

**Board of Education
Newtown, Connecticut**

Minutes of the Board of Education meeting on May 20, 2014 at 7:00 p.m. in the Council Chambers, 3 Primrose Street.

D. Leidlein, Chair (9:41 p.m.)	J. Erardi
L. Roche, Vice Chair	L. Gejda
K. Hamilton, Secretary	R. Bienkowski
K. Alexander	20 Staff
J. Vouros	15 Public
D. Freedman	3 Press
M. Ku	

Mrs. Roche called the meeting to order at 7:00 p.m.

MOTION: Ms. Hamilton moved that the Board of Education go into executive session to interview the candidates for Principal of Newtown High School and Assistant Principal of Reed Intermediate School and invite Dr. Erardi, Dr. Gejda, Dr. Lorrie Rodrigue and Mrs. Jill Beaudry. Mr. Vouros seconded. Motion passes unanimously.

Item 1 – Executive Session

The Board interviewed the candidates and returned to public session at 7:35 p.m.

Item 2 – Public Session/Pledge of Allegiance

Item 3 – Action Regarding Candidate Interviews

MOTION: Ms. Hamilton moved that the Board of Education appoint Dr. Lorrie Rodrigue as Principal of Newtown High School to begin on or about July 1, 2014 with salary per the administrator's contract. Mr. Vouros seconded. Motion passes unanimously.

Dr. Erardi explained the interview process and recognized Dr. David Abbey and Tom Einhorn for their work on the committee. He was blessed to meet with the two finalists and feel we have an extraordinary candidate in Dr. Rodrigue. He was proud to endorse her candidacy.

Dr. Rodrigue thanked the Board. She is happy to be back in this district which she respects and where she learned so much. She is looking forward to working with the high school staff, students and parents. She also thanked Dr. Reed for his guidance and support during her time as a teacher and administrator in Newtown.

MOTION: Ms. Hamilton moved that the Board of Education appoint Mrs. Jill Beaudry as Assistant Principal of Reed Intermediate School to begin on or about July 1, 2014 with salary per the administrator's contract. Mr. Freedman seconded. Motion passes unanimously.

Dr. Erardi stated this was a testament to Mrs. Beaudry and her extraordinarily hard work during this year as interim assistant principal. She has his resounding endorsement and feels that she and Mrs. Uberti will be an outstanding team.

Mrs. Beaudry thanked the Board for their support this year and stated it is a pleasure working with Mrs. Uberti and the Reed Intermediate School staff.

Item 4 – Consent Agenda

MOTION: Ms. Hamilton moved that the Board of Education approve the consent agenda which includes the minutes of April 8, 26, 29 and May 6, 2014, the minutes of the joint meeting with the Public Building and Site Commission on May 14, 2014, donations to Sandy Hook School totaling \$2,903.50, the donation of a flagpole for the Newtown High School Blue and Gold Stadium, the donation of \$154 to Middle Gate School, the leaves of absence for Stephanie Dunshee, Melissa DiPaola, and Melinda Wilson, and the correspondence report. Mrs. Ku seconded. Motion passes unanimously.

MOTION: Mrs. Ku moved that “discussion and possible action on Charter revision recommendation” be added to the Old Business part of the agenda this evening. Ms. Hamilton seconded. Motion passes unanimously.

Item 6 – Public Participation - noneItem 7 – Reports

Superintendent’s Report:

Dr. Erardi spoke about the Gifted and Talented Program report which will be brought to the Board at the June 3 meeting.

He shared information on the students who received the CAPSS Superintendent’s award this year. They are Julia Haskins and Ryan Patrick from the middle school and Sonya Stanczyk and Matthew Mossbarger from the high school. Newtown High School received national recognition for its outstanding commitment to music education with a Best Communities for Music Education designation in 2014.

This past Saturday at the Innovation Academy the Governor introduced and spoke about the Newtown app. Students of Kristen Violette and Sue McConnell received two gold and a bronze award. Also, high school coaches Marc Kenney for girls’ soccer and Maura Fletcher for girls’ lacrosse were named coaches of the year.

Dr. Erardi was pleased to announce that of the 12 teachers put on notice with reduction in force letters, all 12 will be returning next school year. He thanked Dr. David Abbey for his work in securing positions for these teachers.

He shared the Board of Finance Capital Improvement Plan Calendar which lists the Board presentation as August 28.

We have had two requests for out of district students to attend Newtown schools but we don’t presently have a policy. He would like to develop a policy in June.

June 18 is last day of school and it will be a shortened day.

The middle school based health clinic will be presented to the Board at the June 3 meeting.

Committee Reports:

Ms. Hamilton said the CIP finance committee met on May 7 with Mr. Bienkowski and Mr. Faiella. New projects are the high school roof and Middle Gate boilers. They will meet again the second week of June. She attended the Board of Finance meeting where the non-lapsing account was discussed and approved. Our CIP presentation is August 28.

Mrs. Ku attended the Education Connection Board of Directors meeting where they announced that Tess Murray, one of our students, was the recipient of their scholarship award. The regional calendar bill was passed but it won’t be implemented until the 2015-16 school year. If districts have contract issues it can be delayed until 2016-17.

Item 8 – Old Business

Sandy Hook School Construction Update:

Dr. Erardi stated the next session with Svigals is Thursday, May 22 at the senior center.

Ms. Hamilton asked if donations of services would be taken off of the \$15M budget.

Dr. Erardi said if there is a sub contractor sharing a donation of services or goods they can bid the project. A cash donation only would reduce the bottom line.

MOTION: Mrs. Ku moved that the Board of Education recommend to the Legislative Council Charter Charge Subcommittee that the Charter Revision Commission be charged with the review of the definition and the use of the phrase “department” and ensure that it is consistent with Connecticut General Statute. Ms. Hamilton seconded.

Ms. Hamilton feels the Charter Commission should review all departments and see if they are valid or not.

Motion passes unanimously.

Item 9 – New Business

Newtown Federation of Teachers/Board of Education Partnership:

Tom Kuroski, President of the Newtown Federation of Teachers Union along with six teachers made the attached statements regarding the school district. The teachers present were Mary Connelly, Jean Walter, Michael Wight, Janet Vollmer, Lil Martenson, Trent Harrison and Steven Dreger.

Dr. Erardi said these concerns could be replicated in all school districts. We have directives from the State for changes that have to be made. He suggested that an administrator work with the NFT leadership board and wants to put together a committee of climate and culture with central office staff.

Mrs. Roche thanked everyone for sharing their concerns and we are here to work together and respect each other.

Mrs. Ku thanked them for coming and Mr. Freedman was looking forward to being part of the partnership.

Mr. Vouros thanked them for what they do every day.

Special Education Transportation Contract:

MOTION: Mr. Alexander moved that the Board of Education approve the In-District Transportation Services Contract A with All-Star Transportation, LLC, for the period of three (3) years beginning July 1, 2014 and terminating June 30, 2017 with a two (2) year extension period to June 30, 2019 and such extension will be based on successful performance in the initial period at the rates as bid on April 22, 2014 and attached in Appendix F. Ms. Hamilton seconded.

Mr. Bienkowski said the contract with MTM ends this year. They decided to split the in district and out of district transportation. The bids were opened April 22. All Star and Education Connection bid for the out of district contract and All Star bid for the in district contract.

Mr. Freedman said it would be helpful to have more time to review it and asked to table it to the next meeting.

Mr. Bienkowski said we need it approved to provide transportation July 1 for the summer programs.

Mr. Alexander removed the motion and Ms. Hamilton removed the second.
Mrs. Roche requested the contracts be reviewed for the June 3 meeting.

School Activities Fund Accounts:

MOTION: Ms. Hamilton moved that the Board of Education, in accordance with Policy 3-400, approve continuing the existing school activities fund accounts as listed.

Mr. Vouros seconded.

Dr. Erardi was surprised that the high school doesn't have a dedicated bookkeeper to take care of their accounts. He feels we need to discuss the bookkeeper position prior to the next budget. He would come back with a recommendation.

Motion passes unanimously.

MOTION: Ms. Hamilton moved that the Board of Education approve the financial report and transfers for the month ending April 30, 2014. Mr. Alexander seconded.

Mr. Bienkowski presented the financial report. We spent approximately \$7M in April with \$5.5M on salaries with three pay periods and \$1.5M for all other objects. We received notification from the state that the excess cost grant will decline by \$135,046. The ECS entitlement was adjusted upward by \$50,935 with this money going to the Town. We anticipate approximately \$23,000 from the Department of Justice grant.

Ms. Hamilton was concerned about homebound tutoring costs. She reviewed reports for the last two years and asked why the costs were so much higher this year.

Mr. Bienkowski said these were mostly for the high school. Mrs. Haggard would provide a report.

Motion passes unanimously.

First Read of Board Policies:

Ms. Hamilton spoke about each policy which has been vetted by Dr. Reed and Dr. Erardi.

Policy 1331 to address electronic cigarettes.

Mrs. Ku asked if there were signs at the high school. Dr. Erardi would check into that.

Policies 4118.231 and 4218.231 addressed alcohol, drugs and tobacco for certified and non-certified personnel.

Policy 5131.111 Video surveillance replaces a policy and added additional information regarding saving bus video recordings.

Mrs. Ku asked if this would be included in the bus contract.

Mr. Bienkowski said all regular buses have two cameras and the capability of saving the videos. They are taped over every two weeks. We've never had cameras on our vans in the bids. This would have to be discussed because it would be an added cost. All Star has one camera in the front of their buses. We didn't specify this with Education Connection.

Mr. Alexander said this policy states it will be in the bus contract.

Mr. Vouros asked the need for cameras on the vans.

Mr. Bienkowski said there is also a paraprofessional on these buses so we never needed cameras.

Mrs. Ku asked if we need to be more specific about video use by SSOs because they are part of the police department. Dr. Erardi said an administrator should be present.

For policy 6114 emergencies and disaster preparedness they consulted with Mr. Faiella and Mr. Pompano.

Mr. Pompano recommended policy 6114.3 regarding bomb threats.

Dr. Erardi said this was vetted by the police department but would check with Mr. Pompano.

He will be meeting with Vin Mustaro at CABE for assistance processing the policy revisions.

Chair report:

Mrs. Leidlein asked for input from the Board members on the calendar of events. She suggested they review the information on the CABE fall conference in November.

Action Regarding the ED 099 Agreement for Child Nutrition Programs:

MOTION: Mr. Freedman moved that the Board of Education approve the authorized signatures change form to indicate that Dr. Joseph V. Erardi, Jr. is the authorized signer of the ED-099 Agreement for Child Nutrition Programs.

Mrs. Roche seconded. Motion passes unanimously.

Item 10 – Public Participation - none

MOTION: Mr. Alexander moved to adjourn. Mr. Vouros seconded. Motion passes unanimously.

Item 11 - Adjournment

The meeting adjourned at 9:50 p.m.

Respectfully submitted:

Kathy Hamilton
Secretary

**Newtown BoE Meeting
State of the Union
Talking points**

Tom Kuroski's opening

Thank you for allowing us time on your agenda to share the thoughts and concerns of our Union membership. We have a cross section of teachers from each school who have volunteered to provide you with our perspective of what has been happening in our district over the past few years. A review of the past helps us understand the present and build toward a strong future. Through this lens, we would like to share our thoughts and concerns with you so that these issues are clearly understood by everyone.

Furlough and Adding time to our day

Mary Connolly

In 2009, Newtown teachers were furloughed five days. This means that we lost five days of pay as well as five days of professional development. The following school year, the teachers' work year was reduced from 189 days to 187 days by the Board of Education. Both of these were done solely as a method to save money. Student days were not changed. Teachers lost professional development days, once again, which are instrumental in maintaining the high quality of instruction which Newtown is and has been known for. However, we are still expected to do an ever-changing job with less time for training and planning. Furthermore, the District added five minutes to the school day for four straight years. These minutes equate to approximately nine additional work days for which we were not and still have not been compensated.

In spite of this, Newtown teachers did their jobs, and Newtown teachers did their jobs well.

New initiatives

Jean Walter

Everyone is aware that our nation's educational system is undergoing an incredible evolution. Common Core State Standards, Smarter Balanced Testing, and new methods of teacher evaluation are key national initiatives. In addition, the Newtown school system, in the spirit of continuous improvement, has implemented a plethora of other programs. Certainly, we want to challenge ourselves and students.

However, with the number of changes, teachers are not able to ascertain the impact of each program on our students. Before we continually change how and what we teach, we need the opportunity to evaluate what works well and what needs adjusting. Regrettably, we, as professionals, are not part of the decision-making process on many of the programs the District explores and implements. Rather than reassessing which initiatives are truly valuable for the district, when we sought to provide feedback, Newtown teachers were told to just continue moving forward.

Even the State has taken the time to re-evaluate their teacher evaluation plan realizing it was an impossible task. However, our district has not followed suit. This is an example of an undertaking by the District that needs to be revisited. There are numerous concerns with Newtown's Teacher Growth Plan, which is one of many District undertakings that we seek to work on improving.

In spite of this, Newtown teachers continue to do their jobs, and Newtown teachers continue to do their jobs well.

Negotiations

Michael Wight

Leading up to the 2012 negotiations, we were cautiously optimistic that we would engage in fruitful discussions with representatives from the Newtown Board of Education. Unfortunately, we ended our negotiations incredibly disillusioned with the lack of good faith dialogue between teachers and the Board of Education members. Union preparation for contract negotiations focused on numerous contractual language improvements that would have benefitted the District and our membership with a zero percent budget impact. Representatives from the Board of Education would not discuss most of these wording clarifications.

For years Newtown teachers have been frozen on salary steps or had steps consolidated. Simply stated, Newtown teachers have experienced minimal or no increase in salary over a period of years and this continues to negatively impact us. These decisions by the District have rippling repercussions felt throughout the duration of our careers and our retirement. Furthermore, the Newtown school system hires less experienced teachers to the district at a higher step and higher salary than the District has been paying their own loyal, experienced teachers because of our step consolidations and freezes. This practice promotes an atmosphere filled with distrust as well as poor morale among the teachers.

In spite of this, Newtown teachers continue to do their jobs, and Newtown teachers continue to do their jobs well.

Sandy Hook School

Janet Vollmer

December 14, 2012 is a day that changed all of our lives forever. Newtown teachers were required to return to school immediately after the tragedy. Sandy Hook School teachers gave up their personal time to prepare new classrooms, while they were still grieving. While there isn't a handbook on the best means to address such an incident, the lack of sensitivity displayed by many in the District was extremely disappointing.

Nevertheless, we continue to heal and move forward, but we need additional support for staff and students. Sandy Hook School teachers, in addition to the monumental challenges they faced and continue to face in their building, are still expected to implement the ever-growing list of new programs. The long term impact of this tragedy is unknown; however, we know that "outside resources are running short of money to repair the psychological scars from the mass shooting" as reported by the Associated Press. All of us need support.

In spite of this, Newtown teachers continue to do their jobs, and Newtown teachers continue to do their jobs well.

Reduction in Force

Lil Martenson

The process for reducing our staffing has adversely affected the morale throughout the entire District. As a Union, we have looked for ways to help address the decreasing enrollment. One idea proposed was an early retirement incentive. Unlike any other district in the state, our Union was asked to develop its own retirement package, a process usually undertaken by local boards of education. Since we felt it was in the best interest of the District, our Union formulated a reasonable plan and presented it to the Superintendent seeking a means to address the staffing numbers and budgetary issues.

When the Union received the March 5 email response rejecting our offer, once again, our resolve was tested. We would have gladly participated in the discussion at the March 4 Board of Education meeting in the hopes of clarifying any questions the Board had; however, we were not

notified of the discussion being an agenda item nor were we invited to participate in the conversation. Teachers' careers and financial stability are at stake. Union participation in this process could have resulted in a mutually agreeable solution which would have been beneficial to the Board, teachers, and most importantly, the children of Newtown; unfortunately, that never occurred.

Neighboring towns without similar issues to Newtown - our declining enrollment and the Sandy Hook tragedy - pursued retirement packages because they were fiscally responsible. In Region 15, a retirement incentive was offered by the Board of Education and was accepted by 23 teachers. This saved their district \$537,000. No teacher lost his/her job and 20 new positions will be opened. How can Newtown not realize similar savings? There are 90 senior teachers in Newtown who meet the criteria to accept a retirement incentive had one been offered. How could the Newtown Board of Education not recognize, respect, and value these dedicated educators as well as ignore the savings to the town?

Fortunately, a partnership with the Union and new administration in the Central Office has resulted in the reinstatement of several teachers. This extraordinary effort by our new superintendent and others in the Central Office is appreciated.

In spite of this, Newtown teachers continue to do their jobs well today, and Newtown teachers will continue to do their jobs well tomorrow.

Current Programs

Trent Harrison

Overlapping programs and initiatives, such as Common Core and the new Teacher Growth Plan, which compete for limited time and virtually no funding, have the potential to create chaos. That coupled with this partial list of programs that teachers are currently being asked to implement-in our classrooms generates continual concern.

- *Reader's Workshop
- * Professional Learning Communities
- * Smarter Balanced Assessment Consortium
- *Positive Behavioral Initiatives and Support
- * Responsive classroom
- * Second Step
- *NWEA testing,
- *Origo math
- *Newtown's Teacher Growth Plan

And the list goes on. We do not dispute the benefits of many of these programs or initiatives. Our concerns are the continual schedule disruptions, lack of technology to truly utilize some of these programs, training, and reduction of classroom teaching time. That coupled with the lack of input is causing teachers to feel frustrated as well as undervalued as professionals.

Furthermore, our district eliminated a Mini-grant program, through which \$14,000 a year was awarded to teachers to pursue professional development opportunities. Through this program many teachers attended conferences, symposia, and workshops that enabled them to explore and expand professionally; it also supported building- and district-level initiatives. Its disappearance has meant six years of lost opportunities for specialized professional development.

In spite of this, Newtown teachers continue to do their jobs well today, and Newtown teachers will continue to do their jobs well tomorrow.

Future

Steven Dreger

It is a well-known fact that Newtown has an exemplary school system. As reported by Linda Gejda, the 2012 CMT scores demonstrated the results of our dedication: In 11 of 20 measurements from grade 3 through 8, Newtown was 1, 2, or 3 in the DRG. NHS is one of 15 high schools in the state that is classified as Excelling.

We want to move forward. However, in order to do so, we need to rebuild trust and teacher morale through open and constructive communication. Teachers losing their jobs, senior teachers being refused a retirement incentive, continual initiatives, and a zero budget are not a means to a successful end.

In spite of this, Newtown teachers continue to do their jobs well today, and Newtown teachers will do their jobs well tomorrow.

Tom Kuroski

This is our recent history. One in which we feel we have not always been treated with respect. We are disillusioned and saddened by what has transpired in our district. We feel the town has missed many opportunities to jointly work with us for the benefit of the children of Newtown. Most recently, the Board has missed an opportunity to demonstrate its appreciation for our veteran teachers and at the same time attempt to keep our talented younger teachers in the District. As a result, teacher morale is at an all-time low and frustration is high. These concerns have caused us to take this unprecedented step because it is time to work on solutions.

