

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

Minutes of the Board of Education meeting on December 18, 2018 at 7:30 p.m. in the Council Chambers at 3 Primrose Street.

M. Ku, Chair	L. Rodrigue
R. Harriman-Stites, Vice Chair	J. Evans Davila
D. Cruson, Secretary	R. Bienkowski
D. Leidlein	5 Staff
J. Vouros	30 Public
A. Clure	1 Press
D. Delia	
C. Dubois	
R. Morrill	

Mrs. Ku called the meeting to order at 7:30 p.m.

Item 1 – Pledge of Allegiance

MOTION: Mrs. Leidlein moved that the Board of Education add the financial report for the month ending November 30, 2018 to the agenda. Mr. Cruson seconded. Motion passes unanimously.

Item 2 – Celebration of Excellence

Dr. Rodrigue spoke about the opportunity for Reed students in Project Challenge to participate in the WordMasters Challenge which is an exercise in critical thinking where students become familiar with a set of new words harder than in their grade level and then challenges them to use those words to complete analogies and express various kinds of logical relationships. Materials have been specifically created for students in grades three through eight. Tonight Dr. Rodrigue was proud to recognize two students who have represented the Newtown Public Schools in the WordMasters Challenge which involves nearly 150,000 students annually. Sixth graders Matthew and Shawn Cardamone earned a perfect score of 20 on the challenge. Only 24 sixth graders nationally achieved this result. Anne Uberti, Reed Principal, and Cheryl McCaffrey, the Project Challenge teacher, were also at the meeting. Mrs. Ku congratulated the students and presented them with a certificate of achievement.

Item 3 – Consent Agenda

MOTION: Mr. Cruson moved that the Board of Education approve the consent agenda which includes the minutes of December 4, 2018, the high school Ski/Snow Sports Club field trip, donation of instruments for Reed Intermediate and Newtown High School, the resignation of Matthew Hirsch, and the correspondence report. Mr. Vouros seconded. Motion passes unanimously.

Item 4 – Public Participation

Item 5 – Reports

Chair Report: Mrs. Ku thanked Dr. Rodrigue for guiding the district through an incredible day on Friday as well as the Sandy Hook staff and All-Star Transportation for transporting the students so quickly. She also thanked the staff at the Senior Center and Children's Adventure Center and the Safety and Security Committee for the plans they have put in place. Mrs. Ku said the CAFE and EdAdvance Legislative Breakfast is set for January 15 in Ridgefield. The Board of Finance, Board of Selectman and Board of Education were invited to attend the December 19 Legislative Council meeting to discuss the budget and CIP. Our request for the non-lapsing fund will be considered by the Board of Finance in January.

Superintendent's Report: Dr. Rodrigue recognized the community for their calm during the Friday incident along with the staff, police and security. She met with the police on Monday and all agreed that the drills we do are critically important. The most important outcome was that all students were safe. Karyn Holden was invited to speak on behalf of the Sandy Hook parents and staff.

Karyn Holden, 68 Berkshire Road, spoke on behalf of the Sandy Hook parents and thanked the amazing and dedicated staff at Sandy Hook School for what they did on Friday. They handled a scary situation with professionalism and their usual warmth and put aside their fears putting our children first. She thanked Dr. Rodrigue, the central office staff, Dr. Gombos, Ms. MacLaren, the police, the bus drivers and All-Star Transportation, the Senior Center and the Adventure Center. We will always remember the families and keep them in our heart. The Sandy Hook parents at the meeting were recognized.

Dr. Rodrigue thanked her. She recognized the music department and the concerts being held throughout the district. An update on facilities capital projects and building and site maintenance projects was given to the Board and reviewed.

Committee Reports:

Mr. Vouros said that the Curriculum and Instruction Committee met with Dr. Kim Longobucco, Liz Ward, and Veronica Egas, who teaches the Spanish 1A hybrid course, and discussed the progress they are making. The students from the middle school taking this course are those who completed their reading requirements but did not participate in the foreign language program.

Mrs. Harriman-Stites reported that the Policy Committee was continuing to move through the 5000 series and Title IX and Title VII policies. They are also looking at Board of Education bylaws and code of ethics compared to the Town.

High School Student Reports:

Clare Dubois reported that many clubs have been hosting Christmas theme meetings. Wednesday the Link Crew brought cookies and frosting to decorate holiday treats with the freshmen. Seniors are beginning to hear from colleges and are finishing their applications. Robert Morrill reported that high school concerts were being held in this week. Student art projects are being displayed at the Booth Library. Hockey has their first game tomorrow and this past Monday Unified Basketball had its first practice.

Financial Report:

MOTION: Mr. Cruson moved that the Board of Education approve the financial report and transfers for the month ending November 30, 2018. Mr. Clure seconded. Motion passes unanimously.

Mr. Bienkowski presented his report and noted that the Excess Cost Grant with a 75% reimbursement is expected to provide approximately \$35,000 less than was budgeted. The total grant of \$1,478,189 will provide offsets to the eligible expenses reported. Half of this is expected to be received in February.
Motion passes unanimously.

Item 6 – Old Business

Special Education Self-Study Report:

Dr. Rodrigue introduced Maria Synodi and Gail Mangs who conducted the self-study.

Ms. Synodi thanked Dr. Rodrigue for reaching out to them to prepare the study and also thanked the parents and staff for sharing information. Critical for us were the stories relayed to them and the themes that rose from the stories. The three major areas of concern were the ability to deliver a specialized reading program, the confidentiality of information that came out of central office or a school to parents with another child's name, and that parents had the perception they weren't valued members of the process that exists for special education. Parents didn't feel equal partners in that process. The largest and most vocal praise was about the staff in the Newtown Public Schools. They are caring, competent, and dedicated to delivering quality education. The layout of the report has some background information, history, growth, staffing numbers, and also outlines methods used to collect data and the analysis of parent and staff responses.

Ms. Mangs thanked everyone that participated. There was an overwhelming, positive feeling that staff and families felt about those working in Newtown schools. They are very caring and vested in the progress of their students.

Regarding specialized reading programs, the district has a handle on programs now but things didn't happen until parents brought it to the Board of Education. The confidentiality issue relates to paperwork and sending the wrong student information with incorrect names.

Professional development and training around special education was suggested for parents. Specialized teachers should also receive training. The staff feels they need more training related to special education and that the paraeducators are not getting enough training. One issue is around how they will be paid if they go to training.

Special education teachers are overwhelmed and caseloads are too large. They heard from parents and staff that they get the work done at their own expense and time by not taking lunch or staying late. She looked at our DRG and in terms of paraeducators per special education students we are average. In terms of special education teachers our ratio is a little higher per student. Also, we only have one full time OT, social workers are not in the elementary schools, and school psychologists feel overburdened with respect to PPTs and IEPs.

Basically, parents were fairly positive about PPTs. Looking at the number of parents who completed the survey and came to forums tells us those who came had something specific to address. The majority of parents are satisfied with the program. Some parents and staff felt they weren't being listened to. When central office staff attended PPTs, parents felt they could not speak during them.

Looking at the recommendations, the reading programs are adequately staffed and being implemented but we recommend staff teach the appropriate program. When students are identified we advise looking at the way evaluations are performed and what kind of program comes out of that. They should also look at IEPs.

Regarding confidentiality, parents shouldn't receive documents that should go to other families. Take note of who is sending them out and who double checks before being sent.

Regarding professional development and training, parents and staff feel paraeducators need more training. You need to look at what staff feels they are missing. Parents mentioned there were more workshops for them around special education. Special education teacher and

paraeducator caseloads need to be looked at. When paras are out they don't always have a replacement. Look at how they are being used. Look at how school psychologists are being used in PPTs. They chair most of these meetings and that is not common. It is also suggested to look at policies and procedures across district so it's the same in each building.

Mrs. Ku thanked them for this report.

Mrs. Harriman-Stites also thanked them and felt the biggest concern was that parents had a voice and she wanted to be sure there was no breach or anything that impeded staff or parents from feeling they had a safe place to speak.

Ms. Mangs said they did

Mrs. Harriman-Stites asked if there was a transcript of the forums for backup data besides the survey. She wanted the comments.

Ms. Mangs stated there was no taping. They only had personal notes they wouldn't be able to share. The surveys were done through the school district. There are many more comments in the survey than at the forums.

Dr. Rodrigue said there were over 1,800 comments from staff and parents but we would have to redact names before giving to the Board.

Mrs. Harriman-Stites stated that we were clear that we wanted to see the actual comments and as much raw data as possible.

Mr. Delia agreed and would like to see it if possible.

Dr. Rodrigue would get that to the Board but was unsure of how long it would take.

Mrs. Leidlein wanted to revisit a few areas of the report. Regarding the specialized reading programs, professional development and the district offering certification she asked what the central office recommendation would be.

Dr. Rodrigue referred to Wilson which is critically important and will be a component of our responsibility when hiring teachers. We solicited for Orton Gillingham and several teachers offered to be trained.

Mrs. Leidlein asked if regular education teachers were offered the opportunity to be trained. Deb Petersen said it was offered to the special education staff also.

Mrs. Leidlein asked that regarding confidentiality, if there would be an opportunity for parents to be trained to feel more comfortable coming to a PPT meeting.

Dr. Rodrigue said this was provided years ago. SEPTO has already provided workshops for parents. We are working with the special education department to make that happen.

Mrs. Leidlein asked if there could be training for staff on concussion and brain injury.

Dr. Rodrigue said we have qualified people in district and provide training to coaches but providing it for teachers is also important.

Mr. Vouros said he is on the Paraeducator Climate and Culture Committee and everything that has been said is true. They need a tremendous amount of training.

Mrs. Harriman-Stites asked that regarding confidentiality, if they got the feeling it was a systemic deficiency and needed training on this.

Ms. Mangs said they heard it enough to feel it's a real issue.

Mrs. Leidlein asked if we give paraeducators training for PPTs.

Dr. Rodrigue said it was not formal training. As new teachers come in they meet with supervisors and are told their role in those meetings. There is no formalized training in that area.

Mrs. Evans Davila said mentors discuss this with their mentees.

Mr. Delia asked if there was a common practice regarding the PPT process.

Ms. Mangs stated that there is a difference from building to building. The school psychologist is the constant attending PPTs. When central office staff is there, the PPT is run differently.

Mrs. Harriman-Stites questioned that statement and Ms. Mangs said there is a feeling felt by both parents and district personnel that they did not feel free to speak their mind because the central office staff member was there. They felt they didn't know the students that well.

Mrs. Harriman-Stites asked for feedback on what works best in a PPT.

Ms. Mangs said it varies from child to child and district to district on who attends the PPT.

Mr. Delia asked if anything came up about SRBI.

Ms. Mangs said most felt it takes too long.

Mr. Vouros asked if there is teacher participation in PPTs.

Ms. Mangs said more felt their participation and opinion were respected but some felt they weren't.

Mrs. Harriman-Stites asked if our staff participation in the survey was typical.

Ms. Mangs said your teacher participation was higher.

Mr. Cruson has concerns related to the district and we need to continue the discussion on the district level.

Mrs. Harriman-Stites wants to the Superintendent and staff to look at the recommendations and come back to the Board with their thoughts.

Dr. Rodrigue will need time to go through that as well as getting the raw data.

Mr. Cruson doesn't want to see it get lost since it has budget implications and we need to address concerns soon.

Second Read and Action on Policies:

Policy 6151 Class Size:

Mrs. Harriman-Stites said there was one edit in the second sentence to remove the word "well." The sentence should read, "The benefits of smaller class size are documented in research and can be an effective strategy for improving student performance."

Dr. Rodrigue said we are hoping the policy moves forward regarding students and class size.

We would like to continue to look at the numbers and would send a comparison from other districts. This is about student needs. The regulations could change.

Mrs. Harriman-Stites recommended passing this policy without the regulation and Dr. Rodrigue would continue to look at it.

Mr. Delia agreed for Dr. Rodrigue to do more research to make a smart decision.

Mrs. Ku said we would have a discussion after the Superintendent came back after discussing class size with the principals.

Dr. Rodrigue said data suggests that smaller kindergarten class size is very important.

Mrs. Harriman-Stites said the jump between second and third grades is important also. Mr. Vouros said it's not just the number in the class. You also have to look at the makeup of students with different needs in the same class.

MOTION: Mr. Cruson moved that the Board of Education approve Policy 6151 Class Size with the noted change. Ms. Harriman-Stites seconded. Motion passes unanimously.

MOTION: Mr. Cruson moved that the Board of Education approve Policy 4212.42 Drug and Alcohol Testing for School Bus Drivers, Policy 5141.21 Administering Mediation, and Policy 6153 Field Trips. Mrs. Harriman-Stites seconded. Motion passes unanimously.

Item 7 – New Business

2019 BOE Committees:

MOTION: Mr. Cruson moved that the Board of Education approve the 2019 Board of Education Committees. Mr. Vouros seconded. Motion passes unanimously.

EdAdvance Transportation Contract:

Dr. Rodrigue said this if for an extension of the EdAdvance Transportation Contract. We are running 20 vans but are budgeted for 24. They have been a long-term partner with us.

Mr. Bienkowski said we are experiencing a favorable expenditure this year from the services we get and some runs were combined. They run 132 vehicles in this section of the state and are an excellent provider of special education transportation. They will keep their costs constant for the year. We have removed \$33,000 from the proposed budget next year hoping we could move forward with their flat rate for next year.

MOTION: Mr. Cruson moved that the Board of Education approve the following resolution:

WHEREAS, the Board entered into a Contract for Transportation Services with Education Connection (now known as EdAdvance) dated June 3, 2014 and subsequently approved a First Amendment to the Contract dated February 21, 2017 (together, the "Contract");

WHEREAS, the current term of the Contract terminates on June 30, 2019; and

WHEREAS, the Board has determined that it would be beneficial to extend the Contract until June 30, 2020.

BE IT RESOLVED, that the Board extend the Contract through June 30, 2020 with EdAdvance for the provision of student transportation services described in the Contract.

FURTHER RESOLVED, that the Board also hereby waives the requirement for a performance bond from EdAdvance for the 2019-2020 contract year.

FURTHER RESOLVED, that the Superintendent be authorized to finalize the terms of and execute an amendment to the Contract on behalf of the Board and to take all actions necessary and proper to carry out the completion and execution of the extension and amendment to the Contract.

Mrs. Harriman-Stites seconded.

Mr. Delia asked if the purchasing agent was involved in this.
Mr. Bienkowski gave him the contract to review and told him since we received this offer wouldn't need to go out to bid.

Mr. Delia asked how much we spend on this service.
Mr. Bienkowski said there was \$770,000 in this year's budget but that was reduced. Next year it would be \$662,000.

Mr. Clure asked why we didn't bid this contract out.
Mr. Bienkowski said we discussed operations with them. We questioned their billing and they considered extending the contract for a year. If they didn't we probably would not have brought this forward at this time which is good since we are assembling the budget.

Mr. Clure asked if there was still time to go out to bid.
Mr. Bienkowski said we wouldn't bill until late February or early March. If we did that, this offer would be off the table. There is no one of this caliber to provide this service for us.

Mrs. Ku said when they started offering this service a good number of districts began using them and they are also our RESC.
Mr. Bienkowski said between 30 and 35 towns use their services.

Mrs. Ku said there were discussions about combining routes between towns.
Mr. Bienkowski said that is still in discussion. There has been a master google sheet that has been shared so districts can see where they all transport students.

Dr. Rodrigue mentioned that we helped fill that out also with Ms. Petersen's help to see where we could save transportation money.

Mr. Clure asked if we waives out purchasing policy.
Mr. Bienkowski said we did not. Our current policy has a provision regulation 3323(b) which says the Board may consider extending a contract that will be a financial advantage for the Board. This is only for one year.

Mr. Clure said this is the second extension.
Mr. Bienkowski said we could have awarded that contract for five years but did it on a yearly basis. Their rates were included when they bid five years ago.

Mrs. Harriman-Stites asked who provided service prior to EdAdvance.
Mr. Bienkowski said we had MTM which was a local offshoot of the owner/operators. We were pleased to get the bid from EdAdvance. All-Star also bid but they were more.

Mr. Clure stated he would not be voting in favor of this which doesn't have anything to do with the cost or service but being accountable and transparent and not using the bid process. We won't know what the market conditions will be.

Mrs. Ku said she would support this. Knowing what EdAdvance has done for us in the past as far as rates goes there is no other deal better than this.
Mr. Vouros said the money is an issue but more importantly it is who is transporting students and the safety of the children.

Vote: 6 ayes, 1 nay (Mr. Clure) Motion passes.

Item 8 – Public Participation

Jennifer Strychalsky, 57 Pecks Lane, said that regarding the self-study, she is concerned for parents of children out-placed and parents with children with 504s. She is the president of SEPTO and has had informational meetings. The procedural safeguards book is small and pages aren't consistent and confusing. The format could be larger paper with a larger font. She asked them to listen to the special education teachers regarding their caseloads.

