GREENWICH PUBLIC SCHOOLS

Greenwich, Connecticut

Date of Meeting: November 26, 2013

Title of Item:

Discussion of Responses to Questions Regarding Superintendent's Recommended Budget for 2014-2015

REQUEST FOR BOARD ACTION OR PRESENTATION OF INFORMATION ITEMS

_____ **Action Required**

___X___ **Informational Only**

Submitted By: Dr. William McKersie

Position: Superintendent

I will be present at Board Meeting to explain if called upon:

___X___ **YES**   _____ **NO**

Synopsis of Proposal:

Recommended Action (if appropriate):

Middle School

1. **At a recent work session, the Administration indicated a need to perform a review of the middle school model including its goals and alternative approaches. The budget indicates the middle schools are undergoing a metamorphosis to strict teaming, possible reduction of leveled courses and an introduction of extra instructional time for low performing students. When is this study being done and from what budget? Has the district provided funds for this in-depth study of our current middle schools, including their philosophy, organization, academic achievement, enrollment, current national trends and dialogue with the community in this budget? A well-articulated long range plan would provide the Board and the community with a sound basis for supporting adequate funding for the middle schools rather than be faced with yearly requests for additional administration and bits of staffing here and there.**

   - At this time, the Administration has no plans to conduct an "in-depth study of middle schools." At the work session referenced in the question above, the administration did raise fundamental questions with regard to looking at staffing practices. However, a middle school study will not be conducted unless and until the Board and Administration agree to undertake such a review..
   - The 14-15 Superintendent's proposed budget does not contain any funding for a study of Middle Schools.
   - Administration has brought to the Board's attention a growing concern about the efficacy of the Middle School staffing formula. The formula (14.8 at EMS/CMS and 14.6 at WMS) mirrors the way we staff the Greenwich High School and indeed is a holdover from the days when a Junior High School model was implemented in the district (see page 170 in Budget Book). "Strict teaming" which is a component of the Middle School model, is challenging given the staffing formula and the number of leveled courses, however a reduction of leveled courses was never under discussion. The Administration is currently examining the staffing formula and Middle School schedules that will enable schools to move closer to a teaming model while maintaining the leveled courses. We believe this work will position the district to make recommendations for the 15-16 budget.

2. **Given that the Administration is planning to complete a middle school study, should any change in amount of middle school administrator staffing be considered as part of that study?**

   As noted in Question #1, the Administration does not currently have a plan to conduct a middle school study. The middle schools did take a look at the organizational structure and program needs of three middle schools in relation to current staffing models. If changes are to be made, it is highly unlikely that they can be made without supervisors taking leadership positions. Beyond any study, however, the supervisory needs of middle schools in general, as indicated in the answer to question #3 would indicate that, in

schools the sizes of ours –given the needs of middle school programs and students, one Principal and two Assistant Principals is a reasonable staffing level.

The responsibilities of administrators at a middle school, where students are at their most vulnerable developmental stages cover four broad categories:
- supervision and evaluation of all personnel within the school using a sophisticated evaluation protocol,
- supervision of a large special education program and associated processes,
- caring for and working with young, developing adolescent children, and
- creating an environment where students feel known and safe, while addressing school-wide behavior.

3. **Is there money in the budget to change the middle school staffing structure required per Administration to meet writing and math Board goals and adding a lower quartile section?**

We have made no changes in staffing allocations at the middle schools, with the exception of the proposed increases for Assistant Principals. Part of the rationale for proposing to increase the Assistant Principals is to provide better instructional support for teachers. We are not exploring the addition of a lower quartile section for writing or math in the middle schools

4. **Is the ALP staffing in each of the middle schools sufficient to address the needs of each building? What is the minimum amount of staffing required for the Seminar courses in grades 6, 7 and 8?**

Middle School ALP staffing allocation is for teachers teaching the Seminar courses. Seminar is a semester long every-other day course. Each section of Seminar requires a 0.05 billet so the current 1.7 billets allow for 34 sections of Seminar to be taught across the district. The 1.7 billets are distributed as follows: Central Middle School 0.6 billets (12 sections); Eastern Middle School 0.7 billets (14 sections); Western Middle School 0.4 billets (8 sections). This is sufficient at this time for all students enrolled in Seminar.

Achievement Gap Funding (includes funding for racial balance, over-capacity issues)

5. **Define how the cluster model with a lead partner directs resources outside the district. Will the lead partner organization be on a continuing retainer? How much annually? Will the lead partner determine staffing levels, core academics, and/or academic support services?**

On October 10, 2013, the Board of Education directed the administration to "develop a plan to be approved by the BOE to strengthen the programming at Hamilton Avenue,

New Lebanon and Julian Curtiss Schools." A plan of this sort will take several months to properly and thoughtfully develop. We provide preliminary answers to questions 5, 6, 7 and 8 in this document. We will follow up in accordance with the timeframe allocated by the Board in October – no later than March 30, 2014.

The details on the role of the lead partner will be determined over the next several months as we develop the proposed Achievement Gap/Title 1 School Plan due to the BOE no later than March 30, 2014. In addition to a lead partner, we may have school specific partners depending on the particulars of what is planned for each Title 1 school.   If we have multiple partners, they would work in coordination with the lead partner. For instance, we may have a lead partner assisting with the overall achievement gap plan, but content specific partners (i.e., STEM, IB, Dual Language Immersion) at one or more of the schools. We do know the following now:

- • The lead partner will be selected through a competitive RFP process. If school specific partners are required, they would be selected through a transparent process run in coordination with the lead partner.
- • The relationship would have to be multi-year, but with annual renewal of the commitment based on funding availability and quality of work relative to a formal agreement with specific deliverables.
- • The lead partner and any school specific partners will be facilitators, coaches and trainers during the change and improvement process. They will not be decision makers. All decisions will be made by the BOE and GPS administrators on budgets, staffing levels, core academics, and/or academic support services. (Unlike what frequently occurs with charter schools and contract school models, we are not proposing that we contract with a management firm to assume decision-making responsibility for the transformation process.)

6. **Please provide a more in depth narrative explanation for the additional money allocated to address the achievement gap and how it will be targeted for use, understanding that a more in depth report is due in March 2014. The budget provides for $650K to be used to close the achievement gap. Is there a relationship between the potential uses of this new allocation and existing supplemental funds we receive for FRL students and those performing below the achievement gap? Will the new funds be used to develop new programs or augment existing programs? Will current programs be folded into the new initiatives that might be developed? In general, will there be commonalities or efficiencies between existing programs to address the achievement gap and those to be developed or proposed via the $650K allocation?**

The details on the use of the proposed $650,000 will be determined as we develop the proposed Achievement Gap/Title 1 School Plan due to the BOE no later than March 30,

2014. The requested narrative will be provided with the plan in March. What we know now:

- Ultimately, we intend to develop a plan that pulls together into a coherent whole all programming—academic, social, emotional, cultural—at each of the three Title 1 schools, with coordination across the three schools and with Western Middle School. The plans have to be based on the whole school, not particular programs.
- We will look at all existing programs to determine what is working well and what requires changing or removing.
- We will look at all current financial resources (GPS, Federal, State, and Philanthropic) to determine if they are being most effectively utilized and what changes are required. We will consider new sources of funding (State, Federal, and Philanthropic) as they may be available.
- We will look at the role programming over vacations and the summer can play in a comprehensive effort to narrow the achievement gap.
- We will look at the role of external agencies in Greenwich (i.e., BANC, Boys & Girls Club, YMCA, YWCA, etc.) in improving educational outcomes.
- We will look at what may need to occur with early childhood education to help narrow the achievement gap, which we know begins prior to preschool or kindergarten.
- Given the complexity of this effort, the March 2014 plan will require ongoing development and refinement prior to implementation in the 2014-15. Modifications will be required during implementation based on a continuous improvement model (regular review of progress against benchmarks and target with periodic adjustments).

7. **As the Board looks at possible strategies to increase choice in the district, are there sufficient budget resources, either in transportation or achievement gap funds to provide additional busing for choice students?**

The budgeted amount of $650,000 for achievement gap funds should be sufficient for additional busing. In addition, there may be limited opportunities in existing transportation route to increase busing. Ultimately the model chosen will drive budget resources.

