

Response later in the School Year	
<ul style="list-style-type: none"> What are we doing with the Holmes School Additional Section? 	We are watching the numbers carefully and will report back to the board as we get closer to the end of the year
<ul style="list-style-type: none"> Philosophical questions regarding cutting v non cutting of student athletics 	Recommendation: To be discussed at the Board Retreat
<ul style="list-style-type: none"> What is happening with MMS advisory? 	The vision for MMS advisory will be shared at April BOE meeting by MMS leadership team. The proposal does not have a financial impact to the budget
Responded at January 10th BOE Meeting	
<ul style="list-style-type: none"> Back-up on uniform replacement? 	Attached
<ul style="list-style-type: none"> What are the parent contributions per sport? 	Attached
<ul style="list-style-type: none"> Professional development formula allocation for the elementary schools 	\$65 will be allocated per classroom teacher + 2 SRBI's and Librarian. Special areas PD will be allocated to their appropriate department. Changes implemented see attached
<ul style="list-style-type: none"> What are the guidance caseloads at MMS? 	Caseloads: 175; 181; 275; 259; 243 Average 227 per 5 counselors / 206 per 5.5 counselors
<ul style="list-style-type: none"> Detail the listing of software as requested 	Attached
<ul style="list-style-type: none"> ELP- Can we increase tuition? 	Proposing to increase tuition by 3%. Increase revenue amount by \$5,460. See attached
<ul style="list-style-type: none"> Provide dollars added for additional coaches and cost of contract 	Added Rugby Coach \$4,889.88 and subtracted JV Softball Coach \$4,298.28. Add 3 unified sports stipends for \$2,500 each (Spring, Fall, Winter) . This accounts for \$8,091.60 of the increase. The remaining \$21,871.62 accounts for the increase in contracts
<ul style="list-style-type: none"> Excess Cost 	Attached
<ul style="list-style-type: none"> What are the middle and high school field trips? 	Attached
<ul style="list-style-type: none"> Review DHS instructional expenses and whether the line should be changed to graduation expenses. 	Will change descriptor to Graduation Expenses
<ul style="list-style-type: none"> Library software 	Funding request will be increased by \$6,050 for DHS periodicals/resource materials not originally accounted for

<ul style="list-style-type: none"> Account 13105: can you clarify language in narrative? 	See attached revised narrative
<ul style="list-style-type: none"> Revenue - OPEB 	Will be increased to \$319,300 as a result of actuary report
<ul style="list-style-type: none"> Where are the BCBA's and BCaBA accounted for? 	Special Education Employees are accounted for under the Special Class Teacher line, which includes the BCBA and BCaBA's
<ul style="list-style-type: none"> Organizational department chart- where are the department chairs going? 	Attached is the revised organizational chart (draft)
To Be Reviewed at January 24th BOE Meeting	
<ul style="list-style-type: none"> A further analysis is needed for substitutes 	See Attached
<ul style="list-style-type: none"> Provide the history of funding / not funding certain athletic teams. 	No written agreements. Banner in gymnasium states that hockey team won the state championship in 1969. Attached breakdown of team funding
<ul style="list-style-type: none"> Where will some of the technology purchases be placed, for example: AAAPL (world language assessment) 	Remain as is
<ul style="list-style-type: none"> Cell phone categories 	IT, Central Office Cabinet, (3) Curriculum Coordinators, Nursing Supervisor, Transportation, Facilities, Head Custodians, and Grounds
<ul style="list-style-type: none"> Can we catalog PPS staff to schools? 	Not recommending a change (Minimum Effort Requirement)
<ul style="list-style-type: none"> Case Manager Loads SPED 	See Attached
<ul style="list-style-type: none"> What is the intention of the \$30,000 in RC 19 consulting services? 	Intended to be used for consulting services related to curriculum development
<ul style="list-style-type: none"> p101, clarity on sub chart 	See Attached
<ul style="list-style-type: none"> Provide the job specs for the program director vs. department chair? 	See Attached

