

GOALS, BUDGET ASSUMPTIONS AND RELATED PRIORITIES

2017-2018 Budget Development

GOAL 1. INCREASE STUDENT LEARNING AS MEASURED BY MULTIPLE AND VARIED ASSESSMENTS TO ASSURE ALL STUDENTS GRADUATE PREPARED FOR A DYNAMIC AND COMPLEX GLOBAL SOCIETY.

a. Preparing all students to excel in a dynamic and complex global society requires a sustained focus on and investment in curriculum, instruction, and assessment

- i. District curriculum must be continually updated and revised, following a formal process and using a curriculum template, with a focus on emphasizing depth of understanding, application of knowledge through inquiry and problem-solving, higher order thinking, cross disciplinary learning, informed and ethical use of technology, and authentic learning opportunities, both in and out of school.
- ii. Success as a student and citizen is fueled by intellectual curiosity, persistence, resiliency, a growth mindset, and the application of discipline based knowledge; these expectations should be reflected through district curriculum, instruction, and assessments.
- iii. A coordinated system of assessment K-12, reflecting national and international performance expectations and using multiple platforms, provides the foundation for teachers and administrators, individually and collaboratively, to examine a range of evidence of student learning in order to revise curriculum and continuously improve instructional practice.
- iv. Successful 21 century learners and workers demonstrate critical and creative thinking skills and the ability to raise, analyze, and investigate meaningful questions and present solutions, both as individuals and as members of a productive group. These expectations must be embedded in curriculum, instruction, and assessment system-wide.
- v. Literacy in multiple languages and cultural competence are 21 century skills that promote individual success as a student, citizen, and leader. K-12 language programs and English Language Learner programs are key to success in these areas.

b. A highly qualified and effective staff is the foundation of our district's efforts to continuously improve student performance

- i. Highly qualified and effective administrators, teachers, and staff, sufficient to meet all internal and external expectations, are the cornerstone of our district's efforts to continuously improve student performance.
- ii. Staffing levels, instructional materials, technology, equipment, and supplies must provide for full implementation of the curriculum, including co-curricular programs and other learning opportunities.
- iii. The student academic support team provides timely and responsive instruction and interventions to students K-12, and also provides professional learning to colleagues through formal and embedded opportunities.
- iv. A Curriculum Leadership Council (CLC) consisting of educational thought leaders and master practitioners provides a sustained expert focus on the development, implementation, and assessment of curriculum and related student outcomes across the system.

c. District resources must be purposefully distributed and dedicated to areas that drive student performance.

- i. Maintaining class size guidelines and requisite staffing levels throughout all programs enables us to meet and exceed state and district student performance standards and the appropriately high expectations of the New Canaan community.
- ii. The team structure enables Saxe Middle School to be responsive to students' developmental needs while also enabling staff to differentiate practice to meet each student's individual learning needs.
- iii. Continued investment in the integration and implementation of science, technology, engineering, and math (STEM) initiatives K-12, in alignment with state, national, and international frameworks, provides the foundation to ensure all students graduate with the technological knowledge and skills required to succeed in today's dynamic and complex global society.
- iv. Ongoing reviews and revisions to the programs at the elementary, middle, and high schools ensure that the district is responsive to and reflective of the needs, expectations, and interests of today's learners. Such reviews may identify a need for reallocation or addition of resources for staffing, training, materials and/or equipment.

GOAL 2. IMPROVE ACHIEVEMENT, SERVICE, AND RELATIONSHIPS THROUGH COMMUNICATION THAT IS RESPONSIVE, CLEAR, TIMELY, AND INCLUSIVE.

a. Responsive, clear, timely and inclusive communication is the result of purposeful planning and thoughtful action

- i. Continued implementation of the updated NCPS website ensures it remains responsive to the needs of all stakeholders and continues to enhance its effectiveness as a vehicle for timely, coordinated communications to the school, district, town, and world.
- ii. Investing in the implementation of best practices in school and district communications engages all students, families, and other stakeholders in the educational process.

b. Effective communication with families is essential to creating the conditions where all students can excel

- i. Provide information to families, especially those most in need, about available student support services.
- ii. Continually exploring and implementing new and effective ways to actively communicate with families helps develop and strengthen the partnerships between school and home.
- iii. A Learning Management System (LMS) provides the platform for improved home-school communication focused on individual student performance, classroom expectations, and additional resources.

