

FY19 Budget Q&A

This information responds to questions asked at the budget social on January 27, 2018 and to questions posted on the district's budget form, which is available at www.mtsd-vt.org

Student to Staff Ratios

These data show how many students there are for each staff member.

All Staff

All staff includes every school district employee (food service, teachers, custodians, office staff, administrators, etc.)

	2017-2018	5-Year Goal
State	4.25	5.0
Milton	5.51	

*Source: Vermont Agency of Education

Governor Scott has proposed that the Vermont student to staff ratio increase from 4.25 to 4.45 for the 2017-2018 school year and to 5.0 by the 2022-2023 school year.

Milton's student to staff ratio already exceeds the governor's 5-year goal.

Student to Administrator Ratio, 2016-2017

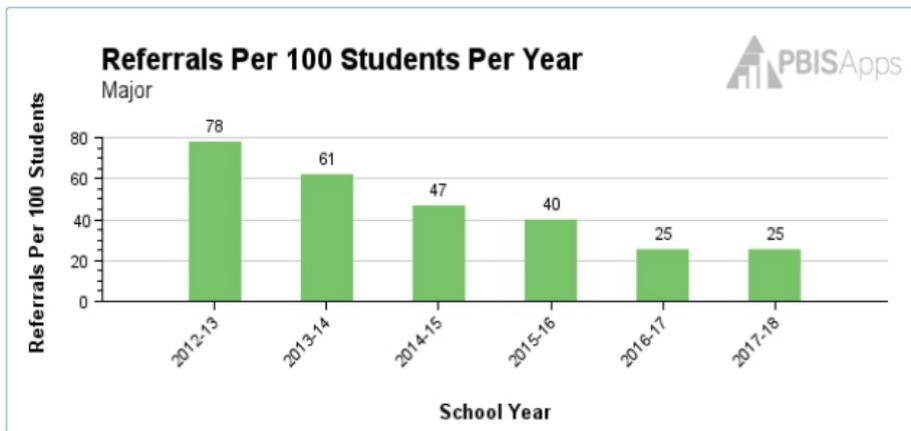
Milton	Vermont
151.91	100.41

*Source: Vermont Agency of Education

Middle School Behavior

Major Behavior Incidents

Major behavior incidents are managed by an administrator, not in the classroom. This category includes fights, property damage and threats of violence.



We are on track to exceed 2016-2017 levels due to:

- Better documentation in 2017-2018
- Higher expectations for behavior in 2017-2018

Middle School Classroom Evacuations 2017-2018

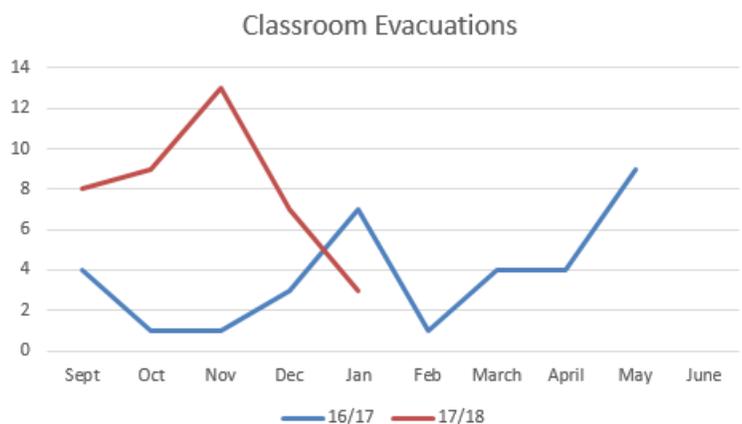
Zero

Classroom evacuations occur when a student is highly agitated and unable to regulate him or herself. Other students leave the classroom, allowing staff to work with the agitated student

Elementary School Behavior

Classroom Evacuations

Classroom Evacuations	16/17	17/18
September	4	8
October	1	9
November	1	13
December	3	7
January	7	3
February	1	
March	4	
April	4	
May	9	
June		



Length of time of Individualized Education Programs (IEPs)

The length of time a student has an IEP depends on his or her needs. Certain disability categories such as low incident disabilities (Multiple Disabilities, Autism Spectrum Disorder and Intellectual Disabilities) are

more likely to require services throughout a student's education. Categories such as Specific Learning Disability depend on the severity of the basic skill deficit. Some students need more skill development to close their achievement gaps. Some students with Other Health Impairment or Emotional Disturbance may need only accommodations or specific support plans while other students within the same broad category have a level of acute need requiring ongoing support.

The goal of the multi-tiered system of support (MTSS) is to ensure that 80-85% of student needs are addressed through primary first instruction in the general education classroom. Consequently not more than 10-15% of students would need special education services. Milton has approximately 15.8% of our students eligible for special education.

In what areas did you have to make cuts to the FY18 budget?

After voters did not approve the first proposed budget for FY18, the second proposed budget eliminated field trips, a music teacher, two special education teachers and a behavior interventionist. Cuts were also made to supplies and facilities accounts.

Where have you seen positive changes as a result of the FY18 budget?

We have seen improvements in elementary and middle school behaviors. A new behavior program with a special education teacher and a social worker has made a difference in the elementary school. Higher expectations for middle school students resulted in a more orderly environment for learning.

A newly created school psychologist position allows the school district to respond to student assessment needs in a timely manner. The psychologist mostly focuses on assessment, but also helps teams develop intervention plans.

What areas could not be improved due to a lack of funds in FY18?

We hoped to change how social workers provide services to students and families by replacing contract workers with social workers who are district employees.

An additional music teacher would allow more students to participate in instrumental and choral music programs.

There is a significant increase in the special education budget. Are we cutting elsewhere to support special education?

Special education costs are driven by student needs, which vary year to year. Students move in and out of Milton. The needs of an individual student changes over time. Thanks to savings in other areas such as bus transportation and health care, we are able to absorb projected special education increases without cutting other programs.

Please explain special education outplaced tuition and outplaced transportation since those are the line items with significant increases.

Most students with special needs have their services provided in Milton schools. A smaller number of students have needs that we are unable to meet within district schools. These students attend schools in the region that specialize in their areas of disability.

Outplaced tuition is the cost of educational services for these students.

Outplaced transportation brings Milton students to and from their specialized schools. It is important to note that 57-90% of special education costs are reimbursed by the state.