

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

Minutes of the Board of Education meeting on January 5, 2016 in the Council Chambers, 3 Primrose Street, at 6:30 p.m.

K. Alexander, Chair	J. Erardi
M. Ku, Vice Chair	J. Davila
D. Leidlein, Secretary	R. Bienkowski
K. Hamilton	9 Staff
J. Vouros	30 Public
R. Harriman-Stites	1 Press
A. Clure	

Mr. Alexander called the meeting to order at 6:36 p.m.

MOTION: Mrs. Leidlein moved that the Board of Education go into executive session to discuss personnel stipends for Newtown High School coaching/advisors for 2016-2017 and invited Dr. Erardi, Mrs. Davila, Dr. Abbey and Mr. Bienkowski. Mr. Clure seconded. Motion passes unanimously.

Item 1 – Executive Session

Executive session ended at 7:32 p.m.

Item 2 – Pledge of Allegiance

Item 3 – Consent Agenda

MOTION: Mrs. Ku moved that the Board of Education approve the consent agenda which includes the minutes of December 15, 2015, the donation to Newtown High School, and the correspondence report. Mr. Vouros seconded. Motion passes unanimously.

Item 4 – Public Participation

Francine Wheeler, 10 Lakeview Terrace, Sandy Hook, as one of the most affected families in the tragedy of three years ago she and Mr. Wheeler asked the Board to request and support a moment of silence each year on December 14 of every year when on a school day a part of an effort to build policies that include contemplative and respectful memory of our lost children and educators. The crucial balance is the progressive healing of the district and the commitment to remember Ben and the others in all classrooms in the district. The importance of sensitivity of the teachers and staff needs to be addressed through graduation. The effected population will be in the district until 2025 so we need a commitment to those children and staff. Consideration of the success and health to the surviving victim's siblings should be a priority. We are curious as to how the Board of Education and the district will continue to fund these support services as the years go on. We would try to impress the Board to keep this on the front burner the next 10 years and not dismiss it as years go by. Clinical evidence indicates there will be deep and significant turbulence in years to come which rings true to her family.

Item 5 – Reports

Chair Report: Mr. Alexander stated that the junior and senior projects were being presented tonight and tomorrow night. Mrs. Ku attended a CAFE meeting in December and offered to hold their legislative breakfast here on February 24. The Board retreat will be held Saturday morning discussing three topics but no action will be taken.

Mr. Vouros asked if the public could participate, to which Mr. Alexander stated they could not.

Superintendent's Report: Dr. Erardi presented his administrative report which included information for discussion at the retreat which included the enrollment study and the long term strategic plan. His updated goals and the Newtown Education Foundation goals were also attached. Tomorrow morning at the State Board of Education meeting he, Tom Kuroski and Mark Pompano will share three documents which include our protocol for risk assessment, Mr. Pompano's white paper regarding security and Dr. Erardi's document on mental health. He hopes to share the video clip with the Board. He will be looking for a Board of Education representative for the Newtown Education Foundation. He hopes to bring the candidate for the Director of Pupil Services to the Board at the January 19 meeting. For the second straight summer our elementary principals will be attending the National Association of Elementary School Principals Conference in Maryland July 6 to 8 on rebuilding school climate and culture through a focus on teaching and learning.

Kayla Disibio stated that Rilind was unable to attend and reported that students are still working on college applications. There will be a financial aid night on January 13 for parents and students. We had a successful student PLC day on December 21. There is a kindness tree in the high school office where students can add their acts of kindness. There were no committee reports.

Item 6 – Old Business

MOTION: Mrs. Leidlein moved that the Board of Education approve the Director of Security Job Description. Ms. Hamilton seconded.

Dr. Erardi said this reflects the conversation of two weeks ago.

Ms. Hamilton asked Dr. Erardi to thank Mr. Pompano for incorporating her suggestions.

Motion passes unanimously.

Item 7 – New Business

First Read of the 2016-2017 School Calendar:

Dr. Erardi said this is the beginning of the discussion on the calendar. Feedback from groups is centered around the full day on December 23 which one group feels is difficult and would like an early dismissal. Also, the high school asked to reconsider the May 3 two-hour delayed opening for staff development because there is AP testing that morning.

Mr. Vouros was in favor of a half day on December 23.

Mr. Clure asked about the four dates in the fall when there is no school and that they sometimes vary from year to year.

Dr. Erardi referred to Dani Thibodeau's presentation regarding the regional calendar. He did not have the history on the decisions to not have school on Columbus Day or Veteran's Day. It's been past practice.

Mr. Clure sees the value of the programs held on Veteran's Day.

Dr. Erardi stated that the school calendar is the sole decision by the local board.

Ms. Hamilton headed up past calendar committees and there was always a debate on Columbus and Veteran's Days. We found November was challenging with the number of days off. She would like to see the calendar when the fall conferences are scheduled. She would also like to see when the high school will have the school only PLC days although they didn't have to be on the calendar. She wanted to look at adjusting the October 7 two-hour delayed opening since we have two other days off that month and possibly move it to September. In the first week of April we have the 5th as staff development and the next week off.

Mrs. Leidlein agreed and also mentioned the February 3 early dismissal and possibly coordinating it with the long weekend that month. She also agreed with the early dismissal on December 23.

Mrs. Ku asked if there was any feedback on the early dismissal and late start days. Dr. Erardi said there were positive responses to the late start which allowed the students to sleep longer. The opposite side was indignation from working parents. Mr. Alexander asked for an administrative view for these early release and late start dates. Dr. Erardi said all were in favor.

Item 8 – Superintendent's Overview of the Proposed 2016-2017 Budget

Dr. Erardi gave his budget presentation which is attached. The Department of Education SERV grant funding and Department of Justice grant ends June 2016. We have \$250,000 to carry over as well as the Sandy Hook PTA Foundation grant which will provide money for 2016-17. Because of the additional funding we have had it has inflated our per pupil expenditure which hurts our special education funding.

The initial administrators' budget request totaled \$76,333,094. After the Superintendent's reduction this amount was reduced by \$1,971,471. The final budget request is \$74,361,623 which is a 3.87% increase.

The total number of proposed new staffing in this budget is important. This budget represents the vision of the leadership and the needs of the students. We all have to own whatever conclusion we come to.

Item 9 – Elementary School Budgets

Chris Moretti began by sharing that the elementary principals were pleased at what was accomplished this year which included foreign language in Kindergarten which is a phenomenal program. Kathy Gombos spoke about technology including Apple training for teachers. Mr. Moretti also addressed personalized learning with assistance through technology. They are proud of the Second Step social emotional skills curriculum. The elementary counselors are very important and play a crucial role in the schools. Barbara Gasparine mentioned the added special education pullout program.

Mr. Vouros asked Mrs. Gasparine to read a statement which indicates that there has been an increase in students with significant behavioral challenges in all of the elementary schools. There are heightened levels of incidents of student aggression and unsafe behaviors, along with concerning maladaptive behaviors. As a result, they feel an increase in services at each school is necessary.

Mr. Vouros stressed the importance of this information.

After the elementary principals indicated that an increase in mental health services is necessary at each of their schools, Ms. Hamilton asked for any insight into the behaviors of students and their opinions on why this was progressing. She also asked for any data on these issues. Dr. Erardi said this has a tie into the budget regarding the carryover of support staff. He spoke to Senator Slossberg this afternoon and found that other districts across the state are also experiencing these behaviors. We need to learn how to create in-house programs for these children.

Ms. Hamilton asked for information regarding bullying and the number of incidents reported. Dr. Erardi would have that at the first meeting in February.

Mrs. Leidlein asked if these requested positions were in the budget.

Dr. Erardi said we have carried over a number of health care positions and have counselors in every building. The issue is that there is need everywhere. We had to bring back a number of paraprofessionals that were eliminated last year to help the increased number of children needing assistance.

Mr. Alexander asked if the security guard start time change from 10:00 a.m. to 9:30 a.m. was in the budget.

Dr. Erardi stated we need to maintain the level of service and are getting help from the town so the extra time will remain.

Mrs. Harriman-Stites agrees that help is needed regarding behavior issues and asked if there was enough help in the elementary schools.

Chris Geissler said we are being effective with counselors, which has allowed us to do more work. We need help with new children who have issues.

Dr. Gombos said we are talking about students with atypical behavior. There could only be a few in a school. The help doesn't have to be new people but additional training for our staff.

Ms. Hamilton asked if we have school psychologists in each elementary school.

Mrs. Gasparine said they did but we need to have conversations on programs and outplacements.

Ms. Hamilton asked if the schools have sufficient technology for testing.

Dr. Gombos said not all of the technology has supported the testing. We are moving to Chromebooks and laptops this year which is consistent in all elementary schools.

Mrs. Ku said there are several challenges identified and appreciates the open dialogue they create. She feels she understands the implications of each of these items. What would be the logistics and implications of adding five minutes to specials?

Dr. Erardi said that there are fewer classes to instruct at the elementary level so we are having a number of our specialists teach in more than one building. Adding time to each class creates a more robust scheduling enabling us to retain the teachers.

Mr. Vouros said we need to know what insufficiency and the need for increase in services translates into. He feels the staffing to provide services for these children is inadequate in some elementary schools so we need to know what you need to make this more agreeable to the children. This is about making sure you have adequate service and staff for those students with difficulties.

Mr. Moretti is looking into programming and conversations with the new Director of Pupil Services. We have to build capacity within our own buildings. They cannot say today what we need to fix this problem.

Mr. Geissler said his crisis team is active but we are looking for expertise in this area to help our teams.

Dr. Erardi stated that we have sent our special education supervisors to districts that have in-house programs to see what could help in our schools. We have students who have never been in a public school setting. The most active grade level in this district is kindergarten. This conversation should continue with Pupil Services. He doesn't want the community to think our schools are out of control. The complexity is finite and difficult because every student is unique. This budget was built on school safety and security never to be comprised. He believes with our support in place and the outstanding leadership we have we will stay in front of this and this is a very difficult problem to stay in front of.

Mrs. Leidlein asked if we were seeing a difference between students who attended pre-K programs and those who did not and also look at bringing children in at an earlier age might help address some of the concerns.

Mr. Moretti said that what is unique to kindergarten is that some children can start at age four and some don't start until they are six so there can be a bigger age difference that year.

Mrs. Ku asked what the experience has been at the elementary schools with the mixed use of iPads and PCs and how do the different platforms support our use of apps and programs. Would it be easier to have one kind versus another?

Dr. Gombos said that Chromebooks are internet based. We spend a lot of time with iMovie and Moviemaker and concepts around literacy but we cannot share documents on the iPads. We have many more iPads than Chromebooks. We expect to use both technologies in the upper grades.

Mrs. Ku said that when she compared the four elementary schools there are three schools with a reduction of 1 FTE which are Sandy Hook, Hawley and Middle Gate. Two schools show a similar decrease in the total teacher salaries. Why does Middle Gate School show an increase? Mr. Bienkowski said that we build salaries based on people who are present, moving forward the next year, and those on leave that are returning and will impact the budget. At Middle Gate there is a senior staff member expected to return but has been on leave for two years.

Mr. Clure referred to the enrollment on page 53. Hawley is consistent with an average of two students per classroom more than other schools. He wanted a way to help as they are almost at the maximum for kindergarten. Last year they had the highest ratio also. How do you forecast the kindergarten classes?

Dr. Erardi referred to page 60. We have to settle on an aggregate number consistent in the district. The disadvantage of having numerous elementary schools is that you have to look at each school separately. We held on to what we knew and stayed within our guidelines. That's how we created our reduction in force. The Hawley primary numbers are good.

Mr. Alexander said that in the past teachers were moved depending on enrollment.

Ms. Hamilton asked if the kindergarten numbers were based on the enrollment report from two years ago.

Mr. Bienkowski said they were not. We had to deviate this year because we were concerned that the Milone & MacBroom figures were not as accurate as last year. We did an internal modification on pages 18 and 19. We also did a projection of persistence ratios for the last five years and a three-year ratio for kindergarten.

Ms. Hamilton said we should consider whether those kindergarten students we spoke about that moved from a half day to full day kindergarten program had problems because they were tired.

Could rest time ever be considered?

Dr. Gombos doesn't feel behaviors are because of the long day.

Mrs. Ku appreciated the revised projections. Do these in any way take into account the smaller housing unit complexes coming on-line in the next couple of years? Will this affect the enrollment for 2016-2017?

Dr. Erardi said this would be part of the Saturday conversation.

Mr. Vouros noted the wording change on page 46 from sufficient to insufficient.

Mr. Clure thanked the principals for what they do.

Mrs. Leidlein noted the deletion of a "negative 1" on page 53 under Head O'Meadow, grade 4.

Item 10 – Reed Intermediate School Budget

Anne Uberti shared a copy of her updated narrative. Social emotional issues are dealt with every day and she needs a full time social worker along with the existing support staff.

Mrs. Ku said that last year one of the goals was to continue progress toward full implementation of Readers Workshop in fifth and sixth grade (page 104 – this was updated by Mrs. Uberti at the meeting). How far are we from full implementation? What about Writers Workshop?

Mrs. Uberti said that we are working on writing the curriculum for reading and writing to support the implementation. Everyone has been trained in the methodology of workshop but we didn't have the curriculum behind them. Everyone has been trained in readers and most in the writers. Many were trained at the elementary level.

Mr. Vouros thought the units come from Columbia where we purchased them.

Mrs. Uberti said in some cases the content is not appropriate. It's a teacher's college with different students. Sometimes our students have different strengths and weaknesses. They have been tweaked for our students. She is hoping there will be a draft curriculum to bring to the Board.

Mrs. Harriman-Stites asked if the social worker was in the Reed budget.

Dr. Erardi said that position is now part of our operation plan.

Mrs. Harriman-Stites was concerned about the fifth grade coming in next year and asked if Mrs. Uberti needed anything else.

Mrs. Uberti is confident that they have adequate staff to support both grades next year.

Ms. Hamilton said her daughter's class was the first class out of Sandy Hook after the tragedy. These students were protected. She worries about them the further they get away from the comfort at the elementary level going to the other schools. This was a more difficult year for her family. It's important to have the supports in the schools for staff and students. What is the overall big picture for support services for at least 10 years.

Dr. Erardi said this is what is unique about the Newtown budget. When Dr. Rodrigue presents we will talk about three full time psychologists at the high school because of the needs of the students and staff. If the State Board believes that Newtown has recovered he will tell them this year and next year will be more difficult.

Mrs. Leidlein agreed with these statements. She heard Mrs. Llodra's statement about new grants replacing old grants. It would be beneficial for us and other boards in town that have a joint report about what we have and what we will have. We are hearing it piecemeal. Dr. Erardi will work with the Mrs. Llodra to bring information to the Board.

Mrs. Ku asked what types of things were covered by contracted services. For example, there is an increase on page 110 for math and a decrease on page 117 for administration. Mrs. Uberti said the math is for an additional progress monitoring program. The decrease in services is for the schedule building program.

Mrs. Ku asked for an explanation regarding each school having an additional amount for the reinstatement of the health coordinator and asked if it should be included under staffing changes on page 30.

Dr. Erardi said that position is vacant for this school year.

Mr. Bienkowski explained that it was in this year's budget but we had the early resignation of the person filling that position and decided not to fill it. Those dollars are being reserved to cover overages.

Ms. Hamilton asked if the mini PLC days at the high school could also be possible for the elementary schools.

Dr. Erardi said he would discuss this at the administrators meeting.

Ms. Hamilton requested that Mr. Bienkowski send a line item excel of the budget to the Board.

Mr. Alexander asked the Board to send any further questions send to him or Dr. Erardi to add to the list posted for the public.

Mrs. Harriman-Stites referred to the need for services for 10 years and beyond and thought it might be beneficial to hire a grant writer for future funding.

Dr. Erardi said with his previous experience it was highly successful in Southington and brought hundreds of thousands of dollars to that district. He would encourage that conversation.

Mrs. Ku asked if the 11.7 FTE reductions included the 5.97 FTE not covered in the SERV (see the Superintendent's introductory letter to the budget). Are we reducing district staff by 11.7 or 18?

Dr. Erardi said that piece is confusing. He will bring analytics to the Thursday meeting.

Mr. Clure asked for an abbreviation key.

Ms. Hamilton asked if the budget would be posted on the web site.

Mr. Bienkowski said it should have been up today at 4 PM.

Item 11 – Public Participation

Julia Conlon, Old Castle Drive, said it would be helpful to include more about what principals requested and the conversation around reductions. It would be good to provide budget books also. Principals had different views about what is going on in their schools. Middle Gate would need a behavior therapist with the issues there. Training should be provided. Don't wait until the new director starts to address these issues.

Dan Amaral, representative from the Legislative Council, said we need the facts up front. Transportation stands out. We have special needs that caused increases. Look at efficiencies with the town to purchase jointly including electricity.

Joanna Rosen, 60 Cherry Lane, said prevention is critical to long term problems. She is a psychologist with expertise in trauma. The risk extends to the community also. She hopes someone guides the Board in the bigger scope of responsibilities. Schools are looking outside for help. The town needs to do the same to get to a better place.

Nancy White, 14 Butternut Ridge, regarding the technology side where are we compared to other districts in Connecticut and the United States. She asked if information could be projected on the screen during discussions.

MOTION: Mrs. Leidlein moved to adjourn. Ms Hamilton seconded. Motion passes unanimously.

Item 11 – Adjournment

The meeting adjourned at 10:15 p.m.

Respectfully submitted:

Debbie Leidlein
Secretary

Superintendent's Proposed Operating Budget Plan

2016-2017



Newtown
Public Schools

Proposed Budget 2016-2017



BOARD OF EDUCATION

Keith Alexander ~ Chair
Michelle Ku ~ Vice-Chair
Debbie Leidlein ~ Secretary

John Vouros ● **Kathy Hamilton** ● **Rebekah Harriman-Stites** ● **Andy Clure** ●

CENTRAL OFFICE

Dr. Joseph V. Erardi, Jr. ~ Superintendent of Schools
Jean Evans Davila ~ Assistant Superintendent of Schools

Ron Bienkowski
Director of Business

Director of Pupil Services
(TBD)

Gino Faiella
Director of Facilities

Carmella Amodeo
Director of Technology

Michelle Hiscavich
Director of Music

Dr. David Abbey (.6 FTE)
Director of Human Resources

Mark Pompano
Director of Security

Judy Blanchard
Director/Department of Education Grant
School Emergency Response to Violence (SERV) Grant

Proposed Budget 2016-2017



Newtown High School

Dr. Lorrie Rodrigue
Principal

Assistant Principals
Jaime Rivera
David Roach
Dana Manning

Athletic Director
Greg Simon

Newtown Middle School

Thomas Einhorn
Principal

Jim Ross
Assistant Principal

Reed Intermediate School

Anne Uberti
Principal

Jill Bontatibus Beaudry
Assistant Principal

Hawley Elem School

Christopher Moretti
Principal

Keri Snowden
Lead Teacher

Middle Gate Elem School

Christopher Geissler
Principal

John Sullivan
Lead Teacher

Sandy Hook Elem School

Dr. Kathy Gombos
Principal

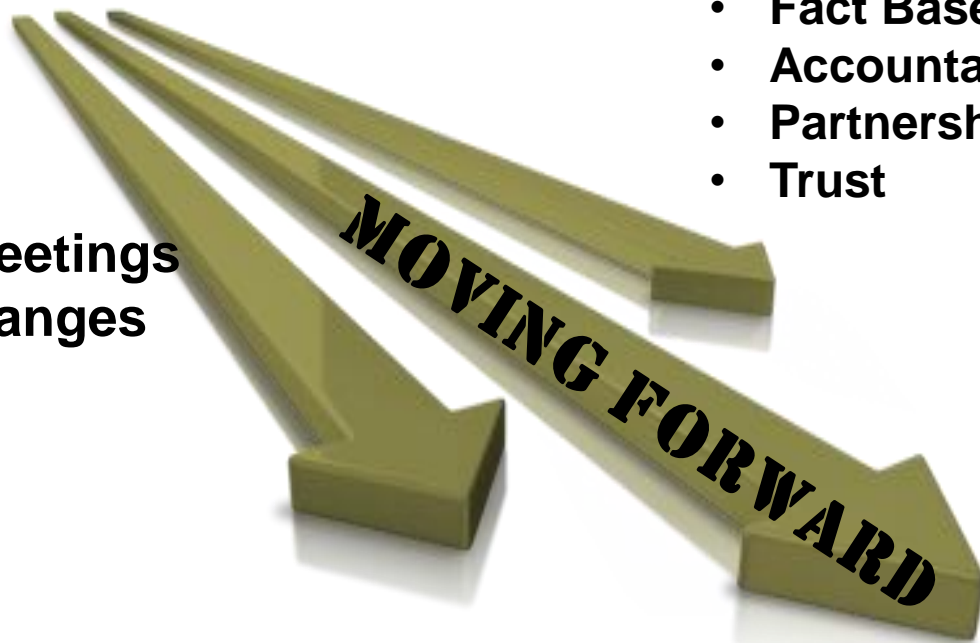
Tim Napolitano
Assistant Principal

Head O'Meadow Elem School

Barbara Gasparine
Principal

Carol Danenberg
Lead Teacher

- **Budget Building Protocol**
- **Unique to Newtown Public Schools**
 - **Grant Funds**
 - ➔ **Dept. of Education SERV (2013-2016)**
 - ➔ **Dept. of Justice (2014-2016)**
 - ➔ **Sandy Hook PTA Foundation 2016-2018**
 - **Decline In Enrollment**
 - **Per Pupil Expenditure**
- **Answers With Integrity**
 - **Fact Based**
 - **Accountability**
 - **Partnership**
 - **Trust**
- **Next Steps**
 - **Informational Meetings**
 - **Updating +/- Changes**



As of January 5, 2016

Budget Reductions



From Budget Builder → Superintendent → Board of Education → Board of Finance

Administrators' Initial
Budget Request

\$ 76,333,094

6.63%

Superintendent's Total
Budget Reduction

(\$ 1,971,471)

(2.76%)

Superintendent's Budget
Request Spending Plan

\$ 74,361,623

3.87%



Superintendent's Budget 2016-2017



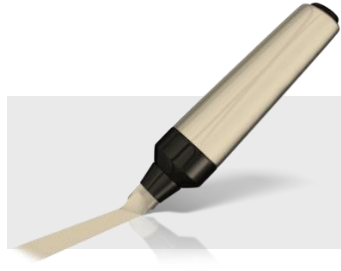
Description	16-17 Proposed
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SALARIES	\$ 46,445,337
EMPLOYEE BENEFITS	\$ 11,504,836
PURCHASED PROFESSIONAL SERVICES	\$ 828,267
PURCHASED PROPERTY SERVICES	\$ 2,154,253
OTHER PURCHASED SERVICES	\$ 8,328,174
SUPPLIES	\$ 4,122,226
PROPERTY - EQUIPMENT	\$ 913,239
OTHER OBJECTS	\$ 65,291

TOTAL OPERATING BUDGET	\$ 74,361,623
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OPERATING BUDGET INCREASE

3.87%



Budget Increase Breakdown



**Budget increase
requested is 3.87%**



THE BREAKDOWN

Regular Education	.50%	\$ 359,133
Special Education & Pupil Personnel	1.69%	\$1,213,805
Others	1.68%	\$1,200,739

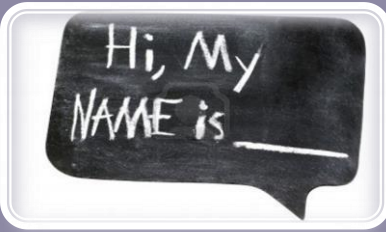


Framework for the 2016-2017 Superintendent's Proposal



Appropriately supporting Federal and State directives

1



Requested New Staff

2



Property & Equipment

3



Other Purchased Services



Budget Reductions



From Budget Builder → Superintendent → Board of Education

**Administrators'
Proposed New
Staffing Request**

\$ 792,093

Reductions

\$ 412,963

**Superintendent
Supporting New
Staffing Requests**

\$ 379,130

Proposed 2016-2017 Staffing

2016-2017 Proposed Net Additions to Staff

Net New Staffing 2016-2017	\$ 63,790
Presently Grant Funded 2015-2016 Operational Plan	\$ 315,340
Total Proposed New Staffing	\$ 379,130



Requested New Staff

1

Requested New Staff/Spending	FTE	AMOUNT
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ADMINISTRATION:

Sandy Hook Assistant Principal (Increment from Lead Teacher) SERV		\$34,030
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STAFFING:

High School Tutor *	1.0	\$20,800
High School Volleyball Boys Head Coach	1.0	\$ 5,706
High School Link Crew	3.0 @ \$3,000	\$ 9,000
Elementary World Language	0.5	\$28,284
Middle School Academic Resource Center (SH Foundation)	1.0	\$20,000
Reed Social Worker SERV	1.0	\$79,155
High School Psychologist SERV	1.0	\$58,833
Special Education Teacher MEDICAID Elementary Level	1.0	\$58,677
Security – Security Guards SERV	3.0	\$64,645

Total

\$379,130

* Scientific Research-Based Intervention (SRBI)

Proposed 2016-2017 Staffing

2016-2017 Proposed Net Reductions to Staffing

Hawley Classroom Teacher	-1.00	(\$ 56,569)
Sandy Hook Classroom Teacher	-1.00	(\$ 56,569)
Middle Gate Classroom Teacher	-1.00	(\$ 56,569)
Head O'Meadow Classroom Teachers	-2.20	(\$122,751)
Middle School Classroom Teachers	-4.00	(\$226,274)
High School Dir. of Tutoring Center		(\$ 47,967)
High School Classroom Teachers	-2.00	(\$113,138)
Special Education Transitional Teacher	-0.50	(\$ 28,284)
Pupil Services .5 Nurse	-0.50	(\$ 24,426)

Total Reductions in Staffing		(\$732,547)
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New Staffing		\$379,130
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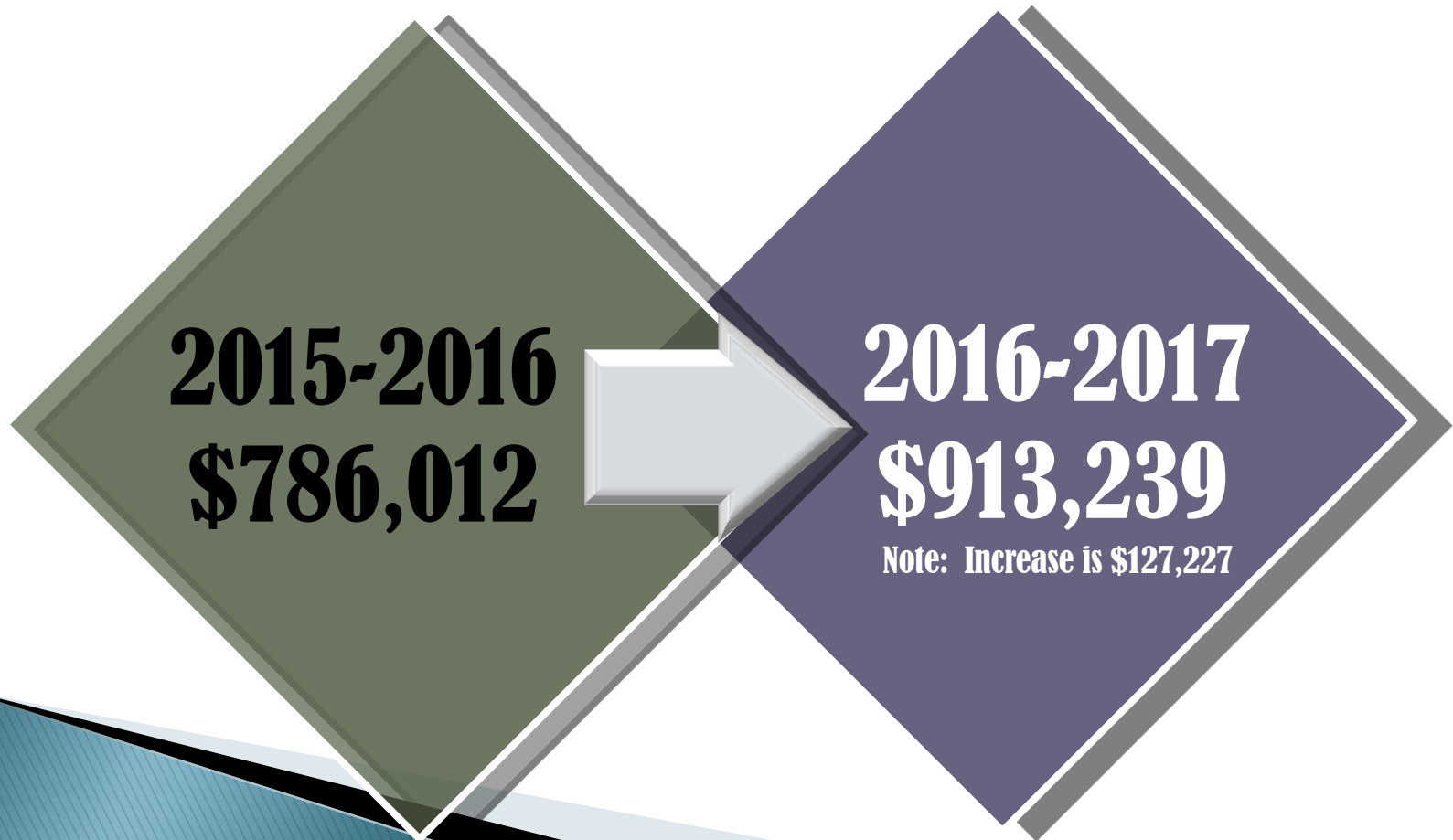
Total BOE Changes in Staffing		(\$353,417)
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Property & Equipment

2

Increase Funding for Property & Equipment



Requested Property & Equipment

This increase is \$127,227 which represents 0.18% of the total budget increase.

