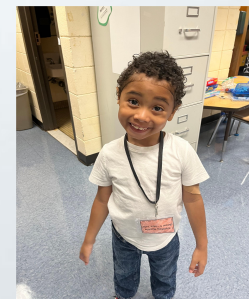




2025-2026 Department of Pupil Personnel and Special Education Budget

January 21, 2025





New Milford Public Schools Mission Statement and Ideas We Live By

The mission of the New Milford Public Schools, a **collaborative** partnership of students, educators, family and community, is to **prepare** each and every student:

- To **compete** and excel in an ever-changing world;
- To **embrace challenges** with vigor;
- To **respect and appreciate** the worth of every human being, and **contribute to society** by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and **inspiring** students to pursue their **dreams and aspirations**.

Focus



Heart



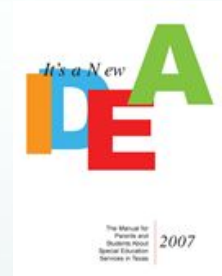
Collaboration



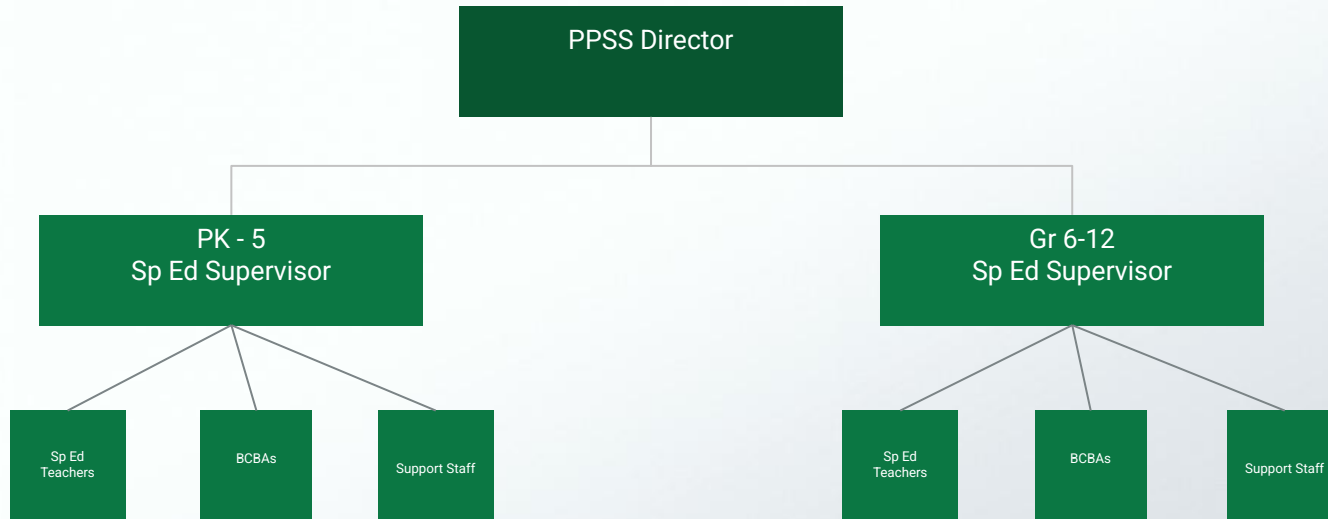
Creativity

We Believe...

