



**BOARD OF EDUCATION
Darien, Connecticut**

**SPECIAL MEETING OF
THE BOARD OF EDUCATION
TUESDAY, JANUARY 14, 2025**

**PLACE:
DARIEN PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
MEETING ROOM**

7:00 P.M.

AGENDA

1. Call to order 7:00 p.m.
2. Proposed Adjournment to Executive Session for the purpose of discussing: a) negotiations pursuant to Connecticut General Statute 1-200(6)B); and b) matters concerning school security pursuant to Connecticut General Statute 1-200(6)(C)
3. Reconvene in public session
4. Adjournment



**BOARD OF EDUCATION
Darien, Connecticut**

**REGULAR MEETING OF
THE BOARD OF EDUCATION
TUESDAY, JANUARY 14, 2025**

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

AGENDA

- | | | |
|-----------------------------------|---|-----------|
| 1. Call to Order | Ms. D. Jill McCammon | 7:30 p.m. |
| 2. Chairperson's Report | Ms. D. Jill McCammon | |
| 3. Public Comment | Ms. D. Jill McCammon | |
| 4. Superintendent's Report | Dr. Alan Addley | |
| 5. Student Representative Reports | Ms. Brenna Agarabi
Mr. Ryan Lombardy | |
| 6. Approval of Minutes | Board of Education | |
| 7. Board Committee Reports | Ms. D. Jill McCammon | |

8. Presentations/Discussions/Possible Action

- | | |
|---|--|
| a. Discussion and Possible Acceptance of Contemplated Gift for Athletic Department | Mr. Christopher Manfredonia |
| b. Discussion and Possible Acceptance of Contemplated Gift for MMS | Mr. Christopher Manfredonia |
| c. Update on DHS Advisory Council Personal Mobile Device Use | Mrs. Ellen Dunn
Mr. Timothy McGuire |
| d. Discussion and Possible Action about the Communications Subcommittee | Ms. D. Jill McCammon
Dr. Alan Addley
Ms. Marjorie Cion |
| e. Further Discussion and Possible Action on Board Master Agenda – February through August 2025 | Dr. Alan Addley |
| f. Follow Up Discussion on January 4th Board Meeting Questions on FY26 Proposed Budget Including: Professional Learning, Instructional Paraprofessionals, Participation Fees, Gifted and Talented, and Possible Modifications | Dr. Alan Addley |

9. Follow Up Action Items

Ms. D. Jill McCammon

10. Public Comment

Ms. D. Jill McCammon

11. Adjournment

Ms. D. Jill McCammon

AA:cp

**** The Board of Education meeting will be available to the public in person and via Zoom. Seating is limited by room capacity. Doors open at 6:45 p.m. for the 7:00 p.m. meeting.**

Those members of the community wishing to participate in public comment should join the meeting via Zoom:
<https://darienps.zoom.us/j/96853556857>

Those members of the community wishing to view only, should do so through the Darien Youtube link:
<https://www.youtube.com/channel/UCUnnvYKBFbFrTWQRuoB6OZA>

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

UNAPPROVED
REGULAR MEETING OF THE BOARD OF EDUCATION
TUESDAY, DECEMBER 10, 2024

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

Board Members Present:

	Brown	Grambling	Lublin	Maroney	McCammon	Nelson	Parent	Sini	Walsh
Present	x	x	x	x	x	x	x	x*	x
Absent									

*Via Zoom

Administration Present:

Dr. Addley, Dr. Fedigan, Mrs. Klein and Ms. Cion

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

- | | |
|-----------------------------------|--|
| 1. Call to Order | Ms. Jill McCammon, Chair
At 7:30 p.m. (0:00) |
| 2. Chairperson's Report | Ms. Jill McCammon
At 7:30 p.m. (0:00) |
| 3. Public Comment | Ms. Jill McCammon
At 7:31 p.m. (0:01) |
| 4. Superintendent's Report | Dr. Alan Addley
At 7:31 p.m. (0:01) |
| 5. Student Representative Reports | Ms. Brenna Agarabi
Mr. Ryan Lombardy
At 7:33 p.m. (0:03) |
| 6. Approval of Minutes | Board of Education
At 7:34 p.m. (0:04) |

Motion to Approve the Minutes of the Regular Meeting held November 26, 2024:

1st: Ms. Nelson

2nd: Mr. Maroney

	Brown	Grambling	Lublin	Maroney	McCammon	Nelson	Parent	Sini	Walsh
Yes	x	x	x	x	x	x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (9-0-0)

7. Board Committee Reports

Ms. Jill McCammon
At 7:35 p.m. (0:05)

PRESENTATIONS AND DISCUSSIONS

8. Presentations/Discussions:

a. Presentation on K-3 Literacy Update

Dr. Amy Fedigan
Mrs. Julie Droller
At 7:35 p.m. (0:05)

b. Discussion and Possible Action on Geometry Course Leveling

Dr. Amy Fedigan
Mrs. Roni Rodier
At 7:51 p.m. (0:21)

Motion to Approve the Geometry Course Leveling:

1st: Mr. Grambling

2nd: Mr. Brown

	Brown	Grambling	Lublin	Maroney	McCammon	Nelson	Parent	Sini	Walsh
Yes	x	x	x	x	x	x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (9-0-0)

c. Teen Talk Update

Dr. Amy Fedigan
Dr. Alycia Dadd
At 7:59 p.m. (0:29)

d. Discussion and Possible Action on Communication Plan

Dr. Alan Addley
Ms. Marjorie Cion
At 8:29 p.m. (0:59)

Motion to Approve the Communication Plan:

1st: Ms. McCammon

2nd: Mr. Maroney

	Brown	Grambling	Lublin	Maroney	McCammon	Nelson	Parent	Sini	Walsh
Yes	x	x		x	x	x	x	x	x
No			x						
Abstain									

RESULT - MOTION PASSED (8-1-0)

- e. Discussion on Revisions to Approved Master Agenda for August 2024 – February 2025 Dr. Alan Addley
At 8:55 p.m. (1:25)
- f. First Reading of Board Master Agenda for February 2025 – August 2025 Dr. Alan Addley
At 9:00 p.m. (1:30)
- g. Personnel Report Ms. Marjorie Cion
At 9:06 p.m. (1:36)

9. Follow Up Action Items Ms. Jill McCammon
At 9:06 p.m. (1:36)

10. Public Comment Ms. Jill McCammon
At 9:06 p.m. (1:36)

11. Adjournment Ms. Jill McCammon
At 9:07 p.m. (1:37)

Motion to Adjourn:

1st: Ms. Walsh

2nd: Ms. Lublin

	Brown	Grambling	Lublin	Maroney	McCammon	Nelson	Parent	Sini	Walsh
Yes	x	x	x	x	x	x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (9-0-0)

Meeting adjourned at 9:07 p.m. (1:37)

Respectfully Submitted,

Sara Parent
Secretary

**UNAPPROVED
SPECIAL MEETING OF THE BOARD OF EDUCATION
THURSDAY, JANUARY 2, 2025**

**PLACE:
DARIEN PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
BOARD OF EDUCATION CONFERENCE ROOM
VIA ZOOM
7:00 P.M.**

Board Members Present:

	Brown	Grambling	Lublin	Maroney	McCammon	Nelson	Parent	Sini	Walsh
Present	x*		x	x	x	x	x	x	x
Absent		x							

*Departed at 7:40 p.m.

Administration Present:

Dr. Addley, Dr. Fedigan, Mrs. Klein, Ms. Cion and Mr. Rudl

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

- | | |
|--|---|
| 1. Call to Order | Ms. Jill McCammon, Chair
At 7:00 p.m. (0:00) |
| 2. Chairperson's Remarks | Ms. Jill McCammon
At 7:00 p.m. (0:00) |
| 3. Presentation of Superintendent's Proposed Budget
for 2025-2026 | Dr. Alan Addley
At 7:03 p.m (0:03) |

Motion to Recess:

1st: Mr. Sini

2nd: Ms. Parent

	Brown	Grambling	Lublin	Maroney	McCammon	Nelson	Parent	Sini	Walsh
Yes	x		x	x	x	x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (8-0-0)

Motion to Reconvene:

1st: Mr. Sini

2nd: Ms. Walsh

	Brown	Grambling	Lublin	Maroney	McCammon	Nelson	Parent	Sini	Walsh
Yes	x		x	x	x	x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (8-0-0)

4. Public Comment

Ms. Jill McCammon
At 7:52 p.m. (0:52)

- | | |
|-------------------------|----------------------------|
| Barry Palmer | DEA President |
| Caroline Comfort | 48 Noroton Avenue |
| Luz Bueno | 123 Hoyt Street |
| Kevin Fullington | 390 West Avenue |
| Genie Ball | 284 West Avenue |
| Julia Sheaffer | 741 Hollow Tree Ridge Road |
| Christina Molkenthin | 195 Hollow Tree Ridge Road |
| William DeRocco | 217 Hollow Tree Ridge Road |
| Rebecca Relyea | 6 Ridgeview Avenue |
| Kate Agresta Price | 5 Holmes Court |
| Madhumita Bandyopadhyay | 19 Maple Street |

5. Adjournment

Ms. Jill McCammon
At 8:21 p.m. (1:21)

Motion to Adjourn:

1st: Mr. Sini

2nd: Mr. Maroney

	Brown	Grambling	Lublin	Maroney	McCammon	Nelson	Parent	Sini	Walsh
Yes			x	x	x	x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (7-0-0)

Meeting adjourned at 8:21p.m. (1:21)

Respectfully Submitted,

Sara Parent
Secretary

**UNAPPROVED
REGULAR MEETING OF THE BOARD OF EDUCATION
SATURDAY, JANUARY 4, 2025**

**PLACE:
DARIEN PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
BOARD OF EDUCATION CONFERENCE ROOM
VIA ZOOM
8:30 A.M.**

Board Members Present:

	Brown	Grambling	Lublin	Maroney	McCammon	Nelson	Parent	Sini	Walsh
Present	x	x*	x	x	x	x	x	x	x
Absent									

*Departed 2:19pm, arrived back 3:31pm

Administration Present:

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

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

1. Call to Order Ms. Jill McCammon, Chair
at 8:34 a.m.

2. Discussion of Superintendent's Proposed 2024-25 Personnel, Operating and Equipment Budget of the following RCs Dr. Alan Addley
at 8:41 a.m.

Darien High School (01) followed by questions and comments	at 8:42 a.m. (0:08)
Fitch Academy (02) followed by questions and comments	at 9:14 a.m. (0:40)
Athletics/Physical Education (11) followed by questions and comments <ul style="list-style-type: none"> • Crystal Hill - CDSP Chair 	at 9:19 a.m. (0:45)
Middlesex Middle School (03) followed by questions and comments <ul style="list-style-type: none"> • Jan Raymond – RTM Education • Jack Davis – RTM F&B • Crystal Hill – CDSP Chair • Byrne Pozzi – DAEG President • Minnie Liu – IDEA parent 	at 10:05 a.m. (1:31)
Elementary Schools (05, 07, 08, 09, 10) followed by questions and comments <ul style="list-style-type: none"> • Peter Orphanos – RTM F&B • Crystal Hill – CDSP Chair • Jackie Owens - SEPAC 	at 11:25 a.m. (2:51)

30 Minute Break	
Facilities (12) followed by questions and comments	at 12:36 p.m. (4:02)
Capital Projects Followed by questions and comments <ul style="list-style-type: none"> • Easton Brooks – MMS Student 	at 12:47 p.m. (4:13)
Fixed Expenses (25) followed by questions and comments	at 12:53 p.m. (4:18)
Music (13) followed by questions and comments	at 1:04 p.m. (4:29)
Art (14) followed by questions and comments	at 1:10 p.m. (4:35)
Library/Media (21) followed by questions and comments	at 1:20 p.m. (4:45)
Health (17) followed by questions and comments	at 1:28 p.m. (4:54)
Technology Education (22) followed by questions and comments	at 1:40 p.m. (5:06)
Technology (15) followed by questions and comments	at 1:54 p.m. (5:20)
Early Learning Program (26) followed by questions and comments	at 2:26 p.m. (5:52)
Special Education (24) followed by questions and comments <ul style="list-style-type: none"> • Crystal Hill – CDSP Chair • Tricia Bresnahan - SEPAC 	at 2:38 p.m. (6:04)
Curriculum (19) followed by questions and comments <ul style="list-style-type: none"> • Crystal Hill – CDSP Chair • Frank Hu – former DHS Student • Bo Hu – Darien parent • Mike Reeger – Darien parent • Rebecca Relyea – Darien parent 	at 3:13 p.m. (6:39)
Summer School (23) followed by questions and comments	at 4:25 p.m. (7:51)
Finance (20) followed by questions and comments	at 4:27 p.m. (7:53)
Administration (16) followed by questions and comments	at 4:27 p.m. (7:53)
Personnel/Human Resources (18) followed by questions and comments	at 4:35 p.m. (8:01)
Security (27) followed by questions and comments	at 4:43 p.m. (8:09)
Multi-Year Budget followed by questions and comments	at 5:13 p.m. (8:39)

3. Public Comment

Ms. McCammon
at 5:17 p.m.
(8:43)

Jack Davis	197 Hoyt Street, Chair RTM F&B
Elias Wesely	Darien student
Lizzy Reeger	Darien student
Crystal Hill	CDSP Chair
Bruce Urbanek	20 Stanton Road
Laura Pesce-Gray	11 Parson's Walk
Kate Docksteder	4 Concord Lane
Natasha Tomai	6 McLaren Road South
Justin Ranney	48 Red Rose Circle
Terrence Filewych	97 Fitch Avenue
Martin Hutter	25 Outlook Drive
Andrew Singer	25 Bailey Avenue
Octavia Molkenthin	195 Hollow Tree Ridge Road
Kyle Masters	17 Plymouth Road
Nico Johnston	26 Outlook Road
Amal Doiphode	90 Maple Street
Eli Johnston	26 Outlook Road

4. Adjournment

Ms. McCammon
at 5:51 p.m.
(9:27)

MOTION TO ADJOURN:

1st Mr. Brown

2ND Mr. Grambling

	Brown	Grambling	Lublin	Maroney	McCammon	Nelson	Parent	Sini	Walsh
Yes	x	x	x	x	x	x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (9-0-0)

Meeting adjourned at 5:51 p.m.

Respectfully Submitted,

Sara Parent
Secretary

DARIEN PUBLIC SCHOOLS

Contemplated Gift Form

Gift intended for:
(Check appropriate responses)

Hindley
 Holmes
 Ox Ridge

Royle

Tokeneke

Middlesex Middle School

Darien High School

District
douglass.w.wilson@gmail.com

Person(s) or Group Offering Gift(s)

Blue Wave Booster Club _____

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

Name Doug Wilson _____

Address _____

P.O.Box 2268 _____

Darien, CT 06820 _____

Tele. 203-524-5364 _____

Fax. _____
e-mail _____

Description of proposed gift(s).

The Blue Wave Booster Club would like to replace the worn and weathered cold weather jackets for the Girls Varsity Lacrosse Team with 30 new jackets. The older jackets will be given to the JV Girls Lacrosse Team.

Questions continued on back of this sheet

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):

500-1,000

5,000-10,000

1,000-2,000

10,000-15,000

_____ 2,000-3,000

_____ 15,000-20,000

_____ 3,000-4,000

_____ 20,000+


_____ 4,000-5,000

Do not write below this line

Status: Date received by Superintendent 12-18-24

Notes on actions by Superintendent of Schools-

Reviewed with Athletic Director

*Approved by
Superintendent.*


Actions, if any, by the Board of Education-

Final disposition of the gift offer-



QUOTE

PO:
Date Ordered: November 27, 2024

Ordered By	Ship To	Return Address
Lisa Lindley Darien High School Girls Lacrosse	Lisa Lindley Darien High School Girls Lacrosse 80 High School Ln Darien,CT 06820	LAX.com 345 Wilson Avenue Norwalk, CT 06854 855-255-5294 sales@lax.com

Item	Product Code	Qty	Unit Price	Amount
Nike Team Down Fill Parka	Nike-dj6526-060-S	32	\$170.00	\$5,440.00

Subtotal	\$5,440.00
Estimated Tax	\$0.00
Estimated Freight	\$175.00
Total	\$5,615.00

This is a quote only and some charges may change prior to final invoicing

Examples:

- * Sales tax may be imposed if tax-exempt status is not confirmed
- * Shipping charge may go up or down dependent upon final order quantities and ultimate shipping method selected
- * Additional art fees may apply (consult with your sales representative for details)

DARIEN PUBLIC SCHOOLS

Contemplated Gift Form

Gift intended for:
(Check appropriate responses)

Hindley
 Holmes
 Ox Ridge

Royle

Tokeneke

Middlesex Middle School

Darien High School

District
douglass.w.wilson@gmail.com

Person(s) or Group Offering Gift(s)

Darien Soccer Association
Blue Wave Booster Club _____

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

Name Doug Wilson _____

Address _____

P.O.Box 2268 _____

Darien, CT 06820 _____

Tele. 203-524-5364 _____

Fax. _____
e-mail _____

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.

