

**ANSONIA BOARD OF EDUCATION
AGENDA
January 14, 2026
Mead School Cafeteria
75 Ford Street
6:30 P.M.**

I. OPENING

- A. Pledge of Allegiance
- B. Roll Call

II. PUBLIC SESSION

III. ACTION ITEMS, CONSIDERATION OF APPROVING . . .

- A. Ansonia Board of Education meeting minutes dated December 10, 2025 (organizational) (1), December 10, 2025 (regular) (2) and December 15, 2025 (special) (3)
- B. Certified Appointment/Natalie Buccino/Grade 3/Mead (4)

IV. INFORMATION ITEMS

- A. Student Representatives
- B. Assistant Superintendent's Report (5)
- C. Special Education Director's Report (6)
- D. Technology Report (7)
- E. Food Service Director's Report (8)
- F. Athletic Director's Report (9)
- G. Enrollment (10)
- H. Youth Family Outreach Summary (11)
- I. Facilities Director's Report (12)
- J. Director of Communications & Community Outreach Report (13)
- K. Superintendent's Report (14)
- L. School Business Administrator Financials
 - 1. 2025-2026 Year-to-Date (15)
 - 2. Grants and Other Income (16)
- M. Additional; Administration or Board of Education

V. PUBLIC SESSION

VI. EXECUTIVE SESSION re: Expulsion(s)

VII. ACTION, as needed, as a result of EXECUTIVE SESSION

VIII. ADJOURNMENT

NOTICE TO PUBLIC

To insure complete access by the public to all Board of Education meetings, the Ansonia Public Schools requests that those requiring special assistance contact Fran Perrotti, the Board's ADA coordinator, at (203) 736-5095 or via e-mail, fperrotti@ansoniam.org, at least 48 hours prior to the meeting. Special assistance includes disabilities including but not limited to visual disability, hearing disability, ambulatory disability, etc., as well as those who are non-English speaking and require an interpreter.

①

**ANSONIA PUBLIC SCHOOLS
BOARD OF EDUCATION
ORGANIZATIONAL MEETING**

PLACE: Mead School Cafeteria **DATE:** 10 December 2025 **TIME:** 6:30 p.m.
MEETING CALLED TO ORDER BY: Superintendent Joe DiBacco.

Attorney Bryan LeClerc requested to appoint Cassie Venson as temporary Recording Secretary.

MOTION: To appoint Cassie Venson as temporary Recording Secretary.

MEMBERS OF THE BOARD	MOTION	YES	NO	ABSTAIN
DR. STEVEN ADAMOWSKI		X		
MR. RICH BSHARA		X		
MS. STEPHANIE OCASIO-GONZALEZ				
MR. DAVID KNAPP	X	X		
MS. BETH LABERGE		X		
MR. CHRIS PHIPPS		X		
MS. SHARON VOROSCHAK		X		
TOTAL		6	0	0

I. OPENING

A. Pledge of Allegiance

B. Roll Call – Attorney Bryan LeClerc called a quorum

MEMBERS OF THE BOARD	PRESENT	ABSENT	LATE
DR. STEVEN ADAMOWSKI	X		
MR. RICH BSHARA	X		
MS. STEPHANIE OCASIO-GONZALEZ		X	
MR. DAVID KNAPP	X		
MS. BETH LABERGE	X		
MR. CHRIS PHIPPS	X		
MS. SHARON VOROSCHAK	X		
TOTAL	6	1	0

II. Public Session

III. Action Items

A. Election of President, Vice President, and Secretary.

Discussion: Attorney Bryan LeClerc asked if there were any nominations for Board of Education President.

Ms. Beth LaBerge nominated Mr. Chris Phipps for President of the Board of Education. There were no other nominations.

MOTION: To elect Mr. Chris Phipps as President of the Board of Education.

MEMBERS OF THE BOARD	MOTION	YES	NO	ABSTAIN
DR. STEVEN ADAMOWSKI		X		
MR. RICH BSHARA		X		
MS. STEPHANIE OCASIO-GONZALEZ				
MR. DAVID KNAPP		X		
MS. BETH LABERGE	X	X		
MR. CHRIS PHIPPS		X		
MS. SHARON VOROSCHAK		X		
TOTAL		6	0	

Mr. Chris Phipps said he would like to nominate Mr. Dave Knapp as Vice President of the Board of Education. There were no other nominations.

MOTION: To elect Mr. Dave Knapp for Vice President of the Board of Education.

MEMBERS OF THE BOARD	MOTION	YES	NO	ABSTAIN
DR. STEVEN ADAMOWSKI		X		
MR. RICH BSHARA		X		
MS. STEPHANIE OCASIO-GONZALEZ				
MR. DAVID KNAPP		X		
MS. BETH LABERGE		X		
MR. CHRIS PHIPPS	X	X		
MS. SHARON VOROSCHAK		X		
TOTAL		6	0	

Attorney Bryan LeClerc said he would like to entertain motions for the office of Secretary of the Board of Education. Ms. Sharon Voroschak said she would like to nominate Beth LaBerge for the office of Secretary of the Board of Education.

MOTION: To elect Ms. Beth Laberge for the office of Secretary of the Board of Education.

MEMBERS OF THE BOARD	MOTION	YES	NO	ABSTAIN
DR. STEVEN ADAMOWSKI		X		
MR. RICH BSHARA		X		
MS. STEPHANIE OCASIO-GONZALEZ				
MR. DAVID KNAPP		X		
MS. BETH LABERGE		X		
MR. CHRIS PHIPPS		X		
MS. SHARON VOROSCHAK	X	X		
TOTAL		6	0	

B. Select Rules of Order

Mr. Phipps said we currently follow Robert's Rules of Order. He asked for nomination to continue to follow Robert's Rules of Order for the following year.

MOTION: To follow Robert's Rules of Order.

MEMBERS OF THE BOARD	MOTION	YES	NO	ABSTAIN
DR. STEVEN ADAMOWSKI		X		
MR. RICH BSHARA	X	X		
MS. STEPHANIE OCASIO-GONZALEZ				
MR. DAVID KNAPP		X		
MS. BETH LABERGE		X		
MR. CHRIS PHIPPS		X		
MS. SHARON VOROSCHAK		X		
TOTAL		6	0	

C. Appoint Recording Secretary

Mr. Dave Knapp said he would like to make a motion to appoint Cassie Venson as Recording Secretary.

MOTION: To appoint Cassie Venson as Recording Secretary.

MEMBERS OF THE BOARD	MOTION	YES	NO	ABSTAIN
DR. STEVEN ADAMOWSKI		X		
MR. RICH BSHARA		X		
MS. STEPHANIE OCASIO-GONZALEZ				
MR. DAVID KNAPP	X	X		
MS. BETH LABERGE		X		
MR. CHRIS PHIPPS		X		
MS. SHARON VOROSCHAK		X		
TOTAL		6	0	

D. Committee Appointments

Discussion: Mr. Phipps asked the Board to review the list of appointed committee members. He said if there are any changes that need to be made, it can happen at a later date.

IV. ADJOURNMENT

MOTION: To adjourn the meeting at 6:38 p.m.

MEMBERS OF THE BOARD	MOTION	YES	NO	ABSTAIN
DR. STEVEN ADAMOWSKI		X		
MR. RICH BSHARA	X	X		
MS. STEPHANIE OCASIO-GONZALEZ				
MR. DAVID KNAPP		X		
MS. BETH LABERGE		X		
MR. CHRIS PHIPPS		X		
MS. SHARON VOROSCHAK		X		
TOTAL		6	0	

Respectfully submitted,

Cassie Venson

Cassie Venson
Recording Secretary
Date: 12/16/2025

2

ANSONIA PUBLIC SCHOOLS BOARD OF EDUCATION

PLACE: Meeting held at Mead School Cafeteria, 75 Ford Street, Ansonia, CT 06401

DATE: December 10, 2025 **TIME:** 6:35 p.m.

MEETING CALLED TO ORDER BY: Mr. Phipps, President.

I. OPENING

A. Pledge of Allegiance

B. Roll Call – Mr. Phipps called a quorum

MEMBERS OF THE BOARD	PRESENT	ABSENT	LATE
DR. STEVEN ADAMOWSKI	X		
MR. RICH BSHARA	X		
MS. STEPHANIE OCASIO-GONZALEZ			X(6:45p.m.)
MR. DAVID KNAPP	X		
MS. BETH LABERGE	X		
MR. CHRIS PHIPPS	X		
MS. SHARON VOROSCHAK	X		
TOTAL	6		1

Other officials in attendance: Mayor Frank Tyszka, City Clerk Beth Lynch and Seventh Ward Alderman and BOE liaison Anne Lynch.

II. PUBLIC SESSION:

There was no one from the public who wished to address the Board.

III. ACTION ITEMS and consideration of approving the following items:

A. Ansonia Board of Education meeting minutes dated November 19, 2025 (special)

MOTION: To accept meeting minutes dated November 19, 2025.

MEMBERS OF THE BOARD	MOTION	YES	NO	ABSTAIN
DR. STEVEN ADAMOWSKI				X
MR. RICH BSHARA		X		
MS. STEPHANIE OCASIO-GONZALEZ		X		
MR. DAVID KNAPP		X		
MS. BETH LABERGE		X		
MR. CHRIS PHIPPS		X		
MS. SHARON VOROSCHAK	X	X		
TOTAL		6		1

B. 2026 Ansonia Board of Education Meeting Schedule.

MOTION: To accept the 2026 Ansonia Board of Education Meeting Schedule.

MEMBERS OF THE BOARD	MOTION	YES	NO	ABSTAIN
DR. STEVEN ADAMOWSKI		X		
MR. RICH BSHARA		X		
MS. STEPHANIE OCASIO-GONZALEZ		X		
MR. DAVID KNAPP		X		
MS. BETH LABERGE		X		
MR. CHRIS PHIPPS		X		
MS. SHARON VOROSCHAK	X	X		
TOTAL		7		

C. Certified Appointments.

1. Amanda Tamburrino, Grade 5, Mead School

Dr. Adamowski asked the reason for the position. Mr. Bergin explained that this position was open due to another teacher transferring to a Special Education position due to a vacancy there.

MOTION: To accept Certified Appointment of Amanda Tamburrino, Grade 5, Mead School

MEMBERS OF THE BOARD	MOTION	YES	NO	ABSTAIN
DR. STEVEN ADAMOWSKI		X		
MR. RICH BSHARA		X		
MS. STEPHANIE OCASIO-GONZALEZ		X		
MR. DAVID KNAPP	X	X		
MS. BETH LABERGE		X		
MR. CHRIS PHIPPS		X		
MS. SHARON VOROSCHAK		X		
TOTAL		7		

D. Eagle Scout Project

Mr. Phipps explained that the scout is looking to build a GaGa Ball pit at Prendergast School. He explained that GaGa Ball is a game similar to dodge ball but played in a pit and the ball stays on the ground. Players aim to hit players below the knee to eliminate them.

MOTION: To accept the request to build a GaGa Ball pit at Prendergast School for an Eagle Scout Project

MEMBERS OF THE BOARD	MOTION	YES	NO	ABSTAIN
DR. STEVEN ADAMOWSKI		X		
MR. RICH BSHARA		X		
MS. STEPHANIE OCASIO-GONZALEZ		X		
MR. DAVID KNAPP	X	X		
MS. BETH LABERGE		X		
MR. CHRIS PHIPPS		X		
MS. SHARON VOROSCHAK		X		
TOTAL		7		

E. School Governance Position Statement

The packet includes the School Governance Position Statement from CABA. Dr. DiBacco advised all to read this as a refresher for Board Members.

MOTION: To accept the CABA School Governance Position Statement

MEMBERS OF THE BOARD	MOTION	YES	NO	ABSTAIN
DR. STEVEN ADAMOWSKI		X		
MR. RICH BSHARA		X		
MS. STEPHANIE OCASIO-GONZALEZ		X		
MR. DAVID KNAPP	X	X		
MS. BETH LABERGE		X		
MR. CHRIS PHIPPS		X		
MS. SHARON VOROSCHAK		X		
TOTAL		7		

IV. INFORMATIONAL ITEMS:

A. Student Representatives

Abdalla Hanaif advised all fall sports teams made playoffs. He spoke positively of the career pathways at the high school and how the PCA pathway has personally benefited him. Mr. Phipps on behalf of the board congratulated him on achieving All State recognition in soccer.

B. Assistant Superintendent's Report

Mr. Bergin highlighted and discussed the Chinese Bridge Program and that 5 Ansonia High School students will be travelling to China as part of the program. He spoke about the competitive process to be selected for the program. He thanked Sara Crooks for her involvement in the School Climate Program, as initiatives are coming together. He talked about the Vision of a Graduate updates. He told the Board Ansonia is highly recognized for their responsive classroom instructional support and have been asked to host SEL.

Mr. Bergin also discussed that next year they will begin identifying 3rd graders for the new talented and gifted program. He also noted that they had just received notice regarding selection of Responsive Classroom.

Dr. Adamowski and Ms. Voroshak asked questions related to the gifted and talented program.

C. Special Education Director

Ms. Fenech discussed identifying outplaced students to bring back in to the district as well as over identification of Special Ed needs at the pre school level. She is visiting all schools to identify and provide training opportunities for school staff.

Dr. Adamowski congratulated her on her work related to the pre school identification of students.

Ms. Fenech also talked about this year's SEED Grant funds and spending stipulations, as well as beneficial conversations at building level to implement their own related services like OT and PT which will save a tremendous amount of money for the department.

D. Technology Report

Mr. Pastore discussed security audit and removal of 'old' employee emails. He also discussed removal of the use of BoardDocs on the APS website and now all documents are available directly on the website.

Ms. Laberge noted that there should be a process to remove access as soon as an employee leaves the district. Mr. Pastore assured her that there are processes in place now for this and what he was discussing are very old instances.

Mr. Phipps requested all Board members have an Ansonia email address and asked if Chromebooks can be made available for the Board members again as was previously the case. Mr. Pastore advised he can absolutely do this and to reach out to him for it.

Dr. Adamowski emphasized using Ansonia Public School's email would be the best practice for all.

E. School Business Administrator Financials

Mr. Marriott discussed the budget and he noted that transportation, particularly athletics, is running higher than expected due to the bus company changing billing from per trip to per hour. He spoke of encumbrances and the state of the budget thus far.

Dr. Adamowski questioned budget areas that have encumbrances and he was wondering how those will be paid as well as any with current projected deficits. Mr. Marriott explained that much of this is related to waiting on payment from the state that should be expected in the first quarter of 2026, as well as unknown expenses from additions to IEPs as a result of PPT meetings. Ms. Fenech added there may be new requests such as one-on-one aides or special services.

Discussion led to a full board meeting to discuss the current budget as well as the 2026-2027 budget. The meeting is scheduled for Monday December 15, 2025.

MOTION: To accept the budget transfers as presented.

MEMBERS OF THE BOARD	MOTION	YES	NO	ABSTAIN
DR. STEVEN ADAMOWSKI		X		
MR. RICH BSHARA		X		
MS. STEPHANIE OCASIO-GONZALEZ	X	X		
MR. DAVID KNAPP		X		
MS. BETH LABERGE		X		
MR. CHRIS PHIPPS		X		
MS. SHARON VOROSCHAK		X		
TOTAL		7		

F. Food Service Director's Report

Mr. Benham announced that they are in the process of purchasing and installing new equipment at the middle school. He told the Board financially the department is in good shape.

G. Athletic Director's Report.

Mr. Brockett's report was referenced there were no questions.

H. Enrollment

Discussion was had around the high levels of student transitions throughout the school year. APS has been averaging approximately 300 students per year that move in and out of the system within the same year. Mr. Lisi confirmed that the bulk of them come from DRGs at or below Ansonia.

There was discussion from the full board related to this issue noting this is something to be looked at for improvement.

Dr. Adamowski asked how this impacts the absenteeism rate. Dr. DiBacco explained that it does negatively impact the rate as most times there is a lag time between when the student leaves the district and the district is notified by the new district that the child is now in their district.

Dr. Adamowski asked if there is a known reason for the high transition rate and suggested that this is a larger scale community issue and questioned how to work with the landlords, the City Departments and Board of Alderman on this issue.

I. Youth Family Outreach Summary

Mr. Lisi reviewed his report. He said there is nothing out of the ordinary this month. He noted the home visits that took place for residence and attendance issues. There was a lengthy conversation about the transient population and how new students constantly come into the district below our DRG and most do not stay for longer than 2 years. The negative impact this has on proficiency testing was discussed and Dr. Adamowski suggested looking into improvement for this excuse.

Dr. Adamowski asked if Mr. Lisi has any data on the persistence rate of students in Ansonia. Mr. Lisi advised he does not have this data. Dr. DiBacco responded to this inquiry with information that he had available.

J. Facilities Director's Report

Mr. Evans discussed facility needs but focused on the oil tanks at the schools. He also discussed the need to move the roofing project at the high school forward so that it can be completed over the summer. It must be completed over the summer as students cannot be in the building while it is being completed. There was discussion that the project is in litigation. Mayor Tyszka advised to send him an email with the information and he will follow up with Corporation Counsel.

Mr. Bshara discussed the costs related to the oil spill at the high school this summer.

Mr. Evans also discussed the need to get the generator at the high school back up and available so that it is ready when needed.

K. Director of Communications & Community Outreach Report

Dr. Reese Morales noted that there are 18 homeless children in our district. We are providing transportation for those children even if they are housed in other cities or towns.

L. Superintendent's Report

Superintendent DiBacco congratulated Mr. Phipps in his new position as President of the Board and thanked Mr. Bshara for his years of service. He also said he is looking forward to working with Mrs. Lynch. He discussed how alumni are coming back to discuss their careers and how the students are learning a lot from this. He mentioned EMS coming in to speak. Mayor Tyszka discussed how Police are needed in the city. Dennis Proto noted that he has had discussions around this and some programming is in the works.

Dr. DiBacco distributed a flyer for Elected Officials Day. He worked with Anne Lynch to create a day where all elected officials can participate in student led tours of each of the schools. The day includes bus transportation to each of the schools starting at the high school. He encourages all elected officials to attend.

Dr. DiBacco told the Board the PCT Program will be funded for the next five years thanks to The WorkPlace, and the plan to hopefully partner with Quinnipiac University in the near future.

M. Additional; Administration or Board of Education

End of meeting public session

Mr Phipps asked for a motion to open the floor to the public to field any comments or questions related to any information discussed tonight, or other business.

MOTION: Have a public session at the end of today's meeting

MEMBERS OF THE BOARD	MOTION	YES	NO	ABSTAIN
DR. STEVEN ADAMOWSKI		X		
MR. RICH BSHARA		X		
MS. STEPHANIE OCASIO-GONZALEZ		X		
MR. DAVID KNAPP	X	X		
MS. BETH LABERGE		X		
MR. CHRIS PHIPPS		X		
MS. SHARON VOROSCHAK		X		
TOTAL		7		

V. ADDITIONAL PUBLIC SESSION:

Mr. Phipps asked if there was anyone from the public who wished to speak.

Diane Stroman addressed previous questions around the transient population and housing and the homelessness of students. She noted the rising housing cost and cost of living is causing families to move from place to place where they believe they can afford to live.

Mr. Bshara further explained some background on the roofing project and legal action taking place against the city.

Mrs. Anne Lynch asked further questions around the roofing project. Mr. Evans answered reasons why the project is being delayed.

Dr. Adamowski shared that he went to new board member orientation and said it was very informative. He noted how it is only offered once a year.

VI. EXECUTIVE SESSION regarding expulsions:

MOTION: To enter into Executive Session regarding Expulsions at 8:35p.m.

MEMBERS OF THE BOARD	MOTION	YES	NO	ABSTAIN
DR. STEVEN ADAMOWSKI		X		
MR. RICH BSHARA		X		
MS. STEPHANIE OCASIO-GONZALEZ		X		
MR. DAVID KNAPP	X	X		
MS. BETH LABERGE		X		
MR. CHRIS PHIPPS		X		
MS. SHARON VOROSCHAK		X		
TOTAL		7		

Return to regular meeting.

VII. ACTION, as needed, as a result of Executive Session:

MOTION: To accept the recommendations as presented by the Superintendent regarding expulsions.

MEMBERS OF THE BOARD	MOTION	YES	NO	ABSTAIN
DR. STEVEN ADAMOWSKI		X		
MR. RICH BSHARA		X		
MS. STEPHANIE OCASIO-GONZALEZ		X		
MR. DAVID KNAPP	X	X		
MS. BETH LABERGE		X		
MR. CHRIS PHIPPS		X		
MS. SHARON VOROSCHAK		X		
TOTAL		7		

VIII. ADJOURNMENT:

MOTION: To adjourn the meeting at 8:50pm

MEMBERS OF THE BOARD	MOTION	YES	NO	ABSTAIN
DR. STEVEN ADAMOWSKI		X		
MR. RICH BSHARA		X		
MS. STEPHANIE OCASIO-GONZALEZ		X		
MR. DAVID KNAPP		X		
MS. BETH LABERGE		X		
MR. CHRIS PHIPPS		X		
MS. SHARON VOROSCHAK	X	X		
TOTAL		7		

Respectfully submitted,

Cassie Venson

Cassie Venson
Recording Secretary
Date: 12/16/2025

ANSONIA PUBLIC SCHOOLS BOARD OF EDUCATION

3

PLACE: Robert E. Zuraw Administration Building, DTL, 42 Grove Street, Ansonia, CT, 06401

DATE: December 15, 2025 TIME: 6:30 p.m.

MEETING CALLED TO ORDER BY: Mr. Chris Phipps, President.

I. OPENING

A. Pledge of Allegiance

B. Roll Call – Mr. Phipps called a quorum

MEMBERS OF THE BOARD	PRESENT	ABSENT	LATE
DR. STEVEN ADAMOWSKI	X		
MR. RICH BSHARA	X		
MR. DAVID KNAPP	X		
MS. BETH LABERGE		X	
MS. STEPHANIE OCASIO-GONZALEZ		X	
MR. CHRIS PHIPPS, President	X		
MS. SHARON VOROSCHAK	X		
TOTAL	5	2	0

II. Public Session

There was no one from the public wishing to speak

III. Discussion and Possible Action regarding 2025-2026 Budget

Mr. Erich Marriott explained the structure of the 2025-2026 Finance Report. He went in great detail about the fund, object, and local pieces to this report. He talked about the frequent need for budget transfers, and typical reasoning. Mr. Marriott went over the color-coded columns and what the titles and the line items are. He went over some of the green and red line items on the most recent report. He talked in detail about salary cost, administration costs, and Special Education. Discussion continued, line by line of the budget and reasons why some will need to increase or decrease.

Mr. Marriott explained Healthcare costs and the need to stay on track with costs incurred so line items are on target. He talked about pension and retirement programs under the city. Further discussion was had regarding Special Education Transportation, Liability Insurance, Excess Cost Grant reimbursement, All-Star Transportation increase, and Administration dues.

Dr. Adamowski asked about issues with the Athletic piece Mr. Marriott mentioned earlier. He asked if it was affecting coaching staff. Mr. Marriott said it is not, it is the transportation line.

Discussion of the Capital Improvement piece and correct labeling of Maintenance Projects were discussed.

Membership Dues line item was reviewed.

There was talk and explanation about Fund 10.

Dr. Adamowski asked about ECS Grant and where funds are distributed to and from. He asked about the ECS reimbursement and how it is received into the city. Mr. Bshara explained the portion of grant funding and tax payer raised revenue to Fund 10.

The Alliance Grant funds were briefly discussed and spending of the funds.

IV. Discussion and possible action regarding 2026-2027 Budget

Superintendent DiBacco briefed the Board, explaining the goals for the district budget as well as trends still stemming from COVID. He talked about all the opportunities and vision for the district. He said the increase in all costs and requests coming in are only to maintain the current staff and nothing more. He highlighted the biggest budget drivers and what the budget consists of.

Dr. Adamowski said it would be better to compare last year's budget and cost increases to the new budget. He said the 6.1% increase requested isn't going to fly and he thinks it creates a situation for the Board.

Mr. Phipps said this is the very first pass and very early in the process, they should hear the details.

Dr. Adamowski said he thought as a Policy Board, they might want to give some direction as to what a reasonable increase may be.

Mr. Bshara said it was noted earlier, there are salaries within the Alliance Grant and the increase for the Alliance Grant is 0 for next year. He said it should be noticed the increase that was received prior for Alliance will not be available this upcoming year.

Mr. Phipps said he would like to hear about the budget and how the increase came about.

Mr. Marriott explained the breakdown of each page, details by location, also by employee. He talked about the decrease in Special Education and reasons they were able to get there. Mr. Marriott talked about the Health Insurance currently offered and the savings self-funding has brought. He reviewed each page and pointed out the increases or decreased amounts and explanation for each.

Dr. Adamowski mentioned the accreditation, saying Dr. DiBacco showed him the NEASC report. Mr. Bergin said it was explained to them the criteria were changed and basically no high school met the requirement. He said a big part is curricular writing and they are working on it right now. Superintendent DiBacco explained they are very confident the suggested changes will prove no problems.

Dr. Adamowski suggested any spending going toward NEASC improvement should be addressed in the budget as such.

Mr. Phipps asked with the 6% what type of changes are being made.

Dr. DiBacco said this number is with no changes made to programs or staffing, and added it is mostly due to lack of Alliance Grant funding.

Mr. Phipps said it unfortunately will include cuts.
Discussion about timelines for the Board of Ed to present to the Board of Aldermen.
Discussion about future workshop as well as Board meetings were set.

V. Public Comments

Jacquelyn Daniels, 1st Ward Alderwoman, wanted to thank everyone involved saying it is a difficult job right now.
Also present were Frank Pergola, 2nd Ward Alderman, and Jaylen Daniels, 2nd Ward Alderman.

Diane Stroman, 66 High St., said she thought the meeting was very informative. She thanked Dr. DiBacco for everything he does and working so hard to get the job done. She said it is not easy and until she was in the schools, she didn't have a clear picture. Ms. Stroman said if cuts have to be made, it most affects the child but the entire district as well.

VI. Adjournment

MOTION: To adjourn the meeting at 7:40p.m.

MEMBERS OF THE BOARD	MOTION	YES	NO	ABSTAIN
DR. STEVEN ADAMOWSKI		X		
MR. RICH BSHARA		X		
MR. DAVID KNAPP	X	X		
MS. BETH LABERGE				
MS. STEPHANIE OCASIO-GONZALEZ				
MR. CHRIS PHIPPS, President		X		
MS. SHARON VOROSCHAK		X		
TOTAL		5	0	0

Respectfully submitted,

Cassie Venson

Cassie Venson
Recording Secretary
Date: 12/21/2025

4

ANSONIA PUBLIC SCHOOLS ADMINISTRATOR'S RECOMMENDATION FORM

Facility: ☐ A.H.S. ☐ A.M.S. ☒ Mead ☐ Prendergast ☐ Central Office

Position: Grade 3

Candidate Recommended: Natalie Buccino

Start Date** 1/5/26 Hourly wage** _____

Salary** Level II Step 1
(Collective Bargaining Contract reference if applicable)

I. FUNDING SOURCE(S): ** HR will not start the onboarding/hiring process until all funding sources and budget account numbers have been identified, and a fully completed copy of this form is submitted to Fran Perrotti.

