

REVISED MINUTES – February 6, 2019

See bolded paragraph on page 2.

Please Note: These are revised minutes which are pending Board approval.

**Board of Education
Newtown, Connecticut**

Minutes of the Board of Education special meeting on January 30, 2019 at 7:30 p.m. in the council chambers at 3 Primrose Street.

M. Ku, Chair	L. Rodrigue
R. Harriman-Stites, Vice Chair	J. Evans Davila
D. Cruson, Secretary	R. Bienkowski
D. Leidlein (7:38)	4 Staff
J. Vouros	2 Public
A. Clure	1 Press
D. Delia	

Mrs. Ku called the meeting to order at 7:30 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Public Hearing on 2019-2020 Budget – none

Item 3 – Budget Discussion

Mrs. Ku thanked Dr. Rodrigue and the administration for answering the Board's questions. Dr. Rodrigue stated that this is a reasonable budget and re-emphasized what she has done to bring teaching and learning in alignment with our strategic plan. This budget hosts additions to paraeducator hours to support our students, a .25 reading interventionist at the elementary level and a language arts specialist in the middle school. Psychologist support has been added for Reed and we are maintaining our focus on stem at the high school, middle school and Reed. She is meeting with members of the Teacher Forum and Climate and Culture groups to look at the special education action steps and has also met with principals and paraeducators.

There are concerns around vertical articulation, cohesiveness and guidance needed in Newtown. We need to support our infrastructure to support our interventions which staff wants and focus on student achievement. She provided copies of the job description for the Assistant Superintendent and Director of Teaching and Learning positions and pointed out that both are meant to work symbiotically and collaboratively.

Mr. Bienkowski spoke about changes in transportation over the years and the use of propane vehicles.

Mrs. Vadas addressed the types of fuel the buses are using.

Mr. Clure asked the mileage for diesel and propane.

Mrs. Vadas said it was 5.5 miles per gallon for propane and 7.5 miles per gallon for diesel.

Mr. Delia asked why we weren't putting Project Lead the Way costs under curriculum and instruction instead of under science.

Dr. Rodrigue said that was because it is science related and science teachers are teaching the course.

Mr. Bienkowski said that is also being consistent with the practice of using department accounts.

Mrs. Harriman-Stites asked Mr. Delia if there was a reason why it was important to him where it was budgeted.

Mr. Delia felt that inflates that department's budget and worries about that in the future. He doesn't want it spent on a department when we have a curriculum account. He also asked for clarification for ice hockey in the amount of \$14,800 for ice time in season.

Mr. Memoli stated that was for any ice time used for practice. We also rent out the locker room at the rink for use by our team.

Mrs. Harriman-Stites asked how the parents were paying for the rest of the hockey expenses. Mr. Memoli said that was taken care of by the hockey booster club.

Dr. Longobucco said these numbers are based on using the Danbury ice rink. The amount would change if we use a rink in town.

Mr. Vouros asked the latest information on the ice rink proposed for NYA.

Mr. Memoli said the plans are drawn but nothing has been finalized yet but it is supposed to be ready by next season.

Dr. Rodrigue spoke about the fee structure in the budget.

Mr. Clure asked if we ever had a fee structure where varsity, junior varsity and freshman paid different fees.

Mr. Memoli said we have never based it on the level but just on the sport. When we researched districts in our DRG we didn't find any that charged by level.

Mr. Clure stated that freshman sports are more minimal as they did not attend tournaments. He was looking at more of a structured fee schedule and was also struggling with 50% of the sports fees going up next year.

Mrs. Harriman-Stites said she knows that some freshmen are going to tournaments so it's not correct that their sports are more minimal than the junior varsity and varsity teams. She would like to see a different fee structure.

Dr. Rodrigue said we still have to consider the lens of who is burdening this cost and level it for those participants. We have looked at fees being leveled.

Dr. Longobucco said it was important to know there is some fluidity between sports levels.

Mr. Memoli said we have a lot of teams with players who might play at three levels in sports.

