

Please Note: These minutes are pending Board approval.
Board of Education
Newtown, Connecticut

Minutes of the Board of Education meeting on October 15, 2019 at 7:30 p.m. in the Reed Intermediate School Library, 3 Trades Lane.

M. Ku, Chair	L. Rodrigue
R. Harriman-Stites, Vice Chair	A. Uberti
D. Cruson, Secretary	R. Bienkowski (absent)
D. Leidlein	10 Staff
J. Vouros	20 Public
A. Clure	2 Press
D. Delia	

Mrs. Ku called the meeting to order at 7:35 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Celebration of Excellence

Dr. Rodrigue was proud of the work of our staff at Middle Gate School and Newtown Middle School in recognizing our heroes in their Veteran's Day programs. It was a privilege to have Tom Saadi, Commissioner of the Department of Veterans Affairs and Steve Armstrong, Social Studies Consultant from the Connecticut State Department of Education here to present these awards. She also thanked Donna Randle, Senior Vice Commander of American Legion Post 202, Jay Mattegat, Junior Vice Commander, and Chuck Taylor, Executive Committeeman for being here.

Mr. Armstrong spoke about the program which was in its third year. The two entries from Newtown were very deserving. Donna Randle introduced Commissioner Tom Saadi who is also a Major in the United States Army Reserve.

Commissioner Saadi said it was an honor to be here to present these awards from the Remembering the Veterans Program. Students understand the mission of remembering our veterans because of the programs held in these schools. The awards were presented to Linda Baron, Middle Gate teacher and Chris Geissler, Principal. Newtown Middle School teachers Shari Oliver and Andrew San Angelo, along with Principal Tom Einhorn, received their award. A reception followed.

Item 3 – Consent Agenda

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the consent agenda which includes the minutes of October 1, 2019 and the donation to the Newtown School District for Hawley School. Mr. Cruson seconded. Motion passes unanimously.

Item 4 – Public Participation

Item 5 – Reports

Chair Report: Mrs. Ku spoke about the new Board member orientation with Nick Caruso from CABA with possible dates of December 12 or 19. The candidate's forum is this Thursday in the high school lecture hall at 7:00 p.m. The next Board meeting will be after the election and she wished everyone luck.

Superintendent's Report: Dr. Rodrigue said there is a need to focus on diminishing absenteeism and she will be attending a conference on that topic on December 3. The PTA is sponsoring the Board of Education candidate forum on Thursday and Jason Edwards will be the moderator. She thanked Kristen Bonacci and others who helped coordinate the event. Some changes to

the high school grading practices have been made to provide consistency between levels. The goal was to ensure the students have similar educational experiences. All families were notified by Dr. Longobucco.

Mr. Clure asked the thought behind doing this.

Dr. Rodrigue said we were noticing issues where there wasn't consistency in all grade levels and also looked at the quality of assessments. A priority is to have both formative and summative assessments to be able to measure improvements and progress. This was done through staff and department chairs.

Mr. Clure asked if any thought was given to just implementing it for the freshman first so the students in the upper grades don't have such a change.

Dr. Rodrigue said they are not grading differently. All students should have consistent experiences. It is strengthening what should have been in existence. Dr. Longobucco would come to an upcoming Board meeting to discuss this grading system.

Mr. Vouros stated that the Curriculum and Instruction Committee met last Tuesday. They discussed the NGSS status, plans for the November 5 professional development day, the district-wide assessment plan, and an SEL update.

Student Representatives:

Ms. Jojo reported that that many sports events are being held including cross country senior night and the high school band and guard home show.

Mr. Chand said that spirit week will be in two weeks and the Homecoming Dance is set for November 4.

Ms. Jojo stated that there is a new grading system in the high school which includes a 70% summative and 30% formative grading assignment which means tests and bigger projects receive more weight than classwork and homework.

Mr. Chand said the students now know what to expect in each class and are being held with the same standards. While this system is very efficient and structured, many students believe that this is not a true representation of their effort. The new system has lot of the same grading techniques. Sometimes teachers have less summative assignments. The SEL program progressing well.

Ms. Jojo reported that applications for the NICE travel opportunities were recently due with positive feedback for the Panama trip. Schoolwide testing is tomorrow with the PSAT for freshman, the Pre-ACTs for sophomores and the actual PSAT for juniors.

Mrs. Harriman-Stites appreciated the feedback on the grading system offering the student perspective.

Mr. Delia thought it would be nice to have some other grade levels and schools come to share information.

Financial Report:

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the financial report for the month ending September 30, 2019. Mr. Cruson seconded.

Mrs. Vadas reviewed the financial report. The special education tuition account has a negative balance of \$224,000 and is subject to continuing change. There were two emergency repairs

needed which were replacing the ductless splits in the Reed data room for \$9,730 and replacing the flue pipe at the maintenance shop for \$6,010.

Motion passes unanimously.

Item 6 – Presentations

Dr. Rodrigue introduced Dr. Peter Prowda who did the enrollment study with an analysis of the district enrollment the past 10 years.

Dr. Prowda said this report projects Newtown's enrollment to 2029. He looks at enrollment in one year for one grade and then looks at the same group the next year to see the pattern. For projecting kindergarten he looks at births five years earlier. In the previous reports the projections were close.

Mr. Delia said the report says the State enrollment is going down but we are going up. Historically, our enrollment has gone down faster than the State.

Dr. Prowda said in the 70s and 80s we followed the State pattern. Newtown out-performed the State.

Mr. Clure noted that regarding migration there a jump of 100 between fourth and fifth grades. Dr. Prowda said you will see a 2% increase per year.

Mr. Clure asked if the town's health or property taxes are factored into the predictions.

Dr. Prowda said the key question is why people move to Newtown with possible reasons such as more affordable housing and quality schools. Speak to real estate agents that cover more than one town to find out.

Mrs. Harriman-Stites looked at the accuracy of prior projections. They are far below where we are now and asked if that was a trend he has seen.

Dr. Prowda said Chung's report was in 2009 and a year after that there was a recession. Our State population is still down from 2010. Milone and MacBroom pretty much tracked their enrollment.

Mr. Ku said we are trending much higher than what they projected.

Dr. Prowda said they were good until 2016.

Mrs. Harriman-Stites asked what led to that.

Dr. Prowda said Newtown had a catastrophic event in 2012. You had to make adjustment for the next year. Some parents didn't want to go to Monroe. That could have affected things.

Mrs. Harriman-Stites asked if other towns have seen the enrollment decline they expected.

Dr. Prowda said they fell short. You never know when the recovery will happen. He liked the way we make our projections. Milone and MacBroom are still good.

Mrs. Ku said we would send him any questions.

Student Performance Review:

Dr. Rodrigue said we are looking at where we've been and where we are moving in every school and grade level. The learning walks done by Mrs. Uberti and Mr. Purcaro are supporting our principals to look critically at instruction in the classrooms.

Mrs. Uberti reviewed student performance data from 2018-2019. The data shared represents some of the more important standardized test data but is only a fraction of the multitude of performance and achievement data points that are collected each year. No one test defines

achievement or the potential of a student. There are many ways to look at the State assessment. She and Mr. Purcaro have been closely analyzing our results from a variety of perspectives and not only interpret the results but create solid action plans because of those results.

Mr. Delia asked what is being done to help students in levels one and two advance. Mrs. Uberti said we have to look at these students and what help is being provided. Those at level 1 are receiving special education services. Level 2 students appear to be making the least amount of growth. Mr. Purcaro is working with the administrators identifying those students and what we are doing for them. Some of those students are not receiving tiered supports. We are looking at who the students are and developing goals for teachers for those students.

Mrs. Leidlein asked about assessments.

Mrs. Uberti said we are trying to look at if we understand why we are giving the assessment and what we will get from it.

Mr. Clure was encouraged by SAT scores. He asked if we are able to help students prepare for this test and maybe not have homework the night before.

Mrs. Uberti has spent a lot of time at the high school. Last year they analyzed data from the previous year and were excited about the results to help improve student learning.

Item 7 – Old Business

BOE Budget Goals for 2020-2021:

Mrs. Ku stated that we still have a motion from the last meeting but would have to amend it to include changes.

MOTION: Mrs. Ku moved to remove the second item under Priorities that states “Maintain a contingency item in the budget for Special Education enrollment changes” and replace it with “Ensure adequate funding for special education to meet anticipated enrollment and needs and maintain a contingency item in the budget for unanticipated changes in enrollment or needs.”

Mr. Cruson seconded

Mr. Cruson suggested changing the wording to “Ensure adequate funding for special education to meet anticipated enrollment and needs as well as maintain a contingency item in the budget for unanticipated changes in enrollment or needs.” Motion passes unanimously.

MOTION: Mr. Delia moved to add the following item to the Priorities: “Continue to pursue curriculum improvement and innovation in order to ensure that the educational needs of all students are supported.” Mrs. Harriman-Stites seconded. Motion passes unanimously.

Vote on the main motion to approve the Board of Education Budget Goals for 2020-2021.

Motion passes unanimously.

Letter Regarding 27 Church Hill Road Property:

MOTION: Mrs. Harriman-Stites moved that the Board of Education direct the Superintendent to send a letter to the First Selectman regarding the purchase of the property at 27 Church Hill Road. Mr. Vouros seconded.

Mr. Cruson said that regarding the land, it was a gift to the Town and if the Town uses it, it would not revert to Yale under any conditions including not being a school. Taylor Field has to be used for recreation by the Town or it would revert back to the Taylor family.

Mrs. Harriman-Stites appreciates the letter but is hesitant because of the cost to the Town but feels it was important to look into it fully.

Mr. Delia agrees but would like to know what the uses would be.

Motion passes unanimously.

Policy 9000 Roles of Board Members:

MOTION: Mrs. Ku moved to amend the main motion to approve policy 9000 to replace the last sentence in #7 with "The Board will receive reports of retirements and resignations at each Regular Board meeting and will act on terminations when required by statute or contract." Mrs. Harriman-Stites seconded.

Mrs. Ku shared it with a CABA attorney and our Board attorney and they agreed with the statement.

Amendment to the motion passes unanimously.

Motion to approve Policy 9000 Roles of Board members passes unanimously.

Action on Policies:

MOTION: Mrs. Harriman-Stites moved to rescind Bylaws 9110 and 9260. Mr. Cruson seconded. Motion passes unanimously.

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve Bylaw 9100. Mr. Cruson seconded.

Mrs. Harriman-Stites noted Mrs. Ku's changes after speaking to legal counsel and that it was not an approved practice.

Mr. Cruson said the language has the potential for the person running the meeting to be one of the persons who might be voted on. He feels it needs to be a third party.

Mrs. Harriman-Stites agreed.

Mrs. Ku was forwarded this information from the previous chair. She suggested asking other boards.

Mrs. Harriman-Stites said moderating the meeting would be a suggestion. She would discuss it with the policy committee tomorrow.

Mrs. Ku said we would bring back Policy 9120.

MOTION: Mrs. Ku moved to postpone the discussion until the next Board meeting. Motion passes unanimously.

MOTION: Mrs. Harriman Stites moved that the Board of Education approve Bylaw 9125. Mr. Cruson seconded. Motion passes unanimously.

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve Bylaw 9140. Mr. Cruson seconded. Motion passes unanimously.

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve Bylaw 9221. Mr. Cruson seconded. Motion passes unanimously.

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve Bylaw 9230. Mr. Cruson seconded. Motion passes unanimously.

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve Bylaw 9240. Mr. Cruson seconded. Motion passes unanimously.

Item 8 – New Business

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the ratified Newtown Federation of Teachers Contract. Mr. Cruson seconded.

Mrs. Ku said the negotiations process was very productive. A lot of time was spent talking and listening to the concerns. She thanked the Legislative Council and Board of Finance members who spent time in this process.

Mr. Clure thanked Mrs. Ku, Mrs. Harriman-Stites, and Mr. Delia for representing the Board and appreciated the updates and being able to ask questions along the way.

Motion passes unanimously.

Item 9 – Public Participation

Deborra Zukowski , 4 Cornfield Ridge Road, suggested the Town Clerk be considered an independent, non-connected person to use for the election of officers which the Legislative Council has used. Regarding the enrollment report, you can only go by the last five years' experience. The Chung study was in 2007 when the market crashed. They were high projections. In 2013 for the Milone and MacBroom study there was a recession. She asked how we should interpret these projections if a recession should happen. There has been a big effort on the math curriculum and asked if we measured the impact on performance we've seen. Regarding AP tests, she asked the percentage of people who take these tests who get a three or higher.

Dennis Brestovansky, 11 Longview Heights Road, said that parents are concerned about the change in the grading policy at the high school. If we rely on PowerSchool to show parents there are a lot of homework assignments, they should be posted. He recommends more communication to parents to help them understand why there was a change. Regarding the data on enrollment, he asked the margin of errors on the projections. In the private school enrollment we saw three numbers. It is important to have that as a percentage of the current enrollment. The Connecticut and Newtown data were plotted on same graph and he was not sure of what the Connecticut data meant.

MOTION: Mr. Cruson moved to adjourn. Mr. Clure seconded. Motion passes unanimously.

Item 10 – Adjournment

The meeting adjourned at 10:36 p.m.

Respectfully submitted:

Daniel J. Cruson, Jr.
Secretary

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Newtown School District
3 Primrose Street
Newtown, CT 06470

Page 1 of 1

NAME	DATE	CHECK#	CHECK AMT	DISBURSEMENT ID
Newtown School District	08-23-19	312566	\$500.00	3AXADNDM2X

UnitedHealth Group

*put in general donation -
Hawley Mindfulness Program*

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Newtown School District
3 Primrose Street
Newtown, CT 06470

AMOUNT \$500.00



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Authorized Signature

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CHART 5

What Does High-Impact Family Engagement Look Like in Reducing Chronic Absence?

Higher Impact on Student Learning and Development	Moderate Impact	Lower Impact
Summer Transition: Teachers and school staff meet with families in community spaces before the start of school to talk about what students will be learning, the connection between too many absences and poor achievement, and they co-construct solutions for regular attendance.	A letter is mailed before school starts to families of kindergarten and elementary students who had poor attendance in the previous year, letting them know attendance in early grades affects student learning.	The importance of attendance is communicated through posters in school and flyers in backpacks at the beginning of the year.
Ongoing Outreach: Teachers make personal phone calls to families when students miss school to discuss the importance of attendance and what students are learning in class. Teachers follow up regularly with personal text messages regarding the student's progress.	School staff call a student's parent when the student misses three days in a row to determine the reason for absence.	When a student is absent, the school's computer calls home with a recorded message.
Personal Communications: Each family of a student who is chronically absent receives a monthly letter in the mail, in language that is friendly and accessible, letting them know how many days their child has missed. School staff make follow-up calls to families to discuss challenges to attending school, co-construct solutions for regular attendance and make connections to community resources.	Monthly e-mail reminders are sent to parents about how many absences constitute chronic absence at this point in the year.	Flyers are sent home through students' backpacks letting parents know that they should track their child's attendance online in the parent portal.
Relational Home Visits: Teachers conduct relational home visits focused on building a relationship and discussing the family's and teacher's hopes and dreams for the student's education and future.	Home visits are made by an attendance officer to students who are chronically absent to determine reasons for the absence.	Parents are notified of the number of days students are absent through report cards, which indicate if the number of absences are problematic.
Health: The school nurse, as part of the school attendance team, builds a relationship with students and their parents to create a health/attendance plan and (with parents' permission) connects with the pediatrician.	The school attendance team tracks reasons for absences and when a student misses school consistently for illness, the school nurse calls the student to the office to discuss.	The school hands out flyers indicating when a student should stay home or not due to illness.
Mentors: Staff are trained as mentors for moderately absent students and families; they form mentoring relationships with students and have regular two-way communications with families about student progress.	A staff member is assigned for each moderately absent student; they greet the student in the morning and make monthly "good news" calls to parents.	The school data system flags moderately absent students and parents are notified through e-mail.
Student Ownership: Students show their parents how to track attendance using a short video on the school's Web page and together they complete the Student Attendance Success Plan at home.	Students track their own attendance in math class and write about ways they can plan to attend school every day.	Students who are absent must bring a note from home when they return to school.
Parent Leaders: As part of the school attendance team, parent leaders create a parent network to identify common barriers to attendance and build relationships among families for assistance in times of need (e.g. dropping off or picking up children, transportation and translation). Staff participate in the parent network and support parent leaders.	Student data is analyzed to disaggregate the number of chronically absent students in subgroups. Staff engage families in conversations to identify common barriers and solutions for attendance.	When a student becomes severely chronically absent, parents are required to meet with an administrator or attendance officer.
Community Partners: Parent leaders organize community resource fairs in neighborhood centers throughout the year, beginning with a summer event. School administrators and staff participate and provide learning materials and attendance information.	Community partners are showcased at a family event during Attendance Awareness Month and attendance awareness materials are posted in the community.	The attendance policy is stated in the student handbook with a list of community partners that provide support to families.

Student Performance Overview 2018-19

*Newtown Public Schools
Board of Education
October 15, 2019*

*Presented by:
Anne Uberti
Assistant Superintendent*

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“However beautiful your
strategy, you should
occasionally look
at your results.”

~Winston Churchill

2

The following table illustrates each of the state assessments administered to students in the spring of 2019:

	3	4	5	6	7	8	10	11
CT Smarter Balanced – English Language Arts/Math	X	X	X	X	X	X		
NGSS Assessment			X			X		X
CT SAT – Reading, Writing and Language, Math								X

Smarter Balanced Summative Assessment – ELA

Grade	Level 1	Level 2	Level 3	Level 4	Levels 3 and 4	
	% Does Not Meet	% Approaching	% Meets	% Exceeds	% Meets or Exceeds Achievement Level	
					2018	2019
3	11.7	17.8	24.9	45.6	80.1	70.5
4	10.6	13.6	23.1	52.7	67.6	75.8
5	11.3	12.8	36.2	39.7	71.6	75.9
6	10.0	21.5	37.1	31.5	72.3	68.5
7	4.5	17.2	44.8	33.5	76.2	78.3
8	7.0	16.4	45.2	31.4	75.8	76.5
Newtown avg	9.0	16.7	35.9	38.3	74.0	74.3
CT State avg	23.4	20.9	30.1	25.6	55.3	55.7

Smarter Balanced Summative Assessment – Math						
Grade	Level 1	Level 2	Level 3	Level 4	Levels 3 & 4	
	% Does Not Meet	% Approaching	% Meets	% Exceeds	% Meets or Exceeds Achievement Level	
					2018	2019
3	9.3	17.8	36.7	36.3	82.0	73.0
4	4.0	19.8	35.2	41.0	65.8	76.2
5	13.5	31.2	20.9	34.4	52.8	55.3
6	12.6	27.1	24.1	36.2	69.5	60.3
7	8.6	17.5	25.2	48.7	69.0	73.9
8	13.5	19.9	24.9	41.6	67.2	66.6
Newtown avg	10.4	22.2	27.5	39.9	67.4	67.4
CT State avg	27.0	24.9	23.0	25.1	46.8	48.1

4-Year SBAC Comparison - ELA				
	2019	2018	2017	2016
Grade 3	70%	80%	75%	79%
Grade 4	76%	68%	70%	76%
Grade 5	76%	72%	77%	76%
Grade 6	69%	72%	69%	71%
Grade 7	78%	76%	67%	74%
Grade 8	77%	76%	65%	76%

4-Year SBAC Comparison - Math				
	2019	2018	2017	2016
Grade 3	73%	82%	75%	76%
Grade 4	76%	66%	68%	66%
Grade 5	55%	53%	65%	65%
Grade 6	60%	70%	67%	71%
Grade 7	74%	69%	70%	74%
Grade 8	67%	67%	67%	71%

Next Generation Science Standards Assessment – First Administration	
% At Level 3 and 4	
Grade 5	69%
Grade 8	74%
Grade 11	60%
8	

Connecticut SAT School Day					
Newtown	Part. Rate	2018 Level 3 and 4 Met or Exceeded		2019 Level 3 and 4 Met or Exceeded	
		Count	%	Count	%
Newtown ELA	96.4	322	80.4	348	86.8
Newtown Math	96.4	242	61.9	288	71.8
CT State Avg - ELA					61.6
CT State Avg - Math					40.6

4-Year AP Growth 2016-2019				
Year	Exams	Testers	Exam Scores of 3 or Higher	Courses Offered
2016	742	389	619	24
2019	831	453	664	23
Growth	+12%	+16%	+7%	-1

**Smarter Balanced English Language Arts
All Grades Combined - Percent at Levels 3 and 4**

DRG B Districts	% Level 3 & 4/ Met or Exceeded
Regional School District 05	83.3
Cheshire School District	82.6
Monroe School District	82.5
Farmington School District	81.7
Simsbury School District	81.7
Guilford School District	81.2
Trumbull School District	80.1
Avon School District	78.9
Glastonbury School District	78.1
Fairfield School District	78.0
Greenwich School District	77.5
Granby School District	75.9
Regional School District 15	75.0
South Windsor School District	74.5
Newtown School District	74.3
New Fairfield School District	73.4
West Hartford School District	70.3
Madison School District	69.0
Brookfield School District	67.9

**Smarter Balanced Mathematics
All Grades Combined - Percent at Levels 3 and 4**

DRG B Districts	% Level 3 & 4/ Met or Exceeded
Regional School District 05	79.7
Guilford School District	77.6
Trumbull School District	76.5
Glastonbury School District	75.5
Cheshire School District	75.2
Avon School District	74.7
Farmington School District	74.5
Monroe School District	73.3
Greenwich School District	72.6
Fairfield School District	72.5
South Windsor School District	70.9
Regional School District 15	70.8
Simsbury School District	70.4
Newtown School District	67.4
New Fairfield School District	67.3
Madison School District	66.8
Brookfield School District	63.1
Granby School District	62.9
West Hartford School District	62.2

**Connecticut School Day SAT - Percent at Levels 3 and 4
DRG B Comparison**

Mathematics				Literacy			
DRG B Districts	Count	Percent Level 3 & 4/Met or Exceeded	Average Score	DRG B Districts	Count	Percent Level 3 & 4/Met or Exceeded	Average Score
Glastonbury	362	73.4	583	Newtown	348	86.8	573
Avon	168	72.7	588	Simsbury	307	86.2	589
Region 15	227	72.5	569	Guilford	243	85.9	577
Newtown	288	71.8	579	Cheshire	285	85.8	571
Monroe	159	71.3	570	Farmington	249	84.4	578
Simsbury	252	70.8	577	Avon	194	84.0	583
Guilford	194	68.6	576	Granby	134	83.8	570
Trumbull	322	67.1	567	Monroe	186	83.4	564
Fairfield	484	66.4	570	Fairfield	604	82.9	566
Farmington	195	66.1	575	Glastonbury	406	82.4	570
Greenwich	442	64.8	571	Greenwich	562	82.3	579
Cheshire	212	63.9	562	Region 5	300	81.3	569
Region 05	235	63.7	563	Trumbull	382	79.6	559
Granby	99	61.9	551	Region 15	248	79.2	564
West Hartford	433	61.7	556	West Hartford	554	78.9	566
South Windsor	192	60.6	554	New Fairfield	147	77.8	546
Brookfield	118	59.6	550	Brookfield	153	77.3	549
New Fairfield	91	48.1	522	South Windsor	243	76.7	557

SBAC Summary of Findings

- Average student performance in grades 3-8 remained fairly flat
- Performance higher in ELA than in math - consistent with past years and state trends.
- NPS students' performance far exceeds state performance, remains fairly consistent within DRG B.
- Students in Level 2 have the lowest percentage of students achieving their growth targets.
- Students in Levels 3 and 4 have the highest percentage of students achieving their growth targets.
- Subgroup performance remains fairly flat.
- Rough cohort data indicates positive performance over time.

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SAT Summary of Findings

- 96.4% of NPS 11th graders participated.
- Scores increased in both Literacy and Math.
- There are significant differences between the design and delivery of SBAC and SAT.
- Moderate relationship between performance on the 8th grade SBAC and the 8/9 PSAT.
- 8th grade SBAC results may be helpful in identifying students in need of academic supports prior to taking SAT.
- SBAC assesses standards versus critical thinking aspects of SAT

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NGSS Summary of Findings

- Comparison data not yet available from CSDE.
- Cautiously optimistic about performance.
- Efforts of the past two year and current efforts to update science curriculum and adjust instructional practices have been effective.

Advanced Placement Tests

- Significant increase in students' participating in AP exams despite decline in enrollment.
- Student performance is also improving.

Newtown High School Rankings

2019

All rankings:



- #859 in National Rankings
- #19 in Connecticut High Schools
- #9 in Bridgeport, CT Metro Area High Schools



Best Public High Schools in Connecticut
#27 of 206

Next Steps in Curriculum/Instruction

- Build capacity for data analysis and usage across levels
- Develop appropriate, rigorous, and attainable student learning goals
- Ensure a continuum of tiered supports is implemented with fidelity.
- Implement consistent testing windows throughout the district.
- Vertical review of CBAs in ELA and Mathematics.
- Build instructional coherence through routine learning walks.
- PD related to CCSS, NGSS and the related state assessments.
- Continued development of CBCI
- Continued development/implementation of NGSS-aligned curr.
- Continue to implement a social and emotional learning curriculum focusing on the whole child.

Data doesn't give all the answers, it helps us asks the questions...

- Are we keeping data in perspective?
- Are we using data to look at the bigger picture?
- Are we using data to guide improvement?
- Do we value qualitative data as much as quantitative?
- If so, what types of qualitative data should we collect to better inform the bigger picture?



Newtown Public Schools...

- Are engaging students in rigorous instruction at all levels
- Are preparing our students for college and career success
- Are providing a holistically supportive learning environment through purposeful social and emotional learning opportunities
- Have opportunities for growth and improvement achieved through viable and rich curriculum aligned with high standards
- Values qualitative data as much as quantitative.



***Celebrate what you've
accomplished but raise the
bar a little higher each time
you succeed.***

~ Mia Hamm

ASSUMPTIONS
2020-2021 BOARD OF EDUCATION BUDGET

- The Newtown Board of Education's mission to inspire every student to excel will be the foundation of all decision making.
- Open and honest communication and cooperation will be maintained with other municipal boards and the community throughout the budget process.
- State and Federal financial support of education will not keep pace with increased programming mandates and will be further reduced by legislation and reductions of grants and other supports to local communities.
- Safety, security and health standards will be supported through continued training of staff; e.g., District Security, Safe School Climate, Blood Borne Pathogens, Sexual harassment/Title IX, Mandated reporting, OSHA (Office of Safety and Health Administration).
- Salaries and benefits will be based on commitments incurred through collective bargaining and other employment agreements.
- Existing programs and services will be reviewed, evaluated, maintained or adjusted as the educational needs of students change.
- Overall certified and classified staffing levels will be adjusted based on enrollment, programming, safety factors and facility considerations.

PRIORITIES
2020-2021 BOARD OF EDUCATION BUDGET

- Support funding for appropriate class sizes at all levels of instruction.
- ~~Maintain a contingency item in the budget for Special Education enrollment changes.~~
- Continue a level funding plan for expansion and sustainability of technology with access and equity for all students.
- Create a plan for maintenance of facilities and vehicles that includes a budget increase to provide air conditioning capacity in the schools.
- Continue to pursue opportunities to share services, where appropriate, between the Board of Education and all town departments and participate in regional services when they are beneficial to the district.
- Ensure adequate funding for mental health resources to meet student needs
- Ensure adequate funding for special education that continues to meet anticipated enrollment and needs and maintain a contingency item in the budget for unanticipated changes in enrollment or needs.
- Ensure consistency in the support for all extracurricular activities in the district.
- Continue to pursue curriculum improvement and innovation in order to ensure that the educational needs of all students are supported.

**NEWTOWN BOARD OF EDUCATION
MONTHLY FINANCIAL REPORT
SEPTEMBER 30, 2019**

SUMMARY

This third report of the 2019-20 school year continues to provide year to date actual expenditures and encumbrances while still being limited in the area of anticipated obligations. Account-by-account analysis will begin now that classes have resumed and all current staff is encumbered.

During the month of September, the Board of Education spent approximately \$5.7M; \$4.0M on salaries and \$1.7M on all other objects, including tuition and transportation. The main object accounts are in a positive position for this quarter.

Currently the Special Education Tuition account will exceed budget by approximately \$224,000 assuming the Excess Cost Grant arrives as budgeted at \$1,137,859. This will need to be recalculated prior to the end of November and is subject to continuing change.

The current review to date, has not identified any other areas of concern.

The emergency repairs required during this month which exceeded \$5,000 included; replacing failed ductless splits in the Reed data room for \$9,730, and replacing the flue pipe at the maintenance shop for \$6,010.

On the revenue side we are showing receipts for local tuition.

The budget will be closely monitored with any important issues identified as soon as we become aware of them.

Ron Bienkowski
Director of Business
October 9, 2019

TERMS AND DEFINITIONS

The Newtown Board of Education's Monthly Financial Report provides summary financial information in the following areas:

- Object Code – a service or commodity obtained as the result of a specific expenditure defined by eight categories: Salaries, Employee Benefits, Professional Services, Purchased Property Services, Other Purchased Services, Supplies, Property, and Miscellaneous.
- Expense Category – further defines the type of expense by Object Code
- Expended 2018-19 – unaudited expenditures from the prior fiscal year (for comparison purposes)
- Approved Budget – indicates a town approved financial plan used by the school district to achieve its goals and objectives.
- Current Budget – adjusts the Approved Budget calculating adjustments (+ or -) to the identified object codes.
- Year-To-Date Expended – indicates the actual amount of cumulative expenditures processed by the school district through the month-end date indicated on the monthly budget summary report.
- Encumbered – indicates approved financial obligations of the school district as a result of employee salary contracts, purchasing agreements, purchase orders, or other identified obligations not processed for payment by the date indicated on the monthly budget summary report.
- Balance – calculates object code account balances subtracting expenditures and encumbrances from the current budget amount indicating accounts with unobligated balances or shortages.
- Anticipated Obligation - is a column which provides a method to forecast expense category fund balances that have not been approved via an encumbrance, but are anticipated to be expended or remain with an account balance to maintain the overall budget funding level. Receivable revenue (i.e., grants) are included in this column which has the effect of netting the expected expenditure.
- Projected Balance - calculates the object code balances subtracting the Anticipated Obligations. These balances will move up and down as information is known and or decisions are anticipated or made about current and projected needs of the district.

The monthly budget summary report also provides financial information on the State of Connecticut grant reimbursement programs (Excess Cost and Agency Placement Grants and Magnet Grant Transportation). These reimbursement grants/programs are used to supplement local school district budget programs as follows:

Excess Cost Grant – (Current Formula) this State of Connecticut reimbursement grant is used to support local school districts for education costs of identified special education students whose annual education costs exceed local prior year per pupil expenditure by 4 ½. Students placed by the Department of Child and Family Services (DCF) are reimbursed after the school district has met the prior year's per pupil expenditure. School districts report these costs annually in December and March of each fiscal year. State of Connecticut grant calculations are determined by reimbursing eligible costs (60%-100%) based on the SDE grant allocation and all other town submittals.

Magnet Transportation Grant – provides reimbursement of \$1,300 for local students attending approved Magnet school programs. The budgeted grant is \$37,700 for this year.

The last portion of the monthly budget summary reports school generated revenue that are anticipated revenue to the Town of Newtown. Fees and charges include:

- Local Tuition – amounts the board receives from non-residents who pay tuition to attend Newtown schools. Primarily from staff members.
- High school fees for parking permits..
- The final revenue is miscellaneous fees, which constitute refunds, rebates, prior year claims, etc.

NEWTOWN BOARD OF EDUCATION
2019-20 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING 09/30/2019

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2018 - 2019	2019-20			ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	CURRENT BUDGET	YTD EXPENDITURE				
<u>GENERAL FUND BUDGET</u>									
100	SALARIES	\$ 48,042,992	\$ 50,205,315	\$ 50,205,315	\$ 7,191,486	\$ 40,981,198	\$ 2,032,631	\$ (54,463)	\$ 2,087,094
200	EMPLOYEE BENEFITS	\$ 11,165,888	\$ 11,093,340	\$ 11,093,340	\$ 3,314,206	\$ 6,161,537	\$ 1,617,597	\$ -	\$ 1,617,597
300	PROFESSIONAL SERVICES	\$ 767,554	\$ 797,835	\$ 797,835	\$ 99,974	\$ 107,908	\$ 589,953	\$ -	\$ 589,953
400	PURCHASED PROPERTY SERV.	\$ 2,243,310	\$ 2,292,742	\$ 2,292,742	\$ 536,765	\$ 565,526	\$ 1,190,451	\$ -	\$ 1,190,451
500	OTHER PURCHASED SERVICES	\$ 8,901,602	\$ 9,111,879	\$ 9,111,879	\$ 1,887,757	\$ 7,133,502	\$ 90,620	\$ (1,467,089)	\$ 1,557,709
600	SUPPLIES	\$ 3,784,438	\$ 3,671,332	\$ 3,671,332	\$ 631,297	\$ 239,532	\$ 2,800,503	\$ -	\$ 2,800,503
700	PROPERTY	\$ 756,806	\$ 757,572	\$ 757,572	\$ 145,786	\$ 247,919	\$ 363,867	\$ -	\$ 363,867
800	MISCELLANEOUS	\$ 62,869	\$ 74,395	\$ 74,395	\$ 52,378	\$ 3,534	\$ 18,483	\$ -	\$ 18,483
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000
TOTAL GENERAL FUND BUDGET		\$ 75,725,459	\$ 78,104,410	\$ 78,104,410	\$ 13,859,649	\$ 55,440,655	\$ 8,804,106	\$ (1,521,552)	\$ 10,325,658
900	TRANSFER NON-LAPSING	\$ 328,772	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
GRAND TOTAL		\$ 76,054,231	\$ 78,104,410	\$ 78,104,410	\$ 13,859,649	\$ 55,440,655	\$ 8,804,106	\$ (1,521,552)	\$ 10,325,658

(Unaudited)

NEWTOWN BOARD OF EDUCATION
2019-20 BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING 09/30/2019

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2018 - 2019	2019-20			YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	CURRENT BUDGET						
100	SALARIES									
	Administrative Salaries	\$ 3,926,453	\$ 4,156,163	\$ 4,156,163	\$ 942,378	\$ 3,206,901	\$ 6,884	\$ -	\$ 6,884	
	Teachers & Specialists Salaries	\$ 30,602,780	\$ 31,770,823	\$ 31,770,823	\$ 3,692,529	\$ 27,872,003	\$ 206,291	\$ -	\$ 206,291	
	Early Retirement	\$ 40,000	\$ 32,000	\$ 32,000	\$ 32,000	\$ -	\$ -	\$ -	\$ -	
	Continuing Ed./Summer School	\$ 89,327	\$ 94,514	\$ 94,514	\$ 51,709	\$ 36,069	\$ 6,736	\$ -	\$ 6,736	
	Homebound & Tutors Salaries	\$ 150,895	\$ 162,236	\$ 162,236	\$ 5,864	\$ 54,892	\$ 101,481	\$ -	\$ 101,481	
	Certified Substitutes	\$ 629,852	\$ 652,430	\$ 652,430	\$ 136,911	\$ 175,700	\$ 339,819	\$ -	\$ 339,819	
	Coaching/Activities	\$ 621,521	\$ 652,752	\$ 652,752	\$ -	\$ -	\$ 652,752	\$ -	\$ 652,752	
	Staff & Program Development	\$ 226,225	\$ 213,494	\$ 213,494	\$ 36,807	\$ 34,852	\$ 141,835	\$ -	\$ 141,835	
	CERTIFIED SALARIES	\$ 36,287,053	\$ 37,734,412	\$ 37,734,412	\$ 4,898,198	\$ 31,380,417	\$ 1,455,797	\$ -	\$ 1,455,797	
	Supervisors/Technology Salaries	\$ 879,898	\$ 934,371	\$ 934,371	\$ 246,067	\$ 640,634	\$ 47,670	\$ -	\$ 47,670	
	Clerical & Secretarial salaries	\$ 2,261,580	\$ 2,339,317	\$ 2,339,317	\$ 468,559	\$ 1,828,631	\$ 42,127	\$ -	\$ 42,127	
	Educational Assistants	\$ 2,577,377	\$ 2,783,832	\$ 2,783,832	\$ 319,186	\$ 2,429,943	\$ 34,703	\$ (5,386)	\$ 40,089	
	Nurses & Medical advisors	\$ 734,534	\$ 779,871	\$ 779,871	\$ 88,815	\$ 641,812	\$ 49,244	\$ -	\$ 49,244	
	Custodial & Maint Salaries	\$ 3,116,314	\$ 3,212,091	\$ 3,212,091	\$ 754,370	\$ 2,279,592	\$ 178,130	\$ -	\$ 178,130	
	Non Certified Adj & Bus Drivers salaries	\$ 12,745	\$ 25,022	\$ 25,022	\$ 2,675	\$ 22,347	\$ -	\$ -	\$ -	
	Career/Job salaries	\$ 48,376	\$ 141,195	\$ 141,195	\$ 40,567	\$ 202,621	\$ (101,993)	\$ -	\$ (101,993)	
	Special Education Svcs Salaries	\$ 1,172,425	\$ 1,271,345	\$ 1,271,345	\$ 182,267	\$ 1,051,023	\$ 38,055	\$ (49,077)	\$ 87,132	
	Attendance & Security Salaries	\$ 580,533	\$ 605,759	\$ 605,759	\$ 82,204	\$ 502,032	\$ 21,523	\$ -	\$ 21,523	
	Extra Work - Non-Cert	\$ 104,484	\$ 110,362	\$ 110,362	\$ 57,684	\$ 2,146	\$ 50,532	\$ -	\$ 50,532	
	Custodial & Maint. Overtime	\$ 228,815	\$ 235,738	\$ 235,738	\$ 49,417	\$ -	\$ 186,321	\$ -	\$ 186,321	
	Civic activities/Park & Rec	\$ 38,858	\$ 32,000	\$ 32,000	\$ 1,477	\$ -	\$ 30,523	\$ -	\$ 30,523	
	NON-CERTIFIED SALARIES	\$ 11,755,939	\$ 12,470,903	\$ 12,470,903	\$ 2,293,288	\$ 9,600,781	\$ 576,834	\$ (54,463)	\$ 631,297	
	SUBTOTAL SALARIES	\$ 48,042,992	\$ 50,205,315	\$ 50,205,315	\$ 7,191,486	\$ 40,981,198	\$ 2,032,631	\$ (54,463)	\$ 2,087,094	

NEWTOWN BOARD OF EDUCATION
2019-20 BUDGET SUMMARY REPORT

FOR THE MONTH ENDING 09/30/2019

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2018 - 2019	2019-20			ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	CURRENT BUDGET	YTD EXPENDITURE				
200	EMPLOYEE BENEFITS								
	Medical & Dental Expenses	\$ 8,179,822	\$ 8,058,967	\$ 8,058,967	\$ 2,089,287	\$ 5,932,163	\$ 37,518	\$ -	\$ 37,518
	Life Insurance	\$ 84,680	\$ 87,134	\$ 87,134	\$ 20,974	\$ -	\$ 66,160	\$ -	\$ 66,160
	FICA & Medicare	\$ 1,499,915	\$ 1,534,045	\$ 1,534,045	\$ 248,280	\$ -	\$ 1,285,765	\$ -	\$ 1,285,765
	Pensions	\$ 809,692	\$ 864,842	\$ 864,842	\$ 714,391	\$ 10,711	\$ 139,740	\$ -	\$ 139,740
	Unemployment & Employee Assist.	\$ 59,858	\$ 87,000	\$ 87,000	\$ 560	\$ -	\$ 86,440	\$ -	\$ 86,440
	Workers Compensation	\$ 531,920	\$ 461,352	\$ 461,352	\$ 240,714	\$ 218,663	\$ 1,975	\$ -	\$ 1,975
	SUBTOTAL EMPLOYEE BENEFITS	\$ 11,165,888	\$ 11,093,340	\$ 11,093,340	\$ 3,314,206	\$ 6,161,537	\$ 1,617,597	\$ -	\$ 1,617,597
300	PROFESSIONAL SERVICES								
	Professional Services	\$ 574,753	\$ 590,802	\$ 590,802	\$ 68,882	\$ 102,044	\$ 419,876	\$ -	\$ 419,876
	Professional Educational Ser.	\$ 192,800	\$ 207,033	\$ 207,033	\$ 31,092	\$ 5,864	\$ 170,077	\$ -	\$ 170,077
	SUBTOTAL PROFESSIONAL SVCS	\$ 767,554	\$ 797,835	\$ 797,835	\$ 99,974	\$ 107,908	\$ 589,953	\$ -	\$ 589,953
400	PURCHASED PROPERTY SVCS								
	Buildings & Grounds Services	\$ 694,509	\$ 708,805	\$ 708,805	\$ 196,274	\$ 257,234	\$ 255,297	\$ -	\$ 255,297
	Utility Services - Water & Sewer	\$ 132,669	\$ 147,645	\$ 147,645	\$ 34,354	\$ -	\$ 113,291	\$ -	\$ 113,291
	Building, Site & Emergency Repairs	\$ 550,790	\$ 460,850	\$ 460,850	\$ 76,457	\$ 51,887	\$ 332,506	\$ -	\$ 332,506
	Equipment Repairs	\$ 300,958	\$ 338,819	\$ 338,819	\$ 63,771	\$ 35,104	\$ 239,944	\$ -	\$ 239,944
	Rentals - Building & Equipment	\$ 271,749	\$ 272,923	\$ 272,923	\$ 57,510	\$ 145,360	\$ 70,053	\$ -	\$ 70,053
	Building & Site Improvements	\$ 292,635	\$ 363,700	\$ 363,700	\$ 108,397	\$ 75,942	\$ 179,361	\$ -	\$ 179,361
	SUBTOTAL PUR. PROPERTY SER.	\$ 2,243,310	\$ 2,292,742	\$ 2,292,742	\$ 536,765	\$ 565,526	\$ 1,190,451	\$ -	\$ 1,190,451

NEWTOWN BOARD OF EDUCATION

2019-20 BUDGET SUMMARY REPORT

FOR THE MONTH ENDING 09/30/2019

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2018 - 2019	2019-20		YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	CURRENT BUDGET					
500	OTHER PURCHASED SERVICES								
	Contracted Services	\$ 619,306	\$ 631,536	\$ 631,536	\$ 245,099	\$ 149,462	\$ 236,974	\$ -	\$ 236,974
	Transportation Services	\$ 4,180,892	\$ 4,323,600	\$ 4,323,600	\$ 472,527	\$ 2,994,616	\$ 856,457	\$ (329,230)	\$ 1,185,687
	Insurance - Property & Liability	\$ 400,457	\$ 407,947	\$ 407,947	\$ 217,787	\$ 159,937	\$ 30,223	\$ -	\$ 30,223
	Communications	\$ 140,237	\$ 160,926	\$ 160,926	\$ 41,776	\$ 76,165	\$ 42,985	\$ -	\$ 42,985
	Printing Services	\$ 32,114	\$ 33,057	\$ 33,057	\$ 3,632	\$ 2,288	\$ 27,137	\$ -	\$ 27,137
	Tuition - Out of District	\$ 3,330,730	\$ 3,328,479	\$ 3,328,479	\$ 880,726	\$ 3,623,266	\$ (1,175,513)	\$ (1,137,859)	\$ (37,654)
	Student Travel & Staff Mileage	\$ 197,866	\$ 226,334	\$ 226,334	\$ 26,210	\$ 127,768	\$ 72,356	\$ -	\$ 72,356
	SUBTOTAL OTHER PURCHASED SERVICES	\$ 8,901,602	\$ 9,111,879	\$ 9,111,879	\$ 1,887,757	\$ 7,133,502	\$ 90,620	\$ (1,467,089)	\$ 1,557,709
600	SUPPLIES								
	Instructional & Library Supplies	\$ 885,366	\$ 819,252	\$ 819,252	\$ 225,113	\$ 142,567	\$ 451,571	\$ -	\$ 451,571
	Software, Medical & Office Sup.	\$ 189,356	\$ 216,843	\$ 216,843	\$ 75,793	\$ 18,241	\$ 122,809	\$ -	\$ 122,809
	Plant Supplies	\$ 366,651	\$ 375,000	\$ 375,000	\$ 40,683	\$ 50,537	\$ 283,780	\$ -	\$ 283,780
	Electric	\$ 1,433,462	\$ 1,384,117	\$ 1,384,117	\$ 222,449	\$ -	\$ 1,161,668	\$ -	\$ 1,161,668
	Propane & Natural Gas	\$ 426,559	\$ 434,914	\$ 434,914	\$ 33,697	\$ -	\$ 401,217	\$ -	\$ 401,217
	Fuel Oil	\$ 97,798	\$ 81,000	\$ 81,000	\$ -	\$ -	\$ 81,000	\$ -	\$ 81,000
	Fuel For Vehicles & Equip.	\$ 246,113	\$ 203,992	\$ 203,992	\$ (14,293)	\$ -	\$ 218,285	\$ -	\$ 218,285
	Textbooks	\$ 139,133	\$ 156,214	\$ 156,214	\$ 47,854	\$ 28,187	\$ 80,173	\$ -	\$ 80,173
	SUBTOTAL SUPPLIES	\$ 3,784,438	\$ 3,671,332	\$ 3,671,332	\$ 631,297	\$ 239,532	\$ 2,800,503	\$ -	\$ 2,800,503