We have lived up to the letter and the spirit of the Newtown teacher's contract. In keeping with the Newtown Core Beliefs we are hoping to rebuild trust through honesty, integrity, respect, and open communication. Signs of change are emerging. We are fortunate to have new leadership in many roles creating a tremendous opportunity for all of us. Our new superintendent has worked tenaciously to retain our teachers.

Tonight we ask the Board to join us in living up to the spirit, not just the letter of the contract. Educating the children of Newtown is a shared responsibility of the entire community. As a District, we face a myriad of challenges as we continue to address the diverse needs of all of our students. We have arrived at a juncture that will determine the success of the District. To effectively do our jobs, we need your support; we need to be included in decision-making without the fear of retribution, and we need a multitude of resources with which to do our important work.

If an atmosphere of disrespect and mistrust continue, we cannot continue to guarantee the successes our District has realized during the last several years. We have worked tirelessly. No longer can we achieve our goals alone or with continual impediments to our efforts. We need everyone – the Central office, all administrators, and the elected officials on all town Boards to work in concert to strengthen Newtown. We have demonstrated that we are more than ready, willing and able to begin a new chapter. Will you join us?

DONATIONS

5/20/2014

To BOE for Approval on May 20, 2014

SHES

GE United Way Campaign (Chalk Hill Parents Club)		\$26.00
Travelers Employee Giving Campaign		
J.Somers	\$	50.00
B. Zalcmn	\$	40.00
Pepsico Foundation - Employee Giving Program Carrollton, TX		
J. Boggs	\$	187.50
Schaghticoke Tribal Nation Derby, CT	\$	1,300.00

Total		<u>\$ 1,603.50</u>		<u>\$ 1,603.50</u>
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SHES Library

Schaghticoke Tribal Nation Derby, CT		\$ 1,300.00
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\$ 1,300.00

**Newtown Public
Schools**

\$ -

Middle Gate School

Total		\$ -		<u>\$ -</u>
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NPS Teachers

\$ -

\$ 2,903.50

\$ 2,903.50

ADDITIONAL CONSENT AGENDA DONATION

Middle Gate School
MEMO



To: Dr. Joseph Erardi, Jr.
From: Chris Geissler
Date: May 19, 2014
Re: School gift

This memo is being sent to inform you that our school has been offered a monetary donation. This gift, in the amount of \$154, was offered by Mr. Matthew Fiorillo and Wells Fargo. It is being given to our school as part of the Wells Fargo Community Support/United Way Campaign.

At this time, it is not known how we will use the funds, but we are extremely grateful for this donation to our school. It is my understanding that the Board of Education must approve all donations to school. Our hope is that the Board of Education will give its approval and allow us to utilize this money for future needs. Please let me know if more information is necessary and how I may assist this process.

Thank you for your consideration,

1115410

WELLS FARGO COMMUNITY SUPPORT CAMPAIGN

P.O. BOX 2157
PRINCETON, NJ 08543-2157
1-888-518-4438

WELLS FARGO BANK, N.A.
11-24-1210

Date: 05/09/2014 Amount:\$154.00

PAY
TO THE
ORDER
OF
One Hundred Fifty-Four Dollars and No Cents
MIDDLE GATE ELEMENTARY SCHOOL

Laura Altieri
Development Director
Middle Gate Elementary School
7 Cold Spring Road
Newtown, CT 06470 United States

Endorsement certifies receipt of a charitable contribution in the amount of this check. No goods or services were provided by the recipient.

VOID AFTER 180 DAYS

⑈ 1 1 1 5 4 1 0 ⑈ ⑆ 1 2 1 0 0 0 2 4 8 ⑆ 4 9 4 5 0 7 2 9 9 9 ⑈



Kathy June < junek@newtown.k12.ct.us >

Flagpole

1 message

Gregg Simon < simong@newtown.k12.ct.us >

Wed, May 14, 2014 at
11:45 AM

To: Kathy June < junek@newtown.k12.ct.us >

Good Morning,

Varsity Girls Lacrosse Coach Maura Fletcher is retiring after ten years of coaching at NHS. The girls lacrosse parents would like to buy a new flagpole for Blue and Gold Stadium in her honor. This new flagpole would support a larger flag and would replace the original pole. Director of Facilities Gino Faiella has given his approval for this project. I am asking that the Newtown Board of Education accept this donation.

--

Gregg Simon
Newtown High School Athletic Director
203-426-7655 Office
203-270-4826 Fax

Stephanie Dunshee

144 Allison Drive • Torrington, CT • 860-428-7753
E-Mail: dunshees@newtown.k12.ct.us

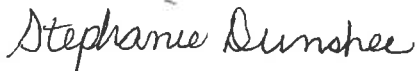
April 30, 2014

Dr. Joseph V. Erardi, Jr.
3 Primrose Street
Newtown, CT 06470

Dear Dr. Erardi,

First I would like to welcome you to our district. I have loved every minute of the 12 years I have worked here, and I know you will be a wonderful addition to our community. I am a second grade teacher at Hawley School, and I was forced to take a leave of absence during the second half of this school year to address health issues. Unfortunately, I am writing this letter to request an additional leave of absence for the school year 2014-2015. My doctors and I feel that it is important that I have the extra time to address my current medical needs. I look forward to coming back to school in August of 2015. If you have any questions or need additional information, please let me know. Thank you for your consideration of my request.

Sincerely,



Stephanie Dunshee

Second Grade Teacher, Hawley Elementary

Newtown Public School
3 Primrose St.
Newtown, CT 06470

May 13, 2014

Dear Dr. Erardi,

Congratulations and Welcome to Newtown! I am writing to request a year-long childrearing leave of absence for the 2014-2015 school year. My husband and I are expecting our first child this July. Thank you for considering this request. I look forward to hearing from you.

Sincerely,

A handwritten signature in black ink that reads "Melissa DiPaola". The signature is written in a cursive, flowing style.

Melissa DiPaola
Middle Gate School
1st grade teacher

CC: Chris Geissler

MAY 19 2014

Melinda Wilson
19 Longview Terrace
Sandy Hook, CT 06482

Dear Dr. Erardi,

Welcome to the Newtown School District. I am writing today for the approval to take the 2014-2015 school year off for child-rearing reasons. Thank you for your consideration in this manner.

Sincerely,

A handwritten signature in cursive script that reads "Melinda Wilson". The signature is written in black ink and is positioned below the word "Sincerely,".

Melinda Wilson
Middle Gate Elementary School

BOE Communications Report, 5/20/2014
 Kathy Hamilton, Board of Education Secretary

From	Date	Subject
Lynn Edwards	4/9/2014	Help to Support Budget
Clifford Pavia	4/17/2014	Newtown School District's Cooperation with DHS-FEMA in the Sandy Hook Operation Closed Campus FRAUD
Dana Roth	4/19/2014	Support of Drew Hall
Cathy Reiss	4/21/2014	Budget related question
Jashree Shah	4/23/2014	Prevention of Violence at Schools
Myonghee Cho	4/24/2014	Forum to Address Changes to Dual Enrollment Programs in Connecticut-Final Reminder
Kristen Mattera	4/29/2014	HOM Class Sizes
Kendra & Doug Verdi	4/29/2014	HOM Class Sizes
Michelle Hankin	4/30/2014	HOM Class Sizes
Kerry and Craig Knop	4/30/2014	HOM Class Sizes
Stephanie Argraves	4/30/2014	Blood Drive Policy
Kathryn Zaharek	5/1/2014	HOM Class Sizes
Vicki Sheskin	5/2/2014	Hawley School's Annual Art Show
Lauren Amendola	5/5/2014	Autism Resource Center
Irving Lee Rother	5/6/2014	Sandy Hook Elementary School Memorial Forest Eburru Kenya
Frances M. Zwick	5/13/2014	Monument/Poem for new Sandy Hook School

Administrative Report

Tuesday, May 20th

1. Findings – Gifted Education Program Review (Attachment #1)
2. CAPSS – Student of the Year (Attachment #2)
3. NHS Awards:
 - National Recognition – NPS Music Program (Attachment #3)
 - Innovation Academy: 1st Place - State Award
Ms. Kristin Violette – GABBLE APP
 - CHSCA Coach of the Year - NHS Athletics
 - Marc Kenney – Girls' Soccer
 - Maura Fletcher – Girls' Lacrosse
4. Update – Reduction in Force Notification Letters
5. BOF – CIP Calendar (Attachment #4)
6. Out of District Tuition Requests
7. Shortened Day (4 Hour Session) - Wednesday, June 18th
8. Middle School - School Based Health Clinic – June 3rd


5/20/14

Newtown Public Schools

Gifted Education Program Review

In the fall of 2013, following discussions at the Board of Education, the Interim Superintendent formed a representative group to review the philosophy and approach of the Newtown Public Schools to the education of gifted youth.

The charge of the committee was to have ready for presentation to the Superintendent of Schools on or before May 1, 2014 a report that articulates a clear definition, vision and set of beliefs regarding the identification and education of gifted children. Also to be included was a recommended strategy (including next steps, timelines and budgets) for implementing the strategy developed by the committee.

Following the committee's work, the Superintendent will make a decision to forward and/or modify the proposal and then send it on to the Board of Education for their consideration.

Process Outline: Research, gather, evaluate and synthesize findings and answer the following questions:

1. What do we believe?
2. What do we know?
3. What do we want?

1. What do we believe?

- Defining our terms – Intellectually Gifted

Characteristics of Intellectually Gifted Students

1. Raw ability - high/superior IQ (generally 135 or higher) - capacity
2. Demonstrated intellectual abilities - learns and processes faster – precocious achievement in given areas - pursuits and interests that may be unique or beyond their chronological expectation - easily transfer knowledge in other situations
3. Developmentally advanced in thinking/concepts - complexity of thought
4. Divergent/creative thinking - adaptive thinking - curiosity
5. Intensity/extreme – perfectionism – sensitivity – social interactions – leadership
6. Being out of balance internally – differing rates of development (social/emotional/intellectual)
7. Not necessarily academically successful – high levels of performance may only be evident in areas of interest.

Defining Instructional Tiers:

1. Tier One:
 2. Tier Two:
 3. Tier Three
- Specific, descriptive belief statements.
 1. The manner in which identified is important – must have multiple measures.
 2. Establish a criteria for identification and then adhere to it.
 3. The ability to be together and be with others that share these characteristics is an important characteristic of any effective program
 4. Tier One instructional capacity to enhance differentiation and other instructional techniques will benefit all students.
 5. Gifted designation should not be confused with academic rigor as a distinguishing characteristic – although we recognize the need for academic/intellectual rigor for all kids.
 6. Our program needs to allow for faster, deeper, more sophisticated or novel approaches.
 7. Permanently pulling gifted students out of regularly planned instruction (free standing gifted program for example) is not an appropriate solution.
 8. Selection and preparation of staff (Tier Three) is as important as the selection of students.

2. What do we know?

Definitions –

The term gifted and talented student means children and youths who give evidence of higher performance capability in such areas as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the schools in order to develop such capabilities fully.

- THE JACOB JAVITS GIFTED AND TALENTED STUDENTS EDUCATION ACT

A gifted person is someone who shows, or has the potential for showing, an exceptional level of performance in one or more areas of expression.

- NATIONAL ASSOCIATION FOR GIFTED CHILDREN

... possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and needing differentiated instruction or services beyond those being provided in the regular school program in order to realize their intellectual, creative or specific academic potential.

- CONNECTICUT DEPARTMENT OF EDUCATION

Federal definition as defined in 1972 (Public Law 91-230, Section 806) Gifted and talented children are those identified by professionally qualified persons, who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

Giftedness is asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm. This asynchrony increases with higher intellectual capacity. The uniqueness of the gifted renders them particularly vulnerable and requires modifications in parenting, teaching and counseling in order for them to develop optimally... asynchrony intensifies as IQ increases, because of the greater discrepancy between the child's mental and chronological ages.. and also with increased discrepancies between strengths and weaknesses... They develop cognitively at a much faster rate than they develop physically and emotionally, posing interesting problems. They tend to experience all of life with greater intensity, rendering them emotionally complex.... These children do not fit the developmental norms for their age.

- Dr. Linda Silverman, University of Denver

State Statutes:

The state statutes define "a child requiring special education" as "any exceptional child who ... (B) has extraordinary learning ability or outstanding talent in the creative arts, the development of which requires programs or services beyond the level of those ordinarily provided in regular school programs but which may be provided through special education as part of the public school program..." § 10-76a(5)

The state defines "extraordinary learning ability" and "outstanding talent in the creative arts" through regulations. Extraordinary learning ability means "a child identified by the planning and placement team as gifted and talented on the basis of either performance on relevant standardized measuring instruments, or demonstrated or potential achievement or intellectual creativity, or both." § 10-76a-2(1)

Gifted and talented is defined as "a child identified by the planning and placement team as (A) possessing demonstrated or potential abilities that give evidence of very superior

intellectual, creative or specific academic capability and (B) needing differentiated instruction or services beyond those being provided in the general education program in order to realize the child's intellectual, creative or specific academic potential. The term shall include children with extraordinary learning ability and children with outstanding talent in the creative arts.” § 10-76a-2(2)

A child with outstanding talent in the creative arts is defined in the regulations as “a child identified by the planning and placement team as gifted and talented on the basis of demonstrated or potential achievement in music, the visual arts or the performing arts.” § 10-76a-2(2) to (3)

Other Research Findings:

- Identification – in accordance with state law referenced above.
 - Our process needs to follow state guidelines for identification
 - Multiple criteria

- Program Design Elements
 - A continuum of services that addresses multiple levels of need, that is relevant, appropriately challenging, and builds resilience.
 - Tier One - Classroom instruction should be structured in ways (thoughtfully clustered for example) that accommodate the needs of gifted and talented students.
 - Tier Two - Appropriate in-class interventions.
 - Tier Three – Structured time with intellectual peers.
 - The importance of including elements of the program goals within the Student Success Plan and include academic, social-emotional, physical and vocational components.

3. What do we want?

The review committee believes in the appropriateness of addressing the academic, social, and emotional needs of all children and understand the necessity of providing appropriate Tier One, Two and Three interventions for students who are profoundly gifted.

Proposed response

- Recommended Design Elements. (Keep in Mind Tier One, Two and Three)

- A continuum of services that addresses multiple levels of need, that is relevant, appropriately challenging, and builds resilience.
 - Tier One - Classroom instruction should be structured in ways (thoughtfully clustered for example) that accommodate the needs of gifted and talented students.
 - Tier Two - Appropriate in-class interventions.
 - Tier Three – Structured time with intellectual peers.
 - The importance of including elements of the program goals within the Student Success Plan and include academic, social-emotional, physical and vocational components.
 - Integrated into normal schedule as much as possible.
 - A combination of consultation and direct service.
 - Appropriate staffing capacity (quantity and quality).
 - Dedicated time for communication and collaboration for staff
 - Opportunity for students to pursue a passion
- Identification process: Who? What? When?
 - Referrals for identification can happen at any time as part of the normal process of Child Find
 - Reference the 2006 model of identification process as foundational with some changes. This includes
 - The Otis-Lennon Scholastic Ability Test (OLSAT)
 - NWEA data
 - Torrance Test of Creative Thinking
 - Parent and teacher checklists
 - Recommended an addition of self-screening instrument for students
 - Results reviewed by entrance committee as defined in the 2006 framework - blind reviews of the number
 - Using an estimate of 3-5% of the student population as a guideline for planning on required resources is an appropriate estimate
 - Re-referrals should be handled through the Student Assistance Team (SAT) process

Program or service delivery specifics

Tier One Strategies for All Levels:

Goals:

- Students will have access to appropriately challenging work - rigor is not the same for all students. All students need to learn to work just beyond their current level of challenge and to develop persistence and resiliency.

- Curriculum compacting, tiering, meaningful extensions, etc... should be used as a regular part of teaching to ensure that the needs of all students are met.
- Beyond academics, the social, emotional, physical and vocational needs of all students must be understood and addressed in the general classroom.
- All students need structured time with their intellectual peers.
- Student work must be relevant, they must learn something new from their instruction.
- There should be opportunities for independent projects in areas of interest that allow students to delve into areas of passion.

Measures:

- Exceptional effort deserves exceptional recognition.
- Demonstrate measurable growth for all children.

Support:

- Effective education requires effective communication between teachers/parents/counselors, etc.
- Teachers need the resources and professional support required for rigorous instruction for all students
- Every student should have a Success Plan (starting in 5th grade) that indicates appropriate goals and measures for that individual.

Elementary -

General - Tier One:

- Programming to start no later than 4th grade.

Tier Two Strategies

- There should be selective performance clustering of students with enhanced differentiation within the regular classrooms (topic or task specific).

Tier Three Strategies

- Identified gifted students have the opportunity to meet with an appropriately trained teacher and as many of their intellectual peers as practical at least once a week on a rotating intervention model basis for the primary purpose of creative problem solving, critical thinking, independent projects, and developmental guidance programming.

Intermediate -

General - Tier One:

- Student Success Planning starting 5th grade

Tier Two Strategies

- There should be selective performance clustering of students with enhanced differentiation within the regular classrooms (topic or task specific).

Tier Three Strategies

- Identified gifted students have the opportunity to meet with an appropriately trained teacher and as many of their intellectual peers as practical and often as the schedule allows (during the “Special 2 block”) for the primary purpose of creative problem solving, critical thinking, independent projects, and developmental guidance programming.
- Opportunities to access advanced content as needed.

Middle-

General - Tier One:

- Student Success Plans
- Planning transition to high school

Tier Two Strategies

- There should be selective performance clustering of students with enhanced differentiation within the regular classrooms (topic or task specific).

Tier Three Strategies

- All gifted students go to a gifted class during a physical education class (1 of 2).
- Advanced classes if needed.
- Voluntary GATES Learning Lab meetings
- Continuum of services, additional services for profoundly gifted students individualized.
- Specialized counseling support for transition to high school.

