



REVISED

**Board of Aldermen
Shelton, Connecticut**

**BOARD OF ALDERMEN & BOARD OF EDUCATION
JOINT WORKSHOP**

Thursday, August 1, 2019 at Shelton City Hall, Auditorium

Call to Order / Pledge of Allegiance

Alderman Anglace called the joint workshop of the Board of Aldermen and Board of Education to order at 7:00 p.m. All those present stood and recited the Pledge of Allegiance to the Flag of the United States of America.

Roll Call

Aldermen

Alderman John F. Anglace, Jr., President – present
Alderman Eric McPherson, Vice President – present
Alderman Stanley Kudej – present
Alderman Noreen McGorty – present
Alderman Cris Balamaci – present
Alderman Jim Capra – present
Alderman Anthony Simonetti –present

Board of Education

Chris Clouet, Superintendent – present
Ken Saranich, Assistant Superintendent – present
Rick Belden – Finance Director
Mark Holden, Chairman – present
Darlissa Ritter – present
Kathy Yolish – present
Thomas Minotti – present
Anne Gaydos – present

Administration

Ray O'Leary, Treasurer – present
Don Camerato, Financial Consultant - present

1. Board of Education Budget Discussion

Alderman Anglace: Thank you to the Board of Education for informing us and providing us with your adopted budget. The first thing we would like to confirm is that the budget has been adopted by a formal vote of the Board of Education?

Chris Clouet: The answer is yes, it has been.

Alderman Anglace: I think we ought to take a look at it because most of the aldermen are getting it with short notice. We aren't going to be able to make in-depth comments. We'll look at it from the point of view of discussing the format and trying to get used to it. We may look at it as a work in progress and we may make some suggestions in terms of the transfer column, transfers in and transfers out, and those kinds of things which doesn't seem to appear, but it would make sense.

Rick Belden: I will speak to that during my comments.

Alderman Anglace: Okay. We aren't going to get very formal about it. That's the first thing. Let's talk a little bit about the format. You want to start Rick with the format?

Rick: I believe Dr. Clouet would like to make a few comments first.

Chris Clouet: I just want to say that we are happy to be here.

Alderman Anglace: It's an informal meeting. We are trying to understand.

Chris Clouet: Yes. We agree that it's important and we are glad we are having this meeting. I did want to make sure, before the evening moves on, that we did include the hiring of a counselor, that the Board of Aldermen had allocated some extra funds during the end of the budget and we did hire the counselor. Just wanted you to be aware of that.

Alderman Anglace: A psychologist?

Chris Clouet: Yes.

Kathy Yolish: Chris, was it within that financial range?

Chris Clouet: I believe it's a little more.

Rick Belden: They have to have certain degrees, etc., but it's relatively close.

Kathy Yolish: I know. They are in high demand.

Rick Belden: Yes, they are.

Alderman Capra: Chris, thank you so much for hiring a psychologist. I know that is something that we all worked together, the Board of Aldermen and Board of Education, so, glad you were able to make that happen.

Chris Clouet: Well we appreciated that you recognized the need. That there is a lot more anxiety in society now and it affects kids and I believe we all share a responsibility for helping them.

Alderman Capra: It's good stuff for us too.

Rick Belden: Okay. Thank you. Just a little bit of context so we can all read through the documents in a cohesive way. The first two pages is how the budget is going to be presented to the Board of Education. We do a monthly report, the Finance Committee of the Board of Education, we will be forwarding a copy and directing it to the Board of Aldermen for distribution. It will show the exact format as you see here in relation to account numbers. What it will show is the initial budget and the document I provide to the Board, it shows the transfer column, the revised budget, it then shows encumbrances, year-to-date expenditures, and what's remaining in the budget and there is narrative that goes along with that, an overview given to the Board on areas indicating increases and decreases and what the status is. So, to your point John, there will be a transfer column.

Alderman Anglace: And encumbrances...that flows as our budget does in the same way?

Rick Belden: Yes. We go out and buy something, the invoices don't come in for a month, the encumbrance shows up there, and when the invoice comes in, we reverse the encumbrance and it shows up in the expense line. This document was put together to try and help you get through where we started in the budget process when we present it to you. I also wanted to give some clarity on some of the revenues we project are reducing line items and where they are and that's the color coding I will go through. The net Board of Education budget was the column, the third one over, and you can refer back to it. That's the number we presented to you when we first started the process. I won't go through it in detail right now. Then the next column the Board of Education proof reductions, page 3 supports that column. I coded it by letter for you so at the far right you will see the letter A at the top. If you go to page 3 you will see all the A's that make up the various numbers in that document so you can refer back and forth if necessary, what makes up the change and why we changed. The last column is the revised budget which is what you will see in our budget book for the Finance Subcommittee starting in July. That's what has been entered into our Munis system and that totals up to the allocation provided \$72,765,000, which includes a psychologist who has already been hired. Page 4, this document is all the changes and positions that occurred to make up budget reductions. It's a combination of two things. Positions that were actually eliminated from the budget and positions that were replaced at a lower cost so you get a total

of 17.5 lost positions from our budget which is what it all adds up to and that's the cost associated with it.

Cris Balamaci: I just had a question on the RFI, you have possible unemployment. Don't they usually get severance when you do the RFI?

Rick Belden: No. There is nothing in the contracts for people who fall into the reduction in force or lay-off. There is a possibility of them getting unemployment if they get laid off early and don't get another job.

Cris Balamaci: Thank you.

Rick Belden: Welcome. Starting at the top, these are families, 01 Teachers and Administrators, that's a family for the Board of Education, and all the accounts within that family make up 'like' accounts, such as certified administrator salaries, account number, teacher salaries etc. down the line and you can see in that budget revenue reduction column, the one that is highlighted in orange, is preschool tuition. We collect preschool tuition for our typical peers in our preschool program and any monies we collect we net it off against teacher's salaries for the teachers that are teaching that program. It's a very minor offset. This year there is going to be two pre-k teachers, in the past I believe there were three and we've changed the program around to slightly to better accommodate the needs of our students. We net it against it and you can see in that line 5111 we come to the net approved BOE budget that is the number we provided to you during the budget process and we reduced that through Board of Education and Superintendent recommendations another \$577,528. And those are all the A's on page 3. We can go through those after I go through all this. The next line was certified coaches and support staff. This is for coaches for athletic teams and people who are doing extracurricular things. There is \$217,000 coming out of that in the budget revenue reductions. That's our pay-to-participate program. That's monies from the students and it's used to offset the coach's salaries. To the right of that you will see \$14,161 coming out. We eliminated the technology stipends. We had several of those in the district and it was determined that we no longer required them. That there is enough capacity in the district in terms of technology and experience amongst a lot of the teachers that we didn't need to have that anymore. We eliminated the Saturday Enrichment Enhancement program. It had limited participation and I was told that we no longer need to have a director for that program or to run the program. So that \$14,161 represents the reduction associated with those stipends. Substitutes daily, line 5121, we reduced that by \$48,000. In the past we would contact various colleges in the area and have what is called an administrative intern, these are people who are in the process of becoming teachers and they have an opportunity to work within a school district and gain experience. It's part of their curriculum and experience building and it probably costs anywhere from \$13,000 to \$15,000. We eliminated the three we had budgeted so we will have no administrative interns in the district. That program had been gradually eroding anyhow.