GOAL 3. PROMOTE AND SUPPORT INNOVATIVE AND EXEMPLARY RESEARCH-BASED PROFESSIONAL PRACTICES IN ORDER TO CONTINUOUSLY ENHANCE TEACHING AND EXTEND LEARNING.

- i. Consistent access to meaningful coaching, professional learning, and peer collaboration, at all levels, is critical to attracting, developing, and retaining highly qualified and effective administrators, teachers, and staff.

- ii. Expanding coordinator competence in coaching provides a network of expert leaders to help ensure all teachers receive timely feedback aligned with research based best practices.
- iii. Maintain the fidelity and effectiveness of the Teacher Evaluation and Professional Learning (TEPL) model by providing differentiated professional learning, reviewing and adjusting the evaluator/evaluatee ratios wherever necessary, and maintaining a system of collaborative document creation, storage, and retrieval.
- iv. Continue the ongoing review of master schedules in each building in support of professional learning communities that regularly and collaboratively analyze feedback and performance data to inform instructional and organizational planning and goal setting.
- v. An infrastructure of expert administrators and curriculum leaders contributes significantly to continued high levels of performance by students and staff. These positions lead the ongoing analysis of student performance data and the application of current research. In addition they update curriculum, assessment, and instructional practices, oversee placement and assessment, and lead embedded professional learning experiences for staff.

GOAL 4. PROMOTE AN ENVIRONMENT THAT FOSTERS RESPECT, ETHICAL BEHAVIOR, AND RESPONSIBLE GLOBAL CITIZENSHIP.

a. Healthy, safe and secure learning, work and transportation environments are integral to the educational success and social-emotional development of students.

- i. The district wide school climate initiative, centered upon student engagement and empowerment and aligned with the K-12 Social, Academic, and Personal Learning Framework, supports and strengthens positive school cultures at each building to ensure that every student feels physically, emotionally, and intellectually safe.
- ii. Student and staff safety, security and well-being are essential to maximize learning and performance. Continued investment in security initiatives through school and town budgets and available state security grants is critical for this ongoing work.
- iii. Maintaining the current structure of campus monitor positions is a critical component of our school safety initiative, and identifying ways the current structure can increase its effectiveness will provide further safety and security to our schools.
- iv. A strong, well-designed, and coordinated leadership structure is necessary to provide for the well-being and safety of students.
- v. A diverse catalog of co-curricular and extra-curricular opportunities increases the likelihood that every student will become engaged in one or more school-related activities outside of the school day, thereby enabling all students to become positively involved and invested in the school and New Canaan community.
- vi. The existing level and structure of student support services, composed of school counselors, school psychologists, school social workers, Kids in Crisis counselor, and school resource officers (SRO) provides effective and responsive mental-health and crisis-response teams district-wide.
- vii. Providing students with opportunities for community service and recognizing students for service they perform outside of school underscores the importance of these activities and the role they play in the development of problem solving skills, social responsibility, and social connectedness.

b. The maintenance and improvement of school facilities is a sound financial practice that results in healthy, safe and productive learning and work environments.

- i. Facilities and technology are a vital component of the district's mission, and must be regularly maintained and updated in support of student learning.
- ii. Consistently investing in the ongoing maintenance of district facilities helps prevent unexpected, costly, and urgent needs from surfacing in the future.
- iii. A timely response to enrollment projections and patterns is required to ensure all school facilities continue to meet enrollment and programmatic needs for all students.
- iv. The maintenance of school facilities includes interior and exterior upkeep by a team of knowledgeable staff. Facilities maintenance positions should be regularly reviewed, and adjusted as needed, to ensure the needed skills exist to meet most of the predictable facilities issues that arise throughout the year.
- v. The custodial staff must be sufficient to meet the square footage needs in each of our buildings.