NEWTOWN BOARD OF EDUCATION
2019-20 BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING 09/30/2019

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2018 - 2019	2019-20			ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	CURRENT BUDGET	YTD EXPENDITURE				
700	PROPERTY								
	Capital Improvements (Sewers)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Technology Equipment	\$ 576,182	\$ 550,000	\$ 550,000	\$ 130,097	\$ 138,605	\$ 281,298	\$ -	\$ 281,298
	Other Equipment	\$ 180,624	\$ 207,572	\$ 207,572	\$ 15,689	\$ 109,314	\$ 82,569	\$ -	\$ 82,569
	SUBTOTAL PROPERTY	\$ 756,806	\$ 757,572	\$ 757,572	\$ 145,786	\$ 247,919	\$ 363,867	\$ -	\$ 363,867
800	MISCELLANEOUS								
	Memberships	\$ 62,869	\$ 74,395	\$ 74,395	\$ 52,378	\$ 3,534	\$ 18,483	\$ -	\$ 18,483
	SUBTOTAL MISCELLANEOUS	\$ 62,869	\$ 74,395	\$ 74,395	\$ 52,378	\$ 3,534	\$ 18,483	\$ -	\$ 18,483
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000
TOTAL LOCAL BUDGET		\$ 75,725,459	\$ 78,104,410	\$ 78,104,410	\$ 13,859,649	\$ 55,440,655	\$ 8,804,106	\$ (1,521,552)	\$ 10,325,658

(Unaudited)

NEWTOWN BOARD OF EDUCATION

2019-20 BUDGET SUMMARY REPORT

FOR THE MONTH ENDING 09/30/2019

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2018 - 2019	2019-20 APPROVED BUDGET	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
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<u>BOARD OF EDUCATION FEES & CHARGES - SERVICES</u>	2019-20 APPROVED BUDGET	<u>RECEIVED</u>	<u>BALANCE</u>	% <u>RECEIVED</u>
LOCAL TUITION	\$38,950	\$2,450	\$36,500	6.29%
HIGH SCHOOL FEES FOR PARKING PERMITS	\$20,000	\$0	\$20,000	0.00%
MISCELLANEOUS FEES	\$5,000	\$801	\$4,199	16.02%
TOTAL SCHOOL GENERATED FEES	\$63,950	\$3,251	\$60,699	5.08%

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

"FOR THE MONTH ENDING - SEPTEMBER 30, 2019"

OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

OBJECT	EXPENSE CATEGORY	BUDGETED	CURRENT BUDGET	1st ESTIMATE	STATE ESTIMATE -	Feb RECEIVED	May ESTIMATED
100	SALARIES	\$ (54,463)	\$ -	\$ (54,463)	\$ -	\$ -	\$ -
200	EMPLOYEE BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
300	PROFESSIONAL SERVICES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
400	PURCHASED PROPERTY SERV.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500	OTHER PURCHASED SERVICES	\$ (1,467,089)	\$ -	\$ (1,467,089)	\$ -	\$ -	\$ -
600	SUPPLIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
700	PROPERTY	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800	MISCELLANEOUS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL GENERAL FUND BUDGET		\$ (1,521,552)	\$ -	\$ (1,521,552)	\$ -	\$ -	\$ -

100	SALARIES						
	Administrative Salaries	\$ -	\$ -	\$ -	\$ -		
	Teachers & Specialists Salaries	\$ -	\$ -	\$ -	\$ -		
	Early Retirement	\$ -	\$ -	\$ -	\$ -		
	Continuing Ed./Summer School	\$ -	\$ -	\$ -	\$ -		
	Homebound & Tutors Salaries	\$ -	\$ -	\$ -	\$ -		
	Certified Substitutes	\$ -	\$ -	\$ -	\$ -		
	Coaching/Activities	\$ -	\$ -	\$ -	\$ -		
	Staff & Program Development	\$ -	\$ -	\$ -	\$ -		
	CERTIFIED SALARIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Supervisors/Technology Salaries	\$ -	\$ -	\$ -	\$ -		
	Clerical & Secretarial salaries	\$ -	\$ -	\$ -	\$ -		
	Educational Assistants	\$ (5,386)	\$ -	\$ (5,386)	\$ -	\$ -	\$ -
	Nurses & Medical advisors	\$ -	\$ -	\$ -	\$ -		
	Custodial & Maint Salaries	\$ -	\$ -	\$ -	\$ -		
	Non Certified Salary Adjustment	\$ -	\$ -	\$ -	\$ -		
	Career/Job salaries	\$ -	\$ -	\$ -	\$ -		
	Special Education Svcs Salaries	\$ (49,077)	\$ -	\$ (49,077)	\$ -	\$ -	\$ -
	Attendance & Security Salaries	\$ -	\$ -	\$ -	\$ -		
	Extra Work - Non-Cert	\$ -	\$ -	\$ -	\$ -		
	Custodial & Maint. Overtime	\$ -	\$ -	\$ -	\$ -		
	Civic activities/Park & Rec	\$ -	\$ -	\$ -	\$ -		
	NON-CERTIFIED SALARIES	\$ (54,463)	\$ -	\$ (54,463)	\$ -	\$ -	\$ -
	SUBTOTAL SALARIES	\$ (54,463)	\$ -	\$ (54,463)	\$ -	\$ -	\$ -
200	EMPLOYEE BENEFITS						
	SUBTOTAL EMPLOYEE BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

"FOR THE MONTH ENDING - SEPTEMBER 30, 2019"

OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

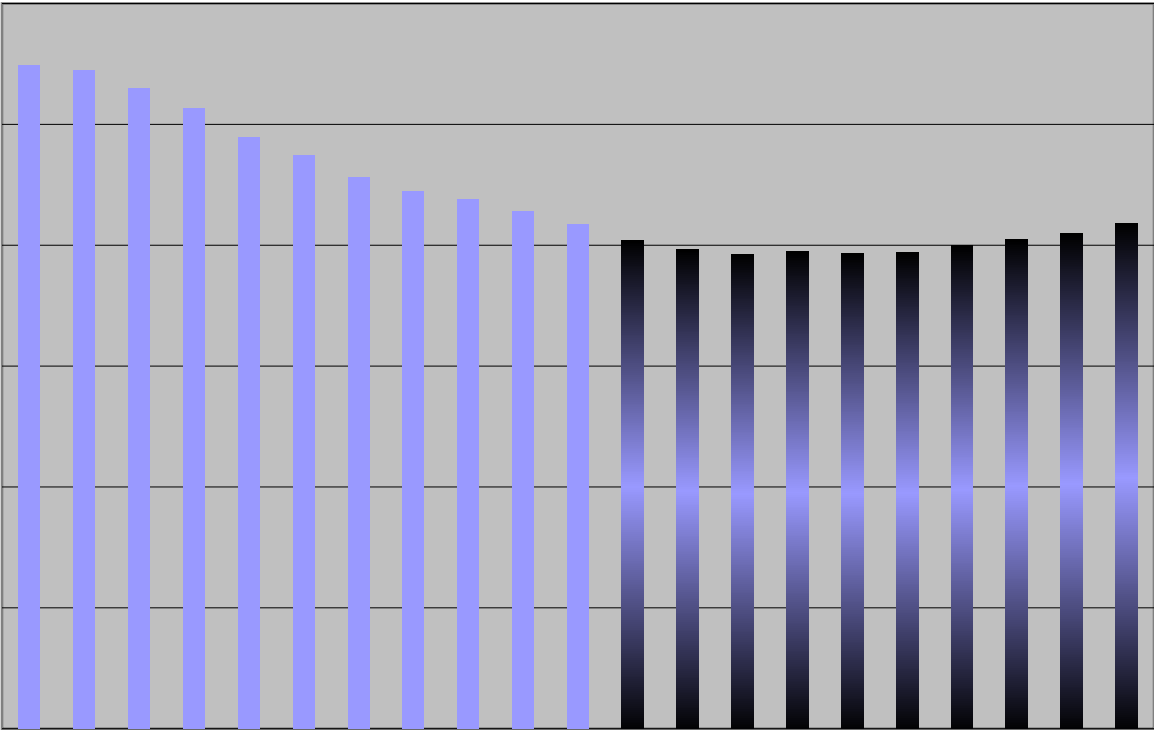
OBJECT	EXPENSE CATEGORY	BUDGETED	CURRENT BUDGET	1st ESTIMATE	STATE ESTIMATE -	Feb RECEIVED	May ESTIMATED
300	PROFESSIONAL SERVICES						
	Professional Services	\$ -	\$ -				\$ -
	Professional Educational Ser.	\$ -	\$ -		\$ -		
	SUBTOTAL PROFESSIONAL SVCS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
400	PURCHASED PROPERTY SVCS						
	SUBTOTAL PUR. PROPERTY SER.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500	OTHER PURCHASED SERVICES						
	Contracted Services	\$ -	\$ -		\$ -		
	Transportation Services	\$ (329,230)	\$ (329,230)				\$ -
	Insurance - Property & Liability	\$ -	\$ -		\$ -		
	Communications	\$ -	\$ -		\$ -		
	Printing Services	\$ -	\$ -		\$ -		
	Tuition - Out of District	\$ (1,137,859)	\$ (1,137,859)				\$ -
	Student Travel & Staff Mileage	\$ -	\$ -		\$ -		
	SUBTOTAL OTHER PURCHASED SI	\$ (1,467,089)	\$ (1,467,089)	\$ -	\$ -	\$ -	\$ -
600	SUPPLIES						
	SUBTOTAL SUPPLIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
700	PROPERTY						
	SUBTOTAL PROPERTY	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800	MISCELLANEOUS						
	Memberships						
	SUBTOTAL MISCELLANEOUS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	TOTAL LOCAL BUDGET	\$ (1,521,552)	\$ (1,521,552)	\$ -	\$ -	\$ -	\$ -

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Excess Cost and Agency placement Grants are budgeted at 75%. \$ (1,521,552)

\$ -

NEWTOWN PUBLIC SCHOOLS ENROLLMENT PROJECTED TO 2029



Peter M. Prowda, PhD
28 Old Mill Court
Simsbury, CT 06070
(860) 658-9919
peteprowda@yahoo.com

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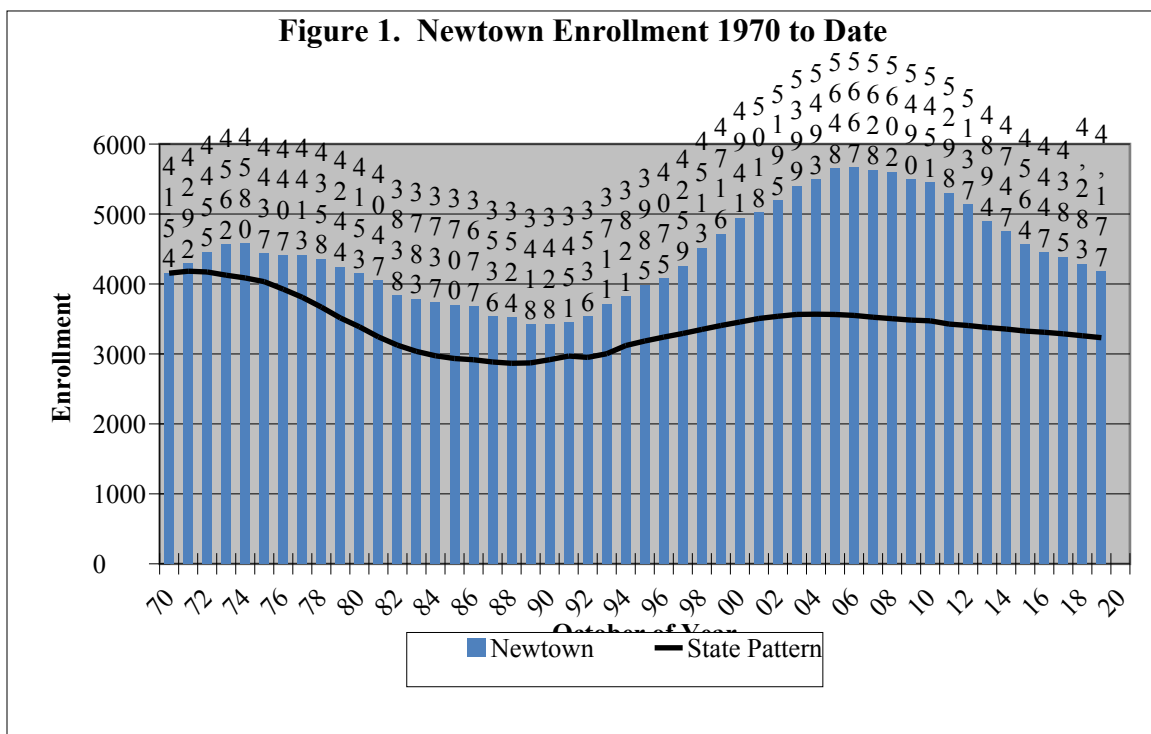
Introduction

This report presents a ten-year projection of enrollment for the Newtown Public Schools. It is based on students enrolled in Newtown schools. The projection is divided into the four grade levels that represent how the Newtown schools are organized: K-4, 5-6, 7-8 and 9-12. The report includes 50 years of enrollment to place the projection into a wider historical perspective. One of the primary drivers of future enrollment is births to residents. The report examines births and their relationship to kindergarten enrollment. Several factors that influence school enrollment - town population, women of child-bearing age, labor force, housing, retention in grade 9, dropouts, non-public enrollment, resident enrollment in other public schools and migration - are presented. Finally, the accuracy of earlier projections is examined.

Enrollment projections are a valuable planning tool. For budgeting, the numbers can place requested expenditures into a per pupil context. This can inform the public about which expenditures represent continuing expenditures to support on-going programs and expenditures for school improvement and program expansion. They are an essential step in determining the staffing that will be needed in the future. This may facilitate the transfer of teachers from one grade to another or allow the hiring process to start earlier, which can increase the likelihood of attracting the best teachers in the marketplace. Projections are a required step in planning for school facilities. The State of Connecticut requires eight-year school-based projections as a critical component of determining the size of the project for which reimbursement is eligible. This projection is appropriate for that purpose because it is school-based. In some communities the projection can determine the number of places they can make available to urban students as part of a regional desegregation effort.

Perspective

Enrollment projections typically use the most recent five years of data. While the most recent past is viewed as the best predictor of the near future, it is informative to look at a broader perspective. Figure 1 shows the enrollment in Newtown from 1970 to date.



Enrollment in the Newtown Public Schools grew from 4,154 in 1970 to 4,580 students in 1974. It then went on a 15-year decline that saw enrollment fall 25.4 percent to 3,418 students in 1989. Enrollment then entered a 17-year period of growth of 65.8 percent that took it to an all-time high of 5,667 students in 2006. Most districts peaked in the early 1970's. Enrollment is currently in a second period of decline. That decline, currently in its 13th year, has eroded enrollment by 23.9 percent. The preliminary 2019 enrollment of 4,177 is 1,313 students below the 2006 peak.

While the cyclical pattern of Newtown's enrollment generally follows that of the state, its magnitude is different. Between its 1971 peak and 1988, Connecticut public school enrollment declined by 31.5 percent. State enrollment hit a secondary peak in 2004. It grew 24.5 percent between the 1988 low and 2004. I project that state enrollment will decline by 8.1 percent between 2004 and 2019. The 1974 to 1989 decline in Newtown was two year shorter in duration and much shallower than the state's decline. The subsequent enrollment gain in Newtown was about the same duration as the state's but of greater magnitude. The state entered a second cycle of decline in 2005; Newtown did so in 2007. To date the decline has been deeper in Newtown (-23.9 percent) than the state (-8.1 percent). Had Newtown followed the state pattern of enrollment since 1970, it would have had only 3,232 students in October of 2019 instead of the preliminary count of 4,177 students.

Current Enrollment

Table 1 and Figure 2 provide a picture of where Newtown residents attended school on October 1, 2018, the latest comparable data available. They show that 87.7 percent of Newtown's school-age residents attended the Newtown Public Schools in 2018. A little over 10 percent of the school-age residents paid to attend non-public schools in state. The number attending private schools out-of-state is not known. Few (15) school-age residents attended area magnet schools (0.3 percent). Fifty-one students (1.0 percent) attended a state technical high school, an agriculture science center or other public schools in other districts. The district paid for 23 students (0.5 percent) to attend a special education program at a non-public special education facility or out-of-state. There were 16 non-residents enrolled in the Newtown Public Schools in 2018. The projections in this report are based on the preliminary count of 4,177 resident and non-resident students (comparable to Total Enrollment, below) who were enrolled in the Newtown Public Schools on September 3, 2019.

Table 1. 2018 Enrollment		
	Number	Percent
Residents		
A. Newtown Public	4,267	87.7%
B. Tech, Ag. & Other	51	1.0%
C. Magnets	15	0.3%
D. Non-Public	510	10.5%
E. Spec. Ed. (NP)	23	0.5%
Total (A+B+C+D+E)	4,866	
F. Non-Residents	16	
Total Enrollment (A+F)	4,283	

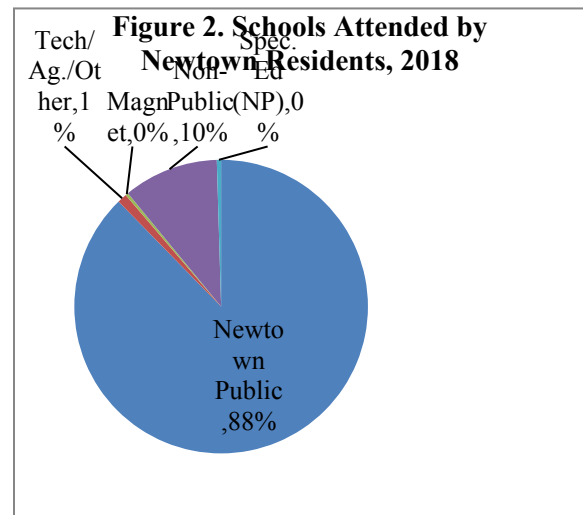
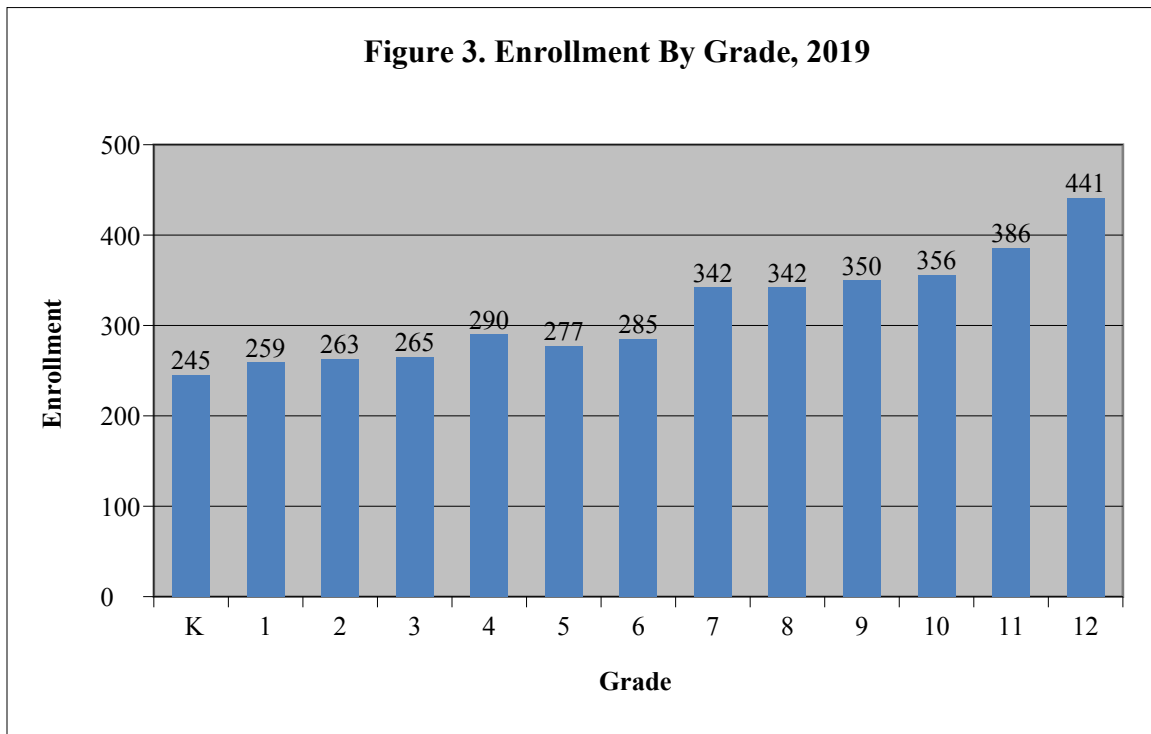


Figure 3 shows the preliminary 2019 grade-by-grade enrollment of students in the Newtown Public Schools. The children in pre-kindergarten programs are not shown. Grade 12 had the largest enrollment

with 441 students. Grades 7-11 all had at least 340 students. Kindergarten was the smallest class with 245 students followed by grade 1 with 259 students. If current conditions continue, this year's kindergarten class will have 302 students when it enters grade 5 in the Reed Intermediate School in 2024, 315 students when it enters grade 7 in Newtown Middle School in 2026, and 319 students when it enters grade 9 in 2027. The projected 5th grade enrollment in 2024 is greater than the September 2019 count, but the other grades are below their current enrollment. The current year enrollment by grade is the starting point for this projection. How it moves forward is discussed below.



Projection Method

The projections in this report were generated primarily using the cohort survival method. This is the standard method used by people running enrollment projections. For the grades above kindergarten, I compute grade-to-grade growth rates for ten years (see Appendices A - F). For example, if the number of fourth graders this year is 293 and the number of third graders last year was 290, then the growth rate is 1.010. Growth rates above 1.000 indicate that students moved in, transferred from non-public schools or other public schools or were retained. Growth rates below 1.000 mean that students moved out, transferred to private or other public schools, dropped out, or were not promoted from the prior grade. For each grade I calculate four different averages of the year-to-year growth rates: a three-year average; a weighted three-year average; a five-year average and a weighted five-year average. I choose the average that seems to best fit the data. The average growth rate for a grade is applied to the prior year's enrollment from the prior grade. The projection builds grade by grade and year by year.

To project enrollment of students in Newtown schools, I utilized a five-year average of the annual growth rates. All four averages of recent enrollment growth were close. I chose the five-year average because with the relatively small grade by grade enrollment within each school, I wanted greater stability. I built the district projection from the sum of the individual school projections.

The projection of kindergarten was different than my normal approach. Usually, I examine kindergarten enrollment of five-year-olds, six-year-olds entering kindergarten for the first time and repeaters. I have

these data at the district, but not the school level. I used the traditional approach of predicting kindergarten from births five-years prior.

To extend the projections beyond four years, I needed to estimate births for the years 2019 to 2024. The Connecticut State Department of Public Health recorded 179 births to Newtown residents in 2016. That is the latest final count which includes births to Newtown residents that occurred out-of-state. The provisional counts of births were 187 in 2017 and 216 in 2018. To estimate births in 2019, I added to the observed in-state births through June, the expected births in July to December based on the observed ratio of July to December births compared to January to June births observed over the past five years and the average number of out-of-state births in 2017 and 2018. That resulted in an estimate of 189 births in 2019. I calculated the number of births in 2020 from my estimate of Newtown's 2017 fertility rates and the Connecticut State Data Center's 2017 projection of Newtown women of child-bearing ages in 2015, 2020 and 2025. I estimated the 2017 fertility rates by applying the change in the Center for Disease Control's 2010 and 2017 estimates of Connecticut's fertility rates to Newtown's observed 2010 fertility rates. Fertility rates have been increasing in women over 30. I estimated births in 2020 from the projected growth in births between 2015 and 2020 and the average estimated number of births in 2017 to 2019. To estimate births in 2021 to 2024, I used the estimated annualized growth in births between 2020 and 2025 and applied that to the projected running average of births three years prior.

Births by school attendance zone were available only through 2017. Births not assigned to a school attendance zone were prorated. To estimate future births in each attendance zone in 2018 to 2024, I applied the percentage of births observed in 2015 to 2017 to the projected births district-wide.

Enrollment data from 2009 to 2018 were taken from files provided by the Connecticut State Department of Education. Note that current district-level data on the Department's website may include special education students educated outside of the district and exclude students in a Detention Center. These are recent changes to the way the Department reports enrollment data. Projections require consistency. The data I have chosen for this analysis **exclude** special education students educated outside of the district and may **include** students in a Detention Center. (The average stay in a Detention Center is 11 days.) Enrollment data can change daily until an audited final file is closed. This process can take up to two years. Thus, it is possible that the enrollment data in this report could differ slightly from data found on line and that may have been reported by the Board of Education to the public. Newtown provided the preliminary 2019 count as of September 3, 2019. Minor changes should be anticipated between that count and the official October 1 count. Births from 1980 to 2018 were provided by the Healthcare Quality, Statistics, Analysis and Reporting Unit of the State Department of Public Health.

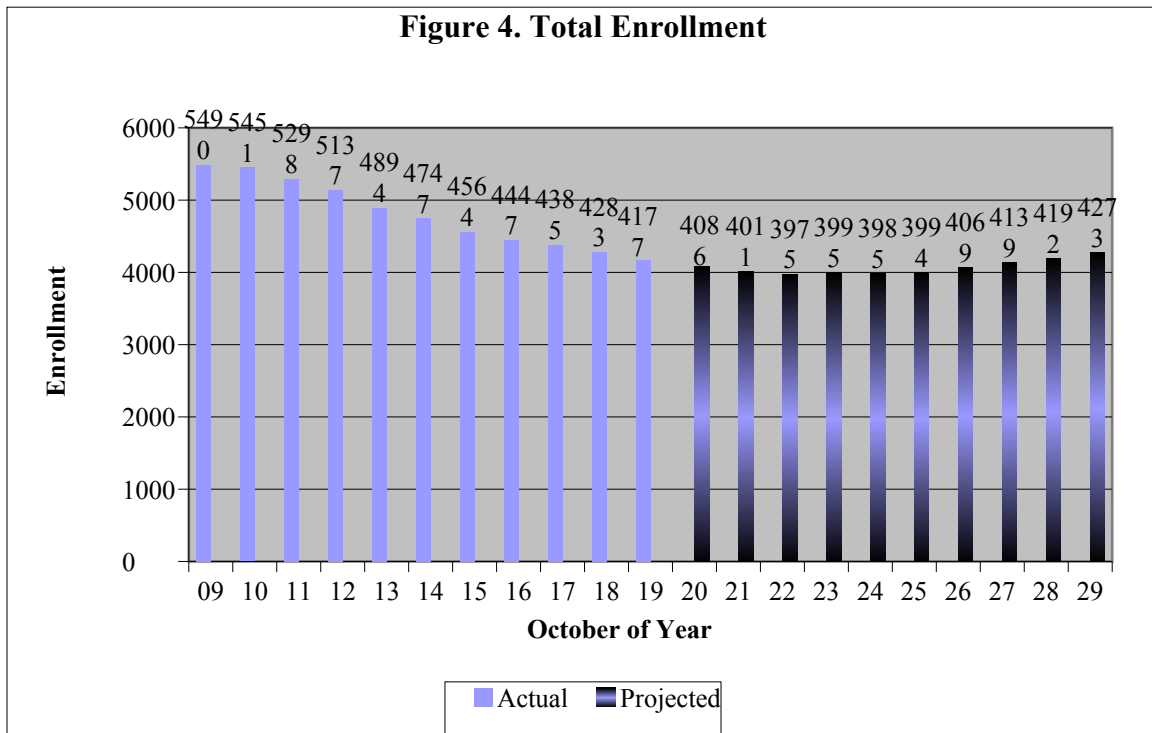
Total Enrollment

Table 2 and Figure 4 present the observed total enrollment in Newtown schools from 2009 to 2019 and projected enrollment through 2029. Detailed grade-by-grade data may be found in Appendices A and B. Total enrollment in Newtown fell from 5,490 students in 2009 to 4,177 in 2019. Enrollment decreased by 1,313 students or 23.9 percent between 2009 and 2019. Statewide I project that public-school enrollment will have declined 7.4 percent in that period.

Between 2008 and 2018, the latest comparable data available, the enrollment loss of 23.5 percent in Newtown was greater than all other similar districts. The events of 2012 obviously contributed to the loss in Newtown. Greenwich gained 2.3 percent in that period. Other districts lost enrollment. The declines were 1.5 percent in Fairfield, 2.9 percent in Trumbull, 11.1 percent in Brookfield, 14.7 percent in Cheshire, and 23.2 percent in Monroe.

I anticipate a slight decline in enrollment through 2022 followed by a slow increase. Next year, I anticipate that total enrollment could decrease by about 90 students. I expect the enrollment low to be 3,975 students in 2022. Enrollment could end the ten-year projection period at about 4,270 students. The projected ten-year decline would be about 95 students or 2.3 percent. In the state's public schools, I am projecting a 7.4 percent decline between 2019 and 2029. Total enrollment in Newtown could average about 4,070 students over the ten-year projection period compared to an average total enrollment of 4,738 students over the past ten years.

Year	Students	Percent Change
2009	5,490	
2010	5,451	-0.7%
2011	5,298	-2.8%
2012	5,137	-3.0%
2013	4,894	-4.7%
2014	4,747	-3.0%
2015	4,564	-3.9%
2016	4,447	-2.6%
2017	4,385	-1.4%
2018	4,283	-2.3%
2019	4,177	-2.5%
2020	4,086	-2.2%
2021	4,011	-1.8%
2022	3,975	-0.9%
2023	3,995	0.5%
2024	3,985	-0.3%
2025	3,994	0.2%
2026	4,069	1.9%
2027	4,139	1.7%
2028	4,192	1.3%
2029	4,273	1.9%



Elementary Enrollment

Table 3 and Figure 5 present actual enrollment in grades K-4 from 2009 to 2019 and projected enrollment to 2029 at your four elementary schools. Enrollment by grade may be found in Appendix A.

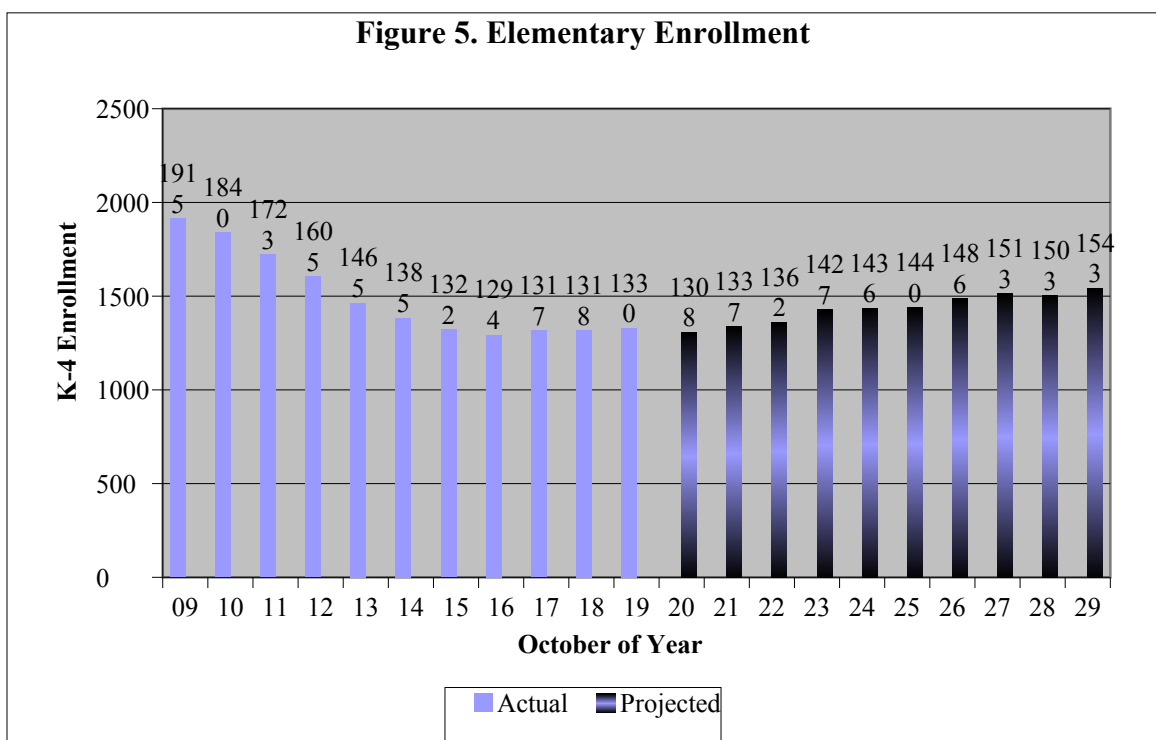
Enrollment in grades K-4 declined from 1,915 students in 2009 to 1,294 students in 2016 and then grew to 1,322 in 2019. This was a ten-year loss of 593 students or 31.0 percent. I project that public-school enrollment statewide in grades K-4 will have declined by 11.1 percent in that period.

I believe that the elementary enrollment decline is over. Next year, I anticipate that enrollment in these grades will increase by about 25 students as a 5th grade of 277 exits and a kindergarten class projected to be about 272 students enters. In-migration will make up the difference. I project that the grade K-4 enrollment could be around 1,570 students in 2029. That would be about 240 students more than the preliminary 2019 count, a growth of 18-19 percent. The projected 2029 count would be close to the elementary enrollments of 2012 and 2013. In grades K-4 in the state's public schools, I am projecting a 4.6 percent enrollment decline. Over the ten-year projection period, I believe projected enrollment in grades K-4 could average 1,460 students compared to the average of 1,459 students observed over the past ten years.

These figures exclude the children in your pre-kindergarten programs. Over the past ten years, enrollment in these programs have ranged from 48 to 88 children. The preliminary 2019 count is 76 children. My model keeps pre-kindergarten enrollment at 76 children for the next ten years.

Table 3. Grade K-4 Enrollment

Year	Student	Percent Change
2009	1,915	
2010	1,840	-3.9%
2011	1,723	-6.4%
2012	1,605	-6.8%
2013	1,465	-8.7%
2014	1,385	-5.5%
2015	1,322	-4.5%
2016	1,294	-2.1%
2017	1,317	1.8%
2018	1,318	0.1%
2019	1,322	0.3%
2020	1,348	2.0%
2021	1,366	1.3%
2022	1,383	1.2%
2023	1,439	4.0%
2024	1,455	1.1%
2025	1,461	0.4%
2026	1,506	3.1%
2027	1,533	1.8%
2028	1,526	-0.5%
2029	1,566	2.6%



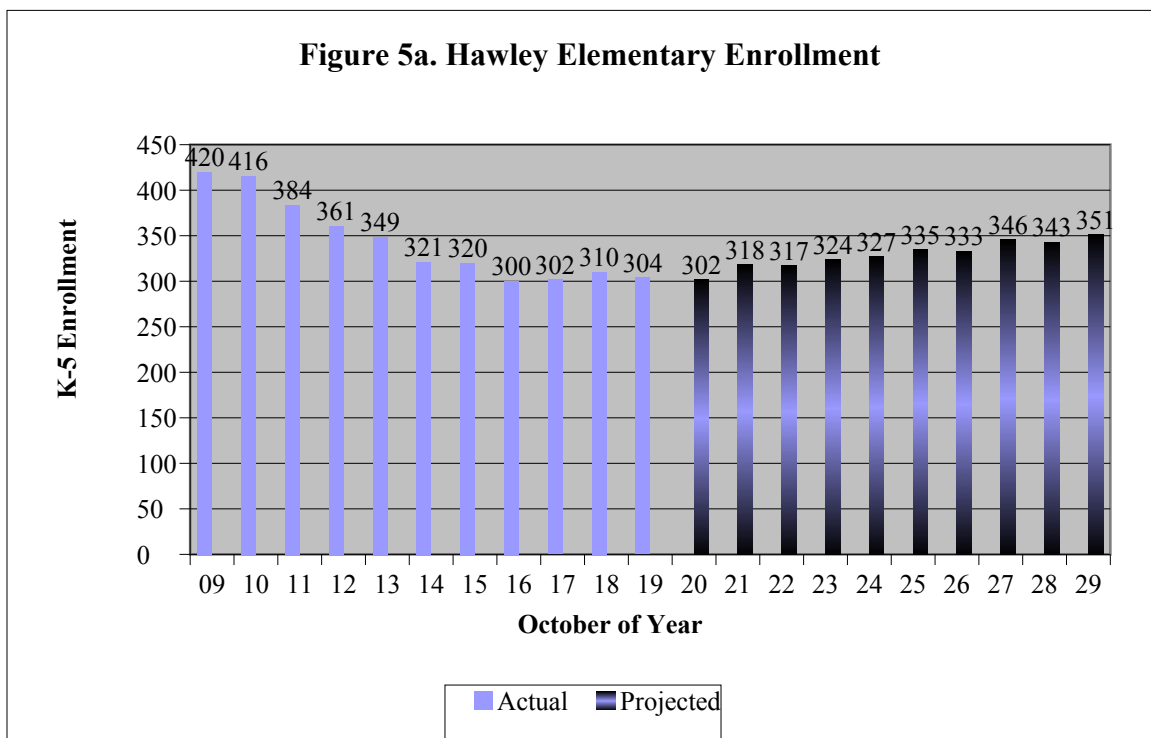
Hawley Elementary School

Table 3a and Figure 5a present actual enrollment in grades K-4 from 2009 to 2019 and projected enrollment to 2029 at the Hawley Elementary School. Enrollment by grade may be found in Appendix C. The school was originally constructed in 1921 and its last major renovation was 1997. The school is 60,460 square feet and built on a 9.6-acre site. It has 24 classrooms. Newtown rates its capacity as 550 students.

Enrollment in grades K-4 fell from 420 students in 2009 to 300 students in 2016 and then rebounded slightly to 304 students in 2019. Between 2009 and 2019 the school lost 116 students or 27.6 percent. Elementary enrollment in Newtown declined 31.0 percent in that period. I project that public-school K-4 enrollment statewide will have declined 11.1 percent in that period.

I expect that the enrollment decline will end next year when enrollment declines by 0-5 students. By 2029, I project the school's enrollment could be about 350 students. That would be about 45 students more than the preliminary 2019 count, a growth of between 15 and 16 percent. I project that Newtown's K-4 enrollment will grow 18.5 percent. In grades K-4 in the state's public schools, I am projecting a 4.6 percent enrollment decline. Over the ten-year projection period, I believe projected enrollment in the school could average about 330 students compared to the average of 337 students observed over the past ten years.

Year	Student	Percent Change
2009	420	
2010	416	-1.0%
2011	384	-7.7%
2012	361	-6.0%
2013	349	-3.3%
2014	321	-8.0%
2015	320	-0.3%
2016	300	-6.3%
2017	302	0.7%
2018	310	2.6%
2019	304	-1.9%
2020	302	-0.7%
2021	318	5.3%
2022	317	-0.3%
2023	324	2.2%
2024	327	0.9%
2025	335	2.4%
2026	333	-0.6%
2027	346	3.9%
2028	343	-0.9%
2029	351	2.3%



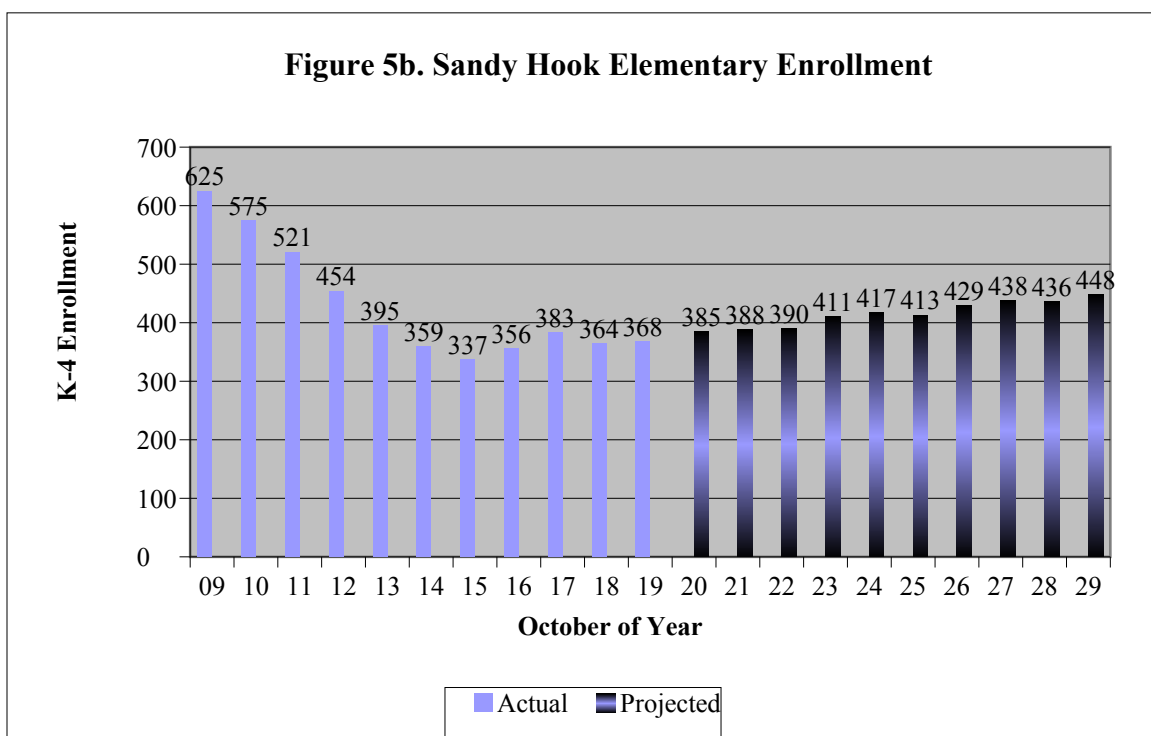
Sandy Hook Elementary School

Table 3b and Figure 5b present actual enrollment in grades K-4 from 2009 to 2019 and projected enrollment to 2029 at the Sandy Hook Elementary School. Enrollment by grade may be found in Appendix D. The new school was constructed in 2016. The school is 87,000 square feet and built on a 15.7-acre site. It has 23 regular and four specialty classrooms.

Enrollment in grades K-4 fell sharply from 625 students in 2009 to 337 students in 2015 and then rebounded to 368 students in 2019. It is interesting to note the enrollment at the school was declining sharply before the event of December 2012. Between 2009 and 2019 the school enrollment decreased by 257 students or 41.1 percent. Elementary enrollment in Newtown declined 31.0 percent in that period. I project that public-school K-4 enrollment statewide will have declined 11.1 percent in that period.

Overall, I expect a solid growth in enrollment. Next year, I anticipate that enrollment will increase by 15-20 students as a 4th grade of 79 exits and a kindergarten class projected to be about 78 students enters. I expect enrollment to approach 450 students by 2029. That would represent an increase of 80 students over the preliminary 2019 count, a gain of almost 22 percent. I project that Newtown's K-4 enrollment will grow 18.5 percent. In grades K-4 in the state's public schools, I am projecting a 4.6 percent enrollment decline. Over the ten-year projection period, I believe projected enrollment in the school could average about 415 students compared to the average of 411 students observed over the past ten years.

