TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Regular Meeting – Tuesday, November 10, 2026, 7:00 p.m.
Long Hill Administration Building
Agenda

https://us06web.zoom.us/j/88582847163?pwd=37bkFziRelkZ8j2IwfQCddWNDkIexQ.1
Webinar ID: 885 8284 7163 Password: 721475

Join by telephone: (312) 626-6799 / Webinar ID: 885 8284 7163
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
F. Teacher Representative Report

III. REPORTS/ACTION ITEMS

A. Approval/Minutes
- BOE Regular Meeting with Executive Session – October 27, 2026

B. Personnel Report
C. Approval/THS Graduation Date for the Class of 2027 – Dr. Semmel
D. Technology Update – Mr. VanSteenburgh, Mrs. Hefele
E. Three-Tier Bus Presentation – Dr. Semmel
F. Curriculum Committee Update – Mrs. Petitti
Curriculum Guides – Dr. Iwanicki
- Advanced Drawing & Illustration, Grs. 9-12
- Guitar I, Grs. 9-12
- Lifetime Activities, Grs. 11-12
- Physical Education, Gr. 9
- Physical Education, Gr. 10

G. Policy Committee Update – Ms. Squiccimarro
Second Reading – Dr. Iwanicki
- Policy 6161.1 – Selection of Instructional Material – Revision
- Policy 4111/4211 – Recruitment and Selection
- Policy 4118.11/4218.11 - Nondiscrimination

H. Financial Committee Update – Ms. McNamee
1. Financials as of September 30, 2026 – Mrs. Pierce
2. Budget Transfer – Mrs. Pierce

I. Approval/Jane Ryan PTA Donation of Basketball Hoops – Mr. Horan, Mr. Dion, Mrs. Pierce

IV. RECEIVE AND FILE

- Negotiations

V. OTHER

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – November 10, 2026 Dr. Semmel

Agenda Item – III-A Approval/Minutes

- BOE Regular Meeting with Executive Session of October 27, 2026

Recommendation: Approve the minutes of the above noted meeting.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT
Long Hill Administration Building
Regular Meeting – October 27, 2026, 7:00 p.m. / *Executive Session 6:15 p.m.
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
C. Bandecchi - online
S. Hepburn-James
T. McGee
J. McNamee
A. Squiccimarro

Members absent:

Agenda Item I—Call to Order
The meeting was called to order.

***EXECUTIVE SESSION**

BOE Members present:
Lucinda Timpanelli
Marie Petitti
Lisa Nuland
Stacey Hepburn-James
Julia McNamee
Christopher Bandecchi – via phone
Tammy McGee

Alison Squiccimarro - absent

EXECUTIVE SESSION:

The meeting was called to order at 6:22 p.m. At this time, it was moved (Nuland) seconded (McNamee) to enter into Executive Session for the purpose of discussing the Trumbull Administrators Association (TAA) contract. The Superintendent, H.R. Director Joseph Chella and Attorney Floyd Dugas were invited to be part of the discussion. Vote: Unanimous in favor.

The Executive Session began at 6:22 p.m.

It was moved (Nuland) and seconded (Hepburn-James) to come out of Executive Session at 6:36 p.m. Vote: Unanimous in favor.

Agenda Item II—Preliminary Business
The public meeting was called to order at 7:00 p.m.

A. Salute to the Flag - The Public Session began with a salute to the Flag.

B. First Selectman's Golf Classic Presentation
First Selectman Vicki Tesoro presented the proceeds from the First Selectman's Golf Classic which will benefit the several student organizations listed below.
- Academic Challenge for Excellence (ACE) Foundation
- Trumbull High School Golden Eagle Marching Band
- PowerPlay Club—Hockey
- Laxmen's Club—Lacrosse
- Touchdown Club—Football
- Diamond Club—Baseball and Softball
- Tipoff Club-Basketball

The Board of Education and Administration expressed their gratitude.

C. Correspondence – Mrs. Nuland read the following correspondence: Leyla Fayyaz wanted to share her priorities for next year's budget, and Bree Ann Prezioso shared details regarding a new autism and disability-focused safety initiative in the community.

D. Public Comment – there were no public comment sign-ups for this evening.

E. Superintendent Report- Dr. Semmel
The Superintendent extends sincere gratitude to the Daniels Farm PTA for their dedication and generous donation of the new playscape, while wishing the entire Trumbull community a safe and Happy Halloween.

F. Board Chairman Report –
Mrs. Timpanelli reported that we are looking forward to the NEASC report and are incredibly proud of the positive reviews of our THS community.

G. Student Board Representatives Maura Brunt and Hifza Shaik reported: **TECEC** bucket filling, kickoff assembly, workshop for kindness, positivity, and encouragement and Halloween Trunk or Treat festivities. **Frenchtown -** Read Aloud Day-Shining a Light on the Unseen, Battle of the Books, **Middlebrook** picture day and conferences, book fair Cane Awareness, October 5th visit to Plasko's Creamery, Halloween spirit: Zombiebrook. **Jane Ryan** had an overall attendance record of 97% for this past week. Digital Citizenship Week in the library to teach students about the importance of thoughtful choices when utilizing the internet. Pink Out Day for breast cancer awareness. **Daniels Farm -** mystery word of the week activity, after school enrichment for science, music, chess, coding. Trumbull High performance by the U.S. Marine Corps Band. **Tashua -** National Fire Prevention Month and National School Safety Week, CT Commissioner's Summer Math Challenge. **Booth Hill -** string and band programs, students have been learning about the layers of the Earth, wiffle ball game as a celebration for finishing the book A Strong Right Arm. The Day Cole Helped Too Much, pumpkin decorating contest. **Madison -** annual career night event for 8th grade students. TEENTOBER. Dia de los Muertos

crafts, Breast Cancer Awareness by hosting the Fun-A-Thon. **Hillcrest -** start with hello activities, French students performing skit, Career Night, Festival of Fright. **THS -** NEASC visit to THS for our Decennial Accreditation visit with NEASC especially praising our Vision of the Graduate implementation, football games, spirit week, sponsor a senior, and pep rally, 36th Annual Great Pumpkin Run Classic to help support the THS Scholarship fund, Office of the Dean's List Award and THS students inducted into the Tri-M Music Honor society.

Agenda Item III—Reports/Action Items

A. Approval/Trumbull Administrators' Association (TAA) Contract
Attorney Floyd Dugas presented the Trumbull Administrators Association (TAA) contract from July 1, 2027 to June 30, 2030 for full Board approval.

It was moved (Squiccimarro) and seconded (McGee) to approve the Trumbull Administrators Association (TAA) Contract from July 1, 2027 to June 30, 2030 as presented. Vote: Unanimous in favor.

B. Minutes- Dr. Semmel presented:
- BOE Regular Meeting of September 29, 2026 Minutes
- BOE Special Meeting/Executive Session of October 6, 2026 Minutes

It was moved (McGee) and seconded (Squiccimarro) to approve the BOE Regular Meeting minutes of September 29, 2026 as presented. Vote: Unanimous in favor.

It was moved (McGee) and seconded (Squiccimarro) to approve the BOE Special Meeting/Executive Session minutes of October 6, 2026 as presented. Vote: Unanimous in favor.

C. Personnel
The following certified resignations/retirements were presented:
- Gunsolley, Petrina; math intervention teacher at Hillcrest Middle School since August 2005, retiring effective June 30, 2027
- Inzero, Lauren; special education teacher at Middlebrook Elementary School since August 2002, resigning effective October 30, 2026
- Jones, Kenneth; math teacher at Trumbull High School since August 2002, retiring effective June 30, 2027
- Marini, Sheila; grade 5 teacher at Middlebrook Elementary School since August 1996, retiring effective June 30, 2027
- Winschel, Jennifer; music teacher at Hillcrest Middle School since August 1998, retiring effective June 30, 2027

It was moved (Squiccimarro) and seconded (Hepburn-James) to accept the above certified resignations/retirements as presented. Vote Unanimous in favor.

D. Approval/Donation to Daniels Farm Elementary
Mr. Kunschaft and Mr. Dion presented the Daniels Farm Elementary PTA donation of $46,291 to purchase playground equipment from Creative Recreation (a State and Town of Trumbull approved installer) to install a ten-spin, 2 store-front interactive panels and a 4-bay swing set that incorporates a multi-user swing and an accessible swing with ADA approved mats.

It was moved (Nuland) and seconded (McNamee) to approve the donation of $46,291 from the Daniels Farm PTA to Daniels Farm Elementary for the purchase and installation of playground equipment as presented. Vote: Unanimous in favor.

E. Approval/Field Trips – THS Model UN Club – Mr. LaBarca

- Boston, Massachusetts – February 5-7, 2027
  The THS Model UN Club field trip to Boston, MA to attend the Boston Model United Nations IIVI (BostonMUN) Conference, taking place from February 5, 2027 – February 7, 2027. BosMUN offers committee simulations on contemporary and historical issues with written preparation and multiple rounds of debate. Funding for this trip will be provided through parents, student fundraising, and grants from BEI and ACE.

It was moved (McGee) and seconded (Hepburn-James) to approve the THS Model UN Club to Boston Modeli United Nations IIVI Conference in Boston, Mass from February 5-7, 2027 as presented. Vote Unanimous in favor.

- New York, NY – March 17-20, 2027
  The THS Model UN Club field trip to New York City, N.Y. to attend the 53rd National High School Model United Nations (NHSMUN) conference, taking place from March 17, 2027 – March 20, 2027. Funding for this trip will be provided through parents, student fund raising, and grants from BEI and ACE.

It was moved (McGee) and seconded (Hepburn-James) to approve the THS Model UN Club to New York, NY to attend the 53rd National High School Model United Nations conference from March 17-20, 2027 as presented. Vote Unanimous in favor.

F. NEASC/High School Report- Mr. Manuel, Mr. Kovachi
THS Principal Todd Manuel presented the results of the recent Decennial NEASC accreditation visit, noting the extremely positive feedback received. The committee's findings commended the school's dedication to high-quality instruction and continuous academic improvement, demonstrating strong alignment with the core principles of the Vision of the Graduate. Principal Manuel also reviewed recent student data, highlighting participation and achievement metrics for Advanced Placement AP, SAT, and NGSS assessments, along with current graduation rates. Director of Counseling Alex Kovachi provided an overview of post-secondary trends for THS students and discussed expanding dual-enrollment opportunities that allow students to earn college credit.

G. Food Service/Innovation
Mr. Christopher Molyneux presented the Food Service Department innovations over the past year and ideas for the future to enhance the student dining experience. Trumbull is partnering with local farms to support our commitment to providing every student with nutritious meals, meaningful food experiences and innovative programs that connect classrooms, cafeterias, farms, and our community.

H. Adjustment 2027 Capital Plan – Mr. Dion
Director of Operations Mr. Kevin Dion presented the 5-year Capital Improvement Plan adjustment that requires Board of Education approval of the new annual totals and will correct the total amounts that were incorrectly listed and presented during the September 29, 2026 BOE meeting.

A motion was made (Nuland) and seconded (McGee) to approve the 5-year Capital Improvement Plan with the adjusted totals for capital year 2027 in the amount of $6,244,430. as presented. Vote: Unanimous in favor.

A motion was made (Nuland) and seconded (McNamee) to approve the 5-year Capital Improvement Plan with the adjusted totals for capital year 2031 in the amount of $4,116,950. as presented. Vote: Unanimous in favor.

I. Enrollment
Dr. Semmel presented the updated data for October 1, 2026 enrollment at TPS.

J. Approval/2027 Board of Education Meeting Dates
In accordance with Section 10-218 of the Connecticut General Statutes and the By-laws of the Trumbull Board of Education, the Board shall adopt a meeting schedule for the upcoming year. Dr. Semmel presented the proposed 2027 Board of Education Meeting dates for approval.

It was moved (Petitti) and seconded (McGee) to approve the 2027 Board of Education dates as presented. Vote: Unanimous in favor.

K. Policy Committee Update
Mrs. Squiccimarro reported that the Policy Committee of the Board of Education met on October 13, 2026. Dr. Iwanicki presented the following policies for First Reading.

- Policy 6161.1 – Selection of Instructional Material – Revision
- Policy 4111/4211 – Recruitment and Selection
- Policy 4118.11/4218.11 - Nondiscrimination

These policies will be brought back for approval at a future Board meeting.

L. Finance Committee Update – Ms. McNamee
Ms. McNamee reported that the Finance Committee of the Board of Education met on October 27, 2026.

Mrs. Pierce reviewed the following in detail.

- Financials as of August 31, 2026 - Mrs. Pierce

It was moved (McGee) and seconded (Hepburn-James) to approve the financial reports as of August 31, 2026 as presented. Vote: Unanimous in favor.

<u>Adjournment</u>
Board Members gave unanimous consent to adjourn the Public Session at 9:00 p.m.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting, November 10, 2026 Dr. Semmel

Agenda Item III-B Personnel

Resignations – Certified

Barbin, Steven; special education teacher at Eagle Academy since August 2007, retiring effective June 30, 2027.

Coburn, Daniel; science teacher at Trumbull High School since August 2006, retiring effective June 30, 2027.

Coughlin, Laura; math specialist at Jane Ryan Elementary School since August 2002, retiring effective June 30, 2027.

Cunningham, Jenell; elementary technology integration specialist district wide since August 1995, retiring effective June 30, 2027.

Dunkle, Kristin; district speech/language pathologist since August 1996, retiring effective June 30, 2027.

Kechejian, Stacy; special education teacher at Hillcrest Middle School since August 2026, resigning effective November 6, 2026.

Lombardi, Kimberly; elementary math program leader district wide since August 2004, retiring effective June 30, 2027.

Rodrigues, Cynthia; grade 1 teacher at Frenchtown Elementary School since August 2001, retiring effective June 30, 2027.

Recommendation: Accept.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – November 10, 2026 Dr. Semmel

Agenda Item – III-C

Approval/THS Graduation Date, Class of 2027

Dr. Semmel will present the Trumbull High School Graduation date of Thursday, June 10, 2027 for the Class of 2027.

Administrative Recommendation:

Approve the Trumbull High School Graduation date of Thursday, June 10, 2027 for the Class of 2027.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – November 10, 2026 Mrs. Hefele & Mr. VanSteenburgh

Agenda Item – III-D Technology Update

Christina Hefele, Director of Digital Learning and Jeff VanSteenburgh, Technology Manager will give a Technology Update to the Board which will focus on the district improvement plan goal of supporting intentional use of technology to support student learning outcomes.

Recommendation: Review and Discuss

Trumbull Board of Education

Technology Update

November 10, 2026

Christina Hefele
Director of Digital Learning

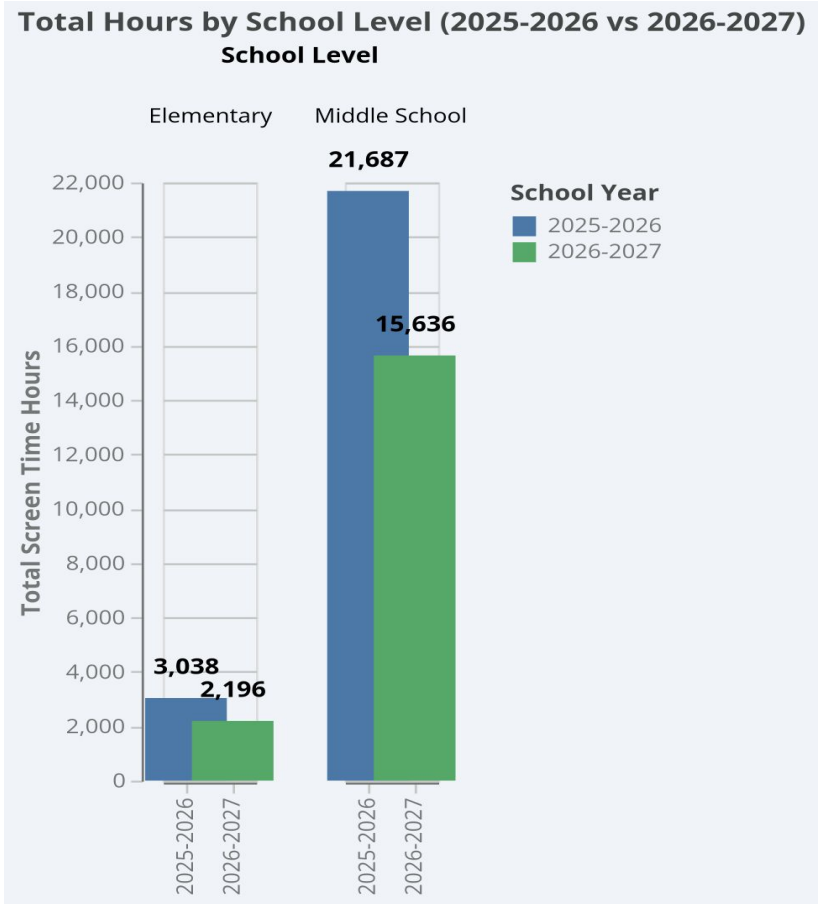
Jeff Van Steenburgh
Technology Manager

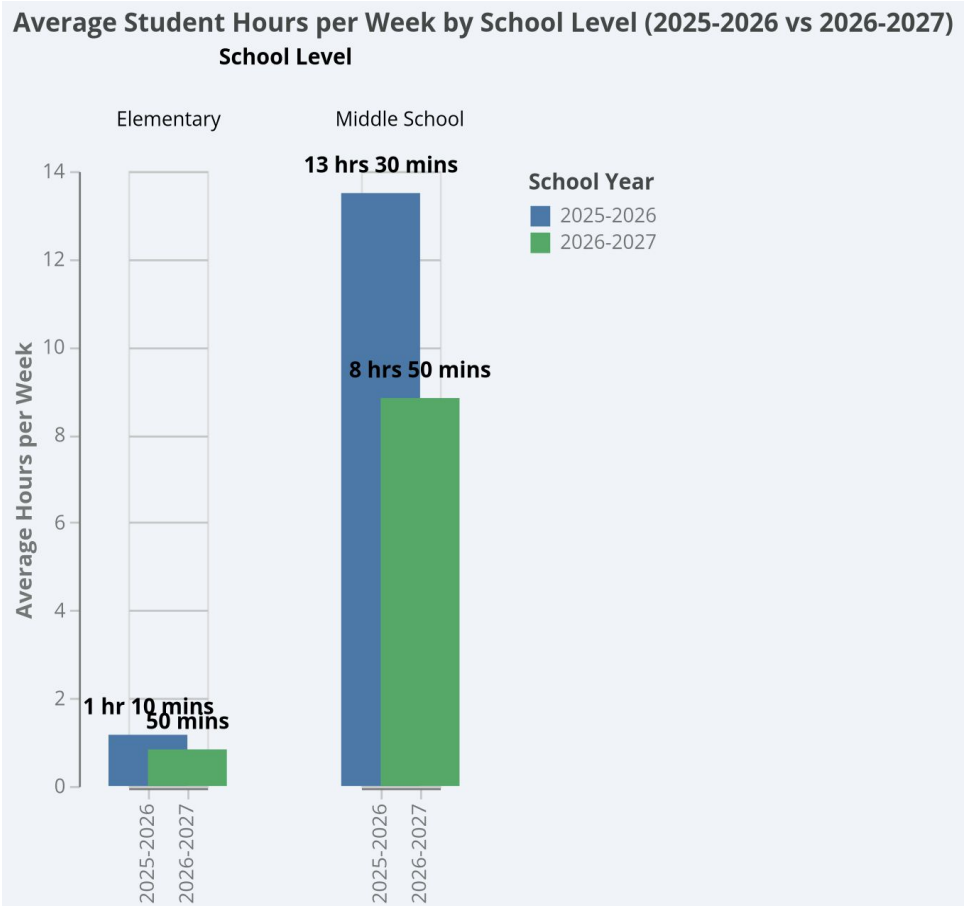
Goals

DIP Goal 2025-2026: Implement strategies and supports to help promote a healthy digital balance for students in order to provide a school environment that is intellectually, physically, and emotionally safe and healthy.

DIP Goal 2026-2027: To re-envision technology use in Trumbull Public Schools with a focus on intentional and purposeful use to support student learning outcomes. To help educate students, parents, and teachers on how to promote a healthy media balance.

Audit - Screen Time Usage





Audit - Top Sites

Elementary

Top Websites

All | Blocks | Uncategorized

Website	Category	Time (hrs)	Visits
docs.google.com	Appropriate	122	4.1K
classroom.google.com	Appropriate	15	3.1K
getepic.com	Informal Learning Materials	66	2.1K
zearn.org	Informal Learning Materials	39	882
app.pebblego.com	K-12 Education	10	493
brainpop.com	Educational +2	8	416
khanacademy.org	K-12 Education	10	283
play.blooket.com	Educational Games	1.0	255
kahoot.it	Educational Games	9	245
tangmath.com	Educational	12	227

Middle School

Top Websites

All | Blocks | Uncategorized

Website	Category	Time (hrs)	Visits
docs.google.com	Appropriate	2.1K	54.1K
classroom.google.com	Appropriate	922	53.3K
trumbullct.infinitecampus.org	Educational	97	15.3K
google.com	Appropriate	164	13.5K
savvasrealize.com	K-12 Education	62	6.4K
assessment.peardeck.com	K-12 Education	41	4.6K
gimkit.com	Educational Games	127	4.5K
mail.google.com	Appropriate	41	4.4K
wayground.com	K-12 Education +1	33	3.2K
play.blooket.com	Educational Games	13	3K

Research Highlights

What do leading organizations say?

- American Academy of Pediatrics (AAP)
- US Surgeon General
- CT State Department of Education
- US Department of Education

American Academy of Pediatrics

DEDICATED TO THE HEALTH OF ALL CHILDREN®

AAP does not endorse strict, universal time limits for screen use in schools. Recognizing that screens are vital tools for learning, research, and communication, the AAP's updated guidance shifts away from rigid minute or hour caps. Instead, it evaluates school screen use based on the quality of engagement and overall balance with health needs.



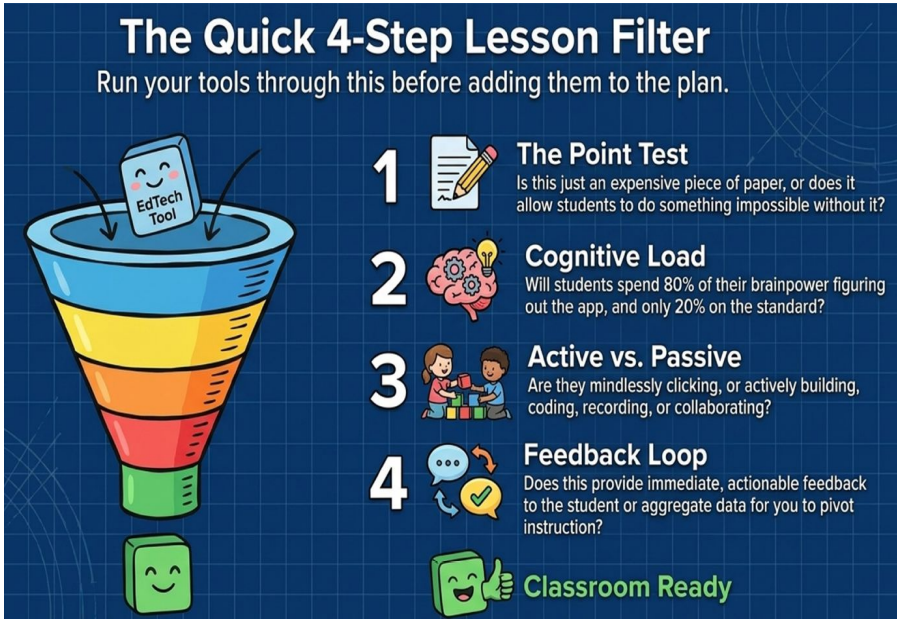
A U.S. Surgeon General's advisory issued by the Department of Health and Human Services (HHS) calls on schools to **limit digital device and screen reliance**. The guidelines recommend implementing "bell-to-bell" cellphone bans during the school day, keeping digital tools in labs rather than giving students all-day access, and prioritizing physical books and paper assignments

Connecticut State
Department of Education

The Connecticut State Board of Education adopted updated guidance encouraging local school districts to implement bell-to-bell restrictions on personal technology and set purposeful limits on classroom screen time. While a strict statewide legislative mandate did not pass, this non-binding state guidance pushes districts to form comprehensive local policies ahead of the school year. Encourages school boards to evaluate educational technology and establish grade-band recommendations for purposeful, evidence-informed screen use.

Teacher PD - August 2026

- ***All levels participated - "Beyond the Screen:***
- ***Reviewed the Research***
- ***Reflection Exercise - Tech Audit***
  - ***Evaluating Usefulness of Tech within lessons***
- ***Focus on planned/intentional use of technology***



K-8 Student Access Changes

- ***Tighter youtube restrictions - limited to videos added in google classroom by teacher***
- ***Students - Chromebook/Account Summer Restrictions***
  - ***3 sites only for Summer work***
- ***Students - School Year Restrictions***
  - ***Can now only go to sites that are on "allow - list"***
- ***Modification of settings to try to decrease proxy site usage by students***
- ***Increase of Digital Balance lessons in library media programs***
- ***Grade 5 Chromebooks remain in school***

Technology Committee

- ***Monthly meetings October thru May***
- ***26 Members (Teachers, Admin, Special Ed, Parents, Student, BoE) representing all levels***
- ***Develop 3-year technology plan - Review in May BoE meeting***
- ***Collect feedback from stakeholders (Staff, Parents, Students) via surveys, focus groups***
- ***Plan will include: Vision on Technology Use in Schools, Recommendations for Device Allocations, Audit of Usage & Digital Tools, Framework for Digital & AI Literacy, Parent & Community Outreach, and Technology Replacement Plan***

SUMMARY

5-Year Technology Budget Plan Status

District Hardware

Desktops
800 / 1008

Laptops
45 / 53

District Servers
4 / 12

UPS Batteries
17 / 41

Classroom Tech

Smartboards
166 / 450 replaced
57 remaining

Touch Chromebooks
400 deployed
Kindergarten & 1st Grade

Chromebooks /7,200
3,000 pending
Next 3 years

Network Infrastructure

Access Points
531 replaced
All critical units updated

Firewall
Replaced
Unplanned (Age/EOL)

Switches (Upcoming)
Phased to begin 27-28
Next 5 budget cycles

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – November 10, 2026

Dr. Semmel

Agenda Item – III-E

Approval/3-Tier Bus Proposal

Dr. Semmel will present the proposed 3-Tier Bus schedule. If approved, this will be implemented beginning in the 2027-2028 school year.

Recommendation:

Approve the 3-Tier Bus Schedule as presented by Dr. Semmel to be implemented for the 2027-2028 school year.

TRUMBULL PUBLIC SCHOOLS

Three-Tier Bus Proposal

Board of Education · November 10, 2026

Today, our buses are at capacity today

50
buses, every one in use. No room to adjust.

11
afternoon buses carry more than 50 students.

48–50 min
average ride at THS and Hillcrest. 29 of 34 routes run 45 minutes or more.

6:03 AM
earliest high school pickup.

Current and proposed school times

School	Current	Proposed	Change
High School	7:27–2:25	7:27–2:12	Ends 13 min earlier
Middle Schools	7:35–2:30	8:08–2:53	Starts 33 min later
Middlebrook	8:35–3:20	8:08–2:53	Starts 27 min earlier
Other 5 Elementary	8:35–3:20	8:53–3:38	Starts 18 min later

Proposed bell and bus times

Tier	Schools	Estimated Bus Arrival	School starts	Dismissal	Bus Departure
Tier 1	Trumbull High School	7:10	7:27	2:12	2:19
Tier 2	Hillcrest, Madison, Middlebrook	7:52	8:08	2:53	3:00
Tier 3	Booth Hill, Daniels Farm, Frenchtown, Jane Ryan, Tashua	8:40	8:53	3:38	3:45

Every school would have the same 6 hours, 45 minutes. School Bus Logistics (SBL) consultants project the last elementary drop-off at **4:19 PM**.

FOR ELEMENTARY FAMILIES

The elementary school day

Booth Hill, Daniels Farm, Frenchtown, Jane Ryan, Tashua

8:40	8:53	3:38	3:45	4:19
Buses arrive at school	**School starts** Today: 8:35	**Dismissal** Today: 3:20	**Buses leave school**	**Projected last drop-off** SBL estimate

Middlebrook students will have their own buses but follow the same time as the Middle Schools: buses arrive 7:52, school 8:08 to 2:53, buses leave 3:00.

Nearby districts keep similar school hours

District	Elementary	Middle	High
Trumbull (proposed)	8:53–3:38	8:08–2:53	7:27–2:12
Monroe	9:00–3:35 *	8:15–2:50	7:25–2:00
Shelton	9:00–3:45	8:05–2:50	7:25–2:10
Fairfield	8:55–3:30 *	8:10–2:50	7:30–2:10
Easton	8:55–3:40	8:05–2:50	7:30–2:07
Newtown	9:05–3:37	8:00–2:32	8:00–2:32
Ridgefield	8:35–3:35 *	8:00–2:50	7:25–2:15
Westport	9:00–3:45 *	8:30–3:15	8:00–2:45

* All but one elementary school. Each of these districts runs one elementary school on a different schedule.

How this plan improves on last year's proposal

Last year's proposal did not pass on a 4-4 Board vote. We listened and adjusted the elementary day.

Elementary schools	Last year's proposal	This proposal
School starts	9:03	8:53
Dismissal	3:48	3:38
Buses leave school	3:55	3:45
Last student home	After sunset	4:19 PM (projected)

Students start and end **10 minutes earlier than in last year's proposal**, so they get home earlier.

Fiscal Responsibility

Reduces anticipated transportation spending for 2027-2028 by approximately

$600,000

by running fewer buses each day.

Every school day becomes 6 hours, 45 minutes

School level	Current day	Proposed day	Difference
High School	6 hr 58 min	6 hr 45 min	13 min shorter
Middle Schools	6 hr 55 min	6 hr 45 min	10 min shorter
Elementary	6 hr 45 min	6 hr 45 min	No change

All levels match the elementary day. Nearby districts run similar hours.

Instructional hours stay well above the state minimum

Level	2025-26 reported	2027-28 proposed	Above 900 minimum
Elementary	946	936	+36
Middle	1,053	1,016	+116
High School	1,025	989	+89

Connecticut requires at least **900 instructional hours** a year. Every level stays above it.

Hours as reported to CSDE. Excludes lunch, recess, passing time and homeroom.

What students gain

Later mornings

Earliest high school pickup moves from 6:03 AM to 6:35 AM.

Less crowding

High school and middle school no longer share buses. Fewer students on each bus.

Shorter rides

Average ride times drop by about 9 to 11 minutes (SBL estimate).

Afternoon drop-offs

SBL projects the last elementary drop-off at 4:19 PM.

Less traffic on shared campuses

THS and Hillcrest

Morning and afternoon

Today	Start 8 minutes apart, end 5 minutes apart
Proposed	**Start and end 41 minutes apart**

Middlebrook and TECEC

Morning only

Today	Start 5 minutes apart (8:30 and 8:35)
Proposed	**Start 22 minutes apart** (8:08 and 8:30)
Afternoon	Dismissals move closer: 7 minutes apart (2:53 and 3:00)

Traffic eases all day at THS and Hillcrest. At Middlebrook, it eases in the morning only.

Communicating the Decision

If approved, families will hear about the change many times before Fall 2027.

District newsletter
In every issue for the rest of the school year

School newsletters
Once a month at every school

Community partners
One-page flier shared directly with TLC (our before and after school care at each school), Parks and Rec, the YMCA and PTAs

Press release
Sent to the CT Post and Trumbull Times

District website
One-page flier posted on the Home page, with an automatic pop-up

THREE-TIER BUS PROPOSAL

Questions

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – November 10, 2026

Agenda Item –III-F

Mrs. Petitti
Curriculum Committee Report
Curriculum Committee Meeting – 11.4.26

Recommendation:

Review and Approve
Dr. Iwanicki

Approval/ Curriculum Texts and Guides

Based on the Curriculum Committee's meeting on November 4, 2026, the Board of Education will be asked to review and adopt the following curriculum guide revisions as noted below:

a. Curriculum Guide Update – *Advanced Drawing & Illustration, Grs. 9-12*
b. Curriculum Guide Update – *Guitar I, Grs. 9-12*
c. Curriculum Guide Update – *Lifetime Activities, Grs.11-12*
d. Curriculum Guide Update – *Physical Education, Gr. 9*
e. Curriculum Guide Update – *Physical Education, Gr. 10*

Recommended Motions:

- *Motion to approve the updates to the Advanced Drawing & Illustration, Curriculum Guide*
- *Motion to approve the updates to the Guitar I Curriculum Guide*
- *Motion to approve the updates to the Lifetime Activities Curriculum Guide*
- *Motion to approve the updates to the Physical Education Curriculum Guide*
- *Motion to approve the updates to the Physical Education Curriculum Guide*

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Curriculum Committee of
the Trumbull Board of Education

Special Meeting

Wednesday, November 4, 2026
Trumbull High School Conference Room

MINUTES

I. Call to Order/Introduction. The meeting was called to order at 10:15 a.m.

Members Present

M. Petitti, Curriculum Committee Chair
L. Timpanelli, Board Chair
L. Nuland, BOE Member (by telephone)
S. Iwanicki, Ed.D., Administrative Designee

Members Absent

J. McNamee, BOE Member

Attending Presenters

V. DiScala, Wellness High School Department Chair
L. Edwards, Fine Arts Teacher
C. Russo, Music Teacher
M. Dankulich, Physical Education Teacher

II. Public Comment - No public comments were received.

III. Approve Minutes - Mrs. Nuland motioned to approve the minutes of the September 17, 2026 Curriculum Committee. Mrs. Timpanelli seconded. The motion passed.

IV. New Business

a. Curriculum Guide Update – Advanced Drawing & Illustration (Grades 9–12)

Fine Arts Teacher Lisa Edwards and Wellness & Fine Arts Department Chair Vincent DiScala presented the updated curriculum guide. Ms. Edwards explained that Drawing is a prerequisite for this course, which has transitioned from a full-year format into a one-semester elective to provide students—including freshmen in the spring—with expanded course opportunities.

As an advanced course, it offers student autonomy and creative voice. The units foster independent artistic choices regarding subject matter, emotional expression, and media selection while continuing instruction in core compositional concepts, contrast, values, proportions, and details.

Additionally, commercial and career connections are incorporated. It integrates typography and commercial advertising, requiring students to design single- and double-page magazine advertisements or product promotional materials.

Mrs. Nuland inquired about if works from the course could be used in a portfolio. Mrs. Edwards shared that while not aimed at portfolio preparation, students can certainly use pieces from the class in their portfolio as desired.

Mrs. Nuland motioned to approve the updated curriculum guide for Advanced Drawing & Illustration (Grades 9–12) and bring it to the full Board for approval. Mrs. Timpanelli seconded the motion. The motion passed unanimously.

b. Curriculum Guide Update – Guitar I (Grades 9–12)

Music Teacher Mark Russo and Department Chair Vincent DiScala presented the formal curriculum guide for Guitar I. Mr. Russo explained that the course teaches foundational strumming, chord progressions, and song accompaniment across several decades of American popular music, progressing from 1950s rock and 1960s folk/protest songs to Woodstock.

Overall, Mr. Russo shared that the course builds a repertoire of all of the fundamental skills across various works from progressive time periods. Students build a working repertoire of approximately 25 songs by the end of the semester, fulfilling the district's fine arts graduation requirement.

The course is relatively new to Trumbull, built up over that past seven years. Its enrollment is consistently at maximum capacity (~19 students per section). The committee discussed high student engagement and the potential future development of advanced levels or performance ensembles. Mrs. Petitti shared that music can be an important part of people's families and that it is good that the investment in the course is growing. Mrs. Timpanelli added that the department should follow up on requests for additional sections if needed, knowing that it could affect other sections as well.

Mrs. Nuland motioned to approve the updated curriculum guide for Guitar I (Grades 9–12) and bring it to the full Board for approval. Mrs. Petitti seconded the motion. The motion passed unanimously.

c. Curriculum Guide Update – Lifetime Activities (Grades 11–12)

Wellness Teacher Michelle Dankulich and Department Chair Vincent DiScala presented the revised curriculum guide for Lifetime Activities. The course operates as a quarter-long "selective" fulfilling upperclassmen Wellness/PE graduation credits. Mrs. Danukich began by thanking the Board for supporting the purchase of new equipment, such as the foam arrows needed for the archery unit. She displayed a model which the committee inspected. She went on to explain that the units, such as Net & Racket Sports which features seasonal rotation of tennis, badminton, pickleball, and ping pong, or Archery & Experiential Units, which integrates a safe archery utilizing recurve bows, foam-tipped arrows, and target setups, alongside student-designed mini-golf courses, have been very successful and highly engaging for students. Mr. DiScala added that at a recent state conference, other schools were impressed with the nature of the course and wanted to know more. The district is exploring the idea of hosting our own Physical Education Conference, given the high-caliber of expertise our team in

Trumbull brings to the table. Mrs. Timpanelli asked that we please share this idea at the Board meeting and Dr. Iwanicki agreed.

Mrs. Nuland motioned to approve the updated curriculum guide for Lifetime Activities (Grades 11–12) and bring it to the full Board for approval. Mrs. Timpanelli seconded the motion. The motion passed unanimously.

d. Curriculum Guide Updates – Physical Education Grade 9 & Physical Education Grade 10

Wellness Teacher Michelle Dankulich and Department Chair Vincent DiScala also reviewed the comprehensive revisions to the 9th and 10th-grade Physical Education curriculum guides, which have been aligned with updated state physical education standards. PE Grade 9 focuses on foundational team sports, skill development, tactical strategies, teamwork, and sportsmanship. PE Grade 10 incorporates the Connecticut Physical Fitness Assessment, goal-setting protocols, retesting tracking, interactive conditioning activities (e.g., "Deal or No Deal"), and introductory exposure to lifetime selective options.

Mrs. Nuland motioned to approve the updated curriculum guides for Physical Education Grade 9 and Physical Education Grade 10 and bring them to the full Board for approval. Mrs. Timpanelli seconded the motion. The motion passed unanimously.

V. Adjournment

The meeting adjourned at 11:10 a.m.

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Advanced Drawing & Illustration
Grade 9-12

2026

(Last revision date: 2020)

Curriculum Writing Team

Lisa Edwards	**Art Teacher, Trumbull High School**
Kristen Willett	**Art Teacher, Trumbull High School**
Vincent DiScala	**Wellness & Fine Arts Department Chairperson**
Susan C. Iwanicki, Ed.D.	**Assistant Superintendent**

Advanced Drawing & Illustration

Grade 9-12

Table of Contents

Core Values and Beliefs	3
Introduction & Philosophy	3
Course Goals	3
Course Enduring Understandings	7
Course Essential Questions	7
Course Knowledge & Skills	8
Vision of the Graduate Content Application	9
Course Syllabus	10
Unit 1: Advanced Drawing	13
Unit 2: Advanced Illustration	16
Course Credit	19
Prerequisites	19
Current References	19
Assured Student Performance Rubrics	20
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

Advanced Drawing and Illustration is designed for students with a strong interest in fine arts who have had previous course experience in Basic Drawing, Painting or Visual Art & Design. Students will have the opportunity to build upon their previously learned knowledge and skills as they work with various drawing and painting media. During this class, students will work on assignments that deal with everything from observation and technical accuracy to critical and divergent thinking, creative and spatial reasoning. Students will work with a wide variety of media such as graphite, colored pencil, ink, charcoal, pastel and paint.

Students will deepen their technical expertise across various media to produce a wide range of artistic works. Students will discover how art solves real-world problems through narrative illustration and impactful advertising design. Regular classroom discussions and peer critiques will refine student perspectives. This course prepares students for creative careers by exploring commercial applications. It also serves as an essential foundation for anyone pursuing a future in the visual arts.

COURSE GOALS

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.
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 CCS.VA.9-12.1	**Students will understand, select and apply media, techniques and processes.**
CCS.VA.9-12.1.a	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 …

- 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
- The elements and principles of art which aid in the act of visualization and implementation of their own body of work.
- How to recognize the connection between the visual arts and daily lives
- How emotions can be expressed through the visual arts
- How to implement the techniques involved in the design and implementation of two-dimensional artworks
- How to clearly articulate and analyze two-dimensional 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 two-dimensional artworks.
- How to identify the ethnic and cultural diversity in two-dimensional artworks world-wide.

Students will be able to:

- Form an appreciation of drawing as a critical connection between art and life.
- Form an appreciation of historical and contemporary two-dimensional artworks within the interconnected traditions of folk art, fine craft and fine art.
- Demonstrate an increased familiarity with professional art studio practices.
- Apply a working knowledge of a variety of artistic media and techniques.
- Apply their knowledge of the elements and organizational principles of art to the drawing process.
- Form an increased confidence in creative visualization, self-expression and personal artistic style in a visual art.
- Create multiple two-dimensional works of art that visually convey the student's unique artistic style and expression.
- Critique theirs and other's artwork, while being able to maturely take constructive criticism.

VISION OF THE GRADUATE

The Advanced Drawing and Illustration 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 through robotics tasks, teamwork, technical problem-solving, and self-reflection.

Vision of the Graduate Competency	How It Is Embedded Throughout the Course
Communication	Students analyze visual problems and make decisions about composition, perspective, media selection, proportion, and how best to communicate ideas and evaluate multiple approaches and refine solutions. Students clearly explain artistic ideas, participate in critiques, and provide constructive feedback about drawings and creative processes.
Self - Efficacy	Through increasingly independent assignments and expanded choice in media and artistic approaches, students build confidence in their abilities, advocate for their artistic decisions, understand that artistic skills improve through effort and practice and recognize their capacity for success.
Critical Thinking & Problem Solving	Students analyze visual problems and make decisions about composition, perspective, media selection, proportion, how best to communicate ideas, evaluate multiple approaches and refine solutions.
Collaboration	Students work respectfully with classmates, share materials and studio space, engage in daily discussions, participate in oral peer critiques and provide constructive feedback; all of which contribute to a positive and productive classroom environment.
Growth Mindset	Students accept mistakes as part of the artistic process and understand that artistic growth occurs through and the development of skills through practice, revision, reflection and feedback.
Integrity	Students are expected to demonstrate honesty and authenticity in developing original artwork, take responsibility for effort, craftsmanship, and artistic choices and engage respectfully in critiques, and exhibit ethical conduct consistent with the district's core values.
Innovation	Students can generate original artistic ideas with the understanding that "the greatest artists often break with established traditions" in order to encourage creative risk-taking and new approaches.
Emotional Intelligence	Handles critique maturely by respecting diverse artistic styles and perspectives, interpreting and responding thoughtfully to their own work and the work of their peers, and encouraging peers in their creative growth. They also gain a deeper understanding as to how an artwork can elicit emotion and different viewpoints.

COURSE SYLLABUS

Course Name

Advanced Drawing & Illustration

Level

Advanced

Prerequisites

Successful completion of Visual Art & Design, Drawing, or Painting.

General Description of the Course

This advanced course will build upon knowledge and skills learned in previous art courses. Students will apply the earlier principles to more advanced work in form, function, and design. The course will include figurative representation and composition form; additional work will be in studies of media, visual techniques, and illustration, focusing students on engaging their audience and bringing them into a story.

Assured Assessments

Formative Assessments:

- Teacher Observation
- Provide one-on-one instruction offering guidance and suggestions.
- Peer Critiques
- Self-reflection

Summative Assessments

- Lesson-specific rubrics

Supplemental References

Fichner-Rathus, Lois. Foundations of Art and Design. 3rd ed., Wadsworth/Cengage Learning, 2012.

National Art Education Association. National Core Arts Standards: A Conceptual Framework for Arts Learning. National Coalition for Core Arts Standards, 2014.

National Coalition for Core Arts Standards. National Core Arts Standards: Visual Arts Anchor Standards. State Education Agency Directors of Arts Education, 2014. Retrieved from https://www.nationalartsstandards.org

Connecticut State Department of Education. Connecticut Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Hartford, CT: Connecticut State Department of Education.

Connecticut State Department of Education. Connecticut Arts Learning Standards. Hartford, CT: Connecticut State Department of Education.

ASSURED ASSESSMENTS

	Formative	**Summative**
Unit 1	Teacher Observation One-on-one instruction offering guidance and suggestions. Critiques Self-reflection	Project-Specific Rubrics
Unit 2	Teacher Observation One-on-one instruction offering guidance and suggestions. Critiques Self-reflection	Project-Specific Rubrics

Scope, Timing, Standards, and Assessments Overview

Unit	Title	# Classes	Standards	Major Assessments
1	**Drawing**	**45**	**National Core Arts Standards:** **VA:Cr2.1.IIa** **VA:Cr1.1.IIa** **VA:Cr3.1.IIa** **VA:Cn.11** **Connecticut Common Core Visual Arts Standards:** **CCS.VA.9-12** **CCS.VA.9-12.2**	● **High Contrast Portrait** ● **Enlargement Drawing** ● **Product Packaging** ● **Athlete in Motion** ● **2-Point Perspective City** ● **Cumulative realistic observational drawing.**
2	**Illustration**	**45**	**National Core Arts Standards:** **VA:Cr2.1.lla** **VA:Cr3.1.lla** **VA:Pr5.1.IIa** **VA:Re.7.2.IIa** **VA:Cn10.1.IIa** **VA:Cn.11** **Connecticut Common Core Visual Arts Standards:** **CCS.VA.9-12.5** **CCS.VA.9-12.2**	● **Block Lettering/ Character Words** ● **Caricature** ● **Magazine Spread/ Layout** ● **Poster/Advertising Event** ● **Cumulative illustration project combining imagery and lettering.**

UNIT 1
Advanced Drawing

Unit Goals
At the completion of this unit, students will:
VA:Cr2.1.lla Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

VA:Cr1.1.lla Individually or collaboratively formulate new creative problems based on the student's existing artwork.

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

CCS.VA.9-12.2 Students will understand and apply elements and organizational principles of 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.

CCS.VA.9-12.5 Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.

CCS.VA.9-12.2 Students will understand and apply elements and organizational principles of art.

Unit Essential Questions
- What role does persistence play in revising, refining, and developing work?
- How do artists grow and become accomplished in art forms?
- How do artists and designers care for and maintain materials, tools, and equipment?
- What responsibilities come with the freedom to create?
- How will you use negative space to complement the positive objects while creating a dynamic composition?
- How will you use the elements and principles of art to create the illusion of 3 dimensions on a 2-D surface?

Key Vocabulary

Reflection	Execution	Form	Imagery	Composition
Artistic Media	Elements of art	Principles of Art	Visual Arts	Technique
Subject Matter	Process	Perception	Expression	Context
Content	Create	Assess	Art Criticism	Analysis
Aesthetics	Ratio	Vanishing Point	Symmetry	Positive-Negative
Proportion	Horizon	Perspective	Gesture	Contour

Unit Scope and Sequence

- Aesthetic Expression: creating a body of art purely for artistic expression and subjective interpretation

- Observational Drawing: using observation to properly convey three-dimensions on a two-dimensional application

- Human Proportion: using facial proportions and body proportions to accurately portray the human figure.

- Negative and positive space: use of positive and negative relationships to create dynamic compositions

- Creative Voice: creating pieces that continue to develop personal ideas as they relate to drawing.

Unit Assured Assessments

Formative Assessments

- Teacher Observation
- One-on-one instruction offering guidance and suggestions.
- Critiques
- Self-reflection

Summative Assessments:

- Project-specific rubrics

Rubrics:

<u>High Contrast Portrait</u>

Accurate proportion	20 pts	
Values		20 pts
Texture & detail	20 pts	
Effort	40 pts	

<u>Enlargement Drawing</u>

Composition	20 pts	
Values		20 pts
Texture & detail	20 pts	
Effort	40 pts	

<u>Product Packaging</u>

Technical accuracy/neat	20 pts
Detail	20 pts
Values	20 pts
Effort	40 pts

Athlete in Motion

Accurate proportion	20 pts
Composition	20 pts
Values/color	20 pts
Effort	40 pts

2-Point Perspective City

Technical accuracy/neat	20 pts
Detail	20 pts
Correct proportion/scale	20 pts
Effort	40 pts

Resources

Fichner-Rathus, Lois. Foundations of Art and Design. 3rd ed., Wadsworth/Cengage Learning, 2012.

National Art Education Association. National Core Arts Standards: A Conceptual Framework for Arts Learning. National Coalition for Core Arts Standards, 2014.

National Coalition for Core Arts Standards. National Core Arts Standards: Visual Arts Anchor Standards. State Education Agency Directors of Arts Education, 2014. Retrieved from https://www.nationalartsstandards.org

Connecticut State Department of Education. Connecticut Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Hartford, CT: Connecticut State Department of Education.

Connecticut State Department of Education. Connecticut Arts Learning Standards. Hartford, CT: Connecticut State Department of Education.

Core Artistic Media

- Graphite Pencils
- Charcoal
- Ink
- Colored pencils
- Pastel
- Marker
- Multi-Media paper

Time Allotment

- Approximately 45 days

UNIT 2

Advanced Illustration

Unit Goals

At the completion of this unit, students will:

VA:Cr2.1.lla Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

VA:Cr3.1.lla 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.IIa Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

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

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.

CCS.VA.9-12.5 Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.

CCS.VA.9-12.2 Students will understand and apply elements and organizational principles of art.

Unit Essential Questions

- 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?

- What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

- What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

- How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Key Vocabulary

Reflection	Execution	Form	Imagery	Composition
Artistic Media	Elements of art	Principles of Art	Visual Arts	Technique
Subject Matter	Process	Perception	Expression	Context
Content	Create	Assess	Art Criticism	Analysis
Aesthetics	Ratio	Vanishing Point	Symmetry	Positive-Negative
Proportion	Horizon	Perspective	Gesture	Contour
Typography	Caricature	Foreshortening	Branding	Focal Point

Unit Scope and Sequence

- Illustration art: creating a body of art that serves to clarify, explain, or visually accompany text, ideas, or concepts.

- Typography: manipulating letterforms, controlling composition and establishing visual hierarchy to communicate a message and evoke an emotional response

- Caricature: artistically interpret and deliberately exaggerate a person's specific physical features for comedic or satirical effect.

- Creative Voice: creating pieces that continue to develop personal ideas as they relate to drawing.

Unit Assured Assessments

Formative Assessments:

- Teacher Observation
- One-on-one instruction offering guidance and suggestions.
- Critiques
- Self-reflection

Summative Assessments

- Project-specific rubrics

Rubrics:

Block Lettering/ Character Words

Creativity/originality	20 pts
Appropriate colors	20 pts
Technical accuracy/neat	20 pts
Effort	40 pts

Caricature

Exaggerated main features	20 pts
Values	20 pts
Detail & texture	20 pts
Effort	40 pts

Magazine Spread/ Layout

Composition	20 pts
Appropriate images for theme	20 pts
Technical accuracy/neat	20 pts
Effort	40 pts

Poster/ Advertising Event

Composition	20 pts
Appropriate images for theme	20 pts
Technical accuracy/neat	20 pts
Effort	40 pts

Resources

Fichner-Rathus, Lois. Foundations of Art and Design. 3rd ed., Wadsworth/Cengage Learning, 2012.

