

CUMBERLAND PUBLIC SCHOOLS

*"A SMART SCHOOL DISTRICT GETTING SMARTER"*

A FINANCIAL PLAN TO SUPPORT LEARNING  
IN CUMBERLAND SCHOOLS

FY 2009-2010

*"Today we are all witness to an example of what can be accomplished when leaders focus on goals for Cumberland students that we agree are worthwhile. I would like to extend my gratitude for the educational foundation that has been provided for our students, faculty and administration and look forward to the future possibilities we can create together beginning today."*

*Excerpted from Remarks by Superintendent Morelle  
Rededication of Cumberland High School  
September 27, 2008*

## INTRODUCTION

# CUMBERLAND PUBLIC SCHOOLS

## SCHOOL COMMITTEE

		Term Expires
Chairperson	Donald J. Costa	November 2010
Vice Chairperson	Earl T. Wood	November 2010
Clerk	Ryan W. Pearson	November 2010
Member	Lisa Beaulieu	November 2010
Member	Rosa Q. Crowley	November 2010
Member	Brian Kelly	November 2010
Member	Dan Pedro	November 2010

## 2008-2009 LEADERSHIP TEAM

Superintendent of Schools	Donna A. Morelle, Ed.D.
Assistant Superintendent	Susan C. Carney, Ph.D.
Director of Administration	Joseph A. Rotella, Esq.
Director of Facilities Services	Richard Hilton
School Business Manager	Alexander Prignano
Director of Special Education	Lisa Colwell
Deputy Director of Special Education	Frederik Schockaert
Director of Information Technology	Robert Legacy
Network Manager	C. Michael Chandler
Athletic Director/Transportation Coordinator	Frank Geiselman
Cumberland Preschool Center Principal	Kathleen Gibney
Ashton School Principal	Nidia Karbonik
B.F. Norton School Principal	Paula Maloney
Community School Principal	Cheri Sacco
John J. McLaughlin Cumberland Hill School Principal	Donna Reinalda
Garvin Memorial School Principal	Thomas Stepka
Joseph L. McCourt Middle School Principal	Armand Pires
Joseph L. McCourt Middle School Assistant Principal	Colleen Pendergast
North Cumberland Middle School Principal	Richard Drolet
North Cumberland Middle School Assistant Principal	James Masterson
Cumberland High School Principal	Dorothy Gould
Cumberland High School Assistant Principal	Scott Fuller
Cumberland High School Assistant Principal	Brien Keller
Cumberland High School Assistant Principal	Donna Zannelli

## 2008-2011 STRATEGIC PLAN

### MISSION

The Cumberland Public Schools will prepare all students to become responsible, contributing members of a complex global society through a partnership with home and community.

### VISION

The vision of the Cumberland Public Schools is to support the educational development of the whole child through proven strategies and a guaranteed and viable curriculum. As a result, students are aware of their global community, are active civic participants and achieve proficiencies which allow them to make valuable life choices. Through high expectations and best practice, students are led by an academy of teachers, administrators and staff dedicated to academic excellence. We envision a learning community established and supported through collaboration among students, families, educators, and the community.

### PARAMETERS

- We will always respect the dignity and honor of each person.
- We will develop educational programs and related support services in response to community and student needs.
- No new program will be implemented unless they are grounded in valid and reliable research, supported by the appropriate professional development and sufficient resources are allocated.
- Additional resources will not be sought until the use of existing resources has been evaluated.
- We will resolve or eliminate policies or procedures that are known to impede success.

The Cumberland Public Schools, School Committee, and staff envision schools where:

**EDUCATION** in Cumberland is a flexible system and supports a wide range of teaching and learning approaches. Students, teachers, parents and schools are valued and know exactly what is expected of them. They can measure their progress against focused statewide expectations. Schools, teachers and families have easy access to services and expertise to help them manage their school operation efficiently and provide high quality instruction for all students.

The **CUMBERLAND SCHOOL COMMITTEE** is a dynamic organization that nurtures and contributes to an exemplary learning community which prepares students for life and career. It identifies and responds to emerging educational trends in, and beyond, the Town of Cumberland. The committee promotes community engagement in and dialogue about education. Members ensure a level of rigor that exceeds state standards and allows students to achieve beyond the standards. It creates a safe and healthy environment that supports learning, maintains an environment that nurtures positive attitude, and encourages accountability among all within the Cumberland Public Schools.

**TOWN GOVERNMENT** funds and keeps education at the forefront of its agenda. Education is seen as the most important service that the Town government provides. Funding of education is responsive to the needs of the community, varying student needs and is fair to taxpayers.

**STUDENTS** come to Cumberland schools eager to learn. All students have high expectations for themselves and produce meaningful work that demonstrates a knowledge of skills in reading, writing, mathematics, and social sciences, as well as the ability to communicate clearly. Students demonstrate an appreciation for their national heritage, fine arts and other cultures of their world as well as the multicultural contributions within the community. They participate in healthy activities, avoid at-risk behaviors and interact with others with respect. They have access to the latest technology to help master challenging content and individualize learning. After-school help and summer enrichment programs provide on-going support for all students. All students' learning is enhanced by school-to-work experiences, service learning, and the use of state of the art technology applications. Students display pride in Cumberland schools and demonstrate educational excellence.

**TEACHERS** are highly qualified and certified in their area and have high expectations for all students. They demonstrate improved student performance with a variety of assessments such as portfolios, exhibitions, and performance assessments. Teachers are lifelong learners. Professional development helps teachers connect daily experiences to a process of continuous improvement. New teachers are supported through mentoring programs. Teachers work individually and collaboratively to identify best practice strategies to meet the varying needs and learning styles of all students. Teachers participate in key decisions about how their schools operate. Teachers work with parents to improve student performance. All educational staff demonstrates pride in Cumberland schools and help to maintain a safe, clean and healthy environment for learning.

**ADMINISTRATORS** are educational leaders in the district and in their schools. In their respective roles, they model high expectations for teachers and students through a balance of management and vision. They work to establish the district and individual schools as a learning community. School leaders place student and adult learning at the center of all decisions. Administrators actively engage the community to create shared responsibility for student and school success.

**PARENTS** participate actively in decision-making at the district and school level and share the responsibility, authority and accountability for improving schools. Parents are actively involved in their child's education. They support safe, clean and disciplined classrooms. Cumberland schools are free of drugs and violence. Students and families are directed to a system of support services to meet the physical and emotional needs of their students.

**COMMUNITY MEMBERS** volunteer in classrooms, help to improve school facilities, and support education expenditures. They are stewards for school success and improved performance of all children. Community members value Cumberland public schools as a high achieving system that is a hallmark of the community.

**BUSINESS AND EMPLOYERS** are in partnership with schools and share directly in the success of schools by participating in classroom enrichment and student mentor programs, providing consultation, and helping schools to run their operations more effectively. They recruit new employees from among Cumberland graduates whose skills meet or exceed the needs of their industries. They support and participate in the school-to-career system for all students.

**HIGHER EDUCATION** institutions welcome Cumberland graduates knowing that they are well prepared and equipped to meet the new learning challenges. They hold high expectations for student performance, consistent with the standards of the PK-12 system. They are partners with the district and with schools in support of improved teaching and learning.

## Cumberland Public Schools Budget Fiscal Year 2009-2010

### Executive Summary

The Leadership Team for the Cumberland Public Schools has assembled a set of budget recommendations to support the District Strategic Plan and the individual School Improvement Plans. The primary goal of this budget is to maintain the integrity of face-to-face instruction in the six core academic areas: Mathematics, English Language Arts, Science, Social Studies, the Arts, and Technology.

This budget proposal, although developed in an environment of competing priorities, reflects a careful analysis of the supports necessary for students to continue to make advances in student achievement in the Cumberland schools.

Just as we believe that all students should have access to the same high quality, rigorous instruction, we also believe that all stakeholders vested in student learning outcomes in Cumberland should share in the solutions. Therefore, the financial plan for FY 2010 reflects an approach in which a variety of funding approaches are suggested to achieve the overall budget goal.

### *Goals and Objectives*

In October 2008, the Cumberland School Committee approved a three-year Strategic Plan focused on six overarching goals.

1. By June 2011, 100% of Cumberland students will demonstrate academic proficiency by achieving or exceeding the standards as measured by data including, but not limited to, state and district defined assessments.
2. By June 2011, 100% of Cumberland students will graduate into post secondary programs or careers as measured by data including, but not limited to, student surveys and post secondary program admissions.
3. By June 2011, 100% of Cumberland students will adopt safe and healthy lifestyles as measured by data including, but not limited to, SALT data, discipline data, climate surveys, state Health assessments and student interviews.
4. By June 2011, 100% of Cumberland teachers will utilize effective instructional techniques that accommodate diverse learning styles as measured by data including but not limited to, SALT data, Cumberland Teacher Evaluation data, feedback from classroom walkthroughs and increases in scores on state and district defined assessments.
5. By June 2011, all Cumberland schools will be safe and effective centers for learning as measured by data including, but not limited to, discipline data, drop out rates, SALT Visit reports, SALT Survey data and facilities data.
6. By June 2011, the community will respect and support the mission of the Cumberland schools as measured by data including, but not limited to, participation in school activities, committee involvement, community partnerships, and adequate funding.

### ***Budget Development Process***

The development of the district's financial plan is a year-long process. The process for the fiscal year ending June 30, 2010, started in early November 2008 when schools and departments began preparing budget requests for the 2009-2010 school year.

The Cumberland Public Schools has embraced a strategic approach to budget development, known as zero-based budgeting. Zero-based budgeting, in general terms, is a financial planning model in which there is a 'zero-base.' In an incremental budgeting model, only an increase over the previous level of expenditure is reviewed. By contrast, in zero-based budgeting, all requests for spending are reviewed independent of whether the line item is increasing or decreasing.

In the district's zero-based budgeting model, emphasis is placed on aligning requests with student learning needs. Basing budget requests on an analysis of student learning outcomes and school improvement goals makes budget discussions more meaningful. Although this practice increases the time to prepare a budget, the review is more comprehensive and assumes that all expenditures have been reviewed and approved, rather than only increases.

In the current budget under review, we will introduce a discussion of the concept of student-based budgeting as defined in the literature.

*"There are many ways to organize...systems to achieve results and equity – that is, to support high academic performance for all students, eliminating significant differences in achievement based on race, ethnicity, gender, primary language, or family income...[t]hree functions are essential for success:*

- providing schools, students, and teachers with needed support and timely interventions;*
- ensuring that schools have the power and resources to make good decisions;*
- making decisions and holding people throughout the system accountable with indicators of school and district performance and practices."*

Excerpt from ["First Steps to a Level Playing Field: An Introduction to Student-Based Budgeting,"](#)  
(June 2002, Annenberg Institute for School Reform at Brown University)

This additional layer of budget review enhances the equitable distribution of resources by ensuring that some resources are distributed based on a foundation enrollment and that additional resources are based on the achievement profile of the school.

The school department's local operating budget is prepared at the school and department level, and submitted to the Superintendent. The Superintendent of Schools, with assistance and input from members of the Leadership Team, reviews the requests and submits a budget proposal to the School Committee that will work to accomplish the district's goals, recognizing the need to operate within the fiscal constraints of the Town of Cumberland. The Committee is required to submit an approved school budget to the Town Finance Director by the first Monday in March for inclusion in the Mayor's Budget Proposal. According to the Town Charter, the Mayor's Budget must be submitted to the Cumberland Town Council on or before the second Monday in May for review, adjustments, and approval on or before July 1. In instances where the Town Council allocates less than the School Committee's proposed budget, the Superintendent recommends changes to the proposed budget to close the gap and the School Committee adopts a final budget to fit within the Town's allocation to the schools.

Federal funds, restricted state funds, and private grants are allocated to accomplish district initiatives consistent with the intended uses and restrictions on these funds. These program initiatives and funds in combination are known as the Consolidated Resource Plan (CRP). The CRP is primarily developed through the annual planning process associated with the review, revision and monitoring of the District Strategic Plan and occurs annually in the late spring concurrent with timelines established by the Rhode Island Department of Education.

Resource allocation within the local budget is largely nondiscretionary and is determined by contractual commitments for staffing levels, salaries, and benefits; by contracts for outsourced services for transportation, food services, and facilities maintenance and repair; by state mandates including special education requirements for staffing levels, support to charter and nonpublic schools; and by debt obligations. Discretionary funds include funds for such things as staff outside collective bargaining units, maintenance, textbooks and educational supplies, furniture, and educational equipment.

## Cumberland Public Schools Accomplishments

The Leadership Team of the Cumberland Public Schools has identified a representative list of accomplishments for inclusion in the annual budget presentation. These academic, organizational and financial accomplishments demonstrate the cycle of continuous improvement sponsored by the administration under the leadership of Superintendent Morelle and her administrative staff.

### Organizational Accomplishments

#### Multi-Year Strategic Plan Approved for Cumberland Public Schools

The Cumberland School Committee approved a three-year master plan for the school department concentrating resources in five targeted areas:

- 21<sup>st</sup> Century Practices: Support for Students
- 21<sup>st</sup> Century Practices: Support for Staff
- Curriculum Consistency
- Integration of Technology
- Building a Town Learning Community

Through the implementation of the [2008-2011 Strategic Plan](#), the district will focus renewed attention on the educational development of the whole child; the development of a learning community dedicated to academic excellence; collaboration among students, families, educators and community; extra learning opportunities for students to meet high expectations; and professional support for all teachers to develop deep expertise in their content knowledge.

