FINANCE/CLAIMS COMMITTEE MEETING
Thursday June 9, 2016 7:00P.M.

CITY HALL
Common Council Chambers
125 East Avenue
Norwalk, Connecticut
AGENDA

1. Public Participation

2. Approve the Minutes of the following Finance Committee Meeting:
   May 12, 2016

3. Claims Committee: receive the monthly Claims report; review and approve claims as required for Claims Report dated:
   June 2, 2016

4. Narrative on Tax Collections dated June 9, 2016- Receive Report and discuss.

5. Monthly Tax Collector's Reports - Receive Reports and discuss:
   May 31, 2016

6. Authorize Mayor, Harry W. Rilling to execute all documents necessary for the City of Norwalk to be a fiscal agent to a new School Readiness provider for the Ben Franklin and Nathaniel Ely sites.

7. Authorize the Mayor, Harry W. Rilling, to execute a Software License and Service Agreement with Software Consulting Associates for the licensing and services of MuniCity for a cost not to exceed $153,199.00, accounts 09120600-5777-C0375 and 013410-TBD.

8. Authorize the Mayor, Harry W. Rilling, to sign a Letter of Agreement regarding the agreement of Software Consulting Associates, CRCOG, and the City of Norwalk, as one of the members of the IT Services Cooperative, commencing June 23, 2016 and ending June 30, 2021, with additional one year option to renew.

9. Authorize the Mayor, Harry W. Rilling, to submit an application to the State of Connecticut Department of Emergency Services and Public Protection for grant funds for Emergency Management Performance Grant which is approximately $37,000.

10. Receive Board of Estimate and Taxation Appropriations dated:
    June 6, 2016: Resolved that a sum not to exceed $1,150,000 be and the same is hereby transferred from Fund Balance to fund a Special Revenue Special Education Development Fund.

11. Resolution: Approve a special capital appropriation in the amount of $83,000 to fund the Removal of Underground Storage Tanks (09163110-5777-C0542).

12. Closeout the following capital project, Health Department Security System Replacement with an available balance of $6,400 (Account: 09152012-5777-C0552).

13. Resolution: Approve a special capital appropriation in the amount of $6,400 to fund HVAC repairs at the Health Department building (Account: 09162012-5777-C0453).

14. Authorize Mayor, Harry W. Rilling to execute General Liability, Automobile Liability, UM/UM, Employee Benefits Liability, Law Enforcement Liability, Public Officials Liability, School Leaders Liability, Umbrella Liability and Automobile Physical Damage insurance placements for the one year period beginning July 1, 2016 with Connecticut Interlocal Risk Management Agency (CIRMA) for an amount not to exceed $486,099 for FY 16-17. Account #161343-541N, 165053-541N

15. Authorize Mayor, Harry W. Rilling to execute Commercial Property and Boiler & Machinery insurance placements for the FY 2016-17 with A. J.Gallagher for an amount not to exceed $475,000. Account #161343-541N, 165053-541N.

16. Authorize Mayor, Harry W. Rilling to execute Excess Workers' Compensation insurance placements for the FY 2016-17 with H. D. Segur, Inc.for an amount not to exceed $147,175. Account #161343-541N, 165053-541N

17. Authorize Mayor, Harry W. Rilling to execute Crime Insurance placements for the FY 2016-17 with CIRMA for an amount not to exceed $2,626. Account #161343-541N, 165053-541N.

18. Authorize Mayor, Harry W. Rilling to execute Flood insurance placements for seven (7) separate locations and placements the FY 2016-17 with National Flood Insurance Program - Middlesex Mutual Assurance Co. for a total amount not to exceed $78,017. Account #161343-541N, 165053-541N

19. Authorize Mayor, Harry W. Rilling to execute TULIP insurance placements for the FY 2016-17 with Shoff Darby for a total amount not to exceed $9,000. Account #161343-541N, 165053-541N

20. Receive Oak Hills Authority Monthly Financial Statements for April 30, 2016.

21. Discussion Item: Discuss the possibility of hiring a company to verify to which cars should be registered in Norwalk so that property taxes are properly paid on them.

CITY OF NORWALK
FINANCE/CLAIMS COMMITTEE
REGULAR MEETING
MAY 12, 2016

ATTENDANCE: Bruce Kimmel, Chair; Douglas Hempstead, John Kydes, John Igneri, Nick Sacchinelli (7:30 p.m.)

OTHERS: Fred Gilden, Comptroller; Lisa Biagiarelli, Tax Collector; Kathryn Hebert, Parking Authority Administrative Services Manager; Bruce Chimento, Director of Public Works.

CALL TO ORDER.

Mr. Kimmel called the meeting to order at 7:05 p.m. A quorum was present.

PUBLIC PARTICIPATION

There was no one from the public that wished to address the Committee at this time.

APPROVE THE MINUTES OF THE FOLLOWING FINANCE COMMITTEE MEETING:

April 14, 2016

**** MR. IGNERI MOVED THE MINUTES OF THE APRIL 14, 2016 MEETING.**
**** THE MOTION PASSED WITH THREE IN FAVOR (KIMMEL, KYDES AND IGNERI) AND ONE ABSTENTION (HEMPSTEAD).**

CLAIMS COMMITTEE

Claims Committee: receive the monthly Claims Report, review and approve claims as required for the Claims Report dated: May 4, 2016.

Ms. Biagiarelli said that there were no special requests and the report was for the Council Members' information only.

Narrative on Tax Collections dated May 12, 2016. Receive Report and discuss.

Monthly Tax Collector's Report - Receive Reports and discuss: April 30, 2016.

Ms. Biagiarelli then presented her report to the Committee. The Tax Sale is now underway. The Website and the filing to the Land Records went up on May 4th. There was one double page legal notice in The Hour has been published. There will be two additional legal notices published.

Mr. Hempstead said that the Tax Collector's Office was very professional.

Mr. Kimmel asked if the auditors ever wonder about the high collection percentage. Ms. Biagiarelli said that the auditors have seen the tax sale activity and know that Norwalk is serious about collecting taxes. Several people have asked why their property remains on the boards after they have paid. Ms. Biagiarelli said that the department prefers to have the taxes paid before the tax sale is finalized. Once a property is in the tax sale, it remains there even if the taxes have been paid once the sale commences.

Mr. Kimmel asked about the criteria. Ms. Biagiarelli gave an overview of the criteria used. Basically, if a parcel is three years in arrears or the total is $17,000, Some residents have asked if they could pay one year's taxes to keep their property out of the sale. If a property qualifies for the Tax Sale, it is in the sale.

Approve FY 2016-17 Parking Authority Budget.

**** MR. HEMPSTEAD MOVED THE ITEM.**

Ms. Hebert came forward. Mr. Kydes asked about the costs of the snow removal. Ms. Hebert explained that the department averages the cost of the items. Mr. Kydes asked about the costs of the signage. Ms. Hebert explained that the line item is for when information changes on the signs.

Ms. Hebert presented her report.

Mr. Igneri asked about the valet parking. Ms. Hebert said that in larger cities, there are valet parking services for those residents who visit the downtown. She said that it is an expensive operation and has to be evaluated in terms of density.

Mr. Hempstead asked if there were any revenue difference since Ironworks has opened. Ms. Hebert said that there has been an increase for both Water Street North and the Maritime Garage. He asked whether the North Water Street lot would be affected by the Walk Bridge project. Ms. Hebert said the lot was not involved at all.

Mr. Kimmel asked about the parking at the East Norwalk station. Ms. Hebert said that St. Thomas Church had rented their lot to the City for East Norwalk Railroad parking. However, the church has decided not to continue their lease. She then gave a quick overview of various scenarios under discussion.

Mr. Sacchinelli joined the meeting at 7:30 p.m.

Mr. Kimmel asked why the church decided not to renew. Ms. Hebert said that the church has decided to expand their programs. Discussion about the details followed.

Mr. Kimmel asked if the Parking Authority was involved in the Circulator. Ms. Hebert said that she was involved with the Circulator Committee. She said that right now, the City is at capacity in the South Norwalk Train Station.

Mr. Kimmel said that on the agenda, it says "the Council approves". He asked what would happen if the Committee did not approve. Ms. Hebert said that she had just had a conversation with Corporation Counsel about this and basically, the Parking Authority would continue with business because the Parking Authority manages large City assets. Mr. Kimmel asked if the Council had any authority. Mr. Gilden pointed out that without the Council's approval, the Finance Department would not be able to pay the bill.

Mr. Igneri asked who oversee the creation of the budget. Ms. Hebert said that Mr. Chimento is her boss and oversees the process. Mr. Chimento came forward and gave an overview of how the budget is created. Mr. Igneri asked about what percentage of the City budget the Parking Authority covers. Mr. Gilden said that it was not part of the general budget. Discussion followed about the process. Mr. Igneri said that he would like to see the budget be presented to the DPW Committee also.

Mr. Kydes asked what role LAZ plays. Ms. Hebert said that they manage the garages and the $100,000 management fees has not changed. There are no City employees involved in the Parking Authority.

Mr. Kimmel said that there have been questions and he has directed those questions to Ms. Hebert. Mr. Chimento then spoke about a new program called "Park Mobile". Ms. Hebert said that they do provide tours, which are two hours long.

Mr. Hempstead asked about the details involved in appealing a ticked. Ms. Hebert said that the residents can go to the Parking Authority main office at the Maritime Garage. A second method is appealing online and a third one is via the mail.

Mr. Kydes asked about the Personnel and Benefits. Ms. Hebert said that there were 30 employees. Mr. Kydes asked about hiring process. Ms. Hebert said that the LAZ employees are required to do a variety of tasks, such as customer service, maintenance, landscaping, repairs and other items. Mr. Kydes asked about the 9% increase. Ms. Hebert said that there has been an increase in staff and they are working on increasing customer use in the Wall Street area. Mr. Chimento said that LAZ was a Connecticut company that was created by two men in Hartford who were running a parking lot.

Mr. Sacchinelli asked what the $100,000 managerial fee covered. Ms. Hebert said that the fee covered the cost of the back office in terms of checks and salaries.

Mr. Kimmel asked about the innovations in parking and asked Ms. Hebert what she thought about new innovations. Ms. Hebert said that she did not know. Mr. Kimmel asked if there would ever be a point where LAZ would have to readjust their costs downward. Ms. Hebert said that while the investments on the equipment would decrease, there would still need to be ambassadors to work with customers. The revenue goes back into the general fund for the Parking Authority for use by the Parking Authority.

Mr. Hempstead said that he would be extremely cautious about bringing the parking back to the City and listed his reasons why it was worthwhile to have a third party handle this.

**** THE MOTION TO APPROVE THE FY 2016-17 PARKING AUTHORITY BUDGET PASSED UNANIMOUSLY.**

Approve FY 2016-17 WPCA Budget.

**** MR. HEMPSTEAD MOVED THE ITEM.**

Mr. Chimento pointed out that there were two members of the Council and a member of the BET on the WPCA board.

Mr. Kydes asked about methane gas. Mr. Chimento said that methane is odorless. The smell that people complain about is actually carried on the methane gas. Mr. Kydes asked about capturing the methane and using it. Mr. Chimento said that a sewer processing plant is a flow through process so it is not possible to capture the gas at this time. The capturing of the methane happens in landfills, where it is enclosed. He said that there would be a tour of the sewage treatment plant in June.

Mr. Hempstead asked about the smells. Mr. Chimento said that he could not guarantee that there would be no smells, because when the solid sludge is removed from the system, the doors are opened up. He said that he did not know of any wastewater treatment plant that does not have this problem.

Mr. Hempstead asked about water conservation and said that he felt that it was not fair to have everyone pay the same flat fee for the water use age. He asked if there was a plan to put this in effect. Mr. Chimento said that to be equitable across the board, the system has worked. He pointed out that the First and Second Taxing District have control over how much water is used by the various residences. He added that the Taxing Districts do not release that information to the City. Discussion followed.

Mr. Kimmel asked if there was any leverage over the two Taxing Districts. Mr. Chimento said that his department coordinates with them because of the need for repairs and such. However, there is nothing that could be used a leverage.

Mr. Igneri asked where the measuring is done. Mr. Chimento said that it was done when the water went into the residence.

Mr. Hempstead said that the First Taxing District has used the City for bonding purposes. Mr. Gilden agreed.

**** THE MOTION TO APPROVE THE FY 2016-17 WPCA BUDGET PASSED WITH FOUR IN FAVOR (KIMMEL, KYDES, IGNERI, AND SACCHINELLI) AND ONE OPPOSED (HEMPSTEAD).**

Closeout the following capital project, Health Department Security System Replacement with an available balance of $6,400. (Account: 09152012-5777-C0552).

Resolution: Approve a special capital appropriation in the amount of $6,400 to fund HVAC repairs at the Health Department building. (Account: 09162012-5777-C0453)

**** MR. IGNERI MOVED BOTH ITEMS.**

Mr. Gilden came forward and said that the capital project has come in a bit higher and there was funding left from the security system replacement.

**** THE MOTION TO APPROVE THE FOLLOWING ITEMS:**

CLOSEOUT THE FOLLOWING CAPITAL PROJECT, HEALTH DEPARTMENT SECURITY SYSTEM REPLACEMENT WITH AN AVAILABLE BALANCE OF $6,400. (ACCOUNT: 09152012-5777-C0552).

RESOLUTION: APPROVE A SPECIAL CAPITAL APPROPRIATION IN THE AMOUNT OF $6,400 TO FUND HVAC REPAIRS AT THE HEALTH DEPARTMENT BUILDING. (ACCOUNT: 09162012-5777-C0453)

PASSED UNANIMOUSLY.

Receive Oak Hills Authority Monthly Financial Statement for March 31, 2016.

Mr. Gilden said that Oak Hills seems to be doing much better than last year. He said that some of that was the reduction of the bond interest payments.

Update on State Budget.

Mr. Kimmel said that he would like to withdraw this item until next month as there is no new information available at this time.

Resolution making appropriations for various public improvements aggregating $29,034,000 for the 2016-2017 capital budget and authorizing the issuance of $23,902,000 general obligation bonds of the city to meet certain appropriations in the 2016-2017 capital budget.

Resolution with respect to the authorization, issuance and sale of up to $47,500,000 City of Norwalk general obligation refunding bonds, effective until December 31, 2016.

Mr. Gilden came forward and explained that the first item would allow the City to take the budget authorized in April and appropriate it along with creating bonding authority. He added that the difference between the two numbers was because the WPCA did not need to bond for any projects. They have enough fund balance to cover any capital improvements. He explained that the City would be looking to get $600,000 from a State grant.

Mr. Gilden said that every year, the financial advisor looks for ways to refund previous debt. There is a potential refund opportunity that is being reviewed.

Mr. Gilden said that both items would have to be approved by a Committee with the Council President, the Chairman of the Finance Committee, the Majority leader and the Minority leader in order to issue the bonds. Discussion followed.

**** THE MOTION TO APPROVE THE FOLLOWING ITEMS:**

RESOLUTION MAKING APPROPRIATIONS FOR VARIOUS PUBLIC IMPROVEMENTS AGGREGATING $29,034,000 FOR THE 2016-2017 CAPITAL BUDGET AND AUTHORIZING THE ISSUANCE OF $23,902,000 GENERAL OBLIGATION BONDS OF THE CITY TO MEET CERTAIN APPROPRIATIONS IN THE 2016-2017 CAPITAL BUDGET.

RESOLUTION WITH RESPECT TO THE AUTHORIZATION, ISSUANCE AND SALE OF UP TO $47,500,000 CITY OF NORWALK GENERAL OBLIGATION REFUNDING BONDS, EFFECTIVE UNTIL DECEMBER 31, 2016.

PASSED UNANIMOUSLY.

ADJOURNMENT

**** MR. KYDES MOVED TO ADJOURN.**
**** THE MOTION PASSED UNANIMOUSLY.**

The meeting adjourned at 8:20 p.m.

Respectfully submitted,

S. L. Soltes
Telesco Secretarial Services

PRIORITY SCHOOL READINESS

OVERVIEW AND DESCRIPTION OF GRANT

Purpose of Grant as outlined in Connecticut General Statues (C.G.S.) Section 10-16o is to:

1. Provide open access for children to quality programs that promote the health and safety of children and prepare them for formal schooling;

2. Provide opportunities for parents to choose among affordable and accredited programs;

3. Encourage coordination and cooperation among programs and prevent the duplication of services;

4. Recognize the specific service needs and unique resources available to particular municipalities and provide flexibility in the implementation of programs;

5. Prevent or minimize the potential for developmental delay in children prior to their reaching the age of five;

6. Enhance federally funded school readiness programs;

7. Strengthen the family through: (A) encouragement of parental involvement in a child's development and education; and (B) enhancement of a family's capacity to meet the special needs of the children, including children with disabilities;

8. Reduce educational costs by decreasing the need for special education services for school age children and avoiding grade repetition;

9. Assure that children with disabilities are integrated into programs available to children who are not disabled; and

10. Improve the availability and quality of school readiness programs and their coordination with the services of child care providers.

It is expected that all children who participate in quality school readiness programs will demonstrate the skills at kindergarten entry that have been delineated in ***THE EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS).*** The Office of Early Childhood (OEC) will provide guidance on professional development opportunities and documents related to alignment between the Preschool Assessment Framework and the ELDS. Programs are expected to make the transition to the ELDS while seeking the appropriate guidance and support.

Eligible Recipients

Priority School Districts are defined under section 10-266p of the C.G.S. Eligibility is determined for a five-year period based upon the applicant's designation as a Priority School District for the initial year of application except that if a school district that receives a grant pursuant to this subsection is no longer designated as a Priority School District at the end of such five-year period, such former Priority School District shall continue to be eligible to receive a grant pursuant to C.G.S. 10-16p(c).

Norwalk School Readiness Information

Norwalk has a $5,409,708.00 School Readiness grant that serves 633 children.

The current School Readiness provider at both the Nathaniel Ely and Ben Franklin is the Norwalk Housing Authority. There are a total of 156 slots resulting in $1,392,144.00 School Readiness funding. NHA's School Readiness funding has been terminated effective July 1,2016. Through a RFP review and selection process, Odyssey Early Learning and Enrichment Programs has been selected to be the new School Readiness provider for the Ben Franklin and Nathaniel Ely sites.

Both Ben Franklin and Nathaniel Ely are City buildings. According to an agreement between Dr. Adamowski and Mayor Harry Rilling, the City of Norwalk will serve as fiscal agent for the new provider, Odyssey Early Learning and Enrichment Program since the program will operate in city buildings and to ensure financial oversight.

CITY OF NORWALK
Department of Code Enforcement
Department of Information Technology

To: Members of the Finance Committee

From: William D. Ireland, III, Chief Building Official
Karen Del Vecchio, Director IT

Re: Implementation of New Permit/Inspection System for Code Enforcement & Planning and Zoning.

Date: June 1, 2016

The City of Norwalk Building Department has been keeping inspection records and permits since 1981 on the Cornerstone Permit System, which currently equates to over 30,000 permits, 360,000 inspections and hundreds of Blight cases.

Though the use of this Cornerstone software and database system, Code Enforcement provides information regarding whether or not a permit has been issued for a property, identifying the project and its costs, information on the owner, contractor and or applicant information, inspection results and Certificate of occupancy information. License number of the contractors and pertinent information are also accessible if needed by the State of Connecticut.

This system is also accessed by the Tax Assessor's office for assessment purposes and to the general public for real estate purposes involving sales and refinancing and for paperwork needed to pursue future permits.

For the last 15 years, Code Enforcement has been adding archived files dating back to 1923 to this database as these archives are retrieved from remote storage. With strict banking practices, environmental concerns, and a more informed buyer, these older files are required to facilitate a sale or refinance.

Diversified Software, the vendor providing Cornerstone Software, went out of business in June of 2013. Since that time, Code Enforcement has continued to use the Cornerstone system while a replacement system was researched. Code Enforcement worked with the IT Department and Planning and Zoning to develop a strategy for replacing Cornerstone and integrating Planning and Zoning into any replacement system.

Code Enforcement and IT looked at the permitting module for three systems already in use in other City departments. Tyler Technologies, CRW System and Vision Government Solutions were demonstrated, reviewed and researched. None of these offerings satisfied the current functional and operating needs of the department nor offered the opportunities for future efficiency gains.

In the fall of 2015, Norwalk joined with 14 other Connecticut municipalities and the Capital Region Council of Government (CRCOG) to release a comprehensive RFP for an online permitting and inspection system. Six firms submitted proposals to CRCOG by the November, 2015, deadline.

In December, 2015, a review panel with representatives from Norwalk, Stamford, Southington, Branford, Bolton, Windsor, East Hartford, and CRCOG, vetted the responses and shortlisted to four firms.

In January, 2016, Bill Ireland, Mike Wrinn and Karen Del Vecchio joined representatives of the 13 other CT municipalities, including Building Officials, Zoning Officials, and IT staff, and CRCOG in a day-long features and functions demo in North Haven from the four short-listed firms. At the end of the day, each of the firms was rated and ranked with two firms, one of whom was the most expensive proposal, emerging as having the best suited solutions.

Of the final two firms, the municipalities decided to go with the lower price firm (less than half the cost), Software Consulting Associates (SCA), and the product MuniCity. CRCOG signed a contract with SCA in March of 2016. As of mid-May, Southington, Hebron, Weston and Branford were moving ahead with MuniCity and Westport was under consideration.

In May, IT invited SCA onsite in Norwalk to demonstrate the MuniCity permit and inspection system to all the Code and Planning staff members. Given the positive feedback from the staff, the Code and Planning Department heads agreed to move ahead with implementing the system for their departments.

The MuniCity system is a cloud application; no onsite server or special software on the departments' computers are required. In addition, inspectors will have full access to the system while in the field via tablet computers with cellular. MuniCity is GIS-based and uses the Assessor's parcel data as a basis. MuniCity offers other modules which will be considered by other departments, like DPW for its pavement permit needs. The system includes permit workflow that engages other departments who may be required to review and approve a permit, such as the Fire Marshall or Health Department. Of the eight permit/inspections systems the team has examined and considered, MuniCity appears to be the best suited to Norwalk's needs.

MuniCity costs were negotiated by CRGOG and are based on the size of the municipality. The costs for Norwalk include:

$ 107,960	Software, data conversion, implementation and training, 1st year hosting and support.
$ 9,400	Mobile technology implementation for up to 12 inspectors.
$ 32,400	On-site project management 20 hours per week (Norwalk requested)
$ 3,439	Annual CRCOG administration fees

The project implementation cost with first year of hosting/support totals $153,199.00. There will be a **fixed annual operating cost of $18,699.00** (including the CRCOG admin fee) each year for years 2-5 associated with the project. If 10+ CT municipalities implement MuniCity, this annual operating cost will be reduced by 10% annually.

The IT department identified replacing the Cornerstone system as a priority in a prior Technology Capital Budget year and has the funds available to proceed. Additionally, given the unprecedented volume of permit, inspection, and blight enforcement activity by both Code Enforcement and Planning, the need for an onsite project manager was anticipated and approved in the 2016/2017 Code Enforcement Operating Budget.

The ITT Committee has reviewed and unanimously approved the implementation of MuniCity at its June 1, 2016 meeting.

The specific action requested is:

1a) Authorize the Mayor, Harry W. Rilling, to execute a Software License and Service Agreement with Software Consulting Associates for the licensing and services of MuniCity for a cost not to exceed $153,199.00, accounts 09120600-5777-C0375 and 013410-TBD.

1b) Authorize the Mayor, Harry W. Rilling, to sign a Letter of Agreement regarding the agreement of Software Consulting Associates, CRCOG, and the City of Norwalk, as one of the members of the IT Services Cooperative, commencing June 23, 2016 and ending June 30, 2021, with additional one year option to renew.

And forward onto the Common Council for further action.

Att: ITT Approval Form

City of Norwalk

Information Technology Department
125 East Ave., Rm203
Norwalk, CT 06850
Phone: 203-854-7714 Fax:203-854-7803

ITT Request Form

SCA MuniCity Permit and Inspection System Code and P&Z

Request Number: CEPZ-01062016 Modification Number : 0 Date of Request: 01-Jun-16

FUNDED IN CURRENT CAPITAL OR EXPENSE BUDGET: YES **CONSISTENT WITH CITY TECHNOLOGY PLAN:** Yes

BUDGET ACCOUNT: 09120600-5777-C0375 & 013410-TBD

VENDOR DATA

Software Consulting Associates, Inc.

54 Elizabeth St., Red Hook, NY 12571

www.sca-corp.com **Wil LaBossier 854-758-0104**

Per response to CRCOG RFP, dated 4-Nov-2015
& Software and Services Agreement

PRICING INFORMATION

QTY.	DESCRIPTION	MAKE	MODEL	PRICE/UNIT	EXT. PRICE
1	Sofware, data conversion, imple	ntation, training, 1st yr hosting	and support	$107,960.00	$107,960.00
12	Mobile technology implementatio	n for 12 inspectors		$783.33	$9,400.00
1	Onsite project manager @ 20	hours per week X 12 weeks @	$135 per hour	$32,400.00	$32,400.00
1	Annual CRCOG administrative	fee		$3,439.00	$3,439.00
					$0.00
				Shipping	
				Total Price	$153,199.00

Date Presented: 01-Jun-06 **Date Approved:** 01-Jun-16

PROJECT CodeP&ZPermitInspectio **ITT Signature:** signature on file

CITY OF NORWALK
FIRE DEPARTMENT
TRAINING DIVISION

121 Connecticut Ave
Norwalk, Connecticut 06850

Tele: (203) 854-0235
Fax (203) 854-7931

The City of Norwalk is part of a mutual aid agreement with 13 others cities and towns in Fairfield County. These 14 municipalities make up Region1and also the Fairfield County Hazardous Incident Response Team (FFCoHIRT). The team administered through the Fire Chiefs that represent the municipalities.

Annually our regional hazardous material team is awarded funds from the Emergency Preparedness Grant (EMPG), a federal grant that is managed through the State of Connecticut.

Our issue is that our hazardous materials team is a mutual aid agreement between the municipalities, not a true government entity. The grant is a reimbursement grant that needs a municipality or a council of governments to purchase items and then submit for reimbursement.

FFCoHIRT identifies equipment or training that is needed for our region. We confirm with the state that the purchase will be a reimbursable cost. The vender provides a quote for the purchase, the municipality will then issue a purchase order. The vendor delivers the item and then issues an invoice. The municipality pays the invoice and then submits reimbursement from the state.

We follow all the purchasing rules of the municipality acting as the fiduciary. We attempt to purchase larger cost items with the grant. This limits the amount of processing that has to be completed.

Finally, I would like Norwalk to become this fiduciary for the following reasons. First, I am now responsible for the fire department's training division. I now work straight day shifts and would be available to handle most of the communications. Second, I believe Norwalk would be in a better position to "front" the funds and wait for reimbursement. The grant award annually is around $37,000.

Respectfully,

Albe Bassett

Albert Bassett
Deputy Chief of Training
Norwalk Fire Department
121 Connecticut Avenue
Norwalk, CT 06854
203-854-0235 phone
203-854-7931 fax

E.MERGENCY
M.ANAGEMENT
P.ERFORMANCE
G.RANT

FFY 2015 APPLICATION
Due: February 1, 2016

State of Connecticut

Department of Emergency Services and Public Protection

Division of Emergency Management and Homeland Security

TABLE OF CONTENTS

COMPLETION AID FOR GRANTEE

The following forms are necessary for the timely completion of this document. Please use this aid to ensure all documents are included in your submission. A detailed checklist is available in the 2015 EMPG Manual.

- ☐ Section B: Application Information and Data Sheet
- ☐ Section C: Municipal Resolution
- ☐ Section D: EMPG Financial Tool Budget Tab
- ☐ Section E: Master Staffing Pattern
- ☐ Section F: NEMA Survey attached (Optional)
- ☐ Job Descriptions have been attached if applicable (Available on website)

DEMHS REGIONAL CONTACT INFO

For assistance filling out this application please contact your DEMHS Regional Coordinator.

Region 1	Robert Kenny Regional Coordinator	149 Prospect Street, Bridgeport, CT 06601 Phone: 203.696.2640 Email: Robert.Kenny@ct.gov	Fax: 203.334.1560
Region 2	John Field Regional Coordinator	1111 Country Club Road, Middletown, CT 06457 Phone: 860.685.8105 Email: John.Field@ct.gov	Fax: 860.685.8366
Region 3	Thomas Gavaghan Regional Coordinator	360 Broad Street, Hartford CT, 06105 Phone: 860.529.6893 Email: Thomas.Gavaghan@ct.gov	Fax: 860.257.4621
Region 4	Michael Caplet Regional Coordinator	15-B Old Hartford Road, Colchester, CT 06451 Phone:860.465.5460 Email: Mike.Caplet@ct.gov	Fax: 860.465.5464
Region 5	Thomas Vannini Regional Coordinator	55 West Main Street, Suite 300 Box 4 Waterbury, CT 06702 Phone: 203.591.3500 Email: Thomas.Vannini@ct.gov	Fax: 203.591.3529

SECTION A. APPLICATION INSTRUCTIONS

Below are brief instructions for filling out each application form. Please fill out these forms completely and accurately. Please be reminded that all signatures are required to be original on this document. Please **sign** or **initial** where you see the following tabs:

1. **Manual:** Please print and review the 2015 EMPG Manual (http://www.ct.gov/demhs/cwp/view.asp?a=1910&q=411692). The Subgrantee is responsible for the information contained in this document. More complete instructions are available in this document.

2. **Section B: Applicant Information and Datasheet**: Please fill out boxes 1-16 with the necessary information.

3. **Section C: Municipal Resolution:** Please provide a municipal resolution to grant the Chief Executive Officer the authority to sign the EMPG application package on behalf of the municipality. For more information on resolution specifics please reference the 2015 EMPG Manual.

4. **Section D: EMPG FINANCIAL TOOL-Budget Preparation:** Fill in your budget request for the performance period of 10/1/15-9/30/16 in the 2015 EMPG SLA Financial Tool. Please submit this budget electronically to your DEMHS Regional Office for review upon submittal of the application. Please consult the 2015 EMPG Manual for any additional forms.

5. **Section E: Master Staffing Pattern**: Complete the Master Staffing Form and provide training certificates or transcripts if available. If you are unsure of your training completion level please contact your DEMHS Regional Coordinator.

6. **Additional Forms:** Please review the remaining list of forms available on our website at http://www.ct.gov/demhs/cwp/view.asp?a=1910&q=411692 to determine if any of these forms will be needed for your application:

   Emergency Management Director Job Description – Use this form if you have hired a new Emergency Management Director.

   Emergency Management Deputy Director Job Description – Use this form if you have hired a new Emergency Management Deputy Director.

   Emergency Management Support Staff Job Description – Use this form if you have hired new Emergency Management Support Staff (e.g. Clerical).

   Request for Transcripts from EMI – Use this form to request a transcript of the courses you have completed through FEMA and/or the Emergency Management Institute (EMI).

Once all of the necessary forms are filled out and signed, complete the application by signing and dating the Applicant Information and Data Sheet. Attach the Budget and all other forms and submit the Application Package to your DEMHS Regional Office.

SECTION B. EMPG APPLICATION INFORMATION AND DATA SHEET

Additional copies of this kit are available on our website at http://www.ct.gov/demhs/cwp/view.asp?a=1910&q=411692.

