

**GREENWICH BOARD OF EDUCATION
GREENWICH PUBLIC SCHOOLS
Greenwich, CT**

Board of Education Meeting Agenda Document Cover Sheet

Information Only ☒ **Action Requested** ☐

Meeting Date: December 8, 2016

Agenda Item Subject: 2017-18 Budget Q&A Round II

Submitted by: Dr. Salvatore Corda, Superintendent of Schools

Document Summary/Purpose and/or Recommended Action [If applicable]:

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<http://www.boarddocs.com/ct/greenwich/Board.nsf/Public>

**2016-2017 Proposed Budget
Q&A Round 2**

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Q#																	
	Library Media Specialist																
1	<p>What is the rationale for cutting the Greenwich High School library media specialist (LMS) position? (BON)</p> <p>Response: <i>When looking for areas to reduce during this tight budget season, we looked first at staff members who do not have a direct impact on class sizes. As much as we value the roles our media specialist play, we believe that we can still meet our high expectations for student learning with three media specialists. With a reduction, we will need to allocate less time to support some areas currently supported by our media specialists. A few examples include: producing videos of various events at school, staffing the Help Desk throughout the day, running a staff book club. In addition, some roles may need to be shifted to district personnel: managing the GHS website; the Area 9 Cable Council grant. We will try very hard not to reduce media specialist time in classes to support research and other classroom projects.</i></p>																
2	<p>What is the ratio of students to LMS and how does that compare to other Districts? (DA)</p> <p>Response: <i>Our analysis includes LMS with 062 certification.</i></p> <table><tr><th colspan="4">DRG A</th></tr><tr><th>District</th><th>Number of media specialists</th><th>Number of students</th><th>Ratio Librarian: Student</th></tr><tr><td>Darien</td><td>2</td><td>1,350</td><td>1:675</td></tr><tr><td>Easton/Redding (Region 9) - Joel Barlow</td><td>1</td><td>900</td><td>1:900</td></tr></table>	DRG A				District	Number of media specialists	Number of students	Ratio Librarian: Student	Darien	2	1,350	1:675	Easton/Redding (Region 9) - Joel Barlow	1	900	1:900
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	New Canaan	2	1,250	1:625
	Ridgefield	2	1,700	1:850
	Weston	1	700	1:700
	Westport	2	1,900	1:950
	Wilton	1	1,300	1:1,300
	DRG B			
	District	Number of media specialists	Number of students	Ratio Librarian: Student
	Avon	1	1,050	1:1,050
	Amity Regional (District 5 - Bethany, Woodbridge, Orange)	2	1,500	1:750
	Brookfield	2	850	1:425
	Cheshire	1	1,600	1:1,600
	Fairfield (2 High Schools)	4 (+ 1.0 video production)	3,000	1:790
	Farmington	2	1,300	1:650

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	Glastonbury	2	2,100	1:1,050
	Granby	1	725	1:725
	Greenwich with reduction	3 (+ 1.0 video production)	2,650	1:883
	Greenwich	4 (+1.0 video production)	2,650	1:660
	Guilford	1	1,050	1:1,050
	Madison	1	1,250	1:1,250
	Monroe	1	1,200	1:1,200
	New Fairfield	1	925	1:925
	Newtown	2	1,700	1:850
	Pomperaug (Region 15 - Southbury and Middlebury)	2	1250	1:625
	Simsbury	2	1,450	1:725
	South Windsor	1	1,350	1:1,350
	Trumbull	2	2200	1:1100
	West Hartford (2 High Schools)	4	3000	1:750

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3	<p>The high school has increased teaching staff by 4.2 FTE, can we use some of that to keep the LMS position? (PB)</p> <p>Response: <i>No, see response to question 10.</i></p>
4	<p>Describe the staffing model for the school media centers and the respective roles of Library Media Specialist (LMS), Media Technical Assistants (MTA), and Media Assistants (MA). How are these positions transitioning now and for future in light of DLE? (PS)</p> <p>Response: <i>The LMS has already begun to work collaboratively with teachers to ensure students have support to share ideas, work on SEL and academics. They support individual access and support to digital and traditional resources, help with information and data management systems which will support personalized learning, access to standards based, rigorous and relevant curriculum, professional learning and expanding instructional skills in a digital learning environment, parent and community engagement and offer a warm and engaging environment.</i></p> <p><i>The Library Media Specialist: Roles and Responsibilities</i> <i>All media specialists have the same responsibilities:</i></p> <ul style="list-style-type: none"> • <i>Direct and administer the library media program</i> • <i>Establish annual goals for the media program with input from administrators, central office and teachers</i> • <i>Plans, arranges, administers and supervises the media center</i> • <i>Builds and maintains a collection of print and non-print materials to support the curriculum</i> • <i>Manages the school's web page</i> • <i>Manages Follett Destiny Management System - provides training to teachers, students, parents as needed</i> • <i>Maintains accurate records of holding in media center</i> • <i>Prepares schedules with teachers and administrators for integrated information skills instruction</i>

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	<ul style="list-style-type: none"> • Oversees scheduling of all A/V. computer rooms and media spaces (as handled by media assistant and media technical assistant) • Selects, supervises and evaluates along with principals building library media staff • Trains, supervises library clerks, professional assistants, adult and student volunteers • Provides reports and studies pertaining to library media as needed to the district or other agencies • Serves as a spokesperson for the school library media program, produces newsletters, presentations and attends parent meetings • Certified teacher with library/media certification <p><i>Media Assistant:</i></p> <ul style="list-style-type: none"> • Responsible for maintaining the computerized library automation system (Follett Destiny) including book circulation, data entry and processing new books and materials. Administers overdue notices, repairs books and generates circulation reports • Places purchase orders for library and technology-related items using the purchasing system • Assists in a variety of reading promotions such as setting up book displays, working at book fairs, assisting with other reading related promotions • Handles the booking and distribution of electronic communication equipment, maintains inventory, service records, and statistics of use as required. Conducts media inventory; manages media supplies, prepares related correspondence; handles accounts for the media center • Assists with scheduling classes in library and computer labs; works with media technical assistant on providing support to staff with passwords • Operates electronic communication equipment- audiovisual, television, video, computer, multimedia- used in school for producing and presenting information in audio and visual formats; instructs students and teachers in operation of equipment • Assists students in planning and producing video and computer projects including the use of media tools and electronic communication equipment. Responsible for the maintenance of varied clerical records related to materials, purchasing, processing, circulation and inventory • Produces and assists students and teachers in producing instructional materials, providing general
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	<p><i>clerical support as needed</i></p> <ul style="list-style-type: none"> • <i>Assists the media specialist in reading, literacy and other instructional activities as needed and assists teachers in literary activities such as story reading. Under special circumstances may supervise students at recess</i> • <i>Moves sets up and operates electronic communication equipment for auditorium productions and other events. May give instruction in and supervises students use of studio and production equipment</i> • <i>Graduation from high school plus 2 years of related office work of which one year was working in a school setting or public library setting, including or supplemented by experience in working with several of the different types of electronic communications equipment used in school ; or experience to the prior however, all candidates must have at least one year experience working in a school setting or library setting. Experience in a school setting preferred.</i> <p><i>Media Technical Assistant:</i></p> <ul style="list-style-type: none"> • <i>Provides front line technical support for a range of audio-visual and computer equipment including set up and installation, routine maintenance, troubleshooting and basic repair. Logs building repair and maintenance requests on the district system</i> • <i>Performs general upkeep of computers and peripherals and classroom technologies such as Smartboards; compiles statistics for this function and maintains inventory. Assists with a variety of computer operations and works with a variety of software programs</i> • <i>With support from district IT staff, manages building server based applications (e.g. adding/deleting users) such as email, library automation, network management system, back up, etc.</i> • <i>Supports large and small group instruction in media and computer skills as directed by certified staff, in classrooms and/or labs; trains staff on a variety of technology tools, systems and programs</i> • <i>Assists media assistant and media specialist with data management, circulation, shelving, collection development and reporting, materials production, Web page design, etc. Generates programs, templates, charts, etc. for report, programs and/or presentations</i> • <i>Utilizing a variety of resources, keeps current relevant technical support issues</i> • <i>Operates electronic communication equipment producing and presenting information in audio and visual</i>
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	<p><i>formats. Shows school staff, parent volunteers and students how to use basic audiovisual and computer equipment; may assist in ordering supplies and equipment</i></p> <ul style="list-style-type: none"> • <i>Assists the school community (staff, students and parents) with computer and AV setup for special events.</i> • <i>Performs other work as required</i> • <i>graduation from high school, supplemented by 2 years of college level courses in library science, or computer science plus 2 years work experience providing technical support of computer equipment including setup, instruction, routine maintenance, trouble shooting and basic repair or an equivalent combination of education and experience. Experience in an educational or library setting preferred.</i>
5	<p>Please clarify responsibilities of media specialists, to include webmaster, community engagement, outreach to families who don't have internet access, etc.</p> <p>Response: <i>See above for job descriptions and qualifications for LMS, MA, and MTA.</i></p> <p><i>The media specialist is responsible for managing and posting content to school websites (which would include announcement of school activities for parents to participate). Those families that do not have access to the internet are monitored by administration (or their designated staff member) and arrangements are made through contact with the MTA.</i></p>
6	<p>How much would it add to the budget to add this position back in? Is there somewhere else in the budget this money could be balanced out? (GF)</p> <p>Response: <i>Adding the position back would cost \$99,455. See Supt. Weekly report of Dec. 2, 2016.</i></p>
	Salaries/Staffing
7	<p>Referencing questions in Round 1 Q&A on swings in salaries, when will we have that information? I am specifically looking for explanations of both increases and decreases. (PB)</p>

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	<p>Response: <i>We expect to have this finalized before the budget meeting.</i></p>
8	<p>In addition to my earlier request for an explanation of variances (positive or negative) in the budget for salaries, please provide actual headcount for each program. (PB)</p> <p>Response: <i>We expect to have this finalized before the budget meeting.</i></p>
9	<p>CIPL - as requested during the prior meeting, please provide a complete breakdown of the CIPL budget including complete headcount against prior year, grossing up areas that were moved into CIPL for the 2017-18 budget to present an apples to apples comparison. (PB)</p> <p>Response: <i>We expect to have this finalized before the budget meeting.</i></p>
10	<p>How will increases in HS (4.20) and WMS (2.50) staffing be specifically allocated? Is there something beyond specials? Extra sections? Are there any courses that can be eliminated due to low enrollment? (PB)</p> <p>Response: <i>GHS</i> <i>The deployment of the additional 4.2 FTE at the high school is needed for additional sections in the core academic classes.</i></p> <p><i>The 4.2 additional staff members is a 3.5 increase from the 2016-17 actual and is driven primarily by a need for more sections as a result of increased enrollment. In September of 2016, as a result of an unexpectedly large influx of students during the summer, GHS was allocated .70 extra billets to reduce very large class sizes in selected science and math classes. The 3.5 additional staff in 2017-2018 is needed in the following programs: math, social studies, science, and English.</i></p> <ul style="list-style-type: none"> <i>Math needs to increase from the 25.4 FTE (Actual 2016-17) to 26.4. We anticipate five additional sections due to the projected 105 enrollment increase in grades 9-12. The sections will be in AP Calculus AB,</i>

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	<i>Honors Algebra 2, Honors Geometry, and Algebra 1. The staffing will also help reduce the percent of math sections having 26 to 30 students from 24.0% to 18.5%.</i>		
	<ul style="list-style-type: none"><i>Social Studies needs to increase from 27.6 FTE (Actual 2016-17) to 28.6. We anticipate four additional sections due to the projected 102 enrollment increase in grades 9-12. The four sections will be in AP Economics, AP Psychology, AP Government, and Social Studies 113. The staffing will also help reduce the percent of social studies sections having 26 to 30 students from 24.4% to 18.5%.</i><i>Science needs to increase from 30.5 FTE (Actual 2016-17) to 31.5. We anticipate four additional sections due to the projected 102 enrollment increase in grades 9-12. The four sections will be in Honors Physics, Biology, and two sections of Honors Biology. This will also help reduce the percent of projected science sections having 26 to 30 students from 17.3% to 15.2%. Please note that all the Science Lab classes were designed for 24 lab stations.</i><i>English needs to increase from 28.2 FTE (Actual 2016-17) to 28.7. We anticipate two additional sections due to the projected 75 enrollment increase in grades 9-12. The two sections will be in AP Language and English 113.</i>		
	<i>This is an increase of 3.5 from the actual 2016-17 or 4.2 increase from the projected 2016-17 staffing.</i>		
	<i>WMS</i>		
	<i>The projected enrollment increase over the actual expenditures last year is actually 1.0 as we had a significant enrollment increase over expected for the 2015-16 year: projected at 509 in Oct of 2015, adjusted to 540 by August of 2016, currently at 561 (per the enrollment reports). The additional 1.0 is needed to maintain class size in the core area subjects that are consistent with past years and with the other two middle schools. In addition, as has been the trend these past couple of cycles at WMS, I foresee a student population above the 586 projected.</i>		
	<i>2016-17</i>	<i>2017-18</i>	<i>Change</i>
<i>Enrollment:</i>	<i>561 (actual)</i>	<i>586 (projected)</i>	<i>+25</i>

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	<div>Staffing:</div> <table><tr><td>Art</td><td>1.0</td><td>1.0</td><td></td></tr><tr><td>Music</td><td>3.0</td><td>3.0</td><td></td></tr><tr><td>PE</td><td>2.6</td><td>2.6</td><td></td></tr><tr><td>WL</td><td>4.0</td><td>4.0</td><td></td></tr><tr><td>Health</td><td>0.4</td><td>0.4</td><td></td></tr><tr><td>F and CS</td><td>1.0</td><td>1.0</td><td></td></tr><tr><td>Tech</td><td>1.0</td><td>1.0</td><td></td></tr><tr><td>Science</td><td>6.0</td><td>6.0</td><td></td></tr><tr><td>ELA</td><td>9.6</td><td>10</td><td>+.4</td></tr><tr><td>Math</td><td>5.6</td><td>6.0</td><td>+.4</td></tr><tr><td>SS</td><td>5.8</td><td>6.0</td><td>+.2</td></tr><tr><td>Total</td><td>40.0</td><td>41.0</td><td>+1.0</td></tr></table>	Art	1.0	1.0		Music	3.0	3.0		PE	2.6	2.6		WL	4.0	4.0		Health	0.4	0.4		F and CS	1.0	1.0		Tech	1.0	1.0		Science	6.0	6.0		ELA	9.6	10	+.4	Math	5.6	6.0	+.4	SS	5.8	6.0	+.2	Total	40.0	41.0	+1.0
Art	1.0	1.0																																															
Music	3.0	3.0																																															
PE	2.6	2.6																																															
WL	4.0	4.0																																															
Health	0.4	0.4																																															
F and CS	1.0	1.0																																															
Tech	1.0	1.0																																															
Science	6.0	6.0																																															
ELA	9.6	10	+.4																																														
Math	5.6	6.0	+.4																																														
SS	5.8	6.0	+.2																																														
Total	40.0	41.0	+1.0																																														
11	<p>What is specifically earmarked in this budget to cover the salary and additional benefits for a permanent superintendent in 2017-2018? (PB)</p> <p>Response: Salary \$249,213, Housing \$30,000, Travel \$3,900 Total:\$283,113</p>																																																
12	<p>CIPL - If we reduce the number of admins supporting CIPL what specific services do we lose? (LR)</p> <p>Response: Directly supporting the Asst. Supt are 1.0 who provides the higher level administrative work and an additional .4 (20 hours per week) grant-funded clerical position in the CIPL Office, who provides support for public and non-public (Private School) Grant Funding and reconciliation of the expenditures. This position creates and communicates the grant packages and receives all staff activity requests for the private school teachers - a</p>																																																

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	<p><i>requirement of the grant partnership. This position also manages the professional learning database – Protraxx for all professional learning across the district (reporting, attendance, evaluations, creation /logging of activities).</i></p> <p><i>There are six administrative assistant positions, with a full time equivalent of 3.83, that support the work of the 5 coordinators and one facilitator. The AAs also, on an ad hoc basis, support the instructional coaches and the PE, Health, FCS Lead teacher. In reviewing the responsibilities that AAs currently have, the work that would either not get done or would not be done in a timely fashion include inventory and maintenance of instructional supplies, non-essential day to day operations of the office, e.g., the maintenance of administrative calendars and appointments, construction of agendas for meetings, response to inquiries from the community and the building. It might be necessary for coordinators and other instructional support staff to take on some of this work which is a poor utilization of higher priced staff as well as impinging on an already overcrowded work load. Please remember that the work day and work year of these positions are: one at a 35 hour week for 12 months, one at 25 hrs/week for 12 months, one at 25 hrs/week for 11 months, two at 25 hrs/week for 10 months and one at 25 hrs/week for 10 months that also provides support the Media Coordinator for one half of her time. Note that in 2014 a part time AA position was eliminated as a trade-off for the PE, Health, and FCS Lead teacher.</i></p>
13	<p>What is exact headcount (certified and non-certified) for each program? Please provide an explanation for each change (increase and decrease) as many programs seem to be growing staff salary at a rate higher than the contractual amount. (LR)</p> <p>Response: <i>We expect to have this finalized before the budget meeting.</i></p>
14	<p>Please explain all formulas for non-grade level staffing; i.e. what formulas are used to determine the number of sections or support staff (music, ALP, paraprofessionals, ELL, etc) needed? When is headcount rounded up and when is rounded down; is this consistently applied? What staff is allocated based on need versus student to staff ratios? Who is accountable for determining these formulas? (LR)</p> <p>Response: <i>The projected/estimated number of FTE required for art, music and physical education teachers at the</i></p>

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	<p><i>elementary level is primarily calculated by multiplying the number of sections in the school by the number of periods a week the program is offered. There are other factors that are considered as indicated in the Student-Based Resource Allocation: Staffing summary on pages 249-250 of the budget book.</i></p> <p><i>Decisions on rounding are based on the uniqueness of the position impacted. Factors to be considered would be to ensure it is a full factor of 1/10th (.10); etc. as each .10 indicates a half day assignment at the elementary level and a .20 indicates a full class assignment at the secondary level. Sometimes travel time or other factors come into play that may require a rounding up.</i></p> <p><i>In addition, please refer to the responses for Questions 8, 41 & 48 in the response to the Proposed Budget Q&A Round 1.</i></p>
15	<p>How many part time staff are there that receive benefits? (BON)</p> <p>Response:</p> <p><i>Classified staff working less than 1.0 FTE are not eligible for benefits. Certified staff working less than 1.0 FTE are eligible for benefits.</i></p> <p><i>Enrollment for benefits is a TOG HR Department function. We do not have the information on how many of those certified staff that are eligible for benefits actually take benefits and whether or not those are 1 person; 2 person; or family benefits.</i></p> <p><i>Currently the District has 66 teachers who work less than 1.0 FTE, 58 of whom work .50 FTE to .90 FTE making them benefit eligible.</i></p> <p><i>.50 FTE 8 teachers</i></p> <p><i>.60 FTE 15 teachers</i></p> <p><i>.70 FTE 10 teachers</i></p> <p><i>.80 FTE 20 teachers</i></p> <p><i>.90 FTE 5 teachers</i></p>
16	<p>How does the total number of part time staff this year compare with last year? (BON)</p>

