

Questions about the Board of Education 2012-13 Budget

Building and Maintenance

1. On Page 38 of the BOE budget book is the Category Building Contracted Services. I'd like to know more about the current contracts for HVAC services and the proposed expenditures:

The specific lines are:

HVAC (complete contract - roof top units HS)	\$140,000
HVAC (complete contract - roof top units RIS)	\$75,000
HVAC (partial contracts - HAW, SH, MG, MS)	\$40,000
HVAC (General PM – HOM)	\$28,000
HVAC (boiler cleanings & burner service all schools)	\$22,000
Energy Management System	\$36,000
Oil Spill Monitoring	\$15,000
Refuse Removal	\$85,000

- a. **The HVAC (Heat, Vent and Air Conditioning) contracts for NHS, RIS and HOM are complete in that they are preventative maintenance programs which include replacement parts, Freon charges, quarterly filter changes, electrical diagnostics, etc.**
- b. **The HVAC partials are only filter changes, coil cleaning and diagnostics. No repairs are included with these units.**
- c. **The HVAC for boiler cleanings; this is for all of the boiler plants in the district complete boiler cleaning, burner servicing and elect diagnostics.**
- d. **Energy Management System-Preventative maintenance for our building management systems and software which runs all of our HVAC systems.**
- e. **Oil spill monitoring is for the heating oil spill which occurred back in, I believe, December 2004. We still monitor the test wells around the facility and still have an oil extractor down by the brook which requires monitoring and testing. The town stopped paying for the testing company R.W. Bartley & Associates, Inc. in 2009-10. This expense has since been included in the BOE budget. See detail, four pages identified as B1.**
- f. **Refuse removal-current amount for refuse removal at all of the schools.**
2. Curious about Building Space Rental for (Bridgeport Hall) \$58,000
I'm assuming these are primarily accounting transfers done to allocate costs but would like to know?

Building Space Rental for Bridgeport Hall

\$58,000

These are costs associated with the Central Office operation. The town bills us quarterly as

Questions about the Board of Education 2012-13 Budget

detailed on the attached invoices. Sometimes we pay by check and at other times we do journal entries. See B2 with two pages of detail.

3. Page 40, Details about:

Maintenance Supplies item (code 613) in the amount of	\$140,000
Custodial supplies item (code 613) in the amount of	\$219,000
Maintenance and Custodial supplies	\$359,000

See Attachment B3 with two pages of detail.

Staffing

4. Where are we at with regard to the Shared Services Study ... why is there such a delay?
5. Administration: Recently Dr. Robinson stated that we hire and evaluate well here in Newtown. Last year, I had asked about the evaluation procedures undertaken by District Administrators last year and would like an update of where things stand at this time. Mr. Dumais provided a pretty candid verbal response last year. There is lots of chatter at the National and State levels but my hope was and is that perhaps Newtown's various constituencies could move that ball ahead collaboratively without waiting for more mandates.
6. This summer the teacher contract must be negotiated. What is the date which that must begin?

Miscellaneous

7. In regard to the Activity Fund information (file: SCAN_20120310_060301.pdf) provided to the Board of Finance:

- a. Are the monies rolled over from year to year?

Yes

- b. If not where does it go?

Not applicable.

- c. Where does this income come from?

Parents, students, fund raisers, contributions, wrapping paper sales, magazine drives, car washes, bake sales, pay to participate sports, performance admission, specific targeted grants, i.e. NICE, uniform drives, etc.

- d. Why is the High School balance so high?

The current balance includes \$20,520 for the Chinese program, \$20,665 for current class accounts, \$21,873 for scholarships, \$45,277 of parent's money for student

Questions about the Board of Education 2012-13 Budget

activities, \$36,870 for old class accounts we are working on to liquidate. This balance covers over 160 activities and clubs.

- e. Should there be limits on the amounts kept in these accounts?

These funds represent students' funds for specific activities. Limiting the amounts would limit activities, particularly if they have long range goals that invariably benefit the school district, its students, or the overall educational process. Class funds benefit the activities of that class and are available for its direct use, i.e., reunions, specific donations to school programs or the scholarship fund.

- f. Since the majority are managed by secretaries what over-site is in place?

The secretaries do the required bookkeeping. The principals review and sign off on all checks. The accounts are reviewed by Business Office personnel monthly. (When we had the Accounting Supervisor position, that person would do on site reviews.)

Enrollment

8. Please provide High School Class List enrollment for Fall, 2011 and Spring, 2012. As in the past, provide this electronically in excel format, unedited.
9. Please provide the total projected enrollment for grades 9-12 individually at the time the budget book was put together.

	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>
Grade 9	432	461	420
Grade 10	462	431	447
Grade 11	399	455	410
Grade 12	<u>438</u>	<u>397</u>	<u>457</u>
	1,731	1,744	1,734

10. There has been a great deal of conversation in the last couple of years about enrollment, class size and resource allocation. We have removed staff from the lower level grades and added staff, space and dollars to the High School with the expectation that there would be improvements at the High School. How do we measure success in the academic experience at the High School as compared to other high school in our DRG?
11. Also, along the same lines as question #10, how do we measure success in the other schools with respect to the DRG?
12. There was a discussion with respect to elementary enrollment and staffing at the last BOF meeting. Please provide the updated numbers.

Questions about the Board of Education 2012-13 Budget

FDK Space Needs:

13. Does the budget detail about full day kindergarten include the costs of personnel benefits, training, curriculum development and overhead costs allocated to the Full Day Kindergarten program.
14. Are the space requirements for FDK at the elementary schools sustainable at K-4 student population levels as high as 2,000, as seen in recent past (e.g., 2008: Hawley 404; Sandy Hook 635; Middle Gate 516; Head O'Meadow 430)? Relevant because continued downward population trending is uncertain, and thorough planning should consider multiple scenarios.
15. Please provide a financial and staffing accounting for the pre-school program.