High -

General - Tier One Plus:

- Student Success Plans
- Specialized Counseling

Tier Two Strategies

- There should be selective clustering of gifted students in the regular classrooms.
- Specialized Counseling

Tier Three Strategies

- All gifted students go to a gifted class.
- Advanced classes if needed
- Continuum of services, additional services for profoundly gifted students individualized

Required Steps:

Task	Outcome	Resources	Timeline
Standardize and refine identification process	<ul style="list-style-type: none"> - Clarity of criteria – - Build process and calibrate for consistency - Identify staff and schedule - Make explicit within the SAT process 	Screening committee to review and document existing process and make recommendations for improvement	09/14
Build Tier One Resources for all by level	<ul style="list-style-type: none"> - Professional development and curriculum for all teachers 	<ul style="list-style-type: none"> - Identified staff work to design and recommend Tier One Resources and training outcomes for all staff – differentiated by level. 	06/15
Design Tier Two resources by level	<ul style="list-style-type: none"> - Build curriculum materials to support tier two interventions 	<ul style="list-style-type: none"> - Identified staff work to design and recommend Tier Two Resources and training outcomes for all staff – differentiated by level. 	06/15
Incorporate GE into elementary, intermediate and middle schedule	<ul style="list-style-type: none"> - Accommodate tier three interventions 	<ul style="list-style-type: none"> - Administrators build these options into working schedules. 	08/14
Design Tier Three resources by level	<ul style="list-style-type: none"> - Review existing curriculum resources – identify gaps or revision needs and then... - Build curriculum materials for tier three interventions 	<ul style="list-style-type: none"> - Identified staff work to design and recommend Tier Three Curriculum and training outcomes for use in appropriate programing. 	09/15
Identify Tier Three staff	<ul style="list-style-type: none"> - Job descriptions are built and posted - Candidates identified and trained 1 Elementary/Intermediate	Preferred with special education cert and gifted education experience	06/14

	1 Middle School		
Create staff development and implementation plan	- Identified staff work to develop the professional development plan for tier one and tier two interventions and then deliver that plan	- Identified staff	06/15

Budget Implications –

Two FTE – (which represents a reallocation of a current .8, adding a .2 FTE in addition to what is currently allocated, to reach a level of 2 FTE)

Other References:

Assessment/Identification

“Assessing Gifted Children”

http://www.davidsongifted.org/db/Articles_id_10221.aspx

“Gifted children: Youth mental health update”

http://www.davidsongifted.org/db/Articles_id_10170.aspx

“With the eyes of a teacher”

http://www.davidsongifted.org/db/Articles_id_10364.aspx

“The on-going dilemma of effective identification practices in gifted education”

http://www.davidsongifted.org/db/Articles_id_10271.aspx

“Current Issues in Research on Intelligence”

<http://files.eric.ed.gov/fulltext/ED385605.pdf>

“Talent Development in Gifted Education” ERIC Digest (once you get to the site, click button on right for full article)

<http://eric.ed.gov/?q=E610&id=ED455657>

Characteristics

“Giftedness and the Gifted: What's It All About?”

http://www.davidsongifted.org/db/Articles_id_10623.aspx

“Profiles of the gifted and talented”

http://www.davidsongifted.org/db/Articles_id_10114.aspx

“Characteristics of intellectually advanced young people”

http://www.davidsongifted.org/db/Articles_id_10501.aspx

[“Giftedness and the Gifted: What's It All About?”](http://www.davidsongifted.org/db/Articles_id_10623.aspx)
http://www.davidsongifted.org/db/Articles_id_10623.aspx

Program Design

[“Grouping the gifted and talented: Questions and answers”](http://www.davidsongifted.org/db/Articles_id_10173.aspx)
http://www.davidsongifted.org/db/Articles_id_10173.aspx

[“Ability Grouping in Elementary Schools”](http://www.davidsongifted.org/db/Articles_id_10618.aspx)
http://www.davidsongifted.org/db/Articles_id_10618.aspx

[“Cluster Grouping of Gifted Students: How To Provide Full-Time Services on a Part-Time Budget”](http://eric.ed.gov/?q=ED451663+cluster+grouping&id=ED451663) ERIC Digest (once you get to the site, click button on right for full article)
<http://eric.ed.gov/?q=ED451663+cluster+grouping&id=ED451663>

[“Gifted learners and the middle school: Problem or promise?”](http://www.davidsongifted.org/db/Articles_id_10336.aspx)
http://www.davidsongifted.org/db/Articles_id_10336.aspx

[“Developing Programs for Students of High Ability”](http://eric.ed.gov/?q=E502&id=ED334806) ERIC Digest” (once you get to the site, click button on right for full article)
<http://eric.ed.gov/?q=E502&id=ED334806>

[“Differentiating the Language Arts for High Ability Learners, K-8. ERIC Digest.”](http://eric.ed.gov/?q=differentiating+the+language+arts+for+high&id=ED474306) (once you get to the site, click button on right for full article)
<http://eric.ed.gov/?q=differentiating+the+language+arts+for+high&id=ED474306>

[“Individual instruction plan menu for the gifted child”](http://www.davidsongifted.org/db/Articles_id_10272.aspx)
http://www.davidsongifted.org/db/Articles_id_10272.aspx

[“Twelve Cost Effective Educational Options for Serving Gifted Students”](http://www.davidsongifted.org/db/Articles_id_10363.aspx)
http://www.davidsongifted.org/db/Articles_id_10363.aspx

https://drive.google.com/file/d/0B2_rQhrqvJ_5QVU2VXF2S3VJd1U/edit?usp=sharing

Newtown Middle School Students

Julia Haskins is a kind and mature young lady who never leaves class without a thank you to her teacher. Julia has been involved with the NMS Heroes club for two years, and is active outside school volunteering to teach CCD to second graders, selling sports attire to fundraise for NYA, and volunteers for the Newtown Youth Basketball Association. Additionally, Julia is involved at school through student council, yearbook, and basketball. She is a lovely young lady with outstanding grades and she is an asset to her peers. Julia exemplifies what it means to be a scholar and a leader.

Ryan Patrick is an incredible young man whose drive, initiative, and caring would put most *adults* to shame. Since 2012 Ryan (on his own) raised over \$24,000 for Healing Hearts Hospice Center in Danbury. Not content to stop there, Ryan formed an organization with six of his friends, called K.I.D.O., which stands for Kids In Deed Organization. The organization's purpose is to raise the money needed for the new Healing Hearts, and continue to help and their work. Their total raised thus far is over \$35,000. Ryan is kind to his peers, and is a positive influence amongst them. Not surprisingly, Ryan has a fantastic work ethic, and achieves excellent grades.

Newtown High School Students

Sonya Stanczyk is a young woman who directs her energies in positive ways. She thrives in challenging courses, with impressive grades and seeks opportunities to expand her knowledge and leadership skills. She learned of the need for prepared hot meals for homeless people after meeting with the Director of Health and Human Services in Danbury. With the help of the Culinary teachers, a senior culinary student and food donations from local stores, Sonya implemented the "Feeding the Need" program, where homeless shelters are recipients of frozen meals which can be heated and served. She is devoted to improving the lives of others.

Matthew Mossbarger is scholarly, athletic and altruistic. He has a passion and enthusiasm which lights up Newtown High School. He demonstrates an utter yearning to learn in the most challenging courses offered. His peers are inspired by his aspiration and that enthusiasm for learning inside and outside the classroom. He leads by example and is a model for others. He is the President of the National Honor Society and was Captain of the Varsity Soccer team, hence being selected as the Newtown High School Scholar Athlete. Matt is a warm, caring individual who is loved by his peers and the faculty.

Newtown Public Schools Recognized Nationally for Music Education Efforts

Newtown ranks among nation's top communities for support of music education



Newtown, CT (April 10, 2014) – The NAMM Foundation recognizes the Newtown Public Schools for its outstanding commitment to music education with a Best Communities for Music Education designation. Newtown joins 376 districts across the country to receive this prestigious distinction in 2014.

In its 15th year, Best Communities for Music Education affirms school districts that have demonstrated exceptional efforts toward maintaining music education as part of schools' core curriculum. Newtown has received this award six times.

The BCME survey requires districts to answer detailed questions about funding, graduation requirements, music class participation, instruction time, facilities, support for the music program and community music-making programs. Responses were verified with school officials and reviewed by the Institute for Educational Research and Public Service of Lawrence, Kansas, an affiliate of the University of Kansas.

Michelle Hiscavich, Newtown's Director of Music, is "proud to have the hard work and efforts of the music teachers recognized and appreciates that the community recognizes the value of an education in music and the arts. Arts programs enable children to become well rounded individuals. In addition to developing the creative side of the brain, children are strengthening their problem-solving and critical thinking skills. The music teachers are dedicated to the providing the best program possible for the children of Newtown and are creative and innovative in their approach. We are working to educate the audiences of tomorrow as well as the next generation of musicians."

As Newtown finalizes its 2014-15 budgets, the announcement of this year's Best Communities for Music Education designation brings attention to the importance of keeping music education part of school's core education and music's vital role in student success in school.

The Best Communities for Music Education program plays an important part of the NAMM Foundation's efforts to make music education part of the core curriculum assuring that the benefits of music making are available to every child. Numerous studies have demonstrated that learning to play music can boost academic and social skills, lower disciplinary action and keep kids in schools.

Nearly 5000 students participate in the Newtown Public Schools music programs which include General Music, Chorus, Band, Orchestra, Percussion Ensemble, Jazz Improvisation, Music Technology, Harmony and Composition and AP Music Theory. Many of those students also participate in Jazz Band, Marching Band, annual musical productions, Chamber Orchestra, Singers, Color Guard, Winter Guard and Winter Drumline. Over 40 students were selected to participate in this year's regional and state music festivals. Additional awards include the CT High School Theater Awards, MAC Marching Band Champions, WGI Color Guard Awards and various Jazz competition awards. Music students frequently perform for school and community events and have traveled the world representing Newtown and making music.

Town of Newtown
Board of Finance - Capital Improvement Plan Calendar
CIP 2015-16 through 2019-10


August 11, 2014	Board of Selectmen presents 2015-16 through 2019-20 Capital Improvement Plan
August 28, 2014	Board of Education presents 2015-16 through 2019-20 Capital Improvement Plan
Sept thru Oct, 2014	Board of Finance Reviews 2015-16 through 2019-20 Capital Improvement Plan
November 10, 2014	Board of Finance completes recommended Capital Improvement Plan
November 19, 2014	Board of Finance recommended CIP presented to The Legislative Council for its review and Approval (by November 30).
January 2015	Legislative Council approves the Capital Improvement Plan (within 60 days from receipt of BOF)

**NEWTOWN PUBLIC SCHOOLS
BUSINESS OFFICE**

MEMORANDUM

DATE: May 14, 2014

TO: Board of Education
Dr. Joseph V. Erardi, Jr. Superintendent

FROM: Ron Bienkowski, Director of Business 

SUBJECT: Special Needs Transportation Bid Award

A comprehensive bid specification was developed dividing the current special needs transportation into two contracts. The bid was publically advertised on March 28, 2014 with the specifications available on April 1, 2014. A total of 12 specifications were distributed and requested.

The services included in this bid are currently being provided by MTM Transportation, who did not respond to our bid request.

Contract A, which is for in-district transportation for special needs within our schools required 3 Type II wheelchair vehicles and 6 Type II 30 passenger vehicles with a required spare for each vehicle type.

All-Star Transportation bid this contract for a three and a five year basis as called out in the specifications. The bid prices represent daily vehicle rates for a six and one half hour day with an excess hourly rate. Fuel for these vehicles is provided by the district limited to 2,200 gallons per vehicle per school year. The price bid is lower than that which we are paying for the current year. There were no other bidders for this in-district service. It is my recommendation to award 'In-District-Contract A' to All-Star Transportation, LLC.

Contract B for Out-of-District Special Needs Transportation required STV's (Student Transportation Vehicles) for up to 19 out-of-town facilities. The daily rate bid includes the required fuel. The specifications and the understanding is clear that these placements are not guaranteed and are subject to change during the recommended term of this contract.

Two qualified bids were received for Contract B. One from All-Star Transportation, and the lower recommended bid from Education Connection, our Regional Educational Service Center.

The bids received have complied with all requirements. Special Education and Business Office personnel have met with the responsible representatives from Education Connection and All-Star Transportation on May 7th to review all aspects of the bid and implementation. Both All-Star and Education Connection have placed orders for the required vehicles, are currently interviewing potential employees and working on logistics.

At the bid opening held on April 22nd, I announced that I would bring this recommendation to the Board on May 6th. Because of agenda concerns it is now before you for May 20th. I have sent letters that I, with the endorsement of the Superintendent, will be recommending award of the respective contracts as indicated herein.

The budgeted amounts for Special Education bussing will not be recommended for adjustment at this time. These contracts affect a multiplicity of routes which were handled by a variety of vehicles. The assignment of specific eligible costs at reduced rates will have a reducing effect on what was budgeted for Excess Cost Grant revenue, netting out in the budget line. There currently will also be two additional out-of-district requirements which were not budgeted. Rough analysis indicates savings will be in the vicinity of \$50-60,000 with the additional routes costing \$40-50,000 with a potential revenue reduction of \$10-20,000. These occurrences will mean the bussing components will be essentially break-even, in spite of favorable bid results. However, the corresponding fuel accounts will be able to be reduced by \$60-70,000 due to inclusion of fuel in the daily rates for the out-of-district transports.

The bid sheets and comparisons to current are attached.

If you have any questions please contact me prior to the meeting as it is a heavy agenda.

cc: Julie Haggard, Director of Pupil Services

Newtown Public Schools
 Newtown, Connecticut

In District - Contract A

	2013-14	2014-15
<u>Home to School, A.M. & P.M.</u>	<u>MTM</u>	<u>All-Star</u>
<u>Type II W/C 18+1 Passenger Vehicle</u>		
6 1/2 hours per day	\$315	\$295
Excess rate per hour	\$50	\$50
<u>Type II 30 Passenger Vehicle</u>		
6 1/2 hours per day	\$315	\$295
Excess rate per hour	\$50	\$50
Aide Rate (per hour)	\$19	\$18
<u>Summer Rates</u>		
<u>Type II W/C 18+1 Passenger Vehicle</u>		
5 hours per day	\$280	\$265
Excess rate per hour	\$50	\$50
<u>Type II 30 Passenger Vehicle</u>		
5 hours per day	\$260	\$265
Excess rate per hour	\$50	\$50
Aide Rate (per hour)	\$19	\$18

Appendix F

In District - Contract A

Company Name: All-Star Transportation, LLC

Public Bid Form for Transportation Services - Due April 22, 2014				
Daily Rate Year 1 <u>2014-15</u>	Daily Rate Year 2 <u>2015-16</u>	Daily Rate Year 3 <u>2016-17</u>	Daily Rate Year 4 <u>2017-18</u>	Daily Rate Year 5 <u>2018-19</u>
\$295.00	\$305.00	\$315.00	\$327.00	\$340.00
\$50.00	\$55.00	\$60.00	\$65.00	\$70.00

Home to School, A.M. & P.M.

Type II W/C 18+1 Passenger Vehicle

6 1/2 hours per day

* Excess rate per hour

Type II 30 Passenger Vehicle

6 1/2 hours per day

* Excess rate per hour

\$295.00	\$305.00	\$315.00	\$327.00	\$340.00
\$50.00	\$55.00	\$60.00	\$65.00	\$70.00

Aide Rate (per hour)

\$18.00	\$18.50	\$19.00	\$19.50	\$20.00
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Summer Rates

Type II W/C 18+1 Passenger Vehicle

5 hours per day

* Excess rate per hour

Type II 30 Passenger Vehicle

5 hours per day

* Excess rate per hour

\$265.00	\$270.00	\$275.00	\$285.00	\$295.00
\$50.00	\$55.00	\$60.00	\$65.00	\$70.00

\$265.00	\$270.00	\$275.00	\$285.00	\$295.00
\$50.00	\$55.00	\$60.00	\$65.00	\$70.00

Aide Rate (per hour)

\$18.00	\$18.50	\$19.00	\$19.50	\$20.00
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Vendor acknowledges that changes in needs will inevitably occur during the life of this contract.

I understand the foregoing specifications and confirm this is our companies BID for the In District Contract A.

Signed: 

Date: 4-22-2014

Printed Name: John R. Dufour

Telephone: 203-573-0555

Title: President

Newtown Public Schools
 Newtown, Connecticut

Out of District Special Needs - Contract B

Home to School, A.M. & P.M.

(refer to appendix A for school locations)

	2013-14 <u>MTM</u>	2014-15 <u>Ed Conn</u>	2014-15 <u>All-Star</u>
1) ACES - North Haven	\$200.00	\$164.00	\$235.00
2) ACES - Northford	\$200.00	\$164.00	\$235.00
3) Cedarhurst	\$186.00	\$167.00	\$205.00
4) CES	\$202.00	\$175.00	\$235.00
4a) CES (separate vehicle required)	\$165.00	\$175.00	\$175.00
5) CCCD	\$165.00	\$176.00	\$175.00
6) CT. Junior Republic	\$219.00	\$183.00	\$235.00
7) Hope Academy	\$165.00	\$178.00	\$190.00
8) Foundation (lower)	\$165.00	\$163.00	\$190.00
9) Foundation (upper)	\$165.00	\$163.00	\$190.00
10) Giant Steps	\$175.00	\$210.00	\$205.00
11) Lorraine Day Foster	\$186.00	\$178.00	\$205.00
12) Meloria	\$191.00	\$180.00	\$205.00
13) Raymond Hill	\$230.00	\$166.00	\$235.00
14) The Learning Center (Adlebrook)	\$200.00	\$187.00	\$235.00
15) TSA / Speech Academy	\$170.00	\$179.00	\$175.00
16) Gengras Center	\$0.00	\$0.00	\$235.00
17) Safe House - Bridgeport	\$0.00	\$0.00	\$190.00
18) Safe House - Waterbury	\$0.00	\$0.00	\$175.00
19) Safe House - Danbury	\$0.00	\$0.00	\$175.00
Aide Rate (per hour)	\$19.00	\$16.00	\$18.00

Out of District Special Needs - Contract B

Company Name: Education Connection

Home to School, A.M. & P.M.

(refer to appendix A for school locations)

- 1) ACES - North Haven
- 2) ACES - Northford
- 3) Cedarhurst
- 4) CES
- 4a) CES (separate vehicle required)
- 5) CCCD
- 6) CT. Junior Republic
- 7) Hope Academy
- 8) Foundation (lower)
- 9) Foundation (upper)
- 10) Glant Steps
- 11) Lorraine Day Foster
- 12) Melorla
- 13) Raymond Hill
- 14) The Learning Center (Adlebrook)
- 15) TSA / Speech Academy
- 16) Gengras Center
- 17) Safe House - Bridgeport
- 18) Safe House - Waterbury
- 19) Safe House - Danbury

Public Bid Form for Transportation Services - Due April 22, 2014						
Estimated # of Students	Daily Rate	Daily Rate	Daily Rate	Daily Rate	Daily Rate	* Bidder's Estimated # Aide Hours
	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19	
1	164.00	164.00	167.28	167.28	170.63	6
2	164.00	164.00	167.28	167.28	170.63	6
1	167.00	167.00	170.00	170.00	173.40	5.5
3	175.00	175.00	178.50	178.50	182.00	6
1	175.00	175.00	178.50	178.50	182.00	6
1	176.00	176.00	179.52	179.52	183.00	7
2/3	183.00	183.00	186.60	186.60	190.34	6.5
1	178.00	178.00	181.56	181.56	185.10	6
3	163.00	163.00	166.25	166.25	169.50	6
1	163.00	163.00	166.25	166.25	169.50	6
1	210.00	210.00	210.00	210.00	210.00	6
1	178.00	178.00	181.56	181.56	185.19	7
1	180.00	180.00	183.60	183.60	187.25	6
1/2	166.00	166.00	169.25	169.25	172.63	5
2	187.00	187.00	190.70	190.70	194.50	7.5
4/5	179.00	179.00	182.50	182.50	186.00	5.5
0	188.00	188.00	191.75	191.75	195.50	7.0
0	168.00	168.00	171.30	171.30	174.70	7
0	158.00	158.00	161.10	161.10	164.30	6
0	156.00	156.00	159.10	159.10	162.25	5

Aide Rate (per hour)

16.00	16.00	16.30	16.30	16.60
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Bidders are **NOT** required to include daily rates for all schools listed above.

