

**Board of Education
Newtown, Connecticut**

Minutes of the Board of Education meeting on January 17, 2017 in council chambers,
3 Primrose Street.

K. Alexander, Chair	J. Erardi
M. Ku, Vice Chair	J. Davila
D. Leidlein, Secretary (7:10 p.m.)	R. Bienkowski
J. Vouros	4 Staff
R. Harriman-Stites	50 Public
A. Clure (8:48 p.m.)	2 Press
D. Cruson	
D. Lew	

Mr. Alexander called the meeting to order at 7:07 p.m.

MOTION: Mrs. Ku moved that the Board of Education go into executive session to discuss non-union compensation in the Business and Finance Department and the athletic trainer and invited Dr. Erardi, Mrs. Davila, Mr. Bienkowski, Mr. Memoli and Mrs. Beck.

Item 1 – Executive Session

Executive session ended at 7:32 p.m.

Item 2 – Pledge of Allegiance

Item 3 - Presentation by Hawley School Kindergarten Students

Dr. Erardi introduced Chris Moretti, Principal of Hawley School.

Mr. Moretti introduced Deborah Lubin Pond, kindergarten teacher, who is the epitome of kindness and sweetness and would do anything for the district. Her goal this year centers on kindness, paying it forward, and doing nice things for people.

Mrs. Pond said this project was around Martin Luther King's "I have a dream...." speech. She asked her class to write their own dreams and they developed a menu of food they wanted to share with the Board to show their appreciation. Each child shared their dream and a reception followed.

Item 4 – Consent Agenda

MOTION: Mrs. Ku moved that the Board of Education approve the consent agenda which included the minutes of January 3 and 10, 2017, the donation to Sandy Hook School, the resignation for retirement of George Bachman, and the correspondence report.

Mrs. Harriman-Stites seconded. Motion passes unanimously.

Item 5 – Public Participation

Jason Zetoff, 16 Lakeview Terrace, urged the Board to sign the letter for Trump to denounce Alex Jones. No other community where there has been violence has had to deal with hoaxers. As a resident and teacher he urged them to sign the letter.

Prerna Rau, 26 Palestine Road, feels this is a phenomenal way to make a unified statement denouncing Alex Jones. This will not be tolerated here.

Alex Copp, 26 Palestine Road, urged signing the Trump letter denouncing Alex Jones. His supporters include Halbig. It's hurtful when these truthers make statements and interfere with town business. We need to put stop to this once and for all.

Item 6 – Reports

Chair Report: Mr. Alexander said that at the last Legislative Council meeting they moved money to support the high school auditorium project. Regarding the ECS funding changes, he plans to write a letter to the Board of Finance that the district would help with any possible shortcoming for the town. The upcoming retreat will provide a time for a discussion with seniors, the school start times, and space needs. He asked that any Board members send budget questions to him.

Mr. Vouros requested that someone be at the meetings to provide an update on the high school auditorium project. He is concerned about the \$750,000, when the bids were going out and how much was being spent. We have to keep track of what's happening here on a monthly basis and would like someone here each month for an update.

Dr. Erardi said Mr. Faiella has oversight for the project and would ask him to be at the first meeting each month and also include Bob Mitchell and GERALYN HOERAUF.

Mrs. Harriman-Stites questioned the letter to the Board of Finance.

Mr. Alexander stated that we want to make sure they know if there are problems with the ECS funding that we want to know what we can do to help.

Dr. Erardi stated that there is an estimate of an approximate \$400,000 shortfall on the revenue side of the town budget. Mr. Alexander is asking the school board that we do our best to help with that reduction. Regarding excess cost reimbursement we have booked those dollars against expenses.

Mr. Bienkowski said there are three pieces to that. \$76,000 will go to the town for 2014-2015. The second piece is what was encumbered against last year's special ed costs of approximately \$83,000 for 2015-2016. The third piece is that this current fiscal year is dependent on current expenditures which will be part of our 2016-2017 revenue for this year.

Mrs. Harriman-Stites felt the letter should be more specific in what help meant. It should be a partnership, not an expectation.

Mr. Alexander said this money is to help the state reduction.

Superintendent's Report:

Dr. Erardi provided an article regarding school start time and a CAPSS federal legislative report. Also included was the invitation to the Newtown Police Department swearing in ceremony on January 26 at 6:30 p.m. Information was provided regarding the EdAdvance legislative breakfast.

Committee Reports:

Mr. Alexander said the Communications Committee met to discuss Board communications to the community.

Mr. Vouros stated that the Curriculum and Instruction Committee included Elissa Gellis who presented adult education mandates. Tonight the math pathways program will be addressed.

Mrs. Ku spoke about the state taskforce she is on to study life threatening food allergies. They developed a list of recommendations and she feels it would be useful to see how other districts address food allergies.

Dr. Erardi said we have a cohort of aspiring leaders and he offered to form a committee to address this using these teachers to conduct the survey.

Mrs. Davila mentioned that there is a wellness committee that meets twice a year and she could pass that information along.

Mrs. Harriman-Stites said it would be helpful if the aspiring leaders could cross check and look at our policy and present to the policy committee.

Dr. Erardi would put the committee together. What Mrs. Ku did at the state level was a difficult task and took an enormous amount of time. He was proud of her work.

Student Representative Report:

Dylan Lew shared that mid-terms were given last week and the new semester has started. There was a track meet at Wesleyan and ice hockey had a victory last night. Families United in Newtown is having a fund raiser March 4 from 6 to 8 pm at the Congregational Church. The benefit concert theme is the 70's.

Financial Report:

MOTION: Mrs. Leidlein moved that the Board of Education approve the financial report for the month ending December 31, 2016. Mrs. Ku seconded.

Mr. Bienkowski presented his report.

Motion passes unanimously.

Item 7 – Old Business

Superintendent's Mid-Year Goals Update 2016-2017:

MOTION: Mr. Vouros moved that the Board of Education approve the Superintendent's mid-year goals update for 2016-2017. Mrs. Leidlein seconded.

Mr. Alexander commented that he was impressed at how many have been completed.

Motion passes unanimously.

Item 8 – Old Business

First Read of New Course Proposals:

Mrs. Davila introduced Dr. Lorrie Rodrigue and Lauren Dominick, the Math Chair at the high school.

Dr. Rodrigue and Ms. Dominick spoke about the re-sequencing of math next year which has students taking Algebra I and then Algebra II. Geometry would follow. It will help students to have Algebra I and II without these courses being broken up by having geometry in the second year.

Ms. Dominick gave a presentation on the two new course proposals which will accommodate students on all levels.

Mrs. Leidlein noted that with this change the students will have a year removed from Algebra I and II before the SAT and asked if there would be any sort of refresher in algebra before that test.

Ms. Dominick said that Algebra I and II are also used in geometry and that review could be worked into the geometry classes before the test.

Mrs. Leidlein asked how this will coordinate with the middle school math.

Ms. Dominick said the Reed, middle school and high school math teachers meet once a month so they are all aware of the changes.

Mr. Clure was also concerned about the break before the SAT is given and suggested some type of refresher course.

Dr. Erardi said this program is for all students to be successful. He feels parents will know what their child needs in math and thanked the staff for their work.

Mr. Vouros said parents need to understand the pathway going to fifth grade.

Mrs. Leidlein asked if we had any past data on CPB Algebra I and II for a comparison.

Dr. Erardi stated they would get that information.

First Read of 2017-2018 and 2018-2019 Calendars:

Dr. Erardi asked for any questions or concerns. These have been sent to union presidents and he would also discuss it with the PTA presidents. These fit into the guidelines of the regional calendar. Dates important to look at are PD before school and Labor Day. He hopes to move these at the next meeting.

Mr. Alexander asked why the graduation date was not picked sooner.

Dr. Erardi stated that part is predicated by Statute. We must be in session 180 days before graduating. The biggest driving factor is the inability to predict weather. We have locked in four or five dates with the O'Neill Center.

Mrs. Ku asked if it was worth considering all late arrivals for the professional development days instead of some being early dismissals.

Dr. Erardi met with the president of the teachers union who said he would survey the teachers.

Dr. Erardi would ask the PTA presidents.

Mr. Alexander was interested in statistics on those dates.

Mr. Clure questioned why we go 183 days.

Dr. Erardi said that we can go to 180 days but that is the minimum. A number of school districts go more than 183 days. Those 183 days gives Dr. Rodrigue some flexibility in graduation dates.

Mr. Clure asked if we had attendance figures on the half day before the holiday break and why we don't take the full day.

Dr. Erardi would look at that but his greater concern is losing a full day of teaching and learning. He would look at student and staff attendance that day.

Mr. Clure asked if it was not feasible having the midterms before the break.

Dr. Erardi said the issue is keeping a balance in the school year as that would make the first semester much shorter. A number of public schools have gone away from midterm exams and we are looking at that also.

Town Communications to Incoming Administration:

MOTION: Mrs. Ku moved to authorize the chair to sign for the Board of Education on a letter denouncing Sandy Hook hoaxers. Mrs. Harriman-Stites seconded.

Mr. Alexander said the idea was for the town to sign also. The concern is that the incoming president has made comments that allow certain members of the hoaxing community to seem legitimate. These are comments toward Alex Jones who supports these hoaxers.

Mrs. Harriman-Stites supports the letter and feels it is the right thing to do and hoped all town boards would agree.

Mr. Cruson said he read the letter and worries that it will open up more problems than it will solve. We tried hard to get media to stay away and let us heal. If the president-elect acts on the letter it will bring media back into our affairs but he doesn't think it will deter the hoaxers. The president-elect acting on the letter will feed hoaxers.

Mr. Alexander feels this has already been legitimized by the actions of the president-elect. We have had comments from leaders in town that these people are not legitimate. It does bring the subject back up. He doesn't think things will change if we do something and feels we should be doing this.

Mrs. Leidlein understands both points of view. Her inbox is filled with emails from a particular individual and they are disgusting. She asked if this has been discussed with legal counsel and would appreciate that being done first.

Mr. Alexander discussed this with legal counsel and they tend to say do nothing than make a statement.

Mrs. Harriman-Stites disagreed with Mr. Cruson. By staying silent we give credit that the president-elect legitimizes something that is awful.

Mr. Cruson said his concerns are mostly to points 1 and 2 in the letter. He hoped Trump would remove his support. #3 would be agreeable to him. The other points would cause pain to families and fuel the fire already out there. He would like the president-elect to denounce them.

Mr. Vouros asked if this was something to discuss with the families.

Dr. Erardi would not speak for them without communicating with them first. He has not shared this with them but can do so.

Mrs. Harriman-Stites feels it is important for us to recognize the families with individual ideas and didn't know if it was best to share it with them.

Mrs. Ku supports the motion. We should stand up for what is right.

Mrs. Leidlein said as an individual she supports this but as a Board of Education member she would like counsel to review it.

Mrs. Harriman-Stites was concerned that delaying the approval of signing the letter would further allow this narrative to go on and is concerned about waiting any longer. We need to make sure we are covering our basis.

Mr. Alexander said the letter won't go out before our next meeting as there are multiple boards involved. He asked any suggestions for the motion.

Mr. Vouros feels we need to review it after other boards have input.

Mrs. Leidlein asked when the other boards were going to discuss it so legal counsel will have time to review it.

Mr. Alexander said the Legislative Council had it on their agenda for tomorrow night.

Mrs. Leidlein asked if he could reach out to the chair.

Mrs. Harriman-Stites said the Board of Selectman was discussing it tonight.

Mr. Clure said he will be president by the time he gets the letter. Do we know this has happened?

Mrs. Harriman-Stites stated that he went on the radio program multiple times.

Mrs. Ku said the Board of Finance is also included on the letter and they meet January 26. Our next meeting is January 31. She was comfortable waiting.

Mr. Alexander said we could consider adding it to that agenda.
Mrs. Ku withdrew her motion.

Minute of January 5, 2017:

MOTION: Mr. Clure moved to approve the minutes of January 5, 2017. Mr. Cruson seconded.
Vote: 6 ayes, 1 abstained (Mrs. Leidlein) Motion passes.

Item 9 – Public Participation

MOTION: Mr. Vouros moved to adjourn. Mr. Clure second. Motion passes unanimously.

Item 10 – Adjournment

The meeting adjourned at 9:43 p.m.

Respectfully submitted:

Debbie Leidlein
Secretary

12 Dickinson Drive
Sandy Hook, CT 06482
(203) 426-7657

Sandy Hook School

Memo

To: Kathy June
From: Erin Ardino
cc: [Name]
Date: January 4, 2017
Re: Exxon Mobil Educational Alliance Program

Kathy,

The Mobil Station on Church Hill Road nominated Sandy Hook School for Mobil's Educational Alliance Program.

Neil Patel from Newtown's Mobil presented us with a check for \$500 to be used towards Math and/or Science in the school.

The check will be deposited into the SHS activity fund and is earmarked for math and/or science. We have already informed Kris Feda, our Math/Science Specialist.

I have enclosed a copy of the letter & check so that Dr. Erardi can share this information at the next board meeting.

Once decided, I will be sure to let you know how the funds were spent.

Alliance Energy LLC
15 Northeast Industrial Road
Branford, CT 06405

52-153
112
Bank of America
MA

Check Date	Check No.	Check Amount
11/17/16	0020670	*****500.00

Five Hundred Dollars

To The Order Of SANDY HOOK ELEMENTARY
375 FAN HILL RD.
MONROE, CT 06468

Erin Ardino
Authorized Signature

⑈0020670⑈ ⑆011201539⑆ 0022 2007 6594⑈

Dr. Joseph Erardi, Jr.
Superintendent of Schools
3 Primrose St.
Newtown, CT 06470

January 1, 2017

Dear Dr. Erardi:

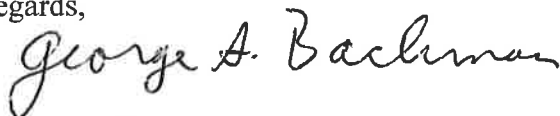
It has been my distinct privilege to serve in the prestigious Newtown school community for the past 22 years as Teacher and Greenhouse Manager. As much as I still enjoy working with the students and staff at Newtown High School I have decided this is the right year to pass on the mantle and retire.

