

Board of Education  
Darien, Connecticut

**TUESDAY, FEBRUARY 9, 2021**

**SPECIAL MEETING OF THE BOARD OF EDUCATION**

**Darien Public Schools'  
Administrative Offices  
Meeting Room  
7:00 p.m.**

**AGENDA**

1. Call to order
2. Proposed Adjournment to Executive Session for the purpose of discussion pursuant to Connecticut General Statute 1-200(6)(B)
3. Reconvene in public session.
4. Adjournment.

**REGULAR MEETING OF THE BOARD OF EDUCATION**

**TUESDAY, FEBRUARY 9, 2021**

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

**TENTATIVE AGENDA**

- |                                 |                    |           |
|---------------------------------|--------------------|-----------|
| 1. Call to Order.....           | Mr. David Dineen   | 7:30 p.m. |
| 2. Chairperson's Report.....    | Mr. David Dineen   |           |
| 3. Public Comment*.....         | Mr. David Dineen   |           |
| 4. Superintendent's Report..... | Dr. Alan Addley    |           |
| 5. Approval of Minutes.....     | Board of Education |           |

**REGULAR MEETING OF THE BOARD OF EDUCATION  
TUESDAY, FEBRUARY 9, 2021**

- 6. Board Committee Reports..... Mr. David Dineen
- 7. Presentations/Discussions
  - a. Darien Public Schools..... Dr. Alan Addley  
Status Update
  - b. Further Discussion and..... Dr. Alan Addley  
Possible Approval of New Mr. Christopher Tranberg  
Courses for Darien High School Mrs. Ellen Dunn  
for the 2021-2022 School Year
  - c. Further Discussion and Approval. Dr. Alan Addley  
of 2021-2022 Proposed  
Board of Education Budget
  - d. Further Discussion and Action. Mrs. Kathrine Stein  
on Proposed Revisions to Ms. Marjorie Cion  
Board of Education Policies:  
5275 – Title IX of the  
Education Amendments  
of 1972 – Prohibition of Sex  
Discrimination and Sexual  
Harassment (Students);  
4118 – Prohibition of Sex  
Discrimination and Sexual  
Harassment in the Workplace  
(Personnel); 5200 – Homeless  
Children and Youth; 5075 –  
Physical Activity and  
Student Discipline;  
5395 - Transportation
  - e. Further Discussion and Action..Dr. Alan Addley  
on Board Master Agenda for  
February - August 2021
- 8. Action Items
  - a. Personnel Items..... Ms. Marjorie Cion
    - i. Appointments
    - ii. Resignations/Retirements

**REGULAR MEETING OF THE BOARD OF EDUCATION  
TUESDAY, FEBRUARY 9, 2021**

9. Public Comment\* ..... Mr. David Dineen  
10. Adjournment..... Mr. David Dineen

AA:nv

**\* Due to the current COVID-19 regulations and restrictions pertaining to public indoor gatherings, the Board of Education meeting will be available to the public via Zoom.**

**Those members of the community wishing to view only, should do so through the Darien Youtube link: <https://www.youtube.com/channel/UCUnnvYKBfFrTWQRuoB6OZA>**

**Those members of the community wishing to participate in public comment should join the meeting via Zoom:**

**<https://darienps.zoom.us/j/97650171661>**

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

**APPROVED**  
**REGULAR MEETING OF THE BOARD OF EDUCATION**  
**TUESDAY, JANUARY 12, 2021**

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

**Board Members Present:**

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Present	x	x	x	x	x	x	x	x	x
Absent									

**Administration Present:**

Dr. Addley, Mr. Tranberg, Ms. Klein (via Zoom), Ms. Cion and Mr. Rudl

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

- |                                |   |
|--------------------------------|---|
| 1. Call to Order               | Mr. David Dineen, Chair,<br>at 7:32 p.m. (0:00) |
| 2. Chairperson's Report        | Mr. Dineen<br>at 7:33 p.m. (0:01)               |
| 3. Public Comment              | Mr. Dineen<br>at 7:34 p.m. (0:02)               |
| <br>                           |   |
| Jonathan Dunn<br>Jackie Miller | 175 Raymond St<br>84 Fitch Ave                  |
| <br>                           |   |
| 4. Superintendent's Report     | Dr. Alan Addley<br>at 7:36 p.m. (0:04)          |

5. Approval of Minutes

Mr. Dineen  
at 7:39 p.m. (0:07)

**Motion to Approve Minutes of the Special Meeting and Executive Session held on December 08, 2020 and the Minutes of the Regular Meeting held on December 08, 2020:**

**1<sup>st</sup> Ochman**

**2<sup>ND</sup> Stein**

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes	x	x	x	x	x	x	x	x	x
No									
Abstain									

**RESULT - MOTION PASSED (9-0-0)**

**Motion to Approve Minutes of the Special Meeting held on December 21, 2020:**

**1<sup>st</sup> Parent**

**2<sup>ND</sup> Stein**

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes	x		x	x	x	x	x	x	x
No									
Abstain		x							

**RESULT - MOTION PASSED (8-0-1)**

**Motion to Approve Minutes of the Special Meeting held on January 07, 2021:**

**1<sup>st</sup> Stein**

**2<sup>ND</sup> Maroney**

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes	x	x	x	x	x	x	x	x	x
No									
Abstain									

**RESULT - MOTION PASSED (9-0-0)**

**Motion to Amend Minutes of the Special Meeting held on January 09, 2021 to reflect departure time of 3:15 for David Brown:**

**1<sup>st</sup> Ritchie**

**2<sup>ND</sup> Dineen**

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes	x	X	x	x	x	x	x	x	x
No									
Abstain									

**RESULT - MOTION PASSED (9-0-0)**

**Motion to Approve Amended Minutes of the Special Meeting held on January 09, 2021:**

**1<sup>st</sup> Brown**

**2<sup>ND</sup> Ochman**

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes	x	X	x	x	x	x	x	x	x
No									
Abstain									

**RESULT - MOTION PASSED (9-0-0)**

**6. Board Committee Reports**

Mr. Dineen  
at 7:42 p.m. (0:10)

**PRESENTATIONS AND DISCUSSIONS**

**7. Presentations/Discussions:**

**a. Darien Public Schools Status Update**

Dr. Addley  
at 7:43 p.m. (0:11)

**b. Follow up Discussion on January 9th Board Meeting Questions on 2021-2022 Proposed Board of Education Budget**

Dr. Addley  
at 8:09 p.m. (0:37)

**c. Discussion of Board of Finance Appropriation Request for 2020-2021**

Dr. Addley  
at 9:58 p.m. (2:26)

**d. Further Discussion on Transportation Study**

Dr. Addley  
at 10:04 p.m. (2:32)

e. Presentation and Discussion of Board Master  
Agenda for February - August 2021

Dr. Addley  
at 10:32 p.m. (3:00)

8. Action Items

a. Personnel Items

- i. Appointments
- ii. Resignations/Retirements

Ms. Marjorie Cion  
at 10:34 p.m. (3:02)

**Motion to Approve the Personnel Items as Detailed in the Personnel Action Report  
Dated January 12, 2021:**

**1<sup>st</sup> Ritchie**

**2<sup>ND</sup> Maroney**

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes	x	x	x	x	x	x	x	x	x
No									
Abstain									

**RESULT - MOTION PASSED (9-0-0)**

9. Public Comment

Mr. Dineen  
At 10:35 p.m. (3:03)

Jackie Miller

84 Fitch Ave

10. Adjournment

Mr. Dineen  
At 10:37 p.m. (3:05)

**Motion to Adjourn:**

**1<sup>st</sup> Maroney**

**2<sup>ND</sup> Ritchie**

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes	x	x	x	x	x	x	x	x	x
No									
Abstain									

**RESULT - MOTION PASSED (9-0-0)**

Meeting adjourned at 10:37 p.m. (3:05)

Respectfully Submitted,

D. Jill McCammon,  
Secretary

**APPROVED**  
**SPECIAL MEETING OF THE BOARD OF EDUCATION**  
**TUESDAY, JANUARY 19, 2021**

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

**Board Members Present:**

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Present	x	x	x	x	x	x	x	x	x
Absent									

