

RTM Education Committee Budget Liaisons: April, 2021

D1, Jaysen Medhurst:	Julian Curtiss
D1, Andrea Anthony:	Julian Curtiss
D2, Erika Walsh:	Cos Cob
D2, Michele Klosson:	Bruce Museum
D3, Steven P. Rubin:	Havemeyer, Hamilton Avenue
D3 Louise Bavis:	Hamilton Avenue
D4, Alex Popp:	New Lebanon
D4, Ryan Smith:	New Lebanon
D5, Joan Thakor:	Riverside
D5, Hale McSharry:	ISD
D6, Barbara O'Neill:	Old Greenwich
D6, Janet McGuigan:	Perrot Library/Greenwich High School
D7, Kim Blank:	Greenwich High School, Havemeyer
D7, Liz Perry:	Eastern Middle School
D8, Jennifer Freitag:	Greenwich Library
D8, Janet McMahon:	North Street
D8, Barbara Oxer:	Bruce Museum
D9, Abbe Large:	Western Middle School
D9, Seth Bacon:	Glenville
D10, Mareta Hamre:	Western Middle School
D10, Natalie Adee:	Greenwich High School
D11, Susan Fahey:	Central Middle School
D11, Adam Leader:	Parkway
D12, Mary Flynn:	North Mianus
D12, Paula Mickley Legere:	Central Middle School

Havemeyer—GPS Central Administration

- Steve Rubin (D3) and Kim Blank (D7) met via Google Meets with Superintendent, Dr. Toni Jones, and COO, Sean O’Keefe on April 19, 2021.
- The BET approved the proposed operating budget as presented by the BOE. This includes \$49 million in expenses related to Havemeyer. Note, this is not just for administrative staffing but also includes summer school, continuing, ed, special education, and transportation costs. Havemeyer’s annual budget increase is 3.97%, in line with the BOE’s overall annual increase.
- Since the time the budget was proposed, the BET moved \$2million into the operating budget from the capital budget for technology. This includes 650k for cyber security and 1.35m for Digital Learning Equipment.
- Beginning with this year’s budget, they changed how they account for special education. They break it into two categories: Out of District Tuition and Settlements. The OOD category is for tuition at state approved programs. The Settlement category typically goes to tuition but often not for state approved programs.
- There will be a presentation to the BOE on the results of the Special Education study at the end of May. There is no money in next year’s budget earmarked for implementation of any recommendations from this study.
- We discussed the approximately \$16.5 million of COVID relief funds that the District anticipates receiving. They are in four tranches:
 - 758k. This was used for the purchase of technology/equipment for Distance Learning. A request for reimbursement has been submitted.
 - 1.2m. This was used to fund ppe, cleaning services, and overtime. A request for reimbursement has been submitted.
 - 4.3m. This funding needs to be spent by September, 2023 for Covid related expenses. They anticipate that it will primarily be used for Covid related staffing, and estimate that they have already spent 2.5m that they can submit for reimbursement.
 - 10.2m. This funding needs to be spent by September, 2024. The district has not yet determined how it will allocate these funds. According to the terms of the funding, at least 20% should be used for learning losses related to Covid. Funding may also be used for technology and SEL/mental health. The noted the need to be careful about using it to fund additional staffing as that could create difficulties for the future when this funding is no longer available.
- They have rearranged the staffing at Havemeyer a bit. When they had coordinators retire, they revised their positions so that they now have coordinators focused on K-8 math and science. The Math and Science curriculum for the High School is overseen by the GHS Department Heads and Principal with Ann Carabillo from Havemeyer. They chose not to fill a media coordinator position at Havemeyer to use that slot for a K-8 math coordinator.
- In order to keep their budget closer to guidelines, they are not asking for operating budget for summer school this year. Instead, they will fund it through tuition and through a fund

balance that they have built up over prior years from tuitions. They will continue with the model they used last year, which is less expensive than the model used in previous years. Starting last summer, they offered only a half-day program focused on literacy and numeracy, cutting out the specials like Art and PE that they historically provided in the full-day program. The summer school will continue to offer some tuition-based advanced courses for secondary students.

- They also have money in next year's budget for new books. This includes 650k for new math textbooks as they introduce a new math program. The old textbooks were 8-9 years old. They also added in 136k for new library books. They had cut funding for new library books in the previous year's budget as part of their cuts to meet the BET's 0% increase for 2020-21.

Greenwich High School

GHS 2021-2022 RTM EDUCATION COMMITTEE BUDGET REPORT

RTM members Kimberly Blank, Natalie Adee and Janet Stone McGuigan met virtually with GHS Principal Ralph Mayo, Assistant Principal Dana Tulotta, and GHS PTA presidents Terry Lamantia and Stephanie Cowie on March 18, 2021. Additional information about the Capital Budget was provided by Sean O'Keefe and Dan Watson of the BOE. The following is a summary of their discussion.

Facts about GHS:

- Greenwich High School, a facility of 454,500 square feet built in 1970, is the town's principle public high school and a diverse community in itself.
- The student body speaks more than 29 languages and represents 57 countries. The students reflect the wider district with 71% identified as white, 23% Hispanic/Latino, 3% mixed, and 3% Black.
- Current 2020-21 enrollment is 2755; including 23% Free and Reduced Lunch (643), 14% SPED (372) and 3% ESL/ELL (76).
- Enrollment is projected to increase to 2862 in 2021-22.

Operating Budget:

- 2021-22 operating request: \$38,898,835, an increase of \$1,191,597 or 3.16% YTY (numbers taken from the budget book).
- Because of the unusual demands of the pandemic, unlike in a typical year, Havemeyer staff prepared the high school budget on behalf of GHS staff. The operating budget was built with no assumed changes to non-COVID-related line items, with a few small exceptions.
- It was noted that in 2022-23 there will be a larger funding need for textbooks. In this year's budget, textbooks will be funded out of Havemeyer's budget.
- There will be a small increase in physical education staffing because of a state-mandated graduation requirement increase in wellness credits. Otherwise staffing remains the same.
- RTM members asked about enrollment projections. It was pointed out that new students enroll throughout the year. It remains to be seen what the impact of a new independent high school in town will have on GHS enrollment.
- If GHS were allocated additional funding, how should it be spent? Student government has voiced interest in a reimagined Student Center to make it more inviting and to provide more options for its use. For example, different types of seating and charging stations. Some improvements could be accomplished in phases with GHS PTA support.
- When schools return to "normal," there will be an emphasis on student engagement, which was a challenge while schools were entirely and partly remote. A 139 fund (outlined in section 139 of the state finance law) pays teachers to lead after-hour activities, and that will be utilized.

Capital Budget:

- The BOE submitted 5 capital requests for GHS. The BET voted to approve four of the five of these. They did not approve a \$4.8 million dollar request for funds to complete Phase 2 of Cardinal Stadium. That amount is now slotted into next year's budget in the Town's Capital Plan. The four items they did approve are:
- \$2.75 million to complete work on the new GHS entrance, known as the "security vestibule." There is a building committee currently working on this project, which should be completed by fall of 2022.
- \$1.638 million for HVAC work. This is a continuation of the Chiller replacement project. The chillers serve the entire building. We are currently replacing one of the units and should be up and running by the end of the summer (2021). The request for FY22 is to continue with the replacement program. There are a total of 4 chiller units at GHS . The CIP Description is as follows: *The components making up the HVAC systems, including but not limited to, fans, pumps, drives, chillers, valves, unit ventilators, variable air volume units, boilers and cooling towers are to be inspected, evaluated and replaced as needed. Controls for the new systems are included. Systems requiring augmentation due to increased demands, are to be sized correctly and will include considerations for future expansion. Facilities that currently utilize window units will be reviewed and when necessary the units will be replaced. The request will cover Professional Design Services as needed.*
- \$204 thousand for Windows and Doors. The request for GHS is for the replacement of exterior doors, frames and hardware that have been damaged or are not functioning as needed. The project will be phased and the first area to be replaced is the exterior doors at the gymnasium lobby.
- \$364 thousand for Interior Renovation. The request for funds at GHS is for the replacement of the ceramic tile at the pool deck.

Points of Pride:

CT Science and Engineering Fair

All six of the top prizes in the senior (high school) category went to Greenwich High School students in the Honors Research Seminar Course, and two other first place prizes went to an eighth grader at Eastern Middle School.