8. **For my own edification on best practices in achievement gap strategies, are there resources that can be shared with Board members now such as a school district that serves as an example or a foundation report?**

We will provide a thorough listing of achievement gap strategies and resources in the March 2014 report to the BOE. In the meantime, we offer two recommendations for valuable insights on the achievement gap.

The Minority Student Achievement Network is a good resource (http://msan.wceruw.org/) of research and action on the achievement gap in districts across the nation. MSAN's website lists member districts, many similar to Greenwich and some in close proximity, as well as an inventory of relevant research. The superintendent has been well aware of MSAN since its founding in 1999. We have reached out to MSAN to explore the merits of becoming a member district.

A leading research source on the achievement gap is Harvard University's Achievement Gap Initiative (http://www.agi.harvard.edu/). The website for the Achievement Gap Initiative is a treasure trove of research on the theoretical underpinnings of the gap and research on best practices in districts and schools intended to narrow the gap. Economist Ron Ferguson, the founder of the Initiative, was an early scholarly advisor to the Minority Student Achievement Network.

9. **If we examine the resources available in the home for our most successful students, what resources do they possess that our FRL and underperforming populations might not? Is there a way to identify those resources that are the most critical like technology in the home, English language skills, ease of parental involvement, food security, etc. and supply them within our budget confines? Are there grants or other supplemental funds we might be able to access to address these needs? Might some of these issues be solved through the achievement gap funds or other budget lines?**

The Achievement Gap/Title 1 School Plan due to the BOE no later than March 30, 2014 will consider the range of factors that are most critical to narrowing the achievement gap. We will provide recommendations for how programs and resources (GPS and beyond) can be organized to best narrow the achievement gap.   The factors of home support for learning, parent involvement, health and well-being all will be addressed as topics for attention and concern.

10. **What would be the cost components of adding two additional sections of full day preschool?**

Our current full day preschool model (Hamilton Avenue) is one full time teacher, two full time professional assistants and one part time (.7) professional assistant. The class also attends essential classes so there is an incremental cost of adding a class to those billets (approximately 1/22 FTE per class per discipline). The cost of adding a teacher at Step 7/Masters degree is $80,244 plus benefits. The cost of a professional assistant is $28,734 (Step 3) plus benefits although the .7 part time professional assistants do not receive benefits. Furniture and classroom supplies are estimated at $5,000 per classroom. The classes would participate in Music, Art, Physical Education and Media.

> *Sections Estimate*
> Teacher $80,244
> 2 Full time PA   57,460
> 1.7 FTE PA   20,114

4 Essentials   14,510
Furniture and Materials*5,000
Total for one section$177,428
Total for two sections $354,856
*non-recurring costs

11. **One strategy mentioned to address the achievement gap is quality Pre-K and English language skills. Given the current structure of our Pre-K program, can we accommodate students from FRL families who would not otherwise attend pre-school into our existing classes without charging them? Has this been explored? Related to this, is there the opportunity for early English language immersion for pre-school age children from non-English dominate families?**

The Preschool program is very aware of the research that supports quality preschool as a way to impact the achievement gap. Over the years, with information provided by the School Readiness Council and the GPS social worker, the program staff have identified students who do not have access to preschool and have made every effort to include them in a preschool in town, often the GPS preschool.

The student demographics across our four preschool sites are as follows:
- 10 typically developing children and five children with disabilities in the classrooms at Old Greenwich, North Street and Parkway;
- 11 typically developing children and four children with disabilities in the classrooms at Hamilton Avenue.

The typically developing students are primarily selected through a lottery that attempts to balance classes by gender and age. A small number of seats are filled by students who have been identified with multiple potential risk factors (low income, lack of prior preschool experience, English as a second language). The district has a regulatory responsibility to provide preschool to students with disabilities ages 3-5 years old and those students do not pay tuition. The current program is designed to meet the individual needs of the children with disabilities in the context of preschool routines and activities.

Since most of the young children with disabilities in our preschool classes are impacted in their language development, the program design is language rich including oral and written language, pictures, photographs and printed words. This language rich environment is necessary for the development of children with disabilities but also beneficial to those students for whom English is not their first language. There are also numerous parent education programs that are offered to all families, available with Spanish translations when required.

The Greenwich Public Schools district does not receive the tuition for students in preschool. Those funds are deposited directly into the account of the Town of

Greenwich. Students whose families qualify for Free/Reduced lunch currently pay reduced or no tuition. Any decision to change the current tuition (to increase the number of students qualifying for free tuition) and lottery decisions (to offer fewer lottery seats and more seats for students on F/R status) would have to be discussed with Town representatives and the Board of Education.

Digital Learning

12. **When will the Board receive return on investment metrics on the Digital Learning pilot?**

    Metrics for the evaluation and return on investment of Phase I of the DLE will be reported to the Board at the close of the school year in Spring 2014. The return on investment will be realized in areas of operational efficiencies and increased academic support opportunities for students.

13. **Please provide a detailed accounting of offsets, efficiencies and reductions in the financial plan for Digital Learning next year and over the next five years as projected. For instance, how are textbook purchases, digital supports, teacher resources, overall costs, and timing being impacted?**

    We expect to see several areas of cost avoidance, including 1) the reduction of classroom hardware assets; 2) reduced purchasing of productivity software for classroom hardware; and 3) shifted costs from traditional academic resources (textbooks, calculators, etc.) to free or low-cost Internet-based equivalents.

    This year, the IT department has modified the classroom technology update process to include purchases of lower cost newer classroom desktops that provide more power than the older inventory at a lower price point; and prepare for a new "1-1" service model by migrating the current classroom technology model of 1 teacher workstation and 3 student workstations down to 1 teacher and 1 student workstation. This classroom technology model will be in full application across the district within 3½ years.

    With a reduction in supported classroom workstations will be a reduction in supported software and associated costs on these machines. As the district transitions to a 1-1 model, the IT department has recommended no-cost software alternatives to present premium desktop packages.

    The IT and Curriculum departments are presently investigating research-supported instructional materials, such as "flexbooks" offered through academic consortia (e.g., CK12.org, a UC think-tank), that are free or low cost.

Staffing – Assistant Principals

14. **Define another solution to meeting SEED requirements (best practices in other districts) without a change to Assistant Principals and provide the incremental cost.**

    As the SEED requirements have not been fully implemented across the State, best practices have not yet emerged. We are, however, in coordination with other Districts to share plans and approaches to the implementation of this new system.

    There are a couple of options that could be considered, without a change to the Assistant Principals, but these alternatives are not ideal and could undermine our ability to both supervise teachers and effectively run our schools. One possibility is to assign supervisors from schools in the district to formally observe teachers in other schools. For example, a Principal and/or Assistant Principal in a school with more tenured teachers requiring fewer observations could be assigned to observe teachers in schools where there are more probationary teachers. The same could be done with other subject specialist supervisors observing teachers in other programs at other levels. For example, the Coordinator of STEM could, theoretically, observe a music teacher if that were where the need was.

    There are a number of disadvantages to this model, however. First, you are removing a supervisor from his/her assigned responsibilities and even area of expertise. For example, asking the Principal of School A to observe a teacher in School B does not simply mean leaving School A for a period. The observation process includes spending a period meeting with the teacher to review goals and objectives for the year, another pre-observation meeting to discuss the upcoming lesson, the observation itself, the post-observation discussion, the time to write the observation (which is extensive), and a possible follow-up meeting. All told, this could be the equivalent of one full day of time per observation. In addition, there is no first-hand knowledge of the teacher by the supervisor. To both the teacher and the supervisor, both are unknown personalities. This is not impossible to overcome, but it can place a strain on the process and it certainly takes supervisors away from their primary responsibilities.

    A second possibility is to hire former or retired school administrators and supervisors on a per diem basis to come in to the district to perform observations. These supervisors would be paid a per diem salary to be negotiated possibly based upon the number of days they work or the number of observations they complete. At an estimate salary of $600 per day this could cost about $25,000 – but this only an estimate. Again, the disadvantages are similar to those identified above. The net cost savings is not that great compared to expanding the part-time APs.

