

**Board of Education Questions
January 16, 2024**

<p>Class Sizes - Reiterate request for classroom schedules for MMS pre- and post- proposed staffing reductions, including the impact on core class sizes; in reviewing the data provided and past presentation from October, it seems that there are 9 classes with <10 students that may be included in the overall averages (i.e., World Language (5), Social Studies (1), Art (1), Music (3), Computers (2), Healthy Living (2), STEM (1) and Special Education / Academic Support also included in some places).</p>	<p>While final schedules cannot be developed this early, the following are the anticipated changes. While the budget book states a reduction of one (1) Team, the change is feasible leaving 12 Teams in place while reducing the equivalent of 1 Team of Core teachers (Math, Science, Social Studies, English), the scheduling changes do not necessarily recommend cutting a Team from one specific grade. The attached shows the anticipated changes in those areas.</p> <p><u>MMS Class Reductions</u></p>																		
<p>Health Support - can you please provide historical detail by school for health services (e.g., nurses, etc.)? Both cost and # of staff; would like to understand pre- and post- COVID staffing levels and requirements</p>	<table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>FTE</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>FY25 Budget</td> <td>13</td> <td>\$1,032,566</td> </tr> <tr> <td>FY24</td> <td>13</td> <td>\$1,005,454</td> </tr> <tr> <td>FY23</td> <td>13</td> <td>\$975,713</td> </tr> <tr> <td>FY22</td> <td>13</td> <td>\$946,635</td> </tr> <tr> <td>FY21</td> <td>13</td> <td>\$907,681</td> </tr> </tbody> </table> <p>As indicated during the January 9th meeting, costs for nurses previously were split between RC24 and 17 in FY22 and FY21.</p>	Fiscal Year	FTE	Cost	FY25 Budget	13	\$1,032,566	FY24	13	\$1,005,454	FY23	13	\$975,713	FY22	13	\$946,635	FY21	13	\$907,681
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<p>Software Programs - Is there an easy way to get utilization rates for these (without spending a lot of time)? If so, perhaps Tim can narrow down the list to more easily determine if there are any that shouldn't be renewed</p>	<p>All the proposed instructional technology software have a high level of utilization. Over the past five years the district has discontinued the following software titles due to low utilization rates:</p> <ul style="list-style-type: none"> ● United Streaming ● WC Online Writing Center ● TI Calculator ● Go Animate ● Kuta 																		

- Issuu
- Smart Notebook
- Fogler Shakespeare
- Dreambox

SEL / Ruler - can you please provide the top 5 largest individual expenditures related to SEL / Ruler?

1. School Climate Survey (\$14,000)- Mandated Public Act 23-167 Section
2. Professional Development (\$10,000)
(NASP Conference, School Mental Health Conference, School-Based Trauma Informed Care Workshop, Internal 4 Day DBT Training, New Teacher Orientation, Restorative Practices- Mandated Public Act 23-167 Section 55)
3. Consultant Services - Sources of Strength (\$6,750)
4. Curriculum Development - (\$3,000)
5. DBT (Dialectical Behavior Therapy) Textbooks (\$900)

Total: \$34,650

1. Job Descriptions and/or List of Responsibilities
 1. Assistant Superintendent of Curriculum and Instruction
 2. Assistant Superintendent of SESS
 3. Assistant Principal
 4. Department Chair
 5. Current SESS Department Chairs
 6. Proposed MMS and DHS SESS Program Director
 7. Proposed K-12 SESS Program Director
 8. Director of Elementary Education
 9. Current Elementary Curriculum Coordinator
 10. Proposed Elementary Curriculum Specialists
 11. Current Teacher Leaders

[Job descriptions are attached.](#)

- The job description for the high school assistant principal is more general than the presentation of “A Day in the Life of an Assistant Principal” for a more detailed description of what the job entails.
- The job description for the English Department Chairperson is attached. The other department chair job descriptions are the same except for references to the content area covered.
- Please refer to the special education presentation for a chart describing the differences in the roles of the Assistant Superintendent for SESS, the Proposed K-12+ Director of SESS and the redefined SESS Program Directors.
- We have not yet created job descriptions for the proposed teacher leader stipends. We will divide responsibilities accordingly and negotiate the stipends with the DEA.

“Top Down Initiatives” - reiterating request for a list of these from Barry, including time / personnel being allocated to these.

- PDEC Professional Development and Evaluation Committee (this year charged with developing revised TEVAL and ADVAL plans aligned to CT Guidelines 2023)
- Vision of the Graduate (curriculum, professional learning; assessment development)
- Systemic Curricular Revision and Writing ELP-Grade 12

- **Universal Design for Learning (SY 2024-2025)**
- **Play-based Learning (SY 2024-2025)**
- **New Social Studies Standards (SY 2024-2025)**
- **Professional learning-primary focus areas**
 - **Instructional Rounds**
 - **K-2 educators: professional learning aligned with the science of reading**
 - **Literacy and numeracy specialists provide K-5 job-embedded professional learning**
 - **K-5 educators: PLCs focus on formative assessments, planning for and implementing targeted small group instruction**
 - **Professional learning goals, sessions and PLCs at the secondary level aligned to department and school priorities**
 - **Continued professional learning in Responsive Classroom, RULER implementation, DBT, Restorative Practices (SY 2024-2025)**
- **District Technology Council**
- **Preparations for the Tri-State Consultancy Visit (Jan/Feb 2024) & NEASC Accreditation Visit (Oct 2024)**
- **Communication Focus Groups**