%
01612220	57302 EQU-NONINS	1,188	0	1,188	1,174.75	.00	13.25	98.9%
01612400	51110 TEAExtra	0	0	0	312.23	.00	-312.23	100.0%*
01612400	51113 HMS Admin	372,146	0	372,146	343,519.20	28,626.60	.20	100.0%
01612400	51120 HMS Paras	13,830	0	13,830	14,570.62	1,609.32	-2,349.46	117.0%*
01612400	51130 SEC-CALYR	59,592	0	59,592	56,878.80	4,739.90	-2,026.70	103.4%*
01612400	51131 SEC-SCHLYR	49,489	0	49,489	41,177.01	9,804.05	-1,492.40	103.0%*
01612400	51135 CLER. CO	0	0	0	1,824.52	.00	-1,824.52	100.0%*
01612400	54900 PROP SERV	500	0	500	.00	500.00	.00	100.0%
01612400	55800 PROF DEVEL	1,100	0	1,100	.00	.00	1,100.00	.0%
01612400	56110 Off Supp	3,960	0	3,960	3,959.95	.00	.05	100.0%
01612400	58900 DUES	1,702	0	1,702	1,638.99	.00	63.01	96.3%
01613202	51116 HMS Advis	45,000	0	45,000	.00	43,969.00	1,031.00	97.7%
01613202	53301 POLICE	800	0	800	.00	.00	800.00	.0%
01613202	56119 Supplies	4,200	0	4,200	1,324.98	57.00	2,818.02	32.9%
TOTAL Hillcrest Middle School		6,193,683	0	6,193,683	4,901,539.98	1,308,899.83	-16,756.93	100.3%
TOTAL EXPENSES		6,193,683	0	6,193,683	4,901,539.98	1,308,899.83	-16,756.93	
HR Human Resources Dept								
01402320	51114 HR Dir	181,038	0	181,038	176,303.28	14,691.94	-9,957.22	105.5%*
01802130	53401 SubTeach	840,000	0	840,000	512,383.32	317,186.13	10,430.55	98.8%
01802130	53402 SubPara	450,000	0	450,000	401,998.62	50,803.65	-2,802.27	100.6%*
01802130	53403 SubSec	20,000	0	20,000	4,502.11	14,988.16	509.73	97.5%
01802130	55800 PD	9,000	0	9,000	325.00	2,725.00	5,950.00	33.9%
01802130	55900 OTHER PURC	85,000	0	85,000	77,310.12	1,280.00	6,409.88	92.5%
01802130	55903 ADVERT.	1,500	0	1,500	1,500.00	.00	.00	100.0%
01802130	56110 SUPPLIES	3,500	0	3,500	2,644.83	711.30	143.87	95.9%
01802130	58900 DUES	1,300	0	1,300	450.00	.00	850.00	34.6%
01802320	51113 SubAdmin	0	0	0	7,238.40	.00	-7,238.40	100.0%*
01802320	51115 Sup Pers	225,260	0	225,260	209,250.44	17,382.30	-1,372.84	100.6%*
01802320	51117 Sub Teach	0	0	0	178,604.27	50,000.00	-228,604.27	100.0%*
01802320	51119 Teacher	0	0	0	5,128.55	.00	-5,128.55	100.0%*
01802320	51127 SEC. GRD	0	0	0	19,297.81	.00	-19,297.81	100.0%*
01802320	51129 Super-Para	0	0	0	3,575.14	.00	-3,575.14	100.0%*
01802320	51135 Extra	0	0	0	10,031.31	.00	-10,031.31	100.0%*
01802320	51139 SEC- SUB	0	0	0	11,224.36	.00	-11,224.36	100.0%*
TOTAL Human Resources Dept		1,816,598	0	1,816,598	1,621,767.56	469,768.48	-274,938.14	115.1%
TOTAL EXPENSES		1,816,598	0	1,816,598	1,621,767.56	469,768.48	-274,938.14	

TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2026 11								
JR	Jane Ryan School	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
JR Jane Ryan School								
01551001	51110	JRE Salary	2,044,434	0	2,044,434	1,586,267.64	402,291.62	55,874.74 97.3%
01551001	51120	JRE Paras	58,308	0	58,308	38,231.20	3,910.48	16,166.44 72.3%
01551001	55500	JRE Intern	32,000	0	32,000	30,600.00	.00	1,400.00 95.6%
01551001	56111	Class Supp	25,404	0	25,404	25,157.86	199.27	46.87 99.8%
01551001	56411	TEXTBOOKS	27,156	0	27,156	27,150.03	.00	5.97 100.0%
01551001	57301	EQUIP INST	1,314	0	1,314	1,312.74	.00	1.26 99.9%
01551001	57308	Furniture	1,533	0	1,533	1,522.70	.00	10.30 99.3%
01551002	51110	TCHR-CLSRM	688,390	0	688,390	528,150.35	108,526.61	51,712.82 92.5%
01552220	51110	JRE Salary	104,494	0	104,494	80,380.00	24,114.00	.00 100.0%
01552220	56420	LIBR BKS	4,380	0	4,380	4,231.84	148.16	.00 100.0%
01552220	56425	SUBSCRIPTN	767	0	767	724.81	42.19	.00 100.0%
01552220	56901	MEDIA MAT.	2,628	0	2,628	2,485.68	77.32	65.00 97.5%
01552220	57302	EQU-NONINS	1,314	0	1,314	1,285.19	28.81	.00 100.0%
01552400	51113	JRE Admin	195,972	0	195,972	180,897.12	15,074.76	.12 100.0%
01552400	51120	JRE Paras	23,512	0	23,512	21,873.30	2,447.46	-809.16 103.4%*
01552400	51130	SEC-CALYR	67,225	0	67,225	64,175.63	5,326.16	-2,276.59 103.4%*
01552400	51131	SEC-SCHLYR	43,393	0	43,393	36,138.19	8,554.30	-1,299.61 103.0%*
01552400	51135	CLER. CO	500	0	500	958.95	.00	-458.95 191.8%*
01552400	54900	PROP SERV	500	0	500	.00	.00	500.00 .0%
01552400	56110	Off supp	3,066	0	3,066	2,346.44	657.23	62.33 98.0%
TOTAL Jane Ryan School		3,326,290	0	3,326,290	2,633,889.67	571,398.37	121,001.54	96.4%
TOTAL EXPENSES		3,326,290	0	3,326,290	2,633,889.67	571,398.37	121,001.54	
MAD Madison Middle School								
01621001	51110	MMS Salary	4,427,571	0	4,427,571	3,369,027.98	891,625.15	166,917.57 96.2%
01621001	51111	TCHR-SPEC	123,538	0	123,538	95,029.20	28,508.76	.04 100.0%
01621001	55500	MMS Intern	48,000	0	48,000	45,900.00	.00	2,100.00 95.6%
01621001	56111	Class Supp	36,851	0	36,851	25,317.33	1,609.99	9,923.68 73.1%
01621001	56411	TEXTBOOKS	12,855	0	12,855	4,952.45	.00	7,902.55 38.5%
01621001	57301	EQUIP INST	3,857	0	3,857	1,919.35	358.31	1,579.34 59.1%
01621001	57308	Furniture	429	0	429	236.64	.00	192.36 55.2%
01621016	51110	MMS Salary	326,880	0	326,880	272,296.80	54,583.09	.11 100.0%
01621016	54900	PROP SERV	900	0	900	.00	899.35	.65 99.9%
01621016	56111	Class Supp	2,750	0	2,750	2,356.28	.00	393.72 85.7%
01621016	57301	EQUIP INST	3,200	0	3,200	2,958.89	.00	241.11 92.5%
01621019	51110	MMS Salary	397,322	0	397,322	334,497.20	70,091.76	-7,266.96 101.8%*

TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2026 11									
MAD	Madison Middle School		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01621019	56111	Class Supp	3,000	0	3,000	2,925.58	.00	74.42	97.5%
01622120	51110	MMS Salary	301,776	0	301,776	240,805.00	68,016.00	-7,045.00	102.3%*
01622120	51131	SEC-SCHLYR	43,835	0	43,835	36,895.33	8,711.45	-1,771.56	104.0%*
01622220	51110	MMS Salary	123,538	0	123,538	95,029.20	28,508.76	.04	100.0%
01622220	56420	LIBR BKS	2,571	0	2,571	2,117.19	378.60	75.21	97.1%
01622220	56425	SUBSCRIPTN	1,714	0	1,714	1,114.34	410.66	189.00	89.0%
01622220	56901	MEDIA MAT.	2,143	0	2,143	2,033.49	1.35	108.16	95.0%
01622220	57302	EQU-NONINS	1,286	0	1,286	1,111.15	.00	174.85	86.4%
01622400	51110	TEA Extra	0	0	0	3,018.18	.00	-3,018.18	100.0%*
01622400	51113	MMS Admin	377,045	0	377,045	325,499.29	28,261.06	23,284.65	93.8%
01622400	51120	MMS Paras	15,817	0	15,817	13,657.66	1,505.80	653.66	95.9%
01622400	51130	SEC-CALYR	67,265	0	67,265	64,223.92	5,326.16	-2,284.88	103.4%*
01622400	51131	SEC SCH YR	49,489	0	49,489	48,663.93	2,317.33	-1,492.48	103.0%*
01622400	51135	CLER. CO	0	0	0	347.07	.00	-347.07	100.0%*
01622400	54900	PROP SERV	750	0	750	480.98	.00	269.02	64.1%
01622400	55800	PROF DEVEL	1,000	0	1,000	.00	.00	1,000.00	.0%
01622400	56110	Off Supp	4,285	0	4,285	1,919.59	145.65	2,219.76	48.2%
01622400	58900	DUES	800	0	800	754.00	.00	46.00	94.3%
01623202	51116	MMS Advis	42,500	0	42,500	3,638.85	35,786.15	3,075.00	92.8%
01623202	53301	POLICE	1,250	0	1,250	.00	720.00	530.00	57.6%
01623202	56119	Supplies	1,750	0	1,750	.00	1,549.50	200.50	88.5%
TOTAL Madison Middle School			6,425,967	0	6,425,967	4,998,726.87	1,229,314.88	197,925.27	96.9%
TOTAL EXPENSES			6,425,967	0	6,425,967	4,998,726.87	1,229,314.88	197,925.27	
MB Middlebrook School									
01541001	51110	MBE Salary	2,413,364	0	2,413,364	1,899,056.20	515,165.86	-858.06	100.0%*
01541001	51120	MBE Para	54,138	0	54,138	47,675.89	5,085.60	1,376.75	97.5%
01541001	55500	MBE Intern	32,000	0	32,000	30,600.00	.00	1,400.00	95.6%
01541001	56111	Class Supp	29,116	0	29,116	25,915.39	.00	3,200.61	89.0%
01541001	56411	TEXTBOOKS	31,124	0	31,124	31,253.43	.00	-129.43	100.4%*
01541001	57301	EQUIP INST	1,506	0	1,506	19.99	.00	1,486.01	1.3%
01541001	57308	Furniture	1,757	0	1,757	362.35	.00	1,394.65	20.6%
01541002	51110	Spec	890,841	0	890,841	722,733.95	158,101.17	10,005.81	98.9%
01542220	51110	MBE Salary	123,538	0	123,538	95,029.20	28,508.76	.04	100.0%
01542220	56420	LIBR BKS	5,020	0	5,020	5,019.77	.00	.23	100.0%
01542220	56425	SUBSCRIPTN	879	0	879	874.07	.00	4.93	99.4%
01542220	56901	MEDIA MAT.	3,012	0	3,012	3,011.04	.00	.96	100.0%
01542220	57302	EQU-NONINS	1,506	0	1,506	1,509.69	.00	-3.69	100.2%*
01542400	51113	MBE Admin	359,821	0	359,821	332,142.24	27,678.52	.24	100.0%
01542400	51120	MBE Paras	13,530	0	13,530	12,929.91	1,573.78	-974.17	107.2%*

TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2026 11									
MB	Middlebrook School		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01542400	51130	SEC-CALYR	67,205	0	67,205	64,097.60	5,326.16	-2,218.56	103.3%*
01542400	51131	SEC-SCHLYR	42,580	0	42,580	35,426.87	8,434.95	-1,281.62	103.0%*
01542400	51135	CLER. CO	0	0	0	429.80	.00	-429.80	100.0%*
01542400	55800	PROF DEVEL	500	0	500	341.90	.00	158.10	68.4%
01542400	56110	Off Supp	3,514	0	3,514	1,969.13	.00	1,544.87	56.0%
01542400	58900	DUES	350	0	350	.00	.00	350.00	.0%
TOTAL Middlebrook School			4,075,301	0	4,075,301	3,310,398.42	749,874.80	15,027.87	99.6%
TOTAL EXPENSES			4,075,301	0	4,075,301	3,310,398.42	749,874.80	15,027.87	
PPS PPS Department									
01011200	51114	PPS Admin	950,560	0	950,560	749,102.88	62,425.24	139,032.36	85.4%
01011200	51117	TCHR-SUBS	0	0	0	-257.68	.00	257.68	100.0%
01011200	51119	Tch Salary	50,000	0	50,000	32,155.62	5,000.00	12,844.38	74.3%
01011200	51120	Instr Para	2,539,957	0	2,539,957	2,211,918.11	223,156.80	104,882.54	95.9%
01011200	51121	Extra Time	95,000	0	95,000	77,967.73	17,032.27	.00	100.0%
01011200	51122	ABA Paras	1,625,493	0	1,625,493	1,339,504.59	135,433.16	150,554.99	90.7%
01011200	51130	Admin Sec	163,963	0	163,963	156,471.35	12,994.64	-5,502.99	103.4%*
01011200	51135	CLER PT	750	0	750	204.92	.00	545.08	27.3%
01011200	53230	CONSLT-PPS	325,000	0	325,000	440,577.97	114,083.33	-229,661.30	170.7%*
01011200	53300	OTHER PROF	58,000	0	58,000	43,450.22	18,104.80	-3,555.02	106.1%*
01011200	53308	LEGALSPED	115,000	0	115,000	135,359.66	39,640.34	-60,000.00	152.2%*
01011200	55800	PROF DEVEL	20,000	0	20,000	7,918.65	1,777.50	10,303.85	48.5%
01011200	55801	Mileage	10,000	0	10,000	5,913.08	.00	4,086.92	59.1%
01011200	55906	PRINTING	500	0	500	292.50	.00	207.50	58.5%
01011200	56110	Off Supp	2,500	0	2,500	930.47	14.37	1,555.16	37.8%
01011200	56111	Class Supp	30,000	0	30,000	65,823.26	3,082.64	-38,905.90	229.7%*
01011200	56411	TEXTBOOKS	2,500	0	2,500	373.38	.00	2,126.62	14.9%
01011200	56425	SUBSCRIPTN	1,000	0	1,000	.00	.00	1,000.00	.0%
01011200	56904	TEST-IND	62,000	0	62,000	50,866.34	.00	11,133.66	82.0%
01011200	58900	DUES	5,000	0	5,000	2,901.81	4,968.49	-2,870.30	157.4%*
01011201	51117	Homebnd	60,000	0	60,000	56,981.42	12,517.45	-9,498.87	115.8%*
01011201	53210	INSTR. SRV	0	0	0	13,894.75	7,605.25	-21,500.00	100.0%*
01011203	51117	Tutorial	75,000	0	75,000	56,559.41	10,000.00	8,440.59	88.7%
01011204	51117	Explsn	10,000	0	10,000	.00	.00	10,000.00	.0%
01032130	51123	Therapists	580,776	0	580,776	465,113.89	139,464.48	-23,802.27	104.1%*
01032130	51128	PPS Aides	83,490	0	83,490	78,517.68	7,893.72	-2,921.18	103.5%*
01032130	57303	EQU-NEWINS	15,000	0	15,000	15,228.17	88.35	-316.52	102.1%*
01052130	53305	Svc Cont	90,000	0	90,000	110,217.83	26,182.17	-46,400.00	151.6%*
01052130	54300	REPAIRS	2,000	0	2,000	965.00	.00	1,035.00	48.3%
01052130	56110	Off Supp	9,000	0	9,000	5,211.77	3,674.23	114.00	98.7%

TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2026 11								
PPS	PPS Department	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01052130	57304 Equipment	1,000	0	1,000	.00	.00	1,000.00	.0%
01062140	51111 PPSPsy&Beh	1,775,346	0	1,775,346	1,347,073.85	374,961.34	53,310.61	97.0%
01062145	51111 TCHR-SPEC	367,324	0	367,324	288,191.80	86,457.54	-7,325.24	102.0%*
01072110	51111 PPS Soc Wr	1,272,973	0	1,272,973	1,006,102.36	255,971.34	10,899.30	99.1%
01082150	51111 PPS Speech	1,533,436	0	1,533,436	1,275,580.20	308,505.99	-50,650.64	103.3%*
01161200	51110 PPS Salary	2,513,492	0	2,513,492	2,037,704.71	491,666.80	-15,879.31	100.6%*
01231200	51110 PPS Salary	1,574,486	0	1,574,486	1,229,737.80	338,998.39	5,749.81	99.6%
01331200	51110 PPS Salary	2,248,092	0	2,248,092	1,764,911.36	495,080.82	-11,900.18	100.5%*
01331200	51126 Work Exp	8,000	0	8,000	4,764.83	.00	3,235.17	59.6%
01371200	51118 Tch Salary	175,000	0	175,000	159,948.95	.00	15,051.05	91.4%
01371200	51122 ABA Paras	100,000	0	100,000	91,762.73	.00	8,237.27	91.8%
01371200	51128 PPS Aides	0	0	0	3,865.15	.00	-3,865.15	100.0%*
01371200	51129 PPS Para	50,000	0	50,000	57,155.18	.00	-7,155.18	114.3%*
01396110	55600 Tuit-SPED	5,568,903	0	5,568,903	5,496,070.26	897,503.17	-824,670.91	114.8%*
01396110	55601 ECR	-2,087,315	0	-2,087,315	-2,311,362.00	.00	224,047.00	110.7%
01412210	51120 Para Train	10,000	0	10,000	.00	.00	10,000.00	.0%
TOTAL PPS Department		22,093,226	0	22,093,226	18,575,671.96	4,094,284.62	-576,730.42	102.6%
TOTAL EXPENSES		22,093,226	0	22,093,226	18,575,671.96	4,094,284.62	-576,730.42	
Super Superintendent Dept								
01902310	51136 CLER. MTGS	3,000	0	3,000	2,275.00	.00	725.00	75.8%
01902310	53300 OTHER PROF	27,000	0	27,000	25,272.70	127.42	1,599.88	94.1%
01902310	53308 LEGAL GEN	110,000	0	110,000	119,241.96	79,690.00	-88,931.96	180.8%*
01902310	55800 PROF DEVEL	1,000	0	1,000	831.41	.00	168.59	83.1%
01902320	51115 Sup Admin	301,330	0	301,330	292,049.76	24,337.48	-15,057.00	105.0%*
01902320	51130 SEC-FT	166,880	0	166,880	150,328.75	12,979.70	3,571.55	97.9%
01902320	55800 PROF DEVEL	11,000	0	11,000	3,479.56	.00	7,520.44	31.6%
01902320	55900 POSTAGE	33,000	0	33,000	25,018.51	12,056.93	-4,075.44	112.3%*
01902320	55905 PRINTING	300	0	300	.00	.00	300.00	.0%
01902320	56110 Off Supp	4,000	0	4,000	4,078.58	1,276.22	-1,354.80	133.9%*
01902320	56425 SUBSCRIPTN	850	0	850	419.77	1,080.23	-650.00	176.5%*
01902320	58900 DUES	30,000	0	30,000	25,476.50	4,251.50	272.00	99.1%
TOTAL Superintendent Dept		688,360	0	688,360	648,472.50	135,799.48	-95,911.74	113.9%
TOTAL EXPENSES		688,360	0	688,360	648,472.50	135,799.48	-95,911.74	
TA Tashua School								
01581001	51110 TSE salary	1,844,259	0	1,844,259	1,398,463.56	399,195.43	46,600.01	97.5%

YEAR-TO-DATE BUDGET REPORT

FOR 2026 11

TA	Tashua School	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01581001	51120 TSE Paras	46,894	0	46,894	53,878.49	5,676.08	-12,660.97	127.0%*
01581001	55500 TSE Intern	32,000	0	32,000	30,600.00	.00	1,400.00	95.6%
01581001	56111 Class Supp	22,852	0	22,852	19,632.37	1,167.57	2,052.06	91.0%
01581001	56411 TEXTBOOKS	24,428	0	24,428	24,409.74	.00	18.26	99.9%
01581001	57301 EQUIP INST	1,182	0	1,182	611.52	.00	570.48	51.7%
01581001	57308 Furniture	1,379	0	1,379	109.79	.00	1,269.21	8.0%
01581002	51110 Spec	635,718	0	635,718	475,157.58	110,503.43	50,057.07	92.1%
01582220	51110 TSE Salary	107,587	0	107,587	82,759.20	24,827.76	.04	100.0%
01582220	56420 LIBR BKS	3,940	0	3,940	3,938.79	.00	1.21	100.0%
01582220	56425 SUBSCRIPTN	690	0	690	682.96	.00	7.04	99.0%
01582220	56901 MEDIA MAT.	2,364	0	2,364	2,364.18	.00	-.18	100.0%*
01582220	57302 EQU-NONINS	1,182	0	1,182	1,052.40	30.67	98.93	91.6%
01582400	51113 TSE Admin	195,972	0	195,972	180,897.12	15,074.76	.12	100.0%
01582400	51120 TSE Paras	23,047	0	23,047	17,628.87	2,393.78	3,024.55	86.9%
01582400	51130 SEC-CALYR	67,285	0	67,285	64,243.92	5,326.16	-2,284.88	103.4%*
01582400	51131 SEC-SCHLYR	43,183	0	43,183	35,928.17	8,554.30	-1,299.59	103.0%*
01582400	51135 CLER. CO	0	0	0	233.34	.00	-233.34	100.0%*
01582400	54900 PROP SERV	300	0	300	97.00	.00	203.00	32.3%
01582400	55800 PROF DEVEL	500	0	500	76.17	.00	423.83	15.2%
01582400	56110 Off Supp	2,758	0	2,758	1,672.17	.00	1,085.83	60.6%
01582400	58900 DUES	534	0	534	456.95	.00	77.05	85.6%
TOTAL Tashua School		3,058,054	0	3,058,054	2,394,894.29	572,749.94	90,409.73	97.0%
TOTAL EXPENSES		3,058,054	0	3,058,054	2,394,894.29	572,749.94	90,409.73	
TECEC TECEC School								
01011000	51110 PPS Salary	554,558	0	554,558	426,582.60	127,974.76	.14	100.0%
01011000	51113 PPS Tecec	152,158	0	152,158	140,454.00	11,704.50	-.10	100.0%*
01011000	51120 TECEC Para	252,350	0	252,350	232,113.25	23,548.50	-3,311.72	101.3%*
01011000	51122 ABA Paras	282,030	0	282,030	260,284.31	26,480.67	-4,735.16	101.7%*
01011000	51130 SEC-CALYR	25,949	0	25,949	24,761.12	2,045.02	-857.34	103.3%*
01011000	51131 SEC-SCHLYR	43,977	0	43,977	36,581.43	8,711.45	-1,316.22	103.0%*
01011000	51135 CLER. CO	1,500	0	1,500	1,611.14	.00	-111.14	107.4%*
01011000	55800 PROF.DEVEL	500	0	500	.00	500.00	.00	100.0%
01011000	55900 OTHER PUR	6,000	0	6,000	4,420.00	.00	1,580.00	73.7%
01011000	55906 PRT-P ACC	200	0	200	165.00	.00	35.00	82.5%
01011000	56110 Off Supp	4,000	0	4,000	4,265.53	.00	-265.53	106.6%*
01011000	56111 Class Supp	13,050	0	13,050	11,484.46	.00	1,565.54	88.0%
01011000	56411 TEXTBOOKS	1,300	0	1,300	1,175.29	.00	124.71	90.4%
01011000	56904 TEST-IND	4,000	0	4,000	3,236.13	.00	763.87	80.9%
01011000	57301 EQUIPMENT	4,000	0	4,000	3,378.25	.00	621.75	84.5%

TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2026 11									
TECEC	TECEC	School	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01011000	57308	Furniture	3,200	0	3,200	1,636.72	.00	1,563.28	51.1%
01011000	58900	DUES	700	0	700	429.00	.00	271.00	61.3%
01121200	51111	PPS SPED	181,236	0	181,236	163,044.80	16,615.24	1,576.16	99.1%
TOTAL TECEC School			1,530,707	0	1,530,707	1,315,623.03	217,580.14	-2,495.76	100.2%
TOTAL EXPENSES			1,530,707	0	1,530,707	1,315,623.03	217,580.14	-2,495.76	
Tech Technology Dept									
01421001	57310	DW EQUIP	352,544	0	352,544	281,381.74	3,844.67	67,317.59	80.9%
01422214	53300	OTHER PROF	4,500	0	4,500	1,866.30	175.87	2,457.83	45.4%
01422214	54300	REPAIRS	800	0	800	.00	.00	800.00	.0%
01422214	56117	Comp Supp	600	0	600	.00	.00	600.00	.0%
01422214	56118	Software	248,800	0	248,800	237,164.77	.00	11,635.23	95.3%
01422214	56900	PARTS	10,500	0	10,500	6,624.97	1,368.15	2,506.88	76.1%
01422214	57301	EQUIP INST	8,000	0	8,000	6,606.80	.00	1,393.20	82.6%
01422220	53300	OTHER PROF	3,500	0	3,500	.00	.00	3,500.00	.0%
01422220	54300	REPAIRS	500	0	500	.00	.00	500.00	.0%
01422220	56117	Comp Supp	250	0	250	.00	.00	250.00	.0%
01422220	56900	PARTS	4,300	0	4,300	113.99	.00	4,186.01	2.7%
01422220	57301	EQUIP INST	12,600	0	12,600	8,430.93	.00	4,169.07	66.9%
01422520	51125	Tech Supv	148,899	0	148,899	137,445.12	11,453.76	.12	100.0%
01422520	51129	Tech Other	540,573	0	540,573	504,404.25	41,582.50	-5,414.22	101.0%*
01422520	51130	Admin Sect	66,955	0	66,955	62,753.32	5,326.16	-1,124.28	101.7%*
01422520	51141	TECH OT	8,500	0	8,500	1,673.08	.00	6,826.92	19.7%
01422520	53300	OTHER PROF	6,000	0	6,000	2,151.00	.00	3,849.00	35.9%
01422520	53305	DP-COMPUT	42,000	0	42,000	38,592.12	.00	3,407.88	91.9%
01422520	54300	REPAIRS	1,200	0	1,200	.00	.00	1,200.00	.0%
01422520	54409	Copiers	243,820	0	243,820	205,229.71	40,460.39	-1,870.10	100.8%*
01422520	55800	PROF DEVEL	1,000	0	1,000	180.00	.00	820.00	18.0%
01422520	55804	Mileage	1,200	0	1,200	527.70	.00	672.30	44.0%
01422520	55903	Tel Cell	38,000	0	38,000	10,890.58	8,151.56	18,957.86	50.1%
01422520	55904	PHONE-LAND	107,895	0	107,895	113,843.05	16,283.42	-22,231.47	120.6%*
01422520	55907	INTERNET	228,300	0	228,300	179,208.49	6,728.00	42,363.51	81.4%
01422520	56110	Off Supp	1,200	0	1,200	623.94	.00	576.06	52.0%
01422520	56425	SUBSCRIPTN	50	0	50	.00	.00	50.00	.0%
01422520	56900	PARTS	4,150	0	4,150	3,907.73	.00	242.27	94.2%
01422520	57301	EQUIP INST	38,000	0	38,000	69,006.43	.00	-31,006.43	181.6%*
TOTAL Technology Dept			2,124,636	0	2,124,636	1,872,626.02	135,374.48	116,635.23	94.5%
TOTAL EXPENSES			2,124,636	0	2,124,636	1,872,626.02	135,374.48	116,635.23	
THS Trumbull High School									
01401000	55502	Intern HS	48,750	0	48,750	15,470.00	.00	33,280.00	31.7%

YEAR-TO-DATE BUDGET REPORT

FOR 2026 11

THS	Trumbull High School	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01711001	51110 THS Salary	12,615,763	0	12,615,763	9,932,528.54	2,662,337.58	20,896.88	99.8%
01711001	51111 TCHR-SPEC	102,330	0	102,330	98,393.80	29,518.14	-25,582.34	125.0%*
01711001	56111 Class Supp	32,500	0	32,500	24,750.95	1,453.48	6,295.57	80.6%
01711001	57308 Furniture	10,100	0	10,100	.00	.00	10,100.00	.0%
01711002	56112 SP CLSRM	24,000	0	24,000	16,862.07	2,219.20	4,918.73	79.5%
01711002	57301 EQUIP INST	11,000	0	11,000	999.07	4.50	9,996.43	9.1%
01711003	56112 SP CLSRM	2,200	0	2,200	2,086.33	.00	113.67	94.8%
01711003	56411 TEXTBOOKS	15,250	0	15,250	14,893.50	.00	356.50	97.7%
01711006	51110 THS Salary	592,649	0	592,649	386,782.60	100,541.28	105,325.12	82.2%
01711006	51129 THS Ag Sci	5,000	0	5,000	3,268.58	.00	1,731.42	65.4%
01711006	51131 SEC-SCHLYR	40,684	0	40,684	33,925.05	7,970.25	-1,211.08	103.0%*
01711006	51135 CLER. CO	459	0	459	350.14	.00	108.86	76.3%
01711006	54300 REPAIRS	3,000	0	3,000	3,085.73	2,681.56	-2,767.29	192.2%*
01711006	54900 PROP SERV	3,000	0	3,000	1,449.25	320.00	1,230.75	59.0%
01711006	55809 FIELD TRIP	2,629	0	2,629	396.20	2,103.80	129.00	95.1%
01711006	55906 PRT-P ACC	500	0	500	.00	.00	500.00	.0%
01711006	56112 SP CLSRM	37,000	0	37,000	30,540.68	7,694.93	-1,235.61	103.3%*
01711006	56411 TEXTBOOKS	2,000	0	2,000	126.00	.00	1,874.00	6.3%
01711006	57301 EQUIP INST	2,000	0	2,000	.00	.00	2,000.00	.0%
01711006	58900 DUES	4,899	0	4,899	6,623.00	1,352.00	-3,076.00	162.8%*
01711010	56112 SP CLSRM	1,150	0	1,150	1,146.16	.00	3.84	99.7%
01711010	56411 TEXTBOOKS	22,147	0	22,147	21,613.03	.00	533.97	97.6%
01711011	56112 SP CLSRM	2,330	0	2,330	1,467.60	.00	862.40	63.0%
01711011	56411 TEXTBOOKS	37,691	0	37,691	32,778.71	2,075.56	2,836.73	92.5%
01711011	57301 EQUIP INST	9,780	0	9,780	8,425.56	1,354.44	.00	100.0%
01711013	56112 SP CLSRM	19,060	0	19,060	12,828.52	5,243.81	987.67	94.8%
01711013	57301 EQUIP INST	4,125	0	4,125	13,313.39	14,922.64	-24,111.03	684.5%*
01711014	56112 SP CLSRM	28,965	0	28,965	23,913.89	3,803.03	1,248.08	95.7%
01711014	57301 EQUIP INST	2,100	0	2,100	1,648.08	500.00	-48.08	102.3%*
01711015	56112 SP CLSRM	1,550	0	1,550	1,437.82	.00	112.18	92.8%
01711015	56411 TEXTBOOKS	5,050	0	5,050	4,180.64	.00	869.36	82.8%
01711016	51110 THS Salary	305,334	0	305,334	254,158.60	52,006.38	-830.98	100.3%*
01711016	51116 THS Music	0	0	0	4,767.00	.00	-4,767.00	100.0%*
01711016	53300 OTHER PROF	47,575	0	47,575	39,345.43	2,525.00	5,704.57	88.0%
01711016	54201 UNIFORM CL	1,500	0	1,500	1,500.00	.00	.00	100.0%
01711016	55809 FIELD TRIP	22,000	0	22,000	11,803.69	2,070.13	8,126.18	63.1%
01711016	56112 SP CLSRM	5,400	0	5,400	5,263.30	106.42	30.28	99.4%
01711016	57301 EQUIP INST	3,000	0	3,000	2,361.34	.00	638.66	78.7%
01711019	51110 THS Salary	895,463	0	895,463	701,960.80	209,179.74	-15,677.24	101.8%*
01711019	56112 SP CLSRM	2,934	0	2,934	2,925.67	.00	8.33	99.7%
01711019	57301 EQUIP INST	6,000	0	6,000	5,991.60	7.71	.69	100.0%
01711022	51110 THS Salary	284,835	0	284,835	220,352.00	66,105.60	-1,622.70	100.6%*
01711022	56112 SP CLSRM	500	0	500	.00	.00	500.00	.0%
01711027	56112 SP CLSRM	12,893	0	12,893	7,635.96	3,744.85	1,512.19	88.3%

TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2026 11

THS	Trumbull High School	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01711027	56411 TEXTBOOKS	12,761	0	12,761	2,775.27	.00	9,985.73	21.7%
01711027	57301 EQUIP INST	9,132	0	9,132	6,709.67	.00	2,422.33	73.5%
01711028	56112 SP CLSRM	990	0	990	982.83	.00	7.17	99.3%
01711028	56411 TEXTBOOKS	9,614	0	9,614	1,902.77	.00	7,711.23	19.8%
01712120	51110 THS Salary	1,278,125	0	1,278,125	1,053,131.20	232,618.56	-7,625.26	100.6%*
01712120	51114 DIR/COORD	0	0	0	142,305.12	11,858.76	-154,163.88	100.0%*
01712120	51130 SEC-CALYR	193,796	0	193,796	185,031.43	15,337.62	-6,573.05	103.4%*
01712120	51135 CLER. CO	0	0	0	131.67	.00	-131.67	100.0%*
01712120	53220 INSERV.S/C	950	0	950	401.23	.00	548.77	42.2%
01712120	56112 SP CLSRM	450	0	450	279.05	.00	170.95	62.0%
01712120	56903 TEST-SYS	650	0	650	144.04	.00	505.96	22.2%
01712220	51110 THS salary	102,171	0	102,171	78,593.00	23,577.90	.10	100.0%
01712220	56420 LIBR BKS	9,450	0	9,450	7,853.48	995.59	600.93	93.6%
01712220	56425 SUBSCRIPTN	2,060	0	2,060	2,015.19	.00	44.81	97.8%
01712220	56901 MEDIA MAT.	2,300	0	2,300	2,171.51	.00	128.49	94.4%
01712220	57302 EQU-NONINS	775	0	775	767.00	.00	8.00	99.0%
01712220	58900 DUES	230	0	230	190.00	.00	40.00	82.6%
01712221	56900 PARTS	1,500	0	1,500	.00	.00	1,500.00	.0%
01712221	57301 EQUIP INST	2,500	0	2,500	.00	.00	2,500.00	.0%
01712400	51110 THS Deten	3,500	0	3,500	3,149.46	.00	350.54	90.0%
01712400	51113 THS Admin	940,470	0	940,470	857,387.03	71,231.16	11,851.81	98.7%
01712400	51120 THS Paras	61,263	0	61,263	57,289.57	5,751.98	-1,778.59	102.9%*
01712400	51130 SEC-CALYR	124,880	0	124,880	103,604.91	9,030.06	12,245.03	90.2%
01712400	51131 SEC-SCHLYR	155,979	0	155,979	129,749.18	30,859.55	-4,629.99	103.0%*
01712400	51135 CLER. CO	350	0	350	339.52	.00	10.48	97.0%
01712400	53301 POLICE	90,000	0	90,000	99,528.00	17,352.00	-26,880.00	129.9%*
01712400	55800 PROF DEVEL	3,500	0	3,500	1,159.80	.00	2,340.20	33.1%
01712400	55901 OthPrchSrv	2,000	0	2,000	.00	.00	2,000.00	.0%
01712400	55906 PRT-P ACC	7,000	0	7,000	1,183.75	3,285.36	2,530.89	63.8%
01712400	56110 Off Supp	4,500	0	4,500	.00	.00	4,500.00	.0%
01712400	56112 SP CLSRM	0	0	0	33.43	.00	-33.43	100.0%*
01712400	56116 SP PROJ	7,750	0	7,750	.00	.00	7,750.00	.0%
01712400	56270 M/S SECUR.	3,000	0	3,000	1,870.62	.00	1,129.38	62.4%
01712400	56425 SUBSCRIPTN	1,250	0	1,250	195.53	.00	1,054.47	15.6%
01712400	56907 GRAD. EXP	25,000	0	25,000	4,442.67	17,624.40	2,932.93	88.3%
01712400	57308 Furniture	6,500	0	6,500	499.43	4,140.00	1,860.57	71.4%
01712400	58900 DUES	10,675	0	10,675	10,885.00	.00	-210.00	102.0%*
01713202	51116 THS Advis	145,987	0	145,987	17,668.73	103,766.42	24,551.85	83.2%
01713202	55807 FieldTrips	45,000	0	45,000	43,096.00	.00	1,904.00	95.8%
01713202	55906 PRINTING	500	0	500	.00	.00	500.00	.0%
01713203	56906 AWARDS	1,500	0	1,500	233.25	.00	1,266.75	15.6%
TOTAL Trumbull High School		18,545,152	0	18,545,152	14,771,050.62	3,729,271.39	44,830.21	99.8%
TOTAL EXPENSES		18,545,152	0	18,545,152	14,771,050.62	3,729,271.39	44,830.21	