 Technology equipment increase of \$150,856

 Year 1 of 5 Year Funding Program

 Custodial/Maintenance replacement equipment increased by \$18,850
Maintenance Vehicle

 Scoreboard for pool \$14,625

 All other equipment decreased by (\$57,104)

\$127,227



Other Purchased Services

3

This increase is \$700,022 or a 0.98% increase to the total budget. The three larger areas of increase are:

- ➔ **Out of District Tuition - increased by \$422,343**
- ➔ **Transportation Services - increased by \$252,468**
- ➔ **Additional Purchased Services' increased by \$25,211**

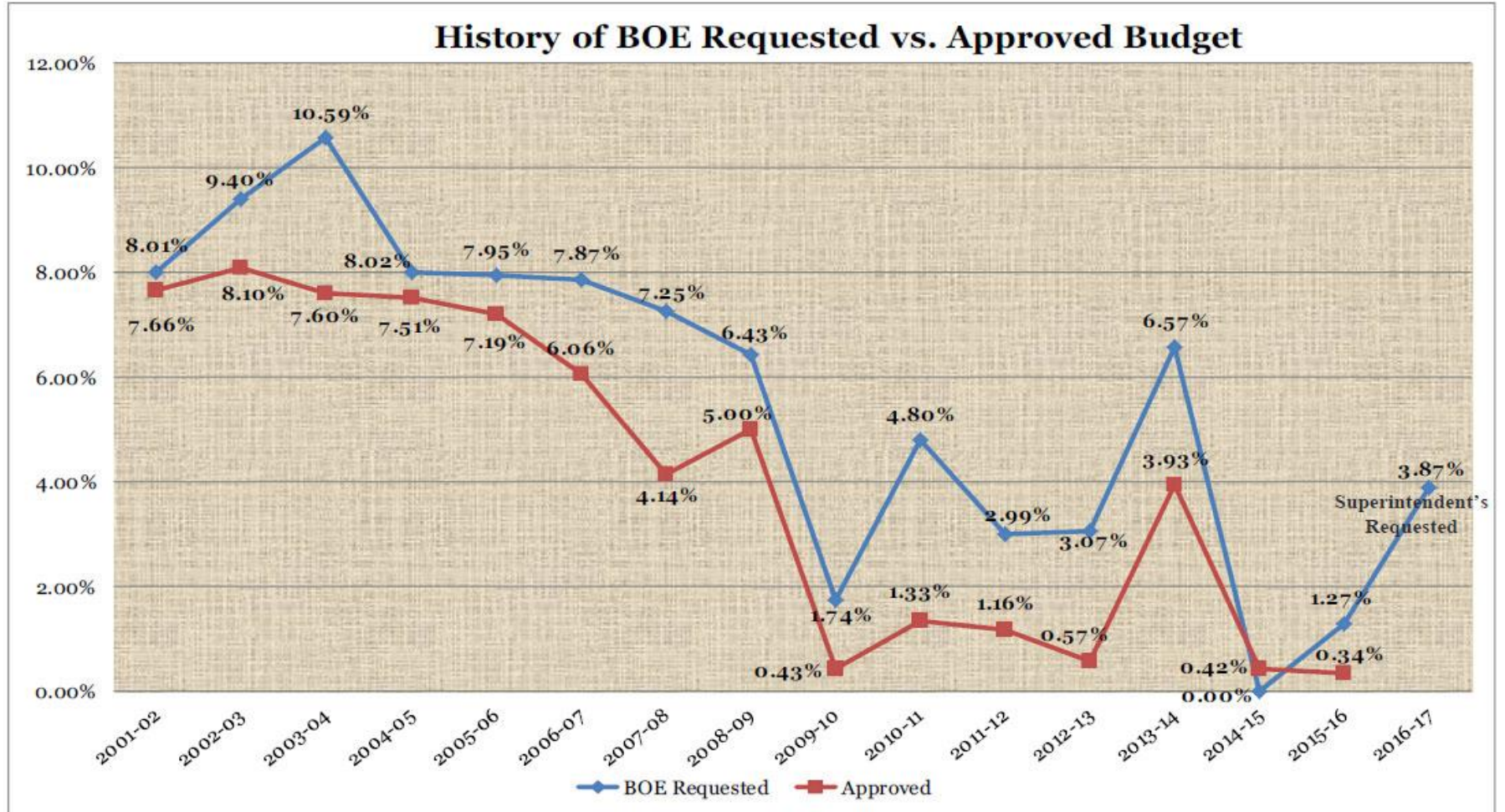
\$700,022



Costs Driving the 2016-2017 Budget



	Cost Increase	% of Budget Increase
Health Insurance	\$643,385	0.90%
Personnel Contractual	\$1,317,655	1.84%
Operational Staffing Impact SERV	\$236,663	0.33%
Out-of-District Student Placement	\$424,685	0.59%
Total	\$2,622,388	3.66%



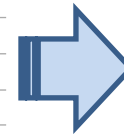
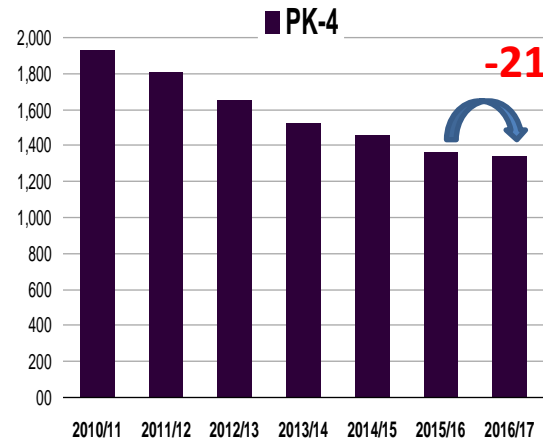
Enrollment Overview

District Enrollment

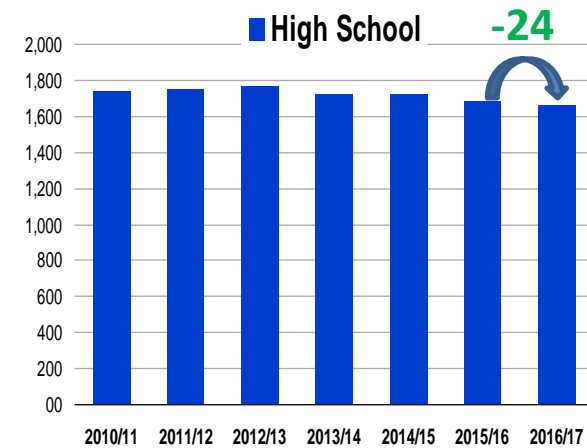
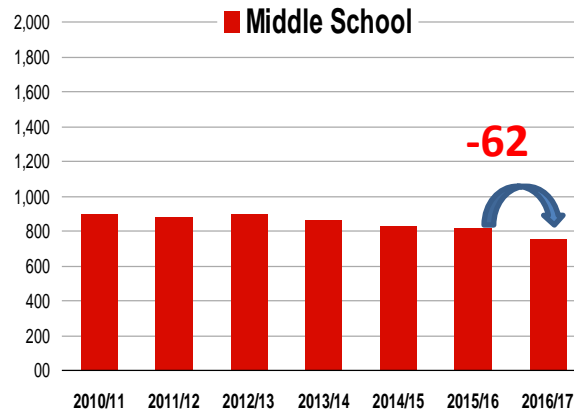
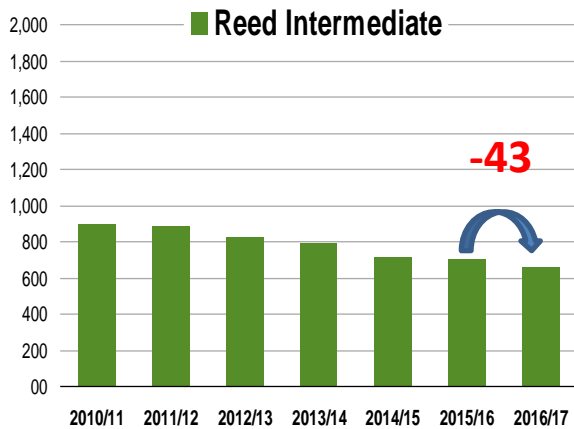
2015/16 total: **4,554**

2016/17 projected: **4,404**

-150



Hawley	319
Sandy Hook	327
Middle Gate	358
Head O'Meadow	282
PreK	50



Final Thoughts

Inform Community

Transparency

Respecting Differences

Model – Local Government

Partnership



Making a difference

one student

at a time...

December 16, 2015

TO: Dr. Erardi

FROM: Lorrie Rodrigue

A handwritten signature in black ink, appearing to be 'LR' with a flourish extending to the right.

Please accept the donation of \$1,000 from Caldwell and Walsh to The Newtown High School Unified Sports program; this is an extremely generous donation. The Newtown High School Unified Sports students will certainly benefit from this very thoughtful donation.

Thank you.

Encl.



December 15, 2015

*Imagine
it
simple*

Newtown High School
12 Berkshire Road
Sandy Hook, CT 06482
Attn: Lorrie Rodrique, Principal

*Imagine
it
done*

Dear Ms. Rodrique,

In the spirit of the season and in honor of our community, Caldwell & Walsh is continuing our practice of making holiday donations.

*Let us
get you
there*

We hope this gift will contribute to the growth of the Unified Sports Program at Newtown High School.

May your holiday season be one of joy and peace.

Very truly yours,

A handwritten signature in black ink that reads 'Mark Principi'.

Mark Principi
President

Cc: Gregg Simon
Kathleen Davey
Margaret O'Callaghan

Correspondence Report
12/14/15 - 1/5/16

Date	Name	Topic
12/14/15	Hama Pertab	In Memory
12/15/15	Susan Muir	Teacher Contracts
12/17/15	Wolfgang Halbig	Gov. Malloy
12/17/15	Wolfgang Halbig	Sandy Hook School
12/17/15	Wolfgang Halbig	photo
12/18/15	Anthony DiLorenzo	Transportation
12/18/15	Wolfgang Halbig	FOI request for information
12/21/15	Wolfgang Halbig	Superbowl
12/21/15	Kinga Walsh	Ethics complaint
12/21/15	Laura Terry	Ethics complaint
12/23/15	Wolfgang Halbig	Sandy Hook Conspiracy
12/24/15	Merredith Christos	Transportation
12/24/15	Wolfgang Halbig	Video
12/29/15	Wolfgang Halbig	Documents
12/29/15	Wolfgang Halbig	Media
1/1/16	Wolfgang Halbig	Superbowl
1/1/16	Wolfgang Halbig	Media
1/2/16	Lorraine Nanavaty	Donation
1/3/16	Wolfgang Halbig	Justice
1/4/16	Wolfgang Halbig	Superbowl
1/4/16	Elizabeth Laperriere	tuition

AUGUST 3(6)

M	T	W	TH	F
29	30	31	24	25 26

24-All Teachers Report
24, 25 & 26 -Staff Development
Days
 29 Students Report

SEPTEMBER 21(21)

M	T	W	TH	F
			1	2
		6	7	8 9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

5-Labor Day, Schools Closed

OCTOBER 19(19)

M	T	W	TH	F
--	4	5	6	*7
10	11	--	13	14
17	18	19	20	21
24	25	26	27	28
31				

3 - Rosh Hashanah-Schools Closed
 *7-2-hr. delay - Staff Dev.
 12-Yom Kippur-Schools Closed

NOVEMBER 19(20)

M	T	W	TH	F
	1	2	3	4
7	--	9	10	11
14	15	16	17	18
21	22	*23	--	--
28	29	30		

8-Election Day-Schools Closed For Students, Staff Development Day
 23-Early Dismissal for Thanksgiving
 24-25-Thanksgiving Recess

DECEMBER 17(17)

M	T	W	TH	F
			1	2
5	6	*7	8	9
12	13	14	15	16
19	20	21	22	23
--	--	--	--	--

*7-Early Dismissal-Staff Dev.
 26-30-Holiday Recess

JANUARY 20(20)

M	T	W	TH	F
--	3	4	5	6
9	10	11	12	*13
--	17	18	19	20
23	24	25	26	27
30	31			

2-New Year's Day
 *13-Early Dismissal-Staff Dev.
 16-Martin Luther King Day,
 Schools Closed

FEBRUARY 18(18)

M	T	W	TH	F
		1	2	*3
6	7	8	9	10
13	14	15	16	17
--	--	22	23	24
27	28			

*3-Early Dismissal-Staff Dev.
 20-21-Schools Closed

MARCH 23(23)

M	T	W	TH	F
		1	2	*3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

*3-Early Dismissal-Staff Dev.

APRIL 15(15)

M	T	W	TH	F
3	4	*5	6	7
--	--	--	--	--
17	18	19	20	21
24	25	26	27	28

*5-2-hr. delay - Staff Dev.
 10-13 Schools Closed
 14- Good Friday-Schools Closed

MAY 22(22)

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

*3-2-hr. delay - Staff Dev.
 29-Memorial Day- Schools Closed

JUNE 6(6)

M	T	W	TH	F
			1	2
5	6	7	☀8	9
12	13	14	■15	16
19	20	21	22	23
26	27	28	29	30

☀-Projected last day of school without emergency closing days
 ■-Projected last day of school if the 5 built-in days are used

Student Days - 183
 Teacher Days - 187

The calendar builds-in five emergency closings, with the last day of school projected as June 15th. Unused closings will be deducted from this date. Extra closings will be added on June 16, 19 and 20 with additional days taken from the April break starting with 4/13, 4/12, etc.

Open House Dates:
 Elementary -
 Reed Intermediate -
 Middle School -
 High School -

Conferences/Early Dismissals:
 Elementary -
 Reed Intermediate -
 Middle School -
 High School -

Adopted

Newtown Public Schools
Newtown, CT

Job Description
Director of Security

Supervision of Personnel

- Directly supervise and schedule the NBOE security officers deployed throughout **all of** the Newtown Public Schools on a daily basis.
- Investigate all public and internal complaints related to security officers' performance of their duties.
- Complete mid-year and annual evaluations for all NBOE security officers.
- Complete commendations and letters of appreciation concerning all NBOE security officers.
- Monitor and schedule NBOE security officers' overtime assignments (school-based and athletics).
- Conduct audits to ensure all NBOE security officers are following established policies, procedures, protocols and guidelines.
- Implement a Daily Activity Report to document security personnel duties/responsibilities for the purpose of budgeting, and to identify both strengths and weaknesses in over school security/safety.
- Indirectly supervise the armed Newtown Police Department SSOs currently deployed throughout **all of** the Newtown Public Schools.

Training and Licensing

- Conduct regular training with all NBOE **security officers** and Newtown Police Department SSOs to ensure proficiency in the use of the school surveillance camera system, use of two-way digital radios, Raptor visitor management system, and the S-2 keyless door entry system.
- Ensure all NBOE security officers successfully complete the State of Connecticut Security Officer Course and maintain an up-to-date license (guard card).
- Schedule, coordinate, and assist school principals with all emergency response drills held at their respective building throughout the school year.
- Coordinate and facilitate with the Newtown Emergency Dispatch Center Director the monthly school-emergency dispatch center two-way radio test.
- Provide training to principals and ERT members in Incident Command (National Incident Management System-NIMS).
- Ensure all administrators and ERT members have successfully completed the FEMA ICS-100sca Course online, as recommended in CT General Statutes 10-222.
- Provide regular (yearly) training to new and existing staff concerning emergency response expectations in the Newtown Public Schools.
- Work in partnership with the **Office of the First Selectman, the Newtown Police Department, Newtown Ambulance, the Office of the Fire Marshal, and the Town Emergency Operations Manager/Emergency Operations Center (EOC)** to facilitate and conduct annual emergency table-top and/or live exercises to ensure all stakeholders are up-to-date on school and town emergency response procedures, **as well as assist during actual town-wide emergencies requiring activation of the EOC.**
- Along with the Newtown Federation of Teachers President/DSSC Co-Chair, provide school security/safety updates to faculty and staff at least one faculty meeting toward the onset of the school year.

Liaison and Management Responsibilities

- Serve as the NBOE liaison between the Newtown Police Department Command Staff and the armed SSOs deployed throughout the 7 Newtown Public Schools.
- Serve as the NBOE Liaison to the CT Department of Emergency Management and Homeland Security (DEHMS - Region V), providing a copy of the updated District EOP on or before September 1st of each year and copies of all Newtown Public Schools Emergency Response Drill Logs at the completion of each school year in accordance with CT General Statutes 10-222.
- Serve as the Co-Chair of the Newtown Public Schools District Security and Safety Committee (DSSC).
- Serve on the Superintendent's Cabinet.
- Serve on the Superintendent's Administrative Team.
- Meet and/or consult regularly with each school principal regarding overall safety and security at their respective school building, including their ERT, SSSC, and traffic/parking issues.
- Collaborate, consult, and coordinate with the Director of Facilities and his assistant regarding physical issues pertaining to school security and safety (i.e. broken locks, tree trimming, alarms, etc.).
- Liaison with the District Athletic Director to ensure ICS/Security Plan for identified athletic events.
- Liaison with the District Music/Fine Arts Director to ensure ICS/Security Plan for identified events.
- Serve as the NBOE liaison to Newtown's three private schools (St. Rose, Fraser Woods, and Housatonic Valley Waldorf), and assist them with creation of their own EOP and technology issues (radios, etc.).
- **Liaison with and provide annual update to the District PTSA Presidents regarding school security and safety issues.**
- Serve as the District's Residency Officer to ensure students enrolled in the district actually legally reside in the district.

Documents, Plans, and Reports

- Develop, implement, and maintain the Newtown Public School District Emergency Operations Plan (EOP), ensuring focus on "All-Hazards Approach" as mandated by CT General Statutes 10-222.
- Develop, implement, and maintain each Newtown Public Schools' EOP, ensuring focus on "All-Hazards Approach" as mandated by CT General Statutes 10-222.
- Develop and recommend to the Superintendent and Board of Education appropriate policies, procedures, and guidelines related to emergency management, and safety and security in the Newtown Public Schools **to ensure conformance with legal mandates and best practices.**
- Develop, distribute, and maintain the classroom/office version of the District EOP ("Emergency Response Manual").
- Co-develop and maintain the provisions of the current Memorandum of Understanding (MOU) between the Newtown Public Schools and Newtown Police Department related to the deployment and duties of the armed SSOs.
- Develop and submit an annual budget to the Superintendent and Board of Education which encompasses the overall security and safety needs of all Newtown Public Schools each fiscal year.
- Assist the Business Manager with the application of federal and state security-related grants, and completion of all required associated documentation (security assessments, justification, etc.).

Security Technology

- Serve as the District's Custodian of Records as it pertains to video footage captured in the Newtown Public Schools, including requests for downloads from principals, law enforcement, and court officials.

- Oversee the installation, repair, use, and training of administration and security personnel on the district's Milestone/Panasonic video surveillance camera system.
- Oversee the installation, repair, and use of the district's S2 Keyless entry system, including monitoring, dissemination of ID badges, setting access level, and deactivation of employee badges upon severance.
- Oversee assignment, use, and repair of all employee-issued district-owned Motorola two-way radios.
- **Oversee use and testing of the RAVE mobile panic button system.**
- **Oversee use and response to the Social Sentinel public social media alert system.**
- **Oversee use and testing of the Anonymous Alerts cell phone app notification system.**

Miscellaneous

- Serve exclusively under the direction and guidance of the Superintendent.
- Serve as the Superintendent's primary conduit to the public in addressing parent and community questions and concerns regarding everything security and safety in the Newtown Public Schools.
- Research and purchase specific security/safety-related equipment (i.e. flashlights, breathalyzers, etc.) when requested by school principals to do so.
- Promptly respond to emails and telephone requests from faculty and staff regarding everything and anything having to do with security and safety in the Newtown Public Schools.

Approved

Administrative Report

Tuesday, January 5th 2016

1. Board of Education Retreat – Saturday, January 9th

i. Enrollment Analysis / Synthesis (Attachment 1)

1. Timeline of the Work

2. BOE Role and Responsibility

ii. Long Term Strategic Plan Review (Attachment 2)

1. Timeline of the Work

2. BOE Role and Responsibility

2. Goals and Objectives 2015-2016 (Attachment 3)

3. State Board of Education Presentation – Wednesday, January 6th

i. Tom Kuroski – Teacher Update

ii. Mark Pompano – Safety and Security

4. Newtown Education Foundation - (Attachment 4)

i. BOE Representative

5. Hiring Timeline – Director of Pupil Services

6. National Platform Presentation: Newtown Public Schools

"Rebuilding School Climate and Culture through a Focus on Teaching and Learning"

NAESP (National Association of Elementary School Principals) Conference

July 6-8

National Harbor, Maryland

NEWTOWN COMPREHENSIVE SCHOOL ENROLLMENT ANALYSIS AND PROJECTIONS



NOVEMBER 2014

PREPARED FOR:
NEWTOWN PUBLIC SCHOOLS

PREPARED BY:



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Appendix A..... A-1

 Map 1 – Total Population Change A-2

 Map 2 – Population Density A-3

 Map 3 – School Age Population Change A-4

 Map 4 – Change in Females of Child-Bearing Age Population..... A-5

 Map 5 – Births by Elementary School District A-6

 Map 6 – Housing Unit Change A-7

 Map 7 – Housing Sales A-8

Appendix B..... B-1

 Detailed Elementary Projections (Low-Growth) B-2

 Detailed Elementary Projections (Medium-Growth) B-3

 Detailed Elementary Projections (High-Growth) B-4

INTRODUCTION

Newtown Public Schools contracted with Milone & MacBroom, Inc. to conduct a comprehensive school enrollment analysis and to develop enrollment projections for the entire school district. The district-wide and school-specific projections in this report are meant to serve as a planning tool for the future to represent the most likely direction of Newtown Public Schools.

This report examines factors that influence school enrollments, namely trends in demographics, births, housing, development and real estate, and private school enrollments. Standard enrollment projections rely on having at least three years of historically valid data to discern enrollment trends and make projections. Because this analysis was conducted less than two years after the Sandy Hook tragedy, it is difficult to discern the long-term effects of that event on enrollments and the variables influencing enrollments. Whether Newtown has reached a new normal, or previously existing trends experienced only a brief disruption remains to be seen over the next couple of years.

The introduction of full-day kindergarten in 2013-14 is another change likely to have short- and long-term influence on enrollment patterns, but cannot be determined at this time. Especially because of these recent events, Newtown Public Schools should pay close attention to the variables discussed in this report, as changes in any one trend could impact enrollments. Through annual updates, enrollment projections can be fine-tuned to increase accuracy, providing Newtown with an on-going planning tool.

DEMOGRAPHIC OVERVIEW

The nation's public school enrollment over the last half -century reveals demographic, economic, and social trends, including: the baby boom, echo baby boom, sprawl and the development of suburbs, changing workforce composition, and technological advances. The baby boom of the late 1940s and 1950s led to enrollment growth in the 1950s and 1960s. Similarly, the baby bust of the 1960s and 1970s spurred declining enrollments in the 1970s and 1980s. While fertility rates were in decline due to a variety of forces, the Great Recession sparked a sharp decrease in fertility rates from 2007 to 2011 to reach all-time lows, which have not yet recovered. This latest baby bust is only beginning to affect the nation's school enrollments.