#### Cumberland School Committee Implements Board Goals

In January of 2008, the Cumberland School Committee adopted three board goals to assist in establishing priorities for their work in the area of communication, policy and student achievement. As a result of this board focus and targeted attention to specific goals, the committee was able to demonstrate measurable results in each goal area.

- Communication:** *The School Committee will work to broaden the communication efforts between the administration, staff, students, parents and community through the implementation of the District Communication Plan.*

Important communication strategies have been implemented to share timely information with parents and families in the district including, but not limited to:

1. District Newsletter
  - "[Focus](#)" is the district's education newsletter which provides information to parents, community, business and faculty on improvement initiatives and student and faculty accomplishments.
2. Direct District Communications for Community Outreach and Emergency Notification
  - This communication strategy was implemented through the use of *Connect-ED*, a real-time phone and email notification system that was purchased with the financial support of the Cumberland Town Council.
3. E-News from the Cumberland School Committee
  - This electronic news brief provides a summary of the School Committee agenda items and the actions of the board and is distributed via list serves immediately following regular meetings.

❑ **Policies:** *The School Committee will update policies in order to support the Strategic Plan.*

School Committee policies are located at [www.cumberlandschools.org/schoolcommittee/index.htm](http://www.cumberlandschools.org/schoolcommittee/index.htm). The Committee adopted, or is in the process of adopting, the following policies:

- Special Education Staffing Policy (under development)
- Camera Surveillance Policy (May 2008)
- Use of School Facilities (May 2008)
- Medication Policy (January 2008)

❑ **Achievement:** *The School Committee will advocate for student achievement as a top community priority.*

Results of the 2008 New England Common Assessment Program (NECAP) demonstrate positive overall trends in the assessment scores of Cumberland students. These results, consistent with the overall trends across the state of Rhode Island, include the following noteworthy highlights:

- Double digit increase in the percentage of Cumberland High School students demonstrating proficiency in Reading, Writing, and Mathematics;
- Marked improvement in the percentage of elementary students demonstrating proficiency in Mathematics; and
- Double digit increase in the percent of Grade 3 and Grade 4 students demonstrating proficiency in mathematics at B. F. Norton School

These achievement trends are a result of targeted allocations to resources and the strategic decision-making of the Cumberland Town Council, Cumberland School Committee, and district and school administrators.

### **Administrative Appointments Complement Depth and Breadth of Leadership Team**

In the past year, the Cumberland School Committee appointed five new administrators to the district Leadership Team.

- ❑ Mr. C. Michael Chandler, Network Manager (April 2008)
- ❑ Mr. Richard Drolet, Principal, North Cumberland Middle School (August 2008)
- ❑ Mr. Jason Masterson, Assistant Principal, North Cumberland Middle School (September 2008)
- ❑ Mr. Frederik Schockaert, Deputy Director of Special Education (October 2008)
- ❑ Ms. Cheri Sacco, Principal, Community School (January 2009)

The combined expertise of these five administrators adds to the depth and breadth of expertise of the overall administrative team of the Cumberland Public Schools. Both Mr. Drolet and Mr. Masterson were promoted from positions within the district to administrative posts at North Cumberland Middle School. Mr. Schockaert joined the Cumberland administrative staff from a leadership role at Meeting Street School. In January, Ms. Sacco left a successful career that spanned over two decades in the Cranston Public Schools to become the Principal at Community School.

Through the combined efforts of Mike Chandler and his supervisor, Mr. Robert Legacy (Director of Information Technology), the technology access in the district in elementary, middle and high school classrooms has been positively transformed. True to their leadership style, these gentlemen have changed the face of technology in the district and made it look effortless!

## Accreditation of Cumberland High School Achieved

As stated by the New England Association of Schools and Colleges (NEASC), "accreditation is a system of accountability that is ongoing, voluntary, and comprehensive in scope. It respects differences in institutional populations, missions, and cultures, and fosters institutional change grounded in the judgment of practicing educators. It is based on standards which are developed and regularly reviewed by the members and which define the characteristics of good schools and colleges."

Cumberland Public Schools recognizes that NEASC sets the standard of excellence for educational institutions. For parents and the community, the accreditation status also symbolizes a level of accountability to a mission of equitable educational opportunities for all students in Cumberland. Although it was the totality of the community's efforts that resulted in this approval, several key improvements had a significant, positive impact on this outcome.

On September 28-29, 2008, the Commission on Public Secondary Schools reviewed the Five-Year Progress Report of Cumberland High School and continued the school's accreditation. In particular, the Commission removed the school from warning status for the following two Accreditation Standards: [Teaching and Learning Standard on Instruction](#) and [Support Standard: Community Resources for Learning](#).

Since the Commission's visit in 2003, the high school faculty, administration and support staff has worked diligently to address the recommendations of the visiting team. Specifically, the following goals were met in order to achieve the accreditation status:

- The provision of opportunities in all classes for students to assess their own learning;
- The provision of common planning time to grade nine teachers;
- The substantial increase in the number of available computers to support the integration of instructional practice in technology throughout the curriculum and as a foundation for the use of electronic portfolios;
- The completion renovations known as CHS 2010 that includes the new cafeteria and science wing
- The addition of two full-time technology positions; Director of Information Technology and Network Manager.

The Commission also acknowledged the following progress made by Cumberland High School:

- Increased opportunities for students to earn college credit in high school;
- Development and implementation of common assessments;
- Increase in the number of instructional hours in the school year;
- Decrease in the number of course levels from four to three to increase the rigor for students previously scheduled in lower level courses;

In future months, the high school will address final recommendations of the Commission in order to complete a Special Progress Report due on May 1, 2009.

## Diploma System at Cumberland High School Endorsed

Cumberland High School Diploma System has received "preliminary approval" from the RI Department of Education through the Office of the Commissioner of Education. This step is part of an overall goal by the RI Board of Regents that all high school students in the state of Rhode Island successfully complete a rigorous [RI Diploma Program](#) that gives them access to college or post-secondary training, whether immediately after high school or when and if they so choose.

The [Board of Regents' Regulations on Proficiency-Based Graduation Requirements](#), initially promulgated in January 2003, set the course for high schools to develop their diploma systems. These regulations were recently amended (September 2008) and guide the following continued work of Cumberland High School faculty, staff and administration:

- ePortfolios will be updated as the product becomes a cumulative four-year project;
- Culminating student presentations will increase in rigor and community participation;
- Common mid-semester and final examinations will be established to increase equal access to the curriculum for all students aligned to the Rhode Island Grade Span Expectations; and
- Opportunities for student personalization will be expanded through the advisory program, elective offerings and a variety of clubs.

### **Rededication of Cumberland High School**

On September 27-28, 2008, the community celebrated the Rededication of Cumberland High School and completion of CHS 2010 with a weekend of festivities on the high school campus, including a formal rededication ceremony that included celebratory remarks from state and local officials; a proclamation from the Town of Cumberland offered by Mayor Daniel McKee and Council President James T. Higgins; and a Ceremonial Presentation of a Key by Superintendent Donna A. Morelle to Cumberland High School faculty, administration and students.

The CHS 2010 project, completed in April 2008, was divided into three parts: Phase 1 started with renovations to the Media Center and the creation of the new Writing Center; Phase 2 saw the construction of the Wellness Center and upgrades to the Auditorium and rest rooms in the main building in addition to exterior 'curtain' walls. Phase 3 implemented renovations to classrooms, installations of infrastructure for new technology and fire safety, the creation of the new Art and Band rooms by converting the old gym space, addition of a sixteen classroom Science Wing and the building of the new cafeteria. Also, At Cumberland High School, eight Computer labs have been added to the two that existed before the CHS2010 project started. The labs include: Tech/Robotics lab, MIDI lab (music), CAD lab, Business lab, Language lab, Graphics Art lab, and two General use labs.

### **Recommendations Implemented from Special Education Program Evaluation**

The district contracted with the Center for Resource Management (CRM) during the 2007-2008 school year to conduct a program evaluation of the programs and practices associated with the implementation of special education services in the Cumberland Public Schools. The intent of this program evaluation was to determine the effectiveness of the service delivery models within the district so programs supporting students with disabilities may be modified or developed to accelerate their individual learning goals. The Executive Summary of [Phase I](#) and [Phase II](#) included commendations and recommendations which were presented to the District for consideration. Major findings in the Special Education Program Evaluation include:

#### Improving Data Access and Data Use

Cumberland Public Schools should take steps to improve data quality and data access across the district.

#### Special Education Trends

Variations in special education rates at different grade levels should be examined by the district to ensure they do not reflect procedural differences or a lack of supports that would inhibit students exiting from special education.

Special Education Population by Disability

Cumberland Public Schools is providing services to a range of disability groups with students identified as having a learning disability comprising 27% of the K–12 population, followed by speech/language (26%), other health impaired (26%), emotional disability (9%), autism (6%), and other (6%).

Attendance

The district is to be commended for exemplary elementary attendance patterns for both special education and regular education students, but needs to monitor the increase in absence in grade 8, and proactively address the attendance problems at the high school.

Cohort Progress in Reading and Math

Cumberland Public Schools needs to intensify its efforts to provide the depth of reading and math intervention special education students need to improve their skills.

Improving the Performance of the Lowest Performing Students

The district needs to critically examine a lack of progress in improving the performance of the lowest performing special education students and develop a district-wide plan to address this issue.

The entire Special Education Program Evaluation reports can be viewed or downloaded on the district web site at [www.cumberlandschools.org](http://www.cumberlandschools.org).

### **Positive Behavioral Interventions and Supports Embedded in Practice Across District Schools**

A major advance in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a patchwork of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, restrooms).

Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining school-wide, classroom, and individual systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional.

[Positive Behavioral Interventions and Supports](#) (PBIS) began three years ago in Cumberland as a grass roots effort by teachers at JJM Cumberland Hill School to respond to schoolwide and classroom behavior issues. Now in their third year of implementation, the success of the work at Cumberland Hill has led to a district-wide adoption of the PBIS initiative.

Currently, four district schools are participating in this initiative; Cumberland Preschool Center, B. F. Norton School (Year 2), JJM Cumberland Hill School (Year 3) and Joseph L. McCourt Middle School (Year 2). In addition, two district-wide trainers have been identified to lead the efforts for Cumberland schools to fully embrace this proactive, research-based initiative.

As the 2008-2009 year continues, Ashton School and North Cumberland Middle School faculty will join the ranks of Cumberland colleagues who have been trained in the methodology of PBIS, as well as colleagues from Coventry, Barrington, Providence, East Providence, Warwick, and South Kingstown who have committed to implement Positive Behavioral Interventions and Supports as a district-wide initiative.

## Positive Behavioral Interventions and Supports Training Plan for Cumberland Public Schools for Spring 2009

District Training for Schools Implementing PBIS	Attendees:	Topic:
Month of February, 2009	Ashton Elementary North Cumberland Middle	*Obtain school commitments; 80% buy-in/signatures from entire school staff
Date: March 2, 2009 Location: Time: 8:30-3pm	Ashton Elementary	1. The SW-PBIS Overview 2. Understanding the Functional Perspective 3. Establishing Universal Teams and Self Assessment 4. Defining Expectations
March 4, 2009 Location: Time: 8:30-3pm	North Cumberland Middle	1. The SW-PBIS Overview 2. Understanding the Functional Perspective 3. Establishing Universal Teams and Self Assessment 4. Defining Expectations
April 3, 2009 Location: Time: 8:30-3pm	Ashton Elementary	5. Teaching School Wide Expectations 6. Acknowledging Expectations 7. Active Supervision 8. Classroom Management
April 20, 2009 Location: Time: 8:30-3pm	North Cumberland Middle	5. Teaching School Wide Expectations 6. Acknowledging Expectations 7. Active Supervision 8. Classroom Management
May 11, 2009 Location: Time: 8:30-3pm	Ashton Elementary	9. Developing a system for responding to challenging behavior and preview of SWIS 10. Understanding and managing escalating behaviors 11. Preparing and responding to crises and emergencies
May 15, 2009 Location: Time: 8:30-3pm	North Cumberland Middle	9. Developing a system for responding to challenging behavior and preview of SWIS 10. Understanding and managing escalating behaviors 11. Preparing and responding to crises and emergencies
June 1, 2009 Location: Time: 8:30-3pm	Ashton Elementary	12. Data-based decision making and the school wide information system (SWIS) 13. PBIS system sustainability 14. Transitioning into secondary interventions: The Yellow Zone
June 3, 2009 Location: Time: 8:30-3pm	North Cumberland Middle	12. Data-based decision making and the school wide information system (SWIS) 13. PBIS system sustainability 14. Transitioning into secondary interventions: The Yellow Zone

### Digital Tools Move Cumberland Schools into the 21<sup>st</sup> Century

In classrooms throughout the district, new digital tools are now available to assist teachers and students, creating long-awaited 21st century learning environments. Outside of the classroom, the district is adding support tools to substantially strengthen critical family/school communications as well as upgrade systems for the business and human resource departments. Cumberland Public Schools have experienced substantial improvements to both hardware and software systems supported by bond initiatives, assistance from the Town Council and the school district budget.

At Cumberland High School, eight Computer labs have been added to the two that existed before the CHS2010 project started. The labs include: Tech/Robotics lab, MIDI lab (music), CAD lab, Business lab, Language lab, Graphics Art lab, and two General use labs. With the availability of computers in classrooms, the district can now move forward with the addition of these advanced software tools thereby allowing the district to meet a number of goals:

- Increase communication with families;
- Create digital graduation portfolios for students;
- Assess and monitor elementary student progress;
- Employ state-of-the-art tools at CHS for scientific experimentation and inquiry; and
- Expansion of electives at CHS to include more technology offerings including courses such as computer repair, robotics, graphic design and computer aided drafting.

