

## Board of Finance Questions

### 2016-2017 Board of Education Proposed Budget

#### Questions Specific to Budget

#	Question	Response
1	Substitutes account for 1% of the budget. How can that number be so high? Where are our teachers that this amount needs to be so much?	All employees are entitled to sick leave. When teachers are out we cover with substitutes. We also provide substitutes when teachers are out for PPTs, field trips and other meetings. All leave is monitored very carefully.
2	It appears that over the next four years replacing rugs will cost the taxpayer \$1.2MM. Do the schools really need rugs rather than composite floors that do not wear out?	We will be investigating alternatives to carpeting. Under the carpeting is bare concrete. If we do not put down new carpeting we will have to use tile or some other product. We will refine our cost estimate when we determine what type of floor covering we are going to use.
3	Non-recurring Site Work Budget estimates seem to be rounded off and not as exact as they should be. They look more like “guesstimates.” Could you be more specific?	Our estimates are based on past experience and consultation with contractors. In the case of a multi-year project, such as Cider Mill ceiling tile replacement, we allocate a fixed amount each year based on past experience.
4	Why did line 2300 “Retirement Classified” drop by \$279k?	The largest item in this line is the BOE’s contribution to the Town Retirement Plan. Our contribution has been decreasing in recent years because investment returns have been good and the plan has been closed to new employees since June 30, 2011.
5	Why are average class sized 23-23 in grades 4&5, beyond the target?	We have a larger cohort in those years relative to staffing. Our class sizes are in line with the Board’s Class Size policy and in line with surrounding communities.
6	Why are Social Studies average class sizes > 22 in grades 6-12 and > 22 soe Science at Middlebrook?	Class size averages for social studies and science are 22.1. These numbers reflect class size averages across the school. Actual class size varies based on grade and team and is dramatically impacted by the complexities associated with scheduling

		<p>students into their required and exploratory courses. The class size range is 19 to 25 in social studies and 18 to 24 in science. Overall, class sizes are slightly larger in social studies and science because 99.9% of our students enroll in these courses.</p> <p>Departmental enrollment in other core subject areas is slightly lower (96.9 in English and 97.8 in math) because students with IEP's may receive instruction in these areas through alternate methods and/or courses. Therefore, their participation in these subjects is not always reflected in the class size averages.</p> <p>At Wilton High School, we attempt to limit social studies classes to a cap of 27 students. Some sections are as small as 15 students, depending on student registration numbers and sectioning decisions. Although the larger classes are not ideal, we believe that our teachers can meet student needs in social studies.</p>
7	<p>I am reading correctly that 22% of the 5th grade will require special services next year? Average class sizes are at 23 and 24. That means that several are above that number. Is this being caused by this unusual demand?</p>	<p>The percent of fifth graders who qualify for special services is 18 (63 identified students divided by 348 total students). This is higher than average but unrelated to class size.</p>
8	<p>Likewise, 22% of the 6th and 8th grades are special needs as well. How do you account for these outsized populations? Do one in five in these grades really require additional resources? (They did cut 5.7 FTEs from Special Services as part of the initial implementation of the Review</p>	<p>The actual percentages are 18% in both grades. The Special Education referral and identification rates tend to be higher in the transition grades (2-3, 5-6, and 8-9).</p>
9	<p>Round 2 budget shows a massive increase in SPED transportation increase by \$266,323 from \$711,811 to \$978,134. If each SPED student averages \$25k/ year, why are there another 10 new students for '16-'17?</p>	<p>The increase is due to an increase in the number of outplaced students requiring transportation; 14 students in the 2015-2016 budget to 18 students in the proposed 2016-2017 budget. The cost per student will vary depending on the length of the trip, the number of students going to the same school, and whether or not the student requires an aide on the bus. In every case</p>