Trans Transportation Dept

TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2026 11									
Trans	Transportation Dept		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01882700	51125	Tran Supv	80,520	0	80,520	68,311.51	5,689.59	6,519.34	91.9%
01882700	51130	SEC-CALYR	108,723	0	108,723	103,743.65	8,630.20	-3,650.85	103.4%*
01882700	51135	CLERICAL	0	0	0	4,069.92	.00	-4,069.92	100.0%*
01882700	53303	Software	8,256	0	8,256	34,086.49	4,965.00	-30,795.49	473.0%*
01882700	53405	SubCoor	0	0	0	38,162.50	587.50	-38,750.00	100.0%*
01882700	54900	PROP SERV	523	0	523	.00	.00	523.00	.0%
01882700	55101	REG RTS	4,264,460	0	4,264,460	4,286,414.62	.00	-21,954.62	100.5%*
01882700	55102	Ace	3,762	0	3,762	.00	.00	3,762.00	.0%
01882700	55105	Summer	313,812	0	313,812	296,951.09	3,574.00	13,286.91	95.8%
01882700	55109	Fuel	337,485	0	337,485	284,785.78	103,243.09	-50,543.87	115.0%*
01882700	55809	FIELD TRIP	9,405	0	9,405	6,463.21	5,870.66	-2,928.87	131.1%*
01882700	56110	Off Supp	3,762	0	3,762	221.62	3,439.78	100.60	97.3%
01882700	58900	DUES	392	0	392	.00	.00	392.00	.0%
01882701	55101	Sped IN	1,895,845	0	1,895,845	1,546,479.99	16,627.81	332,737.20	82.4%
01882701	55105	Sped Out	1,120,066	0	1,120,066	1,098,114.50	343,834.50	-321,883.00	128.7%*
01882701	55108	Monitors	460,005	0	460,005	441,220.80	.00	18,784.20	95.9%
TOTAL Transportation Dept			8,607,016	0	8,607,016	8,209,025.68	496,462.13	-98,471.37	101.1%
TOTAL EXPENSES			8,607,016	0	8,607,016	8,209,025.68	496,462.13	-98,471.37	
GRAND TOTAL			129,177,640	0	129,177,640	108,511,432.95	20,507,816.92	158,390.40	99.9%
** END OF REPORT - Generated by Alison Pierce **									

FOR 2026 11

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

09002611 Electricity Use After Hours							

09002611 54101 Electricit	0	24,000	24,000	22,000.00	.00	2,000.00	91.7%
TOTAL NO PROJECT	0	24,000	24,000	22,000.00	.00	2,000.00	91.7%
09005000 COMMUNITY SERVICES							

09005000 51141 OT/SCHOOLS	0	65,578	65,578	37,333.54	.00	28,244.46	56.9%
TOTAL NO PROJECT	0	65,578	65,578	37,333.54	.00	28,244.46	56.9%
09006001 NON PUBLIC SCHOOLS							

09006001 51111 NP Teach	0	128,091	128,091	98,531.60	29,559.50	- .10	100.0%
TOTAL NO PROJECT	0	128,091	128,091	98,531.60	29,559.50	- .10	100.0%
09007001 NON PUBLIC TRANSPORTATION							

09007001 51125 NP Admin	0	16,732	16,732	7,802.26	1,182.25	7,747.49	53.7%
09007001 51130 SEC-CALYR	0	15,827	15,827	14,683.98	1,222.24	-79.22	100.5%
09007001 55102 NP Bus	0	1,097,341	1,097,341	971,704.80	20,648.62	104,987.58	90.4%
GRAND TOTAL	0	1,347,569	1,347,569	1,152,056.18	52,612.61	142,900.21	89.4%

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

06/11/2026 12:59 | TRUMBULL BOE, CT
 1791pbri | ACCOUNT SUMMARY TRIAL BALANCE FOR FY26/MAY TO MAY
 FUND 100

| P 1
 | glatrbal

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
100 10300 Cash NSB Checking	621,667.68	210,859.00	210,103.67	755.33	622,423.01
100 11130 ACCTS RECEIVABLE	6,644.50	2,378.90	6,611.00	-4,232.10	2,412.40
100 20032 THS Model Congress	-743.44	743.44	.00	743.44	.00
100 20063 THS WELLNESS CENTER	-400.00	.00	.00	.00	-400.00
100 20068 MATH HONOR SOCIETY	-2,310.64	.00	.00	.00	-2,310.64
100 20082 THS ORCHESTRA	-535.60	.00	.00	.00	-535.60
100 20101 THS LIBRARY CLUB	-4,434.70	1.27	245.00	-243.73	-4,678.43
100 20110 THS Pink Ribbon	-1,357.00	.00	.00	.00	-1,357.00
100 20121 THS-ATHLETICS GENERAL	-1,000.00	.00	.00	.00	-1,000.00
100 20133 THS NEWSPAPER	-129.01	.00	.00	.00	-129.01
100 20139 THS TRILLIUM YEARBOOK	-11,707.07	1,200.00	.00	1,200.00	-10,507.07
100 20140 THS Unified Basketball	-2,732.11	75.00	2,050.00	-1,975.00	-4,707.11
100 20152 HILLCREST MIDDLE SCHOOL	-27,488.65	25,011.62	44,740.90	-19,729.28	-47,217.93
100 20153 Hillcrest Robotics Club	-1,524.75	.00	.00	.00	-1,524.75
100 20155 Madison Robotics Club	-878.20	455.01	.00	455.01	-423.19
100 20156 MADISON MIDDLE SCHOOL	-74,043.63	46,646.09	48,864.91	-2,218.82	-76,262.45
100 20167 THS Class of 2020	-220.00	.00	.00	.00	-220.00
100 20169 THS Class of 2022	-5,000.00	.00	.00	.00	-5,000.00
100 20170 THS Class of 2023	-4,000.00	.00	.00	.00	-4,000.00
100 20171 THS Class of 2024	-13,380.20	.00	.00	.00	-13,380.20
100 20172 THS Class of 2025	-5,413.97	.00	.00	.00	-5,413.97
100 20173 THS Class of 2026	-31,273.81	80,421.80	56,210.28	24,211.52	-7,062.29
100 20174 THS Class of 2027	-14,968.75	.00	.00	.00	-14,968.75
100 20175 THS Class of 2028	-24,222.09	18,111.98	.00	18,111.98	-6,110.11
100 20176 THS Class of 2029	-1,418.92	565.52	5,240.00	-4,674.48	-6,093.40
100 20180 THS VOAG FUTURE FARMERS	-1,391.69	.00	.00	.00	-1,391.69
100 20190					

06/11/2026 12:59 | TRUMBULL BOE, CT
 1791pbri | ACCOUNT SUMMARY TRIAL BALANCE FOR FY26/MAY TO MAY
 FUND 100

| P 2
 | glatrbal

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
THS VOAG FARM 100 20251	-41,035.63	1,182.88	6,925.25	-5,742.37	-46,778.00
BOOTH HILL SCHOOL 100 20252	-12,722.34	9,041.35	2,320.99	6,720.36	-6,001.98
FRENCHTOWN SCHOOL 100 20253	-11,807.97	2,627.88	3,428.58	-800.70	-12,608.67
DANIELS FARM 100 20254	-4,514.68	3,826.97	1,686.00	2,140.97	-2,373.71
MIDDLEBROOK SCHOOL 100 20255	-2,595.66	999.33	1,696.00	-696.67	-3,292.33
JANE RYAN SCHOOL 100 20258	-7,525.02	1,886.97	6,778.40	-4,891.43	-12,416.45
TASHUA SCHOOL 100 20261	-8,720.45	2,958.65	1,681.50	1,277.15	-7,443.30
Middlebrook Mentors 100 20510	-543.55	.00	.00	.00	-543.55
THS STUDENT COUNCIL 100 20550	-4,731.68	4,820.00	1,285.00	3,535.00	-1,196.68
GENERAL FUND 100 20590	-31,487.68	3,010.25	1,988.79	1,021.46	-30,466.22
THS HABITAT FOR HUMANITY 100 20599	-799.11	.00	.00	.00	-799.11
THS HISTORY HONOR SOCIETY 100 20603	-106.51	.00	.00	.00	-106.51
THS Bookstore/DECA(Marketing) 100 20604	-24,250.94	5,869.33	7,669.93	-1,800.60	-26,051.54
THS BAND 100 20605	-723.54	.00	.00	.00	-723.54
THS KEY CLUB 100 20606	-398.26	.00	.00	.00	-398.26
THS BEST BUDDIES 100 20607	-2,109.78	3,951.20	4,365.60	-414.40	-2,524.18
THS HOME ECON. CLUB 100 20608	-2.23	.00	.00	.00	-2.23
THS LOST TEXTBOOKS 100 20609	-7,566.10	.00	45.05	-45.05	-7,611.15
THS Creative Minds 100 20611	-2,572.87	.00	.00	.00	-2,572.87
THS ACADEMIC DECATHLON 100 20613	-1,843.56	.00	.00	.00	-1,843.56
THS LATIN CLUB 100 20614	-579.73	.00	56.50	-56.50	-636.23
THS CHORAL GROUP 100 20615	-5,185.65	.00	.00	.00	-5,185.65
THS ITALIAN CLUB 100 20617	-469.09	.00	.00	.00	-469.09
THS FUTURE BUSINESS LEADERS 100 20619	-4,337.68	1,085.00	.00	1,085.00	-3,252.68
FRENCH HONOR SOCIETY 100 20620	-822.76	.00	.00	.00	-822.76
THS FRENCH CLUB 100 20621	-764.34	.00	.00	.00	-764.34
THS MISCELLANEOUS	-4,986.29	33.99	857.22	-823.23	-5,809.52

06/11/2026 12:59 | TRUMBULL BOE, CT
 1791pbri | ACCOUNT SUMMARY TRIAL BALANCE FOR FY26/MAY TO MAY
 FUND 100

| P 3
 | glatrbal

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
100 20622					
THS IN/OUT	-4,128.59	1,030.60	937.00	93.60	-4,034.99
100 20624					
THS SPANISH CLUB	-300.72	.00	.00	.00	-300.72
100 20625					
THS SODA MACHINE	-595.15	.00	.00	.00	-595.15
100 20627					
THS World Lang.HONOR SOCIETIES	-3,648.85	1,173.34	890.00	283.34	-3,365.51
100 20628					
THS A.V. CLUB	-11.13	.00	.00	.00	-11.13
100 20629					
THS SUNSHINE FUND	-115.45	.00	.00	.00	-115.45
100 20630					
THS SKI CLUB	-58.33	.00	.00	.00	-58.33
100 20631					
THS SOAR Enterprises	-3,627.31	.00	.00	.00	-3,627.31
100 20633					
THS WE THE PEOPLE	-6,100.00	.00	200.00	-200.00	-6,300.00
100 20637					
THS Ethics Club	-845.89	792.40	.00	792.40	-53.49
100 20639					
THS MODEL U.N. CLUB	-1,895.37	700.00	2,100.00	-1,400.00	-3,295.37
100 20640					
THS INTERACT CLUB	-57.24	.00	.00	.00	-57.24
100 20641					
THS THESPIAN SOCIETY	-8,785.61	1,025.00	.00	1,025.00	-7,760.61
100 20642					
THS Youth to Youth	-410.62	.00	.00	.00	-410.62
100 20643					
THS GRADUATION-CAP & GOWNS	-42,291.14	.00	.00	.00	-42,291.14
100 20644					
THS ROBOTICS CLUB	-804.00	250.00	.00	250.00	-554.00
100 20645					
THS LINK CREW LEADERS	-7,067.14	1,600.00	.00	1,600.00	-5,467.14
100 20646					
THS CHEERLEADING	-7,753.70	730.00	.00	730.00	-7,023.70
100 20647					
THS FASHION CLUB	-390.12	.00	.00	.00	-390.12
100 20648					
THS Shades Club	-1,771.87	.00	.00	.00	-1,771.87
100 20649					
THS Dance Team	-7,325.45	.00	240.00	-240.00	-7,565.45
100 20650					
THS Geography Club	-538.50	.00	200.00	-200.00	-738.50
100 20702					
THS PEER LEADERS	-308.03	.00	.00	.00	-308.03
100 20703					
THS PEER MEDIATION CLUB	-3,498.74	.00	.00	.00	-3,498.74
100 20704					
THS BOYS TENNIS	-414.16	.00	.00	.00	-414.16
100 20706					
THS NATIONAL ENGLISH HONOR SOC	-4,259.87	1,584.95	2,365.00	-780.05	-5,039.92
100 20707					