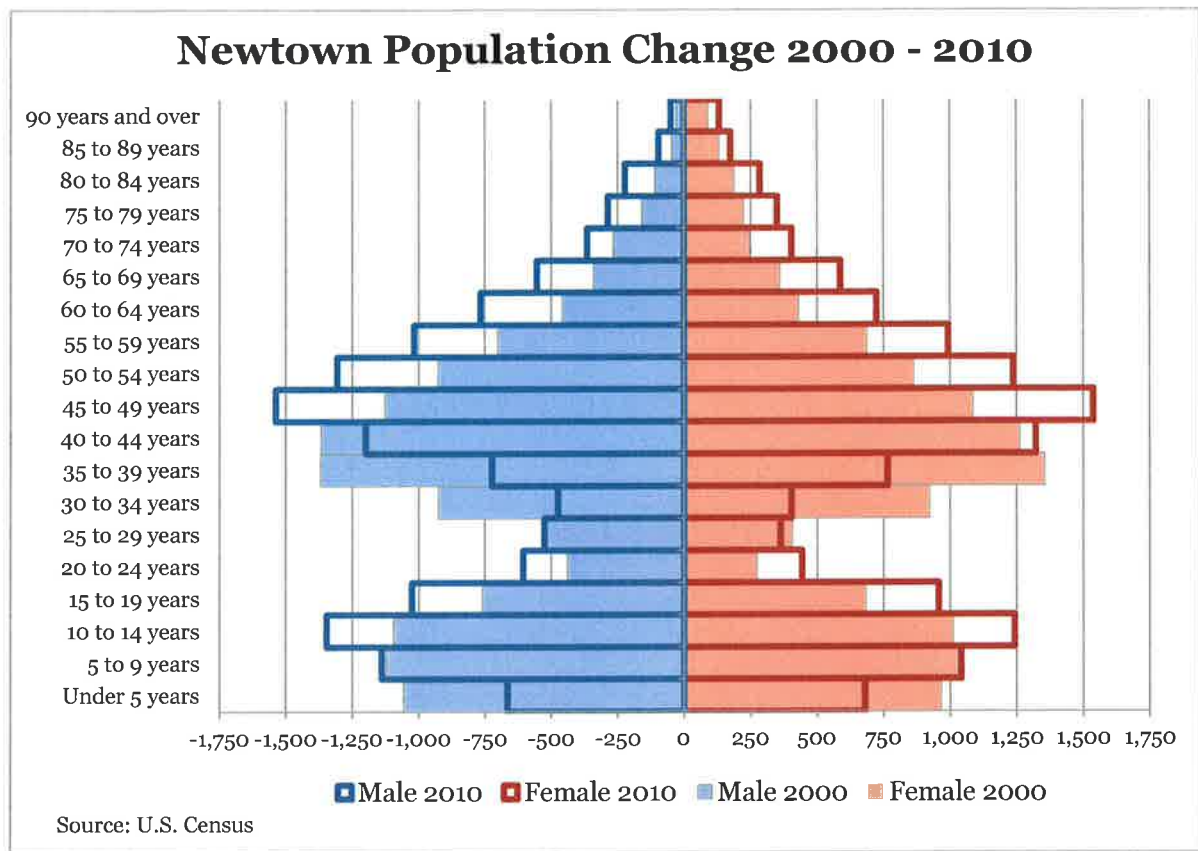
According to the U.S. Census Bureau, Newtown's population increased by 10.1%, or about 2,500 residents, from 2000 to 2010, compared to a 3.9% increase for Fairfield County and a 4.9% increase for the State during the same time period.

While the Town's overall population increased between 2000 and 2010, certain neighborhoods gained substantially more, while others lost population. The *Population Change by Census Block Group* Map on page A-1 shows changes by Census Block Groups aggregated to roughly correspond to Newtown's elementary school district boundaries. According to this approximation, all four districts experienced an increase in total population; Hawley and Sandy Hook experienced the greatest gain, each at more than 10%, while Head O'Meadow experienced the smallest growth in population at just below 3%.

Newtown has a variety of neighborhood types, from more rural areas with population densities of 250 – 450 people per square mile, to more suburban densities in the Town Center and Sandy Hook

with more than 800 people per square mile. The *Population Density Map* on page A-2 shows where population is concentrated, according to the 2010 U.S. Census.

The growth in Newtown’s population from 2000 to 2010 was not evenly distributed across age groups. The following age-sex pyramid shows the shift in age cohorts. As is evident, all age groups 45 and over experienced an increase above the natural progression of each cohort. In other words, gains in population in Newtown from 2000 to 2010 were largely of those aged 45 and over. The school age population also experienced some increase, however, the under 5 age group experienced a steep decline. Moreover, the 30 to 39 age groups also experienced significant decline. Taken together, these two factors indicate a significant decline in young families in Newtown from 2000 to 2010.

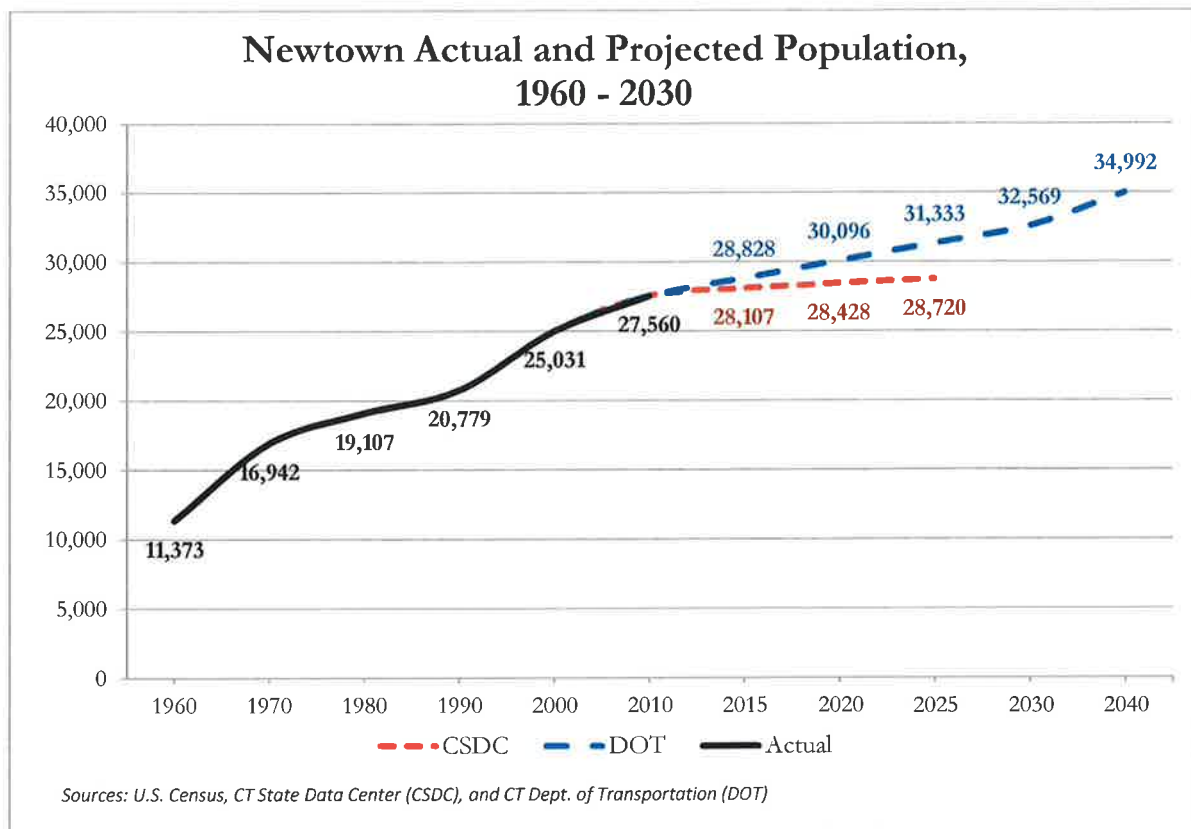


The *School-Age Population Change* map located on page A-3 highlights changes between 2000 and 2010 in children age 5 to 17 across the community. The school age population increased at a greater rate than the total population, with a total gain of 950. Sandy Hook experienced the largest increase, while Head O’Meadow experienced the least.

Changes in the number of females of child-bearing age (ages 18-44) are shown in the map on page A-4. Newtown lost about 20% of women in these age cohorts from 2000 to 2010, with losses fairly evenly spread across the four elementary districts. This decline is not unusual for the time period in

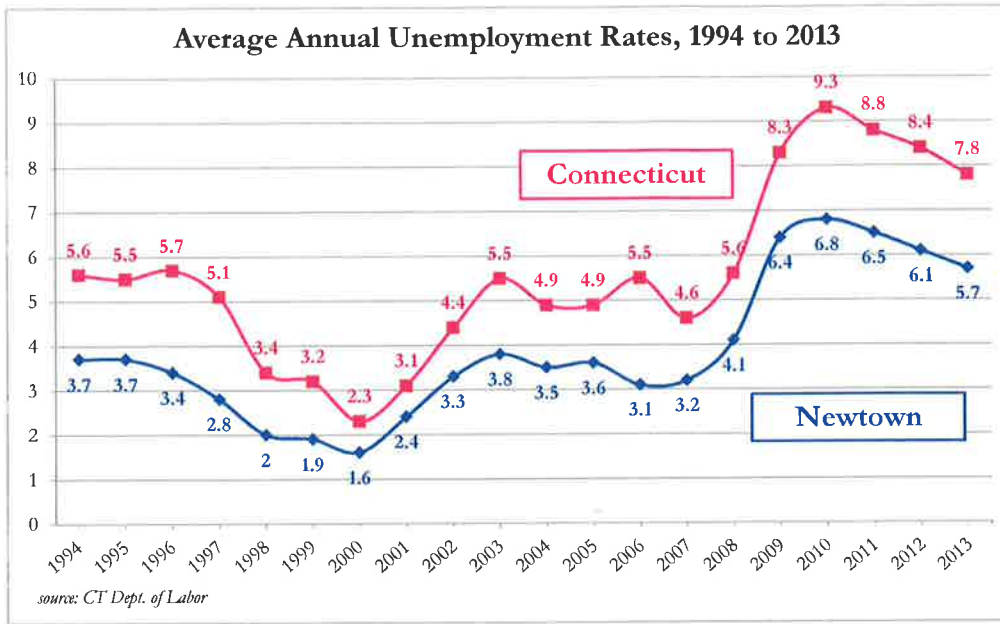
Fairfield County and Connecticut. The decline signals that decreased birth rates may continue for the next few years.

Population projections from the CT State Data Center and the CT Department of Transportation show a range of potential future total population. The projections show either moderate growth (consistent with the last ten years) or very slow growth in population. Given recent stagnant housing growth, discussed later in this report, the aging of the population and expected continued low birth rates, we expect slower growth in the total population over the course of the enrollment projections horizon.

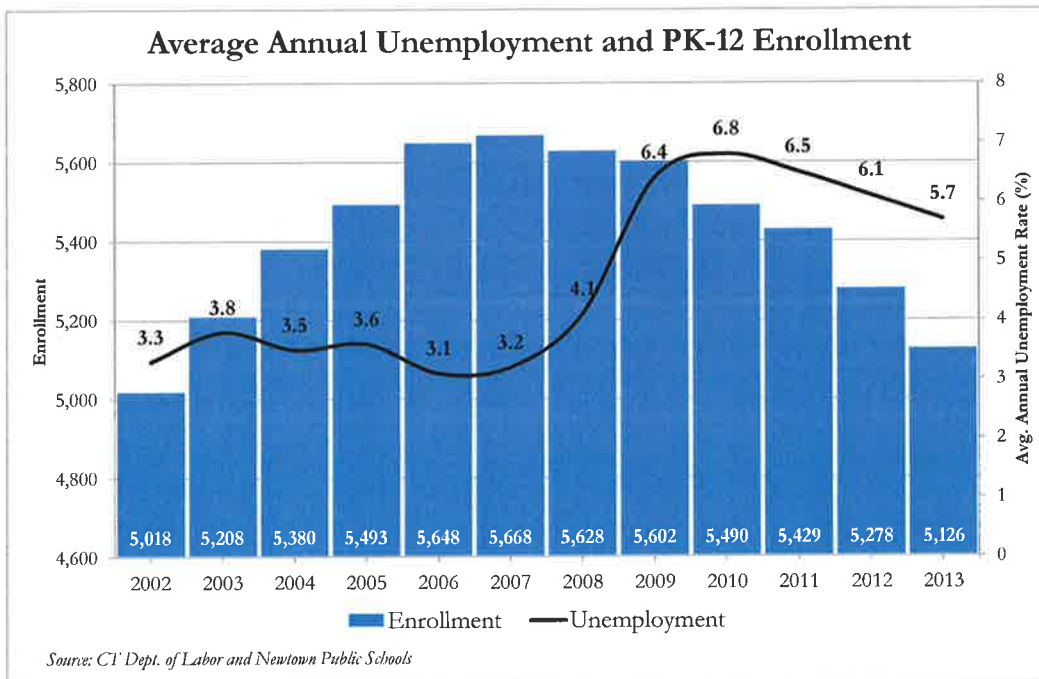


EMPLOYMENT TRENDS

Newtown’s unemployment rate generally follows the same trends as that of the state, albeit at lower rates (see the following figure). At the start of the Great Recession in 2008, Newtown’s unemployment rate began a significant increase. Newtown’s average annual unemployment rate hovered around 3.4% from 2002 to 2007, before spiking to 6.8% in 2009. Unemployment rates in Newtown and the State have slowly decreased since reaching their peaks in 2010.



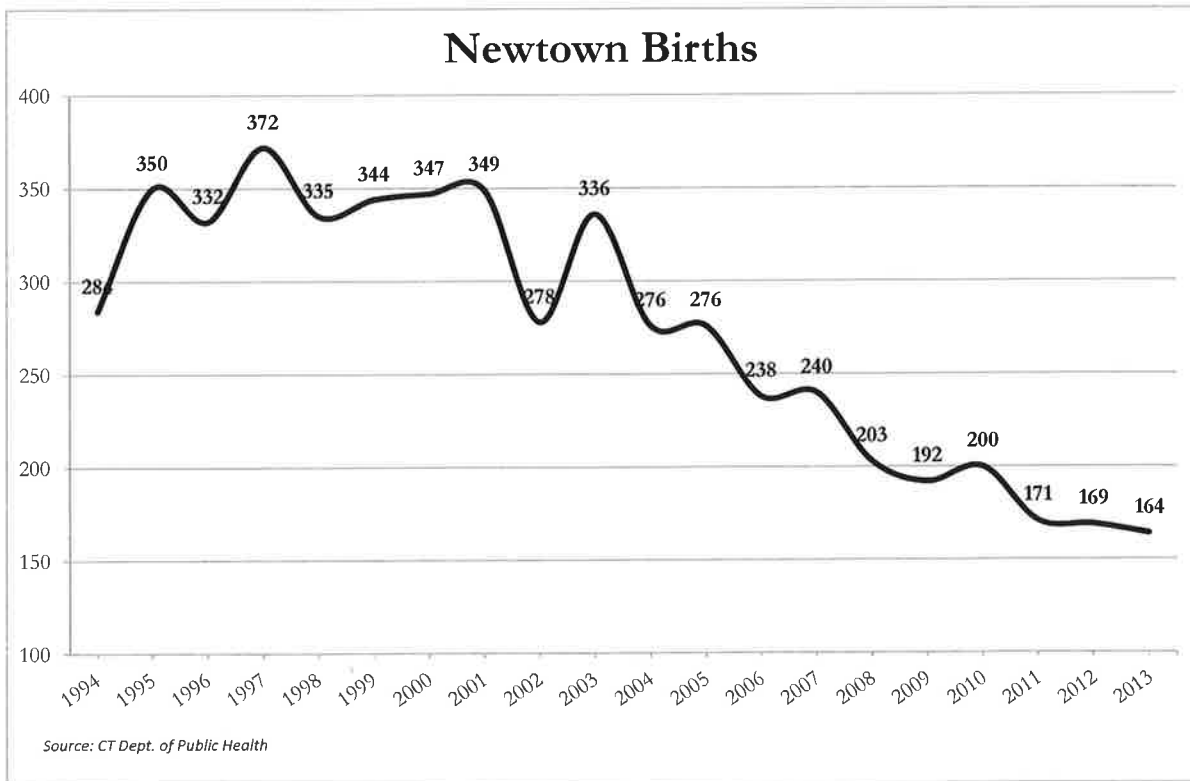
The following figure plots Newtown’s average annual unemployment rate against total PK-12 enrollments. While enrollment peaked during a period in which unemployment was at a stable low, current enrollments are similar to those of a decade ago, yet unemployment remains relatively high at 5.7%. Therefore, while there is some relationship between unemployment and enrollment, it is not a direct correlation. In mathematical terms, the correlation coefficient between total enrollment and unemployment is -0.04611. Rather, unemployment rates have a much stronger correlation with housing sales and birth rates.



BIRTH TRENDS AND PROJECTIONS

From 1996 to 2001, annual births in Newtown averaged above 346 (see the following Figure). The annual birth rate began a sustained period of decline in 2003, with 257 average annual births from 2003 to 2007. This decline precedes the start of the recession in 2008, when birth rates declined nationwide. Annual births in Newtown have averaged only 183 since 2008, or 47% below the average rates from the late 1990s and early 2000s. While the 2012 and 2013 birth data is still preliminary, we do not anticipate a significant increase in the final figures from the Department of Public Health. In addition, as discussed previously, the population of women of childbearing age declined substantially from 2000 to 2010, further reducing the prospect for increases in annual births in the near future.

The Census Bureau recently lowered its national population projections partially as a result of lower forecasted birth rates. In addition, some demographers have suggested that as more women enter college, and more households and families increasingly rely on female earnings, fertility rates may remain low.¹



Five years of projected births are necessary in order to project the incoming kindergarten classes through 2024-25. Average annual unemployment rates and annual birth rates often have a strong correlation. Indeed, a regression analysis of Newtown's unemployment and birth rates from 1994 to

¹ Mather, Mark. 2012. *Fact Sheet: The Decline in U.S. Fertility*. Population Research Bureau.

2013 produced an r2 value of .781, indicating relatively strong correlation. The regression analysis also yielded the following equation for projecting future births in Newtown.

$$\text{Births}_t = 131 + (.676 * \text{Births}_{(t-1)}) - 12.18 * \text{Unemployment}_t$$

Using this equation, we were able to develop birth projections under low, medium and high economic growth assumptions, based on changes in average annual unemployment rates. All three scenarios assume unemployment rates will continue to decrease in Newtown over the next seven years, at various speeds. One cannot expect unemployment rates to fall in a linear fashion as in our assumed models; however, establishing low, medium and high growth scenarios establishes a range of likely projections under a continuously improving economy. By 2019, our low economic growth model projects 225 annual births whereas the high growth model projects 269 annual births in 2019.

In addition, we prepared demographic model birth projections in order to confirm and validate the economic model projections. The demographic model applied two different age-specific fertility rates to Newtown population projections prepared by the CT State Data Center. The first fertility rate data used was the 2012 White Non-Hispanic U.S. Fertility rate, because this cohort most closely resembles the composition of Newtown's population. The second set of Connecticut-specific fertility rates were calculated from 2010 birth and population data as reported by the CT Department of Public Health.

The demographic projection models resulted in a greater variance from one to the other due to the disparity in fertility rates, with the Connecticut-specific rates resulting in 177 annual births in 2018 and the U.S. fertility rates resulting in 254 births. The following tables detail the demographic projection model.

Newtown Child-Bearing Age Females 2000 - 2020

Age Group	History		Projections		2010-2020 Change	
	2000	2010	2015	2020	Number	Percent
15 to 19 Years	683	957	1,344	1,306	349	36.5%
20 to 24 Years	274	444	763	1,150	706	159.0%
25 to 29 Years	406	363	197	528	165	45.5%
30 to 34 Years	922	403	313	155	-248	-61.5%
35 to 39 Years	1,356	766	515	425	-341	-44.5%
40 to 44 Years	1,263	1,323	960	709	-614	-46.4%
45 to 49 Years	1,087	1,538	1,484	1,123	-415	-27.0%

Projections from CT State Data Center

Age Group	Fertility Rates		Birth Projections			
	U.S. Non-Hispanic	CT All Races - 2010	U.S. Fertility Rates		CT Fertility Rates	
			2015	2020	2015	2020
15 to 19 Years	20.5	18.7	28	27	25	24
20 to 24 Years	70.2	58.2	54	81	44	67
25 to 29 Years	104.4	89.6	21	55	18	47
30 to 34 Years	100.5	109.0	31	16	34	17
35 to 39 Years	46.8	56.1	24	20	29	24
40 to 44 Years	9.1	11.7	9	6	11	8
45 to 49 Years	0.6	0.2	1	1	0	0

CT Rates calculated by MMI; National Vital Statistics Reports, Volume 62, Number 3, September 2013

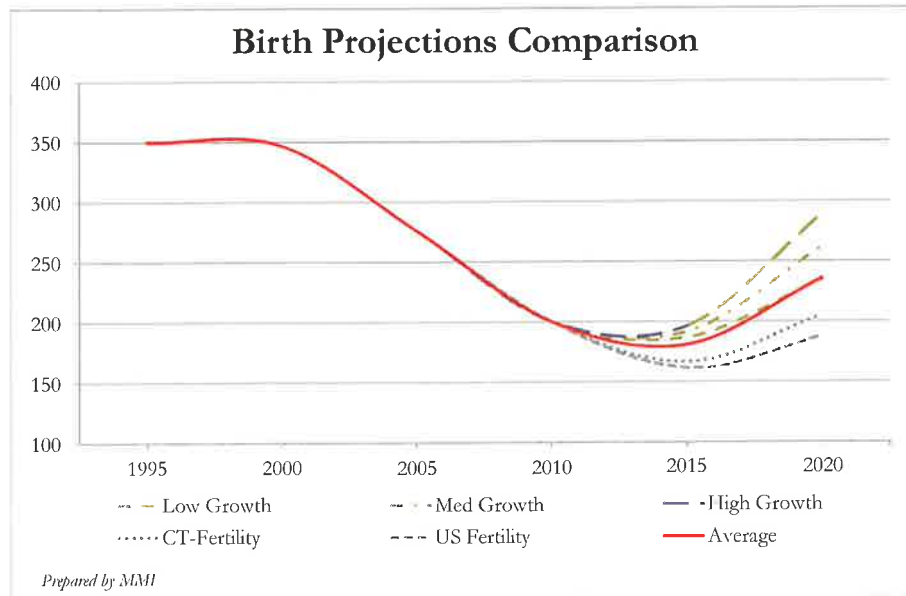
167 205 162 188

The following table and chart compare the five different sets of birth projections generated by the low, medium and high regression-derived models and the two demographic-based models. They also include an average of all five sets as a point of comparison. As the table and chart illustrate, the economic and national fertility rate demographic models are relatively close in the initial couple of years, but tend to spread as time goes on. The economic growth models tend to rebound growths sooner and more intensely than the demographic models. The low economic growth regression-based model most closely resembles the average of all models.

Comparison of Birth Projection Models

	Regression			Demographic		Average
	Low Growth	Med Growth	High Growth	CT Fertility	US Fertility	
2010	200	200	200	200	200	200
2015	187	192	196	162	167	181
2018	216	233	250	177	190	213
2020	235	262	289	188	205	236

Prepared by MMI



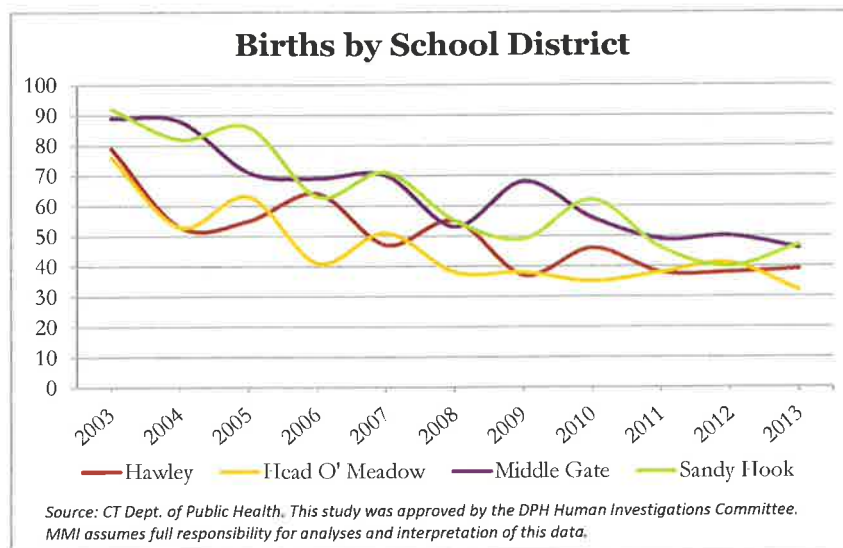
In addition to understanding the number of births, it's also important to understand their geographic distribution, as varying trends can develop in individual school zones. Live birth data obtained from the CT Department of Public Health (Milone & MacBroom, Inc. assumes full responsibility for analysis and interpretation of this data) was address matched and used to establish district-wide and individual elementary school Birth to Kindergarten persistency ratios. Simply put, this ratio identifies the percentage of children born in town or in an elementary zone, who attend kindergarten five years later. The persistency ratios for Birth-K, as well as for all grades, can be found later in this report. The *Birth by School District Map* on page A-5 shows the distribution of births in Newtown from 2009 to 2012. These births correspond to the incoming kindergarten classes of 2014-15 through 2018-19. Not surprisingly, the density of births mimics the 2010 population density map.

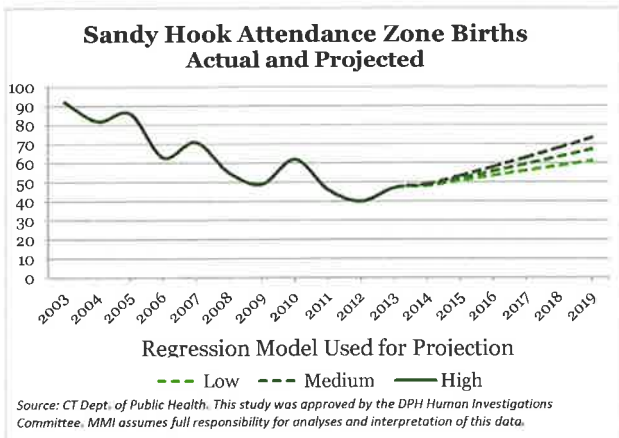
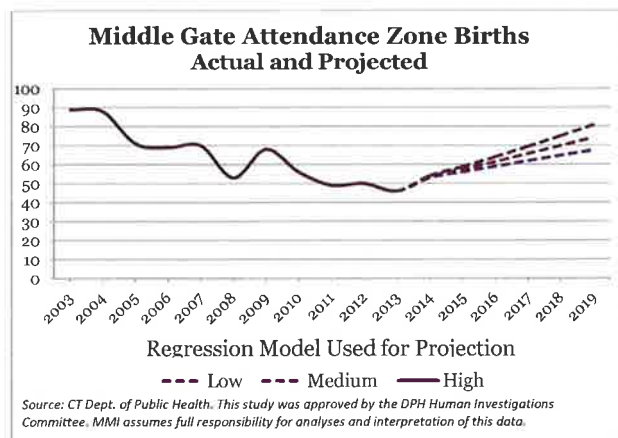
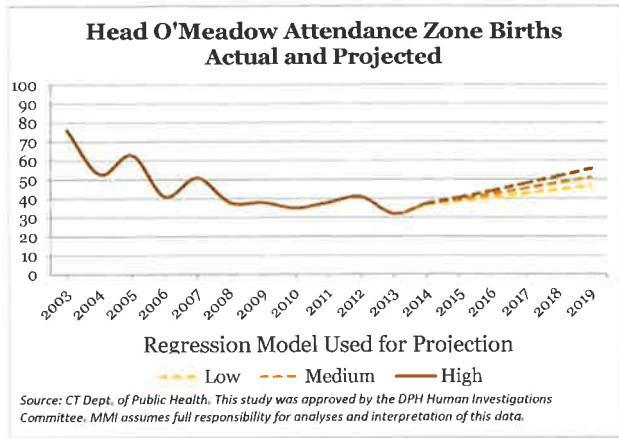
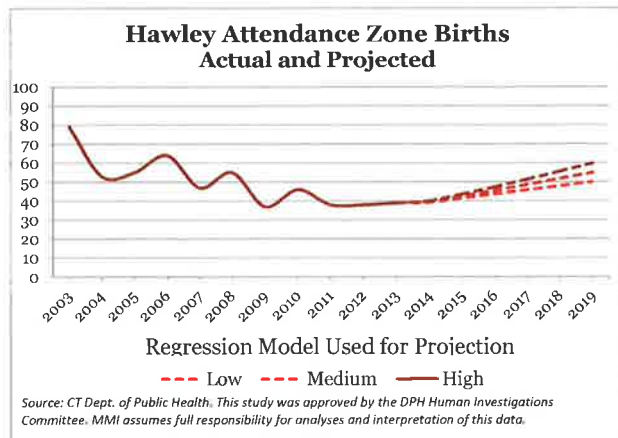
The general downward trend in annual birth rates, despite cyclical highs and lows, is apparent in all schools in the following figure. Middle Gate and Sandy Hook have traditionally had the highest number of annual births of all the elementary schools; however, the difference between birth rates in all school districts has shrunk in recent years. As the following table shows, annual birth rates are down about 30% in each school district from a decade ago. (Note that 2013 birth numbers are still preliminary and subject to change.)