Liza Mecca, 10 Wills Road, said that since August her son is getting proper reading instruction. She is confident her daughter will get better services and thanked the Board for listening to them.

Brenda McRae, 3 Far Horizon Drive, asked where to get the report. Dr. Rodrigue said it would be posted on line.

Ryan Knapp 11 Jeremiah Road, was surprised we were waiving the performance bond for the transportation contract as it protects the Board when contractors fail to perform.

MOTION: Mr. Cruson moved to adjourn. Mrs. Harriman-Stites seconded. Motion passes unanimously.

Item 9 – Adjournment

The meeting adjourned at 9:42 p.m.

Respectfully submitted:

Daniel J. Cruson, Jr.
Secretary



31 Pecks Lane
Newtown, CT 06470
(203) 304 - 9778
Fax: (203) 304 - 9776

Principal Approval:

Ky ✓

Not needed - provided by SKI 93

CHARTER-BUS REQUEST

Person requesting: Trent Harrison School: NHS

Club: SKI/Snow Sports Club Date of trip: Jan 18-20th

Pickup time: 7-8pm AM / PM Destination: Killington Mtn Vt. (Quality Inn)

Address of destination: 253 S. Main Street Rutland VT 05701 (Rutland)

Leave time from destination: 4³⁰ pm AM / PM Snow/Rain date: None

Teacher in charge of trip: T Harrison

No. students: 40-49 No. staff: upto 4 No. parents (if applicable): 2?

Do any students have special needs for transportation? Yes / No

If **yes**, what is required? (wheel chair, harness, etc): _____

If multiple students have special needs requirements, please list: _____

Party responsible for payment: T. Harrison (SKI Club)

Contact person: Trent Harrison Phone No.: 203-470-4232

If additional space required for listing, please include separate page

- A minimum of **two weeks** is needed to place a reservation. Please understand that availability of a date decreases the later you wait.
- Average capacity is 50 students per bus. Capacity decreases for older students and adult-sized passengers.
- Students with special needs requirements (wheel chair, harness) will require a Type II bus as full-size buses cannot accommodate.
- If trip is being paid through a grant, school is still **responsible for payment for service**.
- Please fax this request with all completed information. A confirmation will be faxed back to you with all costs.
- We reserve the right to have buses back in town for school dismissal schedule.
- Cancellation or postponement of a reserved trip requires a minimum of two hours' notice on a school day; one day prior if a weekend trip. Failure to notify may incur a cost for time bus ran.

**NHS SKI CLUB TRIP TO VERMONT
JANUARY 18-20th**

Killington, staying at the Quality Inn, Rutland

Killington is well known and offers a great variety of skiable terrain!

Quad occupancy \$364 (\$182 deposit)

Triple occupancy \$384 (\$192 deposit)

Double occupancy \$424 (\$212 deposit)

Price includes:

Round trip motorcoach transportation from NHS to Killington and back

2 night's lodging

2 day lift ticket for Killington

2 breakfasts

1 dinner

Please complete the form below and attach a **50% NON-REFUNDABLE DEPOSIT** per person.

Final Payment will be due DECEMBER 17th.

SPACE IS ALLOCATED ON A FIRST DEPOSITED, FIRST RESERVED

Student Name grade email address deposit

Student Name	grade	email address	deposit

Once form is completed, please return to MR. HARRISON in room A200.

Please, no additions or subtractions to the room assignment (for logistical reasons)

Trip is limited to the first 40 participants, then space will be evaluated and filled on order of receipt. (Based on Motor Coach seating.)

Newtown Public Schools
 Visual and Performing Arts
 Instrument Donations
 December 2018

Mrs. Deborah Peterson 55 Lookout Drive Sandy Hook, CT 06482	Pearl Bell Kit w/case Yamaha Trumpet YTR200AD w/case LeBlanc Clarinet w/case	Serial # 20215017 Serial # T03088 Serial # 052157 7214	Good Good Good	approx. \$150 approx. \$350-400 approx. \$225
Cynthia Baldour 17 Grays Plain Road Sandy Hook, CT 06482	4/4 Becker Violin (no bow) 4/4 Gehenfelber Violin (no bridge, tailpiece, end button, strings – needs a lot of work)	Serial # 2498 No serial #	Fair Non-functioning	approx. \$90-\$100 \$50
Talyn Estores (Mr and Mrs. Jon Estores) 168 Taunton Hill Road Newtown, CT 06470	4/4 Meisel Violin (broken peg) (needs repairs)	Serial #6184 – 113276	Fair	approx. \$150
Mr. William Eder 58 Mount Pleasant Road Newtown, CT 06482	¾ Bass Violin (w/ 2 bows, case, tuner, instrument stand and folding music stand)		Good	approx. \$1200-\$1500

December 13, 2018

Hello Dr. Rodrigue,

I am writing this email with sincere sadness to let you know I will be resigning from my position as a 4th grade teacher effective Friday, December 21st. This is not the easiest decision to make but I feel it is best.

This district has supported and taught me so much and I am forever grateful for all I have learned.

Please feel free to contact me with any questions or concerns

Sincerely,

Matthew Hirsch

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Matthew Hirsch
4th Grade Teacher
Sandy Hook Elementary
Newtown, CT

Correspondence Report
12/04/2018 – 12/17/2018

Date	Name	Subject
12/5/2018	Megan Bennett	Thank you
12/14/2018	Mike Hayes	Sandy Hook school evacuated

Facilities Update December 2018

Updates from September are in RED
New Updates are in BLUE 12-17-2018

Capital Improvement Projects

- Middle Gate roof restoration , painting and waterproofing **COMPLETED**. Minor change order work of additional metal on 1964 section soffits should be completed in the next two weeks.

Soffit work and change orders completed. Job will be closed out.

- Hawley roof replacement of the '97 portion of the building is approx. 98% complete. External ductwork replacement and clean-up remain. The restoration portion of the '48 portion is completed.

All roof sections and change orders are completed, j

Job will be closed out this week.

Building and Site Maintenance Projects

Hawley

- Sidewalk replacement at handicap spaces to meet ADA code. **Complete**

Middle Gate

- Cafe HVAC system is ordered. Existing unit has been removed and roof preparation has begun. On September 19th the new AC unit will be installed.

New Café HVAC unit completed and tested, job is closed out.

- Two Water fountains with bottle fills are installed. PTA provided the fountains, in house staff installed them, completed on Aug 25th.

Head O Meadow

- Carpet replacement around library has begun. **Completed**
- VCT install (vinyl composition tile) at the loading dock and custodial area. **Completed**

Sandy Hook

- Baseball field repairs are completed by Park and Rec.
- Massive weeding at Sandy Hook is completed.
- Solar panels are installed, final connections and commissioning pending.

Reed

- Painting- All lower level blue classrooms have been **completed**. NOTE: Next years' Phase is to complete lower level green. This will be an ongoing multi-phase project.
- Carpet samples have been delivered to school Administration. Colors have been selected for Blue and Green LL Halls. Target to complete over winter break.
Lower Level Blue hallway scheduled for winter break.
Lower Level Green hallway scheduled for April break 2019.
- New mullions and exit devices for this phase are completed. Next phase will complete facility upgrade from hidden vertical rod devices which were very problematic to a rim device system which is more robust and easily maintained.

NMS

- Additional Exterior Security camera at front of building near A Gym. **Complete**
- Sidewalk and curb replacement (Phased project) at front entrance. **Complete**
- -VCT (Vinyl Composition Tile) at FACS and A Wing annex. **Complete**
- Auditorium sound system is complete.

NHS

- Locker repainting is **COMPLETE**.
- B Wing Stairwell # B3-treads/risers are in, install scheduled for September 19th.
- Access card reader at outdoor equipment storage garage installed. **Complete**
- Stadium-Knee wall repair and stone facing. **Complete**
- Stadium-Railings are **COMPLETE**.

- Stadium bleachers have been repainted.
- Auto shop fencing repairs and blind install are complete.

HVAC

- Order of magnitude Pricing for 'Ductless Split' air conditioning units in several areas in our non-conditioned buildings is completed. These units will need to go out to bid through our new purchasing agent. The electrical capacity at the schools are sufficient for quantity of units we need to install. Areas for consideration are, but not limited to, Hawley Multi Purpose Room, Middle School Café, Middle School Auditorium and Middle Gate Gym (MG gym is in 5 year plan). We are also looking at Air Conditioning for classrooms.

Standing Committees of the Newtown Board of Education

2019

The following are standing committees of the BOE, expected to make regular reports to the BOE as a whole. Meetings will be posted and will be open to the public. Each committee may elect a secretary. The chairperson will serve as secretary if none is elected. The committee chairperson will be responsible for calling meetings, setting agendas, and moving committee work forward. The committee secretary will write up brief minutes and post in a timely manner consistent with FOI requirements. The Board Chair, with the approval of the Board, may also appoint additional standing committees as may be needed.

CIP/FACILITIES/FINANCE COMMITTEE

1. Financial Responsibilities
 - a) Review monthly line item expenditure report from the BOE Business Director;
 - b) Review all budget transfers between line items and, when required, make recommendations for such transfers;
 - c) Review financial reporting mechanisms and yearly budget documentation for clarity and content and present any recommendations;
 - d) Review contracts prior to recommendation to the Board;
 - e) Review reports from contracted services (e.g., transportation ridership records) as needed.

2. CIP/Facilities Responsibilities
 - a) Review capital expenditures and proposals for the Town's five year capital improvement plan (CIP) in accordance with the CIP regulation timeline;
 - b) Review quarterly, building and maintenance needs with the Building and Grounds Facility Director.

COMMUNICATIONS COMMITTEE

1. Work with the Superintendent and the Board to communicate effectively with the education community and the community as a whole about school matters;
2. Produce fact-based newsletters and documents as directed by the Board

CONTRACT NEGOTIATION COMMITTEE

1. Develop a consistent body of expertise regarding union contract negotiations at the Board level;
2. Committee members will split specific union negotiations among themselves, and members should reflect a variety of skills and length of service on the Board. Additional Board members may be assigned by the Board Chair to fill out representation for specific negotiations.

CURRICULUM AND INSTRUCTION COMMITTEE

1. Ensure that the direction of the curriculum reflects the Board of Education mission, beliefs and objectives at both the course-specific and K-12 vertical alignment level;
2. Meet with administration and staff to review goals, curriculum updates, new textbooks, proposed or changed courses and programs and make recommendations regarding these items.

POLICY COMMITTEE

1. Review and propose revisions to Board policies as needed to ensure consistency with the District mission statement, best practices and for compliance with state and federal laws;
2. Develop new Board policies as appropriate.

TECHNOLOGY COMMITTEE

1. Meet with district technology representatives to review technology needs and status of inventory;
2. Review availability of technology for standardized testing and educational needs;
3. Review practices used to ensure the safety and security of the district's digital information.

LIAISONS

School. Connect with school administration and PTA to offer attendance at meetings or events when possible.

Boards and Committees. Attend meetings when possible to help keep the Board of Education informed of the activities of outside agencies.

BOE Committee Assignments, 2019

STANDING COMMITTEES

CIP/Facilities/Finance Committee

Debbie Leidlein – Chair
Dan Delia
Dan Cruson

Communication Committee

Dan Cruson - Chair
Debbie Leidlein

Contract Negotiation Committee

Michelle Embree Ku
Debbie Leidlein
Andy Clure

Curriculum and Instruction Committee

John Vouros – Chair
Michelle Embree Ku

Policy Committee

Rebekah Harriman- Stites – Chair
Dan Cruson

Technology Committee

Andy Clure - Chair
Dan Delia

LIAISONS

Schools

NHS - John Vouros

NMS – Michelle Embree Ku

RIS – Dan Delia

HAW – Rebekah Harriman-Stites

HOM – Dan Cruson

MG – Andy Clure

SHS – Debbie Leidlein

Boards and Committees

NFT Culture and Climate Committee – Rebekah Harriman-Stites

Para Culture and Climate Committee – John Vouros

School-Based Health Center – Andy Clure

District Safety and Security Team – Rebekah Harriman-Stites

EdAdvance – Michelle Embree Ku

Magnet School - Dan Delia

Superintendent's Transportation Task Force – Michelle Embree Ku

**NEWTOWN BOARD OF EDUCATION
MONTHLY FINANCIAL REPORT
NOVEMBER 30, 2018**

SUMMARY

This fifth report for the 2018-19 school year continues to provide year to date actual expenditures, encumbrances, and anticipated obligations. Account-by-account analysis continues to update these estimates as operating conditions change. Beyond salaries, benefits, and energy, many of the anticipated obligations are listed as approximate full budget spend.

During the month of November, the Board of Education spent approximately \$5.7M; \$3.9M on salaries and \$1.8M on all other objects.

The December estimate for the Excess Cost Grant has been calculated and submitted to the State based on the services currently provided to address the needs of this population. Overall, at a 75% reimbursement rate, this grant is expected to provide approximately \$35,000 less than what was budgeted. This estimate is presented in the "Offsetting Revenue Schedule" following the expenditure detail. The total grant of \$1,478,189 will provide offsets to the eligible expenses reported, one-half of which should be received in February, subject to change.

This report includes transfer recommendations to adjust one salary account resulting from teacher program reassignment during the current budget development process and a fractional allocation change, along with a contracted service for a new online resource for reading at Reed Intermediate. Also included, is a transfer for the additional Reed hallway carpeting replacement previously approved by the Board of Education CIP/Facilities/Finance Committee at their October 24, 2018 meeting. A schedule of the current breakout of Building and Site Maintenance projects follows the transfer request. A new project to replace un-operable worn out curtains at Head O'Meadow will be funded by the balance in their account, is also included.

The final transfer recommends \$100,000 from the Special Education Transportation account be moved to the Out-of-District Tuition account. The balance in the Transportation account results from savings due to changes in placements with the ability to combine some students in out-of-district runs along with fewer overall runs. Further Transportation savings of \$17,900 will be available as a result of one less school day this year than was budgeted.

Under Employee Benefits, I have included an anticipated obligation of \$29,067. This is the result of the CIRMA audit of our 2017-18 payrolls which ended up including the Armed Security Officers which were not originally budgeted into the premium when it was calculated.

Overall, our financial position has improved since last month.

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

The budget will continue to be closely monitored with any further impacts being shared as appropriate.

Ron Bienkowski
Director of Business
December 12, 2018

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 2017-18 – 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.
- Current Budget – adjusts the Approved Budget calculating adjustments (+ or -) to the identified object codes.
- Year-To-Date Expended – indicates the actual amount of cumulative expenditures processed by the school district through the month-end date indicated on the monthly budget summary report.
- Encumbered – indicates approved financial obligations of the school district as a result of employee salary contracts, purchasing agreements, purchase orders, or other identified obligations not processed for payment by the date indicated on the monthly budget summary report.
- Balance – calculates object code account balances subtracting expenditures and encumbrances from the current budget amount indicating accounts with unobligated balances or shortages.
- Anticipated Obligation - is a column which provides a method to forecast expense category fund balances that have not been approved via an encumbrance, but are anticipated to be expended or remain with an account balance to maintain the overall budget funding level. Receivable revenue (i.e., grants) are included in this column which has the effect of netting the expected expenditure.
- Projected Balance - calculates the object code balances subtracting the Anticipated Obligations. These balances will move up and down as information is known and or decisions are anticipated or made about current and projected needs of the district.

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

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

Magnet Transportation Grant – provides reimbursement of \$1,300 for local students attending approved Magnet school programs. The budgeted grant is \$52,700 for this year.