All daily rates **MUST include the cost of fuel**. Bidder acknowledges that changes in needs will inevitably occur during the life of this contract and estimated number of students may vary.

* Bidder will give best estimate for aide hours. Newtown Public Schools reserves the right to adjust hours.

I understand the foregoing specifications and confirm this is our companies BID for the schools listed herein,

Signed: Bert Hughes

Date: April 21, 2014

Printed Name: Bert Hughes

Telephone: 860-567-0863 X131

Title: Transportation Manager

Out of District Special Needs - Contract B

Company Name: All-Star Transportation, LLC

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

Public Bid Form for Transportation Services - Due April 22, 2014


	Estimated # of Students	Daily Rate	Daily Rate	Daily Rate	Daily Rate	Daily Rate	* Bidder's Estimated # Aide Hours	Gal/Day
		Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19		
1) ACES - North Haven	1	\$235.00	\$242.00	\$249.00	\$257.00	\$265.00	5.25	9.5
2) ACES - Northford	2	\$235.00	\$242.00	\$249.00	\$257.00	\$265.00		9.5
3) Cedarhurst	1	\$205.00	\$211.00	\$217.00	\$224.00	\$232.00		7.5
4) CES	3	\$235.00	\$242.00	\$249.00	\$257.00	\$265.00	5.0	5.0
4a) CES (separate vehicle required)	1	\$175.00	\$180.00	\$186.00	\$192.00	\$198.00		3.75
5) CCCD	1	\$175.00	\$180.00	\$186.00	\$192.00	\$198.00		4.0
6) CT. Junior Republic	2/3	\$235.00	\$242.00	\$249.00	\$257.00	\$265.00		9.5
7) Hope Academy	1	\$190.00	\$196.00	\$202.00	\$208.00	\$215.00	5.0	6.0
8) Foundation (lower)	3	\$190.00	\$196.00	\$202.00	\$208.00	\$215.00		6.0
9) Foundation (upper)	1	\$190.00	\$196.00	\$202.00	\$208.00	\$215.00		6.0
10) Giant Steps	1	\$205.00	\$211.00	\$217.00	\$224.00	\$232.00		7.0
11) Lorraine Day Foster	1	\$205.00	\$211.00	\$217.00	\$224.00	\$232.00		6.5
12) Meloria	1	\$205.00	\$211.00	\$217.00	\$224.00	\$232.00		8.25
13) Raymond Hill	1/2	\$235.00	\$242.00	\$249.00	\$257.00	\$265.00		10.0
14) The Learning Center (Adebrook)	2	\$235.00	\$242.00	\$249.00	\$257.00	\$265.00		10.0
15) TSA / Speech Academy	4/5	\$175.00	\$180.00	\$186.00	\$192.00	\$198.00		4.0
16) Gengras Center	0	\$235.00	\$242.00	\$249.00	\$257.00	\$265.00		8.0
17) Safe House - Bridgeport	0	\$190.00	\$196.00	\$202.00	\$208.00	\$215.00		5.0
18) Safe House - Waterbury	0	\$175.00	\$180.00	\$186.00	\$192.00	\$198.00		5.0
19) Safe House - Danbury	0	\$175.00	\$180.00	\$186.00	\$192.00	\$198.00		5.0

Aide Rate (per hour)	\$18.00	\$18.50	\$19.00	\$19.50	\$20.00
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Bidders are **NOT** required to include daily rates for all schools listed above.
All daily rates **MUST include the cost of fuel**. Bidder acknowledges that changes in needs will inevitably occur during the life of this contract and estimated number of students may vary.

* Bidder will give best estimate for aide hours. Newtown Public Schools reserves the right to adjust hours.

I understand the foregoing specifications and confirm this is our companies BID for the schools listed herein.

Signed:  Date: 04-22-2014
Printed Name: John R. Dufour Telephone: 203-573-0555
Title: President

* BOE to provide all fuel (gasoline)
* Bid is for all jobs only

CONTRACT FOR TRANSPORTATION SERVICES

This CONTRACT FOR IN-DISTRICT TRANSPORTATION SERVICES CONTRACT-A (“Contract”) is made this 20th day of May, 2014, by and between the **NEWTOWN BOARD OF EDUCATION**, hereinafter called the “Board,” and **ALL-STAR TRANSPORTATION, LLC**, hereinafter called the “Contractor”.

WITNESSETH

WHEREAS, the Board wishes to provide transportation services for students for whom the Board provides transportation services for a period of five (5) years; and

WHEREAS, the Board accepted bids for the provision of transportation services and awarded the Contract to **ALL-STAR TRANSPORTATION, LLC**, on May 20, 2014 and

WHEREAS, **All-STAR TRANSPORTATION, LLC**, is ready, willing and able to provide the required transportation services sought by the Board and has accepted the award of the Contract.

NOW, THEREFORE, in consideration of the mutual promises and covenants of the parties hereto, the Board and **ALL-STAR TRANSPORTATION, LLC**, mutually agree as follows:

I. TERM

The term of this Contract shall be for an initial period of three (3) years beginning on **July 1, 2014** and terminating on **June 30, 2017** with a two (2) year extension period to June 30, 2019. Such extension will be based on successful performance in the initial period at the bid rates as in Appendix F (the “Term”).

II. INCORPORATION OF DOCUMENTS AND TERMS AND CONDITIONS OF CONTRACT

The Specification and Bid Forms for Student Transportation released on April 1, 2014, including the Notice to Bidders, Instructions to Bidders, all specifications and all appendices and schedules attached thereto (the “Bid Documents”) are specifically incorporated into this Contract and made a part hereof and attached as Exhibit A. The Bid submitted and executed by Contractor, dated April 15, 2014 (the “Bidder’s Response”) is specifically incorporated into this Contract and made a part hereof and attached as Exhibit B. The Bid Documents and the Bidder’s Response are together, the “Documents”.

All of the terms and conditions for the Contract in the Bid Documents, including without limitation Sections 1.1, 3.2, 4, 5, 6, 7 and 8 of the Bid Documents, are hereby incorporated into and made a part of this Contract.

Any use of the term Bidder or Successful Bidder in Sections 3.2, 4, 5, 6, 7 and 8 of the Bid Documents shall mean “Contractor”. Any use of the term Bid in Sections 3.2, 4, 5, 6, 7 and 8 of the Bid Documents shall mean “Contract”.

III. SCOPE OF WORK

- A. The Contractor agrees that it will provide the transportation services on the terms and conditions described in and in accordance with the Bid Documents, except as provided herein or in the attached Exhibits.
- B. The Contractor shall provide, each year of this Contract, a list containing the make, model, year, fuel type and seating capacity of each vehicle to be supplied during the upcoming year of the Contract, in the form of Appendix B, attached to the Bid Documents. The Contractor shall update this list during the year if any changes are made to the vehicles.
- C. Contractor shall be responsible for providing all transportation related facilities used in the performance of this Contract. The Contractor shall promptly notify the Board of the location of the site where the vehicles used in the performance of this Contract shall be parked once such site has been selected by Contractor. The Board may inspect this location prior to or during the term of the Contract.

IV. PAYMENT AND COMPENSATION

- A. The Contract price payable for each Vehicle used in providing services under this Contract is detailed on page 41 in Exhibit B, which is attached hereto and incorporated herein. The number of Vehicles needed under this Contract will vary. **The cost of each Vehicle will be determined by the type, year of the Contract and the cost per day specified for that type of Vehicle as listed in Exhibit B. Under no circumstances is Contractor authorized to charge overtime to the Board without specific prior authorization.**
- B. The parties agree that no other payments shall be made to the Contractor who shall furnish all of the vehicles, drivers, labor, supervision, training, testing, materials, equipment, permits and licenses and other facilities necessary to provide the transportation and service required, including the staff and other services as required by the Board for the proper performance of the Contractor's duties.

V. MISCELLANEOUS

- A. If any provision of this Contract is subsequently found to be illegal or invalid, all unlawful provisions shall be deemed stricken from this Contract and shall be of no effect and the remaining provisions shall not be affected thereby and shall remain in full force and effect.
- B. This Contract and all Exhibits attached hereto constitutes the full and complete agreement of the parties hereto and shall be binding upon their respective permitted successors and assigns.
- C. This Contract shall be governed by, and construed and enforced in accordance with, the laws of the State of Connecticut without regard to its conflicts of laws principles.

D. Notices, requests, demands and documents required or desired to be given hereunder shall be in writing and delivered (i) personally (ii) by a nationally recognized overnight delivery service or (iii) by deposit into the United States mail, postage prepaid, certified or registered mail, addressed to the party at the following addresses or at such other address as notice thereof may have been given pursuant hereto:

To Board:

Newtown Board of Education
3 Primrose Street
Newtown, CT 06470
Attention: Director of Business

To Contractor:

All-Star Transportation, LLC
146 Huntington Avenue
Waterbury, CT 06708
Attention: John R. Dufour

IN WITNESS WHEREOF, the parties hereto have set their hands by their duly authorized representatives at NEWTOWN, CONNECTICUT, as of the _____ day of May, 2014.

CONTRACTOR

BOARD

ALL-STAR TRANSPORTATION, LLC

NEWTOWN BOARD OF
EDUCATION

By _____
John R. Dufour
President

By _____
Debbie Leidlein
Chair

Appendix F

In District - Contract A

Company Name: All-Star Transportation, LLC

Public Bid Form for Transportation Services - Due April 22, 2014				
Daily Rate Year 1 <u>2014-15</u>	Daily Rate Year 2 <u>2015-16</u>	Daily Rate Year 3 <u>2016-17</u>	Daily Rate Year 4 <u>2017-18</u>	Daily Rate Year 5 <u>2018-19</u>
\$295.00	\$305.00	\$315.00	\$327.00	\$340.00
\$50.00	\$55.00	\$60.00	\$65.00	\$70.00

Home to School, A.M. & P.M.

Type II W/C 18+1 Passenger Vehicle

6 1/2 hours per day

* Excess rate per hour

Type II 30 Passenger Vehicle

6 1/2 hours per day

* Excess rate per hour

\$295.00	\$305.00	\$315.00	\$327.00	\$340.00
\$50.00	\$55.00	\$60.00	\$65.00	\$70.00

Aide Rate (per hour)

\$18.00	\$18.50	\$19.00	\$19.50	\$20.00
---------	---------	---------	---------	---------

Summer Rates

Type II W/C 18+1 Passenger Vehicle

5 hours per day

* Excess rate per hour

Type II 30 Passenger Vehicle

5 hours per day

* Excess rate per hour

\$265.00	\$270.00	\$275.00	\$285.00	\$295.00
\$50.00	\$55.00	\$60.00	\$65.00	\$70.00

\$265.00	\$270.00	\$275.00	\$285.00	\$295.00
\$50.00	\$55.00	\$60.00	\$65.00	\$70.00

Aide Rate (per hour)

\$18.00	\$18.50	\$19.00	\$19.50	\$20.00
---------	---------	---------	---------	---------

Vendor acknowledges that changes in needs will inevitably occur during the life of this contract.

I understand the foregoing specifications and confirm this is our companies BID for the In District Contract A.

Signed: 

Date: 4-22-2014

Printed Name: John R. Dufour

Telephone: 203-573-0555

Title: President

CONTRACT FOR TRANSPORTATION SERVICES

This CONTRACT FOR OUT OF DISTRICT SPECIAL NEEDS TRANSPORTATION SERVICES CONTRACT-B ("Contract") is made this ____ day of May, 2014, by and between the **NEWTOWN BOARD OF EDUCATION**, hereinafter called the "Board," and **EDUCATION CONNECTION** hereinafter called the "Contractor".

WITNESSETH

WHEREAS, the Board wishes to provide transportation services for students for whom the Board provides transportation services for a period of five (5) years; and

WHEREAS, the Board accepted bids for the provision of transportation services and awarded the Contract to **EDUCATION CONNECTION**, on May 20, 2014 and

WHEREAS, **EDUCATION CONNECTION**, is ready, willing and able to provide the required transportation services sought by the Board and has accepted the award of the Contract.

NOW, THEREFORE, in consideration of the mutual promises and covenants of the parties hereto, the Board and **EDUCATION CONNECTION**, mutually agree as follows:

I. TERM

The term of this Contract shall be for an initial period of three (3) years beginning on **July 1, 2014** and terminating on **June 30, 2017** with a two (2) year extension period to June 30, 2019. Such extension will be based on successful performance in the initial period at the bid rates as in Appendix G (the "Term").

II. INCORPORATION OF DOCUMENTS AND TERMS AND CONDITIONS OF CONTRACT

The Specification and Bid Forms for Student Transportation released on April 1, 2014, including the Notice to Bidders, Instructions to Bidders, all specifications and all appendices and schedules attached thereto (the "Bid Documents") are specifically incorporated into this Contract and made a part hereof and attached as Exhibit A. The Bid submitted and executed by Contractor, dated April 21, 2014 (the "Bidder's Response") is specifically incorporated into this Contract and made a part hereof and attached as Exhibit B. The Bid Documents and the Bidder's Response are together, the "Documents".

All of the terms and conditions for the Contract in the Bid Documents, including without limitation Sections 1.1, 3.2, 4, 5, 6, 7 and 8 of the Bid Documents, are hereby incorporated into and made a part of this Contract.

Any use of the term Bidder or Successful Bidder in Sections 3.2, 4, 5, 6, 7 and 8 of the Bid Documents shall mean "Contractor". Any use of the term Bid in Sections 3.2, 4, 5, 6, 7 and 8 of the Bid Documents shall mean "Contract".

III. SCOPE OF WORK

- A. The Contractor agrees that it will provide the transportation services on the terms and conditions described in and in accordance with the Bid Documents, except as provided herein or in the attached Exhibits.
- B. The Contractor shall provide, each year of this Contract, a list containing the make, model, year, fuel type and seating capacity of each vehicle to be supplied during the upcoming year of the Contract, in the form of Appendix B, attached to the Bid Documents. The Contractor shall update this list during the year if any changes are made to the vehicles.

IV. PAYMENT AND COMPENSATION

- A. The Contract price payable for each Vehicle used in providing services under this Contract is detailed on page 41 in Exhibit B, which is attached hereto and incorporated herein. The number of Vehicles needed under this Contract will vary. **The cost of each Vehicle will be determined by the route, year of the Contract and the cost per day specified for that type of Vehicle as listed in Exhibit B. Under no circumstances is Contractor authorized to charge overtime to the Board without specific prior authorization.**
- B. The parties agree that no other payments shall be made to the Contractor who shall furnish all of the vehicles, drivers, labor, supervision, training, testing, materials, equipment, permits and licenses and other facilities necessary to provide the transportation and service required, including the staff and other services as required by the Board for the proper performance of the Contractor's duties.

V. MISCELLANEOUS

- A. If any provision of this Contract is subsequently found to be illegal or invalid, all unlawful provisions shall be deemed stricken from this Contract and shall be of no effect and the remaining provisions shall not be affected thereby and shall remain in full force and effect.
- B. This Contract and all Exhibits attached hereto constitutes the full and complete agreement of the parties hereto and shall be binding upon their respective permitted successors and assigns.
- C. This Contract shall be governed by, and construed and enforced in accordance with, the laws of the State of Connecticut without regard to its conflicts of laws principles.

D. Notices, requests, demands and documents required or desired to be given hereunder shall be in writing and delivered (i) personally (ii) by a nationally recognized overnight delivery service or (iii) by deposit into the United States mail, postage prepaid, certified or registered mail, addressed to the party at the following addresses or at such other address as notice thereof may have been given pursuant hereto:

To Board:

Newtown Board of Education
3 Primrose Street
Newtown, CT 06470
Attention: Director of Business

To Contractor:

Education Connection
355 Goshen Road
PO Box 909
Litchfield, CT 06759
Attention: Bert Hughes

IN WITNESS WHEREOF, the parties hereto have set their hands by their duly authorized representatives at NEWTOWN, CONNECTICUT, as of the _____ day of May, 2014.

CONTRACTOR

BOARD

EDUCATION CONNECTION

NEWTOWN BOARD OF
EDUCATION

By _____
Bert Hughes
Transportation Manager

By _____
Debbie Leidlein
Chair

Out of District Special Needs - Contract B

Company Name: Education Connection

Home to School, A.M. & P.M.

(refer to appendix A for school locations)

- 1) ACES - North Haven
- 2) ACES - Northford
- 3) Cedarhurst
- 4) CES
- 4a) CES (separate vehicle required)
- 5) CCCD
- 6) CT. Junior Republic
- 7) Hope Academy
- 8) Foundation (lower)
- 9) Foundation (upper)
- 10) Giant Steps
- 11) Lorraine Day Foster
- 12) Meloria
- 13) Raymond Hill
- 14) The Learning Center (Adebrook)
- 15) TSA / Speech Academy
- 16) Gengras Center
- 17) Safe House - Bridgeport
- 18) Safe House - Waterbury
- 19) Safe House - Danbury

Public Bid Form for Transportation Services - Due April 22, 2014						
Estimated # of Students	Daily Rate Year 1	Daily Rate Year 2	Daily Rate Year 3	Daily Rate Year 4	Daily Rate Year 5	* Bidder's Estimated # Aide Hours
	2014-15	2015-16	2016-17	2017-18	2018-19	
1	164.00	164.00	167.28	167.28	170.63	6
2	164.00	164.00	167.28	167.28	170.63	6
1	167.00	167.00	170.00	170.00	173.40	5.5
3	175.00	175.00	178.50	178.50	182.00	6
1	175.00	175.00	178.50	178.50	182.00	6
1	176.00	176.00	179.52	179.52	183.00	7
2/3	183.00	183.00	186.60	186.60	190.34	6.5
1	178.00	178.00	181.56	181.56	185.10	6
3	163.00	163.00	166.25	166.25	169.50	6
1	163.00	163.00	166.25	166.25	169.50	6
1	210.00	210.00	210.00	210.00	210.00	6
1	178.00	178.00	181.56	181.56	185.19	7
1	180.00	180.00	183.60	183.60	187.25	6
1/2	166.00	166.00	169.25	169.25	172.63	5
2	187.00	187.00	190.70	190.70	194.50	7.5
4/5	179.00	179.00	182.50	182.50	186.00	5.5
0	188.00	188.00	191.75	191.75	195.50	7.0
0	168.00	168.00	171.30	171.30	174.70	7
0	158.00	158.00	161.10	161.10	164.30	6
0	156.00	156.00	159.10	159.10	162.25	5

Aide Rate (per hour)

16.00	16.00	16.30	16.30	16.60
-------	-------	-------	-------	-------

Bidders are **NOT** required to include daily rates for all schools listed above.

All daily rates **MUST include the cost of fuel**. Bidder acknowledges that changes in needs will inevitably occur during the life of this contract and estimated number of students may vary.

* Bidder will give best estimate for aide hours. Newtown Public Schools reserves the right to adjust hours.

