Current Staffing Model for the Greenwich Public Schools

The staffing of the Greenwich Public Schools is, to a large degree, based upon student enrollment and models established over the years that are intended to maximize teacher and administrative efficiencies and meet student needs. *These ratios are guidelines. They are not fixed standards.*

Staffing patterns are generally intended to meet one of three criteria:

1. They are based upon student enrollment in order to meet class and section sizes established by Policy E-040 of the Board of Education. Perhaps the best example of this would be the staffing of our regular elementary classroom teachers. The numbers are based primarily on the enrollment within each grade level.

2. They are based upon program needs. An example of this kind of staffing would be the number of staff needed to implement the Advanced Learner Program at each elementary school (regardless of enrollment) or a choral director (the school will have one whether there are 50 students in the chorus or 100 students).

3. They are based upon student need – most often seen in our special education program where staff is hired to meet the specific needs of individual students or groups of students with specific needs. Examples here would include ESL, physical therapist, resource room teachers, etc.

This brief report offers an overview of the staffing rationale used for the vast majority of positions within the school district by categories of major positions. Not every position is included.

**Administration:**

The administrative model can best be divided into three areas: school building leadership, curricula or program leadership, and district leadership.

Each school, of course, has a Principal. This is required by State statute.

In addition to a Principal, each elementary school has one full-time Assistant Principal with the exception of New Lebanon Elementary School that has a .6 Assistant Principal because of its smaller enrollment. New Lebanon also has a full-time Intervention Specialist. Part of that position is filled by the Assistant Principal.

Each Middle School has a Principal and 1.6 Assistant Principals, with two of those Assistant Principals in part-time teaching positions and one acting as a .4 social studies coordinator. The part-time APs at the Middle Schools trace their history to a time when
the Middle Schools’ leadership included part-time administrators and teacher leaders. That model was changed years ago.

The High School has a Headmaster, an Assistant Headmaster, and 5 House Administrators – one for each House and a special education administrator. These administrators provide school leadership and direct teacher and program supervision within their schools/houses. Further, there is a Dean of Student Life who, among other things, oversees 5 part-time Assistant Deans (teacher positions) – one in each House. There is also a full-time Director of Athletics.

**District Leadership:**

The District Leadership Team includes the following positions: Superintendent, Deputy Superintendent, Assistant Superintendent, Managing Director of Operations, Director of Pupil Personnel Services, Director of Communications, Director of Human Resources, Special Projects Manager (.8 FTE), Director of Facilities, Food Services Supervisor, Transportation Manager, Director of Safety and Security, Director of Educational Technology, Director of Adult Education.

The district also has program/curricula leaders and they represent 8 Subject Coordinator positions: Guidance (6-12), Media (K-12), The Arts (K-12), Reading/Language Arts (K-12), Science (K-12), Math (K-12), Physical Education/Health/Consumer Science, (K-12) and World Languages (K-12). There are also three Program Coordinators: Pre-School/Early Childhood, and two Special Education Coordinators. In addition, there are 4 part-time administrators serving the areas of pupil personnel, ESL, and social studies. These supervisors oversee curriculum development and coordination among 15 schools, 9,000 students, and share in the responsibility of supervising 850 teachers.

**Teaching:**

Staffing for teachers begins with the Board of Education’s policy, E-040, Effective Learning Environment, in which the Board establishes its class size targets or ranges.

The policy states,

“Within reasonable limitations (including financial considerations, availability of facilities, projected number of students, or other), the District will administer class sizes within the following ranges:
For Proposed Budget 2012-2013

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Student Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>16-21 students</td>
</tr>
<tr>
<td>Grades 2-3</td>
<td>18-24 students</td>
</tr>
<tr>
<td>Grades 4-5</td>
<td>19-26 students</td>
</tr>
<tr>
<td>Grades 6-12</td>
<td>12-30 students (excluding certain subjects such as p.e. and certain music classes)</td>
</tr>
</tbody>
</table>

Special Education

The number and age range of children requiring special education and related services shall be such that the specifications of each child’s individualized educational program are appropriate.

The single largest determinant of staffing is grade level enrollment. The staffing goal is to maintain to the greatest degree possible, balanced class sizes. This is more easily achieved at the elementary and middle school levels than at the high school level where individual courses (singletons), basic courses, and advanced programs, can sometimes create exceptions to the rule.

At the elementary level, the projected number of sections is determined by dividing the total number of students on a grade level by the higher class size guidelines of the Board’s policy. At the three Title I elementary schools (Hamilton Avenue, Julian Curtiss, and New Lebanon) the practice has been to round up when determining the number of K-2 sections toward the goal of lower class sizes. Occasionally, this will result in an additional section or the provision of additional professional assistant relief.