GHS winners at the CSEF:

- **Autumn Kim:** *First Place in Physical Sciences, and an opportunity to compete at ISEF; Design of a MFe₂O₄/Bentonite/Graphite Coated Polyurethane Sponge for Economical and Eco-Friendly Oil Spill Recovery.*
- **Timothy Drinkall:** *Second Place in Physical Sciences, and an opportunity to compete at ISEF; Increasing Aerofoil Lift via Artificial Amplification of the Coanda Effect using Heat.*
- **Ambika Grover:** *First Place in Life Sciences and First Place in Biotechnology, and two opportunities to compete at ISEF; Rapid, Noninvasive, Fluorescence-Based Detection for Elevated Levels of Nitric Oxide in Exhaled Breath, As a Marker for Hazardous PM_{2.5} Exposure.*

- **Hannah Goldenberg:** *Second Place in Life Sciences, and an opportunity to compete at ISEF; Linking Continued Exposure to E-cigarette Vapor Constituents with Chronic Obstructive Pulmonary Disease.* **Halla Clausi:** *First Place in Engineering, and an opportunity to compete at ISEF; Colorimetric Smartphone-Based Detection of Salivary SOD2 on Photonic Opal Structures for the Rapid Diagnosis of Hepatocellular Carcinoma.*

In addition to these ISEF winners, numerous other research students received notable recognition at CSEF on Saturday. They are, in alphabetical order:

- **Sam Florin:** *First Place in Mathematics: Generalized Correction of Spatially and X-Z Correlated Errors through Adaptive Minimum-Weight Perfect Matching Topological Algorithm*
- **Prathit Kurup:** *Second Place in Biotechnology: Role of ICAM-1 in Facilitating Leukocyte Migration Across the Blood-Brain Barrier in the Progression of Multiple Sclerosis*
- **Ella Moore:** *Fifth Place in Life Sciences: Inhibition of Covid-19 Respiratory Complications Via an R-954 Peptide Bradykinin 1 Receptor Antagonist*
- **Uma Pendkar:** *First Place in Environmental Sciences: Low-Pressure Application of Metal Nanoparticles to Soybean Seeds to Provide Increased Resistance to Fusarium Oxysporum*
- **Yurika Sakai:** *Second Place in Engineering, and a Regeneron \$500 Award: Prolonged, Smart Treatment of Multi-Drug Resistant Bacteria of Chronic Wounds via an EGCG-AgNP HydroMed Dressing*

Service Awards

Sheldon house: James (Jimmy) O'malley

Folsom house: Gabriella (Gabby) Mendoza

Clark house: Genevieve (Genna) McQuillan

Cantor house: Skyler McDonnell

Bella house: Margaret Tracey

GHS Math Team Wins 12th Consecutive Fairfield County Title

Greenwich High School's Math Team recently won their 12th consecutive Fairfield County Math League (FCML) title. Seniors **Sam Florin** and **Iris Shah**, and sophomore **Stephanie Chang** were all named as individual high-scorers during the final competition.

Regeneron Science Talent Search

Edgar Sosa and Hannah Goldenberg will be competing this week as Finalists in the Regeneron Science Talent Search, for a grand prize of \$250,000.

2021 CT Junior Science and Humanities Symposium

Six students presented their research at the 2021 CT Junior Science and Humanities (JSHS) Symposium

Poster session

- Madeline Minichetti: *Solar-powered Cu₂O Nanowire Wastewater Microbial Algae Photosynthetic Bioreactor Hybrid for the Creation of a CO₂-free Energy*

- Uma Pendkar: *Low-pressure Application of Metal Nanoparticles to Soybean Seeds to Provide Increased Resistance to Fusarium virguliforme*
- 1st Place - Alexander Patti: *Plant Growth Enhancement & Fungal Disease Suppression via Copper, Zinc, and Manganese Nanoparticle Foliar Sprays*

Oral competition

- 5th Place - Sofia Pronina: *Rapid, Low-cost, Visual Lyme Disease Diagnosis via Lab-on-Chip, Chemiluminescent Detection of Borrelia-induced Antibodies*
- 2nd Place - Alexa Nakanishi: *Multi-component Fixation Tracking in Gaze Interaction for Rapid, Non-invasive Diagnosis of Specific Learning Disorders*
- 1st Place - Ambika Grover: *Rapid, Noninvasive, Fluorescence-based Detection for Elevated Levels of Nitric Oxide in Exhaled Breath, as a Marker for Hazardous PM2.5 Exposure*

Young Artists 2021 Exhibit

10 GHS seniors currently have artwork on display in the at the Katonah Museum of Art in Katonah, NY.

GHS art students are: Bailey Gordon, Dylan Mini, Marissa Morganti, Ashley Negron, Sacha Norton, Cordelia Papen, Abigail Reid, Sarah Terceros, Ethan Tice, Chloe Trogni. The exhibit runs through February 28.

Ivy League Invitational Parliamentary Debate at Columbia University

Greenwich High School Sophomores Ambika Grover and Arjun Kishore took home the top prize at the Ivy League Invitational Parliamentary Debate at Columbia University, defeating 90 other teams. In addition to their stellar team performance, they each won an individual Speaker Award; Ambika placed third and Arjun placed 55th out of 182 debaters.

Columbia Model United Nations Conference

13 students were recognized for their impressive performances.

Greenwich High School Teacher and Model UN Club Advisor Mr. Ian Tiedemann shared, "While I am thrilled to see how many students were formally recognized for their work at the conference, I am proud of all of our participants for the many weeks they spent researching their assigned roles and topics of their respective committees. The team leaders were especially critical to our success; they trained our newer members and supported them throughout the entire process. They have continued to operate as a close-knit team despite the ongoing challenges of the pandemic and digital learning. I am so proud of GHS Model UN!"

Scholastic Writing Awards competition

13 Greenwich High School students were recognized

Scholastic Awards competition,

8 Greenwich High School students were recognized

Emerging Young Artists exhibition at the University of Massachusetts Dartmouth. 5

Greenwich High School students were recognized

Hartford Courant's Stock Market Game
Matthew L'Helias 2nd Prize

Published author
Willow Wren

Senator Murphy's MLK, Jr. Day Essay
Yurika Sakai--

Central Middle School

CENTRAL MIDDLE SCHOOL – Meeting Tuesday March 30, 2020

Zoom call 8:15am-10am – Attendees:

Susan Fahey, Paula Mickley -- RTM Liaisons to CMS

Tom Healy -- CMS Principal

Diana Orbanowski and Brian Zeller – CMS PTA Presidents

Tom Healy has been Central Middle School principal since 2016-2017, and is a CMS alumnus. He was previously Vice Principal at Western Middle School and has been in the district as an aide, teacher and administrator for 20+ years. Principal Healy is a blessing to CMS and the Greenwich community, and clearly admired and respected by his many constituents.

Central Middle School was built in 1957 with an addition completed in 2000. It is currently home to 571 students with a capacity of _____ and a projected enrollment of 568 in 2021-2022. There are 70 students with IEPs; 94 on free and reduced lunch; and 13 ESL students.

The COVID environment has greatly impacted CMS this year, with an average of 20% of students doing remote learning from home. That number has ebbed and flowed since the beginning of the year, from a 25% high to a 15% low. Unlike the town's grammar schools, the middle schools have required faculty to teach both students in the classroom and remote learners at the same time. This process has meant a large learning curve for CMS teachers, and Principal Healy is very proud of how his staff has risen to the occasion, producing strong results.

In addition, Principal Healy said it has been invaluable to have one school psychologist and two social workers serving CMS this year. The extra social worker is being funded by a grant through the Kids in Crisis organization's program called "Teen Talk." These extra resources have been critical through the pandemic and he emphasized that they really need to continue in the future.

Principal Healy said overall the budget has been acceptable at CMS on the operating side. It is based on an instructional model of 15.6 students: teacher ratio, and he believes a slightly larger budget would allow him to push the school academically to a better place with a much more flexible schedule. To implement a true middle school model, he recommends an "Interdisciplinary Team approach," which he cannot incorporate now with the staffing model based on per pupil ratios. This new staffing approach could allow teams to operate on their own bell schedule allowing for longer class times for different subjects to best meet students' needs.