Chris Clouet: I just want to clarify that the administrative interns that Mr. Belden is referring to, they are essentially teacher interns, they come out of local teaching programs and they serve as daily teachers in our buildings. We contributed when we had them to their tuition and we decided that we can't afford that anymore. It's a shame but it's one of the things that had to go.

Rick Belden: Then the last area is the certified tutors Line 5124. We cut \$40,000 out of there and that's just by looking at and reallocating the tutor line item and we feel we can cut that down appropriately. The next area is what we call the non-certified staff. These would be people such as secretaries, custodians, maintainers, security, etc. and some are highlighted specifically and some are included in staff salaries. You can see we have \$30,000 in green that's coming out of that line item. That's building use. That's the monies that we collect from various organizations that use our buildings and typically it's on an overtime basis by our custodians. So, it offsets the cost of the custodian overtime. So, there is no taxpayer money going towards the use of the buildings by outside groups. In addition to that revenue reduction, we also cut \$131,000 out and that's accommodation of a couple of things going on. We were able to allocate the tutors and other professional services and paraprofessionals and things like that were included in non-certified staff to various grants and I will get into more detail when I get to that part of the process. The next one, other payments non certified, this includes a number of areas such as overtime. Number 1., we were able to take \$21,000 and allocate that from the pay to participate for those things that are specific to athletics, and in addition there is another \$59,250 coming out and that is primarily an accommodation of two things, we basically went through and eliminated all overtime for our noncertified staff except on an exception basis, it has to be approved through the finance office. So, we are comfortable reducing \$24,000 there. Then working with Mr. Calhoun, our facilities director, and also through the contract negotiations process with the custodians we were able to project another \$34,750 in overtime reductions for custodians for athletics and other events. For example, right now our custodians come in on a Saturday for high school events and open the building and get paid time and a half. We were able to negotiate a shift coming in Tuesday through Saturday and another shift Monday through Friday that will all be at straight time. So, they will be able to cover all those events that are happening on a Saturday at straight time and get their work done as opposed to paying time and a half. Things like that during the negotiating process were taken care of. Health insurance, you may remember that both the town and the BOE recently went out and did a thorough analysis and came to a conclusion to switch to Cigna. So there is an accommodation of two things there, the Cigna rates for the BOE were basically held flat and in addition you have seen the representation there of \$277,500, the people who have left the district, no longer have health insurance, so that's reflecting the fact that we aren't paying health insurance for those people who were incurring health insurance costs. Group term life insurance, the same thing. The people who left who were eligible for group term life insurance, we've reduced it. That's the 5215 Line Item. Social Security and Medicare, a combination of two things Line 5221. A good chunk of that, about \$81,000, the BOE had signed up for a program

the town is already using. It's called the FICA Alternative Plan. Part time seasonal temporary employees. We have a social security agreement that allows us to have those people, in lieu of going to social security, have their monies contributed into a 457 plan. So, we save the employee match on that. Paul was instrumental in bringing that to my attention. We had Mark Powers, the representative, come in and we will be starting that for the new school year.

Rick Belden: The way we are going to be rolling it out is that any new employees automatically get enrolled in it and we will have an opt out for existing employees because there may be some benefit to some people to stay in social security as they have enough earnings to justify it but if you are a part time custodian making \$3,000 a year you are better off going into this plan.

Cris Balamaci: Is it mandatory for a certain percentage for x number of years that they have to contribute, period?

Rick Belden: As long as they are employed by us, it's 7.25 percent, it comes out of the payroll deduction pretax and it goes into a 457 plan. That's their money. They can keep it or they can roll it over into their own IRA but that's their money.

Paul Hiller: If I could just add this Rick. It does become mandatory for new hires after a certain date. We are giving the opportunity to grandfather existing people.

Cris Balamaci: That's what I meant. Thanks.

Rick Belden: The other thing you will notice is some of the names via the accounts have changed. My staff and I have been working along with Dr. Clouet and some of the people in the instruction curriculum to name these accounts a little more appropriately to give a better indication of what is actually flowing through it. For example, 5641, we don't call that Textbooks anymore. It's Curricular Support Material. The reason why is not because we don't buy textbooks, we do buy some textbooks, but the vast majority of our expenditures there is digital content and things like that which are being used by our students. We are not buying a textbook. We are buying a software license for the curriculum that is utilized in the classroom. You will see some changes there and it's not to confuse people, it's to make it more clear in the budgeting process. In those areas, in 5640 Instructional Supplies, there was the School of Innovation at the High School that was going to be implemented. We have downsized it for next year. We still plan to move forward with some of it, but we needed to take some funding from there. Curricular Support Material, 5641, we used to call it Textbooks. We had \$330,632 in that line item. If the Board remembers last year when the budget finished there was no money in that line item, no curricular support materials were purchased. We are recommending a reduction in that line item of about \$238,000 and we are going to be putting \$100,000 in there and we will work with the Office of Curricular Instruction to identify how that will be used. If you remember during the budget process you had students come and talk about things like the AP courses and books, I am not sure those will be the exact

priorities, but certainly things that we will be looking at to make sure they have books, the social studies curriculum in Grades 7 and 8, so we will be allocating those funds to the appropriate accounts. We cannot continue to go year to year without funding that line item. Those materials are used in our classroom to support curriculum and we will need to establish budgetary certainty going forward.

Chris Clouet: And there had been some discussion, Alderman Anglace as you recall, about possibly doing that about supporting us with some of the materials that we need.

Alderman Anglace: There will be more discussion.

Alderman Capra: Can I ask a question on this? So, you have \$100,000 mainly for textbooks and other supplies like curricular supplies needed and then when I look on the second page there is another part, the very last part, you have another \$200,000 there. So, I remember you guys discussing stuff about new computers and some new textbooks, is that part of the plan that you guys are implementing now?

Rick Belden: Yes. You are correct. I will be coming back to that when we get to that line item and I will discuss in detail.

Alderman Capra: Okay. Thanks.

Rick Belden: So, in Library Media Center Materials, I believe what we did was we brought that level back down to the 2018-2019 funding level. This is on page 3 by the way. The next area that we cut was Special Education Transportation Public. This is for monitors and we have been doing a lot of work with what is called the Shelton Student Transportation Services.

Alderman Anglace: What's the number of that account?

Rick Belden: It is 5512. There was \$680,195 proposed in there and the Shelton Student Transportation Services, the official name of our city transportation service and that's the name they are going to be utilizing so we are working very closely with them to make sure that the number of students that require a monitor on a regular education bus, is appropriate. We think that by working collaboratively we can reduce the number of monitors needed to be as efficient as we can be and reduce it by \$152,000. Just to give you a frame of reference, that's approximately 8 monitors. We had 37 monitors this past year so we think we can easily get below 30 and if we can do better than that we certainly will because at the end of the day these are all taxpayer dollars we are talking about. So, we are going to be as efficient as possible and meet our requirements to satisfy the student needs but do it as efficiently as possible.