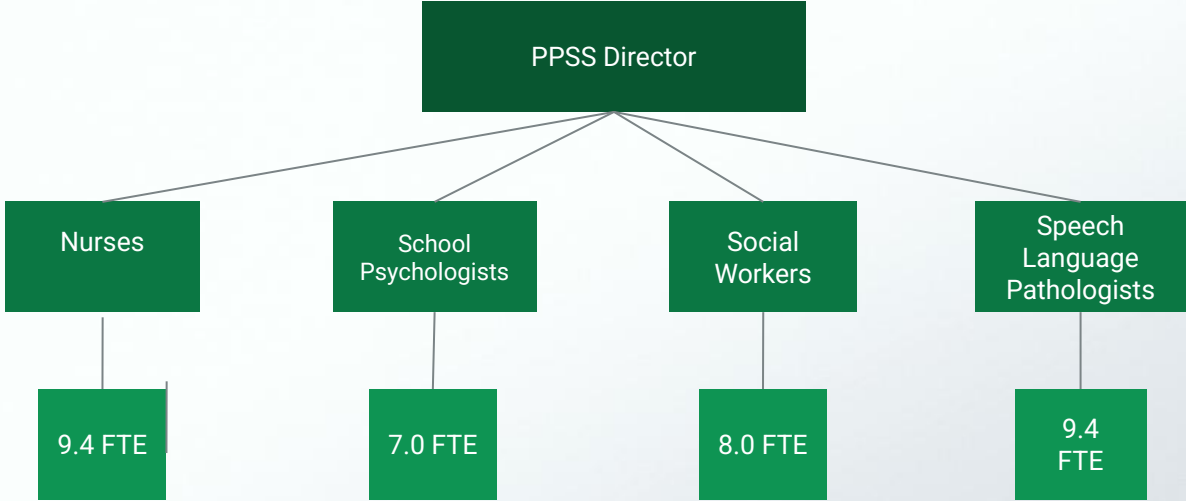
- All Children Can Learn
- Students with Disabilities (SWD) are General Education Students First
- In a Free and Appropriate Education
- In an Individual Education Plan (IEP)
- Educating SWDs In the Least Restrictive Environment
- Our Parents are an Integral Part of the “Team” and their Child's Strongest Advocate



