

2016-17



Board of Education Budget East Hampton Public Schools

Any taxpayer in the town of East Hampton is invited to contact the Superintendent of Schools or visit with the Superintendent of Schools for an explanation of any information in this document or an explanation of any requested item or items in the 2016-17 Budget. The Superintendent can be reached by calling 860-365-4000 or by e-mail: psmith@easthamptonct.org.

Developing the education budget is one of the most important *responsibilities* of any Board of Education. And, developing a *responsible* budget is one of the biggest challenges faced by any Board of Education. The Board must take many things into consideration when deciding the budget that is to be proposed to the Town. The Board strongly considers the taxpayers and the expectations of the Town on one hand. On the other hand, serious consideration must be given to the students. The Board ultimately is the unified voice that plans for and proposes to the community the important needs of the students.

Unfortunately, the budget process in many towns pits the needs of the students against the taxpayer. Making sure that we do not default on our responsibility to care for the younger members of the “village” must be our common motto throughout the budget process. To make the budget process as easy to understand as possible and to ensure that the actual budget is clear for all to read and comprehend, the Superintendent of Schools is available to meet with any taxpayer who has questions. Through a series of morning coffee hours, evening coffee hours, Superintendent Advisory Council meetings, PTO meetings, and Board interactive workshops, community members have the opportunity to ask questions and get an understanding of what is included in the budget. For citizens who cannot make the scheduled meetings, they are encouraged to contact the Superintendent by phone or by e-mail to set up a private meeting.

In order to be completely transparent, the entire line-by-line budget is included on the district’s website. In addition, the website has a page of frequently asked questions with explanations. There is also a detailed document that includes a description of supplies for the various departments and an explanation of salaries throughout the schools.

Everyone is urged to be an informed participant in the 2016-17 Budget process.



East Hampton Public Schools

We believe that the number one priority of our district is to
“educate for excellence.”

We operate under the notion that our schools and the community have a moral obligation to our children to provide an education that will lead to success in college and success in a globally competitive world.

Our “non-negotiables” for students:

- Academic Skills
- Deep Learning Skills - 21st Century Skills
- Arts, Athletics, Activities
- Character and Civic Development

Education is going through dramatic changes. The expectations of colleges and careers not only focus on strong academic skills, but deep learning skills that include communication, critical thinking, creativity, collaboration, and character. The East Hampton Schools must provide students with much more than the traditional 3 R's, because those skills alone do not provide students a guarantee of success in their future. In our students' future, they will compete in a digitally-connected global marketplace, requiring high level skills in an environment of competition, innovation, and high expectations.

An education for our students includes all four of the bullets above: Academic Skills, Deep Learning (21st Century Skills), Arts/athletics/Activities, and Character and Civic Development. To leave out any category results in an incomplete education in the year 2016 and beyond. Even in difficult budget times, we cannot compromise any one category. When dollars are limited the tendency is to take from one category to fund another. That is an error in budgeting and would be harmful to the youth in the town of East Hampton.

While eliminating a category above would be detrimental, even eliminating a single program within our schools means that a group of students is denied exposure to what may be their future career or passion. In fact, as most schools are already doing, East Hampton must broaden its offerings to ensure that students are exposed to all opportunities in digital learning, pre-engineering, robotics, medical science professions, forensics, sustainability efforts, world languages, coding, programming, diplomacy, and economics – just to name a few.

Students discover their future passion in our schools. We cannot afford to limit their choices to what we feel they should know.



Challenges for 2016-17

Our biggest challenge is to meet the needs of **our students** during a time of dramatic changes in education in a difficult fiscal climate.

EAST HAMPTON PUBLIC SCHOOLS

Three challenges:



1. **Unfunded mandates** that include preparing students to meet Connecticut Core Standards and the expectations of new standardized testing, along with other education reform (at a time when we must stress our own expectations for students in East Hampton).
2. **Changing educational expectations** including, “student-centered learning” requiring personalized, digital learning approaches for each student and is now taking place in many schools.
3. **Meeting the needs of *all* students** and families is essential in East Hampton even when budget increases only focus on basic needs.

3

In addition to the challenges we face in preparing our students for a competitive future, financial stressors are preventing the State of Connecticut from meeting its commitment to provide the level of support to local education that it has in the past. The challenges that schools face have become even greater during this difficult fiscal period. These challenges drive many of the budget decisions that we must make at the local level and are important to understand. The challenges are described in brief below and then elaborated on the next several pages.

Our first challenge continues to be the amount of unfunded mandates that are a regular part of annual legislation. Each year, new expectations are voted on by well-meaning legislators without the realization of the dramatic fiscal impact they have on schools. In fact, there are so many mandates that we face now and ones that are already proposed at the state level that schools find themselves not being able to program and fund their own local needs or initiatives. There is a very real concern that our schools will become so absorbed in meeting mandates that we lose a local focus on our own East Hampton vision for what our graduates should know and be able to do.

The second challenge is keeping up with the rapid advance in teaching and learning. These advances are taking place in many districts around East Hampton and unfortunately, we are not offering the same to our students due to limited budget dollars. These advancements focus on the promise of digital learning and how it can change the learning environment to the benefit of every student.

The third challenge is meeting the ever increasing and very complex needs of our students and their families. The role that the school plays in meeting medical, mental health, social, and psychological needs in addition to academic needs has only increased over the last several years. The time and staffing required to meet these needs impact budgets to a greater degree each year.

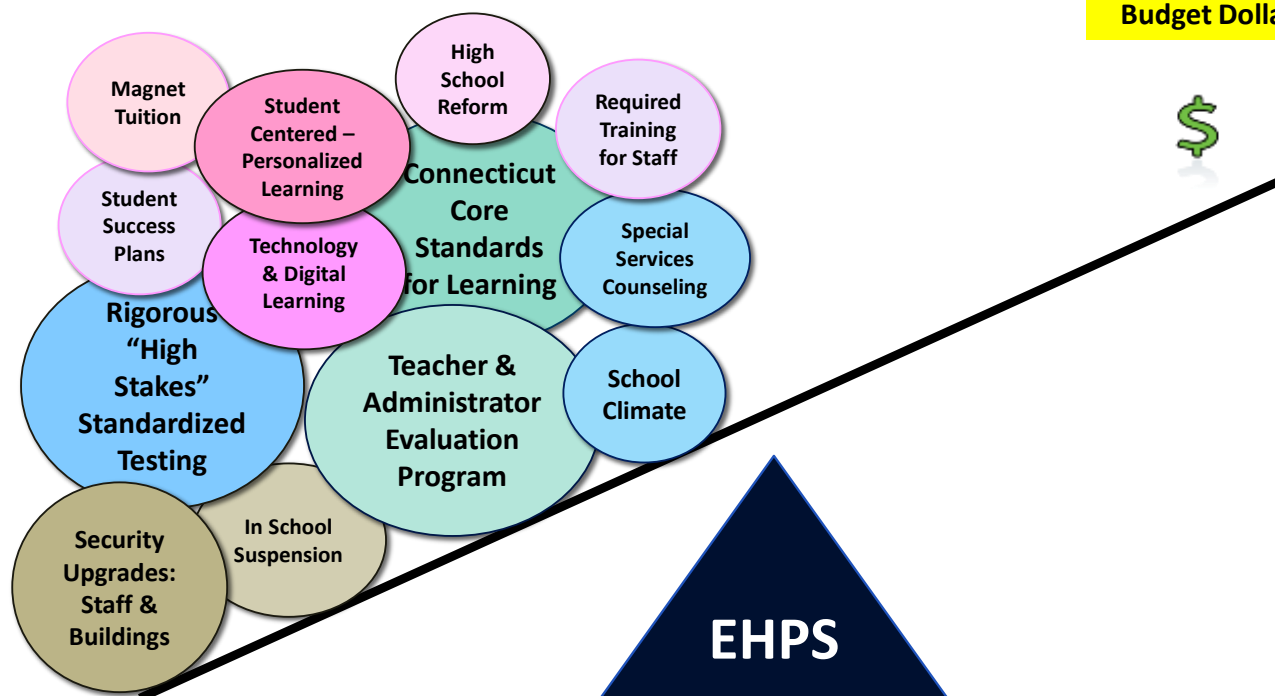
Challenge 1

Unfunded Mandates



Unfunded Mandates - Education Reform

Budget Dollars



EAST HAMPTON PUBLIC SCHOOLS

4

Unfunded mandates from the state and federal government put a tremendous strain on the education system. Keep in mind that not all of the mandates are bad for the school system; however, the guidelines that must be followed for several of these mandated programs are the same for every school regardless of the size of the school or the need of the district. It is also difficult to equate these mandates with exact dollar amounts, because some of them are much more demanding on the time they require of staff (which is hard to translate into exact dollars). For example, the Teacher and Administrator Evaluation Program required by the State of Connecticut is an important program due to the fact that we expect our staff and teachers to be evaluated based on a fair program that highlights the strengths of the individual as well as the areas of potential growth. However, the required program for the state is so encompassing that it takes very valuable time away from instructional improvement and shifts it to data collection and document collection on the part of both teacher and administrator. It sounds counterintuitive to say that our evaluation program is actually restrictive of teachers improving in instructional areas, but a solid argument could be made that this is indeed the case.