☐ GRANT(S) _____
(IDENTIFY ALL GRANTS AND ACCOUNTS) **

☒ APS Board of Education Budget _____

II. REASON FOR RECRUITMENT

☐ New Position, or
☒ Replacement for: Cristin Applegate
Transferred to: _____ Resigned ☒ Retired _____

III. APPLICATION-INTERVIEW-REFERENCE INFORMATION

References checked (minimum of three telephone references): ☒ yes ☐ no

Number of Applications Reviewed: 8
Number of Applicants Interviewed: 6
Number of Appropriately Certified Ansonia Applicants: 1
Number of Ansonia Applicants Interviewed: 1
Number of Appropriately Certified "in district" Applicants: 1
Number of "in district" Applicants Interviewed: 1
Number of Minority Applicants Interviewed: 1

Note: Transmit this document to the Superintendent as soon as a final recommendation has been formalized. Be sure to attach, as applicable:

- | | |
|---|---|
| ☒ letter of application | ☒ transcripts |
| ☒ résumé | ☒ interview questions & scoring sheets asked each applicant |
| ☒ completed application form | ☒ evidence of completed performance task |
| ☒ letters of recommendation/reference | ☐ other, as needed |
| ☒ copy of certification | |

Is the applicant related to any Ansonia Board of Education member or Administrator?

☐ yes ☒ no

A. Coriell
Recommending Administrator

12/23/25
Date

Natalie Buccino

Seymour CT 06483

OBJECTIVE: To obtain a position as an Elementary Education Teacher.

SUMMARY:

- Bachelor degree in Elementary Education
- Have years' experience working with children.
- Have experience working in leadership positions.
- Masters in Literacy Education Birth- 6th grade

EDUCATION: **Bachelor of Arts in Elementary Education May 2009**
Dowling College, Oakdale, New York
Minor in Social Sciences

Masters in Literacy Education (1-6) May 2013
Dowling College, Oakdale, New York

EXPERIENCE:

October 2025- Present Mead Elementary School Ansonia, Connecticut
3rd Grade Leave Replacement

- Facilitate lessons that align with the math, and ELA curriculum
- Facilitate fundation lessons
- Create a safe learning environment
- Create relationships with the students and families in the class
- Hold parent teacher conferences with parents.

August 2021- September 2025 Port Washington Children's Center Port Washington, New York

UPK Lead Teacher

- Create lessons based off of the Creative Curriculum
- Introduce fundations and sight words to prepare children for kindergarten
- Create a safe comfortable environment for the children
- Organize small and large group activities
- Keep open communication with parents

December '17- June -'21 Santapogue Elementary School West Babylon, New York
Permanent Substitute Teacher

- Followed lessons left by the teacher.
- Created a safe and comfortable environment for the students.
- Worked with students in small groups in order to give them more support.

February '16 – December '17 PS 102 Jacques Cartier New York, New York

4th Grade Gifted and Talented classroom Teacher

- Developed lesson plans for a gifted and talented group of 4th graders
- Created hands on individual and group projects
- Proctored the New York State ELA and Math test
- Kept open communication with parents and other staff members
- Developed a positive rapport with the students

September '15- February '16 Washington Drive Primary Centerport, New York
Teachers Assistant in a P.A.L.S classroom

- Worked one on one with students with disabilities (autistic and multiple disabilities)
- Helped to develop fine motor and verbal skills
- Created a safe and positive learning environment
- Helped in the development of social skills
- Attended faculty meetings and professional development seminars
- Used the smart board to create interactive lessons for students

November '14- June '15 Washington Drive Primary Centerport, New York
Teachers Assistant (one to one)

- Provide one on one support for a child with behavioral problems
- Create a safe environment for all students
- Help support the teacher in everyday activities
- Assist students with academic work

January '10- February '10 Woods Rd Elementary North Babylon, New York
Leave Replacement for 5th grade

- Created lesson plans for all subjects.
- Created guided reading lesson plans.
- Participated in the "trout in the classroom" project.
- Created lessons using differentiated instruction.
- Developed report cards for students.
- Created hands on learning experience in multiple subjects
- Created a bulletin board
- Expanded on the students writing skills, using different types of writing

September '09- March '12 North Babylon School District North Babylon, New York
Substitute Teacher

- Followed lessons left by teacher.
- Created a comfortable environment for students
- Came prepared with extra materials
- Reported back to teacher with any issues

REFERENCES: These are available upon your request



**Connecticut State Department of Education
Certification Verification (Educator Copy)
Bureau of Educator Standards and Certification**

Educator ID Card
NATALIE BUCCINO
You may access your certification records on-line at: www.ct.gov/sde/cert

NATALIE BUCCINO
Educator ID Number: :
INITIAL EDUCATOR
Certificate Number:
July 1, 2025 TO June 30, 2035

Endorsement Code	Endorsement Description	Endorsement Date
305	Elementary - Grades Pre-K through 6 (End of List)	7/1/2025

Endorsement Code and Subject Area Test(s) Exemption:
305 - Enhanced Reciprocity

Anyone may verify the status of this certificate/permit online at: <http://sdeportal.ct.gov/CECSFO/FOILookup.aspx>

Unofficial Copy

Status as of: 12/23/2025

TO: Ansonia Board of Education

FROM: Steve Bergin

DATE: January 14, 2026

RE: Assistant Superintendent's Report

ANSONIA PUBLIC SCHOOL HIGHLIGHTS:

Our schools continue to work in a positive and collaborative manner. It is my hope that the information shared below will continue to bring to light the positive culture and community that is in each of our schools as well as the successful beginning of the school year.

Ansonia High School:

- FBLA and DECA sponsored a toy collection drive. Members collected and delivered 67 unwrapped toys for the Valley Toys for Kids program. Students also spent a day helping decorate and organize the "Toy Store."
- Representative Kara Rochelle presented a General Assembly Official Citation to each student who volunteered at the 2025 Senior Fair. Students were recognized for their compassion, commitment, and willingness to assist the seniors and vendors.
- Political Strategist and Public-Servant, Jimmy Tickey, spoke to Mrs. Mastroni's Entrepreneurship class about starting his first business in high school. Students also learned about his upcoming book, *Organizing to Win: The Art & Science of Running for Office*.
- Global Scholars traveling to Greece in April gathered for a pizza party and engaged in ice breaker activities designed to get them to know each other better.
- AHS Chorus members performed at the Pearl Harbor Day Remembrance Ceremony and Ansonia's Annual Tree Lighting event. Audiences were also captivated by the band and chorus at the AHS Annual Winter Concert and by the chorus performance at the AMS Chorus Concert.
- Students toured Southern Connecticut State University's campus, from the dorms and business hall to the planetarium and more. They enjoyed an informative session with students and staff, experienced campus life firsthand, and enjoyed lunch with college students at Connecticut Hall.
- Alumna SSG Giovanna Donofrio brought together a team of National Guard members to speak with students about a variety of exciting careers in the Guard. Students heard from an Information Technology Specialist, Military Police/Dog Handler, Combat Medic, Mechanic, Preventive Medicine Specialist, and Infantryman.
- Class of 2024 alumnus, Matt Pinto, spoke with students interested in becoming an EMT. He shared valuable information about EMT training programs, the certification exam, pay, work hours, daily responsibilities, and exciting calls he has responded to.
- Attorney Christopher Lisi of Solimene & Secondo, LLP and Judge Clifford Hoyle, Probate Judge for the Derby Probate District, spoke with students interested in a career in law. They offered valuable, real-world insight into the study and practice of law.
- Ansonia High School celebrated the Law and First Responders Pathway by highlighting three pathway students: Aaliyah Ballester, Megan Stezkowski, and Iraj Moeen.
- Jeanette Manning, Director and Chief Officer of Training and Research at the National Association of Attorneys General, Zoomed with students interested in a career in law. She discussed her career path, including the many roles she has had, and emphasized the importance of networking, internships, and saying yes to opportunities.
- Juniors and Seniors interested in attending the University of New Haven's School of Engineering participated in a hands-on College Day at UNH.
- Students who earned 1,000 points or higher on the October 15th PSAT were recognized at a PSAT Celebration.
- The Sikorsky Teamsters met with juniors and sophomores interested in the paid summer internship program to talk about the importance of unions and the internship requirements.
- Class of 2028 bonded at Movie Night held on December 19th at AHS.
- The Minds Over Tumors Club held a "Wear Grey for a Day" dress down and spirit contest to honor and support children battling brain cancer.

- The National Math Honor Society raised awareness and funds for a local animal shelter.
- AHS Student Government sponsored the Warming Tree where students and staff donated new hats, gloves, mittens, scarves, and socks to help keep kids, teens, and adults warm this winter. All items were donated to the Greater Valley Salvation Army.
- The Guidance department sponsored a Holiday for Giving Tree Project. Through this project, AHS was able to sponsor three families in need for the holiday with the support of AHS staff.
- The National Honor Society volunteered their gift-wrapping skills to wrap presents for faculty and staff members.
- Student representatives supported Officer Barry and the Ansonia Police Department by collecting toys at Target as part of the Shop with a Cop toy drive.

Ansonia Middle School:

- AMS and Mead collected money to assist a student whose apartment was destroyed in a fire. That money will be delivered to the family this week.
- Anne Coppola, with State Farm in Ansonia, graciously donated about 50 gifts to Ansonia students for the holidays. Mike Shortell and Reese Morales worked with her and donated to students in all schools. We are extremely grateful to Anne and her generosity.
- AHS Chorus came here before the holiday break to perform for our 8th graders.
- Our Best Buddies Program took a field trip to Target before the holidays where each student worked within a spending budget that was agreed upon with their respective families. This was a wonderful way for our students to learn life lessons in a real-world applicable manner.
- NJHS Induction Ceremony took place in December inducting 11 new members.
- Our boys and girls basketball seasons began in December. Our cheer club also began cheering for the teams.
- AMS had our yearly team-building Kickball Classic where each team of students and staff participated in our annual Winter Classic.
- Author, Actor, and Filmmaker, Charlie Grady, came here to give an inspirational and motivational speech to our 8th graders, focusing on making good decisions. Officer Barry did the same for our 6th and 7th graders.

Mead School:

Kindergarten students continue to learn letter sounds and print. Charlie Kish led the class in their morning message!



Mead students performed at their Winter Concert! Ms. Snider worked hard to organize an amazing performance by all students. Ms. Snider even had parents join in with singing and dancing throughout the concert!



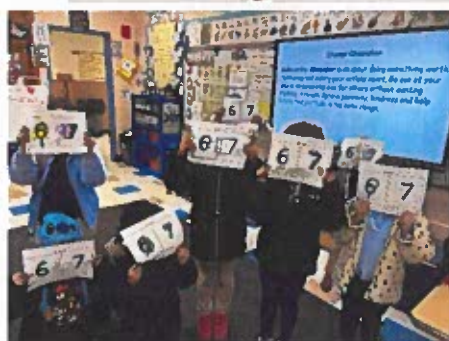
Mead participated in a spirit week! Many students enjoyed Grinch Day!





Congratulations to Mrs. Weitzler on being selected at the 2026 Teacher of the Year! Mrs. Weitzler is a first-grade teacher at Mead School. Mrs. Weitzler is a hardworking, caring and dedicated teacher.

Prendergast School:





Prendergast had an eventful December:

1. The Ansonia Library lent us their Whale Tail and Kindergarteners learned about whales and did many fun math activities to see just how big an actual whale's tail is!
2. We celebrated our 67th Day of school with some 6 - - - 7 fun.
3. Grade 1 celebrated their end of unit Writing with classroom authors sharing of their animal research book.
4. We ended December with a Winter Spirit Week where staff and students dressed like their favorite character from their favorite winter story, wore some sparkles for Winter Wonderland Day and MOST IMPORTANTLY we had Pajama Day where all money raised went to kids with cancer.

Math and Science Updates

- Over the past two years, we have begun rolling out Building Thinking Classrooms (BTC) at the secondary level (AMS/AHS). This shift is designed to increase meaningful student-to-student discourse and strengthen small-group instruction. Currently, two teams of teachers from AMS and AHS are participating in a BTC consortium with ACES consisting of nine sessions throughout the school year. For staff members not attending the consortium, session materials are brought back and shared by John LaRovera, Director of Math/Science, K-12, during after-school collaboration and department meetings to ensure consistency and alignment across schools.

The implementation of BTC is critical because it promotes deeper conceptual understanding, increases student engagement, and encourages productive struggle. By emphasizing thinking over simply arriving at correct answers, BTC supports the development of strong problem-solving skills and greater student ownership of learning, ultimately leading to increased student achievement. Additionally, the focus on small-group instruction at the secondary level directly aligns with current elementary practices, where students participate in a daily math workshop model that includes rotating through stations to grapple with grade-level content, reinforce skills through MyPath, build fluency, and engage in partner-based games and activities.

Building Thinking Classrooms: 9-Day Professional Development Series Overview

Series philosophy: This 9-day series is designed around the principle that teachers must first experience BTC as learners first, then progressively build their implementation skills through guided practice, peer collaboration, and reflective cycles. Each day builds upon the previous, with weeks between sessions for classroom experimentation and reflection.



As a result of this training, participants will:

- **Day 1:** Understand how to create the foundations for thinking and implementing thinking tasks, random grouping, and using vertical non-permanent surfaces.
- **Day 2:** Create classroom conditions that sustain thinking such as furniture arrangement, answering questions, and task delivery.
- **Day 3:** Expand their knowledge of the learning environment and foster student independence and ownership by fostering autonomy and check-your-understanding questions.
- **Day 4:** Manage flow by using hints and suggestions strategically.
- **Day 5:** Foster the formalization and organization of student learning using consolidation techniques.
- **Day 6:** Teach students how to create their own meaningful learning using note-taking strategies as self-directed learning records.
- **Day 7:** Design competency rubrics and try new evaluation methods for meaningful assessments.
- **Day 8:** Implement formative assessment strategies that inform learners.
- **Day 9:** Plan for continuous BTC implementation and long-term sustainability.

This course is appropriate for:

- Classroom Teachers & Instructional Coaches, Grades K-12

Materials needed:

- Computers
- Artifacts from Classrooms

Mead - Fall vs Winter i-Ready Math

	Fall	Fall %	Winter	Winter %
Mid or Above	8	2%	35	7%
Early-On	37	7%	63	12%
One Below	276	54%	283	55%
Two Below	130	26%	86	17%
Three or > Below	59	12%	44	9%

Prendergast Fall vs Winter i-Ready Math

	Fall	Fall %	Winter	Winter %
Mid or Above	16	3%	41	8%
Early-On	28	6%	57	11%
One Below	270	54%	276	55%
Two Below	117	24%	85	17%
Three or > Below	65	13%	45	9%

Our next steps to continue to see elevated growth and achievement:

- Maintain a consistent and intentional approach to differentiation using the math workshop model of instruction, particularly during the individual teacher-led station. This is especially **critical for students performing one grade level below expectations**, who comprise slightly more than half of our current student population at each school.
- Continue strengthening and refining our Multi-Tiered System of Supports (MTSS) to ensure identified gaps in mathematical understanding are effectively addressed.
- Implement purposeful differentiation during daily fluency practice (addition, subtraction, multiplication, and division), as well as during monthly fluency challenges, to promote continued growth and mastery of math facts.
- Continue collaborative planning, instructional preparation, and data analysis during PLC preparation periods and after-school meetings to inform instruction and intervention.
- Continue to utilize an IAB "Question of the Day" in grades 3–5 to mirror SBA testing conditions and familiarize students with a variety of question types and stems. Continue the consistent use of IAB math assessments to monitor progress and guide instructional decisions.
- Maintain leveled math classes in grade 5 to support targeted instruction and differentiated learning pathways.

Ansonia Middle School Fall vs Winter i-Ready Math

	Fall	Fall %	Winter	Winter %
Mid or Above	7	1%	8	2%
Early-On	37	7%	54	10%
One Below	127	24%	123	23%
Two Below	72	14%	83	16%
Three or > Below	281	54%	260	49%

Our next steps to continue to see elevated growth and achievement:

- Implement consistent Building Thinking Classrooms (BTC) practices across all Tier 1 (T1) mathematics classrooms to strengthen conceptual understanding, build mathematical stamina, and promote productive struggle.
- Continue strengthening and refining the Multi-Tiered System of Supports (MTSS) through our newly implemented math workshop model during Tier 2 (T2) and Tier 3 (T3) instructional blocks to address identified learning gaps.
- Engage in ongoing collaborative planning, instructional preparation, and data analysis during PLC preparation periods and after-school meetings to inform instruction and intervention, with a specific focus on students performing three or more grade levels below expectations, who currently comprise approximately 50% of the student population.
- Continue implementing an IAB "Question of the Day" in grades 6–8 to mirror SBA testing conditions and familiarize students with a variety of question types and stems.
- Maintain consistent use of IAB math assessments to monitor student progress and guide instructional decision-making.
- Continue offering leveled math classes in grades 6–8 to support targeted instruction and differentiated learning pathways.

***PLEASE NOTE - AHS does not take the Winter i-Ready Math diagnostic test any longer.**

Ansonia Public Schools

Before and After School Programs Update January 2026



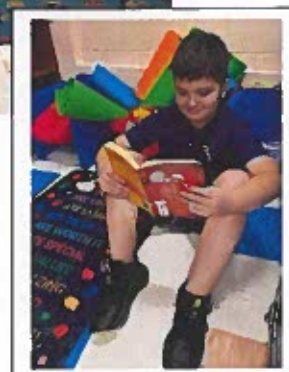
Respectfully submitted,

*Sherri Marquardt
Director of Programs and Extended Day*

Elementary Programs

Band

Students in Grades 4 and 5 have been actively developing their skills in music literacy and instrumental performance on their selected instruments. Significant progress has already been made, as students are successfully producing short musical phrases. The program meets twice weekly from November 6 through May 7. Building on the success of last year's program, plans are underway to expand the end-of-year performance to include a broader and more diverse sampling.



Grades 3–5 Book Club

A total of 51 students in Grades 3–5 participated in an eight-week book club. Students selected texts slightly above their independent reading levels to promote academic growth and support readiness for the next instructional level. Many participants read multiple books and engaged in responses aligned to SBA-style questions, as well as deeper-level literary analysis. Since the conclusion of the book club, several students have independently requested to borrow titles they learned about through peer discussions, demonstrating sustained interest and engagement in reading.



Spanish Club

The introductory Spanish program was successful, with students demonstrating high levels of engagement and enthusiasm for learning and practicing a foreign language. Many students come from Hispanic backgrounds, and both students and families expressed excitement and appreciation for this learning opportunity. Instruction focused on foundational vocabulary, including colors, numbers, months, greetings, and common salutations.



Yoga

Our children's yoga program was well received. Students practiced mindfulness, body awareness, and authentic yoga poses to support relaxation, focus, and physical strength. This program supports students' ability to self-regulate during the school day.



Middle School Programs

First Lego League Challenge

Students from AMS Middle School competed in a state Lego League Robotics competition at the end of November. (US FIRST Lego League Event in New Haven: 2025 Elm City Robo Fest). We are extremely proud of their commitment, creativity, and teamwork.



Upcoming

Beginning in January:

Extended School Hours for grades K-3, to support students' foundational reading skills and provide enriching experiences.

Yoga Session II, allowing more students to build self-control and self-awareness.

Spanish Session II, to accommodate the long waitlist from the Fall, due to overwhelming interest in the program.

Makerspace, STEAM focus, fostering problem-solving, innovation, and critical thinking.

New program at AMS – Charged Up!

Director of SEL

RULER

Students learn and/or are reintroduced best-self and the meta- moment. A meta-moment is a purposeful pause between a trigger and a response. During a meta-moment, individuals stop, notice what they are feeling, and choose how to respond in a way that aligns with their best self rather than reacting impulsively (and possibly choosing an unhelpful strategy).

This INTENTIONAL pause creates space for self-awareness, self-regulation, and intentional decision-making. Meta-moments align closely with the Emotions Matter Mindset because they reinforce the belief that all emotions are valuable sources of information and that emotions can be managed in constructive ways.

Using the mood meter during a meta-moment helps individuals identify and label their feelings, understand what may be driving those emotions, and select strategies to move toward a more productive emotional state. This clarity supports healthier choices and communication. Meta-moments also support restorative practices by encouraging reflection, accountability, and repair. When individuals pause to consider how their actions affect others, they are more likely to respond with empathy, take responsibility, and engage in restorative conversations that strengthen relationships and community.

SEL Monthly Theme

The SEL monthly themes were created to bring awareness to the skills, habits and characteristics that are important for success in school and life after high school. Teachers and staff incorporate the monthly theme in to their work with students in a variety of ways. In addition, the middle school and high school advisory lessons were created to align with the monthly themes.

The SEL Theme for January is Jumpstart January. *Jumpstart* means to start or improve something, and January offers a perfect opportunity to do just that. As the beginning of a new calendar year and the midpoint of the school year, January is a meaningful time to pause, reconnect, and reset. It is ideal for teachers and staff to intentionally reconnect with students, revisit expectations, and reflect on academic and behavioral goals. These intentional resets help students re-engage with learning and feel supported as they move into the second half of the school year.

The focus skills for January are: **self-advocacy, reflection, prioritization, and resilience**. These skills empower students to understand their needs, set realistic goals, and persevere through challenges. When students are given time and support to reflect on their progress and identify next steps, they build ownership of their learning and behavior. This is an essential foundation for long-term success.



Self-Advocacy

Self-advocacy is the ability to communicate one's needs effectively. When students are able to advocate for themselves, they take ownership of their learning and feel empowered. As students return to school after break, it's a great time to reflect on how they can better advocate for themselves.

Reflection

Reflection means thinking critically about your experiences, actions, and learning processes. If students do this regularly, it allows them to gain a deeper understanding of themselves and their progress. It involves looking back at what worked well, what didn't, and what could be improved, with the goal of making positive changes moving forward. This practice also helps students identify their strengths and areas for growth, strengthening self-awareness, which is essential for personal and academic development.

Prioritization

Prioritization is the ability to manage time effectively, between preferred and non-preferred tasks. This skill helps students handle multiple tasks and responsibilities. It also teaches decision-making, task initiation, time management and the ability to stay organized.

Resilience

Resilience is the ability to bounce back from setbacks, stay positive in the face of challenges, and persist through difficulties. It helps students develop a growth mindset, which encourages them to view challenges as opportunities to learn and improve. After the break, students often come back refreshed but also face new challenges and increased workload. January is a great time to focus on resilience, as it encourages students to maintain a positive outlook despite obstacles. Doing this consistently will allow them to build confidence.

These skills also support our APS Vision of the Graduate competencies:

- **Collaborators** develop self-advocacy skills to express needs and work effectively with others.
- **Communicators** reflect on experiences and articulate thoughts, emotions, and goals clearly.
- **Critical Thinkers** prioritize tasks, evaluate progress, and make thoughtful decisions.
- **Responsible Citizens** demonstrate resilience by learning from setbacks and contributing positively to their community.
- **Emotionally Intelligent Individuals** recognize, understand, and manage emotions in themselves and others.

The *RULER Approach* supports this work by helping students build emotional awareness and regulation through recognizing, understanding, labeling, expressing, and regulating emotions. RULER strategies encourage reflection, strengthen emotional vocabulary, and create safe spaces where students feel heard and valued which are key components of self-advocacy and resilience. *Restorative Practices* further reinforce these skills by focusing on relationships, accountability, and growth. Through restorative conversations, circles, and reflection, students learn to take responsibility for their actions, repair harm, and problem-solve collaboratively. This approach promotes empathy, communication, and resilience while strengthening a sense of belonging and community.

RULER and Restorative Practices provide a strong framework to “jumpstart” the second half of the school year; supporting student well-being, reinforcing expectations, and ensuring SEL skills remain deeply connected to academic success.

A few quotes for Jumpstart January:

"We do not learn from experience...we learn from reflecting on experience." John Dewey
(Author)

"If you can't fly then run, if you can't run then walk, if you can't walk then crawl, but whatever you do, you have to keep moving forward." - Martin Luther King Jr

District Climate Work

All School Climate plans were completed and uploaded to our website by the deadline (set by CSDE) of December 31, 2025. A copy of each plan has been included in this packet.

Ansonia Public Schools



SCHOOL CLIMATE IMPROVEMENT PLAN

Ansonia High School

2025-2026

Ansonia Public Schools Vision of the Graduate

The Vision of the Graduate is a shared framework for educators, students, and stakeholders to ensure graduates develop the skills, mindsets, and attributes needed for success in an evolving world. These competencies, with the VOG rubrics, are the north star that we use to align instructional practices, assessment strategies, and student learning experiences to support well-rounded growth.

Purpose

- Set clear expectations for student growth across key competencies.
- Serve as a tool for self-reflection, goal-setting, and continuous improvement.
- Support educators in designing meaningful learning experiences.
- Align with district goals for student success.

Guiding Assumptions

- Developmental: Students grow and improve over time.
- Descriptive: Provides flexibility across disciplines and learning environments.
- Multidimensional: Encompasses cognitive, social, and emotional growth.
- Lifelong Learning: Competencies extend beyond graduation into career and personal development.

Competency	Summary
Communicator & Collaborator	<p>A successful communicator and collaborator effectively expresses ideas, actively listens, and works with others to achieve common goals. They demonstrate perseverance, adaptability, and problem-solving in collaborative efforts.</p> <p>Communicates effectively by expressing ideas clearly, listens actively, and engages in meaningful discussions while valuing different perspectives.</p> <p>Collaborates effectively by using feedback to refine ideas, improve teamwork, and achieve shared goals.</p>
Critical Thinker	<p>A critical thinker evaluates information, applies problem-solving strategies, reflects on learning, and makes informed decisions. They persist through challenges, seek diverse perspectives, and apply knowledge innovatively.</p> <p>Critical thinkers take initiative in learning, stay curious, and analyze all available information to make informed decisions.</p> <p>Critical thinkers apply knowledge to solve real-world problems, adapt to challenges, and learn from mistakes.</p>
Responsible Citizen	<p>A responsible citizen recognizes the impact of their actions, considers the well-being of others, and actively contributes to their community (classroom, school, local, national, global). They demonstrate accountability and problem-solving when addressing community challenges.</p> <p>Responsible citizens take responsibility for actions, engage respectfully in the community, and contribute to positive change.</p> <p>Responsible citizens demonstrate empathy and work collaboratively to build relationships and support others.</p>
Emotionally Intelligent	<p>An emotionally intelligent individual embraces the growth mindset by recognizing and regulating their emotions and by understanding how emotions influence behavior. They navigate social situations effectively, regulate emotional responses, and foster positive relationships.</p> <p>Emotionally intelligent individuals recognize, regulate, and reflect on emotions to make thoughtful decisions and respond effectively.</p> <p>Emotionally intelligent individuals demonstrate empathy, build strong relationships, and navigate challenges with resilience.</p>

SCHOOL CLIMATE VISION

Ansonia Public Schools is dedicated to creating a learning environment where every student feels supported, valued, and empowered to succeed academically, socially and emotionally. Our schools are safe and welcoming spaces where positive relationships and a strong sense of community are at the heart of everything we do.

