

School Board Workshop -ADMINISTRATOR Q &As

[VIDEO LINK](#)

February 23, 2021

POND COVE - JASON MANJOURIDES

1. With regards to the proposed new math interventionist position:

1. This is a proposed permanent position, correct?

Yes, the proposed position is permanent.

2. How will this new interventionist fit into Pond Cove's current RTI model?

Brief background of Pond Cove Math Intervention

The program was established with a large grant from CEEF, with the understanding that their contribution to the program would decline by 25% each year, with the funding picked up by the School Dept budget. The program was evaluated every year and the success rate determined that funding was appropriate.

Student selection for Tier 3 intervention was made based on standardized tests, classroom performance and teacher recommendation. Services were provided to students in small groups three times per week, and some are seen 4 times per week this year with remote learning.

From the beginning, the number of students receiving support from Grades K-4 was limited because of resources (only one math support teacher). Just as a comparison, there were three reading support teachers working with the same grades, K-4.

It was very obvious that because of limited resources, many students needing support were unable to access math groups because of the number of below benchmark students. In an attempt to increase support, several options were initiated. Below are attempted solutions over the past few years and the challenges we have faced.

Ed Techs: they were often pulled for classroom subbing and many daily duties (cafeteria, playground, dismissal) Support was not consistent.

Parent volunteers: not qualified teachers, support not consistent
PCPA paid salaries for 2 parents, with ed degrees. Not sustainable
Qualified teacher hired part time. Not sustainable

We were also able to provide support to 4th grade students with an Ed Tech dedicated to that assignment, but she was frequently pulled to cover other assignments in the school.

Fall 2020 Student NWEA Math Scores

Scores are rated by color: red is the most at risk students, yellow is considered below benchmark but also needing support. **All** students scoring in the red need targeted Tier 3 math support, most needing 4 days per week. Students scoring in the yellow are considered Tier 2 students and are chosen for support with the recommendation of classroom teacher and data from classroom assessments. These students selected are instructed by an Ed Tech. The yellow students are often the most critical to provide support for because the goal is for them to move into the green (benchmark) not into the red.

If we are to provide targeted expert intervention across the grades, we need two experts. It was not possible to include all at risk students, especially in grades 3 and 4 last year, even when school was in regular session before the pandemic. It is assumed that their scores would be higher this fall if those students had received support last year.

Fall NWEA 2020	red	yellow	Total needing support (tier 2 and 3)	Total getting Tier 3 support
Grade 1	7	16	23	5
Grade 2	4 (1 spec ed)	15	19	5
Grade 3	11 (2 spec ed)	12	23	5
Grade 4	9 (4 special ed)	15	24	3
	24			18

It has been impossible this year with the pandemic to provide any Tier 3 math support to Kindergarten students, because of time and resource restraints.

An additional math support interventionist would be able to support the 6 red students who are not able to be in Tier 3 this year, and many of the yellow students who demonstrated need with classroom assessment scores and teacher recommendation. The yellow students could be divided between Tier 3 and Tier 2.

Across the country, it has been reported that math scores this fall are lower than in the past. Going fully remote last March impacted classroom instruction as well as math intervention. At Pond Cove, there is also an increase in the number of students who did not achieve benchmark in the fall on math assessments. Yes, this is the loss of spring instruction, yet it is also the time to consider adding another math interventionist to close the gap for Pond Cove students. While the gap is not as severe as in other parts of the country, there is a decline and we need to close our gap to ensure the success of our students moving forward.

2. The permanent substitute position is currently paid with COVID relief grant funds, and has been an effective response to the challenges of this school year. Do you foresee similar “stay home” procedures or high absenteeism next year?

Ironically, the need for substitutes has been quite low this year. During a typical year, finding coverage is a constant struggle. Although this position has been critical this year, I anticipate a greater need in future years due to higher staff absence rates, ongoing and embedded professional development, and increased off-site professional development.

3. Please talk about the impact of the new guidance counselor position at Pond Cove that was made possible through last year’s budget process.

PC Counseling Department Structure:

- One counselor focused on Kindergarten and 1st grade students and teachers. One counselor focused on 3rd and 4th grade students and teachers. 2nd grade is split between both counselors (3, 2nd grade classes for each counselor).
- Counselors consult with each other and provide support as needed.

