

THESE MINUTES ARE SUBJECT TO APPROVAL BY THE BOARD OF FINANCE

The Board of Finance held a regular meeting on Thursday, February 22, 2018 in the Council Chambers at the Municipal Center, 3 Primrose Street, Newtown, CT. Chairman Gaston called the meeting to order at 7:30pm.

Present: James Gaston, Roger Cyr, Keith Alexander, Steve Hinden, Mark Boland

Absent: Sandy Roussas

Also Present: Christal Preszler, Wes Thompson and Cramer Owen of Economic Development, Dr. Rodrigue, Ms. Ku and Ron Bienkowski of BOE and 2 members of the public

VOTER COMMENTS - None

COMMUNICATIONS – A few communications were received regarding the reduction of an Orchestra teacher and one concerning making e-mails available on the Town’s website (Attachment A).

MINUTES – Mr. Alexander moved to approve the minutes from the February 12, 2018 meeting. Mr. Boland seconded, motion unanimously approved.

Mr. Alexander moved to approve the minutes from the February 15, 2018 public hearing. Mr. Boland seconded, motion unanimously approved.

FIRST SELECTMAN REPORT – First Selectman Rosenthal reported that the BOS received an application for 79 Church Hill Road from the Water and Sewer Authority. They are requesting a zone change. In order for that to happen they need to have sewer. They received the referral at their meeting and they will weigh in on that on the March 5th meeting.

FINANCE DIRECTOR REPORT – Mr. Tait provided the ECS Grant update (Attachment B). It is budgeted at \$3.6 million. If they get \$4.2 million there will be a \$500,000 surplus. If that happens it will make up for the loss in automobile tax that was capped.

NEW BUSINESS

Business incentive Program for 37 Church Hill Road – Wes Thompson, Cramer Owen and Christal Preszler of EDC and Bill Donahue, Principal of Teton Capital requested that the BOF move the BOS approved tax incentive on to the LC. Mr. Thompson explained that the incentive program is in pursuant to section 12-65b of CT general statute. In This case, Mr. Donahue is proposing an assisted living facility at 37 Church Hill Road. He is going to invest approximately \$16,000,000. The program allows a 45% fixing of taxes over \$3 million. The property currently generates just over \$9,000 in tax revenue. During construction it will go up to over \$158,000 and that is with a tax incentive. It will eventually go up to over \$330,000 (Attachment C). Mr. Donahue’s company hasn’t purchased the property yet and is talking with 4 other communities. In order to flatten the competitive field, they use the incentive to neutralize some of the tax burden and incentivize building in Newtown. In addition to the tax revenue, there will be personal property tax and will be 64 new jobs. Mr. Alexander moved to recommend the Legislative Council that the tax incentive for 37 Church Hill Road, be approved as presented. Mr. Boland seconded, motion unanimously approved.

UNFINISHED BUSINESS

Discussion of the Board of Education 2018-2019 Budget – Superintendent Dr. Rodrigue, BOE Chair Ms. Ku and BOE Business Director reviewed questions received from the BOF regarding their budget (Attachment D).

Ms. Ku provided (Attachment E) which is an article from the News Times regarding rising Special Education costs for surrounding towns. It speaks very similarly to what is happening in Newtown.

Mr. Boland questioned if there are other area's that can be consolidated with the town that will provide a savings. Mr. Bienkowski explained that there was a comprehensive study that was done. One of the main recommendations was to have a purchasing agent. Town employee's are in different unions than the BOE and the nature of the jobs are considerably different.

It was questioned as to what the BOE can do to retain more students in town and reduce outplacement. Dr. Rodrigue explained that some move to town with an IP and in some cases need to be outplaced. Those same issues are coming up in all districts. Not just the increase of special ed but also the outplacement. As they look at the programs in place they are able to bring some students back because they can support them.

Mr. Hinden asked about losing a music teacher position. Are they going to lose the one on one? Dr. Rodrigue explained that they will be comparable with the other elective teachers. No instruction changes for students.

Dr. Rodrigue provided a chart with increase in SPED numbers over the years (Attachment F). This shows the total population and where trend is. It depends on what resources are needed in house to support the student. Sometimes it isn't cost effect and sometimes it isn't good for the child either.

Special ed has a \$100,000 contingency. It was questioned what is the deferential that we see? Mr. Bienskowski provided an 8 year look back (Attachment G). The contingency is exclusively for special education purposes. They have a guideline for the use of the funds and how they would be implemented as well as a Business and Non-Instructional Operations (Attachment H). Right now they have \$160,000 in the non-lapsing account. If they do not have to tap the contingency at all they would ask the BOF to put \$100,000 in for special ed. If we got through a few years to develop a suitable fund, it might not be necessary to budget the full amount. It may be a good thing in the long run and has to begin somewhere. This is a start to developing the process.

What is the 3 or 5 year plan is with respect to technology? Mr. Bienkowski explained that the goal they were striving for is \$500,000 to \$600,000 per year. This becomes subject to the bottom line and what the voters approve. It looks like we are at a level point and that is the point they want to continue to fund the program.

Mr. Alexander expressed concern in the reduction in contribution to self insurance. Both the Town and BOE are reducing contribution by 7.5%. Mr. Bienkowski articulated that the reduction is reasonable with the program that they have. All the teachers are on the HSA and that is making a difference. The claims are down. He is comfortable with 7.5% and thinks there is some flexibility.

Mr. Bienskowski informed the board that the bid for Heating Fuel Oil and Diesel don't come in until after the budget is presented. The prices have come in and they will need an additional \$7,799 to cover the commodities to costs.

VOTER COMMENTS - None

ANNOUNCEMENTS - None

Having no further business, the meeting was adjourned at 10:05pm

Respectfully Submitted,
Arlene Miles, Clerk



Attachment A

Arlene Miles <arlene.miles@newtown-ct.gov>

Fwd: elimination of an orchestra teacher

1 message

Sandy Roussas <sandyroussasbof@gmail.com>
 To: Arlene Miles <arlene.miles@newtown-ct.gov>

Fri, Feb 16, 2018 at 5:05 AM

This one too.

----- Forwarded message -----

From: Catherine Gosselin <gosscaith@gmail.com>
 Date: Thu, Feb 15, 2018 at 8:24 PM
 Subject: Fwd: elimination of an orchestra teacher
 To: SANDYroussasBOF@gmail.com

Hi Sandy,
 Here is the letter from an Orchestra grandparent.
 Thank you for your time this evening at the Budget Hearing. It was a pleasure to meet you.
 Cate Gosselin

----- Forwarded message -----

From: Denise Rodriguez <denisergz@sbcglobal.net>
 Date: Thu, Feb 15, 2018 at 4:29 PM
 Subject: Fwd: elimination of an orchestra teacher
 To: Catherine Gosselin <gosscaith@gmail.com>, Lisa Nowak <retepkawon@sbcglobal.net>

We just got these very supportive words from an Orchestra grandmother. Not sure if excerpts can be shared at tonight's meeting, but I wanted to pass on.