Mail Completed Applications To: DEMHS Regional Coordinator (See Section A of this application for contact information)	SPCP Unit Use Only

1. Name of Municipality or Agency Applying for Subgrant:	**2. Period of Award for this Subgrant:** 10/1/15 – 9/30/16
3. Emergency Management Director Name & Address Name: Title: Organization: Address Line 1: Address Line 2: City/State/Zip: Phone: Fax: E-mail:	**4. Official Authorized to Sign for the Applicant:** Name: Title: Organization: Address Line 1: Address Line 2: City/State/Zip: Phone: Fax: E-mail:
5. Municipal/Agency Financial Officer Name: Title: Organization: Address Line 1: Address Line 2: City/State/Zip: Phone: Fax: E-mail:	**6. Fiscal Point of Contact: (If Different than Financial Officer)** Name: Title: Organization: Address Line 1: Address Line 2: City/State/Zip: Phone: Fax: E-mail:
7. Applicant FEIN:	**8. Applicant DUNS #:**
9. Applicant Fiscal Year End:	**10. Date of Last Audit:**
11. Dates Covered by Last Audit: to	**12. Date of Next Audit:**
13. Dates to be Covered by Next Audit: to	

Please note that the information required for boxes 9 through 13 refers to the sub-grantee's audit cycle.

FEDERAL AUDIT AND DEBARMENT REQUIREMENT CERTIFICATION

14. ACKNOWLEDGEMENT OF FEDERAL SINGLE AUDIT SELF REPORTING REQUIREMENTS

- Sub-grantees that are required to undergo a Federal Single Audit as mandated by OMB Circular A-133 must alert CT DEMHS, in writing, to any specific findings and/or deficiencies with regard to the use of federal grant funds within 45 days of receipt of their audit report. This notification must identify the finding(s) / deficiencies and a corrective action plan for each.
- All sub-grantees must submit to CT DEMHS a copy of the audit report section pertaining to use of federal grant funds regardless of any findings or deficiencies, within 45 days of the receipt of that report.

Initial to indicate that this requirement has been read and understood: ________. INITIAL

15. AKNOWLEDGEMENT OF DEBARMENT REQUIREMENTS:

- The sub-grantee will confirm the eligibility status (via Sam.gov) of all vendors/contractors that the sub-grantee pays with EMPG SLA funds. The subgrantee will confirm that the vendors/contractors do not appear on the SAM's Exclusion List of federally debarred or suspended vendors.

Initial to indicate that this requirement has been read and understood: ________. INITIAL

16. I, the undersigned, for and on behalf of the named municipality, state agency, or regional planning organization, do herewith apply for this subgrant, attest that, to the best of my knowledge, the statements made herein are true, and agree to any general or special grant conditions attached to this grant application form. SIGN & DATE

Authorized Signatory: X ______________________ **Date:** ____________

SECTION C. AUTHORIZING RESOLUTION

AUTHORIZING RESOLUTION OF THE

____

(Insert name of governing body--for example, town council)

CERTIFICATION:

I, ____________________, the ______________ of ______________,
(keeper of the records—for ex. town clerk or secretary of council)
do hereby certify that the following is a true and correct copy of a resolution adopted by
____________________ at its duly called and held meeting on ____________, 20__,
(name of governing body) *(Month, Day)*
at which a quorum was present and acting throughout, and that the resolution has not been modified, rescinded, or revoked and is at present in full force and effect:

RESOLVED, that the ______________________ may enter into with and deliver
(name of governing body)
to the State of Connecticut Department of Emergency Services and Public Protection, Division of Emergency Management and Homeland Security, any and all documents which it deems to be necessary or appropriate; and

FURTHER RESOLVED, that _________________, as __________________ of
(name and title of officer)

__________________________,
(Name of governing body)
is authorized and directed to execute and deliver any and all documents on behalf of the

____
(name of governing body)
and to do and perform all acts and things which he/she deems to be necessary or appropriate to carry out the terms of such documents.

The undersigned further certifies that ________________________
(name of officer)
now holds the office of _________________________ and that he/she has held that office since
____________________.

IN WITNESS WHEREOF: The undersigned has executed this certificate this _____ day of

______________ 20____

____
(Name and title of record keeper)

INSERT
TACTILE
TOWN
SEAL HERE

The Chief Executive Officer has not changed since the previous resolution was authorized on __________
(Date)

SECTION D. EMPG SLA FINANCIAL TOOL-BUDGET

Please Note: Applications will not be reviewed without the submittal of the EMPG Financial Tool "Application Budget" tabs.

Fill out the Application Budget portion of the tool by filling out the teal boxes for the following:

1. **Award Amounts:**

Per Capita Award: This amount is based on your town's population as listed in the State Register and Manual.

Sub grant Allocation: This totals as you fill in the categories below.

2. **Enter Categories:**

- **Personnel**- Enter the total estimated cost for salaries or stipends for full or part-time EMD's, Deputy EMD's and support staff.
- **Organization-** Enter the total estimated cost for your phone bills, fax, internet bills, cable TV, WIFI etc. Please note that all services must be concluded and paid before seeking reimbursement.
- **Equipment**-Enter the total estimated cost for your anticipated equipment needs including printers, computers, radios, phone systems, EOC furniture etc.
- **In kind**-Enter the total estimated cost for any in-kind costs including Volunteer EMDs, Deputy EMDs or Support Staff time and any donated new equipment. Note: In-Kind Allocations require 2X the match.
- **All other**- Enter the total estimated cost for all other items. Must receive pre-approval from DEMHS Regional Coordinator.
- **Unallocated** – This is the remaining balance of funding that you have not yet allocated to a particular category.

EMPG Subgrant Budget (Fill In Green Cells Only)	
	PER CAPITA AWARD
Total:	$147,216.00
Federal Per Capita Share[1]:	$73,608.00
Local Match[2]:	$73,608.00
	SUBGRANT ALLOCATION
Total:	$0.00
Federal Per Capita Share[1]:	$0.00
Local Match (Includes In-Kind)[2]:	$0.00
Personnel:	**$0.00**
Allocate (Enter) the total estimated cost for salaries or stipends for full or part-time EMD's, Deputy EMD's and support staff. If claiming fringe, please provide a fringe benefits letter from the Municipal Finance Director.	
Organization:	**$0.00**
Allocate (Enter) the total estimated cost for your phone bills, fax, internet bills, cable TV, WIFI etc. Please note that all services must be concluded and paid before seeking reimbursement.	
Equipment:	**$0.00**
Allocate (Enter) the total estimated cost for your anticipated equipment needs including printers, computers, radios, phone systems, EOC furniture etc.	
In-Kind:	**$0.00**
Allocate (Enter) the total estimated cost for any in-kind costs including Volunteer EMDs, Deputy EMDs or Support Staff time and any donated new equipment. Note: In-Kind Allocations require 2X the match. For a volunteer time form please visit the DEMHS website at http://www.ct.gov/demhs/cwp/view.asp?a=1910&q=411692	
All Other:	**$0.00**
Allocate (Enter) the total estimated cost for all other items. Must receive pre-approval from DEMHS Regional Coordinator.	
Unallocated:	**$73,608.00**

Section E. EMPG Master Staffing Pattern and Training History

The purpose of this form is to collect information regarding employees who will be funded under the Emergency Management Performance Grant.
Instructions: Please fill out the following EMPG Master Staffing Pattern for all employees to be funded by EMPG funding.

Name	Position	Required Training Courses										
		IS-100	IS- 120a*	IS 200.b	IS-230*	IS-235*	IS-240*	IS-241*	IS-242*	IS-244*	IS-700	IS-800
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
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		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

If an employee funded by EMPG has yet to complete the **Required FEMA IS courses** please complete the missing courses and submit your training certificate to your Division of Emergency Management and Homeland Security (DEMHS) Regional Office. Transcripts Request Forms are available on our website.

** Denotes new FEMA EMI Professional Development Series training requirements added for the 2015 application period.*

SECTION A

RESOLVED **SPECIAL APPROPRIATIONS - JUNE 6, 2016**
BOARD OF ESTIMATE AND TAXATION

ADVERTISED ITEM:

FISCAL YEAR 2015-16:

1. RESOLVED, that a sum not to exceed $1,150,000 be and the same is hereby transferred from Fund Balance to fund a Special Education's Development Fund.

CITY OF NORWALK, DEPARTMENT OF FINANCE
Robert Barron, CPFO
Director of Finance
rbarron@norwalkct.org

P: 203-854-7870 / F: 203-854-7848
125 East Avenue, PO BOX 5125
Norwalk, CT 06856-5125

NORWALK
The Sound of Connecticut

MEMORANDUM

DATE: April 6, 2015

TO: Members of the Board of Estimate and Taxation

FROM: Robert Barron, Director of Finance

RE: Special Appropriation

ADVERTISED ITEMS: - FY 2015-16:

Item 1:
$1,150,000 from Fund Balance to fund the Board of Education's Special Education Development Fund.

I do not recommend the approval of this special appropriation from the city's General Fund balance nor do I recommend creating a Special Revenue fund as these program expenditures can clearly be paid from the BOE's Special Education accounts within its own General Fund, for the following reasons:

- I don't believe that the BOE has demonstrated why this program's 3-year funding has to be funded in advance.

- I don't believe that the BOE has adequately addressed my question about their financial presentation that only shows a net use of $2.5 million in the first three years. So why should there be a $3.6 million contribution to the fund? When I asked this, the Superintendent said, "Well, there are going to be other costs." Why would they include 100% of the revenue in their analysis and not 100% of the expenses?

- Why does the Memorandum of Understanding have the city funding the first two years and the BOE not contributing significant dollars until the third year?

- Lastly, and most importantly, I do not believe the funding should come from the city's General Fund balance. I believe that the BOE's Insurance Fund balance should fund the first year and possibly all years of the program with no need to create a Special Revenue Fund.

BOARD OF EDUCATION

Presentation of

SPED RESTRUCTURING PROGRAM

1. Funding Request by Dr. Adamowski on March 22, 2016 – ***(BOE-1)***

2. Minutes of the Board of Education meeting ratifying that request on April 5, 2016 – ***(BOE-2)***

3. Legal Opinion from Shipman and Goodwin on structuring of the fund – ***(BOE-3)***

4. A draft Memorandum of Understanding setting forth the agreement among the Board of Education, Board of Estimate & Taxation and the Common Council – ***(BOE-4)***

5. The three-year expenditure plan (already submitted) –***(BOE-5)***

6. The City fund balance analysis showing the unlikelihood of any adverse impact on the City's credit rating from this expenditure – ***(BOE-6)***

7. Financial analysis showing expected cost savings in future years after implementation of the CREC reforms – ***(BOE-7)***

8. Norwalk Public Schools Special Education Review – November, 2015 - ***(BOE-8)***

BOE-1

MEMORANDUM

DATE: March 22, 2016

TO: The Honorable Harry W. Rilling, Mayor

FROM: Dr. Steven Adamowski, Superintendent of Schools

RE: Special Appropriation Request – Special Education Development Fund

On behalf of the Board of Education and pursuant to our previous discussions, I am formally requesting a special appropriation in the amount of $2.3 million from the City to fund a Special Education Development Fund to allow the District to implement the recommendations contained in the recent Special Education audit conducted by the Capitol Region Education Council (CREC).

As you know, CREC recently completed a special education audit at the District's request, which was commissioned to evaluate the progress the District made on implementing recommendations contained in an audit conducted in 2012. Unfortunately, the 2015 audit indicated that "there had been no progress made toward the successful achievement of the seven goals identified in 2012."

The District presently does not offer a full continuum of in-district special education services to Norwalk children. In lieu of a full and robust continuum of services, the District relies heavily on 1:1 para-professionals and out-placement to private schools. In an effort to provide high quality special education services to our students in the least restrictive environment, the District is seeking funding to develop a full continuum of special education services in Norwalk. Ultimately, we believe this approach will provide our students with better services closer to home, and will prove to be more cost-effective.

However, we estimate that the process of developing in-house services will take three years to implement responsibly. This will require an up-front investment of funds as we simultaneously launch the new in-house services, while maintaining existing out-placements until students can be transitioned to in-house programs. We estimate that the minimum three-year investment required to develop the necessary in-house programs is $3.6 million. In consultation with you and your Director of Finance, we have identified that $1.3 million of this amount can be funded from within the District's Insurance Fund. We are requesting, therefore, a special appropriation from the City's unassigned general fund balance in the amount of $2.3 million to fund the balance of these program costs.

In order for this program to be successful, we believe that it is necessary to demonstrate to parents and our special education providers that the District and the City are committed to the successful implementation of the necessary reforms to the District's special education program. The situation we are attempting to finally address developed over a decade as a result of under-funding services to Norwalk students with special needs. Fixing the problems with the District's special education program will require a three-year time frame, and it is essential that the commitment to funding these multi-year reforms is in place before we embark on this undertaking.

We thank you for your leadership and support of the Norwalk Public Schools, and look forward to your support of this request to the Board of Estimate and Taxation. If you have any questions or wish to discuss this matter further, please feel free to contact me.

Cc: Thomas Hamilton
Board of Education members

BOE-2

CITY OF NORWALK
BOARD OF EDUCATION
REGULAR MEETING
APRIL 5, 2016

ATTENDANCE: Michael Lyons, Chairman; Heidi Keyes, Dr. Yvel Crevecoeur, Artie Kassimis, Erik Anderson, Shirley Mosby

STAFF: Dr. Steven Adamowski, Superintendent of Schools; Dr. Michael Conner, Chief Academic Officer; Mr. Thomas Hamilton, Finance Director

OTHERS: Janine Goss, NPS; Patricia Foley, NPS Instructional Specialist – Grants Coordinator; Anthony Allison, Norwalk ACTS Director; Ralph Valenzisi, Chief of Technology, Innovations and Partnerships; Ms. Toni Williams

I. CALL TO ORDER

Mr. Lyons called the meeting to order at 7:08 p.m. A quorum was present.

II. PLEDGE OF ALLEGIANCE.

Mr. Lyons led those present in reciting the Pledge of Allegiance.

III. ACTIONS

1. Ratification of Request for Special Appropriation to Create Support Special Education Development Fund.

**** MR. ANDERSON MOVED TO APPROVE THE RATIFICATION OF REQUEST FOR SPECIAL APPROPRIATION TO CREATE SUPPORT SPECIAL EDUCATION DEVELOPMENT FUND.**
**** MS. KEYES SECONDED.**
**** THE MOTION PASSED UNANIMOUSLY.**

2. Approve the designation of the month of April as Autism Awareness Month.

**** MR. ANDERSON MOVED TO APPROVE THE DESIGNATION OF THE MONTH OF APRIL AS AUTISM AWARENESS MONTH.**
**** MR. KASSIMIS SECONDED.**
**** THE MOTION PASSED UNANIMOUSLY.**

IV. POLICY REPORTS

Dr. Crevecoeur asked about the hiring process and the assistant principals. Dr. Adamowski said that there were selection committee in each school. He then explained how this would interact with the School Governance Council. Mr. Lyons then indicated where this issue was addressed in the policy.

Dr. Crevecoeur asked if the meetings would be open to the public. Ms. Keyes said that they were.

Mr. Lyons said that this item would be back on the agenda in two weeks.

Ms. Mosby asked if the diversity on the governance councils would be addressed. Dr. Adamowski said that the Policy Committee would be open to hear from anyone who had a concrete idea as to how to insure diversity on the Council. He listed a number of ways that this could be done such as parents from each grade level, or parents of general students, SPED students, etc. Ms. Mosby said that every single parent in the school would have an opportunity to sit on the Council. Ms. Keyes said that the goal was to have a broad representation at the school and hoped that the principal would be getting the word out to the students' parents. Mr. Lyons also pointed out that Dr. Adamowski has the right to make sure that the process is fair and equitable for all.

Mr. Anderson said that he had been concerned about this. Half of the people who are elected the first year will be up for election the following year. He pointed out that Dr Adamowski could have conversations with the various school principals if there were needs that had to be addressed. Ms. Keyes replied that it would be critical to look at the data at the end of the year. Mr. Lyons reminded everyone that the Board would be receiving regular updates on the Councils.

B. Amendment to Policy 9010.

Ms. Keyes said that this Policy had been updated by removing the first line. She then read the policy for those present.

Ms. Mosby then distributed copies of several documents. She said that she was not at the Policy Committee meeting when this was discussed and was trying to figure out why the change of the policy was being done at this time. She also wished to know how long the discussion regarding the policy had been.

Ms. Keyes said that the notice of the policy meeting had been posted. She said that she had not received any comments from Ms. Mosby or anyone else about the policy. The Committee had discussed the issue. There were several other policies that have been reviewed also. Ms. Mosby said that she wanted to know who this would benefit and reiterated her question. She said that it was not supposed to be for a personal agenda.

Mr. Lyons replied that the District Attorney had advised the Board that the language was contrary to State Law and should be removed.

Ms. Mosby said that the Freedom of Information Committee did not base their decision on this policy. She said that it was posted on the website and felt that the truth should be known. The language was in line with the other District. There was a comment made in another article that the Policy Chair had stated that the policy would be changed. She stated that the Board was setting a precedence in changing policies when things don't go their way. The Board is supposed to set an example for the community. She said that the committee was stepping on her individual rights. It is not right to play around with the policies. She said that the Board needs to have some training on these types of issues and needs to stop playing childish games.

Ms. Keyes said that it was unfortunate that Ms. Mosby could not attend the last policy meeting. However, Ms. Keyes said that her cell phone number was available. She said that the School Policy Governance Policy has been the major focus. The meetings have been scheduled for the first week of each month.

Mr. Anderson said that when it had been discussed by the Board with Atty. Mooney on the topic in Executive Session. He said that it was very clear cut and identified as an extraneous bit of information. He said that when he voted to eliminate the sentence because it cleaned up the language.

Ms. Mosby repeated her question as to why this had to be done at this time and wanted to know if it was catering to special interest. She said that the mis-information was not the reason the FOI decision was made. When the committee starts making policy changes, it will affect the students. She mentioned a meeting on Saturday where the Community was very upset about a number of issues. The Board could put whatever type of spin they want on the issues but the issues remain. Ms. Mosby said that she is out there and hears what the people say. People who are in a position of power should not make changes on the policy on a whim.

Mr. Lyons said that while he did not often do this, the Board had a policy that each member could speak twice about an issue and the speakers had exceeded this by a large margin. He then announced that the Board would be moving on to the next item. Ms. Mosby stated that she would be leaving the meeting so that Mr. Lyons could run the meeting the way that he wanted to. Ms. Mosby did not leave the meeting.

V. WORK SESSION

A. Mandatory Summer School/Summer Learning.

Dr. Adamowski said that students who were substantially below the DIBELS benchmarks are required to attend summer school. This is the ultimate Tier 3 intervention. If the neediest learners go all summer without instruction or support, they lose ground. The presentation was created by Dr. Conner to show how the summer school could be the most effective.

Dr. Conner, Ms. Goss and Ms. Foley came forward to narrate the PowerPoint presentation.

Dr. Adamowski said that there were no local dollars allocated for this program. This was purely a grant funded program and illustrates why the District needs grant funding.

Mr. Lyons said that this model seems to match the instruction model.

Mr. Kassimis asked what would happen if a student was not able to vocalize a nonsense word. Ms. Goss then gave a brief overview of type of investigation that the teachers would follow to identify the problem.

Mr. Anderson asked if there were aggregate numbers showing the break out between the Below the Benchmark and Well Below the Benchmark. Dr. Conner said that he would email that information to the Board members tomorrow.

Ms. Keyes commented that she liked the idea of having the small group instruction.

Dr. Adamowski said that this would only affect the students in K-3 and only the lowest performing students in those grades.

Mr. Valenzisi and Mr. Allison came forward to narrate a PowerPoint presentation on Summer Learning in Norwalk. Mr. Allison said that the summer loss was very real and is cumulative. The data from the summer education providers will be available to the Board after April 30th.

Mr. Allison then encouraged everyone that could attend the Symposium on April 30th to do so. Mr. Allison then announced that Steppingstones would be hosting the Association of Children's Museums National Conference from May 4th through the 7th. The theme of this conference is centered on collective impacts and summer learning. He requested everyone alert people in their constituencies and district to these opportunities.

Mr. Allison also said that Mr. Jeff Edmondson of Strive Together will be coming to Norwalk in the near future for a Norwalk ACTS luncheon meeting on May 4th. Norwalk ACTS is a member of the organization. Mr. Allison then encouraged everyone that could attend to do so. If that is not possible, he encouraged everyone to watch Mr. Edmondson's presentations on YouTube.

Dr. Adamowski thanked Mr. Allison and Norwalk ACTS for all their hard work. He noted that this was a group that no other District in the State has. He also mentioned that the District had been considering offering school on a year round basis for the parents that would like it. Dr. Adamowski said that he had discussed the public/private partnership for summer education programs with Mr. Hamilton. One of the causes of the Achievement gap is the unequal access to summer education programs.

B. Last Day of School/Graduation Date.

Dr. Adamowski said that the previous practice of the Board was to set the dates of graduation and then the last day of school was approved by the Board, which is unnecessary. He said that the graduation dates for the middle schools, NHS and BMHS have been scheduled for different days. Dr. Adamowski then reviewed the dates for the potential last day of school, depending on any additional snow days or other unforeseen school closings. Mr. Lyons said that it looked like there was a consensus from the Board to proceed.

PUBLIC COMMENT

Ms. Keyes said that there was only one speaker signed up to address the Board.

Ms. Toni Williams of Fairfield Avenue came forward to speak about the School Governance Council. She said that she was speaking as a resident and a graduate of NHS. She said that she appreciated Dr. Adamowski's offer to consider concrete idea regarding the diversity for the School Governance Committees. She said that she hope the District would be intentional about providing that framework and that she would be submitting some concrete ideas.

Regarding the training, Ms. Williams said that she was an Assistant Dean of Students and the Director of Diversity at a private school. She worked on peer mediation and training. Ms. Williams said that having meeting management diversity training was very important.

Having the onus on the principal to insure the message gets out to the parents to participate, but it is also on the Board member to demonstrate the intention to connect with the constituents and not rely just on the PTO.

Ms. Williams said that she had attended the recent Saturday meeting at the South Norwalk Public Library along with the meeting at Norwalk High School. She thanked the Board for providing the opportunity to share and the Board members who were able to be present. She said that what concerned when a young African American male wished to address the group, an older African American male who was emotional and passionate and shut the younger man down. People come from different walks of life and it is important for the Board to manage that meeting dialogue better, so that everyone is heard.

ADJOURNMENT

**** MR. KASSIMIS MOVED TO ADJOURN.**
**** MR. ANDERSON SECONDED.**
**** THE MOTION PASSED UNANIMOUSLY.**

The meeting adjourned at 9:09 p.m.

Respectfully submitted,

S. L. Soltes
Telesco Secretarial Services

BOE-3

SHIPMAN & GOODWIN LLP

COUNSELORS AT LAW

ATTORNEY-CLIENT PRIVILEGED COMMUNICATION

MEMORANDUM

TO: Michael Lyons, Chair, Norwalk Board of Education
Dr. Steven Adamowski, Superintendent, Norwalk Public Schools

FROM: Christopher Tracey, Shipman & Goodwin LLP

DATE: April 15, 2016

RE: Special Education Development Fund Memorandum of Agreement

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You recently requested that our Firm analyze legal issues related to a proposal to create a special education development fund (the "development fund"). We have issued advice and opinion regarding the development of this fund during recent weeks. Based on our discussions with you, we have developed a draft memorandum of agreement (the "MOA") between the Norwalk Board of Education (the "Board of Education") and the City of Norwalk (the "City"). The MOA is intended to memorialize the relative duties and obligations of the Board of Education and the City (including both the Common Council and the Board of Estimate and Taxation) pertaining to the creation of the development fund. We have attached the draft MOA to this memorandum. This memorandum is intended to provide analysis and context related to the draft MOA.

Background

The special education development fund is intended to provide $1.2 million in supplemental funding to the Board of Education during each of three (2016-2017; 2017-2018; 2018-2019) fiscal years ($3.6 million total). These funds are intended to help the Board of Education address the priority findings of the audit of Norwalk's special education programming completed by the Capitol Region Education Council ("CREC"). The funding would be disbursed in accordance with a plan to build capacity within the District to offer special education programming to students with complex needs in the "least restrictive environment" (i.e., their local public school), wherever possible and appropriate. It is anticipated that the fund would have the dual effect of providing more appropriate educational programming to students and reducing the costs associated with sending students to out-of-district facilities to receive their educational programming.

Structure of the MOA

Based upon our prior discussions, we structured the MOA to include contributions of $2.3 million by the City and $1.3 million by the Board of Education to the development fund. Due to concerns about potential increases to Norwalk's Minimum Budget Requirement ("MBR") baseline, pursuant to Section 10-262j of the General Statutes[1], the contribution by the City is proposed to occur in two equal supplemental appropriations. The first supplemental appropriation will occur during the current (2015-2016) fiscal year (i.e., prior to June 30, 2016). The second supplemental appropriation will occur after the 2016-2017 fiscal year commences.

The structure of the supplemental appropriations necessitated that we address the issue of the funding lapsing back to the City at the end of both the 2015-2016 and 2016-2017 fiscal years. Under Connecticut law, unexpended education appropriations are to be returned (i.e., "lapse") to the appropriating town/municipality at the end of each fiscal year. Section 10-248a of the General Statutes provides an exception to this general rule. Under Section 10-248a, the local political body responsible for appropriating funding to the board of education (the Board of Estimate and Taxation) may create a non-lapsing account and vote to deposit unspent education funding into that account, to be accessed by the Board of Education. This non-lapsing account is capped at one percent (1%) of the total appropriation for the relevant fiscal year.

To address concerns about the lapsing of funds, the MOA includes an agreement by the City to create non-lapsing accounts during both the current (2015-2016) fiscal year and next (2016-2017) fiscal year. A non-lapsing account will allow the Board of Education to carry the supplemental appropriation made during the current fiscal year to the 2016-2017 fiscal year, the first fiscal year during which funding is to be expended from the development fund. Similarly, a second non-lapsing account established during the 2016-2017 fiscal year will permit the Board of Education to carry $1.1 million of the supplemental appropriation made during the 2016-2017 fiscal year to the 2017-2018 fiscal year, when it is intended to be expended. Notably, the one percent statutory cap on non-lapsing accounts under Section 10-248a will be sufficient to allow the necessary carry over, as the cap applicable to Norwalk is currently approximately $1.7 million.

We understand that the $1.3 million contribution to the development fund by the Board of Education will be funded from supplemental insurance funds. We had minimal information about these surplus funds, but we attempted to reflect your intent in the MOA. We ask that you carefully review the sections of the MOA pertaining to the contributions of the Board of Education to the development fund to ensure that we have accurately reflected your intent. The draft MOA includes a contribution by the Board of Education of $100,000.00 during the 2017-2018 fiscal year. During the 2018-2019 fiscal year, the final

[1] As we have discussed, any supplemental appropriation by the City will necessarily increase the MBR baseline, but splitting the appropriation across two fiscal years will result in the MBR baseline increasing by $1.15 million, rather than by $2.3 million. Notably, the increased MBR baseline that will apply, under the proposed plan, during the 2016-2017 fiscal year will not result in a compliance concern, as the increase in the MBR baseline is less than the overall increase in the Board of Education's budget.

year of the development fund, the Board of Education would provide the entire $1.2 million in funding necessary to fund the plan to address CREC's priority recommendations.

The MOA also includes several other key provisions. First, we linked the MOA directly to the Board of Education's plan to address the priority recommendations of the CREC audit. This was designed to provide transparency and a level of comfort to all parties that the funding would be expended for the intended purpose. Second, we drafted the MOA to reflect expenditures of approximately $1.2 million per year. Approximately level spending will help to ensure that the non-lapsing accounts will not exceed the applicable statutory cap. Third, we drafted the MOA to provide the Board of Education full discretion to expend the funding appropriated to the development fund.

Overall, our drafting intended to keep the MOA as straightforward as possible, avoiding unnecessary or complicated provisions.

Summary and Analysis

The draft MOA is intended to address the objectives you shared during our discussion of the development fund. The MOA, once executed, would constitute a legal agreement between the parties concerning the procedures associated with the establishment of the development fund. We note, as you review the MOA, that your request to split the City's contributions to the development fund across two fiscal years will require the City to authorize two supplemental appropriations and two non-lapsing accounts. This approach, while intended to address the issue of increases to the MBR baseline, results in multiple obligations being imposed on the City bodies involved.

We hope this analysis is helpful to you. We would be happy to provide further analysis as you may require. Please do not hesitate to contact me (at (203) 324-8155 or ctracey@goodwin.com) or Tom Mooney at ((860) 251-5710 or tmooney@goodwin.com) if you would like to discuss this memorandum or any related issues.

BOE-4

MEMORANDUM OF AGREEMENT

This Memorandum of Agreement (the "Agreement"), is made and entered into this __ day of _________, 2016, by and between the Norwalk Board of Education (hereinafter referred to as "Board of Education"), the Common Council of the City of Norwalk (hereafter referred to as "Common Council"), and the Board of Estimate and Taxation of the City of Norwalk (hereafter referred to as "Board of Estimate and Taxation").

WHEREAS, the Board of Education is subject to the mandates of the Individuals with Disabilities Education Act (the "IDEA"), the federal law concerning the delivery of special education and related services to eligible resident students with disabilities; and

WHEREAS, an audit conducted by the Capitol Region Education Council (hereafter referred to as "CREC") identified critical challenges facing the Board of Education in its efforts to comply with the mandates of the IDEA and provide appropriate and efficient special education and related services to eligible students; and

WHEREAS, the audit conducted by CREC included recommendations for priority action to be taken to be taken by the Board of Education to ensure compliance with the IDEA and the delivery of appropriate and efficient special education and related services to eligible students; and

WHEREAS, the Board of Education, the Common Council, and the Board of Estimate and Taxation (hereafter, jointly, the "Parties") agree that prompt implementation of the recommended priority actions identified by the CREC audit report is in the best interests of the City of Norwalk, its residents, and its students; and

WHEREAS, the Parties are desirous of establishing shared financial responsibility between the City of Norwalk and the Board of Education for the costs of implementing a plan to address the priority recommendations of the CREC audit report, pursuant to the terms and conditions set forth herein.

NOW THEREFORE, the Parties hereby agree as follows:

1. The Board of Education's plan to address the priority recommendations of the CREC audit report (which plan is included as Attachment A) shall be implemented by the Board of Education during the fiscal years beginning July 1, 2016 (FY 2016-2017), July 1, 2017 (FY 2017-2018), and July 1, 2018 (FY 2018-2019). The term of this Agreement shall commence upon execution of this Agreement by the Parties and shall terminate on June 30, 2019. This Agreement shall impose no obligations on the Parties after June 30, 2019, and the Agreement shall no effect after said date.

2. Implementation of the Board of Education's plan to address the priority recommendations of the CREC audit shall require expenditures by the Board of Education of $3.6 million, in total. The Board of Education shall make such expenditures during the three full fiscal years following execution of this Agreement (i.e., FY 2016-2017, FY 2017-2018, and FY 2018-2019). The Board of Education shall expend approximately $1.2 million during each such fiscal year in furtherance of its plan to address the priority recommendations of the CREC audit.

Obligations of the City of Norwalk

3. To ensure the availability of funding sufficient to implement the plan to address the priority recommendations of the CREC audit, the City of Norwalk shall contribute $2.3 million, in total, during the term of this Agreement to support the Board of Education's implementation plan. The City of Norwalk shall make such contribution through supplemental appropriations of $2.3 million, in total, to the Board of Education. The Parties agree that it is in the best interests of the City of Norwalk and the Board of Education that said supplemental appropriations be made in two parts, with equal supplemental appropriations authorized during the current fiscal year (FY 2015-2016) and the fiscal year beginning July 1, 2016 (FY 2016-2017). The first supplemental appropriation, in the amount of $1.15 million, shall be made before June 30, 2016. The second supplemental appropriation, in the amount of $1.15 million, shall be made on or before August 15, 2016. By approving and executing this Agreement, the Common Council and the Board of Estimate and Taxation agree to take all necessary action required under state and local law, regulation, rule, policy or ordinance, to approve such supplemental appropriations. By executing this Agreement, the Common Council and the Board of Estimate and Taxation acknowledge and agree that no issue related to the availability of funding to fulfill the obligations set forth herein exists. The Board of Education shall take all necessary action required under state and local law, regulation rule, policy or ordinance, to appropriately request such supplemental appropriations from the City of Norwalk.