Dr. Rodrigue has expanded and improved the Greenery program this year with the creative idea to include the TAP program and other "outside the box" ideas. The NHS administration, faculty and staff have been enormously supportive of our efforts over the years. My department chairs Chris Canfield and Erik Holst-Grubbe have provided me with excellent guidance to continuously refine and improve my teaching. The program is in good standing and my students have enhanced our greenhouse structure and its environs with the able assistance of Gino Faiella, Jack Vichiola and their staff to the point where anyone with an interest in the Horticultural field would be thrilled to work in such a cutting edge facility.

There are not a lot of equivalent positions available that so uniquely combine education, horticulture and entrepreneurship. We have a community gem in the greenhouse facility and it is worth noting that, in my opinion, it gives us enormous leverage in hiring a unique and eminently qualified individual to take over. I will be happy to assist in any way with the transition to a new instructor.

Thank you Dr. Erardi for your part in providing me with a gratifying, near quarter century career. I would also like to thank the Newtown Board of Education for their continued, strong support of the greenhouse program during some very challenging times.

Regards,



George A. Bachman

c.c. Dr. Lorrie Rodrigue

Administrative Report

Tuesday, January 17th

1. Board Retreat

(ATTACHMENT #1)

2. CAPSS Federal Legislative Report

(ATTACHMENT #2)

3. Police Department Recognition 1/26/17

(ATTACHMENT #3)

4. EdAdvance Legislative Agenda

(ATTACHMENT #4)


1/12/17

Phi Delta Kappan

December 2016/January 2017



**Wake
up call!**

Fixing school time

Later start time for teens improves grades, mood, and safety

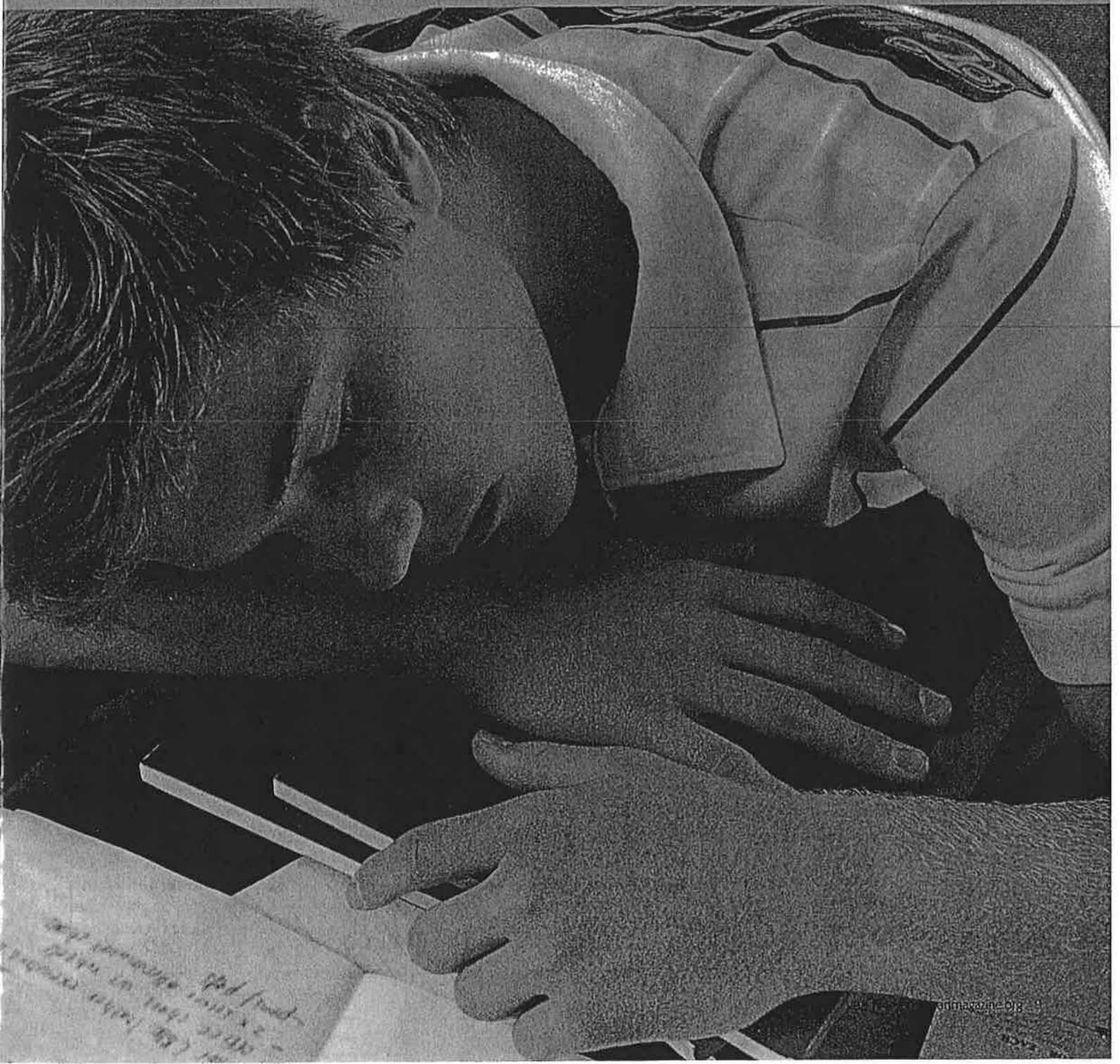
New research shows that high school students benefit in many ways from later start times.

By Kyla L. Wahlstrom

It all began with a phone call 20 years ago to the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota in August 1996. The superintendent of Minnesota's Edina School District was reaching out to CAREI, seeking to discover if the new change in the start time of their high school — from 7:20 a.m. to 8:30 a.m. — would have any effect. I took that call. When I learned the reason for the change — namely, that the district's later start time purported to address developmental changes in the teenage brain related to sleep — I was skeptical. As a former teacher, school principal, and district office administrator in special education, I thought I had heard it all when it came to explaining teenage behavior. This association between brain development and teenagers was new to me.

KYLA L. WAHLSTROM (wahls001@umn.edu) is a senior research fellow and lecturer in the College of Education and Human Development, at the University of Minnesota, Minneapolis.

The evidence shows that the later the start time, the greater the academic benefits.



But as we started our yearlong study, the evidence began piling up. Our research team found amazing changes were happening. Students were now awake the first hour of class, the principal reported fewer disciplinary incidents in the halls and lunchroom, and students reported less depression and feelings of greater efficacy. Over 92% of the parents said their kids were “easier to live with.”

There was no negative effect to the sports program or to the number of wins a school experienced after changing to a later start time.

As the early findings from Edina were being reported, the Minneapolis Public Schools superintendent and school board decided a year later, in 1997, that they, too, would change the start times of their seven comprehensive high schools from 7:20 a.m. to 8:40 a.m. This change affected 52,000 K-12 students. The multitiered busing schedule moved elementary students to the earliest times, with high school and middle school students shifting to the later times. The outcomes for the Minneapolis students were similar to those for Edina, although the settings — urban as opposed to suburban — couldn't have been more different.

The medical research behind the change

What we know about human development and, most recently, about the maturation of the teenage brain lends credence to the fact that “it’s a matter of biology, not choice” that teenagers are unable to fall asleep before about 10:45 p.m. and that their brains remain in sleep mode until about 8 a.m. This delay in the circadian rhythms for teenagers is directly related to hormonal changes during puberty. Most teens experience this so-called sleep phase shift only during adolescence; the shift will disappear as teens enter their 20s.

Teens need about 9.25 hours of sleep each night, a difficult amount to obtain when the brain doesn't enter sleep mode until about 10:45 p.m. and when students must awaken early for a school day that begins before 8:30 a.m. Medical research has shown dramatic negative effects of sleep deprivation, especially in people who are chronically sleep-deprived. Depression, obesity, substance use and abuse, and increased car crashes are just some of the serious

consequences. From the early 1990s to now, the medical research findings about the sleep needs of teens became a significant body of knowledge (Carskadon, Acebo, & Jenni, 2004; Jenni, Achermann, & Carskadon, 2005).

From a slow start to a movement

High schools across the United States began grappling with the possibility of changing start times one school and district at a time. In the early 2000s, few schools had made the shift. Those that did were not inclined to be studied. Many believed that a public examination of the change would be fraught with politics, and they feared the change would be found to have no benefits (Wahlstrom, 1999).

Nevertheless, from 2000 to 2010, more than 400 superintendents and principals contacted me for information and guidance. They had questions about a later start time's effect on grades and sports and on how to solve transportation issues. This was a time of cautious inquiry, with school leaders wondering how their school boards or community would react. Administrators needed factual information from both the medical and education research worlds about brain development and how the two sources of information intersect.

By 2005, more than 250 high schools in the United States had made the shift to a later start time, according to early data collected by the National Sleep Foundation. Early research from 1996 through 2002 revealed that absences, tardiness, and sleepiness in school had significantly declined with later start times and that students' moods and feelings of efficacy had improved (Wahlstrom, 2002). It still remained unclear, however, how the change in time affected grades. No Child Left Behind provided an impetus for collecting achievement data and measuring effects over time.

During this time, the Centers for Disease Control and Prevention (CDC) was monitoring the mounting research evidence of the role of sleep in teens' mental and physical health and began voicing concerns for the health of sleep-deprived teens. In 2010, they issued a call for a larger study to be conducted over several years on the outcomes for high schools that moved to later start times.

I was awarded that grant to study the outcomes over three years in high schools in several locations across the United States. Even though hundreds of schools changed to a later start time, only a few were willing to participate in data collection with students and parents and then engage in the resulting public scrutiny from the findings. Then as now, the politics of managing a community's perception of the change is more than most superintendents want to deal with.

A look at eight schools with later start times

Eight high schools in five school districts in three states — Minnesota, Colorado, and Wyoming — agreed to participate in the CDC-funded study, which I conducted from 2010 to 2013 (Wahlstrom et al., 2014). The start times of the high schools ranged from 8:00 a.m. to 8:55 a.m. We surveyed more than 9,000 students in grades 9-12 on their sleep habits, mood, study habits, substance use, and cocurricular activities. We also looked at academic variables, such as grades earned, attendance, tardiness, and standardized test results.

The eight high schools had a range of demographic characteristics, raising confidence that the outcomes aren't associated with a particular group of students. Percentages of students of color in the schools ranged from 10% to 40%, the free and reduced-price lunch rate ranged from 10% to 34%, and graduation rates ranged from 81% to 97%.

Academic outcomes

The analysis involved examining student data by school and grade level before and after the time change. We found significant decreases in absences and tardiness in all grades 9-12 in the school districts that had instituted the latest school start times of 8:35 and 8:55 a.m. — in one district, there was a 66% drop in tardiness.

An interesting difference emerged when we compared the outcomes of schools starting at 8:00-8:30 a.m. with those of the school with the latest start

time of 8:55 a.m. Examining grades earned before and after the time change, we found:

- Statistically significant increases in the 1st-period grade point average in one or more core courses of English, math, social studies, and science in three districts with start times from 8:00-8:35 a.m.
- Significant increases in grade point average in *all* 1st-period core courses for *all* semesters in *all* grades in Jackson Hole High School in Wyoming, with a start time of 8:55 a.m.

The evidence shows that the later the start time, the greater the academic benefits.

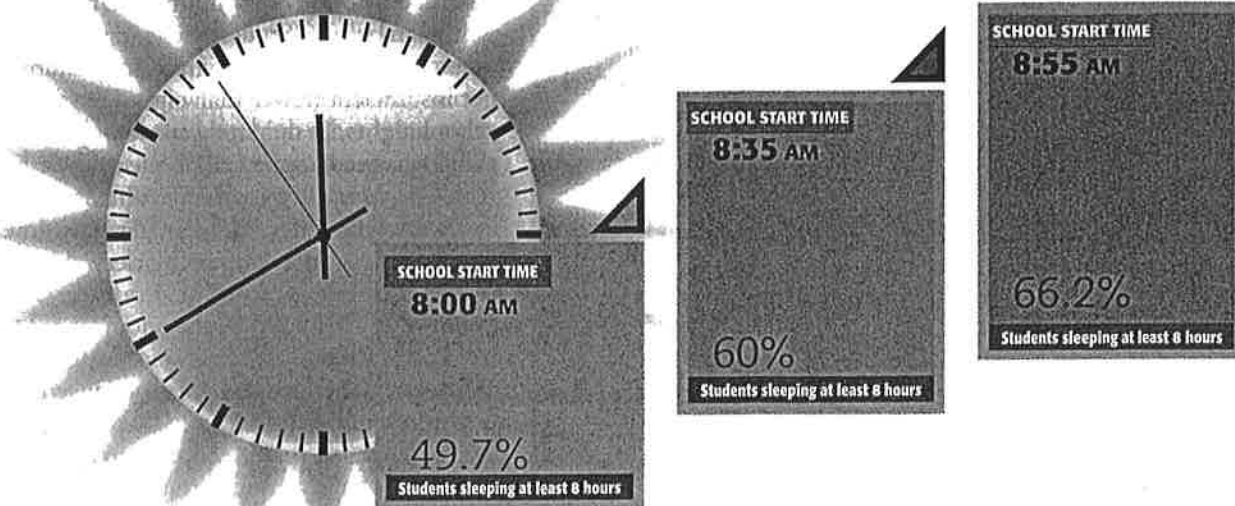
Health and activities outcomes

A seminal analysis of the data from the national Youth Risk Behavior Survey revealed that eight or more hours of sleep appear to be a tipping point in the at-risk behaviors of teenagers (McKnight-Eily et al., 2011). Cigarette, alcohol, and marijuana use declined by 8% to 14% when teens slept eight or more hours each night, with depression and sexual activity also declining by 9% to 11%. Thus, the closer a school's start time comes to enabling eight or more hours of sleep each school night, the greater the reduction in risky teen behaviors. Figure 1 shows the percentage of high school students in our study who slept at least eight hours on school nights by school start time.

