



Board of Education Budget Questions: January 2018

#	Name/ Initials	Question	Answer
1.	DL	<p>Miller/Driscoll and Cider Mill: Early identification of and support for academic difficulties is a recurring theme in discussions about district goals, programs, special education identification, and test scores.</p> <ul style="list-style-type: none"> ● In the areas of reading and math, what is the budget breakdown of certified and non-certified staff to provide direct intervention and support for students in reading and math? ● Are there more reading interventionists than math? ● Approximately how many students are served in each area? ● Are you satisfied with the progress students are making and the staffing levels? (I had heard some concern expressed before the budget about math intervention staffing levels.) 	<ul style="list-style-type: none"> ● Please refer to the Academic Intervention cost centers (program # 1209) for the budget breakdown at each school. ● The number of academic interventionists at each school is as follows: <ul style="list-style-type: none"> ○ Miller-Driscoll: 3 ELA, 1 Math ○ Cider Mill: 4 ELA, 1 Math ○ Middlebrook: 2 ELA, 1 Math ○ WHS: 2 ELA, 1 Math ● Non-certified staff do not provide academic intervention services ● The caseloads for academic interventionists range between 20-30 in ELA and 30-40 in Math. ● On average, students who receive intervention services are exceeding their projected academic growth on both the MAP and SBAC (i.e., we are closing the achievement gap for the majority of these students). ● We have the capacity in ELA to provide intervention services to most students who fall below the 60th percentile on the MAP (which is grade level performance). ● We have the capacity in Math to provide services to most students who fall below the 40th percentile. ● There are approximately 680 students districtwide that fall between the 40th-60th percentile in math for whom we cannot provide intervention services.

2.	DL	<p>Miller/Driscoll and Cider Mill: Can you provide rationale and detail for the 1.0 elementary social worker requested on the unmet needs list presented in the budget overview (Tier I). Because enrollment has not increased and is going down a bit, why the request now? What has changed? Or is this a long-term unaddressed need? Why social worker rather than counselor or psychologist? What are the risks of not providing the social worker? Would less than a full-time position be any benefit?</p>	<p>The 1.0 Social Worker is a proposed reduction from the staffing in the 17/18 school year. This person is an integral part of the team providing social and emotional support to students in both Miller-Driscoll (Prek-2) and Cider Mill. Additionally, Social Workers are skilled in providing family support and family systems work. They work with families to identify community resources and assist families in navigating these resources.</p> <p>In recent years we have witnessed an increase in the numbers of elementary students exhibiting anxiety and stress related behaviors that impact their academic success. At both M-D and CM the school social worker is a trained therapist who is highly skilled at intervening with students and developing strategies and support plans. Moreover, when diagnosing student needs the school social worker is the expert assigned to developing a social history of students which is essential to understanding factors that may contribute to behaviors that interfere with success in school. Additionally, in the preschool, the school social worker is often one of the first contacts for families of our youngest learners who are newly diagnosed with learning disabilities. As such the social worker provides intense support to families and serves as an important bridge to additional community supports.</p>

3.	DL	<p>Miller/Driscoll -Cider Mill-Special Education: Special education paraprofessional staffing – from the class size report, there looks to be approximately 45 special education paras total in the two schools. From the budget overview, there has been reduction district-wide of about 2.5 FTE year to year- not sure what grade levels – if I am understanding it correctly. My questions at the general level:</p> <ul style="list-style-type: none"> • How are the paraprofessional staffing levels determined – IEPs and the need for 1:1 aides? Scheduling of programs and/or small groups? Because the number of paraprofessionals is large, taken from one perspective, it begs the question of whether student needs would be even better addressed by making some trade-offs for increased certified staff with higher levels of specialized expert training (echoes of DMC report, I know). Taken from another perspective: while the number is large, do you think the staffing helps us avoid more expensive and less desirable outplacements? If so, is there any way to quantify to what extent? 	<p>Paraprofessional staffing levels are determined based on IEP recommendations in consultation with the building administrators. Work is being done on establishing standards for determining the need for individual paraprofessionals and developing staffing standards and decision-making structures that will allow for consistency across the district. The numbers currently in the budget are projected numbers based on staff projection and current IEPs. Updates and final distribution of FTE will be determined based on final IEPs</p>
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4.	DL	<p>Miller-Driscoll – textbooks/workbooks – Because the budget line is increasing year to year and library books are level funded, am I right in assuming that the unmet need listed in Tier III of the budget presentation does not apply to Miller Driscoll?</p>	<p>Library Books - Miller Driscoll's school library collection age is 19 years old (1999). In order to bring the collection to an acceptable range, we requested \$18,500 for 2018-19. Level funding of \$7,000 that is in the budget for next year will lead to an even more aged collection. According to good school library practices, elementary school libraries should budget \$20/per student to keep the collection fresh, engaging and meet curriculum needs. To date this year, our students at Miller Driscoll have taken out 16,422 books. Updating the collection, will ensure even higher circulation and more up-to-date books in the hands of our children.</p>
5.	DL	<p>Miller-Driscoll/Cider Mill – There is a .5 FTE reduction in science paraprofessional at Miller Driscoll and an increase in science para of .5 FTE at Cider Mill, if I am reading the budget book correctly. Can I assume that this is now a split position between the schools? What impact will this have on both programs?</p>	<p>CM shifted .5 of Kevin Meehan to MD and MD shifted a .5 science para to CM</p> <p>Please note - we do share Kevin Meehan, but we do not share the science para. Instead we adjusted positions at each school so the person would not be in two buildings.</p>