### Direct District Communications

In August, the School Committee approved the purchase of *Connect-ED*, an Internet-based school-to-parent communication service that enables school administrators to send personalized multi-lingual messages via voice, text message or email to staff and parents. Families and staff will receive timely information on school/district announcements such as events or school closings, attendance notification, and emergency alert messages. Effective communication with parents has a direct impact on the academic success of a student and now, with the financial sponsorship of the Cumberland Town Council, we have the right tool to help us close the backpack gap and help Cumberland parents stay engaged.

### High School goes 'Digital' with its E-Portfolio System

CHS has begun the process of introducing students and staff to our e-portfolio system. Each student will have a secured digital portfolio, enabling them to store evidence of work in all of the academic areas. Evidence of this work may include, but is not limited to, text, multimedia, images, spreadsheets, and web pages. The portfolio facilitates students' reflection of their own work, offering a dynamic perspective of their achievements and plan of study. In addition to students and staff, parents will have the ability to securely view their child's portfolio.

### Graphic Arts Software

To broaden the digital experience in web, graphics and photo editing for CHS students, the district has purchased Adobe Creative Suite. This software will complement courses in the newly created Fine, Applied and Technical Arts Department at Cumberland High School.

### Elementary Student Assessment and Progress Monitoring

Through a collaborative agreement and financial commitment with the Cumberland Town Council, the district has purchased a student assessment system for its K-5 students. *AIMSweb* is an assessment system that 'informs' the teaching and learning process by providing continuous student performance data and reporting improvement to parents, teachers, and administrators to enable evidence-based evaluation and data-driven instruction.

### Improved Financial Software

The school business office has used the technology upgrades in the district as an opportunity to streamline financial operations. In the last school year, the entire payroll process for Cumberland school employees was transferred in-house, creating efficiency, cost controls and improved production of district payroll. In addition, the Business Office is in the process of completing the transition to the UniFund Software program as required by the RI Department of Education.

### Automated Substitute Placement and Management

In 2007, Cumberland purchased Aesop, an automated substitute placement service for K-12 school districts. The web-based service eliminates the need for traditional sub-calling programs, almost completely automating the process of substitute placement. As a result of this tool, the district's Human Resource Department has better information available for absence management.

## Academic Accomplishments

### MATHEMATICS

#### First Steps in Mathematics Training

*First Steps in Mathematics* was developed in Western Australia as a program to support kindergarten through 9th grade teachers as they teach key mathematical ideas to their students. The aim of the program is to improve the mathematics outcomes of students by improving teachers' understandings of teaching and learning in mathematics within a developmental framework. The program provides teachers with a means of teaching and assessing students in a knowledgeable manner. More specifically, the program helps teachers to:

- build or extend their own knowledge of the mathematics underpinning the outcomes;
- understand how students learn mathematics so they can make sound professional judgments; and
- plan learning experiences that are likely to develop the mathematics outcomes for all students.

In essence, the program recognizes that not all students learn in the same way, through the same processes, or at the same rate. The program, therefore, provides teachers with multiple approaches on how to reach students at their appropriate developmental levels in order to maximize student learning and understanding.

Cumberland has six teachers, including Ms. Monique Swiszczy, K-8 Mathematics Coordinator, who are trained as trainers to provide eighteen [18] hours of professional development in math number sense. To date, approximately 50% of elementary teachers have participated in this professional development, and all middle school math teachers are to be trained in February 2009.

#### Math Investigations, 2<sup>nd</sup> Edition

In order to support the delivery of mathematical content in a manner that is accessible for all students to master the content, the Cumberland schools opted to purchase the Second Edition of Math Investigations. This [revision of the Math Investigations program](#) was supported by research by the National Science Foundation, TERC, and Scott Foresman and focuses on four specific areas:

1. Increased Focus on Computational Fluency  
The content in the *Investigations* curriculum are based on knowledge from research and practice. The choice, balance, sequence, and pace of content are based on the centrality of number and operations for elementary school students, the importance of exposing all elementary students to a range of mathematics content, including work with geometry, measurement, data, patterns, functions, and the foundations of algebra, and the development of foundational ideas that students need in order to build understanding of mathematics.
2. Coherence of the Mathematical Content  
In general, design decisions for the 2nd edition resulting from these observations included: 1) more careful choice and wording of the mathematical focus of each Investigation and each session; 2) the development of student benchmarks for each unit; 3) clear statement of the focus for each class discussion.
3. Clarify and Focus of Classroom Discussion  
In the development of the 2nd edition, the purpose and course of each discussion is made clearer by providing a clear statement of each discussion's focus, initial and follow-up questions that can support student thinking, and a description of possible courses the discussion might take, including examples of possible student responses. Classroom discussion is a critical component of the curriculum and must be supported in the text so that teachers focus the discussion on key mathematical ideas, ask questions that engage student thinking and know how the discussion connects to the work that precedes and follows it.

#### 4. Support for the Range of Learners

The *Investigations* curriculum continues to maintain a focus on the development of meaning in mathematics. Revised sections in the Second Edition offer suggestions gleaned from classroom experience about how to modify and/or extend activities for the variety of students in the class while maintaining focus on the important mathematical ideas.

In addition, the revision of *Investigations* provides clarity on many topics that are important to communicate to families including, but not limited to:

- [Counting and the Number System](#)
- [Addition and Subtraction](#)
- [Multiplication and Division](#)
- [Rational Numbers](#)
- [Geometry](#)
- [Measurement](#)
- [Data and Probability](#)
- [Patterns and Functions](#)
- [Place Value](#)
- [Early Algebra](#)
- [Developing Fluency with the Facts](#)

## ENGLISH LANGUAGE ARTS

### Dunn Literacy Initiative Gains Momentum at Elementary Schools

In December 2007, Cumberland Public Schools announced a ground-breaking partnership with the Hasbro Center for Teaching Excellence and The Dunn Institute. The Dunn Literacy Initiative is a school-wide teacher training project that will provide expertly tailored teacher in-service education for all of the elementary teachers in the district. This initiative will provide overall support to all five elementary schools to create a high performing network of schools within the district.

The school-wide teacher training project being offered throughout the elementary schools includes:

- Five reading specialists trained to assume the role of literacy coach in each elementary school. They will provide leadership, resources, modeling, and coaching in the area of effective literacy strategies, with the goal of improving student outcomes. Literacy coaches meet weekly for professional development in data analysis, facilitation of school data meetings, and decision making. Most importantly, they are establishing consistency across the district in literacy procedures, such as effective routines, assessments, and student grouping options.
- Each elementary school has established a School-Based Literacy Team whose members are investigating effective elements and practices utilized by schools with strong literacy outcomes.
- All Kindergarten through Grade 5 teachers have participated in professional development in the administration and scoring of AIMSweb assessments with targeted benchmarks based on national norms, creating high expectations for all students. Interpretation of AIMSweb data is presently being

used to group students for instruction, to determine interventions, and to progress monitor student growth.

- All Kindergarten through Grade 5 teachers received professional development in phonology to help them understand the continuum of phonological awareness and its impact on literacy outcomes. Additionally, all reading teachers and literacy coaches have received professional development in *Foundations*, a multi-sensory, systematic, researched based program, which will now be used as a source of academic interventions for students.
- Monthly data meetings have been scheduled for K-5 classroom teachers, special educators, reading specialists, and principals to facilitate interpretation of student data to drive instruction and increase student outcomes.

**Cumberland High School Embarks on First Steps Literacy Initiative:** *Helping students learn subject matter in all content areas through effective reading strategies*

In support of the district's overall goal for 100% of our students achieving academic proficiency in literacy, Cumberland High School is participating in the First Steps Literacy initiative. The First Steps High School Literacy Program provides content area teachers with a selection of powerful teaching ideas and tools that help secondary students build a repertoire of reading and learning strategies. Using these strategies students meet the reading demands and learn content in all courses. Steps Middle and High School Literacy also explores the reading process, making it more tangible for content area teachers and their students.

As part of this multi-year plan, four [4] teachers at CHS are participating in a six [6] day "Train the Trainer" course, which will prepare them to deliver the STEPS High School Literacy Program to all high school teachers. Providing this high quality professional development and ongoing support to all teachers puts a focus on the need and benefit of writing across all curriculum areas.

## SCIENCE

### Science Curriculum Alignment Underway

The Cumberland Public Schools is working to align its science curriculum with the *Rhode Island K-12 Grade Span Expectations in Science*. The document, the *Rhode Island K-12 Grade Span Expectations (GSEs) in Science*, was developed as a means to identify the science concepts and skills expected of all students. The RI science GSEs encompass the content eligible for inclusion on the large-scale assessment of science in grades 4, 8, and 11. They are not intended to represent the full science curriculum at each grade span, but are meant to capture the "major ideas" of science that can be assessed in an on-demand setting. The goal is that the science GSEs focus the curriculum, but do not restrict it.

The GSEs are written in three domains; Earth and Space Science, Life Science and Physical Science. Similarly, students in the Cumberland schools have access to a science program aligned with these three science strands. For example, in the elementary level, a kit-based science program provides hands-on study of concepts in each of the three major domains represented in the K-12 Grade Span Expectations. At the middle level, science teachers have reviewed the curriculum offerings and added

a kit-based strand to the current science lab program at each grade 6-8. Also, teachers now incorporate the use of scientist notebooks into their instructional practice.

Last, but not least, the Science Department at Cumberland High School has moved into a new science wing where science teachers have access to up-to-date science laboratory equipment and technology to implement both a required curriculum and a set of challenging elective offerings.

## SOCIAL STUDIES

### **Dual Enrollment Program Offered in Law Enforcement**

The Law Enforcement Pathway in the Social Studies Department is a joint effort between Cumberland High School and Roger Williams University designed to introduce students to the fields of Law, Public Safety, and Security. Providing an interdisciplinary approach with science and social studies, students will have the opportunity in their junior and senior year to take Law and Society, Introduction to Criminal Justice, Forensic Science, Introduction to Psychology, and Introduction to Sociology. At the end of their senior year all participating students will receive a certificate of completion. Students may also opt to present their program portfolios to a panel of Roger Williams University professors for consideration of up to six transferable college credits at no cost to the student.

## THE ARTS

### **Because Art Always Matters (BAAM)**

Because Art Always Matters, Cumberland, (BAAM) a non--profit, 501(c)3 organization, was formed in 2008 to nurture and support the fine and performing arts experience for Cumberland students and to promote citizen support for an enriched fine and performing arts program in Cumberland.

Its first fundraising goal was to raise the funds necessary to purchase two studio pianos for the Cumberland High School. Thanks to generous donations from the community, BAAM raised enough funds to purchase two new Kawai upright pianos for the CHS music department. Currently, BAAM is raising funds to purchase a set of timpani for the music department. In support of this goal, a benefit concert by Pendragon was held in January 2009 at the Blackstone River Theatre. Pendragon members include three graduates of Cumberland High School who unselfishly offered their time to support the current efforts of BAAM.

## Ongoing Financial Accomplishments FY 2007 through FY 2009

The Superintendent of Schools and her staff have achieved the following financial accomplishments on behalf of the Cumberland Public Schools working collaboratively with the Office of the Mayor, the Cumberland Town Council, members of the Cumberland School Committee and other elected and appointed officials representing the Town of Cumberland.

1. Significant financial savings and efficiencies have been realized in the area of health care under the current school administration. First, the Cumberland Public Schools along with the Town of Cumberland negotiated a new healthcare Administrative Contract extension with Blue Cross/Blue Shield of Rhode Island that has resulted in savings and refunds of approximately \$650,000 for the school department in fiscal year 2008 and over \$800,000 over twenty four months. Second, the creation of a new "Plan Group 65" has been offered to our retirees and their spouses once they reach age 65 or become disabled. The participants of this new plan must have participated and qualified for both social security parts A & B. The new plan allows them to save significant dollars in purchasing health coverage through the school department, and since the plan is a premium arrangement, the claims incurred by members of the plan are billed and paid by Medicare and Blue Cross and not the school budget. Approximately 30% of the eligible members have switched over to this new plan, at a cost of \$282 per month to the member. Third, additional savings have been realized through the formation of a healthcare consortium. The district joined a new Healthcare Consortium that includes Johnston, North Providence, Lincoln and Cumberland in order to reduce administrative fees from an anticipated \$69 fee in fiscal 2009 to \$40. In fact, administrative fees have been reduced from approximately \$109 per person per month to \$40 since FY2007.
2. The School Department initiated a master lease concept for capital equipment with the approval of the Town Council which provides for the purchase of capital items through the Town's master lease. This allowed the School Department to realize critical budget savings of approximately \$397,000 in the fiscal 2008 budget, while acquiring needed capital items.
3. The School Department provided the \$3.5 Elementary/Middle School Building Committee with an additional \$229,000 in funding to complete renovation projects at Ashton and John J. McLaughlin elementary schools. These funds, realized through savings in fiscal year 2007, will supplement bond proceeds provided by the Town of Cumberland. Both the project at JJM Cumberland Hill Elementary School and Ashton School are now complete, and have provided new gymnasiums at both schools, expanded work space for school administration and school health services at the Ashton School, and a new media center at JJM Cumberland Hill School
4. In fiscal 2007, the School Committee repaid a \$172,695 loan from the Town for an advance to the School Department's food service account that had been outstanding since the mid 1990's.
5. The School Department balanced the fiscal 2007 and 2008 budgets and anticipates balancing the fiscal 2009 budget. At the same time, we have established both designated and undesignated fund balances and eliminated management comments, contained in the outside auditors "single audit report," that addressed concerns over fixed assets and software security.