National Art Education Association. National Core Arts Standards: A Conceptual Framework for Arts Learning. National Coalition for Core Arts Standards, 2014.

National Coalition for Core Arts Standards. National Core Arts Standards: Visual Arts Anchor Standards. State Education Agency Directors of Arts Education, 2014. Retrieved from https://www.nationalartsstandards.org

Connecticut State Department of Education. Connecticut Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Hartford, CT: Connecticut State Department of Education.

Connecticut State Department of Education. Connecticut Arts Learning Standards. Hartford, CT: Connecticut State Department of Education.

Core Artistic Media:

- Graphite Pencils
- Colored Pencils
- Acrylic Paint
- Watercolor
- Ink
- Marker
- Canvas
- Multi-Media Paper

Time Allotment

- Approximately 45 days

CREDIT

One-half credit in Fine Arts
One class period daily for a half year

PREREQUISITES

Successful completion of Visual Art & Design, Drawing, or Painting

CURRENT REFERENCES

Fichner-Rathus, Lois. Foundations of Art and Design. 3rd ed., Wadsworth/Cengage Learning, 2012.

National Art Education Association. National Core Arts Standards: A Conceptual Framework for Arts Learning. National Coalition for Core Arts Standards, 2014.

National Coalition for Core Arts Standards. National Core Arts Standards: Visual Arts Anchor Standards. State Education Agency Directors of Arts Education, 2014. Retrieved from https://www.nationalartsstandards.org

Connecticut State Department of Education. Connecticut Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Hartford, CT: Connecticut State Department of Education.

Connecticut State Department of Education. Connecticut Arts Learning Standards. Hartford, CT: Connecticut State Department of Education.

ASSURED STUDENT PERFORMANCE RUBRICS

Unit 1 Rubrics:

High Contrast Portrait

Accurate proportion	20 pts
Values	20 pts
Texture & detail	20 pts
Effort	40 pts

Enlargement Drawing

Composition	20 pts
Values	20 pts
Texture & detail	20 pts
Effort	40 pts

Product Packaging

Technical accuracy/neat	20 pts
Detail	20 pts
Values	20 pts
Effort	40 pts

Athlete in Motion

Accurate proportion	20 pts
Composition	20 pts
Values/color	20 pts
Effort	40 pts

2-Point Perspective City

Technical accuracy/neat	20 pts
Detail	20 pts
Correct proportion/scale	20 pts
Effort	40 pts

Unit 2 Rubrics:

Block lettering/Character Words

Creativity/originality	20 pts
Appropriate colors	20 pts
Technical accuracy/neat	20 pts
Effort	40 pts

Caricature

Exaggerated main features	20 pts
Values	20 pts
Detail & texture	20 pts
Effort	40 pts

Magazine Spread/Layout

Composition	20 pts
Appropriate images for theme	20 pts
Technical accuracy/neat	20 pts
Effort	40 pts

Poster/Advertising Event

Composition	20 pts
Appropriate images for theme	20 pts
Technical accuracy/neat	20 pts
Effort	40 pts

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 Emotional Intelligence 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: 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.	**Areas of Growth**
	● Demonstrates confidence by volunteering to present materials to a large crowd for the first time.	
	Feedback to Students	
	Goals (growth areas) for Future Learning	

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Guitar 1
Grades 9-12

2026

(Last revision date: 2021)

Curriculum Writing Team

Chris Russo	**Guitar/Music Teacher, Trumbull High School**
Joshua Murphy	**K-12 Music Team Leader**
Vincent DiScala	**Wellness & Fine Arts Department Chairperson**
Susan C. Iwanicki, Ed.D.	**Assistant Superintendent**

Guitar 1

Grades 9-12

Table of Contents

Core Values and Beliefs	3
Introduction & Philosophy	3
Course Goals	3
Course Enduring Understandings	5
Course Essential Questions	6
Course Knowledge & Skills	6
Course Syllabus	9
Unit 1: Getting Started Guitar Essentials	11
Unit 2: Sound, Music and the Guitar in Space and Science	14
Unit 3: Single String Playing - Melody, Riffs and the “Blues” Scale	18
Course Credit	22
Prerequisites	22
Current References	22
Assured Student Performance Rubrics	23
Other Resources	27

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.

INTRODUCTION & PHILOSOPHY

Guitar 1 is a half-year elective course offered by the Trumbull Public Schools Music Department. The course is designed for students interested in learning/refining the fundamentals of Guitar playing, alone and with others. Students will be encouraged to engage in song play and learning activities that build musical awareness, essential instrumental skills, repertoire and an understanding of the instrument and role of the guitar player in practical, musical situations. Through the study of songs and repertoire, students will experience/examine basic music theory and cultural/historical background of significant music, genres and people from the timeline of Guitar history. This creates a base of knowledge upon which students may build upon in future learning.

In accordance with the National and State Standards, Guitar students will be given opportunities to create connections through analysis, responding critically, creating/expressing, performing and communicating with others all as natural extensions of learning their instrument and music.

Students are encouraged to find enjoyment in the process of learning and making music, as to encourage lifelong learning. Students are also encouraged to appreciate music making as a form of physical activity and, for many, a form of meditation.

Students are offered a continuation of this learning in Guitar 2.

COURSE GOALS

The following Course Goals are derived from the 2021 National Core Arts Standards: https://www.nationalartsstandards.org/

Students Will:

- Develop a playing style using correct posture, use of a plectrum and proper hand positions. *MU:Pr6.1.E.Ia*

- Gain understanding of the physical workings, properties and principles of the Guitar, as an instrument of music. *MU:Pr6.1.E.Ia*

- Learn the fundamentals of tuning, using a variety of methods. *MU:Pr6.1.E.Ia*

- Work towards recognizing and creating a "pleasing" tone through picking and strumming. *MU:Pr6.1.E.Ia*

- Develop the ability to echo rhythmic patterns accurately and translate into strum patterns. *MU:Pr4.1.E.5a*

- Develop the ability to play/use repeated strum patterns, chords and chord progressions, in song form. *MU:Pr4.1.E.5a*

- Develop their ability to read notated chord charts, diagrams and tablature. *MU:Pr4.2.E.5a*

- Understand the role of the guitar player in ensembles. *MU:Pr4.3.E.5a*

- Study chord accompaniment and melody: the skills needed to perform in each area and the differences between them. *MU:Pr6.1.E.Ia*

- Begin to develop an understanding of the evolution of the guitar and its musical journey through culture...genres, eras, artists, significant songs and technologies. *MU:Pr6.1.E.5b*

- Learn and perform repertoire that is significant culturally, educationally and in relation to the Guitar. *MU:Pr6.1.E.5b*

- Observe principles of science, as they occur/are demonstrated through sound, music and the guitar. MU:Re9.1.E.5a

Standards (shown above) defined:

MU:Pr6.1.E.Ia Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
MU:Pr4.1.E.5a a Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble
MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.
MU:Pr4.3.E.5a Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
MU:Pr6.1.E.5b Demonstrate an awareness of the context of the music through prepared and improvised performances.

COURSE ENDURING UNDERSTANDINGS

Students will understand …

- Students will gain a deeper understanding and appreciation for the cultural importance of the Guitar - its connection to and impact on American and World culture.
- Students will understand that the Guitar community is filled with innovators of music, techniques or concepts.
- Students will understand that music is largely created with patterns.
- Students will understand that the guitar is a “rhythm section” instrument, whose role is often to provide accompaniments.
- Students will understand that the guitar is a versatile instrument, capable of performing chordal accompaniments and melody.
- Students will understand that the guitar is a versatile instrument, capable of performing many different genres of music.
- Students will understand that practice, repetition and awareness build actual skills, progress, and a sense of achievement.
- Students will understand that playing music is accessible, fun and social.
- Students will recognize that they are on their own “musical journey”, that can also be shared with others.

COURSE ESSENTIAL QUESTIONS

- How does the design of the guitar create multiple "roles" and responsibilities for a guitarist, especially in groups/ensembles?
- How can the historical and cultural context of a song/style of music inform the way it is played/performed?
- In what ways does the structure/form of music resemble basic principles of structure in the "physical" world (ex. Buildings, bridges, etc.)?
- How/why are patterns used and important in performing, measuring and analyzing music?
- What are some of the advantages/properties/abilities of the guitar that make it so versatile and valuable in the music world?

COURSE KNOWLEDGE & SKILLS

Students will know:

- Students will know and demonstrate good posture, proper hand positions and use of guitar picks.
- Students will know their finger numbers, string numbers and fret numbers.
- Students will know the names for the parts of the Guitar and their basic functions.
- Students will know multiple strumming patterns and use them repeatedly in song forms.
- Students will know what a chord progression is and will play many of them in songs.
- Students will know that throughout the history of the Guitar, there have been many great innovators and artists of great influence.
- Students will know how to play melodies, riffs and the pentatonic scale - and use them in song.
- Students will know that vibration is the root of all sound and will explore its properties, in many ways, through the Guitar.

Students will be able to:

- Students will be able to interpret chord diagrams, chord charts and tablature.
- Students will be able to locate chords in the key of G (G, E minor, C and D) and use them in song forms.
- Students will be able to locate other chords from the keys of C, D, E (Am, F, A, E, etc..) and use them in song forms.

- Students will be able to echo rhythmic strumming patterns accurately.
- Students will be able to switch chords efficiently through repetition, practice and routine.
- Students will be able to tune their instrument, using a variety of methods.
- Students will be able to play important repertoire from Guitar history, popular culture and classic composers.
- Students will be able to do basic analysis of chord progressions, using chord numbers.
- Students will be able to play alone and with others.
- Students will be able to identify music/guitar terminology- ex. Major/minor, chorus/verse, arpeggio/scale/chord, etc.
- Students will be able to make many cultural connections and intersections of the guitar and (popular) culture in the 1950's/1960's.
- Students will be able to observe scientific principles, as they occur in sound, music and on the Guitar. Study of frequency, reverberation, vibration, pitch/interval, etc.

VISION OF THE GRADUATE

The Guitar 1 course integrates the core competencies outlined in Trumbull Public Schools' Vision of the Graduate. In Guitar 1, students can cultivate and develop some of these competencies, behaviors and mindsets through music learning, skill building and group participation. Students self-reflect on learning new skills and their individual progress/achievement.

Vision of the Graduate Competency	How It Is Embedded Throughout the Course
Communication	Students communicate through musical performance, class discussions, written reflections, self-assessments, and collaborative song playing. They learn to interpret chord charts, tablature, and musical terminology while expressing musical ideas through accompaniment, melody, and ensemble participation.
Self - Efficacy	Students build confidence by learning new guitar skills progressively, setting personal goals, monitoring growth through rubrics and self-assessments, and demonstrating achievement in performance assessments. The course emphasizes that practice, repetition, and awareness lead to measurable progress and success.

Critical Thinking & Problem Solving	Students analyze chord progressions, identify patterns in music, tune instruments using multiple methods, connect music theory to performance, and explore scientific concepts such as vibration, frequency, and sound waves. Essential questions encourage students to make connections between music, culture, science, and everyday life.
Collaboration	Students regularly perform with others, participate in teacher-model/student-echo activities, accompany songs as an ensemble, engage in class discussions, and learn the role and responsibilities of a guitarist within a group setting. The course emphasizes that music is both social and shared
Growth Mindset	The curriculum stresses continuous improvement through practice, persistence, reflection, and skill refinement. Students are encouraged to view mistakes as part of the learning process and to recognize that musical ability develops over time through effort and dedication.
Integrity	Students demonstrate responsibility by caring for instruments and equipment, participating respectfully in rehearsals and discussions, providing honest self-assessments, and showing respect for diverse musical traditions, cultures, and historical contributions throughout guitar history.
Innovation	Students explore the Guitar's role in musical innovation by studying influential artists, technological developments, sound effects, amplification, and evolving musical styles. They are encouraged to experiment with tone, effects pedals, improvisation, and creative approaches to performance.
Emotional Intelligence	Students develop self-awareness through reflection on their musical growth and responses to music. The course explores music as a form of expression, meditation, and emotional connection while examining how music affects individuals and cultures, including discussions of music as a universal language and its impact on the brain.

COURSE SYLLABUS

Course Name

Guitar 1

Level

Grades 9-12

Prerequisites

None

General Description of the Course

Guitar 1 is an introductory elective course designed for students interested in learning the fundamentals of Guitar performance and musicianship. No prior experience is required.

Students will develop foundational Guitar skills including proper playing technique, tuning, chord playing, strumming patterns, melody playing, music reading, and ensemble performance. Through the study of songs, guitar history, music theory, science, and cultural connections, students will gain a deeper understanding of the Guitar as both a musical instrument and a cultural force.

Formative Assessments

- Daily participation
- Class activities
- Teacher observation
- Skill demonstrations
- Practice/Independent Learning routines
- Self-assessments and reflections

Summative Assessments

- Performance assessments/ Playing tests
- Skill demonstrations
- Written reflections and response activities
- Performances

Supplemental Texts

- "Songmatics" book excerpts
- Teacher-generated song and activity sheets
- *Hal Leonard Guitar Method,* Book 1
- Resources of interest: Links to informative/utility/exemplar websites- see References @ end of document

Scope, Timing, Standards, and Assessments Overview

Unit	Title	# Classes	Standards	Major Assessments
Unit 1	**Getting Started: Guitar Essentials**	**15**	National Core Arts Standards: MU:Pr4, MU:Pr5, MU:Pr6, MU:Re7, MU:Cn10	Individual performance assessment demonstrating posture, tuning, chord formation, strumming patterns, rhythm, and Gateway Songs; teacher performance rubric; self-assessment
Unit 2	**Sound, Music, and the Guitar in Space and Science**	**10**	National Core Arts Standards: MU:Re7, MU:Re8, MU:Re9, MU:Cn10, MU:Cn11	Written reflection on music as science and a universal language; class discussions; research/reflection activity; teacher observation
Unit 3	**Single String Playing: Melody, Riffs, and the Blues Scale**	**20**	National Core Arts Standards: MU:Pr4, MU:Pr5, MU:Pr6, MU:Cr2, MU:Cr3	Individual performance assessment demonstrating tablature reading, melody performance, riffs, power chords, and blues scale; final performance rubric; self-reflection

Unit	Formative Assessments	Summative Assessments
Unit 1: Getting Started Guitar Essentials	Daily participation Teacher observation Class activities Skill demonstrations Practice/independent learning routines Self-assessments using performance rubrics	Individual playing assessments of Gateway Songs and foundational guitar skills Performance rubric evaluating posture, chord knowledge, strumming, rhythm, and technique
Unit 2: Sound, Music, and the Guitar in Space and Science	Teacher observation during discussions and activities Participation in class discussions Skill demonstrations (electronic tuning, spelling up strings, new repertoire) Practice activities Ongoing feedback	Written reflection on music as a science and universal language Reflection evaluating students' understanding of sound, vibration, music, and cultural/scientific connections
Unit 3: Single String Playing – Melody, Riffs, and the Blues Scale	Daily participation Teacher observation Skill demonstrations Self-assessments using performance rubrics Practice routines and peer feedback	Individual performance assessment demonstrating chord accompaniment, melody playing, riffs, tablature reading, and power chords. Final performance rubric evaluating technical proficiency, musicality, rhythm, and overall performance

UNIT 1

Getting Started - Guitar Essentials

Unit Goals
At the completion of this unit, students will:

MU:Pr6.1.E.Ia Understand proper posture/playing position, balance, use of plectrum and finger position.

MU:Pr6.1.E.Ia Understand left hand finger numbers, string numbers and fret numbers.

MU:Pr6.1.E.Ia Be able to identify the parts of the Guitar and their basic functions.

MU:Pr4.2.E.5a Be introduced to chord diagrams as a preferred method for learning chord shapes.

MU:Pr6.1.E.Ia Be able to start tuning - first, "by ear" (orchestra tuning). This involves listening critically, matching pitch, locating appropriate tuners.

MU:Pr6.1.E.Ia Be able to locate and finger G, C, D and E minor chords. (preliminary fingerings)

MU:Pr6.1.E.Ia Be able to echo rhythmic strum patterns accurately, using chords.

MU:Pr6.1.E.Ia Be able to reflect on and work towards creating a "pleasing" sound when strumming.

MU:Re7.1.E.5a Understand that Chuck Berry invented Rock n' Roll on a guitar and that he was a very influential person. Noting that the 1950's in America saw a massive growth in popularity of the (electric) guitar and Rock n Roll music.

MU:Pr4.2.E.5a Understand the definitions of "chord progression", "harmonic rhythm" (simple structure) and "chord accompaniment", and how these relate to the process of music/guitar learning.

MU:Pr4.1.E.5a Study the "harmonic rhythm" (simple structure) of every song they learn.

MU:Pr4.1.E.5a Be able to play chord accompaniments, using rhythmic strum patterns in chord progressions for 2/3 "Gateway songs", in the key of G family chords/shapes.

Unit 1 Vocabulary:

- Chord
- Chord Progression
- Harmonic Rhythm ("Simple Strum")
- Rhythm Section
- Accompaniment
- Capo
- Measure (Bar)
- Strum Pattern

Song Recommendations:

- Essential: "No Particular Place To Go" by Chuck Berry (also a 12-bar blues in G)
- Essential: "Stand By Me" by Ben E. King (in A, use of capo begins)
- "Blue Suede Shoes" (in A, use of capo)
- Popular songs in the key of G

Unit Essential Questions

- What are some other skills/activities (other than guitar playing) that "require" proper posture and "playing" positions? Is there any common characteristic of these activities...what?
- After applying skill/techniques to the guitar, what is your final criteria for assessing your musicality?
- Explain, through the use of examples from society/culture, the importance of patterns.
- Where do I need more work to achieve improved musicality/better sound? (i.e., rhythm, chord shapes, strum patterns, sound?) Why/how do I know that?
- How does "predicting" aid in the learning/performing of music?
  How might this apply in other areas of life?

Unit Scope and Sequence

- Proper posture, playing position, instrument balance, finger position, use of plectrum.
- Finger numbers, string numbers and fret numbers.
- Parts of the Instrument, common language.

- Introduction to chord diagrams and the preliminary G chord.
- Introduction to chord strumming, strum patterns and Echo activities (teacher model/student echo) as class warmup.
- Introduce tuning- first, "by ear". Students match pitch through critical listening, locate tuners and adjust.
- Introduce C (preliminary) and D (preliminary) chords and first "Gateway Song", "No Particular Place To Go" by Chuck Berry.
- Discuss Chuck Berry's influence as the inventor of Rock 'n Roll. His formula was "Country + Blues = Rock n' Roll".
- Introduce the 1950's in American culture, setting context for the music from which we will be learning.
- Introducing the E minor chord and the 2nd "Gateway Song", "Stand By Me"- a universally popular song, containing the four main chords of the G key "family".

* Capo may be introduced (if possible) at this point.

11. Begin process of playing song chord accompaniments with recordings, using varied pitch or speed accommodations.

Unit Assured Assessments

Formative:
-Students will be assessed through teacher observation on a continual basis, during activities, and offered immediate feedback.

-Students will be assessed through self-assessments, using rubrics to chart personal progress at the skills and songs presented in the Scope and Sequence.

Summative:
-Students will demonstrate progress and skills through short playing assessments, involving Gateway songs and essential skills. Teacher will mark progress on a rubric designed to reflect those skills presented/practiced.

Resources
Core

- "Songmatics" book excerpts
- Guitar Songbook 1
- Teacher-generated song and activity sheets
- *Hal Leonard Guitar Method*, Book 1

Supplemental

- Links to various websites/resources of interest- see References @ end of document

Time Allotment

- Approximately 4-6 weeks

UNIT 2

Sound, Music and the Guitar in Space and Science

Unit Goals
At the completion of this unit, students will:

MU:Pr6.1.E.Ia Continue/Increase skill building/refinement in the area of chord playing proficiency, song study and effective strumming…with additional repertoire (in the key of G and more).

MU:Re9.1.E.8a Understand that sound is rooted in sound waves, vibration and is measured in decibels and hertz.

MU:Re9.1.E.8a Understand that many principles of science exist, can be found and are demonstrated on the guitar and in the study of Music.

MU:Pr4.1.E.5a Understand that the guitar is a grid with a complex design with similarities to mazes and labyrinths.

MU:Pr4.1.E.5a Understand the music alphabet and be able to "spell" up strings- locating absolute pitch names for appropriate string/fret locations.

MU:Pr4.2.E.5a Be able to tune the guitar using a digital/electronic tuning devices (clip on tuners, tuning apps)

MU:Re7.1.E.5a Recognize that the 1950's space race, the invention of Rock 'n Roll, and the exploding popularity of the electric guitar took place at the same time and make connections.

MU:Re8.1.E.5a Understand that lyrics provide the story in songs- very important to guitarists, who provide accompaniment to those lyrics/melodies.

MU:Re9.1.E.5a Explore the idea of Music as a "universal language".

MU:Pr6.1.E.Ia Be able to recognize Elvis Presley as the "King of Rock n' Roll" , his place in the timeline of music/guitar (1950's) and his personal/professional background. Students will learn and play an Elvis song (recommended: "Blue Suede Shoes")

MU:Re7.2.E.IIa Be able to identify chord progressions using chord numbers.

Unit 2 Vocabulary

- Frequency
- Hz (Hertz)
- Decibels (dB)
- Oscillation
- Cymatic
- Hard Science
- Soft Science
- Reverb (Reverberation)

Song Recommendations:

- "Blue Suede Shoes" by Elvis Presley
- "Rocket Man" by Elton John
- "Space Oddity" by David Bowie
- "Close Encounters: The Five Tones" by John Williams
- "The Planets" by Holst
- Other Recommended songs for continued chord accompaniment work: "Sweet Home Alabama", "Sweet Child of Mine", "Under the Boardwalk", "Take Me Home Country Roads", other Popular songs in Key of G, etc.)

Unit Essential Questions

- How can a performer's personal sound on the Guitar be improved?
- Can I find examples from the "visible"/physical world that demonstrate physical behavior similar to the behavior of sound waves?
- How did the Space Race influence Rock 'n Roll and the guitar?

- Rock ‘n Roll is a “hybrid” of country and blues music. What are other activities/skills/professions that create or use “hybrids”?
- In what ways are lyrics (in songs) important?

Scope and Sequence

1. Sound is vibration and sound waves and is measured in hertz and decibels.
2. Introduce tuning using electronic/digital tuners/tuning apps (based on vibration) and the open string absolute pitch names.
3. Introduce Cymatics - sound/music as a “see-able” vibration. Explore various shapes and its existence in architecture and sound science.
4. The guitar is a labyrinth. Study of labyrinths, MC Escher and the Escherian Stairwell.
5. Connect labyrinths to the layout of the guitar fingerboard. Introduce “spelling up strings” and the music alphabet. Students work on locating and identifying.
6. Make connections between the Space Race, the invention of Rock n’ Roll and the popularity of the guitar in the 1950’s/60’s.
7. Explore the Golden Record and its link to Chuck Berry/Rock n’ Roll.
8. Explore the idea of music as a “universal language” (using “The 5 Tones”, excerpts from Close Encounters of the Third Kind, music’s effect on Dementia patients).
9. Examine lyrics to songs related to space - “Rocket Man” by Elton John and “Space Oddity” by David Bowie. Discuss the importance/function of lyrics (provide the story) and why that is significant to guitar players, as accompanists.
10. Introduce Elvis Presley and his place/importance in the timeline of music/culture in the 1950’s/60’s.
11. Learn to play chord accompaniment to “Blue Suede Shoes” (or other Elvis song).

Assured Assessments

Formative:
-Students will be assessed through teacher observation of class participation in discussion and activities, on a continual basis and offered immediate feedback.

Demonstration of the acquisition of new skills:
- Tuning with electronic/digital tuner

- Spelling up strings
- Playing of new songs
  … will be observed/recorded.

Summative:
Students will reflect on Music as a Science and universal language.

1) Do you believe that music is a science? Why or why not? If so, is it a hard or soft science?

2) Have your thoughts, perceptions or feelings about the depth/power of music and vibration expanded from anything we explored in class? Please explain your expansion. What impacted you most from what we explored? Why?

Resources
Core

- "Songmatics" book excerpts
- Teacher-generated song and activity sheets
- Hal Leonard Guitar Method, Book 1
- Guitar Songbook 1

Supplemental

- Links to various websites/resources of interest- see References @ end of document

Time Allotment

- Approximately 4-6 weeks

UNIT 3

Single String Playing - Melody, Riffs and the "Blues" Scale

Unit Goals
At the completion of this unit, students will:

MU:Pr6.1.E.Ia Continue/Increase skill building/refinement in the area of chord accompaniment proficiency, song study and effective strumming…with additional repertoire.

MU:Pr6.1.E.Ia Be able to demonstrate proper posture/playing position, balance, use of plectrum and finger position.

MU:Pr6.1.E.Ia Be able to demonstrate knowledge of left hand finger numbers, string numbers and fret numbers.

MU:Pr4.1.E.5a Be able to interpret/read guitar tablature and translate into musical ideas on guitar.

MU:Pr4.2.E.5a Understand the definitions for "melody", "riff" and "scale" and be able to recognize/identify them in musical examples.

MU:Re7.1.E.5a Be introduced to Andres Segovia- the "Godfather of the Guitar" and the sounds of Spanish classical guitar playing. This will include discussion/introduction of guitar type, playing position and finger style approach for classical guitarists.

MU:Pr6.1.E.Ia Be able to demonstrate/perform melodies on the guitar (from class sequence) with musicality.

MU:Pr6.1.E.Ia Be able to demonstrate/perform riffs (from class sequence) with musicality and incorporate into song form(s).

MU:Pr6.1.E.Ia Understand and be able to demonstrate relative tuning…another method of tuning the guitar.

MU:Pr6.1.E.Ia Be Introduced to playing power chords and 2 “gateway” songs for learning. (Recommended: “Smells Like Teen Spirit” by Nirvana, “When I Come Around” by Greenday)

MU:Pr4.1.E.5a Understand that the internet/YouTube is an amazing resource for guitarists. Students will learn to navigate the internet for guitar tablature and video lessons (promoting independent/self-directed and possibly lifelong learning).

MU:Pr6.1.E.5a Understand “scale” as a musical device and playable form on guitar. The Pentatonic scale (“Blues” scale) and the Chuck Berry riff idea will be the focus of study.

Unit 3 Vocabulary:

- Melody
- Riff
- Scale
- Tablature (Tab)
- Octave
- Position

Song Recommendations:

- Melody sequence: “Happy Birthday”, “Frere Jacques”, “You Are My Sunshine”, “Ode To Joy”, “Star Wars” Main Theme, “The Godfather” Theme, “The Star Spangled Banner”, etc.
- Riff sequence: “Iron Man”, “7 Nation Army”, “Smoke on the Water”, “Peter Gunn” Theme, “Crazy Train”, “Beat It”, “Wipe Out”, etc.
- Power chord sequence: Smells Like Teen Spirit, When I Come Around, Eye of the Tiger, etc.
- “No Particular Place To Go” by Chuck Berry
- "Wipe Out” by the Ventures
- Other Recommended songs for continued chord accompaniment work: “Somewhere Over the Rainbow”, “Back in Black”, “Melt With You”, “American Pie”, “Purple Haze”, “Louie Louie”, “Can’t Help Falling in Love With You”, etc. and current/ Popular songs (in keys of G, C, D or E)

Unit Essential Questions

- How/Why might a balanced and comfortable playing position encourage "grace" or musicality in your playing and music?
- How does the term "ambassador" relate to Andres Segovia?
- What is the relationship between Chords and Melody in music?
- How do the different methods of tuning encourage different musical outcomes on the Guitar? Is there a "Best" way to tune?
- How can the learning of the Guitar be enhanced using outside resources? E.g., the internet

Scope and Sequence

1. Reinforce proper posture, playing position, instrument balance, finger position, use of plectrum.
2. A continued supplement of chord accompaniments/song play and learning- extending the skills that have been built throughout the semester.
3. Introduce single string playing and the terms "melody", "riff", and "scale".
4. Explore their definitions, similarities/differences and examples of their occurrence in music.
5. Begin work on "Happy Birthday" and "Frere Jacques" - one and two string melodies.
6. Introduce Andres Segovia - the "Godfather of the Guitar", an ambassador for the guitar. Listen to Spanish classical guitar music and explore the differences in guitar type, playing position and finger style approach.
7. Continue to learn melodies from the class melody sequence, throughout the unit.
8. Introduce Riffs- through demonstration and listening examples. Students begin work on "Iron Man" or other one string riff from Essential Riffs sequence.
9. Encourage students to use electric guitars and amplifiers in the guitar room. And briefly explore the topic of guitar effects pedals, encouraging students to utilize guitar effects, distortion, delay, reverb, to create new/different sounds.
10. Students review spelling up a string and are introduced to relative tuning -another method of tuning the guitar.
11. Students are introduced to a new, "moveable", popular chord shape called a "power chord". Students start building comfort/skill and learn to use power chords in song form(s).
12. Students are introduced to the Pentatonic/Blues scale and build familiarity through information, listening and learning on their instrument. Through this, we

introduce ideas of guitar "positions" and guitar solos. Students learn to play the "Chuck Berry Riff" (from "No Particular Place To Go") as a musical example and point of reference.

Assured Assessments

Formative:

Students will be assessed through teacher observation on a continual basis, during activities, and offered immediate feedback.

Students will be assessed through self-assessments, using rubrics to chart personal progress at the skills and songs presented in the Scope and Sequence.

Summative:

-Students will demonstrate progress and skills, across skill sets (chord accompaniment, melody and riff), in final individual playing assessments.

-Teacher will mark progress/achievement on a rubric designed to reflect those skills presented/practiced/prepared.

Resources

Core

- "Songmatics" book excerpts
- Guitar Songbook 1
- Melodies notated - "Single String Melodies and Riffs' resource in Resources folder
- Teacher-generated song and activity sheets
- Hal Leonard Guitar Method, Book 1

Supplemental

- Links to various websites/resources of interest- see References @ end of document

Time Allotment

- Approximately 4-6 weeks

CREDIT

.5 credit in Music
One semester class

PREREQUISITES

There are no prerequisites for this course.

CURRENT REFERENCES

Chris Russo. *SongMatics Songbook.* Teacher-created instructional resource.

Teacher-generated song and activity sheets.

Guitar 1 Songbook. Teacher-created instructional resource.

Hal Leonard Corporation. *Hal Leonard Guitar Method, Book 1.* Hal Leonard.

Fender. *Online Guitar Tuner.* https://www.fender.com/online-guitar-tuner. Accessed 26 June 2026.

Musicca. *Online Metronome.* https://www.musicca.com/metronome. Accessed 26 June 2026.

Szynalski. *Online Tone Generator*. https://www.szynalski.com/tone-generator/. Accessed 26 June 2026.

GuitarTuna by Yousician. *Online Guitar Tuner.* https://yousician.com/guitartuna. Accessed 26 June 2026.

YouTube instructional videos and performances, including:

- *Sound, Vibration, and the Guitar*
- *Cymatics*
- *Music and the Brain*
- *The Escherian Stairwell*
- *The Golden Record*
- *Guitar in Space and "Space Oddity"*
- *Rocket Man*
- *Music as a Universal Language*

- *Playing for Change: Stand By Me*
- Performances and documentaries featuring Elvis Presley
- Performances and masterclasses featuring Andrés Segovia

Google Images. *Labyrinths.* https://www.google.com/search?q=labyrinths. Accessed 26 June 2026.

M.C. Escher Foundation. *Official Website.* https://mcescher.com/. Accessed 26 June 2026.

ASSURED STUDENT PERFORMANCE RUBRICS

See Resources Folder for pdfs of:

- Guitar Assessment Rubric
- Self-Assessment Rubric
- Reflection Questions at the end of each Unit.

Playing Assessment / Rubric for Guitarists
Student:
Date:
Song/Assessment Piece:

Criteria	**1 - Beginning**	**2 - Developing**	**3 - Competent**	**4 - Proficient**
Posture & Guitar Handling	Holds guitar incorrectly; poor posture affects playing.	Basic posture but inconsistent hand positioning.	Maintains good posture and hand placement most of the time.	Consistently demonstrates proper posture and relaxed technique.
Tuning the Guitar	Unable to tune independently.	Tunes with significant assistance.	Tunes accurately using a tuner with minimal help.	Tunes accurately and independently.
Chord Knowledge	Knows 0–2 basic chords.	Knows 3–5 basic chords.	Knows 6–8 common open chords.	Knows 8+ chords and transitions confidently between them.

Chord Transitions	Frequent pauses between chords.	Slow transitions with occasional interruptions.	Smooth transitions at a moderate tempo.	Quick, accurate transitions with consistent rhythm.
Strumming Technique	Strumming is uneven or inconsistent.	Basic strumming patterns with some errors.	Maintains steady rhythm on common patterns.	Uses multiple patterns with strong timing and control.
Rhythm & Timing	Often loses the beat.	Follows the beat inconsistently.	Maintains a steady beat most of the time.	Consistently plays in time with a metronome or accompaniment.
Single-Note Playing	Struggles to play individual notes clearly.	Plays simple melodies with some mistakes.	Plays basic melodies accurately.	Plays melodies cleanly with good control and accuracy.
Music Reading / Tablature	Cannot interpret tablature or chord charts.	Reads simple tabs or charts with assistance.	Reads basic tabs and chord charts independently.	Reads and follows tabs and charts fluently for beginner-level pieces.
Song Performance	Unable to complete a simple song.	Performs parts of a song with several mistakes.	Performs a complete beginner song with minor errors.	Performs multiple songs confidently and musically.
Practice Habits	Rarely practices.	Practices irregularly.	Practices consistently several times per week.	Maintains a regular practice routine and sets goals.

Optional Comments Section

Strengths:

Areas for Improvement:

Practice Goals for Next Assessment:

Guitar Self-Assessment

Name: _____

Date: _____

Song/Piece/Skill: _____

Performance Levels:

- **Mastery / Graceful** – Consistently accurate, confident, and musical.
- **Comfortable / Some Mistakes** – Generally successful with occasional errors.
- **Not Yet Comfortable / Many Mistakes** – Requires frequent support and practice.

Skill Area	Mastery / Graceful	Comfortable / Some Mistakes	Not Yet Comfortable/ Many Mistakes
Strum Patterns	☐	☐	☐
Chords	☐	☐	☐
Chord Progressions	☐	☐	☐
Melodies	☐	☐	☐
Riffs	☐	☐	☐
Rhythm & Steady Beat	☐	☐	☐

Reading Tablature (TAB)	☐	☐	☐
Reading Chord Notation/Charts	☐	☐	☐
Finger Placement & Technique	☐	☐	☐
Overall Sound Quality	☐	☐	☐

Reflection

What are my strengths as a guitarist?

Area(s) for Improvement

What skill would I most like to improve?

My Plan to Improve- What specific actions will I take?

OTHER RESOURCES

- See Resources Folder, which includes books, song sheets and assessments.
- Classroom musical equipment: Acoustic guitars, electric guitars, picks, strings, cops, amplifiers, cables, tuners, etc.

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 Emotional Intelligence 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: 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	

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

LIFETIME ACTIVITIES
GRADES 11–12

2026

Curriculum Writing Team

Michelle Dankulich	**Wellness Teacher, Trumbull High School**
Vincent DiScala	**Wellness & Fine Arts Department Chairperson**
Susan C. Iwanicki, Ed.D.	**Assistant Superintendent**

LIFETIME ACTIVITIES

GRADES 11–12

Table of Contents

Core Values and Beliefs	3
Introduction & Philosophy	3
Course Goals	3
Course Enduring Understandings	7
Course Essential Questions	7
Course Knowledge & Skills	8
Course Syllabus	9
Unit 1: Net and Racket Games	12
Unit 2: Yard Games	16
Unit 3: Recreational Activities	21
Course Credit	25
Prerequisites	25
Current References	25
Assured Student Performance Rubrics	26
Other Resources	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.

INTRODUCTION & PHILOSOPHY

Lifetime Activities is a one marking period class that can be taken by grade 11 or 12 students. This course provides students with opportunities to participate in a variety of individual, dual, recreational, and lifetime activities that promote lifelong health and wellness. Students refine movement skills, apply rules and strategies, monitor personal fitness, and evaluate their own performance while participating in activities that can be enjoyed beyond high school. Through student choice, collaboration, and self-reflection, students develop the knowledge, confidence, and motivation needed to maintain an active lifestyle throughout adulthood. Activities offered may include pickleball, badminton, table tennis, yard games, golf-based activities, volleyball and other recreational activities.

Lifetime Activities 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 was first offered in the 2025-2026 school year.

COURSE GOALS

The Physical Education 10 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 Competency	Alignment to Lifetime Activities Curriculum
Communication	Students communicate effectively with partners and teammates through active listening, using verbal and nonverbal communication, providing constructive feedback, explaining strategies, and demonstrating good sportsmanship during activities.
Self - Efficacy	Students build confidence in their ability to learn new skills, overcome challenges, and achieve personal goals through regular practice, self-reflection, and successful participation in a variety of lifetime activities.
Critical Thinking & Problem Solving	Students analyze game situations, apply strategies, solve movement challenges, and make informed decisions during individual, dual and team activities. They evaluate personal performance and adjust techniques and effort to improve success.
Collaboration	Students work cooperatively in pairs and groups to accomplish shared goals, solve challenges, practice skills, and participate successfully in lifetime activities while demonstrating respect and inclusion.
Growth Mindset	Students embrace challenges, learn from mistakes, seek and apply feedback, and recognize that effort, persistence, and practice lead to continuous improvement and lifelong learning.
Integrity	Students demonstrate honesty, fairness, responsibility, and ethical behavior by following rules, showing respect for others, practicing good sportsmanship, and making safe, responsible decisions during all activities.
Innovation	Students demonstrate creativity by developing strategies to solve challenges during activities and by designing their own mini golf course. Students also explore multiple ways to remain physically active throughout life and create a My Lifetime Activity Plan that supports lifelong wellness.
Emotional Intelligence	Students develop self-awareness, self-management, empathy, and relationship skills by managing emotions during competition, responding positively to feedback, resolving conflicts respectfully, and supporting the success and well-being of others.

The following course goals derive from the 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.
1.12.2	Demonstrates activity-specific movement skills in a variety of recreational and backyard games.
Standard 2	**Applies knowledge related to movement and fitness concepts.**
2.12.1	Demonstrates knowledge of tactics and strategies within lifetime sports & activities.
2.12.2	Demonstrates knowledge of tactics and strategies within recreational & backyard games.
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.
2.12.11	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.
2.12.13	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	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...

- Lifetime physical activities promote lifelong health, wellness, and quality of life.
- Individuals are more likely to remain physically active when they participate in activities they enjoy.
- Safe participation requires proper skill, technique and knowledge of the rules, etiquette, communication, appropriate use of equipment, and responsible decision making.
- Leadership, collaboration, and sportsmanship contribute to positive experiences.
- Monitoring exercise intensity and adjusting effort improves both performance and safety.
- Physical activity supports emotional well-being and stress management throughout life.

COURSE ESSENTIAL QUESTIONS

- How can I choose physical activities that I will continue after high school?
- What makes an activity enjoyable enough to become part of a lifelong routine?
- How can I improve my performance through practice, self-reflection, and feedback?
- How does monitoring my effort improve both safety and performance?
- How do etiquette, leadership, and sportsmanship contribute to positive recreational experiences?
- How can physical activity support lifelong physical, mental, and emotional wellness?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .

- The rules, strategies, etiquette, and safety procedures associated with a variety of net and racket activities, yard and target games, and recreational and outdoor pursuits.
- How regular participation in physical activity contributes to lifelong health, independence, and quality of life.
- How to monitor exercise intensity to safely adjust effort.
- The characteristics of effective teamwork, leadership, communication, sportsmanship, and respectful participation.
- The importance of making safe and responsible decisions while participating in physical activities.
- How personal interests, accessibility, community resources, cost, and lifestyle influence participation in lifelong physical activity.
- Strategies for managing stress and supporting overall wellness through regular physical activity.

- Students will be able to . . .
  - Demonstrate proficiency in movement skills, proper technique and safe participation across a variety of net and racket activities, yard games, and recreational activities.
  - Apply appropriate strategies to improve performance in a variety of lifetime activities.
  - Analyze and refine movement patterns using teacher, peer, and self-assessment feedback.
  - Actively participate in a variety of lifetime activities, monitoring exercise intensity and adjusting effort appropriately.
  - Evaluate how participation in physical activity contributes to lifelong physical, mental, emotional, and social wellness.
  - Demonstrate self-management, perseverance, and adaptability while reflecting on personal performance and setting goals for continuous improvement.
  - Select physical activities that align with personal interests, abilities, and lifelong wellness goals.
  - Demonstrate leadership, teamwork, communication, sportsmanship, empathy, inclusion, and respect to foster collaboration, ensure safety, and promote positive participation in a variety of physical activity settings.

COURSE SYLLABUS

Course Name

Lifetime Activities

Level

11 & 12 “Selective”

Prerequisites

Successful completion of grades 9 & 10 Physical Education.

General Description of the Course

Lifetime Activities is a one marking period class that can be taken by grade 11 or 12 students. This course provides students with opportunities to participate in a variety of individual, dual, recreational, and lifetime activities that promote lifelong health and wellness. Students refine movement skills, apply rules and strategies, monitor personal fitness, and evaluate their own performance while participating in activities that can be enjoyed beyond high school. Through student choice, collaboration, and self-reflection, students develop the knowledge, confidence, and motivation needed to maintain an active lifestyle throughout adulthood. Activities offered may include pickleball, badminton, table tennis, yard games, golf-based activities, volleyball and other recreational activities.

Assured Assessments

Formative Assessments:

Formative assessments can include, but are not limited to:

- Daily Physical Education Grading Rubric
- Exit slips
- Self-reflections
- Skills checklist
- Peer assessments
- Mini Golf Course Design Project

Summative Assessments:

Summative assessments can include, but are not limited to:

- Quiz
- VOG rubrics
- My Lifetime Activity Plan

Supplemental Texts

- PE Central. “High School Lesson Ideas.” *PE Central*, 2025, https://www.pecentral.org/lessonideas/middlehigh/highschoolideas.asp. Accessed 3 July 2026.

- PhysEdGames. *PhysEdGames*, YouTube, n.d., https://www.youtube.com/@physedgames. Accessed 3 July 2026.

- OPEN Physical Education Curriculum. “9–12 High School Modules.” OPEN Physical Education Curriculum, Varsity University, https://open.varsityuniversity.org/9-12-high-school-modules/. Accessed 3 July 2026.

- The Physical Educator. “PE Games.” The Physical Educator, https://www.thephysicaleducator.com/pe-games. Accessed 3 July 2026.

ASSURED ASSESSMENTS

	Formative	Summative
Unit 1	Daily Physical Education Grading Rubric	My Lifetime Activity Plan. VOG Rubrics
Unit 2	Daily Physical Education Grading Rubric	
Unit 3	Daily Physical Education Grading Rubric Mini Golf Course Design Project	

Scope, Timing, Standards, and Assessments Overview

Unit	Title	# Approx Weeks	Priority Standards	Assessments
1	Net & Racket Games	**5**	1.12.1, 2.12.1, 2.12.5, 2.12.9, 2.12.13, 3.12.2, 3.12.6, 3.12.7, 4.12.3	-Daily Physical Education Grading Rubric
2	Yard games	**2**	1.12.2, 2.12.2, 2.12.5, 2.12.9, 2.12.13, 3.12.6, 3.12.7, 4.12.4	-Daily Physical Education Grading Rubric
3	Recreational activities	**3**	1.12.1, 1.12.2, 2.12.1, 2.12.2, 2.12.5, 2.12.9, 2.12.13, 3.12.6, 3.12.7, 4.12.3, 4.12.7	-Daily Physical Education Grading Rubric -Mini Golf Course Design Project

UNIT 1
Net & Racket Games

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.**
Standard 2	**Applies knowledge related to movement and fitness concepts.**
2.12.1	**Demonstrates knowledge of tactics and strategies within lifetime sports & activities.**
2.12.5	**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.**
2.12.11	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.
2.12.13	**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	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 1 Vocabulary:

Activity-Specific Terms

- Serve
- Fault
- Let
- Rally
- Volley
- Forehand
- Backhand
- Deuce
- Smash
- Bump
- Spike
- Set
- Pass
- Clear
- Drop Shot
- Lob
- Spin
- Kitchen
- Ready Position
- Follow-Through
- Footwork
- Grip
- Spatial Awareness

Unit Essential Questions

- How do skill, strategy, and communication influence success in net and racket activities?
- How can proper technique improve performance and reduce injury risk?
- How can feedback and reflection improve movement performance?
- How can net and racket activities contribute to lifelong health and wellness?
- How can I continue participating in net and racket sports after high school?

Unit Scope and Sequence

- Safety and Game Etiquette
    - Proper use of equipment
    - Sportsmanship
    - Communication and collaboration
    - Decision making
    - Leadership
    - Spatial awareness and with rackets and paddles
- Personal Wellness
    - Benefits of lifelong physical activity
    - Emotional well-being
    - Stress management
    - Self-management
    - Growth mindset
    - Recreation and leisure opportunities
    - Developing an active lifestyle beyond high school
- Skill development
    - Ready position
    - Footwork & Lateral Movement
    - Agility and reaction time
    - Hand-eye coordination
    - Grip
    - Serving
    - Passing (bump/set)
    - Volleying

    - Attacking
    - Forehand & Backhand
    - Lobbing
    - Clear Shot
    - Drop Shot
    - Smash
    - Drive Shot
    - Spin(topspin/slice/backspin)
- Rules, scoring and strategy
- Net & Racket Games
    - Volleyball
    - Tennis
    - Pickleball
    - Badminton
    - Table tennis

Unit Assured Assessments

Formative Assessments:
Formative assessments can include, but are not limited to:

- Daily Physical Education Grading rubric
    - The Daily Physical Education Grading rubric will assess students' preparation, participation, application of knowledge and skills, sportsmanship and safety.
- Skill checklists
- Peer assessments
- Exit slips
- Self-reflections

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

- Vision of the Graduate Rubrics
- Students will/may take an assessment designed to evaluate knowledge of rules, safety, strategies, positions, teamwork and sportsmanship.

Resources

- PE Central. “High School Lesson Ideas.” *PE Central*, 2025, https://www.pecentral.org/lessonideas/middlehigh/highschoolideas.asp. Accessed 8 July 2026.

- PE Kansas. Lesson Builder: Grades 9–12. PE Kansas, https://www.pe-kansas.com/lesson-builder/9-12. Accessed 8 July 2026.

- PhysEdGames. *PhysEdGames*, YouTube, n.d., https://www.youtube.com/@physedgames. Accessed 8 July 2026.

- OPEN Physical Education Curriculum. “9–12 High School Modules.” OPEN Physical Education Curriculum, Varsity University, https://open.varsityuniversity.org/9-12-high-school-modules/. Accessed 8 July 2026.
- The Physical Educator. “PE Games.” The Physical Educator, https://www.thephysicaleducator.com/pe-games. Accessed 8 July 2026.
- USA Pickleball. *Pickleball Educator Resources for Schools & Youth Programs*. USA Pickleball, https://usapickleball.org/educators/. Accessed 8 July 2026.
- USA Volleyball. Lesson Plans. USA Volleyball, https://usavolleyball.org/resources-for-coaches/lesson-plans/. Accessed 8 July 2026.

Time Allotment

- Approximately 5 Weeks

UNIT 2
Yard Games

Unit Goals

At the completion of this unit, students will:

Standard 1	**Develops a variety of motor skills.**
1.12.2	**Demonstrates activity-specific movement skills in a variety of recreational and backyard games.**
Standard 2	**Applies knowledge related to movement and fitness concepts.**
2.12.2	**Demonstrates knowledge of tactics and strategies within recreational & backyard games.**
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.**
2.12.11	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.
2.12.13	**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	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 2 Vocabulary:

Activity-Specific Terms

- Accuracy
- Precision
- Aim
- Target
- Toss
- Strike
- Volley
- Rally
- Serve
- Placement
- Release
- Follow-Through
- Distance Control
- Trajectory

Unit Essential Questions

- How do strategy and accuracy influence success in yard games?
- Why are yard games valuable lifelong physical activities?
- How can communication and teamwork improve performance?
- How can I adapt my strategy based on changing game situations?
- How can I continue participating in yard games after high school?

Unit Scope and Sequence

- Safety and Activity Etiquette
    - Proper use of equipment
    - Sportsmanship
    - Communication and collaboration
    - Decision making
    - Spatial awareness during activities

- Personal Wellness
    - Benefits of lifelong physical activity
    - Emotional well-being
    - Stress management
    - Self-management
    - Growth mindset
    - Recreation and leisure opportunities
    - Developing an active lifestyle beyond high school
- Rules, scoring and strategy
- Skill Development
    - Throw
    - Catch
    - Deflecting
    - Strike
    - Accuracy
    - Force control
- Yard Games & Activities
    - Cornhole/Baggo
    - Spike ball
    - 4 Square
    - Kan Jam
    - Ramp shot
    - Fowling
    - Bocce
    - Washer toss
    - Ladder toss
    - Horse shoes
    - Shuffleboard
    - Ring toss
    - Disc bonk
    - Other teacher-selected yard games

Unit Assured Assessments

Formative Assessments:
Formative assessments can include, but are not limited to:

- Daily Physical Education Grading rubric
    - The Daily Physical Education Grading rubric will assess students' preparation, participation, application of knowledge and skills, sportsmanship and safety.
- Skill checklists
- Peer assessments
- Exit slips
- Self-reflections

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

- Vision of the Graduate Rubrics
- Students will/may take an assessment designed to evaluate knowledge of rules, safety, strategies, positions, teamwork and sportsmanship.

Resources

- Gopher Sport. *PE Universe*. Gopher Sport Blog, https://blog.gophersport.com/pe-universe-on-gopher/. Accessed 8 July 2026.

- PE Central. "High School Lesson Ideas." *PE Central*, 2025, https://www.pecentral.org/lessonideas/middlehigh/highschoolideas.asp. Accessed 8 July 2026.

- PE Kansas. Lesson Builder: Grades 9–12. PE Kansas, https://www.pe-kansas.com/lesson-builder/9-12. Accessed 8 July 2026.

- PhysEdGames. *PhysEdGames*, YouTube, n.d., https://www.youtube.com/@physedgames. Accessed 8 July 2026.

- OPEN Physical Education Curriculum. "9–12 High School Modules." OPEN Physical Education Curriculum, Varsity University, https://open.varsityuniversity.org/9-12-high-school-modules/. Accessed 8 July 2026.

- The Physical Educator. "PE Games." The Physical Educator, https://www.thephysicaleducator.com/pe-games. Accessed 8 July 2026.

