

**Board of Education Questions**  
**January 23, 2024**

1	What professional development is required by the State?	<p>In 2016, the Connecticut General Assembly passed Special Act 16-9 which resulted in the development of the Educator Professional Development Requirements Task Force. This group was meant to study the professional development requirements for educators as described in CGS 10-148a, 10-148b and 10-220a. The Task Force recognized the <i>excessive</i> and <i>unwieldy</i> statutorily required hours of training. In 2016, 8 years ago, the Task Force determined that approximately 106 hours/ annually or 13 days were required according to required professional learning as outlined in the CGS. As noted in the Shipman and Goodwin 2023 Legislative summary and reviewed during the summer Board Retreat, the number and related hours of mandated professional learning has increased annually. These mandated trainings clearly have a significant impact on local budget, personnel resources and moreover result in a significant loss of dedicated professional learning time for work in the area of teaching and learning.</p> <p><a href="#">RC19 PD Budget</a></p> <p>2022 Connecticut General Statutes Title 10 - Education and Culture Chapter 166 - Teachers and Superintendents Section 10-148a. - Professional development for certified employees. <b>Universal Citation:</b> <a href="#">CT Gen Stat § 10-148a. (2022)</a></p> <p>(a) For the school year commencing July 1, 2021, and each school year thereafter, each certified employee shall participate in a program of professional development. Each local and regional board of education shall make available, annually, at no cost to its certified employees, a program of professional development that is not fewer than eighteen hours in length, of which a preponderance is in a small group or individual instructional setting. Such program of professional development shall (1) be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement, (2) focus on refining and improving various effective</p>
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teaching methods that are shared between and among educators, (3) foster collective responsibility for improved student performance, (4) be comprised of professional learning that (A) is aligned with rigorous state student academic achievement standards, (B) is conducted among educators at the school and facilitated by principals, coaches, mentors, distinguished educators, as described in section 10-145s, or other appropriate teachers, (C) occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement, and (D) includes a repository of best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating; and (5) include training in culturally responsive pedagogy and practice. Each program of professional development shall include professional development activities in accordance with the provisions of subsection (b) of this section. The principles and practices of social-emotional learning and restorative practices shall be integrated throughout the components of such a program of professional development described in subdivisions (1) to (5), inclusive, of this subsection.

(b) Local and regional boards of education shall offer professional development activities to certified employees as part of the plan developed pursuant to subsection (b) of section 10-220a or for any individual certified employee. Such professional development activities may be made available by a board of education directly, through a regional educational service center or cooperative arrangement with another board of education or through arrangements with any professional development provider approved by the Commissioner of Education and shall be consistent with any goals identified by the certified employees and the local or regional board of education.

(P.A. 12-116, S. 39; June 12 Sp. Sess. P.A. 12-2, S. 138; P.A. 13-31, S. 10; 13-245, S. 5; P.A. 17-37, S. 1; P.A. 19-100, S. 1; P.A. 21-46, S. 11; 21-95, S. 9.)

[https://portal.ct.gov/-/media/SDE/Talent\\_Office/PD\\_Task\\_Force/pd\\_task\\_force\\_recommendations\\_12-30-2016.pdf](https://portal.ct.gov/-/media/SDE/Talent_Office/PD_Task_Force/pd_task_force_recommendations_12-30-2016.pdf)

Examples of mandated trainings:

		<p>Public Act 23-159 PDEC  Public Act 23-160 In-Service Violence Prevention and Seizure Training  Public Act 23-66 Title IX Compliance  Public Act 23-167 Bullying and School Climate; Addressing Suicide Risks  Public Act 23-167 State mandated literacy instruction and leadership  Public Act 23-137 legal requirements and best practices for special education services  Public Act 23-159 Play-based learning  Public Act 23-159 Professional Development for Principals and Vice Principals  management of personnel and engaging staff with school goals</p> <ul style="list-style-type: none"> <li>● SEL</li> <li>● Restorative Practices</li> <li>● DCF Policies and Procedures</li> <li>● Sexual Harassment</li> <li>● Culturally responsive pedagogy</li> <li>● Bloodborne Pathogens</li> <li>● Human Trafficking</li> </ul> <p>Our current DEA contract allows for teachers to attend up to 1.5 hours twice a month, or three hours a month. We have 6 days for professional learning.</p> <ul style="list-style-type: none"> <li>● August 4 days(with one day being a “teacher work day”)</li> <li>● November 1 day</li> <li>● January 1 day</li> <li>● February 1 day</li> </ul>
2	Please provide more specific information on what the music staffing looks like?	New Solutions has provided an updated chart breaking out General Music and Strings/Band. Based on how itinerant staff travel time is charged in MUNIS the travel time is allocated to Tokeneke but the reductions would be the following:

**Figure 1.3 Projected Required Specials Teacher FTE Capacity, District-Wide (No Travel Time)  
SY24-25**

Department	Total Projected FTE	Projected Time on Instruction <u>per FTE</u> Over 6-Day Cycle (Hrs)	Projected Total Available Time on Instruction for <u>All FTE</u> Over 6-Day Cycle (Hrs)	Projected Required Time on Instruction Over 6-Day Cycle Based on SY24-25 Classroom Count (Hrs)*	Difference Between Projected Available and Projected Required Time on Instruction (Hrs)	Estimated Equivalent FTE Capacity
Art	4.8	32	151	81**	71	2.2
PE	6.4	32	202	162	42	1.3
General Music	6.6	32	208	162	46	1.5
Spanish	5	32	158	121	37	1.2
Library	5	32	158	41***	117	3.7
<b>Total</b>	<b>32</b>	<b>-</b>	<b>877</b>	<b>567</b>	<b>313</b>	<b>9.8</b>

\*Total calculated by multiplying the number of classrooms at each grade level by the frequency and duration of each specials class at that grade level

\*\*Does not account for art class that runs approximately once per month outside of the 6-day specials cycle.

\*\*\* Does not account for flexible library time in grades 3-5

Note: The below table reflects total possible reductions as determined by the K12 Solutions summary, not administration's actual proposed reductions.

**Figure 1.4 Instrumental and ELP/Adaptive Music Teacher FTE Capacity, District-Wide (No Travel Time)  
SY23-24**

Music Lesson	Total FTE	Time on Instruction <u>per FTE</u> Over 5-Day Cycle (Hrs)	Total Available Time on Instruction for <u>All FTE</u> Over 5-Day Cycle (Hrs)	Required Time on Instruction Over 5-Day Cycle Based on SY23-24 lessons (Hrs)*	Difference Between Available and Required Time on Instruction (Hrs)	Estimated Equivalent FTE Capacity***
Band	1.8	26	47	39	9	0.3
Strings	2.2	26	58	35	23	0.9
ELP/ Adaptive Music**	0.4	32	13	8	5	0.1
<b>Total</b>	<b>4.4</b>	<b>-</b>	<b>118</b>	<b>82</b>	<b>36</b>	<b>1.3</b>

\*Total calculated by multiplying the number of lessons each teacher currently gives in a 5-day cycle by the duration of each lesson

\*\*Calculations are based on a 6-day cycle.

\*\*\*If the number of band/string teachers is reduced, some allowance for travel time may be necessary

**Figure 1.5 Projected Required Specials Teacher FTE Capacity, District-Wide (Travel Time)  
SY24-25**

Department	Total Projected FTE	Projected Time on Instruction per FTE Over 6-Day Cycle (Hrs)	Projected Total Available Time on Instruction for All FTE Over 6-Day Cycle (Hrs)	Projected Required Time on Instruction Based on SY24-25 Classroom Count (Hrs)*	Current Total Travel Time Required for FTE per 6 Day Cycle (Hrs)	Difference Between Projected Available and Projected Required Time on Instruction + Travel Time (Hrs)	Estimated Equivalent FTE Capacity
Art	4.8	32	151	81**	6	65	2.0
PE	6.4	32	202	162	9	33	1.0
General Music	6.6	32	208	162	12	34	1.1
Spanish	5	32	158	121	0	37	1.2
Library	5	32	158	41***	0	117	3.7
<b>Total</b>	<b>32</b>	<b>-</b>	<b>1009</b>	<b>567</b>	<b>-</b>	<b>286</b>	<b>9</b>

\*Total calculated by multiplying the total number of classrooms at each grade level by the frequency and duration of each specials class at that grade level

\*\*Does not account for art class that runs approximately once per month outside of the 6-day specials cycle and individual music lessons in grade 3,4,5.