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

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

NEWTOWN BOARD OF EDUCATION
2018-19 BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING - NOVEMBER 30, 2018

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2017 - 2018	2018-19		YTD		CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	TRANSFERS 2018 - 2019	CURRENT TRANSFERS	CURRENT BUDGET						
<u>GENERAL FUND BUDGET</u>												
100	SALARIES	\$ 46,681,657	\$ 48,352,266	\$ (49,000)	\$ (2,880)	\$ 48,300,386	\$ 14,412,885	\$ 32,565,369	\$ 1,322,132	\$ 1,155,686	\$ 166,446	
200	EMPLOYEE BENEFITS	\$ 11,604,603	\$ 11,165,964	\$ -	\$ -	\$ 11,165,964	\$ 5,637,143	\$ 4,264,637	\$ 1,264,184	\$ 1,299,824	\$ (35,640)	
300	PROFESSIONAL SERVICES	\$ 860,328	\$ 823,818	\$ 10,000	\$ (1,330)	\$ 832,488	\$ 281,859	\$ 169,627	\$ 381,002	\$ 379,607	\$ 1,394	
400	PURCHASED PROPERTY SERV.	\$ 1,876,912	\$ 2,175,147	\$ 5,550	\$ -	\$ 2,180,697	\$ 1,155,305	\$ 509,434	\$ 515,958	\$ 510,381	\$ 5,577	
500	OTHER PURCHASED SERVICES	\$ 8,922,509	\$ 8,939,787	\$ 26,084	\$ 7,900	\$ 8,973,771	\$ 4,118,776	\$ 5,381,566	\$ (526,571)	\$ (319,381)	\$ (207,190)	
600	SUPPLIES	\$ 3,501,034	\$ 3,831,795	\$ 7,366	\$ (3,690)	\$ 3,835,471	\$ 1,439,960	\$ 160,257	\$ 2,235,254	\$ 2,201,563	\$ 33,691	
700	PROPERTY	\$ 556,785	\$ 596,247	\$ -	\$ -	\$ 596,247	\$ 235,923	\$ 41,847	\$ 318,476	\$ 318,906	\$ (430)	
800	MISCELLANEOUS	\$ 60,808	\$ 69,207	\$ -	\$ -	\$ 69,207	\$ 55,817	\$ 1,456	\$ 11,934	\$ 10,175	\$ 1,759	
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000	
TOTAL GENERAL FUND BUDGET		\$ 74,064,636	\$ 76,054,231	\$ -	\$ -	\$ 76,054,231	\$ 27,337,669	\$ 43,094,193	\$ 5,622,369	\$ 5,556,761	\$ 65,608	
900	TRANSFER NON-LAPSING	\$ 276,038	\$ -									
GRAND TOTAL		\$ 74,340,674	\$ 76,054,231	\$ -	\$ -	\$ 76,054,231	\$ 27,337,669	\$ 43,094,193	\$ 5,622,369	\$ 5,556,761	\$ 65,608	

(Unaudited)

NEWTOWN BOARD OF EDUCATION
2018-19 BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING - NOVEMBER 30, 2018

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2017 - 2018	2018-19 YTD		CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	TRANSFERS 2018 - 2019							
100	SALARIES										
	Administrative Salaries	\$ 3,589,381	\$ 3,927,185	\$ -	\$ 3,927,185	\$ 1,534,113	\$ 2,381,913	\$ 11,159	\$ 3,812	\$ 7,347	
	Teachers & Specialists Salaries	\$ 30,286,831	\$ 30,663,134	\$ (30,000)	\$ -	\$ 30,633,134	\$ 8,246,045	\$ 22,373,313	\$ 13,776	\$ (13,224)	\$ 27,000
	Early Retirement	\$ 32,000	\$ 40,000	\$ -	\$ 40,000	\$ 40,000	\$ -	\$ -	\$ -	\$ -	
	Continuing Ed./Summer School	\$ 88,754	\$ 93,428	\$ -	\$ 93,428	\$ 58,588	\$ 27,849	\$ 6,991	\$ 5,000	\$ 1,991	
	Homebound & Tutors Salaries	\$ 133,352	\$ 218,868	\$ -	\$ 218,868	\$ 36,417	\$ 43,123	\$ 139,328	\$ 109,678	\$ 29,650	
	Certified Substitutes	\$ 585,384	\$ 665,815	\$ (11,083)	\$ (2,880)	\$ 651,852	\$ 174,310	\$ 171,110	\$ 306,432	\$ 295,005	\$ 11,427
	Coaching/Activities	\$ 580,835	\$ 618,223	\$ -	\$ 618,223	\$ 186,570	\$ 11,454	\$ 420,199	\$ 420,199	\$ -	
	Staff & Program Development	\$ 175,766	\$ 224,173	\$ (10,000)	\$ 214,173	\$ 90,331	\$ 38,217	\$ 85,625	\$ 85,401	\$ 223	
	CERTIFIED SALARIES	\$ 35,472,303	\$ 36,450,826	\$ (51,083)	\$ (2,880)	\$ 36,396,863	\$ 10,366,373	\$ 25,046,980	\$ 983,509	\$ 905,871	\$ 77,638
	Supervisors/Technology Salaries	\$ 737,247	\$ 920,240	\$ -	\$ 920,240	\$ 331,105	\$ 519,152	\$ 69,983	\$ 37,934	\$ 32,049	
	Clerical & Secretarial salaries	\$ 2,175,395	\$ 2,276,982	\$ -	\$ 2,276,982	\$ 828,487	\$ 1,437,778	\$ 10,717	\$ 10,700	\$ 17	
	Educational Assistants	\$ 2,404,167	\$ 2,538,989	\$ 59,053	\$ 2,598,042	\$ 794,367	\$ 1,779,860	\$ 23,815	\$ 13,096	\$ 10,719	
	Nurses & Medical advisors	\$ 734,835	\$ 740,251	\$ -	\$ 740,251	\$ 198,333	\$ 515,754	\$ 26,164	\$ 24,703	\$ 1,461	
	Custodial & Maint Salaries	\$ 3,034,637	\$ 3,121,867	\$ -	\$ 3,121,867	\$ 1,214,331	\$ 1,889,388	\$ 18,148	\$ 8,270	\$ 9,878	
	Non Certified Adj & Bus Drivers salaries	\$ 24,888	\$ 68,670	\$ (56,970)	\$ 11,700	\$ 6,898	\$ 13,732	\$ (8,930)	\$ (8,732)	\$ (198)	
	Career/Job salaries	\$ 84,244	\$ 74,790	\$ -	\$ 74,790	\$ (49,308)	\$ 169,688	\$ (45,590)	\$ (45,590)	\$ (0)	
	Special Education Svcs Salaries	\$ 1,084,834	\$ 1,228,405	\$ -	\$ 1,228,405	\$ 400,145	\$ 816,555	\$ 11,704	\$ (2,169)	\$ 13,873	
	Attendance & Security Salaries	\$ 570,324	\$ 591,639	\$ -	\$ 591,639	\$ 186,035	\$ 370,599	\$ 35,005	\$ 23,497	\$ 11,508	
	Extra Work - Non-Cert	\$ 91,741	\$ 107,869	\$ -	\$ 107,869	\$ 46,307	\$ 5,883	\$ 55,678	\$ 46,177	\$ 9,501	
	Custodial & Maint. Overtime	\$ 234,510	\$ 199,738	\$ -	\$ 199,738	\$ 83,579	\$ -	\$ 116,159	\$ 116,159	\$ -	
	Civic activities/Park & Rec	\$ 32,532	\$ 32,000	\$ -	\$ 32,000	\$ 6,231	\$ -	\$ 25,769	\$ 25,769	\$ -	
	NON-CERTIFIED SALARIES	\$ 11,209,354	\$ 11,901,440	\$ 2,083	\$ -	\$ 11,903,523	\$ 4,046,512	\$ 7,518,389	\$ 338,623	\$ 249,815	\$ 88,808
	SUBTOTAL SALARIES	\$ 46,681,657	\$ 48,352,266	\$ (49,000)	\$ (2,880)	\$ 48,300,386	\$ 14,412,885	\$ 32,565,369	\$ 1,322,132	\$ 1,155,686	\$ 166,446

NEWTOWN BOARD OF EDUCATION
2018-19 BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING - NOVEMBER 30, 2018

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2017 - 2018	2018-19		YTD		CURRENT BUDGET	CURRENT EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	TRANSFERS 2018 - 2019	CURRENT TRANSFERS	YTD						
200	EMPLOYEE BENEFITS											
	Medical & Dental Expenses	\$ 8,829,256	\$ 8,183,967	\$ -	\$ -	\$ 8,183,967	\$ 4,139,466	\$ 4,017,275	\$ 27,226	\$ 27,076	\$ 150	
	Life Insurance	\$ 85,000	\$ 87,134	\$ -	\$ -	\$ 87,134	\$ 34,875	\$ -	\$ 52,259	\$ 50,159	\$ 2,100	
	FICA & Medicare	\$ 1,454,800	\$ 1,514,790	\$ -	\$ -	\$ 1,514,790	\$ 485,551	\$ -	\$ 1,029,239	\$ 1,029,239	\$ -	
	Pensions	\$ 683,223	\$ 775,643	\$ -	\$ -	\$ 775,643	\$ 706,539	\$ 6,961	\$ 62,143	\$ 96,143	\$ (34,000)	
	Unemployment & Employee Assist.	\$ 53,823	\$ 87,000	\$ -	\$ -	\$ 87,000	\$ 8,143	\$ -	\$ 78,857	\$ 68,140	\$ 10,717	
	Workers Compensation	\$ 498,501	\$ 517,430	\$ -	\$ -	\$ 517,430	\$ 262,569	\$ 240,401	\$ 14,460	\$ 29,067	\$ (14,607)	
	SUBTOTAL EMPLOYEE BENEFITS	\$ 11,604,603	\$ 11,165,964	\$ -	\$ -	\$ 11,165,964	\$ 5,637,143	\$ 4,264,637	\$ 1,264,184	\$ 1,299,824	\$ (35,640)	
300	PROFESSIONAL SERVICES											
	Professional Services	\$ 665,344	\$ 615,047	\$ -	\$ -	\$ 615,047	\$ 178,834	\$ 142,446	\$ 293,767	\$ 293,737	\$ 30	
	Professional Educational Ser.	\$ 194,984	\$ 208,771	\$ 10,000	\$ (1,330)	\$ 217,441	\$ 103,026	\$ 27,181	\$ 87,234	\$ 85,870	\$ 1,364	
	SUBTOTAL PROFESSIONAL SVCS	\$ 860,328	\$ 823,818	\$ 10,000	\$ (1,330)	\$ 832,488	\$ 281,859	\$ 169,627	\$ 381,002	\$ 379,607	\$ 1,394	
400	PURCHASED PROPERTY SVCS											
	Buildings & Grounds Services	\$ 707,757	\$ 697,600	\$ -	\$ -	\$ 697,600	\$ 383,152	\$ 260,546	\$ 53,902	\$ 52,900	\$ 1,002	
	Utility Services - Water & Sewer	\$ 140,819	\$ 137,650	\$ -	\$ -	\$ 137,650	\$ 60,777	\$ -	\$ 76,873	\$ 82,894	\$ (6,021)	
	Building, Site & Emergency Repairs	\$ 490,220	\$ 460,850	\$ -	\$ -	\$ 460,850	\$ 202,983	\$ 89,426	\$ 168,441	\$ 168,441	\$ -	
	Equipment Repairs	\$ 248,481	\$ 313,324	\$ -	\$ -	\$ 313,324	\$ 159,826	\$ 13,489	\$ 140,009	\$ 137,296	\$ 2,713	
	Rentals - Building & Equipment	\$ 265,862	\$ 272,923	\$ 5,550	\$ -	\$ 278,473	\$ 113,487	\$ 99,113	\$ 65,873	\$ 65,550	\$ 323	
	Building & Site Improvements	\$ 23,773	\$ 292,800	\$ -	\$ -	\$ 292,800	\$ 235,080	\$ 46,860	\$ 10,860	\$ 3,300	\$ 7,560	
	SUBTOTAL PUR. PROPERTY SER.	\$ 1,876,912	\$ 2,175,147	\$ 5,550	\$ -	\$ 2,180,697	\$ 1,155,305	\$ 509,434	\$ 515,958	\$ 510,381	\$ 5,577	

NEWTOWN BOARD OF EDUCATION
2018-19 BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING - NOVEMBER 30, 2018

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2017 - 2018	2018-19		YTD		CURRENT BUDGET	CURRENT EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	TRANSFERS 2018 - 2019	TRANSFERS	TRANSFERS						
500	OTHER PURCHASED SERVICES											
	Contracted Services	\$ 570,837	\$ 621,207	\$ 1,634	\$ 7,900	\$ 630,741	\$ 386,404	\$ 68,921	\$ 175,416	\$ 173,321	\$ 2,095	
	Transportation Services	\$ 4,091,115	\$ 4,341,927	\$ -	\$ (100,000)	\$ 4,241,927	\$ 1,358,243	\$ 2,302,626	\$ 581,057	\$ 565,470	\$ 15,587	
	Insurance - Property & Liability	\$ 410,691	\$ 409,907	\$ (5,550)		\$ 404,357	\$ 228,855	\$ 171,055	\$ 4,447	\$ 1,200	\$ 3,247	
	Communications	\$ 159,176	\$ 156,649	\$ -		\$ 156,649	\$ 61,867	\$ 78,673	\$ 16,109	\$ 16,000	\$ 109	
	Printing Services	\$ 27,387	\$ 33,020	\$ -		\$ 33,020	\$ 7,922	\$ 2,710	\$ 22,389	\$ 22,389	\$ -	
	Tuition - Out of District	\$ 3,454,767	\$ 3,164,101	\$ 30,000	\$ 100,000	\$ 3,294,101	\$ 2,015,145	\$ 2,659,139	\$ (1,380,183)	\$ (1,151,955)	\$ (228,228)	
	Student Travel & Staff Mileage	\$ 208,537	\$ 212,976	\$ -		\$ 212,976	\$ 60,339	\$ 98,442	\$ 54,194	\$ 54,194	\$ -	
	SUBTOTAL OTHER PURCHASED SERVICES	\$ 8,922,509	\$ 8,939,787	\$ 26,084	\$ 7,900	\$ 8,973,771	\$ 4,118,776	\$ 5,381,566	\$ (526,571)	\$ (319,381)	\$ (207,190)	
600	SUPPLIES											
	Instructional & Library Supplies	\$ 767,673	\$ 835,997	\$ 7,366	\$ (2,880)	\$ 840,483	\$ 401,176	\$ 80,483	\$ 358,824	\$ 358,824	\$ -	
	Software, Medical & Office Sup.	\$ 140,088	\$ 188,341	\$ -		\$ 188,341	\$ 89,140	\$ 22,161	\$ 77,040	\$ 77,040	\$ -	
	Plant Supplies	\$ 404,991	\$ 375,000	\$ -		\$ 375,000	\$ 155,679	\$ 44,682	\$ 174,639	\$ 173,613	\$ 1,026	
	Electric	\$ 1,305,141	\$ 1,498,260	\$ -		\$ 1,498,260	\$ 526,818	\$ -	\$ 971,442	\$ 947,211	\$ 24,231	
	Propane & Natural Gas	\$ 304,459	\$ 430,300	\$ -		\$ 430,300	\$ 89,092	\$ -	\$ 341,208	\$ 330,005	\$ 11,203	
	Fuel Oil	\$ 321,179	\$ 108,860	\$ -		\$ 108,860	\$ 12,105	\$ -	\$ 96,755	\$ 96,755	\$ -	
	Fuel For Vehicles & Equip.	\$ 231,624	\$ 254,618	\$ -		\$ 254,618	\$ 60,280	\$ -	\$ 194,338	\$ 196,297	\$ (1,959)	
	Textbooks	\$ 25,880	\$ 140,419	\$ -	\$ (810)	\$ 139,609	\$ 105,669	\$ 12,931	\$ 21,009	\$ 21,819	\$ (810)	
	SUBTOTAL SUPPLIES	\$ 3,501,034	\$ 3,831,795	\$ 7,366	\$ (3,690)	\$ 3,835,471	\$ 1,439,960	\$ 160,257	\$ 2,235,254	\$ 2,201,563	\$ 33,691	

NEWTOWN BOARD OF EDUCATION
2018-19 BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING - NOVEMBER 30, 2018

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2017 - 2018	2018-19		YTD		CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	TRANSFERS 2018 - 2019	CURRENT TRANSFERS	CURRENT BUDGET						
700	PROPERTY											
	Capital Improvements (Sewers)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Technology Equipment	\$ 547,585	\$ 550,000	\$ -	\$ -	\$ 550,000	\$ 217,029	\$ 29,531	\$ 303,440	\$ 303,440	\$ -	\$ -
	Other Equipment	\$ 9,200	\$ 46,247	\$ -	\$ -	\$ 46,247	\$ 18,894	\$ 12,317	\$ 15,036	\$ 15,466	\$ (430)	\$ (430)
	SUBTOTAL PROPERTY	\$ 556,785	\$ 596,247	\$ -	\$ -	\$ 596,247	\$ 235,923	\$ 41,847	\$ 318,476	\$ 318,906	\$ (430)	\$ (430)
800	MISCELLANEOUS											
	Memberships	\$ 60,808	\$ 69,207	\$ -	\$ -	\$ 69,207	\$ 55,817	\$ 1,456	\$ 11,934	\$ 10,175	\$ 1,759	\$ 1,759
	SUBTOTAL MISCELLANEOUS	\$ 60,808	\$ 69,207	\$ -	\$ -	\$ 69,207	\$ 55,817	\$ 1,456	\$ 11,934	\$ 10,175	\$ 1,759	\$ 1,759
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000	\$ 100,000
TOTAL LOCAL BUDGET		\$ 74,064,636	\$ 76,054,231	\$ -	\$ -	\$ 76,054,231	\$ 27,337,669	\$ 43,094,193	\$ 5,622,369	\$ 5,556,761	\$ 65,608	\$ 65,608

(Unaudited)

NEWTOWN BOARD OF EDUCATION
 2018-19 BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING - NOVEMBER 30, 2018