\*

**Administration Present:**

Dr. Addley, Mr. Tranberg, Ms. Klein (via Zoom), Ms. Cion and Mr. Rudl

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

- |  |   |
|--|---|
| 1. Call to Order   | Mr. David Dineen, Chair,<br>at 7:34 p.m. (0:00) |
| 2. Chairperson's Report  | Mr. Dineen<br>at 7:34 p.m. (0:00)               |
| 3. Public Comment  | Mr. Dineen<br>at 7:36 p.m. (0:02)               |
| <br>   |   |
| Kelly Dupont<br>Michelle Minton<br>Jamie Zionic  | 55 Allwood Rd<br>107 Raymond St<br>15 Holmes Ct |
| <br>   |   |
| 4. Comments from Board of Finance and RTM<br>Education and Finance and Budget Committees | Dr. Addley<br>at 7:43 p.m. (0:09)               |
| <br>   |   |
| 5. Further Discussion on 2021-2022 Proposed Budget<br>and Follow Up Questions            | Dr. Addley<br>at 8:03 p.m. (0:29)               |



6. Adjournment

Mr. Dineen  
at 8:49 p.m. (1:15)

**MOTION TO ADJOURN:**

**1<sup>st</sup> Mrs. Ritchie**

**2<sup>ND</sup> Mr. Brown**

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes	x	x	x	x	x	x	x	x	x
No									
Abstain									

**RESULT - MOTION PASSED (9-0-0)**

Meeting adjourned at 8:49 p.m. (1:15)

Respectfully Submitted,

D. Jill McCammon,  
Secretary



# Darien Public Schools Status Update

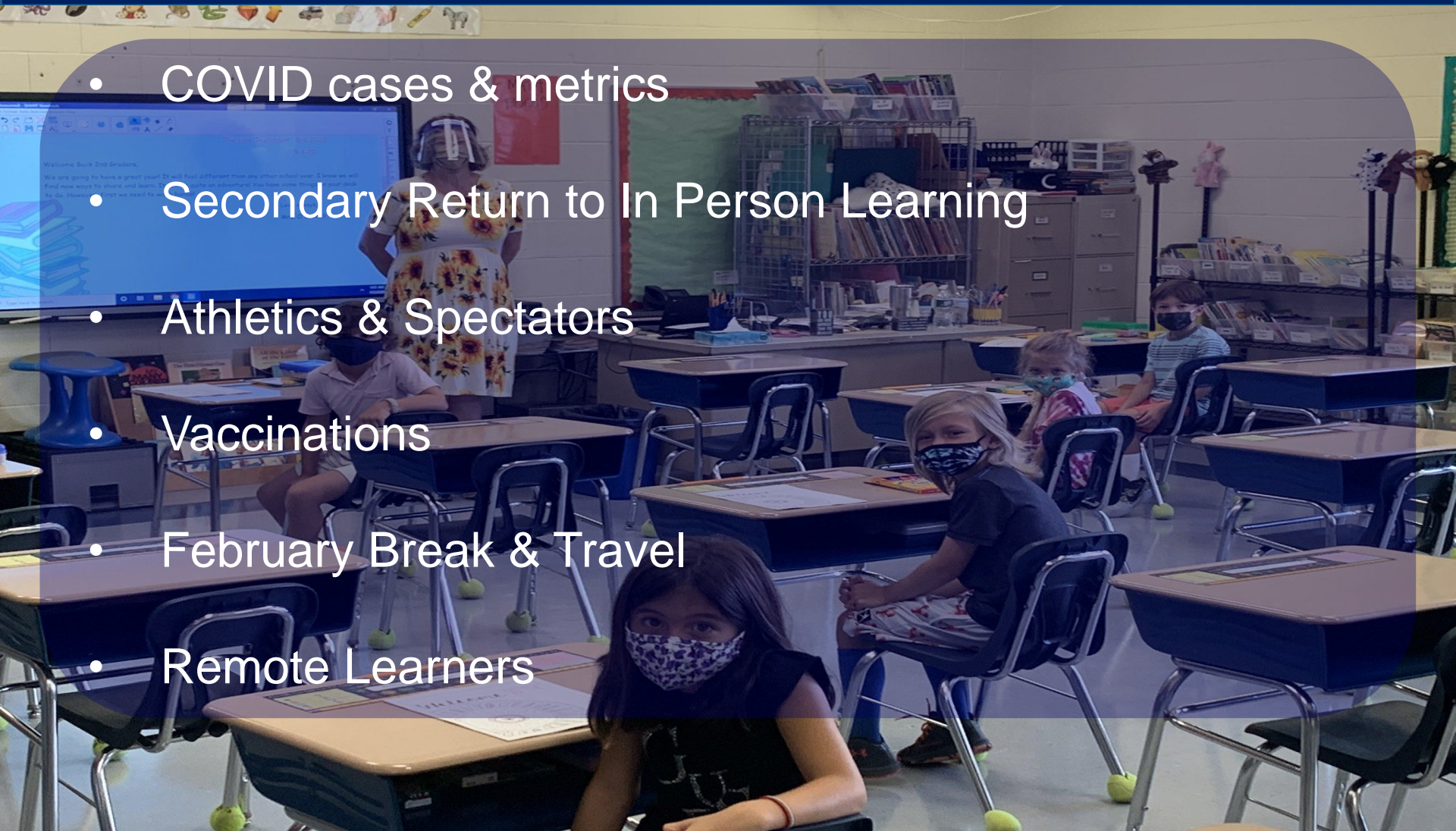
February 9, 2021



**Darien Board of Education**

# Updates

- COVID cases & metrics
- Secondary Return to In Person Learning
- Athletics & Spectators
- Vaccinations
- February Break & Travel
- Remote Learners