- Both counselors provide classroom, group, and individual support. Both counselors also consult with teachers, administrators, and parents. Counselors also support schoolwide SEL initiatives.
- Counselors meet weekly to ensure we are meeting the needs of all students.

Roles and Responsibilities

- Both counselors are members of the Student Support Team (SST). Besides attending SST meetings and providing consultation, we also directly support many of the students who are brought to SST.
- Both counselors attend the initial Student Support meetings.
- Both counselors are available to attend IEP and 504 meetings, either for students they have been meeting with or to help in creating plans to support students.
- Both counselors are members of the Diversity, Equity, and Inclusion (DEI) District-Wide Task Force
- Both counselors are members of the Pond Cove DEI Committee and are responsible for creating the agenda and facilitating the meetings. Counselors are also currently running a book club for 29 staff members focused on improving equity in our school.
- Peaceful Pond Cove Support (PBIS Support)
- Transition Support- Students transitioning from remote to hybrid (or reverse) and new students
- Supporting all Pond Cove students through a combination of in-person and virtual classroom lessons, small group, and individual sessions. Zoom and in-person, pre-recorded mini-lessons
- Parent support. Two parent nights were hosted on Zoom in the Fall. School counselors created a website to provide parents and staff with social-emotional resources to be accessed as needed. This website will be shared with parents this week.
- Flexible schedule to allow students/teachers to receive more/less services/support as needed

Students Served

- Last school year (2019-2020) approximately 33 students were being seen individually (in a given week) and 10 lunch groups.
- This school year (2020-2021) approximately 63 students are being seen individually (current weekly schedules) and 11 Zoom Groups.
- Both school counselors are averaging 5 parent meetings per week and responding to 5 parent emails per week.

Impact:

- More consistent support- less likely to be pulled away from scheduled students. Looking at Mrs. Gallagher's schedule from last year, she estimates that she missed individual students or groups approximately 20% of the time. Having another school counselor to help when unexpected issues arise has reduced the need to cancel or reschedule lessons, groups, or scheduled individuals.

- Faster response to parents, teachers, or students in need of support. Less wait time for students to begin group or one-on-one work.
- More availability to have parent meetings.
- More availability to use snack, lunch, or quiet time to meet with students instead of seeing them during academic time.
- More availability to support students in crisis.
- More availability to create a plan to follow-up with students in crisis and support parents through this challenging time.
- More availability to consult with teachers for in the moment social-emotional concerns.
- Availability to provide more support for parents and students who are having challenges with remote learning.
- The additional school counselor position has allowed more time and energy to focus on school wide initiatives such as DEI work in our district and building. As well as organizing and facilitating a DEI book club open to all staff members.
- More availability to connect with resources outside of school that support our students.

4. Please be prepared to present and talk about class size and staffing in more depth.

29 Classroom Teachers

- Grade K: 6 Teachers = 16-17 Students/Class
- Grade 1: 6 Teachers = 18 Students/Class
- Grade 2: 6 Teachers = 16-17 Students/Class
- Grade 3: 6 Teachers = 19 Students/Class
- Grade 4: 5 Teachers = 18 Students/Class

This level of staffing keeps classes within school board guidelines. Appropriate class size will be more important than ever to address anticipated unfinished learning caused by the pandemic.

5. Please explain again the proposed increase in the Line 5350 Online Subscription budget.

Increases Include:

- \$7600.00 for Lucy Calkins Reading, Writing, and Phonics units of study video subscriptions.
- \$750.00 for increase in STEMSCOPES digital subscription

- \$750.00 is for DBQ Online, which is used in social studies in grades 3-12. DBQ stands for document-based question. It's a wonderful way to teach students how to analyze primary and secondary sources and to synthesize data in order to respond to a "big picture" question. You can find more information and sample questions for the elementary level [here](#). Karen Ferry could give you insight into how teachers have used the resource in the past.
- \$14,000.00 for K-4 Dreambox - Math Application

= \$23,100 Increase

MIDDLE SCHOOL - TROY EASTMAN

How will the one year interventionist position fit into the current intervention structure at CEMS?

Intervention is targeted instruction to support students as they work to complete their learning. Intervention is not support for work completion.