Sent from my Verizon Wireless 4G LTE DROID

----- Original Message -----

Subject: elimination of an orchestra teacher
 From: beth amy lounsbury <blounsbury@snet.net>
 To: neworchparents@gmail.com
 CC:

Greetings! My name is Beth Lounsbury.
 My granddaughter has just begun participating as a double bass player in the orchestra at Reed.
 I am very aware of the value of a music education, especially one that includes playing in an ensemble.
 Whether or not a child pursues music later in life, this experience at an early age has been proven to contribute to the brain's ability to learn.
 I myself play the piano.
 My grandson was a trumpeter in the marching band all four years at NHS.
 His experience there helped him learn not only music but how to work as a team, how to handle himself in public, performing and to dedicating himself to a purpose bigger than himself.
 I never cease to be impressed with the quality of teachers in Newtown, and am thankful my grandchildren attend school in town.
 It has been proven that music training improves the student in many ways: academically, socially, emotionally.
 My hope is that the school will find a way to keep their present staff for orchestra!
 Please feel free to send this email to all appropriate parties in the system.
 Sincerely, Beth Lounsbury



Arlene Miles <arlene.miles@newtown-ct.gov>

Fwd: Unfortunate News

1 message

Sandy Roussas <sandyroussasbof@gmail.com>
 To: Arlene Miles <arlene.miles@newtown-ct.gov>

Fri, Feb 16, 2018 at 5:05 AM

Arlene, can you please make part of communications for next meeting?

----- Forwarded message -----

From: **Catherine Gosselin** <gosscah@gmail.com>
 Date: Thu, Feb 15, 2018 at 8:28 PM
 Subject: Fwd: Unfortunate News
 To: SANDYroussasBOF@gmail.com

Sandy, here is a letter from a concerned parent.

Sincerely,
 Cate Gosselin

----- Forwarded message -----

From: **Jill Marak** <marakj@newtown.k12.ct.us>
 Date: Sun, Feb 11, 2018 at 8:53 PM
 Subject: Fwd: Unfortunate News
 To: Catherine Gosselin <gosscah@gmail.com>, Denise Rodriguez <denisergz@sbcglobal.net>

----- Forwarded message -----

From: **Erin Siksay** <clarkebar78@yahoo.com>
 Date: Sun, Feb 11, 2018 at 8:47 PM
 Subject: Unfortunate News
 To: <marakj@newtown.k12.ct.us>, <smithm@newtown.k12.ct.us>

Well this news is disgusting of cutting a music teacher and I plan on doing all of those tasks listed to hopefully slam the system with a wake up call how important this music and you both are to our towns children!!!!

I am so sorry this is happening....I will certainly rally others to help make this decisions unexceptable.

My Alexandra requests every Friday to take her to early practices and looks forward to her Tuesday private lessons. She is one I don't have to tell to "go practice" she does it on her own because she has teachers like you who are passionate and that transcends to her too. I will work with any accommodation, location, times to continue these above extra helps and lessons.

You have my families FULL SUPPORT !!!!!

~Erin Siksay

—
Jill Marak
 NHS Orchestra Director
 Reed Orchestra Director

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</i>



Arlene Miles <arlene.miles@newtown-ct.gov>

Fwd: NOPG website

1 message

Sandy Roussas <sandyroussasbof@gmail.com>
To: Arlene Miles <arlene.miles@newtown-ct.gov>

Fri, Feb 16, 2018 at 5:04 AM

Please make part of communications for next meeting.

----- Forwarded message -----

From: Catherine Gosselin <gosscah@gmail.com>
Date: Thu, Feb 15, 2018 at 8:36 PM
Subject: NOPG website
To: SANDYroussasBOF@gmail.com

Hi Sandy,
Just want to share a bit of Newtown Orchestra Parents Group with you. Here is the website for you to gain a little information on who we are.

Thanks for your time.
Cate Gosselin

<https://nopp.weebly.com/news.html>



Arlene Miles <arlene.miles@newtown-ct.gov>

Fwd: Your message

1 message

Sandy Roussas <sandyroussasbof@gmail.com>
To: Arlene Miles <arlene.miles@newtown-ct.gov>

Thu, Feb 15, 2018 at 7:00 PM

----- Forwarded message -----

From: Laura Terry <lauraltery@live.com>
Date: Thu, Feb 15, 2018 at 12:14 PM
Subject: RE: Your message
To: Sandy Roussas <sandyroussasbof@gmail.com>

Anything would be helpful in the meantime, but ideally email addresses should be listed on the website and not buried in minutes. The BOE system is very ideal.

From: Sandy Roussas [mailto:sandyroussasbof@gmail.com]
Sent: Thursday, February 15, 2018 11:57 AM
To: Laura Terry <lauraltery@live.com>
Subject: Re: Your message

No problem Laura. In the past, I think we provided emails to Arlene to be made part of the public record for individuals who sent such communications in support of/opposition to the budget. I am happy to do that if you are unable to make the meeting tonight.

On Thu, Feb 15, 2018 at 11:53 AM, Laura Terry <lauraltery@live.com> wrote:

Hi Sandy,

Thank you for the reply! I have forwarded my concerns to Dan Rosenthal regarding the email system and I had much back and forth with Pat Llodra on this as well when it was implemented without any notification to the public or the boards. I truly believe the Town should follow the BOE lead and provide one generic email address.

Regarding the budget, I am hoping to attend the Public Hearing tonight and state my support for continued security at all schools. As a district we also need to support all mental health initiatives.

In case I cannot make the meeting, please share my thoughts with the entire board.

Thank you,

Laura

From: Sandy Roussas [mailto:sandyroussasbof@gmail.com]
Sent: Thursday, February 15, 2018 11:44 AM
To: lauraltery@live.com
Subject: Your message

Hi Laura,

I have received your email. This is the best way to communicate with me. I'm happy to hear any concerns you have. I have published my email address on my FB page--I don't think the BOF was involved in the decision to hide emails when the new system began last year. Please feel free to share this address with anyone who wants to forward any message especially now during budget season.