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	<p>Response:</p> <p><i>There has been no change to the number of part time paraprofessional staff. The overall comparison of part time non certified staff shows a small increase in Media Assistant coverage (New Lebanon) and Clerical Support (Old Greenwich).</i></p> <p><i>If the question refers also to Full Time staff less than 1.0 FTE, then there are less. The number of GOSA positions that were less than full time 1.0 FTE were paired with a GEA assignment to make the positions 1.0 FTE. Additionally, teacher and professional assistant staffing was done to lower/minimize the number of full time less than 1.0 FTE. Almost all Professional Assistant positions, with the exception of Pre-School, are 1.0 FTE.</i></p> <p><i>We continue to work to attempt to minimize the number of positions that are full time but less than 1.0 FTE, but cannot do so in all cases. Some areas of instruction, based on student need, require staffing but not at the 1.0 FTE level – for instance: American Sign Language; Mandarin Chinese. Additionally, due to student demand we frequently have need for Band, Orchestra and Strings teachers less than full time FTE at the elementary and middle schools.</i></p>
17	<p>Will the 8.9 FTEs added after the budget was passed carry over to the 17-18 budget? (BON)</p> <p>Response:</p> <p><i>Positions that are added to the budget during the course of the Fiscal Year are not automatically carried over to the following year's budget. The budget is reset to the approved budget from the current year. Any recommended additions or reductions from the current year budget are reflected in the proposed budget. Specifically:</i></p> <p>1.0 Research Manager. <i>This position was converted from an M&C position to a GEA position during the 2016-17 fiscal year. That conversion is reflected in the TO Summary on page 251.</i></p> <p>1.5 Classroom Teachers at WMS. <i>These were added after the budget due to enrollment increases. For 2017-18 budget these 1.5 plus an additional 1.0 teacher are budgeted due to the enrollment projections.</i></p> <p>.60 Classroom Teachers at GHS. <i>These were added after the budget due to enrollment increases. For 2017-18 budget these .60 teachers plus an additional 3.6 teachers are budgeted due to the enrollment projections.</i></p> <p>.50 PE/Wellness lead teacher. <i>This position was added after the budget during the 2016-17 fiscal year. For</i></p>

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	<p><i>2017-18 budget this position is budgeted due to the necessity to provide oversight of the program districtwide.</i></p> <p>.50 ELL Teacher at WMS. <i>This position was added after the budget due to both student need and a partial loss of grant funding. For 2017-18 it was budgeted due to an anticipation that student need and grant funding will remain unchanged.</i></p> <p>2.0 Elementary Teachers. <i>Due to projected enrollment these positions are no longer formula driven for 2017-18.</i></p> <p>1.6 Classroom Teachers at CMS. <i>It was agreed by the Superintendent to taper the staffing reductions due to an enrollment decline over 2 years, this being year 2. These positions are no longer formula driven for 2017-18.</i></p> <p>1.2 Specials Teachers. <i>Due to the increase in elementary and middle school staffing during the 2016-17 fiscal year additional specials teachers were required. We do not anticipate that allocation for 2017-18 beyond what has been proposed in the budget.</i></p>
18	<p>What are the criteria for determining if extra staff is needed at the MS and HS after the budget is closed, who determines that? (BON)</p> <p>Response: <i>Middle School and High School staffing decisions are made following the guidelines and timeline in both the Board Policy E040 and the related Class Size Procedure (Attached as Appendix Question 18) and in the models addressed in the Staffing Overview of the budget document (Page 249 attached as part of Appendix Question 18). The Superintendent ultimately determines any additions to staffing based on increases in enrollment; student course requests; student need; scheduling; facility and financial impact; and any other factors he feels may be important, in consultation with the Principals.</i></p>
19	<p>Do we have any teachers on sabbatical? (BON)</p> <p>Response: <i>There are currently no teachers on sabbatical leave paid or otherwise. The provision in the GEA collective bargaining agreement was eliminated several contracts ago.</i></p>
20	<p>Please provide a job description for the positions of HRIS Analyst, HR Specialist, HR Technician (BON)</p> <p>Response:</p>

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	<i>The job descriptions for these 3 positions are attached at Appendix Question 20.</i>
21	<p>Research manager –how was this position described in the posting? (BON)</p> <p>Response: <i>Attached at Appendix Question 21 you will find the posting for this position when it was a TOG M&C position (The TOG posted and recruited for this position starting in July 0f 2015 but could not create a pool of qualified candidates) and subsequently the posting when this was converted to a certified position. The position was converted in the hopes that the pool of candidates would be broader and more qualified, as well as having an understanding of public education. As briefed in the monthly Financial and Staffing Report to the Board, this position is currently GEA on an extended year pending conversion to GOSA.</i></p>
22	<p>There is a very large number of staff certified and non-certified that are assigned by student need. Can you please explain to me the criteria for determining student need and who makes the final determination if additional staff is needed? (BON)</p> <p>Response: <i>Special Education teachers and Professional Assistants are assigned to schools using a ratio based on the number of hours of special education that each student receives (20.01+ hours, 10.01-20.0 hours and 0-10.0 hours). Billets are assigned to schools in full and half time positions for Teachers and full time for PAs. GHS billets are higher than ratios to accommodate scheduling. The decision to increase staff, based on student need, is made by the PPS Director in consultation with Superintendent, HR Director and CFO.</i></p>
23	<p>How is the impact of additional staff on student achievement measured? (BON)</p> <p>Response: <i>There is no assessment that is conducted that measures the impact of additional staff. The design of such a study would require a multi-variable analysis which would take some considerable time and expertise. From a big picture perspective, one would have to have two groups, one with the assistance and one without which would then be analyzed against some measure of achievement. However, other variables that would have to be controlled would include such elements as time spent in providing assistance, attendance of students, amount of time residing in the district, other special characteristics. A study could be constructed but, if that is the wish of</i></p>

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	<i>the Board, I would seek outside help in designing the study.</i>
24	<p>What is the total number of coaches the District employs and to which departments are they assigned i.e. SPED, Regular Ed? (BON)</p> <p>Response: <i>Special Education: 1.0 K-8 Coach, 1.0 grant funded Coach for private schools, .5 Assistive Technology Coach, .4 Orton-Gillingham Coach and .7 Preschool Coach/Parent Liaison. There are also 1.5 Special Education Coaches at GHS. The Behavior Support Team (1.0 Psychologist and 1.0 Special Education Teacher /Board Certified Behavior Analyst) provide professional learning, coordinate with the PBIS initiative and consult on individual students with challenging behaviors.</i></p> <p><i>We have a total of eight (8) district instructional coaches; 6 elementary and 2 secondary. They coach any work identified by the principal or teacher. They work across all content and all grades</i></p> <p>.</p>
25	<p>With regard to student achievement how is the impact of coaching evaluated? (BON)</p> <p>Response: <i>All coaches are evaluated against the Educator Evaluation (TEPL) Model and report to the Assistant Superintendent. All coaches keep a coaching log recording the number of hours, teachers and work for any given session. All teachers complete a survey reflecting on the coaching session, providing feedback and how they will transfer the learning into their practice and classroom(s). All coaches are expected to collect artifacts (lessons, qualitative and quantitative classroom data) by the end of each coaching cycle to support their demonstration of achieving their professional practice goals in TEPL.</i></p> <p><i>The Special Education coaches provide support to PPS/SpEd on many of the compliance issues related to the IDEA particularly the development of the IEP and the IEP Direct computer program. They provide support to new staff and will consult with teachers on individual students and classes.</i></p>

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	<i>All administrators complete a stakeholder feedback survey providing input on the efficacy of the coaches that serve their schools and the of the model. This data is used in the end of year evaluation of coaches.</i>
26	<p>In what line are coaches budgeted? (BON)</p> <p>Response: <i>Special Education and Preschool: Code 53 51020 Code 66 51020 E962071 IDEA Private Schools</i></p> <p><i>8 District Instructional Coaches: 6 Coaches are budgeted in CIPL (70) 1 Coach is budgeted under the Math Program (26) 1 Coach is budgeted under the Language Arts (28)</i></p>
	Greenwich Alternative High School
27	<p>Please provide a table for GAHS staffing and enrollment (BON)</p> <p>Response: <i>Currently there are 3.5 Special Education Teachers, 1.5 General Education Teachers, 1.0 Bilingual Guidance Counselor, 1.0 Social Worker and 1.0 Program Administrator. This year the student enrollment was capped to accommodate the reduction in staff assigned to the planning/redesign committee. The current enrollment is 23 students.</i></p>
28	<p>Alternative high school - What is the plan for this program for 2017-2018 and beyond? How many students are currently enrolled? How many are enrolled for next year? What is the staffing ratio currently and what will it be next year? Do the results justify the continued investment? Are there changes being considered that will improve the delivery of services for the population this program targets. (PB)</p>

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	<p>Response: There is currently a planning/redesign committee that is identifying the program components that would better meet the needs of these students. Components that are under consideration: afternoon and evening hours, supported on-line instruction options, career opportunities (internships, supervised employments, on-site vocational training), vocational, project based instructional units, opportunities for GHS coursework, intensive mental health supports, mentorships. See #28 for current staffing. The proposal for staffing for next year will be included in the draft program redesign – student enrollment is expected to be small during the first year and we expect will grow over time as the program develops a reputation of a successful alternative. Since the students who attend the Alternative High School have not been successful at GHS, the number of students who either graduate or return to the high school, who otherwise may have dropped out, are indicators of the justification of the investment.</p> <p><u>Graduates</u></p> <table><tr><td>June 2016-</td><td>11</td><td>June 2015</td><td>15</td></tr><tr><td>Midyear 2016</td><td>4</td><td>Midyear 2015</td><td>1</td></tr></table>	June 2016-	11	June 2015	15	Midyear 2016	4	Midyear 2015	1
June 2016-	11	June 2015	15						
Midyear 2016	4	Midyear 2015	1						
29	<p>\$84,448 - transportation – how many of the students get bussed? (BON)</p> <p>Response: 21 of the 23 students are eligible to ride the bus. Daily ridership is about 10 students</p>								
30	<p>21,000 teaching supplies please explain (BON)</p> <p>Response: The number is a misprint – it should be \$11,814. The funds are used for instructional supplies for classes with consumable materials (art, science, forensics, photography), replacement materials and alternative versions of books and other instructional materials.</p>								

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31	<p>1.5 million is this the all in cost including transportation and all staffing certified and non-certified? (BON)</p> <p>Response: <i>Those are the expenses identified for the GAHS program</i></p>
32	<p>Using the all in cost what is the cost per pupil? (BON)</p> <p>Response: <i>Based on the number of students in the program approximately \$65,000</i></p>
	Grant Funded Positions
33	<p>Could we have one table that reflects all grant funded positions; I would like to get a clear understanding of true head count. What is the position? Where is it located? What do they do? What grant is funding the position? How much is the grant and when does it expire? We want to understand the moves in and out of the budget year over year. Elaborate information on pgs 351-352 of budget book. (PB, PS & LR)</p> <p>Response: <i>IDEA is a two-year entitlement grant. Funds not expended in Year 1 may be carried into Year 2. Funds are allocated among states in accordance with a variety of factors, as outlined in the funding formula under section 611(d) of the Individuals with Disabilities Education Act (IDEA). First, each state is allocated an amount equal to the amount that it received for fiscal year 1999. If the total program appropriation increases over the prior year, 85 percent of the remaining funds are allocated based on the number of children in the general population in the age range for which the states guarantee FAPE to children with disabilities. Fifteen percent of the remaining funds are allocated based on the number of children living in poverty that are in the age range for which the states guarantee FAPE to children with disabilities.</i></p> <p><i>Most of the federal funds provided to states must be passed on to LEAs. However, a portion of the funds may be used for state-level activities. Any funds not set aside by the state must be passed through to LEAs. These sub-state allocations are made in a fashion similar to that used to allocate funds among states when the amount available for allocation to States increases. The state funding is allocated to Greenwich in three categories: School-age</i></p>

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	<i>Public, School-age Private and Preschool Public.</i>
34	<p>Staff paid by grants - as requested during the prior meeting, please provide a complete list on one chart for staff paid for by grants, the source of the grants, the dollar value of the grants, when the grant expires, the department the staff falls under, what building they are located in and any other pertinent detail. Please confirm that these staff members are not included in the staffing chart on page 251. Please specifically explain the roles and responsibilities for any grant funded positions located at Havemeyer. (PB)</p> <p>Response: <i>See following charts.</i></p>

2016-2017 GRANT FTE BUDGET SUMMARY

CATEGORY		Teachers	Admin	Para's	Admin Asst	Total
E86104	Consolidated Grant - Title I	4.60	0.00	1.00	0.50	6.10
E861041	Consolidated Grant - Title I Non-Public	0.00	0.00	0.00	0.00	0.00
E861042	Consolidated Grant - Title I, Neglected	0.00	0.00	0.00	0.00	0.00
E92404	Consolidated Grant - Title IIA Teachers	0.00	0.00	0.00	0.00	0.00
E924041	Consolidated Grant - Title IIA Teachers - Non-Public	0.00	0.00	0.00	0.00	0.00
E92704	Consolidated Grant - Title III English Language Acquisition	0.45	0.00	0.00	0.00	0.45
	Consolidated Grant - Title III Immigrant Children & Youth	0.50	0.00	0.00	0.00	0.50
E72004	Bilingual Education	0.00	0.00	0.00	0.00	0.00
E96204	Special Education Grant - IDEA 611	22.00	0.70	0.00	2.49	25.19
E962041	Special Education Grant - IDEA 611 - Non-Public	1.80	0.00	0.00	0.00	1.80
E96304	Special Education Grant - IDEA 619 - Preschool	0.80	0.00	0.00	0.00	0.80
SUB-TOTAL ENTITLEMENTS		30.15	0.70	1.00	2.99	34.84
E90004	Carl D. Perkins Career and Technology Education	0.00	0.00	0.00	0.00	0.00
E91604	School Readiness - Severe Need	0.00	0.00	0.00	0.00	0.00
E916041	Competitive School Readiness	0.00	0.00	0.00	0.00	0.00
SUB-TOTAL GRANTS		0.00	0.00	0.00	0.00	0.00
GRANT BUDGET SUMMARY TOTAL		30.15	0.70	1.00	2.99	34.84

E86106**Title I - Teachers**

	Literacy Coach	HAS	0.5
	Teacher Spanish FLES	JC	0.2
	Inverventionist	WMS	1
	Literacy Coach	NL	0.5
	Literacy Coach	JC	0.5
	Social Worker	NL	0.5
	Social Worker	HAS	0.5
	Literacy Specialist	NL	0.5
	Interventionist	JC	0.4
			<u>4.6</u> FTE

Title I - Para Professionals

	Professional Assistant	Ham Ave	1
			<u>1</u> FTE

Title I - Clerical

	Clerical Assistant	Havemeyer	0.5
			<u>0.5</u> FTE

Title III - English Language Acquisition

	Bilingual/ESL	Cos Cob	0.45
			<u>0.45</u> FTE

Title III - Immigrant Children & Youth

	Teacher English Language	Havemeyer	0.5
			<u>0.5</u> FTE

E96207 50111**IDEA Public**

	Teacher Sped	CC	1
	Teacher Psychologist	CC	1
	Teacher Psychologist	CMS	1
	Social Worker	CMS	1
	Teacher Psychologist	EMS	1
	Teacher Sped	GHS	1
	Teacher Social Worker LTS	GHS	1
	Teacher Sped LTS	GHS	1
	Teacher Sped	GHS	1
	Teacher Sped	GHS	1
	Teacher Sped	GHS	1
	Teacher Sped	GHS	1
	Teacher Sped	GHS	1
	Teacher Sped LTS	GL	1
	Teacher Speech	HA	1
	Teacher Sped	HA	1
	Teacher Sped	HA	1
	Teacher Psychologist	HAV	1
	Teacher Sped	JC	1
	Teacher Sped	NM	1
	Teacher Pre-School	PK	1

	Teacher Sped	RV	<u>1</u>
			<u>22</u> FTE

E96307 50111
IDEA Preschool

	Teacher Pre-school	NS	<u>0.5</u>
			<u>0.5</u> FTE

E96306 50111
IDEA Preschool

	Teacher Pre-school	NS	<u>0.3</u>
			<u>0.3</u> FTE

E962071 50111
IDEA Private Schools

	Teacher Sped	Havemeyer	1
	Teacher Psychologist	Havemeyer	0.2
	Teacher Speech	Havemeyer	0.2
	Teacher Speech	Havemeyer	0.2
	Teacher	GHS/Hav	0.2
			<u>1.8</u> FTE

E96207 50110
IDEA Administrators

	Administrator	Havemeyer	0.5
	Administrator	Havemeyer	0.2
			<u>0.7</u> FTE

E96207 50111
IDEA Public

	ASA1	Glenville	13 PT
	ACA1	Cos Cob	18 PT
	ACA1	Parkway & ISD	22 PT
	ACA1	JC & Riverside	19 PT
	ACA1	NL	15 PT
			<u>2.49</u> FTE

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	Social Workers
35	<p>Please confirm staffing model for social workers – 2.5 FTE at high school, [x] FTE at each middle school, 1.0 FTE for Title I elementary schools, and 0.5 for the remaining eight elementary schools? Please provide the rationale for this staffing model in relation to staffing model and roles and responsibilities of Speech and School Psychologists. (BON)</p> <p>Response: <i>GHS: 1.0 Social Worker in each House and .8 SW with the Comprehensive Support Program (CSP), 1.0 SW at the GAHS, 1.0 SW at CMS and WMS and .5 at EMS (this occurred in 2011-2012 as a reduction) and a .5 SW who works primarily with the preschools, students in subsidized housing and Julian Curtiss. The district also has the support of 3.0 Teen Talk Social Workers (funded by the First Selectman's budget) Per board request in 2015, there is a 1.0 social worker budgeted in Title I to support Hamilton Avenue and New Lebanon Schools (.5/.5). This is a bilingual social worker.</i></p> <p><i>Per board request in 2015, there is a 1.0 social worker budgeted in Title I to support Hamilton Avenue and New Lebanon Schools (.5/.5). This is a bilingual social worker..</i></p>
36	<p>Why is social work part of the mission of the GPS? Seems inefficient considering the access to the Town's Department of Social Services. What is the rationale for having social workers in the schools? (PS)</p> <p>Response: <i>While there is some overlap between the role and responsibilities of the School and Clinical Social Workers (including certification/license), the difference can also be seen in the description of the Town of Greenwich Social Work Department and the description of School Social Work as one of the related services described in the IDEA.</i></p> <p>Social Work Requirements Under IDEA <i>Regulations: Part 300 / A / 300.34 / c / 14 (14) Social work services in schools includes--</i></p>

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- (i) *Preparing a social or developmental history on a child with a disability;*
- (ii) *Group and individual counseling with the child and family;*
- (iii) *Working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school;*
- (iv) *Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and*
- (v) *Assisting in developing positive behavioral intervention strategies.*

Greenwich Department of Social Services

The mission of the Department of Social Services is to enhance the quality of life of Greenwich residents through support in meeting basic human needs and promoting services that foster self-sufficiency and economic independence.

