

BOF Budget Review
Questions 2-22-23

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Staffing:

Please detail clerical staff at all the schools and the ratio of staff/admins at each school

Elementary schools: one building principal/school

one, 12 month clerical position (main office)

one, 10 month clerical position (main office)

Intermediate School: building principal and an assistant principal

two, 12 month clerical positions (main office)

three, 10 month positions (1 in main office, 1 in guidance office, 1 in the library media center)

Middle School: building principal and an assistant principal

three, 12 month clerical positions (1 in principal's office, 1 in assistant principal's office, 1 in guidance office)

three, 10 month clerical positions (2 for support in main/attendance offices, 1 in library media center)

High School: building principal and two assistant principals

seven, 12 month clerical positions (1 in principal's office, 2 in assistant principal's offices, 1 in athletics office, 2 in guidance office, 1 in scheduling/database office)

eight, 10 month clerical positions (2 in main/attendance office, 1 in library media center, 1 in health office, 1 in SPED office, 1 in career center, 2 in department/subject offices)

What is the ratio of guidance counselors to students in Reed, Middle School, High School?

High School

8 Counselors- Each counselor has a caseload of over 175 students except for one who has a reduced load due to her role as a coordinator of the Career Center

1 Department Chair- The department chair has a caseload of 35 students due to his department chair responsibilities.

Technology:

What equipment is provided to students for home use?

- a. Grades K-4 have the option to check out a Chromebook if needed
- a. Grades 5-10 are 1:1 Chromebook that they take home the device
- b. Grades 11 & 12 have the option to check out a Chromebook.
 - . *11th & 12Th grades are the last two classes in this model. Over the next year we will be phasing this model out in favor of the 1:1 program currently implemented in lower grades.*

What equipment is provided to students for class use?

- c. Elementary - Chromebooks & iPads
- d. Intermediate - Chromebooks & Windows
- e. Middle School - Chromebooks, Windows & Apple
- f. High School - Chromebooks, Windows & Apple

Does the department maintain an inventory of equipment provided to students?

- g. Yes

Does the department maintain an inventory of equipment provided to staff?

- h. Yes

What equipment is provided to staff for home use? Class use?

- i. Home use
 - . Staff are assigned either a Chromebook and Windows computer.
- j. Classroom use
 - . Outside the device assigned above, classrooms are equipped with a type of interactive panel (e.g. Smartboard, Eno, ViewSonic) or a projector and document camera if requested. Additional Windows, Apple or Chrome devices, wired / wireless probes, print options (b/w or color), etc. depending on subject matter to support their instruction.

What is the turnover rate in terms of technology items for staff?

- k. We have adopted a refresh model following the below schedule
 - . Windows Laptops 5yrs
 - i. Chromebooks 7 yrs (Based on Google's anticipated life span)
 - ii. Desktops 10yrs *Unless cost effective hardware improvements can be made to extend the life of the unit*

What is the basis for the \$405K equipment increase? (Is this a function of money being expended the last 2 years through capital non-recurring?)

- l. 640 Dell 3380 Chromebooks no longer supported. (\$157,760.00)
- m. 26 Interactive Panels to complete Reed Intermediate School project started last year. (\$102,700.00)
- n. In FY23 Town Capital Non-recurring funded (\$144,540.00)

Transportation:

When a bus is parked or unable to complete a particular route on a particular day, does that result in a credit to the district? If so, what is that credit and over the last year, how much credit have we earned with All Star?

Yes, when a bus is parked for the day or for a route, we receive a 45% credit on our daily rate for that particular bus as outlined in our contract. This language was added into the new contract; however, AST did provide us with the same credit structure last year.

In 2021-22 we received a total of \$261,820. The majority of this credit came from 9 buses that were not operating for the entire year. These buses were taken offline due to the bus driver shortage and runs were consolidated. Throughout that year, we were hopeful that some of these buses would be reinstated; however, that did not happen.

In the current year, we have received \$1,462 through November and estimate an additional \$7,617 for December - February.

Please provide the All Star Bus Contract

What was the reason for the \$690,000 increase in transportation from 2021/22 - 2022/23?

From 21-22 to 22-23 the total increase to the transportation budget was \$347,448. of which \$343,601 was due to the AST contract and the balance of the increase came from OOD (out-of-district) transportation.

