

**BOE QUESTIONS**

<b><u>RC</u></b>	<b><u>QUESTION</u></b>	<b><u>ANSWER</u></b>
1	The BOE would like an update on STEM Curriculum?	The administration will provide an update at the January 26th BOE meeting.
1	What impact will one less para in the library have?	Reduced supervision. The two Library Media Specialists and the one paraprofessional will assume the responsibilities of the elimination of the second paraprofessional.
1	<p>Can we have a more in depth follow up regarding impact of removing team taught classes?</p> <ul style="list-style-type: none"> <li>• What will the impact be on students with only 1 level of support (labs) in 300 classes?</li> <li>• Is there an increase in students in 400 classes as a result of 200 class eliminations?</li> <li>• What are the SRBI supports at DHS?</li> </ul>	To be presented at the January 26 BOE meeting.
2	Have we turned students away from Fitch?	To date, we have not turned students away from Fitch based on capacity constraints. This year, because of a lower capacity of 16 due to Covid space requirements, it is possible that this could happen next semester. We predict that returning to a capacity of 24 students next year will accommodate the students recommended for placement at Fitch.
2	Have we reached out to other districts to generate revenue?	We have reached out to other districts in prior years, however, several of the districts in our DRG have alternate high school programs to support students.
3	Are there anticipated mental health needs for students as we anticipate a return from COVID?	Yes, we will be working with our mental health providers and embedding social and emotional learning in curriculum so all students have access.
3	Is MMS Unified Sports still in the budget?	Yes, Unified Sports is still in the budget.
5,7,8,9,10	Can we see a spreadsheet to show the reduction from paras to lunch monitors at the elementary level?	See <a href="#">Schedule 1-Lunch Monitors</a>
5,7,8,9,10	What have we learned from Covid and what has/could change? What are the things we are keeping post-Covid.	The importance of technology within curriculum, the need for devices at all age levels and the ability to support those devices with technology support. The importance of being able to support

		<p>devices and programs in real time in order to not negatively impact the learning experience. The value of remote meetings through Zoom allows us to be more efficient. Preparedness for post secondary online instruction. Students and staff became highly proficient in using electronic devices and software programs. 1:1 devices at the K-2 level are recommended to remain post-covid as these devices are now embedded parts of the curriculum. This coupled with software such as Zoom, SeeSaw, Book Creator, Internet Upgrade to 3gb and Technical Support with the addition of 1 Technician are all items we are recommending to be kept post COVID.</p>
5,7,8,9,10	<p>Why are building subs higher at Holmes? Is this what the superintendent recommends?</p>	<p>This has been the historical practice in Darien. We do have a total of 10 building substitutes across all five elementary schools for an average of two per building. The building substitutes can and have covered across all five schools in the past. Based on need Holmes has utilized the third building substitute.</p>
5,7,8,9,10	<p>Can we have more information on Open Choice?</p>	<p>See attached <a href="#">Open Choice</a></p>
11	<p>Can the uniform replacement cycle be distributed?</p>	<p>See <a href="#">Uniform Replacement Schedule</a></p>
11	<p>Should the BOE charge YMCA for use of its facilities and record that revenue and then in turn pay the YMCA for the use of its facilities?</p>	<p>Based on the 18/19 usage (the last full school year-pre covid) our facilities were rented out 3,557.25 hours. Based on the BOE approved facility rental rates we would charge \$299,139 in rental revenue plus \$31,683 in custodial overtime for a total cost of \$330,821. Currently the budget assumes absorbing the cost of custodial overtime for FY22 of \$34,170 in RC 11. The cost provided in FY21 for the use of the YMCA's facilities was \$67,860 for Girls Swimming with \$67,860 assumed for a full season of Boys Swimming and \$19,000 for Gymnastics. This would be a total expense of \$154,720. If we were to charge the YMCA, assuming no rate increases by the YMCA it would be a net reduction of \$144,419.</p>
11	<p>Can we have a schedule that shows pre-buy, deferred, incremental increases to uniforms compared to what is in FY22?</p>	<p>See Attached <a href="#">Operating Deferrals</a></p>
11	<p>Why are not all sports required to pay 30% for the use of an outside venue?</p>	<p>Girls swimming uses the Greenwich B&amp;G Club on Sunday mornings for practice as the Darien Y is not available to us on Sundays, therefore we budget for this in 102001. We have not charged the swimmers in the past as the reason we use Greenwich is because the Y is not available to us.</p>