Annual Births Comparison

	Average 2003 - 2007	Average 2008 - 2012	Change
Hawley	60	43	-28.2%
Head O' Meadow	57	38	-33.1%
Middle Gate	77	55	-28.7%
Sandy Hook	79	50	-36.0%

Source: CT Dept. of Public Health. This study was approved by the DPH HIC. MMI assumes full responsibility for analyses and interpretation of the data.





The low, medium and high regression models used to project births in the entire district were applied to births in the individual attendance zones to facilitate projecting enrollments in each school over an eight year horizon. The resulting birth projections are shown above and provide a range of projected births in each school district from 2014 through 2018. Hawley is projected to increase slightly to between 50 and 60 births annually by 2019. Head O'Meadow is projected to increase to between 45 and 55 births in 2019. Middle Gate is projected to experience the largest increase in annual births, increasing to between 70 and 80 births in 2019. While, Sandy Hook is also projected to experience a rebound in births, it is projected to reach between 60 and 70 births by 2019.

HOUSING

Growth in housing units from 2000 to 2010 out-paced growth in total population in Newtown, with a 17% increase in the number of housing units compared to a 10.1% increase in total population. The *Housing Unit Change by Block Group* map on page A-6 shows housing unit growth in all the Town's school districts, with Hawley and Sandy Hook experiencing the biggest gain on a percentage basis.

Not surprisingly, Newtown's average household size decreased from 2.9 in 2000 to 2.83 in 2010. Nonetheless, Newtown's average household size remains significantly higher than the averages for Fairfield County (2.68) and the State (2.52), which have also decreased over the last decade.

The growth in housing units was also greater than the growth in households in Newtown from 2000 to 2010. According to the U.S. Census, Newtown gained 1,134 households and 1,460 housing units over the time period. That the growth in housing units exceeded growth in population and the number of households signals depressed demand for new housing.

The following table shows changes in household and family compositions in Newtown from 2000 to 2010. The share of all households consisting of families fell from 81.4% in 2000 to 78.6% in 2010. It is important to note the rise in female-headed family households, and the rise in householders living alone. Looking at the individual components of family households, all families with small children (Under 6 years old) fell, while the number of families with school-aged children (6 to 17) increased by over 609. Rather than starting families in Newtown, it appears that families are arriving to Newtown with children ready to enter the school system.

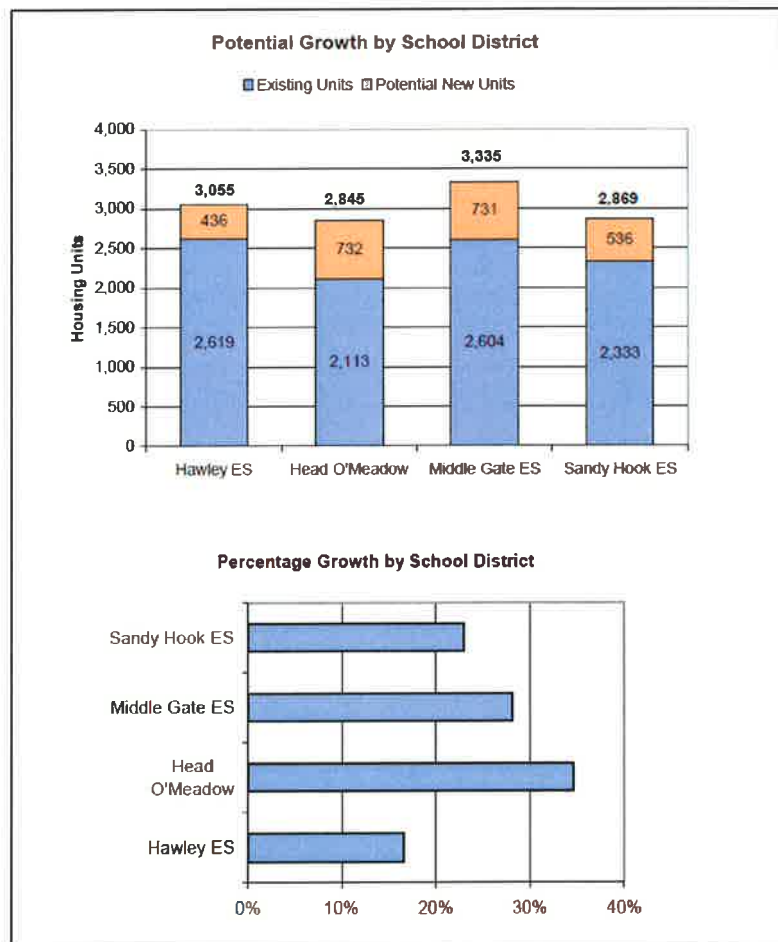
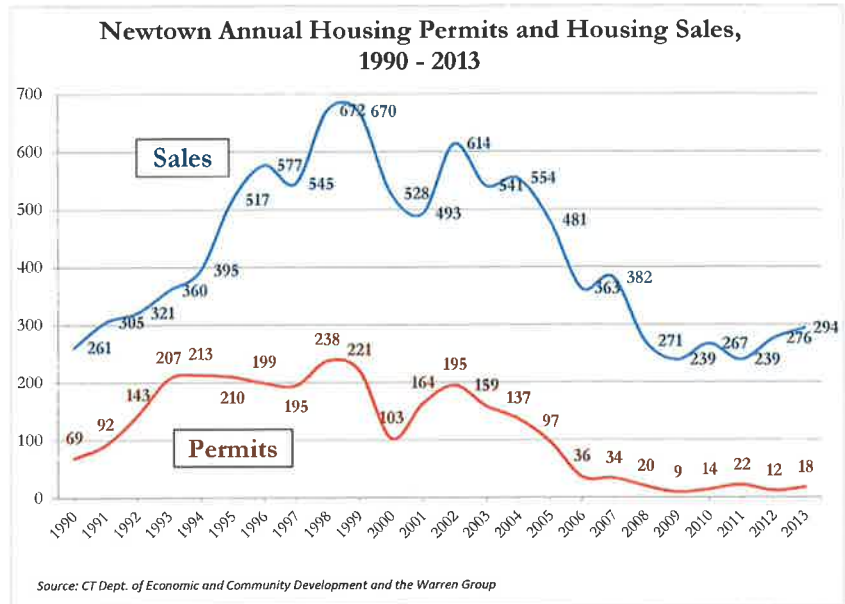
Household and Family Composition Change

	2000	2010	Change	% Change
Total households	8,325	9,459	1,134	13.6%
Family households	6,774	7,431	657	9.7%
Female householder	484	646	162	33.5%
Nonfamily households	1,551	2,028	477	30.8%
Householder living alone	1,230	1,662	432	35.1%
Householder 65+	485	779	294	60.6%
Average household size	2.9	2.83		
Families	6,774	7,431	657	9.7%
With related children under 18 years	3,810	3,929	119	3.1%
With own children under 18 years	3,722	3,797	75	2.0%
Under 6 years only	922	552	-370	-40.1%
Under 6 and 6 to 17 years	768	604	-164	-21.4%
6 to 17 years only	2,032	2,641	609	30.0%

source: U.S. Census

Most of the housing growth between 2000 and 2010 occurred in the first part of the decade, when Newtown issued more than 100 new construction permits annually. Housing permits decreased sharply from 2002 to 2006, falling from 195 to 36 annual permits, at a time when many other communities in the State were experiencing a housing construction boom. According to several local realtors, Newtown's most recent housing construction boom occurred in the late 1990s and early 2000s, when former farmland was subdivided and developed. New construction housing sales started to fall off in 2004. Annual housing permits have remained under 25 per year for the last six years. While roughly following similar trends, the number of annual permits only account for a percentage of annual housing sales, as the large gap in the accompanying figure shows. Newtown's housing market relies heavily on turnover in existing units.

The Town conducted a buildout analysis in 2008 to estimate the additional number of housing units that could be developed in the community under zoning at that time. Buildouts are academic exercises only, as the potential housing unit totals are not expected to be achieved, nor are they informed by market conditions. Nevertheless, the buildout analysis highlights differences in school districts as far as their potential for additional housing development, and

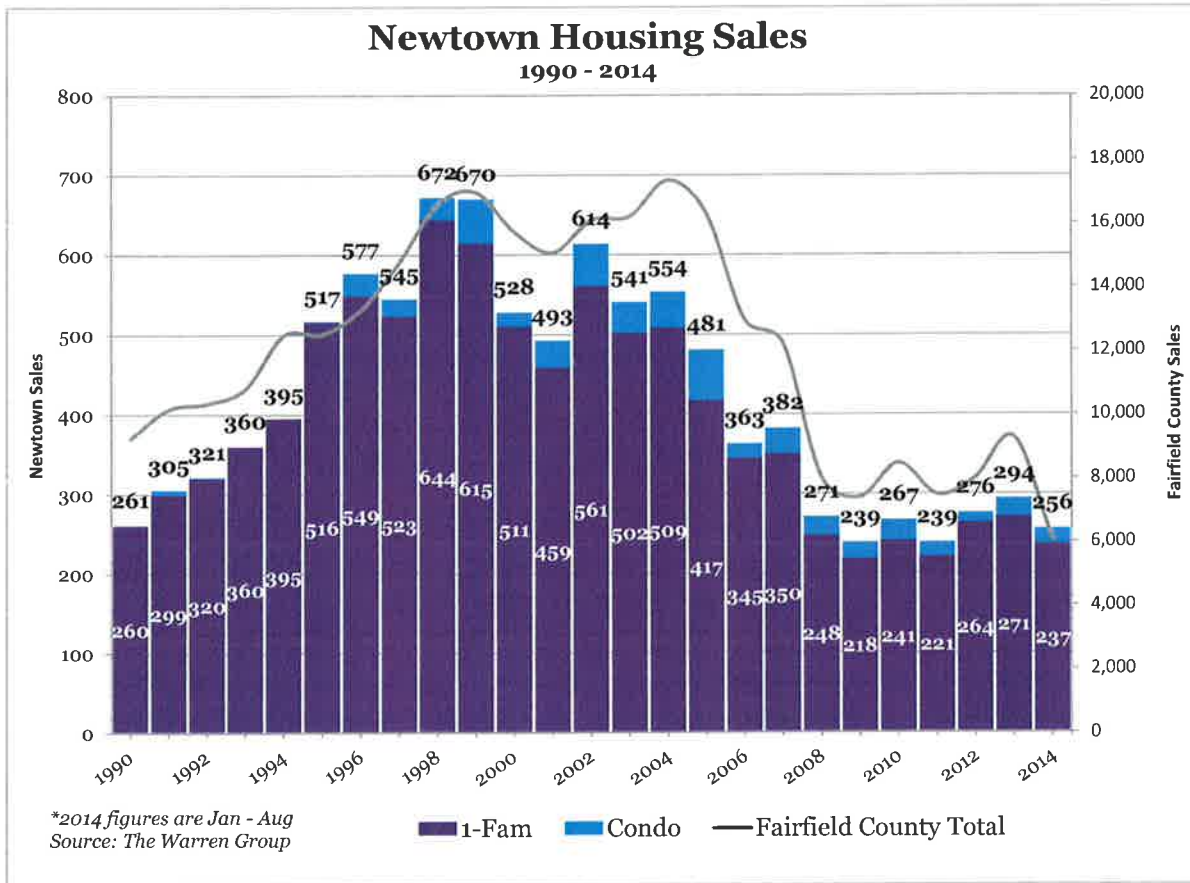


Source: Newtown Build Out Analysis and Population Projections, 2008

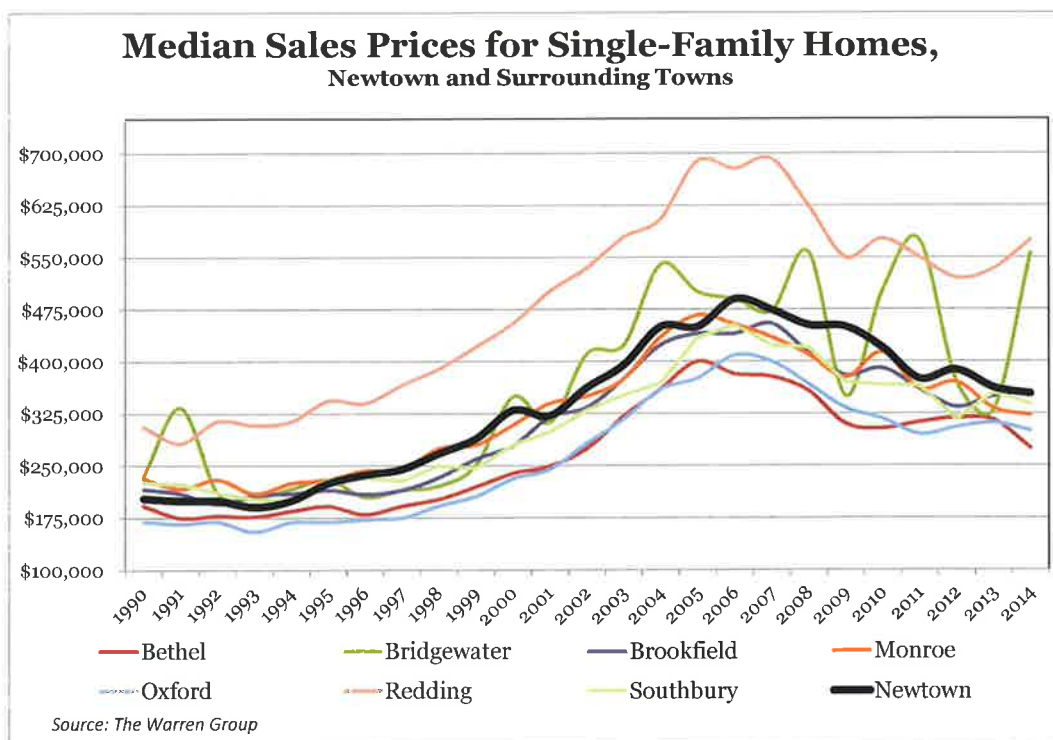
therefore, the potential for new and/or additional students. According to the analysis, Newtown is 77% developed and had the potential for an additional 2,435 housing units. The accompanying charts break down the potential units by school district. Head O'Meadow is the most ripe for additional development in total number of additional units and in percentage growth at about 35%. Middle Gate also has the potential to gain approximately 730 new housing units.

Housing Sales

Housing sales activity peaked most recently in Newtown from 2002 to 2004, slightly earlier than in many other communities in Connecticut and Fairfield County. As the chart below shows, while sales decreased in Newtown from 2002 to 2004, they continued to climb in Fairfield County. While Newtown has relatively little condo sales activity, the peaks and troughs in its condo sales generally follow the sales trends for single-family housing units. The *Housing Sales Map* on page A-7 shows detached housing units sales from 2010 to 2014 mapped by address, illustrating a diffuse pattern of sales throughout the community, a common pattern for more rural/ suburban communities, such as Newtown, with few areas of dense housing.



Median housing sales prices in Newtown are consistently among the highest in its immediate region, as shown in the figure on the following page. Median sales prices gained steadily during the 1990s and early 2000s. Prices began to decline in 2007 and have yet to reverse the downward trend, despite a slight rise in the median of 2012. Only Redding has consistently higher median sales prices. Bridgewater has relatively few annual sales which accounts for its erratic trendline.



Housing sales by school district were compared to enrollment changes from one school year to the next and from October to June of a school year (see the figure below). No clear pattern of sales and either enrollment gain or loss is apparent. The number of sales in a district from June to May do not correspond to enrollment decline, with districts experiencing some of their largest annual enrollment losses following some of their lowest sales years. Although sales in Sandy Hook increased to a recent high of 108 in 2013-14, the enrollment decline is similar to declines experienced in 2010-11 and 2011-12, when sales were 90 and 55 respectively.

School Year	Hawley			Head O'Meadow			Middle Gate			Sandy Hook		
	Jun - May Sales	Oct - Oct Enroll Change	Oct - Jun Enroll Change	Jun - May Sales	Oct - Oct Enroll Change	Oct - Jun Enroll Change	Jun - May Sales	Oct - Oct Enroll Change	Oct - Jun Enroll Change	Jun - May Sales	Oct - Oct Enroll Change	Oct - Jun Enroll Change
2010-11	68	-4	-3	9	-6	-4	85	-15	1	90	-50	-2
2011-12	35	-32	0	13	-27	1	59	-4	-3	55	-54	-12
2012-13	83	-24	-8	17	-5	5	82	-25	1	82	-68	-19
2013-14	81	-11	-5	21	-34	4	54	-33	-4	108	-59	2

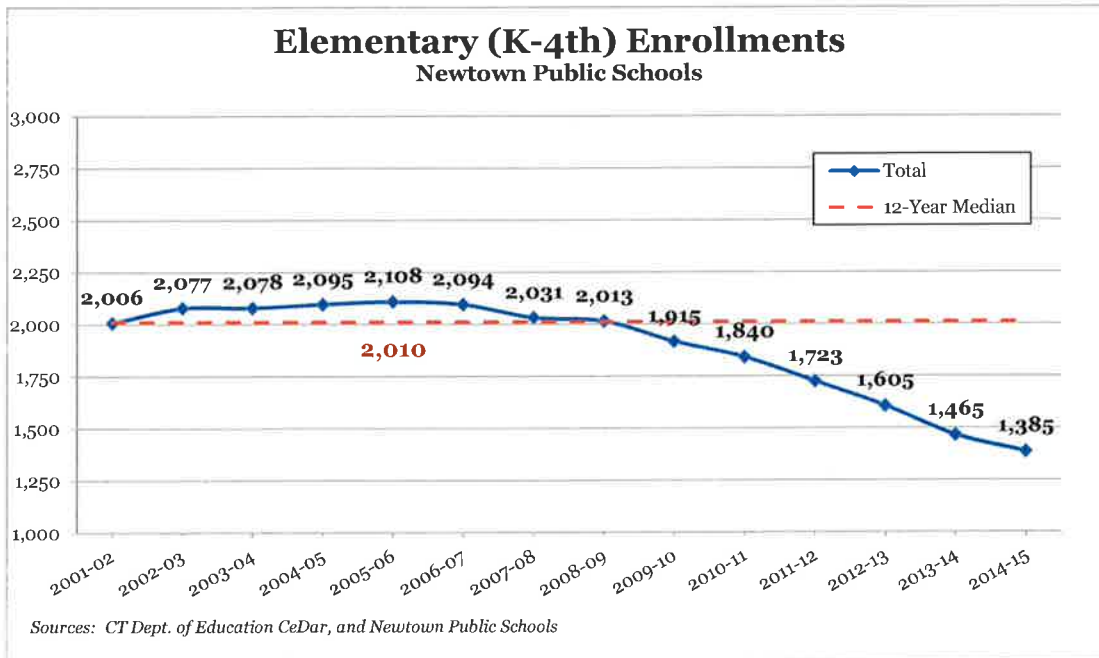
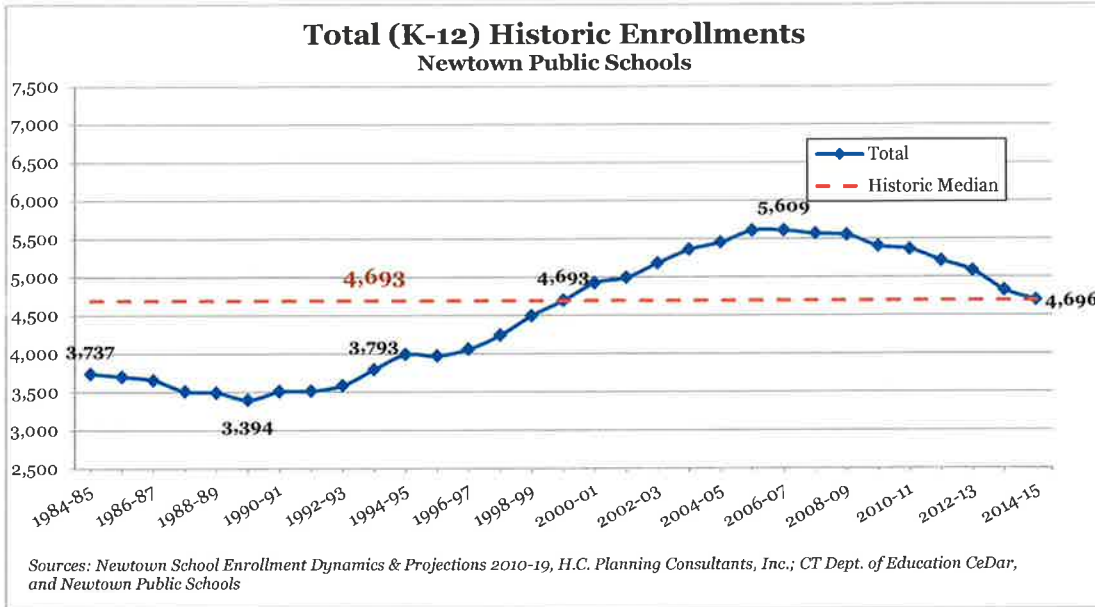
Sources: The Warren Group (August 2014) and Newtown Public Schools

As part of this study, the Newtown Board of Realtors convened a group of local agents with many years of experience in the Newtown housing market. The group provided complementary qualitative information that helps explain the housing sales trends described above. According to the realtors, in the early 2000s, many buyers in Newtown entered the market due to corporate relocation for GE, Boehringer, and Pepsi Co., among others. The relocation market has significantly decreased, and the purchasing power of the remaining relocation purchasers is reduced. The development boom of the early 2000s brought a number of age 55+ and higher end units to Newtown. Those units are currently difficult to sell, in part due to a high tax rate following the 2012 revaluation. The housing sales market over the last six years has included a significant number of people moving within Town, either up-sizing or down-sizing. The realtors believe that Newtown has lost an edge when it comes to the regional housing market due to high taxes, municipal services that are now on par with competing neighboring communities, a less desirable location for commuters, a lack of public transportation and access to rail transit, and a lack of a pedestrian friendly town center or destination. Given that housing prices are still falling in Newtown, the realtors do not expect to see a significant turn-around in the local market in the near future.

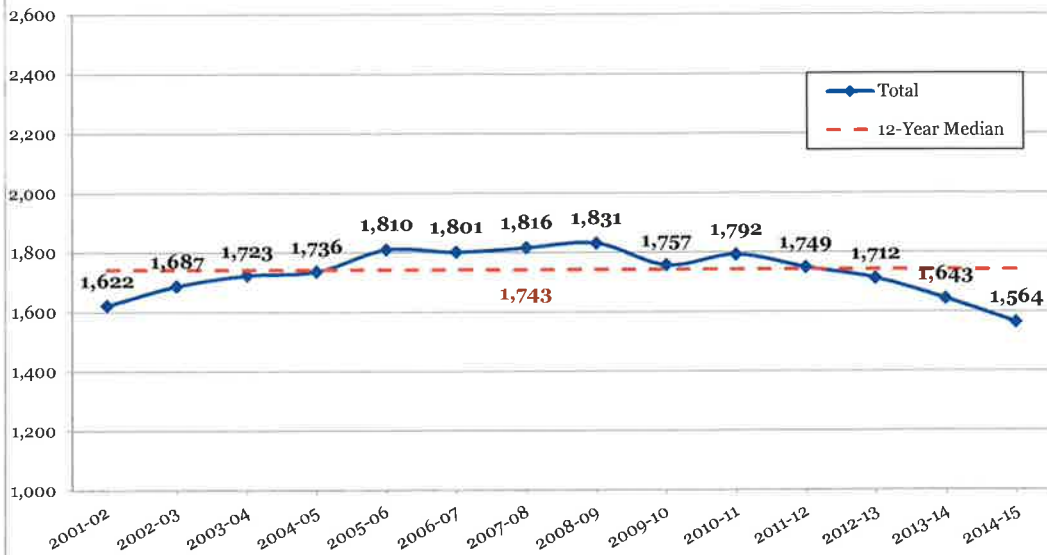
Finally, according to the realtors group, the Sandy Hook tragedy had a small, temporary effect on the local housing market. Sandy Hook has a lot of newer homes and therefore was a significant contributor to the local housing market through the 2000s, though it suffered a significant slow-down along with the rest of the community due to the Great Recession. The Sandy Hook tragedy halted sales for a very short period. While there are still some instances of families choosing to purchase elsewhere in Newtown in order to avoid having students enrolled with the current school population of Sandy Hook in Chalk Hill, there are also instances of very young families and/or those planning families who seek to buy in the Sandy Hook district because they know the new school facility is coming.

ENROLLMENT HISTORY & TRENDS

Newtown's total K-12 enrollment has declined 16.5% from its 2006-07 peak of 5,609. Current enrollments are at the historic (30-year) median level of just under 4,700. The chart below shows the rise in enrollments through the 1990s and first half of the 2000s, as Newtown increased its housing stock. The current decrease is largely concentrated in elementary grades (K-4), which have decreased 34.0% over the last twelve years. Meanwhile, high school enrollments continued to increase until 2012-13, declined in 2013-14, and rose slightly again this year. The following series of figures shows enrollment trends for grades K-12 in Newtown Public Schools, broken down by grade groupings.