PTA Presidents Diana Orbanowski and Brian Zeller were also at the meeting and it was clear they have done an outstanding job this year. Their collective goal has been to increase CMS partnerships with families and also with other middle schools in town. These two dedicated PTA leaders had to pivot on a dime and come up with unique and innovative ideas to engage both at-home and in-school students and their families. In the beginning of the school year, they

held a socially-distanced outdoor weekend concert for 100 people at the Greenwich Historical Society, as well as a tennis tournament. They have also organized poetry contests, trivia nights, art contests, and on-line cooking classes. They also supported Principal Healy's virtual "afters" for students more comfortable staying at home. They managed and helped PE teachers redesign things like "March Mania" by cohort, whiffle ball contests and talent shows.

CMS has continued its Social Emotional Learning program throughout the year, at times partnering or sharing ideas with Western and Eastern Middle Schools. They showed a movie called "LIKE" which describes the effects of social media on teens and their self-esteem (a more age-appropriate version of "The Social Dilemma"). They also hosted a visit with Dr. Mykee Fowlin, a psychologist, poet and artistic performer renowned for his piece "You don't know me until you know me." The CMS PTA has also partnered with a Professor of Psychology from Fairfield University Dr. Evelyn Bilius Lolis to run Empathy, Compassion and Connectivity workshops for Mar, Apr, May. This is a pilot program run at CMS. Tom Healy and his staff were instrumental in discussing the concept and presentation with Dr. Lolis and getting approval from Dr. Carabillo.

Lastly, they are working on a virtual DC trip for the 8th graders and arranging visits with Congressman Himes, Governor Lamont, and Selectman Camillo. They will also be researching museums and other cultural and historical attractions to see if they can offer more virtually. The CO-PTA Presidents shared that their entire PTA Board has worked tirelessly this year to give the students and their families as much normalcy as possible. They also noted that many local businesses have stepped up to help support the school financially.

Building Structure and Maintenance-

On a positive note, the A/C update in the CMS auditorium was completed last summer during the pandemic. This should make everyone at the RTM also happy. Additionally, in the last few years the gym floors were redone and structural support beams were shored up. However, the locker room is from 1957 and in disrepair. There are zip ties closing the lockers so no one can get into trouble or hurt. The PTA shared and Principal Healy agreed that decisions regarding CMS need to be made immediately. CMS is a building used by the entire Town for gym facilities and fields. Due to discussion of replacing the school, only small temporary band-aid projects have been done. Many parents have made their concerns know to the senior administration and PTA reps at CMS. Principal Healy and the PTA leaders urge the Town to STOP the band-aid projects and make the final call on CMS.

A prime example is the window wall, and door replacements that were in the books for CMS and both other middle schools. This funding has disappeared for CMS only as perhaps the BOE believes the facilities would be demolished and rebuilt. But there are major openings and gaps between windows, walls and doors that should be addressed. This concern is truly a safety matter for their students. The group collectively felt the town has for too long underfunded

maintenance and now avoided major projects that need to be done before we even had a Master Facilities Plan.

The CMS PTA reps would also like to see a decision on their playing fields. They feel that conversation has gone radio silent. The last most supported idea was a hybrid model placing one turf and one engineered grass field on their property. Yet again, nothing has been done. Their fields continue to be under water, not allowing for usage after lunch period and for gym classes. Principal Healy also asked if the BOE could work with Parks and Recreation to come up with a schedule for mowing, seeding, and spraying that would not affect gym classes. In addition to the use during the school day, the CMS fields are used after school by Central students for the middle school sports program and by town athletic programs in the Fall, Spring and Summer months. Those who live near Central also use the fields for walking their dogs, hitting golf balls and other recreational activities. Finding a sustainable option for our much-utilized fields for the community to enjoy is imperative.

On a final note. Principal Healy has been nominated for the CT Outstanding Administrator Award and Diana Orbanowski for the PTAC Essence Award. There is very strong leadership at CMS, which should be noted and commended by the entire community.

Susan Fahey
Paula Mickley

Eastern Middle School

Not Submitted

Western Middle School

Western Middle School

To: RTM Education Committee

From: Abbe Large, Mareta Hamre, Western Middle School Liaisons

Re: WMS Report

Meeting Date: January 28, 2021

In attendance: Gordon Beinstein (Principal), Natalie Adee (PTA co-presidents),
Abbe Large and Mareta Hamre (RTM Education Committee Delegates)

Capital:

Fields

- Field is NOT COMPLETED and now going on five years:
- The major concern is that they have not been able to have access to the full field for five years.
 - GHS was approved with WMS to follow suit. This did not happen.
 - This project has no consistent leadership in place right now.
 - Currently in the hands of the EPA and DEEP, which is where it has remained all this time.
 - Langdon, the soil consultant, is in touch with the State, but there is no current plan for moving forward.
 - Given the plan proposed last year was not approved, there is 8mm amount budgeted in the 21/22 budget, but may not be adequate.
 - Currently, one of the best fields in town because of parking availability, size of draining. They also need sidewalks as part of the new field plan.

Facilities:

- Replacement of Bleachers is in the budget (July 1 replacement). They need time to strip the floor and paint. Bleachers are COMPLETED. *But the floor still needs to be done.*
- Music doors and stage curtains still need to be replaced are not listed in the budget.
- New generator has been installed.
- The Air conditioning in the auditorium was in the budget but was removed. IN PROCESS
- Carpets in the media center and the French room need to be tiled. This used to be a computer lab and now made into a classroom. NOT COMPLETED

- Facilities completed the work on the window walls but put in the old air conditioning units rather than putting in new ones. They will spend 14k on caulking to fix
 - windows that haven't been replaced in the 6th grade west wing. The replacement was done three years ago (and replaced in the late 70's maybe early 80's).
 - West wing is from the 70's but they have central air (could be the reason why the windows are still there) West wing is 1972, building is 1963.
- Grounds keeper has been doing a wonderful job.
 - The vacuum for the dust collection system for the wood shops was supposed to be installed in July for all three middle schools. NOT COMPLETED (Gordon has asked Dan to put it back in) *and is now a serious health hazard. This is a must not a want.*
- Currently, ***the building is NOT ADA compliant.*** Students and staff cannot get to the main floors, which would require at least two different lifts, a ramp and an elevator. Currently nothing is budgeted for, except funds for ADA architecture plans. In addition, many other modifications would be necessary for the building to be ADA compliant, including the bathrooms and the front entrance. Although a feasibility study was conducted by Silver Petrucelli, currently nothing is budgeted except funds for ADA architecture plans.

Operating:

- The current staffing model does not account for demographic differences between the schools, with few exceptions, regardless of need, the schools are staffed by population and not need.
- This year, with the impact of the pandemic affecting different socio economic groups unevenly, WMS needs additional staffing to mitigate the impact of the learning loss with our kids in poverty. Specifically, WMS would use additional staff to address the identified math deficits.

Magnet school:

- Our Magnet school continues to draw more kids every year.
- Next year WMS anticipates over 50 magnet students, including 20 in grade 6. This is a result of the positive impact of the AVID schoolwide program and their reputation as a school that improves outcomes for ALL kids.

Points of Pride:

- Increased number of magnet applications over the past several years
- Successful rolling out of the AVID Schoolwide Program
- Regular representation of Distinguished Teachers, including two of the last three district-wide Teacher of the Year.
 - High teacher and parent satisfaction survey results

COVID RAMIFICATIONS

- Significant narrowing of the achievement gap, well below the state averages (although initial test results suggest the impact of this pandemic will widen this gap quite a bit. They are already seeing the affects of COVID on the social, emotional, and academic needs of title 1 children.
- While initial test results suggest that Greenwich seems to have weathered the anticipated COVID slide better than most, there are still significant impacts, particularly on their neediest learners. This mirrors national trends where students who qualify for free and reduced lunch are being hit the hardest by the impacts of this pandemic on instruction.
- Western, which has about 70% of all of Greenwich's middle school free/reduced lunch kids will be asked to shoulder this load.
- Western has had a track record of closing the opportunity gap, but this work just became increasingly difficult and the district will need to make this a focus in the coming years.