To determine the needed number of special area teachers at the elementary level (art, music, and physical education), the following formula is used:

For art, music, and physical education teachers (all three) multiply the number of sections in a school by the number of periods a week the program is offered. A third factor in this equation, of course, is the number of minutes a week the program meets. This will yield the total number of special area teachers allocated to an individual elementary school. Adjustments are made to maximize efficiency and effectiveness (for example, reducing the time spent traveling between schools for teachers with split assignments). It should be noted that these formulas are developed to ensure that the appropriate number of periods of art, music, and physical education, are offered for each section within each elementary school. The formulas can be increased or decreased depending upon the number of sections of specials needed or any changes in the length of the periods of those specials. In other words, they can be increased or decreased according to program need – although they have remained constant for many years.
Art = 1 teacher for 24 sections
Music = 1 teacher for 23 sections + chorus
P.E. = 1 teacher for 12 sections (meets 2X a week)
Instrumental Music = 0.1 for 20 students

The FLES Program is found in each of our elementary schools. There are currently a total of 12.1 FLES teachers in the elementary schools. Staffing is based upon 0.1 per section. The four elementary magnet schools (Hamilton Avenue, Julian Curtiss, IS Dundee, and New Lebanon) receive additional FLES staffing because, unlike the other elementary schools where the FLES program is offered in grades 3-5, the magnet schools offer the program beginning in Kindergarten. Elementary FLES staffing range from 0.7 at Parkway to 1.9 at Hamilton Avenue. Hamilton Avenue also receives supplementary staffing for their Suzuki String Program, dependent upon enrollment.

Other positions are determined by either program needs or the size of the student enrollment – or a combination of the two.

An example of a program-driven position would be the ALP position. Each elementary school receives an allocation of 1.6 teaching positions for the Advanced Learning Program. This teaching assignment has been independent of student enrollment because the structure and organization of the program requires this staffing arrangement.

An example of a staffing guide that combines program need with student need would be the Literacy Specialist position. The Literacy Specialist/Coach begins with a base allocation of 1.5 for each elementary school (1.0 = Literacy Specialist, working directly with children; 0.5 = Literacy Coach, working directly with faculty). The Literacy Specialist time is then adjusted to meet the specific needs of the student population at each school. Approximately half of the elementary schools have 1.5 Literacy Specialists with the other half having 2.0 Literacy Specialists, one having 2.5.

Another example of a staffing guide combining a ratio with student need would be our ESL program. Generally speaking, our ESL staffing is determined by ratios at the elementary level. We examine the numbers of ESL students at each elementary school each October 1st and determine staffing needs (ratio). The staffing varies from .5 in some schools to 1.5 plus an assistant, in others. At the secondary level, the staffing for ESL is program driven because the program shifts from small group instruction to course-based. In that case, there is 1 ESL teacher in two of our middle schools (Western has 0.5) and 4 at Greenwich High school. These numbers are essentially fixed in terms of program need, but can be adjusted if there is a significant change in enrollment.
<table>
<thead>
<tr>
<th>Grade/Level</th>
<th>Enrollment</th>
<th>Program-Based</th>
<th>Need-based</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1</td>
<td>16-21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-4</td>
<td>18-24</td>
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</tr>
<tr>
<td>4-5</td>
<td>19-26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art/Music P.E.</td>
<td></td>
<td>K-2 x .25; 3-5 x .45</td>
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<tr>
<td>ALP</td>
<td></td>
<td>1.6 per elementary school</td>
<td></td>
</tr>
<tr>
<td>Literacy specialist</td>
<td>1.5 per elementary school</td>
<td>1.5-2.5 per element. school</td>
<td></td>
</tr>
<tr>
<td>ESL</td>
<td></td>
<td>0.5 per elementary school</td>
<td>0.5-1.5 per element. school</td>
</tr>
<tr>
<td>FLES</td>
<td></td>
<td>0.1 per section: grades 3-5</td>
<td></td>
</tr>
</tbody>
</table>

In addition, each elementary school has: one psychologist, 1 Media Specialist, 1 Media Assistant, 1 Media Technical Assistant, 1 Nurse, 2 Administrative Assistants in the Main Office (Level I and II), 1 Head Custodian, and 2 Cafeteria Monitors.

The secondary schools use enrollment, as well, for determining staffing. Central and Eastern Middle Schools are staffed at one teacher for every 14.8 students and Western at one staff member for every 14.6 students. Variations in class size are generally the result of scheduling anomalies. Teaching positions are distributed or assigned on the basis of this ratio.

