

## Greenwich Board of Education Follow Up Questions Following November 2, 2023 Meeting (Part 2)

Karen Kowalski

**1. How many teachers have we hired since the school year 2019-2020 and at what cost?**

2019-2020 863.1 GEA in Operating  
2023-2024 864.6 GEA in Operating  
Addition of 1.5 FTE

Special Education has grown 200+ students across the district. GPS has shifted resources from general education where class sizes were slightly down (like an English teacher retirement) to create a new position for Special Education, psychologist, or speech to provide enough staff for caseload management.

The district has been moving staff from within the district to cover shortfalls in staffing and reducing sections in K-5 elementary, middle school general education and high school general education.

For the 2023-2024 budget GPS reduced 1.2 in K-5 specials, 1.0 in K-5 classrooms, 4.0 in Middle School core positions, 6.0 in high school positions in order to meet the 2.9% guideline for 2023-2024.

In addition, GPS has made shifts such as 6.0 coaching positions in GEA to create a math interventionist for every elementary school.

Shifting K-5 classroom positions across the district and moving positions to other needed roles within the district.

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**2. In FY25, you are reducing five teachers (three in middle school and two in high school) for two psychologists and three social workers?**

A multitude of shifts are occurring in the FY25 budget.

- 2.0 were hired September 2023 (Spec Educ new positions at Old Greenwich and Glenville)
- 2.0 are the current FY24 Interim (ISD & Riverside shared teacher, psychologist)
- 3.0 Social Workers from ARP
- 1.0 Special Educ Co-Teach program at Cos Cob; new position per Action Plan
- 1.5 PreK Teachers - new for growth and legislative change
- 3.0 Special Ed from ARP (must retain due to growth of 200+ students)
- 2.0 Special Ed from IDEA Grant (grant not increasing at the same rate as salaries)
- 1.0 Psychologist - ARP (must retain due to growth)
- .5 Speech - new for PreK growth
- 1.0 Financial Analyst - ARP (there is a planned reduction for savings in positions)

To Offset:

\*\*Reductions of 1.0 in K-5, 3.0 in middle school, 2.0 at GHS

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**3. How many teachers will be coming under the operating budget that were previously on the ARP ESSER Funding?**

7.0 teachers and 1.0 finance analyst. The teaching positions are all related to Special Education growth and 3.0 social workers for elementary (see above)

Please see offset reductions

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**4. How many administrators work in the Havemeyer Building and not in the classrooms?**

Certified Administrators

\*Administrators are out in the buildings working with staff and running PPT meetings, eligibility meetings, visiting classrooms, supporting professional learning, attending professional learning meetings, conducting Title IX and bullying investigations, meeting with staff on HR issues, etc.

Superintendent  
Deputy Superintendent  
Chief of K-12 Curriculum  
Chief of Human Resources  
Chief of Special Education

K-8 English Language Arts Coordinator  
K-8 Math Coordinator  
K-8 Science and K-5 Social Studies Coordinator  
K-12 World Language/ EL Coordinator  
K-12 Music and Arts Coordinator  
Research- System administrator for all instructional software and School Educational Systems, Research, District State Assessment Coordinator

Special Education Coordinator- pre-K, OG, New Leb, Ham Ave, JC, North Street and Cos Cob  
Special Education Coordinator - Riverside, ISD, North Mianus, Glenville and Parkway  
Special Education Coordinator - EMS,CMS,WMS  
Special Education Coordinator - GHS  
Special Education Administrator- Out of District/ private school

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**5. Why is the professional attorney services number on page 21 (250K) different from 150K on page 24?**

The \$250,000 is the total. Page 21 is the total district. If you look right at the top, it is listed under the heading. Notice at the bottom of page 22, you can see the total budget for the district.

Page 23 is the operating revenue, and then on page 24, you can see totals for "Administrative" 600's.

Line 51400 has \$150,000 budgeted, of which \$140,000 is for Human Resources labor consulting from Shipman.

On page 26, you can see the other \$100,000 budgeted under "Instruction" 620s. This is for Special Education legal consulting.

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- 6. What is the difference between the "Financial Summary by Function" vs the "Detail by Function?" None of the numbers are the same when looking at the same description and operating code. Hence my question #5.**

As referenced above, the headings are very important to help you look at a more detailed view. Summary documents roll the numbers up for the whole district into the combined cost for the same item (ie: professional services- attorneys).

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- 7. Page 24 – are tuition payments for employees. Why is that coming down 20.9%?**

These are tuition payments, under 600 (ADMINISTRATIVE) for items like a non-certified employee who takes a university course or a course for certification in a non-teaching role. The total was brought down based on actuals from 2023, but also trying to keep enough funds as the line returns to more normalcy post-COVID. On page 26, under 620 Instruction, you can see the same object codes for tuition for certified staff.

These views are roll-ups of the full district sub accounts.

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- 8. We need a maintenance report for the 15 schools for this year. We have \$1.4m in maintenance (page 22). I would like to understand what is the maintenance plan for that \$1.4m.**

On page 22, you are looking at the full district, all "400s" accounts, under maintenance. This not only includes Facilities, but also all other departments, including IT & the schools. Over \$350,000 of this is for Maintenance Of Instructional Equipment (51400), which is all athletic equipment, music equipment, academic equipment, etc. To see facilities specifically, see page 29 (titled 650 Maintenance Of Plants) for Maintenance of the buildings. This shows a more detailed breakdown of how the funds are being spent. At \$1,024,000, that is only about \$60K per facility.

To keep it in perspective, per building is not much when plumbing issues, HVAC issues, flooding, and other unanticipated items happen. Hamilton Avenue HVAC alone wiped out this line as GPS awaits approval of the interim. GPS also maintains the Community Connections building and Havemeyer.

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- 9. What are the medical and dental expenses for \$1.6m on page 21? This is throughout the budget. What is the total spent on medical and dental expenses (51420) and why do we need this?**

Constellations provides Occupational and Physical Therapy services for students district wide. These are mandated services on student IEPs. The number of students requiring this service has increased. Delta T nursing is for sub nurses when nursing coverage is needed at GPS schools due to school nurse absences.

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**10. What is “office services for \$1.8m page 21?”**

This is the sum of almost all office or non-personnel services, including copiers, many subscriptions, newspapers, the International Baccalaureate Organization, shredding, printers/copiers, all non-PD professional memberships, field trip museum entry admissions, athletics entry fees, security system services, etc. It is a very broad category.

Keep in mind, page 21 is the entire district.

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**11. What is “office services – PD” for 26K on page 21?”**

This is office services specific to professional development. This is primarily memberships for professional associations and industry groups. It could also be used for some subscription services specific to professional development.

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**12. Why is the “work Trans to/from other dept” a negative number page 22?”**

Payment from the schools and Town of Greenwich for printing via the print shop. GPS bills the various departments and then they transfer funds to cover the third party printing costs. Any time we recover costs, it is negative.

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**13. Highway materials? Page 22**

Street signs for the Safety & Security Department.

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**14. Why is our adult education revenue only \$5K? Why such a difference from 2023 where we had \$105k? (page 23)**

This revenue, from program registrations, is stored in a “RRR” account. We draw revenue down to cover the enrichment adult education program. We don’t really budget any revenue here because it doesn’t offset the mill rate.

The revenue gets posted as it is drawn down. So say this month, we need \$15,000 to cover expenses, we would increase the expense line by \$15,000, post the revenue on the revenue line, and reduce the RRR account by \$15,000.

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**15. Why have our refunds of expenditures come down from 2023 at 23K to 2K for this year? And what refunds are we no longer getting?**

The budget is going from FY24 \$4K to FY25 \$2K. This is a nominal budget because it is for refunds of expenditures, there is no impact on the mill rate as revenue. When an expenditure is refunded, the revenue gets posted in this account and the corresponding adjustment is made in the related expense account. Only if it is prior year is it truly recorded as revenue.

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**16. Doesn't the Town of Greenwich cover teacher benefits at \$728K (p. 32)? And if so, why is that in our budget?**

The district pays the 401K match, eyeglass stipends, and a few other minor contractual benefits.

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**17. How many Special Education teachers are at the high school?**

21.7 teachers (this does not include the 1.0 teacher at community connections or .8 for Windrose)

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**18. Are there any new programs you are including in this budget?**

No, only planned programming such as the Co-teacher at Cos Cob as per the Action Plan and previous budgets to add one class each year until we reach 1 classroom on each grade level K-5. This year we are adding Grade 3.

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**19. Why don't we have any "regular salaries teachers/cert" for the ALP program at Western (p. 34)?**

All middle school buildings schedule a little differently, but all 3 middle schools have teachers who instruct in advanced classes. It's just the way it's coded for WMS.

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**20. Are you projecting coming in over budget in ALP for 2024? (p.34)**

No, this was referenced during the budget presentation. During COVID, we utilized ESSR 1, 2, and ARP to increase positions from 1.7 to 2.0 at each school to keep class sizes smaller in order to practice safe distancing. In ALP they taught literacy, math, and science.

This model allowed GPS to enhance how science was offered and the district was finally able to meet the expectation of the Board of Education to offer ALP science by increasing the instructional time. The district believes this has been valued by staff and families. The BOE could decide to eliminate the option, but science would either not be offered, or look very different from what it currently does.

This is one of the considerations being discussed by the BOE Budget Committee. The program enhancement to offer science for ALP costs \$404,759. The additional increase reflected in the FY25 budget is the general wage increase and step.

## **Budget Considerations**

- Use of ARP Funding & Reading Waiver Impact (\$800k)
- Additional Adjustment to the Preschool Ratio (\$184k)
- Reduce ALP hours for Science (\$404,759)
- Reduce 1.0 district position (\$100k)
- Outsourcing selected services



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**21. Can you give me a breakdown of the number of teachers and paras at each school and what they do? (i.e., first grade, second grade, alp, math, science, etc.)**

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**22. I would like to know how we compare to substitution payments by our surrounding districts.**

| <b>District</b> | <b>Daily Rate</b> | <b>Notes</b>                                     |
|-----------------|-------------------|--------------------------------------------------|
| Stamford        | \$105             | PreK Daily Rate \$155                            |
| Norwalk         | \$120             |                                                  |
| New Canaan      | \$125             | Daily Rate \$150 (work at least 3 days)          |
| Darien          | \$125             |                                                  |
| Fairfield       | \$110             | 15 Day Assignment \$150; 30 Day assignment \$254 |
| Greenwich       | \$110             | Weekly Rate \$140 (work 4 days), \$160 (5 days)  |

To date. This is the information available. GPS will continue to search the incentive pays.

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**23. What are the Havemeyer expenses under “ARTS” on page 35?**

A portion of the arts coordinator salary, special projects like summer curriculum work, piano tuning, and supplies and materials for the art and music program. Payments for any rental of space (ie, location for the District Art Show), mileage for itinerant staff, renewal of computer software (Adobe), the busing AND admission costs of students for the Grade 4 & 5 Asurred Experiences (Grade 4 *Art in Nature* visit to Weir Farm or Sound Waters AND a Grade 5 museum trip), the maintenance and replacement of equipment (kilns, slab rollers, enlargers, etc) throughout all the schools in the district (K-12). Audio visual equipment is primarily used to maintain the Mac lab and darkroom needs for the GHS program.

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**24. Under ARTS – why do some schools have zero for teaching supplies and others don’t? Page 35**

Each school gets their per pupil allotment and they decide how to divide up the funds. It does look different at elementary, middle, and high school. At the elementary the funds tend to be in instructional materials and supplies for the staff in general. This was a recent accounting adjustment in order to assist elementary principals in their budget efficiency and simplification of the process. It is much more granular by program as you move through middle and high school.

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**25. Under Maintenance of Plants, we have \$50K for overtime (page 58). We did not have overtime last year and are curious as to why overtime is needed this year?**

In the actuals column, you can see we did have overtime last year, it just didn’t have a budget. Other than error, there is no reason that the Maintenance division would have \$0 in Overtime budget. For years, we have been running a deficit in this account. See page 29 - this is the entire Maintenance Division budget.

Some of the maintenance overtime is charged to the capital project account if it is directly related to that project and outside of routine work.

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**26. What are the costs (or the budget) just attributed to Havemeyer? Is this Personnel Services on page 66?**

It depends on what you mean by "Havemeyer" as that portion of the budget is "district" for the most part. Our long-term subs and daily subs account for \$3,300,000 of the \$4,254,351 total.

The remainder is primarily in contractual payments for sick day payouts, vacation day payouts (depends on union contracts) and contractual salaries such as the superintendent and deputy.

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**27. What costs under NURSING have been removed from each school?**

Nursing was consolidated on page 64, line 1522 from individual school sites to the district "Havemeyer" line. You will see that the line has gone from \$187,704 in FY24 to \$1,701,055 in the FY25 budget. This is an accounting adjustment for efficiency and more effective monitoring.

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**28. What is the salary attributed to "Private School" on page 69?**

A nurse's salary which must be provided if requested.

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**29. What is the \$1m in "Research" under Havemeyer on page 72?**

Previously, Jen Lau had her budget split between the library media, IT, and Curriculum. For FY25, we created a new account "Research" and moved related funds from each of the other accounts to there. Now her program is not reliant on transfers. She also manages all of the instructional software accounts and we have been working to get those agreements consolidated into one area over the past few years. This greatly assists GPS in monitoring annual price increases and overall software to make sure there is no duplication of different software platforms performing the same function. GPS has worked to eliminate software with low or very little usage.

In addition, all of the enrollment reports, racial balance calculations, magnet lottery, state mandated testing, district annual surveys, and more are generated from this office.

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**30. What is supply acq & management? Page 84**

This is the Purchasing Department which oversees acquiring district level resources, such as copy paper and photocopy contracts. They also manage requests for proposals (RFP's), bids, and contracts for the entire district. The primary expense is salary.

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**31. What is "transportation of \$5.9m attributed to Havemeyer? Page 95**

It is the portion of public transportation. If you look at page 187, it is easier to see the subcategories where you can find the breakout by area (PreK, private schools, etc.).

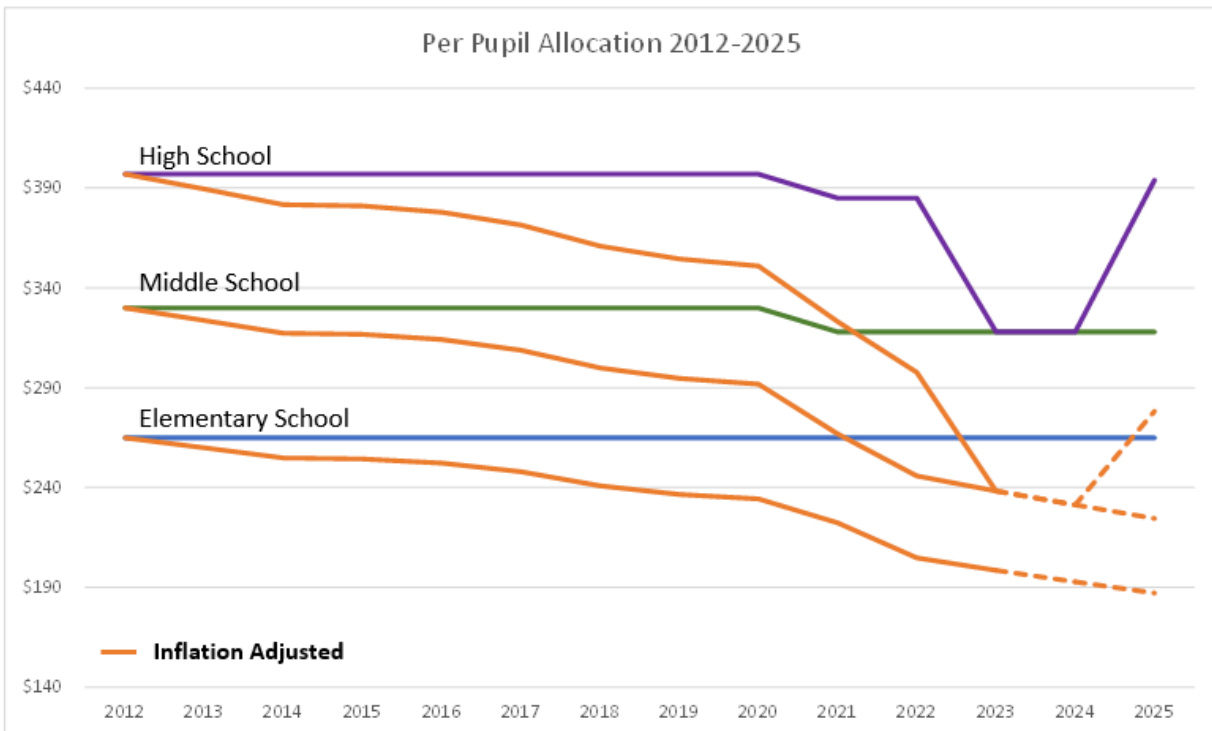
**1. Ref #2887 Teaching Supplies \$10.9k (2023) \$13k (2024) and \$34.6 (2025). Why 3x in 2025? (OGS, Parkway) Why is CMS, JC (ref 1676) cut in half in 2025?**

The per pupil amount is budgeted by the building principal. If a principal wants to spend more or less on teaching supplies, they may do so. They may have put more funds into professional learning or library books.

Each school receives their per pupil allocation (PPA) based on the number of students anticipated to enroll next year. If the enrollment projection is going up, they are budgeted for more funds. If their enrollment projection is going down, they will be budgeted for less. Right before school starts, the district makes every effort to adjust for a school which sees a tremendous increase in unanticipated enrollment, like Kindergarten.

For the current 2023-2024 budget, there were decreases to every school in order to try and bring a 2.9% budget. This year has been very difficult for our schools with the reduction, especially for GHS. Next year, we must restore some funding.

The per pupil is not adjusted for inflation, and has not gone up in a decade.



## 2025 School Per Pupil Allocation Budget

| Location Code | School                  | Actual Enrollment as at 9/1 | Per Pupil | 2024-2025 Allocation |
|---------------|-------------------------|-----------------------------|-----------|----------------------|
| 02            | Hamilton Avenue School  | 255                         | \$265     | \$67,575             |
| 03            | Glenville School        | 414                         | \$265     | \$109,710            |
| 04            | New Lebanon School      | 302                         | \$265     | \$80,030             |
| 05            | Cos Cob School          | 339                         | \$265     | \$89,835             |
| 06            | Julian Curtiss School * | 221                         | \$265     | \$58,565             |
| 07            | North Street School     | 346                         | \$265     | \$91,690             |
| 08            | Parkway School          | 244                         | \$265     | \$64,660             |
| 09            | Dundee School           | 327                         | \$265     | \$86,655             |
| 10            | North Mianus School     | 476                         | \$265     | \$126,140            |
| 11            | Old Greenwich School    | 373                         | \$265     | \$98,845             |
| 12            | Riverside School        | 475                         | \$265     | \$125,875            |
| 13            | Central Middle School   | 502                         | \$318     | \$159,636            |
| 14            | Eastern Middle School   | 800                         | \$318     | \$254,400            |
| 15            | Western Middle School   | 615                         | \$318     | \$195,570            |
| 16            | Greenwich High School   | 2,668                       | \$394     | \$1,050,478          |
| 56            | Windrose                | 40                          | \$385     | \$15,400             |
| 66            | Pre-School              | 225                         | \$294     | \$66,150             |
|               | <b>Total</b>            | <b>8,622</b>                |           | <b>\$2,741,214</b>   |

*\* Julian Curtiss School allocated \$9,000 from the PPA budget to Temp Salary for the 15 hour clerical position for its main office*

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### 2. CMS -Will the operating budget be impacted by the rebuild in any way?

No, we would certainly hope not as operating funds are needed to provide instruction for our students. In many cases, for mandated services and programs.

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### 3. Has the escalation factor been adjusted given recent more optimistic inflation expectations?

The BOE does not have an escalation factor in our operating budget, other than anticipated areas such as software contract increases which are based on previous actuals. For instance, materials and supplies have been flat for a decade (or this current FY24 year, reduced).

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**4. What are the largest extraordinary expenses in the budget?**

The greatest budget amount is always salaries as we are a people driven organization. Behind salaries (76% of the budget), there are utilities, Special Education tuition and settlements, transportation, and purchased services like copiers and legal consultation.

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**5. Please describe the economics of the Pre-k program, including amount and sources of revenue, allocated expenses, FTEs, number of classrooms used, etc.**

PreK is required by federal law and must represent as much as possible the least restrictive environment with typically developing peers and children who have special needs.

Each classroom in Greenwich requires a 1.0 teacher, and 2.7 para-professionals.

| <b>School</b>           | <b>Classrooms</b> |
|-------------------------|-------------------|
| Hamilton Avenue         | 3                 |
| New Lebanon             | 4                 |
| North Street            | 4                 |
| Julian Curtiss          | 2                 |
| Old Greenwich           | 2                 |
| <b>Total Classrooms</b> | <b>15</b>         |

\*\*GPS expects to add a 16th classroom in January or February 2024 based on the number of students being found eligible.

The budget utilized is \$175,000 for every section (classroom).

See page 185 of the [Superintendent's Proposed Budget](#) for a breakdown.

PreK is funded through the operating budget. The anticipated revenue generated to the Town of Greenwich is \$691,120 for FY25.

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**6. Please describe the drivers for teacher salary increases. E.g., Ref # 492 Music Teacher \$130,127 (2023) \$158,354 (2024) \$ 184,123 (2025).**

The drivers are the contractual (percent) increase year over year, and the step increase moving from one level to the next based on years of experience.

When you see a large increase from year to year beyond the two factors of step and percentage increase, it is reflective of a teacher change. It could be a teacher who resigned or retired, and the replacement teacher who was hired was either higher on the scale, or lower. Hence, the difference in salary.

It could also be reflective of a building which saw a larger than expected enrollment and additional FTE was required to have adequate sections for students.

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**7. Route consolidation efforts- three bus routes were eliminated. What was the savings?**

Every route costs approximately \$100,000. If three routes are eliminated, it is approximately \$300,000.

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**8. How many students reside outside of Greenwich? Please break out the categories of tuition payers (teachers, town employees, other) and the amounts received for 2024. How many students at EMS are not residents of the Town?**

| As of 11/28/23                 | # students |
|--------------------------------|------------|
| <b>Elementary</b>              | <b>48</b>  |
| Cos Cob School                 | 11         |
| Glenville School               | 5          |
| International School at Dundee | 1          |
| Julian Curtiss School          | 1          |
| New Lebanon School             | 5          |
| North Mianus School            | 13         |
| North Street School            | 3          |
| Old Greenwich School           | 4          |
| Parkway School                 | 1          |
| Riverside School               | 4          |
| <b>Middle</b>                  | <b>38</b>  |
| Central Middle School          | 19         |
| Eastern Middle School          | 9          |
| Western Middle School          | 10         |
| <b>Greenwich High School</b>   | <b>64</b>  |
| <b>Grand Total</b>             | <b>150</b> |

Out of District Revenue Projected Tuition \$576,600 (FY25)  
Still collecting for FY24

Students are placed where enrollment will not have an impact on adding a classroom in elementary or a teacher in secondary school.

The vast majority of tuition students are children of BOE employees. Less than 10% are children of Town of Greenwich Employees.

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**9. What grants (including ARP, ESSER) are expiring/expired/diminished that have funded various items that will require new funding from taxpayers in order to maintain them?**

All grants are expiring in 2024-2025 associated to COVID. The only grant left remaining to spend is ARP (some refer to as ESSER 3). Funds must be encumbered on or before September 2024.

The only expenses reflected in the operating budget are those areas which have unforeseen changes post-COVID, originally added to the grant Special Education positions for a backlog of evaluations during COVID are now needed for the more than 200 additional students added to Special Education in GPS. There has been an addition of 65 students from October 2022 through October 2023. A programmatic shift the BOE will need to decide to fund or not, most notably ALP increase of .3 at each school to provide targeted science instruction.

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**10. What is the estimated Grant Fund for 2024? How much reimbursement does the town of Greenwich provide for "Grant related benefits?" What are they?**

See page 188 for a breakdown of grants. For 2024, see [finance report from the October meeting](#), page 10. Non-COVID years, we'd run about \$4-5M in grant funds per year.

The TOG does not provide benefits for our grant funded positions. GPS is expected to pay the Town of Greenwich back for those benefits out of the grant funds, or the operating budget. This is becoming more and more difficult as salaries are rising faster than the grant fund increases.

There are numerous federal grant funds, most notably Title I, Title II, Title III, and Title IV which are all instructional based. There are also several IDEA federal grants which are tied to special education and primarily fund positions.

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**11. What is the budget for the professional trades (what classes are offered E.g., wood shop, mechanics) and how has that changed over the last 5yrs? 10yrs?**

GPS does not focus on professional trades, other than in middle school. The high school does not have a woodshop or mechanics program. This is an area of weakness for the district. Students can attend AITA in Stamford, but the GHS schedule is not conducive for students to have internships or work study programs because it rotates every day. The schedule does not work for students who would like to pursue more opportunities.

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**12. Where in the budget is the Minga app (student tracking / PBIS) reflected?**

MINGA is part of the GHS site budget under the student activities as allocated by the GHS administration. Currently, GHS only uses the digital ID. Cost this year is \$12,825 for 3500 students.

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**13. GPS Strategic Plan – the Superintendent's budget refers on page 5 to GPS' strategic plan. The results recently released showed GPS missed in 2022-23 the goals as outlined in the 2027 strategic plan. It was unclear what programs or initiatives are being implemented to address the shortfall. Please describe an action plan.**

The Strategic Plan metrics were set with the Board of Education as “stretch goals” and before we had information from the Connecticut State Department of Education. It is likely that the targets will be adjusted for FY25 as this is the first year of the plan.

There are numerous programs and initiatives which have been implemented through the curriculum management plan, including Big Ideas Math across K- Grades 9/10. Also, the science of reading including Foundations K-3, Heggerty Phonemic Awareness, Vocabulary and Grammar workshops, and new and updated Language Arts and Social Studies in grades 6-8.

There is a tremendous amount of information available online about the Strategic Plan, and the presentations of curriculum presented to the Board of Education.

The action plan is the Strategic Plan and the strategies are outlined in detail.

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**14. Can you provide one chart that includes the test results for 2016-17 and 2017-18 to show how students were performing on SBA ELA (pg. 8) and SBA Math (pg. 10) before COVID pandemic.**

You can't go back to 2016-2017 to make an apples to apples comparison as areas such as Next Generation Science Standards were not finalized by the CSDE and were in development. In addition, the SBA has changed over the past two years where the state is now benchmarking by growth and utilizing new metrics for families and school districts to better understand performance. The district does compare over time and the results were provided to the BOE on pre and post-COVID achievement. COVID emerged in the spring of 2020, and no assessments were given that particular year.

You can watch the [Achievement Data Report video presentation](#) from the October 5 Board Retreat.

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**15. What is the reason for the drop in graduation rates (less .4%) from the previous year.**

A .4 is not considered significant given the size of the GHS graduating class, but generally it is a matter of approximately 2-3 additional students not earning enough credits to graduate. This is a target area in the Strategic Plan. We want to see this metric increase.

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**16. What initiatives are planned to address chronic absenteeism? GPS chronic absenteeism was 13.3% and now it's 10.7% which is a decline from previous year, however, it is still more than double of the 3.4% in previous years.**

Yes, the entire state and country are seeing this trend. The district has a strategic goal aimed at helping students develop a stronger sense of belonging which means a stronger connection with the adults in the buildings. Everything from advisory base, to

working with student government to create a more student centered, positive, and school spirit environment is being worked on.

GPS has also focused on supporting more students and families through the infusion of social workers at K-5 so that families have somebody to assist them when their child may be faced with school avoidance, anxiety, or a host of other mental health related issues which make it difficult for the student to attend in person.

We have also strengthened our Multi-tiered System of Support to look at interventions specific to each student.

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**17. Please describe GPS chronic absenteeism by race and Special Education students. Can you please explain the reason for differences from other students in the district.**

No, we cannot. Each student is supported on an individual basis and there are a variety of reasons why a student is struggling with attendance.

Also, the state has also not adjusted for issues such as positive Covid cases which some students experienced multiple times in a single year.

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**18. Enrollment on page 20–What does the 12+ mean? Is the town capturing new students in the enrollment figure?**

No, these students have always been included as they are students who stay with GPS until the age of 22 as required by law. 12+ is a more respectful way to show we are including all students. They are in the program titled “Community Connections.” Over the years, the district has sometimes looked at K-12, and then PreK and Community Connections in a different chart. It greatly depends on the question being asked. Overall, the district wants to show all students who are part of the entire operating budget and the enrollment of the GPS district.

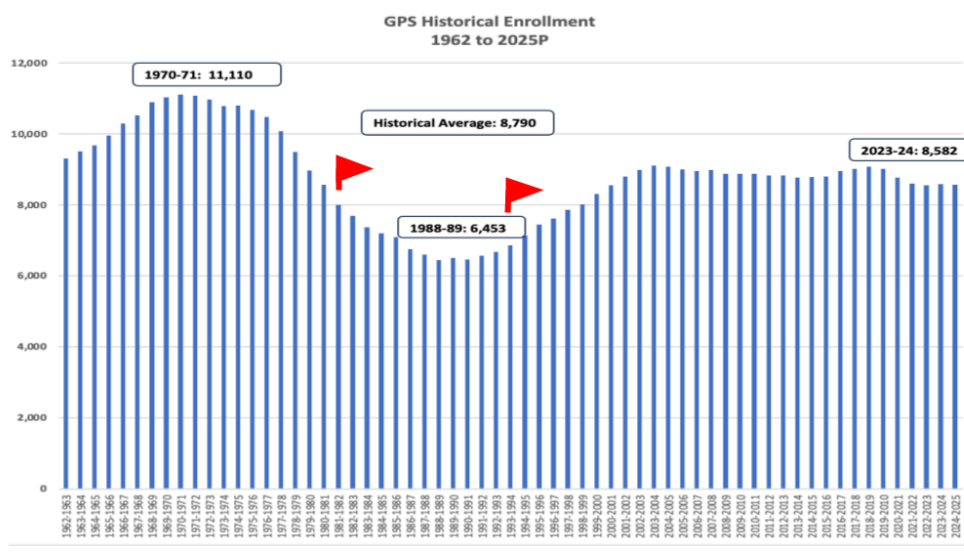
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**19. Historical enrollment page 25 – when did the GPS start including PreK in the enrollment number. That is, do the highlighted figures for 1970-71 and 1988-89 include PreK and 12+? What year did PreK get included in enrollment numbers?**

PreK for special needs has existed since 1986 when it was mandated by federal law. Note the second red flag on the budget presentation slide.

PK did not exist by federal law in the 1970's.

# Student Enrollment: History & Forecasts



## 20. English Language Learners pg. 31 – what language has the most growth? Is it in one area of town over other areas? Is this occurring in other Fairfield County towns?

EL has been growing across the country for decades. The language which is most common for our ELL students is Spanish.

## 21. Free or Reduced Lunch – what qualifies a student to receive benefits? Did the criteria change in the last 5 years?

The federal government puts out the qualification standards for the United States. The last few years during COVID were totally different. During the 2020-2021 year, the federal government made lunches free for all students and this remained through the beginning of last year. During the 2022-2023 school year, a combination of federal and state decisions continued free lunches. This year, 2023-2024, the CT legislature made all students who qualified for reduced lunches eligible for free lunches.

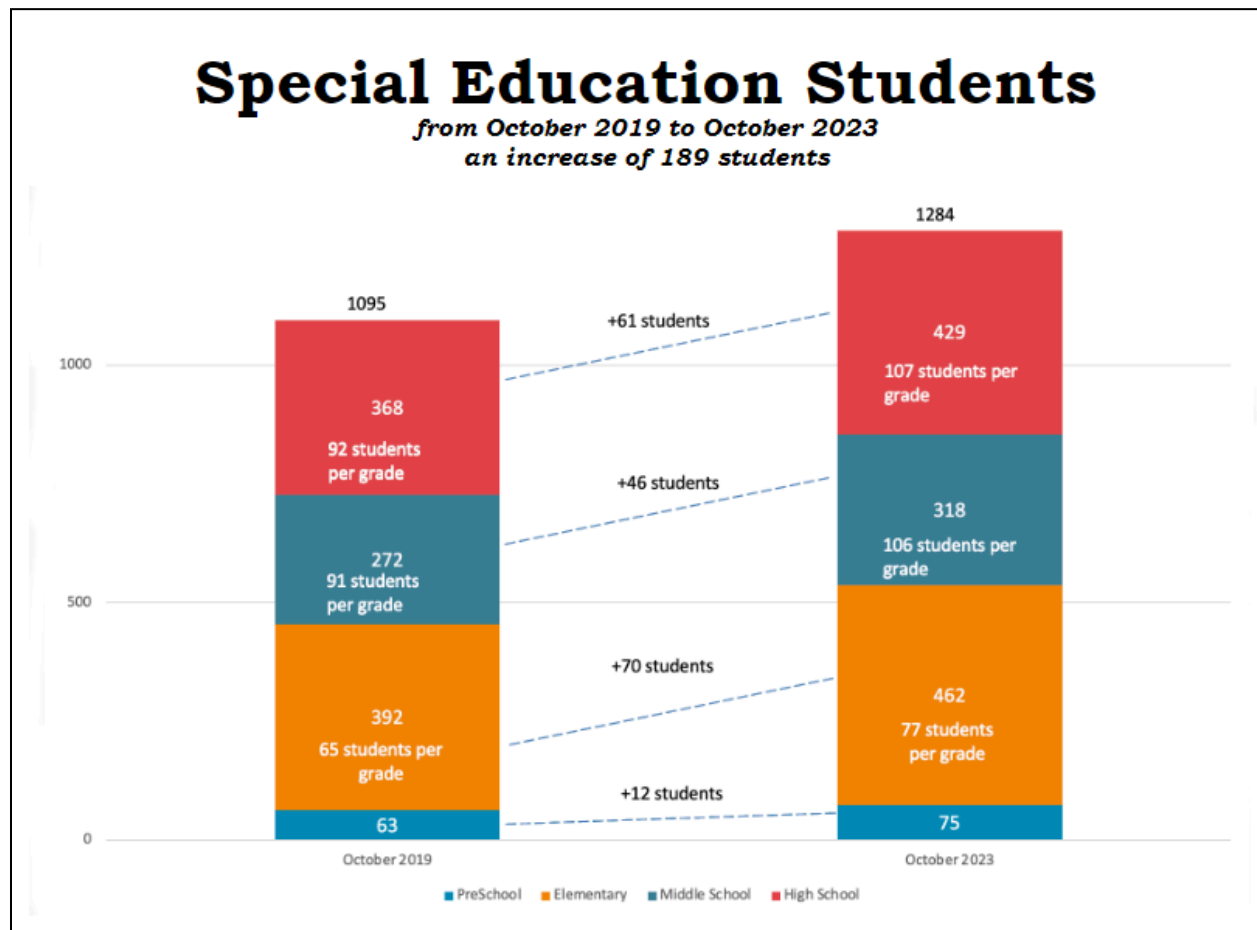
Scroll down on the link below and the income eligibility grid is provided per the federal government.

[Current Eligibility Guidelines 2023-2024](#)

22. Special Education students page 33– can you please describe the type of Special Education per category, qualifying per grade.

Eligibility October 2022 SEDAC data submitted to the state

Intellectually Disabled..... 22  
Hearing Impairment..... 9  
Speech/language..... 176  
Visual impairment..... 3  
Emotional Disability..... 92  
Orthopedic Impairment..... 1  
Other Health Impaired..... 323  
Learning Disabilities..... 463  
Multiple Disabilities..... 10  
Autism..... 139  
Developmental Delay..... 39



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**23. Going back to the GPS Strategic Plan - how did special needs students perform for SBA ELA and Math outcomes as well as SAT ELA and Math outcomes?**

This was presented in the [Achievement Data Report](#).

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**24. Can you provide an update on how many students enrolled in GHS Innovation Lab?**

We had nine students this year (2023-2024) so the Innovation Lab did not run.

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**25. Can you provide an update on how many students are enrolled in the Wellness Center and in Windrose programs and do we take children from out of district?**

We do not take students from out of the district unless they were a tuition paying student from a town employee or GPS staff member.

Windrose generally runs around 30-50 students depending on the time of the year. The program is rolling admissions as students need placement. Currently there are 41 students in the program. Students graduate both in January and June, so numbers fluctuate throughout the year.

The Wellness Center has a Special Education and general education component and it differs from year to year and is a rolling admissions. General Education ranges from 5-10 students per class and most Special Education classes are approximately 5-8. There are currently 33 Special Education students enrolled in the Wellness Center.

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**26. What programs or courses have been implemented for “career track” students versus “college” track students.**

The GHS Program of Studies is vast, so it depends on what a student is aiming to do. For instance, the computer science program is very strong and students gain a high level of technology proficiency to enter into the workforce.

Students may also enroll at AITA in Stamford which is a full day technical school. We do not have many students who take advantage of this opportunity, but we do have students who attend (usually 3-7 students).

GPS also has a strong program for Family and Consumer Science which can assist students who want to work in the restaurant industry.

The GHS schedule is not conducive to helping all students access many of the programs they could because of the rotating nature of the schedule and the lack of availability for a student to leave early each day and attend internships, work study programs, and vocational educational opportunities.

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**27. Please show me in the budget where we have allocated money for the Civics Electives available at GHS?**

The GHS budget by program begins on page 143. Any funding for social studies falls under the line starting with 1952 on page 146. As with all budgets, the vast majority of expenses are salaries for every department. The district budgets if new textbooks are needed for a particular area.

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**28. Which languages are currently offered in middle school?**

Spanish and French are offered at all three middle schools.

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**29. Can you please provide a cost per pupil bar chart as compared to GPS DRG-A and DRG-B peers.**

DRG A and DRG B are no longer utilized in Connecticut. Although, we do still call our surrounding peer groups DRG A for achievement purposes. It is difficult to compare the per pupil expenditures as some of the DRG A do not have the same program needs in regards to areas such as ELL and Title I.

The link below allows you to look at the entire state for per pupil comparison. (NCEP, Net Current Expenditure per Pupil)

GPS is neither the highest nor the lowest in Connecticut.

CT [Per Pupil](#)

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**30. On your Grant (revenue) page 188 there is no mention of State Grant reimbursements. Can you please send an update reimbursement for Hamilton School, New Lebanon, Glenville, MISA, and so on.**

They are completely separate funds and are not considered grant funds or E funds. The revenue is booked differently than traditional grants. The School Construction grant reimbursements are managed from the Department of Administrative Services in Hartford.

Hamilton Avenue, MISA, and New Lebanon are under audit by the State. All payments, except the final retainage, have been received.

Glenville is currently outstanding and is not with final audit as there is not clarity on status. GPS had believed the ED049F was submitted, but the state DAS does not have a record of it. GPS should complete and (re)submit the ED049F.

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- 31. In looking at Western Middle School FY 24 budget it indicates 237 students for 38% on free/reduced lunch. Now in FY25 it shows 5 students at 1%. Is this correct? Why the drop off?**

It is a data mistake for the 5 students at 1%. The correct data point is 252 students at 41%.

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- 32. Headcount is a new format. Can you please describe job titles for the 22 new GEA employees as well as provide a breakdown of the types of certified teachers with the total 874.8 GEA teachers.**

We matched the format to the Town [budget](#) book so that we are all looking at the same data. This is more consistent with what is in ADP too. For 2025, we are more confident in the FTE data as it is taken directly from ADP, and has been verified twice by every principal and manager in the district. We are significantly less confident in the FTE data that has been previously presented, as GPS has manually calculated the number separate from ADP and has no standard definition of what FTE is. The net add is not 22 new GEA.

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- 33. Related to headcount (FTE) – of the total 1,364.3, which is a 19.5% increase in headcount, how many, if any, are covered under federal or state grants? Budget page 203 and 204**

None of these are grant funded positions. This is a general fund (operating budget) only. In fact, some of them are positions coming off the grants (like Special Education in ARP) due to growth. Also, the IDEA federal grant can't keep pace with the increases and the Special Education teachers are needed.

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- 34. How much headcount in FY24 using ESSER Funds (esp. for math coordinators, ESL, Special Education) and how much headcount in FY25 using local general fund tax revenue?**

Math interventionists were funded by moving all coaching staff from Havemeyer out to buildings and creating a position for each elementary to address the needs. Zero were in ARP for FY24.

There was no funding in ARP for math coordinators.

There was no EL in ARP for FY24.

FY24 ARP Special Education  
3.0 Teachers  
.5 Speech  
1.0 Psychologist  
3.0 Social Workers for K-5

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**35. Labor contracts and their expiration is shown on page 202. Is it correct GOSA and all non-certified staff contracts will be negotiated in 2023 and 2024?**

GOSA does not expire until June 30, 2025.

The contract dates are correct as presented. Many of the unions are on the Town of Greenwich side and some were in negotiations for over a year before settling.

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**36. Historical Budget Trend page 36 – can you please provide the trend chart showing health care/fringe benefits costs as you submit to the State to show growth.**

We are unclear what you are requesting and ask that you provide further details.

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**37. Utilities increase – it was unclear what was meant by Eversource Finance Loans?**

The EnergizeCT program, managed by eversource is the incentive program for energy conservation and LED conversion. One option of the program is 0% financing loans, but they are paid back on the monthly electric bill over 5 years. GPS has done many projects, but is now paying for these capital projects on top of our monthly electric bill. Worse, at the time, the project payoff estimated that the savings would pay for the increased financing cost, but this has not proven to be accurate.

In 2021 and 2022, part of the issue was that the analysis for payback that was done used an incorrect kWh \$ rate. Going forward, it would be better to participate with the incentive program through lump sum payments and capital funds.

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**38. Why is the schools' capital budget not included in the "Superintendent's Proposed 2024-2025 Budget?"**

Because the Capital Budget is now a totally separate process and it was approved in October. When the BOE presents to the BET, GPS will include it in the presentation.

Below is the link to the capital budget pages which now mirror the Town of Greenwich pages instead of inside our GPS budget book.

[Capital Budget Pages](#)

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**39. What is the process in coordinating with the First Selectman with combined Town and BOE Budget given the \$118,590,000 school capital budget?**

The capital does not really impact the way we build the GPS operating budget as they are two totally separate budgets. The district must operate the schools, and the schools which have fallen behind in capital upgrades must also get fixed.

We use the Town's process, documentation format, and adjusted our submission timeline at the request of OFS. After the BOE submits to the OFS in October, OFS meets

with GPS to review the submission and ask questions. Ultimately, OFS can do whatever they want to the capital budget.

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**40. Do you have in the (operating or capital budget), the new project management software as well as asset management software? If not included, why not?**

No, we have explained this over the last few years. We have completed the work from the Blume Shapiro study and the TOG and BOE are not implementing another set of software which would also require more staff. The main priority for asset management is technology and school resources, and those are tracked through a variety of software already available and in use.

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**41. Why is the Hamilton Ave school garage cost to repair at \$2.2 million?**

Please take a look at question 38 above and click on the Capital Budget. There is a good breakdown and explanation provided with pictures.

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**42. TNW is ready to install a new cell tower. Would this tower address the connectivity issues at GHS to avoid the \$631,000 costs?**

No, it is too far away to penetrate the walls of Greenwich High School. We were also told that the neighbors pushed back near TNW and that the cell tower is no longer being implemented. GPS believes the same objections would occur on the GHS property as well. However, you would need to check with the Office of the First Selectman as status at TNW may have changed and we do not have anything to do with that particular project.

## General Questions

### 1. Peer district analysis of PreK enrollment ratio & class size

\*These districts responded to the request for accurate information. We will update if we get more districts to respond.

| District      | Class Size                                                                                 | Ratio            | Teachers | Paras                       |
|---------------|--------------------------------------------------------------------------------------------|------------------|----------|-----------------------------|
| New Fairfield | 14 Max                                                                                     | 50/50            | 1.0      | 2.0                         |
| Weston        | 14 Max                                                                                     | 50/50            | 1.0      | 1.0                         |
| Wilton        | 3's 12 Target<br><br>4's and 5's,<br>16 Target<br><br>*No max...can go<br>over if critical | 50/50            |          |                             |
| Ridgefield    | No Cap                                                                                     | 50/50            | 1.0      | 1.0                         |
| Norwalk       | 18                                                                                         | 50/50            | 1.0      | 1.0                         |
| Fairfield     | 16                                                                                         | 50/50            | 1.0      | 2.0                         |
| Greenwich     | 15                                                                                         | *60/40<br>*peers | 1.0      | 2.4 (one 1.0 and<br>two .7) |
|               |                                                                                            |                  |          |                             |

### 2. What are the class size guidelines utilized in this region for K-5 ?

| District   | Policy or Guidelines | K     | 1     | 2     | 3     | 4     | 5     |
|------------|----------------------|-------|-------|-------|-------|-------|-------|
| Westport   | Guidelines           | 22    | 22    | 22    | 25    | 25    | 25    |
| Darien     | Guidelines           | 18-22 | 18-22 | 19-23 | 19-23 | 20-24 | 20-24 |
| Wilton     | Guidelines           | 18-25 | 18-25 | 20-30 | 20-30 | 20-30 | 20-30 |
| Weston     | Guidelines           | 18-20 | 18-20 | 24    | 24    | 24    |       |
| Ridgefield | Guidelines           | 21    | 21    | 24    | 25    | 25    | 25    |
| ER 9       | Guidelines           | 17-18 | 17-18 | 18-19 | 20-22 | 20-22 | 20-22 |
| New Canaan | Guidelines           | 16-20 | 16-20 | 16-20 | 16-20 | 20-24 | 20-24 |
| Greenwich  | Guidelines           | 21    | 21    | 24    | 24    | 26    | 26    |