In addition to providing direct services, we connect you to the essential resources of the community. These resources provide the support you may need, such as food, shelter, educational and employment opportunities, personal safety and access to health care services. The available services are diverse and support all ages. Our services are provided by a dedicated professional staff and a network of community partners. We also have staff that are bi-lingual.

- *Adult and Family Services*
- *Community Programs*
- *Homemaker Services*
- *Mental Health Services*
- *Senior Services*
- *Community Partnership services*

In terms of professional preparation, the major difference between the clinical social worker and a school social worker is the required coursework in special education:

Connecticut Requirements For Certification As A School Social Worker

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The following are the Connecticut State Department of Education requirements to become certified as a school social worker in Connecticut.

1. If you hold a valid Connecticut educator certificate you must meet the following requirements to qualify as a certified school social worker:

- *Complete a **course of study in special education** comprised of not fewer than 36 clock hours, which shall include study in understanding the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special-needs children in the regular classroom.*
- *Hold a Master's degree in social work from a school of social work accredited by the Council on Social Work Education.*

*2. If you do **not** hold a valid Connecticut educator certificate you must meet the following requirements to qualify as a certified school social worker:*

- *Pass the Praxis 1 Pre-Professional Skills Tests (PPST): paper-based*
OR
- *Pass the Praxis 1 Pre-Professional Skills Tests (PPST): computerized*
OR
- *Qualify for a PPST Waiver (see Waiver Options below)*

AND

*Complete a **course of study in special education** comprised of not fewer than 36 clock hours, which shall include study in understanding the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special-needs children in the regular classroom.*

AND

Hold a Master's degree in social work from a school of social work accredited by the Council on Social Work Education.

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37	Where are the 2 elem. SW assigned this year? (BON) Response: <i>The Title I funded position works at HA and NL and the district SW is based at JC.</i>
38	Are one or both funded through grants? (BON) Response: <i>The 1.0 is funded through Title I.</i>
39	What is the rationale for EMS the largest MS having only a .5 SW? That is .5 less than the other two MS. (BON) Response: <i>This decision was made in 2011 as a budget reduction in consultation with the school administration.</i>
40	What was the rationale for cutting a .5 SW for next year? (BON) Response: <i>The person in the position had requested a .5 position and is retiring this year. The other .5 of the position was combined with a .5 Special Education billet to give JC a second Psychologist position this year due to student need. This decision will be reviewed in the spring.</i>
	Special Education
41	Referencing Question 21 from Q&A Round 1 on settlements, what percentage has been based on identification? What are the risk mitigating factors mentioned in the answer to Q21 that are being employed? Response: <i>On average less than 20% of the requests for mediation/due process are related to Child Find and may include requests for both eligibility and tuition.</i> <i>The factors referenced in the prior document include:</i>

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	<ul style="list-style-type: none"> • <i>Continued professional development for general and special education Teachers in the Orton-Gillingham instructional approach to reading</i> • <i>Increased mental health support at GHS – 1.0 Psychologist in each House (Cantor currently .7)</i> • <i>Additional of the Effective Schools Solution program to GHS as another support option for students with school avoidance and other behavioral challenges</i> • <i>Expansion of the Interagency Team to the middle school level</i>
42	<p>What are we actually spending in Special Education? (PS)</p> <p>Response: <i>The budgets below reflect what it allocated to each of the departments under PPS. None of the PPS departments provide services exclusively to students with disabilities.</i> <i>For example:</i></p> <ul style="list-style-type: none"> • <i>Each preschool class is approximately 2/3 young children without disabilities;</i> • <i>The Alternative High School serves students with and without IEPs;</i> • <i>Special education teachers are members of Student Assistance Teams and provide interventions to general education students through the RtI process. The special education budget also provides the transportation for McKinney-Vento students, and educational services in detention centers and hospitals for all students in those facilities;</i> • <i>Nurses are responsible for all children in the building;</i> • <i>Psychologists consult with general education teachers, coordinate SEL and Safe School Climate activities for all students;</i> • <i>Social workers provide support to families in crisis regardless of disability status;</i> • <i>Speech and Language Pathologists provide early intervention language activities and co-facilitate social skills groups; and</i> • <i>School Guidance staff provide academic counseling and college placement assistance for all secondary students.</i> <p><i>Given the range of responsibilities, all PPS staff provide services to all students. However, special education</i></p>

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	<p><i>teachers work primarily with students with IEPs and nurses and guidance staff work primarily with the general education population. The related services (psychology, speech and social work) support a range of students depending on the current population and situation.</i></p> <p><u>Projected 2017-2018 Budgets</u></p> <table><tr><td><i>Nursing</i></td><td><i>Code 49</i></td><td><i>\$1,676,961</i></td></tr><tr><td><i>Guidance</i></td><td><i>Code 50</i></td><td><i>\$3,246,567</i></td></tr><tr><td><i>Special Education</i></td><td><i>Code 53</i></td><td><i>\$21,378,017</i></td></tr><tr><td><i>Alternative High School</i></td><td><i>Code 56</i></td><td><i>\$1,511,694</i></td></tr><tr><td><i>Extended School Year</i></td><td><i>Code 52</i></td><td><i>\$1,428,589</i></td></tr><tr><td><i>Psychology</i></td><td><i>Code 60</i></td><td><i>\$2,499,054</i></td></tr><tr><td><i>Social Work</i></td><td><i>Code 62</i></td><td><i>\$734,410</i></td></tr><tr><td><i>Speech</i></td><td><i>Code 64</i></td><td><i>\$2,167,584</i></td></tr><tr><td><i>Preschool</i></td><td><i>Code 66</i></td><td><i>\$3,082,573</i></td></tr></table> <p><i>The district reported \$6,609, 613 to the State Department of Education in Excess Cost claims in February 2016. This represents individual student costs in excess of 4.5 time the Greenwich Per Pupil cost.</i></p>	<i>Nursing</i>	<i>Code 49</i>	<i>\$1,676,961</i>	<i>Guidance</i>	<i>Code 50</i>	<i>\$3,246,567</i>	<i>Special Education</i>	<i>Code 53</i>	<i>\$21,378,017</i>	<i>Alternative High School</i>	<i>Code 56</i>	<i>\$1,511,694</i>	<i>Extended School Year</i>	<i>Code 52</i>	<i>\$1,428,589</i>	<i>Psychology</i>	<i>Code 60</i>	<i>\$2,499,054</i>	<i>Social Work</i>	<i>Code 62</i>	<i>\$734,410</i>	<i>Speech</i>	<i>Code 64</i>	<i>\$2,167,584</i>	<i>Preschool</i>	<i>Code 66</i>	<i>\$3,082,573</i>
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43	<p>Referencing Question 13 from Q&A Round 1 on the Special Education Clinical Coordinator not funded, what would this position do if funded? (LE)</p> <p>Response: <i>Appendix #43</i></p>																											
44	<p>Special Ed- Explain building allocation for speech pathologists, providing the justification of one per building at elementary and the allocation for middle and high school and explain their utilization? Please explain why any are at Havemeyer and how they are used? (PB)</p> <p>Response: <i>Historically, the number of students with IEPs at the elementary level is generally consistent, this year ranging</i></p>																											

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	<p><i>from 18 students at Riverside to 44 students at Ham Ave. While Speech is a related service that is commonly recommended for young students, not all students with IEPs receive Speech and it is less common as the students age). The responsibilities of the Speech and Language Pathologists (SLP) generally fall in three areas: Prevention, Intervention and Assessment. The amount of time each individual SLP devotes to each area is responsive to the school population. In schools with preschool classes, the allocation of SLPs is increased to provide service to the young children (most preschool students with IEPs receive Speech). Given the number of team meetings (both IEP and SAT), it is difficult to split positions between schools (we currently only have split positions in preschool). The positions at Havemeyer are associated with the evaluation teams (2.6 FTE), private school support (.4 FTE grant funded), preschool intake (1.0 FTE), community/private preschool support (.9 FTE) and .2 clinic services.</i></p>
45	<p>What is the total cost of Speech and Lang. pathologists and how many are at each level, Pre Sch., K-5, 6-8 and GHS and on the evaluation teams? (BON)</p> <p>Response: 2017-2018 Projected \$2,116,128 14.1 (includes 1.0 grant position) for preschool classes and elementary schools 3.0 middle schools 2.3 GHS 5.1 Havemeyer (includes .4 grant position)</p>
46	<p>Special Ed - are there funds specifically identified for testing of students? How many students are tested by the district per year? how many are privately tested at parents' expense? (PB)</p> <p>Response: No funds are specifically identified for evaluations. Initial evaluations are completed by the evaluation teams (Havemeyer) and triennial evaluations are completed by school-based staff. Evaluation materials (kits and protocols are in the Instructional Materials codes in Special Education, Psychology and Speech. IDEA grant funds may not be used for "Child Find." During the 2015-2016 school year, schools reported receiving 107 PIPES (Parent Initiated Private Evaluation). Of that number 23 students were recommended to be evaluated/considered for special education eligibility and 18 were determined to be eligible under Section 504. The Preschool received 14 PIPES – eight for incoming 3 year old children and six for children already identified</p>

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	<i>and in the program.</i>
47	<p>Could you please provide a summary of the testing regime, both standard ordinary as well as special on demand, for special education students both for initial assessment and ongoing once identified. I would expect this is documented similar to the assessment system description recently presented by Irene to the Board. (PS)</p> <p>Response: <i>All students with IEPs participate in the State assessment system. The majority of students are assessed with the same instruments as their peers in general education although, through IEP team decisions, they may require modifications. In designing the SBA, many of the traditional disability related accommodations are embedded in the assessments, eliminating the need to specify the supports for individual students (for example, the SBA is untimed for everyone). A small percentage of students with more severe disabilities are assessed using the Alternative Assessment System.</i> <i>When a student is referred for an initial or triennial evaluation, the PPT/IEP Team determines the areas that need to be assessed (areas of suspected disability) and recommends assessment tools. A list of the more commonly used assessments is included in Appendix #47.</i> <i>All students are required to participate in the District Assessment Plan, which includes universal screening, benchmark testing and annual state standardized testing. If students require accommodations or modifications, these are filed within the appropriate system and students access the identified alternate assessments. The District Assessment Calendar can be found on the website here.</i></p>
48	<p>Who and how is it determined that a SEPD child needs transportation? (BON)</p> <p>Response: <i>The consideration and recommendation for Specialized Transportation is one of the decisions made by the PPT/IEP Team at each Annual Review.</i></p>
49	<p>“We also added psychological staffing in each of the Houses at GHS” how many FTEs were added in 16-17? (BON)</p>

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	<p>Response:</p> <p><i>In 2015-2016 there was a 1.0 Psychologist position that was responsible for Homebound and sitting as the LEA representative at IEP meetings. That person retired and we divided up the responsibilities (Homebound went to the GAHS administrator since that program is smaller this year, House Administrators agreed to chair additional meetings and .5 of a GHS coach was reassigned to the LEA responsibilities. The high school EVOLVED to add the second position. So the high school stayed at 4.7 FTE Psychologists with an additional 1.0 EVOLVE – no additional cost.</i></p>
50	<p>There were some public comments received that the number of paraprofessionals decreased this year. Were there any reductions not indicated by student need? (LE)</p> <p>Response:</p> <p><i>Professional assistants are allocated each year based on student need. As with the Teacher allocation, GHS has a slight increase in number to accommodate scheduling. No positions were cut although from year to year, a school may have a different number of PAs based on the student population. The number of PAs will also change if the school decides to EVOLVE. The number of PAs across all schools is 172.8, the same as in 2015-2016.</i></p>
51	<p>What is the total number and cost of paras in the District? By school please list which program(s) they are assigned to and to what budget line are they assigned? (BON)</p> <p>Response:</p> <p><i>The Certified and Non-Certified Table of Organization Summary on page 283 of the budget book provides an overview of Professional Assistants. 172.8 FTE are budgeted for Special Education – 30 for Preschool and 142.8 for grades K-12. 20.0 are budgeted for areas that are not Special Education.</i></p> <p><i>For Preschool: 10.8 FTE at Hamilton Avenue; 7.2 FTE at Parkway; 4.8 FTE at North Street; 4.8 FTE at Old Greenwich.</i></p> <p><i>The 20 Professional Assistants that are not Special Education, they are assigned to ELL as needed; 1 lifeguard at GHS; and 5 Professional Assistants assigned to GHS Learning Center Support in various core academic areas.</i></p> <p><i>Preschool PAs are budgeted to program 66</i></p> <p><i>Special Education PAs are budgeted to program 53</i></p> <p><i>ELL PAs are budgeted to program 14</i></p>

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	<p><i>Lifeguard is budgeted to program 32</i></p> <p><i>Other regular education PAs are budgeted according to the specific academic program</i></p> <p><i>See #50 for Special Education</i></p>
	Summer School/Extended School Year (ESY)
52	<p>Please provide rationale/requirement for providing for Extended School Year (ESY) and is it integrated into summer school? what is the total cost for summer school? Is it two separate programs? If integrated, how do I understand the cost for running the program/s? (BON)</p> <p>Response:</p> <p><i>Extended School Year (ESY) is required for any student with an IEP whose team determines that the student requires this service, either through consideration of regression/recoupment or through the severity of their disability, to receive FAPE (free and appropriate public education).</i></p> <p>Regulations: Part 300 / B / 300.106</p> <p><i>Sec. 300.106 Extended school year services.</i></p> <p><i>(a) General.</i></p> <p><i>(1) Each public agency must ensure that extended school year services are available as necessary to provide FAPE, consistent with paragraph (a)(2) of this section.</i></p> <p><i>(2) Extended school year services must be provided only if a child's IEP Team determines, on an individual basis, in accordance with Sec. Sec. 300.320 through 300.324, that the services are necessary for the provision of FAPE to the child.</i></p> <p><i>(3) In implementing the requirements of this section, a public agency may not--</i></p> <p><i>(i) Limit extended school year services to particular categories of disability; or</i></p> <p><i>(ii) Unilaterally limit the type, amount, or duration of those services.</i></p> <p><i>(b) Definition. As used in this section, the term extended school year services means special education and related services that--</i></p>

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	<p><i>(1) Are provided to a child with a disability--</i> <i>(i) Beyond the normal school year of the public agency;</i> <i>(ii) In accordance with the child's IEP; and</i> <i>(iii) At no cost to the parents of the child; and</i> <i>(2) Meet the standards of the SEA.</i></p> <p><i>In a letter to the Office of Civil Right in Response to Complaint 01-00-1079, dated 12/13/2000, the Greenwich ESY Task Force informed OCR that all program options would run six weeks, and would operate in conjunction with the typical summer school. The length of the day would be either 8:30-12:30 or 8:30-2:30 depending on the student's IEP recommendation.</i></p> <p><i>Subsequently, the Second Circuit held the LRE requirement is applicable to Extended School Year Services. "The Court of Appeals for the Second Circuit recently held in T.M. v. Cornwall Central School District that the Individuals with Disabilities Education Act's requirement that special education students be educated in the "least restrictive environment" ("LRE") applies not only to a student's school-year program, but also to extended school-year ("ESY") services. Therefore, if a student requires ESY services, the school district must offer a continuum of alternative placements and conduct the same LRE analysis in determining what placement is appropriate for the student."</i></p> <p><i>We are required to offer the ESY students the same type of programming that is offered during the school year. It is an integrated program. Please see the Financial Data sheet from the Summer School Monitoring Report – (pg. 22) it demonstrates the 2 separate accounts, expenditures and the total cost for ESY and regular summer school program. The total cost is \$1,743,507.00.</i></p>
53	<p>How do the funds received from Excess Cost Sharing compare to the funds expended for ESY? And for clarity, please describe the difference between Excess Cost Sharing and Educational Cost Sharing. (PS)</p> <p>Response:</p>

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Excess cost is determined for each student individually by calculating all of the costs associated with that student's education (which may include ESY services) that exceed 4.5 times the Per Pupil expenditure. This means that the amount of Excess Cost attributed to ESY each year would depend on the aggregate of the individual students attending whose individual costs exceed the threshold.

Excess Cost Sharing

Net current expenditures per pupil (NCEP) represents net current expenditures (NCE) divided by the average daily membership (ADM).

The Excess Cost-Student Based grant provides state support for special education placements and selected regular education placements. The initial threshold for which a student is eligible for the Excess Cost grant is referred to as the "basic contributions". For placements initiated by a state agency, e.g., the Department of Children and Families, the basic contribution (or local share) is equal to the prior year's NCEP. For local placements or students educated within the district the basic contribution is equal to the prior year's NCEP x 4.5. Certain state agency placements are subject to 100 percent state funding. The Excess Cost grant is computed twice during the year: February and May. For the February calculation, the prior year's NCE and ADM are still unaudited. This information is updated for the May calculation.

The special education excess cost grant reimburses school districts for (1) the reasonable costs of special education for a student who lives in the district that exceed 4.5 times the district's average per pupil expenditures for the preceding year (CGS § 10-76g (b) (2) (B)) and (2) 100% of the cost of special education for any student placed in the district by a state agency and who has no identifiable home district in the state (§ 10-76g (a) (2)). Reimbursable costs include those for special education instructional personnel, equipment and materials, tuition, transportation, rent for space or equipment, and consultant services, all as defined in § 10-76f. The grant does not reimburse districts for regular education costs attributable to a special education student.