In our study, we found the same patterns of benefit for the health of teens with a later start time.

The closer a school's start time comes to enabling eight or more hours of sleep each school night, the greater the reduction in risky teen behaviors.

FIGURE 1. Percentage of students sleeping at least eight hours on school nights by school start time



Source: Wahlstrom et al., 2014.

Physician support for later start times

The American Academy of Pediatrics

The American Academy of Pediatrics (AAP) recommends middle and high schools delay the start of class to 8:30 a.m. or later. Doing so will align school schedules to the biological sleep rhythms of adolescents, whose sleep-wake cycles begin to shift up to two hours later at the start of puberty.

The AAP urges middle and high schools to aim for start times that allow students to receive 8.5 to 9.5 hours of sleep a night. In most cases, this will mean a school start time of 8:30 a.m. or later, though schools should also consider average commuting times and other local factors.

"The AAP is making a definitive and powerful statement about the importance of sleep to the health, safety, performance and well-being of our nation's youth," said pediatrician Judith Owens, M.D., lead author of AAP's policy statement.

"By advocating for later school start times for middle and high school students, the AAP is both promoting the compelling scientific evidence that supports school start time delay as an important public health measure, and providing support and encouragement to those school districts around the country contemplating that change."

Source: Let them sleep: AAP recommends delaying start times of middle and high schools to combat teen sleep deprivation. <http://bit.ly/AAPsleep>

The American Medical Association

The American Medical Association (AMA) adopted a policy to encourage reasonable school start times that allow students to get sufficient sleep. The new policy specifically calls on school districts across the United States to implement middle and high school start times no earlier than 8:30 a.m.

"Sleep deprivation is a growing public health issue affecting our nation's adolescents, putting them at risk for mental, physical and emotional distress and disorders," said AMA Board Member William E. Kobler, M.D. "Scientific evidence strongly suggests that allowing adolescents more time for sleep at the appropriate hours results in improvements in health, academic performance, behavior, and general well-being. We believe delaying school start times will help ensure middle and high school students get enough sleep, and that it will improve the overall mental and physical health of our nation's young people.

"While implementing a delayed school start time can be an emotional and potentially stressful issue for school districts, families, and members of the community, the health benefits for adolescents far outweigh any potential negative consequences," said Dr. Kobler.

Source: AMA supports delayed school start times to improve adolescent wellness. <http://bit.ly/AMAsleep>

Among the 9,395 students in our study, those who slept eight or more hours each night were significantly less likely to:

- Report symptoms of depression;
- Fall asleep in class;
- Drink caffeinated beverages;
- Have a phone or computer in their bedroom; and
- Do dangerous things without thinking.

The good news is that students who participate in clubs, sports, or other organized activities are significantly less likely to use tobacco, alcohol, and other drugs, drink soda or energy drinks, or report depression. On the flipside, we also found that students who participate in clubs or other organized activities or work at a job for pay are significantly more likely to get insufficient sleep (fewer than eight hours a night). Further, the more days each week that students spend practicing or doing sports before school, the lower the self-reported grades. Thus, given what we now know, creating a balance between students' sleep needs and their interests outside of school is important.

When schools have a later start time, students are more likely to reap the benefits — unless they wake up often during the night to engage with social media.

When schools have a later start time, which enables students to obtain eight or more hours of sleep, students are more likely to reap the benefits — unless they wake up often during the night to engage with social media. Students who reported more bedroom distractions were significantly more likely to get insufficient (fewer than eight hours) of sleep on school nights. In our study, we found that 87.6% of those surveyed kept a cell phone in their bedroom, which could easily wake them with a beep when messages come through. Thus, a later start time isn't in itself the panacea for reducing sleep deprivation in teenagers.

Car crash data

Car accidents are the greatest cause of accident death in teens; more than 2,700 teens are killed in car crashes each year. According to National Highway Traffic Safety Administration data (n.d.), during 2006, a teen died in a traffic crash an average of once every hour on weekends and nearly once every two hours during the week. Sleep deprivation is linked with car crashes for all drivers and is a particular

problem for teenagers, who are inexperienced drivers. A person who is sleep-deprived has reduced reaction times, slower eye movements, and decreased ability to make quick decisions. In fact, a person with fewer than four hours of sleep has the same driving characteristics as someone who is legally drunk with a blood alcohol content of .08%. Sleep-deprived teen drivers are not only a danger to themselves but also a danger to anyone who shares the road with them.

Our study collected car crash data from the three states' departments of public safety. We examined crash data for September through May for teens in the schools before and after the time change was initiated. After the change to a later start time, the number of car crashes in the five districts studied decreased by 13%. Reductions ranged from 6% to 70%, with the greatest reduction seen in the first year of the change in Jackson Hole, Wyo., which had the latest start time of 8:55 a.m. Given this compelling information, it's no wonder that the CDC, the American Medical Association, and the American Academy of Pediatrics have all issued policy statements that endorse a high school start time of no earlier than 8:30 a.m.

Some recommendations

Given what we've learned from our research, we have a few recommendations for schools and districts considering changing their high school start times.

Go for the latest start time.

Research findings suggest that districts that make a modest move to a later start time—for example, from 7:25 a.m. to 7:55 a.m. or from 7:35 a.m. to 8:05 a.m.—experience modest benefits but also experience the same amount of community disruption as districts that make the change to start at 8:30 or later. In other words, the benefits are proportional to the amount of time change. Thus, when district leaders discuss whether to implement a later high school start time, they should select the maximum change possible. To make the change in stages or as a pilot will only lengthen the time, by years, that the community will have to deal with the disruption.

The first year of a districtwide change will be an adjustment for everyone. However, once new routines have been in place for a year, districts that have made the shift have not voted to return the high school to the earlier start times.

Some concerns are real; others just imagined.

In every community, people expressed concerns about the possible negative effects of implementing a later start time in their schools. These issues can often polarize the views of community members and

paralyze decision making. Our investigation found that some of those concerns have a real basis and are best addressed before the time change, whereas other concerns never materialized.

Here are some issues that need attention:

- Athletic schedules that may result in a student athlete missing part of a class at the end of the day.
- Because of a rearranged bus schedule, younger children may have to take an earlier bus to school when it may still be dark.
- Arranging child care for younger children before and after school may be more difficult.
- Parents' work schedules may not easily align with the new start time.
- The later start time may coincide with local rush-hour traffic, creating the need to discuss with the local traffic safety officials how traffic flow can be improved.

Here are some common worries that never materialized in the districts we studied:

- The later start time may result in less participation in sports and fewer games won.
- Because they get up later in the morning, teens may choose to stay up later at night.
- Participation in after-school activities may decline.
- Students might have difficulty arriving on time to after-school employment.
- Transportation costs may increase.

Transportation—the timing and cost—is usually the biggest hurdle. Creative alternatives for student transportation are usually the best way to address the problem. Some districts shifted to multiage busing, while others moved to a wheel-and-spoke busing pattern. Also, concerns about sports can unnecessarily derail the discussion. In the schools we studied, there was no negative effect to the sports program or to the number of wins a school experienced after changing to a later start time. Child care before and after school is an issue that supportive alternatives can help resolve, such as providing more options for fee-based care at each elementary school. Ultimately, involving and educating all members of the community are essential for successful change.

Where policy and research intersect

The body of evidence concerning the academic benefits of a later start time for high school students is compelling. Also, the medical research into the function of the brain in memory, learning, and cognition is robust, while the link between sleep and mental

Join the conversation

facebook.com/pdkintl
@pdkintl

When district leaders discuss whether to implement a later high school start time, they should select the maximum change possible.

FIGURE 2.

Suggested bedtimes for middle and high school students*

WAKE-UP TIME	BEDTIMES BY AGE RANGE		
	10-13	14-17	18-19
4:30 am	6:30 pm	7:30 pm	8:30 pm
4:45 am	6:45 pm	7:45 pm	8:45 pm
5:00 am	7:00 pm	8:00 pm	9:00 pm
5:15 am	7:15 pm	8:15 pm	9:15 pm
5:30 am	7:30 pm	8:30 pm	9:30 pm
5:45 am	7:45 pm	8:45 pm	9:45 pm
6:00 am	8:00 pm	9:00 pm	10:00 pm
6:15 am	8:15 pm	9:15 pm	10:15 pm
6:30 am	8:30 pm	9:30 pm	10:30 pm
6:45 am	8:45 pm	9:45 pm	10:45 pm

* Based on average hours of sleep per night recommended by the National Sleep Foundation, 2015.

health is unequivocal. Finally, we can't ignore recent studies on the decrease in car crashes involving teens with greater amounts of sleep. Implementing a later high school start time acknowledges the vital relationship between school policies and the research on human development. Rarely do those two worlds intersect so directly.

Next steps

Schools and districts that are considering changing the start time of a high school must engage a wide range of stakeholders in the discussion. Administrators and teachers need to discuss how the sleep needs of students intersect with school activities, such as the timing of homework assignments. Parents need to become better informed about the importance of sleep and how to support good sleep hygiene at home, including removing technology devices from their child's bedroom at bedtime. Finally, the most successful transitions to a later start time have brought into the process community health care providers, such as pediatricians; community activities directors, such as parks and recreation leaders; and public safety officials.

It's taken 20 years for schools across the United States to fully engage in the movement to change high school start times. Education decision makers have begun to realize that teens aren't lazy and that they are, instead, in a unique time in their development where they need substantial amounts of sleep. That recognition is driving the changes in start times (see www.startschoollater.net/) that we're now seeing in 44 U.S. states and in hundreds of schools and districts.

Teens face an incredibly challenging world. Together, school leaders and parents have the responsibility to create the best possible conditions for them in which to grow and thrive. Implementing later high school start times is a significant change that positively affects their health, safety, and learning. If we have that will, we can find the way. **■**

References

Carskadon, M.A., Acebo, C., & Jenni, O. (2004). Regulation of adolescent sleep: Implications for behavior. *Annals of the New York Academy of Sciences*, 1021, 276-291.

Jenni O., Achermann P., & Carskadon M. (2005). *Homeostatic sleep regulation in adolescents*. *Sleep*, 28 (11), 1446-1454.

McKnight-Eily, L.R., Eaton, D.K., Lowry, R., Croft, J.B., Presley-Cantrell, L., & Perry, G.S. (2011). Relationships between hours of sleep and health-risk behaviors in U.S. adolescent students. *Preventive Medicine*, 53, 271-273.

National Highway Traffic Safety Administration. (n.d.). *Teen drivers: Additional resources*. Washington, DC: Author. www.nhtsa.org.

Wahlstrom, K. (1999, January). The prickly politics of school starting times. *Phi Delta Kappan*, 80 (5), 344-347.

Wahlstrom, K. (2002, December). Changing times: Findings from the first longitudinal study of later high school start times. *NASSP Bulletin*, 86 (633), 3-21.

Wahlstrom, K., Dretzke, B., Gordon, M., Peterson, K., Edwards, K., & Gdula, J. (2014). *Examining the impact of later school start times on the health and academic performance of high school students: A multisite study*. St Paul, MN: University of Minnesota, Center for Applied Research and Educational Improvement. <http://conservancy.umn.edu/handle/11299/162769>

2017 CAPSS Federal Policy Agenda

Reauthorization of IDEA

Support Students, Families and Special Populations

CAPSS supports the reauthorization of IDEA because:

In order to ensure equitable distribution of federal dollars with greater investments in formula driven programs.

Permanently resolve sequestration through a combination of spending cuts and revenue increases.

Support expansion of access to early education to all children.

Fully Fund IDEA: By honoring its commitment to support the education of students with disabilities, Congress will enable districts to shift dollars towards new initiatives that address their local needs.

Ensure IEP teams shape assessment determinations for students with disabilities.

Address special education disproportionality more effectively and flexibly.

Ensure school leaders can keep students and school personnel safe.

Fully Fund IDEA: By honoring its commitment to support the education of students with disabilities.

Streamline IDEA procedures by permitting parents and school personnel to opt-out of processes and paperwork related to IEPs to allow more time for teaching and learning.

Ensure districts have greater flexibility to reduce local maintenance of effort levels for IDEA if the provision and quality of services for students with disabilities is unaffected.

Burden of Proof

Support Swift Resolution to Disputes Involving Special Needs Programs

CAPSS supports AASA Language Designed to Reform Special Education Due Process because:

A. It would reform the special education due process system to provide more effective, less costly and less litigious means of resolving disputes.

Establish reasonable parameters around request for Independent Education Evaluations

Seek to place the Burden of Proof on the party seeking arbitration.

Fully Funding of Title I

The guiding principles for federal education policy all stem from equity and the important role the federal government stands to play in leveling the education playing field for all students.

CAPSS supports the Full Funding of Title I because:

Federal policy equity includes both policy and resources, both of which should remain available to all students, schools and states.

The role of the federal government in education is to help ensure access to equitable educational opportunities and to supplement and support, rather than dictate, local efforts in education.

It is unrealistic to expect all students to achieve college and career readiness without providing districts the necessary funding to do this challenging work.

Federal funding should support the total child, from physical and mental health to the development of fundamental lifelong learning skills.

School systems should not be required to spend state and local funds for federal mandates.

*In an attempt to maintain advocacy consistency most of the bullet points are from the AASA Legislative agenda. Some have been modified and a few have been added to address Connecticut's specific needs.