We will be taking a multi tier approach next year to best support all grade level math students. At each grade level we will be utilizing our current interventionist (2), to create additional grade level math classes in order to maintain smaller class sizes. By reducing class sizes, all grade level math students will receive additional support, essentially tier 1 intervention on a daily basis.

Estimated grade level math class sizes for the 21/22 school year.

Grade	Class size w/additional sections	Class size w/o additional sections
5	16.28	19
6	18.3	22
7	17.5	21
8	17	21.25

The additional (1 year) interventionist will be providing tier 2/3 math intervention to targeted students. This work will be focused on completing unfinished learning from previous years. Tier 2/3 intervention is not support for current math placement or homework support. It is focused on completing previous learning in order to successfully move forward mathematically. This support will occur throughout the day and may be in place of WIN or Allied Arts classes.

Please be prepared to present and talk about class size / teacher load and staffing in more depth.

Policy IIB

Grades 5-12 class size 20-24

Teacher load 75-90

<i>Grade</i>	<i>#of students</i>	<i>#of teachers</i>	<i>class size</i>	<i>teacher load</i>
5	114	6	19	95
6	109	5	21.8	109
7	129	7	18.42	92.14
8	123	7	17.57	87.85

Allied Arts classes range in size depending on the course. Each teacher has each student at some point in the school year.

Please explain the reasons for the proposed increase in the Line 6100 Supplies budget.

Line 6100 has no increase from the 20/21 school year request of 64044.13. The reason it looks different is due to transferring money from 6100 (supplies) to 6400 (books/periodicals) and 6500 (tech supplies and software)

64044.13-3867.83-10685.48=49490.82

CAPE ELIZABETH HIGH SCHOOL - JEFF SHEDD

Cape Elizabeth High School Budget Q & A

Question. Please talk about how you foresee the one year Math/Science support position working. A special class offered only one year? Extra support for the Achievement Center?

Answer. I will preface this by saying that, if this position is approved through the budget process, I am likely to be involved in the hiring and initial thinking, but another set of eyes may approach the use of this resource differently.

I would anticipate prioritizing this person's work around students in grades 9 and 10. For our grade 9 students, it can help with transition to high school, particularly following a remote year that has resulted in slightly lower than normal math scores. For our tenth grade students, it will help with transition to their first "normal" (we hope!) high school year, with the possibility of similar gaps in their learning that we need to address.

Historically, our students have tended to learn new, complex math concepts well. Where some students across all achievement levels have more often struggled is with the underlying skill of number sense, which is closely tied to the ability to develop mathematical fluency. Therefore, I would anticipate the biggest impact we could have on students' math skills is by emphasizing these underlying number sense issues.

Here are five skill areas I would tend to emphasize

- Fractions
- Decimals
- Percents
- Slope
- Proportional thinking

Deepening student skills in these areas would help students in their science and math classes. The first four skills are particularly helpful in 9th grade Physics. The last skill is particularly helpful for success in Chemistry.

I would assess all 8th grade students in these skills this spring.

For students who struggled the most with those skills, I would offer a three-week, two-hour-per-day math preseason to coincide with our athletic preseason. There would be a number of sessions of support offered during the math preseason built around particular areas of need and to address varied schedules of students.

During the school year, I would offer/require support during the off-lab days--times when students would otherwise be attending study hall. The teacher would be in touch with both math and science teachers and introduce support areas as or before they become relevant in those classes.

These are my preliminary thoughts. They need to be discussed and revised based on discussions with HS and MS math teachers. It is my starting point for thinking about this position. If the math preseason idea is adopted, the teacher could leave this role three weeks before the end of the normal school year so that the work year is the same length as other teachers.

Question. Your “New Program of Position Request” forms were not complete. Please rank your new program/position requests.

Answer. My answer has to be tentative, because we are only just beginning our course selection process for next year. Assuming that a sufficient number of students request classes pertinent to these requests, my priority order would be as follows:

1. 0.1 FTE Art
2. 0.4 FTE Computer Programming
3. 1.0 FTE 1-year Math/Science support teacher

SPECIAL SERVICES - DEL PEAVEY

Special Education Staff District-Wide

Special Education Teachers – 13

Educational Technicians – 24

Speech Pathologists - 3.5

Occupational Therapist – 2.0

Physical Therapist - .4

BCBA – 1.0 (40% special education, 60% regular education)

Psychologists – 2.0

Special Education Admin. Assistant - 1.0

Social Workers – 3.5

Director of Special Services- 1.0

Total Staff District-wide: 52

Total Staff requested for 2021/2022 School year: 54

Additional Positions: Ed tech III (already in the budget to support incoming CDS students), .5
Academic Evaluator to fulfill some of the evaluation needs.