Time Allotment

- Approximately 2 Weeks

UNIT 3
Recreational Activities

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.**
1.12.2	**Demonstrates activity-specific movement skills in a variety of recreational and backyard games.**
Standard 2	**Applies knowledge related to movement and fitness concepts.**
2.12.1	**Demonstrates knowledge of tactics and strategies within lifetime sports & activities.**
2.12.2	**Demonstrates knowledge of tactics and strategies within recreational & backyard games.**
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.**
2.12.11	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.
2.12.13	**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	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 3 Vocabulary:

Activity-Specific Terms

- Grip
- Stance
- Aim
- Accuracy
- Swing
- Putt
- Chip
- Drive
- Par, birdie, eagle, bogey
- Follow-Through
- Trajectory

Unit Essential Questions

- How can recreational activities support lifelong physical, mental, and emotional health?
- How can I safely participate in recreational activities?
- How do personal interests influence lifelong participation in physical activity?
- How can I use physical activity to manage stress and improve overall wellness?
- How can I continue participating in recreational activities after high school?

Unit Scope and Sequence

- Safety and Activity Etiquette
    - Proper use of equipment
    - Sportsmanship
    - Communication and collaboration
    - Decision making
    - Leadership
    - Spatial Awareness with clubs and other equipment
- Personal Wellness
    - Benefits of lifelong physical activity
    - Emotional well-being
    - Stress management
    - Self-management
    - Growth mindset
    - Recreation and leisure opportunities
    - Developing an active lifestyle beyond high school
- Rules, scoring and strategy
- Skill Development
    - Throw
    - Catch
    - Bat/strike
    - kick
    - Grip
    - Stance
    - Aim

    - Swing
    - Follow through
    - Putt
    - Chip
    - Drive
    - Accuracy
    - Force control
- Recreational Activities
    - Archery
    - Bowling
    - Golf-based activities
        - Mini-golf
        - Bucket golf
        - Disc golf
        - Chipping games/activities
    - Frisbee activities
    - Walking/hiking
    - Kickball
    - Wiffleball
    - Hacky sack
    - Other teacher-selected recreational activities

Unit Assured Assessments

Formative Assessments:
Formative assessments can include, but are not limited to:

- Daily Physical Education Grading rubric
    - The Daily Physical Education Grading rubric will assess students' preparation, participation, application of knowledge and skills, sportsmanship and safety.
- Skill checklists
- Peer assessments
- Exit slips
- Self-reflections
- Mini Golf Course Design Project

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

- Vision of the Graduate Rubrics
- My Lifetime Activity Plan
- Students will/may take an assessment designed to evaluate knowledge of rules, safety, strategies, positions, teamwork and sportsmanship.

Resources

- National Archery in the Schools Program. National Curriculum: “On Target for Life.” Grades 9–12. Revised 2025, National Archery in the Schools Program,

https://files.naspschools.org/2382-Grades-9-12-NASP-2025-Curriculum.pdf. Accessed 8 July 2026

- PE Central. "High School Lesson Ideas." *PE Central*, 2025, https://www.pecentral.org/lessonideas/middlehigh/highschoolideas.asp. Accessed 8 July 2026.

- PE Kansas. Lesson Builder: Grades 9–12. PE Kansas, https://www.pe-kansas.com/lesson-builder/9-12. Accessed 8 July 2026.

- PhysEdGames. *PhysEdGames*, YouTube, n.d., https://www.youtube.com/@physedgames. Accessed 8 July 2026.

- OPEN Physical Education Curriculum. "9–12 High School Modules." OPEN Physical Education Curriculum, Varsity University, https://open.varsityuniversity.org/9-12-high-school-modules/. Accessed 8 July 2026.

- The Physical Educator. "PE Games." The Physical Educator, https://www.thephysicaleducator.com/pe-games. Accessed 8 July 2026.

Time Allotment

- Approximately 3 Weeks

CREDIT

.25 credit in Physical Education
One marking period class

PREREQUISITES

Successful completion of grades 9 & 10 Physical Education.

CURRENT REFERENCES

- **SHAPE America.** *SHAPE America: Society of Health and Physical Educators*. SHAPE America, https://shapeamerica.org/. Accessed 8 July 2026.

- **SPARK PE.** *High School Physical Education Curriculum Program*. SPARK, n.d., sparkpe.org/curriculum/high-school-curriculum/. Accessed 8 July 2026.

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
- Mini Golf Course Design Project Worksheet
- My Lifetime Activity Plan

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.				

	• **Skipping class:** will result in a 0/20 daily grade and other possible consequences. • **Cell phones are locked up**

TOTAL : _____/20 POINTS

Mini Golf Course Design Project Worksheet

Lifetime Activities – Grades 11 & 12

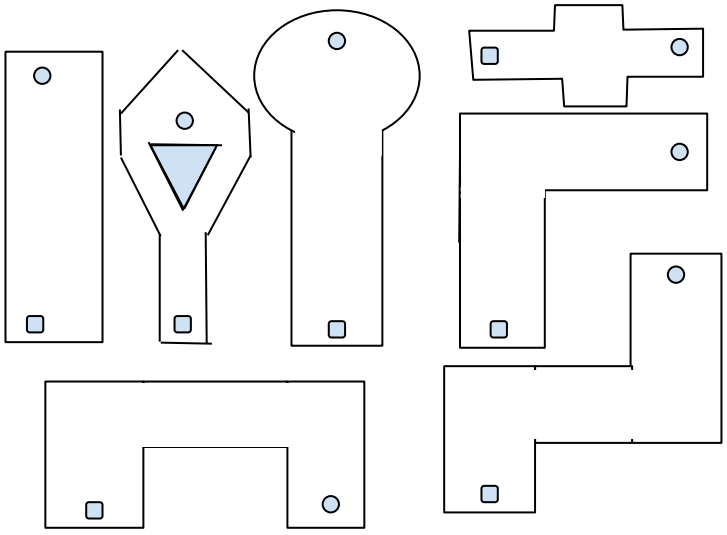


Project Overview

In this project, your group will collaborate to design and build one hole of a mini golf course for the class to play on. You will apply creativity, problem-solving, teamwork, and practice your golf skills to complete this project.

Your mini golf hole must be:

- **Playable** – The ball can be hit from start to finish.
- **Safe** – The ball must stay within your hole and no tripping hazards.
- **Creative** – Show fun ideas, have at least one obstacle or possibly an incline or slope.
- **Resourceful** – Use materials and PE equipment from the closet.



Materials		Possible Hole Layouts
Jump ropes	Small hurdles	
Pool noodles	Blue ping pong plastic nets	
Cones: small, medium and large	Kan Jam	
Bowling pins	Yoga blocks	
Bean bags	Hula hoops: medium and large	

Frisbees	Small 7 inch rings	
Baggo boards	Putt Thru arches: #1-9	
Small folding mats	Putt greens with flags: #1-9	
Pipeline tubes	Spikeball nets	
Boxes	Jenga blocks	

Directions:



Step 1: Get into small groups of 2-3 people.
Step 2: Brainstorm your mini-golf hole designs while including the following:

- Hole layout (Groups can use up to 4 yoga mats to design their hole.)
- Start point (tee area)
- Obstacles/barriers
- Target (hole or bucket)
- Direction of play
- Materials needed for your hole design.

Step 3: Sketch your design on the back of the paper.
Step 4: Gather your materials.
Step 5: Build, test and make adjustments to your design.
Step 6: Play the course.

Sketch your design below:



Include the following:

- Start point (tee area)
- Obstacles/barriers
- Target (hole or bucket)
- Direction of play
- Materials

Testing and Reflection

After you build your hole, test it and make adjustments if needed.

1. What worked well with your design?
2. What challenges did you face during construction or testing?
3. How did your group show collaboration and communication?
4. If you built it again, what would you improve?

Name: _____ **Date:** _____ **Class:** _____

My Lifetime Activity Plan

Lifetime Activities – Grades 11–12

Project Overview

One of the goals of this course is to help you discover physical activities that you can enjoy long after high school. This project will help you create a realistic plan for staying active by exploring activities that fit your interests, schedule, budget, and lifestyle.

Part 1: My Interests

1. What types of activities do you enjoy? *(Check all that apply.)*

☐ Competitive Sports
☐ Recreational Games
☐ Individual Activities
☐ Outdoor Adventures
☐ Fitness & Exercise
☐ Water Activities
☐ Strength Training
☐ Walking/Hiking
☐ Cycling
☐ Yoga/Pilates
☐ Dance
☐ Other: _____

2. What is most important to you when choosing an activity?

☐ Fun
☐ Socializing
☐ Stress Management
☐ Competition
☐ Improving Fitness
☐ Learning New Skills
☐ Spending Time Outdoors
☐ Low Cost
☐ Convenience
☐ Other: _____

Part 2: My Top Three Lifetime Activities

Complete the chart below.

Activity	Why I Chose It	Beginner, Intermediate, or Advanced?
1.		
2.		
3.		

Part 3: Community Connections

Choose **ONE** activity from Part 2 and research how you could participate after high school.

Activity Selected:

Where can you participate?

Facility, park, trail, recreation center, club, or league:

City/Town:

Equipment Needed

Estimated Cost

Equipment:

Membership or Admission:

Total Estimated Cost:

How often could you realistically participate?

☐ Daily
☐ 2–3 times per week
☐ Once per week
☐ Monthly
☐ Seasonally

Part 4: Benefits

List at least **three** benefits of participating in your selected activity.

Physical

Mental/Emotional

Social

Part 5: Possible Barriers

Everyone experiences obstacles that can make it difficult to stay active.

Complete the chart below.

Barrier	My Solution
Example: Bad weather	Exercise indoors or choose another activity

Possible barriers include:

- Time
- Transportation
- Cost
- Motivation
- Weather
- Equipment
- Skill level

Part 8: Reflection

Answer in complete sentences.

1. Why did you choose this lifetime activity?

2. Do you think this is an activity you could continue after high school? Explain why or why not.

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Physical Education
Grade 9

2026

(Last revision date: 2014)

Curriculum Writing Team

Michelle Dankulich	**Wellness Teacher, Trumbull High School**
Vincent DiScala	**Wellness & Fine Arts Department Chairperson**
Susan C. Iwanicki, Ed.D.	**Assistant Superintendent**

Physical Education

Grade 9

Table of Contents

Core Values and Beliefs	3
Introduction & Philosophy	3
Course Goals	3
Course Enduring Understandings	6
Course Essential Questions	6
Course Knowledge & Skills	7
Course Syllabus	8
Unit 1: Team Activities	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.

INTRODUCTION & PHILOSOPHY

Physical Education 9 is a one marking period class that is required for grade 9 students. This course serves as an introduction to the high school physical education program and provides students with opportunities to participate in a variety of team-based activities.

This course's main emphasis is the development of fundamental skills and techniques. The course will also develop students' physical fitness and lifelong wellness habits while fostering teamwork, communication, sportsmanship, and personal responsibility. Through active participation, students build confidence, develop decision-making skills, engage in collaborative learning experiences and learn the value of maintaining an active and healthy lifestyle that supports success both inside and outside the classroom.

As the foundation of the high school physical education program, this course prepares students for more advanced “selective” and specialized physical education offerings in later grades. Students draw upon skills and concepts introduced in earlier physical education experiences while expanding their understanding of fitness principles, game strategy, cooperation, and self-improvement. Instruction is designed to meet students at varying ability levels and encourage continuous growth through skill and fitness development, and reflective practice.

This course is a revision of Physical Education Grades 9-12 from 2014.

COURSE GOALS

The Physical Education 9 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 Competency	How It Is Embedded Throughout the Course
Communication	Students communicate with teammates during drills and game play, use sport-specific vocabulary, provide constructive feedback, and demonstrate active listening to collaborate effectively and resolve conflicts.

Self - Efficacy	Students build confidence by developing movement skills, setting personal goals, reflecting on their progress, and demonstrating increased independence and responsibility in physical activity settings.
Critical Thinking & Problem Solving	Students analyze game situations, apply offensive and defensive strategies, make decisions under pressure, evaluate their own performance, and adapt tactics to improve individual and team success.
Collaboration	Through cooperative activities and team sports, students learn to work toward shared goals, fulfill different roles, encourage peers, and value the contributions of others while demonstrating teamwork and sportsmanship.
Growth Mindset	Students are encouraged to embrace challenges, persist through setbacks, accept feedback, and recognize that consistent practice and effort lead to improvement in skills, fitness, and performance.
Integrity	Students demonstrate honesty, fairness, respect, and accountability by following rules, practicing good sportsmanship, using equipment responsibly, prioritizing safety, and treating teammates and opponents with respect.
Innovation	Students explore multiple strategies for success, modify tactics based on changing game situations, develop creative solutions to challenges, and apply movement concepts in new and varied physical activity settings.
Emotional Intelligence	Students develop self-awareness and self-management by regulating emotions during competition, demonstrating empathy toward others, managing stress appropriately, resolving conflicts respectfully, and reflecting on how physical activity influences their emotional well-being.

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.
1.12.2	Demonstrates activity-specific movement skills in a variety of recreational and backyard games..
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.
2.12.2	Demonstrates knowledge of tactics and strategies within recreational & backyard games.
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.
2.12.11	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.
2.12.13	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.
4.12.5	Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.
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…

- Physical activity contributes to lifelong health, wellness, and quality of life.
- Regular participation in physical activity promotes physical, mental, social, and emotional well-being.
- Skills and habits developed through physical education prepare students for lifelong participation in physical activity.
- Developing movement skills and fitness concepts enhances performance and confidence in a variety of physical activities.
- Effective communication, cooperation, and sportsmanship are essential for success in physical activity settings.
- Safety, responsible decision making, and proper use of equipment are critical components of participation in physical activity.
- Individual differences, interests, and abilities influence participation and enjoyment in physical activity.

COURSE ESSENTIAL QUESTIONS

- How does regular physical activity contribute to lifelong health and wellness?
- How do movement skills and fitness concepts improve performance and participation?

- What qualities define effective teamwork, leadership, and sportsmanship? How can you demonstrate these in class?
- Why is safety and responsible decision making important during physical activity?
- How do communication and collaboration contribute to success in physical activity settings?
- How can physical activity support emotional well-being and stress management?
- How do personal interests and experiences influence participation in physical activity after high school?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
    - Rules, strategies, and terminology associated with a variety of team activities.
    - Proper techniques and safety procedures related to physical activity and equipment use.
    - The benefits of regular physical activity on physical, emotional, and social health.
    - The components of effective teamwork, communication, and sportsmanship.
    - Strategies for stress management and emotional regulation during physical activity.

- Students will be able to . . .
    - Actively participate in a variety of team games.
    - Demonstrate fundamental movement skills and activity-specific techniques.
    - Apply strategies and tactics during game play and physical activities.
    - Participate safely and responsibly in a variety of physical activities.
    - Communicate effectively and collaborate with peers during physical activities.
    - Demonstrate leadership, respect, and sportsmanship in a variety of settings.
    - Analyze performance and make adjustments to improve skill execution.
    - Reflect on personal growth and identify factors that influence lifelong participation in physical activity.
    - Apply problem-solving and critical thinking skills in team activities.

COURSE SYLLABUS

Course Name

Physical Education 9

Level

Grade 9

Prerequisites

None

General Description of the Course

Physical Education 9 is a one marking period class that is required for grade 9 students. This course serves as an introduction to the high school physical education program and provides students with opportunities to participate in a variety of team-based activities.

This course's main emphasis is the development of fundamental skills and techniques. The course will also develop students' physical fitness and lifelong wellness habits while fostering teamwork, communication, sportsmanship, and personal responsibility. Through active participation, students build confidence, develop decision-making skills, engage in collaborative learning experiences and learn the value of maintaining an active and healthy lifestyle that supports success both inside and outside the classroom.

As the foundation of the high school physical education program, this course prepares students for more advanced "selective" and specialized physical education offerings in later grades. Students draw upon skills and concepts introduced in earlier physical education experiences while expanding their understanding of fitness principles, game strategy, cooperation, and self-improvement. Instruction is designed to meet students at varying ability levels and encourage continuous growth through skill and fitness development, and reflective practice.

Assured Assessments

Formative Assessments:

Formative assessments can include, but are not limited to:

- Daily Physical Education Grading Rubric
- Skills checklist
- Exit slips
- Self-reflections
- Peer assessments

Summative Assessments:

Summative assessments can include, but are not limited to:

- Quiz
- VOG rubrics

Supplemental Texts

- PE Central. "High School Lesson Ideas." *PE Central*, 2025, https://www.pecentral.org/lessonideas/middlehigh/highschoolideas.asp. Accessed 24 June 2026.

- PhysEdGames. *PhysEdGames*, YouTube, n.d., https://www.youtube.com/@physedgames. Accessed 24 June 2026.

- OPEN Physical Education Curriculum. "9–12 High School Modules." OPEN Physical Education Curriculum, Varsity University, https://open.varsityuniversity.org/9-12-high-school-modules/. Accessed 24 June 2026.

- The Physical Educator. "PE Games." The Physical Educator, https://www.thephysicaleducator.com/pe-games. Accessed 24 June 2026.

ASSURED ASSESSMENTS

	Formative	**Summative**
Unit 1		

Scope, Timing, Standards, and Assessments Overview

Unit	**Title**	**# Approx. Weeks**	**Priority Standards**	**Assessments**
1	Team Activities	**10**	1.12.1, 1.12.2, 2.12.6, 2.12.13 3.12.2, 3.12.6, 3.12.7,	Skills Assessment Rules, Safety, Strategies, and Sportsmanship Assessment, TPS Collaboration VOG Rubric, TPS Growth Mindset Rubric, Daily Physical Education Grading Rubric

UNIT 1
Team Activities

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.**
1.12.2	**Demonstrates activity-specific movement skills in a variety of recreational and backyard games..**
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.
2.12.2	Demonstrates knowledge of tactics and strategies within recreational & backyard games.
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.
2.12.11	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.
2.12.13	**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.
4.12.5	Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.
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 1 Vocabulary:

- Locomotor skills
- Non-locomotor skills
- Manipulative skills
- Technique
- Offensive strategy
- Defensive strategy
- Positioning
- Transition
- Sportsmanship
- Perseverance
- Self-control
- Decision making

Unit Essential Questions

- How does regular physical activity contribute to lifelong health and wellness?
- How do movement skills and fitness concepts improve performance and participation?
- What qualities define effective teamwork, leadership, and sportsmanship? How can you demonstrate these in class?
- Why is safety and responsible decision making important during physical activity?
- How do communication and collaboration contribute to success in physical activity settings?
- How can physical activity support emotional well-being and stress management?
- How do personal interests and experiences influence participation in physical activity after high school?

Unit Scope and Sequence

- Safety and game etiquette
  - o Personal safety
  - o Equipment use
  - o Sportsmanship
  - o Communication and collaboration
  - o Decision making
  - o Spatial awareness
- Fitness and skill development
- Rules and scoring
- Positions
- Game strategies
  - o Offensive strategies
  - o Defensive strategies
- Team based sports and activities
  - o Basketball

o Ultimate football/frisbee
o Flag football
o Volleyball
o Soccer
o Floor hockey
o Invasion games
o Team handball
o Other team based activities.

Unit Assured Assessments

Formative Assessments:
Formative assessments can include, but are not limited to:
-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:
Summative assessments can include, but are not limited to:
-VOG
-Students will/may take an assessment 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

Supplemental

- PE Central. "High School Lesson Ideas." *PE Central*, 2025, https://www.pecentral.org/lessonideas/middlehigh/highschoolideas.asp. Accessed 24 June 2026.

- PE Kansas. Lesson Builder: Grades 9–12. PE Kansas, https://www.pe-kansas.com/lesson-builder/9-12. Accessed 24 June 2026.

- PhysEdGames. *PhysEdGames*, YouTube, n.d., https://www.youtube.com/@physedgames. Accessed 24 June 2026.

- OPEN Physical Education Curriculum. "9–12 High School Modules." OPEN Physical Education Curriculum, Varsity University, https://open.varsityuniversity.org/9-12-high-school-modules/. Accessed 24 June 2026.

- The Physical Educator. "PE Games." The Physical Educator, https://www.thephysicaleducator.com/pe-games. Accessed 24 June 2026.

Time Allotment

- Approximately 10 Weeks

CREDIT

.25 credit in Physical Education
One marking period class

PREREQUISITES

None

CURRENT REFERENCES

- **SHAPE America.** *SHAPE America: Society of Health and Physical Educators*. SHAPE America, https://shapeamerica.org/. Accessed 24 June 2026.

- **SPARK PE.** *High School Physical Education Curriculum Program*. SPARK, n.d., sparkpe.org/curriculum/high-school-curriculum/. Accessed 24 June 2026.

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

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.				

	● **Skipping 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
Grade 10

2026

(Last revision date: 2014)

Curriculum Writing Team

Michelle Dankulich	**Wellness Teacher, Trumbull High School**
Vincent DiScala	**Wellness & Fine Arts Department Chairperson**
Susan C. Iwanicki, Ed.D.	**Assistant Superintendent**

Physical Education

Grade 10

Table of Contents

Core Values and Beliefs	3
Introduction & Philosophy	3
Course Goals	3
Course Enduring Understandings	7
Course Essential Questions	8
Course Knowledge & Skills	8
Course Syllabus	10
Unit 1: Physical Fitness	13
Unit 2: Team Activities	18
Unit 3: Lifetime Activities	23
Course Credit	28
Prerequisites	28
Current References	28
Assured Student Performance Rubrics	28
Other Resources	28

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.

INTRODUCTION & PHILOSOPHY

Physical Education 10 is a one marking period class that is required for grade 10 students. This builds upon the knowledge, skills, and activities introduced in Grade 9 while placing a greater emphasis on improving and maintaining physical fitness. Students continue to participate in a variety of individual, dual, team, and lifetime activities that reinforce movement competency, personal responsibility, and collaboration. Through active engagement, students develop the confidence and skills needed to pursue healthy, physically active lifestyles both during high school and beyond.

As the second course in the high school physical education sequence, Physical Education 10 provides opportunities for students to refine previously learned skills while challenging themselves to set personal fitness goals and monitor their progress. This course also prepares students for more advanced "selective" and specialized physical education offerings in grades 11 and 12.

A key component of the sophomore curriculum is participation in the Connecticut Physical Fitness Assessment, which allows students to evaluate their current fitness levels, identify areas for improvement, and understand the importance of lifelong health-related fitness. The course encourages students to take ownership of their well-being, make informed decisions about physical activity, and recognize the value of regular exercise as an essential part of a healthy lifestyle.

This course is a revision of Physical Education Grades 9-12 from 2014.

COURSE GOALS

The Physical Education 10 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 Competency	Alignment to Physical Education 10 Curriculum
Communication	Students communicate effectively with teammates during fitness, team and lifetime activities, use activity-specific vocabulary, provide constructive feedback, and demonstrate active listening to promote cooperation, safety, and successful participation.
Self - Efficacy	Students build confidence by analyzing fitness assessment data, setting personal goals, monitoring progress, developing movement skills, and demonstrating increased independence, responsibility and self-management during physical activities.
Critical Thinking & Problem Solving	Students analyze game situations, apply offensive and defensive strategies, evaluate fitness performance, make decisions under pressure, and adjust tactics, effort and training plans to improve individual and team outcomes.
Collaboration	Through cooperative activities and team sports, students work toward shared goals, assume a variety of roles, encourage peers, and demonstrate teamwork, leadership, and sportsmanship while recognizing the contributions of others.
Growth Mindset	Students embrace challenges, persist through setbacks, seek and apply feedback, and recognize that consistent effort, practice, and perseverance lead to improvements in fitness, skills, and overall performance.
Integrity	Students demonstrate honesty, fairness, respect, and accountability by following rules, practicing good sportsmanship, making safe and responsible decisions, using equipment appropriately, and treating teammates and opponents with respect.
Innovation	Students apply creativity and adaptability by exploring multiple movement solutions, modifying strategies based on changing situations, solving movement challenges, and designing personal fitness goals and plans that support continued improvement.
Emotional Intelligence	Students develop self-awareness and self-management by regulating emotions during physical activity, demonstrating empathy and respect toward others, resolving conflicts appropriately, managing stress through physical activity, and reflecting on how movement contributes to their emotional well-being.

The following course goals derive from the 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.
1.12.2	Demonstrates activity-specific movement skills in a variety of recreational and backyard games.
1.12.5	Demonstrates appropriate technique in cardiovascular training.
1.12.6	Demonstrates appropriate technique in muscular strength and endurance training.
1.12.7	Demonstrates appropriate technique in flexibility training.
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.
2.12.2	Demonstrates knowledge of tactics and strategies within recreational & backyard games.
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.
2.12.7	Applies the principles of exercise in a variety of self-selected lifetime physical activities.
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.

2.12.11	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.
2.12.13	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	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…

- Developing and maintaining physical fitness requires consistent effort, goal setting, and self-reflection.
- Applying proper techniques and movement principles improves performance and reduces the risk of injury.
- Participation in a variety of physical activities helps individuals discover lifelong interests that support overall wellness.
- Effective communication, teamwork, leadership, and respect contribute to positive and successful physical activity experiences.
- Monitoring personal fitness data, including assessment results, can guide informed decisions about health and fitness.
- Physical activity supports physical, mental, emotional, and social well-being throughout life.
- Safe participation, responsible decision-making, and appropriate use of equipment are essential in all physical activity settings.
- Personal improvement is measured by growth, effort, and perseverance rather than comparison with others.

COURSE ESSENTIAL QUESTIONS

- How can I use feedback to improve my movement skills and fitness?
- Which physical activities best match my interests and personal goals?
- How can I improve and maintain my physical fitness over time?
- How can fitness assessments and goal setting help improve physical performance and personal well-being?
- How do movement skills, strategies, and fitness concepts enhance participation and success in physical activities?
- What role do teamwork, communication, leadership & sportsmanship play in successful physical activity?
- Why are safety, responsible decision making, and proper technique important during physical activity?
- How do collaboration, critical thinking, and problem solving contribute to success in team activities and fitness challenges?
- How can physical activity support emotional well-being and stress management?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
    - The health-related components of fitness, including cardiovascular endurance, muscular strength, muscular endurance, and flexibility.
    - The purpose and components of the Connecticut Physical Fitness Assessment.
    - Principles of training, including frequency, intensity, time, and type (FITT).
    - Strategies for setting and achieving personal fitness goals.
    - Rules, terminology, and strategies associated with a variety of individual, dual, team, and lifetime activities.
    - Proper techniques and safety procedures related to physical activity and equipment use.
    - The benefits of regular physical activity for lifelong physical, mental/emotional, and social health.
    - The importance of effective teamwork, collaboration, leadership, sportsmanship, and constructive feedback.
    - Strategies for regulating emotions through physical activity.
    - The importance of reflection and self-assessment in improving performance and promoting lifelong wellness.

- Students will be able to . . .
    - Participate actively and safely in a variety of physical activities
    - Demonstrate proper techniques during fitness assessments and skill-related activities.

- Analyze personal fitness data and establish goals for maintenance or improvement.
- Apply principles of training to develop and maintain physical fitness.
- Evaluate exercise intensity and adjust effort appropriately.
- Demonstrate activity-specific movement skills and apply rules and strategies during game play.
- Communicate effectively and collaborate with peers during physical activities.
- Demonstrate leadership, respect, and sportsmanship in a variety of settings.
- Provide constructive feedback to peers and make adjustments to improve skill execution.
- Reflect on personal performance and identify factors that influence lifelong participation in physical activity.
- Apply critical thinking and decision-making skills during fitness challenges and physical activities.
- Demonstrate self-management and emotional control while participating in activities.

COURSE SYLLABUS

Course Name

Physical Education 10

Level

Grade 10

Prerequisites

Successful completion of Physical Education 9

General Description of the Course

Physical Education 10 is a one marking period class that is required for grade 10 students. This builds upon the knowledge, skills, and activities introduced in Grade 9 while placing a greater emphasis on improving and maintaining physical fitness. Students continue to participate in a variety of individual, dual, team, and lifetime activities that reinforce movement competency, personal responsibility, and collaboration. Through active engagement, students develop the confidence and skills needed to pursue healthy, physically active lifestyles both during high school and beyond.

As the second course in the high school physical education sequence, Physical Education 10 provides opportunities for students to refine previously learned skills while challenging themselves to set personal fitness goals and monitor their progress. This course also prepares students for more advanced "selective" and specialized physical education offerings in grades 11 and 12.

A key component of the sophomore curriculum is participation in the Connecticut Physical Fitness Assessment, which allows students to evaluate their current fitness levels, identify areas for improvement, and understand the importance of lifelong health-related fitness. The course encourages students to take ownership of their well-being, make informed decisions about physical activity, and recognize the value of regular exercise as an essential part of a healthy lifestyle.

Assured Assessments

Formative Assessments:

Formative assessments can include, but are not limited to:

- Daily Physical Education Grading Rubric
- Fitness logs
- Exit slips
- Self-reflections
- Skills checklist
- Peer assessments
- Rate of Perceived Exertion(RPE)

Summative Assessments:

Summative assessments can include, but are not limited to:

- Connecticut Physical Fitness Assessment
- Personal fitness improvement plan
- Quiz
- Vision of the Graduate Rubrics

Supplemental Texts

- Connecticut State Department of Education. Physical Education – Test Administrator's Manual. State of Connecticut, https://portal.ct.gov/sde/physical-education/physical-education---test-administrators-manual. Accessed 29 June 2026.

- PE Central. "High School Lesson Ideas." *PE Central*, 2025, https://www.pecentral.org/lessonideas/middlehigh/highschoolideas.asp. Accessed 29 June 2026.

- PhysEdGames. *PhysEdGames*, YouTube, n.d., https://www.youtube.com/@physedgames. Accessed 29 June 2026.

- OPEN Physical Education Curriculum. "9–12 High School Modules." OPEN Physical Education Curriculum, Varsity University, https://open.varsityuniversity.org/9-12-high-school-modules/. Accessed 29 June 2026.

- The Physical Educator. "PE Games." The Physical Educator, https://www.thephysicaleducator.com/pe-games. Accessed 29 June 2026.

ASSURED ASSESSMENTS

	Formative	**Summative**
Unit 1	Fitness pre-test Daily Physical Education Grading Rubric Rate of Perceived Effort(RPE)	CT Physical Fitness Assessment
Unit 2	Daily Physical Education Grading Rubric Rate of Perceived Effort(RPE)	
Unit 3	Daily Physical Education Grading Rubric Rate of Perceived Effort(RPE)	

Scope, Timing, Standards, and Assessments Overview

Unit	**Title**	**# Approx. Weeks**	**Priority Standards**	**Assessments**
1	Physical Fitness	**4**	1.12.5, 1.12.6, 1.12.7, 1.12.8, 2.12.9, 3.12.3, 4.12.3	CT Physical Fitness Assessment, Personal Fitness Plan Rate of Perceived Effort(RPE)
2	Team Activities	**3**	1.12.1, 1.12.2, 2.12.1, 2.12.9, 3.12.2, 3.12.6, 4.12.8	Skills Assessment Game Play Evaluation Rate of Perceived Effort(RPE)
3	Lifetime Activities	**3**	1.12.1, 1.12.2, 2.12.1, 2.12.2, 2.12.9, 3.12.3, 4.12.3	Skills Assessment Self-reflection Assessment of rules, scoring and strategy Rate of Perceived Effort(RPE)

UNIT 1
Physical Fitness

Unit Goals

At the completion of this unit, students will:

Standard 1	**Develops a variety of motor skills.**
1.12.5	**Demonstrates appropriate technique in cardiovascular training.**
1.12.6	**Demonstrates appropriate technique in muscular strength and endurance training.**
1.12.7	**Demonstrates appropriate technique in flexibility training.**
1.12.8	**Demonstrates appropriate technique in skill-related fitness training.**
Standard 2	**Applies knowledge related to movement and fitness concepts.**
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.
2.12.8	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.**
2.12.11	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.
2.12.13	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	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 1 Vocabulary:

Health-Related Fitness
- Cardiovascular endurance
- Muscular strength
- Muscular endurance
- Flexibility

Skill-Related Fitness
- Agility
- Balance
- Coordination
- Power
- Reaction time
- Speed

Exercise Principles
- FITT Principle
- Recovery
- Warm-up
- Cool-down
- Pacing
- Rate of perceived effort(RPE)

Personal Fitness
- Goal setting
- Self-assessment
- Fitness plan
- Personal best
- Reflection

Safety and Social Skills
- Sportsmanship
- Leadership
- Feedback
- Collaboration
- Motivation

Unit Essential Questions

- Why is physical fitness an important part of lifelong health and well-being?
- How can I safely improve my cardiovascular endurance, muscular strength, muscular endurance, flexibility, and skill-related fitness?
- How can fitness assessments and personal data help me establish meaningful goals?
- What role do teamwork, encouragement, and leadership play in fitness settings?
- How do personal interests and lifestyle choices influence long-term participation in physical activity?
- How can I create a fitness plan that supports my goals beyond high school?
- How can I evaluate my exercise intensity and adjust my effort to safely and effectively improve my fitness?

Unit Scope and Sequence

- Introduction to Physical Fitness
    - Dynamic warm-ups
    - Rate of Perceived Effort(RPE)
    - Connecticut Physical Fitness Assessment preparation
        - Review and practice proper form and techniques
        - Pre-test
- Goal Setting and Fitness Planning
- Various fitness activities and circuits with focus on:
    - Cardiovascular Fitness
    - Muscular Strength & Endurance
    - Flexibility
    - Skill-Related Fitness
- Connecticut Physical Fitness Assessment
    - Fitness assessment
    - Reflection

Unit Assured Assessments

Formative Assessments:
Formative assessments can include, but are not limited to:

- Daily Physical Education Grading rubric
    - The Daily Physical Education Grading rubric will assess students' preparation, participation, application of knowledge and skills, sportsmanship and safety.
- Develop a personal fitness plan incorporating cardiovascular fitness, muscular strength, muscular endurance, and flexibility training.
- Rate of Perceived Effort(RPE)

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

- Connecticut Physical Fitness Assessment
- Analyze personal fitness assessment results and identify strengths and areas for improvement.
- VOG
    - Students will be assessed in accordance with the Trumbull Public Schools Vision of the Graduate standards.

Resources

Core

- **Connecticut State Department of Education.** *Physical Education – Test Administrator's Manual*. State of Connecticut, https://portal.ct.gov/sde/physical-education/physical-education---test-administrators-manual. Accessed 29 June 2026.

Supplemental

- **Kansas State Department of Education.** *PE Kansas: Lesson Builder for Grades 9–12*. PE Kansas, https://www.pe-kansas.com/lesson-builder/9-12. Accessed 29 June 2026.

- **OPEN Physical Education Curriculum.** *9–12 High School Modules*. Varsity University, https://open.varsityuniversity.org/9-12-high-school-modules/. Accessed 29 June 2026.

- Connecticut Physical Fitness Assessment recording sheets
- Connecticut Physical Fitness Assessment online recording spreadsheet
- The PRE Scale (Rate of Perceived Effort)
- Fitness worksheets for goals and reflection

Time Allotment

- Approximately 4 Weeks

UNIT 2
Team Activities

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.**
1.12.2	**Demonstrates activity-specific movement skills in a variety of recreational and backyard games..**
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.**
2.12.2	Demonstrates knowledge of tactics and strategies within recreational & backyard games.
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.**
2.12.11	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.
2.12.13	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.
4.12.5	Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.
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 2 Vocabulary:

Social Skills

- Sportsmanship
- Leadership
- Collaboration
- Cooperation
- Motivation
- Respect
- Teamwork

Strategy

- Offensive Strategy
- Defensive Strategy
- Transition
- Communication
- Spacing
- Decision making
- Rate of Perceived Exertion (RPE)

Unit Essential Questions

- How do communication and teamwork improve performance?
- How do offensive and defensive strategies influence success?
- What qualities define effective leadership and sportsmanship?
- How do critical thinking and problem solving contribute to game play?
- How can participation in team activities support lifelong wellness?
- How can I recognize when to increase or decrease my effort during team activities to improve performance while maintaining safe participation?

Unit Scope and Sequence

- Safety and game etiquette
    - Personal safety
    - Equipment use
    - Sportsmanship
    - Communication and collaboration
    - Decision making
- Skill development
    - Passing
    - Receiving
    - Shooting
    - Serving
    - Dribbling
    - Movement pattern

- Rules and scoring
- Team strategies
    - Offensive concepts
    - Defensive concepts
    - Spacing
    - Positioning
    - Transition play
- Team activities
    - Main Activities
        - Basketball
        - Volleyball
        - Ultimate football/frisbee
        - Flag football
    - Other Possible Activities
        - Floor hockey
        - Team handball
        - Soccer
        - Invasion games
        - Cooperative activities

Unit Assured Assessments

Formative Assessments:
Formative assessments can include, but are not limited to:

- Daily Physical Education Grading rubric
    - The Daily Physical Education Grading rubric will assess students' preparation, participation, application of knowledge and skills, sportsmanship and safety.
- Rate of Perceived Effort(RPE)
- Skill checklists
- Peer assessments
- Exit slips
- Self-reflections

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

- Vision of the Graduate Rubrics
- Students will/may take an assessment designed to evaluate knowledge of rules, safety, strategies, positions,teamwork and sportsmanship.

Resources

<u>Supplemental</u>

- PE Central. “High School Lesson Ideas.” *PE Central*, 2025, https://www.pecentral.org/lessonideas/middlehigh/highschoolideas.asp. Accessed 29 June 2026.

- PE Kansas. Lesson Builder: Grades 9–12. PE Kansas, https://www.pe-kansas.com/lesson-builder/9-12. Accessed 29 June 2026.

- PhysEdGames. *PhysEdGames*, YouTube, n.d., https://www.youtube.com/@physedgames. Accessed 29 June 2026.

- OPEN Physical Education Curriculum. "9–12 High School Modules." OPEN Physical Education Curriculum, Varsity University, https://open.varsityuniversity.org/9-12-high-school-modules/. Accessed 29 June 2026.

- The Physical Educator. "PE Games." The Physical Educator, https://www.thephysicaleducator.com/pe-games. Accessed 29 June 2026.

Time Allotment

- Approximately 3 Weeks

UNIT 3
Lifetime Activities

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.**
1.12.2	**Demonstrates activity-specific movement skills in a variety of recreational and backyard games.**
Standard 2	**Applies knowledge related to movement and fitness concepts.**
2.12.1	**Demonstrates knowledge of tactics and strategies within lifetime sports and activities.**
2.12.2	**Demonstrates knowledge of tactics and strategies within recreational & backyard games.**
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.**
2.12.11	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.
2.12.13	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 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.**
4.12.5	Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.
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 3 Vocabulary:

Personal and Social Skills

- Sportsmanship
- Collaboration
- Self-management
- Stress management

Activity-Specific Terms

- Intensity
- Pacing
- Technique
- Grip
- Stance/ready position
- Accuracy

Lifetime Fitness

- Lifetime activity
- Physical literacy
- Recreation
- Leisure
- Mindfulness
- Active lifestyle
- Rate of Perceived Exertion (RPE)

Unit Essential Questions

- How can participation in lifetime activities contribute to lifelong health and wellness?
- How do individual interests influence participation in physical activity after high school?
- How can physical activity support stress management and emotional well-being?
- What skills and habits promote lifelong participation in physical activity?
- How do personal goals and self-reflection contribute to physical and emotional growth?
- How can I monitor and adjust my effort during lifetime activities to support lifelong health, enjoyment, and continued participation?

Unit Scope and Sequence

- Safety and Activity Etiquette
    - Personal safety
    - Proper use of equipment
    - Sportsmanship
    - Communication and collaboration
    - Decision making
- Personal Wellness
    - Benefits of lifelong physical activity
    - Emotional well-being
    - Stress reduction
    - Recreation and leisure opportunities
    - Developing an active lifestyle beyond high school

- Rules, scoring and strategy
- Skill Development
    - Pacing and intensity
    - Ready position/stance
    - Grip
    - Serve
    - Strokes
- Lifetime Activities
    - Main Activities:
        - Pickleball
        - Badminton
        - Backyard games
            - Cornhole
            - Spike ball
            - 4 square
            - Kan Jam
            - Ramp shot
    - Other Possible Activities
        - Mini golf/bucket golf
        - Fowling
        - Bocce
        - Table tennis
        - Tennis
        - Disc golf
        - Hiking/walking
        - Recreational games

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.
- Rate of Perceived Effort(RPE)
- Skill checklists
- Peer assessments
- Exit slips
- Self-reflections

Summative Assessments:

Summative assessments can include, but are not limited to:

- Students will/may take an assessment designed to evaluate knowledge of rules, safety, etiquette, movement concepts, stress management strategies, and the benefits of lifelong physical activity.
- 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 24 June 2026.

- PE Kansas. Lesson Builder: Grades 9–12. PE Kansas, https://www.pe-kansas.com/lesson-builder/9-12. Accessed 24 June 2026.

- PhysEdGames. *PhysEdGames*, YouTube, n.d., https://www.youtube.com/@physedgames. Accessed 24 June 2026.

- OPEN Physical Education Curriculum. “9–12 High School Modules.” OPEN Physical Education Curriculum, Varsity University, https://open.varsityuniversity.org/9-12-high-school-modules/. Accessed 24 June 2026.

- The Physical Educator. “PE Games.” The Physical Educator, https://www.thephysicaleducator.com/pe-games. Accessed 24 June 2026.

Time Allotment

- Approximately 3 Weeks

CREDIT

.25 credit in Physical Education
One marking period class

PREREQUISITES

Successful completion of Physical Education 9

CURRENT REFERENCES

- **Connecticut State Department of Education.** *Physical Education – Test Administrator's Manual*. State of Connecticut, https://portal.ct.gov/sde/physical-education/physical-education---test-administrators-manual. Accessed 29 June 2026.

- **SHAPE America.** *SHAPE America: Society of Health and Physical Educators*. SHAPE America, https://shapeamerica.org/. Accessed 24 June 2026.

- **SPARK PE.** *High School Physical Education Curriculum Program*. SPARK, n.d., sparkpe.org/curriculum/high-school-curriculum/. Accessed 24 June 2026.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull Board of Education Collaboration Rubric
- Trumbull Board of Education Growth Mindset Rubric
- Daily Physical Education Grading rubric
- Standards for Health-Related Fitness Zones
- Rate of Perceived Exertion(RPE)

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: 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 ● FAILURE TO WEAR SNEAKERS RESULTS IN THE STUDENT EARNING A 0/20 FOR THE DAY DUE TO THE INABILITY TO PARTICIPATE IN CLASS SAFELY! ● Follow jewelry expectations ● **Punctuality:** Arrive to class by the required time ● **Students who do not participate:** will receive a 0/20 for daily grade. ● **Skipping class:** will result in a 0/20 daily grade and other possible consequences. ● **Cell phones are locked up**				

TOTAL : _____/20 POINTS

Standards for Health-Related Fitness Zones

I = Needs Improvement Zone *(does not meet health-related standard)*
F = Health Fitness Zone *(meets health-related standard)*
H = High Fitness Performance Zone *(exceeds health-related standard)*

Boys

Age	20-meter PACER			15-Meter PACER			One-Mile Run/Walk			Sit-and-Reach			90⁰ Push-Ups			Curl-Ups		
Zone	I	F	H	I	F	H	I	F	H	I	F	H	I	F	H	I	F	H
8	0-22*	23-61*	>61*	0-29*	30-80*	>80*	>12:30*	12:30-10:00*	<10:00*	0-7	8		0-4	5-13	>13	0-5	6-20	>20
9	0-22*	23-61*	>61*	0-29*	30-80*	>80*	>12:00*	12:00-9:30*	<9:30*	0-7	8		0-5	6-15	>15	0-8	9-24	>24
10	0-22	23-61	>61	0-29	30-80	>80	>11:30	11:30-9:00	<9:00	0-7	8		0-6	7-20	>20	0-11	12-24	>24
11	0-22	23-72	>72	0-29	30-94	>94	>11:00	11:00-8:30	<8:30	0-7	8		0-7	8-20	>20	0-14	15-28	>28
12	0-31	32-72	>72	0-41	42-94	>94	>10:30	10:30-8:00	<8:00	0-7	8		0-9	10-20	>20	0-17	18-36	>36
13	0-40	41-83	>83	0-53	54-108	>108	>10:00	10:00-7:30	<7:30	0-7	8		0-11	12-25	>25	0-20	21-40	>40
14	0-40	41-83	>83	0-53	54-108	>108	>9:30	9:30-7:00	<7:00	0-7	8		0-13	14-30	>30	0-23	24-45	>45
15	0-50	51-94	>94	0-66	67-123	>123	>9:00	9:00-7:00	<7:00	0-7	8		0-15	16-35	>35	0-23	24-47	>47
16	0-60	61-94	>94	0-79	80-123	>123	>8:30	8:30-7:00	<7:00	0-7	8		0-17	18-35	>35	0-23	24-47	>47
17	0-60	61-106	>106	0-79	80-138	>138	>8:30	8:30-7:00	<7:00	0-7	8		0-17	18-35	>35	0-23	24-47	>47
17+	0-71	72-106	>106	0-93	94-138	>138	>8:30	8:30-7:00	<7:00	0-7	8		0-17	18-35	>35	0-23	24-47	>47

Girls

Age	20-meter PACER			15-Meter PACER			One-Mile Run/Walk			Sit-and-Reach			90⁰ Push-Ups			Curl-Ups		
Zone	I	F	H	I	F	H	I	F	H	I	F	H	I	F	H	I	F	H
8	0-6*	7-41*	>41*	0-8	9-54*	>54*	>12:30*	12:30-10:00*	<10:00*	0-8	9		0-4	5-13	>13	0-5	6-20	>20
9	0-6*	7-41*	>41*	0-8	9-54*	>54*	>12:30*	12:30-9:30*	<9:30*	0-8	9		0-5	6-15	>15	0-8	9-22	>22
10	0-6	7-41	>41	0-8	9-54	>54	>12:30	12:30-9:30	<9:30	0-8	9		0-6	7-15	>15	0-11	12-26	>26
11	0-14	15-41	>41	0-18	19-54	>54	>12:00	12:00-9:00	<9:00	0-9	10		0-6	7-15	>15	0-14	15-29	>29
12	0-14	15-41	>41	0-18	19-54	>54	>12:00	12:00-9:00	<9:00	0-9	10		0-6	7-15	>15	0-17	18-32	>32
13	0-22	23-51	>51	0-29	30-67	>67	>11:30	11:30-9:00	<9:00	0-9	10		0-6	7-15	>15	0-17	18-32	>32
14	0-22	23-51	>51	0-29	30-67	>67	>11:00	11:00-8:30	<8:30	0-9	10		0-6	7-15	>15	0-17	18-32	>32
15	0-31	32-51	>51	0-41	42-67	>67	>10:30	10:30-8:00	<8:00	0-11	12		0-6	7-15	>15	0-17	18-35	>35
16	0-31	32-61	>61	0-41	42-80	>80	>10:00	10:00-8:00	<8:00	0-11	12		0-6	7-15	>15	0-17	18-35	>35
17	0-40	41-61	>61	0-53	54-80	>80	>10:00	10:00-8:00	<8:00	0-11	12		0-6	7-15	>15	0-17	18-35	>35
17+	0-40	41-72	>72	0-53	54-94	>94	>10:00	10:00-8:00	<8:00	0-11	12		0-6	7-15	>15	0-17	18-35	>35

*Indicates experimental performance standard, based on expert opinion

6/11/09

THE RPE SCALE (Rate of Perceived Exertion)

How hard are you working right now?

 MAX EFFORT (RPE 9–10)

- **How it feels:** Complete exhaustion. Your muscles are burning, and your heart is pounding.
- **The Talking Test:** Impossible to speak. You are strictly gasping for air.
- **Activities:** 50-meter all-out sprint, max weightlifting lift, or the final seconds of a PACER test.

😣 HARD / INTENSE (RPE 7–8)

- **How it feels:** Heavy breathing and sweating. You are pushing your limits but can maintain it for a short time.
- **The Talking Test:** You can only gasp out **one or two words** at a time (e.g., "Pass... ball!").
- **Activities:** Fast-paced soccer/basketball scrimmages, uphill running, or high-intensity interval training (HIIT).

😮 VIGOROUS / MODERATE (RPE 5–6)

- **How it feels:** Your heart rate is up, you are warm, and you are breathing deeply, but you feel completely in control.
- **The Talking Test:** You can only speak in **short, broken sentences**. No long stories!
- **Activities:** Steady jogging, continuous lap swimming, or active dynamic warm-ups.

🙂 LIGHT ACTIVITY (RPE 3–4)

- **How it feels:** Very comfortable. Your body is moving, but you do not feel strained or tired.
- **The Talking Test:** You can easily maintain a **full conversation** without catching your breath.
- **Activities:** Walking, practicing sport-specific skills (like shooting free throws), or dynamic stretching.

😌 REST / VERY EASY (RPE 1–2)

- **How it feels:** Little to no effort. Your breathing is completely regular.
- **The Talking Test:** You can easily **sing a song** or talk effortlessly.
- **Activities:** Sitting at a desk, standing in line, or doing a static cool-down stretch.

💡 PE Pro-Tip for High Schoolers:

Listen to your body, not your neighbor. An RPE of 7 looks completely different for everyone. Fitness is a personal journey—track *your* effort to crush *your* goals!