GOAL 5: PROMOTE AND PRACTICE GOOD STEWARDSHIP FOR ALL DISTRICT RESOURCES IN A MANNER THAT SUPPORTS SAFE AND HEALTHY ENVIRONMENTS AND OPTIMIZES STUDENT LEARNING.

a. Adhering to both unfunded and funded federal and state mandates is a continuous challenge; to do so effectively requires appropriate yet customized implementation of mandates and sufficient resources so as to meet legal mandates while consistently reflecting community principles and standards in all that we do. Recent mandates impacting our work include:

- i. Student Data Privacy Act
- ii. Human Resources background and reference check requirements
- iii. Safety and security (staffing, training, technology and facilities; partnerships with local agencies)
- iv. Public law, guidelines and policies including FOIA, mediations, hearings, and legal actions
- v. Teacher and administrator evaluation and professional learning
- vi. Updated state standards and performance expectations (Connecticut Core, national science/STEM, Social Studies framework, etc.)
- vii. New high stakes assessments - state and other high stakes assessments being updated (Smarter Balanced, revised AP & SAT, etc.)
- viii. Anti-bullying/threatening behavior, school climate and attendance mandates.
- ix. Secondary school reform – student success Plans, graduation expectations, capstone, etc.
- x. Special Education, 504, ELL, Response to Intervention (RTI).
- xi. Training for certified and classified staff, including mandated reporter training, teen dating violence/domestic violence training, suicide prevention, Title IX, sexual harassment prevention, health care and management procedures

State and federal data reports across an array of domains including district, school and student performance, student behavior, school climate, financial, human resources/personnel

b. Educational excellence requires significant and sustained financial investment. A fiscally sound, prudent, and transparent approach will be followed in budget development, with a focus on maximizing the use of resources to ensure continued achievement and success.

- i. Effective and efficient stewardship of resources honors community trust, responds to community needs, and is part of providing a sound return on investment; therefore, efficiencies should be identified and reported on an ongoing basis.

ii. Creative and innovative approaches to maintaining and growing current programs/practices and developing new initiatives should be pursued with results reported to the Board and community regularly.

iii. ICT personnel, services, and resources will be selected, structured, and deployed so as to meet the specific and specialized needs of an educational organization, including digital learning and the administrative and communication needs of students, staff, and families.

Structures, policies, and practices will be reviewed continually to ensure that they address mandates and evolving needs relative to effectiveness, security, and confidentiality.

c. Meeting the community's high and increasing expectations for responsive services, excellence in educational outcomes and fiscal prudence requires a forward looking and collaborative approach to goal setting, reporting, and funding.

i. To ensure that long-term capital and insurance costs are addressed to meet the needs of all stakeholders, we will continue to work collaboratively with the Town Bodies and representatives.

ii. Clearly communicated, accurate, and timely financials are essential.

iii. Manage public information requests and hearing demands effectively and efficiently and provide support for those most impacted by the nature and number of requests.

GLOSSARY

ADMINISTRATIVE SERVICES

Administrative services are provided to ensure the highest quality educational experience for the students of New Canaan.

Central Office (CO) administrators, each of whom have an expert background specific to her/his role, serve as members of the cabinet and work collaboratively with the Superintendent in meeting Board of Education goals and objectives. This group of administrators implements policies that make possible the accomplishment of the educational mission of the New Canaan Public Schools within the context of fiscal and educational accountability. CO administrators consist of the Superintendent of Schools, chief executive of the district; the Assistant Superintendent for Curriculum & Instruction, who directs the educational programs throughout the district; the Assistant Superintendent of Pupil Services, who has district responsibility for all Special Education and Pupil Services such as counseling, psychological, social work, and speech/language services as well as gifted and talented and the school nursing department; the Director of Finance and Operations, who serves as the Chief Financial Officer of the district while also overseeing operational areas such as facilities, transportation, and food-service; and the Director of Human Resources, who leads the personnel department in their efforts to attract, nurture, and retain the best and brightest in the field.