Guided by our Vision of the Graduate, we nurture critical thinkers, responsible citizens, effective communicators and collaborators as well as emotionally intelligent individuals who are prepared for lifelong success. We are committed to fostering a love of learning and helping students grow into skilled individuals who are prepared for life after high school.

Together, we build joyful, engaging, and supportive schools where every member of our district can reach their full potential. Through student-centered learning, high-quality teaching, and a focus on best practices, we inspire academic growth while cultivating the skills, habits and mindsets our students need to make meaningful contributions to their communities and the world.

SCHOOL CLIMATE STANDARDS

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to all challenging behavior.
2. The school district community adopts policies that promote:
 - a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
 - a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.
3. The school community's practices are identified, prioritized, and supported to:
 - promote learning and the positive academic, social, emotional, ethical, and civic development of students;
 - enhance engagement in teaching, learning, and school-wide activities;
 - address barriers to teaching and learning; and
 - develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment where everyone is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

DISTRICT GOAL: Work collaboratively to create a plan that will allow us to develop and implement a consistent, districtwide framework that defines behavior expectations, categorizes tiered behaviors (Tier 1, Tier 2, Tier 3), and outlines aligned responses across all schools.

Action Steps

1. Complete district climate self assessment to gather all necessary documents, information, etc. as it pertains to the following:
 - Student discipline
 - Attendance
 - Safety and crisis response
 - Multi-Tiered System of Supports (MTSS)
 - SEL skill development (RULER, Restorative Practices, Educate2B, Second Step)
2. Draft a unified behavior expectations matrix for PK-12
3. Develop a Tiered Behavior Response Protocol that includes:
 - Clearly defined examples of Tier 1, Tier 2, and Tier 3 behaviors
 - Required and optional responses at each tier
 - Conditions for restorative vs. disciplinary actions
 - Required documentation and parent/guardian communication steps
 - Publish the completed District Behavior Framework & Tiered Response Guide for all staff

Ansonia High School Goal: Foster a positive school culture that cultivates students' perseverance, empathy, and sense of responsibility by equipping staff and students with the skills needed to be engaged, respectful and restorative.

Action Steps

Focus: Strengthen adult understanding and shared practice.

Action Steps:

1. PD planning for 2026-27 school year to be completed Winter/Spring 2026
2. PD rollout Fall 2026-27 - restorative practices, RULER and VOG integration
3. Process for embedding restorative practices, RULER & VoG throughout the school
4. Planning the modeling and use of common language & expectations

District Climate Coordinator: Sara Crooks, Director of Social and Emotional Learning

School Climate Specialist: Tammy Adames, Assistant Principal

Climate Committee Members: Tammy Adames, Elaine Tosetti, Daron Kingsley, Kim Dilisio, Melissa Askew-Hart, Cindy Musante, Nadine Crowder, Parent Representatives, Student Representatives

ANSONIA HIGH SCHOOL
Core Value and Belief Statement

The mission of AHS is to prepare all students to reach their potential by teaching them the knowledge, skills and behaviors necessary for academic, social and civic success. Students will be prepared for life in the ever-changing technological world of the 21st century by meeting high expectations, engaging in authentic problem solving, and utilizing critical thinking.

Academic Expectations

- Apply critical thinking skills to solve problems
- Access, evaluate, apply, and communicate information and ideas through writing, speaking, and effective use of technology
- Read effectively for a variety of purposes
- Work independently, reflectively, and/or collaboratively to accomplish goals

School-Wide Behavioral Expectations

Chargers Promoting Positive Change

Courtesy: Treat others as you would want to be treated

Pride: Always give your best effort

Perseverance: Work to overcome challenges

Cooperation: Working together to achieve a common goal

Civic Expectation

- Demonstrate service to the school and community

Social Expectation

- Demonstrate respect for self, others and property within our school community

Positive Behavior Mission Statement: AHS is a diverse community that creates an environment of learning, respect and responsibility both on and off our campus for all.

***Current practices and procedures for student discipline, consequences and behavioral expectations can be found in the AHS Student Handbook and throughout BOE district policies. Both are available on our website.*

How Tier 1 Strategies Support a Positive School Climate:

- Promote safety and consistent procedures
- Build strong relationships between students and staff
- Increase student voice, belonging, relationships and engagement
- Reduce need for reactive discipline
- Support the district's Vision of the Graduate competencies: collaborator, communicator, critical thinker, responsible citizen, emotionally intelligent individual

Tier 1 Strategies	<p>Structured Learning Environment</p> <ul style="list-style-type: none">● Co-create classroom expectations with students and review/revise regularly● Teach, model, and practice routines and behavioral expectations (reinforce expectations regularly, not just at the beginning of the year)● Use visual supports (charts, posters, schedules, agenda and objectives) <p>SEL Classroom Practices</p> <ul style="list-style-type: none">● Follow the 80% Proactive and 20% Restorative Rule (relationship building, academics, celebrations, conflict resolution)● Remember to be in the WITH BOX (Social Discipline Window)● Embed SEL monthly "focus skills" and/or executive functioning skills into learning environment and utilize strategies that are shared● Emotions Matter Mindset● Proactive and/or Restorative Meta- Moments● Use affective statements/I-Messages and restorative questions/reflections● Provide calm-down spaces or mindful moments as proactive supports● Focus on repairing harm rather than assigning blame <p>Explicit SEL Instruction</p> <ul style="list-style-type: none">● Through advisory using RULER, VOG Competencies and SEL Monthly Theme● Teach, model and practice:<ul style="list-style-type: none">○ RULER Tools- Charter, Mood Meter, Meta Moment, BluePrint○ Restorative Practices- circles, affective statements, restorative questions○ VOG Competencies <p>Consistent, Positive Reinforcement</p> <ul style="list-style-type: none">● Acknowledge positive behaviors through classroom and schoolwide systems● Strive for a 3:1 ratio of positive to corrective interactions
--------------------------	--

Tiered Response

The school climate policy defines a specific subset of challenging behavior that requires districts to respond with certain tiered interventions. Pursuant to C.G.S. Sec. 10-222hh(b)(6), a tiered response (as detailed in the table below) is required for an incident of challenging behavior that meets any of the following criteria:

- requires temporarily clearing a classroom or removing a majority of students to reduce the likelihood of injury;
- indicates a credible intention to cause bodily harm to self or others; or
- results in an injury requiring medical attention beyond first aid (or less severe injuries caused by the same person on more than one occasion, as verified by a school nurse or other medical professional).

The law goes on to provide that, if a district determines that conduct meets the above criteria, school climate improvement plans must include the following responses:

Occasion Number - Tiered Response Incident	Tiered Intervention Required
First Offense	Admin or designee must notify the parents/guardians of each student involved in a manner that complies with FERPA
Second Offense	Admin or designee must invite the parent/guardian of involved students to a meeting (virtual or in person) to discuss supports and interventions applicable to each student - including, but not limited to, restorative practices
Multiple Subsequent Offenses(or single incident that causes severe harm)	Admin or designee must notify the parents/guardians of involved students of other resources for supports and interventions, including, but not limited to the following: the 2-1-1 Infoline Program; services/programs available through the Behavioral Health Partnership, or other resources for professional services, support, or crisis

Ansonia Public Schools



SCHOOL CLIMATE IMPROVEMENT PLAN

Ansonia Middle School

2025-2026

Ansonia Public Schools Vision of the Graduate

The Vision of the Graduate is a shared framework for educators, students, and stakeholders to ensure graduates develop the skills, mindsets, and attributes needed for success in an evolving world. These competencies, with the VOG rubrics, are the north star that we use to align instructional practices, assessment strategies, and student learning experiences to support well-rounded growth.

Purpose

- Set clear expectations for student growth across key competencies.
- Serve as a tool for self-reflection, goal-setting, and continuous improvement.
- Support educators in designing meaningful learning experiences.
- Align with district goals for student success.

Guiding Assumptions

- Developmental: Students grow and improve over time.
- Descriptive: Provides flexibility across disciplines and learning environments.
- Multidimensional: Encompasses cognitive, social, and emotional growth.
- Lifelong Learning: Competencies extend beyond graduation into career and personal development.

Competency	Summary
Communicator & Collaborator	<p>A successful communicator and collaborator effectively expresses ideas, actively listens, and works with others to achieve common goals. They demonstrate perseverance, adaptability, and problem-solving in collaborative efforts.</p> <p>Communicates effectively by expressing ideas clearly, listens actively, and engages in meaningful discussions while valuing different perspectives.</p> <p>Collaborates effectively by using feedback to refine ideas, improve teamwork, and achieve shared goals.</p>
Critical Thinker	<p>A critical thinker evaluates information, applies problem-solving strategies, reflects on learning, and makes informed decisions. They persist through challenges, seek diverse perspectives, and apply knowledge innovatively.</p> <p>Critical thinkers take initiative in learning, stay curious, and analyze all available information to make informed decisions.</p> <p>Critical thinkers apply knowledge to solve real-world problems, adapt to challenges, and learn from mistakes.</p>
Responsible Citizen	<p>A responsible citizen recognizes the impact of their actions, considers the well-being of others, and actively contributes to their community (classroom, school, local, national, global). They demonstrate accountability and problem-solving when addressing community challenges.</p> <p>Responsible citizens take responsibility for actions, engage respectfully in the community, and contribute to positive change.</p> <p>Responsible citizens demonstrate empathy and work collaboratively to build relationships and support others.</p>
Emotionally Intelligent	<p>An emotionally intelligent individual embraces the growth mindset by recognizing and regulating their emotions and by understanding how emotions influence behavior. They navigate social situations effectively, regulate emotional responses, and foster positive relationships.</p> <p>Emotionally intelligent individuals recognize, regulate, and reflect on emotions to make thoughtful decisions and respond effectively.</p> <p>Emotionally intelligent individuals demonstrate empathy, build strong relationships, and navigate challenges with resilience.</p>

SCHOOL CLIMATE VISION

Ansonia Public Schools is dedicated to creating a learning environment where every student feels supported, valued, and empowered to succeed academically, socially and emotionally. Our schools are safe and welcoming spaces where positive relationships and a strong sense of community are at the heart of everything we do.

Guided by our Vision of the Graduate, we nurture critical thinkers, responsible citizens, effective communicators and collaborators as well as emotionally intelligent individuals who are prepared for lifelong success. We are committed to fostering a love of learning and helping students grow into skilled individuals who are prepared for life after high school.

Together, we build joyful, engaging, and supportive schools where every member of our district can reach their full potential. Through student-centered learning, high-quality teaching, and a focus on best practices, we inspire academic growth while cultivating the skills, habits and mindsets our students need to make meaningful contributions to their communities and the world.

SCHOOL CLIMATE STANDARDS

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to all challenging behavior.
2. The school district community adopts policies that promote:
 - a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
 - a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.
3. The school community's practices are identified, prioritized, and supported to:
 - promote learning and the positive academic, social, emotional, ethical, and civic development of students;
 - enhance engagement in teaching, learning, and school-wide activities;
 - address barriers to teaching and learning; and
 - develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment where everyone is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

DISTRICT GOAL: Work collaboratively to create a plan that will allow us to develop and implement a consistent, districtwide framework that defines behavior expectations, categorizes tiered behaviors (Tier 1, Tier 2, Tier 3), and outlines aligned responses across all schools.

Action Steps

1. Complete district climate self assessment to gather all necessary documents, information, etc. as it pertains to the following:
 - Student discipline
 - Attendance
 - Safety and crisis response
 - Multi-Tiered System of Supports (MTSS)
 - SEL skill development (RULER, Restorative Practices, Educate2B, Second Step)
2. Draft a unified behavior expectations matrix for PK–12
3. Develop a Tiered Behavior Response Protocol that includes:
 - Clearly defined examples of Tier 1, Tier 2, and Tier 3 behaviors
 - Required and optional responses at each tier
 - Conditions for restorative vs. disciplinary actions
 - Required documentation and parent/guardian communication steps
 - Publish the completed District Behavior Framework & Tiered Response Guide for all staff

Ansonia Middle School GOAL: Establish a school-wide climate where students and adults feel a sense of belonging through positive and consistent practices and expectations that foster connection, community, and accountability.

Action Steps

- Provide ongoing professional learning for staff focused on integrating social-emotional learning (SEL) through restorative practices (RP), RULER, and executive functioning (EF) into daily instruction and routines to promote belonging, focus, and engagement.
- Create common language and establish schoolwide structures and expectations that support consistent use of SEL across all classrooms (e.g., Restorative Practice, RULER, Executive Function, VOG, etc.)
- Model practices with staff including but not limited to circles, charter check ins, mood meters, meta moments.

District Climate Coordinator: Sara Crooks, Director of Social and Emotional Learning

School Climate Specialist: Robert Durand, Assistant Principal

Climate Committee Members: Bob Durand, Jess Lanza, Pat Palmer, Michael Shortell, Amanda Craig, Breon Sanders, Student Representative, Parent Representative

School-Wide Behavioral Expectations:

As A School We Would Like To Feel	In Order to Have These Feelings, We Will
Safe	<ul style="list-style-type: none">● Be mindful of our surroundings and of things that can impact our safety● Speak up when others are not being safe● Follow ALL school safety protocols, rules, and building security expectations.
Valued	<ul style="list-style-type: none">● Actively listen and give full attention when interacting with others● Be aware of the “tone” with which we speak to others● Show respect and interest by our words – use positive language● Give positive feedback / praise
Productive	<ul style="list-style-type: none">● Set realistic goals● Be respectful of others’ time (i.e. starting and ending meetings on time)● Be prepared for all meetings
Supported	<ul style="list-style-type: none">● Offer assistance to others● Have an “open door policy”● Shared celebration of success (team, grade, and school)
Involved	<ul style="list-style-type: none">● Work hard to positively engage parents/guardians in the school community● Involve yourself in the school community beyond the walls of the classroom
Happy	<ul style="list-style-type: none">● Be welcoming to others – be inclusive● Maintain a work/life balance
We Will Handle Conflict By	<ul style="list-style-type: none">● Sharing emotions using “I-statements”● Consider the perspective of others when discussing issues● If necessary, take a “time out” to prevent further escalation of issues

How Tier 1 Strategies Support a Positive School Climate:

- Promote safety and consistent procedures
- Build strong relationships between students and staff
- Increase student voice, belonging, relationships and engagement
- Reduce need for reactive discipline
- Support the district's Vision of the Graduate competencies: collaborator, communicator, critical thinker, responsible citizen, emotionally intelligent individual

Tier 1 Strategies	<p>Structured Learning Environment</p> <ul style="list-style-type: none">● Co-create classroom expectations with students and review/revise regularly● Teach, model, and practice routines and behavioral expectations (reinforce expectations regularly, not just at the beginning of the year)● Use visual supports (charts, posters, schedules, agenda and objectives) <p>SEL Classroom Practices</p> <ul style="list-style-type: none">● Follow the 80% Proactive and 20% Restorative Rule (relationship building, academics, celebrations, conflict resolution)● Remember to be in the WITH BOX (Social Discipline Window)● Embed SEL monthly "focus skills" and/or executive functioning skills into learning environment and utilize strategies that are shared● Emotions Matter Mindset● Proactive and/or Restorative Meta- Moments● Use affective statements/I-Messages and restorative questions/reflections● Provide calm-down spaces or mindful moments as proactive supports● Focus on repairing harm rather than assigning blame <p>Explicit SEL Instruction</p> <ul style="list-style-type: none">● Through flex and support staff push in using RULER, VOG Competencies and SEL Monthly Theme● Teach, model and practice:<ul style="list-style-type: none">○ RULER Tools- Charter, Mood Meter, Meta Moment, BluePrint○ Restorative Practices- circles, affective statements, restorative questions○ VOG Competencies- Critical Thinker, Responsible Citizen, Effective Collaborator, Effective Communicator and Emotionally Intelligent Individual <p>Consistent, Positive Reinforcement</p> <ul style="list-style-type: none">● Acknowledge positive behaviors through classroom and schoolwide systems● Strive for a 3:1 ratio of positive to corrective interactions
--------------------------	--

Tiered Response

The school climate policy defines a specific subset of challenging behavior that requires districts to respond with certain tiered interventions. Pursuant to C.G.S. Sec. 10-222hh(b)(6), a tiered response (as detailed in the table below) is required for an incident of challenging behavior that meets any of the following criteria:

- requires temporarily clearing a classroom or removing a majority of students to reduce the likelihood of injury;
- indicates a credible intention to cause bodily harm to self or others; or
- results in an injury requiring medical attention beyond first aid (or less severe injuries caused by the same person on more than one occasion, as verified by a school nurse or other medical professional).

The law goes on to provide that, if a district determines that conduct meets the above criteria, school climate improvement plans must include the following responses:

Occasion Number - Tiered Response Incident	Tiered Intervention Required
First Offense	Admin or designee must notify the parents/guardians of each student involved in a manner that complies with FERPA
Second Offense	Admin or designee must invite the parent/guardian of involved students to a meeting (virtual or in person) to discuss supports and interventions applicable to each student - including, but not limited to, restorative practices
Multiple Subsequent Offenses(or single incident that causes severe harm)	Admin or designee must notify the parents/guardians of involved students of other resources for supports and interventions, including, but not limited to the following: the 2-1-1 Infoline Program; services/programs available through the Behavioral Health Partnership, or other resources for professional services, support, or crisis

Ansonia Public Schools



SCHOOL CLIMATE IMPROVEMENT PLAN Mead Elementary School 2025-2026

Ansonia Public Schools Vision of the Graduate

The Vision of the Graduate is a shared framework for educators, students, and stakeholders to ensure graduates develop the skills, mindsets, and attributes needed for success in an evolving world. These competencies, with the VOG rubrics, are the north star that we use to align instructional practices, assessment strategies, and student learning experiences to support well-rounded growth.

Purpose

- Set clear expectations for student growth across key competencies.
- Serve as a tool for self-reflection, goal-setting, and continuous improvement.
- Support educators in designing meaningful learning experiences.
- Align with district goals for student success.

Guiding Assumptions

- Developmental: Students grow and improve over time.
- Descriptive: Provides flexibility across disciplines and learning environments.
- Multidimensional: Encompasses cognitive, social, and emotional growth.
- Lifelong Learning: Competencies extend beyond graduation into career and personal development.

Competency	Summary
Communicator & Collaborator	<p>A successful communicator and collaborator effectively expresses ideas, actively listens, and works with others to achieve common goals. They demonstrate perseverance, adaptability, and problem-solving in collaborative efforts.</p> <p>Communicates effectively by expressing ideas clearly, listens actively, and engages in meaningful discussions while valuing different perspectives.</p> <p>Collaborates effectively by using feedback to refine ideas, improve teamwork, and achieve shared goals.</p>
Critical Thinker	<p>A critical thinker evaluates information, applies problem-solving strategies, reflects on learning, and makes informed decisions. They persist through challenges, seek diverse perspectives, and apply knowledge innovatively.</p> <p>Critical thinkers take initiative in learning, stay curious, and analyze all available information to make informed decisions.</p> <p>Critical thinkers apply knowledge to solve real-world problems, adapt to challenges, and learn from mistakes.</p>
Responsible Citizen	<p>A responsible citizen recognizes the impact of their actions, considers the well-being of others, and actively contributes to their community (classroom, school, local, national, global). They demonstrate accountability and problem-solving when addressing community challenges.</p> <p>Responsible citizens take responsibility for actions, engage respectfully in the community, and contribute to positive change.</p> <p>Responsible citizens demonstrate empathy and work collaboratively to build relationships and support others.</p>
Emotionally Intelligent	<p>An emotionally intelligent individual embraces the growth mindset by recognizing and regulating their emotions and by understanding how emotions influence behavior. They navigate social situations effectively, regulate emotional responses, and foster positive relationships.</p> <p>Emotionally intelligent individuals recognize, regulate, and reflect on emotions to make thoughtful decisions and respond effectively.</p> <p>Emotionally intelligent individuals demonstrate empathy, build strong relationships, and navigate challenges with resilience.</p>

SCHOOL CLIMATE VISION

Ansonia Public Schools is dedicated to creating a learning environment where every student feels supported, valued, and empowered to succeed academically, socially and emotionally. Our schools are safe and welcoming spaces where positive relationships and a strong sense of community are at the heart of everything we do.

Guided by our Vision of the Graduate, we nurture critical thinkers, responsible citizens, effective communicators and collaborators as well as emotionally intelligent individuals who are prepared for lifelong success. We are committed to fostering a love of learning and helping students grow into skilled individuals who are prepared for life after high school.

Together, we build joyful, engaging, and supportive schools where every member of our district can reach their full potential. Through student-centered learning, high-quality teaching, and a focus on best practices, we inspire academic growth while cultivating the skills, habits and mindsets our students need to make meaningful contributions to their communities and the world.

SCHOOL CLIMATE STANDARDS

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to all challenging behavior.
2. The school district community adopts policies that promote:
 - a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
 - a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.
3. The school community's practices are identified, prioritized, and supported to:
 - promote learning and the positive academic, social, emotional, ethical, and civic development of students;
 - enhance engagement in teaching, learning, and school-wide activities;
 - address barriers to teaching and learning; and
 - develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment where everyone is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

DISTRICT GOAL: Work collaboratively to create a plan that will allow us to develop and implement a consistent, districtwide framework that defines behavior expectations, categorizes tiered behaviors (Tier 1, Tier 2, Tier 3), and outlines aligned responses across all schools.

Action Steps	<ol style="list-style-type: none"> 1. Complete district climate self assessment to gather all necessary documents, information, etc. as it pertains to the following: <ul style="list-style-type: none"> ● Student discipline ● Attendance ● Safety and crisis response ● Multi-Tiered System of Supports (MTSS) ● SEL skill development (RULER, Restorative Practices, Educate2B, Second Step) 2. Draft a unified behavior expectations matrix for PK–12 3. Develop a Tiered Behavior Response Protocol that includes: <ul style="list-style-type: none"> ● Clearly defined examples of Tier 1, Tier 2, and Tier 3 behaviors ● Required and optional responses at each tier ● Conditions for restorative vs. disciplinary actions ● Required documentation and parent/guardian communication steps ● Publish the completed District Behavior Framework & Tiered Response Guide for all staff
---------------------	--

Mead School Goal: Teachers will build connections through developing relationships that respect students interest to increase motivation and engagement in the classroom

Action Steps	<ul style="list-style-type: none"> ● Provide ongoing professional learning for staff focused on integrating social-emotional learning (SEL) through restorative practices (RP), RULER, Educate 2B and executive functioning (EF) into daily instruction and routines to promote belonging, focus, and engagement ● Establish a school-wide culture in which adults consistently model relationship-centered practices ● Implement intentional, consistent practices that foster strong relationships and a sense of belonging
---------------------	--

District Climate Coordinator: Sara Crooks, Director of Social and Emotional Learning

School Climate Specialist: Mallory Emmons, Assistant Principal

Climate Committee Members: Mallory Emmons, Lia Ferri, Jodi Fowlin, Kelsey Schultze, Brandon Strabomy, Farrah Siciliano, student representatives, parent representative

Mead School Motto KOALA

K- Kindness

O- Outstanding

A- Attitude

L- Leadership

A- Accountability

Tiered Response

The school climate policy defines a specific subset of challenging behavior that requires districts to respond with certain tiered interventions. Pursuant to C.G.S. Sec. 10-222hh(b)(6), a tiered response (as detailed in the table below) is required for an incident of challenging behavior that meets any of the following criteria:

- requires temporarily clearing a classroom or removing a majority of students to reduce the likelihood of injury;
- indicates a credible intention to cause bodily harm to self or others; or
- results in an injury requiring medical attention beyond first aid (or less severe injuries caused by the same person on more than one occasion, as verified by a school nurse or other medical professional).

The law goes on to provide that, if a district determines that conduct meets the above criteria, school climate improvement plans must include the following responses:

Occasion Number - Tiered Response Incident	Tiered Intervention Required
First Offense	Admin or designee must notify the parents/guardians of each student involved in a manner that complies with FERPA
Second Offense	Admin or designee must invite the parent/guardian of involved students to a meeting (virtual or in person) to discuss supports and interventions applicable to each student - including, but not limited to, restorative practices
Multiple Subsequent Offenses(or single incident that causes severe harm)	Admin or designee must notify the parents/guardians of involved students of other resources for supports and interventions, including, but not limited to the following: the 2-1-1 Infoline Program; services/programs available through the Behavioral Health Partnership, or other resources for professional services, support, or crisis

How Tier 1 Strategies Support a Positive School Climate:

- Promote safety and predictability
- Build strong relationships between students and staff
- Increase student voice, belonging, and engagement
- Reduce need for reactive discipline
- Support the district's Vision of the Graduate competencies: collaborator, communicator, critical thinker, responsible citizen, emotionally intelligent individual

Tier 1 Strategies	<p>Structured Learning Environment</p> <ul style="list-style-type: none">● Co-create classroom expectations with students and review/revise regularly● Co-create classroom charters● Teach, model, and practice routines and behavioral expectations (reinforce expectations regularly, not just at the beginning of the year)● Use visual supports (charts, posters, visual schedules) <p>Proactive/Restorative Classroom Practices</p> <ul style="list-style-type: none">● Follow the 80% Proactive and 20% Restorative Rule● Remember to be in the WITH BOX (Social Discipline Window)● Embed SEL monthly "focus skills" and/or executive functioning skills into learning environment and utilize strategies that are shared● Mood Meter Check-Ins (at least 3 times a day)● Proactive and/or Restorative Meta- Moments● Use affective statements/I-Messages and restorative questions/reflections● Facilitate community circles often (relationship building, academics, celebrations, conflict resolution)● Provide calm-down spaces or mindful moments as proactive supports● Focus on repairing harm rather than assigning blame <p>Explicit SEL Instruction</p> <ul style="list-style-type: none">● Through RULER, Educate 2B (mindfulness/yoga curriculum), SEL Monthly Theme● Teach, model and practice:<ul style="list-style-type: none">○ RULER Tools- Charter, Mood Meter, Meta Moment, BluePrint○ Restorative Practices- circles, affective statements, restorative questions○ Zensational Kids/Educate 2B curriculum- brief mindfulness, breathing, and/or grounding strategies so that students are ready to learn throughout the day <p>Consistent, Positive Reinforcement</p> <ul style="list-style-type: none">● Acknowledge positive behaviors frequently (specific, behavior-based praise)● Remember to "Feed the Flowers, Not the Weeds" (focus on the positive behaviors you want to see)● Use classroom and school wide acknowledgment systems● Maintain a 3:1 ratio of positive to corrective interactions
--------------------------	---

Ansonia Public Schools



SCHOOL CLIMATE IMPROVEMENT PLAN Prendergast Elementary School 2025-2026

Ansonia Public Schools Vision of the Graduate

The Vision of the Graduate is a shared framework for educators, students, and stakeholders to ensure graduates develop the skills, mindsets, and attributes needed for success in an evolving world. These competencies, with the VOG rubrics, are the north star that we use to align instructional practices, assessment strategies, and student learning experiences to support well-rounded growth.