How an RPE of 7 looks different across individuals based on specific fitness variables:

1. Cardiovascular Fitness Levels [1]

- **The Trained Athlete:** For a varsity cross-country runner, an RPE of 7 might look like sprinting at a 6-minute-per-mile pace up a steep hill.
- **The Beginner:** For a student who is just starting their fitness journey, an RPE of 7 might look like power-walking or a light jog at a 14-minute-per-mile pace. [1, 2, 3]
- *Both students are working equally hard and gaining the exact same health benefits, even though their speeds are miles apart.*

2. Biomechanics and Genetics

- **Body Mechanics:** A student with longer legs inherently covers more ground per stride. At an RPE of 7, they will naturally move faster than a shorter classmate putting in the exact same amount of effort. [1]
- **Muscle Composition:** Some individuals naturally possess more fast-twitch muscle fibers (built for power/sprinting), while others have more slow-twitch fibers (built for endurance). A natural sprinter will find a long-distance run much more taxing, hitting an RPE of 7 at a much slower speed than a natural endurance runner. [1, 2, 3]

3. Strength and Experience

- **In the Weight Room:** Imagine two students are instructed to bench press at an RPE of 7 (meaning they can only complete about 3 more reps before total failure).
- **Student A (Experienced):** May need to load 135 pounds onto the barbell to hit that level of difficulty.
- **Student B (Beginner):** May hit that exact same feeling of muscle fatigue using just a pair of 15-pound dumbbells. [1, 2]

4. Daily Variable "Bio-Feedback" (The Same Person Changes Daily)

An RPE of 7 can even look different for the **same person** from one day to the next based on lifestyle factors: [1]

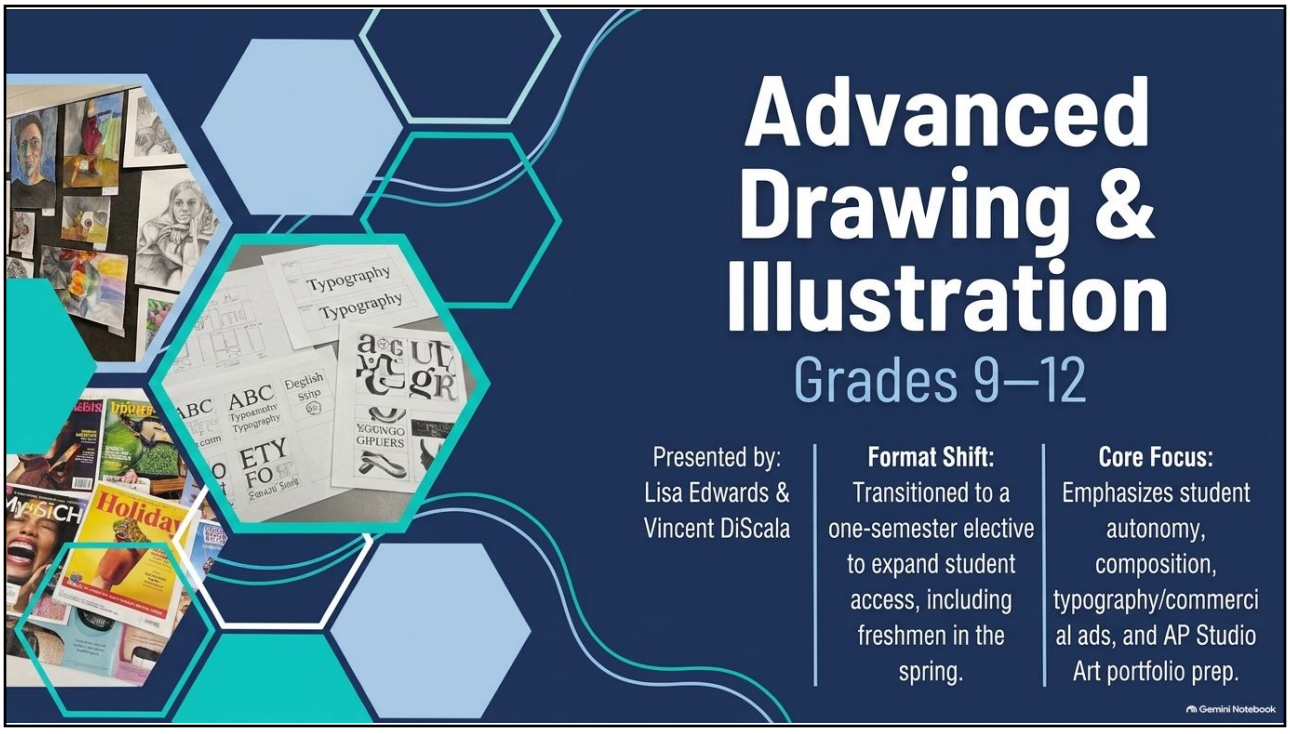
- **Sleep & Stress:** If a student only slept 4 hours or is stressed about an exam, their body has fewer resources. A slow jog that felt like an RPE 4 last week might feel like a grueling RPE 7 today. [1]
- **Hydration & Nutrition:** Skipping breakfast or being dehydrated forces the heart to work harder to pump blood. The student will hit their RPE 7 threshold much faster and at a lower speed than on a day they are well-fueled.

TRUMBULL PUBLIC SCHOOLS

Curriculum Committee Review & Approval

November 10, 2026
Susan Iwanicki, Ed.D
Assistant Superintendent

Trumbull Public Schools
Committed to Excellence



Growing Engagement in Guitar I

Chris Russo, Music Teacher

Built up over seven years, this course is consistently at maximum capacity (~19 students/section). Students build a workiing repertoire of approximately 25 songs.



Teaches foundational strumming, chord progressions, and song accompaniment across decades of American popular music.

Gemini Notebook



Physical Education Grade 9 & Grade 10

Presented by:
Michelle Dankulich &
Vincent DiScala

Complete State Alignment
Comprehensive revisions aligned with updated Connecticut state physical education standards.

Grade 9 Foundations
Focuses on foundational team sports, skill development, tactical strategies, teamwork, and sportsmanship.

Grade 10 Assessments
Incorporates the Connecticut Physical Fitness Assessment, goal-setting protocols, and retesting tracking.

Interactive Conditioning
Introduction of high-engagement fitness activities (e.g., "Deal or No Deal") and exposure to lifetime selective options.

Gemini Notebook

Board Discussion and Questions

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education

Regular Meeting – November 10, 2026 Dr. Susan Iwanicki

Agenda Item – III-G

Second Reading
Policy for Review and Approval

Dr. Iwanicki will review with the Board the following policies:

a. Policy 6161.1 Selection of Instructional Material
Revision
b. Policy 4111/4211 Recruitment and Selection
A New Policy
c. Policy 4118.11/4218.11 Nondiscrimination
A New Policy

Recommendation Motions:

- Motion to approve create *Policy 1312.3 and approve revisions to Policy 6161.1 Selection of Instructional Materials*
- Motion to approve *Policy 4111/4211 Recruitment and Selection*
- Motion to approve *Policy 4118.11/4218.11 Nondiscrimination*

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Policy Committee of the
Trumbull Board of Education
Regular Meeting
Long Hill Administration Building

Tuesday, October 13, 2026-- 5:30p.m.

Minutes

I. Call to Order/Introduction- The meeting was brough to order at 5:35 p.m.

Members Present

- A. Squiccimarro, Committee Chair
- M. Petitti, Board of Education
- S. Hepburn-James, Board of Education
- M. Ward, Trumbull Community Member
- N. Carrano, Trumbull Educator Association
- G. Prisco, Trumbull Administrator Association
- G. Mathew, Parent Representative – Elementary School
- M. Wycoff, Trumbull Community Member
- R. Beri, Student Representative – THS
- S. Iwanicki- Assistant Superintendent, Facilitator

Members Absent

- R. Ragupathy, Student Representative – THS

II. Correspondence/Public Comment. No public comment was received.

III. Approval of Minutes 5/12/2026. The committee reviewed the minutes of the May 12, 2026. M. Petitti made the motion to approve the minutes. S. Hepburn-James seconded. The motion passed unanimously

IV. New Business

a. Student Representative Introductions. The committee members introduced themselves and shared a little about themselves. Special note was made for our new student representative.

b. Policy 6161.1 Selection of Instructional Material Revision. Dr. Iwanicki shared that this policy was being revised in title and policy number. While the policy

contains the required procedures, it is not listed under the mandated policy title and number. A. Squiccimarro motioned to accept the changes to the title and policy number as presented. S. Hepburn-James seconded. The motion passed unanimously.

c. Policy 4111/4211 Recruitment and Selection. The committee examined a sample CABE policy regarding recruitment and selection. M. Petitti noted that in the past retired teachers could work three years at full pay instead of two. A. Squiccimarro noted that as the District publishes the information on the website, the information regarding wages, salary, rates, and benefits can be located there. It was also noted that any disclosure requirements should happen before hiring. A. Squiccimarro motioned to bring Policy 4111/4211 Recruitment and Selection with the edits as discussed to the full Board for approval. M. Petitti seconded. The motion passed unanimously.

d. Policy 4118.11/4218.11 Nondiscrimination. Dr. Iwanicki shared that while aspects of this policy are present in other policies, the District needed to have this mandated policy as well. The committee members agreed that such policies are in place in most industries. G. Mathew noted that they are standard practice. M. Petitti noted that they are referred to frequently in Union business. The committee read through the policy. M. Wycoff and N. Carrano made several suggestions for punctuation and grammar improvements. A. Squiccimarro offered linguistic edits that clarified and/or eliminated redundancies. After discussion, A. Squiccimarro motioned to bring Policy 4118.11/4218.11 Nondiscrimination to the full Board for approval. S. Hepburn-James seconded. The motion passed unanimously.

The meeting adjourned at 6:52 p.m.

TRUMBULL PUBLIC SCHOOLS
BOARD OF EDUCATION
POLICY MANUAL

SECTION: **1000, 6000**
CATEGORY: **Instruction**
POLICY CODE: **1312.3/6161.1/Selection and Reconsideration of Instructional and Library Material**

SELECTION AND RECONSIDERATION OF INSTRUCTIONAL AND LIBRARY MATERIALS

Policy Statement

It is the responsibility of the Trumbull Board of Education to provide appropriate instructional material.

Selection of texts, library books, and other materials, including software, will be guided by recommendation of appropriate members of the professional staff. District regulations will promote periodic Board review of instructional materials including textbooks and digital resources.

Ensuring equivalence of materials and instructional supplies provided by the Board is the responsibility of the Superintendent.

It is also Board policy that a procedure for prompt review of criticized or challenged material shall be in place.

Statement Regarding the Review and Reconsideration of Educational Materials

The Trumbull Public Schools Board of Education understands that, on occasion, a member of the public will wish to lodge a complaint against instructional material used in the classroom or available in the school library/media center. Consideration of requests to reconsider and remove material, displays, or student programs is limited to individuals with a vested interest. An individual with vested interest may challenge any Library Materials or other educational materials, display, or student program by initiating a review of such material via the submission of a request for reconsideration form.

It shall be the policy of the Trumbull Public Schools Board of Education that the removal, exclusion or censoring of any book shall not occur on the sole basis that a person with a vested interest finds such book offensive. No Library Material or other educational material, display, or program shall be removed from library media centers, or programs be canceled, because of the origin, background, or viewpoints expressed in such material, display, or program, or because of the origin, background, or viewpoints of the creator of such material, display, or program. Library Material or other educational materials, displays, and student programs shall only be excluded for legitimate pedagogical purposes or for professionally accepted standards of collection maintenance practices as adopted in the collection development and maintenance policy or the display and program policy.

Until a final decision is made, any Library Material or other educational material being challenged shall remain available in the curriculum or school library media center according to such material's catalog record and be available for a student to reserve, check out, or access.

The Trumbull Public Schools may consolidate any requests for review and reconsideration of the same challenged Library Material and other educational material. Once a final decision has been made on any Library Material or other educational material, such material cannot be subject to a new request for review and reconsideration for a period of three years.

Definitions

"Library Materials" means any material belonging to, on loan to or otherwise in the custody of a school library media center, including, but not limited to, nonfiction and fiction books, magazines, reference books, supplementary titles, multimedia and digital material, software and other material not required as part of classroom instruction.

"Education Materials" means any material belonging to, on loan to or otherwise in the custody of a school, including, but not limited to, nonfiction and fiction books, magazines, reference books, supplementary titles, multimedia and digital material, software and other material required as part of classroom instruction.

"School library staff member" means a school library media specialist, school librarian, any certified or non-certificated staff member whose assignment is in the school library or any individual carrying out or assisting with the functions of a school library media specialist or school librarian.

"Individual with a vested interest" means any school staff member employed by the Trumbull Public Schools or a parent or guardian of a student currently enrolled in the Trumbull Public Schools ~~a school~~ at the time a reconsideration form is filed, or any student currently enrolled in a school at the time a reconsideration form is filed.

"Remove" means deliberately taking materials out of a library's collection or classroom. **"Remove"** does not include the process of clearing such collection of any materials that are no longer useful.

General Library Provisions

Any school library media specialist or school library staff member who, in good faith, implements the policies described in this section shall be immune from any liability, civil or criminal, that might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding that results from such implementation.

Adopted: 9/16/1980
Revised: 2/27/1991, 8/2/2005, 11/15/2016, 4/7/2026, ##/##/**2026**

References

- 20 U.S.C. §6777 The No Child Left Behind Act
- Connecticut Public Act 16-189: An Act Concerning Student Data Privacy
- Connecticut Public Act 18-125, An Act Concerning Revisions to the Student Privacy Act
- Connecticut Public Act 17-200, An Act Concerning Revisions to the Student Privacy Act of 2016
- Trumbull Board of Education Policy Code 3520.13: Student Data Protection
- Trumbull Board of Education Policy Code 4118.5: Staff Network/Internet Use
- Trumbull Board of Education Policy Code 6121: Equivalence in Staffing and Instructional Materials
- Trumbull Board of Education Policy Code 6121.4: Non-Discrimination in Instruction/Classroom
- Trumbull Board of Education Policy Code 6141: Curriculum Development
- Public Act No. 25-168

Regulations

I. Selection

A. Basic Criteria

1. Provide information and experiences that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity of the students served.
2. Provide information and experiences that will stimulate growth in conceptual and factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. Provide a background of information which will enable students to make intelligent judgments in their daily lives.
4. Provide information on opposing sides of controversial issues so that young citizens may develop, under guidance, skills in critical analysis.
5. Provide information which is non-discriminatory in terms of religion, race, sex, and ethnic background, and which is representative of the various viewpoints which contribute to our heritage and its role in the modern world.
6. Provide equivalent materials and instructional supplies to students in all schools.
7. Only ***"individuals with a vested interest"*** may initiate the review or reconsideration of any instructional materials.

B. Selection Procedures

1. Textbook Resources

i. Textbooks to be used in District schools must be selected in accordance with procedures articulated by the Assistant Superintendent of Teaching and Learning, and must be reviewed by the Board Curriculum Committee and approved by the full Board of Education prior to purchase. Core textbooks are considered those that must be used by all students for attainment of curricular goals; supplemental textbooks are those that will be used by some students for attainment of curricular goals.

ii. Textbook(s) approved for any course of study will be integrated into the curriculum guide for that course of study during the ongoing course development process.

2. Digital Learning Resources

i. Digital learning resources to be used in District schools must be selected in accordance with procedures articulated by the Assistant Superintendent for Teaching and Learning and the Director of Digital Learning.

ii. Digital learning resources approved for any course of study will be integrated into the curriculum guide for that course of study during the ongoing course development process.

iii. All Digital resources must be approved by the Director of Digital Learning as compliant with the current Connecticut Data Privacy Act.

II. Review of Materials

A. Parents/guardians have the right to inspect any Library Materials and/or instructional materials, regardless of format, used as part of the educational curriculum.

B. Notification of the above regulation will be given to parents/guardians and students annually through the student handbook.

III. Review of Criticized or Challenged Materials

A. Individuals with a vested interest may initiate the review or reconsideration of any Library Materials and other educational materials, display, or student program by submitting the request for recommendation form to the principal of the school in which the library and other education materials are being challenged.

B. Criticized or challenged materials shall be brought to the attention of the building principal or the Assistant Superintendent of Teaching and Learning.

C. The complainant must complete the Request for Reconsideration of Materials form, clearly identifying the source of the criticism or complaint. The form should be forwarded to the building principal or the Assistant Superintendent of Teaching and Learning. A building principal receiving such a complaint should forward it to the Assistant Superintendent of Teaching and Learning.

D. Upon receipt of the complaint related to criticized or challenged materials, the Assistant Superintendent of Teaching & Learning will promptly review the objections of the complainant, speak to the complainant, convene an ad hoc committee, if necessary, to review the appropriateness of the criticized or challenged material, and decide whether the criticized or challenged material should be removed from the instructional program. The Assistant Superintendent of Teaching and Learning will advise the Superintendent on the disposition of the complaint.

E. If the complainant's appeal is not resolved at the Assistant Superintendent of Teaching and Learning's level, an appeal may be made to the Superintendent.

F. If the complainant's appeal is not resolved at the Superintendent's level, an appeal may be made to the Board of Education.

TRUMBULL PUBLIC SCHOOLS BOARD OF EDUCATION POLICY MANUAL

SECTION:	4000
CATEGORY:	Personnel – Certified and Non-Certified
POLICY CODE:	4111/4211 Recruitment and Selection

Policy Statement

Recruitment and Selection

The Board directs the Superintendent to develop and maintain a recruitment program to attract and retain the most effective personnel, as defined by federal law, in the District's schools. All District teachers must meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternate routes to certification.

Increasing Educator Diversity

The Board of Education believes it is especially important to ensure that recruitment, hiring, and retention efforts increase educator diversity. The administration is directed to make a determined and substantial effort to ensure that the district's recruitment procedures increase diversity, consistent with C.G.S. §10-56ee and Public Act 23-167.

Adopted:

Fair Employment Practices and Public Notices
The schools shall engage in fair and sound personnel practices in the appointment of all district employees. The administration shall be responsible for establishing recruitment, selection, and appointment procedures.

The Superintendent shall ensure that the District is in compliance with provisions of Title I and the Every Student Succeeds Act (ESSA). Handbooks and recruitment materials shall comply with federal law regarding the qualifications of instructional personnel. Parents/guardians of students in Title I schools shall be informed annually of their right to request information regarding teacher and paraprofessional qualifications.

Job Posting Transparency (P.A. 26-12)
Effective October 1, 2026, the Superintendent or designee shall ensure that all public, external, internal, promotional, and transfer job postings published or distributed by the District include:

1. The wage rate or a good-faith estimate of the wage/salary range for the position; and
2. A general description of the position's benefits, including health insurance, retirement options, fringe benefits, and paid leave provisions.

All wages, rates, salary ranges, and benefits are published within the contracts on the Trumbull Public Schools website.

Automated Employment Decision Technology
If the District utilizes automated or AI-driven technology to screen job applications or evaluate employees, advance written notice shall be provided to candidates detailing the technology's purpose and the nature of the decision-making process.

Hiring of Retired Teachers
A retired teacher receiving benefits from the Teachers' Retirement Board (TRB) may be reemployed by the Board for up to one full school year in a position:

1. Designated by the Commissioner of Education as a subject shortage area, or
2. At a school located in a priority school district for the school year in which the teacher is being employed.

Such reemployment may be extended for an additional school year, provided the Board:

1. Submits a written request for approval to the Teachers' Retirement Board,
2. Certifies that no qualified candidates are available prior to the reemployment of such teacher, and
3. Indicates the type of assignment to be performed, the anticipated date of rehire, and the expected duration of the assignment.

The forty-five percent (45%) limitation applies if the retired teacher has worked for more than two years in either a subject shortage area or a priority school district.

The salary of such teacher shall be fixed at an amount at least equal to that paid other teachers in the District with similar training and experience for the same type of service.

Except as indicated above, a certified educator receiving retirement benefits from the TRB may not be employed in a certified position receiving compensation paid out of public money appropriated for school purposes, except that such educator may be employed in such a position and receive no more than forty-five (45%) of the maximum salary level for the assigned position. Any certified educator who receives in excess of such amount shall reimburse the Board for the amount of such excess. Fringe benefits offered by the District, if taken by the employed retired individuals, are included in the maximum compensation calculation.

Applicant Disclosure Requirements

On the application form, an applicant for any position in the school district shall disclose any previous relationship with the Superintendent or any Board member. Previous relationships will include any business, financial, personal, political, or family connections. The Superintendent shall provide the Board with full disclosure of any prior knowledge or relationship with any candidate recommended for employment, prior to employment with the District.

The Board authorizes the Superintendent to employ teachers.

Legal Reference:

Connecticut General Statutes

- 10-220 Duties of Boards of Education.
- 31-126 Unfair Employment Practices.
- 46a-60 Discriminatory employment practices prohibited.
- Title IV Equal Employment Opportunities.
- 34 C.F.R. 200.55 Federal Regulations.
- P.L. 114-95 Every Student Succeeds Act, S.1177-55, 56
- PA 23-167 An Act Concerning Transparency in Education Section 10.
- PA 26-12 An Act Concerning Pay Transparency, Employee Benefits Disclosure, and Workplace Accommodations.

Regulations

Process Overview – Certified/Non-Certified Staff

1. Identify the need for the position and establish the job specifications.
2. Draft job posting ensuring compliance with P.A. 26-12 (must include good-faith salary range and general description of benefits).
3. Internally post the position (including notification of promotion or transfer opportunities).
4. Externally post the position.
5. Applications are collected in the District Office or the electronic portal until closing date.
6. Applications are screened by the District Administrator, building Principal and/or department supervisor.
7. Initial screening interview performed by committee, as needed.
8. Candidates are asked to teach a sample lesson (where applicable).
9. Finalist(s) interview with building Principal, and/or Superintendent, and/or their designees.
10. Superintendent notifies the Board of Education.

Job Posting Disclosure Specifications (P.A. 26-12):

All internal and external job postings generated by the District must contain the following information. This information can be found within the contracts on the District website.

1. Compensation: "The salary/wage range set in good faith for this position is ($X to $Y per hour/year), depending on experience and collective bargaining placement."
2. Benefits Summary: "This position includes a comprehensive benefits package featuring (health/dental/vision insurance options, CT Teachers' Retirement System (TRB)/MERS eligibility, paid sick and personal leave, life insurance, and professional development opportunities)."

Initial Application Screening

Initial application screening should be conducted by the building Principal (and/or relevant administrators) and/or designee. Screening criteria shall be job-related, objective, and compliant with equal opportunity standards. If automated screen systems (AI) are utilized, candidates must be provided advance notice of the system's role in the evaluation process.

TRB Reemployment Verification

Prior to executing a contract with a retired certified educator under C.G.S. §10-183v:

1. Central Office shall verify whether the position is in a state-designated shortage area or the District is listed as a priority school district.

2. If not, Central Office shall ensure total annual earnings (including district-provided health benefits if accepted) do not exceed 45% of the maximum salary level for the assigned position.

3. Central Office shall submit required reemployment forms to the Teachers' Retirement Board (TRB).

TRUMBULL PUBLIC SCHOOLS BOARD OF EDUCATION POLICY MANUAL	SECTION: 4000 CATEGORY: Personnel – Certified and Non-Certified POLICY CODE: 4118.11/4218.11 Nondiscrimination

Policy Statement

Nondiscrimination

It is the intent of the Board of Education to provide a fair employment setting for all persons and to comply with state and federal law. The conditions or privileges of employment in the school district, including the wages, hours, terms and benefits, shall be applied without regard to: race, color, religion, age, veteran status, genetic information, marital status, national origin, sex, sexual orientation, gender identity or expression, status as a victim of domestic violence, ancestry, present or past history of mental disorder, or disability (including pregnancy), except in the case of a bonafide occupational qualification.

The District shall not discriminate against qualified individuals with disabilities in regard to job application procedures, hiring, advancement, discharge, compensation, job training, and other terms, conditions, and privileges of employment.

The District shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The District shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.

Further, the District shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee, unless the accommodation would impose undue hardship on the District's business operations.

Any job applicant or employee wishing to discuss the need for reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy, should contact the District Human Resources Office.

The District recognizes that it is a discriminatory practice to request or require, on an initial employment application, a prospective employee’s age, date of birth, dates of attendance at or date of graduation from an educational institution, unless requesting or requiring such information is based on a bona fide occupational qualification or need, or when such information is required to comply with any provision of state or federal law.

Legal Reference: Connecticut General Statutes
4a-60 Nondiscrimination and affirmative action provisions in contracts of the state and political subdivisions rather than municipalities
4a-60a Contracts of the state and political subdivisions, other than municipalities, to contain provisions re nondiscrimination on the basis of sexual orientation
10-15c Discrimination in public schools prohibited. School attendance by five-year olds (as amended by PA 21-2 §441.)
10-153 Discrimination on account of marital status
Connecticut Fair Employment Practices Act, C.G.S. §469-60
46a-51 Definitions (as amended by PA 17-127, PA 21-2 and PA 17-127, PA 21-2, and PA 22-82)
46a-58 Deprivation of rights. Desecration of property. Placing of burning cross or noose on property. Penalty. (as amended by PA 17-127 and PA 22-82)
46a-60 Discriminatory employment practices prohibited. (as amended by PA 17-127, PA 21-69 and PA 22-82)
46a-81a Discrimination on the basis of sexual orientation; Definitions
P.A. 11-55 An Act Concerning Discrimination
Title VI of the Civil Rights Act of 1964, 42. U.S.C. §2000d et. seq.
Title VII, Civil Rights Act 42 U.S.C. 2000e, et seq.
Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et. seq.
Title IX Final Rule, May 6, 2020
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. §4212
Title II of the Genetic Information Nondiscrimination Act of 2008
42 U.S.C. §2000ff; 29CFR1635.1 et. seq.
Age Discrimination in Employment Act, 29 U.S.C. §621
Americans with Disabilities Act, 42 U.S.C. §12101
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794

Policy adopted:

Regulations

Discipline
No employee will be disciplined, reprimanded, reduced in rank or compensation, or deprived of any professional advantage without just cause.

Association Membership
No employee shall suffer any professional disadvantage by reason of the employee's membership in an employee association or participation in its lawful activities.

Grievances
No employee, employee association representative, member of any employee organization or any other participant, in a grievance procedure, shall suffer reprisals in any other way or suffer any professional disadvantage by reason of their opposition to any unfair labor practices or because of participation in the processing of any grievance. The Superintendent will provide procedures for alleged violations of Board policies, administrative regulations, and school district operations in general when not otherwise covered in employee organization agreements.

Equal Education Opportunity
Pursuant to the IDEA, Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act of 1973, no otherwise qualified individual with handicaps shall, solely by reason of such handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program of the Trumbull Board of Education.

Every student has the right to participate fully in classroom instruction and extracurricular activities and shall not be abridged or impaired because of age, sex, sexual orientation, gender identity or expression, race, religion, color, national origin, disability (including pregnancy), parenthood, marital status, or for any reason not related to his/her individual capabilities.

The Civil Rights Coordinators and the Title IX Coordinators for the Trumbull Board of Education have the responsibility to monitor the compliance of this policy. The names and locations of the Civil Rights Coordinators are set forth below. Further compliance with policy is the responsibility of all district administrators in accordance with the procedures set forth in the attached regulations.

Equal Education Opportunity (continued)

Students shall not be discriminated against, including but not limited to, in the areas of:

Admission
Use of School Facilities
Vocational Education
Competitive Athletics
Student Rules, Regulations and Benefits
Financial Assistance
School-sponsored Extracurricular Activities
Enrollment in Courses
Counseling and Guidance
Physical Education
Graduation Requirements
Treatment as a Married and/or Pregnant
Health Services
Most Other Aid, Benefits or Services

Employee/or applicants shall not be discriminated against, including but not limited to, the areas of:

Hiring and Promotion
Compensation
Job Assignments
Leaves of Absence
Fringe Benefits
Labor Organization
Contracts or Professional Agreements

The Trumbull Public Schools recognize that sexual harassment, including sexual assault, is unlawful sex discrimination. The definitions and regulations for this type of discrimination are posted under policies 5145.5/4118.112/ 4218.112- Prohibition Against Sexual Harassment of Students and Personnel.

Employee Regulations and Rights

Employees wishing to discuss these regulations or rights under this policy, the need for reasonable accommodation, or wish to discuss or file a complaint, should contact:

- The Director of Human Capital and Talent Development who serves as the District's Civil Rights Coordinator, and/or an administrator.

Forms are located in Appendix A of this policy, online on our website, or from our Civil Rights Coordinator. Contact with the Civil Rights Coordinator or his/her administrator designee should take place within forty (40) calendar days of becoming aware of the alleged occurrence.

Discrimination Complaint Procedure

This procedure is not applicable to a Title IX sex discrimination or a sexual harassment claim.

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to problems that may arise concerning claims of discrimination. Evidence of reprisal against a complainant or witness shall be viewed as a violation of this policy.

Any person who wishes to inquire or to register a complaint concerning alleged discrimination in the Trumbull Public Schools shall have an opportunity to bring such concerns to the attention of the Civil Rights Officer, the Superintendent and/or designee, who has the authority to resolve such complaints. The following complaint procedure shall be utilized by any student, parent, or employee in making a complaint or inquiry. All District employees shall be governed by this procedure.

Any student, parent/guardian, employee or employment applicant who feels that he/she has been discriminated against on the basis of race, color, age, religion, national origin, ancestry, sex, sexual orientation, gender identity or expression, marital status, genetic information, status as a victim of domestic violence, status as a Veteran or mental or physical disability (including pregnancy), may discuss and/or file a complaint with the Civil Rights Coordinator or 504 Coordinator of the Trumbull Public Schools. Reporting should take place within 40 calendar days of becoming aware of the alleged discrimination. The Civil Rights Coordinator is The Director of Human Capital and Talent Development and can be reached at 203-452-4350; the 504 Coordinator is The Director of Pupil Personnel Services and can be reached at 203-452-4352.

The district will promptly and thoroughly investigate all formal complaints of discrimination.

Appendix A

Discrimination Complaint Form

SECTION 1: COMPLAINANT CONTACT/PERSONAL INFORMATION	
1. Name *(Last, First, M.)*	**4. Phone Number**
2. Home School	**5. E-mail Address**
3. Preferred Method of Contact	**6. Best Time to Reach You**

7. Your role with Trumbull Public Schools:
☐ Employee ☐ Student ☐ Parent/Guardian ☐ Employee Applicant

SECTION 2: COMPLAINT INFORMATION	
8. Is this a recurring discriminatory act? ☐ Yes ☐ No	**11. Location where the alleged act/event occurred.**
9. If yes, the most recent date of alleged discrimination: _____/_____/_____ month day year	**12. You are alleging discrimination on which basis?** *(Check all that apply and explain in Item 14)* ☐ Age ☐ Gender ☐ National Origin ☐ Diability ☐ Race ☐ Other:
10a. For students and parents:	**10b. For TPS employees:**
A. With whom have you shared your concerns? ☐ Parent/guardian ☐ Teacher ☐ Principal ☐ No one ☐ Counselor ☐ Other:	A. Have you shared your concerns with your building supervisor or evaluator? ☐ Yes ☐ No B. Would you like union representation or a colleague representative? ☐ Yes ☐ No C. Do you authorize all information to be shared with this representative? ☐ Yes ☐ No D. Please provide the name of the representative you would like involved:

14. Please explain what happened to you. *(You may use additional pages if necessary.)* Attach any supporting documents to your complaint.

15. Please explain how you would like to see this complaint resolved? *(You may use additional pages if necessary.)*

Signature	_____/_____/_____ month day year

☐ **By checking this box, I certify that I am the individual submitting this document and that the contents are true. accurate, and complete.**

Date Received by Civil Right Coordinator:	**Signature:**

TRUMBULL PUBLIC SCHOOLS

Policy Committee

November 10, 2026

Susan Iwanicki, Ed.D.
Assistant Superintendent

Trumbull Public Schools
Committed to Excellence

Policy 1312.3 / 6161.1 — Selection & Reconsideration of Instructional and Library Material

Second Reading

- CABE required policy - process for selection and reconsideration of library materials.
- Policy has been in place; did not contain the updated policy number or “Library” in title.
- Request is to revise the policy to contain the mandated policy title vocabulary and numbering.

Second Reading

Policy 4111 / 4211 — Recruitment and Selection

- CABE required policy - process for recruitment and selection of faculty and staff.
- Formalizes many of the policies the district is already following.
- A few highlights include: Educator diversity efforts (P.A. 23-167), screening disclosures, and reemployment rules for retired teachers.

Second Reading

Policy 4118.11 / 4218.11 — Nondiscrimination

- CABE Mandated and present in most workplaces
- Ensures equal employment and educational opportunity protections
- Reasonable accommodation protocols also a part of this policy
- Formal complaint filing procedures in the Appendix

Board Discussion and Questions

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting - November 10, 2026

Ms. Pierce

Agenda Item - III-H-1

Approval of Financial Reports for the months ending September 30, 2026

The Finance Committee of the Board of Education met on November 10, 2026, which included the review of the September 30th financial reports.

Recommendation:

To approve the Financial Reports for the month ending September 30, 2026.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting - November 10, 2026

Mrs. Pierce

Agenda Item - III-H-2

Approval of Transfer(s)

The Board of Education Finance Committee met on November 10, 2026, and reviewed the proposed budget transfer from the Non-Lapsing Account to the FY27 General Fund to cover an unexpected, non-recurring legal obligation.

Recommendation(s):

To approve the budget transfer as presented.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Date:	November 10, 2026
Memorandum to:	Trumbull Board of Education
From:	Alison Pierce, Business Administrator
Re:	FY27 August Financials

Attached for your review is the September 2026 Financial Reports, as presented to the Board of Education Finance Committee on November 10, 2026.

This report includes the September financial statements of all funds administered by the Board of Education and a request for a budget transfer.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CT
Finance Committee of the Trumbull Board of Education
Long Hill Administration Building - Ellie's Room
Tuesday, November 10, 2026
***4:00pm**

meet.google.com/aoo-zpiq-umz

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

PIN: 663 466 188#

***Special Meeting Agenda**

- Approval of minutes of the October 27, 2026 Meeting
- Discussion with Director of Pupil Personnel, Mr. Dean Catalano
- Review of FY27 Financial Statements for the month ending September 30, 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 200 - State and Federal Grants
    - Fund 205 - Special Revenue
        i. THS Parking
        ii. ELITE
        iii. Continuing Education
        iv. Summer Explorations
    - Fund 300 - Scholarships (formerly Expendable Trust)
    - Fund 210 - Food Service Fund
- Adjourn

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Finance Committee of the
Trumbull Board of Education

Special Meeting Minutes

Date: Tuesday, October 27, 2026
Location: Long Hill – Ellie's Room

Attendees:

- **Committee Members:** Tammy McGee, Chris Bandecchi (virtual)
- **Staff:** Alison Pierce
- **Other(s):** Cindy Kaitske (virtual), Mary Isaac (virtual)

Call to Order: The meeting was called to order at 4:00 p.m.

Approval of Minutes: The minutes of the September 29, 2026 meeting were approved 3-0 (Motion: Ms. McNamee; Second: Ms. McGee).

Financial Reports as of August 31, 2026

Ms. Pierce reviewed the month-end balances of each fund. Discussion was held regarding the FY27 budget, including a review of object codes and funding sources. As anticipated, limited financial activity had occurred during the first month of the fiscal year. Ms. Pierce reviewed the areas she continues to monitor closely, particularly within the Pupil Personnel Services (PPS), Human Resources (HR), and Facilities departments.

Questions were raised regarding the PPS–Consultants line, which is already over budget due to FMLA absences and the associated costs of providing coverage. At the next meeting, Director of Pupil Personnel Services, Mr. Dean Catalano, will attend to provide a more detailed review of the PPS budget.

Additional questions were raised regarding revenue generated by the Athletics 205 account. Ms. Pierce will provide a breakdown at the next meeting of revenue received from pay-to-play fees, ticket sales, and other events.

The Committee also discussed the THS Parking 205 account, including the project's costs and anticipated timeline for the use of the funds. Ms. Pierce will work with the THS Principal, Mr. Manuel, to obtain a project and timeline and will report back to the committee.

Ms. Pierce noted that the August Food Services financial report was not available at the time of the meeting due to personnel changes within the Food Services office. The August report will be presented alongside the September report at the next meeting.

DRAFT

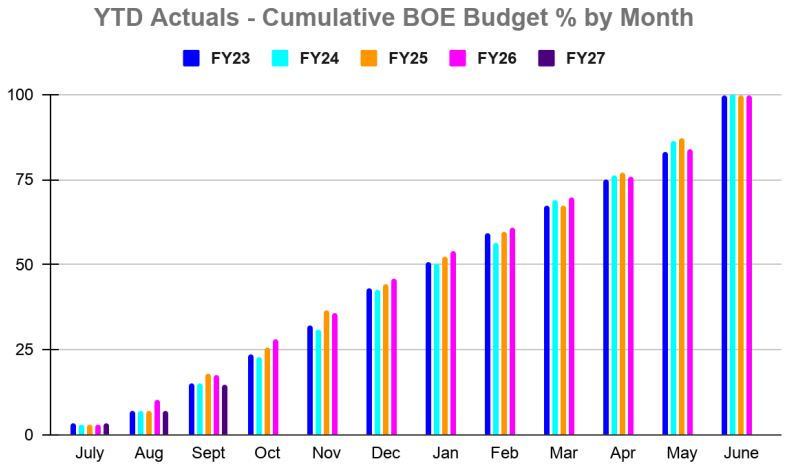
Motion *to approve the financial reports as of August 31, 2026 and forward to the Board of Education: Mr. Bandecchi; Second: Ms. McGee. Motion passed 3-0.*

Adjournment: *Ms. McGee; Second: Mr. Bandecchi. Motion passed 3-0.; 4:40pm.*

Respectfully submitted,
Alison Pierce

DRAFT

Board of Education Finance Committee Report
Financial Report - September 31, 2026



001 Fund - General Fund

Period 3 of 12
25% through FY27

Budget	$134,844,746
YTD	$19,763.859.24
% Used	14.66%

The District entered the third month of the fiscal year with the September financial reports, reflecting the first full month of school in session and providing a more representative picture of expenditure activity and overall budget performance.

With school-year employees returning, new hires coming on board, and programs and activities underway, September provides a better opportunity to evaluate spending patterns and monitor budget utilization.

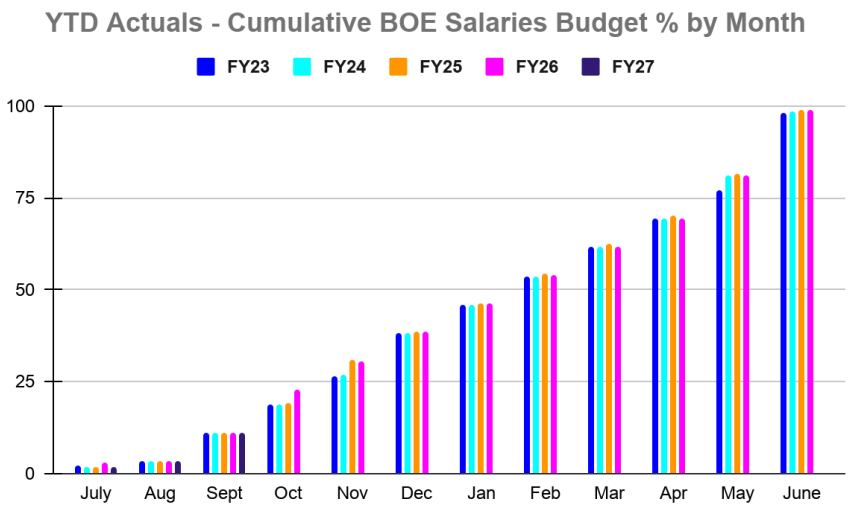
As we remain early in the fiscal year, there is an opportunity to assess evolving needs and make adjustments or reallocate resources as necessary to align the adopted budget with the District's operational requirements throughout the school year.

Please note, the salary object code was not de-encumbered prior to the preparation of the September financial reports. As a result, the encumbrance balance reflected in this object code is overstated and does not accurately represent the District's current salary commitments or available budget balance. Please disregard the 51XXX object code figures for this reporting period. The necessary adjustment will be made in October, and the October financial reports will reflect the corrected balances.

KEY TAKEAWAYS

1. **September is the first full month of real activity:** As staff and students return, expenditures and encumbrances begin to increase across the District.
2. **September establishes an early spending baseline.** The financial results provide an initial look at how expenditures are tracking as the school year gets underway.
3. **Salary object code not de-encumbered:** The encumbrance balance for this object code is overstated and does not accurately represent the District’s available budget balance.

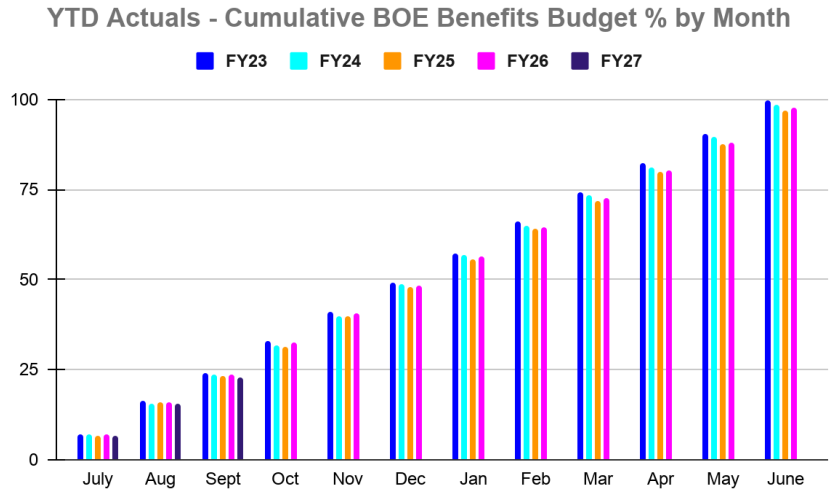
REVIEW BY OBJECT



51XX - Salaries

Budget	$84,117,042
YTD	$9,262,376.34
% Used	11.01%

Actual YTD spending is down 0.19% compared to the same period last year.



52XX - Employee Benefits

Budget	$27,031,881
YTD	$6,140,897.19
% Used	22.72%
Encumbrances	$20,554,450.82
Available	$336,532.99
Utilization	98.8%

Staff health insurance withholdings have been encumbered, bringing the available balance in this object more in line with anticipated expenditures.

53XX - Purchased Professional & Technical Services

Budget	$3,096,994
YTD	$623,126.40
Encumbrances	$2,356.887.48
Available	116,980.12
Utilization	96.2%

There was a decrease in the available balance of $97,609.16, with significant pressure on the account that houses Consultants-PPS, primarily due short and long-term paid leave of absence for multiple specialized staff, and the replacement costs associated with those absences.

54XX - Purchased Property Services

Budget	$2,701,804
YTD	$421,806.58
Encumbrances	$2,176,078.00
Available	$103,919.42
Utilization	96.2%

The available balance decreased by $24,966.29, primarily due to routine preventative maintenance activities. It is also worth noting that both electricity and water expenditures are lower than the prior month.

55XX - Purchased Other Services

Budget	$14,214,726
YTD	$1,744,167.22
Encumbrances	$5,235,942.60
Available	$7,234,616.07
Utilization	50.5%

The available balance increased by $201,797.14, with several expenditures remaining uncommitted, including professional development and transportation. The ECR has been encumbered, and the District is anticipating an Excess Cost reimbursement of approximately $2.2 million this year.

56XX - Supplies

Budget	$3,360,662
YTD	$1,163,899.92
Encumbrances	$1,226,188.26
Available	$970,574.29
Utilization	71.1%

There was a decrease in the available balance of $207,843.11, reflecting the beginning of spending at the school-level.

57XX - Property & Equipment

Budget	$639,734
YTD	$408,917.45
Encumbrances	$111,280.62
Available	$187,668.94
Utilization	70.7%

There was no change to the available balance, although there was activity in YTD actual expenditures

58XX - Debt Service & Miscellaneous

Budget	$553,585
YTD	$67,009.14
Encumbrances	$459,534.42
Available	$27,041.04
Utilization	95.1%

A slight decrease in the available balance of $2,119.46 from the prior month.

OTHER ACCOUNTS

TOWN SUPPORT FOR EDUCATION FUND
FUND 009

Budget	$1,421,255
YTD	$31,840.66
Encumbrance	$161,396.50
Available	$1,228,017.84
Utilization	13.6%

There was a slight decrease of $148,164.85 from the prior month, primarily due salaries being encumbered for some teaching staff.

STUDENT ACTIVITIES FUND
FUND 100

$105,455.25 of activity occurred during this reporting period with the majority happening in the following accounts: all elementary and middle school accounts for upcoming field trips, plus THS DECA, THS Best Buddies, THS Caps & Gowns, THS Link Crew Leaders, THS Mock Trial, and THS Voag Farm.

GRANT FUND
FUND 200

Ms. Pierce and Dr. Iwanicki hosted a Private School Grant Kickoff Meeting and invited representatives from Trumbull's six private schools: St. Catherine's, St. Theresa's, St. Joseph's, St. Vincent's, Christian Heritage, and Aspire.

The Private Schools in Trumbull are eligible to receive a portion of the following Federal Title Grants:

- Title I for at-risk or low-performing students
- Title II for professional development for teachers and leaders
- Title III for multi-language learners
- Title IV for enriching academics, student safety, and digital learning

The meeting provided an opportunity for meaningful consultation and collaboration, including a review of each grant received by the district, individual school allocation amounts, eligible purchases, and applicable program guidelines.

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.

Athletics	2051121
PY Balance	$286,490.32
YTD Revenue	$115,952
YTD Encumbrances	$0
YTD Expenditures	$254
Available Balance	$402,188.69

Description	2027 Actual	2026 Actual	2025 Actual
IC REVENUE ATHLETICS	-550.29	-1,003.65	-503.72
Athletics Participation Fee	-106,256.65	-331,407.17	-296,324.48
Athletics Rev FCIAC/CIAC	-300.00	-2,325.00	-200.00
Athletics Ticket Sales	-20,785.00	-71,987.00	-64,703.50
Athletics Misc Revenue	-4,905.44	-65,014.79	-26,659.78
TOTAL	**$132,797.38**	**471,737.61**	**388,391.48**

Continuing Education	2051650
PY Balance	$105,148.15
YTD Revenue	$46,080
YTD Encumbrances	$49,402
YTD Expenditures	$21,625
Available Balance	$80,200.71

Strings & Band	2051717
PY Balance	$50,000
YTD Revenue	$11,126
YTD Encumbrances	$280,664
YTD Expenditures	$22,086
Available Balance	($241,623.56)

ELITE/NCB Program	2051713
PY Balance	$201,367.16
YTD Revenue	$7,367
YTD Encumbrances	$114,444
YTD Expenditures	$41,967
Available Balance	$52,323.73

Summer Explorations	2051600
PY Balance	$286,166.71
YTD Revenue	$40,944
YTD Encumbrances	$96,470
YTD Expenditures	$236,830
Available Budget	($6,189.10)

THS Student Parking	2051709
PY Balance	$26,443.70
YTD Revenue	$21,618
YTD Encumbrances	$900
YTD Expenditures	$3,653 (line painting)
Available Budget	$43,508.92

SCHOLARSHIP FUND
FUND 300

PY Balance	$178,753.51
PY Bal (Restricted)	$39,575
PY Bal (Unrestricted)	$139,178.51

Monthly Revenue	$1,228.05
Monthly Rev (Restricted)	$0.00
Monthly Rev (Unrestricted)	$0.00
Interest Revenue	$1,228.05

No activity occurred other than monthly interest.

