

## **CUNNIFF SCHOOL**

### **FY 2011 Budget Description**

Stephen Billhardt, Principal

#### **Mission Statement**

The Cunniff School provides a supportive and challenging learning environment to maximize academic achievement, social responsibility and lifelong learning by attending to the intellectual and developmental needs of all individual students.

#### **FY10 Student Enrollment**

- Total Enrollment, PreK – 5<sup>th</sup> grade: 263
- Male: 129 Female: 134
- Special education: 42 (16%)
- ELL: 37 (14%)
- First Language Not English: 71 (27%)
- Low Income: 70 (27%)
- Class Size: 16 to 23 students per class with an average of approximately 19 students per classroom.

#### **FY10 Grade Level Classrooms and Enrollment**

PreK: 1 class (8 students)  
 Kindergarten: 2 classes (43 students)  
 1st Grade: 2 classes (43 students)  
 - There is a first/second grade multiage classroom  
 2nd Grade: 2 classes (38 students)  
 3rd Grade: 2 classes (42 students)  
 4th Grade: 2 classes (47 students)  
 5th Grade: 2 classes (42 students)

#### **FY11 Projected Student Enrollment: 260-270**

#### **FY11 Projected changes in classroom configuration:**

We anticipate the same configuration as this year with the 43 students in the current kindergarten and first grades making a multiage first/second grade classroom. The current second graders which are in 2.5 classrooms would be put into two third grade classrooms.

#### **Administration**

Staffing: Principal, school secretary

#### **Elementary Liaison for Curriculum and Instruction**

At the elementary level there is a need for quality curriculum and instruction coordination across the three schools to assist the elementary principals. The district wide aspects of curriculum and instruction are a huge task, frequently distinctly different from the middle and high school and are difficult to coordinate without oversight and support.

The responsibilities of such a person/position would be to support curriculum and instruction needs, as articulated by central administration, elementary building principals and professional staff, by:

- Providing support to principals and teachers for elementary curriculum initiatives and implementation
- Facilitating professional development as it applies to curriculum and instruction at the elementary level
- Managing and monitoring district-wide elementary assessment data in reading and mathematics
- Communicating effectively and consistently among and across elementary schools, staff and community
- Assisting technology in practice as it applies to curriculum and instruction at the elementary level

- Coordinating curriculum between elementary, middle and high school when appropriate

### **Class-based Curriculum, Instruction and Assessment**

Staffing: 14 FTE Classroom teachers (PreK-5)

#### English Language Arts:

At the beginning of the school year the district based K-3 Reading Task Force introduced newly articulated curriculum expectations in comprehension and fluency, along with tools for instruction and monitoring. Professional development will continue to be focused on the curriculum implementation and effective use of resources. This past year district monies supported initial installation of the toolbox for reading. The ongoing cost of the Reading A-Z and RAZ kids annual subscriptions will now be assumed by the individual schools.

A plan for the remainder of this year has been put forward to finalize reading assessments in all components, complete vocabulary expectations, complete toolbox with vocabulary materials, reading assessments and reading workshop management resources. The department also plans to develop a set of recommendations for ongoing implementation support.

The next phase of the ELA work is the development of a 3-5 Reading Writing Task Force and the shifting of K-3 focus from "learning to read" to the acquisition of writing skills and language usage.

This past year concluded the initial installation of the Handwriting Without Tears program PreK – 5<sup>th</sup> grade. Each year our OT department has requested and received start up funds from the WEF for one grade level. The Cunniff budget funded another grade level. Beginning next year, the Cunniff budget will provide the ongoing implementation costs.

#### Math:

FY 2010 is the third year in the full implementation of Think Math for all three schools. Think Math is currently being implemented in all regular education classrooms. Consumable materials are a significant cost to the three schools. These costs are borne by the operating/materials budget for each school. For this past year, the cost for Cunniff was \$3,806. It is anticipated that the cost will be similar for FY 11.

FASTT Math is in its fifth year of operation in the system and in its third full year of implementation for students in grades 2-5. Currently, any ongoing costs for this program are borne by the district budget.

The Math Task Force is currently investigating a Tier Three math program for students who require an alternative math curriculum that has more of a "Life Skills" component. Students who would use this program would not be able to access Think Math through modifications and accommodations. While this Tier Three Program will serve a relatively small percentage of our students, maybe 3-5% at most, there are start up costs for this. (Please see separate Tier Three Math Curriculum Budget proposal.)

#### Science:

The Science Task Force began its work by concentrating on grades 4-6. With no representation from the middle school any more, the task force has shifted to more of a grades 3-5 focus. Four budget proposals were created and shared in May of 2009 but these were not funded. The Science Task Force is currently engaged in reviewing and resubmitting a revised materials proposal for grades 3-5. Currently all three schools use existing materials to implement their science lessons and units.

#### Social Studies:

Except for the influx of non fiction texts in the book room through funds from the operating budget (approximately \$1,200 per year), and the PTO (\$2,600 this year) no dollars have been used to purchase new materials for the teaching of social studies.

#### Educational Technology:

Staffing: 1.0 FTE

The Educational Technology teacher teaches 14 media classes each week. In addition, she co-teaches 6 hour-long classes with the third, fourth and fifth grade teachers. She teaches a 45 minute period with three second grade teachers. She also consults with everyone. She attends EDCO and TLC meetings on various Tuesdays and Fridays each month and coordinates and leads other Educational Technology teachers in the district.