The Newtown Police Commission
cordially invites you to attend
the swearing in of

Christopher Vanghele
As Captain

Aaron Bahamonde
As Lieutenant

Liam Seabrook
As Sergeant

For The Town of Newtown, Connecticut

Thursday, January 26, 2017
6:30 PM

Newtown High School Cafetorium
12 Berkshire Road
Sandy Hook, Connecticut 06482

Reception to Follow

RSVP by January 20, 2017

Mary Kelley: mary.kelley@newtown-ct.gov
203.270.4256



December 28, 2016

Dear Education, Municipal and Legislative Leaders,

On December 7 and 9, 2016, over 60 regional leaders from school districts, town/city government and the Connecticut State Legislature met to discuss issues concerning public education and the upcoming legislative session. A list of all those who participated is included for your information. The two events were co-hosted by *EdAdvance*, the Regional Education Service Center (RESC) for western/northwestern Connecticut, and the Connecticut Association of Boards of Education (CABE).

During the sessions the participants were asked to set aside the stark realities of the upcoming state budget crisis and instead focus on ideas and solutions that can have a positive impact on local schools and communities without requiring additional funding. After being arranged in small groups, participants were asked to use the following three questions to guide their discussions and frame their potential solutions.

- A. What can the legislature enable or allow you to do that you cannot do now that would help you better meet your student's needs or more efficiently use your resources to do so?
- B. What mandate, requirement, or process that you currently have to do for the state that you believe has minimal impact on student learning/safety and you would like to see repealed or rolled back?
- C. What current policy or process would you like to see refined, refocused or improved to save time, money, or outcomes?

This activity produced over 150 ideas which we have synthesized and organized into the attached document, ***The Regional Leadership Discussion Summary***. These sessions were so productive we wanted to share the information with those involved and with all of the regional legislators who were unable to attend a session in person. Early in 2017, we will also be developing a digital survey to query our constituents for their opinions regarding which of these ideas/solutions would have the largest beneficial impact on district resources and student learning.

There is little doubt that the debate over the State Budget will dominate the legislative session. However, if we can help our representatives and senators understand the positive impact these no-cost solutions might offer, and then work with them to support their enactment, perhaps some of the negative impact of the inevitable budget outcomes can be mitigated. I hope you find this information helpful and that you will consider using this ***Summary*** as a reference throughout the upcoming legislative session.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Jeffrey C. Kitching'.

Jeffrey C. Kitching, Ed.D.
Executive Director

ATTACHMENTS:

Regional Leadership Discussion Summary
Combined Participant List: Dec 7 and 9

The Regional Leadership Discussion Summary

A. What can the legislature enable or allow you to do that you cannot do now that would help you better meet your student's needs or more efficiently use your resources to do so?

Develop and enact legislation that...

1. Places the "burden of proof" on the party bringing the dispute under special education due process, rather than on the school district.
2. Curtails all new/additional unfunded mandates:
 - Require ¾ vote of legislators before unfunded mandates pass
 - Mandatory comment period
 - Mandatory cost/benefit analysis
3. Imposes a mandatory "minimum implementation period", of at least 12 months, on any legislation involving public schools, providing a reasonable timeline to districts to assess and comply.
4. Allows the SDE to become a single-point clearinghouse for teacher hires (background checks).
5. Changes "quasi" public school legislation to allow for negotiated tuition.
6. Encourage sharing of special education programs between local, nearby school districts.
7. Clear barriers and provide incentives to help districts close and repurpose school facilities and provide incentives to make it easier to cooperate on an inter-district/regional basis (health insurance, etc.).

B. What mandate, requirement, or process that you currently have to do for the state that you believe has minimal impact on student learning/safety and you would like to see repealed or rolled back?

Eliminate/Rescind

1. Recent changes to laws governing how to educate expelled students, requiring 180 hours/year (financial burden), give flexibility and control back to districts.
2. Requirements for contractor/vendor background checks.
3. Restrictions on fertilizing school playing fields.
4. Mandated K-3 Reading Survey (required of teachers).
5. Re-think the MBR - budget cap 2.5% - it is an arbitrary number.
6. Current restraint seclusion training and reporting requirements.
7. Requirement to call/contact all past employers for every new school hire (with minimum 3 attempts).
8. Regional calendar - while we appreciate the goals/intention....is it necessary or helping any community?

C. What current policy or process would you like to see refined, or improved to save time, money, or enhance student outcomes?

Refine and Adjust Current Legislation to

1. Provide transparency and clarity to the current ECS formula and commit to a timeline that ensures the funding levels to municipalities (regardless of the amount) are established no later than March 31st. Once established, ESC or other funding wreaks havoc on local school budgets and erodes confidence in our legislators.
2. Remove barriers to local transportation policy that allows for "opt-outs" for students/parents from transportation (or even an "opt-in" provision).
3. Provide greater flexibility for customizing high school program (rescind 2012 High School reform). Relax restrictions on required number of days and hours of "seat-time" instruction.
4. Provide more flexibility in parameters for negotiating contracts through the collective bargaining process, including reforms to binding arbitration.
5. Explore more flexibility on nutritional guidelines, allowing for local oversight. We could also use a standardized free/reduced application online system developed by the State.
6. Re-examine the recent Student Data Privacy Act, to provide more reasonable definitions of "student data, a manageable timeline for implementation, and standardized vendor agreements for state-wide use.
7. Remove the current burden of 60 hours of mandated (district provided) teacher professional development, make this part of teacher recertification with online option for reports to districts and SDE.
8. Roll back tuition required to Hartford Magnet Schools from non-Hartford districts for regular ed.
9. Assess the number of notifications to parents required by districts in various situations - are they all meaningful? (Establish a task force)
10. Provide more flexibility on use of certified teachers in shortage area classrooms.
11. Change 45% rule for retired teachers - this currently makes it difficult for small districts to fill positions that are less than full time but require more than 45% - especially in shortage areas.
12. Establish standards for induction, teacher evaluation, and professional learning, then leave the implementation up to districts.
13. Review SDE/district data collection - what is necessary/being used and get global data back to districts so they benefit.

Regional Leadership Breakfast: Participant List

(December 7 and 9, 2016)

First Name	Last Name	Title	Affiliation	First Name	Last Name	Title	Affiliation
Mitch	Bolinsky	State Representative	106th District	Jean	Evans Davila	Assistant Superintendent	Newtown
Steve	Harding	State Representative	107th District	Christopher	Geissler	Principal	Newtown
Jay	Case	State Representative	63rd District	Kathy	Gombos	Principal	Newtown
David	Wilson	State Representative	66th District	Michelle	Hiscavich	Dir. Visual & Perf. Arts	Newtown
Jeff	Linton	Superintendent	Barkhamsted	Michelle	Ku	BoE Member	Newtown
Christine	Carver	Superintendent	Bethel	Tom	Kuroski	President	Newtown
Teri	Yonsky	Director of Fiscal Services	Bethel	Dylan	Lew	Student	Newtown
John	Barile	Superintendent	Brookfield	Christopher	Moretti	Principal	Newtown
Colette	Sturm	BoE Member	Brookfield	Tim	Napolitano	Assistant Principal	Newtown
Patrice	McCarthy	Deputy Director	CABE	Lorrie	Rodrigue	Principal	Newtown
Sheila	McKay	Senior Staff Associate	CABE	John	Vouros	BoE Member	Newtown
Heidi	Kearns	Selectman	Cornwall	Sally	Carr	BoE Chair	Norfolk
Jonathan	Costa	Asst. Exec. Director	EdAdvance	Mary Beth	Iacobelli	Superintendent	Norfolk
Jeffrey	Kitching	Exec. Director	EdAdvance	Bob	Whelan	BoE Member	Region 1
Richard	Carmelich	Chief Operations Officer	EdAdvance	Patricia	Chamberlain	Superintendent	Region 1
John	Vecchitto	BoE Member	Harwinton	Michelle	Gorra	BoE Member	Region 12
Martin	Lindenmayer	Board of Education	Kent	Patricia	Cosentino	Superintendent	Region 12
Jonathan	Moore	BOE Member	Kent	Anna	Cutaia-Leonard	Superintendent	Region 14
Nancy	O'Dea-Wyrick	Chair, Board of Finance	Kent	Maryanne	VanAken	BoE Member	Region 14
Sherri	Turner	Superintendent	Litchfield	Regina	Botsford	Superintendent	Region 15
Alicia	Roy	Superintendent	New Fairfield	Keith	McLiverty	Director of Finance, Operation:	Region 15
Susan	Starr	BoE Member	New Fairfield	Patricia	Perry	BoE Chair	Region 15
J.T.	Schemm	BoE Member	New Milford	Steven	Suriani	BoE Member	Region 15
Josh	Smith	Superintendent	New Milford	Ed	Drapp	Superintendent	Region 6
Keith	Alexander	BoE Chair	Newtown	Chris	Sanders	BoE Chair	Region 6
Andy	Clure	BoE Member	Newtown	Judy	Palmer	Superintendent	Region 7
Daniel	Cruson Jr.	BoE Member	Newtown	Kimberly	Beck	Assistant Superintendent	Ridgefield
Tom	Einhorn	Principal	Newtown	Barbara	Henry	First Selectman	Roxbury
Joseph	Erardi	Superintendent	Newtown	Jeff	Melendez	Superintendent	Sherman
Rebekah	Harriman-Stites	BoE Member	Newtown	Jeff	Manville	First Selectman	Southbury

**NEWTOWN BOARD OF EDUCATION
MONTHLY FINANCIAL REPORT
DECEMBER 31, 2016**

SUMMARY

This sixth report for the 2016-17 school year continues to provide year to date actual expenditures, encumbrances, and anticipated obligations. Account-by-account analysis will continue to update these estimates as operating conditions change. Beyond salaries and benefits many of the anticipated obligations are listed as full budget spend.

During the month of December, the Board of Education spent approximately \$5.3M; \$3.6M on salaries; and \$1.7M on all other objects.

At this time, the “Anticipated Obligation” column still represents the previously calculated Excess Cost grant offset which was estimated at 75%. This may change with the current budget situation in Hartford. We expect to get a better read on this soon in preparation of the scheduled February receipt.

All the main object accounts continue to remain in a positive balance position for this month with the exception of “Other Purchased Services” which contains the line item for Out-of-District Tuition which will remain over budget until the receipt of the Excess Cost grant.

The budget, at this time, appears to be in an overall positive position a bit better than the prior month. Salary balances overall, are positive and looking better, and tuitions are holding before grant receipt. We continue to monitor the operating costs of the new school.

On the revenue side we are showing receipts for local tuition and some miscellaneous fees.

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

Ron Bienkowski
Director of Business
January 11, 2017

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 2015-16 – 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.
- YTD Transfers – identified specific cross object codes requiring adjustments to provide adequate funding for the fiscal period. This includes all transfers made to date. (None at this time)
- Current Transfers – identifies the recommended cross object codes for current month action. (None proposed at this time)
- 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 – 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 \$62,400 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 three identified programs 1) high school sports participation fees, 2) parking permit fees and 3) child development fees.
- The final revenue is miscellaneous fees, which constitute refunds, rebates, prior year claims, etc.

NEWTOWN BOARD OF EDUCATION
BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING - DECEMBER 31, 2016

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2015 - 2016	YTD				YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	TRANSFERS 2016 - 2017	CURRENT TRANSFERS	CURRENT BUDGET					
GENERAL FUND BUDGET											
100	SALARIES	\$ 44,955,721	\$ 46,048,050	\$ (55,000)	\$ -	\$ 45,993,050	\$ 17,370,419	\$ 27,190,986	\$ 1,431,645	\$ 1,282,855	\$ 148,790
200	EMPLOYEE BENEFITS	\$ 10,643,499	\$ 11,516,836	\$ -	\$ -	\$ 11,516,836	\$ 6,040,568	\$ 4,470,010	\$ 1,006,258	\$ 993,876	\$ 12,382
300	PROFESSIONAL SERVICES	\$ 993,988	\$ 861,317	\$ -	\$ -	\$ 861,317	\$ 369,052	\$ 124,725	\$ 367,540	\$ 359,255	\$ 8,285
400	PURCHASED PROPERTY SERV.	\$ 1,866,180	\$ 2,086,253	\$ (21,292)	\$ -	\$ 2,064,961	\$ 1,079,954	\$ 393,224	\$ 591,782	\$ 593,211	\$ (1,429)
500	OTHER PURCHASED SERVICES	\$ 8,556,307	\$ 8,620,624	\$ 111,142	\$ -	\$ 8,731,766	\$ 5,131,306	\$ 3,917,425	\$ (316,965)	\$ (320,489)	\$ 3,524
600	SUPPLIES	\$ 3,788,596	\$ 3,751,068	\$ (34,850)	\$ -	\$ 3,716,218	\$ 1,660,678	\$ 154,602	\$ 1,900,938	\$ 1,900,354	\$ 584
700	PROPERTY	\$ 720,520	\$ 715,626	\$ -	\$ -	\$ 715,626	\$ 467,678	\$ 123,916	\$ 124,032	\$ 116,668	\$ 7,364
800	MISCELLANEOUS	\$ 60,602	\$ 65,291	\$ -	\$ -	\$ 65,291	\$ 55,252	\$ 570	\$ 9,469	\$ 9,469	\$ (0)
TOTAL GENERAL FUND BUDGET		\$ 71,585,413	\$ 73,665,065	\$ -	\$ -	\$ 73,665,065	\$ 32,174,907	\$ 36,375,459	\$ 5,114,699	\$ 4,935,198	\$ 179,501
900	TRANSFER NON-LAPSING	\$ 2,533									
GRAND TOTAL		\$ 71,587,946	\$ 73,665,065	\$ -	\$ -	\$ 73,665,065	\$ 32,174,907	\$ 36,375,459	\$ 5,114,699	\$ 4,935,198	\$ 179,501