Department of Special Education



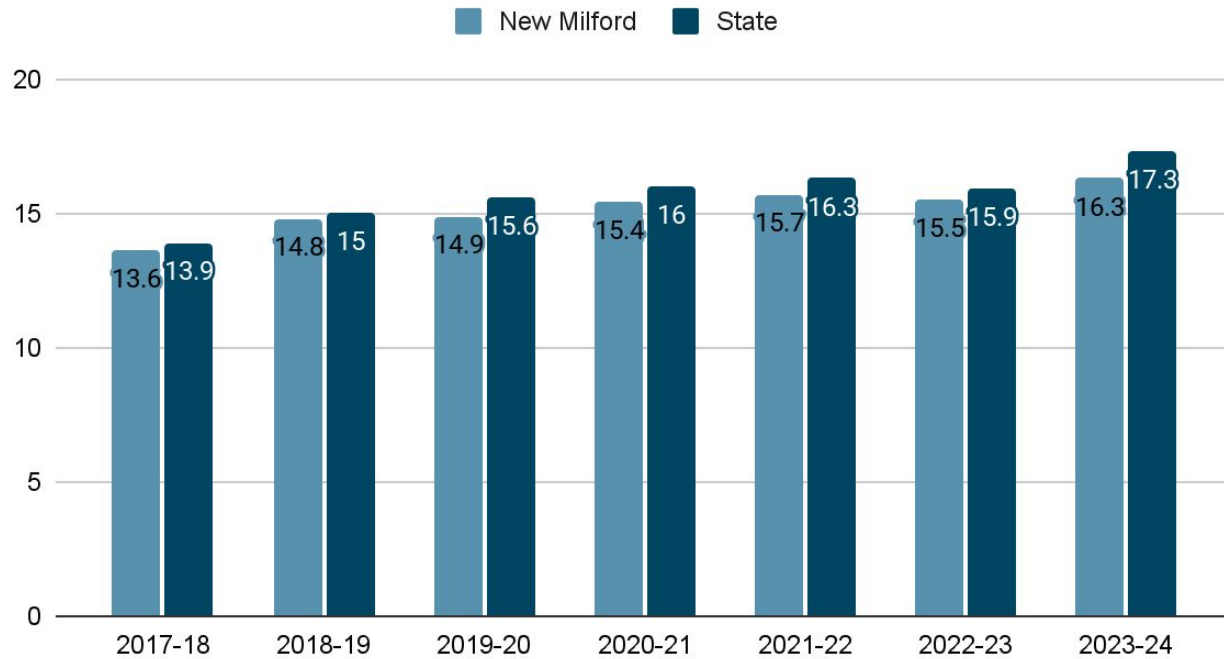
Department of Pupil Personnel



Inclusion Facilitator

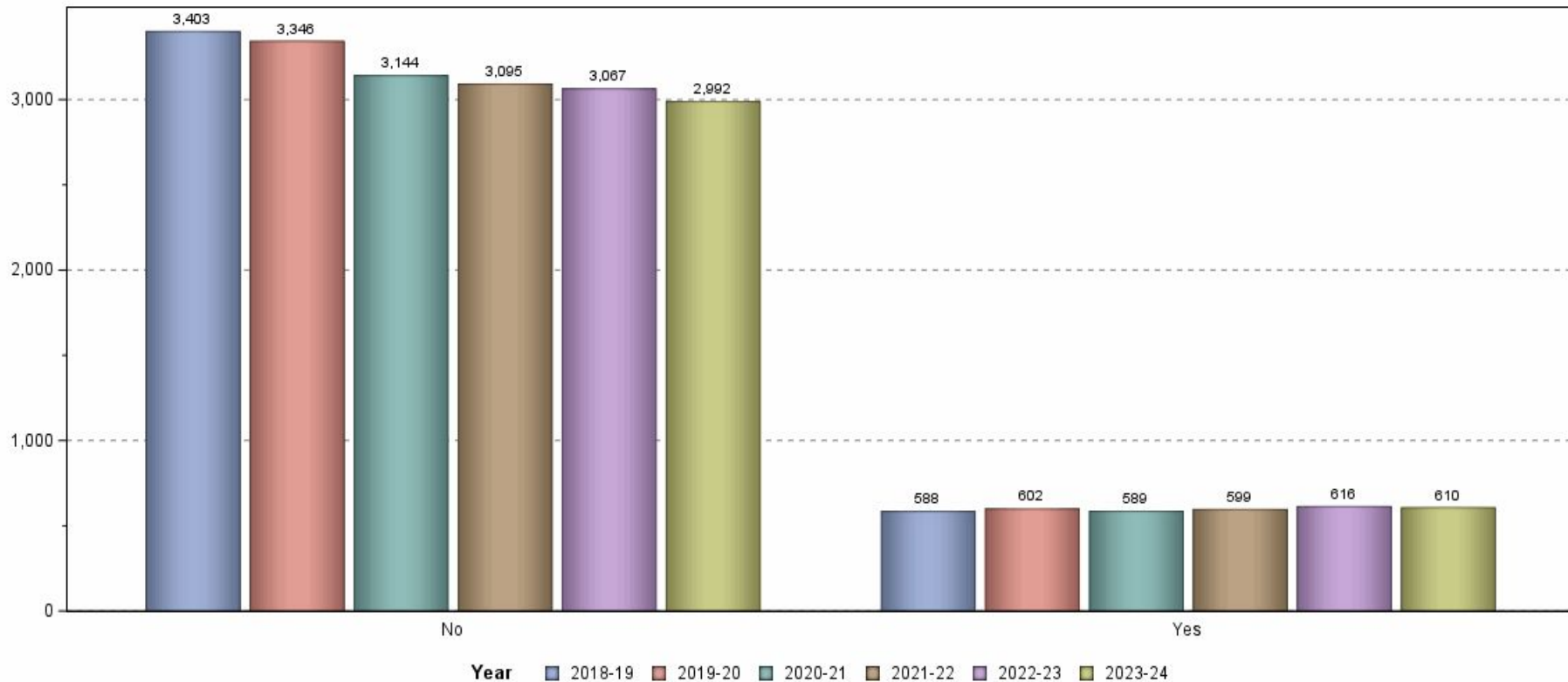
- Participates and/or chairs Pre K-12 PPTs in order to promote inclusion and least restrictive practices;
- Promotes and models best practices in co teaching and collaboration to ensure least restrictive environments for students;
- Assists in the management and inventory of instructional materials and equipment;
- Promotes staff development in special education and related services area;
- Keeps current on developments in the field of special education and related services;
- Assists in the resolution of instructional conflicts and issues that may arise among a teacher, student, and/or parent;
- Provides input for the evaluation of special education and related services staff;
- assumes such other duties within areas of responsibility as shall be assigned by the Director of Special Services.