15. **Part of the justification for additional Assistant Principals is the increased demand on administrator time for teacher evaluation due to SEED. How do we know that the requested increase in Assistant Principals is sufficient to meet this demand? Is**

the increased demand more prevalent at the three MS and the two elementary schools (NL and PK), since that is where the additional AP time is being requested in the budget?

The key words in responding to this question are "Part of the justification." A guiding rule of thumb is that one supervisor can observe and evaluate approximately 25-30 teachers AND effectively perform all of the other responsibilities of their position. The request for the expansion of the five AP positions is made only in part to allow the district to meet its supervisory requirements under TEPL and SEED. The expansion of 1.6 APs would increase the number of complementary observations by at least 40. While this would not guarantee that all of our SEED requirements would be met, it would certainly reduce the SEED burden to a significant degree.

The rationale for determining the apportionment of Assistant Principals to schools has been based *solely* on the enrollment size of the school. This should not be the criterion used. The primary criteria should be the scope of the responsibilities of the position and the needs of the school

As an example, let us examine our second smallest school in the district, New Lebanon Elementary School. New Lebanon has a Principal and a 0.6 Assistant Principal. If we simply look at the enrollment of 264 students, one could question the need for a second full-time administrator. Let us look at the data, however.

One school with a part-time AP has 59.5% of the students receiving free and reduced lunch, 15% of the students are English language learners, 51% are English non-dominant, 72 % are minorities, 14% of the students receive special education services, 17% of the students are receiving intervention services, and 30% of the certified staff members are non-tenured requiring more intensive supervision. In addition, the regular education population requires an interventionist on staff as well as 2.5 reading specialists, 2 full time ESL teachers, an ESL Para, plus 2 classroom instructional aides. Surely, it is not difficult to understand the need for a full-time Assistant Principal.

Middle Schools:

Arguments can also be made for the three Middle Schools to have full-time APs in terms of the needs of middle school students, the strong desire to "personalize" the environment, the number of probationary teachers at each school, the more challenging behavioral issues at a middle school, the larger number of special education students and the concomitant meetings and issues that arise as a result and often, the subject area specializations of the supervisors.

Each of the three schools has different needs. In the case of middle schools, the current single criterion the district has used of student population size has not even been applied. The schools range in size from 505 to 780, a difference of 54%, yet all three have 1.6 APs.

The smallest of the three middle schools, Western Middle School, has a population in need of a second full-time AP. Thirty-eight percent of the students receive free and reduced lunch, nearly 15% receive special education services (the largest percentage of students in the district), 7.7% are English Language Learners (double the percentage of the next closest middle school), and the school is going through a faculty re-building period with new faculty members and a recently approved IB program.

Eastern Middle School is the largest of the three middle schools with a student population of nearly 800 students. They have the second largest number of special education students among the 14 K-8 schools in the district. This is an important statistic since the AP is primarily responsible for overseeing the special education program.

Central Middle School with a population of 600 students has similar needs with approximately 75 students on free and reduced lunch and 58 students in the special education program. In addition, having a "teaching" assistant principal reduces flexibility in meeting time, class coverage for meetings and disciplinary situations.

Finally, we are almost guaranteed to fill *part-time* administrative openings with *transient* administrators who will leave the position at the first opportunity to get a full-time supervisory position elsewhere.

Estimated Cost:
At present, there are 5 part-time Assistant Principals, 2 of whom are already being paid at full salary. The additional cost for expanding the other 3 positions to full-time would be approximately $35,000. If there is a cost to cover any teaching responsibilities that would be additional at approximately $15,000 per section if those positions cannot be absorbed into the schools' staffing allocations.

16. **Please explain the needs of the student population that justify the .4 increase at Parkway (p. 25).**

The Assistant Principal (AP) at Parkway School is allocated as a 0.6 FTE administrator position and a 0.4 FTE teaching position. The current administrator filling both roles is paid as a full-time administrator resulting from a 'grandfather clause' in the current GOSA contract. Parkway does not meet any of the criteria based on enrollment or student need for an increase in the AP position. The Administration does not currently recommend making any changes at Parkway at this time, but wanted the Board to note that the funding for a full-time AP is already in place at Parkway.

Staffing – Other

17. **GHS Music/ Art Teacher: Provide more context and detail for the recommendation of this additional staffing. Specifically, how many new orchestra students determine an increase in sections; would the proposed new position be one FTE or a part time music and a part time art teacher; how does the recommendation resolve the scheduling issues?**

    The position will be totally in Music. Any indication that the HS position would be shared with the Art program was in error. The intent is to make two part time teachers who are split with other school levels assigned only within the High School: Orchestra and Choral Music. Any High School teacher shared with a middle or elementary school has a serious, negative impact on a school's master schedule because of the High school's 6-day, rotating schedule.
    Currently, due to the High school's rotating schedule, classes are both sites are covered by colleagues when the teacher needs to be in two places at the same time. The orchestra program has seen great growth in the program under the direction of the new Music Director. The Hamilton Avenue Suzuki Program is feeding more students into the program as well.   The key question here is not how many students constitute an additional section, but how many sections are needed to accommodate student schedules. The same is true in choral music. Our nationally recognized music programs continue to attract a disproportionate number of students. With the development of the MISA Project, we can only anticipate that these numbers will increase in the future..

    The needs in the Art Department will be met entirely from within the existing staff. Any new art courses that will be created will be staffed as a result of other course changes or program changes within the department. Less popular courses may be dropped or three sections of clay per cycle may be reduced to two, et5c.

18. **How the does the staffing in the media centers reflect the size and needs of each school**?

    At the elementary level, one (1) certified Library Media Specialist for each school library is required in order to provide open access services for the school community without closing it for any portion of the day if a certified LMS is not available

    School library media staffing reflects several factors:
    - Fixed staffing at elementary schools provides a full-time certified media specialist allowing anytime, open access for students and staff to rich resources and technical support. Additionally, each Media Center has one (1) Media Tech Assistant and one (1) Media Assistant
    - School size and student needs are not necessarily correlated. For instance, our schools with smaller student populations by chance have the highest number of students requiring remedial support as evidenced by our 21st century skills

assessment and keyboarding statistics. Parkway School is an exception, however, showing that the relationship between school size and level of need is not predictable nor easily quantified.

- Finally, we recognize the essential but changing role of the media specialist as an instructional partner and digital literacy coach for teachers and students to support Common Core Standards, SBAC and digital learning. A working committee through the HR office has been formed to study the best ways to maximize the expertise of the media specialist in support of this initiative.

19. **Enrollment is projected to gradually decrease across the district. What are the direct impacts on elementary classroom sections in the budget?**

Gradual enrollment increases or decreases in any one year can have virtually no impact on staffing across 11 elementary schools (66 grades, e.g. 6 grades per school). A decrease of 100 students in one school year, if evenly distributed, would result in a decrease of 1.5 students per classroom – not likely to result in any changes in the numbers of sections. It is possible that a change of 2 or 3 students in one school at one grade level could result in the addition or deletion of a section depending upon the class size in a given year, school and grade.

20. **Please explain the change in the 100s accounts for the Personnel Services Budget, as shown on page 116.**

Personnel Service, Program 93 is where object code 51980 New Positions (see page 35) is budgeted. Of the $1,099,918 dollar change shown on page 116, $1,035,173 is because of the proposed new positions reflected in 51980 and discussed in the Superintendent's Budget Message.

Math Program

21. **Define the cost of an additional math coach at the middle school level.**

We currently do not have a math coach dedicated to the middle school. If we were to add such a coach, it would be a GEA position and would command a salary based on the individual's "Step" ranging from BA 10 to 6th year Step 12.