The Educational Cost Sharing or ECS formula is intended to equalize state education funding to towns by taking into account a town's wealth and ability to raise property taxes to pay for education. Poor towns receive more aid per student; affluent towns receive less aid per student. The basic ECS formula multiplies the number of students

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	<i>in each school district (weighted for educational need) by the amount the state has determined a district should spend to provide an adequate education (the "foundation") and by an aid percentage determined by the district's wealth. The result is the district's ECS grant. The law then imposes minimum or base aid for all towns and adds supplements for such things as students attending regional school districts.</i>
54	<p>What other model would we use for ESY if we did not have a general education summer school program? (DA)</p> <p>Response: <i>Please refer to #52</i></p>
55	<p>Can we use the summer school fund balance to fund assured experiences in the following year? It would be helpful to see summer school/ESY revenues and expenses broken out/detailed. (LE & PS)</p> <p>Response: <i>The summer school budget is broken out by account code. Please see the Financial Data sheet from the Summer School Monitoring Report, pg. 22. or Appendix for Summer School (attached). .</i></p>
56	<p>Please provide a table for Summer School staffing and enrollment. (BON)</p> <p>Response: <i>Please see Appendix for Summer School (attached).</i> <i>274 employees participated in summer school – this includes teachers, professional assistants, AAs, site managers, nurses, MTA, related services personnel.</i></p>
57	<p>Do we take action on the summer school recommendations through the budget or as part of the Monitoring Report? (PS)</p> <p>Response: <i>It is a combination of both.</i></p>

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58	<p>Why are we reducing fee for summer school from \$25 to \$20? (PB)</p> <p>Response: <i>The proposed change for summer school is actually an increase from \$25 for the summer or \$12.50 per session to \$40 for the Summer or \$20 per session.</i></p>
59	<p>What is the rationale for increasing the fee for credit recovery courses? (BON)</p> <p>Response: <i>We are increasing all fees for next summer because of increases in costs and programming.</i></p>
60	<p>When will we receive achievement data for summer school? (BON)</p> <p>Response: <i>See Appendix for Summer School Monitoring Report for research behind Summer School Programming</i></p> <p><i>Achievement data is still being disaggregated. As soon as it is ready it will be sent and explained.</i></p>
61	<p>What percentage of IEPs do not have ESY as a recommended component? (LR)</p> <p>Response: <i>54% of students Preschool through post-secondary, do NOT have a recommendation for ESY (447 recommended out of 972 students with IEPs)</i> <i>55 preschool children were recommended for ESY, 54 attended</i> <i>392 students grades K-12+ were recommended for ESY, 248 attended</i></p>
62	<p>What elements of ESY (regression and recoupment) are incorporated for non-IEP summer school attendees in order to close the achievement gap? (LR)</p> <p>Response: <i>None.</i></p>
63	<p>Which statute describes what is mandated for ESY students? (BON)</p>

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	<p>Response: <i>Individuals with Disabilities Education Act</i> <i>Regulations: Part 300 / B / 300.106</i> <i>Sec. 300.106 Extended school year services</i></p>
64	<p>How many staff are included in the ESY budget? (BON)</p> <p><i>174 staff (teachers, professional assistants, site supervisor for PreK, related services personnel, AA).</i></p> <p><i>ESY-</i> <i>7 speech</i> <i>3 psychologists</i> <i>1 guidance</i> <i>1 AT (assistive technology) 10 hours</i> <i>1 Teacher of the Hearing Impaired 25 hours</i> <i>125 professional assistants (68 elementary, 35 secondary – the rest PreK)</i> <i>10 special education teachers (elementary)</i> <i>9 special education teachers (secondary)</i> <i>7 PreK teachers</i> <i>1 site supervisor</i> <i>1 AA</i> <i>1 nurse</i></p>
65	<p>What does the Summer school budget provide that is not in the ESY budget? (BON)</p> <p>Response: <i>General Education Teachers, Instructional materials, Enrichment activities, field trips, and 3 site managers.</i></p>
66	<p>Why is there a summer school and ESY budget? (BON)</p>

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	<p>Response:</p> <p><i>There are two budgets to make it easier to identify the costs associated with the ESY program which can be included in the calculation of Excess Cost Reimbursement</i></p> <p><i>There are two separate accounts and funding sources. Account 55 is ESY and Account 94 is Summer School (some of the funding for Summer School comes from the tuition that is charged and held in the RRR account).</i></p>
67	<p>Combining the ESY budget and the summer school budget what is the per pupil cost for a student attending six weeks of summer school? (BON)</p> <p>Response:</p> <p><i>It depends on the level (elementary, middle, high school) and the particular course students enrolled in. I will try to gather that data for the January meeting.</i></p>
68	<p>In addition to teachers -what other certified and non-certified staff work in the summer school? (BON)</p> <p>Response:</p> <p><i>7 speech and language</i></p> <p><i>3 psychologists</i></p> <p><i>1 guidance counselor</i></p> <p><i>1 Assistive Technology – 10 hours</i></p> <p><i>1 Teacher of the Hearing Impaired – 25 hours</i></p> <p><i>1 Orton Gillingham teacher</i></p> <p><i>1 Coordinator</i></p> <p><i>4 site supervisors</i></p> <p><i>5 AAs</i></p> <p><i>4 Nurses</i></p> <p><i>124 professional assistants</i></p>
69	<p>How many MS students come for only one session? (BON)</p> <p>Response:</p>

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	<p><i>There is one session for 5 weeks.</i> <i>43 general education students</i> <i>42 ESY students</i></p>
70	<p>What is the projected increase in revenue if the tuition was set at \$25 per child per session? (BON)</p> <p>Response: <i>Using summer 2016 enrollment as a guide, if tuition were increased from \$25/summer to \$25 per session additional revenue would total \$10,950.</i></p>
71	<p>Tuition fees, why increase the elem. fees for FRL by \$15. Why not charge \$15 per session?(BON)</p> <p>Response: <i>I believe there is value in increasing fees to give families a sense of being treated fairly and respectfully as we raise the tuition costs for all participants.</i></p>
72	<p>The summer school monitoring report calls for identifying new outreach providers, why is this a goal? What is the projected budget for this increase? (BON)</p> <p>Response: <i>The goal is to utilize our community resources in curricula related enrichment and it is hoped it will not cost additional monies than what we budgeted.</i></p>
73	<p>How is the Glenville Summer Sail program funded and is it a substitute for summer school? (BON)</p> <p>Response: <i>It is not a substitute for summer school. It is a transition to kindergarten program that the Glenville School PTA supports (pays a stipend to kindergarten teachers) for 3 one hour long activities in August. The students become familiar with the school, are read a story by their teacher, do an activity and meet new friends.</i></p>
	Programs - General
74	<p>Referencing Q&A Round 1, the answers to questions on increases in program areas focused on budget to budget increases, I was asking for explanations on actual to budget increases. Please explain the increases</p>

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	<p>from the 2015-2016 actuals to what is now budgeted in the various program areas requested. (Art, FaCS, Science, preschool GAHS, CIPL) (GF)</p> <p>Response: <i>We expect to have this finalized before the budget meeting.</i></p>
75	<p>Please provide the specific plan by program upon which the high school textbook replacement budget is based. (PB)</p> <p>Response: <i>GHS Textbooks Replacement and Adoption Procedures</i></p> <p><i>Textbook replacements</i> <i>All textbook replacement requests for the high school are reviewed by the Assistant Headmaster and Program Coordinator. Recommendations are then brought to the Assistant Superintendent for CIPL.</i></p> <p><u><i>Procedures for Textbook Replacement:</i></u></p> <ol style="list-style-type: none"> <i>1. Review curriculum changes to assess textbook alignment (change in publisher editions).</i> <i>2. Review textbook editions over five years old for curriculum alignment.</i> <i>3. Review trends in enrollment over the previous two years to estimate the need for additional books (of the same edition).</i> <i>4. Review trends in lost/damaged/worn out books over the previous two years to estimate the need for additional books (of the same edition).</i> <p><i>New Textbook Adoptions</i> <i>Follow the textbook adoption process as outlined in Policy E-001 and Administrative Procedure for:</i></p> <ul style="list-style-type: none"> <i>• all new courses</i> <i>• textbooks that are being replaced (with a textbook that is not the newest edition of the textbook presently used) because they are not aligned to curriculum changes</i> <i>• textbooks that are being replaced (with a textbook that is not the newest edition of the textbook presently</i>

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	<i>used) because they are an old edition</i>
76	<p>Textbooks - the response provided at the meeting indicates that there is not a plan for actual replacement of books and that this would be used as needed. I would ask that we be provided with a plan for the use of funds for replacement purchases against a historical picture of actual replacements. While this may have been funded at a previous level, the question is whether we've had that level of need. (PB)</p> <p><i>Response:</i></p> <p><i>The CIPL Office conducted a Textbook Inventory in 2013 to determine the need and priorities for textbook replacements and recommendations to the Board of Education. Criteria collected included, content area, age of text, edition, alignment to standards, home to school connection, digital integration/eBook capability. Upon review, Math and Social Studies were prioritized for a textbook review and recommendation.</i></p> <p><i>K-8 primary Mathematics Textbook recommendation was brought to the Board of Education in 2013 and was implemented in 2014. A new Calculus textbook was brought before the board in June 2016 for adoption. A Social Studies primary resource has not been identified for recommendation at this time.</i></p> <p><i>All textbook requests are managed by the Assistant Superintendent and follow the process outlined in Policy E-001 Program, Services, Curriculum and Procedure E.001.29. Books, Equipment, Materials. Procedure language is listed below.</i></p> <p><i>The PK-12 Curriculum Council is currently reviewing the district textbooks and determining areas of need and developing a transition plan to acquire primary textbooks or utilize open education resources through the U.S Department of Education Go Open project. No decisions have been made on additional textbooks at this time.</i></p> <p><i>Program Coordinators budget for supplemental resources and consumables, specifically in K-5 mathematics; a companion workbook to the Math in Focus Textbook.</i></p>

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	<p><i>Spending History is being pulled from Munis to provide a “historical picture” of the spending trends and actuals.</i></p> <p><i>E001.29 Books Equipment Materials Procedure</i></p> <p><i>According to provisions of law, regular and supplementary textbooks, library books, and such supplies, materials and equipment necessary to meet the needs of instruction in our schools shall be purchased by the District and loaned or furnished free of charge to all pupils.</i></p> <p><i>While the Superintendent oversees the process of equipping schools appropriately, he delegates the responsibility for selection of textbooks, instructional materials, other educational media and equipment to staff. The teaching staff will serve on curriculum committees and consult with the administration for the purpose of recommending improvements in curriculum and materials.</i></p> <p><i>Instructional materials will support the goals and objectives of the curricula as approved by the Board of Education. Criteria used in the selection process will include, but are not limited to, the following:</i></p> <ul style="list-style-type: none"> • <i>compatibility with the range of abilities, aptitudes and interests of students</i> • <i>accuracy and timeliness of knowledge and theory</i> • <i>high standards of literary and artistic merit</i> • <i>inclusion of diverse points of view and controversial issues</i> • <i>quality of production relative to cost</i> <p><i>The disposition of old and obsolete textbooks shall be accomplished under the direction of the Superintendent in accordance with state and district regulations.</i></p> <p><i>Procedure Revised – November 2016 (Policy Change from E040 to E001)</i></p>
77	<p>Referencing Question 38 in Q&A Round 1 – the answer addressed new math nights with Greg Tang, I am interested in the curriculum nights that had been funded through the achievement gap budget for the Title I</p>

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schools. Are they continuing? If not, why not? If so, where are they budgeted? And are we or why aren't we supporting this for all schools? (PB)

Response:

The scheduled Greg Tang Math nights planned to take place by Network/Cluster (Eastern, Western, Central) to provide multiple opportunities for parents across the district to participate.

Curriculum, family, parent information nights are scheduled annually by each school. School based teams plan the event dependent on need, population and goals within the SIP Plan. Funding for the event may come from the district allocation. A subset of schools has used their Title I and Achievement Gap allocation to fund supplies or refreshments. PTAs have also provided minimal funds to provide refreshments. The following chart list the varied parent and community events planned for individual schools.

School	Name of Curriculum/Parent/Information Night	Funding Source
CC	STEAM Night 3/1 International Night Art Night Math Night	PTA funded PTA funded PTA PTA
GLV	Personalized Learning Night Mindset for Learning Parent training	No funding needed PTA
HAS	Spooky Science 10/26/16 Literacy Night 1/11/17 STEM Night 3/22/17 Math Night 5/10/17	AG budget AG budget AG budget AG budget
ISD	Math Night Science Nights (2)	PTA PTA

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	JC	Math Night Literacy Night Inquiry Night	AG budget AG budget AG budget
	NL	Math Night IB Night Inquiry Night or Writing Night	AG budget AG budget AG budget
	NM	Parent DLE Night Math Night Art/STEAM night	PTA budget School Budget PTA/School Budget
	NS	Family Math Game Night STEM Fair	Lone Pine Grant-Games PTA- Snacks PTA
	OG	Math Night Art Show/STEAM Show	PTA/School budget PTA
	PKY	STEAM Night Science Fair (curriculum related)	PTA/School Budget PTA/School budget
	CMS	Digital Tools and Resources Night	PTA/School Budget
	WMS	Grade 6: DIGITAL ASSIGNMENTS AND GRADE BOOKS, ONLINE RESEARCH USING NOODLETOOLS, FOSTERING A POSITIVE HOME ENVIRONMENT, STUDY SKILLS Grade 7: Technology and Online Textbooks, Interacting with the Text (Cornell Notes, marking the text, annotating), Study Skills, and Supporting a Successful Student at Home-- Thursday, January 12	Achievement Gap funds

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		Grade 8: Technology in the classroom, Student Supports, Capstone, and Study Skills/ Student Skills, HS Transition										
	GHS	Parent Grade-Level Meetings (9th and 12 in Fall; 12th in Spring) Headmaster Forum: Humanities Headmaster Forum: Science Headmaster Forum: Computer Science Headmaster Forum: Math Innovation Lab Information Sessions - multiple Innovation Lab Exhibitions of Student Work - multiple 8th Grade Parent Orientation: Academic Program (Feb)	PTA / School Budget (for cookies and coffee)									
	GAHS	All GHS parent meetings are available to parents of GAHS students.										
78	Referencing Question 47 in Q&A Round 1 – What is the timing for the follow up on this question? And on Question 48, please explain why ALP is not based on enrollment. (LR) Response: <i>The Advanced Learning Program uses content replacement programming model for identified students in grade 3-5 language arts and math and a content enrichment programming model in grade 2 language arts and math and grade 3-5 science. This model requires the “pulling out” of students from their mainstream classroom and receiving instruction with an ALP Teacher in another room using a parallel or replacement curriculum that accelerates content with depth.</i> <table><tr><th>Elementary ALP Classes</th><th>Programming Model</th><th>Contact hours per week</th></tr><tr><td>2nd Reading</td><td>Content Enrichment</td><td>2</td></tr><tr><td>2nd Math</td><td>Content Enrichment</td><td>2</td></tr></table>			Elementary ALP Classes	Programming Model	Contact hours per week	2nd Reading	Content Enrichment	2	2nd Math	Content Enrichment	2
Elementary ALP Classes	Programming Model	Contact hours per week										
2nd Reading	Content Enrichment	2										
2nd Math	Content Enrichment	2										

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	3rd Reading	Content Replacement	5
	3rd Math	Content Replacement	5
	3rd Science	Content Enrichment	1.5
	4th Reading	Content Replacement	5
	4th Math	Content Replacement	5
	4th Science	Content Enrichment	1.5
	5th Reading	Content Replacement	5
	5th Math	Content Replacement	5
	5th Science	Content Enrichment	1.5
	Total ALP Contact Hours per building per week		38.5
<p><i>Teaching billets are based on the number of hours spent teaching during the day. A full time teacher teaches between 23 and 25 hours per week. Elementary ALP uses a course - based model to determine staffing. Since every elementary school offers the same number of ALP courses in grades two through five, each elementary building must have at least 1.6 billets to cover the ALP level classes.</i></p> <p><i>Additional time is needed in each building for administration of ALP placement assessments, collaboration with classroom teachers, and/or working with individual students whose needs require instruction beyond the ALP level curriculum. Additional staffing may be needed based on individual student needs beyond the ALP curriculum. Teachers who travel between buildings are given 30 minutes per day or 2.5 hours (.1 billet) a week to travel. Allocations of billets per building are based on a priority for ALP program staffing to minimize travel time and provide the best, most consistent ALP teaching across the system.</i></p>			
79	<p>Referencing Question 42 in Q&A Round 1 – May we have a breakdown of the \$77,000 increase and a better understanding of the need for monitors in PE classes. (PB & PS)</p> <p>Response: <i>The following chart provides the breakdown of requested items in the 310 line for Physical Education</i></p>		

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Teaching Supplies	3100	\$10,000.00	Equipment and safety parts deemed necessary for repairs based on annual inspections of gyms and courses = \$10,000.00 (REQUIRED for remediation)
Orienteering Maps	3100	\$5,000.00	New orienteering maps for GHS as needed due to MISA construction project = \$5,000.00
Periodicals and newspapers	3100	\$500.00	Periodicals and newspapers for staff specific to professional journals and newsletters = \$500.00
Teaching Supplies	3100	\$8,000.00	Additional teaching supplies for school programs = \$8,000.00
subtotal	3100	\$23,500.00	
Teaching Equipment	3101	\$37,500.00	Traverse walls for 5 elementary schools (CC, NM, OG, PK, RV) @\$7,500.00/school = \$37,500.00
Teaching Equipment	3101	\$24,000.00	Electric swing up backboards (replacements and program consistency). 4 @ EMS, 1 each @NM, OG, ISD, NL, RV, PK, JC, NS - 12 backboards @ \$2,000/backboard = \$24,000.00
Teaching Equipment	3101	\$18,000.00	Outdoor storage sheds for six schools (CC, HA, NL, NM, OG, RV) to store athletic equipment @\$3,000.00/shed - \$18,000.00
subtotal	3101	\$79,500.00	
<p><i>The original Smartboard plan outlined the installation for Smartboards for mainstream classrooms first with Art, Music and PE classrooms last. When the Smartboard plan was complete, physical education spaces were not part</i></p>			

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	<p><i>of the final plan. The installation of a display since the development of DLE was the districts approach to making these classrooms whole with all instructional resources.</i></p> <p><i>The cost to make all PE Classrooms whole with a digital display is: 314 - Apple TV, plasma display and wire guard cages for all 15 schools = \$31,000.00</i></p> <p><i>Additional need for monitors is explained in question 81.</i></p>
80	<p>Physical education - for items that are deemed “required”, please identify whether these purchases could be phased in over a period of years with a priority for items required for safety. (PB)</p> <p>Response: <i>The Assistant Superintendent reviews the remediation plan for equipment repairs and replacements to prioritize the list of equipment and work to replace those required items first. Any item can be phased over a determined number of years. If we choose not to remediate, the equipment cannot be used for instruction.</i></p> <p><i>Any item not usable and planned for a phased remediation has been borrowed from another school to ensure the activities and instruction outlined in the curriculum can be implemented. For example, we have borrowed balance beams from North Street and lent them to Julian Curtiss.</i></p>
81	<p>Physical education - please explain alternatives for purchasing and installing video displays? Given that we are delaying purchases of smart boards, this is not a prudent investment at this time. In addition, there are other ways for physical education to use DLE. Finally, this is called physical education for a reason - we expect the kids will be up and moving per our curriculum. (PB)</p> <p>Response: <i>Alternative solutions purchased to allow teachers to display content and overall lessons include a projector on a cart with a fixed screen that can be pulled down from the ceiling; a TV display on a cart using an adapter to display content from the mobile device; and some schools have a plasma/LED display mounted to the wall with a protective cover to provide display capabilities. We can work with individual schools to determine other alternative solutions for displaying their instructional content.</i></p>

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	<p><i>All teachers are expected to implement the expectations of the DLE as well as those outlined in the TEPL Educator Evaluation Indicators. Physical Education teachers have shared how they have flipped the classroom using Schoology, so that they do increase the physical activity in the classroom. Online content provides an instructional tool to model how to engage in the physical skill, sport, activity or how to perform a physical task.</i></p> <p><i>Students do develop a wellness plan in the beginning of the year and record their goals and progress towards those goals in various digital tools like Nearpod, Educreations, Schoology and Google Apps. Students also engage in online discussions using Schoology. Secondary students access and post their homework through Schoology. The assignments are reviewed in class with the teacher.</i></p> <p><i>Physical Education teachers identified specific digital tools they use to support the implementation of the curriculum These are included in the district digital toolbox and used regularly, specifically Coach my Video, Google Docs and Google Docs and Schoology.</i></p>
82	<p>Which schools do not have a rock climbing wall? (BON)</p> <p>Response: <i>The following schools do not have a Rock Climbing (Traversing) wall: Cos Cob, North Mianus, Old Greenwich, Riverside, Parkway</i></p>
83	<p>“Installation of traversing (rock climbing) walls to support orienteering/SEL assured experience.” When did rock climbing become an assured experience? (BON)</p> <p>Response: <i>The Curriculum Review as presented to the Board of Education in 2011 identified the objective of an assured experience:</i></p> <p style="padding-left: 40px;"><i>There are assured experiences identified at various grade levels, beginning in second grade and running through tenth grade. The elementary experiences take place in grades two through five and are designed to complement and reinforce the skills and knowledge learned, not only through Physical Education, but</i></p>