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2017 - 2018	2018-19 APPROVED BUDGET	YTD TRANSFERS 2018 - 2019	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
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<u>BOARD OF EDUCATION FEES & CHARGES - SERVICES</u>	<u>2018-19 APPROVED BUDGET</u>	<u>RECEIVED</u>	<u>BALANCE</u>	<u>% RECEIVED</u>
LOCAL TUITION	\$31,675	\$18,507	\$13,168	58.43%
HIGH SCHOOL FEES FOR PARKING PERMITS	\$20,000	\$20,000	\$0	100.00%
MISCELLANEOUS FEES	\$5,000	\$4,649	\$351	92.99%
TOTAL SCHOOL GENERATED FEES	\$56,675	\$43,156	\$13,519	76.15%

2018 - 2019

12/11/2018

**NEWTOWN BOARD OF EDUCATION
TRANSFERS RECOMMENDED
DECEMBER 18, 2018**

AMOUNT	FROM		TO		REASON
	CODE	DESCRIPTION	CODE	DESCRIPTION	

ADMINISTRATIVE

\$41,704	100	TEACHERS & SPECIALISTS SALARIES	100	TEACHERS & SPECIALISTS SALARIES	TRANSFERS BETWEEN TEACHERS SALARIES TO RECLASSIFY HIGH SCHOOL THEATER TEACHER FROM TECHNOLOGY TO MUSIC AND TO ADJUST ALLOCATION OF A SCHOOL PSYCHOLOGIST BETWEEN REED AND THE MIDDLE SCHOOL FROM .50/.50 TO .60/.40
\$10,450	450	BUILDING & SITE IMPROVEMENTS	450	BUILDING & SITE IMPROVEMENTS	TRANSFERS BETWEEN BUILDING PROJECTS TO COVER ACTUAL COST FOR REED SCHOOL CARPET/FLOORING REPLACEMENT PROGRAM
\$2,880 \$1,330 \$2,880 \$810	100 322 611 641	CERTIFIED SUBSTITUTES PROFESSIONAL EDUCATIONAL SERVICES INSTRUCTIONAL & LIBRARY SUPPLIES TEXTBOOKS	500	CONTRACTED SERVICES	TRANSFERS BETWEEN REED SCHOOL ACCOUNTS TO PROVIDE FUNDS FOR NEW ONLINE RESOURCE FOR READING
\$100,000	510	TRANSPORTATION SERVICES	560	TUITION - OUT OF DISTRICT	TRANSFER OF SURPLUS SPECIAL EDUCATION OUT OF DISTRICT TRANSPORTATION MONEY TO SPECIAL EDUCATION OUT OF DISTRICT TUITION

NEWTOWN PUBLIC SCHOOLS
NEWTOWN, CONNECTICUT

FY 2019 BUILDING & SITE MAINTENANCE PROJECTS -

	Requested	Transfers	Actual	Remaining
<i>Acct # 1-001-90-094-3501-0000</i>				
<u>HAWLEY SCHOOL</u>				
REPLACE SIDEWALK SECTIONS AT ENTRANCE (from HAWLEY Fund \$10,000) - done	\$ -			\$ -
RUBBER GYM FLOOR REPAIRS (from HAWLEY Fund \$15,000) - yet to be done	\$ -			\$ -
	\$ -	\$ -	\$ -	\$ -
<i>Acct # 1-001-90-094-3502-0000</i>				
<u>SANDY HOOK SCHOOL</u>				
NONE	\$ -		\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -
<i>Acct # 1-001-90-094-3503-0000</i>				
<u>MIDDLE GATE SCHOOL</u>				
INSTALL HVAC IN CAFETERIA	\$ 35,000		\$ 35,000	\$ -
	\$ 35,000	\$ -	\$ 35,000	\$ -
<i>Acct # 1-001-90-094-3504-0000</i>				
<u>HEAD O'MEADOW SCHOOL</u>				
CARPET FLOORING REPLACEMENT PROGRAM	\$ 20,000		\$ 13,525	\$ 6,475
INSTALL VCT AT CUSTODIAL/DOCK AREA	\$ 2,200		\$ 2,200	\$ -
REPLACE INOPERABLE WORN OUT CURTAINS/SHADES (PARTIAL)	\$ -		\$ 6,500	\$ (6,500)
	\$ 22,200	\$ -	\$ 22,225	\$ (25)
<i>Acct # 1-001-90-094-3505-0000</i>				
<u>REED INTERMEDIATE SCHOOL</u>				
REPAINT CLASSROOMS AND HALLS PHASED PROJECT	\$ 25,000		\$ 25,000	\$ -
CARPET/FLOORING REPLACEMENT PROGRAM (lower level)	\$ 20,000		\$ 30,450	\$ (10,450)
SECURITY CAMERA FOR SOCCER FIELD	\$ 5,000		\$ 5,000	\$ -
INSTALL MULLIONS & EXIT DEVICES AT EXTERIOR DOORS	\$ 20,000		\$ 20,000	\$ -
TRANSFER FUNDS IN FROM MIDDLE SCHOOL AND HIGH SCHOOL		\$ 10,450		\$ 10,450
	\$ 70,000	\$ 10,450	\$ 80,450	\$ -
<i>Acct # 1-001-90-094-3506-0000</i>				
<u>MIDDLE SCHOOL</u>				
NON SKID FLOORING AT AUDITORIUM ORCHESTRA PIT	\$ 3,200		\$ -	\$ 3,200
INSTALL SOUND SYSTEM IN AUDITORIUM	\$ 20,000		\$ 20,000	\$ -
INSTALL ROOF OVER STAIRS TO NEW BOILER ROOM	\$ 3,800		\$ 3,800	\$ -
INSTALL NEW VCT FLOORING - FACS ROOM (Family and Consumer Science)	\$ 3,000		\$ 3,965	\$ (965)
INSTALL VCT FLOORING TO REPLACE CARPETING AT A WING ANNEX	\$ 4,000		\$ 1,650	\$ 2,350
INSTALL NEW SECURITY CAMERA FRONT OF BUILDING	\$ 5,000		\$ -	\$ 5,000
SIDEWALK / CURB REPAIRS	\$ 25,000		\$ 25,000	\$ -
TRANSFER FUNDS TO REED		\$ (5,000)		\$ (5,000)
	\$ 64,000	\$ (5,000)	\$ 54,415	\$ 4,585

NEWTOWN PUBLIC SCHOOLS
NEWTOWN, CONNECTICUT

FY 2019 BUILDING & SITE MAINTENANCE PROJECTS -

	<u>Requested</u>	<u>Transfers</u>	<u>Actual</u>	<u>Remaining</u>
<i>Acct # 1-01-90-094-3507-0000</i>				
<u>HIGH SCHOOL</u>				
REPAINT LOCKERS	\$ 15,000		\$ 15,000	\$ -
AUTO SHOP FENCE REPLACE FABRIC WITH BLINDED & REPAIRS	\$ 5,000		\$ 3,250	\$ 1,750
REPLACE STAIR THREADS, RISERS, & LANDINGS - REAR B STAIRWELL	\$ 12,000		\$ 11,450	\$ 550
INSTALL CARD ACCESS READERS AT STORAGE GARAGE AND PATIO	\$ 5,600		\$ 5,600	\$ -
INSTALL STADIUM RAILINGS AT STAIRS & LOWER KNEE WALL AT FIELD	\$ 27,000		\$ 27,000	\$ -
INSTALL 5' HIGH FENCING AT STADIUM WALLS ADJACENT TO BLEACHERS	\$ 12,000		\$ 5,850	\$ 6,150
TRANSFER FUNDS TO REED		\$ (5,450)		\$ (5,450)
	\$ 76,600	\$ (5,450)	\$ 68,150	\$ 3,000
<i>Acct # 1-001-90-094-3508-0000</i>				
<u>SYSTEM WIDE</u>				
REPLACE FLAT ROOF (LEAKING BADLY) AT SHOP	\$ 25,000		\$ 25,000	\$ -
	\$ 25,000	\$ -	\$ 25,000	\$ -
TOTAL BUILDING & SITE MAINTENANCE PROJECTS	\$ 292,800	\$ -	\$ 285,240	\$ 7,560

Highlight color indicates project not completed or invoiced yet.



Newtown Public Schools

Board of Education Presentation Final Report: Special Education

Independent External Consultants

Gail Mangs

Maria Synodi

Appreciation and Thanks

- ❑ We greatly appreciate the participation of the District parents and staff.
- ❑ We are thankful that in order to tell their story, parents and staff trusted us to keep student, parent and staff feedback confidential.
- ❑ The information shared by the participants was essential and greatly contributed to what we were able to learn about the District, its students, families and staff. - The Final Report is a meaningful and representative reflection of their invaluable contributions.
- ❑ Thank You!

Impetus for Special Education Review: Parent Expressions of Concern

- ❑ Ability to Deliver a Specialized Reading Program
- ❑ Certification of Staff to Deliver a Specialized Reading Program (e.g., Wilson and/or Orton Gillingham)
- ❑ Confidentiality of Student Information
- ❑ Parents as Partners in the Planning and Placement Team (PPT) process and the development of an Individualized Education Program (IEP)

Special Education Review

- ❑ Occurred between October 29 to November 30, 2018
- ❑ Information Obtained From:
 - Two Parent Forums
 - One District Administrator Forum
 - One Central Office Forum
 - One District Staff Forum
 - Parent Survey
 - District Staff Survey
 - One-to-One Discussions with Parents, Staff



Participation of Parents and Staff

❑ Forums

- 37 Participating Parents
- 111 Participating Staff

❑ Surveys

- 155 Responding Parents
- 361 Responding Staff

- ❑ A total of 1,795 comments: 563 from parents and 1,232 from staff



Accolades for the District

- Staff and Families' Acknowledgement of the District's skillful and caring:
 - General Education Teachers
 - Special Education Teachers
 - Related Service Staff
 - Paraprofessionals
 - Administrators

"The District has a tremendous amount of extremely dedicated, loving, talented, qualified teachers and other staff that I will forever be grateful to."



Layout of the Final Report

- ✓ Background Information
- ✓ Context – Data Profile, Data History
- ✓ Methods Utilized to Collect Information
- ✓ Participants
- ✓ Analysis of Parent and Staff Responses
- ✓ Recommendations



Appendices in the Final Report

- ✓ Appendix A: Parent Survey
- ✓ Appendix B: Staff Survey
- ✓ Appendix C: Power Point for Parents
- ✓ Appendix D: Power Point for Staff
- ✓ Appendix E: Data from Parent Survey
- ✓ Appendix F: Data from Staff Survey

Analysis of Programs, Practices and Perceptions – Identified Areas

- ❑ Specialized Reading Programs and Staff
- ❑ Confidentiality
- ❑ Professional Development/Training
- ❑ Staffing
 - ❑ Teachers and Paraprofessionals
 - ❑ Occupational Therapy
 - ❑ Student Support Staff
- ❑ Planning and Placement Team (PPT) and Individualized Education Program (IEP)



Recommendations in the Report

Review of District Policies, Practices & Procedures in the following areas are recommended:

- ❑ Specialized Reading Programs and Certified Staff
- ❑ Confidentiality
- ❑ Professional Development, Training
- ❑ Staffing Levels
- ❑ Planning and Placement Team (PPT) and Individualized Education Programs (IEP)



Contact Information

Gail Mangs

External Consultant

gailkanellmangs@gmail.com

Maria Synodi

External Consultant

synodim@gmail.com

NEWTOWN PUBLIC SCHOOLS

SPECIAL EDUCATION REVIEW

FINAL REPORT



SUBMITTED BY:

Gail Mangs

Maria Synodi

DECEMBER 18, 2018

Newtown Public Schools

Final Report: Special Education

Background

Newtown Public Schools contracted with two (2) independent external consultants to review the special education programs and services provided to the District's students with disabilities. The request was precipitated by the Public Comment period of the Newtown Board of Education Meetings in August and September of 2018. During the Board of Education Public Comment period in both meetings, a number of parents expressed concern regarding the special education program and/or services their child was receiving. The issues raised by these parents included: (a) District implementation of specialized reading programs; (b) whether District personnel had the appropriate credentials/certifications to implement a specialized reading program; and (c) the extent to which parents were viewed as partners in the planning and placement team (PPT) meetings for their child. The District, with Board of Education approval, made a decision to pursue and hire independent external consultants to review the special education and related services provided by Newtown Public Schools to eligible students with disabilities. The primary goal set forth was to collect information from parents and staff that would identify possible areas for continuous systemic improvement of the special education programs and services provided to students with disabilities by the District. The Newtown Board of Education approved the contract for an external review at their September 2018 meeting and a contract with the external consultants was signed in October 2018.

Context

In 2017-18, Newtown Public Schools provided 530 students with disabilities special education reflecting a 12.1% special education prevalence rate in the District. The 2017-18 school year is the most recent year of published valid and reliable data for public school students receiving special education and is available through the Connecticut State Department of Education (CSDE), EdSight Portal. That published data reflects students in grades Kindergarten through Grade 12, ages 5 through 21, receiving special education. Data reviewed over the prior 5 years shows a steady growth in the District's special education population. For comparison, using available data through EdSight, in the 2013-14 year, Newtown Public Schools served 406 students in Kindergarten through Grade 12 receiving special education, reflecting a prevalence of 8.3%. The 2018-19 unverified count of those students receiving special education and those in the process of eligibility determination is 614 students with disabilities.

Federal special education law, the Individuals with Disabilities Education Act (IDEA), has 13 disability categories under which an individual student is found eligible to receive special education. The CSDE reported data for 2017-18 identifies that the largest disability category under which a student received special education in Newtown Public Schools was Specific Learning Disability (SLD). There were 156 students with SLD reflecting 3.6% of the population of students receiving special education in the District. The other disability categories serving the greater number of the students in special education reflected the following: Other Health Impaired (OHI) had 123 students at 2.8%; Autism had 98 students at 2.2%; Speech and Language (SL) had 70 students at 1.6%; Emotional Disturbance had 41 students at 0.9%; Other (which included Hearing Impairment, Visual Impairment, Orthopedic Impairment, Deaf/Blindness, Multiple Disabilities, Traumatic Brain Injury and Developmental Delay) had 23 students at 0.5% and Intellectual Disability (ID) had 19 students at 0.4%. The largest growth in Disability Categories since the 2013-14 school year occurred in the following Disability Categories: SLD which then had 101 students at 2.1%; Autism which then had 80 students at 1.6% and ED which then had 20 students at 0.4%.

The 2016-17 school year District Profile and Performance Report is the most recent publicly available data reported to the CSDE and compiled into an annual report. The District Profile and Performance Report identifies that there were 304 general education staff with 35 paraprofessional/instructional assistants in general education. In special education, there were 36 special education teachers/instructors with 83 paraprofessional/instructional assistants in special education. Newtown Public Schools reported 20 district level administrators and 9 central office administrators.

Method of Collecting Information

Two (2) Parent Forums were convened on Monday, October 29, 2018. One Parent Forum was held in the afternoon from 1:30 p.m. to 3:00 p.m. The other Parent Forum was convened in the evening from 6:30 p.m. to 8:00 p.m. After the Parent Forums, a Parent Survey (see Appendix A for a copy of the Parent Survey) was sent to every parent of a student in the District who was receiving special education and those who were in the process of having their eligibility for special education determined by a planning and placement team (PPT). In addition, both external consultants provided their email addresses for parents to contact them directly, including to arrange individual calls for those parents who wished to contribute their experiences and perceptions of special education in the District.

There was one (1) District Administrator Forum and one (1) Forum for Central Office Special Education Administrators convened on Tuesday, October 30, 2018. In addition, all staff, general and special education and paraprofessionals, were invited to one (1) Staff Forum scheduled on November 6, 2018. A Staff Survey (see Appendix B for a copy of the Staff

Survey) was sent to all staff and administrators following the forums to collect any additional information.

The external consultants utilized a Power Point presentation that included questions related to the District's Programs, Procedures and Perceptions (see Appendix C for a copy of the Parent Power Point). The same Power Point was used for both Parent Forums with the same external facilitator and note taker ensuring consistency and a standardization of the questions asked and feedback documented. Similar questions asked in the Parent Forums were reflected in the Parent Survey.

A Power Point with similar questions to those asked of parents were asked of District Administrators, Central Office Special Education Administrators and staff (see Appendix D for a copy of the Staff Power Point). The same Power Point was used for all District administrators and staff with the same external facilitator and note taker ensuring consistency and a standardization of the questions asked and feedback documented. Similar questions to those presented at the District Forums were reflected in the District Survey.