Two AED machines for use at MMS upper & lower fields, for students and staff in school as well as children and their families attending sports practices and games on both weekdays and weekends.

Model is HeartSine 350P. Also included is a pediatric PAD-PAK for children under 8 years old.

Will also include:

American AED Premium White Non-Alarmed Universal

Cabinet .Dim13.7 x 7.5 x 14.9

Fast Response Kit Red

AED Wall Sign - Projection Style 3D Triangle Sign

AED/CPR Guidelines poster

AED Window Decals

AED Inspection Hang Tag

Will be installed by American AED. The cabinet will be mounted with four screws. The devices come with a brochure that has a few simple steps for set up. After the steps have been completed, the device can remain in the cabinet as it completes its own self checks - it needs to be checked at least once per month and documented to ensure that green ready rescue light is on.

Questions continued on back of this sheet
Please answer the following questions.

Is the value of the gift(s) \$ 500.00 or more? X 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):

- | | |
|---------------------------|-----------------------------|
| <u> </u> 500-1,000 | <u> </u> 5,000-10,000 |
| <u> </u> 1,000-2,000 | <u> </u> 10,000-15,000 |
| <u> x </u> 2,000-3,000 | <u> </u> 15,000-20,000 |
| <u> </u> 3,000-4,000 | <u> </u> 20,000+ |
| <u> </u> 4,000-5,000 | |

Do not write below this line

Status: Date received by Superintendent 12.18.24

Notes on actions by Superintendent of Schools-

Reviewed with Athletic Director
Director of Facilities
Director of Nursing Services

Actions, if any, by the Board of Education-



Final disposition of the gift offer-



American AED[®]
Automated External Defibrillators

3151 Executive Way
Miramar, FL 33025
1-800-884-6480

Quote
#QUO36379
09/18/2024

Bill To

Middlesex Middle School
204 Hollow Tree Ridge Rd
Darien CT 06820
United States

Ship To

Middlesex Middle School
204 Hollow Tree Ridge Rd
Darien CT 06820
United States

TOTAL

\$1,450.75

Expires: 10/18/2024

Expires	Exp. Close	Shipping Attention	Sales Rep	Partner	Shipping Method
10/18/2024	10/18/2024		Alex - AA		FedEx Ground@AA

QTY	Item	Options	Tax	Rate	Amount
1	HS-350-STR-US-10 HEARTSINE SAM 350P AED		No	\$1,460.75	\$1,460.75
1	W-PAC-W-N-AA American AED Premium White Non-Alarmed Universal Cabinet .Dim13.7 x 7.5 x 14.9 Includes: Fast Response Kit Red AED Wall Sign - Projection Style 3D Triangle Sign AED/CPR Guidelines poster AED Window Decals AED Inspection Hang Tag		No	\$0.00	\$0.00
1	HS-PAD-PAK-02 PEDIATRIC-PAK FOR HEARTSINE AEDS PN:PAD-PAK-02		No	\$270.00	\$270.00
1	AA-Discount Discount		No	(\$300.00)	(\$300.00)

Subtotal	\$1,430.75
Shipping Costs	\$20.00
Tax Total (0%)	\$0.00
Total	\$1,450.75

X 2



QUO36379

Darien High School



Memorandum

To: Alan Addley, Ed.D., Superintendent of Schools
From: Darien High School Advisory Council to the Superintendent on Cell Phones Guidelines
RE: Proposal for Updated Cell Phone Guidelines at Darien High School
Date: January 14, 2025

This memo summarizes the work completed by the Advisory Council on student cell phone practices at Darien High School.

Proposed Cell Phone Guidelines

Beginning with the 25-26 school year, cell phones will be prohibited for student use during the school day in grades 9 through 11. In limited academic settings, with the express permission of a staff member, students may be directed to access cell phones for educational purposes. Students in grade 12 will have the privilege to access their phones outside of the classroom.

Background

Last year, the school expectations and practices for elementary and middle school students' use of personal smart devices were modified after a review of research and input from families and staff. Those changes were fully implemented in the first week of this school year. Six weeks later, K-8 staff were surveyed about the new smart device practices. Over 88% of staff reported the rules were effective in reducing classroom distractions and 78% of staff reported a positive impact on student focus and learning. As reported in the fall presentation to the Board of Education, student compliance is very high and the vast majority of parents have been, and continue to be, supportive of the changes to practices.

Darien High School students are expected to provide their own device for classroom learning. At the start of this school year the administrative team, working with the teaching staff, implemented some changes to classroom cell phone management. The primary strategy is to direct students to store cell phones at the start of each academic class in a pocket system. Currently there are no restrictions on student use of a cell phone in non-academic settings.

In October, a diverse group of eighteen participants (parents, teachers, students, school psychologists, and administrators) began work to evaluate practices around cell phones at Darien High School. This Advisory Council has held six meetings thus far, with more work to follow. The group developed and administered a survey (for families, students, and staff), reviewed recent research regarding cell phones and social media, and then proposed adjustments to current practice based upon their findings.

Guiding Principles

- Technology is a significant part of a student's experience in and out of school and is an important tool for learning. As a community, we have a shared responsibility to educate and promote responsible use.
- The positive outcomes of the MMS cell phone protocols should be maintained as incoming ninth grade students enter DHS
- Many students have difficulty self-regulating cell phone use.
- Daily interaction between teachers and students about cell phones impacts instructional time and impacts relationships that are so important to our school climate.
- Reducing cell phone use during the school day can significantly enhance attention and engagement in class and supports in-person communication, stronger peer connections and well-being.
- High school students are transitioning to adulthood. Our practices recognize their growth in maturity, self-regulation, responsibility and independence.
- Supporting our students around the negative impacts of social media, exposure to content that is inappropriate, lack of socialization, addictive behaviors such as gambling, etc. are challenges we share with our community that extend beyond school hours and we welcome a partnership in combating the negative consequences with our families.

Research and Survey Feedback

The Advisory Council reviewed several research articles (attached as an appendix below), which show that excessive social media use can negatively impact focus, academic performance, and mental health. In addition, the research shows that some approaches to cell phone storage are superior to others.

Surveys found that high school students clearly value social connection and see cell phones as important to socialization, organization, communication and as a resource for information. Staff wish to minimize distraction, improve focus and well being, and also identify settings in which cell phones are used as tools for learning. Parents understandably value safety and connection, but also communicated concern with distraction and mental health. In the surveys, over 78% of parents and over 84% of staff believe more restrictions on student access to cell phones would improve student

learning. In consideration of the surveys, a review of practices of similar school districts, and consideration of recommendations from experts such as Max Stossel and Jonathan Haidt, the Advisory Council has developed recommendations regarding student use of cell phones at Darien High School with the overall objectives of reducing distraction, increasing in-person communication among students and improving well being.

Next Steps

The Advisory Council will continue to work through the spring to:

- Provide education to families, staff, and students around healthy and responsible cell phone use this semester.
- Develop protocols and procedures that address operational/implementation issues such as athletics, emergencies, buses and exceptions.
- Model experiences in the spring semester that limit access to cell phones such as “away for the day” events.
- Plan for the fall 2025 implementation of the recommended protocols

Appendix

Darien High School Advisory Council membership:

Ellen Dunn (DHS Principal), Tim McGuire (Instructional Technology Coordinator), Dr. Alycia Dadd (Director of Mental Health), Jeff Adams (Director of Information Technology), Veronica Lima (Teacher), Jennifer Murphy (Teacher), Keith Keeler (Assistant Principal), Taylor Bonano (School Psychologist), Roni Rodier (Math Department Chair, Kate Watts (parent), Beth Lane (parent), and students: Yenairis Frias, Andy Boudo, Max Mansourian, Charlie Sedlock, Esther Bittker

Advice on Establishing Healthy Cell Phone Routines for Teenagers [PDF](#)

Suggestions from other resources and list of resources for further reading. Important takeaway includes “Having open, transparent, and developmentally appropriate conversations around adolescent media use is key to limiting risk and optimizing the potential benefits of phones, screens, and social media.”

Common Sense Media Report: [Constant Companion](#)

This is a detailed study of teen cell phone use. Recommendations are made for families and industry, but limited thoughts on schools. See pages 39-42 for most insight about school use. “Therefore, our takeaways and recommendations for caregivers and teachers revolve around supporting, scaffolding, and building insight around young people's smartphone use, rather than judging them. We do kids and their digital wellbeing a disservice by being overly negative and prescriptive, since this will likely only shut down conversations and make young people feel that they cannot come to us when they experience phone-related challenges—which most do, at one time or another.”

Connecticut's State Board of Education Position Statement on Personal Technology in Schools. - [Link](#)

In this document is the statement: Cell phones that are turned off and kept out of sight create classroom environments where students are less likely to be distracted by interruptions, can focus more on learning, and allow educators to concentrate on instruction instead of constantly monitoring student cell phone use. The policy should therefore address high school students having cell phones on their person during class.

The Digital Wellness Lab:

Outlines best practices related to family and child media use centered on research with [this section](#) for teens and young adults (13-22) offers recommendations and best practices such as talking with teens often about the experiences they are having and the choices they are making online, as well as modeling the behavior we want to see in our students.

Does Social Media Use Cause Depression - [Link](#)

Steps for parents to implement and concerns to watch for are shared in the article. Disrupted concentration is listed and this is a classroom concern too.

A Rapid Review on the Impact of Smartphone Bans in Schools on Social Well-Being and Academic Performance - [Link](#)

Educational Sciences review of five studies examines the impact of smartphone bans on social well-being, suggesting positive outcomes for student engagement and reduction in issues like cyberbullying. Improvement in academic performance is also noted.

Freakonomics Podcast Episode 602: Is Screentime as Poisonous as We Think? - [Link](#)

Conversation around mental health and social media with a presentation of two perspectives: Topics addressed include: Is there an actual mental health crisis? Are cell phones the root cause of that perceived crisis? Is there a simple solution?

Is having your cell phone the key to happiness, or does it really matter? Evidence from a randomized double-blind study doi: [10.1186/s40359-024-01595-y](https://doi.org/10.1186/s40359-024-01595-y)

Some studies show that having one's cell phone removed will lead to negative emotional reactions, while others have found no significant impact on how we feel. This research suggests that cell phone possession or removal has no influence on a person's affective state.

*Jonathan Haidt's (author of *The Anxious Generation*) [Blog Post](#) about how schools should handle cell phones.*

His position is clear - ban - but his approach to a ban is primarily removal from easy access though still on site (see his 5 levels 3: classroom caddies, 4: Yondr bags 5: on site lockers). He leaves this thought: "A school that goes phone-free would still have to figure out what to do about laptops, tablets, and computers in the classroom. Students would surely use any internet-connected device to send and receive texts, and to reach their social-media accounts."

Mom, dad, put down your phone and talk to me: how parental phubbing influences problematic internet use among adolescents - doi: [10.1186/s40359-024-01620-0](https://doi.org/10.1186/s40359-024-01620-0)

Research that investigated the association of parental phubbing and adolescents' Problematic Internet Use (PIU)

Pew Research Center - [Teens, Social Media, and Technology 2023](#)

Pew Research's 2023 report reveals that teens are highly engaged with platforms like YouTube, TikTok, and Snapchat, often leading to both positive social connections and concerns over mental health and digital distractions.

Another article by Pew Research Center - [72% of U.S. high school teachers say cellphone distraction is a major problem in the classroom](#)

And another article by Pew Research Center - [Most Americans back cellphone bans during class, but fewer support all-day restrictions](#)

Rutgers University: Dividing Attention in the Classroom Reduces Exam Performance - [Link](#)

Rutgers University conducted a study and found that cell phone use in classrooms negatively affects not only the grades of students using the devices but also those of their peers in the same environment. This is due to the overall distraction it creates, which disrupts focus and lowers academic outcomes for the entire class.

Social media does not elicit a physiological stress response as measured by heart rate and salivary cortisol over 20-minute sessions of cell phone use - <https://doi.org/10.1371/journal.pone.0298553>

Research that identifies no measurable impact of short (20 minute) usage of cell phones on feelings of stress or anxiety.

*Surgeon General's Advisory about Social Media and Youth Mental Health
PDF located within this [summary page](#).*

Summary statement: Usage of social media can become harmful depending on the amount of time children spend on the platforms, the type of content they consume or are otherwise exposed to, and the degree to which it disrupts activities that are essential for health like sleep and physical activity. Importantly, different children are affected by social media in different ways based on cultural, historical, and socio-economic factors.

Related District Guidance

[BYOD Device Guidance](#)

[Student Handbook \(p.63\)](#)

[Policy 5300 Student Use of The District's Computer Systems And Internet Safety](#)

Redefining Cell Phone Practices

Ellen Dunn
Tim McGuire



Cell Phone Advisory Council to the Superintendent

Ellen Dunn (DHS Principal), Tim McGuire (Instructional Technology Coordinator), Dr. Alycia Dadd (Director of Mental Health), Jeff Adams (Director of Information Technology), Veronica Lima (Teacher), Jennifer Murphy (Teacher), Keith Keeler (Assistant Principal), Taylor Bonano (School Psychologist), Roni Rodier (Math Department Chair), Kate Watts (parent), Beth Lane (parent), and students: Yenairis Frias, Andy Boudo, Max Mansourian, Charlie Sedlock, Esther Bittker

Process





Guiding Principles

- Technology is a significant part of a student's experience in and out of school and is an important tool for learning. As a community, we have a shared responsibility to educate and promote responsible use.
- The positive outcomes of the MMS cell phone protocols should be maintained as incoming ninth grade students transition to DHS.
- Many students have difficulty self-regulating cell phone use.
- Daily interaction between teachers and students about cell phones impacts instructional time and impacts relationships that are so important to our school climate.
- Reducing cell phone use during the school day can significantly enhance attention and engagement in class and supports in-person communication, stronger peer connections and well-being.
- High school students are transitioning to adulthood. Our practices recognize their growth in maturity, self-regulation, responsibility and independence.
- Supporting our students around the negative impacts of social media, exposure to content that is inappropriate, lack of socialization, addictive behaviors such as gambling, etc. are challenges we share with our community that extend beyond school hours and we welcome a partnership in combating the negative consequences with our families.