Principals, assistant principals, and district administrators perform an array of leadership and management functions that are essential to the daily functioning and ongoing success of the system. Administrators serve the full range of needs of students and parents in relationship to the educational program for each child. These roles include development and monitoring of respectful school climates, evaluation and supervision of certified and classified staff, oversight of all safety and security needs for the school community, facilitation of student services and special services meetings including response to intervention meetings, Section 504 planning meetings and special education Planning and Placement Team (PPT) meetings. In addition, administrators complete, analyze, and implement data reports and resultant goals and action plans, facilitate and serve on school and district committees, attend school and community activities and events and participate in professional activities that connect the district to other government agencies, professional organizations and universities. They plan and deliver training and professional development to faculty and other staff. Each elementary school has a principal and assistant and the middle and high school each have a principal and 3 assistant principals.

The district wide positions for Director of Visual & Performing Arts, Director of Digital Learning, and Director of World Languages & English Language Learners are represented in this account as well. These K-12, system-wide leaders work collaboratively with building and district administrators to ensure the highest quality teaching and learning in their respective program areas.

ADMINISTRATIVE SUPPORT

Secretaries and administrative support staff often serve as the initial contact with New Canaan parents and community members, both of whom take a high interest in the education of children and the operation of our schools. Examples of responsibilities include but are not limited to: visitor greeting and assistance with school access, daily student attendance, daily staff attendance, arranging substitute teachers, guidance record keeping, school purchasing and receiving, and work orders for building maintenance. Others support areas such as special education, school libraries and school counseling offices. Secretaries must continually upgrade their office technology skills in order to assist with efficiency of operations and the ever-increasing complexity of today's schools.

The Administrative Support category includes both secretaries and bookkeepers who are represented by the New Canaan BOE Secretaries Union, as well as several non-union administrative positions that support the Offices of the Superintendent, the Assistant Superintendents and Directors.

ATHLETICS

This account includes the cost of the athletic trainer required for the NCPS interscholastic athletic program.

CAMPUS MONITORS

Campus monitors are district employees trained in security who are charged with the control of access to the elementary, middle school and high school. They greet and register guests and issue and monitor visitor passes and locations. They assist administration with the overall monitoring of safety and security throughout the school and grounds using the district crisis plan and safety plans as guides. Monitors are trained by the district HR Director, local law enforcement and public safety experts. They also assist with supervision at school events and activities.

CURRICULUM WRITING

Teachers are paid a contractual rate to write and revise curriculum documents in the Summer and at other times outside of their contractual day/year. Because the curriculum is the heart of teaching and learning, New Canaan engages in a comprehensive process of continuous curriculum review and revision to assure that all programs continue to meet the current goals of our school district, Connecticut standards, and are matched to the needs of our students.

CUSTODIAL & MAINTENANCE

Custodians play a central role in by maintaining a clean, safe learning environment at each of our schools. They also provide essential services at in-school activities, after-school activities, and community events. During weather events, the custodial staff is essential personnel, serving the best interest of the school and greater community.

In addition to building custodians, the complexity of plant management requires us to maintain a highly skilled maintenance staff to address most of the repairs required to our facilities throughout the year.

DRIVERS

The New Canaan Public Schools maintains a small fleet of vans used to transport special needs students to their classrooms, vocational and community experiences, and to out of district placements throughout Connecticut. The drivers and transportation aides who are responsible for transporting these students are classified in this category.

EMPLOYEE BENEFITS

Employee benefits include the following categories:

EMPLOYEE INSURANCE

The Board of Education maintains a self-insurance program to cover medical claims of eligible employees (this includes all current staff members and retirees under the age of 65). Currently services are provided by CIGNA for health, prescription, and dental coverage. The Board of Education maintains group term life insurance for all eligible employees. An additional payment for third party benefits management is included in this account.