213 SUBSTITUTES

OBJECT	A		B		C		D		E		F		G		H		I		J		K		L		
	2009-10		2013-14		2014-2015		2015-16		2016-17		2017-18		2017-18		2017-18		2017-18		Difference		DIFF		DIFF		
	ACTUAL EXPENDE	ACTUAL EXPENDE	ACTUAL EXPENDE	ACTUAL EXPENDE	ACTUAL EXPENDE	ACTUAL EXPENDE	ACTUAL EXPENDE	ACTUAL EXPENDE	REV BUDGET	BOE RECOMM	DIFF S	DIFF S	DIFF S	DIFF S	DIFF S	DIFF S	DIFF S	DIFF S	DIFF S	DIFF S	DIFF S	DIFF S	DIFF S	DIFF S	
Darien High School	53,556	74,785	70,485	68,795	78,317	70,289	70,289	78,317	(8,028)	(8,028)	-10.25%	\$ 67,059	\$ 67,059	\$ (3,230.00)	(11,258)	(11,258)	-14.37%								
Middlesex Middle School	62,398	62,190	47,313	70,148	52,570	52,125	52,125	52,570	(445)	(445)	-0.85%	\$ 53,125	\$ 53,125	\$ 1,000.00	555	555	1.06%								
Hindley School	26,132	22,005	19,215	35,450	21,350	31,397	31,397	21,350	10,047	10,047	47.06%	\$ 22,328	\$ 22,328	\$ (9,069.00)	978	978	4.58%								
Holmes School	25,695	24,885	21,403	19,107	23,781	31,983	31,983	23,781	8,202	8,202	34.49%	\$ 23,023	\$ 23,023	\$ (8,960.00)	(758)	(758)	-3.19%								
Ox Ridge School	25,279	19,256	15,075	12,772	16,750	17,804	17,804	16,750	1,054	1,054	6.29%	\$ 15,362	\$ 15,362	\$ (2,442.00)	(1,388)	(1,388)	-8.29%								
Royle School	21,240	25,168	29,897	17,100	33,219	23,896	23,896	33,219	(9,323)	(9,323)	-28.07%	\$ 25,246	\$ 25,246	\$ 1,350.00	(7,973)	(7,973)	-24.00%								
Tokeneke School	27,045	24,840	18,900	25,050	21,000	25,836	25,836	21,000	4,836	4,836	23.03%	\$ 25,836	\$ 25,836	\$ -	4,836	4,836	23.03%								
Personnel - Prof Development	14,740	13,746	22,662	37,571	25,000	34,300	34,300	25,000	9,300	9,300	37.20%	\$ 38,301	\$ 38,301	\$ 4,001.00	13,301	13,301	53.20%								
Special Education	64,575	56,734	62,756	39,438	69,729	49,591	49,591	69,729	(20,138)	(20,138)	-28.88%	\$ 66,941	\$ 66,941	\$ 17,350.00	(2,788)	(2,788)	-4.00%								
Early Learning Program (SPED)				10,492	5,000	10,400	10,400	5,000	5,400	5,400	100.00%	\$ 10,400	\$ 10,400	\$ -	5,400	5,400	108.00%								
Total Short Term Subs	320,661	323,610	307,705	335,923	346,716	347,621	347,621	346,716	905	905	0.26%	\$ 347,621	\$ 347,621	\$ -	905	905	0.26%								
Long Term Substitutes	572,155	610,823	530,453	485,461	475,000	475,000	475,000	475,000	-	-	0.00%	\$ 475,000	\$ 475,000	\$ -	-	-	-	-							
GRAND TOTAL SUBS	892,816	934,433	838,158	821,384	821,716	822,621	822,621	821,716	905	905	0.11%	\$ 822,621	\$ 822,621	\$ -	-	-	-	-							