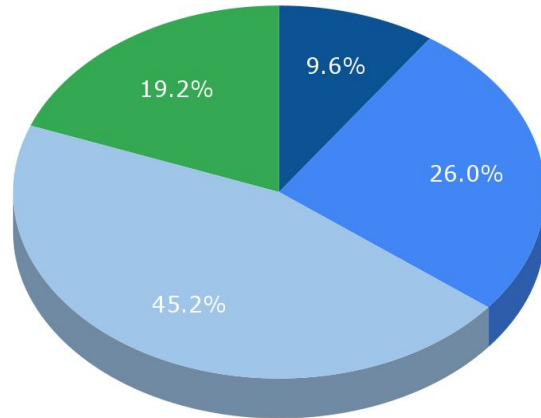
Review of Survey Data

- Understanding Current Practices
- Impact on Learning and Socialization
- Utilization of Cell Phones for Communication and Learning
- Feedback on Potential Changes
- Concerns

Frequency of Student Personal Device Use in the Classroom

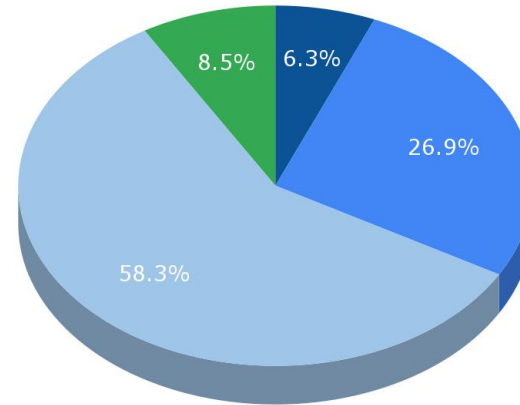
STAFF

- Multiple Times a Day
- Once or Twice a Day
- Rarely
- Never



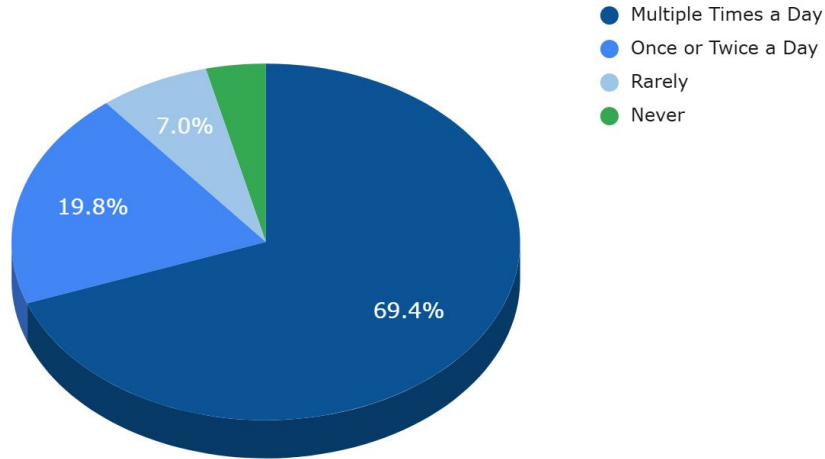
STUDENTS

- Multiple Times a Day
- Once or Twice a Day
- Rarely
- Never

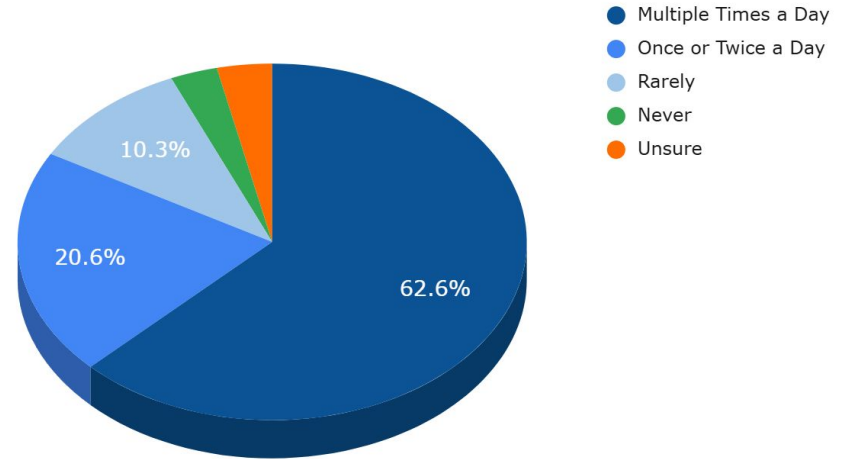


Use of Personal Devices for Organizational Purposes (i.e. calendars, lists, task tracking, etc...)

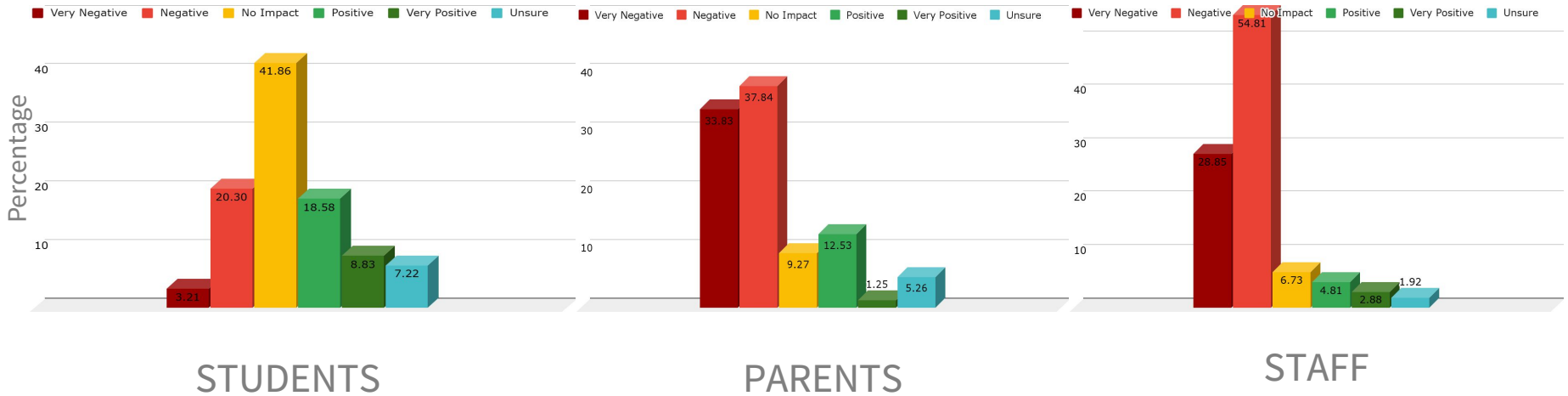
STUDENTS



PARENTS



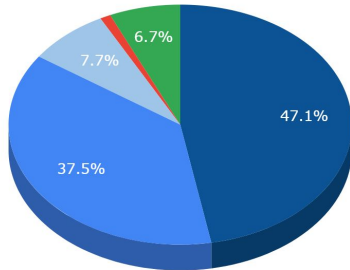
How much of an impact do you think personal devices have on student learning?



If the school fully restricted personal device use during school hours, how do you think it would impact student focus on learning?

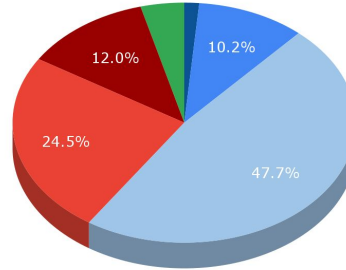
STAFF

- It would greatly improve focus
- It would somewhat improve focus
- No noticeable impact
- It would negatively impact focus
- Unsure



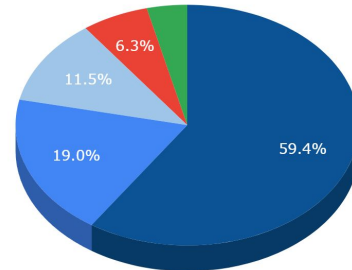
STUDENTS

- It would greatly improve my focus
- It would somewhat improve my focus
- No noticeable impact
- It would negatively impact my focus
- It would significantly impact my focus in a negative way
- Unsure



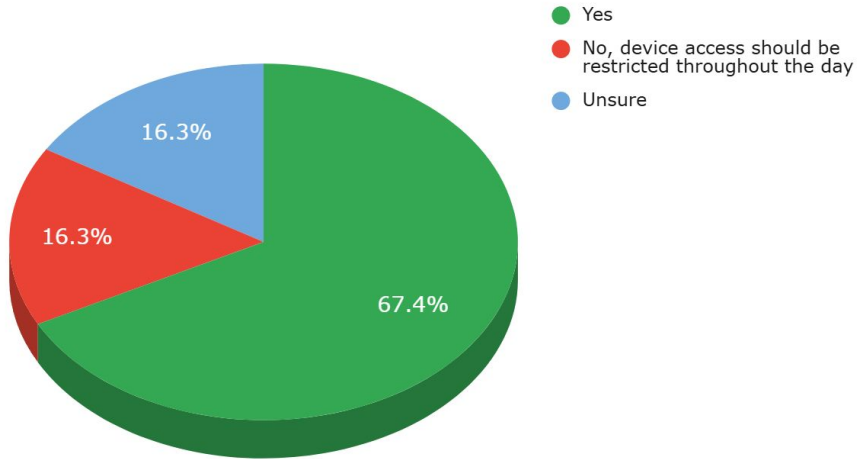
PARENTS

- It would greatly improve focus
- It would somewhat improve focus
- No noticeable impact
- It would negatively impact focus
- Unsure

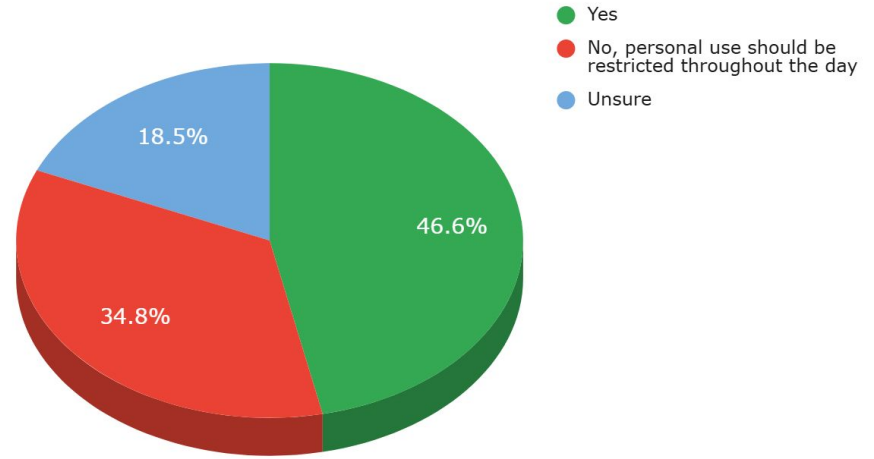


Do you think there should be designated times or areas where students are allowed to use their personal devices for personal use?

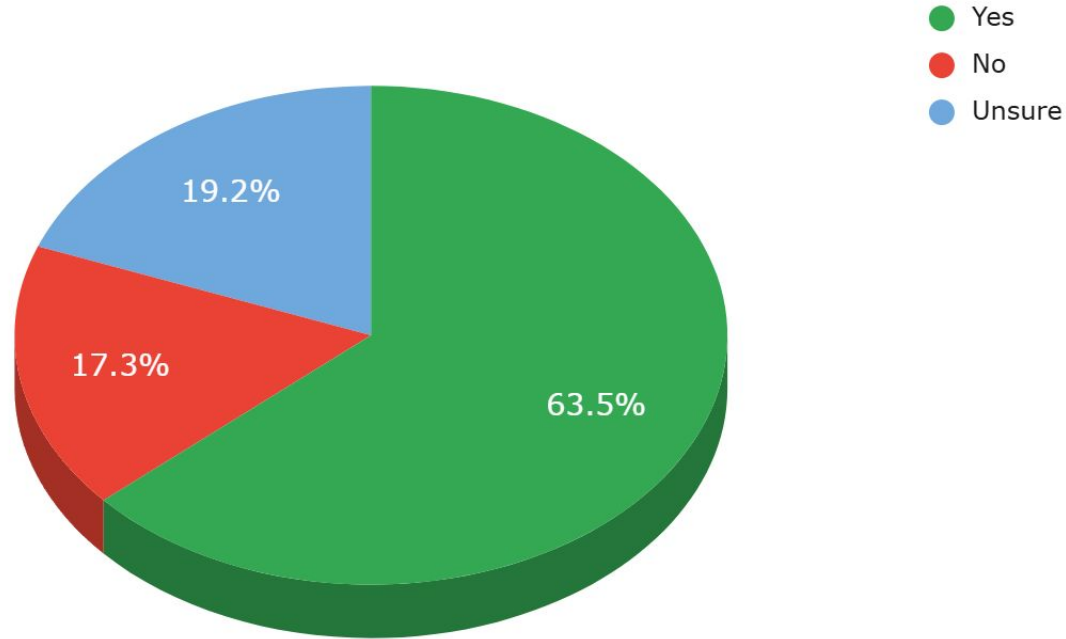
STAFF



PARENTS



STAFF: Would Stricter Guidelines Improve the Learning Environment in Your Classroom?



DRG A Current Practices

	Classroom	Outside Classroom Setting
Westport	Off and in classroom organizer or teacher decided location (backpacks, pouch, bin, etc..).	Permitted during unscheduled blocks or at teacher discretion for educational purposes.
New Canaan	Encouraged to put in lockers, but must put in class holders otherwise.	Permitted before school, during passing time, study hall, free periods, lunch, and after school.
Ridgefield	Most teachers require students to place cell phones in holders or out of sight for the duration of a class.	No restrictions outside classrooms.
Weston	Student personal devices required to be placed in the phone pocket in the classroom or kept in the student's backpack.	Not described.
Easton/Redding	Barlow does not have a formal cell phone policy, but defers to teacher discretion. Most teachers have cell phone pockets in their classrooms in which students insert their phones at the start of class.	No restrictions outside classrooms.
Wilton	Recent launch of Yondr bag solution.	

Proposed Protocol

Beginning with the 25-26 school year, cell phones will be prohibited for student use during the school day in grades 9 through 11. In limited academic settings, with the express permission of a staff member, students may be directed to access cell phones for educational purposes. Students in grade 12 will have the privilege to access their phones outside of the classroom.

Second Semester Work for Advisory Council

Education	Provide education to families, staff, and students around healthy and responsible cell phone use.
Experiences	Model experiences in the spring semester that limit access to cell phones such as “away for the day” events.
Implementation	Develop a logistical plan to implement the new protocols in the fall of 2025.



Questions?



Darien Board of Education
Darien, Connecticut
February 2025 - August 2025
Draft Master Agenda

Meeting Date	Agenda Items
February 11	<ul style="list-style-type: none">● Data Dashboard Update● Further Discussion and Approval of Proposed Board of Education FY26 Budget● First Reading and Discussion of Proposed Revisions to Board of Education Policies● ** Curriculum Committee Report● ** Facilities Committee Report● ** Policy Committee Report
February 25	<ul style="list-style-type: none">● Discussion of January 2025 Financial Report and Possible Action on Proposed Budget Transfers● Winter Update on District Strategic Plan and Board Goals● Further Discussion and Possible Action on Proposed Revisions to Board of Education Policies● * BOE Budget on Website● * BOE Approved (Printed) Budget Books only for BOE and Cabinet● ** Communications Committee Report● ** Finance Committee Report
March 12 (Wednesday- Rescheduled from March 11)	<ul style="list-style-type: none">● Discussion and Reflection on FY26 Board of Education Budget Process● ** Communications Committee Report● ** Curriculum Committee Report
March 25	<ul style="list-style-type: none">● Discussion and Possible Action on Establishing 2025 Darien High School Graduation Date● Mental Health and Wellness Update● Discussion of February 2025 Financial Report and Possible Action on Proposed Budget Transfers● Further Discussion on FY26 Budget● Discussion of Tabled Items from FY26 Budget Process● First Reading and Discussion of Proposed Revisions to Board of Education Policies● ** Policy Committee Report
April 8	<ul style="list-style-type: none">● Progress Report Revisions Update● Further Discussion and Possible Action on Proposed Revisions to Board of Education Policies● ** Communications Committee Report

	<ul style="list-style-type: none"> ● ** Curriculum Committee Report ● ** Facilities Committee Report
April 22	<ul style="list-style-type: none"> ● Action on Non-Renewal of Certified Staff Working under One-Year Contracts and Long Term Substitutes (if needed) ● Discussion of K-3 Literacy Program ● Discussion on March 2025 Financial Report and Possible Action on Proposed Budget Transfers ● ** Finance Committee Report
May 13	<ul style="list-style-type: none"> ● Discussion of 504 policies, practices and procedures ● Special Education Discussion ● Further Discussion and Possible Action on K-3 Literacy Program ● Presentation and Possible Action on International Trips for 2025-2026 School Year ● First Reading and Discussion of Proposed Revisions to Board of Education Policies ● ** Communications Committee Report ● ** Curriculum Committee Report ● ** Facilities Committee Report ● ** Policy Committee Report
May 27	<ul style="list-style-type: none"> ● First Reading and Discussion on 2026-2027 District School Calendar ● Discussion and Possible Action on Proposed Changes to 2025-2026 School District Calendar ● Discussion on April 2025 Financial Report and Possible Action on Proposed Budget Transfers ● Discussion and Possible Action on Non Lapsing Account ● Further Discussion and Possible Action on Proposed Revisions to Board of Education Policies ● Instructional Technology Update ● Superintendent's End of Year Evaluation ● ** Finance Committee Report ● ** Policy Committee Report
June 10	<ul style="list-style-type: none"> ● Superintendent's Award Recipients ● Aspiring Leader Academy Certificate Presentation ● Report on High School Internships ● Spring Update on District Strategic Plan and Board Goals ● Further Discussion and Possible Action on 2026-2027 District School Calendar ● Initial discussion on 2025-2026 District Priorities ● ** Communications Committee Report ● ** Curriculum Committee Report ● ** Facilities Committee Report
June 24	<ul style="list-style-type: none"> ● Discussion of Revisions to Approved Board Master Agenda – February through August 2025