EMPLOYER PAYROLL TAXES

All employees not covered by the State Teacher's Retirement plan are required to participate in the social security program. The employer matches employee contributions. The Board of Education provides the employer's portion of Medicare social security for all employees.

COURSE REIMBURSEMENT

This negotiated education incentive serves to encourage tenured teachers to continue their academic training.

UNEMPLOYMENT COMPENSATION

The Board of Education must contribute to the Connecticut State Unemployment fund, as do all

employers within the state. This is an experience-based account. The Department of Labor invoices the Board when former employees are collecting benefits from the system.

WORKERS' COMPENSATION

In partnership with the Town of New Canaan, the Board of Education maintains a workers' compensation insurance policy with Connecticut Interlocal Risk Management Agency (CIRMA). This is a group insurance program, made up of many Connecticut school systems and municipalities, which provides insurance policies. The premiums for this service are experience rated.

NON-CERTIFIED SUPERVISORS

Non-Certified Support Supervisors function to provide supervision and support in areas as diverse as instructional and administrative technology, nursing services and maintenance/custodial services.

The following positions are currently classified as non-certified supervisors:

Director of Human Resources

Director of Finance & Operations

Budget Director

Manager of Facilities

Manager of District Technology Services

Coordinator of Transportation & Safety

NON REPRESENTED AND TECHNOLOGY STAFF

Non-represented positions include highly specialized bookkeepers, benefits, and personnel experts in the central office as well as the maintenance supervisor.

Non-represented Technology positions provide support within the schools and across the district to maintain the efficient and productive use of technology for educational purposes and organizational productivity. These staff members are responsible for the day to day support of all software, hardware, and online resources in classrooms, labs, libraries, and offices. The network staff supports all infrastructure, network services, wireless network access, and servers.

The data team supports all database systems, internal and externally hosted, such as the Student Information System, IEP Direct, transportation, food services, library services, and Google Apps. The data team also manages student registration, withdrawal, and the multitude of state/federal reports required of school systems in Connecticut.

OCCUPATIONAL AND PHYSICAL THERAPISTS

Occupational therapists assist students in the development and improvement of fine motor skills while physical therapists assist students in the development and improvement of gross motor skills. Their services are part of students' Individual Educational Plans. As needed, they provide consultation to general education staff as well.

OVERTIME

This account covers the cost of overtime for non-certified staff. This includes maintenance and custodial employees as well as clerical and paraprofessional staff. Overtime pay is granted for necessary district work performed outside of an employee's normal workday. Typical work is snowplowing and emergency repairs. Overtime is also incurred when employees work double shifts to cover for those who are absent from work.

SCHOOL COUNSELORS

School Counselors are an integral part of the Pupil Services team and are assigned to all schools.

At the elementary and middle school levels counselors assist in planning educational programs for students and focus on individual and group school counseling. They are members of PPT and 504 meetings and play a significant role in monitoring the implementation of individualized instructional programming. Additionally, they are key members of each school's Student Study Team, Climate Committee, and Crisis Team.

At the high school, in addition to the above school counselors are responsible for the scheduling and course selection process for students. They also play a significant role in the post-secondary planning process, beginning in the Junior year. High School Counselors conduct a number of informational meetings with individuals, groups of students, and parents throughout the year as well. Similar to the elementary and middle schools, these professionals provide consultation to teachers in meeting the instructional needs of students and serve as a member of varied school student service and school climate teams.

SCHOOL NURSES

Nursing services include nursing assessment and interventions for students with chronic and acute health problems, illness, injury and normal developmental/health concerns. Nurses also conduct state mandated health programs such as screenings and immunizations, medication administration, management of infection control and public health matters, e.g. blood borne pathogens, communicable disease, crisis planning, etc. Nurses play an integral role on each school's' Crisis team.

Additionally, nurses are called upon to contribute to the Section 504 Teams, Student Assistance Teams, as well as Planning and Placement Teams (PPTs). This would include the development of individualized healthcare, 504 and educational plans, and clinical treatments for students with significant medical conditions.