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	<p><i>through other subject areas throughout the school year.</i></p> <p><i>Beginning in the fifth grade, students will engage in an Orienteering/Adventure assured experience program which becomes progressively more challenging as they participate again in eighth grade and finally in tenth grade.</i></p> <p><i>Equipment required to support the approved assured experience included traversing walls in the elementary schools.</i></p> <p><i>We have delayed the installation since 2013 and planned to reinstate the plan for FY17-18, hence the budgeted funds for the remaining five schools (Cos Cob, North Mianus, Old Greenwich, Riverside, Parkway).</i></p>
	Capital
84	<p>Please advise on those items value engineered out of the MISA project and how, when and from what funding source they will be addressed. (PS)</p> <p>Response:</p> <p><i>Building requirements (structural) were addressed during construction. Acoustical improvements in the classrooms and practice rooms are being installed by the Building Committee. Video capability is being installed in the auditorium through an Area 12 Cablevision grant. However, one future project that the BOE may be considering is modification to the enclosed courtyard behind the choral room. This was left as an area to be planted, but given the difficulty to maintain, the BOE may want to consider putting in concrete in this area.</i></p> <p><i>Furniture -- There was a list at the start of the project which was pared back as the project went along. Of that original list, the key furniture items such as additional cabinets, shop tools, additional music stands and chairs.</i></p>
85	<p>What percent of the lighting budget is for LED lighting? (BON)</p> <p>Response:</p>

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	<i>The new lighting standard will call for LED lighting. Traditional fluorescent lighting will be used if LED is not feasible.</i>
86	<p>Will data be collected concerning the cost savings from the installation of the new windows at WMS? (BON)</p> <p>Response: <i>The purpose of the WMS window wall replacement was due to infiltration and age. Notwithstanding, energy usage is monitored at all buildings</i></p>
87	<p>Has there been a study of the cost of installing central air in any of the buildings in place of the costly window units? (BON)</p> <p>Response: <i>There has not been a study.</i></p>
	Changing School Start Times
88	<p>Where are we with identifying funds to address potential needs as a result of changing school start and dismissal times. What needs and respective solutions have been identified and what funding is required? How will the budget address these needs? (DA)</p> <p>Response: <i>The budget request includes anticipated busing required for regular bus transportation. Additionally, the Athletics budget has some additional funds to allow for additional busing due to early release.</i></p>
89	<p>Referencing Question 73 in Q&A Round 1 – It is not acceptable that teachers leave classes for coaching responsibilities without providing substitutes for those classes. How is the District addressing the instructional needs of the students/classes when coaches need to leave early? (PB)</p> <p>Response: <i>From GHS</i> <i>We only allow a teacher who is also a coach to leave a class early if it is absolutely necessary. When a coach needs to leave a class early, he/she makes arrangements to have his/her class covered by a certified staff member. In</i></p>

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	<p><i>most cases with the current dismissal times, the teacher/coach needs coverage for only 10-15 minutes. With a change of dismissal time, we may need to use building substitutes to cover classes.</i></p> <p><i>From EMS</i> <i>We have two teachers who coach at GHS; we assign them a non-instructional period during the last period of the day so there are no conflicts or coverages. I believe we will continue this practice next year.</i></p> <p><i>From WMS</i> <i>We have a couple of coaches who coach at the High School. In the rare instance they need to leave early to get to a distant away game, their class is covered by a certified staff member who does not have an instructional class period 7 and who has volunteered to cover for their colleague.</i></p> <p><i>From CMS</i> <i>The process at CMS is the same as at WMS. In the rare instance where the coach would miss more than one full academic class due to an early release for coaching Gus Lindine pays for a half day substitute from his budget.</i></p> <p><i>Note: with the high school ending at 3:15 and the middle schools ending at 2:50, this should not be an issue for middle school teachers who coach.</i></p>
90	<p>Would these students in affected classes be able to be dismissed to the media center if there wasn't a cut in the number of media specialists as proposed? (BON)</p> <p>Response: <i>From GHS</i> <i>We do not dismiss classes because the teacher is a coach who has to leave early. We cover the class with another staff member or a substitute. The only time we would dismiss a class to the Media Center is when the teacher and the media specialists have planned an activity for the students in the Media Center. There have been occasions when an assembly has ended early or a planned event was cancelled unexpectedly and we dismissed students to either the Student Center or the Media Center for the remainder of the block. In those cases, while there are more</i></p>

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	<i>students in the Media Center than normal, it does not require extra staffing to supervise them.</i>							
	Miscellaneous							
91	<p>Please provide the number of professional learning days that are budgeted for by department and related substitute coverage (BON)</p> <p>Response:</p> <p><i>The CIPL Budget provides the district budget for the Two Full professional Learning days, five Early Release Days and tuition, registration and travel for Staff Activity Requests throughout the year for state and national conferences. This is formula based using a per pupil allocation by school. The CIPL Office monitors the expenditures. The total budgeted amount is <u>\$175,685.64</u>.</i></p> <p><i>The CIPL Budget provides funds for IB Training for NL, ISD, WMS for a total of \$10, 125:</i></p> <ul style="list-style-type: none"> • <i>IB Category 1 training NL – 3 teachers @ \$1,125</i> • <i>IB Category 1 training WMS – 3 teachers @ \$1,125</i> • <i>IB Category 1 training ISD – 3 teachers @ \$1,125</i> <p><i>The following outlines the budgeted professional learning days by program including related substitute coverage.</i></p> <p><u>Visual Arts- Request: \$4500</u> - Budget Line 51310</p> <p><i>This was initially requested to have teachers develop corresponding curricular units for the K-12 visual arts refreshed curriculum. I originally budgeted for 9 teachers (3 at elementary, 3 at middle and 3 at the high school) to receive sub coverage for 5 days. This proposal would be amended to lessen the impact on the classroom and complete this work on non-school days instead, resulting in less teachers working based on the monetary amount granted.</i></p> <table border="1"> <thead> <tr> <th><u># of Teachers</u></th><th><u># of Days</u></th><th><u>Cost</u></th></tr> </thead> <tbody> <tr> <td>9 Teachers for unit development</td><td>Payment for approx. 19 days</td><td>\$4500</td></tr> </tbody> </table>		<u># of Teachers</u>	<u># of Days</u>	<u>Cost</u>	9 Teachers for unit development	Payment for approx. 19 days	\$4500
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9 Teachers for unit development	Payment for approx. 19 days	\$4500						

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Music- Request: \$7500

This budget line is requested for the following:

<u># of Teachers</u>	<u># of Days</u>	<u>Cost</u>
1 Teacher (Director of YPC)	Coverage for 3 YPC performances	\$300
2 Teachers (Honor Choir Directors)	Coverage for 2 HC performances	\$400
3-6 Teachers for unit development	Payment for approx. 10 days	\$6800

Humanities

Language Arts

Line	Total	Rational/Description
1497	\$125,000.00	Provides funding for Consultants for Professional Learning for RDG/LA department. TCRWP staff developers for 6 schools (JC, NL, CC, WMS, HA, EMS). Significant increase in Humanities budget due to assuming NL and JC which were originally in AG budget and addition of HA and EMS for 2017-18.
2097	\$40,000.00	Provides funds to allow teachers to attend out of district workshops and conferences in support of the RDG/LA Department. Significant increase due to TCRWP commitment formerly covered in AG budget (cost of tickets for teachers and administrators at schools receiving TC staff development to attend workshops at Columbia University.) Includes cost for tickets for CC (40), JC (40), HA (40), NL (40), EMS (40), WMS (40) + 100.
1317	\$30,000.00	Provides for substitute teachers so that staff can be released from teaching responsibilities to attend workshops, conferences and related PLA's. Subs also provided for CC (40), WMS (40), HA (40), EMS (40) + 100 staff to attend TCRWP.

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2107	\$7,500.00	Provides for travel expenses for RDG/LA Department to attend workshops and conferences for professional learning. Attendance at National Literacy Conference for Coordinator and members of the Humanities Network team. Increase due to additional schools for TCRWP. Travel to Conference Days @ Columbia in NYC and absorption of AG.
2117	\$3,000.00	Provides funds to reimburse teachers for PLA mileage expenses. Attendance at TC conference days for teachers if not funded by school budget. Increase due to additional schools.
SOCIAL STUDIES		
Line	Total	Rational/Description
1497	\$8,000.00	Provides funding for Consultants for Professional Learning for SS department.
2097	\$5,000.00	Provides funds to allow teachers to attend out of district workshops and conferences in support of the SS Department.
2117	\$1,000.00	Provides funds to reimburse teachers for PLA mileage expenses.
ESL		
There is a budget of \$2000 for sub coverage for next year that would cover 20 days of sub coverage for a variety of K - 12 teaching staff (both ELL and mainstream teachers who our program is tasked with training in ELL best practice for students) to attend regional ELL workshops conducted in locations such as C.E.S., A.C.E.S in Hamden and Bureau of Education & Research in New Rochelle.		

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	World Language			
	\$15,000	Teachers	Days	Rate
	Spanish	8	4	250
	Italian	3	5	250
	Latin	2	5	250
	MS /FLES	1	3	250
		0	1	250
		14	18	1250
	Mathematics (28):			
	<ul style="list-style-type: none"> 51317 Substitute Coverage: coverage for teachers to attend NCTM and ATOMIC conferences. The number of days will depend on the demand for conference attendance. Historically, about 5 teachers will attend the ATOMIC one day conference (5 days). 			
	Science (34):			
	51317 Substitute Coverage: coverage for teachers to attend NSTA Regional and National conferences. The number of days will depend on the demand for conference attendance. Historically, about 4 teachers will attend a National Conference for 2 days each (8 days).			
	Technology Education (22):			
	51317 Substitute Coverage: coverage for three teachers to attend the one day CECA conference (1 day)			
92	<p>Does the \$90,000 in revenues generated from the Print Shop cover salaries? (BON)</p> <p>Response:</p> <p><i>No. The print shop charges printing costs back to GPS schools and programs, and to TOG Departments, and invoices external partner organizations to cover printing costs exclusive of salaries. Based on 2015-2016 print</i></p>			

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	<i>orders, the majority of the “revenues” generated, approximately 80% are from schools and programs, and TOG departments’ print orders, and are reflected as ‘charge backs’ in their budgets. The remaining print orders are generated from our external partner organizations with 11% of print orders from PTAs; 7% from athletic and performing arts boosters; and under 2% from The Greenwich Alliance for Education and the Distinguished Teachers Awards Committee. The payments from the external organizations are deposited into a revenue account, and then credited back to the print shop.</i>
93	<p>In light of the current drought in CT, what is our ongoing instruction/curriculum on water conservation? (BON)</p> <p>Response: <i>This is a curriculum question more than a budget question. We have answered it in the BOE Weekly Report of 12-2-2016.</i></p>
94	<p>Are there any funds budgeted to support Strategic Plan SEL strategy? (BON)</p> <p>Response: <i>Materials are included in the Psychology budget in 16-17 and 17-18. Professional Learning will be provided by district staff and program publisher.</i></p>
95	<p>Where in the budget book is the cost of the SEL program, i.e. staffing, prof dev. supplies etc.? (BON)</p> <p>Response: <i>See #94 – there is no increase in staffing anticipated. All Professional Development costs are provided by the CIPL Budget, as with all district professional learning. Instructional supplies specific to the content area are budgeted by the program leader. For example, the SLE resource workbooks for Physical Education are budgeted in the district PE budget by the Assistant Superintendent.</i></p>
96	<p>Increase in “office services” – if for assured experiences, should be a more appropriate line item to better identify expenditure. (PB)</p> <p>Response:</p>

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	<i>While we cannot change the description in the chart of accounts, we can, and will, change the description in the budget book to better reflect the expense.</i>
	Teaching & Learning (BON)
97	<p>Please explain \$86,125 for building rental</p> <p>Response: <i>The majority of the cost is for the rental of BANC for New Lebanon School. The remainder is for building expenses for evening events.</i></p>
98	<p>Teacher stipends, what are these stipends for?</p> <p>Response: <i>We expect to have this finalized before the budget meeting.</i></p>
99	<p>Please differentiate between the stipends in teaching and learning and those in HR. (BON)</p> <p>Response: <i>The funding on this line in HR primarily covers teacher stipends at GHS for "Today's Student – Tomorrow's Teacher" (TSTT) Program; Teacher Growth & Development stipends for teachers who participate on district hiring committees during the summer months; and per diem paid to retired administrators who assist as Contributing Evaluators.</i></p> <p><i>The \$12,500 is for the schools to use for stipends.</i></p>
100	<p>Are all the stipends in the budget the result of collective bargaining?</p> <p>Response: <i>All teacher stipends are the result of collective bargaining. GOSA has a stipend for PhD/Ed.D that is in the collective bargaining agreement. The stipends for Network Facilitators and Summer School Supervisors have been established and shared with GOSA, who have concurred with the stipends, but they are not part of the collective bargaining agreement.</i></p>

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	Middle School (BON)																																
101	<p>What is the elective course enrollment by section in the MSs?</p> <p>Response:</p> <p>Central Middle School's Elective Course Enrollment 2016-2017 School Year</p> <p>7th Grade Elective Course Enrollment</p> <table> <tr> <th>Name of Elective</th><th>Enrollment</th></tr> <tr> <td>Art 7</td><td>105</td></tr> <tr> <td>Band 7</td><td>28</td></tr> <tr> <td>Chorus 7</td><td>21</td></tr> <tr> <td>Consumer Science</td><td>134</td></tr> <tr> <td>French 1C</td><td>18</td></tr> <tr> <td>French 2A</td><td>19</td></tr> <tr> <td>Music 7</td><td>59</td></tr> <tr> <td>Native Spanish</td><td>17</td></tr> <tr> <td>Orchestra 7</td><td>33</td></tr> <tr> <td>*Physical Education 7</td><td>182</td></tr> <tr> <td>Seminar 7</td><td>29</td></tr> <tr> <td>Spanish 2</td><td>58</td></tr> <tr> <td>Spanish 2A</td><td>49</td></tr> <tr> <td>Technology 7</td><td>99</td></tr> </table> <p>8th Grade Elective Course Enrollment</p> <table> <tr> <th>Name of Elective</th><th>Enrollment</th></tr> </table>	Name of Elective	Enrollment	Art 7	105	Band 7	28	Chorus 7	21	Consumer Science	134	French 1C	18	French 2A	19	Music 7	59	Native Spanish	17	Orchestra 7	33	*Physical Education 7	182	Seminar 7	29	Spanish 2	58	Spanish 2A	49	Technology 7	99	Name of Elective	Enrollment
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Art 8	132
Band 8	39
Chorus 8	16
*Digital Literacy	150
French 2	31
French 3A	12
*Health	182
Music 8	74
Native Spanish	8
Orchestra 8	34
*Physical Education 8	182
Seminar 8	35
Spanish 3	42
Spanish 3A	65
Technology 8	86

Eastern Middle School's Elective Course Enrollment 2016-2017 School Year

7th Grade Elective Course Enrollment

Name of Elective	Enrollment
Art 7	233
Band 7	58
Chorus 7	146
Consumer Science	237
French 1C	31
Music 7	93

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Native Spanish	22
Orchestra 7	38
*Physical Education 7	285
Seminar 7	51
Spanish 2	55
Spanish 2A	118
Technology 7	237

8th Grade Elective Course Enrollment

Name of Elective	Enrollment
Art 8	173
Band 8	52
Chorus 8	124
*Digital Literacy	269
French 2	47
*Health	269
Music 8	70
Native Spanish	19
Orchestra 8	23
*Physical Education 8	271
Seminar 8	53
Spanish 3	66
Spanish 3A	96
Technology 8	179

* Elective course is required by the State of Connecticut

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Western Middle School Elective Course Enrollment 2016-2017 School Year

7th Grade Elective Course Enrollment

Name of Elective		Enrollment
Art 7		103
Band 7		52
Chorus 7		57
Consumer Science 7		115
French 1 Continuing		25
Music 7		76
Orchestra 7		35
Physical Education 7		181
Seminar 7		30
Spanish 2		44
Spanish 2A		39
Technology 7		101

7th and 8th Grade Combined Elective Course Enrollment

Name of Elective		Enrollment
Native Spanish 7/8		64

8th Grade Elective Course Enrollment

Name of Elective		Enrollment
Art 8		112
Band 8		31

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	Chorus 8	33	
	Digital Literacy	146	
	French 2	16	
	Health	146	
	Music 8	94	
	Orchestra	43	
	Physical Education 8	183	
	Seminar 8	30	
	Spanish 3	38	
	Spanish 3A	38	
	Technology 8	101	
102	<p>STEM at WMS please explain how this was a cost neutral addition including staffing.</p> <p>Response: Gordon Beinstein has advised that the money for the PD has been paid this past year, 2016-17, with a grant. The next year costs for supplies are minimal and can be absorbed in buildings per pupil budget. As for staffing, there was request for a .2 in the new course pilot proposal, and this was rejected. The building administration is confident that they can move some staffing around to absorb that as well as it is a single period course taught every other day.</p>		
103	<p>Please explain how the proposed new FACS course would be staffed at each of the three middle schools? What additional staff will be needed, new or reallocated from another program?</p> <p>Response: <i>Each of the three middle schools has a dedicated 1.0FTE for FACS. Due to enrollment year over year, the teacher may not teach all of the 1.0 in FACS. A portion of the billet may be used for support classes, interventions, resource or other allowable teaching responsibilities within the certification guidelines. Specific to Central, the teacher is dual certified in FACS and Health. When needed based on enrollment, this allows Central to schedule Health classes with the FACS Teacher. For SY17-18, Central will be able to move all teaching responsibilities for Health</i></p>		

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	<p><i>within the Physical Education and Health Program. Additional details for SY 17-18 as provided by the building principals:</i></p> <ul style="list-style-type: none"> <i>Western will absorb the additional .2 billets for FACS in 2017-18 to provide a 1.0FTE within their Physical Education and Health department. There is no impact either way on PE or Health. The way the building currently schedules the Unified classes; there are only four periods per day for 6th and 7th graders to take FCS. Currently, the FCS teacher is running an academic support class for her fifth class. Creating the 8th grade FCS class will allow her to teach 5 periods a day of FCS, with no impact on staffing, as the building administrator can staff the academic support classes with different personnel.</i> <i>Central can absorb the health billets and provide the .2 needed for the grade 8 sections of FACS in 2017-18 because the Physical Education teachers are dually certified in health and physical education. To clarify further, in order to run two additional sections of FACS in grade 8, CMS will run two less sections of Physical Education, which may create a slight increase in class size, but will remain within the district guidelines.</i> <i>EMS is the most challenging with this implementation as they have a projected increase in enrollment for 2021-22. They will examine the schedule and current staffing during 2017-18 to determine how the sections can be supported by the existing 1.0 FTE. EMS is proposed to offer Grade 8 FACS during SY2018-19. Currently, the FACS teacher teaches five sections of FACS each day (both patterns) and every section is full. By reviewing the schedule for the year, they will have an opportunity to determine whether or not they will need an additional .4 to staff additional sections.</i> <p><i>Decisions to run a course or not based on enrollment are made year to year. Such will be the case if there is limited interest in the course. Additionally, decisions to run limited sessions based on staffing are made year to year.</i></p> <p><i>The district is not seeking additional staffing outside the already allocated 1.0 FTE for FACS.</i></p>
	GHS (BON)
104	What do the 5.9 unassigned interventionists do?