		we explore ride share arrangements with neighboring districts.
10	Large expense increase in Miller Driscoll not corresponding to enrollment: Number of students is up less than one percent (0.8%) but staffing is up 3.3% (=2.5/75.8) and Comp (#1110+#1111) is also up 3.5% over last year. Six more students – why add \$292,187 in total cost?	The increase is being driven by the addition of one Classroom Teacher and one Math Interventionist. While the total enrollment is only projected to increase by 6 students, an additional teacher will be required to keep our class sizes within our guidelines. Had we made an adjustment at CM you would have seen an increase there as well. Instead you saw higher than usual class sizes. Sometimes we are able to address enrollment fluctuations with headcount increases and decreases, sometimes we address them by flexing the number of students in a class.
11	Miller-Driscoll - Footnote for #1110 says “Increase 1.0 FTE Classroom Teacher (Grade 2) per enrollment projection” but only six more students are projected. Why add one teacher for just six projected students?	While the total enrollment is only projected to increase by 6 students, an additional teacher will be required to keep our class sizes within our guidelines. (see above as well)
12	Cider Mill - Why did “Training and Conferences” (#3221) nearly double in one year from \$26,540 to \$50,940?	The increase represents the investment we are making in training our staff in the Reading/Writing Workshop. This is an instructional model that gives students the opportunity to engage in authentic independent reading and writing and facilitates differentiated instruction. It also helps teachers implement units of study aligned to the Common Core.
13	Cider Mill - For Language Arts/English (Program 1105), the number of classroom teachers fell from 2.0 to none. Since we are obviously still teaching Language Arts/English, were did these teachers go?	These positions were Paraprofessionals, not Teachers. We eliminated 2 FTE Paraprofessionals from the Cider Mill budget.
14	Cider Mill - Art (Program 1112) went from 2.0 to 2.7 FTE while students went down, so PPE went up by 38% not a lot of dollars but a big jump since last year. Rationale?	The proposed increase in Art FTE serves two purposes. <ol style="list-style-type: none"> <li>1) It allows us to create a better balance of Art and Music instruction.</li> <li>2) Increased Art instructional time will create a more flexible schedule for our Library/Media Specialists. This will allow them to support the</li> </ol>

		implementation of the Learning Commons curriculum.
15	Cider Mill - Gifted (Program 1270) – Great to see it in the budget at long last. But only \$19,182 and \$192/student? Seems like a paltry sum to invest in our highest achievers given how much we spend on SPED.	<p>The Renzulli Learning system (GoQuest/Compass Learning) is a student-centered investigation and inquiry-based learning Enrichment program. Students take an interest inventory to identify students’ interests and preferred learning styles. Research has proved that students who are deeply engaged in their learning retain information better and are inspired to delve more thoroughly into topics. This web-based program enables students to become agents of their own learning experiences by:</p> <ul style="list-style-type: none"> <li>• Matching content to student interests and learning preferences</li> <li>• Presenting methodologies for inquiry and exploration</li> <li>• Providing a library of more than 40,000 vetted digital resources</li> </ul> <p>The system will allow our teachers to provide enrichment through project-based learning for all students during the WIN (What I Need) block and to support all academic areas. This system will also be available next year to families to provide additional enrichment at home.</p>
16	Cider Mill - Co-Curricular Extended Day – Has “Salaries – Other Certified” but no staff count. Please explain salaries without headcount. Is this a typo?	The salaries are for club and activity advisor stipends. Cider Mill will have 14 clubs plus intramurals.
17	Cider Mill - Why the large increase in Library/Media (Program 2220)? It was up almost 30% year-over-year. Reason?	The increase is due to the addition of a .6 Learning Commons/Tech Integrator Coach. We currently have a .4 Tech integrator/coach who is supporting the authentic integration of technology. This model has successfully improved student and teacher engagement with technology and enhanced learning. Consequently, we are seeking to increase the current .4