Purpose

- Set clear expectations for student growth across key competencies.
- Serve as a tool for self-reflection, goal-setting, and continuous improvement.
- Support educators in designing meaningful learning experiences.
- Align with district goals for student success.

Guiding Assumptions

- Developmental: Students grow and improve over time.
- Descriptive: Provides flexibility across disciplines and learning environments.
- Multidimensional: Encompasses cognitive, social, and emotional growth.
- Lifelong Learning: Competencies extend beyond graduation into career and personal development.

Competency	Summary
Communicator & Collaborator	<p>A successful communicator and collaborator effectively expresses ideas, actively listens, and works with others to achieve common goals. They demonstrate perseverance, adaptability, and problem-solving in collaborative efforts.</p> <p>Communicates effectively by expressing ideas clearly, listens actively, and engages in meaningful discussions while valuing different perspectives.</p> <p>Collaborates effectively by using feedback to refine ideas, improve teamwork, and achieve shared goals.</p>
Critical Thinker	<p>A critical thinker evaluates information, applies problem-solving strategies, reflects on learning, and makes informed decisions. They persist through challenges, seek diverse perspectives, and apply knowledge innovatively.</p> <p>Critical thinkers take initiative in learning, stay curious, and analyze all available information to make informed decisions.</p> <p>Critical thinkers apply knowledge to solve real-world problems, adapt to challenges, and learn from mistakes.</p>
Responsible Citizen	<p>A responsible citizen recognizes the impact of their actions, considers the well-being of others, and actively contributes to their community (classroom, school, local, national, global). They demonstrate accountability and problem-solving when addressing community challenges.</p> <p>Responsible citizens take responsibility for actions, engage respectfully in the community, and contribute to positive change.</p> <p>Responsible citizens demonstrate empathy and work collaboratively to build relationships and support others.</p>
Emotionally Intelligent	<p>An emotionally intelligent individual embraces the growth mindset by recognizing and regulating their emotions and by understanding how emotions influence behavior. They navigate social situations effectively, regulate emotional responses, and foster positive relationships.</p> <p>Emotionally intelligent individuals recognize, regulate, and reflect on emotions to make thoughtful decisions and respond effectively.</p> <p>Emotionally intelligent individuals demonstrate empathy, build strong relationships, and navigate challenges with resilience.</p>

SCHOOL CLIMATE VISION

Ansonia Public Schools is dedicated to creating a learning environment where every student feels supported, valued, and empowered to succeed academically, socially and emotionally. Our schools are safe and welcoming spaces where positive relationships and a strong sense of community are at the heart of everything we do.

Guided by our Vision of the Graduate, we nurture critical thinkers, responsible citizens, effective communicators and collaborators as well as emotionally intelligent individuals who are prepared for lifelong success. We are committed to fostering a love of learning and helping students grow into skilled individuals who are prepared for life after high school.

Together, we build joyful, engaging, and supportive schools where every member of our district can reach their full potential. Through student-centered learning, high-quality teaching, and a focus on best practices, we inspire academic growth while cultivating the skills, habits and mindsets our students need to make meaningful contributions to their communities and the world.

SCHOOL CLIMATE STANDARDS

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to all challenging behavior.
2. The school district community adopts policies that promote:
 - a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
 - a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.
3. The school community's practices are identified, prioritized, and supported to:
 - promote learning and the positive academic, social, emotional, ethical, and civic development of students;
 - enhance engagement in teaching, learning, and school-wide activities;
 - address barriers to teaching and learning; and
 - develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment where everyone is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

DISTRICT GOAL: Work collaboratively to create a plan that will allow us to develop and implement a consistent, districtwide framework that defines behavior expectations, categorizes tiered behaviors (Tier 1, Tier 2, Tier 3), and outlines aligned responses across all schools.

Action Steps	<ol style="list-style-type: none"> 1. Complete district climate self assessment to gather all necessary documents, information, etc. as it pertains to the following: <ul style="list-style-type: none"> ● Student discipline ● Attendance ● Safety and crisis response ● Multi-Tiered System of Supports (MTSS) ● SEL skill development (RULER, Restorative Practices, Educate2B, Second Step) 2. Draft a unified behavior expectations matrix for PK–12 3. Develop a Tiered Behavior Response Protocol that includes: <ul style="list-style-type: none"> ● Clearly defined examples of Tier 1, Tier 2, and Tier 3 behaviors ● Required and optional responses at each tier ● Conditions for restorative vs. disciplinary actions ● Required documentation and parent/guardian communication steps ● Publish the completed District Behavior Framework & Tiered Response Guide for all staff
---------------------	--

Prendergast Goal: Develop a coherent, schoolwide approach embedded in daily instruction and routines to foster positive learning environments where all students feel a sense of belonging and stay engaged in learning.

Action Steps	<ul style="list-style-type: none"> ● Provide ongoing professional learning for staff focused on integrating social-emotional learning (SEL) through restorative practices (RP), RULER, Educate 2B and executive functioning (EF) into daily instruction and routines to promote belonging, focus, and engagement. ● Establish schoolwide structures and expectations that support consistent use of SEL across all classrooms (e.g., Restorative Practice, RULER, Educate 2B, Executive Function) ● Align this goal with existing school and district frameworks—including the School Improvement Plan, RULER, and the Vision of a Graduate—to ensure a unified approach to social, emotional, and academic learning.
---------------------	--

District Climate Coordinator: Sara Crooks, Director of Social and Emotional Learning

School Climate Specialist: Steve Marchetti, Assistant Principal

Climate Committee Members: Steve Marchetti, Erin Guerrero, Jen Badeau, Lisa Goggi, Andrea Card, Kim Fulton, student representatives, parent representative

BEHAVIOR MANAGEMENT

The following is the Prendergast School Behavior Management Program. Our goal is to teach our children to accept responsibility for their behavior and that there are positive as well as negative consequences for that behavior. We believe that this program will create a climate which fosters self-esteem, respect for others and personal accountability.

Prendergast School's 6 Pillars of Character

**TRUSTWORTHY
RESPECT
RESPONSIBILITY
FAIRNESS
CARING
CITIZENSHIP**

REWARDS FOR:

Following school rules:

- Special Privileges
- Certificates
- Positive Parent Contact
- Class Awards
- Special Achievement Awards

CONSEQUENCES FOR: Failure to follow school rules:

- Verbal warning/apology when appropriate
- Loss of privilege/Teacher Detention
- Time-out in class (student may return to group when ready)
- Time-out out of the classroom/Followed by a call or note from the teacher
- Phone call made to the parent by teacher and child.
- Child sent to principal. Parents may be required to come to school for a conference or their child may be suspended from school.

Physical contact:

- Severity will determine the consequence
- Any flagrant act of disrespect to others, use of obscenities or act of defiance will be dealt with immediately by the adults who are supervising.

PRENDERGAST SCHOOL PEOPLE TAKE PRIDE IN ALL THEY DO

Tiered Response

The school climate policy defines a specific subset of challenging behavior that requires districts to respond with certain tiered interventions. Pursuant to C.G.S. Sec. 10-222hh(b)(6), a tiered response (as detailed in the table below) is required for an incident of challenging behavior that meets any of the following criteria:

- requires temporarily clearing a classroom or removing a majority of students to reduce the likelihood of injury;
- indicates a credible intention to cause bodily harm to self or others; or
- results in an injury requiring medical attention beyond first aid (or less severe injuries caused by the same person on more than one occasion, as verified by a school nurse or other medical professional).

The law goes on to provide that, if a district determines that conduct meets the above criteria, school climate improvement plans must include the following responses:

Occasion Number - Tiered Response Incident	Tiered Intervention Required
First Offense	Admin or designee must notify the parents/guardians of each student involved in a manner that complies with FERPA
Second Offense	Admin or designee must invite the parent/guardian of involved students to a meeting (virtual or in person) to discuss supports and interventions applicable to each student - including, but not limited to, restorative practices
Multiple Subsequent Offenses(or single incident that causes severe harm)	Admin or designee must notify the parents/guardians of involved students of other resources for supports and interventions, including, but not limited to the following: the 2-1-1 Infoline Program; services/programs available through the Behavioral Health Partnership, or other resources for professional services, support, or crisis

How Tier 1 Strategies Support a Positive School Climate:

- Promote safety and predictability
- Build strong relationships between students and staff
- Reduce need for reactive discipline
- Increase student voice, belonging, and engagement
- Support the district's Vision of the Graduate competencies: collaborator, communicator, critical thinker, responsible citizen, emotionally intelligent individual

Tier 1 Strategies	<p>Structured Learning Environment</p> <ul style="list-style-type: none">• Co-create classroom expectations with students and review/revise regularly• Co-create classroom charters• Teach, model, and practice routines and behavioral expectations (reinforce expectations regularly, not just at the beginning of the year)• Use visual supports (charts, posters, visual schedules) <p>Proactive/Restorative Classroom Practices</p> <ul style="list-style-type: none">• Follow the 80% Proactive and 20% Restorative Rule• Remember to be in the WITH BOX (Social Discipline Window)• Embed SEL monthly "focus skills" and/or executive functioning skills into learning environment and utilize strategies that are shared• Mood Meter Check-Ins (at least 3 times a day)• Proactive and/or Restorative Meta- Moments• Use affective statements/I-Messages and restorative questions/reflections• Facilitate community circles often (relationship building, academics, celebrations, conflict resolution)• Provide calm-down spaces or mindful moments as proactive supports• Focus on repairing harm rather than assigning blame <p>Explicit SEL Instruction</p> <ul style="list-style-type: none">• Through RULER, Educate 2B (mindfulness/yoga curriculum), SEL Monthly Theme• Teach, model and practice:<ul style="list-style-type: none">◦ RULER Tools- Charter, Mood Meter, Meta Moment, BluePrint◦ Restorative Practices- circles, affective statements, restorative questions◦ Zensational Kids/Educate 2B curriculum- brief mindfulness, breathing, and/or grounding strategies so that students are ready to learn throughout the day <p>Consistent, Positive Reinforcement</p> <ul style="list-style-type: none">• Acknowledge positive behaviors frequently (specific, behavior-based praise)• Remember to "Feed the Flowers, Not the Weeds" (focus on the positive behaviors you want to see)• Use classroom and school wide acknowledgment systems• Maintain a 3:1 ratio of positive to corrective interactions
--------------------------	---

**Board of Education
Ansonia Public Schools
January 7, 2026**

PreK	44
K	31
1st	21
2nd	29
3rd	33
4th	24
5th	27
6th	37
7th	30
8th	30
9th	35
10th	21+4 PACE
11th	17+1 PACE
12th	25+3 PACE
ATP (18-22 Transition Services)	10
Magnet	18
Outplaced	56

Special Education Updates from Nicole Fenech, Director of Pupil Services

At the time of this report, the total number of students receiving special education services is 496. This total has increased by nine students since the December 10, 2025 board report. Presently, there are 27 students that are currently being evaluated for special education eligibility. Ten of these referred students are preschool students. While B23 referrals are

expected throughout the school year, many of our preschool referrals are initiated by parents and/or community childcare centers. Efforts have been ongoing to provide education to staff, families and community partners regarding the purpose of special education services, criteria for qualification, the differences between medical model and school-based therapeutic service delivery, etc. The purpose of school-based special education services is to provide access to the general education curriculum as well as to provide opportunities for a student to make progress in accordance with that general education curriculum when aided by specially designed instruction and accommodations. Popular community misconceptions have been that special education services are a place away from the general education environment and meant for projective, preventive purposes or because a student may initially be unresponsive to a universal, monosensory approach during a reasonable acclimation period. Recent legislative updates have permitted the classification of "Developmental Delay" up until the age of eight to discourage premature conclusion of a substantiated disability (certain speech errors that prompt referral are actually developmentally appropriate up until the age of eight), but criteria must be met to warrant this classification and that criteria needs to be supported by ongoing classroom data and comprehensive evaluation. For K-12 students, there is a multi-tiered system of support in place to ensure that grade level instruction is adjusted to meet the diverse needs of learners. If a student is unresponsive to various levels of research-based interventions that are systematically increased over time, there is data to support suspicion of a disability because there are still unexplained factors as to why a student is not able to succeed in general education even after changes in approaches and service delivery were made. There have been a number of strategies tried by members of the preschool special education team to mirror an SRBI process and to promote education about the special education referral, evaluation and identification process. As we plan for the 2026-2027 school year, we will continue to explore ways to provide equitable access to training for both preschool general education and special education staff members across buildings, in addition to concretizing, streamlining and clearly communicating established processes, procedures and service provision.

In response to previously raised concerns about an over-reliance on outside vendors, we have been able to recruit a full-time BCBA as our own hire. This professional has thirty years of experience working as both a BCBA and special education teacher in Westchester County, New York and has a proven track record of successfully developing specialized programs and staff members in multiple districts. Additionally, we have recently recruited an experienced full-time, bilingual speech and language pathologist. The addition of these two hires will significantly reduce some of our extraneous spending on supplemental support staff, supervision of supplemental support staff and evaluations.

As stated earlier in my report, the purpose of school-based special education services is to provide access to the general education curriculum and corresponding opportunities for progress. Special education students are general education students first and always. Past practices have supported a misconception that special education is a place or a more restrictive classroom that absolves an identified student from general education demands. In collaboration with the Assistant Superintendent, elementary principals and assistant principals, we have been regularly meeting to discuss ways in which to provide more access to grade level instruction for

all learners by lessening barriers through the diversification of service delivery. Co-taught classrooms are planned for the future as are bi-monthly, co-planned grade-level pacing calendars for both general education and special education. Co-taught classrooms will assist in increasing the continuum of special education services that are currently missing from the elementary campuses whereas the co-planned grade-level pacing calendars will ensure that students with IEPs still follow along their grade level scope and sequence to prevent an inadvertent widening of an achievement gap.

Ansonia Public Schools

Department of Information Technology

Ansonia Board of Education Technology Report – January 2026 Respectfully Submitted by Vincent Pastore

Last month we completed the migration from old copper phone lines from Frontier to the new digital lines with Comcast at the high school. A work order has been signed to do Prendergast, and we are waiting for an installation date. After that we will do the middle school followed by central office.

We also started to roll out ID badge readers on the printers. Readers were installed at the high school and tested. Users can now log into a printer and scan their ID badges into their account. Once they do that, they will be able to release their print jobs by scanning their badges instead of entering their 6-digit code. Once the rollout is complete, they will be able to use their badges at any printer in the district.

An E-Rate 470 form has been posted for replacing the existing firewall and for upgrading or replacing the existing Wi-Fi system and moving to a cloud-based solution. Bids will be accepted for 28 days, and vendor selection and contract signing must be completed by February 3rd. Our current firewall is approaching end of life and will only be supported for a couple more years. The Wi-Fi system has not had an upgrade for more than 5 years and these systems are all moving to a cloud-based platform. E-Rate covers 90% of the cost so we are only responsible for 10%. We were just renewed for another 5-year cycle and allocated \$469,254.96 to utilize for category 2 eligible items for those 5 years.

Ansonia Board of Education

Expenditures by Object - 12 Food Services

Fiscal Year: 2025-2026

☒ Include pre encumbrance
☐ Exclude inactive accounts with zero balance

From Date: 7/1/2025

To Date: 6/30/2026

☒ Print accounts with zero balance
☒ Filter Encumbrance Detail by Date Range

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
55 5490.3100.12 13110	Dues and Subscriptions - Food Service	\$0.00	\$0.00	\$0.00	\$2,159.86	\$2,159.86	(\$2,159.86)	\$0.00	(\$2,159.86)	0.00%
55 5490.3100.12 30000	Purchased Services - Food Services	\$0.00	\$0.00	\$0.00	\$30,288.85	\$30,288.85	(\$30,288.85)	\$85,932.78	(\$116,221.63)	0.00%
Object: PURCHASED SERVICES - 5490		\$0.00	\$0.00	\$0.00	\$32,448.71	\$32,448.71	(\$32,448.71)	\$85,932.78	(\$118,381.49)	0.00%
55 5520.2300.12 13150	Liability Insurance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Object: LIABILITY INSURANCE - 5520		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
55 5613.3100.12 61000	Laundry and Cleaning - Food Services	\$0.00	\$0.00	\$0.00	\$3,134.98	\$3,134.98	(\$3,134.98)	\$3,865.02	(\$7,000.00)	0.00%
Object: CUSTODIAL/MAINTENANCE SUPPLIES - 5613		\$0.00	\$0.00	\$0.00	\$3,134.98	\$3,134.98	(\$3,134.98)	\$3,865.02	(\$7,000.00)	0.00%
55 5690.3100.12 13100	Uniforms - Food Services	\$0.00	\$0.00	\$0.00	\$513.00	\$513.00	(\$513.00)	\$0.00	(\$513.00)	0.00%
55 5690.3100.12 24000	Office Supplies - Food Services	\$0.00	\$0.00	\$0.00	\$5,584.23	\$5,584.23	(\$5,584.23)	\$24,415.77	(\$30,000.00)	0.00%
55 5690.3100.12 65001	Repairs and Maintenance - Food Services	\$0.00	\$0.00	\$0.00	\$30,072.93	\$30,072.93	(\$30,072.93)	\$36,275.70	(\$66,348.63)	0.00%
55 5690.3100.12 91100	Equipment Kitchen - Food Services	\$0.00	\$0.00	\$0.00	\$63,537.80	\$63,537.80	(\$63,537.80)	\$21,574.90	(\$85,112.70)	0.00%
55 5690.3100.12 91201	Food Purchases - Food Services	\$0.00	\$0.00	\$0.00	\$441,624.52	\$441,624.52	(\$441,624.52)	\$545,875.48	(\$987,500.00)	0.00%
Object: NON-INSTRUCTIONAL SUPPLIES - 5690		\$0.00	\$0.00	\$0.00	\$541,332.48	\$541,332.48	(\$541,332.48)	\$628,141.85	(\$1,169,474.33)	0.00%
Grand Total:		\$0.00	\$0.00	\$0.00	\$576,916.17	\$576,916.17	(\$576,916.17)	\$717,939.65	(\$1,294,855.82)	0.00%

End of Report

9.

**Ansonia High School
Athletic Department
20 Pulaski Highway
Ansonia, CT 06401
Phone (203) 736-5060 FAX (203) 736-5068**

**Thomas Brockett
Athletic Director**

January 2026

Boys and Girls Basketball season is in progress, with an NVL and State tournament expected in February and March. If you get a chance come out and support them.

Respectfully submitted,
Thomas Brockett

Ansonia Board of Education

Expenditures by Object - 11 Athletics

Fiscal Year: 2025-2026

From Date: 7/1/2025 To Date: 6/30/2026

☒ Include pre encumbrance ☒ Print accounts with zero balance ☒ Filter Encumbrance Detail by Date Range
☐ Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
10 5322 3200 11 25040	Professional Development - Athletics	\$750.00	\$0.00	\$750.00	\$0.00	\$0.00	\$750.00	\$0.00	\$750.00	100.00%
Object: INSTRUCTIONAL PROGRAM IMPROVEMENT - 5322		\$750.00	\$0.00	\$750.00	\$0.00	\$0.00	\$750.00	\$0.00	\$750.00	100.00%
10 5330 3200 11 24060	Officials	\$15,500.00	\$0.00	\$15,500.00	\$10,000.00	\$10,000.00	\$5,500.00	\$0.00	\$5,500.00	35.48%
10 5330 3200 11 24061	Athletic Trainer	\$7,500.00	\$0.00	\$7,500.00	\$7,470.00	\$7,470.00	\$30.00	\$3,660.00	(\$3,630.00)	-48.40%
Object: PROFESSIONAL/TECHNICAL SERVICES - 5330		\$23,000.00	\$0.00	\$23,000.00	\$17,470.00	\$17,470.00	\$5,530.00	\$3,660.00	\$1,870.00	8.13%
10 5430 1000 11 65000	Maintenance Contracts - Athletics	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Object: MAINTENANCE CONTRACTS - 5430		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
10 5440 3200 11 91050	Rental Equipment - Athletics	\$2,000.00	(\$2,000.00)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Object: RENTALS - 5440		\$2,000.00	(\$2,000.00)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
10 5490 3200 11 62000	Purchased Services - Athletics	\$23,500.00	\$0.00	\$23,500.00	\$12,438.25	\$12,438.25	\$11,061.75	\$5,612.88	\$5,448.87	23.19%
Object: PURCHASED SERVICES - 5490		\$23,500.00	\$0.00	\$23,500.00	\$12,438.25	\$12,438.25	\$11,061.75	\$5,612.88	\$5,448.87	23.19%
10 5520 3200 11 82000	Athletic Full Excess Insurance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Object: LIABILITY INSURANCE - 5520		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
10 5530 3200 11 13140	Printing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Object: PRINTING - 5530		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
10 5531 1000 11 13105	Postage	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Object: POSTAGE - 5531		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
10 5580 2555 11 52010	Transportation - Athletics	\$61,000.00	\$0.00	\$61,000.00	\$0.00	\$0.00	\$61,000.00	\$70,000.00	(\$9,000.00)	-14.75%
10 5580 3200 11 52015	Travel - Athletics	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Object: TRAVEL/FIELD TRIPS - 5580		\$61,000.00	\$0.00	\$61,000.00	\$0.00	\$0.00	\$61,000.00	\$70,000.00	(\$9,000.00)	-14.75%
10 5590 2600 11 12400	Telephone - Athletics	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Object: TELEPHONE - 5590		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
10 5613 3200 11 65000	Maintenance Supplies - Athletics	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Object: CUSTODIAL/MAINTENANCE SUPPLIES - 5613		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
10 5690 3200 11 25010	Non Instructional Supplies - Athletics	\$18,000.00	\$2,000.00	\$20,000.00	\$11,055.76	\$11,055.76	\$8,944.24	\$6,411.67	\$2,532.57	12.66%
Object: NON-INSTRUCTIONAL SUPPLIES - 5690		\$18,000.00	\$2,000.00	\$20,000.00	\$11,055.76	\$11,055.76	\$8,944.24	\$6,411.67	\$2,532.57	12.66%
10 5730 3200 11 91000	Instructional Equipment - Athletics	\$3,000.00	\$0.00	\$3,000.00	\$1,643.20	\$1,643.20	\$1,356.80	\$1,241.41	\$115.39	3.85%
Object: INSTRUCTIONAL EQUIPMENT - 5730		\$3,000.00	\$0.00	\$3,000.00	\$1,643.20	\$1,643.20	\$1,356.80	\$1,241.41	\$115.39	3.85%
10 5731 3200 11 91100	Non Instructional Equipment - Athletics	\$9,000.00	\$0.00	\$9,000.00	\$2,637.84	\$2,637.84	\$6,362.16	\$5,949.44	\$412.72	4.59%
Object: NON INSTRUCTIONAL EQUIPMENT - 5731		\$9,000.00	\$0.00	\$9,000.00	\$2,637.84	\$2,637.84	\$6,362.16	\$5,949.44	\$412.72	4.59%

62

Ansonia Board of Education

Expenditures by Object - 11 Athletics

Fiscal Year: 2025-2026

☒ Include pre encumbrance

☐ Exclude inactive accounts with zero balance

☒ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

From Date: 7/1/2025

To Date: 6/30/2026

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal % Rem
10.5810.3200.11.25060	Membership/Dues - Athletics	\$5,330.00	\$0.00	\$5,330.00	\$7,495.00	\$7,495.00	(\$2,165.00)	\$0.00	(\$2,165.00) -40.62%
	Object: MEMBERSHIPS/DUES/FEES - 5810	\$5,330.00	\$0.00	\$5,330.00	\$7,495.00	\$7,495.00	(\$2,165.00)	\$0.00	(\$2,165.00) -40.62%
Grand Total:		\$145,580.00	\$0.00	\$145,580.00	\$52,740.05	\$52,740.05	\$92,839.95	\$92,875.40	(\$35.45) -0.02%

End of Report

63.