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	<p>Response:</p> <p><i>The Unassigned/Interventionist title was used as a catch all for the following positions that did not fit easily into one of the other general categories:</i></p> <p><i>2.00 FTE Assistant Dean – There are 5 Assistant Dean positions, one in each house. Each of the 5 assignments is a .40 FTE assignment in addition to a .60 FTE teaching assignment.</i></p> <p><i>1.50 FTE Coaches are teachers who serve in an academic coach role in addition to their teaching duties (.50 instructional technology support; .20 World Language; .20 Math; .20 Science; .20 English; .20 Social Studies)</i></p> <p><i>1.40 FTE AVID</i></p> <p><i>1.00 FTE STARS teacher for a tiered intervention program</i></p>																																																				
105	<p>What is the enrollment by section of students in the various foreign languages?</p> <p>Response:</p> <table><tr><th>Department</th><th>Course Title</th><th>Enrollment</th><th>Overlap (Occurring in classroom with existing section)</th></tr><tr><td>WL</td><td>FRENCH 1</td><td>23</td><td></td></tr><tr><td>WL</td><td>FRENCH 2</td><td>16</td><td></td></tr><tr><td>WL</td><td>FRENCH 3A</td><td>14</td><td></td></tr><tr><td>WL</td><td>FRENCH 3A</td><td>17</td><td></td></tr><tr><td>WL</td><td>FRENCH 3A</td><td>18</td><td></td></tr><tr><td>WL</td><td>FRENCH 3B</td><td>13</td><td></td></tr><tr><td>WL</td><td>FRENCH 4</td><td>13</td><td></td></tr><tr><td>WL</td><td>FRENCH 4</td><td>14</td><td></td></tr><tr><td>WL</td><td>FRENCH 5</td><td>14</td><td></td></tr><tr><td>WL</td><td>FRENCH 6</td><td>7</td><td></td></tr><tr><td>WL</td><td>SPANISH 1</td><td>26</td><td></td></tr><tr><td>WL</td><td>SPANISH 1</td><td>21</td><td></td></tr></table>	Department	Course Title	Enrollment	Overlap (Occurring in classroom with existing section)	WL	FRENCH 1	23		WL	FRENCH 2	16		WL	FRENCH 3A	14		WL	FRENCH 3A	17		WL	FRENCH 3A	18		WL	FRENCH 3B	13		WL	FRENCH 4	13		WL	FRENCH 4	14		WL	FRENCH 5	14		WL	FRENCH 6	7		WL	SPANISH 1	26		WL	SPANISH 1	21	
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	WL	SPANISH 2	23	
	WL	SPANISH 2	24	
	WL	SPANISH 2	24	
	WL	SPANISH 3A	24	
	WL	SPANISH 3B	10	
	WL	SPANISH 3B	13	
	WL	SPANISH 4	15	
	WL	SPANISH 4	22	
	WL	SPANISH 4	18	
	WL	SPANISH 4	22	
	WL	SPANISH 4	17	
	WL	SPANISH 4	19	
	WL	SPANISH 4	24	
	WL	SPANISH 5	24	
	WL	SPANISH 5	26	
	WL	SPANISH 5	23	
	WL	SPANISH 5	13	
	WL	SPANISH 5	18	
	WL	SPANISH 5	23	
	WL	SPANISH 5	23	
	WL	SPANISH 5 NATIVE	22	
	WL	SPANISH 6	17	
	WL	SPANISH 6	21	
	WL	SPANISH 6	22	
	WL	SPANISH 6	17	
	WL	SPANISH 6 NATIVE	20	
	WL	SPANISH LANG & LIT	17	

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	WL	LATIN AMERICAN STUDY -NLA 2	22		
	WL	LATIN AMERICAN STUDY -NLA 2	17		
	WL	ADV SPAN & MODERN LA	7		
	WL	HON SPANISH 6 NATIVE	13		
	WL	HON SPANISH 6 NATIVE	21		
	WL	ADV SPANISH DRAMA WORKS	19		
	WL	GERMAN 1	20		
	WL	GERMAN 1	22		
	WL	GERMAN 2	23		
	WL	GERMAN 3	22		
	WL	LATIN 1	16		
	WL	LATIN 1	25		
	WL	LATIN 2	21		
	WL	LATIN 2	19		
	WL	LATIN 3	22		
	WL	ITALIAN 1	23		
	WL	ITALIAN 1	25		
	WL	ITALIAN 1	25		
	WL	ITALIAN 2	12		
	WL	ITALIAN 2	21		
	WL	ITALIAN 2	21		
	WL	ITALIAN 3	18		
	WL	ITALIAN 3	16		

**2016-2017 Proposed Budget
Q&A Round 2**

December 8, 2016

	WL	ITALIAN 4	11	
	WL	MANDARIN CHINESE 1	18	
	WL	MANDARIN CHINESE 1	22	
	WL	MANDARIN CHINESE 2	12	
	WL	MANDARIN CHINESE 2	20	
	WL	MANDARIN CHINESE 3	28	
	WL	AMER SIGN LANGUAGE 1	23	
	WL	AMER SIGN LANGUAGE 1	24	
	WL	AMER SIGN LANGUAGE 1	19	
	WL	AMER SIGN LANGUAGE 2	9	
	WL	AMER SIGN LANGUAGE 2	18	
	WL	AMER SIGN LANGUAGE 3	14	
	WL	AMER SIGN LANGUAGE 4	9	
	WL	HONORS FRENCH 4	23	
	WL	HONORS FRENCH 4	21	
	WL	HONORS FRENCH 5	20	
	WL	HONORS FRENCH 5	19	
	WL	HONORS FRENCH 6	11	
	WL	HONORS FRENCH 6	11	
	WL	HONORS SPANISH 4	21	
	WL	HONORS SPANISH 4	25	
	WL	HONORS SPANISH 4	18	

**2016-2017 Proposed Budget
Q&A Round 2**

December 8, 2016

	WL	HONORS SPANISH 4	24	
	WL	HONORS SPANISH 4	18	
	WL	HONORS SPANISH 4	24	
	WL	HONORS SPANISH 4	25	
	WL	HONORS SPANISH 5	22	
	WL	HONORS SPANISH 5	19	
	WL	HONORS SPANISH 5	23	
	WL	HONORS SPANISH 5	24	
	WL	HONORS SPANISH 5	22	
	WL	HONORS SPANISH 5	25	
	WL	HON SPANISH 5A NATVE	25	
	WL	HON SPANISH 5A NATVE	24	
	WL	HONORS SPANISH 6	22	
	WL	HONORS SPANISH 6	18	
	WL	HONORS SPANISH 6	16	
	WL	HONORS SPANISH 6	20	
	WL	HONORS SPANISH 6	13	
	WL	HONORS LATIN SEMINAR	17	
	WL	AP FRENCH & CULTURE	15	
	WL	AP FRENCH & CULTURE	16	
	WL	AP SPANISH & CULTURE	21	
	WL	AP SPANISH & CULTURE	25	

**2016-2017 Proposed Budget
Q&A Round 2**

December 8, 2016

	WL	AP SPANISH & CULTURE	23	
	WL	AP SPANISH & CULTURE	18	
	WL	AP SPANISH & CULTURE	21	
	WL	AP SPANISH LNG NATIVE & CULTURE	28	
	WL	AP SPANISH LIT & CULTURE	22	
	WL	AP SPANISH LIT & CULTURE	16	
	WL	AP MANDARIN CHINESE & CULTURE	13	
	WL	MANDARIN CHINESE 4	5	x
	WL	HON MANDARIN CHINESE 4	13	x
	WL	HONORS ITALIAN 4	18	x
	WL	AP ITALIAN	4	x
	WL	HONORS GERMAN 4	15	x
	WL	AP GERMAN & CULTURE	3	x
106	What is the enrollment by section of art and music classes at the HS?			
	Response:			

**2016-2017 Proposed Budget
Q&A Round 2**

December 8, 2016

	ART	INTRO TO DRAWING 3X	24	
	ART	INTRO TO DRAWING 3X	23	
	ART	INTRO TO PAINTING 3X	18	
	ART	INTRO TO PAINTING 3X	23	
	ART	INTRO TO PAINTING 3X	24	
	ART	ART EXPERIENCE	16	
	ART	ART EXPERIENCE 3X	24	
	ART	SCULPTURE 3X	23	
	ART	INTERMEDIATE COMPUTER ARTS	6	
	ART	INTRO TO CERAMICS	22	
	ART	INTRO TO CERAMICS	24	
	ART	INTRO TO CERAMICS	24	
	ART	INTRO TO CERAMICS	19	
	ART	INTRO TO CERAMICS	22	
	ART	INTERMEDIATE CERAMICS	21	
	ART	INTERMEDIATE CERAMICS	14	
	ART	INTERMEDIATE CERAMICS	18	
	ART	PHOTOGRAPHY 1	19	
	ART	PHOTOGRAPHY 1	13	
	ART	PRINTMAKING 3X	16	
	ART	ART IN NATURE 3X	24	
	ART	HISTORY OF ART	21	
	ART	AP 2D DESIGN: PHOTO	17	
	ART	AP STUDIO ART	16	
	ART	AP STUDIO ART	10	
	ART	INTRO TO CERAMICS	20	x
	ART	HONORS CERAMICS	1	x

**2016-2017 Proposed Budget
Q&A Round 2**

December 8, 2016

	ART	DRAWING AND PAINTING	16	x
	ART	HONORS DRAWING & PAINTING	3	x
	ART	ADVANCED CERAMICS	6	x
	ART	HONORS ADV CERAMICS	6	x
	ART	AP 3D DESIGN: CERAMICS	6	x
	ART	INTRO COMPUTER ARTS	11	x
	ART	AP STUDIO ART	1	x
	ART	INTERMEDIATE PHOTOGRAPHY	7	x
	ART	HON INTERM PHOTOGRAPHY	1	x
	ART	ADVANCED DRAWING	10	x
	ART	HONORS ADV DRAWING	1	x
	ART	PHOTOGRAPHY 1	14	x
	ART	HONORS PHOTOGRAPHY 1	1	x
	ART	HON COMPUTER ARTS	1	x
	ART	INTRO COMPUTER ARTS	13	x
	ART	ADV PHOTO DIGITAL DRKRM	8	x
	ART	HON ADV DIGITAL PHOTOGRAPHY	3	x
	ART	HONORS DRAWING & PAINTING	2	x
	ART	DRAWING AND PAINTING	12	x
	ART	HON INTERM PHOTOGRAPHY	4	x
	ART	INTERMEDIATE PHOTOGRAPHY	8	x
	ART	ADVANCED CERAMICS	15	x
	ART	HONORS ADV CERAMICS	2	x
	ART	AP 3D DESIGN: CERAMICS	4	x

**2016-2017 Proposed Budget
Q&A Round 2**

December 8, 2016

	ART	FINE ARTS	6	
	MUSIC	ELECTRONIC MUSIC 1	8	
	MUSIC	ELECTRONIC MUSIC 1	10	
	MUSIC	INTRO ELECTRIC MUSIC	18	
	MUSIC	INTRO ELECTRIC MUSIC	19	
	MUSIC	INTRO ELECTRIC MUSIC	11	
	MUSIC	INTRO ELECTRIC MUSIC	17	
	MUSIC	GUITAR 3X	8	
	MUSIC	GUITAR 3X	14	
	MUSIC	GUITAR 3X	7	
	MUSIC	GUITAR 3X	7	
	MUSIC	SONGWRITING AND RECORDING I	14	
	MUSIC	HONORS STRING ENSEMBLE	21	
	MUSIC	HONORS WIND ENSEMBLE	40	
	MUSIC	CONCERT ORCHESTRA (GRD 9)	19	
	MUSIC	CONCERT ORCHESTRA (GRD 9)	34	
	MUSIC	AP MUSIC THEORY	16	
	MUSIC	HONORS MADRIGALS	34	
	MUSIC	HONS CHAMBER SINGERS	28	
	MUSIC	HONORS WITCHMEN	24	
	MUSIC	HONORS ELECTRONIC MUSIC	19	
	MUSIC	SYMPHONY ORCHESTRA (GRD 10-12)	39	x
	MUSIC	HONORS ORCHESTRA	12	x
	MUSIC	CONCERT CHOIR	114	x

**2016-2017 Proposed Budget
Q&A Round 2**

December 8, 2016

	MUSIC	HONS CONCERT CHOIR	4	x																																							
	MUSIC	PERCUSSION ENSEMBLE	18	x																																							
	MUSIC	HONS PERCUSS ENSEMBLE	7	x																																							
	MUSIC	CONCERT BAND	54	x																																							
	MUSIC	HONORS CONCERT BAND	2	x																																							
	MUSIC	SYMPHONY ORCHESTRA (GRD 10-12)	25	x																																							
	MUSIC	HONORS ORCHESTRA	12	x																																							
	MUSIC	SYMPHONY BAND	36	x																																							
	MUSIC	HONORS SYMPHONY BAND	19	x																																							
	MUSIC	JAZZ LAB BAND	26	x																																							
	MUSIC	HONORS JAZZ ENSEMBLE	19	x																																							
107	What is the enrollment by section of F&C science at the HS?																																										
Response:																																											
<table><tr><th>Department</th><th>Course Title</th><th>Enrollment</th><th>Overlap (Occurring in classroom with existing section)</th></tr><tr><td>FCS</td><td>CARDINAL COOKS 3X</td><td>23</td><td></td></tr><tr><td>FCS</td><td>CARDINAL COOKS 3X</td><td>24</td><td></td></tr><tr><td>FCS</td><td>CARDINAL COOKS 3X</td><td>24</td><td></td></tr><tr><td>FCS</td><td>FASHION 3X</td><td>3</td><td></td></tr><tr><td>FCS</td><td>CARDINAL COOKS 3X</td><td>23</td><td></td></tr><tr><td>FCS</td><td>CARDINAL COOKS 3X</td><td>22</td><td></td></tr><tr><td>FCS</td><td>CARDINAL COOKS 3X</td><td>20</td><td></td></tr><tr><td>FCS</td><td>CARDINAL COOKS 3X</td><td>24</td><td></td></tr><tr><td>FCS</td><td>CARDINAL COOKS 3X</td><td>21</td><td></td></tr></table>				Department	Course Title	Enrollment	Overlap (Occurring in classroom with existing section)	FCS	CARDINAL COOKS 3X	23		FCS	CARDINAL COOKS 3X	24		FCS	CARDINAL COOKS 3X	24		FCS	FASHION 3X	3		FCS	CARDINAL COOKS 3X	23		FCS	CARDINAL COOKS 3X	22		FCS	CARDINAL COOKS 3X	20		FCS	CARDINAL COOKS 3X	24		FCS	CARDINAL COOKS 3X	21	
Department	Course Title	Enrollment	Overlap (Occurring in classroom with existing section)																																								
FCS	CARDINAL COOKS 3X	23																																									
FCS	CARDINAL COOKS 3X	24																																									
FCS	CARDINAL COOKS 3X	24																																									
FCS	FASHION 3X	3																																									
FCS	CARDINAL COOKS 3X	23																																									
FCS	CARDINAL COOKS 3X	22																																									
FCS	CARDINAL COOKS 3X	20																																									
FCS	CARDINAL COOKS 3X	24																																									
FCS	CARDINAL COOKS 3X	21																																									

**2016-2017 Proposed Budget
Q&A Round 2**

December 8, 2016

	FCS	BAKING AND PASTRY ART	23		
	FCS	BAKING AND PASTRY ART	14		
	FCS	HON INDIV&FAMILY DEV	16		
	FCS	ADV FASHION DESIGN 3X	2	x	
	FCS	ADV FASHION DESIGN	1	x	
	FCS	FASHION 3X	9	x	
	FCS	FASHION 1	5	x	
	FCS	INTERIOR DESIGN 3X	9	x	
	FCS	INTERIOR DESIGN 3X	10	x	
	FCS	INTERIOR DESIGN	11	x	
	FCS	HON CULINARY SKILLS	8	x	
	FCS	CULTURES AND CUISINES	14	x	

Appendix for Summer School #1

FINANCIAL DATA

Program operated within the budget, once revenue drawdown was completed.

Program fund balance remains at prudent level, 10.9% of budget.

	Starting RRR Fund Balance 1/1/16	142,467.25	(program 94 only)	
	Tuition Collected 1/1/16 to 6/30/16	121,920.37		
	Tuition Collected 7/1/16 and later	27,216.11		
	Refunds & Fees	(10,065.00)		
	NET Tuition Revenue	139,071.48		
	Drawdowns Posted			
	Estimated future drawdowns	40,000.00		
	Estimated RRR Ending Balance 12/31/16	179,071.48		
Account	Description	ESY (55)	SS (94)	Total
51300	TEMPORARY SALARIES	-	-	-
51390	PAYMENTS FOR TEMP SVC-SPEC PRJ	1,092,509.00	352,409.00	1,444,918.00
51490	PROF & OTHER SPEC SERV - NOC	400.00	-	400.00
52050	POSTAGE	45.00	55.00	100.00
52130	TRANSPORTATION OF OTHER NON-EM	4,000.00	-	4,000.00
52140	TRANSPORTATION OF PUPILS - EMO	280,089.00	-	280,089.00
52150	OFFICE SERVICES	-	-	-
52340	RENTAL OF BUILDINGS AND OTHER	4,000.00	-	4,000.00
52950	MISC SVCS - NOT OTHERWISE CLASSIFIED	45.00	55.00	100.00
53010	OFFICE SUPPLIES	-	-	-
53070	DATA/WORD PROCESSING SUPPLIES	600.00	200.00	800.00
53100	TEACHING SUPPLIES	3,600.00	5,500.00	9,100.00
	Expense/Encumbrances (10/12/2016)	1,420,860.93	537,163.16	1,958,024.09
	FY 2016-2017 Revised Budget	1,385,288.00	358,219.00	1,743,507.00
	FY 2017-2018 Superintendent's Budget	TBD	TBD	TBD

Table for students and staff for 2016 summer school

2016 Enrollment	Pre-K	ESY Pre-K	Grades K-5	ESY K-5	Grades 6-12	ESY 6-12
	85	Pre-K: 54	487	K-5: 182	315	66
2016 Staffing	Pre-K (8am-12pm) not 1.0 FTE		Elementary		Secondary	
	Site Supervisor	1	Site Supervisor	2	Site Supervisor	1
	Admin Assistant	1	Admin Assistant	2	Admin Assistant	1
	Nurse	1	Nurse	2	Nurse	1
	Special Ed teacher	7	Special Ed teacher	10	Special Ed teacher	9
	Prof Asst	21	Prof Asst	68	Prof Asst	35
	Speech Path	1	Speech Path	4	Speech Path	2
			Psychologist	2	Psychologist	1
			Orton Gillingham	1	Guidance	1
			Classroom teachers (includes PE, ESL, Literacy)	48	Classroom teachers this is not FTE this is based on teachers of courses	23
	Support for All Sites					
	MTA	1	out of Summer School budget additional to be paid for out of IT budget			
	Assistive Technology	approx 10 hours				
	TOHI	approx 25 horus				

APPENDIX

Q.18



Book Policies & Procedures
 Section Ends Policies and Procedures
 Title Class Size
 Number E040.21
 Status Active
 Last Revised November 16, 2016

GREENWICH PUBLIC SCHOOLS
 Greenwich, Connecticut

Policy E-040 – SCHOOL ADMISSION, ASSIGNMENT AND ATTENDANCE **Procedure E-040.21 – Class Size**

1. It is the intent of the District to operate within Class Size Guidelines as indicated in Board Policy E-040.
2. Elementary class size **guidelines** are as follows:

Kindergarten – Grade 1	21 students
HA Only: Kindergarten-Grade 1	15 students
Grade Two – Grade Three	24 students
Grade Four – Grade Five	26 students

1. Official enrollment at each elementary grade in each school is maintained in the District's data management system.
2. By **May 15th** of each year, in an effort to support appropriate staffing and hiring decisions, the Superintendent will consult with the Deputy Superintendent, Elementary Principals and Special Projects Manager to review current enrollment at each school and compare the actual enrollment to the projected enrollment for the next school year. If the actual enrollment in any grade (K through 4) is significantly above or below the projected enrollment, the Superintendent may decide to add or delete a section at that grade level for the following year.
3. Beginning **August 1st** of each new school year, each elementary school shall record enrollment changes on a daily basis to reflect new student registration and student withdrawals from school.
1. In an effort to maintain accurate enrollment during the summer months in particular, elementary school administrators shall contact any parents/families whom they understand to be withdrawing their children from the school or registering their children in the school to assist them in expediting this process.
2. By **August 1st**, if there is a potential for adding or eliminating a section, the elementary school administration shall survey grade level parents to determine accurate enrollment.
3. Beginning on **August 1st**, if there is a potential for adding a section, the Superintendent may choose to send home letters to the entire grade level informing parents about openings at other schools where the average class size for the school does not exceed the district average. No transportation will be provided to students whose parents choose this option.
1. On **August 15th** or the nearest weekday, Human Resources shall assess enrollment at each elementary school and each grade as reflected in the District's data management system. The Superintendent may implement section closures if the class guidelines are not exceeded.