		<p>Boys &amp; girls divers use the NC Y diving well for both practices and competitions. A few years ago the Darien Y told us we could no longer dive at their facility out of safety concerns for pool depth. (At the time we were only using the pool for diving competitions, not practices). We moved the entire operation to the NC Y diving well for practices (we were always practicing there) and competitions. The NC Y charges us but with such few divers (some years as little as 2) it would seem unfair to charge families as much as \$2,500 to dive. I fear we would lose the program.</p>
11	<p>Is protective gear provided for all sports offered by DPS?</p>	<p>We have not traditionally purchased such protective gear as ski helmets, hockey helmets, lacrosse shoulder/elbow pads, hockey pads, etc. Traditionally students who participate in these sports come to us with this equipment. Through our equipment budget, the athletic dept could purchase some of these items if there was a need, but in the past, there has not been one. For example, most baseball &amp; softball players come to us with their own helmets they like to use. The school does have some that we own that could be used by students if so desired.</p>
12	<p>Can we have more information on the proposed building conditions study</p>	<p>The purpose of a building conditions survey is to provide a tool in guiding the Districts Facilities for the next five years. It will look at both short-term and long-term capital needs, assign estimated costs to those needs and prioritize the needs based on a number of categories including site conditions, exterior conditions, interior conditions, plumbing, mechanical, and electrical. A study of this size would have to be put out for bid through an RFP. The results of this study would inform the district's capital budget for the next five years. Prospective bidders would receive the NE Collaborative study on portable removal and library redesign to help inform their work so that the two studies are in lockstep.</p>
12	<p>Can we defer the building conditions study?</p>	<p>We are not recommending the deferral of this study. The previous KG&amp;D study was a five year capital plan study, which expired in December of 2020.</p>
12	<p>Can we have a list of deferrals from last year?</p>	<p>See attached <a href="#">Total Deferrals-Schedule 2</a></p>
14	<p>Does the Art of Education subscription include teacher resources for</p>	<p>The Art of Education includes a variety of resources for all</p>

	learners of all abilities?	learners. Because the content is teacher created, this library continues to expand. An example of tools currently available include adaptive art lessons, setting up an Autism friendly classroom, differentiation in the art room, and implementing IEPs in the art classroom.
25	Can we have more information on recommendations of the transportation study? Next Steps	To be discussed at the January 12th BOE meeting.
15	How will devices be used 1:1 at the K-1 Level and how is it tied to curriculum?	Chrome tablets will be used to access instructional tools as embedded parts of instruction for skill development, independent practice, and assessment. Teachers will leverage this technology to enhance instruction, increase engagement and provide accessibility for all learners. Chrome tablets will provide young learners with multiple ways to demonstrate their learning and further develop fine motor, literacy and communication skills. <a href="#">Additional Information for 1/12/21 BOE Meeting</a>
15	Is there an updated Tech Plan?	11-20-2020 <a href="#">Tech Plan</a>
15	Do we know student device usage?	The iPads have a usage rate of 81% this school year.
15	Take a closer look at the number of devices needed for teacher and student replacement devices?	The number of elementary teacher devices was calculated at 114 elementary sections, 5 art teachers, and 5 music teachers, and 1 spare for a total of 125 teacher devices. Student devices will be strictly based on enrollment.
15	Could technology be moved to capital?	While the total cost of our equipment exceeds the threshold for capital the per unit cost does not, which is why it is reflected in the operating budget. Some districts such as New Canaan and Norwalk do include Technology in Capital.
15	Has DAF media impacted media studies at DHS	The success of DAF media has influenced our decision to propose changes to our curriculum and prerequisites to be presented to the BOE on January 26.
24	What are the roles and responsibilities of the administrators under SESS Assistant Principal model?	Both assistant principals will assist the building principal in managing the school. The existing assistant principal will continue to have primary responsibility for overseeing the school's SRBI and 504 programs. The new assistant principal will have primary responsibility for overseeing the special education program in the building. <a href="#">See attached job descriptions.</a>  See Attached <a href="#">Assistant Principal Presentation</a>

24	How does it benefit the other administrators who are no longer in the PPT	Building administrators will continue to chair PPT meetings. The addition of an assistant principal will increase the opportunities for all administrators availability for instructional leadership, mentorship, and supervision.
24	What level of training will this role require above an 092?	We will also require certification as a special education teacher, school psychologist or speech pathologist in addition to the 092. In order to receive the 092 certification applicants will have worked for a minimum of five years under the special education or related service certification.
24	Request to put together a schedule showing the costs of the AP's vs. SESS Facilitators over the next three years?	See Attached <a href="#">SESS Facilitators and APS Financial Outlook-Schedule 3</a>
24	Will costs increase in Special Ed due to elimination of Team Teaching?	No, we do not anticipate an increase in Special Education costs due to the removal of team teaching at DHS.
24	Overview of what other districts are doing with a SESS Assistant Principal?	Shared responsibilities with the other administrators in their schools with an expertise in special education, student evaluations, and best practices in SDI.
24	Is there enough budgeted in OT, PT, and Speech to make up services lost during COVID?	PPT recommendations support the proposed budgeted amount for related services.
18	Request for a better understanding of the minority recruitment and partnership with CREC?	<a href="#">See attached presentation.</a>
18	What additional supports might be required for teacher in residence?	We will provide the same level of support and professional development that we provide to all new teachers. CREC will also provide additional support.
18	Historical use of budget control?	FY18: Budget Control was used to fund a Kindergarten Teacher at Tokeneke. Actual: \$87,100 Budget: \$274,388 FY19: Budget Control was used to fund Special Education Para's, Social Studies, and Math Teacher at DHS

		<p>Actual: \$111,881  Budget: \$263,378  FY20: Budget Control was not used.  Actual: \$0  Budget: \$263,360  FY21: Budget Control was used to fund 4 Special Education Para's.  Actual: \$137,559  Budget: \$137,559</p>
18	How is a Teacher in Residence different from an intern?	<p>Interns may be used throughout the school in a variety of positions during the intern portion of their time with us. They fill in for teachers and paraprofessionals who may be absent. At some point they are assigned to 10 weeks of student teaching in a specific class with a designated cooperating teacher. The Resident Teacher works in a single class with a single mentor teacher throughout the school year. They cannot be used to replace other staff members who may be absent from time to time. They will also have a period of student teaching.</p>