Common Core State Standards:

16. BOE has reported that current HDK provides 150mins Language Arts, 50 mins Math (387 total mins). CCSS will require 355 mins LA, 155 mins Math. What consequences, if any at all, do we face if we are not compliant with CCSS?
17. What cost and resources are specifically dedicated to implementation of CCSS over the current 2011/2012? To what extent, if any, are new CCSS curriculum elements being implemented this year? Same questions for 2012/2013 and 2013/2014? What proportion is incremental to existing curriculum development work; meaning, what is the incremental cost and resources (e.g., positions/FTEs) required to fully implement CCSS?
18. Are the CCSS required as of yet? If not, which 9th grade class must begin to meet the requirements?
19. Please provide analysis for any new staffing needed due to CCSS.

Technology:

20. 80+ iPads currently utilized by teachers and administrators. Why iPads vs. Android-based tablets (which can be substantially less expensive)? Number of tablets in the market DOUBLED from pre-holidays 2011 to today. Growth is from Kindle Fire and Nook (these devices especially prevalent among kids).
21. Please provide specific account numbers/grants/donations and dollars spent for iPads. A Newtown parent spoke with several administrators and principals about starting a fund-raising campaign for iPads and iPad carts. Is that something the administration would be interested in and who would be the contact person.
22. Are there any technology grants available from the state for technology infrastructure? Has the district costed out the expense for every school to have WI-FI?

Questions about the Board of Education 2012-13 Budget

Health Insurance:

23. What % of employees are enrolled in an HSA plan? Are these plans providing savings to the district? Why do the administrators not have an HSA option?

Of those employees taking medical insurance, 4.8% are enrolled in the HSA. The overall premium required for the HSA is 13% less than the PPO. This is offset by the Board's deductible contribution that reduces the difference to 3%. These figures were calculated on the 29 teachers currently in the HSA plan. Next year HSA will be made available to all groups as a result of recently mediated settlements. The district is also developing a marketing plan for the upcoming enrollment period to more fully educate staff about the workings and benefits of the HSA plan. All these new approaches to standardized benefits take time and our overall strategy was to have it available to all groups. Participation is expected to increase next year. Administrators need to be provided with this option for consistency in spite of the fact that it wasn't included in the last negotiation.

2011-12 Reed Intermediate School Oil Release Monitoring & Recovery System

Account # 1-01-90-94-3210 BOE \$15,000.00

<u>Invoice Date</u>	<u>Vendor</u>	<u>Amount</u>	<u>Encumbered</u>
	<u>P.O.# 21257</u>		<u>\$7,000.00</u>
	Moran Environmental Recovery		
	Moran Environmental Recovery		
	Moran Environmental Recovery		
	Moran Environmental Recovery		
	Moran Environmental Recovery		

<u>TOTAL CONTRACTOR COSTS TO DATE</u>		<u>\$0.00</u>	<u>\$7,000.00</u>
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	<u>P.O.# 21258</u>		<u>\$8,000.00</u>
8/29/11	R.W. Bartley & Associates, Inc	\$2,638.70	
12/8/11	R.W. Bartley & Associates, Inc	\$2,470.66	

<u>TOTAL CONTRACTOR COSTS TO DATE</u>		<u>\$5,109.36</u>	<u>\$2,890.64</u>
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<u>TOTAL EXPENDED TO DATE</u>		<u>\$5,109.36</u>	<u>\$9,890.64</u>
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2010-11 Reed Intermediate School Oil Release Monitoring & Reco

Account # 1-01-90-94-3210 BOE

<u>Invoice Date</u>	<u>Vendor</u>	<u>Amount</u>
	<u>P.O.# 11494</u>	
8/18/10	Moran Environmental Recovery	\$162.00
12/20/10	Moran Environmental Recovery	\$2,030.20
3/15/11	Moran Environmental Recovery	\$1,195.50
3/30/11	Moran Environmental Recovery	\$943.00
3/31/11	Moran Environmental Recovery	\$284.00

TOTAL CONTRACTOR COSTS TO DATE **\$4,614.70**

	<u>P.O.# 13796</u>	
2/11/11	R.W. Bartley & Associates, Inc	\$2,498.64
6/1/11	R.W. Bartley & Associates, Inc	\$5,682.00

TOTAL CONTRACTOR COSTS TO DATE **\$8,180.64**

TOTAL EXPENDED DATE **\$12,795.34**

Date Report Criteria
 Start Date:
 End Date:

Vendor Transaction Detail
 Entire Fiscal Year
 Newtown Public Schools

3/21/2012 10:37:59 AM
 Fiscal Year 2010 - 2011

Vendor Code: 19420 MORAN ENVIRONMENTAL RECOVERY 75-D YORK AVENUE
 Type: Vendor RANDOLPH, MA 02368

Trans #	PO # / Line	Check #	Effective Date	Description	1099	Invoice #	Account Number	Debit	Credit
10239	11494 1	368598	9/30/2010	CONTRACTOR COST 2010/11 YR	0	9781	1-01-90-94-3210	\$162.00	
21841	11494 1	360072	12/30/2010	CONTRACTOR COST 2010/11 YR	0	11360	1-01-90-94-3210	\$2,030.20	
29378	11494 1	361005	3/18/2011	CONTRACTOR COST 2010/11 YR	0	12473	1-01-90-94-3210	\$1,195.50	
31705	11494 1	361388	4/15/2011	REMEDIATION REED SCHOOL	0	12737	1-01-90-94-3210	\$943.00	
31706	11494 1	361388	4/15/2011	REMEDIATION REED SCHOOL	0	12786	1-01-90-94-3210	\$284.00	
Net Amount:								\$4,614.70	\$0.00

Date Report Criteria

Start Date:

End Date:

Vendor Code: 20192

Type: Vendor

R.W. BARTLEY & ASSOCIATES INC.
TOLLAND, CT 06084

37 BALD HILL ROAD

Vendor Transaction Detail

Entire Fiscal Year

Newtown Public Schools

3/21/2012 10:38:22 AM

Fiscal Year 2010 - 2011

Trans #	PO # / Line	Check #	Effective Date	Description	1099	Invoice #	Account Number	Debit	Credit
29884	13796 / 1	361096	3/31/2011	REMEDIATION REED SCHOOL	0	D1018.WA5	1-01-90-94-3210	\$2,498.64	
38530	13796 / 1	362110	6/10/2011	REMEDIATION REED SCHOOL	0	FM10818.WA5	1-01-90-94-3210	\$5,682.00	
Net Amount:								\$8,180.64	\$0.00

	Approved	Adj Budget	Requested Amt	Date	Class	FTE	Description	Req #	% Diff
1-01-90-92-5900	\$2,000.00	\$2,000.00	\$0.00	3/21/2012		0		0	!
Totals For Class:			\$0.00			0			!
1-01-90-92-5900	\$0.00	\$0.00	\$2,000.00	2/2/2012	Board Budget	0	Office supplies & Materials such as, note pads, pens, pencils, printer cartridges, fax toner, folders, binders	8414	!
Totals For Class:			\$2,000.00			0			
1-01-90-94-5900	\$140,000.00	\$140,000.00	\$0.00	3/21/2012		0		0	
Totals For Class:			\$0.00			0			
1-01-90-94-5900	\$0.00	\$0.00	\$140,000.00	2/2/2012	Board Budget	0	ALL - Included but not limited to plumbing, electrical, boiler and carpentry supplies, piping, drains, faucets, valves, outlets, breakers, lighting, filters, nozzles, ceiling tiles, locksets, floor tiles	8620	
Totals For Class:			\$140,000.00			0			
1-01-90-96-5900	\$219,100.00	\$219,100.00	\$0.00	3/21/2012		0		0	
Totals For Class:			\$0.00			0			
1-01-90-96-5900	\$0.00	\$0.00	\$70,000.00	2/2/2012	Board Budget	0	NHS - Supplies & Material to clean all schools including but not limited to paper products, cleaning & Sanitizing products, Floor care products - (Increase per 75K additional at Approx. 16/sq ft.)	8863	
Totals For Class:			\$36,200.00			0			
1-01-90-96-5900	\$0.00	\$0.00	\$26,900.00	2/2/2012	Board Budget	0	NMS - Supplies & Material to clean all schools including but not limited to paper products, cleaning & Sanitizing products, Floor care products -	8862	
Totals For Class:			\$0.00			0			
1-01-90-96-5900	\$0.00	\$0.00	\$21,000.00	2/2/2012	Board Budget	0	RIS - Supplies & Material to clean all schools including but not limited to paper products, cleaning & Sanitizing products, Floor care products -	8861	
Totals For Class:			\$21,000.00			0			
1-01-90-96-5900	\$0.00	\$0.00	\$21,000.00	2/2/2012	Board Budget	0	HAW - Supplies & Material to clean all schools including but not limited to paper products, cleaning & Sanitizing products, Floor care products -	8857	
Totals For Class:			\$21,000.00			0			
1-01-90-96-5900	\$0.00	\$0.00	\$21,000.00	2/2/2012	Board Budget	0	SHS - Supplies & Material to clean all schools including but not limited to paper products, cleaning & Sanitizing products, Floor care products -	8858	
Totals For Class:			\$21,000.00			0			
1-01-90-96-5900	\$0.00	\$0.00	\$21,000.00	2/2/2012	Board Budget	0	MGS Supplies & Material to clean all schools including but not limited to paper products, cleaning & Sanitizing products, Floor care products -	8859	
Totals For Class:			\$21,000.00			0			
1-01-90-96-5900	\$0.00	\$0.00	\$21,000.00	2/2/2012	Board Budget	0	HOM Supplies & Material to clean all schools including but not limited to paper products, cleaning & Sanitizing products, Floor care products -	8860	
Totals For Class:			\$21,000.00			0			

Approved	Adj Budget	Requested Amt	Date	Class	FTE	Description	Req #	% Diff
\$0.00	\$0.00	\$2,000.00	2/2/2012	Board Budget	0	schools including but not limited to paper products, cleaning & Sanitizing products, Floor care products -	8864	
		<u>\$219,100.00</u>			0	CO - Supplies & Material to clean all schools including but not limited to paper products, cleaning & Sanitizing products, Floor care products -		0
\$361,100.00	\$361,100.00	\$361,100.00			0			
\$361,100.00	\$361,100.00	\$361,100.00			0			

Totals For Class: Board Budget

5900 B&G SUPPLIES

Fund 01 GENERAL FUND

Question 4

4. We have not yet received the final reiteration of the Blum-Shapiro report. We expect it soon. You will not, however, see substantial savings. The only savings might be the cost for the town's use of ADP if we are able to combine the payroll function. There are no other apparent saving.

Question 5

X.A.

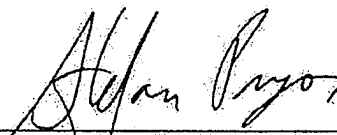
CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO BE PROPOSED:
February 10, 2012

RESOLVED, That the State Board of Education, pursuant to Subsection (a) through (c) inclusive of Section 10-151b of the Connecticut General Statutes, adopts the required evaluation framework to serve as the foundation for the Teacher and Administrator Evaluation Guidelines to become effective July 1, 2012, and directs the Commissioner to take the necessary action.

Approved by a vote of 10:0, this tenth day of February, Two Thousand Twelve.