**The following additional savings were realized through negotiations and execution of the bid process in FY 07, FY09, and FY 09.**

1. Through a negotiated reduction in maintenance cost on copy machines, trading old copiers, and budget savings, the School Department was able to purchase seventeen (17) new copiers that were desperately needed in each school in the district. Each school received at least two new machines. The total cost for the new copiers was \$173,000.
2. Through a Request for Proposals, the School Committee negotiated a new contract for telephone services with Cox Communications. The contract provides the district with savings that result from a five year contract, and it is flexible enough for the district to terminate if there was a desire to change services. The savings from this new contract are expected to be approximately \$125,000 over sixty months.
3. The School Committee entered into a new contract with the vendor who has been providing food services to the district, Sodexo Food Services. The new contract provides for additional guaranteed revenues of \$44,000 to the district and a \$50,000 computerized Point of Sale system. This contract eliminates the cost-sharing of any potential deficit in the food service account and insures that Sodexo Food Services would be responsible if such a deficit did occur.
4. The School Department realized other savings by renegotiating the contract with the vendor who provides Medicaid reimbursement services (\$38,000), eliminating the services of a payroll consultant (\$52,000), and renegotiating maintenance on copy machine contracts (\$55,000).
5. The School Committee reprogrammed capital dollars and other savings to purchase state of the art security systems for all school buildings (\$62,000), new modernized phone systems for the elementary and middle schools (34,000), and new lighting in both middle schools (\$38,000) that will result in energy savings of \$17,000 annually.

## Budget Highlights FY 2010

**Curriculum Alignment in Mathematics, English Language Arts and Science:** In an effort to strengthen the vertical articulation of the curriculum in the core subjects of Mathematics, English Language Arts and Science and to improve supervisory oversight of curriculum and instruction in these measurable areas, this budget includes a proposal to enhance the curriculum alignment and responsibility for this oversight.

Based on comparative data from the U.S. Department of Education Statistics, Cumberland Public Schools is in the top 15% of all school districts in the United States based on size. For a school system with over five thousand [5,000] students, Cumberland has a minimal number of staff who are accountable for the development and articulation of the curriculum. In fact, in recent years, the entire responsibility for the oversight of the PK-12 curriculum has been placed in the Office of the Assistant Superintendent. Finally, in the FY 09 Budget, the district recognized this inequity and approved the positions of K-8 Literacy and Mathematics Coordinator to the instructional support staff.

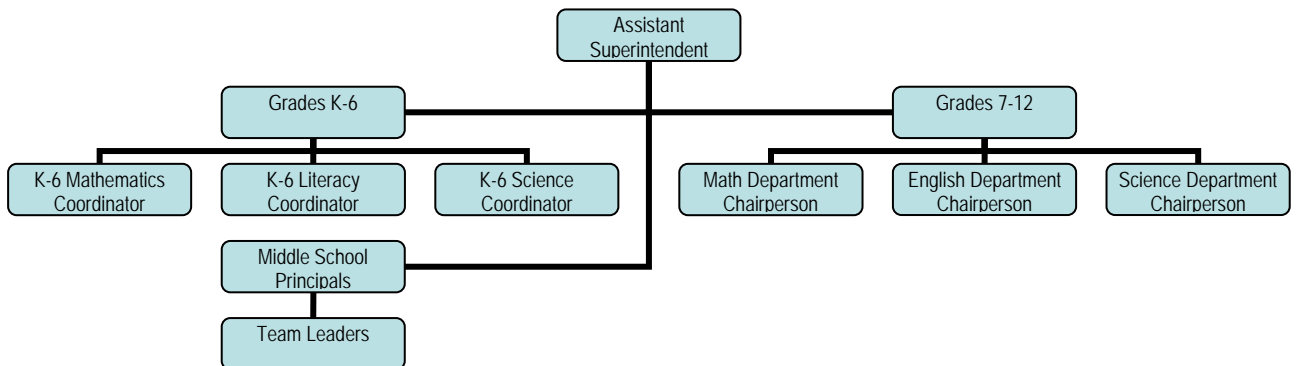
In the FY 10 Budget, we propose a four-pronged plan to increase curriculum alignment and oversight at all levels in the district (see diagram below).

**Step 1:** Eliminate the position of Curriculum Coordinators at the middle level (reduction of stipends for 8 positions at each middle school in Mathematics, English Language Arts, Science and Social Studies).

**Step 2:** Add the position of Team Leader for each team in Grade 6, 7, and 8 at each middle school (see Middle Level Reform proposal in Budget Highlights).

**Step 3:** Enhance the responsibility of the Department Chairpersons by re-focusing their responsibilities as content specialists. Through this step, the district proposes to 1) expand the responsibility of the Department Chairperson from Grades 9-12 to Grades 7-12; and 2) increase the articulation between middle and high school and, therefore, create increased accountability for student learning outcomes.

**Step 4:** Add the position of K-6 Science Coordinator to the instructional staff to complement the positions of K-6 Mathematics Coordinator and K-6 Literacy Coordinator.



**Middle Level Reform:** In an effort to implement middle level best practices that will improve the education of all students at North Cumberland Middle School and Joseph L. McCourt Middle School, the leadership teams at the middle schools have proposed the implementation of two additional building blocks in Cumberland's middle level reform efforts; 1) Team Leaders to support the middle school teaming model; and 2) Individual Learning Plans (ILP).

Cumberland schools have made clear, intentional strides to ensure that a research-based model of middle school practice that supports high expectations for all students and builds personalized learning environment is implemented at both North Cumberland Middle School and Joseph L. McCourt Middle School. Components of this middle school model include:

- [Heterogeneous grouping](#);
- [Instructional teaming](#);
- [Common planning time](#); and
- [Advisory programs](#).

In 2007-2008, heterogeneous grouping was formally introduced to the middle schools. The plan to introduce this component of middle school practice was developed and endorsed by a Middle School Grouping Task Force. It included the implementation of heterogeneous grouping in Grade 6 for the 2007-2008 school year, with the expansion of these grouping practices to Grade 7 and Grade 8 in each successive school year. In the 2008-2009 school year, a scheduling change was approved that reduced the number of class periods per day from 7 to 6, and immediately realized an increase in the total contact time for core academic subjects from approximately 128 instructional hours to 158 instructional hours.

Findings from the November 2007 North Cumberland Middle School SALT Visit Report reinforce the overall direction of the middle schools to develop and implement middle school reform.

*"This school is engaged in a variety of efforts to implement middle school reform. These reform efforts include heterogeneous grouping, middle school teaming with common planning time, and advisory. Collectively, these efforts represent necessary changes to advance learning and teaching. Each of these efforts is a work in progress and meets with varied support, success, and acceptance. Heterogeneous grouping in the sixth grade, to be rolled out into the seventh and eighth grades in successive years, allows equal access for all students to a rigorous curriculum and high expectations. Middle school teaming with common planning time, when utilized effectively, provides an effective means for faculty and staff to coordinate and plan instruction and student support. Advisory that matches all students with one adult to build personal connections is helping to build upon this already strong and caring community." (p. 13)*

In the FY 10 Budget, the middle schools seek approval of a Team Leader position for each team at both middle schools. Team Leaders are a fundamental component of the middle school teaming structure. A team leader is selected from one of the teachers on each teaching team and serves as the liaison between the team and the school administration.

As proposed by the middle school administration, Team Leaders would receive a stipend and would be responsible for the following functions in addition to their regular teaching responsibilities:

- Attend professional development on teaming and the responsibilities of a team leader
- Serve on the school leadership committee

- Schedule and conduct team meetings
- Work with team members to coordinate programs within the team
- Work with other team leaders to coordinate programs across teams
- Familiarize new faculty and substitutes to school and team operations
- Coordinate and encourage interdisciplinary projects on within the team
- Coordinate parent meetings and track parent communication
- Serve as the first recourse for team members who encounter classroom problems
- Perform other functions as assigned by the Building Principal and/or Designee

**District Literacy Initiative:** In response to the increased accountability for students in all academic areas, and to meet the district's goal to provide a high quality teacher in every classroom in the district, Cumberland continues to develop its successful partnership with the Hasbro Center for Teaching Excellence through the Dunn Literacy Initiative.

This teacher training proposal is providing each elementary school in the district with expertly designed professional development in the area of reading and writing with the long-term goal of creating a master teacher in every elementary classroom in the district who can support the individualized literacy needs of our elementary students. As a foundation of this goal, each school has created a School Literacy Profile and a Literacy Improvement Plan designed to establish a direction for the individual schools to create targeted improvements for students.

**21<sup>st</sup> Century Digital Classroom Initiative:** The integration of digital content into our classrooms is the next natural step for district teachers to make as we embrace the new technology available throughout our schools thanks to the generosity of Cumberland taxpayers.

In the FY 2010 Budget, the district proposes to create a [Digital Classroom Initiative](#) that will focus on the application of technology tools and enhance the technology currently available to teachers. Specifically, an initial fund of \$100,000 has been proposed in the Technology Budget to embrace this concept and to provide access to the following digital tools for all classrooms:

- Interactive Whiteboards
- Classroom Computers and Printers
- Scanners
- Webcams
- Interactive Response System
- Digital Cameras
- Digital Content

Through this multi-year initiative, our goal is to 1) embrace technology in classrooms and our media centers as an instructional tool and 2) continue to reverse the longstanding trend throughout Cumberland and the state of Rhode Island in which technology has been shunned as a methodology to advance and differentiate student learning.

Reference: [Technology Counts 2007: A Digital Decade](#)

**Special Education Cost Containment:** The special education department has worked diligently to provide the services required by Cumberland students through their Individual Education Programs while at the same time containing costs incurred by the district. Cumberland had approximately 1200 students enrolled as Special Education students on June 30, 2005 (approximately 24% of the overall population). This reached a low of 19% in January 2008 and is currently at approximately 18.6% as of January 2009 totals. The efforts of the Office of Special Services in Cumberland to provide inclusive education in the least restrictive environment, as well as support for a Response to Intervention approach for all students, accounts for these decreases.

As we approach the development of the FY 2010 Budget, a review of data from the Office of Special Services provides an additional picture of the decreases in the number of students requiring out-of-district placements. In the FY 09 Budget, the Office of Special Services reduced out of district tuitions by nearly \$300,000. One significant reason was the return of students from out-of-district placements and the creation of a transition program for special education students with post-grade 12 educational needs. The approval of this proposal last year has resulted in increased capacity building within the school department to address the individualized learning goals of students and has saved approximately \$20,000 per student.

History of Overall Special Education Population in Cumberland Public Schools:

Date	Total Special Education Population	Cumulative Reduction
June 30, 2005	1228	---
December 1, 2005	1143	85
June 20, 2006	1139	89
December 1, 2006	1087	141
June 7, 2007	1078	150
October 15, 2007	1036	192
January 29, 2008	1009	219
December 1, 2008	944	284

History of Out-of-District Enrollments in Relation to Tuitions:

	FY 2007	FY 2008	FY 2009	FY 2010
Number of students with out-of-district tuition (as of June 30)	50	42	37	33
Proposed Tuition Budgets	\$2,361,649	\$2,341,303	\$2,053,954	\$1,775,000
Actual Tuitions	\$2,297,711	\$2,054,080		

**Healthcare Cost Containment:** The fiscal year 2010 budget assumes savings in the administrative cost of the district's self insured healthcare budget for the second year in a row. The district joined a new Healthcare Consortiums that included Johnston, North Providence, Lincoln and Cumberland in order to reduce administrative fees from approximately \$69 in fiscal 2009 to \$40.

The district as mentioned above, has also created a new healthcare option for retirees who qualify for both Medicare parts A & B, and has been successful in transferring approximately a third of the age eligible retirees to "Plan Group 65". This plan has equivalent or enriched benefits for the retirees joining the plan at less than half the cost of what they were contributing for their healthcare premiums. The benefit for the district is that this is a fully insured plan through Blue Cross and Medicare and all the claims associated with this group are no longer being paid by the Cumberland School Department.

In Spring 2009, the Business Office in conjunction with the Town Finance Department will complete a re-enrollment of all employees who receive health benefits as well as their life insurance policies. The goal being to development our own data base of healthcare information that will assist the district in managing its health plan, ensure that only individuals who should be on Cumberland Plans are being provided benefits, and to make sure our beneficiary information is up to date on employees life insurance policies.

**Transportation Cost Containment:** In fiscal 2010, the state is proposing a statewide contract for out-of-district transportation. This, according to the Rhode Island Department of Education, will save Cumberland Public Schools \$172,000 and a reduction in the Durham contract of five [5] buses.

### *Overview of Revenues and Expenditures*

Revenues are classified as local or non-local. The local budget consists of unrestricted state aid, town appropriation, Medicaid reimbursements and other miscellaneous school revenues. Non-local revenues consist of restricted state aid, federal funds and grants.