Year	Student	Percent Change
2009	625	
2010	575	-8.0%
2011	521	-9.4%
2012	454	-12.9%
2013	395	-13.0%
2014	359	-9.1%
2015	337	-6.1%
2016	356	5.6%
2017	383	7.6%
2018	364	-5.0%
2019	368	1.1%
2020	385	4.6%
2021	388	0.8%
2022	390	0.5%
2023	411	5.4%
2024	417	1.5%
2025	413	-1.0%
2026	429	3.9%
2027	438	2.1%
2028	436	-0.5%
2029	448	2.8%



Middle Gate Elementary School

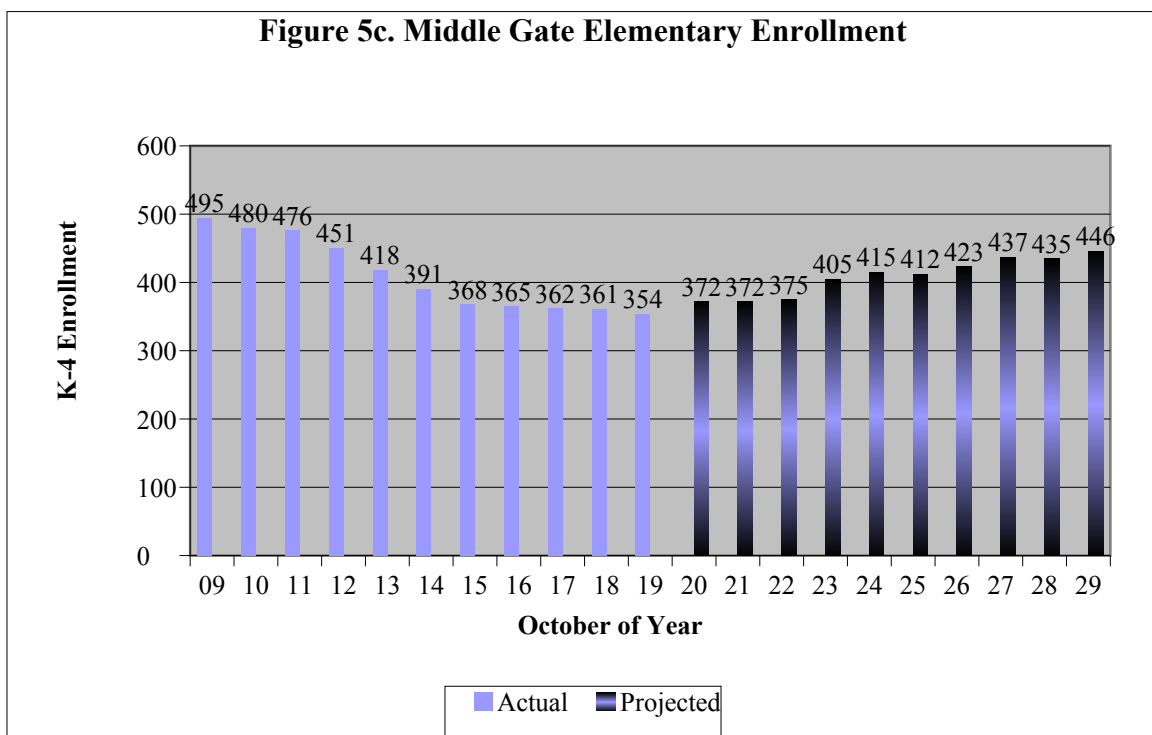
Table 3c and Figure 5c present actual enrollment in grades K-4 from 2009 to 2019 and projected enrollment to 2029 at the Middle Gate Elementary School. Enrollment by grade may be found in Appendix E. The school was originally constructed in 1964 and its last major renovation was 1993. The school is 57,100 square feet and built on a 19.6-acre site. It has 26 classrooms. Newtown rates its capacity as 580 students.

Enrollment in grades K-4 fell from 495 students in 2009 to 354 students in 2019. Between 2009 and 2019 the school enrollment declined by 141 students or 28.5 percent. Elementary enrollment in Newtown declined 31.0 percent in that period. I project that public-school K-4 enrollment statewide will have declined 11.1 percent in that period.

I expect that the enrollment will grow irregularly throughout the projection period. Next year, I anticipate that enrollment will grow 15-20 students as a 4th grade of 74 exits and a kindergarten class projected to be about 86 students enters. In 2029, I project the school's enrollment could be close to 445 students. That would be about 90 students more than the preliminary 2019 count, a growth of 26 percent. I project that Newtown's K-4 enrollment will grow 18.5 percent. In grades K-4 in the state's public schools, I am projecting a 4.6 percent enrollment decline. Over the ten-year projection period, I believe projected enrollment in the school could average almost 410 students compared to the average of 403 students observed over the past ten years.

Table 3c. Middle Gate Elementary School Enrollment

Year	Student	Percent Change
2009	495	
2010	480	-3.0%
2011	476	-0.8%
2012	451	-5.3%
2013	418	-7.3%
2014	391	-6.5%
2015	368	-5.9%
2016	365	-0.8%
2017	362	-0.8%
2018	361	-0.3%
2019	354	-1.9%
2020	372	5.1%
2021	372	0.0%
2022	375	0.8%
2023	405	8.0%
2024	415	2.5%
2025	412	-0.7%
2026	423	2.7%
2027	437	3.3%
2028	435	-0.5%
2029	446	2.5%



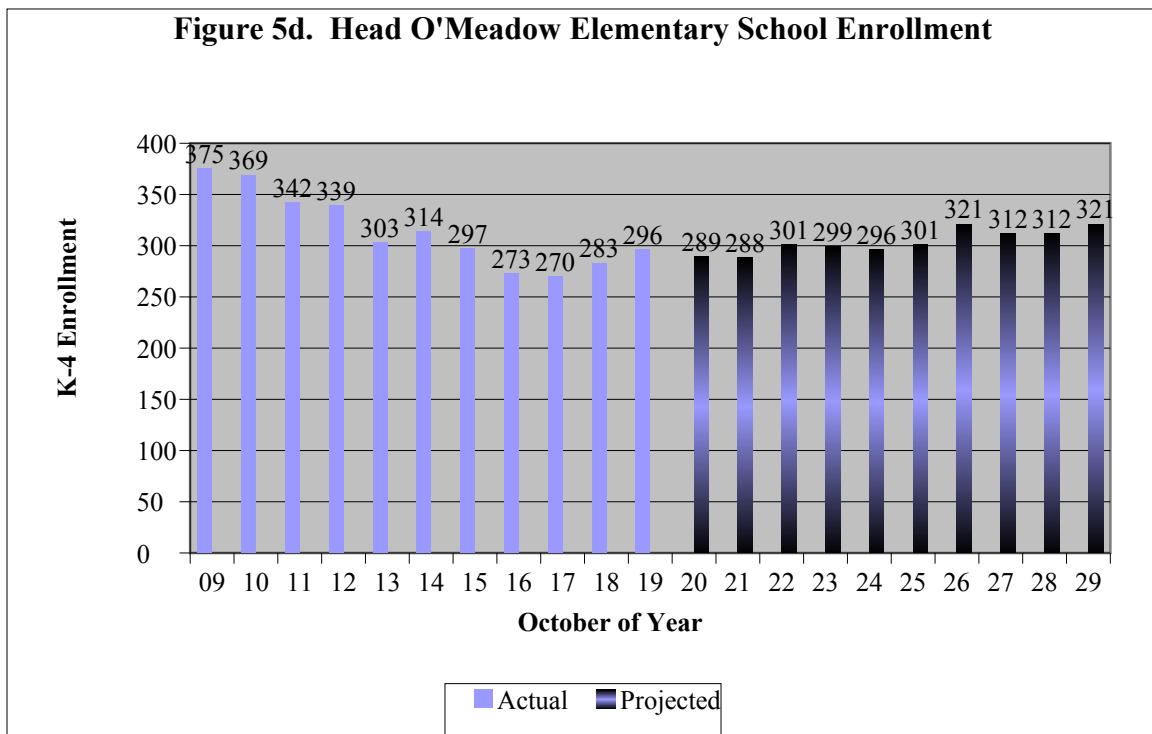
Head O'Meadow Elementary School

Table 3d and Figure 5d present actual enrollment in grades K-4 from 2009 to 2019 and projected enrollment to 2029 at the Head O'Meadow Elementary School. Enrollment by grade may be found in Appendix F. The school was originally constructed in 1977 and its last major renovation was 2005. The school is 65,000 square feet and built on a 35.0-acre site. It has 22 classrooms. Newtown rates its capacity as 513 students.

Enrollment in grades K-4 fell from 375 students in 2009 to 270 students in 2017 and then rebounded to 296 students in 2019. Between 2009 and 2019 the school enrollment fell by 79 students or 21.1 percent. Elementary enrollment in Newtown declined 31.0 percent in that period. I project that public-school K-4 enrollment statewide will have declined 11.1 percent in that period.

I expect that the enrollment will grow very slightly through most of the projection period. Next year, I anticipate enrollment could decline by 5-10 students. In 2029, I project the school's enrollment could be about 320 students. That would be about 25 students more than the preliminary 2019 count, a gain of eight to nine percent. I project that Newtown's K-4 enrollment will grow 18.5 percent. In grades K-4 in the state's public schools, I am projecting a 4.6 percent enrollment decline. Over the ten-year projection period, I believe projected enrollment in the school could average about 305 students compared to the average of 309 students observed over the past ten years.

Year	Student	Percent Change
2009	375	
2010	369	-1.6%
2011	342	-7.3%
2012	339	-0.9%
2013	303	-10.6%
2014	314	3.6%
2015	297	-5.4%
2016	273	-8.1%
2017	270	-1.1%
2018	283	4.8%
2019	296	4.6%
2020	289	-2.4%
2021	288	-0.3%
2022	301	4.5%
2023	299	-0.7%
2024	296	-1.0%
2025	301	1.7%
2026	321	6.6%
2027	312	-2.8%
2028	312	0.0%
2029	321	2.9%



Reed Intermediate School Enrollment

Table 4 and Figure 6 present actual enrollment in grades 5-6 from 2009 to 2019 and projected enrollment at the Reed Intermediate School to 2029. Enrollment by grade may be found in Appendix A. The school was constructed in 2002. It is 165,600 square feet and built on a 20-acre site. Newtown reported on the state's *2013 Report on the Condition of Connecticut's Public School Facilities* that the school had 46 classrooms with a capacity of 1,100 students.

Reed Intermediate School enrollment grew from 861 students in 2009 895 students in 2010. Peak enrollment in these grades was 914 students in 2005. By 2019, enrollment was down to 562 students. Enrollment was last this low in 1991. The largest annual decline was 7.1 percent between October 2013 and 2014. Between 2009 and 2019 enrollment fell by 299 students or 34.7 percent. I project that enrollment in grades 5-6 will have declined by 7.9 percent in that period in the state's public schools.

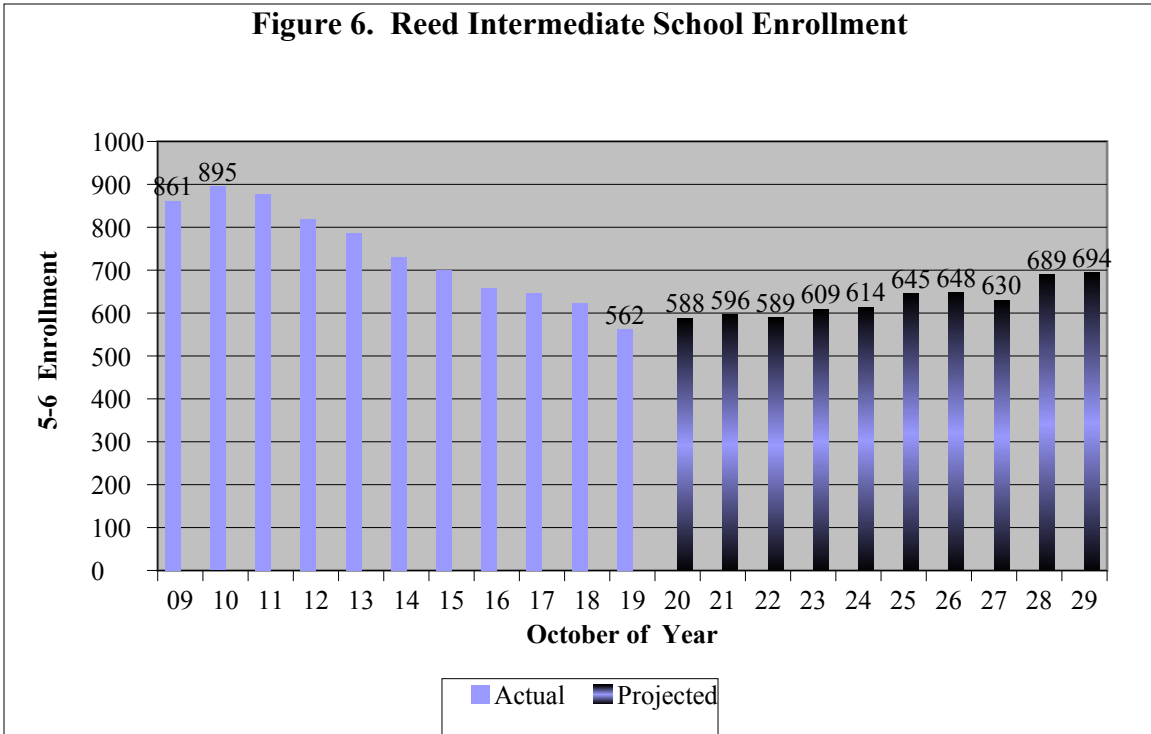
I believe that the 2019 enrollment of 562 students represents the low. Future enrollment at the Reed Intermediate School should move irregularly upward. Next year I anticipate an increase of about 25 students, as a 6th grade class of 285 exits and a 5th grade projected to be 303 students enters. At the projection's end, I project an enrollment of almost 695 students. This is roughly the enrollment of 2015. That would be about 130 students more than the preliminary 2019 enrollment, a gain of 23-24 percent. In the state's public schools, I project that enrollment in grades 5-6 will decline by 9.9 percent in that period. Between 2019 and 2029, I believe enrollment at Reed could average 630 students compared to the average of 730 students observed over the past ten years.

Table 4. Reed Intermediate School Enrollment

Year	Student	Percent Change
2009	861	
2010	895	3.9%
2011	878	-1.9%
2012	819	-6.7%
2013	787	-3.9%
2014	731	-7.1%
2015	701	-4.1%
2016	659	-6.0%
2017	647	-1.8%
2018	624	-3.6%
2019	562	-9.9%
2020	588	4.6%
2021	596	1.4%
2022	589	-1.2%
2023	609	3.4%
2024	614	0.8%
2025	645	5.0%
2026	648	0.5%
2027	630	-2.8%
2028	689	9.4%
2029	694	0.7%

to

Figure 6. Reed Intermediate School Enrollment



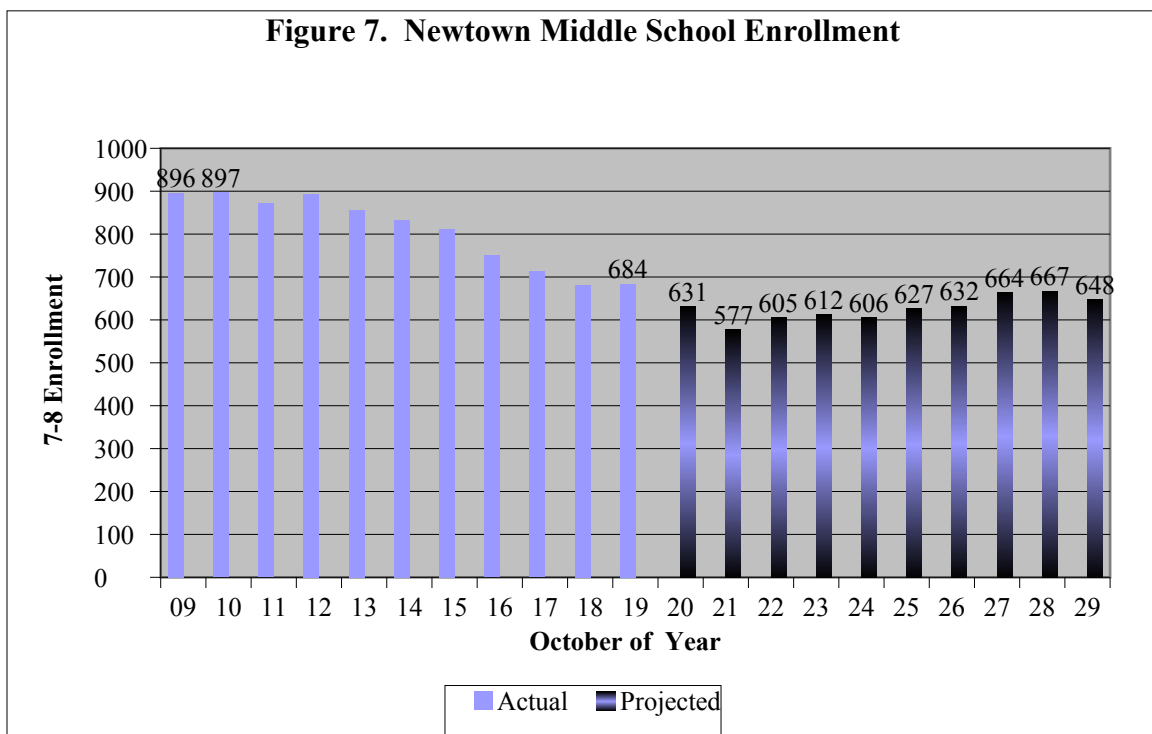
Newtown Middle School

Table 5 and Figure 7 present Newtown Middle School’s actual enrollment in grades 7-8 in 2009 to 2019 and projected enrollment to 2029. Enrollment by grade may be found in Appendix B. The school was originally constructed in 1951 and its last major renovation was 1988. The school is 175,000 square feet and built on a 35.5-acre site. Newtown reported on the state’s *2013 Report on the Condition of Connecticut’s Public School Facilities* that the school had 53 classrooms with a capacity of 1,100 students.

The school’s enrollment declined from 897 students in 2010 to 684 students in 2019. Enrollment was last that low in 1998. Between 2009 and 2019, the school enrollment declined by 212 students or 23.7 percent. I project that public school 7-8 enrollment statewide will have declined 5.6 percent in that period. The largest annual decline was 7.6 percent between October 2015 and October 2016.

I expect that the enrollment decline will continue for two more years and then grow slowly and irregularly. Next year, I anticipate an enrollment drop of about 50 students as this year’s 8th grade of 342 students exits and a 7th grade projected to be 288 students enters. I expect an enrollment low of about 580 students in 2021. In 2029, I project the school’s enrollment could be close to 650 students. That would be 35-40 students less than the preliminary 2019 count, a decline of about five percent. In grades 7-8 in the state's public schools, I am projecting a 9.8 percent enrollment decline. Over the ten-year projection period, I believe projected enrollment in the school could average 630 students compared to the average of 799 students observed over the past ten years.

Year	Student	Percent Change
2009	896	
2010	897	0.1%
2011	871	-2.9%
2012	893	2.5%
2013	856	-4.1%
2014	833	-2.7%
2015	812	-2.5%
2016	750	-7.6%
2017	713	-4.9%
2018	681	-4.5%
2019	684	0.4%
2020	631	-7.7%
2021	577	-8.6%
2022	605	4.9%
2023	612	1.2%
2024	606	-1.0%
2025	627	3.5%
2026	632	0.8%
2027	664	5.1%
2028	667	0.5%
2029	648	-2.8%



Newtown High School Enrollment

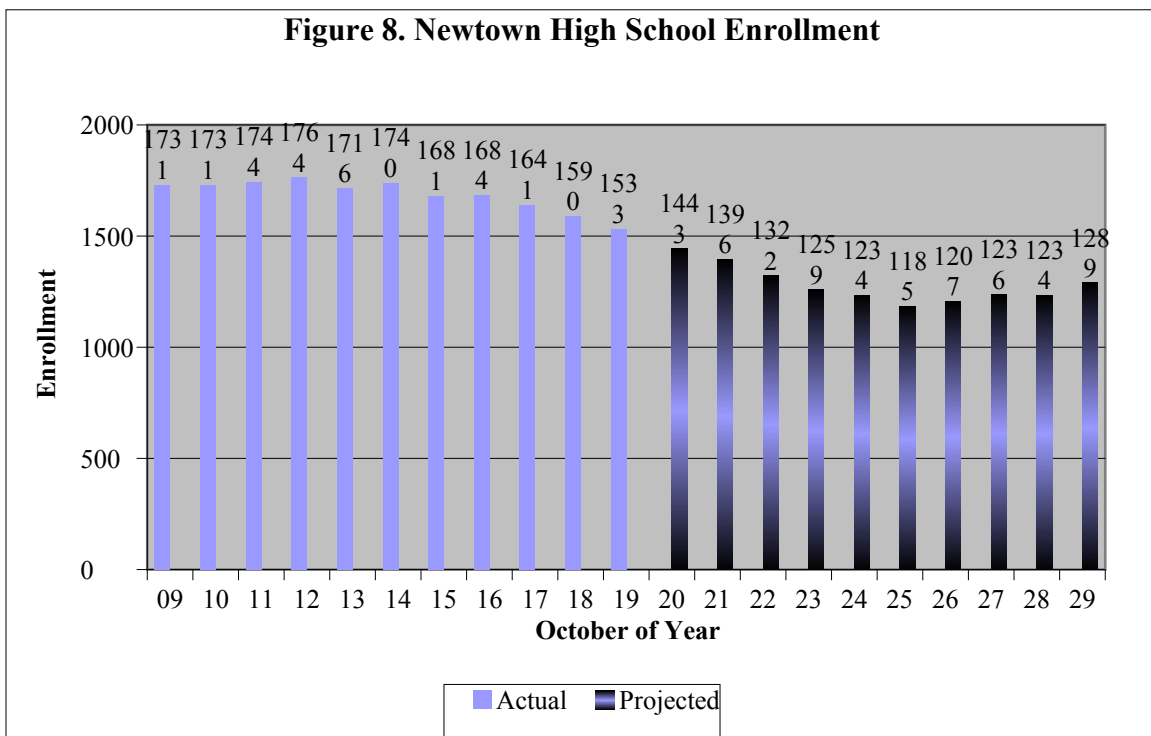
Grade 9 is the first opportunity to attend state technical high schools agriculture science and technology centers. In October 2018, 87.2 percent of Newtown residents enrolled in grade 9 were enrolled in the district. Almost 11 percent were enrolled in non-public schools in state. Only 1.7 percent were enrolled in a state technical high school an agriculture science center and only 0.5 percent were enrolled in a magnet or another public school.

Table 6 and Figure 8 present enrollment at Newtown High School. Enrollments from 2017 to 2019 include about a dozen students classified as 12th graders in the Newtown Community Partnership program. Grade-by-grade enrollment may be found in Appendix B. Enrollment grew irregularly from 1,731 students in 2009 to 1,764 in 2012 and then began to decline. The 2019 count of 1,533 students was less than the 2009 count, a loss of 11.4 percent. I project that statewide public-school enrollment in grades 9-12 will have fallen 4.9 percent in that period.

I project high school enrollment will continue to decline for six more years before starting a recovery. I expect that next year's enrollment be about 90 students less than this year. I anticipate an enrollment low 1,185 students in 2025. At the projection's end I expect an enrollment about 1,290 students. That would be about 240 less than this year's enrollment, a loss of almost 16 percent. Statewide, I have projected a percent decline in public school grade 9-12 enrollment between 2019 and 2029. I believe your enrollment in grades 9-12 could average about 1,280 students over the next ten years compared to the average of 1,682 students observed over the past ten years.

Year	Student	Percent Change
2009	1,731	
2010	1,731	0.0%
2011	1,744	0.8%
2012	1,764	1.1%
2013	1,716	-2.7%
2014	1,740	1.4%
2015	1,681	-3.4%
2016	1,684	0.2%
2017	1,641	-2.6%
2018	1,590	-3.1%
2019	1,533	-3.6%
2020	1,443	-5.9%
2021	1,396	-3.3%
2022	1,322	-5.3%
2023	1,259	-4.8%
2024	1,234	-2.0%
2025	1,185	-4.0%
2026	1,207	1.9%
2027	1,236	2.4%
2028	1,234	-0.2%
2029	1,289	4.5%

Figure 8. Newtown High School Enrollment



Factors Affecting the Projection

The primary reasons for enrollment change lie in births, the yield from the birth cohort and the grade-to-grade growth rates. Figure 9 presents actual and provisional births from 1980 to 2018 and estimated births through 2024. Births ranged from a high of 372 in 1997 to a low of 166 in 2013. The provisional count for 2018 was 217 births. Based on in-state births through June of 2019, I estimate there will be only 189 births in that year. Between 2000 and 2009 there was an average of 273 births annually. In the five years from 2010 to 2014 (this fall's kindergarten through 4th graders) births averaged 177. Births in the 2015 through 2019 period will average close to 194. The projection in years 2020 to 2024 assumes an average of 209 births annually between 2020 and 2024.

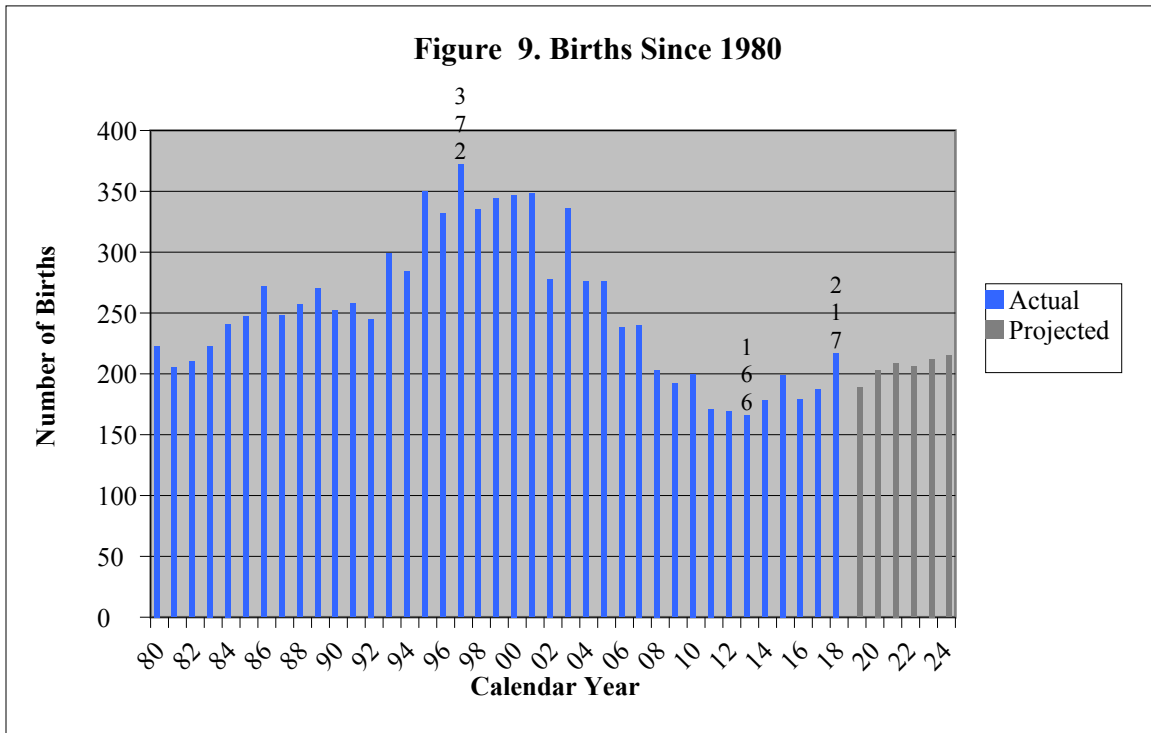
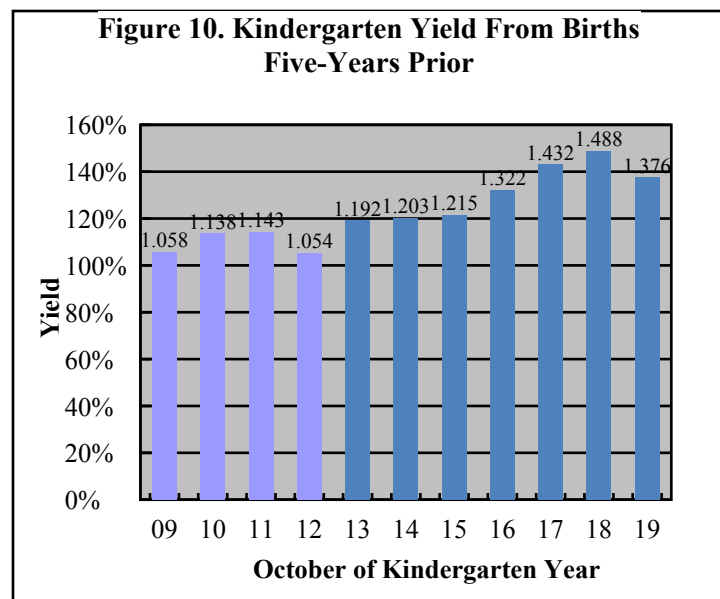


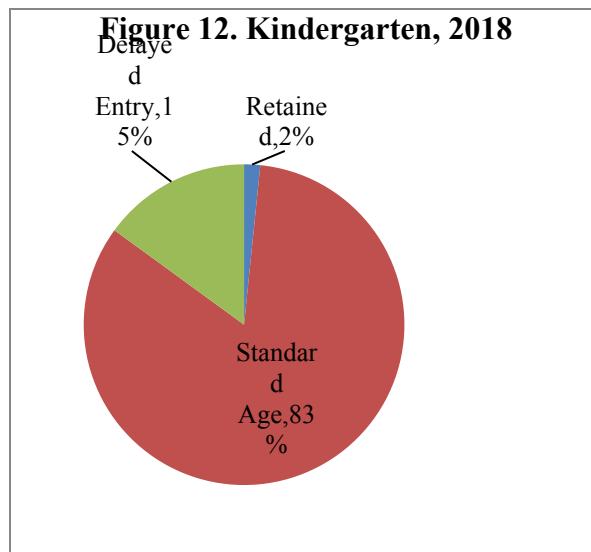
Figure 10 depicts the kindergarten yield in the years 2009 to 2019 from births five years prior for students attending kindergarten in the Newtown Public Schools. Universal full-day kindergarten started in 2013 in Newtown. There were 178 births in 2014 and 245 children enrolled in Newtown kindergarten on September 3, 2019. That is a yield 138 percent. The yield from the birth cohort ranged from a low 105 percent in 2012 to a high of 149 percent in 2018. Yields above 100 percent generally mean that parents moved into town after giving birth elsewhere. The projection, using yields from each of the four elementary schools, had an average yield of 136.3 percent.



The cohort survival method assumes there will be no relationship between the number of births and the growth rate between births and kindergarten enrollment five years later. Between births 2008 and 2014 and kindergarten in 2013 and 2019 this correlation was -0.92 in Newtown. The greater the births, the smaller the growth between births and kindergarten five years later. Usually this is not a problem because births in the five-year look-back period are similar to those in the projection years. As was noted earlier, births averaged 177 in the five-year look-back period and will average 194 in the next five years of the projection and are projected to average 209 over the second half of the projection. This opens the possibility that the projection of kindergarten enrollment and thus future elementary enrollment may be too high. I did not make an adjustment because of the possibility that the events of December 2012 affected the data and the relatively little data that are available.

Kindergarten enrollment is not just from births five years prior. In Newtown in October of 2018, the most recent data available, 15.0 percent of the kindergarten children were held out by their parents. In addition, 1.6 percent were retained for a second year of kindergarten. These factors all add “noise” to the projection and can result in some minor differences in enrollment.

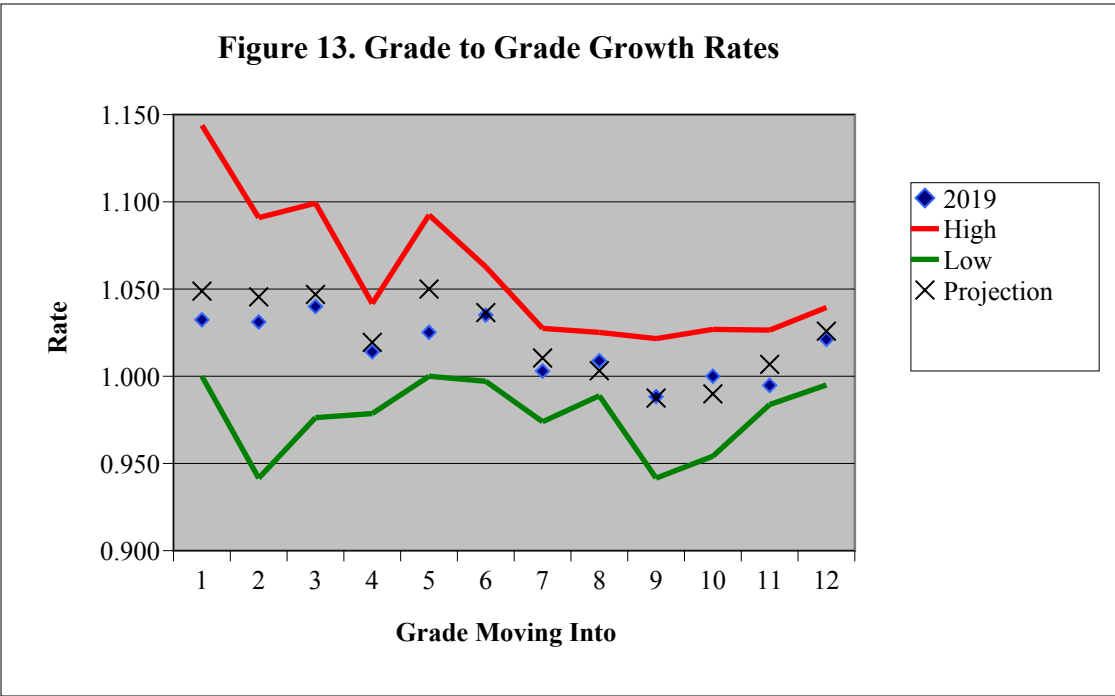
The correlation between births and kindergarten enrollment five-years later was essentially zero over 2013 to 2019 period. If this relationship were used predict kindergarten enrollment, the estimate would have been off by an average of six children annually since the start of full-day kindergarten in 2013. The cohort survival method cannot overcome the underlying unpredictability of kindergarten enrollment from earlier births.



the to

The “Connecticut Early Childhood Report on Changing the Kindergarten Date,” mandated by Public Act 14-39, recommended that the start date for kindergarten be moved back to October 1st phased in one month increments over the course of three years. It further recommended the elimination of the section of C.G.S Sec. 10-184 which allows parents the option of not enrolling their age-eligible child. Funds for the implementation have not been made available by the General Assembly. Unless the state’s fiscal situation changes for the better or a court intervenes, I do not believe this common sense change will be implemented. Once implemented, the changes will very slightly decrease the size of your kindergarten class for three years and increase your pre-kindergarten enrollment. This change is not built into this projection, but will be built into future projections once the implementation date is set.

Figure 13 gives a perspective of the grade-to-grade growth rates for students attending the Newtown schools. An "x" indicates the average growth rate used in this projection. The diamond is the growth observed between last year and this year. The upper line indicates the largest growth rate observed over the past ten years and the lower line, the lowest. In general, the narrower the gap between the two lines is, the greater the accuracy of the projection. The growth rates used in the projection were based on a five-year average of the observed grade-to-grade growth within each school. These rates are presented for contextual purposes only.



The elementary growth rates have been in a fairly wide band for the past 10 years. All of the eight growth rates in grades 1 to 8 are at or above 1.000 which indicates more students are entering the system than leaving. The rate in grade 9 includes a small number of students repeating the grade and some students leaving the Newtown schools to attend non-public schools. The average of the growth rates across grades 1-12 that was used in the projection was 1.023; the rate in 2019 was 1.018. The median rate over the past 20 years was slightly lower, 1.014.

Context of the Projection

The cohort-survival method typically needs only births and a few years of recent enrollment data to generate a projection. Mathematically, nothing else matters. But enrollment changes do not occur in a vacuum. Events and policies in the district, community and region all have some bearing on enrollment. Remember that a basic assumption of the cohort-survival method is that the recent past can be a good predictor of the near future. It is incumbent for every receiver of a projection to determine what events happened in the past five years and whether they are likely to change.

To assist in this endeavor, this report examines 11 factors that could affect enrollment: town population growth; projected population ages 0-19; women of child-bearing age; recent growth in the labor force; new home construction; sales of existing homes; grade 9 repeaters; high school dropouts; non-public enrollment; resident enrollment in other public schools and student migration.

Figure 14 presents the US Census Bureau estimate of Newtown population growth between July, 2010 and 2018. It is based, in part, on relative housing growth within the county. In that interval, the town's population was estimated to have grown from 27,613 to 27,774 people. The gain of 0.6 percent was the 38th ranked growth in the state. In contrast, Fairfield County gained 2.6 percent, the state lost 0.2 percent and communities with similar economic and need characteristics (DRG B) grew by 0.9 percent.

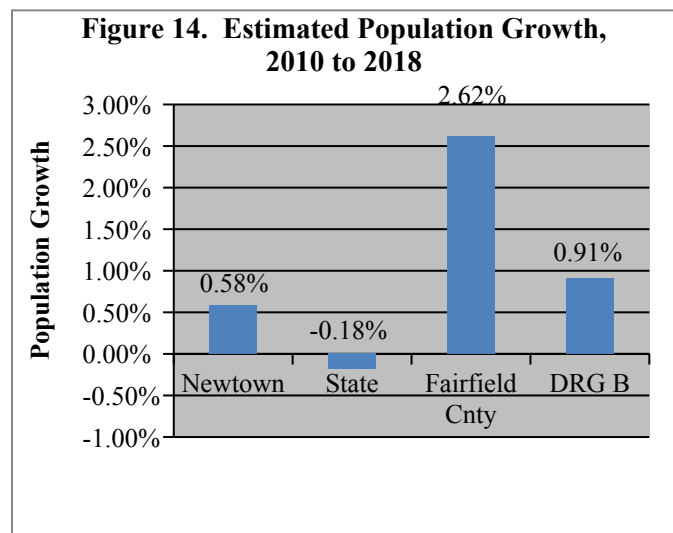


Figure 15 presents the Connecticut State Data Center's 2017 projection of Newtown population ages 0-19. They projected that the population 0-4 would grow by 21 percent between 2015 and 2025. They projected a significant decrease of 27 percent in the population ages 5-9 between 2015 and 2025. The Center projected a 35 percent decline in youth ages 10-14 between 2015 and 2025. They also projected a 25 percent decline in the population ages 15-19 between 2015 and 2025, with most of the loss coming between 2020 and 2025. This independent projection is fairly consistent with the findings of this report.

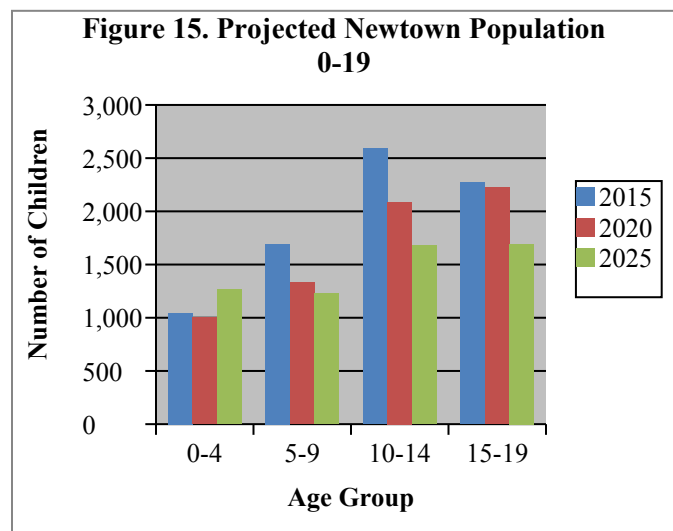


Figure 16 presents the Connecticut State Data Center's 2017 projections of the number of Newtown women of child-bearing age in 2015, 2020 and 2025. The Center projected that the number of Newtown women aged 15 to 44 would grow 8.3 percent between 2015 and 2025. In your town, women in the 30-34 age group have the highest rate of births. The Center projected that the number in this group would increase by 114 percent between 2015 and 2025. The second highest birth rate in your town is women ages 35-39. The Center projected the number in that age range would grow by 18.4 percent between 2015 and 2025.

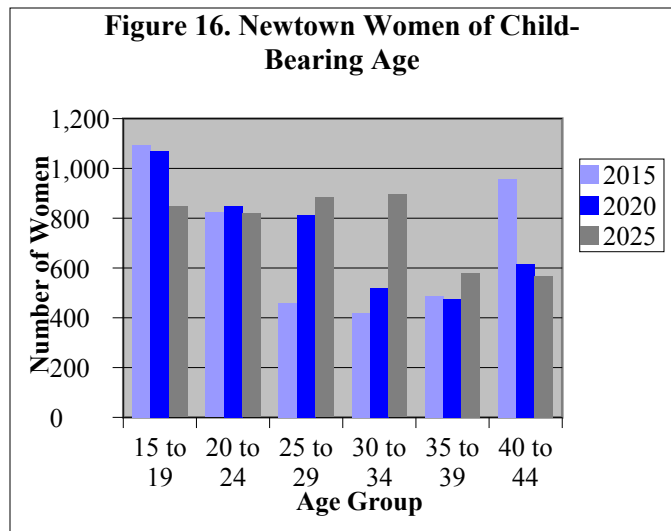


Figure 17 examines the number of people in the labor market from the US Department of Labor, Bureau of Labor Statistics. These are people 16 years of age or older who were working or actively were seeking employment. I find it a very rough proxy of the number of school-age families. The Newtown labor force increased an estimated 1.0 percent between 2010 and 2018. This was better than the state (-0.3 percent) but less than Fairfield County (+1.6 percent). The 2018 unemployment rate of 3.5 percent was down 3.5 percentage points from the 2010 high and 0.4 percentage points from 2017. It was better than the state rate of 4.1 percent and the Fairfield County rate of 4.0 percent.

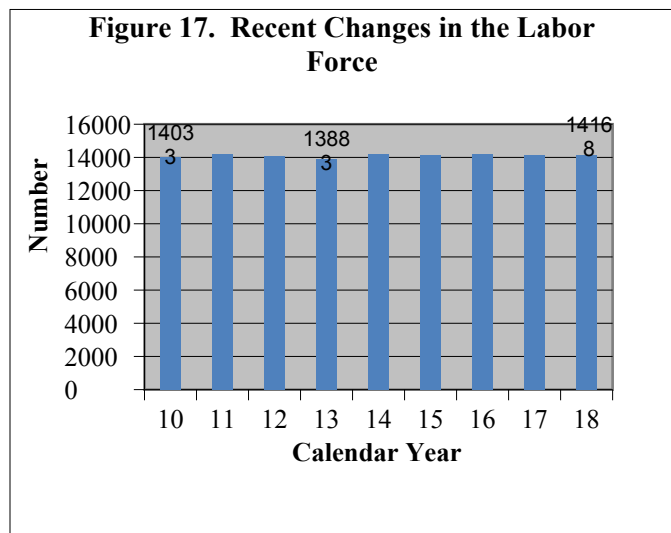


Figure 18 presents the net new housing units constructed from 2008 to 2018 from the State Department of Economic and Community Development. In the past ten years the number of net (of demolitions) new housing units constructed in Newtown ranged from a high 63 in 2018 down to a low of two in 2012. In the five-year look-back period for this projection, there was an average of 38 net new housing units constructed.

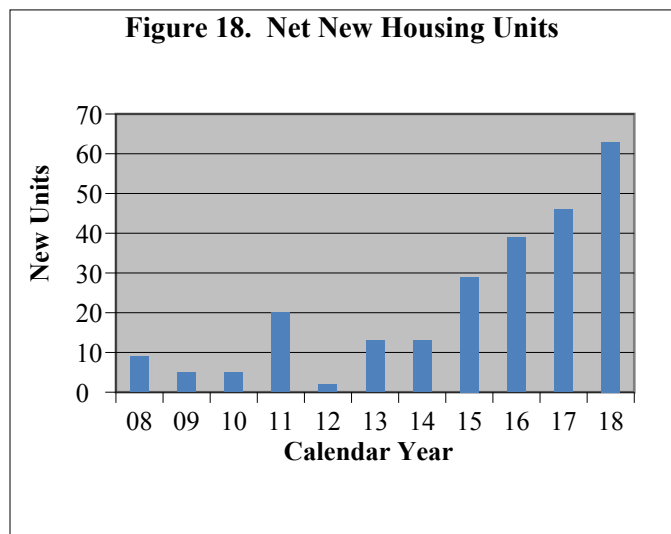


Figure 17 presents my estimate of the number of sales of existing homes. I derived it by taking the number of single-family and condo real estate transactions from The Warren Group/Commercial Record and subtracting the number of new single-family housing units authorized. This is an estimate because of the lag between the time a new house is authorized and it is sold. The estimated number of sales of existing single-family and condominium homes ranged from a low of 219 in 2011 to a high of 390 in 2016 and 2017. There were 359 transactions in 2018. In the five-year look back period for the projection, there were 373 sales annually. Based on sales through July, I anticipate fewer sales of existing houses in 2019 than in 2018.

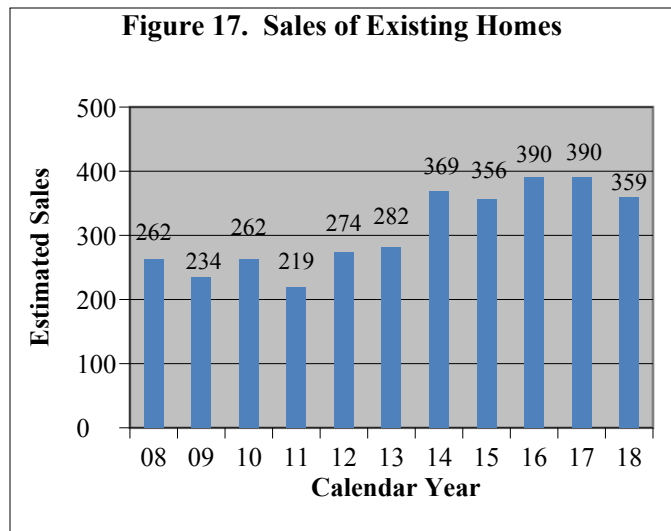


Figure 18 presents the percentage of grade 9 students one year who were reported as being in that grade the next year. Between 2008 and 2018, the percentage ranged from a high of 3.0 percent in 2011 to a low of zero percent in 2009 and 2010. The rate was 0.6 percent in 2018. Over the five-year look-back period of the projection an average of 4.8 students were retained annually, a rate of 1.2 percent.