New Milford and State % SWDs

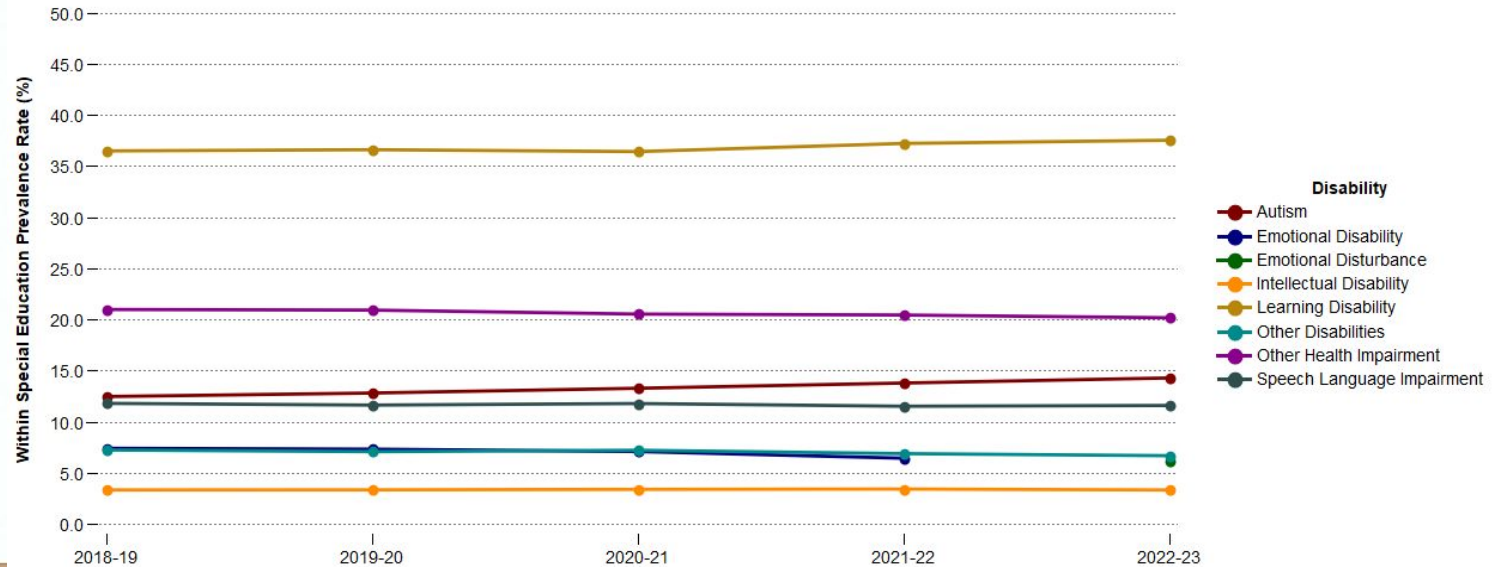


Enrollment Trend: New Milford School District

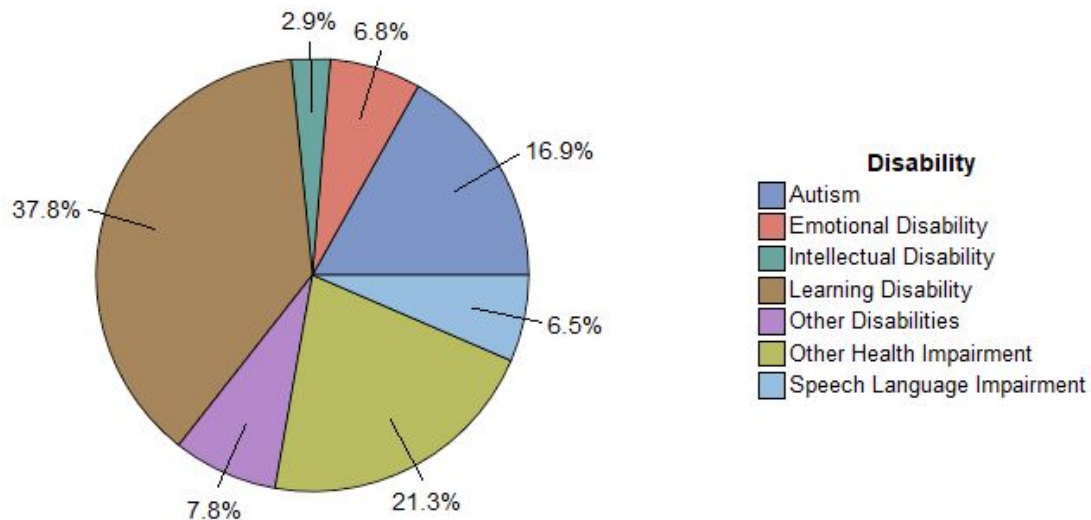
Subgroup = Special Education Status



Students With Disabilities by Classification



Within Special Education Prevalence
New Milford School District
2023-24





Year-to-Year Comparison/In District 3-22 yr Demographics October 1 Snapshot SEDAC

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 projected
HPS	69	58	68	60	57	68
NES	65	75	78	63	73	82
SNIS	119	129	151	127	144	132
SMS	139	137	142	142	150	155
NMHS	185	179	154	152	166	177
LHTC	11	14	20	19	19	19
Total	619	578	613	594	609	633

Our EXCEL Superheros



EXCEL Preschool Students with Disabilities

School Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Projected 2025-2026
# SWDs	54	60	58	63	48	55	70 (includes 16 referrals)	86 (includes 10 referrals)

- Higher # of SWDs classified with autism entering EXCEL
- Referrals are ongoing and will continue throughout the year (3 yr old birthday)
- State Performance Plan: met all nine (9) indicators for Early Childhood, 16+ consecutive years
- New Kindergarten age of Entry, PL # 23-208, Section 1(a) has increased # of 3 and 4 year old classes
- Continued need for additional classrooms at NES and HPS.for 2025-2026.

Litchfield Hills Transition Center

- + Provides mandated special education services to our students with disabilities +22 yrs old
- + Assists students and families with outside agencies once they age out of NMPS services
- + Keeps our students in our community rather than placing them out-of-district
- + Cost avoidance: \$1.8 million
- + Revenue: tuition for students from other districts
- + Ashley Albanese, Transition Coordinator: PA 23-137PA 23-137