I understand the foregoing specifications and confirm this is our companies BID for the schools listed herein,

Signed: Bert Hughes

Date: April 21, 2014

Printed Name: Bert Hughes

Telephone: 860-567-0863 X131

Title: Transportation Manager

NPS
Newtown Public Schools
Activity Accounts
Period Ending March 31, 2014

Hawley School
Managed by: Secretary
Approved by: Principal
Current Balance: \$3,432.34

Middle School
Managed by: Secretary
Approved by: Principal
Current Balance: \$102,401.91

Sandy Hook School
Managed by: Secretary
Approved by: Principal
Current Balance: \$21,668.98

High School
Managed by: Secretary
Approved by: Principal
Current Balance: \$306,984.62

Middlegate School
Managed by: Secretary
Approved by: Principal
Current Balance: \$8,515.13

Custodial Account
Managed by: Business Assistant
Approved by: Director of Business
Current Balance: \$71,563.29

Head O'Meadow
Managed by: Secretary
Approved by: Principal
Current Balance: \$2,246.74

Continuing Education
Managed by: Bookkeeper
Approved by: Director of Continuing Ed
Current Balance: \$35,391.71

Reed Intermediate
Managed by: Secretary
Approved by: Principal
Current Balance: \$35,295.89

Smoke Free Environment - Use of Tobacco Products

The Board of Education recognizes the health consequences of tobacco use and the reports from various medical sources identifying health hazards for tobacco users/smokers and nonsmokers. It is the desire of the Board to provide a safe and healthful environment for students and adults who use school premises.

The Board of Education prohibits smoking and the possession or use of tobacco **and nicotine** products, including **but not limited to** cigarettes, **electronic cigarettes**, cigars, pipe tobacco, chewing tobacco or snuff, **smoking tobacco, smokeless tobacco, nicotine delivering devices chemicals or devices that produce the same flavor or physical effect of nicotine substances, or any other tobacco or nicotine innovations**, at any time, by anyone, in school buildings, on school property, or on transportation provided by the Board of Education.

Smoking shall be prohibited inside all school facilities at all times, including when buildings are used by the community or authorized organizations. Signs will be posted, and penalties will comply with current State/local regulations.

An ongoing program of student support and counseling will be offered to provide support for students who wish to break the smoking habit. Students who violate this policy will be subject to disciplinary action. The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, ~~and that any disciplinary actions imposed for similar actions are treated consistently.~~

Legal Reference: Connecticut General Statutes
~~CGS 1-21b(a), 31-40q~~
~~Public Act 08-184, effective October 1, 2008~~

19a-342 Smoking prohibited in certain places. Signs required. Penalties.

21a-242 Schedules of controlled substances.

PL 107-110, Section 4303, "Non-smoking Policy for Children's Services"

20 U.S.C. 7181-7184 The Pro Children Act of 2001

Policy adopted:
xx/xx/xxxx (Combined from 7-502, 3-502, 4-701 and Revised)

Alcohol, Drugs, and Tobacco

The Board of Education is concerned with maintaining a safe and healthy working and learning environment for all staff and students. Medical research indicates that the use of alcohol, drugs and tobacco are hazardous to one's health. In addition to the health hazard to the individual, certified employees are entrusted with the responsibility of imparting knowledge and serving as role models to students.

Alcohol and Drugs

The Board of Education recognizes the importance of maintaining a drug-free environment for its staff and students. In compliance with federal and state requirements, employees are prohibited from the unlawful manufacture, distribution, dispensing, possession or use on or in the workplace any alcohol, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana (including for palliative purposes) or any other controlled substance. Controlled drugs are further defined in Schedules I through V of Section 202 of the Controlled Substances Act (21 U.S.C. 812) and as further defined by regulation at 21 C.F.R. 1300.11 through 1300.15.

The "workplace" is defined to mean the site for the performance of work done. That includes any school building or any school premises; any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities; off school property during any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

Each employee shall notify his or her supervisor of his or her conviction occurring in the workplace as defined above, no later than 5 days after such conviction.

Each employee shall abide by the terms of the school district policy respecting a drug-free and alcohol-free workplace.

An employee who violates the terms of this policy may be required to successfully complete an appropriate rehabilitation program, may not be renewed or his/her employment may be suspended or terminated, at the discretion of the Board.

Tobacco

There shall be no smoking or other use of tobacco products on school property during regular school hours, on transportation provided by the Board of Education, or during the course of any trip sponsored by the Board or under the supervision of the Board or its authorized agent.

Tobacco and nicotine products include but are not limited to cigarettes, electronic cigarettes, cigars, pipe tobacco, chewing tobacco or snuff, smoking tobacco, smokeless tobacco, nicotine delivering devices chemicals or devices that produce the same flavor or physical effect of nicotine substances, or any other tobacco or nicotine innovations

A copy of this policy and the consequences of violating the policy shall be distributed to all employees of the Board of Education. Failure to comply with the policy may result in disciplinary action as detailed by the administration.

Legal Reference: Drug-Free Workplace Act. 102 Stat. 4305-4308.

Drug-Free Schools and Community Act, P.L. 99-570, as amended by P.L. 101-226 (1991)

21 U.S.C. 812, Controlled Substances Act, I through V, 202.

21 C.F.R. 1300.11 through 1300.15 regulation.

54 Fed. Reg. 4946 (1989)

Connecticut General Statutes

1-21b Smoking prohibited in certain places.

21a-408a Qualifying patient not subject to arrest, prosecution or certain other penalties. Requirements. Exceptions.

Policy adopted:

xx/xx/xxxx, Replaces 4-701

The Board of Education recognizes the district's responsibility to maintain order, discipline, safety and security on school property and in school vehicles. The Board also desires to afford students, staff, parents and visitors privacy with respect to the records maintained by the district. The Board recognizes the value of electronic surveillance systems in monitoring activity on school property, in school vehicles and any vehicle entering school property in furtherance of protecting the health, welfare and safety of its students, staff, parents and visitors. The students, staff, parents and visitors of the district recognize that their security and safety depends upon the capacity of the district to maintain discipline, control building access, and that a certain amount of restraint upon the activities of students and building visitors is assumed and expected.

District surveillance cameras will only be utilized in public areas where there is no "reasonable expectation of privacy." Audio recordings shall not be utilized by School District employees without the express permission of the Superintendent or his/her designee; such prohibition does not preclude the use of audio recordings by law enforcement officials in accordance with their official duties and/or as otherwise authorized by law.

To further the Board's objective, the District-wide Safety Team shall meet as appropriate and/or deemed necessary to develop, implement and review District and building level safety practices. The Team shall also make recommendations to the Superintendent regarding the implementation and use of surveillance cameras **and recordings** as authorized by the Board of Education. The Superintendent shall retain final decision-making authority regarding the recommendations of the Safety Team; and he/she shall notify the Board as to the procedures to be implemented with regard to the use of surveillance cameras by the School District.

The Board of Education having carefully weighed and balanced the rights of privacy of students and staff against the district's duty to maintain order, discipline, safety and security finds that it is appropriate to provide for the use of both video camera surveillance in its school buses and live and taped video camera surveillance in schools and on school grounds. ~~In determining the most appropriate use and implementation of surveillance cameras in the schools, school buses and/or on school grounds,~~ The District-wide Safety Team's recommendation will be guided by, at a minimum, the following considerations:

- Demonstrated need for the device at designated locations;
- Appropriateness and effectiveness of proposed protocol **in consultation with the appropriate district administrator;**
- ~~The bus company personnel shall supervise the use of and maintain the transportation company-owned video surveillance equipment on transportation vehicles, and, upon request, the recordings made available to the appropriate district administrator. The use of video surveillance equipment on school grounds and on other district property shall be supervised and controlled by the building administrator, other responsible administrator, or by security staff;~~
- The use of additional, less intrusive, means to further address the issue of school safety (e.g. restricted access to buildings, use of pass cards or identification badges, increased lighting, alarms);
- ~~Expense involved in installing and maintaining the use of surveillance cameras at designated locations, including school buses and/or on school grounds.~~ □ Any video recording used for surveillance purposes in school buildings, **school buses** and/or on school property shall be the sole property of the District; and the Superintendent or his/her designee will be the custodian of such recordings. If it is necessary to download any file, it will be stored **electronically on CD-ROM** and secured to avoid tampering and ensure confidentiality in accordance with applicable laws and regulations. **In unique circumstances the District's video recording may be duplicated,**

Student Conduct
Video Surveillance

5131.111

but under no circumstances shall any video recording be removed from District premises unless in accordance with a court order and/or subpoena.

- The length of time in which the recordings are available is determined by the agreed upon bus contract and the individual school security technology.

Appropriate signage will be posted at entrances to the school campus and/or at major entrances into school buildings notifying students, staff and the general public of the District's use of surveillance cameras.

Students, ~~and~~ staff and the public will receive additional notification, as appropriate, regarding the use of surveillance cameras in the schools, school buses and/or on school grounds. Such notification may include, but is not limited to, publication in the District calendar, employee handbook, and student handbook. Such notification does not preclude, as deemed appropriate by administration, the discussion of the use of surveillance cameras with staff and students to heighten awareness and help foster a sense of security.

(cf. 4112.6/4212.6 – Personnel Records)

(cf. 5125 – Student Records) □ (cf. 5131.1 – Bus Conduct) □

(cf. 5131.11 – Video Cameras on School Buses)

(cf. 5131.5 – Vandalism)

(cf. 5145.12 – Search and Seizure)

Legal Reference: Title I - Amendments to the Individuals with Disabilities Act. (PL 105-17)
Family Educational Rights and Privacy Act, sec. 438, 20 U.S.C. sec. 1232g
(1988).

Connecticut General Statutes:
10-221 Boards of Education to prescribe rules

Policy Adopted 1/15/13

Revised:

Emergencies and Disaster Preparedness

The Board of Education recognizes its obligation to students, staff and the community to be prepared to deal with various emergencies as they arise, ensuring to the greatest extent possible the safety of District students, staff and visitors.

The administration shall require the Building Principal to maintain procedures for fire, civil defense, and other emergencies, in accordance with the District's plan and to ensure the maintenance of the fire alarm system and regular and emergency exits of all buildings. Each school shall establish a school security and safety committee that will assist in developing and administering the school's security and safety plan.

In addition to the District Emergency Preparedness Plan, all building safety and security plans must be compliant with the National Incident Management System (NIMS), incorporate the National Incident Command System and be based upon the standards issued by the Department of Emergency Services and Public Protection. *Governmental agencies and bodies vested with the responsibility for directing and coordinating emergency services on local and state levels shall be included in the preparation and implementation of the plan.*

The District will cooperate with local law enforcement, fire department and civil defense authorities and other civic agencies in the event of a declared emergency situation.

First Aid

At least one person at each school site should hold current first aid and/or CPR certification.

- (cf. 5141.6 – Crisis Prevention/Response)
- (cf. 5142 – Student Safety)
- (cf. 6114.1 – Fire Emergency/Crisis Response Drills)
- (cf. 6114.3 – Bomb Threats)
- (cf. 6114.6 – Emergency Closings)
- (cf. 6114.7 – Safe Schools)

Legal Reference: Connecticut General Statutes
10-221 Boards of education to prescribe rules
10-231 Fire drills
52-557b Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render.

P.A. 13-3 An Act Concerning Gun Violence Prevention and Children's Safety (Section 86, 87, 88)

Policy adopted:
New, 9/2013

Instruction

6114.1

Fire Emergency (Drills)/Crisis Response Drills/Bus Safety Drills

A fire drill shall be held at least once a month in each school building. The initial fire drill must be held not later than thirty days after the first day of each school year. A crisis response drill shall be substituted for one of the required monthly school fire drills every three months. Each Building Principal shall prepare a definite fire emergency plan, and furnish to all teachers and students information as to route and manner of exit. Fire drills shall be planned in such a way as to accomplish the evacuation of school buildings in the shortest possible time and in the most efficient and orderly fashion.

The format of the crisis response drill shall be developed in consultation with the appropriate local law enforcement agency. Further, a representative of the law enforcement agency may supervise and participate in any of the required crisis response drills. Such drills shall incorporate the basic protocols of lock-in open lockdown, lock-in closed lockdown, evacuation and shelter-in-place responses. The activation and utilization of the Incident Command System shall also be a part of the crisis response drills.

Bus safety drills shall be conducted at least two (2) times during each school year to instruct students in safe riding practices and emergency evacuation. The school principals and the designated school transportation authority will develop schedules and plans to implement the required safety drills.

Principals shall keep a record of all fire, crisis response and bus safety drills held in their schools, stating the date the drill was held and the time required for the response protocols utilized in the drill. They shall furnish such reports to the Superintendent or his designate as may from time to time be required.

Local law enforcement and other local public safety officials shall evaluate, score and provide feedback on fire drills and crisis response drills conducted pursuant to Connecticut General Statutes 10-231. The Board of Education shall annually submit reports to the Department of Emergency Services and Public Protection regarding such fire drills and crisis response drills.

(cf. 5141.6 – Crisis Management Plan)

(cf. 5142 – Student Safety)

(cf. 6114 – Emergencies and Disaster Preparedness)

Legal Reference: Connecticut General Statutes

10-231 Fire drills. (as amended by PA 00-220 and PA 09-131)

Policy adopted:

9/2013 (This policy replaces 2-500)

SUGGESTED REGULATION**Instruction****Fire Emergency Drills/Crisis Response Drills/Bus Safety Drills**

In the event that fire is discovered in any of the school plants, the Fire Department shall be called immediately following giving the signal to evacuate the building.

The Principal of each school shall hold at least one fire drill each month in which all students, teachers and other employees shall be required to leave the school building. The initial fire drill must be held not later than thirty days after the first day of each school year.

A crisis response drill shall be substituted for one of the required monthly school fire drills every three months. Such drills shall incorporate the basic protocols of lockdown, evacuation and shelter-in-place responses. The activation and utilization of the Incident Command System shall also be a part of the crisis response drills.

The format of the crisis response drill shall be developed in consultation with the appropriate local law enforcement agency, the fire department and other community first responders. Further, a representative of the law enforcement agency may supervise and participate in any of the required crisis response drills.

1. Students, during an evacuation response, must leave the building in an orderly and rapid manner and teachers are required to check to ascertain that no student remains in the building.
2. Real emergencies often call for alternate exits to be used. Teachers must be prepared to select and direct their classes to these alternate exits in the event the designated escape route is blocked.
3. A record shall be kept in the Principal's office of each fire and crisis response drill conducted. A copy of the record shall also be filed in the Office of the Superintendent.

Bus safety drills shall be conducted at least two (2) times during each school year to instruct students in safe riding practices and emergency evacuation. The school principals and the designated school transportation authority will develop schedules and plans to implement the required safety drills.

Principals and teachers shall recognize that the essential element in any emergency is prevention of panic. Principals and teachers shall afford students such confidence as clarity of direction and supervision can contribute.

Legal Reference: Connecticut General Statutes

10-231 Fire drills (as amended by PA 00-220 and PA 09-131))

Regulation approved:

Instruction
Emergencies and Disaster Preparedness
Bomb Threats

6114.3

The Board recognizes that bomb threats are a significant concern to the schools. Whether real and carried out or intended as a prank or for some other purpose, a bomb threat represents a potential danger to the safety and welfare of students and staff and to the integrity of school property. Bomb threats disrupt the instructional program and learning environment and also place significant demands on school financial resources and public safety services. These effects occur even when such threats prove to be false.

Any bomb threat will be regarded as an extremely serious matter and treated accordingly. The Board directs the Superintendent to react promptly and appropriately to information concerning bomb threats and to initiate or recommend suitable disciplinary action.

A. Conduct Prohibited

No person shall make, or communicate by any means, whether verbal or non-verbal, a threat that a bomb has been, or will be, placed on school premises. Because of the potential for evacuation of the schools and other disruption of school operations, placement of a bomb or of a "look-alike" bomb on school premises will be considered a threat for the purpose of this policy.

It is also a violation of Board policy to communicate by any means that any toxic or hazardous substance or material has been placed, or will be placed, on school premises with the intent to endanger the safety and welfare of students or staff and/or to disrupt the operations of the schools. For the purpose of this policy, "toxic or hazardous substance or material" means any material or substance, including biomedical materials or organisms, that, when placed as threatened, could be harmful to humans.

B. Definitions

1. A "**bomb**" means an explosive, incendiary or poison gas bomb, grenade, rocket, missile, mine, "Molotov cocktail" or other destructive device.
2. A "**look-alike bomb**" means any apparatus or object that conveys the appearance of a bomb or other destructive device.
3. A "**bomb threat**" is the communication, by any means, whether verbal or non-verbal, that a bomb has been, or will be, placed on school premises, including possession or placement of a bomb or look-alike bomb on school premises.
4. "**School premises**" means any school property, school buses and any location where any school activities may take place.

C. Development of Bomb Threat Procedures

The Superintendent or his/her designee shall be responsible for developing and implementing procedures specific to bomb threats as part of the District's Emergency Operations Plan. These procedures are intended to inform administrators and staff of appropriate protocols to follow in the event that a bomb threat is received and should include provisions to address:

1. Threat assessment (for the purpose of identifying a response that is in proportion to the threat, in light of what is necessary to ensure safety);
2. As a result of the threat assessment, the Administration will determine the appropriate protocol to best ensure the safety of the students;
3. Incident "command and control" (who is in charge, and when);
4. Communications contacts and mandatory bomb threat reporting;
5. Parent notification process;
6. Training for staff members; and

7. Support services for students and staff.

The initial bomb threat procedure will be subject to approval by the Board. The Superintendent or his/her designee will be responsible for overseeing a review or evaluation of bomb threat procedures.

D. Reporting of Bomb Threats

A student who learns of a bomb threat or the existence of a bomb on school premises must immediately report such information to the building principal, teacher, the School Resource Officer, School Security Officer, or other employee in a position of authority.

An employee of the school unit who learns of a bomb threat shall immediately inform the building administrator. The building administrator shall immediately take appropriate steps to protect the safety of students and staff in accordance with the District's bomb threat procedure, as developed under Section C, and inform the Superintendent of the threat.

All bomb threats shall be reported immediately to the Newtown Police Department, as provided in the bomb threat procedures.

The Superintendent shall be responsible for reporting any bomb threat to the Board of Education. Reports will include the name of the school, the date and time of the threat, the medium used to communicate the threat, and whether or not the perpetrators have been apprehended.

E. Student Discipline Consequences

Making a bomb threat is a crime. Any student suspected of making a bomb threat shall be reported to law enforcement authorities for investigation and possible prosecution. Apart from any penalty imposed by law, and without regard to the existence or status of criminal charges, a student who makes a bomb threat shall be subject to disciplinary action.

The administration shall suspend and may recommend for expulsion any student who makes a bomb threat.

F. Aiding Other Students in Making Bomb Threats

A student who knowingly encourages, causes, aids or assists another student in making or communicating a bomb threat shall be subject to the disciplinary consequences described in Section E of this policy.

G. Failure to Report a Bomb Threat

A student who fails to report information or knowledge of a bomb threat or the existence of a bomb or other destructive device in a school building or on school property may be subject to disciplinary consequences, which may include suspension and/or expulsion.

H. Staff Discipline Consequences

A school system employee who makes or communicates a bomb threat will be reported to appropriate law enforcement authorities and will be subject to disciplinary action up to and including termination of employment. Disciplinary action taken shall be consistent with collective bargaining agreements, other employment agreements and Board policies.