4. The supplemental appropriations made by the City of Norwalk to the Board of Education pursuant to Paragraph 3 of this Agreement shall be expended by the Board of Education during FY 2016-2017 and FY 2017-2018 in support of the Board of Education's plan to implement the priority recommendations of the CREC audit. To ensure the availability of the funding appropriated by the City of Norwalk to the Board of Education during FY 2016-2017 and FY 2017-2018, and to prevent the lapsing of the funds contributed pursuant to Paragraph 3 back to the City of Norwalk at the end of FY 2015-2016 and FY 2016-2017, the Board of

Estimate and Taxation shall vote, in accordance with C.G.S. 10-248a (the text of which is included as Attachment B), to establish a non-lapsing account for the deposit of unexpended funds appropriated to the Board of Education pursuant to Paragraph 3 during the fiscal years ending June 30, 2016 (FY 2015-2016) and the fiscal year ending June 30, 2017 (FY 2016-2017). The Board of Estimate and Taxation shall vote to approve said deposits to the non-lapsing account on an annual basis during FY 2015-2016 and FY 2016-2017.

Obligations of the Board of Education

5. To ensure the availability of funding sufficient to address the priority recommendations of the CREC audit, the Board of Education shall contribute $1.3 million, in total, during the term of this Agreement to support its implementation plan. The Board of Education shall make such contribution by drawing upon its insurance account reserves. The Parties agree that the Board of Education's contribution shall be made in two parts, with the Board of Education expending $100,000.00 from said reserve insurance account(s) during FY 2017-2018 and expending $1.2 million from said reserve insurance account(s) during FY 2018-2019. By approving and executing this Agreement, the Board of Education agrees to take all necessary actions required under state and local law, regulation, rule, policy or ordinance, to approve such expenditures from its reserve insurance account(s).

6. The Board of Education shall expend all funding contributed by the City of Norwalk pursuant to Paragraph 3 of this Agreement and by the Board of Education pursuant to Paragraph 5 of this Agreement in support of the plan to implement the priority recommendations of the CREC audit. The Board of Education shall have the authority to designate such funds in furtherance of the plan to implement the priority recommendations of the CREC audit. The Board of Education shall have the authority to designate the funds appropriated to the non-lapsing accounts established pursuant to Paragraph 4 of this Agreement for any purpose supporting the plan to implement the priority recommendations of the CREC audit. The Board of Education shall not designate the funds appropriated to the non-lapsing accounts established pursuant to Paragraph 4 of this Agreement for any other purpose.

Miscellaneous Terms

7. This Agreement shall become effective and binding upon the Parties hereto upon the approval of their respective bodies and the subsequent execution hereof by authorized representatives thereof. This Agreement shall be executed in duplicate with an original to remain on file in the office of each of the Parties hereto.

8. Notwithstanding any provisions to the contrary contained herein, the Board of Education retains the right during any fiscal year to request an additional appropriation of funds from the City of Norwalk that are not associated with the plan to implement the priority recommendations of the CREC audit. This Agreement shall not restrict the relative rights or obligations of the Parties, except as expressly set forth herein.

9. This Agreement may be modified by written agreement between the Parties hereto, upon affirmative vote of their respective bodies and execution of the same.

10. This Agreement constitutes the entire agreement between the Parties concerning the subject matter hereof. All prior agreements, discussions, representations, warranties and covenants are merged herein. In the event that any of the terms or provisions of this Agreement are declared invalid or unenforceable by any court of competent jurisdiction or any federal or State government agency having jurisdiction over the subject matter of this Agreement, the remaining terms and provisions that are not effected thereby shall remain in full force and effect.

[remainder of page intentionally left blank]

In Witness whereof, the parties hereto subscribe their names on the date and year first above written.

BOARD OF EDUCATION	COMMON COUNCIL
Chairperson	President
Chairperson (print name)	President (print name)
Date	Date

BOARD OF ESTIMATE AND TAXATION

Chairperson

Chairperson (print name)

Date

[Signature Page]

ATTACHMENT A

ATTACHMENT B

Conn. Gen. Stat. § 10-248a. Unexpended education funds account.

For the fiscal year ending June 30, 2011, and each fiscal year thereafter, notwithstanding any provision of the general statutes or any special act, municipal charter, home rule ordinance or other ordinance, the board of finance in each town having a board of finance, the board of selectman in each town having no board of finance or the authority making appropriations for the school district for each town may deposit into a nonlapsing account any unexpended funds from the prior fiscal year from the budgeted appropriation for education for the town, provided such amount does not exceed one per cent of the total budgeted appropriation for education for such prior fiscal year.

BOE-5

Special Education Development Fund
2016-17 through 2018-19
$3.6M
($1.2M per year for three years)
The Fund Sunsets at the Conclusion of the 2018-19 SY

Purpose

The Special Education Development Fund shall be used exclusively for the purpose of implementing the priority recommendations of the 2015 CREC Audit/Review of Norwalk Special Education Services. The Fund will enable the development of new service delivery models and programs for specialized instruction necessary to provide Norwalk students with special needs a full continuum of Scientifically Research Based Interventions (SRBI).

Current services are skewed toward over-reliance on one-on-one paraprofessional services (Aides and ABAs) and contractual services (out-of-district placements). It is necessary to create a continuum of professional services within the District and a service delivery model for each placement category before students can be transitioned from their current IEP-mandated placements. The Fund entails a greater investment in special education teachers while paraprofessional services and contracted expenditures are reduced and repurposed over a three-year period of time.

Anticipated expenditures include: funding Special Education Case Managers at each elementary school; management of outside placements; more robust defensive legal capacity; creation of "model school" sites at each level demonstrating a full continuum of services; development of a staff training capacity; developing general education solutions for 504 Plans and adaptive technology; and recruitment and retention of high quality professional staff. Moreover, the fund will be used to develop new roles, programs and systems, and provide training, and development of special education staff at all levels to improve the scope and quality of specialized instruction.

The fund would sunset in three years once the goals of program restructuring and budget repurposing were met. Expenditures of the funds would be transitioned into the Operating Budget and/or funded by dollars currently expended on less cost-effective services.

In response to the priority recommendations of the CREC Special Education Review, a series of steps have been identified to be accomplished or planned in the period of January-July 2016, with implementation continuing into the 2016-17 school year:

1. Conclude a search for a Chief of Specialized Learning and Student Services (Chief), reporting to the Superintendent.

2. Plan and implement centralization of Inclusive Preschool Classrooms at the Roosevelt Center, effective September, 2016.

3. In partnership with current providers, return students to Norwalk in three out-placed classes for 2016-17: two secondary E.D. classes to Norwalk High School, and one elementary Autism classroom to Wolfpit School.

4. Request a CSDE 'desk audit' of IEPs.

5. Improve the system of financial controls: All District level expenditures and contracts will be approved by the Chief. The Budget Director will meet bi-weekly with the to assess and project budgets. (Dr. Michael Cicchetti will perform these roles until the new Chief joins the District.)

6. Plan and implement an elementary school demonstration and training site offering a full continuum of services for 2016-17.

7. Combine and integrate each high school with feeder middle schools for development of a consistent continuum of services.

8. Reconstitute the District Special Education Department – people, positions, roles and responsibilities – to create the capacity to accomplish all priority recommendations of the CREC Special Education Review during the term of the Strategic Operating Plan, 2016-2019.

9. Establish the extra-duty position of Special Education School Compliance and Quality Case Manager in all elementary schools beginning in 2016-17; Negotiate compensation with NFT.

10. Improve capacity to plan, develop, implement and communicate 504 Plans and the use of adaptive technology beginning in 2016-17.

11. Create the capacity to audit and manage outside placements, coordinate shared services and facilitate return of students to the District when appropriate, to include DCF and Court placements.

Item 6 through 11 are largely dependent upon the first installment of the Fund in 2016-17 and are reflected in the Tentative Allocation Plan for 2016-17.

Rationale

The City of Norwalk currently has a healthy fund balance of $44.8M. It is anticipated that the Balance will grow significantly in the current year. Funding the District's transitional Special Education needs from Fund Balance enables the gradual repurposing of current expenditures without placing additional pressure on the Operating Budget and tax rate. Moreover because these funds fall outside of the Operating Budget they do not contribute to the District's annual Minimum Budget Requirement (MBR) or create a long-term funding obligation on the part of the City. Allocations from Fund Balance are most appropriate when they are used to address one-time, short-term or transitional funding needs particularly when it is necessary to respond to a crisis. The City's AAA Bond Rating will not be affected by an expenditure of this size.

The requested appropriation from Fund Balance of $1.2M per year for three years will allow the District to transition to higher quality, cost-effective special education services while preventing the disruption of current services to students.

Tentative Allocation Plan: 2016-17 SY

(Subject to review of current data, review by the BOE Ad Hoc Committee or on Special Education, consultation with the Norwalk Federation of Teachers and approval by the Board of Education.)

Furnishings and equipment at Norwalk High School
and Wolfpit Elementary School for the return of three
out-placed classes (ED and Autism) to Norwalk for 2016-17 .... $50,000

Implement one elementary school demonstration and training
site offering of full-continuum services for 2016-17 .... $200,000

Establish the extra-duty positions of Special Education
School Compliance and Quality Case Managers in elementary
schools for 2016-17 .... $300,000

Manager of Outside Placements $150,000
(self-funding beyond 2018-19)

Evaluation/Assessment Coordinator $100,000

Elementary to middle grades enrollment growth
of IEP-related professional services $200,000

Special Education Teacher *Teach-to-One* Math Program, 6-8 .... $100,000

Professional Development $100,000

TOTAL $1,200,000.00

Tentative Allocation Plan: 2017-18 SY

(Subject to review of current data, review by the BOE Ad Hoc Committee on Special Education, consultation with the Norwalk Federation of Teachers and approval by Board of Education.)

Start-up cost (furnishing, equipment and personnel) for CREC
Hearing Impaired Regional Program (PK-5) $175,000

Training and transition costs for Norwalk Teachers to assume
responsibility for E.D. classrooms $200,000

Implement middle school demonstration and training site
offering a full continuum of services $200,000

Special Education School Compliance and
Quality Case Managers in elementary schools (2/3 funding) $200,000

Evaluation/Assessment Coordinator (3/4 funding)..$75,000

Elementary to middle grades enrollment growth
of IEP-related professional services $100,000

Special Education Teacher *Teach-to-One* Math Program, 6-8 (2nd school) $100,000

Professional Development (3/4 funding) $75,000

Special Education Office Support Staff $75,000

TOTAL $1,200,000.00

Tentative Allocation Plan: 2018-19 SY

(Subject to review of current data, review by the BOE Ad Hoc Committee on Special Education, consultation with the Norwalk Federation of Teachers and approval by Board of Education.)

Return additional out-placed classes to the District (TBD) $300,000

Implement high school demonstration and training site
offering a full continuum of services $200,000

Special Education School Compliance and
Quality Case Managers in elementary schools (1/2 funding) $150,000

Special Education School Compliance and
Quality Case Managers in middle schools $200,000

Assumption of 504 plans/adaptive technology by IT Department $100,000

Evaluation/Assessment Coordinator (1/2 funding)....................$50,000

Professional Development (1/2 funding) $50,000

Special Education Office Support Staff $150,000

TOTAL $1,200,000.00

Norwalk Public Schools
SPECIAL EDUCATION DEVELOPMENT FUND
2016-17 through 2018-19

ITEM	2016-17	2017-18	2018-19
Return of out-placed classes to NPS	Furnishings and equipment at Norwalk High School and Wolfpit Elementary School for return of three out-placed classes (ED and Autism) to the District $50,000	Start-up cost (furnishings, equipment and personnel) for CREC Hearing Impaired Regional Program (PK-5) $175,000 Training and transition costs for Norwalk teachers to assume responsibility for ED classrooms $200,000	Return additional out-placed classes to the District (TBD) $300,000
Implement demonstration and training sites offering a full continuum of services	One elementary school demonstration site $200,000	One middle school demonstration site $200,000	One high school demonstration site $200,000
Establish extra-duty positions of Special Education Compliance and Quality Case Managers	Elementary school positions $300,000	Elementary school positions (2/3 funding) $200,000	Elementary school positions (1/2 funding) $150,000 Middle school positions $200,000
Assumption of 504 plan/adaptive technology by IT Department			Positions and equipment $100,000
Manager of Outside Placements (self-funded beyond 2018-19)	Manager position 1.0 FTE $150,000		
Evaluation/Assessment Coordinator	Coordinator position/non-supervisory $100,000	Coordinator position/non-supervisory (3/4 funding) $75,000	Coordinator position/non-supervisory (1/2 funding) $50,000

ITEM	2016-17	2017-18	2018-19
Enrollment growth	Elementary to middle grades growth of IEP-related professional services $200,000	Elementary to middle grades growth of IEP-related professional services $100,000	
Special Education Teachers for *Teach-to-One* Math Program, 6-8	1.0 Special Education Teacher $100,000	1.0 Special Education Teacher (2nd school) $100,000	
Professional Development	IEPs and 504 Plans Specialized Instruction Paraprofessionals General education teachers $100,000	IEPs and 504 Plans Specialized Instruction Paraprofessionals General education teachers (3/4 funding) $75,000	IEPs and 504 Plans Specialized Instruction Paraprofessionals General education teachers (1/2 funding) $50,000
Special Education Office Support Staff		Office Secretarial Staff $75,000	Office Secretarial Staff $150,000
TOTAL	**$1,200,000**	**$1,200,000**	**$1,200,000**

03-29-2016

BOE-6

CITY OF NORWALK FUND BALANCE FACTS

- Norwalk's unassigned fund balance on 6/30/2015 stood at $42,287,811. Unassigned fund balance grew during the past year by $7.7 million or 22.2%. *Norwalk's unassigned fund balance is now at the highest level it has ever been in its history.*

- Over the past five years, Norwalk's unassigned fund balance grew from $26.5 million to $42.3 million, an increase of $15.7 million or 59.3%.

- Norwalk has the largest fund balance of ***any*** municipality in the State of Connecticut. According to Statewide data published by the State Office of Policy and Management, as of 6/30/2014, Norwalk's unassigned fund balance of $34.6 million was #1 in the State of Connecticut, and was a full $6.8 million higher than the #2 community in Connecticut, the Town of Greenwich. Since 6/30/2014, Norwalk's fund balance has ***grown*** by an unprecedented $7.7 million to $42.3 million and it is almost certain that Norwalk ended 6/30/2015 and will end 6/30/2016 with the largest fund balance of any community in the State.

- Norwalk's unassigned fund balance currently stands at a healthy 12.1% of GAAP revenues, the highest such percentage achieved by the City in many years, and possibly ever. The amount is toward the upper end of the 7.5% to 15% range established in the Board of Estimate and Taxation in the City's formal fund balance policy.

- Over the past three years, the ***average*** annual growth in fund balance has been $4.6 million/year. Historically, the City has out-performed its revenue assumptions, resulting in actual results of operation that are better than budget. There is no reason to believe that this will not again be the case for FY 2015-16.

- If we were to assume that the City actual results of operation only generate ½ of the favorable results experienced by the City in the past three years, the City would still end up with positive results of operation for FY 2015-16 in the range of $2.3 million, enough to offset the amount requested to fund the Special Education Development Fund. Given strong development activity in Norwalk and its impact on building permit revenue and other economically sensitive revenues, this would not appear to be an unreasonable assumption. Under this set of assumptions, the Special Education Development Fund could be fully funded from fund balance and the City's fund balance would still remain in the current range of $42.3 million.

Chart 1 – Norwalk Fund Balance History

	Actual FY 2009-10	Actual FY 2010-11	Actual FY 2011-12	Actual FY 2012-13	Actual FY 2013-14	Actual FY 2014-15
Beginning Total Fund Balance	$ 29,500,319	$ 29,171,733	$ 30,574,487	$ 31,146,450	$ 33,434,052	$ 37,483,607
Revenues (GAAP basis)	$ 285,935,540	$ 295,375,547	$ 306,767,702	$ 318,941,728	$ 335,874,995	$ 350,494,312
Expenditures (GAAP basis)	$ 287,177,972	$ 293,972,793	$ 306,355,382	$ 316,805,003	$ 331,825,440	$ 342,818,203
Revenues less Expenditures (GAAP basis)	$ (1,242,432)	$ 1,402,754	$ 412,320	$ 2,136,725	$ 4,049,555	$ 7,676,109
Other Financing Sources - Net	$ 355,388	$ -	$ 159,643	$ 150,877	$ -	$ (372,087)
Ending Total Fund Balance	$ 28,613,275	$ 30,574,487	$ 31,146,450	$ 33,434,052	$ 37,483,607	$ 44,787,629
Unassigned Fund Balance	$ 26,549,871	$ 28,628,331	$ 28,531,930	$ 29,750,868	$ 34,613,222	$ 42,287,811
Change in Unassigned Fund Balance	$ (2,838,728)	$ 2,078,460	$ (96,401)	$ 1,218,938	$ 4,862,354	$ 7,674,589
Percent Change in Unassigned FB		7.8%	-0.3%	4.3%	16.3%	22.2%
Unassigned FB as % of GAAP Revenues	9.3%	9.7%	9.3%	9.3%	10.3%	12.1%

BOE-7

NORWALK PUBLIC SCHOOLS
125 East Avenue · PO Box 6001
Norwalk, CT 06852-6001
Office: (203) 854-4063
Email: hamilton@norwalkps.org

Thomas Hamilton
Chief Financial Officer

MEMORANDUM

DATE: April 18, 2016

TO: Dr. Steven Adamowski, Superintendent of Schools

FROM: Thomas Hamilton, CFO

RE: Financial Projections Related to SPED Development Fund

Attached is a financial analysis related to the District's request to fund a Special Education Development Fund over a three-year period with supplemental funding of $1.2 million per year.

The purpose of this fund is to allow the District to develop a full continuum of special education services. In the absence of a robust continuum of services, the District is over-reliant on 1:1 aides and out-of-district placements. In order to provide our students the special education services they need in the least restrictive environment, the District needs to invest resources into building in-house capacity. It is anticipated that the fund would have the dual effect of providing more appropriate educational programming, while ultimately reducing the costs associated with outside placements and one-on-one services.

The financial analysis examines three specific proposed programs that the District intends to pursue in the upcoming school year, if funding for the Special Education Development Fund is approved. One program is for high school students who are presently in an outplaced school, and the two other programs are elementary autism programs; one for children who are presently outplaced, and another for students who are presently dispersed in-district for whom the District is predominantly making use of contracted 1:1 ABA therapists. In all instances, after an initial implementation and transition period, the proposed new programs will ultimately provide more appropriate educational programming at less cost to the District.

In addition to looking at these three specific programs, we have modeled the overall financial impact on projected out-of-district tuition costs for the District over the next ten years, assuming we are able to build the capacity in-house to bring fifty (50) outplaced students (approximately 37%) back in-district, over a six-year period. Based on the expected savings on the high school

ED program and elementary autism programs, we believe that the District can save approximately 35% by serving students' needs through in-district programs. Compared to the projected costs of keeping the present number of students in out-of-district facilities, we estimate that by investing $3.6 million in the Special Education Development Fund the District will save approximately $8.7 million over the next ten years, with a net present value of $6.6 million.

Obviously, there are many variables that could impact these projections, including the number of students requiring special education services, changes in federal or state laws and regulations, the cost and availability of contracted services, the ability to hire qualified in-house staff, and many other variables. Actual results could be higher or lower than these projections, but we believe that the there is a real opportunity to provide appropriate, high quality special education services to our students in the least restrictive environment, and to save taxpayers' money while doing so.

Cc: Michael Lyons, Chairman, Board of Education

PRESENT COSTS COMPARED TO PROPOSED COSTS FOR HIGH SCHOOL ED PROGRAM, AND ELEMENTARY AUTISM PROGRAMS

Students are currently outplaced

	High School ED Program	Elementary Autism Program	Consolidate In-House 10 Student Elementary Autism Program (K-2)
Avg Per Student Tuition	$ 60,000	$ 156,200	$ 125,000
Number of Students	10	5	1
Total Current Tuition	$ 600,000	$ 781,000	$ 125,000
(4) 1:1 aides @ 2,520 per month/each	$ 100,800		0
1:1 ABA's and related BCBA Services @ 98,880/yr			$ 889,920
Other Professional Services (OT, speech therapy, etc.)	$ 25,000	$ 19,000	$ 46,000
TOTAL	$ 725,800	$ 800,000	$ 1,060,920
In-house Program Costs:			
Teachers/Other Certified Professionals at $92,000/ea	$ 92,000.00	$ 276,000	$ 184,000
Classroom aides at $36,400/ea	$ 36,400.00	$ 109,200	$ -
(4) In-House 1:1 aides at $36,400/each	$ 145,600.00	$ -	$ -
Shared ABA Therapists 3:1 (contacted with IPP)			$ 395,520
FICA & Medicare Tax	$ 15,257.00	$ 12,356	$ 2,668
Health Benefits at $17,437/ea (net cost to Board)	$ 104,622.00	$ 104,622	$ 34,874
Other Professional Services	$ 25,000.00	$ 19,000	$ -
Supplies & Materials	$ 10,000.00	$ 5,000	$ -
TOTAL	$ 428,879.00	$ 526,178	$ 617,062
Projected Annual Savings	**$ 296,921.00**	**$ 273,822**	**$ 443,858**
Savings as % of Current Expense	**41%**	**34%**	**42%**
IRR CALCULATION:			
Year 0	$ (428,879.00)	$ (526,177.80)	
Year 1	$ 296,921.00	$ 273,822.20	
Year 2	$ 296,921.00	$ 273,822.20	
Year 3	$ 296,921.00	$ 273,822.20	
Internal Rate of Return	48%	26%	
Simple Payback Period, in years	1.4	1.9	

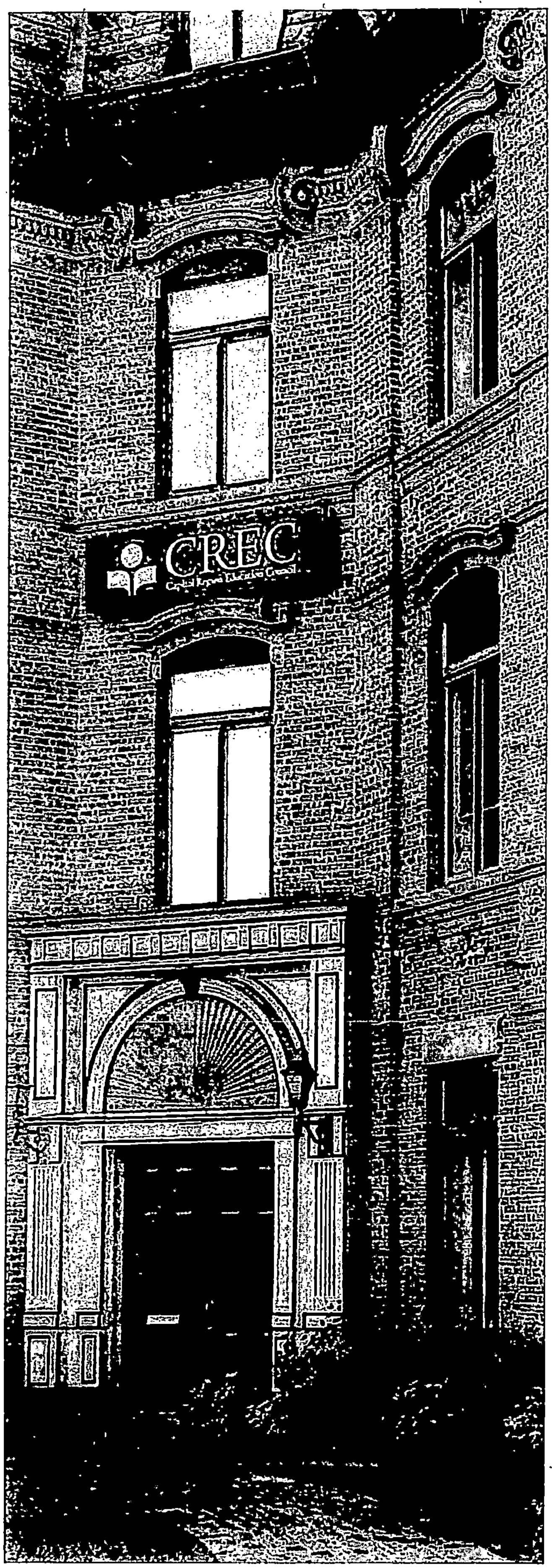
SPED DEVELOPMENT FUND FINANCIAL PROJECTION - FINANCIAL IMPACT OF REDUCING NUMBER OF OUTPLACEMENTS

	# of Outplaced Students	Per Student Cost	AS IS Cost - No SPED Development Fund	Total Projeced Outplacement Costs - With SPED Development Fund	Replacement In-house Service Costs - 35% Savings	SPED Development Fund	Total Projected Cost	Savings
Current	136	$ 72,347	$ 9,839,192					
Year 1	136	$ 75,241	$ 10,232,760	$ 10,232,760		$ 1,200,000	$ 11,432,760	$ (1,200,000)
Year 2	121	$ 78,251	$ 10,642,070	$ 9,468,312	$ 762,943	$ 1,200,000	$ 11,431,255	$ (789,185)
Year 3	111	$ 81,381	$ 11,067,753	$ 9,033,239	$ 1,322,434	$ 1,200,000	$ 11,555,673	$ (487,920)
Year 4	101	$ 84,636	$ 11,510,463	$ 8,548,211	$ 1,925,463	$ -	$ 10,473,675	$ 1,036,788
Year 5	91	$ 88,021	$ 11,970,882	$ 8,009,928	$ 2,574,620	$ -	$ 10,584,548	$ 1,386,334
Year 6	86	$ 91,542	$ 12,449,717	$ 7,872,615	$ 2,975,116	$ -	$ 10,847,731	$ 1,601,986
Year 7	86	$ 95,204	$ 12,947,705	$ 8,187,520	$ 3,094,121	$ -	$ 11,281,640	$ 1,666,065
Year 8	86	$ 99,012	$ 13,465,614	$ 8,515,020	$ 3,217,886	$ -	$ 11,732,906	$ 1,732,708
Year 9	86	$ 102,972	$ 14,004,238	$ 8,855,621	$ 3,346,601	$ -	$ 12,202,222	$ 1,802,016
Year 10	86	$ 107,091	$ 14,564,408	$ 9,209,846	$ 3,480,465	$ -	$ 12,690,311	$ 1,874,097
TOTAL			**$ 122,855,609**	**$ 87,933,073**	**$ 22,699,648**	**$ 3,600,000**	**$ 114,232,721**	**$ 8,622,887**
							NPV	**$6,601,305**

<u>Assumptions:</u>

1. In-District programs are projected to be able to accommodate 15 students duing year 2; 10 students per year during years 3-5; and 5 students in year 6.
2. Out-of-district tuition costs are projected to increase at 4% per year.
3. In-house costs will save 35% compared to outplacement costs per student.
4. Discount rate is 3%.

BOE-8



Norwalk Public Schools

Special Education Review

November, 2015

Respectfully submitted by:

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"In order to transform schools successfully, educators need to navigate the difficult space between letting go of old patterns and grabbing on to new ones" Deal 1990

CREC Expert Solutions

Table of Contents

Norwalk Executive Summary

Special Education Review

November, 2015

The district has conducted some activities to address the recommendations outlined in the 2012 CREC Special Education Review, but their impact on the seven goals recommended in the CREC 2012 report has been minimal. In fact, we found the Norwalk special education system in worse condition than in 2012, due to frequent staff turnover, poor recruitment, hiring and supervisory practices, ineffective central authority, and inadequate monitoring and supervision of processes. The current situation is critical and district leaders and the Board of Education will need to act with a sense of urgency to institute changes in organizational structure, processes, staffing, utilization of resources, and communication.

By the end of January the district should develop a Three Year Strategic Plan to address goals and activities identified in this report. The district will need to consider the activities below as priorities to be completed by June 2016. Accomplishment of these activities will require constant focus and additional funds. Activities and outcomes for future years are described in the Recommendation Section of the report. To ensure successful outcomes, staff goals and evaluation must be aligned with the Strategic Plan and monthly progress on the plan should be provided to the Board.

Goal 1: Improve recruitment, hiring, supervision, training, scheduling, assignments, and retention of high quality special education staff.

Staffing

- Elevate the Director of Pupil Services position to Chief Special Services Officer with authority to implement the Strategic Plan.
- Revise special education administrator job descriptions, extend their work year, and assign them to school clusters (see organizational structure recommendations). Ensure all administrators have necessary experience and expertise to perform revised job descriptions.
- Hire one additional administrator by July 2016 to supervise special education preschool.
- Hire an Evaluation/Assessment Coordinator by Feb. 2016 to coordinate and monitor special education student evaluation and assessment.
- Hire an Out of District Coordinator (non-administrative position) by February 2016.
- Hire one additional special education office staff in 2015-16 and two more in 2016-17 and reassign to align with new organizational structure.

- Review utilization of special education aides to determine number needed, where and if hiring of part time staff is advisable, and work with the union to adjust the contract to align positions with skills and expertise of aides.
- Utilizing standard protocol, analyze special education teacher assignments and caseloads and make recommendations for 2016-17 budget and staffing assignments.

Processes

- Develop and implement with fidelity procedures for staff hiring, assignments, caseloads, tracking, and retention of high quality staff.
- Human Resources (HR) develop a system to track special education staff assignments and provide reports regularly to Superintendent and Chief Special Services Officer.
- Special education administrators collaborate with building administrators in the hiring, supervision and evaluation of all special education certified staff.

Recruitment

- Human Resources and Special Education offices develop relationships with staffing agencies and colleges to obtain hard to find staff.

Training

- Utilizing the national learning forward standards for professional development, develop a comprehensive 2 year professional development plan for special education and general education staff that addresses the areas of concern identified in this report.

Goal 2: Implement an organizational structure that provides tiered school supervision and support and authority of the special education office to create and implement consistent standards and processes in special education.

- Develop School Clusters from feeder schools and assign special education administrators.
- Move 504 responsibilities to general education.
- Coordinate and monitor all special education student evaluation and assessment services and hire an evaluation/assessment coordinator.
- Develop a tiered system of School Support and Supervision for schools needing to improve their special education outcomes with oversight by the Chief Special Services Officer.

Goal 3: Increase the focus on teaching and learning, high quality services, sufficient resources, fidelity of implementation, full continuum of services and least restrictive environment for students with disabilities.

- As instructional leaders, special education administrators will conduct classroom observations and provide instructional training on areas described in the report and monitor special education student progress on summative and formative assessments.

- Inventory instructional materials, equipment and space and put needs into 2016-7 budget.
- Provide research-based, specially designed interventions in reading, writing, and math to meet the needs of students with disabilities.
- Assess continuum of services in each school and define entry and exit criteria for district programs. Ensure that schools are staffed at sufficient levels to allow schools to provide a full continuum of services.
- Working in partnership with other agencies, develop a plan to provide an 18-21 year old community based program and a high school therapeutic program for students with emotional problems in 2016-17.
- Find a location that will accommodate all preschool classes and also allow for expansion and the partnering with other agencies.

Goal 4: Implement and monitor standards for special education across the district and achieve compliance with IDEA requirements.

- Update the procedures manual, train special education staff and building administrators on the processes, and monitor implementation.
- Professional development (PD) on writing IEPs and administrative review of each IEP.
- To ensure that procedures are followed with fidelity, the Superintendent and Office of Special Education develop a monitoring system aligned with the recommendations made for a tiered system of School Supervision and Support.

Goal 5: Improve control and more effective use of the special education resources

- Develop a plan to reduce costs for out of district and consultation services.
- Weekly meetings with the Special Education, Business Services, and Human Resources offices to review budget, staffing, and processes.
- No special education expenditures expended without approval of the Chief Special Services Officer.