		position to a full time position so the position will have a positive impact on more teachers and learners.
18	Cider Mill - Supervisory Service is going up from 2.5 to 3.0 FTE while number of children supervised is dropping by 81 (8.3%). Appears to be an increase in “secretaries” from 2.0 to 3.0. Why? This looks like unjustified growth in overhead. Can’t this remain at last year’s 2.0 FTE that would STILL result in higher PPE since enrollment is dropping significantly?	The school’s main office requires three staff members to function properly. What appears as an increase is actually a reclassification of an employee who was already working in the front office as a secretary. You will see a corresponding decrease in the Paraprofessional category. In total, Classified staffing is being <i>reduced</i> by 2 FTE’s.
19	Cider Mill - Major Repairs (Program 2624) – What are the major repairs contemplated for FY16 (\$80,000) and FY17 (\$85,000)? That is a lot of money collectively.	The work for FY16 included removing an oil tank, Learning Commons work (design, painting & furniture), and security. For FY17 we are proposing additional Learning Commons work, refinish the south gym floor, ceiling tile replacement, and security.
20	Middlebrook - In Program Overview, it states “demonstrated improvement in closing the achievement gap across subgroups.” What subgroups are you referring to?	The U.S. Department of Education’s Blue Ribbon Schools Program honors “schools whose students achieve at very high levels or schools that make significant progress in closing the achievement gap.” Schools that are awarded this distinction may bear the Blue Ribbon Schools emblem for five years. As part of the application process, Middlebrook was required to submit evidence related to the program’s requirements. Our school had achieved Adequate Yearly Progress (AYP) on the Connecticut Mastery Test for five consecutive years. In addition, the special education subgroup had demonstrated evidence of improved reading and math performance over five years.
21	Middlebrook - Tech Education (Program 1121) – Salary increase for 1.0 FTE of 24,253. Nice raise of 34% over last year. Any reason why the big jump?	The budget proposed for FY17 is based on the teacher currently in the position. The FY16 budget was based on the previous teacher who had less education and fewer years of experience.
22	Middlebrook - Major Repairs (Program 2624) – What are the major repairs contemplated for FY16 (\$75,000) and FY17 (\$95,000)? That is a lot of money	The work in FY16 included removal of the oil tank, Learning Commons work, replacement of the auditorium exterior doors, and security. Proposed for FY17 is

	collectively. Are there specific items in this plan?	additional Learning Commons work, replacement of gymnasium heaters, replacement of restroom doors, and security.
23	Middlebrook - Co-curricular (Program 1450) – Salaries up 41% over last year. Why? Are we doing more after school activities or clubs that need staff? Other reason?	Yes, Middlebrook is expanding after school enrichment opportunities for students by offering five additional clubs. TV Production, Creative Writing, Debate, Newspaper, and I-STEM have been included in the upcoming year’s budget and make up nearly the entire increase.
24	High School - First table has 1340 “current” students as of 10/1/15 (327+338+334+341) and next page has 1351 under FY16 Budget. Does this mean our current /actual is eleven students under last year’s budget assumption, indicating more enrollment decline than budgeted?	This is correct. It is very unusual for the actual enrollment to be exactly the same as the projection.
25	High School - For HS Evaluation (Program 2350), it appears this is being eliminated (\$44,967). Is this a true savings in overhead or is this function re-assigned elsewhere at no net savings?	The High School Evaluation cost center exists to capture the costs of the NEASC evaluation. This is a two year process (2014-2015 & 2015-2016) that the District is required to go through every ten years.
26	High School - Cleaning of School Plant (Program 2622) is up by 28% over last year but it appears last year was significantly below the prior year. What is going on here?	This is the Custodial Overtime account. This represents the amount we believe we need at the high school for snow removal, building emergency response, and coverage when we are short of staff.
27	High School - Large projected drop in Remodeling & Major repairs (\$64,000). While budget declines are generally welcomed, when it might involve an increase in deferred maintenance, then it is not good. Why the large drop in Repairs budget at WHS?	The FY16 work included removing the underground oil tank and painting the stairwells. Neither of these projects will be needed in the near future. If there was anything in need of immediate attention it would be in the FY17 budget proposal.
28	High School - Sports – I assume this is all Wilton High School. Why is budget up by 5.3%?	I believe this is referring to the Athletic Office budget. The increase is being driven by the proposal to add a .5FTE Athletic Trainer.
29	High School - Why is Sports Clerical 1420-1211 increasing from \$105k to \$124k?	The increase is being driven by the proposal to add a .5FTE Athletic Trainer.
30	High School - Is boy’s hockey really \$3,415 and girl’s hockey really \$2,857 per	Yes, we pay for ice time at 2 different ice rinks, the Winter Garden in Ridgefield for boys and So No Ice house in Norwalk for