YTD Expenditures	$0
YTD Exp (Restricted)	$0
YTD Exp (Unrestricted)	$0

No expenditures were completed during this reporting period

Balance	$180,516.56
Balance (Restricted)	$39,575
Balance (Unrestricted)	$140,941.56

CAFETERIA / FOOD SERVICES FUND
FUND 210

August Financial Report

Food Sales	
Monthly Food Sales (Aspire)	$140
Monthly Food Sales	$13,510
YOY Comparison	60.81% lower than August 2025
Profit & Loss (P&L)	
Revenue:	
Monthly Revenue	$34,119
YTD Revenue	$42,087
YOY Comparison	46.65% lower than August 2025
Expenses:	
Monthly Expenditures	$78,001
YTD Expenditures	$162,203
YOY Comparison	156.62% higher than August 2025
Monthly Profit/(Loss)	($43,742)
YOY Comparison	(Loss) for Month 255.87% lower than August 2025
Fund Balance	
Beginning of the Year Balance	$1,667,166
Ending Fund Balance	$1,547,051
YOY Comparison	End of Period Fund Balance 4.81% lower than August 2025

September Financial Report

Food Sales

Monthly Food Sales (Aspire)	$510
Monthly Food Sales	$280,676
YOY Comparison	4.53% lower than September 2025

Profit & Loss (P&L)

Revenue:

Monthly Revenue	$445,948
YOY Comparison	2.45% lower than September 2025

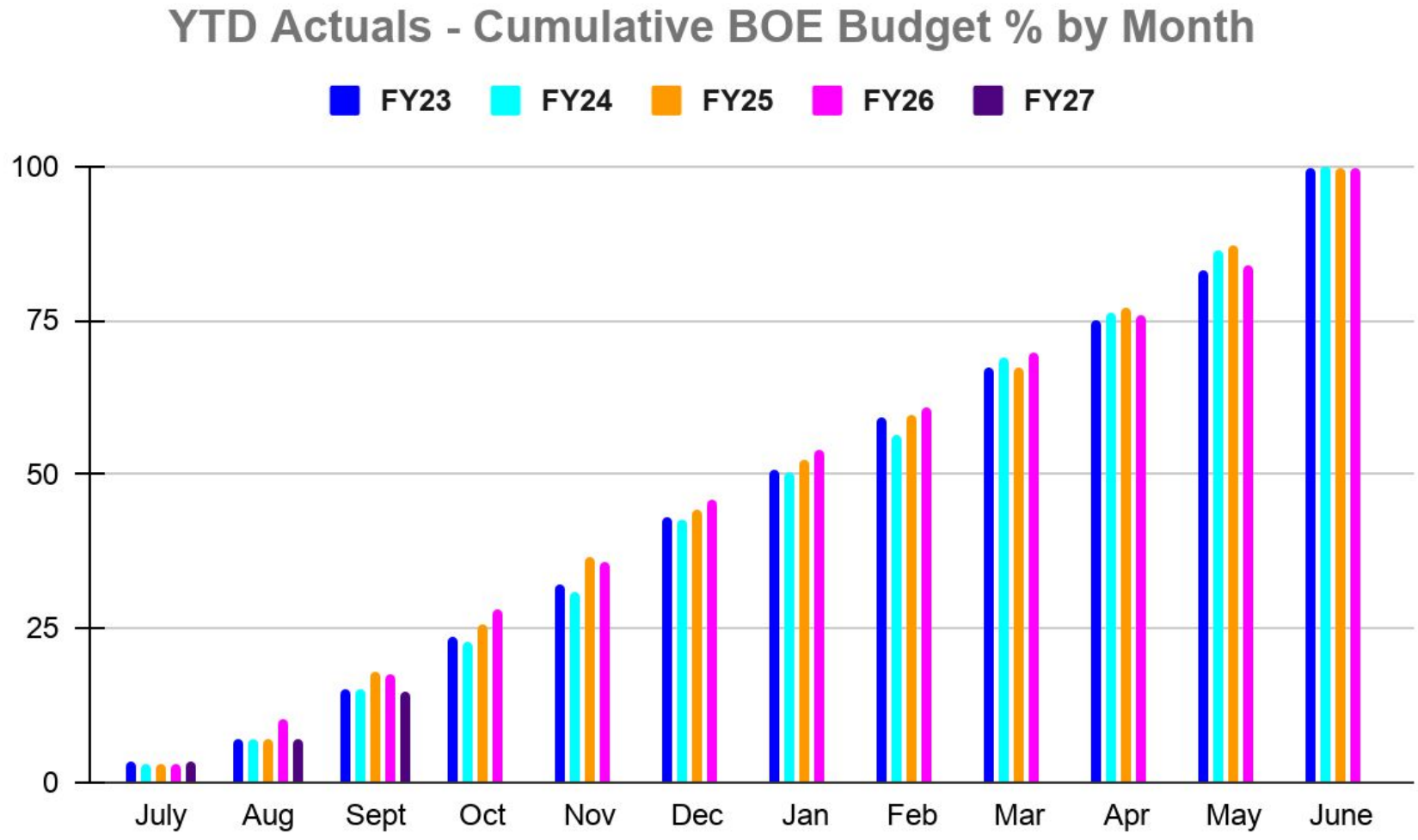
Expenses:

Monthly Expenditures	$422,116
YOY Comparison	34.94% lower than September 2025

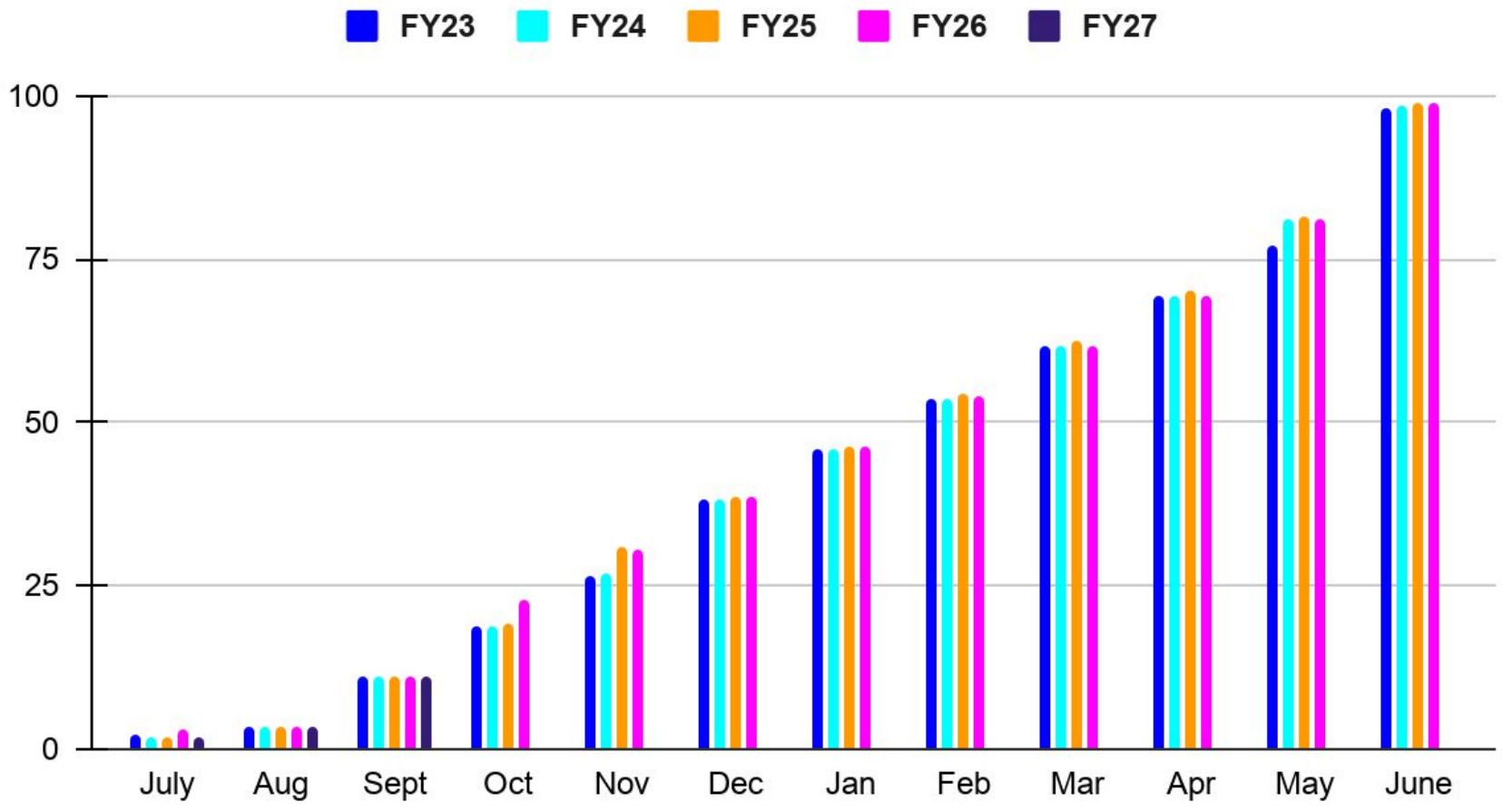
Monthly Profit/(Loss)	$143,947.54
YOY Comparison	385.12% lower than September 2025

Fund Balance

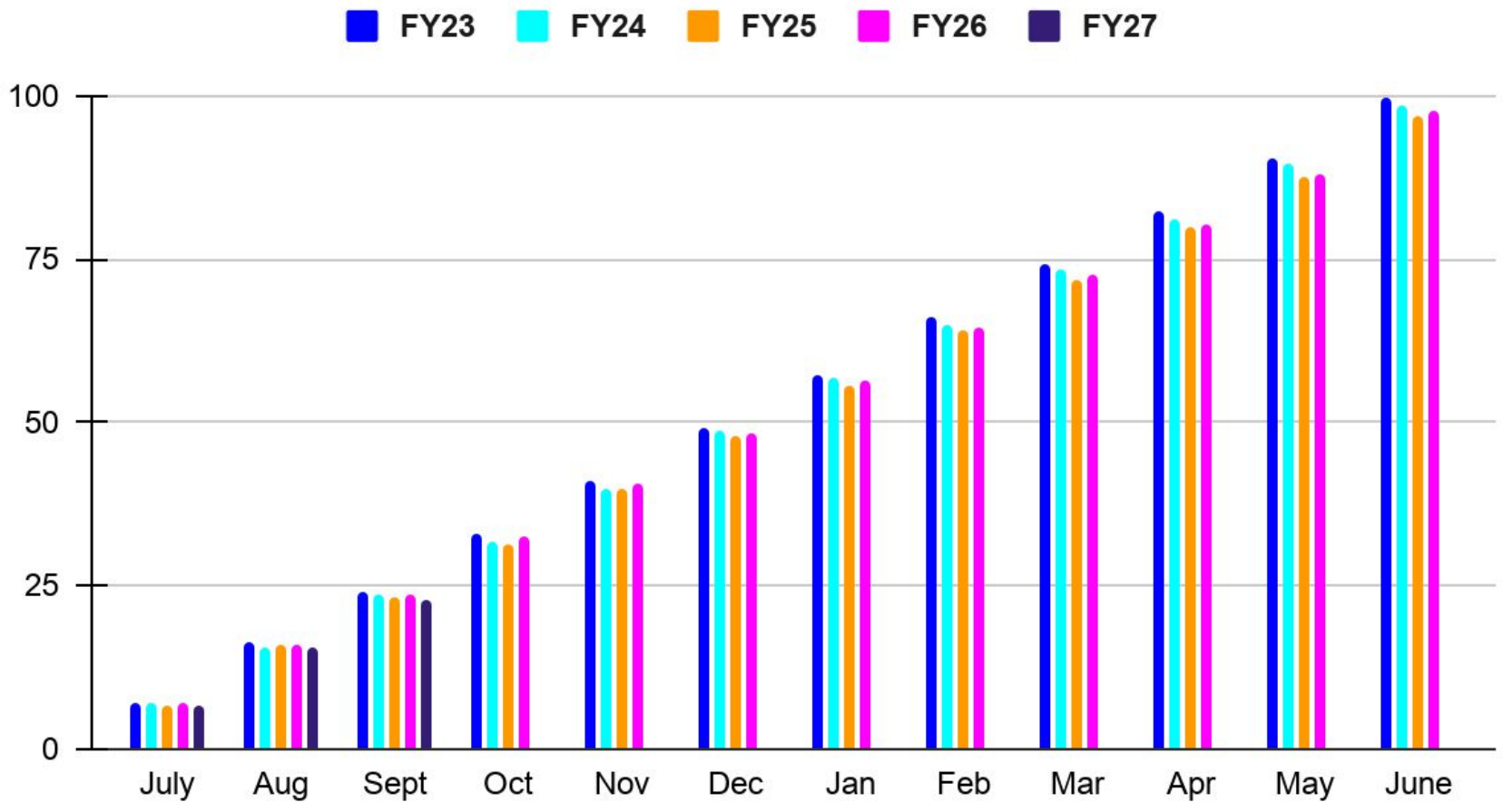
Beginning of the Year Balance	$1,667,166
Ending Fund Balance	$1,690,998
YOY Comparison	End of Period Fund Balance 7.38% higher than September 2025


YTD Actuals - Cumulative BOE Budget % by Month
FY23
FY24
FY25
FY26
FY27
100
75
50
25
0
July
Aug
Sept
Oct
Nov
Dec
Jan
Feb
Mar
Apr
May
June

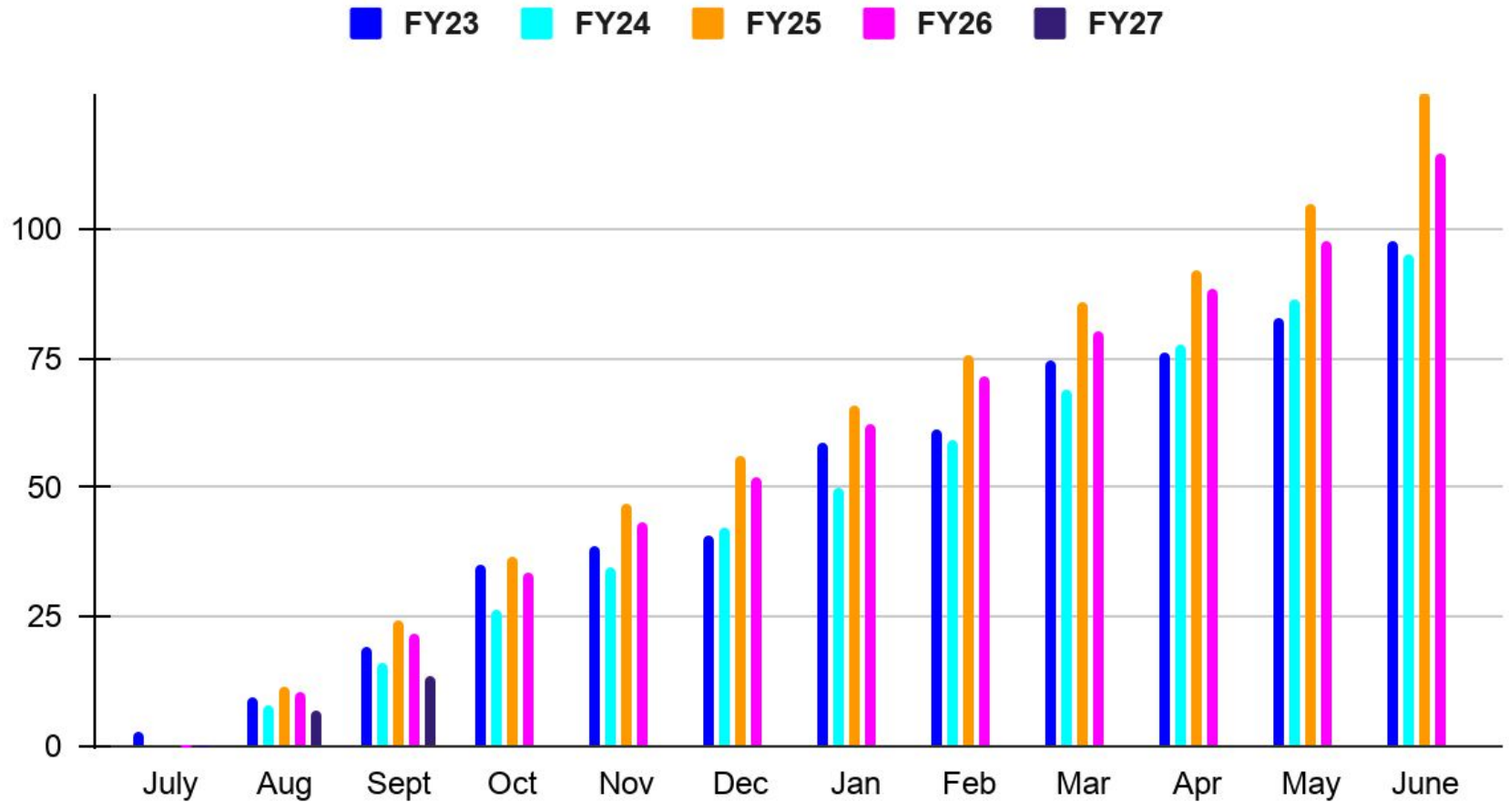
YTD Actuals - Cumulative BOE Salaries Budget % by Month



YTD Actuals - Cumulative BOE Benefits Budget % by Month



YTD Actuals - Cumulative BOE Utilities Budget % by Month



TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2027 03

		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
51 Salaries								
01011000 51110	PPS Salary	578,759	0	578,759	39,942.58	506,286.18	32,530.14	94.4%
01011000 51113	PPS Tecec	156,298	0	156,298	36,068.88	132,252.56	-12,023.04	107.7%*
01011000 51120	TECEC Para	228,380	0	228,380	23,917.62	.00	204,462.54	10.5%
01011000 51122	ABA Paras	284,529	0	284,529	27,121.23	.00	257,407.77	9.5%
01011000 51130	SEC-CALYR	27,552	0	27,552	6,302.76	22,059.58	-810.48	102.9%*
01011000 51131	SEC-SCHLYR	46,538	0	46,538	5,708.28	47,569.00	-6,739.62	114.5%*
01011000 51135	CLER. CO	1,500	0	1,500	1,193.93	.00	306.07	79.6%
01011200 51114	PPS Admin	1,004,505	0	1,004,505	195,402.90	716,477.34	92,624.88	90.8%
01011200 51118	Curr Write	2,500	0	2,500	427.70	.00	2,072.30	17.1%
01011200 51119	Tch Salary	45,000	0	45,000	10,137.14	25,000.00	9,862.86	78.1%
01011200 51120	Instr Para	2,540,205	0	2,540,205	242,425.21	.00	2,297,779.47	9.5%
01011200 51121	Extra Time	100,000	0	100,000	8,558.93	88,000.00	3,441.07	96.6%
01011200 51122	ABA Paras	1,647,355	0	1,647,355	151,278.12	.00	1,496,077.34	9.2%
01011200 51130	Admin Sec	174,164	0	174,164	40,043.08	144,228.48	-10,107.78	105.8%*
01011200 51135	CLER PT	750	0	750	49.05	.00	700.95	6.5%
01011201 51117	Homebnd	60,000	0	60,000	5,942.70	54,057.30	.00	100.0%
01011203 51117	Tutorial	77,000	0	77,000	1,944.52	75,055.48	.00	100.0%
01011204 51117	Explsn	5,000	0	5,000	.00	.00	5,000.00	.0%
01032130 51123	Therapists	604,346	0	604,346	47,301.98	.00	557,044.10	7.8%
01032130 51128	PPS Aides	85,135	0	85,135	.00	.00	85,134.94	.0%
01062140 51111	PPSPsy&Beh	1,788,905	0	1,788,905	140,972.98	1,801,592.24	-153,660.22	108.6%*
01062145 51111	TCHR-SPEC	374,649	0	374,649	29,610.06	384,930.78	-39,891.50	110.6%*
01072110 51111	PPS Soc Wr	1,328,883	0	1,328,883	104,618.16	1,311,205.73	-86,941.09	106.5%*
01082150 51111	PPS Speech	1,650,637	0	1,650,637	132,834.22	1,650,637.63	-132,834.85	108.0%*
01121200 51111	PPS SPED	185,682	0	185,682	16,840.31	185,682.37	-16,840.48	109.1%*
01161200 51110	PPS Salary	2,651,095	0	2,651,095	198,644.53	2,589,267.51	-136,817.34	105.2%*
01231200 51110	PPS Salary	1,641,520	0	1,641,520	152,113.89	1,855,026.48	-365,620.37	122.3%*
01331200 51110	PPS Salary	2,339,921	0	2,339,921	184,640.76	2,335,393.84	-180,113.60	107.7%*
01331200 51126	Work Exp	5,000	0	5,000	2.60	.00	4,997.40	.1%
01371200 51118	Tch Salary	175,000	0	175,000	165,170.33	.00	9,829.67	94.4%
01371200 51120	AIDES SUMM	0	0	0	21.00	.00	-21.00	100.0%*
01371200 51122	ABA Paras	100,000	0	100,000	96,362.82	.00	3,637.18	96.4%
01371200 51128	PPS Aides	0	0	0	3,899.34	.00	-3,899.34	100.0%*
01371200 51129	PPS Para	60,000	0	60,000	56,122.55	.00	3,877.45	93.5%
01401201 51117	Tutor	1,500	0	1,500	.00	.00	1,500.00	.0%
01401203 51117	Tutors	3,500	0	3,500	.00	.00	3,500.00	.0%
01401204 51117	Tutors	5,000	0	5,000	.00	.00	5,000.00	.0%
01402210 51110	Curr Salar	841,837	0	841,837	68,952.14	803,443.47	-30,558.58	103.6%*
01402320 51114	HR Dir	190,995	0	190,995	45,287.76	166,055.12	-20,347.79	110.7%*
01402320 51130	Admin Sec	82,951	0	82,951	19,604.04	66,552.60	-3,205.76	103.9%*

YEAR-TO-DATE BUDGET REPORT

FOR 2027 03

		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01402320 51200	MENTORS	7,000	0	7,000	.00	.00	7,000.00	.0%
01412210 51111	Curr Prog	395,852	0	395,852	46,076.46	381,380.22	-31,604.68	108.0%*
01412210 51114	Asst Super	216,597	0	216,597	51,255.48	187,936.76	-22,595.24	110.4%*
01412210 51117	Tchr Train	12,000	0	12,000	110.00	11,890.00	.00	100.0%
01412210 51118	PD Prep	32,000	0	32,000	2,000.00	1,280.00	28,720.00	10.3%
01412210 51119	Curr Write	63,565	0	63,565	26,645.80	.00	36,919.20	41.9%
01412210 51120	Para Train	10,000	0	10,000	.00	.00	10,000.00	.0%
01412210 51130	Admin Sec	73,787	0	73,787	17,489.22	59,112.27	-2,814.87	103.8%*
01412210 51135	CLER PT	500	0	500	13.14	.00	486.86	2.6%
01422520 51125	Tech Supv	152,993	0	152,993	35,306.10	129,455.70	-11,768.80	107.7%*
01422520 51129	Tech Other	462,805	0	462,805	108,807.51	384,683.10	-30,685.61	106.6%*
01422520 51130	Admin Sect	71,140	0	71,140	16,416.96	57,459.36	-2,736.16	103.8%*
01422520 51141	TECH OT	6,000	0	6,000	4,770.64	.00	1,229.36	79.5%
01511001 51110	BHE Salary	2,189,889	0	2,189,889	169,219.12	2,199,848.56	-179,178.68	108.2%*
01511001 51120	AIDE-CLSRM	46,094	0	46,094	2,143.47	.00	43,950.05	4.7%
01511002 51110	Spec	675,754	0	675,754	52,582.90	675,754.20	-52,583.15	107.8%*
01512220 51110	BHE Salary	126,935	0	126,935	9,764.24	126,935.12	-9,764.36	107.7%*
01512400 51113	BHE Admin	201,361	0	201,361	46,467.90	170,382.30	-15,489.20	107.7%*
01512400 51120	BHE Paras	22,499	0	22,499	1,478.80	.00	21,020.24	6.6%
01512400 51130	Admin Sec	71,470	0	71,470	16,416.99	57,459.36	-2,406.19	103.4%*
01512400 51131	SEC-SCHLYR	45,918	0	45,918	5,492.89	43,940.75	-3,515.26	107.7%*
01512400 51135	CLER. CO	0	0	0	54.68	.00	-54.68	100.0%*
01521001 51110	FTE Teach	2,425,359	0	2,425,359	194,976.15	2,443,613.64	-213,230.79	108.8%*
01521001 51120	FTE Paras	60,771	0	60,771	4,503.98	.00	56,267.06	7.4%
01521002 51110	Spec	895,515	0	895,515	77,120.24	954,003.96	-135,608.84	115.1%*
01522220 51110	FT Teacher	116,976	0	116,976	8,998.16	116,976.08	-8,998.24	107.7%*
01522400 51113	FTE Admin	376,871	0	376,871	86,970.18	318,890.66	-28,989.84	107.7%*
01522400 51120	FTE Paras	43,318	0	43,318	2,704.88	26,370.90	14,241.78	67.1%
01522400 51130	Admin Sec	71,740	0	71,740	15,209.86	57,459.36	-929.06	101.3%*
01522400 51131	SEC-SCHLYR	46,621	0	46,621	6,946.18	44,024.40	-4,349.78	109.3%*
01522400 51135	CLER. CO	0	0	0	205.60	.00	-205.60	100.0%*
01531001 51110	DFE Salary	2,489,071	0	2,489,071	189,454.52	2,462,908.76	-163,292.28	106.6%*
01531001 51120	DFE Paras	54,446	0	54,446	4,091.59	.00	50,354.01	7.5%
01531002 51110	Spec	693,471	0	693,471	60,422.10	693,470.63	-60,422.07	108.7%*
01532220 51110	DFE Salary	100,504	0	100,504	7,731.08	100,504.04	-7,731.12	107.7%*
01532400 51113	DFE Admin	201,361	0	201,361	46,467.90	170,382.30	-15,489.20	107.7%*
01532400 51120	DFE Paras	21,459	0	21,459	1,494.11	11,238.12	8,727.01	59.3%
01532400 51130	SEC-CALYR	59,719	0	59,719	13,781.22	48,234.27	-2,296.87	103.8%*
01532400 51131	SEC-SCHLYR	45,698	0	45,698	5,272.89	43,940.75	-3,515.26	107.7%*
01532400 51135	CLER. CO	0	0	0	218.11	.00	-218.11	100.0%*
01541001 51110	MBE Salary	2,523,654	0	2,523,654	179,931.48	2,311,448.62	32,273.90	98.7%
01541001 51120	MBE Para	54,446	0	54,446	3,488.72	.00	50,956.88	6.4%
01541002 51110	Spec	908,567	0	908,567	68,959.99	850,079.05	-10,472.47	101.2%*
01542220 51110	MBE Salary	126,935	0	126,935	9,764.24	126,935.12	-9,764.36	107.7%*

TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2027 03

		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01542400 51113	MBE Admin	374,871	0	374,871	86,508.66	317,198.42	-28,836.08	107.7%*
01542400 51120	MBE Paras	14,554	0	14,554	764.40	14,880.24	-1,091.10	107.5%*
01542400 51130	SEC-CALYR	71,410	0	71,410	16,416.98	57,459.36	-2,466.18	103.5%*
01542400 51131	SEC-SCHLYR	45,698	0	45,698	7,853.04	43,327.50	-5,482.16	112.0%*
01542400 51135	CLER. CO	0	0	0	74.60	.00	-74.60	100.0%*
01551001 51110	JRE Salary	2,096,608	0	2,096,608	160,440.24	2,057,871.66	-121,703.90	105.8%*
01551001 51120	JRE Paras	41,865	0	41,865	3,370.50	.00	38,494.40	8.1%
01551002 51110	TCHR-CLSRM	657,191	0	657,191	54,533.30	657,191.32	-54,533.56	108.3%*
01552220 51110	JRE Salary	116,174	0	116,174	8,936.46	116,173.98	-8,936.44	107.7%*
01552400 51113	JRE Admin	201,361	0	201,361	46,467.90	170,382.30	-15,489.20	107.7%*
01552400 51120	JRE Paras	24,391	0	24,391	1,553.51	11,748.60	11,089.35	54.5%
01552400 51130	SEC-CALYR	71,430	0	71,430	16,706.96	60,195.52	-5,472.32	107.7%*
01552400 51131	SEC-SCHLYR	46,343	0	46,343	6,361.40	43,940.75	-3,958.67	108.5%*
01552400 51135	CLER. CO	0	0	0	164.03	.00	-164.03	100.0%*
01581001 51110	TSE Salary	1,879,115	0	1,879,115	134,601.52	1,735,625.71	8,887.77	99.5%
01581001 51120	TSE Paras	60,771	0	60,771	3,124.19	.00	57,646.85	5.1%
01581002 51110	Spec	618,772	0	618,772	50,127.32	618,771.74	-50,127.38	108.1%*
01582220 51110	TSE Salary	117,043	0	117,043	9,003.30	117,042.90	-9,003.20	107.7%*
01582400 51113	TSE Admin	201,361	0	201,361	46,467.90	170,382.30	-15,489.20	107.7%*
01582400 51120	TSE Paras	23,892	0	23,892	1,261.62	11,238.12	11,392.04	52.3%
01582400 51130	SEC-CALYR	71,490	0	71,490	16,416.97	57,459.36	-2,386.17	103.3%*
01582400 51131	SEC-SCHLYR	45,698	0	45,698	5,272.89	43,940.75	-3,515.26	107.7%*
01582400 51135	CLER. CO	0	0	0	159.44	.00	-159.44	100.0%*
01611001 51110	HMS Salary	4,354,875	0	4,354,875	337,280.68	4,341,625.49	-324,031.17	107.4%*
01611001 51111	TCHR-SPEC	126,935	0	126,935	9,764.24	126,935.12	-9,764.36	107.7%*
01611016 51110	HMS Salary	364,882	0	364,882	30,210.28	364,882.18	-30,210.46	108.3%*
01611019 51110	HMS Salary	413,284	0	413,284	33,063.62	413,284.30	-33,063.92	108.0%*
01612120 51110	HMS Salary	335,145	0	335,145	43,963.16	320,673.08	-29,491.24	108.8%*
01612120 51131	SEC-SCHLYR	56,978	0	56,978	6,691.15	54,077.75	-3,791.02	106.7%*
01612120 51135	CLER. CO	0	0	0	24.53	.00	-24.53	100.0%*
01612220 51110	HMS Salary	126,935	0	126,935	9,764.24	126,935.12	-9,764.36	107.7%*
01612400 51113	HMS Admin	387,413	0	387,413	89,403.00	327,811.00	-29,801.00	107.7%*
01612400 51120	HMS Paras	14,880	0	14,880	1,187.70	14,880.24	-1,187.70	108.0%*
01612400 51130	SEC-CALYR	66,964	0	66,964	15,453.24	54,086.34	-2,575.54	103.8%*
01612400 51131	SEC-SCHLYR	52,372	0	52,372	6,399.06	53,325.50	-7,352.76	114.0%*
01612400 51135	CLER. CO	0	0	0	158.94	.00	-158.94	100.0%*
01613202 51116	HMS Advis	47,000	0	47,000	.00	47,000.00	.00	100.0%
01621001 51110	MMS Salary	4,533,780	0	4,533,780	370,631.17	4,512,620.80	-349,472.17	107.7%*
01621001 51111	TCHR-SPEC	126,935	0	126,935	9,764.24	126,935.12	-9,764.36	107.7%*
01621016 51110	MMS Salary	340,013	0	340,013	28,297.28	340,013.18	-28,297.46	108.3%*
01621019 51110	MMS Salary	422,348	0	422,348	34,879.78	422,347.64	-34,879.75	108.3%*
01622120 51110	MMS Salary	320,785	0	320,785	38,034.52	306,312.76	-23,562.28	107.3%*
01622120 51131	SEC-SCHLYR	46,538	0	46,538	5,828.61	47,569.00	-6,859.95	114.7%*
01622220 51110	MMS Salary	126,935	0	126,935	9,764.24	126,935.12	-9,764.36	107.7%*

TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2027 03

		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01622400 51113	MMS Admin	382,380	0	382,380	88,241.52	323,552.24	-29,413.76	107.7%*
01622400 51120	MMS Paras	13,921	0	13,921	.00	.00	13,920.66	.0%
01622400 51130	SEC-CALYR	71,470	0	71,470	16,746.96	57,459.36	-2,736.16	103.8%*
01622400 51131	SEC SCH YR	52,372	0	52,372	7,562.52	52,937.64	-8,128.28	115.5%*
01622400 51135	CLER. CO	0	0	0	127.77	.00	-127.77	100.0%*
01623202 51116	MMS Advis	44,000	0	44,000	.00	44,000.00	.00	100.0%
01711001 51110	THS Salary	12,856,976	0	12,856,976	1,039,870.35	12,883,290.86	-1,066,185.21	108.3%*
01711001 51111	TCHR-SPEC	131,430	0	131,430	10,110.00	131,430.00	-10,110.00	107.7%*
01711006 51110	THS Salary	518,923	0	518,923	88,899.32	465,859.16	-35,835.48	106.9%*
01711006 51129	THS Ag Sci	5,000	0	5,000	2,246.40	.00	2,753.60	44.9%
01711006 51131	SEC-SCHLYR	43,078	0	43,078	5,412.86	40,940.50	-3,275.24	107.6%*
01711006 51135	CLER. CO	500	0	500	441.45	.00	58.55	88.3%
01711016 51110	THS Salary	323,564	0	323,564	26,834.14	323,564.02	-26,834.16	108.3%*
01711019 51110	THS Salary	940,010	0	940,010	76,557.64	932,537.32	-69,084.79	107.3%*
01711019 51114	Sports Dir	186,052	0	186,052	42,935.10	157,428.70	-14,311.80	107.7%*
01711022 51110	THS Salary	301,927	0	301,927	23,225.12	301,926.72	-23,225.14	107.7%*
01712120 51110	THS Salary	1,245,365	0	1,245,365	150,179.80	1,186,768.44	-91,583.24	107.4%*
01712120 51114	DIR/COORD	0	0	0	37,684.62	138,176.94	-175,861.56	100.0%*
01712120 51130	SEC-CALYR	205,909	0	205,909	48,340.52	168,072.96	-10,504.56	105.1%*
01712120 51135	CLER. CO	0	0	0	61.30	.00	-61.30	100.0%*
01712220 51110	THS Salary	109,201	0	109,201	8,400.08	109,201.04	-8,400.12	107.7%*
01712400 51110	THS Deten	3,500	0	3,500	.00	.00	3,500.00	.0%
01712400 51113	THS Admin	956,275	0	956,275	220,678.86	809,155.82	-73,559.68	107.7%*
01712400 51120	THS Paras	61,587	0	61,587	5,472.89	.00	56,113.91	8.9%
01712400 51130	SEC-CALYR	127,789	0	127,789	29,501.19	105,649.37	-7,361.34	105.8%*
01712400 51131	SEC-SCHLYR	165,591	0	165,591	23,248.26	147,935.35	-5,593.07	103.4%*
01712400 51135	CLER. CO	350	0	350	12.26	.00	337.74	3.5%
01713201 51111	TCHR-SPEC	140,454	0	140,454	24,052.76	132,290.18	-15,888.94	111.3%*
01713201 51116	Coaches	715,064	0	715,064	6,150.00	708,914.00	.00	100.0%
01713201 51129	OTHER NC	5,000	0	5,000	4,584.25	.00	415.75	91.7%
01713201 51131	SEC-SCHLYR	52,372	0	52,372	6,399.06	53,325.50	-7,352.76	114.0%*
01713201 51135	Sec-Extra	4,500	0	4,500	.00	.00	4,500.00	.0%
01713201 51170	GameStaff	57,500	0	57,500	1,013.68	.00	56,486.32	1.8%
01713202 51116	THS Advis	154,428	0	154,428	.00	154,428.00	.00	100.0%
01802320 51115	Sup Pers	235,262	0	235,262	54,760.10	193,517.94	-13,015.79	105.5%*
01802320 51117	Sub Teach	0	0	0	11,149.62	200,000.00	-211,149.62	100.0%*
01802320 51119	Teacher	0	0	0	2,031.58	.00	-2,031.58	100.0%*
01802320 51127	SEC. GRD	0	0	0	364.16	.00	-364.16	100.0%*
01802320 51135	Extra	0	0	0	2,895.89	6,000.00	-8,895.89	100.0%*
01802320 51140	CustSubs	40,000	0	40,000	5,442.69	34,557.31	.00	100.0%
01822230 51125	Plant Supv	409,503	0	409,503	95,478.66	350,088.42	-36,064.08	108.8%*
01822230 51127	Sec Guard	795,980	0	795,980	90,768.21	878,763.44	-173,551.65	121.8%*
01822230 51128	Sec OT	25,000	0	25,000	541.16	.00	24,458.84	2.2%
01822230 51130	SEC-CALYR	105,226	0	105,226	24,142.62	84,499.17	-3,415.45	103.2%*

YEAR-TO-DATE BUDGET REPORT

FOR 2027 03

		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01822230 51135	CLER. CO	0	0	0	417.73	.00	-417.73	100.0%*
01842610 51140	CUST.MAINT	3,197,151	0	3,197,151	572,137.68	2,837,353.00	-212,340.08	106.6%*
01842610 51141	OT/SCHOOLS	103,500	0	103,500	12,682.28	.00	90,817.72	12.3%
01842610 51142	OT/sch eve	113,850	0	113,850	2,257.04	106,301.11	5,291.85	95.4%
01842610 51143	Snow	50,000	0	50,000	.00	.00	50,000.00	.0%
01842610 51145	HELP 19.5	10,610	0	10,610	2,142.91	9,385.84	-918.67	108.7%*
01842610 51149	CUST NGTDF	10,000	0	10,000	835.58	.00	9,164.42	8.4%
01852620 51140	CUST.MAINT	834,986	0	834,986	148,640.35	634,693.74	51,651.91	93.8%
01852620 51141	OT/SCHOOLS	17,557	0	17,557	7,607.59	.00	9,949.71	43.3%
01852620 51145	SUMMER GR	30,000	0	30,000	19,612.29	.00	10,387.71	65.4%
01882700 51125	Tran Supv	79,295	0	79,295	18,298.92	67,096.12	-6,099.67	107.7%*
01882700 51130	SEC-CALYR	118,614	0	118,614	18,774.72	70,051.60	29,787.68	74.9%
01882700 51135	CLERICAL	0	0	0	3,454.58	.00	-3,454.58	100.0%*
01902310 51136	CLER. MTGS	3,000	0	3,000	525.00	.00	2,475.00	17.5%
01902320 51115	Sup Admin	316,387	0	316,387	76,507.20	280,526.40	-40,646.38	112.8%*
01902320 51130	SEC-FT	168,736	0	168,736	40,463.70	140,047.95	-11,775.55	107.0%*
01912520 51113	Bus Admin	183,471	0	183,471	43,392.00	159,104.00	-19,025.00	110.4%*
01912520 51129	Bus-Asst	98,300	0	98,300	22,684.62	83,176.85	-7,561.52	107.7%*
01912520 51130	SEC-CALYR	327,888	0	327,888	70,272.47	235,961.20	21,654.63	93.4%
01912520 51135	CLERICAL	8,500	0	8,500	1,530.17	.00	6,969.83	18.0%
01912520 51196	RET SAVE	-635,000	0	-635,000	.00	.00	-635,000.00	.0%*
01912520 51197	DEGREE CH	175,000	0	175,000	.00	.00	175,000.00	.0%
01912520 51198	Retire Pay	400,000	0	400,000	240,259.59	159,740.41	.00	100.0%
01912520 51199	RSV. ALLOC	402,731	0	402,731	.00	402,730.58	.00	100.0%
01922530 51125	AS-Supv	173,510	0	173,510	40,040.76	146,816.12	-13,346.88	107.7%*
01922530 51129	AS-Other	84,211	0	84,211	19,433.40	71,255.80	-6,477.80	107.7%*
01922530 51135	CLER. CO	15,000	0	15,000	.00	.00	15,000.00	.0%
TOTAL Salaries		84,117,042	0	84,117,042	9,262,376.34	75,242,363.44	-387,697.55	100.5%
	TOTAL EXPENSES	84,117,042	0	84,117,042	9,262,376.34	75,242,363.44	-387,697.55	
52 Employee Benefits								
01912520 52001	FICA-MC	2,300,000	0	2,300,000	279,136.74	2,020,863.26	.00	100.0%
01912520 52002	HEALTH/DEN	30,600,000	0	30,600,000	7,256,629.24	23,003,370.76	340,000.00	98.9%
01912520 52003	WAIVER	215,000	0	215,000	.00	215,000.00	.00	100.0%
01912520 52004	DISABILITY	24,000	0	24,000	3,718.54	20,281.46	.00	100.0%
01912520 52005	Life	120,000	0	120,000	17,584.98	110,382.03	-7,967.01	106.6%*
01912520 52006	UNEMPLOY	20,000	0	20,000	.00	20,000.00	.00	100.0%
01912520 52008	Admin Fee	16,000	0	16,000	3,925.50	7,574.50	4,500.00	71.9%
01912520 52010	401A TBOE	515,000	0	515,000	76,372.87	438,627.13	.00	100.0%
01912520 52011	Med WH	-6,528,119	0	-6,528,119	-1,438,482.94	-5,089,636.06	.00	100.0%

FOR 2027 03

52 Employee Benefits			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01912520	52012	Dental WH	-250,000	0	-250,000	-57,987.74	-192,012.26	.00	100.0%
TOTAL Employee Benefits			27,031,881	0	27,031,881	6,140,897.19	20,554,450.82	336,532.99	98.8%
TOTAL EXPENSES			27,031,881	0	27,031,881	6,140,897.19	20,554,450.82	336,532.99	
53 Prchsd Prof Services									
01011200	53230	CONSLT-PPS	325,000	0	325,000	75,171.90	399,685.10	-149,857.00	146.1%*
01011200	53300	OTHER PROF	85,000	0	85,000	20,115.64	51,265.00	13,619.36	84.0%
01011200	53308	LEGALSPED	125,000	0	125,000	6,025.50	118,974.50	.00	100.0%
01011201	53210	INSTR. SRV	0	0	0	218.25	13,281.75	-13,500.00	100.0%*
01052130	53305	Svc Cont	95,000	0	95,000	15,798.98	119,678.52	-40,477.50	142.6%*
01401201	53210	INSTR. SRV	5,000	0	5,000	.00	.00	5,000.00	.0%
01412210	53300	OTHER PROF	5,000	0	5,000	.00	.00	5,000.00	.0%
01422214	53300	OTHER PROF	3,600	0	3,600	710.07	1,139.88	1,750.05	51.4%
01422220	53300	OTHER PROF	3,000	0	3,000	376.25	.00	2,623.75	12.5%
01422520	53300	OTHER PROF	3,000	0	3,000	.00	.00	3,000.00	.0%
01422520	53305	DP-COMPUT	42,000	0	42,000	.00	.00	42,000.00	.0%
01613202	53301	POLICE	800	0	800	.00	.00	800.00	.0%
01623202	53301	POLICE	1,250	0	1,250	.00	.00	1,250.00	.0%
01711016	53300	OTHER PROF	47,575	0	47,575	.00	18,797.00	28,778.00	39.5%
01712120	53220	INSERV.S/C	950	0	950	581.83	.00	368.17	61.2%
01712400	53301	POLICE	120,000	0	120,000	8,000.00	112,000.00	.00	100.0%
01713201	53300	Prch Srvcs	243,075	0	243,075	5,102.95	114,500.00	123,472.05	49.2%
01713201	53301	POLICE	20,000	0	20,000	.00	20,000.00	.00	100.0%
01802130	53401	SubTeach	850,000	0	850,000	21,682.40	818,894.68	9,422.92	98.9%
01802130	53402	SubPara	440,000	0	440,000	25,832.43	423,898.44	-9,730.87	102.2%*
01802130	53403	SubSec	20,000	0	20,000	352.36	19,268.11	379.53	98.1%
01852647	53300	OTHER PROF	3,000	0	3,000	.00	.00	3,000.00	.0%
01882700	53303	Software	40,094	0	40,094	.00	.00	40,094.00	.0%
01902310	53300	OTHER PROF	27,000	0	27,000	24,654.00	.00	2,346.00	91.3%
01902310	53308	LEGAL GEN	115,000	0	115,000	7,177.00	98,504.50	9,318.50	91.9%
01912520	53300	OTHER PROF	36,000	0	36,000	11,025.00	27,000.00	-2,025.00	105.6%*
01912520	53310	Insurance	90,000	0	90,000	87,900.00	.00	2,100.00	97.7%
01922530	53301	FINANCIALS	105,000	0	105,000	106,623.37	.00	-1,623.37	101.5%*
01922530	53302	D.L.OTHER	238,150	0	238,150	205,778.47	.00	32,371.53	86.4%
01922530	53304	TRAINING	7,500	0	7,500	.00	.00	7,500.00	.0%
TOTAL Prchsd Prof Services			3,096,994	0	3,096,994	623,126.40	2,356,887.48	116,980.12	96.2%
TOTAL EXPENSES			3,096,994	0	3,096,994	623,126.40	2,356,887.48	116,980.12	
54 Prchsd Property Srvc									
01052130	54300	REPAIRS	2,000	0	2,000	.00	1,200.00	800.00	60.0%

YEAR-TO-DATE BUDGET REPORT

FOR 2027 03

54 Prchsd Property Srvc		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
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	245,000	0	245,000	68,119.23	184,119.00	-7,238.23	103.0%*
01512400 54900	PROP SERV	300	0	300	.00	.00	300.00	.0%
01582400 54900	PROP SERV	300	0	300	.00	.00	300.00	.0%
01611016 54900	PROP SERV	1,212	0	1,212	799.99	.00	412.01	66.0%
01612400 54900	PROP SERV	800	0	800	.00	.00	800.00	.0%
01621016 54900	PROP SERV	900	0	900	370.00	305.99	224.01	75.1%
01622400 54900	PROP SERV	750	0	750	.00	.00	750.00	.0%
01711006 54300	REPAIRS	3,000	0	3,000	.00	3,120.00	-120.00	104.0%*
01711006 54900	PROP SERV	3,000	0	3,000	600.00	1,775.00	625.00	79.2%
01711016 54201	UNIFORM CL	1,500	0	1,500	.00	.00	1,500.00	.0%
01713201 54200	CLEANING	16,480	0	16,480	.00	.00	16,480.00	.0%
01842610 54103	RUBBISH	86,569	0	86,569	12,453.59	131,909.25	-57,793.84	166.8%*
01842610 54202	SER.CUST.	4,000	0	4,000	770.44	3,229.56	.00	100.0%
01842610 54300	REPAIRS	15,000	0	15,000	.00	6,735.73	8,264.27	44.9%
01842611 54101	Electricty	1,666,423	0	1,666,423	230,184.11	1,357,213.89	79,025.00	95.3%
01842611 54105	WATER	135,000	0	135,000	9,509.72	96,490.28	29,000.00	78.5%
01852622 54300	REPAIRS	6,000	0	6,000	.00	.00	6,000.00	.0%
01852623 54300	REPAIRS	3,100	0	3,100	4,023.58	25,230.95	-26,154.53	943.7%*
01852625 54300	REPAIRS	10,000	0	10,000	51.90	3,447.10	6,501.00	35.0%
01852627 54300	REPAIRS	5,170	0	5,170	.00	7,000.00	-1,830.00	135.4%*
01852631 54300	REPAIRS	60,000	0	60,000	13,157.11	45,316.99	1,525.90	97.5%
01852631 54301	ELEVATORS	40,000	0	40,000	7,519.71	.00	32,480.29	18.8%
01852632 54300	REPAIRS	5,000	0	5,000	.00	4,000.00	1,000.00	80.0%
01852633 54300	Services	40,000	0	40,000	4,291.19	46,678.81	-10,970.00	127.4%*
01852633 54301	SEC-SRVC K	25,000	0	25,000	.00	.00	25,000.00	.0%
01852634 54300	REPAIRS	40,000	0	40,000	4,325.00	22,063.00	13,612.00	66.0%
01852635 54300	REPAIRS	35,000	0	35,000	.00	.00	35,000.00	.0%
01852637 54300	REPAIRS	6,000	0	6,000	.00	5,000.00	1,000.00	83.3%
01852639 54300	REPAIRS	144,450	0	144,450	49,187.40	46,825.21	48,437.39	66.5%
01852643 54300	REPAIRS	6,200	0	6,200	.00	11,805.00	-5,605.00	190.4%*
01852644 54300	REPAIRS	5,150	0	5,150	2,239.67	2,500.00	410.33	92.0%
01852645 54300	REPAIRS	31,000	0	31,000	5,762.18	19,237.82	6,000.00	80.6%
01852646 54300	REPAIRS	14,000	0	14,000	3,608.00	14,392.00	-4,000.00	128.6%*
01852647 54300	REPAIRS	15,000	0	15,000	3,633.76	121,152.42	-109,786.18	831.9%*
01852648 54300	REPAIRS	25,000	0	25,000	1,200.00	15,330.00	8,470.00	66.1%
01852649 54300	REPAIRS	500	0	500	.00	.00	500.00	.0%
01882700 54900	PROP SERV	500	0	500	.00	.00	500.00	.0%
TOTAL Prchsd Property Srvc		2,701,804	0	2,701,804	421,806.58	2,176,078.00	103,919.42	96.2%
TOTAL EXPENSES		2,701,804	0	2,701,804	421,806.58	2,176,078.00	103,919.42	
55 Prchsd Other Srvcs								
01011000 55800	PROF.DEVEL	650	0	650	.00	.00	650.00	.0%

YEAR-TO-DATE BUDGET REPORT

FOR 2027 03

55 Prchsd Other Srvcs			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01011000	55900	OTHER PUR	6,100	0	6,100	4,851.25	.00	1,248.75	79.5%
01011000	55906	PRT-P ACC	200	0	200	.00	.00	200.00	.0%
01011200	55800	PROF DEVEL	20,000	0	20,000	2,960.11	3,904.00	13,135.89	34.3%
01011200	55801	Mileage	10,000	0	10,000	185.97	.00	9,814.03	1.9%
01011200	55906	PRINTING	500	0	500	.00	.00	500.00	.0%
01396110	55600	Tuit-SPED	5,800,000	0	5,800,000	1,414,786.55	4,519,846.36	-134,632.91	102.3%*
01396110	55601	ECR	-2,200,000	0	-2,200,000	.00	-2,200,000.00	.00	100.0%
01401000	55502	Intern HS	48,000	0	48,000	.00	30,300.00	17,700.00	63.1%
01401203	55801	Mileage	12,000	0	12,000	494.56	.00	11,505.44	4.1%
01402320	55600	TUITION	270,000	0	270,000	.00	247,194.00	22,806.00	91.6%
01402320	55800	PROF DEVEL	20,000	0	20,000	2,287.20	1,840.00	15,872.80	20.6%
01402320	55906	PRINTING	700	0	700	.00	.00	700.00	.0%
01412210	55800	PROF DEVEL	37,000	0	37,000	110.00	2,335.00	34,555.00	6.6%
01412210	55801	TRAV-CURR	0	0	0	23.18	.00	-23.18	100.0%*
01422520	55800	PROF DEVEL	1,000	0	1,000	.00	.00	1,000.00	.0%
01422520	55804	Mileage	1,000	0	1,000	15.58	.00	984.42	1.6%
01422520	55903	Tel Cell	30,000	0	30,000	4,293.20	23,736.77	1,970.03	93.4%
01422520	55904	PHONE-LAND	122,000	0	122,000	21,743.62	63,485.33	36,771.05	69.9%
01422520	55907	INTERNET	190,000	0	190,000	33,153.00	126,194.00	30,653.00	83.9%
01511001	55500	BHE Intern	32,000	0	32,000	.00	30,600.00	1,400.00	95.6%
01512400	55800	PROF DEVEL	650	0	650	.00	.00	650.00	.0%
01521001	55500	FTE Intern	32,000	0	32,000	.00	30,600.00	1,400.00	95.6%
01522400	55800	PROF DEVEL	1,300	0	1,300	.00	.00	1,300.00	.0%
01531001	55500	DFE Intern	32,000	0	32,000	.00	30,600.00	1,400.00	95.6%
01532400	55800	PROF DEVEL	650	0	650	.00	.00	650.00	.0%
01541001	55500	MBE Intern	32,000	0	32,000	.00	30,600.00	1,400.00	95.6%
01542400	55800	PROF DEVEL	1,300	0	1,300	.00	.00	1,300.00	.0%
01551001	55500	JRE Intern	32,000	0	32,000	.00	30,600.00	1,400.00	95.6%
01552400	55800	PROF DEVEL	650	0	650	.00	.00	650.00	.0%
01581001	55500	TSE Intern	32,000	0	32,000	.00	30,600.00	1,400.00	95.6%
01582400	55800	PROF DEVEL	650	0	650	.00	.00	650.00	.0%
01611001	55500	HMS Intern	48,000	0	48,000	.00	30,300.00	17,700.00	63.1%
01612400	55800	PROF DEVEL	1,300	0	1,300	.00	.00	1,300.00	.0%
01621001	55500	MMS Intern	48,000	0	48,000	.00	30,600.00	17,400.00	63.8%
01622400	55800	PROF DEVEL	1,300	0	1,300	.00	.00	1,300.00	.0%
01711006	55809	FIELD TRIP	2,629	0	2,629	.00	1,500.00	1,129.00	57.1%
01711006	55906	PRT-P ACC	500	0	500	.00	.00	500.00	.0%
01711016	55809	FIELD TRIP	22,000	0	22,000	.00	9,500.00	12,500.00	43.2%
01712400	55800	PROF DEVEL	3,250	0	3,250	.00	.00	3,250.00	.0%
01712400	55901	OthPrchSrv	2,000	0	2,000	.00	.00	2,000.00	.0%
01712400	55906	PRT-P ACC	7,000	0	7,000	1,147.50	.00	5,852.50	16.4%
01713201	55809	TRANSPORTA	197,715	0	197,715	.00	125,000.00	72,715.00	63.2%
01713202	55807	FieldTrips	45,000	0	45,000	.00	.00	45,000.00	.0%
01713202	55906	PRINTING	500	0	500	.00	.00	500.00	.0%

TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2027 03

55 Prchsd Other Srvcs			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01741200	55600	OG TUIT	85,000	0	85,000	.00	85,000.00	.00	100.0%
01802130	55800	PD	7,000	0	7,000	.00	3,000.00	4,000.00	42.9%
01802130	55900	OTHER PURC	80,000	0	80,000	71,234.51	8,765.49	.00	100.0%
01802130	55903	ADVERT.	1,500	0	1,500	1,527.00	.00	-27.00	101.8%*
01822230	55800	PROF DEVEL	500	0	500	.00	.00	500.00	.0%
01822230	55910	Other	17,000	0	17,000	17,866.88	500.00	-1,366.88	108.0%*
01842610	55803	Mileage	1,500	0	1,500	285.76	.00	1,214.24	19.1%
01882700	55101	REG RTS	4,677,683	0	4,677,683	.00	.00	4,677,683.00	.0%
01882700	55102	Ace	3,600	0	3,600	.00	.00	3,600.00	.0%
01882700	55105	Summer	329,503	0	329,503	.00	.00	329,502.60	.0%
01882700	55109	Fuel	354,359	0	354,359	34,450.96	382,948.09	-63,039.80	117.8%*
01882700	55809	FIELD TRIP	9,875	0	9,875	.00	.00	9,875.25	.0%
01882701	55101	Sped IN	1,990,637	0	1,990,637	820.80	18,879.20	1,970,937.24	1.0%
01882701	55105	Sped Out	1,176,069	0	1,176,069	126,120.00	1,022,220.00	27,729.30	97.6%
01882701	55108	Monitors	483,005	0	483,005	.00	483,005.00	.25	100.0%
01902310	55800	PROF DEVEL	1,000	0	1,000	.00	.00	1,000.00	.0%
01902320	55800	PROF DEVEL	7,000	0	7,000	.00	.00	7,000.00	.0%
01902320	55900	POSTAGE	33,000	0	33,000	5,809.59	30,659.36	-3,468.95	110.5%*
01902320	55905	PRINTING	300	0	300	.00	.00	300.00	.0%
01912520	55800	PROF DEVEL	650	0	650	.00	1,000.00	-350.00	153.8%*
01922530	55804	Digital	10,000	0	10,000	.00	630.00	9,370.00	6.3%
TOTAL Prchsd Other Srvcs			14,214,726	0	14,214,726	1,744,167.22	5,235,942.60	7,234,616.07	49.1%
TOTAL EXPENSES			14,214,726	0	14,214,726	1,744,167.22	5,235,942.60	7,234,616.07	
56 Supplies									
01011000	56110	Off Supp	4,000	0	4,000	1,397.57	291.59	2,310.84	42.2%
01011000	56111	Class Supp	11,863	0	11,863	2,830.34	3,223.01	5,809.62	51.0%
01011000	56411	TEXTBOOKS	1,300	0	1,300	.00	155.26	1,144.74	11.9%
01011000	56904	TEST-IND	4,273	0	4,273	.00	582.40	3,690.60	13.6%
01011200	56110	Off Supp	1,500	0	1,500	884.73	149.27	466.00	68.9%
01011200	56111	Class Supp	31,000	0	31,000	10,012.25	6,143.17	14,844.58	52.1%
01011200	56411	TEXTBOOKS	2,500	0	2,500	.00	.00	2,500.00	.0%
01011200	56425	SUBSCRIPTN	1,000	0	1,000	.00	.00	1,000.00	.0%
01011200	56904	TEST-IND	75,000	0	75,000	20,502.42	625.53	53,872.05	28.2%
01052130	56110	Off Supp	9,000	0	9,000	1,778.32	5,148.18	2,073.50	77.0%
01402320	56110	Off Supp	25,000	0	25,000	3,608.66	.00	21,391.34	14.4%
01412210	56118	Software	3,000	0	3,000	.00	2,475.00	525.00	82.5%
01412210	56411	TEXTBOOKS	210,007	0	210,007	81,816.10	273.90	127,917.00	39.1%
01412210	56904	TEST-IND	135,000	0	135,000	56,551.00	40,975.00	37,474.00	72.2%
01412214	56111	Class Supp	100,000	0	100,000	15,591.25	14,492.98	69,915.77	30.1%

YEAR-TO-DATE BUDGET REPORT

FOR 2027 03

56 Supplies			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01412214	56426	On Line Re	357,855	0	357,855	183,108.74	117,258.49	57,487.77	83.9%
01422214	56117	Comp Supp	600	0	600	39.00	.00	561.00	6.5%
01422214	56118	Software	256,250	0	256,250	199,101.00	.00	57,149.00	77.7%
01422214	56900	PARTS	10,500	0	10,500	936.21	5,063.79	4,500.00	57.1%
01422220	56117	Comp Supp	250	0	250	.00	.00	250.00	.0%
01422220	56900	PARTS	4,300	0	4,300	281.96	.00	4,018.04	6.6%
01422520	56110	Off Supp	1,200	0	1,200	107.99	.00	1,092.01	9.0%
01422520	56425	SUBSCRIPTN	50	0	50	.00	.00	50.00	.0%
01422520	56900	PARTS	4,150	0	4,150	.00	.00	4,150.00	.0%
01511001	56111	Class Supp	30,197	0	30,197	23,746.19	3,257.49	3,192.98	89.4%
01511001	56411	TEXTBOOKS	32,279	0	32,279	31,727.48	106.15	445.55	98.6%
01512220	56420	LIBR BKS	5,206	0	5,206	5,132.43	57.51	16.38	99.7%
01512220	56425	SUBSCRIPTN	911	0	911	700.00	.00	211.11	76.8%
01512220	56901	MEDIA MAT.	3,124	0	3,124	2,921.94	.00	201.85	93.5%
01512400	56110	Off Supp	3,644	0	3,644	893.21	.00	2,751.21	24.5%
01521001	56111	Class Supp	30,736	0	30,736	10,270.22	4,506.91	15,958.75	48.1%
01521001	56411	TEXTBOOKS	32,856	0	32,856	24,104.84	468.68	8,282.08	74.8%
01522220	56420	LIBR BKS	5,299	0	5,299	2,560.13	875.67	1,863.49	64.8%
01522220	56425	SUBSCRIPTN	927	0	927	.00	.00	927.38	.0%
01522220	56901	MEDIA MAT.	3,180	0	3,180	.00	937.77	2,241.80	29.5%
01522400	56110	Off Supp	3,710	0	3,710	.00	.00	3,709.50	.0%
01531001	56111	Class Supp	27,980	0	27,980	19,398.99	1,391.32	7,189.53	74.3%
01531001	56411	TEXTBOOKS	29,909	0	29,909	30,196.57	325.56	-612.65	102.0%*
01532220	56420	LIBR BKS	4,824	0	4,824	3,276.55	2,182.11	-634.55	113.2%*
01532220	56425	SUBSCRIPTN	844	0	844	.00	686.00	158.22	81.3%
01532220	56901	MEDIA MAT.	2,894	0	2,894	1,301.25	408.57	1,184.65	59.1%
01532400	56110	Off Supp	3,377	0	3,377	1,467.43	361.83	1,547.62	54.2%
01541001	56111	Class Supp	29,897	0	29,897	24,434.70	452.50	5,009.89	83.2%
01541001	56411	TEXTBOOKS	31,959	0	31,959	31,897.32	.00	61.63	99.8%
01542220	56420	LIBR BKS	5,155	0	5,155	4,975.46	169.45	9.76	99.8%
01542220	56425	SUBSCRIPTN	902	0	902	812.00	.00	90.07	90.0%
01542220	56901	MEDIA MAT.	3,093	0	3,093	.00	.00	3,092.80	.0%
01542400	56110	Off Supp	3,608	0	3,608	3,251.64	26.93	329.70	90.9%
01551001	56111	Class Supp	26,242	0	26,242	14,716.53	5,339.11	6,186.69	76.4%
01551001	56411	TEXTBOOKS	28,052	0	28,052	18,571.52	.00	9,480.63	66.2%
01552220	56420	LIBR BKS	4,525	0	4,525	.00	4,361.06	163.48	96.4%
01552220	56425	SUBSCRIPTN	792	0	792	413.85	.00	377.94	52.3%
01552220	56901	MEDIA MAT.	2,715	0	2,715	2,287.67	.00	427.05	84.3%
01552400	56110	Off Supp	3,167	0	3,167	1,073.20	86.91	2,007.07	36.6%
01581001	56111	Class Supp	23,906	0	23,906	17,843.51	4,785.46	1,276.72	94.7%
01581001	56411	TEXTBOOKS	25,554	0	25,554	18,212.56	4,799.88	2,541.91	90.1%
01582220	56420	LIBR BKS	4,122	0	4,122	1,278.38	291.02	2,552.27	38.1%
01582220	56425	SUBSCRIPTN	721	0	721	478.82	241.85	.62	99.9%
01582220	56901	MEDIA MAT.	2,473	0	2,473	502.83	.00	1,970.17	20.3%

TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2027 03

56		Supplies	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01582400	56110	Off Supp	3,167	0	3,167	1,132.23	14.28	2,020.67	36.2%
01611001	56111	Class Supp	34,780	0	34,780	13,623.17	7,642.14	13,514.77	61.1%
01611001	56411	TEXTBOOKS	12,133	0	12,133	786.94	1,237.56	10,108.09	16.7%
01611016	56111	Class Supp	2,259	0	2,259	2,163.14	.00	95.86	95.8%
01611019	56111	Class Supp	3,424	0	3,424	.00	200.00	3,224.00	5.8%
01612220	56111	Class Supp	2,022	0	2,022	.00	.00	2,022.10	.0%
01612220	56420	LIBR BKS	2,427	0	2,427	.00	823.78	1,602.74	33.9%
01612220	56425	SUBSCRIPTN	1,618	0	1,618	130.00	.00	1,487.68	8.0%
01612400	56110	Off Supp	4,044	0	4,044	1,850.20	1,073.20	1,120.80	72.3%
01613202	56119	Supplies	4,200	0	4,200	385.00	961.44	2,853.56	32.1%
01621001	56111	Class Supp	38,200	0	38,200	3,938.77	5,731.93	28,529.64	25.3%
01621001	56411	TEXTBOOKS	13,326	0	13,326	445.02	1,725.88	11,154.80	16.3%
01621016	56111	Class Supp	2,750	0	2,750	739.25	29.24	1,981.51	27.9%
01621019	56111	Class Supp	3,000	0	3,000	.00	1,895.44	1,104.56	63.2%
01622220	56420	LIBR BKS	2,665	0	2,665	885.53	259.12	1,520.49	42.9%
01622220	56425	SUBSCRIPTN	1,777	0	1,777	221.00	364.00	1,191.76	32.9%
01622220	56901	MEDIA MAT.	2,221	0	2,221	980.00	224.06	1,016.89	54.2%
01622400	56110	Off Supp	4,442	0	4,442	54.32	.00	4,387.58	1.2%
01623202	56119	Supplies	1,750	0	1,750	18.25	.00	1,731.75	1.0%
01711001	56111	Class Supp	32,500	0	32,500	3,704.14	5,336.56	23,459.30	27.8%
01711002	56112	SP CLSRM	25,000	0	25,000	3,793.88	9,014.22	12,191.90	51.2%
01711003	56112	SP CLSRM	2,200	0	2,200	1,160.72	138.07	901.21	59.0%
01711003	56411	TEXTBOOKS	18,948	0	18,948	14,592.58	.00	4,355.42	77.0%
01711006	56112	SP CLSRM	37,000	0	37,000	5,088.06	30,305.80	1,606.14	95.7%
01711006	56411	TEXTBOOKS	2,000	0	2,000	.00	.00	2,000.00	.0%
01711010	56112	SP CLSRM	1,150	0	1,150	398.25	185.75	566.00	50.8%
01711010	56411	TEXTBOOKS	12,000	0	12,000	5,226.80	.00	6,773.20	43.6%
01711011	56112	SP CLSRM	2,500	0	2,500	1,193.94	659.66	646.40	74.1%
01711011	56411	TEXTBOOKS	32,639	0	32,639	28,438.75	2,252.20	1,948.05	94.0%
01711013	56112	SP CLSRM	21,720	0	21,720	2,531.58	13,940.88	5,247.54	75.8%
01711014	56112	SP CLSRM	30,265	0	30,265	1,690.30	15,999.65	12,575.05	58.5%
01711015	56112	SP CLSRM	2,000	0	2,000	371.08	422.76	1,206.16	39.7%
01711015	56411	TEXTBOOKS	4,155	0	4,155	1,598.00	1,320.00	1,237.00	70.2%
01711016	56112	SP CLSRM	5,400	0	5,400	225.00	2,725.00	2,450.00	54.6%
01711019	56112	SP CLSRM	4,000	0	4,000	974.45	975.00	2,050.55	48.7%
01711027	56112	SP CLSRM	13,010	0	13,010	503.10	6,294.74	6,212.16	52.3%
01711027	56411	TEXTBOOKS	12,877	0	12,877	347.27	127.57	12,402.16	3.7%
01711028	56112	SP CLSRM	980	0	980	616.04	.00	363.96	62.9%
01711028	56411	TEXTBOOKS	7,618	0	7,618	514.08	.00	7,103.92	6.7%
01712120	56112	SP CLSRM	450	0	450	220.31	62.36	167.33	62.8%
01712120	56903	TEST-SYS	650	0	650	120.99	79.85	449.16	30.9%
01712220	56420	LIBR BKS	9,735	0	9,735	2,494.08	3,307.60	3,933.32	59.6%
01712220	56425	SUBSCRIPTN	2,090	0	2,090	1,941.18	178.50	-29.68	101.4%*
01712220	56901	MEDIA MAT.	2,000	0	2,000	.00	491.84	1,508.16	24.6%

TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2027 03

56 Supplies		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01712221 56900	PARTS	750	0	750	.00	.00	750.00	.0%
01712400 56110	Off Supp	4,500	0	4,500	.00	.00	4,500.00	.0%
01712400 56116	SP PROJ	8,000	0	8,000	211.04	982.50	6,806.46	14.9%
01712400 56270	M/S SECUR.	3,000	0	3,000	720.27	.00	2,279.73	24.0%
01712400 56425	SUBSCRIPTN	1,500	0	1,500	284.18	13.02	1,202.80	19.8%
01712400 56907	GRAD. EXP	25,000	0	25,000	.00	18,892.90	6,107.10	75.6%
01713201 56112	SP CLSRM	130,000	0	130,000	52,991.92	42,337.73	34,670.35	73.3%
01713203 56906	AWARDS	1,500	0	1,500	.00	.00	1,500.00	.0%
01802130 56110	SUPPLIES	3,500	0	3,500	354.29	2,599.26	546.45	84.4%
01822230 56110	Ofc Supp	1,500	0	1,500	179.44	1,319.56	1.00	99.9%
01842610 56130	Supplies	202,468	0	202,468	29,213.48	123,195.11	50,059.41	75.3%
01842610 56132	SUPP/EQUIP	0	0	0	24.95	2,475.05	-2,500.00	100.0%*
01842611 56202	Nat Gas	600,000	0	600,000	31,794.30	508,239.74	59,965.96	90.0%
01852622 56134	Snow Rem	10,325	0	10,325	.00	5,000.00	5,325.00	48.4%
01852623 56133	Gas/Diesel	51,650	0	51,650	7,032.86	9,000.00	35,617.14	31.0%
01852623 56134	Veh Supp	15,500	0	15,500	940.28	22,557.72	-7,998.00	151.6%*
01852625 56134	Grnds-Supp	20,500	0	20,500	8,928.14	5,999.00	5,572.86	72.8%
01852626 56134	PARTS-SUPP	3,000	0	3,000	.00	.00	3,000.00	.0%
01852627 56134	PARTS-SUPP	7,500	0	7,500	616.13	4,381.87	2,502.00	66.6%
01852631 56134	PARTS-SUPP	2,000	0	2,000	2,707.28	1,091.72	-1,799.00	190.0%*
01852632 56134	PARTS-SUPP	20,000	0	20,000	655.32	11,994.68	7,350.00	63.3%
01852633 56134	PARTS-SUPP	30,000	0	30,000	8,909.11	11,190.40	9,900.49	67.0%
01852635 56134	PARTS-SUPP	1,500	0	1,500	.00	.00	1,500.00	.0%
01852638 56134	PARTS-SUPP	3,000	0	3,000	.00	2,997.00	3.00	99.9%
01852639 56134	PARTS-SUPP	40,250	0	40,250	17,730.90	47,154.28	-24,635.18	161.2%*
01852642 56134	PARTS-SUPP	6,000	0	6,000	2,254.62	5,245.38	-1,500.00	125.0%*
01852644 56134	PARTS-SUPP	41,300	0	41,300	9,140.44	27,824.53	4,335.03	89.5%
01852646 56134	PARTS-SUPP	500	0	500	.00	.00	500.00	.0%
01852648 56134	PARTS-SUPP	15,000	0	15,000	5,839.98	8,660.02	500.00	96.7%
01882700 56110	Off Supp	3,950	0	3,950	.00	3,950.00	.10	100.0%
01902320 56110	Off Supp	4,000	0	4,000	269.40	3,730.60	.00	100.0%
01902320 56425	SUBSCRIPTN	1,500	0	1,500	143.74	326.26	1,030.00	31.3%
01912520 56110	Off Supp	10,000	0	10,000	865.69	6,052.54	3,081.77	69.2%
TOTAL Supplies		3,360,662	0	3,360,662	1,163,899.92	1,226,188.26	970,574.29	71.1%
	TOTAL EXPENSES	3,360,662	0	3,360,662	1,163,899.92	1,226,188.26	970,574.29	
57 Property								
01011000 57301	EQUIPMENT	4,000	0	4,000	.00	.00	4,000.00	.0%
01011000 57308	Furniture	3,000	0	3,000	.00	565.27	2,434.73	18.8%
01032130 57303	EQU-NEWINS	15,000	0	15,000	847.31	1,087.25	13,065.44	12.9%

TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2027 03

57 Property			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%
01402320	57308	FURNITURE	1,000	0	1,000	.00	.00	1,000.00	.0%
01412210	57301	EQUIP INST	10,000	0	10,000	.00	.00	10,000.00	.0%
01421001	57310	DW EQUIP	318,748	0	318,748	297,847.71	.00	20,900.29	93.4%
01422214	57301	EQUIP INST	8,000	0	8,000	.00	.00	8,000.00	.0%
01422220	57301	EQUIP INST	12,600	0	12,600	570.00	3,161.11	8,868.89	29.6%
01422520	57301	EQUIP INST	90,000	0	90,000	86,183.33	.00	3,816.67	95.8%
01511001	57301	EQUIP INST	1,562	0	1,562	.00	.00	1,561.90	.0%
01511001	57308	Furniture	1,822	0	1,822	.00	.00	1,822.21	.0%
01512220	57302	EQU-NONINS	1,562	0	1,562	931.58	.00	630.32	59.6%
01521001	57301	EQUIP INST	1,590	0	1,590	.00	.00	1,589.79	.0%
01521001	57308	Furniture	1,855	0	1,855	.00	.00	1,854.75	.0%
01522220	57302	EQU-NONINS	1,590	0	1,590	.00	269.56	1,320.23	17.0%
01531001	57301	EQUIP INST	1,447	0	1,447	712.18	330.98	404.07	72.1%
01531001	57308	Furniture	1,688	0	1,688	353.87	.00	1,334.57	21.0%
01532220	57302	EQU-NONINS	1,447	0	1,447	351.96	.00	1,095.27	24.3%
01541001	57301	EQUIP INST	1,546	0	1,546	1,250.46	.00	295.94	80.9%
01541001	57308	Furniture	1,804	0	1,804	1,479.96	125.38	198.79	89.0%
01542220	57302	EQU-NONINS	1,546	0	1,546	.00	.00	1,546.40	.0%
01551001	57301	EQUIP INST	1,357	0	1,357	69.98	29.99	1,257.39	7.4%
01551001	57308	Furniture	1,584	0	1,584	565.25	39.98	978.36	38.2%
01552220	57302	EQU-NONINS	1,357	0	1,357	.00	.00	1,357.36	.0%
01581001	57301	EQUIP INST	1,237	0	1,237	.00	.00	1,236.50	.0%
01581001	57308	Furniture	1,443	0	1,443	480.15	.00	962.43	33.3%
01582220	57302	EQU-NONINS	1,237	0	1,237	749.95	.00	486.55	60.7%
01611001	57301	EQUIP INST	3,640	0	3,640	15.99	.00	3,623.79	.4%
01611001	57308	Furniture	404	0	404	.00	.00	404.42	.0%
01611016	57301	EQUIP INST	3,220	0	3,220	2,217.14	.00	1,002.86	68.9%
01612220	57302	EQU-NONINS	1,213	0	1,213	.00	.00	1,213.26	.0%
01621001	57301	EQUIP INST	3,998	0	3,998	.00	986.55	3,011.16	24.7%
01621001	57308	Furniture	444	0	444	129.99	185.59	128.61	71.0%
01621016	57301	EQUIP INST	3,200	0	3,200	.00	.00	3,200.00	.0%
01622220	57302	EQU-NONINS	1,333	0	1,333	399.96	.00	932.61	30.0%
01711002	57301	EQUIP INST	11,000	0	11,000	50.98	1,019.02	9,930.00	9.7%
01711006	57301	EQUIP INST	2,000	0	2,000	.00	.00	2,000.00	.0%
01711011	57301	EQUIP INST	9,598	0	9,598	7,885.56	.00	1,712.44	82.2%
01711013	57301	EQUIP INST	4,300	0	4,300	798.00	.00	3,502.00	18.6%
01711014	57301	EQUIP INST	2,500	0	2,500	.00	2,400.00	100.00	96.0%
01711016	57301	EQUIP INST	3,000	0	3,000	.00	950.00	2,050.00	31.7%
01711019	57301	EQUIP INST	7,500	0	7,500	995.00	994.90	5,510.10	26.5%
01711027	57301	EQUIP INST	9,215	0	9,215	.00	1,341.20	7,873.80	14.6%
01712220	57302	EQU-NONINS	750	0	750	500.00	.00	250.00	66.7%
01712221	57301	EQUIP INST	1,500	0	1,500	.00	.00	1,500.00	.0%
01712400	57308	Furniture	7,000	0	7,000	.00	.00	7,000.00	.0%

YEAR-TO-DATE BUDGET REPORT

FOR 2027 03

57 Property		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01713201 57301	EQUIP INST	30,000	0	30,000	.00	26,073.60	3,926.40	86.9%
01822230 57308	FURNITURE	500	0	500	.00	.00	500.00	.0%
01842610 57301	EQUIP INST	7,231	0	7,231	.00	.00	7,231.00	.0%
01852622 57307	Equipment	5,000	0	5,000	.00	.00	5,000.00	.0%
01852623 57307	Equipment	2,066	0	2,066	842.14	4,257.86	-3,034.00	246.9%*
01852625 57307	Equipment	5,000	0	5,000	.00	.00	5,000.00	.0%
01852632 57307	Equipment	3,100	0	3,100	.00	.00	3,100.00	.0%
01852633 57306	EQU-MAINT	10,000	0	10,000	.00	.00	10,000.00	.0%
01852650 57200	FF&E SPACE	10,000	0	10,000	1,674.00	8,326.00	.00	100.0%
01852651 57100	IMPRV-BLG	0	0	0	1,015.00	485.00	-1,500.00	100.0%*
TOTAL Property		639,734	0	639,734	408,917.45	52,629.24	178,187.30	72.1%
	TOTAL EXPENSES	639,734	0	639,734	408,917.45	52,629.24	178,187.30	
58 Debt Srvc & Misc								
01011000 58900	DUES	700	0	700	315.00	.00	385.00	45.0%
01011200 58900	DUES	10,000	0	10,000	524.95	8,850.00	625.05	93.7%
01402320 58900	DUES	7,500	0	7,500	.00	100.00	7,400.00	1.3%
01422520 58111	RepayPlan	-100,000	0	-100,000	.00	.00	-100,000.00	.0%*
01512400 58900	DUES	500	0	500	.00	.00	500.00	.0%
01522400 58900	DUES	350	0	350	.00	.00	350.00	.0%
01532400 58900	DUES	500	0	500	.00	.00	500.00	.0%
01542400 58900	DUES	350	0	350	.00	.00	350.00	.0%
01582400 58900	DUES	350	0	350	99.95	.00	250.05	28.6%
01612400 58900	DUES	1,702	0	1,702	1,673.99	.00	28.01	98.4%
01622400 58900	DUES	800	0	800	1,060.00	.00	-260.00	132.5%*
01711006 58900	DUES	5,000	0	5,000	.00	8,150.00	-3,150.00	163.0%*
01712220 58900	DUES	230	0	230	.00	.00	230.00	.0%
01712400 58900	DUES	10,700	0	10,700	11,055.00	.00	-355.00	103.3%*
01713201 58900	DUES	25,581	0	25,581	14,798.89	10,435.00	347.11	98.6%
01802130 58900	DUES	1,500	0	1,500	.00	.00	1,500.00	.0%
01822230 58900	DUES	1,500	0	1,500	120.00	.00	1,380.00	8.0%
01882700 58900	DUES	412	0	412	.00	.00	411.60	.0%
01902320 58900	DUES	30,000	0	30,000	15,046.50	7,660.00	7,293.50	75.7%
01912520 58310	PrinPymnt	358,614	0	358,614	.00	366,724.28	-8,110.28	102.3%*
01912520 58320	IntPymnt	81,296	0	81,296	20,579.86	56,815.14	3,901.00	95.2%
01912520 58900	DUES	115,000	0	115,000	1,735.00	800.00	112,465.00	2.2%
01912520 58904	Bad Debt	1,000	0	1,000	.00	.00	1,000.00	.0%
TOTAL Debt Srvc & Misc		553,585	0	553,585	67,009.14	459,534.42	27,041.04	95.1%
	TOTAL EXPENSES	553,585	0	553,585	67,009.14	459,534.42	27,041.04	
59 Other Objects								

TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2027 03

59 Other Objects		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01912520 59001 IntXfer		-871,682	0	-871,682	-68,341.00	.00	-803,341.00	7.8%*
TOTAL Other Objects		-871,682	0	-871,682	-68,341.00	.00	-803,341.00	7.8%
	TOTAL EXPENSES	-871,682	0	-871,682	-68,341.00	.00	-803,341.00	
	GRAND TOTAL	134,844,746	0	134,844,746	19,763,859.24	107,304,074.26	7,776,812.68	94.2%

** END OF REPORT - Generated by Alison Pierce **

TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2027 03

	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	.00	.00	1,500.00	.0%
01401201 53210 INSTR. SRV	5,000	0	5,000	.00	.00	5,000.00	.0%
01401203 51117 Tutors	3,500	0	3,500	.00	.00	3,500.00	.0%
01401203 55801 Mileage	12,000	0	12,000	494.56	.00	11,505.44	4.1%
01401204 51117 Tutors	5,000	0	5,000	.00	.00	5,000.00	.0%
01402210 51110 Curr Salar	841,837	0	841,837	68,952.14	803,443.47	-30,558.58	103.6%*
01402320 51130 Admin Sec	82,951	0	82,951	19,604.04	66,552.60	-3,205.76	103.9%*
01402320 51200 MENTORS	7,000	0	7,000	.00	.00	7,000.00	.0%
01402320 55600 TUITION	270,000	0	270,000	.00	247,194.00	22,806.00	91.6%
01402320 55800 PROF DEVEL	20,000	0	20,000	2,287.20	1,840.00	15,872.80	20.6%
01402320 55906 PRINTING	700	0	700	.00	.00	700.00	.0%
01402320 56110 Off Supp	25,000	0	25,000	3,608.66	.00	21,391.34	14.4%
01402320 57308 FURNITURE	1,000	0	1,000	.00	.00	1,000.00	.0%
01402320 58900 DUES	7,500	0	7,500	.00	100.00	7,400.00	1.3%
01412210 51111 Curr Prog	395,852	0	395,852	46,076.46	381,380.22	-31,604.68	108.0%*
01412210 51114 Asst Super	216,597	0	216,597	51,255.48	187,936.76	-22,595.24	110.4%*
01412210 51117 Tchr Train	12,000	0	12,000	110.00	11,890.00	.00	100.0%
01412210 51118 PD Prep	32,000	0	32,000	2,000.00	1,280.00	28,720.00	10.3%
01412210 51119 Curr Write	63,565	0	63,565	26,645.80	.00	36,919.20	41.9%
01412210 51130 Admin Sec	73,787	0	73,787	17,489.22	59,112.27	-2,814.87	103.8%*
01412210 51135 CLER PT	500	0	500	13.14	.00	486.86	2.6%
01412210 53300 OTHER PROF	5,000	0	5,000	.00	.00	5,000.00	.0%
01412210 55800 PROF DEVEL	37,000	0	37,000	110.00	2,335.00	34,555.00	6.6%
01412210 55801 TRAV-CURR	0	0	0	23.18	.00	-23.18	100.0%*
01412210 56118 Software	3,000	0	3,000	.00	2,475.00	525.00	82.5%
01412210 56411 TEXTBOOKS	210,007	0	210,007	81,816.10	273.90	127,917.00	39.1%
01412210 56904 TEST-IND	135,000	0	135,000	56,551.00	40,975.00	37,474.00	72.2%
01412210 57301 EQUIP INST	10,000	0	10,000	.00	.00	10,000.00	.0%
01412214 56111 Class Supp	100,000	0	100,000	15,591.25	14,492.98	69,915.77	30.1%
01412214 56426 On Line Re	357,855	0	357,855	183,108.74	117,258.49	57,487.77	83.9%
01922530 51125 AS-Supv	173,510	0	173,510	40,040.76	146,816.12	-13,346.88	107.7%*

TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2027 03

AsstS		Assistant Superintendent	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01922530	51129	AS-Other	84,211	0	84,211	19,433.40	71,255.80	-6,477.80	107.7%*
01922530	51135	CLER. CO	15,000	0	15,000	.00	.00	15,000.00	.0%
01922530	53302	D.L.OTHER	238,150	0	238,150	205,778.47	.00	32,371.53	86.4%
01922530	55804	Digital	10,000	0	10,000	.00	630.00	9,370.00	6.3%
TOTAL Assistant Superintendent			3,456,022	0	3,456,022	840,989.60	2,157,241.61	457,790.72	86.8%
		TOTAL EXPENSES	3,456,022	0	3,456,022	840,989.60	2,157,241.61	457,790.72	
Athle Athletics Dept									
01711019	51114	Sports Dir	186,052	0	186,052	42,935.10	157,428.70	-14,311.80	107.7%*
01713201	51111	TCHR-SPEC	140,454	0	140,454	24,052.76	132,290.18	-15,888.94	111.3%*
01713201	51116	Coaches	715,064	0	715,064	6,150.00	708,914.00	.00	100.0%
01713201	51129	OTHER NC	5,000	0	5,000	4,584.25	.00	415.75	91.7%
01713201	51131	SEC-SCHLYR	52,372	0	52,372	6,399.06	53,325.50	-7,352.76	114.0%*
01713201	51135	Sec-Extra	4,500	0	4,500	.00	.00	4,500.00	.0%
01713201	51170	GameStaff	57,500	0	57,500	1,013.68	.00	56,486.32	1.8%
01713201	53300	Prch Srvcs	243,075	0	243,075	5,102.95	114,500.00	123,472.05	49.2%
01713201	53301	POLICE	20,000	0	20,000	.00	20,000.00	.00	100.0%
01713201	54200	CLEANING	16,480	0	16,480	.00	.00	16,480.00	.0%
01713201	55809	TRANSPORTA	197,715	0	197,715	.00	125,000.00	72,715.00	63.2%
01713201	56112	SP CLSRM	130,000	0	130,000	52,991.92	42,337.73	34,670.35	73.3%
01713201	57301	EQUIP INST	30,000	0	30,000	.00	26,073.60	3,926.40	86.9%
01713201	58900	DUES	25,581	0	25,581	14,798.89	10,435.00	347.11	98.6%
TOTAL Athletics Dept			1,823,793	0	1,823,793	158,028.61	1,390,304.71	275,459.48	84.9%
		TOTAL EXPENSES	1,823,793	0	1,823,793	158,028.61	1,390,304.71	275,459.48	
BH Booth Hill School									
01511001	51110	BHE Salary	2,189,889	0	2,189,889	169,219.12	2,199,848.56	-179,178.68	108.2%*
01511001	51120	AIDE-CLSRM	46,094	0	46,094	2,143.47	.00	43,950.05	4.7%
01511001	55500	BHE Intern	32,000	0	32,000	.00	30,600.00	1,400.00	95.6%
01511001	56111	Class Supp	30,197	0	30,197	23,746.19	3,257.49	3,192.98	89.4%
01511001	56411	TEXTBOOKS	32,279	0	32,279	31,727.48	106.15	445.55	98.6%
01511001	57301	EQUIP INST	1,562	0	1,562	.00	.00	1,561.90	.0%
01511001	57308	Furniture	1,822	0	1,822	.00	.00	1,822.21	.0%
01511002	51110	Spec	675,754	0	675,754	52,582.90	675,754.20	-52,583.15	107.8%*
01512220	51110	BHE Salary	126,935	0	126,935	9,764.24	126,935.12	-9,764.36	107.7%*
01512220	56420	LIBR BKS	5,206	0	5,206	5,132.43	57.51	16.38	99.7%

YEAR-TO-DATE BUDGET REPORT

FOR 2027 03

BH	Booth Hill School	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01512220 56425	SUBSCRIPTN	911	0	911	700.00	.00	211.11	76.8%
01512220 56901	MEDIA MAT.	3,124	0	3,124	2,921.94	.00	201.85	93.5%
01512220 57302	EQU-NONINS	1,562	0	1,562	931.58	.00	630.32	59.6%
01512400 51113	BHE Admin	201,361	0	201,361	46,467.90	170,382.30	-15,489.20	107.7%*
01512400 51120	BHE Paras	22,499	0	22,499	1,478.80	.00	21,020.24	6.6%
01512400 51130	Admin Sec	71,470	0	71,470	16,416.99	57,459.36	-2,406.19	103.4%*
01512400 51131	SEC-SCHLYR	45,918	0	45,918	5,492.89	43,940.75	-3,515.26	107.7%*
01512400 51135	CLER. CO	0	0	0	54.68	.00	-54.68	100.0%*
01512400 54900	PROP SERV	300	0	300	.00	.00	300.00	.0%
01512400 55800	PROF DEVEL	650	0	650	.00	.00	650.00	.0%
01512400 56110	Off Supp	3,644	0	3,644	893.21	.00	2,751.21	24.5%
01512400 58900	DUES	500	0	500	.00	.00	500.00	.0%
TOTAL Booth Hill School		3,493,678	0	3,493,678	369,673.82	3,308,341.44	-184,337.72	105.3%
TOTAL EXPENSES		3,493,678	0	3,493,678	369,673.82	3,308,341.44	-184,337.72	
Busin Business Dept								
01912520 51113	Bus Admin	183,471	0	183,471	43,392.00	159,104.00	-19,025.00	110.4%*
01912520 51129	Bus-Asst	98,300	0	98,300	22,684.62	83,176.85	-7,561.52	107.7%*
01912520 51130	SEC-CALYR	327,888	0	327,888	70,272.47	235,961.20	21,654.63	93.4%
01912520 51135	CLERICAL	8,500	0	8,500	1,530.17	.00	6,969.83	18.0%
01912520 51196	RET SAVE	-635,000	0	-635,000	.00	.00	-635,000.00	.0%*
01912520 51197	DEGREE CH	175,000	0	175,000	.00	.00	175,000.00	.0%
01912520 51198	Retire Pay	400,000	0	400,000	240,259.59	159,740.41	.00	100.0%
01912520 51199	RSV. ALLOC	402,731	0	402,731	.00	402,730.58	.00	100.0%
01912520 52001	FICA-MC	2,300,000	0	2,300,000	279,136.74	2,020,863.26	.00	100.0%
01912520 52002	HEALTH/DEN	30,600,000	0	30,600,000	7,256,629.24	23,003,370.76	340,000.00	98.9%
01912520 52003	WAIVER	215,000	0	215,000	.00	215,000.00	.00	100.0%
01912520 52004	DISABILITY	24,000	0	24,000	3,718.54	20,281.46	.00	100.0%
01912520 52005	Life	120,000	0	120,000	17,584.98	110,382.03	-7,967.01	106.6%*
01912520 52006	UNEMPLOY	20,000	0	20,000	.00	20,000.00	.00	100.0%
01912520 52008	Admin Fee	16,000	0	16,000	3,925.50	7,574.50	4,500.00	71.9%
01912520 52010	401A TBOE	515,000	0	515,000	76,372.87	438,627.13	.00	100.0%
01912520 52011	Med WH	-6,528,119	0	-6,528,119	-1,438,482.94	-5,089,636.06	.00	100.0%
01912520 52012	Dental WH	-250,000	0	-250,000	-57,987.74	-192,012.26	.00	100.0%
01912520 53300	OTHER PROF	36,000	0	36,000	11,025.00	27,000.00	-2,025.00	105.6%*
01912520 53310	Insurance	90,000	0	90,000	87,900.00	.00	2,100.00	97.7%
01912520 55800	PROF DEVEL	650	0	650	.00	1,000.00	-350.00	153.8%*
01912520 56110	Off Supp	10,000	0	10,000	865.69	6,052.54	3,081.77	69.2%
01912520 58310	PrinPymnt	358,614	0	358,614	.00	366,724.28	-8,110.28	102.3%*
01912520 58320	IntPymnt	81,296	0	81,296	20,579.86	56,815.14	3,901.00	95.2%

YEAR-TO-DATE BUDGET REPORT

FOR 2027 03

Busin	Business Dept		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01912520	58900	DUES	115,000	0	115,000	1,735.00	800.00	112,465.00	2.2%
01912520	58904	Bad Debt	1,000	0	1,000	.00	.00	1,000.00	.0%
01912520	59001	IntXfer	-871,682	0	-871,682	-68,341.00	.00	-803,341.00	7.8%*
01922530	53301	FINANCIALS	105,000	0	105,000	106,623.37	.00	-1,623.37	101.5%*
01922530	53304	TRAINING	7,500	0	7,500	.00	.00	7,500.00	.0%
TOTAL Business Dept			27,926,149	0	27,926,149	6,679,423.96	22,053,555.82	-806,830.95	102.9%
		TOTAL EXPENSES	27,926,149	0	27,926,149	6,679,423.96	22,053,555.82	-806,830.95	
DF Daniels Farm School									
01531001	51110	DFE Salary	2,489,071	0	2,489,071	189,454.52	2,462,908.76	-163,292.28	106.6%*
01531001	51120	DFE Paras	54,446	0	54,446	4,091.59	.00	50,354.01	7.5%
01531001	55500	DFE Intern	32,000	0	32,000	.00	30,600.00	1,400.00	95.6%
01531001	56111	Class Supp	27,980	0	27,980	19,398.99	1,391.32	7,189.53	74.3%
01531001	56411	TEXTBOOKS	29,909	0	29,909	30,196.57	325.56	-612.65	102.0%*
01531001	57301	EQUIP INST	1,447	0	1,447	712.18	330.98	404.07	72.1%
01531001	57308	Furniture	1,688	0	1,688	353.87	.00	1,334.57	21.0%
01531002	51110	Spec	693,471	0	693,471	60,422.10	693,470.63	-60,422.07	108.7%*
01532220	51110	DFE Salary	100,504	0	100,504	7,731.08	100,504.04	-7,731.12	107.7%*
01532220	56420	LIBR BKS	4,824	0	4,824	3,276.55	2,182.11	-634.55	113.2%*
01532220	56425	SUBSCRIPTN	844	0	844	.00	686.00	158.22	81.3%
01532220	56901	MEDIA MAT.	2,894	0	2,894	1,301.25	408.57	1,184.65	59.1%
01532220	57302	EQU-NONINS	1,447	0	1,447	351.96	.00	1,095.27	24.3%
01532400	51113	DFE Admin	201,361	0	201,361	46,467.90	170,382.30	-15,489.20	107.7%*
01532400	51120	DFE Paras	21,459	0	21,459	1,494.11	11,238.12	8,727.01	59.3%
01532400	51130	SEC-CALYR	59,719	0	59,719	13,781.22	48,234.27	-2,296.87	103.8%*
01532400	51131	SEC-SCHLYR	45,698	0	45,698	5,272.89	43,940.75	-3,515.26	107.7%*
01532400	51135	CLER. CO	0	0	0	218.11	.00	-218.11	100.0%*
01532400	55800	PROF DEVEL	650	0	650	.00	.00	650.00	.0%
01532400	56110	Off Supp	3,377	0	3,377	1,467.43	361.83	1,547.62	54.2%
01532400	58900	DUES	500	0	500	.00	.00	500.00	.0%
TOTAL Daniels Farm School			3,773,290	0	3,773,290	385,992.32	3,566,965.24	-179,667.16	104.8%
		TOTAL EXPENSES	3,773,290	0	3,773,290	385,992.32	3,566,965.24	-179,667.16	
Facil Facilities Dept									
01802320	51140	CustSubs	40,000	0	40,000	5,442.69	34,557.31	.00	100.0%
01822230	51125	Plant Supv	409,503	0	409,503	95,478.66	350,088.42	-36,064.08	108.8%*

YEAR-TO-DATE BUDGET REPORT

FOR 2027 03

Facil	Facilities Dept		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01822230	51127	Sec Guard	795,980	0	795,980	90,768.21	878,763.44	-173,551.65	121.8%*
01822230	51128	Sec OT	25,000	0	25,000	541.16	.00	24,458.84	2.2%
01822230	51130	SEC-CALYR	105,226	0	105,226	24,142.62	84,499.17	-3,415.45	103.2%*
01822230	51135	CLER. CO	0	0	0	417.73	.00	-417.73	100.0%*
01822230	55800	PROF DEVEL	500	0	500	.00	.00	500.00	.0%
01822230	55910	Other	17,000	0	17,000	17,866.88	500.00	-1,366.88	108.0%*
01822230	56110	Ofc Supp	1,500	0	1,500	179.44	1,319.56	1.00	99.9%
01822230	57308	FURNITURE	500	0	500	.00	.00	500.00	.0%
01822230	58900	DUES	1,500	0	1,500	120.00	.00	1,380.00	8.0%
01842610	51140	CUST.MAINT	3,197,151	0	3,197,151	572,137.68	2,837,353.00	-212,340.08	106.6%*
01842610	51141	OT/SCHOOLS	103,500	0	103,500	12,682.28	.00	90,817.72	12.3%
01842610	51142	OT/sch eve	113,850	0	113,850	2,257.04	106,301.11	5,291.85	95.4%
01842610	51143	Snow	50,000	0	50,000	.00	.00	50,000.00	.0%
01842610	51145	HELP 19.5	10,610	0	10,610	2,142.91	9,385.84	-918.67	108.7%*
01842610	51149	CUST NGTDF	10,000	0	10,000	835.58	.00	9,164.42	8.4%
01842610	54103	RUBBISH	86,569	0	86,569	12,453.59	131,909.25	-57,793.84	166.8%*
01842610	54202	SER.CUST.	4,000	0	4,000	770.44	3,229.56	.00	100.0%
01842610	54300	REPAIRS	15,000	0	15,000	.00	6,735.73	8,264.27	44.9%
01842610	55803	Mileage	1,500	0	1,500	285.76	.00	1,214.24	19.1%
01842610	56130	Supplies	202,468	0	202,468	29,213.48	123,195.11	50,059.41	75.3%
01842610	56132	SUPP/EQUIP	0	0	0	24.95	2,475.05	-2,500.00	100.0%*
01842610	57301	EQUIP INST	7,231	0	7,231	.00	.00	7,231.00	.0%
01842611	54101	Electricty	1,666,423	0	1,666,423	230,184.11	1,357,213.89	79,025.00	95.3%
01842611	54105	WATER	135,000	0	135,000	9,509.72	96,490.28	29,000.00	78.5%
01842611	56202	Nat Gas	600,000	0	600,000	31,794.30	508,239.74	59,965.96	90.0%
01852620	51140	CUST.MAINT	834,986	0	834,986	148,640.35	634,693.74	51,651.91	93.8%
01852620	51141	OT/SCHOOLS	17,557	0	17,557	7,607.59	.00	9,949.71	43.3%
01852620	51145	SUMMER GR	30,000	0	30,000	19,612.29	.00	10,387.71	65.4%
01852622	54300	REPAIRS	6,000	0	6,000	.00	.00	6,000.00	.0%
01852622	56134	Snow Rem	10,325	0	10,325	.00	5,000.00	5,325.00	48.4%
01852622	57307	Equipment	5,000	0	5,000	.00	.00	5,000.00	.0%
01852623	54300	REPAIRS	3,100	0	3,100	4,023.58	25,230.95	-26,154.53	943.7%*
01852623	56133	Gas/Diesel	51,650	0	51,650	7,032.86	9,000.00	35,617.14	31.0%
01852623	56134	Veh Supp	15,500	0	15,500	940.28	22,557.72	-7,998.00	151.6%*
01852623	57307	Equipment	2,066	0	2,066	842.14	4,257.86	-3,034.00	246.9%*
01852625	54300	REPAIRS	10,000	0	10,000	51.90	3,447.10	6,501.00	35.0%
01852625	56134	Grnds-Supp	20,500	0	20,500	8,928.14	5,999.00	5,572.86	72.8%
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	5,170	0	5,170	.00	7,000.00	-1,830.00	135.4%*
01852627	56134	PARTS-SUPP	7,500	0	7,500	616.13	4,381.87	2,502.00	66.6%
01852631	54300	REPAIRS	60,000	0	60,000	13,157.11	45,316.99	1,525.90	97.5%
01852631	54301	ELEVATORS	40,000	0	40,000	7,519.71	.00	32,480.29	18.8%
01852631	56134	PARTS-SUPP	2,000	0	2,000	2,707.28	1,091.72	-1,799.00	190.0%*

YEAR-TO-DATE BUDGET REPORT

FOR 2027 03

Facil	Facilities Dept	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01852632 54300	REPAIRS	5,000	0	5,000	.00	4,000.00	1,000.00	80.0%
01852632 56134	PARTS-SUPP	20,000	0	20,000	655.32	11,994.68	7,350.00	63.3%
01852632 57307	Equipment	3,100	0	3,100	.00	.00	3,100.00	.0%
01852633 54300	Services	40,000	0	40,000	4,291.19	46,678.81	-10,970.00	127.4%*
01852633 54301	SEC-SRVC K	25,000	0	25,000	.00	.00	25,000.00	.0%
01852633 56134	PARTS-SUPP	30,000	0	30,000	8,909.11	11,190.40	9,900.49	67.0%
01852633 57306	EQU-MAINT	10,000	0	10,000	.00	.00	10,000.00	.0%
01852634 54300	REPAIRS	40,000	0	40,000	4,325.00	22,063.00	13,612.00	66.0%
01852635 54300	REPAIRS	35,000	0	35,000	.00	.00	35,000.00	.0%
01852635 56134	PARTS-SUPP	1,500	0	1,500	.00	.00	1,500.00	.0%
01852637 54300	REPAIRS	6,000	0	6,000	.00	5,000.00	1,000.00	83.3%
01852638 56134	PARTS-SUPP	3,000	0	3,000	.00	2,997.00	3.00	99.9%
01852639 54300	REPAIRS	144,450	0	144,450	49,187.40	46,825.21	48,437.39	66.5%
01852639 56134	PARTS-SUPP	40,250	0	40,250	17,730.90	47,154.28	-24,635.18	161.2%*
01852642 56134	PARTS-SUPP	6,000	0	6,000	2,254.62	5,245.38	-1,500.00	125.0%*
01852643 54300	REPAIRS	6,200	0	6,200	.00	11,805.00	-5,605.00	190.4%*
01852644 54300	REPAIRS	5,150	0	5,150	2,239.67	2,500.00	410.33	92.0%
01852644 56134	PARTS-SUPP	41,300	0	41,300	9,140.44	27,824.53	4,335.03	89.5%
01852645 54300	REPAIRS	31,000	0	31,000	5,762.18	19,237.82	6,000.00	80.6%
01852646 54300	REPAIRS	14,000	0	14,000	3,608.00	14,392.00	-4,000.00	128.6%*
01852646 56134	PARTS-SUPP	500	0	500	.00	.00	500.00	.0%
01852647 53300	OTHER PROF	3,000	0	3,000	.00	.00	3,000.00	.0%
01852647 54300	REPAIRS	15,000	0	15,000	3,633.76	121,152.42	-109,786.18	831.9%*
01852648 54300	REPAIRS	25,000	0	25,000	1,200.00	15,330.00	8,470.00	66.1%
01852648 56134	PARTS-SUPP	15,000	0	15,000	5,839.98	8,660.02	500.00	96.7%
01852649 54300	REPAIRS	500	0	500	.00	.00	500.00	.0%
01852650 57200	FF&E SPACE	10,000	0	10,000	1,674.00	8,326.00	.00	100.0%
01852651 57100	IMPRV-BLG	0	0	0	1,015.00	485.00	-1,500.00	100.0%*
TOTAL Facilities Dept		9,305,315	0	9,305,315	1,482,395.16	7,733,094.96	89,825.20	99.0%
TOTAL EXPENSES		9,305,315	0	9,305,315	1,482,395.16	7,733,094.96	89,825.20	
FT Frenchtown School								
01521001 51110	FTE Teach	2,425,359	0	2,425,359	194,976.15	2,443,613.64	-213,230.79	108.8%*
01521001 51120	FTE Paras	60,771	0	60,771	4,503.98	.00	56,267.06	7.4%
01521001 55500	FTE Intern	32,000	0	32,000	.00	30,600.00	1,400.00	95.6%
01521001 56111	Class Supp	30,736	0	30,736	10,270.22	4,506.91	15,958.75	48.1%
01521001 56411	TEXTBOOKS	32,856	0	32,856	24,104.84	468.68	8,282.08	74.8%
01521001 57301	EQUIP INST	1,590	0	1,590	.00	.00	1,589.79	.0%
01521001 57308	Furniture	1,855	0	1,855	.00	.00	1,854.75	.0%
01521002 51110	Spec	895,515	0	895,515	77,120.24	954,003.96	-135,608.84	115.1%*

YEAR-TO-DATE BUDGET REPORT

FOR 2027 03

FT	Frenchtown School	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01522220 51110	FT Teacher	116,976	0	116,976	8,998.16	116,976.08	-8,998.24	107.7%*
01522220 56420	LIBR BKS	5,299	0	5,299	2,560.13	875.67	1,863.49	64.8%
01522220 56425	SUBSCRIPTN	927	0	927	.00	.00	927.38	.0%
01522220 56901	MEDIA MAT.	3,180	0	3,180	.00	937.77	2,241.80	29.5%
01522220 57302	EQU-NONINS	1,590	0	1,590	.00	269.56	1,320.23	17.0%
01522400 51113	FTE Admin	376,871	0	376,871	86,970.18	318,890.66	-28,989.84	107.7%*
01522400 51120	FTE Paras	43,318	0	43,318	2,704.88	26,370.90	14,241.78	67.1%
01522400 51130	Admin Sec	71,740	0	71,740	15,209.86	57,459.36	-929.06	101.3%*
01522400 51131	SEC-SCHLYR	46,621	0	46,621	6,946.18	44,024.40	-4,349.78	109.3%*
01522400 51135	CLER. CO	0	0	0	205.60	.00	-205.60	100.0%*
01522400 55800	PROF DEVEL	1,300	0	1,300	.00	.00	1,300.00	.0%
01522400 56110	Off Supp	3,710	0	3,710	.00	.00	3,709.50	.0%
01522400 58900	DUES	350	0	350	.00	.00	350.00	.0%
TOTAL Frenchtown School		4,152,562	0	4,152,562	434,570.42	3,998,997.59	-281,005.54	106.8%
TOTAL EXPENSES		4,152,562	0	4,152,562	434,570.42	3,998,997.59	-281,005.54	