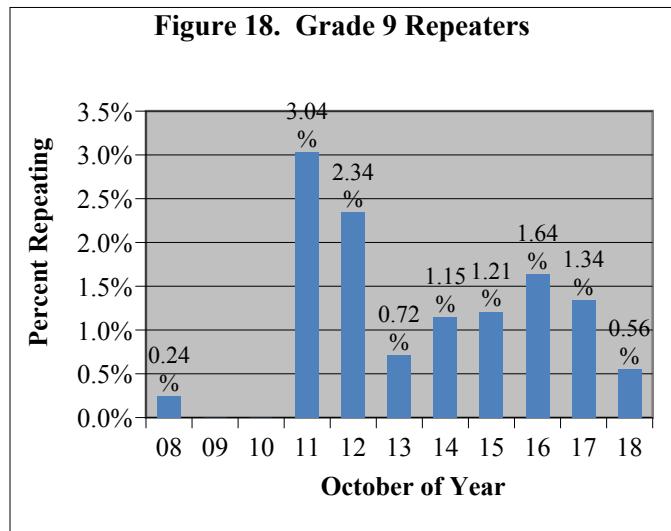


Figure 19 presents the annual dropout rate in Newtown for school years 2007-08 to 2017-18. Dropouts are students who left school early, left to enroll in a GED program, transfer to post-secondary education prior to graduation or moved but not known to be continuing. The dropout rate ranged from a high of 1.9 percent in the 2007-08 school year to a low of 0.1 percent in the 2013-14 and 2014-15 school years. The rate in 2017-18, the latest data available, was 0.4 percent. In the five-year look-back period for the high school portion of this projection, the rate was a low 0.26 percent. Over the past five years, an average of 4.4 students per year dropped out.

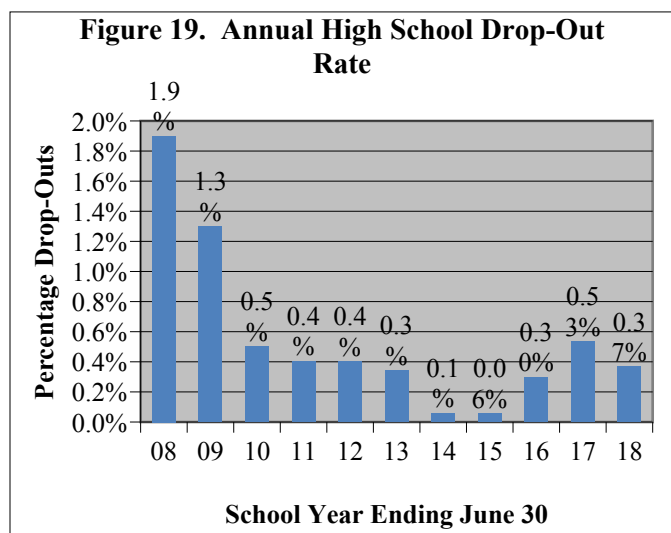


Figure 20 presents the non-public enrollment in grades K-12 from 2008 to 2018 for students from the town of Newtown. The data are from the records of the Connecticut State Department of Education. Non-public enrollment declined from 622 students in 2008 to 431 in 2018, the latest data available. In the past ten years, enrollment in the non-public schools decreased by 191 students or 30.7 percent. The 2018 enrollment represented nine percent of all students from Newtown. That is below the 2013 peak of 10.9 percent. I project the non-public enrollment from Newtown will be about 415 students in 2019.

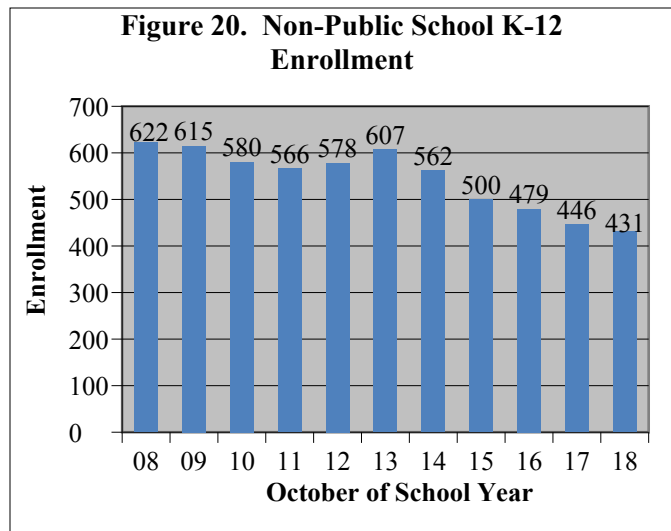


Figure 21 presents the enrollment of Newtown residents in other public schools in Connecticut from 2008 to 2018. The number educated out-of-district went from 95 in 2008 to 105 in 2009 and was 66 in 2018. The number of students attending magnet schools went from 36 in 2008 to a peak of 42 students in 2012 and was 15 in 2018. In 2018, 23 students attended the Henry Abbott Technical High School and 12 attended the agriculture science program at Nonnewaug High School.

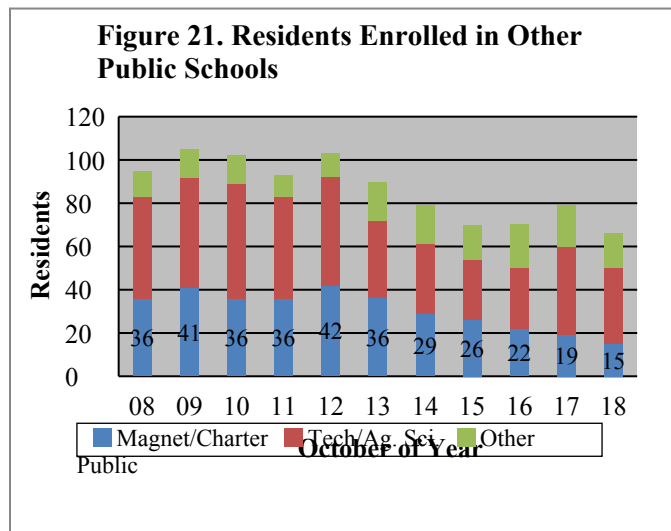


Figure 22 presents the non-resident enrollment in the Newtown Public schools from 2009 to 2019. These could be children of teachers or other town employees. In the past ten years, the number of non-residents enrolled has ranged from a low of two in 2011 to a high of 16 in 2017 and 2018. The September 3, 2019 count was 10 students.

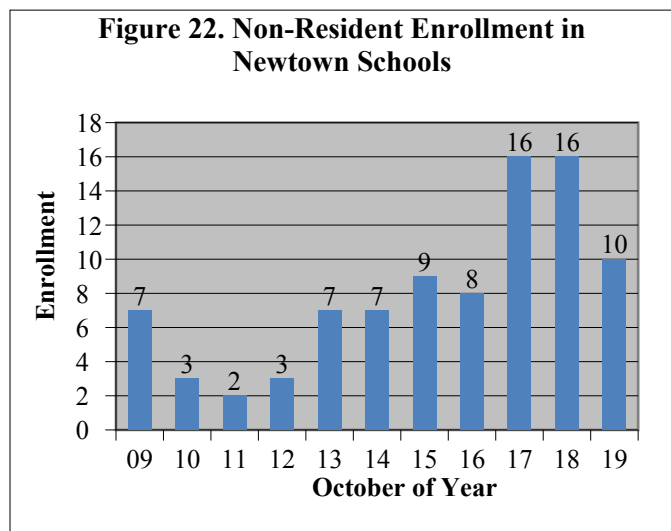


Figure 23 presents the estimated migration of school-age students to and from the town of Newtown. It is based on changes in elementary and middle-school enrollment in both public and non-public schools. The 2019 non-public enrollment and enrollment in other public schools in Connecticut are projections. Estimated migration ranged from a low of -0.6 percent in 2012 and 2013 to a high of +3.8 percent in 2017. The estimated migration in 2019 was +1.7 percent. The average migration in the projection's five-year look-back period was a robust +2.15 percent.

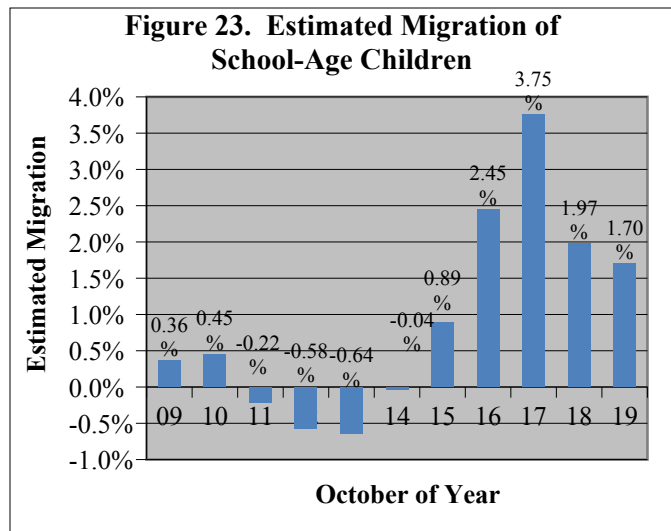
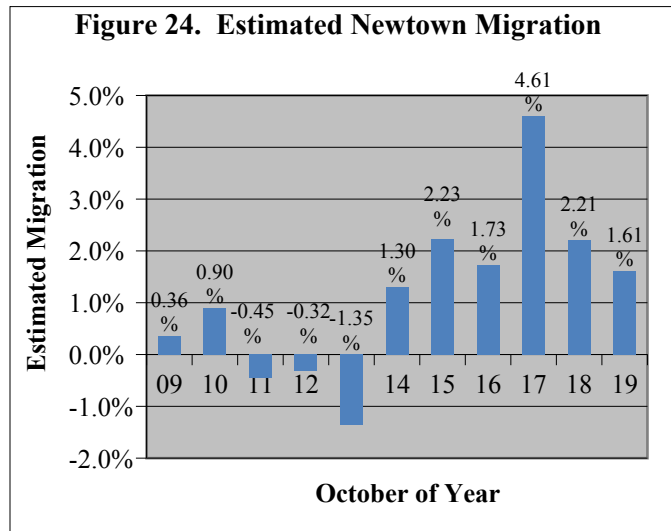


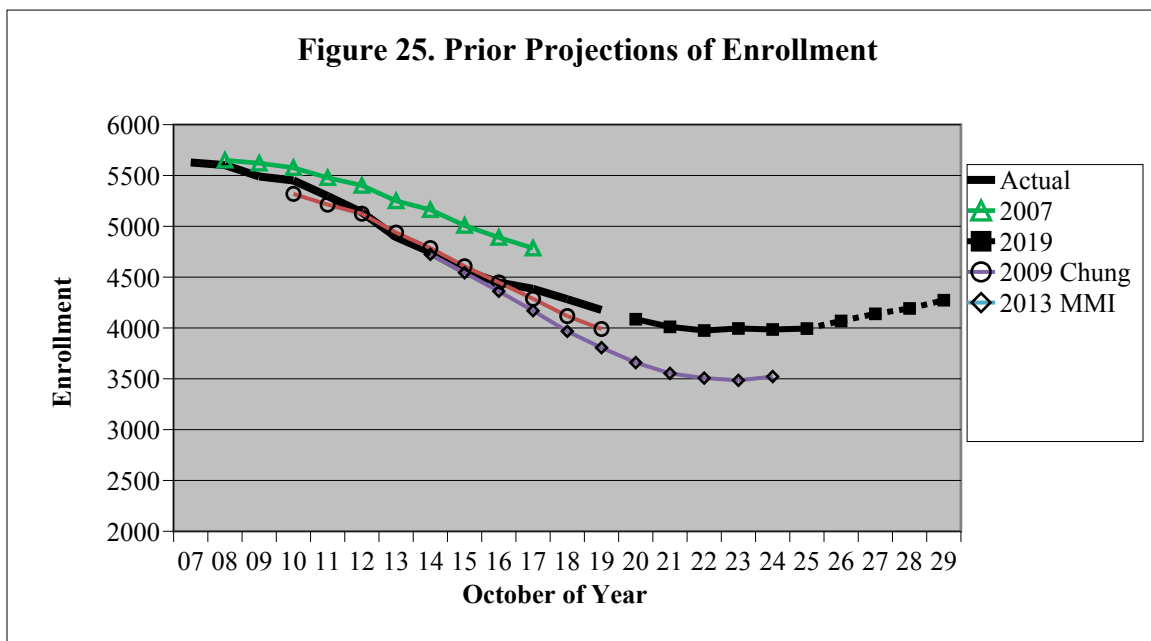
Figure 24 presents the estimated migration of students from the Newtown Public Schools. The estimate takes into account non-residents in Newtown and Newtown residents attending other public schools. Estimated migration ranged from a low of -1.4 percent in 2013 to a high of +4.6 percent in 2017. The estimated migration was +1.6 percent in 2019. The data behind these figures may be found in Appendices A and B. The average migration in the projection's five-year look-back period was +2.5 percent. The median five-year migration over the past 20 years was +1.6 percent.



Prior Projections of Enrollment

The cohort-survival projection method works by moving forward the pattern of recent events that are subsumed within the grade-by-grade enrollment. This works very well when communities are stable. That includes places that are growing or declining at a steady rate. One way to know if that assumption is valid is to examine how past projections have fared. Figure 25 presents the enrollment projections that have been run for Newtown since 2007. I found three enrollment projections that were run between 2007 and 2013. They had one-year error rates that averaged 1.3 percent. The three projections done between 2007 and 2013 had an average five-year error rate of 3.9 percent, which is 0.76 percent annualized.

My 2007 projection through 2017 was 9.1 percent high after ten years. That is an annual rate of 0.9 percent. In that analysis, I projected that K-4 enrollment would be 1,504 students in 2017. The enrollment of 1,317 was 187 students less than projected. The projection was high by 14.2 percent or 1.3 percent per year. I projected that enrollment in grades 5-6 would be 670 students in 2017. The enrollment of 647 was 23 students more than projected. The projection was high by 3.6 percent, which is 0.4 percent per year. I projected that enrollment in grades 7-8 would be 776 students in 2017. The enrollment of 713 was 63 students more than projected. The projection was high by 8.8 percent, which is 0.9 percent annually. In 2007, I projected that high school enrollment would be 1,773 students in 2017. The enrollment of 1,641 students was 132 students less than projected. The projection was high by 8.0 percent or 0.8 percent per year. The 2007 projection kept pre-kindergarten enrollment constant at 62 children. The 2017 enrollment was 67 children. That was five children more than projected. It is likely that the events of 2012 contributed to the over-projection.



In my work I have found the cohort-survival method provides estimates that are sufficiently accurate for intermediate-range policy planning. The eight-year planning horizon for school construction grants is at the limit of the useful accuracy of the method. I analyzed the eight-year accuracy of the district projections from across the state that I ran in 2007. I found for the 67 district-level projections that I ran in 2007 the median projection was 5.5 percent high in predicting 2012 enrollment. That is an annual error rate of 0.7 percent. The absolute error rate (regardless of whether it was high or low) averaged 8.6 percent. That error was less than five percent in 46 percent of the projections and more than 15 percent in 15 percent of the projections. Among the 87 elementary projections run, the median projection was 9.5 percent high (1.1 percent annually). Among the 70 middle school projections run, the median projection was 8.2 percent high (1.0 percent annually). Among the 72 high school projections run, the median projection was 3.1 percent high (0.4 percent per year). This illustrates what an economic downturn can do to projections run with the cohort-survival method.

Summary

I project that total enrollment could increase by 2.3 percent, going from 4,177 students in 2019 to about 4,270 students in 2029. I project that K-4 enrollment could grow 18-19 percent, moving from 1,322 students in 2019 to about 1,570 students in 2029. I feel that future enrollment at Reed Intermediate School could move upward by 23-24 percent from 562 students in 2019 to about 690 students in 2029. I believe that Newtown Middle School enrollment could move slightly downward by about five percent from 684 students in 2019 to about 650 students in 2029. Between 2019 and 2029, I project that high school enrollment could decline almost 16 percent going from 1,533 students in 2019 to about 1,290 students in 2029.

While the district elementary enrollment is projected to grow by 18.5 percent, I expect some variation among your four elementary schools. I project a growth of 15.5 percent at Hawley Elementary, 21.7 percent at Sandy Hook, 26.0 percent at Middle Gate and 8.4 percent at Head O'Meadow.

This report is projecting a modest growth in enrollment. It is critical to remember that a projection is just a moving forward of recent trends. Is the forecast realistic? In the five years from 2010 to 2014 (this fall's kindergarten through 4th graders) births averaged 177. Births in the 2015 through 2019 period will average close to 194. This gain is the primary reason for the upcoming elementary growth. I anticipate, based on the Connecticut State Data Center's 2017 projection of Newtown women of child-bearing ages and my estimate of fertility rates in Newtown in 2017, that births will average 209 between 2020 and 2024. The growth between births and eventual kindergarten enrollment averaged a robust 36.3 percent across the four elementary schools. People must be moving into Newtown after giving birth elsewhere. The average of the grade-to grade growth rates across grades 1-12 that I used to grow future enrollment was 1.023, a little above the rate as observed in 2019. The median over the past 20 years was 1.014. Taking these three key factors into consideration, I feel comfortable with the near-term projection, but am concerned that the longer-range projection might be a little high.

These projections are based upon several other assumptions revolving around the notion that the recent past is a good predictor of the near future. The projection assumes that the following school policies will continue: kindergarten will remain full-day; no expansion of the pre-kindergarten program; retention policies will not change; no expansion of area magnet schools and no change in the drop-out rate. The projection assumes the following factors will not change appreciably: a grade 9 retention rate of 1.2 percent; an annual high school dropout rate of under 0.3 percent and a student migration of +2.5 percent. Additionally, there will be a slight decline in non-public school enrollment; 38 new housing units will be constructed annually; there will be an average of 373 sales of existing homes and a slowly increasing labor force.

It is important to remember that the cohort survival method relies on observed data from the recent past. Its key assumption is that those conditions will persist. It does not try to predict when the economic conditions might change. We cannot know today how long these conditions will continue. This projection should be used as a starting point for local planning. Examine the factors and assumptions underlying the method. You know your community best. Apply your knowledge of the specific conditions in Newtown and then make adjustments as necessary.

Appendix A. Newtown Enrollment Projected by Grade to 2029: Grades PK-6												
School Year	Birth Year	Births¹	K	1	2	3	4	5	6	PK	Total K-4	Total 5-6
2009-10	2004	276	292	365	396	413	449	429	432	87	1,915	861
2010-11	2005	276	314	334	374	403	415	449	446	88	1,840	895
2011-12	2006	238	272	344	331	374	402	418	460	82	1,723	878
2012-13	2007	240	253	308	337	341	366	402	417	56	1,605	819
2013-14	2009	203	242	269	290	329	335	370	417	70	1,465	787
2014-15	2009	192	231	255	279	290	330	340	391	58	1,385	731
2015-16	2010	200	243	231	257	291	300	343	358	48	1,322	701
2016-17	2011	171	226	260	252	264	292	317	342	60	1,294	659
2017-18	2012	169	242	244	279	277	275	319	328	67	1,317	647
2018-19	2013	166	247	257	250	286	278	285	339	70	1,318	624
2019-20	2014	178	245	259	263	265	290	277	285	76	1,322	562
Projected												
2020-21	2015	199	272	258	269	277	272	303	285	76	1,348	588
2021-22	2016	179	246	285	268	283	284	284	312	76	1,366	596
2022-23	2017	187	257	257	297	282	290	297	292	76	1,383	589
2023-24	2018	217	297	271	269	313	289	303	306	76	1,439	609
2024-25	2019	189	258	312	281	284	320	302	312	76	1,455	614
2025-26	2020	203	278	271	324	297	291	334	311	76	1,461	645
2026-27	2021	209	285	292	284	341	304	304	344	76	1,506	648
2027-28	2022	206	282	299	305	299	348	317	313	76	1,533	630
2028-29	2023	212	291	296	312	321	306	363	326	76	1,526	689
2029-30	2024	215	295	306	309	328	328	320	374	76	1,566	694
Projection Growth² Rates²			1.367	1.052	1.044	1.051	1.019	1.044	1.029			
Annual Growth Rates History											Estimated Migration³	
2010			1.138	1.144	1.025	1.018	1.005	1.000	1.040	0.90%		
2011			1.143	1.096	0.991	1.000	0.998	1.007	1.024	-0.45%		
2012			1.054	1.132	0.980	1.030	0.979	1.000	0.998	-0.32%		
2013			1.192	1.063	0.942	0.976	0.982	1.011	1.037	-1.35%		
2014			1.203	1.054	1.037	1.000	1.003	1.015	1.057	1.30%		
2015			1.215	1.000	1.008	1.043	1.034	1.039	1.053	2.23%		
2016			1.322	1.070	1.091	1.027	1.003	1.057	0.997	1.73%		
2017			1.432	1.080	1.073	1.099	1.042	1.092	1.035	4.61%		
2018			1.488	1.062	1.025	1.025	1.004	1.036	1.063	2.21%		
2019			1.376	1.049	1.023	1.060	1.014	0.996	1.000	1.61%		
3-Year Average			1.432	1.063	1.040	1.061	1.020	1.042	1.032			
Weighted 3-Year			1.423	1.058	1.032	1.055	1.015	1.026	1.027			
5-Year Average			1.367	1.052	1.044	1.051	1.019	1.044	1.029			
Weighted 5-Year			1.399	1.058	1.042	1.053	1.017	1.037	1.027			

¹ The 2017 and 2018 births are provisional. Births in 2019 were based on in-state births through June. Births in 2020-24 were based on 2017 Newtown estimated fertility rates and CT State Data Center 2017 projection of Newtown women of child-bearing ages in 2015, 2020 and 2025.

² Kindergarten based on school-by-school growth from births five-years prior. Grades 1-5 based on 5-year averages of annual growth rates by school.

³ Estimated by comparing the enrollment in grades 3-8 one year with the enrollment in grades 2-7 the prior year with an adjustment for residents out and non-residents in.

Appendix B. Newtown Enrollment Projected by Grade to 2029: Grades 7-12

School Year	7	8	9	10	11	12	7-8 Total	9-12 Total	7-12 Total
2009-10	468	428	465	403	432	431	896	1,731	5,490
2010-11	434	463	432	462	399	438	897	1,731	5,451
2011-12	440	431	461	431	455	397	871	1,744	5,298
2012-13	448	445	427	456	424	457	893	1,764	5,137
2013-14	413	443	419	424	449	424	856	1,716	4,894
2014-15	419	414	436	424	418	462	833	1,740	4,747
2015-16	395	417	413	416	423	429	812	1,681	4,564
2016-17	358	392	426	399	427	432	750	1,684	4,447
2017-18	346	367	372	427	406	436	713	1,641	4,385
2018-19	337	344	360	382	426	422	681	1,590	4,283
2019-20	342	342	350	356	386	441	684	1,533	4,177
Projected									
2020-21	288	343	340	346	360	397	631	1,443	4,086
2021-22	288	289	341	336	349	370	577	1,396	4,011
2022-23	316	289	287	337	339	359	605	1,322	3,975
2023-24	295	317	287	283	340	349	612	1,259	3,995
2024-25	310	296	315	283	286	350	606	1,234	3,985
2025-26	316	311	294	311	286	294	627	1,185	3,994
2026-27	315	317	309	290	314	294	632	1,207	4,069
2027-28	348	316	315	305	293	323	664	1,236	4,139
2028-29	317	350	314	311	308	301	667	1,234	4,192
2029-30	330	318	348	310	314	317	648	1,289	4,273
Projection Growth Rates¹	1.012	1.004	0.993	0.988	1.010	1.029			
Annual Growth Rates									Migration²
2010	1.005	0.989	1.009	0.994	0.990	1.014			0.90%
2011	0.987	0.993	0.996	0.998	0.985	0.995			-0.45%
2012	0.974	1.011	0.991	0.989	0.984	1.004			-0.32%
2013	0.990	0.989	0.942	0.993	0.985	1.000			-1.35%
2014	1.005	1.002	0.984	1.012	0.986	1.029			1.30%
2015	1.010	0.995	0.998	0.954	0.998	1.026			2.23%
2016	1.000	0.992	1.022	0.966	1.026	1.021			1.73%
2017	1.012	1.025	0.949	1.002	1.018	1.021			4.61%
2018	1.027	0.994	0.981	1.027	0.998	1.039			2.21%
2019	1.009	1.015	1.017	0.989	1.010	1.035			1.61%
3-Year Average	1.016	1.011	0.982	1.006	1.009	1.032			
Weighted 3-Year	1.016	1.010	0.994	1.004	1.007	1.034			
5-Year Average	1.012	1.004	0.993	0.988	1.010	1.029			
Weighted 5-Year	1.013	1.007	0.993	0.996	1.010	1.031			

¹ Projection Growth Rates were based on 5-year averages by school.

² Estimated by comparing the enrollment in grades 3-8 one year with the enrollment in grades 2-7 the prior year with an adjustment for residents out and non-residents in.

Appendix C. Hawley Elementary School Enrollment Projected to 2029								
School Year	Birth Year	Births¹	K	1	2	3	4	Total
2009-10	2004	53	66	83	83	94	94	420
2010-11	2005	52	72	75	87	85	97	416
2011-12	2006	59	61	81	69	87	86	384
2012-13	2007	46	49	73	79	72	88	361
2013-14	2009	51	58	64	69	82	76	349
2014-15	2009	35	50	66	56	68	81	321
2015-16	2010	45	66	49	68	65	72	320
2016-17	2011	39	50	62	57	66	65	300
2017-18	2012	38	54	51	67	62	68	302
2018-19	2013	38	60	58	57	71	64	310
2019-20	2014	41	57	61	58	59	69	304
Projected								
2020-21	2015	40	57	57	66	62	60	302
2021-22	2016	47	67	57	61	70	63	318
2022-23	2017	37	53	67	61	65	71	317
2023-24	2018	48	68	53	72	65	66	324
2024-25	2019	41	59	68	57	77	66	327
2025-26	2020	45	64	59	73	61	78	335
2026-27	2021	46	65	64	64	78	62	333
2027-28	2022	45	65	65	69	68	79	346
2028-29	2023	47	66	65	70	73	69	343
2029-30	2024	47	67	66	70	74	74	351
Projection Growth² Rates²			1.428	1.006	1.078	1.063	1.019	
Annual Growth Rates History								Estimated Migration⁴
2010			1.385	1.136	1.048	1.024	1.032	5.52%
2011			1.034	1.125	0.920	1.000	1.012	1.25%
2012			1.065	1.197	0.975	1.043	1.011	4.70%
2013			1.137	1.306	0.945	1.038	1.056	6.59%
2014			1.429	1.138	0.875	0.986	0.988	-0.73%
2015			1.467	0.980	1.030	1.161	1.059	5.83%
2016			1.282	0.939	1.163	0.971	1.000	0.81%
2017			1.421	1.020	1.081	1.088	1.030	5.53%
2018			1.579	1.074	1.118	1.060	1.032	6.84%
2019			1.390	1.017	1.000	1.035	0.972	0.41%
3-Year Average			1.463	1.037	1.066	1.061	1.011	
Weighted 3-Year			1.458	1.036	1.053	1.052	1.002	
5-Year Average			1.428	1.006	1.078	1.063	1.019	
Weighted 5-Year			1.437	1.020	1.071	1.052	1.009	

¹ Births in 2004 – 2017 based on births in the school attendance zone. The 2017 births are provisional. Births in 2018 to 2024 were prorated based on the change in births in Newtown as a whole.

² Grades 1-5 based on 5-year averages of annual growth rates by grade.

³ Kindergarten based on 5-year average of births 5-years prior.

⁴ Estimated by comparing the enrollment in grades 2-4 one year with the enrollment in grades 1-3 the prior year.

Appendix D. Sandy Hook Elementary School Enrollment Projected to 2029								
School Year	Birth Year	Births¹	K	1	2	3	4	Total
2009-10	2004	80	100	111	129	140	145	625
2010-11	2005	85	89	109	107	132	138	575
2011-12	2006	62	81	94	112	103	131	521
2012-13	2007	70	72	78	94	113	97	454
2013-14	2009	55	77	65	60	89	104	395
2014-15	2009	47	59	79	64	65	92	359
2015-16	2010	64	57	63	81	64	72	337
2016-17	2011	46	63	69	67	88	69	356
2017-18	2012	42	71	71	79	76	86	383
2018-19	2013	48	62	75	73	78	76	364
2019-20	2014	53	67	67	78	77	79	368
Projected								
2020-21	2015	60	78	74	71	82	80	385
2021-22	2016	49	64	86	78	75	85	388
2022-23	2017	52	68	71	91	82	78	390
2023-24	2018	62	80	75	75	96	85	411
2024-25	2019	54	70	89	80	79	99	417
2025-26	2020	58	75	78	94	84	82	413
2026-27	2021	60	77	83	83	99	87	429
2027-28	2022	59	76	85	88	87	102	438
2028-29	2023	60	79	84	90	93	90	436
2029-30	2024	61	80	88	89	95	96	448
Projection Growth² Rates²			1.301	1.108	1.060	1.053	1.035	
Annual Growth Rates History								Estimated Migration⁴
2010			1.047	1.090	0.964	1.023	0.986	1.25%
2011			1.306	1.056	1.028	0.963	0.992	0.69%
2012			1.029	0.963	1.000	1.009	0.942	-2.05%
2013			1.400	0.903	0.769	0.947	0.920	-10.92%
2014			1.255	1.026	0.985	1.083	1.034	3.09%
2015			0.891	1.068	1.025	1.000	1.108	4.87%
2016			1.370	1.211	1.063	1.086	1.078	10.57%
2017			1.690	1.127	1.145	1.134	0.977	8.71%
2018			1.292	1.056	1.028	0.987	1.000	1.68%
2019			1.264	1.081	1.040	1.055	1.013	4.51%
3-Year Average			1.415	1.088	1.071	1.059	0.997	
Weighted 3-Year			1.344	1.080	1.054	1.046	1.003	
5-Year Average			1.301	1.108	1.060	1.053	1.035	
Weighted 5-Year			1.346	1.100	1.060	1.053	1.017	

¹ Births in 2004 – 2017 based on births in the school attendance zone. The 2017 births are provisional. Births in 2018 to 2024 were prorated based on the change in births in Newtown as a whole.

² Grades 1-5 based on 5-year averages of annual growth rates by grade.

³ Kindergarten based on 5-year average of births 5-years prior.

⁴ Estimated by comparing the enrollment in grades 2-4 one year with the enrollment in grades 1-3 the prior year.

Appendix E. Middle Gate Elementary School Enrollment Projected to 2029

School Year	Birth Year	Births ¹	K	1	2	3	4	Total
2009-10	2004	85	83	94	98	104	116	495
2010-11	2005	69	95	94	95	96	100	480
2011-12	2006	70	77	108	96	98	97	476
2012-13	2007	70	72	85	103	98	93	451
2013-14	2009	55	62	76	89	96	95	418
2014-15	2009	68	69	64	83	81	94	391
2015-16	2010	55	69	69	64	84	82	368
2016-17	2011	48	71	70	79	64	81	365
2017-18	2012	52	68	73	69	85	67	362
2018-19	2013	48	61	67	76	72	85	361
2019-20	2014	49	68	61	72	79	74	354
Projected								
2020-21	2015	64	86	68	64	74	80	372
2021-22	2016	55	74	86	71	66	75	372
2022-23	2017	53	71	74	90	73	67	375
2023-24	2018	66	89	71	78	93	74	405
2024-25	2019	57	77	89	74	81	94	415
2025-26	2020	62	83	77	93	77	82	412
2026-27	2021	64	85	83	81	96	78	423
2027-28	2022	63	84	85	87	84	97	437
2028-29	2023	65	87	84	89	90	85	435
2029-30	2024	65	88	87	88	92	91	446
Projection Growth² Rates²			1.340	1.006	1.049	1.034	1.010	
Annual Growth Rates History								Estimated Migration³ Migration⁴
2010			1.377	1.133	1.011	0.980	0.962	1.58%
2011			1.100	1.137	1.021	1.032	1.010	5.00%
2012			1.029	1.104	0.954	1.021	0.949	0.00%
2013			1.127	1.056	1.047	0.932	0.969	-0.56%
2014			1.015	1.032	1.092	0.910	0.979	-0.31%
2015			1.255	1.000	1.000	1.012	1.012	0.67%
2016			1.479	1.014	1.145	1.000	0.964	2.80%
2017			1.308	1.028	0.986	1.076	1.047	3.52%
2018			1.271	0.985	1.041	1.043	1.000	1.69%
2019			1.388	1.000	1.075	1.039	1.028	3.62%
3-Year Average			1.322	1.004	1.034	1.053	1.025	
Weighted 3-Year			1.335	1.000	1.049	1.047	1.022	
5-Year Average			1.340	1.006	1.049	1.034	1.010	
Weighted 5-Year			1.344	1.004	1.052	1.041	1.015	

¹ Births in 2004 – 2017 based on births in the school attendance zone. The 2017 births are provisional. Births in 2018 to 2024 were prorated based on the change in births in Newtown as a whole.

² Grades 1-5 based on 5-year average of annual growth rates by grade.

³ Kindergarten based on 5-year average of births 5-years prior.

⁴ Estimated by comparing the enrollment in grades 2-4 one year with the enrollment in grades 1-3 the prior year.

Appendix F. Head O’Meadow Elementary School Enrollment Projected to 2029

School Year	Birth Year	Births ¹	K	1	2	3	4	Total
2009-10	2004	52	43	77	86	75	94	375
2010-11	2005	52	58	56	85	90	80	369
2011-12	2006	59	53	61	54	86	88	342
2012-13	2007	46	60	72	61	58	88	339
2013-14	2009	51	45	64	72	62	60	303
2014-15	2009	35	53	46	76	76	63	314
2015-16	2010	45	51	50	44	78	74	297
2016-17	2011	36	42	59	49	46	77	273
2017-18	2012	36	49	49	64	54	54	270
2018-19	2013	31	64	57	44	65	53	283
2019-20	2014	35	53	70	55	50	68	296
Projected								
2020-21	2015	35	51	59	68	59	52	289
2021-22	2016	28	41	56	58	72	61	288
2022-23	2017	45	65	45	55	62	74	301
2023-24	2018	41	60	72	44	59	64	299
2024-25	2019	36	52	66	70	47	61	296
2025-26	2020	39	56	57	64	75	49	301
2026-27	2021	40	58	62	56	68	77	321
2027-28	2022	39	57	64	61	60	70	312
2028-29	2023	41	59	63	63	65	62	312
2029-30	2024	41	60	65	62	67	67	321
Projection Growth² Rates²			1.448	1.105	0.977	1.065	1.032	
Annual Growth Rates History								Estimated Migration⁴
2010			1.115	1.302	1.104	1.047	1.067	10.68%
2011			0.898	1.052	0.964	1.012	0.978	0.00%
2012			1.304	1.358	1.000	1.074	1.023	9.84%
2013			0.882	1.067	1.000	1.016	1.034	2.79%
2014			1.514	1.022	1.188	1.056	1.016	7.41%
2015			1.133	0.943	0.957	1.026	0.974	-1.99%
2016			1.167	1.157	0.980	1.045	0.987	3.59%
2017			1.361	1.167	1.085	1.102	1.174	12.76%
2018			2.065	1.163	0.898	1.016	0.981	1.39%
2019			1.514	1.094	0.965	1.136	1.046	5.65%
3-Year Average			1.647	1.141	0.983	1.085	1.067	
Weighted 3-Year			1.672	1.129	0.963	1.090	1.046	
5-Year Average			1.448	1.105	0.977	1.065	1.032	
Weighted 5-Year			1.559	1.125	0.972	1.078	1.042	

¹ Births in 2004 – 2017 based on births in the school attendance zone. The 2017 births are provisional. Births in 2018 to 2024 were prorated based on the change in births in Newtown as a whole.
² Grades 1-5 based on 5-year averages of annual growth rates by grade.
³ Kindergarten based on 5-year average of births 5-years prior.
⁴ Estimated by comparing the enrollment in grades 2-4 one year with the enrollment in grades 1-3 the prior year.



Newtown Enrollment Projected to 2029

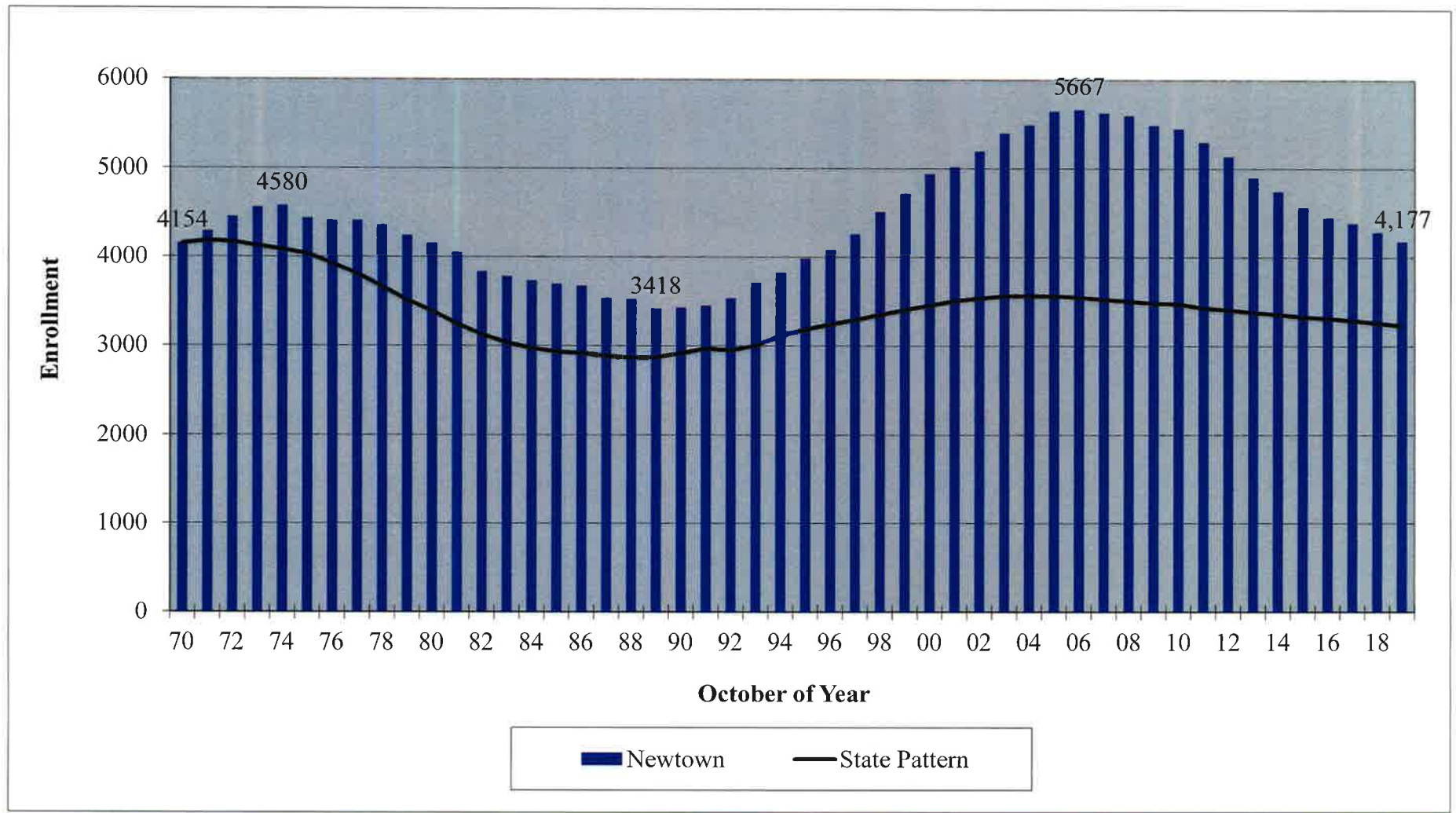
Peter M. Prowda, PhD
28 Old Mill Ct.
Simsbury, CT 06070-1949
peteprowda@yahoo.com
(860) 716-7971

Presentation Organizer

- Enrollment History
- Projections by Level
- Projection Factors
- Contributing Factors
- Prior Projections