06/11/2026 12:59 | TRUMBULL BOE, CT
 1791pbri | ACCOUNT SUMMARY TRIAL BALANCE FOR FY26/MAY TO MAY
 FUND 100

| P 4
 | glatrbal

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
THS NATIONAL HONOR SOCIETY 100 20708	-3,721.92	1,007.75	.00	1,007.75	-2,714.17
THS POETRY 100 20711	-55.40	.00	13.00	-13.00	-68.40
THS BOYS BASKETBALL 100 20712	-40.27	.00	.00	.00	-40.27
THS GSA-GAY STRAIGHT ALLIANCE 100 20713	-333.00	.00	.00	.00	-333.00
THS GRAPHIC DESIGN 100 20714	-94.05	.00	.00	.00	-94.05
THS GYMNASTICS 100 20715	-3,656.98	.00	.00	.00	-3,656.98
THS BUS.ED.ENTREPRENEUR 100 20718	-774.44	.00	.00	.00	-774.44
THS GIRLS CROSS COUNTRY 100 20719	-22.25	.00	.00	.00	-22.25
THS GIRLS GOLF 100 20720	-2,588.59	1,815.45	.00	1,815.45	-773.14
THS Athletic Fundraiser 100 20721	-25,972.44	16,400.68	.00	16,400.68	-9,571.76
THS BOYS GOLF 100 20727	-5,023.27	.00	.00	.00	-5,023.27
THS BOYS INDOOR TRACK 100 20728	-2,276.96	.00	.00	.00	-2,276.96
THS MOCK TRIAL 100 20732	-161.46	636.15	4,386.15	-3,750.00	-3,911.46
THS GIRLS OUTDOOR TRACK 100 20733	-1,269.74	.00	.00	.00	-1,269.74
THS GIRLS TENNIS 100 20736	-4,263.17	3,045.37	.00	3,045.37	-1,217.80
THS Allies for Angels 100 20737	-1,215.55	.00	.00	.00	-1,215.55
THS Science Honor Society 100 20738	-2,294.62	1,068.60	.00	1,068.60	-1,226.02
THS SEAL OF BILITERACY 100 20739	-1,086.08	39.00	.00	39.00	-1,047.08
THS HOSA Future Health Prof 100 20741	-3,630.01	1,640.91	5,795.00	-4,154.09	-7,784.10
THS Save Promise Club 100 20810	-460.50	.00	.00	.00	-460.50
Trumbull Football Alumni Assoc 100 24004	-1,000.00	.00	.00	.00	-1,000.00
Due to Fund 001/Town 100 29280	-47,591.17	.00	30,326.91	-30,326.91	-77,918.08
ACCOUNTS PAYABLE	.00	245,852.31	245,852.31	.00	.00
TOTALS FOR FUND 100 STUDENT ACTIVITY FUND	.00	708,155.94	708,155.94	.00	.00
REPORT TOTALS	.00	708,155.94	708,155.94	.00	.00

FOR 2026 11

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
2000911 District Repair & Imprv. Pr	0	0	0	-287,572.81	30,730.86	256,841.95	100.0%
TOTAL REVENUES	0	0	0	-287,572.81	.00	287,572.81	
TOTAL EXPENSES	0	0	0	.00	30,730.86	-30,730.86	
2008200 PRIVATE FUNDS/GRANTS	0	7,471	7,471	-28,986.62	3,000.00	33,457.64	-347.8%
TOTAL REVENUES	0	-266,358	-266,358	-280,558.11	.00	14,200.00	
TOTAL EXPENSES	0	273,829	273,829	251,571.49	3,000.00	19,257.64	
2009010 IDEA-611 20977	0	121,344	121,344	183,431.24	269,236.39	-331,323.71	373.0%
TOTAL REVENUES	0	-1,681,136	-1,681,136	-1,209,607.75	.00	-471,527.75	
TOTAL EXPENSES	0	1,802,479	1,802,479	1,393,038.99	269,236.39	140,204.04	
2009011 IDEA-611 NP 20977	0	44,649	44,649	-8,370.13	9,207.36	43,812.12	1.9%
TOTAL REVENUES	0	-40,987	-40,987	-44,649.35	.00	3,662.85	
TOTAL EXPENSES	0	85,636	85,636	36,279.22	9,207.36	40,149.27	
2009060 ARPA-SumMnlHth ends 6.30.26	0	2,292	2,292	2,291.80	.00	.00	100.0%
TOTAL REVENUES	0	-52,700	-52,700	-52,700.00	.00	.00	
TOTAL EXPENSES	0	54,992	54,992	54,991.80	.00	.00	
2009067 SEED-Spec.Ed.Expansion&Devl	0	0	0	-32,774.00	534.27	32,239.73	100.0%
TOTAL REVENUES	0	-38,176	-38,176	-38,176.00	.00	.00	
TOTAL EXPENSES	0	38,176	38,176	5,402.00	534.27	32,239.73	
2009080 TITLE III-A 20868	0	0	0	3,454.93	7,233.48	-10,688.43	%
TOTAL REVENUES	0	-44,865	-44,865	-20,656.67	.00	-24,208.45	
TOTAL EXPENSES	0	44,865	44,865	24,111.60	7,233.48	13,520.02	
2009081 TITLE III-A NP	0	0	0	-394.33	.00	394.33	100.0%
TOTAL REVENUES	0	-764	-764	-394.33	.00	-369.55	
TOTAL EXPENSES	0	764	764	.00	.00	763.88	
2009140 TITLE I 20679	0	0	0	27,218.28	41,538.46	-68,756.73	%
TOTAL REVENUES	0	-244,155	-244,155	-158,709.68	.00	-85,444.92	
TOTAL EXPENSES	0	244,155	244,155	185,927.96	41,538.46	16,688.19	
2009300 TITLE IV-A 20873	0	-170	-170	-8,166.58	396.00	7,600.42	4566.6%
TOTAL REVENUES	0	-26,971	-26,971	-11,989.43	.00	-14,981.47	
TOTAL EXPENSES	0	26,801	26,801	3,822.85	396.00	22,581.89	
2009301 TITLE IV-A NP 20873	0	0	0	-1,700.18	.00	1,700.18	100.0%
TOTAL REVENUES	0	-4,798	-4,798	-2,119.58	.00	-2,678.37	
TOTAL EXPENSES	0	4,798	4,798	419.40	.00	4,378.55	
2009302 TEAM/MENTORS	0	0	0	-4,653.00	.00	4,653.00	100.0%
TOTAL REVENUES	0	0	0	-4,653.00	.00	4,653.00	
2009350 HEADSTART - Alliance	0	600	600	-6,433.13	53,882.17	-46,849.04	7908.2%
TOTAL REVENUES	0	-363,621	-363,621	-183,710.00	.00	-179,911.00	
TOTAL EXPENSES	0	364,221	364,221	177,276.87	53,882.17	133,061.96	
2009370 HEADSTARTFOOD-CACFP 10/1-9/	0	-5,282	-5,282	-1,748.07	14,012.84	-17,547.17	-232.2%
TOTAL REVENUES	0	0	0	-31,937.66	.00	31,937.66	
TOTAL EXPENSES	0	-5,282	-5,282	30,189.59	14,012.84	-49,484.83	
2009450 IDEA PRE-K 20983	0	1	1	285.47	3,800.93	-4,085.40	*****%
TOTAL REVENUES	0	-45,294	-45,294	-37,326.19	.00	-7,967.68	
TOTAL EXPENSES	0	45,295	45,295	37,611.66	3,800.93	3,882.28	

FOR 2026 11

2009460 OPEN CHOICE	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
2009460 OPEN CHOICE	0	460,419	460,419	-151,150.66	153,344.75	458,224.77	.5%
TOTAL REVENUES	0	0	0	-306,000.99	.00	306,000.99	
TOTAL EXPENSES	0	460,419	460,419	154,850.33	153,344.75	152,223.78	
2009470 PERKINS GRANT 20742	0	0	0	-29,037.02	19,946.30	9,090.72	100.0%
TOTAL REVENUES	0	-62,883	-62,883	-61,015.84	.00	-1,867.16	
TOTAL EXPENSES	0	62,883	62,883	31,978.82	19,946.30	10,957.88	
2009480 TITLE II PART A 20858	0	0	0	17,491.21	19,846.15	-37,337.36	100.0%
TOTAL REVENUES	0	-90,887	-90,887	-50,277.97	.00	-40,608.81	
TOTAL EXPENSES	0	90,887	90,887	67,769.18	19,846.15	3,271.45	
2009481 TITLE II-A NP 20858	0	0	0	-2,649.77	.00	2,649.77	100.0%
TOTAL REVENUES	0	-26,502	-26,502	-9,912.77	.00	-16,589.15	
TOTAL EXPENSES	0	26,502	26,502	7,263.00	.00	19,238.92	
2009520 MAGNET TRANSPORTATION	0	29,420	29,420	29,900.00	.00	-480.10	101.6%
TOTAL REVENUES	0	0	0	-36,400.00	.00	36,400.00	
TOTAL EXPENSES	0	29,420	29,420	66,300.00	.00	-36,880.10	
2009521 ECR Grant	0	0	0	.00	.00	.00	.0%
TOTAL REVENUES	0	0	0	-2,311,362.00	.00	2,311,362.00	
TOTAL EXPENSES	0	0	0	2,311,362.00	.00	-2,311,362.00	
GRAND TOTAL	0	660,743	660,743	-299,563.37	626,709.96	333,596.69	49.5%

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

REPORT OPTIONS

	Field #	Total	Page Break
Sequence 1	9	Y	N
Sequence 2	0	N	N
Sequence 3	0	N	N
Sequence 4	0	N	N

Report title:
YEAR-TO-DATE BUDGET REPORT

Includes accounts exceeding 0% of budget.