Staffing

There was a reduction of 0.57 FTE in Pupil Personnel (Clerical - NMS Guidance), but there is also an addition of 1.73 FTE to Pupil Personnel (p. 18 of book). What position(s) does this additional FTE represent?

This is a combination of positions. We have 1.7 FTE social workers at the HS and .60 FTE social

workers at Reed coming off of grants. When combined with the reduction of the clerical position (.57) you get 1.73. If you look at page 19, you will see these positions individually broken down whereas page 18 combines the positions by cost center.

What is the additional 1 FTE in General Services, also on p. 18 of book?

This is the health & wellness coordinator that is also coming off of a grant. (see page 19 for the detail)

Reed Intermediate School

Please break down classroom instruction the way it was described at the elementary school level. How much total instruction time do Reed cluster teachers give individually per day? Math instruction is 88 minutes per day and reading/ELA is 88 minutes per day; how much science/social studies instruction do students receive daily?

Teachers at Reed work in two-person teams to teach two classes. Each teacher teaches 88 minutes of either reading language arts or math to each class. In other words they teach 88 minutes of reading language arts or math twice. In addition, each teacher then teaches a period of either science or social studies daily. Science and Social Studies units are designed to be 5 weeks. One class is being instructed by one teacher in science for 5 weeks, while the other class is being instructed by the other in social studies for 5 weeks. After 5 weeks, the students switch. This is comparable to instructional minutes at the elementary level.

High School

Why are there a total of 10 clerical/secretarial staff at the high school? Please outline the positions and their support load.

Principal Secretary

The high school executive secretary provides support to the principal, 2 assistant principals, 10 department chairs, 200 faculty and staff members, and over 1300 students. She coordinates the hiring of certified and non-certified employees including job postings, interviews, and staff recommendation.

Prepares budget packages, year to date expenditures, enrollment, and class sizes. Record, and process purchase orders for 6 departments.

Maintains high school social media accounts including Facebook page, Twitter, and Instagram. Responsible for communication and emails to parents, staff, and community via Naviance and Blackboard.

Prepares standardized testing materials, proctor schedules, and student rosters for SAT-NGSS testing.

Prepares and oversees graduation including rentals, field setup up. Responsible for graduation rehearsals, including cap and gowns distribution, books and fines collection, and graduation ceremony.

Assistant Principal Secretaries (2)

The high school assistant principal secretaries provide support to 2 assistant principals, 8 deans, and over 150 faculty members and 1300 students. Maintain accurate records of student attendance and behavior in PowerSchool. Prepare duties and lunch wave schedules. Process referrals and coordinate in and out of school suspensions.

Maintain teacher and student handbooks, clubs and organizations.

Schedule student school pictures and oversee student and staff yearbook pictures and ID photographs. Process student parking applications and maintain data.

Schedule re-entry meetings, in danger of not graduating meetings, 504 meetings as needed.

Attendance Secretary

The attendance secretary records daily student attendance for over 1,300 students including early dismissals (medical appointments, sports) and late arrivals . Records senior privileges, and homebound students.

Keeps track of school related activities such as field trips, college pep visits, and students attending ECA & RCA programs.

Main Office Secretary

The Main Office Secretary fields phone calls and answers students and parents' questions and requests on a daily basis.

Manages and schedules substitutes for over 150 teachers. Records teacher's attendance including sick days, professional days and personal days.

Keeps track of teachers and substitutes coverage for payroll purposes.

Oversees the school calendar and building use including scheduling of auditorium and lecture hall to outside venues.

Database Coordinator

The database coordinator maintains and updates the PowerSchool data including, student grades, teacher gradebooks, and transcripts. Prepares the master schedule, course requests and input data for over 150 teachers.

Department Chair Secretary (2)

The Department chair secretaries support 5 departments and over 75 teachers including Science, World Language, English, Math and the Social Studies departments. Process and maintain all inventories and orders for the department chairs. Coordinate school events including Veterans day ceremonies, department awards, and rotary student of the month.

Athletic Director Secretary

The Athletic Director Secretary provides support to the athletic director, the athletic trainer, and over 70 coaches and 950 student athletes. Maintains and updates Family ID to ensure accurate data including collection of pay to participate dues and annual physicals. Processes all orders for the athletic director and coaches. Schedule buses, officials, staff and security as needed.