\*\*\* Does not account for flexible library time in grades 3-5

**Figure A.1 Projected Required Specials Teacher FTE Capacity by School  
SY24-25**

School	Department	Total Projected FTE	Projected Time on Instruction per FTE Over 6-Day Cycle (Hrs)	Projected Total Available Time on Instruction for All FTE Over 6-Day Cycle (Hrs)	Projected Required Time on Instruction Over 6-Day Cycle Based on SY24-25 Classroom Count (Hrs)	Difference Between Projected Available and Projected Required Time on Instruction (Hrs)	Estimated Equivalent FTE Capacity
Hindley Elementary School	Art	1.0	32	32	16	16	0.5
	PE	1.5	32	47	32	16	0.5
	General Music	1.4	32	44	32	12	0.4
	Spanish	1.0	32	32	23	8	0.3
	Library	1.0	32	32	8	23	0.7
	<b>Subtotal</b>	<b>5.9</b>	<b>32</b>	<b>186</b>	<b>110</b>	<b>76</b>	<b>2.4</b>
Holmes Elementary School	Art	1.0	32	32	17	15	0.5
	PE	1.0	32	32	32	0	0.0
	General Music	1.4	32	44	33	11	0.4
	Spanish	1.0	32	32	25	7	0.2
	Library	1.0	32	32	8	23	0.7
	<b>Subtotal</b>	<b>5.4</b>	<b>32</b>	<b>171</b>	<b>115</b>	<b>56</b>	<b>1.8</b>
Ox Ridge Elementary School	Art	1.0	32	32	19	13	0.4
	PE	1.4	32	44	38	7	0.2
	General Music	1.6	32	50	38	12	0.4
	Spanish	1.0	32	32	29	3	0.1
	Library	1.0	32	32	9	23	0.7
	<b>Subtotal</b>	<b>6.0</b>	<b>32</b>	<b>189</b>	<b>131</b>	<b>58</b>	<b>1.8</b>
Royle Elementary School	Art	0.8	32	25	14	12	0.4
	PE	1.1	32	35	27	8	0.2
	General Music	1.0	32	32	27	5	0.1
	Spanish	1.0	32	32	20	11	0.4
	Library	1.0	32	32	7	25	0.8
	<b>Subtotal</b>	<b>4.9</b>	<b>32</b>	<b>154</b>	<b>95</b>	<b>60</b>	<b>1.9</b>
Tokeneke Elementary School	Art	1.0	32	32	17	15	0.5
	PE	1.4	32	44	33	11	0.4
	General Music	1.2	32	38	33	5	0.2
	Spanish	1.0	32	32	24	8	0.2
	Library	1.0	32	32	9	23	0.7
	<b>Subtotal</b>	<b>5.6</b>	<b>32</b>	<b>176</b>	<b>116</b>	<b>61</b>	<b>1.9</b>
<b>Total</b>		<b>27.8</b>	-	<b>876</b>	<b>567</b>	<b>310</b>	<b>9.8</b>

**Figure A.1.1 Instrumental and ELP/Adaptive Music Teacher FTE Capacity by School (No Travel Time)  
SY23-24**

School	Music Lesson	Total FTE	Time on Instruction per FTE Over 5-Day Cycle (Hrs)	Total Available Time on Instruction for All FTE Over 5-Day Cycle (Hrs)	Required Time on Instruction Over 5-Day Cycle Based on SY23-24 lessons (Hrs)*	Difference Between Available and Required Time on Instruction (Hrs)	Estimated Equivalent FTE Capacity
Hindley Elementary School	Band	0.4	26	11	8	3	0.1
	Strings	0.4	26	11	7	4	0.2
	ELP/ Adaptive Music	0.0	32	0	0	0	0.0
	<b>Subtotal</b>	<b>0.8</b>	-	<b>21</b>	<b>15</b>	<b>7</b>	<b>0.2</b>
Holmes Elementary School	Band	0.4	26	11	9	2	0.1
	Strings	0.4	26	11	7	4	0.2
	ELP/ Adaptive Music	0.0	32	0	0	0	0.0
	<b>Subtotal</b>	<b>0.8</b>	-	<b>21</b>	<b>15</b>	<b>6</b>	<b>0.2</b>
Ox Ridge Elementary School	Band	0.4	26	11	9	2	0.1
	Strings	0.5	26	13	9	5	0.2
	ELP/ Adaptive Music	0.4	32	13	8	5	0.1
	<b>Subtotal</b>	<b>1.3</b>	-	<b>36</b>	<b>25</b>	<b>11</b>	<b>0.4</b>
Royle Elementary School	Band	0.2	26	5	5	0	0.0
	Strings	0.5	26	13	7	6	0.2
	ELP/ Adaptive Music	0.0	32	0	0	0	0.0
	<b>Subtotal</b>	<b>0.7</b>	-	<b>18</b>	<b>12</b>	<b>6</b>	<b>0.2</b>
Tokeneke Elementary School	Band	0.4	26	11	9	2	0.1
	Strings	0.4	26	11	7	4	0.2
	ELP/ Adaptive Music	0.0	32	0	0	0	0.0
	<b>Subtotal</b>	<b>0.8</b>	-	<b>21</b>	<b>15</b>	<b>6</b>	<b>0.2</b>
<b>Total</b>	<b>4.4</b>	-	<b>118</b>	<b>82</b>	<b>36</b>	<b>1.3</b>	