Print totals only: Y

Print Full or Short description: S

Print full GL account: N

Format type: 1

Double space: N

Suppress zero bal accts: Y

Include requisition amount: N

Print Revenues-Version headings: N

Print revenue as credit: Y

Print revenue budgets as zero: N

Include Fund Balance: N

Print journal detail: N

From Yr/Per: 2026/11

To Yr/Per: 2026/11

Include budget entries: Y

Incl encumb/liq entries: Y

Sort by JE # or PO #: J

Detail format option: 1

Include additional JE comments: N

Multiyear view: F

Amounts/totals exceed 999 million dollars: N

Year/Period: 2026/11

Print MTD Version: N

Roll projects to object: N

Carry forward code: 1

Find Criteria

Field Name	Field Value
Fund	200
Unit	
Function	
Character Code	
Org	
Object	
Project	
Account type	
Account status	Active
Rollup Code	

Trumbull Board of Education												
Special Revenue BOE Programs												
					7/1/25 to 5/31/26					Fund Balance(Deficit) as of		
						Operating Transfer In (Out) also reflected in Revenue (Expense)			Revenues over (under) Expenditures includes Operating Transfers		Adj Journal for Prior Year Unliquidated POs closed out to the Fund Balance	
Org#	Description	Org	Obj	Prj	Revenues	(Expense)	Expenditures	Encumbrances		7/1/2025		5/31/2026
2051660	ACE Foundation	205	31510	Ace	-	-	-	-	-	58.43	-	58.43
2059530	Agriscience	205	31510	Agri	-	-	17,312	-	(17,311.80)	216,497.46	-	199,185.66
2051121	Athletics	205	31510	Athle	447,236	(365,000)	391,390	-	55,846.56	216,172.55	-	272,019.11
2052651	Building Use	205	31510	bldgu	51,431	-	38,877	1,279	11,274.43	86,211.87	-	97,486.30
2051650	Continuing Ed	205	31510	ContE	76,057	-	80,226	15,315	(19,483.28)	(66,111.75)	-	(85,595.03)
2051100	Driver's Education	205	31510	DrEd	20,603	-	30,752	7,140	(17,289.76)	43,889.13	-	26,599.37
2051711	E Sports	205	31510	Sport	3,716	-	1,910	240	1,566.32	18,326.16	-	19,892.48
2051717	Elementary Strings & Band	205	31510	Pay	238,217	150,000	210,898	61,740	(34,420.33)	11,189.79	-	(23,230.54)
2051713	ELITE-Next Chapter Bookstore (NCB)	205	31510	ELITE	99,100	70,000	158,330	15,030	(74,259.23)	(63,570.38)	-	(137,829.61)
2056230	Guidance/Testing	205	31510	Guid	1,545	-	5,926	1,044	(5,425.08)	11,690.49	-	6,265.41
2059240	Interdistrict (TECEC*/REACH*/IIP*)	205	31510	Inter	565,246	-	337,051	96,151	132,043.09	195,269.55	-	327,312.64
2059540	Madison Grant	205	31510	Mad	-	-	-	-	-	367.58	-	367.58
2059490	THS Miscellaneous	205	31510	Misc	-	-	-	-	-	2,400.52	-	2,400.52
2051019	PE Day	205	31510	PE	-	-	-	-	-	246.95	-	246.95
2051200	SBCH-PPS Medicaid Program	205	31510	Medic	102,866	-	80,376	10,574	11,916.02	279,906.37	-	291,822.39
2055904	Rebates	205	31510	Reb	157,631	-	6,960	-	150,671.28	(10,542.66)	-	140,128.62
2051600	Summer Explorations	205	31510	SS	226,443	-	229,046	5,061	(7,663.93)	204,497.60	-	196,833.67
2052221	Take Home Device Insurance	205	31510	Take	55,580	-	47,262	840	7,476.96	21,057.97	-	28,534.93
2057100	THS AP Testing	205	31510	TEST	-	-	11,737	-	(11,736.90)	21,849.54	-	10,112.64
2051380	THS Auditorium	205	31510	Audi	2,043	-	5,671	-	(3,628.34)	3,070.26	-	(558.08)
2059400	THS Connections	205	31510	Cnnct	-	-	-	-	-	1,124.57	-	1,124.57
2059450	THS Culinary Kitchen Catering	205	31510	Culin	5,827	-	4,734	486	606.55	6,185.60	-	6,792.15
2055400	THS Musical	205	31510	music	69,391	-	69,604	197	(409.59)	7,101.03	-	6,691.44
2051709	THS Student Parking	205	31510	Park	29,600	-	17,495	1,172	10,933.90	15,274.87	-	26,208.77
2059510	Typical or Troubled Grant	205	31510	typic	-	-	-	-	-	643.06	-	643.06
2056207	Used Book Sales	205	31510	UsedB	-	-	-	-	-	2,145.00	-	2,145.00
2055213	Voluntary Insurance	205	31510	VSION	-	-	3,586	29,274	(32,859.90)	11,967.69	-	(20,892.21)
	Total Special Revenue Fund				2,152,532	(145,000)	1,749,142	245,543	157,846.97	1,236,919.25	-	1,394,766.22
	* TECEC-Trumbull Early Childhood Education Center											
	* REACH-Regional Educational Academic and Counseling Help											
	* IIP-Interim Instructional (transition) Program											

Trumbull Board of Education											
Special Revenue BOE Programs											
Org#	Description	7/1/25 to 5/31/26			Fund Balance(Deficit) as of			Adj Journal for Prior Year Unliquidated POs closed out to the Fund Balance	5/31/2026	Balance	
		Revenues	Operating Transfer In (Out) also reflected in Revenue (Expense)	Expenditures	Encumbrances	Revenues over (under) Expenditures includes Operating Transfers	7/1/2025				
2051660	ACE Foundation	-	-	-	-	-	58	-	58		
2059530	Agriscience	-	-	17,312	-	(17,312)	216,497	-	199,186		
2051121	Athletics	447,236	(365,000)	391,390	-	55,847	216,173	-	272,019		
2052651	Building Use	51,431	-	38,877	1,279	11,274	86,212	-	97,486		
2051650	Continuing Ed	76,057	-	80,226	15,315	(19,483)	(66,112)	-	(85,595)		
2051100	Driver's Education	20,603	-	30,752	7,140	(17,290)	43,889	-	26,599		
2051711	E Sports	3,716	-	1,910	240	1,566	18,326	-	19,892		
2051717	Elementary Strings/Band	238,217	150,000	210,898	61,740	(34,420)	11,190	-	(23,231)		
2051713	ELITE Business Program	99,100	70,000	158,330	15,030	(74,259)	(63,570)	-	(137,830)		
2056230	Guidance/Testing	1,545	-	5,926	1,044	(5,425)	11,690	-	6,265		
2059240	Interdistrict (TECEC*/REACH*/IIP*)	565,246	-	337,051	96,151	132,043	195,270	-	327,313		
2059540	Madison Grant	-	-	-	-	-	368	-	368		
2059490	Miscellaneous	-	-	-	-	-	2,401	-	2,401		
2051019	PE Day	-	-	-	-	-	247	-	247		
2051200	PPS Medicaid Program (SBCH)	102,866	-	80,376	10,574	11,916	279,906	-	291,822		
2055904	Rebates	157,631	-	6,960	-	150,671	(10,543)	-	140,129		
2051600	Summer Explorations 26-27 (begins 1/1/26)	189,225	-	47,692	5,061	136,472	-	-	136,472		
2051600	Summer Explorations 25-26 (ends 12/31/25)	37,218	-	181,354	-	(144,136)	204,498	-	60,362	196,834	Summer Exploration Balance
2052221	Take Home Device Insurance	55,580	-	47,262	840	7,477	21,058	-	28,535		
2057100	THS AP Testing	-	-	11,737	-	(11,737)	21,850	-	10,113		
2051380	THS Auditorium	2,043	-	5,671	-	(3,628)	3,070	-	(558)		
2059400	THS Connections	-	-	-	-	-	1,125	-	1,125		
2059450	THS Culinary Kitchen Catering	5,827	-	4,734	486	607	6,186	-	6,792		
2055400	THS Musical	69,391	-	69,604	197	(410)	7,101	-	6,691		
2051709	THS Student Parking	29,600	-	17,495	1,172	10,934	15,275	-	26,209		
2059510	Typical or Troubled Grant	-	-	-	-	-	643	-	643		
2056207	Used Book Sales	-	-	-	-	-	2,145	-	2,145		
2055213	Voluntary Insurance	-	-	3,586	29,274	(32,860)	11,968	-	(20,892)		
	Total Special Revenue Fund	2,152,532	(145,000)	1,749,142	245,543	157,847	1,236,919	-	1,394,766		
	* TECEC-Trumbull Early Childhood Education Center										
	* REACH-Regional Educational Academic and Counseling Help										
	* IIP-Interim Instructional (transition) Program										

FOR 2026 11

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

2051600 SUMMER EXPLORATIONS							

2051600 51130 SEC	0	0	0	.00	3,495.22	-3,495.22	100.0%*
2051600 59998 PY Surplus	0	204,498	204,498	.00	.00	204,497.60	.0%
TOTAL NO PROJECT	0	204,498	204,498	.00	3,495.22	201,002.38	1.7%
25-26 25-26 Project Period							

2051600 40150 25-26 MISC. INC.	0	0	0	-34.41	.00	34.41	100.0%
2051600 40400 25-26 REVENUE	0	0	0	-37,183.80	.00	37,183.80	100.0%
2051600 51110 25-26 TCHR-CLSRM	0	0	0	99,100.66	.00	-99,100.66	100.0%*
2051600 51116 25-26 STIPENDS	0	0	0	10,375.00	.00	-10,375.00	100.0%*
2051600 51120 25-26 AIDE-CLSRM	0	0	0	14,064.87	.00	-14,064.87	100.0%*
2051600 51129 25-26 OTHER NC	0	0	0	9,534.76	.00	-9,534.76	100.0%*
2051600 51130 25-26 SEC-CALYR	0	0	0	22,718.93	.00	-22,718.93	100.0%*
2051600 52001 25-26 FICA/MEDIC	0	0	0	4,931.45	.00	-4,931.45	100.0%*
2051600 52002 25-26 INSURANCE	0	0	0	9,058.68	.00	-9,058.68	100.0%*
2051600 53300 25-26 PROF SERV	0	0	0	2,491.00	.00	-2,491.00	100.0%*
2051600 56112 25-26 Supp	0	0	0	4,421.31	56.00	-4,477.31	100.0%*
2051600 58900 25-26 DUES	0	0	0	4,656.86	.00	-4,656.86	100.0%*
TOTAL 25-26 Project Period	0	0	0	144,135.31	56.00	-144,191.31	100.0%
26-27 26-27 Project Period							

2051600 40400 26-27 REVENUE	0	0	0	-189,224.92	.00	189,224.92	100.0%
2051600 51130 26-27 SEC-CALYR	0	0	0	19,223.71	.00	-19,223.71	100.0%*
2051600 52001 26-27 FICA/MEDIC	0	0	0	473.59	.00	-473.59	100.0%*
2051600 52002 26-27 INSURANCE	0	0	0	7,548.90	1,509.78	-9,058.68	100.0%*
2051600 58900 26-27 DUES	0	0	0	20,446.34	.00	-20,446.34	100.0%*
TOTAL 26-27 Project Period	0	0	0	-141,532.38	1,509.78	140,022.60	100.0%
GRAND TOTAL	0	204,498	204,498	2,602.93	5,061.00	196,833.67	3.7%

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

FOR 2026 11

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

2051650 Continuing Ed								

2051650 40400	CONT ED	0	0	0	-76,057.23	.00	76,057.23	100.0%
2051650 51110	TeachSal	0	0	0	8,243.45	.00	-8,243.45	100.0%*
2051650 51130	Sec	0	0	0	13,980.96	1,165.08	-15,146.04	100.0%*
2051650 52001	FICA/MEDIC	0	0	0	561.99	.00	-561.99	100.0%*
2051650 52002	INSURANCE	0	0	0	16,607.80	1,509.74	-18,117.54	100.0%*
2051650 53300	OTHER PROF	0	0	0	13,982.20	12,640.00	-26,622.20	100.0%*
2051650 55900	PRINTERS	0	0	0	10,435.81	.00	-10,435.81	100.0%*
2051650 55990	OthPurSer	0	0	0	2,581.00	.00	-2,581.00	100.0%*
2051650 56110	InsSupplie	0	0	0	1,219.37	.00	-1,219.37	100.0%*
2051650 56112	Admin Supp	0	0	0	1,337.94	.00	-1,337.94	100.0%*
2051650 58900	DUES	0	0	0	11,275.17	.00	-11,275.17	100.0%*
2051650 59999	PR YR DEF	0	-66,112	-66,112	.00	.00	-66,111.75	.0%*
GRAND TOTAL		0	-66,112	-66,112	4,168.46	15,314.82	-85,595.03	-29.5%