LMC Clerk

The LMC works under the direction of two Library Media Specialists to support over 1300 students in the library media center. Helps maintain a friendly and cooperative atmosphere for students and staff. Assists students and staff in the library including circulation tasks: book check-in/out, overdue notices, processing holds. Maintains a digital and physical inventory of library materials. Assists in processing books including book repair, book covering, book stamping. Processes purchase orders and manages and maintains the budget for the LMC.

Special Education

What is the reason for the dramatic increase in out of district tuition costs? Is this due to an influx of SPED children? How many identified SPED children did the district have receiving in district education in 2022-2023; How many out of district? Did any placements go to mediation?

There are basically two factors affecting this increase. Inflationary increases in tuition and the number of students that require outside educational facilities. It's important to keep in mind that our budgets are built almost an entire year in advance and special education is an area that can be wildly unpredictable. On top of the out-placements that are budgeted, we also budget for a number of mediated agreements. Some mediated agreements are for a two-year term and others are for anticipated costs.

In the past, out-of-district educational facilities would typically raise their tuition 3%; however, tuition information is provided between July-September of the new school year; therefore, the 3% increase that we account for in our budget is really our best guess. This year, many of these educational facilities increased their tuition costs anywhere from 4-8%, leaving the districts with no recourse since students have been placed there through their IEP's. These facilities are not regulated by the CSDE and can increase their rates exponentially and unexpectedly.

In the current year we had budgeted a total of 40 outplacements; however, we have seen an increase to this number, exceeding our budget by 5 students (at the time the budget was built) and as of today, this increase has risen to 7. The current budget was not adjusted for the increase in students because we do not adjust the budget after 11/30 of the current year; therefore, a good portion of this increase is due to the additional outplaced students. The 2023-24 budget was built to provide for 48 outplaced students. This number includes any placeholders that we may have. There is a concern that our 2023-24 budget may not be enough to cover these growing costs.

In-district identified special education students as of January 24, 2023, was 681 students. In January 2022, the district had 681 identified students.

In the fall of 2022, the district had 1 mediation.

39 Outplaced by district

2 Expelled and placed out

7 attending Magnet or Agricultural Schools

Curriculum

What is the \$108K increase in textbooks? (Voter commented that 2 year old Latin textbooks were being replaced - is that accurate? If so, why?)

The increase in the textbook lines is substantially the result of the planned implementation of a new reading program in grades K through 4 to meet the requirements of state legislation that such a program be implemented as of July 1, 2023.

Contracted services is up to \$259K from \$115K - what is the reason for that?

There have been no new contracted services added. The majority of this increase is due to programs that were paid for using the funds from last year's operational plan as well as contractual inflationary increase.

General Support Services

How many secretarial/clerical staff do we have between the Superintendent's office and business office? I'm tallying 9 FTEs - if so, what is the support load for each of these staff members?

Under the superintendent's department there are 2 executive secretaries (one for the superintendent and one for the asst. superintendent) one secretary who supports the director of teaching and learning as well as providing support for our front office and assists with special projects for the superintendent. The 4th position is the HR coordinator who handles all of the paperwork for new hires and terminations, enters them into our system and provides support for the director of human resource.

The business office has one lead payroll coordinator and one assistant payroll personnel who process over 800 paychecks for employees. The assistant payroll position also provides backup for accounts payable and benefits. Both payroll positions also handle all of our payroll taxes, TRB and retirement payments, pay adjustments for employees on leave, worker's comp, etc.

We also have one accounts payable coordinator who handles all of the payables for the district and one benefits coordinator who handles all of the benefits for our employees. There is also one executive secretary who supports the director of business.

BOE Budget Questions (set 3)

Is there a spreadsheet of all current grants, sunset dates, positions funded, and amount funded that you can provide us with? See Below for list of grants. This information is also found on page 195-197 of the budget book.

The positions that are currently funded by grants are found in your budget book on page 19 (under previously grant funded positions)

What is the plan for funds in the non-lapsing fund balance?

Currently the non lapsing fund is earmarked for the refurbishment of one chiller at Reed School. This cost effective measure will allow the chiller to be replaced at a fraction of the cost of a new one.

We also have \$83,377 reserved for Special Education but anticipate that additional funding from this account may be necessary for our upcoming budget year. Over the past five years, the number of Connecticut public school students requiring some form of special education services has increased by 19.5 percent or more than 13,300 students — all while the state's total public school population has decreased by 15,700 students (2.9 percent).