<p>6.</p>	<p>DL</p>	<p>Cider Mill – textbooks/workbooks – Although there is a decrease budgeted year to year, it is down from a significant “high” of this year, so it did not look worrisome to me when compared to longer term history. Library books were level funded year to year. However, textbooks/library were on the list of unmet needs (Tier 3) at the budget presentation. To what extent was this based on Cider Mill specifically?</p>	<p>Library Books - Cider Mill’s Library collection is the oldest in the district. Currently, it is 20 years old (1998). Level funding for library books has been inadequate and has resulted in the current aged collection. The request for an additional \$19,500 is needed to update the collection. .</p>																																																																																					
<p>7.</p>	<p>DL</p>	<p>Thank you for supplying the Class Size Report; it is very helpful. For Wilton High School, could we see the projected average class sizes by department for 2018-19 compared to the last three years of historical data as reported in the Class Size Report?</p>	<table border="1"> <thead> <tr> <th></th> <th>15-16</th> <th>16-17</th> <th>17-18</th> <th>18-19</th> </tr> </thead> <tbody> <tr> <td>Mathematics</td> <td>21.5</td> <td>20.6</td> <td>21.4</td> <td>21.3</td> </tr> <tr> <td>English</td> <td>20.0</td> <td>19.1</td> <td>19.2</td> <td>19.4</td> </tr> <tr> <td>Science</td> <td>20.2</td> <td>20.0</td> <td>19.5</td> <td>19.4</td> </tr> <tr> <td>Social Studies</td> <td>22.1</td> <td>21.3</td> <td>22.0</td> <td>21.7</td> </tr> <tr> <td>World Language</td> <td>20.1</td> <td>20.2</td> <td>20.2</td> <td>19.9</td> </tr> <tr> <td>Physical Education</td> <td>25.9</td> <td>25.5</td> <td>25.8</td> <td>25.4</td> </tr> <tr> <td>Music</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>Art</td> <td>17.2</td> <td>16.4</td> <td>16.6</td> <td>16.4</td> </tr> <tr> <td>Health</td> <td>25.7</td> <td>25.5</td> <td>26.3</td> <td>25.8</td> </tr> <tr> <td>Business</td> <td>17.6</td> <td>15.1</td> <td>17.9</td> <td>19.2</td> </tr> <tr> <td>Family & Consumer Science</td> <td>18.1</td> <td>15.1</td> <td>17.7</td> <td>17.8</td> </tr> <tr> <td>Technology Education</td> <td>18.0</td> <td>16.8</td> <td>16.5</td> <td>16.2</td> </tr> <tr> <td>Theater Arts/Public Speaking</td> <td>20.8</td> <td>21.8</td> <td>20.6</td> <td>19.6</td> </tr> <tr> <td>Academic Intervention</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>Project Lead the Way</td> <td>NA</td> <td>16.8</td> <td>21.5</td> <td>14.1</td> </tr> <tr> <td>Virtual High School</td> <td>NA</td> <td>NA</td> <td>11.0</td> <td>10.8</td> </tr> </tbody> </table>		15-16	16-17	17-18	18-19	Mathematics	21.5	20.6	21.4	21.3	English	20.0	19.1	19.2	19.4	Science	20.2	20.0	19.5	19.4	Social Studies	22.1	21.3	22.0	21.7	World Language	20.1	20.2	20.2	19.9	Physical Education	25.9	25.5	25.8	25.4	Music	NA	NA	NA	NA	Art	17.2	16.4	16.6	16.4	Health	25.7	25.5	26.3	25.8	Business	17.6	15.1	17.9	19.2	Family & Consumer Science	18.1	15.1	17.7	17.8	Technology Education	18.0	16.8	16.5	16.2	Theater Arts/Public Speaking	20.8	21.8	20.6	19.6	Academic Intervention	NA	NA	NA	NA	Project Lead the Way	NA	16.8	21.5	14.1	Virtual High School	NA	NA	11.0	10.8
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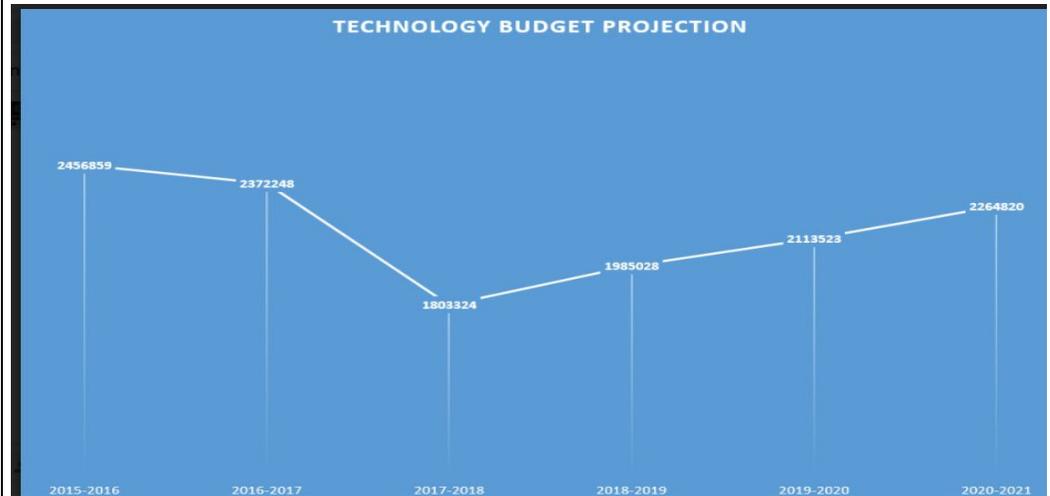
<p>8.</p>	<p>DL</p>	<p>Could you please give a brief description of the WHS virtual high school program and its need for .25 FTE.</p>	<p>VHS is a non-profit consortium and operates in partnership with public schools. It does not pay teachers for their services; instead, when a high school provides a teacher to teach one VHS course, that high school gets up to fifty seats in VHS at a substantially discounted rate (\$150 per seat as opposed to \$450 per seat). For the first year, we purchased 20 seats at the discounted rate (we paid \$3,000 instead of \$9,000). We therefore saved \$6,000. When balanced against the cost of our teacher's .25 FTE, however, which is \$15,965, we see a net cost of \$9,465 by virtue of partnering with VHS and supplying a .25 FTE teacher to their operation. To this point, we considered that cost an investment in building our faculty's capacity for teaching online courses (a skill we might leverage in the future). There is a potential to save \$9,465 if we de-couple from the partnership and simply purchase seats as we go, on an individual basis, at the normal rate of \$450 per course (assuming we cap student enrollment in the neighborhood of 20 seats).</p>										
<p>9</p>	<p>DL</p>	<p>Part 1 - The need for additional funds for library/textbooks is listed on Tier III list. Could you supply a rationale for library additional request? What is the condition of our library collections at the various schools?</p> <p>Part 2 - Could we get some details regarding what textbooks have been deferred and what schools/programs this impacts?</p>	<p>Part 1: The aggregate analysis of our school's library collections is as follows:</p> <table border="1" data-bbox="898 813 1451 1151"> <thead> <tr> <th>School</th> <th>Age of Collection</th> </tr> </thead> <tbody> <tr> <td>Miller Driscoll</td> <td>1999</td> </tr> <tr> <td>Cider Mill</td> <td>1998</td> </tr> <tr> <td>Middlebrook</td> <td>2006</td> </tr> <tr> <td>WHS</td> <td>2006</td> </tr> </tbody> </table> <p>Part 2 (CM & MB): The digital versions of the Math In Focus texts were not funded through the 2018-19 budget for Cider Mill and Middlebrook. These are used extensively at both schools to access all of the support and resources available for the MIF program, including workbooks and extra practice materials. Access to the digital version also allows teachers to create their own classroom materials to reinforce or extend learning for their specific students.</p>	School	Age of Collection	Miller Driscoll	1999	Cider Mill	1998	Middlebrook	2006	WHS	2006
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			<p>MB students in particular have been using the digital version on their chromebooks.</p> <p>Part 2 (WHS): 1106 World Language: \$15,669 (20 AP French workbooks, 5 German 2 textbooks, 20 German 4 textbook/online workbook bundles, and 60 French 4 textbook/online workbook bundles)</p> <p>1120 F&CS: \$5,989 (25 texts for new ECE Human Development course)</p> <p>1121 Tech Ed: \$4,100 (30 each updated Architecture textbooks and workbooks)</p> <p>1150 Social Studies: \$12,400 (50 World History and 50 US History texts, plus 200 online site licenses for these books)</p>
<p>10.</p>	<p>DL</p>	<p>An alternative high school program is on the list of proposed additional spending – Tier I. Could you supply a rationale and description? Where are we in the planning process?</p>	<p>Since the dissolution of the Evening School program, we have been without an alternative for students who are unable to engage in the traditional classroom environment. During that time, we have seen an increasing number of students struggling to succeed, sometimes having difficulty even making it into the building, as a result of anxiety and stressors related to the size of the school, the pace of instruction, and the pressures that accompany our rigorous expectations. In many cases, these students have been outplaced into small, individualized, therapeutic environments. We believe that we can use our own resources to provide an alternative program that will be superior to outside facilities. We are designing an individualized program built on the social and emotional components of our Advisory program, interdisciplinary learning, and practical application of skills through internship or community service. Our team researched alternative schools in other communities last year and partnered with Big Picture Learning during the Fall of 2017 to create a plan for our program. We are currently prepared to present our proposal to the Teaching and Learning Committee.</p>