Take care, Sandy

2017-18 town budget = 3,691,266;
552,330 savings will off set MV cap loss

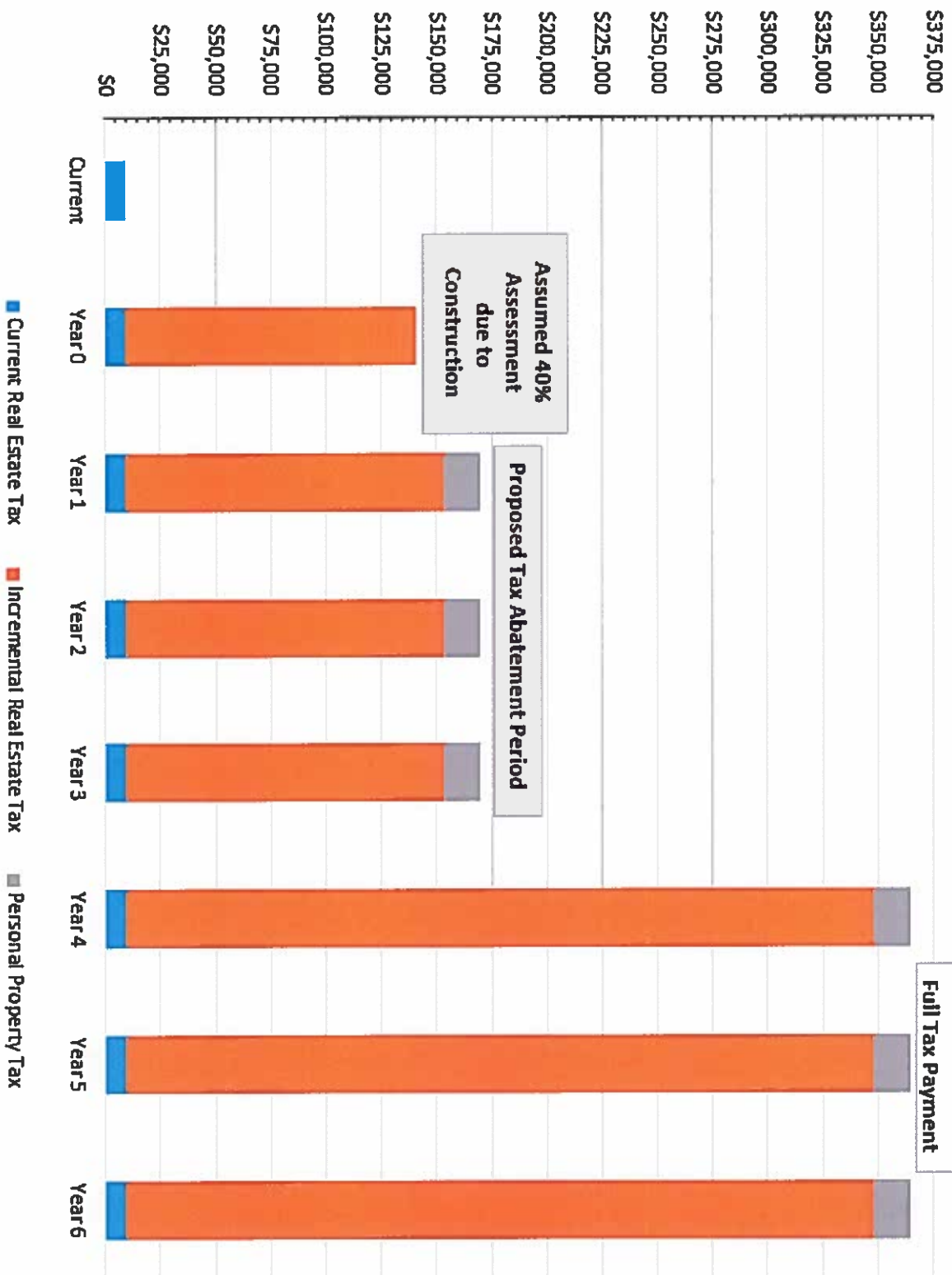
Attachment

2018-19 town budget = 3,956,332;
this leaves a \$121,000 cushion.

ECS FY 17, FY 18, and FY 19

| Town Name | FY 17 Actual | FY 17 and FY 18 | | FY 19 Budget Law | | FY 19 Gov. | |
|------------------|--------------|---------------------------|----------------------|---------------------------------|----------------------------|---------------------------|----------------------|
| | | FY 18 Pre-Holdback Budget | FY 18 Post-Holdbacks | FY 19 Budget Law, Original Data | FY 19 Budget Law, New Data | FY 19 Gov., Original Data | FY 19 Gov., New Data |
| Newtown | 4,893,944 | 4,649,247 | 4,243,596 | 4,756,332 | 4,565,641 | 4,251,588 | 4,077,880 |
| Norfolk | 25,815 | 24,524 | 18,194 | 25,884 | 25,863 | 0 | 0 |
| North Branford | 8,076,776 | 7,672,937 | 7,011,730 | 7,610,958 | 7,605,127 | 6,812,173 | 6,806,343 |
| North Canaan | 2,044,243 | 1,942,031 | 1,757,777 | 1,925,261 | 1,892,849 | 1,710,411 | 1,678,000 |
| North Haven | 3,842,088 | 3,649,984 | 3,285,464 | 3,898,561 | 3,868,905 | 3,440,184 | 3,382,320 |
| North Stonington | 2,834,470 | 2,692,747 | 2,463,810 | 2,666,403 | 2,708,664 | 2,388,408 | 2,430,669 |
| Norwalk | 11,243,340 | 11,243,340 | 11,050,993 | 11,431,251 | 11,439,365 | 11,433,037 | 11,448,868 |
| Norwich | 36,209,664 | 36,209,664 | 35,959,664 | 36,711,586 | 36,719,421 | 36,959,023 | 36,974,311 |
| Old Lyme | 247,462 | 235,089 | 205,447 | 242,994 | 241,512 | 0 | 0 |
| Old Saybrook | 122,907 | 116,762 | 98,302 | 124,414 | 124,074 | 0 | 0 |
| Orange | 1,509,226 | 1,433,765 | 1,298,813 | 1,211,899 | 1,212,214 | 0 | 0 |
| Oxford | 4,528,763 | 4,302,325 | 3,937,717 | 4,011,511 | 4,049,342 | 3,568,226 | 3,606,058 |
| Plainfield | 15,364,444 | 14,596,222 | 13,331,630 | 15,275,917 | 15,163,177 | 13,465,926 | 13,429,850 |
| Plainville | 10,272,197 | 9,758,587 | 8,893,762 | 10,372,724 | 10,359,331 | 9,200,187 | 9,174,054 |
| Plymouth | 9,761,632 | 9,273,550 | 8,471,430 | 9,786,650 | 9,778,621 | 8,623,462 | 8,607,795 |
| Pomfret | 3,073,015 | 2,919,364 | 2,668,708 | 2,866,649 | 2,826,685 | 2,563,418 | 2,523,454 |
| Portland | 4,363,751 | 4,145,563 | 3,779,612 | 4,398,526 | 4,373,412 | 3,894,196 | 3,845,194 |
| Preston | 3,012,017 | 2,861,416 | 2,613,882 | 2,998,757 | 3,008,874 | 2,641,490 | 2,644,727 |
| Prospect | 5,297,609 | 5,032,729 | 4,606,205 | 5,027,574 | 5,024,784 | 4,509,021 | 4,506,231 |
| Putnam | 8,340,282 | 8,340,282 | 8,283,776 | 8,340,282 | 8,340,282 | 8,283,776 | 8,283,776 |
| Redding | 180,135 | 171,128 | 156,228 | 180,253 | 179,602 | 0 | 0 |
| Ridgefield | 571,648 | 543,066 | 480,583 | 571,858 | 570,905 | 0 | 0 |
| Rocky Hill | 4,250,230 | 4,037,719 | 3,678,283 | 4,386,717 | 4,347,629 | 3,990,355 | 3,914,086 |
| Roxbury | 33,612 | 31,931 | 26,867 | 34,205 | 34,177 | 0 | 0 |
| Salem | 3,049,314 | 2,896,848 | 2,654,289 | 2,757,007 | 2,728,827 | 2,460,738 | 2,432,558 |
| Salisbury | 10,871 | 10,327 | 6,867 | 12,224 | 12,273 | 0 | 0 |
| Scotland | 1,423,001 | 1,351,851 | 1,238,722 | 1,333,359 | 1,340,349 | 1,195,150 | 1,202,140 |
| Seymour | 10,040,987 | 9,538,938 | 8,695,451 | 10,080,252 | 10,086,935 | 8,879,708 | 8,892,748 |
| Sharon | 9,960 | 9,462 | 6,768 | 10,720 | 10,644 | 0 | 0 |
| Shelton | 5,893,771 | 5,599,082 | 5,064,848 | 6,001,819 | 5,987,323 | 5,341,987 | 5,313,703 |
| Sherman | 46,611 | 44,280 | 40,273 | 47,005 | 46,840 | 0 | 0 |
| Simsbury | 6,087,799 | 5,783,409 | 5,269,907 | 6,122,017 | 6,039,516 | 5,402,105 | 5,319,888 |