The individual learning needs of these students are wide-ranging and unique. Their diagnoses vary from autism to speech and language disabilities to learning and intellectual disabilities.

As a result of these wide-ranging needs, the resources required to support these students with the special education services they need and deserve vary significantly, and often pose difficult planning and financial questions for Connecticut's public school districts and municipalities. This difficulty is compounded by the fact that Connecticut is one of only four states with no system for funding its special education students, which has created unpredictable special education costs for local school districts.

These unpredictable special education costs can wreak havoc on local budgets and force districts to dip into general education funds, or hinder their abilities to provide special education students with the resources they need. This experience is true for districts and communities whether they're big or small, urban or rural, lower-income or more affluent.

This unpredictability is particularly challenging for districts educating students with extraordinary special education needs. While students with extraordinary special education needs represent a small segment of Connecticut's public school population (roughly 0.8 percent), supporting these students with the services they need and deserve frequently results in high and volatile costs for towns and school districts and adds even greater unpredictability to district and municipal budget planning.

What are the discretionary budget drivers? How much did they increase in the proposed budget?

When we looked at our budget drivers we wanted to draw the distinction between costs that were based on contractual obligations, special education and unfunded mandates. These costs are non-negotiable under federal, state and local union laws. The cost of these items totaled \$3,276,378 or 3.99% of our 4.70% request.

When we add the cost of our building projects and technology devices (\$457,000 + \$292,262) our total budget amounts to \$4,025,640 which is actually over our request. The

costs to maintain our buildings is very important, as are the costs to keep up with our educational technology platforms for students.

In order to support our “non-discretionary” costs combined with the costs of building projects (these projects are necessary and in some cases they are to address safety concerns for our staff and students) and technology devices, we actually had to reduce some of our costs associated with professional services, professional educational services, rentals, contracted services and supplies.

It’s important to keep in mind that for the past several years, the town has been funding the BoE’s request for building projects and technology equipment; thus removing these costs from our budget. While helpful, this does increase our request in the following year.

Does the Reading Mandate cost of \$194,000 include materials, training, ongoing support? Is it digital? Do materials/subscriptions have an ongoing cost?

The \$194,000 is an estimated cost for K-4 classroom and student materials. The cost includes trade books, workbooks, assessment materials, teachers manuals and also includes a digital component that can be used to complement traditional instruction. There will be some annual costs associated with consumable materials such as workbooks.

Health and Wellness Coordinator--What is the rationale for keeping this position? Qualifications? Does this position directly impact students? How?

She develops and oversees wellness programs and initiatives, creates and rolls out health-based activities and responds when necessary to health crises. They are active in developing nutrition and physical activity programs. As much as subject-matter educators shape a child’s mind, a school wellness coordinator shapes a child’s health and wellness and teaches them how to make healthy lifestyle choices. School wellness coordinators set a school or school district’s wellness policy, champion wellness programs and the importance of physical education, and coordinate school- or district-wide health initiatives. She collaborates with health-oriented community agencies and organizations, to ensure the district is implementing best practices in health and safety. She works with the school nurses to develop preventive health programs, such as nutrition, vaccination or fitness plans.

This position is critical, especially in the post-COVID environment that our staff and students are experiencing. The Mental Health and Wellness Coordinator role is designed to implement a layered continuum of social, emotional, behavioral, and mental health within a prevention-based framework, including but not limited to, promotion of positive behavior, social-emotional learning, effective behavior intervention, and student and staff wellbeing.

The Student Mental Health and Wellness Coordinator will execute:

- preventative social-emotional education
- integrated social-emotional learning
- support school and staff through training in social, emotional, behavioral, and mental wellness

Please explain: this was a voter comment and asked for further explanation

BOE getting rid of a two-year-old textbook, and the true need behind purchasing a revised Latin textbook. Latin books were last purchased in 2015 and 2017, They were purchased through Pearson Copyright 2009.

Could the superintendent's proposed budget, that was then amended by the BOE, be feasible with the paraprofessional adjustments that he proposed and not sacrifice any educational benefits to students.

Although it may be feasible, we need to remember that there was a cut in the .8 FTE Project Challenge certified staff because the district is shifting elementary enrichment programming from dedicated classroom teachers to the media specialists. Because the 23-24 school year will be the first year that this is implemented, there was concern from both the Board of Education and the community that this would be detrimental to both the Library Media Center programs and the Project Challenge programs. A decision was made by the Board of Education to reinstate these positions.