SCHOOL PSYCHOLOGISTS

Special education mandates require comprehensive evaluation of psycho-educational functioning of all students who are suspected of a disability that affects learning. School psychologists serve all elementary, middle and high schools. They are responsible for all individual psychological evaluations, required by state law, to identify children requiring special services. School psychologists attend all Planning and Placement Team (PPT) meetings at which eligibility for special education services is determined, as well as those where behavior and/or counseling plans are made for designated students. They provide counseling to individual children and small groups as mandated by the PPT. School psychologists also provide counseling to general education students when the need arises. A large part of their time is devoted to consultation with staff members and parents on behalf of improving educational opportunities for all students.

SCHOOL SOCIAL WORKERS

School social workers are an integral part of the support offered to all students. They provide support to students and families where school performance is affected by influences beyond the school boundaries. They assess student needs and work with students, parents and school staff members to develop strategies that increase the value and accessibility of the instructional program.

School social workers provide individual and group counseling during the school day in addition to their work with parents and staff. They respond to urgent needs related to child abuse suspicion and many other crisis situations.

They also participate in Planning and Placement Teams (PPTs), Student Study Teams (SSTs), School Crisis and School Climate teams.

A district social worker is a key liaison with out of district placement schools and service providers.

SPECIAL EDUCATION TEACHERS

Special Education teachers work from pre-kindergarten to grade 12, including the Launch Program (18 to 21 years old) with students having needs that are classified as requiring special education services. A Planning and Placement Team (PPT) process, governed by law and requiring parent participation and consent, determines student eligibility for services and classification.

State and federal laws, as well as effective educational practice, require that special education students be placed with their peers who do not require special education services to the degree that is educationally beneficial for each child. Special educational needs exist in 13 categories of disability including autism, learning disabilities, hearing impairment, speech and/or language impairment, multiple handicaps, emotional disturbance or intellectually disabled. Most special education teachers work in a combination of general education classrooms and resource rooms with students who are included in classes for all or most of the school day and who may require additional support services in order to succeed. Other special education teachers work in individualized classrooms with students who have significant disabilities. As often as possible, as determined by the PPT, these students are included in general education classes for a portion of their school day.

State statutes require that the school system service children with special needs beginning at age three, and that children with special needs from birth through age three have their special needs identified. Mandated pre-school programs work with students with identified special education needs as well as with children who are at significant risk for requiring special education services if their needs are not met early.

Included under Pupil Services is the district Challenge program, which provides services for students identified as gifted and talented. Teachers participate in screening, placement and direct instruction for the Challenge program. In addition, the district provides a Challenges in Art after school program.

SPEECH/LANGUAGE PATHOLOGISTS

Special Education mandates require the provision of speech/language services to eligible students. The speech and language pathologists provide diagnostic assessments and therapy for students with difficulties in the areas of communication that interfere with their academic progress. The majority of service provision by speech/language pathologists is in the area of language development. This critical area of development underlies all forms of communication, including reading and writing. Speech/language pathologists are available to help teachers adjust the classroom program to meet students' needs, and also work with parents to encourage carry-over at home to enhance growth in the speech and language area.

SUBSTITUTE TEACHERS

Over 90 dedicated substitute teachers are on call for the New Canaan Public Schools each day. Substitute teachers perform many of the duties of a general teacher, including executing teacher provided lesson plans, classroom management, and supervisory duties. The current substitute rate of pay is \$100 per day.

Long-term substitute teachers are those who have completed 40 consecutive working days in the same assignment. Since long-term substitutes are expected to hold certification in their instructional area and since they are required to assume greater planning and grading responsibilities, after 40 days they are paid a per diem rate of \$257.94. Long-term substitute positions are created for leaves such as maternity and extended medical leave.

TEACHERS: GENERAL EDUCATION

General Education educators, as coded in the NCPS budget documents, currently include all general education and content area teachers, technology integrators and library media specialists. The Athletic Director, curriculum coordinators and instructional specialists are also included in this group of professionals.