With many of the mandates, one-size-fits-all legislation does not allow schools to tailor the programs to meet the distinct needs of the schools and town. What results is stalled improvement as the system becomes burdened with simply meeting the mandates without an eye on what is most important to the individual school district.

Local control of the schools is in jeopardy when the state creates directives that seem to imply that every school in every town in Connecticut should be doing the exact same thing. Making sure that an East Hampton education meets the needs of *our* student population has to be one of our highest priorities.



In response to mandates...

The district is committed to clearly defining the district's vision so East Hampton maintains a unalterable sense of direction toward an education identified by the community to meet the needs of the children of East Hampton.



The Vision of the East Hampton Schools:

Preparing and inspiring our students to be innovative, responsible, contributing members of an ever-changing global society.

Don't limit a child to your own learning, for he was born in another time. ~ Tagore

The student outcomes of the East Hampton Public Schools need to reflect what students need to be successful in ***their*** future – not in ***our*** present or past.

In response to the overwhelming number of mandates, the East Hampton Public School must make a conscientious effort to maintain that which the parents and community feel are the most important aspects of an East Hampton education. The East Hampton schools boast a vision in which the goal is to inspire students to be innovative, responsible, and contributing members of an every-changing global society. In order to promote the vision, the school district is in the process of defining that vision with the help of students, teachers, staff members, parents, and community members.

The process, *East Hampton 2025*, will articulate a clear definition in terms of student outcomes that will be measured in all classrooms Pre K – 12. Making sure that we are all in agreement on what “innovative” students can do as a result of an East Hampton education is important. Identifying what traits a “responsible” student possesses is crucial in a time when our students are bombarded with a mixed message of values in society and on the Internet. And, most important is ensuring that students leave the East Hampton schools with the skills that will lead to leadership roles as successful “contributing members” of society now and in the future.

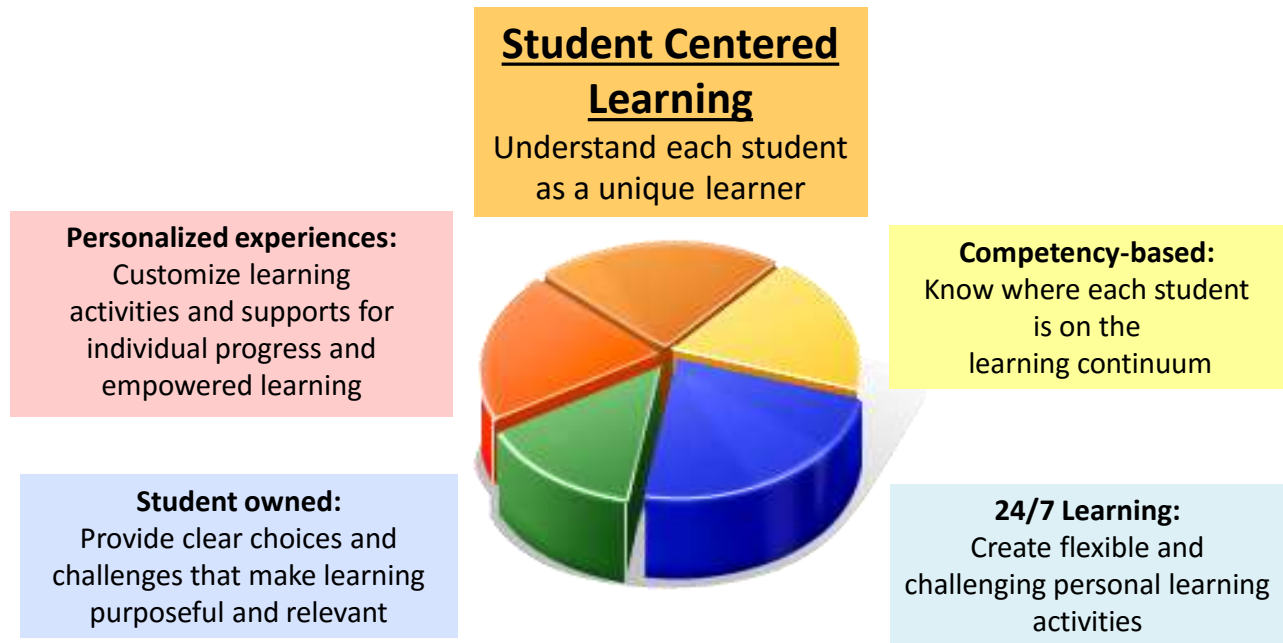
By taking the time to articulate what is most important specifically for East Hampton children, we create a school experience that meets and surpasses the expectations of the state, but more importantly an education that meet the needs of our East Hampton children.

In the future, *East Hampton 2025*, will serve as our district's “north star” as we consider programming and budgeting. It is our response to state mandates that narrow the focus of schools.

A plan for the future is crucial because we must not use our own educations of the past to determine what is right for our students. We must be sure to reflect our children's needs for success in a future that looks very different than our present.



Changing Educational Expectations



Student-centered approaches to learning are drawn from the mind/brain sciences, learning theory, and research on youth development, and are essential to students' full engagement in achieving deeper learning outcomes.

From: (<http://www.studentsatthecenter.org/>)

As research has given us better information on how students learn, there is great potential to create classrooms that are geared toward success for every student. Digital learning has created the ability to foster environments that allow students to move at an appropriate pace for their skill development. Student centered practices are in place in many schools in Connecticut and are aimed at engaging students in their own learning at a pace that is appropriate for them.

Personalized experiences. Together educators and students customize learning experiences – what they learn, and how, when, and where they learn it – to students' individual developmental needs, skills, and interests.

Competency-based. Students move ahead based not on the number of hours they log in the classroom but, primarily, based on their ability to demonstrate that they have reached key milestones along the path to core competencies and bodies of knowledge.

24/7 Learning. Time is fully utilized to optimize and extend student learning. Students have equitable opportunities to learn outside of the typical school in a variety of settings and take advantage of digital technologies that can enhance learning.

Student owned. Students understand how to get “smarter” by applying effort strategically to learning tasks in various domains and content areas.

From *Students at the Center* website: (<http://www.studentsatthecenter.org/>):

All of this is important because students in East Hampton deserve learning opportunities supported by research with the most advanced digital technology.



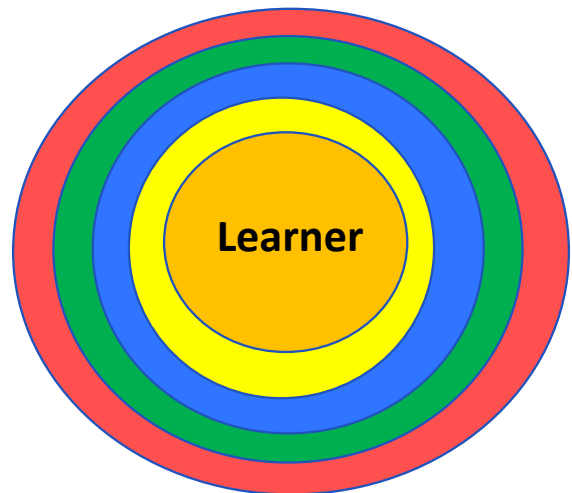
In response to Educational Expectations...

Establish **Student Centered Learning** AND **Student Centered Budgeting**. Keep the “learner” at the forefront of our thoughts during the long budget development and approval process.

New ideas take training, equipment, and an agreement on the direction.



Budget discussions should focus on the tremendous educational and social changes and demands taking place.



If we are truly committed to Student Centered Learning, then we must make sure we are committed to Student Centered Budgeting! All of us need to remember to keep the students at the forefront of the discussion when we plan, discuss, and debate, and during the budget process.

At all of our public meetings on the budget there will always be focus on state reimbursements, state cost share, mill rates, and tax concerns. However, we must be committed to giving equal time to focus on the students of East Hampton who do not have a voice at these meetings.

Keeping the students at the center of the budget process would require us to ask the hard questions:

- How come we do not offer world languages in the elementary level when other schools around us do?
- How come we do not make laptops available to every student in the high school when other schools do?
- Why are we not adding pre-engineering courses at the high school and middle school along with the accompanying technology (3-D printers)?
- Why aren't there courses throughout the district in coding, programming, and app design – instead of club opportunities for these highly marketable and necessary skills?
- How come we do not have high school courses focused on the medical professions, such as programs leading to certification as a CNA (Certified Nursing Assistant), forensics, sports-sciences, etc?

Making sure that our East Hampton students have everything that students in other communities have is not just a goal, it is a moral obligation on the part of our town.

Challenge 3



Meeting Student Needs



Our schools must have the resources to provide mental health services, in-school social and emotional learning, and counseling to increase students' capacity to achieve.

Our schools must have the resources to support the whole child and measure success in terms of students who are healthy, engaged, supported, and challenged.