2025-2026 Enrollment as of JANUARY 8, 2026

SCHOOL	PRE-K	KDG.	1 ST GRADE	2 ND GRADE	3 RD GRADE	4 TH GRADE	5 TH GRADE	TOTAL
PREND. K-5 Self - Contained 11-14	19-20-16 15	18-18-20 21	16-16-16 17	18-18-20 17	20-22-20 19	21-24-23 24	25-25-22 24	579 (596)
MEAD K-5 Self - Contained 9-13	23-22	19-20-20 20	15-17-17 19	19-19-21 22	19-20-21 22	21-21-23 24	23-24-24 25	562 (578)
TOTALS (1/8/25)	70-P 45-M 115 (117)	77-P 79-M 156 (129)	65-P 68-M 133 (168)	73-P 81-M 154 (171)	81-P 82-M 163 (177)	92-P 89-M 181 (197)	96-P 96-M 192 (192)	1,141 (1,174)
A.M.S.	6 TH GRADE	7 TH GRADE	8 TH GRADE					
TOTALS (1/8/25)	178 (171)	174 (195)	183 (211)					535 (577)
A.H.S.	FRESH.	SOPH.	JRS.	SRS.	P.A.C.E.			
TOTALS (1/8/25)	191 (170)	153 (151)	147 (161)	138 (125)	(36) (35)			631 (607)
							GRAND TOTAL (1/8/25)	2,307 (2,358)



December 2025 Transient Data

ENROLLMENTS (18)					WITHDRAWALS (18)				
	AHS	AMS	MEAD	PREND		AHS	AMS	MEAD	PREND
PreK			2						
Kindergarten				2				1	4
Grade 1			1						
Grade 2			1	1					3
Grade 3								2	1
Grade 4								2	1
Grade 5				1					1
Grade 6		2							
Grade 7		4					1		
Grade 8									
Grade 9	1					1			
Grade 10	1					1			
Grade 11	2								
Grade 12									
Totals	4	6	4	4		2	1	5	10

YOUTH/FAMILY OUTREACH SUMMARY

December 2025

DATE	COMMUNICATION	PURPOSE	RESPONSE	NOTES
12/1/25	Home visit 3 Crestwood Rd.	Residency SpEd Request	Contact made	Student is in Naugatuck
12/2/25	Home visit 182 North State St	Attendance concerns	No contact made	Information left to contact school
12/3/25	Home visit 6 Hill St.	Attendance concerns	No contact made	Information left to contact school
12/8/25	Home visit 6 Hill St.	Attendance concerns (DCF ?)	Contact made with school	Spoke to social worker who monitors student
12/8/25	Home visit 55N Woodbridge Ave.	Residency	Made contact with current tenant	Student does not reside at address – school notified
12/8/25	Home visit 143 Tremont St.	New students attendance	Spoke to CO data	Students have not attended – in Bridgeport
12/9/25	Home visit 28 N. Fourth St.	Attendance concerns	No contact made	Information left to contact school

12/9/25	Home visit 232 Main St.	Attendance concerns	No contact made	No access to apartments
12/9/25	Home visit 143 Howard Ave.	Attendance concerns	Made contact	Mom did call school
12/9/25	Home visit 263 Division St.	Attendance concerns	Made contact	Mom did drop off student at school
12/9/25	Home visit 143 Spring St. Naugatuck	McKinney- Vento verification	No contact made	Case worker was notified
12/10/25	Home visit 29 Moulthrop St.	Residency	Contact made with neighbor	Apartment vacant – moved to Shelton – school notified
12/18/25	Home visit 54 Pleasant St.	Attendance	Contact made	Mother will contact school- school notified

ANSONIA PUBLIC SCHOOLS

12

20 PULASKI HIGHWAY
Ansonia, Connecticut 06401



TEL - (203) 736-5060 Ext. 2610

Robert Evans
Director of Facilities

bevans@ansoniaschools.org

January 6, 2026

Facilities reports:

Wishing everyone a Happy New Year, as the facilities department continues to work hard during the beginning of these winter months. Facilities department is currently back to full staff as one of my AHS custodians who had been out on Maternity leave returned to work on Jan 5th.

The building custodians had picked up the extra work to ensure that the buildings were kept cleaned as possible, they have been holding down their building with very minimal or no issues. The maintenance staff still continues to play catch up as we continued to complete both new and older work orders while continuing to prioritize them on a daily basis. Staff I am happy to report was able to catch up and are in good shape since our return from winter recess. Maintenance staff have been addressing emergencies that come up on a day-to-day basis, the majority of our maintenance calls currently are tracking down the heat related issues.

The biggest issues and concern that the department faces are the aging of the HVAC components that have out lived their life expectancy. Those parts are becoming harder and harder to track down and purchase some have become obsolete and we have had to retro-fit new parts into the system. The other issue of concern is that of supplying the emergency generators at both Mead and Ansonia High School with fuel oil. Currently after doing some research on our generators and the holding tanks capacity of 50 gallons each, we are at 3 hours of run time till empty at a 50% Load (this would be after school hours) if we are at 75%-100% run load we would only have between 1.7 hours and 2.3 hours of run time till empty. (Day time power outage) I have inquired about renting a storage tank until we can get the permanent solution in place – I estimate 6-7 months for that to be completed. I also priced out a storage holding tank to purchase and store on site along with 2 50-gallon drums for easy transport of the fuel to the generators themselves. Last thing I want to happen is that the power goes out and I cannot keep the building up and running until the power returns.

I have highlighted a few items and projects that have been done over the past month in our schools.

- Ansonia High School:

- Water fountain drain on the main floor was backing up and need to be snaked out. Found clumps of hair along with coffee grounds in the drain line.
- Comcast came out and took out the copper telephone lines and converted them to digital which allowed us to put the elevator telephone back into service with a new number. I would like to thank Vinny for his communication and getting this done.
- A week or two before winter recess one section of the building (GYM-Area) started to experienced a sewer gas smell in that area. The first inclination was that we had some dried-out drain traps that were off gassing and getting in the air handling unit and dispersing throughout the area. I have instructed my staff to make sure that water was dumped into those drain traps every other day to avoid the issue from returning. Since then, we have encountered the issue once again. We are further investigating this ongoing issue to track down and eliminate the cause.

- Ansonia Middle School:

- Purchased and installed 2 new thermostats in locker rooms
- On Jan. 5th Middle School experienced a fire alarm in Auditorium Heat Recovery Unit #2. The motor winding started to rub against the housing causing an unfortunate smell. There was no fire and there was no smoke in the auditorium. My maintenance staff was onsite at the time working on another heating call for a classroom. Unfortunately, with the state of society today and everyone has a phone readily available to talk on, miscommunication gets out between a parent and a child it causes more harm than good. While the HVAC system was shut down, we found that a second supply fan motor in Auditorium Heat Recovery Unit #1 was no good either. Luckily enough we have Troy Industrial Solutions down the street that had both motors available and in stock. Total cost for both 15 HP motors and 6 new belts was \$2,901.50
- The preventative maintenance was performed on the 3 ARECO boilers on December 29th.

- Mead School:

- Replaced modular unit 3 main computer board and igniter
- Furniture assembly in classrooms and offices were needed
- Replaced classroom sink faucet
- Replaced water fountain filter
- Gym equipment need to be lubricated
- Electrical outlets under classroom counter needed to be replaced
- Responded to many heat related calls, 95% of those calls were for low temperatures in rooms

- Prendergast School:

- Reattached the privacy screening on the playground fence. Wind storm on December 29th wreaked havoc on the screening.
- Adjusted bathroom water mixing valve temperature
- Replaced drain in classroom, sink was leaking. Original metal trap had rusted through
- Preventative maintenance was performed on the 2 ARECO boilers on December 30th
- Repaired front door access control unit.
- Replaced heating valve for kitchen roof top unit #3
- Replaced 2 batteries in office radios. (working on getting all schools on a PM schedule to replace radio batteries in 1 school a year)

District wide items addressed and resolved for the month:

- Had our first real cold nights during the first week of December. On December 3rd, we needed to sand a few trouble spots in the schools due to ice concerns.
- We completed our 3 yr (which was previously 5 yr) state mandated Radon testing. They were dropped off in 10% of the building on Tuesday December 2nd and pick up 48 hours later at a cost of \$3,315 for the 39 cannisters to be tested.
- Johnson Controls preformed their quarterly service on our HVAC system. One item of note was that 2 controllers were replaced in the Ansonia Middle School in conjunction with our staff.
- Staff was called in for snow removal 3 times during the month of December. With a few additional days to sand before the start of the school day.
- During the week of recess on December 29th I had Saf-Gard shoe mobile at the High School. I had staff report between 11:00 am and 2:00 pm to get their safety shoes per contract for the year.

As I continue to be a broken record, the maintenance department has been working diligently to keep the town's 50.5-million-dollar Education investment (1998), operating to its peak performance, with the help of our very qualified and licensed maintenance staff of 3. Unfortunately, I feel the need to continue to express upon the board along with the town that as we continue to move further away from the original Ansonia 2001 project and that more of our buildings mechanical components are failing at a more frequent rate, the age of the equipment has outlived its useful life expectancy. The district has been very fortunate to be able to replace with new and more efficient units the majority of roof top units at both Mead and Prendergast strictly using grant dollars. The district is now at the point where most if not all original building components are 25 plus years old.

A bit of good news, on December 12th, the district received word that we were awarded a portion of 2023 supplemental School Security Competitive Grant Program (RD. 6). District received \$462,956. State funding portion is \$360,457 (our 77.86% reimbursement rate) with the districts Grantee Match of \$102,498. The end date for this grant completion is December 31, 2028.

A bit more good news came in on December 18th when the state bonding commission voted on SHB 7239 were the state passed an Act Establishing a Public School District Repair and Improvement Project program (DRIP). This is a two-year \$60 million dollar grant that will pass thru \$159,132 a year to the school system. This is a reimbursable grant. This program is new and more information will follow. I have attached a link below of the bill that was voted on and approved.

<https://www.cga.ct.gov/2025/FC/PDF/2025HB-07239-R000863-FC.PDF>

Dr. Reese Morales

Director of Communications and Community Outreach

Deputy of Expulsion

McKinney-Vento Liaison

Director of Communications and Community Outreach

-January is: National Human Trafficking Prevention Month, Cervical Health Awareness Month, and National Blood Donor Month.

This report reflects incidents that occurred between Thursday, December 3rd, 2026 and January 7th, 2026.

-Our Ansonia Public Schools Weekly Newsletter is currently reaching 3,100 staff and parents on Parent Square and 3,200 on Facebook.

-Mr. Shortell (School Counselor at AMS) and I distributed Holiday presents to APS families identified as in need of assistance. We called parents (in Spanish) and asked them what the students wished for Christmas and if there were other children in the household. Local business owner, Anne Coppola purchased, wrapped, and donated all of the gifts that we delivered.

-Translated and interpreted a PPT for one of our Special Education students attending a magnet school in another town.

-We are currently collaborating with Tanaya Henry. Ms. Henry is Founder and Executive Director of Traveler On A Mission, a nonprofit organization dedicated to improving health, dignity, and self-esteem through access to essential hygiene products. All of our schools will have a "Hygiene Product Drive" and students will create "Soap Sculptures."

-I attended the Early Childhood Collaborative Local Governance Partners convening held on January 7th.

-Conducted Restorative Practice at Ansonia Middle School with students and informed the parents.

-Assisted administrators and staff with translations for our Spanish speaking families.

-I represented APS at the Valley United Way end of the year meeting at their Shelton office.

-I have assisted the VUW Youth Leadership planning committee by contacting all high school principals in the valley.

-Created and published out Ansonia Weekly Newsletter every Thursday on ParentSquare, Facebook, and the district's website.

-I represented APS at TEAM's 60th Anniversary Event.

-I assisted a new teacher at AMS and met with the teacher to strategize on ways to inform class mgmt.

Deputy of Expulsion

- We currently have 12 students in the Expulsion Program.
- Received Stipulated Expulsion Agreements (S.E.A.), met with the families, review the S.E.A.s and collected signatures. Parents selected best hours for the students to attend the program. We currently have tutors in the morning, afternoon, and night.
- I met a parent and a student on the first date to assist with introductions.
- I visited the library and talked to all the tutors and students about the expectations of the program.
- Maintained communication with teachers, tutors, and students in the expulsion program.
- We are currently looking for a tutor to substitute one of our tutors that is having surgery.
- I assisted in the transition of two students going back to Ansonia High School at the beginning of the new quarter.
- I have been working with teachers and administrators at AHS in terms of Mid-Terms, completion of assignments and a smooth transition to the building.

McKinney-Vento Liaison

- This school year we have identified 19 students under the McKinney-Vento Act. The McKinney-Vento Homeless Assistance Act is a federal law ensuring immediate school enrollment, educational stability, and equal access to free, appropriate public education for children and youth experiencing homelessness. It provides transportation, removes documentation barriers, and supports students in temporary housing, motels, cars, or doubling up with others.
- Attended monthly meeting with Louis Tallarita at the State Department of Education M-V Office.
- Received applications for McKinney-Vento services, reviewed, determined eligibility, identified in PSIS, and setup transportation (when needed).
- Met with a family from Stratford. The student is currently homeless – doubling up in Ansonia.
- Maintained continuous conversations with Mary Lynn Mott as we learn of homeless families registering for school in Ansonia.
- Shared transportation costs with other districts and shared any necessary documentation.
- Constant communication with Lyn Le as we update McKinney-Vento spreadsheet.

Ansonia Public Schools Weekly Newsletter		Ansonia Public Schools Weekly Newsletter	
Mead School	Escuela de Mead	Mead Elementary School	Escuela de Mead
Prendergast School	Escuela Prendergast	Ansonia Middle School	Escuela Intermedia
Escuelas Públicas de Ansonia Boletín Semanal	Escuelas Públicas de Ansonia Boletín Semanal	Escuelas Públicas de Ansonia Boletín Semanal	Escuelas Públicas de Ansonia Boletín Semanal

Ansonia Public Schools

42 Grove Street

Ansonia, CT 06401



Report from Dr. Joseph DiBacco, Superintendent of Schools

December 11th, 2025 to January 7th, 2026

Thursday, December 11th, 2025 –

I had three administrative goal meetings where we discussed current year and multi-year goals with administrators.

Dennis Proto and I attended the Governor's Workforce Council in Hartford at the Connecticut Science Center. Governor Lamont addressed all in attendance; he shared that he is really working on our manufacturing sectors in the state of Connecticut. He stated he is in the process of expanding apprenticeship programs and is supportive of career pathways at all high schools. Governor Lamont also shared that the technical high schools alone cannot provide the labor force alone. The large group in attendance was put into focus groups in an effort to get more information to address the labor shortage. In our focus group there was robust conversation about different ways to earn high school credits, ways where students can work on a shop floor at an earlier age, and lastly ways students can begin working while attending high school.



Friday, December 12th, 2025 –

I held my weekly meeting with high school administration to discuss topics specific to their building. Staff are getting geared up for midterms right after the holiday break. In my last walk through in the building, students were handing in all assignments for the semester and teachers were starting to conduct midterm reviews.

Bobby Evans and I spoke to a representative from Colliers to determine where we were in the process and when the next School Construction Committee meeting will be held. We are unsure at this time but we know the process will work itself out as new members have been appointed and an organizational meeting will be held for this committee to be reestablished.

Monday, December 15th, 2025 –

Francis Kennedy from NEASC stated that his visiting committee enjoyed their visit and were impressed; we were asked to be members of a NEASC cohort of districts going through the accreditation process. I was disappointed that the CAPSS Federal and State Legislative Committee Meeting was canceled. I was eager to hear of the priorities of CAPSS and to determine if funding will be available in year two of the biennium budget.

Lastly, we held a BOE meeting to discuss our budget; more data will be provided – we were given an exemplar budget from Oxford. This budget is robust and detailed and I hope we have the bandwidth to get this level of data collected.

Tuesday, December 16th, 2025 –

I had a meeting with a new Alderman, this alderman had great questions and cared very much about the school system and the students of Ansonia. It was my pleasure to meet this newly elected alderman and I offered the opportunity to come back when questions arose.

Tuesday evening, I met Principal Cosciello and Teacher of the Year – Kathy Weitzler from Mead School. The Teacher of the Year Ceremony at the Bushnell is a wonderful event that highlights teachers from across the state.

Wednesday, December 17th, 2025 –

I held a work session with our Board attorney Floyd Dugas; we had topics we needed to get through: a McKinney Vento hearing, personnel matter, and discussion of possible trainings for staff and the BOE.

I had a meeting with the construction attorney Steven Lapp from Shipman; he was sharing about the roofing project and stated that the vendor that brought a suit against Ansonia has done this in other districts and presently they are waiting to see how things progress in court to determine how they post our roofing project.

I met with Mayor Tyszka to discuss our BOE budgetary needs and determine how the city can help support us moving forward.

Thursday, December 18th, 2025 –

I held goal meetings with administrative staff; once again we discussed immediate and long term goals. The goals are personal and professional in nature, I want to support staff growth – it will directly impact their departments and their buildings.

I needed to have a meeting with Mat Hough to discuss a personnel matter that might require his attention and representation. We will host our next monthly meeting with the teacher's union on January 12, 2026.

Friday, December 19th, 2025 –

Out Sick

Monday, December 22nd, 2025 –

I went to every building to speak with students, staff, and administration. I wanted to wish everyone a restful holiday break.

Tuesday, December 23rd, 2025 –

Early Dismissal Day for all Schools – Erich Marriott and I attended a meeting with a vendor that would like to see if they are able to save us money on our health insurance costs. A recent comparison of our present health insurance costs compared to the state plan shows a \$500,000 increase moving to the state plan. We are always listening if there are ways to save money and provide the same/better options.

Monday, January 5th, 2026 –

I met with Special Education, Local Budget, and Grants staff to review program status. We will need to reconfigure some programs to actualize savings. Additionally, we are waiting on approval for two grants. We did find out that we got the second round of funding for our middle school Charger Program (\$65,000). We have been asked about GrantWatch; it is a grant platform (\$100 fee) that notifies you of grants that your organization can apply for. I personally think this can be helpful, however, all grants must funnel through one location – one point of contact to ensure the funds are used correctly and the correct accounting practices are used.

Steve and I went over to Ansonia Middle School, there were two rooftop heating units whose motors failed and started to smoke. Smoke set off the alarm in the auditorium – no students or staff were in the auditorium. The Ansonia Fire Department quickly isolated the issue and students and staff were safe to return to the building.

Tuesday, January 6th, 2026 –

I attended the Valley Council Monthly Meeting as a representative of the Valley United Way. We had Greg Dresko from CSDE at Prendergast School to conduct a mid-year audit of our Commissioner's Network School.

I responded the MLK Jr. Committee to inform them that I will be in attendance and I will continue to send the information out to staff, students, and families.

Wednesday, January 7th, 2025 –

Steve Bergin, Dennis Proto, and I attended the CABA Area 7 Legislative Breakfast at Cheshire High School. At this breakfast we were able to speak to Rep. Liz Linehan and Rep. Lezlye Zupkus. We were able to hear what they were working on and what they believed were the educational priorities. The topics that were discussed were: special education funding, kindergarten waiver, ECS funding, and the shortage of qualified staff.

After attending the legislative breakfast, I spent time with Greg Dresko from CSDE. Greg was required to interview district leadership for the Commissioner's Network mid-year audit.



Ansonia Board of Education

Fund 10 Expenditures by Object

Fiscal Year: 2025-2026

From Date: 7/1/2025 To Date: 6/30/2026

☒ Include pre encumbrance
☐ Exclude inactive accounts with zero balance

☐ Print accounts with zero balance
☒ Filter Encumbrance Detail by Date Range

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
10.5111.1000.01.21300	Teachers - AHS	\$3,964,295.25	\$0.00	\$3,964,295.25	\$1,683,501.84	\$1,683,501.84	\$2,280,793.41	\$2,227,450.00	\$53,343.41	1.35%
10.5111.1000.01.21302	Teacher Salaries - AHS	\$70,200.00	\$0.00	\$70,200.00	\$0.00	\$0.00	\$70,200.00	\$6,688.10	\$63,511.90	90.47%
10.5111.1000.02.21300	Teachers - AMS	\$2,427,949.00	\$0.00	\$2,427,949.00	\$892,487.50	\$892,487.50	\$1,535,461.50	\$1,188,287.88	\$347,173.62	14.30%
10.5111.1000.02.21302	Teacher Salaries - AMS	\$48,345.00	\$0.00	\$48,345.00	\$0.00	\$0.00	\$48,345.00	\$39,538.50	\$8,806.50	18.22%
10.5111.1000.03.21300	Teachers - Mead	\$1,497,868.00	\$0.00	\$1,497,868.00	\$650,450.91	\$650,450.91	\$847,417.09	\$792,166.17	\$55,250.92	3.69%
10.5111.1000.03.21302	Teacher Salaries - Mead	\$1,900.00	\$0.00	\$1,900.00	\$0.00	\$0.00	\$1,900.00	\$0.00	\$1,900.00	100.00%
10.5111.1000.04.21300	Teachers - Prndergast	\$1,731,471.00	\$0.00	\$1,731,471.00	\$570,610.02	\$570,610.02	\$1,160,860.98	\$769,523.18	\$391,337.80	22.60%
10.5111.1000.04.21302	Teacher Salaries - Prndergast	\$1,820.00	\$0.00	\$1,820.00	\$0.00	\$0.00	\$1,820.00	\$0.00	\$1,820.00	100.00%
10.5111.1000.08.21301	Curriculum Writing/Revision	\$10,000.00	\$0.00	\$10,000.00	\$5,215.00	\$5,215.00	\$4,785.00	\$0.00	\$4,785.00	47.85%
10.5111.1200.07.21340	Teachers - SpEd	\$2,166,051.00	\$0.00	\$2,166,051.00	\$784,997.94	\$784,997.94	\$1,381,053.06	\$1,007,860.77	\$373,192.29	17.23%
10.5111.1200.08.21360	Homebound - System-wide	\$70,000.00	\$0.00	\$70,000.00	\$32,384.80	\$32,384.80	\$37,615.20	\$0.00	\$37,615.20	53.74%
10.5111.2100.02.41030	Social Workers - Middle School	\$0.00	\$0.00	\$0.00	\$24,217.65	\$24,217.65	(\$24,217.65)	\$40,362.65	(\$64,580.30)	0.00%
10.5111.2100.03.41030	School Social Workers - Mead	\$0.00	\$0.00	\$0.00	\$24,943.86	\$24,943.86	(\$24,943.86)	\$41,573.06	(\$66,516.92)	0.00%
10.5111.2100.04.41030	Social Workers - Prndergast	\$83,538.00	\$0.00	\$83,538.00	\$35,343.00	\$35,343.00	\$48,195.00	\$48,195.00	\$0.00	0.00%
10.5111.2100.07.21420	School Psychologists	\$353,017.00	\$0.00	\$353,017.00	\$150,622.67	\$150,622.67	\$202,394.33	\$205,394.33	(\$3,000.00)	-0.85%
10.5111.2100.08.41030	Social Workers - System Wide	\$0.00	\$0.00	\$0.00	\$5,539.95	\$5,539.95	(\$5,539.95)	\$9,233.21	(\$14,773.16)	0.00%
10.5111.2300.08.11000	Administration - Central Office	\$335,562.45	\$0.00	\$335,562.45	\$175,506.28	\$175,506.28	\$160,056.17	\$152,189.21	\$7,866.96	2.34%
10.5111.2300.08.11010	Administration - Business Office	\$94,302.00	\$0.00	\$94,302.00	\$49,810.88	\$49,810.88	\$44,491.12	\$42,694.99	\$1,796.13	1.90%
10.5111.2400.01.21100	Administration - AHS	\$482,933.00	\$0.00	\$482,933.00	\$259,387.20	\$259,387.20	\$223,545.80	\$221,644.08	\$1,901.72	0.39%
10.5111.2400.02.21100	Administration - AMS	\$307,383.00	\$0.00	\$307,383.00	\$164,791.52	\$164,791.52	\$142,591.48	\$141,206.94	\$1,384.54	0.45%
10.5111.2400.03.21100	Administration - Mead	\$304,444.00	\$0.00	\$304,444.00	\$163,547.20	\$163,547.20	\$140,896.80	\$139,495.48	\$1,401.32	0.46%
10.5111.2400.04.21100	Administration - Prndergast	\$306,175.00	\$0.00	\$306,175.00	\$163,544.98	\$163,544.98	\$142,630.02	\$139,495.48	\$3,134.54	1.02%
10.5111.2800.07.21200	Administration - Special Education	\$296,677.00	\$0.00	\$296,677.00	\$106,513.31	\$106,513.31	\$190,163.69	\$88,283.39	\$101,880.30	34.34%
Object: SALARIES - CERTIFIED - 5111										
		\$14,553,930.70	\$0.00	\$14,553,930.70	\$5,943,416.51	\$5,943,416.51	\$8,610,514.19	\$7,301,282.42	\$1,309,231.77	9.00%
10.5112.1000.02.21605	Aides - AMS	\$13,090.00	\$0.00	\$13,090.00	\$5,501.47	\$5,501.47	\$7,588.53	\$7,470.54	\$117.99	0.90%
10.5112.1000.03.21600	Aides - Mead	\$69,060.00	\$0.00	\$69,060.00	\$30,352.36	\$30,352.36	\$38,707.64	\$38,265.80	\$441.84	0.64%
10.5112.1000.04.21600	Aides - Prndergast	\$92,212.00	\$0.00	\$92,212.00	\$325,295.45	\$325,295.45	(\$233,083.45)	\$276,628.93	(\$509,712.38)	-52.76%
10.5112.1200.07.21435	Behavior Analysts	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$41,545.42	(\$41,545.42)	0.00%
10.5112.1200.07.21610	Paraprofessionals - SpEd	\$469,837.00	\$0.00	\$469,837.00	\$226,657.99	\$226,657.99	\$243,179.01	\$251,986.41	(\$8,807.40)	-1.87%
10.5112.1200.07.21615	Aides - SpEd	\$263,954.00	\$0.00	\$263,954.00	\$110,886.26	\$110,886.26	\$153,067.74	\$134,387.04	\$18,680.70	7.08%
10.5112.2100.01.11040	Security - AHS	\$64,816.00	\$0.00	\$64,816.00	\$32,328.80	\$32,328.80	\$32,487.20	\$35,123.20	(\$2,636.00)	-4.07%
10.5112.2100.01.21500	Secretary - Guidance - AHS	\$54,945.00	\$0.00	\$54,945.00	\$29,518.44	\$29,518.44	\$25,426.56	\$25,359.60	\$66.96	0.12%
10.5112.2100.01.41011	Nurse AHS	\$58,840.00	\$0.00	\$58,840.00	\$27,402.56	\$27,402.56	\$31,437.44	\$31,615.92	(\$178.48)	-0.30%
10.5112.2100.01.41021	Substitute Nurse - AHS	\$5,000.00	\$0.00	\$5,000.00	\$4,305.60	\$4,305.60	\$694.40	\$0.00	\$694.40	13.88%

78.