Goal 6: Improve parent and staff communication

- Conduct school cluster special education staff meetings regularly.
- Strategic Plan Committee composed of representative staff and parents meets.
- Centralize parent contact information, to provide timely information to parents.
- Develop a procedure for handling parent concerns and for communicating changes in student programs and train staff.

INTRODUCTION

Background Information

This review, commissioned by the Norwalk Board of Education in August, 2015 is intended to provide information to the district on progress made since the last special education program review that was conducted by CREC in 2012, as well as answer questions related to effective utilization of resources, organizational structures and processes. This review was conducted August to November, 2015 by six Capitol Region Education Council (CREC) education specialists experienced in program reviews and special education. Data collected to answer the evaluation questions were from the following sources: State and Local Documents, 23 IEP Reviews, 4 In-depth Student Reviews, 18 Classroom Observations, and Interviews with 36 staff and 50 parents.

Evaluation Questions

The Norwalk leadership and Board of Education posed the following questions for this review:

1) What progress has Norwalk made on the seven goal recommendations described in the 2012 CREC Special Education Report?
2) What organizational structures would be most effective to ensure compliance, quality services and effective utilization of resources?

Methodology

A variety of data were collected and analyzed in order to answer the evaluation questions. Please see Matrix (page 3).

Documents and Reports

- Aggregate and disaggregate trend data at the state, DRG, and local level regarding special education
- District budget, staffing, in-district and out-of-district placement information
- Reports from the district and state on state indicators from the State Performance Plan
- Student achievement data
- Staff caseloads and staff and student schedules
- Individual Education Plans (IEPs)

Student IEP Review

A representative sample of 23 special education student IEPs was randomly selected and reviewed utilizing established protocol designed to assess educational benefit. See Appendix A for description of sample.

In-depth Student Review

Four special education students representing various disability categories and ages were randomly selected for in-depth reviews. See Appendix B for protocol. These students were observed in classrooms, their confidential files were reviewed, and staff were interviewed.

Individual and Group Focus Interviews

Input from 88 stakeholders was obtained through individual and group interviews during August, September and October, 2015.

- Input from fifty parents was obtained through three activities 1) CREC attended a meeting of Special Education Parent Partners with Superintendent Adamowski in October; 2) three parent group sessions were held in Norwalk in September 2015 ; and 3) CREC conducted telephone interviews with the 23 parents of students whose IEPs were reviewed. Spanish translation was provided as needed to promote participation. In addition, parents were encouraged to contact CREC if they could not attend any of the sessions but wanted to provide input. Four parents contacted us via email to provide feedback. See Appendix D for summary themes from the interviews.
- Thirty-eight building and central office administrators, office support, special education and general education teachers, and related services staff were interviewed. See Appendix D for summary of themes from the interviews.

Observations of Classrooms

Eighteen classroom observations were conducted in nine district schools (Brien McMahon High School, Briggs High School, West Rocks Middle School, Ponus Ridge Middle School, Roton Middle School, Nathan Hale Middle School, Fox Run, Brookside, and Jefferson Elementary) to assess the learning environment for inclusion and instructional practices, school/classroom climate, and implementation of the IEP.

Matrix of Key Questions with Data Sources

Norwalk Evaluation Questions	Data Sources			
	IEP and In-Depth student review	Classroom Observations	District State Data & IEP system	Focus Interviews
1) What progress has Norwalk made on the 7 three-year goal recommendations in the 2012 CREC Special Education Report?				
∘ Focus on teaching and learning, high quality services, and fidelity of implementation for students with disabilities	X	X	X	X
∘ Implement and monitor consistent standards across the district	X	X	X	X
• Centralize the preschool programs				X
∘ Increase opportunities <u>within</u> the district for students with autism and emotional disturbance	X	X	X	X
∘ Obtain additional funding or reallocate district funding for special education			X	X
∘ Develop a decision making hierarchy that balances central office and building based authority in special education			X	X
∘ Improve communication between parents of special education children and school staff.	X			X
2) What organizational structures would be most effective to ensure compliance, quality services and effective utilization of resources?	X	X	X	X
	23 IEPs reviewed & 4 in-depth student reviews	18 classrooms observed in 9 district schools	SPED prevalence, out-of-district placements, CMT/CAPT	88 focused interviews with 50 parents & 38 staff

KEY FINDINGS

Each question is addressed with a summary of the key findings. For additional data, please see the appendices.

Question 1 Comparative Stuc	IEP and In-deptl Student Revie	Classroom Observations	District ar State Dat	Focused Interviews
What progress has Norwalk made on the 7 Goals recommended by the CREC report in 2012?	X	X	X	X

Findings: In 2012 the CREC report indicated that since the initial CREC special education review in 2009, *"Numerous inconsistencies among the schools continue to create problems of inequity of services and in communication among staff and between staff and parents. Inconsistencies in the processes for identification and assessment, resource allocation, caseload allocation, staff evaluation, special education service delivery model and service hours still exist. The custom of building-based decisions overriding central office decisions on the use of special education resources and compliance issues is problematic".* The 2012 CREC report recommended that the district work on seven goals to address the identified issues. An action plan with activities and completion dates for each goal was provided.

The 2015 review team examined district practices and outcomes related to the 2012 goals, data indicated that district implementation of the recommendations in the 2012 CREC report were minimal. Therefore, there has been no progress made toward the successful achievement of the seven goals identified in 2012. Information about each goal is provided within the body of the report. Additionally, data indicate issues in the areas of special education and 504 compliance, Least Restrictive Environment, staffing, and utilization of resources have become more problematic since CREC's 2012 report.

The CREC review team recognizes that staff are trying to provide quality services and we did see some examples of good special education practices. Frequent turnover of Central Office staff;

inefficient, ineffective, and inconsistently used processes; lack of adequate attention to recruitment, hiring, training, assignment, support, and retention of staff; draining of resources from in district services to out of district placements and independent evaluations; poor communication; inadequate central office authority and support; and lack of attention to good instructional practice have contributed to a reactive system with low staff morale, displeased parents, increased out of district placements, and poor educational benefit to students.

GOAL 1: Increase the focus on teaching and learning, high quality services, and fidelity of implementation for students with disabilities.

Findings: The following data sources were reviewed to determine progress in Educational Benefit: achievement data, IEP review, in-depth student review, staff and parent interviews and classroom observations. There has been minimal improvement on this goal. Data indicate that, in general, students with disabilities are not receiving educational benefit due to poor quality IEPs, lack of specially designed instruction, staffing issues, inadequate professional development, insufficient materials and equipment, and inconsistent adherence to procedures.

Efforts that should be recognized:
There was an increase in the district's percent of special education students at or above proficiency from 2012 to 2013, and in some schools scores were higher than the district average (see achievement data below). Of the districts in District Reference Group (DRG) H, Norwalk had the highest number of students with disabilities meeting or exceeding achievement on the Smarter Balanced Assessment 2014-15, at 8.7% (Table 3). As observed in 2012, staff members have good relationships with the students, and there is genuine care for the children that they serve.

Progress on 2012 CREC Report, Goal #1 Action Plan

Below is the 2012 CREC proposed action plan for Goal #1 and our progress findings: *Educational Benefit Academy: The Academy would follow the design of the PPT Academy, but focus on instruction and educational benefit to students receiving special education. It should be required that one building administrator from each school attend and follow up with IEP monitoring and classroom observations, utilizing the established protocol. The Academy would provide administrators across the district with common language and a vehicle to determine progress. The central office administrators should regularly review special education student data to look for trends. This information should be shared at the Educational Benefit Academy.*

Findings: The PPT Academy was discontinued due to low attendance by building administrators and lack of support from the Superintendent and Assistant Superintendent's office. The Educational Benefit Academy was never formed.

Phase 1 Summer and Fall, 2012
Utilize central office administrator meetings to analyze student data, develop protocols for IEP reviews and classroom observations, and share results of reviews and observations. The observation and IEP protocol should include reviews of and training in differentiated instructional practices at the high school level, use of instructional technology in the general education classrooms in middle and high schools, increase of student independence from special education aides and utilization of aides, SRBI processes to determine special education identification and out of district placement, along with other issues that central administrators discover after reviewing the data.

Findings: The proactive data-driven decision-making approach was not implemented. Staff report that their days are primarily composed of reacting to problems.

Train administrators on how to monitor development and implementation of IEPs to ensure educational benefit utilizing the protocol developed in Phase 1. Central office and building administrators would be expected to regularly review both the IEPs and the classroom instruction, utilizing the established protocol.

Findings: Some training was done in 2013 for central office administrators, but because of staff turnover most of the current administrators have not been trained. CREC conducted IEP training on October 4, 2015, for the special education administrators. Building administrators have not been trained.

Phase 2 Fall, 2012
Train special education teachers and related staff on how to write and implement an effective IEP and how to use the protocol that will be used for IEP review and for classroom observations. Train related service staff regarding inclusion and transdisciplinary services.

Findings: A day of training was provided by SERC, but based on data collected through staff interviews and IEP reviews, IEPs continue to be of low quality (see IEP review scores Table 5). On November 3, 2015, the district conducted an IEP training session for most of the special education certified staff.

Superintendent, Assistant Superintendent, and Director of Pupil Services review special education administrator job descriptions and modify the expectations regarding how they spend their days in order to shift more time to program development and monitoring instruction.

Findings: The job description review and realignment of responsibilities did not occur.

Achievement Data *CMT and CAPT Scores* Data examined:

- CMT and CAPT comparison by year (2011-12 and 2012-13), by subject, by school, by state and DRG average
- 2014-15 district performance index by subject, school performance index (whole school/group and special education subgroup)

CMT and CAPT data for Norwalk students with disabilities were analyzed and compared to 2011-12 data, which was provided in the 2012 report. Norwalk students' 2012-13 academic performance data were also compared to the state's data for that same year. The final administrations of the CMT and CAPT occurred in 2012-13. In 2013-14, no academic performance data were made publicly available, as the majority of school districts across in Connecticut participated in the Smarter Balanced Field Test. 2014-15 Smarter Balanced assessment data are also provided, and compared to DRG H and State results. No comparisons can be made between CMT/CAPT results and Smarter Balanced results.

In some areas, there were increases in the district's percent of special education students at or above proficiency from 2012 to 2013 (Table 1):

- In grades 5 and 8, the percent of students scoring proficient or better increased in math, reading, and writing.
- The percent of students proficient in writing increased for grade 6; and for reading in grade 7.

Grades 3, 4, and 10 demonstrated decreases in the percent of students proficient in math, reading and writing.

A comparison between Norwalk's CMT and CAPT scores for students with disabilities that were at or above proficient, and the percent of students with disabilities scoring proficient of better in the state in 2013 (Table 2) revealed that the students receiving special education in Norwalk were below the state average in all areas and grade levels with the exceptions of grade 4 math and writing, grade 5 writing, and grade 7 reading. The performance of Norwalk students in Grades 3 and 10 were well below state averages in math, reading and writing, with differences ranging from an 11% difference in grade 10 writing, to a 28.9% difference in grade 10 reading.

Appendix G demonstrates 2013 CMT and CAPT scores in math, reading and writing for each Norwalk school, for the whole school and for students with disabilities. Many of the elementary schools do not serve enough students with disabilities in grades tested on the CMT for the subgroup to be considered for accountability purposes by the SDE.

- For CMT Math, the percent of students with disabilities scoring at or above proficiency was 52.68%. In three schools, the percent of students scoring proficient or better was more than 10% below the district average: Brookside Elementary (28.57%), Silvermine Elementary (41.67%), and Ponus Ridge Middle School (28.95%). In five schools, the percent of students scoring proficient or better was more than 10% higher than the district average: Cranbury Elementary (83.33%), Jefferson Elementary (100%), Kendall Elementary (72.73%), Rowayton School (66.67%), and Roton Middle School (75.86%).

- For CMT Reading, the percent of students with disabilities scoring at or above proficiency was 40.41%. In eight schools, the percent of students scoring proficient or better was more than 10% below the district average: Brookside Elementary (0.00%), Columbus Elementary (26.67%), Rowayton School (30.00%), Tracey School (17.86%), Fox Run Elementary (19.05%), Naramake Elementary (23.08%), Marvin Elementary (23.53%), and Silvermine Elementary (16.67%). In four schools, the percent of students scoring proficient or better was more than 10% higher than the district average: Cranbury Elementary (66.67%), Jefferson Elementary (75.00%), Nathan Hale Middle School (53.33%) and Roton Middle School (75.86%). In general, a higher percentage of students with disabilities in the middle schools score proficient or better, pulling up the average district performance.

- For CMT Writing, the percent of students with disabilities scoring at or above proficiency was 45.42%. In four schools, the percent of students scoring proficient or better was more than 10% below the district average: Brookside Elementary (14.29%), Tracey School (30.56%), Ponus Ridge Middle School (26.92%), and West Rocks Middle School (29.23%). In five schools, the percent of students scoring proficient or better was more than 10% higher than the district average: Cranbury Elementary (61.11%), Jefferson Elementary (77.78%), Rowayton School (66.67%), Nathan Hale Middle School (57.14%) and Roton Middle School (72.09%).

- For CAPT, the percent of students with disabilities scoring at or above proficiency was 18.33% for math, 22.22% for reading, and 41.79% for writing. The percent of students scoring proficient or better was more than 10% below the district average for math, reading and writing at Briggs High School (0% for all three). At Norwalk High School the percent of students scoring at or above proficiency in reading was more than 10% higher than the district average (34.78%).

Table 1: Comparison 2012 to 2013: CMT/CAPT Special Education **Bold Indicates increase in Proficiency % from 2012**

			MATH			READING			WRITING		
			Number Tested	Average Scale Score	% At/Above Proficiency	Number Tested	Average Scale Score	% At/Above Proficiency	Number Tested	Average Scale Score	% At/Above Proficiency
Grade 3	**Norwalk**	**2012**	53	226.4	62.3	49	201.7	28.6	67	210.2	38.8
	Norwalk	**2013**	64	206.9	48.4	60	180.3	15.0	80	201.9	15.0
Grade 4											
	Norwalk	**2013**	58	230.9	62.1	52	208.9	28.8	87	212.2	46.0
Grade 5											
	Norwalk	**2013**	58	220.6	**55.2**	51	208.2	**43.1**	86	23.3	**60.5**
Grade 6											
	Norwalk	**2013**	53	207.1	45.3	51	212.0	39.2	74	208.0	**45.9**
Grade 7											
	Norwalk	**2013**	70	220.3	51.4	69	215.9	**62.3**	95	208.7	40.0
Grade 8											
	Norwalk	**2013**	52	217.9	**53.8**	56	217.2	**50.0**	80	204.7	**45.0**
Grade 10											
	Norwalk	**2013**	60	186.4	18.3	63	187.9	22.2	67	203.0	41.8

Table 2: CMT/CAPT 2013 Special Education **Bolded Proficiency % indicates that Norwalk equaled or exceeded State**

			MATH			READING			WRITING		
			Number Tested	Average Scale Score	% At/Above Proficiency	Number Tested	Average Scale Score	% At/Above Proficiency	Number Tested	Average Scale Score	% At/Above Proficiency
Grade 3	State	2013	2946	225.3	62.3	2535	210.7	42.1	4024	207	42.4
	Norwalk	2013	64	206.9	48.4	60	180.3	15.0	80	201.9	15.0
Grade 4											
	Norwalk	2013	58	230.9	**62.1**	52	208.9	28.8	87	212.2	**46.0**
Grade 5											
	Norwalk	2013	58	220.6	55.2	51	208.2	43.1	86	23.3	**60.5**
Grade 6											
	Norwalk	2013	53	207.1	45.3	51	212.0	39.2	74	208.0	45.9
Grade 7											
	Norwalk	2013	70	220.3	51.4	69	215.9	**62.3**	95	208.7	40.0
Grade 8											
	Norwalk	2013	52	217.9	53.8	56	217.2	50.0	80	204.7	45.0
Grade 10											
	Norwalk	2013	60	186.4	18.3	63	187.9	22.2	67	203.0	41.8

Across the state, the percent of students with disabilities meeting or exceeding the achievement level as measured by the Smarter Balanced assessments in 2014-15 was low. 14.6% of Connecticut's students with disabilities met or exceeded the achievement level in English Language Arts, and 8.2% in mathematics. In DRG H, only Danbury had more than 5% of students with disabilities meeting or exceeding the achievement level in mathematics. Norwalk had the highest percent of students with disabilities meeting or exceeding achievement in English Language Arts, at 8.7% (Table 3). 47.7% of Norwalk's total tested students met or exceeded the achievement level in English Language Arts, and 29.2% in mathematics, compared to 8.7% and <5% for students with disabilities.

Table 3: Comparison of Achievement Levels for Students with Disabilities Measured by Smarter Balanced
2014-15, DRG H and State

District	**English Language Arts Percent at Level 3 & 4:** Meets or Exceeds the Achievement Level	**Mathematics Percent a Level 3 & 4:** Meets or Exceeds the Achievement Level
Ansonia School District	<5	<5
Danbury School District	7.3	5.9
Derby School District	6.5	<5
East Hartford School District	<5	<5
Meriden School District	<5	<5
Norwalk School District	8.7	<5
Norwich School District	<5	<5
Stamford School District	5.2	<5
West Haven School District	7.1	<5
State	14.6	8.2

Annual Performance Report

States must report annually on the performance of each local education agency (LEA) compared to targets set in the State Performance Plan, required under the Individuals with Disabilities Education Improvement Act (IDEA). Norwalk's annual performance reports were reviewed for all school years between 2009-10 and 2013-14.

- The district met requirements in 2013-14, after two years of being placed in the —Needs Assistance III category.

- Since 2010-11, Norwalk has not met the target for an increase in the graduation rate with a standard high school diploma for students with disabilities.

- Since 2009-10, Norwalk has not met the target for a decrease in the percent of students with disabilities receiving 10 or more days of out-of-school suspension. The target has remained at 1%, and Norwalk's percentage has decreased from 4.13% to 2.38%.

- In all of the years reviewed, Norwalk has not met target for reducing the percent of students placed in separate schools, residential, or other settings. Instead, those percentages have increased.

- Norwalk has experienced decreases in some measured early childhood outcomes. See Table 4. While the district consistently met five out of six targets in 2009-10, 2010-11, and 2011-12, three of six were met in 2012-13 and two of six in 2013-14.

- In 2009-10, Norwalk's data for the indicator —Develop Goals and Transition Services‖ was 71.7% and the district did not meet the 100% target. They improved to 95.2% in 2010-11, and have since met goal consistently.

- In all five years examined, Norwalk met target in the following areas:
  - decrease in high school dropout rate (no data in 2009-10);
  - eliminate significant discrepancy in 10+ days out-of-school suspension rates;
  - increase placement and time with nondisabled peers through increased regular class placement and decreased separate class placement;
  - increase time in early childhood educational placements through increased regular early childhood (80-100%) placement and decreased segregated placements (measured since 2012-13);
  - elimination of disproportionate representation as a result of inappropriate identification;
  - elimination of disproportionate representation by disability as a result of in appropriate identification; and
  - IEPs by age 3.

Table 4: Early Childhood Outcomes, as reported on the State's Annual Performance Report

	2013-14		2012-13		2011-12		2010-11		2009-10	
	District Data	Target	District Data	Target	District Data	Target	District Data	Target	District Data	Target
Of those preschool children who entered or exited the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.										
Positive Social Emotional Skills	52.8%	55.5%	54.5 %	56.1%	66.7%	56.0 %	55.6%	56.0 %	65.2%	56.0%
Use of Knowledge and Skills	66.1%	65.5%	80.6 %	59.1%	60.0%	59.0 %	71.4%	59.0 %	78.1%	59.0%
Appropriate Behaviors to Meet Needs	62.3%	52.0%	50.0 %	48.1%	60.9%	48.0 %	52.2%	48.0 %	70.0%	48.0%
The percent of preschool children who were functioning within age expectations by the time they exited the program										
Positive Social Emotional Skills	34.9%	51.5%	46.2 %	52.1%	61.5%	52.0 %	60.0%	52.0 %	61.5%	52.0%
Use of Knowledge and Skills	22.2%	32.5%	20.5 %	31.1%	34.6%	31.0 %	36.0%	31.0 %	28.2%	31.0%
Appropriate Behaviors to Meet Needs	17.5%	25.0%	28.2 %	24.1%	23.1%	24.0 %	24.0%	24.0 %	35.9%	24.0%

Bold indicates where the district met the target.

IEP Review

A representative sample of 23 IEPs was randomly selected for review to determine if they were reasonably calculated to ensure educational benefit. The State Education Resource Center IEP Rubric (revised 2013) was used to assess 14 indicators needed for quality IEP development. Table 5 provides average scores from the analysis of the 14 indicators grouped into four categories. The four categories include: 1) Gap Analysis of Present Level of Performance, 2) Levels of Support: Supplemental Instruction, Accommodations, and Modifications, 3) IEP Goals and Objectives and 4) Types of Support and Placement.
(http://www.ctserc.org/assets/documents/news/2013/SERC%20IEP%20Rubric%20revised.pdf)

The rubric has four levels of measure: Promising Practice, Progressing, Emerging, and Unacceptable. The average total score for the 23 IEPs reviewed fell into the Emerging level (11.8), indicating that the quality of the IEPs meets a low threshold of compliance and educational benefit. Of the 23 IEPs reviewed, 3 were in the Unacceptable level; 2 of the IEPs were written for students with multiple disabilities. The remaining 20 IEPs scored in the Emerging level, with no IEPs scoring within the Progressing or the Promising Practice levels. The IEPs were often missing critical elements needed to support their use as instructional plans. There were no significant differences in quality of IEPs based on school, disability category or grade level. The indicator with the lowest score was the Gap Analysis of Present Level of Performance. The average score was a 1.9 out of 9. The 2015 IEP review findings were similar to the results of the 2012 CREC review.

Table 5: IEP Review Average Scores

Indicator	Level	Comments
Gap Analysis of Present Level of Performance	1.9 out of 9 **Emerging**	The assessment process relies heavily on standardized assessments, with a focus on aspects of the disability. The process references the general education curriculum or assessments, but does not provide a full picture of how well the student is performing in the general education curriculum. The information recorded provides some broad understandings, but it is vague.
Levels of Support: Supplemental Instruction, Accommodations, Modifications	3.3 out of 15 **Emerging**	Loose alignment between the gap analysis and specially designed instruction. The supplemental instruction, accommodations/assistive technology are logical in their use to support growth and learning, but recorded with vague or unclear details on when, how, and where they are to be implemented. The plan includes vague description of supports that are needed to support educators in implementation. The design of the supplemental instruction is in addition to the core general education instruction. The design of accommodations/assistive technology provides some removal of environmental and instructional barriers. The plan lists how the student can use the accommodations/assistive technology. Modifications, if listed, are throughout the plan.
IEP Goals and Objectives	3.3 out of 9 **Emerging**	The goals and objectives are written in measurable and observable language. The details as to the design and delivery of the instruction in terms of what, when, and how are vague. The details on how the student will demonstrate his or her learning are vague. There are measures that could track growth. These measures use methods and tools that connote growth at least quarterly. The goals and objectives are loosely aligned with the general education curriculum. Supplemental instruction, accommodations/assistive technology, and modifications, if used, are connected to goals.
Types of Support and Placement	3.3 out of 9 **Emerging**	General education is loosely referred to in the IEP. The services and supports are aligned to the IEP goals. For each goal area, certified staff are used to provide the instruction, although there is overreliance on special education teachers and student support services professionals. The IEP uses a focus of special education programming and controlled tasks and settings for learning. The IEP reflects a plan that is disjointed with respect to the scope of the goals and services.

In Depth Student Review and Classroom Observations

Four students representing various disability categories and grade levels were selected for in- depth reviews that included IEP review, observations of the students in class, reviews of student work and schedule, and interviews with parent(s), staff, and student (as appropriate based on age and availability of the student). A protocol was used to determine if the students received educational benefit from their programs (Appendix B).

Overall, we did not see evidence of educational benefit for the four students reviewed. We did observe positive relationships between students and staff, and genuine caring for each student. However, the quality of the IEPs was poor, the IEPs were not always followed, special education aides were not used effectively and did not have the necessary training, BCBA services were inconsistent, data sheets and specialized curriculum were not apparent and staff training was limited. When data on students was gathered, the monitoring tools were not used effectively. Specially designed instruction was not observed and staff remarked that there is not enough time in the day for collaboration and preparation, making the provision of inclusive services very difficult. Lack of access to assistive technology to overcome barriers to learning and lack of appropriate materials and programs were evident.

Eighteen classroom observations in 9 district schools (Brien McMahon High School, Briggs High School, Ponus Ridge Middle School, Roton Middle School, Nathan Hale Middle School, Fox Run, Brookside, Marvin, and Cranbury Elementary) revealed some positive instructional practices and some areas that require improvement. There were differences in our observations both between and within schools. This reflects the lack of a consistent approach to curriculum, instruction, and assessment for special education students within buildings and throughout the district. We did not observe any common instructional trends based on school or grade.

Positive Instructional Practices

Because of variability from school to school and class to class, the positive practices described below are specific to a class and not representational of all or a majority of the classrooms we observed.

- Evidence of well-constructed, balanced reading instruction and training from *Literacy How* in the implementation of systematic, structured, reading instruction for all students
- Use of research based intervention strategies by both special education aide and general education teachers

- Well-established co-teaching partnerships at the middle and high school in which both teachers share responsibility for instruction in the course content
- Use of positive behavior supports within the whole middle school community, classrooms and at the individual level
- Use of technology embedded within the lessons across content areas and within high school classrooms for students with significant cognitive disabilities
- Transitions into the extended resource room were quick and efficient with little disruption to students who were academically engaged.
- Administrative & teaching staff had knowledge about the special education students and their needs and strengths.

Areas of Concern

The variability of the **quality of services, available resources, utilization of resources, and instruction** from school to school, program to program and teacher to teacher is a problem.

- Data to develop and monitor goals and objectives was not in evidence in the majority of the eighteen classrooms observed.
- Teaching and learning for students in the extended resource roomII did not consistently focus on skills needed for inclusion in the general education classroom.
- Special education teachers in the general education classrooms acted as assistants rather than instructional partners who shared instruction.
- Ratio of students with disabilities to students without disabilities at the alternative school was too high. There are guidelines within the district, yet when there is a significant increase in number of special education students, the guidelines are not followed.
- Little to no evidence of specially designed instruction was observed.
- In the majority of the observations, there was limited evidence of modifications and accommodations in the general education classroom.

Feedback from Parent and Staff Interviews

Parents indicated that they fought to get their children identified and to get the necessary services. They indicated that there were times when their children were not receiving the IEP recommended services, but they were not informed in a timely manner and only found out because their child told them or they went into the school and observed the lack of services. Some staff indicated that they were not provided with the necessary instructional materials, technology, time, training and space to provide quality special education services. Staff reported that, in those buildings hosting districtwide programs, building budgets must pay for the materials and equipment needed for those programs, without increase in the school's funding level. See Appendix D for a summary of parent and staff interviews.

GOAL 2: Implement and monitor consistent standards across the district for parent communication, service hours, and development of service delivery model, data collection, and analysis and sharing.

Findings: The following data sources were reviewed to determine implementation of consistent standards: progress on activities recommended in 2012, special education prevalence data, out of district placements, Least Restrictive Environment, budget and IEP processes. The district's limited attempts to develop standards and procedures across all schools had little impact in creating consistency. In fact, data indicate that the problems identified in 2012 have increased and now have a significant impact on compliance, staffing and budget. The Special Education Office did develop some procedures, but staff report that there was no support for implementation from past Central Office administration and some building administrators.

Progress on 2012 CREC Report, Goal #2 Action Plan

The activities recommended to address goal #2 in the 2012 report were as follows:

Special Education Central Office Administrators should develop, train building administrators and staff through the Educational Benefit Academy, and monitor the following procedures:

- *clear communication protocols for staff to use with parents and other staff,*
- *use of paraprofessional support to increase student independence and maximize efficient use of personnel,*
- *more inclusive instructional practices for students with more significant disabilities, and provision of planning and collaboration time for general and special educators to meet in order to carry out these practices,*
- *develop guidelines for service hours and service delivery model and train staff on their use and utilizing the administrator's meetings to discuss consistent implementation, and*
- *use of Assistive Technology.*

Findings: The Educational Benefit Academy was not held. Procedures for determining the need for special education aides and out of district placements were developed and shared with building administrators, but they have not been consistently applied. Service hour criteria and communication protocols were not developed. The district hired a consultant for Assistive Technology (AT) issues, but they have not built capacity within the district for staff to perform AT evaluations and activities.

The 2008 and 2012 CREC report emphasized the importance of formal procedures and compliance with those procedures as indicated below.

2008 CREC Review: Inconsistencies in the processes for identification and assessment, early intervention (SRBI), budget process and resource allocation, caseload allocation, staff evaluation, special education service delivery model and service hours result in inequities across the district. Hire an evaluation coordinator to develop and monitor the evaluation process and provide needed professional development to staff on identification issues.

2012 CREC Review: A more consistent process has been sought through the use of a paraprofessional one on one form, Scientific Research Based Interventions (SRBI), monitoring IEPs and service hours. There continues to be lack of consistency in the identification process of students with disabilities as well as the determination of service delivery. Resource allocation across the districts' schools is not aligned with standard practice. For example, the requirement entry is not standardized for Briggs. There does not seem to be consistent documentation, different district staff may have different requirements and the teacher in the program is not consistently involved in the IEP meeting in which a student entry may be discussed. Additionally, a number of staff indicated that resources for students (e.g., services, technology, etc.) are determined by how vocal and informed a student's parent may be, rather than the following of a particular process. The division of caseloads is not equitable. Caseloads should be predictable from year to year across the district.

Findings: Current data indicate that the district has developed some formal procedures since the special education review in 2012. The procedures for one on one special education aides and out of district placements are well described. Unfortunately, these procedures are not consistently followed. Staff and parents alike indicate that it does not matter what the procedure is, some schools will determine the extent to which the procedure will be followed.

A number of procedures that would assist in the smooth operation and enhanced compliance with state and federal laws do not exist in any formal document. Of significant concern was that lack of procedures regarding how students enter and exit district special education programs. Parents and staff indicate that in the absence of procedures, it is most likely the person who complains the loudest gets the attention, causing inequities in resources across the district. The processes to recruit, hire, supervise, train, assign, track and retain special education staff are not well defined, causing issues with compliance, communication, and quality of instruction. Recruiting and hiring hard- to-find special education staff is done in a reactive manner, rather than following proactive procedures to prepare for inevitable vacancies. There is no formal onboarding or mentor process for the special education administrators and staff. Given the frequent turnover of these positions, this should be a priority. There are compliance issues such as incomplete IEPs and students not in programs or not receiving the services recommended on the IEP because of staffing shortages. Consistent evaluation of students continues to be an issue and the district did not hire an evaluation coordinator as recommended in the 2012 CREC report. Additionally, SRBI reportedly continues to be done inconsistently throughout the district.

Special Education Prevalence Data

Proper implementation of student evaluation and SRBI procedures impacts the special education identification rate and the educational benefit of students who are struggling. Data indicate that some schools are implementing tiers of intervention for students who struggle academically and behaviorally, but most are not. SRBI is required by the Individuals with Disabilities Act and is the function of the general education program to help students who struggle academically or behaviorally to receive interventions in a timely and effective manner, prior to identification as needing special education. SRBI appears to be inconsistently implemented across the district schools. The rate of students identified as special education in Norwalk has steadily increased over the last three years, mirroring the trends seen both in DRG H and the State. However, the percent of students identified as special education continues to be lower than the state and DRG H average (Table 6). When compared with the eight similar districts in DRG H, Norwalk's percent of identified special education students in 2014-15 ranks eighth out of nine. Ansonia, Danbury, Derby, East Hartford, Meriden, Norwich, and West Haven each had a higher percent (0.2%- 5.2%) of students identified as special education than Norwalk. Stamford's percent of identified students was 0.5% lower than Norwalk.