In fiscal year 2009-2010, the Cumberland Public Schools is projecting a local budget of \$51,790,118. In fiscal year 2008-2009, the local budget is \$52,419,112 and is augmented by \$3,866,907 (see page 33 for details) of Article 31 dollars, literacy funds, federal funds, food service revenue, and grants to constitute a total spending plan of \$56,286,019. Below are fiscal 2008 and 2009 budgets, as well as the proposed 2010 budget. The district has assumed that the proposed FY2009 midyear reduction in state aid the governor has recommended will be amount funded by the state in FY2010. Also the district has assumed that the Town will provide the same increase of 1.8% [\$650,000] that was provided in FY2009. The district has not requested the maximum percentage increase of \$1.7 million allowed by state law or the nearly \$1.2 million that the more restrictive town tax cap increase of 3% would generate for the district.

The FY 2010 budget includes a master lease in the amount of \$305,250. After not receiving any master lease funds in fiscal 2009 [that resulted in remaining funds from the 2008 master lease used to fund fiscal 2009 request] many capital items have not been purchased and the district feels it is our responsibility to work with the Town to address these areas. With this in mind, the district hopes the Town will grant a master lease in fiscal 2010.

Also, the town is no longer allowing the school district access to state aid and only transfers funds as well as the town appropriation as needed. This results in the district having no cash on hand and a significant reduction in state aid. The district has also included all of its remaining undesignated fund balance in fiscal 2010.

Revenues	2008	2009	2010	Increase/Decrease FY09 to FY10
Town Contribution	35,758,031	36,408,031	37,058,031	650,000
State Aid	12,590,773	12,590,773	11,494,387	(1,096,386)
Medicaid	500,000	375,000	375,000	0
Other Local	1,956,665	2,155,641	1,995,285	(160,356)
Master Lease				
Reimbursement Town	397,953	380,887	305,250	(75,637)
Fund Balance	167,355	508,780	562,165	53,385
<b><u>TOTAL</u></b>	<b>51,370,777</b>	<b>52,419,112</b>	<b>51,790,118</b>	<b>(628,984)</b>

(1) In fiscal 2008 and beyond, Article 31 dollars have been excluded from the general fund budget due to the legislated restrictions on their use.

As required by the Town Charter, school department expenditures are classified by object code within major categories: salaries, services, supplies and capital. Expenditures are also classified by department. The Rhode Island Department of Education requires an end of the fiscal year reporting by function using In\$ite, a computerized system that allows for uniform comparisons across all Rhode Island school districts. The Cumberland Public Schools uses the accrual method of accounting for revenues and expenditures, a practice that is consistent with Generally Accepted Accounting practices.

Expenditures in total decreased \$628,984 or 1.20%. The major sources of the decrease are from anticipated savings in healthcare savings that will result from upcoming contract negotiations with teachers and an anticipated wage freeze. Nearly all of the School Department's operating costs are determined by labor contracts, service contracts, state requirements, and health and safety requirements. Local funding (state and town appropriations) has not kept pace with increased costs resulting from enrollments, rising healthcare costs, state retirement contributions and certain increases in operating costs.

<b>Expenditures:</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>Increase/ (Decrease) FY09 to FY 10</b>
Salaries	\$ 29,239,036	\$29,530,269	\$30,188,190	\$657,921
Fringe Benefits	12,107,484	13,752,706	13,136,310	(616,396)
Purchased Services	7,181,845	6,430,446	6,799,253	368,807
Materials & Supplies	2,455,549	2,324,803	2,000,334	(324,469)
Capital	427,863	380,887	305,250	(75,637)
Personnel/Programs			(639,219)	(639,219)
<b>Totals</b>	<b>\$51,277,411</b>	<b>\$52,419,112</b>	<b>\$51,790,118</b>	<b>(\$628,994)</b>

The Cumberland Public Schools local budget consists of town funding, state aid to education, Medicaid reimbursements, and school revenue. The local budget is used to educate students, transport them to and from school, and maintain school buildings and equipment. It supports all school administration and other daily school operations. The local budget sponsors education programs like ESL, Special Education, summer school and kindergarten. All the salary and employee benefit costs for the staff required to carry out these listed services are appropriated in the local budget.

The non-local budget consists of restricted-use funds mostly from the State of Rhode Island and the Federal Government. These funds are typically very restrictive, but give the Department the resources to conduct professional development, improve curriculum, enhance classroom activities, purchase technology, and plan and implement school reform. These funds are used to train teachers and other staff, engage the parents and community, develop and implement a standards-based curriculum and curriculum frameworks, provide supplemental educational services, and offset the excess cost of special education programs for students with disabilities.

State entitlements include the Literacy Set-Aside, and Article 31. Article 31 funds are targeted for approved activities that support professional development and technology. The majority of the non-local funds are from the federal government. Non-local funding for Cumberland Schools in fiscal year 2008-2009 is listed on the next page, as amounts for fiscal 2009-2010 will not be available until May.



## Non-Local Funding FY 2009

Funding Source	Amount	Purpose	District Programs Supported
Title I	\$477,499	Improving academic achievement of disadvantaged students	Reading Recovery Literacy programs Knowing Mathematics Program
Title II, Part A	\$215,886	Teacher Quality Class Size Reduction	Classroom teachers to reduce class size Professional development in mathematics, science and curriculum development Support for Leadership Team development
Title II Technology	Competitive Grant received \$0	Technology	Professional development to support implementation of digital portfolio at Cumberland High School
Title III	\$30,451	Limited English Proficient Students	Professional Development in use of Rosetta Stone Software for individualized reading program
Title IV	\$17,177	Safe and Drug Free Schools	Contracted services for substance abuse counselors at middle and high schools
Title V	\$6,595	Educationally disadvantaged children and their parents	Schoolwide Positive Behavior Intervention and Support System (PBIS) Professional development for Leadership Team
IDEA	\$1,217,460	Special Education (offsets the excess costs of programs for students with disabilities)	Professional development Materials and supplies to support Individual Education Programs Salaries for staff Early Intervening Services (EIS)
Preschool	\$51,893	Special Education Preschool	Special Education preschool
Perkins	Funds sent directly to Vocational School	Vocational, technical, school-to-work programs	Vocational, technical, school-to-work programs
Literacy Set-aside	\$334,046	K-12 literacy, administrative infrastructure to support literacy	Literacy
Professional Development Article 31/Technology	\$315,900	School level and district level professional development	Targeted support to improve student learning "Professional Partners" Program offering mentoring and teacher induction
Food Service	\$1,200,000	Lunch Program Revenues	Lunch Program
Total	\$3,866,907		

### *Significant Trends*

Cumberland schools are becoming increasingly more dependent on non-local funds, especially for its reform initiatives. In the last several fiscal years, funding from the state has been level funded. This lack of support from the state has resulted in the town having to increase its contribution to the school department by nearly 6% per year over the last seven budget cycles. In fiscal year 2009, the mid-year State budget crisis may actually result in the mid-year appropriation being reduced as Governor Carcieri has proposed eliminating all professional development dollars as well as the newly enacted School Permanent Improvement Fund. This will force the district to re-allocate dollars in order to balance the budget which will likely result in important purchases being deferred or eliminated.

In fiscal year 2001, state aid represented 30% of actual school revenues. In fiscal 2009, state aid represents only 24% of the school budget, which as mentioned above has resulted in the town having to increase its annual appropriation to fund schools, and has also forced the school department to limit resources available for non-discretionary items such as textbooks and educational supplies. In fact, these two important line items grew less than 1% from fiscal years 2003 through fiscal year 2007. However in fiscal year 2008, the School Committee increased the education supplies and textbook line items by approximately 10%, which resulted in an average increase of 2.4% over that time period. The fiscal 2008 increase was certainly a step forward, but with the volatility of budgets and the loss of state aid, these important line items face increased risk of being level funded or reduced, and in fact the district has had to freeze dollars that were appropriated for library books in fiscal 2009 in order to help balance the budget. In contrast, during approximately the same time period, areas that have been less discretionary in nature like state pension payments and medical costs have grown 99% and 44% respectively.

The Cumberland Public Schools budgeted approximately \$625,000 for items such as textbooks, workbooks, library books, periodicals and educational supplies or approximately 1.1% of the fiscal 2008-2009 budget. Even when adding in pupil transportation and athletic services and materials, the amount is slightly above 5.5% that goes directly to students. That compares to the nearly the 83% of the budget spent on salaries and fringe benefits. In fact, just medical cost and pensions totaled \$11.7 million or 22% of the fiscal 2008-2009 budget, and is nearly twenty times larger than the amount allocated for all books and educational supplies for students. Trends like these highlight how the school district has been forced to level fund, or in some cases reduce educational expenditures, in order to keep up with unsustainable fringe benefit costs. When combined with ever shrinking resources from the state and town, reducing the amounts spent on employee benefits and utilities is a must.

The next page shows budgeted expenditures since fiscal year 2007 and indicates the four year percentage growth as well as the annual average percentage increases.

*Cumberland Public Schools Budget "Drivers"*

	Budget	Budget	Budget	Proposed	% Incr.	Ave %
Expenditure	FY2007	FY2008	FY2009	FY2010		
Salaries	\$28,843	\$29,409	\$29,530	\$30,188	4.7%	1.6%
Pensions	\$3,017	\$3,658	\$4,204	\$4,089	35.5%	11.8%
Utilities	\$1,281	\$1,278	\$1,469	\$1,244	(2.9%)	(.09%)
Medical	\$5,887	\$6,487	\$7,461	\$6,949	18.0%	6.0%
All Tuitions	\$2,994	\$2,926	\$2,599	\$2,317	(22.6%)	(7.5%)
All Other	\$8,200	\$7,654	\$7,156	\$7,003	(11.0%)	(3.7%)
<b>Totals</b>	<b>\$50,222</b>	<b>\$51,412</b>	<b>\$52,419</b>	<b>\$51,790</b>		

The 2009-2010 budget continues to address controlling these budget drivers. The proposed budget proposes energy savings through hiring an outside vendor to assist in maintaining our facilities, as well as managing our custodial staff. The budget proposes reductions in healthcare cost and personnel costs through negotiations and additional efficiencies. Also, returning students from expensive out-of-district placements to classrooms within the district has continued to bring reductions to Special Education tuition payments.

## *State Aid*

The Governor's original budget for the 2008-2009 fiscal year level funded school aid for Cumberland, at \$12,590,773. However, due to a mid-year state budget shortfall of approximately \$357 million, the governor is proposing reductions from what was originally included in the state FY 2009 budget.

Rhode Island has not had a state education aid formula since the late 1990's, and is the only state that currently has no formula in place. The General Assembly has annually allocated state education aid to local school districts making it difficult for local officials to adequately plan for education services in the coming school year. Though Rhode Island has an average \$13,660 per pupil expense (2006-2007) compared to a national average of just over \$9,000, the state of Rhode Island only provides approximately 35% of the funding sources for school districts compared nearly 50% nationally. If Rhode Island were to contribute at the national average, it would result in about \$175 million in additional annual state aid. Even if Rhode Island were to follow an equal and fair formula, without increasing the available resources dedicated to state aid, the result would be a shift in locations where state aid was distributed and would result in Cumberland receiving over \$4.0 million in additional aid.

The State continues to rely on municipal property taxes as the principal tax source to fund schools, bringing with it issues of tax equity among local property taxpayers as well as gaps in resources available for core instruction costs among school districts. In March 2004 a coalition of municipal leaders and the Rhode Island Public Expenditure Council proposed an educational equity and tax relief act. In its 2004 session, the Rhode Island General Assembly established a joint legislative committee to establish a permanent education foundation aid formula for Rhode Island. The committee has undertaken an adequacy study on which to base a funding formula. Although a funding formula has yet to be established, survey data has been sought from schools and districts and this work has generated a dialogue regarding the wealth of a district and its capacity to tax along with the implications of establishing a foundation funding formula. However, the terrible state of the budget in Rhode Island has kept reform in the area of state aid at the discussion level only.

### *Property Tax Information*

The Cumberland School Committee does not have the authority to tax citizens directly in support of schools. On an annual basis, the School Committee seeks appropriations from the Town Council for funds to supplement other revenues. Approximately seventy percent [70%] of the School Department's general fund is provided by the Town, which raises funds through property tax, fees, fines and permits. According to the Town Finance Director, the May 2009 property tax rate is estimated to be \$12.95 per \$1,000 of assessed valuation. In 2008-2009 the Town allocated \$36.4M of its budget to the Cumberland Public Schools.

Even though Cumberland taxpayers contribute over \$36 million to fund education, the town still has a lower tax burden than many other Rhode Island cities and towns. In fact, according to the Rhode Island Expenditure Council (RIPEC), Cumberland's "Estimated Effective Tax Rate" and "Property Tax Levy as a Percent of Value" were both ranked 29<sup>th</sup> in the state as of fiscal year 2006. With a median income that is in the top third in Rhode Island and a tax burden in the bottom third, the capacity to raise taxes to support both the town and school budgets has been more available than most other Rhode Island cities and towns and results in Cumberland receiving less state aid than communities who have less tax capacity and higher burden of taxes on its residents.

### *Per Pupil Costs*

Almost all of the School Department's operating costs are determined by labor contracts, service contracts, state requirements, and health and safety requirements. Salary, substitutes, employee benefits, building maintenance, transportation, and administrative costs are appropriated centrally. Individual schools are allocated discretionary funds on a per student basis. These "School Improvement Funds" may be used by the school-level decision makers for activities aligned with their approved School Improvement Plan.