(Unaudited)

NEWTOWN BOARD OF EDUCATION
BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING - DECEMBER 31, 2016

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2015 - 2016	YTD			YTD			ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	
			APPROVED BUDGET	TRANSFERS 2016 - 2017	CURRENT TRANSFERS	CURRENT BUDGET	EXPENDITURE	ENCUMBER			BALANCE
100	SALARIES										
	Administrative Salaries	\$ 3,151,698	\$ 3,279,499	\$ 134,620	\$ 3,414,119	\$ 1,653,280	\$ 1,690,241	\$ 70,597	\$ 69,660	\$ 937	
	Teachers & Specialists Salaries	\$ 30,052,327	\$ 30,360,859	\$ (404,419)	\$ 29,956,440	\$ 10,388,767	\$ 19,447,184	\$ 120,489	\$ 36,244	\$ 84,245	
	Early Retirement	\$ 92,500	\$ 92,500	\$ (8,000)	\$ 84,500	\$ 84,500	\$ -	\$ -	\$ -	\$ -	
	Continuing Ed./Summer School	\$ 86,725	\$ 93,673	\$ (9,595)	\$ 84,078	\$ 56,023	\$ 23,085	\$ 4,970	\$ 5,000	\$ (31)	
	Homebound & Tutors Salaries	\$ 270,422	\$ 313,957	\$ 1,766	\$ 315,723	\$ 63,900	\$ 60,701	\$ 191,122	\$ 170,650	\$ 20,472	
	Certified Substitutes	\$ 541,936	\$ 612,194	\$ 35,000	\$ 647,194	\$ 233,257	\$ 194,523	\$ 219,415	\$ 217,000	\$ 2,415	
	Coaching/Activities	\$ 533,857	\$ 552,240	\$ -	\$ 552,240	\$ 153,604	\$ 6,166	\$ 392,470	\$ 392,470	\$ 0	
	Staff & Program Development	\$ 147,350	\$ 118,642	\$ 28,000	\$ 146,642	\$ 53,731	\$ 41,312	\$ 51,600	\$ 51,599	\$ 1	
	CERTIFIED SALARIES	\$ 34,876,815	\$ 35,423,564	\$ (222,628)	\$ -	\$ 35,200,936	\$ 12,687,062	\$ 21,463,212	\$ 1,050,662	\$ 942,623	\$ 108,039
	Supervisors/Technology Salaries	\$ 762,380	\$ 774,426	\$ 10,238	\$ 784,664	\$ 372,989	\$ 377,105	\$ 34,570	\$ 30,600	\$ 3,970	
	Clerical & Secretarial salaries	\$ 2,077,293	\$ 2,113,795	\$ 21,213	\$ 2,135,008	\$ 959,482	\$ 1,149,287	\$ 26,238	\$ 25,000	\$ 1,238	
	Educational Assistants	\$ 2,081,240	\$ 2,195,075	\$ 85,200	\$ 2,280,275	\$ 928,339	\$ 1,297,706	\$ 54,230	\$ 34,300	\$ 19,930	
	Nurses & Medical advisors	\$ 689,039	\$ 740,966	\$ (9,990)	\$ 730,976	\$ 257,048	\$ 445,680	\$ 28,248	\$ 26,800	\$ 1,448	
	Custodial & Maintenance Salaries	\$ 2,856,536	\$ 2,937,449	\$ 5,057	\$ 2,942,506	\$ 1,353,034	\$ 1,566,081	\$ 23,391	\$ 15,100	\$ 8,291	
	Non-Certified Salary Adjustment	\$ -	\$ 37,240	\$ (37,240)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Career/Job salaries	\$ 195,433	\$ 177,557	\$ 3,814	\$ 181,371	\$ 41,598	\$ 120,406	\$ 19,367	\$ 18,000	\$ 1,367	
	Special Education Services Salaries	\$ 905,457	\$ 1,038,077	\$ 69,913	\$ 1,107,990	\$ 452,379	\$ 603,947	\$ 51,664	\$ 48,967	\$ 2,697	
	Attendance & Security Salaries	\$ 245,476	\$ 299,909	\$ 11,423	\$ 311,332	\$ 144,387	\$ 165,551	\$ 1,394	\$ 1,394	\$ 0	
	Extra Work - Non-Cert	\$ 73,181	\$ 74,902	\$ 8,000	\$ 82,902	\$ 66,441	\$ 2,011	\$ 14,451	\$ 14,451	\$ (0)	
	Custodial & Maintenance. Overtime	\$ 160,542	\$ 199,090	\$ -	\$ 199,090	\$ 98,781	\$ -	\$ 100,309	\$ 100,000	\$ 309	
	Civic activities/Park & Rec	\$ 32,329	\$ 36,000	\$ -	\$ 36,000	\$ 8,880	\$ -	\$ 27,120	\$ 25,620	\$ 1,500	
	NON-CERTIFIED SALARIES	\$ 10,078,907	\$ 10,624,486	\$ 167,628	\$ -	\$ 10,792,114	\$ 4,683,357	\$ 5,727,774	\$ 380,983	\$ 340,232	\$ 40,751
	SUBTOTAL SALARIES	\$ 44,955,721	\$ 46,048,050	\$ (55,000)	\$ -	\$ 45,993,050	\$ 17,370,419	\$ 27,190,986	\$ 1,431,645	\$ 1,282,855	\$ 148,790

NEWTOWN BOARD OF EDUCATION
BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING - DECEMBER 31, 2016

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2015 - 2016	APPROVED BUDGET	YTD		CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
				TRANSFERS 2016 - 2017	CURRENT TRANSFERS						
200	EMPLOYEE BENEFITS										
	Medical & Dental Expenses	\$ 8,184,758	\$ 8,835,765	\$ -		\$ 8,835,765	\$ 4,467,257	\$ 4,342,847	\$ 25,661	\$ 26,106	\$ (445)
	Life Insurance	\$ 84,732	\$ 86,329	\$ -		\$ 86,329	\$ 41,559	\$ -	\$ 44,770	\$ 44,391	\$ 379
	FICA & Medicare	\$ 1,344,106	\$ 1,400,448	\$ -		\$ 1,400,448	\$ 567,681	\$ -	\$ 832,767	\$ 832,767	\$ 0
	Pensions	\$ 501,410	\$ 572,848	\$ 25,000		\$ 597,848	\$ 572,675	\$ 6,961	\$ 18,212	\$ 18,212	\$ 0
	Unemployment & Employee Assist.	\$ 25,567	\$ 92,000	\$ (5,000)		\$ 87,000	\$ 8,711	\$ -	\$ 78,289	\$ 72,400	\$ 5,889
	Workers Compensation	\$ 502,926	\$ 529,446	\$ (20,000)		\$ 509,446	\$ 382,685	\$ 120,202	\$ 6,560	\$ -	\$ 6,560
	SUBTOTAL EMPLOYEE BENEFITS	\$ 10,643,499	\$ 11,516,836	\$ -	\$ -	\$ 11,516,836	\$ 6,040,568	\$ 4,470,010	\$ 1,006,258	\$ 993,876	\$ 12,382
300	PROFESSIONAL SERVICES										
	Professional Services	\$ 870,115	\$ 647,822	\$ -		\$ 647,822	\$ 277,772	\$ 115,873	\$ 254,177	\$ 247,255	\$ 6,922
	Professional Educational Ser.	\$ 123,873	\$ 213,495	\$ -		\$ 213,495	\$ 91,279	\$ 8,853	\$ 113,363	\$ 112,000	\$ 1,363
	SUBTOTAL PROFESSIONAL SVCS	\$ 993,988	\$ 861,317	\$ -	\$ -	\$ 861,317	\$ 369,052	\$ 124,725	\$ 367,540	\$ 359,255	\$ 8,285
400	PURCHASED PROPERTY SVCS										
	Buildings & Grounds Services	\$ 612,204	\$ 714,500	\$ -		\$ 714,500	\$ 438,746	\$ 203,700	\$ 72,054	\$ 71,054	\$ 1,000
	Utility Services - Water & Sewer	\$ 131,078	\$ 125,000	\$ -		\$ 125,000	\$ 54,994	\$ -	\$ 70,006	\$ 74,656	\$ (4,650)
	Building, Site & Emergency Repairs	\$ 406,991	\$ 460,850	\$ -		\$ 460,850	\$ 159,020	\$ 64,071	\$ 237,759	\$ 237,759	\$ 0
	Equipment Repairs	\$ 220,021	\$ 291,511	\$ -		\$ 291,511	\$ 147,220	\$ 16,600	\$ 127,691	\$ 127,691	\$ 0
	Rentals - Building & Equipment	\$ 297,461	\$ 302,392	\$ (21,292)		\$ 281,100	\$ 121,479	\$ 99,575	\$ 60,046	\$ 55,000	\$ 5,046
	Building & Site Improvements	\$ 198,425	\$ 192,000	\$ -		\$ 192,000	\$ 158,495	\$ 9,279	\$ 24,226	\$ 27,051	\$ (2,825)
	SUBTOTAL PUR PROPERTY SVCS	\$ 1,866,180	\$ 2,086,253	\$ (21,292)	\$ -	\$ 2,064,961	\$ 1,079,954	\$ 393,224	\$ 591,782	\$ 593,211	\$ (1,429)

NEWTOWN BOARD OF EDUCATION
BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING - DECEMBER 31, 2016

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2015 - 2016	APPROVED BUDGET	YTD		CURRENT TRANSFERS	CURRENT BUDGET	YTD		ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
				TRANSFERS 2016 - 2017				EXPENDITURE	ENCUMBER		
500	OTHER PURCHASED SERVICES										
	Contracted Services	\$ 463,370	\$ 463,861	\$ 56,142		\$ 520,003	\$ 305,531	\$ 55,368	\$ 159,104	\$ 159,000	\$ 104
	Transportation Services	\$ 4,005,405	\$ 4,193,260	\$ 29,000		\$ 4,222,260	\$ 1,850,378	\$ 1,904,907	\$ 466,975	\$ 463,579	\$ 3,396
	Insurance - Property & Liability	\$ 351,478	\$ 368,060	\$ 14,000		\$ 382,060	\$ 297,356	\$ 82,122	\$ 2,582	\$ 2,325	\$ 257
	Communications	\$ 125,067	\$ 140,705	\$ 16,000		\$ 156,705	\$ 69,459	\$ 76,522	\$ 10,724	\$ 11,279	\$ (555)
	Printing Services	\$ 31,424	\$ 36,627	\$ -		\$ 36,627	\$ 6,517	\$ 3,867	\$ 26,243	\$ 26,243	\$ (0)
	Tuition - Out of District	\$ 3,340,004	\$ 3,191,564	\$ -		\$ 3,191,564	\$ 2,507,401	\$ 1,724,622	\$ (1,040,458)	\$ (1,040,781)	\$ 323
	Student Travel & Staff Mileage	\$ 239,559	\$ 226,547	\$ (4,000)		\$ 222,547	\$ 94,664	\$ 70,017	\$ 57,866	\$ 57,866	\$ (0)
	SUBTOTAL OTHER PUR SERVICES	\$ 8,556,307	\$ 8,620,624	\$ 111,142	\$ -	\$ 8,731,766	\$ 5,131,306	\$ 3,917,425	\$ (316,965)	\$ (320,489)	\$ 3,524
600	SUPPLIES										
	Instructional & Library Supplies	\$ 699,031	\$ 860,268	\$ (34,100)		\$ 826,168	\$ 492,053	\$ 45,108	\$ 289,007	\$ 289,007	\$ (0)
	Software, Medical & Office Sup.	\$ 147,019	\$ 189,520	\$ (750)		\$ 188,770	\$ 67,237	\$ 51,752	\$ 69,781	\$ 69,781	\$ (0)
	Plant Supplies	\$ 288,981	\$ 411,000	\$ -		\$ 411,000	\$ 210,083	\$ 54,087	\$ 146,830	\$ 146,830	\$ (0)
	Electric	\$ 1,513,972	\$ 1,348,936	\$ -		\$ 1,348,936	\$ 651,177	\$ -	\$ 697,759	\$ 697,759	\$ 0
	Propane & Natural Gas	\$ 250,512	\$ 343,667	\$ -		\$ 343,667	\$ 102,909	\$ -	\$ 240,758	\$ 242,060	\$ (1,302)
	Fuel Oil	\$ 475,015	\$ 210,944	\$ -		\$ 210,944	\$ 28,818	\$ -	\$ 182,126	\$ 182,126	\$ (0)
	Fuel For Vehicles & Equip.	\$ 290,269	\$ 209,268	\$ -		\$ 209,268	\$ 32,183	\$ -	\$ 177,085	\$ 175,199	\$ 1,886
	Textbooks	\$ 123,796	\$ 177,465	\$ -		\$ 177,465	\$ 76,218	\$ 3,655	\$ 97,592	\$ 97,592	\$ (0)
	SUBTOTAL SUPPLIES	\$ 3,788,596	\$ 3,751,068	\$ (34,850)	\$ -	\$ 3,716,218	\$ 1,660,678	\$ 154,602	\$ 1,900,938	\$ 1,900,354	\$ 584

NEWTOWN BOARD OF EDUCATION
BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING - DECEMBER 31, 2016