37 Church Hill Rd - Assisted Living



Year 0: Assumed 40% assessment due to construction

Years 1 - 3: Proposed Tax Abatement Period

Remaining Years: Full Tax Payment

BOARD OF EDUCATION

Page 10

Does the BOE have its own debt - do they issue bonds?

The Board of Education debt is for school projects' which is included in the Town's budget as an obligation of the Town. The Board of Education does not issue bonds, they are issued by the Town.

Page 22/23

Difference between Education Cost Sharing Grant on 22 and Equalized Cost Sharing Grant on 23?

One and the same. Cost sharing on the part of the State, which was designed to equalize the amount of support each Town is due based on its need.

Page 26

Why such drastic increase in Special Education Programs? (49 headcount on 27)

From 2009-10 to 2018-19 the headcount increase is 31.24 (not clear on where 49 is derived from) Increases in Special Education reflect changes in identification, changes in student population, changes in State mandates around services

Page 31 and 227

Why does the Town pay for transportation for St. Rose, Housatonic Valley, Fraser Woods?

Section 10-281 of the CT General Statutes requires: "Any municipality or school district shall provide, for its children enrolled in any grade, from kindergarten to twelve, inclusive, attending nonpublic nonprofit schools therein, the same kind of transportation services provided for its children in such grades attending public schools when a majority of the children attending such a nonpublic school are residents of the State of Connecticut"

Page 42

How much did the leadership retreat cost, how many attended, where was it held?

\$8,432 was used for all 4 elementary schools and included 10 Teachers, Building Administrators and 2 Facilitators (9:00 a.m. -1:00 p.m.). The leadership retreat was meant to engage in planning prior to the start of the school year, including planning for resources, new programming, scheduling, and professional development. This is the only planning of this nature that allows administrators to work with their teacher leadership team prior to the start of the school year, and this includes working on school improvement plans in alignment with the district strategic plan.

“Thus, children must meet two criteria in order to receive special education: (1) the child must have one or more of the disabilities listed below, and (2) he or she must require special education and related services.”

- Autism:
- Deafness:
- Deaf-Blindness:
- Hearing impairment:
- Mental retardation: Significantly sub-average general intellectual functioning
- Orthopedic impairment: ... amputation, absence of a limb, cerebral palsy, poliomyelitis, and bone tuberculosis.
- Other health impairment: ... heart condition, rheumatic fever, asthma, hemophilia, and leukemia, which adversely affect educational performance.
- Serious Emotional Disturbance: A condition exhibiting one or more of the following characteristics, displayed over a long period of time and to a marked degree that adversely affects a child's educational performance:
 - An inability to learn that cannot be explained by intellectual, sensory, or health factors
 - An inability to build or maintain satisfactory interpersonal relationships with peers or teachers
 - Inappropriate types of behavior or feelings under normal circumstances
 - A general pervasive mood of unhappiness or depression
 - A tendency to develop physical symptoms or fears associated with personal or school problems.
 - Specific Learning Disability
 - Speech or language impairment
 - Traumatic brain injury
 - Visual impairment, including blindness

The October 1 count of 572 special education students are certified by:

- *Each student has to have an IEP (Individualized Education Plan) with one of the identified classifications (as stated in the question) to receive Specialized Special Education Instruction, as required by the State and Federal Government*
- *Specialized supports are unique to each individual, based on individual's disability, and developed in a PPT (team of educators, medical personnel, counselors, SPED personnel, and parents)*
- *Students identified as needing an IEP and specialized instruction are identified through comprehensive evaluations*
- *Each student based on evaluation would require specialized instruction and supports as outlined in his or her individualized education plan*

with consultants from UCONN to revise our Social Emotional Learning practices and support services

- *Teacher reductions are based on class/section enrollment but also consider whether adequate services will provide level of quality instruction moving forward. In addition, as in the case of music at RIS, this was based on lower enrollment, which showed a discrepancy over the last two years regarding equitable caseloads (electives teachers). In addition, now the .8 at Hawley will be combined with .2 NHS for 1.0 FTE (this had been difficult in the past to retain Hawley music as only .8 FTE).*

The total proposed budget of \$76 million seems to be mostly focused on maintaining level services and employing cost containment.

What are the strategic academic investments being made – meaning the things that will improve the academic investments being made that will differentiate Newtown? How will you evaluate the impact and success of those investments?