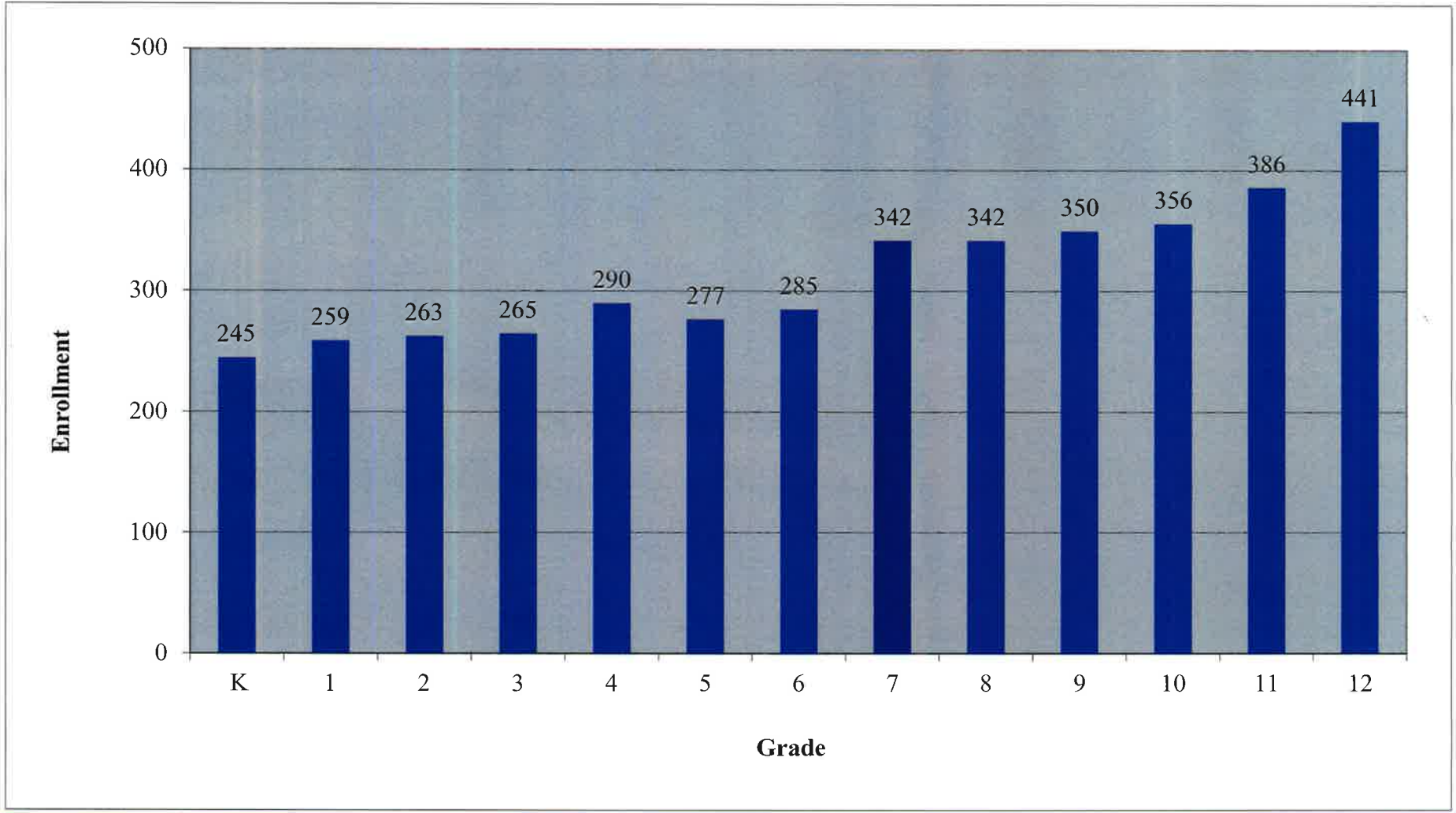
Enrollment History

Enrollment from 1970 to Date



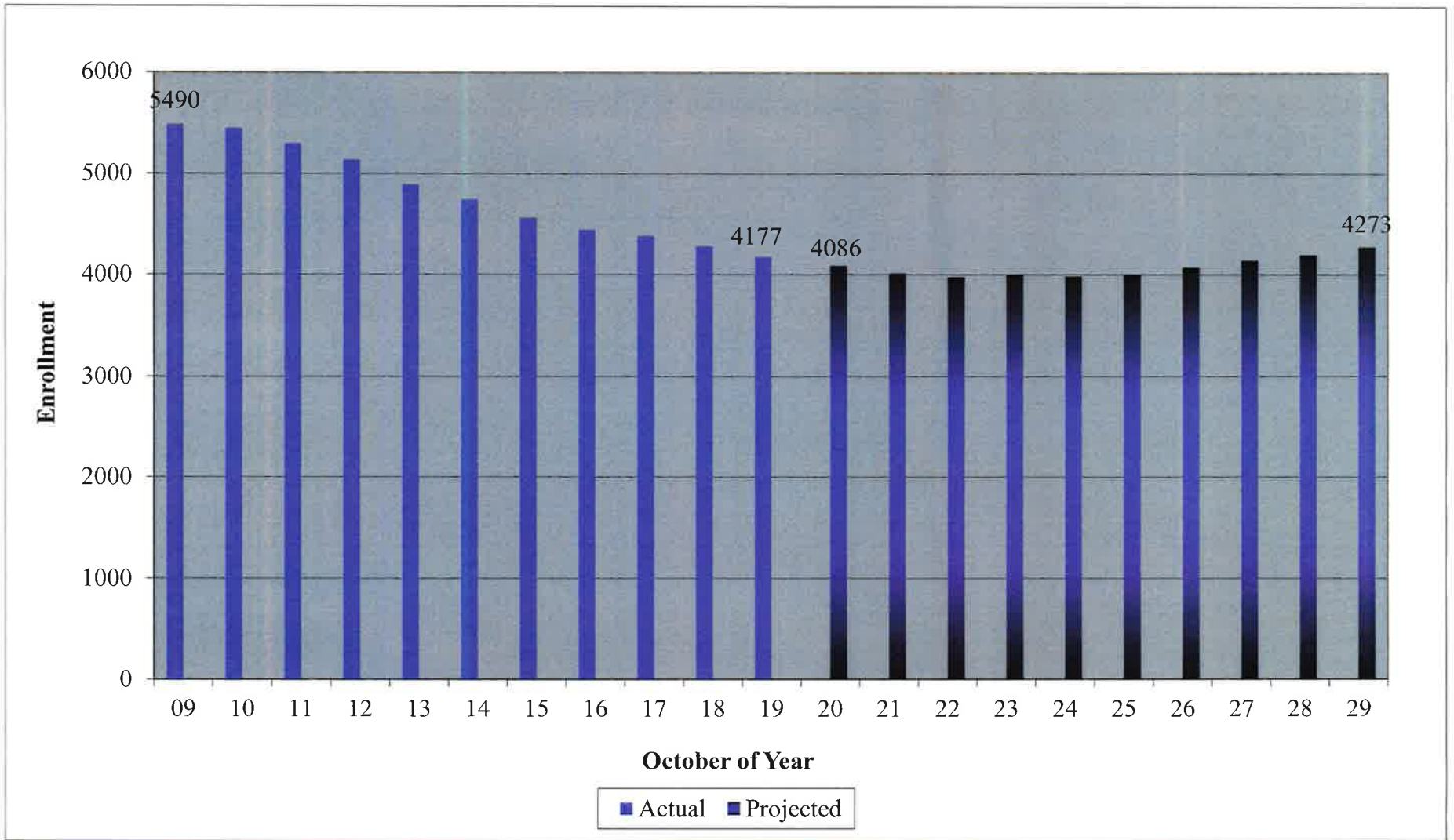
Projection Factors

2019 Enrollment by Grade



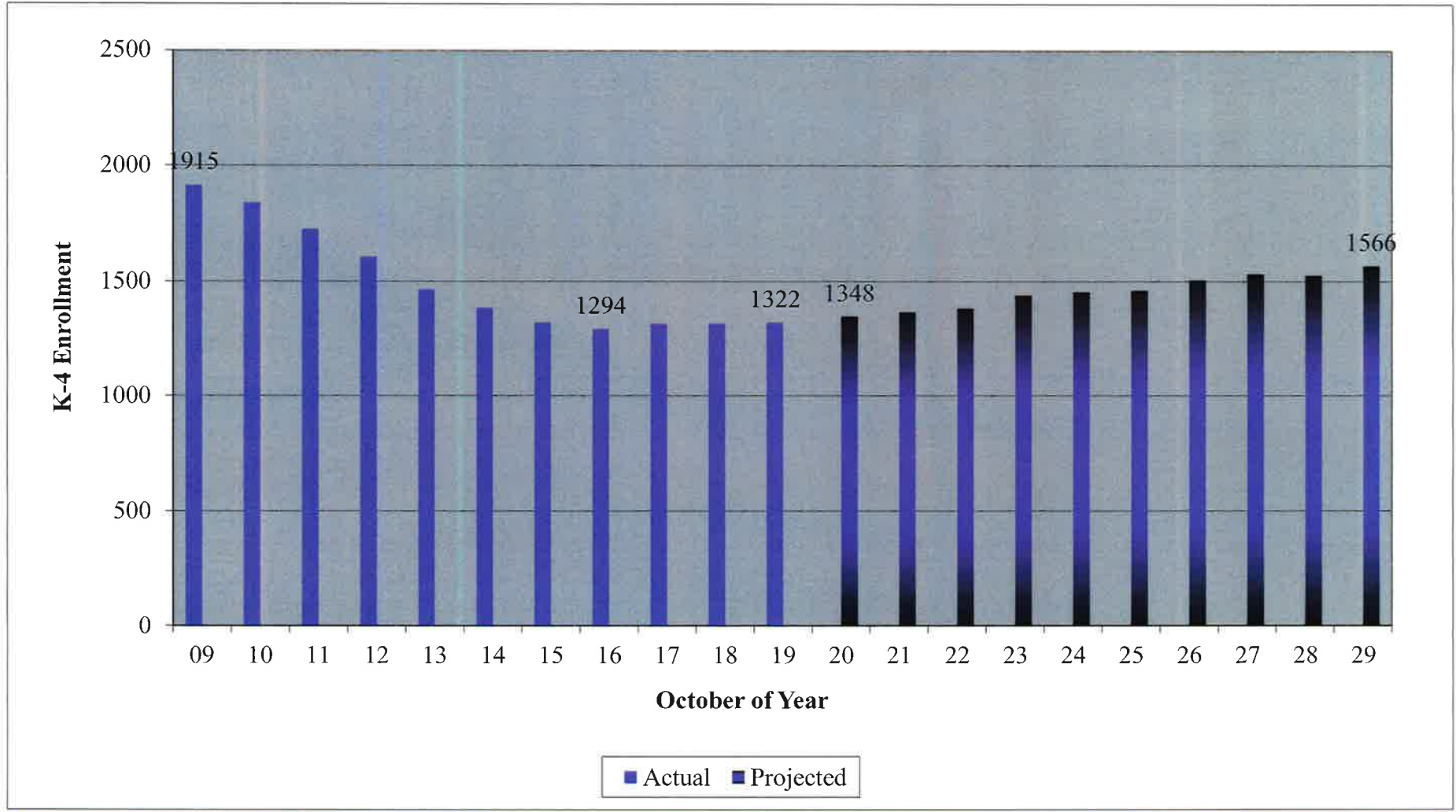
Projections by Level

Total Enrollment



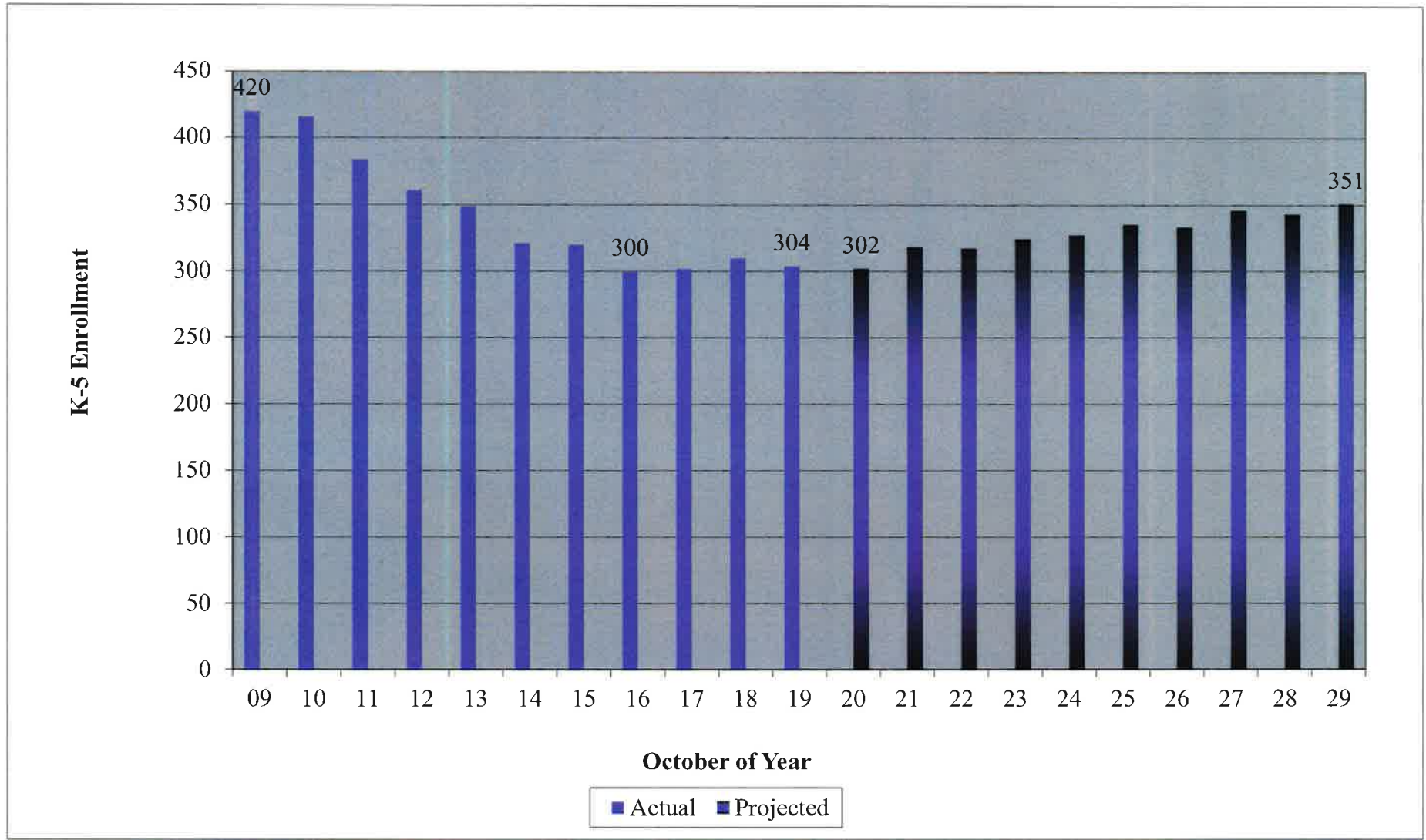
Projections by Level

K-4 Enrollment



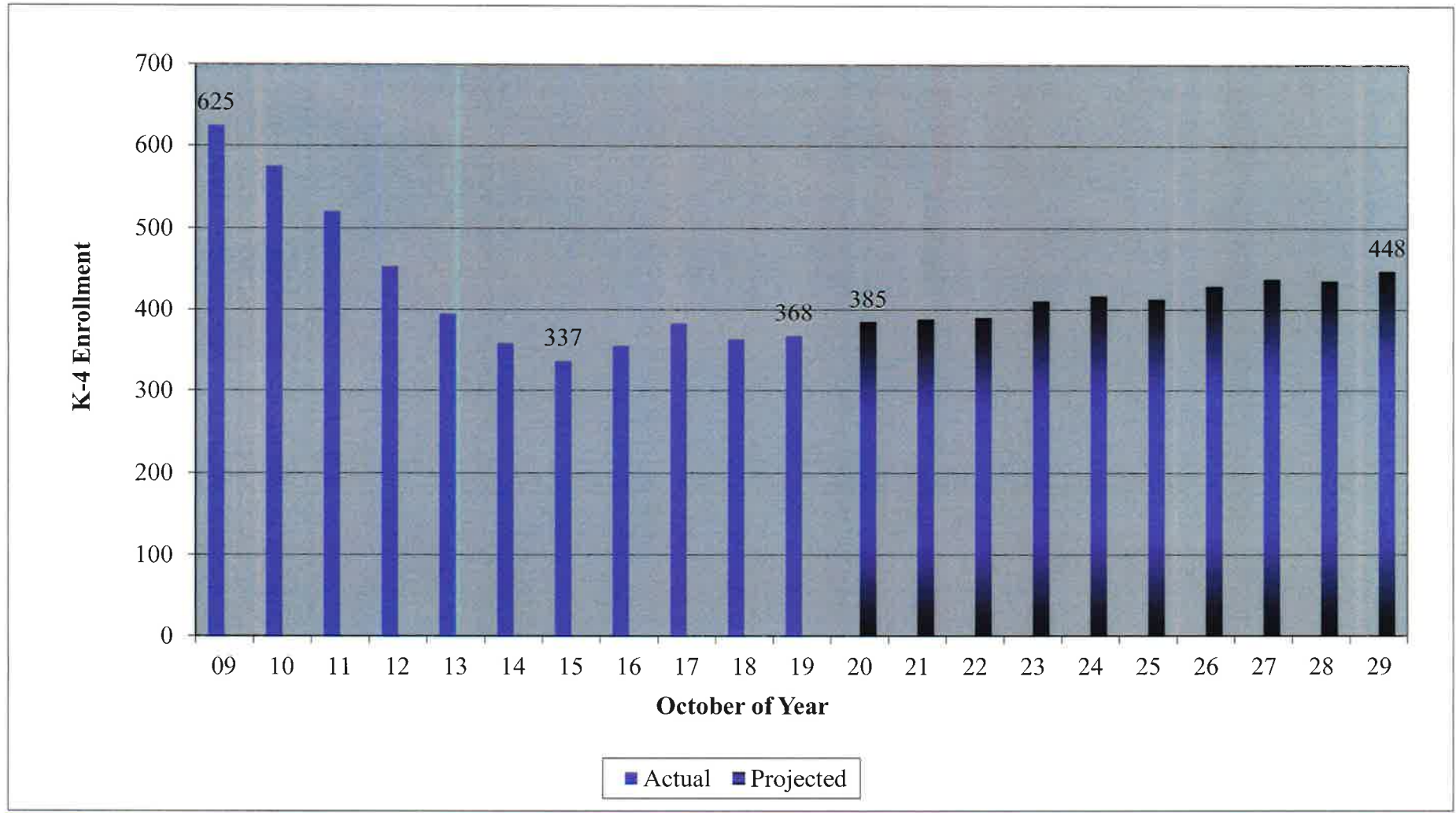
K-4 Projections

Hawley Elementary School



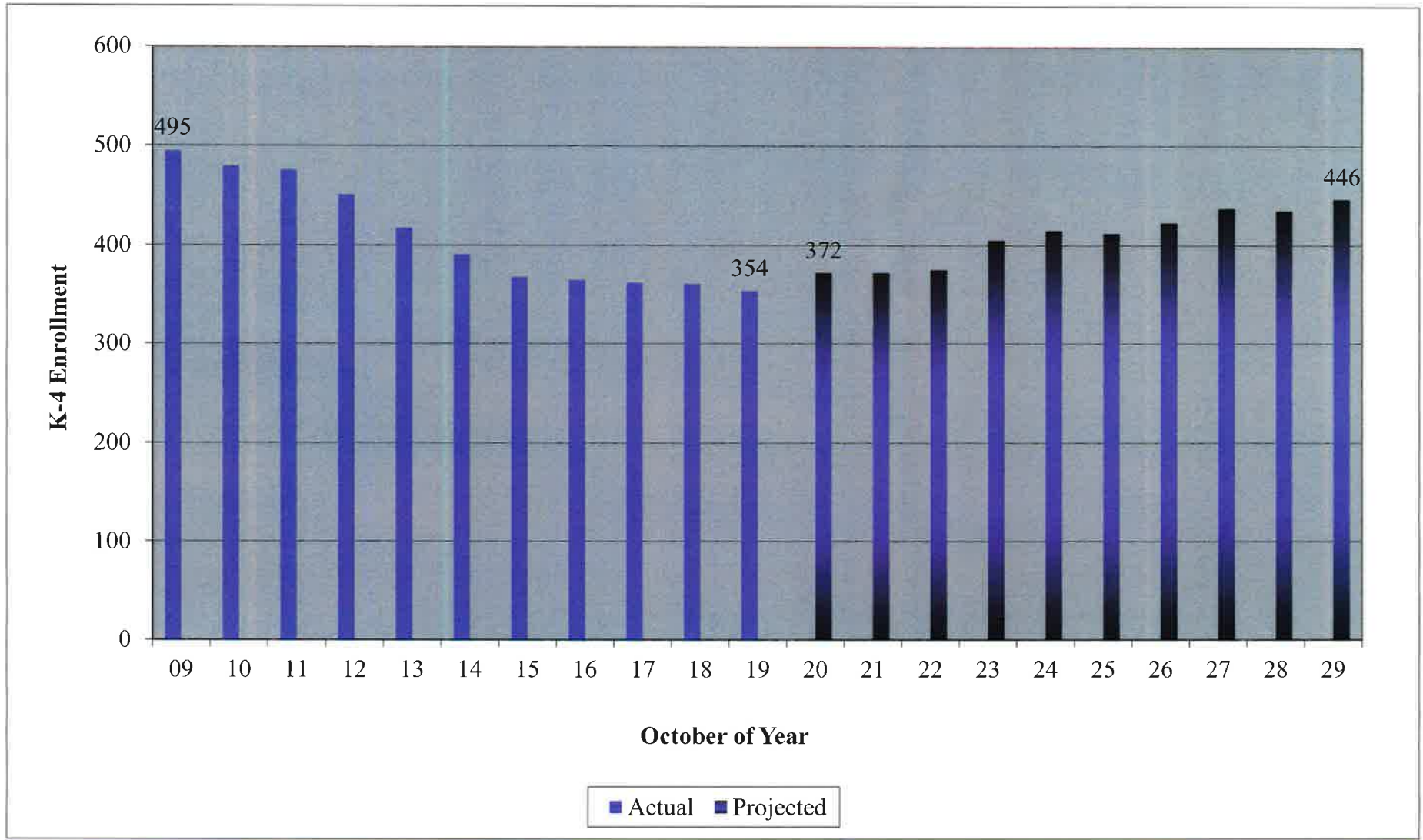
K-4 Projections

Sandy Hook Elementary School



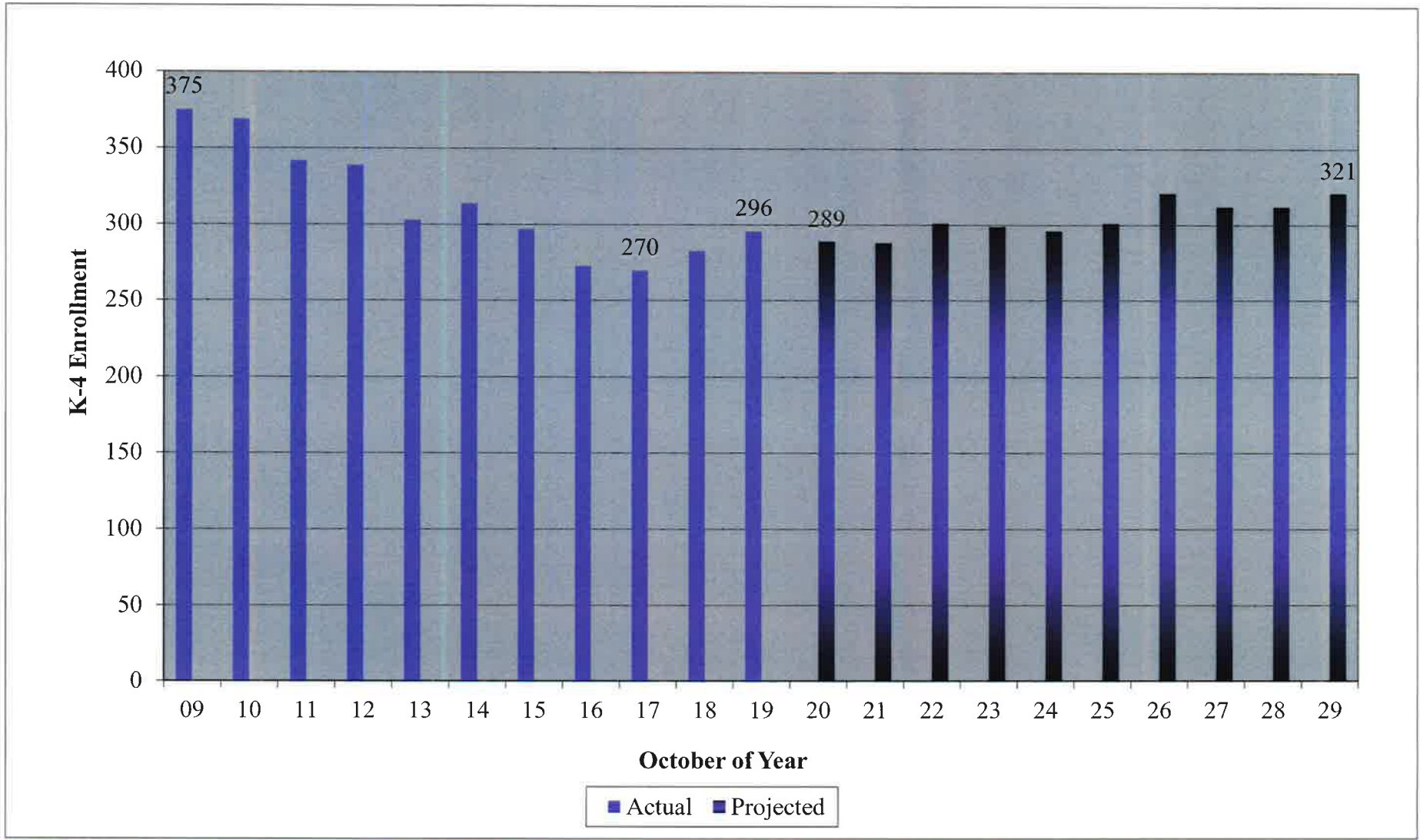
K-4 Projections

Middle Gate Elementary School



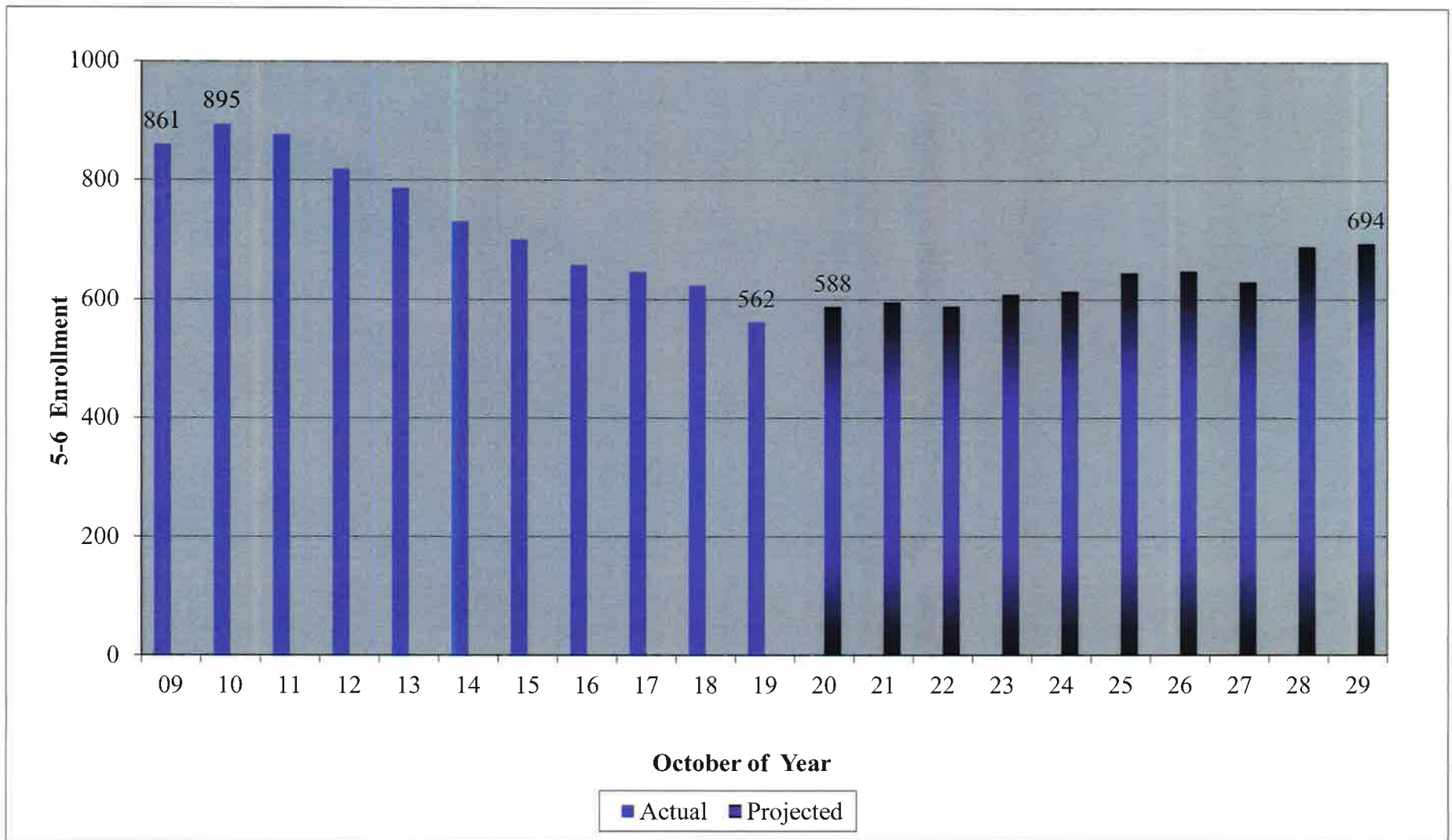
K-4 Projections

Head O'Meadow Elementary



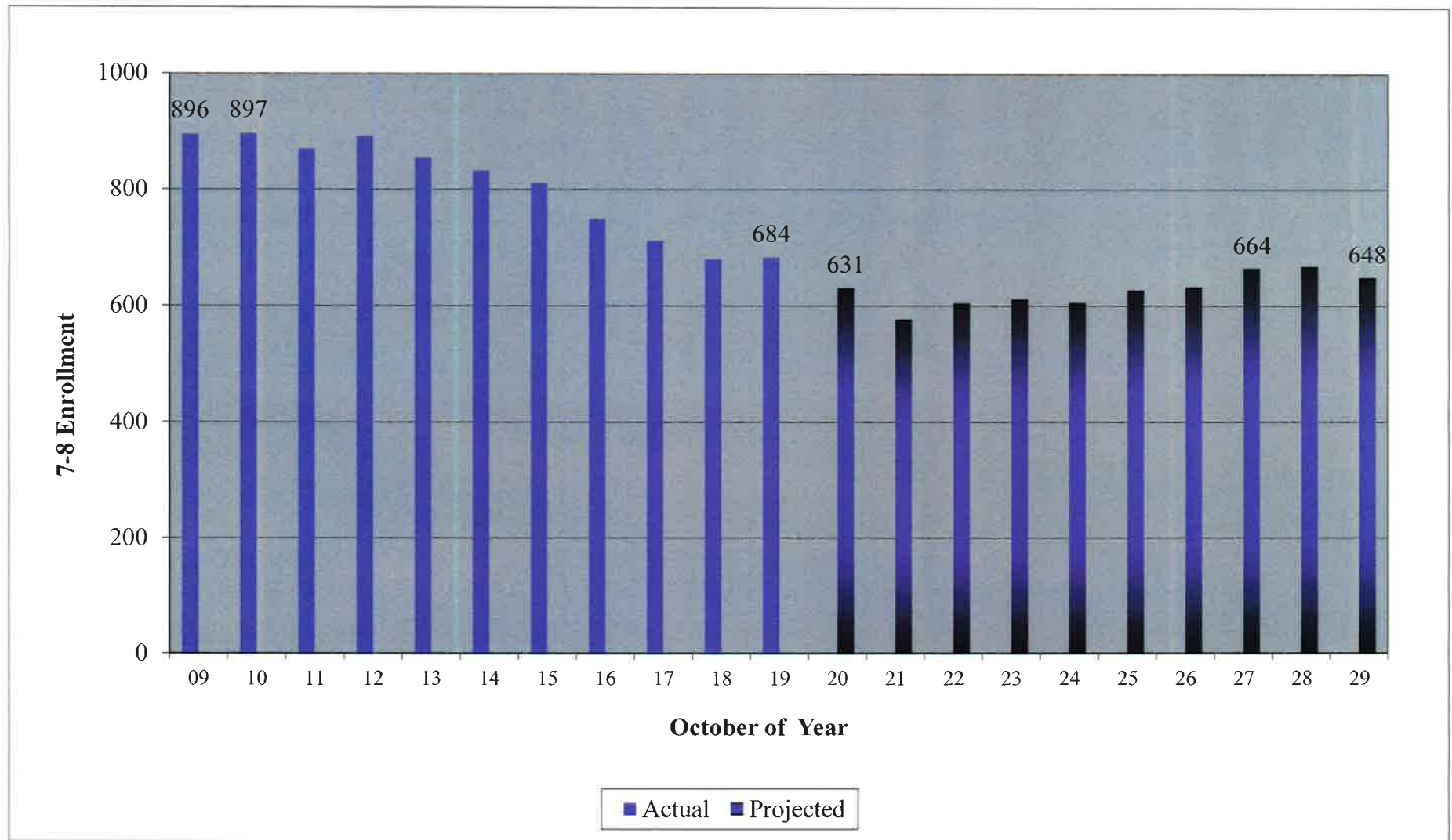
Projections by Level

Reed Intermediate School Enrollment



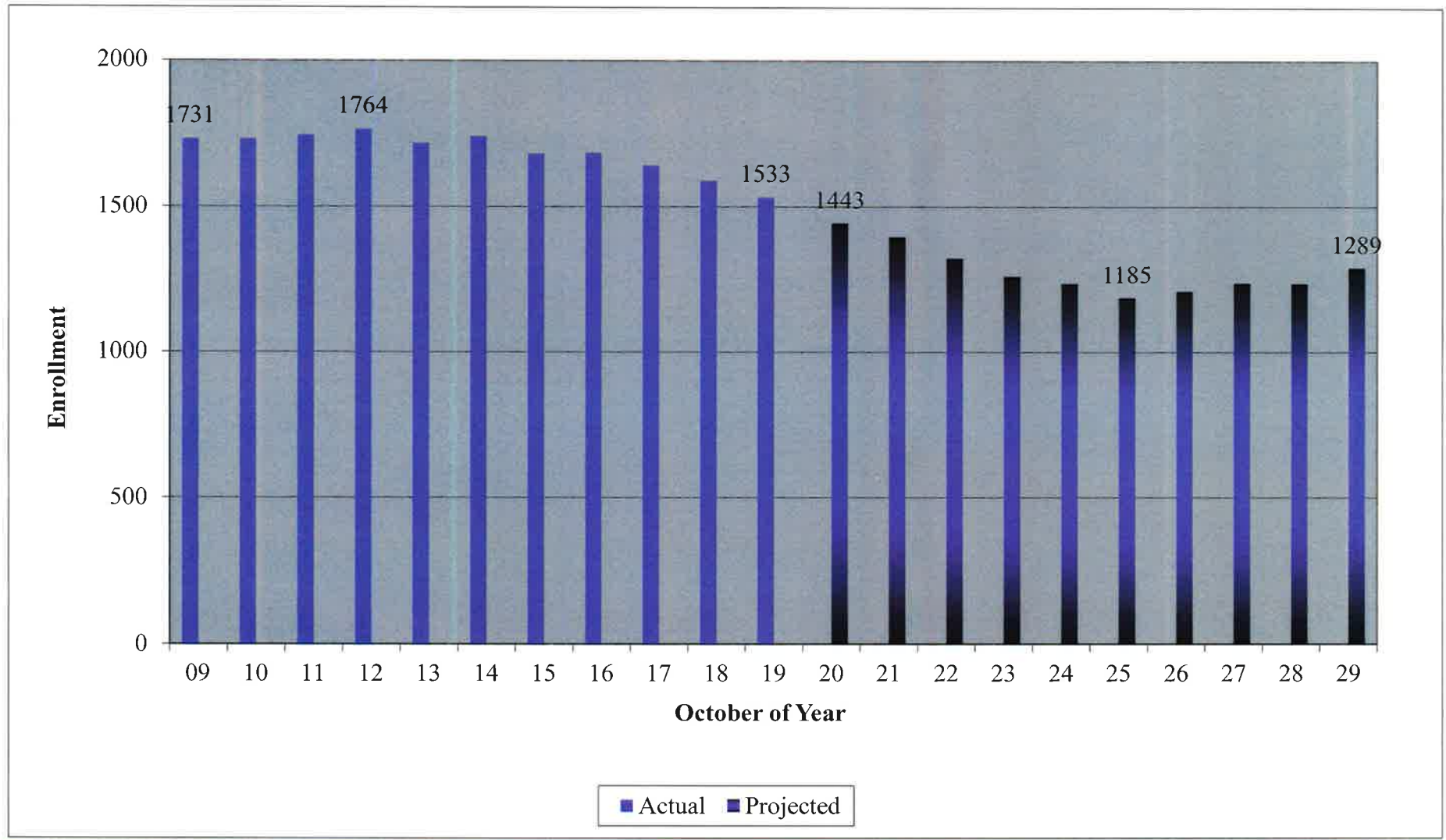
Projections by Level

Newtown Middle School Enrollment



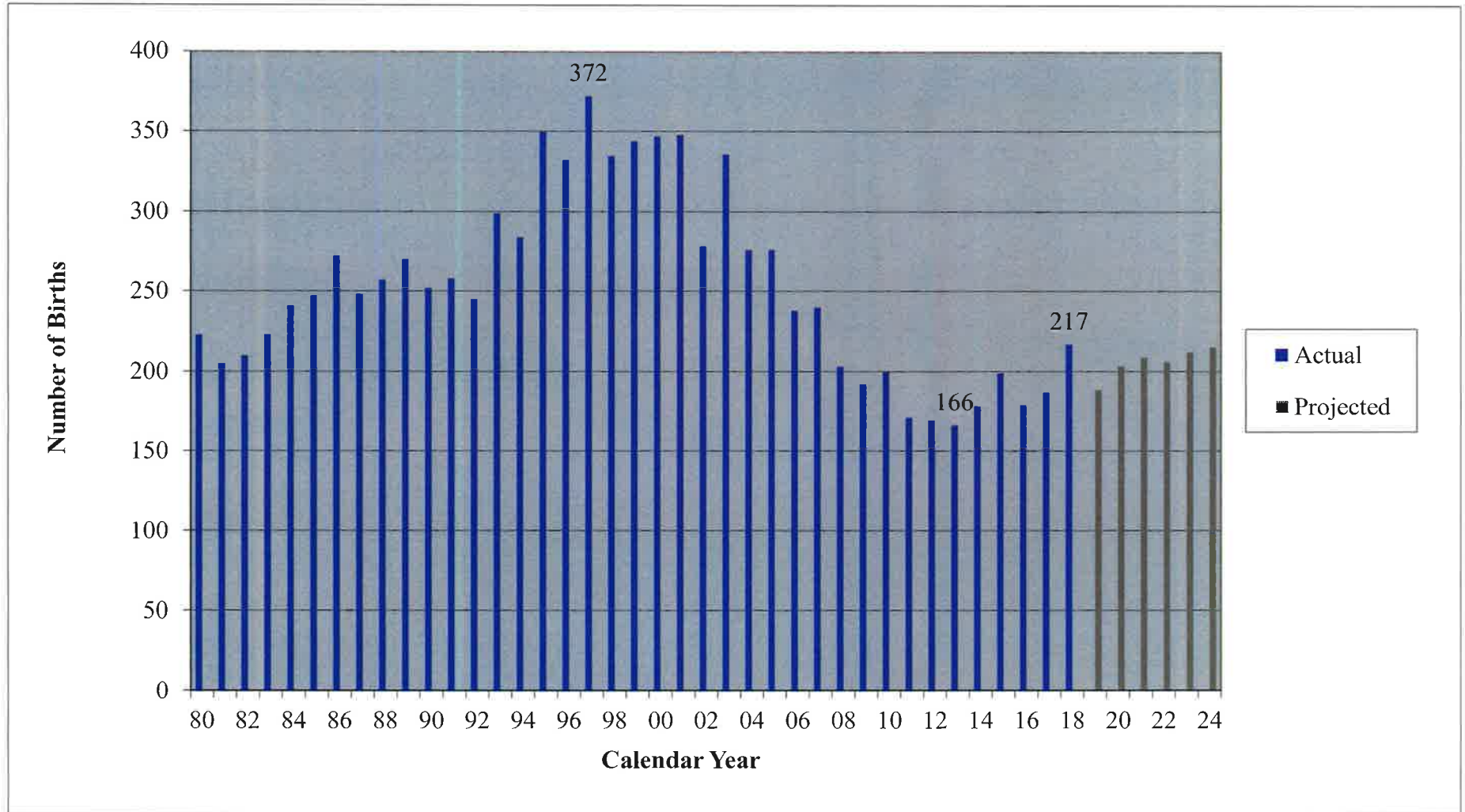
Projections by Level

Newtown High School Enrollment



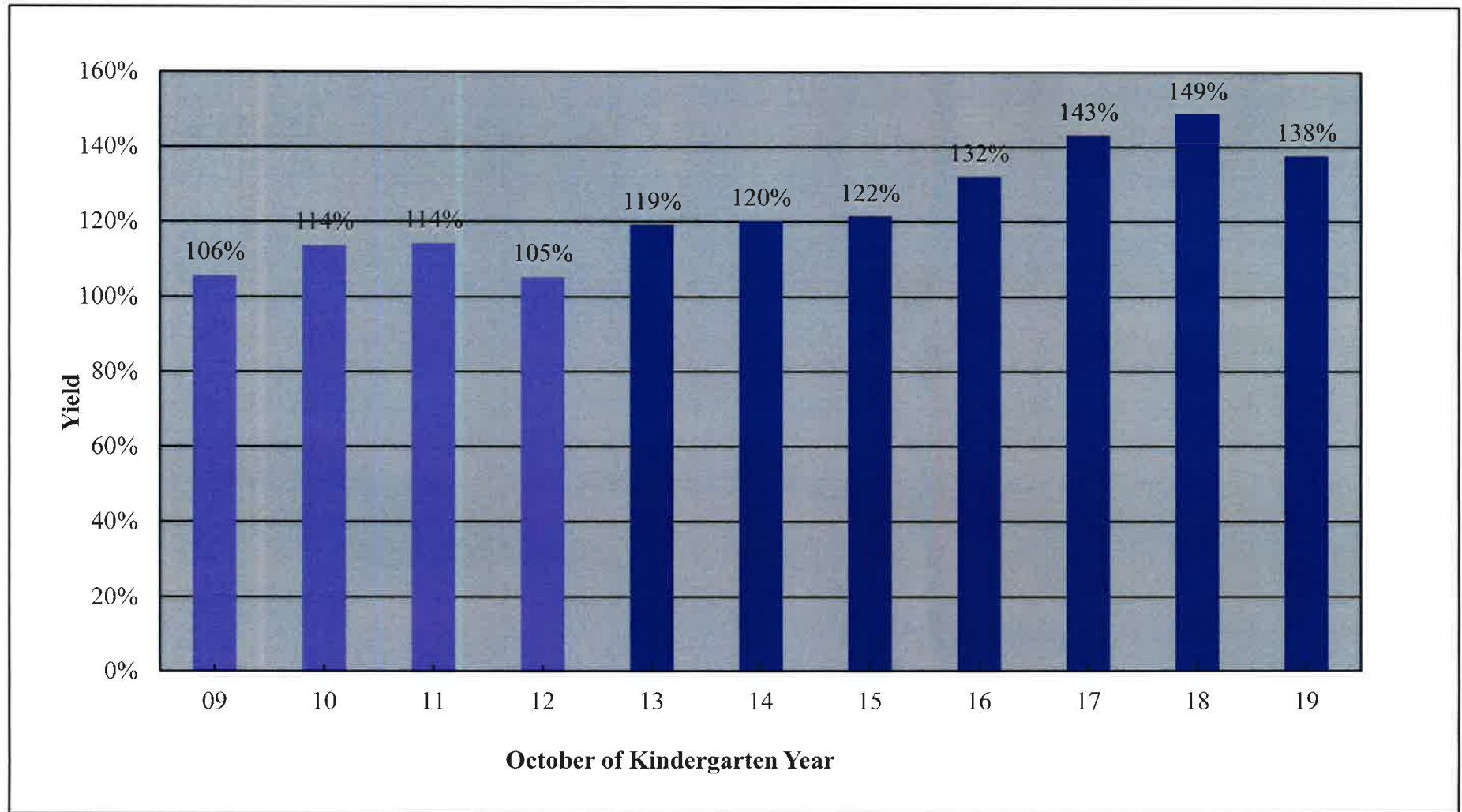
Projection Factors

Births 1980 to 2024



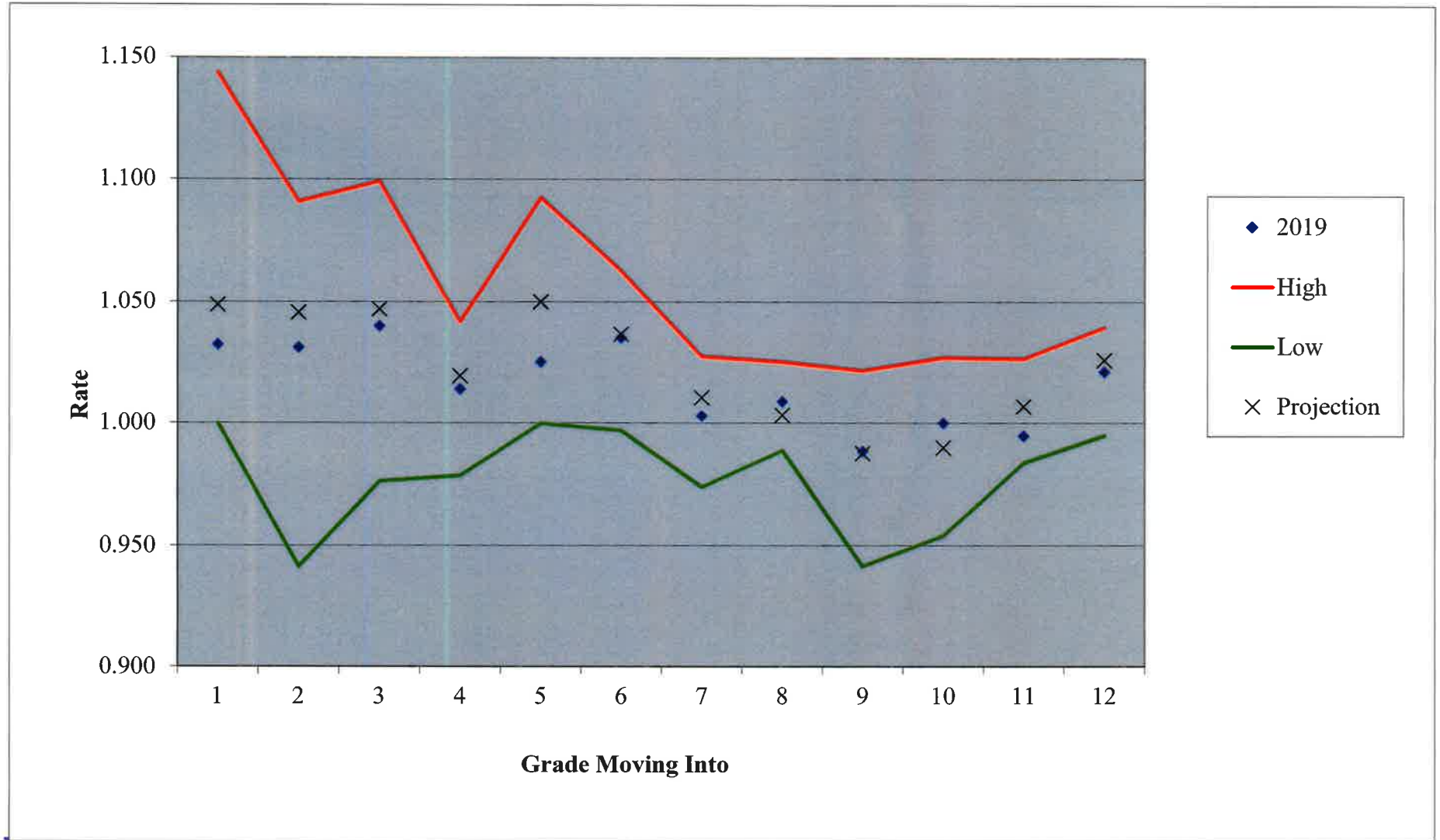
Projection Factors

Birth to Kindergarten Growth



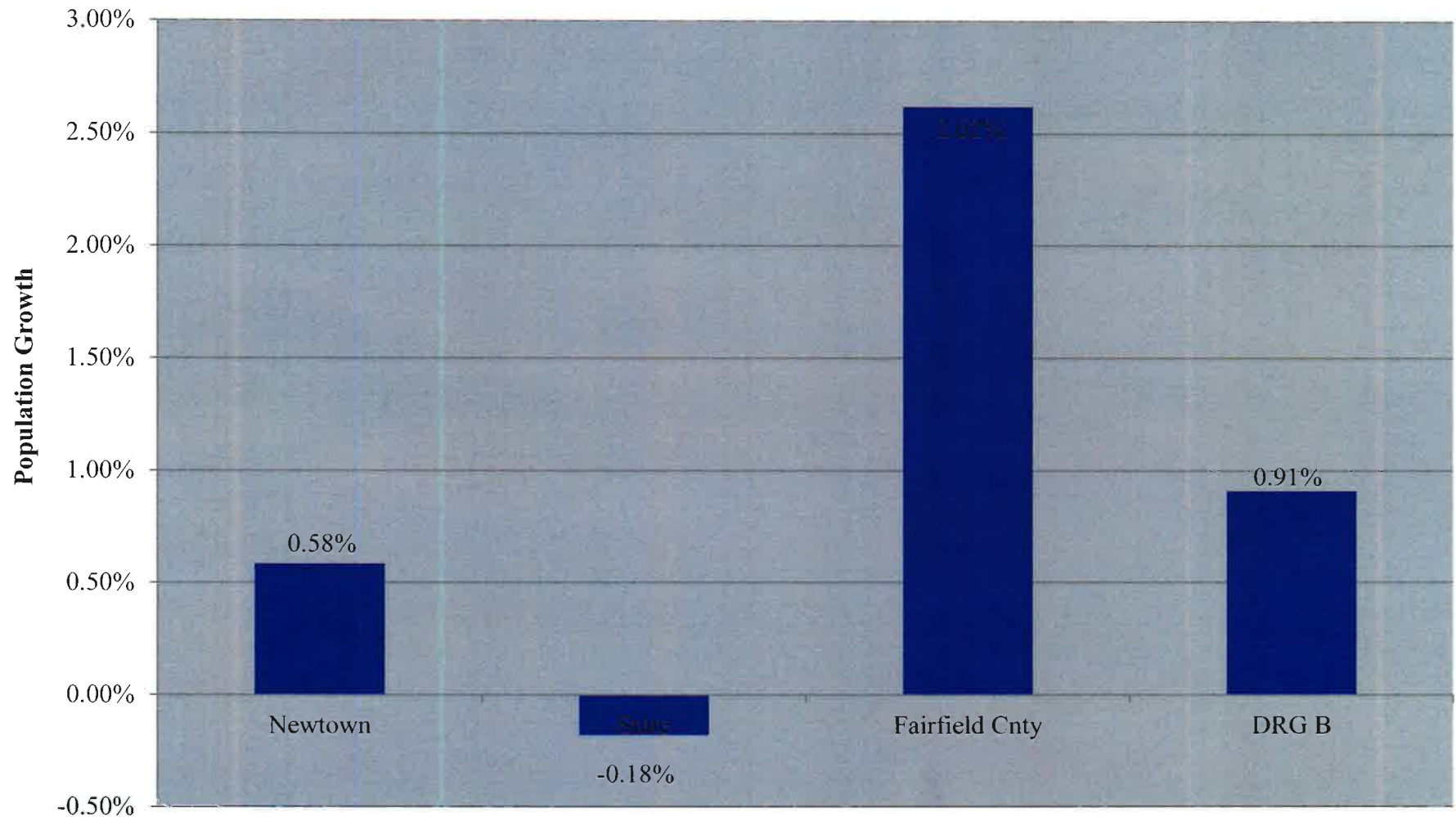
Projection Factors

Grade-to-Grade Growth



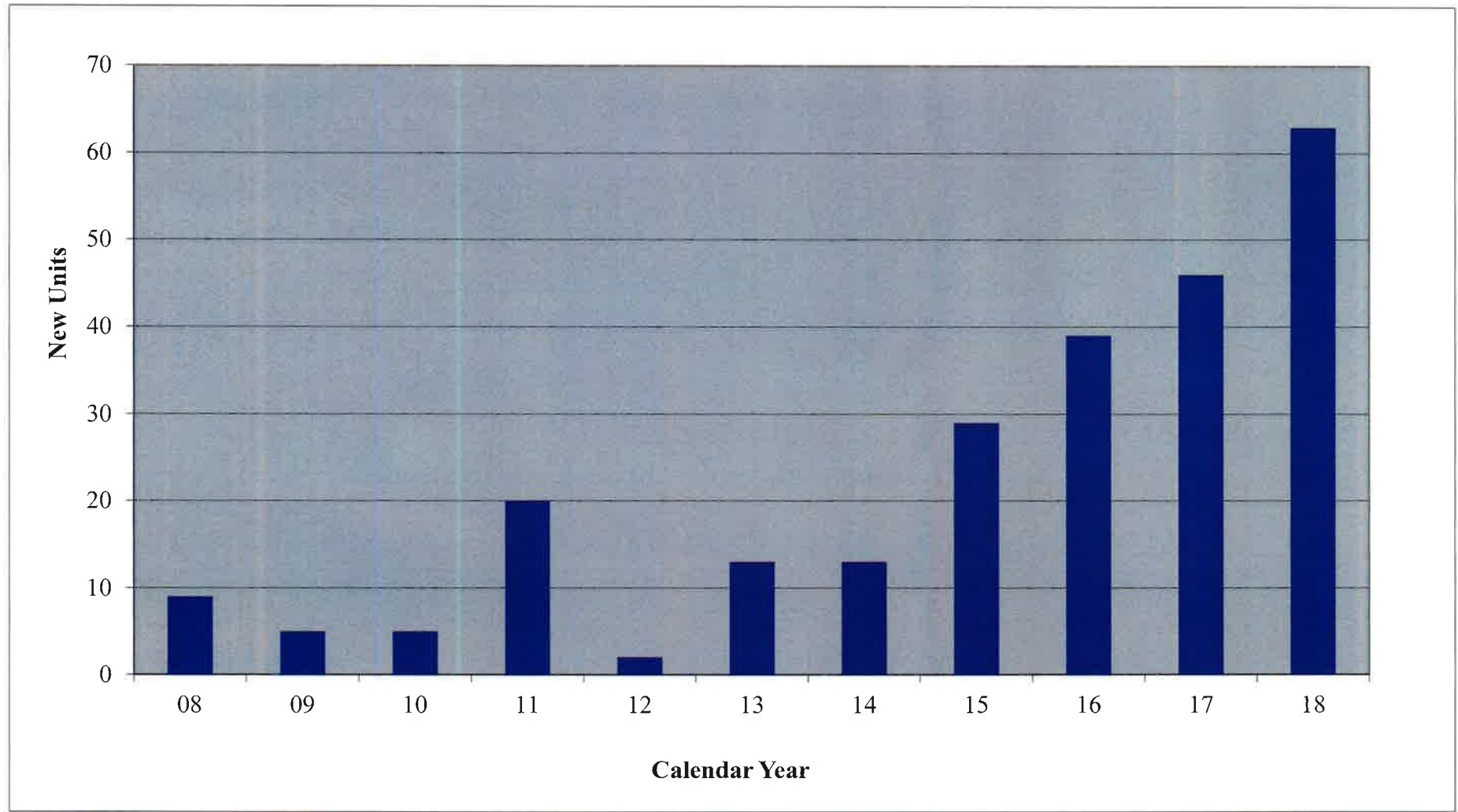
Contributing Factors

Town Population Growth 2010-18



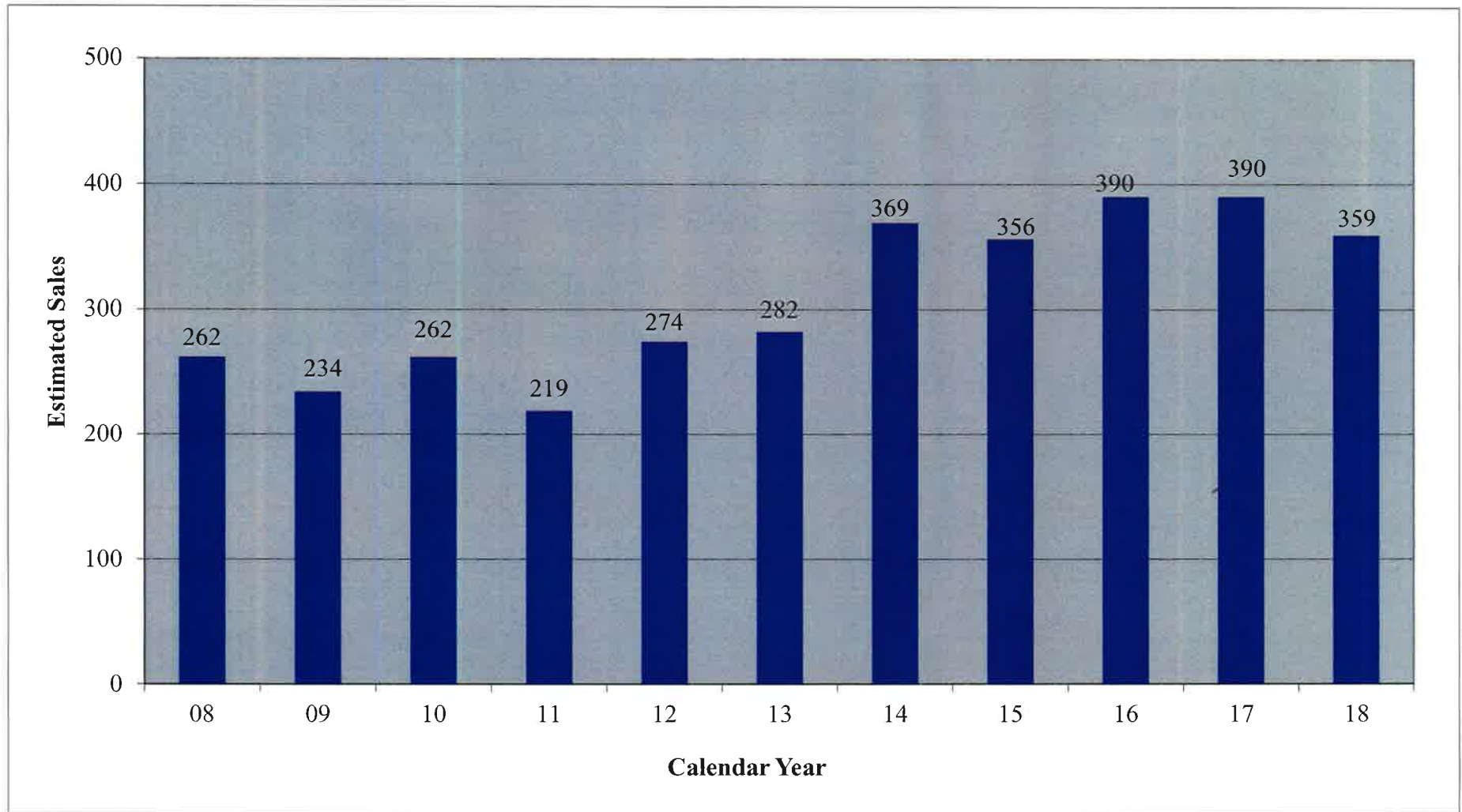
Contributing Factors

Net New Housing Units



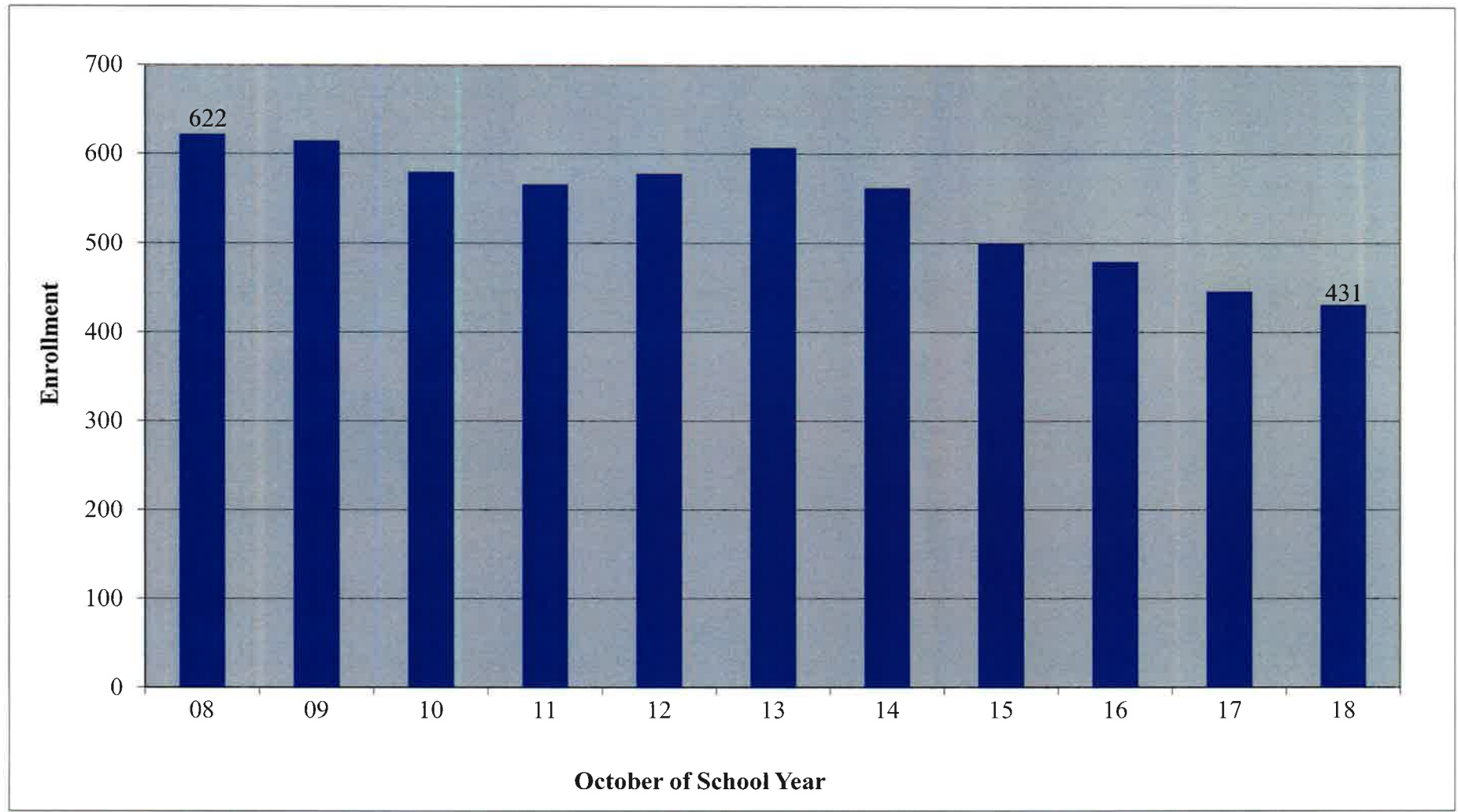
Contributing Factors

Estimated Sales of Existing Units



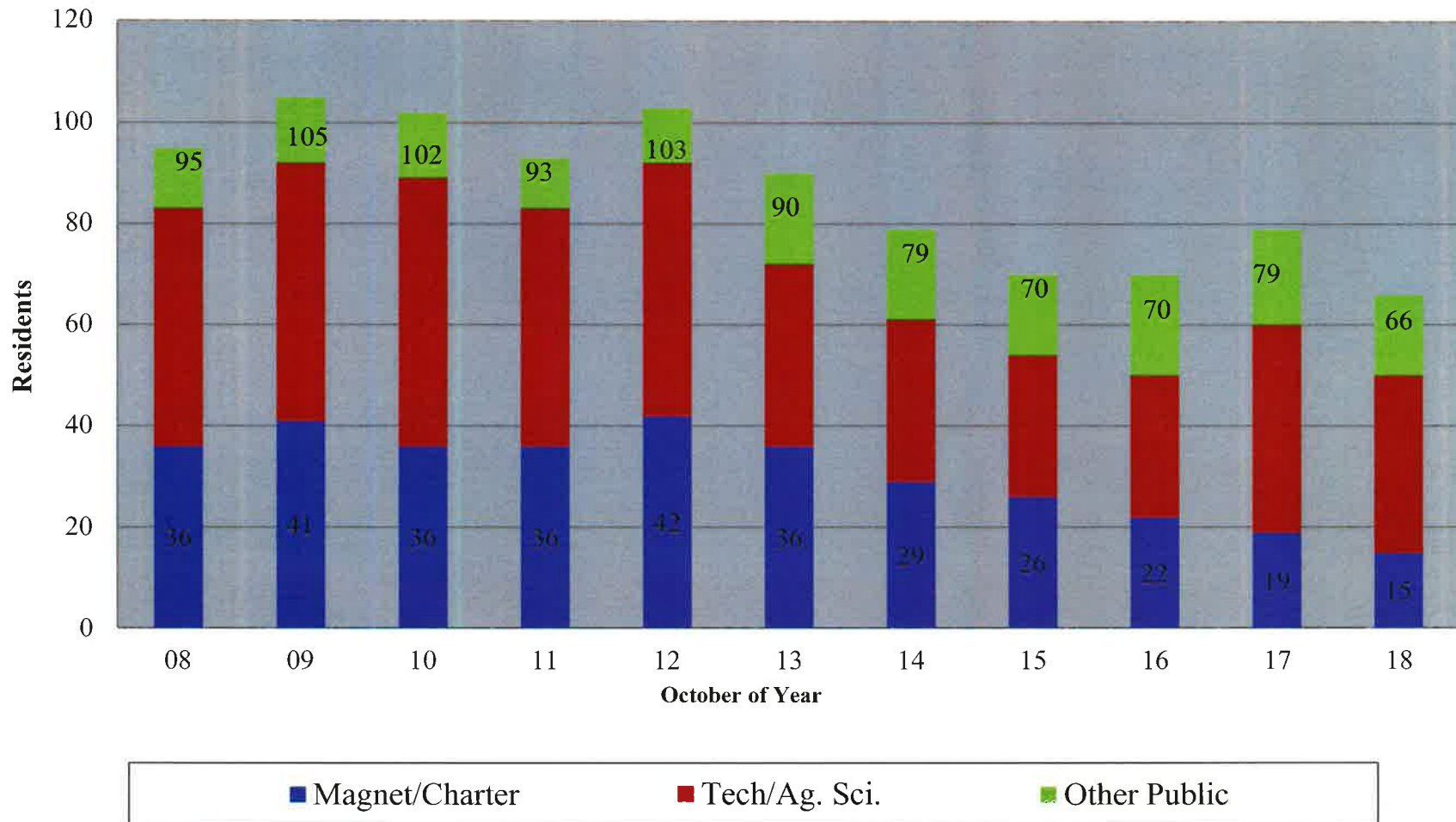
Contributing Factors

Non-Public Enrollment



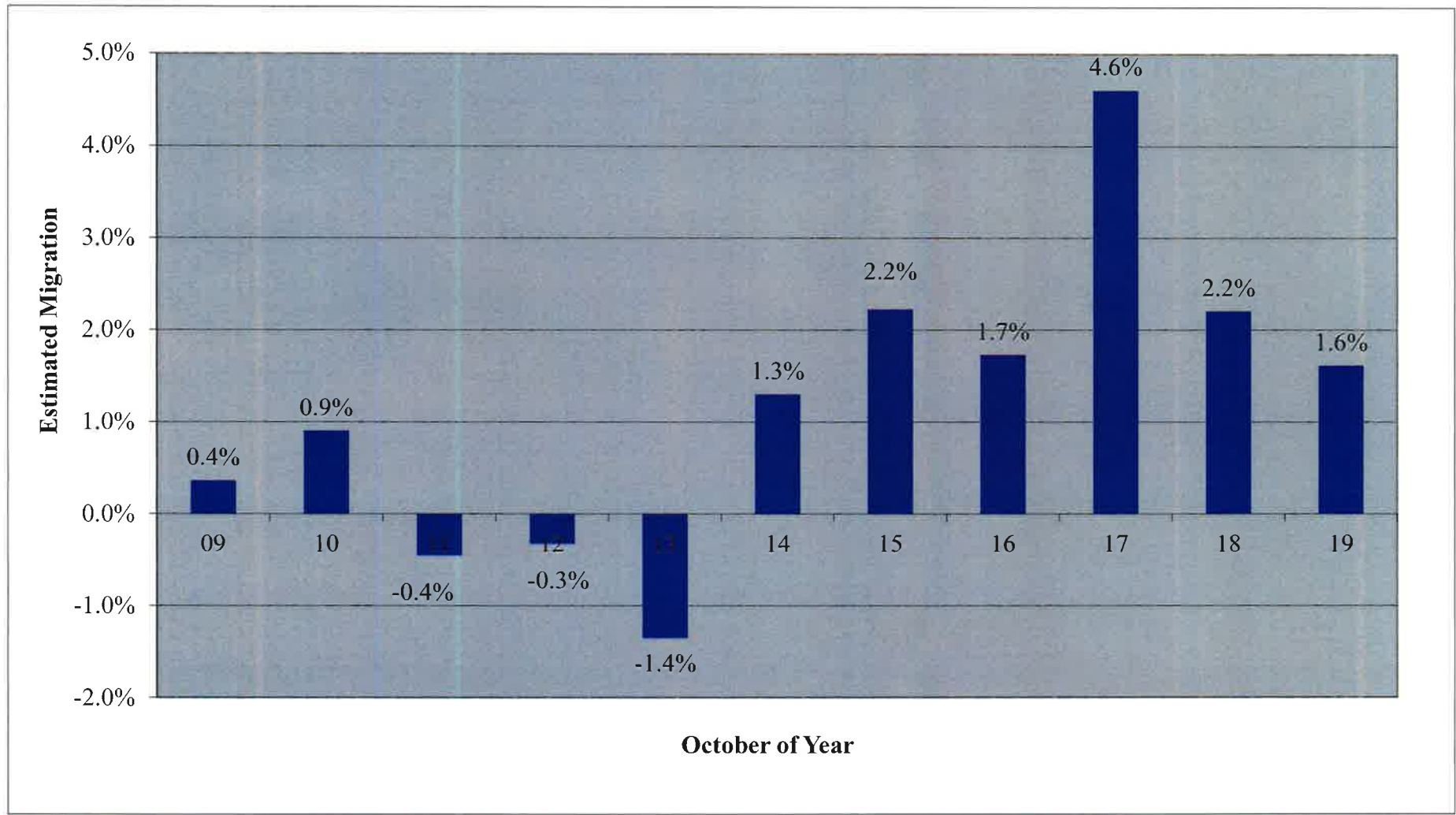
Contributing Factors

Enrollment in Other Public Schools



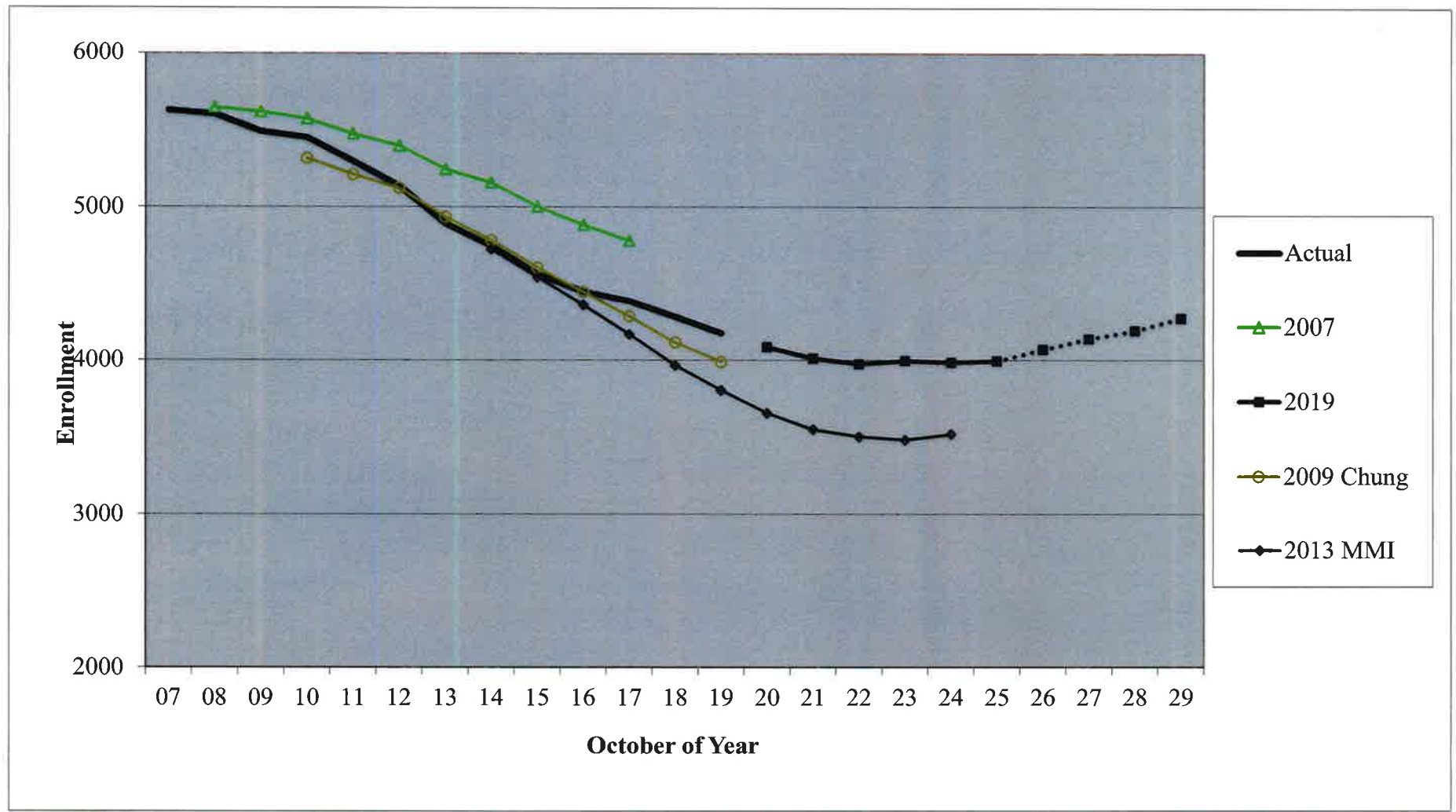
Projection Factors

Estimated Student Migration



Prior Projections

Accuracy of Prior Projections



Newtown Enrollment Projections to 2029

Questions?

Peter M. Prowda, PhD
peteprowda@yahoo.com
(860) 716-7971

To: Dan Rosenthal, First Selectman

From: Dr. Lorrie Rodrigue

RE: Property Located at Churchill Road

Dan,

On behalf of the Board of Education, I am writing to request a formal discussion by members of the Board of Selectmen regarding the potential purchase of property located at 27 Church Hill Road, directly adjacent to Hawley Elementary School. According to a recent property listing by Ryer Commercial Real Estate in Danbury, the property is a level 1.03-acre lot with an existing building/house and is presently listed at \$450,000. The building is zoned P-1, allowing many possible uses (professional office, residential, office/residential, medical and personal service) and is located on a highly traveled road with approximately 16,600 cars per day.

The Board's interest in this property focuses on three main points: Hawley campus *accessibility, flexibility, as well as safety and security*. The school's campus has a single egress/ingress to accommodate visitors, staff, and the morning drop off and afternoon departure of our students. Bus traffic continues to be challenging, and access to parking for both staff and visitors remains limited. With limited space for traffic flow, safety issues are a paramount concern. In many cases, during school events that draw even moderate crowds, parents often need to locate parking in the shopping plaza across the street and walk across Church Hill Road. This is equally frustrating for daily visitors to the campus when no spaces exist.

Currently, there is little flexibility for the school with respect to future needs. Hawley is our oldest elementary school situated on a small parcel of land near a busy Town center with neighboring shopping plazas, restaurants, and local businesses. According to enrollment projections, our elementary schools are expected to demonstrate a steady growth in population over the next decade. By 2029, Hawley is expected to exceed its current population to 351 students.

As a result, there could be a need for greater flexibility, from adequate campus parking, additional ingress/egress for buses and visitors to allow for a more efficient traffic flow, and space allowing potential CIP projects to be implemented safely. In the next two years, we have Hawley HVAC as top priority on our CIP, which will require utilization of additional campus space for equipment. In addition, Hawley is the only elementary that does not have a full working kitchen for student lunch. While this may have been acceptable in the past, we may determine that a renovation of this space is desirable in the future so we have equitability among all elementary schools.

Most importantly, security is top priority for all schools in Newtown. In its current state, the property has become abandoned and overgrown. Its proximity to the Hawley campus, and the uncertainty of any future use of the property, have become a growing security concern. The smaller footprint of Hawley and the adjacent Church Hill property make defined boundaries and visibility on that side of the campus, including the integrity of monitoring approaching intruders, far more difficult.

We realize there would be a direct financial impact for the Town, and we fully understand this would need to make sense in the context of economic factors, potential negotiations with the property owner, and additional costs following the purchase of the property (e.g., demolition of the building, preparation of the land for parking and additional ingress/egress, etc.). Each of these reasons, in isolation, may not be the sole reason for considering the purchase of the property, but together these arguments warrant, at minimum, a respectful discussion regarding the Town's purchase as a future solution. We hope you take the time to review the purchase of this property with a long-term vision for increased accessibility, flexibility, and security for Hawley students, staff, and families.

Sincerely,

Dr. Lorrie Rodrigue
Superintendent

Bylaws of the Board

Role of Board Members (Powers, Purposes, Duties)

The Board of Education is a legal body created by the statutes of the State of Connecticut. As an agency of the state with powers delegated to it by the legislature and the State Board of Education, the Newtown Board of Education is responsible to carry out mandatory laws, and to consider and accept or reject the provisions of all permissive laws. In those cases where the state laws do not provide or prohibit, the Board shall consider itself the agent in establishing and appraising the educational activities of the district.

The Newtown Board of Education views its required functions in these broad areas:

1. Legislative and policymaking. The Board is responsible for the development of policy as guides for administrative action and for employing a superintendent to implement its policies.
2. Appraisal. The Board is responsible for evaluating the effectiveness of its policies and their implementation. It shall evaluate how policies have been executed by the school staff, and weigh the results. The Board shall rely on the school staff, students, and the community to provide evidence of the effect of policies.
3. Provision of financial resources. The Board is responsible for adoption of a budget which will enable the school system to carry out the Board's policies.
4. Public relations. The Board is responsible for providing adequate and direct means for keeping the local citizenry informed about the schools and for keeping itself and the school staff informed about the needs and wishes of the public.
5. Educational planning and evaluation. The Board is responsible for establishing educational goals which will guide both the board and the staff in working together toward the continuing improvement of the educational program. It is responsible for the approval of student standards which relate directly to the goals which identify specific expectations for students in terms of skills, knowledge and competence. It is responsible for providing for the ongoing evaluation of the school program against the curriculum goals and standards set forth by the Board and by the State Board of Education.
6. Superintendent. The Board is responsible for the hiring, supervision, evaluation and/or termination of the superintendent.
7. Personnel. The Board delegates to the superintendent the responsibility for the hiring of all non-certified staff and all certified staff with the exception of administrators. The superintendent is responsible for accepting staff resignations and initiating termination proceedings, if necessary. The Board ~~is responsible for approving~~ will receive reports of retirements and resignations at each Regular Board meeting and ~~for acting~~ will act on terminations when required by statute or contract.

Role of Board Members (Powers, Purposes, Duties) (continued)

8. School Facilities/Transportation. The Board is responsible for working with the Superintendent to properly maintain good public elementary and secondary facilities. It is responsible for providing for the transportation of children to schools within Newtown and to those schools outside of Newtown required by law.
9. Pupil Identification. The Board is responsible for determining the number, age and qualification of the pupils to be admitted into each school and to designate the schools which are to be attended by the various children within the district. It is responsible for requiring each child five to eighteen years of age, living in the school district, to attend school unless parents/guardians of five to six-year-old students choose not to send their children to school or parents/guardians of sixteen and seventeen-year-old students consent to withdraw their children from school.
10. Cooperative Arrangements. The Board is responsible for establishing cooperative relationships with other educational agencies and institutions, including the sharing or exchange of services or the instruction of students.
11. Board-Superintendent Relations

Delegation of executive powers by the Board provides freedom for the Superintendent to manage the schools within the Board's established policies. The Superintendent shall be responsible to the Board for the outcomes of these delegated responsibilities.
(cf. 5111 – Admission/Placement)

Legal Reference: Connecticut General Statutes
 1-200 Definitions
 10-186 Duties of local and regional boards of education
 10-220 Duties of boards of education
 10-221 Boards of education to prescribe rules
 10-240 Control of schools
 10-241 Powers of school districts

Bylaw revised:

Bylaws of the Board **Officers / Organization Meeting of the Board**

The officers of the Board of Education shall consist of a Chairperson, Vice-Chairperson, and Secretary.

The Board shall organize biennially at the first regular meeting in December following the town election. The meeting shall be called to order by the Superintendent who will serve as temporary Chairperson and shall preside until a chairperson has been elected.

Election of all officers shall be by nomination from the floor and shall require a majority public vote of the members of the Board. A written ballot shall not be used.

A majority of the total membership of the Board shall be required to constitute election. If there are more than two nominees and on the first vote no nominee receives a majority vote of the full membership, the nominee receiving the lowest number of the votes shall be removed from the list of candidates before balloting again.

The new Chairperson of the Board will take office upon election and conduct the election of the Vice-Chairperson and Secretary.

Officers shall remain in office until new officers are elected at the next organizational meeting, unless such officers cease to be members of the Board of Education. If there is a vacancy among the officers during the course of the year, the Board membership shall act promptly to elect a new officer to fill the vacancy.

Upon motion duly made and seconded, an officer of the Board may be removed from office by a two-thirds vote of the total Board membership.

Chairperson

The Chairperson shall preside at all meetings of the Newtown Board of Education and shall perform other duties as directed by law, State Department of Education regulations, and by this Board. In carrying out these responsibilities, the Chairperson shall:

1. Sign the instruments, acts, and orders necessary to carry out state requirements and the will of the Board.
2. Consult with the Superintendent in the planning of the Board's agendas.
3. Confer with the Superintendent on crucial matters which may occur between Board meetings.
4. Appoint Board committees, subject to Board approval.
5. Call special meetings of the Board as necessary.
6. Be public spokesperson for the Board at all times except as this responsibility is specifically delegated to others.

7. Be responsible for the orderly conduct of all Board meetings.
8. Assume such other duties as may be authorized by the Board.
9. Appoint a Clerk of the Board.
10. The Chairperson's signature shall be an alternative signature on all legal documents requiring the signature of the Secretary.