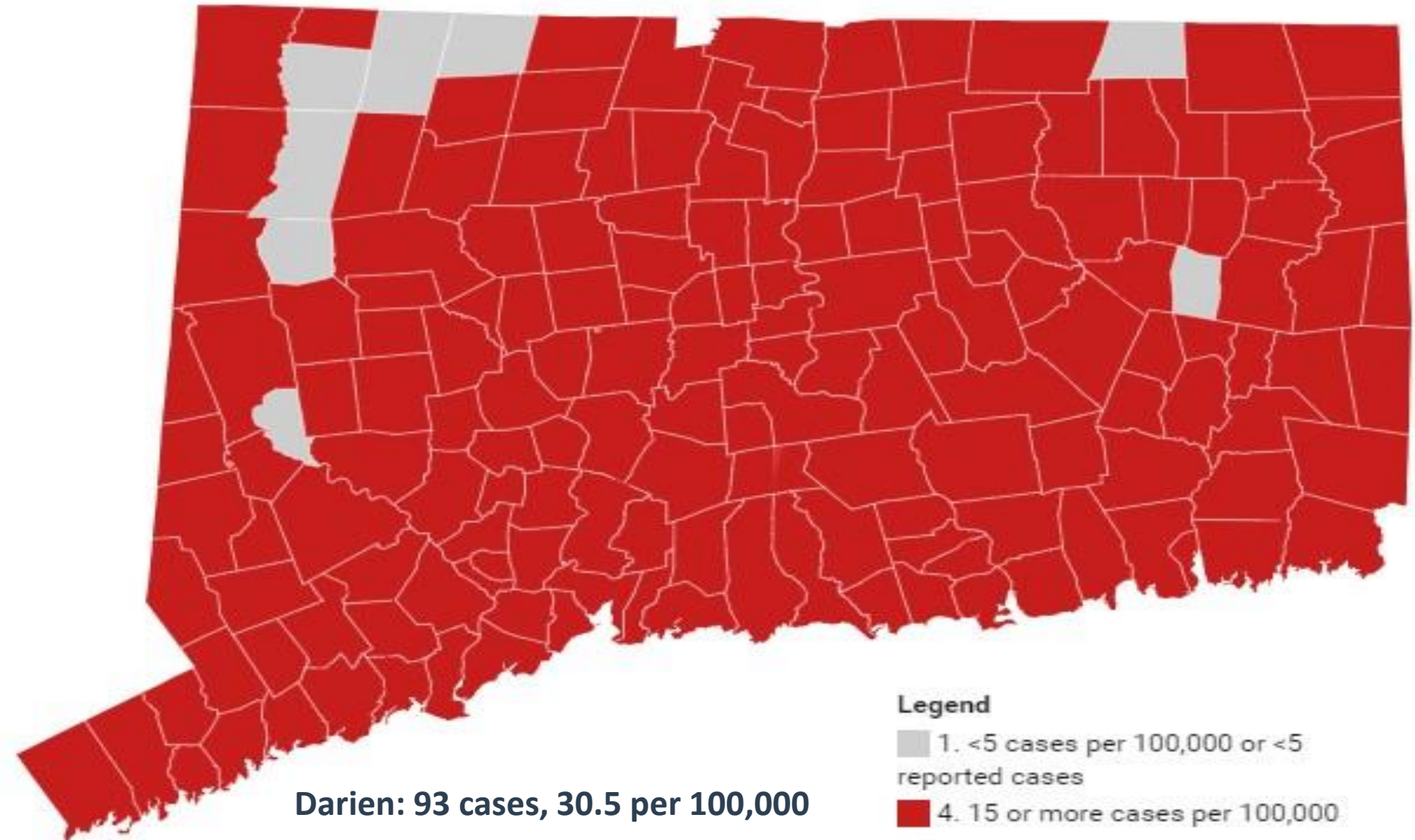


# COVID-19 Cases

LOCATION	CURRENT CASES	CURRENT QUARANTINE	CUMULATIVE CASES	CUMULATIVE QUARANTINE
DHS/FITCH	2	14	92	453
0	3	8	40	342
HINDLEY	2	2	17	150
HOLMES	0	2	26	206
OX RIDGE	0	4	11	53
ROYLE	3	18	25	214
TOKENEKE	1	1	7	107
CENTRAL SERVICES	0	0	1	8
Total	11	49	219	1533

*\*current as of February 4, 2021 / 4:15 pm*

**Average Daily Rate of COVID-19 Cases Among Persons  
Living in Community Settings per 100,000 Population By Town  
(Report Period: 1/17/21 – 1/30/21)**



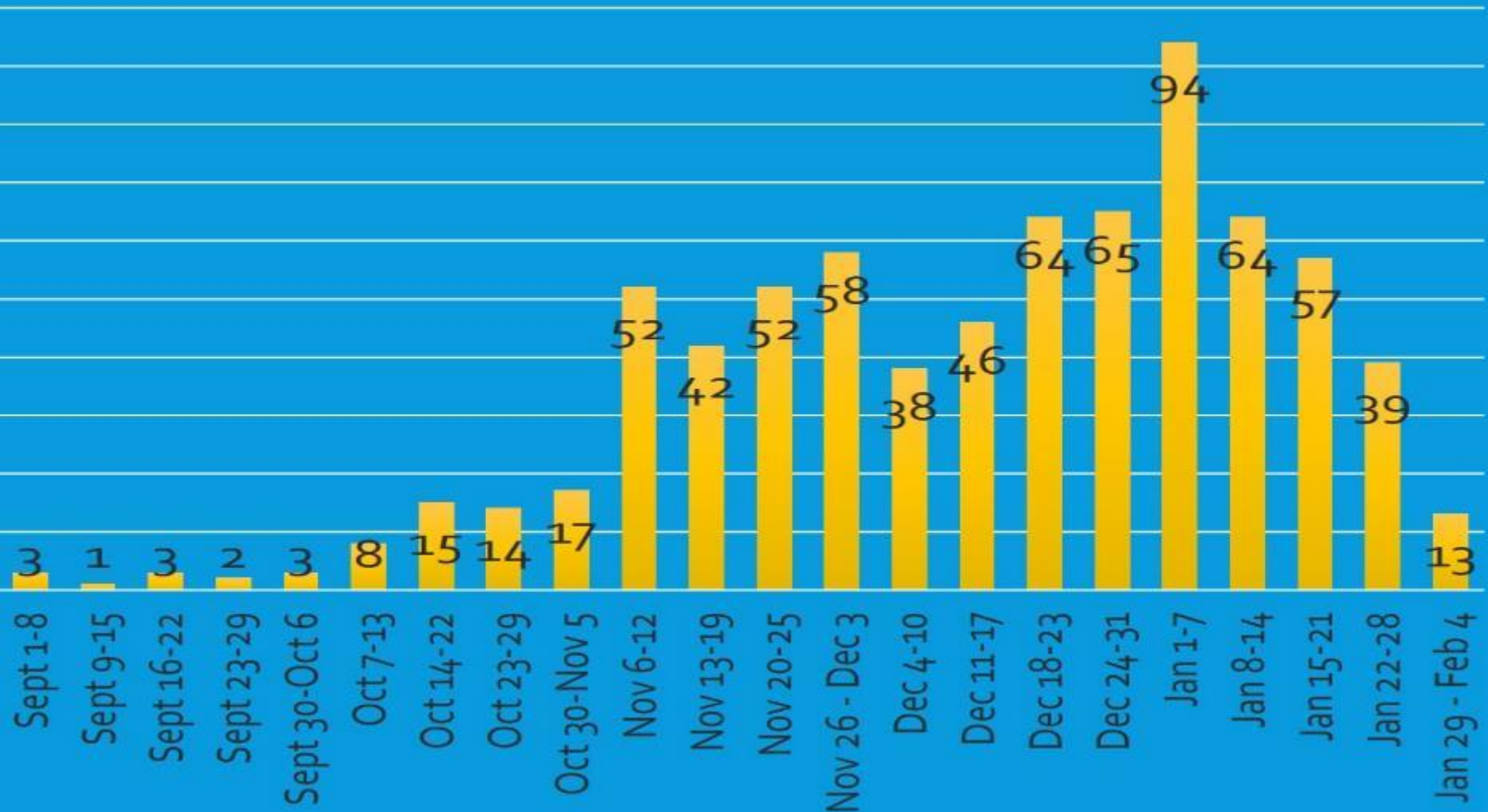
# County Metrics - week ending Jan 30

	Leading Indicator	Secondary Indicators		
County	New COVID-19 Cases (14-day avg. per 100K pop)	Percent Test Positivity	New COVID-19 Hospital Admissions (14-day avg. per 100K pop)	Percent COVID-like illness hospital ED visits
Connecticut	44.8	5.8%	4.1	5.7%
Fairfield	41.8	6.3%	4.3	6.6%