	student? (Lines 1411). Totals are \$104k and \$66k for 53 students.	the girls. The cost to rent rink time is expensive. The totals are \$102,439 for the boys and \$65,701 for the girls. As pointed out by a citizen in a previous year, this cost is directly related to the Town of Wilton’s decision to invest in ball fields instead of ice rinks. If Wilton had an ice rink like Ridgefield and Norwalk do and rented field space this issue would be reversed.
31	District plans to spend about \$60,000 on “new and replacement equipment”. (lines 7310 and 7320). What does this include specifically?	Replacement equipment includes replacing aging projectors, printers and computer equipment. New equipment items include sound fields, document cameras, Chromebook carts, laptops and desktop computers.
32	Do we anticipate higher staff turnover than past years? (Program 1100)	Yes. This number is calculated based on known retirements and the assumption that we will probably have 2 or 3 more than we know about.
33	System-wide Technology went up \$119,496 (51.3%) Large increase – why?	More than half of the increase is a one-time cost to expand Wi-Fi access and upgrade wiring and infrastructure in all of our buildings. We consider this to be a critical investment in infrastructure that will facilitate our plans to move to a one-to-one environment. Also contributing to the increase are increases in the maintenance renewals on several key systems.
34	General supplies up 158% (line 1370 6100 40). Also, why?	The dollar increase in this line is \$34, 153. The main drivers for this increase are the supplies needed for wiring upgrades for Smartboards and projectors, and for the carts related to the Chromebook cart projects.
35	Contract Computer for Evaluation & Testing (program 2142) up 59% over last year to \$90,000. Why?	The increase in account 3320 is due largely to the addition of the NWEA MAP assessment in grades K-9 (\$45,000) and the addition of the PSAT administration in grades 10 -11 (\$10,000). We also added \$1,500 for the OLSAT for grade 2 students for gifted identification (we currently administer OLSAT in grades 4 and 7). Scoring for GATES and DRP went away completely (\$22,000 reduction) and the district portion of the Data Warehouse Program (RTI Studio) stayed the same

		(\$25,500). In contrast, account 6112 (Test Supplies) decreased from \$19,100 in 2015-16 to \$6,400 in 2016-17 because we no longer need to purchase GATES or DRP materials. That is a 67% cost reduction.
36	Instructional Improvement ((Program 2210) up 23% over last year. Sounds important but why such a large increase? Salaries has gone up from \$297,670 in FY14 to proposed \$915,632 in FY17 – tripling in 3 years? Staffing has only doubled in same time from 5.7 to 11.7 FTE. Are there big raises here?	<p>There are two reasons for this increase.</p> <ol style="list-style-type: none"> <li>1) With the addition of Curriculum Coordinators and Instructional Coaches, the Teacher FTE in this cost center has tripled.</li> <li>2) When we budget salaries for new teaching positions, we budget them all at Master’s Degree step 5 (\$60,803 in FY17). Sometimes the person we hire costs us more and sometimes they cost us less. In the case of the Instructional Coaches and Curriculum Coordinators, most of them were more experienced and therefore cost us more. That is one reason for the significant increase in salaries.</li> </ol>
37	District Program 2623 – Why has Insurance Comp./ Gen. & Auto up \$30,000 (10%) in one year? Is this related to all the lawsuits we seem to be getting into?	Insurance estimates are based on guidance from our broker. It is very possible that the legal actions have had an impact on our rates.
38	Technology Projects Page – Chromebooks has expense of \$135,297. How many devices does this buy? Can’t we reduce this if children are allowed to bring in their own PCs and Macs (at their own cost and risk, of course)? Why are we buying these for them?	<p>We plan to lease the Chromebooks and anticipate being able to acquire between 400 and 450 touch screen Chromebooks in this manner. This includes the carts and the Google Chrome management license. We are moving to a “Ready Access” environment which will enable all of our teachers and students access to digital devices as needed. Furthermore, the additional devices will ensure that we can provide MAP testing and SBAC testing with minimal impact on teaching and learning. Currently we do not have enough devices to accomplish this.</p> <p>In the future, when we move to a 1:1 environment, we will need to provide a sufficient number of devices to each classroom to ensure that students have</p>

