

ELEMENTARY SCHOOLS

The three elementary schools in New Canaan have a long tradition of balancing high expectations for academic growth with attention to the social and emotional growth of the child. Children take ownership of their learning, are valued for their thinking and ideas, and share in the daily responsibilities of the school. Faculty and staff are committed to creating an environment where children feel safe and are encouraged to take intellectual and creative risks. Our elementary administration and staff welcome collaboration from parents, families, and our community as we work to help children grow to be active citizens at school, in our town, and in our world.

The proposed 2020 budgets at each of the elementary schools have been developed for our schools to maintain and sustain our strong and rigorous instructional programs across all curriculum areas, academic as well as in the arts, ICT/library media, FLES, and physical education. Our goal is to deepen and expand concepts and skills from one year to the next, with an emphasis on the application and synthesis of learning to new contexts. The budget proposals support such priority needs as the continued implementation of balanced literacy instruction that now includes a research-based, multi-sensory phonics program (Foundations), continued use of science resources to provide inquiry experiences and align with Next Generation Science Standards, and the expansion of Bridges' Number Corner materials to foster mathematics foundational skills and routines. The successful implementation of health curriculum in grades 3 and 4 currently underway as well as the ongoing implementation of Emotional Intelligence anchor tools across the grades is aligned with district goals and a focus for continuation in the year ahead.



in K-2 classrooms



Enrollment at East School as of October 1, 2018 was 536 students, constituting 27 K-4 classroom sections. Projections for the 2019-2020 school year estimate 523 students in 28 sections in order to maintain Board of Education class size guidelines at these grades. These class size guidelines support the effective implementation of instruction in the classroom, with the teacher able to meet with small groups for targeted instruction that is adjusted to meet the range of student needs in the class. With this increase of one class section, we would look to bring an additional classroom teacher to East (offsetting a decrease in staff at the other elementary schools) as well as 0.2 FTE of specials support staff (also offsetting a decrease in another elementary school). We would utilize an existing classroom space (a general education classroom in previous years; this year, used for support services) to open this additional section.

Budget proposals at South School are based upon projected enrollment and anticipated numbers of class sections for the upcoming school year. South School's enrollment as of October 1, 2018 was 519 students and it is projected to be at 508 students for the 2019-20 school year. Our overall

enrollment is projected to decrease slightly, and we are anticipating either decreasing to 26 sections or possibly remaining at 27 sections. This is due to keeping within class guidelines in our primary grades. At this time, we do not anticipate any increase in the number of classroom teachers and would not be requesting any additional support staff. If we do decrease one class section, we could see a slight decrease in the FTE of our special area teachers that are shared across buildings.

The enrollment at West School as of October 1, 2018 was 439 students, excluding 46 preschool students. Our 2019 -2020 enrollment projections show a decrease of 27 students bringing us to a total of 412 students for next year. In looking at the BOE guidelines for class sizes, we are projected to maintain the current 23 classroom sections for grades K -4. Our current cohort of kindergarten students is projected to remain at 4 sections next year and the projected number of incoming kindergarten sections is projected to be 4 sections for the 2019-20 school year. Our grade 1, 2 and 3 cohorts are also projected to remain at 5 sections.

With such enrollment and number of classroom sections with our youngest children in the district, we are committed to ensuring that students across all classes at each building at a given grade level have access to a full repertoire of special area offerings (PE, music, art, ICT, etc.). With the projected class sections, the elementary schools will continue to share part-time special area staff across the three buildings as a district budget efficiency as we have done in past years.

Staff roles have also evolved over the past several years to provide in-the-moment, responsive professional learning to staff and to best support student learning and growth. Our literacy and mathematics specialists / resource teachers continue to support students with tiered interventions, and they continue to be coaches for classroom teachers, planning and co-teaching lessons with staff, for instance, to develop instructional practices that can, in turn, enhance the learning of all students. Technology integrators and library media specialists at each elementary school continue to implement models for collaboration and integration of technology and library skills in the classroom.

Our budgets also give attention across all three elementary schools to teaching assistants and other supervisory staff. This staffing is critical in ensuring that adequate safety supervision is available to students at arrival, dismissal, lunch, and recess periods on the playground as well as when there is a staff absence. We look to maintain our current staffing of teaching assistants, supervisory staff, and interns to ensure adequate supervision and classroom instructional support.

Elementary schools budgeted costs are related to ongoing updating of district curriculum, instruction and assessment, as well as classroom learning environments, all designed to meet 21st century learning standards and expectations, customized to New Canaan student needs. Pending actual enrollment, the elementary schools are prepared to be flexible with the placement of support staff and “specials” staff to ensure resources are available where needed.