Table 6: Percent Identified Special Education Students 2012-13 – 2014-15

	2012-13	2013-14	2014-15
Norwalk	**10.5**	**10.8**	**11.5**
DRG H	12.0	12.6	13.2
State	12.1	12.4	13.0

When compared to DRG H and the state in 2014-15, Norwalk identified a proportionally higher number of special education students in the Learning Disability (LD) and Speech Impaired (SI) categories, and a lower proportion in the Emotionally Disturbed (ED) category (Table 7a). However, when compared to the total student population, Norwalk identified students at a lower rate compared to DRG H and the state in almost every category. Similar comparisons can be observed based on 2012-13 and 2013-14 data (Table7b).

Table 7a: Percent/Proportion Identified by Disability 2014-15

	LD	ID	ED	SI	OHI	Autism	Other
Norwalk	4.3/0.38	0.3/0.03	0.5/0.04	2.0/0.17	2.1/0.18	1.1/0.10	1.1/0.10
DRG H	4.6/0.35	0.5/0.04	0.9/0.07	2.0/0.15	2.5/0.19	1.3/0.10	1.4/0.11
STATE	4.4/0.34	0.5/0.04	1.0/0.08	1.9/0.15	2.6/0.20	1.5/0.12	1.0/0.08

Table 7b: Percent/Proportion Identified by Disability 2012-13 and 2013-14

	LD	ID	ED	SI	OHI	Autism	Other
Norwalk 13-14	4.1/0.38	0.3/0.03	0.5/0.05	1.8/0.17	2.0/0.19	1.1/0.10	1.0/0.09
DRG H 13-14	4.3/0.34	0.5/0.04	0.9/0.07	2.0/0.16	2.3/0.18	1.2/0.10	1.3/0.10
STATE 13-14	4.2/0.34	0.4/0.03	1.0/0.07	1.9/0.15	2.5/0.20	1.4/0.11	1.0/0.08
Norwalk 12-13	3.8/0.36	0.3/0.03	0.4/0.04	2.0/0.19	2.1/0.20	1.1/0.10	0.9/0.08
DRG H 12-13	4.1/0.34	0.4/0.03	0.9/0.08	2.1/0.18	2.1/0.18	1.1/0.09	1.2/0.10
STATE 12-13	4.0/0.33	0.4/0.03	1.0/0.08	2.0/0.17	2.4/0.20	1.3/0.11	1.0/0.08

Disproportionate Identification

CREC's 2012 review references 2008 state monitoring reports, which indicated that Norwalk disproportionately identified black male students as emotionally disturbed. Since that time, Norwalk has not been identified for disproportionate identification. Table 8a provides information about the percent of students identified for each disability category, by race/ethnicity. The 2012 report also mentions an increase in the proportion of Black students identified as learning disabled. Table 8b shows the number and percent of students identified as learning disabled or emotionally disturbed who are Black or African American students in the district over the last five years. In 2010-11, 180 Black or African American students were identified as learning disabled; in every year since, the number has ranged from 145 – 151. The number of Black or African American students identified as emotionally disturbed has increased by a small number but steadily, from 16 in 2010-11 to 24 in 2014-15. The decrease in percent of emotionally disturbed students who are Black or African American in 2013-14 and 2014-15 despite higher numbers of identified students is due to a greater rate of increase in this category among Hispanic and, to a lesser degree, White students.

Table 8a: Disability Count and Percent by Race/Ethnicity 2014-15

	LD		ID		ED		SLI		OHI		Autism		Other Disabilities	
Race/Ethnicity	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Asian	7	23.3	0	0	0	0	3	10.0	5	16.7	7	23.3	8	26.7
Black/African American	146	42.9	10	2.9	24	7.1	47	7.1	66	19.4	24	7.1	23	6.8
Hispanic/Latino	209	42.1	16	3.2	20	4.0	104	21.0	81	16.3	40	8.1	26	5.2
Two or more races	3	17.6	2	11.8	2	11.8	2	11.8	6	35.3	2	11.8	0	0.0
White	126	37.2	8	2.4	12	3.5	37	10.9	79	23.3	55	16.2	22	6.5
Districtwide Prevalence	491	40.2	36	3.0	58	4.7	193	15.8	237	19.4	128	10.5	79	6.5

Table 8b: Identification of Black or African American Students as ED and LD

	10-11		11-12		12-13		13-14		14-15	
	#	%	#	%	#	%	#	%	#	%
Learning Disabled /African American	180	38.9	145	34.8	146	34.0	151	32.6	146	29.7
Emotionally Disabled/African American	16	48.5	16	41.0	21	50.0	22	39.3	24	41.4
All Disability Categories /African American	365		319		338		331		340	

Out of District

In considering the effectiveness of the out of district procedure, we analyzed the out of district trends and compared them to the state and DRG averages. Overall, the out of district placement data and information from focus interviews indicate that the procedure to place students in out of district placements is not effective. Between 2008-09 and 2011-12, the number of Norwalk special education students educated outside of the district, in another public school district or private school setting, remained between 94 and 99. The district experienced a 12 student increase from 2011-12 to 2012-13, and a 22 student increase from 2012-13 to 2013-14, equating to a 33% increase in the number of outplaced students over two years. In 2014-15 the increase in students placed out of district continued to increase to 168 students. As of October 7, 2015 the number of students in out of district placements is 160 (Table 9). It is anticipated that this number will continue to increase over the school year. From July 2014 to July 2015, 47 students were placed out of district. For the 2015-16 school year, 18 students returned to Norwalk from out of district placements.

In 2013-14, Norwalk compared favorably to the members of its DRG (Table 10) with respect to out of district placements. At 10.89%, Norwalk had the third lowest percent of students placed out of district when compared to all districts in DRG H. Districts ranged from 4.27% to 15.38% of special education students educated outside of their districts. The increase in 2014-15 will most likely put the district at the higher end of the DRG average, but as more current DRG figures are not available, comparisons cannot be made at this time. As numbers of outplaced students have increased, expenditures for out of district placements (Table 11) have increased dramatically – a $3.41 million increase between 2010-11 and 2014-15. A review of 2015-16 out of district placements indicate that over three million dollars of the anticipated 10.21 million will be spent on tuition to three outside placements: St. Vincents, CES, and High Roads.

Table 9: Norwalk Special Education Students Educated Out of District (K-12), 2008-09 – 2012-13

Year	Total Students with Disabilities (SWD)	SWD placed in Public Schools in Other Districts		SWD Placed in Private Schools or Other Settings		Total Outplacements	
		#	% (of SWD)	#	% (of SWD)	#	% (of SWD)
2015-16	1500	7	.047%	153	10.20%	160	10.32%
2014-15	1425	14	0.98%	154	10.80%	168	11.78%
2013-14	1221	12	0.98%	121	9.91%	133	10.89%
2012-13	1187	14	1.18%	97	8.17%	111	9.35%
2011-12	1094	15	1.37%	84	7.68%	99	9.05%
2010-11	1141	13	1.14%	81	7.10%	94	8.24%
2009-10	1137	12	1.06%	87	7.65%	99	8.71%
2008-09	1156	19	1.64%	75	6.49%	94	8.13%

Table 10: DRG H Special Education Students Educated Out of District (K-12), 2013-14

	Total Students with Disabilitie s (SWD)	SWD placed in Public Schools in Other Districts		SWD Placed in Private Schools or Other Settings		Total Outplacements	
		#	% (of SWD)	#	% (of SWD)	#	% (of SWD)
Norwalk	1221	12	0.98%	121	9.91%	133	10.89%
District A	338	0	0.00%	52	15.38%	52	15.38%
District B	1195	0	0.00%	51	4.27%	51	4.27%
District C	205	n/a	n/a	n/a	n/a	28	13.66%
District D	1118	57	5.10%	41	3.67%	98	8.77%
District E	1410	89	6.31%	122	8.65%	211	14.96%
District F	875	37	4.23%	96	10.97%	133	15.20%
District G	1659	60	3.62%	136	8.20%	196	11.81%
District H	911	12	1.32%	118	12.95%	130	14.27%

Table 11: Budget and Expenditures for Out of District Tuition, Special Education

Year	Budget	Expenditures
2010-11	5,574,167	6,625,377
2011-12	6,461,316	7,125,441
2012-13	7,400,000	7,623,498
2013-14	7,875,000	8,494,264
2014-15	8,305,000	10,034,303
2015-16	9,690,500	10,200,000

Least Restrictive Environment (LRE)

LRE is the requirement in federal law that students with disabilities receive their education, to the maximum extent appropriate, with nondisabled peers. In practice this means that special education students are not to be removed from the regular classroom setting unless, even with supplemental aids and services, an appropriate education cannot be achieved. Districts, including Norwalk, offer a continuum of services to meet the needs of students in a general education environment whenever possible, as inclusion of students with special needs in the general education setting has been demonstrated to be a significant benefit to their achievement and social development.

The Norwalk Public Schools have been meeting the needs of a good percentage of their students with disabilities in the regular education setting per the SDE Annual Performance Report. However, the percentage of students in out-of-district placements (see line A of Table 12, below) is an area of concern. The District has not met the SDE established targets to decrease these placements by 1.5 to 2 percentage points over the past two years. There is a population of students who require out-of-district placements, but based on focus interviews and IEP reviews it appears that within this out-placed group there are a number of students who could benefit from receiving their educational services in district.

Students in separate class programs in-district are further along on the least restrictive environment continuum because interaction with regular education students in their home school is more likely to occur. Contact can be gradually increased as the student achieves success. The number of students with special needs educated in district, but placed in separate classes, is lower than SDE targets by 1.5 to 2.0 percentage points (Table 12, line B).

This indicates there is room to build and grow appropriate programs in district to educate some of the students currently out of district. These programs must be carefully built to include the appropriate support to help the students be successful.

Table 12: Least Restrictive Environment

Placement	NPS June 2015	NPS June 2014
A. % age of students in separate school, residential or other settings outside of the District	8.89%	8.20%
B. % age of students in separate class placements within the District	4.62%	3.87%

An analysis of students placed out of district for 2015 shows that 54% are in high school, 18% are in middle school and 28% are in PreK/elementary. The largest numbers of students are in placements that support students with behavioral issues. There are sufficient numbers of students placed out in facilities with similar services to indicate that creating in-district programs with the same support systems would result in reducing out of district placements. This could be accomplished over a reasonable period of time through a combination of transitioning currently out-placed students back into the district and providing services that would prevent the need to outplace students.

The district began this process in the 2015-16 school year by implementing a therapeutic program at Roton Middle School. The anticipated result is an improved quality of programing that provides students with access to their non-disabled peers. In addition, the district will be able to provide services at a lower cost.

To assist in the development of in-district programs for students with special needs, it is appropriate to have well-defined criteria and processes to follow in making the important placement decisions. The district has a decision-making protocol that is thoughtful and well organized. The purpose of the protocol is not to prevent appropriate placements, but to prevent placing students out of district who would be better served in-district. Interviews with staff indicate that the process is not being followed, likely resulting in a higher rate of outplacement. This type of protocol needs to be utilized and monitored centrally to assure consistent services to all children.

Special Education Budget

Since 2007-08, Norwalk has spent a lower percentage of its budget on special education than its counterparts in DRG H, and the state (Table 13). The percentage of the school districts' budgets spent on special education has increased steadily for Norwalk, DRG H, and the state. Norwalk's rate of increase has been higher than both DRG H and the state, so the gap between Norwalk's spending and the DRG's and state's spending has lessened over time. Norwalk increased by 1.8% from 2007-08 to 2013-14, while DRG H increased 1.28% and the state increased 1.59%.

Table 13: Percent District (DRG, State) Expenditures for Special Education

Year	Norwalk %	DRG H%	State
2007-08	18.76	20.69	20.49
2008-09	18.28	20.65	20.73
2009-10	19.27	21.15	21.48
2010-11	18.99	21.29	21.70
2011-12	19.60	21.91	21.81
2012-13	20.49	21.90	21.96
2013-14	20.57	21.97	22.08

A review of Norwalk budgets, based on MUNIS printouts provided by the district's Chief Financial Officer (CFO), indicate growth in the Central Office Pupil Personnel Services budget through 2014-15 (Table 16). 2015-16 was budgeted at 1.2% less than the 2014-15 original budget, and 5% less than the 2014-15 revised budget, based on expected decreases in expenditures in professional services, and increased Medicaid and Excess Cost reimbursements. Some of the decreases are offset by increases in staff required to provide services by district, rather than contract, personnel.

Actual expenditures for 2010-11 – 2014-15 were also included in the documents provided by the CFO. Annual increases in expenditures are evident. In comparing budgets to expenditures for that time period, expenditures over original budget occurred in every year. In 2010-11 and 2011-12 the budgets were exceeded by 18% and 15%, respectively. In the last three years, that difference decreased to 5%, which in 2014-15 equated to approximately $650,000. In all years, professional services and out of district tuition for special education students exceeded the original budget. In 2014-15, the total amount exceeding the original budget in these two categories was $2.7 million.

Table 14: Professional Services/Independent Contractor, Special Education, Budget and Expenditures

Year	Budget	Expenditures
2010-11	993,979	2,287,834
2011-12	2,178,148	2,790,291
2012-13	2,915,210	3,049,184
2013-14	3,295,800	3,454,759
2014-15	3,463,000	4,439,555
2015-16	2,876,750	

An analysis of the budget and expenditures for Professional Services, Out of District Tuition, Transportation and Excess Cost Reimbursement revealed an increase in these budget items from 73% of the total special education expenditures in 2010 to 90% in 2014. This percent is expected to remain the same or increase in 2015, given the increase in out of district placements (Table 15).

Table 15: Professional Services, Out of District Tuition, Transportation, Excess Cost Reimbursement

Year	Budget	Expenditures	Total Budget (SpEd)	Total Expenditures (SpEd)	% of Total Special Education Central Office	% of Total Special Education Central Office Expenditures
2010-11	5,591,403	7,103,719	8,252,437.00	9,706,560	68%	73%
2011-12	6,794,565	8,273,014	9,451,983.00	10,864,097	72%	76%
2012-13	8,477,609	8,944,799	10,780,515.00	11,341,093	79%	79%
2013-14	9,506,711	10,001,336	12,439,106.51	13,026,583	76%	77%
2014-15	10,013,112	12,073,963	12,814,671.00	13,472,830	78%	90%
2015-16	10,094,582		12,664,869.00		80%	

There are items allocated to the pupil personnel services budget for services to general education students. These include:

- 1.0 FTE Health Supervisor;
- overtime salaries for Guidance Counselors, to provide services to general education students over the summer;
- certified teachers for homebound students who do not receive special education services;
- nurse's salary for non-public schools;
- School Medical Advisor;
- out of district tuition for regular education students;
- nurse professional development and travel; and
- guidance and health supplies.

Approximately $465,000, or 3.8% of the pupil personnel services budget, was allocated for such items in 2015-16.

Table 16: Norwalk Pupil Personnel Services Budget, 2012-13 – 2015-16

Year	Budgeted Amount (Original	Change in	Change in
2010-11	8,252,437		
2011-12	9,451,983	1,199,546	12.7
2012-13	10,780,515	1,328,532	12.3
2013-14	12,439,107	1,658,592	13.3
2014-15	12,814,671	375,564	2.9%
2015-16	12,664,869	(149,802)	-1.2%

Table 17: Norwalk Pupil Personnel Services Actual Expenditures, 2010-11 – 2014-15

Year	Actual Expenditures	Difference between budget and actual (negative indicates over-	% Over/Under Original Budget (negative indicates over-
2010-	9,706,560	(1,454,123)	-
2011-	10,864,097	(1,412,114)	-
2012-	11,341,094	(560,579)	-5%
2013-	13,026,584	(587,477)	-5%
2014-	13,472,830	(658,159)	-5%

Table 18: Instructional Materials and Supplies (Total of Instructional Supplies, Textbooks, Instructional

Year	Budget (Original)	Expenditures
2010-11	53,046	44,841
2011-12	61,550	21,052
2012-13	54,850	32,163
2013-14	51,200	18,314
2014-15	51,200	36,221
2015-16	51,200	

Most materials and supplies for special education are purchased by the schools. The districtwide special education budget and expenditures for textbooks and instructional supplies and equipment is illustrated in Table 18. The budget has remained essentially flat for the last six years, and expenditures were below budget by 15% - 66% for each year examined. The budgets of those schools hosting districtwide special education programs support the programs, including staff as well as materials, although the programs serve students from across the district.

School-based special education expenditures are included in school-level budgets, and could not be analyzed using the documentation provided.

In some instances, MUNIS budgets and/or expenditures did not correspond to the numbers presented in the public document entitled —Board of Education Approved Operating Budget Request.‖ Per the district, this document does not present the approved budget, but rather the superintendent's budget request. In some instances a separate document described as the superintendent's budget request was also available, with different budget amounts from the approved request document. These discrepancies cannot be explained at this time.

GOAL 3: Centralize the preschool programs

Progress on 2012 CREC Report, Goal #3 Action Plan
The 2012 CREC Report recommended the following:

The preschool programs are currently in eight locations across the district. We recommend that 2012 be used to develop the plan for centralizing these locations, with implementation to occur in 2013-14.

Phase 1 Summer and Fall, 2012
Director of Pupil Services will gather data on anticipated preschool population and determine what would be needed for space and staffing. Utilizing tuition from non-special education preschool students, hire a full time preschool coordinator to assist in the development of a centralized program.

Findings: A preschool special education coordinator for special education was not hired, but a preschool committee did develop a plan to centralize the preschool programs.

Phase 2 Fall 2013
Implement the plan approved by the Board of Education

Findings: The district appears to be moving toward a centralized preschool system. A plan was developed to centralize 6 of the 8-9 classrooms. Staff indicate that the proposal has not resolved the problems of staff travel time between schools and inconsistencies in programming.

GOAL 4: Increase opportunities within the district for students with autism and emotional disturbance

Progress on 2012 CREC Report, Goal #4 Action Plan

The activities recommended to address goal #4 in the 2012 report were as follows:

This year the Director of Pupil Services recommended to the Board of Education a plan to expand district programs for students with autism and emotional disturbance. We think this plan is sound and that it will result in cost savings for the district, by both bringing some students back from out of district placements and keeping other students from going into these costly placements. This is especially important given the redesign of Briggs into a magnet school rather than an alternative program.

Phase 1 Fall 2012

Develop a plan of action for implementation of a high school therapeutic program for students with emotional disturbance. This can be accomplished at no additional cost to the district and, in fact it would save the district money. If six students are returned from out of district placement, the $360,000 spent on tuition and transportation can go to hiring a special education teacher, social worker, and psychiatric consultant at a cost of $250,000, for a cost savings of $150,000 in the first year.

Findings: Soon after the 2012 CREC report was issued, the Special Education Office developed a plan to develop a high school therapeutic program that would include a partnership with High Roads, a private special education school. Many Norwalk students attend High Roads, and the tuition and transportation is paid by Norwalk. The plan was to bring back Norwalk out of district students and provide an indistrict program at Norwalk High School for others who might be placed out of district. This plan would have reduced both tuition and transportation costs, while providing a program that was in the least restrictive environment, as mandated by IDEA. The plan was presented to the Assistant Superintendent at the time. Staff indicated that the plan was not supported by the Assistant Superintendent and building administrator and therefore the program was not established. The number of special education students placed out of district has continued to increase, as has the cost for their tuition and transport. Currently, there are a sufficient number of students placed at High Roads to justify a partnership. The idea of collaboratively working with High Roads is certainly worth exploring.

Phase 2 Winter 2012

Obtain Board of Education approval for program development and staff.

Build capacity for assistive technology (AT) supports and services. Ensure the budget for AT is sufficient and develop a process for consideration and use of assistive technology.

Findings: The high school therapeutic program was never presented to the Board of Education for approval. The district contracted with an Assistive Technology Consultant who works directly with students. This approach does nothing to build capacity within the district and again, funds that could be used to strengthen in-district resources are spent on outside vendors. No process for AT consideration and use was developed. Staff interview data and our observations indicate that assistive technology materials and equipment are still not adequately funded.

Phase 3 Fall 2013

Implement a high school therapeutic program for students with emotional disturbance. Develop proposal for expanding programs for students with autism. Obtain Board approval.

Findings: The high school program for students with emotional disturbance was never implemented, as it was prevented from moving forward at the Assistant Superintendent level. The proposal for expanding programs for students with autism was not developed.

Phase 4 Fall 2014

Implement a program for autistic students.

Findings: A district program for middle school students with autism and behavior difficulties began this year. Although students enrolled in the program did not come from the out of district placements, staff indicated that the existence of the program prevented some students from being placed in out of district programs. Observations of the program and discussions with staff indicate a desire to meet the needs of students in the district program. However, the lack of curriculum, specially designed instruction, and staffing, such as BCBAs, and the unclear definition of the purpose of the program and the students it is meant to serve negatively impacts the quality of the services that the program can offer.

Additional Information about Districtwide Special Education Programs

Data from focused interviews and observations indicate that the district's programs, such as extended resource room, are poorly defined and as such, there are a variety of students with different needs and disabilities, making management and instruction difficult. There is not a clear process of how students enter and exit the programs; staff and parents indicate that it is the "squeaky wheel" gets the program.

The district has an 18-21 year old program housed at the Norwalk High School. It is inappropriate for these students to be attending a program within the high school building. Given their age, they should be served in a community-based program. Staff indicated that a plan to move the program to an area college was developed, but never approved by Central Office administration.

GOAL 5: Obtain additional funding or reallocate district funding for special education by eliminating non-special education services from the budget, developing in-district programs and seeking additional funding from alternate sources.

Data from the document review, budget review, Medicaid reimbursements for past three years, grants, focus interviews with Central Office staff, comparison of percent spent on special education with DRG H and state, and staffing ratios were used to determine progress on Goal 5. The district has not obtained any additional funding sources since the 2012 review, but the Medicaid reimbursements have continued to increase, from $225,994 in 2011 to $1,723,677 in 2015 (Table 19). Since the 2012 report, the district has increased the percent of the budget spent on special education and while still below the state and DRG H averages, the disparity has decreased. Unfortunately, a large portion of the funds are going to support out of district tuition and transportation, and the use of professional services. The proportion of the special education budget spent in these areas has steadily increased from 73% in 2011 to 90% ($13,472,830) in 2015 (Table 15). These percentages include the excess cost reimbursement received by the district to offset high cost special education services. In addition, $465,000 (3.8%) of the budget is used for general education students.

Progress on 2012 CREC Report, Goal #5 Action Plan

The 2012 report recommended the following:

Work with the Norwalk grant department, RESCs and the state department to find and procure *grant funding for special education programs and services. The Director of Pupil Services, Assistant Superintendent and Superintendent should review the IDEA and district budgets and take out budget items that are not for the benefit of the special education students.*

Findings: Staff report that this was not done.

District Revenue

In addition to the local contribution, the district receives revenue to support special education programs from IDEA, Medicaid reimbursement and Excess Costs. We are not aware of any other competitive grants or funding sources.

IDEA Grant

$2,002,589 in grant funds under 611 and $78,836 under section 619 has been allocated in IDEA funds. The IDEA funds for 2015 of $2,081,425 represents an increase of $170,028 from the IDEA total in 2008. $1,764,605 (85%) of the 2015 IDEA funds were allocated to pay for salary and benefits of certified and non-certified special education staff. $20,000 was allocated for technology software, $55,000 for supplies, and $23,000 for employee training. The IDEA grant proposal identifies seven goals that the funds will support between years 2015-17.

Many of these goals are closely aligned with the goals that are recommended in the 2012 CREC report.

1. To implement programs that will increase the district's ability to provide for students within the least restrictive environment of the public school setting and decrease the number of out of district referrals.
2. To continue to decrease the number of minority students suspended and/or expelled from middle and high schools.
3. Continue to promote high academic achievement for all students by increasing opportunities in the general education setting.
4. Provide consultation services to staff and families to increase knowledge and intervention for students with autism.
5. To provide meaningful professional learning experiences for certified and non-certified staff.
6. To provide effective transition from birth to three services.
7. To support staff in preparing transition plans for students entering our 18-21 year old program.

Medicaid Billing

Over the past five years, the district has done a good job billing for Medicaid reimbursable services such as OT/PT and speech and language. Table 19 indicates an increase of over 1.4 million dollars in reimbursement from 2011 to 2015. We commend the staff for their diligence in pursuing this revenue source.

Table 19: Medicaid Reimbursements 2010-2014

Year	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Monthly remittances	$ 225,994	$ 223,627	$ 255,966	$ 299,091	$ 264,763
Cost Report	$ -	$ 365,606	$ 186,018	$ 860,639	$ 1,458,914
Remittances For Totals	$ 225,994	$ 589,233	$ 441,984	$ 1,159,730	$ 1,723,677

District Special Education Expenditures

CREC's 2012 review indicated that the portion of the district's expenditures related to special education was consistently below the state and DRG H averages since 2003. Since 2007-08, the percentage of the district budget spent on special education increased by 1.8%, greater than the average increases for DRG H and the state, which were 1.3% and 1.5% respectively, over the same period. Accordingly, the gap between the percent of the district budget spent on special education in Norwalk compared to DRG H and state averages has decreased.

Table 20: Percent District Expenditures for Special Education 2007-14

Year	Norwalk %	DRG %	State
2007-08	18.76	20.69	20.49
2008-09	18.28	20.65	20.73
2009-10	19.27	21.15	21.48
2010-11	18.99	21.29	21.70
2011-12	19.60	21.91	21.81
2012-13	20.49	21.90	21.96
2013-14	20.57	21.97	22.08

There are items allocated to the pupil personnel services budget for services to general education students. These include:

- 1.0 FTE Health Supervisor
- Overtime salaries for Guidance Counselors, to provide services to general education students over the summer
- Certified teachers for homebound students who do not receive special education services
- Nurse's salary for non-public schools
- School Medical Advisor
- Out of district tuition for regular education students
- Nurse professional development and travel
- Guidance and health supplies

Approximately $465,000, or 3.8% of the pupil personnel services budget, was allocated for such items in 2015-16.

Special Education Staff

Table 21: 2015-2016, 2013-14 and 2010-11 Comparative Staffing Ratios
Per 1,000 total student population

	Norwalk* 2015-16	Norwalk 2013-14	Norwalk 2010-11	DRG H 2013-14	DRG H 2010-11
Special Education Teachers	(78) 6.8	7.8	8.1	9.6	9.8
Speech Pathologists	(21) 1.8	1.8	1.6	1.7	1.7
School nurses (non-certified)	(19.5) 1.7	1.7	1.7	2.0	2.0
School Social Workers	(18) 1.5	1.6	1.7	1.8	1.7
School Counselors	Not available	2.4	2.7	2.2	2.2
Special Education Aides**	(145.47)12.7	10.5	11.6	15.8	15.4

*2015 staff based on the report provided by the Norwalk HR office. FTEs are shown in parentheses. All other figures are from the ED001 state report.

**Special Education Aides for 2015 does not include the 16 permanent special education substitutes.

Comparative data indicate that Norwalk had fewer special education teachers, special education aides, and nurses than the DRG H averages in 2013-14 and 2010-11. This conclusion was also included in the 2012 report. An analysis of staffing in 2015-16 indicates that the ratio of special education aides, social workers, and speech and language pathologists is comparable to the DRG H average of 2013, however, the ratio of special education teachers to students remains lower than the DRG H average of 2013 (Table 21). As of October 10, 2015, the Human Resource Office reported that the following vacant positions: BCBA - 1.0 position, ABA Therapists - 3.0 positions, Special Education Aide - 10.5 positions, Special Education Resource Teacher .5 Brookside/.5 Cranbury, 1.0 Resource Teacher at Nathan Hale Middle School, and 1.0 Special Education Teacher at Roton.

Special Education Teachers

In the 2008 and 2012 CREC reports we recommended that the district hire additional special education teachers, given the caseload size and poor ratio of teachers to students compared to the DRG. The ratio of students to special education teachers has unfavorably increased from 8.1 per 1,000 students in 2010 to 6.8 in 2015 (Table 21). Note that the ratios are based on the proportion of staff to the entire student population; the decrease in the number of staff to students is more remarkable because the prevalence of special education students has increased over the same period. Norwalk's ratio of special education teacher to students in 2010, 2013 and 2105 is significantly lower than the DRG H average.

Special Education Aides

There are 16 categorized as substitute special education aides, not included on the table above. It is unclear why the district has hired special education aide substitutes, rather than hiring them as permanent employees, especially since they are rehired each year. These are hired on a yearly basis and assigned, as needed by the Director of Pupil Services. HR reports this arrangement was authorized by previous superintendents and funding for the substitute special education aide comes from the districts substitute budget.

The district has added to the number of special education aides and the ratio has increased from 11.6 per 1,000 students in 2010 to 12.7 per 1,000 students in 2015, placing Norwalk special education aide ratio's closer to the DRG H 2013-14 average (Table 21). This ratio is based on total student population and does not include the 16 full time special education aide substitutes hired each year.

An accurate and current list of special education staff by school, Full Time Equivalent (FTE) and title was difficult to obtain from the district. The Human Resource Office and Special Education Office had different names of and locations for special education aides. The district employs 188.67 special education aides (not including the 16 permanent special education aide substitutes) of which only 11 are full time. The remaining 168 special education aides work between .73 and .86 Full Time Equivalent. We question whether the highly unusual number of part time staff is cost efficient and effective in meeting the special education student population needs. Table 22 compares special education aide ratios based on per 100 special education students to the DRG and towns and average. The Norwalk average for 2015 is slightly higher than the DRG H mean 2013-14.

Table 22: 2013-14 DRG H Comparison of Special Education Aides

District	# Special Ed. Students	# Special Education Aides	Ratio of Special Education Aides per 100 students
Norwalk 2015	1500	188.5 (includes 10.5 vacant positions) does not include 16 subs	12.46
Norwalk 2013	1210	116.06	9.59
District A	315	52.00	16.51
District B	1235	211.80	17.15
District C	196	48.00	24.49
District D	1074	94.00	8.75
District E	1266	124.00	9.79
District F	797	74.40	9.34
District G	1582	221.00	13.97
District H	859	108.50	12.63
DRG H Mean	12.30		

Staff indicated that because of union issues, the special education aides who are not trained or experienced in certain special education skills are transferred into positions that they do not have the necessary skills to do. This coupled with the lack of a comprehensive job-embedded training program causes reduction in the educational benefit for special education students. We are not confident special education aides are always assigned where they are most needed, that a criteria for paraprofessional assignment is utilized across the district and that they are appropriately utilized.

Staff supervising special education aides have little training in how to use them effectively.

Additional Special Education Building Staff

The district has hired 9 ABA Therapists and will be hiring 3 more, also 2 behavior analysts, and 6 OT/PT. The most current list of Norwalk special education staff provided by the HR department effective October 10, 2015 is in Appendix H.

Special Education Central Office Staff

The ratio of special education students to certified special education administrators has been reduced from 306 in 2011 to 250 in 2015, but has increased for Special Education Office staff from 245 in 2011 to 500 in 2015. Most districts in Table 23 also employ a non-certified special education central office leader, but Norwalk does not. Compared to districts in their DRG, Norwalk's ratio of certified staff is similar, but ratio of Special Education Central Office Staff is much higher (Table 23).

Data indicate that the assignment of special education administrators appears to be as a result of doing whatever the person who had the position before did. They are not used to supervise special education teachers and at times, not involved in the hiring process for special education staff. Some special education administrators do not have recent experience or current knowledge of special education. Coordinating 504, preschool, student evaluations, and out of district placements require more time than the current staff have, as these responsibilities are added on to additional responsibilities. The turnover of special education administrators has been significant since 2008. Staff indicated that they have little support and that without written procedures, they are learning as they go. There has been no succession plan for the Director of Special Education, should they leave.

The reduction of Special Education Office staff has caused difficulties in accomplishing daily tasks such as writing contracts, responding to phone and email requests, monitoring out of district placements and the budget. To the credit of the current staff, they have been able to maintain IEP and Medicaid processes, but more staff is required.