New Milford Fitness & Aquatic Club



New Milford Fitness & Aquatic Club



SNIS



Animal Welfare



Stew Leonards



The Maxx Culinary





Naugatuck Valley Community College Year-One Experience



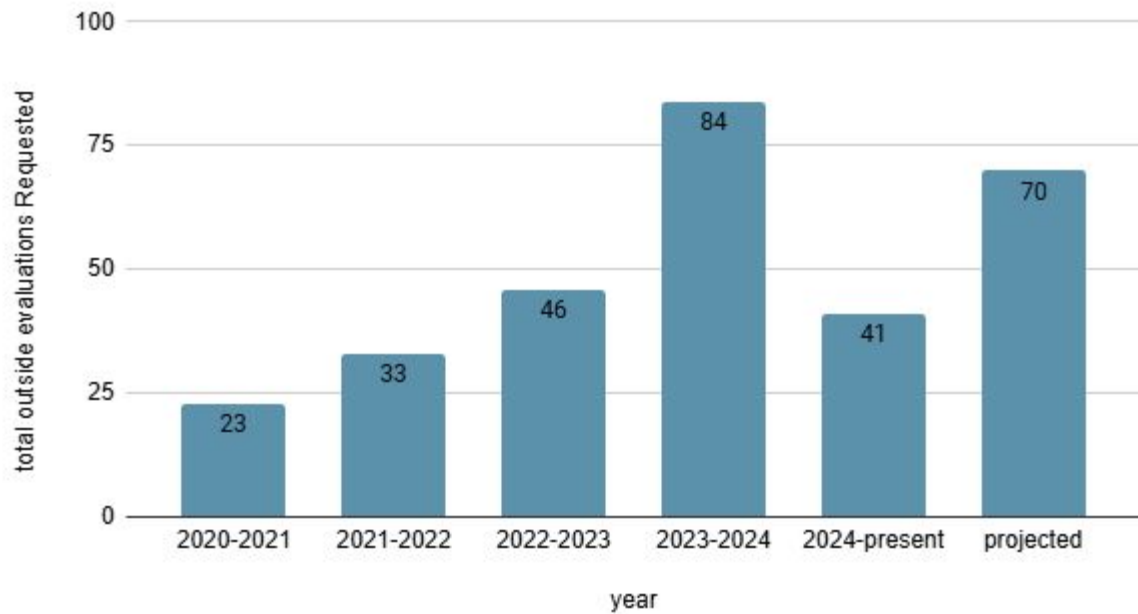
July 1, 2023 Unfunded Mandate

P.A. 23-137. Requires BOEs to provide special education until an eligible student graduates high school or until the end of the school year when the student reaches twenty-two, whichever occurs first.

Impact to the District:

2023-2024	2024-2025	2025-2026	2026-2027
\$131,480	\$257,376	\$511,321	\$541,967

Historical: # of Outside Evaluations



Increased Costs for Outside Evaluations

- + Increase in preschool evaluations
- + More complex learners requiring neurological or psychiatric assessments
- + Overload of testing needs requires additional outside support (school psychologists)
- + Increase in behavioral needs which require psychiatric diagnoses with clinical expertise
- + Increase in ML learners requiring bilingual evaluations
- + Average cost of an evaluation: \$4,500.

Out-of-District Placements

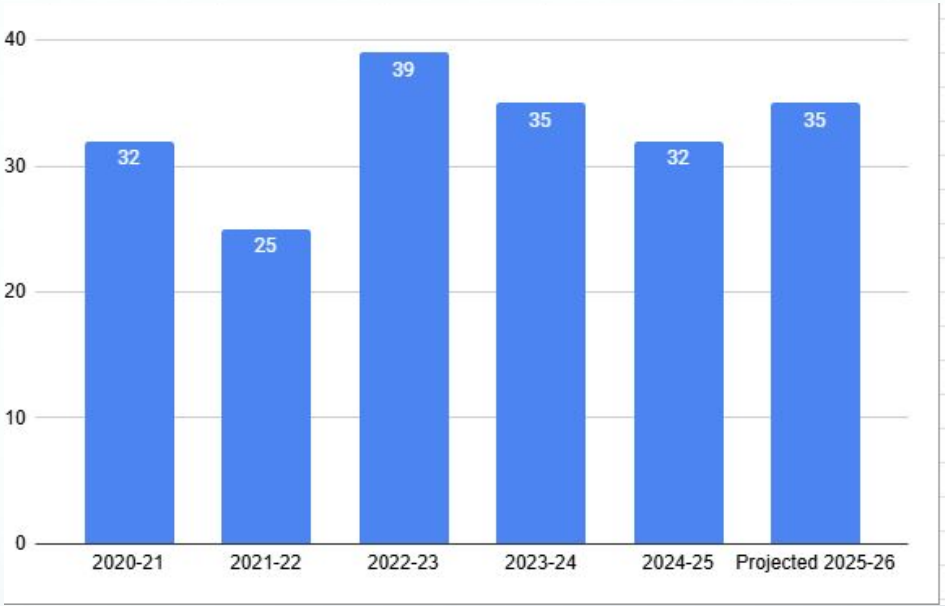
WHY?

- + We've exhausted all in-district options with supplemental supports and services.
- + The result of an expulsion or 45 day alternative placement.
- + Significant safety concerns, unable to maintain safety for students and/or staff.
- + Student have moved to district already outplaced.
- + The result of a mediation and/or due process.
- + It's the most restrictive environment.