Our schools are accountable for non-academic factors such as measures of school climate, student wellness, school safety, and parental engagement.

Schools are most often where students' mental health needs are discovered and where critical support is provided to both students and families. The schools must provide support because students' emotional and behavioral problems impact their learning and often the learning of others.

According to the Surgeon General, "one in five children and adolescents will experience a significant mental health problem during their education years (*U.S. Department of Health and Human Services*).” Students with mental health issues struggle to attend school, have difficulty completing assignments and meeting expectations, and often have frequent conflicts with peers and adults.

Schools have become recognized as the most important place where students receive mental health services. These services are costly in terms of staffing that must be provided, but schools are now required to meet the needs of students and certainly cannot afford to ignore these needs during this time of heightened security in our schools and society. Providing a safe environment for all students requires that we meet the emotional needs of all students.

In addition, our community must partner with the schools to provide appropriate services and budget dollars to meet the needs of students. A lack of support only impacts the local economy and fosters the presence of future drug addiction and crime.

The American School Counselors Association has recommended ratios of 250 students per counselor and 400 per social worker. Currently, the East Hampton Public Schools do not meet these ratios. Therefore support is often reactive rather than proactive in terms of mental health prevention programming as the ratio cannot support the intensive interventions that are often required.

Challenge 3



In response to Student Needs...

Maintain and Enhance Student Centered Environments

Budget funds should be available to provide a strong foundation of support necessary to keep our students safe, to provide for all needs, and to ensure that students maximize their potential.

"Teachers go out of their way to ensure that each student feels known and encouraged to grow."



"Nearly all students participate in extra- and co-curricular offerings. If students are shy about signing up, teachers reach out to pull them in."



**There is a "sense of belonging."
"Students feel they know one another and are known."**



Connecticut Association of Boards of Education - East Hampton Profile

A primary goal for every school is to make sure their students are safe in school. That goal must include making sure that all students feel supported. Students who are connected to their school, thrive from the many offerings during the school day and after school.

East Hampton enjoys a very positive culture currently, but cuts to the budget jeopardize class size, after school activities, arts, athletics, and other opportunities for students to enjoy the support of positive adult role models and mentors. At risk is the connection the students feel to the school and the supports offered at school. The hope of every community is to have students connect with peers and adults rather than connecting with negative influences.

Children grow and are nurtured in East Hampton – a small, proud community. A recent survey of school parents completed by the Connecticut Association of Boards of Education (CABE) found that:

- Teachers know their children and parents know the teachers well. Staff members are described as *"dedicated, engaging, motivating."* Parents speak of the *"passion teachers have for student growth."*
- Teachers are described as deeply committed to the town, its children and families. *"Teachers go out of their way to ensure that each student feels known and encouraged to grow."*
- The community is connected to each other and the schools. *"Residents care about and support each other. The community cares about and is engaged in the schools."*

Schools that are linked with a community boast high educational and social benefits. How a school and community "respond to students' emotions and emotional behaviors can have lifelong effects – on students' academic growth, on the way they see themselves as people, and on the well-being of all the other students. (Margaret Scherer)"

Budget dollars invested in children are the greatest investment a community can make.



East Hampton Public Schools

| | |
|-----------------|---------------|
| 2016-17 Request | \$ 29,336,180 |
|-----------------|---------------|

| | |
|----------------|---------------|
| 2015-16 Budget | \$ 28,776,784 |
|----------------|---------------|

| | |
|------------------|------------|
| 2016-17 Increase | \$ 559,396 |
|------------------|------------|

| | |
|---------------------|-------|
| Percentage Increase | 1.9 % |
|---------------------|-------|

This year's budget is proposed with a **1.9% increase**. This is the smallest initial increase to be put forth in January at the initial budget presentation. In the past, budgets have been presented with all the requirements to move forward including programs that currently exist and with programs, equipment, texts/course offerings, staffing requested to advance the school district. This year's proposal from the outset has eliminated new requests for new programming, new equipment, new texts/course offerings, and new staffing.

The budget is not presented this year with items meant to advance our schools in positive and innovative ways. **The budget is not a work in progress at this point**, with various options in which the Board of Education and the community can deem important enough to keep in place as the budget process moves forward. The budget already represents what is needed to maintain what is offered now for next year (with several cuts to reach 1.9% – including 2.4 teaching positions).

Keep in mind that this year's proposed budget by the Superintendent does not advance programming, but **at 1.9%, for the most part, allows the school to move forward one year with what is currently in place**. The East Hampton schools are an outstanding place for our students to grow. Unfortunately, dropping below 1.9% means teacher cuts, program cuts, or both depending how much the percentage increase is reduced.

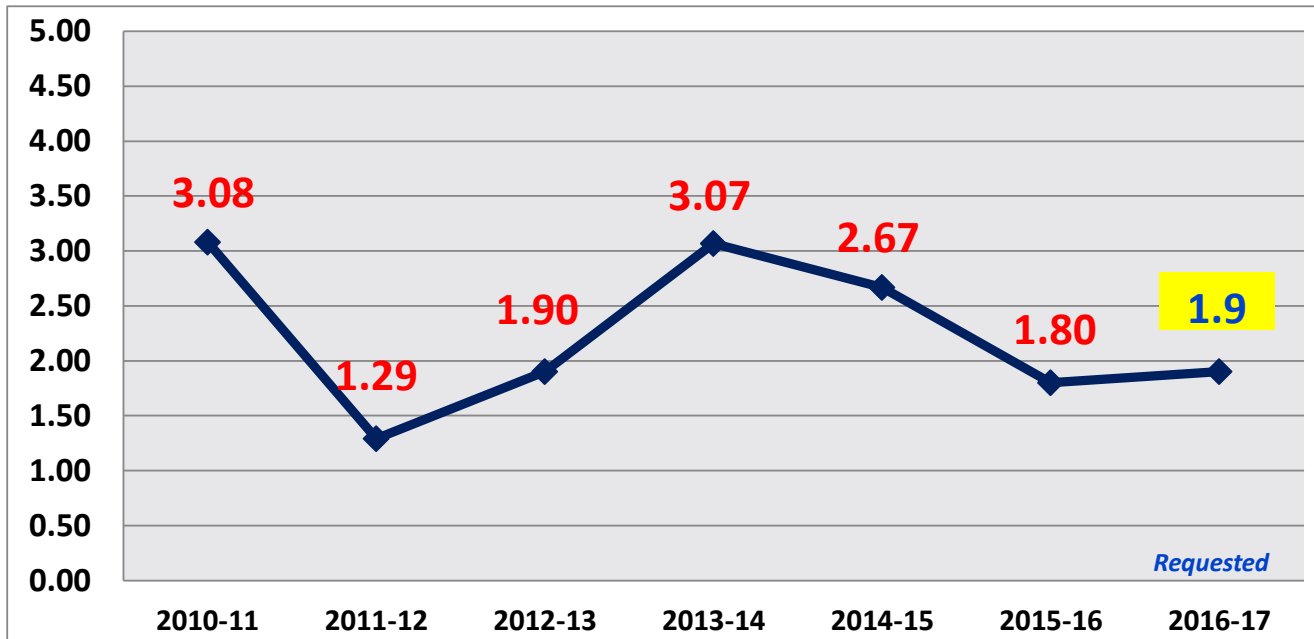
The 1.9% figure is a no-nonsense figure. It is exactly what is needed to keep everything currently in place intact. Last year, voters passed an increase of 1.8% after four referenda; an increase of 1.9% from the start this year is reasonable and logical.

This is not a flexible number. It is *the* number needed to maintain.

Budget Increases - By Percentage



School budget increases have not kept up with the fixed costs of the district. The increases are not sufficient to maintain programs already in place. Each year there have been deeper cuts into programs, teachers, equipment, and supplies.



Over the last several years, the budget increase has dropped consistently. During that time, staffing has been reduced, supplies have been reduced, technology has been reduced, and equipment purchases have been reduced. As those line items have been reduced over the years, there is now nowhere else to cut except by looking to raise class sizes through the elimination of teachers or eliminate programs that are curricular or extracurricular.

Eliminating after school programming is often the first area that towns consider when making cuts of the nature that will be required should this budget drop below 1.9% - and those programs would likely be the first target of cuts in East Hampton. Nobody will argue that the academic day is the most important part of a child's schooling; however, after school programming is beneficial to students in many ways.

- Participants in afterschool programs discover and develop new skills and interests that often lead to career choices. For many schools a connection to after school programming that offers adult mentors helps improve school attendance, increases engagement in school, and reduces the dropout rate.
- Afterschool programs support children's social development and their relationships with adults and peers. Children who participate in afterschool programs have more developed social skills and show more self-confidence as a result of the relationships they develop with staff and other students.
- The afterschool hours are the time that students are most likely to experiment with drugs, alcohol, and tobacco and engage in other unsafe or dangerous behaviors. The middle school years are a time when kids are particularly vulnerable to peer pressure. By simply giving students an alternative, afterschool programs can help steer them in healthier directions.



Why 1.9 % ?