Table 23: Ratio of Special Education Central Office Staff 2015

District	# Special Education Students	# Certified Special Education Admin	Ratio of Education Admin	# Non-certified Admin	Ratio of Non-certified Leaders	# Special Education Staff in C.O.	Ratio of Office Staff in C.O.
Danbury	100	0.4	250:1	0	-	1	100:1
East Hartford	1185	6	198:1	3.00	395:1	9.00	131:1
Norwalk	1500	6	250:1	-	-	3.0	500:1
Norwich	1000	1	1000:1	2	500:1	2.5	1000:1
West Have	1115	4	279:1	2.00	558:1	4.00	278:1

Utilization of Staff

In 2012, the CREC report indicated that —*utilization of staff is problematic. At the elementary level it was difficult for special education staff to be utilized effectively and efficiently, given the lack of collaboration time, lack of consistency in the process of identification and determination of special education supports, and the lack of specially designed instruction defined within student programming. Elementary special education staff indicated that they have little time forcollaboration and they feel that they can't ask for equipment or technology, due to budget issues. In the middle and high schools, better distribution of caseloads would have a positive impact on service delivery. Special education aides are not utilized efficiently or effectively at the elementary, middle and high school levels where too many special education aides are assigned inappropriately, with little time spent in supporting instruction, collecting data or managing behavior. It was not always possible to establish a purpose for their presence in a classroom".*

Findings: Data indicate that although there have been some increases in staffing, the lack of processes and poor fidelity of implementation of existing processes that do exist to determine staff assignments, caseloads, one-on-one special education aides, out of district placement, entrance and exit criteria for districtwide programs, and student service hours continue to cause significant inequities across the district. We have examined the central office and building staff assignments and have not discerned any pattern or criteria that determines where and how staff are assigned.

Additionally, inadequate space, equipment, instructional supplies, and collaboration continue to plague the efficient use of staff. Assignments of staff to do work that they are not experienced or trained to do also impacts effective utilization of staff. It is very troubling that neither the HR nor the Special Education Office had an accurate list of staff, five weeks into the school year. Staff cannot be utilized effectively when central office does not know where they are working.
The numerous issues related to efficient use of special education aides has already been discussed.

It is unsettling to see the many different staffing problems and issues related to effective use of resources and until the district can get these areas improved, the other recommendations in this report will not be successful. The district will need to improve recruitment, hiring, supervision, training, scheduling, assignments, and retention of high quality special education staff.

GOAL 6: Develop a decision making hierarchy that balances central office and building based authority in special education.

Progress on 2012 CREC Report, Goal #6 Action Plan

CREC 2012 report indicated: *The system should have some activities that are centralized and some that are decentralized and the district should ensure that the Office of Special Education has the decision making authority in issues of resource allocation, budget and special education compliance. The Superintendent and Assistant Superintendent should work with the Director of Pupil Services to identify those areas such as resource allocation and compliance where the Director should have the decision making authority over building administrators. This should be shared by the Superintendent with all building administrators and reinforced by the Superintendent and Assistant Superintendent. Additionally, regular meetings with the business services department, Director of Pupil Services and Assistant Superintendent should be held to monitor the budget.*

Findings: Currently, in the Special Education Central Office there are five special education coordinators, one of which is serving as the Interim Director of Pupil Services. The district is considering changing the Director of Pupil Services position to Assistant Superintendent and they have begun a national search. There have been four Directors of Pupil Services since the 2012 CREC report and the longest time any of the supervisors of special education have been in their role is two years. In addition, there has been turnover of superintendents and business managers. Special Education Supervisor assignments currently appear to be based on what their predecessor did, rather than an organized proactive approach. In the buildings, there is a department head or team leader for special education in each middle and high school. This position does not exist in the elementary schools.

The changes that we saw in 2012 toward centralizing special education practices and procedures and providing more control for the Office of Special Education have had little impact in creating a cohesive special education system. The inconsistencies in processes and the inequities that exist from school to school are still problematic. This has an impact on the parents who are uncertain of the level and quality of services from school to school. The Office of Special Education continues to have little control over special education, causing problems in compliance, budget, and quality of services.

Goal 7: Improve communication between parents of special education children and school staff

Progress on 2012 CREC Report, Goal #7 Action Plan

In the 2012 report, we indicated that, —*Communication between parents and the school staff continues to be problematic in some schools. We were struck with the differences in communication practices and how programs are run, and what resources are available from school to school. Development and implementation of standard communication practices and improved consistency among schools as described in Goal #2 will assist with the communication problem. Additionally, since the concerns seem to be about certain schools, we recommend that the district conduct a parent survey to identify the problem areas and then work directly with staff in those schools to improve communications and relationships. The special education administrators should meet regularly with the Special Education Office staff to review procedures and to develop a written procedures manual for all to use".*

Findings: We saw no evidence of standard communication procedures for parents. In fact, there were some special education teachers who still had not contacted parents four weeks into the school year. The majority of the parents who provided us with feedback indicated that the school and central office were unresponsive, lacked transparency when services were not provided, and did not see the importance of following the IEP. The trust between some parents and the school and central office staff appears to have worsened and many parents are requesting that their child be placed out of district because of this. A parent survey was not conducted.

The 2012 goal responded to problems with parent communication, however since that time data indicate the problems with communication around special education within the district are significant between central office, between central office and schools, and among schools. Lack of transparency and responsiveness is problematic throughout the system.

RECOMENDATIONS

By the end of January the district should develop a Three Year Strategic Plan to address goals and activities identified in this report. The district will need to consider the activities we have indicated as as priorities to be completed by June 2016. Accomplishment of these activities will require constant focus and additional funds. Activities and outcomes for future years are described in the body of the report. To ensure successful outcomes, staff goals and evaluation must be aligned with the Strategic Plan and monthly progress updates should be provided to the Board. We have provided additional activities under each goal that the district should complete by June 2017. All the activities below should be incorporated into the Three Year Strategic Plan.

Goal 1: Improve recruitment, hiring, supervision, training, scheduling, assignments, and retention of high quality special education staff.

Staff recruitment, hiring, assignments and retention

Activities to be completed by June 2016

- Elevate the Director of Pupil Services position to Chief Special Services Officer with authority to implement the Strategic Plan.
- Revise special education administrator job descriptions, extend their work year, and assign them to school clusters (see organizational structure recommendations). Ensure all administrators have necessary experience and expertise to perform revised job descriptions.
- Hire one additional administrator by July 2016 to supervise special education preschool.
- Hire an Evaluation/Assessment Coordinator by February 2016 to monitor and coordinate evaluation and assessment services.
- Hire an Out of District Coordinator (non-administrative position)by February 2016.
- Hire one additional special education office staff in 2015-16 and two more in 2016-17 and reassign all to align with the new organizational structure.
- Review utilization of special education aides to determine number needed, where and if hiring of part time staff is advisable, and work with the union to adjust the contract to align positions with skills and expertise of aides.
- Utilizing standard protocol, analyze special education teacher assignments and caseloads and make recommendations for 2016-17 budget and staffing assignments.

Activities to be completed by June 2017

- Develop an incentive program for hard to find staff such as Special Education Teachers and Speech and Language Pathologists. Work with colleges or AARC (Special Education) to develop Norwalk staff.

Recruitment and Retention

Activities to be completed by June 2016

- Human Resources and Special Education offices develop relationships with staffing agencies and colleges to grow and obtain hard to find staff.

Activities to be completed by June 2017

- Develop and implement an onboarding and mentor system to support new special education staff
- Create and implement a succession plan for the Chief Special Services Officer

Staff Processes

Activities to be completed by June 2016

- Develop and implement with fidelity procedures for staff hiring, assignments, caseloads, tracking, and retention of high quality staff.
- Human Resources (HR) develop a system to track special education staff assignments and provide reports regularly to Superintendent and Chief Special Services Officer.
- Special education administrators collaborate with building administrators in the hiring, supervision and evaluation of all special education certified staff.

Staff Training

Activities to be completed by June 2016

- Utilizing the national learning forward standards for professional development, develop a comprehensive 2 year professional development plan for special education and general education staff, including administrators that addresses the areas of concern identified in this report. Specifically, Writing and implementing quality IEPs, Specially Designed Instruction, Least Restrictive Environment and Continuum of Services, all District Policies and Procedures related to special education, Co-teaching, Assistive Technology, Legal and Ethical Issues, comprehensive paraprofessional job embedded training, Effective Utilization of Special Education Aides, Research Based Literacy and Math Interventions.

- Implement a comprehensive training to special education aides that ensures all aides have been trained in roles and responsibilities, legal and ethical issues, academic, behavioral and instructional skills within the first year and have received job related training throughout the year. The district has already purchased the curriculum (Compass).

Activities to be completed by June 2017

- Implement Professional Development Plan and monitor student outcomes.

Goal 2: Implement an organizational structure that provides tiered school supervision and support and authority of the special education office to create and implement consistent standards and processes in special education.

Activities to be completed by June 2016

- Develop School Clusters from feeder schools
- Assign Special Education Administrators to school clusters and define their responsibilities to those schools to include: a) Hire, supervise, evaluate, train and assign (shared with building principal) special education and related services staff b) Monitor for Compliance and District Procedures c) Weekly/Biweekly meetings with building administrator d) Monitor budgetary expenses e) PPT meetings, as needed f) Coordinate and lead bimonthly staff meetings g) Assist with determination of students entering and exiting the programs and schools h) Monitor programs for students whose home school is in their cluster that are out of district i) provide instructional leadership and guidance on special education and 504 issues to school staff.
- Move 504 responsibilities to general education.
- Coordinate and monitor all special education student evaluation and assessment services and hire an evaluation/assessment coordinator.
- Develop a Tiered System of School Supervision and Support to assist schools that require more support in the implementation of quality special education. Utilizing multiple data

sources, determine which category the schools fall into: Intense Supervision and Support, Moderate Supervision Support or Limited Supervision Support.

Activities to be completed by June 2017

- Utilizing data (formative and summative assessment scores, attendance, drop out, prevalence, out of district placements, suspensions and expulsions, adherence to compliance, IEP quality, parent feedback, etc.) from 2016, identify in July 2016 the schools that require Moderate or Intensive Supervision and Support in the 3 tiered system. For schools requiring Moderate and Intense Supervision develop and implement an improvement plan with the Principal, Chief Special Services Officer and Supervisor of Special Education. Monitor the Improvement Plan monthly and report progress quarterly to the Superintendent of Schools and Board of Education.

Goal 3: Increase the focus on teaching and learning, high quality services, sufficient resources, fidelity of implementation, full continuum of services and least restrictive environment for students with disabilities.

Teaching and Learning, Continuum of Services and LRE

Activities to be completed by June 2016

- As instructional leaders, special education administrators will conduct classroom observations and provide instructional training on areas described in the report and monitor special education student progress on summative and formative assessments.
- Inventory instructional materials, equipment and space and put needs into 2016-7 budget.
- Provide research-based, specially designed interventions in reading, writing, and math to meet the needs of students with disabilities.
- Assess continuum of services in each school and define entry and exit criteria for district programs. Ensure that schools are staffed at sufficient levels to allow each school to provide a full continuum of services.
- Working in partnership with other agencies develop a plan to provide an 18-21 year old community based program and a high school therapeutic program for students with emotional problems in 2016-17.
- Find a location that will accommodate all preschool classes and also allow for expansion and the partnering with other agencies.

Activities to be completed by June 2017

- In an effort to support the programs offered in the district for the more involved students, the district should utilize a case study/clinic model that brings in experts in the fields of autism, behavior, reading, assistive technology and preschool to assist with program development and individual case study. This approach will assist the district with ongoing issues, while building district skills and capacity.

Utilization of Resources for Instruction

Activities to be completed by June 2016

- A review of the use of independent contractors to provide such services as Assistive Technology, Autism, and Occupational and Physical Therapy should be conducted to determine if the district can do it better and for less money.
- Review the budget process for special education programs to ensure that funds are appropriately allocated and a process is in place for purchasing of materials and equipment for all special education programs (including districtwide programs).

Activities to be completed by June 2017

- The district should use the $100,000 currently allotted for the AT consultant to develop, train and support a district Assistive Technology team. The team's role would be to develop guidelines for assistive technology evaluation and use, train staff, assess and request assistive technology equipment and materials and conduct evaluations in conjunction with building staff.
- Assess the needs of the special education students in the expelled program.

Scientific Research-based Interventions

Activities to be completed by June 2016

- The general education department should conduct an audit of SRBI practices within the district and develop a plan to consistently provide an SRBI framework.

Activities to be completed by June 2017

- General education to implement a comprehensive SRBI plan.

Goal 4: Implement and monitor standards for special education across the district and achieve compliance with IDEA requirements.

Activities to be completed by June 2016

- Update the procedures manual, train special education staff and building administrators on the processes, and monitor implementation.
- Professional development (PD) on writing IEPs and administrative review of each IEP.
- To ensure that procedures are followed with fidelity, the Superintendent and Office of Special Education develop a monitoring system aligned with the recommendations made for a tiered system of School Supervision and Support.

Activities to be completed by June 2017

- All new special education staff go through training on procedures.
- Implement the Three Tier System of Support and Supervision and provide updates on school improvement plans to Superintendent and Board of Education.

Goal 5: Improve control and more effective use of the special education resources

There appears to be little control or oversight regarding staff hiring, staff assignments and out of district placements, even when it impacts the special education budget. To gain some control over the budget we recommend the following:

Activities to be completed by June 2016

- Develop a plan to reduce costs for out of district and consultation services.
- Weekly meetings with the Special Education, Business Services, and HR offices to review budget, staffing, and processes.
- No special education expenditures can be made without the approval of the Chief Special Services Officer.

Activities to be completed by June 2017

- Transfer the $465,000 of expenditures in the special education budget for general education students to the district budget and use that money to increase special education teachers and purchase needed equipment and instructional materials for special education students.
- District-wide special education program materials and equipment should be paid for by special education budget, not the building budget.

Goal 6: Improve parent and staff communication

The organizational structure recommended in this report should improve communication within the district and with parents. Each special education admionistrator is responsible for communicating with the building administrators and special education staff within their school cluster. Parents that have concerns that cannot be resolved within the school will be able to go to the special education administrator assigned to that school.

Activities to be completed by June 2016

- Conduct school cluster special education staff meetings regularly.
- Strategic Plan Committee composed of representative staff and parents meets.
- Centralize parent contact information, to provide timely information to parents.
- Develop a procedure for handling parent concerns and for communicating changes in student programs because of lack of staff or other issues. Train staff and implement procedures.

Activities to be completed by June 2017

- Building and central office administrators should receive training during the summer of 2016 on working collaboratively with parents. They, in turn should train their staff.
- To ensure that parent communication and collaboration has improved, each special education and building administrator should conduct a survey of parents of special education students in their schools to obtain parental feedback. The results of the survey should be shared with the superintendent and Board of Education and should help to determine staff goals.
- Provide parent information and training sessions on a variety of topics selected by the parents.

APPENDIX

Appendix A

IEP Review Demographics

23 IEPs of current special education students were reviewed. The IEPs were selected randomly selected to represent different grade levels, disability categories, and schools.

Disability Categories include:

- Emotional Disturbance- 4
- LD- 6
- Autism- 6
- Multiple Disabilities- 2
- Speech and Language- 2
- Developmentally Delayed- 1
- Intellectual Disorder- 1
- Other Health Impaired- ADHD/ADD-1

Students in district programs attend the following schools:

- 10 elementary schools:
- Cranbury, Brookside, Fox Run, Kendall, Marvin, Naramake, Rowayton, Silvermine, Tracey, and Wolfpit
- 3 Middle Schools: Ponus Ridge, Roton, and West Rocks
- 3 High Schools: Brien McMahon, Briggs, and Norwalk
- Three out of district schools: ACES, CES, High Road, Institute of Professional Practice

Grade levels included 1 Pre-K, 2 K, 2 1st grade, 1 2nd grade, 3 3rd grade, 2 4th grade, 3 5th grade, 1 6th grade, 1 7th grade, 3 8th grade, 1 9th grade, 1 10th grade, 1 11th grade, 1 12th grade.

Appendix B
In-Depth Protocol

CREC

Norwalk Special Education Program Review
In Depth Review

Student Name and DOB:____Grade:_______

School:______________________________

Reviewer:______________________________Date of Review:___________________________

DATA

1) Files and documents (check all documents reviewed)

- Review of student's confidential file & CREC's file review summary
- Case manager schedule
- List of data provided by case manager (lesson plans, progress monitoring data, check sheet, communication sheet)

All services identified on the IEP are provided Y or No

Explain if no:

2) Observation (completed form attached) date, location, activity____

Total points_____out of________total applicable indicators given for observation

3) Staff Interview (2 completed forms attached)

A general education and special education teacher/case manager for an —includedll student

OR

A special education teacher and a support staff (such as OT, PT, SLP, school psychologist, or paraprofessional) if self-contained

Names and roles of interviewed staff

1. ____
2. ____

Parent Interview (completed form attached) Name and date of interview____

FOR REVIEWER ONLY

After reviewing all the data please rate how effective the programs and services for this student are in supporting positive learning outcomes.

0 = not effective
1 = not effective (ineffective in all areas)
2 = slightly effective (effective in some areas, but not most)
3 = moderately effective (effective in most areas)
4 = very effective (effective in all areas)

Appendix C - Observation Protocol

Activity____________________Location________________Reviewer:__________________

#	Indicators	Little or No Evidence Score pt. = 0	Sufficient Evidence Score pt. = 1	Score 0 or 1	Not Applicable (NA):
1	Location in the classroom: The student is seated within the same seating structure as the other students in the classroom.	Student is in a study carrel, separate seat apart from the reg. group, or back of the room.	Student is seated alongside typical peers in the general seating arrangement (i.e., whole class, groups, peer pairs, etc.).		
2	Instruction- Quality: A teacher (general education or special education or both) is the primary instructor for the class for the student (a paraprofessional or other adult may be available to assist the student when necessary, but the student is viewed as attentive to the teacher and the teacher is attentive to the student).	Student is being taught by a paraprofessional or special education teacher and is not part of the regular classroom instruction/lesson.	Student is receiving instruction from the teacher or there is co-teaching arrangement where shared teaching is evident.		
3	Engagement- Activity: If included :Student is engaged in the same curricular activity as the other members of the class (the material/instruction may be accommodated or the content/performance accommodated or modified for students needs but these do not change the intent or nature of the activity from the grade level standard) If self-contained: Student is engaged in the specialized activity as directed by teacher lesson plan and IEP.	If included: Student is engaged in a separate unrelated activity or different content area Student's activity is weakly connected to the grade level standard, more superficial in nature. If self-contained: The activity is unrelated to standards, IEP or meaningful instruction	Student is engaged in activity Student's activity is tied into the grade level standard but may be modified or accommodated for in accordance with his/her IEP. Student may have a reduced workload, manipulatives, simplified reading, assistive technology (AT), etc.		

#	Indicators	Little or No Evidence Score pt. = 0	Sufficient Evidence Score pt. = 1	Score 0 or 1	Not Applicable (NA)
4	Engagement on task: Student is actively engaged in the activity and demonstrates some level of understanding of the concept or application of the skill being instructed.	Student is off task, not attending to the teacher, preoccupied with something/someone, or self-stimulating behaviors are noted. Student has great difficulty answering questions or executing a given task. Part of a group, but not participating.	Student answers the teacher's question(s), executes a given task, demonstrates mastery orally, in writing, with manipulatives, or with the use of AT. In group setting, student actively participates w/others demonstrating mastery orally, in writing, with manipulatives, or with the use of AT.		
#	Indicators	Little or No Evidence Score pt. = 0	Sufficient Evidence Score pt. = 1	Score 0 or 1	Not Applic-able (NA)
5	IEP – Goals and objectives, lesson design: The student's IEP goals and objectives are integrated as part of the lesson design and instructional delivery.	Lesson content unrelated. Little or no evidence of scaffolding of instruction	Lesson content is directly aligned with EIP objective(s). Or, pre-teaching of skills, vocabulary, concepts are noted		
6	IEP – Supplementary aids and services: The student's IEP supplementary aids and services, accommodations, and modifications are applied as appropriate to the curricular activity.	Absence of para support, per IEP. Lack of utilization of the instructional strategies, materials, books, equipment, AT, preferred seating, etc. as outlined in IEP. Content is not modified, if applicable. There is little or no attendance to a	Para assistance per IEP, Student utilizes AT, materials, books, equipment, etc. as depicted in EIP for the specific subject area class. Identified instructional strategies are evident. Modifications to work, tests, time, etc. are noted, as applicable. There is adherence to		

#	Indicators	Little or No Evidence Score pt. = 0	Sufficient Evidence Score pt. = 1	Score 0 or 1	Not Applicable (NA)
		behavior plan, if required.	a behavior plan if required for the student.		
7	IEP – Specialized instruction: Specialized instruction is evident embedded in the lessons. Either the general education teacher, the special education teacher and/or paraprofessional are provided the specialized instruction services.	Support is provided by looking of the student's should or helping them with work.	The student is learning via <u>specific strategies aimed at promoting student independence</u> as related to the IEP goals and objectives.		
8	Paraprofessional support: Paraprofessional, if applicable, appropriately assists the student without interfering with appropriate peer assistance or developing an overdependence of the student on the assistance of the paraprofessional.	Para is positioned directly next to the student and interferes w/the teacher's ability to directly instruct, re-clarify, question, assess or interact with the student. Para does not allow other students to assist or, the child to self-advocate for him/herself.	Para is positioned a comfortable distance from the child allowing for free interaction with peers and the teacher. Para allows the student to ask questions of the teacher or peers. The student is given the opportunity to learn by doing or to make a mistake and may require paraprofessional assistance to clarify or correct. When not needed, the paraprofessional fades from the student.		

Total points_____out of total

Appendix D
Focused Interviews

Parents

Three parent focused interview sessions were conducted at different times on different days with 14 parents in attendance. In addition, parents of the 23 students whose IEPs were reviewed were contacted for focus interviews and CREC attended a Parents as partners meeting that the parent group had with the Superintendent. Parent feedback was provided by a total of 50 parents.

In general, parent feedback fell into three categories. While some parents were not satisfied with their child's program but were satisfied with the districts communication, others were satisfied with both or not satisfied with either. In general, parents who attended the focus group sessions were unhappy with their child's program and the way the district communicates. On the other hand, parents called at random represented all categories. Feedback from the majority of parents fell into the unsatisfied category.

During the parent focus group discussions we heard many common concerns regarding communication and the programs children were enrolled in. Several themes emerged, including that parents did not trust the school district, partially due to the lack of communication between the district and parents. Other themes included overwhelmed teachers, problems with IEPs and problems with service provision. In general, parents described the district as having a culture of intimidation, where administrators acted as if the rules did not concern them. The largest reason for the lack of trust was the lack of communication. Parents frequently talked about instances where school administrators and district personnel ignored phone calls and emails. Parents were unsure of the district chain of command and as a result were unable to determine who to contact with specific issues. Another example of failed communication was that many were not notified of temporary suspensions in services that their child was receiving. Parents frequently found out about suspensions from their child or other parents in the district rather than directly from school personnel. Many parents felt that updating the website and including administrators contact information would lessen the severity of the communication problem.

Another common concern from parents was that teachers seemed overwhelmed. Parents frequently stated that teachers need more "hands on" professional development and experience working with special education students. The district did not follow through with past "train-the-trainer" plans. A few parents commented that teachers spend more time completing administrative chores than teaching. Others observed that that high turnover was a result of teachers being constantly overwhelmed.

Another common theme heard during the parent focus groups was that parents were dissatisfied with their child's IEP. Many parents complained about outdated IEPs, IEPS with incorrect information or IEPs that contained unmeasurable goals. Parents frequently stated that their Child's IEPS were not followed and that the school district failed to contact them regarding temporary deviations from the child's IEP. Parents also complained that IEP meetings were difficult to schedule.

Parents at the focus group also discussed the issues that they had with the quality of services provided by the district. Parents said they had issues getting evaluations and often had to result to hiring outside evaluators because the process was so lengthy. Many said that they had yearly fights with the district about what services their child should receive, often resulting in having the child reevaluated. Additionally, many parents expressed concerns over the district hiring uncertified staff. Many parents believed that their children were being enabled by staff rather than taught and did not see data providing evidence that their children were learning. Parents also had trouble contacting personnel and getting evaluations during summer months. These themes were similar to those discussed with Superintendent Adamowski and the Parent Partner group.

Parents that fell into the "satisfied" category indicated that they were pleased with the communication with the teachers and their child had made significant progress.

Staff

A total of 38 administrators and teachers provided feedback through focused interviews. Staff responses were inconsistent depending upon the school where they worked. Overall, the following themes emerged:
Inconsistency

- Caseloads, assignments, resources varies across the district schools without any rationale
- Identification of students as disabled: Lack of consistency regarding testing tools used and how students are identified. There is little fidelity to the process of identifying students with disabilities.
- There is a lack of consistent and effective communication to parents about their child's progress at school.
- Policy and procedures manual is out of date and no consistent implementation of district policies
- Elementary: need an objective rubric to determine teachers per building, need proper pd for new curriculum and materials such as texts and seat licenses for lexia, lack of or inconsistent implementation of SRBI model—over dependence on sped and 504.
- Transiting students from one middle school to another varies
- A social worker, whom has worked in multiple buildings, stated that the owner of the behavior intervention plans changed by building.

Staff

- Special education aides- assignments not always appropriate, CO and HR don't know where they are, policy guidelines special education aides stay with student, PD/ job specific training not happening.

- Principals evaluate special education aides with input from the supervising teacher. In some cases, special education aides are directed by special education teachers and in others, the general education teacher.
- One principal reported that he was in need of a special education aide and contacted central office, only to receive that staff member three weeks later. Conversely, another principal reported receiving a special education aide on the first day of school without any knowledge of her arrival and intended position.
- No tool or data were identified as a means to determine the need for a special education aide as a 1-1 for students. The decision is made "by the PPT" during the meeting. Special education aide hours were determined by the budget.
- Substitute availability is hit or miss when a teacher is out of the building.
- MS has larger caseloads especially for incoming 6th graders
- Why not have our own OTs and PTs rather than contract out?
- Pleased with addition of BCBAs and ABA therapists
- There seemed to be a lot of staff movement throughout the district. One social worker reported that since joining the district she had been transferred several times, she also stated that this was common among this role. In addition, there were several other staff that were relocated for one reason or another; classrooms closed, staff conflict, requested leave.

Services

- Services for students vary across district despite similar student profiles lack of support for new programs, lack of familiarity of union contracts, procedure for assignments scheduling of department meetings
- Services are not equitable from building to building or based on the needs of the student populations within those buildings. For example, staff felt it was not possible to have a complete continuum of special education services due to high caseload numbers and staff shortages.
- Lack of support for new programs
- District wide programs are not clearly defined and no entry or exit criteria
- Ratio of High school co-taught classes exceed 50/50, High school team leaders have excessive responsibilities, and 18-21 year program should be in the community not the high school.

Instructional Materials and Equipment

- Licenses and seats for programs such as reading 180/ system 44 not purchased
- Hard to get general education textbooks
- Pay for own equipment otherwise special education gets left overs—16 year old computer
- Teachers have to create their own materials and bring in their own equipment

Central Office

- Staff indicated that support from central office is not consistent. Requests are slow to get a response.
- It is —a fight to get what we need.‖
- Pleased that the Director position will be elevated
- They hold staff meetings and include staff at due process/mediations
- PPS disconnect between PPS and curriculum department, historically poor support of initiatives sent to building admin from director of PPS
- Turnover in the special education department created questions about what the policies and procedures were, as each year, it appeared this changed as administration changed. Multiple staff stated that things were getting worse and not better.

Early Childhood

- Early Childhood/preschool district does not know what ECT preschool team does, large class sizes, space limitations, even with new preschool center 2-3 classes will still be in other schools, unsafe adult to student ratios, admin support lacking

Building Administrators

- Some building admins need to take ownership of sped students in their schools and need to participate in PPTs.
- Some do not follow the special education procedures related to one on one special education aides and out of district placement.
- Principals —hoard‖ special education aides…keeping them when the assigned student moves to another school.

Appendix E

School Report 2008

Schools that fall below the average for their group in 3 or more areas on Table 13: Brookside, Columbus, Cranbury, Jefferson, Kendall, Silvermine, Wolfpit, Ponus Ridge, West Rocks, Briggs, Norwalk HS, and McMahon HS. Should work with the assigned special education supervisor to develop and implement action plans and frequently monitor progress on the plan to increase educational benefit to their students. The district should support these schools with resources such as professional development, additional special education supervisor time, intervention/inclusion and instructional specialist assistance, and additional training and professional development. Plan should be developed and implementation begun by **January 2009**

Schools with 1 to 2 areas below the average: Naramake, Roton, Nathan Hale, Marvin, and Fox Run, should review those areas below the average and takes steps to further assess and determine if activities for improvement in that area are needed. Commendations to Tracey school for performance at or above the district level average in all areas. Tracey should set their standard at the state and DRG average. **January 2009**

School Based Educational Benefit
Because of the uniqueness of each school we compiled a matrix of the 11 data sources that were used to determine educational benefit (Table 12). From the **File Review** data, we have provided percent of Compliance and Educational Benefit data in columns 2 and 3. Column 4 provides a summary of the data collected through **In-depth Student Reviews and Classroom Observations**. The In-depth/ and Classroom Observations column provides three scores:

1) Program effectiveness-this is the score that the CREC reviewer gave after reviewing data, observing the student and interviewing two staff who work with the student and the parent
2) All services provided a score of yes indicates that the services are the IEP were being provided
3) Observation percent – indicates the percent of positive indicators found when CREC team members observed classrooms.

The table also provides in column 4 the percent of **Parent Survey Responses** that were in the "agree" category for the following topics: satisfaction with my child's program, my participation with development and implementation of my child's program, and my child's participation in the school. The last column on the right provides **the CMT Special Education Vertical Scores 2006-8 for Matched Cohort Growth Points and CAPT Scores at or above Proficiency for 2008.**

Table 13 combines a variety of data sources that will assist the district and individual schools to assess educational benefit provided to special education students. **Bolded scores** in this table indicate that the school did not meet the level average in the specified data area. So, for example Rowayton was at or above the average elementary score in all 11 data points, indicating that they are a school that is doing very well on educational benefit, compared to the other district elementary schools. Tracey only has one bold area in reading growth points (Tracey has 52 growth points on the CMT and the elementary average is 62 points). Naramake, Roton, Nathan

Hale, Marvin, and Fox Run all have 2 areas each that are below their "level" average. The remaining schools have 3 or more areas, with Ponus Ridge and Silvermine at 7 each.

Table 12
School Data and Educational Benefit
BOLD indicates did not meet level average in specified area.