Is there any projection of when Newtown High School would obtain Blue Ribbon status or is it necessary

Annually, the U.S. Department of Education identifies National Blue Ribbon Schools based on nominations from state education agencies. Since 1982, more than 8,500 public and private schools have earned this distinction. The National Blue Ribbon School award is bestowed on schools demonstrating strong overall academic performance of schools making notable progress in closing achievement gaps.

The Connecticut State Department of Education uses results from its Next Generation Accountability System to select schools eligible to be nominated for the National Blue Ribbon award. All nominated schools are also Connecticut Schools of Distinction. Exemplary High Performing Schools" are identified from the top 10 percent of schools based on the Accountability Index. "Exemplary Achievement Gap Closing Schools" are schools in the top 10 percent of schools based on the academic growth of students with high needs. Newtown Public Schools has taken the first step in returning back to Blue Ribbon Status by engaging in creating a new strategic plan. A strategic plan is a crucial step to ensure our district vision is inspiring and actionable. The strategic planning process is dynamic, responsive, and focused on changes that are successful, sustainable and scalable. In essence, strategic planning is the process of setting goals, deciding on actions to achieve those goals, and mobilizing the resources needed to take those actions. A strategic plan describes how goals will be achieved through the use of available resources. Currently, our projection would be to improve our student outcomes so that our High School and other district schools would be considered for Blue Ribbon status. We have already taken the first steps in achieving that goal.

What is the driver was for contracted services - as it goes from 887 K to 1007 K.

Our 2022-23 budget for contracted services was \$886,545 and the 2022-23 “current budget” was \$1,016,745. This was a transfer request in the current year. \$110,200 was for the longevity/retention bonuses that our board approved for bus drivers as a way to retain our current drivers. Due to the national bus driver shortage, many districts were scrambling for drivers as we were all pulling from a shallow pool. And at the beginning of the school year, there was a lot of movement as drivers were being enticed by other districts to leave Newtown. This method did work for us and we were able to even pull back a few drivers that had left our district. The remaining \$20,000 was a transfer request to cover the consulting costs for our district’s strategic plan.

It is realized that there are assumptions on costs and number of special need students – but, could the BOE elaborate on the Tuition - out of district.

And previously asked, elaboration as to the schedule / sunset date of the current grants, with any comprehensive summary

Grants and Support Impacting the 2023-24 School Year

Funder	Need to be Addressed	Award Value	Date Awarded/Expected
Entitlement Grants (Awarded Annually)			
CSDE IDEA 611/619	Providing academic support and services to individuals with disabilities	Anticipated increase to \$944,000	Anticipated October 2023
CSDE Title I	Assistance for children from low-income families	Anticipated \$170,000	Anticipated October 2023
CSDE Title II	Supporting Effective Instruction	Anticipated \$10,700	Anticipated October 2023
CSDE Title III	Instruction for ELL to improve language efficiency and academic achievement	Anticipated \$5,800	Anticipated January 2024
CSDE Title IV	Social and Emotional Learning and other needs - primarily at Middle Gate School	Anticipated \$12,000	Anticipated November 2023
CSDE Perkins Entitlement	Career and Technical Education learning opportunities	Anticipated \$41,000	Anticipated November 2023
Competitive Grants			
VOCA Grant/CT Office of Victims Services	12/14 Recovery Support (NHS Social Worker and District Family Assistance Coordinator)	\$71,815 anticipated; 2 nd year of 2 years; final year of funding	Expected June 2023

CT DOA	Hawley HVAC Funds up to 50% of project, after federal funding is backed out	Potential \$2.9 M	Potential Spring 2023
NRWIB/CYEP	Summer work experience opportunities	Anticipated \$31,455	Anticipated June 2023
NRWIB/CYEP	Year-round work experience opportunities	Anticipated ~ \$25,000	Anticipated June 2023
CSDE Perkins Supplemental Enhancement	Career and Technical Education learning opportunities	Potential ~ \$40,000	Potential June 2023
Other Support / Income Sources			
Child Health and Development Institute (CHDI) CBITS Payment	Trauma/Mental Health Support and Student Support	TBD based on historical data. Est. \$10,000	Due Summer 2023
Anonymous donor	Backpack program for students who are food insecure	Est. value \$20,000 - \$26,000	Ongoing Support