Mrs. Ku asked Mr. Clure if he had a proposed fee schedule to come back with for the Board to vote on which would need to be done soon.

Dr. Rodrigue said the athletics department self-study was to look at equitability. Everyone supported this program in charging a flat fee.

Mr. Clure asked if we had a representative from each sport and a parent on the committee.

Mr. Memoli said we did not. If we are going to make the cost for ice hockey equitable there has to be additional money from the Board of pay to play fees.

Mr. Delia said there is no charge to watch a lot of the games and asked if we could offset pay to play with more gate sales.

Mr. Memoli stated that we try to make it more of a social event for the students and would not want our parents to pay.

Dr. Longobucco said three-quarters of our students buy tickets for the football games.

Mr. Vouros asked if any of the Board members had concerns about the Director of Teaching and Learning position which has been discussed in the Curriculum and Instruction meetings as a need for the district.

Mr. Delia asked if there was any data or proof that shows this position if approved will help improve student achievement.

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Dr. Rodrigue said there are so many variables that you can't correlate any position to student performance. Many things play a role in student success. Some districts can't pinpoint increases or dips. It's more important that we have been understaffed in this area. We have taken a chunk of social emotional learning that used to be a big part of Judy Blanchard's job. We need adequate resources to see success.

Mr. Delia asked how success would be measured.

Dr. Rodrigue said this person would be part of goal setting and data. Every principal and assistant principal chooses goals related to student learning.

Mrs. Harriman-Stites spoke about the comparison of other districts and achievement. We do need some support in looking at our data. She would like to see some measurement once it is fully implemented.

Dr. Rodrigue said in looking at the DRG comparison she didn't know if there were other administrative positions in those districts at a different level as some are not in the central office level.

Mr. Clure asked how the salary was determined.

Dr. Rodrigue looked at other district salary levels and tried to make it similar to what they are paying for a similar position.

Mr. Vouros said the .1 positions were created to assist in the beginnings of the articulation of curriculum.

Dr. Rodrigue stated they were stipends for existing personnel. Dr. Erardi wanted to provide that level of support to the office of the Assistant Superintendent. The issue was they couldn't get out to the other buildings. She met with each one who was fully on board. There were constraints for them because they all taught full time.

Mr. Delia asked if it would make sense to hire the new Assistant Superintendent and wait a year for the Director of Teaching and Learning.

Dr. Rodrigue feels it makes sense to fill it after the winter break which gives the Assistant Superintendent time to get acclimated and to be an integral part in hiring the director.

Mrs. Leidlein was in favor of hiring half-way through the year because there is a period of adjustment.

Mrs. Harriman-Stites clarified that we could post the job after the budget was approved for a July 1 hire date.

Dr. Rodrigue said we are trying to build a new team so waiting a year would be a challenge.

Mrs. Harriman-Stites asked Mrs. Petersen about the structure of the Special Education Department.

Mrs. Petersen oversees the program working with attorneys, state reports, out-of-district students and oversees the three special education supervisors. There is one for grades K-4, one for grades 5-8 and one for the pre-school, high school and 118-21 program. They also have out-of-district students to supervise. State complaints have gone down the last three years. As of today we have 613 special education students.

Mrs. Harriman-Stites asked for an explanation for the more information on the duties of the three supervisors.

Mrs. Petersen said they oversee the special education teachers, paraeducators, work with the building administration, and evaluate special education teachers, the speech and language

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pathologists, school psychologists, and social workers. They also provide professional development for the department and attend PPTs when requested.

Mrs. Harriman-Stites wants to see how our structure aligns with other districts with the same number of special education students and what our structure was before we added the third supervisor.

Mrs. Petersen said the structure was the director and two supervisors and before that it was the director and one supervisor. The person acted as the department chair but they had to restructure because it wasn't working. They found they needed more assistance in working with families.

Mrs. Harriman-Stites asked for information on other districts and the State complaints she mentioned and why having three supervisors helped with that.