Out-Of-District Placements 4 year historical tuition costs

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 P
Public and Private	\$3,190,346	\$3,477,020	\$3,364,492	\$4,496,985	\$4,559,937
Place holders	7	7	6	5	5

Year-to-Year ODP Placements



CSDE Annual Performance Report 2021-2022

Students With Disabilities K-12 Placed Outside the District

5C Decrease Placements in Separate Schools, Residential and Other Settings Target	State 7.25%	New Milford 3.37%
--	------------------------	------------------------------

ODP Transportation Year-to-Year Historical

Operating Expenses by Line Item

ORG	OBJ	PROGRAM	DESCRIPTION	23-24 Budget	23-24 Actual	24-25 Budget	25-26 Budget	Budget to Budget \$ Change	Budget to Budget % Change
BTZ27111	51201	TRANSPORTATION	SALARY/NON-CERT	34,183	0	35,208	36,440	1,232	3.50%
BTZ27111	55110	TRANSPORTATION	PUPIL TRANS	1,348,251	1,294,252	1,606,180	1,709,580	103,400	6.44%
GRAND TOTAL SPED TRANSPORTATION				1,382,434	1,294,252	1,641,388	1,746,020	104,632	6.37%

Out-of-District Transportation

2025-2026 Budget: Includes 5 placeholders at \$30K each

Increasing costs: less competitive, fewer vendors, staff, drivers, fuel, maintenance

Safety needs: currently 5 runs requiring van aides

Cost Avoidance:

- + **RideSharing:** with other districts
- + **Bid Process:** Spring, 2025

2023-2024 Highest Cost Out-of-District

#	Tuition	1:1 cost	Transportation	Total \$
1	\$101,191.00	\$53,821.00	\$149,853.00	\$304,865.00
2	\$101,191.00	\$53,821.00	\$77,190.00	\$232,202.00
3	\$98,290.00	\$57,890.00	\$73,080.00	\$229,260.00
4	\$94,068.00	\$40,375.00	\$85,500.00	\$219,943.00
5	\$83,879.00	\$42,056.00	\$91,410.00	\$217,345.00
6	\$93,667.00	\$42,056.00	\$70,130.00	\$205,853.00
7	\$157,383.00	included	\$40,466.00	\$197,849.00
8	\$157,383.00	included	\$40,466.00	\$197,849.00
9	\$123,600.00	included	\$72,250.00	\$195,850.00
10	\$112,534.00	included	\$70,944.00	\$183,478.00
			TOTAL:	\$2,184,494.00

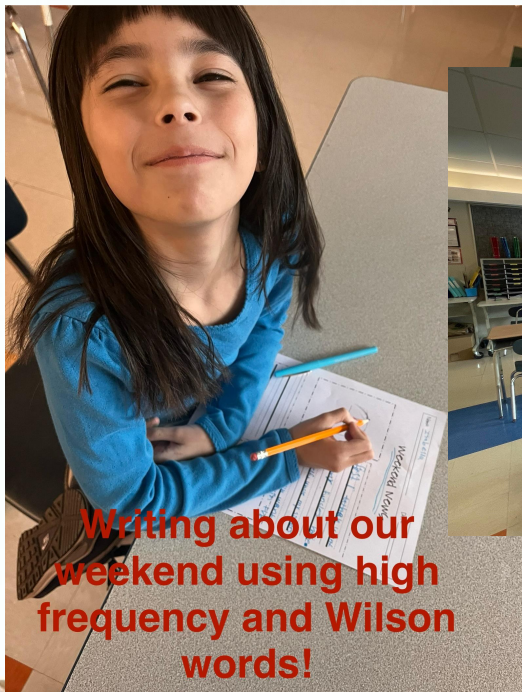
Key Accomplishments...