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TECHNOLOGY - NOEL HARROFF

Question: "When will you be able to answer the "question mark" with regards to needed replacement of 7th and 8th grade laptops?"

Answer: The MLTI program at Maine DoE is in the RFP stage. The speculation of our METDA (Maine Educational Technology Directors Association) group is that we SHOULD know by the first couple of weeks in April. The group is also speculating that it will cover 7-8 grades (students and staff), and instead of offering devices, the MLTI will fund between \$275 and \$300 dollars per person. Again, this is the best knowledge that I have, as of today.

FACILITIES & TRANSPORTATION - PERRY SCHWARZ

1. Please talk about "red" items (or any important projects!) you are planning on addressing - why we need to do this work even if new buildings are on the horizon.

As noted in the facilities needs assessment report, there are three levels of priorities given to the listed items that are needing attention. The items in Red would be considered a non-code compliant or life safety concern and are therefore the highest priority.

- o Middle School Kitchen Cooler Replacement (Almost Complete)

- o High School Roof Compliance Issues (SRRF Project)

- o High School Public Address System Replacement (Completed)

- o High School Metal Dust Collection System (SRRF Project)
- o High School Ventilation System For Welding (SRRF Project)
- o Middle School Repairs To The Elevator Machine Room (2022 CIP) o Installation of New Emergency Showers & Eyewash Stations (SRRF Project)
- o Improved Door Security (2022 CIP)
- o Improved Security Camera Surveillance (2022 CIP)
- o Middle School Kitchen Hood With Fire Suppression In Special Ed (2022 CIP)

Some of the items listed in the report are considered a sizable project and would need to be completed by a large renovation or building replacement to bring us into full compliance.

I want to note that high priority can also be considered what is unforeseen until an emergency and/or failure.

2. Are there any open positions in your departments that you have not been able to fill? Are subs available? What is the impact of this?

o We currently have a night custodial and night maintenance position open. Due to the increased challenges from the pandemic, the retirement of Janet, Pat & Bernie, training of the new staff that fill these positions, and just having a general concern of introducing more staff to the team during the height of COVID 19, I've paused for a while until we start heading into warmer months. I expect these positions to be advertised and filled shortly. o Substitutes have always been a challenge at Cape, due to all the similar positions available at the other surrounding schools. o The impact is always a challenge and can have a direct effect on the quality of cleaning due to the remaining staff needing to cover multiple areas.

TEACHING & LEARNING- CATHY STANKARD

Could you explain a bit about the proposed increase in the Stipend line budget?

- Increase in stipend lines due to:
 - CBA-negotiated increases
 - Our guess as to how many new staff we'll be hiring based on retirements and new position requests; Peer Mentors are a state requirement and stipend is negotiated by the CEEA
 - Creation of four new K-12 Content Leaders positions that we're actually going to withdraw because we can meet those needs in other ways (for a savings of \$6624 total)

Change to EL New Position Request:

- Instead of converting the 0.5 EL ed tech position to a 0.5 EL teacher position for 1.5 EL teacher positions, we are proposing increasing one 0.5 EL teacher position to 1.0 and reducing the other to 0.2
- Benefits:
 - Additional seven hours of support for ELs
 - Three staff members provide greater flexibility in meeting student needs
 - More cost effective for district: net savings of \$3733 due to differences in salary and benefits of EL personnel

SCHOOL NUTRITION - PETER ESPOSITO

The nutrition staff has 11 employees , 1 assistant director and .30 School Nutrition Director. 6 of the staff work at the PC/MS Kitchen 5 work at the HS Kitchen . Of the staff we have 2 part time employees and 9 employees that work over 5 hours a day. This is a reduction of 2 staff from the previous year as we had a retirement and 1 left for another opportunity and we did not replace them.