<p>11.</p>	<p>DL</p>	<p>It would be helpful (as a new BOE member) to get an overview of spending on technology infrastructure and programming – lease vs. purchase, contracted services, digital learning programs and staffing, library commons, classroom integration, etc. This is an area where maybe some explanation of future cost projections would be helpful. Where do you think we are in terms of technology resources for learning as well as our infrastructure compared to other DRG A districts?</p>	<p>Wilton is at the forefront with an innovative approach to technology to enhance learning through Ready-Access program. As stated in the budget presentation, our plan was based on teaching and learning needs, grade-level and age-appropriate with a focus on curriculum-based instruction when/how it is best delivered. During the past year, we successfully implemented our Ready-Access Digital Learning program which is a comprehensive K-12 model and leading most districts because of our approach. To address the additional questions:</p> <ul style="list-style-type: none"> I. Lease vs. purchase - Leasing allows us to average our cost over five years and results in our being able to have a level funded budget II. Contracted Services - Contracting services allow us access to 40 technology experts who are able to provide real-time/right time needs of the district. III. Digital Learning Programs and Staffing - The Library Learning Commons staff has been at the center of the Ready-Access program. Their role has included instruction in Digital Literacy, managing inventory and deployment of devices. After a staffing analysis, this year we implemented a standard model of LLC certified staff and assistants which has served our needs in this area. IV. Library Learning Commons (LLC) Integration - As mentioned elsewhere, Wilton is cited as a leader in the area of LLC integration. We continue to move with our plan to phase-in upgrades in the various zones of the LLC's at each school based on the budget requests. V. Future cost projections - Please refer to the five year technology projections (graph below). VI. Digital Resources -We anticipate integrating further resources with our curriculum but look to contain costs based on offsets. VII. Infrastructure - WPS infrastructure is at or near end of life and the current five year budget requests will enable us to update and support our Ready-Access needs.
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We redesigned the Technology budget: consolidating support, centralizing purchasing, and implementing a comprehensive technology leasing program to allow Technology costs to be met without additional outside funding.

It would be difficult to provide an accurate and complete comparative analysis of technology infrastructure and technology for learning for DRG A. Each district has different priorities, approaches, and challenges. However, it would be fair to say that overall Wilton compares quite favorably to other DRG A districts in our purposeful approach to implementing Ready-Access digital learning.



12.	DL	<p>Athletics – are there any health/safety issues that are not addressed in the proposed budget? Is the coaching staff adequate for the number of projected students on the different teams? How about athletic trainer staffing?</p>	<p>The health and safety concerns are related to the athletic trainers, number of coaches per team, and supervisors for high profile contests. We are one of the few DRG A schools with less than 2 athletic trainers. Having two athletic trainers throughout the school year will provide our student athletes with more comprehensive care as well as expedite care when a student is injured.</p> <p>Regarding the coaching staff, I recommend two coaches at every level for each sport. This provides better supervision and better instruction for each team. I researched the CIAC and the NFHS-National Federation of State High School Associations (the governing body that writes the rules of competition for most high school sports) and there are no set standards for the ratio of athletes to coaches. Every sport has its own nuances. Some sports are spread out related to positions or events (i.e. football, track or golf). In other sports, student athletes are confined to one area for practice, but compete in different areas during tournaments (i.e. wrestling and gymnastics).</p> <p>Although the AD does his best to be at every major contest, at times it is impossible to be at everything due to the time schedule of events. A site supervisor, with an understanding of how to manage high profile games, is necessary for the safety of players, coaches and fans.</p>
13.	GJ	<p>What is the cost of Gaggle Dues?</p>	<p>The yearly subscription fee for Gaggle Safety Management Service is \$15,000.</p>
14.	GJ	<p>The original Phone Contract is \$60,000 on top of the new contract?</p>	<p>Payment on the lease for the new phone system went into effect fiscal year 17-18. However this was not in the budget until 18-19</p>

15.	GJ	<p>Can we have breakdown of Training and Conferences? Who goes, How much?</p> <p>Can we reduce so we can add library books and put back OT?</p>	<p>See attachment A</p> <p>The administration and leadership teams in each school continue the work of examining priorities. That being said, this budget is a reflection of choices made over many budget cycles.</p>
16.	GJ	<p>Pg 2 is that the cost of bus transportation for sports teams only?</p>	<p>\$150,000 is for athletic trips. The remainder is for various field trips throughout the District.</p>
17.	GJ	<p>Can we offer transportation of Typical Peers Preschool on the bus ? Only about 20 kids? Revenue of \$150-200 per kid??</p>	<p>We are not required to offer transportation to the typical preschool students. Cost concerns would need be factored in and could result in the need for additional buses. Please note that parents and staff must put children in car seats and insure that the child is “buckled in”. Adding students to the bus would increase the ride time and would likely increase the costs.</p>
18.	GJ	<p>Pg 2. What is Staff Travel for \$13,000 ? Can that be adjusted create more local trips?</p>	<p>This cost covers various expenses associated with staff members attending training & conferences as well as various off site school events. It can include mileage reimbursement, airfare, lodging etc.</p>
19	GJ	<p>Pg 3. What is in Printing and publishing is it the Copier contract? How much is copier contract?</p>	<p>The copier/printer contract is on another line. This would be for printing expenses associated with new contracts, directories, programs etc....</p>
20.	GJ	<p>Miller-Driscoll OT - custodians OT? Can it be charged back to the user rather than covered by Education?</p>	<p>The amount specified for M-D Custodial OT (\$35,000) is not something that would be billed back to anyone. This is to cover the additional time that is submitted bi-weekly to cover the needs of the school.</p> <p>In the past we have have billed back Custodial time for the M-D building project and we continue to bill back expenses related to Use of Building.</p>

21.	GJ	Miller-Driscoll Library Media \$49888 increase, What is that	That change is in the salary line. A veteran staff member was moved from Cider Mill to Miller-Driscoll. She replaced a teacher who was in her first year last year, so there is a significant salary differential.
22.	GJ	Miller-Driscoll How much was cut for the Library?	1) \$11,500 was cut for the Library Books. 2) \$30,000 for Learning Commons (17-18)
23.	GJ	Miller-Driscoll Explain the \$2800 for training and No FTE	The training listed in the Mathematics cost center reflects training the classroom teachers would attend in the area of math.
24.	GJ	Miller-Driscoll No FTE but why a salary of other Cert. \$13,556?	This is for Club advisors for MDTV and our Student Leadership Advisor
25.	GJ	Miller-Driscoll No FTE but Salary of \$48,143 (Salary is in addition to?) and Training for \$32,550	The \$48,143 is to cover stipends for Instructional Leaders at M-D per their WEA Contract. Refer back to question #15 for the breakdown of training & conference expenses
26.	GJ	Miller-Driscoll What is Parent Activity for \$1000?	This line includes materials and supplies for parent meetings such as orientations, parent coffees, curriculum nights and other parent training.
27.	GJ	Miller-Driscoll Increase is Digital Upgrades? New software?	The increase is due to the fact that Digital Resources are now purchased and managed centrally for all schools.