3 Are there any additional savings relating to transportation? [Transportation Options](#)

4 Can we postpone the window replacement at Central Services? Yes, this can be deferred if the BOE chooses to defer this expense.

5	Who is set to receive a replacement laptop for administrators?	<a href="#">Laptop Replacement Cycle</a>
6	What has been spent on Partners for Educational Leadership?	Partners for Education Leadership Superintendent Dues: \$5,166 Coaching for Leaders Workshop-MMS Administration: \$1,350 Total \$6,516
7	What is the maximum student seating capacity for each classroom that would be impacted by proposed teacher staffing reductions?	By code, classrooms can have one person per 20 sq ft. The typical MS classroom can hold between 35 and 40 people. The proposal at the Middle School is to not exceed the BOE class size guidelines of 24. None of the reductions have space concerns.
8	Is it possible to provide a day in the life of an elementary special education assistant principal and the same roles / responsibilities you provided for the assistant principals?	<a href="#">Assistant Principals Roles</a>
9	Any insight into how other districts are able to manage all the special education requirements for the state without special education assistant principals at elementary schools	There are a variety of models including administrators, facilitators, data teams, or compliance teams. These models were all examined prior to the implementation of the second assistant principal in the 2020/2021 school year. Westport Public Schools has the same model that Darien has with Elementary Special Education Assistant Principals. Prior to this model the district had SESS Faciliators, which were teachers but they could not chair PPTs. This model is responsive to our higher identification rate compared to our peers. We believe that the Darien community deserves an exceptional level of service and support, which this model provides.