Cos Cob School

Not Submitted

Glenville School

**RTM Education Committee
2021-2022 BOE Budget Review Summary
GLENVILLE SCHOOL**

Location:	<ul style="list-style-type: none">• Video Conference Call: March 24, 2021
Reviewed by:	<ul style="list-style-type: none">• Seth Bacon (D9 Education Committee Alternate)
Interviewed:	<ul style="list-style-type: none">• Klara Monaco (Principal, Glenville School – video conference)
Facts/Info About Glenville School	<ul style="list-style-type: none">• Current and projected student body enrollment below in <u>Appendix 1</u>• Student body growth rate:<ul style="list-style-type: none">○ 2019-2020: 404○ 2020-2021: 398 (was projected to be 404 pre-Covid)○ 2021-2022: 376 (projected)• 18 total sections projected at Glenville School in 2021-22<ul style="list-style-type: none">○ Detail below in <u>Appendix 1</u>
Focus areas for 2020-21	<ul style="list-style-type: none">• Klara Monaco was appointed principal of Glenville School on August 3, 2020<ul style="list-style-type: none">○ Principal Monaco had previously served as Vice Principal at New Lebanon• Principal Monaco’s focus areas in her first year:<ul style="list-style-type: none">○ Relationships with students, families, and teachers○ Social and emotional relationships with students○ Alleviating anxiety for students, families, teachers in a Covid environment (remote policies, safety protocols)• Priorities in 2020-21:<ul style="list-style-type: none">○ Get students back in the door; reopen the school○ Have teachers feel safe and equip them to teach within established health/safety protocols○ Identify any student performance issues based on 2019- 20 Covid school closures

<p>Impact of Covid</p>	<ul style="list-style-type: none"> • Students and teachers responded well in Covid environment <ul style="list-style-type: none"> ○ Students thriving in classroom (social and educational) ○ Some students did not perform as well on standardized tests as they are in classroom; school is working through data to understand this better • No space issues – plenty of room to space students (likely based on reduced number of students in school) • Safety protocols and quarantining have worked well <ul style="list-style-type: none"> ○ Kids adapted to wearing masks ○ First few weeks of school were frontloaded with remote school and tech training for teachers and students in the event they needed to quarantine <ul style="list-style-type: none"> ○ When full classes were quarantined, teachers were able to teach remote with no interruption to teaching ○ When a teacher quarantines, they still teach (via video) kids in classroom with a monitor present • In-person learning grew as the year progressed • The school district provided all PPE with no issue <ul style="list-style-type: none"> ○ Requests for more supplies were filled quickly
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<p>Other areas of review</p>	<ul style="list-style-type: none"> • Linkit assessment new in 2020-21; new platform used to: <ul style="list-style-type: none"> ○ Centralize data for all student assessment information ○ Perform student assessments directly in the app ○ Assess and analyze student performance and identify areas for improvement <ul style="list-style-type: none"> ○ Future rollout for parent access School is beautiful, well managed, and well maintained <ul style="list-style-type: none"> ○ Good custodial staff • Traffic is biggest issue for school <ul style="list-style-type: none"> ○ Morning easier with established times for drop-offs ○ Dismissal is challenging with spread out pickup times • Free meals offered all year – breakfast and lunch <ul style="list-style-type: none"> ○ Meals available to in-person and remote students ○ Initially not a lot of traction with breakfast program, but as year progressed uptake increased
<p>Budget</p>	

Operating and Capital Budgets	<ul style="list-style-type: none"> • Submitted operating expense budget showed a +5.59% increase YOY (over Covid reduced budget) <ul style="list-style-type: none"> ○ Detail can be found below in Appendix 2 • Submitted capital budget (pre-Covid) included \$192K in proposed expenditures <ul style="list-style-type: none"> ○ \$100K for exterior stairs/ramps ○ \$75K for minor interior repairs ○ \$17K for mechanical, engineer, and plumbing (MEP) • Details of Glenville 5-year capital plan and projected expenses in 15-year Master Facilities Plan can be found in Appendix 3
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Appendix 1 – Glenville School Enrollement Projections for 2021-22

Enrollment

	Total	%
2020-2021 Current Students	398	100
of which Free/Reduce	42	11
of which SPED	37	9
of which ESL/ELL	13	3
2021-2022 Projected	376	100

Sections per Grade

School Year	K	1	2	3	4	5	Total
2020-2021	3	4	3	3	3	4	20
2021-2022	3	3	3	3	3	3	18

Appendix 2 – Glenville School 2021-22 Operating Expense Budget

Operating Expenses (\$)

Expense Category	FY 2018-2019 Actual	FY2019-2020 Actual	FY2020-2021 Budget	FY2021-2022 Budget	YTY \$	YTY %
Salaries	4,437,837	4,583,435	4,694,300	4,917,826	223,526	4.76%
Svcs-Prof & Tech	42,941	34,912	37,141	41,757	4,616	12.43%
Benefits	2,612	6,474	-	-	-	0.00%
Svcs-Property	9,251	5,161	9,300	9,300	-	0.00%
Svcs-Purchased Other	5,063	1,739	5,500	5,000	(500)	-9.09%
Supplies	50,430	71,760	12,938	51,450	38,512	297.66%
Property	6,076	2,426	2,949	3,000	51	1.72%
Grand Total	4,554,212	4,705,905	4,762,129	5,028,333	266,205	5.59%

Appendix 3 – Glenville School Capital Plan (pre-Covid)

Hamilton Avenue School

RTM EDUCATION COMMITTEE

2021-2022 BOE BUDGET REVIEW SUMMARY

March 30, 2021 Steven Rubin, District 3, met with Shanta Smith, the Principal of Hamilton Avenue School, via a Zoom call. This analysis is prepared by Steven Rubin.

Hamilton Avenue School is a unique school in the Greenwich School system. It is a STEM magnet school that draws from the most ethnically diverse demographics in Greenwich. Approximately 70% of the incoming students come from homes where English is not the primary language. As a magnet school, it has been extremely successful in attracting new students.

Operating Budget

We did an analysis that included a line-by-line review of the proposed budget for 2021-2022.

The operating budget numbers were all necessary expenses with little room for eliminating costs. The primary increases in the operating budget were from faculty salaries. Due to the distribution of students, the school is projected to add one additional section for the new school year resulting in the need for an additional teacher. The school is also projecting an increase in special education spending for special needs children requiring speech and language assistance. This is not English literacy help but rather actual help in speech.

Capital Improvements

The major capital improvement was the need to repair the HVAC during the upcoming school year.

Shanta Smith's wish list if she had additional funding:

- An outdoor area that could be utilized all year for STEM learning.

It is our opinion that the budget for Hamilton Avenue School is fair and should be accepted as submitted.

International School at Dundee

Not Submitted

Julian Curtiss School

2021 Julian Curtiss Elementary School Budget Overview

Attending:

Patricia McGuire, Principal of Julian Curtiss School
Brenda Brush, Assistant Principal of Julian Curtiss School
Sandra Grandinetti, 3rd Grade Teacher and Member of Feasibility Study
Jill Ernst - PTA Co President and Member of Feasibility Study
Bob Chaney - PTA Member and Parent Member of Feasibility Study
Jaysen Medhurst – RTM District 1 Education Committee Delegate
Andrea Anthony – RTM District 1 Education Committee Alternate

Executive Summary:

Julian Curtiss (JC) Elementary School was built in 1946 and has a current enrolment of 275, K–5 students. This represents 90% of its “maximum” capacity of 306. Operating at 88–92% capacity is considered ideal. This allows for natural year-to-year variations and for the fact that grade populations are never perfectly aligned. Over the last 30 years, JC has operated with an average student population of 336 or at 110% of capacity. This was the result of absorbing displaced students from Hamilton Avenue and New Lebanon during periods of renovation, mold remediation, overcrowding, and new construction. For those reasons, 2019 was the first year since 1994 that JC operated below maximum capacity.

Located at 180 East Elm Street, JC is the primary elementary school for Downtown Greenwich and District 1. JC is one of two magnet elementary schools in town and its most diverse in both demographics and socioeconomics. That diversity is reflected in the school’s motto, “60 countries, 30 Languages, One Great School.”

In its 75-year history, JC has never been renovated. At the time of our discussion, the BOE was requesting \$1.7MM for the initial design phase of an estimated \$25MM renovation. Subsequent to our meeting, the BET reduced that number to \$200K, which appears in the 2021–2022 Capital Budget Plan currently before the RTM. The BET members who voted for the reduction asked the BOE to re-scope the project “to prioritize access for handicapped students and staff, improving air quality in a post-COVID world, and providing for building access security.” They cited declining enrolment across Greenwich Public Schools and “other very large Greenwich Schools capital investments requiring funding now and in the near future” as reasons for the substantial reduction.