At Greenwich High School, the staffing model is based upon a ratio of one teacher for every 15.6 students. Generally, class sizes range from 12 to 30. Sections under 12 run under special circumstances and require the approval of the Superintendent of schools.

The school district in order to provide a cadre of consistent substitute teachers and as a cost-saving measure, employs substitute teachers through an internship program with the University of Bridgeport. At half of the cost of a per diem substitute teacher, the district derives the benefit of having substitute teachers who are in the district on a consistent basis, know our schools and students, and develop an understanding of our curricula and expectations. The number of interns varies from year to year.
Pupil Personnel Services

Pupil personnel services present its own challenges in staffing. Staffing for the important area of Professional Assistants is based upon the key allocation of 175.4 paraprofessionals for the program. This number was established years ago, and the district has been able to maintain that number over the years. There is a change in this number from year-to-year as some Professional Assistants are exchanged (Project Evolve) for special education teachers at the ratio of 4 Professional Assistants for each teacher. This affords the department and school greater staffing flexibility based upon the needs of the students. This is often referred to in our staffing model as Project Evolve., which began at a demonstration school at the University of Vermont. This is directly linked to the number of special education teachers in the district. Currently, the district budgets for 72.4 special education teachers distributed among the schools based upon student needs. They – as well as the Professional Assistants – are assigned to schools based on the number of students with IEPs in the school and the level of special education service described on each IEP.

Two important points should be noted about the special education teachers and PPS staff: the teaching staff is supplemented by approximately 25 special education teachers, psychologists, and speech therapists paid through IDEA federal grants and a federal workforce grant. The district may have to add to the total number of pupil personnel faculty (most likely teachers) during the school year based upon student needs as determined by a child’s IEP. This is done as a last resort since the department tries to make accommodations within existing staff parameters.

Each school receives the services of a full-time school psychologist (ISD and JC = .9). Each middle school is assigned a full-time psychologist. Greenwich High School has a .5 psychologist for each House, a full-time psychologist who is responsible for CSP and students place out of the district, and a full-time psychologist who chairs most of the PPT/IEP meetings.

There is 1 social worker who supports the preschool program and 11 elementary schools. There are full-time social workers at Central and Western Middle Schools and a .5 social worker at Eastern Middle School. In addition, there is 1 social worker for each House at Greenwich High School with a .6 social worker at CSP and a .8 social worker assigned to the ARCH/CLP Programs.

There are no elementary guidance counselors, 3 at each Middle School, and 3 in each House at Greenwich High School, plus one at the HS Career Center, one full-time transition counselor, and a full-time counselor for the ARCH/CLP programs.
Support Staff:

Cafeteria workers:

Our cafeteria employees are staffed based upon the volume of sales at each school. At the elementary schools, each school has two food service workers with the exception of Hamilton Avenue, with three. Each Middle school has 5 food service workers and the High School has 30 food service workers.

Custodians:

Custodians are assigned primarily on the basis of the square footage of the school – although there are some adjustments for the complexity of the programs. A custodian can clean approximately 18,000 – 20,000 square feet in an 8-hour day. At the elementary level, the numbers of custodians range from 2 at New Lebanon to 4.5 at Old Greenwich. The Middle Schools range from 6-7, and the High School has 23 custodians (divided between day and night shifts).

Administrative Assistants:

Guidelines are used to determine the number of Administrative Assistant assigned to each school. At the elementary level, we use the ratio of 1 Administrative Assistant for every 360 students – on average – as a guideline. This generally results in one full-time Administrative Assistant per elementary school and 1 ASA per elementary school. Larger schools (over 400 in enrollment) will usually get additional part-time clerical assistance. The Middle Schools, because of their increased size and additional demands receive 2.8 Administrative Assistants – with Eastern Middle school receiving additional part-time help because of its size. This is separate from the Guidance office. Greenwich High School, using a ratio of approximately 195:1 has just over 13 Administrative Assistants plus 4 at the Main Office. Again, these ratios are not mathematical rules.

In summary, the vast majority of positions in the school district are determined by three major considerations:

- Student enrollment to meet Board of Education class size guidelines.
- Program needs to allow course/programs to meet time requirements.
- Student needs to meet the individual/small group needs of students.

At the beginning of the budget-planning cycle, meetings are held with the Program Coordinators to review their program and enrollment needs to determine if the ratios and formulas remain appropriate and to determine what the student needs are for the upcoming school year.