

**June 2011 Progress Report on
Darien District Goals and Objectives 2010-2011
(APPROVED BY THE BOARD OF EDUCATION ON AUGUST 31, 2010)**

EDUCATIONAL PHILOSOPHY

Schools exist for children.

The Board of Education strives to create and sustain a public school system for our community capable of developing, to the utmost, the potential of all the children entrusted to it.

Therefore, the Board seeks superior administrators whose leadership ensures effective learning, and teachers who will meet the challenge of the highest standards of their profession. The Board encourages and provides, in every possible manner, an environment in which administrators, teachers, and, therefore, the students will thrive.

The Board believes that the Darien community has the opportunity, indeed the obligation, to build a school system of such excellence that it will exert positive leadership in public education in both the state and the nation.

PART I - STUDENT ACHIEVEMENT

**GOAL 1: MAXIMIZE STUDENT LEARNING
BY PROMOTING INSTRUCTIONAL CHALLENGE**

All students will maximize their learning by having access to challenging and enriching curricula and instructional programs customized to address students' strengths and needs as identified and monitored through selected assessments.

Program Coordination and Integration

**November 9, 2010 &
May 10, 2011**

Objective 1.1: At the district level, review and adjust existing programs to coordinate their structures and processes so that they work together to maximize learning for each student.

1. Create a steering committee to review existing programs and identify adjustments that will increase the development, coordination, and integration of efforts across programs including SRBI, special education and IDEA.
2. The steering committee will suggest strategies for implementing changes with the goal of maximizing the learning of each student by increasing access to challenging, enriching curricula and instruction.
3. The committee will report on the review of existing programs and the suggestions for increased integration in the fall. A report on implementation of the identified strategies will be made in the spring.

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UPDATE: *The Program, Curriculum, and Instruction Steering (PCIS) Committee is made up of administrator and teacher representatives from all school levels. They have been meeting monthly to discuss the coordination of our efforts to achieve the goals and objectives of the district. Early work is involved with defining learner-centered instructional practices that can be implemented in all programs at all levels. PCIS Committee members communicate back to teams in their buildings, creating links to facilitate sharing information. Discussions are also carried over into the Administrative Instructional Leadership Team where interschool visits have occurred to stimulate discussion of learner-centered instruction with the goal of clearer integration of programs. The primary focus of the PCIS Committee has been the development of common understandings about the elements of a learner-centered classroom, what teacher skills are necessary to develop a high-functioning, learner-centered classroom, and how we might best support teachers in developing those skills with a K-12 approach. A primary goal of the PCIS committee is to develop an approach, and a plan, which can be implemented in 2012-13.*

Through the efforts of the committee, a draft Learner-Centered Instruction (LCI) philosophy statement was developed which, after further revision, will be used to help teachers and parents better understand efforts to create a learner-centered classroom environment. Efforts to create a plan for teacher implementation of LCI next year recognized that staff members must be given choices to allow them to enter the process at their own level of readiness, just like the students. The PCIS identified a series of strategies that foster learner-centered instruction that will be offered to staff members next year through professional development to guide their implementation of LCI. A full report to the Board of Education was presented at a meeting on May 10, 2011.

Professional Learning Communities

March 22, 2011

Objective 1.2: Through Professional Learning Communities (PLCs) at each level, identify and implement strategies to collaborate across programs and departments to maximize the learning for each student.

1. Each level will identify a team that will plan how they will fulfill this objective-begin the dialogue that we need to work together to take responsibility for the learning of each student and to adjust instruction so that the students' ability to learn at high levels is maximized.
2. Explore and implement strategies to move towards learner-centered instruction that naturally supports the adjustment of instruction to the needs of the learner.

UPDATE: *At the Elementary Level, at least one common planning time a month is dedicated to PLC work on common student learning goals that address learner-centered instruction. Implementation of the PLC model has been very successful at the middle school, allowing for small, collaborative teams to meet by discipline rather than by team (though team meetings are still occurring regularly). Teachers and administrators credit much of the recent successful vertical and horizontal alignment work, particularly in math and English, to the implementation of the PLC framework. At the high school, the paucity of available meeting time has made it difficult to develop a PLC framework. Though the NEASC self-study has been designed to have elements of PLC work, particularly as it relates to rubrics being developed in specific disciplines, these efforts are still too sporadic to truly maximize the focus on student learning. A full report to the Board of Education was presented at a meeting on March 9, 2011.*

Assessment and Data Management

December 14, 2010 &
April 26, 2011

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Objectives 1.3: Use formative and summative assessment data to identify students' learning strengths and needs and use that information to adjust instruction so as to maximize the academic success of each student.

1. All professional staff will utilize a collaborative cycle for reviewing student learning: collect assessment data, analyze it, use it to tailor instruction to student learning strengths and needs, monitor progress, and the cycle continues with the review of progress monitoring data.
2. At each level, data teams will be formed to identify the formative and summative assessment information that will be used to identify students' learning strengths and needs and monitor progress.
3. Implement the RTImDirect software program to collect student learning data and support the cycle for reviewing that data to improve instruction.

UPDATE: The SRBI process has become the K-5 cycle for reviewing student learning through the collection and analysis of data to design instruction to monitor and support student progress. Data is collected for reading, writing and mathematics at least three times a year for each student. Grade level teams meet regularly to discuss findings at the grade, group, and individual levels to identify strategies for moving students forward in their learning. More detailed formative data is collected for students who are identified as below grade level standards and they receive more intensive interventions with regular progress monitoring. CMT results are also a valuable source of data to monitor both the effectiveness of curriculum and instruction and to monitor student progress. CMT results are analyzed each year and shared with professional staff to make appropriate adjustments in curriculum and instruction. At the middle school level, SRBI has been integrated into the team structure, and understanding of the model has been a focus of professional development building-wide since the beginning of the school year. Articulation between the 5th and 6th grades has been a focus as well, with teachers, administrators and guidance counselors meeting to discuss the transfer and interpretation of data as students move from one level to another. In the high school, existing structures are being examined as a means of implementing a more focused SRBI approach to struggling students.

A more comprehensive system of records and meetings was created through collaboration between 5th and 6th grade teachers to insure accurate and complete exchange of pertinent information as students transfer from elementary to middle school.

RTImDirect, our new software tool for the collection and monitoring of SRBI student data, is up and running with data on K-5 students who received services in Tiers II and III from SRBI Specialists. The software facilitates the collection of data for interventions and progress monitoring over time and it assists teachers with the identification of appropriate interventions and measures for literacy and math. Plans are underway to train classroom teachers to use the program next year. A full report to the Board of Education was presented at a meeting on December 14, 2010.

Curriculum Review and Revision

Ongoing

Objective 1.4: The process for the review and revision of curricula at each level will continue with a focus on identification of consistent measures of student progress and strategies for adapting instruction to meet the identified learning strengths and needs of students.

1. Language Arts and Mathematics Coordinators will collaborate with curriculum committees to begin vertical articulation of language arts and mathematics across grade levels.
2. Elementary curriculum teams will review and revise the following curriculum documents with an additional focus on vertical articulation up through grade 6:
 - a. Mathematics May 10, 2011
 - b. Language Arts January 11, 2011

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3. Middle school curriculum team will review and revise the following curriculum documents:
 - a. English Grade 8 October 12, 2010
 4. High school curriculum teams will review and revise or update the following curriculum documents:
 - a. Spanish and French April 12, 2011
 - b. Chinese IV (Write Curriculum) December 14, 2010
 - c. Comparative World Religions December 14, 2010
 - d. Website Design January 25, 2011
 - e. English 10 (Update) March 9, 2011
 - f. Probability and Statistics (Update) January 25, 2011
 - g. Biology (Update) April 12, 2011
 5. Guidance department will begin the process of curriculum development by researching and reviewing models and establishing a structure for future work. June 14, 2011
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UPDATE: Review and revision of curriculum is ongoing. First reading and discussion of English Grade 8 took place at the November 23, 2010 Board meeting. Mandarin Chinese IV was approved by the Board on October 26, 2010. Spanish III and V were approved by the Board on June 14, 2011. Updates to English 10 and Biology will be presented to the Board in August 2011. Probability and Statistics and Website Design were approved by the Board on April 26, 2011. The Guidance Department has also progressed with their work on a draft curriculum and a report was presented to the Board on June 14, 2011. The K-5 Balanced Literacy Curriculum Guide was presented to the Board on June 14th. K-5 Mathematics will be postponed until next year. The Administrative Team, in conjunction with teacher leaders, will also be discussing the process for curriculum revision and the format for course design and updates relative to the goal of creating classroom environments and assessments that are learner centered.

Curriculum development for Comparative World Religions has been deferred at this time.

PART II - HUMAN RESOURCES IN THE SCHOOL COMMUNITY

**GOAL 2: ENHANCE THE EFFECTIVENESS OF OUR SCHOOLS
THROUGH CONTINUOUS COMMUNICATION AND COLLABORATION
AMONG COMMUNITY MEMBERS AND THROUGH
QUALITY PROFESSIONAL DEVELOPMENT FOR STAFF**

All members of the school community, members of the Board of Education, professionals, staff members, students, parents, will strive for open communication and on-going collaboration to develop and implement the programs and secure the resources needed to ensure quality education for all of Darien's students.

Administrative Instructional Leadership Team

June 14, 2011

Objective 2.1: The District Administrative Instructional Leadership Team (AILT) will guide, monitor and evaluate existing programs to coordinate their structures and processes to maximize learning for each student.

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1. Through collaborative discussion, the AILT will identify and implement a process to guide, monitor progress, and provide constructive feedback through their respective roles to assure that objectives for student achievement are accomplished.
2. Based upon feedback from their respective groups, the AILT will determine and provide the professional development and resources that schools need to accomplish the goals for student achievement.
3. The Program Integration Coordinator will facilitate all aspects of efforts to coordinate existing programs across all grade levels.
4. The AILT will determine a process for communicating with parents and the community about on-going efforts and progress towards accomplishing the objectives for student achievement.
5. AILT members are responsible for monitoring in their area of responsibility and providing evaluative feedback to their staff members to assure that instructional objectives are fulfilled.

UPDATE: The District Administrative Instructional Leadership Team has met and continues to meet with a focus on developing systems and structures for maximizing individual student learning. The dialogue and activities have focused on “Learner-Centered Instruction”, the concept that students must be actively engaged in high level tasks if they are to develop meaning of the curriculum that is presented. To this end, there has already been work done to establish a protocol for observing classes with the intention of directing attention to the learner-centered aspects of the lesson. Administrators have observed in their own buildings and have ventured to other schools at different grade levels to see the learner-centered plan in action. In addition to administrators, teacher-leaders have entered into this process as the goal is to ensure that this concept becomes part of the cultural fabric of the district. Another feature of the work of the AILT has been to increase the capacity for all administrators in their understanding and application of the various program resources that support students. This has been primarily in the areas of special education and SRBI. At each AILT meeting, there have been sessions that address topics like collecting data, writing goals and objectives, SRBI identification, and PPT processes.

A full report on this objective is being reported to the Board of Education at this meeting, June 28, 2011.

Supervision and Evaluation

May 24, 2011

Objective 2.2: All staff members will actively collaborate with their colleagues across programs to take responsibility for the learning of each student and to adjust instruction so that the students' ability to learn at high levels is maximized.

1. The Student Learning Goals of staff members will identify how they will work to accomplish this objective in the professional practice.
2. Administrators will monitor collaboration efforts and provide guiding feedback throughout the year.
3. Administrators will focus on this objective as part of the professional evaluation process for all staff members, guided by the Communication Framework for Darien Teachers.

UPDATE: Teachers in their respective buildings have been guided by their administrators to write Student Learning Goals that involve collaboration with colleagues to support student centered learning. Throughout the year, teachers have worked on projects or units that engaged students in topics of interest and stimulated their higher order thinking skills. Administrators monitored their progress and provided encouraging feedback through observations, learning walks, PLC discussions, team meetings, reviews of student work and professional development activities. The Communication Framework continues to serve as a guideline for discussion and feedback. A full report to the Board of Education was presented at a meeting on May 10, 2011.

Teacher Evaluation And Mentoring - TEAM

February 15, 2011

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Objective 2.3: The process of inducting new teachers will be developed and implemented according to the revised Connecticut State Education Department guidelines for Teacher Education and Mentoring (TEAM).

1. The Darien TEAM Committee will continue to develop and implement this revised teacher induction process.
2. The education of all parties in the district about the TEAM program and how it differs from the previous BEST program will be coordinated by the Darien TEAM Committee.

UPDATE: *Under the supervision of Donna Russo, with help from Marc Marin at MMS, the Darien Public Schools have successfully transitioned from the BEST to the TEAM system. A number of meetings have been held to introduce teachers in years one through three to the new process and a number of mentor teachers have been trained as portfolio reviewers at CES. Individual training sessions have also been held at the elementary, middle, and high school levels. Working closely with their mentors, beginning teachers are at various stages of completing the first and second module papers. Additionally, those mentors who have been trained as reviewers are now involved in the process of reviewing papers from other beginning teachers in the region. A full report to the Board of Education was presented at a meeting on February 15, 2011.*

PART III – SPECIAL DISTRICT INITIATIVES

GOAL 3: IDENTIFY AND MONITOR THE PROGRESS OF SPECIAL INITIATIVES

The District will research best practices, plan and implement improvement initiatives and monitor their progress for the enhancement of education in the Darien Public Schools.

Special Education

December 14, 2010

Objective 3.1: Implement the action plan developed as a result of the Special Education Study conducted by Thomas Badway with a particular focus on PPT Procedures and District Culture.

1. Establish a *Special Education Task Force* to review the recommendations of the Badway Study and create a district mission and vision to guide all aspects of the process for student identification and program implementation for special education.
2. A Handbook of Regulations, Processes, and Procedures for Special Education will be developed by the Special Education Department to guide all members of the school community to assure that all students receive a reasonable free and appropriate public education (FAPE).
3. Provide concentrated professional development to district administrators and professional staff to implement the Handbook and any initiatives identified by the Task Force.

UPDATE: *So far this year, the Special Education Task Force has developed a mission statement that was shared with the Board of Education. The Handbook of Regulations has been compiled and plans are under way to provide easy access to staff members along with training to use it effectively. Professional development has also been provided to administrators on topics such as the new LD Guidelines, the PPT process and developing effective IEPs. This training will continue throughout the year with the goal of solidifying the knowledge and skills of administrators and other professional staff members to participate effectively in the*

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development of programs for students with special needs. Reports to the Board of Education were presented on November 9, 2010 and March 22, 2011.

NEASC Accreditation

June 28, 2011

Objective 3.2: In preparation for the 2012 NEASC Accreditation Visit, the Darien High School staff shall continue their work on a comprehensive self-study.

1. The comprehensive self-study will focus on program considerations of the following topics and guiding questions:
 - a. Core Values, Beliefs, and Learning Expectations – How are the core values of the school consistent with 21st century learning expectations?
 - b. Curriculum – How does the curriculum emphasize depth of understanding and application of knowledge?
 - c. Instruction – How does instruction engage students as active and self-directed learners and emphasize inquiry, problem solving and higher order thinking?
 - d. Assessment of and for Student Learning – How does the professional staff employ a formal process to assess whole-school and individual student progress toward achieving 21st century learning expectations?
 - e. School Culture and Leadership – How does the school community build a safe, positive, respectful, and supportive culture?

UPDATE: *The NEASC Steering Committee, under the leadership of Matt Pavia, is in the process of managing the high school's self-study with a goal of having a completed draft prior to the end of the 2010-2011 school year. A comprehensive plan has been developed to utilize existing time, with the addition of two "late arrival" days in April and May, to best complete the many individual and group tasks which need to be completed. The Steering Committee is confident that the plan will enable the faculty to stay on schedule through the end of the 2010-2011 school year. Prior to beginning the data collection process, the faculty at DHS collaboratively developed core values, a new mission statement, and school-wide rubrics designed to help measure progress in developing the core values in students across disciplines. The school-wide rubrics will also be used to help develop and refine rubrics which are used at the classroom level for assessment. As a result of the NEASC process, the faculty has also developed a homeroom advisory program which will be implemented beginning in March.*

The NEASC Steering Committee, under the leadership of Matt Pavia, has successfully progressed to the point of having draft reports written for each Learning Standard and is following the self-study schedule as laid out by NEASC. An update will be presented to the Board of Education at the June 28, 2011 meeting.

Vertical Curriculum Articulation

June 14, 2011

Objective 3.3: Expand the network of curricular communication across grade levels, with particular emphasis on the Grade 5-6 and Grade 8-9 transitions.

1. In conjunction with district and building administration, program coordinators will establish systems for vertical articulation and plans of action for implementation.
2. Establish systems for the sharing of student performance that can better inform instruction at the classroom level.

UPDATE: *A series of meetings have been held over the fall semester focusing on the alignment of the math curriculum and placement process between the elementary schools (5th grade) and the middle school. Working*
Approved 8/31/10

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collaboratively, administrators and teacher leaders have been able to align the 5th grade benchmarking exam with the 6th grade expectations such that an additional exam will no longer be needed for Course 1 and Course 2 placement. As a result, more students will transition into Course 2 as 6th graders, thereby increasing the number of students who will complete Algebra or Accelerated Algebra by the end of 8th grade (a key goal shared in the CT and National Common Core Math Standards). Additionally, a smaller team is now focusing on a broader alignment of the 5th and 6th grade curriculum so that teachers at both levels can refine curricular focus to better ensure a seamless transition from one to the other. Preliminary meetings have also been held to discuss better alignment of the 8th grade and 9th grade English curricula. As a result, for 2011-2012 it was agreed that changes to the placement process would offer more 9th grade students the opportunity to enroll in 9th Grade Accelerated English. Ongoing discussions are focusing on the potential benefits of heterogeneously grouped English classes at both the 8th and 9th grade levels. A full report to the Board of Education was presented on May 10, 2011.

Tri State Learning Skills and Habits of Mind

May 10, 2011

Objective 3.4: Initiate a Tri State Consultation process to establish a curriculum for learning skills and habits of mind to be integrated with instruction throughout the grade levels.

1. Form a steering committee to identify and define the learning skills and habits of mind students need to be successful, lifelong learners and create a sequence of skills over time for K-12 and how to monitor their growth.
2. With the help of Tri State, establish a process for the systematic introduction, practice and monitoring of learning skills and habits of mind throughout the grade levels.

UPDATE: *The Tri-State Consultation had to be postponed and will occur next year. The conversations with Tri-State led us to believe that their resources to address the concept of learning skills were limited and we were better situated to use the Program Integration Coordinator to review our own practices regarding a set of learning skills and habits of mind. A full report to the Board of Education was presented on May 10, 2011.*

World Languages

November 23, 2010

Objective 3.5: Review the work related to the teaching and learning of world languages in the Darien Public Schools and examine structures for expansion in the middle and elementary schools.

1. Continue work on curriculum development at the middle school and high school, with particular emphasis on integrating ACTFL Standards for Learning and ACTFL Proficiency Guidelines in the development of these documents.
2. Examine options for expansion of the world language program at the middle and elementary schools, with considerations given to program delivery, scheduling, staffing, finances, and space.

UPDATE: *The district presented a report to the Board of Education at its November 23rd meeting. Highlights included a review of curriculum and a discussion of expansion of languages within the middle school and to the elementary schools.*

Student Communication

March 22, 2011

Objective 3.6: Continue to develop the system for communication of feedback from high school students to the Board of Education.

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1. Review progress on this goal from 2009-10 and generate recommendation for establishing a system for communication of feedback from high school students to the Board of Education.
2. Conduct a survey of graduates to elicit information about the students' experiences in the Darien school district.

UPDATE: Student feedback on a variety of issues has been solicited by the District Administration and presented to the Board of Education. This has included feedback on a Security Resource Officer as well as feedback regarding the experiences of students who have recently graduated. A meeting has been set for the Board of Education to meet with a representative group of students at DHS in early March. A full report to the Board of Education was presented at a meeting on March 22, 2011 which included Board approval of a Security Resource Officer no later than the 2011-12 school year.

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PART IV - DISTRICT MANAGEMENT

GOAL 4: STRENGTHEN DISTRICT MANAGEMENT OPERATIONS

Improve all aspects of district management, as evidenced by cost effective accounting and budgeting, sound personnel practices, and efficient support services.

Policy Revision

March 22, 2011

Objective 4.1: Continue review and revision of the Board of Education Policy Manual.

1. Review and revise the Board Policies related to Personnel (Current Section G; Proposed Series 4000) and prepare a report of recommendations for Board consideration.
2. As policy revisions receive formal Board approval, communicate the newly adopted policies to staff, students, and parents using the district website as it is updated and school handbooks as they are reprinted.

UPDATE: *The Board of Education review of the Personnel section of the policy manual is on hold, pending a review of finances and availability of legal team support.*

Donation Policy

February 8, 2011

Objective 4.2: Revise, as appropriate, Board Policies and administrative guidelines which address the issue of fundraising for and donations to student athletics and activities in the District.

1. Conduct an examination of policies and practices used by our own and by other school districts or other institutions to govern fundraising by and donations to student athletic teams and activities. The focus of the examination should be to identify practices and procedures which result in a process whereby student teams and organizations derive equitable benefit from outside funding sources, so as to be in compliance both with Title IX and with the standards of expectation of the Darien Public Schools.
2. Prepare a policy and accompanying administrative regulations for the governance of fundraising by and donations to student athletic teams and activities. Initial reading of the proposed policy and administrative regulations will be conducted by the Policy Committee of the Board of Education.

UPDATE: *The Board of Education established a Donation Committee in the spring of 2011 that has begun the work of reviewing policies and will continue to meet with the intention of clarifying administrative regulations consistent with the donation policies of the district.*

Benefits Department Reorganization

January 11, 2011

Objective 4.3: Manage the reorganization of the Benefits Department

1. Distribute the Coordinator's work among the remaining Finance Office Staff.
2. Develop links with all Medical Vendors to support staff needs.
3. Evaluate with staff effectiveness of transition.

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UPDATE: *The work has been completed, but will be monitored closely. The Board received a report on January 11, 2011.*

Electronic Budget Book

January 11, 2011

Objective 4.4: Prepare an electronic copy of the budget on the web site for public distribution.

1. Data gathered in 2009-10 indicated the first budget version was needed in the form of a hard copy. Second and third version can be 80% distributed electronically.
2. Review with the Board of Education Budget Committee for input on electronic version.
3. Modify distribution as required.

UPDATE: *This will now become standard operating procedure. The Board received a report on January 11, 2011.*

Budget Notation System

October 12, 2010

Objective 4.5: Develop a Budget notation system to improve transparency for revenues that are required to be posted as an offset to expenses.

1. Develop the notation system that is easy for lay people to understand and can be used over multiple years.
2. Review the system with the Board's Budget Committee.
3. Incorporate notations into the 2011-12 budget and other budget reports.

UPDATE: *The notation system has been reviewed with the Budget Committee and implemented with the Superintendent's Proposed 2011-2012 Budget. Budget notations will become standard for clarifying unusual budget changes. A report to the Board was made on October 12, 2010.*

Transportation Reorganization

October 26, 2010

Objective 4.6: Manage the reorganization of the Transportation Department along with the Director of Facilities, Construction and Operations.

1. Transition from Manual to VersaTran Software for bus routing and scheduling.
2. Install VersaTran on Administrator Computers.
3. Develop a training guide for administrators and secretaries to access transportation data.
4. Develop an effective response to parental questions on transportation.
5. Evaluate changes.

UPDATE: *The reorganization took place during the summer of 2010 and successfully implemented with the opening of the 2010-2011 school year. Feedback from parents has been generally positive. Effectiveness is being evaluated on an ongoing basis. A full report to the Board of Education was presented at a meeting on September 28, 2010.*

Employee Handbook

February 15, 2011

Objective 4.7: Update and disseminate the Employee Handbook.

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1. Coordinate information with the District Web Site www.darienps.org.
2. Gather feedback from employees and unions.
3. Get input from Labor Attorney.
4. Revise handbook as required.

UPDATE: *A draft was developed and distributed to staff in the fall of 2010. The Finance Office received comments both positive and negative. The handbook will now be posted on the web site and distributed as requested by staff. There has been no "official" response from labor unions. The work has been completed but the handbook will be reviewed at least on an annual basis.*

Online Payment

November 23, 2010

Objective 4.8: Continue to develop a method for parents to pay athletic fees online with a credit card, similar to the Summer and Continuing Education program.

1. Meet with the middle and high school administration, bursars, and other staff who oversee financial obligations owed to the school to provide a demonstration of how the Pay Deck registration and payment system works.
2. Coordinate the development of the Darien High School web page to include athletic and other financial obligation payments.

UPDATE: *Work is underway with the Middle School and the Cafeteria Program to complete credit card transactions on line. The current plan has been successful and we envision this trend to continue. Meetings took place with the middle school administration and other staff who oversee financial obligations owed to the school to provide a demonstration of how the Pay Deck registration and payment system works.*

Also, the Cafeteria Director was involved in the review of process and implementation of on-line credit card charges. All elementary school transactions will be able to be done through on-line credit card charges, and estimated that on-line credit card transactions will be available for the opening of the 2011-12 school year.

Defined Contribution Plan Review

November 9, 2010

Objective 4.9: Explore a 401K Defined Contribution Plan that could replace the current Defined Benefit Retirement Plan for newly hired non-certified staff.

1. Explore the plan and have it reviewed to insure it meets IRS regulations.
2. Present findings to the Board of Education.

UPDATE: *The 401K/Defined Contribution plan is currently in negotiations with non-certified staff. It was determined that this project would be set aside for further study.*

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PART V - PHYSICAL ENVIRONMENT

GOAL 5: MAINTAIN THE PHYSICAL ENVIRONMENT

Manage and maintain all Darien Public School facilities in a manner that effectively fosters both teaching and learning and ensures an appropriate and safe physical environment for delivering the district's educational programs and initiatives.

Space Utilization

October 26, 2010

Objective 5.1: Continue to monitor enrollment and space utilization at all schools, including special education.

1. Update the inventory of classrooms and other existing spaces utilized at each school and determine reasonable student/section capacities. This inventory and analysis will include regular classrooms, dedicated classrooms and space utilized by special education programs. This information will then be compared with enrollment projections.
2. Develop options for current space utilization and/or options for providing additional space if enrollment is expected to exceed capacity. In addition, develop contingency plans for unexpected enrollment increases even if not projected to take place.
3. If necessary, funding for the implementation of any space utilization options will be further developed and proposed as part of the 2011-12 budget process.

UPDATE: A Report on School Enrollment and Space Utilization was presented to the Board of Education for review at its October 26, 2010 regular meeting. Trends in enrollment and section analyses were completed for all levels. Though there is a small growth in enrollment, no recommendations were made to add additional space for district programs. We will continue to monitor enrollment throughout the spring, particularly with respect to kindergarten registration.

Capital Projects

November 23, 2010

Objective 5.2: Update long-range capital projects plan.

1. Implement the approved 2010-11 capital projects during the summer and fall of 2010.
2. Review the physical condition of all district facilities in the fall of 2010 and take into consideration any potential changes in enrollment, program initiatives or regulatory requirements. The long-range plan will then be updated and presented to the Board of Education.
3. Projects identified for implementation in 2011-12 will then be further developed and presented during the 2011-12 budget process.

UPDATE: The 2011-2012 Capital Projects are underway. On June 20, the work began on the Middlesex gym floor. Painting of the fascia at Holmes School will start on July 6. Materials for the renovation of the portable classroom at Ox Ridge have been ordered and the demolition of the toilet rooms at Hindley has begun.

Energy Management

November 23, 2010

Objective 5.3: Continue energy management initiatives.

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1. Continue to track and report energy usage for each facility on a monthly basis.
2. Continue to identify potential energy efficiency projects aimed at reducing energy consumption over time and that will become cash positive over a reasonable period of time.

UPDATE: The Solar Projects at Darien High School are complete as we close the fiscal year. The contractor is mobilizing at Ox Ridge and the solar panel installation should be completed by the first week of July.

A contract has been executed with Yankee Gas to install gas service at Hindley School. This work will start in early July and the conversion of the boiler is currently underway.

We have had special equipment tied into the electric service entrance at Darien High School in order to collect data so we can focus our attention on how to correct the harmonics problems we have discovered in the building. Results indicate the lightening rod installation is grounded to the building and should be grounded separately and adjustments should be made to certain electrical motors. Power Point Energy (PP&E) is working with CL&P to determine what corrective action should be taken. The corrective action will take place during the summer.

Facility Department Manual

January 25, 2011

Objective 5.4: Finalize the development of a “Work Practices and Procedures” manual for facility department employees.

1. Finalize the development of a “Work Practices and Procedures” manual. The manual will be intended to formally establish written work practices and procedures for facility department employees in order to allow for greater efficiency, effectiveness and accountability in the work place.
2. Formally review the manual with all employees.

UPDATE: Preliminary work was done on the “Work Practices and Procedures” manual for facility department employees. This work included information regarding work-related injuries, vehicle usage, snow removal, purchasing and long-term illnesses. This project will be reviewed and an updated timeline provided in the spring. Mr. Otto presented an update to the Board on May 24, 2011.

Environmental Compliance

January 25, 2011

Objective 5.5: Develop an environmental compliance program to insure that all facilities are in compliance with regulatory requirements.

1. Identify all required environmental compliance measures applicable to the school district.
2. Analyze the district’s level of compliance and develop a plan for becoming fully compliant.

UPDATE: All mandates are currently under review and will be updated for the start of the upcoming school year.

Building Systems Inventory

January 25, 2011

Objective 5.6: Complete a building systems inventory and manual.

1. During the first two quarters of the 2010-11 school year, produce a floor plan and manual for each building that outlines/identifies all critical building systems, including operation and maintenance instructions. Examples include fire alarm and sprinkler systems, security systems, HVAC systems, etc.

Darien District Goals and Objectives

2010-2011

2. By the end of the school year, insure that all facility personnel are adequately trained and familiarized with all building systems.

UPDATE: Individuals in the maintenance group, including HVAC technicians and others, have been working to produce plans and manuals that would serve as a basis for widespread training in the familiarization of all maintenance employees with building systems. This plan will be reviewed in the spring and an updated timeline will be prepared. Mr. Otto presented an update to the Board on May 24, 2011.

Custodial Purchasing Plan

November 23, 2010

Objective 5.7: Develop a long-term custodial equipment purchasing plan.

1. Complete an inventory of all existing major custodial equipment, such as floor scrubbers, vacuums, etc. owned by the district.
2. Determine the appropriate types and quantities required district-wide to more effectively and efficiently complete the daily and annual cleaning of each facility.
3. Develop a phased-in purchase/replacement plan for inclusion in the proposed 2011-12 operating budget.

UPDATE: The facilities department is currently reviewing and evaluating the condition of all custodial equipment, its usefulness and longevity.

APPROVED BY THE BOARD OF EDUCATION ON AUGUST 31, 2010