22. **Please explain whether sufficient resources are in place to aid classroom teachers with the implementation of Math in Focus and the overall math curriculum. Will additional resources be required for the implementation at the middle schools?**

The proposed budget will fund all necessary materials for implementation of the new Math curriculum at the elementary and middle schools. A critical component of the

implementation is coaching and planning time and professional learning. The 2014-15 budget includes the following:

    * Funding for Math teachers to attend content area workshops to support the implementation of the Math in Focus Program

    * Funding to compensate teachers for developing and revising new Math units

    * Funding for middle school teachers to attend Math in Focus professional learning

    * Funding for consultants to provide professional learning to Math teachers in inquiry Math instruction, performance-based assessment and new Math curriculum resources aligned to CCSS (3 consultants for 3 days)

    * Funding for professional learning: 5 days each for elementary and middle school networks based upon identified needs

    * Funding for middle school professional learning for Math in Focus digital resources

    * Funding for instruction resources includes:

        * Teachers Edition Kit

        * Student Edition Textbooks

        * Technology Bundle w/^ year eBook license for all students and access to Think Central (MIF eResources)

23. Last year Math In Focus was implemented in K-5 presumably with an increased cost over the prior year budget. Please explain why this year's delta is over and above the delta in last year's budget.

The main reason for the change in the delta is because the Materials for Special Education and ALP were excluded from last year's budget. The proposed budget for Middle School Math includes both SPED and ALP, thus the increase this year.

The 2014-15 budget provides funding for Math in Focus materials for grades 6-8 academic level math courses. In addition, resources for advanced courses (i.e., pre-Algebra, Algebra, Geometry) will be selected and purchased. Since these are high school level courses, textbooks are more expensive than K-8 materials. Finally, the budget includes funding for consumable Math in Focus workbooks for K-5 students, which must be replaced annually.

SBAC

24. We will be piloting the SBAC this spring. Are there funds in the budget to address issues we identify with respect to the delivery of the test, preparing students for the test, or additional needs identified as a result of the test with respect to common core instruction. Some examples could be a need for stronger keyboarding skills, more experience with devices, curriculum adjustments, assisting students with different learning styles.

Delivery of the Test: Infrastructure
The most critical aspect of any digital learning initiative is a fast and reliable network infrastructure. If the technology does not work reliably, staff and students will not have sufficient confidence to engage with a digital curriculum. The District has begun to bolster its capacity to support the current demands on its network, making incremental upgrades to the network infrastructure during the summer of 2013 that included:

• Installing an independent, redundant fiber optic cable connection from the high school back to the Connecticut Education Network, helping to alleviate traffic on the District's dedicated line
• Upgrading the fiber connection from the central office to the high school, providing for a high quality redundant pathway in the event that the high school network connection fails
• Adding wireless access points to most school locations
• Upgrading back end switches that route internet access throughout the district, resulting in faster speeds

Year 2 Objectives (2014-2015):
• Identify funding to conduct comprehensive study of network infrastructure and draft a report with recommendations
• Continue adding wi-fi access points with a concentration on the Phase II schools
• Study network uses at one-to-one schools and prepare for full district rollout
• Draft strategic document detailing the likely implementation of "one-to-many" model – a model where each user has more than one computing device
• Develop multi-year budgets that address dramatic growth in infrastructure demands as a result of DLE

Curriculum and Instruction
• The GPS Curriculum and Instruction are aligned to the Common Core State Standards and expectations. The knowledge and content required to be successful on the SBAC is addressed in all content area curriculum and units of instruction.
• Funds supporting the ongoing renewal of the curriculum can be found in the Growth and Development line for each program area and CIPL budget
• The Curriculum Mapping module within the IT budget will support the teacher's and administrator access to the CCSS based curriculum
• Keyboarding is one aspect of the Media and Tech Literacy Curriculum delivered by teachers and Media Specialists. Keyboard awareness begins in first grade and grade level appropriate keyboarding in second grade with benchmarks existing in third (words per minute and accuracy). By the end of fifth grade students need to achieve 25 words per minute and 85% accuracy using Learning.com and Type to Learn. Both are 24/7, anytime, anywhere access. Principals utilize these two for extended day learning and homework. Computer Skills courses are offered at the

middle school level in grades 6 and 8. Seventh grade gap exists due to the Middle
School Schedule. Media Specialists collaborate with teachers on assured
experience through social studies and language art classes

- The budget supports the renewal of identified digital tools and web based
  resources to support teacher and student access. These can be found in each
  program budget line 236 (software licensing/product web hosting)

**25. Will the skills needed to utilize multiple media sources for success on the SBAC
writing section come from media instruction, or classroom instruction, or both? Are
there sufficient funds allocated to address these instructional needs?**

The instruction comes from both media and classroom instruction. We have multiple
resources online that come from eBooks and quality databases (New Book of
Knowledge, Grolier, Discovery, Brainpop) that are yearly subscriptions that be found in
budget line 236 primarily in the Library Media Program Budget. The 2014-15 budget
reflect renewal of these common core aligned digital resources.

**26. What are the costs with administering the SBAC and are they more or less than for
the CMT? In what line item or items do these expenses appear?**

The costs of the Smarter Balanced Assessment Consortium Summative and Interim
Assessments will be paid for by the Connecticut State Department of Education. The
purpose of the summative assessment is for accountability purposes and provides an
annual snapshot of the students' ability relative to Common Core State Standards in Math
and ELA. All CT districts will have full access to interim assessments that can be
administered multiple times during the school year to help guide instructional decisions.
The interim assessments will be available in the fall of 2014.

**27. Does this budget include funding for the biannual Harris survey and OLSAT/SAT
testing in 3rd and 7th grade?**

Yes, funding is included in the 2015-2015 Budget for a Spring 2015 administration of
the Harris survey.

Grants & Translations

**28. Youth and Immigration Grant: What programs, services and/or staffing that were
originally funded with this grant are we continuing with our own funding? What
will be discontinued? Do we have any data on whether these efforts have yielded
success?**

**29. Given the district's changing demographics, how does the District's budget support
the need to translate standard communications (district and school websites, parent
letters, school calendar, etc.) as well as provide for on-site personnel who can be**

translators in schools with very high concentrations of non-native speakers of English?

Services/staffing now funded in 2014-2015 Operating Budget, previously funded by Youth and Immigration Grant includes:
- a portion (.2) of the ELL Coordinator's salary,
- a portion (8 hours/week) of the ELL Administrative Assistant's wages for oral and written (Spanish-English) translations,
- a portion of an ELL specialist's salary (.6 of the .8 GL ELL specialist), and
- .2 of the CMS AVID staff.. The .2 CMS AVID staff was already slated to move from the grant to the budget for 2014-15.

Services/staffing discontinued in 2014-2015, previously funded by Youth and Immigration Grant includes:
- funding to assist with costs associated with field trips for ELL & AVID programs;
- parent education programs;
- some professional learning & related travel expenses for staff related to ELLs and AVID;
- supplemental instructional supplies for AVID & ELL staff;
- parent/family education workshops;
- funding for translations (written & oral) for languages other than Spanish; and
- parent liaisons at the Title I elementary schools & WMS as well as the part-time district translator position, providing written and oral Spanish translations.

Administration will look to other grant sources to supplement the parent liaisons, professional learning and translation services.

As noted above translation positions currently funded by the Youth and Immigration Grant will not be funded by this grant next year. Currently (in 2013-2014), the Title I schools each have a parent liaison. They provide primarily oral translation services and some written translations as directed by the School Principal. This year, a District Translator was hired on a part-time, trial basis. She is located at the Central Office on Tuesday and Friday mornings and Wednesday afternoons. She is currently translating all Board policies, is available for as-needed translations, and is regularly called for oral translation in PPT meetings. There are no funds allocated in the 2014-2015 budget to support the District Translator and Parent Liaison positions.

The ESOL program assistant, a native Spanish speaker, translates written documents and notices for schools as requested. These services will continue in 2014-2015. Moving forward, the District is developing the minimum standards for translating documents and meetings into Spanish, and a review of the level of need for personnel to support the minimum standards. Regarding the web site, Spanish translation will be incorporated into the new platform, targeted for 2014-2015. School and District translation services are managed by the English as a Second Language program.

New Lebanon Capacity Issues

30. I do not see in the budget an allocation or a placeholder to address facilities utilization at New Lebanon School for the next school year. Is the current year model (staff allocation) being extended to next year? If there are other options being considered, it might be prudent to put an estimate of costs/placeholder in the budget for now which will be further clarified after community input.