Our conversation covered three primary areas, (I) About Julian Curtiss, (II) 2021-2022 Budget Discussion, and (III) Proposed Renovation Project.

I: About Julian Curtiss

Julian Curtiss is the most diverse elementary school in Greenwich, in terms of both demographics and socioeconomics. It is a magnet school and 26% of JC students are from outside its catchment area.

Principal Patricia McGuire shared that the students are happy, feel safe, and accept diversity. The staff is a “community of learners” and the culture is like that of a small family.

Two of JC’s most prominent advantages are its diversity and central location. Their commitment to literacy is a strength and an area where JC leads the district.

An area of opportunity for JC includes, better reaching all stakeholders, especially parents that did not grow up in the U.S. and for whom English is a second language or not spoken. This is the flip side of having so many students from so many backgrounds. Effective communication to and with parents can be difficult and there can be cultural hurdles. An economic gap exists as well. The community pulls together well, though a bifurcation is sometimes evident. Amazing diversity is one of the schools main points of pride and also one of its biggest challenges.

To address this the administration has developed a multi-pronged approach that includes community involvement & celebration and targeted training for faculty & staff coupled with student exploration. Mrs. McGuire offered an example of each:

1. The annual JC Parade celebrates ethnic culture & cuisines offer students and their families to learn about and appreciate each other, together.
2. In partnership with Columbia Teachers College (TC), a number of JC teachers have participated in research-based training programs, which have greatly impacted the efficacy of classroom instruction. One aspect of the program is “Voice and Choice,” where students direct their own reading and writing subjects. This empowers the students to explore their unique interests. This gives them agency and invests them in the learning experience. Several attendees (faculty and parents) expressed the noticeable positive affect of the program.

Large change is occurring for the JC community due to impacts from recent development and other real estate market-related transformation on and around Milbank Avenue. Over that last decade high-end town homes on Milbank replaced family-oriented houses. The new units were predominantly bought by “empty nesters” and part-time, usually older residents. Very few kids moved into those housing units. More recently, a preference of families to live closer to amenities presages more demand on JC in the future. New and planned developments in Downtown Greenwich are likely to drive that trend. The BOE and JC administration is watching closely as new housing units come into the district.

II: 2021-2022 Budget Discussion

COVID-19 has had an affect on funding. Some families are struggling now more than before the pandemic and JC has seen some teachers leave. A significant and growing portion of the JC budget is Special Education. While this has been experienced across the district, JC has seen and outsized impact. In 2013, that population was 30 students and today it is 50. That represents an increase from 9% to 18% of the total JC student population. The statewide average is 12%. This has brought a number of challenges, all of which impact the school’s operating budget.

The removal of Professional Learning funds from recent BOE budgets has been difficult. Especially, in light of the tremendous success that JC had following the program with Columbia noted above. The shifting of resources from central administration to individual schools has been a double-edged sword. It

has created more administrative work for the individual schools, which can be a challenge to absorb at times.

III: Proposed Renovation Project:

Julian Curtiss is the only Greenwich School that has not had any significant renovation. The proposed renovation project focuses on ADA compliance, HVAC replacement, and Security enhancements. An expanded Media/Science Lab and two Pre-K classrooms were also included as part of the feasibility study. The purpose of the renovation would be to address updates badly needed at the 75-year old school and equip the building to best serve students for another 75 years.

The JC project is designed to bring the school up to par with modern elementary schools and deliver appropriate building infrastructure for a Title 1 school and a magnet school. The project addresses undersized common spaces, adds a science room, and makes better use of existing footprint by moving the cafeteria location.

New Lebanon School

**RTM Education Committee
2021 Budget Report/New Lebanon School**

Enrollment

Enrollment % Minority (K-5)
PreK K-5 PreK-5 NLS GPS

2015-2016 0 265 265 --- 35
2016-2017 0 255 255 79 36
2017-2018 0 258 258 80 36
2018-2019* 14 245 259 81 37
2019-2020 41 260 301 77 38
2020-2021 28 261 289 n/a n/a

Total K-5 students live in the NL catchment zone: not available
18 students “magnet in” to NL from CC, GL, HA, and JC.
Number of students “magnet out” of NL to HA, ISD, and JC: n/a
Percent of PreK (K-5: n/a) receive Free/Reduced lunch: n/a
There are 8 tuition students.

Capacity

PreK-5 Target Enrollment*: 425 students
Total PreK-5 classrooms: 21
Total PreK-5 sections: 17
Available/surplus classrooms: 4

*Source: 2018 Facility Master Plan, March 2021 GPS website: New Leb Ed Specs.

Successes

“With our new building has come a state-of-the art facility that meets student learners where they are. Flexible seating, break out spaces, sound proof walls, learning commons/makerspace, performing and gymnasium center, and much more allows students to learn in calm and quiet places and enhances small group learning - the best way to learn based on research.”
(Alexandra Bartholomew, Principal)

Challenges

“Other than our Title 1 funding, which is federally and state mandated based on FRL numbers, we are currently being funded equally, not equitably, compared to the other schools in Greenwich. Our population certainly does not equal other buildings in our district. This is a challenge because we have learners with incredibly diverse needs who require more

academically and social/emotionally to catch up to their peers.” (Alexandra Michaelson, Principal)

“Despite the increase in diversity in the district and NL’s new facility, the school continues to be racially imbalanced, as defined by the State.” (2019 GPS Annual Enrollment Report Addendum)

North Mianus School

North Mianus School RTM Education Committee report

Meeting: Wednesday March 31, 2021 via zoom.

Participants:

Angela Schmidt, North Mianus principal, Angela_Schmidt@greenwich.k12.ct.us

Elizabeth DeHaven, PTA co-president, NMSPTACoPres@gmail.com

Sarah Klocinski, PTA co-president, NMSPTACoPres@gmail.com

Mary Flynn – RTM member, MaryFlynnrtm@gmail.com

Introduction:

Our interview was conducted via zoom during the second year of the Covid-19 pandemic. During the interview it became clear that the lack of upkeep of the NM facility had hindered the ability of school administrators to provide the full educational program they are used to providing.

Greenwich Schools are meeting, with limitations. North Mianus has had to relocate – they are in 4 schools due to the 4th grade classroom ceiling collapse. Very fortunately this occurred during vacation and no one was injured.

OG has taken 5th grade, CC grades 1 & 4, Pkwy has ALP, and NM has the administration and grades K,2 & 3 in the newer parts of the building. Principal and Art and special teachers rove.

They have been told that NM will not be ready for September 2021.

Distance learning – mixed results. North Mianus is the largest of the elementary schools with approximately 450 students at all 4 locations, and 50 in distance learning.

2021 Requests:

They request that if possible all students be located on the NM Campus, perhaps using portable classrooms. The disruption to the children had already been tremendous, even before this collapse happened. They are now in generously donated space across the district, but it's hard to maintain the e'spirit de corps, and continue the social, emotional learning of the school and students, even among such welcoming hosts. The hosts have generously given up precious currently used spaces. The North Mianus community would like to be together in the fall, or at the very most in only 2 locations, with logical grade groupings.

They marveled about how resilient the kids have been, but worry the newness will wear off.

As they said last year - people move here for the schools and the culture and demeanor that is framed around our good schools. Property values are directly related to the quality of the schools.

Current work:

They are taking down the plaster ceilings in the old part of the building – 2 floors. And replacing lighting, electrical, sprinklers, and whatever is needed. They say they will not be finished by September.

My question is - Can we increase the size of the workforce to facilitate a September opening?

Recent upgrades:

Installed wall unit air conditioners in October 2018.

My questions: Why did they decide to do it this way? Did an engineer look at it? Was this done rather than remove the ceilings and install an HVAC system?

2020 request and results:

They requested NEW LIGHTING: This was not done.

It had been in the capital budget for this (2020) year.

Principal feels it affects student learning and that it is a health and safety issue. New lighting needed for the whole building – quality/type of lighting is an issue.

Background: Building has non-friable Asbestos in the ceilings. It needs to be addressed when any repairs or upgrades are made. They would like it addressed in conjunction with lighting needs if possible.

They have now been told the lighting will be addressed while fixing the ceilings (now in 2021). Also, the ceilings have been tested and there is no asbestos. 4/2021.

Question: How could the district have been so wrong about the presence of asbestos in the ceiling?

The Oil tank was removed since last years' report.