The General Education teacher rates for 2017-2018 are as follows:

Step	BA Degree	BA + 1 Yr. (MA or BA+30)	BA + 2 Yr. (MA+30 or BA+60)	BA + 3 Yr. (MA + 60)
1				
2				
3	48,234	52,735	57,237	61,738
4	51,069	55,693	60,317	64,939
5	53,927	58,672	63,416	68,161
6	56,795	61,665	66,534	71,401
7	59,686	64,676	69,670	74,660
8	62,589	67,707	72,822	77,937
9	65,512	70,751	75,995	81,234
10	68,449	73,818	79,182	84,550
11	71,766	76,896	82,387	87,880
12	77,274	79,993	85,615	91,235
13		83,111	88,857	94,603
14		86,242	92,118	97,993
15		89,393	95,399	101,403
16		92,657	98,794	104,929
17		97,147	103,579	110,012
18		104,602	111,528	118,454

TEACHING ASSISTANTS – GENERAL & SPECIAL EDUCATION

Teaching Assistants (TAs) work under the direction of classroom teachers to provide additional individualized and small group instructional support within the classroom settings. They are also vital in assisting with the supervision of students at arrival, dismissal, recess and lunch times.

Teaching Assistants support the technology integration by assisting the teachers serving as Technology Integrators throughout the schools.

Teaching Assistants are assigned to special education (SPED) students through the Planning and Placement Team (PPT) as determined by Individualized Educational Plans (IEP). The Special Education Department requires the services of Teaching Assistants for a number of purposes, including:

TAs are assigned to resource rooms and classrooms to support student success. Their presence provides a reduced adult-student ratio and is essential in promoting the least restrictive environment for youngsters with special needs as mandated by IDEA.

TAs are assigned to students with severe special needs requiring the 1 to 1 assistance of a special education paraprofessional in order to benefit from their education program. TAs also assist in the transportation of students with handicapping conditions. They also assist students with handicapping conditions participating in extracurricular activities sponsored by the school system.

TAs are assigned as “job coaches” at the high school level and beyond to support students in school and community-based work-study placement programs.

TEMPORARY HELP

This account covers the cost of hiring temporary clerical and technology help throughout the school district. Examples of uses of this account include substitute secretaries for vacations and illness, clerical assistance for special projects, and temporary summer help to assist the technology staff in all schools to ensure readiness for opening in August.

TUTORS

Tutors are paid on an hourly basis and provide instruction to students who have been identified in need of English Language Learner services and other special needs such as medical conditions. English Language Learner tutors also work with classroom teachers to modify materials and provide professional development when needed.

UNIFORM ALLOWANCE AND OTHER BENEFITS

The Custodial and Maintenance contract includes a uniform allowance. The district also provides uniforms for NCPS drivers and campus monitors. These uniforms assist in maintaining proper employee identification as well as building security throughout the school district.

**NEW CANAAN PUBLIC SCHOOLS
NEW CANAAN, CONNECTICUT**

SUPERINTENDENT'S PROPOSED BUDGET FOR 2017-2018

Technology Leases & 2017-2018 Technology Purchasing Plan

Fiscal Year	Rationale	Budget Costs
2014-15	Annual Payment for the 2014-15 hardware lease	\$188,931
2015-16	Annual Payment for the 2015-16 hardware lease	\$205,338
2016-17	Annual Payment for the 2016-17 hardware lease	\$154,555
2017-18	Annual Lease Replacement	\$150,000

- Replace Computers for Music Tech Lab at NCHS
- Replace Computers for Art Lab at Saxe
- Replace Projectors for NCHS including Lab conversion
- Replace Projectors for Elementary Schools includes South Cafetorium
- 8 Wireless Access Points for expansion of access
- Chrome devices for Saxe humanities classrooms
- Miscellaneous SPED classroom & student devices
- Replace Computers for East
- Replace Computers for West

Total	\$698,824
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