- Balance school needs and community needs as much as possible after a budget season in 2015 that included four referenda.
- The Town Council has asked the Board of Education to “maintain current spending levels” in their 2016-17 Budget Policy Statement.
- This year’s request is an increase of **0.10%** over last year’s approved budget increase (1.80%).
- The figure is the smallest increase possible that allows the district for one year to maintain and move forward with close to the same staffing and programs without new increases or new initiatives. *(Includes the elimination of 2.4 teaching positions and at least one classified staff member.)*
- This year’s budget does not move the district forward in terms of digital learning and other initiatives at a time when other districts are making advances. Current programming is maintained ‘as is’ for one year.
- The aim is to present a budget that parents and the community will support in **one referendum**. The district cannot sustain additional reductions without cuts affecting class sizes and course offerings.

A budget with a proposed increase of 1.9% demonstrates that Superintendent and Board of Education are sensitive to the fact that it took four referenda to pass a budget last year. This year’s modest increase acknowledges last year’s difficulty in passing a budget and therefore, the budget has been prepared and designed to pass in one referendum.

The Town Council, in their Budget Philosophy Statement, asked the Board of Education to “maintain current spending levels.” The Superintendent has presented a budget that comes as close to meeting that request as possible without doing irreparable damage to our schools and our students.

The request is a 0.10% increase over the amount that passed in the final referendum last year. This amount found support among community members. To pick the number 0% as an increase without understanding the devastating consequences to our school is not wise without fully understanding the bottom line needs of our schools and our students.

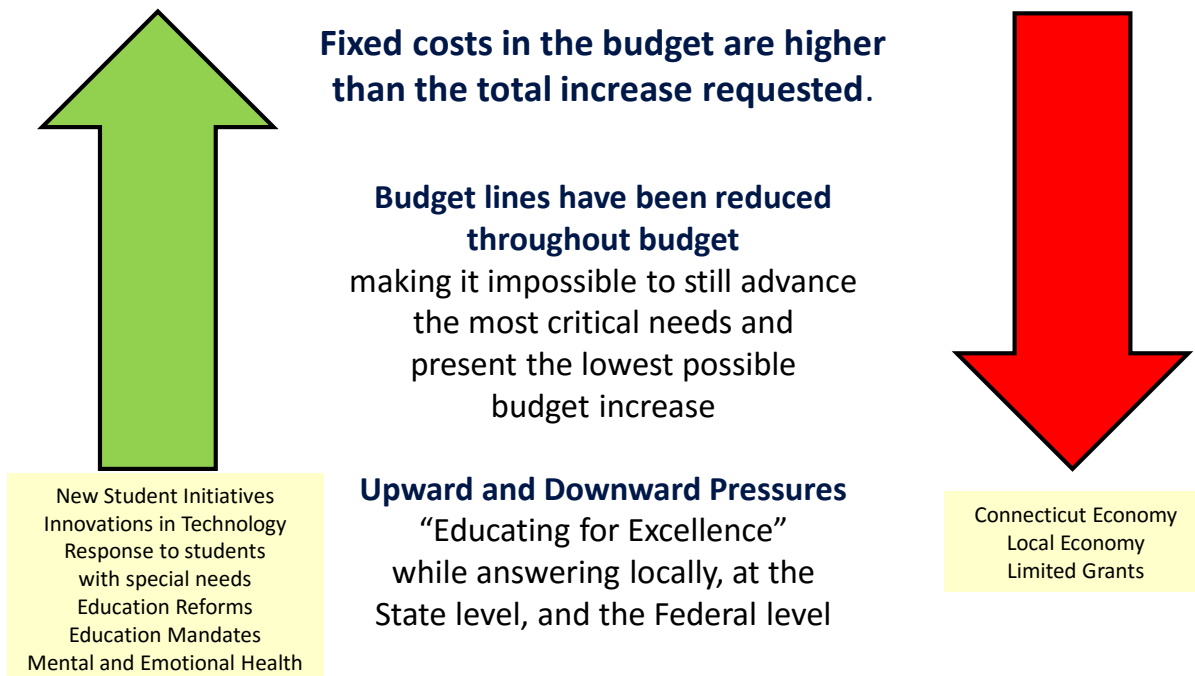
A budget of 1.9% is meant as a one year solution after a difficult budget process last year. It does not allow the district to move ahead or even offer to our students the advances in digital learning that towns around East Hampton already enjoy.

The Town Council also asked all town budget developers to “maintain or where possible reduce staff.” The Superintendent has reduced staffing by eliminating 2.4 teaching positions and 1.0 classified position in the budget for next year. This will have an impact on class size, but not nearly to the extent that deeper cuts beyond 1.9% will have.

The goal has been to develop a budget that will pass in one referendum. Because line items have been reduced already, cuts beyond 1.9% will have a dramatic impact on staffing and programming.



Budget Planning Challenges



The fixed costs that exist in the budget are actually higher than the increase of 1.9%. This year, as in past years, lines have been reduced throughout the budget making it possible to advance the most critical areas while still presenting the lowest possible budget. The ability to do that is now more difficult due to the fact that after years of continuous cuts, line items are already stressed to meet the needs for which they are intended.

At the same time, the pressure to meet new challenges presented to the school through education reforms – or advances that we have decided are important for the children of East Hampton continue to mount.

The chart above illustrates the pressure on schools to implement new initiatives in personalized learning, digital learning environments, new programming in engineering, robotics, world languages beyond French and Spanish, and online learning. In addition, there is increased pressure on budgets to meet the mental and emotional health needs of all students, along with the increased expectations in education reform and the constant education mandates.

The school is prepared to meet every challenge and will continue to surpass expectations with the notion that our highest priority is to “educate for excellence.” However, our biggest challenge is to meet **higher demands with lower funding**. The school district is at the mercy of the local and state economy at a time when grant dollars are not readily available and the need for a quality educational experience is critical to our children’s success.



| Starting Point |
|---|
| STUDENT SERVICES (Tuition & Transportation) \$175,260 0.59 % Increase |
| CONTRACTUAL INCREASES (Transportation) \$134,546 0.45% Increase |
| BENEFITS INCREASES (All employees) \$221,062 0.75% Increase |
| SALARY INCREASES (All employees) \$285,094 0.97% Increase |

Budget Planning

After scaling back costs during development of the budget, these current figures to the left that include fixed costs and contractual increases among others would require over a 3% increase to the budget alone.

These figures do not include requests for new equipment, new texts, new programs, new initiatives.

Ending Point

Even with fixed costs over 3%, the 2016-17 BUDGET is presented with an increase of:

\$559,396
1.9 % Increase

The budget process began this year with fixed costs at a 3.5% increase and other desired additions at an additional 2.2%, providing a starting point for the budget at well over a 5% increase. A tremendous amount of cuts in advance of the budget being presented to the East Hampton Board of Education took place in order to arrive at a 1.9% increase.

In order to present the budget with the greatest amount of transparency, the East Hampton Public Schools website includes a complete line-by-line budget for any community member to review. In addition, there are multiple documents that describe various budget lines and frequently asked questions. If you are reading this document online, you can click on the links to the documents – or they are available at: www.easthamptonps.org.



[Click here for the Superintendent's Presentation on the Budget.](#)



[Click here for a line-by-line copy of the 2016-17 Budget.](#)



[Click here for an explanation of salaries and supplies in the 2016-17 Budget.](#)



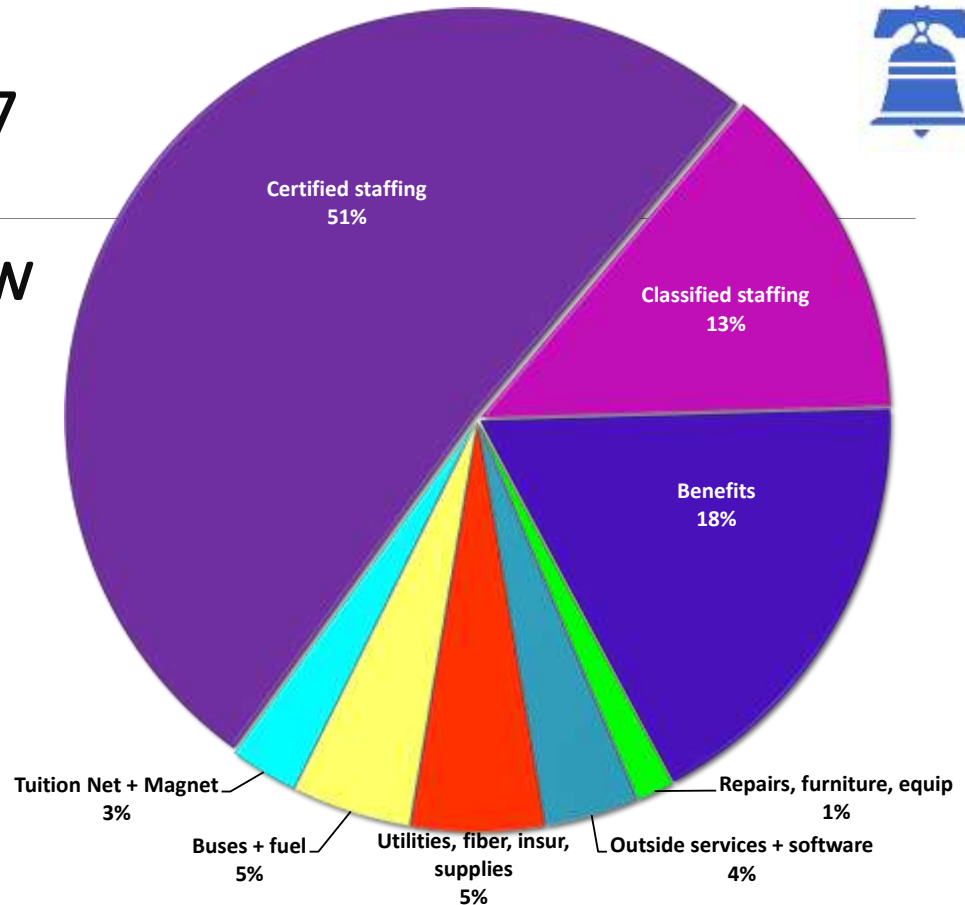
[Click here for answers to frequently asked questions.](#)

Any community member is welcome to meet personally with the Superintendent and the school's Business Manager to have any question answered. Mornings, days, afternoons, evenings are always available to accommodate any schedule.