Grants and Support Impacting the 2022-23 School Year to Date

Funder	Need To Be Addressed	Award Value 22/23	Date/Total Awarded
Entitlement Grants			
CSDE IDEA 611/619	Providing academic support and services to individuals with disabilities	\$943,414	October 2022 \$943,414
CSDE IDEA 611/619 Carry Over	Providing academic support and services to individuals with disabilities	\$15,137	July 2021 \$911,772
CSDE Title I 2022-2023	Assistance for children from low-income families	\$169,594	October 2022 \$169,594
CSDE Title II 2022-2023	Supporting Effective Instruction	\$10,692	October 2022 \$10,692
CSDE Title III 2022-2023 (Consortium)	Instruction for ELL to improve language efficiency and academic achievement	\$5,753	January 2023 \$5,753
CSDE Title IV Student Support and Academic Enrichment 2022-2023	Social and Emotional Learning and other needs - primarily at Middle Gate School	\$11,670	December 2022 \$11,670
CSDE Title IV Student Support and Academic Enrichment 2021-2022 (Carry Over)	Social and Emotional Learning and other needs at Middle Gate School	\$3,300	February 2022 \$11,260

CSDE Perkins Entitlement	Career and Technical Education learning opportunities	\$40,851	November 2022 \$40,851
Esser II, including State set aside (Final Year)	Covid Recovery	\$51,797	January 2021 (Set aside May 2021) \$625,532
Esser III (ARP) (Year 3 of 4)	Covid Recovery	\$518,085	July 2020 \$1.2M
CSDE ARP IDEA 619 (Final Year)	Covid Recovery	\$15,271	December 2021 \$18,502
CSDE ARP IDEA 611 (Final Year)	Covid Recovery	\$182,727	December 2021 \$195,092
CSDE SPED Recovery Activities/Sp. Population \$25K Recovery / Dyslexia (Final Year)	Covid Recovery	\$108,838	December 2021 \$124,500
Competitive Grants			
NoVo Foundation Grant - No Cost Extension of existing grant	K-12 Social and Emotional Learning and 12/14 Recovery Support	\$367,014	June 2017 \$750,000
VOCA Grant/CT Office of Victims Services	12/14 Recovery Support (NHS Social Worker and District Family Assistance Coordinator)	\$71,815 anticipated; 2 nd year of 2 years; final year of funding	Expected June 2023 \$71,815
CSDE Perkins Supplemental Enhancement	Career and Technical Education learning opportunities	\$48,734	June 2022 (Spend by September 2022)
NRWIB/CYEP	Summer work experience opportunities	\$31,455	June 2023 \$31,455
NEF (Teacher Submission)	NHS Greenery - Irrigation Upgrade Phase I	\$2,500	December 2022 \$2,500
USDA	NHS Greenery - Irrigation Upgrade Phase II Requires 25% match, met through NEF award and in-kind	Potential \$10,213	Potential Spring 2023 \$10,213
AFT Reclaim Our Future (Teacher Submission)	NHS Greenery – upgrades for greenhouse	Potential \$21,814	Potential Spring 2023 \$21,814
Other Support / Income Sources			

Child Health and Development Institute (CHDI) CBITS Payment	Trauma/Mental Health Support and Student Support	TBD based on historical data. Est. \$10,000	Due Summer 2023 \$10,000
Anonymous donor	Backpack program for students who are food insecure	Est. value \$26,000	Ongoing Support \$26,000

2022/2023 Pending Grants

Funder	Need To Be Addressed	Value	Date of Submission
Competitive			
PURA Pegpetia	Technology/Communications	Anticipated ~\$28K	February 2023
CSDE Perkins Supplemental Enhancement	Career and Technical Education	Anticipated ~\$40K	May 2023

Are we offering competitive pay for paras and substitute positions? What is a substitute per diem rate? **Our para wages are competitive. Our current substitute per diem is \$100**

When teachers cover a substitute position do they get paid more than a per diem? If so, why?

When a teacher teaches additional class/students as a result of the unavailability of a sub, they are compensated \$50/period at RIS, NMS and NHS or \$50/hour at elementary schools.

How much prep time does a K-4 teacher get? How about a Reed teacher? Middle school teacher? High school teacher?

By contract, all teachers have an average of 1 prep period/day over a 5 day period

Are there opportunities for those preps to be used for work that we currently outsource to paras or other staff?

Prep periods are to be used for teachers to engage in professional activities related to their primary teaching responsibilities.