28.	GJ	<p>Miller-Driscoll Why is training \$80,000 vs the \$66,000 of Cider Mill and \$35,000 of WHS? Can you cut some - seems high</p>	<p>The two biggest costs in the area of training and conferences in the MD budget include Responsive Classroom Training and Teachers College Reading/ Writing Project. The teachers at MD have not received any systematic training in the area of classroom management and behavior. Cider Mill utilizes Responsive Classroom and has received training over the past several years. In an effort to have a more cohesive program PreK-Grade 5 and provide support to my teachers in the area of behavior and social emotional learning, I would like to have our teachers trained in Responsive Classroom.</p> <p>There is a similar rationale for utilizing the Teachers College Reading/Writing Project.</p> <p>Other expenses include the training in science given the new science units based on the NGSS and the support of Bill Prebble in the area of School climate.</p>
29.	GJ	<p>Miller-Driscoll How much if add back the Social Worker?</p>	<p>Addition of 1.0 Social Worker would be \$124,000 - but please note only .5 of the social worker would be at MD. The other .5 would be at CM.</p>
30.	GJ	<p>Cider Mill What is Co-curricular Activities? - \$70,104 incr of</p>	<p>These fund our after school enrichment clubs and our intra-murals in the morning.</p> <p>The only "new" club stipends are to support the CMTV with additional staff and to add a Garden/Zero Waste Club to support the district/town Green Initiative.</p>
31.	GJ	<p>Cider Mill Substitutes-Cert Other SL & PD AND Sick Leave - What is this and why so high? \$92,000</p>	<p>See the answer to question #40</p>

32.	GJ	Cider Mill Line 1105/3221 ENG Notes cost amounts don't match the \$26,660	The itemized breakdown that was initially submitted totaled \$39,000 - we reduced this amount by \$12,400 resulting in the \$26,660 proposed budgeted amount. We will update the description accordingly.
33.	GJ	Cider Mill \$3000 Training SBAC, NWEA/MAP	This training would support our literacy units of study that help prepare our students for the required district and CT State summative assessments. This year, the district supported Mary Ehrenworth from Teachers College as a trainer. We would like to continue with similar future training.
35.	GJ	Cider Mill Line # 1209 & 1270 What is the actual number of children served? It's not the whole school	<p>At Cider Mill, each reading interventionist services between 25-35 (approximately 100-125 total) students not meeting district benchmarks in the area of reading (below the 60th percentile on MAP). Our math interventionists services approximately 35-40 students performing below the 40th percentile on MAP scores.</p> <p>As for gifted, we do not have a formal gifted program so can not quantify exact numbers. I can share that students who do not receive intervention or resource room all have the opportunity to participate in a Renzulli WIN-block. However, this is a flexible and data-driven process, based on what students need.</p>
36.	GJ	Cider Mill Gifted teacher salary elsewhere?	We don't have a gifted teacher. We have an IL position (program 1270) - she supports the identification process and helps coordinate our Renzulli Learning program and after-school enrichment clubs.
37.	GJ	Cider Mill Line 1450/1111 School Store SB revenue (esp manned by PTA), not under salary?How much for each?	We have a club that runs our school store. They do the research, advertising, ordering and learn about supply/demand through the school store. As with all clubs, we pay a stipend to run the club. We have parents help run the school store during the lunch waves 2 days/week to collect funds from students .

38.	GJ	Cider Mill Can we raise Participation fees?	Questions about participation fees (whether to have them and, if so, how much they should be) arise annually. If the Board would like to study this further we can pull together a committee to conduct research and propose a recommendation.
39.	GJ	Cider Mill Why does lawn mower & Power washer fall under school shouldn't be Town \$	These particular pieces of equipment are needed solely for district use. Equipment used across multiple town properties are in the Town budget.
40.	GJ	Cider Mill Why is the Substitute sick leave \$92,000?? Its \$32,000 WHS & \$60,000 MB. Why is Cider Mill different?	The \$92,000 includes sick time as well as Interns that are assigned to Cider Mill. Cider Mill has more interns than the other schools.
41.	GJ	WHS xxxx-1118-20 What is stipend for? \$16450	These stipends are for Instructional Leader positions for each department.
42.	GJ	WHS Pg 2, Why is the Revenue of facilities less than the Expense? Is there a break out of Custodial costs?	The Revenue of (70,000) represents the amount we anticipate collecting for Parking Fees (30,000) at WHS and Use of Building rental Fees (40,000). The Expense (127,547) is for Athletic rental of facilities costs (ice hockey, skiing etc.) Although the accounts are similar they do not offset each other.
43.	GJ	WHS 2400-8910-20 (Supervisory) Assemblies & Graduation what does the cost \$19,650 cover?	Caps and Gowns for faculty \$2,900 Rental Chairs \$1,800 Police and Custodial fees \$2,350 Sound System rental \$2,300 Program and ticket printing costs \$2,100 Diploma Covers \$2,500

			<p>Printing of Diplomas \$1,500</p> <p>Supplies needed for graduation reception and awards assembly \$1,700</p> <p>Protective materials for synthetic field \$2,500</p>
44.	GJ	<p>WHS</p> <p>2400-6101-20 (Supervisory)</p> <p>What is Printing ? Why increase of 1600?</p>	<p>Two printing projects totaling \$1800 (WHS Profile and Program of Studies) were previously under account 3250 Parent Activities. They have been re-classified into the correct account of 6101 Printing & Publishing.</p>
45.	GJ	<p>WHS</p> <p>1108-6100-20 (PE)</p> <p>Why gen supplies jumped from \$839 2017 to \$3600 2018?</p>	<p>\$839 was the 2016-17 actual cost. The budget freeze last year may have prevented the department from spending what they had budgeted. The 2017-18 budgeted amount was \$3600 and the 18-19 budgeted amount is \$3708. The department increased their safety equipment request by \$108.</p>
46.	GJ	<p>WHS</p> <p>1114-5820-20 (Music)</p> <p>What is the Field Trip for \$9350</p>	<p>Away games: 16 @ \$350 = \$5,600</p> <p>Community service, Ogden Meadows, etc: 6 @ \$115 = \$690</p> <p>Transition- Band, Orchestra, Choral groups: 8 @ \$120 = \$960</p> <p>Football Playoffs: 7 @ \$300 = \$2,100</p>
47.	GJ	<p>WHS</p> <p>1122-1110-20 (PLTW)</p> <p>Why the salary increase of \$17,696 with same FTE of 0.60 and 7 less students</p>	<p>The business office mistakenly based the projected salaries off a 0.8 FTE, not 0.6. Thus the actual salary increase will be only \$3,306, in accordance with contracted salary increases.</p>
48.	GJ	<p>WHS</p> <p>1209 (Academic Intervention)</p> <p>Shouldn't the Other Certified FTE be a change of -1.00</p>	<p>It is a -1.00 change: 17-18 Other Certified FTE was 1.0 and 18-19 Other Certified FTE is 0. This is because the 1.0 Humanities Coach got moved to a different account (1208 Instructional Coaching).</p>
49.	GJ	<p>WHS</p> <p>1420-4420-20</p> <p>Why is Athletics here and not under Athletics?</p>	<p>This is the Athletics summary page - it contains the totals of all the accounts that are utilized in the individual sports.</p>