	<ul style="list-style-type: none"> ● Discussion and Possible Action on Proposed Athletic Field Trips ● Annual Report on Donations ● First Reading and Discussion on Proposed Schedule of 2026 Regular Board of Education Meetings and Subcommittee Meetings ● Further Discussion on 2025-2026 District Priorities ● Initial Discussion of Draft Board of Education Goals for 2025-2026 ● Superintendent’s Contract ● Discussion on non-affiliated employees’ salaries ● Review Draft Agenda for Board Summer Retreat ● Discussion on May 2025 Financial Report and Possible Action on Proposed Budget Transfers ● ** Finance Committee Report
<p>July Special Meeting (Date TBD)</p>	<ul style="list-style-type: none"> ● Board Self Evaluation and Board of Education Goals ● Discussion of Board Meeting Efficiencies and Procedures ● Legal Updates and Board Operations ● Board Operations/Processes/Committees/Agendas ● Preliminary Discussion on FY27 Budget ● Potential New Budget Initiatives ● Discussion and Possible Action on Board of Education Pre-Budget Topics and Timeline
<p>July 22</p>	<ul style="list-style-type: none"> ● Further Discussion of Draft District/Board of Education Goals and Strategic Plan Goals/Strategies/Actions for 2025-2026 ● Further Discussion and Possible Action on Proposed Schedule of 2025-2026 Regular Board of Education Meetings and Schedule of Subcommittee Meetings ● Update on Enrollment for the 2025-2026 School Year, Scheduling and Discussion and Possible Action on Setting Elementary Class Sections
<p>August 26</p>	<ul style="list-style-type: none"> ● Verbal Update on Regular and Special Education Staffing for 2025-2026 ● First Reading of Board Master Agenda for August 2025-February 2026 ● Update on Summer Facilities Projects ● Appointment of an Impartial Hearing Officer for Student Disciplinary Matters for the 2025-2026 School Year, as they arise ● Action Item – to Delegate to its Appointed Hearing Officer Responsibility for Hearing Expulsion Expungement Requests and for Hearing School Accommodations Appeals, including Transportation Appeals as provided by Statute ● Further Discussion and Possible Action on District/Board Goals for 2025-2026 ● Discussion on June 2025 and Year End Financial Report and Possible Action on Proposed Budget Transfer

Parking Lot Topics

- Special Education Self Study - TBD
- ELP Presentation for Fall 2025
- **Update on Transportation**

* Informational Purposes Only

** BOE Subcommittee Reports (Topics listed where known)

DRAFT

Memorandum



To: Darien Board of Education
From: Alan Addley, Ed.D., Superintendent of Schools
RE: FY26 Budget Materials
Date: January 10, 2025

This packet includes the following budget documents:

- [JANUARY 4, 2025 BOE BUDGET QUESTIONS](#)
- [Board Presentation FY26 Budget Initiative Professional Learning](#)
- [FY26 Paraeducator Board Presentation](#)
- [Participation Fees](#)
- Gifted and Talented Idea Presentations:
 - [Gifted and Talented Idea Presentation Initial Proposal-Inclusive Model](#)
 - [Gifted and Talented Alternative Instructional Model Presentation](#)
- [Possible Modifications](#)

The [January 4, 2025 BOE Budget Questions](#) contains the administration's responses to the BOE's budget questions.

Board Presentation FY26 Budget Initiative Professional Learning

This presentation includes a request for additional professional learning time. This includes time for District professional development and Professional Learning Community (PLC) time. This presentation describes the function of both professional development and professional learning communities. An educational rationale for an increase in professional learning time includes (a) 5 additional District-wide early release days (ERDs) and (b) 3 additional PLC days at the high school.

FY26 Paraeducator Board Presentation

This presentation outlines the roles of paraeducator, intern and substitute roles.

Participation Fees

The Participation Fees presentation outlines a variety of pay for participation options for Board consideration.

Gifted and Talented Idea Presentations

Please note that there are two presentations regarding programming for Gifted & Talented. The first, **Gifted and Talented Idea Presentation Initial Proposal-Inclusive Model**, addresses the elimination of the current Idea model and replaces it with an inclusive one in the general education classrooms. This presentation provides a crosswalk of the current pull out Idea Program services and an alternative model in which services for students identified as gifted would be provided in the general education setting solely by the classroom teacher.

The second presentation, **Gifted and Talented Alternative Instructional Model**, proposes an alternative model as another option in meeting the budget guideline. In this model the grades 6-8 Idea program would be maintained with 1.6 FTE. This model proposes the reduction of 1.7 FTE at the elementary school level. In this instructional model, the library media specialist in each elementary school would be the primary, dedicated provider for gifted and talented instruction.

Possible Modifications

Excess Cost preliminary reimbursement rates have been issued by the State at 59.96%. This is a loss of revenue this year of \$287,000. The possible modifications slide shows Options 1 & 2 and Considerations 3 & 4.

Options 1 & 2 include two options for addressing the \$469K shortfall in the 4.39% budget if the Gifted & Talented Idea Program is restored in the budget. Option 1 reflects an alternative model for supporting Gifted & Talented programming (utilizes the elementary library Media specialists). Option 2 keeps the current Idea Gifted & Talented model.

Considerations 3A & 3B reflect how the District might accommodate a reduced Excess Cost Reimbursement (ECR) of (\$165,799) representing a rate of 65% versus 70%. Consideration 3A includes the alternative model for Gifted & Talented and athletic fees. Consideration 3B eliminates the Gifted & Talented Program and expands participation fees to athletics and clubs.

I will speak more to the details of the possible modifications to the FY26 Superintendent's Proposed Budget at Tuesday's meeting.

JANUARY 4, 2025 BOE BUDGET QUESTIONS

RC	Question	Responses										
1	How many students outside of lunch hours visit the wellness center?	<table border="0"> <tr> <td></td> <td align="right">Average per day</td> </tr> <tr> <td>Full Day</td> <td align="right">148</td> </tr> <tr> <td>Before lunch</td> <td align="right">41</td> </tr> <tr> <td>During lunch</td> <td align="right">83</td> </tr> <tr> <td>After lunch</td> <td align="right">25</td> </tr> </table>		Average per day	Full Day	148	Before lunch	41	During lunch	83	After lunch	25
	Average per day											
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1	What constitutes a visit to the Wellness Center?	<p>A visit at the Wellness Center is when a student stays and engages in some manner; this may include engaging with the Wellness Center Coordinator, another student or adult, an activity, or if they take quiet time for themselves within the space.</p> <p>A visit is not counted if a student passes through (i.e getting some water or a mint). Those who visit multiple times throughout the day are only included once in the count, unless they visit during The Wellness Center Coordinator's lunch, when the person covering the center is unaware of their previous visit.</p>										
1	How many students visit the Wellness Center are referred for services?	<p>Communication between the Wellness Center Coordinator and the support staff at DHS is ongoing. The coordinator asks support staff to check in on two to three students per week. It is also not uncommon for our support staff to introduce the Wellness Center as a resource for their students, connecting them directly with the coordinator.</p>										
1	Are there other places for students to relax outside of the Wellness Center at DHS? Why do we need to staff it with a dedicated FTE?	<p>The Wellness Center is a tech free environment for students who may be feeling the pressure of high expectations in a rigorous academic setting as well as space for those who are trying to find their place to connect. In the Wellness Center, students are invited into a space that is defined by its focus on self-awareness, reflection and restoration. Here they are encouraged, supported and welcomed to pause and escape the busy noise of high school life and prepare to transition back into their classroom settings. The Wellness Center is not simply a place to relax. By design, it is a place to disconnect in which students explore techniques to manage stress such as mindfulness, yoga, visits with therapy animals, and expressions of gratitude. Here students may play chess, work with puzzles, color, watch a zoo cam, listen to music or laugh with friends in the comfortable furniture so generously provided by our DHSPA . The</p>										

		creation of a full time, Wellness Center Coordinator position has increased programming, facilitates a full day of supervision of the setting and has fostered a community through the wonderful relationships established with and among students. The coordinator role provides a consistent, trusted adult who notices when students are not themselves and can connect students with resources when needed. A cross section of our student body takes advantage of this space and many who may avoid larger settings find the Wellness Center to be a welcome comfort. When students visit the Wellness Center, they enter a space created solely for this purpose and it serves as a visible expression of how highly we prioritize mental health and wellbeing as a school community.																					
1	Provide a 1 page spend breakdown of mental health that crosses all RC's, including Fitch?	Mental Health Spend																					
3	What would a theater fee look like?	A \$200 Fee for MS Theater would generate approximately \$18,000																					
3	What is the estimated cost of the TEAM model?	If the TEAM model was not in place each teacher would be able to teach a 6th class as there would not be a TEAM meeting. This would result in a reduction of 9.0 FTE Teachers plus TEAM stipends at an approximate cost of \$1.4 million																					
3	Provide the total number and enrollment of Middle Schools in the DRG A.	<table border="1"> <thead> <tr> <th>District</th> <th># of Middle Schools</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>New Canaan</td> <td>1</td> <td>1,222</td> </tr> <tr> <td>Darien</td> <td>1</td> <td>1,061</td> </tr> <tr> <td>Westport</td> <td>2</td> <td>Bedford: 710 Coley: 454</td> </tr> <tr> <td>Ridgefield</td> <td>2</td> <td>East Ridge: 492 Scotts Ridge: 556</td> </tr> <tr> <td>Weston</td> <td>1</td> <td>483</td> </tr> <tr> <td>Wilton</td> <td>1</td> <td>837</td> </tr> </tbody> </table>	District	# of Middle Schools	Enrollment	New Canaan	1	1,222	Darien	1	1,061	Westport	2	Bedford: 710 Coley: 454	Ridgefield	2	East Ridge: 492 Scotts Ridge: 556	Weston	1	483	Wilton	1	837
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5-10	How are instructional paraprofessional days spent (day in the life)?	Instructional Para Day																					

5-10	Day in the life of Elementary Teacher	Elementary Teacher Day																				
5-10	What do Interns do?	During the internship period interns are the first people called to cover teacher absences. In the event that there are no teacher absences on any day they will provide assistance in other classrooms and are available to fill in for special education paraeducators who are absent. Interns also assist in supervision of students and may provide small group instruction in classrooms.																				
5-10	How often are para's pulled to provide substitute coverage?	Through December paraprofessionals have provided approximately 1,798 hours of coverage or 25% of their work year.																				
5-10	Compare Paraprofessionals, Student Interns, Daily Substitutes and Building Substitutes	Para, Intern and Substitute Comparison																				
5-10	Is there supervisory work for classroom teachers when interns are in place?	Student interns require the same level of supervision as paraeducators, building substitutes and daily substitutes. Teachers are paid a stipend by the universities for the period that they supervise student teaching.																				
5-10	Provide a breakdown of absences: -Sick -Personal -Professional Development	Teacher Absence Data																				
11	Provide a breakdown of the total contribution parents would have to make including rentals for Non CIAC sports that is proposed.	<table border="1"> <thead> <tr> <th>Sport</th> <th>Rental Fee</th> <th>Proposed Fee</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Rugby</td> <td>\$0</td> <td>\$340</td> <td>\$340</td> </tr> <tr> <td>Squash</td> <td>\$531</td> <td>\$340</td> <td>\$871</td> </tr> <tr> <td>Skiing</td> <td>\$372</td> <td>\$340</td> <td>\$712</td> </tr> <tr> <td>Sailing</td> <td>\$375</td> <td>\$340</td> <td>\$715</td> </tr> </tbody> </table>	Sport	Rental Fee	Proposed Fee	Total	Rugby	\$0	\$340	\$340	Squash	\$531	\$340	\$871	Skiing	\$372	\$340	\$712	Sailing	\$375	\$340	\$715
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Sailing	\$375	\$340	\$715																			
11	Provide the athletic funding including outside contributions from parents within the Student Activity Accounts that was shared during last year's budget discussions.	Athletic Total Spend Schedule																				
11	What would a 70/30 split for diving/swimming look like?	Currently the rental fee for diving is \$17,860. A 70/30 split would reduce the BOE budget by \$12,502. The 70% rental fee on dive athletes would be \$3,126 for Boys and \$1,042 for Girls.																				

11	Provide the reciprocal agreement with the YMCA.	YMCA Addendum YMCA Contract YMCA Memo
11	What else was looked at in athletics besides Non CIAC sport fees?	<p>We considered eliminating elementary intramurals, middle school intramurals and high school open gym due to declining participation. The total of this reduction would have been similar to the proposed non-ciac sport fees at a total reduction of \$58,880.</p> <p>We also looked at what it would look like to implement cuts across sports. This would reduce the budget by \$144,000 as the number of coaches and supplies would be reduced. However, this would reduce opportunities for students and is not the typical practice across the DRG.</p> <p>We also discussed athletic department staffing.</p>
11	What would the minimum number of students per team be?	<p>CIAC does not have a minimum threshold for each team. The attached indicates a reasonable number of student athletes rostered in each sport and level.</p> <p>Min # of Student Athletes</p>
11	Do other DRG A districts implement roster cuts?	<p>Westport: Cuts only in Cheerleading, Field Hockey, Golf, Boy Soccer, Volleyball, Basketball, Skiing, Squash, Baseball, Tennis</p> <p>New Canaan: Cuts only in Field Hockey, Soccer, Volleyball, Basketball, Baseball, Golf and Tennis</p> <p>Wilton: Cuts only in Cheerleading, Field Hockey, Golf, Soccer, Volleyball, Basketball, Ski, Baseball and Tennis</p> <p>Ridgefield: Cuts only in golf, soccer, volleyball, cheerleading, dance, basketball, skiing, tennis and baseball</p> <p>Joel Barlow: Cuts only in volleyball, basketball and baseball</p>
11	Provide various participation fee proposals.	<p>Fee Options</p> <p>Fees Presentation</p>
11	Provide the cost comparison of the 3 year vs 4 year uniform replacement cycle.	<p>3 Year and 4 Year Uniform Cycle</p>

11	How much is security for athletics within sports officials?	<table border="1" data-bbox="953 142 2001 272"> <thead> <tr> <th data-bbox="953 142 1215 207">FY23-Actuals</th> <th data-bbox="1215 142 1476 207">FY24-Actuals</th> <th data-bbox="1476 142 1736 207">FY25 Budget</th> <th data-bbox="1736 142 2001 207">FY26 Budget</th> </tr> </thead> <tbody> <tr> <td data-bbox="953 207 1215 272">\$89,506</td> <td data-bbox="1215 207 1476 272">\$69,888</td> <td data-bbox="1476 207 1736 272">\$80,000</td> <td data-bbox="1736 207 2001 272">\$70,000</td> </tr> </tbody> </table>				FY23-Actuals	FY24-Actuals	FY25 Budget	FY26 Budget	\$89,506	\$69,888	\$80,000	\$70,000
FY23-Actuals	FY24-Actuals	FY25 Budget	FY26 Budget										
\$89,506	\$69,888	\$80,000	\$70,000										
11	How much revenue does DSS generate from athletics?	In total, athletic camps run through Darien Summer School generated \$378,944. Of this \$291,734 were for students grades 1-8.											
11	Are there savings in athletic transportation if we do not send the entire team	No, the buses typically are not at full capacity and there are no opportunities for smaller buses. Thus bringing less students would not impact cost as the cost of transportation is not on a per student basis.											
13	Impact of last years Music FTE reduction	Elementary and Music Art Response											
14	Impact of last years Art FTE Reduction	Elementary and Music Art Response											
13/14	Are Specials areas and special education seeing a high level of absences?	Teacher Absence Data											
15	The description of Jamf is listed for \$15,239 as iPad management. As we no longer hand out iPads to students do we need this software?	JAMF is an Apple device management solution to deploy, configure, and secure iPhones, iPads, Macs, and Apple TVs. It is also the keyholder for many software licenses for those systems and helps ensure applications are assigned and updated appropriately. While it is true that we are no longer using a 1-to-1 iPad distribution to students at the high school, all of those iPads remain available for use for instruction and assessment purposes. Apple TVs are available in every classroom at the high school and support the display of content to projectors. Staff-assigned Macs and iPads are also managed through JAMF. In addition, other iPads are in use in the district including assistive technology, special education, and the robotics program. Eliminating JAMF would open these devices to unmanaged use and we would be unable to reassign software when needed.											
15	Is the typing club software effective?	TypingClub is provided to students in grade 3 through 5. It offers a structured, interactive, and engaging platform that functions well on a Chromebook. Students work independently and at their own pace, most often during WIN											