		access to a device in the event that the student's personal device is unavailable for some reason.
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### Long Term/Big Picture Questions

#	Question	Response
1	District-wide enrollment is down 99 students (2.3%) but Total BOE Budget is up 1.27%. So Per Student expense is up 3.57%. Why such a large increase? Why aren't costs falling along with reduced student count?	<p>Many of the District's costs are fixed and independent of student enrollment fluctuations. Those cost centers will remain constant and affected by inflation regardless of enrollment (building heating and cooling, maintenance, electric, core staffing requirements etc). Other cost increases are driven by contractual obligations. For example, teachers are scheduled to receive a 2.57% increase.</p> <p>As part of our effort to achieve our vision and ensure that Wilton Public Schools provides the highest quality education to all its students we invest in our strategic priorities. This budget proposal requests funding for 3 math interventionists, additional FTE in art, and additional FTE for a Learning Commons Coach at CM.</p> <p>Close scrutiny of every position in the district enabled us to reduce total staffing by 4 FTE in the last budget, and we are aiming to reduce FTE by 6.65 FTE in this budget proposal.</p> <p>We continue our work developing multi-year staffing projections that will better enable us to adjust our FTE needs as enrollment shifts.</p>
2	District-wide staffing is down by 6.65 FTE (1.12%) while enrollment is down by 2.3%. Why hasn't staffing adjusted to the decline in students projected for FY17?	As noted above, core staffing requirements will not fluctuate with minor changes in enrollment. We still need a Superintendent, Principals in our schools, Janitorial staff etc). It is not realistic to think we can recognize an across the board reduction with minor reductions in enrollment.

		<p>Additionally, we have created new positions over the last two years to help drive additional quality throughout our educational system. In the last budget, we created new Curriculum Coordinator and Instructional Coach positions. We offset the cost of those by eliminating a number of Instructional Leader stipends. This budget includes a request for 3 new math interventionist positions to address identified needs in that area.</p>
3	<p>What is the policy regarding children of BOE employees attending WPS schools for free? How many children are currently in WPS and not paying tuition? Is this fringe benefit being reported on their W-2 as IRS requires?</p>	<p>BOE policy and regulation 5118 state that children of a staff member may go tuition free to Wilton public schools provided that space is available on the grade level. ..</p> <p>Currently in 2015-2016 school year, there are 30 staff members children enrolled.</p> <p>The employees who have children in Wilton Public Schools do not get a W2 for this tuition-free benefit.</p>
4	<p>Why is "Other Certified" FTE +2 while students are down by 2.3%?</p>	<p>"Other Certified" FTE is proposed to increase by 1 FTE. Specifically we are proposing .4 FTE Reading Teacher and .6 FTE Learning Commons Coach. The .4 Reading Teacher was previously funded by a grant so it is not really additional staff. The Learning Commons Coach was described in response #17 above.</p>
5	<p>Is BOE shopping natural gas prices for next year?</p>	<p>We are looking into this with the Town.</p>
6	<p>Given the national controversy surrounding Common Core, how committed are we to Common core? How much as a District have we spent so far on CC implementation? How much more is projected to be spent on CC until full implementation? And if Connecticut backed out of Common Core as several states have recently, would Wilton keep it or abandon it?</p>	<p>Common Core is not a federally-created curriculum. Rather, education experts and academics developed the standards, with input from school leaders, teachers and state officials. The standards, which emphasize critical thinking over memorization, do not prescribe a specific curriculum, but instead outline what students should be expected to know by the end of each academic year.</p> <p>By determining a coherent set of standards focused on fewer topics taught in more depth, the Common Core standards offer</p>