As presiding officer at all meetings of the Board, the Chairperson shall:

1. Call the meeting to order at the appointed time.
2. Announce the business to come before the Board in its proper order.
3. Enforce the Board's policies relating to the order of business and the conduct of the meetings.
4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference.
5. Explain what the effect of a motion would be if it is not clear to every member.
6. Restrict discussion to the question when a motion is before the Board.
7. Answer all parliamentary inquiries, referring questions of legality to the Board attorney.
8. Put motions to a vote, stating definitely and clearly the vote and result thereof.

The Chairperson shall have the right, as other Board members have, to offer resolutions, discuss questions, and to vote.

The Vice-Chairperson

The Vice- Chairperson will:

1. Act in place of the Chairperson, when necessary, and preside at meetings when the Chairperson is temporarily absent. The Vice-Chairperson cannot fill vacancies required to be filled by the Chairperson and does not serve as an ex-officio member of committees.
2. Work with the Chairperson and Superintendent to become generally informed of Board business.
3. In the absence of the Chairperson, act as a resource to the Superintendent on decisions which may require further input between board meetings.
4. In case of illness, resignation, or death of the Chairperson, the Vice-Chairperson, as deemed by the Board, becomes Chairperson until the Board membership acts promptly to elect a new officer to fill the vacancy.

5. The Vice-Chairperson's signature shall be an alternative signature on all legal documents requiring the signature of the Secretary.

Secretary

1. A member of the Newtown Board of Education shall be elected Secretary by the members of the Board and shall perform the duties assigned by law and the Board.
2. The Secretary shall be responsible for accurate records of the proceedings of the Board; and for the preservation of reports of committees and communications addressed to the Board, reports of the Chairperson of the Board and reports of the Superintendent. The Board shall authorize the employment of a person to assist in fulfilling the responsibilities for this position.
3. The Secretary shall cause written notices of regular Board meetings and suitable notices of special meetings to be sent to Board members through the office of the Superintendent.
4. The Secretary will write an annual report on the activities of the Board for the Town Annual Meeting Report.
5. The Secretary shall serve as Acting Chairperson when the Chairperson and Vice-Chairperson are not able to preside at meetings.

[\(cf. 9020- Public Statements\)](#)

[\(cf. 9325 – Meeting Conduct\)](#)

[\(cf. 9222 – Resignation/Removal from Office/Censure\)](#)

Legal Reference: Connecticut General Statutes
10-218 Officers. Meetings
Charter, Town of Newtown, Revised April 22, 2008
Section 2-70 Board of Education

Adopted: 4/10/12

Bylaws of the Board

Board of Education/Town Charter Provision

In accordance with the provisions of section 2-70 (a) of the Town Charter, the Board of Education shall be composed of seven members serving four-year terms. At each regular town election, the members of said Board shall be elected in place of the members whose terms are expiring, in accordance with section 2-30(c) of the Town Charter, which provides that the number of any one political party elected to serve shall not exceed the bare majority of the number of candidates to be seated.

Legal Reference: Connecticut General Statutes
1-200 Definitions
10-186 Duties of local and regional boards of education
10-220 Duties of boards of education
10-221 Boards of education to prescribe rules
10-240 Control of schools
10-241 Powers of school districts
Charter, Town of Newtown, Revised April 22, 2008, 2-30(c), 2-70(a)

Adopted: 4/10/12

Bylaws of the Board

Attorney

The attorney of the Newtown Board of Education shall be the legal advisor of the Board and its officers in questions related to their official duties. The Board of Education may appoint, either on a full-time or retainer basis, an attorney or attorneys to serve as school attorney. The primary function of the attorney is to provide professional legal counsel and representation for the Board and Superintendent.

To ensure the prudent and cost-effective use of legal services, the District will limit and designate the persons with the authority to request services or advice from contracted legal counsel. The persons authorized to confer with and/or seek the legal advice of the Board attorney include the Superintendent or his/her designee, Business Manager, Special Education Director, and Chairperson of the Board. The Board may authorize a specific member to confer with legal counsel on its behalf. Legal counsel will not be used unnecessarily to make management decisions or to obtain readily available information such as district policies.

Legal services required by the District may include, but not be limited to:

1. Providing general legal advice to the Board and/or administration;
2. Assisting with labor negotiations;
3. Assisting with personnel matters;
4. Assisting with expulsions and other disciplinary matters;
5. Conduct and/or assist with pending or actual litigation involving the District;
6. Other specialized legal services; and
7. Attendance at Board meetings or other activities as appropriate.

The performance of the school attorney(s) shall be subject to annual evaluation by the Newtown Board of Education and the Superintendent. Such evaluation shall include the areas of efficiency and adequacy of advice; results obtained for the District; reasonableness of fees; and responsiveness to and interactions with the Board, administration, and community.

The Board retains the right to terminate the service of any attorney.

Bylaw adopted by the Board:

Bylaws of the Board

~~Meetings with Town Boards and Commissions~~

Appointments to Town Boards, Committees and/or Commissions

The Chairperson shall appoint representatives of the Board of Education to Town Boards, Committees or Commissions. Such appointments shall be for one year or until the discharge of the assigned function of said Board, Committee or Commission.

Board of Education Liaison with Community Organizations

The Chairperson of the Board of Education, at the request of the Board, may appoint a representative to act as liaison agent with community organizations. The representative shall be discharged when the assignment has been completed.

Adopted: 4/10/12

Revised:

Bylaws of the Board

Method of Filling Vacancies

Whenever a vacancy shall occur during the term of office of a member of the Board of Education, the remaining members shall elect a successor of the same political party as the former member to complete the term of office in accordance with Connecticut General Statutes.

The vacancy will be publicly posted.

In filling the vacancy, the Board shall consider, but not exclusively, recommendations from town committees of the appropriate registered political parties, as well as other appropriate sources. The Board may interview persons so identified.

A regular Board meeting, or a special meeting called for the purpose of electing a resident for the unexpired term, shall take place no later than thirty (30) calendar days following a letter of resignation posted to the Town Clerk. Voting shall be continued until a nominee receives a majority of the votes of those members present and voting.

If the vacancy is not filled at the end of the thirty (30) day period, the First Selectman, with the approval of the Board of Selectmen, shall fill the vacancy by appointment within the next thirty (30) days.

Such successor shall hold office until the expiration of the term, in accordance with the provisions of the prevailing statutes of Connecticut or the provisions of the Town Charter.

Board Officer Vacancies

Whenever there is a vacancy in the Office of Chairperson, Vice-Chairperson, or Secretary, the Board shall elect a new officer to fill the vacancy for the unexpired term of office once a full Board is seated.

(cf. 9100- Organization Meeting of the Board)

Legal Reference: Connecticut General Statutes
 7-107 Vacancy appointments by selectmen.
 9-204 Minority representation on boards of education.
 10-219 Procedure for filling vacancy on board of education.
 10-156e Employees of boards of education permitted to serve as elected officials; exception.
 10-232 Restriction on employment of members of the board of education.
 Town Charter, 2-40(c)

Adopted: 6/5/12

Bylaws of the Board

Orientation of Board Members

The Board of Education and the administrative staff shall assist each new Board member-elect to become familiar with and to understand the Board of Education's functions, policies and procedures and operation of the school district before the member takes office. The following methods shall be employed:

1. The incoming member shall be given selected materials on the function of the Board of Education and the school district.
2. The Superintendent shall arrange a meeting of the Board Chairperson or their designee, other pertinent staff, and the new member for the purpose of answering questions and acquainting the member with the district.
3. The incoming member shall be ~~provided with a copy of~~ given access to the Board 's policies and bylaws, administrative regulations, copies of pertinent materials developed by the State School Board Association, Board minutes for the past year, and other helpful information explaining the Board's roles and responsibilities.
4. The Board Chairperson or designee shall arrange a meeting with new Board member(s) for the purpose of explaining and answering questions about Board processes and procedures.
5. The Board Chairperson may request a veteran Board member to mentor a new member.
6. The incoming member may attend, at district expense, workshops for newly elected members as approved by the Board of Education.

Bylaw adopted by the Board:

Bylaws of the Board

Board Member Professional Development

The Board of Education desires that its individual members learn, understand and practice effective governance principles. The Board is responsible for member orientation and development. Board members have an equal opportunity to attend state and national meetings designed to familiarize members with public school issues, governance and legislation.

In order to develop leadership capabilities, become informed about current issues in education, and improve their skills as members of a policy-making body, Board members may choose to participate in opportunities for development that may include, but not be limited to, the following:

- In-service activities planned by the Board and by the administration for staff members, as appropriate;
- Participation in conferences, workshops and conventions held by State and National School Boards Associations and other educational organizations;
- Subscriptions to publications addressing Board member concerns.

Recognizing the need for continuing training and development of its members, the Board of Education encourages the participation of all members in appropriate conferences, conventions and workshops. To control both the investment of time and funds necessary to implement this policy, the Board establishes these principles and procedures for its guidance:

- The Superintendent of Schools or Board Chairperson will inform Board members, in a timely manner, of upcoming conferences, conventions and workshops. The Board will decide which meetings appear to be most likely to produce the greatest benefit to the Board and the district;
- Funds for participation at such meetings may be budgeted. When funds are limited, the Board Chairperson will designate which members would be most appropriate to participate at a given meeting;
- ~~If authorized to attend, and reimbursement is approved by the entire Board, Board members will be reimbursed, upon request, for reasonable and necessary expenses actually incurred;~~
- When a conference, convention or workshop is not attended by the full Board, those who do participate will be requested to share, by means of written or oral reports, information, recommendations and materials acquired at the meeting.

(cf. 1100 – Communication with the Public)

(cf. 4133 – Travel Reimbursement)

Adopted: 6/5/12

Bylaws of the Board

Board Member Protection

The Newtown Public Schools shall maintain adequate insurance to protect the district and its Board of Education against loss because of fire, damage to school property, loss to other property, or general liability resulting as a responsibility of the school district, and save harmless its Board and staff while acting in behalf of the school district.

Legal Reference: Connecticut General Statutes

10-235 Indemnification of teachers, board members and employees in damage suits; expenses of litigation.

10-236 Liability insurance.

10-236a Indemnification of educational personnel assaulted in the line of duty.