		blocks. TypingClub provides students with continuous feedback and includes the most accessibility features of any similar product. For example, students can increase their font size, choose a high-contrast theme, learn to type with one hand, activate the voice-over for audio guidance, or use their choice of screen-reader to learn how to type. Teachers and administrators can track student progress through detailed reports, further ensuring the program's alignment with educational goals. Common Sense Media rates this program 5 out of 5 for engagement, pedagogy, and support.								
16	Provide the breakdown of the catering budget.	<table border="1"> <tr> <td>BOE Meetings (super saturday, retreat, negotiations, BOE Orientation)</td> <td>\$3,500</td> </tr> <tr> <td>Convocation</td> <td>\$6,000</td> </tr> <tr> <td>Special Events (i.e. Legislative Breakfast, Meet and Greet Principals, Water, Lunch Meetings)</td> <td>\$3,000</td> </tr> <tr> <td>Total</td> <td>\$12,500</td> </tr> </table>	BOE Meetings (super saturday, retreat, negotiations, BOE Orientation)	\$3,500	Convocation	\$6,000	Special Events (i.e. Legislative Breakfast, Meet and Greet Principals, Water, Lunch Meetings)	\$3,000	Total	\$12,500
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Total	\$12,500									
19	Provide the Tri State Report & NEASC Presentation to the Board	May 10, 2024 Memo to Board with Tri State Report Tri State Report- May 10, 2024 Curriculum Committee May 28, 2024 Memo with report BOE Meeting and Presentation to Board BOE Presentation on the NEASC Decennial Visit								
19	What have we lost funding for over time that has moved into the operating budget?	Title 1 Funding: \$135,000 (FY25/FY26) Title IV Funding: \$12,000 (FY25/FY26) ARPA Mental Health: \$44,000 (FY25/FY26) Teen Talk MMS: \$50,000 (FY26) Darien Foundation Video Wall: \$12,800 (FY25/FY26) ARPA Funding for Psychologist: \$75,000 (FY23, FY24, FY25, FY26) Team Mentor: \$20,000 (FY20, FY21, FY22, FY23, FY24, FY25, FY26) Darien Foundation Robotics Materials: \$30,000 FY24, FY25, FY26								
19	Provide the curriculum development spending over time.	<table border="1"> <tr> <td>FY26-Budget</td> <td>\$134,232</td> </tr> </table>	FY26-Budget	\$134,232						
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19	What are we spending on all PD over the years? Include cost of Subs	<table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>PD</th> <th>Substitutes</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>FY26-Budget</td> <td>\$410,425</td> <td>\$20,000</td> <td>\$430,425</td> </tr> <tr> <td>FY25-Budget</td> <td>\$402,001</td> <td>\$20,000</td> <td>\$422,001</td> </tr> <tr> <td>FY24 Actuals</td> <td>\$409,858</td> <td>\$12,696</td> <td>\$422,554</td> </tr> <tr> <td>FY23 Actuals</td> <td>\$459,891</td> <td>\$18,356</td> <td>\$478,247</td> </tr> <tr> <td>FY22 Actuals</td> <td>\$471,072</td> <td>\$22,523</td> <td>\$493,595</td> </tr> </tbody> </table>	Fiscal Year	PD	Substitutes	Total	FY26-Budget	\$410,425	\$20,000	\$430,425	FY25-Budget	\$402,001	\$20,000	\$422,001	FY24 Actuals	\$409,858	\$12,696	\$422,554	FY23 Actuals	\$459,891	\$18,356	\$478,247	FY22 Actuals	\$471,072	\$22,523	\$493,595												
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19	Provide a chart of enrollment, # of teachers and # of admins over time including costs.	<table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Enrollment</th> <th>Teacher FTE</th> <th>Administrator FTE</th> </tr> </thead> <tbody> <tr> <td>FY18</td> <td>4,819</td> <td>497.4</td> <td>31.7</td> </tr> <tr> <td>FY19</td> <td>4,729</td> <td>491</td> <td>31.7</td> </tr> <tr> <td>FY20</td> <td>4,788</td> <td>488.7</td> <td>32.7</td> </tr> <tr> <td>FY21</td> <td>4,649</td> <td>477</td> <td>33</td> </tr> <tr> <td>FY22</td> <td>4,728</td> <td>482</td> <td>37</td> </tr> <tr> <td>FY23</td> <td>4,681</td> <td>482.3</td> <td>37</td> </tr> <tr> <td>FY24</td> <td>4,667</td> <td>488</td> <td>36</td> </tr> <tr> <td>FY25</td> <td>4,680</td> <td>479.3</td> <td>36</td> </tr> </tbody> </table>	Fiscal Year	Enrollment	Teacher FTE	Administrator FTE	FY18	4,819	497.4	31.7	FY19	4,729	491	31.7	FY20	4,788	488.7	32.7	FY21	4,649	477	33	FY22	4,728	482	37	FY23	4,681	482.3	37	FY24	4,667	488	36	FY25	4,680	479.3	36
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19	Provide the PDEC survey.	Certified Staff Professional Learning Survey November 2024																								
19	What is the cost if we only do the early release days and not the additional PLC days?	\$58,500																								
19	Breakdown Admin Retreat Costs	<table border="1"> <thead> <tr> <th colspan="2">Costs for Administrator Retreats</th> </tr> <tr> <th>Item/Service</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>\$4,000</td> <td>Fairfield Museum Rental</td> </tr> <tr> <td>\$5,120</td> <td>Books, supplies, resources, materials</td> </tr> <tr> <td>\$8,988</td> <td>Professional Development</td> </tr> <tr> <td>\$3,185</td> <td>Catering fees</td> </tr> <tr> <td>Total:</td> <td>\$21,303</td> </tr> </tbody> </table>	Costs for Administrator Retreats		Item/Service	Cost	\$4,000	Fairfield Museum Rental	\$5,120	Books, supplies, resources, materials	\$8,988	Professional Development	\$3,185	Catering fees	Total:	\$21,303										
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24	Provide OOD Tuition by category and see the growth trends.	Out-of-District Tuition by Category/Growth Trends																								
24	Provide a 1 page document on our in-sourcing of transportation	In House Transportation																								
24	How many special education teachers have we added over time? Can we break out by Elem, Middle and HS?	<table border="1"> <thead> <tr> <th>FY</th> <th>ELP</th> <th>Elem</th> <th>MS</th> <th>HS</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>FY26</td> <td>9</td> <td>29.4</td> <td>17</td> <td>18</td> <td>73.4</td> </tr> <tr> <td>FY25</td> <td>9</td> <td>29.4</td> <td>17</td> <td>18</td> <td>73.4</td> </tr> <tr> <td>FY24</td> <td>9</td> <td>29</td> <td>17</td> <td>18</td> <td>73.0</td> </tr> </tbody> </table>	FY	ELP	Elem	MS	HS	Total	FY26	9	29.4	17	18	73.4	FY25	9	29.4	17	18	73.4	FY24	9	29	17	18	73.0
FY	ELP	Elem	MS	HS	Total																					
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FY23	9	28	17	17	71.0
FY22	9	28	17	16	70.0

Includes grant funds

24

What Transition PD is planned in Special Education?

Transition-based Professional Learning during the 2024-2025 school year is utilizing the assessment process to inform transition planning and programming. Transition Assessment (see CSDE information [here](#)) professional learning is being supported by a new resource, the National Technical Assistance Center on Transition's Collaborative Assessment Guide for Transition Planning (2024; [here](#)). Transition assessment is an ongoing process informed by multiple data points, including information collected by school counselors through Naviance.

In collaboration with Ms.Ostar and the school counseling department, transition assessment outcomes will inform Seminar Topics. Professional learning through interdepartmental collaboration between School Counseling and SESS Departments will foster the development of robust transitional programming and planning to meet the needs of students.

On-going faculty professional learning regarding post-secondary opportunities and pathways is provided by participation and visitation of programs nationwide. School counselors participate in counselor tours annually with a host of universities and colleges that offer programs to support all learners in their post-secondary experience.

Tours this year included specialized inclusive college campus programs (e.g. Thames Program at Mitchell College, LIFE Program at College of Charleston) and neighboring transition programs (e.g. Norwalk Community Colleges (NCC) Steps).

Annually, college admissions counselors visit DHS and meet individually with the school counselors, prior to meeting with the student, to inform them on new programs and initiatives on campus that may address the student's interest and pathways.

Professional development is scheduled to be held on January 17, 2025 for DHS school counselors that will research programs and begin to develop an in-house guide for inclusive post-secondary programs.

26	Provide area PreK Tuitions	<table border="1"> <tr> <td data-bbox="953 144 1304 207">Methodist Family Center</td> <td data-bbox="1304 144 1650 207">\$12,669</td> <td data-bbox="1650 144 2001 207">5 Days</td> </tr> <tr> <td data-bbox="953 207 1304 305">First Congregation Church</td> <td data-bbox="1304 207 1650 305">\$11,874</td> <td data-bbox="1650 207 2001 305">5 Days</td> </tr> <tr> <td data-bbox="953 305 1304 368">Holly Pond</td> <td data-bbox="1304 305 1650 368">\$2,110</td> <td data-bbox="1650 305 2001 368">5 Days</td> </tr> <tr> <td data-bbox="953 368 1304 431">Darren Proposed</td> <td data-bbox="1304 368 1650 431">\$11,845</td> <td data-bbox="1650 368 2001 431">5 Days</td> </tr> </table>	Methodist Family Center	\$12,669	5 Days	First Congregation Church	\$11,874	5 Days	Holly Pond	\$2,110	5 Days	Darren Proposed	\$11,845	5 Days
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Idea	Define a Talented & Gifted Student	<p>Definition of Gifted and Talented Section 10-76a-2 offers the following three important definitions that serve as the foundation for the identification of students as gifted and/or talented:</p> <p><i>(1) "Extraordinary learning ability" means a child identified by the planning and placement team as gifted and talented on the basis of either performance on relevant standardized measuring instruments, or demonstrated or potential achievement or intellectual creativity, or both.</i></p> <p><i>(2) "Gifted and talented" means a child identified by the planning and placement team as (A) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and (B) needing differentiated instruction or services beyond those being provided in the general education program in order to realize the child's intellectual, creative or specific academic potential. The term shall include children with extraordinary learning ability and children with outstanding talent in the creative arts.</i></p> <p><i>(3) "Outstanding talent in the creative arts" means a child identified by the planning and placement team as gifted and talented on the basis of demonstrated or potential achievement in music, the visual arts or the performing arts.</i></p> <p>(Gifted and Talented Education: CSDE Guidance Regarding Identification and Service March 2019)</p>												
Idea (3,5-10)	What's the crosswalk to provide in classroom support should Idea be eliminated?	See January 14, 2025 Board of Education Presentation												
	What would be needed to provide in-classroom support should Idea be eliminated?	Supporting Learners in the Classroom												

	Provide the 2021 Idea report	Talented and Gifted Report																														
	What is the cost of Idea in Elem and separately MMS?	<table border="1" data-bbox="953 207 2001 399"> <tr> <td data-bbox="953 207 1304 272">Elementary Idea Cost</td> <td data-bbox="1304 207 1650 272">1.7 FTE</td> <td colspan="2" data-bbox="1650 207 2001 272">\$ (235,711)</td> </tr> <tr> <td data-bbox="953 272 1304 337">MMS Idea Cost</td> <td data-bbox="1304 272 1650 337">1.6 FTE</td> <td colspan="2" data-bbox="1650 272 2001 337">\$ (233,304)</td> </tr> <tr> <td data-bbox="953 337 1304 399">Total</td> <td data-bbox="1304 337 1650 399">3.3 FTE</td> <td colspan="2" data-bbox="1650 337 2001 399">\$ (469,015)</td> </tr> </table>			Elementary Idea Cost	1.7 FTE	\$ (235,711)		MMS Idea Cost	1.6 FTE	\$ (233,304)		Total	3.3 FTE	\$ (469,015)																	
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	What do other DRG A districts have for Idea	<table border="1" data-bbox="953 496 2001 940"> <thead> <tr> <th data-bbox="953 496 1304 561">District</th> <th data-bbox="1304 496 1650 561">Elementary</th> <th colspan="2" data-bbox="1650 496 2001 561">Middle</th> </tr> </thead> <tbody> <tr> <td data-bbox="953 561 1304 626">Westport</td> <td data-bbox="1304 561 1650 626">Yes</td> <td colspan="2" data-bbox="1650 561 2001 626">Yes</td> </tr> <tr> <td data-bbox="953 626 1304 691">New Canaan</td> <td data-bbox="1304 626 1650 691">Yes</td> <td colspan="2" data-bbox="1650 626 2001 691">Yes</td> </tr> <tr> <td data-bbox="953 691 1304 756">Wilton</td> <td data-bbox="1304 691 1650 756">No</td> <td colspan="2" data-bbox="1650 691 2001 756">No</td> </tr> <tr> <td data-bbox="953 756 1304 821">Weston</td> <td data-bbox="1304 756 1650 821">Yes</td> <td colspan="2" data-bbox="1650 756 2001 821">Yes</td> </tr> <tr> <td data-bbox="953 821 1304 886">Ridgefield</td> <td data-bbox="1304 821 1650 886">No</td> <td colspan="2" data-bbox="1650 821 2001 886">No</td> </tr> <tr> <td data-bbox="953 886 1304 940">Easton/Redding</td> <td data-bbox="1304 886 1650 940">Yes</td> <td colspan="2" data-bbox="1650 886 2001 940">No</td> </tr> </tbody> </table>			District	Elementary	Middle		Westport	Yes	Yes		New Canaan	Yes	Yes		Wilton	No	No		Weston	Yes	Yes		Ridgefield	No	No		Easton/Redding	Yes	No	
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	What alternatives can be considered if the BOE restores the Idea proposed reduction of \$469,015?	<p data-bbox="953 1008 2001 1109"><u>Option 1:</u> Increase Class Size to the following:</p> <table border="1" data-bbox="953 1141 2001 1520"> <thead> <tr> <th data-bbox="953 1141 1215 1206">Grade</th> <th data-bbox="1215 1141 1476 1206">Current</th> <th data-bbox="1476 1141 1736 1206">Proposed</th> <th data-bbox="1736 1141 2001 1206">Change</th> </tr> </thead> <tbody> <tr> <td data-bbox="953 1206 1215 1271">K</td> <td data-bbox="1215 1206 1476 1271">22</td> <td data-bbox="1476 1206 1736 1271">22</td> <td data-bbox="1736 1206 2001 1271">0</td> </tr> <tr> <td data-bbox="953 1271 1215 1336">1st</td> <td data-bbox="1215 1271 1476 1336">22</td> <td data-bbox="1476 1271 1736 1336">22</td> <td data-bbox="1736 1271 2001 1336">0</td> </tr> <tr> <td data-bbox="953 1336 1215 1401">2nd</td> <td data-bbox="1215 1336 1476 1401">23</td> <td data-bbox="1476 1336 1736 1401">24</td> <td data-bbox="1736 1336 2001 1401">+1</td> </tr> <tr> <td data-bbox="953 1401 1215 1466">3rd</td> <td data-bbox="1215 1401 1476 1466">23</td> <td data-bbox="1476 1401 1736 1466">24</td> <td data-bbox="1736 1401 2001 1466">+1</td> </tr> <tr> <td data-bbox="953 1466 1215 1520">4th</td> <td data-bbox="1215 1466 1476 1520">24</td> <td data-bbox="1476 1466 1736 1520">24</td> <td data-bbox="1736 1466 2001 1520">0</td> </tr> </tbody> </table>			Grade	Current	Proposed	Change	K	22	22	0	1st	22	22	0	2nd	23	24	+1	3rd	23	24	+1	4th	24	24	0				
Grade	Current	Proposed	Change																													
K	22	22	0																													
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3rd	23	24	+1																													
4th	24	24	0																													

5th	24	24	0
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Average Class Size							
School	K	1st	2nd	3rd	4th	5th	Avg
Hindley	17.5	22.0	22.0	18.8	19.8	21.3	20.0
Holmes	17.5	20.0	24.0	21.7	23.7	19.3	20.8
Ox Ridge	20.8	18.6	21.3	21.0	21.8	23.8	21.1
Royle	19.3	21.0	24.0	18.7	21.0	20.3	20.5
Tokeneke	17.8	18.3	19.5	18.8	18.3	21.0	18.8

This would result in a reduction of 2.0 FTE Teachers saving \$226,672.