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2015 - 2016	YTD				YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	TRANSFERS 2016 - 2017	CURRENT TRANSFERS	CURRENT BUDGET					
700	PROPERTY										
	Capital Improvements (Sewers)	\$ 124,177	\$ 124,177	\$ -	\$ 124,177	\$ 116,813	\$ -	\$ 7,364	\$ -	\$ 7,364	
	Technology Equipment	\$ 549,253	\$ 525,000	\$ -	\$ 525,000	\$ 339,930	\$ 123,916	\$ 61,154	\$ 61,154	\$ 0	
	Other Equipment	\$ 47,090	\$ 66,449	\$ -	\$ 66,449	\$ 10,935	\$ -	\$ 55,514	\$ 55,514	\$ 0	
	SUBTOTAL PROPERTY	\$ 720,520	\$ 715,626	\$ -	\$ -	\$ 715,626	\$ 467,678	\$ 123,916	\$ 124,032	\$ 116,668	\$ 7,364
800	MISCELLANEOUS										
	Memberships	\$ 60,602	\$ 65,291	\$ -	\$ 65,291	\$ 55,252	\$ 570	\$ 9,469	\$ 9,469	\$ (0)	
	SUBTOTAL MISCELLANEOUS	\$ 60,602	\$ 65,291	\$ -	\$ -	\$ 65,291	\$ 55,252	\$ 570	\$ 9,469	\$ (0)	
TOTAL LOCAL BUDGET		\$ 71,585,413	\$ 73,665,065	\$ -	\$ -	\$ 73,665,065	\$ 32,174,907	\$ 36,375,459	\$ 5,114,699	\$ 4,935,198	\$ 179,501

NEWTOWN BOARD OF EDUCATION
 BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING - DECEMBER 31, 2016

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2015 - 2016	APPROVED BUDGET	YTD TRANSFERS 2016 - 2017	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
-------------	------------------	-------------------------	--------------------	---------------------------------	----------------------	-------------------	--------------------	----------	---------	----------------------------	----------------------

<u>BOARD OF EDUCATION FEES & CHARGES - SERVICES</u>	<u>2016-17 APPROVED BUDGET</u>	<u>RECEIVED</u>	<u>BALANCE</u>	<u>% RECEIVED</u>
LOCAL TUITION	\$30,800	\$16,080.00	\$14,720.00	52.21%
<u>HIGH SCHOOL FEES</u>				
PAY FOR PARTICIPATION IN SPORTS	\$77,450	\$36,939.00	\$40,511.00	47.69%
PARKING PERMITS	\$20,000	\$20,000.00	\$0.00	100.00%
CHILD DEVELOPMENT	\$8,000	\$8,000.00	\$0.00	100.00%
	\$105,450	\$64,939	\$40,511	61.58%
MISCELLANEOUS FEES	\$2,750	\$1,355.33	\$1,394.67	49.28%
TOTAL SCHOOL GENERATED FEES	\$139,000	\$82,374	\$56,626	59.26%

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - DECEMBER 31, 2016

OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

OBJECT	EXPENSE CATEGORY	BUDGETED	1st ANTICIPATED	Less Than Budget	2nd ANTICIPATED	FEB RECEIVED	MAY EXPECTED	BALANCE
100	SALARIES	\$ (91,331)	\$ (38,390)	\$ (52,941)	\$ -	\$ -	\$ -	\$ -
200	EMPLOYEE BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
300	PROFESSIONAL SERVICES	\$ (71,540)	\$ (70,891)	\$ (649)	\$ -	\$ -	\$ -	\$ -
400	PURCHASED PROPERTY SERV.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500	OTHER PURCHASED SERVICES	\$ (1,470,522)	\$ (1,410,808)	\$ (59,714)	\$ -	\$ -	\$ -	\$ -
600	SUPPLIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
700	PROPERTY	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800	MISCELLANEOUS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL GENERAL FUND BUDGET		\$ (1,633,393)	\$ (1,520,089)	\$ (113,304)	\$ -	\$ -	\$ -	\$ -
100	SALARIES							
	Administrative Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Teachers & Specialists Salaries	\$ (14,509)	\$ -	\$ (14,509)	\$ -	\$ -	\$ -	\$ -
	Early Retirement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Continuing Ed./Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Homebound & Tutors Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Certified Substitutes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Coaching/Activities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Staff & Program Development	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	CERTIFIED SALARIES	\$ (14,509)	\$ -	\$ (14,509)	\$ -	\$ -	\$ -	\$ -
	Supervisors/Technology Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Clerical & Secretarial salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Educational Assistants	\$ (17,599)	\$ (15,957)	\$ (1,642)	\$ -	\$ -	\$ -	\$ -
	Nurses & Medical advisors	\$ (1,807)	\$ -	\$ (1,807)	\$ -	\$ -	\$ -	\$ -
	Custodial & Maint Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Non Certified Salary Adjustment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Career/Job salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Special Education Svcs Salaries	\$ (57,416)	\$ (22,433)	\$ (34,983)	\$ -	\$ -	\$ -	\$ -
	Attendance & Security Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Extra Work - Non-Cert	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Custodial & Maint. Overtime	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Civic activities/Park & Rec	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	NON-CERTIFIED SALARIES	\$ (76,822)	\$ (38,390)	\$ (38,432)	\$ -	\$ -	\$ -	\$ -
	SUBTOTAL SALARIES	\$ (91,331)	\$ (38,390)	\$ (52,941)	\$ -	\$ -	\$ -	\$ -

FOR THE MONTH ENDING - DECEMBER 31, 2016

OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

OBJECT	EXPENSE CATEGORY	BUDGETED	1st ANTICIPATED	Less Than Budget	2nd ANTICIPATED	FEB RECEIVED	MAY EXPECTED	BALANCE
200	EMPLOYEE BENEFITS							
	SUBTOTAL EMPLOYEE BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
300	PROFESSIONAL SERVICES							
	Professional Services	\$ (71,540)	\$ (70,891)	\$ (649)	\$ -	\$ -	\$ -	\$ -
	Professional Educational Ser.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	SUBTOTAL PROFESSIONAL SVCS	\$ (71,540)	\$ (70,891)	\$ (649)	\$ -	\$ -	\$ -	\$ -
400	PURCHASED PROPERTY SVCS							
	SUBTOTAL PUR. PROPERTY SER.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500	OTHER PURCHASED SERVICES							
	Contracted Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Transportation Services	\$ (333,870)	\$ (330,847)	\$ (3,023)	\$ -	\$ -	\$ -	\$ -
	Insurance - Property & Liability	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Communications	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Printing Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Tuition - Out of District	\$ (1,136,652)	\$ (1,079,961)	\$ (56,691)	\$ -	\$ -	\$ -	\$ -
	Student Travel & Staff Mileage	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	SUBTOTAL OTHER PURCHASED SER.	\$ (1,470,522)	\$ (1,410,808)	\$ (59,714)	\$ -	\$ -	\$ -	\$ -
600	SUPPLIES							
	SUBTOTAL SUPPLIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
700	PROPERTY							
	SUBTOTAL PROPERTY	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800	MISCELLANEOUS							
	Memberships	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	SUBTOTAL MISCELLANEOUS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	TOTAL LOCAL BUDGET	\$ (1,633,393)	\$ (1,520,089)	\$ (113,304)	\$ -	\$ -	\$ -	\$ -

Excess Cost and Agency placement Grants are budgeted at 75%.

The 1st Anticipated is at 75% which equals \$113,304 less grant revenue than budgeted.

Goals and Objectives

School Year: 2016/2017

Board Members:

The proposed improvement plan is intended to continue to move what is now positive K-12 energy in an even more meaningful place for our 4,000 learners. The draft is a combination of your beliefs, the design of Central Office planning, and the wisdom of our building administrators.

Ideally, you will be in a position to move the document from proposal to action at your Tuesday, September 6, Board of Education Meeting.

The Board of Education will look to bring to appropriate close three 2015-2016 initiatives that will profoundly impact teaching and learning:

1. The *Future Forecast Committee* presented their seven month study to the Board of Education at the close of the school year. The Board of Education will continue to have public dialogue around the issue and then look to bring the issue to close early within the 2016-2017 school year.
Completed: On Tuesday, December 6, the BOE brought to close the facility and enrollment study. The school board took action to maintain the present K-12 alignment and to continue the use of all school buildings.
2. The *Long Term Planning Committee* will present their work on August 16. The Board of Education should bring to close this recommendation early on in the 2016-2017 school year.
Completed: On August 16, the Board of Education took unanimous action to endorse the updated and revised mission and vision of the district.
3. The opening of the new Sandy Hook School will return students from Monroe for the start of the 2016-2017 school year.
Completed: A detailed plan was executed throughout the summer months of July and August. The new school opened on time and without issues as it welcomed 355 children on August 29th.

Upon closure of the above three mentioned focus areas, the Board of Education will launch a year-long study on school start time, sleep, and what constitutes an optimal environment for teaching and learning. Findings will be brought back to the Board of Education on or before June 2017.

Beginning: The board will offer further direction to administration in January 2017 on the task at hand.

In addition, the following will be accomplished:

Teaching and Learning

- Under the leadership of the Assistant Superintendent of Curriculum and Instruction, a continued review of K-12 alignment, particularly at the transition years, will be examined with the focus on English Language Arts (ELA) with findings back to the Board-at-large on or before May 2017.

Ongoing: The study of alignment, rigor, and choice in ELA has begun and the target date of May 2017 will be met by the K-12 ELA Self-study Committee.

- Under the leadership of the Director of Pupil Services, creative in-house programs will be developed on a district platform for the exceptional learner.

Ongoing: District programming was piloted for the start of the 2016-17 school year with an ongoing review taking place at the building level and at central office. The school board will receive a brief overview of the multiple pilots in January (within the budget process) and a detailed presentation in May/June 2017.

- Under the leadership of the Assistant Superintendent and the Curriculum and Instruction Committee of the Board of Education, a continued focus will remain on the following:

- Grade nine opportunities for the highly capable learner (Ninth Grade Academy);
Ongoing: Under the leadership of the high school administration an update on 2016-17 initiatives and a further update on the 2017-18 grade nine programming will be shared with the board in April/May 2017.
- Defining and implementing a K-12 social emotional learning program for all children;
Second Semester Launch: Administration will be reviewing the present grant funded K-8 *Second Step Program* and will be evaluating the emerging 5-12 *Project Adventure Challenge program*. These two programs serve as the cornerstone to the K-12 SEL scope and sequence.
- Expanding the *Project Adventure Challenge Program* to high school students;
Ongoing: In December a formal presentation was made to a potential program funder (Newtown Rotary). In early January a second presentation will be made (Sandy Hook PTA Foundation) to complete a shared funding plan which would support the 9-12 student opportunity.
- Examining appropriate rigor for grade eight youngsters to have a positive transition to Newtown High School.

Ongoing: Middle School and high school leadership teams continue to meet to review, examine, and enhance the grade 8/9 opportunity. The specific grade 8 rigor review will be a second semester investigation completed before the start of the new school year.

School Climate and Culture

- Partnership work with both certified and non-certified staff will continue with a focus on creating an optimal teaching and learning environment for students (Para/NFT Climate and Culture Committees)

Completed: Monthly meetings with both certified and non-certified staff have taken place since August 2016. It should be noted that this best practice Newtown initiative was recently presented statewide at the CABE/CAPSS Conference in November 2016.

- A *New Teacher Cohort* will be offered throughout the year for all first year certified staff and designed to be proactive with solutions pertaining to student learning and building logistics:

Completed: The framework for this initiative was finalized at the start of the new school year. Mandatory meetings take place every six weeks with new staff.

- An *Aspiring Leadership Cohort* will be in place for the 2016-2017 school year offering professional learning growth opportunities to certified staff;

Completed: The opportunity was finalized for the start of the new school year. Monthly meetings take place with aspiring leaders offering each member a better understanding of the role and the responsibility of a school administrator.

- A *Teacher Forum Committee* will be in place to proactively problem-solve with every school being represented in a monthly reoccurring meeting.

Completed: This proactive initiative was in place for the start of the school year. Monthly meetings are held with representation from each school. This proactive approach to labor and management differences is a direct connect to an enhanced K-12 school climate.

Communication

- Community Forums will be held monthly (9/28, 10/26, 12/7, 1/25, 2/22, 3/22, 4/26, 5/17) on timely topics pertaining to teaching and learning;

Ongoing: Forums will continue to be held throughout the second semester of this school year.

- An enhanced monthly cable show will be produced through the community local cable station which will allow celebration and timely information to be shared with Newtown residents:

Ongoing: Monthly shows have been offered to the community since August. This cablecast serves as a learning opportunity for students (student directed) and as an opportunity for sharing information with the community on our students, staff, and community partners.