1. On **September 15th** or the nearest weekday, Human Resources shall assess enrollment once again. In consultation with building Principals, the Superintendent will determine the appropriate action for grade levels with sections above the class size guidelines. This may include:
 - open a section; or
 - open a bridge class; or
 - provide support to a classroom above the class guidelines.
1. The number of sections at each grade level and each school shall remain fixed for that school year, regardless of the number of students who register in the school or withdraw from the school following September 15th or the nearest weekday.
2. Principals at each elementary school retain discretion to assign support staff as needed to address student needs. Principals will consult with Central Office about decisions to provide additional support to classrooms over the guideline rather than add a section.
3. When there is a potential for adding or deleting sections, facility and financial* impact will be considered prior to a final decision.
4. On or before June 1st of each year, Principals will share the class size procedure with parents at each school site.
5. Any exceptions to this procedure will be reported to the Board of Education annually.

***All decisions are subject to budgetary limitations. Educational needs will always be considered in class size decision making.**

Revised 6-27-12

Procedure Revised - November 2016 (Policy Name Change)

[E040.21 Class Size Rev 11-16.doc \(40 KB\)](#)



Book	Policies & Procedures
Section	Ends Policies and Procedures
Title	School Admission, Assignment and Attendance
Number	E040 Policy
Status	Active
Adopted	April 28, 2005
Last Revised	November 16, 2016

Policy: The District shall provide learning environments that are positive, safe, effective, and conducive to learning by establishing and enforcing regulations and practices in the following areas:

Classroom Environment, Student Engagement and Commitment to Learning. Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community. The District will provide that the delivery of instruction, classroom management, and administration of tests and homework are organized, efficient, effective, and are appropriate and productive uses of student time. Teachers will be well prepared each day to deliver the instructional program.

Instruction for Active Learning. Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large. The District shall adapt the content, method and pace of instruction to: achieve individual student learner goals, ensure that all students are appropriately challenged to enable all students to achieve to their potential.

Classroom Management. The District will establish procedures to ensure that every student has access to a clean, orderly, and well-maintained classroom. The classroom environment will provide for mutual respect of all staff and students.

Assessment of/for Learning. Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction. The District shall develop, communicate, and manage guidelines for the use and limitations of homework and make-up work. In addition to reinforcing individual student learner goals, the District will ensure that homework also supports the development of good organizational and study skills.

Class Size. 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:

- - - Kindergarten-1* 16 – 21 students

*HA Magnet K-1 12-15 students

- - - Grades 2 – 3 18 – 24
 - Grades 4 – 5 19 – 26

§ Grades 6 – 12 12 – 30 (excluding certain subjects such as physical education and certain music classes)

- - - 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.

Classroom Placement. The District will consider the learning needs and safety of all students when making classroom placement decisions.

Parental Involvement and Information. The District will implement procedures to encourage parental familiarity with the instructional program, to explain how parents can best support their children's educational progress and to describe appropriate parental involvement in educational decision-making. The District will inform parents on a timely basis about placement and program decisions affecting their children and appropriately consider their input. The District will also explain to parents the process to communicate and resolve problems, including issues of academic performance, behavior, or problems within the classroom or school environment. The District will inform parents about their child's educational progress on a regular basis.

Educator Quality. The District will provide and support an environment for all educators that creates a clear and consistent expectation of high quality teaching. This environment shall include performance evaluation (both formal and informal), extensive professional learning opportunities that are job embedded and differentiated, strong administrative support, instructional coaching and sound hiring processes.

Resource Management. The District shall establish, maintain and monitor GPS resources so as to ensure that needed curriculum, books, materials, supplies, equipment, technology and time are being used efficiently and effectively.

Facility Management. The District will establish and maintain Facility Standards which enable educators to deliver a high quality education to each student at every location within the approved school calendar year. The District is committed to effective and efficient space utilization (both site-specific and system-wide), maintenance (both long and short term) and relevance and usefulness of facilities that support student achievement.

School Year and Calendar. After consultation with staff and parents, the District shall develop a multi-year school calendar at least 12 months in advance of the start of the school year to which it applies. The calendar will maximize instructional effectiveness and student-teacher interaction and will comply with contractual commitments and the requirements of state law. The Board will approve the school calendar.

Rationale: A positive and well-managed learning environment maximizes interaction between students and teachers, creates and supports student learning, and is necessary to achieve the District's mission, vision and goals.

Legal References: Connecticut General Statutes

- 10-15 Towns to Maintain Schools
- 10-16 Length of school year
- 10-16b Prescribed Courses of Study
- 10-76b-6 Class Composition and Size; Special Education
- 10-220 Duties of Boards of Education
- 10-221 Boards of Education to Prescribe Rules
- 01-4 Days designated as legal holidays
- 10-29a Certain days and weeks to be proclaimed by Governor...

PA 95-182 An Act Concerning Reduction of Education Mandates

PA 96-108 An Act Concerning Student Use of Telecommunication Devices and establishment of Graduation Dates

Policy Adopted: April 28, 2005

Policy Revised: Sept 27, 2007

Policy Revised: January 24, 2008

Policy Revised: June 20, 2013

Policy Revised: November 16, 2016 (Name Change)

Greenwich Public Schools

Greenwich, Connecticut

[GPSPolicy E040 School Admission Rev 111616.doc \(41 KB\)](#)

**Student-Based Resource Allocation:
Staffing**

There are currently three basic models used to allocate *certified* staff K-12. All three are used concurrently.

1. *Grade-level enrollment-based model:* (all levels) Toward the goal of achieving desired class sizes within the guidelines: regular classroom teachers; art, music, physical education, foreign language in the elementary school (FLES).
 - a. The projected/*estimated* number of elementary class sections is calculated by dividing the total elementary enrollment by 20. The results of this calculation are then compared against the “zero-based” approach of allocating sections based on the projected/actual enrollment by grade level by school.
 - b. The projected/*estimated* number of FTE (full time equivalent) required for art, music and physical education teachers at the elementary level is calculated by multiplying 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. 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. Travel time is added for teachers who are split between schools.
 - c. At the three Title I schools (Hamilton Ave., Julian Curtiss, New Lebanon) the practice has been to round up when determining the number of K-2 sections toward the goal of lower class sizes. In some instances this results in an additional section.
 - d. The three Title I schools may also receive supplemental staffing funded through the Consolidated Grant (ESEA, Title I, etc.)
 - e. The four magnet schools (Hamilton Ave., Julian Curtiss, IS Dundee, New Lebanon) receive additional FLES staffing for the magnet program, which extends language instruction to grades K-2. Hamilton Ave. also receives supplemental staffing for the Suzuki program.
 - f. The current model for Hamilton Ave. uses a lower class size of 15 for grades K-1.
 - g. Elementary principals may informally use student need profiles as a factor in determining class sizes at a particular grade level.
 - h. The middle school model is based on deploying one certified staff member for every 14.8 students at Central and Eastern, and 14.6 students at Western. Based on the expectation that instructional programs are comparable, any variances in class size are the result of scheduling. Scheduling difficulties can also result in small staffing adjustments.
 - i. The high school model is based on deploying one certified staff member for every 15.6 students. Variances in class size are the result of course selection and scheduling.

2. *Grade-level standards for program needs:* psychologist, guidance counselor, social worker, nurse, advanced learning program (elementary), library media specialist, instructional coaches, and learning facilitators.

3. *Grade level standards for student needs:* English as a Second Language, Title I, special education teachers and instructional support staff (speech and language, etc.). Staff may be funded through the local appropriation and from federal IDEA and other grants.

Note: Some positions use a hybrid of two or more of the models. An example of this is the Literacy Specialists: The Literacy Specialist/Coach is allocated based upon the specific needs of the students at each school. The Literacy Specialist, works directly with children; The Literacy Coach, works directly with faculty. In the past, assignments of these coaches/specialists have ranged from 0.9 to 3.0 per school depending upon specific student and teacher needs.

APPENDIX
Q. 20

TOWN OF GREENWICH
Established Date: Feb 27, 2015
Revision Date: Feb 27, 2015

HRIS Analyst

Class Code:
M764

Bargaining Unit: LIUNA

GENERAL STATEMENT OF DUTIES:

The HRIS Analyst assists with the successful and accurate administration of payroll, benefits, time and attendance and other related human resource functions. He/she identifies and remedies and/or seeks solutions to both technical and non-technical problems, and works with employees and departments on system-related matters.

Reports to the Assistant Director of Human Resources

MINIMUM QUALIFICATIONS & SPECIAL NECESSARY REQUIREMENTS:

Education and Experience:

Bachelor's Degree and minimum of 5 years HRIS experience with at least 3 years working with Time Management Systems, preferably ADP; or equivalent combination of education and experience.

Required Knowledge, Skills, and Abilities:

Proficiency in the use of Microsoft Office suite, with advanced Excel skills including pivot tables and lookups.

Demonstrated ability in the use of various HRIS software packages including end user mechanisms such as Employee and Manager Self-Service, Payroll, Benefits and reporting systems. (ADP experience preferred).

Strong analytical skills and mathematical aptitude, and working knowledge of compensation theory.

Demonstrated experience with HRIS workflow management.

Excellent written and verbal communication skills including the ability to write process documentation.

Demonstrated presentation skills. Must be able to present materials in a clear and concise manner to a nontechnical audience. Must be able to conduct training to end users.

Demonstrated ability to independently identify and solve problems and resolve highly sensitive issues.

Demonstrated ability to deliver quality, error free work on a consistent basis.

Flexibility and skill to execute well in a fast-paced, rapidly evolving environment.

Demonstrated ability to work proactively and independently.

Strong organizational skills.

Excellent interpersonal skills and a demonstrated ability to develop and maintain working relationships

with internal departments and external vendors.

Excellent ability to communicate effectively both verbally and in writing with people at all levels within and outside of the organization.

Ability to be rigidly attentive to detail to ensure the highest level of quality and accuracy in reports and data analysis.

Working knowledge of labor laws, tax laws and human resources and benefits policies and procedures.

Thorough understanding of the data and how it relates to the enterprise.

In-depth understanding of auditing principles.

JOB DESCRIPTION:

Assists with maintenance of information within the HRIS system, data input, and accurate processing of payroll.

Reviews and audits HRIS information on a regular basis to ensure data integrity.

Assists with the development of training materials (e.g. Power Point presentations, training manuals) and trains or directs training of Town employees on use of the system including training when upgrades are installed.

Collaborates with individual departments to assess their reporting needs and develop custom reports based on those needs.

Ensures timely and efficient delivery for each report.

Prepares HR reports.

Troubleshoots system related issues.

Answers questions and issues relating to the HRIS.

Assists with HRIS maintenance and changes.

Ensures data integrity by participating in regular audits and investigations of errors; Implements corrective action regarding data integrity issues.

Assists with audits of the system and identifies areas for process improvement relating to the entry, maintenance, and accuracy of data.

Assists with system configuration (codes, eligibility, profiles, etc.), user creation, system settings and modifications according to HRIS change management decisions.

Assists with technical and analytical initiatives; provides technical expertise to develop, implement and maintain technology-related HR programs.

Assists with compensation projections and planning based on system reporting requirements.

Supports Town policies and philosophies and performs other duties as assigned.

APPENDIX
G.20

Human Resources Systems Specialist - BOE

Class Code:
6970

Bargaining Unit: LIUNA

TOWN OF GREENWICH
Established Date: Aug 1, 2008
Revision Date: Jun 8, 2010

GENERAL STATEMENT OF DUTIES:

Performs highly responsible specialized professional work in the planning, preparation, review, maintenance, analysis and reporting of human resources information for all employees specific to the Board of Education, including teachers and administrators. Responsible for monitoring and maintaining human resources information systems including employee computerized salary and personnel records and BOE staffing and position number systems to ensure compliance with existing policies and contractual obligations. Serves as a resource and provides data to Human Resources and Finance administrators on compensation and salary issues. Responds to employment and compensation inquiries applying independent judgment. Develops, maintains, and updates databases and files for Human Resources Information System.

Work is performed under the general direction and review of the Director of Human Resources or designee and requires a high degree of initiative and independent judgment. May direct the activities of clerical subordinates as required.

MINIMUM QUALIFICATIONS & SPECIAL NECESSARY REQUIREMENTS:

1. Bachelor's degree from an accredited college or university in business or a related field plus 3 years of responsible, demonstrated work experience in a human resources field utilizing HR management information systems to organize, analyze and prepare management reports and recommendations on confidential personnel data;
2. Education and experience equivalent to #1 above. However, all candidates must have at least 3 years of responsible, demonstrated work experience in a human resources field utilizing HR management information systems to organize, analyze and prepare management reports and recommendations on confidential personnel data.

JOB DESCRIPTION:

Department: Human Resources – BOE

Division: Board of Education

Bargaining Status: LIUNA

Salary Range: L- E

FLSA Status: Exempt

Job Code: 6970

Date Created: August 2008

Class: Classified

ESSENTIAL FEATURES:

Responsible for the accurate input and maintenance of the Munis database for teachers, administrators, aides and substitutes; analyzes and maintains data as it relates to salary, benefits and pension of certified staff; appropriately codes and inputs employee information for processing; verifies information

and routinely checks system accuracy; makes corrections as needed and informs payroll clerks of discrepancies.

Assists Finance administrators during budget preparation process; rolls over salaries to next year; maintains accurate table of organization for teachers, administrators, and aides.

Provides critical salary projections and other relevant information for collective bargaining agreement negotiations and budget preparation.

Prepares, generates, modifies and maintains a wide variety of complex reports to verify budget information and audit data accuracy.

Analyzes and monitors leave time calculations in conjunction with payroll and benefits personnel; resolves problems and responds to questions from employees regarding their leave and sick time benefits; oversees data input; designs and runs system queries to research time/leave/accrual discrepancies and reports issues to supervisor; assists in planning and implementing resolution to discrepancies.

Monitors the accuracy of grant funded positions to facilitate Finance and Program Coordinators ability to ensure that salaries are being charged to the correct grants and remain within budget.

Updates, monitors and submits reports to Teachers Retirement Board (TRB) on a monthly basis for all eligible employees; communicates with TRB as needed to resolve discrepancies; ensures that money submitted to TRB by the Town is accurate and matches information that is in the database; researches and responds to any inquiries made by the TRB.

Responsible for maintaining and updating position control number systems for BOE employees, implementing changes to headcounts and updating and assigning position control numbers to meet staffing needs; prepares reports including statistical data on staff numbers and titles within departments for review and comparison with budget reports.

Works with third party administrator regarding the 403b plan; oversees match for GOSA and cabinet members; reports this information to the TRB as required.

Works with Finance to calculate incentive pay for GOSA and cabinet members; works with payroll to ensure timely and accurate pay out.

Responsible for verification of employment, performing research as required.

Monitor the GEA/GOSA payroll incident tracking system for errors; communicate problems to supervisor and method by which the error will be remediated.

Responsible for the preparation of letters, memorandums, reports and other correspondence, which may include technical terminology; prepares complex tabular reports and maintains complex records and files.

Responsible for special projects and reports as assigned; may supervise and assign work to clerical subordinates.

Attend training workshops as appropriate to remain current with the latest versions of HRIS/Payroll system and its related applications; recommends improvements in processing and controlling the current system.

REQUIRED KNOWLEDGE, SKILLS AND ABILITIES:

Considerable knowledge of the automated application of payroll and personnel administration, HRIS principles, practices and procedures.

Considerable knowledge of the principles and practices of payroll, personnel policies and procedures, benefits and compensation.

Highly skilled in the use of personal computers utilizing word processing and data applications and BOE personnel/payroll data.

Considerable knowledge of pertinent federal and state laws governing payroll process, including but not limited to those related to the Teachers' Retirement Board and tax shelter annuity plans.

Skilled in oral and written communications and in the interpretation and effective explanation of technical data.

Ability to maintain complex confidential records and reports, to multi-task and prioritize work in accordance with established rules, regulations and deadlines with minimal supervision.

Ability to understand, organize and act upon complex information, develop and manage a variety of databases and design and interpret reports from collected and/or compiled data.

Ability to make moderately difficult decisions in accordance with laws and regulations within established guidelines, departmental policies and procedures.

Ability to communicate effectively, both orally and in writing and to exercise diplomacy, tact and good judgment in assisting employees. Ability to maintain composure under duress when dealing with complaints.

Ability to establish and maintain cooperative working relationships with internal and external staff and other professionals.

Ability to work with confidential information and to maintain confidentiality.

Ability to demonstrate level of professional competence necessary to effectively execute the duties and responsibilities indicated in the position description.

APPENDIX

Q-20



TOWN OF GREENWICH
Established Date: Dec 1, 2007
Revision Date: Feb 17, 2010

Human Resources Technician - BOE

Class Code:
1113

Bargaining Unit: GMEA

GENERAL STATEMENT OF DUTIES:

Performs specialized administrative and clerical work in the preparation, maintenance and production of computerized human resources information. Responds to employee inquiries applying independent judgment. Performs complex clerical and technical duties assisting with administrative programs. Participates in new hire orientation.

Reports to the Assistant Director of Human Resources BOE or designee. May oversee clerical subordinates.