Average Sick Days for Teachers
 2014-15 3.76
 2015-16 3.25
 2016-17 3.20

**2017-2018 Budget Worksheet
DARIEN HS**

Sport or Category	# of Participants	Transportation	Coaches (Fall)	Coaches (Winter)	Coaches (Spring)	Officials	Supplies	Fees	Rentals	Total
Awards/Printing		\$ -				\$ -	\$ 7,000	\$ -	\$ -	\$ 7,000
Baseball	45	\$ 16,048			\$ 19,895	\$ 5,315	\$ 2,135	\$ 85	\$ -	\$ 43,478
Basketball (boys)	32	\$ 16,048		\$ 21,578		\$ 10,273	\$ 6,950	\$ 100	\$ -	\$ 54,949
Basketball (girls)	20	\$ 16,048		\$ 17,280		\$ 9,773	\$ 6,950	\$ 100	\$ -	\$ 50,151
Cheerleading	7	\$ 5,296	\$ 4,890	\$ 4,890		\$ -	\$ 900	\$ 1,485	\$ -	\$ 17,461
Cross Country (Boys)	54	\$ 6,640	\$ 9,188			\$ 300	\$ 640	\$ 470	\$ -	\$ 17,238
Cross Country (Girls)	64	\$ 6,640	\$ 9,188			\$ 300	\$ 640	\$ 470	\$ -	\$ 17,238
FCIAC		\$ -				\$ -	\$ 7,800	\$ -	\$ -	\$ 7,800
Field Hockey	66	\$ 12,016	\$ 19,895			\$ 6,281	\$ 8,140	\$ 210	\$ -	\$ 46,542
Fitness Center		\$ -				\$ -	\$ 1,000	\$ -	\$ -	\$ 1,000
Football	121	\$ 11,120	\$ 63,941			\$ 20,259	\$ 17,820	\$ 150	\$ -	\$ 113,290
Golf (boys)	13	\$ 4,848			\$ 9,188	\$ -	\$ 2,210	\$ 225	\$ -	\$ 16,471
Golf (girls)	16	\$ 4,848			\$ 9,188	\$ -	\$ 2,210	\$ 225	\$ -	\$ 16,471
Gymnastics	7	\$ 4,848		\$ 11,298		\$ 1,616	\$ 1,600	\$ 575	\$ -	\$ 19,937
Ice Hockey (boys)	40	\$ 11,568		\$ 16,688		\$ 20,335	\$ 1,800	\$ 150	\$ 16,500	\$ 67,041
Ice Hockey (girls)	24	\$ 7,536		\$ 12,390		\$ 10,893	\$ 1,800	\$ 150	\$ 8,500	\$ 41,269
Indoor Track (B)	86	\$ 5,744		\$ 15,597		\$ -	\$ 910	\$ 1,250	\$ -	\$ 23,501
Indoor Track (G)	88	\$ 5,744		\$ 15,597		\$ -	\$ 910	\$ 1,250	\$ -	\$ 23,501
Lacrosse (boys)	100	\$ 11,120			\$ 34,473	\$ 8,053	\$ 11,115	\$ 75	\$ -	\$ 64,836
Lacrosse (girls)	65	\$ 11,120			\$ 25,876	\$ 8,053	\$ 16,615	\$ 75	\$ -	\$ 61,739
Rugby	31	\$ 3,952			\$ 9,188	\$ 1,000	\$ 1,500	\$ -	\$ -	\$ 15,640
Sailing	24	\$ 3,952			\$ 9,188	\$ -	\$ 650	\$ 2,950	\$ -	\$ 16,740
Skiing	28	\$ 10,644		\$ 9,188		\$ -	\$ 650	\$ -	\$ 4,000	\$ 24,482
Soccer (boys)	80	\$ 11,120	\$ 19,895			\$ 4,896	\$ 7,640	\$ 155	\$ -	\$ 43,706
Soccer (girls)	75	\$ 11,120	\$ 19,895			\$ 4,896	\$ 1,640	\$ 155	\$ -	\$ 37,706
Softball	21	\$ 10,672			\$ 15,597	\$ 4,755	\$ 2,135	\$ 85	\$ -	\$ 33,244
Squash	37	\$ 4,848		\$ 9,188		\$ -	\$ 3,650	\$ 4,675	\$ 14,320	\$ 36,681
Swimming (boys)	26	\$ 4,848		\$ 15,597		\$ 1,740	\$ 4,350	\$ 250	\$ 10,000	\$ 36,785
Swimming (girls)	43	\$ 9,328	\$ 19,895			\$ 1,740	\$ 4,350	\$ 250	\$ 10,000	\$ 45,563
Tennis (boys)	29	\$ 9,328			\$ 9,188	\$ -	\$ 1,080	\$ 200	\$ -	\$ 19,796
Tennis (girls)	44	\$ 8,432			\$ 9,188	\$ -	\$ 1,080	\$ 200	\$ -	\$ 18,900
Track/Field (B)	83	\$ 8,432			\$ 19,895	\$ 1,875	\$ 1,090	\$ 500	\$ -	\$ 31,792
Track/Field (G)	109	\$ 8,432			\$ 19,895	\$ 1,875	\$ 1,090	\$ 500	\$ -	\$ 31,792
Training Room see acct 24006		\$ -				\$ -	\$ -	\$ -	\$ -	\$ -
Volleyball (boys)	11	\$ 7,088			\$ 11,798	\$ 5,699	\$ 3,870	\$ 85	\$ -	\$ 28,540
Volleyball (girls)	39	\$ 10,662	\$ 20,986			\$ 6,481	\$ 11,362	\$ 85	\$ -	\$ 49,576
Wrestling	7	\$ 8,738		\$ 11,298		\$ 3,231	\$ 1,100	\$ 1,400	\$ -	\$ 25,767
Reconditioning								\$ 21,000		\$ 21,000
Unified Sports	24	\$ 2,556	\$ 2,500	\$ 2,500	\$ 2,500	\$ 4,560	\$ 900	\$ 100		\$ 15,616
Faculty Managers			\$ 8,597	\$ 8,597	\$ 8,597					\$ 25,791
Totals		\$ 291,384	\$ 198,869	\$ 171,686	\$ 213,653	\$ 144,198	\$ 147,282	\$ 39,635	\$ 63,320	\$ 1,270,027