APR Annual Performance Report, December, 2023

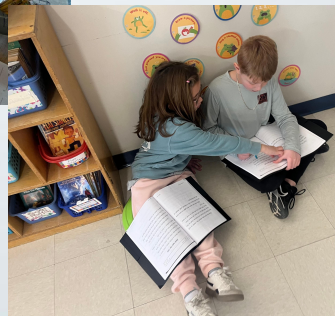
- + SWDs prevalence rate: below state average (16.3/15.7)
- + Met target for: increased graduation rates
- + Met all target for Inclusion
 - + increased regular class placements;
 - + decrease separate class placements;
 - + decrease placements in separate, residential or other settings;
 - + Met all 10 Indicators for 3-5 yr olds (16th consecutive year);
- + Met target for Transition Goals and services
- + Met Target for Timely and Accurate Reporting
- + Substantial Compliance: Chronic Absenteeism

In-District Accomplishments

- + Increasing capacity to meet the needs of students with significant behaviors (RBTs)
- + Providing more Professional Learning Opportunities for Paraeducators, up 18 hours, Public Act 23-159.
- + Continue to increase the # of SWDs who exit intense multisensory reading programs
- + Working with general ed staff and interventionists to improve math instruction and reduce pull-out instruction
- + Complete district-wide training on CT SEDS “How to write quality IEPs that align to standards”
- + Examining ways to improve inequity of overidentification



Writing about our weekend using high frequency and Wilson words!



Current Initiatives...

- + Collaborating with General Ed to improve outcomes for students: ELA, Mathematic
- + Aligning all Individ Learning Centers (ILC): curriculum, set expectations, resources, etc.
- + Partnering with outside consultants to improve Individual Learning Centers (HS, SMS)
- + Providing increased Paraprofessional PD opportunities
- + Training staff on district-wide Threat and Risk Assessment Protocol (CSTAG)
- + Training staff on Columbia Suicide Assessment
- + Co-teaching Throughout All Schools
- + Exploring increased Unified Courses (NMHS)
- + Exploring Unified Theater/music
- + Parents As Partners/Youth Agency, 2/6/25

On the Horizon...

Improving Academic and Behavioral
Outcomes for Students who Struggle,
With and Without Disabilities

New Solutions K12 Opportunity Review

DRAFT

Improving Academic and Behavioral
Outcomes for Students who Struggle,
With and Without Disabilities

New Milford Public Schools

December 2024



New Solutions K12

Executive Summary

Commendations:

1. The district has begun to embrace the science of reading at the elementary school level.
2. Multi-Sensory Reading classes provide targeted, extra-time direct instruction in reading taught by highly skilled teachers of reading.
3. Some special education teachers are highly skilled in teaching certain subjects and are allowed to specialize.
4. The district takes an integrated approach to using school-based and community-based mental health providers to support students' mental health challenges.
5. The superintendent has brought a sense of stability and trust to the district after much recent leadership turnover.
6. Teachers in the district are hardworking and care deeply about all students.

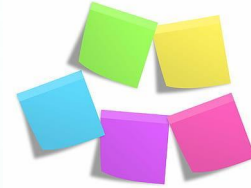
Opportunities:

1. Increase general education teacher capacity and confidence to better meet the needs of all students who struggle, including those with mild to moderate disabilities, through expanded instructional coaching.
2. Expand the reach of best practice interventions at the elementary level to ensure all students who struggle have access to extra time direct instruction from content strong teachers.
3. Implement best practice interventions with extra time direct instruction from content strong teachers at the secondary level.
4. Increase student access to highly skilled content teachers by shifting paraprofessional roles and responsibilities, enabling higher pay for paraprofessionals while maximizing opportunities for students to learn from content experts.
5. Review, develop, and standardize the IEP process through increased specialization.

PPSS Budgetary Overview:

- + The PPSS Department has...
 - + Maintained budget for 11+ consecutive years
 - + Maintained quality of services (Annual Performance Report)
 - + Maintained Special Education Expenditures (District Profile and Performance Report) 2021-2022

Important to Note...



District Profile and Performance Report for 2022-2023 for New Milford School District

Special Education Expenditures /BOE Budget

New Milford: 23.9% of BOE Budget

Ct State: 24.9% average

NMPS has been under the state % for the past 5+ years.



NMHS Unified Soccer, Fall 2024





Questions...