Participants

A total of 37 parents attended the Parent Forums. The following represents the number of participants in the forums held on October 29, 2018 for parents:

1. For the Parent Forum on the afternoon of October 29th, there were 14 participating parents and one member of the Newtown Board of Education. One parent identified herself as a concerned parent who did not have a child receiving special education and one was a parent of a child with a 504 plan. Twelve parents provided information to assist the external consultants in obtaining information on District programs, practices and parent perceptions of special education in the District. Of the participating parents, 4 had a child with Autism; 4 had a child with a SLD; 2 had a child receiving Speech and Language; and 2 had a child with OHI. The majority of parents had a child at one of the elementary schools (8 parents), 2 parents had a child in the Intermediate School and there were parents who had one child in Preschool, Middle and High School. The majority of children were first identified as needing special education in Preschool (6 children) or in the Elementary School (6 children).
2. For the Parent Forum in the evening of October 29th, there were 23 participating parents and one Newtown Board of Education member who did not stay for the forum. Two parents had a child receiving accommodations and modifications through a 504 Plan. Of the participating parents who had a child receiving special education, some of whom were couples, 6 identified themselves as parents of a child with Autism; 6 had a child with SLD; 3 parents had a child with OHI; 2 parents had a child with ED; 1 parent had a

child with ID and 1 parent had a child receiving Speech and Language. The majority of parents had a child in the Elementary School (8 parents); followed by the High School (5 parents); Intermediate School (3 parents); Middle School (3 parents); Preschool (2 parents) and one parent had a child in the Transition Program for 18-21-year-old students. The majority of children were first identified as eligible for special education at the Preschool (6 children) or Elementary School level (8 children); and one child was first identified in High School.

A District Administrator Forum was convened on October 30th: There were nine (9) participating district administrators that represented each of the District's Elementary Schools, Reed Intermediate School and the High School. The only school not represented at the District Administrator Forum was the Middle School.

A forum for Central Office Special Education Administrators was also convened on October 30th: There were four (4) participating administrators that included the Director of Special Education and each of the Supervisors assigned to the Elementary, Intermediate, Middle and High Schools.

A Forum for Newtown Public School Staff was convened on November 6th: There were approximately 98 participating district staff. The breakdown of participants included approximately 18 General Education Teachers; 29 Special Education Teachers; 28 Related Service Personnel; 8 Special Education Paraprofessionals; 2 General Education Paraprofessionals; and 1 Student Teacher.

A total of 155 parents responded to the Parent Survey (see Appendix E for parent data) representing 145 students. This was 23.6% of the unverified 2018-2019 count of 614 students receiving special education and those who were in the special education referral process. The parents represented students with the following disability categories: Autism, 44 parents (29%); Specific Learning Disability, 27 parents (18%); Speech and Language, 20 parents (13%) and Other, 37 parents (24%). The largest number of parents, 60 or 39%, represented students in elementary school with parents at the intermediate, middle and high school represented in relatively equal numbers and percent from 20 (13%) at the middle school to 28 (18%) at the intermediate school. In addition, the external consultants spoke with two (2) parents who expressed a preference to speak one-on-one. One was a parent of a student receiving a 504 Plan. The other parent had a student receiving special education.

A total of 361 staff, 61.2%, responded to the District Survey (see Appendix F for staff data). In addition, there was one (1) individual who requested an opportunity to speak one-on-one with an external consultant.

Analysis of Parent and Staff Responses

Information reviewed and analyzed included feedback from 152 individuals, 149 of whom participated in either the staff or parent forums and 3 individuals who had a one-to-one discussion with one of the external consultants. The 152 individuals consisted of 39 parents and 112 administrators, general or special education teachers, related service personnel or paraprofessionals. A total of 1,795 individual comments were reviewed that were received through 8 open-ended questions in the Staff and Parent Survey. There was a total of 563 individual comments from parents and 1,232 individual comments from staff in response to open-ended questions. There were five specific questions asked of parents and five asked of staff that yielded a percent of satisfaction or agreement in response to the question.

The external consultants determined that the majority of responses received during the Administrative, Staff and Parent Forums, as well as from the Staff and Parent Surveys, fell within five major categories because they were issues that prompted the external review and/or were identified as a major theme in the feedback obtained from parents and staff. The areas included: (1) specialized reading programs; (2) confidentiality; (3) professional development and training; (4) District staffing; and (5) planning and placement team (PPT) meetings and the individualized education programs (IEPs) of students with disabilities.

It is important to note the most salient and significant finding of this external review is the *overwhelmingly positive view of the district's teaching and related service staff*, a view that is equally shared by both parents and District personnel. This was most clearly stated during the Parent and Staff Forums and to a degree in the Parent Survey as well as the Staff Survey. District personnel are generally seen as putting the child first and were described as competent, caring, collaborative (i.e., general education and special education staff working well together), hardworking and giving of their time. Examples of parent accolades reflect the following comments:

- ✓ *Caring teachers who truly the want the best for our child and who work together to ensure that her needs are met.*
- ✓ *The district has a tremendous amount of extremely dedicated, loving, talented, qualified teachers and other staff members who I will be forever grateful to.*
- ✓ *Again, great at the middle school. It was a community of educators, family and professionals working together to develop programs and services for our son.*
- ✓ *We have stayed in this system because of the wonderful staff.*
- ✓ *My son has an amazing team at the preschool. I'm more than happy and grateful for the people we have taking care of our children. The teachers are amazing.*

Staff and administration comments included the following:

- ✓ *Some of the best aspects of the District's special education programs are the knowledge, compassion and professionalism of the special education case managers.*

- ✓ *The teachers - knowledgeable, talented, hard-working and dedicated professionals. We are passionate about teaching and learning and will do whatever it takes to help students access the curriculum.*
- ✓ *The dedicated teachers and paraprofessionals who service our kids [are a positive attribute]. They are wholly focused on the children they serve, and consistently go above and beyond.*

It is within this context of the District that the information presented in this Report should be considered.

Programs, Practices and Perceptions

The following represents the major findings following a review of information obtained at the forums, through the surveys and in the one-to-one discussions.

1. Specialized Reading Programs

Reading, specifically specialized reading programs, along with qualified ‘certified’ personnel to deliver those programs, were identified as an area of concern at the August and September Board of Education Meetings. This was one of the primary issues that precipitated the external review of the District’s provision of special education. Parent experiences and information was obtained from the two Parent Forums regarding whether a specialized reading program was provided to individual students requiring such intervention and support and the sufficiency of certified reading personnel to implement a specialized reading program. Some comments were also received through the Parent Survey. The issue of the delivery of a specialized reading programs by staff certified by a particular reading program was also identified in the forum for District administrators. Parents indicated that issues existed in appropriately identifying students, intervening early, the fidelity of implementation and the level of training and/or certification of staff. In comparison, while reading was an issue, the number of comments in this area was not as great as some other issues that came forward through the forums and surveys. Within the area of reading, the primary issue identified was the implementation of specialized reading programs, namely the Wilson or Orton Gillingham reading programs, and whether the implementation of these programs was provided by individuals ‘certified’ by the organization. Parent comments reflecting concern included the following: *“The District has denied evidence-based dyslexia services with fidelity for our son despite external expert assessments and [he is] reading at barely a first grade reading level in third grade.”* There were also positive comments such as: *“Once [my child] was identified as a student with dyslexia, he was provided direct Wilson-based instruction for recording and encoding. Because he has no difficulties with reading comprehension the team engaged thoughtful planning on how to include him in as many classroom reading activities as possible so that he did not miss out while still providing him with the direct instruction he needed to make growth with his independent reading goals. He has made great progress with this instructional model and I am very pleased with the levels of training, delivery of services and communication with his special education teachers.”*

Feedback obtained reveals that while the identified issues regarding the provision of specialized reading programs did exist, the District did not take action to remedy the issues until concerned parents brought the issues to the attention of the Newtown Board of Education and District administration. Since then, the District has taken a number of action steps to remedy the situation identified by the parents. The external review indicates that the District currently has four individuals certified in the Wilson Reading Program which

include: one (1) District-level Wilson certified individual who provides services at the Middle School and elementary schools, as assigned; one (1) Wilson certified individual at Hawley Elementary School and two (2) Wilson certified individuals at Reed Intermediate School. Another individual will be certified in Wilson by the end of the school year providing three (3) certified individuals at Reed Intermediate School, bringing the District total for Wilson certified staff to five (5). Currently, there are at least 5, and as many as 7, individuals receiving Orton Gillingham training. Information obtained from forums and the surveys indicate that the District has and is offering training and certification to staff in specialized reading programs. There are two challenges: one, few staff are stepping forward to obtain training or certification in a specialized reading program and two, the retention of staff who have become certified in one of the specialized reading programs.

In comparison to the overall feedback received through the forums and surveys, the area of specialized reading programs and certified personnel to implement such specialized reading programs indicates that the District has recognized this area as one for improvement. The District has staff certified in Wilson, staff who have received training in Wilson and staff who have and are participating in Orton Gillingham training. The District is offering training and certification opportunities and the ratio of trained and certified staff to students for a specialized reading program appears to be sufficient to meet district need. Comments and feedback obtained through the forums and surveys related to the area of reading/specialized reading program indicates attention should be given to: (a) collaborative planning time and (b) on-going training and professional development. Comments included:

- ✓ *I would like to see Reading and Special Education collaborate and work together using evidence-based programming.*
- ✓ *I realize there has been some recent discussion amongst parents regarding training in methods that target dyslexic learners. Perhaps this is a direction that we should be looking at.*
- ✓ *Special education teachers need to be included in training in reading and writing best practices.*
- ✓ *Getting at least 2 people trained per building in evidence-based programs (Wilson, OG, VV, TCRWP).*
- ✓ *The district has offered Wilson certification for years to our special education teachers, but for years staff have turned this offer down. There needs to be more in place as an additional incentive/requirement for staff to get this certification (perhaps contractually).*

2. Confidentiality

Results from the Parent Survey indicate that 59% of parents felt that the District kept their child's information confidential with 26% neither agreeing nor disagreeing and 14%

disagreeing entirely. In the Parent Forums, parents identified receiving reports or information that belonged to another student, and/or which had another student's name in the report or document. A few comments were provided through the Parent Survey that included:

- ✓ *We have received another child's confidential PPT paperwork home before and [have been] asked to throw it out.*
- ✓ *I have received confidential info about other kids multiple times, and I can only assume that my child's info was similarly shared with other families. Central office typically doesn't notify parents when this happens, so you're likely only to find out if you know the person who received your child's info.*
- ✓ *Wrong paperwork has been mailed home and in my child's bag.*
- ✓ *I like to believe the district keeps my child's information confidential but I have received information on other children (mail delivered home, someone else's PPT, [with] someone else's name on my child's PPT)*

Interviews with administrative staff indicate that there is a system for the production and distribution of student specific information that relies on the student's teacher(s) and the school psychologist. Parents and staff report that communication between the school and parents occurs daily, weekly, monthly or other based on individual students. Such communication that may include reports, data and other that is provided to parents as a communication vehicle does not seem to be the primary issue. Rather, it was the production of reports, such as evaluation reports, that would contain another student's name and other identifying information. Aside from the production of student specific reports, parents also identify receiving special education notices and IEPs of other students. These latter responsibilities were identified as belonging to the school psychologist along with the other duties that individual may hold. Central office does identify a monitoring system in the distribution of notices and IEPs, not all of which have remediated the occurrences and which, in some cases, have been linked to specific staff. In addition to the information collected from parents regarding confidentiality, some staff have raised the issue of confidentiality as well including the following comment from a staff person: *"I am leery of certain paraprofessionals because they are not confidential. They make comments about other teachers as well as students."*

While the data reflects that 14% of respondents indicated a concern regarding confidentiality, it is important to note that the obligation for a District to hold safe and secure student specific information is articulated in the Individuals with Disabilities Education Act (IDEA) and the Family Educational Rights and Privacy Act (FERPA). There were comments received from parents and verified by school administration and staff that would indicate a need to review the system in place for the production and distribution of information to parents about their child. Please see **Recommendations** for confidentiality.

3. Professional Development/Training

Professional development and opportunities for training was one of the major themes that emerged in the forums and surveys from parents and staff. While there was not a specific question at the forum or in the survey regarding training, the identification of professional development and training crossed all staff including general education, special education, and paraprofessionals and was also identified as a need area by parents. A topical area that was frequently identified as a professional development need was behavior and the social/emotional needs of students. Some staff feedback indicated that professional development opportunities are available such as: *“I have found that whenever I have asked to go to a professional development opportunity I have been allowed to go and the district funds it.”* Other staff provided comments which indicated there was no training such as: *“Staff are qualified but there are no opportunities for professional development.”* While there appeared to be a difference of opinion, most comments did identify one or more areas of need that could or should be addressed through professional development. Some of the identified training needs were specific and others more general. Examples of comments from general and special education staff regarding their own professional development needs included:

- ✓ *There seems to be a need to improve the understanding of the referral process and how the SRBI process is crucial in making sound decisions when determining eligibility, for both special and general education staff. Navigating this process seems challenging to both general and special education staff due to a lack of understanding and training in special education eligibility as well as the SRBI process.*
- ✓ *I feel the general education teachers need more training in how to handle student behavioral concerns and the role of special educators.*
- ✓ *We need more training in research-based interventions.*
- ✓ *Also, meetings are not held by special education administration with staff on a regular basis to share information/ updates from the state or current trends in special education.*

There were also professional development/training needs that were specific to ensuring and enhancing the knowledge, skills and abilities of paraprofessional staff. Comments included:

- ✓ *There is very little, to NO time for training or meeting with staff (paraprofessionals) in order to assist them in development of skills.*
- ✓ *We rely heavily on our paraprofessionals to work with special education students. I find that they (paraprofessionals) need more training in dealing with students in the classroom, and maintaining boundaries with the classroom teacher.*
- ✓ *There are a number of paras in the district that are responsible for reinforcing the instruction of my students. I feel that my paras are not adequately trained to provide the appropriate instruction to meet their (student) needs.*

Parent comments provided through the survey was a reflection of many of the same comments and recommendations from staff including:

- ✓ *The team is extremely dedicated and I do not doubt their competence in general. At the same time, they seem to lack autism-specific training. ESPECIALLY the paraprofessionals.*
- ✓ *Staff do not appear to have any special/additional training and do not know how to support my child.*
- ✓ *I feel that paras should have better training.*
- ✓ *There is no training on concussion or brain injury or visual issues*

Information obtained through the staff and administration forums indicate that professional development for general and special education staff is supported but that there is a challenge in providing training to paraprofessionals. One challenge is the scheduled hours of work for the individual and the other is the availability of funds to compensate paraprofessionals to attend training. Some paraprofessionals do avail themselves of training opportunities even if they receive no compensation. The District has a committee working on this issue. The District indicates it is seeking to align all paraprofessional hours to the school day and to make available and support training opportunities for paraprofessionals.

Lastly, it appeared that some parents may not have correct information or understandings regarding special education and the obligations of the school district in delivering special education. While every child receiving special education has special needs, not every child with special needs requires special education. For example, some parent comments were received regarding one building having a specialized program (such as for children with autism) while another building did not but the IDEA does not require the duplication of specialized programs in every building. In the forums, parents indicated that in prior years, central office special education administration had helped to arrange educational opportunities, in the form of workshops, specifically for parents on special education related topics. An example provided was a training on understanding special education provided by the Connecticut Parent Advocacy Center (CPAC). There is a newly formed Special Education Parent Teacher Association (SEPTA) that may be useful in this regard. Further **Recommendations** are offered to address professional development/training for staff and parents.

4. Staffing

Special Education Teachers and Paraprofessionals:

While both parents and district staff view the district as having caring and hardworking personnel, there was a general perspective from staff that there are an insufficient number

of both special education teachers and paraprofessionals. Specifically, among general and special education staff, this was a strongly and somewhat overwhelmingly held opinion. A shortage of BCBA's and behavior therapists was also noted, particularly in buildings with special programs for students with behavioral, social emotional and/or mental health needs. One principal opined that there is sometimes *“a feeling that they are containing rather than instructing some students.”* Staff also noted that special education teachers and case managers are particularly overworked by large caseloads. Staff believe, however, that they usually *“make it work”* at their own expense. This was frequently stated during the staff forum and in the staff survey. As one member of the staff said in the survey, special education teachers are meeting the needs of students, *“However, this comes at a cost to the staff members. There simply isn't enough time in the day for the teachers to do all that needs to be done. Case Managers are responsible for everything – direct teaching, testing, meetings, student behaviors, phone calls, etc. Some days one student's needs can take up an entire day. At the elementary level, classroom teachers get one hour and 40 minutes without students per day. The SpEd teachers do not get guaranteed planning time, lunch time, and additional prep time. A lunch may be in their schedule, but staff is often required to attend meetings, complete testing and observations, respond to crisis calls, etc.”* Teachers are often stretched too thin – *but always seem to keep doing more and giving more in order to meet the needs of students.”* Parents and staff also stated that substitutes are not provided for paraprofessionals and at times, regular education paraprofessionals are pulled from their usual duties to cover for a special education paraprofessional leaving gaps in coverage.