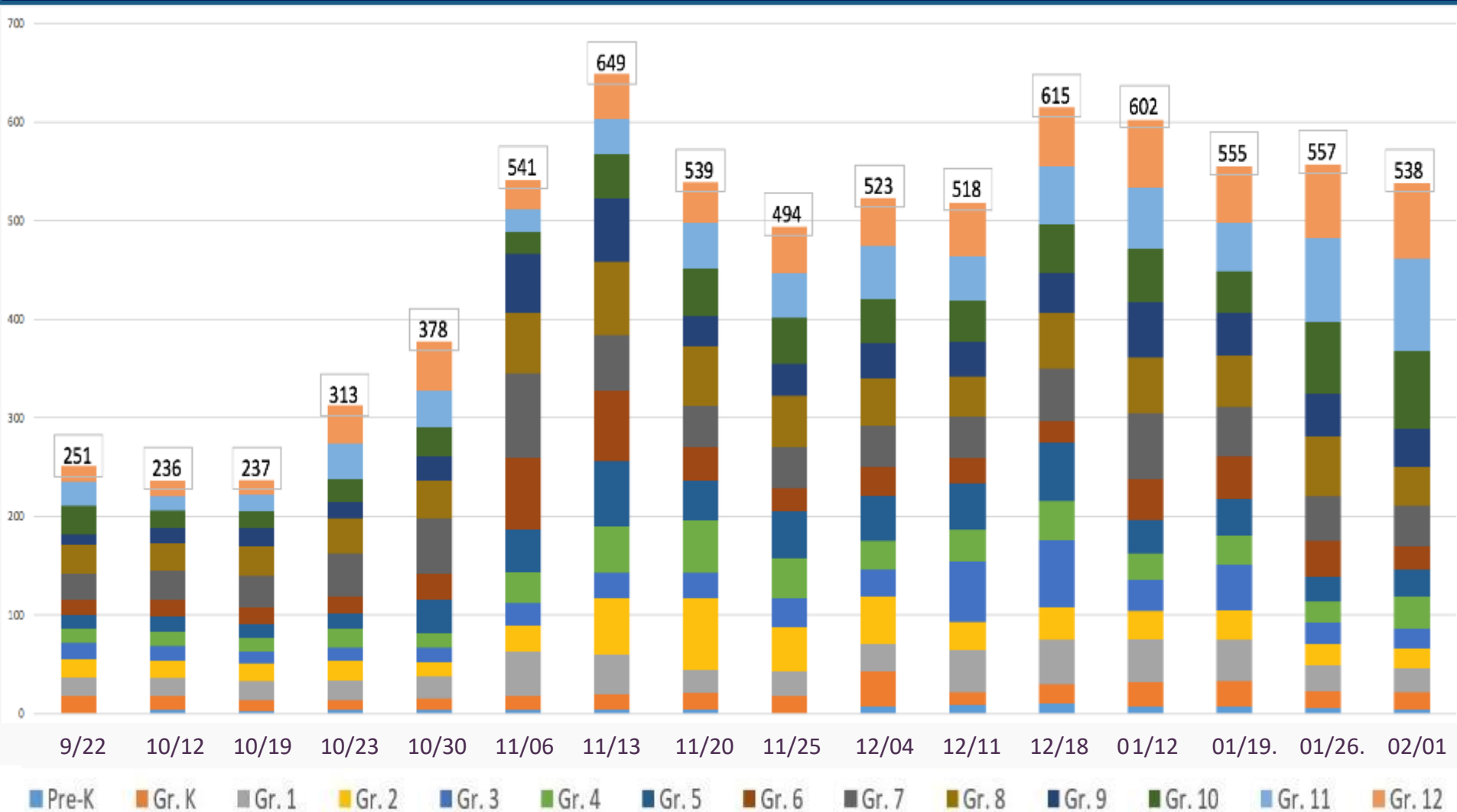
# COVID-19 Cases in Town

## Since School Started 2020-21\*

(Data contained may differ slightly from that reported by the State due to use of different date ranges.)



# Number of Remote Learners (as of Feb 1, 2021)





# Questions & Comments



# Memorandum

Date: January 4, 2021

To: Dr. Alan Addley, Superintendent of Schools  
Christopher Tranberg, Assistant Superintendent

From: Ellen Dunn, Principal DHS

Re: New course proposals and proposed changes to existing courses.

The Darien High School Curriculum Council with the support of the administration proposes the addition of 4 new course offerings for the 2021-22 school year. The course proposals are attached.

In addition, there are several proposed changes to existing courses as follows:

## **Creative Writing – Proposal to open enrollment to Grade 9**

We would like to open this elective to 9th grade students. This course has run for more than 20 years in DHS and has been offered to grades 10-12. Students who are interested in exploring creative forms of writing find this course engaging. This course ties together the imaginative and analytical aspects of writing and allows students to express themselves with independently chosen topics; something not consistently available in other required English courses. This course introduces students to the skills and tools needed to grow as a creative writer. We explore reading and writing of four genres: poetry, short story, drama, and creative non-fiction. The course focuses on process, critique, and revision, so there is much experimental work in class, a variety of assignments, and reading of “the masters” as models for our own writing. Class critiques, group workshops, and single partner work will provide students with the opportunity to give and receive feedback. Students need not be exceptional writers because all will grow as a writer in this class. We believe the course should be an option for 9th grade students who are interested in exploring creative writing.

### **Computer Aided Drafting and Design – Proposal for Title Change from *Drafting***

Drafting is a semester course currently offered to students in grades 9-12 as an elective in the Technology Education Department. We are proposing a title change for this course to reflect the increasing use of technology in the work of drafting and design in the course. We are improving our Drafting course to meet the needs of today's technical designers. The curriculum will be updated to reflect a new focus on CAD, standardized drawings, 3D printing and design, and CNC manufacturing. This course will introduce students to the methods, procedures, and equipment used to present thoughts graphically using professional 3D computer aided drafting tools such as Autodesk Inventor. Students will learn the same standards of drafting and design used by industry professionals. Students will experience the power of CAD by bringing their 3D geometric designs to life using equipment such as 3D printers and CNC (computer numeric controlled) mills. Some of the board drafting units will be replaced with CAD and CAM (Computer aided manufacturing) units and the title change for the course will reflect the advancement in the curriculum and experience of our students.

### **Video Broadcasting – Proposal for Title Change from *Media Studies* – *Video Production* and prerequisite change.**

We are proposing a shift away from the journalistic focus of the course and a shift toward the elements of production by housing the course in the Technology Education Department. The enrollment in Video Production has gone down over the past few years to the point where the course did not have sufficient enrollment to run this year. In an attempt to bolster student engagement and build back student involvement in Blue Wave News, we propose that a curricular focus on the technical aspects of producing programming be a primary goal, removing the prerequisite of Intro to Media Studies. The ability to communicate in written format, orally, and visually are key competencies for any student. We believe that there is student interest in learning the production skills and applying the communication skills learned across other disciplines. We believe a course that focuses on the production side of the equation will bring back interest in this valuable contribution to DHS student life while providing a space for creative application of communication skills. The Blue Wave News Club will continue to complement the work of the course and fuel the journalistic elements. We foresee producing morning announcements, Blue Wave News and any special announcements. We hope that this course will serve as the foundation for increasing productions of Blue Wave News and create connections to DAF Media which engages many DHS students. We will be proposing updates to the facilities as well to support the course and provide space for all students to create video productions as expressions of learning.

### **Idea, Grade 9 (Achievers' Project): Credit Change Proposal**

Currently, the grade 9 Idea students earn a half credit for a full year's work in the Achievers' Project course. We are proposing a change to a full credit for the 2021-2022 school year. Although the course meets every other day, students are required to put in many hours outside of the class meeting times to complete projects and other coursework, including meeting regularly with the program coordinator for conferences and with a professional mentor to help with the project. Significant changes to the course's overall focus, the Achievers' Project, have made the project and the course more demanding. New course requirements, such as the Achievers' Workshop Website which is updated regularly by the students, have also increased the rigor of the course. In addition, students work on smaller independent projects during the year to keep them engaged in course work even when their Achievers' projects are either in the early stages or completed. These changes to the course have resulted in a significant increase in workload, which will be best reflected through an increase in course credit.

# Curriculum Development 2020-21

## New Course Proposal and Changes to Existing Course Darien High School, Curriculum Council

Date: 12/23/20

Department: Science and Technology and Engineering Education

Proposer: Christian Dockum, Rich Reynolds and Greg Darin

Course Title: STEM Design and Innovation

*(Please review the guidelines for course naming conventions)*

1. Grade Level(s):

Please check all that apply

- ☐ 9  
☐ 10  
☒ 11  
☒ 12

4. Course Length: Please check

- ☒ Year  
☐ Semester  
☐ Other

2. Course Credit: Please check

- ☐ .5  
☒ 1  
☐ Other:

5. Graduation Requirements: Please check

- ☐ Required Course  
☒ Elective Course  
(Science/STEM Credit)

3. Course Level: Please check

- ☒ 300  
☐ 400 (Honors)  
☐ 750  
☐ 400 (AP)

6. Fine Arts Requirement:

- ☐ Yes  
☒ No

7. Prerequisites:

*Please list all prerequisites for the course, including courses, grade requirements, and co-course enrollment requirements (if any). Where does this course fall within your department's sequence?*

2 years of Science, including Biology and Chemistry/Earth Science

2 years of Math, including Geometry

## Curriculum Development 2020-21

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### 8. Rationale:

*Which students would want to enroll in this course? Why is there a need for this course? Is this course offered at other high schools in our DRG? Be explicit about how this course ties into DHS Core Values and Beliefs and meets the needs and interests of DHS students.*

This class will provide an additional opportunity for students to complete the 3 science credits and 9 STEM credits required for the Class of 2023 and beyond. The course will provide a wide range of student opportunities to study hands-on science and math topics through real world, authentic problem solving and projects to reinforce science and math concepts. Communication and collaboration skills will be essential as students will be expected to present and support their solutions to a variety of stakeholders.