Signed: _____


Stefan Pryor, Secretary
State Board of Education

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education
FROM: Stefan Pryor, Commissioner of Education
DATE: February 10, 2012
SUBJECT: Recommendation for the Adoption of the Required Evaluation Framework to serve as the foundation of the Teacher and Administrator Evaluation Guidelines

PURPOSE OF REPORT

This report presents the required evaluation framework unanimously supported by the Performance Evaluation Advisory Council (PEAC) and proposes that the State Board of Education adopt the required evaluation framework as the foundation for the Guidelines for Teacher and Administrator Evaluation and Support System.

HISTORICAL CONTEXT/BACKGROUND INFORMATION

Subsection (a) of Section 10-151b of the Connecticut General Statutes (CGS) requires, in part, that the "superintendent of each local or regional board of education shall continuously evaluate or cause to be evaluated each teacher, in accordance with guidelines established by the State Board of Education, pursuant to subsection (c) of this section." Subsection (c) of Section 10-151b of the CGS requires that "on or before July 1, 2012, the State Board of Education shall adopt, in consultation with the Performance Evaluation Advisory Council established pursuant to section 10-151d, guidelines for a model teacher evaluation program. Such guidelines shall provide guidance on the use of multiple indicators of student academic growth in teacher evaluations. Such guidelines shall include, but not be limited to: (1) Methods for assessing student academic growth; (2) a consideration of control factors tracked by the state-wide public school information system, pursuant to subsection (c) of section 10-10a, that may influence teacher performance ratings, including, but not limited to, student characteristics, student attendance and student mobility; and (3) minimum requirements for teacher evaluation instruments and procedures." For this section, the term "teacher" shall include each certified professional employee below the rank of superintendent employed by a board of education for at least ninety days in a position requiring a certificate issued by the State Board of Education.

Beginning in November 2010, PEAC (formally named in July 2011 when Section 10-151b was revised) began meeting to discuss the evaluation of teachers and administrators. Attached in Appendix B, please find the PEAC membership list. This group met regularly to develop eleven foundational principles upon which an effective teacher and administrator evaluation process should be based. Additionally, this group identified multiple indicators of student learning. On January 25, 2012, PEAC reached unanimous agreement on the required evaluation framework

for teacher evaluation (see below) and on February 6, 2012, PEAC reached unanimous agreement on the required evaluation framework for administrator evaluation (see below).

RECOMMENDATIONS/JUSTIFICATIONS

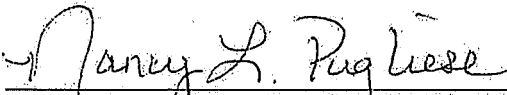
Therefore, the Department, in collaboration with PEAC, recommends the following required evaluation framework be approved by the State Board of Education and serve as the foundation for the Guidelines for Teacher and Administrator Evaluation.

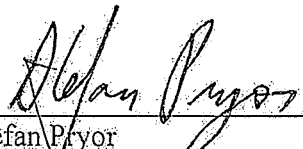
Connecticut Teacher and Principal Evaluation Framework

TEACHERS	PRINCIPALS
<p>45% = Multiple student learning indicators</p> <ul style="list-style-type: none"> One-half of this measure based on the state test for those teaching tested grades and subjects or another standardized measure for other grades and subjects 	<p>45% = Multiple student learning indicators</p> <ul style="list-style-type: none"> One-half of this measure based on the state test Other half to be locally determined, with parameters set by the state including measures for non-tested grades or subjects
<p>5% = Whole-school student learning indicators or student feedback</p>	<p>5% = Teacher effectiveness outcomes</p> <ul style="list-style-type: none"> Opportunity for districts to pilot teacher growth and effectiveness measures, such as (a) increasing the percentage of teachers making adequate growth in student achievement or (b) differing strategies for teachers at differing levels of growth and effectiveness
<p>40% = Observations of teacher performance and practice</p>	<p>40% = Observations of principal performance and practice</p> <ul style="list-style-type: none"> Based on the six performance expectations in Connecticut Leadership Standards Includes a focus on all practices around teacher quality and teacher evaluation
<p>10% = Peer or parent feedback surveys</p>	<p>10% = Staff, community, and/or student feedback surveys</p> <ul style="list-style-type: none"> Based on all or some of the six performance expectations in Connecticut Leadership Standards.

POLICY IMPLICATIONS

Approval of the above required evaluation framework will allow the Department to build out the Guidelines for Teacher and Administrator Evaluation in accordance with this framework.

Prepared by: 
Nancy L. Pugliese, J.D., Chief
Bureau of Educator Standards and Certification

Approved by: 
Stefan Pryor
Commissioner of Education

PEAC-SDE Evaluation and Support System

1. Teacher Evaluation Components:

- 45% = Multiple student learning indicators
 - One-half of this measure based on the state test for those teaching tested grades and subjects or another standardized measure for other grades and subjects
- 5% = Whole-school student learning indicators or student feedback
- 40% = Observations of teacher performance and practice
- 10% = Peer or parent feedback surveys

2. Principal Evaluation Components:

- 45% = Multiple student learning indicators
 - One-half of this measure based on the state test
 - Other half to be locally determined, with parameters set by the state including measures for non-tested grades or subjects
- 5% = Teacher effectiveness outcomes
 - Teacher growth and effectiveness measures, such as (a) increasing the percentage of teachers making adequate growth in student achievement or (b) differing strategies for teachers at differing levels of growth and effectiveness
- 40% = Observations of principal performance and practice
 - Based on the six performance expectations in Connecticut Leadership Standards
 - Includes a focus on all practices around teacher quality and teacher evaluation
- 10% = Staff, community, and/or student feedback surveys
 - Based on all or some of the six performance expectations in Connecticut Leadership Standards

3. Evaluation and Support System Requirements:

a. 4-level rating system: [Exemplary, Proficient, Developing, Below Standard]

b. High quality observations of performance and practice:

District guidelines will require that (1) observations are rated against a standards-based rubric, (2) observations result in useful and timely feedback, (3) evaluators receive training in observation and scoring, and how to provide high-quality feedback, and (4) evaluators must demonstrate proficiency to complete teacher evaluations

State models will provide (1) number and duration of formal vs. informal observations; (2) pre and post conference specifics, and (3) detailed observation rubrics tied to the CT teaching and leadership standards.