Mrs. Petersen said that the numbers of State complaints are down because the supervisors oversee the output of the IEPs for the students to be sure they are compliant and the data is intact. We were able to significantly reduce the number of attorneys who had come in because of the supervisors.

Mrs. Evans Davila added that one of the things the supervisors do is provide appropriate levels of understanding of IDEA and compliance. They are a safety net and resource to the staff.

Mrs. Harriman-Stites wanted to be sure we have enough resources.

Mrs. Petersen said we have had many conversations with other districts and will get that information.

Dr. Rodrigue was looking for a location for the behavioral program.

Mrs. Petersen stated that our needs change year to year and they are looking to develop a program to keep students in the district. We are finding more needs at the grade 5-8 level. Mental health issues have risen. She spoke to Dr. Rodrigue about what type of program we would need for our students and area directors are very interested in a program.

Dr. Rodrigue said that would put more responsibility on those supervisors. She is meeting with superintendents from Bethel, Monroe and Ridgefield to look at this possibility.

Mrs. Petersen said that our supervisors go beyond their job description and some have gone to homes to help students get ready for school in the morning.

Mrs. Evan Davila told the Board that Mrs. Petersen does that for one of our students.

Mrs. Harriman-Stites asked if we had a new program in the fall would we invite students from other districts immediately and if there would be a positive budget impact.

Dr. Rodrigue said we want to know the grade levels for the other districts. We don't have a building for all K-12 students. We have to look at space to fit the needs but our students would be first and foremost before other students are included.

Mrs. Petersen said we have outlined a process to look at other students as well. We would love them to come as soon as possible but we need to be able to deliver what they need.

Mrs. Harriman-Stites asked if they would try to only bring in a number of students to fit in with the existing ratio or increase our staff to bring in additional revenue.

Dr. Rodrigue said we need to look at the fee structure as we are still in the design stage.
Mrs. Harriman-Stites asked that any information be shared with the Board.

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Mr. Clure asked about possibly changing the class size guidelines.

Mrs. Ku said the policy gave the Superintendent the ability to determine the class sizes based on the needs.

Dr. Rodrigue said we decided to hold off on the guidelines to have time to discuss them with the administration.

Mr. Clure said that all schools next year will have 15 to 16 students at the kindergarten level and suggested changing numbers to reflect what is trying to be done to revise the guidelines.

Dr. Rodrigue said having 20 students in kindergarten was high. Parents were used to getting another teacher if it went over. We decided to go with status quo.

Mrs. Harriman-Stites stated that the regulations should not be in the budget book as the Board doesn't approve them.

Mrs. Ku asked that the numbers be removed.

Mrs. Ku reminded everyone of the list of budget priorities and to send any questions or proposals for next Tuesday to her and Dr. Rodrigue by Friday.

Item 4 – Public Participation

Dennis Brestovansky, 11 Longview Heights Road, spoke about the athletics and activities budget. The athletics department and administration put forward a responsible plan and creates equity at a no cost increase to Board of Education. Some programs are supported by Parks and Rec and some by students and families. Regarding the locker room for hockey, it's a luxury for us but we wouldn't have been able to have it if we didn't receive a donation.

MOTION: Mr. Cruson moved to adjourn. Mrs. Harriman-Stites seconded. Motion passes unanimously.