Eliminate Idea staff at the elementary schools, with the Library Media Specialists supporting the Elementary Gifted & Talented and retain the middle School services as currently in place. Total Savings: \$235,711

Total: \$462,383

Option 2:

Increase Class Size to the following:

Grade	Current	Proposed	Change
K	22	22	0
1st	22	22	0
2nd	23	24	+1
3rd	23	24	+1
4th	24	24	0

5th	24	24	0
-----	----	----	---

Average Class Size							
School	K	1st	2nd	3rd	4th	5th	Avg
Hindley	17.5	22.0	22.0	18.8	19.8	21.3	20.0
Holmes	17.5	20.0	24.0	21.7	23.7	19.3	20.8
Ox Ridge	20.8	18.6	21.3	21.0	21.8	23.8	21.1
Royle	19.3	21.0	24.0	18.7	21.0	20.3	20.5
Tokeneke	17.8	18.3	19.5	18.8	18.3	21.0	18.8

This would result in a reduction of 2.0 FTE Teachers saving \$226,672.

Athletic Participation Fees of \$150 per student per sport (excluding current Non CIAC sport proposal) with a family cap excluding rentals of \$600. Total revenue: \$266,828

Total Savings: \$493,500

Capital	Provide breakout of the paving and drainage/curbing repairs at Tokeneke.	Paving is \$260,000 and the curbing/drainage is \$25,000.
6 Year Actuals	Special Education (\$3.8M / 38% increase to \$17M in 2025)	<p>The primary drivers of Special Education costs since 2020 are Paraprofessional Support and Out of District Tuition. Since 2020, the district has added 28 paraprofessionals. This is an added cost of over \$2 million. The additional paraprofessionals are IEP recommended.</p> <p>The other primary driver is the cost of out of district tuition. Tuition has increased \$1.2 million in 6 years and increased almost \$1.6 million just from FY24 to FY25. This is primarily a result of unilateral agreements and out of district placements. While the number of unilateral agreements has been relatively consistent, as have the IEP placements the cost of placement/agreements have increased from</p>

		approximately \$72,000 per student to \$96,000 per student or 33%.
6 Year Actuals	Administrators (\$1.6M / 33% increase to \$6.5M in 2025)	<p>This increase is due in part to the following initiative:</p> <p>Providing administrative expertise and oversight of Special Education: SESS Facilitators (Teachers) were converted into SESS Assistant Principals (Administrators) at the elementary level to allow for administrative oversight of elementary PPTs. The net cost of this switch over six years was \$420,395. This change moves the administrator category from 24% to 33%.</p> <p>The secondary reason for the increase was increasing the work year for the elementary assistant principals from 197 days to 207 days. This change added \$71,250. This coupled with the SESS Facilitator conversion would reduce the 33% increase to 22%.</p> <p>The number of Administrators has fallen from 37 to 36 in this time period.</p>
6 Year Actuals	Mental Health (\$560k / 38% increase to \$2.1M in 2025)	This increase is in response to the mental health initiative implemented mid-year in 2023 in response to the tragedy at DHS. This included adding Teen talk at DHS, Wellness Center at DHS and Director of Mental Health. Without these initiatives, the increase would average 4% over 6 years.
6 Year Actuals	Home to School Transportation (\$830K / 37% increase to \$3M in 2025)	As discussed previously, since COVID the cost of student transportation throughout Connecticut has significantly increased. When COVID occurred and schools were closed most bus companies laid off drivers. When schools reopened bus companies throughout CT could not staff operations and thus had to significant raise wages, offer bonuses and improve benefits to attract workers. This higher form of compensation has been passed off onto the consumer. This has led to a daily rate going from \$472.50 to \$633.81 per bus. Another driver of the cost is the BOE decision to add an additional bus to service an area of Darien that is considered a walk radius (Fitch Ave Area) due to safety concerns four years ago. This has added \$497,683 across these past six years. The district has looked at ridership data through a census we take each year to review the opportunity to collapse routes however no opportunity exists without doubling the length of time in which students ride the bus and also creating

		<p>significantly earlier pickup times for students.</p> <p>Additionally, given the lack of a bus depot within Darien, there are no bus companies other than First Student willing to provide Transportation services thus limiting the competitive nature of any RFP. Dattco, STA and Durham have all indicated an unwillingness to bid on Darien unless there is a district provided in town bus depot.</p> <p>Finally, the State legislature passed the CT Clean Air Act which requires school districts to have clean energy fuel (Electric or Propane) buses by 2035. This is increasing the cost of each bus as we transition by \$112 per day per bus.</p>												
6 Year Actuals	Benefits / FICA / Retirement (\$6.4M / 44% increase to \$21M)	<p>This increase is due to the increasing cost of health insurance. The following are the renewal rates each year since FY 20.</p> <table border="1" data-bbox="953 638 2003 899"> <thead> <tr> <th data-bbox="953 638 1115 735">FY20</th> <th data-bbox="1115 638 1243 735">FY21</th> <th data-bbox="1243 638 1430 735">FY22</th> <th data-bbox="1430 638 1619 735">FY23</th> <th data-bbox="1619 638 1808 735">FY24</th> <th data-bbox="1808 638 2003 735">FY25</th> </tr> </thead> <tbody> <tr> <td data-bbox="953 735 1115 899">6.0%</td> <td data-bbox="1115 735 1243 899">8.5%</td> <td data-bbox="1243 735 1430 899">7.95%</td> <td data-bbox="1430 735 1619 899">8.75%</td> <td data-bbox="1619 735 1808 899">6.9%</td> <td data-bbox="1808 735 2003 899">13.95%</td> </tr> </tbody> </table> <p>The district has switched carriers to lower premium shares, joined a consortium of communities to mitigate premium increases, increased employee premium shares and explored different funding models. However, the cost of health insurance has been an area of significant growth not only for Darien but many communities throughout CT.</p> <p>Neighboring communities have seen insurance increases as high as 40% in one year.</p>	FY20	FY21	FY22	FY23	FY24	FY25	6.0%	8.5%	7.95%	8.75%	6.9%	13.95%
FY20	FY21	FY22	FY23	FY24	FY25									
6.0%	8.5%	7.95%	8.75%	6.9%	13.95%									



Professional Learning FY26 Budget Initiative

"Teachers are the key to student success, and professional development is the key to improving teaching."

— **Charlotte Danielson**, educational consultant and author

January 14, 2025
Board of Education Meeting

Educational Rationale

- Research supports that effective teaching has the greatest impact on student learning outcomes
- Aligns with NEASC and Tri-State recommendations, CSDE mandates, and District strategic priorities
- PLCs improve student outcomes through strengthened implementation of curriculum and analysis of student data
- Actualizes PDEC focus on and commitment to educator continuous learning and growth
- Emphasizes systemic, integrated professional learning to improve student outcomes
- Promotes teacher voice and leadership in professional learning
- Grounded in research on adult learning, teacher efficacy, and best practices for instructional improvement

Operational Impact

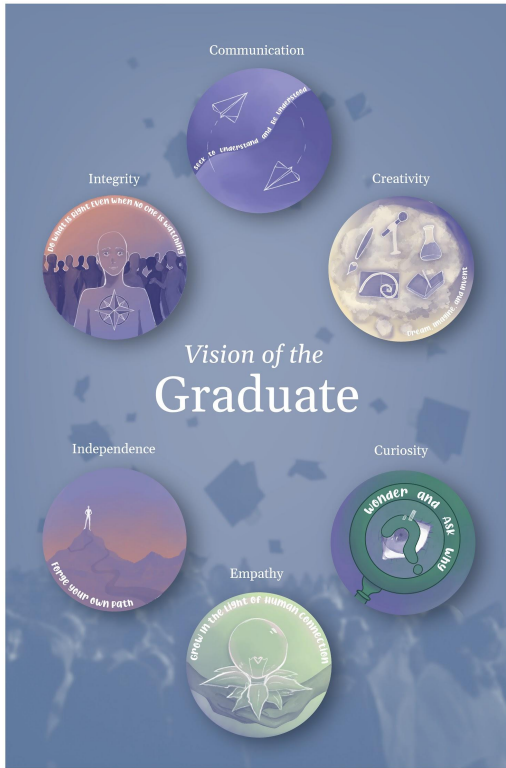
- Reduces revenue for food services, transportation cost (\$96,032)
- Structured around professional learning days, early release days, and PLC time to enhance systemic coherence
- Incorporates district-wide and school-specific improvement plans
- Increases teacher collaboration within grade-level, department, and faculty meetings
- Investment in professional learning ensures long-term alignment with District goals and compliance with state requirements
- Impacts families' schedules

Why this investment?

Beyond alignment to the District Mission, Vision and Core Values...

- NEASC Recommendation
- Tri-State Recommendation
- CSDE Requirements/Statutes
- Research on Adult Learning
- School and District Climate
- Recruitment and Retention

Systemic Integrated Professional Learning



School Improvement Plans

Department Improvement Plans

Teacher & Admin. Growth Plans

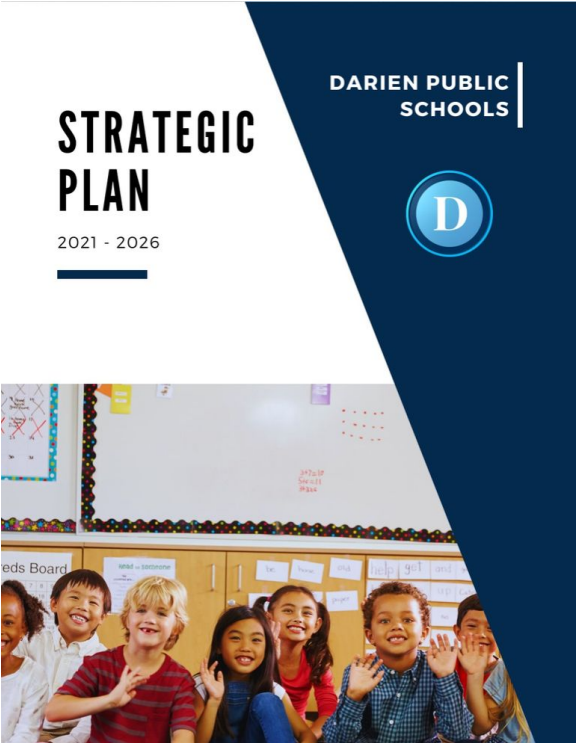
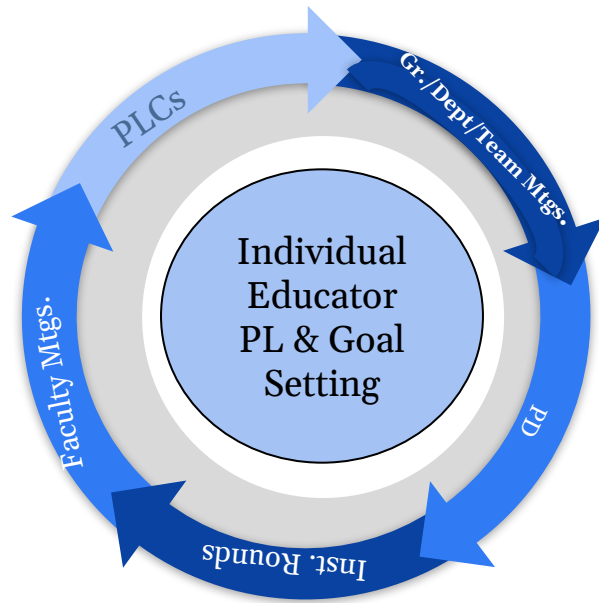


Illustration by Chris Meyer, 2018



Systemic Integrated Professional Learning



Professional Learning Days:

District initiatives, aligned to Strategic Plan, School Improvement Plan, Department Improvement Plans, CSDE legislative training

Early Release Days:

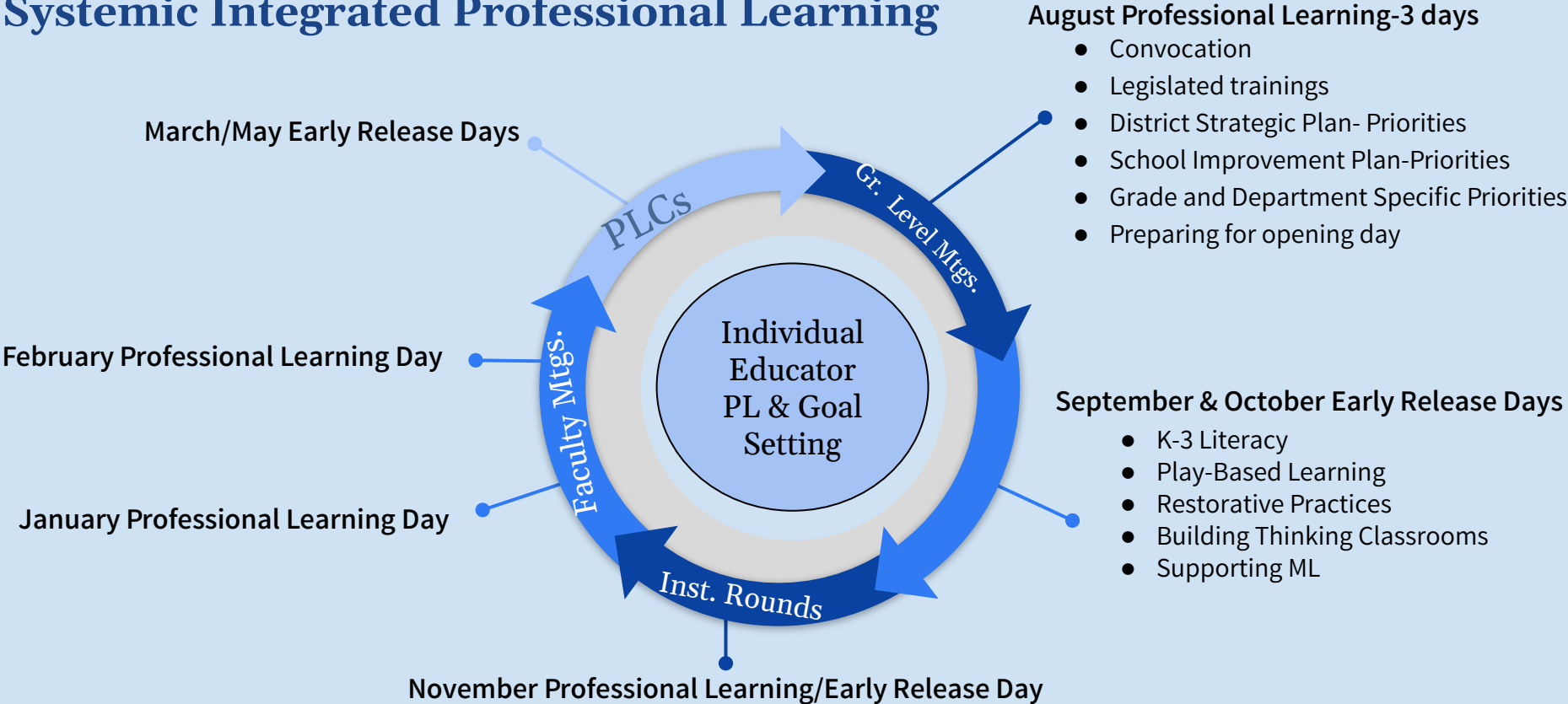
Extends Professional Learning by:

- *providing additional education to educators*
- *allocating collaborative time to apply learning to instructional and assessment practices*

PLC Time:

Teacher-driven focus to determine the content area and unit; aligned with professional growth goals. PLCs are grade-level and/or content-level groupings

Systemic Integrated Professional Learning





Elementary Professional Learning



Secondary Schools Professional Learning

- Continue (6) full professional learning days and (1) full teacher work day
- Add (5) 2 hour early release days ELP-12 (Sept. 22, Oct. 24, Nov. 11, March 20, May 22)

*Move conferences in Oct/March to start on Monday

Professional Learning Communities:

Elementary: PLC embedded (1) 45 minute session/6 day cycle

MMS: PLC embedded in team time (1) week

DHS: current (10) 2 hour delayed openings; proposed addition of 3 PLC delayed opening days (13 total)



What might this look like?
(Potential Model)

Draft Academic Calendar 2025-2026



Darien Public Schools Proposed 2025-2026 School Calendar

July						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August (3)						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September (20)						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October (22)						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November (16)						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December (17)						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January (18)						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February (14)						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March (22)						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April (16)						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May (20)						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

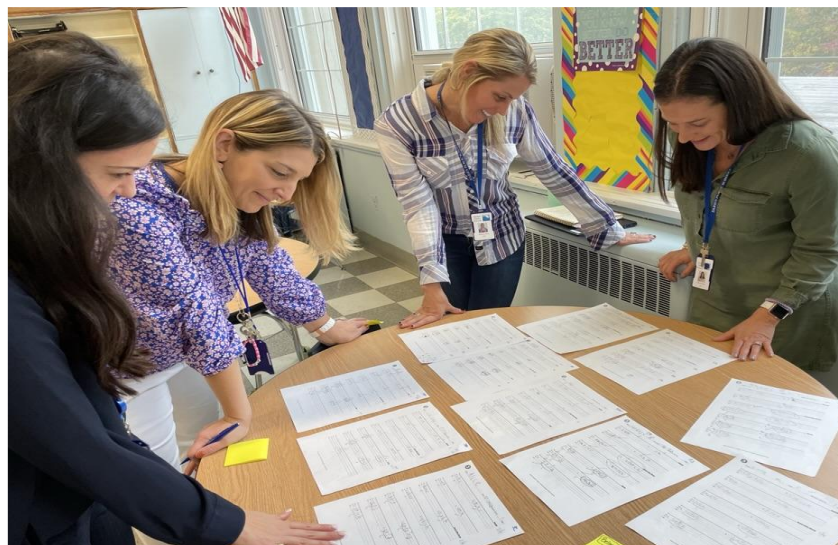
June (12)						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				



Discussion

"The most important factor in student learning is the teacher, and the most important investment we can make is in their development."