It is noted that in the 2017-2018 school year, Newtown's total student count was 4407 including 530 special education students. Newtown employed 87.7 special education paraprofessionals (all numbers are full time equivalents) and 36.9 special education teachers. In addition, Newtown employed 39.3 general education paraprofessionals and 300.8 general education teachers. These numbers yield an approximate ratio of 1 special education paraprofessional for every 6 special education students and 1 special education teacher for every 14.36 special education students. Newtown's District Reference Group, or DRG B (a district classification system developed by the State Department of Education, and revised in 2016, to compare districts who have public school districts with students who have similar socioeconomic status) is comprised of 36 school districts. Special education staffing cannot be precisely compared between districts as all districts experience variability from year to year in the number of special education students, the nature and severity of student needs and the personnel required to implement each student's IEP. However, a brief review of district staffing and special education student statistics in DRG B indicates that Newtown's ratio of special education students to special education paraprofessionals is within an average range for DRG B. Newtown's ratio of special education students to special education teachers is slightly higher than average for DRG B.

Occupational Therapy:

Occupational therapy (OT) was another area of concern that arose during the staff forum. The Newtown Public Schools website lists 4 occupational therapists: two are part-time and one works only in the preschool. There was a perception on the part of the occupational therapists that their caseloads are overly large. But, like the special education teachers, they are devoted to their students and “make things work” even if it comes at the expense of their own time. A comment in the staff survey reflected this theme: *“There should be an Occupational Therapist assigned to each elementary school, one OT for the Preschool only and one for Reed, Middle and the High School to meet the needs of all students. There are many more responsibilities of an OT besides giving direct service such as: performing evaluations, consultations, organizing and running groups and going to PPTs/parent meetings. Direct service time always gets met but everything else has to be done outside our hours and it is exhausting.”*

Student Support Staff: School Psychologists, BCBAs, Behavior Therapists, Social Workers:

Some of the discussion during the staff and administrative forums focused upon a perceived need for additional personnel to support students including BCBAs, Behavior Therapists and Social Workers (who are not available in the elementary schools). In buildings with specialized programs for students with behavior issues, there is a perception that Central Office is not providing staff with the assistance or additional supports they believe are needed for a student’s special education program to be successful.

School psychologists are perceived by building level administrators and staff as having too many responsibilities. Within Newtown Public Schools, school psychologists are responsible for all aspects of PPT meetings including all paperwork (some of which is perceived to be clerical) and chairing every PPT meeting. This work is in addition to the more typical work of a school psychologist which generally includes student assessments and counseling.

Comments from staff included:

- ✓ *I think that we need more mental health service providers (school psychs or social workers) to meet the needs of our students. We received additional grant funded support after the tragedy, but we never had enough in the first place and now it is extremely difficult given the population we are working with.*
- ✓ *In some cases, more staff are needed. At RIS, there has been a reduction in mental health/social emotional staff at RIS (school psychologist and social worker reduction) at a time when we have more students with behavioral and emotional challenges--the decision made later last year to decrease support by .5 psychologist at the same time as decreasing by 1.0 social worker, going from 4 people doing IEP’d counseling to 2.5 all at once. We have more students with behavioral and emotional needs moving into district and in our population so this has made it more difficult to provide counseling, assessment, produce quality reports, and consult with staff.*
- ✓ *At high school, school psychologists are now asked to facilitate PPT's and complete the IEP paperwork. Previously the Department Chair ran all of the meetings. However, this was too much for them. Given the needs of the high school, despite removing one of our*

job responsibilities (attendance at some 504 meetings), this still limits our availability for both regular and special education students. In addition, our job and expertise still requires us to be at some 504 meetings at the high school. Special education numbers are also rising at the high school, thus the number of evaluations, which school psychologists conduct are increasing... While pupil personnel support has increased at the high school, these social/emotional needs continue to rise.

- ✓ *The higher numbers of students with behavioral and emotional disturbance issues has become a drain on our ability to meet student needs. They consume an enormous amount of time. Overall student population is down, but Sped population is growing.*

The ultimate question regarding special education staffing, whether by special education staff, related service personnel, paraprofessionals or personnel such as BCBA's is whether students' IEPs are being implemented with fidelity. While the majority of parents and staff feel that IEPs are generally being implemented as intended, the district should review staffing as set forth in the **Recommendations** that address staffing.

5. The Planning and Placement Team (PPT) and Individualized Education Program (IEP)

The Planning and Placement Team (PPT) process and resulting individualized education program (IEP) of individual students was identified as an area of concern for those parents who identified their concerns at Newtown Board of Education Meetings. The primary identified concern was the extent to which parents felt they were viewed as valued partners in the PPT meeting for their child. Parents, as well as staff, responded to questions presented at the forums and through the surveys about their perceptions on participation in a PPT and the resulting IEP. There was relative agreement in responses between parents and staff. In the Parent Survey, 72% of responses indicated that parents felt like valued participants in the PPT. The greatest representation of being valued at a PPT was for parents who had a child in K, Grade 10 or 12. Staff responses indicate that 69% of staff felt that their opinions were valued in the PPT. Seventy-two percent (72%) of parents felt that the PPT developed an appropriate individualized education program (IEP) for their child and 79% of staff agreed. Comments included:

- ✓ *When discussing the needs of a student our team takes the time to consider all ideas and works together to create a plan which supports the needs of the student.*
- ✓ *During a PPT with parents and outside consultants, I have always felt my opinions were well supported during that meeting by both my elementary supervisor and principal.*
- ✓ *I always feel like I am being listened to, and when I do have questions, the team is always willing to help.*

Feedback from the forums and survey results indicate that there were two (2) factors which seemed to impact the PPT process. One was the participation of special education

administrative staff in the PPT. There was feedback that praised special education administrative personnel and their participation and support in the PPT meeting for a student. However, there were also comments that indicated the participation of Central Office personnel in the PPT was a challenge. During the forums, both parents and staff expressed that they did not always receive prior notice that administrative personnel would be attending a PPT and that their presence prevented other PPT members from speaking freely. In addition, some parents and staff voiced their perception that this occurred even when the special education administrative staff seemed to know little about the student. There were enough comments about special education administrative staff in both the forums and the surveys to identify this as an area needing continued review and improvement. The other factor that appeared to impact the PPT and IEP was the advocacy by parents, advocates and attorneys. Comments, positive and critical, from staff included:

- ✓ *Past administration directed teachers not to speak unless asked a question, however, current administration encourages an open dialogue. I am getting better but am still afraid to speak up as parents tend to lash out.*
- ✓ *My principal and special education supervisor respect my opinion and input. Members of our team have contacted the director with questions and concerns directly and have had positive experiences. I welcome their presence at PPT meetings and appreciate that administration will attend PPTs for difficult and complex cases.*
- ✓ *Sometimes parents can be disrespectful or unkind at a PPT meeting when they disagree and in these cases I have felt supported by administration and my colleagues.*
- ✓ *Colleagues and administrators respect my opinion. At times, parent, advocates and lawyers, question my opinions, qualifications and also, the data that I have collected and presented.*
- ✓ *I strongly agree with this statement, with the exception of when a Special Education supervisor was directly involved with the PPT. I feel that my opinions and experiences are not considered nor respected by central office special education administrators.*
- ✓ *My opinions feel valued when I meet with our building staff. They are open minded and willing to hear perspectives of all staff who work with a child. However, I do not feel comfortable sharing my opinions with the special ed supervisors. I have shared my opinions in the past and they were belittled.*

Comments, positive and critical, from parents included:

- ✓ *We are part of the process the whole way through.*
- ✓ *Staff always seem genuinely caring; however, we have noticed in meetings, administrators keep staff reined in from voicing opinions or concerns (resulting in private conversations not recorded in PPT meetings).*
- ✓ *PPTs don't have all the necessary people in attendance. Teachers and aides are not allowed to voice views even though they are the ones with the most contact. Often feels*

rushed. Facilitators manage the process to get through it. Objectives are not met or followed through with.

- ✓ *They are amazing - constantly trying to help improve the plan and its implementation.*
- ✓ *When I am working with just my son's PPT team that works directly with him at school I feel part of team and valued. When SpEd supervisors are present at his PPT I feel like my input is not heard and is drowned out by a predetermined path the supervisor has decided upon prior to our PPT.*

Feedback received during from the forums and surveys indicate that the majority of both parents and staff believe that the district is in compliance with state and federal procedural requirements related to PPTs and IEPs. PPT meetings are scheduled as required and IEPs are appropriately completed and received by parents in a timely way with some exceptions. In addition, parents receive evaluation reports and other written materials that are to be reviewed at the PPT meeting several days before the meeting, allowing parents sufficient time to review the evaluation information.

Generally, the majority of parents and staff feel that they are valued members of the PPT and that the PPT develops an appropriate IEP for students receiving special education. The District may wish to review the parent and staff responses to ascertain if there are specific issues that can be addressed from an improvement perspective. A lack of feeling valued and consequently of feeling that an IEP is not appropriate, often appears to be related to the level of agreement between participants in a PPT. The resulting feedback obtained from the survey indicates that the measure of value regarding a person's participation and the perception of a well-written IEP appears related to the level of agreement or disagreement with a parent or supervisor and whether they at least feel their opinions have been sincerely considered. Please see **Recommendations** related to the PPT and IEP.

Programs, Practices and Perceptions

Recommendations

The recommendations are a result of the consultants' review of the district's current programs and practices and the staff and parent perceptions of these programs and practices based upon the information obtained from the forums and surveys. The perceptions of staff and parents have led to recommendations in the areas of special reading programs, confidentiality, staffing and PPT/IEPs. Current district policies and practices need to be reviewed in the areas of confidentiality, staffing and PPT/IEPs.

Specialized Reading Programs and Certified Staff: Specialized reading programs were an area that precipitated the special education review of the District. Since issues were first identified the District has taken significant action in ensuring sufficient trained and/or certified personnel in one or more specialized reading programs. In addition to current efforts, the District should review the IEP of all students identified as SLD/dyslexia to ensure that an appropriate reading program is in place for the student. Such a review should also take place for each newly identified student with SLD/dyslexia within this school year to ensure a system is in place to appropriately identify students and ensure an appropriate and timely implementation of a specialized reading program by appropriately trained and/or certified staff. The District appears to be engaged in ensuring training, professional development and certification opportunities for staff for the implementation of specialized reading programs such that programmatic concerns with regard to this issue are being addressed. The District should continue the focus on ensuring a sufficient number of trained and/or certified personnel. Monitoring and supervision of staff in delivering a specialized reading program with fidelity should occur by the District special education administration. Attention to staff concerns regarding time for collaboration and professional development should be addressed.

Confidentiality: There is a perception by parents that breaches of student confidentiality are somewhat frequent and happening throughout the district. The district should review their current practices and the system in place for the distribution of information to parents about their child. A review of the District policies and procedures, analysis of the system currently in place that utilizes the school psychologist, and the administrative monitoring by administration might identify targeted areas for improvement. Targeted training/professional development for all school staff, including paraprofessionals, on confidentiality and the protection of student information should be considered and incorporated into the trainings/professional development opportunities offered to staff,

particularly those working with students receiving special education or by experts in the area of reading.

Professional Development/Training: The District should review the needs of general and special education staff, to include but not be limited to academic content and the behavior/social emotional needs of students. The District should: (a) ensure that training and professional development needs are identified annually for general and special education staff; (b) continue to redefine and align paraprofessional hours with the school day and to incorporate and/or compensate, to the extent appropriate, paraprofessionals for participation in training; and (c) work with the newly formed SEPTA to identify needs and resources to provide training to families. Providing information, training and support to parents on federal and state special education requirements including identification, evaluation (including IEEs), eligibility, development and implementation of an IEP, and dispute resolution would be helpful in fostering communication and collaboration between parents and District staff and administration.

Staffing: As previously stated, the crucial issue in a review of special education staffing is whether students' IEPs are being implemented with fidelity. Newtown clearly has a dedicated staff that works to ensure that all IEPs are implemented with fidelity although there is a perception that this may not *always* be the case, or, that appropriate implementation requires staff to give up essential planning and collaboration time and work longer hours than they should. The District should undertake a review of staffing patterns in the District to determine: (a) whether the District employs the appropriate number of staff including instructional, related service and non-certified personnel; (b) whether staff is being appropriately utilized and deployed throughout the district to ensure that IEPs are being implemented with fidelity; and (c) whether job responsibilities are appropriate to staff skills and time (including, for example, a review of caseloads and how school psychologists are utilized in the PPT process).

The Planning and Placement Team (PPT) and Individualized Education Program (IEP): The district should consider providing parent information, resources and educational opportunities to families regarding PPT meetings and the development of IEPs. In addition, the development of district-wide policies, procedures and practices around planning, leading and participating in PPT meetings, to be implemented consistently throughout the district, will be helpful to both staff and parents. These could include how and when school staff and parents will be informed when a special education administrator will be at a PPT and the role and responsibility of that person in the PPT. Policies and practices to be considered could also include the use of meeting agendas that provide time for parents to have their concerns addressed and considered. It is also important to address mechanisms for communication to ensure that all staff has the ability to participate and provide information and their professional opinion to the team through various means.

Respectfully Submitted:

Gail Mangs

Maria Synodi

A required policy per federal mandate.

Personnel -- Non-Certified

Drug and Alcohol Testing for School Bus Drivers

The Newtown Public School district is committed to the establishment of a drug use and alcohol misuse prevention program that meets all applicable requirements of the Omnibus Transportation Employee Testing Act of 1991 (OTETA) and applicable state statutes pertaining to pre-employment and random drug testing of school bus drivers. The District shall adhere to federal and state law and regulations requiring a school bus driver's drug and alcohol testing program.

Contracts for transportation approved by this District shall contain assurance that the contractor will establish a drug and alcohol-testing program that meets the requirements of federal regulations, state statutes and this policy and will actively enforce the regulations of this policy as well as federal and state requirements.

~~In addition to the above cited federal requirement, the Board of Education expects its school transportation carrier, by June 30, 2019, to provide training to all school bus drivers, including instruction on (1) identifying the signs and symptoms of anaphylaxis, (2) administering epinephrine by a cartridge injector ("EpiPen"), (3) notifying emergency personnel, and (4) reporting an incident involving a student's life threatening allergic reaction.~~

~~Beginning July 1, 2019, each carrier must provide the training to school bus drivers following the issuance or renewal of a public passenger endorsement to operate a school bus for carrier employees, and upon the hiring of a school bus driver who is not employed by such carrier (e.g., subcontractor), except a driver who received the training after the most recent issuance or renewal of his or her endorsement is not required to repeat it.~~

Additional language to consider:

(School districts contracting with a private service provider must ensure the provider has a drug and alcohol testing program fulfilling federal regulations, and state law pertaining to a required pre-employment and random drug testing program for drivers of school buses and school transportation vehicles (STVs) that carry ten or fewer students.)

Alternate Version

~~In a continuing effort to prevent accidents and injuries resulting from the use of drugs and misuse of alcohol by drivers of commercial motor vehicles, the District shall establish a drug and alcohol misuse prevention program.~~

~~The District's program shall meet the requirements of the Omnibus Transportation Employee Testing Act of 1991 and C.G.S.14-276a.~~

Personnel -- Non-Certified

Drug and Alcohol Testing for School Bus Drivers

The Superintendent will develop administrative regulations as needed to implement the District's program including provisions for pre employment, reasonable suspicion, random, post accident, return to duty and follow up testing as may be necessary. The regulations will also include training, education and other assistance to employees to promote a drug and alcohol-free environment

Contracts for transportation approved by this District shall contain assurance that the contractor will establish a drug and alcohol testing program that meets the requirements of federal regulations, state statutes and this policy and will actively enforce the regulations of this policy as well as federal and state requirements.

This policy applies to all drivers and applicants for driver positions for the District who must have a Commercial Drivers License (CDL) to operate school vehicles.

In addition to the above cited federal requirement, the Board of Education expects its school transportation carrier, by June 30, 2019, to provide training to all school bus drivers, including instruction on (1) identifying the signs and symptoms of anaphylaxis, (2) administering epinephrine by a cartridge injector ("EpiPen"), (3) notifying emergency personnel, and (4) reporting an incident involving a student's life-threatening allergic reaction.

Beginning July 1, 2019, each carrier must provide the training to school bus drivers following the issuance or renewal of a public passenger endorsement to operate a school bus for carrier employees, and upon the hiring of a school bus driver who is not employed by such carrier (e.g., subcontractor), except a driver who received the training after the most recent issuance or renewal of his or her endorsement is not required to repeat it.