10	Can we see a math table based on the proposed reductions similar to the other tables provided on January 23?	<table border="1"> <thead> <tr> <th data-bbox="709 204 907 272"></th> <th data-bbox="907 204 1062 272"></th> <th colspan="3" data-bbox="1062 204 1541 272">Current Year</th> <th colspan="3" data-bbox="1541 204 2003 272">Proposed</th> </tr> <tr> <th data-bbox="709 272 907 435">Class</th> <th data-bbox="907 272 1062 435">Team</th> <th data-bbox="1062 272 1201 435"># of Sections</th> <th data-bbox="1201 272 1367 435">Teachers Teaching 5</th> <th data-bbox="1367 272 1541 435">Teachers Teaching 4</th> <th data-bbox="1541 272 1696 435"># of Sections</th> <th data-bbox="1696 272 1854 435">Teachers Teaching 5</th> <th data-bbox="1854 272 2003 435">Teachers Teaching 4</th> </tr> </thead> <tbody> <tr> <td data-bbox="709 435 907 532">Grade 6 Math</td> <td data-bbox="907 435 1062 532">Rainbow</td> <td data-bbox="1062 435 1201 532">6</td> <td data-bbox="1201 435 1367 532">2</td> <td data-bbox="1367 435 1541 532">4</td> <td data-bbox="1541 435 1696 532">5</td> <td data-bbox="1696 435 1854 532">1</td> <td data-bbox="1854 435 2003 532">4</td> </tr> <tr> <td data-bbox="709 532 907 662">Grade 6 Advanced Math</td> <td data-bbox="907 532 1062 662">Rainbow</td> <td data-bbox="1062 532 1201 662">9</td> <td data-bbox="1201 532 1367 662">2</td> <td data-bbox="1367 532 1541 662">7</td> <td data-bbox="1541 532 1696 662">8</td> <td data-bbox="1696 532 1854 662">1</td> <td data-bbox="1854 532 2003 662">7</td> </tr> <tr> <td data-bbox="709 662 907 760">Grade 7 Math</td> <td data-bbox="907 662 1062 760">Rainbow</td> <td data-bbox="1062 662 1201 760">6</td> <td data-bbox="1201 662 1367 760">1</td> <td data-bbox="1367 662 1541 760">5</td> <td data-bbox="1541 662 1696 760">5</td> <td data-bbox="1696 662 1854 760">1</td> <td data-bbox="1854 662 2003 760">4</td> </tr> <tr> <td data-bbox="709 760 907 889">Grade 7 Advanced Math</td> <td data-bbox="907 760 1062 889">Rainbow</td> <td data-bbox="1062 760 1201 889">10</td> <td data-bbox="1201 760 1367 889">1</td> <td data-bbox="1367 760 1541 889">9</td> <td data-bbox="1541 760 1696 889">9</td> <td data-bbox="1696 760 1854 889">1</td> <td data-bbox="1854 760 2003 889">8</td> </tr> <tr> <td data-bbox="709 889 907 1019">Grade 8 Accelerated Algebra</td> <td data-bbox="907 889 1062 1019">Rainbow</td> <td data-bbox="1062 889 1201 1019">7</td> <td data-bbox="1201 889 1367 1019">0</td> <td data-bbox="1367 889 1541 1019">7</td> <td data-bbox="1541 889 1696 1019">6</td> <td data-bbox="1696 889 1854 1019">0</td> <td data-bbox="1854 889 2003 1019">6</td> </tr> </tbody> </table>										Current Year			Proposed			Class	Team	# of Sections	Teachers Teaching 5	Teachers Teaching 4	# of Sections	Teachers Teaching 5	Teachers Teaching 4	Grade 6 Math	Rainbow	6	2	4	5	1	4	Grade 6 Advanced Math	Rainbow	9	2	7	8	1	7	Grade 7 Math	Rainbow	6	1	5	5	1	4	Grade 7 Advanced Math	Rainbow	10	1	9	9	1	8	Grade 8 Accelerated Algebra	Rainbow	7	0	7	6	0	6
		Current Year			Proposed																																																												
Class	Team	# of Sections	Teachers Teaching 5	Teachers Teaching 4	# of Sections	Teachers Teaching 5	Teachers Teaching 4																																																										
Grade 6 Math	Rainbow	6	2	4	5	1	4																																																										
Grade 6 Advanced Math	Rainbow	9	2	7	8	1	7																																																										
Grade 7 Math	Rainbow	6	1	5	5	1	4																																																										
Grade 7 Advanced Math	Rainbow	10	1	9	9	1	8																																																										
Grade 8 Accelerated Algebra	Rainbow	7	0	7	6	0	6																																																										
11	What would be the recommended cuts if a 10% cut of the Professional Development budget were required?	<p data-bbox="709 1128 892 1161">RC19 25003</p> <p data-bbox="709 1193 1438 1226">Account 25003 Elementary Andy Dousis (\$12,500)</p> <p data-bbox="709 1258 2005 1404">This reduction would require us to modify our plan by halving the number of days allocated for this professional learning in Responsive Classroom. This would impact our ability to provide this important professional learning in the manner we have in previous years for our new to district administrators and teachers.</p>																																																															

		<p>Account 25003 Curriculum HRS/Marzano Resources (\$2,040)</p> <p>The suite of materials and resources available through Marzano Research will support our Professional Development and Evaluation Committee in our continued focus to strengthen teaching and learning practices. This reduction would leave only \$710 in this account for teacher resources to inform our work in curriculum, instruction and assessment.</p> <p>Total 10% reduction: (\$14,540)</p>
12	Info requested about Classroom Operable Wall Replacement	<p>The classroom Operable Wall at DHS is no longer functioning and is original to the building's construction in 2004. The current wall hardware and track are no longer functioning and there is an air gap between the wall and the windows. This allows sound from one space to enter the other room, which is disruptive in the classroom setting.</p>