

Board of Education
Darien, Connecticut

TUESDAY, MAY 25, 2021

SPECIAL MEETING OF THE BOARD OF EDUCATION

**Darien Public Schools'
Administrative Offices
Meeting Room
7:00 p.m.**

AGENDA

1. Call to order
2. Proposed Adjournment to Executive Session for the purpose of discussion of security strategy pursuant to Connecticut General Statute 1-200(6)(C)
3. Reconvene in public session.
4. Adjournment.

TUESDAY, MAY 25, 2021

REGULAR MEETING OF THE BOARD OF EDUCATION

**PLACE:
DARIEN PUBLIC SCHOOLS'
ADMINISTRATIVE OFFICES
MEETING ROOM
7:30 P.M.**

TENTATIVE AGENDA

- | | | |
|---------------------------------|--------------------|-----------|
| 1. Call to Order..... | Mr. David Dineen | 7:30 p.m. |
| 2. Chairperson's Report..... | Mr. David Dineen | |
| 3. Public Comment*..... | Mr. David Dineen | |
| 4. Superintendent's Report..... | Dr. Alan Addley | |
| 5. Approval of Minutes..... | Board of Education | |

**REGULAR MEETING OF THE BOARD OF EDUCATION
TUESDAY, MAY 25, 2021**

- 6. Board Committee Reports..... Mr. David Dineen
- 7. Presentations/Discussions
 - a. Appointments: Middlesex..... Dr. Alan Addley
Middle School Principal and
Elementary Assistant Principals
 - b. Darien Public Schools..... Dr. Alan Addley
Status Update
 - c. Discussion and Possible Action.... Ms. Christina Mauricio
on 2022 Field Trip Proposal to
Switzerland and Germany
 - d. Presentation and Discussion.. Mr. Christopher Tranberg
on Proposed District Technology Dr. Joan McGettigan
Plan 2021-2024 Mr. Jeffrey Adams
 - e. Solar Panel Proposal Connecticut Green Bank
Presentation and Action Item
 - f. Discussion and Possible..... Dr. Alan Addley
Acceptance of Contemplated Mrs. Julie Droller
Gift from the Hindley PTO
 - g. First Reading of Proposed..... Dr. Alan Addley
2022-2023 Darien School
Calendar
 - h. Further Discussion and Action... Dr. Alan Addley
on Educational Specifications
for Proposed Renovation Plans
for Hindley, Holmes and Royle
Schools
 - i. Board of Education..... Mrs. Jill McCammon
Communications Work Group
 - j. Discussion on April 2020-21.... Mr. Richard Rudl
Financial Report and Possible
Action on Proposed Budget
Transfers

**REGULAR MEETING OF THE BOARD OF EDUCATION
TUESDAY, MAY 25, 2021**

- 8. Action Items
 - a. Personnel Items..... Ms. Marjorie Cion
 - i. Resignations/Retirements
- 9. Public Comment*..... Mr. David Dineen
- 10. Adjournment..... Mr. David Dineen

AA:nv

*** Due to the current COVID-19 regulations and restrictions pertaining to public indoor gatherings, the Board of Education meeting will be available to the public via Zoom.**

**Those members of the community wishing to view only, should do so through the Darien Youtube link: <https://www.youtube.com/channel/UCUnvyKBfbFrTWQRuoB6OZA>
Those members of the community wishing to participate in public comment should join the meeting via Zoom:**

<https://darienps.zoom.us/j/94434820223>

In order to reduce audio interference, members of the community are requested not to simultaneously view by Youtube while participating on Zoom

APPROVED
REGULAR MEETING OF THE BOARD OF EDUCATION
TUESDAY, APRIL 27, 2021

PLACE:
DARIEN PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
BOARD OF EDUCATION CONFERENCE ROOM
VIA ZOOM
7:30 P.M.

Board Members Present:

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Present	x	x	x	x	x	x	x	x	x
Absent									

*

Administration Present:

Dr. Addley, Mr. Tranberg, Ms. Klein, Ms. Cion and Mr. Rudl

Audience: Meeting held in Board of Education office and via You Tube / Zoom

- | | |
|----------------------------|--|
| 1. Call to Order | Mr. David Dineen, Chair
At 7:40 p.m. (0:00) |
| 2. Chairperson's Report | Mr. Dineen
At 7:40 p.m. (0:00) |
| 3. Public Comment | Mr. Dineen
At 7:43 p.m. (0:03) |
| None | |
| 4. Superintendent's Report | Dr. Alan Addley
At 7:44 p.m. (0:04) |

5. Approval of Minutes

Mr. Dineen
At 7:49 p.m. (0:09)

Motion to Approve Minutes of the Special Meeting and Executive Session held on April 7, 2021 and Minutes of the Regular Meeting held on April 7, 2021:

1st Mrs. Ritchie

2ND Mr. Maroney

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes	x	x	x	x	x	x	x		x
No									
Abstain								x	

RESULT - MOTION PASSED (8-0-1)

6. Board Committee Reports

Mr. Dineen
At 7:50 p.m. (0:10)

PRESENTATIONS AND DISCUSSIONS

7. Presentations/Discussions:

a. Darien Public Schools Status Update

Dr. Addley
At 7:51 p.m. (0:11)

b. Discussion and Possible Action on Elementary Parent Conference Days for the 2021-2022 School Year

Mr. Chris Tranberg
At 8:36 p.m. (0:56)

Motion to Approve Elementary Parent Conference Days for the 2021-2022 School Year per Memorandum dated April 23, 2021:

1ST Mrs. Stein

2ND Mr. Brown

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes	x	x	x	x	x	x	x	x	X
No									
Abstain									

RESULT - MOTION PASSED (9-0-0)

- c. Discussion on March 2020-21 Financial Report and Possible Action on Proposed Budget Transfers

Mr. Richard Rudl
At 8:39 p.m. (0:59)

Motion to Approve Proposed March Budget Transfers:

1ST MRS. Stein

2ND MRS. Parent

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes	x	x	x	x	x	x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (9-0-0)

- d. Discussion and Action on Recommendation of Third Party Administrator for 457B Plan

Mr. Rudl
At 8:46 p.m. (1:06)

Motion to Hire the OMNI Group, effective May 1st, 2021, to administer the Darien Public Schools 457B Plan as the third party administrator for the plan:

1ST MRS. Stein

2ND MR. Brown

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes	x	x	x	x	x	x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (9-0-0)

Motion to Change the employee of the Board who is designated as the Administrator of the Plan for the Board from Michael Feeney to Richard Rudl, and as such, Richard Rudl shall be responsible for overseeing plan administration and operations of the Plan:

1ST MR. Brown

2ND MR. Sini

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes	x	x	x	x	x	x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (9-0-0)

Motion to Approve that Richard Rudl is hereby authorized and directed in the name of and on behalf of the Board to (1) execute and deliver all applicable plan documents, amendments and service agreements for the 457B plan and to do all other things,

including the execution of any other documents, notices, agreements, certificates and instruments necessary or appropriate to implement the aforementioned Resolutions with respect to the 457B Plan, and (2) to do or cause to be done any and all such other acts and things, including but not limited to the execution of any other necessary documents setting forth the terms and conditions of the services to be provided by The OMNI Group to the 457B Plan. :

1ST MR. Brown

2ND MR. Maroney

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes	x	x	x	x	x	x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (9-0-0)

- e. Further Discussion and Action on Proposed Board of Education Policies: 2700 “Retention of Electronic Records and Information”; 2800 “Holds on the Destruction of Electronic Information and Paper Records; 3175 “Code of Conduct Governing Procurements under a Federal Award”
- Ms. Marjorie Cion
At 8:49 p.m. (1:09)

Motion to Approve Proposed Board of Education Policies: 2700 “Retention of Electronic Records and Information”; 2800 “Holds on the Destruction of Electronic Information and Paper Records”; 3175 “Code of Conduct Governing Procurements under a Federal Award”:

1ST MRS. Parent

2ND MRS. Ochman

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes	x	x	X	x	x	x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (9-0-0)

8. Action Items

a. Personnel Items

i. Appointments

ii. Resignations/Retirements

Ms. Marjorie Cion

At 8:51 p.m. (1:11)

Motion to Approve the Personnel Items as Detailed in the Personnel Action Report

Dated April 27, 2021:

1st Mrs. Ochman

2ND Mrs. Stein

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes	x	x	X	x	x	x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (9-0-0)

9. Public Comment

Mr. Dineen

At 8:53 p.m. (1:13)

None

10. Adjournment

Mr. Dineen

At 8:54 p.m. (1:14)

MOTION TO ADJOURN:

1st Mr. Sini

2ND Mrs. Stein

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes	X	X	X	X	X	X	X	X	X
No									
Abstain									

RESULT - MOTION PASSED (9-0-0)

Meeting adjourned at 8:54 p.m. (1:14)

Respectfully Submitted,

D. Jill McCammon,
Secretary

APPROVED
SPECIAL MEETING OF THE BOARD OF EDUCATION
THURSDAY, APRIL 29, 2021

PLACE:
DARIEN PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
VIA ZOOM
7:00 P.M.

Board Members Present:

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Present	x	x	x	x	x	x	x	x	x
Absent									

Administration Present:

Dr. Addley, Mr. Tranberg, Ms. Klein, Ms. Cion and Mr. Rudl

Audience: Meeting held via You Tube / Zoom

- | | |
|--|--|
| 1. Call to Order | Mr. David Dineen, Chair
At 7:00 p.m. (0:00) |
| 2. Public Hearing on the Proposed Renovation Plans for
Hindley, Holmes and Royle Elementary Schools | Mr. Dineen
At 7:01 p.m. (0:01) |

Courtney Pare	5 Millwood Lane
Belinda Fang	22 Beach Drive
Angela Altoe	36 Coachlamp Lane
Kim Bravo-Ferrer	5 Morehouse Drive
Julie Best	38 Red Rose Circle
Mary Connell Lifton	180 Middlesex Road
Stephanie Desai	5 Midbrook Lane
Marisa Herbers	5 Coachlamp Lane
Emily Thomas	54 Relihan Rd
Brett Silverman	63 Edgerton St
Robert Burke	15 Seagate Rd
Kadi Lublin	24 Maplewood Dr
Matt Reinbold	29 Beach Dr
Theresa Vogt	22 Circle Road

3. Adjournment

Mr. Dineen
At 7:52 p.m. (0:52)

MOTION TO ADJOURN:

1st Mrs. Parent

2ND Mr. Maroney

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes	x	x	x	x	x	x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (9-0-0)

Meeting adjourned at 7:52 p.m. (0:52)

Respectfully Submitted,

D. Jill McCammon,
Secretary



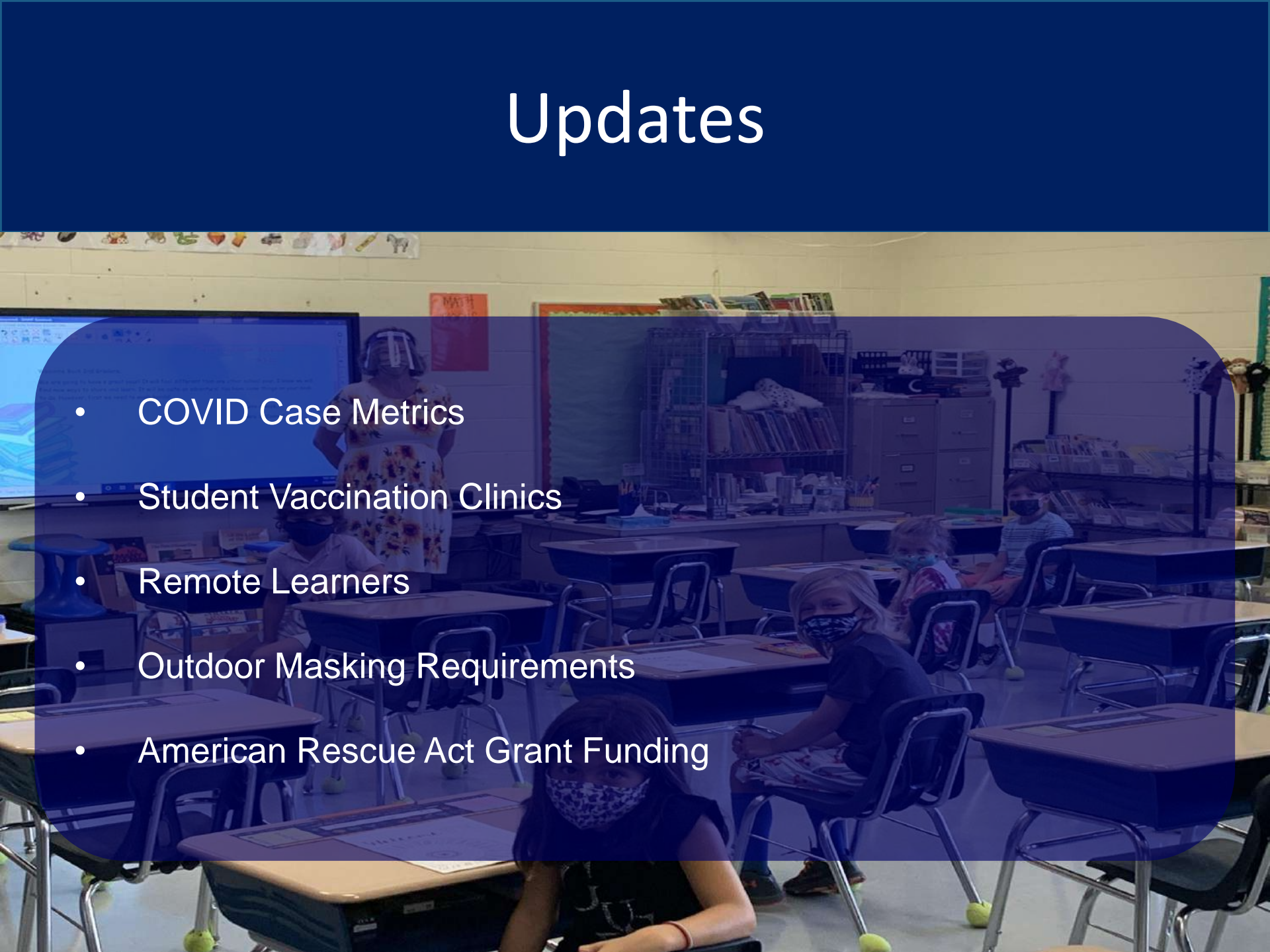
Darien Public Schools Status Update

May 25, 2021



Darien Board of Education

Updates

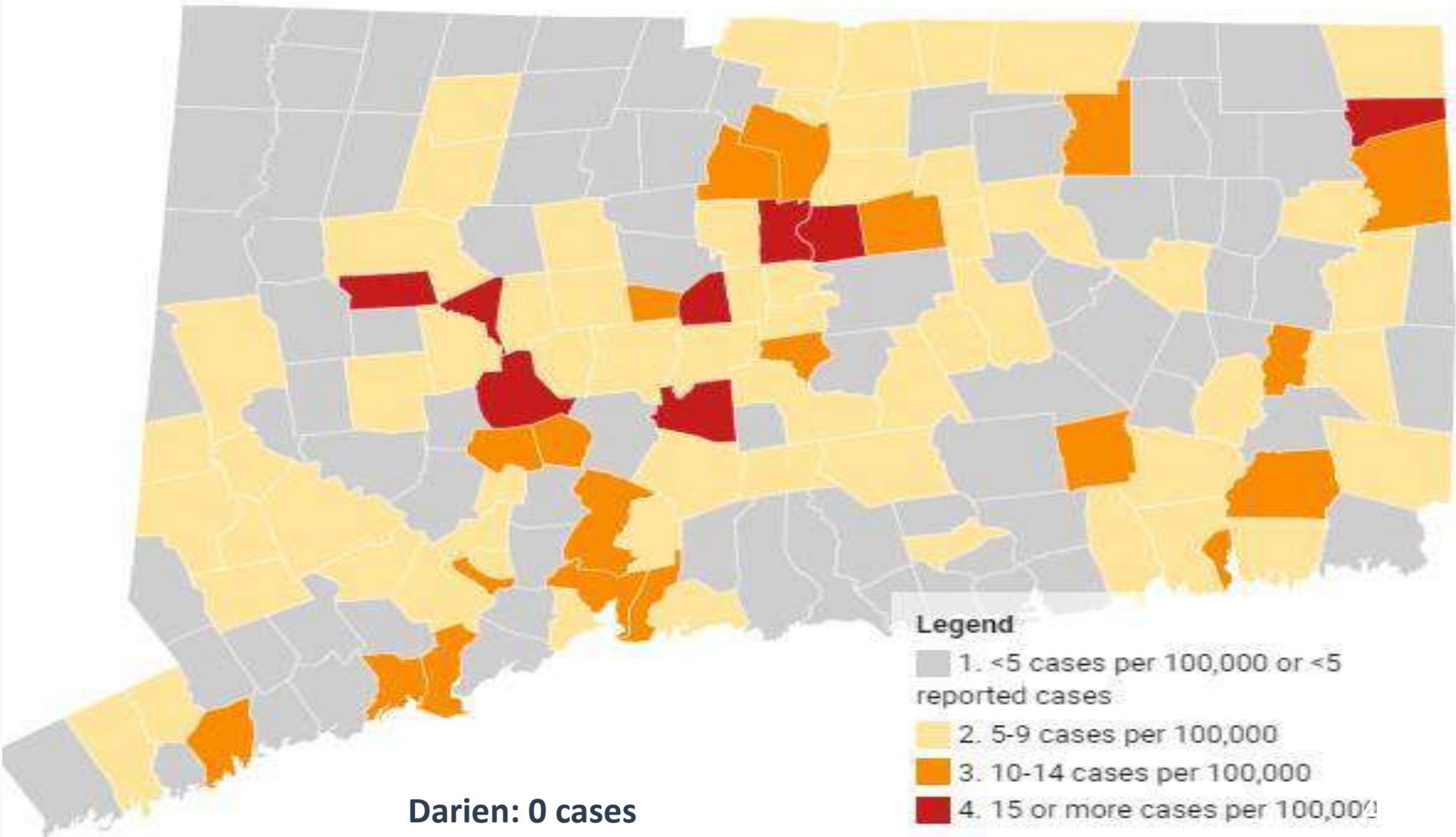
- 
- COVID Case Metrics
 - Student Vaccination Clinics
 - Remote Learners
 - Outdoor Masking Requirements
 - American Rescue Act Grant Funding

COVID-19 Cases

LOCATION	CURRENT CASES	CURRENT QUARANTINE	CUMULATIVE CASES	CUMULATIVE QUARANTINE
DHS/FITCH	0	1	152	882
MMS	0	0	73	538
HINDLEY	0	0	39	298
HOLMES	0	0	32	309
OX RIDGE	0	0	17	163
ROYLE	0	0	28	264
TOKENEKE	0	0	28	281
CENTRAL SERVICES	0	0	1	10
Total	0	1	370	2745

**current as of May 20, 2021 at 9:30am*

Average Daily Rate of COVID-19 Cases Among Persons Living in Community Settings per 100,000 Population By Town (Data Updated: May 20, 2021)

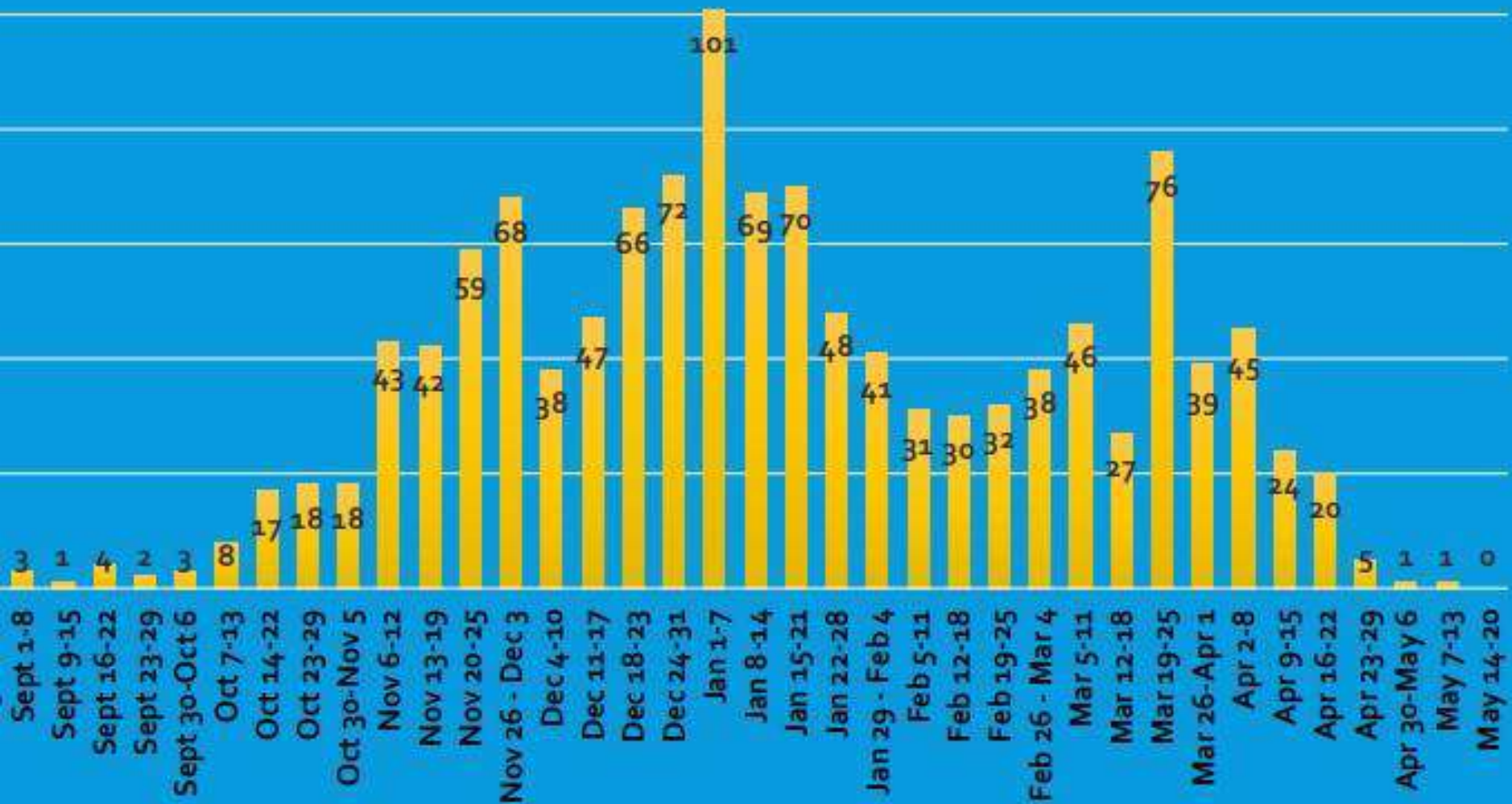


County Metrics Week ending May 15

	Leading Indicator	Secondary Indicators		
County	New COVID-19 Cases (14-day avg. per 100K pop)	Percent Test Positivity	New COVID-19 Hospital Admissions (14-day avg. per 100K pop)	Percent COVID-like illness hospital ED visits
Connecticut	8.4	1.9%	1.7	2.0%
Fairfield	7.3	2.0%	1.8	2.6%

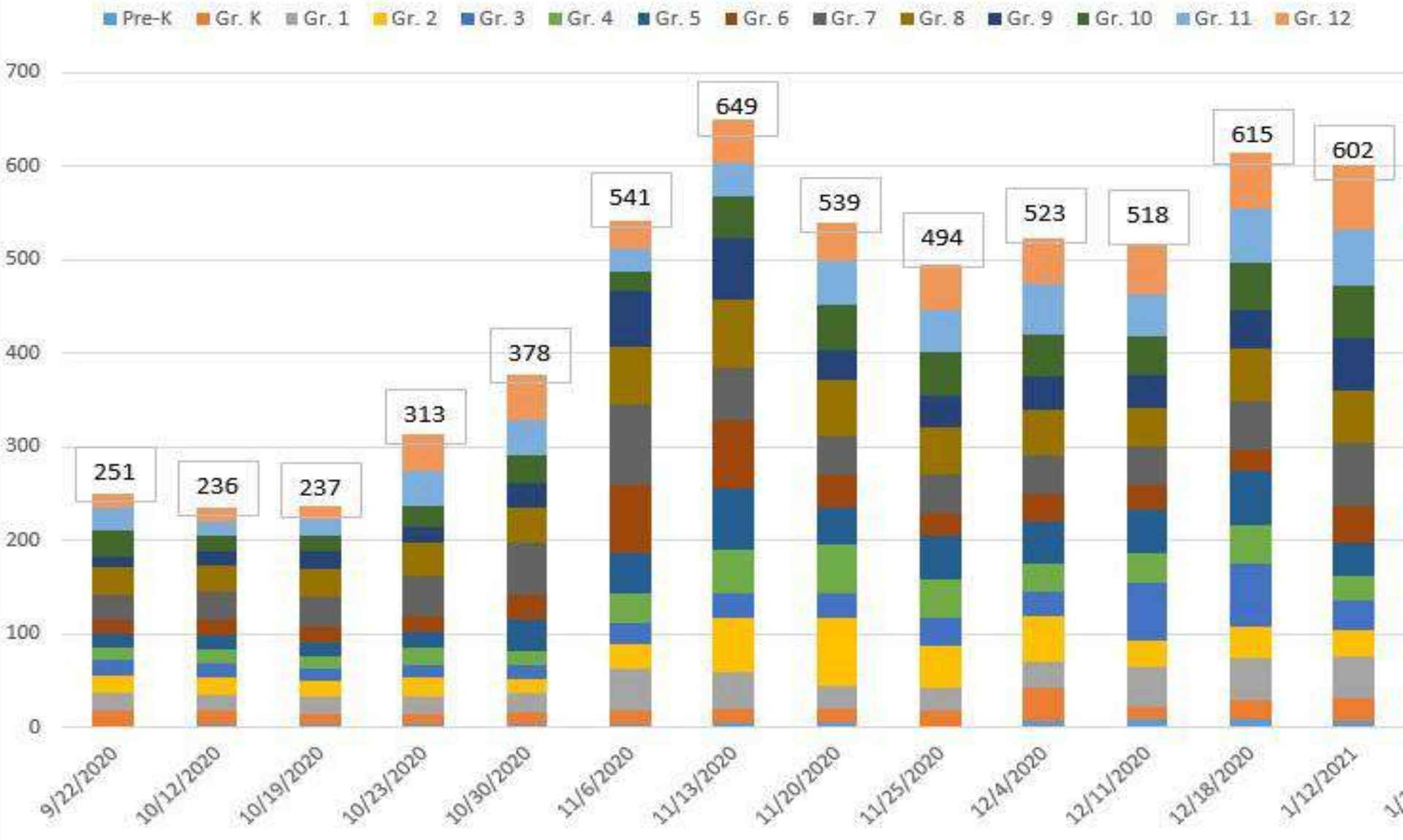
Town of Darien: COVID-19 Cases Since School Started 2020-21*

(Data contained may differ slightly from that reported by the State
due to use of different date ranges.)



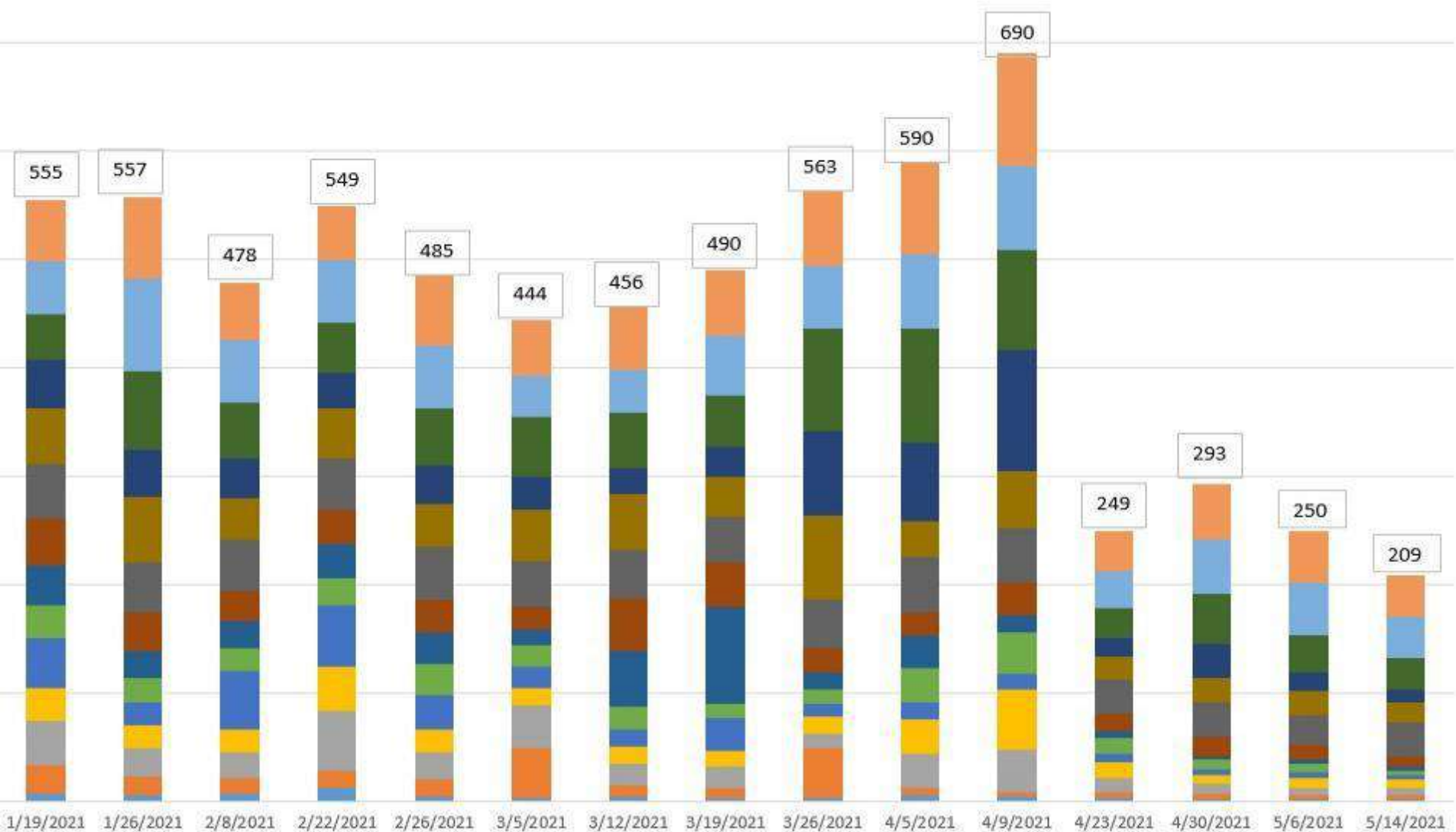
Number of Remote Learners

SEPT 22, 2020 – JAN 12, 2021



Number of Remote Learners

JAN 19, 2021 – APRIL 30, 2021



Potential Expenditures for ARAG

	Acceleration, Academic Renewal & Student Enrichment	Family & Community Connections	Social, Emotional & Mental Health	Strategic Use of Technology & Staff Development	Building Safe & Healthy Schools
Literacy interventionists	X				
Special Education Teacher	X				
ESY	X				
Recovery services	X				
School Psychologist			X		
RULER			X		
Technology access				X	
Furniture storage					X
Ventilation Maintenance					X
Contact tracing & COVID Compliance Officer					X
Campus monitor					X

Questions & Comments



DARIEN PUBLIC SCHOOLS

DATE: May 21, 2021
TO: Board of Education
FROM: Dr. Alan Addley, Superintendent of Schools

SUBJECT: American Rescue Act

The American Rescue Plan Act of 2021 (ARP) awarded Connecticut K-12 schools \$1.2 billion in federal aid from the Federal Government. Darien's anticipated award is \$1,025,185, which is available through September 30, 2024. This grant stipulates that 20% or \$205,037 must be used to address learning loss due to the COVID19 pandemic. It is anticipated that these funds would become available starting in FY22. The administration is considering the best use of these funds. Potential uses include:

Acceleration, Academic Renewal, & Student Enrichment		
Projected Cost	Item	Description
\$219,730	2.5 FTE Elementary Literacy Interventionist	The addition of 2.5 Literacy Interventionists would staff each of our five elementary schools with 2.0 FTE. While we are pleased with student learning progress during the pandemic, increased staff in this area supports District efforts in focusing on grade level standards as we begin the next school year. Through presence in classrooms supporting general and Tier I instruction that directly impacts students, the interventionists will create conditions to accelerate student learning.
\$72,445	1.0 FTE High School Special Education Teacher	The additional special education teacher at DHS will provide Specially Designed Instruction to students consistent with PPT recommendations and recovery services for students in specialized and supplemental programs during the 2021-2022 academic year.
\$65,720	ESY	Given the increase in students planning to attend ESY these funds will be used to cover expenses related to IEP's and recovery services.

DARIEN PUBLIC SCHOOLS

\$150,000	Special Education Recovery Services	As PPT's have occurred this spring there are more students who we now anticipate needing additional recovery services in areas such as speech, behavior, OT, and PT. These services would occur throughout the school year.
\$507,895	Total Learning Loss	

Social, Emotional & Mental Health		
Projected Cost	Item	Description
\$72,445	1.0 FTE HS Psychologist	The additional school psychologist at DHS will support students transitioning from Remote Learning to In-person learning (currently 179 students) and address the increased number of student referrals with appropriate supports and interventions. The additional psychologist will be responsible for supporting all students with social emotional learning both proactive and reactive as we return to school in the fall.
\$26,000	Expand RULER to Secondary Level	Attending to the social and emotional learning (SEL) needs of students is a fundamental responsibility of schools and educators. Disruption to many routines resulting from the pandemic has heightened the need for high-quality SEL instruction in schools. Integration of the RULER program will provide a systematic approach to addressing SEL PK-12. By supporting the training of core teams in all of our schools as well as district administrators, RULER training and program implementation will support students in all areas of learning, especially in the development of their emotional intelligence.
\$98,445	Total Social, Emotional & Mental Health	

DARIEN PUBLIC SCHOOLS

Strategic Use of Technology and Staff Development		
Projected Cost	Item	Description
\$93,600	Kindergarten View Sonics	Similar to the 1 st grade View Sonics set to be replaced this summer as a part of the FY22 budget, the Kindergarten displays have been at or near end of useful life for two years. The administration deferred these in favor of the 1 st grade displays during the budget process. This investment will allow us to upgrade technology in the classroom for Kindergarten students while allowing us to not have to request these in the FY23 budget. This helps further the technology plan and the goal of best in class technology in the classroom.
\$160,000	HS and MS Replacement Access Points	HS and MS access points have become increasingly important due to the need and relevance of technology in the classroom. Having the best infrastructure is a goal of the technology plan. This upgrade in access points will improve connectivity and speed of our internet while helping reduce future year's planned equipment upgrades in RC15.
\$253,600	Total Strategic Use of Technology and Staff Development	

Building Safe & Healthy Schools		
Projected Cost	Item	Description
\$12,000	Storage Boxes	This year the district had to rent storage boxes to allow spacing of students in the classroom. These storage boxes will not be emptied by June 30 th resulting in a need to continue the use of these storage boxes. Given some classrooms will need additional space to allow for student spacing when feasible it is expected that some of the storage boxes will be needed for a longer period of time.

DARIEN PUBLIC SCHOOLS

\$75,000	Ventilation Maintenance	These funds would help provide further maintenance on our ventilation and exhaust systems to ensure open-air flow in the schools. This work occurred this past year in preparation of schools opening due to the pandemic and it is recommended to do this work again this summer in preparation of a full re-opening.																								
\$37,995	1.0 FTE Middle School Campus Monitor	<p>The addition of the 1.0 FTE Middle School Campus Monitor will help support Middlesex during drop off and pick up given the uncertainty of whether students will ride the bus with similar ridership in “normal” times. Additionally, the second monitor will be utilized to ensure students are spaced as necessary during transition times in the hallways and cafeterias as the schools go back to eating in the cafeteria as normal. Additionally, this campus monitor will help provide a more safe and secure environment for students and staff. This would also improve the MS ratio of campus monitors to students:</p> <table border="1"> <thead> <tr> <th>School</th><th>Current Ratio</th><th>Proposed Ratio</th></tr> </thead> <tbody> <tr> <td>Hindley</td><td>1 to 436 students</td><td>1 to 436 students</td></tr> <tr> <td>Holmes</td><td>1 to 439 students</td><td>1 to 439 students</td></tr> <tr> <td>Ox Ridge</td><td>1 to 463 students</td><td>1 to 463 students</td></tr> <tr> <td>Royle</td><td>1 to 369 students</td><td>1 to 369 students</td></tr> <tr> <td>Tokeneke</td><td>1 to 443 students</td><td>1 to 443 students</td></tr> <tr> <td>MMS</td><td>1 to 1101 students</td><td>1 to 551 students</td></tr> <tr> <td>HS</td><td>1 to 289 students</td><td>1 to 289 students</td></tr> </tbody> </table> <p>Average Ratio: 1 to 427 students</p>	School	Current Ratio	Proposed Ratio	Hindley	1 to 436 students	1 to 436 students	Holmes	1 to 439 students	1 to 439 students	Ox Ridge	1 to 463 students	1 to 463 students	Royle	1 to 369 students	1 to 369 students	Tokeneke	1 to 443 students	1 to 443 students	MMS	1 to 1101 students	1 to 551 students	HS	1 to 289 students	1 to 289 students
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\$40,250	Contact Tracing and COVID Compliance Officer	The health department expects that we will continue to have to contact trace throughout next school year though likely on a smaller scale. This provides a continuation of a stipend for the COVID compliance officer of \$20,000 plus an additional \$20,250 for support from nurses to contact trace.																								
\$165,245	Total Building Safe & Healthy Schools																									

\$1,025,185	Total American Rescue Grant
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DARIEN PUBLIC SCHOOLS

While the grant is available through September of 2024, we are anticipating using the entire grant during FY22. All positions (5.5 FTE's) within the grant would be posted as 1-year only positions. Should the positions be deemed necessary to continue they would have to be requested through the FY23 Budget process. Since the American Rescue, Grant allows us to revisit the application and use of funds every six months if necessary to re-allocate those funds we would do so, which could provide carry-over funds into FY23.

Darien Public Schools

Memorandum

To: Members of the Board of Education, Darien Public Schools; Dr. Alan Addley, Superintendent of Schools
From: Christina Vázquez Mauricio, Chair of World Languages, Grades 6-12
Re: Global Education & International Travel Program at Darien High School
Date: May 20, 2021

Dear Members of the Board of Education and Dr. Addley,

In my role as Chair of World Languages, and in accordance with Board Policy 6710, I would like to ask you and the members of the Darien Board of Education for permission to bring a group of Darien High School students to EF's Global Leaders Summit in Switzerland and Germany in July of 2022. The Summit has two phases. Phase 1 is the research segment in Switzerland, and Phase 2 is the Summit itself in Berlin. My colleague Ralph Hernández, a Spanish teacher at Darien High School, is the trip's co-advisor. This trip is the second of a series of excursions the World Language Department hopes to begin at Darien High School.

Immersive learning opportunities abroad will cultivate a global perspective and open-mindedness in our children. A Global Education and International Travel Program at Darien High School aligns with our District's mission and vision to provide diverse academic experiences for all students, and it is our hope for our students to have these opportunities for years to come. In addition to our language learning trip, we are also putting forth this research excursion and leadership summit for the summer of 2022.

As you know, we have enlisted the help of Education First Tours (EF), the global leader in educational travel, as our international travel partner to assist us with planning our language immersion trip to Spain. We are also partnering with them to plan our attendance at next year's Global Leaders Summit. EF's Global Leaders Summits are the crown jewel of EF's educational programming. Each year, thousands of students from all over the globe spend a week conducting real-time research as they travel through a certain region of the world, and then converge for five days at the Summit location to present their research to other student and adult attendees.

When we sent our survey to the DHS community in November, we asked students and families to also share their thoughts about EF's Global Leaders Summit. The focus of the 2022 Summit is Global Health & Wellness, a topic that is of great interest to our community. To date, 10 students have registered for the Summit. If approved, the excursion will be chaperoned by members of the Darien High School faculty.

Attached is a presentation that includes our program details, Board of Education Policy 6710: Field Trips, the Field Trip Request Form #F2, and EF's Educational Tours Safety and Security Policy.

Thank you for your support and approval of our Language Immersion trip to Spain for next April. My colleagues are very excited that DHS's Global Education & International Travel Program is finally off the ground, and are looking forward to planning our pre-departure programming with our students and their families. I look forward to sharing more information with you about Part 2 of our program on the 25th.

Thank you very much for your consideration.

Christina Vázquez Mauricio



DARIEN HIGH SCHOOL

Global Education and International Travel Program

GLOBAL LEADERS SUMMIT
SWITZERLAND & GERMANY
JULY 2022





Agenda



- Program development: Why Part 2?
- What students gain from travel
- EF partnership + safety on tour
- Itinerary for Part 2
- Accommodations + meals
- What's included (and what's not)
- Questions

Program Development

- something to look forward to!
- opens our program up to all students, not just those who study a language
- a chance to safely reconnect
- practice real-world skills and work with students from all over the world on a common project
- gauge community interest: survey
- accessibility: to give families an opportunity to spread payments over a longer period of time; provide scholarships



What students gain from educational travel

- Part 2!
- experiential learning with an academic focus, not just language skills
- an opportunity to work with students from all over the world on a common goal "on location"
- self-confidence, a sense of independence
- project-based research
- global perspectives that they bring to their home communities



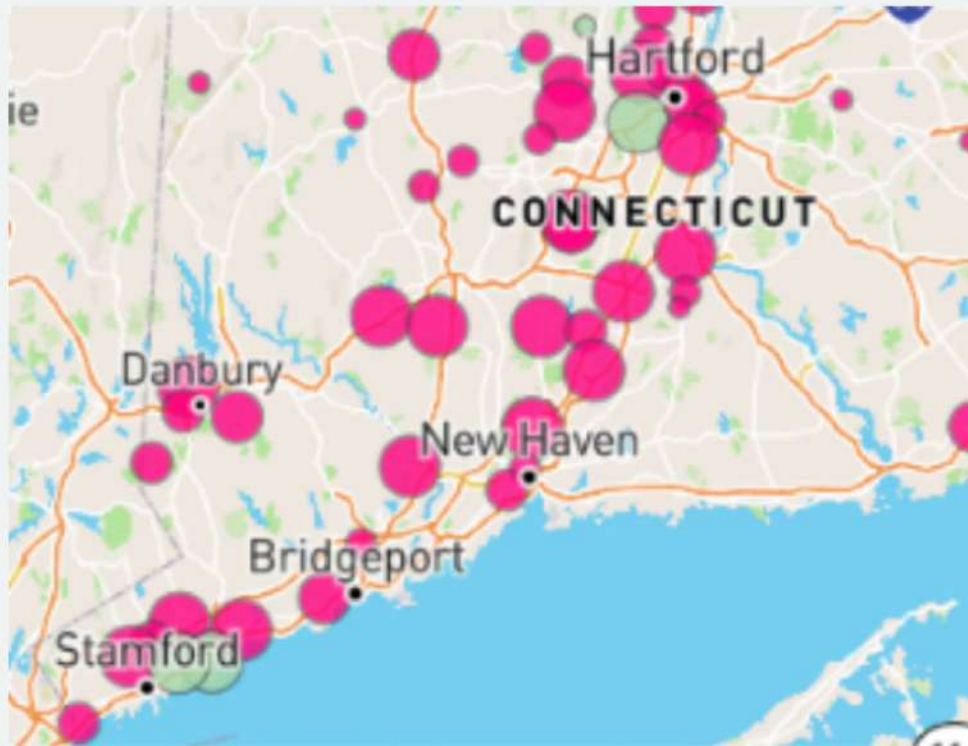
Education First

OUR EDUCATIONAL TRAVEL PARTNER

- over 50 years of experience
- dedicated staff on location 365 days a year
- accredited, just like our schools
- partnerships with school districts all over Connecticut



EDUCATIONAL
TOURS



Safety

EF provides our group with


- A dedicated, personal **Tour Director** on location
- Safety & Incident Response Team
- Enhanced safety precautions and procedures
- One chaperone spot for every six travelers that enroll
- Support for our District's safety policies
- **EF's Peace of Mind Program & Global Travel Protection**
flexibility to change the dates and destination of tours in uncertain times, following guidelines from the Department of State and Centers for Disease Control

Switzerland and Germany

Global Leaders Summit – 12 days – June 30–July 11, 2022




Day 1: Fly
overnight to
Switzerland
Day 2: arrive in
Geneva



Day 3:
Geneva &
European Union
Headquarters



Days 4 & 5:
Interlaken & Swiss
Alps



Days 6 & 7:
Lucerne



Days 8 & 9:
Berlin



Days 10 & 11:
Leadership
Conference
(Berlin)

Switzerland, Germany, and Global Leadership Summit

Highlights

- lots of time outdoors!
- hands-on sports and wellness research; project-based learning
- private tour of EU HQ
- zipline over Grindenwald-First
- hike up Mount Rigi and visit the mineral baths
- visit the International Red Cross and study global health initiatives
- Brandenburg Gate and Berlin Wall
- Leadership Summit and international team building



Accommodations and Meals

All hotel accommodations...

- are centrally located in safe areas
- meet high standards for safety, quality, and cleanliness
- at least three stars with ensuite bathrooms and free wifi for guests
- regularly inspected by EF staff on location

Meals on tour...

- are selected to establish a more immersive cultural experience – we will eat how the locals eat!
- include all breakfasts and dinners

What's included

- round-trip airfare and transportation on tour
- hotel accommodations
- EF Tour Director 24/7
- all educational programming: guided tours, activities, excursions
- daily breakfast and dinner
- EF Traveler Support Team
- project-based learning program to help with research projects
- customizable tour donation page
- UnCommon App college essay toolkit

Switzerland & Germany: \$5,340

What's not

- travel to airport
- passport, visa, and baggage fees
- spending money
- lunches and snacks
- tips
- college credit through EF, upon completion of research project
- Global Travel Protection Plan (for a fee; can be added on before tour)



DARIEN HIGH SCHOOL

Global Education and International Travel Program

QUESTIONS






Christina Vázquez Mauricio
Chair of World Languages
Grades 6-12

cmauricio@darienps.org




	DARIEN SPECIAL FORM Trips Beyond 500 Miles, or Outside the U.S. (Board of Education Policy 6710)	 PUBLIC SCHOOLS FIELD TRIP REQUEST	F2
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Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.


Planning Requirements: Written application must be submitted first to the school Principal, then to the Assistant Superintendent, according to administrative procedures. **This form MUST be submitted to Central Office for approval before final plans or commitments are begun.** All such trips must be approved by the Board of Education. Formal announcement of special trips can be made only after Board approval has been obtained.

<input type="checkbox"/>	Special Trips (beyond 500 mile radius, overnight, or outside Continental U.S.) – The request must be submitted at least 60 days in advance of the departure date and no later than October 15 th . It must contain detailed written information about arrangements, which at a minimum, must specify the following:					
a.	Names of the Darien Public School staff initiating the proposal and responsible for the trip					
	Christina Vázquez Mauricio - Chair of World Languages, Grades 6-12 Ralph Hernández - Teacher of Spanish, Darien High School					
b.	Exact dates, times, destination(s) of the trip, and what instructional time will be impacted, as well as potential conflicts with major school events or standardized testing.					
	Date:	Wednesday, June 30, 2022 through Sunday, July 11, 2022	Time:	For the duration of the trip; exact flight departure time TBA	Destination:	Berlin (Germany), Lucerne, Interlaken, Geneva (Switzerland)
	Affected school time:		Students will not miss any school time, as this trip happens during the summer when class is no longer in session.			
c.	A description of the rationale for the trip, with special emphasis on the educational value of the experience.					
	The World Language Department intends to build global educational experiences into the fabric of the Darien High School experience. Beyond practicing the languages they are learning in our classrooms in real-world, authentic contexts and through direct interaction with target cultures, we aim to build students into global leaders and thinkers. Students from all over the world will convene in Berlin for a multi-day Leadership Summit that focuses on sports and wellness. As the Darien community is very active in sports and athletics, this Leadership Summit will give our students in grades 10, 11, and 12 the opportunity to take their interests in sports to the next level. This trip also allows us to reach students in the entire DHS community, as it is not limited to students that study a specific language. Since EF is also an accredited school, students will have the opportunity to earn three college credits upon completion of a research project. (See page 8 of the attached <i>Global Education</i> document for a more detailed explanation.)					
d.	An outline of the pre-trip and post-trip activities, which will be conducted to enhance the value of the trip for students. This must also include a description of which students are eligible for the trip and how students will be selected to participate.					
	Since the trip is happening at the end of the 2021-2022 school year, pre-trip activities will be organized in the spring semester, after the holidays. They include, but are not limited to, "culture primer" seminars, student meetings to research destinations, and family meetings for students and their families to connect in person before the trip. For this particular trip, students must be enrolled at Darien High School during the year of travel, and be in good academic standing.					

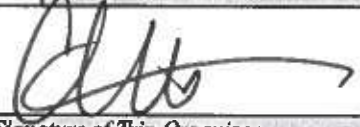


	DARIEN SPECIAL FORM Trips Beyond 500 Miles, or Outside the U.S. (Board of Education Policy 6710)	 PUBLIC SCHOOLS FIELD TRIP REQUEST	F2
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Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.

a.	The exact modes and times of travel, as well as the exact housing arrangements.
	Students and their families will meet at DHS on the date of departure, and students and chaperones will travel together by motorcoach bus to the airport. We will depart by air from the United States (either EWR or JFK) and arrive in Geneva, where we will stay for four days. From there, all travel within Switzerland will be by motorcoach bus. After Interlaken, we will travel to Zurich, where we will depart by air for the final leg of the trip in Berlin. We will depart from Berlin and arrive back in the United States (either EWR or JFK), and a motorcoach bus will pick us up and bring us back to DHS. Exact hotel accommodations, including room assignments, addresses, contact numbers, and check-in times, are provided three months before departure. At this time, we do know for certain that we will stay in centrally-located 3- or 4-star hotels. (See page 9 of the attached <i>Global Education</i> document for a more detailed explanation.)
f.	Detailed daily time schedules of the agenda of activities.
	The exact daily time schedules will not be available until three months before departure, once the student list is finalized. Please see page 19 of the attached <i>Global Education</i> document for a day-by-day itinerary of cities and cultural landmarks we will visit upon arrival.
g.	Precise overall financial information with a break down by categories of expenses. Include any staffing transportation, accommodations or unique modifications for students with disabilities.
	<p>Included costs: The cost of the <i>Leadership Summit</i> trip is \$5,340. This price is all-inclusive for all chaperones and students, regardless of ability. This price covers round-trip flights to Geneva-Berlin, all ground transportation (motorcoach bus), ten overnight stays in 3- and 4-star hotels, breakfast and dinner daily, our full-time Tour Director, four sightseeing tours led by local, expert guides and 3 walking tours, entrances to all locations/landmarks listed on the itinerary, experiential learning programming while on tour, all Leadership Summit programming access to EF's "weShare" learning modules that help students complete their research project for academic credit, and EF's comprehensive insurance policy.</p> <p>Non-included costs: Each student traveling on the trip has access to EF's "weShare" program, which is a website dedicated to trip-specific learning modules and a place where students can prepare their research project. Students can also share this website with family members as a way to crowdsource funding for the trip.</p> <p>The round-trip cost of the motorcoach bus from DHS to the departure airport will be funded privately by students and their families, as well as through on-campus student fundraising efforts (if permitted). This will be arranged next school year, once the final trip roster is finalized.</p>
h.	Precise explanation of the sources of funding as it will be apportioned to the students, district funds, grants, fund raising, etc.
	The cost of the trip is funded by students and their families, and they pay individually for the full trip costs. We will not use district funds for any part of this trip. Any funds obtained through grants or fundraising will be applied to round-trip transportation to/from DHS/the airport.
i.	Precise explanation of any related cost for the Darien Public Schools, including teacher substitutes, teacher release time, special education supports, follow-up tutoring, special materials, or any other items or services.

	DARIEN SPECIAL FORM Trips Beyond 500 Miles, or Outside the U.S. (Board of Education Policy 6710)	 PUBLIC SCHOOLS FIELD TRIP REQUEST	F2
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Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.

<input type="checkbox"/>	We anticipate that two Darien Public Schools teaching/administrative staff will chaperone the trip; however, substitutes and coverage are not needed, as school is not in session			
<input type="checkbox"/>	Organizers must be aware that school budget development occurs a year in advance, so requests for funding must be made during budget development in the fall preceding the school year in which the event is to occur.			
<input type="checkbox"/>	The submission of a trip request, does <u>not</u> , in-and-of-itself, constitute any explicit or implied approval.			
<input type="checkbox"/>	No trip is considered authorized until formally approved in writing in accordance with the aforementioned procedures.			
<input type="checkbox"/>	The field trip organizer <u>must</u> notify the school nurse of the field trip date, destination, and a list of the students participating in the trip.			
 Signature of Trip Organizer		5/10/21 Date	 Signature of Principal	5/18/21 Date
<input checked="" type="checkbox"/> Approved	<input type="checkbox"/> Not approved	 Signature of Superintendent/Designee		5/20/21 Date

**Darien Public Schools
Darien, Connecticut**

POLICY

Series 6700

Community Instructional Resources

Policy 6710

Field Trips

The Board of Education considers valuable student field trips made for educational or cultural purposes. Such trips shall be planned and supervised by school staff and approved first by the principal or his/her designee and then by the Assistant Superintendent, according to administrative procedures.

The school district may sponsor field trips that enhance the instructional program. Such trips should support and contribute to student learning.

The school district may sponsor field trips that provide educational or cultural opportunities related to instructional programs or approved co-curricular activities.

No student in grades K-8 may participate in more than four field trips per year except where a specific exemption is made by the building principal. Student trips between district schools, and trips by athletes, musicians and co-curricular activity participants to events in which they perform are not counted as part of the four trip limit placed on K-8 students.

The Superintendent of Schools shall develop administrative procedures to ensure that all field trips serve important educational objectives related to the school system's program goals and that all field trips are carried out with proper pre-planning so that they are conducted in a safe and orderly fashion.

All student field trips that require public solicitation of funds shall require Board approval prior to any fundraising by involved students or others on their behalf. In addition, any such fundraising activities must comply with the provisions of the Board Policy concerning fundraising activities and any administrative regulations implementing such Board Policy.

The Board of Education will not be responsible for any field trip that is not approved in accordance with the procedures set forth in this policy and the accompanying regulations.

APPROVED: November 10, 2009

**Darien Public Schools
Darien, Connecticut**

POLICY

**Series 6700
Community Instructional Resources**

Policy 6710

Administrative Regulations/Procedures

Field Trips

Regional Trips (day trips within a 125 mile radius) must be approved first by the principal, then by the Assistant Superintendent, according to regulations. All school regulations, as set forth in the student handbook, and all Board of Education policies and procedures apply to students on field trips. A minimum of 15 school days in advance, the initiator (teacher or administrator in charge) must provide the Principal with a description of the destination and an explanation of the educational or co-curricular purpose of the trip, as well as the details of the trip that include basic cost, additional costs, mode of transportation, chaperones, substitute coverage required, a list of students, and other pertinent details requested by the Principal. Applicable safety precautions and training must be demonstrated to the Principal's satisfaction. The Principal then forwards the application to the Assistant Superintendent for approval, a minimum of 10 school days prior to the date of the trip.

Extended trips (trips beyond 125 mile radius but less than 500 miles) must be approved by the Principal in consultation with the Superintendent or his/her designee. The Principal must supply the Superintendent, a minimum of 15 school days in advance, with the details requested in the "planning requirements" listed below. In rendering a decision on approval, the Principal and Superintendent shall consider the timing of the trip and the impact on instructional time. Final approval depends upon the trip initiator (teacher or administrator in charge) having demonstrated, in writing, appropriate detailed planning. All rules and planning requirements for regional trips (above) will apply to extended trips, including all school and Board of Education policies, regulations, and rules.

Special Trips (overnight and beyond 500 miles, including trips outside the continental United States). Approval of the concept by the Superintendent is required before exploratory talks can begin. Initiators shall consult their Principal before any serious discussion or planning takes place. It also is essential to conduct pre-planning of the full budget impact, so timing is important, often a year in advance. If the Superintendent gives the Principal permission to explore the potential for a trip, the Principal or initiator (teacher or administrator in charge) may then make the inquiries necessary to organize a trip. A minimum of sixty days in advance and no later than October 15th, the trip initiator must submit a detailed request (as specified in the "planning requirements" below) to the Superintendent for the purpose of obtaining the

recommendation of the Superintendent to go to the Board for approval. All such trips must be approved by the Board of Education.

Formal announcement of special trips can be made only after Board approval has been obtained. All rules and regulations covering regional trips and extended trips (see above) apply to special trips. In addition, the behavioral rules covering participating students are to be communicated, in writing, to any host families involved in the trip.

Planning Requirements: All field trips require a written application for field trip approval that must be submitted to the school Principal then to the Assistant Superintendent, according to administrative procedures. For Regional Trips, the building Principal shall designate the requirements for requests, except as specified under "Regional Trips," above. In the case of Extended Trips and Special Trips (defined above) the request must be submitted at least 60 days in advance of the departure date and must contain detailed written information about arrangements, which at a minimum, must specify the following:

- a) Names of the Darien Public School staff initiating the proposal and responsible for the trip.
- b) Exact Dates, and times, destination(s) of the trip, and what instructional time will be impacted, as well as potential conflicts with major school events or standardized testing.
- c) A description of the rationale for the trip, with special emphasis on the educational value of the experience.
- d) An outline of the pre-trip and post-trip activities which will be conducted to enhance the value of the trip for students. This must also include a description of which students are eligible for the trip and how students will be selected to participate, as well as the ratio of students to chaperones.
- e) The exact modes and times of travel, as well as the exact housing arrangements.
- f) Detailed daily time schedules of the agenda of activities.
- g) Precise overall financial information with a break down by categories of expenses.
- h) Precise explanation of the sources of funding as it will be apportioned to the students, district funds, grants, fund raising, etc.
- i) Precise explanation of any related cost for the Darien Public Schools, including teacher substitutes, teacher release time, special education supports, follow-up tutoring, special materials, or any other items or services.
- j) Organizers must be aware that school budget development occurs a year in advance, so requests for funding must be made during budget development in the fall preceding the school year in which the event is to occur.
- k) The submission of a trip request, does not, in-and-of-itself, constitute any explicit or implied approval. No trip is considered authorized until formally approved in writing in accordance with the aforementioned procedures.

Additional Requirements: The following information explains additional specifications or requirements which must be followed for all field trips:

- a) All chaperones (Darien Public Schools' employees and non-employees) including parents, must be approved by the Administration and provided with an orientation to the rules of the Board of Education and school.
- b) Any non-Darien students (or graduates) participating in the trip must be approved by the Administration. Priority for participation in school-sponsored trips will be given to currently enrolled Darien students.
- c) All behavioral rules and regulations (above) as well as trip logistics must be communicated in writing to all participating students and their parents as an integral part of the planning of the trip.
- d) Students are considered to be under the supervision of chaperones or a host family (if applicable) at all times.
- e) A permission form signed by the parent or guardian must be provided for every student participating in a field trip.
- f) Written verification must be provided, signed by the parent or guardian of every student participating in a trip, stating that the parent is willing to abide by the "School Trip Cancellation Policy" of the Darien Public Schools. A sample of the form is an addendum to these administrative procedures.

Non-School-sponsored trips (planned by school personnel or by others for whom school personnel are acting as agents). Trips that are incidentally related to the school because the initiator or leader is an employee of the Board must obtain permission of the Superintendent of Schools to advertise in the schools. Permission to advertise does not bind the school or the Board to the trip or to its organizers. It must be clearly understood and expressly stated in any related material (1) that there is no legal or educational connection between trip sponsors, their representatives, and the Board and its administrative agents, (2) that the Board is not the sponsor and is otherwise not responsible in any way for the trip, and (3) the name of the person and/or organization that is responsible for the trip. These trips shall not occur on school time.

If in doubt about the policy, regulations, or procedural matters, consult the Principal.

APPROVED: November 10, 2009

DARIEN PUBLIC SCHOOLS
Darien, Connecticut

TO: All Students Participating in Field Trips
FROM: Darien Public Schools' Administration and Staff
RE: School Trip Cancellation Policy

As we begin the extensive planning for our exciting travel, it is important to understand that the safety of our students and staff is always our primary concern in any decisions that are made regarding the approval of school sanctioned trips.

The Darien Board of Education, Administration and staff reserve the right to cancel or alter _____ any time before or during the trip and are not liable for any deposits or payments that may be lost resulting from such a decision. This cancellation or alteration may be due to any unforeseen events that in our judgment jeopardize the safety and well being of our students and staff.

Please sign and return this form to your teacher. Your signature confirms that you have read the above statement and that you understand (1) that your choice to have your student participate in this field trip is voluntary, (2) that you will bear the financial risk that any such trip may be cancelled by the Darien Public Schools, and (3) that the Darien Public Schools are not responsible for any deposits or payments that may be lost resulting from such a decision. If you have any questions, please contact _____.

Thank you.

Parent Name _____

Parent Signature _____

Student Name _____

Student Signature _____

DARIEN PUBLIC SCHOOLS

FUTURE READY TECHNOLOGY PLAN



2021 - 2024

Darien Public Schools

Central Services

35 Leroy Ave

Darien, CT 06820

Print Date: May 21, 2021

Design By: Michelle Lopez

DARIEN PUBLIC SCHOOLS

FUTURE READY TECHNOLOGY PLAN

"TECHNOLOGY WILL NOT REPLACE GREAT TEACHERS,
BUT TECHNOLOGY IN THE HANDS OF GREAT TEACHERS
CAN BE TRANSFORMATIONAL."

-George Couros

TABLE OF CONTENTS

Navigating the Darien Public Schools Interactive Tech Plan	<i>iii</i>
Foreword	<i>iv</i>
Vision, Mission and Technology Theory of Action	02
Introduction	03
District Overview	04
Future Ready Technology Theoretical Framework	06
District Core Values	08
Strategic Goals Crosswalk	10
Strategic Actions of the Future Ready Framework	12
Curriculum, Instruction, and Assessment	15
Personalized Professional Learning	24
Budget and Resources	28
Community Partnerships	38
Data and Privacy	42
Robust Infrastructure	48
Space and Time	54
Collaborative Leadership	58
A Look Ahead	62
Acknowledgements	66
Addendum	67

NAVIGATING THE DARIEN PUBLIC SCHOOLS INTERACTIVE TECH PLAN

In an effort for the District to be as interactive and immersive as possible, the design includes a myriad of videos and links throughout this publication.



I am a video!

When you see this icon, click to see and hear voices from our schools!



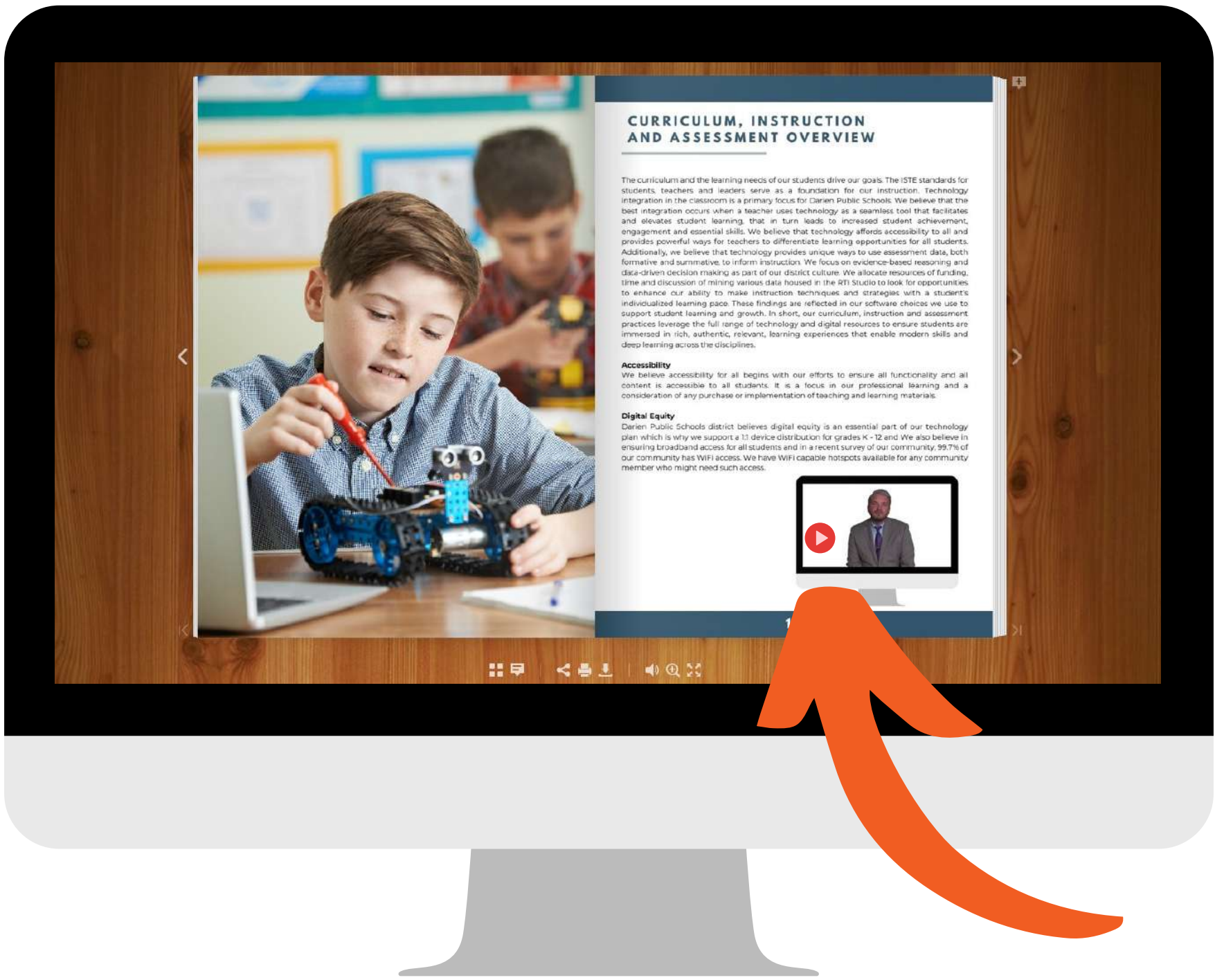
I am a link!

When you see this icon, click for additional information!



I am a magnifier!

When you see this icon, click for a zoomed in look to a great graphic!



I am a video!

FOREWORD

Preparing all
students
today to
thrive in a
changing
world
tomorrow.



Dear Members of the School Community,

I am excited to introduce the *Future Ready Technology Plan* for Darien Public Schools. This robust and visionary document represents the culmination of two years of feedback and work overseen by the members of the Darien Public Schools Technology Council. Thank you to the members of the Council for their hard work, dedication and leadership on this project.

The Plan provides the District with a blueprint for technology use over the next three years and is the first document published that is aligned to the District's newly adopted Strategic Plan, Mission, Vision, Values and Goals.

The District's Technology Plan derives from the research based Future Ready Framework designed to guide the use of technology in supporting teaching and learning in order to prepare all of our students today to thrive in a changing world tomorrow.

The Future Ready Technology Plan was developed and finalized during the period of the COVID-19 pandemic in which the access, use of technology and online teaching and learning were essential to providing our students with the continuity of a high-quality educational experience. The plan builds upon and incorporates our learning from these past fifteen months.

The pandemic required District readiness in executing immediate technological needs and plans to accommodate a variety of learning modes. We have done so admirably with the aid of our engaged and supportive community. Moving forward requires continued creative planning to thrive in an uncertain future where two-thirds of the jobs for our incoming Kindergarten students do not yet exist and the art and science of teaching and learning will evolve. This plan reflects such forward thinking as we prepare for all of our students to return to school in the fall of 2021.

In a world where technology is ubiquitous, student learning remains the District's focus. Digital learning is now a basic necessity for all students. Access to technology empowers our students to take more ownership for their learning, and to pursue their passions and interests. In the hands of Darien's creative and talented teachers, technology is a powerful tool to inspire, personalize and accelerate student learning.

The Plan speaks to creating a culture of innovation and conditions in the schools for the effective use of technology. This work is difficult and requires the empowerment of staff, shared leadership among all stakeholders and support for our wonderful students and talented teachers. I invite everyone to join us in this exciting work and transformational journey!

Sincerely,

A handwritten signature in dark ink, reading "Alan Addley". The signature is fluid and cursive, with a horizontal line underneath the name.

Dr. Alan Addley
Superintendent of Schools

VISION

Preparing all students today to thrive in a changing world tomorrow.

MISSION

Inspiring a love of learning in all students so they develop as critical thinkers and innovative creators who contribute to the world with integrity and purpose beyond themselves.

TECHNOLOGY THEORY OF ACTION

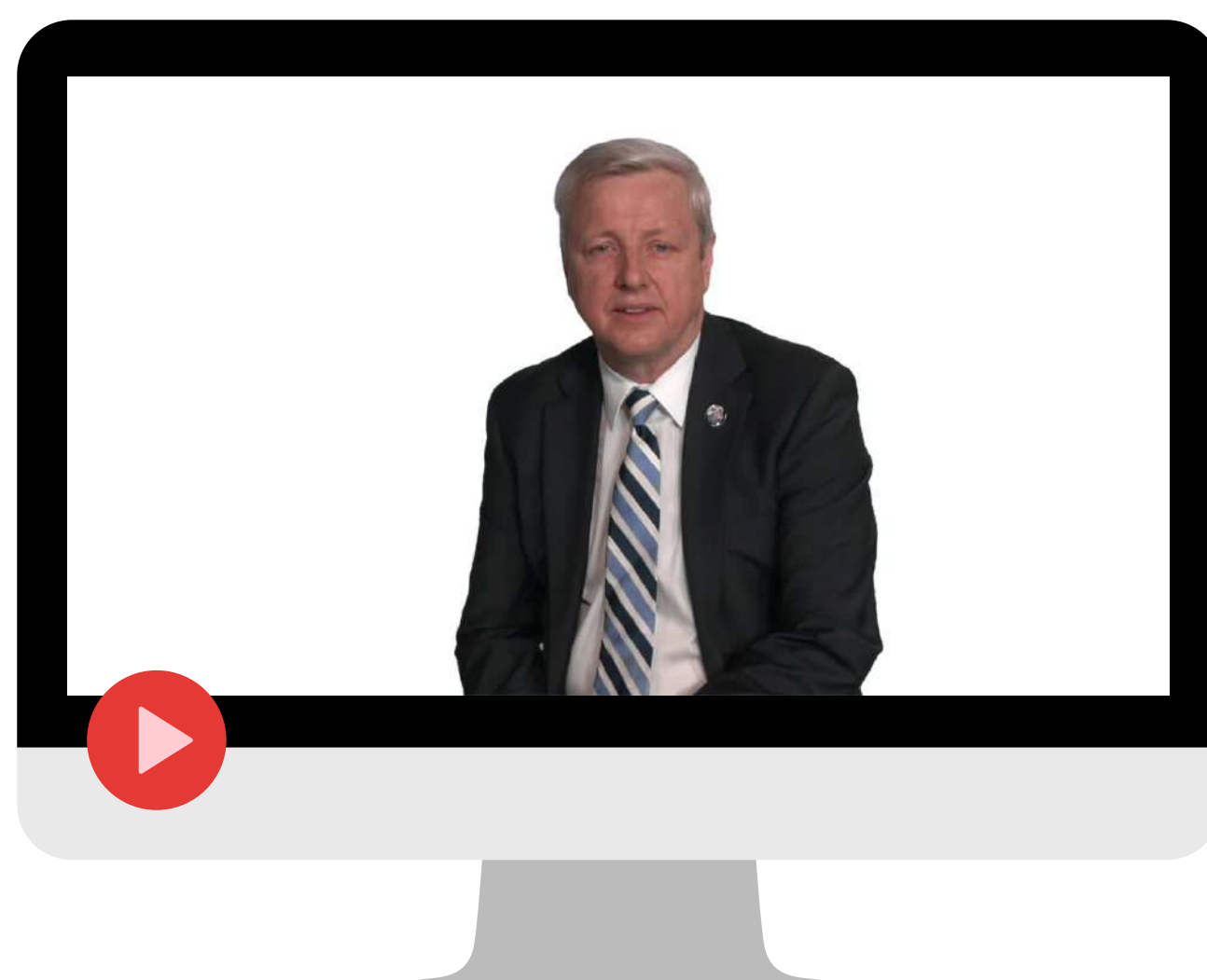
If we create innovative, transformative and sustainable learning environments to provide technology rich learning experiences, then all students will develop future ready technology skills to enhance and support their learning in school and beyond.

INTRODUCTION


Preparing students for an increasingly complex and cognitively demanding world is a welcomed challenge in Darien. To do this successfully we work together in creating a generation of learners who are “future ready”. While readiness for the future knows no boundaries, this effort in education was launched to accelerate school districts’ efforts in preparing students as digital learners so they are prepared for success in college, in the workplace, and as global citizens.

Technology provides a pathway to elevating learning and engaging all students. Successful integration of technology across content areas nurtures higher order thinking and complex problem solving skills. Utilization of current and future ready technologies enriches experiences with research, analysis, and communication between our students, teachers, staff, and the larger community. Technology offers myriad tools that transform students’ experiences in school and inspire their commitment to life-long learning and responsible citizenship. With access to information anytime, anyplace and at any pace; it is critical that our students are well-equipped on their journey of becoming the innovators of tomorrow who will utilize their technology skills to inquire, create, and change.

During the 2018-2019 school year the District Technology Council collaboratively updated the District Technology Plan. Beginning in 2014, the Connecticut State Department of Education no longer required school districts to submit a technology plan for state approval following the passage of the Erate Modernization Legislation. However, the good work of the steering committee is thoughtfully integrated into this plan and connects to an overarching theoretical framework. The Darien Public Schools Future Ready Technology Theoretical Framework is adapted from the Future Ready Technology Framework originally presented by the Alliance for Education, a nonprofit organization in partnership with the U.S. Department of Education. This framework by the Alliance was designed to help school districts develop a robust plan for digital access, learning, and exploration. This research-based roadmap is built upon a foundation of collaborative leadership that supports the development of innovative learning practices for teachers and students.



DISTRICT OVERVIEW




1:1
Student/
Device
Ratio



24 A.P.
Program
Offerings




\$106,624,199
Spending
Budget



97%
Graduation
Rate



490
Teachers



4,724
Student
Body



200 Seal of
Biliteracy
Recipients



#1
Connecticut
High School



4
Robust
World
Language
Programs




10:1
Student/
Teacher
Ratio



TOP 100
STEM
Program in
the Nation




Programming
for Gifted
Learners



12.5%
Racial
Diversity



21
Art
Courses



NAMM
Award Best
Community
in Music Ed.



Annual FCIAC
& State
Champions



FUTURE READY TECHNOLOGY THEORETICAL FRAMEWORK

The Future Ready Technology Theoretical Framework, referred to as the Future Ready Framework or FRF moving forward, visually represents a coherent, student-centered approach to systemic improvement in technology. The Future Ready Framework centers around the use of technology in teaching and learning to prepare students for a complex, connected and increasingly digital world.

Key Framework Elements

Student Learning Core Student learning lies at the center of the framework, as all actions must enhance students' access to learning.

Drivers of Change The seven interdependent learning drivers that surround student learning in the FRF each require strategic actions to create and improve conditions for flexibility, growth and positive changes to benefit student learning.

Theory of Action The theory of action represents the District's overarching belief regarding the best approach to achieving desired outcomes while aligning and realizing the mission, vision, and core values.

Systemic Improvement Cycle This ring of the framework represents the cycle of inquiry process that guides decision making for improvement.

Organizational Coherence The outermost ring of the framework illustrates collaborative leadership to advance decision making across the District. Leadership includes the various stakeholders who shape the direction of technology and student learning. The District relies on leaders to collaborate and diffuse good practices across teams while advocating for exemplary programming, access to technology, and meeting students' learning needs.

The FRF design prioritizes student learning and provides a visual reference of what is needed to create the desired conditions for a community of future ready learners. The FRF is operationalized through professional learning for staff, a robust technology infrastructure, adherence to security and data privacy, allocation of budget and resources, adequate space and time, and robust practices in curriculum, instruction and assessment. Through a continuous improvement cycle of vision setting, planning, implementation, assessing and refining practices, this framework is energized with collaborative leadership and partnerships within and across individual schools and the District. Engaging the FRF to update our plan provides a concise, clear, and purposeful approach to enhancing technology in our schools and leading technology across the state. In recognition of the rapid pace of technological change, this plan is intended to be updated and revised as needed to best meet the needs of our students while supporting the strategic plan of the District.

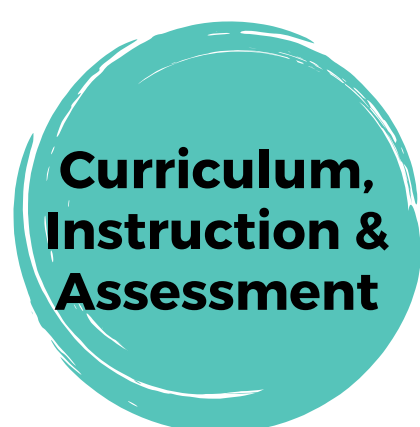
FUTURE READY TECHNOLOGY THEORETICAL FRAMEWORK



This graphic is adapted from the Future Ready Framework



<https://futureready.org/>



Curriculum, Instruction and Assessment

Addressing technology standards and applications purposefully and authentically within the written, taught and assessed curriculum while providing a variety of differentiated learning experiences and opportunities for choice.



Personalized Professional Learning

Creating connected, collaborative, and continuous job embedded opportunities for staff, in order to provide technology rich pathways to adult learning that will positively impact students in the classroom.



Budget and Resources

Operationalizing the District Strategic Plan by developing responsible and responsive practices that support the instructional and informational technology needs for teaching and learning.



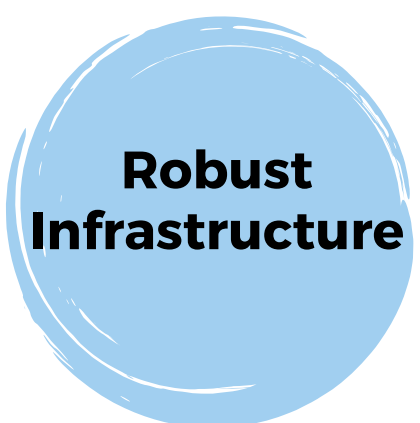
Community Partnerships

Developing a cohesive and strategic communication plan to engage community stakeholders and build strategic partnerships with local businesses.



Data and Privacy

Utilizing District policies to support ethical data security practices that guide District decision making, adherence to State and federal regulations, and data-informed decision making in a transparent manner.



Robust Infrastructure

Establishing and managing a secure, reliable, and dynamic technology system for effective and efficient District operations by establishing and maintaining a solid network infrastructure, formal cycles for equipment review and replacement, responsive and efficient support, consistent network connectivity and a safe network.



Space & Time

Allocating instructional space and time with flexible learning environments, innovative practices, and incorporation of instructional technology to support teaching, learning and effective communication practices.

DISTRICT CORE VALUES

HOW ARE THE DISTRICT CORE VALUES REALIZED THROUGH OUR FUTURE READY FRAMEWORK?

Core Values

01. WELLNESS

Creating balanced learning environments that are physically, socially, emotionally, and intellectually safe and healthy.



Ensuring safe digital environments for all focusing on cybersecurity, equitable resources and balance in digital use.

02. COLLABORATION

Working openly, productively, and interdependently toward common goals.



Collaborating and planning to ensure that technology aligns with District, school and instructional goals in support of student learning.

03. DIVERSITY & INCLUSION

Creating a community that welcomes and embraces the full range of human differences.



Providing equitable access and ensuring diverse and inclusive representation in digital resources.

04. EQUITY

Advocating for and advancing opportunities and outcomes for all.



Maintaining equitable resources within a consistently reliable and strong network.

"OUR DISTRICT CORE VALUES ARE THE HEART OF OUR STRATEGIC PLAN
AND IT IS VITAL TO REALIZE THEM THROUGHOUT OUR ENVIRONMENT,
ESPECIALLY IN TECHNOLOGY."

-Dr. Joan McGettigan

05. EXCELLENCE

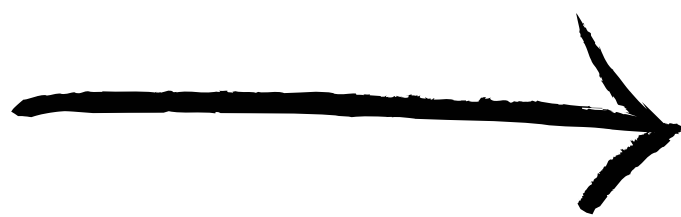
Delivering the highest quality education for each student to reach their individual potential



Advancing technology integration in teaching and learning to cultivate students computing skills and creating media-rich evidence of learning.

06. INNOVATION

Leading with creativity and ingenuity through disciplined problem solving.



Empowering students to take ownership while providing opportunities for students to create, innovate and demonstrate learning in new ways.

07. INTEGRITY

Acting honestly and ethically with shared accountability.



Modeling use of intellectual property to guide students toward ethical use of technologies and instructional materials that represents their own thinking.

08. RESPECT & CIVILITY

Acting with consideration for the feelings, thoughts, experiences and rights of others.



Championing a safe and welcoming digital environment where civil discourse is encouraged and supported.

STRATEGIC GOALS CROSSWALK

HOW DOES THE FUTURE READY FRAMEWORK ALIGN TO THE DISTRICT STRATEGIC GOALS?

Strategic Goals & Strategies

Future Ready Framework Drivers

ENHANCING TEACHING AND LEARNING Develop a shared vision of teaching and learning. Revise and/or create curricula that are designed to responsibly represent diverse perspectives as well as most individual learning needs. Align job-embedded professional learning opportunities to support growth and development in identified areas.	↔	COLLABORATIVE LEADERSHIP CURRICULUM, INSTRUCTION & ASSESSMENT PERSONALIZED PROFESIONAL LEARNING
FOSTERING A CULTURE THAT PROMOTES WELLNESS, DIVERSITY, AND INCLUSION Create a caring school climate that promotes wellness. Engage stakeholders in the practice of embracing diversity, equity and inclusion.	↔	COLLABORATIVE LEADERSHIP CURRICULUM, INSTRUCTION & ASSESSMENT
DEVELOPING A BALANCED DEFINITION OF STUDENT SUCCESS THROUGH PORTRAIT OF THE GRADUATE Ensure District values are operationalized across all school. Develop systems to measure, inform and enhance implementation of Portrait of the Graduate (data informed decision making) Audit and adjust District curriculum, school programming, and student life to ensure focus on service, citizenship and post secondary opportunities.	↔	DATA & PRIVACY CURRICULUM, INSTRUCTION & ASSESSMENT PERSONALIZED PROFESIONAL LEARNING

EXPANDING THE PROFESSIONAL CAPACITY OF STAFF

Explore ways to improve the District's professional learning culture and practices

Attract and retain diverse educators.

Ensure a professional learning system that promotes continuous growth and support.

Evaluate and adapt the current onboarding system to identify additional supports for teachers, including informal mentors.



COLLABORATIVE LEADERSHIP

PERSONALIZED PROFESIONAL LEARNING

DEVELOPING AND ENHANCING SYSTEMS TO PROMOTE EFFECTIVE COMMUNICATION

Establish effective and open lines of communications among all stakeholders.

Align District's guiding documents and communications with its mission, vision and core values to foster coherence.



COMMUNITY PARTNERSHIPS

COLLABORATIVE LEADERSHIP

IMPROVING SCHOOL FACILITIES FOR STUDENT SAFETY ACCESS TO LEARNING

Ensure that the configuration and condition of the District's physical facilities provide secure and supportive environments for teaching and learning student activities.



BUDGET RESOURCES

COLLABORATIVE LEADERSHIP

IMPROVING TECHNOLOGY TO SUPPORT TEACHING AND LEARNING

Ensure strategic utilization of technology to enrich, support, and inspire teaching and learning.

Establish and manage a secure, reliable, and dynamic technology system for effective and efficient District operations



BUDGET RESOURCES

ROBUST INFRASTRUCTURE



"If we marry **educational** technology with **quality**,
enriching content, that's a circle of **win**."

- Levar Burton

Plan In Action: The Future Ready Framework at Work





CURRICULUM, INSTRUCTION AND ASSESSMENT

Students' learning needs drive our goals and curriculum across content areas. Similar to all disciplines, learning in the area of technology is prioritized by content area standards. The International Society for Technology Education (ISTE) standards, provide overarching guidance for students, teachers and leaders. The ISTE Standards not only represent essential skills in technology, they shape the path for meaningful interdisciplinary connections. District practices reflect an integrated approach to technology application where teachers utilize technology as a tool to facilitate and elevate student learning. This approach engages students and increases student achievement, and essential skill development. Technology affords accessibility to all and provides powerful strategies for teachers to differentiate learning for all students.

Additionally, integration of technology creates conditions for unique formative and summative assessment practices and quick data that can be used to inform instruction in real time. Focusing on evidence-based reasoning and data-driven decision making are embedded practices that have been made easier with technology.

The District aligns resources of funding, time and discussion of disaggregating various data housed in RTI Studio to identify opportunities that will enhance instructional techniques and strategies with students' individualized learning profiles in mind. These findings are reflected in the District's software choices and use of those tools to support students' learning and growth. District curricula, instruction and assessment practices leverage the full range of technology and digital resources to ensure students are immersed in rich, authentic, and relevant, learning experiences that enable modern skills and deep learning across the disciplines.

Tools for Learning and Accessibility

Assistive Technology (AT) tools help students overcome barriers to learning in a variety of areas including communication and mobility. Technologies range in sophistication from graphic organizers and FM systems to refined speech-to-text tools. AT tools the individual needs of students with learning differences in accessing the curriculum. The Assistive Technology Specialist provides District level oversight to ensure the technology is future ready and accessible to all students.

Professional development and consultation for all administrators, teachers, staff, and families ensure best practices in the application of the current technologies.



Providing access for students to develop skills as critical thinkers and innovative creators who successfully engage in a complex and increasingly changing digital world is a worthy challenge. Thoughtfully developed curricula, instruction and assessment practices that align to the tenets of the District's mission, vision and core values are foundational in approaching this work. Infographics from the World Economic Forum Report 2020 indicate students' future ready skillsets need to include many STEM-based skills such as artificial intelligence, biotechnology, coding, cybersecurity, computer science, robotics, and data analysis and related services. In consideration of these predictions, the District reflects, evaluates, and innovates practices with new courses, programs and curricula on an annual basis to ensure students are prepared for a fast-paced, globally connected digital economy. In the 2020-2021 academic year, the Board of Education approved the addition of courses in App Development, Video Production, and STEM Design and Innovation, a co-curricular science and technology education course. These additions build upon the middle school foundation of Project Lead the Way course offerings in computer science, engineering and media creation. The ISTE Standards guide curricula across courses to align and embed needed skills and in-depth learning experiences to benefit student learning.

Google Workspace for Education

The District utilizes Google Workspace for Education meaning that the suite of Google Apps, such as Docs, Sheets, Slides, Forms and Classroom, serve as common tools for teaching and learning. In accordance with local, State, and Federal Policy, select Google Applications, such as YouTube are restricted for student safety.

STEM

Science, Technology, Engineering, and Math (STEM) are inherently integral. The greater the connections across disciplines, the deeper the learning. With great value and investment in interdisciplinary education, the District is committed to increasing STEM literacy for all students. Increased levels of STEM literacy will nurture active, lifelong learners who are prepared to be responsible, global citizens who are able to identify and use the connections shared by these disciplines to shape their lives and communities.

Student, Teacher and Administrator Technology Standards

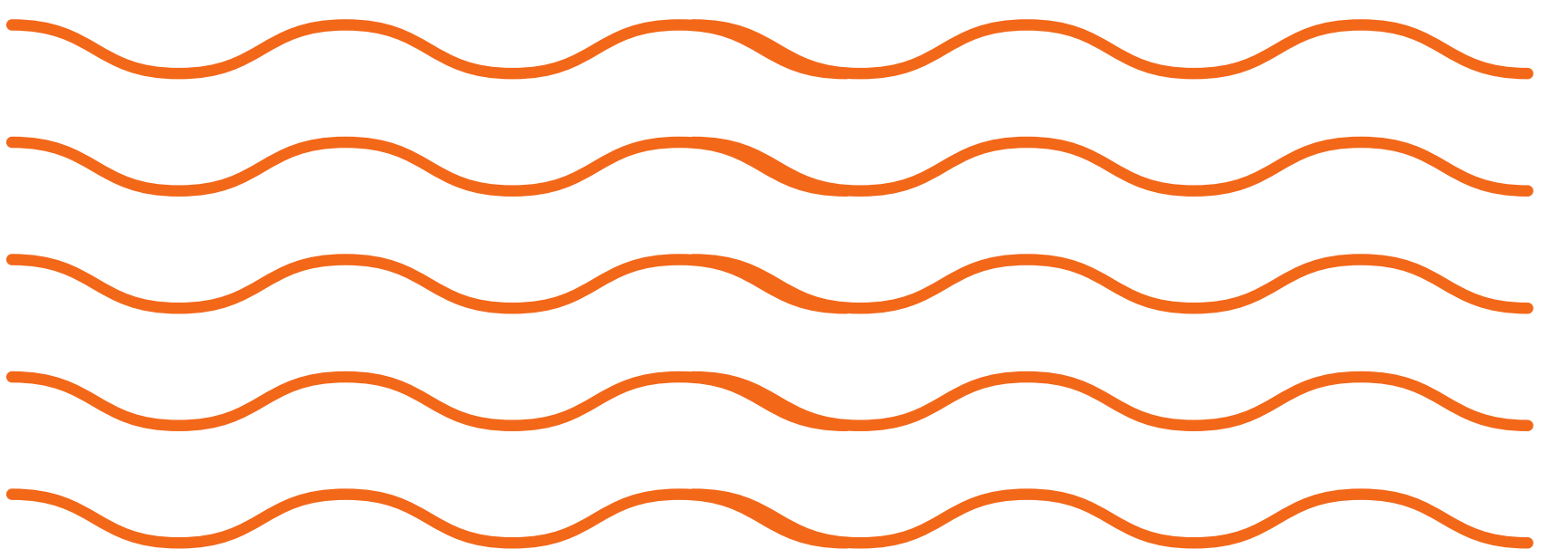
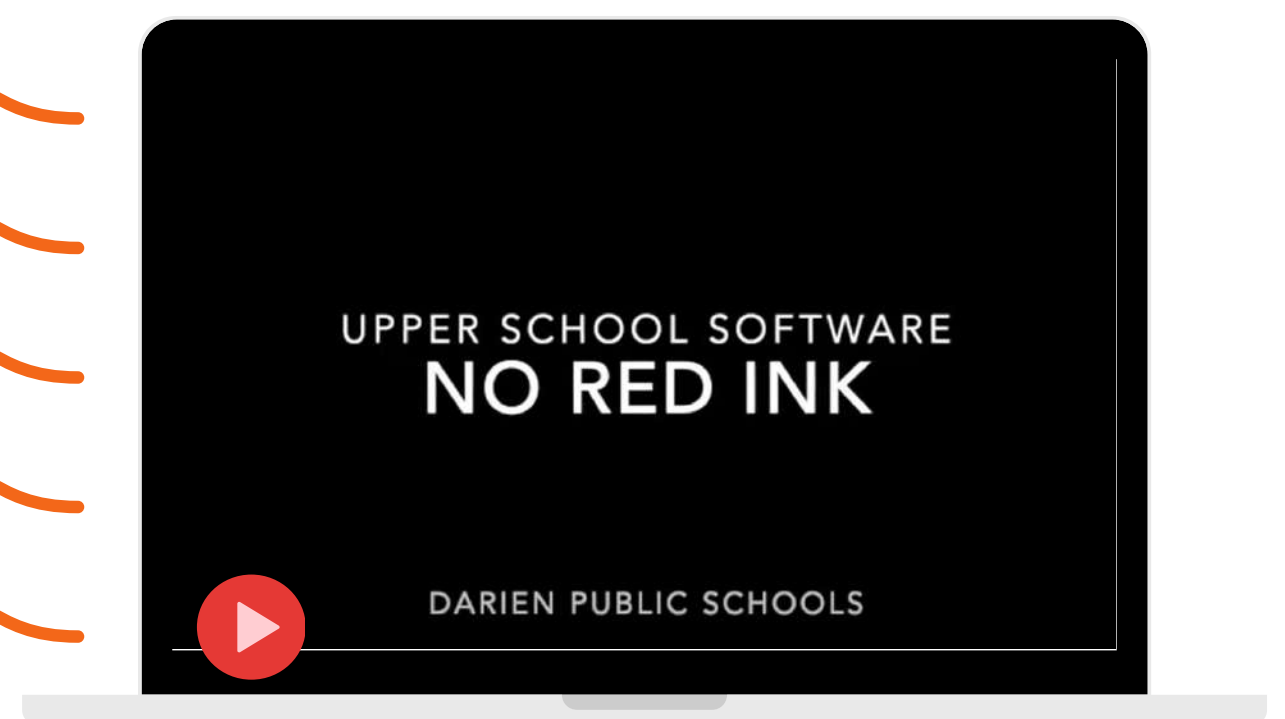
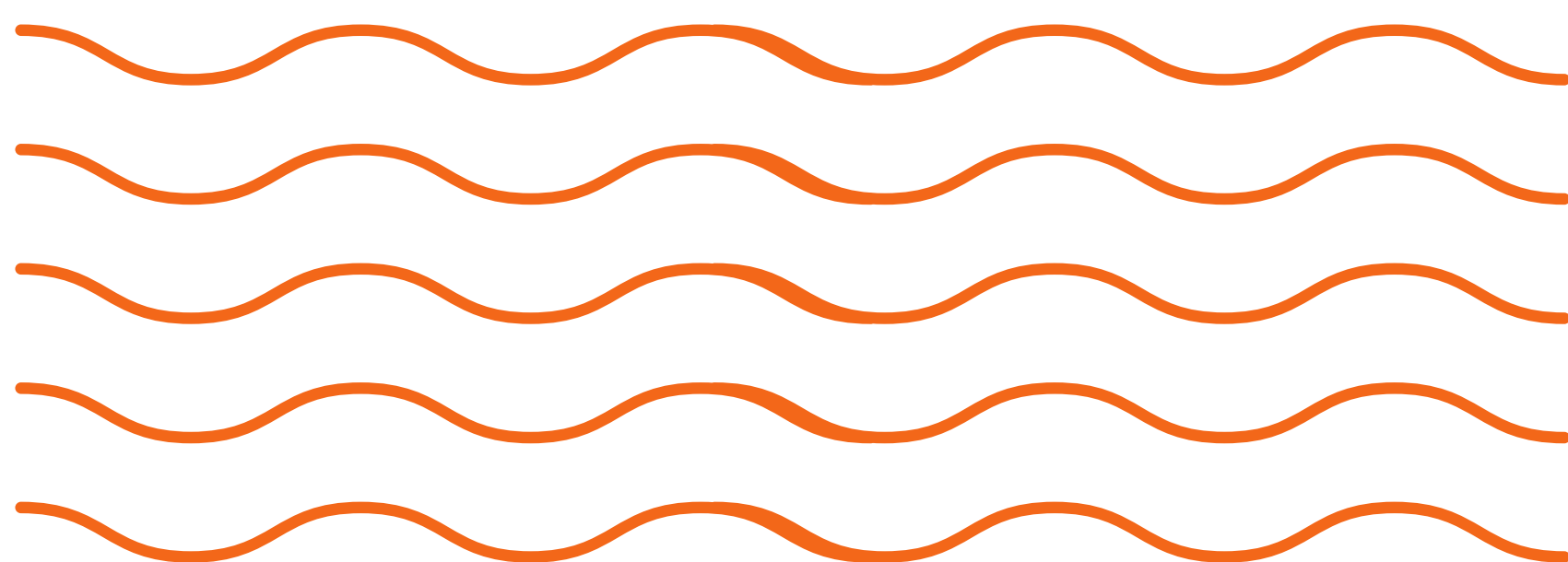
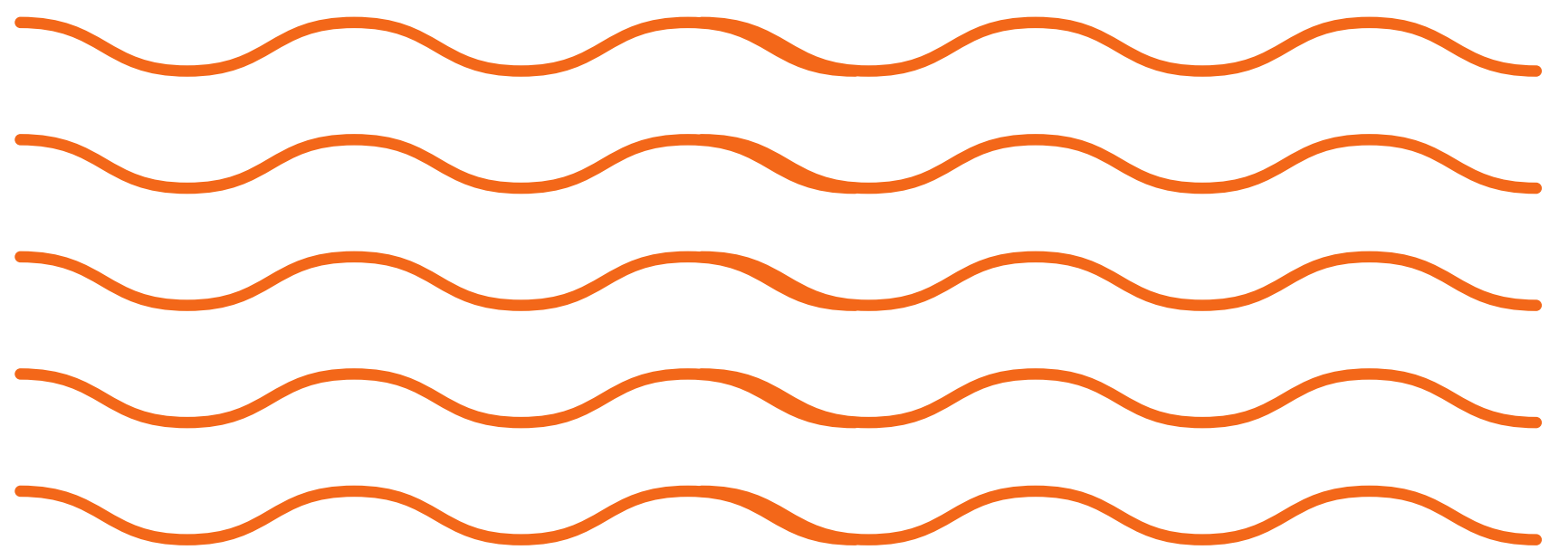
In September 2016, the Connecticut Commission of Educational Technology endorsed the International Society of Education (ISTE) standards for students, teachers and administrators. Inclusion of the ISTE Standards through the District's responsive curriculum development and revision process will inform professional development and classroom instruction moving forward. Inclusion of the ISTE coaching standards, computational thinking, and the computer science educator standards will also be incorporated as curricula in these areas develop.

Digital Equity

The District believes digital equity is an essential part of our technology plan reflected in the District's support of 1:1 device distribution for grades K - 12. Additionally, ensuring broadband access for all students is essential. In a recent survey, 99.7% of the community has WiFi access. WiFi capable hotspots are available for any community member who may require such access.

TECH IN ACTION

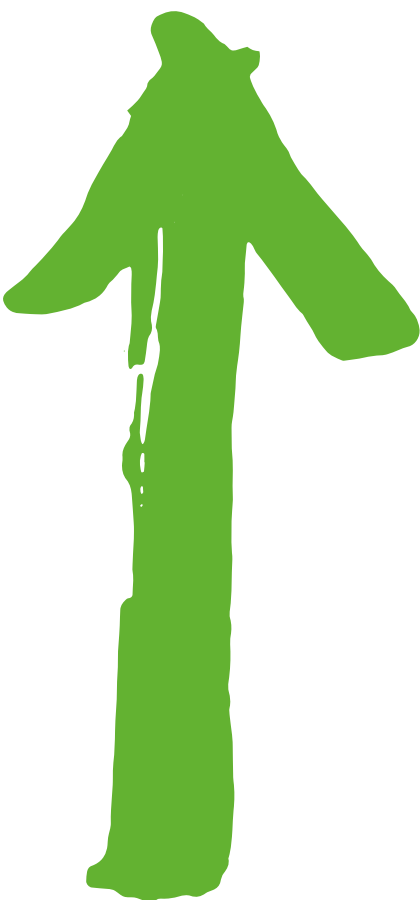
*What does it look like to intentionally craft curriculum embedded with **future ready skills**?*



Future Ready Skills

The World Economic Forum published a report in 2020 predicting future technology developments and their impact on the future job market for our students:

Top 20 Job Roles in Increasing and Decreasing Demand Across Industries
(Source: World Economic Forum Report, 2020)



- | | |
|-------------------------------------|------------------------------------|
| Data Analysts & Scientists | Project Managers |
| A.I. & Machine Learning Specialists | Business Service Managers |
| Big Data Specialists | Database & Network Professionals |
| Digital Marketing & Strategy | Robotics Engineers |
| Process Automations Specialists | Strategic Advisors |
| Business Development | Management & Organization Analysts |
| Digital Transformation Specialists | FinTech Engineers |
| Information Security Analysts | Mechanics & Machinery Repairs |
| Software & Applications Developers | Org. Development Specialists |
| Internet of Things Specialists | Risk Management Specialists |

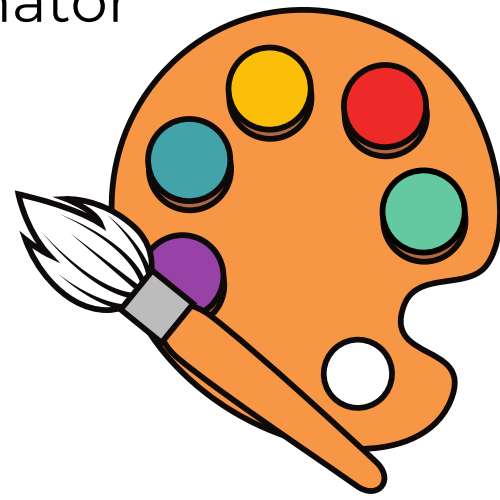


- | | |
|------------------------------------|---------------------------------------|
| Data Entry Clerks | Inventory/Stock Clerks |
| Admin. & Executive Secretaries | Financial Analysts |
| Acct. Bookkeeping & Payroll Clerks | Postal Service Clerks |
| Accountant & Auditors | Sales Rep. & Manuf. Tech/Sci. |
| Assembly & Factory Workers | Relationship Managers |
| Business Services Managers | Bank Tellers & Related Clerks |
| Client | Door-to-Door Sales, Street Vendors |
| Information Workers | Electronics & Telecoms Install/Repair |
| General & Operations Managers | Human Resource Specialists |
| Mechanics & Machinery Repairs | Training & Development Specialists |
| Inventory/Stock Clerks | Construction Laborers |

Emerging Roles Clustered into the Jobs of Tomorrow
(Source: World Economic Forum Report, 2020)

Content Production

Social Media Assistant
Social Media Coordinator
Content Specialist
Content Producer
Content Writer
Creative Copywriter



Product Development

Product Owner
Quality Assurance Tester
Agile Coach
Quality Assurance Engineer
Product Analyst
Scrum Master
Digital Product Manager
Delivery Lead



People & Culture

IT Recruiter
Human Resources Partner
Talent Acquisition Specialist
Business Partner



Cloud Computing

Site Reliability Engineer
Platform Engineer
Cloud Engineer
DevOps Engineer
Cloud Consultant
DevOps Manager



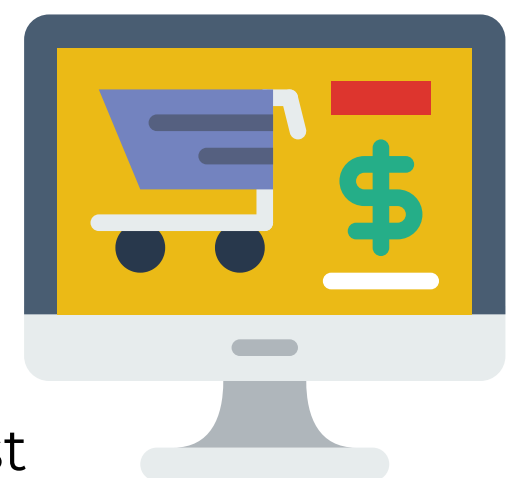
Sales

Customer Success Specialists
Sales Development Representative
Commercial Sales Representative
Business Development Representative
Customer Specialist
Partnership Specialist
Chief Commercial Officer
Head of Partnerships
Enterprise Account Executive
Business Development Specialist
Chief Strategy Officer
Head of Business Development



Marketing

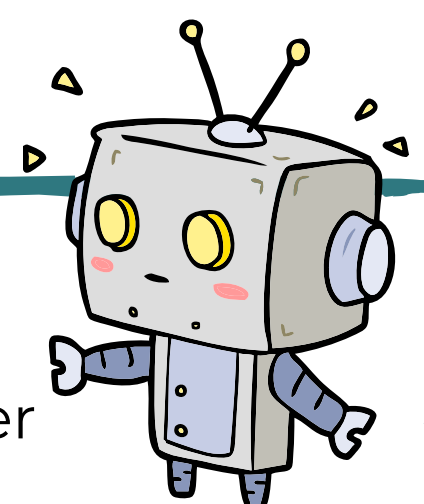
Growth Hacker
Growth Manager
Head of Digital
Commerce Manager
ECommerce Specialist
Chief Marketing Officer
Digital Marketing Specialist
Digital Marketing Consultant
Digital Marketing Manager

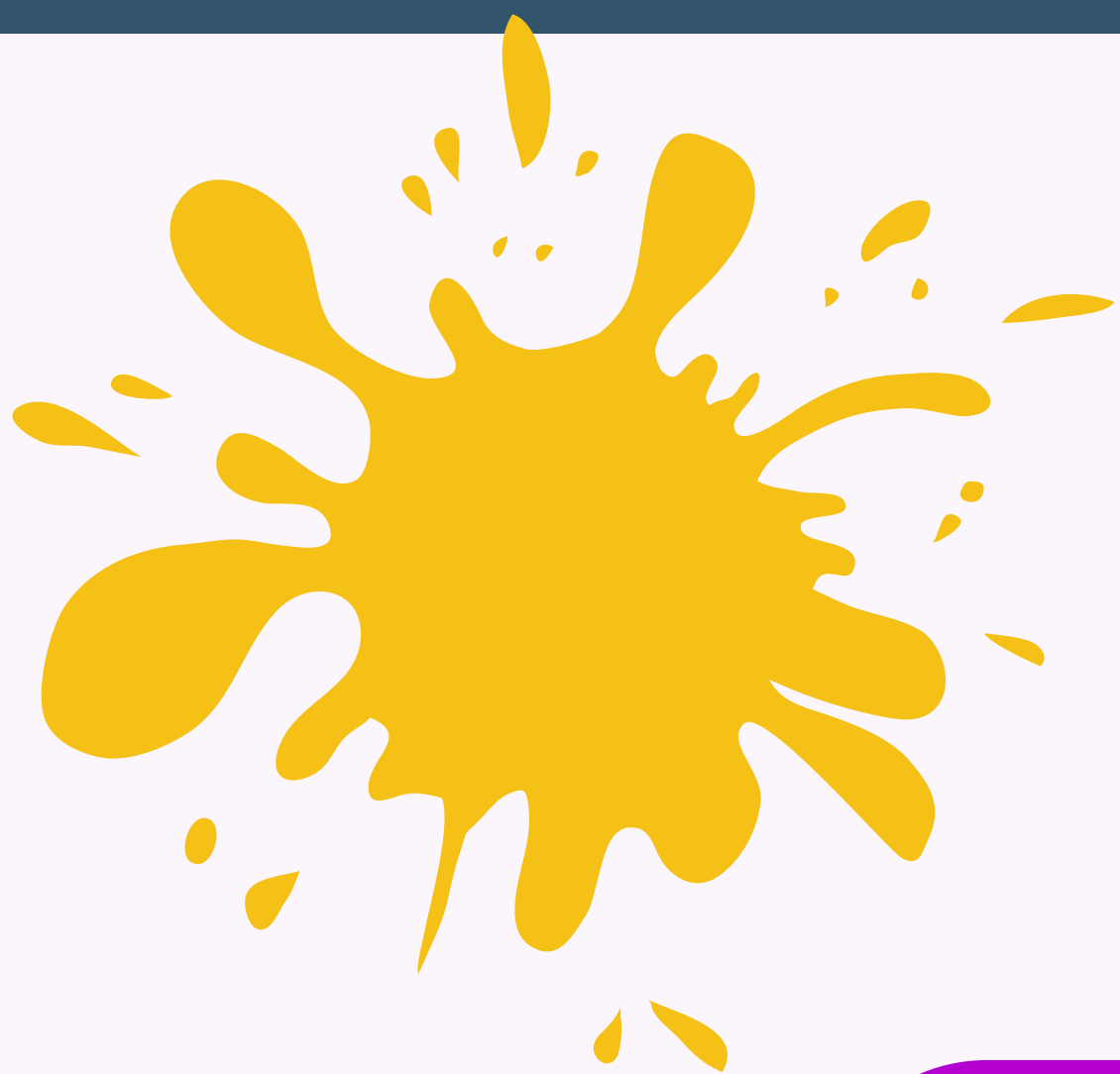


Data & Artificial Intelligence (A.I.)

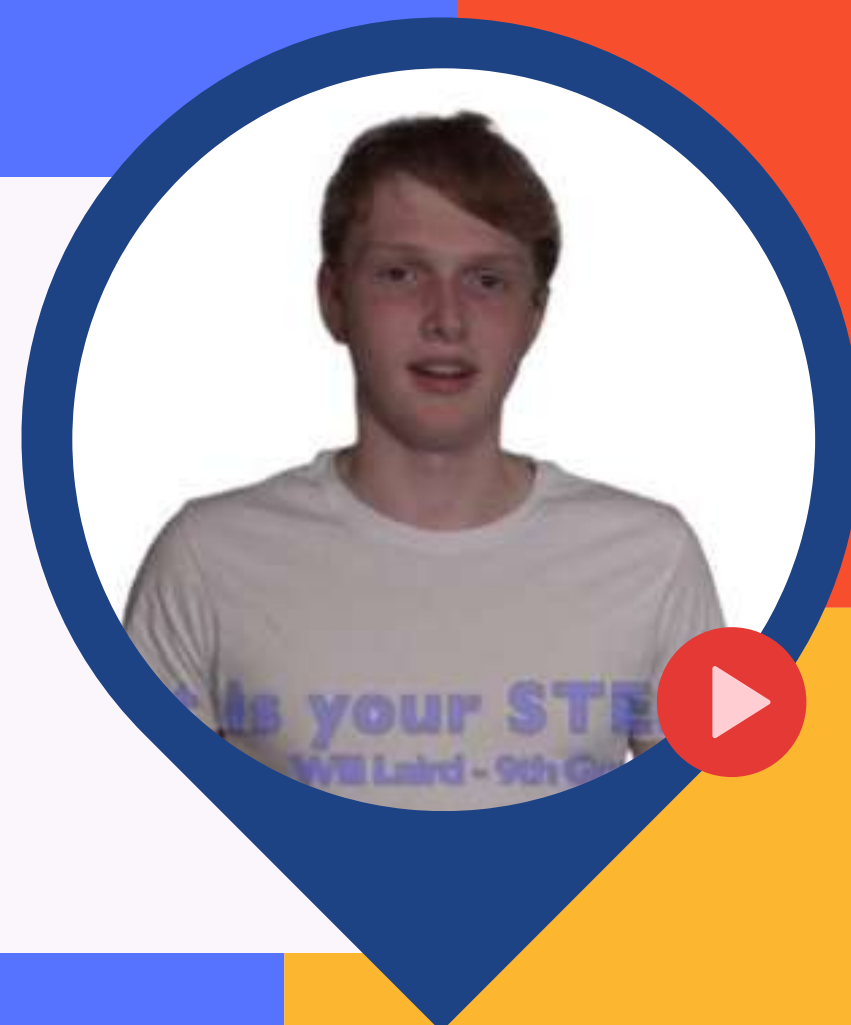
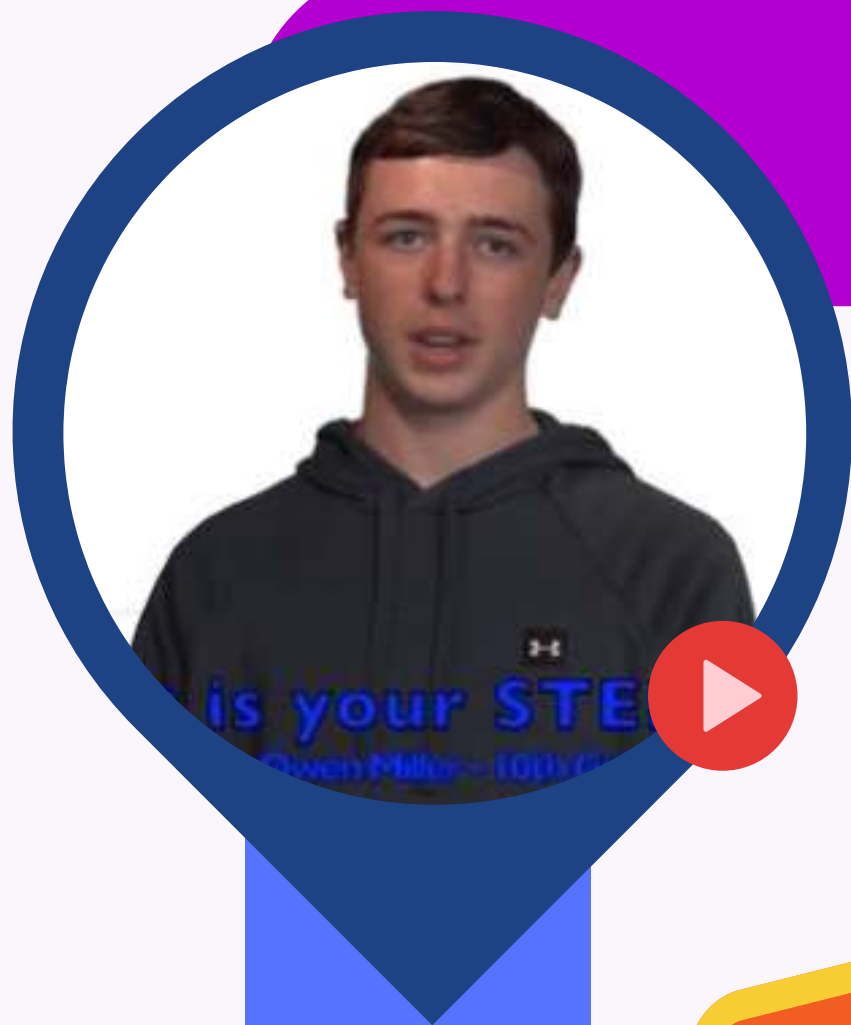
Growth Hacker	Big Data Developer
A.I. Specialist	Data Analyst
Data Scientist	Analytics Specialist
Data Engineer	Data Consultant

Insights Analyst
Business Intelligence Developer
Analytics Consultant





STEM



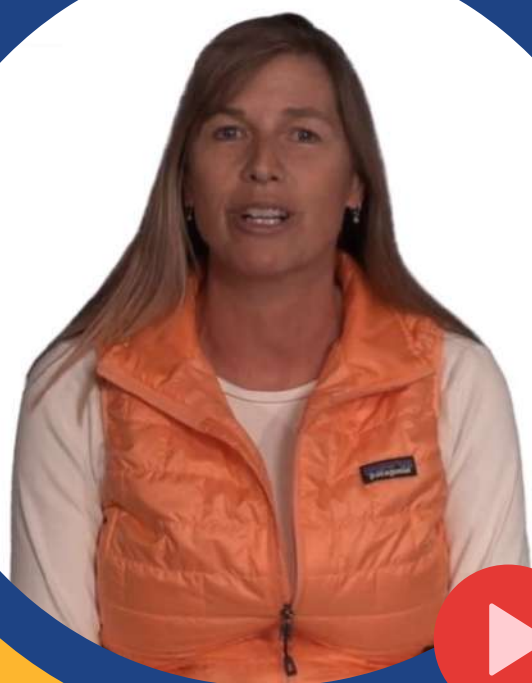
**TELL ME
YOUR
STEM
STORY!**



IN ACTION

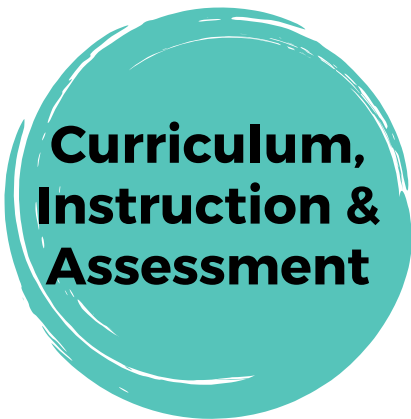


**WHY
THINKING
LIKE AN
ENGINEER
MATTERS!**



**WHAT
ROLE
DOES
TECH
PLAY IN
LEARNING?**

CURRICULUM, INSTRUCTION AND ASSESSMENT



Addressing technology standards and applications purposefully and authentically within the written, taught and assessed curriculum while providing a variety of differentiated learning experiences and opportunities for choice.

Focus: Purposeful and Meaningful Technology Integration

STRATEGY	RESPONSIBLE	MEASURE	YEAR
Integrate ISTE Standards and align technology work to state and District policies, goals and best practices	Director of Instructional Technology Principals Department Chairs Team Leaders Assistant Superintendents	Revised Curricula Revised Policies Classroom Instruction	2024
Provide job-embedded professional learning that embeds digital lesson design and implementation in standard practices	Professional Development And Evaluation Committee (PDEC)	Teacher / Admin Feedback PD session catalogue Updated Teacher Evaluation Plan	2022
Provide a web-based resource of exemplary lessons to serve as models to develop skills, leverage digital tools, and facilitate authentic learning	Director of Instructional Technology Department Chairs Team Leaders / Teachers	Digital Library Observations TEPL Update	2024

"WE GRADUALLY SHIFT FROM TECHNOLOGY AS THE CONTENT, TO TECHNOLOGY AS THE FOUNDATION NEEDED TO ACCESS ALL OTHER CONTENT AREAS. THE MORE FLUENT WE BECOME AS USERS OF TECHNOLOGY, THE BETTER PREPARED WE ARE TO CREATE AND PROBLEM SOLVE WITH THE TOOLS WE HAVE AT OUR FINGERTIPS."

-Christopher Tranberg

STRATEGY

Create a scope and sequence that builds a strong foundation of technology skills to empower and support student learning

RESPONSIBLE

Director of Instructional Technology

Library Media Specialists

Assistant Superintendents

MEASURE

Articulated Scope and Sequence

Embedded Assessments

YEAR

2023

Develop/update digital citizenship curriculum with implementation plans

Director of Instructional Technology

Library Media Specialists

Department Chairs

Team Leaders

Assistant Superintendents

Written curriculum and supporting instructional materials

Embedded Assessments

2023



PERSONALIZED PROFESSIONAL LEARNING

The District provides various pathways for professional learning in technology integration as well as cybersecurity. Our Professional Development and Evaluation Committee (PDEC) is a collaborative group of teachers and administrators that supports the planning and implementation of a comprehensive plan for job-embedded professional learning to enhance day-to-day classroom instruction. Time is balanced across our professional development days to support building-based needs, department and grade level goals, and larger scale District needs. Leveraging technology to advance student learning across these settings is paramount. Maximizing time with collaborative content area or grade level teams allows teachers to keep student work at the center of learning in order to identify best practices that will enhance teaching and learning.

Professional learning across the District is designed to develop effective instructional practices, build digital fluency skills and forge peer-to-peer support networks leading to improved academic success and future ready preparation. The District provides technology-focused onboarding for new faculty and staff to support this effort. Encouraging faculty and staff to pursue online certifications, such as Apple Teacher and Google Educator, creates building-based expertise so best practices can be diffused across teams and schools. Additionally, supporting attendance and presentations at the various state and local educational technology conferences provides opportunities for staff to remain current and connected to new technologies and research.

As part of our iPad initiative at Darien High School, the District created an annual Vanguard group of faculty devoted to a year of intense learning of pedagogical best practices of iPad implementation who in turn regularly share their learning with their colleagues. Creating expertise at the building level will serve students well by transforming their learning so they are prepared for the ever-changing world.



PERSONALIZED PROFESSIONAL LEARNING



Creating connected, collaborative, and continuous job embedded opportunities for staff in order to provide technology rich pathways to adult learning that will positively impact students in the classroom.

Focus: Develop pathways to expand learning opportunities for educators

STRATEGY	RESPONSIBLE	MEASURE	YEAR
Develop technology competencies for faculty	Professional Development And Evaluation Committee (PDEC) Curriculum Leadership Team District Tech Council	Professional Development Feedback Professional Development Offerings	2024
Integrate technology goals in regular practices related to teacher evaluation and feedback	PDEC Administrative Instruction Leadership Team (AILT)	Updated Teacher Evaluation and Feedback Plan	2024

STRATEGY	RESPONSIBLE	MEASURE	YEAR
Create synchronous / asynchronous pathways emphasizing professional certifications (Adobe Edu, Apple Teacher, Google Edu, etc).	PDEC	Certification Tool PD Catalogue	2022
Utilize collaborative time to enhance technology integration and improve students' learning experiences	PDEC	Observations Instructional Rounds Teacher & Administrator Feedback	2022
Create benchmarks to support teacher growth with future ready skills	PDEC Curriculum Leadership Team District Tech Council	Implementation of benchmarks Integrated technology practices in classrooms	2022



BUDGET AND RESOURCES

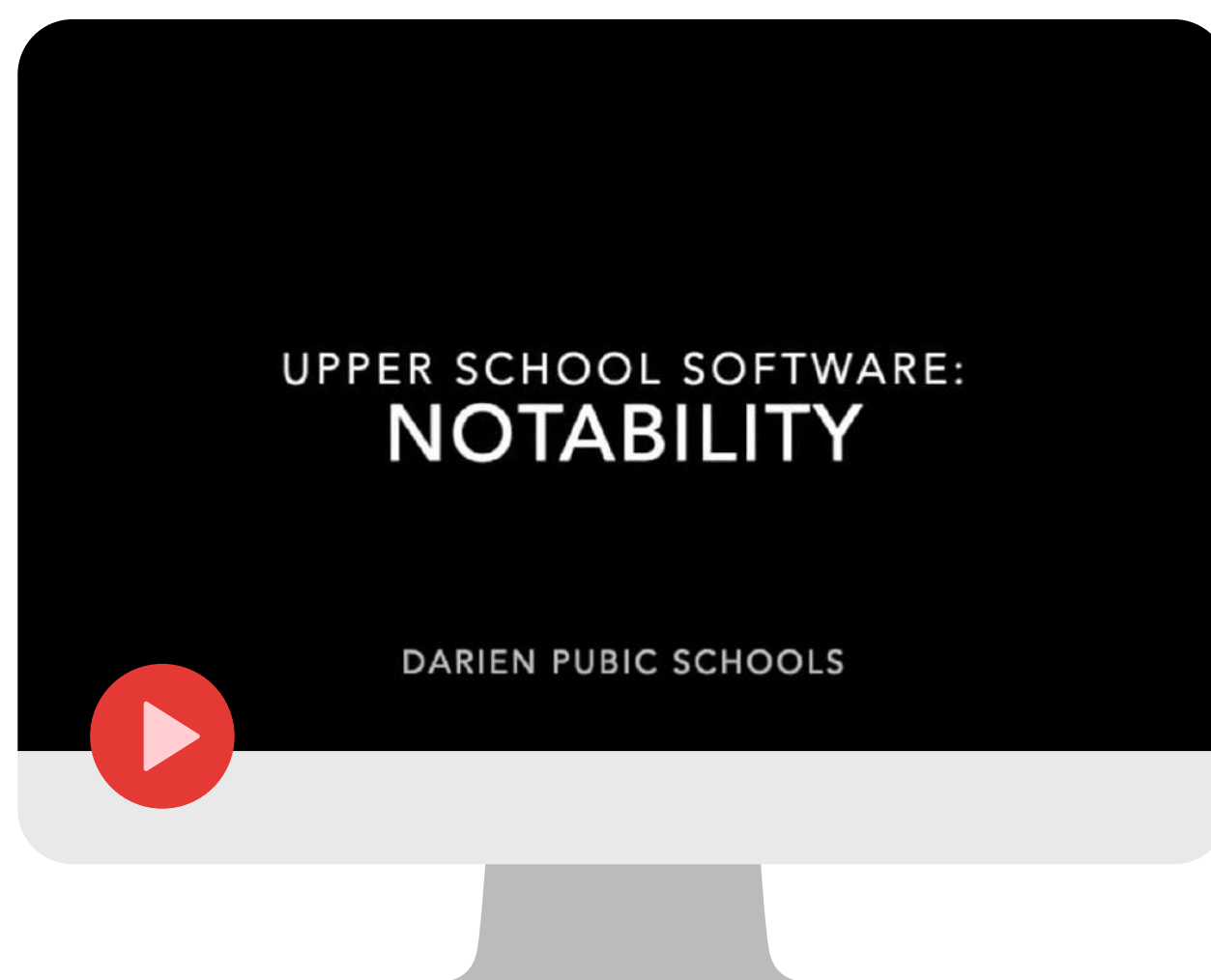
Budget Overview

Successful budgeting is a collaborative process guided by the District's Strategic Plan, adherence to ethical school finance practices, and adherence to local, State, and Federal guidelines. Budgets at the District and school levels prioritize student learning while balancing responsible spending and innovative learning experiences. Technology infrastructure falls under RC-15 of the District's annual operating budget.

Standard Classroom Technology Equipment and the Impact of COVID

Prior to the pandemic, technology was well supported across the District. However, increased access and use of technology equipment and platforms became essential to create equitable learning conditions for all students. Pre-pandemic, a cart of Chromebooks was shared between each classroom for a 2:1 distribution ratio at the K-2 levels. Grades 3-8 were each outfitted with a Chromebooks with grades 5-8 having permission to bring devices home. Teachers, K-5 have a desktop computer in their classrooms, access to a teacher Chromebook, and a SmartBoard or a ViewSonic interactive display. Middlesex Middle School teachers are provided laptops, projectors and SmartBoards. Darien High School students are 1:1 with iPads that include a physical keyboard case. Teachers at the high school are provided iPad Pros 12.9", a keyboard case, desktop computer, and a projector integrated with an Apple TV for mobile wireless access. The pandemic taught us all students require 1:1 access with the flexibility to take devices home when necessary. Additionally, aging out desktop computers no longer support teacher needs as they once did. A laptop for each teacher will provide support and mobility superior to a desktop computer.

District deployment of devices is geared to meet students' needs where they are. Therefore, PreK-2 students' needs are met with a right-size device that is touch capacitive with capacity to add a keyboard if needed. When students begin grade 3, developed fine motor skills allow them to navigate a keyboard and devices change at that time to meet their developmental needs. As students approach grade 9, they are capable of using a device that allows for more creativity, ease of use of digital publications, annotation tools, and a long battery life. The District's current configuration is represented below. Annual reflection and evaluation help determine the needs to ensure we are providing the best tools in technology for the learning community.



Current Device Distribution and Refresh Cycles

Elementary

	<u>DEVICE</u>	<u>PURPOSE</u>	<u>REPLACEMENT CYCLE</u>	<u>QUANTITY</u>
K - 2 Students	Chrome tablets	Developmentally appropriate, touch capacitive, ease of use.	2021-2022 Refresh: Every 5 years	1,050
PK - 2 Teachers	Chromebooks	Work device (Windows based device) and Teaching device (Chromebook)	Refresh: Every 5 years	60
PK - 1 Classroom	Viewsonics	Replacement of aging Smart Boards	Gr.1 2021-22 PK - K 2022-22 Refresh: 10 - 12 years	50
3 - 5 Students	Chromebooks	From 3rd grade up, students usually have the physical capability of using a keyboard. Chromebook is simple and capable of handling most student usage needs	Currently in place Refresh: Every 5 years	1,125
3 - 5 Teachers	Chromebooks Laptops	Teacher work device	Currently in place Refresh: Every 5 years	60
2 - 5 Classroom	Viewsonic	Computer embedded projection device	Refresh: Every 5 years	80



Middle School

	<u>DEVICE</u>	<u>PURPOSE</u>	<u>REPLACEMENT CYCLE</u>	<u>QUANTITY</u>
6 - 8 Students	Chromebooks	From 3rd grade up, students usually have the physical capability of using a keyboard. Chromebook is simple and capable of handling most student usage needs	Currently in place Refresh: Every 5 years	1,125
6 - 8 Faculty	Laptops	Teaching device with SmartBoard (laptop needed as more sophisticated tech requirements with this age group)	Refresh: Every 5 years	100

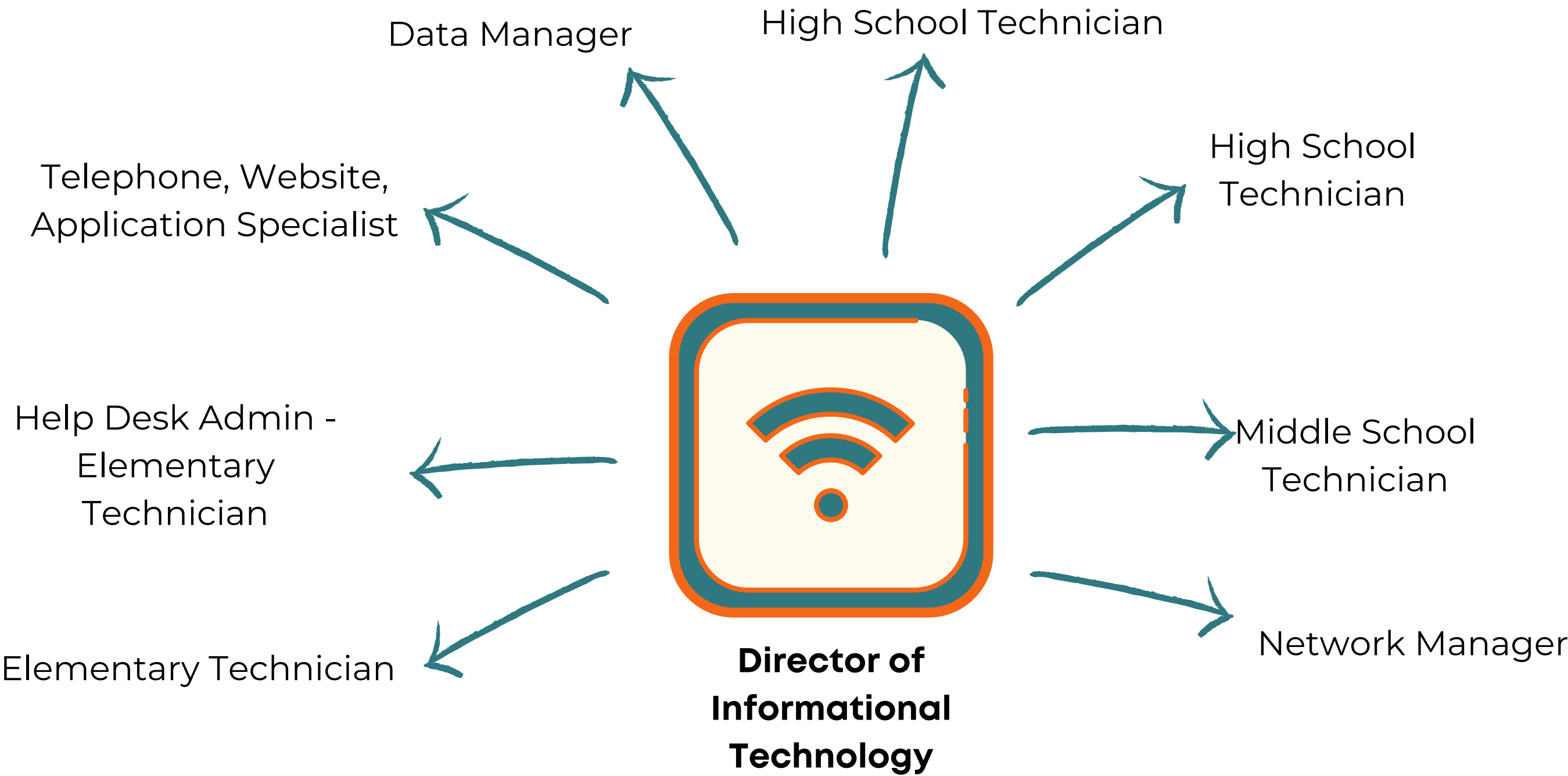
High School

	<u>DEVICE</u>	<u>PURPOSE</u>	<u>PROGRAM INITIATION & REFRESH CYCLE</u>	<u>QUANTITY</u>
9 - 12 Students	iPads & Logitech Crayons	Student Device	Currently in place Refresh: Every 4 years	1,350
9 - 12 Teachers	iPad Pros, Apple Pencils & MacAirs	Teaching device (iPad) & Work device (Mac Air - (laptop needed as more sophisticated tech requirements with this age group) w/ Apple TV & projector	Currently in place iPad Pro Plan: 2021-23 Mac Air adds Refresh: Every 5 years	150
9 - 12 Classroom	Apple TV & Projector	Teachers & students can easily cast their screens via the Apple TV	Refresh: Every 6 - 8 years	105

Information Technology Department

The Information Technology Department manages support and development of the District infrastructure. Technical assistance is requested through the Jitbit helpdesk system, which handles online support tickets from all users, including students, staff, and parents. The IT Department is committed to responding to help desk tickets within 4 hours, and resolving issues within 48 hours.

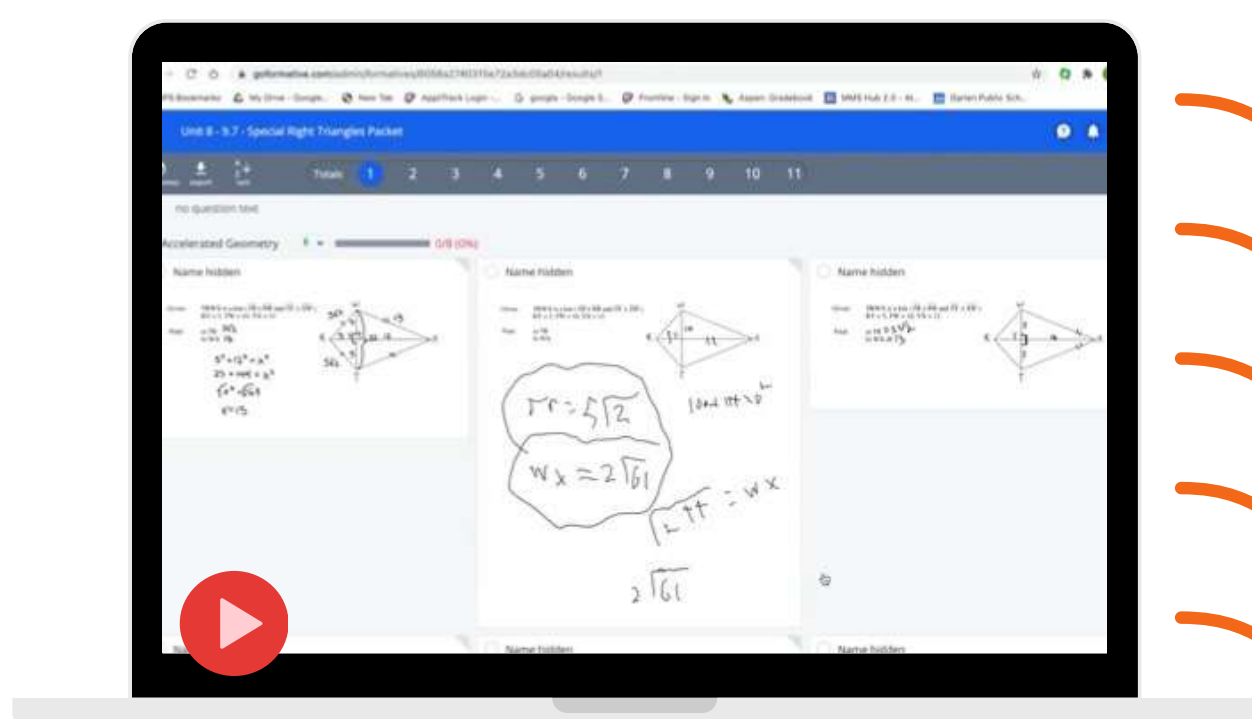
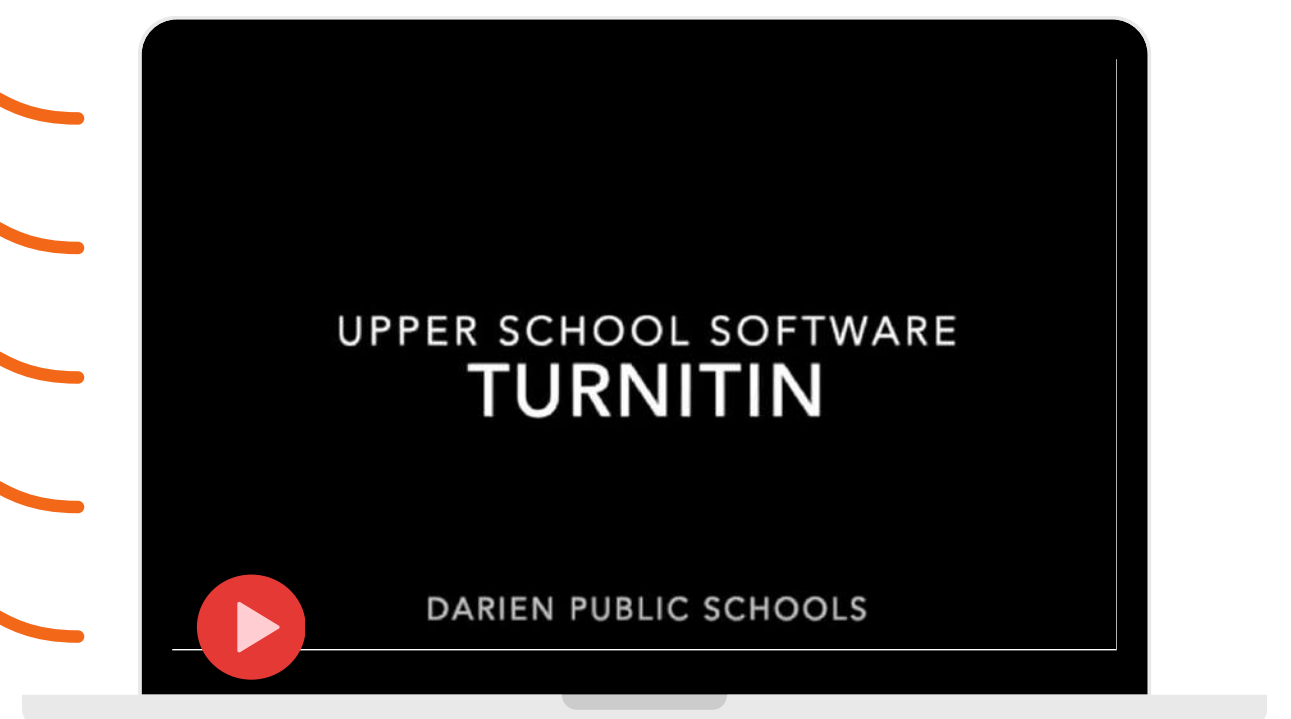
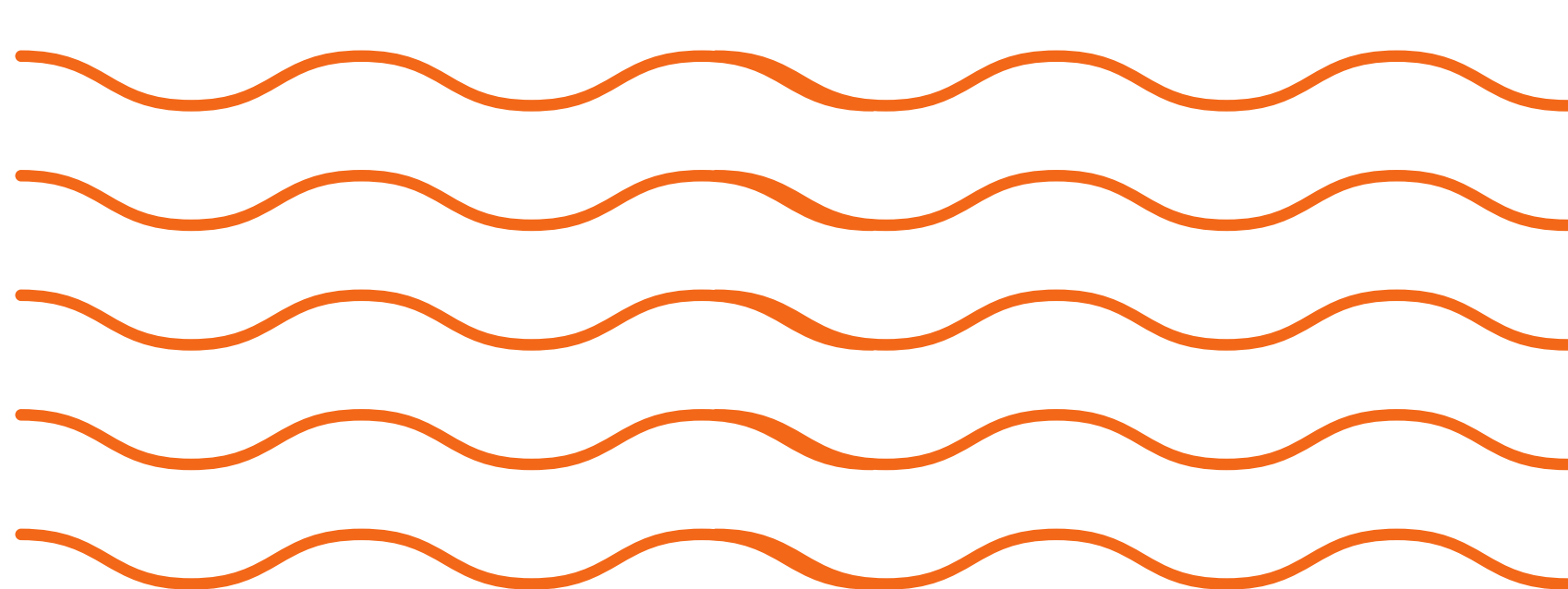
Darien Information Technology Department Organization Chart



"DARIEN CONTINUES TO FLOURISH TECHNOLOGICALLY YEAR IN AND YEAR OUT DUE TO THE FINANCIAL SUPPORT OF THE BOARD OF EDUCATION, ADMINISTRATION, AND THE COMMUNITY."
- Jeff Adams

TECH IN ACTION

What impact does the right instructional software have on teaching and learning?



BUDGET AND RESOURCES



Operationalizing the District Strategic Plan by developing responsible and responsive practices that support the instructional and informational technology needs for teaching and learning.

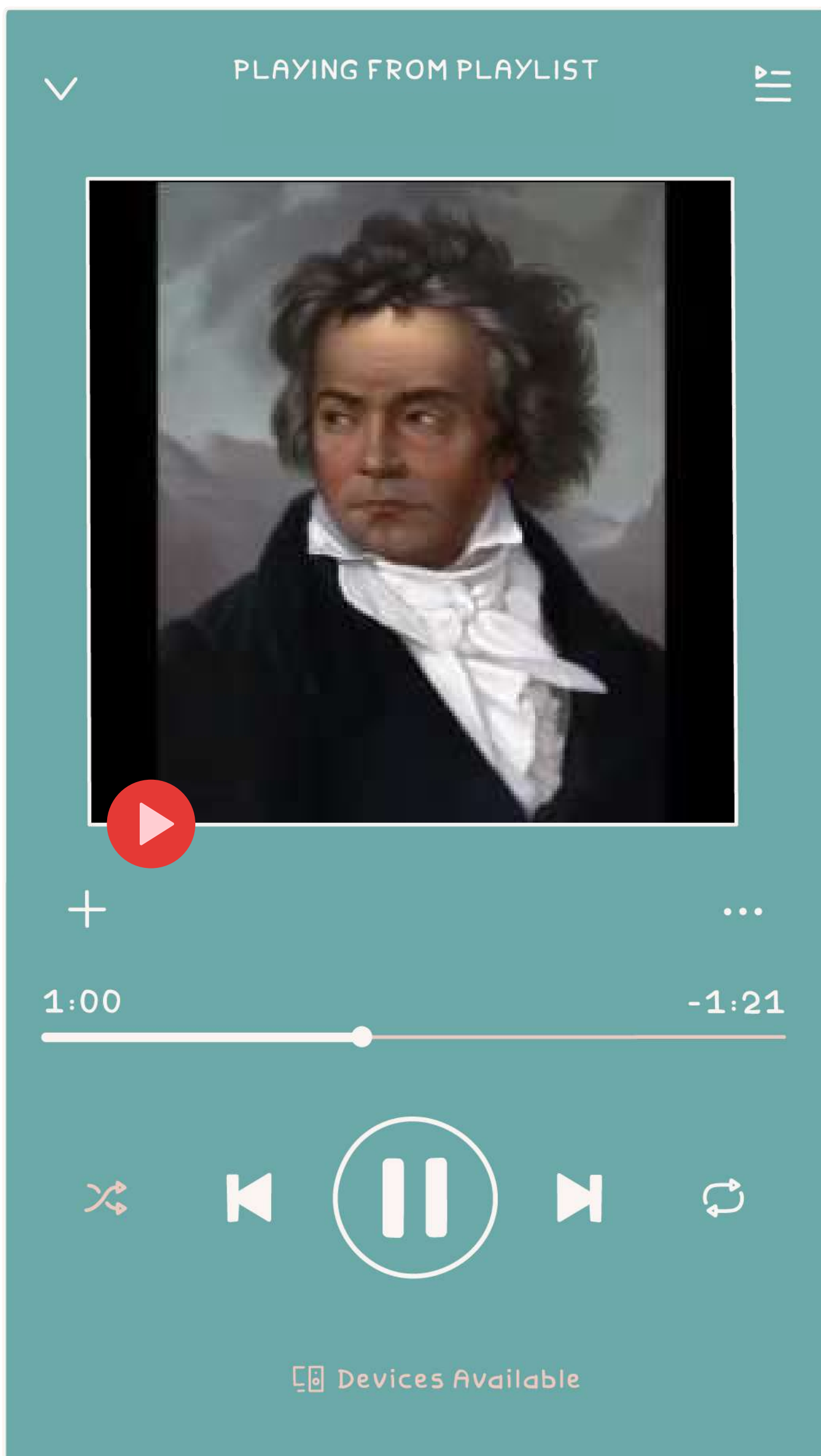
Focus: Ensure budget is student-centered and connected to District plans.

STRATEGY	RESPONSIBLE	MEASURE	YEAR
Ensure expenditures are student-centered and aligned to District plans and goals	Director of Instructional Technology Director of Information Technology	Operating Budget	2022
Establish and update replacement cycles for budgetary predictability and planning	Director of Information Technology	Operating Budget Inventory Review	2022
Catalog available apps and tools to enhance utilization of available technology resources	Director of Instructional Technology Director of Information Technology	Web Site Review and Updates	2022
Develop processes to vet educational and operational applications on a continual basis	Director of Instructional Technology Director of Information Technology	Articulated Implementation and Review Process	2022

STRATEGY	RESPONSIBLE	MEASURE	YEAR
Allocate resources for research and development in technology	Director of Information Technology Director of Finance & Operations	Operating Budget	2023
Develop consistent funding streams	Director of Instructional Technology	Operating Budget External Funding Sources	2024
Collaborate with a cross-functional team to ensure District interests are represented in the budget process	District Technology Council	Budget Review	2024



Spotlight on Student Work!



Learning about Beethoven using Jamboard

Music and Technology

Advances in music technology contribute to new ways of creating, performing and responding to music. Whether utilizing digital resources to compose or annotate music, or experimenting with recording and mixing sound, students not only recreate notated music, but manipulate and create new sounds using a variety of technologies.

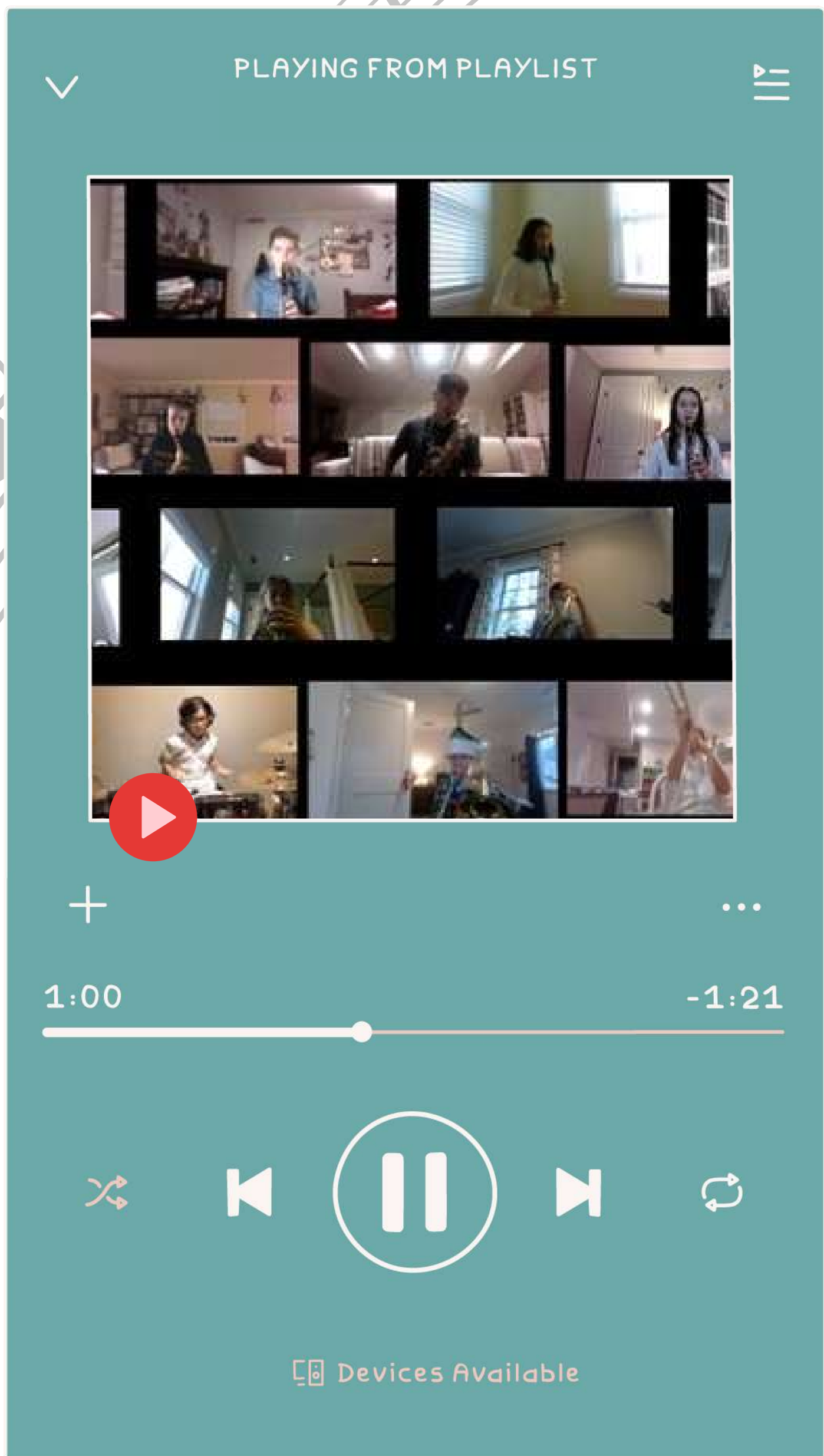
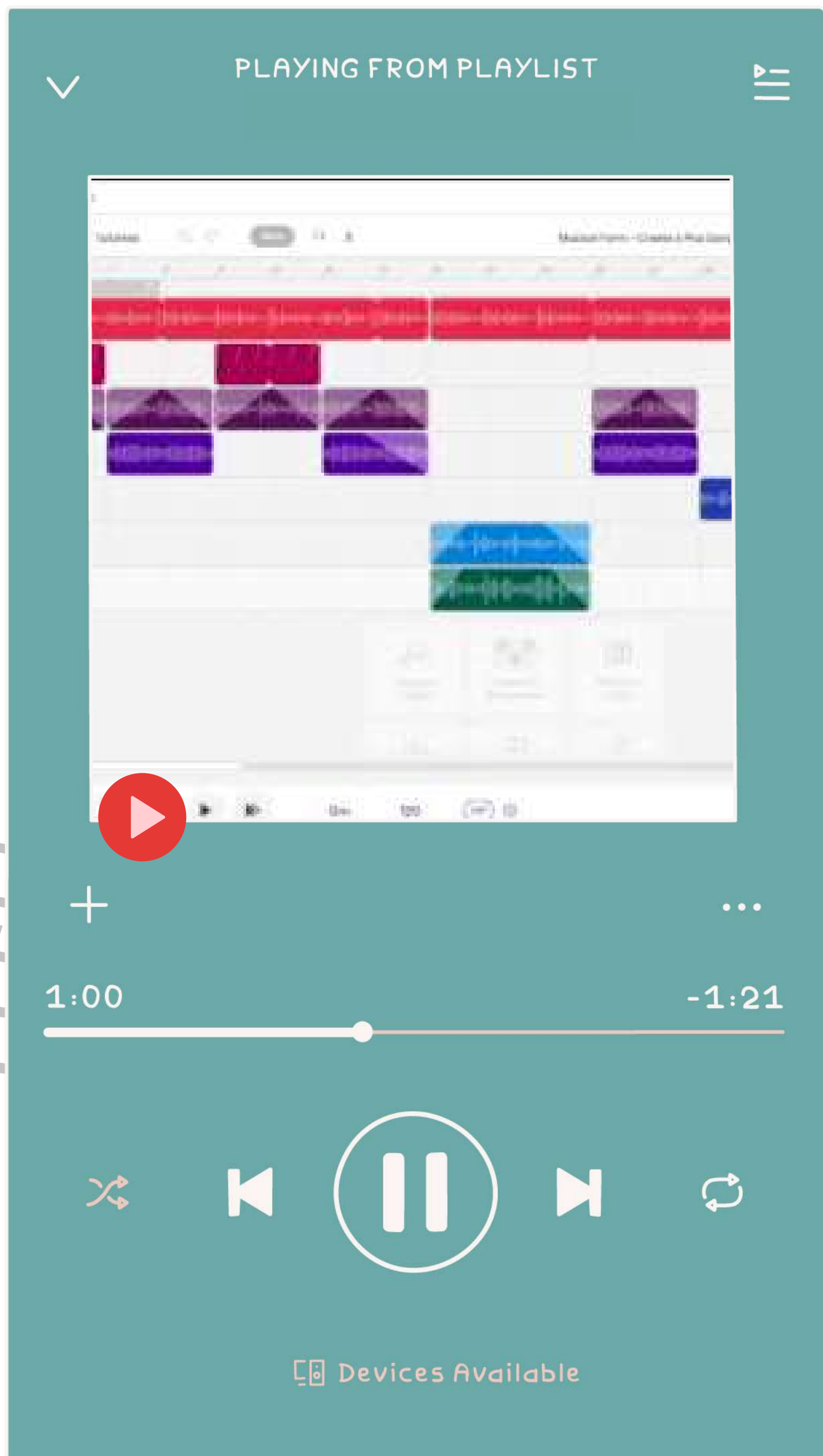
With access to a variety of music technology tools and platforms, students are able to take risks with their own learning and guide them along a path that refines and develops musicianship. While not all students are performers, utilization of music technology embraces other areas of musical talent.

Music has a long history of bringing people together. Technology played an essential role during the pandemic period in doing that. Through virtual performances and rehearsals, students regularly experienced making music together even when circumstances required everyone to be apart. As music technology continues to evolve, the music department across the District will rise to the challenge of making music in new ways.





Spotlight on Student Work!



Original Pop Sample using
Soundtrap - Joel Knecht

MMS Band performing
"We Are On a Mission to Rock"

SPEAKING DATA
connection

COMMUNICATION

CONNECT message
information BUSINESS

SOCIAL MEDIA CONCEPTUAL

UNDERSTANDING feedback

EMAIL TALK CONCEPT SUPPORT

COMMUNICATE languages

data exchange partner



COMMUNITY PARTNERSHIPS

The collaborative nature of the District is evident through the many partnerships within our community. Whether through working with parents, Board of Education members, or other groups such as the Darien Foundation, all stakeholders work together to provide innovative programming and learning experiences for students. Partnerships in technology help support operations and serve as thought partners in advancing technology efforts. Support from community partners is key to advancing our framework goals. Recently, through generous funding from the Darien Foundation, we received a two year grant to establish a K-12 Robotics program. Support of this nature exemplifies forward thinking and a student-centered approach to providing new learning opportunities to the community.

Understanding the importance of community partnerships is part of our students' future ready skills as well. Developing competencies in global and cultural awareness, in the ability to communicate across networks, and in creating and connecting to local and global communities helps prepare our students to thrive in an increasingly connected world.

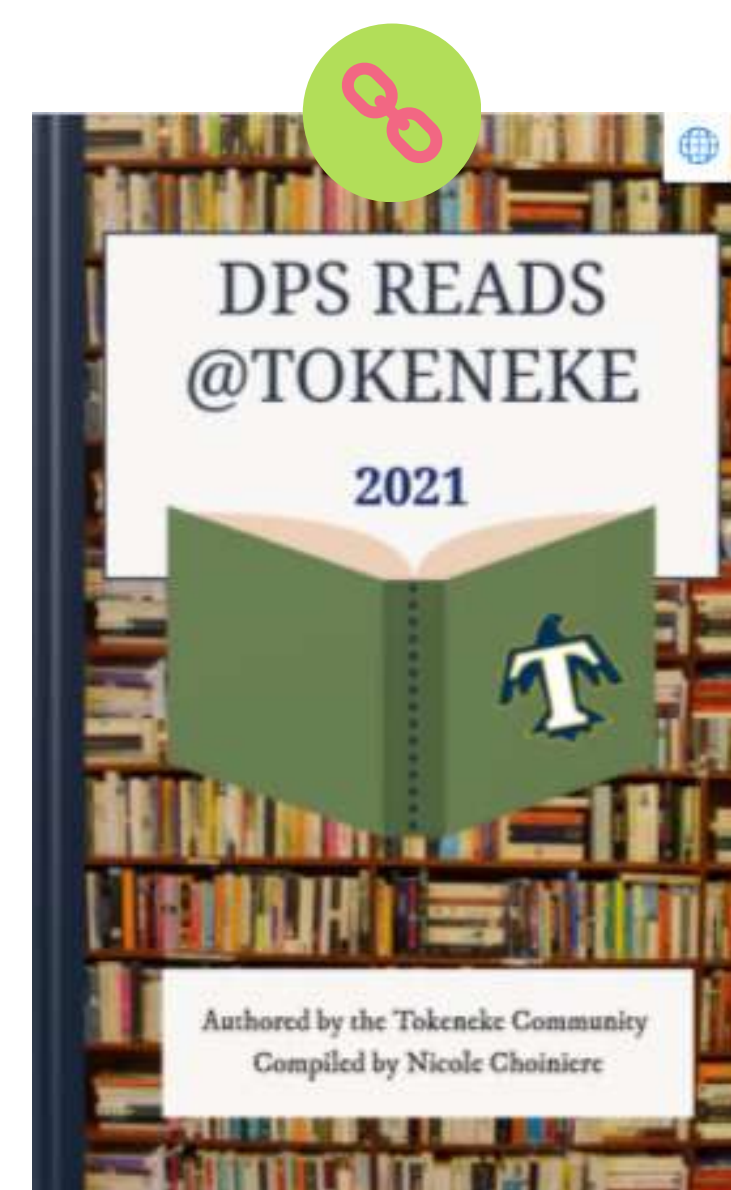
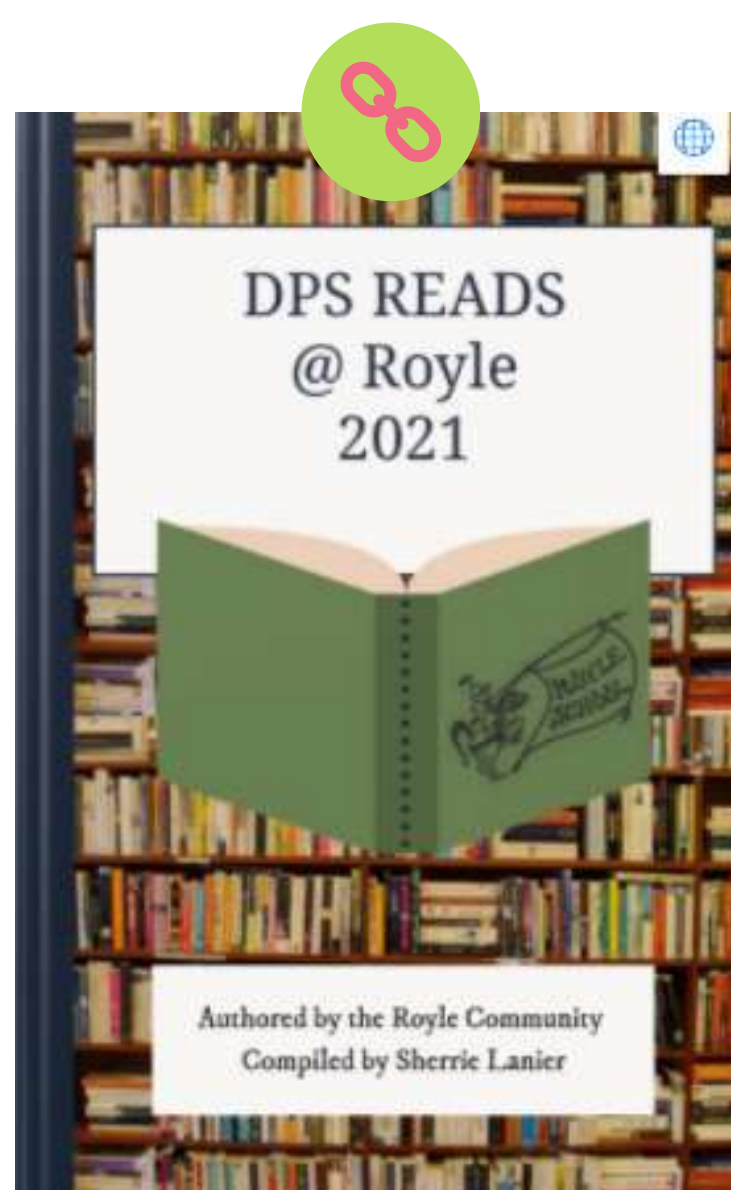
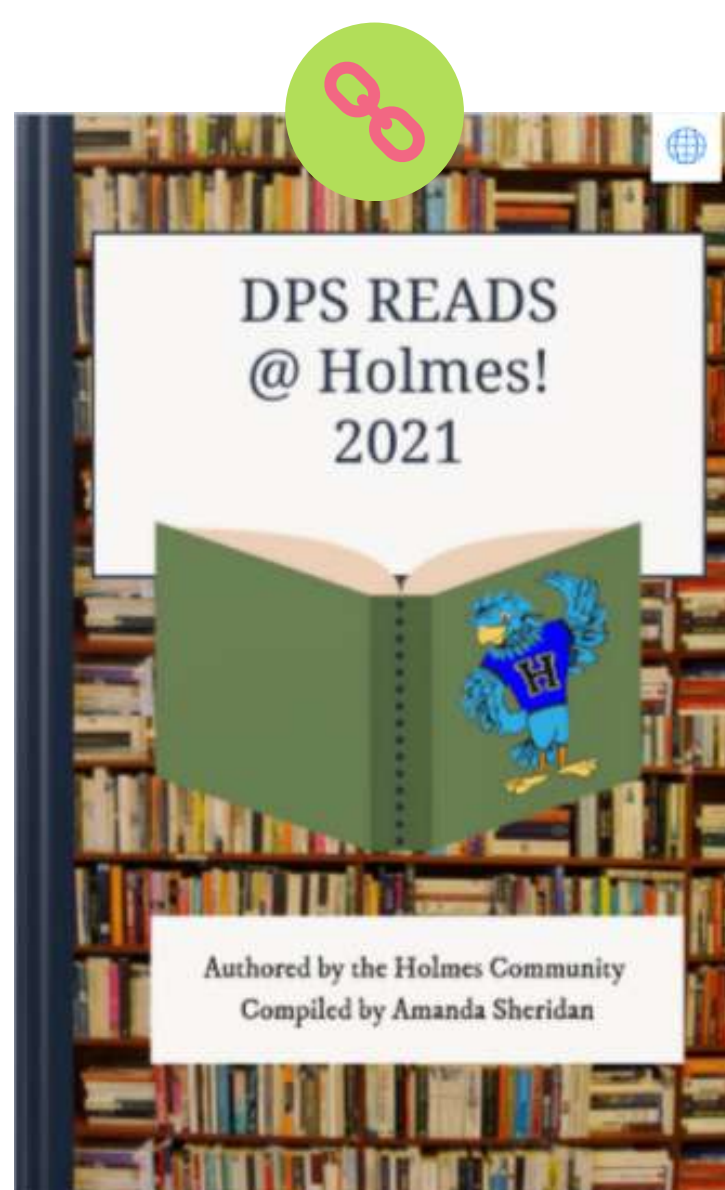
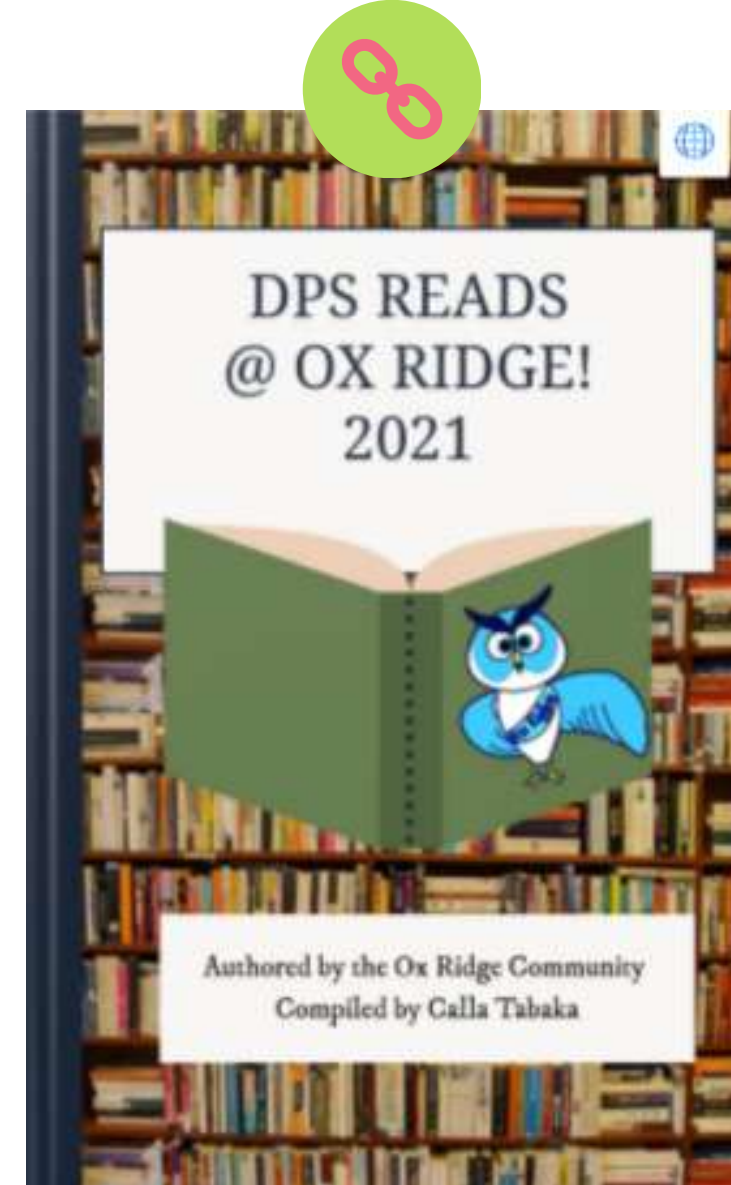
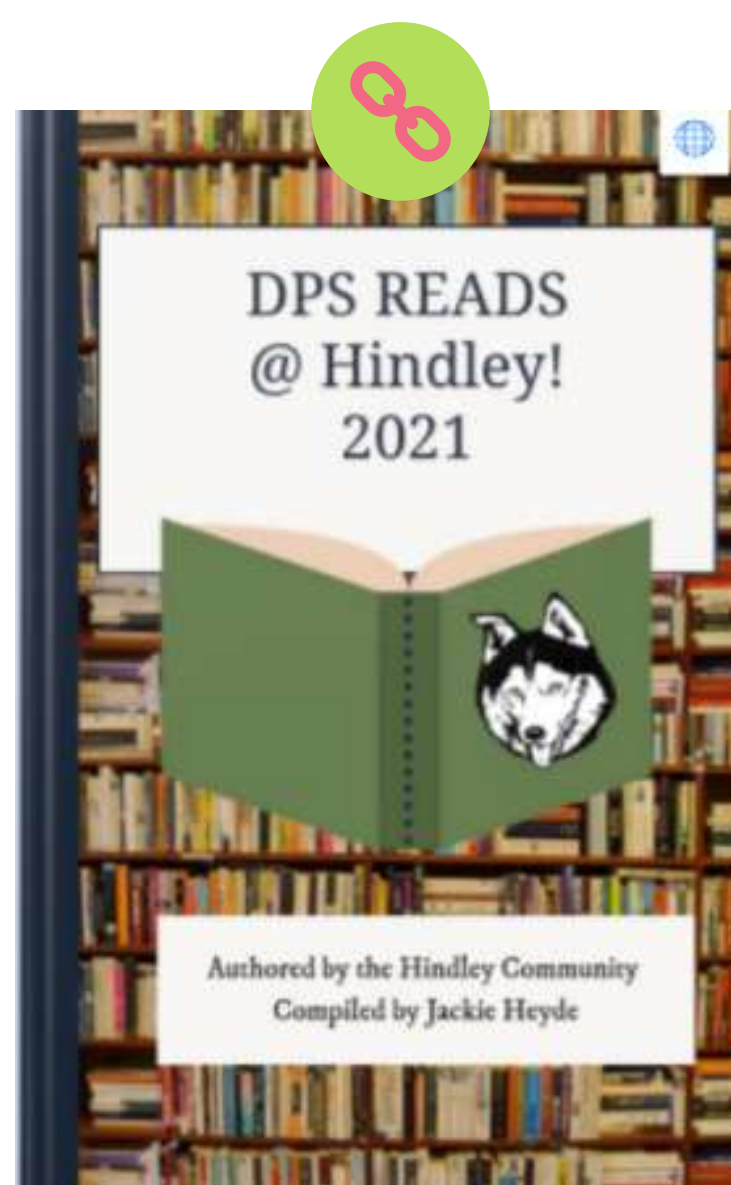
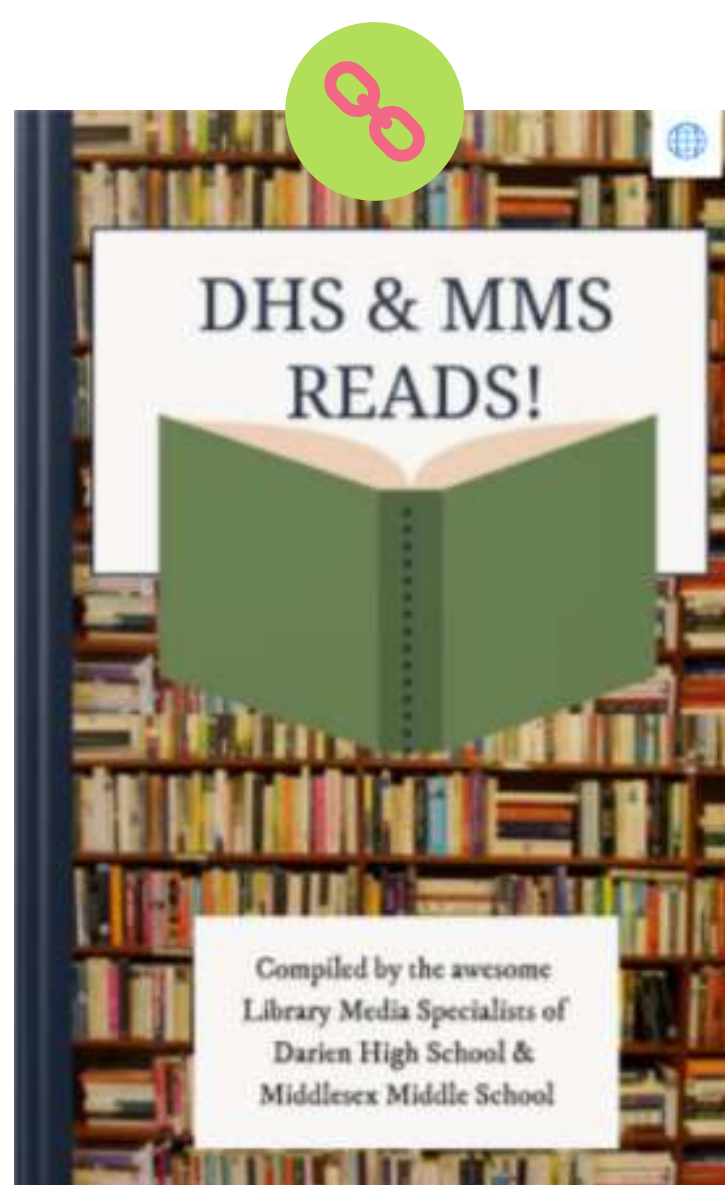


"As technology changes the way we communicate, connect, create, consume and innvote, it is democratizing access to opportunity. Education is no exception."

-Laura Andreessen

Community Reading Project

Using Book Creator App



COMMUNITY PARTNERSHIPS



Developing a cohesive and strategic communication plan to engage community stakeholders and build strategic partnerships with local businesses.

Focus: Developing effective communication systems, consistent branding and creating strong partnerships to promote community engagement around our schools.

STRATEGY	RESPONSIBLE	MEASURE	YEAR
Offer parent information sessions related to technology equipment and applications	Director of Instructional Technology Principals Library Media Specialists	Parent Interest Inventory Attendance / Views Survey Feedback	2022
Increase social media use and website to support communication	Director of Instructional Technology Principals Department Chairs	Website Updates Stakeholder Feedback Social Media Presence	2022
Promote District branding across platforms to create uniform message	All administrators Central Services Staff	Develop a media package that includes logos, templates and stands for District communications.	2022
Develop digital citizenship collaboration opportunities between home and school	Director of Instructional Technology Principals Library Media Specialists	Digital Citizenship Curriculum Parent Feedback Articulated Pathways	2023
Explore opportunities for external partnerships with the community	Director of Instructional Technology Principals Coordinator of Tech Ed 6 - 12	New Programs / Partnerships Community Engagement Internship Opportunities	2023



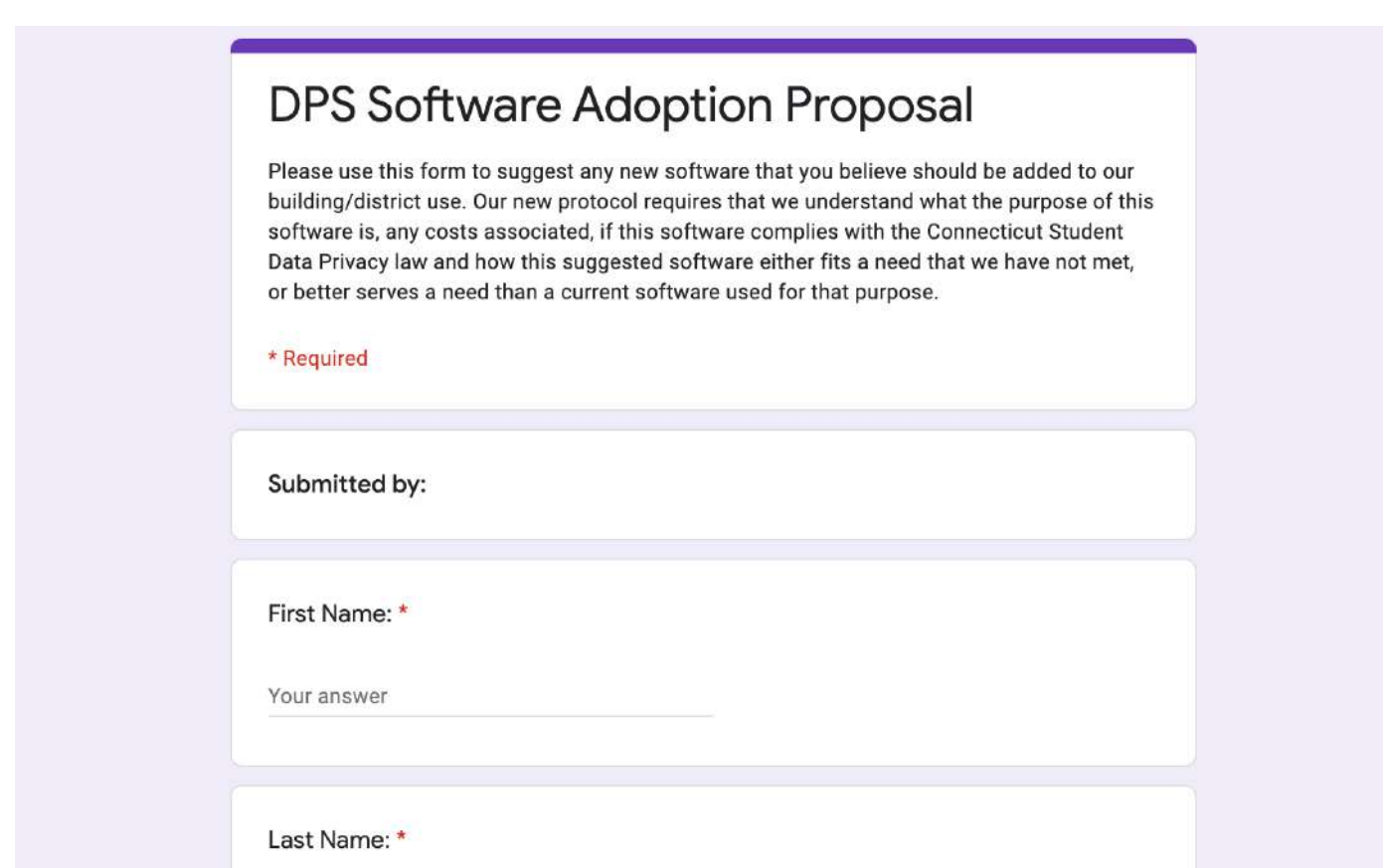
DATA AND PRIVACY

Data and privacy are foundational elements of digital learning. Data is the cornerstone of diagnostic, formative and summative assessments and essential guides to improving learning. Data driven decision making requires a sound investment in creating data dashboards, analytics, and warehouses to ensure that data are readily available, accurate and practical for effective decision making. Equally important is the development of proper and secure policies, guided by State and federal laws, on practices and procedures to protect stakeholders. Professional learning continually provides the development of “data literate” education professionals, who use data ethically and legally to collect, analyze, report and inform instruction.

Connecticut Data Privacy Law

Connecticut’s student data privacy law (Connecticut General Statutes §§ 10-234aa through 10-234dd) requires that school districts enter into contracts with providers of educational technology whenever such providers capture or have access to personal student information, records, or data. The Darien Terms of Service Agreement is an addendum to this resource. Any software requested by a DPS employee must be vetted, approved and comply with this law.

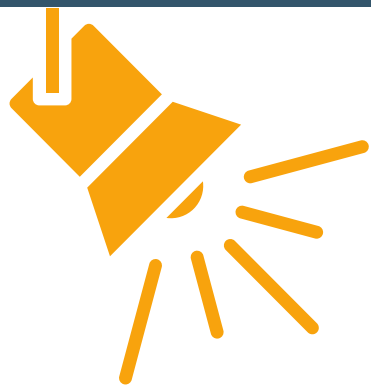
Any software adoption needs to be approved by first completing this [form](#) and obtaining a signed [DPS Student Privacy Data Rider](#):

A screenshot of a web form titled "DPS Software Adoption Proposal". The form is set against a light purple background. It contains a text box with instructions: "Please use this form to suggest any new software that you believe should be added to our building/district use. Our new protocol requires that we understand what the purpose of this software is, any costs associated, if this software complies with the Connecticut Student Data Privacy law and how this suggested software either fits a need that we have not met, or better serves a need than a current software used for that purpose." Below this is a red asterisk and the word "Required". The form then has three input fields: "Submitted by:", "First Name: *" (with a red asterisk), and "Last Name: *" (with a red asterisk). The "First Name" field has a placeholder text "Your answer".

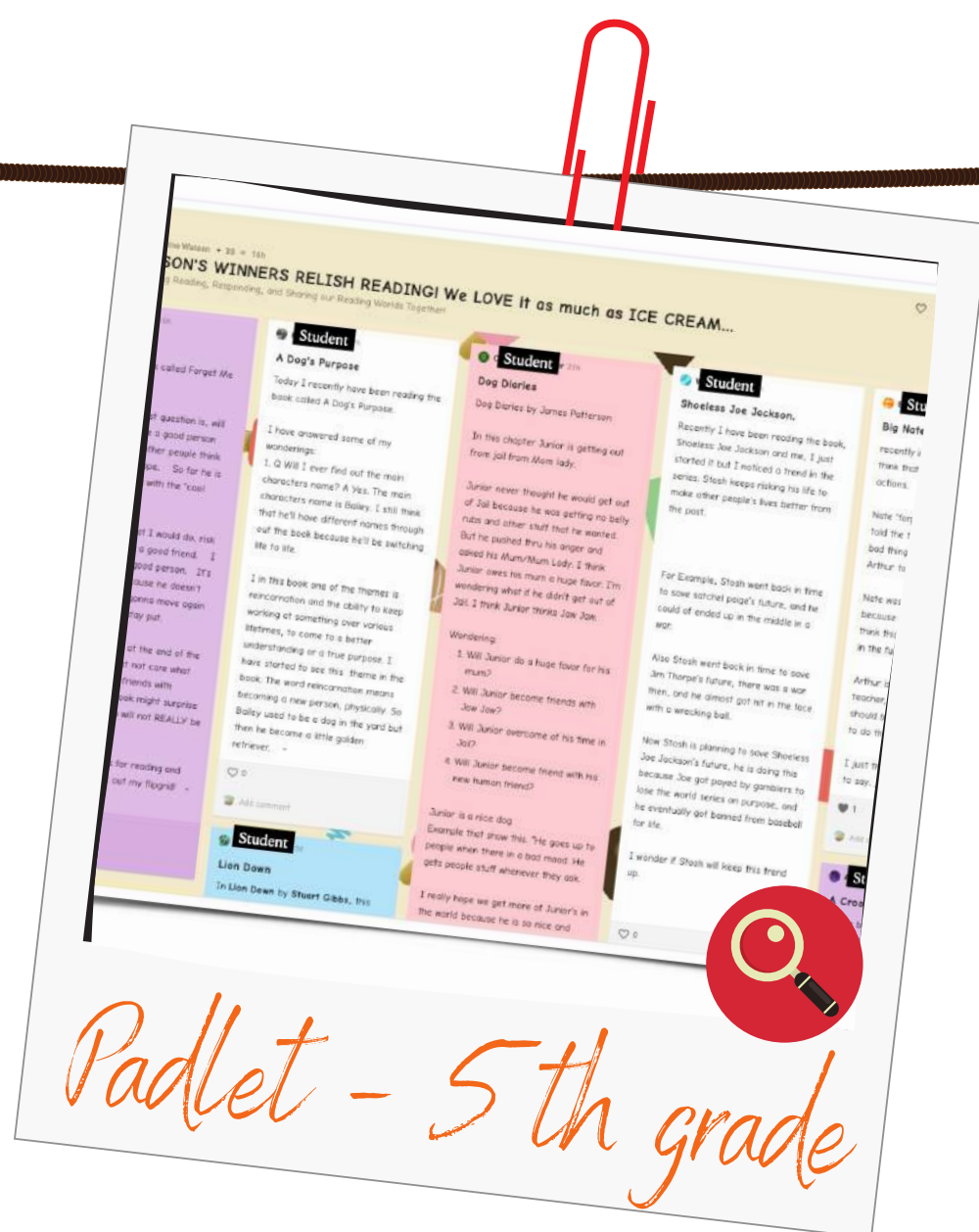
Software Adoption Form, 2021

RTI Studio

Our data warehouse, RTI Studio, provides teachers and administrators with readily accessible data in a number of areas. Within RTI Studio, a variety of analytical tools help inform adjustments needed on an individual, cohort or grade level instruction to improve learning.



Spotlight on Student Work!



We have *invested* in web applications and apps that both *protect student data* and *privacy* in accordance with Connecticut State law and allow us to provide multiple pathways for students to *demonstrate their learning* - even at the youngest age!





Spotlight on Student Work!

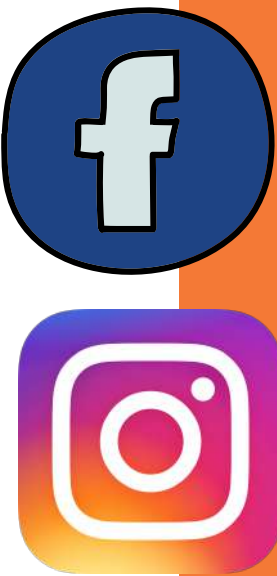


CT PA 16-189 Student Data Privacy



Connecticut Act 16-189 became effective October 1, 2016. The Act aims to strengthen the Family Educational Rights and Privacy Act (FERPA) and the associated protections for parents and students.

Act 16-189 protects the data and privacy of CT students from the proliferation of cloud based services/applications/programs/websites requiring use of student data.



All contracts must comply with PA 16-189 if student data is collected for any reason, including logins. In addition, parents may grant permission for specific sites when requested. If permission is not granted alternate assignments must be given by the teacher.

The District must notify parents and students when a contract is signed, modified, and/or breached. Notification includes posting all contracts as well as sending individual notifications.



DATA AND PRIVACY



Utilizing district policies to support ethical security practices that guide District decision making, adherence to State and federal regulations, and data-informed decision making in a transparent manner.

Focus One: Develop data privacy protocols for all student data.

STRATEGY	RESPONSIBLE	MEASURE	YEAR
Streamline processes for software application additions	Director of Instructional Technology Principals Library Media Specialists	Articulated Process Application Use Data Review	2022
Comply with local, State, and Federal privacy data use and privacy policies	Director of Instructional Technology	Updated Policies & Practices Website Access to Information	2023
Provide training to stakeholders who share responsibility of compliance with applicable laws and cybersecurity	Director of Information Technology Director of Instructional Technology	Completed Compliance Trainings	2023



ROBUST INFRASTRUCTURE

The District offers a robust infrastructure, the essential foundation to supporting teaching and learning. Regular evaluation of all aspects of the District's infrastructure, based on best practices articulated by the Connecticut State Educational Technology Commission and ISTE, guide planning for improvement. Measurements such as the ISTE diagnostic tools provide specific indicators of successful technology infrastructures. This research-back framework of 14 critical elements serves to guide implementation of the ISTE standards and identify critical elements necessary to effectively leverage technology for learning.

Cybersecurity

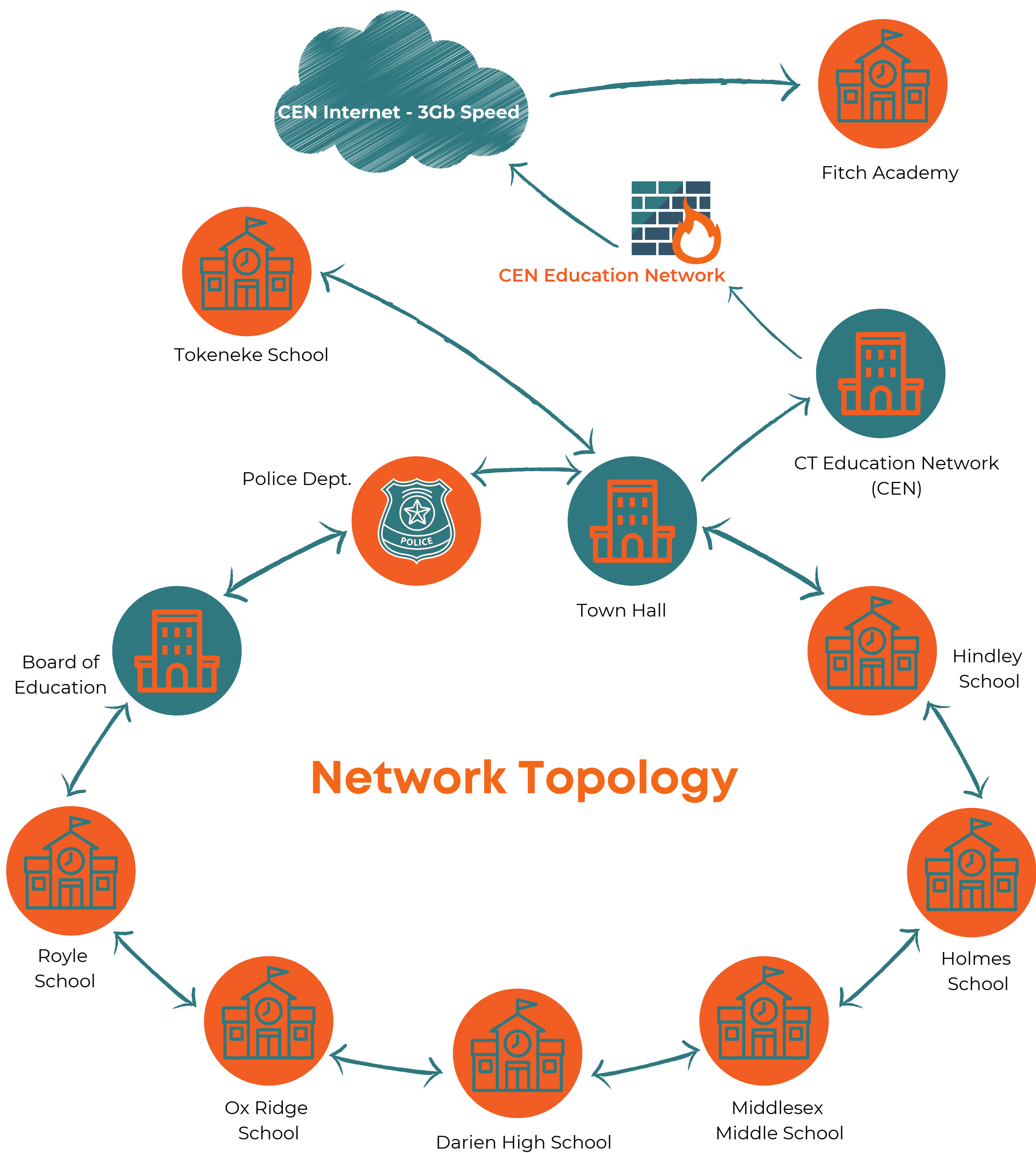
The protection of the District's infrastructure and the data that resides on the network has been a top priority of the IT Department since the inception of the digital environment in 1998. All data on the network are backed up multiple times daily to multiple unique locations, ensuring the protection of data. The perimeter of the network is protected by industry leading firewalls that prevent unwanted visitors and hackers accessing District systems. Endpoints such as computers and servers are protected by next generation security software, which prevent malware and viruses from infecting devices. All end user devices are updated with the latest vendor security patches to ensure stability and safety. These industry best practices keep the network and its data safe and secure. As the computing landscape changes, staff continually receive cybersecurity training in various forms, such as videos and e-mails, in order to keep our network and data secure. An addendum for the District's cybersecurity plan is included in this document.

Student Information System - ASPEN

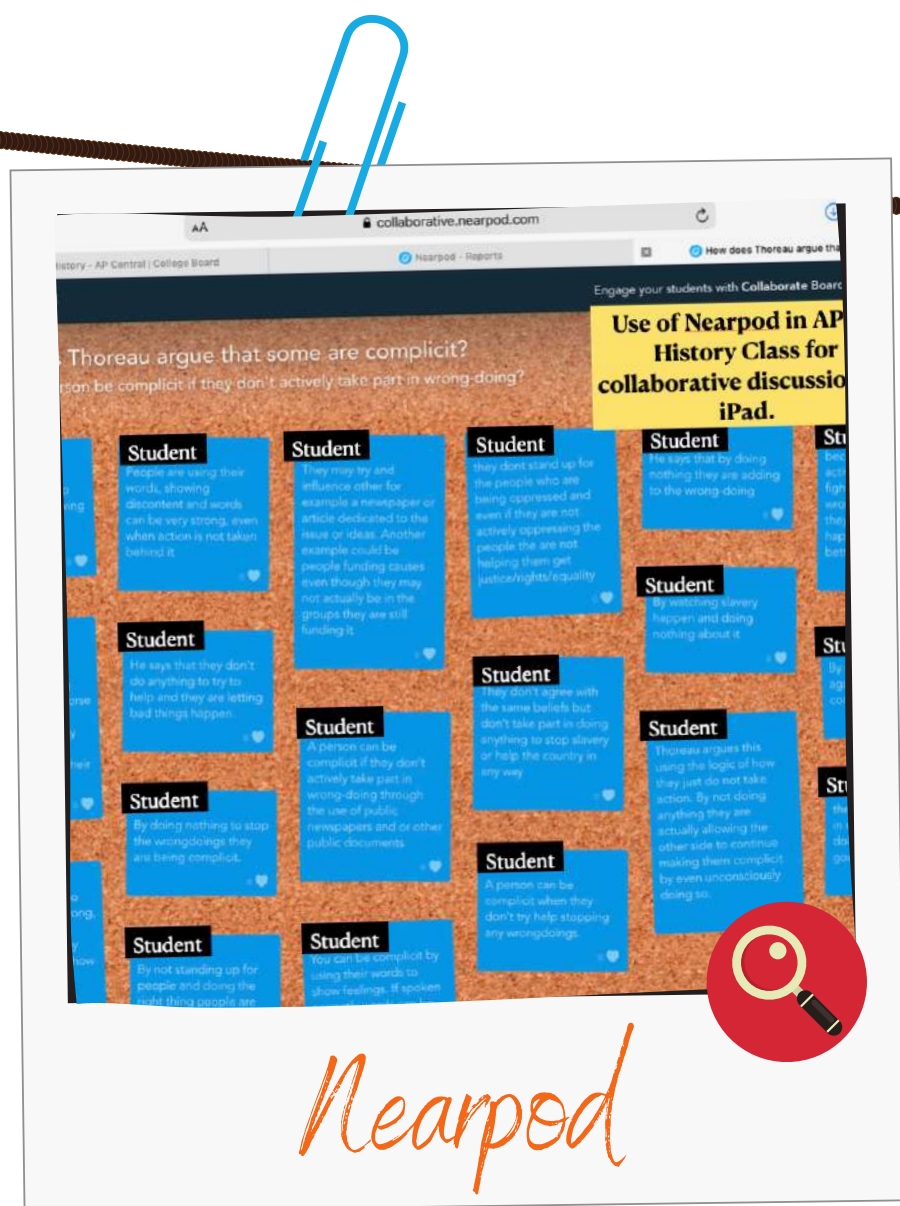
The District utilizes the Aspen Student Information System (SIS) as the centralized platform for hosting and managing student data. Aspen SIS safely and securely stores and tracks all student information, including grades, attendance, registrations, and transcripts. Aspen is available to all staff, parents, and students, and communicates relevant information to a student's education. Aspen also provides student and class information to instructional websites and software, providing a single point of access for most digital instructional tools.

Network

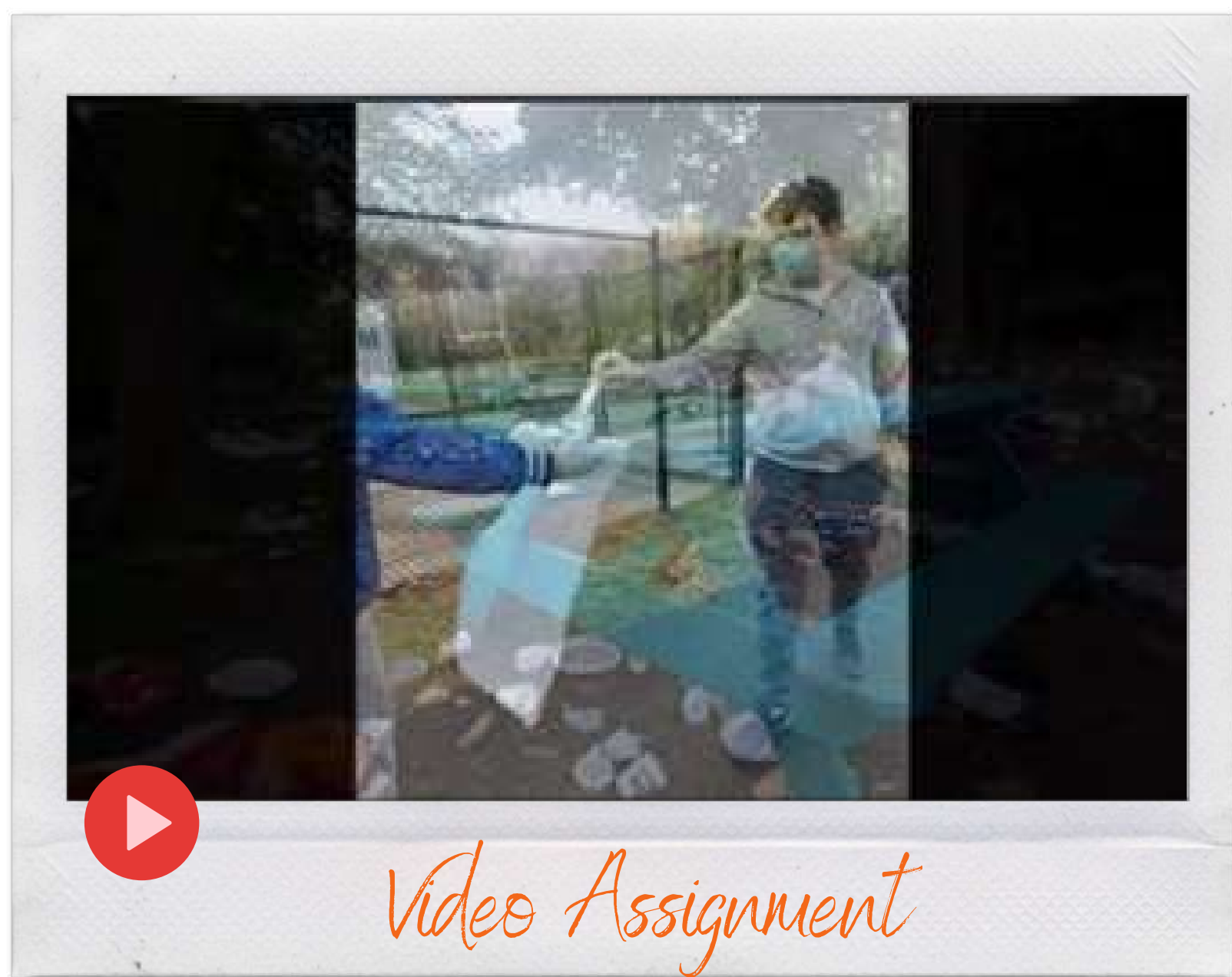
The Darien network is one of the largest redundant fiber networks in the State of Connecticut. All buildings in Darien, including town-based buildings, connect via 10gb fiber ring that provides redundant internet access for all buildings in the District. The internet connection for the District is a 3 gigabit internet pipe through the State’s CEN, or Connecticut Education Network. This gateway is sufficient to support the over 10,000 end users and devices on the network. The wireless system is state of the art with over 300 access points supporting the 802.11ac wireless protocol throughout every building in the District. The web filtering system is CIPA compliant and filters all internet traffic on the school side of the network, including traffic on devices that travel home with the students. The network hardware is upgraded on an ongoing basis. New technologies are constantly being evaluated, with the best ones procured and integrated into our infrastructure.



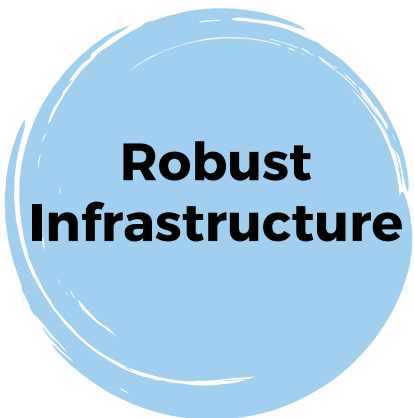
Spotlight on Student Work!



A *robust infrastructure* provides the necessary backbone to allow for creative uses of software and hardware to demonstrate student learning.



ROBUST INFRASTRUCTURE



Establishing and managing a secure, reliable, and dynamic technology system for effective and efficient District operations by establishing and maintaining a solid network infrastructure, formal cycles for equipment review and replacement, responsive and efficient support, consistent network connectivity and a safe network.

Focus: Continually review devices and systems to ensure that the technology meets the instructional needs of all students and the operational needs of all educators and staff within a secure and reliable infrastructure.

STRATEGY	RESPONSIBLE	MEASURE	YEAR
Monitor bandwidth availability and connection speeds from schools and classrooms to the Internet annually	Director of Information Technology	Operational testing results (network activity, user tech support responses)	2023
Ensure network reliability and security with annual review	Director of Information Technology	Operational testing results (network activity, user tech support responses)	2022
Ensure bandwidth and network security meet testing requirements and web applications needs	Director of Information Technology District Testing Coordinator	Compatibility with CT DOE requirements	2022

STRATEGY	RESPONSIBLE	MEASURE	YEAR
Create network redundancies to support reliability of network infrastructure	Director of Information Technology	Network reliability and activity data	2024
Maintain a standard replacement cycle for District technologies underscored by best practices	Director of Information Technology	Adherence to replacement cycle Operating Budget	2022



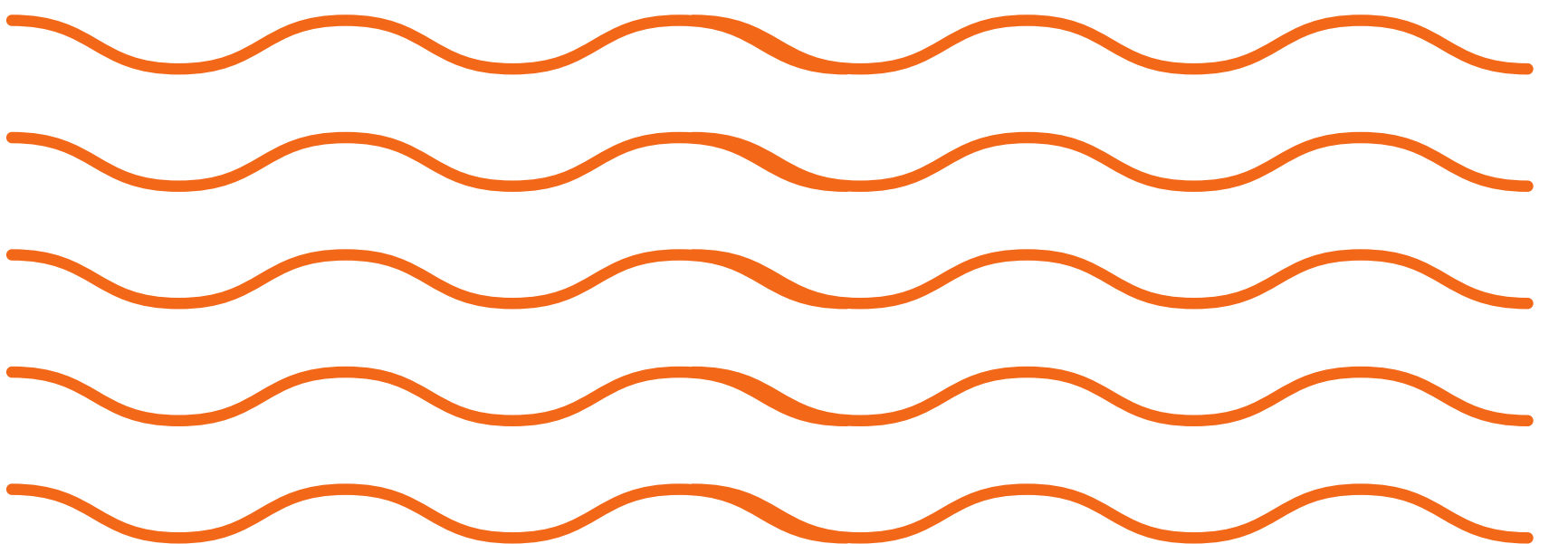
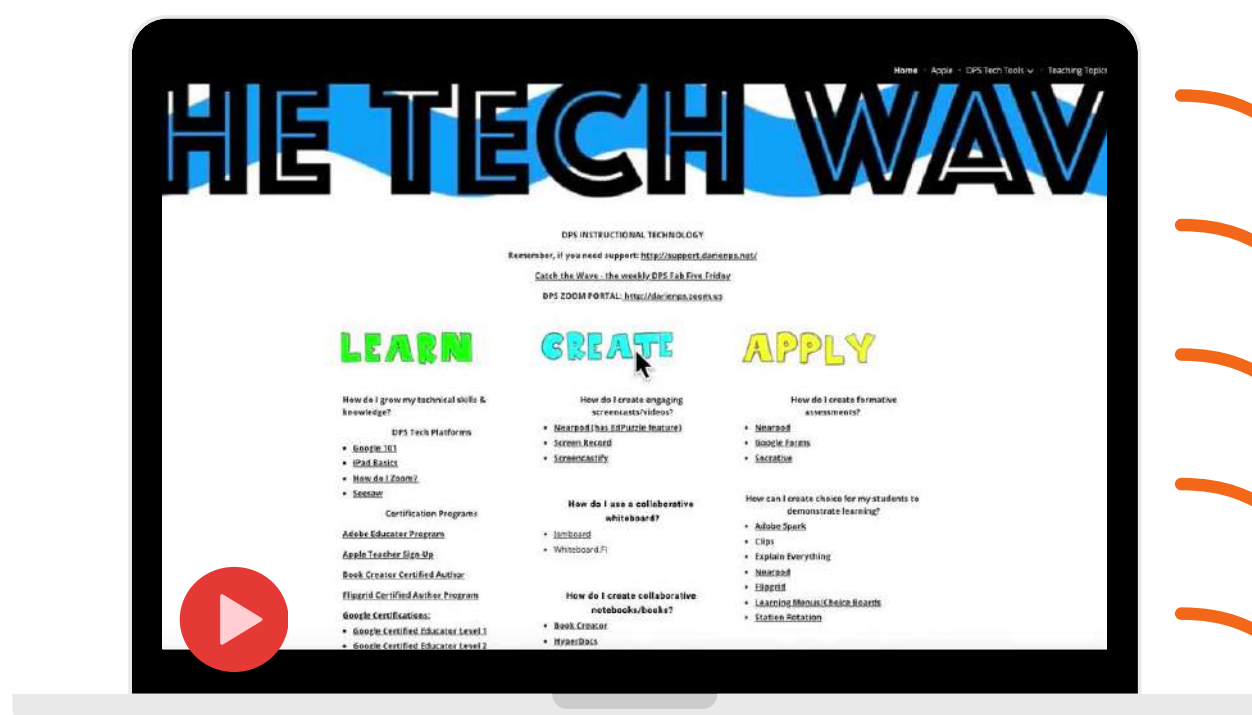
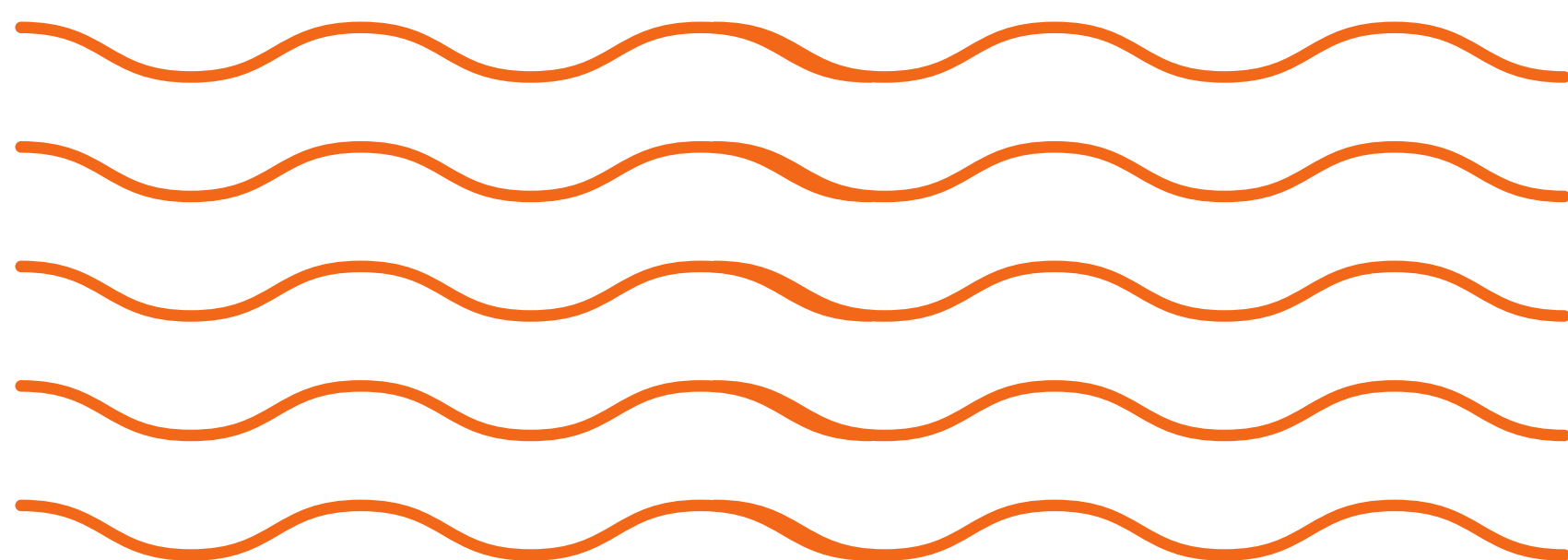
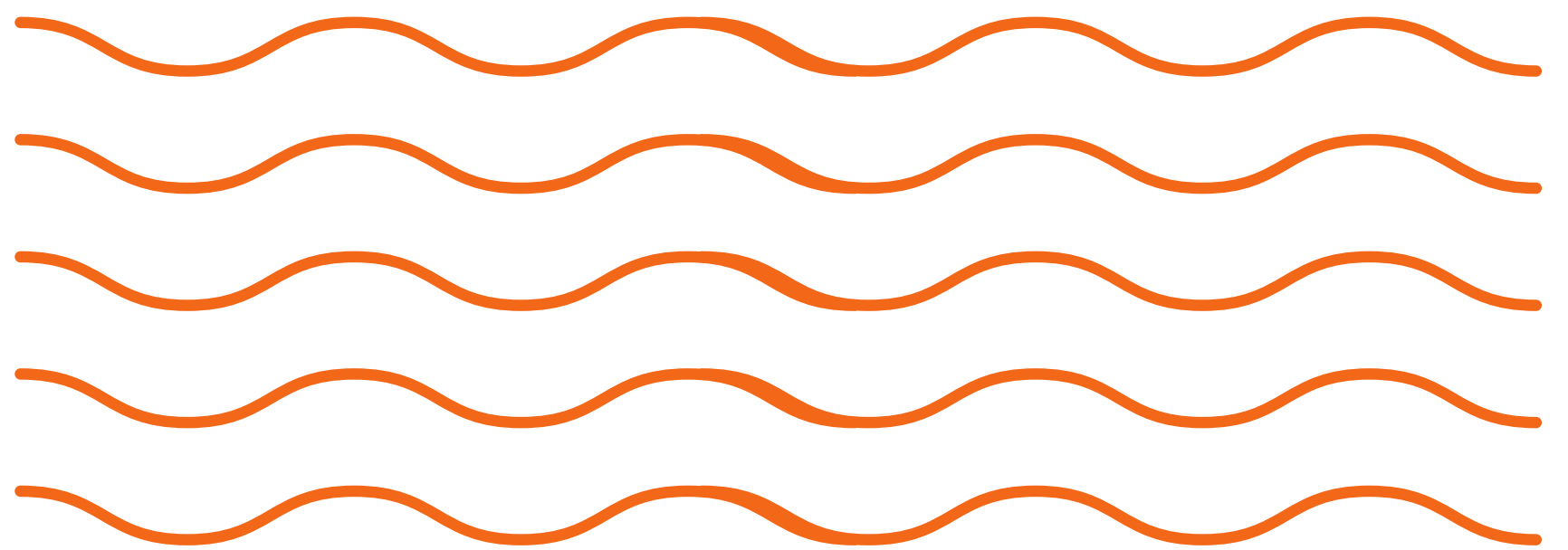
SPACE AND TIME

Teaching and learning during a pandemic guided the District in exploring and adopting tools to ensure the flexibility and agility needed in hybrid, remote, and in person learning environments. While Zoom became an essential platform throughout this flexible environment, the District added an array of instructional tools to support the development of a more tech-skilled community. There are many effective practices that emerged during the pandemic that will be preserved. Many of these practices featured innovative technological advances such as Adobe Spark, GoFormative, Jamboard, Nearpod, Padlet, Seesaw, and WeVideo, all which provide opportunities for students to demonstrate their learning. Moving forward, these tools will continue to provide opportunities for creating additional space and time to our learning environments.

Using space creatively to serve multiple functions will best be realized through the District's Libraries Reimagined Project. The District is transitioning from more traditional school library spaces to library learning commons. This transformation is as much philosophical as it is physical. The Reimagined Library Committee vision is: "The Reimagined Library or Library Learning Commons, serves as the physical and digital destination for an engaged learner, empowered to both independently and collaboratively inquire, create, and reflect under the guidance of a knowledgeable staff and within an inspiration, dynamic and well-resourced space." These spaces will have multiple zones including: instructional, collaboration, creation and exploration, large group presentation, makerspace, print collection and media creation. The importance of developing both virtual and physical spaces as learning environments that spark creativity became more evident this past year as the District experienced school and learning in different ways. Both environments need to be rich, authentic, flexible spaces where students can construct, collaborate and share their learning in multiple ways. Time and space can offer endless opportunities for learners.

TECH IN ACTION

*How can we use space and time to create
future ready environments?*



SPACE AND TIME



Allocating instructional space and time with flexible learning environments, innovative practices, and incorporation of instructional technology to support teaching, learning and effective communication practices.

Focus: Build capacity across the district to enable flexible, anytime, anywhere learning.

STRATEGY	RESPONSIBLE	MEASURE	YEAR
Revitalize District Technology Council to explore tools, learning environments and systems to enhance vision and mission	District Tech Council	Meeting Agendas and Minutes Libraries Reimagined Course Offerings, Curriculum & Programming	2022
Support the Libraries Reimagined project incrementally as space becomes available	Director of Instructional Technology Director of Facilities Library Media Specialists	Programming Opportunities Space Usage Stakeholder Feedback	2024



COLLABORATIVE LEADERSHIP

Collaborative Leadership in the area of technology requires support, planning and intentionality. Because technology touches all areas, bringing the FRF to life requires a collaborative effort of building and District leaders. While the District Technology Council plays a significant role in the oversight of this plan, their work must be diffused to essential leadership teams across the District so the plan is implemented with fidelity.

Reconstituting the District Technology Council will ensure that the necessary subcommittees are represented appropriately to identify and advocate for technology needs across the District.

- Compliance Subcommittee - evaluates and reviews student facing, teacher facing and administrator facing policies regarding technology responsible use policies, social media guidelines and any other related policies.
- Professional Learning Planning Subcommittee - plans and promotes building and District wide technology professional learning and serve as liaisons to PDEC
- Software Approval Subcommittee - vets and approves software pilots and implementation to consistently meet the needs of community
- Reimagined Libraries Liaisons - coordinates with the Reimagined Libraries committee and reports back to the District Tech Council
- District Tech Council - monitors and evaluates implementation of the District plan and suggests changes to reflect current needs of the District



COLLABORATIVE LEADERSHIP

Developing leadership and a shared vision across the District with cross-functional teams that align with the District Strategic Plan and to provide consistent and timely review of technology plan.

Focus: Make transparent technology decisions that include district stakeholders.

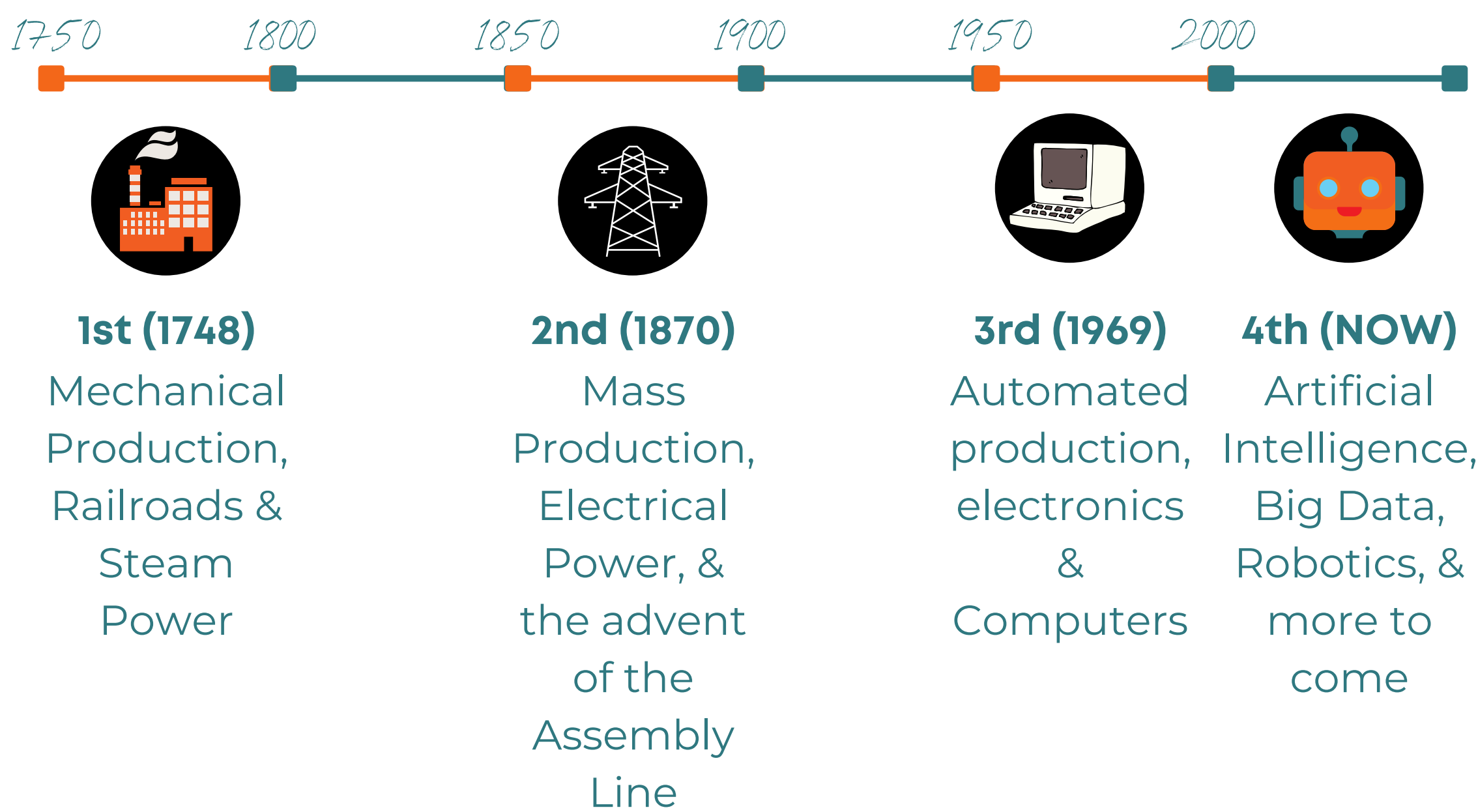
STRATEGY	RESPONSIBLE	MEASURE	YEAR
Ensure all stakeholders are represented on cross-functional teams	Asst. Superintendent for Curriculum & Instruction Director of Instructional Technology	Committee Structures and Membership Meeting Agendas and Minutes	2022
Establish regularly scheduled technology meetings to inform to gather feedback at each building	Director of Instructional Technology Principals Assistant Principals	Meeting Agendas and Minutes Stakeholder Survey Feedback	2022
Create a means for translating technology budget into action for each level	Director of Instructional Technology Director of Information Technology	Professional Development	Annual
Create open timelines for equipment replacements and software updates	Director of Instructional Technology Principals Coordinator of STEM 6 - 12	Adherence to Plan Operating Budget	2022

STRATEGY	RESPONSIBLE	MEASURE	YEAR
Articulate skills between transitions from 5th to 6th and 8th to 9th	Director of Instructional Technology Principals Team leaders	Curriculum Review and Updates	2024
Develop a network within Tech Council to support Tech Plan implementation	District Tech Council	Established Tech Council Processes & Subcommittees	2023
Ensure interoperability and agility of hardware and software platforms	Director of Information Technology	Network, equipment, software performance Operating Budget	Annual

A Look Ahead



A Look Ahead... the 5th Industrial Revolution?



Technology moves rapidly and advances changes in education that are often difficult to anticipate and at times inconceivable. Transformational changes, that often feel revolutionary, happens at a fast pace that young learners are growing accustomed, often with more ease and facility than adult learners. Sensors, the internet, cloud computing, local detection, and artificial Intelligence are just some of the elements of the “Fourth Industrial Revolution.” Given advancements in augmented reality, mixed reality and virtual reality, middle school students could, in five year’s time, walk into Biology classrooms that are converted into the interior of the human heart with one click. Imagine walking around the room and interacting with the circulatory system instead of watching someone else have that experience. These same students may receive notifications on wearable technology when walking past school libraries to remind them that books desired are now available. Certainly these developments will spark questions around infrastructure, budget, professional learning and more. Nonetheless, these technologies will become available sooner than anticipated. The current learning environment taught the world that connecting over video platforms like Zoom is possible. So how will this influence connecting to outside experts, classrooms around the world, and opening new possibilities for home to school connections? Devices are mobile so the need to be housed in four interior walls for learning in traditional schools is a question with exploring. Teachers can now create their own interactive textbooks with video, audio and formative assessments which can be digitally annotated. Implications for future budgets, teaching and learning, and professional learning need to reflect evolution in these areas.

Anticipating the technology of the future requires a future ready mindset. While there are great benefits to job-embedded learning, professional affiliations and attendance at various technology conferences will keep our teachers and leaders on the cutting edge of technology education. Additionally, site visits to innovative programs and continued support in the operating budget from the Board of Education and Community will support the daily learning of our students as well as efforts to prepare them for the future.

WHAT COULD A TRANSFORMED SCHOOL LOOK LIKE?



**Asst. Superintendent,
Special Education and Student Services**
Shirley Klein

"Technology can remove barriers of communication and engagement and allow all learners to show what they know... and then some!"



Dept. Chair
Christina Mauricio

"Thanks to technology, the world becomes the classroom. While no app or website will replace being able to learn another language through a teacher, technology is the bridge between the classroom and the cultures we hope to one day experience in person."



Reading Interventionist
Katie Risk

"With refinement and reflection upon technology integration in and out of the classroom, our students will be better prepared for the ever-evolving future that awaits them."



Director
Colleen Thompson

"The music teachers in Darien have used technology to transform the way we deliver instruction, assess student learning, and share performances with the community. Throughout the pandemic, technology allowed students and teachers to continue to create and perform music through individual recordings, virtual ensembles, and collaborative projects. Even with the return of in-person instruction and performances, we will continue to use these resources to enhance student learning and engagement, empowering students to interact with music in new and innovative ways."





Parent

Casey McBride

"Darien Public Schools really took this past year in stride and rose to the occasion. I have four boys, across elementary, middle and high school, and there were seldom any technical issues! I know the platform that they have developed will continue to create opportunities for our kids with great success. Great job DPS!"



Student

Sophie Xu

"I think students are more ready for new technology than teachers realize. With the new iPads the schools gave us I have more opportunities to demonstrate my learning."



Principal

Julie Droller

"Technology enhances learning as a pedagogical tool and a means to expand opportunities for communication, collaboration, and creativity."



Director of Informational Technology

Jeff Adams

"Since the inception of the Darien network over 20 years ago, the Darien infrastructure has been on the cutting edge of technology, providing a dynamic and robust platform that can support the widest array of educational technologies."



ACKNOWLEDGEMENTS

NAME	ROLE
Dr. Alan Addley	Superintendent of Schools
Mr. Christopher Tranberg	Asst. Superintendent of Curriculum
Dr. Joan McGettigan	Director of Instructional Technology
Mr. Jeff Adams	Director of Information Technology

The initial technology plan framework was developed by a committee of stakeholder representatives from across the District and community. Darien Public Schools acknowledges the generous contributions of time, passion and brain power of our exceptional 2018-19 Technology Plan Development committee:

NAME	ROLE
Jackie Bennett	Library Coordinator Grades 6-12
Nicole Choiniere-Kroeker	Tokeneke Library Media Specialist
Greg Darin	DHS Technology Education Teacher
Dr. Luke Forshaw	Ox Ridge Principal
Steven Groccia	Holmes Teacher
Jackie Heyde	Hindley Library Media Specialist
Mary Michelson	Tokeneke Principal
Jacquie Miller	MMS Parent
Laurie Orem	The Community Fund of Darien
Guy Pratt	DHS Science Teacher
Katie Risk	Ox Ridge Literacy Specialist
Amanda Sheridan	Holmes Library Media Specialist
Dawn Taranto	Holmes Teacher
Andrew Turriago	MMS English Teacher
Marianne Tsocanos	MMS Student
Christina Ulreich	Ox Ridge Assistant Principal
Theresa Vogt	Parent
Jamie Zionic	Parent

ADDENDUM

RESOURCES

[American Association of School Librarians \(AASL\) Standards](#)

[Crosswalk of AASL Standards to ISTE Standards](#)

[Assistive Technology](#)

[Computer Science Teachers Association \(CSTA\) Standards](#)

[Future of Jobs Report by World Economic Forum 2020](#)

[Future Ready School Librarians Framework](#)

[Crosswalk of Future Ready Librarians Framework to ISTE Standards](#)

[Future Ready Framework Research Citations](#)

International Society for Education (ISTE) Standards:

[Administrator Standards](#)

[Coach Standards](#)

[Computational Thinking](#)

[Computer Science Educators](#)

[Educator Standards](#)

[Student Standards](#)

[Essential Conditions](#)

[International Technology and Engineering Educators Association \(ITEEA\) Standards \(STL\)](#)

[Invent to Learn: Making, Tinkering, and Engineering in the Classroom](#)

[Partnership for 21st Century Skills \(P21\)](#)

[State of Connecticut Educational Technology Goals and Plan \(2017-2022\)](#)

[Transforming Education. Microsoft. 2018](#)

[World Economic Forum Report 2020](#)

DARIEN PUBLIC SCHOOLS

FUTURE READY TECHNOLOGY PLAN



2021 - 2024

Future Ready Technology Plan

Darien Public Schools
May 25, 2021



Photo by [Igor Starkov](#) on [Unsplash](#)



Overview

- Technology Timeline
- Future Ready Framework
- Guiding Documents Crosswalk
- The Framework Drivers and Planned Actions
- Discussion & Questions

Preparing all students today to thrive in a changing world tomorrow.

Technology Plan Timeline

2018

**District
Technology
Council**

Committee
launched including
teachers, students,
parents and
administrators

2019

**Core Values
& Tech Vision**

Core Values and
Tech Vision
Developed and
Articulated

2020
2021

**Tech Plan
Transitions
to FRF**

New framework
designed and
adopted to align
to District
Strategic Plan

2021
2024

**District
Technology
Council**

New steering
committee formed
with structures to
support new plan

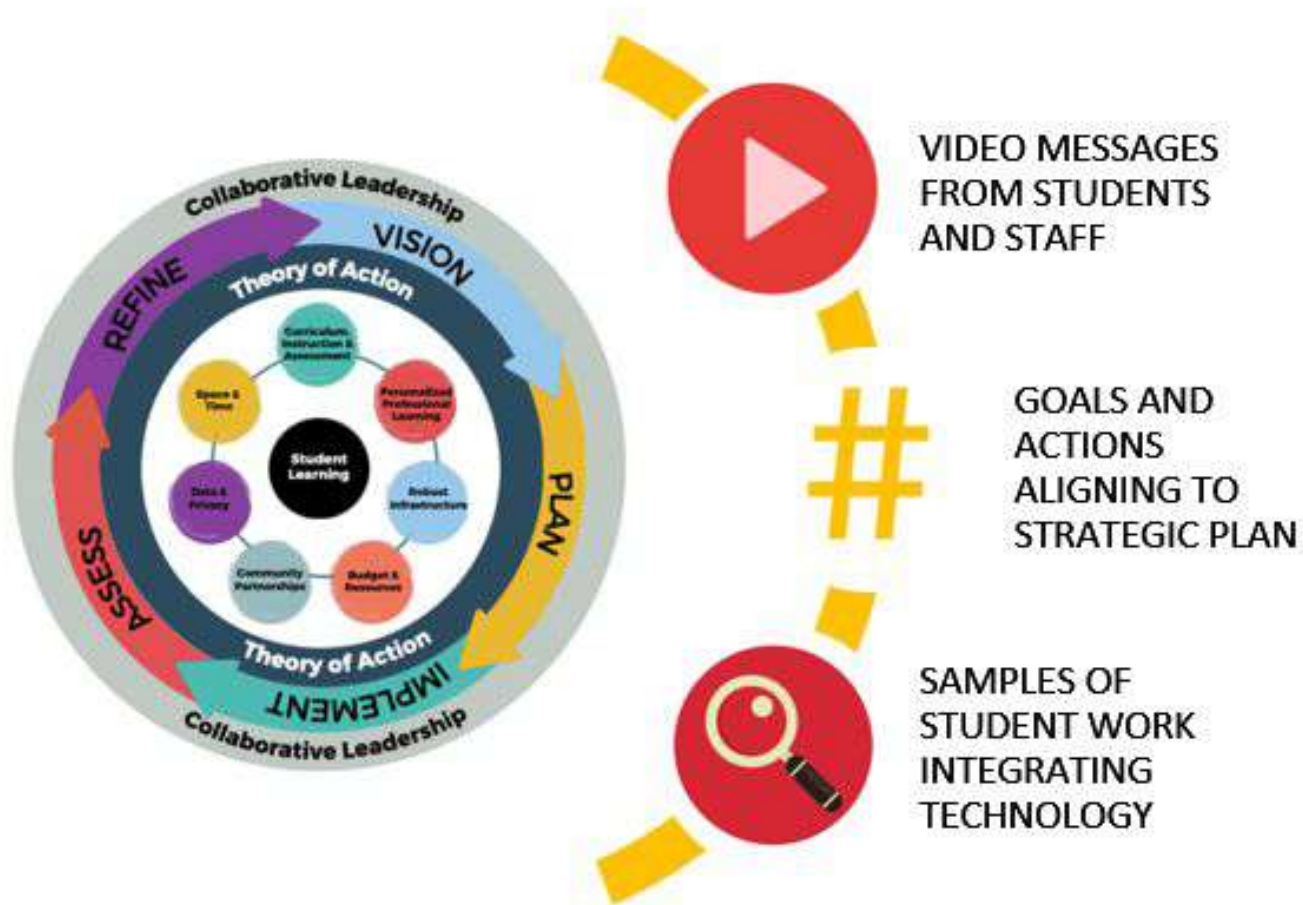
DPS Future Ready Framework



Theory of Action

If we create innovative, transformative and sustainable learning environments to provide technology rich learning experiences, then all students will develop future ready technology skills to enhance and support their learning in school and beyond.

Navigating the Future Ready Technology Plan



DISTRICT CORE VALUES

HOW ARE THE DISTRICT CORE VALUES REALIZED THROUGH OUR FUTURE READY FRAMEWORK?

Core Values

Technology Realization

01. WELLNESS

Creating balanced learning environments that are physically, socially, emotionally, and intellectually safe and healthy.



Ensuring safe digital environments for all focusing on cybersecurity, equitable resources and balance in digital use.

02. COLLABORATION

Working openly, productively, and interdependently toward common goals.



Collaborating and planning to ensure that technology aligns with District, school and instructional goals in support of student learning.

03. DIVERSITY & INCLUSION

Creating a community that welcomes and embraces the full range of human differences.



Providing equitable access and ensuring diverse and inclusive representation in digital resources.

04. EQUITY

Advocating for a safe and healthy learning environment where civil discourse is encouraged and supported.

Core Values Crosswalk

"OUR DISTRICT CORE VALUES ARE THE HEART OF OUR STRATEGIC PLAN AND IT IS VITAL TO REALIZE THEM THROUGHOUT OUR ENVIRONMENT, ESPECIALLY IN TECHNOLOGY."

-Dr. Jean McGettigan

05. EXCELLENCE

Delivering the highest quality education for each student to reach their individual potential



Advancing technology integration in teaching and learning to cultivate students computing skills and creating media-rich evidence of learning.

06. INNOVATION

Leading with creativity and ingenuity through disciplined problem solving.



Empowering students to take ownership while providing opportunities for students to create, innovate and demonstrate learning in new ways.

07. INTEGRITY

Acting honestly and ethically with shared accountability.



Modeling use of intellectual property to guide students toward ethical use of technologies and instructional materials that represents their own thinking.

Core Values Crosswalk

Strategic Plan Core Value



WELLNESS

Creating balanced learning environments that are physically, socially, emotionally, and intellectually safe and healthy.

How the value is supported in the FRTP



REALIZATION

Ensuring safe digital environments for all focusing on cybersecurity, equitable resources and balance in digital use.



HOW DOES THE FUTURE READY FRAMEWORK ALIGN TO THE DISTRICT STRATEGIC GOALS?

Strategic Goals & Strategies

ENHANCING TEACHING AND LEARNING

Develop a shared vision of teaching and learning.

Revise and/or create curricula that are designed to responsibly represent diverse perspectives as well as most individual learning needs.

Align job-embedded professional learning opportunities to support growth and development in identified areas.

*Future Ready
Framework Drivers*

COLLABORATIVE LEADERSHIP

CURRICULUM, INSTRUCTION & ASSESSMENT

PERSONALIZED PROFESSIONAL LEARNING




Strategic Goal


Where the goal is intentionally supported.

Curriculum Instruction & Assessment

Addressing technology standards and applications purposefully and authentically within the written, taught and assessed curriculum while providing a variety of differentiated learning experiences and opportunities for choice.

CURRICULUM, INSTRUCTION AND ASSESSMENT				CURRICULUM, INSTRUCTION AND ASSESSMENT			
<p>Addressing technology standards and applications purposefully and authentically within the written, taught and assessed curriculum while providing a variety of differentiated learning experiences and opportunities for choice.</p> <p>From Purposeful and Thoughtful Technology Integration</p>				<p>How frequently they first technology at the content, to technology at the foundation needed to access all state content areas. The first fluent we wrote as work of technology. The better practices we met to create and present solve with. The first we have at our practices.</p> <p>Griffith, Traverly</p>			
STRATEGY	RESPONSIBLE	MEASURE	YEAR	STRATEGY	RESPONSIBLE	MEASURE	YEAR
Addressing technology standards and applications purposefully and authentically within the written, taught and assessed curriculum while providing a variety of differentiated learning experiences and opportunities for choice.	Curriculum and Instruction	Curriculum and Instruction	2020	Curriculum and Instruction	Curriculum and Instruction	Curriculum and Instruction	2020
Addressing technology standards and applications purposefully and authentically within the written, taught and assessed curriculum while providing a variety of differentiated learning experiences and opportunities for choice.	Curriculum and Instruction	Curriculum and Instruction	2020	Curriculum and Instruction	Curriculum and Instruction	Curriculum and Instruction	2020
Addressing technology standards and applications purposefully and authentically within the written, taught and assessed curriculum while providing a variety of differentiated learning experiences and opportunities for choice.	Curriculum and Instruction	Curriculum and Instruction	2020	Curriculum and Instruction	Curriculum and Instruction	Curriculum and Instruction	2020
Addressing technology standards and applications purposefully and authentically within the written, taught and assessed curriculum while providing a variety of differentiated learning experiences and opportunities for choice.	Curriculum and Instruction	Curriculum and Instruction	2020	Curriculum and Instruction	Curriculum and Instruction	Curriculum and Instruction	2020

22

23

Personalized Professional Learning

Creating connected, collaborative, and continuous job embedded opportunities for staff in order to provide technology rich pathways to adult learning that will positively impact students in the classroom.

PERSONALIZED PROFESSIONAL LEARNING			
<p>Creating connected, collaborative, and continuous job embedded opportunities for staff in order to provide technology rich pathways to adult learning that will positively impact students in the classroom.</p> <p>Focus: Creating pathways to expand learning opportunities for educators</p>			
STRATEGY	RESPONSIBLE	MEASURE	YEAR
<p>Develop technology integration plan for faculty</p>	<p>Professional Development Committee (PDC)</p> <p>Curriculum Development Committee (CDC)</p> <p>Instructional Services</p>	<p>Professional Development Committee (PDC)</p> <p>Curriculum Development Committee (CDC)</p> <p>Instructional Services</p>	2023
<p>Implement technology integration plan for faculty</p>	<p>Professional Development Committee (PDC)</p> <p>Curriculum Development Committee (CDC)</p> <p>Instructional Services</p>	<p>Professional Development Committee (PDC)</p> <p>Curriculum Development Committee (CDC)</p> <p>Instructional Services</p>	2023
<p>Implement technology integration plan for faculty</p>	<p>Professional Development Committee (PDC)</p> <p>Curriculum Development Committee (CDC)</p> <p>Instructional Services</p>	<p>Professional Development Committee (PDC)</p> <p>Curriculum Development Committee (CDC)</p> <p>Instructional Services</p>	2023

FRTP⁶ PAGES 26-27

Collaborative Leadership

Developing leadership and a shared vision across the District with cross-functional teams that align with the District Strategic Plan and to provide consistent and timely review of technology plan.

COLLABORATIVE LEADERSHIP

Developing leadership and a shared vision across the District with cross-functional teams that align with the District Strategic Plan and to provide consistent and timely review of technology plan.

Focus: Make transparent technology decisions that include district stakeholders.

STRATEGY	RESPONSIBLE	MEASURE	YEAR
Develop a shared vision for technology across the District.	Director of Information Technology	Develop a shared vision for technology across the District.	2002
Develop a shared vision for technology across the District.	Director of Information Technology	Develop a shared vision for technology across the District.	2002
Develop a shared vision for technology across the District.	Director of Information Technology	Develop a shared vision for technology across the District.	2002
Develop a shared vision for technology across the District.	Director of Information Technology	Develop a shared vision for technology across the District.	2002
Develop a shared vision for technology across the District.	Director of Information Technology	Develop a shared vision for technology across the District.	2002

STRATEGY	RESPONSIBLE	MEASURE	YEAR
Develop a shared vision for technology across the District.	Director of Information Technology	Develop a shared vision for technology across the District.	2002
Develop a shared vision for technology across the District.	Director of Information Technology	Develop a shared vision for technology across the District.	2002
Develop a shared vision for technology across the District.	Director of Information Technology	Develop a shared vision for technology across the District.	2002
Develop a shared vision for technology across the District.	Director of Information Technology	Develop a shared vision for technology across the District.	2002
Develop a shared vision for technology across the District.	Director of Information Technology	Develop a shared vision for technology across the District.	2002

Budget & Resources

Operationalizing the District Strategic Plan by developing responsible and responsive practices that support the instructional and informational technology needs for teaching and learning.

BUDGET AND RESOURCES				
<p>Operationalizing the District Strategic Plan by developing responsible and responsive practices that support the instructional and informational technology needs for teaching and learning.</p> <p>Recent Future budget to include current and connected to District plans.</p>				
STRATEGY	RESPONSIBLE	MEASURE	YEAR	
Ensure digital literacy skills for all students and staff.	Director of Information Technology	Digital Literacy Skills	2025	
Ensure digital literacy skills for all students and staff.	Director of Information Technology	Digital Literacy Skills	2025	
Ensure digital literacy skills for all students and staff.	Director of Information Technology	Digital Literacy Skills	2025	
Ensure digital literacy skills for all students and staff.	Director of Information Technology	Digital Literacy Skills	2025	
Ensure digital literacy skills for all students and staff.	Director of Information Technology	Digital Literacy Skills	2025	
Ensure digital literacy skills for all students and staff.	Director of Information Technology	Digital Literacy Skills	2025	
Ensure digital literacy skills for all students and staff.	Director of Information Technology	Digital Literacy Skills	2025	
Ensure digital literacy skills for all students and staff.	Director of Information Technology	Digital Literacy Skills	2025	
Ensure digital literacy skills for all students and staff.	Director of Information Technology	Digital Literacy Skills	2025	



**Robust
Infrastructure**

Establishing and managing a secure, reliable, and dynamic technology system for effective and efficient District operations by establishing and maintaining a solid network infrastructure, formal cycles for equipment review and replacement, responsive and efficient support, consistent network connectivity and a safe network.

ROBUST INFRASTRUCTURE

Enabling and managing a secure, reliable, and dynamic technology system for effective and efficient client operations by establishing an enabling a cost-reduced infrastructure, formal policy for enterprise reuse and deployment, consistent and efficient support, consistent network connectivity with a core network.

Focus: Continually review devices and systems to ensure that the technology meets the instructional needs of all students and the operational needs of all educators and staff within a secure and resilient infrastructure.

STRATEGY	RESPONSIBLE	MEASURE	YEAR
Monitor CyberRisk capability and determine support from citizens and educators for the Internet of things	Director of Information Technology	Operational best practices, professional learning, user team support increased	2025
Enhance network reliability and security with an end-to-end	Director of Information Technology	Operational best practices, professional learning, end-to-end support increased	2022
Ensure bandwidth and network security for guest learning, data management, and application services	Director of Information Technology Director Learning Coordinator	Compatibility with external requirements	2022

STRATEGY

STRATEGY	RESPONSIBLE	MEASURE	YEAR
Create network redundancy to support reliability of learning infrastructure	Director of Information Technology	Improve a standard of equipment, update for changing technologies, enhanced by user purchase	2024
Implement a standard of equipment, update for changing technologies, enhanced by user purchase	Director of Information Technology	Adherence to requirements, cycle, growing support	2023

Community Partnerships

Developing a cohesive and strategic communication plan to engage community stakeholders and build strategic partnerships with local businesses.

COMMUNITY PARTNERSHIPS

Community Partnerships

Developing a cohesive and strategic communication plan to involve and inform community stakeholders and to build strategic partnerships with local businesses.

Focus: Developing effective communication systems, consistent branding and creating strong partnerships to promote community engagement around our schools.

STRATEGY	RESPONSIBLE	MEASURE	YEAR
Offer parent information sessions related to technology equipment and applications	Director of Instructional Technology Principals Library Media Specialists	Parent Interest Inventory Attendance / Views Survey Feedback	2020
Increase social media use and website to support communication	Director of Instructional Technology Principals Department Chairs	Website Updates Subscriber Feedback Social Media Presence	2020
Develop district branding across platforms to create uniform message	All Administrators Central Business Staff	Develop a media package that includes logo, website and social media communications	2022
Create digital citizenship collaboration opportunities between home and school	Director of Instructional Technology Principals Library Media Specialists	Digital Citizenship Curriculum Parent Feedback Annotated Pathways	2023
Create opportunities for external partnerships with the community	Director of Instructional Technology Principals Coordinators of Tech Ed 5-12	New Programs / Partnerships Community Engagement Partnership Opportunities	2025

Data & Privacy

Utilizing District policies to support ethical data security practices that guide District decision making, adherence to State and federal regulations, and data-informed decision making in a transparent manner.

DATA AND PRIVACY



Utilizing district policies to support ethical security practices that guide District decision making, adherence to State and federal regulations, and data-informed decision making in a transparent manner.

Focus One: Develop data privacy protocols for all student data.

STRATEGY	RESPONSIBLE	MEASURE	YEAR
Streamline processes for software application selection	Director of Instructional Technology Principal Library Media Specialist	Articulated Process Application Use Data Review	2022
Comply with local, state, and federal privacy data use and security policies	Director of Instructional Technology	Updated Policies & Directives Website Access to Information	2023
Provide training to stakeholders who share responsibility of compliance with applicable laws and cybersecurity	Director of Information Technology Director of Instructional Technology	Completed Compliance Training	2023



**Space
& Time**

Allocating instructional space and time with flexible learning environments, innovative practices, and incorporation of instructional technology to support teaching, learning and effective communication practices.

SPACE AND TIME			
	Allocating instructional space and time with flexible learning environments, innovative practices, and incorporation of instructional technology to support teaching, learning and effective communication practices.		
	Focus: <i>How capacity across the district to enable flexible anytime, anywhere learning</i>		
STRATEGY	RESPONSIBLE	MEASURE	YEAR
Redesign District Technology <i>Goal:</i> to explore tools, learning environments and systems to enhance student results	District Technology	Modeling Academic and Technical Literacy Remanage	2022
Support the Learning Management System <i>Goal:</i> to enhance the system to support learning and assessment	District Technology	Course Offerings Curriculum & Programming	2022
Support the Learning Management System <i>Goal:</i> to enhance the system to support learning and assessment	District Technology	Programming Curriculum	2022
Support the Learning Management System <i>Goal:</i> to enhance the system to support learning and assessment	District Technology	Course Offerings Curriculum & Programming	2022
Support the Learning Management System <i>Goal:</i> to enhance the system to support learning and assessment	District Technology	Course Offerings Curriculum & Programming	2022



Questions / Discussion

Michael J. Lynch
Director of Facilities

Phone: (203)-656-7418 or (203)-656-7417

Fax: (203)-656-3052

E-mail: MLynch@darienps.org

Darien Public Schools
Administrative Offices

35 Leroy Avenue

P.O. Box 1167

Darien, CT 06820-1167

MEMORANDUM

To: Dr. Alan Addley and Richard Rudl

From: Michael Lynch

Date: May 25, 2021

Subject: Solar Panel Installation

The Connecticut General Assembly established the Connecticut Greenbank in July 2011. The purpose is to support green/clean energy initiatives through private-public partnerships. The CT Greenbank has a program, the Solar Municipal Assistance Program, that groups multiple smaller solar projects into one large project for the purpose of getting better financing terms, lower utility rates and guaranteed work performed by vendors through an RFP process.

After looking at several different models of how to approach the solar project, it is recommended that we use the Greenbank Program. The engineering consultant used by Greenbank has visited all of our buildings and is aware of our roof replacement schedule. Their proposal is to install solar panels on Hindley and Holmes this fall and then fall of 2022 put solar panels on Royle and the academic wing of Ox Ridge.

Mike Lynch



Darien 5/25/2021

Mackey Dykes, VP of Financing Programs, CT Green Bank
Fiona Stewart, Senior Manager, CT Green Bank
Allen Sabins, Managing Partner at CSW Energy





A quasi-public state agency and trusted partner to municipalities, is using solar to put towns and cities in charge of their energy costs. With the Green Bank's 'Green Bank Solar PPA,' municipalities can go solar, enjoying peace of mind and other benefits.



CSW Energy is experienced in working with municipalities to develop solar PV projects. Green Bank is working with CSW Energy to help municipalities to analyze their portfolio of buildings and identify opportunities for solar, get connected with a contractor.

Connecticut Green Bank



Help ensure Connecticut's energy security and community prosperity by realizing its environmental and economic opportunities through clean energy finance and investments.







Support the Governor's and legislature's energy strategy to achieve cleaner, cheaper and more reliable sources of energy while creating jobs and supporting local economic development

Less work. More benefits. Now even easier for towns and cities.

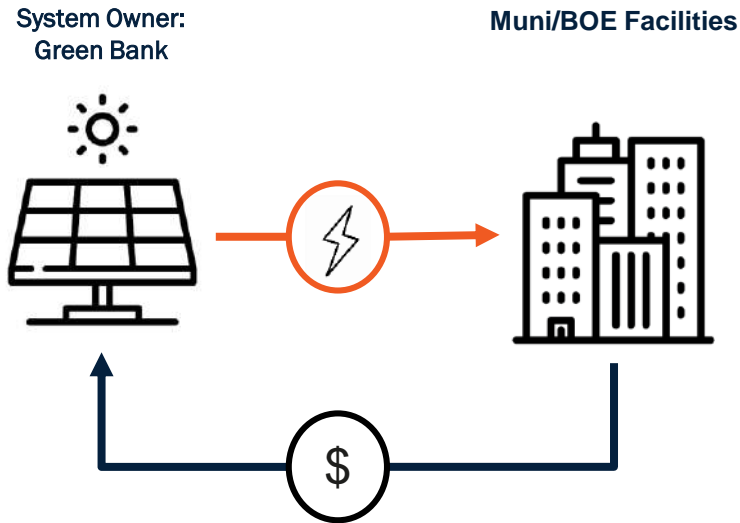
- Makes it even easier for municipalities to access renewable energy and achieve energy savings using the Green Bank Solar PPA
- Provides technical assistance support that simplifies every step of the process





-  **Engage.** The SolarMAP team will meet with you to understand your municipality's goals, **gather information** and identify key participants, and explain the SolarMAP process in more detail.
-  **Design.** Using the information you provide, the SolarMAP team will perform analysis of municipal sites, review energy demand, and **develop system designs**.
-  **Review.** After you review the system designs, the SolarMAP team will **secure the utility incentives** (ZRECs) needed for each project and **solicit proposals** from qualified solar contractors and select the best proposal.
-  **Execute.** Once a proposal has been selected and incentives secured, the SolarMAP team will work with you to **execute the PPA** and begin construction of the solar project(s).

What is a Power Purchase Agreement (“PPA”)?



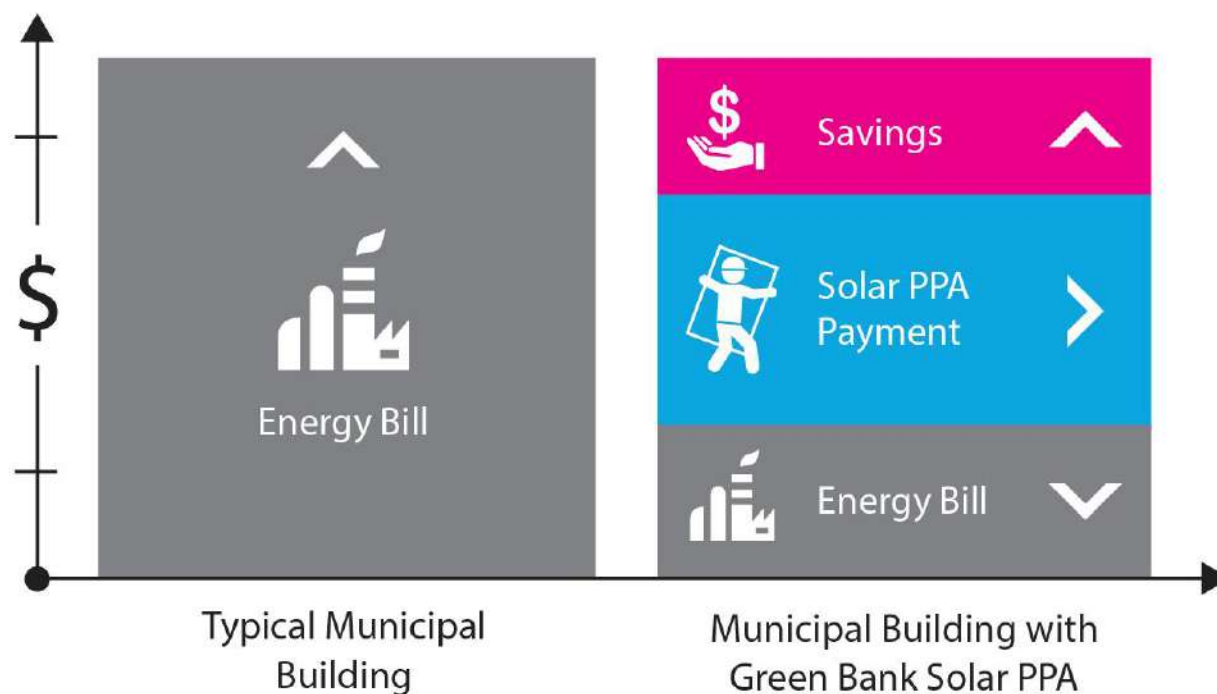
Contract between Seller
(generates electricity)
and Buyer (purchases
electricity)

Green Bank is Seller:
Oversees development,
construction, & asset
management

Municipality is Buyer:
Purchases electricity
from solar installed on
property

What are the Benefits of a PPA?

The value of solar PV comes from electricity cost savings!



What are the Benefits of a PPA?

No upfront
costs

Lock in low
electricity rate

Positive cash
flow

No operations
& maintenance
costs

Preserve
capital & credit
lines

Managed by a
third-party
solar system
owner



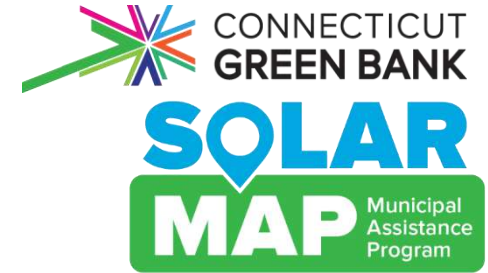
Town of Coventry: Green Bank Solar PPA Case Study



- 8 solar PV systems (over 580 kW) financed with the Green Bank Solar PPA
- Includes Town Hall, Police Headquarters, Radio Tower Annex, and five Board of Education buildings including schools and warehouse space
 - Six roof mounted solar PV systems and two carport solar PV systems



Round 1 Results



5

Municipalities

16

Projects in Total

3.5

Megawatts (dc) of Solar

**22% -
59%**

**Year 1 Discount from
Current Utility Rate**

\$4

Million in Term Savings

Darien

Desktop Review (first look)

Darien Schools



7 / 8

Passed / Total Sites

Can the roof: fit a 50kWac installation? >>>	Is the roof free from: roof pitches, HVAC units, etc. that could inhibit a solar installation?	Is the roof free from: any impact from tree shading, other buildings, etc.?	<<< If the roof is not viable: any potential for a ground-mount and/or carport installation?	Results from: Roof Size Obstructions Shading Ground/Carport	Utility bill review: does the site have the minimum kWh usage to meet the program system size requirements?
---	--	--	--	---	---

Site Name	Site Address	Roof Size	Roof Obstructions	Shading	Ground or Carport	CSW Desk Review	CSW Usage Review
Darien High School	80 High School Lane, Darien, CT	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pass	Pass
Middlesex Middle School	204 Hollow Tree Ridge Road, Darien, CT	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pass	Pass
Hindley Elementary School	10 Nearwater Lane, Darien, CT	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pass	Pass
Holmes Elementary School	18 Hoyt Street, Darien, CT	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pass	Pass
Ox Ridge Elementary School	395 Mansfield Avenue, Darien, CT	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pass	Pass
Royle Elementary School	133 Mansfield Avenue, Darien, CT	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pass	Pass
Tokeneke Elementary School	7 Old Farm Road, Darien, CT	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pass	Pass
Central Office Building	35 Leroy Avenue, Darien, CT	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fail	

Next Steps:

- ☒ CSW Desktop Review
- ☒ Utility Bills
- ☐ Third-party Supply*
- ☐ Introductions

Next Steps and Timeline



Sign Letter of Intent and incentive paperwork	May 2021
Submit projects for Utility incentives (ZRECs)	June 2021
RFP for Contractors	Fall 2021
Execute PPA	Q4 2021
Construction Start	Q1 2022



Questions?

Thank you!

Contact:

Emily Basham, Senior Manager, CT Green Bank

Emily.Basham@ctgreenbank.com

860-258-7839

<https://www.ctgreenbank.com/solarmap-townsandcities>

Appendix

Desktop Review (first look)

Darien Schools



Facility Information				Utility Information	
Facility ID	Facility Name	Facility Address	Roof Age (optional)	Account Number	Billing Zip Code
1	Darien High School	80 High School Lane, Darien, CT	17 years old	5110 267 2060	6820
2				5127 467 2054	
3	Middlesex Middle School	204 Hollow Tree Ridge Road, Darien, CT	22 years old	5158 257 2012	6820
4					
5	Hindley Elementary School	10 Nearwater Lane, Darien, CT	New: 08/20/21	5160 557 2080	6820
6					
7	Holmes Elementay School	18 Hoyt Street, Darien, CT	New: 08/20/21	5140 727 2079	6862
8					
9	Ox Ridge Elementary School	395 Mansfield Avenue, Darien, CT	New: 06/01/22	5192 866 2097*	6820
10					
11	Royle Elementary School	133 Mansfield Avenue, Darien, CT	New: 08/20/22	5145 986 2025	6820
12					
13	Tokeneke Elementary School	7 Old Farm Road, Darien, CT	11 years old	5111 263 4027	6820
14					
15	Central Office Building	35 Leroy Avenue, Darien, CT	7 and 1 year old	5152 244 6053	6820
16					
17					
18	* Old building, new building under construction				

Green Bank Solar PPA

BOEs and Municipal



- Ashford
- Bethany
- Bloomfield
- Branford
- Bridgeport
- Chaplin
- Coventry
- Darien
- Deep River (regional)
- Eastford
- Easton
- Ellington
- Essex
- Fairfield
- Falls Village
- Hampton
- Harwinton (regional)
- Lebanon
- Manchester
- Mansfield
- New Fairfield
- New Haven
- Newtown
- Orange
- Portland
- Ridgefield
- Salisbury
- Union
- Voluntown
- Woodbridge

Program Benefits

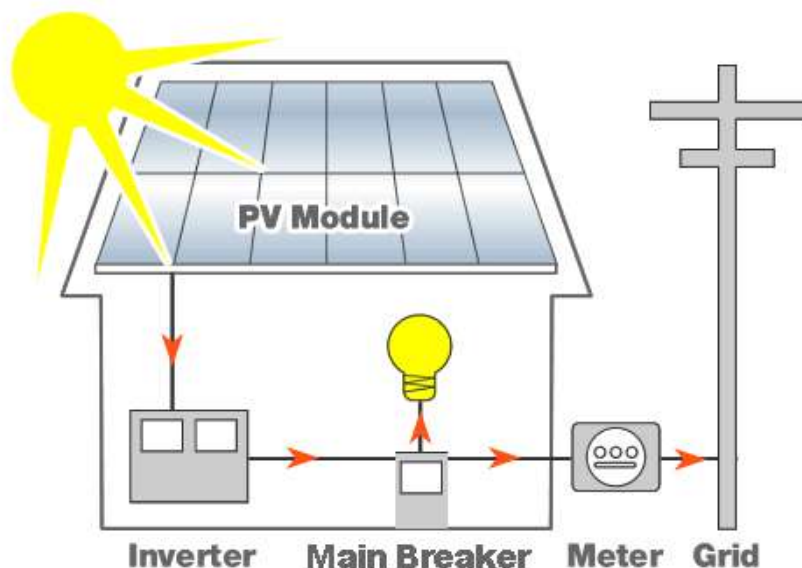
-  Trusted partner in the CT Green Bank, a quasi-state agency
-  Take advantage of the final year of the utility incentive program
-  Group your town's projects with other participating towns to receive competitive pricing
-  Support from start to finish developing any projects you choose to move forward with

Solar PV systems use **net metering**



Solar PV systems are located **behind the meter**, meaning electricity is intended for onsite use

Net metering is a billing mechanism allowing electricity in excess of customer usage to be banked at the full retail rate and credited on an annual basis



- At year end, excess electricity generation for the year is reimbursed at wholesale rate
- Wholesale rate generally much lower than retail electricity tariff



LETTER OF INTENT

This Letter of Intent ("Letter") is entered into on [REDACTED] ("Effective Date"), by and between the [REDACTED], a Connecticut municipality (the "Client"), and the Connecticut Green Bank, a Connecticut quasi-public state agency ("Green Bank") with a principal place of business at 845 Brook Street, Rocky Hill, CT 06067.

WHEREAS, Client and the Green Bank are referred to collectively as the "Parties" to this Letter, and individually as a "Party," wish to agree to the following:

This Letter sets forth certain non-binding understandings between the Parties.

1. This Letter sets forth the Parties' desires and intentions with respect to solar photovoltaic systems ("Systems") for the Client's premises and/or Site referenced in sections 6 and 8 hereof and the Parties' intention to negotiate in good faith during an exclusive period of 360 days, commencing with execution of this Letter, to reach a then binding agreement consisting of one or more specific agreements (together, the "Agreement") to be mutually agreed.
2. The Systems will be financed, owned and operated by the Green Bank, its subsidiaries, or other third-party financier ("Financier").
3. The Green Bank, along with its advisors ("Advisors"), will conduct site assessments and design and run a procurement process for a contractor ("Contractor") to install the Systems for the designated site consistent within recognized industry guidelines, regulations and good industry practices.
4. The Client intends to have the Systems installed on its premises and enter into a mutually agreeable fixed or escalating contract for electricity generated by the Systems for a period of time, anticipated to be for a minimum of twenty years.
5. The transaction contemplated by this Letter is an agreement between the Client, the Green Bank (or its subsidiaries) and/or the Financier. The Parties agree to utilize good faith efforts to negotiate the terms of definitive Agreement that will govern the transaction.

6. Systems considered:

Municipal Building	Address

7. The Green Bank will apply to the Client utility's Low Emission Renewable Energy Certificate (LREC) and Zero Emission Renewable Energy Certificate (ZREC) Program for the Systems.
8. The Green Bank understands that the Client owns one or more property (each being a "Site") on which the Systems will be installed. If the Client is not the owner of the Site, the Client will provide the Green Bank with clear written assurance that the actual owner is agreeable to installation of the System(s) in accordance with the terms of the Agreement. Except for costs relating to ownership, design, construction, taxation, installation, operation, repair, replacement, inspection, and maintenance of the Systems, the Client will bear all costs, expenses, taxes and other obligations connected with Site ownership.
9. The Green Bank understands that the Client and/or its Board of Education is the customer of record for the local utility that provides electricity to the Client's facility.
10. The Green Bank (or its subsidiaries) or more likely a Financier will own the Systems, all power generated by the Systems, all tax-related benefits and incentives, all environmental credits and other attributes applicable to solar energy generated by the Systems. Similarly, the Green Bank or Financier shall bear all investment and costs associated with ownership, design, construction, taxation (except taxation noted in paragraph 8 hereof), installation, operation, repair, replacement, inspection, maintenance and removal (at the end of the Agreement) of the System(s). The Client understands that the Green Bank or Financier may assign its rights and or revenues under the Agreement for financing purposes or to a third party with relevant experience in commercial solar management without Client consent.
11. As part of the Agreement, the Client will receive and pay for 100% of the electrical energy generated by the Systems.
12. As part of the Agreement, the Client will grant the Green Bank (or its subsidiaries) and/or the Financier an irrevocable license or easement (subject to Green Bank's or Financier's discretion) to install and maintain the Systems on each Site and to access each Site as needed for the term of the Agreement.
13. The Systems installation shall comply with all federal, state, city codes, regulations and provisions. Systems installation cannot proceed until all necessary permits, consents and approvals have been obtained.
14. No Party to this Letter shall have any liability to any other Party for any losses, consequential, incidental or special damages, cost, expenses incurred by the other Party in the event negotiations among the Parties may be terminated in accordance with Paragraph 16. Except as may be provided for in the Agreement to be negotiated, each Party will bear its own expenses, legal, accounting and consulting fees relating to this project, whether or not the Agreement is closed.
15. Upon execution of this Letter and until the closing of the Agreement, the Client will give the Green Bank and its Advisors reasonable access and opportunity to inspect, without limitation, the Client's property and to conduct engineering and environmental inspections of the property and to provide the Green Bank and its Advisors with such information as may be reasonably requested pertaining to the Client's business and assets to the extent necessary to complete the Agreement.
16. The provisions of this Letter shall not constitute and are not intended to constitute a legal or

binding obligation, contract, or agreement between any of the Parties. Accordingly, the Parties agree that any Party to the negotiations contemplated in this Letter may unilaterally terminate the negotiations for any reason or no reason at the terminating Party's discretion by notifying the other Party of such termination in writing.

17. Any definitive agreement shall address insurance requirements, indemnity rights and System removal requirements.

(Signature page follows.)

IN WITNESS WHEREOF, the Parties have caused this Letter of Intent to be executed as of the date first written above.

CONNECTICUT GREEN BANK

By: _____

Name: _____

Title: _____

Date: _____

SUPERINTENDENT

By: _____

Name: _____

Title: _____

Date: _____

SUPERINTENDENT

By: _____

Name: _____

Title: _____

Date: _____

DARIEN PUBLIC SCHOOLS

Contemplated Gift Form

Gift intended for:
(Check appropriate responses)

☒ X Hindley
☐ Holmes
☐ Ox Ridge

☐ Royle

☐ Tokeneke

☐ Middlesex Middle School

☐ Darien High School

☐ District

Person(s) or Group Offering Gift(s)

☐ Hindley PTO ☐

Contact person-This may be a
gift giver or a building administrator

Name ☐ Julie Droller ☐

Address ☐ The Hindley School ☐
☐ 10 Nearwater Lane ☐
☐ Darien, CT 06820 ☐

Tele. ☐ 203-655-1323 ☐

Fax. ☐
e-mail ☐ jdroller@darienps.org ☐

Description of proposed gift(s), including the form in which it (they) will be given (e.g. money, materials, services, etc.) and for what purpose(s). The description has to be sufficiently specific to allow administration to determine whether items 2, 3, or 4 of the guidelines specified in "Administration Regulation JG-Public Gifts to the Schools" apply.

The Hindley PTO would like to gift the Hindley School a StoryWalk. A StoryWalk is an innovative and delightful way for children — and adults! — to enjoy reading and the outdoors at the same time. Laminated pages from a children's book are installed along an outdoor path. As you stroll down the trail, you're directed to the next page in the story.

In consultation with Principal Julie Droller and Librarian Jackie Heyde, the PTO identified vendor Barking Dog Exhibits for fabrication of durable, easy-to-use and easy-to-install displays. As the displays can be temporary or permanently installed, the StoryWalk can be utilized around school grounds until the Portable Removal project commences, stored during construction, and then permanently installed when the project is done. We would like to purchase a set of 20 angled powder coated aluminum Picture Book Frames.

We feel strongly that the StoryWalk will contribute to our children's social-emotional learning by providing an outdoor enrichment activity that can focus on diversity, equity & inclusion through the book selection as well as provide much needed outdoor space and

time. Inspired by discussions on how to creatively deliver Enrichment to our students while contending with Covid restrictions, we believe this StoryWalk will continue to bring value to the Hindley Community even once the Pandemic is over. This addition to school grounds will allow students during school hours, and families after school hours, to explore the themes and topics Mrs. Heyde and our principal select, providing a home-school connection that allows students and their families to talk, read and spend time together.

Please answer the following questions.

Is the value of the gift(s) \$ 500.00 or more? ☒ Yes ☐ No

Note: If the proposed gift involves donated materials or services, please place an estimated dollar value on them.

If your answer to the previous question is Yes, please check one of the following categories of value for the proposed gift(s):

<input type="checkbox"/> 500-1,000	<input checked="" type="checkbox"/> 5,000-10,000
<input type="checkbox"/> 1,000-2,000	<input type="checkbox"/> 10,000-15,000
<input type="checkbox"/> 2,000-3,000	<input type="checkbox"/> 15,000-20,000
<input type="checkbox"/> 3,000-4,000	<input type="checkbox"/> 20,000+
<input type="checkbox"/> 4,000-5,000	

Do not write below this line

Status: Date received by Superintendent May 13, 2021

Notes on actions by Superintendent of Schools-

*Reviewed project with Director of Facilities
and building principal*

Actions, if any, by the Board of Education-

Final disposition of the gift offer-



This quote is valid for 30 days.

QUOTE #SW2020115420
03/01/2021



StoryWalk® Solutions Quote Request

Angled Aluminum Post Mount (SWPWP182445B)

Storywalk® Solutions aluminum post and aluminum frame, black texture powder coat, for panel 18hx24w, 45 degree display angle. Frame installs to (1) provided aluminum post, includes (2) 18"x24" pieces of acrylic for page display, and hardware kit. Frame can contain up to ¼" thick materials including the acrylic.

MESSAGE

Hello,

We are interested in a story walk for our elementary school. It will be approximately 20 stations and initially needs to be a temporary structure that we will eventually make permanent. Do you also install the story walk? We are interested in creating our story walk ASAP.

Thank you,
Jessica

NAME

Jessica Levey

PHONE

(917) 572-0186

ADDRESS

40 Pasture Lane
Darien, Connecticut 06820
United States

SHIP-TO NAME

Hindley Elementary School

SHIPPING ADDRESS

Nearwater Lane
Darien, Connecticut 06820
United States

IS THE SHIPPING ADDRESS EQUIPPED WITH A FORKLIFT OR LOADING DOCK?

Yes

EMAIL

jessica_hatch7@hotmail.com

Accepted by: _____

Date Accepted: _____

ALL OR SOME OF THE FOLLOWING ACCESSORIAL SERVICES MAY APPLY DEPENDING ON DELIVERY ADDRESS:

- LIMITED ACCESS CHARGE
- LIFTGATE SERVICE
- RESIDENTIAL DELIVERY - TRUCK SHIPMENT
- NOTIFY BEFORE DELIVERY

DELIVERY CAPABILITIES MUST BE VERIFIED AT TIME OF ORDER

TERMS ARE 50% DOWN PAYMENT WITH SIGNED ESTIMATE, BALANCE NET 10 DAYS AFTER SHIPPING

ALTERNATIVE TERMS MAY BE AVAILABLE THROUGH DISCUSSION WITH BDID MANAGEMENT

ONLY MASTERCARD OR VISA CREDIT CARDS ACCEPTED WITH A CONVENIENCE FEE

EFT/ACH ACCEPTED - ASK CUSTOMER SERVICE

TEMPORARY PAGE DISPLAY SUGGESTION: USE 10 MIL HOT LAMINATE TO ENCLOSE THE BOOK PAGE OR PRINTED PAGE. INSTALL INTO FRAME WITH COLORED PLASTIC BACKER (SEE LITERATURE). THERE SHOULD BE 1/8" EDGE OF LAMINATE SURROUNDING ALL 4 SIDES OF THE STOCK. PAGES AND BACKER SHOULD BE PLACED BETWEEN THE 2 SHEETS OF ACRYLIC, THEN INSTALLED INTO THE FRAME. DURING SEASONS WITH HIGH HUMIDITY OR RAIN, CONDENSATION OR MOISTURE MAY OCCUR BETWEEN ACRYLIC SHEETS. SYNTHETIC PAPER AND PERMANENT PANELS WILL OFFER IMPROVED DURABILITY - SEE LITERATURE.



This quote is valid for 30 days.

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03/01/2021



Estimate

Product	Qty	Unit Price	Price
Aluminum Post Mount	20	\$302.82	\$6,056.40
Volume Discount	20	-\$30.28	-\$605.60
Shipping	1	\$560.00	\$560.00
Total			\$6,010.80

Accepted by: _____

Date Accepted: _____

ALL OR SOME OF THE FOLLOWING ACCESSORIAL SERVICES MAY APPLY DEPENDING ON DELIVERY ADDRESS:

- LIMITED ACCESS CHARGE
- LIFTGATE SERVICE
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2022-2023 Darien School District Calendar (P R O P O S E D)

July						
				1		
4	5	6	7	8		
11	12	13	14	15		
18	19	20	21	22		
25	26	27	28	29		

August (3)						
1	2	3	4	5		
8	9	10	11	12		
15	16	17	18	19		
22	23	24*	25*	26		
29	30	31				

22-23 New Staff Orientation
24-25 Professional Development
26 Teacher Work Day
29 Students Return

September (20)						
			1	2		
5	6	7	8	9		
12	13	14	15	16		
19	20	21	22	23		
26	27	28	29	30		

5 Labor Day
26 Rosh Hashanah
TBD Professional Learning Communities – High School

October (20)						
	3	4	5	6	7	
10	11	12	13	14		
17	18	19	20	21		
24	25	26	27	28		
31						

5 Yom Kippur
TBD Professional Learning Communities – High School

November (19)						
	1	2	3	4		
7	8*	9	10	11		
14	15	16	17	18		
21	22	23	24	25		
28	29	30				

8 Professional Development
TBD Professional Learning Communities – High School
23 Early Dismissal
24-25 Thanksgiving Recess

December (17)						
		1	2			
5	6	7	8	9		
12	13	14	15	16		
19	20	21	22	23		
26	27	28	29	30		

TBD Professional Learning Communities – High School
23 Early Dismissal
Dec.24–Jan. 2 Holiday Recess

January (19)						
2	3	4	5	6		
9	10	11	12	13*		
16	17	18	19	20		
23	24	25	26	27		
30	31					

3 Students Return
13 Professional Development
16 Martin Luther King Jr. Day

February (14)						
		1	2	3		
6	7	8	9	10		
13	14	15	16	17*		
20	21	22	23	24		
27	28					

17 Professional Development
20 Presidents' Day
21-24 February Recess

March (23)						
		1	2	3		
6	7	8	9	10		
13	14	15	16	17		
20	21	22	23	24		
27	28	29	30	31		

TBD Professional Learning Communities – High School

April (14)						
	3	4	5	6	7	
10	11	12	13	14		
17	18	19	20	21		
24	25	26	27	28		

7 Good Friday
10-14 Spring Recess
TBD Professional Learning Communities – High School

May (22)						
1	2	3	4	5		
8	9	10	11	12		
15	16	17	18	19		
22	23	24	25	26		
29	30	31				

TBD Professional Learning Communities – High School
29 Memorial Day

June (9)						
		1	2			
5	6	7	8	9		
12	13	14	15	16		
19	20	21	22	23		
26	27	28	29	30		

13 School ends for students
14 Teacher Work Day

Note #1: If schools are closed due to weather, two days will be considered "snow days". Thereafter, days due to emergency closure will be made up at the end of the school year. Regarding High School graduation, the Board of Education will make that determination no later than the first regular April, 2023 meeting.

Code: _ Early Dismissal (11/23, 12/23, 6/13); * Staff Development Days; No School for Students; _ Teacher Work Day;

^Professional Learning Communities for High School Only – (TBD).

EDUCATIONAL SPECIFICATIONS

Hindley Elementary School

**DARIEN PUBLIC SCHOOLS
35 LEROY AVENUE
DARIEN, CONNECTICUT 06820**

**May 25, 2021
Board of Education**

CONTENTS

Introduction	2
Vision, Mission & Values	4
Elementary Educational Programming	5
Enrollment	8
Implications for Hindley Elementary School	10
Special Education – Resource Rooms/Learning Center	11
Speech and Language Therapy Rooms	12
School Psychologist	13
Classrooms Grades 1 - 5	14
Small Group Instruction/Instruction Room	16
English Language Learners(ELL) Instruction Room	17
Gifted Education Room	18
General Music Room	19
Instrumental Music Room and Storage Room	20
World Language Room	21
Library – Media Center	23
Conference Rooms	25
Staff Workrooms	26
Staff Room	27
Storage Requirements	28
Site, Security, Mechanical	29
Community Use	32

INTRODUCTION

The Hindley Elementary School, located at 10 Nearwater Lane, was originally constructed in 1947 and was last renovated and expanded 25 years ago in 1996. The building, located on 8 acres, encompasses 56,495 square feet. There are 23 general education classrooms, a combined 11 special education spaces, one library, one gymnasium and one cafeteria/auditorium. Hindley currently serves 436 students in kindergarten through fifth grade.

Hindley School has 3 portable classroom buildings that house 4 instructional programs. Aside from the inherent safety and security issues, these buildings are past their useful life and require constant maintenance to remain functional. The Library addition was added in 1976. This addition was constructed during a time when energy efficiency and construction materials were lower priorities. This space has minimal heating and ventilation and has several structural support columns situated in the middle of instructional areas. Access into the Library space and pupil circulation within the space are limited. During the last capital improvement project in the 1990's, a new wing and a main entrance wing were constructed allowing for direct, accessible entry from the parking lot/drop-off area. The main entrance wing was renovated 5 years ago to transform 2 classrooms into a main office and Nurse's Office complex. These wings continue to be in good condition.

Over the past several years, the maintenance of the Hindley Elementary School has progressed in an orderly and deliberate manner. These maintenance projects include upgrading the electrical system to allow for air conditioning in all classrooms, installation of gas service, installation of new windows from the original building and the 1976 additions and a new emergency generator. A new roof on the original building is planned for the summer of 2021. Maintenance projects involving critical heating and ventilating systems are planned for the future and should be folded into any larger building project.

In the fall of 2016, the Board of Education and its Facilities Subcommittee worked with the architectural firm KG & D to create a master plan for the school district. Embedded in the plan was the examination of multiple district capital issues including, the removal of district-wide portable classrooms, addressing space issues based on current and projected enrollment and assessing the long term viability of the 4 older elementary schools. The Master Plan was first reviewed by the Facilities Subcommittee in 2016 at which time extensive material and data was examined. The Subcommittee held numerous meetings in open sessions with the public in attendance. After significant discussion, the committee referred the Ox Ridge Project and the cafeteria expansion of the High School to the entire Board of Education for review.

One of the main observations of the report was the need to examine the best way to replace the portable buildings at all the elementary schools with sufficiently sized, permanent instructional space. This would require the services of an Architect/Planner to facilitate the discussion and present various options to the administration, BOE Facilities Committee and to the Board of Education. Northeast Collaborative Architects was hired for this project.

As this study was getting underway, the Curriculum Department was undertaking a study of Library/Media Center/Learning Center Improvements. This study is referred to as the Library Reimagined Plan. It became evident that certain aspects of this plan would also require the services of an Architect/Planner. The Administration realized that there would be a certain amount of overlap between both of these studies. The tasks assigned to Northeast were

expanded to include the Library study, and then expanded again to study the best way to deal with the undersized classrooms at several of the buildings, including Hindley.

As the Town of Darien Citizen's Building Committee considers the recommendations presented throughout this document, flexible planning for a school building renovation and expansion that can meet the needs of all students should be kept in mind. This includes the demolition of the portable buildings and Library, relocation of the classrooms housed in the portables, interior renovation to increase classroom sizes and the addition of a new wing to house the Library or a suite of music rooms.

The educational specifications for a renovation and expansion of the Hindley Elementary School are set forth in this report. The basic educational components of these educational specifications are comparable to those that were created for the Tokeneke and Ox Ridge School buildings. This was done to keep a level of consistency between schools.

VISION, MISSION & VALUES

Hindley Elementary School must be a building that reflects the District's Values and Mission and helps to prepare students on their initial journey to realizing the District Vision.

VISION STATEMENT

Preparing all students today to thrive in a changing world tomorrow.

MISSION STATEMENT

Inspiring a love of learning in all students so they develop as critical thinkers and innovative creators who contribute to the world with integrity and purpose beyond themselves.

VALUES

Wellness--Creating balanced learning environments that are physically, socially, emotionally, and intellectually safe and healthy.

Collaboration--Working openly, productively, and interdependently toward common goals.

Diversity and Inclusion—Creating a community that welcomes and embraces the full range of human differences.

Equity--Advocating for and advancing opportunities and outcomes for all.

Excellence--Delivering the highest quality education for each student to reach their individual potential.

Innovation--Leading with creativity and ingenuity through disciplined problem solving.

Integrity--Acting honestly and ethically with shared accountability.

Respect and Civility--Acting with consideration for the feelings, thoughts, experiences, and rights of others.

ELEMENTARY EDUCATIONAL PROGRAMMING

Students are at the center of learning in Darien. With strong collaborative relationships between home and school, students are challenged academically by talented educators who engage young learners while utilizing rigorous, standards-based curricula in order to prepare students for future successes. With a shared belief that all students can achieve at high levels, educators work to remove barriers to learning to ensure success for all students.

Elementary programming stems from research-supported commitments to learning. These commitments serve as essential drivers to student learning and are represented by the following belief statements:

- ☐ Developing students' skills with Social and Emotional Learning (SEL) is essential and best accomplished in tandem with academic learning in order to ensure supportive learning environments. SEL integrates the core competencies expressed in the CASEL framework. These competencies include self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. Developing students' skills across these five areas supports their development as they navigate their learning environment and experiences.
- ☐ All students learn differently. Therefore, teachers must work to differentiate instruction by thoughtfully planning, instructing, and assessing students as they guide them toward proficiency and mastery. Because all students learn differently, providing different levels of support is necessary to create equitable conditions.
- ☐ Students engage in academic experiences across disciplines that grow their skills as readers, writers, historians, mathematicians and scientists. Developing skills and content knowledge in these academic areas grows students as critical thinkers and problem solvers.
- ☐ Daily learning is enriched by comprehensive music, art, physical education, world language, and digital literacy curricula that allow students to create, collaborate, perform, critique, express, and respond with empathy.
- ☐ Curricula in all content areas promote academic excellence with learning experiences that are innovative, relevant, and rigorous.
- ☐ Curricula are responsive to the diverse learning needs of students and are regularly revised to reflect an ever-changing world and learning needs of students.
- ☐ Data driven adult collaboration, within and across teams, results in high-quality instruction and powerful learning experiences for students.
- ☐ Learning culture and commitment to continuous improvement in every school is reflected in the actions of both students and adults in each school.
- ☐ Staff members are committed to job-embedded professional development but also take risks to grow as learners and model this for students.
- ☐ Staff members receive feedback to remain engaged as reflective thinkers, planners and expert practitioners in their area of discipline.
- ☐ Treating others with respect and dignity is an expectation for all members of the learning community.

These belief statements are realized on a daily basis in each of our elementary schools. During elementary literacy instruction students engage in authentic reading and writing experiences all while developing a sense of joy and love for reading. Establishing joy builds lifelong readers and writers, but also provides motivation to learn and develop new literacy skills and strategies. Reading and writing is a part of daily instruction. Our youngest readers and writers begin telling stories with pictures, adding detail, and then they bring what they are learning in phonics to their writing as they begin to build their own words, sound by sound. These foundational skills evolve to sentences and paragraphs as students develop. Instructional content includes reading and writing skills and strategies, phonics, grammar, vocabulary and handwriting. The program over the elementary years builds the foundational skills necessary for students to read and communicate across a variety of genres. All grade levels learn to read fiction and nonfiction with increased complexity through different units of study across the years.

The elementary mathematics program encourages students to be risk takers, problem solvers, and investigators of math. Instruction is focused around having students persevere through tasks, ask and answer questions, think flexibly and justify reasoning. The key components to a balanced mathematics framework are conceptual understanding, computational fluency and problem solving. Our goal is to prepare students as well rounded mathematicians who are confident with their learning and see the enjoyment in math. Creating such a foundation necessitates a well-articulated and developmentally appropriate program for all students. Elementary mathematics emphasizes conceptual understandings, number sense, multiple representations, deliberate connections and problem solving. The mathematical practices developed throughout the year are: make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning.

Science at the elementary level is dedicated to programming that piques students' curiosity, captures their interest, and motivates their engagement while promoting the understanding and application of cross-cutting concepts, disciplinary core ideas, and science and engineering practices. The curriculum is designed and aligned to the Next Generation Science Standards (NGSS) to ensure that all students engage in essential experiences that reflect the intellectual rigor of inquiry, exploration and application so they may develop as scientific thinkers. By using students' perceptions of the world around them, our program provides opportunities to expand, enhance, and modify the ways in which they view and make sense of the world.

Social Studies in Darien is largely delivered through an inquiry approach to learning. Students generate questions based on their curiosity of the world around them. This approach offers students the opportunity to expand existing knowledge through authentic, student centered exploration of essential questions. Various forms of technology are woven into these experiences to give students authentic applications for technology skills. Process and performance assessments will measure student growth and provide feedback for instructional planning.

Libraries in Darien are evolving from traditional spaces to Learning Commons. This evolution will be as much a philosophical change as a physical transformation. Learning commons are defined by serving multiple purposes in both physical and virtual spaces. The furniture and furnishings will be flexible allowing for various zones to be created to meet the needs of learners, including but not limited to: collaborative engagement, integrative learning, quiet study, collaborative work, multimedia creation, storytelling, makerspace, speakers and presentations. In alignment with the new standards from both the American Association of School Librarians (AASL) and the International Society for Technology in Education (ISTE) standards and with the confluence of Science, Technology, Engineering, and Math

(STEAM), design thinking, and technology, the Learning Commons is a place geared toward immersive inquiry based learning, grounded in knowledge building using both the physical and virtual resources with numerous pathways to demonstrate one's learning. While the Learning Commons will continue to provide learning experiences in digital citizenship, digital fluency, developing a love of reading and building student expertise in a variety of digital tools, the heart of the Learning Commons is about participatory learning, and the creation of knowledge versus consumption. It will serve as the dynamic hub of learning for the school community.

The music and visual arts programs develop breadth and depth of interest in our students and provide another way to interpret and relate to the world through creative engagement and expression. The arts enhance our students' lives through both performance and appreciation which must continue to be key components of these programs. Music and art classes provide a space for students to engage the artistic processes of creating, performing, and responding while making important cultural connections to better understand a global society.

ENROLLMENT

HIGH PROJECTIONS WITH MULTIPLIERS

Darien Public Schools Elementary School Enrollment Projections 2021-22							
School	K	1	2	3	4	5	K-5th
Hindley	78	67	66	82	65	82	440
Holmes	76	59	79	66	74	87	441
Ox Ridge	72	76	78	72	66	74	438
Royle	64	57	55	51	56	56	339
Tokeneke	67	56	75	68	72	74	412
TOTAL	357	315	353	339	333	373	2070

Darien Public Schools Elementary School Enrollment Projections 2026-27							
School	K	1	2	3	4	5	K-5th
Hindley	80	73	82	76	79	79	469
Holmes	77	72	78	68	71	73	439
Ox Ridge	76	70	79	73	76	76	450
Royle	73	65	66	61	63	65	393
Tokeneke	73	72	79	72	78	80	454
TOTAL	379	352	384	350	367	373	2205

Darien Public Schools Elementary School Enrollment Projections 2022-23							
School	K	1	2	3	4	5	K-5th
Hindley	78	78	69	67	80	64	436
Holmes	74	77	59	77	64	76	427
Ox Ridge	72	73	81	80	70	65	441
Royle	62	62	54	54	51	54	337
Tokeneke	65	72	58	77	70	74	416
TOTAL	351	362	321	355	335	333	2057

Darien Public Schools Elementary School Enrollment Projections 2027-28							
School	K	1	2	3	4	5	K-5th
Hindley	80	80	76	84	73	80	473
Holmes	77	78	72	75	66	71	439
Ox Ridge	76	77	73	81	72	76	455
Royle	73	70	62	66	61	62	394
Tokeneke	73	77	73	80	73	77	453
TOTAL	379	382	356	386	345	366	2214

Darien Public Schools Elementary School Enrollment Projections 2023-24							
School	K	1	2	3	4	5	K-5th
Hindley	73	78	80	70	66	79	446
Holmes	69	75	77	57	75	65	418
Ox Ridge	68	72	76	83	78	70	447
Royle	64	65	63	56	57	53	358
Tokeneke	64	70	76	60	78	71	419
TOTAL	338	360	372	326	354	338	2088

Darien Public Schools Elementary School Enrollment Projections 2028-29							
School	K	1	2	3	4	5	K-5th
Hindley	83	81	83	76	82	73	478
Holmes	79	78	79	70	73	66	445
Ox Ridge	79	76	80	75	79	72	461
Royle	75	70	66	62	66	61	400
Tokeneke	76	77	79	75	81	72	460
TOTAL	392	382	387	358	381	344	2244

Darien Public Schools Elementary School Enrollment Projections 2024-25							
School	K	1	2	3	4	5	K-5th
Hindley	80	72	79	81	69	65	446
Holmes	76	70	76	74	56	75	427
Ox Ridge	75	69	76	78	79	79	456
Royle	72	63	64	66	60	60	385
Tokeneke	72	69	75	80	62	79	437
TOTAL	375	343	370	379	326	358	2151

Darien Public Schools Elementary School Enrollment Projections 2029-30							
School	K	1	2	3	4	5	K-5th
Hindley	86	84	82	83	76	81	492
Holmes	82	81	79	77	67	74	460
Ox Ridge	82	79	80	82	73	79	475
Royle	77	71	67	67	62	65	409
Tokeneke	78	80	79	80	75	81	473
TOTAL	405	395	387	389	353	380	2309

HIGH PROJECTIONS WITH MULTIPLIERS

Darien Public Schools Elementary School Enrollment Projections 2025-26								Darien Public Schools Elementary School Enrollment Projections 2030-31							
School	K	1	2	3	4	5	K-5th	School	K	1	2	3	4	5	K-5th
Hindley	75	79	73	82	80	68	457	Hindley	88	87	84	85	82	75	501
Holmes	71	77	71	73	72	56	420	Holmes	85	83	82	76	74	68	468
Ox Ridge	69	76	72	77	76	81	451	Ox Ridge	84	82	83	81	80	73	483
Royle	67	69	61	63	66	59	385	Royle	79	74	69	67	66	61	416
Tokeneke	68	78	71	77	80	62	436	Tokeneke	80	82	82	80	81	75	480
TOTAL	350	379	348	372	374	326	2149	TOTAL	416	408	400	389	383	352	2348

IMPLICATIONS FOR HINDLEY ELEMENTARY SCHOOL

The District's program is built upon best practices to improve student learning. Hindley Elementary School supports the wide-range of learning needs through large and small group learning opportunities for students in kindergarten through fifth grade.

Schools designed for the future must have classrooms appropriately sized to support active learning in many forms: teacher-directed, student centered whole, small and independent learning, as well as inquiry-based opportunities. Classroom size must provide the flexibility for research-based instructional practices and consistent instructional experiences for students across the five elementary schools.

In the renovation, classrooms of the same grade should be grouped together to support collaboration among children and staff. Similarly, special education/support staff rooms should be located strategically in proximity to grade-level teams to optimize services and collaboration.

The Developmental Learning Center (DLC) space will be relocated to Ox Ridge Elementary School allowing for the use of these classroom spaces. The renovated Hindley Elementary School will be designed to accommodate 24 classroom spaces. Darien's elementary classroom size policy provides for the personalization of student learning.

The renovation of Hindley Elementary School transforms the existing building space into a 21st Century Learning Environment, with improvements to the following for each new and renovated space:

- safety and security
- optimize space utilization
- open and collaborative spaces, for students and teachers
- universal design / accessibility
- modern, sustainable finishes
- improvements to air quality, from both new materials and enhanced ventilation
- enhanced thermal comfort
- optimal natural and artificial lighting
- improved acoustics (both required separations/barriers and internal room conditions)

SPECIAL EDUCATION - RESOURCE ROOMS/LEARNING CENTER

Hindley Elementary School provides a broad continuum of services, including specialized instruction for individual and/or small groups of students in general education classrooms (push-in services), resource and/or related service rooms (pull-out services).

Philosophy

Special education is provided to students with learning differences who need specially designed instruction to meet their unique needs and to enable them to access the general curriculum of the school district. Parents of children who require specially designed instruction work with a team of educators and, as appropriate, specialists to determine the needs of their children and to design an appropriate program to address their educational needs. Special education teachers, clinicians, paraprofessionals, and administrators work collaboratively to support and implement services to ensure best practices in special education programs.

Room Size

Resource rooms/small group rooms at 180 sq. ft. each are needed.

Program Objective

To provide specially-designed instruction to students in a small group.

General Description

Students with identified learning differences that require specially designed instruction to support access to the curriculum and address their individual educational needs are scheduled into a special education class for assistance as specified in individual education plans. Students are instructed in small groups or individually.

Activities

Activities to be housed include individual and small-group instruction, individual testing, independent and small-group learning activities and conferences with individuals or small groups of students.

Occupancy

Up to 8 students, one special education teacher, one or more instructional paraprofessionals.

Furniture, Fixtures and Equipment

- Student work tables and chairs
- Adaptive furniture, including varying sizes of Rifton chairs
- Teacher desk and chair
- White board
- Tack board
- Open shelving
- Lockable storage
- Network / WiFi
- Smartboards or similar technology for which students can interact
- Accessible sink and fixtures
- Window treatments

SPEECH AND LANGUAGE THERAPY ROOM

Room Size

Two 180 sq. ft rooms are needed to provide speech and language therapy.

Program Objective

To enable identified students to improve speech and language skills through a program consistent with each student's individual education plan.

General Description

Students who require services in speech and language receive supplemental instruction as specified in individual education plans. Students are instructed in small groups or individually.

Activities

Activities to be housed include individual and small-group instruction, individual testing, independent and small-group learning activities and conferences with individuals or small groups of students.

Occupancy

Up to eight students, one speech and language therapist and one or more paraprofessionals.

Furniture, Fixtures and Equipment

- Student work tables and chairs
- Adaptive furniture, including varying sizes of Rifton chairs
- Teacher desk and chair
- White board
- Tack board
- Open shelving
- Lockable storage
- Network/WiFi

SCHOOL PSYCHOLOGIST

Room Size

Two rooms of 150 sq. ft. each are needed.

Program Objective

To appropriately assess students' learning needs and to provide counseling in matters of school adjustment.

General Description

Individual students who require support from a school psychologist to manage the environment of school. Other students may be performing at a level beyond that of their age groups. Individual testing provides the information that school personnel need to make educational decisions about program, placement, etc.

Activities

Activities to be housed include individual testing, counseling and conferences with individual students or with parents

Occupancy

Up to eight students, one school psychologist, one or more instructional paraprofessionals.

Furniture, Fixtures and Equipment

- Student work table
- Adaptive furniture, including varying sizes of Rifton chairs
- Teacher desk and chair
- Lockable storage
- Network/WiFi
- Open shelving

GRADE 1-5 CLASSROOMS

Room Size

Typical classrooms should have between 750-850 sq. ft of classroom instructional space with additional storage. This is a State requirement and will support a child-centered program with multiple learning areas. All first grade classrooms must be located on the first floor.

Program Objectives

- To provide a learning environment which meets the developmental needs of all students in the affective, perceptual and cognitive domains.
- To provide an environment that promotes the development of all students' skills and knowledge and encourages the highest level of achievement for all students.
- To provide an environment that encourages student inquiry, builds citizenship skills, and fosters habits of mind that support learning.

General Description of Program

- Language Arts includes instruction in reading, writing, speaking, listening and viewing.
- Mathematics includes instruction in number sense and operations, patterns, algebra and functions, measurement, geometry, data analysis and probability.
- Science includes instruction in life science, earth and space science, physical science, and engineering.
- Social Emotional Learning and Health Education includes instruction in nutrition, personal safety, environmental health, disease prevention, substance abuse prevention, and decision-making.
- Social Studies includes instruction in history, geography, civics and current events.
- Special Education includes direct teaching and related service support in academic skills, social/emotional/behavioral skills, language and communication, and fine and gross motor skills.

Activities

Classrooms provide space for teacher-directed whole class instruction, small group instruction, student directed collaborative learning activities and independent learning by individual students, use of computers and other technology. Small group and individual tutorials will also take place in the classroom.

Ample storage space is needed for math manipulatives and science equipment, student texts, paper and art supplies, computers and technology equipment, classroom libraries, play equipment and students' personal belongings.

Occupancy

Each classroom should be able to accommodate up to 25 students, one classroom teacher, and a special education teacher, specialist or one or more instructional aides who may share instruction of small groups or individuals within the regular classroom.

Furniture, Fixtures and Equipment

- Student desks, tables, chairs and/or work tables
- Adaptive furniture, including varying sizes of Rifton chairs
- Teacher desk and chair
- Small group table
- Large area rugs
- Interest center/small group work tables and chairs (3 per classroom)
- Student cubbies to accommodate up to 25 students
- Ample storage space for instructional materials
- Lockable storage space for equipment and teacher materials
- Accessible sink and fittings
- Window treatments
- Whiteboards
- SMARTboard or similar technology
- Tack boards
- Shelves for classroom libraries
- Network/WiFi access
- Ample electrical outlet access
- Open shelving
- Building-wide wiring for assistive listening, looped systems, and/or personal Frequency Modulation (FM) units

SMALL GROUP INSTRUCTION/INTERVENTION ROOM (SRBI)

Room Size

One room of 475 sq. ft. is needed. Small groups of students will meet in this space for supplemental instruction.

Program Objective

To provide supplemental instruction to students who have difficulty mastering basic skills as taught in the general education program. To support classroom programs through individualized testing, analysis, and instructional materials.

General Description

Students who require additional support with specific skills will receive targeted support in addition to classroom instruction.

Activities

Activities include individual and small-group instruction, student practice with both print and electronic media, conferences (students, parents, and staff), and individual and small-group assessment.

Occupancy

One teacher and a group of up to 6 students.

Furniture, Fixtures and Equipment

- Teacher desk and chair
- Small group reading tables and chairs
- Adaptive furniture, including varying sizes of Rifton chairs
- Ample storage space for instructional materials
- Lockable storage space for equipment and teacher materials
- Whiteboards
- Tack boards
- SMARTboard or similar technology with which students can interact
- Network/WiFi-access
- Electrical outlets (ample)
- Accessible sink and fittings
- Window treatments
- Building-wide wiring for assistive listening, looped systems, and/or personal Frequency Modulation (FM) units

ENGLISH LANGUAGE LEARNER (ELL) INSTRUCTION ROOM

Room Size

One room of at least 300 sq. ft. is needed. Individuals and/or small groups of students will meet in this room for supplemental instruction.

Program Objective

Students with limited English proficiency are provided with instruction in English. The objective in the program is to enable students to understand the English language so that they may access the curriculum in the general education classroom.

General Description

The ELL classroom is a space in which individual and small group instruction will occur. The classroom should be suitably equipped for small group instruction.

Activities

Activities to be housed include individual and small group instruction, oral and written practice of English language skills, use of print and electronic media and individual and small-group assessment.

Occupancy

One teacher and a group of up to 8 students.

Furniture, Fixtures and Equipment

- Teacher desk and chair
- Small group reading tables and chairs
- Adaptive furniture, including varying sizes of Rifton chairs
- Ample storage space for instructional materials
- Lockable storage space for equipment and teacher materials
- Whiteboards
- Tack boards
- SMARTboard or similar technology with which students can interact
- Network/wifi-access
- Electrical outlets (ample)
- Accessible sink and fittings
- Window treatments
- Building-wide wiring for assistive listening, looped systems, and/or personal Frequency Modulation (FM) units

GIFTED EDUCATION ROOM

Room Size

One room of 180 sq. ft. is needed for this program.

Program Objective

The Gifted Education Program enables students to receive supplementary instruction beyond the curriculum offered in the general classroom.

General Description

Students who have been identified as gifted participate in the program. Students meet in small groups of 1-8 for their instruction.

Activities

Activities to be housed include individual and small-group learning activities including 1 - 8 students.

Occupancy

Small groups of up to 8 students, one gifted education teacher

Furniture, Fixtures and Equipment

- Student work tables and chairs
- Adaptive furniture, including varying sizes of Rifton chairs
- Teacher desk and chair
- White board
- Tack board
- Open shelving
- Lockable storage
- Network/WiFi
- SMARTboards or similar technology for which students can interact

GENERAL MUSIC ROOM

Room Size

The general music classroom includes 900 sq. ft. of classroom space and 200 sq. ft. of music storage. This room size will provide space for the level of student movement and musical /sound generating activity which is inherent to the music program and also for storage of necessary equipment.

Program Objective

To develop in students an appreciation, performance skills and knowledge of music, to increase their enjoyment, critical analysis, collaboration, creativity and cultural awareness.

General Description

All elementary grade students have 90 minutes of general music per week. The elementary music curriculum is based on the four artistic processes of creating, performing, responding and connecting to music and is designed to offer a sequential, comprehensive, standards-based music education to all children in Kindergarten - Grade five.

Pitched and unpitched classroom instruments, movement, singing and dance are an integral part of the music curriculum.

This room should be soundproofed, attention to air vent so that they don't transfer sound. This space should be located near the Instrumental Music Room to share resources. Would be good to have a water fountain located just outside this room. Acoustical considerations to maximize the experience of performing and listening to music.

Activities

Activities in general music include singing, listening, playing classroom instruments such as recorders, ukuleles and tuned and untuned percussion instruments in large and small groups, composing, recording, acting, dancing, discussion, improvisation and exploration of historical musical styles.

Occupancy

Persons to be housed include up to 26 students, one teacher and one or more instructional aides.

Furniture, Fixtures and Equipment

- Student tables and stackable folding chairs
- Two teacher desks and chairs (multiple staff)
- Moveable choral risers
- Whiteboards/smart boards
- Tack boards
- SMARTboard or similar tool with strong speakers for music listening activities
- Wall or ceiling-mounted TV monitor and LCD projector
- Divided shelving for sheet music storage
- Musical instruments, including classroom piano
- Lockable storage
- Deep sink to clean out recorders and wash off classroom instruments
- Wider door opening for larger percussion instruments, pianos, musical equipment, etc.

INSTRUMENTAL MUSIC ROOM AND STORAGE ROOM

Room Size

The instrumental music classroom shall be 400 sq. ft. Music storage room of 400 sq. ft. will provide space for necessary equipment which is inherent to the music program.

Program Objective

To develop in students an appreciation and knowledge of music through instrumental performance, to increase student enjoyment, collaboration, critical analysis, creativity and cultural awareness.

General Description

Beginning in Grade 3, elementary students may choose to play a musical instrument. While large group meetings are conducted before and/or after school, lesson groups or sectionals are conducted during the school day. Students will perform, rehearse, refine and respond to music during lessons.

Activities

Activities include listening, performing in groups, collaborating, composing, creating, and recording music. Sound of instruments can be loud at times.

Occupancy

Persons to be scheduled daily include 4-10 students, one teacher and one or more instructional aides.

Furniture, Fixtures and Equipment

- Music stands and stackable folding chairs
- Two teacher desks and chairs (multiple staff)
- Whiteboards/Smart Boards
- Tack boards
- Smart Board or similar tool with strong speakers for music listening activities
- Wall/ceiling-mounted TV monitor and LCD projector
- Divided shelving for sheet music storage
- Classroom piano
- Deep sink to clean out mouthpieces and band instruments
- Lockable storage or shelving for students' musical instruments/cello and bass racks
- District-owned musical instruments and percussion
- Near a water fountain or has a sink in the classroom.

Special Requirements

This room should be soundproofed (including designated air vents) and should be located near the general music room for shared use of storage. Wider door opening for larger percussion instruments, pianos, musical equipment, etc. Acoustical treatment of the room to accommodate loud instrument playing, percussion and rehearsals.

WORLD LANGUAGE ROOM

Room Size

The world language classroom should have 900 sq. ft of instructional space including storage.

Program Objectives

To provide a learning environment that meets the needs of all students and promotes development of second language skills and cultural knowledge and awareness.

General Description of Program

The world language curriculum provides second language instruction in reading, writing, speaking, and listening. In addition, students receive ongoing instruction designed to promote cultural awareness. The five “C” goal areas (Communication, Cultures, Connections, Comparisons, and Communities) stress the application of learning a language beyond the classroom as described by the American Council on the Teaching of Foreign Languages (ACTFL).

Activities

Classrooms provide space for whole class instruction, small group instruction, student project activity and other types of independent learning by individual students, use of computers and other technology. Small group and individual tutorials will also take place in the classroom.

Storage space is needed for classroom/teacher materials, student texts, paper and art supplies, computers and technology equipment, and classroom reading material.

Occupancy

Each classroom should be able to accommodate up to 25 students, one classroom teacher, and a special education teacher, specialist or one or more instructional aides who may share instruction of small groups or individuals within the regular classroom.

Furniture, Fixtures and Equipment

- Student desks, tables, chairs and/or work tables
- Adaptive furniture, including varying sizes of Rifton chairs
- Teacher desk and chair
- Large area rugs
- Interest center/small group work tables and chairs (3 per classroom)
- Student cubbies to accommodate up to 26 students
- Ample storage space for instructional materials
- Lockable storage space for equipment and teacher materials
- Accessible sink and fittings
- Window treatments
- Whiteboards
- SMARTboard or similar technology
- Tack boards
- Shelves for classroom libraries
- Network/WiFi access

- Ample electrical outlet access
- Open shelving
- Building-wide wiring for assistive listening, looped systems, and/or personal Frequency Modulation (FM) units

LIBRARY-MEDIA CENTER

Room Size

The Library-Media Center, including office area and storage, will total at least 3,000 sq. ft. This is the prototype size used by Northeast Collaborative when designing the Library Reimagined.

Program Objective

To develop in students the ability to use a variety of print and digital resources critically, effectively, ethically, and responsibly to support all curricular areas of focus. Additionally, the Library Media Curriculum has a specific focus on digital and media literacy, educational technology, research skills, digital citizenship, and promoting a love of literature.

General Description

The new Hindley Elementary School Library should reflect the districtwide common vision, core beliefs, and operating principle as described in the Re-Imagined Library Report presented to the Darien Board of Education in May 2018:

"The Re-Imagined Library serves as the physical and digital destination for an engaged learner, empowered to both independently and collaboratively inquire, create, and reflect under the guidance of a knowledgeable staff and within an inspirational, dynamic, and well-resourced space."

The Library space should be:

- Accessible for all learners with multiple opportunities to engage and express learning
- Organized to reflect best practices in how students learn
- Curated with high-quality resources to support district curricula and encourage a lifelong passion for reading
- Reflective of the opportunities and innovations technology affords for access, creation, collaboration, presentation, and connection
- Flexible in design to allow for moveable and changeable zones within the space to serve multiple purposes
- Welcoming and inviting, with furnishings that serve the needs of students as empowered learners, global collaborators, and independent creators

The Re-Imagined Library is set-up in terms of zones and morph as necessary to serve a variety of functions. Depending on the level, the purpose to be served, and the square footage available, the zones will vary in size. Some zones will be more permanent than others. Some will expand for a special event and disappear at its conclusion.

The zones include:

- Instructional Zone
- Collaboration and Quiet Zone
- Creation and Exploration Zones
- Large Group Presentation Zone
- Print Collection Zone
- Administration, Work, and Storage Zone

All students have access to the Library-Media Center. Grades K-2 have a regular fixed schedule of between 30-45 minutes of time in the Library-Media Center. Students in Grades 3-5 are scheduled in collaboration with the

classroom teacher. All students in Grades K-5 receive regular instruction in selection of appropriate reading material, the use of facilities and resources as part of the Library-Media Curriculum.

Activities

Collection maintenance; storage and circulation; classroom instruction; curation and set-up of Creation and Exploration zone; quiet reading; collaborative group work; book selection, large group presentation; technology stations and charging; green screen area; administrative tasks.

Occupancy

In the Instructional Zone, up to 26 students could be seated at tables in front of a presentation station in one section of the library. Concurrently, a class could be checking out materials, while a small group could be coming in to work on a project in the small group room or spend time in the Creation and Exploration Zone. This zone will be curated periodically and the activities will support Science, Social Studies, and other curriculum. If there is a large presentation, the Large Group Presentation Zone should accommodate at least 100 students or whole grade, plus adults.

The only constants in the space will be the Library-Media Specialist and one library paraprofessional.

Furniture, Fixtures and Equipment

- Age-appropriate (i.e. low, accessible to younger students) fixed and moveable shelving (to allow for the creation of flexible Zones)
- Charging stations and adequate access to power throughout the space
- Location for Copier/Scanner that could be used by students
- Presentation station to support a Large Group Presentation Zone (could handle at least 1 grade level, n=100)
- Presentation station for dedicated instructional space (tables, chairs to support 1 class, n=26)
- Student work tables with wheels and moveable chairs
- Small Circulation desk and place for student self-checkout stations
- Comfortable, age-appropriate, durable seating for quiet reading nooks
- Counters, cabinets, and sink where the Creation and Exploration Zone would be located
- Small group meeting room
- Area for a dedicated green screen and filming/video editing equipment

CONFERENCE ROOMS

Room Size

Two conference rooms of 300 sq. ft. each.

Program Objective

To provide leadership, coordination and support for the instructional program and related services.

General Description

Conference rooms are needed to conduct meetings which cannot be held in administrators' offices.

Activities

Conferences with school and district staff, parents, students, guests and community members; staff training for small groups.

Occupancy

Up to 15 participants, including members of school and district staff, parents, students, guests and community members.

Furniture, Fixtures and Equipment

- Conference table and chairs
- Network/WiFi
- Wall presentation station
- White board
- Tack board

STAFF WORKROOMS

Room Size

A teacher work room of 150 sq. ft. and a book room of 200 sq. ft. to house level libraries beyond the classroom.

Program Objective

To provide spaces for teachers to prepare copies and access classroom materials / supplies and books.

Activities

Activities to be housed in the workroom include preparation of materials, storage of materials, production of paper copies, duplication, laminating and creation of tack materials.

Occupancy

The staff workrooms will be utilized on a rotating basis by up to 40 staff members. A designated lactation space, with a locked door, is needed to provide for nursing employees (<https://www.dol.gov/whd/nursingmothers>).

Furniture, Fixtures and Equipment

- Secure built-in cabinets and storage closets
- Work table and chairs
- White board
- Tack board
- Large-capacity copier and stand
- Sink and work counter
- Laminating machine(s)
- Paper cutter
- Letterpress machine
- Copier and stand
- Network/WiFi
- Shelving for books

STAFF ROOM

Room Size

One staff room of 475 sq. ft. is needed.

Program Objective

To provide places in the school where staff members can have lunch, conduct small staff meetings and enjoy participation in the adult culture of the school.

General Description

Teachers, administrators, aides and other employees have lunch in the staff rooms each day. Small staff meetings are often conducted in staff rooms.

Activities

Staff members will use the staff rooms for lunch and small staff meetings.

Occupancy

Up to 40 staff members and volunteers will occupy staff rooms at various times during the day.

Furniture, Fixtures and Equipment

- Table and chairs
- Sink
- Refrigerator
- Microwave oven
- Coffee / tea preparation
- Storage

STORAGE REQUIREMENTS

Teaching Materials Storage

One room must be adequate in size to store items such as charts, supplemental and enrichment materials, testing materials, science equipment and science models, etc. One space of approximately 200 sq. ft. is needed with floor to ceiling shelves on three walls.

Inactive Storage

Inactive storage includes items such as stage props, risers, equipment and supplies. This room should be at least 400 sq. ft. of space and should have floor to ceiling shelves covering two walls. Server station housed here.

Custodial Storage

Custodial supplies include mops, brooms, pails, paper supplies, ladders, steam cleaners, vacuums and cleaning supplies. Four custodial closets, each about 36 sq. ft. are needed, with two on each floor in a two-story building. All closets must be equipped with sinks, shelves and lockable cabinets. In addition, there is a need for a central storage space (approximately 14' x 14') for bulkier equipment.

SITE, SECURITY & MECHANICAL

Site Work

The pedestrian and vehicular traffic pattern will be reviewed as part of the scope of work. The facility has the need to park more buses on site when picking up students at the end of the school day. Too many buses remain out on Nearwater Lane, waiting for an open space. Cars exiting the parking lot at the end of the school day have a difficult time getting out into traffic due to the proximity of the bus and car exits. Perhaps an alternative exit for the cars can be established. There is also an existing need for more overflow parking.

Integrated Electronic Communication System for Voice, Data and Video

All normally occupied teaching spaces, offices, staff rooms, administrative spaces, boiler room, kitchen, and receiving area should be linked by a telephone and speaker which provides public address, emergency, outside line access, and internal private communications.

- All spaces, indoor and outdoor, should receive emergency call announcements.
- Ability to switch all calls to specific telephones after hours.
- Ability to access intercom system from outside the school.
- Ability to limit out of local area calls from specific phones.
- High volume "night bells" for telephone system.
- Back-up emergency power for computer networks, telephone and intercoms.
- All offices and teaching spaces to be equipped with networked computers for staff members.
- All classrooms to have networked computer communications and built-in data projectors.
- Voice, data and video broadcast and reception capability, including multi-channel communication, available for all teaching stations and the main office (including through an integrated communication system). All cabling should be fiber optic with OCT connections. Wireless or infrared capability should also be available in each teaching and office space. Spare conduit or cabling trays should be included for future upgrades and expansion.

The building should be canvassed and supported by ample WAN points for optimal wireless network coverage.

- Remote media retrieval system in each classroom.
- Back-up emergency power for light-safety systems, alarm/communications systems, and heating systems.

Wireless Clock and Bell System

All normally occupied areas should have a clock showing hours and minutes connected to a master clock that also controls bells and/or chimes. The master clock should automatically correct all systems.

Fire Alarm/Security

The school should be equipped with a fully code compliant fire detection, alarm, and sprinkler system. All equipment should be state-of-the-art. Remote panels showing location of the source of the alarm should be located near the administrative area and front door of the school and custodial office. Upon activation of an alarm, an evacuation signal should be transmitted throughout the school and a signal transmitted to a central station monitoring service. Alarm should signal until manually reset. Sprinkler heads should be carefully located and positioned to prohibit tampering. Alarms should be easily heard throughout the building and visual alarms should be provided as per code.

- One integrated fire alarm/security system with video monitoring capacity and other electronic security devices should protect the entire structure.
- All required fire extinguishers should be placed into recessed cabinets with the doors to such cabinets equipped with audible local alarms.
- Lockdown security should be installed and connected to this security infrastructure.
- All exit points controlled by card access.
- Single point of system entry with “mantrap.”
- Shatter resistant film on first floor windows and all exterior doors having window panels (similar to a 3M 14mil security film product.)

HVAC System

The heating, ventilating and central air conditioning system should be carefully and thoroughly planned. The chilled water and heating water piping and coils must be separate (4 pipe system). This allows to quickly transfer between heating and cooling systems with minimal delay. Failure to install this type of system would create the need to shut down the building HVAC for a week to properly transfer from one system to another.

The entire building should be air-conditioned to allow use for summer programs for both special and regular education students. Air conditioning should be zoned for use during the summer in all offices (including music and physical education offices), library, and classrooms.

A separate water heater for domestic use should be provided.

Connection to external emergency power sources should be provided (including all code required automatic transfer switches) to keep vital building components and areas functioning in an emergency.

Plumbing

Building should meet all minimum code requirements for number of toilet fixtures, sinks, drinking fountains and bottle fill stations.

All fixtures should be of the heaviest duty, vandal resistant design. Local service valves and isolation valves should be provided. Adequate clean-outs should be provided. Piping should run in accessible pipe chases. Valves should be ball valves. Toilet partitions should be extreme duty, vandal resistant, with heavy-duty hardware. Automatic faucets, toilets and urinals should be installed in all toilet facilities. Fixtures should be wall hung. Building should be divided into sections with isolation and drain valves in each section.

Electrical Distribution

Each occupied space should be furnished with numerous electrical convenience outlets located throughout the space to permit flexibility of room layout and eliminate use of extension cords. Power in each classroom should be from two sources, one for exclusive use of computers and the other for general use. Outlets in corridors and storage areas should be located on not greater than 25-foot centers to permit ease in use of vacuums and floor machines.

Each electrical distribution panel should have 25% free space to add future circuits. All three phase motors should have phase protection. All exit signs should be L.E.D. type with cast housings and lexan lenses.

Energy Conservation

The construction plans should meet all requirements of the state energy code. A back-up generator must be present to maintain key building systems.

Hardware and Security

All hardware should be commercial grade. Access control devices must be installed at the front entrance and be compatible with current systems in place in the school district. A Stanley Best locking system keyed to match existing systems should be installed and maintained.

All exit door panic devices should be rim type with removable mullions rather than vertical rod type. All doors such as stairwell doors, corridor smoke doors, etc. should be held open with magnetic devices connected to the fire alarm system.

COMMUNITY USE

Hindley Elementary School will serve as a resource for all Hindley students and citizens throughout the year.

The facility will be made available to the public in a supervised manner, only with the consent and authorization of the school administration and staff. The school shall be designed to allow access to common spaces such as the gymnasium, library media center, cafeteria in the evenings and weekends. Similarly, the school should be designed in a way that allows for access to facility activities during the school year and throughout the summer months and school vacations.

The Community use of the facility may include the following:

School Related Events and Functions:

- ☐ Athletic events and tournaments
- ☐ Darien Summer School
- ☐ Extended School Year
- ☐ Staff Development
- ☐ Student Clubs such as Literary Magazine, Stock Market Club, Student Council and Safety Patrol
- ☐ PTO
- ☐ Booster Clubs
- ☐ Scouting Groups
- ☐ After School Programs
- ☐ Town Departments, camps or agencies
- ☐ YMCA
- ☐ Youth Sports
- ☐ For Profit Organizations within the Town of Darien
- ☐ Parent/Community informational meetings
- ☐ Student Ceremonies
- ☐ Youth Sports

EDUCATIONAL SPECIFICATIONS

Holmes Elementary School

**DARIEN PUBLIC SCHOOLS
35 LEROY AVENUE
DARIEN, CONNECTICUT 06820**

**May 25, 2021
Board of Education**

CONTENTS

Introduction	2
Vision, Mission & Values	4
Elementary Educational Programming	5
Enrollment	8
Implications for Holmes Elementary School	10
Special Education – Resource Rooms/Learning Center	11
OT/PT Room	12
Speech and Language Therapy Rooms	13
School Psychologist	14
Classrooms Grades 1 - 5	15
Small Group Instruction/Instruction Room	17
English Language Learners(ELL) Instruction Room	18
Gifted Education Room	19
General Music Room	20
Instrumental Music Room and Storage Room	21
World Language Room	22
Library – Media Center	24
Conference Rooms	26
Staff Workrooms	27
Staff Room	28
Storage Requirements	29
Site, Security, Mechanical	30
Community Use	33

INTRODUCTION

The Holmes Elementary School, located at 18 Hoyt Street, was originally constructed in 1932 and was last renovated and expanded 25 years ago in 1996. The building, located on 8 acres, encompasses 63,266 square feet. There are 23 general education classrooms, a combined 10 special education spaces, one library, one gymnasium and one cafeteria/auditorium. Holmes currently serves 439 students in kindergarten through fifth grade.

Holmes School has 2 portable classroom buildings that house the General and Instrumental Music programs. Aside from the inherent safety and security issues, these buildings are near the end of their useful life and require constant maintenance to remain functional. The Library space has a modular room built inside of it, that houses SBRI and reading specialists. Access to this classroom is through the middle of the Library, which limits pupil circulation and instructional areas within the Library space. During the last capital improvement project in the 1990's, two new wings and an entrance lobby, Common Room and Kitchen were constructed. These wings continue to be in good condition.

Over the past several years, the maintenance of the Holmes Elementary School has progressed in an orderly and deliberate manner. These maintenance projects include upgrading the electrical system to allow for air conditioning in all classrooms, installation of gas service and installation of a new emergency generator. A new roof on the original building is planned for the summer of 2021. Maintenance projects involving critical heating and ventilating systems are planned for the future and should be folded into any larger building project.

In the fall of 2016, the Board of Education and its Facilities Subcommittee worked with the architectural firm KG & D to create a master plan for the school district. Embedded in the plan was the examination of multiple district capital issues including, the removal of district-wide portable classrooms, addressing space issues based on current and projected enrollment and assessing the long term viability of the 4 older elementary schools. The Master Plan was first reviewed by the Facilities Subcommittee in 2016 at which time extensive material and data was examined. The Subcommittee held numerous meetings in open sessions with the public in attendance. After significant discussion, the committee referred the Ox Ridge Project and the cafeteria expansion of the High School to the entire Board of Education for review.

One of the main observations of the report was the need to examine the best way to replace the portable buildings at all the elementary schools with sufficiently sized, permanent instructional space. This would require the services of an Architect/Planner to facilitate the discussion and present various options to the administration, BOE Facilities Committee and to the Board of Education. Northeast Collaborative Architects was hired for this project.

As this study was getting underway, the Curriculum Department was undertaking a study of Library/Media Center/Learning Center Improvements. This study is referred to as the Library Reimagined Plan. It became evident that certain aspects of this plan would also require the services of an Architect/Planner. The Administration realized that there would be a certain amount of overlap between both of these studies. The tasks assigned to Northeast were expanded to include the Library study, and then expanded again to study the best way to deal with the undersized classrooms at several of the buildings, including Holmes.

As the Town of Darien Citizen's Building Committee considers the recommendations presented throughout this document, flexible planning for a school building renovation and expansion that can meet the needs of all students

should be kept in mind. This includes the demolition of the portable buildings, interior renovations to the existing Library and the addition of a new wing to house a suite of music rooms, several classrooms and offices.

The educational specifications for a renovation and expansion of the Holmes Elementary School are set forth in this report. The basic educational components of these educational specifications are comparable to those that were created for the Tokeneke and Ox Ridge School buildings. This was done to keep a level of consistency between schools.

VISION, MISSION & VALUES

Holmes Elementary School must be a building that reflects the District's Values and Mission and helps to prepare students on their initial journey to realizing the District Vision.

VISION STATEMENT

Preparing all students today to thrive in a changing world tomorrow.

MISSION STATEMENT

Inspiring a love of learning in all students so they develop as critical thinkers and innovative creators who contribute to the world with integrity and purpose beyond themselves.

VALUES

Wellness--Creating balanced learning environments that are physically, socially, emotionally, and intellectually safe and healthy.

Collaboration--Working openly, productively, and interdependently toward common goals.

Diversity and Inclusion—Creating a community that welcomes and embraces the full range of human differences.

Equity--Advocating for and advancing opportunities and outcomes for all.

Excellence--Delivering the highest quality education for each student to reach their individual potential.

Innovation--Leading with creativity and ingenuity through disciplined problem solving.

Integrity--Acting honestly and ethically with shared accountability.

Respect and Civility--Acting with consideration for the feelings, thoughts, experiences, and rights of others.

ELEMENTARY EDUCATIONAL PROGRAMMING

Students are at the center of learning in Darien. With strong collaborative relationships between home and school, students are challenged academically by talented educators who engage young learners while utilizing rigorous, standards-based curricula in order to prepare students for future successes. With a shared belief that all students can achieve at high levels, educators work to remove barriers to learning to ensure success for all students.

Elementary programming stems from research-supported commitments to learning. These commitments serve as essential drivers to student learning and are represented by the following belief statements:

- ☐ Developing students' skills with Social and Emotional Learning (SEL) is essential and best accomplished in tandem with academic learning in order to ensure supportive learning environments. SEL integrates the core competencies expressed in the CASEL framework. These competencies include self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. Developing students' skills across these five areas supports their development as they navigate their learning environment and experiences.
- ☐ All students learn differently. Therefore, teachers must work to differentiate instruction by thoughtfully planning, instructing, and assessing students as they guide them toward proficiency and mastery. Because all students learn differently, providing different levels of support is necessary to create equitable conditions.
- ☐ Students engage in academic experiences across disciplines that grow their skills as readers, writers, historians, mathematicians and scientists. Developing skills and content knowledge in these academic areas grows students as critical thinkers and problem solvers.
- ☐ Daily learning is enriched by comprehensive music, art, physical education, world language, and digital literacy curricula that allow students to create, collaborate, perform, critique, express, and respond with empathy.
- ☐ Curricula in all content areas promote academic excellence with learning experiences that are innovative, relevant, and rigorous.
- ☐ Curricula are responsive to the diverse learning needs of students and are regularly revised to reflect an ever-changing world and learning needs of students.
- ☐ Data driven adult collaboration, within and across teams, results in high-quality instruction and powerful learning experiences for students.
- ☐ Learning culture and commitment to continuous improvement in every school is reflected in the actions of both students and adults in each school.
- ☐ Staff members are committed to job-embedded professional development but also take risks to grow as learners and model this for students.
- ☐ Staff members receive feedback to remain engaged as reflective thinkers, planners and expert practitioners in their area of discipline.
- ☐ Treating others with respect and dignity is an expectation for all members of the learning community.

These belief statements are realized on a daily basis in each of our elementary schools. During elementary literacy instruction students engage in authentic reading and writing experiences all while developing a sense of joy and love for reading. Establishing joy builds lifelong readers and writers, but also provides motivation to learn and develop new literacy skills and strategies. Reading and writing is a part of daily instruction. Our youngest readers and writers begin telling stories with pictures, adding detail, and then they bring what they are learning in phonics to their writing as they begin to build their own words, sound by sound. These foundational skills evolve to sentences and paragraphs as students develop. Instructional content includes reading and writing skills and strategies, phonics, grammar, vocabulary and handwriting. The program over the elementary years builds the foundational skills necessary for students to read and communicate across a variety of genres. All grade levels learn to read fiction and nonfiction with increased complexity through different units of study across the years.

The elementary mathematics program encourages students to be risk takers, problem solvers, and investigators of math. Instruction is focused around having students persevere through tasks, ask and answer questions, think flexibly and justify reasoning. The key components to a balanced mathematics framework are conceptual understanding, computational fluency and problem solving. Our goal is to prepare students as well rounded mathematicians who are confident with their learning and see the enjoyment in math. Creating such a foundation necessitates a well-articulated and developmentally appropriate program for all students. Elementary mathematics emphasizes conceptual understandings, number sense, multiple representations, deliberate connections and problem solving. The mathematical practices developed throughout the year are: make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning.

Science at the elementary level is dedicated to programming that piques students' curiosity, captures their interest, and motivates their engagement while promoting the understanding and application of cross-cutting concepts, disciplinary core ideas, and science and engineering practices. The curriculum is designed and aligned to the Next Generation Science Standards (NGSS) to ensure that all students engage in essential experiences that reflect the intellectual rigor of inquiry, exploration and application so they may develop as scientific thinkers. By using students' perceptions of the world around them, our program provides opportunities to expand, enhance, and modify the ways in which they view and make sense of the world.

Social Studies in Darien is largely delivered through an inquiry approach to learning. Students generate questions based on their curiosity of the world around them. This approach offers students the opportunity to expand existing knowledge through authentic, student centered exploration of essential questions. Various forms of technology are woven into these experiences to give students authentic applications for technology skills. Process and performance assessments will measure student growth and provide feedback for instructional planning.

Libraries in Darien are evolving from traditional spaces to Learning Commons. This evolution will be as much a philosophical change as a physical transformation. Learning commons are defined by serving multiple purposes in both physical and virtual spaces. The furniture and furnishings will be flexible allowing for various zones to be created to meet the needs of learners, including but not limited to: collaborative engagement, integrative learning, quiet study, collaborative work, multimedia creation, storytelling, makerspace, speakers and presentations. In alignment with the

new standards from both the American Association of School Librarians (AASL) and the International Society for Technology in Education (ISTE) standards and with the confluence of Science, Technology, Engineering, and Math (STEAM), design thinking, and technology, the Learning Commons is a place geared toward immersive inquiry based learning, grounded in knowledge building using both the physical and virtual resources with numerous pathways to demonstrate one's learning. While the Learning Commons will continue to provide learning experiences in digital citizenship, digital fluency, developing a love of reading and building student expertise in a variety of digital tools, the heart of the Learning Commons is about participatory learning and the creation of knowledge versus consumption. It will serve as the dynamic hub of learning for the school community.

The music and visual arts programs develop breadth and depth of interest in our students and provide another way to interpret and relate to the world through creative engagement and expression. The arts enhance our students' lives through both performance and appreciation which must continue to be key components of these programs. Music and art classes provide a space for students to engage the artistic processes of creating, performing, and responding while making important cultural connections to better understand a global society.

ENROLLMENT

HIGH PROJECTIONS WITH MULTIPLIERS

Darien Public Schools Elementary School Enrollment Projections 2021-22							
School	K	1	2	3	4	5	K-5th
Hindley	78	67	66	82	65	82	440
Holmes	76	59	79	66	74	87	441
Ox Ridge	72	76	78	72	66	74	438
Royle	64	57	55	51	56	56	339
Tokeneke	67	56	75	68	72	74	412
TOTAL	357	315	353	339	333	373	2070

Darien Public Schools Elementary School Enrollment Projections 2026-27							
School	K	1	2	3	4	5	K-5th
Hindley	80	73	82	76	79	79	469
Holmes	77	72	78	68	71	73	439
Ox Ridge	76	70	79	73	76	76	450
Royle	73	65	66	61	63	65	393
Tokeneke	73	72	79	72	78	80	454
TOTAL	379	352	384	350	367	373	2205

Darien Public Schools Elementary School Enrollment Projections 2022-23							
School	K	1	2	3	4	5	K-5th
Hindley	78	78	69	67	80	64	436
Holmes	74	77	59	77	64	76	427
Ox Ridge	72	73	81	80	70	65	441
Royle	62	62	54	54	51	54	337
Tokeneke	65	72	58	77	70	74	416
TOTAL	351	362	321	355	335	333	2057

Darien Public Schools Elementary School Enrollment Projections 2027-28							
School	K	1	2	3	4	5	K-5th
Hindley	80	80	76	84	73	80	473
Holmes	77	78	72	75	66	71	439
Ox Ridge	76	77	73	81	72	76	455
Royle	73	70	62	66	61	62	394
Tokeneke	73	77	73	80	73	77	453
TOTAL	379	382	356	386	345	366	2214

Darien Public Schools Elementary School Enrollment Projections 2023-24							
School	K	1	2	3	4	5	K-5th
Hindley	73	78	80	70	66	79	446
Holmes	69	75	77	57	75	65	418
Ox Ridge	68	72	76	83	78	70	447
Royle	64	65	63	56	57	53	358
Tokeneke	64	70	76	60	78	71	419
TOTAL	338	360	372	326	354	338	2088

Darien Public Schools Elementary School Enrollment Projections 2028-29							
School	K	1	2	3	4	5	K-5th
Hindley	83	81	83	76	82	73	478
Holmes	79	78	79	70	73	66	445
Ox Ridge	79	76	80	75	79	72	461
Royle	75	70	66	62	66	61	400
Tokeneke	76	77	79	75	81	72	460
TOTAL	392	382	387	358	381	344	2244

Darien Public Schools Elementary School Enrollment Projections 2024-25							
School	K	1	2	3	4	5	K-5th
Hindley	80	72	79	81	69	65	446
Holmes	76	70	76	74	56	75	427
Ox Ridge	75	69	76	78	79	79	456
Royle	72	63	64	66	60	60	385
Tokeneke	72	69	75	80	62	79	437
TOTAL	375	343	370	379	326	358	2151

Darien Public Schools Elementary School Enrollment Projections 2029-30							
School	K	1	2	3	4	5	K-5th
Hindley	86	84	82	83	76	81	492
Holmes	82	81	79	77	67	74	460
Ox Ridge	82	79	80	82	73	79	475
Royle	77	71	67	67	62	65	409
Tokeneke	78	80	79	80	75	81	473
TOTAL	405	395	387	389	353	380	2309

HIGH PROJECTIONS WITH MULTIPLIERS

Darien Public Schools Elementary School Enrollment Projections 2025-26								Darien Public Schools Elementary School Enrollment Projections 2030-31							
School	K	1	2	3	4	5	K-5th	School	K	1	2	3	4	5	K-5th
Hindley	75	79	73	82	80	68	457	Hindley	88	87	84	85	82	75	501
Holmes	71	77	71	73	72	56	420	Holmes	85	83	82	76	74	68	468
Ox Ridge	69	76	72	77	76	81	451	Ox Ridge	84	82	83	81	80	73	483
Royle	67	69	61	63	66	59	385	Royle	79	74	69	67	66	61	416
Tokeneke	68	78	71	77	80	62	436	Tokeneke	80	82	82	80	81	75	480
TOTAL	350	379	348	372	374	326	2149	TOTAL	416	408	400	389	383	352	2348

IMPLICATIONS FOR HOLMES ELEMENTARY SCHOOL

The District's program is built upon best practices to improve student learning. Holmes Elementary School supports the wide-range of learning needs through large and small group learning opportunities for students in kindergarten through fifth grade.

Schools designed for the future must have classrooms appropriately sized to support active learning in many forms: teacher-directed, student centered whole, small and independent learning, as well as inquiry-based opportunities. Classroom size must provide the flexibility for research-based instructional practices and consistent instructional experiences for students across the five elementary schools.

In the renovation, classrooms of the same grade should be grouped together to support collaboration among children and staff. Similarly, special education/support staff rooms should be located strategically in proximity to grade-level teams to optimize services and collaboration.

The renovated Holmes Elementary School will be designed to accommodate 24 classroom spaces. Darien's elementary classroom size policy provides for the personalization of student learning.

The renovation of Holmes Elementary School transforms the existing building space into a 21st Century Learning Environment, with improvements to the following for each new and renovated space:

- safety and security
- optimize space utilization
- open and collaborative spaces, for students and teachers
- universal design / accessibility
- modern, sustainable finishes
- improvements to air quality, from both new materials and enhanced ventilation
- enhanced thermal comfort
- optimal natural and artificial lighting
- improved acoustics (both required separations/barriers and internal room conditions)

SPECIAL EDUCATION - RESOURCE ROOMS/LEARNING CENTER

In the Darien Public Schools, elementary schools provide a broad continuum of services, including specialized instruction for individual and/or small groups of students in general education classrooms (push-in services), resource and/or related service rooms (pull-out services), and self-contained special education programs (e.g., DLC Programs).

Philosophy

Special education is provided to students with identified disabilities who need specially designed instruction to meet their unique needs and to enable them to access the general curriculum of the school district. Parents of children who require specially designed instruction work with a team of educators and, as appropriate, specialists to determine the needs of their children and to design an appropriate program to address their educational needs. Special education teachers, clinicians, paraprofessionals, and administrators work collaboratively to support and implement services to ensure best practices in special education programs.

Room Size

Resource rooms/small group rooms at 180 sq. ft. each are needed.

Program Objective

To provide specially-designed instruction to students in a small group.

General Description

Students with identified learning difficulties that preclude continuous participation in the regular classroom are scheduled into a special education class for assistance as specified in individual education plans. Students are instructed in small groups or individually.

Activities

Activities to be housed include individual and small-group tutoring, individual testing, independent and small-group learning activities and conferences with individuals or small groups of students.

Occupancy

Up to 8 students, one special education teacher, one or more instructional paraprofessionals.

Furniture, Fixtures and Equipment

- Student work tables and chairs
- Adaptive furniture, including varying sizes of Rifton chairs
- Teacher desk and chair
- White board
- Tack board
- Open shelving
- Lockable storage
- Network / WiFi
- Smartboards or similar technology for which students can interact
- Accessible sink and fixtures
- Window treatments

OT/PT ROOM

Room Size

OT/PT room should be at least 500 sq. ft.

Program Objective

To provide a dedicated space to allow sensory motor skills to be developed through the use of swings, climbing apparatus and an area for large motor movement activities.

General Description

Students with identified sensory and motor differences resulting in the need for specialized OT/PT services are scheduled for sessions, usually 30 minutes to an hour, with a service provider. At times, these services can be happening concurrently (e.g., one student receiving OT and one student receiving PT) or in small groups.

Activities

OT and PT activities can range from stationary tasks (e.g., typing) to practice with large muscle groups (e.g., squats). Activities can include utilizing equipment (e.g., BOSU ball, resistance bands, etc.).

Occupancy

OT/PT Rooms require room for up to 8 individuals, including students and staff.

Furniture, Fixtures and Equipment

- Stainless steel sink with soap and towel dispenser, ADA Accessible
- Storage for large exercise equipment
- Trampoline, foam blocks, foam rollers, swing, stairs, floor mats
- Area for gross motor activities
- Staff workstations with computer/desk
- Visitor chairs
- Small table with student chairs
- Whiteboard
- Therapy Balls
- Walkers/Lifts/Individualized student equipment

SPEECH AND LANGUAGE THERAPY ROOM

Room Size

Two 180 sq. ft rooms are needed to provide speech and language therapy.

Program Objective

To enable identified students to improve speech and language skills through a program consistent with each student's individual education plan

General Description

Students with identified deficits in speech and language receive supplemental instruction as specified in individual education plans. Students are instructed in small groups or individually.

Activities

Activities to be housed include individual and small-group tutoring, individual testing, independent and small-group learning activities and conferences with individuals or small groups of students.

Occupancy

Up to eight students, one speech and language therapist and one or more paraprofessionals.

Furniture, Fixtures and Equipment

- Student work tables and chairs
- Adaptive furniture, including varying sizes of Rifton chairs
- Teacher desk and chair
- White board
- Tack board
- Open shelving
- Lockable storage
- Network/WiFi

SCHOOL PSYCHOLOGIST

Room Size

Two rooms of 150 sq. ft. each are needed.

Program Objective

To appropriately assess students' learning needs and to provide counseling in matters of school adjustment.

General Description

Individual students may experience difficulties in learning or in successfully managing the environment of school. Other students may be performing at a level beyond that of their age groups. In these cases, individual testing provides the information that school personnel need to make educational decisions about program, placement, etc.

Activities

Activities to be housed include individual testing, counseling and conferences with individual students or with parents

Occupancy

Up to eight students, one school psychologist, one or more instructional paraprofessionals.

Furniture, Fixtures and Equipment

- Student work table
- Adaptive furniture, including varying sizes of Rifton chairs
- Teacher desk and chair
- Lockable storage
- Network/WiFi
- Open shelving

GRADE 1-5 CLASSROOMS

Room Size

Typical classrooms should have 750-850 sq. ft of classroom instructional space with additional storage. This is a State requirement and will support a child-centered program with multiple learning areas. All first grade classrooms must be located on the first floor.

Program Objectives

- To provide a learning environment which meets the developmental needs of all students in the affective, perceptual and cognitive domains.
- To provide an environment that promotes the development of all students' skills and knowledge and encourages the highest level of achievement for all students.
- To provide an environment that encourages student inquiry, builds citizenship skills, and fosters habits of mind that support learning.

General Description of Program

- Language Arts includes instruction in reading, writing, speaking, listening and viewing.
- Mathematics includes instruction in number sense and operations, patterns, algebra and functions, measurement, geometry, data analysis and probability.
- Science includes instruction in life science, earth and space science, and physical science.
- Social Emotional Learning and Health Education includes instruction in nutrition, personal safety, environmental health, disease prevention, substance abuse prevention and decision-making.
- Social Studies includes instruction in history, geography, civics and current events.
- Special Education includes direct teaching and related service support in academic skills, social/emotional/behavioral skills, language and communication, and fine and gross motor skills.

Activities

Classrooms provide space for teacher-led whole class instruction, small group instruction, student project activity and other types of independent learning by individual students, use of computers and other technology. Small group and individual tutorials will also take place in the classroom.

Ample storage space is needed for math and science equipment, student texts, paper and art supplies, computers and technology equipment, classroom libraries, playground equipment and students' personal belongings.

Occupancy

Each classroom should be able to accommodate up to 25 students, one classroom teacher, and a special education teacher, specialist or one or more instructional aides who may share instruction of small groups or individuals within the regular classroom.

Furniture, Fixtures and Equipment

- Student desks, tables, chairs and/or work tables
- Adaptive furniture, including varying sizes of Rifton chairs
- Teacher desk and chair
- Small group table
- Large area rugs
- Interest center/small group work tables and chairs (3 per classroom)
- Student cubbies to accommodate up to 26 students
- Ample storage space for instructional materials
- Lockable storage space for equipment and teacher materials
- Accessible sink and fittings
- Window treatments
- Whiteboards
- SMARTboard or similar technology
- Tack boards
- Shelves for classroom libraries
- Network/WiFi access
- Ample electrical outlet access
- Open shelving
- Building-wide wiring for assistive listening, looped systems, and/or personal Frequency Modulation (FM) units

SMALL GROUP INSTRUCTION/INTERVENTION ROOM

Room Size

One room of 475 sq. ft. is needed. Small groups of students will meet in this space for supplemental instruction.

Program Objective

To provide supplemental instruction to students who have difficulty mastering basic skills as taught in the general education program. To support classroom programs through individualized testing, analysis, and instructional materials.

General Description

Students who may require additional support with specific skills will receive support through small group and/or individual instruction.

Activities

Activities include individual and small-group instruction, student practice with both print and electronic media, conferences (students, parents, and staff), and individual and small-group assessment.

Occupancy

One teacher and a group of up to 8 students.

Furniture, Fixtures and Equipment

- Teacher desk and chair
- Small group reading tables and chairs
- Adaptive furniture, including varying sizes of Rifton chairs
- Ample storage space for instructional materials
- Lockable storage space for equipment and teacher materials
- Whiteboards
- Tack boards
- SMARTboard or similar technology with which students can interact
- Network/WiFi-access
- Electrical outlets (ample)
- Accessible sink and fittings
- Window treatments
- Building-wide wiring for assistive listening, looped systems, and/or personal Frequency Modulation (FM) units

ENGLISH LANGUAGE LEARNER (ELL) INSTRUCTION ROOM

Room Size

One room of at least 300 sq. ft. is needed. Individuals and/or small groups of students will meet in this room for supplemental instruction.

Program Objective

Students with limited English proficiency are provided with instruction in English. The objective in the program is to enable students to understand the English language so that they may function effectively within the regular classroom.

General Description

The ELL classroom is a space in which individual and small group instruction will occur. The classroom should be suitably equipped for small group instruction.

Activities

Activities to be housed include individual and small group instruction, oral and written practice of English language skills, use of print and electronic media and individual and small-group assessment.

Occupancy

One teacher and a group of up to 8 students.

Furniture, Fixtures and Equipment

- Teacher desk and chair
- Small group reading tables and chairs
- Adaptive furniture, including varying sizes of Rifton chairs
- Ample storage space for instructional materials
- Lockable storage space for equipment and teacher materials
- Whiteboards
- Tack boards
- SMARTboard or similar technology with which students can interact
- Network/wifi-access
- Electrical outlets (ample)
- Accessible sink and fittings
- Window treatments
- Building-wide wiring for assistive listening, looped systems, and/or personal Frequency Modulation (FM) units

GIFTED EDUCATION ROOM

Room Size

One room of 180 sq. ft. is needed for this program.

Program Objective

The Gifted Education Program enables students to receive supplementary instruction beyond the curriculum of the regular classroom.

General Description

Students who have been identified as gifted participate in the program. Students meet in small groups of 1-8 for their instruction.

Activities

Activities to be housed include individual and small-group learning activities including 1 - 8 students.

Occupancy

Small groups of up to 8 students, one gifted education teacher

Furniture, Fixtures and Equipment

- Student work tables and chairs
- Adaptive furniture, including varying sizes of Rifton chairs
- Teacher desk and chair
- White board
- Tack board
- Open shelving
- Lockable storage
- Network/WiFi
- SMARTboards or similar technology for which students can interact

GENERAL MUSIC ROOM

Room Size

The general music classroom includes 900 sq. ft. of classroom space and 200 sq. ft. of music storage. This room size will provide space for the level of student movement and musical /sound generating activity which is inherent to the music program and also for storage of necessary equipment.

Program Objective

To develop in students an appreciation, performance skills and knowledge of music, to increase their enjoyment, critical analysis, collaboration, creativity and cultural awareness.

General Description

All elementary grade students have 90 minutes of general music per week. The elementary music curriculum is based on the four artistic processes of creating, performing, responding and connecting to music and is designed to offer a sequential, comprehensive, standards-based music education to all children in Kindergarten - Grade Five.

Pitched and unpitched classroom instruments, movement, singing and dance are an integral part of the music curriculum.

This room should be soundproofed, attention to air vent so that they don't transfer sound. This space should be located near the Instrumental Music Room to share resources. Would be good to have a water fountain located just outside this room. Acoustical considerations to maximize the experience of performing and listening to music.

Activities

Activities in general music include singing, listening, playing classroom instruments such as recorders, ukuleles and tuned and untuned percussion instruments in large and small groups, composing, recording, acting, dancing, discussion, improvisation and exploration of historical musical styles.

Occupancy

Persons to be housed include up to 26 students, one teacher and one or more instructional aides

Furniture, Fixtures and Equipment

- Student tables and stackable folding chairs
- Two teacher desks and chairs (multiple staff)
- Moveable choral risers
- Whiteboards/smart boards
- Tack boards
- SMARTboard or similar tool with strong speakers for music listening activities
- Wall or ceiling-mounted TV monitor and LCD projector
- Divided shelving for sheet music storage
- Musical instruments, including classroom piano
- Lockable storage
- Deep sink to clean out recorders and wash off classroom instruments
- Wider door opening for larger percussion instruments, pianos, musical equipment, etc.

INSTRUMENTAL MUSIC ROOM AND STORAGE ROOM

Room Size

The instrumental music classroom shall be 400 sq. ft. Music storage room of 400 sq. ft. will provide space for necessary equipment which is inherent to the music program.

Program Objective

To develop in students an appreciation and knowledge of music through instrumental performance, to increase student enjoyment, collaboration, critical analysis, creativity and cultural awareness.

General Description

Beginning in Grade 3, elementary students may choose to play a musical instrument. While large group meetings are conducted before and/or after school, lesson groups or sectionals are conducted during the school day. Students will perform, rehearse, refine and respond to music during lessons.

Activities

Activities include listening, performing in groups, collaborating, composing, creating, and recording music. Sound of instruments can be loud at times.

Occupancy

Persons to be scheduled daily include 4-10 students, one teacher and one or more instructional aides.

Furniture, Fixtures and Equipment

- Music stands and stackable folding chairs
- Two teacher desks and chairs (multiple staff)
- Whiteboards/Smart Boards
- Tack boards
- Smart Board or similar tool with strong speakers for music listening activities
- Wall/ceiling-mounted TV monitor and LCD projector
- Divided shelving for sheet music storage
- Classroom piano
- Deep sink to clean out mouthpieces and band instruments
- Lockable storage or shelving for students' musical instruments/cello and bass racks
- District-owned musical instruments and percussion
- Near a water fountain or has a sink in the classroom.

Special Requirements

This room should be soundproofed (including designated air vents) and should be located near the general music room for shared use of storage. Wider door opening for larger percussion instruments, pianos, musical equipment, etc. Acoustical treatment of the room to accommodate loud instrument playing, percussion and rehearsals.

WORLD LANGUAGE ROOM

Room Size

The world language classroom should have 900 sq. ft of instructional space.

Program Objectives

To provide a learning environment which meets the needs of all students and promotes development of second language skills and cultural knowledge and awareness.

General Description of Program

The world language curriculum provides second language instruction in reading, writing, speaking, and listening. In addition, students receive ongoing instruction designed to promote cultural awareness. The five “C” goal areas (Communication, Cultures, Connections, Comparisons, and Communities) stress the application of learning a language beyond the classroom as described by the American Council on the Teaching of Foreign Languages (ACTFL).

Activities

Classrooms provide space for whole class instruction, small group instruction, student project activity and other types of independent learning by individual students, use of computers and other technology. Small group and individual tutorials will also take place in the classroom.

Storage space is needed for classroom/teacher materials, student texts, paper and art supplies, computers and technology equipment, and classroom reading material.

Occupancy

Each classroom should be able to accommodate up to 25 students, one classroom teacher, and a special education teacher, specialist or one or more instructional aides who may share instruction of small groups or individuals within the regular classroom.

Furniture, Fixtures and Equipment

- Student desks, tables, chairs and/or work tables
- Adaptive furniture, including varying sizes of Rifton chairs
- Teacher desk and chair
- Small group table
- Large area rugs
- Interest center/small group work tables and chairs (3 per classroom)
- Student cubbies to accommodate up to 26 students
- Ample storage space for instructional materials
- Lockable storage space for equipment and teacher materials
- Accessible sink and fittings
- Window treatments
- Whiteboards
- SMARTboard or similar technology

- Tack boards
- Shelves for classroom libraries
- Network/WiFi access
- Ample electrical outlet access
- Open shelving
- Building-wide wiring for assistive listening, looped systems, and/or personal Frequency Modulation (FM) units

LIBRARY-MEDIA CENTER

Room Size

The Library-Media Center, including office area and storage, will total at least 3,000 sq. ft. This is the prototype size used by Northeast Collaborative when designing the Library Reimagined.

Program Objective

To develop in students the ability to use a variety of print and digital resources critically, effectively, ethically, and responsibly to support all curricular areas of focus. Additionally, the Library Media Curriculum has a specific focus on digital and media literacy, educational technology, research skills, digital citizenship, and promoting a love of literature.

General Description

The new Holmes Elementary School Library should reflect the districtwide common vision, core beliefs, and operating principle as described in the Re-Imagined Library Report presented to the Darien Board of Education in May 2018:

"The Re-Imagined Library serves as the physical and digital destination for an engaged learner, empowered to both independently and collaboratively inquire, create, and reflect under the guidance of a knowledgeable staff and within an inspirational, dynamic, and well-resourced space."

The Library space should be:

- Accessible for all learners with multiple opportunities to engage and express learning
- Organized to reflect best practices in how students learn
- Curated with high-quality resources to support district curricula and encourage a lifelong passion for reading
- Reflective of the opportunities and innovations technology affords for access, creation, collaboration, presentation, and connection
- Flexible in design to allow for moveable and changeable zones within the space to serve multiple purposes
- Welcoming and inviting, with furnishings that serve the needs of students as empowered learners, global collaborators, and independent creators

The Re-Imagined Library is set-up in terms of zones and morph as necessary to serve a variety of functions. Depending on the level, the purpose to be served, and the square footage available, the zones will vary in size. Some zones will be more permanent than others. Some will expand for a special event and disappear at its conclusion.

The zones include:

- Instructional Zone
- Collaboration and Quiet Zone
- Creation and Exploration Zones
- Large Group Presentation Zone
- Print Collection Zone
- Administration, Work, and Storage Zone

All students have access to the Library-Media Center. Grades K-2 have a regular fixed schedule of between 30-45 minutes of time in the Library-Media Center. Students in Grades 3-5 are scheduled in collaboration with the classroom teacher. All students in Grades K-5 receive regular instruction in selection of appropriate reading material, the use of facilities and resources as part of the Library-Media Curriculum.

Activities

Collection maintenance; storage and circulation; classroom instruction; curation and set-up of Creation and Exploration zone; quiet reading; collaborative group work; book selection, large group presentation; technology stations and charging; green screen area; administrative tasks.

Occupancy

In the Instructional Zone, up to 26 students could be seated at tables in front of a presentation station in one section of the library. Concurrently, a class could be checking out materials, while a small group could be coming in to work on a project in the small group room or spend time in the Creation and Exploration Zone. This zone will be curated periodically and the activities will support Science, Social Studies, and other curriculum. If there is a large presentation, the Large Group Presentation Zone should accommodate at least 100 students or whole grade, plus adults.

The only constants in the space will be the Library-Media Specialist and one library paraprofessional.

Furniture, Fixtures and Equipment

- Age-appropriate (i.e. low, accessible to younger students) fixed and moveable shelving (to allow for the creation of flexible Zones)
- Charging stations and adequate access to power throughout the space
- Location for Copier/Scanner that could be used by students
- Presentation station to support a Large Group Presentation Zone (could handle at least 1 grade level, n=100)
- Presentation station for dedicated instructional space (tables, chairs to support 1 class, n=26)
- Student work tables with wheels and moveable chairs
- Small Circulation desk and place for student self-checkout stations
- Comfortable, age-appropriate, durable seating for quiet reading nooks
- Counters, cabinets, and sink where the Creation and Exploration Zone would be located
- Small group meeting room
- Area for a dedicated green screen and filming/video editing equipment

CONFERENCE ROOMS

Room Size

Two conference rooms of 300 sq. ft. each.

Program Objective

To provide leadership, coordination and support for the instructional program and related services.

General Description

Conference rooms are needed to conduct meetings which cannot be held in administrators' offices.

Activities

Conferences with school and district staff, parents, students, guests and community members; staff training for small groups.

Occupancy

Up to 15 participants, including members of school and district staff, parents, students, guests and community members.

Furniture, Fixtures and Equipment

- Conference table and chairs
- Network/WiFi
- Wall presentation station
- White board
- Tack board

STAFF WORKROOMS

Room Size

A teacher work room of 150 sq. ft. and a book room of 200 sq. ft. to house level libraries beyond the classroom.

Program Objective

To provide spaces for teachers to prepare copies and access classroom materials / supplies and books.

Activities

Activities to be housed in the workroom include preparation of materials, storage of materials, production of paper copies or transparencies, duplication, laminating and creation of tack materials.

Occupancy

The staff workrooms will be utilized on a rotating basis by up to 40 staff members. A designated lactation space, with a locked door, is needed to provide for nursing employees (<https://www.dol.gov/whd/nursingmothers>).

Furniture, Fixtures and Equipment

- Secure built-in cabinets and storage closets
- Work table and chairs
- White board
- Tack board
- Large-capacity copier and stand
- Sink and work counter
- Laminating machine(s)
- Paper cutter
- Letterpress machine
- Copier and stand
- Network/WiFi
- Shelving for books

STAFF ROOM

Room Size

One staff room of 475 sq. ft. is needed.

Program Objective

To provide places in the school where staff members can have lunch, conduct small staff meetings and enjoy participation in the adult culture of the school.

General Description

Teachers, administrators, aides and other employees have lunch in the staff rooms each day. Small staff meetings are often conducted in staff rooms.

Activities

Staff members will use the staff rooms for lunch and small staff meetings.

Occupancy

Up to 40 staff members and volunteers will occupy staff rooms at various times during the day.

Furniture, Fixtures and Equipment

- Table and chairs
- Sink
- Refrigerator
- Microwave oven
- Coffee / tea preparation
- Storage

STORAGE REQUIREMENTS

Teaching Materials Storage

One room must be adequate in size to store items such as charts, supplemental and enrichment materials, testing materials, science equipment and science models, etc. One space of approximately 200 sq. ft. is needed with floor to ceiling shelves on three walls.

Inactive Storage

Inactive storage includes items such as stage props, risers, equipment and supplies. This room should be at least 400 sq. ft. of space and should have floor to ceiling shelves covering two walls. Server station housed here.

Custodial Storage

Custodial supplies include mops, brooms, pails, paper supplies, ladders, steam cleaners, vacuums and cleaning supplies. Four custodial closets, each about 36 sq. ft. are needed, with two on each floor in a two-story building. All closets must be equipped with sinks, shelves and lockable cabinets. In addition, there is a need for a central storage space (approximately 14' x 14') for bulkier equipment.

SITE, SECURITY AND MECHANICAL

Site Parking

During the course of a normal school day, vehicles park along the curbs and along the bus entrance road. When there are events, there is a shortage of parking which leads people to park in the residential neighborhood that surrounds Holmes, or to park out on Hoyt Street, which is a state road. The scope of work should include studying the development of the Curtis Property into an additional parking area.

Integrated Electronic Communication System for Voice, Data and Video

All normally occupied teaching spaces, offices, staff rooms, administrative spaces, boiler room, kitchen, and receiving area should be linked by a telephone and speaker which provides public address, emergency, outside line access, and internal private communications.

- All spaces, indoor and outdoor, should receive emergency call announcements.
- Ability to switch all calls to specific telephones after hours.
- Ability to access the intercom system from outside the school.
- Ability to limit out of local area calls from specific phones.
- High volume "night bells" for telephone system.
- Back-up emergency power for computer networks, telephone and intercoms.
- All offices and teaching spaces to be equipped with networked computers for staff members.
- All classrooms to have networked computer communications and built-in data projectors.
- Voice, data and video broadcast and reception capability, including multi-channel communication, available for all teaching stations and the main office (including through an integrated communication system). All cabling should be fiber optic with OCT connections. Wireless or infrared capability should also be available in each teaching and office space. Spare conduit or cabling trays should be included for future upgrades and expansion.

The building should be canvassed and supported by ample WAN points for optimal wireless network coverage.

- Remote media retrieval system in each classroom.
- Back-up emergency power for light-safety systems, alarm/communications systems, and heating systems.

Wireless Clock and Bell System

All normally occupied areas should have a clock showing hours and minutes connected to a master clock that also controls bells and/or chimes. The master clock should automatically correct all systems.

Fire Alarm/Security

The school should be equipped with a fully code compliant fire detection, alarm, and sprinkler system. All equipment should be state-of-the-art. Remote panels showing location of the source of the alarm should be located near the administrative area and front door of the school and custodial office. Upon activation of an alarm, an evacuation signal should be transmitted throughout the school and a signal transmitted to a central station monitoring service. Alarm should signal until manually reset. Sprinkler heads should be carefully located and positioned to prohibit tampering. Alarms should be easily heard throughout the building and visual alarms should be provided as per code.

- One integrated fire alarm/security system with video monitoring capacity and other electronic security devices should protect the entire structure.
- All required fire extinguishers should be placed into recessed cabinets with the doors to such cabinets equipped with audible local alarms.
- Lockdown security should be installed and connected to this security infrastructure.
- All exit points controlled by card access
- Single point of system entry with “mantrap”
- Shatter resistant film on first floor windows and all exterior doors having window panels (similar to a 3M 14mil security film product)

HVAC System

The heating, ventilating and central air conditioning system should be carefully and thoroughly planned. The chilled water and heating water piping and coils must be separate (4 pipe system). This allows to quickly transfer between heating and cooling systems with minimal delay. Failure to install this type of system would create the need to shut down the building HVAC for a week to properly transfer from one system to another.

The entire building should be air-conditioned to allow use for summer programs for both special and regular education students. Air conditioning should be zoned for use during the summer in all offices (including music and physical education offices), library, and classrooms.

A separate water heater for domestic use should be provided.

Connection to external emergency power sources should be provided (including all code required automatic transfer switches) to keep vital building components and areas functioning in an emergency.

Plumbing

Building should meet all minimum code requirements for the number of toilet fixtures, sinks, drinking fountains and bottle fill stations.

All fixtures should be of the heaviest duty, vandal resistant design. Local service valves and isolation valves should be provided. Adequate clean-outs should be provided. Piping should run in accessible pipe chases. Valves should be ball valves. Toilet partitions should be extreme duty, vandal resistant, with heavy-duty hardware. Automatic faucets, toilets and urinals should be installed in all toilet facilities. Fixtures should be wall hung. Building should be divided into sections with isolation and drain valves in each section.

Electrical Distribution

Each occupied space should be furnished with numerous electrical convenience outlets located throughout the space to permit flexibility of room layout and eliminate use of extension cords. Power in each classroom should be from two sources, one for exclusive use of computers and the other for general use. Outlets in corridors and storage areas should be located on not greater than 25-foot centers to permit ease in use of vacuums and floor machines.

Each electrical distribution panel should have 25% free space to add future circuits. All three phase motors should have phase protection. All exit signs should be L.E.D. type with cast housings and lexan lenses.

Energy Conservation

The construction plans should meet all requirements of the state energy code. A back-up generator must be present to maintain key building systems.

Hardware and Security

All hardware should be commercial grade. Access control devices must be installed at the front entrance and be compatible with current systems in place in the school district. A Stanley Best locking system keyed to match existing system should be installed and maintained.

All exit door panic devices should be rim type with removable mullions rather than vertical rod type. All doors such as stairwell doors, corridor smoke doors, etc. should be held open with magnetic devices connected to the fire alarm system.

COMMUNITY USE

Holmes Elementary School will serve as a resource for all Holmes students and citizens throughout the year.

The facility will be made available to the public in a supervised manner, only with the consent and authorization of the school administration and staff. The school shall be designed to allow access to common spaces such as the gymnasium, library media center, cafeteria in the evenings and weekends. Similarly, the school should be designed in a way that allows for access to facility activities during the school year and throughout the summer months and school vacations.

The additional use of the facility may include the following:

School Related Events and Functions:

- ☐ Athletic events and tournaments
- ☐ Darien Summer School
- ☐ Extended School Year
- ☐ Staff Development
- ☐ Student Clubs such as Literary Magazine, Stock Market Club, Student Council and Safety Patrol
- ☐ PTO
- ☐ Booster Clubs
- ☐ Scouting Groups
- ☐ After School Programs
- ☐ Town Departments, camps or agencies
- ☐ YMCA
- ☐ Youth Sports
- ☐ For Profit Organizations within the Town of Darien
- ☐ Parent/Community informational meetings
- ☐ Student Ceremonies
- ☐ Youth Sports

EDUCATIONAL SPECIFICATIONS

Royle Elementary School

**DARIEN PUBLIC SCHOOLS
35 LEROY AVENUE
DARIEN, CONNECTICUT 06820**

**May 25, 2021
Board of Education**

CONTENTS

Introduction	2
Vision, Mission & Values	4
Elementary Educational Programming	5
Enrollment	8
Implications for Royle Elementary School	10
Special Education – Resource Rooms/Learning Center	11
OT/PT Room	12
Speech and Language Therapy Rooms	13
School Psychologist	14
Classrooms Grades 1 - 5	15
Small Group Instruction/Instruction Room	17
English Language Learners(ELL) Instruction Room	18
Gifted Education Room	19
General Music Room	20
Instrumental Music Room and Storage Room	22
World Language Room	23
Library – Media Center	25
Conference Rooms	27
Staff Workrooms	28
Staff Room	29
Storage Requirements	30
Site, Security, Mechanical	31
Community Use	34

Introduction

The Royle Elementary School, located at 133 Mansfield Avenue, was originally constructed in 1948 and was last renovated and expanded 25 years ago in 1996. The building, located on 8 acres, encompasses 57,450 square feet. There are 22 general education classrooms, 3 Pre-K and a combined 9 special education spaces, one library, one gymnasium, one cafeteria and one Common Room. Royle currently serves 369 students in kindergarten through fifth grade. Additionally, there are 3 ELP Classrooms.

Royle School has 3 portable classroom buildings. Two are used for Music and one is used for Idea and Word Language. Aside from the inherent safety and security issues, these buildings are nearing the end of their useful life and require constant maintenance to remain functional. The Library is located in a pod-like addition that was constructed in 1976. During the last capital improvement project in the 1990's, a new classroom wing that included a Kitchen was constructed.

Over the past several years, the maintenance of the Royle Elementary School has progressed in an orderly and deliberate manner. These maintenance projects include upgrading the electrical system to allow for air conditioning in all classrooms, installation of a new emergency generator and masonry repointing. A new roof on the original building is planned for the summer of 2021. Maintenance projects involving critical heating and ventilating systems are planned for the future and should be folded into any larger building project.

In the fall of 2016, the Board of Education and its Facilities Subcommittee worked with the architectural firm KG & D to create a master plan for the school district. Embedded in the plan was the examination of multiple district capital issues including: the removal of district-wide portable classrooms, addressing space issues based on current and projected enrollment and assessing the long-term viability of the 4 older elementary schools. The Master Plan was first reviewed by the Facilities Subcommittee in 2016 at which time extensive material and data was examined. The Subcommittee held numerous meetings in open sessions with the public in attendance. After significant discussion, the committee referred the Ox Ridge Project and the cafeteria expansion of the High School to the entire Board of Education for review.

One of the main observations of the report was the need to examine the best way to replace the portable buildings at all the elementary schools with sufficiently sized, permanent instructional space. This would require the services of an Architect/Planner to facilitate the discussion and present various options to the administration, BOE Facilities Committee and to the Board of Education. Northeast Collaborative Architects was hired for this project.

As this study was getting underway, the Curriculum Department was undertaking a study of Library/Media Center/Learning Center Improvements. This study is referred to as the Library Reimagined Plan. It became evident that certain aspects of this plan would also require the services of an Architect/Planner. The Administration realized that there would be a certain amount of overlap between both of these studies. The tasks assigned to Northeast were expanded to include the Library study, and then expanded again to study the best way to deal with the undersized classrooms at several of the buildings, including Royle.

As the Town of Darien Citizen's Building Committee considers the recommendations presented throughout this document, flexible planning for a school building renovation and expansion that can meet the needs of all students should be kept in mind. This includes the demolition of the portable buildings, demolition of the Library addition, demolition of the existing First Grade wing, interior renovation to increase classroom sizes and the addition of a new wing to house the music program, Library and several full size classrooms.

The educational specifications for a renovation and expansion of the Royle Elementary School are set forth in this report. The basic educational components of these educational specifications are comparable to those that were created for the Tokeneke and Ox Ridge School buildings. This was done to keep a level of consistency between schools.

VISION, MISSION & VALUES

Royle Elementary School must be a building that reflects the District's Values and Mission and helps to prepare students on their initial journey to realizing the District Vision.

VISION STATEMENT

Preparing all students today to thrive in a changing world tomorrow.

MISSION STATEMENT

Inspiring a love of learning in all students so they develop as critical thinkers and innovative creators who contribute to the world with integrity and purpose beyond themselves.

VALUES

Wellness--Creating balanced learning environments that are physically, socially, emotionally, and intellectually safe and healthy.

Collaboration--Working openly, productively, and interdependently toward common goals.

Diversity and Inclusion—Creating a community that welcomes and embraces the full range of human differences.

Equity--Advocating for and advancing opportunities and outcomes for all.

Excellence--Delivering the highest quality education for each student to reach their individual potential.

Innovation--Leading with creativity and ingenuity through disciplined problem solving.

Integrity--Acting honestly and ethically with shared accountability.

Respect and Civility--Acting with consideration for the feelings, thoughts, experiences, and rights of others.

ELEMENTARY EDUCATIONAL PROGRAMMING

Students are at the center of learning in Darien. With strong collaborative relationships between home and school, students are challenged academically by talented educators who engage young learners while utilizing rigorous, standards-based curricula in order to prepare students for future successes. With a shared belief that all students can achieve at high levels, educators work to remove barriers to learning to ensure success for all students.

Elementary programming stems from research-supported commitments to learning. These commitments serve as essential drivers to student learning and are represented by the following belief statements:

- ☐ Developing students' skills with Social and Emotional Learning (SEL) is essential and best accomplished in tandem with academic learning in order to ensure supportive learning environments. SEL integrates the core competencies expressed in the CASEL framework. These competencies include self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. Developing students' skills across these five areas supports their development as they navigate their learning environment and experiences.
- ☐ All students learn differently. Therefore, teachers must work to differentiate instruction by thoughtfully planning, instructing, and assessing students as they guide them toward proficiency and mastery. Because all students learn differently, providing different levels of support is necessary to create equitable conditions.
- ☐ Students engage in academic experiences across disciplines that grow their skills as readers, writers, historians, mathematicians and scientists. Developing skills and content knowledge in these academic areas grows students as critical thinkers and problem solvers.
- ☐ Daily learning is enriched by comprehensive music, art, physical education, world language, and digital literacy curricula that allow students to create, collaborate, perform, critique, express, and respond with empathy.
- ☐ Curricula in all content areas promote academic excellence with learning experiences that are innovative, relevant, and rigorous.
- ☐ Curricula are responsive to the diverse learning needs of students and are regularly revised to reflect an ever-changing world and learning needs of students.
- ☐ Data driven adult collaboration, within and across teams, results in high-quality instruction and powerful learning experiences for students.
- ☐ Learning culture and commitment to continuous improvement in every school is reflected in the actions of both students and adults in each school.
- ☐ Staff members are committed to job-embedded professional development but also take risks to grow as learners and model this for students.
- ☐ Staff members receive feedback to remain engaged as reflective thinkers, planners and expert practitioners in their area of discipline.
- ☐ Treating others with respect and dignity is an expectation for all members of the learning community.

These belief statements are realized on a daily basis in each of our elementary schools. During elementary literacy instruction students engage in authentic reading and writing experiences all while developing a sense of joy and love for reading. Establishing joy builds lifelong readers and writers, but also provides motivation to learn and develop new literacy skills and strategies. Reading and writing is a part of daily instruction. Our youngest readers and writers begin telling stories with pictures, adding detail, and then they bring what they are learning in phonics to their writing as they begin to build their own words, sound by sound. These foundational skills evolve to sentences and paragraphs as students develop. Instructional content includes reading and writing skills and strategies, phonics, grammar, vocabulary and handwriting. The program over the elementary years builds the foundational skills necessary for students to read and communicate across a variety of genres. All grade levels learn to read fiction and nonfiction with increased complexity through different units of study across the years.

The elementary mathematics program encourages students to be risk takers, problem solvers, and investigators of math. Instruction is focused around having students persevere through tasks, ask and answer questions, think flexibly and justify reasoning. The key components to a balanced mathematics framework are conceptual understanding, computational fluency and problem solving. Our goal is to prepare students as well rounded mathematicians who are confident with their learning and see the enjoyment in math. Creating such a foundation necessitates a well-articulated and developmentally appropriate program for all students. Elementary mathematics emphasizes conceptual understandings, number sense, multiple representations, deliberate connections and problem solving. The mathematical practices developed throughout the year are: make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning.

Science at the elementary level is dedicated to programming that piques students' curiosity, captures their interest, and motivates their engagement while promoting the understanding and application of cross-cutting concepts, disciplinary core ideas, and science and engineering practices. The curriculum is designed and aligned to the Next Generation Science Standards (NGSS) to ensure that all students engage in essential experiences that reflect the intellectual rigor of inquiry, exploration and application so they may develop as scientific thinkers. By using students' perceptions of the world around them, our program provides opportunities to expand, enhance, and modify the ways in which they view and make sense of the world.

Social Studies in Darien is largely delivered through an inquiry approach to learning. Students generate questions based on their curiosity of the world around them. This approach offers students the opportunity to expand existing knowledge through authentic, student centered exploration of essential questions. Various forms of technology are woven into these experiences to give students authentic applications for technology skills. Process and performance assessments will measure student growth and provide feedback for instructional planning.

Libraries in Darien are evolving from traditional spaces to Learning Commons. This evolution will be as much a philosophical change as a physical transformation. Learning commons are defined by serving multiple purposes in both physical and virtual spaces. The furniture and furnishings will be flexible allowing for various zones to be

created to meet the needs of learners, including but not limited to: collaborative engagement, integrative learning, quiet study, collaborative work, multimedia creation, storytelling, makerspace, speakers and presentations. In alignment with the new standards from both the American Association of School Librarians (AASL) and the International Society for Technology in Education (ISTE) standards and with the confluence of Science, Technology, Engineering, and Math (STEAM), design thinking, and technology, the Learning Commons is a place geared toward immersive inquiry based learning, grounded in knowledge building using both the physical and virtual resources with numerous pathways to demonstrate one's learning. While the Learning Commons will continue to provide learning experiences in digital citizenship, digital fluency, developing a love of reading and building student expertise in a variety of digital tools, the heart of the Learning Commons is about participatory learning and the creation of knowledge versus consumption. It will serve as the dynamic hub of learning for the school community.

The music and visual arts programs develop breadth and depth of interest in our students and provide another way to interpret and relate to the world through creative engagement and expression. The arts enhance our students' lives through both performance and appreciation which must continue to be key components of these programs. Music and art classes provide a space for students to engage the artistic processes of creating, performing, and responding while making important cultural connections to better understand a global society.

ENROLLMENT

HIGH PROJECTIONS WITH MULTIPLIERS

Darien Public Schools Elementary School Enrollment Projections 2021-22							
School	K	1	2	3	4	5	K-5th
Hindley	78	67	66	82	65	82	440
Holmes	76	59	79	66	74	87	441
Ox Ridge	72	76	78	72	66	74	438
Royle	64	57	55	51	56	56	339
Tokeneke	67	56	75	68	72	74	412
TOTAL	357	315	353	339	333	373	2070

Darien Public Schools Elementary School Enrollment Projections 2026-27							
School	K	1	2	3	4	5	K-5th
Hindley	80	73	82	76	79	79	469
Holmes	77	72	78	68	71	73	439
Ox Ridge	76	70	79	73	76	76	450
Royle	73	65	66	61	63	65	393
Tokeneke	73	72	79	72	78	80	454
TOTAL	379	352	384	350	367	373	2205

Darien Public Schools Elementary School Enrollment Projections 2022-23							
School	K	1	2	3	4	5	K-5th
Hindley	78	78	69	67	80	64	436
Holmes	74	77	59	77	64	76	427
Ox Ridge	72	73	81	80	70	65	441
Royle	62	62	54	54	51	54	337
Tokeneke	65	72	58	77	70	74	416
TOTAL	351	362	321	355	335	333	2057

Darien Public Schools Elementary School Enrollment Projections 2027-28							
School	K	1	2	3	4	5	K-5th
Hindley	80	80	76	84	73	80	473
Holmes	77	78	72	75	66	71	439
Ox Ridge	76	77	73	81	72	76	455
Royle	73	70	62	66	61	62	394
Tokeneke	73	77	73	80	73	77	453
TOTAL	379	382	356	386	345	366	2214

Darien Public Schools Elementary School Enrollment Projections 2023-24							
School	K	1	2	3	4	5	K-5th
Hindley	73	78	80	70	66	79	446
Holmes	69	75	77	57	75	65	418
Ox Ridge	68	72	76	83	78	70	447
Royle	64	65	63	56	57	53	358
Tokeneke	64	70	76	60	78	71	419
TOTAL	338	360	372	326	354	338	2088

Darien Public Schools Elementary School Enrollment Projections 2028-29							
School	K	1	2	3	4	5	K-5th
Hindley	83	81	83	76	82	73	478
Holmes	79	78	79	70	73	66	445
Ox Ridge	79	76	80	75	79	72	461
Royle	75	70	66	62	66	61	400
Tokeneke	76	77	79	75	81	72	460
TOTAL	392	382	387	358	381	344	2244

Darien Public Schools Elementary School Enrollment Projections 2024-25							
School	K	1	2	3	4	5	K-5th
Hindley	80	72	79	81	69	65	446
Holmes	76	70	76	74	56	75	427
Ox Ridge	75	69	76	78	79	79	456
Royle	72	63	64	66	60	60	385
Tokeneke	72	69	75	80	62	79	437
TOTAL	375	343	370	379	326	358	2151

Darien Public Schools Elementary School Enrollment Projections 2029-30							
School	K	1	2	3	4	5	K-5th
Hindley	86	84	82	83	76	81	492
Holmes	82	81	79	77	67	74	460
Ox Ridge	82	79	80	82	73	79	475
Royle	77	71	67	67	62	65	409
Tokeneke	78	80	79	80	75	81	473
TOTAL	405	395	387	389	353	380	2309

HIGH PROJECTIONS WITH MULTIPLIERS

Darien Public Schools Elementary School Enrollment Projections 2025-26								Darien Public Schools Elementary School Enrollment Projections 2030-31							
School	K	1	2	3	4	5	K-5th	School	K	1	2	3	4	5	K-5th
Hindley	75	79	73	82	80	68	457	Hindley	88	87	84	85	82	75	501
Holmes	71	77	71	73	72	56	420	Holmes	85	83	82	76	74	68	468
Ox Ridge	69	76	72	77	76	81	451	Ox Ridge	84	82	83	81	80	73	483
Royle	67	69	61	63	66	59	385	Royle	79	74	69	67	66	61	416
Tokeneke	68	78	71	77	80	62	436	Tokeneke	80	82	82	80	81	75	480
TOTAL	350	379	348	372	374	326	2149	TOTAL	416	408	400	389	383	352	2348

IMPLICATIONS FOR ROYLE ELEMENTARY SCHOOL

The District's program is built upon best practices to improve student learning. Royle Elementary School supports the wide-range of learning needs through large and small group learning opportunities for students in kindergarten through fifth grade.

Schools designed for the future must have classrooms appropriately sized to support active learning in many forms: teacher-directed, student centered whole, small and independent learning, as well as inquiry-based opportunities. Classroom size must provide the flexibility for research-based instructional practices and consistent instructional experiences for students across the five elementary schools.

In the renovation, classrooms of the same grade should be grouped together to support collaboration among children and staff. Similarly, special education/support staff rooms should be located strategically in proximity to grade-level teams to optimize services and collaboration.

The Early Learning Program (ELP) space will be relocated to Ox Ridge Elementary School allowing for the use of these classroom spaces. The renovated Royle Elementary School will be designed to accommodate 22 classroom spaces. Darien's elementary classroom size policy provides for the personalization of student learning.

The renovation of Royle Elementary School transforms the existing building space into a 21st Century Learning Environment, with improvements to the following for each new and renovated space:

- safety and security
- optimize space utilization
- open and collaborative spaces, for students and teachers
- universal design / accessibility
- modern, sustainable finishes
- improvements to air quality, from both new materials and enhanced ventilation
- enhanced thermal comfort
- optimal natural and artificial lighting
- improved acoustics (both required separations/barriers and internal room conditions)

SPECIAL EDUCATION - RESOURCE ROOMS/LEARNING CENTER

In the Darien Public Schools, elementary schools provide a broad continuum of services, including specialized instruction for individual and/or small groups of students in general education classrooms (push-in services), resource and/or related service rooms (pull-out services), and self-contained special education programs (e.g., DLC Programs).

Philosophy

Special education is provided to students with identified disabilities who need specially designed instruction to meet their unique needs and to enable them to access the general curriculum of the school district. Parents of children who require specially designed instruction work with a team of educators and, as appropriate, specialists to determine the needs of their children and to design an appropriate program to address their educational needs. Special education teachers, clinicians, paraprofessionals, and administrators work collaboratively to support and implement services to ensure best practices in special education programs.

Room Size

Resource rooms/small group rooms at 180 sq. ft. each are needed.

Program Objective

To provide specially-designed instruction to students in a small group.

General Description

Students with identified learning difficulties that preclude continuous participation in the regular classroom are scheduled into a special education class for assistance as specified in individual education plans. Students are instructed in small groups or individually.

Activities

Activities to be housed include individual and small-group tutoring, individual testing, independent and small-group learning activities and conferences with individuals or small groups of students.

Occupancy

Up to 8 students, one special education teacher, one or more instructional paraprofessionals.

Furniture, Fixtures and Equipment

- Student work tables and chairs
- Adaptive furniture, including varying sizes of Rifton chairs
- Teacher desk and chair
- White board
- Tack board
- Open shelving
- Lockable storage
- Network / WiFi
- Smartboards or similar technology for which students can interact
- Accessible sink and fixtures
- Window treatments

OT/PT ROOM

Room Size

OT/PT room should be at least 500 sq. ft.

Program Objective

To provide a dedicated space to allow sensory motor skills to be developed through the use of swings, climbing apparatus and an area for large motor movement activities.

General Description

Students with identified sensory and motor differences resulting in the need for specialized OT/PT services are scheduled for sessions, usually 30 minutes to an hour, with a service provider. At times, these services can be happening concurrently (e.g., one student receiving OT and one student receiving PT) or in small groups.

Activities

OT and PT activities can range from stationary tasks (e.g., typing) to practice with large muscle groups (e.g., squats). Activities can include utilizing equipment (e.g., BOSU ball, resistance bands, etc.).

Occupancy

OT/PT Rooms require room for up to 8 individuals, including students and staff.

Furniture, Fixtures and Equipment

- Stainless steel sink with soap and towel dispenser, ADA Accessible
- Storage for large exercise equipment
- Trampoline, foam blocks, foam rollers, swing, stairs, floor mats
- Area for gross motor activities
- Staff workstations with computer/desk
- Visitor chairs
- Small table with student chairs
- Whiteboard
- Therapy Balls
- Walkers/Lifts/Individualized student equipment

SPEECH AND LANGUAGE THERAPY ROOM

Room Size

Two 180 sq. ft rooms are needed to provide speech and language therapy.

Program Objective

To enable identified students to improve speech and language skills through a program consistent with each student's individual education plan.

General Description

Students with identified deficits in speech and language receive supplemental instruction as specified in individual education plans. Students are instructed in small groups or individually.

Activities

Activities to be housed include individual and small-group tutoring, individual testing, independent and small-group learning activities and conferences with individuals or small groups of students.

Occupancy

Up to eight students, one speech and language therapist and one or more paraprofessionals.

Furniture, Fixtures and Equipment

- Student work tables and chairs
- Adaptive furniture, including varying sizes of Rifton chairs
- Teacher desk and chair
- White board
- Tack board
- Open shelving
- Lockable storage
- Network/WiFi

SCHOOL PSYCHOLOGIST

Room Size

Two rooms of 150 sq. ft. each are needed.

Program Objective

To appropriately assess students' learning needs and to provide counseling in matters of school adjustment.

General Description

Individual students may experience difficulties in learning or in successfully managing the environment of school. Other students may be performing at a level beyond that of their age groups. In these cases, individual testing provides the information that school personnel need to make educational decisions about program, placement, etc.

Activities

Activities to be housed include individual testing, counseling and conferences with individual students or with parents

Occupancy

Up to eight students, one school psychologist, one or more instructional paraprofessionals.

Furniture, Fixtures and Equipment

- Student work table
- Adaptive furniture, including varying sizes of Rifton chairs
- Teacher desk and chair
- Lockable storage
- Network/WiFi
- Open shelving

GRADE 1-5 CLASSROOMS

Room Size

Typical classrooms should have between 750-850 sq. ft of classroom instructional space with additional storage. This will support a child-centered program with multiple learning areas. All first grade classrooms must be located on the first floor.

Program Objectives

- To provide a learning environment which meets the developmental needs of all students in the affective, perceptual and cognitive domains.
- To provide an environment that promotes the development of all students' skills and knowledge and encourages the highest level of achievement for all students.
- To provide an environment that encourages student inquiry, builds citizenship skills, and fosters habits of mind that support learning.

General Description of Program

- Language Arts includes instruction in reading, writing, speaking, listening and viewing.
- Mathematics includes instruction in number sense and operations, patterns, algebra and functions, measurement, geometry, data analysis and probability.
- Science includes instruction in life science, earth and space science, and physical science.
- Social Emotional Learning and Health Education includes instruction in nutrition, personal safety, environmental health, disease prevention, substance abuse prevention and decision-making.
- Social Studies includes instruction in history, geography, civics and current events.
- Special Education includes direct teaching and related service support in academic skills, social/emotional/behavioral skills, language and communication, and fine and gross motor skills.

Activities

Classrooms provide space for teacher-led whole class instruction, small group instruction, student project activity and other types of independent learning by individual students, use of computers and other technology. Small group and individual tutorials will also take place in the classroom.

Ample storage space is needed for math and science equipment, student texts, paper and art supplies, computers and technology equipment, classroom libraries, playground equipment and students' personal belongings.

Occupancy

Each classroom should be able to accommodate up to 25 students, one classroom teacher, and a special education teacher, specialist or one or more instructional aides who may share instruction of small groups or individuals within the regular classroom.

Furniture, Fixtures and Equipment

- Student desks, tables, chairs and/or work tables
- Adaptive furniture, including varying sizes of Rifton chairs
- Teacher desk and chair
- Small group table
- Large area rugs
- Interest center/small group work tables and chairs (3 per classroom)
- Student cubbies to accommodate up to 26 students
- Ample storage space for instructional materials
- Lockable storage space for equipment and teacher materials
- Accessible sink and fittings
- Window treatments
- Whiteboards
- SMARTboard or similar technology
- Tack boards
- Shelves for classroom libraries
- Network/WiFi access
- Ample electrical outlet access
- Open shelving
- Building-wide wiring for assistive listening, looped systems, and/or personal Frequency Modulation (FM) units

SMALL GROUP INSTRUCTION/INTERVENTION ROOM

Room Size

One room of 475 sq. ft. is needed. Small groups of students will meet in this space for supplemental instruction.

Program Objective

To provide supplemental instruction to students who have difficulty mastering basic skills as taught in the general education program. To support classroom programs through individualized testing, analysis, and instructional materials.

General Description

Students who may require additional support with specific skills will receive support through small group and/or individual instruction.

Activities

Activities include individual and small-group instruction, student practice with both print and electronic media, conferences (students, parents, and staff), and individual and small-group assessment.

Occupancy

One teacher and a group of up to 8 students.

Furniture, Fixtures and Equipment

- Teacher desk and chair
- Small group reading tables and chairs
- Adaptive furniture, including varying sizes of Rifton chairs
- Ample storage space for instructional materials
- Lockable storage space for equipment and teacher materials
- Whiteboards
- Tack boards
- SMARTboard or similar technology with which students can interact
- Network/WiFi-access
- Electrical outlets (ample)
- Accessible sink and fittings
- Window treatments
- Building-wide wiring for assistive listening, looped systems, and/or personal Frequency Modulation (FM) units

ENGLISH LANGUAGE LEARNER (ELL) INSTRUCTION ROOM

Room Size

One room of at least 300 sq. ft. is needed. Individuals and/or small groups of students will meet in this room for supplemental instruction.

Program Objective

Students with limited English proficiency are provided with instruction in English. The objective in the program is to enable students to understand the English language so that they may function effectively within the regular classroom.

General Description

The ELL classroom is a space in which individual and small group instruction will occur. The classroom should be suitably equipped for small group instruction.

Activities

Activities to be housed include individual and small group instruction, oral and written practice of English language skills, use of print and electronic media and individual and small-group assessment.

Occupancy

One teacher and a group of up to 8 students.

Furniture, Fixtures and Equipment

- Teacher desk and chair
- Small group reading tables and chairs
- Adaptive furniture, including varying sizes of Rifton chairs
- Ample storage space for instructional materials
- Lockable storage space for equipment and teacher materials
- Whiteboards
- Tack boards
- SMARTboard or similar technology with which students can interact
- Network/wifi-access
- Electrical outlets (ample)
- Accessible sink and fittings
- Window treatments
- Building-wide wiring for assistive listening, looped systems, and/or personal Frequency Modulation (FM) units

GIFTED EDUCATION ROOM

Room Size

One room of 180 sq. ft. is needed for this program.

Program Objective

The Gifted Education Program enables students to receive supplementary instruction beyond the curriculum of the regular classroom.

General Description

Students who have been identified as gifted participate in the program. Students meet in small groups of 1-8 for their instruction.

Activities

Activities to be housed include individual and small-group learning activities including 1 - 8 students.

Occupancy

Small groups of up to 8 students, one gifted education teacher

Furniture, Fixtures and Equipment

- Student work tables and chairs
- Adaptive furniture, including varying sizes of Rifton chairs
- Teacher desk and chair
- White board
- Tack board
- Open shelving
- Lockable storage
- Network/WiFi
- SMARTboards or similar technology for which students can interact

GENERAL MUSIC ROOM

Room Size

The general music classroom includes 900 sq. ft. of classroom space and 200 sq. ft. of music storage. This room size will provide space for the level of student movement and musical /sound generating activity which is inherent to the music program and also for storage of necessary equipment.

Program Objective

To develop in students an appreciation, performance skills and knowledge of music, to increase their enjoyment, critical analysis, collaboration, creativity and cultural awareness.

General Description

All elementary grade students have 90 minutes of general music per week. The elementary music curriculum is based on the four artistic processes of creating, performing, responding and connecting to music and is designed to offer a sequential, comprehensive, standards-based music education to all children in Kindergarten - Grade five.

Pitched and unpitched classroom instruments, movement, singing and dance are an integral part of the music curriculum.

This room should be soundproofed, attention to air vent so that they don't transfer sound. This space should be located near the Instrumental Music Room to share resources. Would be good to have a water fountain located just outside this room. Acoustical considerations to maximize the experience of performing and listening to music.

Activities

Activities in general music include singing, listening, playing classroom instruments such as recorders, ukuleles and tuned and untuned percussion instruments in large and small groups, composing, recording, acting, dancing, discussion, improvisation and exploration of historical musical styles take place in these classes.

Occupancy

Persons to be housed include up to 25 students, one teacher and one or more instructional aides

Furniture, Fixtures and Equipment

- Student tables and stackable folding chairs
- Two teacher desks and chairs (multiple staff)
- Moveable choral risers (already have these at OR)
- Whiteboards/smart boards
- Tack boards
- SMARTboard or similar tool with strong speakers for music listening activities
- Wall or ceiling-mounted TV monitor and LCD projector
- Divided shelving for sheet music storage
- Musical instruments, including classroom piano

- Lockable storage
- Deep sink to clean out recorders and wash off classroom instruments
- Wider door opening for larger percussion instruments, pianos, musical equipment, etc.

INSTRUMENTAL MUSIC ROOM AND STORAGE ROOM

Room Size

The instrumental music classroom shall be 400 sq. ft. Music storage room of 400 sq. ft. will provide space for necessary equipment which is inherent to the music program.

Program Objective

To develop in students an appreciation and knowledge of music through instrumental performance, to increase student enjoyment, collaboration, critical analysis, creativity and cultural awareness.

General Description

Beginning in Grade 3, elementary students may choose to play a musical instrument. While large group meetings are conducted before and/or after school, lesson groups or sectionals are conducted during the school day. Students will perform, rehearse, refine and respond to music during lessons.

Activities

Activities include listening, performing in groups, collaborating, composing, creating, and recording music. Sound of instruments can be loud at times.

Occupancy

Persons to be scheduled daily include 4-10 students, one teacher and one or more instructional aides.

Furniture, Fixtures and Equipment

- Music stands and stackable folding chairs
- Two teacher desks and chairs (multiple staff)
- Whiteboards/Smart Boards
- Tack boards
- Smart Board or similar tool with strong speakers for music listening activities
- Wall/ceiling-mounted TV monitor and LCD projector
- Divided shelving for sheet music storage
- Classroom piano
- Deep sink to clean out mouthpieces and band instruments
- Lockable storage or shelving for students' musical instruments/cello and bass racks
- District-owned musical instruments and percussion
- Near a water fountain or has a sink in the classroom.

Special Requirements

This room should be soundproofed (including designated air vents) and should be located near the general music room for shared use of storage. Wider door opening for larger percussion instruments, pianos, musical equipment, etc. Acoustical treatment of the room to accommodate loud instrument playing, percussion and rehearsals.

WORLD LANGUAGE ROOM

Room Size

The world language classroom should have 900 sq. ft. of instructional space.

Program Objectives

To provide a learning environment which meets the needs of all students and promotes development of second language skills and cultural knowledge and awareness.

General Description of Program

The world language curriculum provides second language instruction in reading, writing, speaking, and listening. In addition, students receive ongoing instruction designed to promote cultural awareness. The five “C” goal areas (Communication, Cultures, Connections, Comparisons, and Communities) stress the application of learning a language beyond the classroom as described by the American Council on the Teaching of Foreign Languages (ACTFL).

Activities

Classrooms provide space for whole class instruction, small group instruction, student project activity and other types of independent learning by individual students, use of computers and other technology. Small group and individual tutorials will also take place in the classroom.

Storage space is needed for classroom/teacher materials, student texts, paper and art supplies, computers and technology equipment, and classroom reading material.

Occupancy

Each classroom should be able to accommodate up to 26 students, one classroom teacher, and a special education teacher, specialist or one or more instructional aides who may share instruction of small groups or individuals within the regular classroom.

Furniture, Fixtures and Equipment

- Student desks, tables, chairs and/or work tables
- Adaptive furniture, including varying sizes of Rifton chairs
- Teacher desk and chair
- Small group table
- Large area rugs
- Interest center/small group work tables and chairs (3 per classroom)
- Student cubbies to accommodate up to 26 students
- Ample storage space for instructional materials
- Lockable storage space for equipment and teacher materials
- Accessible sink and fittings
- Window treatments
- Whiteboards
- SMARTboard or similar technology
- Tack boards

- **Shelves for classroom libraries**
- **Network/WiFi access**
- **Ample electrical outlet access**
- **Open shelving**
- **Building-wide wiring for assistive listening, looped systems, and/or personal Frequency Modulation (FM) units**

LIBRARY-MEDIA CENTER

Room Size

The Library-Media Center, including office area and storage, should total 3,000 sq. ft. minimum. This is the prototype size used by Northeast Collaborative when designing the Library Reimagined.

Program Objective

To develop in students the ability to use a variety of print and digital resources critically, effectively, ethically, and responsibly to support all curricular areas of focus. Additionally, the Library Media Curriculum has a specific focus on digital and media literacy, educational technology, research skills, digital citizenship, and promoting a love of literature.

General Description

The renovated Royle Elementary School Library should reflect the districtwide common vision, core beliefs, and operating principle as described in the Re-Imagined Library Report presented to the Darien Board of Education in May 2018:

“The Re-Imagined Library serves as the physical and digital destination for an engaged learner, empowered to both independently and collaboratively inquire, create, and reflect under the guidance of a knowledgeable staff and within an inspirational, dynamic, and well-resourced space.”

The Library space should be:

- Accessible for all learners with multiple opportunities to engage and express learning
- Organized to reflect best practices in how students learn best
- Curated with high-quality resources to support district curricula and encourage a lifelong passion for reading
- Reflective of the opportunities and innovations technology affords for access, creation, collaboration, presentation, and connection
- Flexible in design to allow for moveable and changeable zones within the space to serve multiple purposes
- Welcoming and inviting, with furnishings that serve the needs of students as empowered learners, global collaborators, and independent creators

The Re-Imagined Library is set-up in terms of zones and morph as necessary to serve a variety of functions. Depending on the level, the purpose to be served, and the square footage available, the zones will vary in size. Some zones will be more permanent than others. Some will expand for a special event and disappear at its conclusion.

The zones include:

- Instructional Zone
- Collaboration and Quiet Zone
- Creation and Exploration Zones
- Large Group Presentation Zone
- Print Collection Zone

- Administration, Work, and Storage Zone

All students have access to the Library-Media Center. Grades K-2 have a regular fixed schedule of between 30-45 minutes of time in the Library-Media Center. Students in Grades 3-5 are scheduled in collaboration with the classroom teacher. All students in Grades K-5 receive regular instruction in selection of appropriate reading material, the use of facilities and resources as part of the Library-Media Curriculum.

Activities

Collection maintenance; storage and circulation; classroom instruction; curation and set-up of Creation and Exploration zone; quiet reading; collaborative group work; book selection, large group presentation; technology stations and charging; green screen area; administrative tasks.

Occupancy

In the Instructional Zone, up to 26 students could be seated at tables in front of a presentation station in one section of the library. Concurrently, a class could be checking out materials, while a small group could be coming in to work on a project in the small group room or spend time in the Creation and Exploration Zone. This zone will be curated periodically and the activities will support Science, Social Studies, and other curriculum. If there is a large presentation, the Large Group Presentation Zone should accommodate at least 100 students or whole grade, plus adults.

The only constants in the space will be the Library-Media Specialist and one library paraprofessional.

Furniture, Fixtures and Equipment

- Age-appropriate (i.e. low, accessible to younger students) fixed and moveable shelving (to allow for the creation of flexible Zones)
- Charging stations and adequate access to power throughout the space
- Location for Copier/Scanner that could be used by students
- Presentation station to support a Large Group Presentation Zone (could handle at least 1 grade level, n=100)
- Presentation station for dedicated instructional space (tables, chairs to support 1 class, n=26)
- Student work tables with wheels and moveable chairs
- Small Circulation desk and place for student self-checkout stations
- Comfortable, age-appropriate, durable seating for quiet reading nooks
- Counters, cabinets, and sink where the Creation and Exploration Zone would be located
- Small group meeting room
- Area for a dedicated green screen and filming/video editing equipment

CONFERENCE ROOMS

Room Size

Two conference rooms of 300 sq. ft. each.

Program Objective

To provide leadership, coordination and support for the instructional program and related services.

General Description

Conference rooms are needed to conduct meetings which cannot be held in administrators' offices.

Activities

Conferences with school and district staff, parents, students, guests and community members; staff training for small groups.

Occupancy

Up to 15 participants, including members of school and district staff, parents, students, guests and community members.

Furniture, Fixtures and Equipment

- Conference table and chairs
- Network/WiFi
- Wall presentation station
- White board
- Tack board

STAFF WORKROOMS

Room Size

A teacher work room of 150 sq. ft. and a book room of 200 sq. ft to house grade level libraries beyond the classroom.

Program Objective

To provide spaces for teachers to prepare copies and access classroom materials / supplies and books.

Activities

Activities to be housed in the workroom include preparation of materials, storage of materials, production of paper copies or transparencies, duplication, laminating and creation of tack materials.

Occupancy

The staff workrooms will be utilized on a rotating basis by up to 40 staff members. A designated lactation space, with a locked door, is needed to provide for nursing employees (<https://www.dol.gov/whd/nursingmothers>).

Furniture, Fixtures and Equipment

- Secure built-in cabinets and storage closets
- Work table and chairs
- White board
- Tack board
- Large-capacity copier and stand
- Sink and work counter
- Laminating machine(s)
- Paper cutter
- Letterpress machine
- Copier and stand
- Network/WiFi
- Shelving for books

STAFF ROOM

Room Size

One staff room of 475 sq. ft. is needed.

Program Objective

To provide places in the school where staff members can have lunch, conduct small staff meetings and enjoy participation in the adult culture of the school.

General Description

Teachers, administrators, aides and other employees have lunch in the staff rooms each day. Small staff meetings are often conducted in staff rooms.

Activities

Staff members will use the staff rooms for lunch and small staff meetings.

Occupancy

Up to 40 staff members and volunteers will occupy staff rooms at various times during the day.

Furniture, Fixtures and Equipment

- Table and chairs
- Sink
- Refrigerator
- Microwave oven
- Coffee / tea preparation
- Storage

STORAGE REQUIREMENTS

Teaching Materials Storage

One room must be adequate in size to store items such as charts, supplemental and enrichment materials, testing materials, science equipment and science models, etc. One space of approximately 200 sq. ft. is needed with floor to ceiling shelves on three walls.

Inactive Storage

Inactive storage includes items such as stage props, risers, equipment and supplies. This room should be at least 400 sq. ft. of space and should have floor to ceiling shelves covering two walls. Server station housed here.

Custodial Storage

Custodial supplies include mops, brooms, pails, paper supplies, ladders, steam cleaners, vacuums and cleaning supplies. Four custodial closets, each about 36 sq. ft. are needed, with two on each floor in a two-story building. All closets must be equipped with sinks, shelves and lockable cabinets. In addition, there is a need for a central storage space (approximately 14' x 14') for bulkier equipment.

SITE, INFRASTRUCTURE AND MECHANICAL

Integrated Electronic Communication System for Voice, Data and Video

All normally occupied teaching spaces, offices, staff rooms, administrative spaces, boiler room, kitchen, and receiving area should be linked by a telephone and speaker which provides public address, emergency, outside line access, and internal private communications.

- All spaces, indoor and outdoor, should receive emergency call announcements.
- Ability to switch all calls to specific telephones after hours.
- Ability to access the intercom system from outside the school.
- Ability to limit out of local area calls from specific phones.
- High volume "night bells" for telephone system.
- Back-up emergency power for computer networks, telephone and intercoms.
- All offices and teaching spaces to be equipped with networked computers for staff members.
- All classrooms to have networked computer communications and built-in data projectors.
- Voice, data and video broadcast and reception capability, including multi-channel communication, available for all teaching stations and the main office (including through an integrated communication system). All cabling should be fiber optic with OCT connections. Wireless or infrared capability should also be available in each teaching and office space. Spare conduit or cabling trays should be included for future upgrades and expansion.

The building should be canvassed and supported by ample WAN points for optimal wireless network coverage.

- Remote media retrieval system in each classroom.
- Back-up emergency power for light-safety systems, alarm/communications systems, and heating systems.

Wireless Clock and Bell System

All normally occupied areas should have a clock showing hours and minutes connected to a master clock that also controls bells and/or chimes. The master clock should automatically correct all systems.

Fire Alarm/Security

The school should be equipped with a fully code compliant fire detection, alarm, and sprinkler system. All equipment should be state-of-the-art. Remote panels showing location of the source of the alarm should be located near the administrative area and front door of the school and custodial office. Upon activation of an alarm, an evacuation signal should be transmitted throughout the school and a signal transmitted to a central station monitoring service. Alarm should signal until manually reset. Sprinkler heads should be carefully located and positioned to prohibit tampering. Alarms should be easily heard throughout the building and visual alarms should be provided as per code.

- One integrated fire alarm/security system with video monitoring capacity and other electronic security devices should protect the entire structure.
- All required fire extinguishers should be placed into recessed cabinets with the doors to such cabinets equipped with audible local alarms.

- Lockdown security should be installed and connected to this security infrastructure.
- All exit points controlled by card access
- Single point of system entry with “mantrap”
- Shatter resistant film on first floor windows and all exterior doors having window panels (similar to a 3M 14mil security film product)

HVAC System

The heating, ventilating and central air conditioning system should be carefully and thoroughly planned. The chilled water and heating water piping and coils must be separate (4 pipe system). This allows to quickly transfer between heating and cooling systems with minimal delay. Failure to install this type of system would create the need to shut down the building HVAC for a week to properly transfer from one system to another.

The entire building should be air-conditioned to allow use for summer programs for both special and regular education students. Air conditioning should be zoned for use during the summer in all offices (including music and physical education offices), library, and classrooms.

A separate water heater for domestic use should be provided.

Connection to external emergency power sources should be provided (including all code required automatic transfer switches) to keep vital building components and areas functioning in an emergency.

Plumbing

Building should meet all minimum code requirements for the number of toilet fixtures, sinks, drinking fountains and bottle fill stations.

All fixtures should be of the heaviest duty, vandal resistant design. Local service valves and isolation valves should be provided. Adequate clean-outs should be provided. Piping should run in accessible pipe chases. Valves should be ball valves. Toilet partitions should be extreme duty, vandal resistant, with heavy-duty hardware. Automatic faucets, toilets and urinals should be installed in all toilet facilities. Fixtures should be wall hung. Building should be divided into sections with isolation and drain valves in each section.

Electrical Distribution

Each occupied space should be furnished with numerous electrical convenience outlets located throughout the space to permit flexibility of room layout and eliminate use of extension cords. Power in each classroom should be from two sources, one for exclusive use of computers and the other for general use. Outlets in corridors and storage areas should be located on not greater than 25-foot centers to permit ease in use of vacuums and floor machines.

Each electrical distribution panel should have 25% free space to add future circuits. All three phase motors should have phase protection. All exit signs should be L.E.D. type with cast housings and lexan lenses.

Energy Conservation

The construction plans should meet all requirements of the state energy code. A back-up generator must be present to maintain key building systems.

Hardware and Security

All hardware should be commercial grade. Access control devices must be installed at the front entrance and be compatible with current systems in place in the school district. A Stanley Best locking system keyed to match existing systems should be installed and maintained.

All exit door panic devices should be rim type with removable mullions rather than vertical rod type. All doors such as stairwell doors, corridor smoke doors, etc. should be held open with magnetic devices connected to the fire alarm system.

COMMUNITY USE

Royle Elementary School will service as a resource for all Royle students and citizens throughout the year.

The facility will be made available to the public in a supervised manner, only with the consent and authorization of the school administration and staff. The school shall be designed to allow access to common spaces such as the gymnasium, library media center, cafeteria in the evenings and weekends. Similarly, the school should be designed in a way that allows for access to facility activities during the school year and throughout the summer months and school vacations.

The additional use of the facility may include the following:

School Related Events and Functions:

- ☐ Athletic events and tournaments
- ☐ Darien Summer School
- ☐ Extended School Year
- ☐ Staff Development
- ☐ Student Clubs such as Literary Magazine, Stock Market Club, Student Council and Safety Patrol
- ☐ PTO
- ☐ Booster Clubs
- ☐ Scouting Groups
- ☐ After School Programs
- ☐ Town Departments, camps or agencies
- ☐ YMCA
- ☐ Youth Sports
- ☐ For Profit Organizations within the Town of Darien
- ☐ Parent/Community informational meetings
- ☐ Student Ceremonies
- ☐ Youth Sports

Communications Workgroup

Communications Workgroup Charge

Define communication concerns or opportunities and consider whether the formation of a Communications Committee would be appropriate.

Key Questions the Workgroup Considered

- Which work or concerns fall under the umbrella of communication?
- Which aspects of communication belong to the board and which to administration?
- Do we have the right infrastructure in place to handle the increased speed of communication and use of social media?
- How does communication in a crisis differ from everyday communication?

Findings

- Increased informal communication about community concerns on social media platforms
- Under pandemic conditions, public highlighting importance of communication efficacy
- Administration has defined communication as an area of focus in the strategic plan
- BoE has no formal plan for crisis or other time-sensitive communications
- BoE members using inconsistent strategies on various communication platforms

Recommendations

- Create communication plan for the board including communication channels and standards
- Recommend policies for policy committee to review or add
- Support administrative communication work as defined in strategic plan
- Follow BoS Communication hire for any applicable information
- Smaller projects
 - Create new template for board member page on website
 - Explore automating meeting notices to board members (and others)
 - Clarify public hearing versus public comment

Darien Public Schools
Forecast by Month
FY 21

	Budget	Supplemental Appropriation	Adjusted Budget	August	September	October	December	January	February	March	April
Salaries	\$ 66,862,133	\$ 1,116,837	\$ 67,978,970	\$ 67,408,543	\$ 67,750,457	\$ 67,677,758	\$ 67,937,338	\$ 67,333,919	\$ 67,422,472	\$ 67,364,486	\$ 67,358,373
Operating	\$ 17,879,364	\$ 658,331	\$ 18,537,695	\$ 18,315,426	\$ 18,941,585	\$ 18,851,032	\$ 18,708,450	\$ 18,522,247	\$ 18,465,551	\$ 18,472,517	\$ 18,536,824
Fixed	\$ 20,634,860	\$ -	\$ 20,634,860	\$ 20,588,071	\$ 20,624,631	\$ 20,611,683	\$ 20,578,873	\$ 20,608,559	\$ 20,612,079	\$ 20,565,775	\$ 20,513,702
Equipment	\$ 482,464	\$ 12,962	\$ 495,426	\$ 627,340	\$ 637,340	\$ 637,642	\$ 612,876	\$ 569,490	\$ 469,910	\$ 469,855	\$ 473,075
Revenue	\$ (3,362,443)	\$ -	\$ (3,362,443)	\$ (3,343,628)	\$ (3,337,448)	\$ (3,272,082)	\$ (3,248,992)	\$ (3,517,543)	\$ (3,555,854)	\$ (3,734,962)	\$ (3,723,170)
Total	\$ 102,496,378	\$ 1,788,130	\$ 104,284,508	\$ 103,595,752	\$ 104,616,565	\$ 104,506,033	\$ 104,588,544	\$ 103,516,672	\$ 103,414,158	\$ 103,137,671	\$ 103,158,804
Forecasted Balance				\$ (1,099,374)	\$ (2,120,187)	\$ (2,009,655)	\$ (2,092,166)	\$ (1,020,294)	\$ 870,350	\$ 1,146,837	\$ 1,125,704
				-1.07%	-2.07%	-1.96%	-2.04%	-1.00%	0.83%	1.10%	1.08%
General Education RCS				\$ 564,444	\$ 426,393	\$ 252,448	\$ 363,544	\$ 152,979	\$ 246,932	\$ 402,286	\$ 468,171
Special Education RCS				\$ (56,850)	\$ 128,462	\$ 235,213	\$ 214,785	\$ 600,105	\$ 608,465	\$ 768,318	\$ 759,906
COVID Reopening				\$ (1,606,968)	\$ (2,675,042)	\$ (2,497,315)	\$ (2,670,495)	\$ (1,773,377)	\$ 14,953	\$ (23,768)	\$ (102,374)

Memorandum

DATE: May 18, 2021
TO: Dr. Alan Addley, Superintendent of Schools
FROM: Richard Rudl, Director of Finance & Operations
SUBJECT: FY 21 Financial Report through April

Enclosed please find the attached:

1. FY 21 Financial Report through April 2021.
2. List of accounting adjustments for April 2021 within Broad Categories
3. List of Transfers for BOE consideration and approval.
4. PowerPoint
5. Reopening Expenditures
6. Grant Financial Report
7. Food Service Financial Report
8. List of COVID savings accumulated
9. Projected FY 22 ESY

Highlights of the Financial Report for FY 21:

The April Financial Report reflects the Special Appropriation approved by both the Board of Finance and RTM in the amount of \$1,788,130, which is reflected in RC28 along with the transfers previously approved by the Board of Education in the amount of \$688,878.

Fiscal Year 2021 currently projects a year-end surplus of \$1,125,704. The high-level changes from the March report to the April report, which projected a surplus of \$1,146,836, include:

- Change in Out of District tuition expenses \$(30,116)
- Excess Cost Reimbursement rate changed from 80.7% to 80.31% \$(13,031)
- Utilities (Electric, Water, Sewer) have trended higher in the last month \$(13,009)
- Change in Out of District Transportation settlements \$(8,185)
- Medicaid Revenue \$1,239
- Workers compensation reimbursement \$4,388
- Nursing substitutes are trending favorable \$6,500
- Regular transportation due to the remote week after spring break \$9,809
- District Legal fees continue to trend lower in the last quarter \$24,693
- Materials, Equipment, Travel \$15,692

- Salary savings from athletic stipends, special education secretary, special education para professional, elp para professional \$34,285
- Additional savings in athletic transportation due to less usage \$25,000 (COVID)
- Cancellation of weekend cleaning starting in June \$16,750 (COVID)
- Adjustment to food service account due to remote days after spring break to provide a proper fund balance \$(98,747) (COVID)
- Change to 7 day quarantine for contact tracing \$(22,500) (pending transfer) (COVID)
- Director of Nursing \$(15,000) (COVID)
- Technology Equipment \$206 (COVID)
- Salary savings from remote week after spring break for lunch monitors \$1,800 (COVID)
- March approved COVID transfers \$39,095

ESSER II grant has been received and applied to the following expenditures:

- \$218,695 for 3.0 FTE Elementary Teachers
- \$45,402 for 1.0 FTE Technology Technician
- \$80,765 for Facility improvements
- \$83,357 for PPE's.
- \$168,586 for Technology related items.

These are all reflected in the financial forecast.

RC's	Forecast
General Education RC's	\$468,171
Special Education RC's	\$759,906
Re-opening Expenditures	\$(102,374)
Total	\$1,125,704

The highlights of that surplus include:

RC1 (DHS):

- Curriculum Supervision currently shows a savings of \$12,702. This savings is in part due to the library supervision stipend of \$4,572 going unfilled this year due to an unpaid leave of absence. In addition, the library supervision release time has a salary savings of \$8,130 due to an unpaid leave of absence with replacement coverage a lower grade and step. (COVID)
- Student Interns is showing a favorable balance of \$8,875 due to 1 intern position being unfilled due to lack of availability. (COVID Savings).
- Clubs and Councils shows a favorable balance of \$2,200 as the Outdoor Club is not running this year (COVID Savings).
- Textbook replacements is \$16 under budget. (Non COVID)
- Science Equipment is \$15 under budget as the purchase of temperature probes came in under budget. (NON COVID)

RC3 (MMS):

- Student Interns is showing a favorable balance of \$8,825 due to 1 intern position being unfilled due to lack of availability. (COVID Savings).

RC5 (Hindley):

- Student Interns shows a savings of \$3,825 due to an intern position being unfilled due to lack of availability. (COVID Savings).

RC7 (Holmes):

- Student Interns shows a savings of \$9,700 due to intern positions being unfilled due to lack of availability. (COVID Savings).
- Clubs and Councils shows a favorable balance of \$1,023 due to literary magazine not being filled this year as well as level changes for those running current clubs. (COVID and NON COVID Savings).

RC8 (Ox Ridge):

- Teacher Aides shows a favorable balance of \$3,003. This is savings due to the timing of the instructional aide hire in fourth grade due to class size and the budget transfer for the new hire. (Non COVID Savings).
- Student Interns shows a favorable balance of \$14,175 due to the lack of available student interns. (COVID Savings)
- No clubs and councils are currently being run at Ox Ridge this year due to COVID19 leaving a projected balance of \$6,451. (COVID Savings).

RC9 (Royle):

- Clubs and Councils shows a favorable balance of \$324 due to level changes. (Non COVID Savings).
- Student Interns shows a favorable balance of \$1,125 due to the lack of available student interns. (COVID Savings)

RC10 (Tokeneke):

- Student Interns shows a favorable balance of \$525 (Non COVID Savings)
- Principal/Director Secretary salary shows salary savings of \$203. (Non COVID Savings).
- Teacher Aides shows salary savings of \$1,753. (Non COVID Savings).

RC11 (Athletics):

- Interscholastic Stipends shows a favorable balance of \$4,147 due to level movement savings. (Non COVID)
- Consultants show a savings of \$120 as CPR training was under budget. (Non COVID)
- Interscholastic Transportation shows a favorable balance of \$65,100 due to the shortened winter season (6 weeks) and less routes than a typical year. (COVID Savings).

- Interscholastic Officials shows a favorable balance of \$25,970 due to the shortened winter season (6 weeks). (COVID Savings).

RC12 (Maintenance):

- Maintenance Salaries shows a favorable balance of \$20,242, which reflects the salary savings from the time period in which the Custodial and Maintenance Supervisor position has been vacant due to a retirement. (Non COVID Savings).
- Use of Fields revenue has surpassed expectations, as our fields could be rented during the summer due to the virtual DSS. This is resulting in the forecast-surpassing budget by \$70,670. (COVID Savings)
- Given our buildings are not being rented out for the rest of the school year, we are forecasting a deficit in building rental revenue of \$69,587. (COVID Expense)

RC 13 (Music):

- Clubs and Councils are showing a favorable balance of \$8,028 due to unfilled All Town Elementary Orchestra and Band. (COVID Savings).
- Local travel expense is showing a favorable balance of \$1,065 due to less itinerant travel. (COVID Savings).

RC 15 (Technology):

- Salary savings in the copy center of \$587 due to turnover (Non COVID Savings)

RC16 (Administration):

- Professional Development is forecasted to be \$214 under budget due to the cancellation of the DMG Conference (COVID Savings).
- Professional meetings is forecasted to be \$832 under budget due to cancellation of conferences. (COVID Savings)
- Legal Fees is forecasted to be \$59,736 under budget as last three months of legal fees has trended significantly lower than budget. (Non COVID)

RC 17 (Health):

- Substitutes is forecasted to be \$6,500 under budget as the substitute coverage rate has been less than previous years. (COVID and Non COVID).

RC 18 (Personnel):

- Contract support is \$48,046 as the secretaries, paraprofessionals and nurse's contract came in under budget. (Non Covid Savings).
- Local travel is \$500 under budget as there have not been any recruitment fairs to travel to due to Covid. (COVID Savings).
- Tuition Reimbursement is forecasted under budget by \$8,715.

RC19 (Curriculum):

- Program Coordinators is forecasted to be under budget by \$93,690 as we have two vacant program director positions. The curriculum office is going under a reorganization and the new position is not expected to be filled until July 1st. (Non COVID Savings).

RC20 (Finance):

- Auditing Fees shows a favorable balance of \$98 as the annual audit came in under budget. (Non-COVID Savings).
- Travel fees show a favorable balance of \$250 as we do not anticipate travel (COVID Savings).
- Dues, Memberships shows a favorable a balance of \$100. (Non COVID Savings).

RC 23 (Continuing Education/Summer School)

- Consultant services shows a favorable balance of \$1,500. Provider payments for DSS will be reflected in FY22 for the current summer school program. (Non COVID).
- Adult Education contracted services shows a favorable balance of \$4,500. This amount is based on the anticipated bill from Stamford Public Schools, which had less participants than anticipated. (Non COVID Savings)

RC 24 (Special Education):

- Special Education Teachers is showing a favorable balance of \$93,485 as we have a teacher who resigned who is being covered by a long-term substitute.
- Teacher Aides shows a favorable balance of \$41,881 as a 1:1 para is no longer needed as that student has gone remote and we have had additional turnover in other para positions. (COVID and Non Savings).
- Principal/Director secretary shows a favorable balance of \$4,303 as we have had turnover in the central services secretary position in Special Education. This position has been filled and the favorable amount reflects the savings from the time in which the position was vacant. (Non COVID).
- Transportation/Driver shows a favorable balance of \$2,374. (Non COVID savings).
- In district, transportation shows a favorable balance of \$32,823, as there have not been 180 school days and we have remote days as well.
- Out of district, transportation shows a favorable balance of \$145,735 as we have some students who remain remote or have returned to district.
- Tuition Public Schools is forecasted to be a positive \$101,304 due to student placement changes and return to district students.
- Tuition Private Schools is forecasted to be a positive \$20,637 due to student settlement changes.
- We have received the first installment of Excess Cost in the amount of \$2,079,924. Based on the March 1st filing we have received 62% of submitted claims. We are forecasting a reimbursement rate at this point of 80.31% based on the State's updated reimbursement figure, which would be \$2,695,922 or \$374,687 above budget.

RC 25 (Fixed):

- Regular transportation is forecasted with a favorable balance of \$56,613. Due to the remote week after spring break we saved an additional \$8,859. Diesel fuel is anticipated to save \$45,000 due to less bus runs due to remote and hybrid sessions and \$2,754 in

savings from not running the late buses and elp bus savings. (COVID & Non COVID Savings).

- Water shows a favorable balance of \$5,650 due to less consumption. (COVID savings).
- Electricity shows a favorable balance that has been reduce to \$24,001 due to a spike in usage in the last few months. (COVID Savings).
- Sewer costs are now forecasted to be under budget by \$12,136. Usage was significantly down due to the closure of schools. (COVID Savings)
- Property Insurance is forecasted with a positive balance of \$1,180. (Non COVID Savings)
- Workers Compensation is forecasted with a positive balance of \$5,692. (Non COVID Savings).
- Health Insurance is forecasted with a negative variance of \$65,000. We have seen a slight uptick in dental claims in the past three months though April was trending positive, which could reduce this negative variance going forward.

RC 26 (Early Learning Program)

- Teacher Aides are forecasted to be \$34,343 under budget as lower enrollment has resulted in some positions not being filled. (COVID Savings).
- ELP Tuition is forecasted at a negative variance of \$91,708. We currently only have 37 ELP students paying tuition against a budget of 48. Since last month, we have had three students withdraw from ELP resulting in a pro-rated refund, reducing the forecast. We know of three parents who unenrolled due to concerns regarding COVID. These three students resulted in a loss of revenue of \$20,550. (COVID and Non COVID Expense).

RC 28 (COVID)

- We are currently forecasting a slight balance of \$16,886 due to less hours worked for part time custodians and lunch monitors.
- We are forecasting the need for an additional \$22,500 for contact tracing to reduce the amount of quarantine time for 10 days to 7 days.
- We are forecasting the need for an additional \$15,000 for the Director of Nursing for COVID support through the end of the year.
- Contracted cleaning is forecasted with a favorable balance of \$16,750 as we have cancelled weekend cleaning starting June 5th.
- Consultant services is forecasted with a negative balance of \$98,747 due to the remote week in April, the food service fund will need to shift additional expenditures to remain solvent with an appropriate fund balance at year end. We are targeting a year end fund balance of 7.5% of target revenue for a "typical" school year as the fund balance.

RC	Fiscal Year Adjusted Budget	Fiscal Year 2021 Forecast	Forecasted Balance
RC 1 Darien High School	\$13,335,698	\$13,311,889	\$23,809
RC 2 Fitch Academy	\$510,254	\$510,254	\$0
RC 3 Middlesex	\$10,320,258	\$10,311,431	\$8,827

RC 5 Hindley	\$3,627,822	\$3,623,994	\$3,828
RC 7 Holmes	\$3,445,015	\$3,434,289	\$10,726
RC 8 Ox Ridge	\$3,681,122	\$3,657,493	\$23,629
RC 9 Royle	\$3,262,976	\$3,261,624	\$1,352
RC 10 Tokeneke	\$3,340,363	\$3,337,880	\$2,483
RC 11 Athletics	\$1,702,684	\$1,607,280	\$95,404
RC 12 Maintenance	\$3,205,793	\$3,184,422	\$21,371
RC 13 Music	\$281,675	\$272,509	\$9,166
RC 14 Art	\$110,987	\$110,987	\$0
RC 15 Technology	\$2,764,697	\$2,764,102	\$595
RC 16 Administration	\$880,486	\$819,704	\$60,782
RC 17 Health	\$838,399	\$831,899	\$6,500
RC 18 Personnel	\$1,409,365	\$1,352,103	\$57,262
RC 19 Curriculum	\$2,265,222	\$2,171,468	\$93,754
RC 20 Finance	\$717,898	\$717,450	\$448
RC 21 Library/Media	\$178,709	\$178,709	\$0
RC 22 Technology Education	\$107,785	\$107,774	\$11
RC 23 Summer School	\$40,514	\$34,503	\$6,011
RC 24 Special Education	\$24,185,470	\$23,368,199	\$817,271
RC 25 Fixed Expenditures	\$20,351,331	\$20,309,118	\$42,213
RC 26 ELP	\$1,242,976	\$1,300,340	\$(57,364)
RC 28-COVID Reopening	\$2,477,010	\$2,579,384	\$(102,374)
Total	\$104,284,508	\$103,158,804	\$1,125,704

There are three transfers for BOE consideration and approval:

*	Account	RC	To:	From:	Description
D	Consultant Services	28	\$98,747		Deficit in School Lunch Program due to remote days
S	Interscholastic Transportation	11		\$65,100	Shortened winter season and less bus runs
S	Interscholastic-Officials	11		25,970	Savings from shortened winter season
S	Regular Transportation	25		\$7,677	Diesel Fuel Savings

*	Account	RC	To:	From:	Description
D	Nurse Contact Tracing	28	\$22,500		Additional funds to shorten quarantine from 10 to 7 days
S	Nurse Substitutes	17		\$6,500	Savings from substitute nurses

S	Regular Transportaiton	25		\$16,000	Diesel Savings
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*	Account	RC	To:	From:	Description
D	Director of Nursing	28	\$15,000		Additional funds for COVID management
S	Contracted Cleaning	28		\$15,000	Savings from cancelling weekend cleaning

**D=Deficit*

**S=Surplus*

Grant Financial Report:

IDEA (2 Year Grant): The IDEA is a grant statute that provides federal funding for the education of children with disabilities and requires, as a condition for the receipt of such funds, that states agree to provide a free appropriate public education

- We anticipate carrying over \$103,621 into FY 22. This grant covers instructional paraprofessionals, special education teachers, speech teachers and psychologists.

TITLE 1 (2 Year Grant): Title 1 is to ensure a high-quality education for every child, by providing extra help to students who need it most.

- We anticipate carrying over \$45,036 into FY 22. This grant covers an interventionist, professional development, and literacy resources.

TITLE II (2 Year Grant): Title II funds can be used to provide supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders.

- We anticipate carrying over \$40,658 into FY 22. This grant covers reading and writing support.

TITLE III (2 Year Grant): Title III funding is designed to improve the education of English learners (ELs) by helping them learn English and meet challenging state academic content and student academic achievement standards.

- We anticipate carrying over \$7,715 into FY 22. This grant supports ESL services.

TITLE IV (2 Year Grant): Title IV is funding to increase access to comprehensive school psychological services, improve school safety and school climate, and strengthen parent and community engagement.

- We anticipate carrying over \$11,702 into FY 22. This grant has supported curriculum writing.

ESSER: Elementary and Secondary School Emergency Relief (ESSER) Grant Program. The ESSER Grant Program, part of the Coronavirus Aid, Relief, and Economic Security

(CARES) Act, provides funds to help LEAs respond to changes in student needs due to COVID-19.

- ESSER grant was the first round of grants eligible to school districts to support COVID19 protocols and re-opening of schools. This grant is netted against expenditures in the operating account.

ESSER II: ESSER: Elementary and Secondary School Emergency Relief (ESSER) Grant Program. The ESSER Grant Program, part of the Coronavirus Aid, Relief, and Economic Security (CARES) Act, provides funds to help LEAs respond to changes in student needs due to COVID-19.

- ESSER II was the second round of funding from the Federal Stimulus to support school reopening and COVID19 protocols. This grant has been received and is netted against expenditures in the operating account.

CORONAVIRUS RELIEF: The CARES Act provided funds for costs that were not budgeted but occurred due to COVID-19 Public Health Emergency.

- This grant was provided by the Federal Government for making schools safe to re-open and supported purchases of Plexiglas dividers.

TECHNOLOGY EDUCATION: Funded through Area 9 Cable Council.

- This grant was received to support videography and has been used to purchase technology equipment such as a padcaster.

Food Service Financial Report:

Due to the remote day of April 5th, spring break and the remote week following spring break, sales for the month of April were significantly lower than the prior month. Resulting in approximately \$70,000 in revenue for the month of April. As a result, we are recommending as mentioned during the March Finance Committee shifting additional expenditures to RC28 to keep the food service account solvent. This amount is forecasted at \$98,747 and is pending BOE approval. By doing this we are targeting a fund balance of approximately 7.5% of "typical" revenue or \$181,639.

The food service fund is currently operating at a YTD deficit inclusive of encumbrances of \$680,730. This is a direct result of lost sales due to hybrid and remote school days, limited offerings due to lunches being offered in the classrooms and auxiliary cafeteria sites (gymnasiums). As a result, we shifted \$585,216 of expenditures and encumbrances to the operating budget included in RC28, RC25 and RC20, which include district employed lunch staff and district accountant.

Monthly Financial Report
Through April 2021
Darien Board of Education



Highlights of Monthly Financial Report Through April 2021

The financial report currently shows a year-end surplus of **1,125,704 or 1.08%.**

RC's	Forecast
General Education RC's	\$468,171
Special Education RC's	\$759,906
Re-opening expenditures	\$(102,374)
Total	\$1,125,704

COVID 19 Re-opening Expenses

Category	Operating Fund	Grants	Total Spending	Less Grants	Less Transfers & Proposed Transfers	Supplemental Appropriation	Balance
Staffing	\$1,633,424	\$264,098	\$1,897,522	\$(264,098)	\$(414,080)	\$(1,198,731)	\$(20,613)
Facilities	\$623,060	\$553,618	\$1,176,678	\$(553,618)	\$(68,847)	\$(570,971)	\$16,758
Technology	\$12,756	\$261,197	\$273,953	\$(261,197)	\$0	\$(12,962)	\$206
Athletics	\$127,560	\$0	\$127,560	\$0	\$(127,560)	\$0	\$0
School Lunch	\$98,747	\$0	\$98,747	\$0	\$0	\$0	\$(98,747)
Transportation	\$14,306	\$0	\$14,306	\$0	\$(8,840)	\$(5,466)	\$0
Materials	\$69,531	\$0	\$69,531	\$0	\$(69,551)	\$0	\$20
Total	\$2,579,384	\$1,078,913	\$3,658,297	\$(1,078,913)	\$(688,878)	\$(1,788,130)	\$(102,376)

Change in Re-opening Expenses

	Forecast
March (Operating) Re-opening Expenses Deficit	\$15,117
Director of Nursing	\$(15,000)
Nurse Contact Tracing	\$(22,500)
Cancellation of Weekend Contract Cleaning effective June 1 st	\$16,750
School Lunch Deficit	\$(98,747)
School Lunch monitors savings due to remote week	\$1,800
Technology Equipment	206
Adjusted Re-opening Expenses Deficit/Surplus	\$(102,374)

Change from Forecast Prior Month

	Forecast	Description
March Forecast	\$1,146,836	
Change in Out of District Tuition	\$(30,116)	Change in settlement projection
Excess Cost Reimbursement changed from 80.7% to 80.31%	\$(13,031)	State adjustment to excess cost reimbursement rate
Utilities (Electric, Water, Sewer)	\$(13,009)	Reduction in electricity due to usage, savings in water consumption
Change in Out of District Transportation Settlements	\$(8,185)	Change in settlement projection
Medicaid Revenue	\$1,239	Additional Medicaid revenue
Workers Compensation	\$4,388	Workers compensation reimbursement
Nursing Substitutes	\$6,500	Substitutes trending favorably
Regular Transportation due to remote week after spring break	\$9,809	Remote week after spring break
District Legal Fees	\$24,693	Last two months have trended significantly lower
Materials, Equipment, Travel	\$15,692	
Salary Savings	\$34,285	Special Education Secretary, Special Education Para, Athletic Coaches.
Athletic Transportation	\$25,000	Shortened winter season and less runs
COVID Changes	\$(78,396)	School lunch deficit, director of nursing, contact tracing
April Forecast	\$1,125,704	

Monthly Financial Report – April 2021

Salaries: The positive variance within salaries is largely attributed to the following

Interns: \$45,925

Clubs and Councils: \$18,026

Salary Savings/Turnover: \$313,757

Contract Support: \$48,046

Substitute Nurses: \$6,500

Re-opening Costs: \$(20,611)

Total Salary Forecast: \$411,643

Monthly Financial Report – April 2021

Operating: The positive variance within operating is largely attributed to the following

Legal Fees: \$59,736
Sports Officials: \$25,970
Athletic Transportation: \$65,100
Tuition Reimbursement: \$8,715
Music Lease/ADA Support/Audit/Materials/Dues: \$4,920
Adult Education Contracted Service: \$4,500
Special Education Transportation: \$178,558
Special Education Tuition: \$121,941
COVID Re-opening Expense: \$(81,969)
Total Operating Expenses: \$387,471

Monthly Financial Report – April 2021

Fixed: The positive variance within fixed is largely attributed to the following

Regular Transportation: \$56,613

Property Insurance: \$1,179

Workers Compensation: \$5,692

Health Insurance: \$(65,000)

Utilities: \$41,787

Total Fixed Forecast: \$40,271

Monthly Financial Report – April 2021

Equipment: The positive variance within Equipment is largely attributed to the following

Tech Ed, Music, and Science Equipment: \$108

COVID Equipment: \$207

Total Equipment Forecast: \$315

Monthly Financial Report – April 2021

Revenue: The positive variance within revenue is largely attributed to the following

Building Rentals: \$(69,587)

Field Rentals: \$70,670

Excess Cost: \$374,687

Medicaid Reimbursement: \$1,942

ELP Tuition: \$(91,708)

Total Revenue Forecast: \$286,004

Transfers for BOE Consideration and Approval

Account	Broad Category	To	From	Reason
Consulting Services	COVID	\$98,747		School Lunch Deficit
Interscholastic Transportation	Other Purch Svs		\$65,100	Shortened winter season, less routes
Interscholastic Officials	Other Prof Svs		\$25,970	Savings from shortened winter season
Regular Transportation	Other Purch Svs		\$7,677	Diesel Fuel Savings
Nurse Contact Tracing	COVID	\$22,500		Additional funds to shorten quarantine from 10 to 7 days
Nurse Substitutes	Salaries		\$6,500	Lower trend in substitute costs
Regular Transportation	Other Purch Svs		\$16,000	Diesel Savings
Director of Nursing	COVID	\$15,000		Additional funds for COVID management
Contracted Cleaning	COVID		\$15,000	Cancelled weekend cleaning

Food Service Financial Statement

	FY18	FY19	FY20	Food Service YTD Fund 4	Shifted to Operating Budget	Total	Full Year Forecast		
							Forecast	Shift to Operating	Total
Revenue:									
Student Sales	\$ 2,175,388	\$ 2,173,965	\$ 1,473,979	\$ 448,144	\$ -	\$ 448,144	\$ 632,439	\$ -	\$ 632,439
Adult Sales	\$ 73,160	\$ 65,992	\$ 41,490	\$ 23,271	\$ -	\$ 23,271	\$ 27,574	\$ -	\$ 27,574
Interest	\$ 2,761	\$ 2,128	\$ 1,759	\$ 241	\$ -	\$ 241	\$ 261	\$ -	\$ 261
Total Revenue	\$ 2,251,309	\$ 2,242,086	\$ 1,517,228	\$ 471,657	\$ -	\$ 471,657	\$ 660,274	\$ -	\$ 660,274
Expenses:									
District Staff	\$ 924,475	\$ 1,031,701	\$ 767,879	\$ -	\$ 468,987	\$ 468,987	\$ -	\$ 468,987	\$ 468,987
District Retirement	\$ 35,199	\$ 35,765	\$ 30,436	\$ -	\$ 41,582	\$ 41,582	\$ -	\$ 41,582	\$ 41,582
Food Expense	\$ 977,954	\$ 1,055,730	\$ 779,067	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment Repairs	\$ 70,412	\$ 67,361	\$ 41,961	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Utilities	\$ 12,581	\$ 13,124	\$ -	\$ -	\$ 5,899	\$ 5,899	\$ -	\$ 10,800	\$ 10,800
Supplies	\$ 4,337	\$ 7,090	\$ 1,657	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development	\$ 20,410	\$ 7,671	\$ 5,248	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Management Expense	\$ -	\$ -	\$ -	\$ 563,973	\$ 68,747	\$ 632,721	\$ 662,721	\$ 108,747	\$ 771,468
Uniforms/Travel	\$ 9,269	\$ 11,308	\$ 5,902	\$ 2,934	\$ -	\$ 2,934	\$ 6,000	\$ -	\$ 6,000
Bank Fees	\$ 495	\$ -	\$ -	\$ 35	\$ -	\$ 35	\$ 35	\$ -	\$ 35
Total	\$ 2,055,133	\$ 2,229,751	\$ 1,632,150	\$ 566,943	\$ 585,216	\$ 1,152,158	\$ 668,756	\$ 630,116	\$ 1,298,872
P&L	\$ 196,176	\$ 12,335	\$ (114,922)	\$ (95,286)	\$ (585,216)	\$ (680,502)	\$ (8,482)	\$ (630,116)	\$ (638,598)
Starting Fund Balance	\$ 96,534	\$ 292,710	\$ 305,043	\$ 190,121			\$ 190,121		
Ending Fund Balance	\$ 292,710	\$ 305,044	\$ 190,121	\$ 94,835			\$ 181,639		

GRANT FINANCIAL REPORT-APRIL 30, 2021

ACCOUNT	IDEA 611 and 619	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FORE- CAST	CURR STF	YR. END EST.
021603	INSTRUCTIONAL PARA-619	\$ 19,363	\$ 20,287	\$ 20,946	\$ 21,152	\$ -	\$ 21,152	\$ 17,488	\$ 3,664	0	21,152	0.52	\$ 0
021603	INSTRUCTIONAL PARA	\$ 244,034	\$ 217,687	\$ 253,112	\$ 342,699		\$ 342,699	\$ 246,895	\$ 56,458	39,345	303,354	7.83	\$ 39,345
021303	SPECIAL ED TEACHERS	\$ 122,423	\$ 174,348	\$ 219,745	\$ 165,787		\$ 165,787	\$ 110,598	\$ 55,189	(0)	165,787	2.00	\$ (0)
021307	SPEECH TEACHERS	\$ 178,684	\$ 202,127	\$ 223,914	\$ 244,925		\$ 244,925	\$ 156,968	\$ 53,742	34,214	210,711	2.50	\$ 34,214
021403	PSYCHOLOGIST	\$ 81,487	\$ 91,682	\$ 94,126	\$ 90,974		\$ 90,974	\$ 46,990	\$ 15,922	30,062	50,912	0.97	\$ 30,062
	TOTAL PERSONNEL	\$ 645,991	\$ 706,131	\$ 811,843	\$ 865,537	\$ -	\$ 865,537	\$ 576,940	\$ 184,976	\$ 103,621	\$ 761,916	13.82	\$ 103,621

ACCOUNT	IDEA 611 Carryover	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FORE- CAST	CURR STF	YR. END EST.
021603	INSTRUCTIONAL PARA-619	\$ 3,646	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	-	-	-	\$ -
021603	INSTRUCTIONAL PARA	\$ 43,372	\$ 62,817	\$ 41,011	\$ 6,067		\$ 6,067	\$ 6,067	\$ -	-	6,067	0.17	\$ -
021303	SPECIAL ED TEACHERS	\$ 63,304	\$ 34,252	\$ 29,771	\$ 9,468		\$ 9,468	\$ 9,468	\$ -	-	9,468	-	\$ -
021307	SPEECH TEACHERS	\$ 28,868	\$ 41,622	\$ 34,805	\$ -		\$ -	\$ -	\$ -	-	-	-	\$ -
021403	PSYCHOLOGIST	\$ 86,456	\$ 19,129	\$ 14,255	\$ 5,367		\$ 5,367	\$ 5,367	\$ -	-	5,367	0.08	\$ -
	TOTAL PERSONNEL	\$ 225,646	\$ 157,820	\$ 119,842	\$ 20,901	\$ -	\$ 20,901	\$ 20,901	\$ -	\$ -	\$ 20,901	0.25	\$ -

TOTAL IDEA \$ 871,637 \$ 863,951 \$ 931,685 \$ 886,438 \$ 597,842 \$ 184,976 \$ 103,621 \$ 782,817 14.07 \$ 103,621

ACCOUNT	TITLE I	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FORE- CAST	CURR STF	YR. END EST.
021301	CLASSROOM TEACHERS	\$ 75,629	\$ 32,906	\$ 44,632	\$ 71,723	\$ -	\$ 71,723	\$ 21,944	\$ 23,150	\$ 26,629	\$ 45,094	0.60	\$ 26,629
	TOTAL PERSONNEL	\$ 75,629	\$ 32,906	\$ 44,632	\$ 71,723	\$ -	\$ 71,723	\$ 21,944	\$ 23,150	\$ 26,629	\$ 45,094	0.60	\$ 26,629

	OPERATING												
025003	PROFESSIONAL DEVELOPMENT	\$ 25,038	\$ 76,535	\$ 50,781	\$ 19,948		\$ 19,948	\$ 19,235	\$ -	713	19,235	-	\$ 713
012001	CONSULTANT SERVICES	\$ -	\$ -	\$ -	\$ 39,380		\$ 39,380	\$ 24,474	\$ -	14,906	26,904	-	\$ 12,476
023004	RESOURCE MATERIALS	\$ 120,713	\$ 44,203	\$ 3,236	\$ 6,000		\$ 6,000	\$ 785	\$ -	5,215	785	-	\$ 5,215
	TOTAL OPERATING	\$ 145,751	\$ 120,738	\$ 60,017	\$ 65,328	\$ -	\$ 65,328	\$ 44,494	\$ -	\$ 20,834	\$ 46,924	-	\$ 18,404

	FIXED												
082003	BENEFITS	\$ 20,131	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	TOTAL FIXED	\$ 20,131	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

TOTAL TITLE I \$ 241,511 \$ 153,644 \$ 104,649 \$ 137,051 \$ 66,438 \$ 23,150 \$ 47,463 \$ 92,018 0.60 \$ 45,033

ACCOUNT	TITLE I Carryover	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FORE- CAST	CURR STF	YR. END EST.
021301	CLASSROOM TEACHERS	\$ -	\$ 53,982	\$ 27,094	\$ 30,143		\$ 30,143	\$ 30,143	\$ -	0	30,143	0.40	\$ -
	TOTAL PERSONNEL	\$ -	\$ 53,982	\$ 27,094	\$ 30,143	\$ -	\$ 30,143	\$ 30,143	\$ -	\$ 0	\$ 30,143	0.40	\$ 0
	OPERATING												
025003	PROFESSIONAL DEVELOPMENT	\$ 34,857	\$ 47,462	\$ 3,965	\$ 3,219		\$ 3,219	\$ 2,962	\$ -	257	3,219	-	\$ -
012001	CONSULTANT SERVICES	\$ -	\$ -	\$ -	\$ 500		\$ 500	\$ 500	\$ -	-	500	-	\$ -
023004	RESOURCE MATERIALS	\$ 93,551	\$ 20,795	\$ 7,128	\$ 23,857		\$ 23,857	\$ 22,016	\$ -	1,841	23,857	-	\$ -
	TOTAL OPERATING	\$ 128,408	\$ 63,257	\$ 11,093	\$ 27,576	\$ -	\$ 27,576	\$ 25,478	\$ -	\$ 2,098	\$ 27,576	-	\$ -

	FIXED												
082003	BENEFITS	\$ 2,704	\$ 1,125	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	TOTAL FIXED	\$ 2,704	\$ 1,125	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

TOTAL TITLE I Carryover \$ 131,112 \$ 118,364 \$ 38,187 \$ 57,719 \$ 55,621 \$ - \$ 2,098 \$ 57,719 0.40 \$ 0

TOTAL TITLE I \$ 372,623 \$ 272,008 \$ 142,836 \$ 194,770 \$ 122,059 \$ 23,150 \$ 49,561 \$ 149,737 1.00 \$ 45,033

ACCOUNT	TITLE II	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FORE- CAST	CURR STF	YR. END EST.
025003	PROFESSIONAL DEVELOPMENT	\$ 86,707	\$ 78,234	\$ 66,726	\$ 56,428	\$ -	\$ 56,428	\$ 15,770	\$ -	\$ 40,658	\$ 15,770	-	\$ 40,658
	TOTAL OPERATING	\$ 86,707	\$ 78,234	\$ 66,726	\$ 56,428	\$ -	\$ 56,428	\$ 15,770	\$ -	\$ 40,658	\$ 15,770	-	\$ 40,658

TOTAL TITLE II \$ 86,707 \$ 78,234 \$ 66,726 \$ 56,428 \$ - \$ 56,428 \$ 15,770 \$ - \$ 40,658 \$ 15,770 - \$ 40,658

ACCOUNT	TITLE III	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FORE- CAST	CURR STF	YR. END EST.
012001	CONSULTANT SERVICES	\$ -	\$ -	\$ -	\$ 2,933	\$ -	\$ 2,933	\$ -	\$ -	\$ 2,933	-	-	\$ 2,933
023004	RESOURCE MATERIALS	\$ -	\$ -	\$ 1,612	\$ 4,774	\$ -	\$ 4,774	\$ -	\$ -	\$ 4,774	-	-	\$ 4,774
	TOTAL OPERATING	\$ -	\$ -	\$ 1,612	\$ 7,707	\$ -	\$ 7,707	\$ -	\$ -	\$ 7,707	-	-	\$ 7,707

ACCOUNT	TITLE III Carryover	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FORE- CAST	CURR STF	YR. END EST.
012001	CONSULTANT SERVICES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	-	\$ -
023004	RESOURCE MATERIALS	\$ -	\$ -	\$ -	\$ 3,988	\$ -	\$ 3,988	\$ 3,980	\$ -	\$ 8	\$ 3,980	-	\$ 8
	TOTAL OPERATING	\$ -	\$ -	\$ -	\$ 3,988	\$ -	\$ 3,988	\$ 3,980	\$ -	\$ 8	\$ 3,980	-	\$ 8

TOTAL TITLE III Carryover \$ - \$ - \$ 1,612 \$ 11,695 \$ - \$ 11,695 \$ 3,980 \$ - \$ 7,715 \$ 3,980 - \$ 7,715

ACCOUNT	TITLE IV	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FORE- CAST	CURR STF	YR. END EST.
021312	CURRICULUM DEVELOPMENT	\$ 5,000	\$ 9,000	\$ 1,935	\$ 6,500	\$ -	\$ 6,500	\$ -	\$ -	\$ 6,500	-	-	\$ 6,500
025005	CURRICULUM RESEARCH & DEV	\$ 5,000	\$ 3,934	\$ -	\$ 5,202	\$ -	\$ 5,202	\$ -	\$ -	\$ 5,202	-	-	\$ 5,202
	TOTAL OPERATING	\$ 10,000	\$ 12,934	\$ 1,935	\$ 11,702	\$ -	\$ 11,702	\$ -	\$ -	\$ 11,702	-	-	\$ 11,702

ACCOUNT	TITLE IV Carryover	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FORE- CAST	CURR STF	YR. END EST.
021312	CURRICULUM DEVELOPMENT	\$ -	\$ -	\$ -	\$ 8,065	\$ -	\$ 8,065	\$ 8,065	\$ -	\$ -	\$ 8,065	-	\$ -
025005	CURRICULUM RESEARCH & DEV	\$ -	\$ -	\$ 11,206	\$ 3,259	\$ -	\$ 3,259	\$ 3,259	\$ -	\$ -	\$ 3,259	-	\$ -
	TOTAL OPERATING	\$ -	\$ -	\$ 11,206	\$ 11,324	\$ -	\$ 11,324	\$ 11,324	\$ -	\$ -	\$ 11,324	-	\$ -

TOTAL TITLE IV \$ 10,000 \$ 12,934 \$ 13,141 \$ 23,026 \$ - \$ 23,026 \$ 11,324 \$ - \$ 11,702 \$ 11,324 \$ - \$ 11,702

ACCOUNT	CORONAVIRUS RELIEF FUND*	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL. BUD.	FORE- CAST	CURR STF	YR. END EST.
074030	RESERVE FOR EMERGENCY REPAIR	\$ -	\$ -	\$ -	\$ 347,497	\$ -	\$ 347,497	\$ 347,497	\$ -	\$ -	\$ 347,497	-	\$ -
	TOTAL OPERATING	\$ -	\$ -	\$ -	\$ 347,497	\$ -	\$ 347,497	\$ 347,497	\$ -	\$ -	\$ 347,497	-	\$ -

TOTAL CORONAVIRUS RELIEF \$ - \$ - \$ - \$ 347,497 \$ 347,497 \$ - \$ - \$ 347,497 - \$ -

ACCOUNT	ESSER*	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL. BUD.	FORE- CAST	CURR STF	YR. END EST.
074030	RESERVE FOR EMERGENCY REPAIR	\$ -	\$ -	\$ -	\$ 42,000	\$ -	\$ 42,000	\$ 42,000	\$ -	\$ -	\$ 42,000	-	\$ -
025030	COMPUTER SOFTWARE & SUPPLIES				\$ 27,977		\$ 27,977	\$ 27,977	\$ -	\$ -	\$ 27,977	-	\$ -
	TOTAL OPERATING	\$ -	\$ -	\$ -	\$ 69,977	\$ -	\$ 69,977	\$ 69,977	\$ -	\$ -	\$ 69,977	-	\$ -
123021	NEW COMPUTER EQUIPMENT				\$ 64,634	\$ -	\$ 64,634	\$ 64,634	\$ -	\$ -	\$ 64,634	-	\$ -
	TOTAL EQUIPMENT	\$ -	\$ -	\$ -	\$ 64,634	\$ -	\$ 64,634	\$ 64,634	\$ -	\$ -	\$ 64,634	-	\$ -

TOTAL ESSER \$ - \$ - \$ - \$ 134,611 \$ 134,611 \$ - \$ - \$ 134,611 - \$ -

ACCOUNT	ESSER II*	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL. BUD.	FORE- CAST	CURR STF	YR. END EST.
021301	CLASSROOM TEACHERS	\$ -	\$ -	\$ -	\$ 218,695	\$ -	\$ 218,695	\$ 160,478	\$ 58,217	\$ 0	\$ 218,695	3.00	\$ -
011044	TECHNICIAN				\$ 45,402		\$ 45,402	\$ 33,864	\$ 11,538	\$ (0)	\$ 45,402	1.00	\$ -
	TOTAL PERSONNEL				\$ 264,097	\$ -	\$ 264,097	\$ 194,342	\$ 69,755	\$ (0)	\$ 264,097	4.00	\$ -
074030	RESERVE FOR EMERGENCY REPAIR				\$ 80,765	-	\$ 80,765	\$ 80,765		-	\$ 80,765		\$ -
025030	COMPUTER SOFTWARE & SUPPLIES				\$ 25,754	-	\$ 25,754	\$ 25,754		-	\$ 25,754		\$ -
042001	HEALTH SUPPLIES				\$ 83,357	-	\$ 83,357	\$ 83,357		-	\$ 83,357		\$ -
	TOTAL OPERATING	\$ -	\$ -	\$ -	\$ 189,876	\$ -	\$ 189,876	\$ 189,876	\$ -	\$ -	\$ 189,876	-	\$ -
123021	NEW COMPUTER EQUIPMENT				\$ 142,832	\$ -	\$ 142,832	\$ 137,761	\$ 5,071	\$ 0	\$ 142,832		\$ -
	TOTAL EQUIPMENT	\$ -	\$ -	\$ -	\$ 142,832	\$ -	\$ 142,832	\$ 137,761	\$ 5,071	\$ 0	\$ 142,832	-	\$ -

TOTAL ESSER II \$ - \$ - \$ - \$ 596,805 \$ 521,979 \$ 74,826 \$ - \$ 596,805 4.00 \$ -

ACCOUNT	TECHNOLOGY EDUCATION GRANT	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FORE- CAST	CURR STF	YR. END EST.
123021	NEW COMPUTER EQUIPMENT	\$ 12,151	\$ 6,986	\$ 8,211	\$ 12,739	\$ -	\$ 12,739	\$ 12,173	\$ -	\$ 566	12,739	-	\$ -
	TOTAL EQUIPMENT	\$ 12,151	\$ 6,986	\$ 8,211	\$ 12,739	\$ -	\$ 12,739	\$ 12,173	\$ -	\$ 566	12,739	-	\$ -
	TOTAL TECH EDUCATION GRANT	\$ 12,151	\$ 6,986	\$ 8,211	\$ 12,739	\$ -	\$ 12,739	\$ 12,173	\$ -	\$ 566	12,739	\$ -	\$ -

CATEGORY	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFRS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FORE- CAST	CURR STF	YR. END EST.
Personnel	\$ 947,265	\$ 950,839	\$ 1,003,411	\$ 1,252,401	\$ -	\$ 1,252,401	\$ 844,270	\$ 277,881	\$ 130,250	\$ 1,122,151	19.07	\$ 130,250
Operating	\$ 370,866	\$ 275,163	\$ 152,590	\$ 791,402	\$ -	\$ 791,402	\$ 708,395	\$ -	\$ 83,007	\$ 712,924	-	\$ 78,479
Fixed	\$ 22,835	\$ 1,125	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	\$ -
Equipment	\$ 12,151	\$ 5,986	\$ 8,211	\$ 220,205	\$ -	\$ 220,205	\$ 214,568	\$ 5,071	\$ 566	\$ 220,205	-	\$ -
Total Grant Expenses	\$ 1,353,118	\$ 1,234,113	\$ 1,164,211	\$ 2,264,009	\$ -	\$ 2,264,009	\$ 1,767,234	\$ 282,952	\$ 213,823	\$ 2,055,280	19.07	\$ 208,729

*ESSER I, ESSER II, and CORONAVIRUS RELIEF FUNDS are reflected as reimbursements in the general operating budget.

Darien Public Schools
Anticipated Re-Opening Cost Estimates

Category	Description	Projection	Coronavirus Relief Funds	ESSER Grant	ESSER II	Total Spending	Less Transfers	Supplemental Appropriation	Less Coronavirus Relief Funds + ESSER Grant	Balance
Staffing	3rd Grade Teacher at Hindley	\$ 66,169	\$ -	\$ -	\$ -	\$ 66,169	\$ (66,169)	\$ -	\$ -	\$ -
Staffing	2nd Grade Teacher at Holmes	\$ 113,025	\$ -	\$ -	\$ -	\$ 113,025	\$ (113,025)	\$ -	\$ -	\$ -
Staffing	4th Grade Teacher at Holmes	\$ -	\$ -	\$ 72,085	\$ -	\$ 72,085	\$ -	\$ -	\$ (72,085)	\$ -
Staffing	1st Grade Teacher at Royle	\$ -	\$ -	\$ 90,297	\$ -	\$ 90,297	\$ -	\$ -	\$ (90,297)	\$ -
Staffing	4th Grade Teacher at Royle	\$ 54,396	\$ -	\$ -	\$ -	\$ 54,396	\$ (54,396)	\$ -	\$ -	\$ -
Staffing	5th Grade Teacher at Tokeneke	\$ 63,396	\$ -	\$ -	\$ -	\$ 63,396	\$ (63,396)	\$ -	\$ -	\$ -
Staffing	3rd Grade at Ox Ridge	\$ -	\$ -	\$ 56,313	\$ -	\$ 56,313	\$ -	\$ -	\$ (56,313)	\$ -
Staffing	7 Part Time Custodians	\$ 112,478	\$ -	\$ -	\$ -	\$ 112,478	\$ -	\$ (121,208)	\$ -	\$ 8,731
Staffing	4 LPN's (Contracted Service)	\$ 221,870	\$ -	\$ -	\$ -	\$ 221,870	\$ -	\$ (221,872)	\$ -	\$ 2
Staffing	Campus Monitors (4.0 FTE)	\$ 82,865	\$ -	\$ -	\$ -	\$ 82,865	\$ -	\$ (82,865)	\$ -	\$ -
Staffing	Technology Technicians (1.0 FTE)	\$ -	\$ -	\$ 45,403	\$ -	\$ 45,403	\$ -	\$ -	\$ (45,403)	\$ -
Staffing	Lunch monitors part time (2 Per Elementary school, 3 MS)	\$ 159,998	\$ -	\$ -	\$ -	\$ 159,998	\$ -	\$ (168,000)	\$ -	\$ 8,002
Staffing	Lunch Monitors 6.0 FTE)	\$ 14,243	\$ -	\$ -	\$ -	\$ 14,243	\$ (14,243)	\$ -	\$ -	\$ -
Staffing	0.2 FTE Nurse	\$ 388,811	\$ -	\$ -	\$ -	\$ 388,811	\$ -	\$ (388,964)	\$ -	\$ 153
Staffing	Lunch Staff	\$ 61,005	\$ -	\$ -	\$ -	\$ 61,005	\$ (11,145)	\$ (27,360)	\$ -	\$ (22,500)
Staffing	Nursing Support for Contact Tracing	\$ 58,378	\$ -	\$ -	\$ -	\$ 58,378	\$ (18,066)	\$ (40,312)	\$ -	\$ -
Staffing	Health Insurance for additional staff	\$ 41,582	\$ -	\$ -	\$ -	\$ 41,582	\$ -	\$ (41,582)	\$ -	\$ -
Staffing	Retirement for Cafeteria Workers	\$ 20,421	\$ -	\$ -	\$ -	\$ 20,421	\$ -	\$ (20,421)	\$ -	\$ -
Staffing	Staff Development	\$ 90,787	\$ -	\$ -	\$ -	\$ 90,787	\$ (53,640)	\$ (37,147)	\$ -	\$ -
Staffing	Custodial Overtime for Saturday Cleaning	\$ 35,000	\$ -	\$ -	\$ -	\$ 35,000	\$ (20,000)	\$ -	\$ -	\$ (15,000)
Staffing	Nursing coverage for COVID phone line	\$ 49,000	\$ -	\$ -	\$ -	\$ 49,000	\$ -	\$ (49,000)	\$ -	\$ -
Staffing	Substitute Coverage due LOA due to COVID	\$ 1,633,424	\$ -	\$ -	\$ 264,098	\$ 1,897,522	\$ (414,080)	\$ (1,198,731)	\$ (264,098)	\$ (20,613)
Subtotal		\$ 91,199	\$ 203,798	\$ -	\$ -	\$ 294,997	\$ (2,800)	\$ (88,407)	\$ (203,798)	\$ 8
Facilities	Plexiglas Partitions	\$ 6,439	\$ -	\$ -	\$ -	\$ 6,439	\$ -	\$ (6,439)	\$ -	\$ -
Facilities	Lunch tables	\$ 115,500	\$ -	\$ -	\$ -	\$ 115,500	\$ -	\$ (115,500)	\$ -	\$ -
Facilities	Contracting Cleaning Service	\$ 217,750	\$ -	\$ -	\$ -	\$ 217,750	\$ -	\$ (234,500)	\$ -	\$ 16,750
Facilities	Weekend Contracted Cleaning Service	\$ -	\$ 143,699	\$ -	\$ -	\$ 143,699	\$ -	\$ -	\$ (143,699)	\$ -
Facilities	Handwashing Stations	\$ -	\$ -	\$ 42,000	\$ -	\$ 42,000	\$ -	\$ -	\$ (42,000)	\$ -
Facilities	Touchless Hand sanitizer Stations	\$ -	\$ -	\$ -	\$ 83,356	\$ 83,356	\$ -	\$ -	\$ (83,356)	\$ -
Facilities	PPE's	\$ 2,625	\$ -	\$ -	\$ -	\$ 2,625	\$ -	\$ (2,625)	\$ -	\$ -
Facilities	Bike Racks	\$ 120,000	\$ -	\$ -	\$ -	\$ 120,000	\$ -	\$ (120,000)	\$ -	\$ -
Facilities	Custodial Supplies (Wipes, Mops, Sprays)	\$ -	\$ -	\$ -	\$ 11,200	\$ 11,200	\$ -	\$ -	\$ (11,200)	\$ -
Facilities	HVAC Independent Evaluation & Repairs	\$ 33,884	\$ -	\$ -	\$ -	\$ 33,884	\$ (33,884)	\$ -	\$ -	\$ 0
Facilities	Police for Ox Ridge, Holmes and MMS	\$ 32,163	\$ -	\$ -	\$ -	\$ 32,163	\$ (32,163)	\$ -	\$ -	\$ -
Facilities	Storage Boxes	\$ 3,500	\$ -	\$ -	\$ -	\$ 3,500	\$ -	\$ (3,500)	\$ -	\$ -
Facilities	Tents	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities	Exhaust Fans-Survey and Repairs	\$ -	\$ -	\$ 32,263	\$ -	\$ 32,263	\$ -	\$ -	\$ (32,263)	\$ -
Facilities	MS Exhaust Fans-Survey and Repairs	\$ -	\$ -	\$ 14,895	\$ -	\$ 14,895	\$ -	\$ -	\$ (14,895)	\$ -
Facilities	Elementary Library Air Conditioning units and electric upgrad	\$ -	\$ -	\$ 22,407	\$ -	\$ 22,407	\$ -	\$ -	\$ (22,407)	\$ -
Subtotal		\$ 523,080	\$ 347,497	\$ 42,000	\$ 164,121	\$ 1,176,678	\$ (68,847)	\$ (570,971)	\$ (553,618)	\$ 16,758

Darlen Public Schools
Anticipated Re-Opening Cost Estimates

Category	Description	Projection	Coronavirus Relief Funds	ESSER Grant	ESSER II	Total Spending	Less Transfers	Supplemental Appropriation	Less Coronavirus Relief Funds + ESSER Grant	Balance
Technology	Increased Internet Speed from 1gb to 3gb/Firewall	\$ -	\$ -	\$ -	\$ 33,350	\$ 33,350	\$ -	\$ -	\$ (33,350)	\$ -
Technology	Charging Stations for elementary devices	\$ -	\$ -	\$ 18,999	\$ -	\$ 18,999	\$ -	\$ -	\$ (18,999)	\$ -
Technology	Document Camera's	\$ -	\$ -	\$ 45,635	\$ -	\$ 45,635	\$ -	\$ -	\$ (45,635)	\$ -
Technology	Cables for Document Cameras	\$ -	\$ -	\$ -	\$ 5,435	\$ 5,435	\$ -	\$ -	\$ (5,435)	\$ -
Technology	K-2 Chromebook Covers	\$ 6,670	\$ -	\$ -	\$ 20,247	\$ 26,917	\$ -	\$ (6,670)	\$ (20,247)	\$ -
Technology	View Sonics to turn conference rooms to classrooms	\$ -	\$ -	\$ -	\$ 39,475	\$ 39,475	\$ -	\$ -	\$ (39,475)	\$ -
Technology	Zoom	\$ -	\$ -	\$ -	\$ 25,754	\$ 25,754	\$ -	\$ -	\$ (25,754)	\$ -
Technology	ScreenCastify	\$ -	\$ -	\$ 8,750	\$ -	\$ 8,750	\$ -	\$ -	\$ (8,750)	\$ -
Technology	Book Creator	\$ -	\$ -	\$ 13,500	\$ -	\$ 13,500	\$ -	\$ -	\$ (13,500)	\$ -
Technology	SeeSaw	\$ -	\$ -	\$ 5,727	\$ -	\$ 5,727	\$ -	\$ -	\$ (5,727)	\$ -
Technology	Additional Devices and Equipment	\$ 6,086	\$ -	\$ -	\$ 44,325	\$ 50,411	\$ -	\$ (6,292)	\$ (44,325)	\$ 206
Subtotal		\$ 12,756	\$ -	\$ 92,611	\$ 168,586	\$ 273,953	\$ -	\$ (12,962)	\$ (261,197)	\$ 206
Consulting Service	School Lunch Deficit	\$ 98,747	\$ -	\$ -	\$ -	\$ 98,747	\$ -	\$ -	\$ -	\$ (98,747)
Subtotal		\$ 98,747	\$ -	\$ -	\$ -	\$ 98,747	\$ -	\$ -	\$ -	\$ (98,747)
Materials	Art Materials	\$ 7,926	\$ -	\$ -	\$ -	\$ 7,926	\$ (7,926)	\$ -	\$ -	\$ (0)
Materials	Re-opening State Plan	\$ 978	\$ -	\$ -	\$ -	\$ 978	\$ (978)	\$ -	\$ -	\$ (0)
Materials	ELP Materials	\$ 1,990	\$ -	\$ -	\$ -	\$ 1,990	\$ (1,990)	\$ -	\$ -	\$ -
Materials	Literacy Materials	\$ 32,510	\$ -	\$ -	\$ -	\$ 32,510	\$ (32,530)	\$ -	\$ -	\$ 20
Materials	Music Supplies	\$ 6,295	\$ -	\$ -	\$ -	\$ 6,295	\$ (6,295)	\$ -	\$ -	\$ 0
Materials	Math Materials	\$ 19,832	\$ -	\$ -	\$ -	\$ 19,832	\$ (19,832)	\$ -	\$ -	\$ 0
Subtotal		\$ 69,531	\$ -	\$ -	\$ -	\$ 69,531	\$ (69,551)	\$ -	\$ -	\$ 20
Athletics	YMCA	\$ 127,560	\$ -	\$ -	\$ -	\$ 127,560	\$ (127,560)	\$ -	\$ -	\$ -
Subtotal		\$ 127,560	\$ -	\$ -	\$ -	\$ 127,560	\$ (127,560)	\$ -	\$ -	\$ -
Transportation	Bus Sanitation	\$ 14,306	\$ -	\$ -	\$ -	\$ 14,306	\$ (8,840)	\$ (5,466)	\$ -	\$ -
Subtotal		\$ 14,306	\$ -	\$ -	\$ -	\$ 14,306	\$ (8,840)	\$ (5,466)	\$ -	\$ -
Total Projected Expenditures		\$ 2,579,383	\$ 347,497	\$ 134,611	\$ 596,805	\$ 3,658,296	\$ (688,878)	\$ (1,788,130)	\$ (1,078,913)	\$ (102,375)

Category	Description	YTD EXPENDITURES	GRANT REIMBURSEMENT	Net Expenditures After Grants	Pending Grant Reimbursement	Net Expenditures After Grant Reimbursements and Future Drawdowns	ENCUMBRANCES	UNENCUMBERED FORECAST	TOTAL PROJECTION
Staffing	3rd Grade Teacher at Hindley	\$ 45,809	\$ -	\$ 45,809	\$ -	\$ 45,809	\$ 20,360	\$ -	\$ 66,169
Staffing	2nd Grade Teacher at Holmes	\$ 78,248	\$ -	\$ 78,248	\$ -	\$ 78,248	\$ 34,777	\$ -	\$ 113,025
Staffing	4th Grade Teacher at Holmes	\$ 58,979	\$ (58,979)	\$ (0)	\$ (13,106)	\$ (13,106)	\$ 13,106	\$ -	\$ (0)
Staffing	1st Grade Teacher at Royle	\$ 62,513	\$ (62,513)	\$ 0	\$ (27,784)	\$ (27,784)	\$ 27,784	\$ -	\$ 0
Staffing	4th Grade Teacher at Royle	\$ 37,659	\$ -	\$ 37,659	\$ -	\$ 37,659	\$ 16,737	\$ -	\$ 54,396
Staffing	5th Grade Teacher at Tokeneke	\$ 43,890	\$ -	\$ 43,890	\$ -	\$ 43,890	\$ 19,506	\$ -	\$ 63,396
Staffing	3rd Grade at Ox Ridge	\$ 38,986	\$ (38,986)	\$ (0)	\$ (17,327)	\$ (17,327)	\$ 17,327	\$ -	\$ (0)
Staffing	7 Part Time Custodians	\$ 87,036	\$ -	\$ 87,036	\$ -	\$ 87,036	\$ -	\$ 25,442	\$ 112,478
Staffing	4 LPN's (Contracted Service)	\$ 143,398	\$ -	\$ 143,398	\$ -	\$ 143,398	\$ 78,472	\$ -	\$ 221,870
Staffing	Campus Monitors (3.0 FTE)	\$ 62,542	\$ -	\$ 62,542	\$ -	\$ 62,542	\$ 20,323	\$ -	\$ 82,865
Staffing	Technology Technicians (1.0 FTE)	\$ 30,864	\$ (30,864)	\$ -	\$ (14,539)	\$ (14,539)	\$ 14,539	\$ -	\$ -
Staffing	Lunch monitors part time (2 Per Elementary school,	\$ 137,584	\$ -	\$ 137,584	\$ -	\$ 137,584	\$ -	\$ 22,414	\$ 159,998
Staffing	0.2 FTE Nurse	\$ 11,654	\$ -	\$ 11,654	\$ -	\$ 11,654	\$ 2,590	\$ -	\$ 14,244
Staffing	Lunch Staff	\$ 318,239	\$ -	\$ 318,239	\$ -	\$ 318,239	\$ 70,572	\$ -	\$ 388,811
Staffing	Nursing Support for Contact Tracing	\$ 34,288	\$ -	\$ 34,288	\$ -	\$ 34,288	\$ -	\$ 26,717	\$ 61,005
Staffing	Health Insurance for additional staff	\$ 58,378	\$ -	\$ 58,378	\$ -	\$ 58,378	\$ -	\$ -	\$ 58,378
Staffing	Cafeteria Benefits	\$ 41,582	\$ -	\$ 41,582	\$ -	\$ 41,582	\$ -	\$ -	\$ 41,582
Staffing	Staff Development	\$ 20,421	\$ -	\$ 20,421	\$ -	\$ 20,421	\$ -	\$ -	\$ 20,421
Staffing	Custodial Overtime for Saturday Cleaning	\$ 74,031	\$ -	\$ 74,031	\$ -	\$ 74,031	\$ -	\$ 16,756	\$ 90,787
Staffing	Nursing coverage for COVID phone line	\$ 16,000	\$ -	\$ 16,000	\$ -	\$ 16,000	\$ 4,000	\$ 15,000	\$ 35,000
Staffing	Substitute Coverage due LOA due to COVID	\$ 44,324	\$ -	\$ 44,324	\$ -	\$ 44,324	\$ -	\$ 4,676	\$ 49,000
Subtotal		\$ 1,446,424	\$ (191,342)	\$ 1,255,082	\$ (72,756)	\$ 1,182,326	\$ 340,093	\$ 111,005	\$ 1,633,424
Facilities	Plexiglas Partitions	\$ 288,731	\$ (203,798)	\$ 84,933	\$ -	\$ 84,933	\$ -	\$ 6,266	\$ 91,199
Facilities	Lunch tables	\$ 6,439	\$ -	\$ 6,439	\$ -	\$ 6,439	\$ -	\$ -	\$ 6,439
Facilities	Contracting Cleaning Service	\$ 80,740	\$ -	\$ 80,740	\$ -	\$ 80,740	\$ 34,760	\$ -	\$ 115,500
Facilities	Weekend Contracted Cleaning Service	\$ 141,450	\$ -	\$ 141,450	\$ -	\$ 141,450	\$ 76,300	\$ -	\$ 217,750
Facilities	Handwashing Stations	\$ 143,699	\$ (143,699)	\$ (0)	\$ -	\$ -	\$ -	\$ -	\$ (0)
Facilities	Touchless Hand sanitizer Stations	\$ 42,000	\$ (42,000)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities	PPE's	\$ 83,356	\$ (83,356)	\$ (0)	\$ -	\$ -	\$ -	\$ -	\$ (0)
Facilities	Bike Racks	\$ 2,625	\$ -	\$ 2,625	\$ -	\$ 2,625	\$ -	\$ -	\$ 2,625
Facilities	Custodial Supplies (Wipes, Mops, Sprays)	\$ 117,384	\$ -	\$ 117,384	\$ -	\$ 117,384	\$ -	\$ 2,616	\$ 120,000
Facilities	HVAC Independent Evaluation & Repairs	\$ 11,200	\$ (11,200)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities	Police for Ox Ridge, Holmes and MIMS	\$ 33,884	\$ -	\$ 33,884	\$ -	\$ 33,884	\$ -	\$ -	\$ 33,884
Facilities	Storage Boxes	\$ 25,197	\$ -	\$ 25,197	\$ -	\$ 25,197	\$ 6,966	\$ -	\$ 32,163
Facilities	Tents	\$ 3,500	\$ -	\$ 3,500	\$ -	\$ 3,500	\$ -	\$ -	\$ 3,500
Facilities	Exhaust Fans-Survey and Repairs	\$ 32,263	\$ (32,263)	\$ (0)	\$ -	\$ (0)	\$ -	\$ -	\$ (0)
Facilities	MS Exhaust Fans-Survey and Repairs	\$ 14,895	\$ (14,895)	\$ (0)	\$ -	\$ (0)	\$ -	\$ -	\$ (0)
Facilities	Elementary Library Air Conditioning units and electric upgrade	\$ 22,407	\$ (22,407)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal		\$ 1,049,769	\$ (553,618)	\$ 496,151	\$ -	\$ 496,151	\$ 118,026	\$ 8,882	\$ 623,059
Technology	Increased Internet Speed from 1gb to 3gb/Firewall	\$ 33,350	\$ (33,350)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Technology	Charging Stations for elementary devices	\$ 18,999	\$ (18,999)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Technology	Document Camera's	\$ 45,635	\$ (45,635)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Technology	Cables for Document Cameras	\$ 5,435	\$ (5,435)	\$ (0)	\$ -	\$ (0)	\$ -	\$ -	\$ (0)

Category	Description	YTD EXPENDITURES	GRANT REIMBURSEMENT	Net Expenditures After Grants	Pending Grant Reimbursement	Net Expenditures After Grant Reimbursements and Future Drawdowns	ENCUMBRANCES	UNENCUMBERED FORECAST	TOTAL PROJECTION
Technology	K-2 Chromebook Covers	\$ 25,711	\$ (20,247)	\$ 6,464	\$ -	\$ 6,464	\$ -	\$ -	\$ 6,464
Technology	View Sonics to turn conference rooms to classroom	\$ 39,475	\$ (39,475)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Technology	Zoom	\$ 25,754	\$ (25,754)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Technology	ScreenCastify	\$ 8,750	\$ (8,750)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Technology	Book Creator	\$ 13,500	\$ (13,500)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Technology	SeeSaw	\$ 5,726	\$ (5,727)	\$ (1)	\$ -	\$ (1)	\$ -	\$ -	\$ (1)
Technology	Additional Devices and Equipment	\$ 50,617	\$ (44,325)	\$ 6,292	\$ -	\$ 6,292	\$ -	\$ -	\$ 6,292
Subtotal		\$ 273,952	\$ (261,197)	\$ 12,755	\$ -	\$ 12,755	\$ -	\$ -	\$ 12,755
Consultant Services	School lunch deficit	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 98,747	\$ 98,747
Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 98,747	\$ 98,747
Materials	Art Materials	\$ 7,926	\$ -	\$ 7,926	\$ -	\$ 7,926	\$ -	\$ -	\$ 7,926
Materials	Re-opening State Plan	\$ 978	\$ -	\$ 978	\$ -	\$ 978	\$ -	\$ -	\$ 978
Materials	ELP Materials	\$ 1,990	\$ -	\$ 1,990	\$ -	\$ 1,990	\$ -	\$ -	\$ 1,990
Materials	Literacy Materials	\$ 32,530	\$ -	\$ 32,530	\$ -	\$ 32,530	\$ -	\$ -	\$ 32,530
Materials	Music Supplies	\$ 6,275	\$ -	\$ 6,275	\$ -	\$ 6,275	\$ -	\$ -	\$ 6,275
Materials	Math Materials	\$ 19,832	\$ -	\$ 19,832	\$ -	\$ 19,832	\$ -	\$ -	\$ 19,832
Subtotal		\$ 69,530	\$ -	\$ 69,530	\$ -	\$ 69,530	\$ -	\$ -	\$ 69,530
Athletics	YMCA	\$ 127,560	\$ -	\$ 127,560	\$ -	\$ 127,560	\$ -	\$ -	\$ 127,560
Subtotal		\$ 127,560	\$ -	\$ 127,560	\$ -	\$ 127,560	\$ -	\$ -	\$ 127,560
Transportation	Bus Sanitation	\$ 9,423	\$ -	\$ 9,423	\$ -	\$ 9,423	\$ 4,883	\$ -	\$ 14,306
Subtotal		\$ 9,423	\$ -	\$ 9,423	\$ -	\$ 9,423	\$ 4,883	\$ -	\$ 14,306
Total Projected Expenditures		\$ 2,976,657	\$ (1,006,157)	\$ 1,970,500	\$ (72,756)	\$ 1,897,744	\$ 463,002	\$ 218,634	\$ 2,579,384

Darien Public Schools
FY 21
April Accounting Adjustments/Reconciliations
Requires Superintendent Approval per policy 3050

<u>Broad Category</u>	<u>Description</u>	<u>RC</u>	<u>ORG</u>	<u>OBJECT</u>	<u>TO</u>	<u>FROM</u>	<u>Description</u>
Supplies	Computer Instruction Supplies	15	01522009	025019	\$ 3,625		Computer Supplies
Supplies	Handbook Printing	13	01320109	025014		\$ 1,125	Computer Supplies
Supplies	Resource Materials	1	00120108	023004		\$ 2,500	Computer Supplies
Supplies	Computer Instruction Supplies	15	01522009	025019	\$ 2,400		Chargers
Supplies	Science Teaching Supplies	3	00320307	024009		\$ 2,400	Chargers
Supplies	Other Library Expenses	21	02122009	023007	\$ 150		Rotary Paper Trimmer
Supplies	Online Subscriptions	21	02122009	023005		\$ 150	Rotary Paper Trimmer
Supplies	Resource Materials	21	02122009	023004	\$ 527		poster printer
Supplies	Online Subscriptions	21	02122009	023005		\$ 527	poster printer
Supplies	Hardware	12	01223009	074013	\$ 3,040		Hardware
Supplies	Custodial Supplies	12	01223009	065001		\$ 3,040	Hardware
Supplies	Computer Instruction Supplies	15	01522009	025019	\$ 600		memory chips
Supplies	Office Supplies	16	01622009	013012		\$ 600	memory chips
Supplies	Accessions	21	02122009	023001	\$ 378		Read aloud books
Supplies	Online Subscriptions	21	02122009	023005		\$ 190	Read aloud books
Supplies	Resource Materials	21	02122009	023004		\$ 121	Read aloud books
Supplies	Other Library Expenses	21	02122009	023003		\$ 67	Read aloud books
Supplies	General Teaching Supplies	15	01522009	024011	\$ 3,000		Copy Paper
Supplies	General Teaching Supplies	3	00320307	024011		\$ 3,000	Copy Paper
Supplies	Software Maintenance	15	01522009	013035	\$ 3,659		Google Classrooms
Supplies	Classroom Reference	3	00320307	023002		\$ 2,000	Google Classrooms
Supplies	Instructional Expenses	2	00220110	025007		\$ 1,659	Google Classrooms
Supplies	Software Maintenance	15	01522009	013035	\$ 4,500		VMWare
Supplies	Science Teaching Supplies	1	00120108	024009		\$ 2,500	VMWare
Supplies	General Office Supplies	1	00120108	025001		\$ 2,000	VMWare
Supplies	Computer Instruction Supplies	15	01522009	025019	\$ 560		Computer Ink
Supplies	Mailing	16	01622009	013011		\$ 560	Computer Ink
Supplies	Professional Development	5	00520506	025003	\$ 23		iste
Supplies	Dues	5	00520506	025026		\$ 23	iste
Supplies	Plumbing	12	01223009	072014	\$ 4,500		Plumbing Supplies
Supplies	Custodial Supplies	12	01223009	065001		\$ 4,500	Plumbing Supplies
Supplies	General Office Supplies	8	00820806	024011	\$ 500		Water
Supplies	Professional Development	8	00820806	025003		\$ 500	Water
Supplies	Accessions	21	02122009	023001	\$ 150		CT Library Award
Supplies	Professional Library Purch	21	02122009	023001		\$ 150	CT Library Award
Supplies	Other Library Expenses	21	02122009	023007	\$ 341		CT Library Award
Supplies	Periodicals	21	02122009	023003		\$ 111	CT Library Award
Supplies	Resource Materials	21	02122009	023004		\$ 154	CT Library Award
Supplies	Dues, Fees	21	02122009	025026		\$ 76	CT Library Award
Supplies	Resource Materials	21	02122009	023004	\$ 183		Royle library Makerspace Materials
Supplies	Online Subscriptions	21	02122009	023005		\$ 183	Royle library Makerspace Materials
Supplies	Computer Software	24	02422009	025030	\$ 3,689		News2You and CT Dots
Supplies	Periodicals	24	01021006	023003		\$ 289	News2You and CT Dots
Supplies	Professional Library Purch	10	01021006	025002		\$ 500	News2You and CT Dots
Supplies	Professional Development	10	01021006	025003		\$ 1,000	News2You and CT Dots
Supplies	Dues, Fees	10	01021006	025026		\$ 400	News2You and CT Dots
Supplies	Textbooks-Consumables	26	02622009	022003		\$ 1,500	News2You and CT Dots
Supplies	Textbooks-Replacements	8	00820806	022002	\$ 1,050		Classroom Libraries
Supplies	Classroom Reference	8	00820806	023002		\$ 50	Classroom Libraries
Supplies	Periodicals	8	00820806	023003		\$ 287	Classroom Libraries
Supplies	Audio Visual	8	00820806	023010		\$ 157	Classroom Libraries
Supplies	Science Teaching Supplies	8	00820806	024009		\$ 534	Classroom Libraries
Supplies	Professional Library Purch	8	00820806	025002		\$ 22	Classroom Libraries
Supplies	Lumber	12	01223009	074012	\$ 3,500		lumber
Supplies	Electrical Materials	12	01223009	074016		\$ 3,500	lumber
Supplies	Professional Library Purch	21	02122009	025002	\$ 48		Magazines
Supplies	Dues, Fees	21	02122009	025026		\$ 48	Magazines
Supplies	Periodicals	21	02122009	023003	\$ 73		Books to support classroom libraries

Supplies	Dues, Fees	21	02122009	025026	\$	73	Books to support classroom libraries
Professional Svs	Contracted PT	24	02422009	021311	\$	25,000	Contracted PT
Professional Svs	Pupil Evaluations	24	02422009	025011	\$	25,000	Contracted PT
Property Service	Care of Grounds	12	01223009	065003	\$	11,720	DHS Irrigation repair
Property Service	Snow Removal	12	01223009	062003	\$	11,720	DHS Irrigation repair
Property Service	Care of Grounds	12	01223009	065003	\$	12,500	MMS Irrigation Repair
Property Service	Fire Alarm	12	01223009	072022	\$	11,000	MMS Irrigation Repair
Property Service	Refuse	12	01223009	062001	\$	1,500	MMS Irrigation Repair
Property Service	Care of Grounds	12	01223009	065003	\$	5,300	Repairs to Holmes Irrigation
Property Service	Security	12	01223009	072021	\$	500	Repairs to Holmes Irrigation
Property Service	Fire Alarm	12	01223009	072022	\$	1,500	Repairs to Holmes Irrigation
Property Service	HVAC	12	01223009	072048	\$	2,000	Repairs to Holmes Irrigation
Property Service	Care of Trees	12	01223009	062004	\$	1,300	Repairs to Holmes Irrigation
Property Service	Repairs and Service	15	01522009	072044	\$	22,603	repairs to access pts
Property Service	Duplicators/Copiers	15	01522009	072035	\$	22,603	repairs to access pts
Property Service	Security	12	01223009	072021	\$	10,100	Radio repeater at MMS
Property Service	Duplicators/Copiers	15	01522009	072035	\$	8,326	Radio repeater at MMS
Property Service	HVAC	12	01223009	072048	\$	1,774	Radio repeater at MMS
Property Service	Security	12	01223009	072021	\$	1,000	Radio Batteries
Property Service	Improvement of Buildings	12	01223009	012200	\$	1,000	Radio Batteries
Property Service	Operations of Vehicles	12	01223009	065002	\$	1,205	Compressor replacement
Property Service	Intercoms and Clocks	12	01223009	072013	\$	560	Compressor replacement
Property Service	Miscellaneous Repairs	12	01223009	072019	\$	645	Compressor replacement
Salaries	Classroom Teachers	3	00310312	021301	\$	64	payroll adjustment
Salaries	Classroom Teachers	3	00310330	021301	\$	64	payroll adjustment
Salaries	Substitute Teachers	3	00310307	021302	\$	10,000	Daily Substitutes
Salaries	Classroom Teachers	3	00310324	021301	\$	10,000	Daily Substitutes
Salaries	Long Term Substitutes	18	01812009	021300	\$	16,129	LTS
Salaries	Classroom Teachers	3	00310324	021301	\$	14,246	LTS
Salaries	Classroom Teachers	3	00310330	021301	\$	348	LTS
Salaries	Classroom Teachers	7	00710706	021313	\$	328	LTS
Salaries	Classroom Teachers	10	01011006	021313	\$	1,207	LTS
Salaries	Intramurals-MMS	11	01112009	101005	\$	689	Intramurals
Salaries	Weight Room	11	01112009	101001	\$	689	Intramurals
Benefits	General Liability Insurance	25	02532009	082004	\$	28	LAP Insurance
Benefits	Workers Compensation	25	02532009	082002	\$	28	LAP Insurance
Other Prof Svs	Staff Development	18	01822009	025029	\$	600	Asbestos Training
Other Prof Svs	Recruitment	18	01822009	013014	\$	600	Asbestos Training

**Darien Public Schools
FY 21
April Budget Transfers
Requires BOE Approval**

<u>Broad Category</u>	<u>Description</u>	<u>RC</u>	<u>ORG</u>	<u>OBJECT</u>	<u>TO</u>	<u>FROM</u>	<u>Description</u>
COVID	Consultant Svs	28	02822009	012001	\$ 98,747.00		Lost Revenue from Food Service
							Savings for Athletic Transportation,
Other Purch Svs	Athletic Transportation	11	01122009	052008		\$ 65,100.00	shortened season
							Savings for Athletic Transportation,
Other Prof Tech S	Interscholastic Officials	11	01122009	102004		\$ 25,970.00	shortened season
Other Purch Svs	Regular Transportation	25	02532009	052001		\$ 7,677.00	Diesel Fuel Savings
COVID	Director of Nursing	28	02812009	011031	\$ 15,000.00		Additional COVID support hours
							Savings from cancelling weekend
COVID	Contracted Cleaning	28	02822009	072001		\$ 15,000.00	cleaning
COVID	Contact Tracing	28	02810109	041004	\$ 22,500.00		Additional Funds for staff to shorten
							quarantine from 10 to 7 days
Other Purch Svs	Regular Transportation	25	02532009	052001		\$ 16,000.00	Diesel Savings
Salaries	Substitutes	17	01710109	041004		\$ 6,500.00	Lower Substitute Costs

**Darien Public Schools
Monthly Financial Report
2020-21**

ACCT #	RC - 1	DARIN HIGH SCHOOL	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRANS ADJ.	REV. BUD.	YTD EXP	ENCL. REQUES.	AVAIL. BUD.	PRE- CAST	CURR STP	YR. END EST.
1	11011	BUSINESS ADMINISTRATIVE ASSIST	108,370	111,352	110,384	110,269	4,845	115,144	96,891	17,877	345	115,144	1.50	-
2	21101	PRINCIPAL	199,078	205,506	208,085	213,287	-	213,287	180,474	32,813	(0)	213,287	1.00	(0)
3	21102	ASSISTANT PRINCIPAL	453,681	482,582	517,480	556,200	-	556,200	470,631	85,569	(0)	556,200	3.00	(0)
4	21103	DIRECTOR OF SUPERVISOR	147,636	140,402	157,205	161,135	-	161,135	136,345	24,790	-	161,135	1.00	-
5	21201	CURRICULUM SUPERVISOR	452,555	482,265	508,206	515,363	3,568	621,931	442,045	187,144	12,702	609,239	4.40	12,702
6	11012	ART TEACHERS	415,024	401,199	490,658	433,477	6,005	439,482	311,903	127,580	(0)	439,483	5.67	(0)
7	11013	BUSINESS TEACHERS	75,526	78,346	81,999	85,790	-	85,790	59,393	26,397	(0)	85,790	1.00	(0)
8	11014	COMPUTER TEACHERS	42,205	43,924	43,517	44,170	-	44,170	36,139	8,031	(0)	44,170	0.40	(0)
9	11015	ENGLISH TEACHERS	1,607,149	1,655,301	1,647,266	1,654,863	1105,208	1,549,637	1,334,637	415,000	0	1,549,637	17.00	0
10	11016	FOR LANG. TEACHERS	1,153,671	1,034,511	1,175,783	1,216,343	129,699	1,186,647	845,653	340,994	-	1,186,647	13.20	-
11	11017	MATH TEACHERS	1,187,831	1,256,495	1,290,195	1,336,354	152,033	1,283,721	964,941	318,781	-	1,283,721	15.40	-
12	11018	MUSIC TEACHERS	227,764	236,655	245,007	259,219	-	259,219	179,453	79,766	0	259,219	2.50	0
13	11019	PHYSICAL ED. TEACHERS	564,869	584,906	606,061	623,833	746	624,579	446,300	178,279	-	624,579	6.00	-
14	11020	READING TEACHERS	116,719	115,084	116,676	118,436	-	118,436	81,983	36,453	(0)	118,436	1.00	(0)
15	11021	SCIENCE TEACHERS	1,863,869	1,999,966	1,956,605	1,731,814	111,097	1,621,947	1,216,476	405,471	0	1,621,947	18.20	0
16	11022	SOCIAL STUDIES TEACHERS	1,431,547	1,512,949	1,529,976	1,540,883	11,663	1,552,546	1,119,453	433,077	-	1,552,546	18.00	-
17	11023	TECH. ED. TEACHERS	246,833	258,989	270,037	285,365	1,037	286,402	198,047	87,356	(0)	286,403	2.60	(0)
18	21006	TEACHERS OF THE GIFTED	26,411	21,843	14,341	15,859	(1,604)	14,255	9,869	4,386	(0)	14,255	0.20	(0)
19	21007	SUBSTITUTE TEACHERS	85,289	97,512	49,664	88,543	(14,500)	74,043	55,279	-	18,264	74,043	-	-
20	21008	BUILDING SUBSTITUTES	-	-	-	-	35,000	35,000	38,750	-	6,250	35,000	-	-
21	21009	STUDENT INTERNS	30,000	30,600	30,600	31,825	-	31,825	22,950	-	8,875	31,825	-	8,875
22	21010	LIBRARIANS	165,842	171,268	180,235	189,059	136,819	152,240	109,927	42,314	-	152,240	1.40	-
23	21011	GUIDANCE	497,335	625,464	656,289	665,517	24,373	679,890	492,704	180,338	6,544	679,890	6.00	-
24	21012	PRINCIPAL/DIRECTOR SECRETARY	215,492	219,873	194,815	176,091	6,099	182,790	152,256	30,534	-	182,790	3.00	-
25	21013	LIBRARY SECRETARIES	117,254	119,396	122,247	122,248	2,455	124,743	104,095	20,647	0	124,742	2.00	0
26	21014	LIBRARY SECRETARY	-	-	-	-	-	-	-	-	-	-	-	-
27	21015	CAMPUS MONITOR	-	-	-	196,076	3,307	199,382	163,129	36,252	1	199,381	5.00	1
28	21016	TEACHER AIDES	329,868	343,109	355,291	116,734	1,403	117,826	96,177	21,649	0	117,826	3.00	0
29	21017	LIBRARY MEDIA ASSISTANTS	-	-	-	-	-	-	-	-	-	-	-	-
30	61001	CUSTODIANS	519,955	501,314	546,336	552,178	13,779	548,403	466,235	82,128	0	548,403	7.00	0
31	10103	CLUBS AND COUNCILS	197,533	226,243	250,605	232,719	10,612	243,331	178,723	51,510	11,094	243,331	2.00	2,300
32		TOTAL PERSONNEL	12,376,487	13,406,438	13,096,284	13,377,857	(253,887)	13,123,971	9,880,003	3,257,097	64,990	13,108,963	143.47	23,776

LINE	DESCRIPTION	ACTUAL 2017-2018	ACTUAL 2018-2019	ACTUAL 2019-2020	ORIG. APPRO.	THRES. ADJ.	REV. BUD.	YTD EXP.	ENCUM. REQUEST.	AVAIL. BUD.	FYRSE. CAST.	CURR. STP.	YR. END EST.
33	OPERATING												
34	22002 TEXTBOOKS/MATERIALS	32,007	27,237	27,036	22,250	-	22,250	22,234	16	22,234	-	-	16
35	22003 TEXTBOOKS/CONSULTANTS	4,108	8,531	3,492	4,108	-	4,108	3,630	-	490	-	-	36
36	22004 CLASSROOM EQUIPMENT	-	-	-	-	-	-	-	-	-	-	-	37
37	22005 PERIODICALS	1,422	1,049	266	685	-	685	444	-	241	-	-	38
38	22006 AUDIO/VIDEO MATERIALS	2,093	1,877	2,423	2,100	(2,500)	3,000	293	-	7	-	-	39
39	22007 AUDIO VISUAL CONSULTANTS	3,352	3,250	2,474	3,250	-	3,250	3,250	-	-	-	-	40
40	22008 STUDENT TEACHING SUPPLIES	20,616	32,219	32,184	36,250	(18,500)	17,750	10,428	181	2,141	-	-	41
41	22009 GENERAL TEAMWORK SUPPLIES	18,634	15,860	16,814	17,000	-	17,000	7,567	34	9,433	-	-	42
42	24001 MISC. OFFICE SUPPLIES	21,423	19,935	14,151	22,000	(2,000)	20,000	6,650	328	13,322	-	-	43
43	22002 PROFESSIONAL LIBRARY PURCHASE	-	294	330	350	-	350	140	-	210	-	-	44
44	22003 PRESENTATIONAL OFFER/PROJECT	6,789	3,467	3,467	8,331	-	8,331	1,936	-	6,395	-	-	45
45	22004 GRADUATION EXPENSES	23,603	27,603	17,694	26,000	-	26,000	5,406	17,373	3,600	-	-	46
46	22005 GRADUATE MATERIALS	3,272	2,104	2,600	2,600	-	2,600	2,467	-	133	-	-	47
47	22006 TEACHING MATERIALS	19,446	26,625	36,031	27,220	-	27,220	23,011	-	4,209	-	-	48
48	22007 TEACHING MATERIALS	6,003	6,934	7,331	12,000	-	12,000	4,121	-	7,880	-	-	49
49	22008 COMPUTER INSTRUCTION SUPPLIES	-	-	-	-	-	-	-	-	-	-	-	50
50	22009 DUES AND MEMBERSHIP	12,989	14,849	14,566	15,785	-	15,785	11,435	-	4,350	-	-	51
51	22010 EQUIPMENT/INSTRUMENTS	49,468	29,566	15,921	28,880	(7,712)	18,168	1,033	-	17,135	-	-	52
52	22011 CLASSROOMS/VIDEO/RECORDING	8,440	8,760	4,452	8,500	-	8,500	4,213	-	3,787	-	-	53
53	22012 EQUIPMENT/REPAIRS	-	-	-	-	-	-	-	-	-	-	-	54
54	22013 EQUIPMENT/REPAIRS	481	678	729	1,200	-	1,200	-	675	526	-	-	55
55	22014 REPAIRS AND SERVICE CONTRACT	2,250	2,240	554	2,250	(1,000)	1,250	-	-	1,250	-	-	56
56	22015 REPAIRS AND SERVICE CONTRACT	-	-	-	-	-	-	-	-	-	-	-	57
57	22016 OTHER STUDENT ACTIVITIES	11,420	16,906	16,906	17,000	(7,000)	10,000	5,457	-	4,543	-	-	58
58	22017 TOTAL OPERATING	249,494	281,497	273,713	266,481	(28,712)	217,769	114,312	18,498	64,937	217,723	-	16
59	EQUIPMENT												
60	42001 NEW FURNITURE/EQUIP.	-	18,324	-	-	-	-	-	-	-	-	-	61
61	42002 NEW CLASSROOM FURNITURE	-	-	-	-	-	-	-	-	-	-	-	62
62	42003 NEW SCIENCE EQUIPMENT	-	-	-	4,000	-	4,000	4,973	-	13	-	-	63
63	42004 NEW MATHEMATICS EQUIPMENT	-	3,770	-	-	-	-	-	-	-	-	-	64
64	42005 TOTAL EQUIPMENT	-	15,994	-	4,000	-	4,000	4,973	-	13	-	-	65
65	TOTAL DARIEN HIGH SCHOOL	12,637,491	12,681,729	13,316,000	13,656,296	(292,599)	13,364,696	9,921,168	3,275,507	148,943	13,323,639	142,67	23,

		92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124
92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124		
RC - 3	MID-LEVEL MIDDLE SCHOOL	ACTUAL, 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	OMR: APPRO.	TFRS ADJ.	REV. BUD.	YTD EXP.	ENCUM. REQUES.	AVAIL. BUD.	FORS. CAST	CURR. STP	YR-END EST.																					
21101	PRINCIPAL	186,045	190,331	194,511	199,374	-	199,374	166,201	30,673	0	199,374	1.00	0																					
21102	ASSISTANT PRINCIPAL	392,013	397,042	399,467	373,817	-	233,817	273,979	49,818	-	323,817	2.00	-																					
21202	CURRENT AFF. SUPERVISOR	260,301	277,402	286,706	246,406	46,447	237,959	173,319	64,640	-	237,959	1.33	-																					
31012	AFT TEACHERS	175,101	173,382	164,332	172,230	(11,358)	160,892	114,431	46,459	0	160,891	2.00	0																					
31016	COMPUTER TEACHERS	156,679	162,664	166,136	170,418	-	170,418	131,287	38,631	0	170,418	2.00	0																					
31030	ENGLISH TEACHERS	1,503,899	1,401,487	1,411,475	1,422,104	536	1,422,640	1,000,236	421,905	403	1,422,641	36.00	403																					
31032	HEALTHY LIVING	115,607	170,676	63,081	133,336	(12,907)	119,431	80,869	28,562	0	119,431	2.00	0																					
31034	PYTH. LANG., TEACHERS	978,164	978,164	951,160	978,192	(84,990)	893,896	655,184	238,784	126	893,896	21.00	-																					
31040	MATH TEACHERS	1,238,907	1,287,842	1,373,660	1,340,905	2,217	1,343,122	980,223	362,899	0	1,343,122	33.50	0																					
31042	MUSIC TEACHERS	560,453	596,158	579,403	579,403	(61,425)	517,878	371,428	146,450	0	517,878	5.60	0																					
31034	PHYSICAL EDUCATION TEACHERS	516,224	534,998	557,927	576,240	-	576,240	411,624	164,657	403	576,240	6.00	403																					
31038	SCIENCE TEACHERS	1,024,880	1,086,453	1,073,467	1,077,755	-	1,077,755	779,313	298,442	403	1,077,755	32.00	403																					
31042	SOCIAL STUDIES TEACHERS	1,059,569	1,073,378	1,126,663	1,144,339	(73,040)	1,071,299	745,462	325,817	-	1,071,299	32.00	-																					
31044	TECH. ED. TEACHERS	218,712	216,144	219,356	219,356	-	219,356	165,467	53,688	0	219,356	2.00	0																					
21302	SUBSTITUTE TEACHERS	69,520	69,600	56,630	73,829	32,171	95,000	75,812	-	19,818	95,000	-	-																					
21306	TEACHERS OF THE DEAF	106,586	108,937	109,978	109,978	(15,575)	94,103	72,051	22,052	0	94,103	0.99	0																					
21317	STUDENT INTERNS	30,500	30,500	31,825	31,825	48,000	23,825	15,000	-	8,825	15,000	-	8,825																					
21318	BUILDING SUBSTITUTES	-	-	-	-	18,325	18,325	9,850	-	8,475	18,325	-	8,475																					
21401	LIBRARIANS	197,168	202,185	207,090	213,605	-	213,605	162,107	51,498	0	213,605	2.00	0																					
21402	GUIDANCE	415,440	303,685	454,241	474,547	14,000	470,547	334,739	134,865	943	470,547	5.00	943																					
21401	PRINCIPAL/COUNSELOR SECRETARY	230,144	230,144	231,389	231,389	7,771	231,389	199,882	31,478	1	231,389	4.00	1																					
21502	GUIDANCE SECRETARIES	70,062	67,251	71,273	71,273	1,429	72,702	61,516	11,185	0	72,701	1.00	0																					
21503	LIBRARY SECRETARY	-	-	-	-	-	-	-	-	-	-	-	-																					
21602	CAMPUS MONITOR	-	-	36,527	37,259	732	37,259	30,444	6,774	1	37,258	1.00	1																					
21603	TEACHER AIDS	85,435	83,770	75,543	79,016	-	-	-	-	-	-	-	-																					
21604	LIBRARY MEDIA ASSISTANTS	-	-	-	-	-	-	-	-	-	-	-	-																					
21601	CUSTOMERS	502,573	513,745	529,447	535,537	5,980	535,537	453,346	81,292	100	534,538	3.00	100																					
101003	CLUBS AND COUNCILS	116,324	114,290	118,186	119,971	(18,670)	100,301	80,766	14,533	5,072	100,301	-	-																					
TOTAL PERSONNEL		10,094,325	10,132,028	10,266,024	10,511,944	(277,862)	10,234,082	7,558,568	2,632,291	43,233	10,235,265	113.42	8,827																					

125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154
OPERATING:																													
22001	TEXTBOOKS-NEW	-	-	-	-	13,551	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
23002	TEXTBOOKS-REPLACEMENTS	3,503	2,949	5,009	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
23003	TEXTBOOKS-CONSUMABLES	321	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
23002	CLASSROOM REFERENCE	-	508	1,273	-	5,200	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
23003	PERIODICALS	4,237	3,367	371	-	2,137	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
23004	RESOURCE MATERIALS	2,340	3,472	2,178	-	3,502	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
23010	MEDIA CONSUMABLES	2,385	1,247	1,563	-	1,762	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
24008	HEALTHY LIVING TEACHING SUPP.	1,303	1,572	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
24009	SCIENCE TEACHING SUPPLIES	15,420	16,063	11,400	-	16,400	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
24011	GENERAL TEACHING SUPPLIES	41,742	35,575	23,249	-	33,840	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
25001	MISC. OFFICE SUPPLIES	6,488	4,942	3,759	-	2,750	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
25003	PROFESSIONAL DEVELOPMENT	4,214	6,232	2,017	-	3,870	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
25008	COMPARISON MATERIALS	-	-	246	-	571	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
25049	COMPUTER INSTRUCTION SUPPLIES	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
25056	TOES AND MEMBERSHIPS	1,651	2,644	2,090	-	4,100	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
25080	COMPUTER SOFTWARE & SUPPLIES	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
35000	POULCH AND FIRE SERVICES	5,125	6,511	4,610	-	5,775	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
72035	DUPLICATORS AND COPIERS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
72044	REPAIRS AND SERVICE CONTRACT	450	464	-	-	500	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL OPERATING		19,497	85,575	57,775	-	100,864	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
EQUIPMENT																													
71001	REPLACEMENT FURN. EQUIPMENT	-	4,275	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
73030	NEW C/ASSIGNMENT FURNITURE	990	10,099	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL EQUIPMENT		990	14,374	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL MIDDLESEX MIDDLE SCHOOL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800	-	10,613.708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		10,183.813	10,231.978	10,343.800																									

204 RC - 7 HOLMES ELEMENTARY SCHOOL 204

205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252

	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFNS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL. BUD.	PRINC. LAST	CURR. STF	YR. END EST.
21000 PRINCIPAL	160,842	184,093	180,235	192,964	-	192,964	163,258	29,683	-	192,964	1,200	206
21100 ASSISTANT PRINCIPAL	29,419	32,842	135,831	39,227	-	139,227	96,388	42,839	-	139,227	4,000	207
21200 ATTORNEY SUPERVISOR	5,891	15,876	18,333	38,798	858	19,266	16,164	3,592	-	19,266	3,756	208
21300 SUPERVISOR	310,000	284,755	310,079	357,008	121,323	236,687	179,265	56,423	0	236,687	3,000	209
21400 SUPERVISOR	227,064	257,202	221,189	260,900	49,562	350,262	242,485	117,773	-	350,262	4,000	210
21500 TEACHER 1	242,547	312,626	322,915	266,676	14,581	252,297	174,667	77,630	-	252,297	5,000	211
21600 TEACHER 2	208,819	240,180	305,691	316,400	-	316,400	240,965	75,435	-	316,400	4,000	212
21700 TEACHER 3	216,644	244,576	303,280	305,262	18,502	306,960	214,533	82,427	-	306,960	4,000	213
21800 TEACHER 4	315,711	322,738	362,252	282,093	119,977	262,096	193,161	68,935	-	262,096	3,000	214
21900 TEACHER 5	55,329	59,587	62,000	65,035	-	65,035	45,024	20,011	-	65,035	1,000	215
22000 TEACHER 6	94,109	92,280	98,725	96,136	116,977	79,161	54,404	24,757	-	79,161	1,000	216
22100 SUBSTITUTE TEACHERS	39,500	22,231	34,644	33,213	20,175	13,528	8,358	-	5,170	13,528	-	217
22200 SUBSTITUTE TEACHERS	-	-	-	-	30,000	30,000	26,375	-	3,625	30,000	-	218
22300 TEACHERS OF THE CENTER	31,724	42,611	43,199	44,775	2,416	47,191	39,219	7,972	0	47,191	0.44	219
22400 TEACHERS	105,603	105,834	104,434	210,772	17,326	206,944	157,454	49,490	0	206,944	2,200	220
22500 ART TEACHERS	77,017	81,555	80,806	97,669	-	97,669	67,467	30,202	0	97,669	1,200	221
22600 ART TEACHERS	31,000	30,600	31,825	31,825	6,825	38,650	39,410	17,515	0	38,650	1,000	222
22700 JOURNALISTS	-	51,395	54,004	54,004	-	54,004	54,004	54,004	0	54,004	1,000	223
22800 PSYCHOMETRICIANS	-	-	105,306	111,666	12,162	109,504	82,140	27,363	0	109,504	1,000	224
22900 PRINCIPAL/TEACHER SECRETARY	100,719	100,716	112,305	112,305	2,248	114,553	95,550	19,002	1	114,553	2,000	225
23000 CAMPUS MANAGER	-	-	228,053	36,527	732	195,945	160,313	35,631	1	195,944	5,000	226
23100 TEACHER AIDES	216,628	220,742	233,845	212,232	3,865	216,097	199,805	16,292	100	216,097	3,000	227
23200 CLERICALS	3,303	6,900	5,962	6,660	11,177	5,623	3,057	1,543	1,023	4,600	-	228
23300 TOTAL PERSONNEL	3,032,547	3,189,280	3,357,775	3,512,692	(122,874)	3,389,817	2,545,990	831,806	19,531	3,375,793	41,444	229

OPERATING

23000 TEXTBOOKS-REPLACEMENTS	4,504	3,711	2,149	2,974	(2,500)	474	201	-	273	474	-	233
23100 TEXTBOOKS-CONSUMABLES	25,405	27,930	27,127	24,125	6,000	30,125	29,739	-	386	30,125	-	234
23200 CLASSROOM REFERENCE	1,207	-	900	892	-	892	735	-	157	892	-	235
23300 PERIODICALS	3,320	2,367	2,645	2,977	-	2,977	80	-	2,087	2,977	-	236
23400 AUDIO VISUAL CONSUMABLES	-	-	-	297	(250)	47	-	-	47	47	-	237
23500 SCIENCE TEACHER SUPPLIES	1,569	3,949	1,874	2,578	(1,500)	1,078	1,252	-	222	1,078	-	238
23600 GENERAL TEACHING SUPPLIES	20,000	17,742	20,152	16,558	(750)	15,808	15,417	-	131	15,408	-	239
23700 MISCELLANEOUS SUPPLIES	2,707	1,072	957	1,000	-	996	996	-	4	1,000	-	240
23800 PROFESSIONAL LIBRARY PURCHASE	283	301	480	500	-	500	444	-	56	500	-	241
23900 PROFESSIONAL DEVELOPMENT	1,620	1,162	1,550	1,430	(1,000)	430	163	-	267	430	-	242
24000 OFFICE AND MAINTENANCE	89	399	120	400	-	400	-	-	400	400	-	243
24100 POLICE AND FIRE SERVICES	8,447	9,727	4,764	6,130	(115)	6,015	4,307	-	1,708	6,115	-	244
24200 DUPLICATORS AND COPIERS	-	-	-	-	-	-	-	-	-	-	-	245
24300 REPAIRS AND SERVICE CONTRACTS	-	-	-	-	-	-	-	-	-	-	-	246
24400 TOTAL OPERATING	66,529	66,610	60,318	57,377	(15)	57,362	52,485	-	3,077	57,362	-	247

EQUIPMENT

24500 EQUIPMENT (CLASSROOM FURN)	1,001	1,000	3,965	2,000	(864)	1,136	-	-	1,136	1,136	-	248
24600 TOTAL HOLMES SCHOOL	3,102,548	3,256,891	3,418,093	3,571,469	(126,654)	3,444,815	2,599,475	831,806	24,534	3,434,249	41,444	249

253	RC - R ON RIDGE ELEMENTARY SCHOOL	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	CHRG APPRO	TRFES ADD	REV. BUD.	YTD EXP	ENCUM. REQUESTS	AVAIL BUD.	PROR. CAST	CUBR STF	YR. FND EST.
254													
255	21101 PRINCIPAL	181,042	181,093	189,235	193,941	-	193,941	164,076	29,865	0	193,941	1.00	0
256	21102 ASSISTANT PRINCIPAL	129,919	132,842	135,831	139,227	-	139,227	96,348	42,879	0	139,227	1.00	0
257	21280 CURRICULUM SUPERVISOR	11,422	17,222	18,078	18,298	1,784	203,536	36,803	3,734	(1)	203,537	4.00	(1)
258	81007 RESOURCE TEACHERS	246,771	247,321	325,831	336,599	-	336,599	234,276	304,123	(0)	336,599	4.00	(0)
259	81001 GRADE 4 TEACHERS	346,140	281,336	392,500	416,582	-	416,582	300,824	113,758	0	416,582	4.00	0
260	81002 GRADE 2 TEACHERS	331,907	355,576	367,001	376,200	54,996	330,006	235,784	94,903	(0)	330,006	4.00	(0)
261	81003 GRADE 3 TEACHERS	275,924	306,458	324,632	360,121	(113,256)	254,266	176,081	78,245	0	254,266	3.00	0
262	81004 GRADE 5 TEACHERS	257,372	370,971	336,113	245,159	-	245,159	177,705	67,454	0	245,159	3.00	0
263	81005 GRADE 5 TEACHERS	359,483	371,953	245,469	264,625	4,197	264,822	204,806	63,026	0	264,822	3.00	0
264	81006 BILINGUAL LANGUAGE TEACHERS	63,517	72,604	75,662	70,161	-	79,101	54,404	24,557	0	79,101	1.00	0
265	81004 PHYSICAL EDUCATION TEACHERS	109,290	114,796	122,103	116,529	(14,786)	301,951	201,581	31,270	-	104,853	1.00	-
266	21302 SUBSTITUTE TEACHERS	19,400	22,490	33,800	20,000	(15,500)	4,500	3,825	-	674	4,500	0.56	-
267	21306 TEACHERS (OF THE CLIFTS)	50,417	62,122	63,000	64,384	(1,399)	63,975	47,742	16,233	(0)	63,975	0.56	(0)
268	21313 MUSIC TEACHERS	225,961	226,100	226,603	234,344	(9,390)	224,754	159,917	64,837	0	224,754	2.40	0
269	21314 ART TEACHERS	96,612	100,839	106,057	110,678	-	109,628	89,736	19,941	0	109,628	1.00	0
270	21317 STUDENT INTERNS	31,200	31,200	30,600	31,825	(10,000)	21,825	7,650	-	14,175	7,650	-	14,175
271	21318 BUILDING SUBSTITUTION	-	-	-	-	30,000	30,000	19,413	-	10,086	30,500	-	-
272	21401 LIBRARIANS	85,766	107,311	108,792	110,424	-	110,424	76,447	33,977	(0)	110,424	1.00	(0)
273	21403 INSTRUCTIONALISTS	-	-	66,879	31,604	-	21,604	54,169	17,435	0	21,604	1.00	0
274	21501 PRINCIPAL/DEPUTY PRINCIPAL	110,966	110,171	112,609	112,610	2,364	114,873	95,744	19,129	-	114,873	2.00	0
275	21602 CAMPUS MAINTENANCE	-	-	-	36,527	733	37,259	30,464	6,794	1	37,258	1.00	1
276	21603 TEACHER AIDES	214,506	206,482	209,897	173,564	37,113	210,097	164,385	36,309	3,003	207,604	5.50	3,003
277	61001 CLERICALS	6,070	6,773	327,240	226,325	4,562	230,887	195,404	35,483	(0)	230,887	3.00	(0)
278	61003 CLERICALS	6,070	6,773	327,240	226,325	4,562	230,887	195,404	35,483	(0)	230,887	3.00	(0)
279	TOTAL PERSONNEL	3,897,821	3,844,522	3,825,604	3,652,713	(28,127)	3,634,916	2,481,203	907,681	35,292	3,600,357	42.48	23,629
280													
281	OPERATING:												
282	22002 TEXTBOOKS REPLACEMENTS	2,179	1,261	230	2,873	650	3,523	1,587	500	1,356	3,523	-	-
283	22003 TEXTBOOKS CANCELLATIONS	25,801	24,599	21,209	21,445	-	23,445	23,290	-	155	23,445	-	-
284	23002 CLASSROOM REFERENCE	968	972	859	862	(60)	812	811	-	1	812	-	-
285	23003 PERIODICALS	320	277	267	287	(1,878)	-	-	-	-	-	-	-
286	23010 CONSUMABLES	241	278	240	287	(1,157)	130	130	-	0	130	-	-
287	24009 SERVICE TEACHING SUPPLIES	2,045	5,331	3,253	2,873	(5,544)	2,339	2,339	-	1	2,339	-	-
288	24011 GENERAL TEACHING SUPPLIES	15,722	14,794	13,861	15,799	900	16,699	16,508	238	94	16,699	-	-
289	25001 MISC. OFFICE SUPPLIES	977	965	818	1,000	-	1,000	1,000	-	-	1,000	-	-
290	25002 PROFESSIONAL LIBRARY PURCHASE	435	499	367	500	22	478	357	-	121	478	-	-
291	25003 PROFESSIONAL DEVELOPMENT	1,459	1,304	874	1,545	(560)	865	657	-	206	865	-	-
292	25026 DUES AND MEMBERSHIPS	59	40	168	400	-	400	118	-	282	400	-	-
293	35000 POLICE AND FIRE SERVICES	1,340	713	842	1,330	4,115	5,445	5,445	-	-	5,445	-	-
294	72035 DUES AND SERVICES	-	-	-	-	-	-	-	-	-	-	-	-
295	72044 REPAIRS AND SERVICE CONTRACT	-	-	-	-	-	-	-	-	-	-	-	-
296	TOTAL OPERATING	51,072	51,007	45,681	51,021	4,115	55,336	52,101	838	2,318	55,136	-	-
297													
298	EQUIPMENT												
299	73001 EQUIP. CLASSROOM FURNITURE	-	-	-	-	-	-	-	-	-	-	-	-
300	73020 EQUIP. CLASSROOM FURNITURE	599	898	1,983	2,100	-	2,100	727	-	1,273	2,100	-	-
301													
302	TOTAL ON RIDGE SCHOOL	3,889,792	3,846,506	3,872,444	3,746,534	(24,412)	3,681,122	2,734,830	908,009	38,763	3,657,693	42.48	23,629

303 RC - 9 ROYLE ELEMENTARY SCHOOL

304		ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPROX	TURNS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL. RED.	PRE- CAST	CUMR STP	YR. END EST.
305	31103 PRINCIPAL	180,042	184,001	198,751	193,441	-	183,441	164,076	29,465	0	193,941	1,00	193,941
306	31102 ASSISTANT PRINCIPAL	129,110	132,842	135,831	139,227	-	139,227	96,388	42,839	0	139,227	1,00	139,227
307	31220 CURRICULUM SUPERVISOR	17,322	17,412	17,408	18,096	1342	18,096	15,101	3,156	0	18,456	1,00	18,456
308	31097 SENIOR ARTS TEACHERS	170,553	221,541	231,697	246,117	8,689	254,806	176,404	78,402	0	254,806	3,00	254,806
309	31080 GRADE 1 TEACHERS	298,654	308,737	312,727	321,307	-	321,307	222,443	98,864	0	321,307	3,00	321,307
310	31090 GRADE 2 TEACHERS	290,203	291,409	298,539	304,946	66,282	304,946	140,380	38,534	0	304,946	3,00	304,946
311	31093 GRADE 3 TEACHERS	191,283	215,146	241,089	252,343	18,750	252,343	155,949	77,644	0	252,343	3,00	252,343
312	31094 GRADE 4 TEACHERS	226,602	231,398	240,683	236,587	-	236,587	177,596	58,990	0	236,587	3,00	236,587
313	31095 GRADE 5 TEACHERS	224,453	265,588	251,538	323,947	37,593	361,540	262,644	98,986	0	361,540	4,00	361,540
314	31092A PROGRAM LANTAGE TEACHER	53,066	55,662	59,516	63,227	-	63,227	51,731	11,496	0	63,227	1,00	63,227
315	31093A PHYSICALLY EDUCATORS	84,117	85,813	93,518	97,825	5,040	97,825	67,753	30,112	0	97,825	1,10	97,825
316	31102 SUBSTITUTE TEACHERS	14,333	18,765	14,300	12,736	7,736	10,000	4,035	-	5,965	10,000	-	10,000
317	31066 TEACHERS OF THE DEPTD	53,471	71,992	72,899	74,161	6,522	74,161	67,229	13,453	1	80,682	0,79	80,682
318	31113 MUSIC TEACHERS	179,020	183,900	189,463	195,675	1,601	197,276	146,892	50,383	0	197,276	2,20	197,276
319	31114 ART TEACHERS	108,462	87,871	62,194	62,822	-	62,822	43,493	19,330	0	62,822	0,80	62,822
320	31112 STUDENT INTERNS	30,300	31,200	31,200	31,825	7,000	34,766	23,800	-	1,025	23,800	-	23,800
321	31118 HIRING SUBSTITUTES	-	-	-	-	-	24,756	20,875	-	3,881	24,756	-	24,756
322	31401 LIBRARIANS	69,000	72,000	75,662	79,161	-	79,161	54,804	24,357	0	79,161	1,00	79,161
323	31403 PSYCHOLGISTS	-	-	-	76,572	-	76,572	53,011	23,561	0	76,572	1,00	76,572
324	31501 PROGRAM MANAGER FOR SH REFUGARY	118,348	133,455	134,414	134,414	2,688	137,102	116,008	21,092	2	137,102	2,00	137,102
325	21602 CAMPUS MONITOR	-	-	-	36,527	1,139	37,666	30,891	6,774	0	37,665	1,00	37,665
326	21603 TEACHER AIDES	196,448	185,245	190,269	153,053	1,902	154,955	126,175	28,780	0	154,955	4,00	154,955
327	31001 CUSTOMERS	200,597	205,443	226,300	225,597	1,799	223,796	188,627	35,171	0	223,796	3,00	223,796
328	31003 CLUBS AND COUNCILS	3,530	4,314	4,400	4,400	-	4,400	3,188	809	324	4,076	-	4,076
329	TOTAL PERSONNEL	2,902,904	2,992,571	3,115,121	3,205,789	8,018	3,133,777	2,409,492	793,888	11,194	3,212,425	38,09	3,212,425

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331		ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPROX	TURNS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL. RED.	PRE- CAST	CUMR STP	YR. END EST.
332	OPERATING	3,581	4,312	397	2,520	-	2,520	2,450	-	70	2,520	-	2,520
333	22002 TEXTBOOKS-REPLACEMENTS	21,600	22,078	20,521	20,170	-	20,170	20,134	-	36	20,170	-	20,170
334	22002 CLASSROOM REFERENCE	-	99	512	756	-	756	173	580	74	756	-	756
335	23000 AUDIO VISUAL EQUIPMENT	-	-	-	242	-	242	-	-	252	252	-	252
336	23003 PERIODICALS	879	55	58	252	-	252	55	-	197	252	-	252
337	24000 SUPPLIES-TEACHING SUPPLIES	3,885	3,367	445	3,520	-	3,520	2,092	-	428	3,520	-	3,520
338	24011 GENERAL TEACHING SUPPLIES	13,612	13,566	12,444	13,662	-	13,662	13,770	-	92	13,662	-	13,662
339	25004 MARKETING SUPPLIES	649	939	743	1,000	-	1,000	668	331	61	1,000	-	1,000
340	26002 PROFESSIONAL LIBRARY PURCHASE	-	-	-	500	-	500	-	312	188	500	-	500
341	28003 PROFESSIONAL DEVELOPMENT	1,339	328	25	1,235	-	1,235	795	175	205	1,235	-	1,235
342	29006 DUES AND MEMBERSHIPS	-	-	-	400	-	400	-	324	76	400	-	400
343	35001 POLY- AND VIDEO SERVICES	991	572	628	1,300	2,402	3,332	3,732	-	0	3,732	-	3,732
344	32005 DUPLICATION AND COPIERS	-	-	-	-	-	-	-	-	-	-	-	-
345	TOTAL OPERATING	47,528	42,202	35,734	44,787	2,402	47,199	43,859	1,506	1,740	47,199	-	47,199

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TOTAL ROYLE SCHOOL

2,951,676 3,041,202 3,163,268 3,353,586 10,430 3,362,976 2,455,803 794,578 13,296 3,261,624 38,09 1,482

351	MC - 10 TOROKEKE ELEMENTARY SCHOOL	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	THURS ADJ.	REV. BUD.	YTD EXP	ENCOM. REQORN.	AVAIL. RUD.	FINRE- CAST	CUMR STP	YR END EST.	351
352														352
353	21101 PARK P.V.	180,042	184,063	188,215	197,741	-	192,041	163,258	29,483	(0)	197,841	1.00	(0)	353
354	21102 ASSISTANT PRINCIPAL	179,119	172,843	175,811	179,127	-	179,127	96,384	42,439	-	179,127	1.00	(0)	354
355	21220 CURRICULUM SUPERVISOR	17,572	18,637	17,758	18,799	257	19,055	13,463	3,533	-	19,055	1.00	(0)	355
356	101097 KINDERGARTEN TEACHERS	282,142	293,433	293,467	287,255	(67,773)	213,592	147,864	65,718	0	213,592	3.00	(0)	356
357	101001 GRADE 1 TEACHERS	268,990	290,063	290,356	286,990	(41,821)	289,097	200,144	88,953	0	289,097	4.00	(0)	357
358	101002 GRADE 2 TEACHERS	312,303	313,911	320,194	285,525	-	285,525	197,871	87,654	0	285,525	3.00	(0)	358
359	101003 GRADE 3 TEACHERS	298,212	310,608	327,579	264,993	67,773	336,766	213,145	100,230	(0)	336,766	4.00	(0)	359
360	101004 GRADE 4 TEACHERS	374,662	384,698	402,308	374,662	(114,553)	296,444	208,709	87,734	-	296,444	4.00	-	360
361	101005 GRADE 5 TEACHERS	389,856	384,793	312,303	356,430	(63,969)	292,034	215,181	77,853	0	292,034	3.00	(0)	361
362	101006 GRADE 6 TEACHERS	64,505	63,815	71,680	76,941	-	76,941	52,643	23,997	(0)	76,941	1.00	(0)	362
363	101007 PHYSICAL ED. TEACHERS	76,470	85,291	98,462	91,585	9,718	102,193	71,504	31,779	0	102,193	1.40	0	363
364	21102 SUBSTITUTES TEACHERS	34,315	27,100	32,000	27,388	(14,700)	13,188	8,682	4,506	-	13,188	0.22	-	364
365	21106 TEACHERS OF THE GIFTED	20,174	21,694	24,031	24,129	343	24,381	16,880	7,502	(0)	24,381	2.00	(0)	365
366	21111 MUSIC TEACHERS	156,923	162,765	169,787	175,123	(40,770)	174,711	135,582	39,119	0	174,711	2.00	0	366
367	21114 ART TEACHERS	40,467	70,873	60,438	63,296	-	63,296	43,890	19,508	(0)	63,296	1.00	(0)	367
368	21117 STUDENT INTERNS	30,600	30,000	31,300	31,825	-	31,825	31,301	-	525	31,301	1.00	525	368
369	21118 BUILDING SUBSTITUTES	-	-	-	31,825	20,323	20,323	17,251	-	3,872	20,323	1.00	-	369
370	21401 LIBRARIANS	108,462	107,830	111,355	111,025	-	113,025	92,474	20,550	-	113,025	1.00	-	370
371	21401 PSYCHOLOGISTS	-	-	28,528	29,709	49,257	20,432	16,733	3,718	1	20,432	0.35	1	371
372	21501 PRINCIPAL/DIRECTOR SECRETARY	109,524	111,840	114,549	114,390	2,134	116,524	96,687	19,834	201	116,521	2.00	203	372
373	21602 CAMPUS MONITOR	-	-	-	36,572	732	37,259	30,484	6,774	1	37,259	1.00	1	373
374	21603 TEACHER AIDES	195,360	222,628	223,368	189,849	4,076	193,944	146,950	35,242	1,253	192,191	5.00	1,753	374
375	61001 CUSTODIANS	196,576	217,719	226,604	228,537	5,788	229,247	194,111	35,136	0	229,247	3.00	0	375
376	101008 CLUBS AND COUNCILS	3,600	4,273	5,894	6,050	239	6,289	4,965	1,324	0	6,289	1.00	0	376
377	TOTAL PERSONNEL	3,384,562	3,463,487	3,524,759	3,489,740	(280,172)	3,289,568	2,440,160	831,348	18,040	3,289,568	48.97	2,483	377
378	OPERATING:													378
379	22002 TEXTBOOKS REPLENISHMENTS	2,405	2,164	1,726	2,893	-	2,893	2,858	-	35	2,893	-	-	379
380	22003 TEXTBOOKS CONSUMABLES	22,530	24,816	17,847	23,235	-	23,235	23,017	-	199	23,235	-	-	380
381	23002 CLASSROOM REFERENCE	906	889	1,061	868	-	868	520	174	174	868	-	-	381
382	23003 PERIODICALS	207	-	-	289	(289)	-	-	-	-	-	-	-	382
383	23010 AUDIO VISUAL CONSUMABLES	-	365	-	289	-	289	172	-	137	289	-	-	383
384	24009 SCIENCE TEACHER SUPPLIES	5,720	4,749	400	2,893	-	2,893	2,891	-	2	2,893	-	-	384
385	24011 GENERAL TEACHING SUPPLIES	14,624	15,826	13,206	15,911	-	15,911	15,052	776	83	15,911	-	-	385
386	25001 MISC OFFICE SUPPLIES	1,035	1,015	763	1,000	-	1,000	964	-	36	1,000	-	-	386
387	25002 PROFESSIONAL LIBRARY PURCHASES	182	-	-	500	(500)	-	-	-	-	-	-	-	387
388	25003 PROFESSIONAL LIBRARY PURCHASES	522	314	283	1,430	(1,000)	430	-	-	430	430	-	-	388
389	25004 BOOKS AND MEMBERSHIPS	-	-	90	400	(400)	-	-	-	-	-	-	-	389
390	25005 POLICE AND FIRE SERVICES	1,451	423	842	1,330	(54)	1,276	1,276	-	0	1,276	-	-	390
391	26001 REPLICATORS AND COPIERS	-	-	-	-	-	-	-	-	-	-	-	-	391
392	27044 REPAIRS AND SERVICE CONTRACT	-	-	-	-	-	-	-	-	-	-	-	-	392
393	TOTAL OPERATING	40,982	56,605	33,862	51,038	(12,243)	48,795	46,790	940	1,855	48,795	-	-	393
394														394
395														395
396	72020 NEW CLASSROOM FURNITURE	666	929	1,959	2,000	-	2,000	-	-	2,000	2,000	-	-	396
397	12020 NEW CLASSROOM FURNITURE	-	-	-	-	-	-	-	-	-	-	-	-	397
398		666	929	1,959	2,000	-	2,000	-	-	2,000	2,000	-	-	398
399														399
400	TOTAL TOROKEKE SCHOOL	3,565,211	3,615,231	3,646,388	3,642,778	(202,415)	3,440,363	2,494,950	832,296	13,115	3,337,840	48.97	2,483	400

401	RC - II	PHYSICAL EDUCATION	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRANS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL. BUD.	PHYS. CAST	CURR. STF	YR END EST.
402			172,171	221,045	180,006	184,516	-	184,516	156,120	29,386	0	184,516	1,00	0
403		ASSISTANT DIRECTOR		46,350	46,350	46,350	(1,300)	44,970	34,697	10,133	(0)	44,970	1,00	(0)
404		PHYSICAL EDUCATION SUPERVISOR	69,634	71,006	72,219	72,219	1,409	74,268	62,843	11,425	0	74,268	1,00	0
405		COUNSELOR SUPERVISOR												
406		ATHLETIC TRAINING SERVICES	103,551	114,087	117,022	108,122	2,362	110,484	87,819	18,515	3,350	110,484	2,00	-
407		ATHLETIC TRAINING	31,247	32,400	29,166	33,500	(11,689)	841	-	-	841	841	-	-
408		PHYSICAL EDUCATION INSTRUCTORS	7,642	8,066	8,950	12,550	-	6,066	470,766	11,572	25,126	602,317	-	4,147
409		INSTRUMENTAL MUSIC INSTRUCTORS	585,340	581,435	574,444	606,464	-	14,250	13,024	-	326	14,250	-	-
410		SPORTS PROGRAMS-MIDDLESEX	42,631	42,631	27,208	42,631	(10,229)	-	-	-	-	-	-	-
411		INSTRUMENTAL MUSIC INSTRUCTORS	1,551	2,255	-	30,329	(4,000)	-	-	-	-	-	-	-
412		INSTRUMENTAL MUSIC INSTRUCTORS	1,000	-	-	4,000	-	-	-	-	-	-	-	-
413		TOTAL PERSONNEL	1,014,447	1,072,217	1,046,944	1,120,490	(94,887)	1,015,803	826,109	100,230	29,463	1,031,656	5,00	4,147
414														
415														
416		OPERATING												
417		CONSULTANT SERVICES	1,600	1,383	994	1,000	-	1,000	880	-	120	880	-	120
418		TEXTBOOKS-NEW	1,000	1,021	-	-	-	-	-	-	-	-	-	-
419		INSTRUMENTAL MATERIALS	1,645	1,408	-	-	-	-	-	-	-	-	-	-
420		CONSULTANT SERVICES	1,610	1,614	1,597	1,500	-	1,500	1,500	-	-	1,500	-	-
421		PHYSICAL EDUCATION SUPPLIES	1,051	12,441	12,398	14,081	-	14,081	8,418	5,663	-	14,081	-	-
422		ATHLETIC TRAINING SUPPLIES	6,157	5,989	10,376	6,000	-	6,000	5,982	38	-	6,000	-	-
423		PROFESSIONAL LIBRARY PURCHASE	500	438	500	500	-	500	435	-	65	500	-	-
424		PROFESSIONAL DEVELOPMENT	2,205	4,104	3,066	2,000	-	2,000	1,490	-	1,510	2,000	-	-
425		JOBS AND MEMBERSHIPS	3,205	3,119	3,070	3,000	-	3,000	1,319	414	1,587	3,000	-	-
426		INSTRUMENTAL TRANSPORT	3,443	256,050	140,844	291,384	(51,730)	239,654	55,332	106,150	76,172	174,554	-	63,100
427		PHYSICAL EDUCATION REPAIRS/SAFETY	5,000	4,621	4,409	5,000	-	5,000	3,993	143	469	5,000	-	-
428		INSTRUMENTAL MUSIC INSTRUCTORS	249,321	247,943	305,500	237,441	-	237,441	164,806	45,006	27,449	237,441	-	-
429		INSTRUMENTAL MUSIC INSTRUCTORS	2,470	2,338	2,338	2,500	-	2,500	2,067	-	433	2,500	-	-
430		INSTRUMENTAL MUSIC INSTRUCTORS	182,531	150,388	112,510	154,306	(12,000)	146,306	77,025	2,952	66,339	120,336	-	25,970
431		STUDENT ACTIVITY FUND	-	-	-	-	-	-	-	11,985	-	-	-	-
432		IMPROVEMENT OF SITE	2,365	924	1,962	2,000	-	2,000	1,925	-	75	2,000	-	-
433		TOTAL OPERATING	766,756	798,466	638,534	724,611	(61,739)	668,801	334,226.75	371,657.50	164,696	869,691	-	91,199
434														
435		EQUIPMENT												
436		REPAIR PHYSICAL EQUIPMENT	3,005	763	4,406	5,000	-	5,000	-	4,734	66	4,934	-	66
437		NEW PHYSICAL EQUIPMENT	1,163	849	509	1,000	-	1,000	-	-	1,000	1,000	-	-
438		TOTAL EQUIPMENT	6,168	1,612	4,915	6,000	-	6,000	-	4,734	1,066	5,934	-	66
439														
440		TOTAL PHYSICAL EDUCATION	1,807,591	1,774,324	1,696,473	1,851,301	(148,617)	1,702,684	1,150,336	357,122	195,224	1,607,280	5,00	95,804
441														
442														
443														
444		REVENUE												
445		REV - SUMMER SCHOOL FIELDUSE	135,000	135,000	135,000	-	-	-	-	-	-	-	-	-
446														
447		NET COST PHYSICAL EDUCATION	1,772,591	1,539,324	1,461,473	1,851,301	-	1,702,684	1,150,336	357,122	195,224	1,607,280	5,00	95,804

RC - 12	MAINTENANCE	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	CHRG APPRO	THRES ADD.	REFS. BUD.	YTD EXP	ENCLD. REQUES.	AVAIL. BUD.	FINRE. LAST	CURR. STF	YR. END EST.
448	11001	148,108	151,533	155,321	155,321	1,483	159,204	134,711	24,493	0	159,204	1.00	0
449	11002	57,665	69,202	71,273	35,636	3,371	39,007	32,653	6,354	0	39,007	0.50	0
450	61001	90,080	91,903	79,477	83,183	818,823	64,662	53,561	11,101	102	64,662	1.00	102
451	61002	107,423	88,239	98,170	52,000	54,311	95,226	95,226	-	10,583	106,311	5.00	-
452	71001	375,901	383,160	393,623	398,996	19,912	389,074	327,912	61,162	0	389,074	5.00	0
453	71002	2,820	5,640	9,174	12,000	-	12,000	7,200	-	4,210	12,000	-	-
454	71003	763,648	769,993	789,969	797,643	111,103	786,540	683,015	123,524	20,242	766,298	8.00	20,242
455	71004	34,666	27,072	20,487	27,500	-	27,500	18,434	-	8,966	27,500	-	-
456	71005	98,391	100,650	98,032	99,890	12,985	96,805	36,599	-	60,296	96,805	-	-
457	TOTAL PERSONNEL	1,675,810	1,689,808	1,711,546	1,663,149	19,044	1,681,193	1,356,703	226,193	304,298	1,668,951	15.50	20,242
458													
459													
460													
461	OPERATING												
462	11001	11,411	78,855	79,063	16,000	1,035	17,035	16,989	-	46	16,989	-	46
463	11017	6,541	6,852	1,334	3,901	47,900	-	-	-	-	-	-	-
464	62001	89,598	104,493	70,822	89,774	11,500	79,258	65,988	11,770	1,500	79,258	-	-
465	62003	59,554	55,330	15,448	59,000	121,269	37,240	34,870	2,410	0	37,260	-	-
466	62004	21,675	22,600	26,063	26,000	11,300	24,700	19,484	4,200	1,016	24,700	-	-
467	65001	205,983	162,849	161,051	160,000	124,640	135,260	102,722	24,129	4,509	135,360	-	-
468	65002	58,734	44,022	35,405	60,000	13,795	46,205	35,511	6,194	4,200	46,205	-	-
469	65003	250,010	230,136	278,775	210,000	29,520	239,520	231,069	8,032	419	239,520	-	-
470	65004	33,530	79,229	18,487	36,860	3,640	38,500	37,477	-	2,923	38,500	-	-

RC - 12	MAINTENANCE	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPR	THRES ADJ	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL. BUD.	FUNE- CAST	CURR NTF	YR. END EST.
471	72001 CONTRACTED ANTI-RUST SERVICE	268,976	360,298	306,593	268,976	(11,500)	278,500	213,144	65,234	118	278,500		471
472	72012 ELECTRICAL		96,814		8,000	(7,560)	440	440			440		472
473	72013 INTERCOMS AND CLOCKS	(2,860)	8,574		36,000	4,500	40,500	36,343	4,099	88	40,500		473
474	72014 PLUMBING	25,687	22,685	33,654									474
475	72015 ROOFING												475
476	72016 CLASSROOM CORRIDOR MAINT.	99,507	100,401	87,942	104,000	(22,400)	81,600	52,871	28,419	560	81,600		476
477	72017 HEATING SUPPLIES												477
478	72019 MISCELLANEOUS REPAIRS	56,305	42,094	42,245	50,970	3,705	62,675	54,276	8,653	86	63,675		478
479	72021 SECURITY	481,124	154,302	85,584	93,000	(11,000)	83,000	66,218	6,047	10,815	83,000		479
480	72022 FIRE ALARMS/EXTINGUISHERS	59,033	65,156	50,901	59,000	(22,500)	33,500	25,494	9,012	984	35,500		480
481	72023 FIRE MECHANICAL INSPECTIONS	32,733	51,467	33,716	65,000	(21,000)	44,000	28,355	14,655	990	44,000		481
482	72048 HVAC/FAN CONDUIT/PIPE REPAIRS	109,623	124,579	128,881	114,000	92,335	206,335	164,218	30,224	11,372	206,335		482
483	74011 CLASS	9,775	7,915	11,427	10,500		10,500	7,227	735	2,000	10,500		483
484	74012 LANDSCAPE	25,154	33,076	33,726	27,000	13,000	40,000	33,763	4,491	1,746	40,000		484
485	74013 HARDWARE	13,105	19,092	30,679	16,500	8,500	25,000	23,966	1,034		25,000		485
486	74014 PAINT	8,707	6,572	8,633	14,000	(5,000)	9,000	5,448	263	2,389	9,000		486
487	74015 OTHER BUILDING MATERIALS	1,140	3,455	2,172	6,000		6,000	5,941		49	6,000		487
488	74016 ELECTRICAL MATERIALS	79,409	66,142	58,747	70,000	(27,000)	43,000	30,679	11,659	722	43,000		488
489	74030 RESERVE FOR EMERGENCY REPAIR	35,535	70,582	105,871	40,000	10,000	50,000	29,519	20,271	208	50,000		489
490	83006 RENTAL OF TOOLS & EQUIPMENT	7,641	6,454	1,996	7,000	(5,360)	1,640	890	760		1,650		490
491	111001 SUPPLIES/STAFF COMM. ACTIVITIES												491
492	121000 IMPROVEMENT OF SITES	43,926	106,542	38,727	40,000	7,000	47,000	40,075	8,810	165	47,000		492
493	137000 IMPROVEMENT OF BUILDINGS	95,575	150,478	54,497	55,000	(11,000)	54,000	49,561	3,040	499	54,000		493
494	TOTAL (OPERATING)	2,189,650	2,068,684	1,653,395	1,762,494	(33,840)	1,738,656	1,404,788	274,056	51,714	3,790,512		494
495	EQUIPMENT												495
496	73001 REPLACEMENT OFFICE FURNITURE			3,452									496
497	73010 REPLACEMENT MAINTENANCE FQ	22,067	44,528	16,976									497
498	73020 REPL CLASSROOM FURNITURE	135,407	75,231	33,968	45,000	(19,150)	25,842	17,136	8,406	299	25,842		498
499	73030 NEW EQUIPMENT		44,839										499
500	TOTAL EQUIPMENT	157,474	164,589	54,796	45,000	(19,150)	25,842	17,136	8,406	299	25,842		500
501	TOTAL MAINTENANCE	4,038,934	3,941,340	3,419,737	3,469,447	(32,864)	3,437,593	3,772,635	980,456	156,312	3,437,505	15.58	501
502	REVENUE												502
503	100000 REVENUE - BUILDING RENTAL	(95,423)	(89,257)	(14,613)	(91,800)		(91,800)	(22,213)		(22,213)	(22,213)		503
504	100007 REVENUE - USE OF FIELDS	(144,154)	(143,197)	(171,098)	(140,000)		(140,000)	(209,275)	1,559	(210,570)	(210,570)		504
505	TOTAL REVENUE	(239,578)	(232,454)	(125,123)	(231,800)		(231,800)	(231,488)	1,557	(232,483)	(232,483)		505
506	NET MAINTENANCE BUDGET	3,784,357	3,708,887	3,294,615	3,237,647	(32,864)	3,205,793	3,541,137	970,113	(76,571)	3,184,422	15.58	506
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RC - 15	COMPUTER TECHNOLOGY	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFNS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	PERM. CAST	CURR STF	YR. END EST.
580													
581													
582	11044	TECHNOLOGY SUPPORT	773,612	812,919	833,927	833,927	24,326	858,253	739,114	132,139	0	858,253	0
583	91301	INSTRUCTOR INST. TECH	177,471	66,168	180,006	184,506	-	184,506	156,120	28,386	0	184,506	0
584	31501	PRINTING/DIRECTOR SECRETARY	23,554	23,003	23,570	-	-	-	-	-	-	-	-
585	21603	TEACHING AIDE/COPY CENTER	72,391	86,106	82,544	81,494	15,218	76,253	61,444	14,809	-	71,062	-
586		TOTAL OPERATING	1,040,028	988,136	1,019,996	1,099,927	19,605	1,119,012	943,662	174,544	587	1,118,625	587
587													
588													
589	12001	CONSULTANT SERVICES	152,235	141,257	189,189	180,000	8,150	88,250	88,250	1,919	807	90,250	-
590	13015	TACTICAL TRAVEL	2,511	2,546	2,364	1,500	-	1,500	2,469	-	1,031	2,469	-
591	13015	SOFTWARE MAINTENANCE	663,694	733,014	786,280	781,740	4,444	786,184	775,182	-	11,001	786,184	-
592	24011	GENERAL TEACHING SUPPLIES	34,263	41,392	34,990	34,990	-	28,929	26,651	2,254	20	28,929	-
593	25011	TEMPORARY HOURS SERVICES	9,884	14,119	15,115	15,000	-	15,000	14,850	-	150	15,000	-
594	25009	COMPUTER SOFTWARE & SUPPLIES	85,441	38,399	55,792	42,000	28,000	70,000	67,281	2,714	88	70,000	-
595	25009	STAFF DEVELOPMENT PROGRAM	19,621	15,918	16,109	23,000	13,029	19,180	17,837	1,343	1,193	19,180	-
596	64005	CELL PHONE	14,109	28,060	30,222	28,000	3,000	31,520	26,830	4,690	-	31,520	-
597	64006	WIRELESS NETWORK	130,827	49,351	36,319	40,000	2,500	50,500	39,523	8,941	2,086	60,500	-
598	72035	RENTAL/REPLICATORS AND COPIER	287,269	270,816	291,318	211,248	124,036	347,210	265,085	42,124	1	267,210	-
599	77044	REPAIRS AND SERVICE CONTRACT	70,953	64,079	105,121	60,000	90,293	150,293	137,760	12,533	364	150,293	-
600		TOTAL OPERATING	1,472,286	1,392,462	1,562,242	1,480,417	92,579	1,494,016	1,401,662	72,305	1,444	1,494,016	-
601													
602													
603													
604	12021	NEW COMPUTER EQUIPMENT	255,318	231,494	262,246	264,400	2,196	266,596	266,596	-	8	266,596	-
605		SUBTOTAL COMPUTER TECHNOLOGY	3,360,252	3,112,152	3,444,444	2,867,234	113,892	2,981,626	2,714,334	249,249	17,443	2,981,631	595
606													
607													
608	10210	REV. FROM TOWN-FIRE IT SERVICE	(208,323)	(280,071)	(215,644)	(216,929)	-	(216,929)	(216,929)	(216,929)	(216,929)	(216,929)	(216,929)
609		TOTAL COMPUTER TECHNOLOGY	3,051,929	2,832,081	3,228,800	2,650,305	113,892	2,764,697	2,497,405	249,249	(199,486)	2,764,103	595
610													
611													
612													

613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644
RC - 16	ADMINISTRATION	ACTUAL, 2017 - 2018	ACTUAL, 2018 - 2019	ACTUAL, 2019 - 2020	ORIG APPLD	TIMERS ADJ.	REV. BUD.	YTD EXP	ENACTM. REQUES.	AVAIL. BUD.	FORF. CAST	CUMR STF	YR. ENH EST.																		
	11011 SUPERINTENDENT	278,000	135,065	315,049	300,000	7,125	307,125	262,183	44,942	-	307,125	1.00	-																		
	11013 HRS/ADMINISTRATIVE ASSIST	90,518	94,368	96,491	96,491	2,171	96,662	43,483	15,179	-	0	1.00	0																		
	11001 HONORAL/DIRECTOR SECRETARY	41,864	45,979	45,864	45,864	981	44,725	37,644	6,481	0	-	0.60	0																		
	11016 PUBLIC INFORMATION	-	-	-	-	-	-	-	-	-	-	-	-																		
	TOTAL PERSONNEL	412,412	271,393	455,364	446,335	10,177	446,312	343,510	67,602	0	456,511	2.60	-																		
	OPERATING																														
	12001 CONSULTANT SERVICES	32,154	24,759	178,248	18,500	9,176	27,676	27,676	-	0	27,676	-	0																		
	12004 LEGAL SERVICES	285,860	248,477	175,465	257,000	-	257,000	132,264	75,000	49,736	197,265	-	59,736																		
	14001 BOARD OF EDUCATION DUES	-	-	-	-	-	-	-	-	-	-	-	-																		
	14003 OTHER BOARD EXPENSES	34,951	23,464	31,229	25,000	-	25,000	17,835	-	7,165	25,000	-	-																		
	14011 MAILING EXPENSES	29,864	29,189	27,387	30,001	1,569	29,441	22,373	5,334	1,834	29,441	-	-																		
	14012 OFFICE SUPPLIES	27,011	26,952	24,192	30,000	1,000	27,000	20,636	4,678	1,684	27,000	-	-																		
	14013 DUES AND MEMBERSHIPS	15,999	11,199	9,016	21,850	11,667	20,764	20,764	-	172	20,764	-	-																		
	14016 SCHOOL DISTRICT MEMBERSHIPS	35,209	30,557	14,672	23,000	1,067	24,067	22,895	-	832	24,067	-	832																		
	14017 PROFESSIONAL MEETING	7,290	2,259	2,595	3,000	12,029	971	-	-	-	-	-	-																		
	14020 PUBLIC INFORMATION	-	-	-	-	-	-	-	-	-	-	-	-																		
	14025 ADVISORY SUPPORT	-	-	4,031	2,000	12,000	-	-	-	-	-	-	-																		
	14040 PRINTING/PUBLIC ATION SUPPLIES	-	-	-	-	-	-	-	-	-	-	-	-																		
	14002 PUBL. LIBRARY PURCHASE	43	-	-	-	-	-	-	-	-	-	-	-																		
	14003 PROFESSIONAL DEVELOPMENT	3,054	3,000	3,914	3,000	12,000	1,000	785	-	214	785	-	-																		
	14014 CATALGRAPH/BOOK PRINTING	16,937	21,760	10,757	20,000	12,464	17,036	15,659	500	867	17,036	-	-																		
	14003 RENTAL FASE OR EQUIPMENT	-	-	-	-	-	-	-	-	-	-	-	-																		
	TOTAL OPERATING	664,451	421,557	489,505	433,351	13,377	439,974	292,659	85,412	62,593	369,192	-	60,782																		
	EQUIPMENT																														
	71001 EQUIPMENT	-	-	-	-	-	-	-	-	-	-	-	-																		
	TOTAL ADMINISTRATION	876,563	494,950	944,809	873,684	6,409	889,416	655,549	152,414	62,593	819,704	2.60	60,782																		

[illegible]

672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697
HC 18	PERSONNEL	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	THURS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUES.	AVAIL BUD.	FINAN. CAST	CURR NTF	YR. END EST.												
11013	HRS/ADMINISTRATIVE ASSIST	203,993	310,181	310,218	143,091	1,493	1,465,144	124,091	22,492	1	146,583	1.77	1												
11015	DIRECTOR OF HUMAN RESOURCES	-	-	-	199,647	5,490	205,137	173,578	31,460	106	208,137	1.00	0												
11020	BENEFITS COORDINATOR	34,678	35,459	36,266	36,347	1,813	38,070	32,212	5,637	0	38,069	0.50	0												
11024	TURNOVER/REGULAR	-	-	-	(550,083)	550,084	1	-	-	1	-	-	1												
11027	CONTRACT SUPPORT	-	-	-	34,234	(295,180)	48,046	-	-	48,046	-	-	48,046												
11028	CERT. STAFF COORDIN. CHANGE	-	-	-	76,527	(76,527)	-	-	-	-	-	-	-												
21202	ASSISTANT SUPERINTENDENT	-	-	-	-	-	-	-	-	-	-	-	-												
21300	LONG TERM SUBSTITUTES	419,202	298,667	474,385	475,000	366,228	841,736	666,004	97,429	77,794	841,736	-	-												
21302	SUBSTITUTES-PROFESSIONAL DEPT.	54,772	45,205	30,476	50,000	(15,000)	34,100	4,275	-	29,825	34,100	-	-												
21316	SUBSTITUTES	-	-	-	-	-	-	-	-	-	-	-	-												
31000	BUDGET CONTROL	-	-	-	137,570	(137,570)	-	-	-	-	-	-	-												
	TOTAL PERSONNEL	813,145	1,336,974	864,336	911,231	481,934	1,313,165	1,008,162	187,337	185,646	1,268,118	3.27	48,067												
	OPERATING																								
13013	JOBS AND MEMBERSHIP	6,880	250	250	700	-	700	225	475	-	700	-	-												
13014	RECRUITMENT	19,154	17,406	1,650	20,000	12,100	17,000	15,057	-	2,843	17,000	-	-												
13015	LOCAL TRAVEL	139	340	987	500	-	500	-	-	500	-	-	500												
25028	TUTORIAL REIMBURSEMENT	-	-	-	50,000	(11,000)	49,000	24,795	3,000	20,605	40,385	-	8,715												
25029	STAFF DEVELOPMENT PROGRAM	101,276	74,785	74,903	26,500	1,600	28,100	24,099	1,794	2,207	24,100	-	-												
	TOTAL OPERATING	127,419	94,780	77,758	97,700	(11,500)	96,200	64,176	8,669	26,155	86,585	-	9,215												
	TOTAL PERSONNEL	940,564	1,327,694	942,094	1,008,931	460,434	1,409,365	1,064,338	163,206	181,821	1,352,103	3.27	57,282												

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730	FINANCE	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFERS ADJ.	REV. BUD.	YTD EXP.	ENCUM. REQUES.	AVAIL. BUD.	FINANC. LAST	CURR NTF	YR. END EST.	
732	11014 DIRECTOR OF FINANCE	188,651	192,606	174,027	302,000	7,070	209,070	176,905	32,163	0	209,070	1.00	0	
733	11021 PAYROLL & BENEFITS COORDINATOR	34,678	35,353	36,256	142,631	(104,561)	38,069	32,213	5,857	(0)	38,069	0.50	0	
734	11023 ASSISTANT DIRECTOR FINANCE	100,372	104,033	115,574	106,374	75,275	182,149	147,318	34,810	1	182,149	2.00	1	
735	11025 ACCOUNTANT	89,069	76,688	78,413	-	80,176	80,176	87,842	12,333	(18)	80,177	-	(1)	
736	11042 ACCOUNTS PAYABLE	69,961	71,468	73,336	73,003	(1,191)	71,882	60,680	11,202	-	71,882	1.00	(0)	
737	11043 TRANSPORTATION COORDINATOR	-	-	-	73,179	1,847	74,826	63,314	11,512	0	74,826	1.00	0	
738	11044 TECHNOLOGY SUPPORT	-	-	-	-	-	-	-	-	-	-	-	-	
739	21001 FINANCE DIRECTOR SECRETARY	70,165	71,569	73,179	35,637	3,414	39,050	32,853	6,154	43	39,050	0.50	-	
740	TOTAL PERSONNEL	552,657	552,407	550,615	652,893	62,230	695,223	581,146	114,034	43	695,223	1.00	(0)	
742	OPERATING:													98
743	12001 ADMINISTRATIVE SERVICES	21,125	21,473	22,045	-	21,380	21,380	21,252	-	-	21,252	-	98	
744	12002 ADMINISTRATIVE SERVICES	-	-	-	22,507	(22,450)	-	-	-	-	-	-	744	
745	13015 TRAVEL TRAVEL	-	93	-	280	-	280	-	-	250	-	-	745	
746	13016 ENTERPRISE DISTRICT MEMBERSHIPS	425	-	1,079	-	-	1,075	975	-	100	975	-	746	
747	13030 EMP SUPPLIES & SERVICES	-	-	-	-	-	-	-	-	-	-	-	747	
748	13035 SOFTWARE MAINTENANCE	-	-	-	-	-	-	-	-	-	-	-	748	
749	25003 PROFESSIONAL DEVELOPMENT	2,400	8,453	-	-	-	-	-	-	-	-	-	749	
750	25013 TEMPORARY HOURLY SERVICES	9,515	7,101	14,573	-	-	-	-	-	-	-	-	750	
751	25021 INSTRUCTIONAL TECHNOLOGY SER	-	-	-	-	-	-	-	-	-	-	-	751	
752	25022 STAFF DEVELOPMENT PROGRAM	-	-	-	-	-	-	-	-	-	-	-	752	
753	TOTAL OPERATING	33,465	37,140	37,696	23,675	(1,304)	22,375	22,227	-	446	22,227	-	446	
754	EQUIPMENT													754
755	70021 REPLACEMENT COMPUTER EQ.	-	-	-	-	-	-	-	-	-	-	-	755	
756	121021 NEW COMPUTER EQ.	-	-	-	-	-	-	-	-	-	-	-	756	
757	TOTAL EQUIPMENT	-	-	-	-	-	-	-	-	-	-	-	757	
758	TOTAL FINANCE													758
759	TOTAL FINANCE	586,022	589,547	588,511	656,768	61,130	717,898	683,373	114,034	491	717,450	6.00	446	
760	TOTAL FINANCE													760
761	102010 REV. FROM TOWN-SHIP IT SERVICE	-	-	-	-	-	-	-	-	-	-	-	761	
762	NET FINANCE BUDGET	586,022	589,547	588,511	656,768	61,130	717,898	683,373	114,034	491	717,450	6.00	446	
763	REVENUE													763
764	102010 REV. FROM TOWN-SHIP IT SERVICE	-	-	-	-	-	-	-	-	-	-	-	764	
765	NET FINANCE BUDGET	586,022	589,547	588,511	656,768	61,130	717,898	683,373	114,034	491	717,450	6.00	446	
766	REVENUE													766
767	102010 REV. FROM TOWN-SHIP IT SERVICE	-	-	-	-	-	-	-	-	-	-	-	767	
768	NET FINANCE BUDGET	586,022	589,547	588,511	656,768	61,130	717,898	683,373	114,034	491	717,450	6.00	446	

767	RC - 21	LIBRARY	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG - APPRO	TRFNS - ADJ.	MBY.	YTD EXP	ENCUM. REQUES.	AVAIL - BUD.	INVR- CAST	CURR - STF	VR. END EST.
768														
769	21220	CURRICULUM SUPERVISION	2,512	-	2,613	2,665	(52)	2,613	2,138	475	-	2,613	-	(0)
770	21500	LIBRARY SECRETARY	-	-	-	-	-	-	-	-	-	-	-	-
771		TOTAL PERSONNEL	2,512	-	2,613	2,665	(52)	2,613	2,138	475	-	2,613	-	(0)
772														
773		OPERATING:												
774	23001	ACQUISITIONS	93,990	97,576	93,193	93,800	574	94,374	68,196	20,236	5,943	94,374	-	-
775	23003	PERIODICALS	7,452	7,590	7,697	8,619	(187)	8,436	7,972	375	91	8,436	-	-
776	23004	RESOURCE MATERIALS	20,763	19,490	9,580	17,750	635	18,375	15,028	2,202	1,145	18,375	-	-
777	23005	ONLINE SUBSCRIPTIONS	32,340	34,629	34,979	39,640	11,409	38,210	36,434	99	1,673	38,210	-	-
778	23007	OTHER LIBRARY EXPENSES	6,755	7,755	6,874	8,390	1,059	9,449	8,956	476	17	9,449	-	-
779	25002	PROF. LIBRARY PURCHASE	1,356	1,155	889	1,920	(402)	1,518	409	638	472	1,518	-	-
780	25026	BOOKS AND MEMBERSHIPS	2,267	2,594	2,575	2,575	(243)	3,332	2,352	346	634	3,332	-	-
781	25030	COMPUTER SOFTWARE & SUPPLIES	1,289	4,554	239	1,490	-	1,400	710	-	690	1,400	-	-
782	72042	EQUIPMENT REPAIR	-	-	-	-	-	-	-	-	-	-	-	-
783	72044	REPAIRS AND SERVICE CONTRACT	1,029	1,040	1,189	1,250	(1,250)	-	-	-	-	-	-	-
784	83003	RENTAL/LEASE OF EQUIPMENT	-	-	-	-	-	-	-	-	-	-	-	-
785		TOTAL OPERATING	167,242	176,423	156,815	176,344	(1,250)	175,094	140,861	24,349	10,644	175,094	-	-
786														
787		EQUIPMENT												
788	73009	REPLACEMENT LIBRARY EQ.	3,513	6,193	410	1,000	2	1,002	1,002	-	-	1,002	-	-
789		TOTAL EQUIPMENT	3,513	6,193	410	1,000	2	1,002	1,002	-	-	1,002	-	-
790														
791		TOTAL LIBRARY	173,267	182,616	159,838	180,099	(1,998)	176,209	143,201	24,349	10,644	176,210	-	(0)
792														

793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812
RC - 22	TECHNOLOGY EDUCATION	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG. APPROD	TRFEN ADJ.	REV. BUD.	YTD EXP	ENCOM. REQUES.	AVAIL. BUD.	PRIME- CAST	CURR STF	YR. END EST.						
795	TEXTBOOKS-NEW	-	-	-	-	-	-	-	-	-	-	-	-						
796	CLASSROOM REFERENCE	447	89	-	400	-	400	120	-	240	400	-	-						
797	PERIODICALS	-	12	170	150	-	150	-	-	150	150	-	-						
798	TECH ED TEACHING SUPPLIES	-	33,333	30,682	97,391	-	97,391	84,833	2,100	84	97,391	-	-						
799	MISC. OFFICE SUPPLIES	266	706	-	850	-	850	776	-	74	850	-	-						
800	PROFESSIONAL DEVELOPMENT	140	1,200	1,190	1,600	-	1,600	745	-	815	1,600	-	-						
801	COMPUTER INSTRUCTION SUPPLIES	-	-	-	-	-	-	-	-	-	-	-	-						
802	COMPUTER SOFTWARE & SUPPLIES	-	-	-	-	-	-	-	-	-	-	-	-						
803	TECH ED EQUIPMENT REPAIRS	-	562	1,822	2,450	-	2,450	302	1,608	-	2,850	-	-						
804	TOTAL OPERATING	40,552	35,922	33,813	103,241	-	103,241	97,069	3,998	2,174	103,241	-	-						
805	EQUIPMENT	-	-	-	-	-	-	-	-	-	-	-	-						
806	NEW TECH ED EQUIPMENT	-	1,877	8,688	3,224	-	3,224	3,213	-	11	3,213	-	11						
807	NEW TECH ED EQUIPMENT	-	3,559	-	1,378	(4,592)	1,320	1,319	-	0	1,319	-	0						
808	TOTAL EQUIPMENT	7,247	4,436	8,688	5,002	(4,592)	4,544	4,533	-	11	4,533	-	11						
809	TOTAL TECH. EDUCATION	47,799	40,358	42,501	108,243	(4,592)	107,796	101,602	3,998	2,185	107,774	-	11						

RC - 23 CONTINUING EDUCATION SUMMER SCHIRM	ACTUAL 2017-2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFES ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUEN.	AVAIL BUD.	FORES. CAST	CURR STP	VR. END EST.
21200 DIRECTOR	21,483	28,738	34,646	31,433	5,431	26,883	23,793	3,135	1	36,883		1
21501 PRINCIPAL/DIRECTOR SECRETARY	27,929	38,801	29,229	29,229	567	29,817	25,229	4,588	0	29,817	0.40	0
21502 PERSONNEL	49,412	56,539	53,876	59,461	6,038	58,708	48,966	7,713	3	56,699	0.40	1
OPERATING:												
12001 CONSULTANT SERVICES	415,092	581,499	431,816	29,600	53,249	82,849	81,319	-	1,510	81,319		1,510
12002 CONTINUING ED CONSULTING	-	-	-	-	-	-	-	-	-	-		-
13011 MAILING EXPENSES	355	250	480	500	-	400	400	-	100	500		-
13012 OFFICE SUPPLIES	4,516	2,556	4,120	-	-	-	-	-	-	-		-
24001 SUMMER SCHOLAR. TEACHING SUPP.	73,843	36,953	40,122	2,300	-	2,300	4,994	-	1,841	2,300		-
24010 ADULT ED. CONTRACTED SERVICES	12,000	18,700	7,680	14,500	-	14,500	18,000	-	4,500	18,000		4,500
25014 CATALOG/HANDBOOK PRINTING	3,453	5,701	1,198	5,000	-	5,000	1,805	-	3,195	5,000		-
TOTAL OPERATING:	567,259	445,659	454,678	51,900	53,249	105,349	94,603	-	11,146	99,139		6,010
TOTAL CONT. ED SUMMER SCHIRM.	\$56,471	\$91,198	\$98,550	102,561	59,267	161,849	142,990	7,713	11,146	155,838	0.40	6,010
Surplus/												
(Shortfall)												
31006 REVENUE - CONTINUING EDUCATION	-	-	-	-	-	-	-	-	-	-		-
31005 REVENUE - SUMMER SCHOLAR.	(596,121)	(621,433)	(199,435)	(46,812)	(74,723)	(121,335)	(121,335)	-	(121,335)	(12,135)		0
TOTAL REVENUE:	(596,121)	(621,433)	(199,435)	(46,812)	(74,723)	(121,335)	(121,335)	-	(121,335)	(12,135)		0
NET EXPENSE SUMMER SCHIRM.	(39,669)	(130,235)	31,116	55,949	(15,436)	40,514	21,654	7,713	(110,189)	34,503		6,011

838	839	RC - 24	SPECIAL EDUCATION	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFNS ADJ.	REV. BUD.	YTD EXP	ENCUM. REQUESTS	AVAIL. BUD.	IN RE- CAST	CURR NTF	YR. END EST.												
840	11013	ASSISTANT PRINCIPAL	-	-	-	-	-	-	-	-	-	-	-	-	-												
841	21102	PROGRM DIR. EARLY CHILDHOOD	-	-	-	-	-	-	-	-	-	-	-	-	-												
842	21201	DIRECTOR	-	-	-	-	-	-	-	-	-	-	-	-	-												
843	21202	ASSISTANT SUPERINTENDENT NRS	202,666	307,533	314,793	214,797	5,907	220,704	186,749	33,954	0	220,704	1,00	0	0												
844	21211	PROGRM DIR. OF NRS & I2	319,072	326,228	328,215	341,860	-	341,860	289,278	52,582	0	341,860	2,00	0	0												
845	21220	CURRICULUM SUPERVISOR	241,290	192,142	212,557	226,395	-	226,395	186,215	69,660	0	226,395	1,60	0	0												
846	21303	SUBSTITUTE TEACHERS	109,332	164,872	82,896	165,000	(15,000)	150,000	64,722	-	85,276	150,000	-	-	-												
847	21318	BUILDING SUBSTITUTES	-	-	-	-	-	-	-	-	-	-	-	-	-												
848	21303	SPECIAL CLASS TEACHERS	5,330,334	5,158,898	4,948,436	5,051,124	(27,828)	5,055,295	3,555,012	1,376,799	93,484	4,931,811	58,40	93,484	93,484												
849	21304	HOMEREMEDIAL	264,300	240,916	181,190	218,000	-	218,000	137,697	4,660	75,443	218,000	-	-	-												
850	21306	TEACHERS OF THE GIFTED	-	-	-	-	-	-	-	-	-	-	-	-	-												
851	21307	SPEECH THERAPISTS	1,571,386	1,536,771	1,702,788	1,752,175	(112,308)	1,649,845	1,206,801	441,064	0	1,649,844	17,40	0	0												
852	21308	SUMMER SCHOOL & HTPs	870,128	866,160	857,531	882,812	30,000	857,812	760,900	-	136,912	897,812	-	-	-												
853	21403	PSYCHOMETRICS	1,014,025	958,412	909,970	1,016,870	(68,069)	948,800	689,109	259,690	1	948,799	11,60	1	1												
854	21404	SCHOOL CASE WORKER	250,976	253,698	238,031	231,451	-	231,451	380,235	71,216	(0)	231,451	2,00	0	0												
855	21407	SCHOOL-BASED NRS FACILITATORS	424,945	473,250	453,088	483,986	30,973	514,959	383,692	171,267	(0)	514,959	5,00	0	0												
856	21408	SPSS ADDITIONAL DAYS	-	-	-	20,017	2,844	22,860	18,704	4,156	(0)	22,860	-	-	-												
857	21409	BEHAVIORAL ANALYST	-	-	134,678	158,648	3,570	162,118	122,297	39,280	0	162,118	2,00	0	0												
858	21410	PHYSICAL THERAPIST	-	-	103,090	116,537	2,622	119,159	82,495	36,664	(0)	119,159	3,00	0	0												
859	21501	PRINCIPAL/DIRECTOR SECRETARY	402,476	411,537	392,836	349,224	13,359	363,383	302,299	55,080	4,303	358,210	5,33	4,303	4,303												
860	21603	TEACHER ADRES	2,244,999	2,712,531	2,912,501	3,090,564	29,272	3,080,336	2,488,131	550,623	41,861	3,038,954	84,30	41,861	41,861												
861	21605	TRANSPORTATION DRIVER	86,941	87,339	77,600	78,461	(766)	77,675	62,006	13,295	2,374	75,301	2,00	2,374	2,374												
862	41002	NURSES	313,265	270,753	249,653	263,279	5,141	268,421	219,617	48,804	0	268,421	3,60	0	0												
863	41004	SUBSTITUTE NURSES	-	-	30,964	15,000	-	15,000	12,345	-	2,655	15,000	-	-	-												
864	TOTAL PERSONNEL															14,142,405	13,361,540	14,084,842	14,894,399	(60,226)	14,533,973	10,981,064	3,190,576	642,333	4,391,328	197,73	142,645

864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	
OPERATING			ACTUAL	ACTUAL	ACTUAL	ORIG	TRFBS	REV.	YTD	ENACTM.	AVAIL	FORE	CURR	VR. END																										
			2017 - 2018	2018 - 2019	2019 - 2020	APPRO	AMT	BUD.	EXP	REQUES.	BUD.	CAST	STF	EST.																										
12001	CONSULTANT SERVICES	1,275,005	1,376,446	1,205,547	1,330,446	(11,621)	1,330,446	1,330,446	886,771	356,670	65,304	1,330,446	-	-																										
21005	CONTRACTED SURGEON	664,106	786,385	657,359	634,084	138,244	634,084	634,084	534,371	207,740	30,147	634,084	-	-																										
21009	CONTRACTED PHYSICIAN THERAPY	413,778	403,411	377,293	352,011	108,500	352,011	352,011	599,572	246,124	14,811	352,011	-	-																										
21011	CONTRACTED PHYSICIAN THERAPY	230,649	363,135	353,375	362,125	98,500	362,125	362,125	227,090	62,199	31,136	362,125	-	-																										
12004	LEGAL SERVICES	209,431	293,049	207,065	209,000	-	209,000	209,000	132,728	132,372	38,000	290,000	-	-																										
22001	TEXTBOOKS-NEW	20,161	23,973	5,494	5,500	-	5,500	5,500	1,084	200	4,216	5,500	-	-																										
22003	TEXTBOOKS-CONSUMABLES	5,130	6,016	4,099	5,120	-	5,120	5,120	3,049	27	2,044	5,120	-	-																										
23003	PERIODICALS	126	-	-	-	-	-	-	-	-	-	-	-	-																										
24015	GENERAL TEACHING SUPPLIES	75,665	67,449	50,926	52,000	-	52,000	52,000	22,626	4,523	24,851	52,000	-	-																										
24016	SPECIAL EDUCATION TESTING	43,442	63,765	53,126	53,350	-	53,350	53,350	29,564	21,470	2,396	53,350	-	-																										
25003	PROFESSIONAL DEVELOPMENT	154,767	144,337	120,061	150,000	-	150,000	150,000	61,282	76,343	12,375	150,000	-	-																										
25004	LOCAL TRAVEL EXPENSE	1,523	2,056	2,218	2,000	-	2,000	2,000	78	-	1,922	2,000	-	-																										
25011	FIELD EVALUATION	3,302,45	3,25,065	216,051	3,303,000	(167,000)	143,000	143,000	86,520	9,686	46,794	143,000	-	-																										
25013	TEMPORARY EMPLOY SERVICES	-	-	-	-	-	-	-	-	-	-	-	-	-																										
25026	TOOLS AND EQUIPMENT	800	1,469	800	1,000	-	1,000	1,000	960	-	40	960	-	-																										
25031	COMPUTER SOFTWARE & SUPPLIES	63,516	59,256	39,111	27,500	3,689	31,000	31,000	24,454	2,002	4,354	31,000	-	-																										
52002	INSTRUCT SPECIAL ED TRANS	683,096	863,681	775,621	729,455	-	729,455	729,455	493,512	196,704	37,239	696,632	-	-																										
52003	INSTRUCT SPECIAL ED TRANS	459,007	466,859	483,518	470,000	-	470,000	470,000	169,919	145,218	163,863	324,265	-	-																										
72004	REPAIRS AND SERVICE CONTRACT	-	-	-	-	-	-	-	-	-	-	-	-	-																										
14003	TUTORING-HIGH SCHOOL	19,841	135,765	265,219	235,000	-	235,000	235,000	118,147	15,549	111,304	133,665	-	-																										
14003	TUTORING-HIGH SCHOOL	6,649,461	2,073,659	6,686,475	6,503,314	-	6,503,314	6,503,314	4,124,994	2,211,880	163,440	6,482,677	-	-																										
TOTAL OPERATING			11,879,313	12,756,966	11,796,292	11,812,265	1,306,312	81,943,197	7,511,742	3,690,219	744,216	11,642,456	-	-																										
EQUIPMENT																																								
12001	NEW ASSISTIVE TECHNOLOGY EQ	34,934	34,318	20,537	30,000	(465)	29,535	29,535	15,766	13,415	0	29,535	-	-																										
12001	TOTAL EQUIPMENT	34,934	34,318	20,537	30,000	(465)	29,535	29,535	15,766	13,415	0	29,535	-	-																										
GRAND TOTAL SPECIAL EDUCATION			26,011,442	36,443,744	25,483,660	24,432,694	69,421	26,506,705	19,432,596	6,894,650	3,183,549	24,664,123	197,23	443,584																										
REVENUE			2017 - 2018	2018 - 2019	2019 - 2020	Orig. Bud.	Adj. Bud.	Rev. Bud.	Rev. Received	Rev. Requested	Rev. Requested	Rev. Requested	Rev. Requested	Rev. Requested																										
14001	BOARD OF EDUCATION FUNDATION	-	-	-	-	-	-	-	-	-	-	-	-	-																										
14002	EXCESS CONTRIBUTION	(3,412,041)	(3,427,518)	(2,866,281)	(2,321,235)	-	(2,321,235)	(2,321,235)	(2,079,824)	-	(2,095,923)	(2,095,923)	-	-																										
14002	REVENUE	(3,412,041)	(3,427,518)	(2,866,281)	(2,321,235)	-	(2,321,235)	(2,321,235)	(2,079,824)	-	(2,095,923)	(2,095,923)	-	-																										
NET SPECIAL EDUCATION EXPENSE			22,596,741	33,315,246	23,387,403	2	69,421	24,188,470	16,346,592	6,894,650	(1,512,731)	33,346,199	-	-																										

RC - 25	FIXED COSTS	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TIMERS ADJ.	REV. BUD.	YTD EXP	ENCLUM. REQUES.	AVAIL. BUD.	NUMER. CAST	CURR KTY	YR. END EST.
904	52001	1,830,185	2,067,272	2,232,400	2,342,829	(129,046)	2,213,783	1,706,046	448,324	59,412	2,157,170		56,613
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986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000	1001	1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012	1013	1014
PG - 26	EARLY LEARNING PROGRAM	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFBS ADJ.	REV. BUD.	YTD EST.	ENCUM. REQUES.	AVAIL. BUD.	FINRES. CAST	CURR STF	VR. END EST.															
21102	ASSISTANT PRINCIPAL	150,363	153,746	157,205	(6,135)	-	161,135	156,345	24,790	-	161,135	1.00	-															
21202	INSTITUTE TEACHERS	8,150	12,350	2,800	10,000	-	10,000	5,810	-	4,184	10,000	-	-															
21303	SPECIAL CLASS TEACHERS	64,314	692,350	751,740	785,360	(16,520)	768,840	566,856	221,994	0	768,840	8.80	0															
21603	TEACHER AIDES	510,545	625,513	541,199	649,904	(13,412)	616,487	470,941	111,202	34,343	582,143	17.00	34,343															
	TOTAL PERSONNEL	1,377,372	1,483,969	1,456,944	1,606,419	(69,837)	1,556,402	1,159,958	357,906	38,227	1,532,138	26.80	34,343															
22001	TECHNICAL SUPPLIES	5,700	811	3,108	5,000	(15,600)	2,010	1,603	-	1,207	2,610	-	-															
24011	GENERAL TEACHING SUPPLIES	6,572	5,455	2,096	6,000	-	6,000	4,654	-	1,146	6,000	-	-															
25011	SPECIAL EDUCATION TESTING	499	484	-	500	-	500	312	-	183	500	-	-															
25003	PROFESSIONAL DEVELOPMENT	8,368	11,453	3,464	10,000	-	10,000	898	0,000	902	10,000	-	-															
25025	DUES AND MEMBERSHIPS	200	-	-	-	-	-	-	-	-	-	-	-															
	TOTAL OPERATING	21,218	18,228	8,668	22,000	(13,600)	16,510	6,871	9,000	2,639	18,510	-	-															
12020	NEW CLASSROOM FURNITURE	1,239	-	1,231	-	-	-	-	-	-	-	-	-															
70010	NEW CLASSROOM FURNITURE	952	792	-	1,000	(479)	209	209	-	0	209	-	0															
	TOTAL EQUIPMENT	2,191	792	1,231	1,000	(479)	209	209	-	0	209	-	0															
	TOTAL EARLY LEARNING PROGRAM	1,480,792	1,502,995	1,468,843	1,629,419	(54,218)	1,575,201	1,167,847	366,906	41,167	1,602,017	26.80	34,344															
14003	ELP TUITION	(306,594)	(336,631)	(275,921)	(332,225)	-	(332,225)	(233,612)	-	(233,612)	(340,517)	-	(91,706)															
	TOTAL ELP TUITION	(306,594)	(336,631)	(275,921)	(332,225)	-	(332,225)	(233,612)	-	(233,612)	(340,517)	-	(91,706)															
	TOTAL EARLY LEARNING PROGRAM	(306,594)	(336,631)	(275,921)	(332,225)	-	(332,225)	(233,612)	-	(233,612)	(340,517)	-	(91,706)															
	TOTAL EARLY LEARNING PROGRAM	1,094,198	1,166,365	1,192,922	1,297,194	(54,218)	1,242,976	933,431	366,906	(192,450)	1,269,496	26.80	(57,844)															

RC - 28	COVID EXPENSES	ACTUAL 2017 - 2018	ACTUAL 2018 - 2019	ACTUAL 2019 - 2020	ORIG APPRO	TRFES ADJ	REV. BUD.	YTD EXP	ENCUM. REQUERS.	AVAIL BUD.	FORE- CAST	CURR STF	YR. END EST.
1015	2610003	HINDLEY 3rd GRADE TEACHER	-	-	-	66,169	66,169	45,009	20,360	0	66,169	100	0
1016	2610003	HUMMES 1st GRADE TEACHER	-	-	-	113,025	113,025	78,248	34,777	0	113,025	100	0
1017	2610004	HUMMES 4th GRADE TEACHER	-	-	-	-	-	-	-	-	-	100	-
1018	2610003	HOX RIDGE 3rd GRADE TEACHER	-	-	-	-	-	-	-	-	-	100	-
1019	2610001	MOYLE 1st GRADE TEACHER	-	-	-	-	-	-	-	-	-	100	-
1020	2610004	MOYLE 4th GRADE TEACHER	-	-	-	54,396	54,396	37,659	16,737	0	54,396	100	-
1021	2610005	TONGHERS 3rd GRADE TEACHER	-	-	-	63,396	63,396	43,890	19,506	0	63,396	100	0
1022	261002	SUNSHINE TEACHERS	-	-	-	49,000	49,000	44,324	4,676	0	49,000	-	-
1023	261002	CAMPUS MONITORS	-	-	-	82,865	82,865	62,542	20,323	0	82,865	600	-
1024	261003	CAMPUS MONITORS	-	-	-	168,000	168,000	132,504	35,496	0	168,000	600	0,002
1025	261003	CLINT STAFF	-	-	-	388,964	388,964	318,239	70,727	154	388,964	100	154
1026	1030	TECHNICIAN	-	-	-	20,000	20,000	16,000	4,000	-	20,000	-	15,000
1027	1032	NURSE	-	-	-	14,243	14,243	11,654	2,589	0	14,243	0,20	0
1028	1033	NURSE	-	-	-	221,872	221,872	143,308	78,564	2	221,872	-	2
1029	1034	NURSE CONTRACT TRAINING	-	-	-	36,505	36,505	34,206	2,299	0	36,505	61,005	22,500
1030	1035	PART TIME CUSTOMERS	-	-	-	121,208	121,208	87,036	34,173	0	121,208	112,438	8,730
1031	1036	CUSTOMER OVERTIME	-	-	-	90,287	90,287	74,031	16,256	0	90,287	-	0
1032	1037	STAFF DEVELOPMENT	-	-	-	20,421	20,421	-	-	0	20,421	-	-
1033	1038	TOTAL PERSONNEL	-	-	-	1,512,853	1,512,853	1,155,121	267,737	99,395	1,533,664	18,28	128,611
1034	12011	CONSULTANT SERVICES	-	-	-	-	-	-	-	-	98,747	-	98,747
1035	21004	RESOURCE MATERIALS	-	-	-	69,551	69,551	-	-	20	69,551	-	20
1036	24040	COMPUTER SOFTWARE & SUPPLIES	-	-	-	-	-	0	-	0	-	-	-
1037	35000	PHONE AND FIRE SERVICES	-	-	-	33,484	33,484	-	-	0	33,484	0	-
1038	42001	HEALTH SUPPLIES	-	-	-	-	-	-	-	-	-	-	-
1039	52001	REGULAR Pupil TRANSPORTATION	-	-	-	14,306	14,306	9,433	4,883	-	14,306	-	-
1040	66001	CUSTOMER SUPPLIES	-	-	-	120,000	120,000	111,116	8,123	752	120,000	-	-
1041	72001	CONTRACTED JANITORIAL SERVICE	-	-	-	350,000	350,000	222,140	127,860	-	350,000	16,750	-
1042	74000	EMERGENCY REPAIRS	-	-	-	135,934	135,934	124,961	6,966	0	135,934	-	-
1043	82001	HEALTH INSURANCE	-	-	-	58,379	58,379	58,378	1	0	58,378	-	-
1044	84001	RETIREMENT	-	-	-	41,582	41,582	41,582	-	-	41,582	-	-
1045	01002	YVCA	-	-	-	127,560	127,560	127,560	-	-	127,560	-	-
1046		TOTAL OPERATING	-	-	-	951,196	951,196	800,633	147,562	791	1,033,164	-	181,969
1047	123031	NEW COMPUTER EQUIPMENT	-	-	-	12,962	12,962	12,756	-	206	12,756	-	206
1048		TOTAL EQUIPMENT	-	-	-	12,962	12,962	12,756	-	206	12,756	-	206
1049		TOTAL COVID REOPENING	-	-	-	2,477,810	2,477,810	1,978,500	415,118	91,391	2,579,304	18,28	102,374

**Darien Public Schools
Budget Projection for 2020-21**

Category	EXPENSES				Adjmt.	Rev. Bud.	Exp.	Estimate	Avail. Bud.	Exp. Forecast	CURR STP	Surplus/ (Shortfall)
	2017 - 2018	2018 - 2019	2019 - 2020	(Orig. Bud.)								
Personnel	62,310,909	63,563,744	64,824,865	60,852,133	907,883	67,770,016	50,779,576	15,513,482	1,317,024	67,358,372	781.71	411,643
Operating	19,142,838	19,532,888	19,215,318	17,275,864	1,044,931	18,524,295	13,081,271	4,857,071	1,370,453	18,536,424	-	367,471
Fixed	17,210,948	19,884,788	19,399,467	20,654,860	180,487	20,535,073	16,908,111	913,892	2,734,952	20,513,202	-	466,271
Equipment	9,048,719	1,097,157	877,318	482,464	19,723	473,380	439,832	27,776	6,362	473,072	-	316
GRAND TOTAL EXPENSES	100,267,604	102,987,496	104,316,586	105,265,261	1,662,653	107,771,673	81,466,356	21,066,607	5,246,811	106,683,973	781.71	839,260
REVENUE												
RC-1 Student Parking Fees	(11,000)	(11,000)	(11,000)	(11,000)	-	(11,000)	-	-	(11,000)	(11,000)	-	-
RC-13 Summer School Field Inc	35,000	35,000	35,000	35,000	-	-	-	-	-	-	-	-
RC-12 Building Rental	105,423	105,257	105,433	91,280	-	(91,200)	(22,213)	-	(22,213)	(22,213)	-	(66,557)
RC-12 Use of People	1,441,540	1,443,197	1,443,109	1,443,000	-	(140,880)	(289,275)	1,537	(710,670)	(210,670)	-	796,370
RC-15 Revenue for IT Services	(201,323)	(201,971)	(212,645)	(176,929)	-	(216,929)	-	-	(216,929)	(216,929)	-	-
RC-20 Revenue for IT Services	-	-	-	-	-	-	-	-	-	-	-	-
RC-23 Continuation Education	-	-	-	-	-	-	-	-	-	-	-	-
RC-23 Summer School	(596,321)	(621,437)	(197,435)	(46,612)	(74,723)	(121,335)	(121,335)	-	(121,335)	(121,335)	-	-
RC-24 Access Cost Grant*	(3,412,941)	(3,427,516)	(2,566,286)	(2,321,235)	-	(2,321,235)	(2,779,924)	-	(2,695,922)	(2,695,922)	-	374,687
RC-24 ELP Tuition	-	-	-	-	-	-	-	-	-	-	-	-
RC-25 CIP/EdTech and Miscellaneous	(319,340)	(334,500)	(344,369)	(202,642)	-	(202,642)	(71,119)	178	(204,584)	(204,584)	-	1,942
RC-26 Early Learning Program	(306,504)	(336,621)	(275,921)	(332,295)	-	(332,295)	(233,617)	-	(233,617)	(240,517)	-	(67,304)
GRAND TOTAL REVENUE	(5,122,066)	(5,207,491)	(3,764,189)	(3,362,463)	(74,723)	(3,437,186)	(3,903,412)	1,738	(3,716,249)	(4,273,378)	-	286,264
NET BUDGET (Appropriation)	95,145,547	97,780,005	99,544,396	102,496,797	1,588,330	104,334,586	78,562,944	21,068,242	1,532,542	103,148,204	781.71	1,135,704
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Darien Public Schools COVID Savings in Operating Budget

Savings Transferred (Approval by BOE)

Category	RC	Amount	Reason
DHS Science Supplies	1	\$ 16,000	Change in Schedule meant less lab supplies
Other Student Activities	1	\$ 7,000	Cancelled China Exchange Trip
MMS Science Supplies	3	\$ 4,000	Remote/Hybrid Days meant less supplies
MMS Memberships	3	\$ 1,200	NCTE Membership not used due to COVID
MMS Clubs and Councils	3	\$ 10,759	Clubs not running due to COVID
Hindley Clubs and Councils	5	\$ 4,400	Clubs not running due to COVID
Holmes Clubs and Councils	7	\$ 1,177	Clubs not running due to COVID
Ox Ridge Clubs and Councils	8	\$ 1,177	Clubs not running due to COVID
Intramurals	11	\$ 46,235	Intramurals not running in full due to COVID
Weight Room	11	\$ 10,000	Weight Room not running we full due to COVID
YMCA Overtime	11	\$ 33,500	Building Rentals Stopped due to COVID
Fall Sports Officials	11	\$ 12,000	Less Falls sports due to COVID
Fall Athletic Transportation	11	\$ 51,730	Less Falls sports due to COVID
Facilities Conferences	12	\$ 6,875	Facilities Conferences not running fa full due to COVID
Music Competition Transportation	13	\$ 12,000	Music Competitions cancelled due to COVID
CEN Conference Cancelled	15	\$ 1,500	CEN Conference Cancelled due to COVID
DMG Conference Cancelled	16	\$ 2,029	DMG Conference Cancelled due to COVID
Superintendent Professional Meetings	16	\$ 2,000	Professional Meetings cancelled due to COVID
CES Conference Cancelled	18	\$ 1,500	CES Conference Cancelled due to COVID
Fields Trips	19	\$ 3,705	Field Trips cancelled due to COVID
Itinerant Travel	19	\$ 3,225	Less Itinerant Travel due to COVID
Regular Transportation	25	\$ 33,884	3 less school days due to COVID
Regular Transportation	25	\$ 47,725	MMS Late Bus not running due to COVID and Diesel Savings
Total		\$ 313,621	

Savings in Available Balance due to COVID

Curriculum Supervision	1	\$	12,702	Supervisory Stipends not filled due to LOA due to COVID
DHS Interns	1	\$	8,875	Less interns available due to COVID
DHS Clubs and Councils	1	\$	2,200	Outdoor club not running due to COVID
MMS Interns	3	\$	8,828	Less interns available due to COVID
Hindley Interns	5	\$	3,825	Less interns available due to COVID
Holmes Interns	7	\$	9,700	Less interns available due to COVID
Holmes Clubs and Councils	7	\$	1,023	Clubs not running due to COVID
Ox Ridge Interns	8	\$	14,175	Less Interns available due to COVID
Ox Ridge Clubs and Councils	8	\$	6,451	Clubs not running due to COVID
Athletic Transportation	11	\$	65,100	Shortened Winter Season
Officials	11	\$	25,970	Shortened Winter Season
Use of Fields revenue	12	\$	70,670	Additional Revenue due to virtual DSS
Building Rentals	12	\$	(69,587)	Less revenue due to halting all building rentals
Music Clubs and Councils	12	\$	8,028	Less Clubs due to COVID
Music Travel	13	\$	1,065	Less travel due to COVID
Superintendent PD	16	\$	214	DMG Conference Cancelled
Superintendent Meetings	16	\$	832	Cancelled due to COVID
HR and Finance Travel	18/20	\$	750	No Travel due to COVID
Teacher Aide	24	\$	37,456	Special Ed Para not filled due to remote student
Special Education Transportation	24	\$	178,558	Less Transportation due to COVID Higher Reimbursement Rate due to COVID school shutdowns state wide. Represents
Excess Cost	24	\$	178,329	reimbursement above 75%
Diesel Fuel	25	\$	45,000	Less fuel used due to less bus runs
Electric	25	\$	24,001	Less Electricity due to hybrid, remote days
Water	25	\$	5,650	Less water usage due to hybrid, remote days
Sewer	25	\$	12,136	Less sewer costs due to school shutdowns
Total		\$	651,951	

Total Operating COVID Savings	\$	965.572
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Memorandum

DATE: May 18, 2021
TO: Dr. Alan Addley, Superintendent of Schools
FROM: Richard Rudl, Director of Finance & Operations
SUBJECT: FY22 ESY

The FY22 Budget provided \$1,063,635 for ESY plus an additional \$141,220 for transportation for ESY. This was an increase in salaries due to the number of days ESY services would be provided in June 2022 along with contractual increases. ESY begins June 28th, which means three days of ESY will be expensed into FY 21 at the FY 21 rates, with the remaining days expensed in FY22 at the FY22 rates and the days in June of 2022 would then be expensed in FY22 as well. We anticipate the available balance of \$136,912 will be sufficient to fund the three days in FY21.

FY 22 ESY is projected to have 111 students more than the FY 20 ESY (the last in person ESY). As a result of this, student increase it is anticipated that, there will be a need for the following additional staff to accommodate services for students:

- 18 additional paraprofessionals
- 3 additional teachers

Due to specific support services that are needed ESY also will result in the following reduction in necessary staff:

- 3 fewer psychologists
- 3 fewer occupational therapists

Based on this, we are anticipating the total cost of salaries to increase by \$71,690.

The additional 111 students will require one additional bus than is typical for ESY this summer. As a result, we are estimating that transportation costs will increase by \$14,030.

In total, we are anticipating increase costs of \$85,720 due to staffing and transportation.

We have been notified by the Connecticut State Department of Education that we have been awarded for FY 22 a COVID19 Special Education ESY grant in the amount of \$20,000. This grant will offset some of the cost associated with the increase in ESY. As a result, this will bring down the projected shortfall to \$65,720. We anticipate this cost to be funded through the American Rescue Grant, which would satisfy a portion of the 20% threshold for learning loss.

PERSONNEL ACTION REPORT

May 25, 2021

Item	Name	Action	Replacing/Location/Position	Effective Date		Tenure Area	Certification Class/Step
				From	To		
Appointments							
1	Karolyn Rodriguez	Appointment	S Somers/MMS/Principal	7/1/2021	6/30/2023	Teacher	Intermediate Administrator
2	Lindsay Aronheim	Appointment	New Position/TBD/Assistant Principal	7/1/2021	6/30/2023	Teacher	Intermediate Administrator
3	Leslie Davis	Appointment	New Position/TBD/Assistant Principal	7/1/2021	6/30/2023	Teacher	Intermediate Administrator
4	Victoria McVie	Appointment	New Position/TBD/Assistant Principal	7/1/2021	6/30/2023	Teacher	Intermediate Administrator
Resignations and Retirements (Informational Only)							
5	Lucy Kamberi	Retirement	MMS/Food Service Worker		6/30/2021		
6	Rosa Colacicco	Retirement	Tokeneke/Food Service Worker		6/30/2021		
7	Mary Lay	Retirement	Ox Ridge/Secretary		6/30/2021		
8	Serafina Sicignano	Resignation	DHS/Spanish Teacher		6/30/2021		