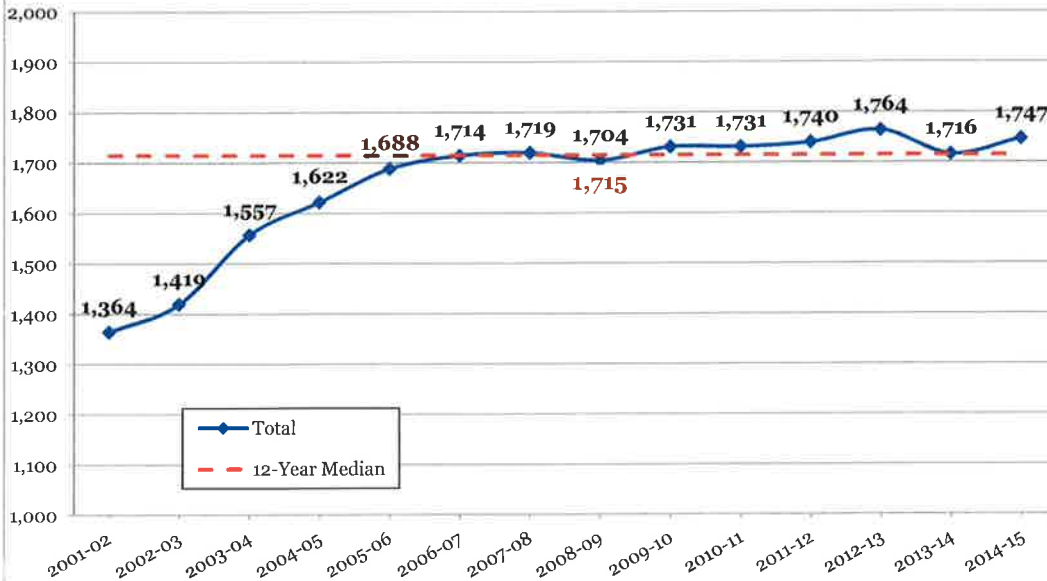


Intermediate and Middle (5th-8th) Enrollments Newtown Public Schools



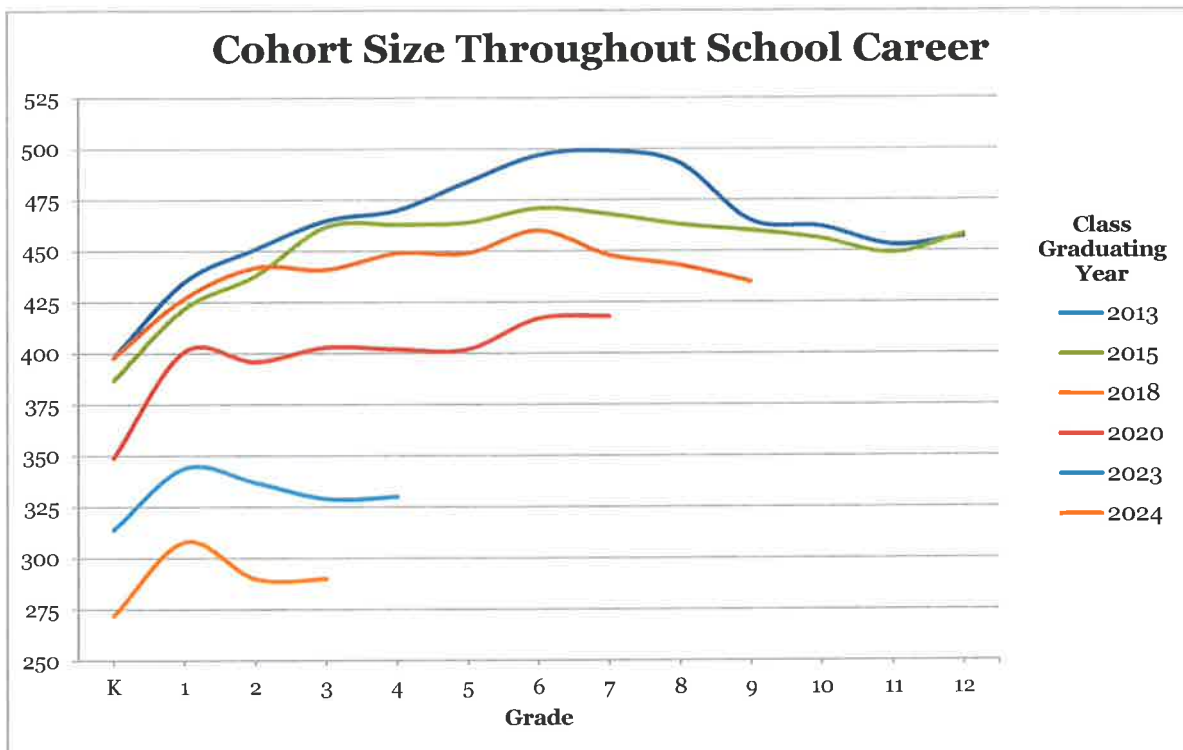
Sources: CT Dept. of Education CeDar, and Newtown Public Schools

High (9th-12th) Enrollments Newtown Public Schools

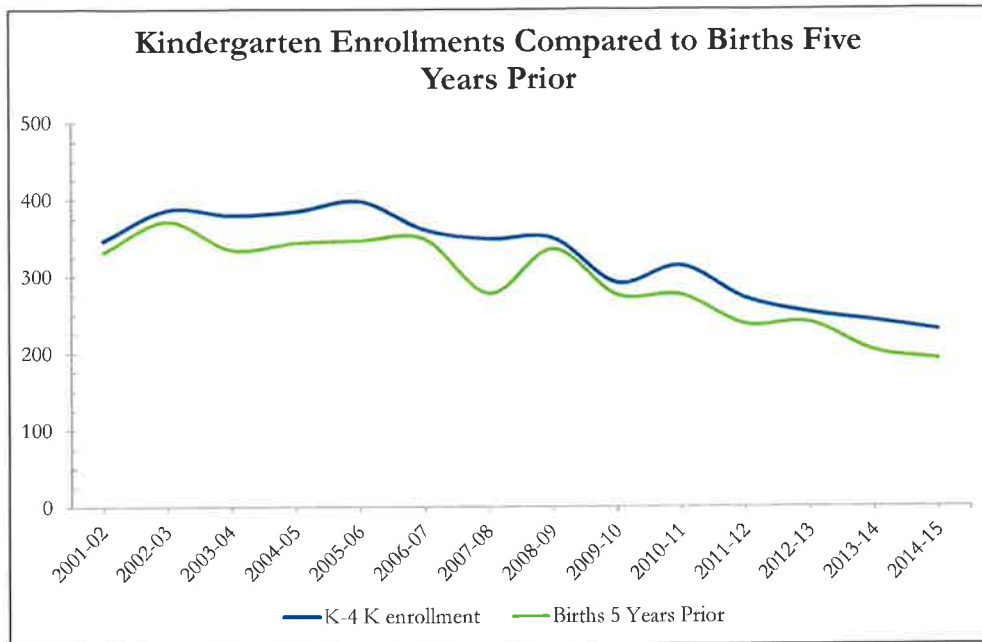


Sources: CT Dept. of Education CeDar, and Newtown Public Schools

While high school enrollments have remained steady, the smaller grade cohorts currently in the elementary, intermediate and middle schools have not yet matriculated up to the high school level. Indeed, the largest grade cohorts in the Newtown system are the four high schools grades, each of which consists of more than 400 students. The youngest grade cohorts currently in the system have fewer than 300 students per grade. The following chart compares the size of grade cohorts as they have progressed through Newtown Public Schools. Recent and upcoming graduating classes of around 450 students began as kindergarten classes of around 400 students. The class of 2023 began as a kindergarten class of 314, whereas the class of 2024 began as a kindergarten class of 272.



Comparing annual birth trends with kindergarten enrollments, one can see similarities in the general downward trends for births beginning in 2002 and Kindergarten enrollments beginning in 2006-07. Successive smaller incoming kindergarten cohorts have resulted in steadily decreasing elementary enrollments over the last seven years. Those smaller cohorts are just beginning to reach the intermediate school, and barring any significant changes in the housing market, will soon affect the middle and high schools.

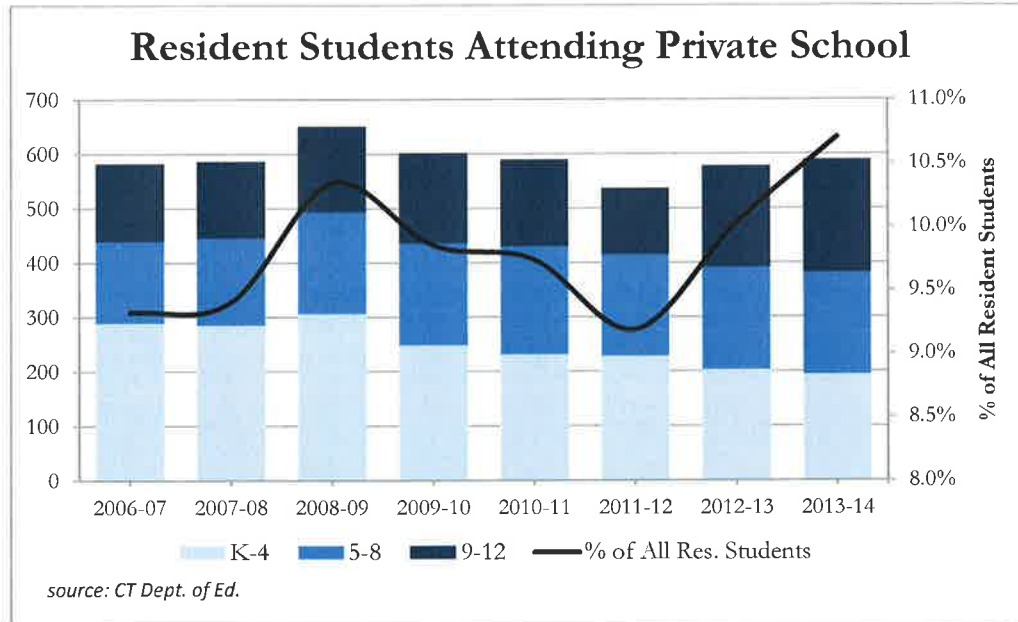


Newtown also has traditionally had a significant share of delayed entries into Kindergarten, where students do not enter until they are six years old. As the accompanying table shows, the percent of each kindergarten class consisting of delayed entrants has ranged from 11.4% to 19.0% over the last several years. The introduction of full-day kindergarten in 2013-14 may be related to a small increase in delayed entrants in 2013-14 and 2014-15. However, the events at Sandy Hook may also have contributed to a small upswing in delayed entries. In any event, the proportion of six-year olds in the most recent two kindergarten cohorts has not reached unusually high levels.

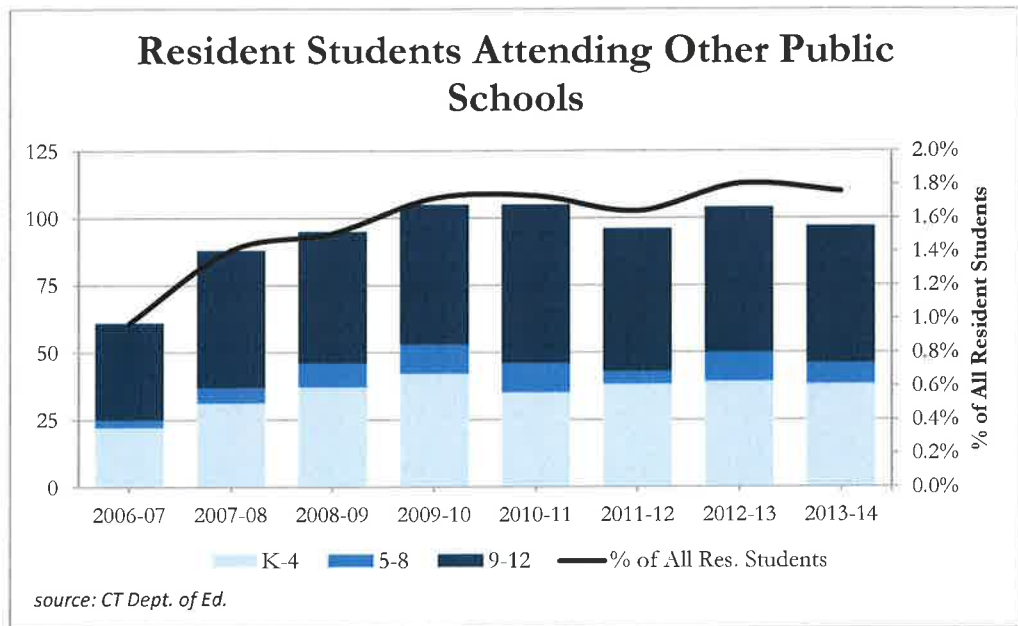
	Total K	5 Years Old On or Before January 1st	6 Years Old On or Before January 1st	% Delayed Entries
2006-07	319	279	40	12.5%
2007-08	325	276	49	15.1%
2008-09	332	294	38	11.4%
2009-10	295	239	56	19.0%
2010-11	329	280	49	14.9%
2011-12	266	229	37	13.9%
2012-13	269	231	38	14.1%
2013-14	245	205	40	16.3%
2014-15	230	190	40	17.4%

Long-Term Average: 15.0%
Five-Year Average: 15.3%
Three-Year Average: 15.9%
Three-Year Weighted Average: 16.5%

The number of Newtown resident students attending private schools within Connecticut peaked in 2008-09 at about 650. With the Great Recession, those enrollments declined, but they started to rebound in 2012-13. More importantly, the percent of all resident students who attend private school has increased to historic highs of more than 10.5% in 2013-14.



The number of resident students attending other public schools has varied more, but appears to hover around 100 students total per year. The following chart shows enrollments in other public schools from 2006-07 to 2013-14, the latest data available. The majority of students attending other public schools are either elementary or high school students, primarily attending Danbury magnet schools and state technical high schools.



ENROLLMENT PROJECTIONS

The cohort-survival methodology, with some modifications, was used to calculate all projections in this report. This is a standard methodology for projecting populations and student enrollments, and relies on the recent past as a predictor of the future. It works well for stable populations, including those that are growing or declining at a steady rate.

The cohort-survival method generally relies on the recent past to develop persistency ratios; however, from a purely analytical perspective, Newtown has had unique disruptions in the last three years of enrollments. The tragedy at Sandy Hook posed unique disturbances to enrollment trends in 2012-13, not just in the tragic loss of a class of 1st graders, but also the movement of students that followed – from Sandy Hook to Chalk Hill. As a result, some parents moved their children from public to private school. We searched the literature and could not find research on the impact of school shootings on enrollments at the elementary level. Much of the current research on the impacts of school shootings has focused on high schools and the attendance and graduation rates of affected students. Therefore, we could not look to other examples for indications of the potential short- and long-term impacts of the tragedy at Sandy Hook on persistency ratios.

In addition to the events at Sandy Hook affecting 2012-13 enrollments and beyond, Newtown introduced full-day Kindergarten in 2013-14. This program change can also influence enrollment trends. Some school districts, especially more affluent districts, experience higher kindergarten enrollments with full-day kindergarten from families who might have sent their kindergarteners to a private full-day program. Also, districts sometimes experience more delayed entries to kindergarten when switching to full-day kindergarten as parents may feel their five-year old is not ready for a full-day program. As discussed above, Newtown has experienced a relatively small increase in delayed entries since introducing full-day kindergarten.

Persistency ratios were calculated from historic and current enrollments to determine growth or loss in a grade cohort as it progresses through the school system. Persistency ratios of 1.00 mean that the cohort remains the same as it advances from one grade to the next. A persistency ratio of 1.05 means the cohort increases by 5% or a class of 100 gains five additional students the next year. Enrollment data from 2001-02 through 2014-15 and birth data from 1996 to 2009 were used to calculate the birth-K and grade-to-grade persistency ratios shown in the table on the following page. Birth-k ratios were broken down by age of kindergartener to discern the prevalence of delayed entries and monitor any changes with the introduction of full-day kindergarten in 2013-14. Finally, an estimate of migration was calculated to ascertain the degree to which migration in and out of the school system has affected enrollments.

Migration was estimated by comparing the 2nd through 7th grade cohorts of one year to the 3rd through 8th grade cohorts of the following year. Gains in enrollments in that cohort grouping indicate in-migration, while loss indicates out-migration, for whatever reason, whether entering or leaving private school, transfer into or out of the district, or otherwise. As is apparent in the following chart, Newtown had significant in-migration in the early 2000s. However, in-migration trailed off after 2008-09, and the district experienced two years of out-migration in those grade cohorts in 2012-13 and 2013-14. The current year shows a return to substantial in-migration and may signal a change in trends.

Kindergarten through 12th Grade Persistency Ratios by School Year 2001-2002 to 2014-15																
Year	Birth-K	5-Yr Old B-K	6 Yr Old B-K	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	Migration
2002-03	1.0403			1.1556	1.0368	1.0602	0.9908	1.0370	1.0348	1.0520	1.0216	0.9799	0.9947	1.0028	0.8643	3.19%
2003-04	1.1343			1.0904	1.0100	1.0310	1.0025	1.0277	1.0238	1.0096	1.0071	0.9977	0.9923	1.0401	0.9834	1.73%
2004-05	1.1192			1.0579	1.0379	0.9877	1.0108	1.0271	1.0270	1.0116	1.0167	0.9790	1.0024	1.0464	0.9537	1.36%
2005-06	1.1470			1.1221	1.0224	1.0548	1.0125	1.0298	1.0312	0.9934	1.0161	1.0351	1.0334	0.9953	0.9581	2.29%
2006-07	1.0344	0.7994	0.1153	1.0729	0.9815	1.0195	1.0022	1.0222	1.0269	1.0000	1.0132	0.9842	0.9751	0.9492	1.0307	1.40%
2007-08	1.2554	0.9928	0.1404	1.0886	1.0351	0.9882	1.0215	1.0022	1.0193	1.0040	1.0023	0.9674	0.9908	0.9814	1.0219	0.60%
2008-09	1.0417	0.8750	0.1367	1.1490	1.0000	0.9977	1.0215	1.0070	1.0151	1.0332	0.9880	0.9513	0.9843	0.9884	1.0165	0.97%
2009-10	1.0580	0.8659	0.1667	1.0429	0.9875	1.0509	1.0181	1.0023	1.0023	0.9936	0.9817	0.9432	0.9829	0.9863	1.0117	0.73%
2010-11	1.1377	1.0145	0.1775	1.1438	1.0247	1.0177	1.0048	1.0000	1.0396	1.0046	0.9893	1.0093	0.9935	0.9901	1.0139	0.89%
2011-12	1.1429	0.9622	0.1341	1.0955	0.9910	1.0000	0.9975	1.0072	1.0245	0.9865	0.9931	0.9935	0.9954	0.9805	0.9950	0.16%
2012-13	1.0542	0.9625	0.1597	1.1324	0.9797	1.0302	0.9786	1.0000	0.9976	0.9739	1.0114	0.9907	0.9913	0.9860	1.0088	-0.25%
2013-14	1.1921	1.0099	0.1667	1.0632	0.9416	0.9763	0.9824	1.0109	1.0373	0.9904	0.9888	0.9416	0.9930	0.9846	1.0000	-0.17%
2014-15	1.1979	0.9896	0.1970	1.0496	1.0335	1.0000	1.0030	1.0149	1.0595	1.0024	1.0024	0.9819	1.0119	0.9882	1.0200	1.39%
Long Term Avg. (Med. Growth)	1.1196	0.9413	0.1549	1.0972	1.0063	1.0165	1.0036	1.0145	1.0261	1.0043	1.0024	0.9811	0.9955	0.9938	0.9906	
5-Year Avg.	1.1449	0.9877	0.1670	1.0969	0.9941	1.0048	0.9933	1.0066	1.0317	0.9916	0.9970	0.9834	0.9970	0.9859	1.0076	
3-Year Avg.	1.1481	0.9873	0.1745	1.0817	0.9849	1.0022	0.9880	1.0086	1.0315	0.9889	1.0009	0.9714	0.9987	0.9863	1.0096	
3-Year Weighted Avg. (Low Growth)	1.1720	0.9918	0.1807	1.0679	0.9939	0.9971	0.9921	1.0111	1.0418	0.9937	0.9994	0.9699	1.0022	0.9867	1.0115	
2002-05 Average (High Growth)	1.1720	0.9918	0.1807	1.0679	0.9939	0.9971	0.9921	1.0111	1.0418	0.9937	0.9994	0.9699	1.0022	0.9867	1.0115	

Source: Calculated by MMI from State Department of Education, Public School Information System (2001-2012), Newtown School District (2012-13 through 2014-15 enrollments), and CT Department of Public Health (CT DPH) Birth Data. This study was approved by the DPH HIC. Certain data used in this study were obtained from DPH. MMI assumes full responsibility for analyses and interpretation of this data.

Persistency ratios account for the various factors affecting enrollments, including housing development, economic conditions, student transfers and mobility into and out of a school district; however, they function best in a system that has stable trends. Given the three years of data available at the time of this projection report, there is reason to be cautious about relying on the most recent three years of trends to project future enrollments. However, as discussed in previous sections, downward trends in the local housing market, births and enrollments in Newtown were clearly evident prior to 2012-13, and have continued in the same general trajectory since then. The disruptions to school enrollments presented by programmatic changes and the Sandy Hook tragedy, appear not to have significantly altered the course of enrollment trends. Thus, we have used three-year persistency ratios, with some adjustments as noted, in some of the following enrollment projections.

Due to continued poor housing market conditions and the length of the projection horizon, we prepared low, medium and high projections based on different sets of assumptions on economic conditions, births and persistency ratios. The high projection model is predicated on economic growth, quickly declining unemployment, and an up-turn in the local housing market as drivers for increased birth estimates and persistency ratios, leading to higher enrollment projections. The low growth model is based on the continuation of current conditions over the next several years. The following table shows the anticipated change in births, unemployment and housing sales assumed under our three different growth models.

Assumptions

	Low Growth	Med Growth	High Growth
Annual Births	166-235	166-262	166-289
Average Unemployment	5.7%-4.0%	5.7%-3.0%	5.7%-2.0%
Annual Housing Sales	260-295	295-410	295-600

We have also assumed a constant enrollment in PreK at 50 students, or the long-term average enrollment in PreK programming.

The three sets of projected enrollments demonstrate the range of possible future enrollments for Newtown Public Schools. In our opinion, the continued depressed housing market and annual birth rates make the high growth model unlikely over the next few years. The medium projection scenario anticipates a strengthening housing market and economy; whereas the low projection model continues current trends. Because we are projecting for a ten-year planning horizon, we feel the medium growth scenario is the best model for long-term projections; however, it is incumbent upon the Newtown Public School District to monitor any upward trends in housing sales and decreasing unemployment rates in order to prepare for potential positive influences on enrollment trends.

DISTRICT-WIDE ENROLLMENT PROJECTIONS

Low Enrollment Projections

School Year	Birth Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK
2014-15	2009	192	230	254	278	290	330	340	392	418	414	435	424	419	458	42
2015-16	2010	200	239	246	252	277	288	334	354	390	418	402	436	418	424	50
2016-17	2011	171	204	255	244	252	275	291	348	352	389	405	402	430	423	50
2017-18	2012	169	202	218	254	243	250	278	303	345	352	378	406	397	435	50
2018-19	2013	166	198	216	217	253	241	252	290	301	345	341	378	401	402	50
2019-20	2014	177	211	212	214	216	251	244	263	288	301	335	342	373	405	50
2020-21	2015	187	223	226	211	214	215	254	254	261	288	292	336	337	378	50
2021-22	2016	197	235	239	224	210	212	217	264	253	261	279	293	331	341	50
2022-23	2017	206	247	251	237	224	208	214	226	263	253	253	280	289	335	50
2023-24	2018	216	258	263	250	236	222	211	223	225	262	245	254	276	292	50
2024-25	2019	225	269	276	262	249	235	224	219	222	224	255	246	251	279	50

Low Projections	K-12th		K-4th		5th-6th		7th-8th		9th-12th	
	Total	Change	Total	Change	Total	Change	Total	Change	Total	Change
2014-15	4,682	-2.9%	1,382	-5.7%	732	-7.0%	832	-2.8%	1,736	1.2%
2015-16	4,477	-4.4%	1,302	-5.8%	688	-6.0%	807	-3.0%	1,680	-3.2%
2016-17	4,271	-4.6%	1,230	-5.5%	639	-7.2%	741	-8.2%	1,661	-1.1%
2017-18	4,061	-4.9%	1,167	-5.2%	581	-9.0%	697	-5.9%	1,616	-2.7%
2018-19	3,836	-5.5%	1,125	-3.6%	542	-6.7%	646	-7.3%	1,522	-5.8%
2019-20	3,656	-4.7%	1,105	-1.8%	507	-6.4%	589	-8.9%	1,455	-4.4%
2020-21	3,487	-4.6%	1,088	-1.5%	508	0.2%	549	-6.8%	1,342	-7.8%
2021-22	3,359	-3.7%	1,120	3.0%	481	-5.3%	514	-6.4%	1,244	-7.3%
2022-23	3,279	-2.4%	1,167	4.2%	440	-8.5%	515	0.2%	1,156	-7.0%
2023-24	3,217	-1.9%	1,229	5.4%	434	-1.5%	487	-5.5%	1,067	-7.8%
2024-25	3,210	-0.2%	1,290	4.9%	444	2.2%	446	-8.4%	1,030	-3.5%
First 5-Year % Change		-18.3%		-15.2%		-26.3%		-27.1%		-13.4%
Second 5-Year % Change		-8.0%		18.6%		-12.7%		-18.7%		-23.3%
Ten-Year % Change		-28.3%		-0.9%		-35.5%		-44.7%		-38.7%

Medium Enrollment Projections

School Year	Birth Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK
2014-15	2009	192	230	254	278	290	330	340	392	418	414	435	424	419	458	42
2015-16	2010	200	239	252	256	283	291	335	349	394	419	406	433	421	415	50
2016-17	2011	171	204	262	254	260	284	295	344	350	395	411	404	430	417	50
2017-18	2012	169	202	224	264	258	261	288	303	345	351	387	409	402	426	50
2018-19	2013	166	198	222	226	268	259	265	295	304	346	345	385	407	398	50
2019-20	2014	178	213	218	223	229	269	263	271	296	305	339	343	383	403	50
2020-21	2015	192	229	234	219	227	230	273	270	273	297	299	338	341	379	50
2021-22	2016	205	245	251	236	223	227	233	280	271	273	292	298	336	338	50
2022-23	2017	219	262	269	253	239	223	231	240	281	271	268	290	296	333	50
2023-24	2018	233	279	287	271	257	240	227	237	241	282	266	267	288	293	50
2024-25	2019	247	296	306	289	275	258	244	233	238	241	277	265	265	286	50

Medium Projections	K-12th		K-4th		5th-6th		7th-8th		9th-12th	
	Total	Change	Total	Change	Total	Change	Total	Change	Total	Change
2014-15	4,682	-2.9%	1,382	-5.7%	732	-7.0%	832	-2.8%	1,736	1.2%
2015-16	4,493	-4.0%	1,321	-4.4%	684	-6.6%	813	-2.3%	1,676	-3.5%
2016-17	4,311	-4.0%	1,264	-4.3%	639	-6.6%	745	-8.3%	1,663	-0.7%
2017-18	4,120	-4.4%	1,209	-4.4%	591	-7.5%	696	-6.6%	1,625	-2.3%
2018-19	3,917	-4.9%	1,173	-3.0%	560	-5.2%	650	-6.6%	1,535	-5.5%
2019-20	3,756	-4.1%	1,152	-1.7%	534	-4.6%	601	-7.5%	1,468	-4.3%
2020-21	3,609	-3.9%	1,139	-1.2%	543	1.6%	570	-5.3%	1,357	-7.6%
2021-22	3,503	-2.9%	1,182	3.8%	514	-5.4%	544	-4.5%	1,263	-7.0%
2022-23	3,457	-1.3%	1,247	5.5%	470	-8.4%	553	1.6%	1,187	-6.0%
2023-24	3,435	-0.6%	1,334	7.0%	463	-1.5%	523	-5.5%	1,115	-6.1%
2024-25	3,472	1.1%	1,424	6.7%	476	2.8%	479	-8.4%	1,093	-2.0%

First 5-Year % Change	-16.4%	-12.7%	-21.9%	-26.0%	-12.4%
Second 5-Year % Change	-3.8%	25.0%	-12.2%	-15.9%	-19.5%
Ten-Year % Change	-22.7%	7.8%	-30.3%	-41.1%	-34.8%