HC Hillcrest Middle School

01611001 51110	HMS Salary	4,354,875	0	4,354,875	337,280.68	4,341,625.49	-324,031.17	107.4%*
01611001 51111	TCHR-SPEC	126,935	0	126,935	9,764.24	126,935.12	-9,764.36	107.7%*
01611001 55500	HMS Intern	48,000	0	48,000	.00	30,300.00	17,700.00	63.1%
01611001 56111	Class Supp	34,780	0	34,780	13,623.17	7,642.14	13,514.77	61.1%
01611001 56411	TEXTBOOKS	12,133	0	12,133	786.94	1,237.56	10,108.09	16.7%
01611001 57301	EQUIP INST	3,640	0	3,640	15.99	.00	3,623.79	.4%
01611001 57308	Furniture	404	0	404	.00	.00	404.42	.0%
01611016 51110	HMS Salary	364,882	0	364,882	30,210.28	364,882.18	-30,210.46	108.3%*
01611016 54900	PROP SERV	1,212	0	1,212	799.99	.00	412.01	66.0%
01611016 56111	Class Supp	2,259	0	2,259	2,163.14	.00	95.86	95.8%
01611016 57301	EQUIP INST	3,220	0	3,220	2,217.14	.00	1,002.86	68.9%
01611019 51110	HMS Salary	413,284	0	413,284	33,063.62	413,284.30	-33,063.92	108.0%*
01611019 56111	Class Supp	3,424	0	3,424	.00	200.00	3,224.00	5.8%
01612120 51110	HMS Salary	335,145	0	335,145	43,963.16	320,673.08	-29,491.24	108.8%*
01612120 51131	SEC-SCHLYR	56,978	0	56,978	6,691.15	54,077.75	-3,791.02	106.7%*
01612120 51135	CLER. CO	0	0	0	24.53	.00	-24.53	100.0%*
01612220 51110	HMS Salary	126,935	0	126,935	9,764.24	126,935.12	-9,764.36	107.7%*
01612220 56111	Class Supp	2,022	0	2,022	.00	.00	2,022.10	.0%
01612220 56420	LIBR BKS	2,427	0	2,427	.00	823.78	1,602.74	33.9%
01612220 56425	SUBSCRIPTN	1,618	0	1,618	130.00	.00	1,487.68	8.0%
01612220 57302	EQU-NONINS	1,213	0	1,213	.00	.00	1,213.26	.0%
01612400 51113	HMS Admin	387,413	0	387,413	89,403.00	327,811.00	-29,801.00	107.7%*
01612400 51120	HMS Paras	14,880	0	14,880	1,187.70	14,880.24	-1,187.70	108.0%*

TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2027 03

HC	Hillcrest Middle School	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01612400 51130	SEC-CALYR	66,964	0	66,964	15,453.24	54,086.34	-2,575.54	103.8%*
01612400 51131	SEC-SCHLYR	52,372	0	52,372	6,399.06	53,325.50	-7,352.76	114.0%*
01612400 51135	CLER. CO	0	0	0	158.94	.00	-158.94	100.0%*
01612400 54900	PROP SERV	800	0	800	.00	.00	800.00	.0%
01612400 55800	PROF DEVEL	1,300	0	1,300	.00	.00	1,300.00	.0%
01612400 56110	Off Supp	4,044	0	4,044	1,850.20	1,073.20	1,120.80	72.3%
01612400 58900	DUES	1,702	0	1,702	1,673.99	.00	28.01	98.4%
01613202 51116	HMS Advis	47,000	0	47,000	.00	47,000.00	.00	100.0%
01613202 53301	POLICE	800	0	800	.00	.00	800.00	.0%
01613202 56119	Supplies	4,200	0	4,200	385.00	961.44	2,853.56	32.1%
TOTAL Hillcrest Middle School		6,476,861	0	6,476,861	607,009.40	6,287,754.24	-417,903.05	106.5%
TOTAL EXPENSES		6,476,861	0	6,476,861	607,009.40	6,287,754.24	-417,903.05	
HR Human Resources Dept								
01402320 51114	HR Dir	190,995	0	190,995	45,287.76	166,055.12	-20,347.79	110.7%*
01802130 53401	SubTeach	850,000	0	850,000	21,682.40	818,894.68	9,422.92	98.9%
01802130 53402	SubPara	440,000	0	440,000	25,832.43	423,898.44	-9,730.87	102.2%*
01802130 53403	SubSec	20,000	0	20,000	352.36	19,268.11	379.53	98.1%
01802130 55800	PD	7,000	0	7,000	.00	3,000.00	4,000.00	42.9%
01802130 55900	OTHER PURC	80,000	0	80,000	71,234.51	8,765.49	.00	100.0%
01802130 55903	ADVERT.	1,500	0	1,500	1,527.00	.00	-27.00	101.8%*
01802130 56110	SUPPLIES	3,500	0	3,500	354.29	2,599.26	546.45	84.4%
01802130 58900	DUES	1,500	0	1,500	.00	.00	1,500.00	.0%
01802320 51115	Sup Pers	235,262	0	235,262	54,760.10	193,517.94	-13,015.79	105.5%*
01802320 51117	Sub Teach	0	0	0	11,149.62	200,000.00	-211,149.62	100.0%*
01802320 51119	Teacher	0	0	0	2,031.58	.00	-2,031.58	100.0%*
01802320 51127	SEC. GRD	0	0	0	364.16	.00	-364.16	100.0%*
01802320 51135	Extra	0	0	0	2,895.89	6,000.00	-8,895.89	100.0%*
TOTAL Human Resources Dept		1,829,757	0	1,829,757	237,472.10	1,841,999.04	-249,713.80	113.6%
TOTAL EXPENSES		1,829,757	0	1,829,757	237,472.10	1,841,999.04	-249,713.80	
JR Jane Ryan School								
01551001 51110	JRE Salary	2,096,608	0	2,096,608	160,440.24	2,057,871.66	-121,703.90	105.8%*
01551001 51120	JRE Paras	41,865	0	41,865	3,370.50	.00	38,494.40	8.1%
01551001 55500	JRE Intern	32,000	0	32,000	.00	30,600.00	1,400.00	95.6%
01551001 56111	Class Supp	26,242	0	26,242	14,716.53	5,339.11	6,186.69	76.4%

YEAR-TO-DATE BUDGET REPORT

FOR 2027 03

JR	Jane Ryan School	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01551001 56411	TEXTBOOKS	28,052	0	28,052	18,571.52	.00	9,480.63	66.2%
01551001 57301	EQUIP INST	1,357	0	1,357	69.98	29.99	1,257.39	7.4%
01551001 57308	Furniture	1,584	0	1,584	565.25	39.98	978.36	38.2%
01551002 51110	TCHR-CLSRM	657,191	0	657,191	54,533.30	657,191.32	-54,533.56	108.3%*
01552220 51110	JRE Salary	116,174	0	116,174	8,936.46	116,173.98	-8,936.44	107.7%*
01552220 56420	LIBR BKS	4,525	0	4,525	.00	4,361.06	163.48	96.4%
01552220 56425	SUBSCRIPTN	792	0	792	413.85	.00	377.94	52.3%
01552220 56901	MEDIA MAT.	2,715	0	2,715	2,287.67	.00	427.05	84.3%
01552220 57302	EQU-NONINS	1,357	0	1,357	.00	.00	1,357.36	.0%
01552400 51113	JRE Admin	201,361	0	201,361	46,467.90	170,382.30	-15,489.20	107.7%*
01552400 51120	JRE Paras	24,391	0	24,391	1,553.51	11,748.60	11,089.35	54.5%
01552400 51130	SEC-CALYR	71,430	0	71,430	16,706.96	60,195.52	-5,472.32	107.7%*
01552400 51131	SEC-SCHLYR	46,343	0	46,343	6,361.40	43,940.75	-3,958.67	108.5%*
01552400 51135	CLER. CO	0	0	0	164.03	.00	-164.03	100.0%*
01552400 55800	PROF DEVEL	650	0	650	.00	.00	650.00	.0%
01552400 56110	Off Supp	3,167	0	3,167	1,073.20	86.91	2,007.07	36.6%
TOTAL Jane Ryan School		3,357,805	0	3,357,805	336,232.30	3,157,961.18	-136,388.40	104.1%
TOTAL EXPENSES		3,357,805	0	3,357,805	336,232.30	3,157,961.18	-136,388.40	

MAD Madison Middle School

01621001 51110	MMS Salary	4,533,780	0	4,533,780	370,631.17	4,512,620.80	-349,472.17	107.7%*
01621001 51111	TCHR-SPEC	126,935	0	126,935	9,764.24	126,935.12	-9,764.36	107.7%*
01621001 55500	MMS Intern	48,000	0	48,000	.00	30,600.00	17,400.00	63.8%
01621001 56111	Class Supp	38,200	0	38,200	3,938.77	5,731.93	28,529.64	25.3%
01621001 56411	TEXTBOOKS	13,326	0	13,326	445.02	1,725.88	11,154.80	16.3%
01621001 57301	EQUIP INST	3,998	0	3,998	.00	986.55	3,011.16	24.7%
01621001 57308	Furniture	444	0	444	129.99	185.59	128.61	71.0%
01621016 51110	MMS Salary	340,013	0	340,013	28,297.28	340,013.18	-28,297.46	108.3%*
01621016 54900	PROP SERV	900	0	900	370.00	305.99	224.01	75.1%
01621016 56111	Class Supp	2,750	0	2,750	739.25	29.24	1,981.51	27.9%
01621016 57301	EQUIP INST	3,200	0	3,200	.00	.00	3,200.00	.0%
01621019 51110	MMS Salary	422,348	0	422,348	34,879.78	422,347.64	-34,879.75	108.3%*
01621019 56111	Class Supp	3,000	0	3,000	.00	1,895.44	1,104.56	63.2%
01622120 51110	MMS Salary	320,785	0	320,785	38,034.52	306,312.76	-23,562.28	107.3%*
01622120 51131	SEC-SCHLYR	46,538	0	46,538	5,828.61	47,569.00	-6,859.95	114.7%*
01622220 51110	MMS Salary	126,935	0	126,935	9,764.24	126,935.12	-9,764.36	107.7%*
01622220 56420	LIBR BKS	2,665	0	2,665	885.53	259.12	1,520.49	42.9%
01622220 56425	SUBSCRIPTN	1,777	0	1,777	221.00	364.00	1,191.76	32.9%
01622220 56901	MEDIA MAT.	2,221	0	2,221	980.00	224.06	1,016.89	54.2%
01622220 57302	EQU-NONINS	1,333	0	1,333	399.96	.00	932.61	30.0%

TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2027 03

MAD	Madison Middle School	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01622400 51113	MMS Admin	382,380	0	382,380	88,241.52	323,552.24	-29,413.76	107.7%*
01622400 51120	MMS Paras	13,921	0	13,921	.00	.00	13,920.66	.0%
01622400 51130	SEC-CALYR	71,470	0	71,470	16,746.96	57,459.36	-2,736.16	103.8%*
01622400 51131	SEC SCH YR	52,372	0	52,372	7,562.52	52,937.64	-8,128.28	115.5%*
01622400 51135	CLER. CO	0	0	0	127.77	.00	-127.77	100.0%*
01622400 54900	PROP SERV	750	0	750	.00	.00	750.00	.0%
01622400 55800	PROF DEVEL	1,300	0	1,300	.00	.00	1,300.00	.0%
01622400 56110	Off Supp	4,442	0	4,442	54.32	.00	4,387.58	1.2%
01622400 58900	DUES	800	0	800	1,060.00	.00	-260.00	132.5%*
01623202 51116	MMS Advis	44,000	0	44,000	.00	44,000.00	.00	100.0%
01623202 53301	POLICE	1,250	0	1,250	.00	.00	1,250.00	.0%
01623202 56119	Supplies	1,750	0	1,750	18.25	.00	1,731.75	1.0%
TOTAL Madison Middle School		6,613,581	0	6,613,581	619,120.70	6,402,990.66	-408,530.27	106.2%
TOTAL EXPENSES		6,613,581	0	6,613,581	619,120.70	6,402,990.66	-408,530.27	

MB Middlebrook School

01541001 51110	MBE Salary	2,523,654	0	2,523,654	179,931.48	2,311,448.62	32,273.90	98.7%
01541001 51120	MBE Para	54,446	0	54,446	3,488.72	.00	50,956.88	6.4%
01541001 55500	MBE Intern	32,000	0	32,000	.00	30,600.00	1,400.00	95.6%
01541001 56111	Class Supp	29,897	0	29,897	24,434.70	452.50	5,009.89	83.2%
01541001 56411	TEXTBOOKS	31,959	0	31,959	31,897.32	.00	61.63	99.8%
01541001 57301	EQUIP INST	1,546	0	1,546	1,250.46	.00	295.94	80.9%
01541001 57308	Furniture	1,804	0	1,804	1,479.96	125.38	198.79	89.0%
01541002 51110	Spec	908,567	0	908,567	68,959.99	850,079.05	-10,472.47	101.2%*
01542220 51110	MBE Salary	126,935	0	126,935	9,764.24	126,935.12	-9,764.36	107.7%*
01542220 56420	LIBR BKS	5,155	0	5,155	4,975.46	169.45	9.76	99.8%
01542220 56425	SUBSCRIPTN	902	0	902	812.00	.00	90.07	90.0%
01542220 56901	MEDIA MAT.	3,093	0	3,093	.00	.00	3,092.80	.0%
01542220 57302	EQU-NONINS	1,546	0	1,546	.00	.00	1,546.40	.0%
01542400 51113	MBE Admin	374,871	0	374,871	86,508.66	317,198.42	-28,836.08	107.7%*
01542400 51120	MBE Paras	14,554	0	14,554	764.40	14,880.24	-1,091.10	107.5%*
01542400 51130	SEC-CALYR	71,410	0	71,410	16,416.98	57,459.36	-2,466.18	103.5%*
01542400 51131	SEC-SCHLYR	45,698	0	45,698	7,853.04	43,327.50	-5,482.16	112.0%*
01542400 51135	CLER. CO	0	0	0	74.60	.00	-74.60	100.0%*
01542400 55800	PROF DEVEL	1,300	0	1,300	.00	.00	1,300.00	.0%
01542400 56110	Off Supp	3,608	0	3,608	3,251.64	26.93	329.70	90.9%
01542400 58900	DUES	350	0	350	.00	.00	350.00	.0%
TOTAL Middlebrook School		4,233,295	0	4,233,295	441,863.65	3,752,702.57	38,728.81	99.1%
TOTAL EXPENSES		4,233,295	0	4,233,295	441,863.65	3,752,702.57	38,728.81	

PPS PPS Department

YEAR-TO-DATE BUDGET REPORT

FOR 2027 03

PPS	PPS Department	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01011200 51114	PPS Admin	1,004,505	0	1,004,505	195,402.90	716,477.34	92,624.88	90.8%
01011200 51118	Curr Write	2,500	0	2,500	427.70	.00	2,072.30	17.1%
01011200 51119	Tch Salary	45,000	0	45,000	10,137.14	25,000.00	9,862.86	78.1%
01011200 51120	Instr Para	2,540,205	0	2,540,205	242,425.21	.00	2,297,779.47	9.5%
01011200 51121	Extra Time	100,000	0	100,000	8,558.93	88,000.00	3,441.07	96.6%
01011200 51122	ABA Paras	1,647,355	0	1,647,355	151,278.12	.00	1,496,077.34	9.2%
01011200 51130	Admin Sec	174,164	0	174,164	40,043.08	144,228.48	-10,107.78	105.8%*
01011200 51135	CLER PT	750	0	750	49.05	.00	700.95	6.5%
01011200 53230	CONSLT-PPS	325,000	0	325,000	75,171.90	399,685.10	-149,857.00	146.1%*
01011200 53300	OTHER PROF	85,000	0	85,000	20,115.64	51,265.00	13,619.36	84.0%
01011200 53308	LEGALSPED	125,000	0	125,000	6,025.50	118,974.50	.00	100.0%
01011200 55800	PROF DEVEL	20,000	0	20,000	2,960.11	3,904.00	13,135.89	34.3%
01011200 55801	Mileage	10,000	0	10,000	185.97	.00	9,814.03	1.9%
01011200 55906	PRINTING	500	0	500	.00	.00	500.00	.0%
01011200 56110	Off Supp	1,500	0	1,500	884.73	149.27	466.00	68.9%
01011200 56111	Class Supp	31,000	0	31,000	10,012.25	6,143.17	14,844.58	52.1%
01011200 56411	TEXTBOOKS	2,500	0	2,500	.00	.00	2,500.00	.0%
01011200 56425	SUBSCRIPTN	1,000	0	1,000	.00	.00	1,000.00	.0%
01011200 56904	TEST-IND	75,000	0	75,000	20,502.42	625.53	53,872.05	28.2%
01011200 58900	DUES	10,000	0	10,000	524.95	8,850.00	625.05	93.7%
01011201 51117	Homebnd	60,000	0	60,000	5,942.70	54,057.30	.00	100.0%
01011201 53210	INSTR. SRV	0	0	0	218.25	13,281.75	-13,500.00	100.0%*
01011203 51117	Tutorial	77,000	0	77,000	1,944.52	75,055.48	.00	100.0%
01011204 51117	Explsn	5,000	0	5,000	.00	.00	5,000.00	.0%
01032130 51123	Therapists	604,346	0	604,346	47,301.98	.00	557,044.10	7.8%
01032130 51128	PPS Aides	85,135	0	85,135	.00	.00	85,134.94	.0%
01032130 57303	EQU-NEWINS	15,000	0	15,000	847.31	1,087.25	13,065.44	12.9%
01052130 53305	Svc Cont	95,000	0	95,000	15,798.98	119,678.52	-40,477.50	142.6%*
01052130 54300	REPAIRS	2,000	0	2,000	.00	1,200.00	800.00	60.0%
01052130 56110	Off Supp	9,000	0	9,000	1,778.32	5,148.18	2,073.50	77.0%
01052130 57304	Equipment	1,000	0	1,000	.00	.00	1,000.00	.0%
01062140 51111	PPSPsy&Beh	1,788,905	0	1,788,905	140,972.98	1,801,592.24	-153,660.22	108.6%*
01062145 51111	TCHR-SPEC	374,649	0	374,649	29,610.06	384,930.78	-39,891.50	110.6%*
01072110 51111	PPS Soc Wr	1,328,883	0	1,328,883	104,618.16	1,311,205.73	-86,941.09	106.5%*
01082150 51111	PPS Speech	1,650,637	0	1,650,637	132,834.22	1,650,637.63	-132,834.85	108.0%*
01161200 51110	PPS Salary	2,651,095	0	2,651,095	198,644.53	2,589,267.51	-136,817.34	105.2%*
01231200 51110	PPS Salary	1,641,520	0	1,641,520	152,113.89	1,855,026.48	-365,620.37	122.3%*
01331200 51110	PPS Salary	2,339,921	0	2,339,921	184,640.76	2,335,393.84	-180,113.60	107.7%*
01331200 51126	Work Exp	5,000	0	5,000	2.60	.00	4,997.40	.1%
01371200 51118	Tch Salary	175,000	0	175,000	165,170.33	.00	9,829.67	94.4%
01371200 51120	AIDES SUMM	0	0	0	21.00	.00	-21.00	100.0%*
01371200 51122	ABA Paras	100,000	0	100,000	96,362.82	.00	3,637.18	96.4%
01371200 51128	PPS Aides	0	0	0	3,899.34	.00	-3,899.34	100.0%*

TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2027 03

PPS	PPS Department	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01371200 51129	PPS Para	60,000	0	60,000	56,122.55	.00	3,877.45	93.5%
01396110 55600	Tuit-SPED	5,800,000	0	5,800,000	1,414,786.55	4,519,846.36	-134,632.91	102.3%*
01396110 55601	ECR	-2,200,000	0	-2,200,000	.00	-2,200,000.00	.00	100.0%
01412210 51120	Para Train	10,000	0	10,000	.00	.00	10,000.00	.0%
TOTAL PPS Department		22,880,070	0	22,880,070	3,538,337.45	16,080,711.44	3,261,021.01	85.7%
TOTAL EXPENSES		22,880,070	0	22,880,070	3,538,337.45	16,080,711.44	3,261,021.01	
Super Superintendent Dept								
01902310 51136	CLER. MTGS	3,000	0	3,000	525.00	.00	2,475.00	17.5%
01902310 53300	OTHER PROF	27,000	0	27,000	24,654.00	.00	2,346.00	91.3%
01902310 53308	LEGAL GEN	115,000	0	115,000	7,177.00	98,504.50	9,318.50	91.9%
01902310 55800	PROF DEVEL	1,000	0	1,000	.00	.00	1,000.00	.0%
01902320 51115	Sup Admin	316,387	0	316,387	76,507.20	280,526.40	-40,646.38	112.8%*
01902320 51130	SEC-FT	168,736	0	168,736	40,463.70	140,047.95	-11,775.55	107.0%*
01902320 55800	PROF DEVEL	7,000	0	7,000	.00	.00	7,000.00	.0%
01902320 55900	POSTAGE	33,000	0	33,000	5,809.59	30,659.36	-3,468.95	110.5%*
01902320 55905	PRINTING	300	0	300	.00	.00	300.00	.0%
01902320 56110	Off Supp	4,000	0	4,000	269.40	3,730.60	.00	100.0%
01902320 56425	SUBSCRIPTN	1,500	0	1,500	143.74	326.26	1,030.00	31.3%
01902320 58900	DUES	30,000	0	30,000	15,046.50	7,660.00	7,293.50	75.7%
TOTAL Superintendent Dept		706,923	0	706,923	170,596.13	561,455.07	-25,127.88	103.6%
TOTAL EXPENSES		706,923	0	706,923	170,596.13	561,455.07	-25,127.88	
TA Tashua School								
01581001 51110	TSE Salary	1,879,115	0	1,879,115	134,601.52	1,735,625.71	8,887.77	99.5%
01581001 51120	TSE Paras	60,771	0	60,771	3,124.19	.00	57,646.85	5.1%
01581001 55500	TSE Intern	32,000	0	32,000	.00	30,600.00	1,400.00	95.6%
01581001 56111	Class Supp	23,906	0	23,906	17,843.51	4,785.46	1,276.72	94.7%
01581001 56411	TEXTBOOKS	25,554	0	25,554	18,212.56	4,799.88	2,541.91	90.1%
01581001 57301	EQUIP INST	1,237	0	1,237	.00	.00	1,236.50	.0%
01581001 57308	Furniture	1,443	0	1,443	480.15	.00	962.43	33.3%
01581002 51110	Spec	618,772	0	618,772	50,127.32	618,771.74	-50,127.38	108.1%*
01582220 51110	TSE Salary	117,043	0	117,043	9,003.30	117,042.90	-9,003.20	107.7%*
01582220 56420	LIBR BKS	4,122	0	4,122	1,278.38	291.02	2,552.27	38.1%
01582220 56425	SUBSCRIPTN	721	0	721	478.82	241.85	.62	99.9%
01582220 56901	MEDIA MAT.	2,473	0	2,473	502.83	.00	1,970.17	20.3%

YEAR-TO-DATE BUDGET REPORT

FOR 2027 03

TA	Tashua School	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01582220 57302	EQU-NONINS	1,237	0	1,237	749.95	.00	486.55	60.7%
01582400 51113	TSE Admin	201,361	0	201,361	46,467.90	170,382.30	-15,489.20	107.7%*
01582400 51120	TSE Paras	23,892	0	23,892	1,261.62	11,238.12	11,392.04	52.3%
01582400 51130	SEC-CALYR	71,490	0	71,490	16,416.97	57,459.36	-2,386.17	103.3%*
01582400 51131	SEC-SCHLYR	45,698	0	45,698	5,272.89	43,940.75	-3,515.26	107.7%*
01582400 51135	CLER. CO	0	0	0	159.44	.00	-159.44	100.0%*
01582400 54900	PROP SERV	300	0	300	.00	.00	300.00	.0%
01582400 55800	PROF DEVEL	650	0	650	.00	.00	650.00	.0%
01582400 56110	Off Supp	3,167	0	3,167	1,132.23	14.28	2,020.67	36.2%
01582400 58900	DUES	350	0	350	99.95	.00	250.05	28.6%
TOTAL Tashua School		3,115,301	0	3,115,301	307,213.53	2,795,193.37	12,893.90	99.6%
TOTAL EXPENSES		3,115,301	0	3,115,301	307,213.53	2,795,193.37	12,893.90	
TECEC TECEC School								
01011000 51110	PPS Salary	578,759	0	578,759	39,942.58	506,286.18	32,530.14	94.4%
01011000 51113	PPS Tecec	156,298	0	156,298	36,068.88	132,252.56	-12,023.04	107.7%*
01011000 51120	TECEC Para	228,380	0	228,380	23,917.62	.00	204,462.54	10.5%
01011000 51122	ABA Paras	284,529	0	284,529	27,121.23	.00	257,407.77	9.5%
01011000 51130	SEC-CALYR	27,552	0	27,552	6,302.76	22,059.58	-810.48	102.9%*
01011000 51131	SEC-SCHLYR	46,538	0	46,538	5,708.28	47,569.00	-6,739.62	114.5%*
01011000 51135	CLER. CO	1,500	0	1,500	1,193.93	.00	306.07	79.6%
01011000 55800	PROF.DEVEL	650	0	650	.00	.00	650.00	.0%
01011000 55900	OTHER PUR	6,100	0	6,100	4,851.25	.00	1,248.75	79.5%
01011000 55906	PRT-P ACC	200	0	200	.00	.00	200.00	.0%
01011000 56110	Off Supp	4,000	0	4,000	1,397.57	291.59	2,310.84	42.2%
01011000 56111	Class Supp	11,863	0	11,863	2,830.34	3,223.01	5,809.62	51.0%
01011000 56411	TEXTBOOKS	1,300	0	1,300	.00	155.26	1,144.74	11.9%
01011000 56904	TEST-IND	4,273	0	4,273	.00	582.40	3,690.60	13.6%
01011000 57301	EQUIPMENT	4,000	0	4,000	.00	.00	4,000.00	.0%
01011000 57308	Furniture	3,000	0	3,000	.00	565.27	2,434.73	18.8%
01011000 58900	DUES	700	0	700	315.00	.00	385.00	45.0%
01121200 51111	PPS SPED	185,682	0	185,682	16,840.31	185,682.37	-16,840.48	109.1%*
TOTAL TECEC School		1,545,324	0	1,545,324	166,489.75	898,667.22	480,167.18	68.9%
TOTAL EXPENSES		1,545,324	0	1,545,324	166,489.75	898,667.22	480,167.18	
Tech Technology Dept								
01421001 57310	DW EQUIP	318,748	0	318,748	297,847.71	.00	20,900.29	93.4%

YEAR-TO-DATE BUDGET REPORT

FOR 2027 03

Tech	Technology Dept	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01422214 53300	OTHER PROF	3,600	0	3,600	710.07	1,139.88	1,750.05	51.4%
01422214 54300	REPAIRS	800	0	800	.00	.00	800.00	.0%
01422214 56117	Comp Supp	600	0	600	39.00	.00	561.00	6.5%
01422214 56118	Software	256,250	0	256,250	199,101.00	.00	57,149.00	77.7%
01422214 56900	PARTS	10,500	0	10,500	936.21	5,063.79	4,500.00	57.1%
01422214 57301	EQUIP INST	8,000	0	8,000	.00	.00	8,000.00	.0%
01422220 53300	OTHER PROF	3,000	0	3,000	376.25	.00	2,623.75	12.5%
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	281.96	.00	4,018.04	6.6%
01422220 57301	EQUIP INST	12,600	0	12,600	570.00	3,161.11	8,868.89	29.6%
01422520 51125	Tech Supv	152,993	0	152,993	35,306.10	129,455.70	-11,768.80	107.7%*
01422520 51129	Tech Other	462,805	0	462,805	108,807.51	384,683.10	-30,685.61	106.6%*
01422520 51130	Admin Sect	71,140	0	71,140	16,416.96	57,459.36	-2,736.16	103.8%*
01422520 51141	TECH OT	6,000	0	6,000	4,770.64	.00	1,229.36	79.5%
01422520 53300	OTHER PROF	3,000	0	3,000	.00	.00	3,000.00	.0%
01422520 53305	DP-COMPUT	42,000	0	42,000	.00	.00	42,000.00	.0%
01422520 54300	REPAIRS	1,200	0	1,200	.00	.00	1,200.00	.0%
01422520 54409	Copiers	245,000	0	245,000	68,119.23	184,119.00	-7,238.23	103.0%*
01422520 55800	PROF DEVEL	1,000	0	1,000	.00	.00	1,000.00	.0%
01422520 55804	Mileage	1,000	0	1,000	15.58	.00	984.42	1.6%
01422520 55903	Tel Cell	30,000	0	30,000	4,293.20	23,736.77	1,970.03	93.4%
01422520 55904	PHONE-LAND	122,000	0	122,000	21,743.62	63,485.33	36,771.05	69.9%
01422520 55907	INTERNET	190,000	0	190,000	33,153.00	126,194.00	30,653.00	83.9%
01422520 56110	Off Supp	1,200	0	1,200	107.99	.00	1,092.01	9.0%
01422520 56425	SUBSCRIPTN	50	0	50	.00	.00	50.00	.0%
01422520 56900	PARTS	4,150	0	4,150	.00	.00	4,150.00	.0%
01422520 57301	EQUIP INST	90,000	0	90,000	86,183.33	.00	3,816.67	95.8%
01422520 58111	RepayPlan	-100,000	0	-100,000	.00	.00	-100,000.00	.0%*
TOTAL Technology Dept		1,942,686	0	1,942,686	878,779.36	978,498.04	85,408.76	95.6%
TOTAL EXPENSES		1,942,686	0	1,942,686	878,779.36	978,498.04	85,408.76	
THS Trumbull High School								
01401000 55502	Intern HS	48,000	0	48,000	.00	30,300.00	17,700.00	63.1%
01711001 51110	THS Salary	12,856,976	0	12,856,976	1,039,870.35	12,883,290.86	-1,066,185.21	108.3%*
01711001 51111	TCHR-SPEC	131,430	0	131,430	10,110.00	131,430.00	-10,110.00	107.7%*
01711001 56111	Class Supp	32,500	0	32,500	3,704.14	5,336.56	23,459.30	27.8%
01711002 56112	SP CLSRM	25,000	0	25,000	3,793.88	9,014.22	12,191.90	51.2%
01711002 57301	EQUIP INST	11,000	0	11,000	50.98	1,019.02	9,930.00	9.7%
01711003 56112	SP CLSRM	2,200	0	2,200	1,160.72	138.07	901.21	59.0%

YEAR-TO-DATE BUDGET REPORT

FOR 2027 03

THS	Trumbull High School	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01711003 56411	TEXTBOOKS	18,948	0	18,948	14,592.58	.00	4,355.42	77.0%
01711006 51110	THS Salary	518,923	0	518,923	88,899.32	465,859.16	-35,835.48	106.9%*
01711006 51129	THS Ag Sci	5,000	0	5,000	2,246.40	.00	2,753.60	44.9%
01711006 51131	SEC-SCHLYR	43,078	0	43,078	5,412.86	40,940.50	-3,275.24	107.6%*
01711006 51135	CLER. CO	500	0	500	441.45	.00	58.55	88.3%
01711006 54300	REPAIRS	3,000	0	3,000	.00	3,120.00	-120.00	104.0%*
01711006 54900	PROP SERV	3,000	0	3,000	600.00	1,775.00	625.00	79.2%
01711006 55809	FIELD TRIP	2,629	0	2,629	.00	1,500.00	1,129.00	57.1%
01711006 55906	PRT-P ACC	500	0	500	.00	.00	500.00	.0%
01711006 56112	SP CLSRM	37,000	0	37,000	5,088.06	30,305.80	1,606.14	95.7%
01711006 56411	TEXTBOOKS	2,000	0	2,000	.00	.00	2,000.00	.0%
01711006 57301	EQUIP INST	2,000	0	2,000	.00	.00	2,000.00	.0%
01711006 58900	DUES	5,000	0	5,000	.00	8,150.00	-3,150.00	163.0%*
01711010 56112	SP CLSRM	1,150	0	1,150	398.25	185.75	566.00	50.8%
01711010 56411	TEXTBOOKS	12,000	0	12,000	5,226.80	.00	6,773.20	43.6%
01711011 56112	SP CLSRM	2,500	0	2,500	1,193.94	659.66	646.40	74.1%
01711011 56411	TEXTBOOKS	32,639	0	32,639	28,438.75	2,252.20	1,948.05	94.0%
01711011 57301	EQUIP INST	9,598	0	9,598	7,885.56	.00	1,712.44	82.2%
01711013 56112	SP CLSRM	21,720	0	21,720	2,531.58	13,940.88	5,247.54	75.8%
01711013 57301	EQUIP INST	4,300	0	4,300	798.00	.00	3,502.00	18.6%
01711014 56112	SP CLSRM	30,265	0	30,265	1,690.30	15,999.65	12,575.05	58.5%
01711014 57301	EQUIP INST	2,500	0	2,500	.00	2,400.00	100.00	96.0%
01711015 56112	SP CLSRM	2,000	0	2,000	371.08	422.76	1,206.16	39.7%
01711015 56411	TEXTBOOKS	4,155	0	4,155	1,598.00	1,320.00	1,237.00	70.2%
01711016 51110	THS Salary	323,564	0	323,564	26,834.14	323,564.02	-26,834.16	108.3%*
01711016 53300	OTHER PROF	47,575	0	47,575	.00	18,797.00	28,778.00	39.5%
01711016 54201	UNIFORM CL	1,500	0	1,500	.00	.00	1,500.00	.0%
01711016 55809	FIELD TRIP	22,000	0	22,000	.00	9,500.00	12,500.00	43.2%
01711016 56112	SP CLSRM	5,400	0	5,400	225.00	2,725.00	2,450.00	54.6%
01711016 57301	EQUIP INST	3,000	0	3,000	.00	950.00	2,050.00	31.7%
01711019 51110	THS Salary	940,010	0	940,010	76,557.64	932,537.32	-69,084.79	107.3%*
01711019 56112	SP CLSRM	4,000	0	4,000	974.45	975.00	2,050.55	48.7%
01711019 57301	EQUIP INST	7,500	0	7,500	995.00	994.90	5,510.10	26.5%
01711022 51110	THS Salary	301,927	0	301,927	23,225.12	301,926.72	-23,225.14	107.7%*
01711027 56112	SP CLSRM	13,010	0	13,010	503.10	6,294.74	6,212.16	52.3%
01711027 56411	TEXTBOOKS	12,877	0	12,877	347.27	127.57	12,402.16	3.7%
01711027 57301	EQUIP INST	9,215	0	9,215	.00	1,341.20	7,873.80	14.6%
01711028 56112	SP CLSRM	980	0	980	616.04	.00	363.96	62.9%
01711028 56411	TEXTBOOKS	7,618	0	7,618	514.08	.00	7,103.92	6.7%
01712120 51110	THS Salary	1,245,365	0	1,245,365	150,179.80	1,186,768.44	-91,583.24	107.4%*
01712120 51114	DIR/COORD	0	0	0	37,684.62	138,176.94	-175,861.56	100.0%*
01712120 51130	SEC-CALYR	205,909	0	205,909	48,340.52	168,072.96	-10,504.56	105.1%*
01712120 51135	CLER. CO	0	0	0	61.30	.00	-61.30	100.0%*
01712120 53220	INSERV.S/C	950	0	950	581.83	.00	368.17	61.2%

TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2027 03

THS	Trumbull High School	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01712120 56112	SP CLSRM	450	0	450	220.31	62.36	167.33	62.8%
01712120 56903	TEST-SYS	650	0	650	120.99	79.85	449.16	30.9%
01712220 51110	THS Salary	109,201	0	109,201	8,400.08	109,201.04	-8,400.12	107.7%*
01712220 56420	LIBR BKS	9,735	0	9,735	2,494.08	3,307.60	3,933.32	59.6%
01712220 56425	SUBSCRIPTN	2,090	0	2,090	1,941.18	178.50	-29.68	101.4%*
01712220 56901	MEDIA MAT.	2,000	0	2,000	.00	491.84	1,508.16	24.6%
01712220 57302	EQU-NONINS	750	0	750	500.00	.00	250.00	66.7%
01712220 58900	DUES	230	0	230	.00	.00	230.00	.0%
01712221 56900	PARTS	750	0	750	.00	.00	750.00	.0%
01712221 57301	EQUIP INST	1,500	0	1,500	.00	.00	1,500.00	.0%
01712400 51110	THS Deten	3,500	0	3,500	.00	.00	3,500.00	.0%
01712400 51113	THS Admin	956,275	0	956,275	220,678.86	809,155.82	-73,559.68	107.7%*
01712400 51120	THS Paras	61,587	0	61,587	5,472.89	.00	56,113.91	8.9%
01712400 51130	SEC-CALYR	127,789	0	127,789	29,501.19	105,649.37	-7,361.34	105.8%*
01712400 51131	SEC-SCHLYR	165,591	0	165,591	23,248.26	147,935.35	-5,593.07	103.4%*
01712400 51135	CLER. CO	350	0	350	12.26	.00	337.74	3.5%
01712400 53301	POLICE	120,000	0	120,000	8,000.00	112,000.00	.00	100.0%
01712400 55800	PROF DEVEL	3,250	0	3,250	.00	.00	3,250.00	.0%
01712400 55901	OthPrchSrv	2,000	0	2,000	.00	.00	2,000.00	.0%
01712400 55906	PRT-P ACC	7,000	0	7,000	1,147.50	.00	5,852.50	16.4%
01712400 56110	Off Supp	4,500	0	4,500	.00	.00	4,500.00	.0%
01712400 56116	SP PROJ	8,000	0	8,000	211.04	982.50	6,806.46	14.9%
01712400 56270	M/S SECUR.	3,000	0	3,000	720.27	.00	2,279.73	24.0%
01712400 56425	SUBSCRIPTN	1,500	0	1,500	284.18	13.02	1,202.80	19.8%
01712400 56907	GRAD. EXP	25,000	0	25,000	.00	18,892.90	6,107.10	75.6%
01712400 57308	Furniture	7,000	0	7,000	.00	.00	7,000.00	.0%
01712400 58900	DUES	10,700	0	10,700	11,055.00	.00	-355.00	103.3%*
01713202 51116	THS Advis	154,428	0	154,428	.00	154,428.00	.00	100.0%
01713202 55807	FieldTrips	45,000	0	45,000	.00	.00	45,000.00	.0%
01713202 55906	PRINTING	500	0	500	.00	.00	500.00	.0%
01713203 56906	AWARDS	1,500	0	1,500	.00	.00	1,500.00	.0%
TOTAL Trumbull High School		18,859,736	0	18,859,736	1,907,751.00	18,204,490.05	-1,252,504.58	106.6%
TOTAL EXPENSES		18,859,736	0	18,859,736	1,907,751.00	18,204,490.05	-1,252,504.58	
Trans Transportation Dept								
01882700 51125	Tran Supv	79,295	0	79,295	18,298.92	67,096.12	-6,099.67	107.7%*
01882700 51130	SEC-CALYR	118,614	0	118,614	18,774.72	70,051.60	29,787.68	74.9%
01882700 51135	CLERICAL	0	0	0	3,454.58	.00	-3,454.58	100.0%*
01882700 53303	Software	40,094	0	40,094	.00	.00	40,094.00	.0%
01882700 54900	PROP SERV	500	0	500	.00	.00	500.00	.0%

TRUMBULL BOE, CT

YEAR-TO-DATE BUDGET REPORT

FOR 2027 03

Trans	Transportation Dept	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01882700 55101	REG RTS	4,677,683	0	4,677,683	.00	.00	4,677,683.00	.0%
01882700 55102	Ace	3,600	0	3,600	.00	.00	3,600.00	.0%
01882700 55105	Summer	329,503	0	329,503	.00	.00	329,502.60	.0%
01882700 55109	Fuel	354,359	0	354,359	34,450.96	382,948.09	-63,039.80	117.8%*
01882700 55809	FIELD TRIP	9,875	0	9,875	.00	.00	9,875.25	.0%
01882700 56110	Off Supp	3,950	0	3,950	.00	3,950.00	.10	100.0%
01882700 58900	DUES	412	0	412	.00	.00	411.60	.0%
01882701 55101	Sped IN	1,990,637	0	1,990,637	820.80	18,879.20	1,970,937.24	1.0%
01882701 55105	Sped Out	1,176,069	0	1,176,069	126,120.00	1,022,220.00	27,729.30	97.6%
01882701 55108	Monitors	483,005	0	483,005	.00	483,005.00	.25	100.0%
TOTAL Transportation Dept		9,267,597	0	9,267,597	201,919.98	2,048,150.01	7,017,526.97	24.3%
TOTAL EXPENSES		9,267,597	0	9,267,597	201,919.98	2,048,150.01	7,017,526.97	
GRAND TOTAL		134,844,746	0	134,844,746	19,763,859.24	107,304,074.26	7,776,812.68	94.2%

** END OF REPORT - Generated by Alison Pierce **

FOR 2027 03

	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	6,000.00	.00	18,000.00	25.0%
TOTAL NO PROJECT	0	24,000	24,000	6,000.00	.00	18,000.00	25.0%
09005000 COMMUNITY SERVICES							
09005000 51140 CUST.MAINT	0	0	0	226.80	.00	-226.80	100.0%
09005000 51141 OT/SCHOOLS	0	75,000	75,000	8,122.37	.00	66,877.63	10.8%
TOTAL NO PROJECT	0	75,000	75,000	8,349.17	.00	66,650.83	11.1%
09006001 NON PUBLIC SCHOOLS							
09006001 51111 NP Teach	0	135,982	135,982	10,255.54	133,321.95	-7,595.49	105.6%
TOTAL NO PROJECT	0	135,982	135,982	10,255.54	133,321.95	-7,595.49	105.6%
09007001 NON PUBLIC TRANSPORTATION							
09007001 51125 NP Admin	0	17,192	17,192	3,802.38	13,942.05	-552.43	103.2%
09007001 51130 SEC-CALYR	0	16,873	16,873	3,433.57	14,132.50	-693.07	104.1%
09007001 55102 NP Bus	0	1,152,208	1,152,208	.00	.00	1,152,208.00	.0%
GRAND TOTAL	0	1,421,255	1,421,255	31,840.66	161,396.50	1,228,017.84	13.6%

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

REPORT OPTIONS

	Field #	Total	Page Break
Sequence 1	9	N	N
Sequence 2	12	Y	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: N
Year/Period: 2027/ 3
Print Full or Short description: S
Print MTD Version: N
Print full GL account: N
Format type: 1
Roll projects to object: N
Double space: N
Carry forward code: 1
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: 2027/ 1
To Yr/Per: 2027/ 3
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

Find Criteria

Field Name	Field Value
Fund	009
Unit	
Function	
Character Code	
Org	
Object	
Project	
Account type	Expense
Account status	
Rollup Code	

FUND 100

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
100 10300 Cash NSB Checking	549,355.46	24,415.02	22,227.83	2,187.19	551,542.65
100 11130 ACCTS RECEIVABLE	210.00	5,705.69	192.00	5,513.69	5,723.69
100 20063 THS WELLNESS CENTER	-400.00	.00	.00	.00	-400.00
100 20068 MATH HONOR SOCIETY	-2,170.64	.00	.00	.00	-2,170.64
100 20082 THS ORCHESTRA	-535.60	.00	.00	.00	-535.60
100 20101 THS LIBRARY CLUB	-7,601.82	.00	.00	.00	-7,601.82
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	-7,395.17	.00	.00	.00	-7,395.17
100 20140 THS Unified Basketball	-5,546.02	1,025.00	.00	1,025.00	-4,521.02
100 20152 HILLCREST MIDDLE SCHOOL	-16,109.25	4,219.68	765.00	3,454.68	-12,654.57
100 20153 Hillcrest Robotics Club	-1,524.75	200.00	.00	200.00	-1,324.75
100 20155 Madison Robotics Club	-423.19	.00	.00	.00	-423.19
100 20156 MADISON MIDDLE SCHOOL	-59,130.70	1,484.42	2,537.70	-1,053.28	-60,183.98
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	-4,633.21	.00	.00	.00	-4,633.21
100 20174 THS Class of 2027	-14,518.95	.00	.00	.00	-14,518.95
100 20175 THS Class of 2028	-4,110.11	.00	.00	.00	-4,110.11
100 20176 THS Class of 2029	-4,068.30	.00	.00	.00	-4,068.30
100 20180 THS VOAG FUTURE FARMERS	-1,391.69	.00	.00	.00	-1,391.69
100 20190 THS VOAG FARM	-47,589.96	1,884.79	3,120.64	-1,235.85	-48,825.81
100 20251					

FUND 100

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
BOOTH HILL SCHOOL 100 20252	-4,943.90	14.04	1,437.00	-1,422.96	-6,366.86
FRENCHTOWN SCHOOL 100 20253	-10,006.87	10.23	1,514.73	-1,504.50	-11,511.37
DANIELS FARM 100 20254	-760.74	25.03	2,480.00	-2,454.97	-3,215.71
MIDDLEBROOK SCHOOL 100 20255	-8,241.13	5,085.80	1,545.00	3,540.80	-4,700.33
JANE RYAN SCHOOL 100 20258	-4,935.07	204.25	2,455.16	-2,250.91	-7,185.98
TASHUA SCHOOL 100 20261	-56,210.97	23.30	846.00	-822.70	-57,033.67
Middlebrook Mentors 100 20510	-257.42	.00	.00	.00	-257.42
THS STUDENT COUNCIL 100 20550	-887.27	.00	.00	.00	-887.27
GENERAL FUND 100 20590	-32,764.18	343.09	1,582.90	-1,239.81	-34,003.99
THS HABITAT FOR HUMANITY 100 20599	-799.11	.00	.00	.00	-799.11
THS HISTORY HONOR SOCIETY 100 20603	-206.51	.00	.00	.00	-206.51
THS Bookstore/DECA(Marketing) 100 20604	-25,050.09	6,503.72	4,253.51	2,250.21	-22,799.88
THS BAND 100 20605	-723.54	.00	.00	.00	-723.54
THS KEY CLUB 100 20606	-28.64	.00	.00	.00	-28.64
THS BEST BUDDIES 100 20607	-1,647.30	.00	1,025.00	-1,025.00	-2,672.30
THS HOME ECON. CLUB 100 20608	-2.23	.00	.00	.00	-2.23
THS LOST TEXTBOOKS 100 20609	-8,917.11	.00	.94	-.94	-8,918.05
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	-207.49	.00	.00	.00	-207.49
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	-3,252.68	.00	966.37	-966.37	-4,219.05
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 100 20622	-5,837.40	1,087.89	.00	1,087.89	-4,749.51
THS IN/OUT	-2,575.69	.00	.00	.00	-2,575.69

FUND 100

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
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	-3,764.51	.00	.00	.00	-3,764.51
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	-4,477.31	.00	73.00	-73.00	-4,550.31
100 20633 THS WE THE PEOPLE	-6,300.00	.00	.00	.00	-6,300.00
100 20637 THS Ethics Club	-843.99	.00	.00	.00	-843.99
100 20639 THS MODEL U.N. CLUB	-2,841.59	245.26	.00	245.26	-2,596.33
100 20640 THS INTERACT CLUB	-57.24	.00	.00	.00	-57.24
100 20641 THS THESPIAN SOCIETY	-7,720.21	659.75	.00	659.75	-7,060.46
100 20642 THS Youth to Youth	-410.62	.00	.00	.00	-410.62
100 20643 THS GRADUATION-CAP & GOWNS	-19,768.64	.00	2,590.83	-2,590.83	-22,359.47
100 20644 THS ROBOTICS CLUB	-954.22	.00	.00	.00	-954.22
100 20645 THS LINK CREW LEADERS	-13,129.91	2,950.70	620.00	2,330.70	-10,799.21
100 20646 THS CHEERLEADING	-7,478.72	800.00	600.93	199.07	-7,279.65
100 20647 THS FASHION CLUB	-390.12	.00	.00	.00	-390.12
100 20648 THS Shades Club	-1,467.76	.00	.00	.00	-1,467.76
100 20649 THS Dance Team	-5,913.96	752.50	.00	752.50	-5,161.46
100 20650 THS Geography Club	-534.54	.00	.00	.00	-534.54
100 20702 THS PEER LEADERS	-308.03	.00	.00	.00	-308.03
100 20703 THS PEER MEDIATION CLUB	-3,262.88	59.96	.00	59.96	-3,202.92
100 20704 THS BOYS TENNIS	51.98	.00	51.98	-51.98	.00
100 20706 THS NATIONAL ENGLISH HONOR SOC	-4,567.16	.00	.00	.00	-4,567.16
100 20707 THS NATIONAL HONOR SOCIETY	-2,714.17	385.00	.00	385.00	-2,329.17
100 20708					

FUND 100

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
THS POETRY 100 20711	-68.40	.00	.00	.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	-773.14	.00	.00	.00	-773.14
THS Athletic Fundraiser 100 20721	-9,571.76	.00	.00	.00	-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	-13,600.86	10,160.00	3,150.00	7,010.00	-6,590.86
THS GIRLS OUTDOOR TRACK 100 20733	-1,269.74	.00	.00	.00	-1,269.74
THS GIRLS TENNIS 100 20736	-4,844.99	386.85	386.85	.00	-4,844.99
THS Allies for Angels 100 20737	-1,215.55	.00	.00	.00	-1,215.55
THS Science Honor Society 100 20738	-493.10	.00	.00	.00	-493.10
THS SEAL OF BILITERACY 100 20739	-277.08	.00	.00	.00	-277.08
THS HOSA Future Health Prof 100 20741	-746.34	.00	.00	.00	-746.34
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	-27,525.25	.00	14,208.60	-14,208.60	-41,733.85
ACCOUNTS PAYABLE	.00	36,823.28	36,823.28	.00	.00
TOTALS FOR FUND 100 STUDENT ACTIVITY FUND	.00	105,455.25	105,455.25	.00	.00
REPORT TOTALS	.00	105,455.25	105,455.25	.00	.00

REPORT OPTIONS

Print (D)etail or (S)ummary:	S
Fiscal year-to-date version:	N
Reporting year:	2027
Reporting from period:	3 SEP to 3 SEP
Journal Detail from	to
(B)alance sheet or (A)ll accounts:	A
Roll up projects to object level:	N
Omit zero balance accounts:	Y
Sort by 3 Org-Obj-Project	
Print Org Code? (Y/N)	N
Print Fund Header and Org/Obj	N
Include page break between funds	N
Include page break between each subfund	N
Print subfund totals	N
Print report options	Y
Exclude fund balance YEC/AJE for prior years	N

Find Criteria

Field Name	Field Value
Fund	100
Unit	
Function	
Character Code	
Org	
Object	
Project	
Account type	
Account status	