Ansonia Board of Education

Fund 10 Expenditures by Object

Fiscal Year: 2025-2026

☒ Include pre encumbrance
☐ Exclude inactive accounts with zero balance

From Date: 7/1/2025

To Date: 6/30/2026

☒ Print accounts with zero balance
☒ Filter Encumbrance Detail by Date Range

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
10.5112.2100.02.11040	Security - AMS	\$104,151.00	\$0.00	\$104,151.00	\$49,172.82	\$49,172.82	\$54,978.18	\$56,432.32	(\$1,454.14)	-1.40%
10.5112.2100.02.41012	Nurse AMS	\$58,840.74	\$0.00	\$58,840.74	\$27,878.28	\$27,878.28	\$30,962.46	\$31,615.92	(\$653.46)	-1.11%
10.5112.2100.02.41022	Substitute Nurse - AMS	\$1,500.00	\$0.00	\$1,500.00	\$1,482.80	\$1,482.80	\$17.20	\$0.00	\$17.20	1.15%
10.5112.2100.03.11040	Security - Mead	\$39,335.00	\$0.00	\$39,335.00	\$19,814.22	\$19,814.22	\$19,520.78	\$21,309.12	(\$1,788.34)	-4.55%
10.5112.2100.03.41010	Nurse - Mead	\$81,840.74	\$0.00	\$81,840.74	\$33,441.08	\$33,441.08	\$48,399.66	\$37,190.16	\$11,209.50	13.70%
10.5112.2100.03.41020	Substitute Nurse - Mead	\$1,500.00	\$0.00	\$1,500.00	\$1,274.35	\$1,274.35	\$225.65	\$0.00	\$225.65	15.04%
10.5112.2100.04.11040	Security - Prendergast	\$39,335.00	\$0.00	\$39,335.00	\$18,115.49	\$18,115.49	\$21,219.51	\$21,309.12	(\$89.61)	-0.23%
10.5112.2100.04.41010	Nurse - Prendergast	\$58,840.74	\$0.00	\$58,840.74	\$27,705.76	\$27,705.76	\$31,134.98	\$31,615.92	(\$480.94)	-0.82%
10.5112.2100.04.41020	Substitute Nurse - Prendergast	\$1,500.00	\$0.00	\$1,500.00	\$1,326.25	\$1,326.25	\$173.75	\$0.00	\$173.75	11.56%
10.5112.2100.07.21520	Secretaries - SpEd	\$117,144.00	\$0.00	\$117,144.00	\$63,063.75	\$63,063.75	\$54,080.25	\$54,070.80	\$9.45	0.01%
10.5112.2100.08.11040	Security - District-wide	\$9,700.00	\$0.00	\$9,700.00	\$2,500.00	\$2,500.00	\$7,200.00	\$2,500.00	\$4,700.00	48.45%
10.5112.2100.08.21500	BOE Recording Secretary	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	100.00%
10.5112.2300.08.11000	Retiree Severance Payout - Systemwide	\$10,000.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	100.00%
10.5112.2300.08.11010	Central Office Secretaries	\$402,943.86	\$0.00	\$402,943.86	\$210,988.44	\$210,988.44	\$191,955.42	\$178,330.88	\$13,624.54	3.38%
10.5112.2300.08.11020	Chemical Hygiene Officer	\$3,000.00	\$0.00	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00%
10.5112.2300.08.11021	Asbestos Plan MGR	\$2,000.00	\$0.00	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
10.5112.2400.01.21500	Secretaries - AHS	\$141,741.00	\$0.00	\$141,741.00	\$71,620.48	\$71,620.48	\$70,120.52	\$78,594.69	(\$8,474.17)	-5.98%
10.5112.2400.02.21505	Secretaries - AMS	\$104,303.00	\$0.00	\$104,303.00	\$56,166.46	\$56,166.46	\$48,136.54	\$48,140.40	(\$3.86)	0.00%
10.5112.2400.03.21510	Secretaries - Mead	\$99,634.00	\$0.00	\$99,634.00	\$46,394.66	\$46,394.66	\$53,239.34	\$54,413.56	(\$1,174.22)	-1.18%
10.5112.2400.04.21510	Secretaries - Prendergast	\$98,825.00	\$0.00	\$98,825.00	\$50,782.79	\$50,782.79	\$48,042.21	\$49,987.58	(\$1,945.37)	-1.97%
10.5112.2600.09.11030	Director of Facilities	\$117,876.00	\$0.00	\$117,876.00	\$54,663.66	\$54,663.66	\$53,212.34	\$54,140.25	(\$927.91)	-0.79%
10.5112.2600.09.60999	Maintenance Workers - Districtwide	\$300,226.00	\$0.00	\$300,226.00	\$117,466.01	\$117,466.01	\$182,759.99	\$105,518.40	\$77,241.59	25.73%
10.5112.2600.09.61000	Custodians - Mead	\$155,841.00	\$0.00	\$155,841.00	\$91,524.18	\$91,524.18	\$64,316.92	\$82,487.60	(\$18,170.78)	-11.66%
10.5112.2600.09.61002	Custodians - Prendergast	\$156,541.00	\$0.00	\$156,541.00	\$113,346.56	\$113,346.56	\$43,194.44	\$103,282.40	(\$60,087.96)	-38.38%
10.5112.2600.09.61005	Custodians - AMS	\$312,890.00	\$0.00	\$312,890.00	\$161,508.17	\$161,508.17	\$151,381.83	\$144,166.40	\$7,215.43	2.31%
10.5112.2600.09.61010	Custodians - AHS	\$193,486.00	\$0.00	\$193,486.00	\$122,959.30	\$122,959.30	\$70,526.70	\$123,240.00	(\$52,713.30)	-27.24%
10.5112.2800.10.11024	Director of IT	\$111,280.00	\$0.00	\$111,280.00	\$59,629.21	\$59,629.21	\$51,650.79	\$51,110.72	\$540.07	0.49%
10.5112.2800.10.11025	Data / Technology Coordinators	\$146,466.30	\$0.00	\$146,466.30	\$100,787.47	\$100,787.47	\$45,678.83	\$85,960.72	(\$40,281.89)	-27.50%
10.5112.2800.10.11026	Technology Technicians	\$118,854.00	\$0.00	\$118,854.00	\$49,210.81	\$49,210.81	\$69,643.19	\$41,669.22	\$27,973.97	23.54%
Object: SALARIES - NON-CERTIFIED - 5112										
		\$4,086,348.38	\$0.00	\$4,086,348.38	\$2,355,071.93	\$2,355,071.93	\$1,731,276.45	\$2,299,469.04	(\$568,192.59)	-13.90%
10.5120.1000.02.21400	Intramural Sports - AMS	\$4,305.00	\$0.00	\$4,305.00	\$0.00	\$0.00	\$4,305.00	\$0.00	\$4,305.00	100.00%
10.5120.1000.08.21391	Crossing Guards	\$62,950.00	\$0.00	\$62,950.00	\$25,155.35	\$25,155.35	\$37,794.65	\$35,290.78	\$2,503.87	3.96%
10.5120.2300.08.21380	Severance & Other Pay	\$20,000.00	\$0.00	\$20,000.00	\$451.50	\$451.50	\$19,548.50	\$0.00	\$19,548.50	97.74%
10.5120.2800.10.61070	Summer Help Technology	\$15,000.00	\$0.00	\$15,000.00	\$9,973.52	\$9,973.52	\$5,026.48	\$0.00	\$5,026.48	33.51%

79

Ansonia Board of Education

Fund 10 Expenditures by Object

Fiscal Year: 2025-2026

From Date: 7/1/2025 To Date: 6/30/2026

☒ Include pre encumbrance ☐ Print accounts with zero balance ☒ Filter Encumbrance Detail by Date Range

☒ Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
10.5120.3200.03.91010	INTRAMURALS - MEAD	\$5,800.00	\$0.00	\$5,800.00	\$0.00	\$0.00	\$5,800.00	\$615.00	\$5,185.00	89.40%
10.5120.3200.04.91010	INTRAMURALS - PREND	\$5,150.00	\$0.00	\$5,150.00	\$0.00	\$0.00	\$5,150.00	\$615.00	\$4,535.00	88.06%
10.5120.3200.11.91010	Appendix C - Coaching Stipends	\$187,000.00	\$0.00	\$187,000.00	\$100,146.64	\$100,146.64	\$86,853.36	\$11,753.12	\$75,100.24	40.16%
10.5120.3705.08.91161	Salary-Nurse-Non-Public	\$58,870.54	\$0.00	\$58,870.54	\$27,182.12	\$27,182.12	\$31,688.42	\$31,615.92	\$72.50	0.12%
Object: SALARIES - OTHER - 5120		\$359,075.54	\$0.00	\$359,075.54	\$162,909.13	\$162,909.13	\$196,166.41	\$79,889.82	\$116,276.59	32.38%
10.5130.2600.09.61030	Custodian OT - Mead	\$8,000.00	\$0.00	\$8,000.00	\$4,386.36	\$4,386.36	\$3,613.64	\$0.00	\$3,613.64	45.17%
10.5130.2600.09.61031	Custodian OT - AHS	\$10,000.00	\$0.00	\$10,000.00	\$7,144.28	\$7,144.28	\$2,855.72	\$0.00	\$2,855.72	28.56%
10.5130.2600.09.71010	Custodian OT - Prndergast	\$11,000.00	\$0.00	\$11,000.00	\$9,301.47	\$9,301.47	\$1,698.53	\$0.00	\$1,698.53	15.44%
10.5130.2600.09.71012	Custodian OT - AMS	\$13,000.00	\$0.00	\$13,000.00	\$6,457.13	\$6,457.13	\$6,542.87	\$0.00	\$6,542.87	50.33%
10.5130.2600.09.71013	Maintenance OT - Systemwide	\$10,000.00	\$0.00	\$10,000.00	\$5,770.06	\$5,770.06	\$4,229.94	\$0.00	\$4,229.94	42.30%
Object: SALARIES - OVERTIME - 5130		\$52,000.00	\$0.00	\$52,000.00	\$33,059.30	\$33,059.30	\$18,940.70	\$0.00	\$18,940.70	36.42%
10.5200.1200.07.82005	Health Insurance - SPED	\$676,018.00	\$0.00	\$676,018.00	\$302,973.10	\$302,973.10	\$373,044.90	\$0.00	\$373,044.90	55.18%
10.5200.1200.07.82015	Life Insurance - SPED	\$3,360.00	\$0.00	\$3,360.00	\$3,137.26	\$3,137.26	\$222.74	\$2,382.74	(\$2,160.00)	-64.29%
10.5200.1200.07.82090	Social Security/Medicare - SPED	\$113,581.00	\$0.00	\$113,581.00	\$46,779.56	\$46,779.56	\$66,801.44	\$0.00	\$66,801.44	58.81%
10.5200.2300.08.82005	Health Insurance	\$3,948,872.00	\$0.00	\$3,948,872.00	\$2,357,462.13	\$2,357,462.13	\$1,591,409.87	\$360,777.80	\$1,230,632.07	31.16%
10.5200.2300.08.82015	Life Insurance	\$32,612.00	\$0.00	\$32,612.00	\$19,401.23	\$19,401.23	\$13,210.77	\$26,802.55	(\$13,591.78)	-41.68%
10.5200.2300.08.82025	TSA	\$67,480.47	\$0.00	\$67,480.47	\$62,221.48	\$62,221.48	\$5,258.99	\$0.00	\$5,258.99	7.79%
10.5200.2300.08.82050	Pension	\$210,000.00	\$0.00	\$210,000.00	\$3,958.48	\$3,958.48	\$206,041.52	\$0.00	\$206,041.52	98.12%
10.5200.2300.08.82090	Social Security/ Medicare	\$486,610.00	\$0.00	\$486,610.00	\$251,393.15	\$251,393.15	\$235,216.85	\$95.25	\$235,121.60	48.32%
10.5200.2300.08.82095	Unemployment Comp.	\$20,000.00	\$0.00	\$20,000.00	\$58.00	\$58.00	\$19,942.00	\$1,750.00	\$18,192.00	90.96%
10.5200.2300.08.82098	Workers Comp	\$180,000.00	\$0.00	\$180,000.00	\$200,000.00	\$200,000.00	(\$20,000.00)	\$0.00	(\$20,000.00)	-11.11%
Object: EMPLOYEE BENEFITS - 5200		\$5,738,533.47	\$0.00	\$5,738,533.47	\$3,247,384.39	\$3,247,384.39	\$2,491,149.08	\$391,808.34	\$2,099,340.74	36.59%
10.5322.2210.01.25040	Professional Development - AHS	\$9,000.00	\$0.00	\$9,000.00	\$1,192.02	\$1,192.02	\$7,807.98	\$636.80	\$7,171.18	79.68%
10.5322.2210.01.25045	Student Assessment AHS	\$6,000.00	\$0.00	\$6,000.00	\$1,540.20	\$1,540.20	\$4,459.80	\$3,436.72	\$1,023.08	17.05%
10.5322.2210.02.25040	Professional Development - AMS	\$2,500.00	\$0.00	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$620.00	\$1,880.00	75.20%
10.5322.2210.03.25040	Professional Development - Mead	\$2,000.00	\$0.00	\$2,000.00	\$550.45	\$550.45	\$1,449.55	\$615.80	\$833.75	41.69%
10.5322.2210.03.25041	Parent / Student Program - Mead	\$3,000.00	\$0.00	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00%
10.5322.2210.03.25045	Student Assessment - Mead	\$4,000.00	(\$1,500.00)	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
10.5322.2210.04.25040	Professional Development - Prndergast	\$3,000.00	\$0.00	\$3,000.00	\$480.55	\$480.55	\$2,519.45	\$1,260.25	\$1,259.20	41.97%
10.5322.2210.04.25041	Parent/ Student Program- Prndergast	\$2,200.00	\$0.00	\$2,200.00	\$211.40	\$211.40	\$1,988.60	\$0.00	\$1,988.60	90.39%
10.5322.2210.04.25045	Student Assessment - Prndergast	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
10.5322.2210.07.25040	Professional Development - SPED	\$6,500.00	\$0.00	\$6,500.00	\$559.00	\$559.00	\$5,941.00	\$1,000.00	\$4,941.00	76.02%
10.5322.2210.08.25040	Professional Development - District	\$25,350.00	\$0.00	\$25,350.00	\$7,962.50	\$7,962.50	\$17,387.50	\$714.00	\$16,673.50	65.77%

80

Ansonia Board of Education

Fund 10 Expenditures by Object

Fiscal Year: 2025-2026

☒ Include pre encumbrance
☐ Exclude inactive accounts with zero balance

From Date: 7/1/2025

To Date: 6/30/2026

☒ Filter Encumbrance Detail by Date Range

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
10.5322.3200.11.25040	Professional Development - Athletics	\$750.00	\$0.00	\$750.00	\$0.00	\$0.00	\$750.00	\$0.00	\$750.00	100.00%
Object: INSTRUCTIONAL PROGRAM IMPROVEMENT - 5322		\$65,300.00	(\$1,500.00)	\$63,800.00	\$12,496.12	\$12,496.12	\$51,303.88	\$8,283.57	\$43,020.31	67.43%
10.5330.1200.07.13130	Professional & Technical Services - SPED	\$5,000.00	\$0.00	\$5,000.00	\$319.80	\$319.80	\$4,680.20	\$0.00	\$4,680.20	93.60%
10.5330.1200.07.30010	Related Services - SPED	\$887,866.00	\$0.00	\$887,866.00	\$208,645.83	\$208,645.83	\$679,220.17	\$897,142.12	(\$217,921.95)	-24.54%
10.5330.1200.07.30030	Psychological Services = SPED	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,790.00	(\$2,790.00)	0.00%
10.5330.1200.07.41500	Legal - SPED	\$20,000.00	\$0.00	\$20,000.00	\$4,425.00	\$4,425.00	\$15,575.00	\$575.00	\$15,000.00	75.00%
10.5330.2100.08.41000	Physician	\$14,500.00	\$0.00	\$14,500.00	\$0.00	\$0.00	\$14,500.00	\$14,500.00	\$0.00	0.00%
10.5330.2210.10.24054	IT/AM Service	\$3,500.00	\$0.00	\$3,500.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$3,500.00	100.00%
10.5330.2210.10.24055	Web Hosting Service	\$13,500.00	\$0.00	\$13,500.00	\$13,466.00	\$13,466.00	\$34.00	\$0.00	\$34.00	0.25%
10.5330.2300.08.12400	Audit	\$17,000.00	\$0.00	\$17,000.00	\$0.00	\$0.00	\$17,000.00	\$7,020.00	\$9,980.00	58.71%
10.5330.2300.08.13130	Professional Services	\$31,740.00	\$0.00	\$31,740.00	\$19,231.57	\$19,231.57	\$12,508.43	\$18,006.96	(\$5,498.53)	-17.32%
10.5330.2300.08.41500	Legal	\$75,000.00	\$0.00	\$75,000.00	\$23,447.50	\$23,447.50	\$51,552.50	\$7,185.00	\$44,367.50	59.16%
10.5330.2300.10.24056	Internet Access Fees	\$22,464.00	\$0.00	\$22,464.00	\$4,161.60	\$4,161.60	\$18,302.40	\$5,181.60	\$13,120.80	58.41%
10.5330.2300.10.24057	E-Rate Cat 2	\$32,000.00	\$0.00	\$32,000.00	\$4,940.54	\$4,940.54	\$27,059.46	\$13,889.84	\$13,169.62	41.16%
10.5330.2300.10.24060	Parent Notification System	\$0.00	\$15,500.00	\$15,500.00	\$15,336.46	\$15,336.46	\$163.54	\$0.00	\$163.54	1.06%
10.5330.2500.08.12200	Payroll/HR/Financial Software	\$31,145.00	\$0.00	\$31,145.00	\$0.00	\$0.00	\$31,145.00	\$33,082.27	(\$1,937.27)	-6.22%
10.5330.2600.09.30000	Professional / Technical Services	\$22,000.00	\$0.00	\$22,000.00	\$10,472.76	\$10,472.76	\$11,527.24	\$2,972.76	\$8,554.48	38.88%
10.5330.2600.09.30040	Training	\$4,500.00	\$0.00	\$4,500.00	\$760.00	\$760.00	\$3,740.00	\$0.00	\$3,740.00	83.11%
10.5330.3200.11.24060	Officials	\$15,500.00	\$0.00	\$15,500.00	\$10,000.00	\$10,000.00	\$5,500.00	\$0.00	\$5,500.00	35.48%
10.5330.3200.11.24061	Athletic Trainer	\$7,500.00	\$0.00	\$7,500.00	\$7,470.00	\$7,470.00	\$30.00	\$3,660.00	(\$3,630.00)	-48.40%
Object: PROFESSIONAL/TECHNICAL SERVICES - 5330		\$1,203,215.00	\$15,500.00	\$1,218,715.00	\$322,677.06	\$322,677.06	\$896,037.94	\$1,006,005.55	(\$109,967.61)	-8.02%
10.5340.1000.01.21321	Substitutes - High School	\$110,000.00	\$0.00	\$110,000.00	\$35,266.65	\$35,266.65	\$74,733.35	\$58,187.50	\$16,545.85	15.04%
10.5340.1000.02.21322	Substitutes - Middle School	\$100,000.00	\$0.00	\$100,000.00	\$41,722.45	\$41,722.45	\$58,277.55	\$49,000.00	\$9,277.55	9.28%
10.5340.1000.03.21321	Substitutes - Mead School	\$60,000.00	\$0.00	\$60,000.00	\$39,616.62	\$39,616.62	\$20,383.38	\$49,000.00	(\$28,616.62)	-47.69%
10.5340.1000.04.21320	Substitutes - Prendergast School	\$60,000.00	\$0.00	\$60,000.00	\$49,810.63	\$49,810.63	\$10,189.37	\$61,250.00	(\$51,060.63)	-85.10%
10.5340.1000.08.21320	Substitutes - District Wide	\$30,000.00	\$0.00	\$30,000.00	\$12,773.75	\$12,773.75	\$17,226.25	\$0.00	\$17,226.25	57.42%
10.5340.1200.07.21320	Substitutes - Special Education	\$0.00	\$0.00	\$0.00	\$1,043.58	\$1,043.58	(\$1,043.58)	\$256.42	(\$1,300.00)	0.00%
Object: SUBSTITUTES - 5340		\$360,000.00	\$0.00	\$360,000.00	\$180,233.68	\$180,233.68	\$179,766.32	\$217,693.92	(\$37,927.60)	-10.54%
10.5410.2600.09.64005	Electricity	\$960,000.00	\$0.00	\$960,000.00	\$413,209.30	\$413,209.30	\$546,790.70	\$546,790.70	\$0.00	0.00%
10.5410.2600.09.64020	Water	\$60,775.00	\$0.00	\$60,775.00	\$12,859.36	\$12,859.36	\$47,915.64	\$47,915.64	\$0.00	0.00%
10.5410.2600.09.64050	Sewer Usage	\$18,500.00	\$0.00	\$18,500.00	\$556.70	\$556.70	\$17,943.30	\$16,218.30	\$1,725.00	9.32%
Object: UTILITIES - 5410		\$1,039,275.00	\$0.00	\$1,039,275.00	\$426,625.36	\$426,625.36	\$612,649.64	\$610,924.64	\$1,725.00	0.17%
10.5420.2600.09.65001	Field Maintenance	\$5,350.00	\$0.00	\$5,350.00	\$595.00	\$595.00	\$4,755.00	\$0.00	\$4,755.00	88.88%

Ansonia Board of Education

Fund 10 Expenditures by Object

Fiscal Year: 2025-2026

☒ Include pre encumbrance
☐ Exclude inactive accounts with zero balance

From Date: 7/1/2025

To Date: 6/30/2026

☒ Filter Encumbrance Detail by Date Range

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
Object: FIELD MAINTENANCE - 5420										
10 5430 1000 01 72020	Maintenance Contracts AHS	\$65,915.60	\$0.00	\$65,915.60	\$28,878.47	\$28,878.47	\$37,037.13	\$26,862.66	\$10,174.47	15.44%
10 5430 1000 01 72021	Media Repairs AHS	\$400.00	(\$400.00)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
10 5430 1000 02 72030	Maintenance Contracts - AMS	\$44,197.25	\$0.00	\$44,197.25	\$17,436.86	\$17,436.86	\$28,760.39	\$15,539.53	\$11,220.86	25.39%
10 5430 1000 03 72010	Maintenance Contracts - Mead	\$39,021.20	\$0.00	\$39,021.20	\$19,396.93	\$19,396.93	\$19,624.27	\$13,132.30	\$6,491.97	16.64%
10 5430 1000 04 72010	Maintenance Contracts - Prindle	\$42,862.76	\$0.00	\$42,862.76	\$20,393.56	\$20,393.56	\$22,469.20	\$14,417.72	\$8,051.48	18.78%
10 5430 1000 07 72020	Maintenance Contracts - SPED	\$4,970.07	\$0.00	\$4,970.07	\$2,698.60	\$2,698.60	\$2,271.47	\$5,204.25	(\$2,932.78)	-59.01%
10 5430 1000 10 72000	Maintenance Contracts - IT	\$134,790.00	\$0.00	\$134,790.00	\$128,136.23	\$128,136.23	\$6,653.77	\$0.00	\$6,653.77	4.94%
10 5430 1000 10 72022	Technology Repairs	\$25,000.00	\$0.00	\$25,000.00	\$10,244.26	\$10,244.26	\$14,755.74	\$649.95	\$14,105.79	56.42%
10 5430 2100 07 42010	Audiometer Service	\$500.00	\$0.00	\$500.00	\$280.00	\$280.00	\$220.00	\$0.00	\$220.00	44.00%
10 5430 2600 08 72000	Maintenance Contracts - Systemwide	\$19,183.12	\$0.00	\$19,183.12	\$8,022.01	\$8,022.01	\$11,161.11	\$6,910.53	\$4,250.58	22.16%
10 5430 2600 09 43010	Medical Waste Disposal - Facilities	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
10 5430 2600 09 65001	Maintenance Contracts - Facilities	\$381,609.07	\$0.00	\$381,609.07	\$166,163.20	\$166,163.20	\$215,445.87	\$117,103.74	\$98,342.13	25.77%
10 5430 2600 09 65010	Vehicle Maintenance - Facilities	\$19,800.00	\$0.00	\$19,800.00	\$13,561.82	\$13,561.82	\$6,238.18	\$3,680.25	\$2,557.93	12.92%
Object: MAINTENANCE CONTRACTS - 5430										
10 5430 2600 09 65010	Vehicle Maintenance - Facilities	\$779,249.07	(\$400.00)	\$778,849.07	\$415,211.94	\$415,211.94	\$363,637.13	\$203,500.93	\$160,136.20	20.56%
10 5440 2600 09 45000	Rental Maintenance Uniforms Systemwide	\$9,500.00	\$0.00	\$9,500.00	\$4,526.56	\$4,526.56	\$4,973.44	\$4,673.44	\$300.00	3.16%
10 5440 2600 09 45001	Mop/Rug Rentals	\$8,500.00	\$0.00	\$8,500.00	\$3,733.45	\$3,733.45	\$4,766.55	\$5,728.79	(\$962.24)	-11.32%
10 5440 3200 11 91050	Rental Equipment - Athletics	\$2,000.00	(\$2,000.00)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Object: RENTALS - 5440										
10 5490 1000 01 62000	Purchased Services AHS	\$7,500.00	\$0.00	\$7,500.00	\$1,365.00	\$1,365.00	\$6,135.00	\$200.00	\$5,935.00	79.13%
10 5490 1000 02 62000	Purchased Services AMS	\$3,775.00	(\$3,500.00)	\$275.00	(\$305.68)	(\$305.68)	\$580.68	\$0.00	\$580.68	211.16%
10 5490 1000 03 62000	Purchased Services - Mead	\$3,000.00	\$1,500.00	\$4,500.00	\$1,840.02	\$1,840.02	\$2,659.98	\$2,256.00	\$403.98	8.98%
10 5490 1000 04 62000	Purchased Services - Prindle	\$3,000.00	\$0.00	\$3,000.00	\$302.07	\$302.07	\$2,697.93	\$0.00	\$2,697.93	88.93%
10 5490 1200 07 62003	Purchased Services - SPED	\$1,326,494.65	\$0.00	\$1,326,494.65	\$6,300.00	\$6,300.00	\$1,320,194.65	\$1,558,230.23	(\$238,035.58)	-17.94%
10 5490 2300 08 62011	Data Management Services - Systemwide	\$13,000.00	\$0.00	\$13,000.00	\$12,767.16	\$12,767.16	\$232.84	\$2,232.84	(\$2,000.00)	-15.36%
10 5490 2300 10 62001	Technical Support	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	100.00%
10 5490 2600 09 62000	Purchased Services - Facilities	\$10,000.00	\$0.00	\$10,000.00	\$2,714.00	\$2,714.00	\$7,286.00	\$510.00	\$6,776.00	67.76%
10 5490 2800 08 62000	Purchased Services	\$42,300.00	(\$15,500.00)	\$26,800.00	\$0.00	\$0.00	\$26,800.00	\$259.00	\$26,541.00	98.03%
10 5490 3200 11 62000	Purchased Services - Athletics	\$23,500.00	\$0.00	\$23,500.00	\$12,438.25	\$12,438.25	\$11,061.75	\$5,612.88	\$5,448.87	23.19%
Object: PURCHASED SERVICES - 5490										
10 5510 2555 07 52022	Transportation SPED in District	\$971,738.00	\$0.00	\$971,738.00	\$209,271.27	\$209,271.27	\$762,466.73	\$323,146.07	\$439,320.66	45.21%
10 5510 2555 07 52030	Transportation SPED Outside Dist	\$1,595,279.00	\$0.00	\$1,595,279.00	\$228,846.40	\$228,846.40	\$1,366,432.60	\$1,573,407.04	(\$206,974.44)	-12.97%
10 5510 2555 08 52010	Transportation -Regular	\$950,000.00	\$0.00	\$950,000.00	\$608,660.23	\$608,660.23	\$341,339.77	\$323,026.81	\$18,312.96	1.93%