A school system employee who fails to report information or knowledge of a bomb threat or the existence of a bomb on school premises will be subject to discipline up to and including

Instruction
Emergencies and Disaster Preparedness
termination of employment.

6114.3

I. Civil Liability

The District reserves the right to bring suit against any individual responsible for a violation of this policy and to seek restitution and other damages as permitted by law.

J. Lost Instructional Time

Instructional time lost as a result of a bomb threat will be rescheduled at the earliest appropriate opportunity as determined by the Superintendent within guidelines set by the Board.

Time lost may be rescheduled on a vacation day, or after what would normally be the last day of the school year, except on days when schools must be closed as required by law.

K. Notification Through Student Handbook

All student handbooks shall address the District's bomb threat policy and procedures and explain the educational consequences of bomb threats. In addition, student handbooks shall notify students and parents that bomb threats violate Board policy and civil and criminal law.

(cf. 5114 – Suspension/Expulsion)
(cf. 5131.7 – Weapons and Dangerous Instruments)
(cf. 5141.6 – Crisis Prevention/Response)
(cf. 5142 – Student Safety; Procedures for Plan During Crisis)
(cf. 6114 – Emergencies and Disaster Preparedness)
(cf. 6144.1 – Fire Emergencies/Drills)
(cf. 6114.6 – Emergency Closings)
(cf. 6114.7 – Safe Schools)

Legal References: 18 U.S.C. §921;8921

Policy adopted:
9/2013 (This policy replaces 2-501)

BOMB THREAT REPORT FORM

Time and date reported: _____

How reported: _____

Exact words of caller: _____

Questions to ask:

1. When is the bomb to explode? _____
2. Where is the bomb right now? _____
3. What kind of bomb is it? _____
4. What does it look like? _____
5. Why did you place the bomb? _____
6. Where are you calling from? _____

Description of caller's voice:

Male _____ Female _____ Young _____ Middle Aged _____ Old _____

Tone of voice:

Serious _____ Joking _____ Giggling or laughing _____

Sounded tense _____ Sounded very sure _____ Sounded unsure _____

Had an accent _____ If so, what kind? _____

Is voice familiar? _____ If so, whose? _____

Were there any background noises? _____

Other voice characteristics _____

Time caller hung up _____ Action taken _____

Name, title, address, telephone number of recipient _____

Action taken by recipient _____

The Board of Education is committed to the prevention of violence against people or property in the schools or at school activities, whether by students, staff or others. While committed to the protection of each person's constitutional rights, including due process rights, the Board does not condone lawlessness. Any individual committing violent acts on school property will be disciplined according to applicable Board policy and regulations.

Staff members who implement this or any other Board policy will receive the full support of the Board and the administration.

The Board shall establish an advisory committee to review specific policies, regulations, plans and procedures in order to ensure a comprehensive and effective program to prevent and punish vandalism and violence occurring in the schools and on district property. Simultaneously with the work of the committee, the Superintendent of Schools and appropriate school administrators shall review the practices at each school and shall submit a separate report to the Board including any findings and recommendations on the implementation of committee suggestions on these and other policies, regulations, plans and procedures concerning safety. Members of the advisory committee shall include a Board member, the Superintendent of Schools, appropriate school personnel, parents, and other community representatives. All members shall be appointed by the Board.

The advisory committee shall examine the policies, regulations, plans and procedures concerning:

1. student conduct and discipline;
2. the maintenance of public order on school property;
3. the banning of weapons on school property with the exception of approved security personnel;
4. drug and alcohol abuse;
5. school emergency management;
6. coordination efforts with law enforcement agencies;
7. searches and seizures by school officials;
8. training for staff and students in conflict resolution and violence prevention; and
9. building security measures including procedures governing visitors to the schools and access to school buildings.

The advisory committee shall review these and other policies, regulations, plans, and procedures, as directed, to ensure that they are:

1. consistent with law and regulation;
2. clear, complete and enforceable; and
3. appropriately disseminated to students, staff, parents and are available to the general public.

The advisory committee shall report its findings and recommendations to the Board prior to public release. Final reports shall be delivered to the Board at a meeting scheduled by the Board to receive the report.

Any official policy level action is the sole discretion of the Board. The Board is in no way obligated to follow committee recommendations. The Board has the right to accept, reject or modify all or any part of a committee recommendation.

The Board shall conduct a security and vulnerability assessment of the District schools every two years and develop a school security and safety plan for each school based upon the assessment

results.

In the development of a school security and safety plan, a district crisis response team shall be assembled that includes a variety of professionals with expertise in emergency management, (e.g., chief executive officer of the municipality, police, fire and emergency services personnel), and include community partners such as public and mental health professionals and school based staff. The district teams shall work closely with school-based crisis response teams to develop district-wide and building-specific emergency management plans. Such plans shall be compliant with the National Incident Management System (NIMS) and incorporate the National Incident Command System, and beginning with the 2014-2015 school year be compliant with the standards for such plans issued by the Department of Emergency Services and Public Protection (DESPP). The Board will annually, beginning in the 2013-2014 school year, develop and implement a school security and safety plan for each school and review, update, and submit such plans to the DESPP. Each school shall also establish a school's security and safety committee to assist in developing and administering the school's safety and security plan.

The crisis management plan shall be developed within the context of the four recognized phases of crisis management:

- **Mitigation/Prevention** addresses what schools and the District can do to reduce or eliminate the risk to life and property.
- **Preparedness** focuses on the process of planning for the worst-case scenario.
- **Response** is devoted to the steps to take during a crisis.
- **Recovery** pertains to how to restore the learning and teaching environment after a crisis.

Crisis management must be viewed as a continuous process in which all phases of the plan are being reviewed and revised. The plan must be continuously updated based upon experience, research and changing vulnerabilities.

(cf. 5131 - Conduct at School and Activities)

(cf. 5131.5 - Vandalism)

(cf. 5131.6 - Drugs/Alcohol and Tobacco)

(cf. 5131.8 - Out of School Misconduct)

(cf. 5131.9 - Gang Action by or Association)

(cf. 5141.6 – Crisis Management Plan)

(cf. 5146 - Child Abuse and Neglect)

(cf. 5142 - Student Safety)

(cf. 5147 - Suicide Prevention)

(cf. 5143 - Student Health Assessments and Immunizations)

(cf. 5144 - Administering Medications)

(cf. 5145 - Communicable and Infectious Diseases)

(cf. 5114 - Suspension/Expulsion/Exclusion/Removal)

(cf. 6114 - Emergencies)

(cf. 6161.11 - Drugs/Alcohol and Tobacco)

Legal Reference:

Connecticut General Statutes

4-176e through 4-185 Uniform Administrative Procedure Act.

10-19 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome. Training of personnel.

10-221 Boards of education to prescribe rules.

10-233a through 10-233f re in-school suspension, suspension, expulsion. (As amended by PA 95-304, An Act Concerning School Safety).

52-572 Parental liability for torts of minors. Damage defined.

53a-3 Firearms and deadly weapons.

53-206 Carrying and sale of dangerous weapons.

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53a-217b Possession of firearms and deadly weapons on school grounds.
PA 94-221 An Act Concerning School Safety.
PA 95-304 An Act Concerning School Safety.
PA 97-290 An Act Enhancing Educational Choices and Opportunities.
GOALS 2000: Education America Act.
18 U.S.C. 921 Definitions.
Title III - Amendments to the Individuals with Disabilities Education Act.
Sec. 314 (Local Control Over Violence).
Elementary and Secondary Education Act of 1965 as amended by the Gun
Free Schools Act of 1994.
New Jersey v. TLO., 469 U.S. 325; 1055. CT. 733.

Policy adopted:
10/2013 (New)

REGULATION

Safe Schools

School Athletic Event Security Strategies

Some athletic events, such as widely attended high school football and basketball games may be considered high risk in terms of security. In such situations, the following strategies may be employed if deemed necessary.

- Provide adequate adult supervision and staffing. Factors to consider in determining what is “adequate” include:
 - The anticipated size of the crowd;
 - The size of the facilities and grounds (including parking lots) used for the event;
 - Past history of incidents at similar events;
 - “Intelligence” information received about current conflicts at the school and in the community that could spill-over into the event, and other related considerations.
- Events with larger crowds should employ sworn law enforcement officers. (School districts with their own school police and/or school resource officers (SROs) should give priority to using these officers.)
- Deploy police, security personnel, and school staff in a manner which provides adequate coverage to the facilities being used for the event. This includes at ticket gates, perimeter entrance/exit points, parking lots, common areas (restrooms, concession stands, etc.), on the playing grounds/inner field perimeter, in the stands, and at other key locations. Have police in uniform and security staff in clearly identifiable clothing.
- Train police, security personnel, and staff on techniques for monitoring crowds (and not the athletic event on the field), verbal de-escalation skills, procedures for handling fights and riots, handling emergency medical situations, evacuation procedures, tasks related to specific operations (ticket-taking procedures, concession stand operations, etc.), and emergency guidelines.
- Equip staff with two-way radios. Issue school cell phones to select staff assigned to the event.
- Review policies related to admission, limitations of items that can be carried in, right to search spectators at admission point (metal detector scans, bag searches, etc.), no passes out and back in once admitted, spectator conduct, and other security protocols. Post rules outside and inside of admission gates, and elsewhere in the facility. Enforce the rules in a firm, fair, and consistent manner.
- Establish procedures for advance ticket sales and on-site ticket sales. Have staff ticket-selling and ticket-taking procedures with adequate police, security, and ticket-taking staff at admission gates. Stop ticket sales after a designated time.
- Maintain separate locker rooms for home and visitor teams. Have team buses pick-up and drop-off at opposite sides of the playing facility to avoid interaction before and after the game.
- Separate spectator seating into clearly designated areas, i.e., home team in bleachers on one side and visiting team on other side.
- Administrators and safety officials from the schools playing a given event should communicate with each other in advance of the event to discuss procedures, safety

Instruction**6114.7**

concerns, security practices, emergency guidelines, investigation into rumors and any recent incidents which could result in conflicts, and associated logistics.

- Secure perimeter doors of schools and gate off sections of the building not used for the actual athletic event in a manner which is in accordance with fire safety regulations.
- Create a plan for parking procedures, traffic flow, parking lot staffing during entire game and related issues. Advise students in advance to coordinate pick-ups by parents outside of the parking lots on the perimeter of the grounds.
- Evaluate lighting in stadiums, athletic facilities, parking lots, and perimeter around the school and event grounds.
- Establish code of sportsmanlike conduct and educate players, coaches, cheerleaders, the band, students, parents, and others on the code in advance of the game.
- Have P.A. announcers make announcements at the beginning of the game and at other times, as necessary, regarding sportsmanlike conduct behavioral expectations.
- Have clear procedures, roles, and responsibilities for clearing and locking down facilities upon completion of the game.
- Establish written emergency guidelines. Test and exercise the written guidelines to make sure they would work in an emergency. Train all staff involved in supervising events on the guidelines.
- Administrators and safety personnel from both schools involved in the event should coordinate information in advance and review security procedures and written emergency guidelines.
- School administrators and safety personnel should coordinate with emergency medical personnel in advance of the event.
- Staff assignments with roles and responsibilities in the event of an emergency should be clearly delineated.
- Create emergency communications procedures and protocols to be engaged in the event of an emergency incident at the event.

Regulation approved:

**NEWTOWN BOARD OF EDUCATION
MONTHLY FINANCIAL REPORT
APRIL 30, 2014**

SUMMARY

The attached is the tenth financial report for the 2013-2014 fiscal year. During the month of April, the Board of Education spent approximately \$7.0M; \$5.5M on salaries (three pay periods this month), and \$1.5M for all other objects. All the main object accounts on the first page are in a positive balance position.

There have been many areas that have changed from the prior month, those are further detailed below.

The current transfers recommended this month represent specific needs and balances that are detailed further under the Expense Category conditions which follows. These transfer recommendations cross major object codes.

The things that have occurred since the March report include the receipt of the States' Education Revenues update. This compilation based on all of the school requests in the state eligible for Excess Cost and Agency Placement Grant reimbursement indicates that our share is expected to decline by \$135,046. The ECS (Education Cost Sharing) entitlement, which goes directly to the Town, has been adjusted upward by \$50,935 for prior year adjustments similarly related. All the other state revenues are approximately as expected. (State correspondence regarding this is attached.)

A change to the report which was discussed at the April 8th Board meeting was to include the Expected Revenue from these two grants in the appropriate line item. This has been done in this report; the \$417,903 is included as an anticipated receipt in the 'Anticipated Obligation' column. The specific line accounts are highlighted, therefore the items below the Grand Total line are now for informational purposes only. There is also an attached schedule detailing these revenues.

This budget remains in a positive position and will be carefully monitored. Assuming a favorable response from the Justice Department you will note a number of references to the DOJ grant in this report. The overall anticipated balance stands at approximately \$23,000. Forecasting remaining obligations will be ongoing and will modify the balances required to end the fiscal year within the allotted budget. The details of what has changed follows:

EXPENSE CATEGORY CONDITIONS

100 SALARIES

Administrative salaries which has been in the red for several periods is recommended to receive a transfer in of \$69,000 to cover the vacation payouts for three retiring administrators, a military leave, the interim principals, vice principals and superintendent.

The teacher salaries which has been projecting a modest balance is providing \$40,000 from several accounts to the above need.

Homebound tutoring services previously identified as an area of need due to a variety of student issues is recommended to receive a transfer in of \$75,000. Two thirds of this transfer will come from Special Education Services salaries noted below. .

Custodial salaries continue to produce additional balances due to vacancies, workers compensation issues, and staff reduction. While this balance increases the overtime account will need more money as the coverage ends up being provided by existing staff beyond their regular days. In addition, the schools are being used more on weekends for various school activities and more snow events have strained this account. A recommended transfer of \$65,000 out of the regular salary account and into the overtime account will address this situation.

Security salaries have consistently been projecting a balance in the \$40,000 area, but are now expected to be expended to allow for extension of the equivalent SERV funds to the next fiscal. This will also allow for clarity concerning security expenses that were provided for in the Board's budget (satisfies the federal not to supplant rule).

The Special Education Services salaries will provide \$50,000 to Homebound due to balances available in Therapists and Analysts accounts due to turnover.

200 EMPLOYEE BENEFITS

Current estimates continue to indicate a positive balance. Some expenses encumbered for our employee assistance program will be offset by the DOJ grant resulting in an additional balance. At this time we are recommending \$25,000 be transferred out, \$8,000 from Dental, \$10,000 from Pension, and \$7,000 from the Employee Assistance Program to make up the balance needed for Homebound.

300 PROFESSIONAL SERVICES

Current estimates indicate a decreasing positive balance. There have been an increasing number of individual student evaluations authorized during this period amounting to approximately \$42,000. The Professional Education Services, based on the current balance may provide about \$34,000. This account includes an encumbrance for the Strategic Planning expense proposed for 2014-2015.

400 PURCHASED PROPERTY SERVICES

This category includes the \$574,000 of Building and Site Improvement projects which are now placed on hold to assist with our current tenuous financial position. This action reserves about \$29,000 toward the overall balance. A list of projects in the works is attached following this

report. A transfer out of \$10,000 from Buildings and Grounds Contracted Services is recommended to assist with the salary needs.

Modest amounts have been reserved for repairs to instructional equipment essential for program delivery which will help provide another \$14,000.

500 OTHER PURCHASED SERVICES

Contracted services include the committed expenses for the enrollment study which has begun.

The balance in these accounts as compared to last month is mostly due to the application of \$334,851 of expected Excess Cost and Agency Placement revenue in the accounts highlighted. Additionally, we are expecting increased remaining balances in communication and staff and student travel accounts.

Three transfers out are recommended from these accounts to be applied to the salary needs for a total of \$19,000; \$3,000 from property insurance, \$6,000 from advertising and \$10,000 from vocational tuition.

600 SUPPLIES

The April 30th shutdown of purchase requisitions indicates that approximately \$50,000 in supply money will be available to apply to the overall balance. Modest allowances have been included in order to provide for instructional materials that need to be ordered closer to the lesson time, i.e., science, biology, food, perishable items, etc.

The electricity estimate has turned the corner and is now projecting a balance of about \$3,000 versus a need of about \$6,000 last month.

The Natural Gas accounts at the High School and Reed School are proving to be highly volatile. The prices for gas have skyrocketed this past winter which accounts for \$14,628 additional over budget at the High School alone. Earlier in the year things were looking good and we transferred \$15,000 out. In retrospect the budget would have been closer without that adjustment. In prior reports I made the commentary that by turning the gas off at these buildings and using oil to assist with the Monroe oil commitment for Chalk Hill, that we would save money. I was wrong with this assertion. Gino assured me that Reed was turned off in March. After March 10th the gas company did not receive any readings and assumed the meter was broken. A new meter was installed in May causing estimated bills for March and April. This issue is under further review. The High School has a new and an old building section heated with gas. The new section was turned off but the old section which is not as efficient continued with gas. Demand charges continued to accrue for both schools in addition to the needs related to a colder heating season. As a result the current estimate is depicted as a \$19,000 need.

Fuel oil is estimated at about \$3,000 more than last month. A delivery that went to Chalk Hill for \$22,931 was assigned to the DOJ grant rather than the operating budget. There has been a

line item in the grant to provide some relief for the higher operating costs of the Chalk Hill school for which this qualifies.

Fuel for Vehicles and equipment is projecting an additional need for about \$16,800. This is a result of a few factors. The Town bills the Board for diesel fuel and gasoline used on a quarterly basis. Due to the increase of out of district runs we have seen a 30% rise in fuel consumption. The price had also increased on January 1st slightly due to a new bid received by the Town. This increase was \$.0734 per gallon estimated at \$1,390 overall. (The NORA assessment on fuel oil was also reactivated on April 1st \$.0020 per gallon).

700 PROPERTY

Capital/equipment accounts are continuing to show a \$50,000 need due to the reassignment of Sandy Hook School sewer assessment of \$15,393 and \$40,000 for a maintenance vehicle both from the 2014-2015 budget to the current budget. *(The assessment may be something we want to reconsider when final budget adjustments are decided).*

800 MISCELLANEOUS

Current estimates continue to be on track with no change.

The budget will continue to be carefully monitored and any subsequent issues will be presented as necessary. As part of this review, I don't feel there will be any balance opportunities that will develop and therefore will proceed with the understanding that any remaining balance be recommended for deposit into the recently established non-lapsing account for the Board of Education.

REVENUES

No revenue was received during April.