High Enrollment Projections

School Year	Birth Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK
2014-15	2009	192	230	254	278	290	330	340	392	418	414	435	424	419	458	42
2015-16	2010	200	239	253	261	285	290	340	350	402	424	408	433	437	391	50
2016-17	2011	171	204	263	260	268	286	299	350	358	408	418	407	446	408	50
2017-18	2012	169	202	225	271	267	268	294	308	358	364	402	417	419	417	50
2018-19	2013	166	198	222	231	278	268	277	303	315	364	358	400	429	391	50
2019-20	2014	180	215	218	229	237	278	276	285	310	320	358	357	412	401	50
2020-21	2015	196	235	237	225	235	238	287	284	291	315	315	357	368	385	50
2021-22	2016	214	255	258	244	231	235	245	295	291	296	310	314	368	343	50
2022-23	2017	232	277	281	266	250	231	242	252	302	295	292	309	324	344	50
2023-24	2018	250	299	305	289	273	251	238	249	258	307	291	291	318	302	50
2024-25	2019	269	322	330	314	297	273	258	245	255	262	302	290	299	297	50

High Projections	K-12th		K-4th		5th-6th		7th-8th		9th-12th	
	Total	Change	Total	Change	Total	Change	Total	Change	Total	Change
2014-15	4,682	-2.9%	1,382	-5.7%	732	-7.0%	832	-2.8%	1,736	1.2%
2015-16	4,514	-3.6%	1,329	-3.8%	690	-5.8%	826	-0.7%	1,669	-3.8%
2016-17	4,376	-3.1%	1,282	-3.6%	649	-5.9%	766	-7.3%	1,679	0.6%
2017-18	4,212	-3.7%	1,233	-3.8%	602	-7.2%	722	-5.7%	1,654	-1.5%
2018-19	4,035	-4.2%	1,198	-2.9%	579	-3.8%	679	-5.9%	1,579	-4.5%
2019-20	3,897	-3.4%	1,178	-1.6%	560	-3.3%	630	-7.2%	1,529	-3.2%
2020-21	3,771	-3.2%	1,169	-0.8%	570	1.8%	606	-3.8%	1,425	-6.7%
2021-22	3,685	-2.3%	1,223	4.6%	540	-5.3%	587	-3.3%	1,336	-6.3%
2022-23	3,664	-0.6%	1,305	6.7%	494	-8.4%	597	1.8%	1,268	-5.1%
2023-24	3,670	0.2%	1,416	8.6%	487	-1.5%	565	-5.4%	1,202	-5.2%
2024-25	3,744	2.0%	1,535	8.3%	503	3.3%	517	-8.4%	1,188	-1.1%

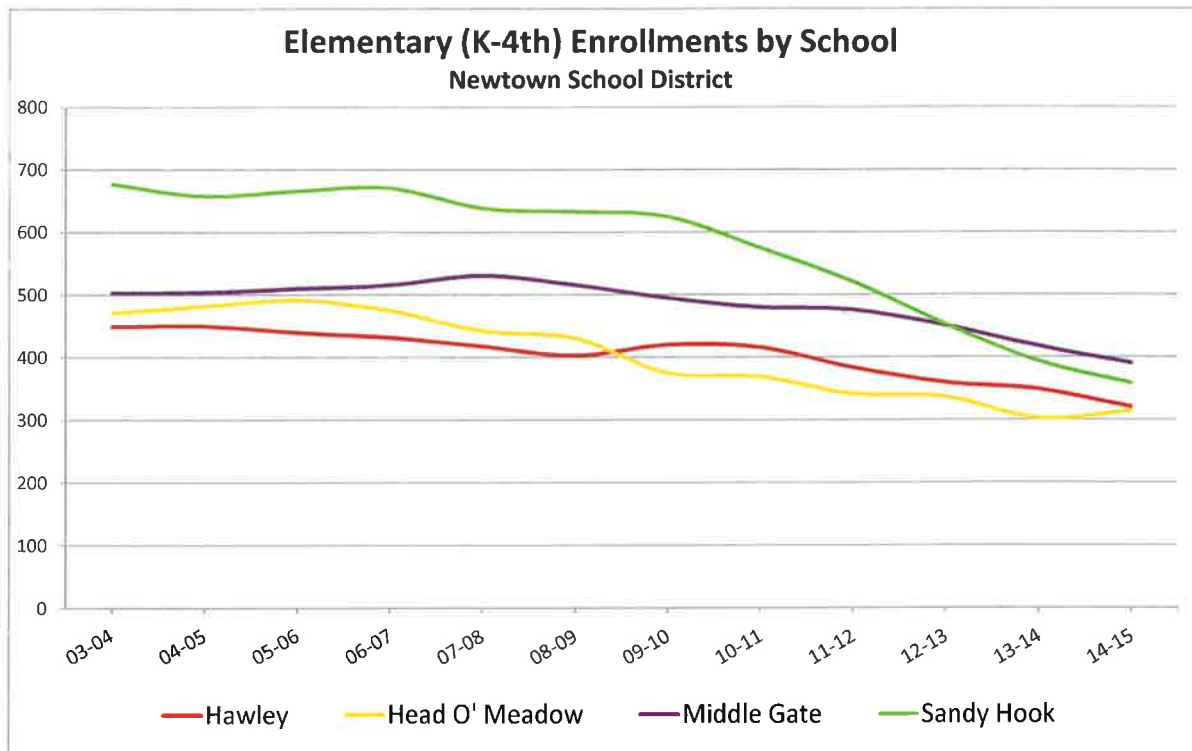
First 5-Year % Change	-13.7%	-11.4%	-18.8%	-23.7%	-8.4%
Second 5-Year % Change	-0.7%	31.3%	-11.8%	-14.7%	-16.6%
Ten-Year % Change	-17.1%	15.5%	-27.1%	-37.4%	-28.8%

All projection scenarios show continued decline in enrollment for the projection horizon. The low projections show a 28% decline out to 2024-25, while the high projections show a 17% decline over the ten-year horizon. In all scenarios, elementary enrollments begin to increase in the second half of the projection horizon. The continued decrease over the first five years results largely from a known trough in births from 2010 - 2013. However, the nadir in elementary enrollments is projected to occur in 2020-21. Again, Newtown Public Schools should monitor housing sales closely, as in-migration of young families could lessen the decline projected at the elementary level over the next five years. High school enrollments are projected to begin to decline significantly in 2018-19, under all scenarios. This is when the smaller cohort sizes of the elementary, intermediate and middle schools enter the high school.

ELEMENTARY SCHOOLS ENROLLMENT PROJECTIONS

The cohort-survival methodology was used to project individual elementary school enrollments, based on persistency ratios unique to each school. The school-by-school projections are informed by localized variations in the same data that informed the district-wide projections: housing sales, births and enrollment trends. Sometimes, district-wide data mask variations at the neighborhood and individual school attendance zone level.

The following chart shows actual enrollments at Newtown’s elementary schools from 2003-04 to 2014-15. The chart clearly demonstrates that enrollment decline at Sandy Hook elementary began in 2010-11. Indeed, from Oct. 1st 2009 to Oct. 1st 2012, Sandy Hook’s enrollment declined 27.5%, from 625 to 453. While all elementary schools declined from 2009 to 2012, Sandy Hook’s rate of decline significantly outpaced that of the other three schools (Hawley: -14.3%; Head O’Meadow: -10.1%; and Middle Gate: -8.9% from 2009 to 2012).



Creating enrollment projections for individual schools can prove challenging due to smaller number of data points, which may lead to a greater percentages of error than for the larger area projections. For this reason, the individual school-by-school projections have been normalized against the district-wide projections so that the individual schools projections collectively equal the district-wide projections. Like with the district-wide projections, we modeled three growth scenarios: high, medium and low for the elementary school projections. In addition, we made the following assumptions for the individual school projections:

- The district boundaries for each of the schools will not change during the projected time horizon;
- Full-day kindergarten will remain in place;
- There will not be significant changes to deployment of pre-kindergarten programs (50 students);
- Recent private school enrollment trends will remain stable;
- Trends in children attending a school outside of their designated home attendance zone will not change.

Due to the unique circumstances affecting Newtown’s elementary schools for the past two years and over the next few years as the new Sandy Hook school comes on-line, it is particularly difficult to project individual elementary school enrollments at this time. From a purely analytical perspective, it was necessary to determine the impacts of the tragedy at Sandy Hook on the data in order to determine whether adjustments were needed. The persistency ratios calculated for Sandy Hook, shown below, clearly demonstrate a temporary disruption to enrollment patterns at Sandy Hook in 2013-14. The lowest persistency ratios of the last twelve years occur in 2013-14 for all cohorts, except the Birth – Kindergarten. The 1st – 2nd persistency ratio accounts for the tragic loss of students in December 2012, and is therefore, exceptionally low relative to historic patterns. The lower than normal persistency ratios in 2013-14 indicate that some students who were at Sandy Hook as of Oct. 1, 2012 left Sandy Hook by the next year; whether they enrolled in private/parochial schools, moved elsewhere in Newtown, moved out of district or some other change. Interestingly, the Birth – Kindergarten persistency ratio in 2013-14 was the highest out of seven years of available data. This signals that while some students may have left the school, the tragedy did not deter new students from entering the school. Furthermore, the persistency ratios rose back to prior levels in 2014-15, despite a decrease in total enrollment at the school. The enrollment at Sandy Hook appears to have “re-set” itself following December 2012, and quickly returned to a pattern similar to several years leading up to December 2012. Because of that we are inclined to attribute the continued decline in enrollment in 2014-15 to natural decrease, rather than clear impacts from the tragedy.

Sandy Hook Persistency Ratios

Year	Share of Town Births	Birth-K	K-1	1-2	2-3	3-4
2002-03	N/A	N/A	1.1513	1.0229	1.0732	0.9706
2003-04	N/A	N/A	1.0938	1.0438	1.0522	1.0000
2004-05	N/A	N/A	1.0331	1.0143	0.9371	0.9787
2005--06	N/A	N/A	1.1176	1.0320	1.0352	0.9776
2006-07	N/A	N/A	1.0476	1.0150	1.0078	1.0068
2007-08	N/A	N/A	1.0476	1.0379	0.9481	1.0000
2008-09	0.2738	1.0435	1.1607	1.0303	1.0146	1.0313
2009-10	0.2971	1.2195	1.1563	0.9923	1.0294	1.0432
2010-11	0.3116	1.0349	1.0900	0.9640	1.0233	0.9857
2011-12	0.2647	1.2857	1.0562	1.0275	0.9626	0.9924
2012-13	0.2958	1.0000	0.9630	1.0000	1.0089	0.9417
2013-14	0.2709	1.4000	0.9014	0.7692	0.9468	0.9204
2014-15	0.2552	1.2041	1.0260	1.0000	1.0833	1.0337
Long-Term	0.2813	N/A	1.0650	0.9961	1.0094	0.9909
5-Yr	0.2797	1.1849	1.0073	0.9521	1.0050	0.9748
3-Yr	0.2740	1.2014	0.9634	0.9231	1.0130	0.9653
3-Yr Wgt	0.2672	1.2354	0.9740	0.9231	1.0254	0.9806
Manually Adjusted by Discarding 2013-14 for K-1 through 3-4						
Long-Term	0.2813	1.1697	1.0786	1.0150	1.0146	0.9968
3-Yr Wgt	0.2672	1.2354	1.0100	1.0046	1.0384	0.9962

Due to the disruption to enrollment patterns for those Sandy Hook students enrolled in December 2012, we discarded the 2013-14 persistency ratios for K-1 through 3rd-4th in calculating our average persistencies used in the projections. We feel that because the events of December 2012 caused unnatural disruptions that the data is not representative of enrollment trends moving forward. Also, because the school enrollment appears to have “re-set” and new entrants do not appear to have been affected, we feel it is reasonable to discard one year of data for just those cohorts. Our adjusted persistency ratios are shown in the chart above, and were used in the following projections.

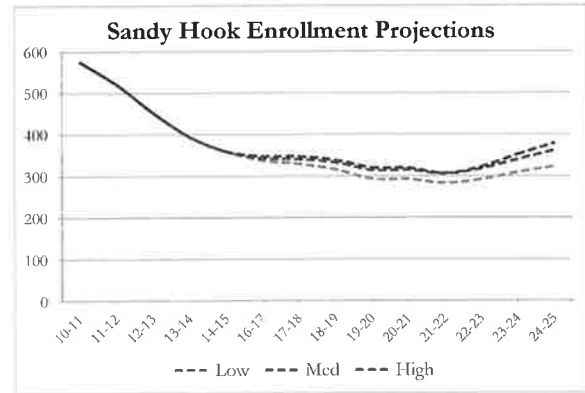
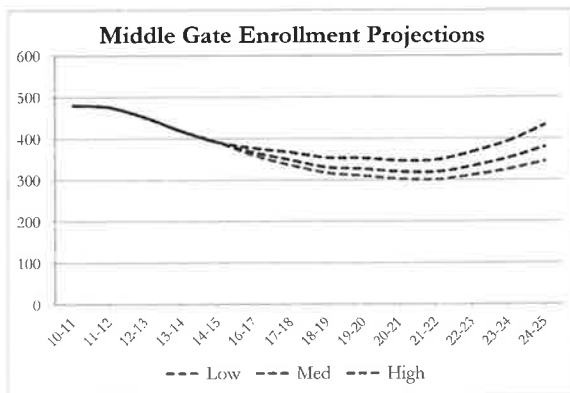
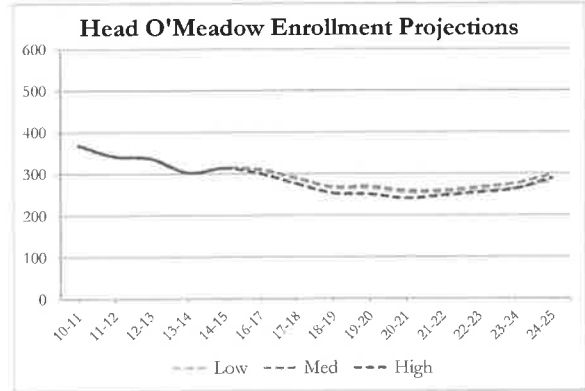
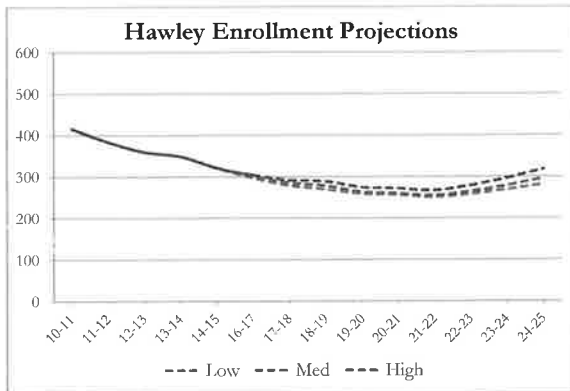
The following tables and charts show by-school total enrollment projections under low, medium and high growth scenarios.

Elementary Ten-Year Enrollment Projections by School (Low-Growth)												
Elementary School	2015-16		2016-17		2017-18		2018-19		2019-20		1st Five Year	
	Total	% Change	Total	% Change	Total	% Change	Total	% Change	Total	% Change	Total Change	% Change
Hawley	297	-7.5%	278	-6.2%	270	-3.2%	259	-4.0%	256	-1.1%	-41	-13.8%
Head O'Meadow	309	-1.7%	287	-6.9%	265	-7.7%	264	-0.3%	254	-3.8%	-54	-17.6%
Middle Gate	359	-8.2%	336	-6.5%	317	-5.6%	310	-2.3%	302	-2.4%	-57	-15.8%
Sandy Hook	337	-6.0%	329	-2.5%	315	-4.2%	293	-7.2%	292	-0.2%	-45	-13.4%
Elementary School	2020-21		2021-22		2022-23		2023-24		2024-25		2nd Five Year	
	Total	% Change	Total	% Change	Total	% Change	Total	% Change	Total	% Change	Total	% Change
Hawley	251	-2.0%	258	3.0%	269	4.1%	281	4.6%	295	4.9%	45	17.7%
Head O'Meadow	255	0.1%	259	1.9%	265	2.2%	281	6.1%	295	5.0%	40	15.9%
Middle Gate	300	-0.7%	311	3.6%	325	4.5%	344	5.9%	361	4.9%	61	20.4%
Sandy Hook	282	-3.4%	291	3.2%	308	5.7%	323	4.8%	339	4.9%	56	19.9%

Elementary Ten-Year Enrollment Projections by School (Medium-Growth)												
Elementary School	2015-16		2016-17		2017-18		2018-19		2019-20		1st Five Year	
	Total	% Change	Total	% Change	Total	% Change	Total	% Change	Total	% Change	Total Change	% Change
Hawley	301	-6.3%	285	-5.1%	278	-2.6%	263	-5.4%	260	-1.4%	-41	-13.7%
Head O'Meadow	311	-1.0%	290	-6.6%	268	-7.7%	270	0.6%	259	-4.1%	-52	-16.7%
Middle Gate	366	-6.4%	348	-4.9%	330	-5.1%	326	-1.2%	320	-2.0%	-46	-12.7%
Sandy Hook	343	-4.5%	340	-0.8%	333	-2.2%	314	-5.7%	315	0.3%	-28	-8.3%
Elementary School	2020-21		2021-22		2022-23		2023-24		2024-25		2nd Five Year	
	Total	% Change	Total	% Change	Total	% Change	Total	% Change	Total	% Change	Total	% Change
Hawley	255	-1.8%	264	3.8%	278	5.3%	296	6.3%	316	6.7%	61	23.9%
Head O'Meadow	260	0.5%	267	2.8%	276	3.5%	298	7.6%	318	6.7%	58	22.2%
Middle Gate	319	-0.3%	333	4.5%	352	5.8%	379	7.6%	405	6.7%	86	26.9%
Sandy Hook	305	-3.0%	317	4.0%	339	6.9%	361	6.5%	386	6.7%	80	26.3%

Elementary Ten-Year Enrollment Projections by School (High-Growth)													
Elementary School	2015-16		2016-17		2017-18		2018-19		2019-20		1st Five Year		
	Total	% Change	Total	% Change	Total	% Change	Total	% Change	Total	% Change	Total Change	% Change	
Hawley	304	-5.2%	292	-4.1%	289	-1.1%	274	-5.0%	272	-0.9%	-33	-10.7%	
Head O'Meadow	301	-4.3%	276	-8.3%	253	-8.2%	251	-1.0%	241	-3.9%	-60	-19.9%	
Middle Gate	377	-3.7%	367	-2.6%	354	-3.6%	353	-0.3%	346	-1.8%	-30	-8.0%	
Sandy Hook	348	-3.1%	347	-0.1%	338	-2.7%	320	-5.3%	319	-0.3%	-29	-8.2%	

Elementary School	2020-21		2021-22		2022-23		2023-24		2024-25		2nd Five Year	
	Total	% Change	Total	% Change	Total	% Change	Total	% Change	Total	% Change	Total	% Change
Hawley	267	-1.8%	279	4.5%	297	6.3%	318	7.2%	344	8.4%	77	29.0%
Head O'Meadow	248	2.8%	255	3.0%	263	3.3%	289	9.6%	313	8.3%	65	26.4%
Middle Gate	348	0.5%	367	5.6%	393	7.0%	432	9.8%	468	8.4%	120	34.4%
Sandy Hook	306	-4.0%	322	5.0%	352	9.3%	378	7.5%	410	8.3%	103	33.7%



As with the district-wide projections, all projections show enrollments beginning to rebound in the second half of the projection horizon. The spread between the low and the high projections is greatest at Middle Gate, and least at Head O'Meadow. Again, the low-projection scenario assumes current trends continue, while the medium- and high-growth scenarios assume economic recovery.

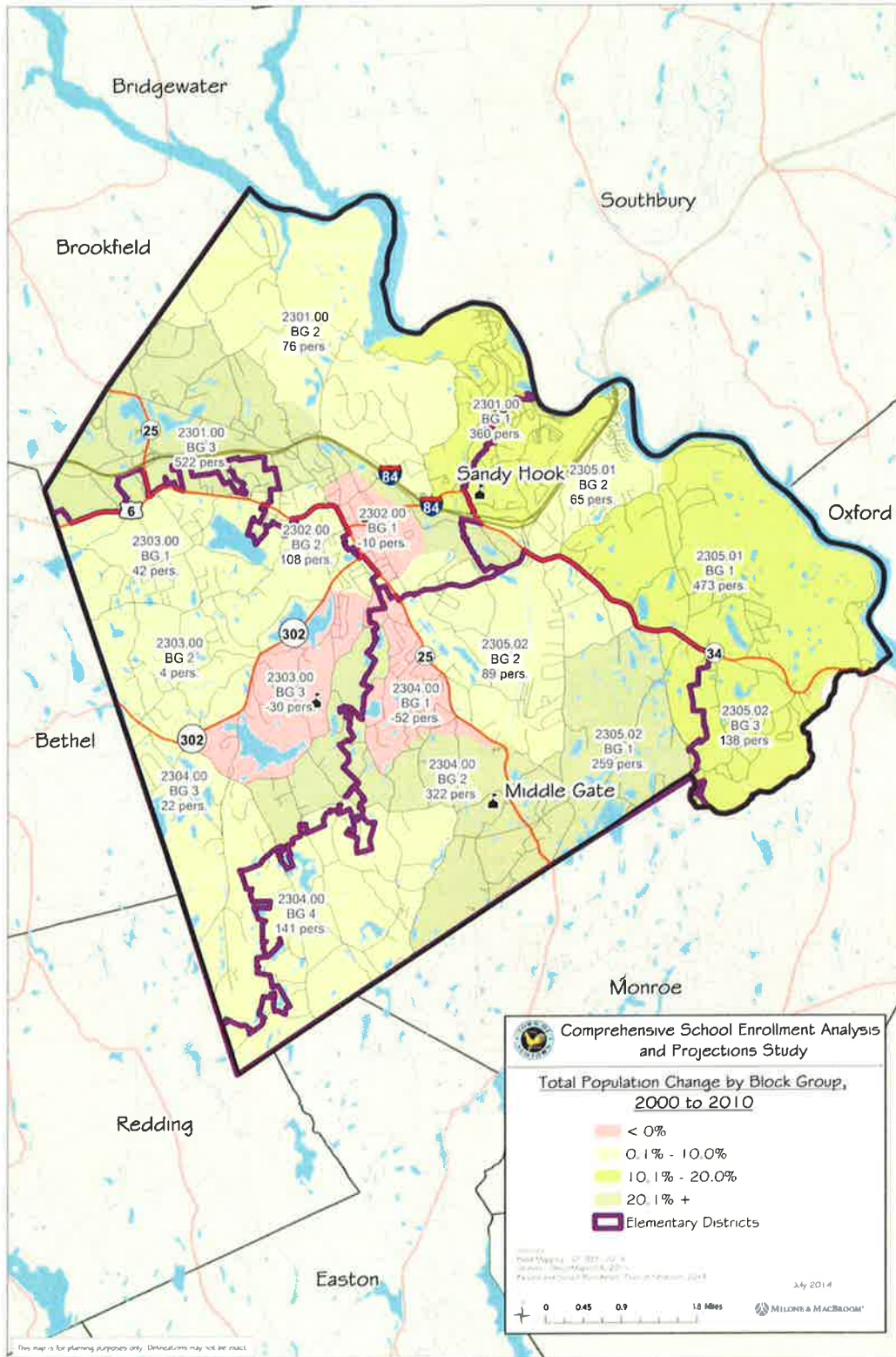
We feel the medium-growth scenario best fits the ten-year planning horizon as it relies on the longest span of data, reflecting economic lows and highs.

We must point out that the opening of the new Sandy Hook school could significantly alter these projections, as the new facility may serve to attract new families to the Sandy Hook district. It is impossible to factor that externality into these projections at this time, when the new school will not be populated for at least another two school years. Newtown Public Schools will need to closely monitor enrollments, housing sales and births in the Sandy Hook district following opening of the new facility.

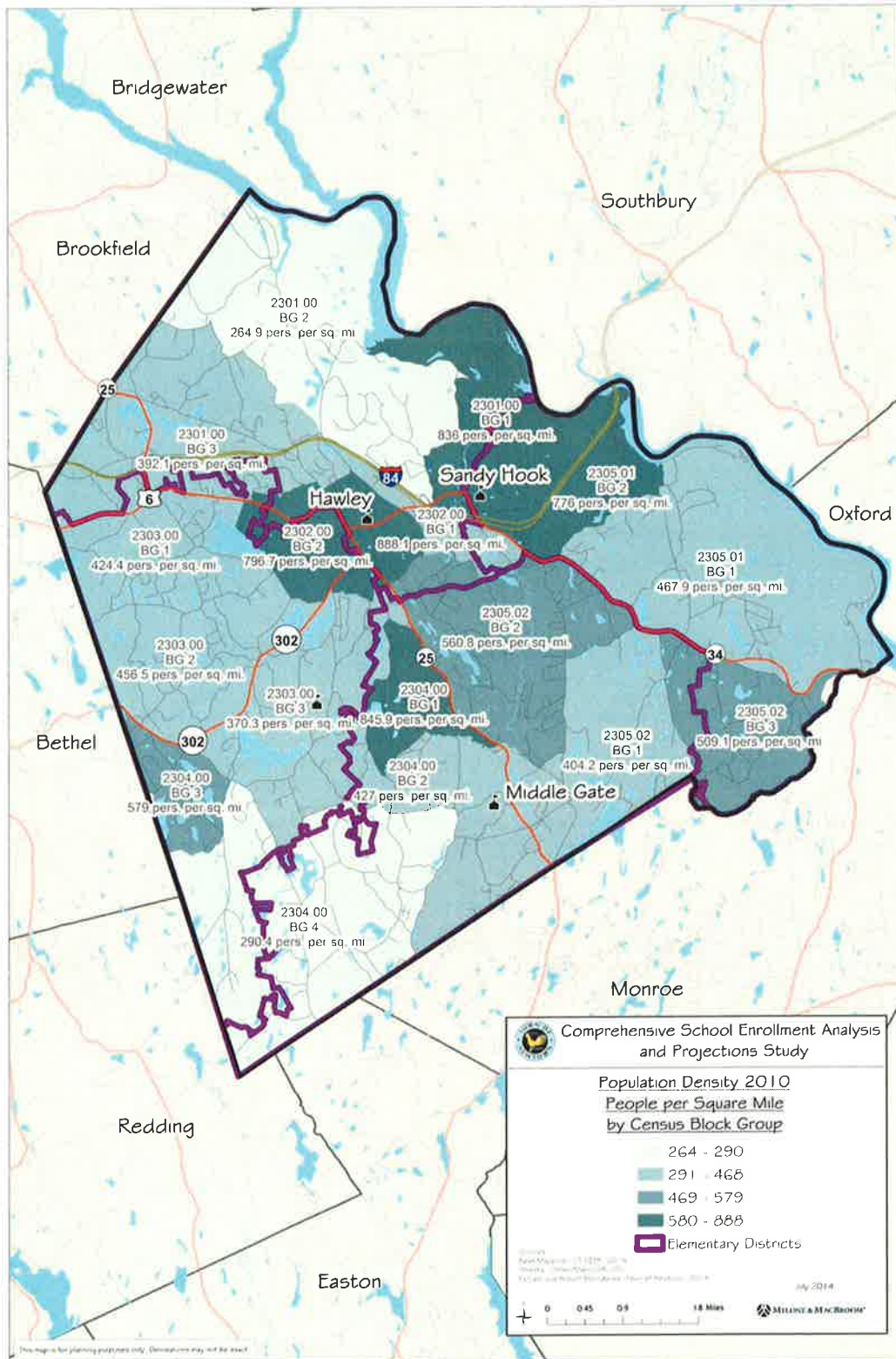
Detailed projections tables are included in Appendix B.