Adopted: 6/5/12

NEWTOWN FEDERATION OF TEACHERS

AND

NEWTOWN BOARD OF EDUCATION

2020-2023

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AGREEMENT

THIS AGREEMENT is made and entered into by and between the NEWTOWN BOARD OF EDUCATION (hereinafter referred to as the “Board”) and the NEWTOWN FEDERATION OF TEACHERS, LOCAL 1727, AFT, CONNECTICUT FEDERATION OF TEACHERS, AFL-CIO (hereinafter referred to as the “Federation”).

1. RECOGNITION

The Board recognizes the Newtown Federation of Teachers as the exclusive bargaining representative for all its certified professional employees occupying positions requiring a teaching or special service certificate, including employees working under durational shortage area permits (DSAP), other than temporary substitutes and excluding the Superintendent, Assistant Superintendent, Business Manager, Director of Pupil Services and all personnel covered by the Newtown Association of School Administrators’ contract.

2. DEFINITIONS

2.1 Unless otherwise indicated, the term “teacher”, when used in this Agreement, shall refer to all employees in the unit described in Section 1.1 above. Use of the masculine, “he” or “his,” herein shall also connote the feminine and use of the feminine, “she” or “her,” shall also connote the masculine.

2.2 Interim Teachers. Positions which are expected to be vacant for at least forty (40) school days shall be filled by substitute teaching personnel who have met the State Certification requirements of the vacant positions. After a forty (40) school day trial period, such certificated substitute teachers shall be given the status of an interim teacher and shall thereafter be paid at the appropriate rate on the teachers’ salary schedule. If a certificated teacher is unavailable, the Board shall attempt to fill such vacancy by a qualified noncertificated person.

2.3 “Days,” as used in this Agreement, shall mean days when school is in session. During the summer months when school is not in session, “days” shall mean calendar days other than Saturdays, Sundays, and holidays.

3. BOARD RIGHTS

3.1 The Board reserves and retains, solely and exclusively, all its rights, express or implied, to manage the school system and its employees. The Federation agrees that the functions and rights of management belong solely to the Board and that the Association will not interfere with the Board’s exercise of these rights and functions.

3.1.1 Enumerated Rights. The exclusive functions and rights of the Board include, but are not restricted to, the right to: direct the operation of the public schools in the system in all aspects; select and employ new personnel; manage the school system and the direction of its work force; determine methods and levels of financing and budget allocation;

provide, when necessary, for the transportation of students; designate the schools to be attended by the children in the system; establish the number of schools to be utilized by the system; maintain good public elementary and secondary schools and provide such other educational activities as in its judgment will best serve the interests of the system to give the children of the system as nearly equal advantages as may be practicable; maintain and operate buildings, lands, apparatus and other property used for school purposes; decide the textbooks to be used; make rules for the arrangement, use and safekeeping of the school libraries and to approve the books selected therefor; prepare and submit budgets and, in its sole discretion, expend monies appropriated to the Board for the maintenance and operation of the schools, and to make such transfers of funds within the appropriated budget as it shall deem desirable; determine, and from time to time redetermine, the number of Board personnel and the methods and materials to be employed; select and determine the qualifications of teachers required to promote the efficient operation of the school system; distribute work to teachers in accordance with the job content and job requirements determined, and from time to time redetermined, by the Board; determine the procedures for promotion of teachers; create, enforce and, from time to time, change rules and regulations concerning discipline of teachers; discipline, suspend or discharge teachers; and, otherwise take such measures as the Board may determine to be necessary to promote the orderly, efficient and safe operation of the school system.

3.1.2 Unenumerated Rights. The listing of specific rights in subsection (1) of this section is not intended to be all inclusive, restrictive or a waiver of any rights of the Board not listed which have not been expressly and specifically surrendered herein, whether or not such rights have been exercised by the Board in the past.

4. SAVING CLAUSE

If any provision of this Agreement is, or shall at any time be, found contrary to law by a final decision of a court of competent jurisdiction, then such provision shall not be applicable or performed or enforced, except to the extent permitted by law, and any substitute action shall be subject to appropriate consultation and negotiation between the parties. In the event that any provision of this Agreement is, or shall at any time be, contrary to law, all other provisions of this Agreement shall continue in effect.

5. DISCUSSION OF NEW MATTERS DURING TERM OF AGREEMENT

5.1 In order to promote better communication between the administration and the teachers, the parties hereto agree to the following:

5.1.1 Consultation by the Superintendent and/or his/her representatives with representatives of the Federation at least once a month during the school year on matters of educational policy and development, or any matters which are not covered by the Agreement and on administration of the Agreement. The parties shall exchange agenda indicating the matter they wish to discuss no later than seven (7) days prior to the scheduled meeting date, except for matters of urgency.

5.1.2 Consultation by the Principal or other head of each school and his/her representatives with the building representative(s) from the school at least once a month during the school year on matters of school policy and on implementation of the Agreement.

5.2 Other than in connection with negotiations for a successor agreement, the Board and the Federation expressly waive and relinquish the right and each agrees that the other shall not be obligated, for the duration of this Agreement, to bargain collectively with respect to any subject or matter whether or not referred to or covered in this Agreement, except as noted in Sections 5.2.1 or 5.2.2 below.

5.2.1 In the event that the Board establishes new or revised positions within the bargaining unit, the parties will negotiate the salaries and/or differentials for such positions.

5.2.2 In the event the Federation and the Board voluntarily and mutually agree to bargain over wages, hours or working conditions during the term of this Agreement, such negotiations will be in accordance with Connecticut General Statutes.

6. PROFESSIONAL NEGOTIATION

6.1 Whenever members of the bargaining unit are scheduled by the parties to participate during school hours in bargaining meetings, including mediation and negotiation sessions, they shall suffer no loss of pay.

7. STRIKES

The Federation agrees that it shall not call, authorize, instigate, sanction or condone any strike, slowdown, work stoppage or other concerted refusal to perform any assignment on the part of any employees during the period of this Agreement or any extension thereof.

8. GRIEVANCE PROCEDURE

8.1 Definitions

8.1.1 A “grievance” is a claim based upon the interpretation, meaning or application of any of the provisions of this Agreement.

8.1.2 A “grievant” is the person or persons making the claim. If a grievance affects a group or class of members of the bargaining unit, the Federation may submit such grievance, in writing, to the Superintendent directly and the processing of such grievance will commence at Level 2, provided that, the written grievance is submitted to the Superintendent within fifteen (15) days following the event or condition on which the grievance is based. Such grievance shall not be processed to a higher level unless at least one aggrieved teacher submits the grievance, in writing, in accordance with Sections 8.3.3 or 8.3.5. The fact that a grievance is not processed to a higher level because of the preceding sentence shall not bar another teacher from making a timely claim based on the same or a similar condition or event.

8.1.3 “Superintendent” for the purpose of this Section shall mean and include the Superintendent and/or his/her designee.

8.2 Purpose

8.2.1 The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to the grievances which may from time to time arise. Both parties agree that these proceedings shall be kept as informal and confidential as may be appropriate at any level of the procedure.

8.2.2 Nothing herein contained shall be construed as limiting the right of any teacher having a grievance to discuss the matter informally with any appropriate member of the administration.

8.3 Procedure

8.3.1 Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered as a maximum, and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement.

8.3.2 Prior to filing a formal grievance, the aggrieved party may first attempt to resolve his/her issue(s) with his/her principal, or appropriate other administrative official on an informal basis. If the aggrieved party pursuing the issue is the Federation, the affected teacher or teachers shall be identified and included in the discussion.

8.3.3 No reprisals of any kind shall be taken by either party or by any member of the administration against any participant in the grievance procedure by reason of such participation.

8.3.4 Any grievant may be represented at any level of the formal grievance procedure by a Federation representative. When a teacher is not represented by the Federation, the Federation shall have the right to have representatives present to state their views at all stages of the procedure.

8.3.5 Subject to the provision of Section 8.3.4, the Federation may call upon the professional services of its parent organization for consultation and assistance at any stage of the procedure.

8.3.6 If the grievant does not file a grievance within the time limit set forth herein, such grievance shall be considered waived.

8.3.7 If the grievant fails at any level to appeal a grievance to the next level within the specified time limits, the grievance shall be deemed waived. Failure of the Board at any level to comply with time limits regarding responding to a grievance shall permit the grievant to appeal the grievance to the next level.

8.3.8 If any arbitration proceeding is held during school hours, the grievant, witnesses who actually testify, and one Federation representative (if the grievant is being represented by the Federation) will be excused for the hearing without loss of pay. If any meetings under the grievance procedure are held during school hours, the grievant and a Federation representative shall be excused to attend the meeting without loss of pay.

8.3.9 If the grievance arises out of the action of some official other than the Principal or immediate supervisor, then the grievance shall be initiated with that person as a substitute for Level One.

8.3.10 The parties shall maintain the confidentiality of all grievance meetings or hearings and Board hearing discussions and all information presented during such meetings or hearings, to the extent allowed by law. However, nothing contained herein shall be construed as to preclude intra-union communications.

8.3.11 All documents, communications and records dealing with the filing of a grievance shall be filed separately from the personnel files of the participants. Such maintenance of grievance files shall not in any way whatsoever prohibit use of the documents contained therein in any other subsequent proceeding.

8.3.12 Level One - Principal or Immediate Supervisor

A grievant shall, within fifteen (15) days following the event or condition on which the grievance is based, present a written grievance to his/her Principal or immediate supervisor (and a representative of the Federation if the grievant so desires). The Principal or immediate supervisor shall give the grievant a written response within ten (10) days.

8.3.13 Level Two - Superintendent of Schools

8.3.13.1 In the event that the grievant is not satisfied with the disposition of the grievance at Level One, he/she may file a written grievance with the Superintendent of Schools within five (5) days after the written response at Level One.

8.3.13.2 Within ten (10) days after receipt of the written grievance, the Superintendent shall meet with the grievant (and a representative of the Federation if the grievant so desires) in an effort to resolve it. The grievant shall be given a written response to his/her grievance within ten (10) days after such meeting, such response to be signed by the Superintendent and to constitute the Superintendent's decision on the grievance.

8.3.14 Level Three - Board of Education

In the event that the grievant is not satisfied with the disposition of the grievance at Level Two, he/she may submit such written grievance to the Board within fifteen (15) days after the meeting at Level Two. Within ten (10) days after receiving the written grievance, the Board shall meet with the grievant (and a representative of the Federation if the grievant so desires) for the purpose of resolving the grievance. The decision on the grievance at Level

Three shall be rendered by the Board within fifteen (15) days after such meeting.

8.3.15 Level Four - Arbitration

8.3.15.1 If a grievance is not settled at Levels One, Two or Three only, the Federation may submit, if the grievant so directs in writing and the Executive Council approves, the grievance to final and binding arbitration before an arbitrator selected in accordance with the Voluntary Rules of Labor Arbitration of the American Arbitration Association, provided that, such submission is made within ten (10) days after the decision was rendered or should have been rendered at Level Three and, provided further, such grievance may be arbitrated under the American Arbitration Association's expedited rules if the parties mutually agree to do so, such agreement not to be unreasonably withheld by either party.

8.3.15.2 The arbitrator shall hear only one grievance at a time. The arbitrator shall have no authority to add to, subtract from or modify the terms of this Agreement. The fees and expenses of arbitration shall be borne equally by the parties.

8.3.15.3 The Federation agrees that the decision of the arbitrator shall be final and binding, and that this grievance procedure shall be the sole and exclusive means of resolving claims which are encompassed within the definition set forth in Section 8.1.1.

9. CLASS SIZE

9.1 Subject to the availability of funds and facilities, class sizes for the duration of this contract will be planned in accordance with this Article 9. For the purposes of this Article, "regularly scheduled class" means a class assigned to a teacher to teach on a continuing basis.

9.2 Except for the subject area referred to in Section 9.3, or for the purpose referred to in Section 9.4, regularly scheduled classes shall be planned for an average of twenty-five (25) pupils and a maximum of thirty (30) pupils.

9.3 The standards set forth in Section 9.2 shall not apply to secondary level classes in music or physical education.

9.4 The standards set forth in Section 9.2 may be modified for the following bona fide educational purposes:

9.4.1 Large group instruction.

9.4.2 Team teaching.

9.4.3 Experimental programs.

9.4.4 To take into account special needs or factors, such as safety, space and equipment, assignment of paraeducators, student capability, amount of teacher clerical work, student age, degree of individual attention required by subject matter, or State requirements.

10. TEACHING ASSIGNMENTS

10.1. Teachers initially employed by the Board shall receive their building assignments from the Superintendent's office. Grade and/or subject assignments shall be given to the new teacher by August 1 (if practicable) or at the time of hiring, whichever is later.

10.2 Teachers already in the system shall receive notification of their grade levels, programs, subjects, and room assignments for the ensuing school year no later than fifteen (15) days prior to the end of the school year. All such assignments, programs and schedules shall be tentative until such time as the Board's budget is approved by the Town. Thereafter, teachers shall be notified promptly, in writing, of any changes in their program and schedules for the ensuing school year, including the schools to which they will be assigned, the grades and/or subjects that they will teach, and any special or unusual classes or assignments they will have. Wherever possible, materials for programs shall be made available to each teacher prior to the teacher assuming responsibility for the program.

10.3 In the determination of assignments, the convenience and wishes of the teacher shall be honored to the extent that these considerations do not conflict with the instructional requirements and best interest of the school system and the pupils as determined by the Principal and/or Superintendent, as may be appropriate. Any teacher may enlist the assistance of a Federation representative in expressing the teacher's wishes as set forth in this section.

10.3.1 On or before May 1 of each school year, time shall be devoted at a faculty meeting in each elementary school for the principal to share with the faculty his/her plans for the procedures to be followed in scheduling and the making of assignments for the coming year. At that meeting, the principal shall invite the faculty's feedback and ideas. Promptly after the meeting, elementary teachers shall be given an opportunity to fill out a preference sheet regarding grade level assignments.

10.3.2 All teachers shall be given an opportunity to complete an assignment preference sheet and an opportunity to discuss their assignment preferences with their principal. In the determination of assignments, the convenience and wishes of the teacher shall be honored to the extent that these considerations do not conflict with the instructional requirements and best interest of the school system and the pupils as determined by the Principal and/or Superintendent, as may be appropriate.

10.3.3 A copy of teaching schedules, including non-teaching assignments, shall be available at each school.

10.3.4 All cafeteria duties shall be rotated on an equitable basis as determined by the principal and/or Superintendent, as may be appropriate.

10.3.5 Bus duties shall be rotated on an equitable basis in each school.

10.3.6 There shall be equity in teachers' assignments pertaining to class size for the same subject, e.g. College Prep.

10.3.7 There shall be equity in teachers' caseloads to the extent that these considerations do not conflict with the instructional requirements and best interest of the school system and the pupils as determined by the Superintendent or designee, as may be appropriate.

10.4 In arranging schedules for teachers who are assigned to more than one school, every reasonable effort shall be made to limit the amount of inter-school travel.

10.5 The Board shall make every reasonable effort to assure that pupils are taught by teachers working within their areas of competence. Teachers will not be assigned, without their consent, to subjects or grade levels outside the scope of their teaching certificates.

10.6 Teacher assignments shall be made without regard to age, race, creed, color, religion, sex, nationality, marital status, disability, ancestry, genetic information, sexual orientation or gender identity or expression.

10.7 No teacher will be regularly assigned more than five (5) instructional periods per day, on a weekly average, without his/her consent. Each building will post opportunities for teaching additional classes in accordance with Section 11.1. A teacher who consents to regularly teaching more than five (5) instructional periods per day, on a weekly average, shall be compensated at the rate of 1-7th of his/her daily rate per period. This Section shall be applicable only to the intermediate, middle and high schools.

10.8 In lieu of a duty a teacher may be assigned to the learning and/or tutorial center to work with students within the area of their certification.

11. VACANCIES AND NEW POSITIONS

11.1 When the Board decides to fill a vacancy or new position within the teachers' bargaining unit, it shall email all certified staff via district email and post notice of the vacancy or new position on the district's website for a period of five (5) days. Such notification shall indicate that interested candidates shall apply for the position using the district's electronic process. The proper notice of such a vacancy or new position shall clearly set forth the responsibilities, qualifications, and salary. The Board shall also notify the President of the Federation or designee regarding such postings by email at the time of such postings. Qualified bargaining unit applicants shall be granted an interview. Where there are two or more applicants for any such vacancy or new position, the Superintendent will make his/her decision based on qualifications and seniority. Qualifications means certification, educational background, previous experience, evaluations, bona fide occupational qualifications and recommendations.

11.2 The Board shall inform teachers of all vacancies and new positions in the administrators' bargaining unit by posting a notice of that vacancy or new position on the district's website for a period of five days and shall email all certified staff via district email.

11.3 Vacancies and new positions which occur in both the teachers' and the administrators' bargaining units during the summer vacation shall be posted in accordance with

Section 11.1.

11.4 At any time during the calendar year, a teacher who desires to apply for any vacancy or new position (in either the teachers' or the administrators' bargaining unit) shall file his/her application, online, with the Superintendent within the time limit specified in the notice.

12. RESIGNATION

Any teacher intending to resign or retire shall give written notice to the Superintendent as soon as the teacher has a firm intention to resign/retire, but in no event later than forty-five (45) days prior to the effective date of the resignation/retirement. When it is determined by the Superintendent that it is in the best interests of the individual resigning/retiring and the school system, the Superintendent may waive all or part of the forty-five day notice requirement.

13. HEALTH EXAMINATIONS

When the Board believes that a teacher's professional competence has been so impaired by a physical or psychiatric condition that it is questionable whether the teacher's employment should be continued, the Board may, at its discretion and at its expense, require the teacher to submit to a medical or psychiatric examination, or both, advising the teacher of its reasons (in writing, if so requested in writing by the teacher) for requiring such examination. The teacher shall have the right to advise the Federation of the Board's action and shall further have the right to select the professional person or persons to perform such examination from a list of three (3) professional persons empaneled by the Board. In connection with such examination, the teacher shall have the right to require the examining physician to consult with the teacher's own physician, or his/her choice of psychiatrists. Such examination shall be kept as confidential as the law allows.

14. EVALUATIONS AND PERSONNEL FILES

14.1 Teachers shall have the right to inspect their personnel files, to receive photocopies of any materials therein within two working days, and to attach a written comment to any evaluation or report in such file.

14.2 Administrators will be encouraged to place information of a positive nature indicating special competencies, achievements, performances or contributions of an academic, professional or civic nature in teachers' personnel files.

14.3 ADVANCED NOTICE OF NEGATIVE MATERIALS. No critical or negative material shall be placed in a teacher's personnel file unless the teacher has had an opportunity to read the material and affix his/her signature on the actual copy to be filed. The teacher shall so affix his/her signature when requested to do so with the understanding that such signature merely signifies that he/she has read the material to be filed reserving the right to respond by addenda affixed to such material. If the employee does not sign the material within three

working days, the administrator will forward the material for placement in the personnel file with notation that the teacher has failed to sign. The Office of the Superintendent shall be the sole custodian of all personnel files. No critical or negative material may be used in a disciplinary proceeding against a teacher unless it has been placed in the teacher's personnel file in accordance with the procedure specified herein.

14.4 All items placed in a teacher's personnel file shall be date stamped on the day of submission.

15. PROTECTION OF TEACHERS

15.1 In the event of any dispute between a teacher and a student, the teacher involved shall be consulted with respect to the incident. The teacher may be accompanied by a Federation representative.

15.2 Teachers shall report immediately, in writing, to their Principal and to the central office all cases of assault suffered by them in connection with their employment.

15.3 Such report shall be forwarded through the Superintendent to the Board which shall comply with any reasonable requests from the teacher for information in its possession not privileged under law or covered by the Federal Educational Rights and Privacy Act which relates to the incident or the persons involved.

15.4 The Board agrees to provide indemnification and legal counsel to defend any teacher in accordance with Section 10-235 of the Connecticut General Statutes.

15.5 Whenever a teacher is absent from school as a result of personal injury compensable under Connecticut Workers' Compensation law, and caused by an assault arising out of and in the course of his/her employment, he/she shall be paid his/her full salary for the period of such absence for up to one calendar year without having such absence charged to the annual sick leave or accumulated sick leave. Any amount of salary payable pursuant to this Section shall be reduced by the amount of any Workers' Compensation award for temporary disability due to the said assault injury for the period for which such salary is paid. The Board shall have the right to have the teacher examined by a physician designated by the Board for the purpose of establishing the length of time during which the teacher is temporarily disabled from performing his/her duties; and, in the event that there is no adjudication in the appropriate Workers' Compensation proceeding for the period of temporary disability, the opinion of the said physician as to the said period shall control.

15.6 No teacher shall be disciplined except for just cause. Termination or non-renewal of a teacher's contract of employment shall not be subject to this Article but, rather, shall be in accordance with state law and shall not be subject to the grievance and arbitration procedure set forth in Article 8 of the Agreement.

15.7 All notifications of suspensions must be in writing to the teacher with the reason. Simultaneous notification shall be given to the Federation.

16. TEACHER FACILITIES

The Board and the Federation agree that each school should have the following facilities and further agree that the educational specifications for any new school buildings will contain plans for the following facilities:

16.1 Space in each classroom in which teachers may safely store instructional materials and supplies (unless other convenient storage space is provided).

16.2 A teacher work area containing adequate equipment and supplies to aid in the preparation of instructional materials.

16.3 An appropriately furnished room, which shall include a telephone, to be used as a faculty lounge, said room to be in addition to the aforementioned teacher work area.

16.4 Well-lighted and clean teacher rest rooms and classrooms.

16.5 Adequate parking space conveniently located at each school.

17. USE OF SCHOOL FACILITIES

17.1 The Federation will have the right to use school buildings, without cost, at reasonable times for meetings, provided, however, that the Federation will be required to pay any additional custodial cost involved by reason of said meeting. The Principal of the building in question will be requested for permission in advance of the time and place of all such meetings in order to provide the Principal with sufficient time to schedule such facilities.

Use of school office equipment for Federation needs shall be freely granted when such equipment is not in use. The costs of any materials used will be borne by the Federation.

17.2 The Federation shall have the right to put up and maintain one (1) bulletin board in each school building, which will be placed in the faculty lounge, for the exclusive purpose of displaying notices, circulars and other Federation material. Copies of all such material will be given to the building Principal in advance of posting, but his/her advance approval will not be required. The Federation agrees that it will not post any material which is derogatory to the administration, the Board of Education or any member thereof, or the school system.

17.3 Teachers may not use school facilities or property for purposes of private gain without the permission of the Board of Education. The Board shall not permit the use of teachers' mailboxes for personal gain or political propaganda.

17.4 The Federation President shall be released from one non-teaching duty for one period during each school day in order to attend to the processing of grievances, or to meet with the Superintendent or other Administrators.

18. SCHOOL CALENDAR

18.1 If the Board decides to lengthen the student school year beyond 183 days, the Board agrees to compensate teachers for each student school day above 183 days at the rate of fifty-three one-hundredths of one percent (.53%) of the applicable step on the salary schedule.

Compensation for teachers shall be based on a 187-day work year. If the Board decides to change the length of the teachers' work year, the Board agrees to proportionately adjust the applicable teachers' salary schedule for each day added or subtracted from 187 days. The Board further agrees to provide the Federation with a minimum of thirty (30) days' notice prior to the date of actual change in the teacher's work year. For 2020-21, 2021-22 and 2022-23, the work year will not be reduced below 187 days.

18.2 There shall be no more than seven (7) non-student days during the employment year.

18.3 After the adoption of the district calendar, the Superintendent shall consult with the President of the NFT and the school principals and then notify the staff prior to June 15 which day in the next school year will be a professional day in which there will be no required district or building meetings to which individual teachers will be directed to attend by their supervisors.

18.4 Additional Work Days for School Counselors

School Counselors in grades K-4 are required to work up to three (3) extra days (as determined by the Superintendent) beyond the one-hundred-eighty-seven days defined in Section 18.1 of this Agreement as the teacher work year.

School Counselors in grades five (5) through eight (8) are required to work up to six (6) extra days (as determined by the Superintendent) beyond the one-hundred-eighty-seven days defined in Section 18.1 of this Agreement as the teacher work year.

School Counselors in grades Nine (9), Ten (10), Eleven (11) and Twelve (12) are required to work up to ten (10) extra days (as determined by the Superintendent) beyond the one-hundred-eighty-seven days defined in Section 18.1 of this Agreement as the teacher work year.

School counselors, who work such extra days, will be compensated on a per-diem basis for the set number of extra days worked.

18.5 Additional Work Days for K-6 Math/Science Specialists

Math/science specialists in grades K- six (6) are required to work five (5) extra days beyond the one-hundred-eighty-seven (187) days defined in Section 18.1 of this Agreement as the teacher work year.

Math/science specialists will be compensated an additional five percent (5%) of their base salary.

Appointment as a math/science specialist shall be made for no more than one (1) year but may be renewed, if so recommended by the building principal and approved by the Superintendent of Schools, for additional one-year periods. Notification of status for the following year shall be provided in writing, no later than April 15 of each year. In the event that the building principal decides not to recommend the appointment of an incumbent to his or her position, if requested by the incumbent math/science specialist, the building principal shall provide the math/science specialist with a written statement of the reasons for the building principal's decision.

18.6 Additional Work Days for Library Media Specialists

Library media specialists in grades Kindergarten (K), One (1), Two (2), Three (3), and Four (4) are required to work up to three (3) extra days (as determined by the Superintendent) beyond the one-hundred-eighty-seven days defined in Section 18.1 of this Agreement as the teacher work year.

The library media specialists in grades five (5) through eight (8) are required to work up to five (5) extra days (as determined by the Superintendent) beyond the one-hundred-eighty-seven days defined in Section 18.1 of this Agreement as the teacher work year.

Library media specialists in grades Nine (9), Ten (10), Eleven (11), and Twelve (12) are required to work up to ten (10) extra days (as determined by the Superintendent) beyond the one hundred eighty-seven days defined in Section 18.1 of this Agreement as the teacher work year.

Library media specialists, who work such extra days will be compensated on a per-diem basis for the set number of extra days worked.

18.7 Additional Work Days for K-4 and Grades 7 & 8 Reading/Language Arts Consultants

Reading/language arts consultants in grades K-four (4) and grades 7 and 8 are required to work five (5) extra days beyond the one-hundred-eighty-seven (187) days defined in Section 18.1 of this Agreement as the teacher work year.

Reading/language arts consultants will be compensated an additional five percent (5%) of their base salary.

Appointment as a reading/language arts consultant shall be made for no more than one (1) year but may be renewed, if so recommended by the building principal and approved by the Superintendent of Schools, for additional one (1) year periods. Notification of status for the following year shall be provided in writing, no later than April 15 of each year. In the event that the building principal decides not to recommend the appointment of an incumbent to his or

her position, if requested by the incumbent reading/language arts consultant, the building principal shall provide the reading/language arts consultant with a written statement of the reasons for the building principal's decision.

18.8 Additional Work Days for Reading Teacher (Reed Intermediate School)

The reading teacher works up to ten (10) extra days (as determined by the Superintendent) beyond the one hundred eighty-seven (187) days defined in Section 18.1 of this Agreement as the teacher work year.

The reading teacher who works such extra days, will be compensated on a per-diem basis for the set number of extra days worked.

Appointment as the reading teacher shall be made for no more than one (1) year but may be renewed, if so recommended by the building principal and approved by the Superintendent of Schools, for additional one (1) year periods. Notification of status for the following year shall be provided in writing, no later than April 15 of each year. In the event that the building principal decides not to recommend the re-appointment of the incumbent reading teacher to his or her position, if requested by the incumbent reading teacher, the building principal shall provide the reading teacher with a written statement of the reasons for the building principal's decision.

19. SCHOOL DAY

19.1 Teachers shall arrive prior to the opening of the school day in sufficient time to prepare for a professional undertaking of the day's involvements. Typical schedules will begin not more than one-half hour before the start of class or homeroom period and end not more than one hour per day after the close of classes, not to exceed one hour per day.

Teachers may be required to remain before/after school for up to one hour to attend the staff meetings, which will be held on Tuesdays:

- One day each month - building meeting called by the principal
- One day each month - subject field groups, grade level groups, special groups or individual meetings authorized by the Superintendent, or other meetings called by the Superintendent
- One hour meeting per month for professional development work authorized by the Superintendent

If a meeting scheduled for a Tuesday is canceled due to a school closing or early dismissal the Administration will reschedule the meeting for another day (not necessarily on Tuesday), with notice of at least one week for teachers

19.2 The Superintendent or his/her designee may establish working schedules for certified staff that are not identical to the standard school day. Full-time teaching staff assigned to such schedules shall not be required to work more hours in a typical week than the

total number of weekly hours worked by the average full-time teacher. Nothing herein, however, changes the normal practice that teachers fulfill job responsibilities outside of the regular school day.

19.3 Classroom teachers may leave the building soon after the student dismissal on days when they are not required to assist students in need of special help, supervise students who arrive or depart outside the normal working schedule, take part in parent--teacher conferences, assist in the supervision of student activities which occur out of regular school hours or to engage in any other duty, assignment, meeting or activity. Attendance shall not be required, however, at more than six (6) evening meetings per school year.

20. ATTENDANCE

20.1 Compliance with school hours and regular attendance at staff, workshop, professional learning community workshops or in-service training meetings, as well as all regularly scheduled classes, shall be expected of all teachers.

20.2 If the teacher is going to be absent for any reason, he/she shall notify the Principal or his/her designee of his/her absence and the reason therefor as soon as possible prior to the absence but in no event later than ninety (90) minutes prior to the time when the teacher is scheduled to report to school, unless he/she is prevented from doing so because of an illness or accident or similar reason beyond his/her control, in which case he/she, or someone for him/her, shall notify the Principal or his/her designee as soon as possible of the reason for his/her absence and the reason for his/her failure to notify the Principal within the time limits set forth above. Failure on the part of the teacher to give the ninety (90) minute notice of absence may result in progressive discipline. The teacher's notice to the Principal or his/her designee shall include his/her estimate of the duration of the absence.

Thereafter, the teacher shall be required to notify the Principal or his/her designee of any changes in said estimate as soon as they occur, but in no event shall a teacher allow five (5) working days to pass without recontacting the Principal or his/her designee unless a specific date beyond five (5) working days is established in advance by the Principal or his/her designee for such contact. For each day of unexcused absence or failure to comply with the requirements of this Section, teachers will be subject to loss of pay in an amount equal to the product of: (1) the number of such days, (2) the teacher's salary, and (3) a fraction, the numerator of which shall be the numeral one and the denominator of which shall be the number of teacher work days in the applicable employment year. The Board may also take other appropriate action, such as letter of reprimand, withholding of increment, or dismissal, as the Board shall determine after a hearing. The Board's determination and the reasons therefore shall be given to the teacher in writing.

21. DUTY-FREE LUNCH

All teachers shall have an uninterrupted duty-free lunch period daily of at least thirty (30) minutes, except in cases of emergency.

22. PREPARATION PERIOD

For the purposes of this Article, a preparation period is defined as a period during which a teacher is engaged in professional activities. Subject to temporary schedule changes resulting from teacher or paraeducator absence:

22.1 Classroom teachers for grades K-12 shall have, in addition to their lunch period, an average of one preparation period per day over a five day period. This will not result in any teacher having two consecutive days without a preparation period.

22.2 Elementary classroom teachers may utilize as preparation periods the time when special teachers (music, art, library, physical education) are in their classrooms, except when specially requested to remain in the classroom by the Principal.

22.3 On any day when a special teacher is not scheduled for an elementary classroom, or when a Principal has requested an elementary classroom teacher to remain in the classroom while the special teacher was present, alternative preparation time, of thirty (30) minutes duration, shall be provided by assignment of a paraeducator.

22.4 The Board agrees to continue its practices regarding the compensation of teachers or the provision of alternative preparation time to teachers in cases when a Planning and Placement Team meeting conflicts with scheduled preparation time as provided for in Sections 22.1 or 22.2 on any given day.

22.5 Teachers required to teach an additional class or additional students as the result of the unavailability of a substitute shall be paid \$50.00 per period in the intermediate, middle and high schools and \$50.00 per hour for elementary schools.

22.6 Special teachers shall have an average of five (5) preparation periods per week.

23. PAYROLL DEDUCTIONS

23.1 In addition to those payroll deductions required by law, the following agencies are eligible for payroll deductions. All requests for deductions must be in writing on approved authorization forms.

23.2 A list of approved deductions is as follows:

- Newtown Federation of Teachers
- Waterbury Teachers Federal Credit Union
- Tax Sheltered Annuity Plans
- Supplemental Life and Disability Insurance
- Medical and Dental Insurance
- Direct Deposit
- Flexible Benefit Plan
- Western Connecticut Federal Credit Union

AFLAC

23.2.1 Deductions for Tax Sheltered Annuity Plans and Waterbury Teachers Credit Union shall be as indicated by each individual contract. The Board shall not be required to honor for any month's deduction any authorizations that are delivered to it later than two (2) weeks prior to the distribution of the payroll from which the deductions are to be made.

23.2.2 The Board of Education agrees to deduct from teachers' salaries said dues when said teachers voluntarily, individually and in writing authorize the Board to do so, and to transmit to the Newtown Federation of Teachers all monies so deducted accompanied by a list of the teachers' names from whom such deductions have been made and the amount of the deduction.

23.2.3 The Federation shall, at the beginning of each school year, give written notification to the Business Office of the amount of its dues.

23.2.4 If, during the term of this Agreement, the Federation establishes plans providing welfare benefits for teachers in the unit, the Board shall honor teachers' written requests to deduct and pay portions of their salary into such plans, provided that, such deductions are lawful and do not, when combined with other deductions authorized herein, exceed the total number of deductions available under the Board's data processing facilities.

23.2.5 The Federation shall indemnify and save the Board and/or Town harmless against all claims, demands, suits, or other forms of liability or expense, including attorneys' fees, which may arise by reason of any action taken in making deductions and remitting the same to the Federation pursuant to this Article.

24. ISSUANCE OF SALARY CHECKS

24.1 Teachers shall be paid salaries, via direct deposit, in accordance with the salary schedule attached hereto as Appendix C. Confirmation of payment shall be sent by e-mail.

24.2 Each teacher shall elect, in writing, whether he/she wishes to be paid on a twenty-six (26) equal payment schedule throughout the year, or a twenty-six (26) equal payment schedule with twenty-two of the payments throughout the school year and the last four (4) payments (balance of the year's salary) paid in a lump sum by the last payday in June. Salary deposits will be made bi-weekly, on alternate Fridays. When a payday falls on a bank or school holiday, the deposits will be made on the working day prior to the holiday.

25. DEPARTMENT CHAIRS, MIDDLE SCHOOL AND REED INTERMEDIATE SCHOOL CURRICULUM COORDINATORS, AND LEAD TEACHERS

25.1 Department Chairs

25.1.1 An appointment as a Department Chair shall be made for no more than one (1) year but may be renewed, if so recommended by the Building Principal, by the Board

for additional one-year periods. Notification of status for the following year shall be provided in writing, no later than April 15 of each year. In the event that the Principal decides not to recommend the appointment of an incumbent to a Department Chair position, the Principal shall if requested by the incumbent Department Chair provide the individual with a written statement of the reasons for the Principal's decision.

25.1.2 Department Chairs will be excused from assignment to regular supervisory duties of classroom teachers, such as bus duty, study hall, detention hall, homeroom, etc.

25.1.3 A Department Chair may also be assigned by the Superintendent of Schools to carry out those activities which relate to the articulation and coordination of the Department Chair's subject matter area with that of the elementary and middle schools and with other Department Chairs.

25.1.4 Department Chairs shall be directly responsible to their Principal or such other administrator as may be designated by the Superintendent and under the supervision of such administrator for the improvement of instruction in the particular subject area assigned in the Department Chair's school.

25.1.5 A Department Chair shall be responsible for three (3) or four (4) periods of teaching per day, with the number of such teaching periods for each Department to be determined on an annual basis by the Superintendent after consultation with the Principal. The remainder of the day shall be available for supervision and department coordination.

25.1.6 The Board of Education may, at its discretion, appoint or employ Department Chairs in specific subject matter areas.

25.1.7 The responsibilities of Department Chairs shall include the evaluation of teachers, except in the case of a problematic teacher evaluation, in which case both an administrator and the Department Chair will sign the evaluation.

25.1.8 Department Chairs are required to work ten (10) days beyond the 187-day teacher work year set forth in Section 18.1 of this Agreement.

25.1.9 Department Chairs shall be compensated as follows:

25.1.9.1 by receiving additional ten percent (10%) of their base salary; and

25.1.9.2 by the additional annual payment in the amount of \$100 per teaching position within the department, excluding the chairperson of the department in the case of those departments with less than ten (10) positions; or by an additional annual payment in the amount of \$110 per teaching position within the department, excluding the department chair in the case of those departments with ten (10) or more positions.

25.2 Middle School and Reed Intermediate School Curriculum Coordinators

25.2.1 An appointment as Middle School and Reed Intermediate School Curriculum Coordinator shall be made for no more than one (1) year but may be renewed, if so recommended by the Building Principal, by the Board for additional one-year periods. Notification of status for the following year shall be provided in writing, no later than April 15 of each year. In the event that the Principal decides not to recommend the appointment of an incumbent to a Curriculum Coordinator position, the Principal shall if requested by the incumbent Curriculum Coordinator provide the individual with a written statement of the reasons for the Principal's decision.

25.2.2 Middle School and Reed Intermediate School Curriculum Coordinators shall be directly responsible to their Principal or such other administrator as may be designated by the Superintendent and under the supervision of such administrator for the improvement of instruction in the particular subject area assigned in the Curriculum Coordinator's school.

25.2.3 Middle School and Reed Intermediate School Curriculum Coordinators shall receive an additional eight percent (8%) of their base salary as compensation for their responsibilities as Curriculum Coordinators.

25.3 Lead Teachers

25.3.1 Lead teachers will receive an additional ten percent (10%) of their base salary in compensation for these duties during the school year and for ten (10) days' of additional work beyond the one-hundred-eighty-seven (187) work day year as defined in Section 18.1 of this Agreement.

25.3.2 When assigned by elementary principals, lead teachers will assist principals with all facets of the Newtown Public Schools Evaluation and Support Plan such as conferencing with teachers, observing lessons, and writing reports and evaluations (with the exception of the summative evaluation, which is the responsibility of the building administrator).

25.3.3 Lead teachers, when asked by teachers, will provide support in the creation of goals and objectives pertaining to the teacher evaluation process.

25.3.4 The teacher evaluation process remains the primary responsibility of the elementary school principals. In all instances, within the context of the Newtown Public Schools Evaluation and Support Plan, written communication, such as feedback and evaluations, will remain the responsibility of the principals.

25.3.5 The lead teacher will receive payment in the amount of \$110 for each teacher they assist the principal with through the evaluation process. Lead teachers may receive payment for assisting with evaluations of up to ten (10) teachers.

25.3.6 An appointment as lead teacher shall be made for one (1) year and may

be renewed if so recommended by the building principal and approved by the Superintendent of Schools for additional one-year periods. Notice of status for the following year shall be provided no later than April 15 of each year. In the event that the principal decides not to recommend the appointment of an incumbent to a lead teacher position, if requested by the incumbent lead teacher, the principal shall provide the individual with a written statement of reasons for the decision.

26. DEGREE DEFINITIONS

The salary schedules listed in the appendices of this Agreement shall be interpreted and applied in accordance with the following definitions:

26.1 Bachelor - A baccalaureate degree earned from a college or university accredited by a regional accrediting association.

26.2 Master

26.2.1 Master's degree program - A master's degree earned from a college or university accredited by a regional accrediting association.

26.2.2 University approved graduate program - The completion of thirty (30) credits beyond the baccalaureate degree in a planned program approved, in writing, in advance, by the Superintendent and by a college or university accredited by a regional accrediting association.

26.2.3 Master's equivalency program - Thirty (30) credits in graduate study in a program approved by the Superintendent, in writing, in advance, as being equivalent to a master's degree program.

26.3 Six-year - A second master's degree from a college or university accredited by a regional accrediting association; or thirty (30) credits in graduate study in a program approved by the Superintendent, in writing, in advance, as being equivalent to a master's degree program; or a "sixth-year certificate" from a college or university accredited by a regional accrediting association. Second master's degree programs must be approved in writing in advance by the Superintendent of Schools if they are not directly related to the individual's current teaching position.

26.4 Doctorate - An earned Doctor of Philosophy (Ph.D.) or Doctor of Education (Ed.D.) from a college or university accredited in the field in which the degree was earned by a regional accrediting association of colleges and secondary schools.

26.5 Approval by the Superintendent of a program of graduate study, under Sections 26.2 or 26.3 shall not be revocable.

27. PLACEMENT ON THE SALARY SCHEDULE

All teachers shall be placed on the appropriate step in the salary schedule, taking into consideration the following:

27.1 Degree status as defined under the Section of this Agreement entitled “Degree Definitions,” provided that eligibility for placement on the appropriate step shall be determined not later than October 1st and March 1st of each year of this contract, after which no change will be made for that school year.

27.2 For teachers entering or returning to the Newtown school system, credit will be given, according to the schedule below, for previous satisfactory paid teaching experience as determined by the Superintendent in public, private and military dependency schools, provided that such experience shall have been continuous service of at least one-half of any school year. Intermittent or short-term substitute’s service will not be credited as previous teaching experience.

<u>YEARS OF CREDITED EXPERIENCE</u>	<u>ENTERING OR RETURNING STEP ON SALARY SCHEDULE</u>
2	3
3	4
4	5
5	6
Over 5	At Superintendent’s Discretion

For the duration of this contract the Superintendent may give full or partial credit for previous experience if he/she in his/her unlimited discretion, determines that it is in the best interest of the school system. Notwithstanding the foregoing, no newly hired teacher will be placed at a step level higher than a teacher already in the school system with the same amount of experience except in extraordinary circumstances deemed by the Superintendent to be in the best interest of the school system, provided that in any such case, the Superintendent will consult with the President of the Federation or designee prior to placing the incoming teacher on a higher step.

(a) Teacher experience interrupted by a period of five or more years may be considered for credit on the salary guide. The Superintendent will determine when it is in the best interest of the district to grant usual or partial credit.

(b) The Board of Education may give district administrators, who request reassignment to the position of teacher, credit on the salary schedule for service as an administrator provided such a reassignment does not result in a Newtown teacher losing their position as a teacher.

(c) The Superintendent may give partial credit on the salary schedule for experience in careers other than teaching if that experience is deemed by the Superintendent to entail skills

and knowledge necessary to fulfill the teaching assignment.

27.3 For any year in which the parties agree in writing there shall be step advancement, each teacher presently employed in the Newtown school system will be advanced one step above his/her step on the salary schedule for each year provided the Board shall not have voted to withhold increment in his/her case, in which event the teacher must have been informed, in writing, of the specific reasons for such withholding of increments. Teachers who have reached the top step of a salary schedule and who are reemployed for the following school year shall receive the increase to which they are entitled under the provisions of Appendix C, provided the Board shall not have voted to withhold any or all of such increase, for the following school year, in the case of a particular teacher, in which event such teacher must have been informed, in writing, of the specific reason or reasons for withholding such increase.

27.4 Any teacher entering the Newtown school system who has satisfactorily completed active service in the Armed Forces of the United States of at least six (6) months' duration shall be credited with one step on the salary schedule.

27.5 Each teacher presently employed in the Newtown school system whose service is interrupted by active service in the Armed Forces of the United States shall be credited with one step on the salary schedule for each year of such service to a maximum of two steps.

27.6 Both parties recognize that compensation for academic course credits beyond a Bachelor's degree shall only be required for courses taken after the teacher has been certified to teach. Compensation is not required for courses taken after initial certification but needed to qualify for certification in the State of Connecticut.

27.7 A teacher who reaches the maximum on the Bachelor's Degree Schedule will move directly across to the Master's Degree schedule if a Master's Degree is granted mid-year, and up one step at the beginning of the school year.

28. INSURANCE

28.1 The Board shall offer a High Deductible Health Plan/HSA plan (the "HSA Plan") as set forth in Appendix D with the following deductibles

2020-21: \$2,000 for single coverage and \$4,000 for dependent coverage

2021-22: \$2,250 for single coverage and \$4,500 for dependent coverage

2022-23: \$2,250 for single coverage and \$4,500 for dependent coverage

During each year of this Agreement, post-deductible drug co-payments of \$10/30/50 shall apply.

The HSA plan shall include a health savings account feature (“HSA”), which deductibles shall be funded 50% by the Board for the 2020-21 contract year and 45% by the Board for the 2021-22 and 2022-23 contract years. The HSA plan is summarized in Appendix D. The HSA plan will be the only medical insurance plan available to employees.

One-half of the Board’s annual HSA contribution will be deposited into the HSA accounts in September, and the remaining one-half of the Board’s annual HSA contribution toward the HSA deductible will be deposited into the HSA accounts in January.

The parties acknowledge that the Board’s contribution toward the funding of the HSA plan is not an element of the underlying insurance plan, but rather relates to the manner in which the deductible shall be funded for actively employed teachers. The Board shall have no obligation to fund any portion of the HSA deductible for retirees or other individuals upon their separation from employment.