According to the Rhode Island Department of Education, Cumberland's per pupil cost was \$10,167 in fiscal 2007 and \$11,020 in fiscal 2008. In fact, in fiscal year 2007, the per-pupil expense of \$10,167 was \$601 less than the second lowest per pupil spending district in the state and represented 74.43% of the statewide average of \$13,660. Statewide spending data comparisons are available online at [http://www.ridoe.net/ride\\_insite/Default.htm](http://www.ridoe.net/ride_insite/Default.htm)

### *Distribution and Allocation of Funds*

The Department of Education measures five major categories of educational expense. Below are comparisons of Cumberland against the statewide average in fiscal 2005-2006.

Cumberland allocated 76% of its total funds to instruction, support, and leadership, 18% to operations, and 6% to other commitments in fiscal 2006-2007. The state averages for the same categories were 74%, 15% and 11% respectively, which mirror the Cumberland allocations, however the statewide average is \$3,493 greater.

	State Average	Cumberland
EXPENDITURES (FY06-07)	Per Pupil	Per Pupil
Instruction	\$7,060	\$5,422
Instructional Support	2,239	1,757
Operations	2,054	1,802
Other Commitments	1,521	616
Leadership	<u>786</u>	<u>570</u>
<b>TOTAL EXPENDITURES</b>	<b>\$13,667</b>	<b>\$10,167</b>

In fiscal year 2007-2008, Cumberland allocated 76% of its total funds to instruction, support, and leadership, 17% to operations, and 7% to other commitments and the per pupil cost increased to \$10,167 allocated as follows:

	Cumberland
EXPENDITURES (FY07-08)	Per Pupil
Instruction	\$5,965
Instructional Support	1,912
Operations	1,910
Other Commitments	586
Leadership	<u>647</u>
<b>TOTAL EXPENDITURES</b>	<b>\$11,020</b>

Though statewide data for fiscal 2007-08 is not available, the \$11,020 spent may not have been enough to lift Cumberland from its previous designation as the district with the lowest per pupil expenditure in Rhode Island. This may be deceiving when you compare Cumberland to other districts that spend more on select employee benefits (for example, health care coverage for post-employment). Certain benefits add a significant dollar amount to per pupil costs in some districts, but do not add to

the amount the district is targeting to the educational curriculum. Cumberland schools must balance its ability to offer fair compensation to its employees in order to retain a skilled workforce without offering compensation packages that become excessively costly in the future.

### *Distribution and Allocation of Funds (continued)*

In fiscal year 2009, salaries account for 56% of the budgeted appropriations. This figure increases to approximately 83% when fringe benefits are included. Services, including outsourced services such as transportation, maintenance, and special education services account for 12%. Supplies and equipment account for the remaining 5%.

### *In\$ite Financial Information*

The Cumberland Public Schools, like all Rhode Island school districts in Rhode Island, is monitored by the Rhode Island Department of Education (RIDE). Each district must fulfill an annual financial reporting requirement. This requirement, In\$ite, is a collection of the district's financial data that categorize district expenses. The following is the definition of In\$ite taken from the RIDE website,

In\$ite – the Finance Analysis Model for Education – is software designed as an easy to understand information and reporting system for school district expenditures.

In\$ite includes all sources of funding (federal and state grants, town/city allocations, state aid and other funds that each district may receive) to analyze each district's expenditures. With millions of dollars being spent to educate students, it makes sense that decision-making data be available to district and state leaders regarding where resources are being spent. In\$ite is a tool that helps in this effort, as it provides consistent ways to review expenditures for every school district and in the future, every school.

Every district's costs should not be the same- there are many policy and program decisions that every district has the ability to make based on the resources available to them. Wealth of the community, labor contracts, etc. will all influence per pupil cost differently from district to district.

As mentioned previously, In\$ite groups school district expenditures by five major functions; Instructional, Instructional Support, Operations, Other Commitments, and Leadership. These functions provide an overview of how district funds are used to operate schools and educate students. Each major function is divided into sub-functions and then detail functions.

## ***Rhode Island Laws Governing School Finances***

The Constitution of the State of Rhode Island assigns the responsibility for public education to the General Assembly. (Article XII, Section 1). However, a 1995 court case determined that this section confers no fundamental and constitutional right to education, nor does it guarantee an equal, adequate, and meaningful education.

Rhode Island has not had a formula for allocating state aid to schools since 1998. Earlier legislation specifying a minimum per pupil expenditure and method for allocating state aid based on the city or town's tax capacity (Foundation Level School Support, R. I. Gen. Laws 16-7) was suspended. Districts now receive a base allocation determined annually by the Rhode Island General Assembly. Under Rhode Island Student Investment Initiative (R.I. General Laws 16-7.1), districts with children in poverty and limited English proficiency receive additional funds for professional development of teachers, early childhood education, full-day kindergarten, student equity, language assistance, student technology, and vocational equity. The total appropriated annually for these funds is distributed to qualifying districts based on enrollment and the proportion of students who meet the requirements of each fund. As a result of the lack of a state funding formula, and the appropriation of funds on an annual basis, state aid is not predictable year to year.

### **State Aid**

More recent legislation (The Education Equity and Property Tax Relief Act, R.I. General Laws 16-7-2) formed a joint legislative commission to establish a permanent education foundation aid formula for Rhode Island that provides for a school finance system predicated on student need and taxpayer ability to pay, promotes educational equity for all students, and reduces the reliance on property tax to fund public education.

### **Balance Budget Requirement**

R.I. General Laws 16-2-9 sets forth the general powers and duties of school committees. Among those responsibilities are to "provide for" and "assure" the implementation of federal and state laws, regulations of the board of regents, and local school policies. This provision also provides that the school committee shall "adopt a school budget to submit to the local appropriating authority," and to "adopt any changes in the school budget during the course of the school year." Specific budgetary provisions in R.I. General Laws 16-2-23 require the Board to adopt a balanced budget. The relevant language is explicit: "The school committee of each school district shall be responsible for maintaining a school budget which does not result in a debt" and "The school committee shall, within thirty days (30) days after the close of the first and second quarters of the state's fiscal year, adopt a budget as may be necessary to enable it to operate without incurring a debt."

The "balanced budget" requirement also appears at R.I. General Laws 16-2-18: "If, in any fiscal year a school committee is not notified that estimated expenses may exceed total available appropriations, the school committee shall adopt and implement a plan to maintain a balanced school budget, which plan shall provide for continuous regular public school operations consistent with the requirements of section 16-2-2; provided, that in no fiscal year shall a deficit be permitted for school operations."

### ***Rhode Island Laws Governing School Finances (continued)***

R.I General Laws 16-2-21 sets forth another iteration of the “balanced budget” requirement. The relevant language is: “Only a school budget in which total expenses are less than or equal to appropriations and revenues shall be considered an adopted school budget”.

Finally, R.I General Laws 16-2-21.4 sets forth a process for requesting waivers from compliance with certain state regulations, when the appropriated budget is insufficient, so that the school committee “may operate with a balanced budget within the previously authorized appropriation.”

#### **Consultation with City/Town Council**

R.I. General Laws 16-2-21 requires that the School Committee and Town Council participate in a joint pre-budget discussion 60 to 90 days before the formal submission of the budget to the Town. At this meeting the Town Council is required to submit an estimate of the projected revenues for the next fiscal year, and the School Committee is required to submit to the Town Council a statement of anticipated expenditures, projected enrollments, and staff and facilities requirements. This law further requires the School Committee to submit a recommended budget to the Town Council at least 30 days before the Council meets to make appropriations and to submit an amended budget, if necessary, within 30 days after the Town Council determines its appropriation for the schools.

#### **Property Tax Cap**

Another significant section of RI General Law 16-2-21 is that the budget adopted by the School Committee can be in fiscal 2008 propose no more than a 5.25% increase in the appropriation of municipal funds over the amount of municipal funds appropriated in fiscal year 2007. This amount is reduced to a 5% increase in fiscal year 2009, 4.75% in fiscal year 2010; 4.5% in fiscal year 2011; 4.15% in fiscal year in 2012 and 4.00% thereafter.

## National Comparisons Based on U. S. Department of Education Statistics

**Table1. Number and Percentage of Districts and Students**

Number and percentage of districts and students, by district membership size for regular public elementary and secondary school districts in the United States and jurisdictions: School year 2004–05

District size (number of students)	Districts			Students			Cumulative totals	
	Number	Percent	Cumulative percentage	Number	Percent	Cumulative percentage	Districts	Students
<b>Total</b>	<b>14,174</b>	<b>100.0</b>	<b>†</b>	<b>48,451,378</b>	<b>100.0</b>	<b>†</b>	<b>†</b>	<b>†</b>
100,000 or more	27	0.2	0.2	6,594,068	13.6	13.6	27	6,594,068
25,000 to 99,999	239	1.7	1.9	10,194,857	21.0	34.7	266	16,788,925
10,000 to 24,999	592	4.2	6.1	9,024,254	18.6	53.3	858	25,813,179
7,500 to 9,999	348	2.5	8.5	3,014,417	6.2	59.5	1,206	28,827,596
5,000 to 7,499	708	5.0	13.5	4,332,543	8.9	68.4	1,914	33,160,139
2,500 to 4,999	2,018	14.2	27.7	7,134,861	14.7	83.2	3,932	40,295,000
2,000 to 2,499	795	5.6	33.3	1,784,819	3.7	86.8	4,727	42,079,819
1,500 to 1,999	1,069	7.5	40.9	1,863,062	3.8	90.7	5,796	43,942,881
1,000 to 1,499	1,527	10.8	51.7	1,885,275	3.9	94.6	7,323	45,828,156
800 to 999	776	5.5	57.1	698,026	1.4	96.0	8,099	46,526,182
600 to 799	963	6.8	63.9	670,520	1.4	97.4	9,062	47,196,702
450 to 599	896	6.3	70.3	467,852	1.0	98.4	9,958	47,664,554
300 to 449	1,035	7.3	77.6	383,603	0.8	99.2	10,993	48,048,157
150 to 299	1,324	9.3	86.9	293,354	0.6	99.8	12,317	48,341,511
1 to 149	1,557	11.0	97.9	109,867	0.2	100.0	13,874	48,451,378
Zero <sup>1</sup>	39	0.3	98.2	0	0.0	100.0	13,913	48,451,378
Not Applicable	261	1.8	100.0	†	†	100.0	14,335	48,451,378

† Not applicable.

<sup>1</sup> Membership may be zero in two situations: (1) if the school district does not operate schools, but pays tuition for its students to attend a neighboring district; and (2) if the district provides services for students who are accounted for in some other district(s).

NOTE: Data include all 50 states, the District of Columbia, Puerto Rico, four outlying areas (American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands), the Bureau of Indian Education, and the Department of Defense dependents schools (overseas and domestic). Not included in this table are local supervisory unions, regional education service agencies, and state and federally operated agencies. The number of regular districts presented in this table differs from that presented in table 1, which represents all districts. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2004–05, Version 1c.

### **Schools and Major Departments**

The following pages briefly describe and provide information on the districts nine schools, major departments, activities, and fringe benefits (as presented for review in the proposed operating budget).

The Cumberland Public Schools has an enrollment of 4,987 students in grades Preschool through Grade 12 as of October 1, 2008. During the 2008-2009 school year, the district facilities included five [5] elementary schools, inclusive of a preschool center, two [2] middle schools, and one [1] comprehensive high school. From a demographic lens, 91% percent of its students are Caucasian, 2% African American, 4% Hispanic, 1% Asian, and less than 1% Native American.

Approximately 18.6% percent of Cumberland students receive special education services under IDEA. This number has been reduced through the efforts of the Leadership Team to implement data-based instructional decisions known as Response to Intervention (RTI).

### **Cumberland Preschool Center & Child Outreach**

In Fall 2008, the Preschool Center successfully transitioned to its current location at B. F. Norton School, a move adopted by the Cumberland School Committee based on the recommendations of the Space Utilization Task Force. The Cumberland Preschool Center is designed to serve a maximum of one hundred [100] students each year. The special education segment of the population enters the preschool through a "Child Outreach" program that includes screening in all developmental areas. To meet the description of an integrated preschool, the majority of the student population must be general education and must participate in a lottery selection for admittance.

Cumberland Preschool Center has incorporated an online curriculum-based assessment that integrates ongoing assessment with reporting, program planning and parent communication. With CreativeCurriculum.net teachers can build and store an electronic portfolio for each child that includes observation notes and digital examples of a student's work. Ongoing assessment is the key to positive outcomes for all students.

The preschool has a full time staff that includes a principal, four [4] teachers and four [4] paraprofessionals. Social worker and psychological services are also made available depending on the needs of the students.

### **Ashton School**

The Ashton elementary school has 347 students of which 65 are receiving special education services as of January 2009. Staffing in fiscal 2009 includes a principal, 1 school secretary, 2 custodians, 1 nurse, 3 days of library, 2.5 days of guidance, 2.5 days of psychological services, 1 day of social worker services, 6 special educators, 8.5 teacher assistants, 2 reading specialists, and 16 full time teachers for grades K-5. The students also receive instruction in music, art and physical education.

Completion of new construction to a gymnasium and school office and renovations to the nurses' suite were completed and the grand opening and dedication took place on December 16, 2008.

Instruction at Ashton School includes accelerated learning opportunities for students, differentiated instruction, job-embedded professional development to enhance instructional practices, early intervening services for students in kindergarten, the utilization of problem solving approaches to create

interventions and a common assessment system that will help monitor student learning by creating benchmarks during the school year that monitors students and continues to identify at risk students.