Legal Reference: United States Code, Title 49

2717 Alcohol and controlled substances testing (Omnibus Transportation Employee Testing Act of 1991)

Code of Federal Regulations, Title 49

40 Procedures for Transportation Workplace Drug and Alcohol Testing Programs

382 Controlled Substance and Alcohol Use and Testing

395 Hours of Service Drivers

Personnel -- Non-Certified

Drug and Alcohol Testing for School Bus Drivers

Holiday v. City of Modesto (1991) 229 Cal. App. 3d. 528, 540

International Brotherhood of Teamsters v. Department of Transportation

932 F. 2d 1292 (1991)

American Trucking Association, Inc. v. Federal Highway Administration,
(1995) WL 136022 (4th circuit)

Legal Reference: Connecticut General Statutes (continued)

10-212c Life-threatening food allergies and glycogen storage disease:
Guidelines; district plans. (as amended by PA 18-185)

14-261b Drug and alcohol testing of drivers of certain vehicles, mechanics
and forklift operators

14-276a Regulations re school bus operators and operators of student
transportation vehicles; qualifications; training. Pre-employment drug test
required for operators

52-557b Immunity from liability for emergency medical assistance first
aid or medication by injection. School personnel not required to
administer or render. (as amended by PA 05-144, An Act Concerning the
Emergency Use of Cartridge Injectors and PA 18-185, An Act Concerning
Life-Threatening Food Allergies in Schools)

Policy adopted:

rev 4/02
rev 7/07
rev 11/18

A mandated policy to consider. Prior to adoption, a policy on this topic must be approved by the district's School Medical Advisor or other qualified licensed physician. The policies and procedures (administrative regulations), concerning the administration of medications should be reviewed as needed, but at least biennially.

Students

Administering Medication

The purpose of this policy is for the Board of Education (Board) to determine who shall administer medications in a school and the circumstances under which self-administration of medication by students shall be permitted.

The Board of Education allows students to self-administer medication and school personnel to administer medication to students in accordance with the established procedures, and applicable state regulations, sections 10-212a-1 through 10-212a-10 inclusive. In order to provide immunity afforded to school personnel who administer medication, the Board of Education, with the advice and approval of the School Medical Advisor and the school nurse supervisor, shall review and/or revise this policy and regulation biennially concerning the administration of medications to District students by a nurse, or in the absence of a nurse, by qualified personnel for schools. The District's School Medical Advisor (or other qualified physician) shall approve this policy, its regulations and any changes prior to adoption by the Board.

Definitions

Administration of medication means any one of the following activities: handling, storing, preparing or pouring of medication; conveying it to the student according to the medication order; observing the student inhale, apply, swallow, or self-inject the medication, when applicable; documenting that the medication was administered; and counting remaining doses to verify proper administration and use of the medication.

Advanced practice registered nurse means an individual licensed pursuant to C.G.S. 20-94a.

Authorized prescriber means a physician, dentist, optometrist, advanced practice registered nurse or physician assistant, and for interscholastic and intramural athletic events only, a podiatrist.

Before- and after-school program means any child care program operated and administered by a local or regional Board of Education or municipality exempt from licensure by the Office of Early Childhood pursuant to subdivision (1) of subsection (b) of C.G.S. 19a-77. Such programs shall not include public or private entities licensed by the Office of Early Childhood or Board of Education enhancement programs and extra-curricular activities.

Board of Education means a local or regional Board of Education, a regional educational service center, a unified school district, the regional vocational-technical school system, an approved private special education facility, the Gilbert School, the Norwich Free Academy, Woodstock Academy or a non-public school whose students receive services pursuant to Section 10-217a of the Connecticut General Statutes.

Students

Administering Medications

Definitions (continued)

Carrier means any school district educational institution, or person, firm or corporation under contract to such district or institution engaged in the business of transporting. (C.G.S 14-212(2)).

Cartridge injector means an automatic prefilled cartridge injector or similar automatic injectable equipment used to deliver epinephrine in a standard dose for emergency first aid response to allergic reaction.

Coach means any person holding a coaching permit hired by the Board of Education to coach for a sport season.

Controlled drugs means those drugs as defined in Connecticut General Statutes Section 21a-240.

Cumulative health record means the cumulative health record of a student mandated by Connecticut General Statutes Section 10-206.

Director means the person responsible for the operation and administration of any school readiness program or before- and after-school program.

Eligible student means a student who has reached the age of eighteen or is an emancipated minor.

Error means:

- (1) the failure to do any of the following as ordered:
 - (a) administer a medication to a student;
 - (b) administer medication within the time designated by the prescribing physician;
 - (c) administer the specific medication prescribed for a student;
 - (d) administer the correct dosage of medication;
 - (e) administer medication by the proper route; and/or
 - (f) administer the medication according to generally accepted standards of practice;or
- (2) the administration of medication to a student which is not ordered by an authorized prescriber, or which is not authorized in writing by the parent or guardian of such student, except for the administration of epinephrine for the purpose of emergency first aid pursuant to Connecticut General Statutes 10-212a and Section 10-212a-2 of the Regulations of Connecticut State Agencies.

Extracurricular activities means activities sponsored by local or regional Boards of Education that occur outside of the school day, are not part of the educational program, and do not meet the definition of before- and after-school programs and school readiness programs.

Guardian means one who has the authority and obligations of guardianship of the person of a minor, and includes: (1) the obligation of care and control; and (2) the authority to make major decisions affecting the minor's welfare, including, but not limited to, consent determinations regarding marriage, enlistment in the armed forces and major medical, psychiatric or surgical treatment.

Students

Administering Medications

Definitions (continued)

Intramural athletic events means tryouts, competition, practice, drills, and transportation to and from events that are within the bounds of a school district for the purpose of providing an opportunity for students to participate in physical activities and athletic contests that extend beyond the scope of the physical education program.

Interscholastic athletic events means events between or among schools for the purpose of providing an opportunity for students to participate in competitive contests which are highly organized and extend beyond the scope of intramural programs and includes tryouts, competition, practice, drills, and transportation to and from such events.

Investigational drug means any medication with an approved investigational new drug (IND) application on file with the Food and Drug Administration (FDA), which is being scientifically tested and clinically evaluated to determine its efficacy, safety and side effects and which has not yet received FDA approval.

Licensed athletic trainer means a licensed athletic trainer employed by the school district pursuant to Chapter 375a of the Connecticut General Statutes.

Medication means any medicinal preparation including over-the-counter, prescription and controlled drugs, as defined in Connecticut General Statutes Section 21a-240. This definition includes Aspirin, Ibuprofen or Aspirin substitutes containing Acetaminophen.

Medication emergency means a life-threatening reaction of a student to a medication.

Medication plan means a documented plan established by the school nurse in conjunction with the parent and student regarding the administration of medication in school. Such plan may be a stand-alone plan, part of an individualized health care plan, an emergency care plan or a medication administration form.

Medication order means the written direction by an authorized prescriber for the administration of medication to a student which shall include the name of the student, the name and generic name of the medication, the dosage of the medication, the route of administration, the time of administration, the frequency of administration, the indications for medication, any potential side effects including overdose or missed dose of the medication, the start and termination dates not to exceed a 12-month period, and the written signature of the prescriber.

Nurse means an advanced practice registered nurse, a registered nurse or a practical nurse licensed in Connecticut in accordance with Chapter 378 of the Connecticut General Statutes.

Students

Administering Medications

Definitions (continued)

Occupational therapist means an occupational therapist employed full time by the local or regional board of education and licensed in Connecticut pursuant to Chapter 376a of the Connecticut General Statutes.

Optometrist means an optometrist licensed to provide optometry pursuant to Chapter 380 of the Connecticut General Statutes.

Paraprofessional means a health care aide or assistant or an instructional aide or assistant employed by the local or regional Board of Education who meets the requirements of such Board for employment as a health care aide or assistant or instructional aide or assistant.

Physical therapist means a physical therapist employed full time by the local or regional Board of Education and licensed in Connecticut pursuant to Chapter 376 of the Connecticut General Statutes.

Physician means a doctor of medicine or osteopathy licensed to practice medicine in Connecticut pursuant to Chapters 370 and 371 of the Connecticut General Statutes, or licensed to practice medicine in another state.

Physician assistant means an individual licensed to prescribe medications pursuant to Section 20-12d of the Connecticut General Statutes.

Podiatrist means an individual licensed to practice podiatry in Connecticut pursuant to Chapter 375 of the Connecticut General Statutes.

Principal means the administrator in the school.

Qualified medical professional, as defined in C.G.S. 10-212, means a physician licensed under Chapter 370, an optometrist licensed to practice optometry under Chapter 380, an advanced practice registered nurse licensed to prescribe in accordance with Section 20-94a or a physician assistant licensed to prescribe in accordance with Section 20-12d.

Qualified personnel for schools means (a) a qualified school employee who is a full time employee or is a coach, athletic trainer, or school paraprofessional or for school readiness programs and before and after school programs, means the director or director's designee and any lead teachers and school administrators who have been trained in the administration of medications. For school readiness programs and before- and after-school programs, Directors or Director's designee, lead teachers and school administrators who have been trained in the administration of medication may administer medications pursuant to Section 10-212a-10 of the State regulations.

Students

Administering Medications

Definitions (continued)

Qualified school employee, as defined in C.G.S. 10-212, means a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, coach or school paraprofessional.

Research or study medications means FDA-approved medications being administered according to an approved study protocol. A copy of the study protocol shall be provided to the school nurse along with the name of the medication to be administered and the acceptable range of dose of such medication to be administered.

School means any educational facility or program which is under the jurisdiction of the Board excluding extracurricular activities.

School bus driver means any person who holds a commercial driver's license with a public passenger endorsement to operate a school bus pursuant to subsection (a) of C.G.S. 14-44.

School medical advisor means a physician appointed pursuant to C.G.S. 10-205.

School nurse means a nurse appointed in accordance with Connecticut General Statutes Section 10-212.

School nurse supervisor means the nurse designated by the local or regional Board of Education as the supervisor or, if no designation has been made by the Board, the lead or coordinating nurse assigned by the Board.

School readiness program means a program that receives funds from the State Department of Education for a school readiness program pursuant to subsection (b) of Section 10-16p of the Connecticut General Statutes and exempt from licensure by the Office of Early Childhood pursuant to subdivision (1) of subsection (b) of Section 19a-77 of the Connecticut General Statutes.

Self-administration of medication means the control of the medication by the student at all times and is self-managed by the student according to the individual medication plan.

Supervision means the overseeing of the process of the administration of medication in a school.

Teacher means a person employed full time by a Board of Education who has met the minimum standards as established by that Board for performance as a teacher and has been approved by the School Medical Advisor and school nurse to be designated to administer medications pursuant to the Regulations of Connecticut State Agencies Sections 10-212a-1 through 10-212a-7.

Students

Administering Medication (continued)

General Policies on Administration of Medication

A child with diabetes may test his/her own blood glucose level per the written order of a physician stating the need and the capacity of such child to conduct self-testing along with written authorization of the parent/guardian. Such self-testing shall be pursuant to guidelines promulgated by the Commissioner of Education. The time or place where a student with diabetes may test his/her blood-glucose level on school grounds shall not be restricted provided the student has written parental/guardian permission and a written order from a physician licensed in Connecticut.

The school nurse ~~or school principal shall~~ may select a qualified school employee to, under certain conditions, give a glucagon injection to a student with diabetes who may require prompt treatment to protect him/her from serious harm or death. The nurse ~~or principal~~ must have the written authority from the student's parent/guardian and a written order from the student's Connecticut-licensed physician. The authorization shall be limited to situations when the school nurse is absent or unavailable. No qualified school employee shall administer this medication unless he/she has annually completed any training required by the school nurse and school medical advisor in the administration of medication with injectable equipment used to administer glucagon, the school nurse and school medical advisor must attest that the qualified school employee has completed such training and the qualified school employee voluntarily agrees to serve as a qualified school employee. The injections are to be given through an injector or injectable equipment used to deliver an appropriate dose of glucagon as emergency first aid response to diabetes.

A child diagnosed with asthma or ~~an allergic condition~~ a diagnosed life-threatening allergic condition, pursuant to State Board of Education regulations, may possess, self-administer or possess and self-administer medicine administered through the use of an asthmatic ~~carry an~~ inhaler or an Epipen or similar device in the school at all times or while receiving school transportation services if he/she is under the care of a physician, physician assistant, or advanced practice registered nurse (APRN) and such practitioner certifies in writing to the Board of Education that the child needs to keep an asthmatic inhaler or Epipen at all times to ensure prompt treatment of the child's asthma or allergic condition and protect the child against serious harm or death. A written authorization of the parent/guardian is also required.

A school nurse may administer medication to any student pursuant to the written order of an authorized prescriber (physician, dentist, optometrist, an advanced practice registered nurse, or a physician assistant and for interscholastic and intramural athletic events only, a podiatrist) and the written authorization of a parent or guardian of such child or eligible student and the written permission of the parent/guardian for the exchange of information between the prescriber and the school nurse necessary to ensure the safe administration of such medication.

Students

Administering Medication

General Policies on Administration of Medication (continued)

In the absence of a school nurse, any other nurse licensed pursuant to the provisions of Chapter 378, including a nurse employed by, or providing services under the direction of the Board of Education at a school-based clinic, only qualified personnel for schools who have been properly trained may administer medications to students as delegated by the school nurse upon approval of the School Medical Advisor and the school nurse may administer medication to any student in the school following the successful completion of specific training in administration of medication and satisfactory completion of the required criminal history check.

Medications with a cartridge injector may be administered by qualified personnel for schools only to a student with a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death. Qualified personnel for schools, as defined, may administer oral, topical, intranasal, or inhalant medication in the absence of a licensed nurse. Investigational drugs or research or study medications may not be administered by qualified personnel for schools.

Coaches and licensed athletic trainers during intramural and interscholastic events may administer medications pursuant to Section 10-212a-9 of the Regulations of Connecticut State Agencies and as described in this policy and in the administrative regulations to this policy.

In compliance with all applicable state statutes and regulations, parents/guardians may administer medications to their own children on school grounds.

Administration of Medication by Paraprofessionals

A specific paraprofessional, through a plan approved by a school nurse supervisor and School Medical Advisor, may administer medications including medications administered with a cartridge injector, to a specific student with a medically diagnosed allergic condition that may require prompt treatment in order to protect the student against serious harm or death pursuant to Section 10-212a-9 of the Regulations of Connecticut State Agencies and as described in the administrative regulations. The approved plan also requires the written authorization of the student's parent/guardian and pursuant to the written order from the student's authorized prescriber licensed to prescribe medication.

Administration of Medications in School Readiness Programs and Before- and After-School Programs

Directors, or their designees, who may include lead teachers or school administrators, who have been properly trained, may administer medications to students as delegated by the school nurse or other registered nurse, in school readiness programs and before- and after-school programs that are child care programs. Such programs must either be District-administered or administered by a municipality exempt from licensure by the Department of Public Health and are located in a District public school. Medicine may be administered pursuant to the Regulations of Connecticut State Agencies, Section 10-212a-10, to children enrolled in these programs.

Students

Administering Medication

Administration of Medications in School Readiness Programs and Before- and After-School Programs (continued)

Administration of medications shall be provided only when it is medically necessary for program participants to access the program and maintain their health status while attending the program. A child attending any before- or after-school program, defined as any child care program operated and administered by the Board in any building or on the grounds of any district school, upon the request and with the written authorization of the child's parent/guardian and pursuant to the written order from the student's authorized prescriber, will be supervised by the District staff member (Director or designee, lead teacher, school administrator) trained to administer medication including a cartridge injector. Such administration shall be to a particular student medically diagnosed with an allergy that may require prompt treatment to avoid serious harm or death.

Investigational drugs or research or study medications may not be administered by Directors or their designees, lead teachers or school administrators.

Properly trained Directors, Directors' designees, lead teachers or school administrators may administer medications to students as delegated by the school nurse or other registered nurse. They may administer oral, topical, intranasal, or inhalant medications. No medication shall be administered without the written order of an authorized prescriber and the written approval of the parent/guardian.

The selected staff member shall be trained in the use of a cartridge injector by either a licensed physician, physician's assistant, advanced practice registered nurse or registered nurse. *(Optional: The selected staff member is also required to complete a course in first aid offered by the American Red Cross, the American Heart Association, the National Ski Patrol, the Department of Public Health or any Director of Health.)*

The administration shall determine, in cooperation with the School Medical Advisor and school nurse [supervisor] whether additional school nursing services/nurses are required based on the needs of the program and the participants in the program. This determination shall include whether a licensed nurse is required on site. The recommendation shall be subject to Board approval.

The Board will allow students in the school readiness and before- and after-school programs to self-administer medication according to the student's individual health plan and only with the written order of an authorized prescriber, written authorization of the child's parent or guardian, written approval of the school nurse (The nurse has evaluated the situation and deemed it appropriate and safe and has developed a plan for general supervision of such self-medication.), and with the written permission of the parent or guardian for the exchange of information between the prescriber and the school nurse necessary to ensure the safe administration of such medication.

Students

Administering Medication

Administration of Medications in School Readiness Programs and Before- and After-School Programs (continued)

An error in the administration of medication shall be reported immediately to the school nurse, the parents/guardians and the prescribing physician. In case of an anaphylactic reaction or the risk of such reaction a school nurse may administer emergency oral and/or injectable medication to any child in need thereof on school grounds, or in the school building, according to the standing order of the School Medical Advisor or the child's private physician. However, in an emergency any other person trained in CPR and First Aid may administer emergency oral and/or injectable medication to any child in need on school grounds, or in the school building. In addition, local poison control center information shall be readily available at the sites of these programs. The Program Director or his/her designee shall be responsible for decision making in the absence of the nurse.