Annual reviews will be required but the number and type of observations per year should ultimately be adjusted based on new performance ratings.

c. Multiple student learning indicators:

District guidelines will require (1) multiple indicators that are fair, valid, reliable, and useful, (2) a minimum number of indicators for all educators, (3) safeguards for student, teacher and school characteristics, attendance, and mobility; and (4) an explanation of how these indicators will be selected and assessed throughout the school year.

District guidelines will provide examples of acceptable student learning indicators while *state models* will provide specific multiple student learning indicators that can be used for teachers of different grades and subjects.

d. Other evaluation components:

District guidelines will require that student, parent, peer, community or staff surveys used are fair, valid, reliable, and useful.

State models will provide specific surveys that districts can adopt if they so choose.

e. Training for all evaluators: Training will be provided for all evaluators beginning in summer 2012.

f. Evaluation-based professional development:

District guidelines will require that high-quality professional development accompany the evaluation system so educators receive useful and timely feedback and improvement opportunities.

State models will provide specific examples of effective evaluation-based professional development for educators.

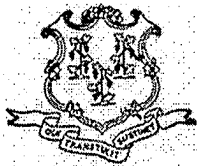
g. Periodic review of the districts' evaluation and support systems by the state.

PEAC-Full Committee Members - 2011-12

Appendix B

<u>Names</u>	<u>Title</u>	<u>Organization Represented</u>
Barbara Beaudin	Associate Commissioner	CSDE, Research Evaluation & Student Assessment
Bruce Douglas	Executive Director	CREC (RESC)
Carole Clifford	Consultant, Professional Development	American Federation of Teachers-CT
Dennis Carruthers	Assistant Executive Director	CT Association of Schools
Diane Ullman	Superintendent	Simsbury Public Schools
Ed Malin	Dept of Ed, Chair	Sacred Heart University
George Coleman	Deputy Commissioner	CSDE
George Michna	Ed Consultant	CSDE, Research Evaluation & Student Assessment
Joe Cirasuolo	Executive Director	CT Association of Public School Superintendents, Inc.
Karissa Niehoff	Executive Director	CT Association of Schools
Louise Feroe	Interim Vice President	State Board of Regents, CT State Colleges and Universities
Marion Martínez	Associate Commissioner	CSDE, Teaching, Learning & Instructional Leadership
Mary Loftus-Levine	Executive Director	CEA
Mike Buckley	Associate Executive Director	CT Association of Schools
Nancy Pugliese	Bureau Chief	CSDE, Certification and Educator Standards
Patrice McCarthy	Deputy Executive Director	CT Association of Boards of Education (CABE)
Paula Colen	Executive Director	EASTCONN (RESC)
Phil Apruzzi	President	CEA
Robert Rader	Executive Director	CT Association of Boards of Education (CABE)
Roch Girard	President	CT Federation of School Administrators
Shana Kennedy-Salchow	Education Consultant	CSDE, Office of Legal & Governmental Affairs
Sharon Palmer	Executive Director	CT-American Federation of Teachers
Susan Kennedy	Assistant Executive Director	CT Association of Schools

Question 6



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



February 27, 2012

Debbie Leidlein, Chairperson
c/o Janet Robinson, Superintendent
Newtown Board of Education
3 Primrose Street
Newtown, CT 06470

Thomas Kuroski, President
Newtown Federation of Teachers
Newtown High School
12 Berkshire Road
Newtown, CT 06482

Re: Notice of Mediation and Arbitration

Dear Ms. Leidlein and Mr. Kuroski:

Department of Education records indicate that you will be negotiating a collective bargaining contract during the upcoming year. Procedures for the conduct of negotiations and, if necessary, impasse resolution are found in Connecticut General Statutes §10-153a *et seq.* This letter is designed to provide the parties with information necessary to comply with statutory requirements. This is the only letter you will receive notifying you of the following timelines:

Commence Date: July 19, 2012
Mediation Date: September 7, 2012
Arbitration Date: October 2, 2012

MEDIATION

On your mediation date, you must report:

- A. The name of a mutually selected mediator;
- B. The mutually agreed upon date of the initial mediation session;
- C. The mutually agreed upon starting time of the initial mediation session; and,
- D. The mutually agreed upon location for the initial mediation session.

In order to expedite the scheduling process, parties should contact the designated mediator directly to determine his or her availability. If I am not informed by the above date of, the mediator selected or of the fact that the parties reached a settlement, I will designate a mediator in accordance with my statutory authority. The names of State Department of Education mediators can be found on the Internet at www.ct.gov/sde under the heading "Legal Affairs." Mediator per diem fee schedules and cancellation policies are on file with the Division of Legal and Governmental Affairs. They are available upon request.

ARBITRATION

The arbitration process will be instituted unless my office is informed that the parties have reached a contractual agreement. On or before the above date, report the name of the party arbitrator selected by each of you, or your mutual decision to utilize a single arbitrator. If either party fails to select their respective arbitrator or if neither party selects a party arbitrator, then I will designate an arbitrator in accordance with my statutory authority. Within five days of the above date, the

RESPONSE TO QUESTIONS
ON STAFFING

Question 10

BOF QUESTIONS 2012

Staffing

#1 The Superintendent's presentation showed (on slides 21 & 22) a decrease in staff of 56.87 FTE over the last 4 years. How much staff was reduced due to the decrease in enrollment? Over the same period of time, how much staff was added?

Please refer to attached spreadsheet

#2 Last year, what did the Superintendent recommend for the EA reduction? How many EA's were reduced?

Superintendent recommended \$240,000 cuts (or approx 100 EA hours/week from each of the 4 elementary schools and Reed Intermediate.)