The budget contains continued funding for four (4) additional professional assistants to address class size issues. In addition, due to projected enrollment, one (1) additional teacher is budgeted (see page 188). However, space constraints will make additional section difficult and professional assistant solution may be needed.

The Administration is exploring a variety of short-term solutions. The challenge is balancing short-term capital investments versus longer term capital solutions.

Student Well-Being – Elementary Schools

31. Given the demographic changes at some of our elementary schools, how is the District supporting the greater needs of those schools and families? Does the current staffing model sufficiently support these changing needs or should the District consider changes to the social worker and psychologist staffing model? Are these needs covered by Title I or other supplemental funds?

The increasing number of students who qualify as English Language Learners (ELL) is having a moderate impact on our capacity to provide interventions and conduct assessments. The PPS department has responded with a slight increase in the number of bilingual staff and has strengthened the working relationship between PPS and ELL. We are always looking for the highest quality candidates for any vacant position but we do screen aggressively to identify individuals who have bilingual skills and/or certification. Schools also have relied successfully on translators funded through ELL, supplemented with PPS funds when necessary, to insure that all families have the best, correct and most current information even if English is not their first language. The district will contract with local agencies for the provision of evaluations in languages other than English, Spanish and Portuguese.

We have given consideration to additional staffing needs, but they are not included in the proposed 2014-14 budget. If we were in a position to add mental health staff to address unmet and changing needs, the concerns around students with significant behavior challenges rise to the top. Regarding a possible staff increase to meet the needs of our at-risk and/or underperforming students, most important would be a team of one behavioral psychologist and one school social worker who were available district-wide (using flexible hours) to provide intensive support to both

students, staff and families in school and in the home. The job responsibilities for these individuals would be to provide school and home support, professional and parent education and technical assistance at the building level, as requested by the individual teacher, the student's team, the building administrator, PPS administrator or network. The goal would be to hire bilingual staff for any of the new positions.

Mental health supports are funded through a variety of sources:
•   All guidance counselors and social workers are funded through the town/tax levy
•   17/23 psychologists are funded through the town/tax levy, five through the IDEA grant and one through Project EVOLVE
•   None of the mental health positions are supported by Title 1 or the supplemental funds.

Communications

32. **With the need to improve our communication in all its forms, how does the current budget address the need for the introduction of a more user friendly district website in multiple languages in addition to providing parent outreach at all our schools especially those schools with a large percentage of minority students? Was there a recent review of Finalsite? As the public perception of the schools is not always accurate or positive, are there provisions in the budget to address this issue through a more systematic outreach to the public?**

33. **There are many aspects of GPS communication that should be reviewed to shrink the community's "ownership gap" with the GPS. The web site, utilization of social media, reverse texts for emergency contact, a GPS mobile app, overall marketing of the GPS to the community at large - their successes, programs and initiatives - to name a few. Are any of these communication vehicles being reviewed? Is funding required for such a review to occur?**

As originally reported in Monitoring Report E-051 in March 2013, "in the process of developing a plan for the implementing a 1:1 Digital Learning Environment, it has become clear that the review and exploration of electronic communications systems must be conducted from a more holistic, systematic approach and in concert with the review of electronic learning and management systems." The new Curriculum and Instructional Management System (CIMS) has just been selected. The CIMS does not address any of the external eCommunications system needs. A comprehensive review of communications systems is now underway. This will include a brief benchmarking survey in late Winter or early Spring, the results of which will be used to prioritize preferences in terms of modes of communication as well as content. Any potential changes to electronic communications systems will be aligned to the new CIMS and other systems currently employed by the District. Working within the

constraints of the budget and BET guidelines, we did not propose any financial resources to support this review.

As part of this eCommunications project, a comprehensive review of the District and school web sites and our Content Management System (Finalsite) will be conducted. The District is now in the early planning stages of a full web site review, with the hopes of launching a new site in SY2014-2015. The budget for funding our current content management system is included in the 2014-2015 Budget. This should be sufficient in covering any new content management system selected and the review itself will be conducted using existing resources.

Advanced Learners/ALP Programs

34. **The district should be congratulated for the variety of programs provided for students who are not performing at grade level. How does the allocation of resources in this budget reflect the district's commitment to those students who score at the advanced level and require more in-depth learning and a quicker pace but are not ALP students?**

    Currently the Elementary ALP department devotes:
    - 425.5 contact hours per week working with identified ALP students
    - 10 hours per week traveling between buildings
    - 16 contact hours per week working with teachers to support students who score at an advanced level but are not identified ALP students. These 16 hours are used to meet with teachers about shared students.

    During meetings teachers also address another critical population, the top students in their regular classes. This "coaching" time helps teachers differentiate for their non-ALP top students. The ALP teacher serves as a resource for teachers providing additional ideas, suggestions, or materials for these students. Additionally the ALP teacher works with small groups of students on enrichment experiences in their classroom. The allocation of the 16 contact hours is not evenly distributed throughout the district due to the number of teachers split between two buildings.

    While not proposed for the '14-15 Budget, increasing current part-time ALP staff to full time and hiring an additional 2 full-time teachers would increase the number of contact hours which could be devoted to advanced students not in ALP classes to 110 contact hours evenly distributed throughout the district.

GHS – Academic Long Range Planning

35. **The demand of the Common Core regarding career readiness, the prospect of a growing demand for online courses in addition to the increasing diversity of the student population puts new stresses on GHS staff. How is the responsibility**

**for the long term planning of academic needs handled at GHS? Is there a
benefit to considering an alternate administrative structure with one person at
GHS whose job is to determine long term what is needed to fulfill state
requirements and more importantly to meet the needs of our students, and to
ensure orderly and predictable courses of study for all students? Long range
planning would provide for the vast majority of students; in addition it could
address the needs of those students who are outliers in their academic needs,
talents, career and or military aspirations. The current case-by-case method
can lead to inconsistencies and perceptions of favoritism. This is a big and
important question for the budget but it also goes beyond the budget and
should be addressed in the GHS monitoring report in February.**

We do not, at this time, believe that there is a need for an alternate administrative
structure. Currently, the one person at GHS whose job is to determine long term
what is needed to fulfill state requirements, meet the needs of students, and ensure
orderly and predictable courses of study for all students is the GHS Headmaster. To
broaden the discussion beyond budgetary implications, on February 6, Central Office
and GHS administration will present a comprehensive report on Greenwich High
School. Among other topics, the report will describe:
   a) how GHS is organized for academic and behavioral leadership;
   b) how the sequence of courses allows students to fulfill state requirements for
   graduation and meet students' unique passions and interests;
   c) how students and parents are guided through the process of selecting courses;
   and
   d) how we evaluate the effectiveness of the comprehensive academic program. In
   addition, the report will detail how new courses and new programs contribute to
   the comprehensive educational process.

Career Readiness

36. **With the Common Core mandate to prepare our students to be career ready,
    does the budget provide sufficient resources for developing programs to
    prepare students to be career ready?**

    Yes. Within the program budgets there are funds to support the ongoing
    improvements or additions to elevate each program. Each proposed addition
    supports the curriculum and the career pathway that is identified in Art, Music,
    Physical Education, Health, Business and the core academic areas.

37. **With Wright Tech reopening providing work force career education are there
    any plans to develop combined programs to take advantage of what they offer
    beyond what is available at GHS? Will there be implications on the budget to**

develop such a partnership? Possibly transportation costs? Would funds be required to explore such a partnership?

As the question suggests, we need to look to improve our programming and find greater efficiencies by partnering with other educational entities in the immediate area. Wright Tech is one such option. District administration is meeting with Wright Tech representatives to explore educational opportunities. As we do not have specifics of the program, there is no money budgeted. However, PPS currently provides funds for students to access BOCES. It is possible that some of these funds may be used for other partnerships, such as Wright Tech.

K-12 Assessment System

38. **Developing a K-12 academic assessment program has been one of the Superintendent's goals and essential to implement SEED. Are there sufficient funds in the proposed budget to assure the development and proper implementation of a comprehensive K-12 academic assessment system?**

     For 14-15, there is sufficient funding allocated to cover the assessment system. This may change as we continue to analyze our assessments. Currently we have budgeted for a district-wide online assessment to support Universal Screening and benchmark assessments. This is currently in the CIPL budget. The dollars are calculated by using a formula per student and quotes from various vendors.