Kathy Yolish: Are you also taking into consideration with losing those 8 monitors that will also address IEP's that might require them?

Rick Belden: Part of our analysis is a combination of two things. We have taken the Transportation Software and produced a report that says tell us who needs a monitor. We are analyzing that, that's the first thing, and then the Special Education Department is taking that information and matching it up against the IEPs to make sure there is something in the IEP that says they need a monitor. In addition, we are making sure there aren't any that weren't added for some reason that don't need to be in there. So, we will have a complete list then we will sit down with Dave and Ken Nappi and have a meeting and go through all that, and say okay what buses are they on and how can we manage this a little more efficiently.

Kathy Yolish: Good. Thank you.

Chris Clouet: I think that many of you know, some of you might be conversant in the notion of IEPs and others might not be so conversant. IEPs are part of the legal requirement to provide a program and individualized education program for students with special needs. That is federal law. If through the process of identifying a student's needs it is determined in the IEP, that's a document, that you must have a monitor on that bus then we must have a monitor on that bus. So, Rick is being very creative in how we can meet the law and look for savings.

Cris Balamaci: Does that cost roll into our reimbursement for Special Ed at the state level?

Rick Belden: Yes. Yes, it does.

Chris Clouet: If we hit a certain threshold.

Darlissa Ritter: Rick, you said 37 monitors?

Rick Belden: Yes, that's what we had last year. Some of them, don't get me wrong, we need them. For example, you mentioned the small buses driving around, we call those Type 2 buses. They may have wheelchair accessibility and we may have 8 on the bus or another we may have 10 to 15. Those are primarily for special needs children. We have to have a monitor on those buses. We are not going to zero, but on the regular ed buses there may be a way we can streamline one at the high school for this bus and that bus to the middle school and the elementary here, so instead of having three different buses with monitors, we have one so we eliminate two monitors. It's a little work but we are feeling very comfortable after the initial assessment was done.

Kathy Yolish: Also, Rick you need to remind everyone that in some IEPs, some children just require an aid and they are to be the only one on the bus because they can't be with other children. So, if you see one of those minibuses, with one child

and one aid and you wonder why is that happening, chances are it's because of their IEP that requires that.

Alderman Capra: Rick I have a question for you too. For transportation costs, do you have an estimate of what you guys spent last year on transportation cost total because it's a little over \$5 million this year. What was it last year? I am just curious to know if we are getting any savings this year going over to the City of Shelton buses.

Rick Belden: Well as you know, there is a \$3,150,000 allocation for the Board of Education to pay for...

Ray O'Leary: I think it was like \$5.3 million.

Rick Belden: That sounds a little high but I'll check.

Ray O'Leary: That included fuel.

Cris Balamaci: That's inclusive of everything.

Chris Clouet: I believe the agreement that we signed with the City just is...

Rick Belden: Total student transportation this past year was \$5,367,437.

Alderman Capra: And that includes everything in all those accounts?

Rick Belden: That includes everything.

Alderman Capra: So, we are probably saving about \$300,000 this year.

Rick Belden: You have to be careful because you have to make sure we are comparing apples to apples. The dollars that were equivalent to (inaudible) are somewhere's around \$3.6, \$3.15 and then the balance of it falls down to the other areas.

Alderman Capra: So, are we in the \$1 million range eventually do you think?

Rick Belden: No. I don't know how that was calculated. I would defer to somebody else to say how that number...

Alderman Capra: I was hoping to hear there was a little more savings...

Rick Belden: I have heard all different numbers from \$700,000, I have heard a million, I have heard a 1.5 million. I think it's safe to say, there is some savings on the table. It's just a matter of what that dollar amount is. As you can see from the

work we are doing collaboratively with Mr. Nappi and his staff, there are other costs that also fall into the transportation bucket as appropriate.

Alderman Capra: That's good. And, everything seems to be going well with the summer school program?

Rick Belden: I just had a meeting today. I was down there. After the first two days, it's safe to say, and Ken, you can jump in here as you have been involved, after those first two days it ran like clockwork. It went very well. Even for the first day of school we always have issues because this one didn't get picked up, etc. but they have been responsive, receptive, and how the planning went was very well, we have worked very well together. We had enough bus drivers; everything went perfectly fine and we anticipate the same thing to happen at the start of this school year.

Alderman Capra: That's great to hear. Thank you.

Rick Belden: Everyone is working hard. That's what we want.

Paul Hiller: Rick, before we leave the transportation, I would like to bring up one point that I discussed with Mr. Nappi. Back in April, myself and two of my staff members went to the Town of Glastonbury. Purpose being in this transition from private corporation to the City of Shelton taking over the transportation. Glastonbury has apparently done this for many years and we had a very fruitful meeting with their staff including the Assistant Superintendent of Schools and it's worked well there. Apparently, their district has roughly 800 more students than we have. They run 70 buses and 30 special education vans which they lease as part of the program. They are transporting that number of kids which I am guessing is probably in the 5500 range and they are doing it with 9 monitors and we have 30. I am happy to see that we have reduced from say 37 to 30 and I realize each IEP, as you put it, may require that but you talked a minute ago about comparing apples to apples and when we compare ourselves to Glastonbury, we are out of balance.

Rick Belden: The key thing you said is how many type 2 vans?

Paul Hiller: 30.

Rick Belden: We have six, I mean seven, excuse me.

Paul Hiller: Well they aren't using private...

Rick Belden: So, what I would say is that we are getting to a point now that we are starting school in September and we can drive the costs down. We will take a look at the money we are spending on those monitors still left and take that and turn it into a leasing program for more special ed vans, what are the costs to run those and can we take these out of the equation now and get more value by doing that?

Then what we can also start to look at is do we have enough capability and capacity if we do that van analysis and we get more vans, we can take care of in-house and maybe pick off some of the higher costs out of district. So now the amount of taxpayer money we are spending is being used more effectively. So, to your point, absolutely. We can take that money that's in monitors and move it over and get it into leased vans and start doing this more effectively.

Chris Clouet: We have been talking about a version of this as you know for a number of years but I think out of this mutual cooperation we can actually take action.

Alderman Anglace: I think that's what's coming through. We have to break down the barriers, which we are doing, sitting at the table here tonight is a step in the right direction, understanding and listening and talking to each other civilly, we are making progress and you demonstrated the progress that you and Ken are making in that area. It's not where we are going to be but we are just starting out, we are making some progress and we will build on that. I am encouraged by that. I sit here and see that. If anybody sits here and thinks they want perfection, we are not at that point and we are never going to be at that point but we are making progress and we are doing it civilly, that's what the important thing is.