MINIMUM QUALIFICATIONS & SPECIAL NECESSARY REQUIREMENTS:

1. Associates Degree in business, secretarial science or related field plus 3 years of related work experience 1 year of which was in the preparation, data entry and/or data maintenance of computerized personnel or financial records, or:
2. High school graduation plus 5 years of related experience 1 year of which was in the preparation, data maintenance of computerized personnel or financial records.

Note: 30 college credits in related coursework may be substituted for 1 year of the related experience.

QUALIFYING TITLES FOR TRANSFER:

Assessor's Staff Assistant
Employee Benefits Technician

JOB DESCRIPTION:

Department: Board of Education

Division:

Bargaining Status: GMEA

Salary Range: G-B

Job Code: 1113

Date Created: December 2007

Last Amended:

ESSENTIAL FEATURES:

Monitors, maintains and coordinates the Employee Management System for substitute employees (SEMS).

Responsible for inputting employee data into HRIS/SEMS system; codes and inputs information for processing; prepares, generates and maintains a wide variety of reports from information, records, logs,

schedules and statistics; processes authorization for personnel transactions. Verifies information and routinely checks system accuracy, making corrections as needed.

Prepares and distributes comprehensive letters, reports, memorandums, articles and other correspondence, which may include technical terminology; prepares, from draft materials, complex tabular reports; maintains moderately complex records and files. Responsible for verification of employment, performing research as required. Responsible for specific projects or continuing programs requiring technical personnel/payroll system knowledge, skill or ability, within schedules and deadlines; prepares special reports. Develops various human resource forms and templates from draft documents.

Responsible for the administration of all requests for a leave of absence, including medical/maternity leave absences. Approves teacher leave requests per the collective bargaining agreement and verifies the accrual; notes on card the approved dates and reasons; refers questionable leave requests to supervisor; matches form to the report, resolves differences and adjusts SEMS, Munis and teacher card accordingly. Maintains all leave of absence requests and necessary correspondence and forwards copies to the appropriate department. Calculates the relevant dates for maternity, child rearing and family medical leave. Monitors leave of absence activity by ensuring that all absences are accounted for correctly.

Serves as integral member of newsletter team, collecting articles, proofreading and developing layout and design of finished product.

Participates in new hire orientation providing a detailed description of benefits, policies, personnel rules and collective bargaining agreements.

Responds to employment, benefit, payroll and personnel inquiries from employees, department clerks and walk-ins.

Coordinates and inputs the paperwork for all summer school employees and conducts the summer school employees' orientation.

Updates and monitors the BOE HR website.

Performs related work as required; may supervise clerical subordinates, as assigned.

REQUIRED KNOWLEDGE, SKILLS AND ABILITIES:

Considerable knowledge of municipal office operations, policies, methods and procedures, municipal record keeping, and record maintenance procedures.

Considerable knowledge of the automated application of personnel administration and Human Resources Information System principles, practices and procedures.

Working knowledge of the principles and practices of public administration, personnel policies and procedures and a general knowledge of benefits and compensation.

Skilled in the use of a personal computer utilizing the Microsoft Office Suite for word processing and spreadsheet applications and industry-specific software for HRIS applications and newsletter design.

Ability to adhere to prescribed routines and to make decisions in accordance with laws, regulations and established departmental policies.

Ability to multi-task, organizing and coordinating work so as to complete projects within prescribed deadlines, expediting administrative functions with minimal supervision.

Ability to maintain complex records and to design a wide variety of specialized reports.

Ability to compose routine correspondence, utilizing knowledge of business English and mathematics.

Ability to operate standard office equipment.

Ability to work effectively with officials, administrators and employees; ability to meet and deal tactfully and courteously with co-workers and the general public; ability to maintain composure under duress when dealing with complaints.

APPENDIX
Q 21



TOWN OF GREENWICH
invites applications for the position of:

Research Manager - Board of Education

An Equal Opportunity Employer

SALARY: \$78,905.00 - \$111,395.00 Annually

OPENING DATE: 07/07/15

CLOSING DATE: 07/31/15 04:00 PM

GENERAL STATEMENT OF DUTIES:

The Research Manager will primarily be responsible for recommending the collection of specific data to aid in the decision making process; to provide policy analyses based upon statistical models, and to assist in the development of statistical reporting processes in addressing educational issues. The Research Manager will also draft documentation of data sources and processes

The Research Manager reports to the Chief Information Officer (CIO).

ALL APPLICANTS, except for current union represented Town of Greenwich employees, MUST PAY A NON-REFUNDABLE FEE OF \$20 which must be received by the Town of Greenwich Human Resources Department no later than the close date. Failure to pay this fee by the deadline will disqualify candidates from continuing in the process.

Please ensure that you submit your application prior to making the payment and that the application and payment are made by the close date.

You may pay online. To do so click [HERE](#) or you may also visit officialpayments.com and click on local payments category. Choose State of Connecticut, Town of Greenwich Human Resources and Application Fee and fill out the remaining pertinent information. Do this no later than the close date. You will not receive a prompt to make this payment.

If you choose not to pay on line, the Town is only accepting certified checks or money orders payable to the Town of Greenwich, Human Resources Department. Personal checks or cash will not be accepted.

If you wish to drop the payment off in person, the HR Department is open Monday through Friday 8:00 a.m. to 4:00 p.m.

The fee is charged to defray the cost of processing applications. The fee is non-refundable and will not be returned if you decide you did not want to apply for that test, your application is disapproved, you do not take the test(s) or you are not successful on the examination. Also, the fee payment cannot be transferred to another examination.

QUALIFICATIONS:

- Bachelor's degree in statistics, mathematics, marketing, economics, or an applied science.
- Master's degree in applied mathematics or a heavily quantitative-focused discipline preferred.

- At least four years of professional experience required, within which 1-2 years of education-specific experience is preferred.

Licenses and Certifications:

None required.

Knowledge, Skills & Abilities:

- Must possess a strong working knowledge of linear modeling (i.e. multivariate regression analysis), experimental design, and theories of causality (i.e. Lazarsfeld's criteria).
- Exceptional fluency with Excel, Access, SQL and/or common database software (i.e. SQL Server, MySQL).
- Data visualization experience, including the presentation of hard-hitting insights, a coherent storyline, and logical/pragmatic conclusions.
- Familiar with common analytics packages (i.e. Google Analytics, SAS, S/R, Excel Analytics Toolkit).
- Background in analytics (educational policy, web/social, financial, or management consulting) preferred.
- Experience working with student information systems, or other categories of education-specific enterprise systems a plus.
- Ability to communicate statistical information and data in useful, practical, and understandable terms.
- Ability to write well.
- Academic or professional statistics experience.

JOB DESCRIPTION:

Job Code: 6047
Title: Research Manager
Department: BOE – Administration
Reports To: BOE/Chief Information Officer (CIO).
Date Created: June 2015
FLSA Status: Exempt
Grade: M/C 6
Classification: Unclassified

The Research Manager will primarily be responsible for recommending the collection of specific data to aid in the decision making process; to provide policy analyses based upon statistical models, and to assist in the development of statistical reporting processes in addressing educational issues. The Research Manager will also draft documentation of data sources and processes

Essential Duties and Responsibilities

- Extract and manipulate data for use by internal and external partners.
- Generate reports based on student assessment data and assist key stakeholders in analyzing the findings.
- Create documentation describing the data structures of all of the District's data systems.
- Coordinate any training needed to support the access of data by appropriate stakeholders.
- Will provide organizational leadership in the use of data to drive educational outcomes.

The above statements are intended to describe the general nature and level of work being performed by this position.

SUPPLEMENTAL INFORMATION:

All positions may be subject to an interview process.

All outside candidates will be required to undertake and successfully pass a pre-employment medical examination, which includes a substance abuse test, given at the Town's expense prior to employment if conditionally offered a part time, full time or safety sensitive position.

Certain categories of Town employees (Police, Fire, Nurses, etc.) are at special risk of Hepatitis B and will be offered a protective vaccination beginning the first day of employment. New, regular full time employees will be required to demonstrate their vaccination status against Hepatitis B.

The Town of Greenwich has implemented a policy of background investigations all full and part time positions prior to hiring as part of the reference checking procedures for outside candidates. The investigation will only be conducted as the last step prior to an offer. Refusal to sign the release form will terminate the candidate's further consideration.

If claiming veteran's preference, proof (DD-214) must be submitted at the time of application.

APPLICATIONS MAY BE FILED ONLINE AT:
<http://www.greenwichct.org>

Job #14-15-00107
RESEARCH MANAGER - BOARD OF EDUCATION
EM

OUR OFFICE IS LOCATED AT:
101 Field Point Road
Greenwich, CT 06830
203-622-7724

Your application is a critical component of the examination process and should contain all of the areas in which you have developed expertise, matching your professional experience with the specific requirements listed as minimum qualifications for the position.

The Town of Greenwich is Dedicated to Diversity and Equal Opportunity Employment

Research Manager - Board of Education Supplemental Questionnaire

- * 1. What best describes your level of education?
 - ☐ High School Diploma or GED or Trade School
 - ☐ High School + 1 year college
 - ☐ Associates Degree
 - ☐ 2-4 years college
 - ☐ Bachelor's Degree
 - ☐ Master's Degree
 - ☐ Doctorate
- * 2. Please describe the focus of your degree(s)?
- * 3. Which best describes the amount of full-time equivalent professional experience you possess? This experience should also be listed in the work experience section of the application.

- ☐ Less than 4 years
- ☐ 4 to 8 years
- ☐ 8 or more years

* 4. Which best describes the amount of education-specific experience you possess?

- ☐ Less than 1 year
- ☐ 1 to 2 years
- ☐ 2 to 5 years
- ☐ 5 or more years

* 5. Please describe your education-specific experience, including the dates and names of the organizations where you gained this experience.

6. Please explain your level of skill with these various types of software: Excel, Access, and SQL.

7. Please summarize your professional experience with linear modeling (i.e. multivariate regression analysis), experimental design and theories of causality.

* 8. The Town of Greenwich requests that you upload your resume and a cover letter.

- ☐ I understand that I need to upload my resume and cover letter.

* 9. I understand that a fee of \$20 is due upon submission of an application. This fee, which is nonrefundable, must be paid by the close date for accepting applications. I understand that failure to pay this fee will result in disqualification from the examination process. You will not be prompted to pay the fee. It is the responsibility of the applicant to pay the application fee within the posting period. Please see posting for details on payment process.

- ☐ Yes I understand
- ☐ I am a represented Town of Greenwich employee for which no fee is required.

* 10. If I am receiving Public Assistance (other than unemployment benefits), I may request a waiver of the \$20 fee. Documentation to support the receipt of Public Assistance has been scanned and attached to this application. All claims are subject to verification.

- ☐ I am receiving public assistance and request that the fee be waived. Documentation to support the fee waiver has been scanned and attached to this application.
- ☐ I am not requesting a fee waiver.

* Required Question

VACANCY ANNOUNCEMENT

RESEARCH MANAGER

APPENDIX
Q.21

GREENWICH PUBLIC SCHOOLS

GREENWICH, CT

The Greenwich Public Schools is currently recruiting for a Research Manager. This position will primarily be responsible for recommending the collection of specific data to aid in the decision making process; to provide policy analyses based upon statistical models; and to assist in the development of statistical reporting processes in addressing educational issues. The Research Manager will also draft documentation of data source and processes.

Essential duties include:

- Extract and manipulate data for use by internal and external partners.
- Generate reports based on student assessment data and assist key stakeholders in analyzing the findings.
- Create documentation describing the data structures of all of the District's data systems.
- Coordinate any training needed to support the access of data by appropriate stakeholders.
- Provide organizational leadership in the use of data to drive educational outcomes.

The ideal candidate must have a:

- Bachelor's degree in statistics, mathematics, economics, or an applied science.
- Master's degree in applied mathematics or a heavily quantitative-focused discipline preferred. Plus,
- At least four years of professional experience required, within which 1-2 years of education-specific experience is preferred
- **Connecticut certification required** based upon minimum qualifications; 092 Administrative certification preferred

SALARY RANGE: Compensation will be in accordance with the applicable collective bargaining agreement.

RESPONSIBLE TO: Phillip Dunn, Chief Information Officer

WORK PERIOD: Dependent upon collective bargaining agreement; Supplemental work periods may be required.

POSTED: December 2, 2015

CLOSING DATE: DECEMBER 18, 2015

APPLICATION PROCESS:

All interested candidates please apply online at: www.greenwichschools.org

**2016-2017 Proposed Budget
Q&A Round 2**

December 8, 2016

Appendix #43

Job Responsibilities/Expectations of a Clinical Coordinator for Mental Health

- Organize (and deliver when appropriate) relevant and intriguing professional development for mental health staff
- Analyze data provided from individual schools/cohorts to determine impact of social-emotional initiatives (as well as individualized interventions) on student learning/performance; make recommendations
- Oversee PPTs when needed
- Collaborate with outside agencies, contracted psychiatrists, private schools and local organizations in staff development, public relations, etc.
- Serve as a liaison, or representative, of the current mental health staff within the district
- Organize and lead program/department meetings, being available for follow-up concerns and questions which may arise during these meetings or throughout the year
- Exhibit excellent interpersonal skills and leadership qualities
- Advise district psychologists in best practices, evaluative measures, goal writing, and possible programs to ensure appropriate placement and education of each individualized student
- Remain up to date with legal requirements, statutes, and mandates that would potentially impact the school personnel's practice or data collection methods – communicate any changes to staff
- Collaborate with pupil personnel administrators and program coordinators, specifically in regards to a shared vision of the mental health services offered by the district and any improvements or adjustments that may be needed in order to meet that vision
- Interview potential candidates for mental health positions and internships
- Formally evaluate staff members and offer valuable feedback regarding goal setting and counseling strategies
- Assist in supervision and evaluation of the mental health staff and function as a resource to school administrators in doing the same.
- Attend/Lead on the following teams/committees:
 - Safe School Climate
 - Social-Emotional Learning
 - Director's Advisory

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Requirements

- Hold a valid professional certificate in CT state including the 092 (administrator) certificate
- Have experience with CT education practices and have worked or collaborated with school teams before (i.e. familiar with RtI process and its impact on each level both academically and behaviorally)
- Familiar with psychoeducational/personality testing in order to assist in the interpretation of PIPEs and outside recommendations from providers and hospitals/residential
- Have knowledge base with school avoidant populations, anxiety, and bullying

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Appendix #46

EDUCATIONAL:

BRIGANCE Inventory
Comprehensive Test of Phonological Processing (CTOPP)
Gray Diagnostic Reading Test 2 (GDRT 2)
Gray Oral Reading Tests- Fifth Edition (GORT- 5) Form A and B
Gray Silent Reading Test (GSRT)
Gray Silent Reading Tests
Kaufman Test of Educational Achievement, Third Edition (KTEA – 3)
Key Math – Third Edition
Key Math 3
Rapid Automatized Naming and Rapid Alternating Stimulus Tests (RAN-RAS)
Test of Early Mathematics Ability 3 (TEMA 3)
Test of Early Reading Ability – 3rd Edition (TERA -3)
Test of Early Written Language – Third Edition (TEWL-3)
Test of Word Reading Efficiency-Second Edition (TOWRE-2) Form A and B
Test of Written Language Forth Edition (TOWL 4)
The Phonological Awareness Test 2 (PAT -2)
Wechsler Individual Achievement Test – Third Edition (WIAT-III)
Woodcock Johnson Tests of Achievement Fourth Edition (WJ IV) Form A, B, C

PSYCHOLOGICAL:

Adaptive Behavior Assessment System, Third Edition (AAS-3)*
Autism Spectrum Rating Scales (ASRS)*
Bender Gestalt*
Cognitive Assessment System-2*
Comprehensive Test of Non Verbal Intelligence, Second Edition (CTONI2)*
Conners Behavior Rating Scale (CBRS)*
Delis-Kaplan Executive Function System (D-KEFS)*

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Developmental NEuroPSYchological Assessment (NEPSY-II)*
Differential Ability Scales, Second Edition (DAS-2)*
Emotional Disturbance Decision Tree*
Gilliam Autism Rating Scale-Third Edition (GARS-3)*
Leiter* 3
Personality Youth Inventory for Children*
Personality Youth Inventory for Youth*
Petra Psychological Evaluation and Threat Risk Assessment
Piers-Harris Children's Self Concept Scale, Second Edition
Revised Children's Manifest Anxiety Scale, Second Edition (RCMAS-2)*
Rey Complex Figure*
Roberts Apperception Test for Children, Second Edition*
Roberts Apperception Test for Children, Second Edition*
Social Communication Questionnaire (SCQ)*
Social Responsiveness Scale, Second Edition (SRS-2)*
Social Skills Improvement System (SSIS)*
Stanford-Binet Intelligence Scales, Fifth Edition*
Student Behavior Survey (SBS)*
Test of Memory and Learning (TOMAL2)*
The Beck Youth Inventories of Emotional and Social Impairment, Second Edition (BYI-II)*
The Beery-Buktenica Developmental Test of Visual-Motor Integration, Sixth Edition (VMI-6)*
The Behavior Rating Inventory of Executive Function, Second Edition (BRIEF-2)*
The Behavioral Assessment System for Children, Third Edition (BASC3)*
The Children's Sentence Completion Test *
The Kaufmann Abilities Battery for Children, Second Edition*
Wechsler Adult Intelligence Scale, Fourth Edition*
Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V)*
Wechsler Preschool and Primary Intelligence Scale, Fourth Edition*
Wide Range Assessment of Memory and Learning, Second Edition (WRAML2)*
Woodcock-Johnson IV Tests of Cognitive Abilities (W-J IV)

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SPEECH AND LANGUAGE

Adolescent-2 *

Clinical Evaluation of Language Fundamentals -5 Metalinguistics

Clinical Evaluation of Language Fundamentals (CELF-5)

Comprehensive Assessment of Spoken Language (CASL)*

Comprehensive Test of Phonological Processing (CTOP)

Development Elementary

Development-Adolescent

Elementary Test of Word Finding -3*

Language Processing Test-3*

Test for Auditory Processing Disorders for Adults and Adolescents (SCAN)

Test for Pragmatic Test for Auditory Processing Disorders for Children (SCAN)

Test of Auditory Processing Skills (TAPS-3)*

Test of Language Development (TOLD-I- 4)

Test of Narrative Language

Test of Pragmatic Language

Test of Problem Solving-3

Test of Social Language Development - Elementary

Test of Word Finding-2 *

The Listening Test Adolescent

The Listening Test-2

The Phonological Awareness Test (PAT-2)

Word Test Adolescent 2*

Word Test Elementary-3*

EARLY CHILDHOOD

The Five P's for Children with Special Needs:

Parent Professional Preschool Performance Profile

ASQ: Ages and Stages Questionnaire (English and Spanish Version)

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ASQ: Social Emotional (English and Spanish Version)
AEPS: Assessment, Evaluation and Programming System for Infants and Children
Wechsler Preschool and Primary Scale of Intelligence– Fourth Edition
The Leiter International Performance Scale–Third Edition
The Kaufman Assessment Battery for Children 2
Connors Early Childhood
Adaptive Behavior Assessment System – 3
Behavior Assessment System for Children – 3
Autism Diagnostic Observation Scales-2
Autism Diagnostic Interview –R
Autism Spectrum Rating Scales
Social Responsiveness Scales