50.	GJ	WHS Why is Athletics here and not under Athletics?	Duplicate question see #49
51.	GJ	WHS Should there be a rental for the boys Swim team	In the budget that was proposed, \$1250 is budgeted as a rental for boys swimming. This fee has been charged to WHS in past years to use the New Canaan YMCA for the members of the swim team who dive. The renovation being done to the Wilton YMCA will be completed by the Winter season, therefore we do not need additional rental money for the boys team.
52.	GJ	WHS Why isn't the advertising for the Stadium reflected in Education budget if revenue for rentals are?	The Town of Wilton manages the stadium. Advertising funds are intended to be used to cover the cost of future repairs and field replacement.
53.	GJ	<p>I don't understand the Transportation costs and Per Pupil Expenditure:</p> <p>Football - 85 Students \$9100 transportation and 1261 per pupil Expenditure</p> <p>Basketball - 32 Students \$6904 Transportation and 1072 per pupil exp</p> <p>Cheer - 50 Students \$ 3605 Transportation and 338 per pupil</p> <p>Also, don't the cheerleaders go to the same football (and basketball) games?</p>	<p>Football uses two buses for each varsity away game, one bus for each JV game, and one for each freshman game. In a typical season each football team will have 5 away games.</p> <p>Basketball uses one bus for each away game. The Freshman team travels alone as these games finish early. The JV and Varsity travel together and they will typically have 10 away games.</p> <p>Cheerleading is a two season sport, The number of student/athletes is doubled. We currently have 50 cheerleaders that we budget for: 25 for the Fall season and 25 for the Winter season. For football season, the Cheerleaders only travel to away games. For basketball, they will only travel to major events. During the Winter season, the cheerleaders will travel to their own competitions which are approximately 4 away competitions each year.</p>

54.	GJ	Special Services What is additional time for \$68,000? (1210/1211/1116)	This account provided funding for additional time for certified staff. This time includes summer training, summer work, and after school hours to provide professional development and department planning.
55.	GJ	Special Services Additional time for \$51,250? What is it and what the \$21,250 increase? (1210/1250)	This account funds additional time for classified staff (paraprofessionals). A small amount of this funding is for training that must take place outside the school day. The majority of this funding is used to hire paraprofessionals to support children with disabilities who need additional assistance in order to participate in extra-curricular and co-curricular activities outside the contract day of the paraprofessionals. If a student requires this type of assistance we are obligated by federal law to make all aspects of the district's program accessible to students with disabilities.
56.	GJ	Special Services Additional time Pre-K for \$40,000?	This funding is used to provide professional learning opportunities to certified staff at the MD preschool
57.	GJ	OT at 0.3 is that from Miller-Driscoll? If so, for \$2635 can we add it back?	In order to restore the .4 OT reduction the BOE would need to return \$35,000
58.	GJ	Special Services (150,000) is this the tuition for Pre-K typical peers?	Yes. This is the estimated tuition that will be collected for the students attending the MD Preschool on a tuition basis.
59.	GJ	Special Services Can you explain social worker services as classroom teachers	See #2 for description of school social worker responsibilities.

60.	GJ	Why is training \$120,000 with an increase of almost \$55,000	I have developed a professional learning plan that includes special education teachers (continue the Orton-Gillingham Certification) School Neuropsychological Training Ross Greene (Collaborative and Proactive Solutions) training to support teachers in working with students with disruptive behaviors A small amount of funding for Speech and Language Pathologists and OT/PTs to attend workshops in their specialty
61.	LS	WHS If there isn't money in the budget to buy the textbooks for the ECE family course, will WHS still offer that class? Is there any discussion about cutting other new courses?	We still intend to offer the ECE Human Development course. Since we cut the textbook funding from the WHS budget, I want to pay for the books with the Perkins Grant funds. We discussed cutting new WHS courses for the first time during our district budget meeting on Friday, January 26. We did not reach a decision to do so and plan to offer the new courses at this time.
62.	LS	Cider Mill's budget assumed that next year's IEPs would not need as much staff. If that does not happen, how will that gap be covered?	The projected need for paraprofessionals across the district will be reassessed after all IEPs are developed and adjustments will be made to meet the needs of IEPs.
63.	CF	Special Education With 13.7 percent of Wilton's students receiving special services, we are above all neighboring communities, and we are also above the state average of 13 percent. We are also above average with regard to number of students with 504 plans. We hear anecdotal evidence of families moving to Wilton because of our generous SPED program. Can you please address reasons for Wilton's above-average SPED population?	Based on VERY preliminary assessment of this issue I believe that there is evidence that students are being over-identified with disabilities. While I understand that Wilton's special education department holds a well-deserved reputation for providing appropriate services, the current prevalence rate under both IDEA and 504 is more likely a product of the need for a more robust level of support (particularly at the middle and high school levels) and a more flexible continuum of services to meet student needs so that students and their parents do not feel like special education is the "only game in town" for students to get their individual needs met. As I work with staff at all levels to address comprehensive evaluations, interventions, progress monitoring, and decision-making we will be able to better understand this number and address the needs of our families.

64.	CF	<p>The DMC report noted that struggling readers learn best from qualified reading instructors, rather than from paraprofessionals who usually do not have specific training in reading instructions. Please comment with regard to what has been done to improve the quality of reading instruction, and how this has affected the budget.</p>	<p>Struggling readers who receive academic intervention services are taught only by certified remedial reading teachers, not paraprofessionals. As a result of the DMC recommendations we also have made substantial changes to the process and content of reading intervention. We now have universal screening for all students in reading grades K-10 (MAP/PSAT), a consistent district-wide data review and placement process, and a well-articulated diagnostic assessment and intervention program to ensure that students transition smoothly between schools. Data indicate that students who receive intervention on average are exceeding their projected academic growth on both the MAP and SBAC (i.e., we are closing the achievement gap for the majority of these students). Please refer to the Academic Intervention cost centers (program # 1209) for the budget breakdown at each school.</p>
65.	CF	<p>The DMC report noted an inordinate amount of staff time spent on paperwork and other administrative tasks. Please comment on how this has been addressed, and if improved time-management has helped control costs.</p>	<p>IDEA and 504 have many requirements for meetings and paperwork. The schools have been working on ways to streamline meetings, provide technology to staff to support required paperwork, and address the number of meetings needed. This is ongoing work that requires further analysis to ascertain the root cause and address it.</p>
66	CF	<p>The DMC report found that teacher to student ratios were excessive in many areas including speech and occupational therapy and use of paraprofessionals. Have we taken steps to adjust staff allocation, and how, if at all, has our budget been affected?</p>	<p>As discussed in our budget workshop we need to develop guiding principles, staffing standards, and a proposed plan for how to move from where we are now to a standard staffing model that meets the needs of students with disabilities and that the community can understand and support. This work is underway and will be shared with the BOE and community prior to the 19/20 budget season</p>
67.	CF	<p>The proposed budget calls for a \$60,000 expenditure for an additional study by DMC.</p>	<p>This is NOT a study, but a follow up to review what has been done to date to address the 5 recommendations and to work with us the next level of work.</p>

		Please comment on why the administration believes this is necessary	
68.	CF	Please comment on SPED transportation costs, which are roughly \$1 million. Are there opportunities to share costs with surrounding districts, to re-configure routes?	We currently work to share costs whenever possible. The best way to decrease the cost of special education transportation is to build and support a broader continuum of special education services in our public schools and decrease the reliance on private schools to provide services.
69.	CF	The Board was made aware of increased levels of anxiety, including among our Pre-K and MD students. Yet a recommendation was made to eliminate a social worker position. How will these mental health needs be addressed with one fewer staff member? Does it make sense to maintain such a high number of paraprofessionals when such an urgent need exists?	As a community and a school district we must begin to understand and address the rising number of students who are negatively impacted by anxiety and mental health issues and address their needs. The decision to reduce the budget for special services was one where we needed to make very difficult decisions to reduce funding. We worked in consultation with the building administrators and we discussed whether we could reduce paraprofessionals and maintain certified staff and determined that this was the choice given all bad choices.
70.	CF	District The number of non-English language speakers has more than doubled in the past four years, with 33 students currently enrolled whose first language is not English. We have one ELL teacher. By not increasing ELL staffing levels, especially in the early grades where reading skills are imparted, are we essentially setting ourselves up to incur higher long-term SPED costs?	With the current staffing level (i.e., 1 FTE) there is no available time for the ELL teacher to collaborate with grade-level and content area teachers, making ELL instruction less effective and less informed. There are also fewer opportunities for the ELL teacher to confer with building-level administrators on standardized testing of ELL students. It is important to note that the Every Student Succeeds Act (ESSA) has strict and ambitious growth targets based on yearly progress on the Connecticut LAS Links (a measure of student language proficiency) and the possibility exists that the district could report insufficient progress. So it is certainly likely that ELL students may be referred more often for consideration for special education supports and services.