Rick Belden: Okay. Are we all set on that? The other area that we tried to take a look at and want to make changes going forward, Line 5555, Software Management Services, this is all the district software that we use, the Infinite Campus, Munis, etc., there is an awful lot of software and if you need it I can give you a description of it as it's in the book that we put together. The instructional software is up in the instructional family, so from my vantage point I am managing the instructional software that is being used in the classrooms. I want to see that up there. They were all lumped together before under Service Contracts. I think that was a misnomer. I moved it over into an actual software line for instructional and services and service contracts is now 5423, and that is specifically the contracts for things like elevators, security systems, and so everything is in the right group now and that helps me out also when filing state reports. It's easier to file when it's more logical. Building and Equipment Services includes all building and equipment services or what we think of it as.

Cris Balamaci: I am just thinking when you say the instructional software, how many user licenses do they require?

Chris Clouet: It depends on what level, such as the high school or the elementary.

Cris Balamaci: I am just curious because do you get a discount?

Chris Clouet: Yes. Absolutely.

Cris Balamaci: Good.

Rick Belden: The big hitters, like I said, are MUNIS, Infinite Campus, is our student information system and Versit-trans is a Transportation Software. Dan DeVito did a great job. I asked him to go back through and find the things that are least used, not that they aren't valuable, but the least used and impact the least amount of people and that's what he did and he was able to cut about \$32,200 out of that line. It will impact some people but not so much the district as a whole. We will continue to do that. The last item is 5522 Athletics. The Board of Education has what's called a full access insurance policy. This is insurance that we carry. It's not part of liability auto property, this is for all of our sports extracurricular activities. What this policy does is if you got injured there is a deductible that you have to pay, this plan picks up what you are paying for a deductible. It has two different levels, one is what's called a normal occurrence and it goes up to \$25,000 and then there's a catastrophic one that goes up to \$5 million. And that protects the Board/City from lawsuits and significant exposure from catastrophic injury, things you never want to see, such as if someone become paralyzed or a brain injury.

Cris Balamaci: So, it's Catastrophic Injury per occurrence, let's say it's a, God Forbid, a major accident with multiple students, the aggregate, what happens there?

Rick Belden: It's \$5 million per incident, per individual. There is a time limit also, I believe it's 10 years in order to collect the \$5 million. That's not the one we are going to use hopefully.

Cris Balamaci: Hopefully never.

Rick Belden: This was \$58,000 in the budget and we spoke to the vice president and we looked at coverage and we went to an 80/20 with a 20 percent deductible by the parent, which is still a good deal and we also looked at the limits and we still kept them in place and they gave us a discount because we have been with them for awhile. So, we saved about \$20,000. Down in the Equipment I changed the nomenclature here. We used to have replacement equipment, new equipment, etc. I broke it down to instructional equipment which is utilized for the support of the classroom and the schools. Non instructional things like custodial equipment, things of that nature, technology equipment, now it's pretty straight forward. I don't care if it's replacement or new, it's what the use of it indicates how we look at it. We took monies out of both instructional and noninstructional to take it back to the levels we had last year and then technology equipment, Jim, to your point, we had put in there a plan to purchase Chromebooks, which it was to a large extent grades 5-8 for \$353,585. We cut \$253,585 out of it, we are going out to RFP as we speak, Gene Sullivan put together an RFP for us, we are going to be opening it at the end of August hopefully and we asked for Lease pricing for 36 and 48 months. The purpose behind that is can't have feast and famine budgeting in this line item. We now utilize technology in our curriculum delivery every single day to varying degrees across the entire school district. We are more heavily weighted toward our high school and middle school but every day if you walk into one of our classrooms,

students are accessing curriculum through the use of Chromebooks, interactive white boards, etc. They are now what we used to call our text books and for \$250 approximately, we put in the hands of the student the ability to access our curriculum. I use the analogy as people talk to me sometimes, I say, we used to let kids walk around with a \$1,000 worth of books no problem from chemistry books to math books. Books cost \$100 to \$150 each. Now we are giving them a \$250 chrome book and we are actually saving money in one sense. We also have the appropriate program for protecting that investment. The reason why leasing, and will be putting together a more formal plan for the next budget cycle to show a foundational and then incremental, how we are going to continue to grow this line item so that in three or four years we will have a replacement program in place that cycles through so every fifth grader coming in will get their Chromebook and ninth grade get a new one and we will cycle those back down to the lower grades. What happens is, and I didn't know this, I found this out in my old district too, Google will obsolete your Chromebooks because they don't support it after a certain number of years. You can still use them but you can't use them for state testing and certain other things. So you can still have them five years later and maybe move them down to an elementary class but now at least from 5-12 somewhere down the line, will take this model and utilize it we will be able to give every fifth grader one and then it goes back down and then every ninth grader going in will get one and then in 12th grade theirs will go back in.

Ray O'Leary: What about lost ones?

Rick Belden: There is a couple different models for that. Right now, we are using one where each student pays for the insurance. We also asked for pricing with a warranty and without. If the warranty is reasonable enough, we will have built in replacement capability and we will still collect a fee to cover the insurance. We do buy extras just to have a quick swap out.

Chris Clouet: It's very similar to the Trumbull model. Losing them hasn't been a big problem in our pilot program because kids are proud to have them. I wanted to add that Rick mentioned the issue of testing. So, I know that some of you are very aware and some of you may be vaguely aware but Ken Saranich could speak to this as he has been our testing coordinator this past year. If you think about the tests that you and I took, with a pencil, filling in a little circle, that's no more. Instead it has been transitioned over to computers but if you don't have enough this presents a challenge.

Ken Saranich: Well the greatest challenge we had this past year was because google sunset the program and the update and the state sets the tests. The state has their own private company that does a secure system so there can't be any infiltration of testing material. When they put the test security and if it doesn't align with the new google update, which our computers didn't have, then the test can't run on the computer we have. So in many of the buildings, such as in Perry Hill and SIS, where all students at that grade level get tested, you are talking about buildings

that have approximately 750 students, when you have to test them we have a limited number of computers to test them on, it expanded our testing window from right after April vacation and we were testing until the first week in June because we had only about 200 functional Chromebook amongst 750 students. When you talk about your instructional day and how that disrupts your instructional day and just the basic operations of the school day themselves because some of the building is in a testing mode and some of the building is not in a testing mode and we don't know what the impact will be on performance scores because now you think about the differential of some kids tested in April and some kids tested in June. So those kids who tested in June had further instruction and we have to make it a long window like that in order to get our testing in during the required testing windows. Having the Chromebook and having up-to-date ones allow us to test in a shorter window and hopefully have a better performance on the test as a whole.

Chris Clouet: Rick's earlier comment about, 'we can't operate with a feast or famine kind of cycle,' we need stability in terms of access to the computers for the students.

Alderman Anglace: This was the proposal you made to lease them?

Chris Clouet: So, we originally made a proposal, when you and I had discussed it many months ago about purchasing them and then after that did not come to fruition we decided to go with a leasing approach but there are some advantages to leasing and that's what they do in business because you can constantly refresh. So, we think there is an advantage to leasing, it's less expensive on an annual basis, it allows us to cycle in newer computers over time, so we don't have this issue as Ken mentioned of having to wait in line in order to get to a computer that is able to download the test from the state.

Alderman Anglace: When you had written to me about that, I checked with Corporation Counsel and to make sure that a multiyear leasing would require Board of Aldermen approval.