Students enrolled in STEM Design and Innovation will be focused primarily on the following DHS Core Values and Beliefs :

1. Think critically, creatively, collaboratively, and adaptively;
2. Communicate effectively;
3. Develop effective reading, research, and observation strategies;
4. Demonstrate an awareness of multiple cultural and intellectual perspectives;
5. Demonstrate personal responsibility and ethical decision-making;

### 9. Introduction:

*Describe the course in enough detail so that someone unfamiliar with the content area can understand the explanation. Include what will be taught and how it relates to the existing course sequence in this subject/department.*

STEM Design and Innovation will be an interdisciplinary course designed utilizing a Project Based Learning (PBL) instructional approach. The PBL approach provides students with the opportunity to engage with real world problems by asking the right questions as opposed to finding the right answers. In that context, STEM Design and Innovation is designed to provide a structure to apply knowledge and skills from both the Science and Technology Education department to solve challenges and problems they may face in the real world. With a hands-on, inquiry based approach to problem solving this class will blur the lines between science and technology curricula by requiring students work through problems and design solutions that fit scientific theory. Students will use scientific inquiry, and the engineering design process, as appropriate, to pose questions, seek answers and develop solutions to real world relevant problems. The course will enhance student's cooperative learning, critical thinking and problem solving skills while working to solve real life problems.

This course is proposed as a full year class that would run as a traditional science class with two labs per cycle. The full year class would allow for the PBL designed instruction which requires time for students to engage in sustained inquiry, reflection, critique and revision. This time allows for the scaffolding of these skills and provides the opportunity to problem solve with teacher and peer support. In addition, it provides teachers with the ability to check in with student groups, provide feedback and support student work consistently and in real time.

## Curriculum Development 2020-21

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Ultimately, this course would provide students with the background content and engineering skills to move on to the IPIE (Independent Projects in Engineering) course in the following year so that they could bring their ideas and designs to fruition.

### 10. Course Outline:

*Please provide a bulleted overview of content topics to be covered during each marking term of the course. Give a brief summary of ideas presented.*

Possible content topics that could be covered are listed below:

Content and topics within the course will be focused on local issues, situations and problems and will be related to the United Nations Sustainable Development Goals (UNSDG). Within the context of these goals the Science and Engineering Practices (SEP), as defined by the Next Generation Science Standards (NGSS), will be essential for students to be prepared to understand the underlying science behind the problem and engage in the construction of a possible solution.

Below is an outline of the course as broken down by quarters.

Quarter 1: Deep dive into the eight NGSS science and engineering practices. A focus on these practices lays the foundation for the remainder of the courses and will be aligned with the UNSDG.

NGSS Science and Engineering Practices: Highlighted are essential practices for the engineering design process.

- Asking Questions and Defining Problems
- Developing and Using Models
- Planning and Carrying Out Investigations
- Analyzing and Interpreting Data
- Using Mathematics and Computational Thinking
- Constructing Explanations and Designing Solutions
- Engaging in Argument from Evidence
- Obtaining, Evaluating, and Communicating Information

Quarter 2: Engineering Design and Introduction to the tools of Technology Education. The second quarter will focus on the application of the SEPs and integrate many of the basic tools found in the tech ed department. The design process will be highlighted utilizing a number of real life scenarios, for example: Ski Racing or Covid App. A sample of tech ed tools that are used based on these examples.

- Computer programing
- CAD
- Laser cutting/engraving

## Curriculum Development 2020-21

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- CNC machine
- Plastic processing (3D printing)
- Basic wood processing (band saw/drill press)
- Basic metal processing (plasma cutting, sawing, welding, drilling)

Quarter 3: Utilizing the PBL approach, teachers and students will engage with real world problems by asking the right questions as opposed to finding the right answers. In that context, STEM Design and Innovation is designed to provide a structure to apply knowledge and skills from both the Science and Technology Education department to solve challenges and problems they may face in the real world. The desired outcome for quarter 3 is to have researched and define the problem/solution that students will tackle in Q4.

Quarter 4: Utilize Science and Engineering Practices and Tech Ed tools to propose solutions for problems based on student interest. Culminating experience is presenting their solution with a detailed plan for implementation.

### 11. Assessment:

*Please list the ways in which student progress will be assessed. (National tests, state tests, teacher tests, formative and/or summative mastery, rubrics and/or exemplars, portfolios, journals, etc.) What role will the student play in the evaluation process? How will the student learn from this evaluation?*

- Students will be asked to complete a series of presentations throughout the class to a variety of stakeholders. This will be assessed based on a presentation rubric as well as the class discussion. The students will have to show the ability to effectively explain their ideas and possibly compromise with others in the room.
- A series of hands-on/researched based projects will also be used to assess students learning in the class. This will take the place of written section tests. These projects will assess the students understanding of the materials and their ability to think critically while solving problems. All projects will include a student evaluation and technical write-up as well as an in class presentation.
- Observation—The instructor will be engaging in formative assessment strategies to support student learning. Instructors will be tasked with students to manage time and planning by chunking the project into smaller parts, with frequent checkpoints built into the timeline.

### 12. Interdisciplinary Opportunities:

*When applicable please provide specific examples of how this course might be integrated with other courses. Please make sure that you contact the departments/course teachers(s) listed to confirm co-curricular connections. If possible, specify the co-curricular connections.*



## Curriculum Development 2020-21

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This course would be an interdisciplinary course in practice as it integrates the sciences and technology in the work of solving real problems. In addition, our changing world now offers students, teachers and industry professionals an opportunity to collaborate in a virtual environment. Our vision is to utilize these virtual partnerships to frame global ideas and solutions to local problems.

13. Enrollment: *How many students would you expect to sign up for the course? Provide reasons for your estimation.*

We would expect there to be 1 section of this class to start. As mentioned above, this proposed course is designed for students who are looking for additional opportunities for a STEM offering. In addition, it would serve as a course that would provide access to many of the NGSS aligned performance expectations that will be assessed on the NGSS State assessment at the end of a student's junior year. This course would provide the foundational experiences and understanding that could be used to further student work through the Independent Projects in Engineering (IPIE) course that is already running at DHS. Both the Science and Technology Education departments feel that this will be a valuable feeder class for IPIE which will provide a culminating course in STEM for those who choose to pursue it.

13. Impact within Department/School:

*If this course is approved, how will it impact the other courses in your department? Be specific as to whether it will replace a course currently offered and/or how it might affect student enrollment with other courses within your department. In addition, how might this course impact enrollment in other courses in other departments? Consider grade level and target audience. Is there another teacher in your department who is also interested in teaching this course? Provide data on all courses offered by the department, the number of sections run per course, and the number of students in each section.*

STEM Design and Innovation will be an additional avenue for students to complete both the 3 Science credits and the 9 required STEM credits for graduation. This course may have an impact on the half year science electives that are offered at DHS. In particular, it will impact the Applications of Physics and Chemistry course. The other half year courses should not be impacted in any substantive ways as they all have strong enrollments but fewer sections of these biological science electives may run. It may also draw a small number of students from year long electives as well but we would not expect to see a major impact on enrollment.

We feel that this course will be vitally important to allow every graduate the ability to reach 9 STEM credits. Within this course students will experience truly collaborative and interdisciplinary coursework, 21st century skills and access to a facility designed to find creative solutions to complex, real-world problems. Currently, a class of this nature doesn't exist at DHS.

14. Department Discussion:

## Curriculum Development 2020-21

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*Before submitting this proposal to the Curriculum Council, all teachers in your department must review this proposal. Departmental approval is required before submitting this proposal to the Curriculum Council. Please provide a summary of the department discussion about this course, including the pros and cons brought up by various department members.*

Both Science and Technology Education departments were in agreement that this course would meet the needs of a variety of students. The fact that the course could be used as a stepping stone to IPIE was a strong positive for both departments.