		<p>some real advantages to teachers and school districts:</p> <ul style="list-style-type: none"><li>• They help educators focus on what students truly need to learn to be successful in college and future careers, rather than covering a myriad of inconsequential topics.</li><li>• They encourage publishers to develop textbooks and other materials that cover fewer topics in much greater depth. Traditionally, textbooks cover many topics in a “mile wide and inch deep” approach in an attempt to match all of the states' standards. Local districts will still control what curricula and materials they use, but having a common set of expectations will allow educators, school boards, and parents to compare the quality of textbooks and materials in a more systematic way.</li><li>• They allow districts to collaborate and pool resources to develop assessments and professional learning programs.</li></ul> <p>Given these advantages, and the time and funding already devoted to the Common Core implementation, it is unlikely that CT State will opt out. And if it does opt out, then the Common Core standards will have to be replaced with another set of standards, which will incur significant time and expense for CT State and WPS (since we are required to develop our curricula in alignment with State standards).</p> <p>It is difficult to provide exact numbers on the past and future costs of Common Core implementation in Wilton since it involves almost every aspect of the instructional core (i.e., teaching and learning). Since the 2012-2013 school year, the majority of costs associated with curriculum development, textbooks and materials,</p>
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		professional learning, and technology have been focused on ensuring that the district meets the expectations of the Common Core. Expenses in these areas will continue, as they did prior to the Common Core, as the district further refines its curricula and instructional frameworks.
7	Where do the savings associated with suggestions from the June 2015 DMC Special Education & Struggling Students Opportunities Review appear? I understand that the implementation is a multi-year project and that not all of the \$1,970,000 in potential savings may be realized but we should begin see some savings next year. Para SPED FTE is at 34.8, down by just one from this year.	The primary purpose of the DMC study was to improve student learning outcomes, although it is certainly hoped that there will be cost savings over the period of full study implementation. The budget incorporates a reduction of 5.0 FTE in SPED paraprofessionals as a step in more efficient student service delivery. We continue our work of examining our service delivery models with an eye towards improved educational quality in light of the DMC recommendations.
8	Many staffing issues discussed in the DMC consulting study. One was that WPS has four psychologists on staff where they cite the national benchmark for a school district our size that should be one psychologist. Why do we have four and if we get more efficient, could that number be brought to two or one? If resources were shared across schools, could that bring the number down?	As part of the DMC study implementation, we are in the process of examining efficient and effective use of psychologists' time. In Wilton school psychologists perform a number of duties including assessment, crisis intervention, counseling and other school duties. It is unlikely that the number of school psychologists could be reduced to 1 per building given their multiple roles.
9	DMC Study did time analysis of SPED professional workers and found they are with students about 35% of the time. DMC cited national benchmark of 75% time spend educating students, about twice the Wilton level. If we became more productive, it seems like one SPED professional working at 75% with the child or children should be needed where we now have two. What staff reduction and annual savings could be achieved if we used 75% as our benchmark for our staff?	Increasing related service and SPED teacher time with students has been a major initiative this school year. We have periodically tracked staff schedules and percentage of time spent with children vs time with non-instructional/service tasks. As a result of this work, we have proposed a reduction of .7FTE in related service staff for the 2016-17 school year budget.  We have established a target of 75% time with students and are working toward that target.
10	Again, the study indicated it took Wilton about 5.8 days to complete a student IEP (pg. 21). DMC study indicated national benchmark was about 1.5 days to do an	The data provided was for the time spent by the building based school psychologist to complete an evaluation for special education eligibility.