Please contact 860-365-4000 for an appointment over coffee!



2016-17 Budget Overview



Like any school district, the biggest investment of the East Hampton Public Schools is in our teachers and our staff. East Hampton is very fortunate that it currently has a very strong faculty, recognized by students and parents as offering remarkable teaching and support to our children. In order to maintain our teaching staff, other areas have been reduced over the years. Supplies, textbooks, equipment, technology have all been reduced; however, we are at that tipping point where the needs of students are not being met due to the pressure of cuts and reductions to the budget. It is important that East Hampton remain competitive in attracting the highest quality staff. Test results and accolades to the school district have proven that dollars are being wisely invested.

One of the immediate goals is to reduce the number of students attending magnet schools and invest that tuition money back into our own operating budget. In order for that to come to fruition, we must make sure that we our own offerings to students are competitive with programs offered by the magnets. **Budgeting that eliminates programs and reduces offerings for our students is counterproductive to keeping students in our schools.**

In order to deliver to students in a manner comparable to magnet schools we must make sure that we increase technology in our elementary schools. Each teacher's room in middle school should have its own mobile cart of Chrome Books (Laptop). By high school, every entering Freshman should be given a Chrome Book from September through June. Our new Library / Student Center at the high school should become a hub for student learning open until 8:00 PM each evening for student and community use. Offerings at middle school and high school should include robotics, coding, and engineering. Course offerings should boast additional Advanced Placement opportunities and more courses articulated with University of Connecticut for college credit earned while in high school. Students should have a full range of online course opportunities. World Language offerings should expand and include travel opportunities around the world.

2014 DRG Median Household Income



Below is a comparison of the **median household income** in communities in East Hampton's **DRG** - District Reference Group, grouped due to like economic factors, income, education, occupations, etc.

| 1 | Colchester | \$ 98,899 |
|----|--------------|-----------|
| 2 | East Hampton | \$ 96,066 |
| 3 | Shelton | \$ 88,369 |
| 4 | Berlin | \$ 87,518 |
| 5 | Ledyard | \$ 87,101 |
| 6 | Bethel | \$ 85,377 |
| 7 | North Haven | \$ 84,078 |
| 8 | East Lyme | \$ 81,711 |
| 9 | Southington | \$ 81,285 |
| 10 | Milford | \$ 80,743 |
| 11 | Cromwell | \$ 80,028 |
| 12 | Windsor | \$ 79,244 |
| 13 | New Milford | \$ 79,028 |
| 14 | Newington | \$ 79,008 |
| 15 | Watertown | \$ 78,767 |
| 16 | Wethersfield | \$ 78,008 |
| 17 | Wallingford | \$ 75,533 |
| 18 | Rocky Hill | \$ 75,442 |
| 19 | Old Saybrook | \$ 74,896 |
| 20 | East Granby | \$ 71,272 |
| 21 | Branford | \$ 71,058 |
| 22 | Clinton | \$ 71,028 |

State of Connecticut OPM – Municipal Fiscal Indicators – January 2016

The State of Connecticut employs a classification system in which districts are grouped together based on the presence of students with similar socioeconomic status (SES) and need. These groupings are referred to as the District Reference Group, or DRG.

Seven data indicators are used to classify similar districts into a DRG: three indicators of socioeconomic status (median family income, parental education, and parental occupation), three indicators of need (percentage of children living in families with a single parent, the percentage of public school children eligible to receive free or reduced-price meals, and percentage of children whose families speak a language other than English at home) and enrollment (the number of students attending schools in that district). Similar towns are grouped into nine different DRGs, labeled “A” through “I.” East Hampton is in DRG “D.”

Within the DRG “D” grouping, East Hampton has the **second highest** median household income.

2014-15 DRG Per Pupil Expenditures



Below is a comparison of the **cost per pupil** in communities in East Hampton's **DRG** - District Reference Group, grouped due to like economic factors, income, education, occupations, etc.

| 1 | East Granby | \$ 17,572.21 | AP Honor Roll |
|----|--------------|--------------|-----------------------------------|
| 2 | Milford | \$ 17,475.45 | |
| 3 | Windsor | \$ 17,287.76 | |
| 4 | Old Saybrook | \$ 17,153.97 | U.S. News - Best High Schools #23 |
| 5 | Branford | \$ 16,297.36 | |
| 6 | Clinton | \$ 15,967.64 | AP Honor Roll |
| 7 | Bethel | \$ 15,719.31 | |
| 8 | Newington | \$ 15,527.79 | |
| 9 | Wallingford | \$ 15,439.67 | |
| 10 | East Lyme | \$ 15,240.99 | U.S. News - Best High Schools #17 |
| 11 | Berlin | \$ 14,982.38 | |
| 12 | North Haven | \$ 14,745.05 | |
| 13 | Wethersfield | \$ 14,678.96 | |
| 14 | East Hampton | \$ 14,638.92 | U.S. News - Best High Schools #26 |
| 15 | Rocky Hill | \$ 14,496.80 | AP Honor Roll |
| 16 | Colchester | \$ 14,254.49 | |
| 17 | Watertown | \$ 13,941.67 | |
| 18 | Ledyard | \$ 13,830.02 | |
| 19 | New Milford | \$ 13,752.62 | |
| 20 | Cromwell | \$ 13,493.75 | |
| 21 | Southington | \$ 13,373.94 | U.S. News - Best High Schools #35 |
| 22 | Shelton | \$ 13,196.75 | U.S. News - Best High Schools #42 |

Though East Hampton is #2 in the DRG for Median Household Income, it drops to #14 in the DRG ranking for Per Pupil Expenditure

Connecticut State Department of Education

EAST HAMPTON PUBLIC SCHOOLS

17

Within the DRG "D" grouping, East Hampton has the **second highest** median household income; however, within the DRG "D" grouping, East Hampton ranks **fourteenth** in per pupil expenditure.

Considering the lower per pupil expenditure and the fact that the high school is ranked as one of the "Best High Schools" by U.S. News and World Report, the school is a very good investment for the community.

It is important to note that the DRG categories have nothing to do with a town's education funding from the state because for several years the funding from the state has been based on an annual increase of the prior year's funding, instead of on the Education Cost Share (ECS) formula, which does consider the same data indicators used to determine placement in the DRG.

Even when comparing the taxpayer contribution as a percentage of total revenues, East Hampton is on the lower end of taxpayer burden in comparison to other DRG towns.

Property Tax Revenues as a Percentage of Total Revenues in DRG "D" towns (2014)

Source: State of Connecticut OPM – Municipal Fiscal Indicators – January 2016

| | | |
|----|--------------|-----|
| 1 | Old Saybrook | 88% |
| 2 | North Haven | 85% |
| 3 | Branford | 85% |
| 4 | East Granby | 84% |
| 5 | Shelton | 83% |
| 6 | Rocky Hill | 82% |
| 7 | Milford | 81% |
| 8 | Wethersfield | 80% |
| 9 | Cromwell | 80% |
| 10 | Bethel | 79% |
| 11 | Berlin | 78% |

| | | |
|----|--------------|-----|
| 12 | Newington | 75% |
| 13 | Windsor | 75% |
| 14 | Clinton | 75% |
| 15 | Southington | 73% |
| 16 | New Milford | 71% |
| 17 | Wallingford | 71% |
| 18 | Watertown | 70% |
| 19 | East Hampton | 70% |
| 20 | East Lyme | 69% |
| 21 | Colchester | 63% |
| 22 | Ledyard | 58% |

2015-16 DRG Budget Increases



Below is a comparison of last year's **budget increases** in communities in East Hampton's **DRG** - District Reference Group, grouped due to like economic factors, income, education, occupations, etc.

| 1 | Cromwell | 3.50% |
|----|--------------|-------|
| 2 | East Granby | 3.21% |
| 3 | Watertown | 2.99% |
| 4 | East Lyme | 2.90% |
| 5 | Wallingford | 2.88% |
| 6 | Wethersfield | 2.88% |
| 7 | Newington | 2.65% |
| 8 | North Haven | 2.50% |
| 9 | Shelton | 2.20% |
| 10 | Bethel | 2.03% |
| 11 | Milford | 2.01% |
| 12 | Branford | 1.91% |
| 13 | East Hampton | 1.80% |
| 14 | Berlin | 1.50% |
| 15 | Ledyard | 1.20% |
| 16 | Clinton | 0.43% |
| 17 | Colchester | 0.34% |

Connecticut Association of Public Schools Superintendents – not all DRG schools responded

Of the 17 DRG towns in which budget information could be found, East Hampton also ranks as one of the lowest increases in 2015-16.