### 15. Budgetary Implications:

*Please complete the table below including all anticipated expenses.*

Item	Description	Quantity	Cost	Total
Student Textbooks				
Student Workbooks				
Teacher Edition				
Materials	Lab materials Project consumables			*2500
Curriculum Work	Design of units & projects	48 Hours	46/Hr	\$2208
Furniture				
Professional Development (training)	PBL Professional Development	2 teachers	\$500	\$1000
Staffing: fte				

## Curriculum Development 2020-21

Other	Common collaboration and planning period: Built into schedule			
Other				

*\* Initial Estimate*

*Please submit the completed proposal to [kstanton@darinps.org](mailto:kstanton@darinps.org)  
no later than **September 25th 2020***

*If you have questions or require assistance please contact your department representative on the Curriculum Council or any member of the Curriculum Council.*

### Course Catalog Information:

**Description:** In 2-5 sentences describe the course. How will the curriculum units tie together (thematic, topical, sequential, inquiry, emerging)? How will the course build upon prior knowledge, interests, and provide meaning to the students? This description will be used in the course catalog. Please review descriptions of other courses in your department to ensure a clear and unique description of the course.

STEM Design and Innovation is an interdisciplinary course combining skills and content from the Science and Technology and Engineering Education departments. This course takes an active approach towards the nature of design and the science and engineering practices. STEM Design and Innovation provides students an unique opportunity to guide their own learning and thinking while focusing on designing a solution to a local issue. Within the structure of this class students see that finding the right questions to ask is far more important than asking for the right answer. Students will gain valuable experience in setting their own goals, monitoring their progress and presenting their ideas to peers, instructors and/or experts within the field of study. Students will complete design projects that include inquiry and analysis of a design opportunity, conceptual design development, detailed design and refinement, and testing and evaluation.

**Objectives:** In 3 to 5 bullets answer the following: What are the learning objectives for this course? How will these goals support and / or reflect the rationale? These objectives will be listed in the course catalog. Please review objectives for other courses in your department to ensure your course objectives are unique.

- Students will focus on open-ended questions, challenges, or problems to help identify the content and skills necessary to design an explanation or solution.
- Students will learn to ask driving questions, use those questions to create investigations, utilize data, create and critique solutions and think critically about the goals of their projects.
- Students will utilize both Science and Engineering practices in an environment that fosters student inquiry and voice.

## Curriculum Development 2020-21

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- Students will critique and evaluate their progress as well as the progress of their peers.

### **Example of Challenge Questions or Problems that could guide student work:**

- How can Darien High School decrease the amount of waste produced on a daily basis? (UNSDG # 11 & 12)
- How does local development impact ecosystems? (UNSDG # 6, 9 & 11)
- How can we keep our communities safe in the face of natural hazards? (UNSDG # 6, 11 & 13-15)
- How can we redesign a product's packaging to make it more environmentally friendly? (UNSDG # 8, 9 & 11, 12)
- How do we make driving safer for our peers? (UNSDG # 3 & 4)

Expectations: What will students be expected to do in order to successfully complete this course (read, write, create, visualize, synthesize, sing, perform)? These will be listed in the course catalog; you may wish to review the language of other courses in your department.

Students will be expected to observe, investigate and problem solve individually and in small group settings. Within this context, students will be expected to actively and respectfully contribute to the goals of the class while demonstrating commitment to his/her team, personal responsibilities and educational tasks. Students will be expected to clearly communicate in a variety of ways to multiple audiences. In taking this course, students will show the ability to gather, analyze, and synthesize science and engineering design concepts in a variety of contexts.

# Curriculum Development 2020-21

## *New Course Proposal and Changes to Existing Course Darien High School, Curriculum Council*

Date: 1/21/21

Department: History/Social Studies

Proposer: Keith Keeler

Course Title: African American / Black and Latinx / Puerto Rican Studies

*(Please review the guidelines for course naming conventions)*

1. Grade Level(s):

Please check all that apply

- ☐ 9  
☐ 10  
☒ 11  
☒ 12

2. Course Credit: Please check

- ☐ .5  
☒ 1  
☐ Other: Explain

3. Course Level: Please check

- ☒ 300  
☐ 400 (Honors)  
☐ 750  
☐ 400 (AP)

4. Course Length: Please check

- ☐ Year  
☐ Semester  
☒ Other: This class will be divided into two semester long classes for the 2021-2022 school year. Thereafter, starting in the 2022-2023 school year, it will be offered as a single year course as per the state's requirements.

5. Graduation Requirements: Please check

- ☐ Required Course  
☒ Elective Course

6. Fine Arts Requirement:

- ☐ Yes  
☒ No

7. STEM Requirement:

- ☐ Yes  
☒ No

8. Humanities Requirement:

- ☒ Yes  
☐ No

## Curriculum Development 2020-21

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### 9. Prerequisites:

*Please list all prerequisites for the course, including courses, grade requirements, and co-course enrollment requirements (if any). Where does this course fall within your department's sequence?*

This course is an elective. The prerequisites for the course are Western Civilization and World Studies. This course is open to grades 11 and 12. The content of this course is most closely aligned with the content of American History (11<sup>th</sup> grade). Students taking the course in 11<sup>th</sup> or 12<sup>th</sup> grade will be enrolled in American History or will have studied it allowing connections to prior or current learning.

### 10. Rationale:

*Which students would want to enroll in this course? Why is there a need for this course? Is this course offered at other high schools in our DRG? Be explicit about how this course ties into DHS Core Values and Beliefs and meets the needs and interests of DHS students. Who would want to enroll?*

Students wanting to develop a deeper understanding of the African American, Black, Latinx, and Puerto Rican cultures will want to take this class. Students wanting a deeper understanding of American History and its multicultural heritage will also want to enroll.

*Why is there a need for this course?*

This course extends the inclusivity of the history department curricula by giving students the opportunity to study several racial and ethnic groups in more depth. This will deepen their understanding of America's past and allow them to better understand the present and navigate the future. Offering this course aligns with the departmental focus of preparing students to be civically engaged thus deepening student's understanding of a wider segment of the American populace.

*Is this course offered at other schools in our DRG?*

No this course is not currently offered at other schools. Some schools in the DRG (Wilton and Westport) do have area studies courses (which are somewhat similar – but these have a global focus as opposed to American). Some schools (Ridgefield and Westport) have gender studies or women's history courses which are similar in their exploration of a social group, tracing their experiences through the past. All schools in the DRG will be offering this in the '22-'23 school year to adhere to the state requirement. For the three years following the 22-23 school year the state will ask districts to demonstrate they have offered the course. Next year, several DRG schools are likely going to be offering this course in advance of the state requirement.

This course ties into the DHS CVB by helping prepare students to be active productive members of society. Their study in African American, Black, Latinx, and Puerto Rican studies will result in a greater awareness of cultural perspectives and broaden their understanding of the tapestry of American culture.

## Curriculum Development 2020-21

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### 11. Introduction:

*Describe the course in enough detail so that someone unfamiliar with the content area can understand the explanation. Include what will be taught and how it relates to the existing course sequence in this subject/department.*

The state of CT has developed a full year course that will be divided into two semesters of content. For the 2021-2022 school year we will be offering the course as two standalone semester-long courses. Thereafter, we will offer the course as a full-year course. The content and focus of the course will not change as we move from two standalone semesters to a full year course. Offering the course as a semester-long class in the 2021-2022 school year will allow it to more easily fit into students schedules and give the course a stronger start.

The first semester focuses on Black and African American Studies. This will begin with a look at African Kingdoms prior to the founding of America and the institution of slavery. The semester will trace the experiences and contributions of African Americans throughout American History and into the present. The second semester will follow the same structure only it will focus on the history of Puerto Ricans and Latinos throughout America's past and into the present. This course will parallel the American History course and will provide more depth of understanding as it will allow for a more concentrated study. The course will use the inquiry process as a means of exploring these two major areas of focus.

### 12. Course Outline:

*Please provide a bulleted overview of content topics to be covered during each marking term of the course. Give a brief summary of ideas presented.*

Below are the major objectives of the course as laid out by SERC (State Education Resource Center – the agency that developed the course):

- Understand the construct of race, why and how it was developed.
- Investigate the evolution and development of African American and Latino identities including intersections with Indigenous and other identities.
- Analyze how race, power, and privilege influence group access to citizenship, civil rights and economic power.
- Examine the scope and legacy of resistance that has been integral to African American, Puerto Rican and Latino histories.
- Articulate the integral role African American, Puerto Rican and Latino communities have played in shaping US society, economy and culture.
- Reimagine new possibilities and more just futures for our country and our world drawn from the legacy of African American, Latino and Indigenous experiences, intellectual thought and culture.
- Explore local and regional African American and Latino communities and compare/contrast them with national histories.
- Examine examples of African American and Latino action in addressing issues impacting their communities.
- Identify resources and opportunities for active engagement, learning, and civic responsibility.
- Use the inquiry cycle to take informed action.