     With the advent of SBAC, the academic assessment system is under review. The first step was to perform a comprehensive audit of all the assessments currently in use. Based on an analysis of that audit, recommendations will be made to the Board in the spring of 2014 on revisions to the assessment framework. Those revisions would be made in two phases:
     1) using funds budgeted for 2014-2015, shifts monies as necessary (for example, from OLSAT/SAT or DRP to new assessments) and
     2) budgeting additional monies in 2015-2016 to pay for the SBAC interim assessments (periodic benchmark assessments to gauge progress between annual administration of SBAC).

Board Goals – Literacy, Writing, Math

39. **Please provide one or two bullet points each on how this budget is targeting Board goals and areas of focus. [This information is in the book, but there is an advantage to present it in one place.] For instance: how is the budget supporting small group instruction to increase K-3 literacy; how is the budget**

addressing assured writing experiences in social studies and science content areas for to increase writing by grade 8; How is the middle school math curriculum change going to drive us to getting 75% of students to complete Algebra I by the end of 8th grade?

DSIP Reading:

The CIPL budget outlines the support required for the third grade Reading Board Goal:
- DSIP Reading -3 days release x 11 teachers for IDT assessment literacy - analysis of data to guide small group instruction
- DSIP Reading – 2 days Mike Wasta for IDTs
- DSIP Reading - Substitutes and instructional supplies for Orton Gillingham Training
- DSIP Reading - G & D funds to support the Summer curriculum review/development/renewal
- DSIP Reading – Reading Recovery Training for three teachers

DSIP Writing:

The Science and Social Studies program budget outlines the support required for the Writing Board Goal:
- Consultant to support the development of creating an integrated writing curriculum for content areas
- MS Network professional learning will be provided to support content area teachers in implementing the writing curriculum.
- DSIP Writing – Blue Ribbon Assessments in CIPL Budget

DSIP Math:

The Math program budget outlines the support required for the Math Board Goal:
- Implementation of the new Math curriculum, which is aligned with CCSS will ensure consistency across all middle schools.
- Additionally, ongoing support and differentiated instruction will enable more students to successfully complete Algebra I in grade eight.
- DSIP Math - G & D funds to support the Summer Curriculum review/development and renewal" in the Math program budget

Professional Development & Networks

40. **Data teams are very important for good decision-making for improving achievement. The use of data at the classroom level between teacher and student is critical. How does the budget provide for training the teachers to make instructional decisions at the individual student level?**

41. **Please provide a short narrative on the direction of Professional Learning in the district. It is important to invest in our teaching staff, but more information**

would be helpful. How are the professional learning funds being used on early release days/professional development days vs. in-school collaboration when substitutes are used? How is professional learning organized to support key initiatives, like digital learning? How is it organized to be responsive to staff feedback and identified needs?

The District has long recognized the value of professional learning in ensuring our teaching and administrative staff maintain their pedagogical skills and knowledge at an optimal level. In answering these two questions about Data Teams and Professional Learning, it is important to discuss a new organizational structure that has been implemented effective with the 2013-14 school year - The Network Model. In an effort to support high quality teaching and learning, the District has established cohesive and collaborative partnerships among schools to make the most effective decisions about academic programs and student needs. These partnerships are referred to as Networks.

The five **Networks** are configured as follows:

Western Network - Glenville, New Lebanon and Hamilton Avenue Schools

Central Network - Julian Curtis, North Street, Cos Cob and Parkway Schools

Eastern Network - Riverside, Old Greenwich, North Mianus Schools and the International School at Dundee

Middle Schools Network - Western, Central and Eastern Middle Schools

Greenwich High School is a Network including all five houses.

Anticipated outcomes of organizing the district in this way include:
Collaborative Autonomy
Principals will have more authority to work together to make decisions impacting their schools and network.

Consultancy Mind Set
Network and Central Office administrators will engage in collective and collaborative problem-solving around school, program and curriculum issues that directly impact teaching and learning.

Innovative Thinking
Staff will foster and cultivate an environment of creative risk-taking to solve persistent teaching and learning challenges.

Strengthened and Expanded Leader Capacity
Administrators will reinforce and share their current knowledge and skills while capitalizing on the leadership and instructional expertise of other Network colleagues.

Teacher Leadership
Teachers will have increased opportunities to take on leadership roles as Network Liaisons and Coaches.

Focused Alignment of Supports and Resources
District resources and support services will target the specific need of students and staff within each Network.

The Network Model is based on the research of The Center for Reinventing Public Education, University of Washington, which is currently working with over 35 school districts nationwide to help them assess their current practices and structures to analyze how schools can receive more effective support from central administrations. The Network strategy is a continuous improvement model that aims to dramatically affect student outcomes at scale.

Additional research was gathered from our practice of Instructional Rounds. The premise of rounds work is that improving learning at scale ***requires the concerted efforts of a network.*** While the composition of networks varies depending on many factors, membership is usually drawn from district-wide administrators, principals, assistant principals, coaches, teachers and others connected to student learning. Using new lenses of observation and analysis, the network members develop a common language, a shared culture, and a shared practice of increasingly effective instructional leadership that yields teaching and learning excellence. ***The Network Approach is one of the most valuable tools that a school or district can use to enhance teachers' pedagogical skills and develop a culture of collaboration***

One of the first responsibilities of the Networks this year has been the development of Professional Learning opportunities for staff.

• Each school and/or Network is able to examine the needs of their students and staff and set priorities for improvement efforts. They are supported in the development of high quality professional learning experiences by Program Coordinators, Central Office staff, Program Coaches, Instructional Coaches, and the expertise of the teachers and staff within their Network. The 14-15 budget includes $244,000, allocated on a per pupil formula, to assist the Networks in funding professional learning (page 273 in Budget Book).
• Literacy Coaches at the elementary level work closely with teachers to analyze student performance data on formative and benchmark assessments in order to enhance and improve their instructional decision-making. Building administrators also monitor local assessment results looking for outliers to determine if there is a need for further training with staff members on the administration and analysis of these assessments. In following up with staff they may assign a Literacy Specialist or Coach to review the testing

protocols and conduct random testing to ensure assessments are being administered with fidelity.

- There is approximately $10,000 to support the writing goal in the DSIP for working with a consultant at the MS level in a lesson study format in the content areas. There is also $5,000 to purchase leveled materials to support the teacher's learning and the curriculum that is renewed with the consultant.

- The Network Sub Committee met on November 15th to review how to effectively plan professional learning with teachers in IDT's in order to support their goals, SLOs, and overall professional growth. This committee will present a plan to Cabinet for review and recommendations.

- The 14-15 budget includes $28,000 to support the growth of expertise on the data team process in the district including District Data Team (DDT), School Data Teams (SDT), and Instructional Data Teams (IDTs). Our consultant collaboratively plans with individual schools to address the specific professional growth needs of SDT and/or IDTs. The consultant also conducts district-wide workshops on the data team process and provides important feedback to the District Data Team on its efficacy and efficiency.

- By charging the Networks with the planning and implementation of professional learning aligned with the SIP and district and state improvement goals, the District provides a voice for teachers and building administrators about their own professional growth.

- Network Facilitators will present the proposed professional learning plan to the district for review, refinement and approval

- Buildings will plan the professional learning utilizing the time available
    o   Early Release
    o   District Days
    o   Wednesday Meeting Time

- The Network Meetings will provide the mechanism to assess the impact of the learning. The facilitator and liaisons and other attending will plan collaboratively what needs to happen to support state, district, building goals.