Effective with the 2021-22 contract year, the Board will not process employee contributions into employees’ Health Savings Accounts on a pre-tax basis, unless the Board and the Federation mutually agree otherwise.

Wellness Incentive: The HSA plan set forth in this Article shall include a wellness incentive program, designed to provide early diagnosis and appropriate information to patients so that they and their health care professionals can determine appropriate, timely courses of treatment as needed. The wellness program will include preventive physical examinations. If the teacher and the teacher’s spouse (if applicable) complete one preventive physical examination during the term of the contract, the Board will make a one-time contribution into the teacher’s HSA, in the following amounts, as applicable:

Individual coverage:	\$100
Family coverage:	\$200

For the purposes of this paragraph, the measurement period for completing the physical examination will be the calendar year. The Board will make its additional HSA contributions on or about the July 1st following completion of the calendar year during which the physical exams are completed.

A Health Reimbursement Account (“HRA”) shall be made available for any teacher who is precluded from participating in a Health Savings Account (“HSA”) because the teacher receives Medicare and/or veterans’ benefits. The annual maximum reimbursement by the Board for teachers participating in the HRA shall not exceed the dollar amount of the Board’s annual HSA contribution for teachers enrolled in the HSA.

28.1.1 The Board reserves the right to study alternative health insurance plans with different carriers and to change insurance carriers on health insurance provided the following steps occur:

1. The plan suggested as an alternative must contain coverage and benefits and administration comparable to the plans presently in place at no additional cost to the employee, and such alternate plan must be subject to the rules and regulations of the State Insurance Commissioner's Office.

2. The Union shall have an opportunity to study the proposed plan for a period of thirty (30) calendar days.

3. If at the end of the aforementioned thirty (30) calendar days there is a disagreement between the parties on whether or not the plan offers the requisite coverage, benefits, portability, and administration, then the issue will be sent to a mutually selected arbitrator. If the parties are unable to agree on an arbitrator, the American Arbitration Association shall be required to appoint an arbitrator with expertise in the health insurance field in accordance with its rules and regulations. The decision of the arbitrator shall be binding on the parties. If the arbitrator rules that the Board's proposed alternate carrier meets the criteria outlined in Section 28.1.1.1 and the Board changes carriers, the standards outlined in 28.1.1.1 must be maintained during the life of the contract. The Union shall retain the right to ask the arbitrator to reinstate the original carrier if the standards outlined in 28.1.1.1 are not maintained.

28.1.2 (a) The teachers shall pay the following percentages of the expenses for group health and dental insurance coverage for each full time teacher, spouse and child:

<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>
23.0%	23.0%	23.5%

(b) Premium contributions will be deducted in equal payments as a regular part of the bi-weekly payroll program.

28.2 Life Insurance - The Board shall pay the complete expense of group life insurance coverage for each full-time teacher in the amount of \$100,000 per teacher. Teachers may purchase at their own expense additional insurance in increments of \$10,000 provided the Board's life insurance carrier permits employees to do so.

28.3 Annually, each teacher shall fill out a form, provided by the Board, which shall provide the Board with information concerning any other health, hospitalization, or major medical insurances that provide coverage for the teacher, his or her spouse, and/or his or her dependents.

28.4 All full-time teachers must complete six (6) full months of employment before they shall be eligible for dental insurance coverage.

28.5 Any teacher wishing to purchase "stand alone" dental insurance will be able to do so by contributing the applicable percentages for dental insurance as set forth in Section

28.1.2.

28.6 For all purposes under this Article dependent children shall be defined as:

- (a) set forth in Connecticut General Statute 38a-554 as amended; and
- (b) the employee's dependent unmarried children who are incapable of self-sustaining employment by reason of mental or physical disability.

In the event of a question about a dependent receiving insurance coverage, the Board may require the employee to provide a copy of that portion of the employee's Federal Income Tax Return which lists dependents, or other legal documents showing the employee's legal responsibility to provide health insurance.

28.7 If the Board determines that the total cost of a group health plan offered under this contract may trigger an excise tax under Internal Revenue Code Section 4980I, or any other local, state or federal statute or regulation, during the term of this contract, the Board and the Federation will, upon the request of the Board, engage in mid-term negotiations regarding the impact of such excise tax, in accordance with the Teacher Negotiation Act (TNA). Such midterm negotiations may include proposals designed to address the increased costs of insurance coverage including but not limited to, proposals designed to: modify the plan so as to reduce the cost of the plan below the excise tax thresholds and/or reduce the amount of any applicable excise tax, revise employee contributions to the costs of health insurance coverage, and/or allocate the responsibility for increased costs associated with the imposition of the excise tax.

29. COURSE WORK REQUESTED BY SUPERINTENDENT

Upon the request of the Superintendent, or upon the request of a teacher and the approval of the Superintendent, the Board shall reimburse teachers who undertake and satisfactorily complete selected studies for the benefit of the Newtown public schools for tuition and books in one lump sum. These expenses shall be considered as reimbursement of out-of-pocket disbursements and shall not be considered part of the teacher's scheduled annual salary.

30. TRAVEL EXPENSES

Teachers required to travel by the Board on educational trips shall be reimbursed at the IRS allowable rate. No teacher will be eligible for any reimbursement for travel expenses unless he/she actually used his/her own automobile.

31. SICK LEAVE AND OTHER DISABILITY LEAVES

31.1 All teachers shall be granted annually fifteen (15) days of sick leave with full pay. Unused sick leave will be accumulated up to but not in excess of the number of days in the work year.

31.2 For absence for sickness beyond accumulated sick leave, teachers may, at the discretion of the Board, receive the difference between their regular pay and the substitute's pay.

31.3 Whenever a teacher is absent from school as a result of personal injury caused by an accident arising out of, and in the course of his/her employment, he/she shall be paid his/her full salary (less the amount of any Workers' Compensation award made for temporary disability due to said injury) for the period of such absence up to six (6) months from the date of the injury without having such absence charged to his/her annual or accumulated sick leave.

31.4 Whenever a teacher remains eligible to receive benefits under the Workers' Compensation laws after the provisions of Section 31.3 above have been exhausted, the teacher may use his/her unused sick leave to make up the difference between the daily Workers' Compensation benefits and his/her regular daily rate of pay, in which event his/her accumulated sick leave account shall be charged on a non-prorated basis.

31.5 Maternity Leave

31.5.1 Maternity Leave shall be treated as a temporary disability and shall be provided in accordance with state and federal laws.

32. CONFERENCE LEAVE

The Superintendent, upon request from a teacher, may grant convention or conference leaves, or permission to observe an activity in another school building or school system, to teachers without loss of pay; and the Superintendent may also, on behalf of the Board, agree to the payment of all or part of the expenses of attendance.

33. EXCHANGE TEACHERS LEAVE

At the discretion of the Board, in any year teachers may be exchanged for teachers from some other school administration district in the United States or in a foreign country with the teacher's consent. All rights and privileges of the exchanged Newtown teacher shall continue in full force and effect during the exchanged period.

34. GENERAL LEAVE

34.1 Because the Board and the Federation firmly believe that they should work together to promote an ever greater degree of professional proficiency, upon recommendation of the Federation and/or Superintendent, a teacher may be granted leave by the Board, with loss of the amount of salary which is paid to such teacher's substitute, to attend programs of study which result from foundation or scholarship grants and which necessitate personal presence in advance of the close of the school year.

34.2 Military leave shall be granted in accordance with state and federal laws. Childrearing leave for a period of a full school year shall be granted to teachers, provided a

request is submitted at least six (6) months prior to the start of the school year, and the leave begins not more than six months before and not more than 12 months after the birth or adoption of a child. Other requests for childrearing leave shall be subject to the approval of the Superintendent.

34.3 Leaves of absence will, under normal circumstances, be granted by the Board for compelling personal reasons, such leaves to be without pay and without experience credit on the salary schedule and for a duration to be agreed to by the Board.

34.4 A teacher who returns to work upon termination of any leave of absence shall be reinstated in his/her previous position, if available, or to an equivalent position for which he/she is qualified, provided that such reinstatement does not require the Board to violate any other teacher's rights under law.

34.5 At the discretion of the Board, other extended leaves not covered by this Agreement, with or without salary, may be granted upon recommendation of the Federation and/or the Superintendent. No experience credit on the salary schedule shall be granted for the period of such leave.

34.6 A teacher on an extended leave of absence under the provisions of this Article or Article 31 shall give the Board reasonable advance notice, in writing, of intent to return, indicating the anticipated date when the leave will terminate. A teacher whose leave is scheduled to terminate at or after the beginning of the subsequent school year shall give such notice not later than February 15th of the preceding school year. The Board shall send the teacher a written reminder, addressed to his or her last address of record, notifying the teacher that such a notice is due, not later than ten (10) calendar days in advance of such February 15th date. In the case of all other extended leaves of absence, at least sixty (60) days' notice shall be given. Failure to give notice as required herein shall, at the Board's option, be treated as a voluntary resignation of employment.

35. PERSONAL DAYS

35.1 All teachers shall be entitled to five (5) days leave of absence with pay each school year for legal, religious, business or family matters, i.e., birth of child, marriage, serious illness in the teacher's household or immediate family, which requires absence during school hours. Leaves of absence for these purposes shall be in addition to any sick leave accumulated. Except as provided in Section 35.4 below, it is expressly agreed that such leaves are not to be used for extension of vacation periods, or holidays.

35.2 Teachers shall be granted leave with full pay for a period of five (5) days following a death in the household or immediate family defined as spouse, children, siblings, stepchildren, grandchildren, parents, stepparents, foster parents, guardians, brother-in-law, sister-in-law, mother-in-law and father-in-law and grandparents. Additional leave may also be granted at the discretion of the Superintendent for special circumstances. The Superintendent's decision regarding any request for such additional leave shall not be subject to the grievance and arbitration procedure set forth in Article 8 of the Agreement

35.3 Notification of such leave shall be made, in writing, to the immediate supervisor at least twenty-four (24) hours before taking such leave (except in the case of emergency) and the teacher shall state the reason for taking such leave as set forth in Section 35.1. Such leave shall be granted except in cases of extreme hardship or disability to the school system.

35.4 An absence immediately before or after a vacation shall not be compensated unless specific approval for such compensation is given before an absence by the Superintendent or Assistant Superintendent, after written application has been made by the teacher with a copy to the Principal. In no case shall a teacher request to use more than two (2) days in any school year under this paragraph.

35.5 For leaves of absence other than those covered by any portion of this Agreement, the rate of deduction from the teacher's salary shall be determined by subtracting from the teacher's salary for each day of absence the amount derived by multiplying the teacher's salary by a fraction, the numerator of which shall be the numeral one and the denominator of which shall be the number of teacher work days in the applicable employment year.

36. GENERAL

36.1 The Board agrees to continue its practice of paying teachers for selected committee work which requires teacher involvement on weekends or in the evening or over school vacation periods, such as the summer break. When such work is done at the request of the Board, teachers shall be compensated at the rate of \$42.50 per hour. Group leaders will receive an hourly rate 20% higher than other teachers.

36.2 When teachers are formally requested by either the Superintendent, the Assistant Superintendent or the building principal to attend a workshop during the summer which is considered to be an integral part of the district's goals, they will receive \$200 per day, pro-rated for less than six (6) hours for their attendance. The school system may offer teachers the opportunity to attend another category of workshops entitled "Voluntary Attendance Workshops" for which there may be no remuneration other than the school system providing for the cost of the consultant.

37. TEACHER RESPONSIBILITIES

37.1 Individual parent-teacher conferences, instituted by either the parents or the teachers, are an integral part of a good educational system. The current practice of encouraging and holding such conferences between individual members of the staff and parents shall continue. Unless otherwise determined by the Board in accordance with Section 10-153d(b) of the Connecticut General Statutes, elementary schools will have early dismissals on four (4) consecutive days in the Fall and Spring to provide time for parent-teacher conferences in conjunction with submission of pupils' report cards. The four (4) days will be scheduled during a two-week period by the Principal after consultation with the teachers and the Federation representative in the school building. In addition, teachers will make reasonable efforts to accommodate those parents unable to visit the schools during the day. If experience

demonstrates that as much as four (4) days is not essential to accomplish these goals then, the number of days may be lessened by the Superintendent.

37.2 The Board and the Federation agree that effective lesson planning is a necessary and important part of the educational process. Lesson planning will be carried out in accordance with guidelines to be established by the Administration, with input from teachers.

37.3 The Board and the Federation recognize the importance of timely and effective communication with students and parents regarding the academic progress of students, the curriculum, assignments, homework, assessments, grading and other aspects of the educational program. The Board and the Federation also recognize that such communication will occur by various means, including phone calls, emails, use of the school district's website and other elements of the district's technology program. Such communication will be carried out in accordance with guidelines to be established by the Administration, with input from teachers.

38. STAFF REDUCTION

In the event of layoff, the Parties agrees to following staff reduction procedure:

1. General Statement

Under the provisions of Section 10-220 and 10-4a of the General Statutes, the Board has the responsibility to maintain good public elementary and secondary schools and to implement the educational interest of the State. However, recognizing also that it may become necessary to eliminate certified staff positions in certain circumstances, this policy seeks to provide a fair and orderly process should such reductions in staff become necessary.

2. Reasons for Elimination of Certified Staff Positions

It is recognized that the Board has the sole and exclusive prerogative to eliminate certified staff positions consistent with the provisions of State statutes, providing such elimination does not result in a failure in its duty as a State agency to implement the educational interests of the State to provide a good public education in Newtown.

Elimination of certified staff positions may result from decreases in student enrollment, changes in curriculum, severe financial conditions, or other circumstances as determined by the Board.

3. Definitions

A. As used herein the term days shall mean calendar days.

B. As used herein the term teacher shall be any employee of the Board who holds a certificate issued by the State Board of Education and is employed in a teaching or administrative position below the rank of

Superintendent.

4. Procedure

A. Prior to commencing action to terminate teacher contracts under this procedure, the Board will give due consideration to its ability to effectuate position elimination and/or reduction in staff by:

1. Voluntary retirements
2. Voluntary resignation
3. Transfer of existing staff members
4. Voluntary leaves of absence

B. If a teacher has attained tenure status, his or her contract of employment may be terminated if his or her position is eliminated, but only if there is no other position for which that teacher is certified and qualified available in the Newtown Public Schools. This shall include first preference with regard to positions that are held by non-tenured teachers, in addition to positions that are open and available. When selecting teachers for termination under this procedure, the primary criterion to be applied will be successful teaching in the Newtown school system. Determination of those to be released within a certificate category shall be in the following order:

1. Non-tenured teacher
2. Tenured teachers holding provisional certificate
3. Tenured teachers holding professional certificate

C. The primary criterion to be used in selecting those employees who are to be considered for termination with the broad tenure categories established in Section 4.B above shall be the employee's qualifications and ability as a teacher as evidenced by teacher evaluations conducted in accordance with the district's teacher evaluation plan and other documentation regarding the teacher's conduct and performance contained in the teacher's personnel file. In addition, the following criteria will be considered in making a decision about termination of services:

1. Areas of certification
2. Teaching experience in other positions that may be available in the Newtown Public Schools
3. Degree status
4. Total years of teaching experience
5. Total years of teaching experience in the Newtown Public Schools

For the purposes of carrying out the reduction in force determination set forth above, in the event that the Superintendent determines that the qualifications and abilities of two teachers within a certification area are substantially equal, then the more senior teacher within the certification area (based on the total years of teaching experience in the Newtown Public Schools) shall be retained.

- D. If the Board considers termination of the contract of a tenured teacher, it shall authorize the Superintendent to notify the teacher in writing that termination of his or her contract is under consideration. Such initial notice shall state “This is to notify you that termination of your contract of employment is under consideration.”

5. Policy Provisions Not Applicable to Promotions

Nothing herein shall require the promotion of a teacher to a position of higher rank, authority, or compensation, although the teacher whose contract is to be terminated or nonrenewed because of elimination of position is qualified and/or certified for the promotional position.

6. Reappointment Procedure

If the contract of employment of a tenured teacher is terminated because of position elimination, the name of that teacher shall be placed on a reappointment list and remain on such list for a period of two years. If a position within the area of that teacher’s certification becomes open during such period and that person is considered most qualified to fill the vacancy, then that teacher will be notified by certified mail, sent to the last known address of the teacher, at least thirty (30) days prior to the anticipated date of reemployment where possible.

In determining whether a teacher is qualified for reappointment, the criteria set forth in Section 4 above shall be considered.

The teacher shall accept or reject the appointment in writing within five (5) days after receipt of notification. If the appointment is accepted, the teacher shall receive a written contract within ten (10) days of the teacher’s acceptance of the offer. If the teacher rejects the appointment offer or does not respond within five (5) days after receipt of such notification, the name of the teacher shall be removed from the reappointment list.

39. DURATION

The duration of this contract shall be three (3) years beginning with the 2020-21 school year, and shall continue and remain in full force and effect to the end of the 2022-23 school year.

40. TUITION REIMBURSEMENT

The Board agrees to budget \$50,000 per year for tuition reimbursement. Teachers shall be reimbursed as follows:

- Each teacher shall be eligible for reimbursement of up to six credits per year.
- Per credit cost shall not exceed that charged by Western Connecticut State University during the applicable semester (Fall/Spring/Summer).
- The employee must receive and produce evidence of having received a grade of “B” or better in the course within one month after the conclusion of the course.
- Course work must satisfy the provisions of Article 26 of this Agreement.
- The \$50,000 shall be divided into halves - one for the period July 1 to December 31, and the other for January 1 to June 30.
- If requests for reimbursement exceed the amount allocated, the funds shall be divided on a pro-rata basis.
- Teachers must notify the Superintendent of enrollment in the course by August 31 for the Fall semester, January 15 for the Spring semester, and May 15 for the Summer semester, in order to be eligible for reimbursement.

IN WITNESS WHEREOF, the parties hereof have caused these presents to be executed by their proper officers, hereunto duly authorized.

NEWTOWN BOARD OF EDUCATION

NEWTOWN FEDERATION OF TEACHERS
LOCAL 1727, CONNECTICUT
FEDERATION OF TEACHERS, AFL-CIO

By _____

By _____

APPENDIX A
SALARY SCHEDULE FOR COACHES

1. For purposes of establishing appropriate remunerative levels within the date of sports coaching the following categories have been defined:

Category I	Football
Category II	Basketball High School Ice Hockey
Category III	Baseball High School Wrestling Softball High School Basketball Middle School Soccer Track Cross Country Swimming Lacrosse Field Hockey Volleyball Unified Sports
Category IV	Golf Tennis Weight Training Baseball Middle School Softball Middle School Cheerleading Dance Team

2. Experience may be credited for coaching the same sport in any public or private school.
3. Whenever there is a vacancy or when a new position is created which will be paid under this schedule, the Board shall post notice of such position for ten (10) days in each of the schools before filling the position.
4. In the event that the Board decides not to reappoint a coach to a coaching position, the Board will give said coach a written statement of the reason(s) for its decision.

**Coaches' Salary Schedule
2020-21**

	Category I	Category II	Category III	Category IV
<u>High School Head Coaches</u>				
Step 1	6,321	6,088	5,535	4,956
Step 2	6,690	6,420	5,878	5,326
Step 3	7,060	6,801	6,235	5,683

High School
Head Football Coach

Step 1	7,363
Step 2	7,794
Step 3	8,225

High School
Assistant and J.V. Coaches

Step 1	4,181	4,021	3,614	3,259
Step 2	4,416	4,255	3,850	3,481
Step 3	4,662	4,465	4,095	3,703

Middle School Head Coaches and High School Freshman Coaches

Step 1	3,248	3,112	2,804	2,484
Step 2	3,431	3,295	2,989	2,657
Step 3	3,604	3,481	3,149	2,841

Middle School Assistant Coaches

Step 1	1,700
Step 2	1,800
Step 3	1,900

**Coaches' Salary Schedule
2021-22**

	Category I	Category II	Category III	Category IV
<u>High School Head Coaches</u>				
Step 1	6,416	6,179	5,618	5,030
Step 2	6,790	6,516	5,966	5,406
Step 3	7,166	6,903	6,329	5,768
 <u>High School Head Football Coach</u>				
Step 1	7,473			
Step 2	7,911			
Step 3	8,348			
 <u>High School Assistant and J.V. Coaches</u>				
Step 1	4,244	4,081	3,668	3,308
Step 2	4,482	4,319	3,908	3,533
Step 3	4,732	4,532	4,156	3,759
 <u>Middle School Head Coaches and High School Freshman Coaches</u>				
Step 1	3,297	3,159	2,846	2,521
Step 2	3,482	3,344	3,034	2,697
Step 3	3,658	3,533	3,196	2,884
 <u>Middle School Assistant Coaches</u>				
Step 1	1,726			
Step 2	1,827			
Step 3	1,929			

**Coaches' Salary Schedule
2022-23**

	Category I	Category II	Category III	Category IV
<u>High School</u>				
<u>Head Coaches</u>				
Step 1	6,512	6,272	5,702	5,105
Step 2	6,892	6,614	6,055	5,487
Step 3	7,273	7,007	6,424	5,855
<u>High School</u>				
<u>Head Football Coach</u>				
Step 1	7,585			
Step 2	8,030			
Step 3	8,473			
<u>High School</u>				
<u>Assistant and J.V. Coaches</u>				
Step 1	4,308	4,142	3,723	3,358
Step 2	4,549	4,384	3,967	3,586
Step 3	4,803	4,600	4,218	3,815
<u>Middle School Head Coaches and High School Freshman Coaches</u>				
Step 1	3,346	3,206	2,889	2,559
Step 2	3,534	3,394	3,080	2,737
Step 3	3,713	3,586	3,244	2,927
<u>Middle School Assistant Coaches</u>				
Step 1	1,752			
Step 2	1,854			
Step 3	1,958			

**APPENDIX B
SALARY SCHEDULE FOR ACTIVITY POSITIONS**

1. For purposes of establishing appropriate remunerative levels within the area of student activities, the following categories have been defined:

<u>Category A</u>		Marching Band Director Spring Musical Director
<u>Category B</u>	High School	Fall Drama Supervisor Ensemble (Jazz) Student Government Singers Marching Band Assistant Color Guard Director Advisor Senior Class National Honor Society Best Buddies Link Crew Auditorium Manager
<u>Category C</u>	High School	Advisor Junior Class Peer Leadership Spring Musical Producer Spring Musical Tech Director Technology Club International Club Orchestra Pit Director Ultimate Frisbee Esports Gay Straight Alliance World Language Honor Society
	Middle School	Drama Intramurals Student Council Yearbook Literary Magazine Jazz Band Director Dance Team
<u>Category D</u>	High School	Advisor Freshman Class Advisor Sophomore Class Math Team Science Club F.B.L.A. Quiz Bowl Guidance Honors Associates

Category D

High School

Peer Counseling
Yearbook
Newspaper
Literary Magazine
Art Club
Interact Club Advisor
Debate Team
Future Teachers of America
Chess Club
Leo Club

Middle School

Math Team
STEAM Club
Interact
Robotics Club
Piñata Club
Gaming Club
Labels are for Jars
Art Club

Elementary

Boys and Girls Athletic/Club
Activities

2. Experience is credited for the sponsorship of the same activity in Newtown.
3. Teachers shall be released from performance of supervisory duties, such as bus duties, study hall, detention hall and corridor supervision, when such duties conflict with a specific performance of the activity for which they have responsibility.
4. In the event that the Board decides not to reappoint a teacher having the responsibility for the above activities, the Board will give said teacher a written statement of the reason(s) for its decision.
5. Whenever there is a vacancy or when a new position is created which will be paid under this schedule, the building principal will provide electronic notification of such position at least ten (10) days before a teacher is appointed to the position.
6. Should either the Board or the Federation of Teachers wish to reexamine the placement of a position in a specific category, a meeting will be held to re-evaluate the position.

*Each elementary school will have included in its budget provision for five (5) activity positions. These positions will be filled upon the recommendation of the building principal after consulting with the teaching staff.

Activities Salary Schedule

2020-21

	Category A	Category B	Category C	Category D	Category E
Step 1	6,347	3,308	2,244	1,839	2,777
Step 2		3,739	2,472	2,018	3,105
Step 3		4,059	2,687	2,173	3,373

2021-22

	Category A	Category B	Category C	Category D	Category E
Step 1	6,442	3,358	2,278	1,867	2,819
Step 2		3,795	2,509	2,048	3,152
Step 3		4,120	2,727	2,206	3,424

2022-23

	Category A	Category B	Category C	Category D	Category E
Step 1	6,539	3,408	2,312	1,895	2,861
Step 2		3,852	2,547	2,079	3,199
Step 3		4,182	2,768	2,239	3,475

**APPENDIX C
SALARY SCHEDULES**

Salary Schedule 2020-2021

For 2020-2021, there shall be a 3.00% general wage increase. There shall be no step movement for 2020-2021.

STEP	BA	MA	6th Yr
1	48,936	53,284	56,797
2	50,754	54,866	58,427
3	53,670	57,543	61,153
4	55,865	59,734	63,347
5	58,848	61,961	65,573
6	62,139	64,316	67,926
7		66,833	70,443
8		69,476	73,088
9		72,443	76,056
10		75,992	79,604
11		79,732	83,346
12		83,000	86,612
13		85,944	89,555
14		90,162	93,854
15		94,847	98,637

Longevity Payments

Beginning of 20th Year	\$1,962
Beginning of 25th Year	\$3,036
Completion of 30 th Year*	\$4,219

*Note 30 years in Newtown

Only those teachers hired prior to July 1, 2016 shall be eligible for longevity payments.

**APPENDIX C
SALARY SCHEDULES**

Salary Schedule 2021-2022

For 2021-2022, there shall be a 1.00% general wage increase. There shall be step movement for 2021-2022.

STEP	BA	MA	6th Yr
1	49,425	53,817	57,365
2	51,262	55,415	59,011
3	54,207	58,118	61,765
4	56,424	60,331	63,980
5	59,436	62,581	66,229
6	62,760	64,959	68,605
7		67,501	71,147
8		70,171	73,819
9		73,167	76,817
10		76,752	80,400
11		80,529	84,179
12		83,830	87,478
13		86,803	90,451
14		91,064	94,793
15		95,795	99,623

Longevity Payments

Beginning of 20th Year	\$1,962
Beginning of 25th Year	\$3,036
Completion of 30 th Year*	\$4,219

*Note 30 years in Newtown

Only those teachers hired prior to July 1, 2016 shall be eligible for longevity payments.

**APPENDIX C
SALARY SCHEDULES**

Salary Schedule 2022-2023

For 2022-2023, there shall be a 1.75% wage increase on the top step only. There shall be step movement for 2022-2023.

STEP	BA	MA	6th Yr
1	49,425	53,817	57,365
2	51,262	55,415	59,011
3	54,207	58,118	61,765
4	56,424	60,331	63,980
5	59,436	62,581	66,229
6	63,858	64,959	68,605
7		67,501	71,147
8		70,171	73,819
9		73,167	76,817
10		76,752	80,400
11		80,529	84,179
12		83,830	87,478
13		86,803	90,451
14		91,064	94,793
15		97,471	101,366

Longevity Payments

Beginning of 20th Year	\$1,962
Beginning of 25th Year	\$3,036
Completion of 30 th Year*	\$4,219

*Note 30 years in Newtown

Only those teachers hired prior to July 1, 2016 shall be eligible for longevity payments.

APPENDIX C

(continued)

Bachelors + 15 Credits: All teachers on the Bachelor's schedule who have acquired 15 credits beyond the Bachelor's degree (as defined in Section 26.1) in one of the programs described in Section 26.2 shall receive an additional \$700 in base salary.

Masters + 15 Credits: All teachers on the Master's schedule who have acquired an additional 15 credits beyond the Master's degree (as defined in Section 26.2.1) in one of the programs described in Section 26.3 shall receive an additional \$700 in base salary

Doctorate: All teachers teaching in Newtown holding either a Ph.D. or Ed.D. shall be placed at the appropriate step on the 6th year schedule and shall receive an additional \$3,000 in base salary. Those who wish consideration for the \$3,000 stipend in the future must apply in advance of completing their degree for the approval of the Superintendent of Schools to be eligible to receive the \$3,000 increase upon the completion of the Ph.D. or Ed.D.

School Psychologist: Teachers appointed to and performing the duties of a psychological examiner shall receive an additional five percent (5%) of their base salary for extra hours required by their job description.

Social Worker: Teachers appointed to and performing the duties of a social worker shall receive an additional five percent (5%) of their base salary for extra hours required by their job description.

Homebound Instruction: Teachers appointed to and performing the duties of a homebound instructor shall receive \$47.50 per hour for each hour of instruction. This provision shall not be construed as extending the recognition clause contained in this Agreement to any person who is not regularly employed by the Board.

Professional Development Facilitators: Teachers appointed to and performing the duties of professional development coordinators shall receive, in addition to their base salary, compensation of 8% of their base salary.

National Board for Professional Teaching Standards Certification: Teachers who attain National Board for Professional Teaching Standards Certification shall receive compensation of \$700.00 annually.

National Certification for School Psychologists: Psychologists who attain National Board Certification for Psychologists shall receive compensation of \$700.00 annually.

District TEAM Coordinator: The District TEAM Coordinator will be paid an annual stipend of \$2,484.

Building TEAM Facilitator: Building Team Facilitators will be paid annual stipends as follows:

K-8: \$500

High School: \$2,000

New Teacher Orientation Coordinator: The New Teacher Orientation Coordinator will be paid an annual stipend of \$2,000.

The Afternoon Program (TAP) Co-Directors: The TAP Co-Directors will be paid annual stipends of \$14,000 each.

Shared Positions: If any stipend position or any other position involving additional compensation under any provision of this Agreement is shared by more than one teacher, the applicable stipend and/or additional compensation for such position shall be divided among such teachers.

APPENDIX D - HEALTH PLAN SUMMARIES - HSA



Lumenos HSA Plan Summary

The Lumenos® HSA plan is designed to empower you to take control of your health, as well as the dollars you spend on your health care. This plan gives you the benefits you would receive from a typical health plan, plus health care dollars to spend your way. And you'll have access to personalized services and online tools to help you reach your health potential.

Your Lumenos HSA Plan

First – Use your HSA to pay for covered services:

Health Savings Account

With the Lumenos Health Savings Account (HSA), you can contribute pre-tax dollars to your HSA account. Others may also contribute dollars to your account. You can use these dollars to help meet your annual deductible responsibility. Unused dollars can be saved or invested and accumulate through retirement.

Contributions to Your HSA

Contributions can be made to your HSA up to the following:
\$3,500 individual coverage
\$7,000 family coverage

Note: These limits apply to all combined contributions from any source including HSA dollars from incentives. *Showing 2019 IRS Limits, subject to annual indexing.*

Earn More Money for Your Account

What's special about your Lumenos HSA plan is that you may earn additional funds for your health account through the Healthy Rewards incentive program.

Healthy Rewards

If you do this:	You can earn this in your HSA:
Complete the Health Assessment online	\$50
Enroll in the Personal Health Coach Program	\$100
Graduate from the Personal Health Coach Program	\$200
Complete our Smoking Cessation Program	\$50
Complete our Weight Management Program	\$50

Some eligibility requirements apply. See page 2 for program descriptions.

To receive funds earned through the Healthy Rewards program, you must have an open HSA with Mellon Bank or with another bank through which your employer is sponsoring your HSA.

Plus – To help you stay healthy, use:

Preventive Care

100% coverage for nationally recommended services. Included are the preventive care services that meet the requirements of federal and state law, including certain screenings, immunizations and physician visits.

Preventive Care

No deductions from the HSA or out-of-pocket costs for you as long as you receive your preventive care from an in-network provider. If you choose to go to an out-of-network provider, your deductible or Traditional Health Coverage benefits will apply.

Then –

Your Bridge Responsibility

The Bridge is an amount you pay out of your pocket until you meet your annual deductible responsibility. Your bridge amount will vary depending on how many of your HSA dollars, if any, you choose to spend to help you meet your annual deductible responsibility. If you contribute HSA dollars up to the amount of your deductible and use them, your Bridge will equal \$0.

HSA dollars spent on covered services plus your Bridge responsibility add up to your annual deductible responsibility.

Health Account + Bridge = Deductible

Bridge

Your Bridge responsibility will vary.

July 2020 thru June 2021 Annual Deductible Responsibility

\$2,000 individual coverage
\$4,000 family coverage

If Needed –

Traditional Health Coverage

Your Traditional Health Coverage begins after you have met your Bridge responsibility.

Traditional Health Coverage

After your bridge, the plan pays:
 100% for in-network providers 80% for out-of-network providers

Additional Protection

For your protection, the total amount you spend out of your pocket is limited. Once you spend that amount, the plan pays 100% of the cost for covered services for the remainder of the plan year.

July 2020 thru June 2021 Annual Out-of-Pocket Maximum In-Network and Out-of-Network Providers

\$ 5,000 individual coverage
\$10,000 family coverage

Your annual out-of-pocket maximum consists of funds you spend from your HSA, your Bridge responsibility and your cost share amounts.

If you have questions, please call toll-free 1-888-224-4896.

APPENDIX D
HEALTH PLAN SUMMARIES – HSA



Lumenos HSA Plan Summary

Healthy Rewards Program

Your employer will provide you with additional health care dollars in your HSA for the following:

- **Health Assessment:** You and your family members can complete the Health Assessment, our online tool designed to help measure your overall health. One adult family member is eligible to earn \$50 in your HSA per plan year. The health information you provide is strictly confidential.
- **Personal Health Coach:** If you qualify for the Personal Health Coach Program, you'll receive one-on-one assistance from a specially trained registered nurse to help you manage a health condition. Health conditions may include but are not limited to diabetes, asthma, depression, high blood pressure, heart disease and pregnancy. You'll receive \$100 in your account for enrolling in the Personal Health Coach Program (one reward per covered person per year). You'll receive \$200 for achieving your health goals and graduating from the Personal Health Coach Program (one reward per covered person per year).
- **Smoking Cessation Program:** This program helps you manage withdrawal symptoms, identify triggers and learn new behaviors and skills to remain tobacco-free. Participation is open to you and your covered family members age 18 or older, and includes counseling support and tools, including nicotine replacement therapy coverage. You and your spouse are eligible to receive \$50 in your HSA (one reward per person per lifetime) for completing this program.
- **Weight Management Program:** Our Weight Management Program is a personalized phone course designed to help you adopt lifestyle changes necessary to lose weight and maintain weight loss. A team of counselors (a registered dietitian and health educator) with expertise in weight management will help you address healthy eating, physical activity and exercise, stress management, and more. You and your covered family members age 18 and older who have a Body Mass Index (BMI) of 25 or higher are eligible for this program. You and your spouse are eligible to receive \$50 in your HSA (one reward per person per lifetime) for completing the program.

To receive funds earned through Healthy Rewards, you must have an open HSA with Mellon Bank or with another bank through which your employer is sponsoring your HSA.

Summary of Covered Services

Preventive Care

Anthem's Lumenos HSA plan covers preventive services recommended by the U.S. Preventive Services Task Force, the American Cancer Society, the Advisory Committee on Immunization Practices (ACIP) and the American Academy of Pediatrics. The Preventive Care benefit includes screening tests, immunizations and counseling services designed to detect and treat medical conditions to prevent avoidable premature injury, illness and death.

All preventive services received from an in-network provider are covered at 100% and are not deducted from your HSA and do not apply to your deductible. If you see an out-of-network provider, then your deductible or out-of-network coinsurance responsibility will apply.

The following is a list of covered preventive care services:

Well Baby and Well Child Preventive Care

Office Visits through age 18; including preventive vision exams.

Screening Tests for vision, hearing, and lead exposure. Also includes pelvic exam, Pap test and contraceptive management for females who are age 18, or have been sexually active.

Immunizations:

- Hepatitis A
- Hepatitis B
- Diphtheria, Tetanus, Pertussis (DtaP)
- Varicella (chicken pox)
- Influenza – flu shot
- Pneumococcal Conjugate (pneumonia)
- Human Papilloma Virus (HPV) – cervical cancer
- H. Influenza type b
- Polio
- Measles, Mumps, Rubella (MMR)

Adult Preventive Care

Office Visits after age 18; including preventive vision exams.

Screening Tests for vision and hearing, coronary artery disease, colorectal cancer, prostate cancer, diabetes, and osteoporosis. Also includes mammograms, as well as pelvic exams, Pap test and contraceptive management.

Immunizations:

- Hepatitis A
- Hepatitis B
- Diphtheria, Tetanus, Pertussis (DtaP)
- Varicella (chicken pox)
- Influenza – flu shot
- Pneumococcal Conjugate (pneumonia)
- Human Papilloma Virus (HPV) – cervical cancer

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**APPENDIX D
HEALTH PLAN SUMMARIES – HSA**



Lumenos HSA Plan Summary

Summary of Covered Services (Continued)

Medical Care

Anthem’s Lumenos HSA plan covers a wide range of medical services to treat an illness or injury. You can use your available HSA funds to pay for these covered services. Once you spend up to your deductible amount for covered services, you will have Traditional Health Coverage available to help pay for additional covered services.

The following is a summary of covered medical services under Anthem’s Lumenos HSA plan:

- Physician Office Visits
- Inpatient Hospital Services
- Outpatient Surgery Services
- Diagnostic X-rays/Lab Tests
- Emergency Hospital Services
- Inpatient and Outpatient Mental Health and Substance Abuse Services
- Maternity Care
- Chiropractic Care
- Prescription Drugs
- Home health care and hospice care
- Physical, Speech and Occupational Therapy Services
- Durable Medical Equipment

Some covered services may have limitations or other restrictions.* With Anthem’s Lumenos HSA plan, the following services are limited:

- Skilled nursing facility services limited to 120 days per calendar year.
- Home health care services are limited to 200 visits per calendar year.
- Inpatient rehabilitative services limited to 100 days per member per calendar year.
- PT, OT, ST, and chiropractic services limited to 50 combined visits per member per calendar year.
- Inpatient hospitalizations require authorizations.
- Your Lumenos HSA plan includes an unlimited lifetime maximum per member for in- and out-of-network services.

* For a complete list of exclusions and limitations, please reference your Certificate of Coverage.

Prescription Drugs – copay after deductible (when purchased from a network pharmacy*)

Retail (30 day supply)	Mail Order (90 day supply)
\$10 Tier 1 copayment	\$ 10 Tier 1 copayment
\$30 Tier 2 copayment	\$ 60 Tier 2 copayment
\$50 Tier 3 copayment	\$100 Tier 3 copayment

* For the out-of-network benefit, refer to the Traditional Health Coverage section.

This summary of benefits has been updated to comply with federal and state requirements, including applicable provisions of the recently enacted federal health care reform laws. As we receive additional guidance and clarification on the new health care reform laws from the U.S. Department of Health and Human Services, Department of Labor and Internal Revenue Service, we may be required to make additional changes to this summary of benefits.

If you have questions, please call toll-free 1-888-224-4896.

APPENDIX D
HEALTH PLAN SUMMARIES – HSA



Lumenos HSA Plan Summary

This summary is a brief outline of the benefits and coverage provided under the Lumenos plan. It is not intended to be a complete list of the benefits of the plan. This summary is for a full year in the Lumenos plan. If you join the plan mid-year or have a qualified change of status, your actual benefit levels may vary.

Additional limitations and exclusions may apply.



In Connecticut, Anthem Blue Cross and Blue Shield is the trade name of Anthem Health Plans, Inc. In New Hampshire Anthem Blue Cross and Blue Shield is the trade name of Anthem Health Plans of New Hampshire, Inc. In Maine, Anthem Blue Cross and Blue Shield is the trade name of Anthem Health Plans of Maine, Inc., Independent licensees of the Blue Cross and Blue Shield Association. ® Registered marks Blue Cross and Blue Shield Association. ® LUMENOS is a registered trademark.

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APPENDIX D
HEALTH PLAN SUMMARIES – HSA - Effective 2021-2023



Lumenos HSA Plan Summary

The Lumenos® HSA plan is designed to empower you to take control of your health, as well as the dollars you spend on your health care. This plan gives you the benefits you would receive from a typical health plan, plus health care dollars to spend your way. And you'll have access to personalized services and online tools to help you reach your health potential.

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Contributions can be made to your HSA up to the following:
 \$3,500 individual coverage
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You can earn this in your HSA:

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Health Account + Bridge = Deductible

Bridge

Your Bridge responsibility will vary.

Beginning July 2021 Annual Deductible Responsibility

\$2,250 individual coverage
 \$4,500 family coverage

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Traditional Health Coverage

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100% for in-network providers 80% for out-of-network providers

Additional Protection

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Beginning July 2021 Annual Out-of-Pocket Maximum

In-Network and Out-of-Network Providers

\$ 5,500 individual coverage
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APPENDIX D
HEALTH PLAN SUMMARIES – HSA - Effective 2021-2023



Lumenos HSA Plan Summary

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Hepatitis A
Hepatitis B
Diphtheria, Tetanus, Pertussis (DtaP)
Varicella (chicken pox)
Influenza – flu shot
Pneumococcal Conjugate (pneumonia)
Human Papilloma Virus (HPV) – cervical cancer
H. Influenza type b
Polio
Measles, Mumps, Rubella (MMR)

Adult Preventive Care

Office Visits after age 18; including preventive vision exams.

Screening Tests for vision and hearing, coronary artery disease, colorectal cancer, prostate cancer, diabetes, and osteoporosis. Also includes mammograms, as well as pelvic exams, Pap test and contraceptive management.

Immunizations:

Hepatitis A
Hepatitis B
Diphtheria, Tetanus, Pertussis (DtaP)
Varicella (chicken pox)
Influenza – flu shot
Pneumococcal Conjugate (pneumonia)
Human Papilloma Virus (HPV) – cervical cancer

If you have questions, please call toll-free 1-888-224-4896.

APPENDIX D
HEALTH PLAN SUMMARIES – HSA - Effective 2021-2023



Lumenos HSA Plan Summary

Summary of Covered Services (Continued)

Medical Care

Anthem's Lumenos HSA plan covers a wide range of medical services to treat an illness or injury. You can use your available HSA funds to pay for these covered services. Once you spend up to your deductible amount for covered services, you will have Traditional Health Coverage available to help pay for additional covered services.

The following is a summary of covered medical services under Anthem's Lumenos HSA plan:

- Physician Office Visits
- Inpatient Hospital Services
- Outpatient Surgery Services
- Diagnostic X-rays/Lab Tests
- Emergency Hospital Services
- Inpatient and Outpatient Mental Health and Substance Abuse Services
- Maternity Care
- Chiropractic Care
- Prescription Drugs
- Home health care and hospice care
- Physical, Speech and Occupational Therapy Services
- Durable Medical Equipment

Some covered services may have limitations or other restrictions.* With Anthem's Lumenos HSA plan, the following services are limited:

- Skilled nursing facility services limited to 120 days per calendar year.
- Home health care services are limited to 200 visits per calendar year.
- Inpatient rehabilitative services limited to 100 days per member per calendar year.
- PT, OT, ST, and chiropractic services limited to 50 combined visits per member per calendar year.
- Inpatient hospitalizations require authorizations.
- Your Lumenos HSA plan includes an unlimited lifetime maximum per member for in- and out-of-network services.

* For a complete list of exclusions and limitations, please reference your Certificate of Coverage.

Prescription Drugs – copay after deductible (when purchased from a network pharmacy*)

Retail (30 day supply)	Mail Order (90 day supply)
\$10 Tier 1 copayment	\$ 10 Tier 1 copayment
\$30 Tier 2 copayment	\$ 60 Tier 2 copayment
\$50 Tier 3 copayment	\$100 Tier 3 copayment

* For the out-of-network benefit, refer to the Traditional Health Coverage section.

This summary of benefits has been updated to comply with federal and state requirements, including applicable provisions of the recently enacted federal health care reform laws. As we receive additional guidance and clarification on the new health care reform laws from the U.S. Department of Health and Human Services, Department of Labor and Internal Revenue Service, we may be required to make additional changes to this summary of benefits.

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APPENDIX D
HEALTH PLAN SUMMARIES – HSA - Effective 2021-2023



Lumenos HSA Plan Summary

This summary is a brief outline of the benefits and coverage provided under the Lumenos plan. It is not intended to be a complete list of the benefits of the plan. This summary is for a full year in the Lumenos plan. If you join the plan mid-year or have a qualified change of status, your actual benefit levels may vary.

Additional limitations and exclusions may apply.



In Connecticut, Anthem Blue Cross and Blue Shield is the trade name of Anthem Health Plans, Inc. In New Hampshire Anthem Blue Cross and Blue Shield is the trade name of Anthem Health Plans of New Hampshire, Inc. In Maine, Anthem Blue Cross and Blue Shield is the trade name of Anthem Health Plans of Maine, Inc., Independent licensees of the Blue Cross and Blue Shield Association. ® Registered marks Blue Cross and Blue Shield Association. ® LUMENOS is a registered trademark.

If you have questions, please call toll-free 1-888-224-4896.