RECAP ON TRANSFERS

<u>Line Item</u>	<u>Amount</u>
Administrative Salaries	+69,000
Teacher Salaries	- 40,000
Purchased Property Services	- 10,000
Other Purchased Services	- 19,000
	<hr/>
	0
Homebound Salaries	+75,000
Special Education Service Salaries	- 50,000
Employee Benefits	- 25,000
	<hr/>
	0

Ron Bienkowski
Director of Business
May 16, 2014

Attachments:

- SDE letter with their estimates
- Excess Cost & Agency Placement allocation schedule – May expected receipts
- Excess Cost & Agency Placement allocation schedule – February actual receipts
- Building and Site Projects for 2014
- Reactivation notice of NORA assessment

TERMS AND DEFINITIONS

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

- Object Code – a service or commodity obtained as the result of a specific expenditure defined by eight categories: Salaries, Employee Benefits, Professional Services, Purchased Property Services, Other Purchased Services, Supplies, Property, and Miscellaneous.
- Expense Category – further defines the type of expense by Object Code
- Expended 2012-13 – actual (unaudited) expenditures of the prior fiscal year (for comparison purposes)
- Approved Budget – indicates the town approved financial plan used by the school district to achieve its goals and objectives.
- YTD Transfers - identified specific cross object codes requiring adjustments to provide adequate funding for the fiscal period. This includes all transfers made to date.
- Current Transfers – identifies the recommended cross object codes for current month action. (No current transfers indicated)
- Current Budget – adjusts the Approved Budget calculating adjustments (+ or -) from transfers to the identified object codes.
- Year-To-Date Expended – indicates the actual amount of cumulative expenditures processed by the school district through the month-end date indicated on the monthly budget summary report.
- Encumbered – indicates approved financial obligations of the school district as a result of employee salary contracts, purchasing agreements, purchase orders, or other identified obligations not processed for payment by the date indicated on the monthly budget summary report.
- Balance – calculates object code account balances, subtracting expenditures and encumbrances from the current budget amount, indicating unobligated balances or shortages.
- Anticipated Obligation – is a column which provides a method to forecast expense category fund balances that have not been approved via an encumbrance, but are anticipated to be expended or remain with an account balance to maintain the overall budget funding level.
- Projected Balance – calculates the object code balances subtracting the Anticipated Obligations. These balances will move up and down as information is known and or decisions are anticipated or made about current and projected needs of the district.

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - APRIL 30, 2014

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2012 - 2013	YTD			YTD			BALANCE	ANTICIPATED OBLIGATIONS*	PROJECTED BALANCE
			APPROVED BUDGET	TRANSFERS 2013 - 2014	CURRENT TRANSFERS	CURRENT BUDGET	EXPENDITURE	ENCUMBER			
GENERAL FUND BUDGET											
100	SALARIES	\$ 43,732,472	\$ 45,076,226	\$ (118,800)	\$ 54,000	\$ 45,011,426	\$ 34,269,165	\$ 10,620,603	\$ 121,658	\$ 141,114	\$ (19,455)
200	EMPLOYEE BENEFITS	\$ 10,341,864	\$ 10,675,831	\$ -	\$ (25,000)	\$ 10,650,831	\$ 10,244,483	\$ 68,316	\$ 338,032	\$ 312,224	\$ 25,808
300	PROFESSIONAL SERVICES	\$ 885,059	\$ 920,517	\$ (1,200)	\$ -	\$ 919,317	\$ 570,255	\$ 253,758	\$ 95,304	\$ 49,022	\$ 46,282
400	PURCHASED PROPERTY SERV.	\$ 2,156,695	\$ 2,393,290	\$ -	\$ (10,000)	\$ 2,383,290	\$ 1,608,334	\$ 370,272	\$ 404,684	\$ 383,731	\$ 20,953
500	OTHER PURCHASED SERVICES	\$ 6,526,747	\$ 6,851,622	\$ 96,565	\$ (19,000)	\$ 6,929,187	\$ 5,363,472	\$ 1,382,225	\$ 183,490	\$ 116,479	\$ 67,011
600	SUPPLIES	\$ 4,428,579	\$ 4,554,880	\$ 5,435	\$ -	\$ 4,560,315	\$ 3,480,834	\$ 421,141	\$ 658,341	\$ 728,591	\$ (70,250)
700	PROPERTY	\$ 206,463	\$ 497,748	\$ 18,000	\$ -	\$ 515,748	\$ 332,691	\$ 154,731	\$ 28,325	\$ 77,592	\$ (49,267)
800	MISCELLANEOUS	\$ 71,081	\$ 75,190	\$ -	\$ -	\$ 75,190	\$ 70,081	\$ 848	\$ 4,260	\$ 2,290	\$ 1,970
TOTAL GENERAL FUND BUDGET		\$ 68,348,959	\$ 71,045,304	\$ -	\$ -	\$ 71,045,304	\$ 55,939,314	\$ 13,271,894	\$ 1,834,095	\$ 1,811,042	\$ 23,053
GRAND TOTAL		\$ 68,348,959	\$ 71,045,304	\$ -	\$ -	\$ 71,045,304	\$ 55,939,314	\$ 13,271,894	\$ 1,834,095	\$ 1,811,042	\$ 23,053

(Audited)

\$ 6,960,181

		Difference	Estimated	Received	Due
		to Budget			
Excess Cost & Agency Placement Grant - Budgeted	\$ 1,452,304				
First Estimate - February	\$ 1,834,674	\$ 382,370	\$ 1,834,674	\$ 1,281,725	\$ 552,949
Final Estimate - May	\$ 1,699,628	\$ 247,324	1,699,628	\$ 1,281,725	\$ 417,903
Difference from February to May	\$ 135,046				\$ (135,046)

* The Excess Cost & Agency Placement Grants expected in May are now included in the "Anticipated Obligations" column as a revenue, rather than as an offset as it was in prior Monthly Reports.

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - APRIL 30, 2014

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2012 - 2013	YTD			YTD			ANTICIPATED OBLIGATIONS*	PROJECTED BALANCE	
			APPROVED BUDGET	TRANSFERS 2013 - 2014	CURRENT TRANSFERS	CURRENT BUDGET	EXPENDITURE	ENCUMBER			BALANCE
100	SALARIES										
	Administrative Salaries	\$ 2,905,110	\$ 2,826,231	\$ 73,000	\$ 69,000	\$ 2,968,231	\$ 2,468,890	\$ 535,318	\$ (35,976)	\$ 5,403	\$ (41,379)
	Teachers & Specialists Salaries	\$ 30,174,314	\$ 30,919,957	\$ (308,351)	\$ (40,000)	\$ 30,571,606	\$ 22,390,938	\$ 8,184,841	\$ (4,173)	\$ (13,097)	\$ 8,924
	Early Retirement	\$ 16,000	\$ 16,000	\$ -	\$ -	\$ 16,000	\$ 16,000	\$ -	\$ -	\$ -	\$ -
	Continuing Ed./Summer School	\$ 74,383	\$ 84,903	\$ 855	\$ -	\$ 85,758	\$ 78,874	\$ 6,710	\$ 174	\$ -	\$ 174
	Homebound & Tutors Salaries	\$ 249,524	\$ 211,664	\$ 77,245	\$ 75,000	\$ 363,909	\$ 279,548	\$ 97,880	\$ (13,519)	\$ (15,750)	\$ 2,231
	Certified Substitutes	\$ 589,183	\$ 645,725	\$ 1,200	\$ -	\$ 646,925	\$ 468,954	\$ 45,825	\$ 132,146	\$ 118,846	\$ 13,300
	Coaching/Activities	\$ 534,475	\$ 532,749	\$ -	\$ -	\$ 532,749	\$ 523,112	\$ -	\$ 9,637	\$ 4,970	\$ 4,667
	Staff & Program Development	\$ 116,368	\$ 167,891	\$ -	\$ -	\$ 167,891	\$ 138,094	\$ 15,295	\$ 14,502	\$ 14,502	\$ (0)
	CERTIFIED SALARIES	\$ 34,659,356	\$ 35,405,120	\$ (156,051)	\$ 104,000	\$ 35,353,069	\$ 26,364,411	\$ 8,885,868	\$ 102,790	\$ 114,874	\$ (12,084)
	Supervisors/Technology Salaries	\$ 612,272	\$ 622,327	\$ 6,347	\$ -	\$ 628,674	\$ 528,017	\$ 100,430	\$ 227	\$ -	\$ 227
	Clerical & Secretarial salaries	\$ 1,913,153	\$ 1,985,904	\$ (15,000)	\$ -	\$ 1,970,904	\$ 1,599,190	\$ 363,460	\$ 8,254	\$ 1,953	\$ 6,301
	Educational Assistants	\$ 1,783,332	\$ 1,843,658	\$ 93,000	\$ -	\$ 1,936,658	\$ 1,603,316	\$ 426,108	\$ (92,766)	\$ (7,630)	\$ (85,136)
	Nurses & Medical advisors	\$ 665,534	\$ 683,022	\$ -	\$ -	\$ 683,022	\$ 557,086	\$ 127,426	\$ (1,490)	\$ (9,527)	\$ 8,037
	Custodial & Maint Salaries	\$ 2,759,414	\$ 2,898,325	\$ (20,571)	\$ (65,000)	\$ 2,812,754	\$ 2,322,002	\$ 474,127	\$ 16,625	\$ 4,600	\$ 12,025
	Bus Drivers salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Career/Job salaries	\$ 109,211	\$ 108,501	\$ 1,897	\$ -	\$ 110,398	\$ 94,470	\$ 14,947	\$ 980	\$ 970	\$ 10
	Special Education Svcs Salaries	\$ 659,495	\$ 824,820	\$ (28,422)	\$ (50,000)	\$ 746,398	\$ 584,182	\$ 168,068	\$ (5,852)	\$ (27,326)	\$ 21,474
	Attendance & Security Salaries	\$ 207,942	\$ 380,071	\$ -	\$ -	\$ 380,071	\$ 277,519	\$ 59,775	\$ 42,778	\$ 42,800	\$ (22)
	Extra Work - Non-Cert	\$ 76,256	\$ 71,115	\$ -	\$ -	\$ 71,115	\$ 57,800	\$ 394	\$ 12,921	\$ 5,000	\$ 7,921
	Custodial & Maint. Overtime	\$ 242,452	\$ 210,363	\$ -	\$ 65,000	\$ 275,363	\$ 241,583	\$ -	\$ 33,780	\$ 12,000	\$ 21,780
	Civic activities/Park & Rec	\$ 44,055	\$ 43,000	\$ -	\$ -	\$ 43,000	\$ 39,588	\$ -	\$ 3,412	\$ 3,400	\$ 12
	NON-CERTIFIED SALARIES	\$ 9,073,115	\$ 9,671,106	\$ 37,251	\$ (50,000)	\$ 9,658,357	\$ 7,904,754	\$ 1,734,735	\$ 18,869	\$ 26,240	\$ (7,371)
	SUBTOTAL SALARIES	\$ 43,732,472	\$ 45,076,226	\$ (118,800)	\$ 54,000	\$ 45,011,426	\$ 34,269,165	\$ 10,620,603	\$ 121,658	\$ 141,114	\$ (19,455)

* The Excess Cost & Agency Placement Grants expected in May are now included in the "Anticipated Obligations" column as a revenue, rather than as an offset as it was in prior Monthly Reports.

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - APRIL 30, 2014

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2012 - 2013	YTD				YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS*	PROJECTED BALANCE
			APPROVED BUDGET	TRANSFERS 2013 - 2014	CURRENT TRANSFERS	CURRENT BUDGET					
200	EMPLOYEE BENEFITS										
	Medical & Dental Expenses	\$ 7,918,730	\$ 8,213,013	\$ -	\$ (8,000)	\$ 8,205,013	\$ 8,150,541	\$ 47,306	\$ 7,166	\$ 6,857	\$ 309
	Life Insurance	\$ 83,605	\$ 86,226	\$ -		\$ 86,226	\$ 72,412	\$ -	\$ 13,814	\$ 14,775	\$ (961)
	FICA & Medicare	\$ 1,305,853	\$ 1,359,593	\$ -		\$ 1,359,593	\$ 1,068,910	\$ -	\$ 290,683	\$ 288,283	\$ 2,400
	Pensions	\$ 487,540	\$ 462,466	\$ -	\$ (10,000)	\$ 452,466	\$ 446,811	\$ 1,990	\$ 3,666	\$ 1,471	\$ 2,195
	Unemployment & Employee Assist.	\$ 76,081	\$ 98,120	\$ -	\$ (7,000)	\$ 91,120	\$ 57,872	\$ 19,020	\$ 14,228	\$ 838	\$ 13,390
	Workers Compensation	\$ 470,055	\$ 456,413	\$ -		\$ 456,413	\$ 447,937	\$ -	\$ 8,476	\$ -	\$ 8,476
	SUBTOTAL EMPLOYEE BENEFITS	\$ 10,341,864	\$ 10,675,831	\$ -	\$ (25,000)	\$ 10,650,831	\$ 10,244,483	\$ 68,316	\$ 338,032	\$ 312,224	\$ 25,808
300	PROFESSIONAL SERVICES										
	Professional Services	\$ 722,630	\$ 675,542	\$ -		\$ 675,542	\$ 448,061	\$ 190,308	\$ 37,173	\$ 24,522	\$ 12,651
	Professional Educational Ser.	\$ 162,429	\$ 244,975	\$ (1,200)		\$ 243,775	\$ 122,193	\$ 63,450	\$ 58,132	\$ 24,500	\$ 33,632
	SUBTOTAL PROFESSIONAL SVCS	\$ 885,059	\$ 920,517	\$ (1,200)	\$ -	\$ 919,317	\$ 570,255	\$ 253,758	\$ 95,304	\$ 49,022	\$ 46,282
400	PURCHASED PROPERTY SVCS										
	Buildings & Grounds Services	\$ 665,862	\$ 670,300	\$ -	\$ (10,000)	\$ 660,300	\$ 548,403	\$ 84,320	\$ 27,577	\$ 17,000	\$ 10,577
	Utility Services - Water & Sewer	\$ 107,302	\$ 117,000	\$ -		\$ 117,000	\$ 83,204	\$ 5,971	\$ 27,826	\$ 27,000	\$ 826
	Building, Site & Emergency Repairs	\$ 533,970	\$ 460,850	\$ -		\$ 460,850	\$ 419,715	\$ 18,873	\$ 22,262	\$ 55,641	\$ (33,379)
	Equipment Repairs	\$ 252,231	\$ 270,975	\$ -		\$ 270,975	\$ 186,316	\$ 46,718	\$ 37,940	\$ 21,218	\$ 16,722
	Rentals - Building & Equipment	\$ 303,229	\$ 300,165	\$ -		\$ 300,165	\$ 283,951	\$ 17,857	\$ (1,644)	\$ 1,000	\$ (2,644)
	Building & Site Improvements	\$ 294,100	\$ 574,000	\$ -		\$ 574,000	\$ 86,744	\$ 196,533	\$ 290,723	\$ 261,872	\$ 28,851
	SUBTOTAL PUR. PROPERTY SER.	\$ 2,156,695	\$ 2,393,290	\$ -	\$ (10,000)	\$ 2,383,290	\$ 1,608,334	\$ 370,272	\$ 404,684	\$ 383,731	\$ 20,953

* The Excess Cost & Agency Placement Grants expected in May are now included in the "Anticipated Obligations" column as a revenue, rather than as an offset as it was in prior Monthly Reports.

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - APRIL 30, 2014

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2012 - 2013	YTD			YTD			ANTICIPATED OBLIGATIONS*	PROJECTED BALANCE	
			APPROVED BUDGET	TRANSFERS 2013 - 2014	CURRENT TRANSFERS	CURRENT BUDGET	EXPENDITURE	ENCUMBER			BALANCE
500	OTHER PURCHASED SERVICES										
	Contracted Services	\$ 401,159	\$ 360,504	\$ (435)	\$ 360,069	\$ 275,645	\$ 84,590	\$ (165)	\$ 15,394	\$ (15,559)	
	Transportation Services	\$ 3,607,120	\$ 3,640,547	\$ 95,000	\$ 3,735,547	\$ 2,899,094	\$ 499,979	\$ 336,474	\$ 319,595	\$ 16,879	
	Insurance - Property & Liability	\$ 291,106	\$ 299,135	\$ 2,000	\$ (3,000)	\$ 298,135	\$ 297,316	\$ 819	\$ -	\$ 819	
	Communications	\$ 121,183	\$ 129,209	\$ -	\$ (6,000)	\$ 123,209	\$ 99,008	\$ 18,349	\$ 5,000	\$ 852	
	Printing Services	\$ 32,447	\$ 42,382	\$ -	\$ -	\$ 42,382	\$ 13,741	\$ 23,386	\$ 1,800	\$ 3,455	
	Tuition - Out of District	\$ 1,896,112	\$ 2,152,926	\$ -	\$ (10,000)	\$ 2,142,926	\$ 1,619,066	\$ 724,967	\$ (246,005)	\$ 44,898	
	Student Travel & Staff Mileage	\$ 177,622	\$ 226,919	\$ -	\$ -	\$ 226,919	\$ 159,601	\$ 30,955	\$ 20,695	\$ 15,667	
	SUBTOTAL OTHER PURCHASED SE	\$ 6,526,747	\$ 6,851,622	\$ 96,565	\$ (19,000)	\$ 6,929,187	\$ 5,363,472	\$ 1,382,225	\$ 183,490	\$ 116,479	\$ 67,011
600	SUPPLIES										
	Instructional & Library Supplies	\$ 934,107	\$ 939,666	\$ 435	\$ -	\$ 940,101	\$ 755,356	\$ 144,245	\$ 40,500	\$ 10,223	\$ 30,277
	Software, Medical & Office Sup.	\$ 144,536	\$ 184,465	\$ -	\$ -	\$ 184,465	\$ 91,703	\$ 65,662	\$ 27,101	\$ 18,749	\$ 8,352
	Plant Supplies	\$ 337,919	\$ 376,100	\$ -	\$ -	\$ 376,100	\$ 293,469	\$ 22,900	\$ 59,731	\$ 50,400	\$ 9,331
	Electric	\$ 1,357,321	\$ 1,401,255	\$ -	\$ -	\$ 1,401,255	\$ 1,048,745	\$ -	\$ 352,510	\$ 349,400	\$ 3,110
	Propane & Natural Gas	\$ 291,923	\$ 326,370	\$ (15,000)	\$ -	\$ 311,370	\$ 264,351	\$ 900	\$ 46,119	\$ 65,011	\$ (18,892)
	Fuel Oil	\$ 619,965	\$ 575,466	\$ 5,000	\$ -	\$ 580,466	\$ 464,331	\$ -	\$ 116,135	\$ 198,008	\$ (81,873)
	Fuel For Vehicles & Equip.	\$ 554,631	\$ 486,739	\$ 15,000	\$ -	\$ 501,739	\$ 385,318	\$ 137,955	\$ (21,534)	\$ -	\$ (21,534)
	Textbooks	\$ 188,178	\$ 264,819	\$ -	\$ -	\$ 264,819	\$ 177,560	\$ 49,479	\$ 37,779	\$ 36,800	\$ 979
	SUBTOTAL SUPPLIES	\$ 4,428,579	\$ 4,554,880	\$ 5,435	\$ -	\$ 4,560,315	\$ 3,480,834	\$ 421,141	\$ 658,341	\$ 728,591	\$ (70,250)

* The Excess Cost & Agency Placement Grants expected in May are now included in the "Anticipated Obligations" column as a revenue, rather than as an offset as it was in prior Monthly Reports.