### **B. F. Norton School**

B. F. Norton, originally built in 1899 and remodeled in 1995, educates a culturally and linguistically diverse student population. B. F. Norton elementary school has made measurable gains meeting students' educational, social, and emotional needs through its efforts to focus resources on accelerating the achievement profile of all students in the school. It is a family-centered school which offers activities for families and students which are enthusiastically supported by a growing parent/teacher organization, SCRAPS (Southern Cumberland Regional Association of Parents and Schools). In addition to activities, SCRAPS supports school wide literacy and library development.

Professional development emphasis this year is in the use of data provided by AimsWEB assessments, incorporate learning provided by the Dunn-Hill professional development into literacy instruction practice, and continuation of the School Wide Positive Behavior Intervention System (SWPBIS) to support students' behavior. The goal of all professional development at the school is to continue to improve student learning.

*Knowing Math*, a math intervention program for grade five students, was piloted last year at B. F. Norton School and is continuing in the 2008-2009 school year. The school is implementing the Second Edition of Math Investigations and is emphasizing the pacing of math instruction.

While B. F. Norton is the smallest elementary school based on enrollments, it is the only elementary school in the district that serves the English Language Learner (ELL) population. The enrollment at B. F. Norton in January of 2009, excluding the students in the Cumberland Preschool Center, is 323 students of which 72 receive special education services. Staffing for the 2008-2009 school year includes a principal, 1 building secretary, 2.5 custodians, 1 full time guidance counselor, 3 days of library, 4 days of psychological services, 3 reading specialists, 1 nurse, 1.5 days of social worker services, 5 special educators, 8.5 teacher assistants, and 16 full time teachers for grades K-5. The students also receive instruction in music, art and physical education.

### **Community School**

Community School is the largest elementary school in the district with a January 2009 enrollment of 670 students, of which 80 receive special education services. Staffing in the fiscal 2009 budget includes a principal, 1.5 building secretaries, 3.5 custodians, 1 guidance counselor, 1 librarian, 1 nurse, 1 day each of psychological and social worker services, 1 reading specialist, 5 special education teachers, 11 teacher assistants, and 27.5 teachers for grades K-5. The students also receive instruction in music, art and physical education.

Major curriculum initiatives implemented within the past three years include: refinement of mathematics instruction with the Math Investigations (2<sup>nd</sup> Edition); analysis and utilization of formative assessment data through AIMSweb; incorporation of the 6 + 1 Traits Writing Program; and the implementation of the scientist notebook process.

Many teacher leaders have emerged both formally and informally from Community School. Most recently, Lisa DiGiovanni, the former Reading Specialist, was appointed as the K-8 Literacy Coordinator for the district.

### **John J. McLaughlin Cumberland Hill School**

JJM Cumberland Hill School continues to develop and refine the two initiatives begun in 2006-2007 to support and improve student learning. Response to Intervention (RTI) is the practice of identifying those students who are not meeting the standard and implementing interventions that are matched to the student's needs while continuing to provide high quality instruction. Progress is frequently monitored through formal and informal assessment to support instructional adjustments. The other initiative aims to create a positive learning environment, the Schoolwide Positive Behavior Interventions and Support System (PBIS) that enhances the capacity of educating all students by establishing clearly defined outcomes that relate to academic and social behavior, systems that support staff efforts, practices that support student success and data utilization that guide decisions. Additionally, Positive Educational Partnership (PEP) provides wrap around services for those top tier students and their families needing outside resources.

The enrollment at Cumberland Hill is 450 students of which 56 receive special education services. The full time speech-language pathologist presently has a case load of 42 students. Additional students receive interventions services. Staffing for the 2008-2009 school year includes a principal, 1 building secretary, 2.5 custodians, a full time guidance counselor and four days of library, 1 nurse, 2 days of psychological services, 1.6 reading specialists, and 1 day of social worker services, 1 speech language pathologist, 4 special educators, 1.4 physical education teachers, 2 part time music teachers, 3 part time art teachers, 3 teacher assistants, and 21 full time teachers for grades 1-5. The students receive instruction in music, art, library and physical education.

Renovations were recently completed at JJM Cumberland Hill that added a new gymnasium and media center to the building.

### **Garvin Memorial School**

The enrollment at Garvin is 337 students of which 66 receive special education services. Staffing for the 2007-2008 school year includes a principal, 1 building secretary, 2 custodians, a half time guidance counselor, 3 days of library, 1 day of psychological services, 1.2 reading specialist, 1 nurse, 1 day of social worker services, 6 special educators, 8 teacher assistants, and 15 full time teachers for grades k-5. The students also receive instruction in music, art and physical education.

As stated in their SALT Visit Report in November of 2003, *"Garvin offers a number of special activities and programs for all students. These include Reading is Fundamental, Just Friends, Reading Week, Math Night, Students of the Month, Instrumental Music, Summer Reading Program and D.A.R.E. Garvin Organization of School and Home (G.O.S.H.) is an active parent organization which provides the school with many special programs such as field trips, guest speakers, workshops and family events."*

### Joseph L. McCourt Middle School

Joseph L. McCourt Middle School is located in the Valley Falls section of Cumberland and serves students in grades six through eight. The school building, which opened in 1969, was the first middle school in the Town of Cumberland. Joseph L. McCourt is recognized as a high performing middle school.

The staffing for fiscal 2008-2009 included a principal, 1 assistant principal, 2 guidance counselors, 1.5 secretaries, 3.5 custodians, 30.6 full time teachers, 1 librarian, 1 nurse, .5 psychologist, 10 special educators, 3 physical education teachers, and 12 teacher assistants, that all support the learning environment for the students at McCourt. Currently, 550 students are enrolled at the school of which 122 receive special education services. Both McCourt and North Cumberland Middle Schools implemented a middle school model endorsed by the Carnegie Foundation and the National Middle School Association that has allowed additional instructional time in the core academic subjects.

In addition, during the last several school years, a School Resource Officer position has been established at both middle schools as part of a partnership with the Cumberland Police Department. The SRO works with the administration and faculty to organize programs that support the work of the administration in reducing disciplinary infractions.

### North Cumberland Middle School

North Cumberland Middle School serves students in grades 6-8 in the northern section of Cumberland, and is currently providing educational services to all students from JJM Cumberland Hill School and Community School and a small percentage of Ashton School. North Cumberland Middle School students are served by a professional staff of a principal, 1 assistant principal, 1.5 office secretaries, 3.5 custodians, 2 guidance counselors, 33.6 full time teachers, 1 librarian, 1 nurse, .5 psychologist, .5 social worker, 3 physical education/health teachers, 7 special educators, and 9 teacher assistants, all supporting a learning environment for the 649 students at North Cumberland Middle School of which 95 receive special education services.

As stated on page 13 in the most recent SALT Visit Report, North Cumberland Middle School is *"engaged in a variety of efforts to implement middle school reform. These reform efforts include heterogeneous grouping, middle school teaming with common planning time, and advisory. Collectively, these efforts represent necessary changes to advance learning and teaching."* In the 2008-2009 school year, both middle schools added additional instruction in Mathematics, English Language Arts, Science and Social Studies, increasing the total contact time for core academic subjects from approximately 128 instructional hours to 158 instructional hours.

The reform efforts underway are research-based and are endorsed by professional organizations that support middle level education including the Carnegie Foundation and the National Middle School Association. The most recent SALT Visit Report (November 2007) for North Cumberland Middle School can be viewed or downloaded at <http://www.eride.ri.gov/salt/>.

## **Cumberland High School**

Cumberland High School is the town's comprehensive high located at 2600 Mendon Road across from Tucker Field. The sprawling school campus was recently renovated in a multi-phase project known as CHS2010. Recent accomplishments of the CHS2010 project have included the completion of the Wellness Center (August 2006), the Fine and Performing Arts Center (January 2007), complete renovations of classrooms, offices, and cafeteria, and the addition of the Science and Technology Wing (April 2008).

Noteworthy accomplishments at Cumberland High School in the past year include Preliminary Approval of the Diploma System by the Commissioner of Education, as well as full Accreditation of Cumberland High School by the New England Association of Schools and Colleges.

As of October 1, 2008, there are 1,553 students enrolled in grades 9-12 of which 259 receive special education services. In the 2008-2009 school year, the administration consists of a principal and three [3] assistant principals, one of whom is designated to supervise programs for Grade 9 in the Transitional Building. Additionally, the faculty consists of 6 physical education/health teachers, 77.9 full time classroom teachers, 1 nurse, 2 librarians, 6 guidance counselors, 17 special education teachers, 1 in house detention position, .5 social worker, 1.2 psychologists, 7 secretaries and clerks, 13 custodians, 13 teacher assistants, 1 job coach, and 2 study hall positions.

### **Summer School (Extended School Year)**

Approximately 18.6% percent of Cumberland students receive special education services under IDEA. This number has been reduced through the efforts of the Leadership Team to implement data-based instructional decisions known as Response to Intervention (RTI).

### **Itinerants**

This budget funds teachers that provide instruction in physical education, art, and music. These teachers provide instruction at different schools throughout the district, thus are not budgeted at any one specific school. This budget also includes funds for substitute teachers, substitute clerks, loss of prep time, class overages, and bus monitors.

### **School Committee & Office of the Superintendent of Schools**

The Cumberland School Committee is responsible for the care, control and management of the school district. The Committee's powers and duties include identifying educational needs, developing educational policies, to assure all federal and state laws, regulations of the board of regents, and local school policies are adhered to. Other more significant responsibilities include developing a personnel policy, developing a master plan defining goals and objectives, to adopt a school budget and approve changes to the budget, approve expenditures in the absence of a budget, to enter into contracts, and to hire a Superintendent of Schools.

In Cumberland, the School Committee is a seven member committee, elected every two years. The Chairperson of the Cumberland School Committee is Mr. Donald Costa. Mr. Earl Wood is the Vice-Chairperson and liaison to the Town Council and Mr. Ryan Pearson, Clerk.

The Committee has six standing committees; Curriculum, Finance, Personnel, Property, Rules and Regulations, Special Programs. The chairperson of each standing committee is as follows: Ms. Lisa Beaulieu, Curriculum; Ms. Rosa Crowley, Special Programs; Mr. Brian Kelly, Finance; Mr. Ryan Pearson, Personnel; Mr. Dan Pedro, Chairperson, Rules and Regulations; Mr. Earl Wood, Property.

The Superintendent of Schools has the duties as defined in section 16-2-11 in Title 16 and any other duties or policies as determined by the School Committee. The Superintendent is responsible for the care and supervision of the school district and is the chief administrator of the district. The Superintendent recommends educational plans, policies and programs to meet the needs of the district. These recommendations include policies that govern curriculum, course of instruction, textbooks and transportation. The Superintendent also evaluates all schools and ensures conformity with regulations, as well as preparing an annual budget for the consideration of the school committee. All personnel issues from appointments, evaluations and discipline action are the responsibility of the Superintendent.

#### **Assistant Superintendent**

The Assistant Superintendent guides the development, implementation, and evaluation of the curriculum and instructional services. Other major duties of the Assistant Superintendent include being responsible for the programs for professional development, testing programs, monitoring of state and federal grants, and overseeing the registration of new students and enrollment data. The budget for this office also provides funding for the Attendance Officer, a 22 week paid position. The "officer" is to enforce the laws relating to compulsory school attendance, disciplinary infractions, and refers habitual truants and or their guardians to family court.

#### **Office of Administration Services**

The Director of Administration for the district supervises the Office of Administrative Services which houses the Human Resources Department and Legal Services for the Cumberland School Committee. The Director of Administration is a key member of the Superintendent's Leadership Team. The position requires negotiating and reviewing all labor contracts and recommending disciplinary actions to the Superintendent and School Committee. The department is staffed with two [2] full time employees and one part time clerk.

#### **Facilities Services**

The Director of Facilities Services is responsible for maintaining a safe environment for learning. This includes monitoring all environmental issues and ensuring compliance with ADA codes. The director must oversee all building contracts, snow operations, support movement, and all work orders from buildings in the district, including all repairs and cleaning supplies. The department has eight [8] full time employees. Cumberland's 5 elementary schools, 2 middle schools and high school campus represent approximately 800,000 square feet of building space to maintain.

#### **Business Office**

The Business Manager develops all business policies and procedures for the district, including but not limited to the functions of payroll, purchasing, accounts payable, accounts receivable, budget, fixed assets, audit, and other business practices. The Business Manager and staff review all practices for savings efficiencies as well as revenue generation in areas including, but not limited to, food services,

utilities, healthcare, Medicaid, snow removal, transportation, trash removal, building maintenance and building usage. The department has five [5] full time employees.

### **Department of Technology Services**

The technology budget includes funding for a Director of Information Technology and Network Manager. The budget includes funds to support the implementation of a 21<sup>st</sup> Century Digital Classroom Initiative.

This initiative would support the recent implementation of approximately eight hundred computers, [including 160 laptops] and 95 printers at Cumberland High School as part of the CHS2010 project. Computers and printers for the middle schools and elementary schools were purchased through the Town's 2008 Master Lease. All maintenance and service contracts for internet, SchoolMax, First Class, Microsoft office products, anti-virus, and equipment are included in the technology budget and Article 31 funds.

### **Office of Special Services**

The Director of Special Education is responsible for developing and evaluating programs to meet the needs of the student with special education needs. The Director ensures all legal mandates governing special education are adhered to by the district. This includes locating and managing appropriate out of district placements, tuitions, and consultants. The Director must also write and manage the IDEA Grant and must maintain accurate, confidential records for the purpose of monitoring student progress and reporting to the appropriate state and federal offices. The Special Education office is staffed with 4 full time employees that include a Special Education Director, Deputy Director and 2 clerical positions.