72.	CF	<p>District</p> <p>Is any state or federal funding available to help offset the costs of ELL instruction?</p>	<p>Part A of Title III is officially known as the English Language Acquisition, Language Enhancement, and Academic Achievement Act. It is specifically targeted to benefit Limited English Proficient (LEP) children and immigrant youth.</p> <p>The amount of funding each state receives is determined by formula derived from the number of LEP and immigrant students in that state. The grant is divided into subgrants made available to local districts within the state. In order for a district to receive Title III funding, it must reapply each school year, providing data with respect to the size and progress of the LEP population.</p> <p>We currently receive approximately \$1300/year, distributed through a consortium of districts administered by Cooperative Educational Services (CES). The funds are used to offset the costs of instructional materials and resources.</p>
73.	CF	<p>The proposed budget maintains all existing coaching positions, despite concerns raised by some (anonymous) staff members about the program's effectiveness. In addition, some members of the community have questioned spending such a significant amount on an unproven initiative. Why does the administration believe the coaching program is so important? What proof do we have that is helping to improve teaching and student learning? If we were to eliminate the coaching program, would that be a \$1 million savings, or would we in fact spend even more by relying on out-of-district professional development?</p>	<p>Kathy Coon - When staff were asked by the superintendent at a recent visit what they wanted to celebrate, all of the coaches were celebrated. Teachers commented on how the work they do with their coaches helps them improve instruction to meet the needs of all of the learners in their classrooms. As administrators we set the expectations for what we would like to see in the classrooms, the coaches provide the professional development and the support needed to meet those expectations, and we administrators then observe those changes/improvements when we visit classrooms. A great cycle of continuous improvement!</p> <p>We have also made significant changes to the coaching model for the 2017-18 school year. All of our coaches are members of the Leadership Team that also includes PreK-2 grade level team leaders, mental health, a representative from our specials staff and administrators. This team works to analyze data, draft the strategic improvement plan and plan and implement the IET process. In addition, our Humanities Coaches are assigned to a specific grade level and have become an integral part of each grade level team. They attend IET's,</p>

grade level meetings, and facilitate program days by grade level. All of the coaches also deliver professional development to the staff using “Pop-Up” PD, coaching cycles, unit planning, and response time to ensure all teachers have both choice in their professional learning and get what they need to implement the curriculum utilizing best practices. Coaches also participate in the curriculum review process and then work with district coordinators to implement the changes needed.

Jen Mitchell - Cider Mill has had great success with the coaching roles in conjunction with our IETs. The coaches have collected feedback from teachers that support the notion that coaching has supported the change in instructional practices over the past few years. When CM administrators conduct evaluations we are looking to see transfer of new instructional methods through Adult Action Indicators that demonstrate what new practices “look” like. Administrators continually see growth and this growth was also identified through the observations of the TriState report. We invite all BOE members to come and visit our school to observe the work first hand! Research has clearly demonstrated that coaching is the most effective form of PL:

Professional Development Outcomes

PROFESSIONAL DEVELOPMENT ELEMENTS	KNOWLEDGE LEVEL <small>(Estimate percentage of participants understanding content)</small>	SKILL ATTAINMENT <small>(Estimate percentage of participants demonstrating proficiency in the instructional practices)</small>	TRANSFER TO PRACTICE <small>(Estimate percentage of participants regularly implementing instructional practices in the classroom)</small>
Theory (e.g., presenter explains content—what it is, why it is important and how to teach it)	10%	5%	0%
Demonstration (e.g., presenter models instructional practices)	30%	20%	0%
Practice (e.g., participants implement instructional practices during the session)	60%	60%	5%
Coaching (e.g., participants receive ongoing support and guidance when they return to the classroom)	95%	95%	99%

Bruce Joyce and Beverly Showers. Student Achievement through Staff Development (3rd ed. 2002).

Lauren Feltz - Middlebrook is in the midst of a significant shift instructionally to meet WPS's vision of a *student-centered, constructivist approach* to learning. This has driven a *model shift* which has different labels in different disciplines:

- ELA: Reading Workshop and Writing Workshop
- Math: (In-house we use "anchor task" or "Ban Har-style)
- SS: Inquiry approach
- Science: Next Gen

The upshot is that teachers are changing not only *what* they are teaching but also *how* they are teaching. How we assess student learning is also shifting to assess how students apply learning to novel tasks.

In order to make and maintain these shifts, teachers need initial scaffolding and ongoing support and feedback. While celebrating the vast expertise held by our staff, we need to support them as their practice evolves to ensure alignment horizontally and vertically as well as "big picture" alignment with the district vision.

Having this learning and support uncoupled from teacher evaluation is critical in creating a safe learning environment for our teachers as adult learners.

Middlebrook would welcome BOE member visits to speak with members of our Humanities department about how coaching is going this year or to sit in on a coaching session.

Don Schels - At WHS, coaching has provided invaluable embedded professional development that is helping us shift towards more learner-centered classrooms. Our coaches target specific teaching and learning needs (such as close reading and argumentative writing, in the humanities, and the rigors of the new Singapore Math, in mathematics) and partner with teachers to build capacity. I see the impact of our coaches in our classrooms. Active learning

strategies are more prevalent now than in the past. I see more students involved in essential, student-directed inquiry than I have in the past. In many cases, when I follow up with the teacher about development of those strategies, the teacher credits the impact of the coaches. We still have work to do in moving towards even more vibrant student-centered learning; coaching affords a bundle of services and supports that will move this forward. Our coaches curate professional resources for teachers, lead “lab site” collaborations, work one on one with teachers who request instructional support, help design curriculum, analyze data and liaise with our outside consultants. All of that translates to an amalgam of expertise that is then conferred on teachers. It is not clear that traditional professional development yields immediate results in the classroom, but coaching provides practical guidance that directly influences the experiences of our students.

Chuck Smith - It is difficult to quantify with any certainty the savings that would be realized if we eliminate the coaching program, but we would definitely need to provide alternative means for professional learning. One option would be to provide teachers with access to more in-district and out-of-district workshop-type opportunities, which would involve tuition, travel, and substitute costs. We would need to be mindful that this option may involve teachers being out of the classroom more (one benefit of having a coaching program is that it does not require, in most cases, that the teacher miss classroom instruction) and it is a less effective method of helping teachers to implement new professional learning (i.e., the cost may outweigh the benefit). We would therefore probably need to couple this with a second option of having outside consultants provide coaching services directly to teachers, which could be quite costly given the current rate most qualified coaching consultants are now charging (in the range of \$2000-\$4000/day).