The four towns that had lower budget increases were not recognized by U.S. News and World Report as one of the “Best High Schools.”

Considering the fact that East Hampton had one of the smallest increases and the fact that the high school is ranked as one of the “Best High Schools” by U.S. News and World Report, the school is a very good investment for the community.

It's important to keep the school district as a good investment. It's important to keep the school district a good school district.

2014 Local Median Household Income



Below is a comparison of the **median household income** in **local communities** regardless of the DRG – District Reference Group of the community.

| 1 | Marlborough | \$ 112,714 |
|----|---------------------------------|------------------|
| 2 | Region 13 (Durham-Middlefield) | \$ 109,111 |
| 3 | Glastonbury | \$ 108,157 |
| 4 | Region 17 (Haddam-Killingworth) | \$ 105,677 |
| 5 | Hebron | \$ 101,974 |
| 6 | Colchester | \$ 98,899 |
| 7 | Andover | \$ 97,426 |
| 8 | East Hampton | \$ 96,066 |
| 9 | Bolton | \$ 88,625 |
| 10 | Essex | \$ 88,550 |
| 11 | East Haddam | \$ 82,773 |
| 12 | Portland | \$ 82,770 |
| 13 | Cromwell | \$ 80,028 |
| 14 | Wethersfield | \$ 78,008 |
| 15 | Rocky Hill | \$ 75,442 |
| 16 | Chester | \$ 74,063 |
| 17 | Deep River | \$ 65,577 |
| 18 | Middletown | \$ 61,373 |

Connecticut State Department of Education

The same figures from the previous pages are included here and on the next several pages using **towns that are local** to East Hampton regardless of the DRG of the town.

East Hampton ranks high in a comparison of local towns. Every town above East Hampton's rank of the median household income is in a higher DRG level, with the exception of Colchester, which is in East Hampton's DRG.

| DRG B | DRG C | DRG D | DRG E | DRG G |
|-------------|---|---|---|------------|
| Glastonbury | Marlborough Durham-Middlefield Haddam-Killingworth Hebron Andover Bolton | Colchester East Hampton Cromwell Wethersfield Rocky Hill | East Haddam Portland Essex Chester Deep River | Middletown |

2014-15 Local Per Pupil Expenditures



Below is a comparison of the **cost per pupil** cost in **local communities** regardless of the DRG – District Reference Group of the community.

| 1 | Region 13 (Durham-Middlefield) | \$ 17,972.61 | AP Honor Roll |
|----|---------------------------------|--------------|--|
| 2 | Glastonbury | \$ 17,572.21 | U.S. News - Best High Schools #27 |
| 3 | Chester | \$ 17,348.19 | |
| 4 | Essex | \$ 17,071.24 | |
| 5 | Deep River | \$ 16,960.90 | |
| 6 | East Haddam | \$ 16,959.76 | AP Honor Roll |
| 7 | Bolton | \$ 16,759.97 | |
| 8 | Region 17 (Haddam-Killingworth) | \$ 16,206.97 | |
| 9 | Middletown | \$ 15,693.84 | |
| 10 | Andover | \$ 14,785.88 | U.S. News - Best High Schools #28 RHAM |
| 11 | Wethersfield | \$ 14,678.96 | |
| 12 | East Hampton | \$ 14,638.92 | U.S. News - Best High Schools #26 |
| 13 | Hebron | \$ 14,577.16 | U.S. News - Best High Schools #28 RHAM |
| 14 | Rocky Hill | \$ 14,496.80 | AP Honor Roll |
| 15 | Portland | \$ 14,319.03 | AP Honor Roll |
| 16 | Colchester | \$ 14,254.49 | |
| 17 | Cromwell | \$ 13,493.75 | |
| 18 | Marlborough | \$ 12,735.64 | U.S. News - Best High Schools #28 RHAM |

Though East Hampton is #8 in the DRG for Median Household Income, it drops to #12 in the local ranking for Per Pupil Expenditure

Connecticut State Department of Education

Within this local grouping, East Hampton has the **eighth highest** median household income; however, within this local grouping, East Hampton ranks **twelfth** in per pupil expenditure.

Considering the lower per pupil expenditure and the fact that the high school is ranked as one of the “Best High Schools” by U.S. News, the school is a very good investment for the community.

Note that the only other local schools to be ranked as one of the “Best High Schools” by U.S. News and World Report, are in higher DRG levels than East Hampton. Locally, East Hampton is in the lowest DRG of the schools ranked as one of the “Best High Schools.”

Even when comparing the taxpayer contribution as a percentage of total revenues, East Hampton is on the lower end of taxpayer burden in comparison to other local towns.

Property Tax Revenues as a Percentage of Total Revenues in LOCAL towns (2014)

Source: State of Connecticut OPM – Municipal Fiscal Indicators – January 2016

| | | |
|----|--------------|-----|
| 1 | Haddam | 91% |
| 2 | Essex | 90% |
| 3 | Killingworth | 85% |
| 4 | Chester | 85% |
| 5 | Glastonbury | 84% |
| 6 | Rocky Hill | 82% |
| 7 | Durham | 82% |
| 8 | Wethersfield | 80% |
| 9 | Cromwell | 80% |
| 10 | Middlefield | 80% |

| | | |
|----|--------------|-----|
| 11 | Marlborough | 78% |
| 12 | Deep River | 78% |
| 13 | Portland | 76% |
| 14 | Bolton | 73% |
| 15 | Hebron | 73% |
| 16 | East Haddam | 72% |
| 17 | Andover | 72% |
| 18 | East Hampton | 70% |
| 19 | Middletown | 69% |
| 20 | Colchester | 63% |

2015-16 Local Budget Increases



Below is a comparison of last year's **budget increases** in in **local communities** regardless of the DRG – District Reference Group of the community.

| 1 | Cromwell | 3.50% |
|----|----------------|-------|
| 2 | East Haddam | 3.50% |
| 3 | Region #8 RHAM | 3.43% |
| 4 | Wethersfield | 2.88% |
| 5 | Middletown | 2.52% |
| 6 | Glastonbury | 2.29% |
| 7 | East Hampton | 1.80% |
| 8 | Bolton | 1.30% |
| 9 | Andover | 1.21% |
| 10 | Colchester | 0.34% |

Connecticut Association of Public Schools Superintendents – not all local schools responded

Of the 10 local towns in which budget information could be found, East Hampton also ranks as one of the lowest increases in 2015-16.

The three towns that had lower budget increases were not recognized by U.S. News and World Report as one of the “Best High Schools.”

Considering the fact that East Hampton had one of the smallest increases and the fact that the high school is ranked as one of the “Best High Schools” by U.S. News and World Report, the school is a very good investment for the community.

Children excel in East Hampton



East Hampton schools ranked high in a recent comparison to regional and local towns. Education ranking when compared to the median home sale price and proximity to Hartford means a very favorable rating for families considering town choice.

| REGIONAL Towns | DRG | Median Home Sale Price | Education Ranking |
|-------------------|-----|---------------------------|----------------------|
| Southbury | B | \$ 200,000 | 1 |
| Middlefield | C | \$ 192,500 | 2 |
| Barkhamstead | C | \$ 209,500 | 3 |
| Marlborough | C | \$ 219,000 | 4 |
| Norfolk | E | \$ 224,448 | 5 |
| East Hampton | D | \$ 191,526 | 6 |
| Woodstock | E | \$ 182,500 | 7 |
| Deep River | E | \$ 217,500 | 8 |
| Voluntown | F | \$ 222,900 | 9 |
| Colchester | D | \$ 215,000 | 10 |

| LOCAL Towns | DRG | Median Home Sale Price | Education Ranking |
|----------------|-----|---------------------------|----------------------|
| Cromwell | D | \$ 191,350 | 17 |
| East Haddam | E | \$ 215,284 | 18 |
| Rocky Hill | D | \$ 215,284 | 19 |
| Wethersfield | D | \$ 224,000 | 21 |
| Coventry | E | \$ 187,250 | 24 |
| Newington | D | \$ 190,000 | 25 |
| Lebanon | E | \$ 222,250 | 26 |
| Columbia | C | \$ 205,500 | 29 |
| Portland | E | \$220,000 | 34 |
| Ellington | C | \$ 220,000 | 37 |
| Middletown | G | \$ 185,000 | 42 |

Connecticut Magazine featured an issue on “Rating the Towns” (2013) in which the schools were ranked as one of the features of the towns. Towns were grouped by Median Home Sale Price. Using the 2013 sale price category of \$175,000-224,999, East Hampton Schools were ranked number 6 of over forty school districts that were part of the grouping. This ranking was based on a formula derived from the results of state testing, performance on Advanced Placement tests, and SAT scores, among other factors.