- *Concept-based curriculum and instruction, which focuses on a stronger inquiry based learning model around concepts and “big ideas” rather than discrete facts. This aligns with best practice in teaching and learning (and is basis for new NGSS – Next Generation of Science Standards – which students will be tested on moving forward.*
- *Social Emotional learning practices district wide – including of Alpine platform that will allow us to track and access student data across schools to help support students as they move through the system. NOT TYPICAL ACROSS ALL DISTRICTS*
- *STEM programming – new biomedical program at HS and STEM program at RIS*

What have been the strategic investments in the past few years? How have you evaluated the impact and success of those investments?

- *Current engineering program at HS increased in interest in just one year. Students may receive college credit from Project Lead the Way (engineering and biomedical) – both highly competitive careers. NOT TYPICAL IN ALL DISTRICTS*
- *Evaluation of any and all programs include review of in-house assessment and standardized test data, as well as information from Panarama surveys, anecdotal information, parent feedback, observations of classroom instruction, and teacher evaluation. Interest level is also important – which impacts enrollment, at times, as was the case with Mandarin. This is an extremely difficult language, and the ongoing rotation of teachers from China caused the enrollment to continue to decrease.*

If you has an additional \$200,000 (25%) to spend on strategic, academic investments, what would/could that be used for?

- *We want flexible, high tech spaces to be used by students so they are able to fully explore sciences and technologies – these are rapidly growing fields and students’ success and careers will be an investment for both the local and greater community.*

moved from the Special Education budget to now reside in the Assistant Superintendent's Curriculum Budget. There is no increase in these areas, only reallocation of positions.

The only addition to the 2018-19 request includes a .5 FTE Spanish Teacher. This addition will now carry our Spanish classes into the third grade level.

With regard to the 4 FTE counselor positions (2 funded by Novo Grant), what was the reasoning for these new positions? How was the need assessed? How are these needs being dealt with currently without these counselor positions? Is there an opportunity to share these positions among the several elementary schools, i.e., .5 FTE per elementary school—or some variation of that?

- *The counselors are in place, but have been funded by EdAdvance grant for the last several years. They are critical resources, with caseloads averaging between 275-315 (as some share students with school psychologist), as we continue to develop our social/emotional learning and district-wide practices to provide appropriate interventions, help students develop Student Success Plans, provide counseling needs (group and individual), work with teachers to help support issues with families, and collect data that will be useful during PPTs, parent meetings, team meetings.*
- *Sharing counselors is difficult, especially when it comes to developing strong relationships with a school's population and family – but the more important reason is that our elementary counselors have higher caseloads given the populations.*
- *This was the single most critical budget request by all building principals as the emotional needs of their students are clearly evident and from Panarama data in the community.*

Regarding transportation, what financial impact did the change in school start time have overall? Has All-Star been called upon to identify opportunities to operate more efficiently given the new 2-tier system?

The change in school start times was accommodated for in the new contract with All Star Transportation by negotiating flexibility via differentiated pricing for two-tier of bussing, three tiers and four tiers, with the two tier system being less than the others. The rates are based on 5 ½, 6 ½, and 7 ½ hour of bussing. As start time and declining enrollment were issues that would likely be faced during the term of this new contract, it was prudent to negotiate consideration for change in this regard. The new contract term allowed us to appropriately plan for this change with the new contract taking the need for additional negotiations out of the discussion. The two-tier system is more efficient and cost effective and allowed for a no cost solution to make this happen. The savings in reduced bussing time was used to add three and a half busses to make up for the higher capacity and longer routes required in a two-tier system.

Current Music Numbers at Reed 17-18

| 17-18 | | | | | | | | |
|--------------------|------------|-----------|---------------------|------------|-----------|-------------------|------------|-----------|
| Orchestra Staffing | Students | Sections | Chorus Staffing | Students | Sections | Band Staffing | Students | Sections |
| Grade 5 (1.0 FTE) | 80 | 18 | Grade 5/6 (1.0 FTE) | 66 | 30 | Grade 5 (1.0 FTE) | 172 | 23 |
| Grade 6 (1.0 FTE) | 71 | 16 | | 123 | | Grade 6 (1.0 FTE) | 134 | 26 |
| Total | 151 | 34 | Total | 189 | 30 | Total | 306 | 49 |

Enrollment has steadily decreased over the past 5 years at Reed and amounts to a net loss of approximately 250 students.

Since 2014 the following areas have been reduced and reallocated to other areas: .58 Art, .8 Project Adventure, .5 Physical Education. None of those reductions resulted in decrease of programming for students.

Orchestra numbers have decreased between 30-40 students over the same period of time depending on the year.

For several years, two full-time orchestra teachers have taught approximately half the number of students and/or half the number of sections of the other full-time music teachers.

A reduction to this position has been recommended in the past three Reed budgets. Last year, .2 was moved to the high school.

There are 54 periods in a 6-day cycle. The fifth grade orchestra teacher is responsible to teach 18 of those periods and the sixth grade orchestra teacher teaches 16. They do, however, fill in for each other and provide support during larger lesson groups.

The number of times a student has orchestra and lessons will not change. Nor is it expected that the number of students in those sections will change. The majority of class sizes are less than 10. There is one class of 26 which is the largest.

Chamber Orchestra has not been reduced. Per contract, teachers are paid to run before and after school clubs/activities. Individual teachers request to run specific clubs and activities which are approved by administration. The decision to run a before or after-school activity rests with each individual. Similarly, extra help is something that any teacher can choose to do for their students outside of the school day. Again, this is an individual choice.

Special education costs rise for many Danbury-area districts

By Julia Perkins Published 12:00 am, Saturday, January 27, 2018

Across the Danbury area, special education costs are rising as more students with disabilities are sent out of their home districts to get the services they need.

Public schools are required to pay for special education students to attend different schools if they cannot provide adequate services in their own district. A state grant covers some of this cost.

Although officials caution that there is no data to suggest a trend or give specific reasons, some school superintendents said the rise in outplacements may be connected to better identification of children who need those services.

Recently, superintendents in Brookfield, New Milford, New Fairfield, Redding and Ridgefield have all asked for higher special education budgets for the 2018-19 school year.

Brookfield and Ridgefield are also struggling to find ways to fund the current school year's special education services. Both districts hope to get special appropriations to cover their budget overruns.

"We are not alone in this work," Ridgefield Superintendent Karen Baldwin said at a recent school board meeting. "It presents an opportunity for us to come together ... and talk with our neighbors about strategies that might help us get to some of the root causes and determine what appropriate next steps may be to help contain costs."

Rebecca Adams, a senior staff attorney for the Connecticut Association of Boards of Education, said special education costs in general are continuously rising across the state. But she has not noted a statewide trend in the past 15 years of more students needing to be placed out of their home districts.

"You look back over time, I think you'll find big spikes and big drops," she said. "I don't think it's easy to see some sort of a general pattern." The costs of services can also differ greatly for each student, ranging from tens of thousands of dollars to six figures.