In the event of a medical emergency, the following will be readily available: (1) local poison information center contact information; (2) the physician, clinic or emergency room to be contacted in such an emergency; and (3) the name of the person responsible for the decision making in the absence of a school nurse.

All medications shall be handled and stored in accordance with the provisions of subsection (a) to (k) inclusive of the Regulations of Connecticut State Agencies, as outlined in the accompanying administrative regulation to this policy.

Where possible, a separate supply of the child's medication shall be stored at the site of the before- or after-school program or school readiness program. If this is not possible, a plan should be in place to ensure the timely transfer of the medication from the school to the program and back on a daily basis.

Documentation and record keeping shall be done in compliance with the stipulations outlined in the administrative regulation accompanying this policy.

THE PORTION OF THIS POLICY PERTAINING TO THE ADMINISTRATION OF MEDICATION IN SCHOOL READINESS PROGRAMS AND BEFORE- AND AFTER-SCHOOL PROGRAMS SHALL BE REVIEWED BY THE BOARD ON AN ANNUAL BASIS WITH INPUT FROM THE SCHOOL MEDICAL ADVISOR OR A LICENSED PHYSICIAN AND THE SCHOOL NURSE SUPERVISOR.

Administration of Medication by Coaches and Licensed Athletic Trainers During Intramural and Interscholastic Events

During intramural and interscholastic athletic events, a coach or licensed athletic trainer who has been trained in the general principles of medication administration applicable to receiving, storing, and assisting with inhalant medications, or cartridge injector medications and documentation, may administer medication for select students for whom self-administration plans are not viable options as determined by the school nurse.

Students

Administering Medication

Administration of Medication by Coaches and Licensed Athletic Trainers During Intramural and Interscholastic Events (continued)

The medication which may be administered is limited to: (1) inhalant medications prescribed to treat respiratory conditions and (2) medication administered with a cartridge injector for students with a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death.

The school nurse is responsible for the student's individualized medication plan and shall provide the coach with a copy of the authorized prescriber's order and the parental/guardian permission form. Parents are responsible for providing the medication, such as the inhaler or cartridge injector, ~~to the coach or licensed athletic trainer~~, which shall be kept separate from the medication stored in the school health office during the school day.

~~Medications to be used in athletic events shall be stored in containers for the exclusive use of holding medications; in locations that preserve the integrity of the medication; under the general supervision of the coach or licensed athletic trainer trained in the administration of medication; and in a locked secure cabinet when not in use at athletic events.~~

The agreement of the coach or licensed athletic trainer is necessary for the administration of emergency medication and the implementation of the emergency care plan.

Coaches and athletic trainers are required to fulfill the documentation requirements as outlined in the administrative regulations accompanying this policy. Errors in the administration of medication shall be addressed as specified in Section 10-212a-6 of the Regulations of Connecticut State Agencies, and detailed in the administrative regulation pertaining to this policy. If the school nurse is not available, a report may be submitted by the coach or licensed athletic trainer to the school nurse on the next school day.

Storage and Administration of Epinephrine

Storage and Use of Epinephrine Cartridge Injectors (Emergency Administration of Epinephrine to Students without Prior Written Authorization)

A school nurse or, in the absence of a school nurse, a "qualified school employee" who has completed the training required by PA 14-176, shall maintain epinephrine in cartridge injectors for the purpose of emergency first aid to students who experience allergic reactions, who were not previously known to have serious allergies and who do not have a prior written authorization of a parent/guardian or a prior written order of a qualified medical professional for the administration of epinephrine.

Note: ~~Epipens expire yearly. Therefore, schools are responsible for refilling their prescriptions annually. It is estimated that each school would require two to three two pack epipens.~~

Students

Administering Medication

Storage and Administration of Epinephrine (continued)

The school nurse or school principal shall select qualified school employees who voluntarily agree to be trained to administer such epinephrine as emergency first aid. There shall be at least one such qualified school employee on the grounds of each District school during regular school hours in the absence of the school nurse. Each school must maintain a supply of epinephrine in cartridge injectors (epipens) for such emergency use.

Note: This requirement pertains only during regular school hours and does not include after-school activities.

The school shall fulfill all conditions and procedures promulgated in the regulations established by the State Board of Education (Section 10-212a-2) for the storage and administration of epinephrine by school personnel to students for the purpose of emergency first aid to students who experience allergic reaction and do not have prior written authorization for epinephrine administration.

The school nurse or, in the absence or unavailability of such school nurse, such qualified school employee may administer epinephrine to a student experiencing a life-threatening undiagnosed allergic reaction as emergency first aid, to students who do not have a prior written authorization from a parent or guardian or a prior written order from a qualified medical professional for the administration of epinephrine. A qualified school employee must annually complete the required training program in order to be permitted to administer epinephrine utilizing an epipen.

Following the emergency administration of epinephrine by a qualified school employee to a student who does not have a prior written authorization of a parent/guardian or a prior written order of a qualified medical professional, such administration must be reported immediately to the school nurse or medical advisor, the student's parent/guardian by the school nurse or the qualified school employee and a medication administration record shall be submitted by the qualified school employee at the earliest possible time, but not later than the next school day. Such record must be filed in or summarized on the student's cumulative health record.

The parent/guardian of a student may submit, in writing, to the school nurse and school medical advisor, if any, that epinephrine shall not be administered to his/her child permitted by statute. The District shall annually notify parents/guardians of the need to provide such written notice.

The Board of Education, recognizing this emergency use of epinephrine for previously undiagnosed students, per the statute, is to take place during "regular school hours" establishes such hours to be from the arrival of the first students to the school site to the departure of the last bus serving the school at the conclusion of the day's instructional programs.

Note: ~~The regulations indicate that boards of education determine the regular school hours for each school. Another definition could be the hours specified in the Teacher's Contract for the normal school/employment day in terms of hours.~~

Students

Administering Medication (continued)

Administration of Anti-Epileptic Medications to Students

With the written authorization of a student's parent/guardian, and pursuant to the written order of a physician, a school nurse (and a school medical advisor, if any), shall select and provide general supervision to a qualified school employee, who voluntarily agrees to serve as a qualified school employee, to administer anti-epileptic medication, including by rectal syringe, to a specific student with a medically diagnosed epileptic condition that requires prompt treatment in accordance with the student's individual seizure action plan. Such authorization is limited to situations when the school nurse is absent or unavailable. No qualified school employee shall administer such medication unless he/she annually completes the training program developed by the State Department of Education, in consultation with the School Nurse Advisory Council.

In addition the school nurse (and school medical advisor, if any), shall attest, in writing, that such qualified school employee has completed the required training. The qualified school employee shall also receive monthly reviews by the school nurse to confirm his/her competency to administer anti-epileptic medication. For purposes of the administration of anti-epileptic medication, a "qualified school employee" means a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the District, coach or school paraprofessional.

School Bus Drivers Training

By June 30, 2019, school transportation carriers must provide training to all school bus drivers, including instruction on (1) identifying the signs and symptoms of anaphylaxis, (2) administering epinephrine by a cartridge injector ("EpiPen"), (3) notifying emergency personnel, and (4) reporting an incident involving a student's life-threatening allergic reaction. Such training can be completed online, provided the online module fulfills legislative requirements.

Beginning July 1, 2019, each carrier must provide the training to school bus drivers (1) following the issuance or renewal of a public passenger endorsement to operate a school bus for carrier employees, and (2) upon the hiring of a school bus driver who is not employed by such carrier (e.g., subcontractor), except a driver who received the training after the most recent issuance or renewal of his or her endorsement is not required to repeat it.

(cf. 4112.5/4212.5 – Security Check/Fingerprinting)

(cf. 5141 – Student Health Services)

(cf. 5141.23 – Students with Special Health Care Needs)

Legal Reference: Connecticut General Statutes

10-206 Health Assessment

10-212 School nurses and nurse practitioners. Administration of medications by parents or guardians on school grounds. Criminal history; records check.

Students

Administering Medication

Legal Reference	Connecticut General Statutes (continued) 10-212a Administration of medications in schools. (as amended by PA 99-2, and June Special Session and PA 03-211, PA 04-181, PA 07-241, PA 07-252, PA 09-155, PA 12-198, PA 14-176, PA 15-215 and PA 18-185) 10-212c Life-threatening food allergies and glycogen storage disease: Guidelines; district plans. (as amended by PA 18-185) 10-220j Blood glucose self-testing by children. Guidelines. (as amended by PA 12-198) 19a-900 Use of cartridge injector by staff member of before- or after-school program, day camp or day care facility. 21a-240 Definitions 29-17a Criminal history checks. Procedure. Fees. 52-557b Immunity from liability for emergency medical assistance first aid or medication by injection. School personnel not required to administer or render. (as amended by PA 05-144, An Act Concerning the Emergency Use of Cartridge Injectors and PA 18-185) Connecticut Regulations of State Agencies 10-212a-1 through 10-212a-10, inclusive, as amended. Code of Federal Regulations: Title 21 Part 1307.2 20-12d Medical functions performed by physician assistants. Prescription authority. 20-94a Licensure as advanced practice registered nurse. PA 07-241 An Act Concerning Minor Changes to the Education Statutes 29-17a Criminal history checks. Procedure. Fees. PA 18-185 An Act Concerning the Recommendations of the Task Force on Life-Threatening Food Allergies in Schools.
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Policy adopted:

rev 10/15
rev 3/18
rev 11/18

Instruction

Class Size

The Board of Education believes that appropriate class size is essential to effective teaching and learning, as well as building and sustaining a safe, productive, and inclusive school environment. The benefits of smaller class sizes are well documented in research and can be an effective strategy for improving student performance. The Board supports appropriate and reasonable class sizes, consistent with the grade level, nature of the subject, students' needs, staffing, and facilities. The Superintendent of Schools shall work with the staff in establishing reasonable and equitable class sizes and shall recommend appropriate staffing levels to the Board.

Instruction

Class Size

The following should be considered as guidelines when determining the appropriate number of students in a class at each grade level:

Kindergarten: 15-18

Grades 1-4: 18-21

Grades 5-8: 21-25

Grades 9-12: 25-30

The above reflect a “range” of class sizes across grade levels. Administrators must have the flexibility to make decisions based on a number of important factors that may fluctuate from year to year.

Instruction

Field Trips

The Board of Education approves the concept of planned educational field trips for students in the Newtown schools.

When subsidy for educational field trips is not provided in the school budget, such an educational activity may be planned by staff members with students and conducted with participating students sharing in the cost of the trip. If a student is unable to pay his/her share of the trip costs, the building administrator may use available resources, including funds from local organizations, to help defray expenses.

No educational field trip shall take place during the school year without approval by the building administrator.

It is expected that all educational field trips shall use common carriers or school buses unless otherwise authorized by the principal.

In order to minimize the cost to students and their families of multi-day field trips that involve specific classes or groups of students, the teaching staff should select locations closest to Connecticut that meet the approved educational objectives of the planned activities.

This policy statement is not applicable to scheduled bus trips for students who participate in or wish to attend interscholastic athletic events, special music performances, or similar activities.

Policy Adopted: 12/14/64

rev 12/12/78

rev 6/13/89

rev 10/10/95

rev 11/10/98

rev 11/7/18

Instruction

Field Trips

Staff are required to give at least two weeks prior notice of field trips to the school nurse, in order to allow time for the nurse to review updated medical information and to make arrangements for the safe participation of students with disabilities or special health needs.

For the purposes of medication administration on school sponsored trips, field trips shall be categorized as “curricular” and “extracurricular” field trips. For curricular field trips, the school nurse will prepare necessary medication, equipment and emergency supplies. The nurse will train designated staff in medication administration as needed. For extra curricular field trips, the nurse will be available as a resource to staff to aid in planning for student health and safety needs.


Curricular Field Trips: primarily educational trips that enhance students’ understanding of their studies by extending the school experience. (examples: museum trip, nature center, science lab)

Extracurricular Trips: educational, cultural and/or recreational trips that occur outside of the school day and may be organized by approved an extracurricular club, organization or program. Such trips may enhance the educational experience but are not designed as part of the curricular study. (examples: Debate Club, Ski Club)

**NEWTOWN PUBLIC SCHOOLS
BUSINESS OFFICE**

MEMORANDUM

DATE: December 12, 2018
TO: Board of Education
FROM: Ron Bienkowski, Director of Business
SUBJECT: Special Education Out-of-District Transportation Contract



The Special Education In-District and Out-of-District Student Transportation Request for Proposal (RFP) was publicly bid on April 1, 2014. The In-District services contract was awarded to All Star Transportation and those services have since been integrated into the overall All Star Contract which was previously renegotiated.

The Out-of-District services contract was awarded to EdAdvance (previously dba Education Connection) on June 3, 2014, for a period of three years (2014-2017) with a two year extension period to June 30, 2019, (2017-2019). At the time of the initial award, Education Connection was a new vendor to us, so we included the extension on “successful performance” in the initial period.

At the February 21, 2017 Board meeting the EdAdvance contract was extended to June 30, 2019, based on “successful performance” at the rates included in the bid proposal, with additional service rates referred to as a First Amendment to the contract.

As we have been discussing these services in light of the contract’s end date and budget requirements for 2019-20, EdAdvance has submitted a proposal to us indicating they are willing to provide transportation services for the same rates next year as they are for the current year.

The Superintendent, Special Education Department, and I are in favor of this proposal as it allows for a flat budget for these services, (preliminarily we were including \$33,000 more as a budget proposal, assuming a new contract). Additionally, the service requirements for this population of special education students, is quite unique and EdAdvance has successfully demonstrated their ability to effectively work with them. Their drivers are trained, qualified, and have established relationships with the parents of

the students they transport. EdAdvance is a provider for a number of other area school districts as well.

Our Special Education Department indicates that EdAdvance is responsive, easy to work with, and provides value with a single contact for all out of district needs.

Board policy P3323 Regulation 3323(b) allows for a one year extension provided the initial contract was bid.

Approval of this recommendation will allow for budget certainty regarding cost, a single point of contact, familiarity of service needs, and a continuing positive vendor relationship.

Currently, our attorney is drafting a second amendment to the contract in accordance with this proposal using the suitable legal requirements.

We feel this proposal is beneficial for the students and Board, and therefore seek your approval.

Attached: Appendix G-2 Daily Rates Current and Extended

cc: Dr Lorrie Rodrigue, Superintendent of Schools
Deborah Mailloux-Petersen, Director of Pupil Personnel

Appendix G-2

Out of District Special Needs - Contract B

Company: Ed Advance
 355 Goshen Road
 Litchfield, CT 06759

Home to School, A.M. & P.M.
 (refer to appendix A for school locations)

	<i>Current</i>	<i>Extended</i>
	Daily Rate Year 1 <u>2018-19</u>	Daily Rate Year 2 <u>2019-20</u>
1) ACES - North Haven	170.63	170.63
2) ACES - Northford	170.63	170.63
3) Cedarhurst	173.40	173.40
4) CES	182.00	182.00
4a) CES (separate vehicle required)	182.00	182.00
5) CCCD	183.00	183.00
6) CT. Junior Republic	190.34	190.34
7) Hope Academy	185.10	185.10
8) Foundation (lower)	169.50	169.50
9) Foundation (upper)	169.50	169.50
10) Giant Steps	210.00	210.00
11) Lorraine Day Foster	185.19	185.19
12) Meloria	187.25	187.25
13) Raymond Hill	172.63	172.63
14) The Learning Center (Ablebrook)	194.50	194.50
15) TSA / Speech Academy	186.00	186.00
16) Gengras Center	195.50	195.50
17) Safe House - Bridgeport	174.70	174.70
18) Safe House - Waterbury	164.30	164.30
19) Safe House - Danbury	162.25	162.25
20) Reach Program - Danbury	156.00	156.00
21) Eagle Hill - Southport	178.00	178.00
22) Gateway College - New Haven	170.00	170.00
23) Arch Bridge - Bethlehem	165.00	165.00
24) Naugatuck Valley - Waterbury	170.00	170.00
25) Woodhouse - Milford	179.52	179.52
26) ACCESS - Danbury	232.00	232.00
27) Ben Bronze Academy - West Hartford	170.00	170.00
28) Wheeler Clinic - Plainville	173.75	173.75
29) CCMC - New Britain	168.00	168.00
Aide Rate (per hour)	16.60	16.60

December 4, 2018

Mr. Ronald Bienkowski
Director of Business
Newtown Board of Education
3 Primrose Street
Newtown, CT 06470

Dear Ron,

This letter is to confirm that EdAdvance will continue to provide Special Education Transportation Services to the Newtown Board of Education for the 2019-2020 school year at the same rates that we currently charge for the 2018-2019 school year.

The other terms of the contract dated June 3, 2014 and extended until June 30, 2019 will remain in effect. The pricing and terms of this agreement will begin on July 1, 2019 and terminate on June 30, 2020.

Thank you for your continued trust in EdAdvance to provide this important service.

Sincerely,

Herbert Hughes
Director of Transportation

cc: Richard E. Carmelich III, Chief Operations Officer