## Curriculum Development 2020-21

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### 13. Assessment:

*Please list the ways in which student progress will be assessed. (National tests, state tests, teacher tests, formative and/or summative mastery, rubrics and/or exemplars, portfolios, journals, etc.) What role will the student play in the evaluation process? How will the student learn from this evaluation?*

Students will be assessed from teacher tests and formative/summative assessments. Major projects and written assignments will use rubrics to delineate the expectations for students. Students will be informed of evaluation expectations in advance of major assignments and will be encouraged to or have opportunities to reflect on their past performance and self-evaluate in advance of submitting work.

### 14. Interdisciplinary Opportunities:

*When applicable please provide specific examples of how this course might be integrated with other courses. Please make sure that you contact the departments/course teachers(s) listed to confirm co-curricular connections. If possible, specify the co-curricular connections.*

Interdisciplinary Course: American History / Literature	Teacher(s): Several DHS History and Lit Teachers	Connections: This course will largely parallel the content that is taught in American History and American Literature. There will be many opportunities for direction connections between these courses.
Interdisciplinary Course: History Courses	Teacher(s): Several DHS History Teachers	Connections: There is a lot of potential for making interdisciplinary connections with almost all classes in the dept (Western Civ, World Studies, Law and Gov, American Since 45, Human Geography, Economics). These courses may touch upon the content in this course or draw parallels with other times and places and the experiences of various groups in the US.

### 15. Enrollment:

*How many students would you expect to sign up for the course? Provide reasons for your estimation.*



## Curriculum Development 2020-21

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15-20 students. A full-year elective can be hard for students to commit to with all of the offerings at DHS. That is why we are going to initially offer the course as two standalone-semester long classes in the 2021-2022 school year. This range predicts that there will be enough interest to run one section but it will not be so large that we will run multiple sections. Based on the student survey conducted by the Curriculum Council in January of 2021 over 40% of students expressed some level of interest in taking the course.

### 16. Impact within Department/School:

*If this course is approved, how will it impact the other courses in your department? Be specific as to whether it will replace a course currently offered and/or how it might affect student enrollment with other courses within your department. In addition, how might this course impact enrollment in other courses in other departments? Consider grade level and target audience. Is there another teacher in your department who is also interested in teaching this course? Provide data on all courses offered by the department, the number of sections run per course, and the number of students in each section.*

There are several teachers interested in teaching this class. Finding a teacher qualified and interested to teach this will not pose a problem. This course would be rather unique in that it will be our department's first year-long non-AP elective. This course may pull a few students from our other electives and may be a likely choice for students who are interested in Humanities / Social Studies electives. Running this elective should not mean having to entirely close out other offerings within the department. This course is a fairly unique offering in the school so it should not have a significant impact on other electives.

### 17. Department Discussion:

*Before submitting this proposal to the Curriculum Council, all teachers in your department must review this proposal. Departmental approval is required before submitting this proposal to the Curriculum Council. Please provide a summary of the department discussion about this course, including the pros and cons brought up by various department members.*

This course is supported by the department. It speaks to our desire to have inclusive curricula and course offerings which are valuable for our students. One of the largest concerns shared by many members of the department is that this course is being proposed as a one-year course (which is a directive from the state). If possible, we would prefer this be broken into two different semester classes as it would allow more students to enroll in the course. The department will offer the course as two standalone semester long classes (one on African American / Black Studies and one on Latinx/Puerto Rican Studies) in the 2021-2022 school year. There was concern that this curriculum is coming from the state and is not being written locally. With those concerns noted, the department believes this is a valuable course to offer and is excited about it.

### 18. Budgetary Implications:

*Please complete the table below including all anticipated expenses.*

## Curriculum Development 2020-21

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Generally, N/A – because it is coming from the state there should not be a text schools have to buy. As additional information becomes available it will be communicated.

Item	Description	Quantity	Cost	Total
Student Textbooks	Resources should be provided by the state.			
Student Workbooks				
Teacher Edition				
Materials	SERC has noted that there should be reading lists and background material available to teachers of the course.	1 set	\$1500	\$1500
Curriculum Work				
Furniture				
Professional Development (training)	The teacher of the course should attend the PD the state offers around the course and may require some additional summer curriculum development money to prepare to teach it.	2 days (PD (sub coverage) ) 10 hours (Curriculum Development Time)	\$200 \$460	\$660
Staffing: fte	To be completed by coordinator			
Other				
Other				

*Please submit the completed proposal to [kstanton@darienps.org](mailto:kstanton@darienps.org)  
no later than **September 25, 2020***

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*If you have questions or require assistance, please contact your department representative on the Curriculum Council or any member of the Curriculum Council.*

### Course Catalog Information:

**Description:** In 2-5 sentences describe the course. How will the curriculum units tie together (thematic, topical, sequential, inquiry, emerging)? How will the course build upon prior knowledge, interests, and provide meaning to the students? This description will be used in the course catalog. Please review descriptions of other courses in your department to ensure a clear and unique description of the course.

The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities.

**Objectives:** In 3 to 5 bullets answer the following: What are the learning objectives for this course? How will these goals support and / or reflect the rationale? These objectives will be listed in the course catalog. Please review objectives for other courses in your department to ensure your course objectives are unique.

- Understand the construct of race, why and how it was developed.
- Investigate the evolution and development of African American and Latino identities including intersections with Indigenous and other identities.
- Analyze how race, power, and privilege influence group access to citizenship, civil rights and economic power.
- Examine the scope and legacy of resistance that has been integral to African American, Puerto Rican and Latino histories.
- Articulate the integral role African American, Puerto Rican and Latino communities have played in shaping US society, economy and culture.
- Reimagine new possibilities and more just futures for our country and our world drawn from the legacy of African American, Latino and Indigenous experiences, intellectual thought and culture.
- Explore local and regional African American and Latino communities and compare/contrast them with national histories.
- Examine examples of African American and Latino action in addressing issues impacting their communities.
- Identify resources and opportunities for active engagement, learning, and civic responsibility.
- Use the inquiry cycle to take informed action.

## Curriculum Development 2020-21

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Expectations: What will students be expected to do in order to successfully complete this course (read, write, create, visualize, synthesize, sing, perform)? These will be listed in the course catalog; you may wish to review the language of other courses in your department.

Students will be expected to think and read critically and analytically. Students will be expected to communicate effectively, both written and orally. Students will be expected to work independently and collaboratively. Students will be expected to be productive members of the course's academic community.

# Curriculum Development 2020-21

## *New Course Proposal and Changes to Existing Course Darien High School, Curriculum Council*

Date: 10/26/20

Department: Technology and Engineering Education

Proposer: Greg Darin

Course Title: Introduction to App Development

*(Please review the guidelines for course naming conventions)*

1. Grade Level(s):

Please check all that apply

- X 9  
X 10  
X 11  
X 12

2. Course Credit: Please check

- X .5  
☐ 1  
☐ Other:

3. Course Level: Please check

- X 300  
☐ 400 (Honors)  
☐ 750  
☐ 400 (AP)

4. Course Length: Please check

- ☐ Year  
X Semester  
☐ Other: Explain

5. Graduation Requirements: Please check

- ☐ Required Course  
X Elective Course (STEM Credit)

6. Fine Arts Requirement:

- X Yes  
☐ No

7. STEM Requirement:

- X Yes  
☐ No

## Curriculum Development 2020-21

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### 8. Humanities Requirement:

☐ Yes

X No

### 9. Prerequisites:

*Please list all prerequisites for the course, including courses, grade requirements, and co-course enrollment requirements (if any). Where does this course fall within your department's sequence?*

None

### 10. Rationale:

*Which students would want to enroll in this course? Why is there a need for this course? Is this course offered at other high schools in our DRG? Be explicit about how this course ties into DHS Core Values and Beliefs and meets the needs and interests of DHS students.*

This course helps to complement the Technology Education and Engineering Department's Computer Science pathway. The need for this type of career is growing. The app development industry is projected to generate revenues in the \$900 billion dollar range in 2023 with only expectations to grow from there ([statista.com](https://www.statista.com)). This course will help prepare Darien High School students for the opportunity to be part of this exciting industry. In addition, this course will give students additional opportunities to meet the 9 STEM credit requirement for graduation.