The College Board has indicated that, “Nothing prepares students for college-level studies more thoroughly than a **rigorous, high-quality high school education.**”

Maintaining a quality educational programming should be one of the highest priorities of the town in order to attract families to East Hampton and prepare our students for college and careers.

Children excel in East Hampton



In a number of different comparisons, an East Hampton education is very strong when compared to towns in the DRG and other towns in the Hartford area.

| Town | DRG | SAT Reading | SAT Writing | SAT Math | CMT 8 Reading | CMT 8 Writing | CMT 8 Math |
|---------------------|----------|-------------|-------------|------------|---------------|---------------|------------|
| Berlin | D | 515 | 502 | 518 | 90 | 82 | 77 |
| Bolton | C | 548 | 542 | 539 | 70 | 72 | 64 |
| Cromwell | D | 504 | 496 | 499 | 84 | 82 | 65 |
| East Hampton | D | 535 | 525 | 519 | 86 | 80 | 84 |
| Ellington | C | 528 | 519 | 537 | 88 | 85 | 84 |
| Enfield | F | 528 | 519 | 537 | 88 | 85 | 84 |
| Glastonbury | B | 556 | 559 | 580 | 89 | 88 | 80 |
| Hebron | C | 532 | 528 | 530 | 94 | 93 | 74 (6) |
| Marlborough | C | 532 | 528 | 530 | 95 | 96 | 88 (6) |
| Middletown | G | 484 | 478 | 480 | 71 | 53 | 57 |
| Newington | D | 509 | 497 | 519 | 83 | 69 | 75 |
| Portland | E | 509 | 508 | 515 | 85 | 83 | 77 |
| Rocky Hill | D | 500 | 459 | 527 | 91 | 79 | 83 |
| Wethersfield | D | 510 | 507 | 521 | 86 | 79 | 68 |

Hartford Magazine "How are the Schools" August 2015 – Area schools included

In traditional testing that includes the SAT in high school and the state standardized testing, East Hampton is very competitive. Given the high ranking and the earlier information concerning the roles that teachers play as mentors and role models for our students, an East Hampton education is a highly effective education for the students of this community.

“Educating for Excellence” means that the whole child is educated – an important concept in education.

According to the Association for Supervision and Curriculum Design (ASCD), “The demands of the 21st century require a new approach to education to fully prepare students for college, career, and citizenship. Research, practice, and common sense confirm that a whole child approach to education will develop and prepare students for the challenges and opportunities of today and tomorrow by addressing students' comprehensive needs through the shared responsibility of students, families, schools, and communities... A whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged, sets the standard for comprehensive, sustainable school improvement and provides for long-term student success.”

Reducing or eliminating elements of an East Hampton education as part of the budget process is a misstep for a community that boasts such a highly rated educational program that educates the “whole child.”



The Goal for 2016-17

Present a reasonable budget with the smallest increase possible that will be supported in one referendum but still meets the needs of our children without damaging programs and class sizes.



1.9 %

A budget with an increase of 1.9% is a budget that will allow the district to meet the needs of students. It doesn't provide new technologies, new programs, or steps forward to improve education for our children. And while it doesn't advance the district, it does prevent the schools from moving backwards. There are cuts in several areas: staffing, supplies, etc., so in essence it is not a "maintenance" budget, but it is a budget that maintains enough integrity to meet the vision of the school district, which is **preparing and inspiring our students to be innovative, responsible, contributing members of an ever-changing global society.**

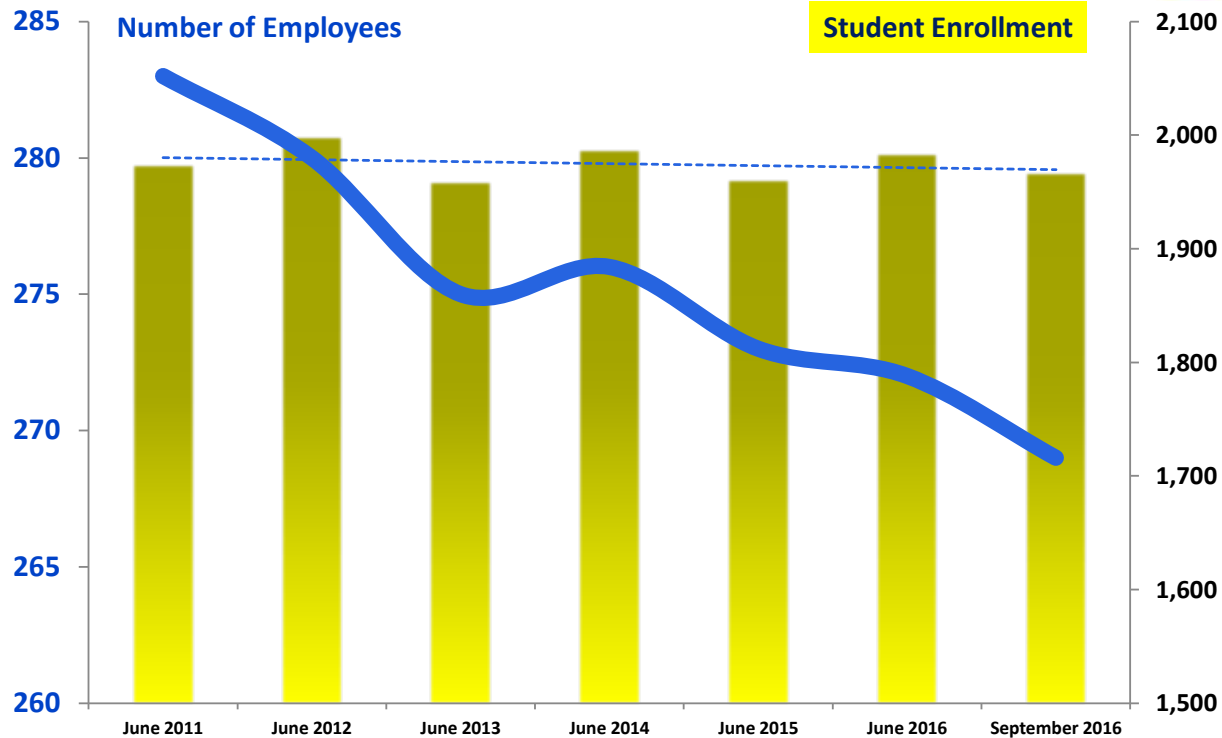
Why is that vision important?

There was a time in education that we wanted to prepare students for existing jobs. The goal was to have students master skills and technology so they would be prepared to *utilize* that technology in their future employment. As the technology and jobs changed rapidly, the goal was adjusted to making sure that students could *adapt* to new technology and careers. Now, with the interconnected world, our students must be able to *create* their own technology and literally define and create their career.

That's a dramatic change over the last 25 years.

And, it's an important responsibility of our school and our town in partnership together for our students.

Full-Time School Employees



East Hampton Certified Staff



| Grade Level / Subject Area | Memorial School (47) | Center School (22.5) |
|----------------------------|------------------------------------|-----------------------------------|
| Pre-Kindergarten | 2 (48 Students) | |
| Kindergarten | 7 (155 Students) | |
| Grade 1 | 6 (122 Students) | |
| Grade 2 | 7 (145 Students) | |
| Grade 3 | 7 (160 Students) | |
| Grade 4 | | 7 (158 Students) |
| Grade 5 | | 6 (134 Students) |
| Music | 1 | 1 |
| Art | 1.4 | 0.6 |
| Physical Education | 2 | 1 |
| Health | | |
| Library | 0.8 | 0.2 |
| Intervention/Coach | 3 Reading, 0.6 Math Coach | 1 Reading, 0.4 Math Coach |
| Special Education | 6 Special Ed, 1.6 Speech & Lang | 3.5 Special Ed, 0.6 Speech & Lang |
| Guidance Counselor | | |
| Certified Support Staff | 1 Psychologist, 0.6 Social Worker | 1 Psychologist, 0.2 Social Worker |
| Administration | 1 Principal, 1 Assistant Principal | 1 Principal |

Portions of positions in blue are funded by the IDEA Grant

630
Students

292
Students

The number of full time staff members of the schools has continuously decreased in the last five years.

The bottom chart on this page and the two charts on the next page break down the exact number of certified staff in each building.

Additional cuts to staff will result in larger class sizes throughout the district.