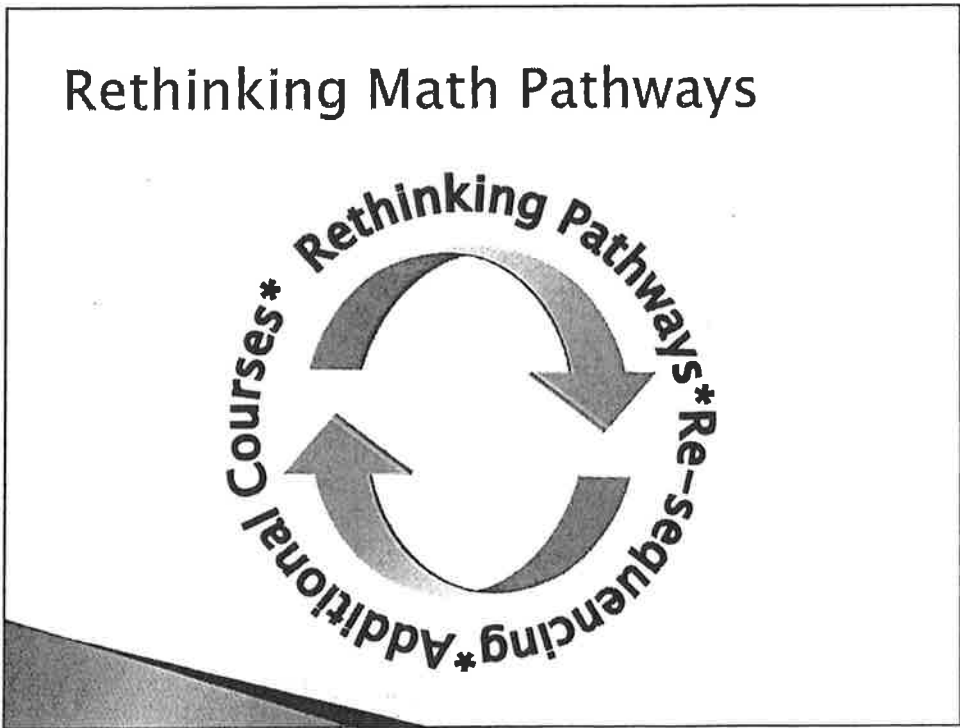
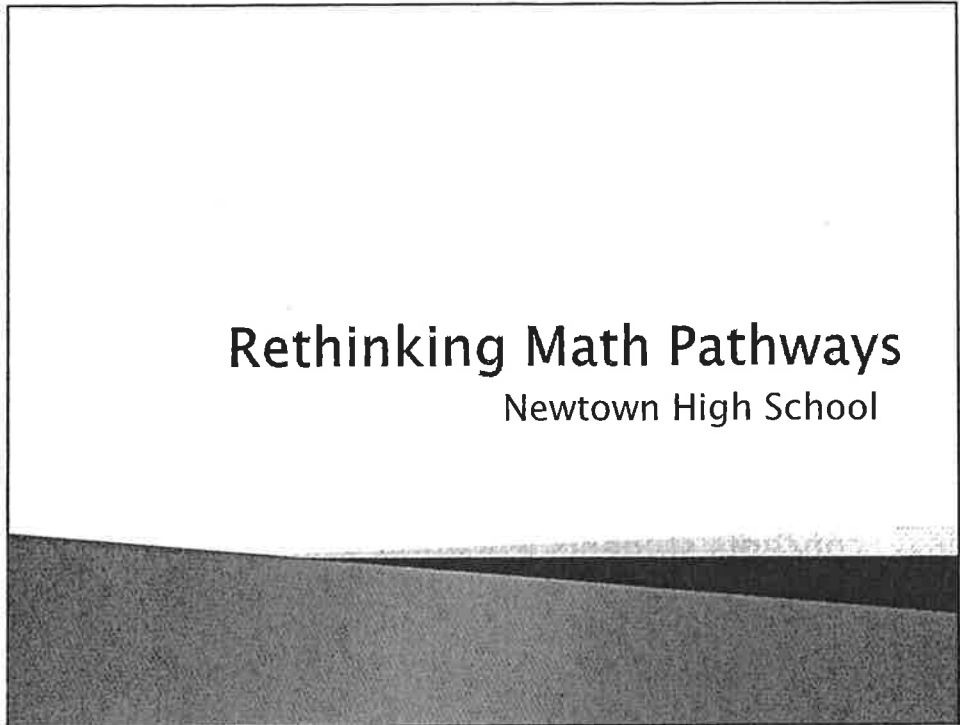
- A daily open hour will be hosted by the Superintendent each morning starting at 6:30 a.m. offering accessibility without appointment.

Ongoing: Every morning (exception when out-of-district) opens with a community hour as the open session continues to be a busy time with multiple stakeholders discussing a wide range of issues.

Together, although the tasks above have great challenge, I am confident that in partnership we will make a significant difference in the lives of our learners....one student at a time.

Respectfully,

Dr. Joseph Erardi, Jr.



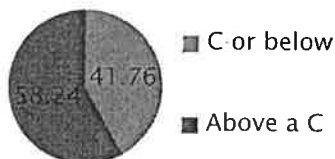
Benefits

- ▶ Accommodates a wider range of students
- ▶ Reinforces concepts and skills in Algebra
- ▶ Aligns with restructured SAT (90% focus on Algebra)
- ▶ Provides a closer connection to math concepts needed for higher level science courses
- ▶ Offers a broader range of mathematical concepts students will apply in the real world

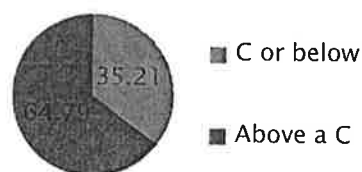
Algebra 1 Foundations 1 & Algebra 1 Foundations 2

Data from end of Quarter 2. School year 2016–2017

CPB Algebra 1



CPB Algebra 2



Data from Summer School Enrollment

Summer	Amount of Students from Algebra 1	Amount of Students from Algebra 2
2016	5	2
2015	2	2
2014	5	8
2013	5	3

College Math Topics

- ▶ 2010–2011 (Seven years ago)
 - 400 graduating seniors
 - 297 took four years of math
 - 74.25%
- ▶ 2016–2017
 - Anticipated 431 graduating seniors
 - 361 taking four years of math
 - 83.75%
- ▶ Growth of 9.5% over seven years!

Summary of Courses

- ▶ Algebra 1 Foundations 1 & 2
 - Algebra 1 concepts spread out over two years
 - Recommended to be co-taught
- ▶ College Math Topics
 - Wide range of topics covered
 - Concepts seen on the SAT/ACT
 - Overview of essential topics they can use in the real world

Pathways

- ▶ Curriculum Guides
- ▶ Syllabi
- ▶ Various problems a student may see
- ▶ [Pathways Website](#)

NEW PROGRAM/PILOT and RESEARCH PROJECT APPLICATION
Newtown Public Schools
**ALL new programs/pilots and research projects MUST be approved by the
Newtown BOE.**

What will the program/pilot or research project be called?

College Math Topics

Give a brief description of the program/pilot or research project:

This course would replace the current Intermediate Algebra class. Topics will include, linear expressions, linear equations, systems of equations, graph analysis, problem solving, data analysis, quadratic and exponential functions. Time will also be spent on financial and math applications of the real world. This course will be offered for students who leave Algebra 2 and would like an alternate course to Pre-calculus or CPA Statistics. Problem solving techniques relating algebra to real world applications and standardized test preparation would be incorporated throughout the course.

PLANNING

Please answer the following questions:

1. What is the documented need for the program/pilot or research project?

This course would replace the Intermediate Algebra Class. The students who are currently enrolled in the Intermediate Algebra Class were enrolled on the promise of potential college credit. This college credit is no longer offered to students. This College Math Topics Class would be offered in place of the Intermediate Algebra Class as a more useful course for the students. It would open up opportunities for students to form a broader perspective of mathematical concepts that will both engage students as well as provide them with a wider overview of essential topics they can use in the real world.

2. What research is available about the effectiveness of this program/pilot or research project?

This course would be offered as an alternative class for students who have taken Algebra 1, Algebra 2, and Geometry, but have not shown a desire to continue with Pre-calculus or Statistics. Currently, more and more students are taking four years of math.

In 2010-2011, just seven years ago, of the 400 graduating seniors, 297 of these students took four years of math (74.25%).

This current school year, 2016-2017, of the anticipated 431 graduating seniors, 361 of these students currently take four years of math (83.75%).

Over seven years, the percentage of students who have taken four years of math has grown 9.5%.

3. How does the program/pilot or research project align with the core beliefs of the Newtown Public Schools?

This course relates directly to the Mission Statement of Newtown Public Schools: “The mission of the Newtown Public Schools, a partnership of students, families, educators, and community, is to inspire each student to excel in attaining and applying the knowledge, skills and attributes that lead to personal success while becoming a contributing member of a dynamic global community...”

This course is also correlated with Newtown High School’s Problem Solving 21st century learning expectation: “Newtown students will demonstrate and apply appropriate procedures to solve and communicate an authentic problem or situation.”

4. Who have you communicated with about the program/pilot or research project and what are the responses? (ex. Building leadership team, department chair)

This idea was brought up and discussed as a whole by the NHS math department. We wrote the reasoning together and this reasoning was presented to Dr. Lorrie Rodrigue, followed by Jean Davila. After positive feedback about this proposal this course was discussed with the Newtown High School leadership team, followed by the Curriculum and Instruction committee.

5. Was the program/pilot or research project critiqued by a curriculum committee? What were their comments?

No.

6. Which staff and students will participate in the first year of the program/pilot or research project? How will they be selected?

One or two staff members will be needed to teach the three sections of this course that are being proposed. The students who are apt to take this class are the students who would have taken our Intermediate Algebra class.

7. What are the staffing implications?

Currently we have two teachers teaching Intermediate Algebra. We would need one or two of these teachers to teach the three sections proposed of this class.

8. Do you anticipate that this will become a mandated program/pilot or research project?

No. However, this is an alternative class for students who would like to take four years of math.

- 9. When and how will the initial, start-up curriculum be written prior to initiation of the program/pilot or research project?**

It is proposed that two-three teachers as well as myself are relieved of a duty responsibility during semester two of the 2016-2017 school year to write this curriculum.

- 10. What is the plan for pre-implementation training and follow-up training?**

None.

- 11. What are the projected costs for planning and future implementation? (i.e. curriculum development, instruction recourses, staff training)**

None.

MEASURING EFFECTS

- 12. How will you measure the program/pilot or research project effectiveness?**

This course will be measured on how effective it is based off of student enrollment. Additionally, student success will be measured through ongoing evaluation of homework/classroom instruction, classroom formative assessments, common summative assessments (mid-year and final exams), student progress reports/grades, student self-reflection and teacher anecdotal information.

- 13. Who will use the information to decide if the program/pilot or research project will be continued?**

The math department as well as the Newtown High School Administration.

- 14. When and how will the results be communicated to the Board?**

Both results can be communicated to the Board in late Fall of 2017.

CONTACT PERSON Lauren Dominick (High School Math Department Chair)

DATE November 30, 2016

NEW PROGRAM/PILOT and RESEARCH PROJECT APPLICATION
Newtown Public Schools
**ALL new programs/pilots and research projects MUST be approved by the
Newtown BOE.**

What will the program/pilot or research project be called?

Algebra 1 Foundations 1/Algebra 1 Foundations 2

Give a brief description of the program/pilot or research project:

This course accommodates those students whose organizational skills and basic mathematical skills need reinforcement. Algebra 1 topics will be covered over a two year time span with Algebra 1 Foundations 1 course being the first of the two courses and Algebra 1 Foundations 2 being the second of the two courses. Topics will include: operations under the real number system, properties of Algebra, linear equations, inequalities and their applications, arithmetic and geometric sequences, scatter plots and trend lines, piecewise and absolute value functions, fitting function to data, systems of linear equations, inequalities and their applications, introduction to polynomials, quadratic functions, factoring, solving quadratic equations and rational expression. Problem solving techniques relating algebra to real world applications and standardized test preparation are incorporated throughout the course.

These courses are recommended to be co-taught classes. We anticipate the students leaving these courses will find greater success in the higher level math classes.

PLANNING

Please answer the following questions:

1. What is the documented need for the program/pilot or research project?

This course would be offered to the group of students that struggle with foundational math concepts. Algebra 1 is the most essential math course students take. It is their building block and foundation, and, therefore, time should be spent solidifying that foundation for future courses. Currently, there are many students who are enrolled in our CPB level math courses that have not mastered foundational math concepts. Therefore, a great deal of instructional time is lost re-teaching these skills. This course created would be called Algebra 1 Foundations 1 and Algebra 1 Foundations 2. It would take the Algebra 1 content and spread it out over two years with extra time to embed a deeper explanation of foundational math concepts.

2. What research is available about the effectiveness of this program/pilot or research project?

Data has been collected for each of the CPB classes being offered. The data collected is: how many students are enrolled in this course, how many students are receiving a C or below at the end of the second quarter, and what that number is as a percent. This data can be seen in the table below.

Course	Total amount of students in course	Total amount of students in the course receiving a C or below	Percentage of students in the course receiving a C or below
CPB Algebra 1	91	38	41.76 %
CPB Geometry	94	25	26.6%
CPB Algebra 2	71	25	35.21%

As seen in the table, the greatest numbers of students struggling are in the Algebras. These skills need to be reinforced for some students over a two year period.

3. How does the program/pilot or research project align with the core beliefs of the Newtown Public Schools?

This course relates directly to the Mission Statement of Newtown Public Schools: The mission of the Newtown Public Schools, a partnership of students, families, educators, and community, is to inspire each student to excel in attaining and applying the knowledge, skills and attributes that lead to personal success while becoming a contributing member of a dynamic global community...

This course is also correlated with Newtown High School's Problem Solving 21st century learning expectation: Newtown students will demonstrate use of the scientific method and apply appropriate procedures to solve and communicate an authentic problem or situation.

4. Who have you communicated with about the program/pilot or research project and what are the responses? (ex. Building leadership team, department chair)

This idea was brought up and discussed as a whole by the NHS math department. We wrote the reasoning together and this reasoning was presented to Dr. Lorrie Rodrigue, followed by Jean Davilla. After positive feedback about this proposal this course was discussed with the Newtown High School leadership team, followed by the Curriculum and Instruction committee.

5. **Was the program/pilot or research project critiqued by a curriculum committee? What were their comments?**

No.

6. **Which staff and students will participate in the first year of the program/pilot or research project? How will they be selected?**

One staff member will be needed to teach the one section of this course that is being proposed. The students who would take this class would be on a recommendation basis. Additionally, this course is recommended to be a co-taught class.

7. **What are the staffing implications?**

This class would reduce the sections of CPA/CPB Algebra 1 which would not cause any implications.

8. **Do you anticipate that this will become a mandated program/pilot or research project?**

No.

9. **When and how will the initial, start-up curriculum be written prior to initiation of the program/pilot or research project?**

It is proposed that two-three teachers as well as myself are relieved of a duty responsibility during semester two of the 2016-2017 school year to write this curriculum.

10. **What is the plan for pre-implementation training and follow-up training?**

None.

11. **What are the projected costs for planning and future implementation? (i.e. curriculum development, instruction recourses, staff training)**

None.