A Social Worker – still necessary. They did not get one for 2020-21.

AIR CONDITIONING IN THE GYM – still need it. Wall air conditioning installed in 2018 did not include the gym.

It gets too hot, above 100 degrees at times. The windows do not open. They are concerned – especially for asthmatic children. People have fainted.

Furniture - They have returned to desks, instead of tables, due to Covid restrictions

Food Service – This year NM protocol is as follows: lunch is free. They offer bag lunch or a hot meal in a box. Food is ordered that morning and delivered to lunch room. There are no long lines. It's very efficient.

Special Ed – Awaiting PCG study.

The North Mianus community appears to be doing an excellent job keeping learning going considering all of the obstacles. They sing the praises of their very dedicated teachers and staff. And they applaud Dr. Jones for getting the kids back into the schools and would like to know what they should be doing to support this effort.

Facilities master plan – Plan is online at GPS website, in the facilities appendix. From this accident we can see that the North Mianus School updates need our attention now.

North Street School

North Street School

To: Kim Blank

From: Janet McMahon

Re: Zoom Meeting on March 2, 2021

Attending: Jill Flood, Principal and Dina Urso and Megan Kelly, PTA Co-Presidents

Key Elements:

North Street School (NSS) serves 325 K-5 students and has a projected enrollment of 332 students (an increase of 7 students) in 2021-2022. The building was originally built in 1953 and is 57,350 square feet. At 68 years old, it is the fifth oldest school building in the District.

Operating Budget:

NSS's Operating Expenses for FY21-22 decreased overall 3.82%. Due to the Operating Budget cut last fiscal year, all supplies were pre-purchased which accounts for the artificially inflated "Supplies" line item (an increase of \$45,730 or a 327.17% increase). We will see stabilization in that line item next year assuming that the operating budget for GPS (and consequently, NSS) is not cut again. This increase was offset due to other line items remaining flat or decreasing, as was the case in the Salaries line item. The 4.79% decrease in that line item was due to the retirement of a beloved teacher and a Year 1 teacher who was hired in her place.

Capital Budget:

The only capital expenditure requested this year is a desperately needed new HVAC system budgeted for \$3.142M, which will be phased over 2 years. NSS was one of the first schools to receive a fully integrated HVAC system. However, these units have outlasted its useful life and many units have since been discontinued. Worse yet, some air conditioning units in certain classrooms have stopped working altogether. Luckily, custodial staff have been able to repair some units by cobbling parts from discontinued units but this is not a sustainable solution.

According to the [Facilities Master Plan](#), North Street School is not slated for major renovations until 2028 at the earliest. As part of the renovations, it is hoped that the front office is re-oriented so that administrative staff can greet all visitors entering the school. The current layout is not ideal from a school safety perspective and administrators and staff have both consistently advocated for this year after year. Other wish list items include proper drainage for the swampy playing fields, upgraded playscapes, a covered outdoor space for outdoor recess in inclement weather and a paved shoulder on North Street extending all the way up to the South entrance of St Mary's Cemetery to alleviate traffic issues on North Street during bell times.

Old Greenwich School

RTM EDUCATION COMMITTEE
Old Greenwich School Budget Review
District 6

School: Old Greenwich
Liaison: Barbara O'Neill
Date March 31, 2021
Participants Principal Jennifer Bencivengo

Demographics

Old Greenwich School plays an important role in the Old Greenwich neighborhood it was built in 1902 with additions in 1950, 1957 & 1995. It has a capacity of 400 students. Over 90% of the pre-K through fifth graders students walk to school. One hundred percent of the incoming kindergarten students have preschool experience.

There are currently 383 students the projected enrollment was 390, an additional kindergarten class was added in the fall of 2020. The student population fluctuates throughout the year in a non-covid year. Over a two-year period 28% of the student population changes as students arrive from and return to countries overseas, currently the student body comprise students from 26 countries. There are 27 IEP students with several currently being tested and sixteen students who receive free or reduced priced lunch. The budget shows a reduction of 12.1% this is due to preschool teachers no longer being budgeted based on school assignment.

The covid-19 impact included approximately 15 students opting for homeschool and/or home pod-based learning for the 20-21 school year. Of those students, all have expressed interest in returning for SY 21-22. Over, 50% of the current fifth grade students did not start school as kindergarteners or first graders at Old Greenwich.

Effective FY21 the per pupil allocation was reduced by \$12.50 to implement a district-wide technology procurement program to allow for bulk purchasing for increased efficiency there are no plans to reinstate that money.

Structure

The building is not ADA compliant as the current configuration of the building is convoluted resulting in long travel distances to common areas with many different floor levels that are not easily connected, overall there is a lack of accessibility throughout the building. In addition to poor building organization the building lacks adequate sized classroom space and small group instruction space. The lack of a single secure, accessible point of entrance and interior accessible route are major shortfalls. The one-story additions completed in 1950, adjacent to the original three story building are very close to the property line on the south and constrict the area available for an access driveway on the north.

Key infrastructure work needed includes; re-paving, playground updates including an accessible play structure, repair and replacement of exterior stairs and ramps, classroom casework replacement, additional roof replacement work, installation of an elevator and ramps, and installation of an emergency generator. Flooding still occurs although less frequently since the work done in 20018. Lighting upgrades, installation of an automatic fire suppression (sprinkler) system throughout and most significantly a major upgrade to the heating, ventilation and air conditioning system are required. The twenty-seven classrooms are currently cooled with window air conditioners which are sufficiently noisy to interfere with instruction and the dripping water erodes the masonry and the wooden trim. The attic space is not properly ventilated and so the roof of the school should degrade at a faster rate than the typical 20-year life.

Building Facility

Program Improvements are needed to improve the organization of the building and to address both ADA compliance and health and safety concerns.

The proposed plan includes the removal of the two one story additions constructed in the 1950's and the addition of a one- story connector addition that results in a courtyard plan. This approach provides for full sized classrooms, small group spaces, a centralized elevator location and adequate space to relocate the main entrance and offices to improve security. The resulting configuration improves interior circulation on all levels as well as providing for additional exterior circulation and drop off areas adjacent to the new main entrance. Design money is not scheduled to be included in the budget until 22-23.–

While the doors of the school were closed to visitors, the PTA Curriculum Enrichment Committee through virtual opportunities opened the eyes of students to new cultural experiences. With an emphasis on cultural and racial awareness, the committee fond programs and cultural experiences to celebrate Hispanic Heritage month, Black History month, and Native American History month. The Students learned from scientist Jess Keating, Kazz musician Christian McBride, and award winning authors such as Jerry Croft and Kate DiCamillo. With organizations, such as Bash the Trash, the students experienced art and culture of music across Central and South America zooming in musicians from around the world. The students didn't just hear about the stories of Ruby Bridges, but Ms. Bridges herself spoke to the students.

Jennifer Bencivengo an educator for over twenty years, Ms. Bencivengo began her career as the Director of the Sylvan Learning Center in Wallingford, Connecticut in 1997. Ms. Bencivengo started teaching with the Greenwich Public Schools in 1998 at Central Middle School as a language arts and special education teacher. In March 2007, she was appointed interim assistant principal for Old Greenwich School through June 2007, after which, she was appointed assistant principal for North Mianus School. In addition, she successfully ran the Greenwich Public Schools Summer School program from 2011 to 2016, closing gaps in achievement and increasing enrollment by 43% over six years. Ms. Bencivengo received a bachelor of arts degree with a triple major in elementary education, secondary education and English from Boston College, Chestnut Hill, MA in 1997; a master of arts degree with a major in humanities from Wesleyan University, Middletown, CT in 2000; and a sixth-year certificate in administration from the University of Connecticut, Stamford, CT.