— John Hattie, researcher and author of *Visible Learning*





Darrien

Public Schools

Elementary Instructional Paraeducators

January 14, 2025

Educational Rationale

- Interns (10) will replace paraeducators to maintain classroom support and supervision
- Have received educational training
- Both teacher mentors and interns benefit from collaboration
- Can teach classes without supervision
- Supporting interns creates a talent pipeline for the District

Operational Impact

- Reduction (15) paraeducators (\$1,141,246)
- Adds two interns per school for instructional support and supervision
- Maintains non-instructional coverage (arrival, dismissal, recess, lunch) through interns and substitutes
- Reduces the District's reliance on paraeducators for substitute coverage through reallocation of duties
- Reduces support in primary classrooms

Instructional Paraeducators

\$(1,141,246)

- Three (3) paraeducators per elementary school
- Primarily assist in Kindergarten and Grade 1 classrooms
- Assist with supervision at recess, in the lunchroom, and during arrival/dismissal
- Provide teacher coverage
- Duties will be provided by two (2) student Interns per school



A Day in the Life

(Expectation)

9:05 to 9:25 Support Morning Meeting.

- ❖ Assists with room set up
- ❖ Helps students to prepare for learning
- ❖ Participates in meeting activities designed to prepare students for the day.

9:25 to 12:30 Grade Level Support.

- ❖ Assists with monitoring students working in small groups
- ❖ Assists with students needing extra assistance, behavioral and academic
- ❖ Provides clerical support for teachers
- ❖ Assists with classroom management

12:00 to 12:30 Lunch.

1:00 to 3:15 Grade Level Support.

- ❖ This also involves attending to any immediate classroom needs, offering behavior support, or adjusting instruction for students with various needs.

3:15 to 3:50 Dismissal Duty.

- ❖ Assists students in preparing for dismissal
- ❖ Assists with traffic management and walkers

A Day in the Life

(Reality)

Due to a shortage of qualified substitute teachers, paraeducators are regularly called upon to cover for teachers who are absent, whether due to illness, personal time, or professional development meetings, MTSS, 504 meetings, work sessions, or PPTs.

Coverage for classroom teacher (full day):

- Typically one or two paraeducators cover each classroom absence

Remaining paraeducators cover other meetings (i.e., PPTs, 504s, MTSS, Work Sessions)

- At one elementary school for example, paraeducators covered teacher absences for these meetings 11 times during the month of November

Through December paraprofessionals have provided approximately 1,798 hours of coverage.

Para, Intern and Substitute Comparison

	Instructional Paraeducator	Building Substitute	Intern	Daily Substitute
Minimum Qualifications	Two-Year Degree or Equivalent (Alternative Proficiency Test Available)	Four-Year Degree	Enrolled in a Teacher Preparation Program	Four-Year Degree
Salary and Benefits	\$83,930	\$31,500	\$17,500	\$125 per day
Essential Functions	Primarily assist in K and first grade classes	Cover classes, all grades (may serve as long term substitutes for paras and teachers)	Cover classes, all grades (may serve as long term substitutes for teachers)	Cover classes
	Assist with supervision for arrival dismissal, lunch and recess	Assist with supervision for arrival dismissal, lunch and recess	Assist with supervision for arrival dismissal, lunch and recess	Assist with supervision for arrival dismissal, lunch and recess
	Assist students to complete instructional activities	Assist students to complete instructional activities	Provide small group instruction and assist students to complete instructional activities	Assist students to complete instructional activities
	Assist teachers with classroom materials	Assist teachers with classroom materials	Assist teachers with classroom materials	Assist teachers with classroom materials



questions

Potential Fees

Athletics

Student Interest Clubs

JANUARY 14, 2025

Participation Fees

At the request of the BOE we have included information for consideration regarding participation fees in various forms.

Currently only Wilton has fees for clubs in DRG A:

- \$50 for High School
- \$25 for Middle School

Districts who currently have athletic participation fees:

District	Fee	DRG
Ridgefield	\$200	A
Weston	\$100	A
Wilton	\$125	A
Newtown	\$160	A
Bethel	\$100	D
Trumbull	\$165	B
New Fairfield	\$150	B
Monroe	\$250	B

Current Proposal

Implement a \$340 per player fee for Non CIAC sports (Rugby, Skiing, Squash and Sailing) to cover the full cost of BOE expenses excluding Coaches and 30% rental cost

Sport	Rental Fee	Banquet Fee	Proposed Fee	Total Fee
Rugby	\$0	\$0	\$340	\$340
Squash	\$531	\$58	\$340	\$929
Skiing	\$372	\$0	\$340	\$712
Sailing	\$375	\$50	\$340	\$765

Alternative Option 1

Flat \$100/\$340 (Non CIAC) per athlete per sport fee with a family cap of \$400

DHS student interest club flat fee of \$50 per student per club

MMS student interest club flat fee of \$50 per student per club

MMS Intramurals flat fee of \$50 per student per club

Exempt Elementary clubs

Total Anticipated Revenue of \$312,665

Alternative Option 2

Flat \$100/\$340 (Non CIAC)per athlete per sport fee with a family cap of \$600

DHS student interest club flat fee of \$50 per student per club

Exempt Elementary and Middle School

Total Anticipated Revenue of \$351,788

Alternative Option 3

Flat \$200 per athlete per sport fee with a family cap of \$800

No Fees for Student Interest Clubs

Total Anticipated Revenue of \$334,350

Crosswalk of Current and Proposed Inclusive Model

Meeting the Needs of Gifted
Learners in an Inclusive
Framework

Board of Education
January 14, 2025



Educational Rationale

- Meets legislative requirements
- Supports inclusion
- Meets diverse learner needs
- Encourages student voice, choice, and ownership in learning
- Aligns with District goals for a rigorous, engaging curriculum
- Instruction connects to and extends the core curriculum
- Fosters critical thinking, creativity, and problem solving

Operational Impact

- Reduction of 3.3 FTE (\$469,015)
- Requires investment in professional learning for understanding the needs of gifted learners and project-based learning
- Classroom teachers solely responsible for providing enrichment
- Reduces reliance on pull out spaces

Idea Program

Interesting Dimensions that Extend Abilities

The Darien Public Schools recognizes the **diverse needs of all students** through the differentiation of a robust and **rigorous curriculum** that is **engaging, meaningful, creative** and **cognitively complex**. Differentiation and choice exist within the general education program to serve all students within the social, emotional and learning spectrum. The Darien Public Schools also recognizes that there are gifted learners who require specialized instruction and is **committed to support their unique needs in all experiences of school.**



Current Model

Facilitated by gifted teacher

In a “temporary” classroom

Instructional units based on themes

Teacher-driven projects

Facilitated as a standalone

Twice in a cycle

Proposed Inclusive Model

Facilitated by classroom teacher

In the general education classroom

Enrichment via student-driven inquiry and exploration

Student voice and choice

Extension of the core curriculum through differentiated tasks

Integrated throughout the school day

Current Model

Facilitated by gifted teacher

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Teacher-driven projects

Facilitated as a standalone

Twice in a cycle

Proposed Inclusive Model

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Student voice and choice

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Facilitated by gifted teacher

In a “temporary” classroom

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Teacher-driven projects

Facilitated as a standalone

Twice in a cycle

Proposed Inclusive Model

Facilitated by the classroom teacher

In the general education classroom

Enrichment via student-driven inquiry and exploration

Student voice and choice

Extension of the core curriculum through differentiation tasks

Integrated throughout the school day

Current Model

Facilitated by gifted teacher

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Enrichment via student-driven inquiry and exploration

Student voice and choice

Extension of the core curriculum through differentiated tasks

Integrated throughout the school day

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Enrichment via student-driven inquiry and exploration

Student voice and choice

Extension of the core curriculum through differentiated tasks

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Student voice and choice

Extension of the core curriculum through differentiated tasks

Integrated throughout the school day

Professional Learning for Teachers and Administrators

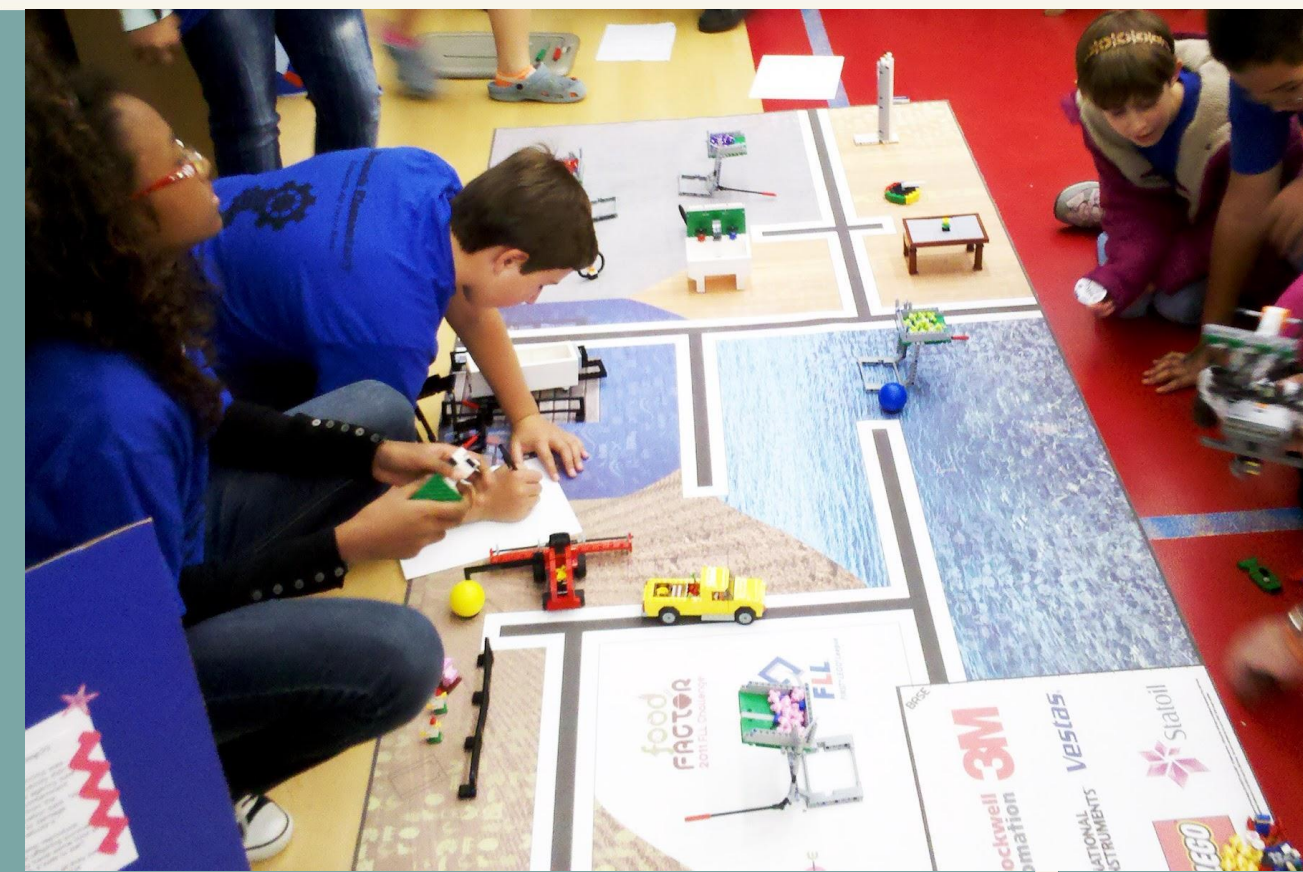
What does it mean to be gifted?

- Characteristics of gifted students
- The needs of gifted students
- Myths about gifted students
- Twice-exceptional students

Professional Learning for Classroom Teachers

- Providing student ownership and agency through voice and choice
- Project based learning and inquiry (includes UbD)
- Assessment literacy

Discussion



Crosswalk of Current and Proposed Alternative Gifted Model

Meeting the Needs of Gifted
Learners in an Alternative
Framework

Board of Education
January 14, 2025



Educational Rationale

- Meets legislative requirements
- Leverages library media specialist expertise in research, digital literacy and STEM
- Encourages student voice, choice, and ownership in learning
- Aligns with District goals for a rigorous, engaging curriculum
- Instruction connects to and extends the core curriculum
- Fosters critical thinking, creativity, and problem solving

Operational Impact

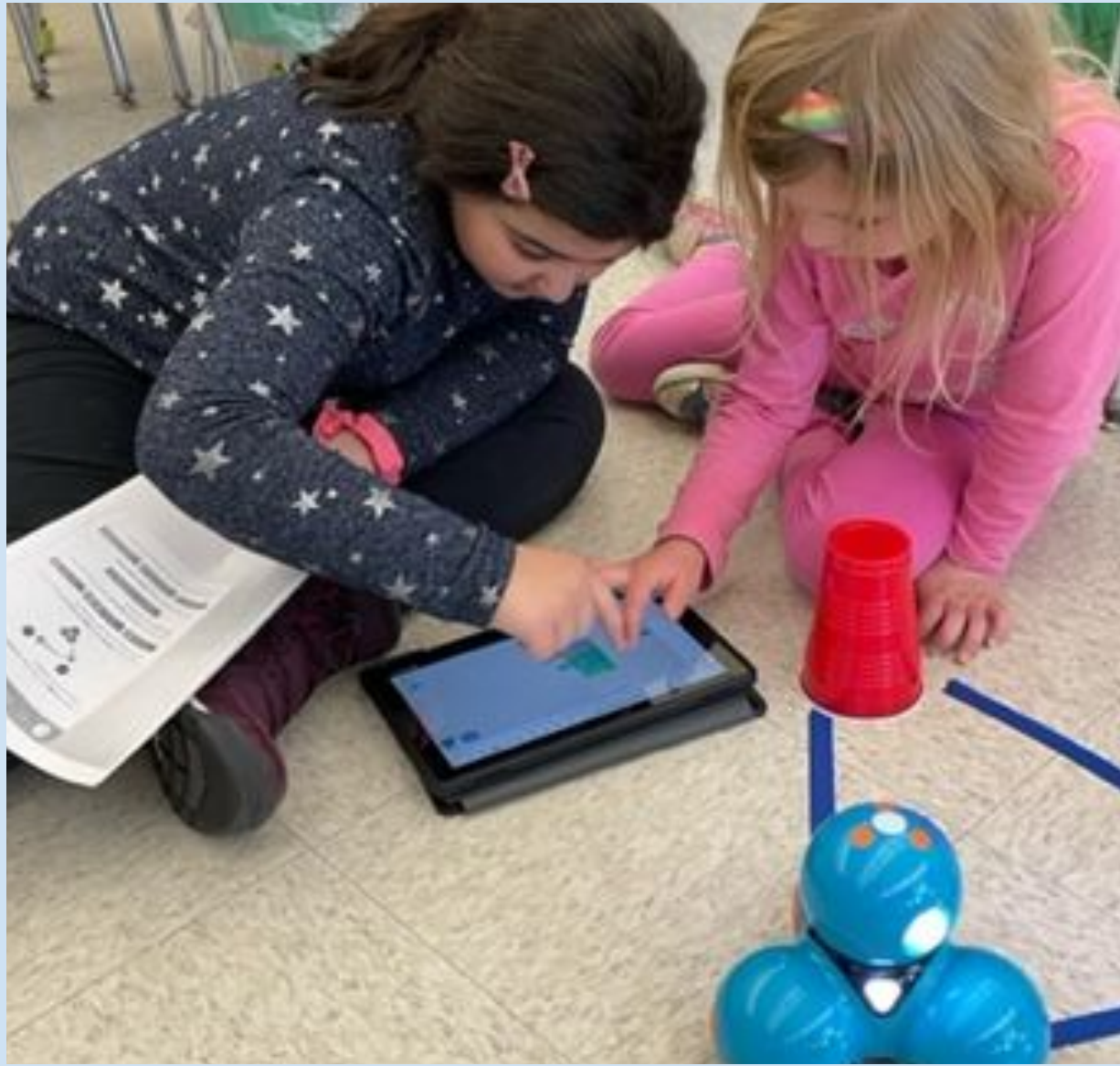
- Reduction of 1.7 FTE (\$235,711)
- Enrichment instruction provided by library media specialist, a full-time staff member in each school, delivered in the library media center
- Decreases time in library media specialist schedules
- Requires investment in professional learning for understanding the needs of gifted learners and project-based learning
- Enhances collaboration between classroom teacher and library media specialist for integrated enrichment

Idea Program

Interesting Dimensions that Extend Abilities

The Darien Public Schools recognizes the **diverse needs of all students** through the differentiation of a robust and **rigorous curriculum** that is **engaging, meaningful, creative** and **cognitively complex**. Differentiation and choice exist within the general education program to serve all students within the social, emotional and learning spectrum. The Darien Public Schools also recognizes that there are gifted learners who require specialized instruction and is **committed to support their unique needs in all experiences of school**.