SUPERINTENDENT - DONNA WOLFROM

Relief Funding: So far we have not heard anything about additional monies coming our way.

Donna/ CESD

Is it equitable / reasonable to have a permanent substitute at one school but not the others?

Principals were asked to submit their requests and there was only a request for a permanent substitute at Pond Cove. This had also been discussed during the development of the FY21 school budget. Knowing that we wanted to limit the budget increase this year, a permanent substitute for the other two schools was not felt to be a priority.

Please talk a little more about your vision for the new CESD Director of Technology, and how that new position would differ from the current position which is shared between the town and schools.

The Director of Educational Technology would focus on using technology specifically for educational purposes, rather than having to focus on the upkeep of the systems for the town, such as the police department and fire department. We have begun developing a systematic and cohesive K-12 approach to a technology curriculum that would better prepare our students for their futures. The director would oversee this work along with the Director of Teaching and Learning, as well as screening and overseeing the software used by the district in order to support the teachers, students, and curriculum.

Could you explain the increase in the proposed 3000 Professional Services budget line for the single audit for federal grants?

\$8,500 for the single audit. Single audits are triggered when the amount of \$750,000 is exceeded in federal grant funding. The CRF grants triggered this single audit for us, but it will only be for one year at this point. We had to increase the professional services line, but by making cuts to other lines we were able to get this down to a net increase of \$1,295. The intent is to "hold the line" on these decreased accounts in order to get through the single audit year.

Director of Technology position - will the new tech director be able to assume all IT responsibilities of the current Tech Director? Will the town director continue to provide IT infrastructure support (i.e. network support) portion for this position is reimbursed by the Town. We are still working on the Job description for the School Department position, but this position would support the school department infrastructure and network. Currently our thoughts are that the three other support positions (Matthew, Jason, Connor) would support the systems of both the town and the school, and the technology integrators would continue to focus on the work in their schools. The School Department Director of Educational Technology would oversee the school department website, would analyze systems and programs used in our educational system, would

district facilitate technology staff meetings , would oversee the district technology curriculum to provide a cohesive curriculum, and would analyze our programs and plan for expanding our offerings for technology learning.

Re: Relief funding. If there is additional Covid relief funding during the school year, have needs been identified and is there a plan in place for how it can be used?

We are waiting to hear about additional Covid relief funding. Two of the math support positions that have been proposed are 1 year positions and could be funded through COVID money, thereby lowering the budget increase proposal. Decisions about this would need to be made in order that the positions are not included in the local budget. Other COVID funds have excluded items and positions that are in the local budget.

BUSINESS MANAGER - MARCIA WEEKS

1. Business Office - **checks and balances for accounting procedures:** The procedures we have in place includes a system of checks and balances for receipts (accounts receivable), payroll, and disbursements (accounts payable). The office is small, but we still ensure the **checks and balances** are in place to ensure no one person has control over all parts of a financial transaction. Purchase orders and check requests require a minimum of two approvals. The accounts payable coordinator issues the checks only with these approvals. The weekly warrants are reviewed, and approved by the business manager and two members of the school board. Cash receipts happen infrequently in our office, but when they do it requires two signatures to verify the correct amounts before deposited. The town finance director oversees all cash receipts, as well as the bank reconciliations. Credit card usage is also monitored by both the accounts payable coordinator and the business manager. Each transaction requires an approval by the department director along with receipts for proof of purchase. Payroll transactions are approved by the business manager, along with administrators for hourly employees. The payroll coordinator, human resources manager, business manager, and the town finance director all monitor the bi-weekly payroll transactions to ensure accuracy and to prevent fraud. In addition to our internal accounting procedures, a banking component was added during December, 2019 through our banking system to prevent fraudulent check writing or withdrawals.
2. **Audit Controls for Activity Funds:** Once a year the business manager reviews with the administrative assistants the important audit controls for managing the activity funds. This year, the administrative assistants were contacted by the business manager to review the items that were mentioned specifically in this audit, and the recommendations for preventing these comments for this new audit this summer. Each month the administrative assistants submit their account reconciliations to the business office for review. From this point forward, the

business manager will remind the administrative assistants monthly about the “red flags,” and our continued effort to avoid them. Receiving the monthly reconciliations will be the signal for the business manager to blast out the reminder.