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - APRIL 30, 2014

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2012 - 2013	YTD				YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS*	PROJECTED BALANCE
			APPROVED BUDGET	TRANSFERS 2013 - 2014	CURRENT TRANSFERS	CURRENT BUDGET					
700	PROPERTY										
	Capital Improvements (Sewers)	\$ 124,177	\$ 124,177	\$ -	\$ -	\$ 124,177	\$ 124,177	\$ 15,393	\$ (15,393)	\$ -	\$ (15,393)
	Technology Equipment	\$ 51,953	\$ 325,559	\$ -	\$ -	\$ 325,559	\$ 153,629	\$ 139,338	\$ 32,592	\$ 32,592	\$ 0
	Other Equipment	\$ 30,333	\$ 48,012	\$ 18,000	\$ -	\$ 66,012	\$ 54,886	\$ -	\$ 11,126	\$ 45,000	\$ (33,874)
	SUBTOTAL PROPERTY	\$ 206,463	\$ 497,748	\$ 18,000	\$ -	\$ 515,748	\$ 332,691	\$ 154,731	\$ 28,325	\$ 77,592	\$ (49,267)
800	MISCELLANEOUS										
	Memberships	\$ 71,081	\$ 75,190	\$ -	\$ -	\$ 75,190	\$ 70,081	\$ 848	\$ 4,260	\$ 2,290	\$ 1,970
	SUBTOTAL MISCELLANEOUS	\$ 71,081	\$ 75,190	\$ -	\$ -	\$ 75,190	\$ 70,081	\$ 848	\$ 4,260	\$ 2,290	\$ 1,970
	TOTAL LOCAL BUDGET	\$ 68,348,959	\$ 71,045,304	\$ -	\$ -	\$ 71,045,304	\$ 55,939,314	\$ 13,271,894	\$ 1,834,095	\$ 1,811,042	\$ 23,053

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - APRIL 30, 2014

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2012 - 2013	YTD			YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS*	PROJECTED BALANCE
			APPROVED BUDGET	TRANSFERS 2013 - 2014	CURRENT TRANSFERS					
<u>SCHOOL GENERATED FEES</u>		RECEIVED 2012-2013								
<u>HIGH SCHOOL FEES</u>										
	NURTURY PROGRAM	\$8,000				\$8,000	\$8,000.00	\$0.00		100.00%
	PARKING PERMITS	\$20,000				\$20,000	\$20,000.00	\$0.00		100.00%
	PAY FOR PARTICIPATION IN SPORTS	\$84,800				\$84,800	\$59,232.00	\$25,568.00		69.85%
		\$112,800				\$112,800	\$87,232.00	\$25,568.00		77.33%
<u>BUILDING RELATED FEES</u>										
	ENERGY - ELECTRICITY	\$0				\$313	\$0.00	\$313.00		0.00%
	HIGH SCHOOL POOL - OUTSIDE USAG	\$1,100				\$1,100	\$0.00	\$1,100.00		0.00%
		\$1,100				\$1,413	\$0.00	\$1,413.00		0.00%
	MISCELLANEOUS FEES	\$185				\$75	\$143.50	(\$68.50)		191.33%
	TOTAL SCHOOL GENERATED FEES	\$114,085				\$114,288	\$87,375.50	\$26,912.50		76.45%



STATE OF CONNECTICUT
STATE DEPARTMENT OF EDUCATION



TO: Superintendents of Schools
School Business Officials
Town Finance Officers

FROM: Kathy Demsey, Interim Chief Financial Officer
Finance and Internal Operations Office

DATE: May 6, 2014

SUBJECT: 2013-14 Education Revenues Update

In our continued effort to keep you better informed of your education revenues and as a follow-up to my January 31, 2014, memo, the following revenues are now considered final:

Education Cost Sharing (ECS)	Transportation
Adult Education	Health Services
Excess Costs	

To access your revenue information, as well as the December 6, 2013, letter that details the prior year adjustments process, please refer to our Web site:

<http://www.csde.state.ct.us/public/dgm/grantreports1/RevEstSelect.aspx>

As stated in our January 31 letter, the Special Education Student-Based Supplemental grant funds have been folded into the Excess Cost grant. Therefore, there will no longer be a separate payment made in May.

Estimates of state aid to municipalities were provided through the Office of Policy and Management (OPM) in February. With regards to current year's revenue, we strongly recommend that you refer to the above Web site for the most current information. All of the pertinent factors that comprise actual revenue were not available when OPM originally published the estimates.

If you have any questions, please contact Kevin Chambers at Kevin.Chambers@ct.gov or 860-713-6455.

KD:kc

**2013-14 Revenues
For Selected State Grants
District: 97-Newtown**

Kevin Chambers (860) 713-6455

Select District Print Send E-Mail About these revenues

Education Cost Sharing (ECS) Grant:

1. 2013-14 ECS Entitlement	4,385,990
2. 2012-13 ECS Prior Year Adjustment #	Not Applicable
3. 2012-13 Excess Costs Grant Prior Year Adjustment	50,935
4. 2013-14 ECS Revenue (Sum of Items 1 thru 3)	4,436,925

There are no ECS prior year adjustments for 2012-13.

Transportation Grant:

1. 2013-14 Public Transportation Entitlement	85,474
2. 2012-13 Public Transportation Prior Year Adjustment	-4
3. 2013-14 Public Transportation Revenue (Sum of Items 1 thru 2)	85,470
4. 2013-14 Nonpublic Transportation Entitlement	20,917
5. 2012-13 Nonpublic Transportation Prior Year Adjustment	0
6. 2013-14 Nonpublic Transportation Revenue (Sum of Items 4 thru 5)	20,917

Excess Costs Grant *

Grant Type I	1,333,917
Grant Type II	365,711
Grant Type 3A	0
Grant Type IV	0
Grant Type 3B	0

Adult Education Grant:

1. 2013-14 Adult Education Entitlement	4,148
2. 2012-13 Adult Education Prior Year Adjustment	39
3. 2013-14 Adult Education Revenue (Sum of Items 1 thru 2)	4,187

Health Services Grant:

1. 2013-14 Health Services Entitlement	23,143
2. 2012-13 Health Services Prior Year Adjustment	0
3. 2013-14 Health Services Revenue (Sum of Items 1 thru 2)	23,143

	Uncapped Entitlement	Capped Entitlement	Entitlement Impact	Percent Impact
Public Transportation	294,269	85,474	-208,795	-70.95
Nonpublic Transportation	26,959	20,917	-6,042	-22.41
Adult Education	4,378	4,148	-230	-5.25
Health Services	33,097	23,143	-9,954	-30.08
Grant Type I	1,672,902	1,333,917	-338,985	-20.26
Grant Type II	458,649	365,711	-92,938	-20.26
Grant Type 3A	0	0	0	0.00
Grant Type IV	0	0	0	0.00

**2013-14 Revenues
For Selected State Grants
District: 97-Newtown**

Kevin Chambers (860) 713-6455

Select District Print Send E-Mail About these revenues

Excess Costs Grant *

Grant Type I	<i>Excess Cost</i> 1,333,917
Grant Type II	<i>Agency Placement</i> 365,711
Grant Type 3A	0
Grant Type IV	0
Grant Type 3B	0

1,699,628

To view all grants plus the effect of the caps, click this box .

To print all grants plus the effect of the caps, use the print link at the top of the page.

To view a specific category, use the links below.

ECS Transportation Special Ed Adult Ed Health Services Effect of Grant Caps

2013-14 EXCESS COST & AGENCY PLACEMENT ALLOCATION OF RECEIPTS

5/6/2014

RECEIPTS

AGENCY PLACEMENT
EXCESS COST

TOTAL *

FEB

MAY

\$365,711

\$282,399

\$83,312

\$1,333,917

\$999,326

\$334,591

\$1,699,628

\$1,281,725

\$417,903

<u>ACCOUNT #</u>	<u>DESC.</u>	<u>STARR PROGRAM AT 76.59%</u>	<u>OTHER LOCAL AT 76.59%</u>	<u>OUT OF DISTRICT AT 76.59%</u>	<u>TOTAL REIMBURSEMENT AT 76.59%</u>	<u>FEB. RECEIPTS ALLOCATION</u>	<u>MAY RECEIPTS ALLOCATION</u>
1-001-75-063-1121-0000	TEACHERS - SP. ED. H.S.	\$30,613			\$30,613	\$22,895	\$7,718
1-001-75-079-1121-0000	TEACHERS - SP. ED. SUMMER	\$403			\$403	\$302	\$101
1-001-75-061-1232-0000	ED. ASSISTANTS - SP ED PREK-8		\$30,259		\$30,259	\$22,629	\$7,630
1-001-75-051-1263-0000	THERAPISTS - OCCUP/PHYSICAL	\$9,167			\$9,167	\$6,856	\$2,311
1-001-77-043-1240-0000	NURSES - ELEM.	\$25,838			\$25,838	\$19,324	\$6,514
1-001-75-061-1266-0000	BEHAVIORAL THERAPISTS - SP ED PREK-8		\$100,487		\$100,487	\$75,154	\$25,333
1-001-76-056-3000-0000	PROF. SERV. - PSYCH/MED EVAL.		\$47,603		\$47,603	\$35,601	\$12,002
1-001-77-043-3000-0000	PROF. SERV. - HEALTH	\$85,050			\$85,050	\$63,607	\$21,443
1-001-75-058-4000-0000	CONTRACTED SERV. - SP/HEAR.	\$3,847			\$3,847	\$2,876	\$971
1-001-92-087-4115-0000	TRANS. - LOCAL SP. ED.	\$16,476	\$18,358		\$34,834	\$26,050	\$8,784
1-001-92-087-4116-0000	TRANS. - OUT OF DISTRICT			\$289,214	\$289,214	\$217,373	\$71,841
		\$16,476	\$18,358	\$289,214	\$324,048	\$243,423	\$80,625
1-001-75-052-4160-0000	TUITION - OUT OF DISTRICT			\$1,042,313	\$1,042,313	\$789,058	\$253,255
		\$171,394	\$196,707	\$1,331,527	\$1,699,628	\$1,281,725	\$417,903

DIFFERENCE FROM MARCH'S PROJECTED REIMBURSEMENT (135,046)

* TOTAL REIMBURSEMENT BASED ON STATE DEPARTMENT OF EDUCATION'S 5/6/14 ESTIMATED REVENUES.
MAY'S PAYMENT AMOUNT IS THE BALANCE DUE AT THE END OF MAY.

2013-14 EXCESS COST & AGENCY PLACEMENT ALLOCATION OF RECEIPTS

FEBRUARY RECEIPTS

AGENCY PLACEMENT
EXCESS COST

\$282,399
\$999,326

\$1,281,725

<u>ACCOUNT #</u>	<u>DESC.</u>	<u>STARR PROGRAM AT 81.99%</u>	<u>OTHER LOCAL AT 81.99%</u>	<u>OUT OF DISTRICT AT 81.99%</u>	<u>TOTAL REIMBURSEMENT AT 81.99%</u>	<u>RECEIPTS ALLOCATION</u>	<u>PROJECTED</u>
1-001-75-063-1121-0000	TEACHERS - SP. ED. H.S.	\$32,772			\$32,772	\$22,895	\$9,877
1-001-75-079-1121-0000	TEACHERS - SP. ED. SUMMER	\$432			\$432	\$302	\$130
1-001-75-061-1232-0000	ED. ASSISTANTS - SP ED PREK-8		\$32,392		\$32,392	\$22,629	\$9,763
1-001-75-051-1263-0000	THERAPISTS - OCCUP/PHYSICAL	\$9,814			\$9,814	\$6,856	\$2,958
1-001-77-043-1240-0000	NURSES - ELEM.	\$27,661			\$27,661	\$19,324	\$8,337
1-001-75-061-1266-0000	BEHAVIORAL THERAPISTS - SP ED PREK-8		\$107,576		\$107,576	\$75,154	\$32,422
1-001-76-056-3000-0000	PROF. SERV. - PSYCH/MED EVAL.		\$50,959		\$50,959	\$35,601	\$15,358
1-001-77-043-3000-0000	PROF. SERV. - HEALTH	\$91,047			\$91,047	\$63,607	\$27,440
1-001-75-058-4000-0000	CONTRACTED SERV. - SP/HEAR.	\$4,117			\$4,117	\$2,876	\$1,241
1-001-92-087-4115-0000	TRANS. - LOCAL SP. ED.	\$17,638	\$19,650		\$37,288	\$26,050	\$11,238
1-001-92-087-4116-0000	TRANS. - OUT OF DISTRICT			\$311,150	\$311,150	\$217,373	\$93,777
		<hr/> \$17,638	<hr/> \$19,650	<hr/> \$311,150	<hr/> \$348,438	<hr/> \$243,423	<hr/> \$105,015
1-001-75-052-4160-0000	TUITION - OUT OF DISTRICT			\$1,129,466	\$1,129,466	\$789,058	\$340,408
		<hr/> \$183,481	<hr/> \$210,577	<hr/> \$1,440,616	<hr/> \$1,834,674	<hr/> \$1,281,725	<hr/> \$552,949

NOTE: THE PROJECTION AND ALLOCATION ABOVE ARE BASED ON MARCH FIRST REPORTED EXPENDITURE PROJECTIONS AND STATE ESTIMATED REIMBURSEMENT PERCENTAGE THAT WAS BASED ON STATE WIDE FEBRUARY REPORTED EXPENDITURES.

NEWTOWN PUBLIC SCHOOLS
NEWTOWN, CONNECTICUT

<u>FY 2014 BUILDING & SITE MAINTENANCE PROJECTS -</u>	<u>Budgeted</u>	<u>Transfers</u>	<u>Estimated Actual</u>	<u>5/15/2014 Balance</u>
<i>Acct # 1-001-90-094-3501-0000</i>				
<u>HAWLEY SCHOOL</u>				
DOOR REPLACEMENTS - PHASE II	\$ 20,000		\$ 5,225	\$ 14,775
UPS BACKUP FOR VOICE AND DATA	\$ 10,000		\$ 10,000	\$ -
				\$ -
	\$ 30,000	\$ -	\$ 15,225	\$ 14,775
<i>Acct # 1-001-90-094-3502-0000</i>				
<u>SANDY HOOK SCHOOL</u>				
NONE	\$ -		\$ -	\$ -
	\$ -		\$ -	\$ -
<i>Acct # 1-001-90-094-3503-0000</i>				
<u>MIDDLE GATE SCHOOL</u>				
UPGRADE ELECTRICAL - GENERATOR BACKUP PHONES	\$ 18,000		\$ 3,712	\$ 14,288
PAINT GYM AND REFINISH FLOOR	\$ 25,000		\$ 24,184	\$ 816
CARPET FLOORING REPLACEMENT PROGRAM	\$ 20,000		\$ 22,715	\$ (2,715)
	\$ 63,000		\$ 50,611	\$ 12,389
<i>Acct # 1-001-90-094-3504-0000</i>				
<u>HEAD O'MEADOW SCHOOL</u>				
UPGRADE ELECTRICAL - GENERATOR BACKUP PHONES	\$ 20,000		\$ 16,747	\$ 3,253
CARPET FLOORING REPLACEMENT PROGRAM	\$ 20,000		\$ 22,932	\$ (2,932)
REPAINT EXTERIOR DOORS AND WINDOW FRAMES	\$ 20,000		\$ 20,000	\$ -
INSTALL ACCESS TO REAR OF BUILDING - STONE DRIVE	\$ 15,000		\$ 15,000	\$ -
	\$ 75,000	\$ -	\$ 74,679	\$ 321
<i>Acct # 1-001-90-094-3505-0000</i>				
<u>REED INTERMEDIATE SCHOOL</u>				
INSTALL FLASHING AT ROOF PENETRATIONS	\$ 15,000		\$ 14,250	\$ 750
	\$ -			\$ -
	\$ -			\$ -
	\$ -			\$ -
	\$ 15,000	\$ -	\$ 14,250	\$ 750

**NEWTOWN PUBLIC SCHOOLS
NEWTOWN, CONNECTICUT**

<u>FY 2014 BUILDING & SITE MAINTENANCE PROJECTS -</u>	<u>Budgeted</u>	<u>Transfers</u>	<u>Estimated Actual</u>	<u>5/15/2014 Balance</u>
<i>Acct # 1-001-90-094-3506-0000</i>				
<u>MIDDLE SCHOOL</u>				
INSTALL ADA LOCKSET - KEY TO MASTER	\$ 30,000		\$ -	\$ 30,000
UPGRADE ELECTRICAL AND UPS BACKUP PHONES	\$ 20,000		\$ 49,455	\$ (29,455)
INSTALL ADDITIONAL EXTERIOR LIGHTING	\$ 20,000		\$ 4,558	\$ 15,442
CARPET FLOORING REPLACEMENT PROGRAM	\$ 30,000		\$ 29,393	\$ 607
PAVE REAR ACCESS ROAD - Asphalt for Parking Lot	\$ 13,500		\$ 48,768	\$ (35,268)
	\$ 113,500	\$ -	\$ 132,174	\$ (18,674)
<i>Acct # 1-01-090-94-3507-0000</i>				
<u>HIGH SCHOOL</u>				
EXPAND GENERATOR SERVICE TO F WING	\$ 30,000		\$ 30,480	\$ (480)
CONNECT CULINARY REFRIGERATION TO GENERATOR	\$ 15,000		\$ 14,000	\$ 1,000
PAVE PARKING LOT	\$ 177,500		\$ 159,690	\$ 17,810
	\$ 222,500	\$ -	\$ 204,170	\$ 18,330
<i>Acct # 1-001-90-094-3508-0000</i>				
<u>SYSTEM WIDE</u>				
MAINTENANCE SHOP TANK REMOVAL, DRAINAGE, PAVING	\$ 35,000		\$ 54,051	\$ (19,051)
WAREHOUSE LOADING DOCK REPAIRS, DRAINAGE, PAVING	\$ 20,000		\$ -	\$ 20,000
Lockset Hardware & Doors - Short term payment plan	\$ -		\$ -	\$ -
	\$ 55,000		\$ 54,051	\$ 950
TOTAL BUILDING & SITE IMPROVEMENTS	\$ 574,000	\$ -	\$ 545,158	\$ 28,842



East River Energy

• Premium Quality Fuel Oils • Natural Gas • Electricity • Bio Fuels • HVAC • Pool Water

TO OUR VALUED CUSTOMERS:

NORA Reauthorized-Collections Restart April 1, 2014

Reactivation of NORA Assessment Fee: Congress passed a provision in early February to reauthorize the National Oilheat Research Alliance assessment fee. The Act extends NORA for 5 years. The NORA assessment fee of \$0.0020 per gallon will be reactivated on April 1, 2014, and the collection system will be identical to the system that was suspended in 2010.

If you are unfamiliar with this assessment, we offer this brief explanation:

The National Oilheat Research Alliance (NORA) was established in November, 2000 by an act of Congress for the purpose of promoting and funding educational programs and research projects for the oil heat industry.

As assessment of \$0.0020 per gallon must be collected on fuel used for oil heat, which is defined as fuel used for heating of space inhabited by humans, or for hot water heating. The only uses currently exempt from the fee include fuel used by vessels, railroads, utilities, farmers, and the military. There are no such exemptions for governmental or non-profit agencies (unless military) who use #2 heating oil or dyed kerosene for the specified heating purposes.

We hope this clarifies why we must collect this assessment.

Please accept our sincere thanks for your understanding and cooperation.

East River Energy, Inc.

Your Energy Partner

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