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

FOR 2026 11

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

2051650 Continuing Ed							

2051650 40400 CONT ED	0	0	0	-76,057.23	.00	76,057.23	100.0%
2051650 51110 TeachSal	0	0	0	8,243.45	.00	-8,243.45	100.0%*
2051650 51130 Sec	0	0	0	13,980.96	1,165.08	-15,146.04	100.0%*
2051650 52001 FICA/MEDIC	0	0	0	561.99	.00	-561.99	100.0%*
2051650 52002 INSURANCE	0	0	0	16,607.80	1,509.74	-18,117.54	100.0%*
2051650 53300 OTHER PROF	0	0	0	13,982.20	12,640.00	-26,622.20	100.0%*
2051650 55900 PRINTERS	0	0	0	10,435.81	.00	-10,435.81	100.0%*
2051650 55990 OthPurSer	0	0	0	2,581.00	.00	-2,581.00	100.0%*
2051650 56110 InsSupplie	0	0	0	1,219.37	.00	-1,219.37	100.0%*
2051650 56112 Admin Supp	0	0	0	1,337.94	.00	-1,337.94	100.0%*
2051650 58900 DUES	0	0	0	11,275.17	.00	-11,275.17	100.0%*
2051650 59999 PR YR DEF	0	-66,112	-66,112	.00	.00	-66,111.75	.0%*
GRAND TOTAL	0	-66,112	-66,112	4,168.46	15,314.82	-85,595.03	-29.5%

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

FOR 2026 11

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

2051709 THS Student Parking							

2051709 40150 IC FEE REV	0	0	0	- .43	.00	.43	100.0%
2051709 40400 Parking	0	0	0	-29,599.70	.00	29,599.70	100.0%
2051709 51127 SEC. GRD	0	0	0	9,788.65	1,171.58	-10,960.23	100.0%*
2051709 52001 FICA/MEDIC	0	0	0	241.69	.00	-241.69	100.0%*
2051709 56110 SUPPLIES	0	0	0	1,554.15	.00	-1,554.15	100.0%*
2051709 57202 SITE IMPR	0	0	0	5,900.00	.00	-5,900.00	100.0%*
2051709 58900 DUES	0	0	0	10.16	.00	-10.16	100.0%*
2051709 59998 PY Surplus	0	15,275	15,275	.00	.00	15,274.87	.0%
GRAND TOTAL	0	15,275	15,275	-12,105.48	1,171.58	26,208.77	-71.6%

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

FOR 2026 11

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

2051713 ELITE Business Program									

2051713	40205	DONATIONS	0	0	0	-2,100.00	.00	2,100.00	100.0%
2051713	40400	REVENUE	0	0	0	-25,337.70	.00	25,337.70	100.0%
2051713	40401	Transfer	0	0	0	-70,000.00	.00	70,000.00	100.0%
2051713	40410	GCRev	0	0	0	-1,662.46	.00	1,662.46	100.0%
2051713	51120	AIDE-CLSRM	0	0	0	19,817.58	.00	-19,817.58	100.0%*
2051713	52001	FICA/MEDIC	0	0	0	542.13	.00	-542.13	100.0%*
2051713	53402	SubPara	0	0	0	.00	450.00	-450.00	100.0%*
2051713	54000	PURCH.PROP	0	0	0	12,857.94	2,781.46	-15,639.40	100.0%*
2051713	54101	ELECTRIC	0	0	0	8,012.84	1,487.16	-9,500.00	100.0%*
2051713	54410	RENT	0	0	0	78,772.95	7,222.81	-85,995.76	100.0%*
2051713	54900	PROP SERV	0	0	0	13,854.81	2,085.19	-15,940.00	100.0%*
2051713	55000	Other Purc	0	0	0	5,473.62	585.01	-6,058.63	100.0%*
2051713	55800	ELITE TRAV	0	0	0	108.00	.00	-108.00	100.0%*
2051713	56000	Supplies	0	0	0	13,255.00	218.81	-13,473.81	100.0%*
2051713	56202	NATUR. GAS	0	0	0	4,800.68	199.32	-5,000.00	100.0%*
2051713	58900	DUES	0	0	0	834.08	.00	-834.08	100.0%*
2051713	59999	PR YR DEF	0	-63,570	-63,570	.00	.00	-63,570.38	.0%*
GRAND TOTAL			0	-63,570	-63,570	59,229.47	15,029.76	-137,829.61	-116.8%

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

Trumbull Board of Education										
Scholarship Details										
Fund Balance as of 7/1/25			7/1/25 to 5/31/26					Fund Balance as of 5/31/26		
Restricted	Unrestricted	Total	Account Name	Revenues	Expenditures	Interest Income/Bank Fee Expense	Net Rev(Exp)	Restricted	Unrestricted	Total
1,685.00	237.39	1,922.39	Brewster	-	-	49.52	49.52	1,685.00	286.90	1,971.90
-	6,090.46	6,090.46	Peter Burke	-	500.00	156.88	(343.12)	-	5,747.33	5,747.33
-	1,067.51	1,067.51	K. Capobianco	-	200.00	27.50	(172.50)	-	895.01	895.01
-	5,609.04	5,609.04	Donna Cassidy	-	1,500.00	144.48	(1,355.52)	-	4,253.52	4,253.52
-	40.54	40.54	Citizenship/Holdsworth	-	-	1.04	1.04	-	41.58	41.58
-	38,839.27	38,839.27	Chelsea Cunha	9,324.40	5,000.00	1,237.88	5,562.28	-	44,401.54	44,401.54
-	-	-	Michael Curry	5,000.00	5,000.00	-	-	-	-	-
-	5,100.20	5,100.20	Mary Curtiss	-	500.00	131.37	(368.63)	-	4,731.57	4,731.57
10,000.00	1,387.02	11,387.02	S. Dick Electronics	-	-	293.30	293.30	10,000.00	1,680.32	11,680.32
-	1,118.27	1,118.27	Ran Grinnell	-	-	28.80	28.80	-	1,147.07	1,147.07
-	3,979.14	3,979.14	Clare Hampford	-	-	102.49	102.49	-	4,081.63	4,081.63
-	10.20	10.20	G. Hartz	-	-	0.26	0.26	-	10.47	10.47
-	11,671.53	11,671.53	Peter Horton	100.00	1,000.00	303.21	(596.79)	-	11,074.74	11,074.74
-	3,315.17	3,315.17	Klein/ Danaher	-	-	85.39	85.39	-	3,400.56	3,400.56
-	79.98	79.98	Lorimer	-	-	2.06	2.06	-	82.04	82.04
-	569.38	569.38	Dr. Gloria Maina	-	-	14.67	14.67	-	584.05	584.05
-	168.75	168.75	Frances S. Mallett	-	-	4.35	4.35	-	173.09	173.09
-	13,518.67	13,518.67	Loretta McDougall	-	-	348.21	348.21	-	13,866.87	13,866.87
-	7,171.74	7,171.74	Middlebrook Wings	3,678.78	1,500.00	279.44	2,458.22	-	9,629.95	9,629.95
-	9,678.56	9,678.56	Karen Mraz	350.00	1,000.00	258.31	(391.69)	-	9,286.88	9,286.88
-	549.44	549.44	National Merit	-	-	14.15	14.15	-	563.59	563.59
-	523.82	523.82	Ralph Pascale	-	-	13.49	13.49	-	537.31	537.31
8,000.00	1,240.98	9,240.98	PHNA	-	-	238.03	238.03	8,000.00	1,479.00	9,479.00
-	14,749.43	14,749.43	Jill Resnick	-	500.00	379.91	(120.09)	-	14,629.34	14,629.34
5,190.00	1,109.05	6,299.05	R. Rossomando	-	-	162.25	162.25	5,190.00	1,271.30	6,461.30
2,500.00	377.18	2,877.18	R. Simses	-	-	74.11	74.11	2,500.00	451.29	2,951.29
2,200.00	332.13	2,532.13	R. Stowe	-	-	65.22	65.22	2,200.00	397.36	2,597.36
-	1,138.71	1,138.71	Trumbull High	-	-	29.33	29.33	-	1,168.04	1,168.04
-	216.36	216.36	Jennie N. Villano	-	-	5.57	5.57	-	221.94	221.94
10,000.00	1,389.93	11,389.93	Zink	-	-	293.38	293.38	10,000.00	1,683.31	11,683.31
39,575.00	131,279.84	170,854.84	Total Scholarship Fund	18,453.18	16,700.00	4,744.59	6,497.77	39,575.00	137,777.61	177,352.61

School Lunch Financials for 2025-2026 School Year - FUND 210																				
	7/31/2025 YTD	7/31/2025 Month	8/31/2025 YTD	8/31/2025 Month	9/30/2025 YTD	9/30/2025 Month	10/31/2025 YTD	10/31/2025 Month	11/30/2025 YTD	11/30/2025 Month	12/31/2025 YTD	12/31/2025 Month	1/31/2026 YTD	1/31/2026 Month	2/28/2026 YTD	2/28/2026 Month	3/31/2026 YTD	3/31/2026 Month	4/30/2026 YTD	4/30/2026 Month
Balance Sheet																				
Assets:																				
Cash	2,673,947		2,761,520		1,679,552		1,659,296		1,875,731		2,058,552		2,238,388		1,580,285		1,808,419		2,006,130	
Receivables	104,742		171,720		271,493		380,714		354,308		315,398		347,182		343,193		358,112		388,768	
Inventory	67,779		89,886		84,524		89,952		98,013		110,605		120,733		116,148		121,002		130,246	
Prepaid Expense	-		-		-		-		-		-		-		-		-		-	
Due From Others	-		-		-		-		-		-		-		-		-		-	
Total Assets:	2,846,468		3,023,126		2,035,569		2,129,962		2,328,052		2,484,556		2,706,303		2,039,626		2,287,532		2,525,144	
Liabilities:																			-	
Accounts Payable	-		-		-		-		-		-		-		-		-		-	
Deferred Revenue	93,734		188,566		179,058		166,937		161,803		164,255		161,175		159,031		151,461		146,699	
Due to Town	1,152,840		1,209,329		281,798		502,239		663,666		835,232		974,130		300,915		481,416		644,884	
Due To 205 Fund	31		31		-		-		-		-		-		-		-		-	
Medical/Dental Premium WH	2,726		-		-		-		-		-		-		-		-		-	
Reserve for Encumbrance	-		-		-		-		-		-		-		-		-		-	
Total Liabilities:	1,249,331		1,397,926		460,856		669,176		825,469		999,488		1,135,305		459,946		632,877		791,583	
Fund Balances:	1,597,137		1,625,201		1,574,714		1,460,786		1,502,583		1,485,068		1,570,998		1,579,680		1,654,656		1,733,561	
Statement of Revenues, Expenditures and Changes in Fund Balances																				
Revenue/increases:																				
Food Sales/Charges for Service	-	-	34,997	34,997	293,981	258,984	570,909	276,927	805,953	235,044	1,016,570	210,618	1,259,565	242,994	1,453,178	193,614	1,728,861	275,682	1,959,974	231,114
Food Sales/Aspire					859	859	1,922	1,063	2,485	564	3,130	645	3,930	800	4,380	450	5,336	955	5,816	480
Intergovernmental	-	-	18,350	18,350	128,591	110,241	241,208	112,616	336,939	95,731	425,482	88,543	523,557	98,075	603,371	79,814	731,669	128,298	827,016	95,347
Other Income/Interest	19,168	19,168	25,540	6,372	33,734	8,194	39,882	6,148	46,303	6,422	53,340	7,037	60,111	6,771	67,525	7,413	99,276	31,751	105,649	6,374
Intergovernmental (Town) Transfer	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Increases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total revenue/increases	19,168	19,168	78,887	59,719	457,165	378,278	853,920	396,755	1,191,680	337,761	1,498,523	306,843	1,847,163	348,640	2,128,454	281,291	2,565,141	436,687	2,898,455	333,315
Expenses/decreases					-				-				-		-		-		-	
Wages	22,815	22,815	29,955	7,140	138,074	108,119	304,572	166,498	419,905	115,333	540,322	120,417	630,870	90,548	742,115	111,245	882,071	139,955	997,108	115,038
FICA	513	513	999	486	6,923	5,924	16,336	9,413	22,640	6,305	29,476	6,836	34,561	5,084	40,613	6,053	46,419	5,806	52,621	6,202
Medical	45,751	45,751	91,692	45,941	130,758	39,065	171,227	40,470	207,842	36,615	249,403	41,562	290,612	41,208	330,441	39,830	370,248	39,806	410,076	39,829
Other Expenses	9,261	9,261	9,456	195	54,086	44,630	72,230	18,144	86,555	14,325	101,120	14,565	114,872	13,752	130,187	15,315	162,011	31,824	179,740	17,730
Supplies	891	891	(1,721)	(2,612)	13,827	15,548	28,219	14,393	41,337	13,118	49,036	7,699	61,395	12,358	75,556	14,161	86,386	10,830	86,526	140
Cost of Food	-	-	(19,495)	(19,495)	110,709	130,204	267,443	156,735	363,351	95,908	475,542	112,190	570,864	95,322	635,960	65,096	768,573	132,613	844,045	75,472
Equipment/Capital	194	194	194	-	85,468	85,275	190,499	105,030	204,860	14,361	225,949	21,089	230,385	4,437	251,295	20,910	252,171	877	252,171	-
Intergovernmental Transfer	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Decreases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures/Increases	79,425	79,425	111,080	31,656	539,845	428,765	1,050,527	510,682	1,346,490	295,963	1,670,848	324,358	1,933,558	262,710	2,206,167	272,609	2,567,878	361,711	2,822,288	254,410
Incr/(Decr) in fund balances before operating transfers	(60,257)		(32,193)		(82,680)		(196,607)		(154,810)		(172,325)		(86,395)		(77,713)		(2,738)		76,167	
Operating Transfers in/(out)	-		-		-		-		-		-		-		-		-		-	
Incr/(Decr) in fund balances after operating transfers	(60,257)		(32,193)		(82,680)		(196,607)		(154,810)		(172,325)		(86,395)		(77,713)		(2,738)		76,167	
Fund Balances:																				
Beginning of year	1,657,393		1,657,393		1,657,393		1,657,393		1,657,393		1,657,393		1,657,393		1,657,393		1,657,393		1,657,393	
Reversal of Unliquidated Reserve for Encumbrance	-		-		-		-		-		-		-		-		-		-	
End of period	1,597,137		1,625,201		1,574,714		1,460,786		1,502,583		1,485,068		1,570,998		1,579,680		1,654,656		1,733,561	
Months Revenue Control	19,168		59,719		378,278		396,755		337,761		306,843		348,640		281,291		436,687		333,315	
Month Expenditure Control	79,425		31,656		428,765		510,682		295,963		324,358		262,710		272,609		361,711		254,410	
Reversal of Unliquidated Reserve for Encumbrance	-		-		-		-		-		-		-		-		-		-	
Profit (Loss) for the month	(60,257)		28,064		(50,487)		(113,928)		41,797		(17,515)		85,930		8,682		74,976		78,905	