The Idea Program offers distinct opportunities for students based on their **unique learning pathways**. The Darien Public Schools is committed to serving the needs of identified gifted students through rigorous, enriching, interdisciplinary programming through the domains of English Language Arts and Mathematics.



Current Model (Grades 2-5)

Facilitated by gifted teacher

In a “temporary” classroom

Instructional units based on themes

Teacher-driven projects

Facilitated as a standalone

Twice in a cycle

Proposed Model (Grades 2-5)

Facilitated by classroom teacher and library media specialist

In the (new) global learning commons

Instructional units based on student learning (backward design)

Learner-driven project based learning

Facilitated as a classroom extension (content and pedagogy)

Twice in a cycle with opportunities for continuous learning

Current Model (Grades 2-5)

Facilitated by gifted teacher

In a “temporary” classroom

Instructional units based on themes

Teacher-driven projects

Facilitated as a standalone

Twice in a cycle

Proposed Model (Grades 2-5)

Facilitated by classroom teacher and library media specialist

In the (new) global learning commons

Instructional units based on student learning (backward design)

Learner-driven project based learning

Facilitated as a classroom extension (content and pedagogy)

Twice in a cycle with opportunities for continuous learning

Current Model (Grades 2-5)

Facilitated by gifted teacher

In a “temporary” classroom

Instructional units based on themes

Teacher-driven projects

Facilitated as a standalone

Twice in a cycle

Proposed Model (Grades 2-5)

Facilitated by library media specialist

In the (new) global learning commons

Instructional units based on student learning
(backward design)

Learner-driven project based learning

Facilitated as a classroom extension
(content and pedagogy)

Twice in a cycle with opportunities for
continuous learning

Photograph of Library Reimagined (Ox Ridge)



Current Model (Grades 2-5)

Facilitated by gifted teacher

In a “temporary” classroom

Instructional units based on themes

Teacher-driven projects

Facilitated as a standalone

Twice in a cycle

Proposed Model (Grades 2-5)

Facilitated by library media specialist

In the (new) global learning commons

**Instructional units based on student learning
(backward design)**

Learner-driven project based learning

Facilitated as a classroom extension
(content and pedagogy)

Twice in a cycle with opportunities for
continuous learning

Current Model (Grades 2-5)

Facilitated by gifted teacher

In a “temporary” classroom

Instructional units based on themes

Teacher-driven projects

Facilitated as a standalone

Twice in a cycle

Proposed Model (Grades 2-5)

Facilitated by library media specialist

In the (new) global learning commons

Instructional units based on student learning
(backward design)

Learner-driven project based learning

Facilitated as a classroom extension
(content and pedagogy)

Twice in a cycle with opportunities for
continuous learning

Current Model (Grades 2-5)

Facilitated by gifted teacher

In a “temporary” classroom

Instructional units based on themes

Teacher-driven projects

Facilitated as a standalone

Twice in a cycle

Proposed Model (Grades 2-5)

Facilitated by library media specialist

In the (new) global learning commons

Instructional units based on student learning
(backward design)

Learner-driven project based learning

**Facilitated as a classroom extension
(content and pedagogy)**

Twice in a cycle with opportunities for
continuous learning

Current Model (Grades 2-5)

Facilitated by gifted teacher

In a “temporary” classroom

Instructional units based on themes

Teacher-driven projects

Facilitated as a standalone

Twice in a cycle

Proposed Model (Grades 2-5)

Facilitated by library media specialist

In the (new) global learning commons

Instructional units based on student learning
(backward design)

Learner-driven project based learning

Facilitated as a classroom extension
(content and pedagogy)

**Twice in a cycle with opportunities for
continuous learning**

Idea Program in Grades 6-8 (1.6 FTE)

- Two 42-minute pull-out sessions
- Dedicated gifted teachers
- Fosters creativity, critical thinking, communication skills
- Updated student-centered curriculum

Professional Learning, Beginning August 2025

What does it mean to be gifted?

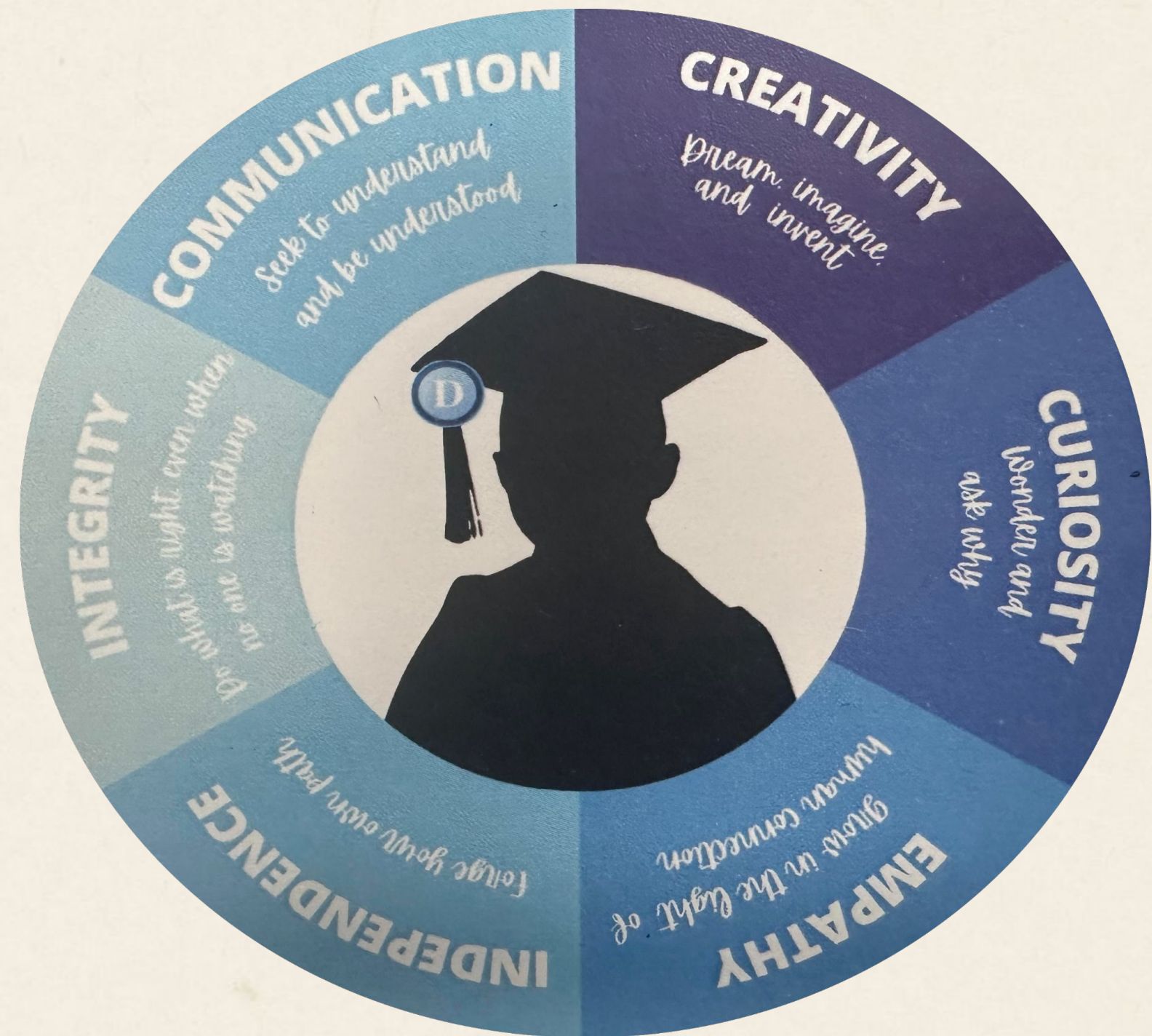
- Characteristics of gifted students
- The needs of gifted students
- Myths about gifted students
- Twice-exceptional students

Professional Learning for Library Media Specialists

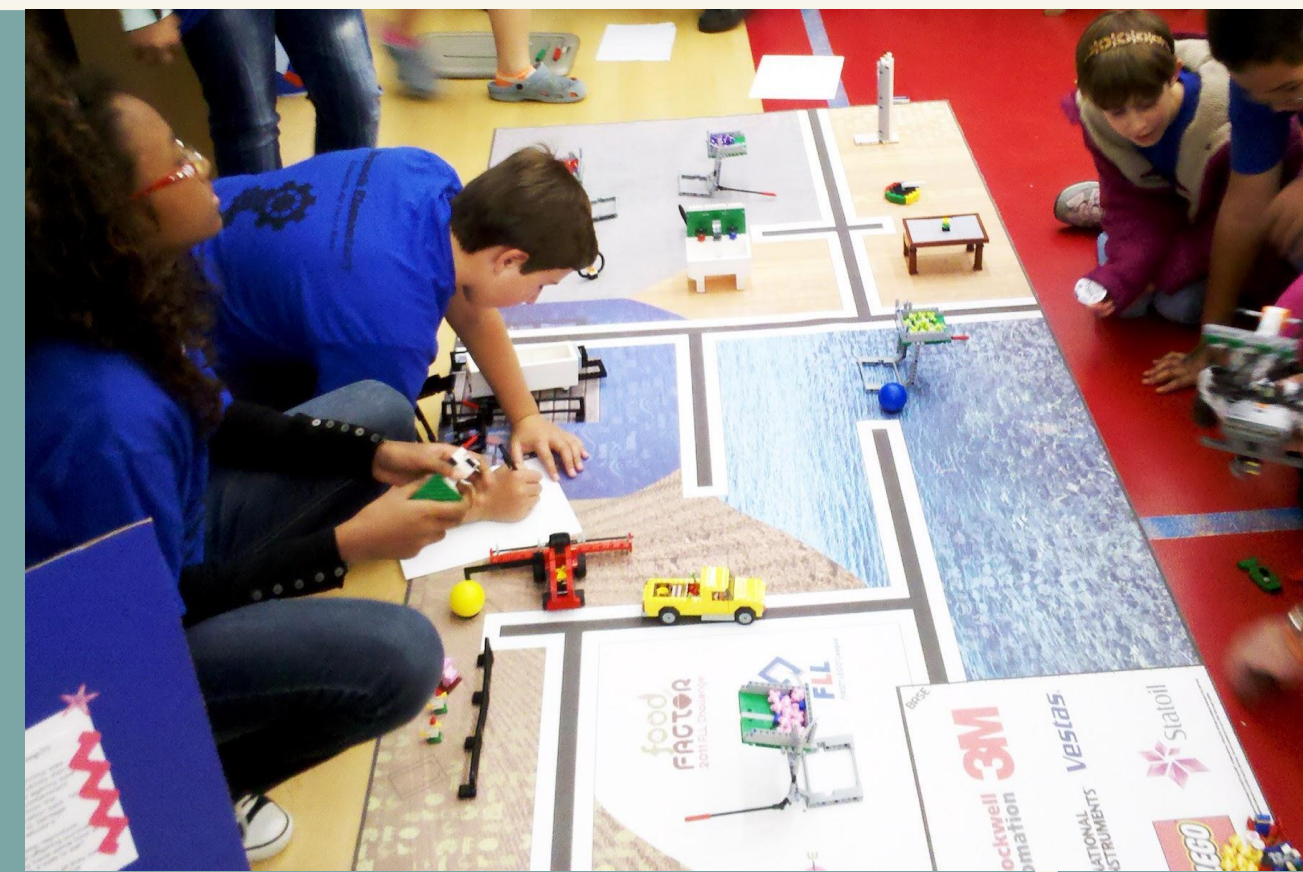
- Flexible learning spaces
- Makerspaces
- Project based learning (includes UbD)
- Assessment literacy

Assessment Literacy

- Conferring
- Portfolio assessment
- Student reflection, self and peer assessment, and goal setting
- Goal-oriented feedback
- NAGC Standards



Discussion



Possible Modifications to FY26 Superintendent's Proposed Budget

	Option 1	Option 2	Consideration 3A	Consideration 3B
FY26 Superintendent's Proposed Budget	\$125,125,964	\$125,125,964	\$125,125,964	\$125,125,964
Restore Idea Program	\$469,015	\$469,015	\$469,015	\$469,015
ECR Reimbursement @ 65%	\$0	\$0	\$165,799	\$165,799
FY26 Superintendent's Adjusted Budget	\$125,594,979	\$125,594,979	\$125,760,778	\$125,760,778
Increase class size for Grades 2 & 3 class from 23 to 24 students	\$(226,672)	\$(226,672)	\$(226,672)	\$(226,672)
Restore MMS Talented & Gifted and utilize Library Media Specialists for Elementary Talented & Gifted	\$(235,711)	\$0	\$(235,711)	\$0
Athletic Participation Fees of \$100/\$340 (Non CIAC)	\$0	\$0	\$(199,305)	\$0
Athletic Participation Fees of \$150/\$340 (Non CIAC)	\$0	\$(266,828)	\$0	\$(266,828)
Eliminate Elementary, Middle and HS Intramurals	\$0	\$0	\$0	\$(58,880)
Implement \$50 DHS Student Interest Club Fee	\$0	\$0	\$0	\$(84,960)
FY26 Adjusted Budget	\$125,132,596	\$125,101,479	\$125,099,090	\$125,123,438
% Increase	4.40%	4.37%	4.37%	4.39%



BOE Meeting Date	Follow Up Action Item	Not Started	In Progress	Completed	Notes/ Reflection
September 10	Reading Pilot Notices	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Board Member Handbook	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Nov. 12 - approved legal guidance regarding updates and asked that Board members send feedback to Mrs. Kadi Lublin
September 24	Mr. Grambling follow up questions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Memo on sustainable cafeterias	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Nov. 12- Memo to be discussed at upcoming Facilities Committee meeting
	Parking lot added to Master Agenda	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
October 8	Schedule Special Meeting for Policy 9160 review	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	ACT Science scores across DRG	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Seal of Biliteracy analysis including earned through coursework vs. native speakers and DRG comparison	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
October 22	MMS schedule breakout list of class sizes by grade level, special education class sizes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Elementary schedule follow up on rotational art	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Memo to Board
	Legal implications for K-3 Literacy Compliance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
November 12	Board Member Handbook- receive legal guidance for updates and Board members send direct input to Mrs. Kadi Lublin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Sustainable cafeterias memo follow up to be reviewed at an upcoming Facilities committee meeting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Will be discussed at next BOE Facilities Committee Meeting
	Ox Ridge use of building against enrollment analysis follow up in Facilities Committee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Will be discussed at next BOE Facilities Committee Meeting
	Include MMS on Facilities Study	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
November 26	Update on Aspiring Teacher Leader Academy	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	memo to Board
	Transition Plan 5 Year Forecast	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	memo to Board
	PLC (DRG comparisons & current PLC practices)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	memo to Board
December 10	K-3 Literacy update - current literacy cost follow up	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	memo to Board
January 2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
January 4 (Sat)	Budget Questions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	