The following was cut:

HAW – 97 hrs/wk (4 EA positions were eliminated entirely and 3 EA positions were reduced)

SH – 101 hrs/wk (5 EA positions were eliminated)

MG – 103 hrs/wk (6 EA positions were eliminated and 1 position was reduced)

HOM – 101 hrs/wk (3 EA positions were eliminated and 4 EA positions were reduced)

RIS – 68.25 hrs/wk (3 EA positions were eliminated and 7 EA positions were reduced)

Total of 470.25 hrs/wk were reduced, which equates to approx. \$242,619.

**BOF QUESTIONS 2012
Staffing #1**

CERTIFIED STAFF REDUCTIONS (due to enrollment)

2005-06	HOM	.5 FTE	.5 K
			0.5

2006-07	None	
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2007-08	HOM	1.0 FTE	Grade 4
	RIS	1.0 FTE	Grade 6 (2 pos)
			2

2008-09	None	
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CERTIFIED STAFF ADDITIONS

2005-06	HS	1.4 FTE	Psychol, .4 Music
	MS	.5 FTE	PE
	RIS	3.2 FTE	Spec Ed, Guidance, .6 Litercy, .3 Music, .3 PE
	HAW	.5 FTE	.5 Early Intervention
	SH	.5 FTE	.5 Early Intervention
	MG	.1 FTE	.1 Early Intervention
	HOM	.5 FTE	.5 Early Intervention
	SPEC ED	3.0 FTE	Pre-school Spec Ed, Sp & Lang Path, Inclusion Facilitator
			9.7

2006-07	HS	2.4 FTE	Business Ed, .5 Biology, .5 Chemistry, .4 Soc Studies
	MS	1.2 FTE	Spec Ed, .2 Art
	RIS	2.0 FTE	Grade 6 (2 pos)
	SH	.5 FTE	.5 Reading
	MG	1.5 FTE	Grade 4, .5 PE
	HOM	1.0 FTE	Spec Ed
			8.6

2007-08	HS	2.8 FTE	Earth Sci, Math, .8 Culinary
	MS	1.5 FTE	Reading, .3 PE, .2 Music
	RIS	.36 FTE	.26 Music, .1 Reading
	HAW	.1 FTE	.1 PE
	SH	.5 FTE	.5 Spec Ed
	MG	1.5 FTE	Spec Ed, .5 K
			6.76

2008-09	HS	2.2 FTE	Spanish, .6 PE, .4 FLEX Math, .2 Culinary
	MS	.1 FTE	.1 Music
			2.3

2009-10

HAW	1.0 FTE	Grade 2
SH	1.0 FTE	Grade 1
MG	1.0 FTE	Grade 3
HOM	2.0 FTE	Grade 4, .5 K, .5 PE
5		

2009-10

HS	5.4 FTE	Physics, Soc Studies, Chinese, Spec Ed. Guidance, .4 FLEX Math
RIS	.14 FTE	.14 Advanced Math
5.54		

2010-11

HAW	1.0 FTE	Grade 1
SH	1.5 FTE	Grade 2, .5K
HOM	2.0 FTE	Grade 1, Grade 2
MS	1.0 FTE	Spanish
5.5		

2010-11

HS	1.4 FTE	Biology, .4 Latin
RIS	1.68 FTE	Guidance Counselor, .46 Math, .22 Art
HOM	1.5 FTE	Lead Teacher, .5 K
4.58		

2011-12

SH	2.0 FTE	Grade 1, Grade 3
HOM	1.0 FTE	.5 K, .5 Psychol.
3		

2011-12

HS	2.0 FTE	Earth Science, Soc Studies
RIS	1.04 FTE	Literacy, .04 Advanced Math
HOM	.2 FTE	.2 PE
3.24		

Question under Staffing: Last year a guidance counselor was added to the Reed school to teach a 6th grade rotation class. Is that class still taught at Reed? Is the guidance counselor still on staff? If so, why? (Guidance counselor position added to the Middle School)

The additional school counselor at Reed was added:

- 1) to address the increasing academic, social and emotional/behavioral needs of our students and families in a school of 900 (1:300). With our current enrollment, our counselors are *each* responsible for nearly 290 students. [NMS currently has 3 counselors and a 4th counselor has been put forward in the current BOE budget for the same number of students.]
- 2) to facilitate the mandated RTI process for individual students. This includes meeting with cluster teachers, data collection and facilitation of team data analysis and action planning to help students progress in his/her area of need.
- 3) to implement Tier 2 and Tier 3 behavioral interventions for students.
- 4) to facilitate the mandated creation of individual student success plans for all students. This includes working with students and teachers to implement the new Naviance web-based program, as well as facilitate goal-setting in small groups for each sixth grade student.
- 5) to manage 504 student plans and required 504 parent meetings.
- 6) to better cover guidance curriculum in an authentic, cluster-oriented approach rather than in a rotation class.
- 7) to lead and implement mandated Safe School Climate initiatives in addition to implementing Positive Behavioral Interventions and Supports.
- 8) to facilitate a smooth and comprehensive transition for elementary students from four sending schools to Reed, and Reed students to Newtown Middle School's 7th grade.

In 2010-2011, the Social and Study Skills rotation class was a necessary solution to running a bare minimum schedule after the PE position and the Music Technology positions were cut from our budget. By March, the school counselors, principal and assistant principal reflected on the rotation class's effect and after careful consideration determined that the content was better taught by the counselors back in the clusters (as had always been done). Therefore, the social and study skills rotation content (from the guidance curriculum) is back to being taught by all school counselors to their assigned students within clusters throughout the year, not in a rotation class.

The third counselor at Reed is a necessity to meet the various needs of our many students and their families.