The following are additional costs paid by parents for the rental of facilities. (Not included in the above)

Hockey	\$ 69,076	Parents pay 75% BOE 25%
Skiing	\$ 8,894	Parents pay 69% BOE 31%
Squash	\$ 16,102	Parents pay 53% BOE 47%

DARIEN PUBLIC SCHOOLS

JOB DESCRIPTION

Special Education Department Chair (Grades 6 -12)

Qualifications:

- Successful record as a special education teacher or related services provider at the secondary level (5 years of teaching experience preferred);
- Demonstrated leadership skills at the secondary level;
- Demonstrated knowledge and understanding of curriculum development and program evaluation;
- Demonstrated knowledge of effective teaching techniques and instructional practices that result in quality learning;
- Demonstrated successful experience with staff development;
- 165,061,070,071 or 265 endorsement required; 092 (or enrollment in a Connecticut preparatory program) required;
- Such additions and alternatives to the above qualification as may be appropriate or acceptable to the Superintendent of Schools.

Reports To: Assistant Superintendent for Curriculum and Instruction

Nature of Position: The department chairperson provides, for the special education department, instructional leadership and enhances articulation regarding curriculum alignment with standards, the development and implementation of common assessments, and the use of effective instructional strategies that will most appropriately meet the needs of students.

The successful candidate will have a caseload equivalent to 0.2 FTE each year, alternating locations between the middle and high school levels.

Effective: August 21, 2017

Work Year: 197 days (187 teacher work year plus 10 additional days)

Salary: \$127,700 (and thereafter as governed by the Darien Intermediate Administrators' Contract)

Job Responsibilities:

- ❖ Assists the Assistant Superintendent for Curriculum and Instruction in the development, monitoring and supervision of the 6 – 12 special education curriculum
- ❖ Collaborates with the Elementary SESS Facilitators and Principals to ensure articulation of curriculum between levels
- ❖ Schedules and chairs all PLC's and department meetings
- ❖ Recommends resources to the Assistant Superintendent, Program Director and building administration and maintains an inventory content-related materials for the district
- ❖ Supervises and evaluates tenured and non-tenured teaching staff in compliance with the Darien Public Schools' Teacher Evaluation Plan
- ❖ In collaboration with the Program Directors, facilitates the integration of relevant state and local standards into curriculum and teaching practices
- ❖ Collaborates with professional staff to collect and analyze relevant assessment data and to utilize that information to enhance best teaching practices
- ❖ Schedules and directs professional growth opportunities for special education teachers in consultation with the Assistant Superintendent for Curriculum and Instruction, in order to ensure the implementation of effective, learning-centered programs;
- ❖ Collaborates with the building administration in the creation of teacher schedules for the special education department
- ❖ Oversees appropriate student scheduling to maintain compliance with IEP's
- ❖ Keeps informed of new developments and trends in special education in order that innovations and new materials may be incorporated in the district
- ❖ Maintains a cooperative relationship and open communications with those holding similar positions in Darien to support implementation of instructional programs
- ❖ Maintains a cooperative relationship and open communications with those holding similar positions in other districts in the region and state to support implementation of instructional programs and to keep current on trends in special education as well as best practices
- ❖ Assists building principals with recruiting, interviewing, screening, and recommending qualified educators to fill positions related to special education instruction and the provision of other support services
- ❖ Provides the Board of Education and parent community with reports on program initiatives and improvements
- ❖ Performs all other duties as assigned

**DARIEN PUBLIC SCHOOLS
JOB DESCRIPTION
PROGRAM DIRECTOR FOR SPECIAL EDUCATION AND STUDENT
SERVICES – 6-12**

PREFERRED QUALIFICATIONS:

- Eligible for certification as an Intermediate Administrator or Supervisor in Connecticut (092)
- Master's Degree in special education or a related field
- Certification in Connecticut in at least one of the following areas: psychology, social work, speech therapy, special education
- Successful special education teacher or related services provider experience, K-12
- At least two years of experience as an administrator or supervisor of special education, with direct staff supervision responsibilities, K-12
- Demonstrated capability to work collaboratively with administrators, direct service providers, parents, students, and outside providers
- Excellent problem solving, communication, organizational, and professional development skills
- Comprehensive knowledge of Connecticut State Department of Education and Individuals with Disabilities Education Act regulations
- Such additions and alternatives to the above qualifications as may be appropriate and acceptable

REPORTS TO: Assistant Superintendent for Special Education and Student Services

DIRECTLY SUPERVISES AND EVALUATES:

- Secretary to the Program Director
- Centrally-deployed direct services staff (Related Service Providers, Psychologists, BCBAs, etc.)

SUPERVISES AND EVALUATES COLLABORATIVELY WITH SCHOOL PRINCIPALS:

- Special education teachers
- Related services providers
- Special education paraprofessionals

JOB GOALS:

- To provide leadership and management of settings and services for students with disabilities
- To support the improvement of student outcomes
- To strengthen the engagement of students and families
- To support the maintenance and improvement of regulatory compliance

PERFORMANCE RESPONSIBILITIES:

General

- In consultation with the Assistant Superintendent, establishes annual action goals for the position on a clearly defined priority basis, prepares strategies for achieving those goals and agrees upon criteria for evaluating the accomplishment of the established goals
- Establishes format and supervises maintenance of all records within the area of responsibilities
- Assigns responsibility for job definition, promotion, evaluation, hiring and termination recommendations for all employees supervised
- Prepares such reports as the Assistant Superintendent may request
- Assumes responsibility in the absence of the Assistant Superintendent
- Is knowledgeable about government statutes, regulations and rules relating to curriculum, and advises interested parties of the provisions of the law
- Assists in the preparation and submission of all state and federal reports in the area of responsibility, testing all reports to verify accuracy
- Chairs and coordinates work of district committees as directed by the Assistant Superintendent
- Accepts additional assignments as directed by the Assistant Superintendent

Leadership for Special Education and Student Services

- Provides direction and support to improve student outcomes
- Provides modeling and mentoring to address hopes and aspirations of parents
- Ensures regulatory compliance
- Pursues cost-effective approaches
- Collaborates with district senior staff and school principals
- Supports the work of the Facilitators for Special Education and Student Services
- Assists in the development of descriptive material on special education and student support

Management of Special Education and Student Services

- Serves as a consultant to Planning and Placement Teams
- Supports parents as partners
- Arranges professional development, support, and performance evaluation
- Assists in fiscal management - budgeting, spending, Excess Cost accounting, contracting
- Leads collaboration with community agencies, organizations, institutions
- Assists in the preparation and presentation of reports on special services and student support
- Collaborates with school principals in the assignment of special education teachers and support staff
- Manages the assignment of related services providers

Planning and Development in Special Education and Student Services

- Contributes to the improvement of existing settings and services
- Participates in the development and implementation of new settings and services
- Provides guidance and support in data collection, analysis, utilization
- Participates in monitoring and evaluating settings and services
- Participates in strategic planning, action planning and implementation planning
- Contributes to grant proposal development and grant management
- Assists in the development of the continuum of settings
- Assists in the development of the array of tiered instruction and services

CASELOAD SUMMARY (1/2017) (excludes out of district students)

SPECIAL EDUCATION TEACHERS

ELP ₁	2.9
Hindley	6.1
Holmes	7.6
Ox Ridge	5.3
Royle	7.0
Tokeneke	7.8
Elementary Average	<u>6.8</u>
Middle School Average ₂	10.8
High School Average ₂	13.3

SPEECH & LANGUAGE PATHOLOGISTS₃

PK-5 Average	15.3
Middle School Average ₄	19.7
High School Average ₄	29.5

PSYCHOLOGISTS

PK-5 Average	21.5
Middle School Average	13.5
High School Average	16.4

SOCIAL WORKERS 18.3

BCBA 28.0

1. ELP students are added throughout the entire school year based on their 3rd birthday
2. SET manage all students on their caseload which the exception of one teacher at MMS and DHS who do not case manage any of the students on their caseload.
3. One SLP at both DHS and MMS case manage one student in their caseload.
4. Speech & language caseloads increase at DHS due to the shift from a 5-day cycle to an 8-day cycle.