APPENDIX A

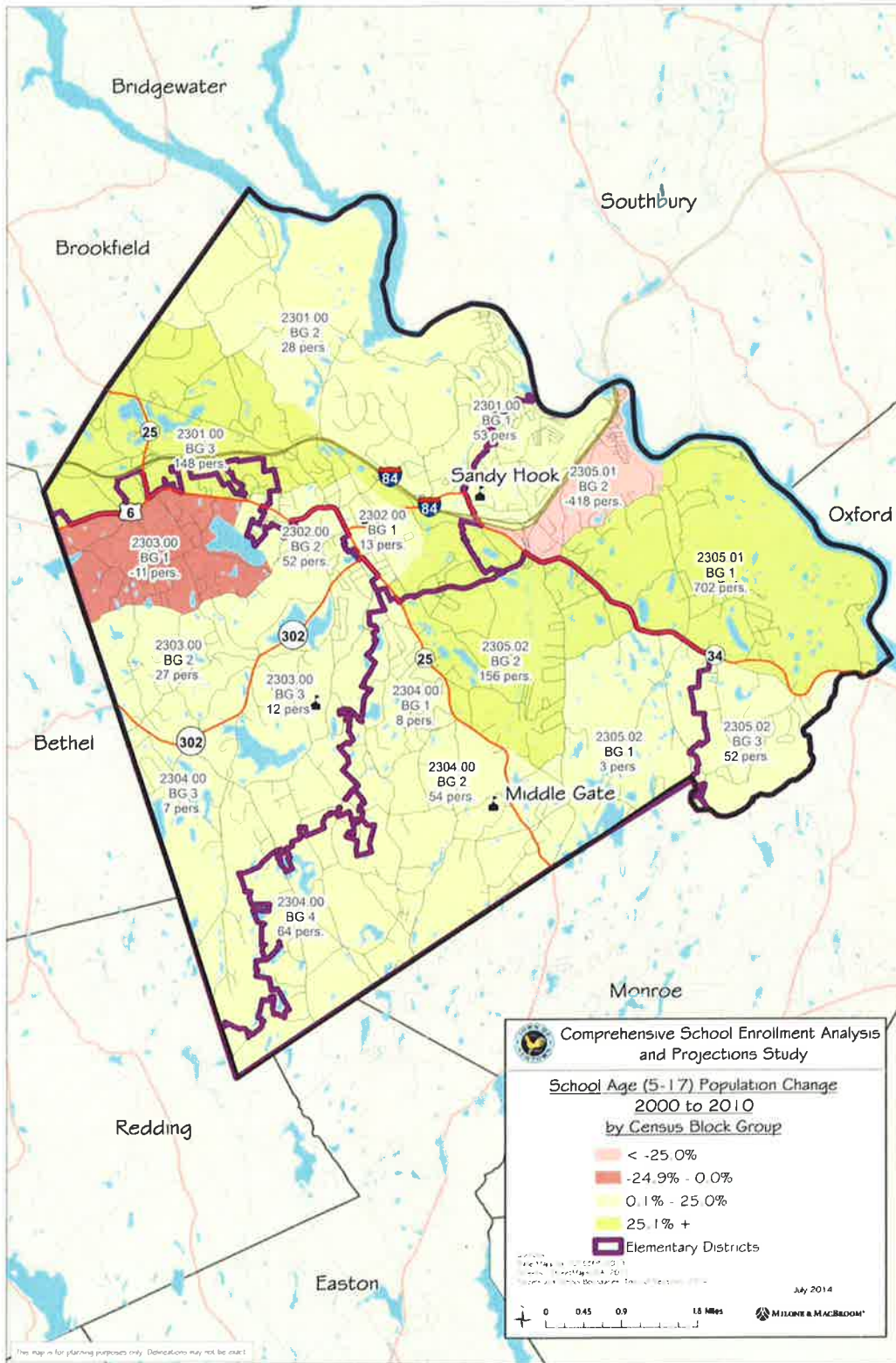
MAP 1 – TOTAL POPULATION CHANGE



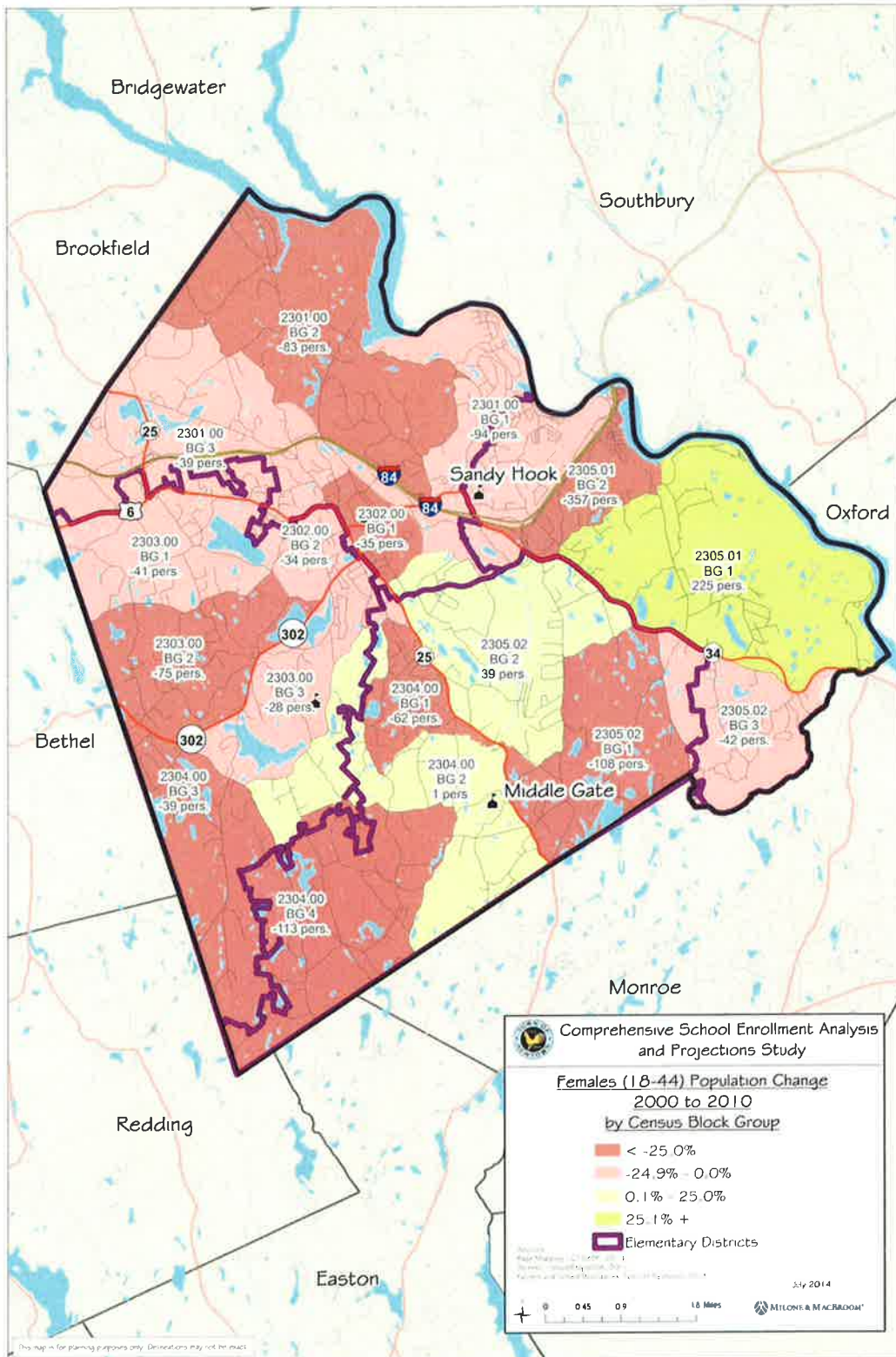
MAP 2 – POPULATION DENSITY



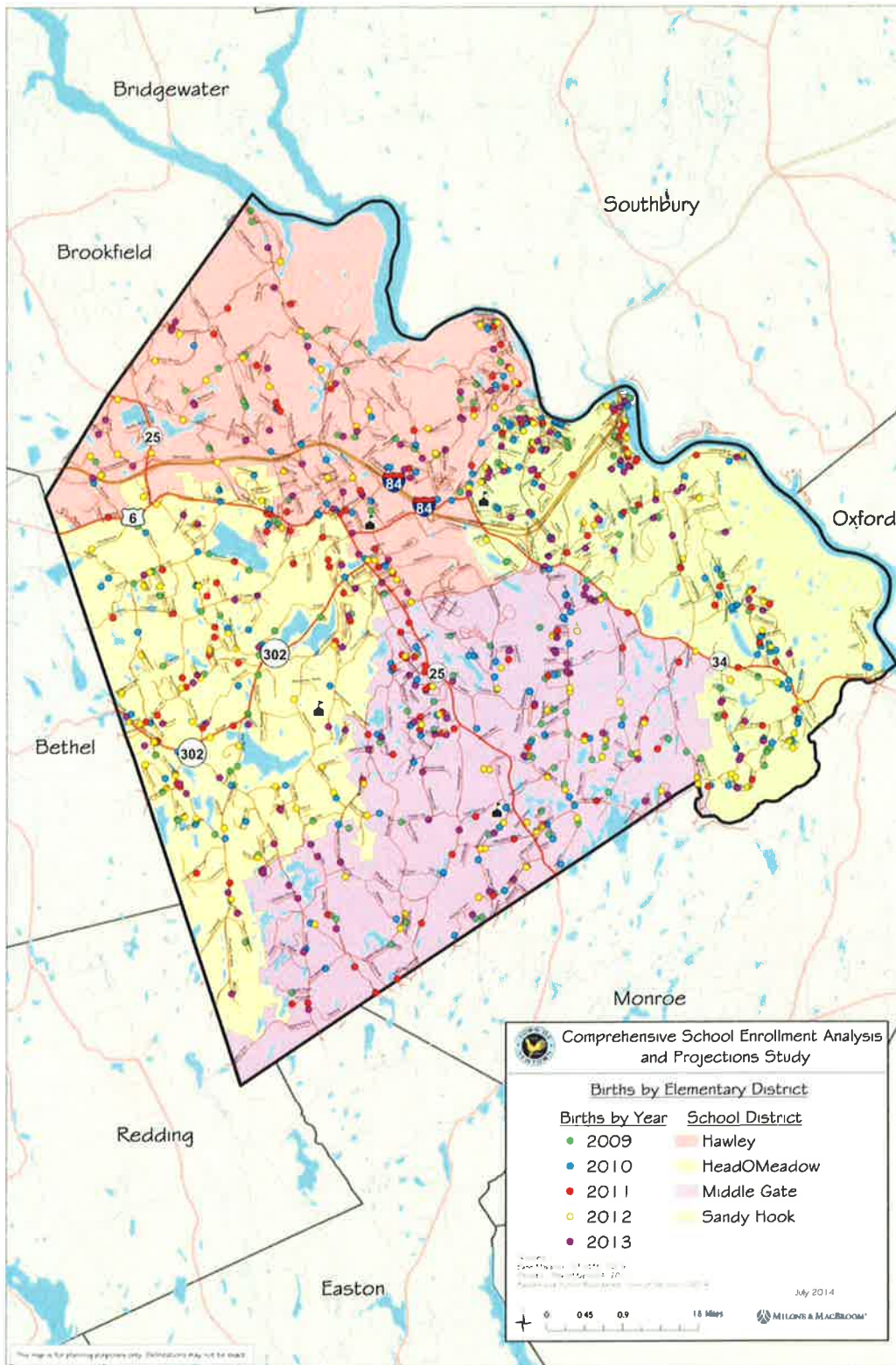
MAP 3 – SCHOOL AGE POPULATION CHANGE



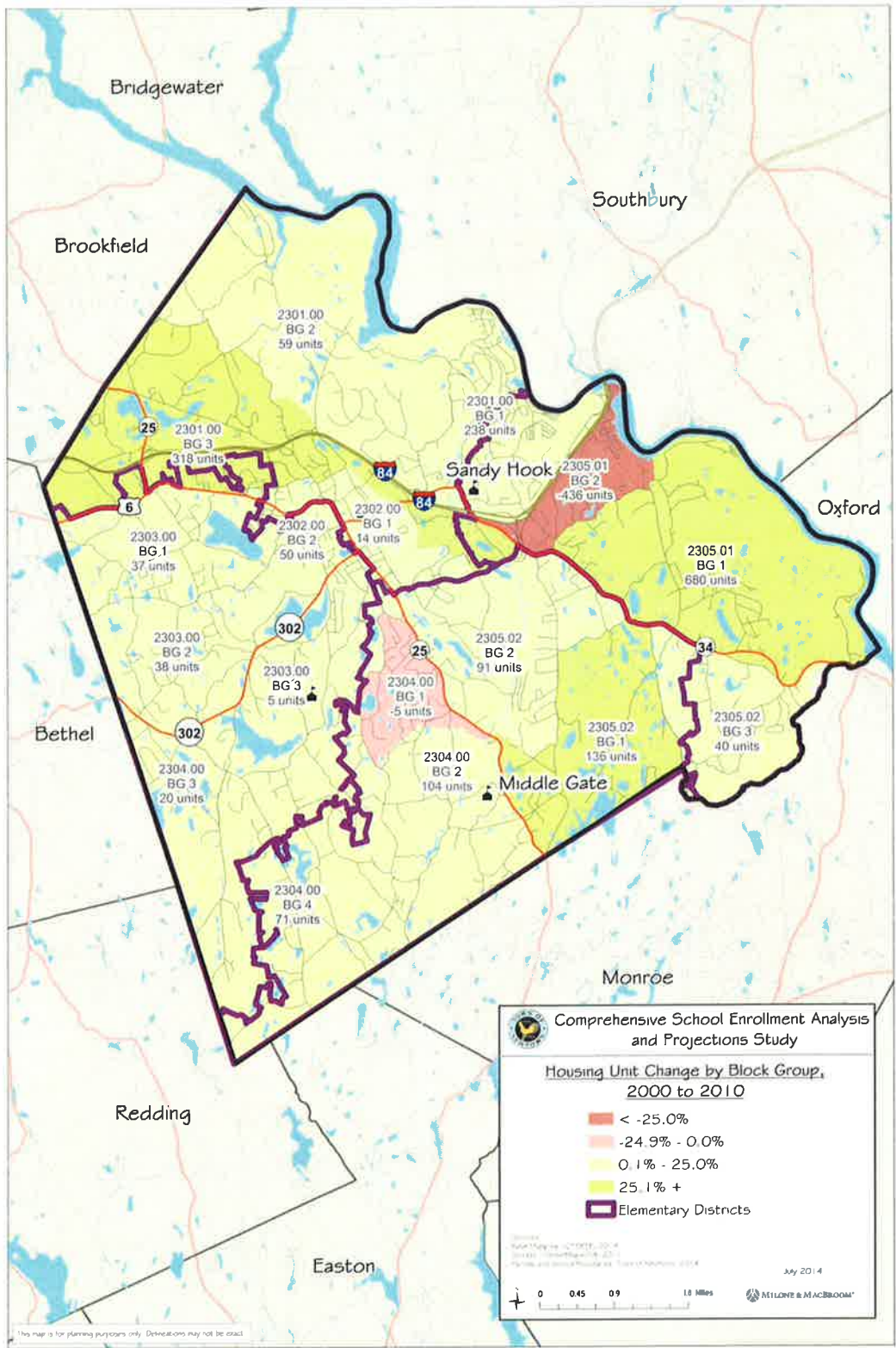
MAP 4 – CHANGE IN FEMALES OF CHILD-BEARING AGE POPULATION



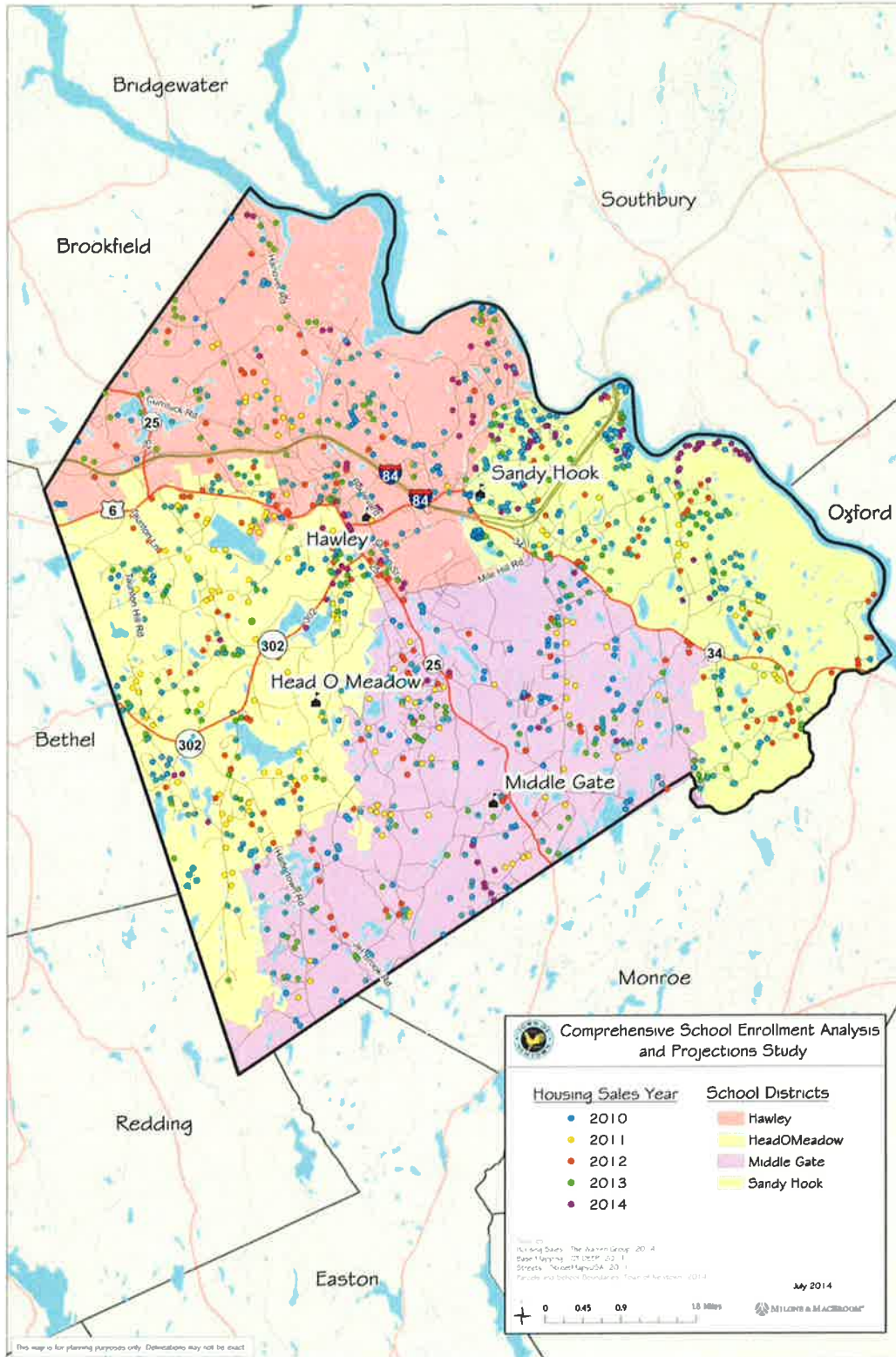
MAP 5 – BIRTHS BY ELEMENTARY SCHOOL DISTRICT



MAP 6 – HOUSING UNIT CHANGE



MAP 7 – HOUSING SALES



APPENDIX B

DETAILED ELEMENTARY PROJECTIONS (LOW-GROWTH)

Newtown Public Schools Elementary School Enrollment Projections 2015-16						
School	K	1	2	3	4	K-4th
Hawley	54	59	59	56	68	297
Head O' Meado	46	57	49	79	77	309
Middle Gate	67	71	66	77	78	359
Sandy Hook	71	58	78	66	64	337
TOTAL	239	246	252	277	288	1,302

Newtown Public Schools Elementary School Enrollment Projections 2020-21						
School	K	1	2	3	4	K-4th
Hawley	50	56	49	48	49	251
Head O' Meado	47	49	47	56	55	255
Middle Gate	65	63	60	57	55	300
Sandy Hook	62	58	55	52	56	282
TOTAL	223	226	211	214	215	1,088

Newtown Public Schools Elementary School Enrollment Projections 2016-17						
School	K	1	2	3	4	K-4th
Hawley	45	64	53	59	57	278
Head O' Meado	45	50	61	51	80	287
Middle Gate	58	70	73	61	74	336
Sandy Hook	56	71	57	80	65	329
TOTAL	204	255	244	252	275	1,230

Newtown Public Schools Elementary School Enrollment Projections 2021-22						
School	K	1	2	3	4	K-4th
Hawley	52	59	50	49	48	258
Head O' Meado	50	51	52	49	57	259
Middle Gate	68	67	65	55	55	311
Sandy Hook	65	61	57	57	51	291
TOTAL	235	239	224	210	212	1,120

Newtown Public Schools Elementary School Enrollment Projections 2017-18						
School	K	1	2	3	4	K-4th
Hawley	45	54	58	53	60	270
Head O' Meado	47	49	54	64	52	265
Middle Gate	58	60	72	68	59	317
Sandy Hook	52	56	70	59	79	315
TOTAL	202	218	254	243	250	1,167

Newtown Public Schools Elementary School Enrollment Projections 2022-23						
School	K	1	2	3	4	K-4th
Hawley	55	62	53	50	49	269
Head O' Meado	52	54	55	54	50	265
Middle Gate	72	71	69	61	53	325
Sandy Hook	68	65	60	59	56	308
TOTAL	247	251	237	224	208	1,167

Newtown Public Schools Elementary School Enrollment Projections 2018-19						
School	K	1	2	3	4	K-4th
Hawley	46	53	48	58	53	259
Head O' Meado	41	51	52	56	65	264
Middle Gate	56	60	62	67	65	310
Sandy Hook	56	51	55	72	58	293
TOTAL	198	216	217	253	241	1,125

Newtown Public Schools Elementary School Enrollment Projections 2023-24						
School	K	1	2	3	4	K-4th
Hawley	57	65	55	53	50	281
Head O' Meado	55	57	58	57	55	281
Middle Gate	75	74	73	64	58	344
Sandy Hook	71	68	63	62	58	323
TOTAL	258	263	250	236	222	1,229

Newtown Public Schools Elementary School Enrollment Projections 2019-20						
School	K	1	2	3	4	K-4th
Hawley	47	54	48	48	59	256
Head O' Meado	45	44	54	54	57	254
Middle Gate	61	58	62	57	64	302
Sandy Hook	58	56	50	56	71	292
TOTAL	211	212	214	216	251	1,105

Newtown Public Schools Elementary School Enrollment Projections 2024-25						
School	K	1	2	3	4	K-4th
Hawley	60	68	58	56	53	295
Head O' Meado	57	59	61	60	58	295
Middle Gate	78	77	76	68	62	361
Sandy Hook	74	71	67	65	61	339
TOTAL	269	276	262	249	235	1,290

DETAILED ELEMENTARY PROJECTIONS (MEDIUM-GROWTH)

Newtown Public Schools Elementary School Enrollment Projections 2015-16						
School	K	1	2	3	4	K-4th
Hawley	53	56	64	58	69	301
Head O' Meado	46	60	48	79	78	311
Middle Gate	68	74	65	81	79	366
Sandy Hook	72	62	79	65	65	343
TOTAL	239	252	256	283	291	1,321

Newtown Public Schools Elementary School Enrollment Projections 2020-21						
School	K	1	2	3	4	K-4th
Hawley	50	53	49	51	52	255
Head O' Meado	48	51	48	57	56	260
Middle Gate	67	67	61	62	61	319
Sandy Hook	64	63	61	57	61	305
TOTAL	229	234	219	227	230	1,139

Newtown Public Schools Elementary School Enrollment Projections 2016-17						
School	K	1	2	3	4	K-4th
Hawley	45	61	54	67	59	285
Head O' Meado	44	53	63	50	81	290
Middle Gate	59	73	75	63	79	348
Sandy Hook	57	76	62	80	65	340
TOTAL	204	262	254	260	284	1,264

Newtown Public Schools Elementary School Enrollment Projections 2021-22						
School	K	1	2	3	4	K-4th
Hawley	54	57	51	52	52	264
Head O' Meado	51	55	53	50	59	267
Middle Gate	72	72	68	60	61	333
Sandy Hook	68	68	63	62	56	317
TOTAL	245	251	236	223	227	1,182

Newtown Public Schools Elementary School Enrollment Projections 2017-18						
School	K	1	2	3	4	K-4th
Hawley	44	51	59	57	68	278
Head O' Meado	46	51	55	65	51	268
Middle Gate	59	63	74	73	62	330
Sandy Hook	53	60	77	63	80	333
TOTAL	202	224	264	258	261	1,209

Newtown Public Schools Elementary School Enrollment Projections 2022-23						
School	K	1	2	3	4	K-4th
Hawley	57	61	55	53	52	278
Head O' Meado	55	59	57	55	51	276
Middle Gate	77	77	73	66	58	352
Sandy Hook	73	72	68	64	62	339
TOTAL	262	269	253	239	223	1,247

Newtown Public Schools Elementary School Enrollment Projections 2018-19						
School	K	1	2	3	4	K-4th
Hawley	45	50	49	61	58	263
Head O' Meado	40	53	53	57	67	270
Middle Gate	56	63	64	72	71	326
Sandy Hook	57	56	60	78	63	314
TOTAL	198	222	226	268	259	1,173

Newtown Public Schools Elementary School Enrollment Projections 2023-24						
School	K	1	2	3	4	K-4th
Hawley	61	65	59	57	54	296
Head O' Meado	58	63	61	59	57	298
Middle Gate	82	83	78	71	65	379
Sandy Hook	78	77	73	69	64	361
TOTAL	279	287	271	257	240	1,334

Newtown Public Schools Elementary School Enrollment Projections 2019-20						
School	K	1	2	3	4	K-4th
Hawley	47	51	49	51	62	260
Head O' Meado	44	46	55	55	58	259
Middle Gate	63	60	64	62	71	320
Sandy Hook	60	60	56	61	78	315
TOTAL	213	218	223	229	269	1,152

Newtown Public Schools Elementary School Enrollment Projections 2024-25						
School	K	1	2	3	4	K-4th
Hawley	65	69	63	61	58	316
Head O' Meado	62	67	65	63	61	318
Middle Gate	87	88	84	76	70	405
Sandy Hook	83	82	78	74	69	386
TOTAL	296	306	289	275	258	1,424

DETAILED ELEMENTARY PROJECTIONS (HIGH-GROWTH)

Newtown Public Schools Elementary School Enrollment Projections 2015-16						
School	K	1	2	3	4	K-4th
Hawley	55	55	68	58	68	304
Head O' Meado	42	58	47	77	77	301
Middle Gate	67	77	66	85	81	377
Sandy Hook	74	64	81	65	64	348
TOTAL	239	253	261	285	290	1,329

Newtown Public Schools Elementary School Enrollment Projections 2020-21						
School	K	1	2	3	4	K-4th
Hawley	52	53	54	54	54	267
Head O' Meado	48	49	43	55	52	248
Middle Gate	70	72	64	71	70	348
Sandy Hook	64	64	63	54	61	306
TOTAL	235	237	225	235	238	1,169

Newtown Public Schools Elementary School Enrollment Projections 2016-17						
School	K	1	2	3	4	K-4th
Hawley	45	61	57	70	58	292
Head O' Meado	45	46	58	48	78	276
Middle Gate	59	75	80	68	85	367
Sandy Hook	55	81	65	82	64	347
TOTAL	204	263	260	268	286	1,282

Newtown Public Schools Elementary School Enrollment Projections 2021-22						
School	K	1	2	3	4	K-4th
Hawley	57	58	55	56	54	279
Head O' Meado	53	53	49	44	56	255
Middle Gate	76	78	75	66	72	367
Sandy Hook	69	69	65	64	53	322
TOTAL	255	258	244	231	235	1,223

Newtown Public Schools Elementary School Enrollment Projections 2017-18						
School	K	1	2	3	4	K-4th
Hawley	45	50	63	59	71	289
Head O' Meado	49	50	47	60	48	253
Middle Gate	60	65	78	82	69	354
Sandy Hook	48	60	83	67	81	338
TOTAL	202	225	271	267	268	1,233

Newtown Public Schools Elementary School Enrollment Projections 2022-23						
School	K	1	2	3	4	K-4th
Hawley	61	63	59	57	56	297
Head O' Meado	57	58	54	50	44	263
Middle Gate	83	85	81	77	67	393
Sandy Hook	75	75	71	66	63	352
TOTAL	277	281	266	250	231	1,305

Newtown Public Schools Elementary School Enrollment Projections 2018-19						
School	K	1	2	3	4	K-4th
Hawley	47	50	52	65	59	274
Head O' Meado	39	53	50	48	61	251
Middle Gate	56	67	68	80	82	353
Sandy Hook	57	52	61	84	65	320
TOTAL	198	222	231	278	268	1,198

Newtown Public Schools Elementary School Enrollment Projections 2023-24						
School	K	1	2	3	4	K-4th
Hawley	66	68	65	62	57	318
Head O' Meado	62	62	58	55	51	289
Middle Gate	90	92	89	84	77	432
Sandy Hook	81	82	77	72	65	378
TOTAL	299	305	289	273	251	1,416

Newtown Public Schools Elementary School Enrollment Projections 2019-20						
School	K	1	2	3	4	K-4th
Hawley	48	52	52	54	66	272
Head O' Meado	45	42	54	51	48	241
Middle Gate	65	62	69	70	81	346
Sandy Hook	59	62	53	62	83	319
TOTAL	215	218	229	237	278	1,178

Newtown Public Schools Elementary School Enrollment Projections 2024-25						
School	K	1	2	3	4	K-4th
Hawley	71	74	70	67	62	344
Head O' Meado	67	67	63	60	56	313
Middle Gate	97	100	96	91	84	468
Sandy Hook	88	88	84	79	71	410
TOTAL	322	330	314	297	273	1,535

Newtown Public Schools

Strategic Plan 2011-2012

MISSION

The mission of the Newtown Public Schools, a partnership of students, families, educators and community, is to **INSPIRE EACH STUDENT TO EXCEL** in attaining and applying the knowledge, skills and attributes that lead to personal success while becoming a contributing member of a dynamic global community. We accomplish this by creating an unparalleled learning environment characterized by:

*High expectations

*Continuous improvement

*Quality instruction

*Civic responsibility

BELIEFS

We believe that...