Newtown Public Schools Lead Teacher Job Description

The Lead Teacher fulfills numerous duties in cooperation with the building principal:

District Responsibilities

- ~Senior Leadership Team
- ~Safe School Climate Committee
- ~Lead Teachers/Assistant Principals (LTAP) Team
- ~TEAM
- ~Character Development Committee
- ~District Professional Learning Community Committee
- ~Teacher Growth Plan
- ~Administrators' Retreat
- ~Leadership Instructional Rounds

Instructional Responsibilities

- ~Support Certified Staff Members in creation of SMART Goals
- ~Model differentiated lessons for classroom teachers
- ~Coach classroom teachers in research-based instructional methods
- ~Teach small groups within the RtI/SRBI model in Math, Reading, and Writing
- ~Coordinate RtI/SRBI meetings and monitor RtI database on a weekly basis
- ~Provide professional development for Certified/Non-Certified Staff
- ~Attend PLCs and student conferences
- ~Attend CSTs and PPTs to prepare instructional plans

Scheduling Responsibilities

- ~Create Master Schedule to include PLC meeting times for each grade level
- ~Create Delayed Opening/Early Dismissal Schedules
- ~Create Duty Schedule for Certified/Non-Certified Staff
- ~Create District/Connecticut Mastery Testing Schedules
- ~Create schedule for all special events and assemblies within building

Discipline Responsibilities

- ~Handle most referrals to the office for disciplinary reasons
- ~Administer consequences for more serious offenses
- ~Log all referrals involving parental contact/serious offenses into PowerSchool
- ~Create behavior and support plans for students within the RtI/SRBI model

Hiring/Supervising Responsibilities

- ~Interview, hire, and supervise educational assistants
- ~Review Mid/End-of-Year Evaluations with all educational assistants
- ~Interview, hire, and supervise building substitutes (interns)
- ~Interview and hire other support staff as well as permanent substitutes when needed

Graduation Rates

Year	Newtown	State	Source
2004	96.5	89.8	http://sdeportal.ct.gov/Cedar/WEB/ct_report/GraduationDTVviewer.aspx
2005	95.5	91.2	http://sdeportal.ct.gov/Cedar/WEB/ct_report/GraduationDTVviewer.aspx
2006	96.1	92.1	http://sdeportal.ct.gov/Cedar/WEB/ct_report/GraduationDTVviewer.aspx
2007	97.5	92.6	http://sdeportal.ct.gov/Cedar/WEB/ct_report/GraduationDTVviewer.aspx
2008	96.5	92.1	http://sdeportal.ct.gov/Cedar/WEB/ct_report/GraduationDTVviewer.aspx
2009	-	-	<i>No data available (Francis Apaloo, CTSDE)</i>
2010	88.6	85.3	http://www.csde.state.ct.us/public/cedar/GraduationRates/BySchool.xls
2011	94.6	-	Letter; Barbara Beaudin, CTSDE; October 27, 2011

Prior to 2009, graduation rate calculations were done using a single year model that was deemed to not accurately represent true high school graduation rates.

Data for 2009 is not currently available. The State is in the process of calculating the graduation rate for 2009 using the new cohort model.

In 2010, a new cohort model was employed to determine graduation rate. Newtown's rate, in comparison to the State average, remained relatively unchanged.

Graduation rates for 2011 for all Connecticut schools have not yet been released. Individual graduation rates have been sent directly to schools.

ELEMENTARY SCHOOLS ENROLLMENTS AND STAFFING

GRADE	HAWLEY ELEMENTARY SCHOOL			SANDY HOOK ELEMENTARY SCHOOL			MIDDLE GATE ELEMENTARY SCHOOL			HEAD O' MEADOW ELEMENTARY SCHOOL											
	ACTUAL 2011-12 STUDENTS	ACTUAL 2011-12 TEACHERS	CLASS	ACTUAL 2011-12 STUDENTS	ACTUAL 2011-12 TEACHERS	CLASS	ACTUAL 2011-12 STUDENTS	ACTUAL 2011-12 TEACHERS	CLASS	ACTUAL 2011-12 STUDENTS	ACTUAL 2011-12 TEACHERS	CLASS	ACTUAL 2011-12 STUDENTS	ACTUAL 2011-12 TEACHERS	CLASS						
K	61	2	14 15 16 16	57	4	14 14 14 15	84	5	16 17 17 17 17	77	2.5	15 15 15 16 16	76	5	15 15 15 15 16	53	1.5	16 18 19	51	3	17 17 17
1	81	4	19 20 21 21	69	4	17 17 17 18	94	5	18 19 19 19 19	108	6	17 18 18 18 18 19	83	5	16 16 17 17 17	61	4	14 15 16 16	60	4	15 15 15 15
2	69	4	16 17 18 18	74	4	18 18 19 19	112	6	18 18 19 19 19 19	96	5	18 19 19 20 20	99	5	19 20 20 20 20	54	3	18 18 18	75	4	18 19 19 19
3	87	4	21 22 22 22	81	4	20 20 20 21	103	5	20 20 21 21 21	98	4	24 24 25 25	91	4	22 23 23 23	86	4	20 21 22 23	50	3	16 17 17
4	86	4	21 21 22 22	88	4	22 22 22 22	131	6	21 21 22 22 22 23	97	4	24 24 24 25	97	4	24 24 24 25	88	4	22 22 22 22	80	4	20 20 20 20
TOTAL	384	18	K-2 Avg. 17.6 3-4 Avg. 21.6	369	20	K-2 Avg. 16.7 3-4 Avg. 21.1	521	24.5	K-2 Avg. 17.9 3-4 Avg. 21.3	476	21.5	K-2 Avg. 17.6 3-4 Avg. 24.4	446	23	K-2 Avg. 17.2 3-4 Avg. 23.5	342	16.5	K-2 Avg. 16.8 3-4 Avg. 21.8	316	18	K-2 Avg. 16.91 3-4 Avg. 18.6

