

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. This team of 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

Budget Director

Food Services Manager

Manager of Facilities

Manager of Network Services

Manager of End User 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 who are 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 2019-2020 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 | 48,340 | 52,851 | 57,363 | 61,874 |
| 4 | 51,181 | 55,816 | 60,450 | 65,082 |
| 5 | 54,046 | 58,801 | 63,556 | 68,311 |
| 6 | 56,920 | 61,801 | 66,680 | 71,558 |
| 7 | 59,817 | 64,818 | 69,823 | 74,824 |
| 8 | 62,727 | 67,856 | 72,982 | 78,108 |
| 9 | 65,656 | 70,907 | 76,162 | 81,413 |
| 10 | 68,600 | 73,980 | 79,356 | 84,736 |
| 11 | 71,924 | 77,065 | 82,568 | 88,073 |
| 12 | 75,963 | 80,169 | 85,803 | 91,436 |
| 13 | 80,001 | 83,294 | 89,052 | 94,811 |
| 14 | | 86,432 | 92,321 | 98,209 |
| 15 | | 89,590 | 95,609 | 101,626 |
| 16 | | 92,861 | 99,011 | 105,160 |
| 17 | | 97,361 | 103,807 | 110,254 |
| 18 | | 102,828 | 109,636 | 116,445 |
| 19 | | 108,294 | 115,465 | 122,635 |

TEACHING ASSISTANTS – GENERAL and 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.