MEASURING EFFECTS

12. **How will you measure the program/pilot or research project effectiveness?**

This course will be measured on how effective it is based off of student success over three years of math. This student success will be based off of ongoing evaluation through homework/classroom instruction, classroom formative assessments, common summative

assessments (mid-year and final exams), student progress reports/grades, student self-reflection and teacher anecdotal information.

- 13. Who will use the information to decide if the program/pilot or research project will be continued?**

The math department as well as the Newtown High School Administration.

- 14. When and how will the results be communicated to the Board?**

Results of semester averages of these students can be communicated to the BOE.

CONTACT PERSON Lauren Dominick (High School Math Department Chair)

DATE November 30, 2016

AUGUST 5(8)

M	T	W	TH	F
27	28	29	30	31

22-All Teachers Report

22, 23 & 24 -Staff Development

Days

27 Students Report

SEPTEMBER 17(17)

M	T	W	TH	F
--	4	5	6	7
--	11	12	13	14
17	18	--	20	21
24	25	26	27	28

3-Labor Day, Schools Closed

10-Rosh Hashanah-Schools

Closed

19-Yom Kippur-Schools Closed

OCTOBER 23(23)

M	T	W	TH	F
1	2	3	4	*5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

5 - 2-hr. delay - Staff Dev.

NOVEMBER 19(20)

M	T	W	TH	F
			1	2
5	--	7	8	9
12	13	14	15	16
19	20	* 21	--	--
26	27	28	29	30

6-Election Day-Schools Closed For

Students, Staff Development Day

***21-Early Dismissal - Thanksgiving**

22-23-Thanksgiving Recess

DECEMBER 15(15)

M	T	W	TH	F
3	4	*5	6	7
10	11	12	13	14
17	18	19	20	*21
--	--	--	--	--
--				

***5-Early Dismissal-Staff Dev.**

***21-Early Dismissal for holiday**

24-31-Holiday Recess

JANUARY 21(21)

M	T	W	TH	F
--	--	2	3	4
7	8	9	10	*11
14	15	16	17	18
--	22	23	24	25
28	29	30	31	

1-New Year's Day

***11-Early Dismissal-Staff Dev.**

21-Martin Luther King Day,

Schools Closed

FEBRUARY 18(18)

M	T	W	TH	F
				*1
4	5	6	7	8
11	12	13	14	15
--	--	20	21	22
25	26	27	28	

***1- 2-hr. delay-Staff Dev.**

18-19-Schools Closed

APRIL 17(17)

M	T	W	TH	F
1	2	*3	4	5
8	9	10	11	12
--	--	--	--	--
22	23	24	25	26
29	30			

***3-2-hr. delay - Staff Dev.**

15-19- Schools Closed

MAY 22(22)

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	*17
20	21	22	23	24
--	28	29	30	31

***17-2-hr. delay - Staff Dev.**

27-Memorial Day- Schools Closed

JUNE 5(5)

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

☀-Projected last day of school

without emergency closing days

■-Projected last day of school

if the 5 built-in days are used

MARCH 21(21)

M	T	W	TH	F
				1
4	5	6	7	8
11	*12	13	14	15
18	19	20	21	22
25	26	27	28	29

***12-Early Dismissal-Staff Dev.**

Student Days - 183

Teacher Days - 187

The calendar builds-in five emergency closings, with the last day of school projected as June 14th. Unused closings will be deducted from this date. Extra closings will be added on June 17, 18, 19 and 20 with additional days taken from the April break starting with 4/19, 4/18, etc.

Open House Dates:

Elementary - Sept. 4 & 5

Reed Intermediate - Sept. 6 gr. 5/ Sept. 20 gr. 6

Middle School - Aug. 29 gr. 7/Aug. 30 gr. 8

High School - Sept. 13

Conference Dates/Early Dismissal Times:

Elementary - Oct. 23, 24, 25 & 26 - 1:07 p.m. dismissal.....Mar. 14 & 15 - 1:37 p.m. dismissal

Reed Intermediate - Oct. 23, 24, 25 & 26 - 12:20 p.m. dismissal.....Mar. 14 & 15 - 12:49 p.m. dismissal

Middle School - Oct. 23, 24, 25 & 26 - 11:42 a.m. dismissal.....Mar. 14 & 15 - 12:02 p.m. dismissal

High School - November 13, 14, 15 & 16 - 12:02 p.m. dismissal.....Mar. 14 & 15 - 12:02 p.m. dismissal

Adopted:



State of Connecticut

Task Force to Study Life-Threatening Food Allergies in Schools

LEGISLATIVE OFFICE BUILDING, ROOM 3100
HARTFORD, CONNECTICUT 06106-1591
PHONE: (860) 240-0420 / FAX: (860) 240-0023

Co-Chairpersons

Erin Spaulding and Michelle Embree Ku

Meeting Minutes

Thursday, December 29, 2016

11:00 a.m., in Room 1D of the Legislative Office Building

The meeting was called to order at 11:04 a.m. by Michelle Embree Ku, Co-Chairperson.

The following members were present: Erin Spaulding, Michelle Embree Ku, James Rosen, Michael Corjulo, Salvatore Urso, Jessica Curran, Regina Owusu, John Frassinelli, and Alyson Martin.

Absent was: Patricia Shoemaker

The minutes from the December 8, 2016 meeting were amended to reflect that Alyson Martin was absent. The amended minutes were approved.

The minutes from the December 15, 2016 meeting were approved.

Members voted on the following proposed recommendations:

1. That authorization for students to self-carry an auto-injectable epinephrine device be made separate from the authorization to self-administer epinephrine in the legislation.
Total number voting: 8, voting yea 8, voting nay 0, absent and not voting 1, abstain 1.
2. That the serving or selling of peanut, tree nut, or shellfish products or those that may pose possible cross contamination during processing be prohibited in school before, during, or after school hours; and that mechanisms to prevent direct and accidental exposure to all other known student allergens are ensured.
Total number voting: 9, voting yea, 6, voting nay 3, absent and not voting 1, abstain 0.
3. That the use of food for celebrations or rewards be prohibited.
Total number voting 9, voting yea 5, voting nay 4, absent and not voting 1, abstain 0.
4. That school culinary programs and course curriculum implement allergen restrictions and safety protocols to allow safe participation for food-allergic students.
Total number voting 8, voting yea 5, voting nay 3, absent and not voting 1, abstain 1.
5. That standardized annual training for all school staff be required – targeted at specific roles, that must include a review of the district's allergy plan, allergy awareness, prevention protocols, inclusion, food allergy bullying/harassment/shaming and schools' emergency response as it relates to anaphylaxis -- and include opportunity for in-person review of training topics.
Total number voting 9, voting yea 6, voting nay 3, absent and not voting 1, abstain 0.

6. That all food service directors and personnel (outsourced or district managed) be required to complete standardized food allergy training. Training must include overview of food allergies, limitations of Food Allergen Labelling and Consumer Protection Act, how to vet foods for top 8 (potentially 9 if proposed legislation to include sesame as a major allergen passes) allergens, avoidance of cross contamination, how to make food substitutions, and effective cleaning and sanitation practices. In addition, food service providers must implement consistent/standardized practices for the accommodation and safety of food allergic students, in compliance with USDA regulations.
Total number voting 9, voting yea 6, voting nay 3, absent and not voting 1, abstain 0.
7. That all districts be required to complete annual survey questions that address implementation of district allergy plans, incidence of anaphylaxis and other food allergic reactions, use of epinephrine, implementation of 504 evaluations, and social-emotional indicators (*modeled after the collection of concussion data in the annual School Health Services survey*).
Total number voting 9, voting yea 6, voting nay 3, absent and not voting 1, abstain 0.
8. That the ability for the parent/guardian to “submit, in writing, to the school nurse and school medical advisor, if any, that epinephrine shall not be administered to such student under this subdivision” PA 14-176 (substitute for 10-212a(a)2) be eliminated.
Total number voting 8, voting yea 6, voting nay 2, absent and not voting 1, abstain 1.
9. That the Connecticut State Department of Education create a mechanism to monitor implementation of district food allergy plans based on revised guidelines.
Total number voting 9, voting yea 5, voting nay 4, absent and not voting 1, abstain 0.
10. That food allergy awareness be integrated into school climate and wellness programs, including providing information for the entire parent/family community on food allergy awareness, management, and acceptance.
Total number voting 9, voting yea 7, voting nay 2, absent and not voting 1, abstain 0.
11. That the Healthy and Balanced Curriculum framework (circa 2006) be updated to include life threatening food allergies.
Total number voting 9, voting yea 9, voting nay 0, absent and not voting 1, abstain 0.
12. That the Department of Public Health collaborate with the Connecticut State Department of Education to pursue Centers for Disease Control and Prevention funding to promote public awareness and education about food allergies.
Total number voting 9, voting yea 7, voting nay 2, absent and not voting 1, abstain 0.
13. That the Family and Consumer Sciences and Culinary Arts Programs/Curriculum be updated to include dietary restrictions, cross contamination and allergen identification.
Total number voting 9, voting yea 8, voting nay 1, absent and not voting 1, abstain 0.
14. That there shall be training regarding the symptoms and treatment of anaphylaxis, including the administration of epinephrine auto injectors to identified students, provided to all transportation personnel on an annual basis and upon hire throughout the year.
Total number voting 9, voting yea 7 voting nay 2, absent and not voting 1, abstain 0.
15. That all transportation personnel have specific knowledge of the students on their vehicle that has been identified as having food allergies. Identification is to be kept in an obvious location in the vehicle and available to all drivers, including substitutes. This is to be a shared responsibility/collaboration between the student, the parent and/or guardian of the student, designated school personnel, and the transportation company.
Total number voting 9, voting yea 9, voting nay 0, absent and not voting 1, abstain 0.
16. That all transportation vehicles are equipped with functioning emergency communication devices (e.g., cell phones, two-way radios and walkie-talkies).

Total number voting 9, voting yea 9, voting nay 0, absent and not voting, 1 abstain 0.

17. That food is not to be eaten on the school bus or any transportation vehicles unless indicated in an IEP or 504 plan.

Total number voting 9, voting yea 6, voting nay 3, absent and not voting 1, abstain 0.

18. That, to ensure the safety of students with life-threatening food allergies during school transportation, transportation personnel be mandated to follow the American Academy of Pediatrics Standard of Care
Total voting 9, voting yea 9, voting nay 0, absent and not voting 1, abstain 0.

19. That the training shall be the responsibility of the transportation company, possibly utilizing the school nurse or nursing supervisor, EMS personnel or physicians.

Total number voting 8, voting yea 8, voting nay 0, absent and not voting 1, abstain 1.

20. That the State employs an ombudsperson to serve as an advisory resource and for the reconciliation of disagreements between parents/guardians and districts about 504 plans or district policies that apply to students with life-threatening food allergies.

Total number voting 9, voting yea 6, voting nay 3, absent and not voting 1, abstain 0.

21. That the Connecticut State Department of Education Guidelines for the Management of Life Threatening Food Allergies and Glycogen Storage Diseases be updated to reflect current evidence-based practice and promote safety and inclusion of students with life-threatening food allergies. The updated guidelines will include the following essential elements:

- a. Clarified legal requirements with regard to Section 504, FAPE, USDA regulations for accommodation of food allergic students in school nutrition programs
- b. A model district plan to facilitate implementation and promote practice according to revised guidelines
- c. A standardized emergency allergy plan that integrates a medication authorization indicating epinephrine as first-line medical treatment for anaphylaxis
- d. Specific criteria for foods used as part of a curriculum, including procedures for allergen avoidance and means for including all students
- e. Specific plans to address the social and emotional aspects of life threatening food allergies and means for school districts to promote the psychosocial well-being of students with life threatening food allergies.
- f. School staff (including but not limited to teachers, paraprofessionals, administrators, related service providers, nurses, cafeteria staff, bus drivers) and students should be provided with education and training regarding risks, reactions, signs, and symptoms, as well as, proactive safety and inclusion strategies and practices for students with LTFA.
- g. The roles and responsibilities of school districts and other school personnel as listed in the CDC Guidelines
- h. If parents choose to opt their child out of an allergen-free table in the cafeteria, the school team and parents will work together to provide the child with a safe alternative that all agree upon
- i. The recommendation that all students with a known life-threatening food allergy have a 504 plan that includes an Emergency Health Care Plan; evaluate all other students with reported life-threatening food allergy for medical diagnosis and Section 504 with Emergency Health Care Plan; and promote collaborative partnerships with parents and their healthcare providers to identify accommodations that promote the safety and inclusion of each individual student for all school related activities (including but not limited to regular school day hours, school nutrition programs, bus, field trips, school sponsored before and after school activities/events, and

athletics

- j. Recommendations for how to make every learning environment safe for all students with known or unknown life-threatening food allergy
- k. Procedures for how to promote no food sharing to minimize the risk of accidental exposure

Total voting 9, voting yea 7, voting nay 2, absent and not voting 1, abstain 0.

22. That glycogen storage disease guidelines be separated from guidelines for the management of life threatening food allergies (Connecticut State Department of Education Guidelines for the Management of Life Threatening Food Allergies and Glycogen Storage Diseases).

Total number voting 9, voting yea 9, voting nay 0, absent and not voting 1, abstain 0.

23. That, pending guidelines revisions, CSDE issue a circular letter clarifying the need for all districts to comply with existing state and federal legislation, including the requirement for an IHCP and EHCP, and application of Section 504 to all students with known or reported LTFA to have accommodations that address the safety and inclusion of each individual student.

Total number voting 8, voting yea 5, voting nay 3, absent and not voting 1, abstain 1.

24. That the work group for the guideline revisions be co-chaired by a representative from the Connecticut State Department of Education and a member of the Task Force to Study Life Threatening Food Allergies and include at least two additional task force members, at least one of whom is a parent advocate.

Total number voting 9, voting yea 8, voting nay 1, absent and not voting 1, abstain 0.

The meeting was adjourned at 4:01 p.m.