Chris Clouet: Yes, we understand that.

Alderman Anglace: So, I was wondering where that currently stood?

Rick Belden: So, what we are doing know is that Mr. Sullivan is doing the RFP. Once we get the bids back, we will bring it to the appropriate authorities and we will present it at that time.

Alderman Anglace: We will focus on an agreement and get that to us so we can consider it.

Alderman Capra: Rick, several things to think about with leasing, is there a price difference or maybe you can look into this for doing a three or four year...

Rick Belden: Yes. It's like leasing a new car, etc.

Alderman Capra: I am thinking of life expectancy for the Chromebooks because they are good but they aren't great.

Rick Belden: 48 Months is probably the outside limit we could actually find a lease company to even fund so I did a 36-month lease but if 48 is better financially we may decide the first go around to see what happens. 48 also ties in very nicely to what we just talked about having a four-year cycle. As Dr. Clouet indicated, when the students have them regularly and it's theirs, they take better care of it. There are always going to be accidents where they drop it, it's to be expected but in terms of lasting we know that we are going to get four years, possibly five from google. They are not going to go to two or three. At least at this point.

Alderman Capra: So, you are thinking after the four years, you maybe buy out those?

Rick Belden: That's what we would do. We specified in the RFP and that would be a \$1 buyout and what we do is take those and we continue using them until they literally die. I talked to Dan Devito and he said that we can use them for web access. They are not as capable...

Ken Saranich: Our younger grades that don't have to take the state testing would be the ideal users.

Alderman Capra: What we kind of haven't discussed with the Chromebook is warranty as opposed to insurance, with warranty if it breaks I guess that's part of it but with insurance wouldn't you could encourage the parents to purchase for a small price.

Chris Clouet: We do. Our current pilot program is precisely what we are doing.

Rick Belden: Depending on the cost of the warranty we may or may not buy it but we are already charging a fee to students who have a Chromebook allocated to them on that basis and I believe this year it's going to be \$30 for the whole year. They pay that each year. So what happens is that money goes into a pool and as they break we use that money to repair them but if we can get a warranty for say the screens and other things what that does Jim is that we can drop it at the repair depot and they can fix it instead of our techs having to do it. It's covered at no cost other than the warranty to be paid upfront which is the lease price.

Alderman Capra: With the leases, did they give you something like a screen protector or some kind of cover or something like that?

Chris Clouet: We buy them with a certain kind of case.

Ken Saranich: They are called bumper bags.

Chris Clouet: That's all you need to know, right? So they are very strong and you could drop it by accident and pick it up and it should be fine.

Ken Saranich: It works well because it almost replaces the traditional bookbag where students aren't carrying bookbags anymore because the bumper bags themselves not only hold the Chromebook but also slots for pencils and pens and notebooks and all that as well. It's like a satchel.

Rick Belden: When we come back to you for approval, we will bring a couple for you so you can actually see what they look like.

Alderman Capra: I know we talked briefly about this in the past and I know you guys started the pilot program with Chromebooks but maybe at the next quarterly meeting we have here maybe we can get more of an update on how it's helped in the day-to-day operation of the school, how it's maybe improved some type of scores for the kids. I am not really sure what the pilot program has brought to the school system so any information you could give us.

Ken Saranich: We can bring a condensed version of the teaching and learning presentation.

Alderman Anglace: I what like to build on what Jim is saying. I guess the question is, how do we measure progress? How do we measure that the student result is positive and that we are getting something out of it because as you explained a year ago 45% of the school districts are doing the one-on-one program and 55 percent are not, but there has to be some value to it, some way to measure it. Is the student getting value from it?

Chris Clouet: It's a fair question and we can bring to our next meeting some data points to show you. I would say that though one measurement of student clearly would be test scores, that's fair but beyond that though there are some other skill sets that are part of it. We are preparing our kids to be adults that use computers. You see it now, there are nurses, engineers, plumbers use computers all the time. When you go and get your car repaired, they are using computers. We are preparing our kids for that world.

Kathy Yolish: Chris, the important think is with text books and as former teachers we all know that the textbook information, in three years, it's almost obsolete. It really makes sense that the kids have up-to-date material and text books are so expensive as well. It's almost like a no brainer.

Alderman Capra: Rick, one thing that I have to ask about Chromebooks so we can talk about this in the future is when you go electronic textbooks, a lot of times they have an expiration and you have to renew the license. Maybe kind of go over what

the fees would be to do the licensing fees for the future because that's whole other ball game right there and then having those electronic textbooks that's expensive.

Chris Clouet: Each company has their own fee structure. Each company will charge a different amount depending on their business model.

Rick Belden: What you are going to find is Line 5641 Curricular Support Materials, over the next several years as we continue to move toward digital content that's where that kind of expense is going to show up. You will see less, to Kathy's point, purchasing of hard copy books and more purchasing of the digital licensing of that book. They aren't going to give it to you for free. I think it will be more cost effective over the long run, as Kathy indicated the material is up-to-date. It's not static. As soon as you buy a history book it's outdated.

Alderman Capra: I think that's something that you need to have included as part of the discussion because that is a whole other ball game when it comes to purchasing those things because licensing fees are not cheap.

Rick Belden: I want to clarify something for you and this is just me speaking, it's not the Board or anything, this is not new, it's not a frill, this is what's happening in our classroom right now and I know we used the words pilot, we are past that point in terms of how we should be approaching this. This is where we are going. We have to do this. It's not something that's going to disappear. I think we are having the right conversation at the right time to be ahead of the game. We need to be doing it for the kids because when they go onto college do you know how many courses are online nowadays and how things are done through google docs and group activities and even in the business world it's done this way. People are working from home and communicating all over the world. Our kids need to have this skill set and this is what we are giving them from fifth grade on and that the lower grades are learning how to access it and do it properly. So, this is the right thing to be doing.

Alderman Capra: Okay. Thank you.

Rick Belden: So that's the basic thing. We cut \$2,108,729 out of budget. On page 3 you can see how we got there, and one of the things I want to remind the Board of Aldermen is that in our original budget presentation, we had already cut a \$1,160,000 out of the budget in terms of salaries. You know, 14.5 teachers and one administrator. So up on top I am trying to show you that the last page, page 4 shows you how we got to that number. We looked at many different areas. A couple of other things I want to point out to you. We did do a utilities reduction. We decided to close the elementary schools and Perry Hill for all weekend activities. We are however keeping the high school and the middle school open both during the week and on the weekends. We feel that turning the heat down on Friday nights, the lights, and the use of water, etc. and turning it back on or up on Monday morning, we will see a nominal decrease in utilization. Also, we are still looking at ways to save on our natural gas procurement, there is some opportunity there to

potentially lock in and save some money both for the town and Board of Ed. We are also looking at the fuel cell at the high school. We have someone who came in, Paul recommended him, and he has some excellent ideas on how to utilize that more efficiently and as we get more information, we will bring that back to you. We are combining that with any incentives that utilities may be offering in terms of LED lights in the parking lot and other things in the schools.

Alderman McPherson: I was just going to bring that up Rick. Just a question. We did some solar panels on some of the schools, have these reached their potential?