East Hampton Certified Staff



| Grade Level / Subject Area | Middle School (43) | High School (49.5) |
|----------------------------|------------------------------------|------------------------------------|
| English | 9 | 6 |
| Math | 4.6 | 6 |
| Social Studies | 4 | 6 |
| Science | 4 | 7 |
| World Language | 2.6 | 4.4 |
| Music | 2 | 1.4 |
| Art | 1 | 2 |
| Physical Education | 2 | 2 |
| Health | 0.6 | 0.4 |
| Technology Education | 2 | 1 |
| Business Education | | 1 |
| Family & Consumer Sciences | | 1 |
| Library | 1 | 1 |
| Intervention / Coach | 0.3 Math Coach | 0.3 Math Coach |
| Special Education | 5.5 Special Ed, 1 Speech & Lang | 5 Special Ed, 1.2 Speech & Lang |
| Guidance Counselor | 2 | 2 |
| Certified Support Staff | 1 Psychologist, 0.4 Social Worker | 1 Psychologist, 0.8 Social Worker |
| Administration | 1 Principal, 1 Assistant Principal | 1 Principal, 1 Assistant Principal |

Portions of positions in blue are funded by the IDEA Grant

428
Students

516
Students

27

East Hampton Public Schools



| Grade Level / Subject Area | Number | Role |
|----------------------------|--------|---|
| Superintendent | 1 | Oversees District Administration and Instructional Operations |
| Director of Curriculum | 1 | Oversees Program & Curriculum Development, Academic Initiatives, Teacher Evaluation, Grants |
| Special Education Director | 1 | Oversees Special Needs Programming, Special Education Teachers, and Instructional Assistants; Director of Alternative School; Monitors Out of District Placements |
| Business Manager | 1 | Oversees Budget, Payroll, Benefits, Purchasing, Contracts, Accounts Payable, Transportation, Food Services |
| Director of Operations | 1 | NON CERTIFIED* Oversees Facilities and Usage, Building Maintenance and Projects, Emergency Operations Planning |
| Technology Director | 1 | NON CERTIFIED* Oversees the Technology Infrastructure, Student Information System, Digital Learning Tools, Educational Software, Computers, |
| The Learning Center | 2 | 1 Special Education Teacher 1 Social Worker |

Positions in blue are provided through shared services with the East Haddam Public Schools.

* In many districts, these are administrative positions.



Cost to the taxpayer

A **1.9 %** increase (\$559,396) to the school budget,
is **0.10 %** over last year's increase
and the equivalent of a **0.49 mill** increase.

A home valued at \$250,000 (fair market value)
equates to an approximate increase of **\$87.00** per year.
(**24 cents** per day)



If you come to all of the ***Coffee with the Superintendent***
meetings for free coffee, you'll make that up in one year!
Note: All coffee pods, cups, lids, cream, sugar provided by the Superintendent – No taxpayer dollars used.

A 1.9% increase equates to a 0.49 mill increase. East Hampton currently has one of the lower mill rates in the region.

Local Mill Rates 2015-16

Source: State of Connecticut OPM – Municipal Fiscal indicators – January 2016

| | | |
|----|--------------|-------|
| 1 | Wethersfield | 38.19 |
| 2 | Bolton | 36.77 |
| 3 | Glastonbury | 36.10 |
| 4 | Hebron | 36.00 |
| 5 | Durham | 33.74 |
| 6 | Marlborough | 32.89 |
| 7 | Middletown | 32.60 |
| 8 | Portland | 32.34 |
| 9 | Cromwell | 31.38 |
| 10 | Haddam | 31.20 |

| | | |
|----|--------------|-------|
| 11 | Colchester | 30.76 |
| 12 | Andover | 30.72 |
| 13 | Middlefield | 30.12 |
| 14 | Rocky Hill | 29.70 |
| 15 | East Haddam | 28.68 |
| 16 | East Hampton | 27.78 |
| 17 | Deep River | 26.28 |
| 18 | Chester | 25.32 |
| 19 | Killingworth | 25.23 |
| 20 | Essex | 21.08 |



Let your voice be heard.



- Wednesday, January 27 – **Evening Coffee** with the Superintendent at the Central Office, 5:00-6:30 PM.
- Wednesday, February 3 – **Superintendent's Advisory Council** at the Central Office, 9:00-10:15 AM.
- Friday, February 5 – **Morning Coffee** with the Superintendent at the Central Office, 7:30-9:30 AM
- Monday, February 8 – **Board of Education Meeting** in the High School Library, 7:00 PM
- Friday, February 19 – **Morning Coffee** with the Superintendent at the Central Office, 7:30-9:30 AM
- Monday, February 22 – **Board of Education Meeting** in the High School Library, 7:00 PM
- Wednesday, February 24 – **Evening Coffee** with the Superintendent at the Central Office, 5:00-6:30 PM.

All members of the staff and public are invited to attend and participate in the above meetings. If these times do not work for you please contact Paul K. Smith, Superintendent 860-365-4000 for a meeting at your convenience.

Throughout the budget process, parents and community members have been invited to participate and offer input. Informal and formal meetings held in mornings and evenings have given everyone in the community an opportunity to have their voice heard in the development process.

Now that the budget has been presented, the opportunities continue for participation to ensure that everyone feels they can have questions answered over general concerns or any specific budget line.

- **Wednesday, March 2 – Superintendent's Advisory Council at the Central Office, 9:00-10:15 AM.**
- **Friday, March 4 – Morning Coffee with the Superintendent of Schools at the Central Office, 7:30 – 9:30 AM.**
- **Monday, March 14 – Board of Education Meeting in the East Hampton High School Library, 7:00 PM.**
- **Friday, March 18 – Morning Coffee with the Superintendent of Schools at the Central Office, 7:30 – 9:30 AM.**
- **Monday, March 28 – Board of Education Meeting in the East Hampton High School Library, 7:00 PM.**
- **Wednesday, March 30 – Evening Coffee with the Superintendent of Schools at the Central Office, 5:00 – 6:30 PM.**
- **Friday, April 1 – Morning Coffee with the Superintendent of Schools at the Central Office, 7:30 – 9:30 AM.**
- **Wednesday, April 6 – Superintendent's Advisory Council at the Central Office, 9:00-10:15 AM.**
- **Monday, April 11 – Board of Education Meeting in the East Hampton High School Library, 7:00 PM.**
- **Friday, April 15 – Morning Coffee with the Superintendent of Schools at the Central Office, 7:30 – 9:30 AM.**
- **Monday, April 25 – Board of Education Meeting in the East Hampton High School Library, 7:00 PM.**
- **Tuesday, April 26 – Evening Coffee with the Superintendent of Schools at the Central Office, 5:00 – 6:30 PM.**

Please keep in mind that if these scheduled “coffee” meetings, Superintendent Advisory Council meetings, or Board meetings are not convenient, the Superintendent of Schools is willing to meet with any community member at their convenience. Simply call 860-365-4000 to schedule a time.



Be part of the Budget process.

Our children are the living messages we send to a time we will not see.

Neil Postman

Please be a voice in the town's budget development process.

Vote in the first referendum.

Please contact the Superintendent of Schools at any time for any information you need to make an informed decision at the polls.

Please help us to prevent deeper cuts into the budget. We owe our children so much more than even a 1.9% budget requests of the community. Unfortunately, what adults consider acceptable cuts are devastating cuts to children's growth and development.

To eliminate middle school sports for example is developmentally wrong for our children. U.S News and World Report indicates that "new research reveals children who get aerobic exercise transform their brains due to a protein that is elevated during exercise acting as a sort of "miracle-gro." Exercise matters deeply for cognitive development for kids.

In fact, there should be a groundswell demanding that we offer more.

The same research cited by U.S News and World Report stresses that, "Groundbreaking work of cognitive neuroscientists reveals what we think are 'extras' are central to strengthening our minds. Studying Mandarin or music as a child might do more for your adult brain and long-term economic prospects than studying biology... Studying a second language restructures the brain which lasts into adulthood. The cortex, which undergoes the greatest changes when a second language is learned during childhood, influences thought and consciousness."

Consider the message are we sending to our children. What message are we sending to the future with this budget?



Help Support...

1

Referendum in 2016

EAST HAMPTON PUBLIC SCHOOLS

32

The goal this year with a **1.9%** budget is simply to pass the budget in one referendum.

A “**one and done**” approach is important after an extended budget season from last year during which four referenda were held in order to pass the budget.

Please be part of the budget process this year.



1 referendum
1.9% increase

Be the voice for our students!

Please come and express your opinion at the following Board of Finance meetings:

| | | | |
|---------------------|---|------------------------|---------|
| Monday, March 14 | Board of Finance Meeting Board of Education Budget Presentations | Middle School Library | 6:00 PM |
| Friday, March 18 | Board of Finance Workshop Board of Education Budget | Library Community Room | 4:00 PM |
| Monday, March 21 | Board of Finance Special Meeting 2016-17 Budget Deliberations | Middle School Library | 6:30 PM |
| Monday, March 28 | Board of Finance Public Hearing 2016-17 Budget | Middle School Library | 6:30 PM |
| Wednesday, March 30 | Board of Finance Special Meeting 2016-17 Budget | Middle School Library | 6:30 PM |