School	File Reviews			In-depth and Classroom Observations			Parent survey * Percent positive responses				2008 CMT Vertical growth points	
(#file reviews)	# file reviews	% Ed Benefit	% Comply	** Program effective 1-4	All services provided	Obs %	# survey	% Satisfied	Parent Partic	Child Partic	Reading	Math
Elem. Avg.		56	79	2.8		76.8		79.5	87.4	76	63	58
Brookside	2	**43**	**57**	**2**	Yes	**67**	5	100	100	100	**62**	58
Columbus	1	80	83	3	Yes	**67**	5	**42**	100	**20**	**46**	**38**
Cranbury	2	85	**77**	3	Yes	**63**	9	**75**	94	**73**	**61**	**46**
Fox Run	5	60	89	3	Yes	88	5	79	**67**	89	76	59
Jefferson	2	**17**	77	2.5	Yes	**67**	0	No data			**62**	**46**
Kendall	2	**37**	**77**	**2**	Yes	**75**	3	**78**	81	80	74	75
Marvin	2	56	86	4	Yes	100	3	84	**65**	**60**	67	56
Naramake	2	**52**	83	3	Yes	86	1	100	100	100	**52**	61
Rowayton	2	61	79	4	Yes	86	8	81	88	77	71	73
Silvermine	2	83	**76**	**2**	Yes	**43**	4	**36**	**67**	**50**	84	**53**
Tracey	2	75	89	3.5	Yes	88	4	100	100	87	**52**	71
Wolfpit	3	**34**	**67**	**2**	**No**	92	3	100	100	100	**62**	60
MS average		62	73	2.75		78.5		88.7	87.7	81.6	36	46
NathanHale	3	**51**	77	4	Yes	100	2	100	**85**	100	44	48
PonusRidge	4	**43**	**64**	**2**	Yes	**43**	11	**59**	**73**	**75**	38	52
Roton	4	78	90	3	Yes	100	1	100	100	100	**24**	**45**
West Rocks	3	**30**	**60**	**2**	Yes	**71**	10	96	93	89	38	37
											CAPT at or above prof	
HS average		58	67	2.5		81.3		82.3	89.3	81.6	33.8	41.6
Briggs	5	**9**	**60**	3	Yes	93	1	100	100	100	**12.5**	**12.5**
McMahon	10	63	83	**2**	Yes	83	7	**59**	**84**	**50**	47.2	48.6
Norwalk HS	2	53	81	2.5	Yes	**68**	12	88	**84**	95	**24.2**	**37.1**

* 29 parent surveys were completed without the school name, 10 elementary, 10 middle school, and 9 high school
**Program effective rated by reviewer on a scale of 1 to 4. 1= not effective, 2=slightly effective (effective in some areas, but not most), 3 = moderately effective (effective in most areas), 4=very effective (effective in all areas).

Appendix F

2015 Norwalk OOD Analysis

Placement	# Students	AU	ED	LD	OHI	MD	HI	DD	ID	SLP	No Cat
ACES, Whitney H.S. North (Hamden)	3		1	2							
ACES Village School Early Intensive Behavior Intervenstion	1	1									
ACES SAILS Program	2	1			1						
The Arch Bridge School at Wellspring - **Residential**	1		1								
ASD	2				1		1				
ASD **(Dorm)**	2						2				
Ben Haven/**Parent Transports**	1	1									
Ben Haven/**Live In**	2	1				1					
Ben Haven	2	1				1					
CCCD - Bridgeport Ave.	1	1									
CCCD	2	1						1			
CES, DLC	5	1			2	2					
CES, PLC	5	3				1		1			
CES, TDP	11		6	1	4						
CES, RISE Program (Sacred Heart University)	2								2		
Cedarhurst School	3		2		1						
Charles Hayden School	3		1		2						
CREC Soundbridge	2					1	1				
The Children's Center	2				1						1
The Pinnacle School	4	2	1	1							
Eagle Hill	2			1	1						
Foundation H.S./**Parent Transports**	2	1				1					

Placement – cont'd	**# Students**	**AU**	**ED**	**LD**	**OHI**	**MD**	**HI**	**DD**	**ID**	**SLP**	**No Cat**
Foundation M.S.	1								1		
Foundation H.S.	1				1						
Giant Steps/**Parent Transports**	1				1						
Giant Steps	1	1									
Greenbrier Academy **(Residential)**	1		1								
Grove School	1				1						
High Road	27		8	3	13	2				1	
Looking for a Program!											
Hope Academy, Orange	1				1						
Hyde Magnet School, New Haven	1						1				
The Institute of Professional Practice, Inc.	3	2				1					
Lorraine D. Foster	1		1								
Meliora Academy	3	3									
Meliora Academy **(Parent Transports)**	1	1									
Spire School	1		1								
St. Catherine Academy	2					1				1	
St. Vincent's	9					9					
Susan Wayne Center of Excellence **(Residential)**	2		1			1					
Westport Day School	4		3		1						
North West Village School - Wheeler Clinic **(Residential)**	1				1						
Winston Prep	2	2									
Woodhouse Academy	1				1						
Rogers International School, Stamford	7	2		4	1						
Trailblazers	2			2							

Placement – cont'd	# Students	AU	ED	LD	OHI	MD	HI	DD	ID	SLP	No Cat
Acad of Inf Tech & Eng	6			1	3		1				1
Forman	2				1						1
Winston Prep	5	1		2		1			1		
The Speech Academy	1	1									
Settlement/Unquowa School	1										1
Franklin Academy	1		1								
Settlement/Speech Academy	1					1					
Villa Maria	1										1
Westport Day School	1										1
Westhill High School	1										1
Sandhill Child Dev. Center	1										1
	155	27	28	17	38	23	6	2	4	2	8

Out of District Placements by School Sept 1, 2015

	Norwalk Schools	# Out-Placed		High Roads Out-placed by Schl			CES Out-placed by Schl	
1	***Brien McMahon High School***	31		***BMHS***	4		**CES DLC**	
2	Briggs High School	4		Briggs	2		***BMHS***	3
3	***Brookside Elementary School***	6		Columbus	1		***NHS***	2
4	Columbus Magnet Elementary School	1		Cranbury	1		**CES PLC**	
5	Cranbury Elementary School	5		Jefferson	1		BMHS	1
6	Fox Run Elementary School	4		Kendall	1		Brookside	1
7	***Jefferson Elementary School***	8		Marvin	2		WRMS	1
8	Kendall Elementary School	2		Naramake	1		**CES TDP**	
9	Marvin Elementary School	4		NHMS	1		BMHS	1
10	Naramake Elementary School	2		***NHS***	8		Briggs	1
11	Nathan Hale Middle School	4		Ponus	1		Cranbury	1
12	***Norwalk High School***	47		Rowayton	1		Fox Run	1
13	***Ponus Ridge Middle School***	7		Silvermine	1		***NHS***	3
14	Roton Middle School	3		Tracey	1		Tracey	1
15	Rowayton Elementary School	3		WRMS	1		***WRMS***	3
16	Silvermine Elementary School	4						
17	Tracey Elementary School	4						
18	***West Rocks Middle School***	13						
19	Wolfpit Elementary School	3						
		155						

2015-6 Out of District Placements	Students	AU	ED	LD	OHI	MD	HI	DD	ID	SLP	No Cat
Disability by % of Out-Placed		17.4%	18.%	11.%	24.5%	14.8%	3.9%	1.3%	2.6%	1.3%	5.2%
Norwalk Sept 2015 - % outplaced based on 1600 students	9.69%										
June 2014 Norwalk ARP % of Placements in Separate Schools, Residential or Other Settings	8.20%										
June 2015 Norwalk ARP % of Placements in Separate Schools, Residential or Other Settings	8.89%										
SDE targeted percentage for Placements in Separate Schools, Residential or Other Settings June 2014	6.00%										
SDE targeted percentage for Placements in Separate Schools, Residential or Other Settings **June 2015**.	7.40%										

Appendix G

Standardized Test Scores

2013 Math CMT			
		Mathematics Number Tested	Mathematics % At/Above Proficiency
Norwalk Total	Whole District	4571	84.40%
	Special Education	355	52.68%
Brookside Elementary	Whole School	216	81.02%
	Special Education	7	28.57%
Columbus Elementary	Whole School	158	86.71%
	Special Education	17	52.94%
Cranbury Elementary	Whole School	202	93.56%
	Special Education	12	83.33%
Jefferson Elementary	Whole School	267	85.02%
	Special Education	6	100.00%
Kendall Elementary	Whole School	237	79.75%
	Special Education	11	72.73%
Rowayton School	Whole School	185	91.89%
	Special Education	12	66.67%
Tracey School	Whole School	179	78.21%
	Special Education	32	43.75%
Fox Run Elementary	Whole School	196	85.71%
	Special Education	24	50.00%
Naramake Elementary	Whole School	202	89.60%
	Special Education	14	57.14%
Marvin Elementary	Whole School	226	85.40%
	Special Education	18	50.00%
Silvermine Elementary	Whole School	179	73.74%
	Special Education	12	41.67%
Wolfpit School	Whole School	143	85.31%

	Special Education	15	53.33%
Nathan Hale Middle School	Whole School	571	84.41%
	Special Education	57	49.12%
Ponus Ridge Middle School	Whole School	569	78.91%
	Special Education	38	28.95%
West Rocks Middle School	Whole School	618	84.79%
	Special Education	46	54.35%
Roton Middle School	Whole School	418	90.43%
	Special Education	29	75.86%

2013 Reading CMT			
		Reading Number Tested	Reading % At/Above Proficiency
Norwalk Total	Whole District	4547	79.50%
	Special Education	339	40.41%
Brookside Elementary	Whole School	217	64.06%
	Special Education	8	0.00%
Columbus Elementary	Whole School	156	77.56%
	Special Education	15	26.67%
Cranbury Elementary	Whole School	201	88.56%
	Special Education	12	66.67%
Jefferson Elementary	Whole School	265	80.00%
	Special Education	4	75.00%
Kendall Elementary	Whole School	232	70.69%
	Special Education	8	50.00%
Rowayton School	Whole School	183	85.25%
	Special Education	10	30.00%
Tracey School	Whole School	175	65.14%
	Special Education	28	17.86%

Fox Run Elementary	Whole School	194	69.59%
	Special Education	21	19.05%
Naramake Elementary	Whole School	201	77.61%
	Special Education	13	23.08%
Marvin Elementary	Whole School	225	69.33%
	Special Education	17	23.53%
Silvermine Elementary	Whole School	179	61.45%
	Special Education	12	16.67%
Wolfpit School	Whole School	143	82.52%
	Special Education	15	40.00%
Nathan Hale Middle School	Whole School	573	86.56%
	Special Education	60	53.33%
Ponus Ridge Middle School	Whole School	566	79.68%
	Special Education	40	35.00%
West Rocks Middle School	Whole School	614	86.81%
	Special Education	42	50.00%
Roton Middle School	Whole School	418	89.47%
	Special Education	29	75.86%

2013 Writing CMT			
		Writing Number Tested	Writing % At/Above Proficiency
Norwalk Total	Whole District	4709	83.97%
	Special Education	502	45.42%
Brookside Elementary	Whole School	223	77.13%
	Special Education	14	14.29%
Columbus Elementary	Whole School	162	82.72%
	Special Education	22	45.45%
Cranbury	Whole School	207	93.72%

Elementary	Special Education	18	61.11%
Jefferson Elementary	Whole School	278	89.57%
	Special Education	18	77.78%
Kendall Elementary	Whole School	246	80.89%
	Special Education	20	50.00%
Rowayton School	Whole School	192	94.27%
	Special Education	18	66.67%
Tracey School	Whole School	183	76.50%
	Special Education	36	30.56%
Fox Run Elementary	Whole School	199	84.92%
	Special Education	27	48.15%
Naramake Elementary	Whole School	206	84.47%
	Special Education	19	42.11%
Marvin Elementary	Whole School	231	87.45%
	Special Education	23	52.17%
Silvermine Elementary	Whole School	185	81.08%
	Special Education	18	38.89%
Wolfpit School	Whole School	147	88.44%
	Special Education	19	52.63%
Nathan Hale Middle School	Whole School	589	88.29%
	Special Education	77	57.14%
Ponus Ridge Middle School	Whole School	581	78.83%
	Special Education	52	26.92%
West Rocks Middle School	Whole School	636	77.20%
	Special Education	65	29.23%
Roton Middle School	Whole School	431	90.72%
	Special Education	43	72.09%

CAPT Math 2013			
		Mathematics Number Tested	Mathematics % At/Above Proficiency
Norwalk Total	Whole District	838	73.51%
	Special Education	60	18.33%
Norwalk High School	Whole School	394	75.13%
	Special Education	24	25.00%
Brien McMahon High School	Whole School	421	74.11%
	Special Education	31	16.13%
Briggs High School	Whole School	22	36.36%
	Special Education	4	0.00%

CAPT Reading 2013			
		Reading Number Tested	Reading % At/Above Proficiency
Norwalk Total	Whole District	833	74.31%
	Special Education	63	22.22%
Norwalk High School	Whole School	388	74.48%
	Special Education	23	34.78%
Brien McMahon High School	Whole School	423	76.60%
	Special Education	34	14.71%
Briggs High School	Whole School	20	25.00%
	Special Education	4	0.00%

CAPT Writing 2013			
		Writing Number Tested	Writing % At/Above Proficiency
Norwalk Total	Whole District	827	86.34%
	Special Education	67	41.79%
Norwalk High School	Whole School	381	88.71%
	Special Education	26	50.00%
Brien McMahon High School	Whole School	422	86.49%
	Special Education	33	42.42%

Briggs High School	Whole School	20	50.00%
	Special Education	4	0.00%

Appendix H

Norwalk Staff 2015 (missing vacant positions and permanent substitute teachers and FTE)

School	SpEd. Teachers	Speech	Social Workers	Psychologists	Nurses	OT/PT	ABA Therapists	Board Cert Behavioral Analysts	Sp. Ed. Paras
Briggs			1	0	0	0	0	0	1
Brien McMahon	12	1	1	1	2	0	0	0	11
Brookside	2	2	1	1	1	0	0	0	11
Columbus	2	1	1	0	1	0	2	0	5
Cranbury	5	2	1	1	1	1	0	0	6
Fox Run	5	1	1	0	1	0	2	0	14
Jefferson	2	1	1	0	1	0	0	0	10
Kendall	3	1	1	0	1	0	0	0	9
Marvin	4	2	1	0	1	0	1	0	8
Naramake	2	1	1	0	1	0	2	0	9
Nathan Hale	5	1	0	1	1	0	0	0	10
Norwalk	9	0	2	1	1	0	0	0	16
Ponus Ridge	6	1	1	1	2	0	1	0	11
Roton	4	0	0	2	1	0	0	0	12
Rowayton	3	1	1	1	1	0	0	0	10
Silvermine	2	2	1	0	1	0	0	0	8
Tracy	3	1	1	1	1	0	1	0	10
West Rocks	5	1	1	0	1	0	0	0	11
Wolfpit	3	0	1	1	1	0	0	0	6
Total School	77	19	18	11	20	1	0	0	178
District Wide									

Sp. Ed. & Pupil Pers.	1	2	0	0	1	1	1	2	1
Total	78	21	18	11	21	2	1	2	179
Total Staff:	333								

MEMORANDUM

DATE: May 31, 2016

TO: The Members of the Board of Estimate & Taxation
The Members of the Planning Commission
The Members of the Common Council

FROM: Harry Rilling, Mayor Harry W. Rilling

RE: Fire Department Capital Project Close Out and Special Appropriation for the Removal of Underground Storage Tanks project

Chief Reilly is requesting that the City approve a special capital appropriation for $83,000 to finish the Removal of Underground Storage Tanks project (0915-3110-5777-C0542).

The attached back-up documentation provides an explanation for this request, along with the Finance Director's recommendation.

ACTION REQUESTED:

1. RESOLUTION: Approve a special capital appropriation in the amount of $83,000 to fund the Removal of Underground Storage Tanks (0915-3110-5777-C0542).

Cc: Laurence Reilly, Fire Chief

CITY OF NORWALK, DEPARTMENT OF FINANCE
Robert Barron, CPFO
Director of Finance
rbarron@norwalkct.org

P: 203-854-7870 / F: 203-854-7848
125 East Avenue, PO BOX 5125
Norwalk, CT 06856-5125

MEMORANDUM

DATE: May 31, 2016

TO: Harry Rilling, Mayor
The Members of the Board of Estimate & Taxation
The Members of the Planning Commission
The Members of the Common Council

FROM: Robert Barron, Director of Finance RBarron

RE: Fire Department Capital Project Close Out and Special Appropriation for the Removal of Underground Storage Tanks Project.

Chief Reilly is requesting that the City approve a special capital appropriation for $83,000 to finish the Removal of Underground Storage Tanks project (0915-3110-5777-C0542).

In FY14-15 $35,000 was budgeted to cover the removal of the underground storage tanks at 100 Fairfield Avenue, this included the disposal of up to 100 tons of potentially contaminated soil. Upon removal, the contractor determined that while the tanks were not leaking there was a large amount of contaminated soil in the ground, approximately 359 tons, significantly more than originally assumed or budgeted for. In addition, 5,000 gallons of groundwater that kept filling the hole had to be removed. As a result of the discovery of contaminated soil, the State DEEP required site monitoring and testing was also not included in the original budget. This $83,000 will cover the all of these unanticipated costs and complete the project.

As outlined in the attached memo, Chief Reilly is requesting the Stations Alerting System-Phase II (0909-3110-5777-C0411) and the Building Repairs and Replacement (09163110-5777-C0385) with balances of $5,204 and $5,106 respectively be closed out and those available balances be returned to the capital fund balance. Both of these projects have been completed and these funds are no longer required.

ACTION REQUESTED:

1. RESOLUTION: Approve a special capital appropriation in the amount of $83,000 to fund the Removal of Underground Storage Tanks (0915-3110-5777-C0542).

The most feasible means to finance this special appropriation is from the capital projects fund balance with a portion of the funds specifically coming from the closed out Fire Department projects.

CITY OF NORWALK
FIRE DEPARTMENT

121 CONNECTICUT AVENUE
NORWALK, CONNECTICUT 06854

Tel: (203) 854-0200

TO: Robert Barron

FROM Laurence Reilly

DATE: May 19, 2016

RE: Special Appropriation Request

The Fire Department requests a special capital appropriation of $83,000 into Account (0915-3110-5777-C0542) to pay the balance of costs associated with the removal of Underground Fuel Tanks.

The Fire Department has a capital budget appropriation of $35,000 (0915-3110-5777-C0542) for the removal of four unused underground fuel storage tanks at 100 Fairfield Avenue. We based the amount of our request on contractor estimates. When we developed the bid specifications, bidders were asked for unit pricing for removal/replacement of any contaminated soil.

Once the contractor removed the tanks they confirmed that none of the tanks appeared to be leaking. However there was a large amount of contaminated soil in the area of the driveway for building. The contractor removed 359.1 tons of contaminated soil and replaced it with clean fill. During removal of the contaminated soil, the excavation kept filling up with ground water. DEEP directed the contractor to use a vac truck to remove the water until no more water appeared in the excavation. This has resulted in a considerable additional cost for the project. Additionally, since we had contaminated soil, our consultant, Big East Environmental, spent considerable additional hours at the site monitoring and testing.

As an offset to this additional expense, the Fire Department will close the following two capital projects with excess funds.:

Account #0909-3110-5777-CO411	$ 5,204
Account #0916-3110-5777-C0385	$ 5,105
	$10,310

Additional information on costs is on the following page.

Costs

ETT tank removal	$28,899
Contaminated soil	$61,736
Vac truck	$16,039
Paving	$ 2,048
Big East Consultants	$ 9,130
Total Cost	$117,852
Less Original Budget	- $35,000
Total Req. from Fund Balance	**$82,542**

Please let me know if you need more information, back-up etc.

Respectfully,

Laurence Reilly
Fire Chief

CITY OF NORWALK, DEPARTMENT OF FINANCE
Office of the Director
P: 203-854-7870 / F: 203-854-7848
125 East Avenue, PO BOX 5125
Norwalk, CT 06856-5125

NORWALK
The Sound of Connecticut

MEMORANDUM

DATE: May 2, 2016

TO: Harry Rilling, Mayor
The Members of the Board of Estimate & Taxation
The Members of the Planning Commission
The Members of the Common Council

FROM: Robert Barron, Director of Finance

RE: Health Department Capital Project Close Out and Special Appropriation for the HVAC Project.

Attached is a request from Tim Callahan Director of Health, to close out one (1) completed Health Department capital project and re-appropriate these funds to cover the remainder of the HVAC System Upgrade project.

As outlined in the attached memo, Mr. Callahan is requesting the Security System Replacement Project (C0552) be closed out and the available balance of $6,400 be returned to the capital fund balance.

Mr. Callahan is requesting that the City approve a special capital appropriation in the same amount ($6,400) to finish the HVAC system upgrade project (C0453) at the Health Department. The original appropriation for this project was $150,000.00. Last fiscal year $28,195 was transferred into this account from the capital fund balance to cover the cost of the bids that came in over what was originally budgeted. At this point, all $178,195 appropriated to this project has been expended, but, according to Mr. Callahan's memo, there are still some costs remaining. This $6,400 appropriation will cover all remaining expenses and complete this project.

ACTION REQUESTED:

1. Close out the following capital project, Health Department Security System Replacement (C0552) with an available balance of $6,400.

2. RESOLUTION: Approve a special capital appropriation in the amount of $6,400 to fund HVAC repairs at the Health Department building. Account #(C0453).

The most feasible means to finance this special appropriation is from the capital fund balance with funds specifically coming from the closed out Health Department project.

NORWALK

OFFICE OF THE MAYOR

HARRY W. RILLING

MEMORANDUM

DATE: May 2, 2016

TO: The Members of the Board of Estimate & Taxation
The Members of the Planning Commission
The Members of the Common Council

FROM: Harry Rilling, Mayor Harry W. Rilling

RE: Health Department Capital Project Close Out and Special Appropriation for the HVAC Project.

Attached is a request from Tim Callahan Director of Health, to close out one (1) completed Capital Project and to re-appropriate these funds to cover the remaining costs of the HVAC System Replacement at the Health Department.

The attached back-up documentation provides an explanation for this request, and the Finance Director's statement concerning the most feasible means to finance this appropriation is also attached.

ACTION REQUESTED:

1. Close out the following capital project, Health Department Security System Replacement (C0552) with an available balance of $6,400.

2. RESOLUTION: Approve a special capital appropriation in the amount of $6,400 to fund HVAC repairs at the Health Department building. Account #(0453).

Cc: Tim Callahan, Director of Health

125 East Avenue • Post Office Box 5125 • Norwalk, CT 06856-5125 • Telephone 203-854-7701 • Fax 203-854-7939 • hrilling@norwalkct.org

Norwalk

MEMORANDUM

April 21, 2016

To: Robert Barron, Finance Director

From: Tim Callahan TC

Re Special Capital Appropriation

The HVAC Replacement project # 09142012-5777-C0453 budget of $150,000 is fully expended. The Basement HVAC replacement is nearly complete. At this point Salamone and Associates, the design and project management firm, is owed $2,100 and will complete additional work costing approximately $900. The construction work remaining is the fabrication and installation of a metal grate over the exhaust pit. Salamone's estimate for this work is between $3,000 and $3,500. The total funds necessary to complete the project will be in the neighborhood of $6,500.

The Security Replacement project # 09152012-5777-C0552 budget of $18,000 is complete and came in under budget leaving a $6,400 available balance. I am requesting the Security Alarm Replacement project be closed and a special appropriation of a like amount to be made to the HVAC Replacement project.

NORWALK
The Sound of Connecticut

CITY OF NORWALK
Craig Schmidt
Risk Manager
CSchmidt@Norwalkct.org
P: 203-854-7972 / F: 203-854-7848
125 East Avenue, PO BOX 5125
Norwalk, CT 06856-5125

June 2, 2016

City of Norwalk: Property & Casualty Insurance Program - Renewal

The City of Norwalk has a Property & Casualty Insurance program that includes purchasing insurance coverage to help protect City and Board of Education assets from insured loss. Most of the insurance policies renew annually on 7-1. Below is an explanation of major insurance coverage that the Office of Management & Budgets maintains.

Please contact the Risk Manager if you have questions regarding these coverages at the contact information listed in the above heading.

Sincerely,

Craig Schmidt
Risk Manager

Liability: The City is Self-Insured for the first $1,000,000 with a $1,000,000 per Occurrence coverage limit thereafter plus a $10,000,000 per Occurrence and Aggregate Umbrella above that limit. The carrier is Connecticut Interlocal Risk Management Agency (CIRMA). The City will retain any loss that would exceed the limit of insurance noted above plus our self-insured retention.

Annual Premium is $486,099 for 7-1-2016 to 7-1-2017 policy year.

Expiring Premium was $454,998 for the same coverage limits.

Property: The Property Insurance renewal continues to insure City owned buildings and schools with total insured values of over $500M with Chubb Insurance.

Total Premium is $445,000 for 7-1-2016 to 7-1-2017. Also there is a $30,000 fee.

The Expiring Property premium was $467,466.

Please note that this coverage also includes Boiler & Machinery Insurance, too.

The City is represented by an insurance broker, Arthur J. Gallagher, for this coverage.

Commercial Crime: We are insured through Great American. Coverages include: Employee Dishonesty; Forgery or Alteration; Theft, Disappearance & Destruction; and Computer Fraud. Coverage up to $500,000 per covered peril. The policy deductible is $10,000.

Premium is $2,626 for 7-1-2016 to 7-1-2017.

Expiring premium is $4,909.

One change to note: The Crime Insurance carrier is changing to The Hanover from Liberty Mutual. This change is due to the relatively lower cost in premium for approximately the same coverages and limits.

Builders Risk Policies: The City will, on occasion, embark on new school construction and/or major construction or renovation projects for City buildings. To insure these unique projects, the City will procure Builders Risk policies or seek equivalent insurance under the above mentioned Property Insurance policies.

At this time, there are no Builders Risk policies in force.

Workers Compensation: Excess Workers Compensation: The Excess Workers Compensation coverage will help protect the City from extraordinary financial costs arising out of a catastrophic loss to City employees covered by the Connecticut Workers Compensation Statute.

The annual premium for this coverage is $147,175 for 7-1-2016 to 7-1-2017.

Expiring premium is $139,173.

The City will retain loss up to $3,000,000 and the carrier, Safety National, will cover expenses after reaching that threshold.

The City is represented by insurance broker, H.D. Segur, for this coverage.

Public Health Liability Policy: The Health Department is a dynamic provider of support to Norwalk and supporting communities and the liability generated may not necessarily be covered by the City's Liability Insurance referenced above, due to standard insurance market exclusions. To help provide some financial and legal protection to the Health Dept. and the City for these dynamic programs, this policy has been purchased.

The limits of coverage are $1,000,000 per Claim and $3,000,000 Aggregate per policy year.

The carrier is Evanston Insurance Company. The premium is $12,000 for 5-4-2016 to 5-4-2017.
Expiring premium is $12,000.

The City is represented by insurance broker, H.D. Segur, for this coverage.

Flood Insurance Policies: The City has seven locations that are considered to be in high rate flood zones. These locations are insured through the National Flood Insurance Program (NFIP) which is a program under FEMA.

The renewal premium for NFIP locations is $78,017 for 7-1-2016 to 7-1-2017.

The expiring premium is $62,888.

TULIP Policy: The City has a Liability Insurance policy that helps respond when outside parties use City and/or Board of Ed property. TULIP stands for Tenant's and (Facility) Users' Liability Insurance Policy.

The renewal premium is estimated at $9,000 for 7-1-2016 to 7-1-2017.

The expiring premium is $8,000.

The City is represented by insurance broker, Shoff-Darby, for this coverage.

Overall Summary: The Property and Casualty Insurance renewal for 7-1-2016 reflects a continuing trend in the insurance marketplace where premiums in most lines of business are increasing creating upward pressure on the total cost of our Property & Casualty Insurance program. The overall premium increase is 5%.

A significant part of the Risk Management process is financing the losses that occur, especially those detrimental to the City's finances. Part of this financing process is having a comprehensive Property & Casualty Insurance program in place to help reduce the City's financial exposure to catastrophic losses.

April 2016 Financial Commentary

Balance Sheet

Cash is $24,000 better than last year (including $80,000 Credit Line draw down in 2015).

Accounts Payable is $15,000 lower than last year

April Month vs Prior Year

Golf Revenue is $4K lower primarily due to decreased ID card sales offset by higher golf rounds. Personnel expenses are $33K higher primarily due to $18K credit adjustment to the 2015 sick leave & vacation accruals and additional staffing due to the earlier start this year.

Park Maintenance is $7.5K higher primarily due to the earlier use of Ag & Chem inventory

April YTD vs Prior YTD

Golf Revenue is $123K higher due to increased rounds, ID card and cart sales.

Gift Certificate sales are $20K lower due to not selling 5 for 4 pre-paid golf rounds this fiscal year. This will be made up in Golf Fees as the season goes along.

Personnel Expense/Benefits are up $61K primarily due to the mild winter, keeping seasonal help on longer than usual, bringing seasonal help back earlier than usual and an $18K credit to Sick Leave & Vacation accruals in 2015.

Admin expenses are $47K higher primarily due to $25K in Professional fees for the NGF Driving range study and Restaurant Engineering Study, Advertising $7K planned increase, $5K higher Other Admin expenses, and $3K increased Liability Insurance costs.

Park Maintenance expenses are up $50K primarily due to $23K increased Water expense, $8K Grounds Maintenance for sand, top dressing and seed, $11.5K Building Maintenance ($4K Restaurant Roof, $3K Restaurant Rotted trim repair, $1,200 Golf Shop Roof Repair), $15K AG& Chem because plans are for a moderately difficult year, $6K Equipment Maintenance due to 5 yr old fairway mowers needing new reels, $4k there alone, and heavy use of all equipment last year due to long season, offset by lower Heating Oil and Gasoline expense.