Adams said just one or two students being sent out of the district can lead to a jump in costs.

The state does not track trends in outplacements and districts decide whether students should be sent to another school on a case-by-case basis, but must honor an outplacement from a student's former district.

Adams said the latter is more often the reason for a spike than existing students needing to

be outplaced.

"Kids and families move around the state frequently", Adams said. "We're not seeing that suddenly more students are needing outplacements. "

Brookfield Superintendent John Barile said the rise in students sent out of the district could be a combination of increased needs in children and better identification.

"The district is very careful to make sure we're accurately identifying student needs and, at the same time, demographics are also changing," he said.

Baldwin said Ridgefield's improved methods of evaluating students with disabilities and recent legislation on the identification of certain disabilities could be affecting the 3 percent increase in Ridgefield's special education population over the past seven years. She cautioned the district will need to do a thorough analysis to be sure.

"There is a possibility that through the professional learning and incoming resources and stronger evaluation, that we're capturing more children that have a disability," Baldwin said.

The district is projecting 23 students will need to be sent out of Ridgefield next academic year, costing the district \$2.35 million.

This year, Ridgefield sent seven more students than anticipated to other schools. The district has been able to cover some of this overage thanks to a spending freeze, but plans to ask the town for a special appropriation to offset the rest.

New Milford also needed to outplace seven more students than anticipated this year. But the district was able to absorb these costs in the rest of the budget, Superintendent Joshua Smith said.

"We've been able to mitigate this cost for the past five, six, seven years," Smith told Board of Education members at a recent meeting. "We anticipate being able to do that moving forward. But literally these swings could be any minute of any day. Somebody moves in, some email happens, something changes and we're no longer able to provide services to these students."

Not all school district are seeing this type of increase. Danbury and Bethel have not seen a hike in outplacements .

Since many of the Bethel's estimated 380 special education students have similar needs, the district is able to provide in-school services for most of them, Superintendent Christine Carver said.

"It's not to say we don't have outplacements - we do," she said. "But we have been trying to manage it with the resources we currently have, and part of the reason we've been successful is we've been creative in developing programs."

This might be difficult for other districts if they only have one or two students with similar needs, Carver said.

Recently, Bethel has focused on addressing students' social-emotional needs, and has long had a program for autistic students.

"It is student driven," Carver said. "But it's about creating the right culture and services for the students. Each program has a unique set of needs to address based on the disability categories."

In Ridgefield, the district plans to create a special education task force to tackle this and related issues.

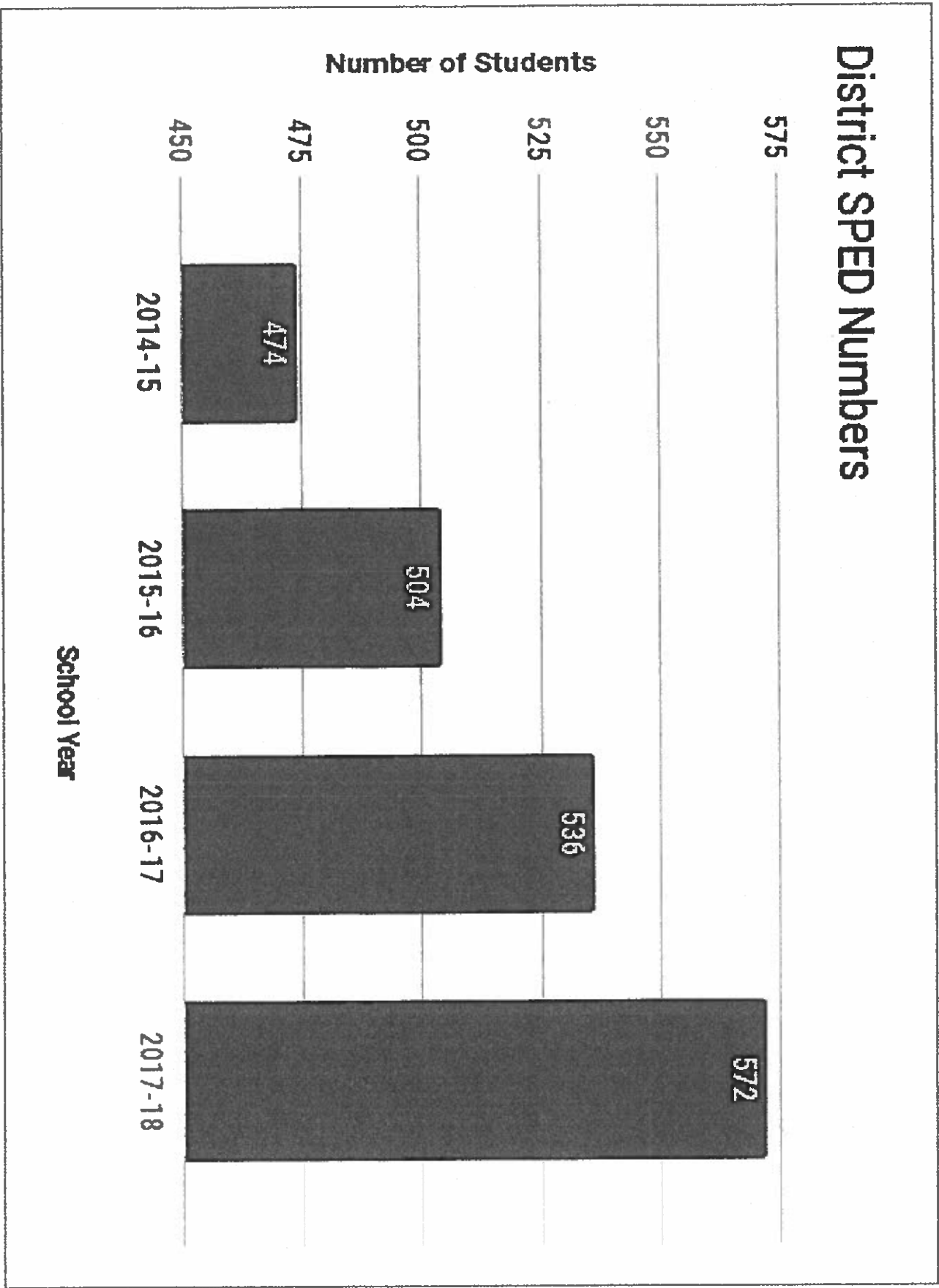
"We need to have a better sense of where things aren't going well and we need to improve in that area," Baldwin said. "This is a priority area for us."