Rick Belden: I don't know the specifics on Shelton's installation but in general there is a positive impact on your electricity utilization but the thing you will find is that it's dependent on how sunny it is. You can't store it. It helps but it's never going to take over the full load. It will help but it's not going to be hundreds of thousands of dollars. I think it's paying for itself.

Chris Clouet: If we want to plan for the future, we might want to come up with a district wide plan and to maybe have solar panels on every building and then plan for what the savings will be.

Rick Belden: Does anybody have any questions or comments?

Alderman Anglace: Yes, do you want to share with us the details about the early retirement program revenues received, how it was used in the budget, etc.?

Rick Belden: The fourth page, John, this is a summary of how we were able to reduce the number of positions.

Alderman Anglace: Yes, but I want to know the details.

Rick Belden: Specifically, what do you mean?

Alderman Anglace: How many people took it, how much money did you...

Rick Belden: I don't have that here tonight.

Chris Clouet: We can bring that to the next meeting.

Alderman Anglace: Fair enough.

Alderman McPherson: I just have a question regarding the state. They recently ruled about the charter/magnet school's tuition and I guess they didn't rule in any of our favor. Do you have a plan in place to be prepared for that and what the cost is for that?

Chris Clouet: One of the problems Eric is that the way it works across the state varies in every region and type of charter and magnet school. It ought to be more clear, and it's not, almost by design. Some magnet schools we don't pay tuition to and some we do. When we were given a bill a few years ago from Bridgeport for a particular magnet school in consultation with the mayor we agreed we would not pay that bill and we did not. If we were to be forced into a corner on that in the future that we would come back to the city and talk about it. We have not received a bill yet.

Alderman McPherson: That could be a big problem and we are sensitive to that because the state is sometimes your friend and sometimes not.

Chris Clouet: That sounds right.

Alderman McPherson: This is one of those instances. How many students do we have in these programs?

Chris Clouet: When you say these programs, it depends on which.

Alderman McPherson: I mean charter and magnet schools.

Chris Clouet: Charter is not such an issue for us but I think what you mean is the magnet schools and the vo-ag schools and aquaculture program. It's in the neighborhood of 200 kids. Most are full time but for instance RCA is a part time program and so is Aquaculture.

Kathy Yolish: The recent ruling was not applicable to all those schools. It was only a couple of those schools. Right?

Chris Clouet: That's right because they kept in place what they had for the other schools such as tuition for the vo-ag schools.

Rick Belden: If you look at Page 1, Lines 5563, 5564, 5565, those are all magnet, vo-ag, RCA which is the Regional Center for the Arts. Vo-ag, that would be the school in Trumbull, and then Aquaculture in Bridgeport. We already pay into those programs as required by state statute.

Chris Clouet: That is built-in to our budget. We have been doing that for years.

Alderman McPherson: That was a concern when they ruled against all of the towns on that and we may have to address it.

Chris Clouet: Eric is talking about the other school which would be about \$300,000 and it's a bill we would rather not have to pay. That was the agreement, when they built the school with taxpayer money, state taxes, the agreement was that the

sending towns like Shelton, like Stratford, would not have to pay tuition and now there is a change and that's a problem.

Alderman Anglace: I want to go back and revisit the early retirement program. I don't think I want to wait until the next meeting. As it develops please share it with us so we can all see it at the same time and we will be prepared to talk about it at the next meeting.

Ray O'Leary: There are also a couple things that I want to add to that and that was the impact of transfers within the budget of people as well as promotions. Maybe a promotion saved you money, maybe it cost you money.

Chris Clouet: We can certainly talk about those things, typically they have been saving us money by the way, that's been built into our model.

Ray O'Leary: That's the important thing.

Rick Belden: If I can refer you to Page 4, that is what this document is attempting to show you. This is how we got to a \$1,455,028 in savings. For example, an assistant principal, the very first one, was a position elimination. The mathematics teacher was a retirement. So, we have factored into our budget if they took an e-rip that's in our line item for retirement payments going forward, this is the savings we will generate in the first year. For example, in Line 5230, in the Employee Benefits, other retirement benefits, there is \$331,070. That's either a combination of cumulative sick day payouts for people who were getting them who weren't part of the e-rip or that's the first down payment on the e-rip. We can give you back up for that and show you how it's calculated.

Alderman Anglace: Yes, if you could lay it out so we can understand it. Right now, I can't follow it.

Rick Belden: We are paying them a certain amount of money, it's reflected here, and if we didn't replace them it's reflected here. If we did replace them then the money that your saving by replacing them with a lower cost person is here. So, the pieces are there but I will put it together for you in a different format if that's helpful for you.

Chris Clouet: We can work with HR to get it. We are happy to share that with you.

Ray O'Leary: What about transfers from one position to another?

Rick Belden: So, if someone transfers from the high school to another school there is...

Ray O'Leary: If someone is making \$120,000 and they go to a \$150,000 job that's a \$30,000 increase. If it goes in reverse, it's a \$30,000 savings.

Chris Clouet: If Ray, on the other hand, the more useful model is if someone goes from \$100,000 job to a \$150,000 job, and the person that they are replacing was making \$160,000, then there is savings.

Ray O'Leary: Yes. Without a doubt.

Chris Clouet: And while we are on that subject, it would be interesting for us to see how the City does it so we can see what your model is, so we can see if there is some advantage to us to do some of things that you do. Maybe you can share some of that information with us as well. I would like to say though, since 2016 when I began as Superintendent, we have reduced staff every year. We have reduced the amount of administrators, we have reduced the amount of teachers, year after year. When I got here, I would constantly hear, the student population is in decline, why isn't the staffing in decline? While in fact, we are reducing staff.

Paul Hiller: One of the core questions, relating to that Chris is, your original request for budget indicated a reduction of 14.5 certified personnel and the salaries for that. You absorbed \$2.1 million dollar reduction in that request and were still able to come in with the same number of certified personnel.

Rick Belden: That's not true.

Chris Clouet: No. We have fewer, that's my point.

Paul Hiller: But you saved on that teacher line, you saved \$577,000.

Chris Clouet: It doesn't necessarily mean it didn't have an impact. We have lost staff, there is no question about it in each of our buildings and each of our programs.

Rick Belden: We have been able to take a look at some of the grants, and move personnel that were paid out of our budget into those grants. We have lost significant flexibility in our grants going forward. We have basically maxed out all of our grants. Normally there is a little carry over each year, we have maxed out all of the grants for 2019-2020. We are not going into 2020-2021 with any carryover with any of our grants. I'm also 99 percent sure were okay but we haven't got for example, all our allocation, we get that in October but given the past history, I am comfortable we will be okay with it.

Ray O'Leary: There are some grants that have individual personnel in them, right? Any of those in this budget, this certified budget?

Rick Belden: There were already people allocated to grants as part of the regular budget, yes.

Ray O'Leary: So, we need a list of the grants. That would be helpful. The people with some of the specifics...how long the grant goes for, etc., how much is used. All that impacts your budget.