74.	CF	WPS continues to employ a large number of paraprofessionals, despite guidance from DMC that paraprofessionals do not help raise student achievement. Please address the thinking behind the continued reliance on paraprofessionals, especially in light of strong need by a large number of students for math and reading intervention.	I agree that paraprofessionals do not raise student achievement. There are, however, students who require paraprofessional support for many other reasons. We are working with staff at each building to develop decision-making protocols that identify needs and teach independence at the earliest levels. As discussed in previous questions I would argue that in order to reduce this overreliance on paraprofessionals we need to work with teachers and administrators to develop a continuum of services and supports that lead to independence. This must be done over time to be successful.
75.	CF	The Board was informed that there are currently 680 students who would benefit from math or reading intervention, but are not currently receiving services. It has been suggested that an expansion of the Middlebrook AIM course might alleviate some of this problem. Please comment on the district's thoughts for addressing this issue, and the cost of providing the required services.	<p>It would be cost-prohibitive to provide math intervention services to all 680 students (i.e., interventionists' caseloads should not exceed 30-40 students, so we would require approximately 20 more math interventionists).</p> <p>An alternative strategy might be to provide instructional support to larger groups of students in addition to their regular math class. At Middlebrook the AIM program involves one additional math teacher who provides support to students who are below grade level but do not receive math intervention services. The class previews and reviews grade-level content and provides some support in the general skill areas that most of the students demonstrate relative weakness. Students drop some electives (e.g., S.T.R.I.D.E. classes) in order to participate, and participation is voluntary (i.e., parents consent to participation). The class size reflects the guidelines for typical classrooms.</p> <p>This general model of instructional support for math would need to be adapted to the structures and schedules of the elementary schools and WHS, but would most likely involve the addition of 3 FTEs (approximately \$294, 000).</p>
76.	CF	Spending on substitute teachers continues to increase. What can be done to reduce the need for substitutes, especially in providing	In looking at all of the substitute lines for certified staff, the budget is actually close to, or even lower than, the previous year. We attribute this to the work we have done so far to streamline IEP meetings and to be more mindful in

		coverage for teachers who must attend meetings during the school day?	scheduling professional learning opportunities. We will of course continue to work on efficiencies moving forward.
77.	CF	Athletics Budget calls for reduction in coaching levels in certain sports. Does this present an increased risk to athlete safety? Are there FCIAC or CIAC guidelines for "safe" coaching levels per sport?	The salaries for two additional field hockey coaches were approved during the 2017 season. Due to current budget constraints, these positions were eliminated. The previous head field hockey coach, along with her staff, resigned in the summer. We were fortunate enough to find 6 qualified candidates and felt that having all 6 as coaches would make the transition more effective for all parties involved. For the question related to concerns to athlete safety, please refer to the answer provided in question #12.
78.	CF	Athletics How does Wilton's current rate of participation fees compare to fees imposed at other DRG-A schools?	Athletic Directors from DRG-A schools were contacted to provide information on their Participation Fees. The results are as follows: <u>DARIEN</u> - No base Pay-to-participate Boys/Girls Hockey - \$1025 Skiing - \$400 Squash - \$725 Sailing - \$375 <u>JOEL BARLOW (Easton/Redding)</u> - \$65/season with a \$240 family cap <u>RIDGEFIELD</u> - \$225 for all sports <u>STAPLES</u> - NONE <u>WESTON</u> - \$100/season with a \$400 family cap <u>NEW CANAAN</u> -No base Pay-to-participate Girls Hockey-\$450 Boys Hockey- Varsity \$600/JV \$300

79.	CF	<p>Athletics</p> <p>How competitive is Wilton with other DRG-A districts when it comes to coaching salaries?</p>	<p>DRG A - Base Pay for Coaches.</p> <table border="1" data-bbox="898 215 1961 683"> <thead> <tr> <th>2017-18</th> <th>I</th> <th>II</th> <th>III</th> <th>IV</th> <th>V</th> <th>VI</th> <th>VII</th> <th>VIII</th> <th>IX</th> <th>X</th> </tr> </thead> <tbody> <tr> <td>Darien</td> <td>\$6,968</td> <td>\$5,709</td> <td>\$5328</td> <td>\$4,892</td> <td>\$3,601</td> <td>\$3,229</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Joel Barlow</td> <td>\$7,192</td> <td>\$6,363</td> <td>\$4979</td> <td>\$3,873</td> <td>\$3,044</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>New Canaan</td> <td>\$9,646</td> <td>\$8,682</td> <td>\$7,718</td> <td>\$6753</td> <td>\$5,788</td> <td>\$4,824</td> <td>\$3,859</td> <td>\$2,894</td> <td></td> <td></td> </tr> <tr> <td>Ridgefield</td> <td>\$7,221</td> <td>\$6,482</td> <td>\$5052</td> <td>\$4,510</td> <td>\$3,524</td> <td>\$3,179</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Staples</td> <td>\$7,621</td> <td>\$6,947</td> <td>\$6029</td> <td>\$5,040</td> <td>\$4,703</td> <td>\$4,802</td> <td>\$4,270</td> <td>\$4,120</td> <td>\$3,520</td> <td>\$3,029</td> </tr> <tr> <td>Weston</td> <td>\$7,103</td> <td>\$6,771</td> <td>\$5209</td> <td>\$4,167</td> <td>\$3,125</td> <td>\$2,864</td> <td>\$2,604</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Wilton</td> <td>\$7,878</td> <td>\$6,300</td> <td>\$5,516</td> <td>\$5116</td> <td>\$4,472</td> <td>\$3,439</td> <td>\$3,102</td> <td>\$2,411</td> <td>\$2,071</td> <td></td> </tr> </tbody> </table> <p>Category I – Head Football All Schools</p> <p>Category II – B&G Basketball, B&G Ice Hockey, B&G Lacrosse (Wilton) B&G Basketball, B&G Ice Hockey, B&G Lacrosse, Volleyball (Darien) B&G Basketball, Indoor Track (Ridgefield) B&G Basketball (Staples, New Canaan) B&G Basketball, B&G Ice Hockey, Wrestling, Gymnastics (Joel Barlow) B&G Basketball, Boys Swimming and Diving, Indoor Track (Weston)</p> <p>Category III - Baseball/Softball, B&G Soccer, Gymnastics (Wilton) Baseball/Softball, B&G Soccer, Gymnastics, Wrestling, B&G Lacrosse, B & G Outdoor Track, Field Hockey, Girls Swim, Volleyball, Ice Hockey (Weston) Baseball/Softball, B&G Soccer, B&G Lacrosse, B & G Outdoor Track, Field Hockey, Cheerleading, Cross Country, Golf, Ski Team, Swimming, Volleyball (Joel Barlow) Baseball/Softball, B&G Soccer, Gymnastics, Wrestling, B&G Lacrosse, B & G Indoor & Outdoor Track, Field Hockey, B&G Swim, Volleyball, Ice Hockey (Staples) Baseball/Softball, B&G Soccer, Wrestling, B&G Lacrosse, B & G Outdoor Track, Field Hockey, B&G Swim, Volleyball, Ice Hockey (Ridgefield) B&G Basketball, B&G Ice Hockey, B&G Lacrosse (New Canaan)</p>	2017-18	I	II	III	IV	V	VI	VII	VIII	IX	X	Darien	\$6,968	\$5,709	\$5328	\$4,892	\$3,601	\$3,229					Joel Barlow	\$7,192	\$6,363	\$4979	\$3,873	\$3,044						New Canaan	\$9,646	\$8,682	\$7,718	\$6753	\$5,788	\$4,824	\$3,859	\$2,894			Ridgefield	\$7,221	\$6,482	\$5052	\$4,510	\$3,524	\$3,179					Staples	\$7,621	\$6,947	\$6029	\$5,040	\$4,703	\$4,802	\$4,270	\$4,120	\$3,520	\$3,029	Weston	\$7,103	\$6,771	\$5209	\$4,167	\$3,125	\$2,864	\$2,604				Wilton	\$7,878	\$6,300	\$5,516	\$5116	\$4,472	\$3,439	\$3,102	\$2,411	\$2,071	
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80.	CF	<p>Technology Please address the request for increased expenditures on contracted services.</p>	<p>Contracted services rose due to the addition of additional network support and the reduction of an FTE. Contracted Services in the Library Learning Commons are due to Gaggle Subscription and transfer of Naviance to a centralized budget.</p>						
81.	CF	<p>Digital Learning The current budget defers updates to the library collections at Cider Mill and MD, collections that date back to 1998. This seems to be a significant disservice to our students. Please comment on the cost to make these updates, and the consequences of continuing on the present course.</p>	<p>The answers provided to questions #4 and #11 address the need for additional funds to update library books at Cider Mill and Miller Driscoll. Deferring the updates will result in an even older collection - and a significant disservice to our youngest students who are at a critical age to develop a love of reading.</p>						
82.	CF	<p>Digital Learning Wilton has been cited as a pioneer in transforming our libraries into learning commons. Yet it seems all that progress will come to a stop. Please comment on LLC projects that have been deferred in this budget, and the impact on student learning.</p>	<p>Wilton is deferring the following upgrades - slowing our progress in our effort to transform our libraries into Learning Commons:</p> <table border="1" data-bbox="898 1263 1948 1481"> <thead> <tr> <th>School</th> <th>Amount Deferred</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Miller Driscoll</td> <td>\$30,000</td> <td>The Miller Driscoll Learning Commons is the only learning space that was not included in the school renovation. As a result, although our LLC staff is doing outstanding work with</td> </tr> </tbody> </table>	School	Amount Deferred	Impact	Miller Driscoll	\$30,000	The Miller Driscoll Learning Commons is the only learning space that was not included in the school renovation. As a result, although our LLC staff is doing outstanding work with
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83.	CF	<p>Miller-Driscoll How many classrooms at MD are currently vacant/unused?</p>	<p>There are no vacant or unused rooms. There are 8 classroom spaces that are currently allocated for other uses including a STEAM Lab, two coaching offices, a faculty workroom, and two special education classrooms. There are also two classrooms dedicated for use by Continuing Ed.</p>									
84.	CF	<p>Miller-Driscoll How does tuition for “typical” pre-school students compare with fees charged by other Wilton pre-schools?</p>	<p>CDSW: 3 day 3’s- \$5175, 4 day 4’s- \$7100, 5 day 5’s - \$8990 Zion’s: 5 day 3’s- \$8540, 5 day 4’s- \$7808, 5 day 5’s- \$7884 Create: 5 days 3-5’s- \$7080 Other Comparable Programs: Westport Stepping Stones: 5 day 3’s- \$6529, 5 day 4’s- \$10,071 Darien Early Learning Program: 4 day 3’s and 4’s- \$6365 New Canaan Public Preschool Program: 4 day 3’s- \$4500, 5 day 4’s-\$5200</p>									