Ansonia Board of Education

Fund 10 Expenditures by Object

Fiscal Year: 2025-2026

From Date: 7/1/2025 To Date: 6/30/2026

☒ Include pre encumbrance
☐ Exclude inactive accounts with zero balance

☐ Print accounts with zero balance
☒ Filter Encumbrance Detail by Date Range

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
10.5510.2555.08.52011	Transportation-Late Buses	\$12,000.00	\$0.00	\$12,000.00	\$0.00	\$0.00	\$12,000.00	\$9,808.69	\$2,191.31	18.26%
10.5510.2555.08.52012	Transportation Other	\$100,000.00	\$0.00	\$100,000.00	\$28,270.00	\$28,270.00	\$71,730.00	\$98,245.00	(\$26,515.00)	-26.52%
Object: STUDENT TRANSPORTATION - 5510										
10.5511.2555.08.52019	Transportation Em. O'Brien	\$52,500.00	\$0.00	\$52,500.00	\$32,381.38	\$32,381.38	\$20,118.62	\$22,587.00	(\$2,468.38)	-4.70%
10.5511.2555.08.52020	Transportation Platt	\$52,500.00	\$0.00	\$52,500.00	\$32,381.38	\$32,381.38	\$20,118.62	\$22,587.00	(\$2,468.38)	-4.70%
10.5511.2555.08.52021	Transportation VO-AG	\$85,000.00	\$0.00	\$85,000.00	\$8,446.66	\$8,446.66	\$76,553.34	\$17,649.47	\$58,903.87	69.30%
10.5511.3708.08.52010	Transportation-Parochial	\$98,400.00	\$0.00	\$98,400.00	\$64,762.74	\$64,762.74	\$33,637.26	\$37,178.61	(\$3,541.35)	-3.60%
Object: OTHER STUDENT TRANSPORTATION - 5511										
10.5520.2300.08.13150	Liability Insurance	\$155,000.00	\$0.00	\$155,000.00	\$212,500.00	\$212,500.00	(\$57,500.00)	\$0.00	(\$57,500.00)	-37.10%
Object: LIABILITY INSURANCE - 5520										
10.5530.1000.01.13140	Printing - AHS	\$500.00	\$0.00	\$500.00	\$379.00	\$379.00	\$121.00	\$0.00	\$121.00	24.20%
10.5530.1000.02.13140	Printing - AMS	\$1,550.00	(\$700.00)	\$850.00	\$0.00	\$0.00	\$850.00	\$0.00	\$850.00	100.00%
10.5530.1000.03.13140	Printing - Mead	\$500.00	\$0.00	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
10.5530.1000.04.13140	Printing - Prendergast	\$1,500.00	\$0.00	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
10.5530.2300.08.13140	Printing - Systemwide	\$500.00	\$0.00	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
Object: PRINTING - 5530										
10.5531.1000.01.13105	Postage - AHS	\$1,000.00	\$0.00	\$1,000.00	\$156.00	\$156.00	\$844.00	\$0.00	\$844.00	84.40%
10.5531.1000.02.13105	Postage - AMS	\$1,000.00	(\$500.00)	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
10.5531.1000.04.13105	Postage - Prendergast	\$500.00	\$0.00	\$500.00	\$156.00	\$156.00	\$344.00	\$0.00	\$344.00	68.80%
10.5531.2300.08.13105	Postage - Systemwide	\$1,100.00	\$0.00	\$1,100.00	\$509.48	\$509.48	\$590.52	\$0.00	\$590.52	53.68%
Object: POSTAGE - 5531										
10.5540.2300.08.12600	Advertising	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
Object: ADVERTISING - 5540										
10.5560.6110.07.91411	Tuition - SPED Public	\$2,100,562.00	\$0.00	\$2,100,562.00	\$1,280,354.84	\$1,280,354.84	\$820,207.16	\$2,406,121.90	(\$1,585,914.74)	-75.50%
10.5560.6110.08.91410	Tuition VoAg	\$80,000.00	\$0.00	\$80,000.00	\$5,935.83	\$5,935.83	\$74,064.17	\$5,935.83	\$68,128.34	85.16%
10.5560.6110.08.91413	Tuition - Third Party Non SPED	\$10,000.00	\$0.00	\$10,000.00	\$250.00	\$250.00	\$9,750.00	\$0.00	\$9,750.00	97.50%
10.5560.6110.08.91415	Placements Tuition-Magnet School	\$129,225.00	\$0.00	\$129,225.00	\$93,161.28	\$93,161.28	\$36,063.72	\$31,664.00	\$4,399.72	3.40%
10.5560.6130.07.91411	Tuition SPED Private	\$1,066,777.00	\$0.00	\$1,066,777.00	\$927,171.34	\$927,171.34	\$139,605.66	\$1,220,905.96	(\$1,081,300.30)	-101.36%
Object: TUITION - 5560										
10.5580.1000.01.25000	Field Trips - AHS	\$6,000.00	\$0.00	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	100.00%
10.5580.1000.02.25000	Field Trips - AMS	\$8,700.00	\$0.00	\$8,700.00	\$3,980.40	\$3,980.40	\$4,719.60	\$192.60	\$4,527.00	52.03%
10.5580.1000.03.25020	Travel / Field Trips	\$2,000.00	\$0.00	\$2,000.00	\$96.50	\$96.50	\$1,903.50	\$727.60	\$1,175.90	58.80%

83

Ansonia Board of Education

Fund 10 Expenditures by Object

Fiscal Year: 2025-2026

☒ Include pre encumbrance
☐ Exclude inactive accounts with zero balance

☐ Print accounts with zero balance
☒ Filter Encumbrance Detail by Date Range

From Date: 7/1/2025

To Date: 6/30/2026

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
10.5580.1000.04.25000	Field Trips - Prendergast	\$3,000.00	\$0.00	\$3,000.00	\$96.50	\$96.50	\$2,903.50	\$470.80	\$2,432.70	81.09%
10.5580.1000.04.25020	Travel - Prendergast	\$500.00	\$0.00	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
10.5580.1200.07.25000	Field Trips - Sp Ed	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$256.80	\$4,743.20	94.86%
10.5580.2300.07.13120	Travel - Special Education	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
10.5580.2300.08.13120	Travel - Central Office	\$15,700.00	\$0.00	\$15,700.00	\$6,015.40	\$6,015.40	\$9,684.60	\$10,900.00	(\$1,215.40)	-7.74%
10.5580.2555.11.52010	Transportation - Athletics	\$61,000.00	\$0.00	\$61,000.00	\$0.00	\$0.00	\$61,000.00	\$70,000.00	(\$9,000.00)	-14.75%
10.5580.2600.09.25020	Travel - Facilities	\$4,200.00	\$0.00	\$4,200.00	\$0.00	\$0.00	\$4,200.00	\$4,200.00	\$0.00	0.00%
	Object: TRAVEL/FIELD TRIPS - 5580	\$107,100.00	\$0.00	\$107,100.00	\$10,188.80	\$10,188.80	\$96,911.20	\$86,747.80	\$10,163.40	9.49%
10.5590.2210.10.12400	Telephone - Technology	\$1,000.00	\$0.00	\$1,000.00	\$228.78	\$228.78	\$771.22	\$371.22	\$400.00	40.00%
10.5590.2600.08.12500	Telephone - Systemwide	\$57,896.60	\$0.00	\$57,896.60	\$11,850.19	\$11,850.19	\$46,046.41	\$22,112.55	\$23,933.86	41.34%
10.5590.2600.09.12400	Telephone - Facilities	\$1,000.00	\$0.00	\$1,000.00	\$228.78	\$228.78	\$771.22	\$371.22	\$400.00	40.00%
	Object: TELEPHONE - 5590	\$59,896.60	\$0.00	\$59,896.60	\$12,307.75	\$12,307.75	\$47,588.85	\$22,854.99	\$24,733.86	41.29%
10.5611.1000.01.24500	Instructional Supplies - AHS	\$4,571.29	\$36,000.00	\$40,571.29	\$26,909.99	\$26,909.99	\$13,661.30	\$24,659.57	(\$10,998.27)	-27.11%
10.5611.1000.02.24500	Instructional Supplies - AMS	\$14,696.30	\$0.00	\$14,696.30	\$8,291.41	\$8,291.41	\$6,404.89	\$313.37	\$6,091.52	41.45%
10.5611.1000.03.24500	Instructional Supplies - Mead	\$18,880.00	\$0.00	\$18,880.00	\$10,964.69	\$10,964.69	\$7,915.31	\$3,586.86	\$4,328.45	22.93%
10.5611.1000.04.24500	Instructional Supplies - Prendergast	\$31,880.00	\$0.00	\$31,880.00	\$1,770.33	\$1,770.33	\$30,109.67	\$11,595.05	\$18,514.62	58.08%
10.5611.1000.08.24004	Instructional Supplies - Systemwide	\$30,710.00	(\$30,000.00)	\$710.00	\$0.00	\$0.00	\$710.00	\$0.00	\$710.00	100.00%
10.5611.1000.08.24045	ESL Supplies	\$10,000.00	\$0.00	\$10,000.00	\$822.80	\$822.80	\$9,177.20	\$1,650.00	\$7,527.20	75.27%
10.5611.1200.07.24007	Instructional Supplies - SPED	\$15,000.00	\$1,000.00	\$16,000.00	\$11,098.95	\$11,098.95	\$4,901.05	\$3,040.36	\$1,860.69	11.63%
	Object: INSTRUCTIONAL SUPPLIES - 5611	\$125,737.59	\$7,000.00	\$132,737.59	\$59,858.17	\$59,858.17	\$72,879.42	\$44,845.21	\$28,034.21	21.12%
10.5613.2600.09.65000	Maintenance Supplies - District	\$149,000.00	\$0.00	\$149,000.00	\$28,022.50	\$28,022.50	\$120,977.50	\$59,491.78	\$61,485.72	41.27%
	Object: CUSTODIAL/MAINTENANCE SUPPLIES - 5613	\$149,000.00	\$0.00	\$149,000.00	\$28,022.50	\$28,022.50	\$120,977.50	\$59,491.78	\$61,485.72	41.27%
10.5620.2600.09.63000	Oil	\$1,500.00	\$0.00	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
10.5620.2600.09.63010	Gas	\$362,000.00	\$0.00	\$362,000.00	\$53,093.39	\$53,093.39	\$308,906.61	\$308,906.61	\$0.00	0.00%
	Object: HEAT ENERGY - 5620	\$363,500.00	\$0.00	\$363,500.00	\$53,093.39	\$53,093.39	\$310,406.61	\$308,906.61	\$1,500.00	0.41%
10.5641.1000.02.22005	Textbooks - AMS	\$0.00	\$1,200.00	\$1,200.00	\$1,155.36	\$1,155.36	\$44.64	\$0.00	\$44.64	3.72%
10.5641.1000.08.22000	Textbooks - Systemwide	\$2,475.00	\$0.00	\$2,475.00	\$0.00	\$0.00	\$2,475.00	\$0.00	\$2,475.00	100.00%
	Object: TEXTBOOKS - 5641	\$2,475.00	\$1,200.00	\$3,675.00	\$1,155.36	\$1,155.36	\$2,519.64	\$0.00	\$2,519.64	68.56%
10.5642.2220.01.24029	Periodicals - AHS	\$8,000.00	(\$5,000.00)	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
	Object: PERIODICALS - 5642	\$8,000.00	(\$6,000.00)	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
10.5643.2220.01.23020	Library Books - AHS	\$16,600.00	\$8,100.00	\$24,700.00	\$14,648.04	\$14,648.04	\$10,051.96	\$167.98	\$9,883.98	40.02%
	Object: LIBRARY BOOKS - 5643	\$16,600.00	\$8,100.00	\$24,700.00	\$14,648.04	\$14,648.04	\$10,051.96	\$167.98	\$9,883.98	40.02%

84

Ansonia Board of Education

Fund 10 Expenditures by Object

Fiscal Year: 2025-2026

From Date: 7/1/2025 To Date: 6/30/2026

☒ Include pre encumbrance
☐ Exclude inactive accounts with zero balance

☐ Print accounts with zero balance
☒ Filter Encumbrance Detail by Date Range

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
10.5689.1000.10.24060	Technology Supplies-Systemwide	\$5,000.00	\$0.00	\$5,000.00	\$791.19	\$791.19	\$4,208.81	\$1,796.51	\$2,412.30	48.25%
Object: TECHNOLOGY SUPPLIES - 5689		\$5,000.00	\$0.00	\$5,000.00	\$791.19	\$791.19	\$4,208.81	\$1,796.51	\$2,412.30	48.25%
10.5690.1000.01.25010	Non Instructional Supplies - AHS	\$14,500.00	\$0.00	\$14,500.00	\$10,672.48	\$10,672.48	\$3,827.52	\$1,270.41	\$2,557.11	17.64%
10.5690.1000.01.25030	Graduation - AHS	\$5,200.00	\$0.00	\$5,200.00	\$570.00	\$570.00	\$4,630.00	\$1,978.15	\$2,651.85	51.00%
10.5690.1000.01.25070	Guidance Supplies - AHS	\$1,500.00	\$0.00	\$1,500.00	\$1,006.14	\$1,006.14	\$493.86	\$44.94	\$448.92	29.93%
10.5690.1000.02.25010	Non Instructional Supplies - AMS	\$4,000.00	\$0.00	\$4,000.00	\$2,631.31	\$2,631.31	\$1,368.69	\$0.00	\$1,368.69	34.22%
10.5690.1000.02.25070	Student Event Supplies - AMS	\$5,000.00	\$0.00	\$5,000.00	\$1,860.24	\$1,860.24	\$3,139.76	\$0.00	\$3,139.76	62.80%
10.5690.1000.03.25010	Non Instructional Supplies - Mead	\$12,000.00	\$0.00	\$12,000.00	\$2,277.02	\$2,277.02	\$9,722.98	\$2,474.41	\$7,248.57	60.40%
10.5690.1000.04.25010	Non Instructional Supplies - Prendergast	\$22,000.00	\$0.00	\$22,000.00	\$12,813.46	\$12,813.46	\$9,186.54	\$2,007.81	\$7,178.73	32.63%
10.5690.1000.04.25070	Student Event Supplies - Prendergast	\$3,000.00	\$0.00	\$3,000.00	\$683.00	\$683.00	\$2,317.00	\$287.41	\$2,029.59	67.65%
10.5690.1100.10.30020	Database Support	\$5,000.00	\$0.00	\$5,000.00	\$385.00	\$385.00	\$4,615.00	\$0.00	\$4,615.00	92.30%
10.5690.2100.01.42000	Nurse Supplies - AHS	\$3,100.00	\$0.00	\$3,100.00	\$2,466.08	\$2,466.08	\$633.92	\$194.50	\$439.42	14.17%
10.5690.2100.02.42000	Nurse Supplies - AMS	\$4,500.00	\$0.00	\$4,500.00	\$3,292.24	\$3,292.24	\$1,207.76	\$0.00	\$1,207.76	26.84%
10.5690.2100.03.42000	Nurse Supplies - Mead	\$2,500.00	\$0.00	\$2,500.00	\$1,861.99	\$1,861.99	\$638.01	\$0.00	\$638.01	25.52%
10.5690.2100.04.42000	Nurses Supplies - Prendergast	\$3,500.00	\$0.00	\$3,500.00	\$1,324.93	\$1,324.93	\$2,175.07	\$531.02	\$1,644.05	46.97%
10.5690.2200.01.23021	Media Supplies - AHS	\$8,765.00	(\$7,700.00)	\$1,065.00	\$772.57	\$772.57	\$292.43	\$138.48	\$153.95	14.46%
10.5690.2200.04.23021	Media Supplies - Prendergast	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
10.5690.2300.07.13100	Non Instructional Supplies - SPED	\$8,000.00	(\$1,000.00)	\$7,000.00	\$1,197.05	\$1,197.05	\$5,802.95	\$1,595.00	\$4,207.95	60.11%
10.5690.2300.08.13100	Non Instructional Supplies - Central Office	\$20,000.00	\$0.00	\$20,000.00	\$4,043.06	\$4,043.06	\$15,956.94	\$1,941.18	\$14,015.76	70.08%
10.5690.2800.08.91040	Non Instructional Supplies Systemwide	\$10,000.00	\$0.00	\$10,000.00	\$448.05	\$448.05	\$9,551.95	\$0.00	\$9,551.95	95.52%
10.5690.3200.02.25010	Athletic Supplies - AMS	\$4,707.00	\$0.00	\$4,707.00	\$183.97	\$183.97	\$4,523.03	\$0.00	\$4,523.03	96.09%
10.5690.3200.04.25010	Athletic Supplies - Prendergast	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	100.00%
10.5690.3200.11.25010	Non Instructional Supplies - Athletics	\$18,000.00	\$2,000.00	\$20,000.00	\$11,055.76	\$11,055.76	\$8,944.24	\$6,411.67	\$2,532.57	12.66%
10.5690.3705.08.42000	Nurse Supplies-Non Public	\$1,500.00	\$0.00	\$1,500.00	\$995.92	\$995.92	\$504.08	\$0.00	\$504.08	33.61%
Object: NON-INSTRUCT ONAL SUPPLIES - 5690		\$162,772.00	(\$6,700.00)	\$156,072.00	\$60,540.27	\$60,540.27	\$95,531.73	\$18,874.98	\$76,656.75	49.12%
10.5730.1000.01.91000	Instructional Equipment - AHS	\$395.00	\$0.00	\$395.00	\$208.78	\$208.78	\$186.22	\$0.00	\$186.22	47.14%
10.5730.1000.03.91000	Instructional Equipment - Mead	\$1,400.00	\$0.00	\$1,400.00	\$1,067.57	\$1,067.57	\$332.43	\$0.00	\$332.43	23.75%
10.5730.1000.08.91000	Instructional Equipment - Systemwide	\$2,000.00	\$0.00	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
10.5730.2600.09.91000	Instructional Equipment - Facilities	\$2,500.00	\$0.00	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
10.5730.3200.11.91000	Instructional Equipment - Athletics	\$3,000.00	\$0.00	\$3,000.00	\$1,643.20	\$1,643.20	\$1,356.80	\$1,241.41	\$115.39	3.85%
Object: INSTRUCT ONAL EQUIPMENT - 5730		\$9,295.00	\$0.00	\$9,295.00	\$2,919.55	\$2,919.55	\$6,375.45	\$1,241.41	\$5,134.04	55.23%
10.5731.1000.01.91100	Non Instructional Equipment - AHS	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$572.35	\$427.65	42.77%
10.5731.1000.02.91100	Non Instructional Equipment - AMS	\$2,500.00	\$3,500.00	\$6,000.00	\$1,921.21	\$1,921.21	\$4,078.79	\$2,628.78	\$1,450.01	24.17%

Ansonia Board of Education

Fund 10 Expenditures by Object

Fiscal Year: 2025-2026

☒ Include pre encumbrance
☐ Exclude inactive accounts with zero balance

From Date: 7/1/2025

To Date: 6/30/2026

☒ Print accounts with zero balance ☒ Filter Encumbrance Detail by Date Range

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal % Rem
10.5731 1000.03.91100	Non Instructional Equipment - Mead	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	100.00%
10.5731 1000.04.91100	Non Instructional Equipment - Prendergast	\$10,000.00	\$0.00	\$10,000.00	\$463.30	\$463.30	\$9,536.70	\$6,578.99	29.56%
10.5731 1000.08.91100	Non Instructional Equipment - Systemwide	\$2,500.00	\$0.00	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	100.00%
10.5731.2600.09.91100	Non Instructional Equipment - Facilities	\$2,500.00	\$0.00	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$818.98	67.24%
10.5731 3200.11.91100	Non Instructional Equipment - Athletics	\$9,000.00	\$0.00	\$9,000.00	\$2,637.84	\$2,637.84	\$6,362.16	\$5,949.44	4.59%
Object: NON INSTRUCTIONAL EQUIPMENT - 5731		\$32,500.00	\$3,500.00	\$36,000.00	\$5,022.35	\$5,022.35	\$30,977.65	\$16,548.54	40.08%
10.5732 1000.10.91200	Technology-Equipment	\$0.00	\$0.00	\$0.00	(\$6.72)	(\$6.72)	\$6.72	\$0.00	0.00%
Object: TECHNOLOGY EQUIPMENT - 5732		\$0.00	\$0.00	\$0.00	(\$6.72)	(\$6.72)	\$6.72	\$0.00	0.00%
10.5733 1000.09.91200	Technology Software - Facilities	\$6,580.00	\$0.00	\$6,580.00	\$4,720.55	\$4,720.55	\$1,859.45	\$0.00	28.26%
Object: TECHNOLOGY SOFTWARE - 5733		\$6,580.00	\$0.00	\$6,580.00	\$4,720.55	\$4,720.55	\$1,859.45	\$0.00	28.26%
10.5734.2600.09.91200	Capital Maintenance - AHS	\$82,000.00	\$0.00	\$82,000.00	\$79,011.38	\$79,011.38	\$2,988.62	\$0.00	3.64%
10.5734.2600.09.91201	Capital Maintenance - AMS	\$15,000.00	\$0.00	\$15,000.00	\$7,227.51	\$7,227.51	\$7,772.49	\$2,986.25	31.91%
10.5734.2600.09.91202	Capital Maintenance - Prendergast	\$25,000.00	\$0.00	\$25,000.00	\$0.00	\$0.00	\$25,000.00	\$4,500.00	82.00%
10.5734.2600.09.91203	Capital Maintenance - Mead	\$35,000.00	\$0.00	\$35,000.00	\$0.00	\$0.00	\$35,000.00	\$10,137.97	71.03%
10.5734.2600.09.91204	Capital Maintenance - System-wide	\$9,250.00	\$0.00	\$9,250.00	\$0.00	\$0.00	\$9,250.00	\$9,247.84	0.02%
Object: CAPITAL MAINTENANCE - 5734		\$166,250.00	\$0.00	\$166,250.00	\$86,238.89	\$86,238.89	\$80,011.11	\$26,872.06	31.96%
10.5810.2210.01.25060	Membership/Dues - AHS	\$0.00	\$0.00	\$0.00	\$4,220.00	\$4,220.00	(\$4,220.00)	\$0.00	0.00%
10.5810.2210.02.25060	Membership/Dues - AMS	\$1,400.00	\$0.00	\$1,400.00	\$0.00	\$0.00	\$1,400.00	\$0.00	100.00%
10.5810.2210.04.25060	Membership/Dues - Prendergast	\$1,800.00	\$0.00	\$1,800.00	\$289.00	\$289.00	\$1,511.00	\$0.00	83.94%
10.5810.2210.09.25060	Membership/Dues - Facilities	\$350.00	\$0.00	\$350.00	\$300.00	\$300.00	\$50.00	\$0.00	14.29%
10.5810.2300.07.13110	Membership/Dues - SPED	\$400.00	\$0.00	\$400.00	\$250.00	\$250.00	\$150.00	\$0.00	37.50%
10.5810.2300.08.13110	Membership/Dues - Administration	\$21,207.00	\$0.00	\$21,207.00	\$8,413.00	\$8,413.00	\$12,794.00	\$1,234.00	54.51%
10.5810.3200.11.25060	Membership/Dues - Athletics	\$5,330.00	\$0.00	\$5,330.00	\$7,495.00	\$7,495.00	(\$2,165.00)	\$0.00	-40.62%
Object: MEMBERSHIPS/DUES/FEEES - 5810		\$30,487.00	\$0.00	\$30,487.00	\$20,967.00	\$20,967.00	\$9,520.00	\$1,234.00	27.18%
10.5890.3900.08.91412	Tuition - Adult Education	\$198,918.00	\$0.00	\$198,918.00	\$198,918.00	\$198,918.00	\$0.00	\$0.00	0.00%
Object: TUITION - ADULT EDUCATION - 5890		\$198,918.00	\$0.00	\$198,918.00	\$198,918.00	\$198,918.00	\$0.00	\$0.00	0.00%
10.5891.2400.01.30000	High School Accreditation	\$0.00	\$0.00	\$0.00	\$2,563.74	\$2,563.74	(\$2,563.74)	\$0.00	0.00%
Object: Accreditation - NEASC - 5891		\$0.00	\$0.00	\$0.00	\$2,563.74	\$2,563.74	(\$2,563.74)	\$0.00	0.00%
Grand Total:		\$38,612,089.00	\$0.00	\$38,612,089.00	\$17,440,903.91	\$17,440,903.91	\$21,171,185.09	\$20,380,406.66	2.05%

End of Report

Ansonia Board of Education

Grants - Expenditures by Location

Fiscal Year: 2025-2026

From Date: 7/1/2025 To Date: 6/30/2026

☒ Include pre encumbrance ☒ Print accounts with zero balance ☒ Filter Encumbrance Detail by Date Range

☒ Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
20.5100.1100.30.21300	Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.5300.1100.30.21600	PROFESSIONAL/TECHNICAL SERVICES - GRANTS	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$1,500.00	(\$500.00)	-50.00%
20.5600.1100.30.24002	Supplies	\$3,152.79	\$0.00	\$3,152.79	\$1,498.83	\$1,498.83	\$1,653.96	\$0.00	\$1,653.96	52.46%
Location: BHCare - 6/2026 - 30										
20.5112.1100.31.21300	Salaries - Non Instructional	\$3,000.00	\$0.00	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00%
20.5300.1100.31.21600	Purchased Services	\$1,500.00	\$0.00	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
20.5510.1100.31.91411	Transportation	\$1,500.00	\$0.00	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
20.5600.1100.31.24002	Supplies	\$4,000.00	\$0.00	\$4,000.00	\$0.00	\$0.00	\$4,000.00	\$0.00	\$4,000.00	100.00%
Location: It Gets Better Project - 6/2026 - 31										
20.5100.1100.32.21300	Salaries - Certified	\$1,003.00	\$0.00	\$1,003.00	\$0.00	\$0.00	\$1,003.00	\$0.00	\$1,003.00	100.00%
20.5500.1100.32.91411	Other Purchased Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Location: QU Data Science Summer Program - 32										
20.5111.1100.33.11000	Salaries	\$2,494.00	\$0.00	\$2,494.00	\$2,046.07	\$2,046.07	\$447.93	\$0.00	\$447.93	17.96%
20.5500.1100.33.91411	Transportation	\$500.00	\$0.00	\$500.00	\$877.40	\$877.40	(\$377.40)	\$0.00	(\$377.40)	-75.48%
20.5600.1100.33.24002	Supplies	\$776.00	\$0.00	\$776.00	\$847.44	\$847.44	(\$71.44)	\$0.00	(\$71.44)	-9.21%
Location: Ready/CT First Rookie Grant - 6/2026 - 33										
20.5100.1100.34.21300	Salaries	\$0.00	\$69,962.00	\$69,962.00	\$34,980.99	\$34,980.99	\$34,981.01	\$34,981.01	\$0.00	0.00%
20.5200.1100.34.82005	Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.5300.1100.34.21600	Professional / Technical Services	\$0.00	\$14,038.00	\$14,038.00	\$14,038.00	\$14,038.00	\$0.00	\$0.00	\$0.00	0.00%
Location: School Mental Health Y3 - 2025-26 - 34										
20.5100.1100.35.21300	Salaries - Certified	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.5200.1100.35.82005	Benefits	\$16,802.19	\$0.00	\$16,802.19	\$16,802.19	\$16,802.19	\$0.00	\$0.00	\$0.00	0.00%
20.5300.1100.35.21600	Professional/Technical Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Location: School Mental Health Y2 - 2024-25 - 35										
20.5100.1100.36.21300	Salaries	\$0.00	\$72,565.00	\$72,565.00	\$0.00	\$0.00	\$72,565.00	\$0.00	\$72,565.00	100.00%
20.5200.1100.36.82005	Benefits	\$0.00	\$8,935.00	\$8,935.00	\$0.00	\$0.00	\$8,935.00	\$0.00	\$8,935.00	100.00%
20.5300.1100.36.21600	Professional/Technical Services	\$0.00	\$18,500.00	\$18,500.00	\$0.00	\$0.00	\$18,500.00	\$0.00	\$18,500.00	100.00%
Location: School Improvement Grant - 6/2026 - 36										
20.5100.1100.37.21300	Salaries - Certified	\$24,224.00	\$0.00	\$24,224.00	\$24,224.00	\$24,224.00	\$0.00	\$0.00	\$0.00	0.00%
20.5112.1100.37.21300	Salaries - Non-Certified	\$36,800.00	\$0.00	\$36,800.00	\$36,800.00	\$36,800.00	\$0.00	\$0.00	\$0.00	0.00%
Location: Alliance Educator Diversity Grant - 6/2026 - 37										
20.5111.1100.40.11000	Title I Salaries Admin	\$34,742.80	\$0.00	\$34,742.80	\$26,094.42	\$26,094.42	\$8,648.38	\$14,722.42	(\$6,074.04)	-17.48%