- IDTs will analyze student data to determine if the new learning had an impact on student performance

- Embedded professional learning will continue in collaboration with Coaches, administrators and teachers

- If a district initiative, the district will provide the professional learning plan in collaboration with the administrators, such as the process for the current Digital Learning Environment

42. **Administrative assistants in the schools are Town employees and their training is provided through the Town, however, are there skills that are required for administrative assistants in our school system that differ from those of the Town? Having a more skilled work force could lead to better morale, quality work and efficiencies. Does the District allocate funds for training our administrative assistants?**

Our Administrative Assistants and other clerical staff, have a number of general administrative/secretarial skills that are necessary to be a successful member of the support team, both interpersonal and technical. The Town of Greenwich tests for these general skills before applicants are hired. The Board of Education, however, requires Administrative Assistants to develop skills beyond or in addition to the Town requirements. Our staff needs to use various databases or computer programs such as Aspen or EZTraxx. Historically, the Town has done training that focuses on interpersonal skills. For example, the Community First initiative was aimed at enhancing customer service skills and the Town facilitator was able to customize certain aspects of the training for those employees who work in the schools.   When training is needed, on new programs, however, the district has allocated funds for this purpose. For example, when HR adopted a new computer program to manage our substitutes (SubFinder), money was budgeted by the Board of Education to "train the trainer" within the school district.

ARCH and CLP

43. **ARCH and CLP - What is the goal in joining these two programs and what determined this assimilation was in the best interests of the students?**

    Both programs serve students whose needs cannot be appropriately met at a large comprehensive high school. The students have many commonalities but also many differences. The students function on a variety of achievement levels, require a broad range of content area classes, and benefit from a variety of supports in both the academic and social/emotional areas. The most obvious benefit to students is to increase the number of staff members each student has access to on a daily basis. It would expand the range of courses and levels of courses that could be made available to all the students. The programs currently share the on-site counselor and social worker with great success. Another benefit of joining the programs is to establish a common set of behavioral expectations and academic routines and gain efficiencies in providing opportunities such as physical education, the arts, languages and technical/career education.

44. **The current .5 request for an administrator for ARCH and CLP was presented originally as a request for a 1.0 position. Does the current request for a .5 administrator fill the needs of the two programs, soon to be one, and how would coverage work time wise? Are there efficiencies to be found in the current SPED and PPS staffing to cover this position either at .5 or 1.0?**

    The goal would be to combine the .5 administrative position with a .5 teaching position so that the individual would be on-site full time. Up until 2000, ARCH had a full time administrator, although during the final year at Dundee that individual coordinated both preschool and ARCH since they shared the building. When Dundee became an elementary school and ARCH moved to Byram, the

administrative position remained with the preschool program. Since that time the PPS/Sped department has lost both the ARCH administrative position and a full time special education administrator. With the addition of Dundee as an elementary school, two PPS administrators support all 15 schools, with a minimum of one meeting with the school-based administrator each week. There would be a negative impact on the department's ability to provide support to schools if there were any further reductions.

Guidance

45. **Guidance in general has remained an area of concern for parents. In the explanation of the program, there was no mention of career and/or college development programs. Is there a planned review of how we deliver guidance services at both the MS and HS level, covering, for example, the role of the guidance counselor, better planning of student educational plans at both the MS and HS levels, the HS delivery model and staffing ratios, need for additional college and career services? Can we execute such an inquiry within the budget as outlined?**

    GPS School Counselor Staffing Ratios are in line with the recommendation from the American School Counselor Association 1:250. At GHS the ratio of each House Counselor is 1:185. At the Middle Schools the ratio ranges from 1:280 to 1:150 depending on the grade level and middle school.

    Career Development tasks delivered by School Counselors in Grades 7, 8, 9, 10, and 11 include annual goal setting and resume development, completion of career interest inventories and a personality type inventory, and research into careers targeted by these online tools.

    College Planning is very thorough at GHS and begins with individualized course planning for the high school while in 8th grade. Course selection is individualized every year. A variety of group programs are held annually such as the College Panel with Admissions speakers, College Night, PTA Panel on "The College Process", and College Kick Off Meetings. Each junior is provided with a planning folder containing information and materials. Individual Post High School Planning meetings are held with each junior and their parents. Individual College Admissions Reps visit with students in the Career Center. Course Planning and College Planning information and materials are available on the GHS Guidance Website for all families at any time.

    Greenwich High School has two Guidance positions specifically targeting career options for students. The Transition Coordinator focuses his attention on students with IEPs although he is also the contact for SAT/ACT testing accommodations. He is also the liaison with adult service agencies (Vocational Rehabilitation and

Disability Services) as well as working as part of the team that develops vocational sites, jobs and internships. He is also the current liaison with BOCES. The Guidance Counselor at GHS who coordinates the Career Center develops, maintains and supervises the sites used for Senior Internships and well as offering supplemental services to students around the college application and financial assistance processes. All Guidance Counselors have been trained and are in the process of developing the Student Success Plan, required for each secondary student. The SSP is completed through the Naviance, a comprehensive web site that you can use to help in making decisions about colleges and careers.

In addition to review through NEASC, the Coordinator of Guidance and the two counselors noted above serve on a committee specifically reviewing and enhancing the career and college development transition process for students receiving special education services.

School Resource Officer (SRO)

46. **Where do we stand with respect to adding an additional SRO to float among the Middle Schools? What is the timing for Carlos Franco to have to rotate off his SRO duties? Is there a plan to handle that transition seamlessly? How will the SRO program be funded going forward? Are there funds specifically for this position in the Police Dept. budget? Is this something that should be or can be addressed within the schools budget? Do we have data to demonstrate the program's success?**

   Detective John King has been assigned as a liaison to all three middle schools in addition to his regular Special Victims Section (SVS) duties. This was done after the BOE declined funding for a second full time SRO. It would be the position of the police chief and the superintendent of schools that a second SRO would have a very positive affect on the current partnership with the school district. The second SRO would foster communication and relationships with the students and staff at the middle schools. The second SRO would cover openings in the schedule when SRO Franco is out or in training. It also gives the second SRO training opportunities and gets to be evaluated in the SRO position. The alternate SRO could also build relationships with the student body and the staff at the schools more effectively.

   SRO Franco is tentatively scheduled to return to GPD in 2015-2016, after completing the next school year at GHS (2014-2015.)

   DET King in his current duties could, if needed, transition immediately into the GHS SRO position. We currently have one other officer, PO LiBasci fully trained as a certified SRO. BOE, GHS and PD would be part of selection process for any full time replacement of SRO Franco. Most SRO training occurs during the summer. The selection process is very important to the success of any SRO program.

   During the first year of the program it was a 50/50 split between the BOE and GPD.

Since 2008, the police department has fully funded position. The police chief attempted to get the BOE to fund the second position but that request was denied in 2013-14 budget cycle.

$86,537 base salary of a Technician/SRO/Detective
$4,600 in annual stipends (EMT/College)
$4,679 in Holiday Pay for 12 Paid Holidays
$66,517 benefits cost @ .8321 factor of base pay
$12,885 annualized vehicle (vehicle in service for four years), uniforms, weapons, ammunition and equipment cost
TOTAL: $175,218 annualized annual cost - less any future GWI

As was discussed during last year's budget the loss of a sworn officer from patrol (SRO Franco) reduces the number of officers assigned to patrol positions. An additional impact is that providing an emergency vehicle on a daily basis for the SRO position also takes away from the number of available vehicles for patrol and often causes shortages. If the BOE could provide a vehicle for the SRO that would reduce the impact that a shortage of patrol vehicles has on patrol operations.

It is difficult to quantify the usefulness of the SRO separately as he acts as a critical member of a team at GHS as part of a community policing model. Under the very successful problem oriented community police model GHS was able to obtain a restorative justice grant this year in an effort to reduce the situations where an arrest would be needed. The SRO program tries to use prevention vs. reaction to emergency or crime. In rough numbers last year SRO Franco completed 115 police reports on various incidents. He is an instrumental member of the GHS team that conducted 50 threat and risk assessments and an equal number of conflict mediation cases. GPD is planning on conducting a community policing survey this year to develop a needs assessment and gauge the level of community satisfaction.

Utilities/Custodial Expense

47. With completion of the new auditorium in fall 2014 will there be additional operating dollars needed relative to its use?

Although there will be a large auditorium, the initial costs should be de minimis, as the new auditorium is a replacement for the current one. Additional expenses may be incurred as a result of the new instructional space, scheduled to go online in the FY15-16 Budget. We will try to mitigate any additional expenses through equipment and training. For example, the change in chiller from an additional electrical chiller to utilizing current chiller capacity will reduce projected increase in operating dollars previously provided.