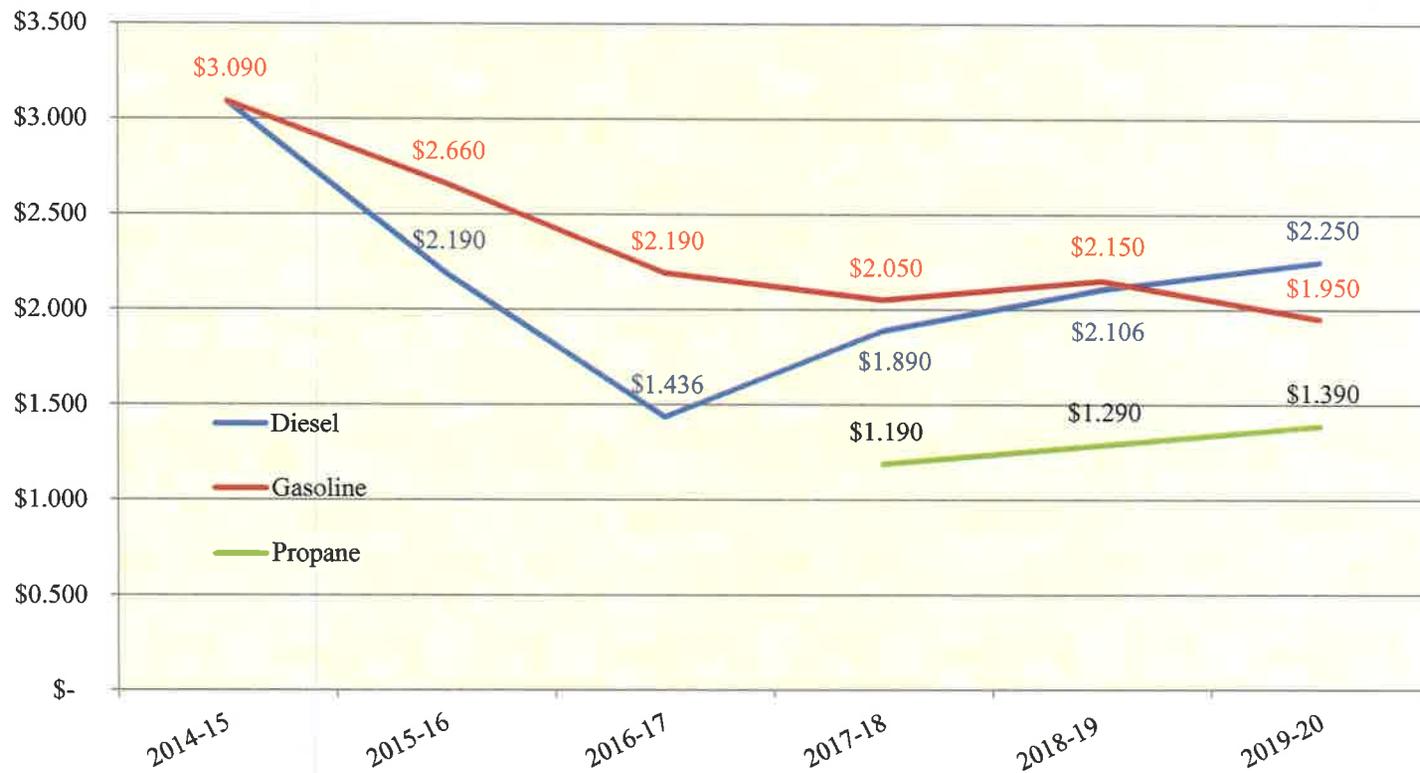
Item 5 – Adjournment

The meeting adjourned at 9:24 p.m.

Respectfully submitted:

Daniel J. Cruson, Jr.
Secretary

Cost per Gallon by Fuel Type

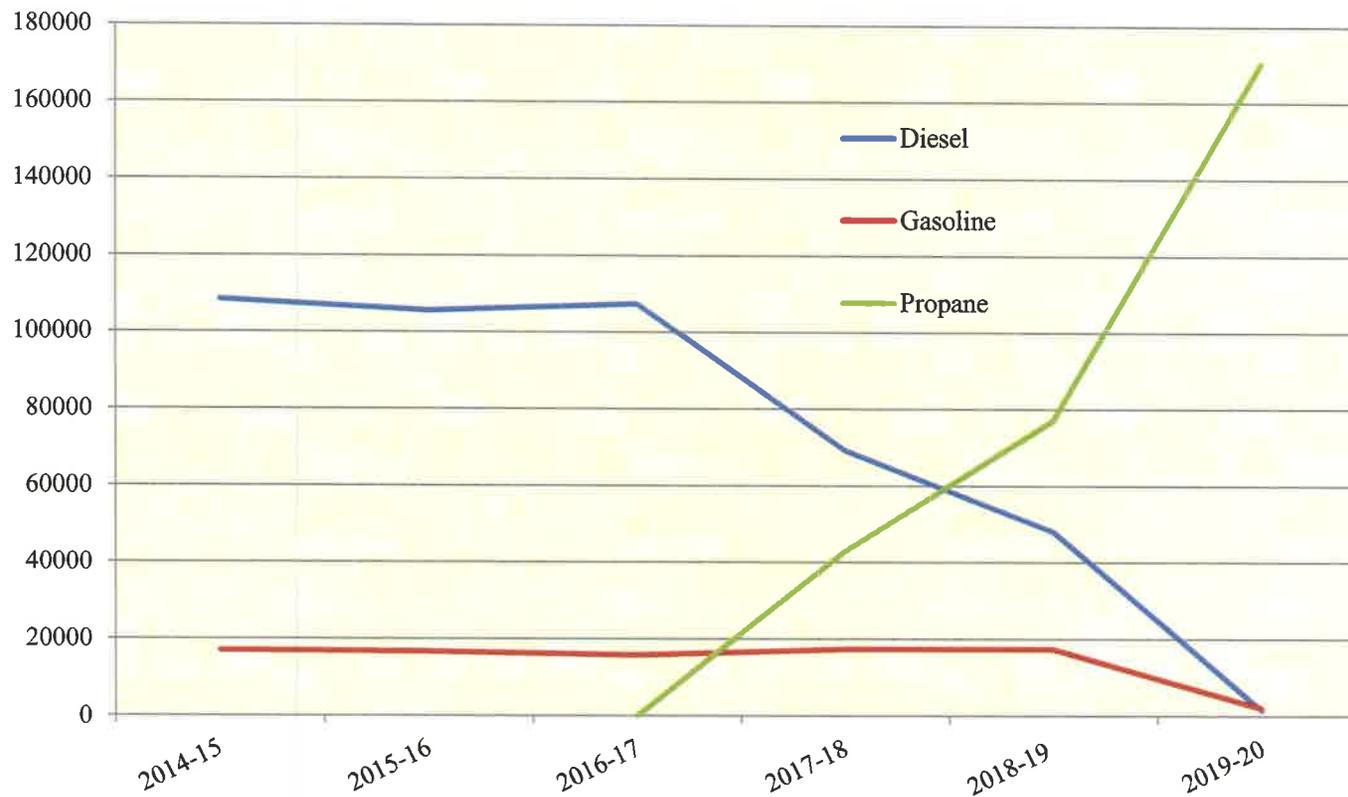


Ten Year Retail Spot Price Per Gallon



Total Gallons Consumed

Gallons per Fuel Type



Current Budget Saving with Additional Propane Buses

2018-19 Budget vs Current

	# Buses	Approved 2018-19	# Buses	Current 2018-19	Cost Difference
<u>Diesel Fuel Gallons</u>	20	48,200	12	26,400	
Cost pr/gal		\$2.1060		\$2.1060	
Total		\$101,509		\$55,598	-\$45,911
<u>Gasoline Gallons</u>	9	17,200	9	17,200	
Cost pr/gal - Qtr 1&2		\$2.1500		\$2.1500	
Cost pr/gal - Qtr 3&4		\$2.1500		\$2.1500	
Total		\$36,980		\$36,980	\$0
<u>Propane Gallons</u>	26	77,220	34	107,980	
Cost pr/gal		\$1.2900		\$1.2900	
Total		\$99,614		\$139,294	\$39,680
<u>Total Gallons</u>	55	142,620	55	151,580	6.28%
		\$238,103		\$231,873	-2.62%
Total Cost Savings				-\$6,230	