Assessment:

Expanding the use of Measures of Academic Progress is a high priority. Teachers find the administration of the assessment reasonable and the data invaluable. Continued development of common assessments on critical curriculum goals also needs to be supported.

### **Student Support Services**

Special Education:

The district has encouraged the individual schools to serve as many children within the district as possible, based on need, capacity and financial responsibility. To that end, the Cunniff, like the Lowell School, has developed a multi-pronged approach to serving our special education students.

Team Chair Staffing: .5 FTE

This critical role manages the cumbersome process of meeting all legal requirements (laws and regulations) to serve our special education population. The Chair also assists in the challenges of managing both personnel and materials responsibly. The Cunniff Chair will be retiring at the end of this school year.

Special Education Direct Services (Inclusion):

Staffing: 3.5 FTE

These special educators service students with complex needs requiring substantial, extended periods as well as in-class support to engage in specialized instruction, modifications and accommodations. These schedules are complex, and require the teachers to move from class to class, grade to grade, to meet the needs of all students on the caseloads.

Substantially Separate (with push-in services that require one-on-one IAs)

Staffing: .5 FTE (This also includes Melmark consultation.)

For students with significant cognitive, physical and learning disabilities a program was developed several years ago to provide intensive instruction. In addition to the substantially separate component, the special educator and IAs provide in class support to the identified students. This program currently serves students in grades K, 1 and 5.

In FY 11, a new kindergartner will enter into this program with significant developmental delays that will require a one-on-one IA. The IA that currently works one-to-one with a fifth grade boy will become the one-to-one IA with this child.

Speech and Language Pathologist:

Staffing: 1.0 FTE

There are 33 students on the caseload that have Speech and Language goals (primarily language) on their IEPs.

OT, PT and APE:

Staffing: .65 COTA, PT (6 hrs/wk), APE (4hrs/wk)

Reading:

Staffing: 1.0 FTE

The Reading Specialist services students in grades K-2 in this realm and provides specialized reading instruction to students in kindergarten and first grade who are on IEPs.

Guidance:

Staffing: 1.0 FTE (School Psychologist)

The primary role of this position is to help lead the special education and student support services program. This includes psychological evaluations which average approximately 15-20 per year; this number depends on the number of initial referrals and three year re-evaluations. Another large portion of the job is running the GET process. The guidance counselor does this at the other two elementary schools. This position is also involved in all placements, team meetings, safety planning, and developing of protocols and new processes in the realm of schedules, Tier 2 initiatives, instructional practices, and executive functioning presentations.

Together with the behavior specialist/social worker, this position has a class-based instructional component that addresses all aspects of violence prevention, i.e. tolerating difference, conflict resolution and bully prevention. New students and their families are served by guidance through the January to June kindergarten registration process and the transfer process both to and from the school. The counseling aspects of the role are called upon daily, many times without advanced notice. Teachers often seek out consultations with our guidance counselor when challenges emerge around individual students.

Behavioral Specialist/Social Worker (Walker Partnership)

Staffing: 1.0 FTE 1.0 IA

This program provides proactive and responsive programming, respite, consultation and crisis intervention for the many students, with and without learning disabilities, who experience difficulty regulating emotions and behavior throughout the day.

ELL

Staffing: 1.5 FTE

Due to a strong increase in ELL students at the Cunniff School, staffing increased for the start of the FY 2010 academic school year. There are currently 37 students in the program.

### **Instructional Assistants**

Staffing: 12 FTEs to support students on IEPs. Six of these IAs support students on a one-to-one situation so that the child can access the curriculum. The other six IAs support the other 36 students.

Specialists

Physical Education Staffing: 1.0 FTE

Art Staffing .5 FTE

Music Staffing .5 FTE general music (and .5 FTE strings for the 3 elementary schools)

### **Plant Management/Facilities/Capital Expenditures**

For four and a half years, the Cunniff School has had limited funds for its physical plant including HVAC, furniture, grounds, flooring, carpet and roofing. While there have been some dollars spent on projects such as bathroom partitions, limited painting, some drainage concerns and lighting, Cunniff has projects that need to be put on the capital projects list.

Equipment (Learning Commons)

- Large screen LCD TV/Monitor
- Interactive white board
- MP3 Player Recorder four-station listening center
- Digital Voice Recorder
- CD Digital Stereo four-station listening center
- Quickcam

- Cable access
- New library carpet

**FY11 Hiring Expectations**

Currently the Team Chair expects to retire in June 2010. His full time position is made up of .5 FTE as special educator and .5 as Team Chair. One option is for the position to stay as two parts (special educator and Team Chair) to ensure that this role is full time at the Cunniff.

Currently there is also a .5 special educator. A second option is to combine these two .5 FTE special educators to make a 1.0. This will help to make these two part time positions much more effective in servicing students.

Another option is for the .5 part time special educator to change her part time schedule to span five mornings a week; she may also consider moving into the .5 Team Chair position.

**FY11 Anticipated Needs (prioritized)**

- 1.0 Special educator to help start up either Language Based or Primary Learning Support Program (Neuro-developmental)
- Elementary Liaison for Curriculum and Instruction

**FY11 Possible Reductions and/or Reallocations**

- IA will move from one-on-one fifth grader to the incoming kindergarten student; if this student does not attend the Cunniff, this IA could be reallocated to a specific school based program (Language based or neurological)
- Savings from one teacher retirement