Continuing Education

48. **Who oversees the delivery of English language classes for Continuing Ed? Do we have a metric to measure the quality of the program and instructors? Do we know how many of these students are the parents of students in the GPS? Can we use the last piece of information to our benefit to address the achievement gap?**

    Director of Continuing Education Alan Curtis and Counselor Maura McCullough oversees the delivery of English language classes for Continuing Education. The follow are metric used to measure the quality of the program and instructors:
    • State requires students be assessed at registration, and given pre and post tests each semester.

    • Test results are gathered, along with monthly attendance figures, by SDE and reviewed in Program Quality and Performance reports each year.

    • Student Representatives chosen by students for each class provide student feedback.

    • Teachers are required to be CT State certified.

    • Informal teacher feedback.

    • Mandated teacher evaluations are being introduced by SDE next year.

    The GACE registration form asks if students have children in District schools and their ages which schools they attend. We currently show approximately a third of our ESL students (50) as having children in District schools, but as they are not required to give this information the actual number may be higher.

    The District has not cross-referenced the parent-student data. In addition, to the mandated ESL classes, Continuing Education is involved in Family Learning programs, which are attended by parents and children, and provide ESL lessons for parents and extra instruction for their children.

Miscellaneous Information/Clarification

49. **Nursing costs at Central Office make reference to a School Medical Advisor as well as the Nursing Supervisor. Is that position filled? I see the expense at the CO (p. 44) but I could not find the position in the staffing tab.**

    As required in Section 10-205 ("Each local or regional board of education of any town having a population of ten thousand or more shall, and each local or regional board of education of any town having a population of fewer than ten thousand may, appoint one or more legally qualified practitioners of medicine as school medical advisors.") the Greenwich Public Schools contract with a physician to fill the role of

"School Medical Advisor." The current physician, Dr. Toni Salvatore, is available as needed through a contract under line A620 17 49 1420.

50. **It would be helpful to understand the allocation for the central office costs for SPED, Extended Year and preschool (to a lesser extent) vs. the amounts allocated to the schools. This might be one of those small questions that is actually a big question, and if so, a broad strokes answer is just fine.**

All staffing (PPS, Special Education and Preschool) is carried at the location of service - each school budget includes the salaries of the staff member assigned to the school. The Havemeyer budget reflects staff members who provide service to numerous buildings: the members of the evaluation teams, the coaches, district administration and itinerant staff (Teacher of the Deaf). There is no allocation of funds to the schools from the central budget ("drop ins") although schools request central office support for high cost items/services for individual students (using a process described in PPS Memo #25).

Central office costs for Special Education (Code 53) , ESY (Code 55) and Preschool (Code 66) include the following broad categories of expenses:
- Out of district tuition (general and special education students) and settlement costs (Lines 208 and 735 – Special Education, Line 207 – General Education)
- Transportation (A660 Line 214)
- Evaluation materials and protocols (Lines 310 and 3101)
- Specialized/Contract services (occupational and physical therapists, psychiatrist, neuropsychologist, independent evaluators, behavior consultants, bilingual evaluations) (Lines 142 and 149)
- High cost items for individual students (laptop, stander, wheelchair) (Lines 307, 3071, 310 and 3101)
- Home instruction (Line 139)
- Staff support for afterschool and overnight activities (Line 139)
- Coverage for professional development, student observations, out of district PPT meetings (Lines 1317, 1397, 2097, 2117, 2107)*
- Mileage (between schools and out of district) (Lines 210 and 211)*
- Evaluation team members and coaches (Line 101)*
- Administrative support to schools Code A600 Line 101)
- Technical support and software for district wide programs (IEP Direct, Rethink Autism, Lexia) (Lines 146 and 236)
- Consulting outside counsel (Line 140)
- Professional development (Lines 2097)
- Rentals (ARCH, YMCA)
- Maintenance of equipment including assistive technology and audiometers (Line 410)
- Gasoline and vehicle maintenance (Lines 350, 351 and 425)

> *   Central office funds are also used for these activities in Codes 60 Psych, 62
>   Social Wk, 64 Speech, 66 Preschool, 49 Nursing)

51. I don't see any budget for GACE (96)? Has it been folded in elsewhere?

Greenwich Adult Continuing Education has two (2) budget programs the Mandated
(Program 95) which has budget of $188,548 and non-mandated (Program 96) which
has $0 budget. Program 96 is paid exclusively from registration fees paid by users.
See page 34 with FY 2012-2013 expenses of $226,849.

**52. Generally speaking, can I infer from the percentage increase on the 100 lines
for the individual schools the level of seniority of the staff? Is there a better
way to get a sense of average teacher tenure?**

It would most likely be inaccurate to do that. First, you would be comparing
"apples with oranges." The staff in a school changes from one year to the next.
Some faculty retires, leave, or transfer in or out of the school. Second, teachers'
salaries change as their degree status changes. A teacher who moves from a BA to
an MA or from an MA to a 6th year certificate or one who gets a "longevity
increase" gets a significant bump in salary. A better way to understand average
teacher experience and longevity is by looking at Steps and Degrees obtained by
teachers. See (Appendix 1)

53. Why are we down $200,000 in Psychological - 60 (change in staffing or steps)?

The reduction in Program 60 (Psychology) is due to a shift personnel and increased
grant funding that reduced the burden on the General Fund. As always we will
monitor the likelihood of continued grant funding for these costs.

**54. For preschools, can you please provide an explanation of the cost of central
office staffing to classroom staffing? (66:100 on page 46)**

Preschool central office staff includes the preschool coordinator, community
preschool support and preschool evaluation/intake team. The central office is
responsible for organizing the applications for the lottery and making the placements
in the classes. The preschool coordinator supervises and evaluates the staff and
provides programmatic oversight to all of the classes. The coordinator chairs many
of the Planning and Placement Team (PPT) meetings for current and incoming
students. She also represents the GPS at preschool meetings and committees in
town. Ordering is done centrally to provide consistent resources to all of the
classrooms. The central office preschool staff work with community preschools to
provide support, screenings for students with at-risk behaviors and teacher
consultation. There is also a Preschool Evaluation Team that works out of the
Havemeyer building. The central staff also provide support to families including

home and community generalization, in-home observations and parent education. They also facilitate the transition of three year old students from the Birth-to-Three system into the public schools.

Preschool school based staff includes in each preschool classroom a lead certified Early Childhood/Special Education Teacher. The lead teacher and the classroom professional assistants are charged to the school location. The allocation of speech therapists to the buildings that house preschool classes is adjusted to meet the additional needs of young children in the schools. The building psychologist supports the preschool classes' needs.

55. **Reference was made to the summer 2013 studies for capital (p.2). Are these studies available for review?**

The studies are in raw data form and are currently being reviewed. Final studies will be available in January 2014.

56. **Is there a monitoring report for school libraries (40)? This is a very dynamic area.**

The last Monitoring Report for Program 40 was in 2011. A monitoring report for this program has not been requested since due to the numerous reports on technology plans, which cover many of the same areas.

Appendix 1

Budget Question Regarding Length of Service & Degree, by School

School	Staff Degree				Average Step Placement
	BA	MA	MA+60	PhD	
ARCH/CLP	1	66	6	0	10
Central Middle School	9	26	34	0	10
Cos Cob	4	20	18	0	11
Eastern Middle School	3	36	38	3	11
Glenville Elementary School	5	29	10	0	8
Greenwich High School	22	116	128	10	11
Hamilton Avenue	5	31	16	0	9
Havemeyer	1	10	22	2	11
ISD	2	20	15	1	11
Julian Curtiss	2	20	14	2	10
New Lebanon	5	11	16	1	9
North Mianus	3	23	23	0	11
North Street	0	18	19	3	12
Old Greenwich	3	23	16	0	10
Parkway	3	21	9	0	8
Riverside	3	25	20	0	10
Western Middle School	9	29	26	1	8

Please note that the average step placement does NOT equate to "years of experience." The maximum number of steps is 15.