OAK HILLS SALES ANALYSIS APRIL 2016

Description	Apr 2016	Apr 2015	Inc/(Dec)	YTD FY16	YTD FY15	Inc/(Dec)
Revenue Rounds	2,918	2,634	10.8%	27,902	25,003	11.6%
Barter Rounds	346	178	94.4%	1,831	622	194.4%
Sub Total	3,264	2,812	16.1%	29,733	25,625	16.0%
Non Revenue Rounds	31	42	-26.2%	268	331	-19.0%
Total All Rounds	3,295	2,854	15.5%	30,001	25,956	15.6%
Total Carts	1,508	1,254	20.3%	16,595	14,184	17.0%
Total Golf ID Cards	300	552	-45.7%	1,439	1,364	5.5%
Total Gift Cards	10	22	-54.5%	214	186	15.1%
Total $ Revenue Rounds	$78,947	$69,843	13.0%	$762,072	$664,916	14.6%
Total Carts $	$22,484	$18,398	22.2%	$242,369	$207,861	16.6%
Total Golf ID Cards $	$24,970	$43,666	-42.8%	$106,296	$104,045	2.2%
Total Gift Cards $	$634	$1,505	-57.9%	$15,335	$35,241	-56.5%
	$127,035	**$133,412**	**-4.8%**	**$1,126,072**	**$1,012,063**	**11.3%**
$ Revenue/Revenue Round	**$27.06**	**$26.52**	2.0%	**$27.31**	**$26.59**	2.7%
Carts/Revenue Round	**51.7%**	**47.6%**	8.6%	**59.5%**	**56.7%**	4.8%
Cart $/Revenue Round	**$7.71**	**$6.98**	10.3%	**$8.69**	**$8.31**	4.5%
Cart $/Cart Round	**$14.91**	**$14.67**	1.6%	**$14.60**	**$14.65**	-0.3%
ID Card $/Card	**$83.23**	**$79.11**	5.2%	**$73.87**	**$76.28**	-3.2%
Resident Adult 18 Rounds	1,045	1,039	0.6%	9,184	7,181	27.9%
Resident Senior 18 Rounds	503	364	38.2%	4,759	4,769	-0.2%
Junior/Golf Team 18 Rounds	89	162	-45.1%	849	609	39.4%
Empl 18 Rounds	59	58	1.7%	588	650	-9.5%
Non Resident 18 Rounds	929	793	17.2%	9,413	7,777	21.0%
Total 9 Hole Rounds	293	218	34.4%	3,109	4,017	-22.6%
Resident Adult 18 Rounds $	$27,875	$25,893	7.7%	$240,409	$184,218	30.5%
Resident Senior 18 Rounds $	$10,354	$6,026	71.8%	$94,278	$90,598	4.1%
Junior/Golf Team 18 Rounds $	$1,233	$1,510	-18.3%	$14,183	$8,225	72.4%
Empl 18 Rounds $	$295	$263	12.2%	$3,528	$4,110	-14.2%
Non Resident 18 Rounds $	$33,530	$31,694	5.8%	$345,667	$300,748	14.9%
Total 9 Hole Rounds $	$5,660	$4,457	27.0%	$64,007	$77,017	-16.9%
SR NONRES DISC	10	12	-16.7%	87	76	14.5%
NONRES DISCOUNT	22	32	-31.3%	115	126	-8.7%
FAMILY REG	9	6	50.0%	22	27	-18.5%
CITY/OWNER REG	4	3	33.3%	24	18	33.3%
Total	45	53	-15.1%	248	247	0.4%
GolfNow Rounds	30	82	-63.4%	382	339	12.7%
GolfNow Dollars	$1,767	$3,363	-47.5%	$22,054	$17,066	29.2%
Dollars/Round	$58.90	$41.01	43.6%	$57.73	$50.34	14.7%

OAK HILLS PARK AUTHORITY
Balance Sheet 2016
As of April 30, 2016

	Apr 30, 16	Apr 30, 15
ASSETS		
Current Assets		
Checking/Savings		
1000 · Cash		
1010 · CAP Account - Wells Fargo	553.76	283.67
1011 · Money Market - Wells Fargo	-0.03	1,428.32
1021 · NBT Money Market	95,047.38	128,782.71
1022 · NBT Payment Account	-26,183.30	-5,733.83
1023 · NBT Rent Escrow Sec Apt Right	1,350.00	0.00
1040 · Escrow Security Dep Apt 2 Right	0.00	2,001.00
1050 · Petty	400.00	400.00
Total 1000 · Cash	71,167.81	127,161.87
Total Checking/Savings	71,167.81	127,161.87
Accounts Receivable		
1201 · Accounts Receivable	600.00	0.00
Total Accounts Receivable	600.00	0.00
Other Current Assets		
1100 · Inventory	111,017.80	111,718.36
1200 · Receivables		
1205 · Rents Receivable	6,000.00	1,000.00
Total 1200 · Receivables	6,000.00	1,000.00
1300 · Prepaid Expenses	25,144.56	6,523.27
Total Other Current Assets	142,162.36	119,241.63
Total Current Assets	213,930.17	246,403.50
Fixed Assets		
1500 · Fixed Assets		
1505 · Machinery and Equipment	1,006,903.10	918,744.60
1510 · Accumulated Depreciation/Amort.	-2,889,469.51	-2,670,112.76
1561 · Park Improvements	1,692,467.75	1,680,017.75
1562 · Restaurant	2,277,134.66	2,277,134.66
Total 1500 · Fixed Assets	2,087,036.00	2,205,784.25
Total Fixed Assets	2,087,036.00	2,205,784.25
Other Assets		
1550 · Other Assets		
1555 · City of Norwalk Escrow Account	0.00	120,000.00

OAK HILLS PARK AUTHORITY
Balance Sheet 2016
As of April 30, 2016

	Apr 30, 16	Apr 30, 15
Total 1550 · Other Assets	0.00	120,000.00
Total Other Assets	0.00	120,000.00
TOTAL ASSETS	2,300,966.17	2,572,187.75
LIABILITIES & EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
2000 · *Accounts Payable	72,454.53	87,867.03
Total Accounts Payable	72,454.53	87,867.03
Other Current Liabilities		
2050 · Accounts Payable-Tennis Revenue	5,550.00	5,275.00
2100 · Accrued Payroll	14,343.76	22,976.48
2104 · Accrued retirement contribution	1,597.81	594.72
2105 · Accrued Vacation Pay	28,895.04	19,308.60
2106 · Accrued Sick Leave Pay	24,328.22	17,235.74
2200 · Accrued Expenses	30,708.92	29,823.81
2210 · Security Deposit-Entrance House		
2212 · Security Dep - Apt 2 Right	1,350.00	2,000.17
Total 2210 · Security Deposit-Entrance Hous(	1,350.00	2,000.17
2230 · NBT Credit Line	0.00	80,000.00
2250 · Deferred Revenue		
2251 · Tournament Deposits	1,100.00	2,800.00
2250 · Deferred Revenue - Other	56,553.37	45,989.00
Total 2250 · Deferred Revenue	57,653.37	48,789.00
2400 · Cart Sales Tax Due	996.00	-0.64
2500 · Monies due City of Norwalk		
2501 · Bond Due to City of Norwalk	38,048.37	117,430.61
2502 · Escrow due to City of Norwalk	0.00	33,333.30
2503 · 150k Capital Debt	1,218.79	13,411.68
2504 · 150k Operating Debt	1,867.22	13,843.10
Total 2500 · Monies due City of Norwalk	41,134.38	178,018.69
Total Other Current Liabilities	206,557.50	404,021.57
Total Current Liabilities	279,012.03	491,888.60
Long Term Liabilities		

OAK HILLS PARK AUTHORITY
Balance Sheet 2016
As of April 30, 2016

	Apr 30, 16	Apr 30, 15
2700 · Irrigation Debt	0.00	248,840.99
2701 · Consolidated City Debt	2,111,209.55	0.00
2725 · Restaurant debt	0.00	1,874,379.32
2726 · Paving Debt	0.00	92,488.97
2730 · Capital Debt (150k)	107,922.89	122,212.53
2731 · Operating Expense Debt (150k)	107,925.43	122,215.07
2762 · John Deere Loan - 2010	0.00	2,690.35
2763 · GE Capital (John Deere) 2012	45,280.29	70,693.65
2764 · NBT Truck Loan	22,556.00	27,522.76
2765 · Deere Credit Inc.	24,290.40	0.00
2766 · Wells Fargo Equip	16,006.44	0.00
2767 · Deere Credit, Inc. Sweeper Vac	24,305.00	0.00
Total Long Term Liabilities	2,459,496.00	2,561,043.64
Total Liabilities	2,738,508.03	3,052,932.24
Equity		
3000 · Fund Balance		
3010 · Fund Balance - Beginning	-42,873.28	-42,873.28
Total 3000 · Fund Balance	-42,873.28	-42,873.28
3001 · Opening Bal Equity	-24,305.00	0.00
3500 · Reserves		
3550 · Reserve for Contingencies	405,368.10	405,368.10
Total 3500 · Reserves	405,368.10	405,368.10
3900 · Retained Earnings	-591,876.15	-519,016.89
Net Income	-183,855.53	-324,222.42
Total Equity	-437,541.86	-480,744.49
TOTAL LIABILITIES & EQUITY	2,300,966.17	2,572,187.75

OAK HILLS PARK AUTHORITY
P&L - Current Month Vs. Prior Year Month
April 2016

	Apr 16	Apr 15	$ Change	% Change
Ordinary Income/Expense				
Income				
4000 · REVENUES				
4001 · Golf Revenue				
4010 · Golf Fees	82,494.93	68,012.00	14,482.93	21.3%
4020 · I.D. Cards	24,970.00	43,836.00	-18,866.00	-43.04%
4030 · Tournament Fees	0.00	1,700.00	-1,700.00	-100.0%
4050 · Cart Revenue	21,924.00	18,377.00	3,547.00	19.3%
4060 · Golf Revenue - Gift Certif.	634.00	1,505.00	-871.00	-57.87%
4070 · Gift & Rain Checks Redeemed	-2,781.00	-2,143.00	-638.00	-29.77%
Total 4001 · Golf Revenue	127,241.93	131,287.00	-4,045.07	-3.08%
4200 · Rental Income	1,350.00	1,000.00	350.00	35.0%
4300 · Investment Income	265.49	5.99	259.50	4,332.22%
4400 · Misc. Income	0.00	9,536.10	-9,536.10	-100.0%
4500 · Cash Over/Under	1.77	0.00	1.77	100.0%
4600 · Restaurant Income	6,000.00	6,000.00	0.00	0.0%
Total 4000 · REVENUES	134,859.19	147,829.09	-12,969.90	-8.77%
Total Income	134,859.19	147,829.09	-12,969.90	-8.77%
Gross Profit	134,859.19	147,829.09	-12,969.90	-8.77%
Expense				
5000 · PERSONNEL EXPENSE				
5010 · Management Salary	12,189.98	8,627.02	3,562.96	41.3%
5030 · Administrative	12,993.54	9,589.51	3,404.03	35.5%
5040 · Administrative O/T	44.79	0.00	44.79	100.0%
5050 · Course Personnel	24,189.06	3,432.89	20,756.17	604.63%
5060 · Course Personnel O/T	176.42	219.63	-43.21	-19.67%
5070 · Seasonal Personnel	10,735.31	5,747.36	4,987.95	86.79%
5080 · Seasonal Personnel O/T	161.47	57.86	103.61	179.07%
Total 5000 · PERSONNEL EXPENSE	60,490.57	27,674.27	32,816.30	118.58%
5200 · EMPLOYEE BENEFITS				
5210 · Payroll Taxes	4,884.66	3,275.91	1,608.75	49.11%
5230 · State Unemployment	4,796.79	1,743.00	3,053.79	175.2%
5250 · Health Insurance	3,044.59	3,744.61	-700.02	-18.69%
5260 · Workmans Compensation	923.92	1,249.33	-325.41	-26.05%
5270 · Retirement Plans	403.53	273.71	129.82	47.43%
Total 5200 · EMPLOYEE BENEFITS	14,053.49	10,286.56	3,766.93	36.62%
5400 · ADMINISTRATIVE EXPENSES				
5420 · Telephone	90.61	471.21	-380.60	-80.77%

OAK HILLS PARK AUTHORITY
P&L - Current Month Vs. Prior Year Month
April 2016

	Apr 16	Apr 15	$ Change	% Change
5430 · Professional Fees	2,375.00	2,250.00	125.00	5.56%
5436 · Advertising	792.06	500.00	292.06	58.41%
5440 · Office Expense	1,775.48	2,574.98	-799.50	-31.05%
5441 · Bank Charges	23.00	31.05	-8.05	-25.93%
5442 · Credit Card Fees	1,115.86	608.93	506.93	83.25%
5445 · Postage	164.50	13.56	150.94	1,113.13%
5461 · Authority Secretarial Services	310.00	320.00	-10.00	-3.13%
5469 · Other Outside Services	117.70	252.30	-134.60	-53.35%
5470 · Other Administrative	421.60	-51.15	472.75	924.24%
5480 · Utilities	2,000.52	1,885.95	114.57	6.08%
5490 · Water	0.00	65.55	-65.55	-100.0%
5500 · Liability Insurance	3,832.00	3,870.09	-38.09	-0.98%
5520 · Interest Expense	527.53	636.12	-108.59	-17.07%
Total 5400 · ADMINISTRATIVE EXPENSES	13,545.86	13,428.59	117.27	0.87%
5700 · PARK MAINTENANCE				
5710 · Water	787.66	0.00	787.66	100.0%
5720 · Heating Fuel	1,092.86	735.35	357.51	48.62%
5730 · Grounds Maintenance	296.19	2,062.52	-1,766.33	-85.64%
5750 · Agriculture and Chemicals				
5751 · Agriculture&Chemicals-Purchase	4,236.00	12,309.64	-8,073.64	-65.59%
5752 · Agriculture/Chemicals Utilized	8,498.04	-8,642.17	17,140.21	198.33%
Total 5750 · Agriculture and Chemicals	12,734.04	3,667.47	9,066.57	247.22%
5760 · Irrigation Maintenance	2,453.94	933.18	1,520.76	162.97%
5770 · Consumable Tools	279.86	677.61	-397.75	-58.7%
5795 · Janitorial Supplies	0.00	539.14	-539.14	-100.0%
5800 · Equipment Maintenance	2,049.86	3,247.85	-1,197.99	-36.89%
5810 · Equipment Rental	0.00	390.00	-390.00	-100.0%
5820 · Building Maintenance	2,316.60	786.92	1,529.68	194.39%
5860 · Gasoline/Diesel Fuel	0.00	1,515.07	-1,515.07	-100.0%
5880 · Employee work clothes	88.50	0.00	88.50	100.0%
Total 5700 · PARK MAINTENANCE	22,099.51	14,555.11	7,544.40	51.83%
6000 · CART EXPENSE				
6010 · Cart Lease Expense	7,997.00	7,997.00	0.00	0.0%
6020 · Electricity	579.88	523.70	56.18	10.73%
6030 · Maintenance	2,287.47	72.47	2,215.00	3,056.44%
6050 · Cart Insurance	400.00	400.00	0.00	0.0%
Total 6000 · CART EXPENSE	11,264.35	8,993.17	2,271.18	25.25%
Total Expense	121,453.78	74,937.70	46,516.08	62.07%
Net Ordinary Income	13,405.41	72,891.39	-59,485.98	-81.61%

OAK HILLS PARK AUTHORITY
P&L - Current Month Vs. Prior Year Month
April 2016

	Apr 16	Apr 15	$ Change	% Change
Other Income/Expense				
Other Expense				
8000 · Depreciation/Amortization	17,957.30	19,048.46	-1,091.16	-5.73%
8002 · Bond to City	4,762.29	13,470.60	-8,708.31	-64.65%
8003 · Replenish escrow	0.00	3,333.33	-3,333.33	-100.0%
8004 · Capital Debt to City	174.65	1,384.31	-1,209.66	-87.38%
8005 · Operating Debt to City	193.51	1,384.31	-1,190.80	-86.02%
Total Other Expense	23,087.75	38,621.01	-15,533.26	-40.22%
Net Other Income	-23,087.75	-38,621.01	15,533.26	40.22%
Net Income	-9,682.34	34,270.38	-43,952.72	-128.25%

OAK HILLS PARK AUTHORITY
P&L - Current YTD Vs. Prior YTD
July 2015 through April 2016

	Jul '15 - Apr 16	Jul '14 - Apr 15	$ Change	% Change
Ordinary Income/Expense				
Income				
4000 · REVENUES				
4001 · Golf Revenue				
4010 · Golf Fees	705,575.53	595,706.48	109,869.05	18.44%
4020 · I.D. Cards	106,332.00	104,255.00	2,077.00	1.99%
4030 · Tournament Fees	60,351.00	58,698.00	1,653.00	2.82%
4050 · Cart Revenue	231,882.00	196,527.64	35,354.36	17.99%
4060 · Golf Revenue - Gift Certif.	14,947.00	35,271.00	-20,324.00	-57.62%
4070 · Gift & Rain Checks Redeemed	-16,386.00	-11,046.00	-5,340.00	-48.34%
Total 4001 · Golf Revenue	1,102,701.53	979,412.12	123,289.41	12.59%
4100 · Tennis Revenue	24,000.00	21,000.00	3,000.00	14.29%
4200 · Rental Income	13,108.00	10,000.00	3,108.00	31.08%
4300 · Investment Income	685.30	83.43	601.87	721.41%
4400 · Misc. Income	8,658.59	24,978.00	-16,319.41	-65.34%
4500 · Cash Over/Under	1.77	193.95	-192.18	-99.09%
4600 · Restaurant Income	60,000.00	60,000.00	0.00	0.0%
Total 4000 · REVENUES	1,209,155.19	1,095,667.50	113,487.69	10.36%
Total Income	1,209,155.19	1,095,667.50	113,487.69	10.36%
Gross Profit	1,209,155.19	1,095,667.50	113,487.69	10.36%
Expense				
5000 · PERSONNEL EXPENSE				
5010 · Management Salary	121,832.43	117,608.98	4,223.45	3.59%
5030 · Administrative	99,099.21	93,785.14	5,314.07	5.67%
5040 · Administrative O/T	298.78	0.00	298.78	100.0%
5050 · Course Personnel	239,371.93	235,903.81	3,468.12	1.47%
5060 · Course Personnel O/T	1,345.02	2,501.21	-1,156.19	-46.23%
5070 · Seasonal Personnel	78,682.75	39,360.54	39,322.21	99.9%
5080 · Seasonal Personnel O/T	1,397.37	1,260.06	137.31	10.9%
Total 5000 · PERSONNEL EXPENSE	542,027.49	490,419.74	51,607.75	10.52%
5200 · EMPLOYEE BENEFITS				
5210 · Payroll Taxes	47,558.72	41,844.73	5,713.99	13.66%
5230 · State Unemployment	21,642.96	17,254.63	4,388.33	25.43%
5250 · Health Insurance	39,043.68	39,773.74	-730.06	-1.84%
5260 · Workmans Compensation	12,078.48	12,494.30	-415.82	-3.33%
5270 · Retirement Plans	4,282.25	3,548.31	733.94	20.68%
Total 5200 · EMPLOYEE BENEFITS	124,606.09	114,915.71	9,690.38	8.43%
5400 · ADMINISTRATIVE EXPENSES				

OAK HILLS PARK AUTHORITY
P&L - Current YTD Vs. Prior YTD
July 2015 through April 2016

	Jul '15 - Apr 16	Jul '14 - Apr 15	$ Change	% Change
5420 · Telephone	4,384.56	4,759.20	-374.64	-7.87%
5430 · Professional Fees	47,775.64	22,892.00	24,883.64	108.7%
5436 · Advertising	9,659.48	2,300.26	7,359.22	319.93%
5440 · Office Expense	14,339.91	16,331.45	-1,991.54	-12.2%
5441 · Bank Charges	428.50	956.28	-527.78	-55.19%
5442 · Credit Card Fees	21,041.96	18,549.93	2,492.03	13.43%
5445 · Postage	193.50	179.65	13.85	7.71%
5450 · Training and Dues	4,045.77	2,165.00	1,880.77	86.87%
5461 · Authority Secretarial Services	2,360.00	1,680.00	680.00	40.48%
5469 · Other Outside Services	3,078.66	2,971.65	107.01	3.6%
5470 · Other Administrative	5,952.76	735.36	5,217.40	709.5%
5480 · Utilities	27,116.93	24,855.03	2,261.90	9.1%
5490 · Water	1,036.85	768.86	267.99	34.86%
5500 · Liability Insurance	42,214.64	38,930.90	3,283.74	8.44%
5520 · Interest Expense	4,013.33	2,554.93	1,458.40	57.08%
Total 5400 · ADMINISTRATIVE EXPENSES	187,642.49	140,630.50	47,011.99	33.43%
5700 · PARK MAINTENANCE				
5710 · Water	59,924.19	37,001.09	22,923.10	61.95%
5720 · Heating Fuel	9,960.79	17,566.42	-7,605.63	-43.3%
5730 · Grounds Maintenance	24,684.76	16,325.47	8,359.29	51.2%
5740 · Tree Maintenance	0.00	1,918.06	-1,918.06	-100.0%
5750 · Agriculture and Chemicals				
5751 · Agriculture&Chemicals-Purchase	87,906.76	62,418.17	25,488.59	40.84%
5752 · Agriculture/Chemicals Utilized	-31,045.88	-20,914.87	-10,131.01	-48.44%
Total 5750 · Agriculture and Chemicals	56,860.88	41,503.30	15,357.58	37.0%
5760 · Irrigation Maintenance	6,823.32	6,911.53	-88.21	-1.28%
5770 · Consumable Tools	1,704.60	2,702.83	-998.23	-36.93%
5780 · Tee and Green Supplies	4,540.28	4,754.58	-214.30	-4.51%
5790 · Other Supplies	318.60	0.00	318.60	100.0%
5795 · Janitorial Supplies	1,405.92	1,701.20	-295.28	-17.36%
5800 · Equipment Maintenance	32,742.99	27,071.81	5,671.18	20.95%
5810 · Equipment Rental	188.12	390.00	-201.88	-51.76%
5820 · Building Maintenance	24,244.02	12,724.42	11,519.60	90.53%
5840 · Small Equipment	287.42	227.93	59.49	26.1%
5860 · Gasoline/Diesel Fuel	11,038.39	13,766.21	-2,727.82	-19.82%
5880 · Employee work clothes	88.50	0.00	88.50	100.0%
Total 5700 · PARK MAINTENANCE	234,812.78	184,564.85	50,247.93	27.23%
6000 · CART EXPENSE				
6010 · Cart Lease Expense	36,027.73	36,509.25	-481.52	-1.32%
6020 · Electricity	9,225.99	6,893.32	2,332.67	33.84%
6030 · Maintenance	7,242.19	4,051.99	3,190.20	78.73%

OAK HILLS PARK AUTHORITY
P&L - Current YTD Vs. Prior YTD
July 2015 through April 2016

	Jul '15 - Apr 16	Jul '14 - Apr 15	$ Change	% Change
6050 · Cart Insurance	4,000.00	4,000.00	0.00	0.0%
Total 6000 · CART EXPENSE	56,495.91	51,454.56	5,041.35	9.8%
Total Expense	1,145,584.76	981,985.36	163,599.40	16.66%
Net Ordinary Income	63,570.43	113,682.14	-50,111.71	-44.08%
Other Income/Expense				
Other Expense				
8000 · Depreciation/Amortization	179,573.00	190,484.60	-10,911.60	-5.73%
8001 · Capital projects	53,361.11	51,694.50	1,666.61	3.22%
8002 · Bond to City	54,325.82	134,705.96	-80,380.14	-59.67%
8003 · Replenish escrow	0.00	33,333.30	-33,333.30	-100.0%
8004 · Capital Debt to City	1,780.46	13,843.10	-12,062.64	-87.14%
8005 · Operating Debt to City	1,867.22	13,843.10	-11,975.88	-86.51%
8500 · Modification of City Debt	-43,481.65	0.00	-43,481.65	-100.0%
Total Other Expense	247,425.96	437,904.56	-190,478.60	-43.5%
Net Other Income	-247,425.96	-437,904.56	190,478.60	43.5%
Net Income	-183,855.53	-324,222.42	140,366.89	43.29%

Oak Hills Park Authority
2015 Actual vs. Budget

	Apr Act	Apr Bud	Var	YTD Act	YTD Bud	Var $	Var %
REVENUE							
4000 · REVENUES							
4001 · Golf Revenue							
4010 · Golf Fees	$82,495	$76,935	7.2%	$705,576	$683,858	$21,718	3.2%
4020 · I.D. Cards	$24,970	$58,320	-57.2%	$106,332	$138,703	-$32,371	-23.3%
4030 · Tournament Fees	$0	$2,031	-100.0%	$60,351	$70,120	-$9,769	-13.9%
4050 · Cart Revenue	$21,924	$19,297	13.6%	$231,882	$206,366	$25,516	12.4%
4060 · Golf Revenue - Gift Certif.	$634	$657	-3.5%	$14,947	$15,396	-$449	-2.9%
4001 · Golf Revenue - Other	-$2,781	-$2,012	38.2%	-$16,386	-$10,372	-$6,014	58.0%
Total 4001 · Golf Revenue	**$127,242**	**$155,227**	**-18.0%**	**$1,102,702**	**$1,104,071**	**-$1,369**	**-0.1%**
4100 · Tennis Revenue	$0	$0	#DIV/0!	$24,000	$24,000	$0	0.0%
4200 · Rental Income	$1,350	$1,000	35.0%	$13,108	$10,000	$3,108	31.1%
4300 · Investment Income	$265	$5	5287.9%	$685	$69	$617	898.5%
4400 · Misc. Income	$2	$0	#DIV/0!	$8,660	$0	$8,660	#DIV/0!
4600 · Restaurant Income	$6,000	$6,000	0.0%	$60,000	$60,000	$0	0.0%
Total Other Revenue	**$7,617**	**$7,005**	**8.7%**	**$106,454**	**$94,069**	**$12,385**	**13.2%**
TOTAL REVENUE	**$134,859**	**$162,232**	**-16.9%**	**$1,209,155**	**$1,198,139**	**$11,016**	**0.9%**
EXPENSE							
5000 · PERSONNEL EXPENSE							
5010 · Management Salary	$12,190	$11,484	-6.2%	$121,832	$114,837	-$6,996	-6.1%
5030 · Operations	$12,994	$8,564	-51.7%	$99,099	$83,759	-$15,340	-18.3%
5040 · Operations O/T	$45	$0	#DIV/0!	$299	$0	-$299	#DIV/0!
5050 · Course Personnel	$24,189	$24,698	2.1%	$239,372	$246,978	$7,606	3.1%
5060 · Course Personnel O/T	$176	$243	27.3%	$1,345	$2,764	$1,419	51.3%
5070 · Seasonal Personnel	$10,735	$7,462	-43.9%	$78,683	$51,102	-$27,580	-54.0%
5080 · Seasonal Personnel O/T	$161	$21	-667.2%	$1,397	$458	-$939	-204.9%
Total 5000 · PERSONNEL EXPENSE	**$60,491**	**$52,471**	-15.3%	**$542,027**	**$499,898**	**-$42,129**	-8.4%
5200 · EMPLOYEE BENEFITS							
5210 · Payroll Taxes	$4,885	$3,438	-42.1%	$47,559	$43,918	-$3,641	-8.3%
5230 · State Unemployment	$4,797	$1,645	-191.6%	$21,643	$16,284	-$5,359	-32.9%
5250 · Health Insurance	$3,045	$4,274	28.8%	$39,044	$42,743	$3,700	8.7%
5260 · Workmans Compensation	$924	$1,195	22.7%	$12,078	$11,946	-$132	-1.1%
5270 · Retirement Plans	$404	$209	-93.4%	$4,282	$2,705	-$1,578	-58.3%
Total 5200 · EMPLOYEE BENEFITS	**$14,053**	**$10,761**	-30.6%	**$124,606**	**$117,596**	**-$7,010**	-6.0%
5400 · ADMINISTRATIVE EXPENSES							
5420 · Telephone	$91	$510	82.2%	$4,385	$5,103	$719	14.1%
5430 · Professional Fees	$2,375	$2,436	2.5%	$47,776	$24,786	-$22,989	-92.7%
5440 · Office Expense	$1,775	$2,216	19.9%	$14,340	$13,996	-$344	-2.5%
5441 · Bank Charges	$23	$38	38.8%	$429	$1,157	$728	63.0%
5442 · Credit Card Fees	$1,116	$521	-114.4%	$21,042	$15,858	-$5,184	-32.7%
5445 · Postage	$165	$5	-3348.0%	$194	$63	-$130	-206.1%
5450 · Training and Dues		$0	#DIV/0!	$4,046	$2,237	-$1,808	-80.8%
5460 · Outside Services		$0	#DIV/0!	$0	$3,468	$3,468	100.0%
5461 · Authority Secretarial Services	$310	$340	8.8%	$2,360	$1,785	-$575	-32.2%
5469 · Other Outside Services	$118	$299	60.7%	$3,079	$3,523	$444	12.6%
5470 · Other Admin/Mktng	$1,214	$1,639	25.9%	$15,612	$16,387	$774	4.7%
5480 · Utilities	$2,001	$1,930	-3.7%	$27,117	$25,432	-$1,685	-6.6%
5490 · Water	$0	$61	100.0%	$1,037	$721	-$316	-43.8%
Total 5400 · ADMINISTRATIVE EXPENSES	**$9,186**	**$9,994**	8.1%	**$141,415**	**$114,517**	**-$26,897**	-23.5%
5500 · DEBT SERVICE AND INSURANCE							

Oak Hills Park Authority
2015 Actual vs. Budget

	Apr Act	Apr Bud	Var	YTD Act	YTD Bud	Var $	Var %
5500 · Liability Insurance	$3,832	$3,870	1.0%	$42,215	$38,929	-$3,286	-8.4%
5510 · Security	$0	$0	#DIV/0!	$0	$0	$0	#DIV/0!
5520 · Interest	$528	$655	19.5%	$4,013	$6,553	$2,539	38.8%
Total 5500 · DEBT SERVICE AND INSURANCE	**$4,360**	**$4,525**	3.7%	**$46,228**	**$45,481**	**-$747**	-1.6%
5700 · PARK MAINTENANCE							
5710 · Water	$788	$0	#DIV/0!	$59,924	$33,196	-$26,728	-80.5%
5720 · Heating Fuel	$1,093	$932	-17.2%	$9,961	$22,268	$12,308	55.3%
5730 · Grounds Maintenance	$296	$2,794	89.4%	$24,685	$22,767	-$1,918	-8.4%
5740 · Tree Maintenance		$0	#DIV/0!	$0	$2,975	$2,975	100.0%
5751 · Agriculture&Chemicals-Purch	$4,236	$11,484	63.1%	$87,907	$58,233	-$29,673	-51.0%
5752 · Agriculture/Chemicals Utilized	$8,498	-$7,290	216.6%	-$31,046	-$772	$30,274	-3922.6%
5760 · Irrigation Maintenance	$2,454	$817	-200.5%	$6,823	$6,049	-$774	-12.8%
5770 · Consumable Tools	$280	$396	29.3%	$1,705	$1,578	-$126	-8.0%
5780 · Tee and Green Supplies	$0	$0	#DIV/0!	$4,859	$2,244	-$2,615	-116.5%
5795 · Janitorial Supplies	$0	$1,004	100.0%	$1,406	$3,169	$1,763	55.6%
Total 5700 · PARK MAINTENANCE	**$17,645**	**$10,136**	-74.1%	**$166,223**	**$151,709**	**-$14,515**	-9.6%
5800 · PARK EQUIPMENT							
5800 · Equipment Maintenance	$2,050	$3,517	41.7%	$32,897	$29,314	-$3,583	-12.2%
5810 · Equipment Rental	$0	$141	100.0%	$34	$141	$107	75.9%
5820 · Building Maintenance	$2,317	$519	-346.7%	$24,244	$14,956	-$9,288	-62.1%
5840 · Small Equipment	$0	$0	#DIV/0!	$287	$530	$243	45.8%
5860 · Gasoline/Diesel Fuel	$0	$1,710	100.0%	$11,038	$15,535	$4,497	28.9%
5880 · Employee work clothes	$89	$0	#DIV/0!	$89	$0	-$89	#DIV/0!
Total 5800 · PARK EQUIPMENT	**$4,455**	**$5,886**	24.3%	**$68,589**	**$60,476**	**-$8,113**	-13.4%
6000 · CART EXPENSE							
6010 · Cart Lease Expense	$7,997	$7,917	-1.0%	$36,028	$36,144	$116	0.3%
6020 · Electricity	$580	$645	10.1%	$9,226	$8,492	-$734	-8.6%
6030 · Maintenance	$2,287	$28	-8062.8%	$7,242	$1,567	-$5,675	-362.2%
6050 · Cart Insurance	$400	$400	0.0%	$4,000	$4,000	$0	0.0%
6060 · Misc. Cart Expense	$0	$0	#DIV/0!	$0	$0	$0	#DIV/0!
Total 6000 · CART EXPENSE	**$11,264**	**$8,990**	-25.3%	**$56,496**	**$50,203**	**-$6,293**	-12.5%
7001 · Uncategorized Expenses							
TOTAL OPERATIONAL EXPENSE	**$121,454**	**$102,764**	-18.2%	**$1,145,585**	**$1,039,880**	**-$105,705**	-10.2%
TOTAL OPERATIONAL NET INCOME	**$13,405**	**$59,468**	-77.5%	**$63,570**	**$158,260**	**-$94,689**	-59.8%
Restructured Debt	$4,762	$13,471	64.6%	$54,326	$134,706	$80,380	59.7%
Capital Funding $150k	$175	$1,384	87.4%	$1,780	$13,843	$12,063	87.1%
$150K Operating Debt	$194	$1,384	86.0%	$1,867	$13,843	$11,976	86.5%
Escrow Funding			#DIV/0!			$0	#DIV/0!
Commercial Debt Service	$7,865	$5,503	-42.9%	$35,134	$55,028	$19,894	36.2%
Loan Repayment	**$12,995**	**$21,742**	40.2%	**$93,108**	**$217,421**	**$124,314**	57.2%
NET INCOME BEFORE CAPITAL EXPENSES	**$410**	**$37,726**	-98.9%	**-$29,537**	**-$59,161**	**$29,624**	50.1%
8000 · OTHER EXPENSE							
8000 · Depreciation/Amortization							
8000 · Depreciation/Amortization Non Cash							
8001 · Capital projects		$4,167	100.0%	$53,361	$41,667	-$11,694	-28.1%
Contingency							
Total 8000 · OTHER EXPENSE	$0	$4,167	100.0%	$53,361	$41,667	-$11,694	-28.1%
NET INCOME	$410	$33,559	-98.8%	-$82,898	-$100,828	$17,930	17.8%