Parkway School

RTM Education Committee
2020-2021 BOE Budget Review Summary

Location	Google Meet, March 8, 2021
Reviewed by	Adam Leader, District 11
Interview subject	Mary Grandville, Principal
Key Elements About This Location	<ul style="list-style-type: none">• Everybody knows your name. Smallest elementary school in GPS. K-5 population = 225 (JC is next smallest with 253). 13 of GPS's 200 K-5 sections<ul style="list-style-type: none">• Year-in, year-out<ul style="list-style-type: none">○ Nearly all students bussed or parent drop-off/pick-up (no sidewalks)○ Parkway is GPS's only school on well water○ Parkway abuts GEMS in the old Art Barn and Whitby School (Parkway's Safe School partner)
Operating Budget	
Strongest Support for	<ul style="list-style-type: none">• Discretionary spending relied upon for Covid-19 (individual math manipulatives, rules, paper). Also for teaching supplies, AV/Tech, library books, poll the teachers for their needs. Got rid of many individual desks for tables pre-Covid. Oops, used dividers and acquired some replacement desks• Uncontrollable expenses often hit this late in year (eg, copier repair bills)<ul style="list-style-type: none">• Substitutes to cover development• For first time, building budget was created by Sean O'Keefe (taken out of principal's hands. Mostly kept proportions steady. • Superintendent prioritized 0.5FTE Math interventionist. Grandville says very effective interventions. Was a former math coach at Parkway (Tues, Thurs, 1/2 Wednesday; works with small groups). Groups revisited/reviewed every 6-8 weeks. Very pleased. Got a ton of supplies too.• Using building based funds for library
Areas of Concern	<ul style="list-style-type: none">• Math is still area of focus: showing results with manipulatives and interventions.• Shifting next year to ELA. New Lexia program is working (was: SPED only, but now district rolled out for all). Phonics, vocab, comprehension. Kids meeting weekly expectations (time & units) are showing a nice jump in results. 100% personalized. Teachers teach into individual kids based on their own results.• Furniture: \$3000. Moved away from individual desks, but then Covid. Got some individual desks & dividers.

Capital Requests	
Maintenance	•
New Projects	<ul style="list-style-type: none"> • Stage lighting. Company came to evaluate/make a bid • Mechanized basketball backboard lift for gym (complete)
Former Maintenance/Projects	<ul style="list-style-type: none"> • Recently completed

	<ul style="list-style-type: none"> • Inside lighting replaced using Eversource program (classrooms, bathrooms, offices, gym) <ul style="list-style-type: none"> • Gym padding for stage (completed over Feb break) • Still open <ul style="list-style-type: none"> • On 2020 list but not done <ul style="list-style-type: none"> ○ Tank removal (some progress, hope to be removed during summer break) ○ Grease trap ○ Fans for bathrooms ○ Thermostat controls ○ Millwork/cubby reconfiguration for safety (needs a plan; was budgeted last year but rolled forward and might be again)
Additional Items	

Principal/PTA Viewpoints

- What will Covid guidance be over the summer? Will there be a remote school? What is staffing model going to be like? Will remote schools end? What does that mean for elementary classroom distancing?

Riverside School

RTM EDUCATION COMMITTEE

Riverside School Budget Review

District 5

On Wednesday, 4/21, I met with Riverside School Principal Chris Weiss and PTA co-presidents Heyoon Slater and Carey Bisbee.

Background:

Riverside School has been designated a School of Distinction by the Connecticut State Department of Education, in the category of “Highest Overall Performance.” The school’s enrollment has dropped over the last year to around 425 (from 460 in 2020). Most of this difference can be attributed to families opting to do remote school during the pandemic. The school has the lowest square footage per student in the district. It was noted that they were unable to take any of the North Mianus students after the ceiling collapse because of lack of space. Below are the number of sections per grade, as compared to last year’s.

<u>Grade</u>	<u>Sections 2021</u>	<u>Sections 2020</u>
K	4	3
1	4	5
2	5	3
3	3	4
4	4	3
5	3	3

COVID:

The rate of transmission due to school was very small, almost nil. Most transmissions were family-related, from sports, or friend groups outside of school.

Overall, they had a very successful year dealing with COVID. They had good protocols in place, such as use of the trifold plexiglass screens on the kids’ desks, which are three feet apart, with a six- foot space in the front of the class. Each grade has its own entrance, and each grade is treated as a separate cohort. Entire grades are only together if they are outside. Due to the small size of the café, only one class at a

time can use it. The gym has been set up to hold two other classes at a time. This has necessitated gym classes being held outdoors, which they have managed to do all but eight days of the year! The ventilation system has been adequate. The PTA picked up many of the roles that students would have done this year, such as collections outdoors for fundraisers, etc. The school managed to have a drive-in moving up ceremony, one for each class (3 in total) last spring. They spent one week after break in January in remote school, and another few days for the inspection of the ceiling, after the incident at North Mianus.

ALP was structured differently for this year-an additional ALP teacher was added, going from 2 to 3. Kids accepted into any one ALP program would attend both the Math and English ALP programs, and spend an entire three hours in the ALP classroom per day. This arrangement enabled the regular classes to be smaller for much of the day. They tried to cap classes at 20, at least in the beginning, due to COVID.

Initiatives:

The school received a grant from the Greenwich Alliance for Education to be used for Peaceful Playgrounds. The PTA has taken on the planning and implementation, which will involve painting lines on the blacktop and things of that nature.

The school had a half-time math interventionist in the building this year and the experience has been very successful. Mr. Weiss is hopeful this program will continue.

The school received a grant called Project Future through Sacred Heart University, the US Department of Education and Code.org. This five-year grant provides six hours of training in computer coding for every teacher to integrate into their own subject areas. They are one of 13 schools in Fairfield County to receive the grant, part of a nationwide program. They will serve as a model for the rest of the district and the state of CT.

Budget:

The biggest priority is the capital budget. The school needs to be ADA-compliant. It currently does not have an elevator, so anytime a student or teacher on the second level is unable to take the stairs, the affected class must relocate to the ground floor. Additionally, the plan for the school was to enlarge the building in the back, where currently there is staff parking, and connect the classrooms, and add a science room. Enlarging the classrooms for the upper classes is also big priority for the school. The square footage is particularly tight for the 3-5 grades. Additionally, the fire escape has still not been replaced, although they were told it would be.

The rest of the budget is adequate to their needs. The school didn't go anywhere or have consultants this past year, so spending was low. They would welcome a part or full-time social worker as the one psychologist has a very intense position. They normally have 1.7 ALP teachers and would love to bump that up to two ALP teachers, after having three this year was such a positive experience.

PTA:

The PTA continues to step up and prioritize the funding of many of the enrichment programs the school offers. Luckily, 90% of vendors could adapt their program to remote. Such programs include visiting authors and science programs. They are hoping to do some outdoor live activities this spring. They will modify some of the things they have done in the past: for instance, the Arts Field Day, which is normally for 3-5 graders, will only be for 5th graders this year. Chinese Brush Painting will also be live for 5th graders. They also took on projects that had been put on the back burner in recent years, like re-doing the garden. This was done by a Riverside father and grandfather, with the PTA paying for materials.

They are very pleased with how administrators, teachers, staff and students rose to the challenge to deal with all the tricky situations that cropped up this past year. They had many positive outcomes and feel strongly that they achieved their goal of providing a safe environment, and a good educational experience as well as a positive socio-emotional experience to Riverside students.

Greenwich Library

RTM Education Committee 2021-2022 Budget Review for Greenwich Library

Jennifer Freitag had a virtual meeting on March 12, 2021 with Greenwich Library Director Barbara Ormerod-Glynn and Deputy Director Joseph Williams.

Background:

The main branch of the Greenwich Library and the Cos Cob branch of the Library are owned by the Friends of the Greenwich Library in trust for the residents of the Town. The same is true for the building housing the Byram Shubert branch, which has a 99 year lease for the land from the Town.

The Library has two budgets, one from the Town of Greenwich, and one from the Clementine Lockwood Peterson Foundation, which was established with a \$25 million bequest in 1992. The Library receives an annual distribution from the Peterson Foundation of 4.5% of a rolling three year average return. That distribution is used for operating and staffing costs of the Peterson Wing, as well as for enhancing the Library's business and music collections and services.

Greenwich Library Renewed:

In the spring of 2018, the Library released a five year strategic plan, Greenwich Library Renewed (<https://www.greenwichlibrary.org/wp-content/uploads/2018/06/Greenwich-Library-Strategic-Plan-2018.pdf>). The Plan offers a practical roadmap for the Library into the next decade, focusing on five areas: collections, lifelong learning and enrichment, service, space and community connections. A core element of the Plan is a major renovation and reimagining of the main library, which began construction in July of 2019 and is almost complete. All that remains is an HVAC project that is expected to take about four weeks and some punch list items. The Library hopes to host a formal event to celebrate the new, reimagined library in September, if it is safe to do so. Among the biggest changes is the creation of a cultural and educational commons on the lower level, including a new lobby, a new cafe with a courtyard managed by Abilis, a complete renovation of the auditorium with state of the art audio-visual systems and the creation of a black box theater/meeting space that can accommodate 100 people. An Innovation Lab has been created on the main floor. And the children's room has been modified to provide more space for children's programming and activities. All of these changes have been realized without constructing an addition - the renovation involved reconfiguring existing public space and using space that previously was reserved for staff use.