2018-19 Approved Budget vs. 2019-20 Requested Budget

2018-19 Approved vs 2019-20 Requested

	# Buses	Approved 2018-19	# Buses	Requested 2019-20	Cost Difference
<u>Diesel Fuel Gallons</u>	20	48,200	0	1,500	
Cost pr/gal		\$2.1060		\$2.2500	
Total		\$101,509		\$3,375	-\$98,134
<u>Gasoline Gallons</u>	9	17,200	0	2,000	
Cost pr/gal - Qtr 1&2		\$2.1500		\$2.3500	
Cost pr/gal - Qtr 3&4		\$2.1500		\$2.3500	
Total		\$36,980		\$4,700	-\$32,280
<u>Propane Gallons</u>	26	77,220	55	170,350	
Cost pr/gal		\$1.2900		\$1.3900	
Total		\$99,614		\$236,787	\$137,173
<u>Total Gallons</u>	55	142,620	55	173,850	22%
		\$238,103		\$244,862	2.8%
Total Cost Difference				\$6,758	

2019-20 Requested Budget Compared to Scenario with no Propane Vehicles

2019-20 Scenario

	# Buses	Requested 2019-20	# Buses	No Propane 2019-20	Cost Difference
<u>Diesel Fuel Gallons</u>	0	1,500	46	106,200	
Cost pr/gal		\$2.2500		\$2.2500	
Total		\$3,375		\$238,950	\$235,575
<u>Gasoline Gallons</u>	0	2,000	9	17,200	
Cost pr/gal - Qtr 1&2		\$2.3500		\$2.3500	
Cost pr/gal - Qtr 3&4		\$2.3500		\$2.3500	
Total		\$4,700		\$40,420	\$35,720
<u>Propane Gallons</u>	55	170,350	0	0	
Cost pr/gal		\$1.3900		\$1.3900	
Total		\$236,787		\$0	-\$236,787
<u>Total Gallons</u>	55	173,850	55	123,400	-29% ←
		\$244,862		\$279,370	14% ←
Total Cost Difference				\$34,509	

2019-20 Cost of Propane Breakeven Scenario

2019-20 Budget Breakeven Scenario

	# Buses	Approved 2018-19	# Buses	Requested 2019-20	Cost Difference	Cost Difference
Diesel Fuel Gallons	20	48,200	0	11,500		
Cost pr/gal		\$2.1060		\$2.2350		
Total		\$101,509		\$3,375	-\$98,134	4
Gasoline Gallons	9	17,200	0	2,000		
Cost pr/gal - Qtr 1&2		\$2.1500		\$2.3350		
Cost pr/gal - Qtr 3&4		\$2.1500		\$2.3350		
Total		\$36,980		\$4,700	-\$32,280	0
Propane Gallons	26	77,220	55	1170,350		
Cost pr/gal		\$1.2900		\$1.2900		
Total		\$99,614		\$219,752	\$120,138	3
Total Gallons	55	142,620	55	1173,850	22% 22%	
		\$238,103		\$224,852	-4.3%	2.8%
Total Cost Difference				-\$90,258		

Transportation Fuel Analysis

Analysis & Presentation by: Tanja Vadas

Supported by: Ron Bienkowski

Produced by: Joanne Morris

Thoughts or Questions?



2019-20 Proposed Budget for Pay to Participate Fees (page 134 budget book)

		<u>Fees</u>	<u>Addition to Budget</u>	<u>% increase to Budget</u>	<u>Budget %</u>
1	<u>Proposed Fees in Superintendent's Budget</u>	\$ 161,243			
		\$ 161,243	\$ -		2.70% <i>(proposed fees included in overall budget)</i>
	Flat Fees (Same as 2018-19)	\$ 133,344			
	With addition of Ice Hockey at \$160	\$ 3,680			
2	<u>Total Flat fees w/ Ice Hockey</u>	\$ 137,024	\$ 24,219	0.03%	2.73%
3	<u>Complete Elimination of Fees</u>	\$ 166,230			
		\$ 166,230	\$ 166,230	0.22%	2.92%

NEWTOWN PUBLIC SCHOOLS JOB DESCRIPTION

ASSISTANT SUPERINTENDENT

QUALIFICATIONS

The Assistant Superintendent must hold Connecticut certification as an Intermediate Administrator/Supervisor (092) and meet any other certification requirements established by the Connecticut State Statutes. The Assistant Superintendent must possess excellent communication skills, a collaborative leadership style, and an ability to work effectively with all staff and community to meet the challenges of this comprehensive school district.