Anna Quinn *contributed to this report.*

Attachment F

Chart indicates October 1, 2017 Sped #'s reported to state

District SPED Numbers



***1/1/18- 581 Students

**29 students moved into district since 7/1/17

Attachment G

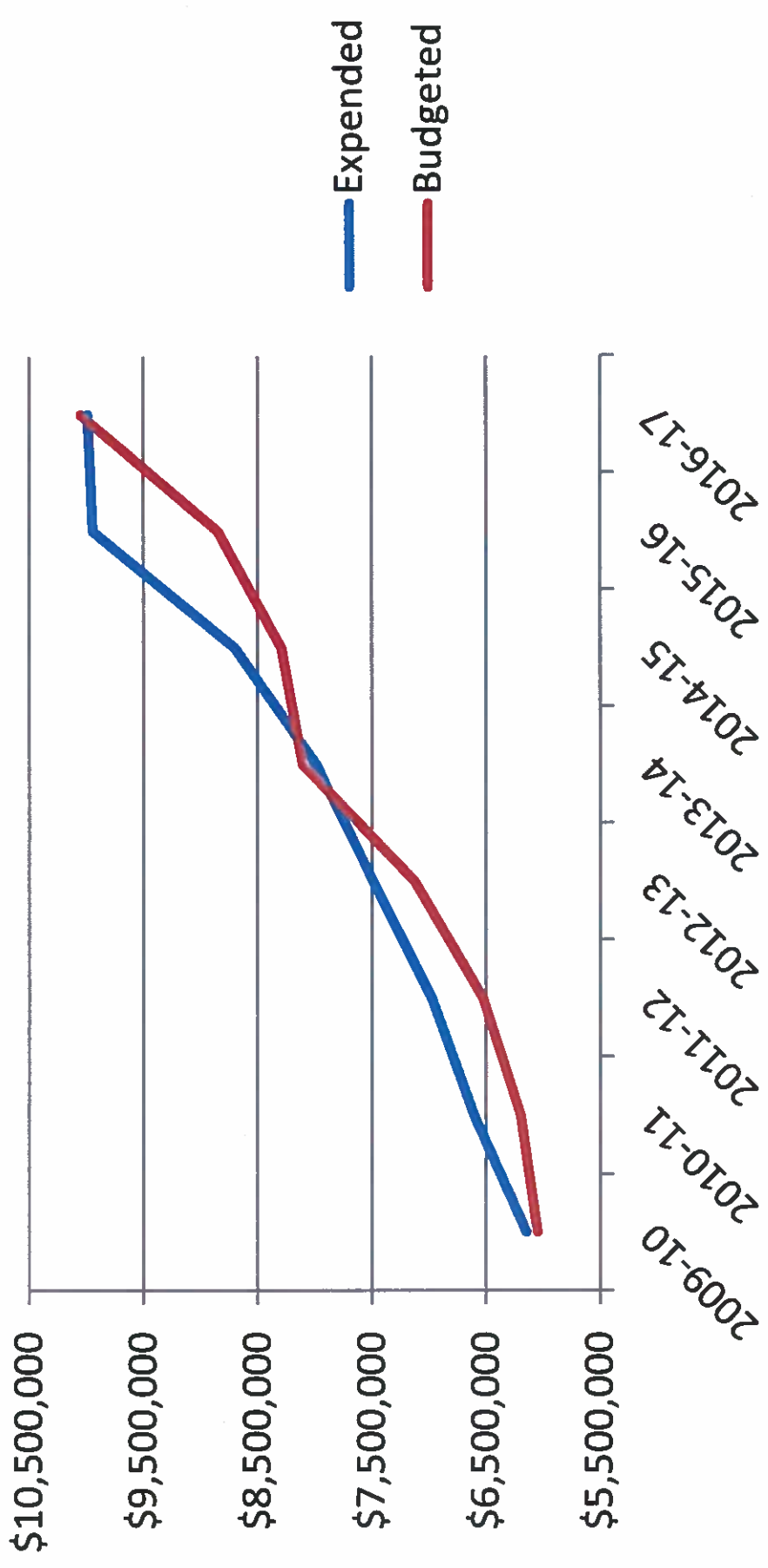
SPECIAL EDUCATION BUDGET AND EXPENDITURE HISTORY

SUMMARY BY OBJECT

| OBJECT | 2009-10 | | | 2010-11 | | | 2011-12 | | | 2012-13 | | |
|------------------------------------|-----------------|-------------|-------------|-----------------|-------------|-------------|-----------------|-------------|-------------|-----------------|-------------|-------------|
| | APPROVED BUDGET | EXPENDED | DIFFERENCE | APPROVED BUDGET | EXPENDED | DIFFERENCE | APPROVED BUDGET | EXPENDED | DIFFERENCE | APPROVED BUDGET | EXPENDED | DIFFERENCE |
| 111 CERTIFIED SALARIES | \$3,307,871 | \$3,322,318 | (\$14,447) | \$3,259,391 | \$3,385,044 | (\$125,653) | \$3,454,402 | \$3,326,615 | \$127,787 | \$3,406,115 | \$3,263,662 | \$142,453 |
| 112 NON-CERTIFIED SALARIES | \$1,887,767 | \$1,736,912 | \$150,855 | \$1,920,270 | \$1,782,812 | \$137,458 | \$1,878,277 | \$2,030,991 | (\$152,714) | \$2,190,069 | \$2,077,220 | \$112,849 |
| 300 PROFESSIONAL SERVICES | \$19,680 | \$131,499 | (\$111,819) | \$38,000 | \$280,125 | (\$242,125) | \$104,756 | \$254,402 | (\$149,646) | \$168,428 | \$270,999 | (\$102,571) |
| 322 STAFF TRAINING | \$6,100 | \$14,069 | (\$7,969) | \$6,100 | \$7,004 | (\$904) | \$6,100 | \$8,539 | (\$2,439) | \$6,100 | \$15,435 | (\$9,335) |
| 430 EQUIPMENT RENTAL | \$1,500 | \$100 | \$1,400 | \$0 | \$553 | (\$553) | \$22,304 | \$22,347 | (\$43) | \$36,244 | \$23,493 | \$12,751 |
| 500 CONTRACTED SERVICES | \$0 | \$0 | \$0 | \$10,488 | \$41,756 | (\$31,268) | \$20,360 | \$14,048 | \$6,312 | \$15,360 | \$22,298 | (\$6,938) |
| 560 TUITION - OUT OF DISTRICT | \$750,698 | \$869,187 | (\$118,489) | \$853,742 | \$1,008,678 | (\$154,936) | \$958,915 | \$1,221,374 | (\$262,459) | \$1,225,326 | \$1,734,422 | (\$509,096) |
| 580 STUDENT TRAVEL & STAFF MILEAGE | \$3,429 | \$8,595 | (\$5,166) | \$7,500 | \$8,854 | (\$1,354) | \$7,500 | \$9,663 | (\$2,163) | \$7,500 | \$7,904 | (\$404) |
| 611 SUPPLIES | \$61,492 | \$58,987 | \$2,505 | \$68,345 | \$60,662 | \$7,683 | \$62,268 | \$82,460 | (\$20,192) | \$62,268 | \$69,394 | (\$7,126) |
| 641 TEXTBOOKS | \$0 | \$0 | \$0 | \$31,726 | \$31,572 | \$154 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 734 EQUIPMENT | \$8,100 | \$6,284 | \$1,816 | \$0 | \$0 | \$0 | \$9,200 | \$7,786 | \$1,414 | \$4,600 | \$4,821 | (\$221) |
| 810 MEMBERSHIPS | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$1,000 | \$1,590 | (\$590) |
| | \$6,046,637 | \$6,147,951 | (\$101,314) | \$6,195,562 | \$6,607,060 | (\$411,498) | \$6,524,082 | \$6,978,225 | (\$454,143) | \$7,123,010 | \$7,491,238 | (\$368,228) |