85.	CF	<p>Cider Mill</p> <p>Budget calls for continued service with Jennifer Serravallo at a cost of \$4,300 for 4 days. This is in addition to continued services with Bill Preble, and Columbia Teacher's College. Please explain why these services are necessary, and whether lower-cost options are available.</p>	<p>Jenn Serravallo has provided consistent professional learning that has supported our school improvement initiative in the area of literacy over the past 6 years. The consistency is critical for continuous growth. Next year, we are reducing her number of days by half since we are hopefully becoming a Teachers College Project district. The remaining 4 days with Jenn will focus on utilizing her reading assessment tool which mirrors more authentic reading tasks than the F&P which we currently utilize as our reading benchmark assessment.</p> <p>Bill Preble's work is around the area of School Culture and Climate. We can review ways to reduce the number of days with Kim Zemo if needed, but have seen a positive impact on our data with our work with Dr. Preble over the last few years.</p>
86.	CF	<p>Cider Mill</p> <p>I note the modest expenditure on Renzulli materials. In a perfect world, how much would we spend annually on gifted enrichment? Do we have any statistics about the number of gifted students who leave the Wilton schools because they feel they are not challenged enough?</p>	<p>Ideally, I would love additional staff in the form of coaches to support teachers in the process of modifying curriculum to better meet the needs of our gifted learners. This staff person could also provide targeted and flexible small group instruction that is differentiated for this group of students. In large classes, additional highly-qualified staff would help us to better personalize learning for all students.</p> <p>To my knowledge, we do not currently collect data on the number of families who leave Wilton due to the lack of a gifted program.</p>
87.	CF	<p>Middlebrook</p> <p>I am concerned we are allowing our contract to lapse for online access to math textbooks. This seems to be a step backward, and a tremendous inconvenience for students and teachers. How much would it cost to renew the contract?</p>	<p>Our needs would be fully met with \$12,900.00</p>

88.	CF	<p>WHS 1460-20 (Night School) Please comment on cost per student for the 15 students who receive night school services.</p>	<p>There is no Night School budget for 2018-19. The Night School will become the Alternative High School, a separate entity from the Wilton High School program.</p>
89.	CF	<p>District WPS has seen a steady decline in enrollment over the past several years — roughly fewer 300 students — yet the number of administrators has remained constant. Please address the rationale for our current staffing level. Also, please provide a comparison of administrative staffing levels for DRG-A schools with similar enrollment.</p>	<p>In progress.</p>
90.	LR	<p>Athletics A spreadsheet showing sport by sport what items are expenses included in the proposed budget versus items paid for by parents and/or booster clubs. For example, we discussed that for football, the field, uniform and all equipment is provided by the school vs. in hockey we rent ice time, provide uniforms, but parents provide pads and equipment. Please include what the booster dues are for each sport and what expenses the booster clubs pay for and/or donate to the sport.</p>	<p>Due to the high complexity of this question, I did not have adequate time to prepare a full response. In an effort to respond accurately, I have reached out to all the booster organizations to inquire about their dues and the expenses for which they pay. I intend to provide the Board with an accurate spreadsheet next week, if not sooner.</p>

91.	LR/GH	District A chart showing the 1 to 2 top priority items each Principal, Athletic Director, Assistant Superintendents, and Superintendent would add to their budget if the money was available and it was approved, along with a very brief explanation as to why or what would be the impact of adding these items.				
				Cost	% ad to Budget	Rationale
			1.0 SW	124,000	.15%	See Q. #2
			1.0 ELL	86,000	.10%	Recent dramatic increase in students requiring ELL services
			1.0 Sped Secretary	63,000	.08%	Required clerical support to ensure IEP accuracy and adherence to legally required deadlines
			Textbooks	61,000	.07%	Digital subscription for math textbooks and updated texts for several HS courses
			Alt HS	500,000	.6	See #10

92.	DL	<p>Thank you for all the staffing information included in the budget documents. Is it possible to provide a simplified overview of staffing increases and decreases, divided into certified and non-certified, for the past 3 – 4 years? A summary chart something like below (of course use format and categories you think work best). District totals and also by site if possible. Brief explanations would help me see the impacts on staffing from programs, priorities, strategies, enrollment, cost-saving measures, reorganization, etc</p>	In Progress
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