FOR 2027 03

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
2000911 District Repair & Imprv. Pr	0	0	0	.00	.00	.00	.0%
TOTAL REVENUES	0	-287,573	-287,573	.00	.00	-287,572.81	
TOTAL EXPENSES	0	287,573	287,573	.00	.00	287,572.81	
2008200 PRIVATE FUNDS/GRANTS	0	90	90	.00	.00	90.02	.0%
TOTAL EXPENSES	0	90	90	.00	.00	90.02	
2009010 IDEA-611 20977	0	139,189	139,189	152,639.80	1,015,599.25	-1,029,049.97	839.3%
TOTAL EXPENSES	0	139,189	139,189	152,639.80	1,015,599.25	-1,029,049.97	
2009011 IDEA-611 NP 20977	0	39,897	39,897	3,176.94	41,300.02	-4,579.69	111.5%
TOTAL EXPENSES	0	39,897	39,897	3,176.94	41,300.02	-4,579.69	
2009067 SEED-Spec.Ed.Expansion&Devl	0	0	0	.00	805.70	-805.70	100.0%
TOTAL EXPENSES	0	0	0	.00	805.70	-805.70	
2009080 TITLE III-A 20868	0	9,207	9,207	2,477.46	32,530.73	-25,801.34	380.2%
TOTAL EXPENSES	0	9,207	9,207	2,477.46	32,530.73	-25,801.34	
2009081 TITLE III-A NP	0	370	370	.00	.00	369.55	.0%
TOTAL EXPENSES	0	370	370	.00	.00	369.55	
2009140 TITLE I 20679	0	6,849	6,849	15,443.18	186,367.44	-194,961.88	2946.7%
TOTAL EXPENSES	0	6,849	6,849	15,443.18	186,367.44	-194,961.88	
2009300 TITLE IV-A 20873	0	12,645	12,645	1,471.81	1,956.00	9,216.88	27.1%
TOTAL EXPENSES	0	12,645	12,645	1,471.81	1,956.00	9,216.88	
2009301 TITLE IV-A NP 20873	0	2,259	2,259	419.40	.00	1,839.57	18.6%
TOTAL EXPENSES	0	2,259	2,259	419.40	.00	1,839.57	
2009350 HEADSTART - Alliance	0	134,547	134,547	-11,899.89	279,891.02	-133,444.00	199.2%
TOTAL REVENUES	0	0	0	-65,035.00	.00	65,035.00	
TOTAL EXPENSES	0	134,547	134,547	53,135.11	279,891.02	-198,479.00	
2009370 HEADSTARTFOOD-CACFP 10/1-9/	0	-7,257	-7,257	-7,257.18	13,500.00	-13,500.00	-86.0%
TOTAL REVENUES	0	0	0	-7,257.18	.00	7,257.18	
TOTAL EXPENSES	0	-7,257	-7,257	.00	13,500.00	-20,757.18	
2009450 IDEA PRE-K 20983	0	3,882	3,882	4,056.49	.00	-174.22	104.5%
TOTAL EXPENSES	0	3,882	3,882	4,056.49	.00	-174.22	
2009460 OPEN CHOICE	0	678,707	678,707	54,323.34	74,987.52	549,395.73	19.1%
TOTAL EXPENSES	0	678,707	678,707	54,323.34	74,987.52	549,395.73	
2009480 TITLE II PART A 20858	0	3,271	3,271	6,797.30	88,364.88	-91,890.72	2908.9%
TOTAL EXPENSES	0	3,271	3,271	6,797.30	88,364.88	-91,890.72	
2009481 TITLE II-A NP 20858	0	14,541	14,541	700.00	.00	13,841.15	4.8%
TOTAL EXPENSES	0	14,541	14,541	700.00	.00	13,841.15	
2009730 SPED High Quality Programmi	0	0	0	.00	.00	.00	.0%
TOTAL REVENUES	0	-216,156	-216,156	.00	.00	-216,156.34	
TOTAL EXPENSES	0	216,156	216,156	.00	.00	216,156.34	
GRAND TOTAL	0	1,038,197	1,038,197	222,348.65	1,735,302.56	-919,454.62	188.6%

** 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: 2027/ 1
To Yr/Per: 2027/ 3
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: 2027/ 3
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

					7/1/26 to 9/30/26					Fund Balance(Deficit) as of		
Org#	Description	Org	Obj	Prj	Revenues	Operating Transfer In (Out) also reflected in Revenue (Expense)	Expenditures	Encumbrances	Revenues over (under) Expenditures includes Operating Transfers	7/1/2026	Adj Journal for Prior Year Unliquidated POs closed out to the Fund Balance	9/30/2026
2051660	ACE Foundation	205	31510	Ace	-	-	-	-	-	58.43	-	58.43
2059530	Agriscience	205	31510	Agri	-	-	-	-	-	209,408.66	-	209,408.66
2051121	Athletics	205	31510	Athle	115,952	-	254	-	115,698.37	286,490.32	-	402,188.69
2052651	Building Use	205	31510	bldgu	7,995	-	11,732	-	(3,736.57)	101,668.24	-	97,931.67
2051650	Continuing Ed	205	31510	ContE	46,080	-	21,625	49,402	(24,947.44)	105,148.15	-	80,200.71
2051100	Driver's Education	205	31510	DrEd	4,941	-	2,400	-	2,541.09	43,149.72	-	45,690.81
2051711	E Sports	205	31510	Sport	1,527	-	1,370	1,520	(1,362.68)	12,343.12	-	10,980.44
2051717	Elementary Strings & Band	205	31510	Pay	11,126	-	22,086	280,664	(291,623.56)	50,000.00	-	(241,623.56)
2051713	ELITE-Next Chapter Bookstore (NCB)	205	31510	ELITE	7,367	-	41,967	114,444	(149,043.43)	201,367.16	-	52,323.73
2056230	Guidance/Testing	205	31510	Guid	10	-	-	-	10.00	6,275.49	-	6,285.49
2059240	Interdistrict (TECEC*/REACH*/IIP*)	205	31510	Inter	391,870	-	35,288	433,836	(77,254.13)	325,779.19	-	248,525.06
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	39,425	-	52,001	63,854	(76,429.99)	300,881.02	-	224,451.03
2055904	Rebates	205	31510	Reb	39,789	-	14,911	-	24,878.74	146,607.96	-	171,486.70
2051600	Summer Explorations	205	31510	SS	40,944	-	236,830	96,470	(292,355.81)	286,166.71	-	(6,189.10)
2052221	Take Home Device Insurance	205	31510	Take	30,195	-	119	20,000	10,076.42	32,676.85	-	42,753.27
2057100	THS AP Testing	205	31510	TEST	-	-	-	-	-	27,552.94	-	27,552.94
2051380	THS Auditorium	205	31510	Audi	-	-	-	-	-	677.93	-	677.93
2059400	THS Connections	205	31510	Cnnct	-	-	-	-	-	1,124.57	-	1,124.57
2059450	THS Culinary Kitchen Catering	205	31510	Culin	-	-	481	-	(481.39)	6,752.61	-	6,271.22
2055400	THS Musical	205	31510	music	2,578	-	8,025	-	(5,447.40)	4,224.61	-	(1,222.79)
2051709	THS Student Parking	205	31510	Park	21,618	-	3,653	900	17,065.22	26,443.70	-	43,508.92
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	-	-	18,613	247,570	(266,182.27)	2,755.39	-	(263,426.88)
	Total Special Revenue Fund				**761,419**	**-**	**471,354**	**1,308,660**	**(1,018,594.83)**	**2,183,355.88**	**-**	**1,164,761.05**
*	**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											
		7/1/26 to 9/30/26			Fund Balance(Deficit) as of						
Org#	Description	Revenues	Operating Transfer In (Out) also reflected in Revenue (Expense)	Expenditures	Encumbrances	Revenues over (under) Expenditures includes Operating Transfers	7/1/2026	Adj Journal for Prior Year Unliquidated POs closed out to the Fund Balance	9/30/2026	Balance	
2051660	ACE Foundation	-	-	-	-	-	58	-	58		
2059530	Agriscience	-	-	-	-	-	209,409	-	209,409		
2051121	Athletics	115,952	-	254	-	115,698	286,490	-	402,189		
2052651	Building Use	7,995	-	11,732	-	(3,737)	101,668	-	97,932		
2051650	Continuing Ed	46,080	-	21,625	49,402	(24,947)	105,148	-	80,201		
2051100	Driver's Education	4,941	-	2,400	-	2,541	43,150	-	45,691		
2051711	E Sports	1,527	-	1,370	1,520	(1,363)	12,343	-	10,980		
2051717	Elementary Strings/Band	11,126	-	22,086	280,664	(291,624)	50,000	-	(241,624)		
2051713	ELITE Business Program	7,367	-	41,967	114,444	(149,043)	201,367	-	52,324		
2056230	Guidance/Testing	10	-	-	-	10	6,275	-	6,285		
2059240	Interdistrict (TECEC*/REACH*/IIP*)	391,870	-	35,288	433,836	(77,254)	325,779	-	248,525		
2059540	Madison Grant	-	-	-	-	-	368	-	368		
2059490	Miscellaneous	-	-	-	-	-	2,401	-	2,401		
2051019	PE Day	-	-	-	-	-	247	-	247		
2051200	PPS Medicaid Program (SBCH)	39,425	-	52,001	63,854	(76,430)	300,881	-	224,451		
2055904	Rebates	39,789	-	14,911	-	24,879	146,608	-	171,487		
2051600	Summer Explorations 26-27 (ends 12/31/26)	40,944	-	236,830	96,470	(292,356)	286,167	-	(6,189)		
2051600	Summer Explorations 27-28 (begins 1/1/27)	-	-	-	-	-	-	-	-	(6,189)	Summer Exploration Balance
2052221	Take Home Device Insurance	30,195	-	119	20,000	10,076	32,677	-	42,753		
2057100	THS AP Testing	-	-	-	-	-	27,553	-	27,553		
2051380	THS Auditorium	-	-	-	-	-	678	-	678		
2059400	THS Connections	-	-	-	-	-	1,125	-	1,125		
2059450	THS Culinary Kitchen Catering	-	-	481	-	(481)	6,753	-	6,271		
2055400	THS Musical	2,578	-	8,025	-	(5,447)	4,225	-	(1,223)		
2051709	THS Student Parking	21,618	-	3,653	900	17,065	26,444	-	43,509		
2059510	Typical or Troubled Grant	-	-	-	-	-	643	-	643		
2056207	Used Book Sales	-	-	-	-	-	2,145	-	2,145		
2055213	Voluntary Insurance	-	-	18,613	247,570	(266,182)	2,755	-	(263,427)		
	Total Special Revenue Fund	761,419	-	471,354	1,308,660	(1,018,595)	2,183,356	-	1,164,761		
*	TECEC-Trumbull Early Childhood Education Center										
*	REACH-Regional Educational Academic and Counseling Help										
*	IIP-Interim Instructional (transition) Program										

FOR 2027 03

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
2051600 SUMMER EXPLORATIONS							
2051600 51130 SEC	0	0	0	.00	39,502.65	-39,502.65	100.0%*
2051600 59998 PY Surplus	0	286,167	286,167	.00	.00	286,166.71	.0%
TOTAL NO PROJECT	0	286,167	286,167	.00	39,502.65	246,664.06	13.8%
26-27 26-27 Project Period							
2051600 40150 26-27 MISC. INC.	0	0	0	-40.88	.00	40.88	100.0%
2051600 40400 26-27 REVENUE	0	0	0	-40,902.77	.00	40,902.77	100.0%
2051600 51110 26-27 TCHR-CLSRM	0	0	0	129,175.84	.00	-129,175.84	100.0%*
2051600 51116 26-27 STIPENDS	0	0	0	11,087.50	.00	-11,087.50	100.0%*
2051600 51120 26-27 AIDE-CLSRM	0	0	0	20,905.43	.00	-20,905.43	100.0%*
2051600 51129 26-27 OTHER NC	0	0	0	6,956.23	.00	-6,956.23	100.0%*
2051600 51130 26-27 SEC-CALYR	0	0	0	10,773.44	.00	-10,773.44	100.0%*
2051600 52001 26-27 FICA/MEDIC	0	0	0	5,168.93	.00	-5,168.93	100.0%*
2051600 52002 26-27 INSURANCE	0	0	0	4,978.68	5,120.53	-10,099.21	100.0%*
2051600 53300 26-27 PROF SERV	0	0	0	11,099.52	1,051.48	-12,151.00	100.0%*
2051600 56112 26-27 Supp	0	0	0	31,410.99	40,698.66	-72,109.65	100.0%*
2051600 58900 26-27 DUES	0	0	0	5,273.02	.00	-5,273.02	100.0%*
TOTAL 26-27 Project Period	0	0	0	195,885.93	46,870.67	-242,756.60	100.0%
27-28 27-28 Project							
2051600 52002 27-28 INSURANCE	0	0	0	.00	10,096.56	-10,096.56	100.0%*
TOTAL 27-28 Project	0	0	0	.00	10,096.56	-10,096.56	100.0%
GRAND TOTAL	0	286,167	286,167	195,885.93	96,469.88	-6,189.10	102.2%

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

REPORT OPTIONS

	Field #	Total	Page Break
Sequence 1	9	N	N
Sequence 2	12	Y	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: N
Year/Period: 2027/ 3
Print Full or Short description: S
Print MTD Version: N
Print full GL account: N
Format type: 1
Roll projects to object: N
Double space: N
Carry forward code: 1
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: 2027/ 1
To Yr/Per: 2027/ 3
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

Find Criteria

Field Name	Field Value
Fund	
Unit	
Function	
Character Code	
Org	2051600
Object	
Project	
Account type	
Account status	
Rollup Code	

FOR 2027 03

		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
2051650 Continuing Ed								
2051650 40400	CONT ED	0	0	0	-46,079.59	.00	46,079.59	100.0%
2051650 51110	TeachSal	0	0	0	842.45	.00	-842.45	100.0%*
2051650 51130	Sec	0	0	0	3,591.16	13,167.55	-16,758.71	100.0%*
2051650 52001	FICA/MEDIC	0	0	0	122.68	.00	-122.68	100.0%*
2051650 52002	INSURANCE	0	0	0	4,978.75	15,217.39	-20,196.14	100.0%*
2051650 53300	OTHER PROF	0	0	0	180.00	19,610.00	-19,790.00	100.0%*
2051650 55900	PRINTERS	0	0	0	4,312.25	133.00	-4,445.25	100.0%*
2051650 56110	InsSupplie	0	0	0	850.80	1,274.20	-2,125.00	100.0%*
2051650 58900	DUES	0	0	0	6,746.80	.00	-6,746.80	100.0%*
2051650 59998	PY Surplus	0	105,148	105,148	.00	.00	105,148.15	.0%
	GRAND TOTAL	0	105,148	105,148	-24,454.70	49,402.14	80,200.71	23.7%

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

REPORT OPTIONS

	Field #	Total	Page Break
Sequence 1	9	N	N
Sequence 2	12	Y	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: N
Year/Period: 2027/ 3
Print Full or Short description: S
Print MTD Version: N
Print full GL account: N
Format type: 1
Roll projects to object: N
Double space: N
Carry forward code: 1
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: 2027/ 1
To Yr/Per: 2027/ 3
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

Find Criteria

Field Name	Field Value
Fund	
Unit	
Function	
Character Code	
Org	2051650
Object	
Project	
Account type	
Account status	
Rollup Code	

FOR 2027 03

		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	-8.20	.00	8.20	100.0%
2051709 40400	Parking	0	0	0	-21,610.00	.00	21,610.00	100.0%
2051709 51127	SEC. GRD	0	0	0	738.24	.00	-738.24	100.0%*
2051709 52001	FICA/MEDIC	0	0	0	16.97	.00	-16.97	100.0%*
2051709 57202	SITE IMPR	0	0	0	2,850.00	900.00	-3,750.00	100.0%*
2051709 58900	DUES	0	0	0	47.77	.00	-47.77	100.0%*
2051709 59998	PY Surplus	0	26,444	26,444	.00	.00	26,443.70	.0%
	GRAND TOTAL	0	26,444	26,444	-17,965.22	900.00	43,508.92	-64.5%

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

REPORT OPTIONS

	Field #	Total	Page Break
Sequence 1	9	N	N
Sequence 2	12	Y	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: N
Year/Period: 2027/ 3
Print Full or Short description: S
Print MTD Version: N
Print full GL account: N
Format type: 1
Roll projects to object: N
Double space: N
Carry forward code: 1
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: 2027/ 1
To Yr/Per: 2027/ 3
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

Find Criteria

Field Name	Field Value
Fund	
Unit	
Function	
Character Code	
Org	2051709
Object	
Project	
Account type	
Account status	
Rollup Code	

FOR 2027 03

		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
2051713 ELITE Business Program								
2051713 40205	DONATIONS	0	0	0	-500.00	.00	500.00	100.0%
2051713 40400	REVENUE	0	0	0	-6,617.25	.00	6,617.25	100.0%
2051713 40410	GCRev	0	0	0	-250.00	.00	250.00	100.0%
2051713 51120	AIDE-CLSRM	0	0	0	5,618.24	.00	-5,618.24	100.0%*
2051713 52001	FICA/MEDIC	0	0	0	162.72	.00	-162.72	100.0%*
2051713 54000	PURCH.PROP	0	0	0	2,472.02	11,989.98	-14,462.00	100.0%*
2051713 54101	ELECTRIC	0	0	0	1,831.11	7,668.89	-9,500.00	100.0%*
2051713 54410	RENT	0	0	0	21,751.49	66,821.87	-88,573.36	100.0%*
2051713 54900	PROP SERV	0	0	0	4,009.69	15,065.31	-19,075.00	100.0%*
2051713 55000	Other Purc	0	0	0	1,785.14	4,794.85	-6,579.99	100.0%*
2051713 55800	ELITE TRAV	0	0	0	40.00	.00	-40.00	100.0%*
2051713 56000	Supplies	0	0	0	3,613.81	3,498.09	-7,111.90	100.0%*
2051713 56202	NATUR. GAS	0	0	0	395.28	4,604.72	-5,000.00	100.0%*
2051713 58900	DUES	0	0	0	287.47	.00	-287.47	100.0%*
2051713 59998	PY Surplus	0	201,367	201,367	.00	.00	201,367.16	.0%
	GRAND TOTAL	0	201,367	201,367	34,599.72	114,443.71	52,323.73	74.0%

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

REPORT OPTIONS

	Field #	Total	Page Break
Sequence 1	9	N	N
Sequence 2	12	Y	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: N
Year/Period: 2027/ 3
Print Full or Short description: S
Print MTD Version: N
Print full GL account: N
Format type: 1
Roll projects to object: N
Double space: N
Carry forward code: 1
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: 2027/ 1
To Yr/Per: 2027/ 3
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

Find Criteria

Field Name	Field Value
Fund	
Unit	
Function	
Character Code	
Org	2051713
Object	
Project	
Account type	
Account status	
Rollup Code	

Trumbull Board of Education										
Scholarship Details										
Fund Balance as of 7/1/26				7/1/26 to 9/30/26				Fund Balance as of 9/30/26		
Restricted	Unrestricted	Total	Account Name	Revenues	Expenditures	Interest Income/Bank Fee Expense	Net Rev(Exp)	Restricted	Unrestricted	Total
1,685.00	294.59	1,979.59	Brewster			13.58	13.58	1,685.00	308.17	1,993.17
-	5,757.17	5,757.17	Peter Burke			39.51	39.51	-	5,796.68	5,796.68
-	893.47	893.47	K. Capobianco			6.13	6.13	-	899.60	899.60
-	4,232.42	4,232.42	Donna Cassidy			29.04	29.04	-	4,261.46	4,261.46
-	41.75	41.75	Citizenship/Holdsworth			0.29	0.29	-	42.04	42.04
-	45,452.62	45,452.62	Chelsea Cunha	50.00		312.24	362.24	-	45,814.86	45,814.86
-	-	-	Michael Curry	485.00		1.10	486.10	-	486.10	486.10
-	4,737.45	4,737.45	Mary Curtiss			32.51	32.51	-	4,769.96	4,769.96
10,000.00	1,725.83	11,725.83	S. Dick Electronics			80.46	80.46	10,000.00	1,806.29	11,806.29
-	1,151.54	1,151.54	Ran Grinnell			7.90	7.90	-	1,159.44	1,159.44
-	4,097.54	4,097.54	Clare Hampford			28.12	28.12	-	4,125.66	4,125.66
-	10.50	10.50	G. Hartz			0.07	0.07	-	10.57	10.57
-	11,092.78	11,092.78	Peter Horton			76.12	76.12	-	11,168.90	11,168.90
-	3,413.81	3,413.81	Klein/ Danaher			23.43	23.43	-	3,437.24	3,437.24
-	82.36	82.36	Lorimer			0.57	0.57	-	82.93	82.93
-	586.32	586.32	Dr. Gloria Maina			4.02	4.02	-	590.34	590.34
-	173.77	173.77	Frances S. Mallett			1.19	1.19	-	174.96	174.96
-	13,920.91	13,920.91	Loretta McDougall			95.53	95.53	-	14,016.44	14,016.44
-	9,629.86	9,629.86	Middlebrook Wings			66.08	66.08	-	9,695.94	9,695.94
-	9,297.95	9,297.95	Karen Mraz			63.80	63.80	-	9,361.75	9,361.75
-	565.79	565.79	National Merit			3.88	3.88	-	569.67	569.67
-	539.41	539.41	Ralph Pascale			3.70	3.70	-	543.11	543.11
8,000.00	1,515.94	9,515.94	PHNA			65.30	65.30	8,000.00	1,581.24	9,581.24
-	14,673.79	14,673.79	Jill Resnick			100.69	100.69	-	14,774.48	14,774.48
5,190.00	1,296.47	6,486.47	R. Rossomando			44.51	44.51	5,190.00	1,340.98	6,530.98
2,500.00	462.79	2,962.79	R. Simses			20.33	20.33	2,500.00	483.12	2,983.12
2,200.00	407.47	2,607.47	R. Stowe			17.89	17.89	2,200.00	425.36	2,625.36
-	1,172.58	1,172.58	Trumbull High			8.05	8.05	-	1,180.63	1,180.63
-	222.80	222.80	Jennie N. Villano			1.53	1.53	-	224.33	224.33
10,000.00	1,728.83	11,728.83	Zink			80.48	80.48	10,000.00	1,809.31	11,809.31
39,575.00	139,178.51	178,753.51	Total Scholarship Fund	535.00	-	1,228.05	1,763.05	39,575.00	140,941.56	180,516.56

FOR 2027 03

		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
001 BOE GENERAL FUND		134,844,746	0	134,844,746	19,763,859.24	107,304,074.26	7,776,812.68	94.2%
	TOTAL EXPENSES	134,844,746	0	134,844,746	19,763,859.24	107,304,074.26	7,776,812.68	
009 TOWN ACCOUNTS FUND		0	865,999	865,999	11,731.98	161,396.50	692,870.52	20.0%
	TOTAL REVENUES	0	-555,256	-555,256	-20,108.68	.00	-535,147.32	
	TOTAL EXPENSES	0	1,421,255	1,421,255	31,840.66	161,396.50	1,228,017.84	
200 GRANTS FUND		0	1,038,197	1,038,197	222,348.65	1,735,302.56	-919,454.62	188.6%
	TOTAL REVENUES	0	-503,729	-503,729	-72,292.18	.00	-431,436.97	
	TOTAL EXPENSES	0	1,541,926	1,541,926	294,640.83	1,735,302.56	-488,017.65	
205 SPECIAL REVENUE FUND		0	2,183,356	2,183,356	-290,064.93	1,308,659.76	1,164,761.05	46.7%
	TOTAL REVENUES	0	0	0	-761,418.68	.00	761,418.68	
	TOTAL EXPENSES	0	2,183,356	2,183,356	471,353.75	1,308,659.76	403,342.37	
210 SCHOOL LUNCH FUND		0	107,681	107,681	324,959.10	2,570,734.65	-2,788,012.99	2689.1%
	TOTAL REVENUES	0	-479,066	-479,066	-91,089.03	.00	-387,976.97	
	TOTAL EXPENSES	0	586,747	586,747	416,048.13	2,570,734.65	-2,400,036.02	
300 SCHOLARSHIP FUND		0	0	0	-1,763.05	.00	1,763.05	100.0%
	TOTAL REVENUES	0	0	0	-1,763.05	.00	1,763.05	
	GRAND TOTAL	134,844,746	4,195,232	139,039,978	20,031,070.99	113,080,167.73	5,928,739.69	95.7%

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

REPORT OPTIONS

	Field #	Total	Page Break
Sequence 1	1	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
Year/Period: 2027/ 3
Print Full or Short description: S
Print MTD Version: N
Print full GL account: N
Format type: 1
Roll projects to object: N
Double space: N
Carry forward code: 1
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: 2027/ 1
To Yr/Per: 2027/ 3
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

Find Criteria

Field Name	Field Value
Fund	
Unit	
Function	
Character Code	
Org	
Object	
Project	
Account type	
Account status	
Rollup Code	

School Lunch Financials As of September 30, 2026 - FUND 210

Balance Sheet as of 9/30	Budget	9/30/26 School Lunch	Encumbered	Available/ (Over)	9/30/25 School Lunch	YTY Diff.	% Change
Assets:							
Cash		1,546,158			1,679,552	(133,394)	-7.94%
Receivables		287,196			271,493	15,703	5.78%
Inventory		122,968			84,524	38,444	45.48%
Prepaid Expense							
Due From Others							
Total Assets:		1,956,322			2,035,569	(79,247)	-3.89%
Liabilities:							
Accounts Payable		-				-	
Deferred Revenue		176,906			179,058	(2,152)	-1.20%
Due to Town		88,418			281,798	(193,380)	-68.62%
Due to 205		-			-	-	
Medical/Dental Premium WH		-			-		
Reserve for Encumbrance						-	
Total Liabilities:		265,324			460,856	(195,532)	-42.43%
Fund Balances:		1,690,998			1,574,714	116,285	7.38%
Statement of Revenues, Expenditures and Changes in Fund Balances for the 1 month ended 9/30							
Revenue/increases:							
Food Sales/Charges for Service	330,000	280,676	-	49,324	293,981	(13,305)	-4.53%
Food Sales/Aspire	-	510	-	(510)	859	(349)	-40.59%
Intergovernmental	134,066	145,146	-	(11,080)	128,591	16,555	12.87%
Other Income/Interest	15,000	19,615	-	(4,615)	33,734	(14,119)	-41.85%
Intergovernmental (Town) Transfer				-		-	
Increases				-		-	
Total revenue/increases	479,066	445,948	-	33,118	457,165	(11,217)	-2.45%
Expenses/decreases						-	
Wages	173,000	111,113	91,264	(29,377)	138,074	(26,961)	-19.53%
FICA	14,800	6,201	-	8,599	6,923	(722)	-10.42%
Medical	154,091	140,982	504,450	(491,341)	130,758	10,224	7.82%
Other Expenses	71,706	35,187	83,666	(47,147)	54,086	(18,900)	-34.94%
Supplies	19,000	9,967	117,879	(108,846)	13,827	(3,860)	-27.91%
Cost of Food	137,000	80,651	1,397,591	(1,341,242)	110,709	(30,058)	-27.15%
Equipment/Capital	17,150	38,014	375,886	(396,750)	85,468	(47,454)	-55.52%
Intergovernmental (Town) Transfer				-		-	
Decreases				-		-	
Total Expenditures/Decreases	586,747	422,116	2,570,735	(2,406,104)	539,845	(117,729)	-21.81%
Incr/(Decr) in fund balances before operating transfers		23,832			(82,680)	106,512	-128.82%
Operating Transfers in/(out)		-			-	-	
Incr/(Decr) in fund balances after operating transfers		**23,832**			**(82,680)**	106,512	-128.82%
Fund Balances:							
Beginning of year		1,667,166			1,657,393	9,773	0.59%
Reversal of Unliquidated Reserve for Encumbrance					-		
End of period		1,690,998			1,574,714	116,284	7.38%
Months Revenue Control		403,861			378,278		
Months Exp Control		259,913			428,765		
Reversal of Unliquidated Reserve for Encumbrance					-		
Profit (Loss) for the month		**143,948**			**(50,487)**	194,435	-385.12%

School Lunch Financials for 2026-2027 School Year - FUND 2

	7/31/2026 YTD	7/31/2026 Month	8/31/2026 YTD	8/31/2026 Month	9/30/2026 YTD	9/30/2026 Month
Balance Sheet						
Assets:						
Cash	2,387,586		1,452,801		1,546,158	
Receivables	183,623		152,834		287,196	
Inventory	80,851		80,851		122,968	
Prepaid Expense	-		-		-	
Due From Others	-		-		-	
Total Assets:	2,652,060		1,686,486		1,956,322	
Liabilities:						
Accounts Payable	-		-		-	
Deferred Revenue	98,896		201,899		176,906	
Due to Town	958,462		(62,463)		88,418	
Due To 205 Fund	-		-		-	
Medical/Dental Premium WH	3,910		-		-	
Reserve for Encumbrance	-		-		-	
Total Liabilities:	1,061,267		139,436		265,324	
Fund Balances:	1,590,793		1,547,051		1,690,998	
Statement of Revenues, Expenditures and Changes in Fund Balances						
Revenue/increases:						
Food Sales/Charges for Service	205	205	13,715	13,510	280,676	
Food Sales/Aspire	-		140		510	
Intergovernmental	-	-	13,275	13,275	145,146	
Other Income/Interest	7,623	7,623	14,957	7,334	19,615	
Intergovernmental (Town) Transfer	-	-	-	-	-	
Increases	-	-	-	-	-	
Total revenue/increases	7,829	7,829	42,087	34,119	445,948	
Expenses/decreases						
Wages	6,296	6,296	9,024	2,729	111,113	
FICA	482	482	654	172	6,201	
Medical	50,424	50,424	101,258	50,834	140,982	
Other Expenses	-	-	24,267	24,267	35,187	
Supplies	-	-	-	-	9,967	
Cost of Food	27,000	27,000	27,000	-	80,651	
Equipment/Capital	-	-	-	-	38,014	
Intergovernmental Transfer	-	-	-	-	-	
Decreases	-	-	-	-	-	
Total Expenditures/Increases	84,202	84,202	162,203	78,001	422,116	
Incr/(Decr) in fund balances before operating transfers	(76,373)		(120,115)		23,832	
Operating Transfers in/(out)	-		-		-	
Incr/(Decr) in fund balances after operating transfers	**(76,373)**		**(120,115)**		**23,832**	
Fund Balances:						
Beginning of year	1,667,166		1,667,166		1,667,166	
End of period	1,590,793		1,547,051		1,690,998	
Months Revenue Control	7,829		34,259		403,861	
Month Expenditure Control	84,202		78,001		259,913	
Profit (Loss) for the month	(76,373)		(43,742)		143,948	

BOARD OF EDUCATION

FY27 Financial Report

Period 3 – September 30, 2026

Total Adopted Budget	Fiscal Year Progress	Actual YTD Spending
$134,844,746	25.0% Elapsed	$19,763,859 (14.66%)

Alison Pierce, Business Administrator

EXECUTIVE CONTEXT

September Operational Baseline

First Full Operational Month

Staff and students return full-time, establishing core operational baseline for FY27.

Early Spending Evaluation

Initial spending trends allow timely resource reallocation to match evolving district priorities.

Important Salary Code Notice

Object 51XXX salary encumbrances are overstated pending October de-encumbrance adjustments.

School-Year Activity Begins

District expenditures and encumbrances ramp up with active staffing and school operations.

Spending Baseline

Provides solid initial parameters to gauge annual trajectory and track long-term trends.

October Adjustment

Disregard 51XXX figures; salary balances will be de-encumbered and corrected in Period 4.

BUDGET PERFORMANCE

General Fund High-Level Summary

Reporting Period

Period 3 of 12

14.66%

YTD Budget Used

$19,763,859 expended of
$134,844,746 Total Budget

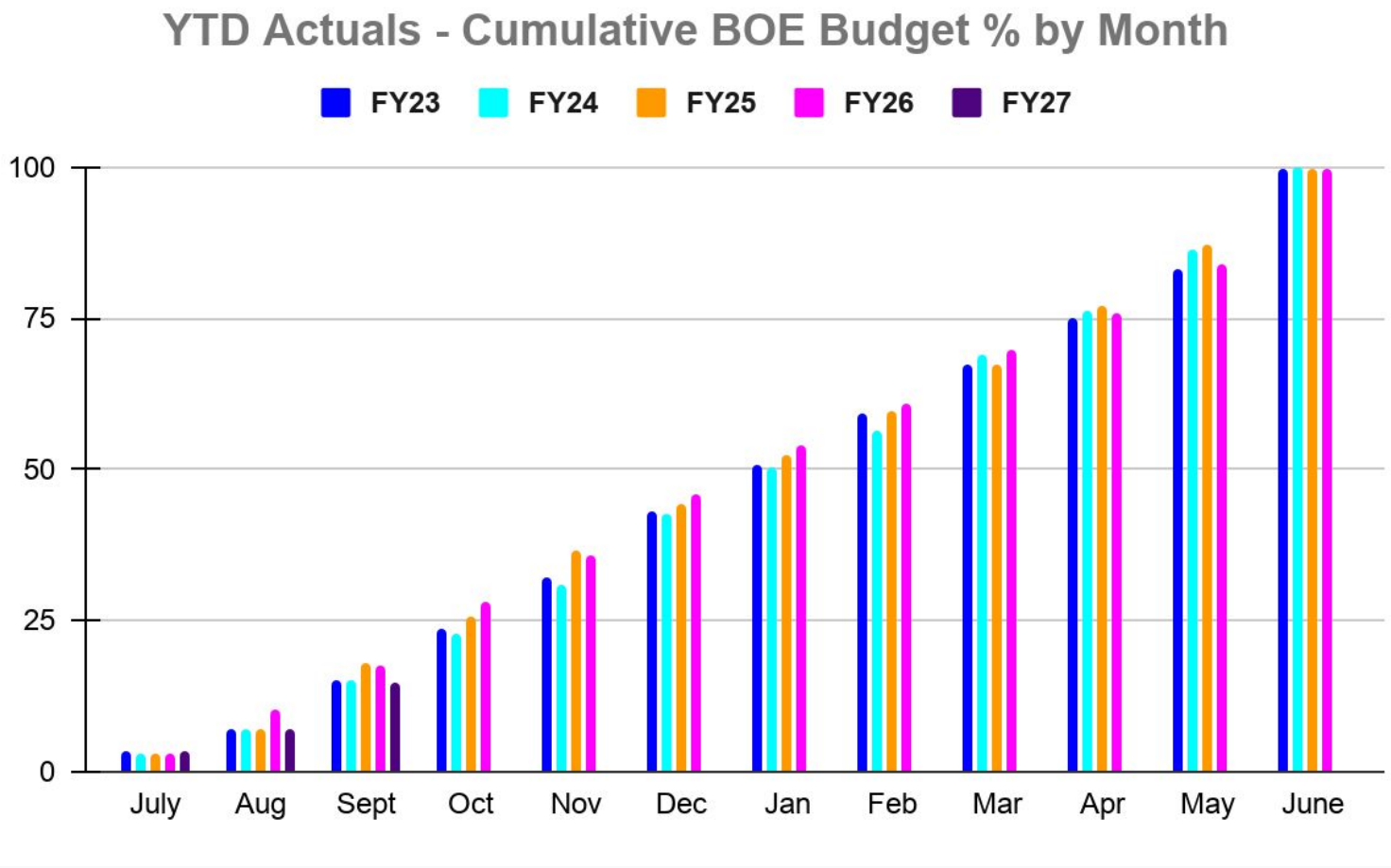
Actual YTD spending down 2.75% vs prior year period

SPENDING VS. TIME ELAPSED BENCHMARK

- YTD Budget Used (14.66%)
- Benchmark Elapsed (25.0%)

Benchmark Elapsed Time

25.0%



OBJECT REVIEW

51XX Salaries & 52XX Benefits

51XX OBJECT

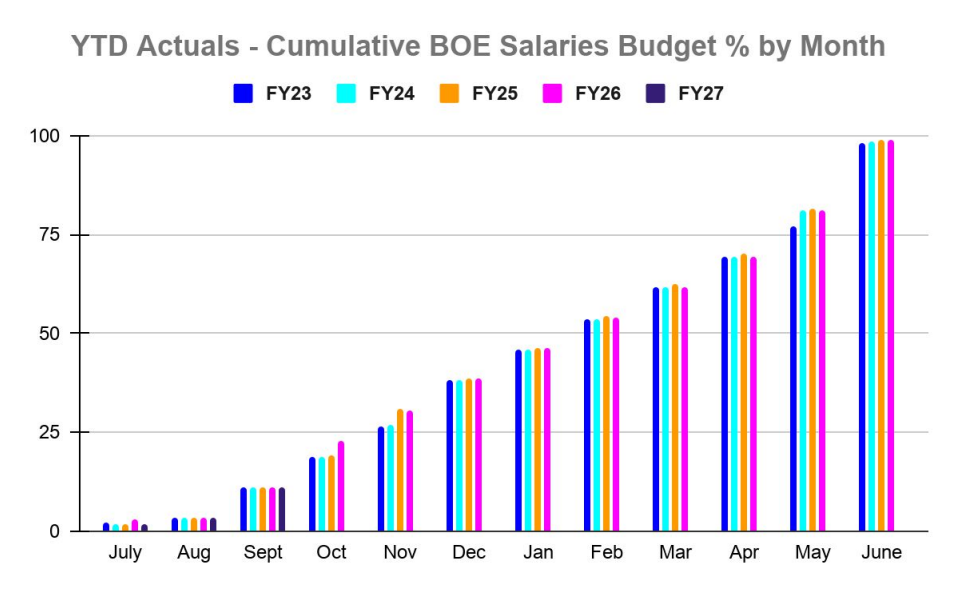
11.01% Used

Salaries

$84,117,042 Budget

YTD Actual: $9,262,376.34

Actual YTD spending down 0.19% vs prior year period



Note: Encumbrance figures overstated; pending October adjustment.

52XX OBJECT

98.8% Utilization

Employee Benefits

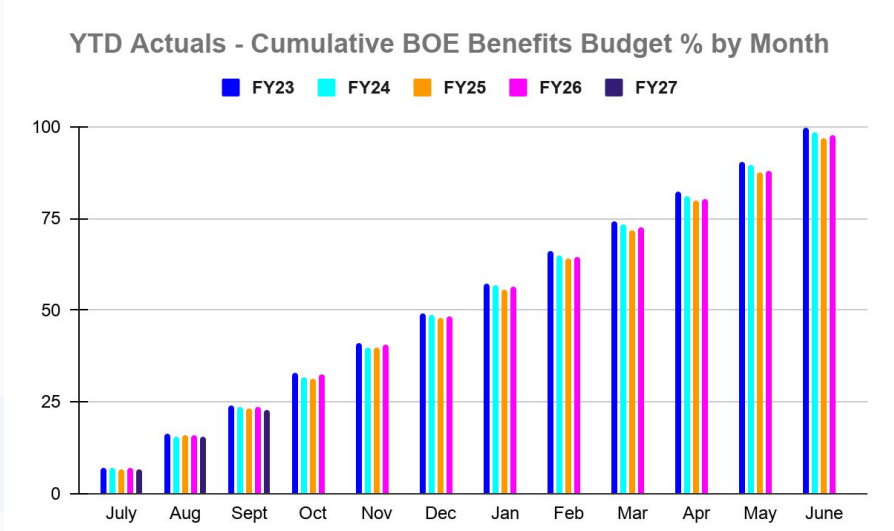
$27,031,881 Budget

YTD Actual: $6,140,897.19 (22.72%)

Actual YTD spending down 0.83% vs prior year period

Encumbered: $20,554,450.82

Available: $336,532.99



Status: Health insurance withholdings fully encumbered to align with expected costs.

OBJECT REVIEW

Purchased Services - 53 XX, 54XX, & 55XX

53XX Professional

Professional & Technical Services

BUDGET	YTD ACTUAL	AVAILABLE
$3,096,994	$623,126	$116,980

Available balance reduced by $97.6k due to specialized staff LOA and associated replacement costs

54XX Property

Purchased Property Services

BUDGET	YTD ACTUAL	AVAILABLE
$2,701,804	$421,807	$103,919

Preventative maintenance active; YTD actual utility costs are trending 8.65% lower than the same reporting period last year

55XX Other Services

Purchased Other Services

BUDGET	YTD ACTUAL	AVAILABLE
$14,214,726	$1,744,167	$7,234,616

Uncommitted funds remain for Professional Development and transportation; anticipating ~$2.2M Excess Cost reimbursement

OBJECT REVIEW

Supplies, Property & Equipment, and Debt Services & Miscellaneous

56XX OBJECT

Supplies

Budget: **$3,360,662**

YTD Spending: **$1,163,900**

Encumbrances: **$1,226,188**

Available: **$970,574** (71.1% Util.)

Available balance reduced by $207.8k as school-level fall ordering commenced

57XX OBJECT

Property & Equipment

Budget: **$639,734**

YTD Spending: **$408,917**

Encumbrances: **$111,281**

Available: **$187,669** (70.7% Util.)

Available balance remained stable while YTD actual spending progressed

58XX OBJECT

Debt Services & Miscellaneous

Budget: **$553,585**

YTD Spending: **$67,009**

Encumbrances: **$459,534**

Available: **$27,041** (95.1% Util.)

Slight decrease in available balance ($2,119.46) from prior reporting month

General Fund Expenditure Summary

Code	Object Description	Adopted Budget	YTD Actual	Encumbrance	Available Balance	Util. %
51XX	Salaries*	$84,117,042	$9,262,376	Pending Adj.	Pending Adj.	11.0%
52XX	Employee Benefits	$27,031,881	$6,140,897	$20,554,451	$336,533	98.8%
53XX	Purchased Prof/Tech	$3,096,994	$623,126	$2,356,887	$116,980	96.2%
54XX	Purchased Property	$2,701,804	$421,807	$2,176,078	$103,919	96.2%
55XX	Purchased Other Svc	$14,214,726	$1,744,167	$5,235,943	$7,234,616	50.5%
56XX	Supplies	$3,360,662	$1,163,900	$1,226,188	$970,574	71.1%
57XX	Property & Equipment	$639,734	$408,917	$111,281	$187,669	70.7%
TOTAL	**General Fund**	**$134,844,746**	**$19,763,859**	—	—	**14.66%**

NEXT STEPS

October Horizon & Operational Action Items

1

De-Encumbrance Adjustments

Process 51XXX salary de-encumbrances in October to restore accurate financial commitment balances

2

Special Education Oversight

Monitor Consultants-PPS account pressures driven by medical leave coverage and replacement staff costs

3

Reimbursement Tracking

Track anticipated Excess Cost Reimbursement (~$2.2M) under Object 55XX to support annual balance

BOARD OF EDUCATION FINANCE COMMITTEE

Questions

Financial Report — Period 3 (September 30, 2026)


Trumbull
Public
Schools

BOARD OF EDUCATION

Budget Transfer Request

REQUESTED AMOUNT

$225,000

Total funding transfer request submitted for formal Board approval.

FUND SOURCE

Non-Lapsing Fund

Withdrawal requested directly from accumulated non-lapsing account reserves to meet financial requirements.

PURPOSE & ALLOCATION

Unbudgeted Legal Expense

Allocation required to cover unexpected, non-recurring legal obligations and professional services.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – November 10, 2026

Mr. Horan, Mr. Dion, Ms. Pierce

Agenda Item - III-I

Approval of Donation for Jane Ryan Outdoor Basketball Hoops

The Jane Ryan School PTA raised funds in the amount of $6,600 for the purchase and installation of two new outdoor basketball hoops, replacing the school's existing aging hoop and offering one smaller one to create opportunities for students of all ages and skill levels.

Recommendation:

To approve the donation in the amount of $6,600 from the Jane Ryan School PTA for two new outdoor basketball hoops.

Jane Ryan PTA

Trumbull, CT

Dear Mr. Horan,

The Jane Ryan School PTA is excited to provide two new outdoor basketball hoops for Jane Ryan School, replacing the school's existing aging hoop. By offering one smaller hoop and one regulation-size hoop, we hope to create opportunities for students of all ages and skill levels to enjoy the game.

We are delighted to support this project and provide all students with a safe, functional space to enjoy basketball, stay active, and build teamwork and sportsmanship during recess. Through this improvement, we hope to encourage physical activity, promote outdoor play, and create more opportunities for students to connect with one another through sports.

Attached you will find three quotes for different inground basketball systems. We would like to purchase the Contender System and the MVP System in order to have high quality hoops that last a very long time. All the quotes we received include the cost of installation, which will be done by the company.

Through our fundraising initiatives, the Jane Ryan School PTA is proud to have put aside $6600 to invest in these new basketball hoops. We hope it brings countless opportunities for fun, fitness, and friendship to Jane Ryan School.

Sincerely,

Anja Santiago
PTA President

Sales Estimate

Best in Backyards

Eastern Jungle Gym
30 Commerce Drive
Carmel, NY 10512

Order #	Date
S61838 Trumbull, Ct	09/23/2026

Bill To:

Trumbull Board of Education
190 Park Ln
Trumbull, CT 06611
Phone: 203-452-4400
Email: fscalise@trumbullps.org

Customer: Trumbull Board of Education

Ship To:

Trumbull Board of Education
190 Park Ln
Trumbull, CT 06611

Contact: Trumbull Board of Education

Sales Rep	Payment Terms	FOB Point	Carrier	Ship Service	Date Scheduled
Jeffrey	Pre Pay	Origin	Pending		12/31/2026

Type	Number	Description	Unit Price	Qty Ordered	Total Price
Sale	MVP BASKETBALL INGROUND SYSTEM	MVP BASKETBALL INGROUND SYSTEM	$2,999.00	1 ea	$ 2,999.00
Sale	MVP SYSTEM Goalsetter Backboard 42x72 - Acrylic	42x72 Acrylic Backboard - BBP242	$100.00	1 ea	$ 100.00
Sale	Install Basketball	Basketball System Installation	$499.00	1 ea	$ 499.00

Parts Used

Number	Description	Qty Ordered
BASKETBALL MVP - KIT	Goalsetter MVP Basketball Inground System	1 ea
MVP SYSTEM Goalsetter Ground Anchor 6"	6" Basketball Ground Anchor - BBP6A	1 ea
MVP SYSTEM Goalsetter Pole Package 6x6	6x6 Pole Package	1 ea
MVP SYSTEM Goalsetter Extension Arms 6x6	6x6 Extension Arms	1 ea
ALL SYSTEMS Goalsetter HD Breakaway Rim	Heavy Duty Breakaway Rim - BBP100	1 ea
BASKETBALL MVP - KIT-options	Basketball Tools for Install	1 ea

Sales Estimate

Best in Backyards

Eastern Jungle Gym
30 Commerce Drive
Carmel, NY 10512

Order #	Date
S61838 Trumbull, Ct	09/23/2026

This contract is between Best in Backyards (seller) and customer (buyer.) Buyer shall grant free access to work area, vehicles, material and debris. Buyer shall be responsible for securing site in a manner adequate to prevent persons other than workers from gaining access to work site. Seller shall not be liable for any property damage to driveways, walkways, lawns, shrubs, trees, or vegetation by movement of trucks, workers, equipment, materials or debris. Buyer represents they have sufficient funds or has arranged financing to comply with this contract. Buyer agrees to sign and record location approval and received completed when project is completed. If buyer fails to record notice of completion seller shall as buyer's agent sign and record notice of completion on buyer's behalf. Buyer acknowledge approval of this order and agrees to the terms and conditions associated with it. No refunds, cancellations or order changes can be made five (5) business days prior to ship date (excludes weekends). Returns are at the discretion of the seller and are subject to labor charges plus a 25% re-stocking fee. All products are the property of seller until paid in full and monies are cleared. Please note, Eastern Jungle Gym swing sets are manufactured and intended for residential use only.

Order Approval Signature: _____

I agree that after location approval is signed, any product alterations or relocation will be subject to additional fees at current move prices and labor rates. I agree that no refunds or returns are allowed after products are delivered.

Location Approved Signature: _____

Received Completed Signature: _____

Subtotal:	**$3,598.00**
Sales Tax:	**$0.00**
Total:	**$3,598.00**
Paid:	**$0.00**
Balance Due:	**$3,598.00**

Sales Estimate

Best in Backyards

Eastern Jungle Gym
30 Commerce Drive
Carmel, NY 10512

Order #	Date
S61838 Trumbull, Ct	10/16/2026

Bill To:

Trumbull Board of Education
190 Park Ln
Trumbull, CT 06611
Phone: 203-452-4400
Email: fscalise@trumbullps.org

Customer: Trumbull Board of Education

Ship To:

Trumbull Board of Education
190 Park Ln
Trumbull, CT 06611

Contact: Trumbull Board of Education

Sales Rep	Payment Terms	FOB Point	Carrier	Ship Service	Date Scheduled
Jeffrey	Pre Pay	Origin	Pending		12/31/2026

Type	Number	Description	Unit Price	Qty Ordered	Total Price
Sale	CONTENDER BASKETBALL INGROUND SYSTEM	CONTENDER BASKETBALL INGROUND SYSTEM	$2,399.00	1 ea	$ 2,399.00
Sale	CONTENDER SYSTEM Goalsetter Backboard 36x54 - Acrylic	36x54 Acrylic Backboard - BBP236	$100.00	1 ea	$ 100.00
Sale	Install Basketball	Basketball System Installation	$499.00	1 ea	$ 499.00

Parts Used

Number	Description	Qty Ordered
BASKETBALL CONTENDER - KIT	Goalsetter Contender Basketball Inground System	1 ea
CONTENDER/ELITE SYSTEM Goalsetter Ground Anchor 4"	4" Basketball Ground Anchor - BBP4A	1 ea
CONTENDER SYSTEM Goalsetter Pole Package 4x4	4x4 Pole Package with Internal Jack	1 ea
CONTENDER SYSTEM Goalsetter Extension Arms 4x4	4x4 Extension Arms	1 ea
ALL SYSTEMS Goalsetter HD Breakaway Rim	Heavy Duty Breakaway Rim - BBP100	1 ea
BASKETBALL CONTENDER - KIT-options	Basketball Tools for Install	1 ea

Sales Estimate

Best in Backyards

Eastern Jungle Gym
30 Commerce Drive
Carmel, NY 10512

Order #	Date
S61838 Trumbull, Ct	10/16/2026

This contract is between Best in Backyards (seller) and customer (buyer.) Buyer shall grant free access to work area, vehicles, material and debris. Buyer shall be responsible for securing site in a manner adequate to prevent persons other than workers from gaining access to work site. Seller shall not be liable for any property damage to driveways, walkways, lawns, shrubs, trees, or vegetation by movement of trucks, workers, equipment, materials or debris. Buyer represents they have sufficient funds or has arranged financing to comply with this contract. Buyer agrees to sign and record location approval and received completed when project is completed. If buyer fails to record notice of completion seller shall as buyer's agent sign and record notice of completion on buyer's behalf. Buyer acknowledge approval of this order and agrees to the terms and conditions associated with it. No refunds, cancellations or order changes can be made five (5) business days prior to ship date (excludes weekends). Returns are at the discretion of the seller and are subject to labor charges plus a 25% re-stocking fee. All products are the property of seller until paid in full and monies are cleared. Please note, Eastern Jungle Gym swing sets are manufactured and intended for residential use only.

Order Approval Signature: _____

I agree that after location approval is signed, any product alterations or relocation will be subject to additional fees at current move prices and labor rates. I agree that no refunds or returns are allowed after products are delivered.

Location Approved Signature: _____

Received Completed Signature: _____

Subtotal:	**$2,998.00**
Sales Tax:	**$0.00**
Total:	**$2,998.00**
Paid:	**$0.00**
Balance Due:	**$2,998.00**

TRUMBULL BOARD OF EDUCATION
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting November 10, 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

Bargaining Unit	Member of Board's Negotiating Team	Status of Negotiations
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, 2027 to June 30, 2030
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.