Ansonia Board of Education

Grants - Expenditures by Location

Fiscal Year: 2025-2026

From Date: 7/1/2025 To Date: 6/30/2026

☒ Include pre encumbrance ☒ Print accounts with zero balance ☒ Filter Encumbrance Detail by Date Range

☒ Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
20 5111 1100 40 21300	Title I Certified Salaries	\$600.18	\$0.00	\$600.18	\$0.00	\$0.00	\$600.18	\$0.00	\$600.18	100.00%
20 5112 1100 40 21300	Title I Non-Certified Salaries	\$27,203.49	\$0.00	\$27,203.49	\$16,901.16	\$16,901.16	\$10,302.33	\$10,143.84	\$158.49	0.59%
20 5118 1100 40 2165N	Title I NP Tutors	\$13,560.32	\$0.00	\$13,560.32	\$6,984.98	\$6,984.98	\$6,575.34	\$0.00	\$6,575.34	48.49%
20 5200 1100 40 2160N	Benefits - NP	\$1,037.37	\$0.00	\$1,037.37	\$0.00	\$0.00	\$1,037.37	\$0.00	\$1,037.37	100.00%
20 5200 1100 40 8200S	Benefits	\$9,382.75	\$0.00	\$9,382.75	\$0.00	\$0.00	\$9,382.75	\$0.00	\$9,382.75	100.00%
20 5300 1100 40 21600	Professional/Technical Services	\$1,789.99	\$0.00	\$1,789.99	\$0.00	\$0.00	\$1,789.99	\$0.00	\$1,789.99	100.00%
20 5500 1100 40 91411	Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20 5600 1100 40 24002	Supplies	\$6,586.29	\$0.00	\$6,586.29	\$0.00	\$0.00	\$6,586.29	\$3,520.00	\$3,066.29	46.56%
20 5611 1100 40 2400N	Supplies - NP	\$218.51	\$0.00	\$218.51	\$0.00	\$0.00	\$218.51	\$0.00	\$218.51	100.00%
Location: Title I 2024-2026 C/O - 40		\$95,121.70	\$0.00	\$95,121.70	\$49,980.56	\$49,980.56	\$45,141.14	\$28,386.26	\$16,754.88	17.61%
20 5111 1100 41 11000	Title I Salaries Admin	\$0.00	\$0.00	\$0.00	\$24,598.22	\$24,598.22	(\$24,598.22)	\$26,016.21	(\$50,614.43)	0.00%
20 5111 1100 41 1100A	Title I Salaries Non Cert Admin	\$88,293.05	\$0.00	\$88,293.05	\$0.00	\$0.00	\$88,293.05	\$0.00	\$88,293.05	100.00%
20 5111 1100 41 21300	Title I Certified Salaries	\$822,804.00	\$0.00	\$822,804.00	\$330,339.75	\$330,339.75	\$492,464.25	\$475,027.72	\$17,436.53	2.12%
20 5112 1100 41 21300	Title I Non-Certified Salaries	\$105,982.13	\$0.00	\$105,982.13	\$23,641.58	\$23,641.58	\$82,340.55	\$45,700.40	\$36,640.15	34.57%
20 5118 1100 41 2165N	Title I NP Tutors	\$20,800.00	\$0.00	\$20,800.00	\$0.00	\$0.00	\$20,800.00	\$0.00	\$20,800.00	100.00%
20 5200 1100 41 2160N	Benefits - NP	\$1,591.20	\$0.00	\$1,591.20	\$0.00	\$0.00	\$1,591.20	\$0.00	\$1,591.20	100.00%
20 5200 1100 41 8200S	Benefits	\$10,000.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	100.00%
20 5300 1100 41 21600	Professional/Technical Services	\$4,113.34	\$0.00	\$4,113.34	\$0.00	\$0.00	\$4,113.34	\$0.00	\$4,113.34	100.00%
20 5500 1100 41 91411	Other Purchased Services	\$10,000.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	100.00%
20 5600 1100 41 24002	Supplies	\$45,195.34	\$0.00	\$45,195.34	\$0.00	\$0.00	\$45,195.34	\$0.00	\$45,195.34	100.00%
20 5600 1100 41 2400N	Supplies - NP	\$327.94	\$0.00	\$327.94	\$0.00	\$0.00	\$327.94	\$0.00	\$327.94	100.00%
Location: Title I 2025-2027 C/Y - 41		\$1,109,107.00	\$0.00	\$1,109,107.00	\$378,579.55	\$378,579.55	\$730,527.45	\$546,744.33	\$183,783.12	16.57%
20 5111 1100 42 21300	Certified Salaries	\$8,402.98	\$0.00	\$8,402.98	\$11,444.29	\$11,444.29	(\$3,041.31)	\$1,040.39	(\$4,081.70)	-48.57%
20 5111 1100 42 2130N	Salaries - NP	\$3,410.52	\$0.00	\$3,410.52	\$0.00	\$0.00	\$3,410.52	\$0.00	\$3,410.52	100.00%
20 5200 1100 42 2160N	Benefits - NP	\$303.74	\$0.00	\$303.74	\$0.00	\$0.00	\$303.74	\$0.00	\$303.74	100.00%
Location: Title II 2024-2026 C/O - 42		\$12,117.24	\$0.00	\$12,117.24	\$11,444.29	\$11,444.29	\$672.95	\$1,040.39	(\$367.44)	-3.03%
20 5111 1100 43 21300	Salaries Certified	\$110,377.70	\$0.00	\$110,377.70	\$35,343.00	\$35,343.00	\$75,034.70	\$62,760.47	\$12,274.23	11.12%
20 5111 1100 43 2130N	Non-Certified NP Salaries	\$7,280.00	\$0.00	\$7,280.00	\$2,086.00	\$2,086.00	\$5,194.00	\$4,468.80	\$725.20	9.96%
20 5200 1100 43 2160N	Benefits NP	\$569.30	\$0.00	\$569.30	\$0.00	\$0.00	\$569.30	\$0.00	\$569.30	100.00%
20 5300 1100 43 21600	Professional/Technical Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20 5600 1100 43 24002	Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20 5600 1100 43 2400N	Supplies - NP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20 5700 1100 43 24002	Property/Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Location: Title II 2025-2027 C/Y - 43		\$118,227.00	\$0.00	\$118,227.00	\$37,429.00	\$37,429.00	\$80,798.00	\$67,229.27	\$13,568.73	11.48%

Ansonia Board of Education

Grants - Expenditures by Location

Fiscal Year: 2025-2026

From Date: 7/1/2025 To Date: 6/30/2026

Print accounts with zero balance ☒ Filter Encumbrance Detail by Date Range

☒ Include pre encumbrance ☒ Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
20.5100.1100.44.21300	Salaries	\$13,091.00	\$0.00	\$13,091.00	\$4,593.37	\$4,593.37	\$8,497.63	\$8,497.63	\$0.00	0.00%
Location: Bilingual Education 2025-26 - 44										
20.5100.1100.45.21300	Salaries	\$22,827.00	\$0.00	\$22,827.00	\$0.00	\$0.00	\$22,827.00	\$0.00	\$22,827.00	100.00%
20.5200.1100.45.82005	Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.5600.1100.45.24002	Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Location: Title III 2025-2027 C/Y - 45										
20.5100.1100.46.21300	Salaries	\$10,251.28	\$1,446.44	\$11,697.72	\$6,206.84	\$6,206.84	\$5,490.88	\$0.00	\$5,490.88	46.94%
20.5200.1100.46.82005	Benefits	\$1,446.44	(\$1,446.44)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.5500.1100.46.91411	Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Location: Title III 2024-2026 C/O - 46										
20.5111.1100.47.21300	Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Location: Talent Development -TEAM - 47										
20.5100.1100.48.21300	Certified Salaries	\$4,976,262.99	\$0.00	\$4,976,262.99	\$2,235,618.13	\$2,235,618.13	\$2,740,644.86	\$2,720,281.98	\$20,362.88	0.41%
20.5112.1100.48.21300	Non-Certified Salaries	\$242,450.88	\$0.00	\$242,450.88	\$56,477.43	\$56,477.43	\$185,973.45	\$102,939.34	\$83,034.11	34.25%
20.5200.1100.48.82005	Benefits	\$476,831.00	\$0.00	\$476,831.00	\$0.00	\$0.00	\$476,831.00	\$0.00	\$476,831.00	100.00%
20.5300.1100.48.21600	Professional/Technical Services	\$278,682.29	\$0.00	\$278,682.29	\$232,726.95	\$232,726.95	\$45,955.34	\$22,200.00	\$23,755.34	8.52%
20.5500.1100.48.91411	Other Purchased Services	\$4,000.00	\$0.00	\$4,000.00	\$0.00	\$0.00	\$4,000.00	\$0.00	\$4,000.00	100.00%
20.5600.1100.48.24002	Supplies	\$322,457.84	\$0.00	\$322,457.84	\$18,880.92	\$18,880.92	\$303,576.92	\$49,559.03	\$254,017.89	78.78%
Location: Alliance District Grant 2025-2026 - 48										
20.5100.1100.49.21300	Salaries - Certified	\$0.00	\$188,741.60	\$188,741.60	\$84,261.76	\$84,261.76	\$104,479.84	\$121,508.28	(\$17,028.44)	-9.02%
20.5112.1100.49.21300	Salaries - Non-Certified	\$0.00	\$87,101.00	\$87,101.00	\$27,543.75	\$27,543.75	\$59,557.25	\$0.00	\$59,557.25	66.38%
20.5200.1100.49.82005	Benefits	\$0.00	\$132,931.00	\$132,931.00	\$0.00	\$0.00	\$132,931.00	\$0.00	\$132,931.00	100.00%
20.5300.1100.49.21600	Professional/Technical Services	\$0.00	\$199,440.00	\$199,440.00	\$48,150.00	\$48,150.00	\$151,290.00	\$33,750.00	\$117,540.00	58.94%
20.5600.1100.49.24002	Supplies	\$0.00	\$15,000.40	\$15,000.40	\$10,000.00	\$10,000.00	\$5,000.40	\$3,734.59	\$1,265.81	8.44%
Location: Commissioner's Network YR2 - 6/2026 - 49										
20.5111.1100.50.21300	Salaries	\$22,985.99	\$0.00	\$22,985.99	\$8,947.33	\$8,947.33	\$14,038.66	\$70.00	\$13,968.66	60.77%
20.5111.1100.50.2130N	Salaries - NP	\$910.09	\$0.00	\$910.09	\$0.00	\$0.00	\$910.09	\$0.00	\$910.09	100.00%
20.5200.1100.50.2400N	Benefits - NP	\$69.67	\$0.00	\$69.67	\$0.00	\$0.00	\$69.67	\$0.00	\$69.67	100.00%
20.5200.1100.50.82005	Benefits	\$611.04	\$0.00	\$611.04	\$0.00	\$0.00	\$611.04	\$0.00	\$611.04	100.00%
20.5300.1100.50.21600	Purchased Services	\$4,012.00	\$0.00	\$4,012.00	\$4,012.00	\$4,012.00	\$0.00	\$0.00	\$0.00	0.00%
20.5500.1100.50.91411	Transportation	\$4,770.00	\$0.00	\$4,770.00	\$0.00	\$0.00	\$4,770.00	\$0.00	\$4,770.00	100.00%
20.5600.1100.50.24002	Supplies	\$13,936.17	\$0.00	\$13,936.17	\$523.66	\$523.66	\$13,412.51	\$3,297.97	\$10,114.54	72.58%

89

Ansonia Board of Education

Grants - Expenditures by Location

Fiscal Year: 2025-2026

☒ Include pre encumbrance
☒ Exclude inactive accounts with zero balance

From Date: 7/1/2025

To Date: 6/30/2026

☒ Print accounts with zero balance ☒ Filter Encumbrance Detail by Date Range

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
Location: Title IV Part A 2024-26 C/O - 50										
20.5700.1100.50.24002	Property/Equipment	\$609.00	\$0.00	\$609.00	\$0.00	\$0.00	\$609.00	\$0.00	\$609.00	100.00%
		\$47,903.96	\$0.00	\$47,903.96	\$13,482.99	\$13,482.99	\$34,420.97	\$3,367.97	\$31,053.00	64.82%
Location: Title IV Part A 2025-2027 C/Y - 51										
20.5100.1100.51.21300	Salaries	\$41,963.00	\$0.00	\$41,963.00	\$82.43	\$82.43	\$41,880.57	\$3,815.00	\$38,065.57	90.71%
20.5111.1100.51.2130N	Salaries - NP	\$4,614.73	\$0.00	\$4,614.73	\$1,574.00	\$1,574.00	\$3,040.73	\$3,371.20	(\$330.47)	-7.16%
20.5200.1100.51.2400N	Benefits - NP	\$360.00	\$0.00	\$360.00	\$0.00	\$0.00	\$360.00	\$0.00	\$360.00	100.00%
20.5300.1100.51.21600	Purchased/Technical Services	\$8,215.82	\$0.00	\$8,215.82	\$2,436.00	\$2,436.00	\$5,779.82	\$2,250.00	\$3,529.82	42.96%
20.5500.1100.51.91411	Transportation	\$2,520.00	\$0.00	\$2,520.00	\$0.00	\$0.00	\$2,520.00	\$0.00	\$2,520.00	100.00%
20.5600.1100.51.24002	Supplies	\$16,474.45	\$0.00	\$16,474.45	\$0.00	\$0.00	\$16,474.45	\$0.00	\$16,474.45	100.00%
20.5700.1100.51.24002	Property/Equipment	\$782.00	\$0.00	\$782.00	\$0.00	\$0.00	\$782.00	\$782.00	\$0.00	0.00%
		\$74,930.00	\$0.00	\$74,930.00	\$4,092.43	\$4,092.43	\$70,837.57	\$10,218.20	\$60,619.37	80.90%
Location: Priority School District 2025-2026 - 52										
20.5100.1100.52.21300	Salaries	\$319,296.00	\$0.00	\$319,296.00	\$160,161.39	\$160,161.39	\$159,134.61	\$179,524.61	(\$20,390.00)	-6.39%
20.5112.1100.52.21300	Non-Certified Salaries	\$427,513.12	\$0.00	\$427,513.12	\$172,869.38	\$172,869.38	\$254,643.74	\$184,447.18	\$70,196.56	16.42%
20.5200.1100.52.82005	Benefits	\$47,535.36	\$0.00	\$47,535.36	\$0.00	\$0.00	\$47,535.36	\$0.00	\$47,535.36	100.00%
20.5300.1100.52.21600	Professional/Technical Services	\$28,618.14	\$0.00	\$28,618.14	\$17,653.00	\$17,653.00	\$10,965.14	\$0.00	\$10,965.14	38.32%
20.5600.1100.52.24002	Supplies	\$4,747.38	\$0.00	\$4,747.38	\$0.00	\$0.00	\$4,747.38	\$159.50	\$4,587.88	96.64%
		\$827,710.00	\$0.00	\$827,710.00	\$350,683.77	\$350,683.77	\$477,026.23	\$364,131.29	\$112,894.94	13.64%
Location: Extended School Hours 2025-2026 - 53										
20.5100.1100.53.21650	Salaries	\$10,640.00	\$0.00	\$10,640.00	\$0.00	\$0.00	\$10,640.00	\$0.00	\$10,640.00	100.00%
20.5500.1100.53.91411	Other Purchased Services	\$33,423.00	\$0.00	\$33,423.00	\$11,234.11	\$11,234.11	\$22,188.89	\$0.00	\$22,188.89	66.39%
		\$44,063.00	\$0.00	\$44,063.00	\$11,234.11	\$11,234.11	\$32,828.89	\$0.00	\$32,828.89	74.50%
Location: PSD Summer School 2025-2026 - 54										
20.5100.1100.54.21650	Salaries	\$25,000.00	\$0.00	\$25,000.00	\$19,051.85	\$19,051.85	\$5,948.15	\$0.00	\$5,948.15	23.79%
20.5200.1100.54.82005	Benefits	\$1,039.00	\$0.00	\$1,039.00	\$0.00	\$0.00	\$1,039.00	\$0.00	\$1,039.00	100.00%
20.5300.1100.54.21600	Professional/Technical Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.5500.1100.54.91411	Other Purchased Services	\$23,600.00	\$0.00	\$23,600.00	\$23,600.00	\$23,600.00	\$0.00	\$0.00	\$0.00	0.00%
20.5600.1100.54.24002	Supplies	\$2,260.00	\$0.00	\$2,260.00	\$0.00	\$0.00	\$2,260.00	\$0.00	\$2,260.00	100.00%
		\$51,899.00	\$0.00	\$51,899.00	\$42,651.85	\$42,651.85	\$9,247.15	\$0.00	\$9,247.15	17.82%
Location: Quality Enhancement 2025-2026 - 57										
20.5320.1100.57.21300	Professional Ed Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.5322.1100.57.21300	In Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.5500.1100.57.91411	Other Purchased Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.5600.1100.57.24002	Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.5700.1100.57.24002	Property/Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.5111.1000.59.21650	Salaries - Instructional	\$80,783.00	\$967.00	\$81,750.00	\$25,743.08	\$25,743.08	\$36,006.92	\$32,420.04	\$3,586.88	5.81%

Ansonia Board of Education

Grants - Expenditures by Location

Fiscal Year: 2025-2026

From Date: 7/1/2025 To Date: 6/30/2026

☒ Include pre encumbrance ☒ Print accounts with zero balance ☒ Filter Encumbrance Detail by Date Range

☒ Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
20.5200.1100.59.82005	Benefits	\$12,861.00	\$0.00	\$12,861.00	\$0.00	\$0.00	\$12,861.00	\$0.00	\$12,861.00	100.00%
20.5325.1100.59.24002	Parent Activities	\$389.00	\$0.00	\$389.00	\$0.00	\$0.00	\$389.00	\$0.00	\$389.00	100.00%
20.5510.1100.59.91411	Pupil Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.5600.1100.59.24002	Supplies	\$967.00	(\$967.00)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.5700.1100.59.24002	Property/Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Location: Smart Start 2025-2026 - 59										
20.5111.1100.60.11000	Non-Instructional	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,700.00	(\$1,700.00)	0.00%
20.5111.1100.60.21650	Instructional	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$420.00	(\$420.00)	0.00%
20.5200.1100.60.82005	Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.5320.1100.60.21300	Professional/Technical Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.5330.1100.60.21600	Employee Training	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.5510.1100.60.91411	Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,996.00	(\$2,996.00)	0.00%
20.5580.1100.60.25020	Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.5600.1100.60.24002	Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.5700.1100.60.24002	Property/Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,116.00	(\$5,116.00)	0.00%
Location: Perkins 2025-2026 - 60										
20.5500.1100.65.91411	Other Purch Svcs	\$9,950.00	\$0.00	\$9,950.00	\$4,072.50	\$4,072.50	\$5,877.50	\$0.00	\$5,877.50	59.07%
Location: McKinney Vento Homeless Assistance - 6/2026 - 65										
20.5111.1100.79.11000	Salaries	\$2,500.00	\$0.00	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
20.5300.1100.79.21600	Professional Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Location: Para Educational PD Grant - 6/2025 - 79										
20.5111.1100.80.11000	Non Instructional - Admin	\$23,860.46	\$0.00	\$23,860.46	\$6,391.15	\$6,391.15	\$17,469.31	\$0.00	\$17,469.31	73.21%
20.5111.1100.80.21300	Instructional	\$54,840.07	\$0.00	\$54,840.07	\$55,914.68	\$55,914.68	(\$1,074.61)	\$0.00	(\$1,074.61)	-1.96%
20.5112.1100.80.2130N	Instructional - NP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.5200.1100.80.82005	Benefits	\$10,299.63	\$0.00	\$10,299.63	\$0.00	\$0.00	\$10,299.63	\$0.00	\$10,299.63	100.00%
20.5200.1100.80.8200N	Benefits NP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.5322.1100.80.21600	In Service	\$974.94	\$0.00	\$974.94	\$950.00	\$950.00	\$24.94	\$0.00	\$24.94	2.56%
20.5323.1100.80.11010	Pupil Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.5510.1100.80.52010	Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.5600.1100.80.24002	Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.5600.1100.80.2400N	Supplies - NP	\$196.55	\$0.00	\$196.55	\$0.00	\$0.00	\$196.55	\$0.00	\$196.55	100.00%
20.5734.1100.80.24002	Property/Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Location: IDEA 611 2024-26 C/O - 80										
		\$90,171.65	\$0.00	\$90,171.65	\$63,255.83	\$63,255.83	\$26,915.82	\$0.00	\$26,915.82	29.85%

Ansonia Board of Education

Grants - Expenditures by Location

Fiscal Year: 2025-2026

From Date: 7/1/2025 To Date: 6/30/2026

Print accounts with zero balance

Filter Encumbrance Detail by Date Range

Include pre encumbrance

Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
20.5111.1100.81.11000	Non Instructional - Admin	\$52,634.00	\$0.00	\$52,634.00	\$7,106.44	\$7,106.44	\$45,527.56	\$10,278.12	\$35,249.44	66.97%
20.5111.1100.81.21300	Instructional	\$544,810.00	\$0.00	\$544,810.00	\$197,259.46	\$197,259.46	\$347,550.54	\$316,887.29	\$30,663.25	56.3%
20.5112.1100.81.2130N	Salaries - NP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.5200.1100.81.2160N	Benefits - NP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.5200.1100.81.82005	Benefits	\$53,141.00	\$0.00	\$53,141.00	\$0.00	\$0.00	\$53,141.00	\$0.00	\$53,141.00	100.00%
20.5322.1100.81.21600	In-Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.5323.1100.81.11010	Pupil Services	\$62,174.38	\$0.00	\$62,174.38	\$11,550.00	\$11,550.00	\$50,624.38	\$50,325.00	\$299.38	0.48%
20.5510.1100.81.52010	Student Transportation	\$10,000.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	100.00%
20.5560.1100.81.91411	Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.5600.1100.81.24002	Supplies	\$8,000.00	\$0.00	\$8,000.00	\$6,000.00	\$6,000.00	\$2,000.00	\$0.00	\$2,000.00	25.00%
20.5600.1100.81.2400N	Supplies - NP	\$1,684.62	\$0.00	\$1,684.62	\$0.00	\$0.00	\$1,684.62	\$0.00	\$1,684.62	100.00%
20.5734.1100.81.24002	Property/Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.5734.1100.81.2400N	Property/Equipment - NP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Location: IDEA 611 2025-27 C/Y - 81										
20.5111.1100.82.21300	Salaries	\$4,265.72	\$0.00	\$4,265.72	\$2,986.14	\$2,986.14	\$1,279.58	\$2,453.10	(\$1,173.52)	-27.51%
20.5111.1100.82.2130N	Salaries - NP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.5200.1100.82.82005	Benefits	\$61.50	\$0.00	\$61.50	\$0.00	\$0.00	\$61.50	\$0.00	\$61.50	100.00%
20.5600.1100.82.24002	Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.5600.1100.82.2400N	Supplies - NP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Location: IDEA Part B Sec 619 2024-26 C/O - 82										
20.5111.1100.83.21300	Salaries	\$11,128.00	\$0.00	\$11,128.00	\$2,611.66	\$2,611.66	\$8,516.34	\$5,224.21	\$3,292.13	29.58%
20.5111.1100.83.2130N	Salaries - NP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.5200.1100.83.82005	Benefits	\$161.00	\$0.00	\$161.00	\$0.00	\$0.00	\$161.00	\$0.00	\$161.00	100.00%
20.5600.1100.83.2400N	Supplies - NP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Location: IDEA Part B Sec 619 2025-27 C/Y - 83										
20.5111.1100.84.21300	Salaries	\$250,031.03	\$0.00	\$250,031.03	\$86,778.43	\$86,778.43	\$163,252.60	\$141,537.54	\$21,715.06	8.68%
20.5600.1100.84.24002	Supplies	\$7,450.97	\$0.00	\$7,450.97	\$0.00	\$0.00	\$7,450.97	\$7,450.97	\$0.00	0.00%
Location: SEED Grant - 6/2026 - 84										
20.5300.1100.93.21600	Purchased Svcs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.5500.1100.93.91411	Other Purch Svcs	\$18.90	\$0.00	\$18.90	\$0.00	\$0.00	\$18.90	\$0.00	\$18.90	100.00%
20.5590.1100.93.91411	Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
20.5700.1100.93.24002	Equipment - Hardware	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Location: Peggolia - 93										
		\$18.90	\$0.00	\$18.90	\$0.00	\$0.00	\$18.90	\$0.00	\$18.90	100.00%

Ansonia Board of Education

Grants - Expenditures by Location

Fiscal Year: 2025-2026

From Date: 7/1/2025 To Date: 6/30/2026

☒ Include pre encumbrance ☒ Print accounts with zero balance ☒ Filter Encumbrance Detail by Date Range

☒ Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal % Rem
		\$10,009,314.37	\$807,214.00	\$10,816,528.37	\$4,163,516.16	\$4,163,516.16	\$6,653,012.21	\$4,691,761.84	18.13%

Grand Total:

End of Report

93