Library Services During the Pandemic:

The Library was physically closed to patrons from March through June of 2020. During that time (continuing through present day), it offered digital collections, remote reference services and virtual programs. A rich catalog of digital holdings had been built before renovations began to compensate for the planned offsite storage of much of the physical collection, enabling the

Library to offer its patrons the largest selection of digital titles in our area. Library staff also began to offer its patrons remote reference services from 9am to 9pm, Monday to Friday, and 9am to 5pm Saturday, the longest service hours of any Fairfield County public library, providing many callers with one-on-one instruction in how to access eBooks, eAudiobooks, digital magazines and newspapers, and how to stream music and films. In the spring, the Library began to offer no-contact pick up of books at all library locations; and since July, patrons have had direct access by appointment to public computers/copiers/scanners as well as the 3D printers, coding kits and laser engraver in the Innovation Lab. The new café began no-contact pickup of its menu on December 14, 2020.

The Library is aware that its patrons want to experience its newly reimagined spaces to browse titles and to work or study away from home. It plans to increase services by appointment as soon as public safety during the pandemic will allow, acknowledging that traditional library usage likely will be altered by safety protocols for some time to come.

Operating Budget:

The total proposed Town operating budget for 2021-22 is \$8,728,587, which represents a tight 2.0% increase of \$170,649 to support the Library's mission, strategic goals and increased use of new space for services.

The total proposed Peterson Foundation budget for 2021-22 is \$1,170,770, which is a 0.7% increase from the last fiscal year. This budget is based upon an annual distribution of 4.5% of a rolling 3 year average of the Peterson Foundation corpus. As of June 30, 2020, the Foundation had combined assets of \$28,422,536, of which \$3,778,927 is allocated to the Peterson Wing's sinking fund account.

The one notable increase in the Library's operating budget is a 2.8% increase in payroll expenses. However, this increase is misleading. Last year, in response to the pandemic, the BET asked all Town departments to return that portion of their budget that was an increase from the prior year. For the Library, that amount was \$145,000 (1.7%). The Library worked diligently to find lines in its budget to decrease to come up with the \$145,000, but when it met with the BET, it was advised that the entire amount had been taken from their 101 Regular Salaries line. This fiscal year, the Library was able to decrease part time salaries by \$40,000, as many employees took a leave of absence for health reasons as a result of the pandemic. These decreases in salaries are not sustainable, and the Library cannot afford to lose any more headcount. Admirably, the Library has requested no additional Town staff to support the Reimagined Main Library, despite the new services to be introduced and the new space to be maintained. In fact, Library staffing already has been particularly strained after the loss of a full time Clerk position three years ago, a reduction of full time staff from 65-61 positions since FY 2009, and a reduction of part time staff from 102-80 positions. For the Library to maintain its operations at their current level and to provide the incremental services called for by the renovations, it is critical that all current positions be retained and that the operating budget remain strong.

Capital Budget:

There are only two items pertaining to the Library in the Town's Capital Plan. These are:

- \$220,000 for parking lot improvements at the Byram Shubert Branch Library (milling, paving and curb replacement) ; and
- \$970,000 for structural steel restoration and repair at the Main Branch Library. You may recall that when the 1930's structure was being repointed, it was discovered that there was some corrosion in the underlying steel frame. A process of boring holes and looking at the structure with cameras was undertaken and revealed extensive damage. Where possible, the damaged steel will be replaced. The remainder of the damaged steel will receive cathodic treatment to arrest the damage and preserve the building's structural integrity. This is the final year of a three year plan to address these important issues.

It should be noted that due to anticipated debt servicing issues, the Town Administrator approached the Library and requested that it defer several capital items. Those items were (1) acquisition of equipment for the Innovation Lab; (2) upgrades to the 1940's era two person elevator that now will be used by the public to access the new café, black box theater and renovated auditorium spaces; and (3) sealing the parking garage roof and stone caps at the Main Branch Library.

Perrot Library

2021 Perrot Library Budget Report for the RTM Education Committee

Perrot Library Director Kevin McCarthy presented the library's budget to the BET Budget Committee on February 18, 2021 via Zoom. RTM District 6 Member Janet Stone McGuigan prepared the following summary for the Education Committee based on his presentation, a brief email follow up, and coverage by the Greenwich Time on February 20.

A Cherished Institution in Old Greenwich

The Perrot Memorial Library first came into existence in 1905, as a privately funded library, located in a room in the newly constructed Old Greenwich School. The Perrot moved to its current location in 1930. The Town of Greenwich started providing financial support during WWII, when the library served as a war ration coupon distribution center.

The library is a 501(c)3 with a restricted fund and general fund that is in part supported by the Town budget. Other sources of funding include the State of Connecticut and private donations and bequests.

The library operates as a neighborhood library with a total of 500,000 transactions annually. Integrated with but independent from the other libraries in town, Perrot is known for its focus on children and popular materials. In particular:

- Early literacy programs for infants, preschoolers and their caregivers to promote school readiness;
- Programs for grades K-3 to build on skills learned in school and promote reading;
- Book groups for grades 4-8 to promote reading and develop critical thinking skills;
- Summer reading program for grades K-8 to promote literacy and encourage students to maintain or improve reading over the summer;
- Youth Services department providing advisory and reference service on a daily basis;
- Visits by the Youth Services Librarian to the elementary schools feeding into EMS every May to discuss new titles and promote summer reading, and meet with GPS Media Specialists for their staff development; and
- Serving as a year-round hub for tutoring in Eastern Greenwich.

Changes brought by the Pandemic

In-person programs at Perrot came to a sudden halt on March 17, 2020. All youth services and adult programs resumed virtually in June 2020 on the Zoom meeting platform. Throughout the pandemic, library staff (with much appreciation!) have worked hard to continue lending services through a curbside pickup and drop off system. By and large the system has worked very well. It is anticipated that the library building will reopen -- on a very limited appointment basis -- sometime this spring in coordination with the Greenwich Library and Branches.

Operating Budget

The proposed 2021-22 budget request is for level services. It is a post-pandemic budget, as the library is expected to be fully open in the next fiscal year. The lion's share of the operating budget is the cost of salaries for the employees. There are approximately 25 employees (10 full-time and 15 part-time). In the requested budget there are no changes in head count. There are no new initiatives and the total amount requested (\$1,781,382, an increase of \$33,584) is within the 1.9% increase allowed by the BET's guidelines.

Capital Budget

Skylight replacement in the Radcliffe Children's Library, a 2020-21 capital project, has been completed. The library will next replace worn, broken or missing roof slates to finish the project.

There was a \$100,00 capital budget request for 2021-22 to replace the carpeting throughout the library. The carpet is more than ten years old and in poor condition in certain high-traffic areas. However, Mr. McCarthy offered that if it is helpful to the Town, the library can postpone the project for a year because the lack of foot traffic in the past year means the life of the carpet can be extended by that much time; that

line item has now been pushed to 2022-23. Also in that year's budget is a \$50,000 request to replace the over-50-year-old natural gas boiler in the 1930 Waid Building.

A 2020-21 capital budget line item for \$200,000 for parking lot resurfacing and drainage improvements was pushed to 2023-24.

Bruce Museum

- This information is from the meeting notes given at the April 5,2021 Education committee meeting by Suzanne Lio.
- The Bruce is owned by the Town of Greenwich. The BMI (Bruce Museum, Inc.) operates and is managed under a 501 C .
- The museum is currently undergoing construction. The project is partially complete. The new science gallery, which was funded by the State of Connecticut, is scheduled for completion by September/October 2021. The new cafe and lecture space is due to be completed in July 2022.
- The museum requests an annual stipend to support operations and educational services. This year the request is \$874,000, which is 12%-15% of the total operating budget. The remainder of the operating expenses are funded by an endowment, friends of the museum and donations.
- During the past year with COVID-19 the Bruce has run on a split shift and has not had to decrease the staff. The museum has not been open to the public. But it it's open now with an amazing "virtual" exhibit.