| OBJECT | 2013-14 | | | 2014-15 | | | 2015-16 | | | 2016-17 | | |
|------------------------------------|-----------------|-------------|------------|-----------------|-------------|-------------|-----------------|-------------|---------------|-----------------|-------------|------------|
| | APPROVED BUDGET | EXPENDED | DIFFERENCE | APPROVED BUDGET | EXPENDED | DIFFERENCE | APPROVED BUDGET | EXPENDED | DIFFERENCE | APPROVED BUDGET | EXPENDED | DIFFERENCE |
| 111 CERTIFIED SALARIES | \$3,463,116 | \$3,448,513 | \$14,603 | \$3,417,165 | \$3,563,235 | (\$146,070) | \$3,655,221 | \$3,680,555 | (\$25,334) | \$3,903,185 | \$3,842,698 | \$60,487 |
| 112 NON-CERTIFIED SALARIES | \$2,278,109 | \$2,352,679 | (\$74,570) | \$2,602,342 | \$2,615,674 | (\$13,332) | \$2,624,504 | \$2,625,950 | (\$1,446) | \$2,821,343 | \$2,865,881 | (\$44,538) |
| 300 PROFESSIONAL SERVICES | \$266,272 | \$155,445 | \$110,827 | \$139,645 | \$198,600 | (\$58,955) | \$144,602 | \$348,245 | (\$203,643) | \$164,602 | \$138,788 | \$25,814 |
| 322 STAFF TRAINING | \$8,600 | \$10,713 | (\$2,113) | \$8,600 | \$6,688 | \$1,912 | \$30,000 | \$8,630 | \$21,370 | \$25,000 | \$22,740 | \$2,260 |
| 430 EQUIPMENT RENTAL | \$37,331 | \$39,298 | (\$1,967) | \$37,331 | \$47,035 | (\$9,704) | \$37,331 | \$33,951 | \$3,380 | \$37,331 | \$27,422 | \$9,909 |
| 500 CONTRACTED SERVICES | \$12,860 | \$19,465 | (\$6,605) | \$14,264 | \$21,451 | (\$7,187) | \$15,860 | \$36,847 | (\$20,987) | \$25,000 | \$15,113 | \$9,887 |
| 560 TUITION - OUT OF DISTRICT | \$1,958,127 | \$1,889,945 | \$68,182 | \$1,988,341 | \$2,173,375 | (\$185,034) | \$2,265,317 | \$3,136,813 | (\$871,496) | \$2,990,002 | \$2,992,727 | (\$2,725) |
| 580 STUDENT TRAVEL & STAFF MILEAGE | \$7,500 | \$7,081 | \$419 | \$7,500 | \$6,865 | \$635 | \$7,500 | \$8,955 | (\$1,455) | \$8,300 | \$7,508 | \$792 |
| 611 SUPPLIES | \$62,268 | \$62,507 | (\$239) | \$64,268 | \$57,128 | \$7,140 | \$59,268 | \$58,872 | \$396 | \$64,138 | \$62,533 | \$1,605 |
| 641 TEXTBOOKS | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 734 EQUIPMENT | \$9,200 | \$0 | \$9,200 | \$9,200 | \$7,626 | \$1,574 | \$9,200 | \$5,252 | \$3,948 | \$9,200 | \$14,469 | (\$5,269) |
| 810 MEMBERSHIPS | \$1,000 | \$1,947 | (\$947) | \$1,000 | \$1,912 | (\$912) | \$1,000 | \$1,750 | (\$750) | \$1,900 | \$1,395 | \$505 |
| | \$8,104,383 | \$7,987,593 | \$116,790 | \$8,289,656 | \$8,699,589 | (\$409,933) | \$8,849,803 | \$9,945,820 | (\$1,096,017) | \$10,050,001 | \$9,991,274 | \$58,727 |

Special Education Budget & Expense



Attachment H

Special Education Contingency Line Item

- To be used for unforeseen Special Education expenses.
- May be used to cover additional costs that are expected to exceed the Special Education budget in total.
- Will be available for expense overages as presented to the BOE; for tuition, transportation, teachers, Paraeducators, BT's, BCBA, professional services, specialized services, equipment, supplies and materials, all as required by a student's IEP.
- Such transfers from the line item will require specific (noted in minutes) BOE approval.
- Should the balance in the account be full or partial at the end of the fiscal year it shall be requested to be included specifically for Special Education purposes, in the non-lapsing account, with any other monies that may be available to be carried over.
- It is the intent of this line item to only be used for Special Education purposes for expenditures so noted above.
- These purposes result for students moving into the district, from court placements, from DCYS, from mediated settlements, and changes to IEP's.

Business and Non-Instructional Operations

Non-Lapsing Education Fund

The Newtown Board of Education (Board) may request the Town's Board of Finance deposit into a non-lapsing account any unexpended funds from the Board's prior fiscal year general operating budget, provided such amount does not exceed one percent (1%) of the total budgeted appropriation for education for such prior fiscal year pursuant to C.G.S. 10-248a.

Prior to any expenditure from the Non-Lapsing Education Fund the Board of Education shall vote to authorize such spending. The transfer of monies shall follow the process as laid out in policy 3160 (Budget Procedures and Line Item Transfers).

The Board may designate these funds for a specific purpose. The Board will expend these funds for such previously designated specific purpose except that they may also be used for other extraordinary or emergency expenditures which may be necessary but not otherwise budgeted.

The account shall be subject to the annual audit as required by State statute. The Board shall review the fund balance on an annual basis.

(cf. 3160 – Budget Procedures and Line Item Transfers)

Legal Reference: Connecticut General Statutes
 10-222 Appropriations and budget
 10-248a Unexpended education funds account

Policy adopted: April 4, 2017

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut