

**FY23 Budget
January 25 Budget Questions
BOE**

<p>1</p>	<p>How do we determine and measure success of the DEI initiative?</p>	<p>Year one of work with the DEI Committee includes:</p> <ol style="list-style-type: none"> 1. The development of a District equity statement. 2. Supporting the team in making recommendations following an equity audit. 3. Establishing equity networks between the equity team and members of the community. <p>Completing an equity audit involves identifying where gaps may exist with indicators related to climate (discipline/attendance), program access (AP/Gifted/Clubs/Athletics), achievement (SBAC/SAT), and professional capacity (teacher diversity and retention). The group will prioritize most significant areas and work to understand the root cause and offer strategies for the district to shift those metrics.</p> <p>There are also plans to enhance student leadership in this area. As a result of developing students' capacity, the most tangible and desirable outcome is a reduction of undesirable incidences of hate expressed toward individuals and groups.</p> <p>Professional development of staff will support teachers' work in classrooms and learning environments where all students feel safe, welcome and ready to learn.</p>
<p>2</p>	<p>Where are we along the above continuum in regards to the 30k already spent on Mr Shelton and where do we</p>	<p>This year Mr. Shelton was contracted for \$23,000 of which \$13,000 has been spent for two in-person visits that involved professional development for staff and an initial conversation with students. The funds for the remainder of the year would support launching the DEI</p>

	believe the next 40k of budget transfer will progress against measures of success?	committee, supporting additional professional development, developing student leadership and facilitating community conversations.
3	The additional 40 k for next year's budget - does this additional spend bring us to success?	The additional expenditure would move us toward our goals. While we are talking about equity as an initiative, equity is the work that we have done and will continue to do each to challenge students and help them find success in Darien. At this time we are looking for an investment to boost the work forward.
4	If we move the 40k for next year up into this year's budget do we reach success faster? Do we get x Times the level of success?	Work related to diversity, equity and inclusion involves new learning that requires planning and reflection. Adding more to this year will not provide appropriate time for the new learning implementation and progress monitoring.
5	How has the additional hours the bursar has worked in the past been covered?	FY22 included \$6,500 for additional hours in the budget. FY21 funds were moved into the account through unused Degree Level Changes and salary savings in various accounts FY20 funds were moved from salary savings in various accounts FY19 funds were moved from salary savings in various accounts FY18 funds were moved from salary savings in various accounts FY17 funds were moved from salary savings in various accounts FY16 funds were moved from substitutes
6	Can we see historical legal fee spending broken out by Negotiations and Other Legal Fees?	Legal Fees. The current budget assumes \$40,000 for teacher negotiation legal fees.
7	What will the budget implication be if we go to an opt in/out model for devices at DHS?	There would be no budget implications. Should students not have a device they would be provided an iPad. For those

		students who are economically disadvantaged upon approval the district would purchase them a Macbook air.
8	Do our hockey players wear neck guards?	Yes, it is required by the NFHSR (National Federation of Hockey School Rules).
9	What are Norwalk's demographics?	<p>25.8% White 15.1% Black 4.6% Asian 51.5% Hispanic 3% Other</p> <p>48% Female 52% Male</p>
10	Further information on the elementary PE schedule?	We are beyond full capacity with our current section count. The additional section at Hindley next year will make scheduling impossible unless some school(s) double up their PE classes using the same gym or a common room if it is available. We are trying to avoid this situation so as to not cause inequity in PE across our elementary schools. Because itinerants travel to multiple schools in any given day due to scheduling constraints (covering the lunch and prep of the PE teacher), we are unable to maximize their FTE on paper vs. practice. The 1.0 FTE for PE assigned to each school teaches up to six sections a day. Most itinerant teachers can only teach 5 due to their travel obligations.