	IEP. Why does it take us four times as long as national benchmark? If we set a district standard at 1.5 days per IEP, how many staff would we save?	
11	Again, the study indicated that Paraprofessionals in Gen Ed have significantly higher one-to-one teaching relationship in SPED, comprising 67% of student meetings (pg. 11). If we moved more to small groups instead, how much staff time would be saved?	Paraprofessionals support students in the general education classes as prescribed by students' IEPs. They do not provide one to one teaching, which is offered only by certified staff. We are working diligently and are continuing to look at small group support when appropriate to advance student learning.
12	Miller-Driscoll - The <i>annual</i> growth rate (CAGR) of Per Pupil Expenditure at M-D is 3.79%. This is significantly above inflation and even above the teachers contract increase rate. What is the plan to rein in cost to an amount closer to inflation?	Across the district, we have instituted processes to analyze spending in each cost center. I believe that the 1.98% increase proposed in the last budget and the 1.27% increase in this budget proposal demonstrate that the district is making a very serious effort to manage costs while enhancing our educational program.
13	Cider Mill - In the years FY14-FY17, overall staffing has fallen by 4% (88.2 to 84.75 FTE) but students served has fallen by 12% (1018 to 900). Why is staffing not adjusting closer to the decline in enrollment?	Recognizing that salaries and benefits are the primary drivers of our annual budget proposal, we look very carefully at our staffing needs. In the last budget and in this current budget proposal, we aligned resources to strategic FTE needs while reducing in other areas. We expect to continue to examine each position we have annually and make decisions about the necessity of each position in light of our vision, mission, and goals.
14	Cider Mill - Overall, Total CM expense down 0.9% while enrollment fell 8.3%, resulting in an increase in per pupil expense of 8% over FY16. This is not sustainable. What efforts are being made to bring expenses in line with enrollment decline?	
15	High School - While budget is up by only \$98,167, (0.7%), the enrollment decline of 2.6% leads to an increase in per pupil expenditure of 3.4% that is unsustainable over the longer turn. Any plans to bring cost down and in line with enrollment decline?	
16	Transportation Basic Contract is up 4.3% and busing is one of the major line items. Yet, many busses are observed around town with very few children, even before turning in after all pick-ups, certainly not at capacity. Any way to aggregate bus stops and reduce route numbers.	The increase is due to the contractual increase and an increase in the number of students attending magnet schools. The number of bus runs we currently have is largely driven by the High School/Middlebrook tier. These schools have not experienced the significant

		<p>enrollment decreases that the elementary schools have. In the AM, many parents drive students to schools in good weather, and students frequently stay late to participate in after school activities, however this does not follow a regular pattern.</p> <p>In the past, parents have been asked to opt out of bus coverage, but did not in order to keep bus coverage available when desired. Accordingly we estimate that 70-80% of students will ride the bus each day, and plan accordingly. Additionally we continually monitor actual bus ridership to respond to changes.</p> <p>Other factors that impact bus deployment include population density (Avalon), distance (north Wilton to Miller-Driscoll runs), and time (40-45 minutes between school start times). Using GPS mapping software, bus routes are examined and updated every summer. We follow state guidelines in identifying bus stop locations, however we always keep student safety a high priority. Aggregating stops would not lead to a decrease in the number of riders, or the number of buses needed to service the schools.</p>
17	<p>District Technology - Is a network with 10 Gb enough capacity to handle future load? Usage probably going up 20-50% per year. Is the Network Wifi technology scalable? Slow internet is a real productivity killer.</p>	<p>The infrastructure plan for the Wi-Fi upgrades is designed around current best practices based on a professional audit conducted in the fall of 2015. The 10 GB backbone will accommodate a Wi-Fi access point in each classroom. We plan to upgrade the access points over time to accommodate upgrades to the technology. We also plan to leverage federal funding through E-Rate reimbursements to upgrade the wiring to each access point over the next 2-3 years.</p>