RESPONSIBILITIES

The Assistant Superintendent assists the Superintendent in the translation of the system's educational philosophy, goals, and objectives as it relates to curriculum and educational programming. The Assistant Superintendent has responsibility for the district-wide development and presentation of K-12 curricula and delivery of professional development. The Assistant Superintendent also supervises building leaders, K-12 directors, and specialists. His/her specific responsibilities shall include the following:

- Oversees District programming, including the coordination of all curriculum development projects in coordination with school leaders and staff
- Develops system-wide curriculum writing, approval, and implementation cycle for all subjects and grade levels
- In collaboration with the subcommittee Chair of Curriculum and Instruction, (C&I), facilitates the schedule, agenda, and information presented at meetings
- Supports the development and revision of the Strategic School Profile
- Ensures the District's educational goals outlined in the Strategic Plan are aligned to state frameworks
- Works closely with the Director of Teaching and Learning to ensure instructional practices are consistently aligned with concept-based model, personalized, and supportive of student needs
- Responsible for the formulation, planning, and implementation of the professional development program for professional staff (teachers and administrators)
- Chairs the District Teacher Evaluation and Professional Development committee
- Serves as District Facilitator for the CT TEAM Program and oversees building facilitators in the mentor selection process
- Supervises and evaluates building principals and supervisors
- Manages EdReflect platform for teacher and administrator evaluation
- Assists in the hiring process for District administrators
- Coordinates the new teacher orientation program for the District
- Files mandated reports in compliance with the State Department of Education (EEDC, LEA, ED607, ED229, and ED165)

**NEWTOWN PUBLIC SCHOOLS
JOB DESCRIPTION**

DIRECTOR OF TEACHING AND LEARNING

QUALIFICATIONS

The Director of Teaching and Learning must hold a minimum of a Master's in Education degree with a strong understanding and experience in the design and implementation of best instructional strategies and assessment, curriculum development, professional development, program evaluation and improvement, supervision and evaluation.

A qualified candidate will possess:

- An ability to lead and collaborate with a variety of professionals focused on a common goal of curriculum alignment, consistency in instructional methodologies, and student achievement
- Strong communication skills in the form of public presentations, teacher collaboration, parent informational sessions, and participation on the administrative leadership team
- At least 3 years of administrative experience

RESPONSIBILITIES

- Assist in the coordination and implementation of teaching and learning practices that are consistent with national, state, and local standards and aligned at each grade and level
- Support the development, evaluation, and revision of curriculum and instruction at each grade level
- Assume responsibility for the implementation of newly approved instructional programs
- Lead and facilitate an ongoing professional development program for teachers to support high-quality curriculum, instruction, and assessment
- Solicit feedback from department heads and teachers to plan and implement Summer Institute workshops that are focused on the priorities outlined in school improvement plans and District Strategic Plan
- Provide leadership in the collection and analysis of data to inform staff and leadership practice and District improvement plans
- Support administrators, curriculum specialists, and department chairs in their development of rigorous formative, summative, and progress monitoring practices
- Work with staff and leadership on District committees focused on curriculum & instruction
- Collaborate and have direct oversight of the District Safe School Climate Committee, specifically the implementation of Social and Emotional programming and SRBI (scientific research-based interventions)
- Work with the Director of Technology to ensure access to and appropriate implementation of district-wide digital learning tools and resources
- Lead the district in remaining current with existing and anticipated State mandates
- Perform and assume all other duties and responsibilities that may be assigned by the Assistant Superintendent or Superintendent