20 PER CLASS

25 PER CLASS

Question 13

PROJECTED COST FOR ALL DAY KINDERGARTEN

		PROJECTED <u>2011-12</u>		PROJECTED <u>2012-13</u>
TEACHERS	8	\$458,048	8.5	\$510,695
EDUCATIONAL ASSISTANTS	6.85	\$113,315	7.28	\$122,837
CLASSROOM FURNITURE		\$10,768		\$10,768
TECHNOLOGY EQUIPMENT - 3 SMARTBOARD				\$10,641
TRANSPORTATION				
NO MID-DAY KINDERGARTEN RUNS		(\$264,193)	NEW CONTRACT	(\$177,990)
ESTIMATED FUEL FOR MID-DAY RUNS		(\$12,974)		(\$20,289)
		<hr/>		<hr/>
		\$304,964		\$456,662

Question 15

2011-12 PRESCHOOL PROGRAM

CERTIFIED STAFF

		<u>SALARIES</u>	<u>BENEFITS</u>
EILEEN CULLEN	TEACHER	\$85,278	\$19,699
JANET WALKER	TEACHER	\$85,815	\$12,028
SARAH WOODS	TEACHER	\$63,052	\$4,971
TERESA MORGANTI	SPEECH PATHOLOGIST	\$87,068 *	\$23,426
JUDITH SILVERLIGHT	SPEECH PATHOLOGIST	\$86,998	\$19,806

EDUCATIONAL ASSISTANTS

TARA FUTI	25HRS/WK	\$14,167	\$1,127
SANDRA VENITELLI	26HRS/WK	\$15,627	\$1,239
ELENA COLAFRANCESCO	25HRS/WK	\$12,043	\$964

BEHAVIORAL THERAPISTS

REBECCA SAMSON	32.5HRS/WK	\$25,760	\$8,352
ERIN SAUNDERS	32.5HRS/WK	\$32,440	\$9,419
DAWN TOLOMEO	32.5HRS/WK	\$25,670	\$20,622
BARBARA LOBUGLIO	26.75HRS/WK	\$16,129	\$1,234
ERIN D'ELIA	26HRS/WK	\$14,430	\$1,104

TOTAL	\$564,477	\$123,991	
* PAID BY IDEA GRANTS	\$69,654		
NET COST	\$494,823	\$123,991	\$618,814

TRANSPORTATION COST \$127,472

PROGRAM COST \$746,286

DISTRICT OCCUPATIONAL THERAPISTS, PHYSICAL THERAPISTS AND BEHAVIORAL ANALYSTS PROVIDE SERVICES TO THE PROGRAM AS REQUIRED. ACTUAL COST FOR PROGRAM NOT AVAILABLE.

Questions 20-22

Technology:

1. 80+ iPads currently utilized by teachers and administrators. Why iPads vs. Android-based tablets (which can be substantially less expensive)? Number of tablets in the market DOUBLED from pre-holidays 2011 to today. Growth is from Kindle Fire and Nook (these devices especially prevalent among kids).

The first purchases of the iPads in September 2010, originated with the Special Education Department. The purchase was driven by the availability of a software app called Proloquo2Go. The software provides an alternate means of communication for students that have special needs.

The District is considering the use of other devices. Using Kindles with an English class at the high school was piloted during the 2010-2011 school year. Most recently, the libraries in the District are exploring the use of the Kindles to excite students about reading. We will continue to consider alternative devices as they become available.

2. Please provide specific account numbers/grants/donations and dollars spent for iPads. A Newtown parent spoke with several administrators and principals about starting a fund-raising campaign for iPads and iPad carts. Is that something the administration would be interested in and who would be the contact person.

Grant/Other Funds					
	Location	Use	# iPads	Funding	Cost
	SHS	Classroom	6	Grant	\$2,994
	NHS	Classroom	4	Perkins	\$2,998
***	NHS	Yearbook	3	Grants	\$1,497
	District (PPS)	St (2), Cert (26)	28	IDEA	\$13,169
		St (9), Adm (9) Tech (1)	19	Medicaid	\$13,874
		Total	60	Total	\$34,532

District Funds					
	Location	Use	# iPads	Funding	Cost
	SHS	Math/LA Classrooms	2	Supplies	\$998
	RIS	Admin	1	Supplies	\$908
	SHS	Classroom	1	Enrichment	\$538
	HAW,HOM,NMS	Lead Teacher/Coord	3	Enrichment	\$1,614
	NMS, HOM, SHS	Admin	4	Enrichment	\$2,152
	Tech Dept	Tech support	2	Enrichment	\$1,614
	Tech Dept	Tech support	2	Tech supplies	\$998
	CO	Database Admin/Admin	2	Supplies	\$1,358
***	Special Ed	St(10), Cert (16)	26	Supplies	\$16,855
***	HOM	Math Specialist	1	Supplies	\$499
#####	SPED ED	Spec Ed High School	6	Supplies	\$2,394
		Total	50	Total	\$29,928

Miscellaneous					
	Location	Use	# iPads	Funding	Cost
	NHS	Classroom (Sci and SS)	5	Book Fines	\$2,695
	Technology Dept	Tech support	1	Free Promo	\$0
***	PTA-RIS	Music Teachers	4	PTA	\$2,396
		Total	10	Total	\$5,091

*** added recently

Total iPads: 120

The District has always welcomed alternate ways to fund technology. The use of the iPad in the classroom has not yet been clearly defined. A well thought out plan would need to be in place prior to this purchase to ensure the technology is well used.

3. Are there any technology grants available from the state for technology infrastructure?
Has the district costed out the expense for every school to have WI-FI?

There are no technology infrastructure grants from the state that Newtown is eligible to apply for at the present time.

We have not costed out wireless for every school. The Middle School is our pilot of the Meraki wireless. The pilot should help us to determine adequate coverage and identify any issues with different devices. We will then be able to make an informed estimate for the cost to extend it to all buildings.