- *Each individual is unique and has value.*
- *Everyone can and will learn well.*
- *It takes effort and persistence to achieve one's full potential.*
- *High expectations inspire higher levels of performance.*
- *Honesty, integrity, respect, and open communication build trust.*
- *Quality education expands the opportunities for individuals and is vital to the success of the entire community.*
- *Educating children is a shared responsibility of the entire community.*
- *Family is a critical influence in each individual's development.*
- *Understanding all forms of diversity is essential in a global society.*
- *All individuals are responsible for their behavior and choices.*
- *Educated and involved citizens are essential for sustaining a democratic society.*
- *Everyone has the responsibility to contribute to the greater good of the community.*
- *Continuous improvement requires the courage to change.*



OBJECTIVES

- All students will develop and consistently demonstrate 21st century skills such as problem solving, critical and creative thinking, collaboration, and application of technology.
- All students will develop and consistently demonstrate the character attributes necessary for personal well-being and to be a contributing member of the community.
- Within 5 years, all students will perform at goal or above on all standardized tests.
- Each student will set and achieve personally challenging goals.
- We will ensure that each student has continuous access to personal information technology in order to empower students and staff to improve teaching and learning.

STRATEGIES

1. We will develop and implement a 10-year capital improvement plan in partnership with community leaders which address present and future facility and technological infrastructure needs to best achieve our mission and objectives.

Action Plans

1. Annually update relevant demographics and fiscal trends and use this data in forecasting future capital improvement needs.
2. Annually review the status of facilities and systems and assess needs over a ten-year horizon.
3. Develop a business case for each line on the CIP.
4. Develop a project plan for each line on the CIP.
5. Develop and employ a consistent process to estimate costs on CIP.
6. Utilize the agreed-upon process to prioritize qualified CIP projects including collaborative input from key stakeholders and Subject Matter Experts (SMEs).
7. Execute a communication plan that involves internal school district personnel, relevant decision making town boards/officials and public to inform and establish expectations of CIP projects. Implement a timely decision-making and communications process for the development and implementation of the CIP.



STRATEGIES

III. We will develop and implement plans to ensure all staff use effective instructional tools, best practices, assessment data, and intervention resources to improve academic standing, 21st century skills and inspire students to excel.

Action Plans

- 1. Focus K-12 teaching and learning on the 21st century skills of communication and collaboration, creativity and innovation, critical thinking and problem solving, and research and information fluency.*
- 2. Inspire students and staff to excel through a broad range of programs that encourage, excite and ignite student achievement.*
- 3. Demonstrate a standard of excellence as evidenced by the consistent implementation of professional practices.*
- 4. Utilize differentiated instruction as a fundamental means of providing appropriate interventions for students.*

IV. With families and community, we will identify and model the character attributes, embed them throughout the program as well as develop means of assessing progress.

Action Plans

- 1. Create a Character Education Task Force that is representative of the District staff, parents and community organizations to coordinate and evaluate the Character Education Initiative.*
- 2. Identify Core Character Attributes that the school staff, parents and community partners agree should be taught in the Newtown Schools.*
- 3. Raise awareness and build commitment for character education.*
- 4. Select the character programs/approaches that will be implemented in grades K-12.*
- 5. Integrate Core Character Attributes in District curriculum as appropriate.*
- 6. Integrate Core Character Attributes into extra-curricular and community based programs and activities as appropriate.*
- 7. Track student progress in the area of character development.*
- 8. Differentiate the student support provided through their Personal success Plans.*



STRATEGIES

II. We will develop and implement a comprehensive and multi-faceted communication plan for internal and external audiences that will build trust, improve relationships, facilitate change, and market our product throughout the community.

Action Plan

1. Establish a clear focus of responsibility within the district for sustaining district communications practices.
2. Establish a district communications council, including representatives from internal and external stakeholder groups, for the purpose of assessing needs, providing feedback, and helping to develop and align a brand strategy.
3. Improve the effectiveness of Channel 17 as a venue for supporting the district's mission and goals by creating a Broadcast Journalism program that will ultimately produce student programming on an ongoing basis.
4. Improve the effectiveness of Channel 17 as a venue for supporting the district's mission and goals by updating the facilities and equipment needed.
5. Create regular, on-going opportunities to increase publicity and market our product using existing resources.
6. Improve communications with external stakeholder groups through targeted communications opportunities.
7. Establish an alumni network for the purpose of supporting the mission and goals of the Newtown Public Schools on an ongoing basis.
8. Formalize the alumni association as an independent, non-profit organization for the purpose of supporting the mission and goals of the Newtown Public Schools.
9. Ensure that each school improves internal communication practices.
10. Improve our web presence to reflect contemporary practices.
11. Improve electronic communications practices using Power Teacher.
12. Improve electronic communications practices using Mass Communication Technologies.



STRATEGIES

V. We will develop and implement a personal success plan for each student that will guide them in achieving academically, developing positive attributes, becoming a contributing member of a global community, and developing personal well-being.

Action Plans

1. Develop and implement a personal success plan format for high school students.
2. Develop and implement a personal success plan format for middle school students.
3. Develop and implement a personal success plan format for elementary and intermediate school students.
4. Develop and implement a supportive personal success planning program for Newtown Public Schools that highlights continual refinement and management of student success planning.
5. Establish promotional and supportive town-wide initiatives that contribute to the personal success planning program for Newtown Public Schools.



*COLLABORATION
PLANNING
IMPLEMENTATION*

Adopted by the Board of Education June 16, 2009
Revised & Adopted by the Board of Education September 6, 2011



Strategic Planning Team

April 2011

Facilitator:	Howard Feddema
Central Office:	Janet Robinson Linda Gejda Ron Bienkowski Mike Regan
BOE:	Bill Hart Lillian Bittman
District:	
Building Adm.	Jo-Ann Peters Jennifer Sinal Chip Dumais
Teachers	1 Elem. – Aaron Blank Jim Roodhuyzen 1 MS – Jonathan Pope 1 HS – Matt Childs
3 HS students	Palmer Lintz Patrick Milano Stephanie Zamaray
Community/Parents	Kinga Walsh Rev. Kathie Adams-Shepherd Joan Salbu Det. Sgt. Darlene Froehlich Herb Rosenthal
Town:	
First Selectman	Pat Llodra
LC	MaryAnn Jacob
Lions	Walter Schweikert
Senior Citizen	Gordon Williams

Superintendent's Goals for the 2015-2016 School Year – August 2015

The 2015-2016 district goals are, once again, intended to represent the combined focus areas of the Newtown Board of Education and the Superintendent of Schools. The Superintendent of Schools work will also represent the district's cabinet, administrative team, and staff.

At the close of the 2014-2015 school year the superintendent and the Newtown Board of Education agreed that ongoing, measurable, and additional work should continue in the following areas:

January 2016 – Midyear Update:

This midyear reflection represents the collective work of my office, the Newtown Board of Education, the district's leadership team, and helping hands throughout the organization. This update comes to you with great pride and a continued commitment to provide optimal opportunities for all students all of the time.

Instructional -

- A midyear review of the Grade K Spanish pilot program;
Completed:
Assistant Superintendent Jean Evans Davila, Head O' Meadow Principal Barbara Gasparine, and Grade K Spanish Teacher Marianne Grenier collaborated to review the pilot in terms of curriculum implementation, data gathering, and student progress. On November 17, 2015, the BOE was provided with a presentation to update the public on success of the Grade K Spanish program. A video clip was presented to demonstrate how the children learn in a total immersion environment and how the classroom teacher supports the learner between the weekly Spanish lessons offered to all kindergarten students.
- Grade 8/9 student transition for an in-depth examination of rigor and readiness for middle school youngsters moving forward to Newtown High School which will include research on a grade nine honors academy;
Ongoing:
During January 2016, NHS' Academic Officers will work toward further expanding the concept/design proposed by school administrators into a three strand model. NHS guidance has explored AP courses that are offered to freshman in surrounding districts. February 1, 2016, is the target date for anticipated completion of the design of the model. A letter will be drafted to explain the concept for mailing to all parents of incoming Freshmen in February 2016. A Parent Forum will take place in late February 2016, with Academic Officers in lead roles presenting the model that will be available for the Class of 2020.
- Full day kindergarten and its effect on instructional change for primary grades due to an enhanced student readiness;
Ongoing:
Elementary school administration has assembled a team that represents K-4 teachers in all elementary buildings and they are engaged in conducting the review. C & I has reserved January 7, 2016, for a presentation to their subcommittee. This will be followed by a BOE presentation on January 19, 2016.
- A continued examination and review of alternative programming at Newtown High School;
Ongoing:
Multiple meetings have taken place with NHS administration, alternative school leaders, and central office to review the present practice and to conceptually design a regional model which will be introduced to the Board of Education in March 2016. The first semester investigation has included offsite visits to districts that have successfully designed a regional regular education program.

- Virtual Learning Academy (online student opportunity) as a continued resource and option for high performing students and for students in need of credit recovery and/or homebound instruction;
Ongoing:
Multiple meetings have taken place with the leadership of the NHS guidance department, NHS administration, and central office to enhance the present practice which only includes limited credit recovery opportunities for a handful of students. Findings will be shared with the Board of Education (C and I) in April 2016 for an intended student launch in the summer of 2016.
- A K-12 chronology review of science;
Ongoing:
The assistant superintendent has met with math and science school leaders to outline the parameters for the review to the C & I Committee and the BOE. This comprehensive review will be shared with C & I and with the entire Board of Education in April/May of 2016.
- Supporting and embracing the October 2015 decennial accreditation self-study of Newtown High School;
Completed:
NHS successfully hosted its decennial visit in October 2015. Prior to the NEASC visit the NBOE was briefed on the two year self-study at their September 2015 public meeting
- A K-8 program review centered on gifted and talented students will be brought to the Board of Education on or before December 2015
Completed:
Gifted and talented educators presented an update of the program on November 4, 2015. This expanded 2015-2016 program which is designed for highly capable K-8 students now includes evening informational programming for parents, student opportunities within an entire classroom setting, and an emerging online presence within the Newtown Board of Education website.

Facility –

- To work in partnership with the Public Building and Site Commission with the 2016-2017 Sandy Hook School opening ;
Ongoing:
A strong and collaborative partnership with the Public Building and Site Commission (Gino Faiella) has resulted in a school project that remains within budget, on time, and with an anticipated June 2016 certificate of BOE occupancy.
- To work in partnership with the Public Building and Site Commission with the Newtown High School renovate-to-new auditorium project.
Ongoing:
A strong and collaborative partnership with the Public Building and Site Commission (Michelle Hiscavich, Gino Faiella, and Ron Bienkowski) has launched a successful beginning to this renovate-to-new project scheduled for March 2016.

- To bring successfully to close the summer of 2015 facility work with the Newtown High School world language lab and the enhancements to the Newtown High School Blue and Gold stadium (additional seating – bleachers – away side)

Completed:

All work was completed for the return of students in August 2015.

- To continue the work of the 2014-2015 Facility Committee pertaining to enrollment and potentially a school closing;

Commencing

The formal launch to this work will take place at the Saturday, January 9 Board of Education retreat.

Partnerships –

- To remain active in:
 - Engaging and informing parents (*PTA Presidents' monthly meeting, attend PTO meetings, 6:30 a.m. open hour, community forums*);

Ongoing:

Newtown Public Schools continues to offer a communication model to be replicated by schools across the country as the parent and community voice is held in high regard in multiple mediums.

- The collaboration with safety officials (police / fire) and continue to facilitate the district's safety committee;

Ongoing

Newtown Public Schools has developed a safety protocol which could be replicated by districts across the country as detailed attention to security remains ongoing every day of the school year.

- The Central Connecticut State University administrative certification program (aspiring administrators);

Completed:

The NPS / CCSU partnership was successfully launched in September 2015.

- The ongoing climate and culture work with certified staff.

Ongoing

Reoccurring monthly meetings take place with both certified and non-certified staff resulting in enhanced communication, proactive problem solving, and a better understanding of how all decisions are consistently made centered on best for children.

- To create parent advisory opportunities for shared understanding of present practice:
 - A parent advisory will be established at Newtown High School allowing parents to better understand co-curricular activities (athletics) and the governance of interscholastic programs.

Emerging

Organizational meetings have been held, a leadership executive board has been established, and the advisory committee has begun to define the scope of their work for this and subsequent school years.

In addition, new challenges because of local, regional, and federal circumstances, creates additional focus areas for the upcoming school year:

Board of Education – Long Term Strategic Planning: PK-12 Teaching and Learning

The Newtown Board of Education has gone through significant change since the completion of the present long term plan which was in place for the 2011-2012 school year. The plan will be reviewed, modified, and updated for board action on or before May, 2016.

Update: Long term planning will be launched at the January 9, 2016 retreat.

Board of Education / Town – Long Term Capital Planning / Facility Planning

School and town officials continue to meet to better understand long term infrastructure needs for all town owned buildings. School administrators will work in partnership with town leaders to reach a sound understanding and agreement of next steps regarding renovation, rebuild, and consolidation. The work from this committee will be brought to the board at appropriate times throughout the new school year.

Update: The continued enrollment/facility study will be launched at the January 9, 2016 retreat.

Board of Education / Town Consolidation of Services

Careful planning and definable steps must be developed and endorsed by staff and elected officials as we examine how the board of education staff will work most efficiently with the town and with the community. An update on this initiative will be brought to the school board in January, 2016.

Update: The superintendent has a scheduled meeting with the First Selectman in early January and will then update the Board of Education on definable next steps.

Pupil Services: Program Review

Challenges that all public schools face and unique challenges that are found within our district will prompt a program review focused on best practice pertaining to identification, programming, and staffing. The program review will be brought to the board of education on or before December 2015.

Completed:

Numerous special education reviews have been brought to the Board of Education as outplaced special education fiscal turbulence has resulted in a controlled spending plan for the remainder of this school year.

Fiscal Planning – 2016-2017

The 2016-2017 budget process looms to be very difficult work. The federal funding stream which was used to offset 1214 needs will create a funding cliff for budget planners. In addition, the *Affordable Care Act* will be problematic (although much more difficult to fund in 2018) as the federal legislation begins to impact local funding.

Ongoing:

The Superintendent's proposed plan for 2016-2017 was driven by 1214 continued needs, health insurance, special needs, and contractual obligations to all bargaining units. These four focus areas represent nearly the entire increase within the proposed operational plan.

Technology – Maintaining / Funding / Managing

Technology demands continue to grow throughout the district. A thorough examination of lease vs. purchase, technology support staff vs. volume of work, and reoccurring funds needed to maintain our present K-12 platform will be presented to the board of education on or before November 1, 2015.

Ongoing:

The Director of Technology will be sharing multiple updates on this issue within her January 2016 Board of Education proposed operational plan update.

I anticipate the upcoming school year to be filled with great challenge and even greater success. Collectively, our 900 employees will stay focused on making a difference.....one youngster at a time.

Respectfully,
JE

Newtown Education Foundation Bylaws

Article I Name

The name of this corporation is Newtown Education Foundation (hereinafter referred to as "NEF").

Article II Location

The location of the primary office of NEF shall be determined by the Board of Directors at a future date, which the Board of Directors may change and designate from time to time.

Article III Purpose

NEF is a non-profit, tax-qualified corporation organized to promote and support innovative education programs for the benefit of students in the Newtown Public School system.

Article IV Basic Policies

Section 1. NEF shall be a non-profit, non-sectarian and non-partisan organization.

Section 2. NEF may cooperate or contract with the Newtown Public Schools, other nonprofit or for profit agencies, organizations and entities to perform, promote or otherwise advance its educational and charitable purposes.

Section 3. NEF shall use or distribute its revenue to improve, promote, develop and enhance public education through the introduction and support of innovative programs in the Newtown Public Schools.

Section 4. NEF is organized exclusively for charitable, literary, scientific, and educational purposes provided under section 501(c)(3) of Internal Revenue-Code of 1986 and does not contemplate pecuniary gain or profit, incidental or otherwise. No part of the net earnings of NEF shall inure to the benefit of, or be distributed to, its directors, members, officers, or other persons except that NEF shall be authorized to pay reasonable compensation for services rendered and to make payments and distributions to further its purposes.

No substantial part of the activities of NEF shall be the carrying on of propaganda, or otherwise attempting to influence legislation. NEF shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions of these By-laws, NEF shall not carry on any other activities not permitted to be carried on by a corporation exempt from income taxation under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future tax code.

Section 5. Upon its dissolution, the assets of NEF shall be distributed to the Newtown Public Schools.

Article V Organization

The Non Profit Corporation Law of Connecticut, its Articles of Incorporation and these Bylaws shall govern NEF. Business shall be conducted using Roberts Rules of Order to the extent that procedure is not inconsistent with the governing law or documents of NEF.

Article VI Board of Directors

Section 1. Background/Philosophy

Officers and members of the Board of Directors ("Board") shall be residents of, or have affiliations with, the municipalities comprising the Newtown Public Schools in the town of Newtown, CT. Directors shall have interest in promoting and enhancing primary and secondary education and introducing and supporting innovative programs to improve primary and secondary education in the Newtown Public Schools.

Section 2. Membership and Board Terms

The Board of Directors shall consist of no less than three and no more than fifteen directors and shall include the officers of NEF. Directors shall be elected for terms of two years, except that at the first meeting of NEF the initial directors shall be elected as follows: 1/2 for terms of one year and 1/2 for terms of two years. Directors may be re-elected. Directors shall be installed at the initial meeting and in all other cases during the annual meeting of the Board (Initial Directors shall be elected by the organization Founders). Unless otherwise arranged, the annual meeting shall be held in September of each year.

Section 3. Ex-officio Board Members

The Newtown Superintendent shall serve as an ex-officio board member. In addition on each September, the Newtown Board of Education will select one of the school board members to serve as an ex-officio member of the Foundation Board. Ex-officio members will not have voting rights and shall not count for determining a quorum. In addition, the Board of Directors may establish honorary directors that will serve in the same capacity as ex-officio members.

Section 4. Removal from Board

The Board of Directors shall have the power to remove any Director for cause upon a two-thirds vote of the members of the Board, provided that any Director whose removal is to be made under this Section shall be entitled to at least fifteen days written notice prior to such removal and shall be entitled to appear before and be heard at the next meeting of the Board following such notice.

Section 5. Vacancies

A majority vote of the Board members may fill any vacancy that shall occur on the Board. The person or persons so elected shall serve for the balance of the term for such position.

Section 6. Quorum

A majority of the current members of the Board shall constitute a quorum. A quorum shall be present for the Board to conduct business. A majority vote by members present shall determine action except as otherwise provided by these Bylaws.

Section 7. Meetings

The Board of Directors shall meet quarterly. Special meetings shall be held upon the call of the Chairman, or upon written request of two members of the Board of Directors. The purpose of any special meeting shall be set forth in the request for the meeting. The minutes of all Board meetings, including notice of the date of the next meeting, shall be provided to all members of the Board. Meetings of the Board of Directors may be held by conference call or similar arrangement provided a quorum of the Board participates and all participating members can hear each other.

Article VII Officers

Section 1. The officers of the corporation shall be: Chairman, Vice Chairman, Secretary, and Treasurer. The officers shall perform the duties prescribed by these bylaws and by the parliamentary authority adopted by the Board of Directors,

Chairman: The Chairman, or in his/her absence, the Vice Chairman, shall preside over meetings of

the NEF Board of Directors; the Chairman shall be a member ex-officio of all committees and shall perform all other duties usually pertaining to the office. The Chairman shall appoint members of the Board of Directors to the standing committees and to other committees as needed.

Vice Chairman: The Vice Chairman shall act as the Chairman in the latter's absence or incapacity and shall perform other duties as required.

Secretary: The Secretary shall act as clerk during meetings of the Board and keep minutes and record all votes in books belonging to NEF. He/she shall give notice of meetings of the Board of Directors when required.

Treasurer: The Treasurer shall have custody of the corporate funds and shall keep accurate records of receipts and disbursements in books belonging to NEF. He/she shall keep all moneys of NEF in one or more separate accounts owned by the corporation. The Treasurer shall disburse funds of the corporation as directed by the Board and shall, in addition to the Chairman, sign all checks. He/she shall report on the financial condition of NEF at meetings of the Board of Directors and the Executive Committee in such form and manner as required by the Board.

Section 2. Nomination of Officers

Any member of the Board of Directors may nominate candidates for the annual election. The Board as a whole will vote on the candidates.

Section 3. Election and Installation of Officers

The Board of Directors of NEF shall elect officers annually at the annual meeting for terms of two years. When more than one candidate is nominated for an office, the election for that office shall be by secret ballot.

Section 4. Vacancies

Upon recommendation of the the Board, by a majority vote of the members may fill any vacancy that shall occur in any office. The person so elected shall serve for the balance of the term for that office.

Section 5. Removal from Office

The Board of Directors shall have the power to remove any officer for cause. The procedure shall be the same as provided in Article VI Section 3 of these Bylaws.

Article VIII Executive Committee

Section 1. Executive Committee

The Officers of the Board of Directors of NEF shall comprise the Executive Committee. This committee shall govern the corporation between meetings of the Board of Directors.

Section 2. Quorum and Meetings

A majority of the members of the Executive Committee shall comprise a quorum. A quorum must participate in meetings of the Executive Committee to conduct business. Meetings shall be held when needed and shall be conducted consistent with Article VI Section 6. of these Bylaws.

Article IX Other Committees

Section 1. Standing Committees

The Board of Directors shall establish a Grant Review Committee, an Audit Committee and other standing committees as needed and determine their responsibilities. The Chairman shall appoint members of the Board of Directors to serve on the standing committees. The Board of Directors may invite members of the community that are not members of the Board of Directors to serve on standing committees.

Section 2. Ad Hoc Committees

The Chairman may appoint ad hoc committees as needed to perform specific functions not assigned to the standing committees. Members of ad hoc committees do not need to be members of the Board of Directors.

Article X Staff/Employees

Section 1. Staff/Employees in General

The Board of Directors may employ or contract with other persons or entities as might be needed to carry out the objectives of NEF.

Article XI Indemnification

Section 1. Indemnification by NEF

NEF shall indemnify any person who was, or is, threatened to be made a party to any threatened, pending, or completed action, suit or proceeding, whether civil, criminal, administrative, or investigative by reason of the fact that he/she is or was a director, officer, employee or agent of the foundation against expenses (including attorney fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by him/her in connection with such, action, suit, or proceeding, to the extent and under the circumstances permitted by the Nonprofit Corporation Law of Connecticut. Such indemnification (unless ordered by a court) shall be made as authorized in a specific case upon determination that indemnification of the director, officer, employee or agent is proper in the circumstances because he/she has met the standards of conduct set forth in the Nonprofit Corporation Law of the Connecticut. Such determination shall be made:

- (1) By the Board of Directors by a majority vote of a quorum of directors who were not party to such action, suit or proceeding; or
- (2) If such quorum is not obtainable, or even if obtainable a quorum of disinterested directors so directs, by independent legal counsel in a written opinion.

The foregoing right of indemnification shall not be deemed exclusive of any other rights to which those seeking indemnification may be entitled under any bylaw, agreement or vote of disinterested directors and shall continue to a person who has ceased to be a director, officer, employee or agent and shall inure to the benefit of the heirs, executors and administrators of such person.

Article XII Miscellaneous

Section 1. Amendments

These Bylaws may be amended or repealed or new bylaws may be adopted by a majority vote of the Board of Directors at a regular meeting or special meeting of the Board. The proposed amendment, repeal, or new bylaws shall be set forth in, or shall accompany as an attachment, the notice of the regular or special meeting in which the action w considered.

Section 2. Conflict of Interest

The Board of Directors shall adopt and enforce a conflict of interest policy substantially similar to the sample conflict of interest policy recommended by the IRS for use by 501(c)(3) tax exempt organizations. Such policy shall become an appendix to these Bylaws.

Adopted and recorded in the minutes: This ___ day of, _____, 2015

Revised: This ___th day of, _____, 2015

Date of Incorporation: _____, 2015