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As of January 2009, 943 students were receiving Special Education Services, which represents a reduction of 82 students from January of 2008. Included in the 943 students are students that are in out of district placements. The special education students represent approximately 18.6% of the district's total enrollment.

Mercymount is a private school from PreK to 8<sup>th</sup> grade. The Cumberland School district provides transportation and other educational services for Cumberland residents enrolled at the school. These services range from nursing oversight to speech therapy to special education resource.

### **Athletics & Pool**

In fiscal 2008, the Athletic Department in Cumberland supported 26 sports activities at the high school (13 for boys and 13 for girls), as well as 4 sports for both boys and girls at the middle schools. The sports include for girls, (field hockey, soccer, volleyball, cross country, tennis, basketball, indoor track, swim, softball, outdoor track, lacrosse, golf, and cheerleading). The boys' sports programs include

football, soccer, cross country, basketball, indoor track, swim, ice hockey, wrestling, baseball, tennis, golf, outdoor track, and lacrosse.

There were approximately 1,180 students that participated in sports the past year with 556 participating at the high school. Many of these students participate in more than one sport. The breakdown of the 556 students at the high school was as follows: 201 girls (34 seniors, 49 juniors, 58 sophomores, and 73 freshmen), 315 boys (68 seniors, 72 juniors, 77 sophomores, and 84 freshmen). The revenues generated from these sporting activities are approximately \$26,000 per year and the cost for the fifty teams that exist between the middle schools and high school is approximately \$300,000.

The Cumberland High school has a pool that is used for classes every day, as well as for practices by both the boys and girls high school swim teams. Besides Cumberland High School students, a number of other organizations have access to the pool through rental agreements. Some organizations that use the facility other than the boys and girls swim teams include the YMCA; C & C Swimming; recreational swimming for town residents, Special Olympics swim training, kayaking on Sundays for high school seniors, and summer swim lessons.

### **Health Services**

The health services budget provides the ability to sub-contract for nursing services if needed and provides funds to purchase health supplies as needed at the various schools. The Health Services budget also has funds for dental services and for the school doctor.

### **School Volunteers**

The funding for the Cumberland School Volunteer program, founded in 1967, is included in this budget. The cost to the district to augment grant funds that support this program is \$18,940. The Coordinator seeks both parent and community volunteers, provides training as needed and provides volunteers to staff at their request. School volunteer programs include, but are not limited to Reading is Fundamental (RIF), Just Friends, and Lunch Bunch.

### **Transportation**

The Cumberland Public Schools operated in fiscal 2007 with a three year contract with two one year renewals with Durham School Services. In Fiscal 2008 the Cumberland School Committee approved exercising their option to guarantee the two one year renewals, making the contract five years in total. Fiscal 2010 will be the fifth year of the new five year contract. Prices in fiscal 2010 for a regular bus per day with monitor will be \$262.16; a special education bus with aide \$367.72; and for mid-day buses for both regular and special education, as well as late buses the fee will be \$74.26. Currently Cumberland has 35 buses providing student transportation morning and afternoon. Durham also provides 24 buses for mid-day services. Durham, as part of the agreement for extending the contract, refunded the Cumberland Public Schools the escalation cost (approximately \$50,000) from fiscal 2007 to fiscal 2008 as was outlined in the original contract. Also there is language added to the contract that protects both parties in the event the State of Rhode Island offers a statewide contract that Cumberland would want to participate in and outlines a payment schedule that will provided significant cash flow to the school district in fiscal 2009. In fiscal 2010, the state is proposing a statewide contract for out-of-district transportation. This, according to the Rhode Island Department of Education, will save Cumberland \$172,000 and a reduction in the Durham contract of five buses.

### **Advertising**

The advertising budget is used for recruitment ads, invitations to bid and other legally required advertisements that the district must comply with.

### **Other Tuitions**

This budget is used to pay tuitions payments for Cumberland residents attending Charter Schools. Currently we are making tuition payments to the Beacon Charter School, CVS Highlander Charter School, the Kingston Charter School, and the International Charter School. In fiscal 2009 there were 30 Cumberland students attending these charter schools at a cost of approximately \$151,000.

### **Area Vocational Tuitions**

This budget provides funding to send Cumberland residents to the Woonsocket Career and Technical Center. In fiscal year 2008 there are **37 students** that lived in Cumberland attending the WACTC at a tuition cost of **\$12,029 each**. In fiscal year 2009 the tuition per student has not yet been provided by the Woonsocket Education Department as the district will not be billed until the end of the school year.

### **Non-Public Textbooks**

This budget provides funds to purchase textbooks for Cumberland residents that attend private schools. In fiscal year 2008, the district spent approximately \$26,000 on 930 books that were not part of the existing book inventory. The district has applied for a reimbursement of \$12,416 of this expense through R.I General Law 16-23-3 for this fiscal year.

### **Benefits:**

**Survivors Benefits** - This budget provides the funding that the district contributes for survivor benefits for certified employees. The district and employee each contribute 1% of the first \$9,600 earned or \$96 to the state pension system for these survivor benefits.

**Certified Retirement** – This budget provides the funding for the districts contribution to the state pension system for certified employees. The contribution rate in fiscal 2007 was 11.62%, 13.04% in fiscal 2008, 14.86% in fiscal 2009, and is expected to be 14.17% in FY2010.

**Non-Certified Retirement** – This budget provides the funding for the districts contribution to the state pension system for non-certified employees. The contribution rate in fiscal 2007 was 8.3%, 9.49% in fiscal 2008, 10.1% in fiscal 2009, and is expected to be 9.31% in FY2010.

**FICA** – The Federal Insurance Contributions Act budget is the account from which the district pays the employer's portion of social security contributions. The current rate is 6.2% and everyone contributes except certified employees.

**FICA Medicare** – This budget is for the Medicare portion of FICA that the district contributes. All employees must contribute the 1.45% Medicare portion of FICA even if they do not participate in the social security portion.

**Healthcare Buyback** - This budget provides funding to pay those employees who decline healthcare coverage from the district. The amount paid in fiscal 2008 was \$109,767 for 35 ICSE and non-union members and \$215,204 for 94 certified employees). The maximum amount an ICSE member can receive is \$3,300 if they have a 5% co-pay and \$3,126 if they have a 10% co-pay. The CTA members have 11% co-pays and the maximum they can receive is \$2,472. The amount an employee receives is pro-rated over the number of months they are employed in the district during the fiscal year.

**Healthcare Administrative Fee** – The Cumberland Public Schools operates a “cost plus” or “self insured” program whereby there is no premium paid, but instead reimburses Blue Cross for claims paid on behalf of the district. In addition, the district pays Blue Cross a fee for administering the program, as well as a fee for purchasing “stop loss” insurance of \$125,000 whereby total claims for an individual in excess of that amount are not the district’s cost. The ‘stop loss” insurance shields the district against “shock claims”. Currently in fiscal year 2009, the district is paying \$57.74 per person per month for \$125,000 of “stop loss” insurance for 442 active employees and 76 retirees or approximately \$359,000 annually. The town and school department use an independent firm (Keogh Kirby Associates) to assist in purchasing stop loss insurance and administrative fees.

The district has continued to reduce administrative rates that were charged by Blue Cross Blue Shield in fiscal year 2007. The average administrative rate in fiscal 2008 was approximately \$99 per person, per month. The School Department and Town issued an RFP during fiscal 2007 and ultimately reduced that fee to \$65.24 per person, per month. The district was also able to negotiate a \$407,000 reduction in the fiscal 2007 administrative fee that Blue Cross charged by reducing rates from a blended \$109 per person, per month rate to a blended rate of approximately \$78 per person, per month. This, retroactive rebate, as well as change in fees to \$65.24 per person, per month resulted in over \$640,000 of administrative savings in fiscal 2008 and over \$200,000 in savings in fiscal 2009. The district in fiscal 2009 through its enrollment in a consortium has again reduced administrative fees to approximately \$41 per person, per month or a per person, per month savings of \$68 since FY2007. This saving of \$449,000 when added to the \$407,000 reduction negotiated in FY2007 has resulted in over \$850,000 of savings to the Cumberland School Department.

Currently the district has 345 active family plans, and 96 individual plans. CTA members have a 11% co-pay on the annualized working rate and ICSE members depending on date of hire have either a 5% or 10% co-pay. For administrators in the district, their rate of financial participation in the healthcare program is generally 20%. Retirees are not included in the numbers above as they reimburse the district for the entire working rate plus 2%.

**Healthcare Claims** - As mentioned above, the Cumberland Public Schools operates a “cost plus” or “self insured” program whereby there is no premium paid, but instead reimburses Blue Cross for claims paid on behalf of the district.

In addition, the district pays Blue Cross a fee for administering the program, as well as a fee for purchasing “stop loss” insurance of \$125,000 whereby total claims for an individual in excess of that amount are not the district’s cost. It would be financially risky to operate a self insured program without “stop loss” insurance. Claims instead of being guaranteed by premium payments made to Blue Cross or some other healthcare provider are in a self insured program guaranteed by in this case the Cumberland Public Schools or Town of Cumberland. The healthcare provider administers the plan

and through the provider's network of doctors, hospitals, and pharmacies and allows the district to access discounts that have been negotiated with the healthcare's network of providers. The total estimated claims for the district in fiscal 2009 are anticipated to be approximately \$6.5 million including retirees.

**Delta Dental** – The district provides all employees dental coverage through Delta Dental. The employees plan is Delta Dental Level IV with a student rider to age 23 with various co-pays for employees. Rates for family coverage are \$86.56 and individual coverage costs are \$26.80 for fiscal 2009. The fiscal year 2010 budget is the last of a three year contract with Delta Dental that increased coverage cost 12% over the three years but had a zero increase in year one. The district's projected cost for fiscal year 2009 is expected to be approximately \$533,000.

**Life Insurance** - The Cumberland school district pays for life insurance and accidental death and dismemberment for its employees.

Members of ICSE receive currently as per the July 2004 through June 2007 contract, \$25,000. The cost is \$9.98 per month. The \$25,000 life insurance amount is the same in the new July 2007 through June 2010 contract.

Members of the Cumberland Teachers Association receive \$35,000 as per the July 2006 – July 2009 Agreement. The cost is \$13.97 per month.

The district also pays for life insurance for non-union administrators at amounts ranging between \$100,000 and \$200,000.

**Workers Compensation** – The district has a fully insured program for workers compensation with Beacon Mutual Insurance Company. The cost of the policy for fiscal 2009 is approximately \$181,000.

**Unemployment Compensation** – Under Rhode Island General Laws 28-39-3 and 28-41-8 the Town and School Department of Cumberland and its employees are not required to pay onto Employment Security, Temporary Disability Insurance, or the Job Development Funds. Thus when an employee is separated from the payroll and qualifies to collect unemployment, the state honors the employee's claim and bills the district on a monthly basis dollar for dollar for the amount collected by separated employees. Currently the maximum amount an individual can collect is \$513 for twenty-six weeks, unless benefits are extended.

**CTA & ICSE Severance** - Currently the Independent Cumberland School Employees Union employees covered by the most recent contract are allowed to receive severance pay upon retirement with at least fifteen years of service in Cumberland. Employees may receive \$20 a day for unused sick time up to a maximum of \$1,200. Also under the current bargaining agreement all vacation days are considered accrued wages and are paid to the employees upon separation from the payroll.

The Cumberland teacher's severance package includes compensation of sick days at \$50 per day up to a maximum of 77.5 days for a total of \$3,875.00. An individual must have been employed in the Cumberland Public Schools for a minimum of 15 years and must notify the district of their intent to retire no later than January 15<sup>th</sup> of the year they intend to retire.

**CTA 3% Deferral** - The Cumberland Teachers Association deferred a 3% raise that was due the bargaining members in fiscal year 1992. The School Department agreed to pay the 3% deferred raise to members upon their retirement, based on the employee's final year's salary.

**ICSE Longevity** - All employees that are members of the Independent Cumberland School Employees Union are entitled to receive a longevity/bonus after 5 years of consecutive service. The formula is the employee receives \$1 for every year worked times the number of weeks worked in that fiscal year. The payment is made no later than December 15<sup>th</sup> each year. In fiscal year 2009, the payment was approximately \$60,000.

Appendix: Budget Timeline

### ***Budget Timeline***

<u>DEADLINE DATE</u>	<u>BUDGET ACTION</u>
Prior to Veteran's Day	Budget packages sent to building principals, department directors, and Central Leadership Resource Team.
November 17, 2008	Budget workshops for principals, administrators and department heads.
December 19, 2008	All budgets due to Business Office.
January- February, 2009	Ongoing analysis of proposed budgets with Superintendent Morelle and staff members.
February 10, 2009	Proposed budget for Fiscal Year 2009-2010 submitted to Cumberland School Committee.
February 9-16, 2009	Budget workshops with School Committee as required by <a href="#">Cumberland Town Charter</a> .
February 26, 2008	Cumberland School Committee vote to approve budget.
March 2, 2009	FY 2009-2010 Budget for Cumberland Public Schools forwarded to Town Hall.
March-April, 2009	Discussions with Town Finance Director to review School Department budget.
May 11, 2009 (second Monday in May)	Mayor McKee submits budget to Town Council as prescribed in Charter.
May 11 – June 1, 2009	Two separate public hearings held by Town Council as prescribed in Cumberland Town Charter.

No later than  
June 8, 2009

Final approval of allocation for FY 2009-2010 by Town Council  
submitted to Mayor for signature.