School Lunch Financials As of May 31, 2025 - FUND 210

Balance Sheet as of 5/31	Budget	5/31/26 <u>School Lunch</u>	Encumbered	Available/ (Over)	5/31/25 <u>School Lunch</u>	<u>YTY Diff.</u>	<u>% Change</u>
Assets:							
Cash		2,171,271			2,430,599	(259,328)	-10.67%
Receivables		382,691			380,036	2,655	0.70%
Inventory		117,174			80,921	36,253	44.80%
Prepaid Expense							
Due From Others							
Total Assets:		2,671,136			2,891,556	(220,419)	-7.62%
Liabilities:							
Accounts Payable		-			-	-	
Deferred Revenue		124,953			116,674	8,279	7.10%
Due to Town		861,756			817,952	43,805	5.36%
Due to 205 Fund					31	(31)	
Medical/Dental Premium WH							
Reserve for Encumbrance						-	
Total Liabilities:		986,709			934,656	52,053	5.57%
Fund Balances:		1,684,427			1,956,900	(272,473)	-13.92%

Statement of Revenues, Expenditures and Changes in Fund Balances for the 9 months ended 5/31

Revenue/increases:

Food Sales/Charges for Service	2,309,200	2,244,147	-	65,053	2,240,044	4,102	0.18%
Food Sales/Aspire	-	6,406	-	(6,406)			
Intergovernmental	909,356	947,311	-	(37,955)	928,165	19,147	2.06%
Other Income/Interest	104,500	112,655	-	(8,155)	54,485	58,170	106.76%
Intergovernmental (Town) Transfer				-		-	
Increases							
Total revenue/increases	3,323,056	3,310,519	-	12,537	3,222,694	87,825	2.73%

Expenses/decreases

Wages	1,036,700	1,161,908	149,803	(275,011)	1,110,425	51,483	4.64%
FICA	69,500	61,773	-	7,727	63,271	(1,498)	-2.37%
Medical	471,960	449,522	51,881	(29,443)	407,829	41,694	10.22%
Other Expenses	188,910	197,173	31,293	(39,555)	172,228	24,945	14.48%
Supplies	113,000	118,328	31,325	(36,654)	108,388	9,941	9.17%
Cost of Food	948,680	1,001,355	723,892	(776,566)	1,102,774	(101,420)	-9.20%
Equipment/Capital	97,500	293,426	24,415	(220,341)	245,929	47,497	19.31%
Intergovernmental (Town) Transfer				-			
Decreases							
Total Expenditures/Increases	2,926,250	3,283,485	1,012,609	(1,369,844)	3,210,844	72,642	2.26%

Incr/(Decr) in fund balances before operating transfers	27,034	11,850	15,183	128.13%
Operating Transfers in/(out)	-	-	-	
Incr/(Decr) in fund balances after operating transfers	27,034	11,850	15,183	128.13%

Fund Balances:				
Beginning of year	1,657,393	1,945,049	(287,656)	-14.79%
End of period	1,684,427	1,956,900	(272,473)	-13.92%
Months Revenue Control	412,064	417,600	(5,537)	
Months Exp Control	461,197	395,885	65,313	
Profit (Loss) for the month	(49,134)	21,716	(70,850)	-326.26%

TRUMBULL BOARD OF EDUCATION
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting July 7, 2026

Agenda Item IV

Status of Negotiations

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

Recommendation:

Receive and file.

STATUS OF NEGOTIATIONS

<u>Bargaining Unit</u>	<u>Member of Board's Negotiating Team</u>	<u>Status of Negotiations</u>
Teachers TEA	Attorney Floyd Dugas, Marie Petitti, Alison Squiccimaro	The TEA agreement covers the period from July 1, 2026 to June 30, 2029.
Administrators TAA	Attorney Floyd Dugas, Marie Petitti, Alison Squiccimaro	The TAA agreement covers the period from July 1, 2024 to June 30, 2027.
Administrative Support Services (TASS)	Attorney Floyd Dugas	The Trumbull Administrative Support Staff agreement covers the period from July 1, 2025 to June 30, 2029.
Custodial/Maintenance UPSEU LOCAL #424	Attorney Floyd Dugas	The Custodial/Maintenance agreement covers the period from July 1, 2025 to June 30, 2028.
Paraeducators and Health Aides UPSEU LOCAL #424	Attorney Floyd Dugas	The Paraeducator and Health Aides agreement covers the period from July 1, 2025 to June 30, 2028.
School Lunch Program Employees UPSEU Local #424	Attorney Floyd Dugas	The School Lunch Program Employees agreement covers the period from July 1, 2024 to June 30, 2028.
UE Sub Local #21 Supervisors and Support Staff	Attorney Floyd Dugas	The UE Sub Local 21 agreements cover the period of July 1, 2024 to June 30, 2027.



Trumbull Board of Education

July 7, 2026

2026-27 Planning Updates: Student Enrollment

*Martin J. Semmel, Ed.D.
Superintendent*

Kindergarten Actual vs. Projected

<u>2025-2026</u>	<u>7/8/2025</u>		<u>8/12/2025</u>		<u>October 1, 2025</u>		
KINDERGARTEN	Actual	Projected	Actual	Projected	Actual	Projected	
Booth Hill	62	70	68	70	68	70	
Daniels Farm	62	64	71	64	71	64	
Frenchtown	60	69	70	69	77	69	
Jane Ryan	64	58	64	58	66	58	
Middlebrook	67	68	69	68	78	68	
Tashua	65	53	68	53	77	53	
<u>2026 - 2027</u>	<u>7/7/2026</u>		<u>8/11/2026</u>		<u>October 1, 2026</u>		
KINDERGARTEN	Actual	Projected	Actual	Projected	Actual	Projected	
Booth Hill	53	75		75		75	
Daniels Farm	70	76		76		76	
Frenchtown	69	82		82		82	
Jane Ryan	39	67		67		67	
Middlebrook	62	77		77		77	
Tashua	46	67		67		67	

Enrollment K-5: Booth Hill

BHS Grade	Enrolled students	Scheduled sections	Analysis
Kindergarten NESDEC Projected	75		
Kindergarten Actual	53	3	All sections at or below BOE guidelines
Grade 1	68	3	2 of 3 sections above BOE guidelines
Grade 2	77	4	All sections at or below BOE guidelines
Grade 3	70	3	All sections at or below BOE guidelines
Grade 4	99	4	All sections at or below BOE guidelines
Grade 5	99	4	All sections at or below BOE guidelines
TOTAL	466	21	

Class Size Guidelines

Grades K, 1, 2: 22 students / section

Grades 3-5: 25 students / section

Enrollment K-5: Daniels Farm

DFS Grade	Enrolled students	Scheduled sections	Analysis
Kindergarten NESDEC Projected	76		
Kindergarten Actual	70	4	All sections below BOE guidelines
Grade 1	74	4	All sections below BOE guidelines
Grade 2	54	3	All sections below BOE guidelines
Grade 3	92	4	All sections below BOE guidelines
Grade 4	80	4	All sections below BOE guidelines
Grade 5	88	4	All sections below BOE guidelines
TOTAL	458	23	

Class Size Guidelines

Grades K, 1, 2: 22 students / section

Grades 3-5: 25 students / section

Enrollment K-5: Frenchtown

FT Grade	Enrolled students	Scheduled sections	Analysis
Kindergarten NESDEC Projected	82		
Kindergarten Actual	69	4	All sections below BOE guidelines
Grade 1	75	4	All sections below BOE guidelines
Grade 2	72	4	All sections below BOE guidelines
Grade 3	76	3	1 of 3 sections above BOE guideline
Grade 4	96	4	All sections below BOE guidelines
Grade 5	102	4	2 of 4 sections above BOE guidelines
TOTAL	490	23	

Class Size Guidelines

Grades K, 1, 2: 22 students / section

Grades 3-5: 25 students / section

Enrollment K-5: Jane Ryan

JR Grade	Enrolled students	Scheduled sections	Analysis
Kindergarten NESDEC Projected	67		
Kindergarten Actual	39	3	Has not reached need for 3rd section yet
Grade 1	68	3	2 of 3 sections above BOE guidelines
Grade 2	61	3	All sections below BOE guidelines
Grade 3	59	3	All sections below BOE guidelines
Grade 4	84	4	All sections below BOE guidelines
Grade 5	87	4	All sections below BOE guidelines
TOTAL	398	20	

Class Size Guidelines

Grades K, 1, 2: 22 students / section

Grades 3-5: 25 students / section

Enrollment K-5: Middlebrook

MB Grade	Enrolled students	Scheduled sections	Analysis
Kindergarten NESDEC Projected	77		
Kindergarten Actual	62	4	Has not reached need for 4th section yet
Grade 1	75	4	All sections below BOE guidelines
Grade 2	76	4	All sections below BOE guidelines
Grade 3	72	3	All sections below BOE guidelines
Grade 4	97	4	All sections below BOE guidelines
Grade 5	92	4	All sections below BOE guidelines
TOTAL	474	23	

Class Size Guidelines

Grades K, 1, 2: 22 students / section

Grades 3-5: 25 students / section

Enrollment K-5: Tashua

TA Grade	Enrolled students	Scheduled sections	Analysis
Kindergarten NESDEC Projected	67		
Kindergarten Actual	46	3	Substantially below BOE guidelines
Grade 1	77	4	All sections below BOE guidelines
Grade 2	58	3	All sections below BOE guidelines
Grade 3	58	3	All sections below BOE guidelines
Grade 4	74	3	All sections below BOE guidelines
Grade 5	70	3	All sections below BOE guidelines
TOTAL	383	19	

Class Size Guidelines

Grades K, 1, 2: 22 students / section

Grades 3-5: 25 students / section

Grades K-5 Summary

Grade	Enrolled students	Scheduled sections	Analysis
Kindergarten	339	21	
Grade 1	437	22	
Grade 2	398	21	
Grade 3	427	19	
Grade 4	530	23	
Grade 5	538	23	
TOTAL	2,669	129	7 of 129 sections above BOE guidelines

Grades 6-12 Summary Year-to-Year

Secondary School	Last Day of School 6/23/26	Enrolled 7/7/26	Current Net Gain/Loss
Hillcrest	782	770	-12
Madison	862	833	-29
THS	2,158	2,202	44
TOTAL SECONDARY	3,802	3,805	3