Rick Belden: Oh yeah, but when you get a zero increase you have to look at area that has the opportunity for us to move that over and luckily, we had some flexibility.

Ray O'Leary: Maybe there are some grants out there.

Rick Belden: No, there are not grants out there that are applied for. These are all statutory grants.

Chris Clouet: The smaller grants which we do look for and we have been very successful in bringing some grant money in. I wish it was on the scale of millions and millions of dollars. They are usually for a year, you get \$100,000 for one year, which is helpful, we'll take it, but it's not for...

Alderman Anglace: Historically it used to be the State would give you the grant the first and second year and then it went to 50% and then you pick the whole thing up. It was a trap.

Ray O'Leary: So if we can get an update on the retirements and the grants, with details that would be helpful.

Kathy Yolish: Rick I think it would be helpful to know how many employees after the grant would be bumping back into the salary count?

Rick Belden: The assumption would be that the grants would continue to be funded so that it would be allocated each year but if they weren't you would just take that number and say ok this person is making \$90,000 paid by this grant if that changes then \$90,000 would come back in.

Ray O'Leary: The head count would change.

Rick Belden: The head count being paid out of the general fund would change.

Ray O'Leary: Absolutely.

Chris Clouet: In the city you have grants that you hire people with if you get a grant for certain remediation, etc.?

John Anglace: I don't think so.

Chris Clouet: The City gets no grants?

Paul Hiller: It's minimal.

John Anglace: Minimal.

Alderman Simonetti: You have taken the time to make all these accounts and it's very nicely done, but can you take these account numbers and take last year's costs and put them through so we can see what happened last year to what happened this year?

Rick Belden: The vast majority haven't changed, there are just a few.

Chris Clouet: Well some of that will change because we have reorganized them to make them more efficient.

Rick Belden: I can do it.

Alderman Simonetti: Thank you.

Alderman Anglace: Can we talk a little bit about the status of the four special revenue accounts reconciliation, Ray?

Ray O'Leary: Yes. You didn't have anyone provide information on that did you? The four accounts? The special ones, building use, lunch account, etc. Do you have an update on those?

Rick Belden: As soon as the auditor provides me with the information that I have been asking for, for five months, I will be glad to get it to you.

Chris Clouet: This has been a huge source of frustration for us.

Rick Belden: I didn't want to talk about it but since you raised the issue, I will be glad to talk about it.

Chris Clouet: We need you guys to put down the hammer and get that information please.

Rick Belden: I have been looking for what the adjustments were, that the auditor made, and secondarily, how they do year end closings so I can close the books this year and start keeping a balance sheet and I can go forward with that but I don't know how they did their adjustments. The information is not provided to us. We have asked them to provide us with that information so I can look at what they did and then come up with a response. The good news is that we are making some inroads on nutrition services, My Board doesn't know it yet, but we got the final invoice today and we have made \$233, which is a huge improvement over prior years. Based on the adjustments I have seen for building use, some reclassification needs to take place and it will be adjusted. If I could sit down with the auditor then I could have a coherent conversation with them to see what they actually did.

Alderman Anglace: What do you need to bring that about? Do you need our involvement?

Rick Belden: Paul and I have been working through Lynne to try and get this information.

Paul Hiller: I think Rick and I share some frustration. I saw the auditor who was in the building last week unbeknownst to me and I happen to run into him and I asked him also for an engagement letter which we have yet to receive. We are one month past the end of the fiscal year and we do not have an engagement letter from the auditor which we should have. In most cases an auditor would have been in here eight weeks ago doing some preliminary work in various offices. We have not seen him.

Rick Belden: John, all I think is necessary is to have the auditor contact us.

Alderman Anglace: I think you are interested in reconciling these accounts and keeping them reconciled and if you need that information then Ray, you can call the auditor?

Ray O'Leary: I'll call him.

Rick Belden: Have the auditor call me.

Don Camerato: You want adjustments like journal entries? He is required to provide those to you at the end of the audit. You should not make a final payment unless he provides those to you. That should be provided. That is a requirement. As an auditor you are to provide any adjustments. They are supposed to be attached. Someone signs a letter and those are supposed to be attached to that letter.

Rick Belden: If I had them, I could say here's what has to happen going forward.

Alderman Anglace: We have done a pretty good job on our side of taking care of all the accounts that we need to reconcile and these accounts here they keep hanging, so we want to help you move ahead.

Chris Clouet: We would like to see it resolved.

Alderman Anglace: We both would like to see it resolved.

Ray O'Leary: Is he paid?

Rick Belden: That I don't know. I would assume so.

Ray O'Leary: I want to talk about the bank recs. That's the last thing on the list.

Alderman Anglace: It's the second to last. I've got one more thing.

Ray O'Leary: I will show you what we have.

Rick Belden: I have it. I know all about it. I have been doing bank recs all along. I have asked Kathy Araujo to update that and send it over to Lynne. I assure you though we have been doing bank recs and the auditors come in and can acknowledge that we have been doing bank recs all along. Are you looking for the documentation?

Ray O'Leary: Absolutely. I am looking for the balance to the City's General Ledger...

Rick Belden: That's the GN360. I worked with Lynne. We had a great conversation about how to do that and we streamlined it and as of the end of April it was balanced and I have June 30th numbers.

Ray O'Leary: Do you have copies of those?

Rick Belden: I provided that.

Chris Clouet: Lynne has them.

Ray O'Leary: And it balances to the city General Ledger?

Rick Belden: They are balanced to the GN360. That's the account we use.

Ray O'Leary: I am talking about the City's GL, they are on the City's General Ledger.

Rick Belden: Maybe we are talking about two different things.

Ray O'Leary: If you recall the write up by the auditor was about the fact that it's not a full GL used by MUNIS at the Board of Ed and that you usually use expenses and that's what you balance to. The check register should be provided by the bank. The bank provides the bank statement. You have a GL and the City has a GL. They should be balanced to the GL. It's on our GL. As a matter of fact, we are signed on it, I am on it and the Mayor is on it. Paul is on it. As far as I know.

Rick Belden: So, if we are talking about the accounts payable and the payroll account.

Ray O'Leary: We are talking about two accounts with GLs, BOE General Fund and payroll account. Right Paul?

Paul Hiller: Yes.

Rick Belden: Those are reconciled monthly by Kathy Araujo.

Ray O'Leary: Is it reconciled to the General Ledger of the City of Shelton is my question?

Rick Belden: I don't think they maintain a balance on their books, do you?

Paul Hiller: I'd say yes through, you said April 30th,

Rick Belden: There are two different things we are talking about. The bank account reconciliations, we reconcile, we have a zero balance account reconciled to the outstanding checks that we tie into on the bank statements. The GN360 is what the City uses to capture the expenditures made by the Board of Education and we do this document and have to tie that in to the GN360. That's what we have tied into as of April 30th.

Ray O'Leary: So Paul, is the GN360 tied to our General Ledger?

Paul Hiller: That is our General Ledger because we are using different software, you are aware of that first of all...

Ray O'Leary: I am just talking about looking at a bank statement and it agreeing to the City's General ledger. Is that being done?

Paul Hiller: Yes.

Ray O'Leary: It's not being recorded by Lynne.

Paul Hiller: Well, we are in the process of updating them, that's one of things we have been doing.

Ray O'Leary: Well I am just talking about has it been balanced?

Paul Hiller: As of the June 30th report, when we meet, the Finance Committee at a later date, we should be able to reconcile that.

Rick Belden: No, I disagree with you Ray.

Ray O'Leary: I know you do. You disagreed with the auditors as well.

Rick Belden: I do.

Ray O'Leary: So that's why we need the auditor.

Rick Belden: We do a bank rec. every month, we are going to set our process up as of July 1st. Assuming the auditor will speak to me, which is what I need so I can have opening balances. What we have been doing on the BOE side is, we are going to have a balance sheet on our books so there will be an actual cash account with a balance in it.

Ray O'Leary: That's what you said you don't have.

Rick Belden: We don't have a balance sheet that says 'to' and 'from', but I need the information the auditor has prior to June 30th last year. I need to see what adjustments he made. I have to take all the BOE funds and make them match the financial statements. I have to see how he put them together. Once I see that, I can then set up my accounts and set them up accordingly. Here is what I am doing though. I am tying into to what Paul has in the GN 360 that at the end of the year our expenses equal to what he has running through the town's books so those numbers agree. I've done that through April 30th and I will be doing it as of June 30th and I am just waiting now to close the books.

Ray O'Leary: Lynne doesn't have that.

Paul Hiller: She has stuff through April 30th as Rick indicates.

Rick Belden: What she doesn't have is a document that used to be done by Mr. Cameron many years ago which had an opening balance with a whole bunch of adjustments on the City side and a whole bunch of adjustments on the Board of Education side and at the end of the day some number came up which to me is meaningless. What he was basically redoing was summarizing all the things that were on the town books and putting them on the Board of Ed books. I have a little different process and we will establish it and produce it. Basically, I take what's in the GN360 and match it up to a corresponding account on our side to make sure, if I ask Paul for a million dollars cash, it's on our side also. That's how we tie it together and that's what I did. I tied that all together so that I knew that the town's books reflected all the transactions we ran through our books.

Ray O'Leary: So, if you go to a bank statement...

Rick Belden: A bank statement is a different thing.

Ray O'Leary: That's what I am getting at, the reconciliations.

Rick Belden: They don't have a cash balance amount that they are tying into.

Ray O'Leary: Who is they?

Rick Belden: My finance assistant.

Rick Belden: They tie in, they take the bank (inaudible) to a zero sum so there is no balance there but they tie it into the outstanding checks. Our outstanding checks have to agree at the end of each month. That has to agree. What I am setting up is, if I ask for a million dollars from Paul, it gets booked as a debit into our cash account. A double entry and that this way there will be an actual balance in the cash account, she is still going to reconcile the same way to an outstanding check.

Ray O'Leary: We need to sit down with that. We want to be sure of how you are doing it and make sure it's reconciled the way we need it reconciled and in agreement with the auditors once I contact them.

Rick Belden: Sure. I think we will be able to come up with a bank reconciliation that works for the auditor.

Ray O'Leary: Another June 30th is here again, and we have been dealing with this since 2016.

Kathy Yolish: Rick was not here then.

Ray O'Leary: And we've got it all done with the City.

Rick Belden: I am not going to argue with you Ray. We do bank reconciliations at the Board of Education. We just don't document it on there for that sheet.

Ray O'Leary: I know you do it, but you need to just show us.

Rick Belden: But you aren't...I am not going to argue with you. We are not giving you a bank rec. We are filling out that form and saying we did it. You don't get the bank rec.

Ray O'Leary: You are going to get a bank rec. We are going to look at the bank recs. that our on our General Ledger. That's what we are going to look at.

Chris Clouet: Sounds like there is a need for a separate meeting on this. Things need to be work out. We need to get the information from the auditor and then we can work it out.

Alderman Anglace: Let's summarize this by saying this reconciliation issue has got to be resolved in a separate session.

Ray O'Leary: Well no, it's a matter of understanding what reconciliation means. It means something different to us. I am going back to a reconciliation requirement of the auditor and any examiners that come in that want your balance to agree with the general ledger and the bank. It's that simple. That's what a reconciliation is. There are variations of how you get there. It does not mean you reconcile the checking account to the bank. Am I right?

Don Camerato: You are right but he can't get there unless he has a beginning balance, that's the problem.

Rick Belden: Thank you.

Paul Hiller: That's the issue.

Ray O'Leary: We can't provide a beginning balance. The bank did on their statement, there's a balance right there.

Don Camerato: Well, maybe you have to cut your losses and start with the bank balance.

Ray O'Leary: Well, that's it.

Chris Clouet: Again, I think this is the subject of a subcommittee.

Alderman Anglace: Exactly. Let's agree to set up another meeting on this issue alone. Okay. One of the last things I wanted to put on the table is the five-year capital improvement plan. I just want you to know where we are with it. We have received six-year capital summaries from most departments. We didn't get anything from Conservation, the City/Town Clerk, Emergency Management, the Fire Marshal, the Assessor and the Board of Education. We have nothing from you. I will give you an example, God Forbid something serious goes over there, we have got to have some access to money, to fix it because we can't shut down a school, that's impractical. Your requests were mostly in other enhancements as part of the operating budget. We are not going to fund it under operating budget because that just raises the level in the future years and that's doesn't make sense. Maybe there are some capital improvements that you want us to consider. We have \$15 million dollars in capital requests, and we are going to have about \$2 million to work with under the Charter. Everybody has a wish list and in all fairness, we should give you another opportunity to submit it.

Chris Clouet: So, to give you a summary of priorities? I think there has been some frustration John, that year after year there has been an addendum as part of our budget presentation and year after year, the same things, for the most part, not totally, but for the most part, many, many of the same things carry over year after year.

Alderman Anglace: We accept these in principle only when we accept the budget and we formally accept it in principle. Then we look at it further as we go along and God Forbid, we get a major problem. We have got to have a source to go to. Some of these things are just a wish list and some of them become very pertinent to address. That's why we don't jump on these things and allocate money early on.

Mark Holden: I presume you still have some windows on the list for us for Capital because the windows at ESS...

Alderman Anglace: I do recall seeing that in last year's request projected on.

Chris Clouet: There is something I would characterize as 'not' a wish list. We have windows that are the original single pane windows. It's not efficient so when we replace the windows as we have been doing at Elizabeth Shelton, with the support of the city, that's ultimately going to save money and energy costs. That's a positive thing for everyone and comfort level for teachers and students.

Alderman Anglace: Maybe you want to take another look at that? I appreciate everyone's input and welcome Ken to the table for the first time.

ADJOURNMENT

Alderman Anglace MOVED to adjourn; Seconded by Alderman Balamaci. A voice vote was taken and the MOTION PASSED unanimously.

The meeting adjourned at approximately 8:35 p.m.

Respectfully submitted,

Theresa Adcox

Theresa Adcox, Clerk
Board of Aldermen

DATE APPROVED: _____ BY: _____

Mayor Mark A. Lauretti