In this course, students will learn the language Swift which is a powerful and intuitive open source programming language designed by Apple. It is the same language professional developers are using in the fast-growing app economy to make apps for iOS, iPadOS, macOS, tvOS, watchOS, and beyond. The *Develop in Swift* curriculum is great for teaching both students who are new to coding as well as those with coding experience. Since we are a 1:1 iPad school, it makes sense to have a forum where our students can learn to create apps that can solve real world problems on our campus and beyond. Additionally, students will learn Xcode, the "Integrated Development Environment" where languages such as Swift, Flutter and others are used to develop IOS and Mac applications.

### 11. Introduction:

*Describe the course in enough detail so that someone unfamiliar with the content area can understand the explanation. Include what will be taught and how it relates to the existing course sequence in this subject/department.*

Students will learn the iterative app design process: brainstorming, planning, prototyping, and evaluating an app of their own. Students will build fundamental iOS app development skills with

## Curriculum Development 2020-21

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Swift in the Xcode environment. They will master the core concepts and practices that Swift programmers use daily and build a basic fluency in Xcode source and User Interface (UI) editors. Students will be able to create iOS apps that adhere to standard practices, including the use of stock User Interface (UI) elements and layouts. Students will build foundational knowledge with this fundamentals course and in the future may move forward to more advanced work in a possible Advanced App Development course. Students who completed such a sequence would have the skills necessary to complete an industry certification course that is offered at Stanford, Carnegie Mellon, Harvard, UCLA, MIT and more.

### 12. Course Outline:

*Please provide a bulleted overview of content topics to be covered during each marking term of the course. Give a brief summary of ideas presented.*

The example units below come from Apple's [Develop course](#) curriculum as well as the Stanford course ([CS 193p](#)) as our base foundation for writing this course as a foundation and further crafted by DHS teachers.

**Unit 1: Getting Started with App Development.** Students learn about the basics of data, operators, and control flow in Swift, as well as documentation, debugging, Xcode, building and running an app, and Interface Builder. They then apply this knowledge to a guided project called Light in which they create a simple flashlight app.

**Unit 2: Introduction to UIKit.** Students explore Swift strings, functions, structures, collections, and loops. They also learn about UIKit—the system views and controls that make up a user interface—and how to display data using Auto Layout and stack views. They put this knowledge to practice in a guided project called Apple Pie, where they build a word-guessing game app.

**Unit 3: Navigation and Workflows.** Students discover how to build simple workflows and navigation hierarchies using navigation controllers, tab bar controllers, and segues. They also examine two powerful tools in Swift: optionals and enumerations. They put this knowledge into practice with a guided project called Personality Quiz, a personalized survey that reveals a fun response to the user.

**Unit 4: Conceptual overview of the architectural paradigm underlying the development of applications for iOS using SwiftUI: MVVM.** A key underpinning of the Swift Programming Language, its type system, is also explained.

**Unit 5: Build Your App.** Students learn about the design cycle and use it to design an app of their own. They explore how to develop and iterate on their designs, as well as to create a prototype that can serve as a compelling demo and launch their project toward a successful 1.0 release.

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### Assessment:

*Please list the ways in which student progress will be assessed. (National tests, state tests, teacher tests, formative and/or summative mastery, rubrics and/or exemplars, portfolios, journals, etc.) What role will the student play in the evaluation process? How will the student learn from this evaluation?*

- The foundational pieces from Apple and from Stanford construct a project based course with built in formative assessments and rubrics. Additionally, students maintain an App Development digital journal, mapping their learning journey and ideas throughout each iterative process. See sample rubric with accompanying partial example of the project.

Scale		
Rating	Description	If...
4	Mastered	The student clearly understands how to complete the task independently. The work goes above and beyond expectations by demonstrating a more advanced solution or level of polish than prescribed in the task's description.
3	Proficient	The student understands the main concepts and techniques, but may need to reference additional documentation or sample code in order to complete the task. Minor mistakes may be present insofar as they do not prevent the project from working as expected or indicate a conceptual misunderstanding.
2	Needs Improvement	The student has a poor understanding of the problem. The student may have gone in a not-entirely-wrong but unproductive direction, or attempted to solve the problem using pattern matching or rote copying, or they may have done something entirely wrong.
1	Incomplete	The student was not able to complete the task and needed assistance throughout.



### CODE REVIEW—WIN A CONTEST

Review the lab and check for the following:

- The text field animates when no text is entered in the text field.
- The code follows best practices for consistent naming and code style.



### ADDITIONAL TEACHING IDEAS

#### Extend

- Have students create a new animation that moves a single view around the edge of the screen.
- Invite students to research how to animate Auto Layout constraints further using the Auto Layout Programming Guide as a starting point. This includes activating/deactivating constraints and changing priority constraints.

#### Simplify

- Walk through the lesson example of building a music wireframe. As you add animations, explain which objective each animation fulfills: direct attention, connect behavior, or keep oriented.

#### Collaborate

- In pairs, invite students to look for animation in some of their favorite apps and to categorize the animations based on the objectives they fulfill (direct attention, connect behavior, or keep oriented).

### 13. Interdisciplinary Opportunities:

*When applicable please provide specific examples of how this course might be integrated with other courses. Please make sure that you contact the departments/course teachers(s) listed to confirm co-curricular connections. If possible, specify the co-curricular connections.*

The nature of coding is very interconnected to Math, specifically Algebra. Students are encouraged, but not required to have a working understanding of Algebra. These concepts

## Curriculum Development 2020-21

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will be covered in class and will reinforce (or support) students who have or will take Algebra.

14. Enrollment: *How many students would you expect to sign up for the course? Provide reasons for your estimation.*

16-18 students. Many students currently enrolled in our existing Computer Science courses are looking for ways to continue their learning in the field.

Impact within Department/School:

*If this course is approved, how will it impact the other courses in your department? Be specific as to whether it will replace a course currently offered and/or how it might affect student enrollment with other courses within your department. In addition, how might this course impact enrollment in other courses in other departments? Consider grade level and target audience. Is there another teacher in your department who is also interested in teaching this course? Provide data on all courses offered by the department, the number of sections run per course, and the number of students in each section.*

As a 1:1 iPad school, it is logical and appropriate to offer students the ability to create apps for use in our school or that students may want to pursue for sale in the Apple App Store (students can apply for a developer license through Apple so any apps they create would belong to them). This course offers a creative employment of computing skills and compliments other courses offered in the department. The Computer Animation course has not seen a large enrollment in the last two years and we believe this course will be a more relevant choice for our students.

15. Department Discussion:

*Before submitting this proposal to the Curriculum Council, all teachers in your department must review this proposal. Departmental approval is required before submitting this proposal to the Curriculum Council. Please provide a summary of the department discussion about this course, including the pros and cons brought up by various department members.*

Members of the department are excited about the possible addition of app development courses as it fulfills a much needed gap in our computer science career pathway.

16. Budgetary Implications:

*Please complete the table below including all anticipated expenses.*

Item	Description	Quantity	Cost	Total
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## Curriculum Development 2020-21

Student Textbooks	Textbook included at no cost			
Student Workbooks				
Teacher Edition				
Materials	\$0.00			
Curriculum Work				
Furniture				
Professional Development (training)		2-3 teachers	\$500	\$1500
Staffing: fte	.4*			
Other				
Other				

\* Initial Estimate

*Please submit the completed proposal to [kstanton@darienps.org](mailto:kstanton@darienps.org)  
no later than **September 25th 2020***

*If you have questions or require assistance please contact your department representative on the Curriculum Council or any member of the Curriculum Council.*

### Course Catalog Information:

Description: In 2-5 sentences describe the course. How will the curriculum units tie together (thematic, topical, sequential, inquiry, emerging)? How will the course build upon prior knowledge, interests, and provide meaning to the students? This description will be used in the

## Curriculum Development 2020-21

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course catalog. Please review descriptions of other courses in your department to ensure a clear and unique description of the course.

Introduction to App Development is intended for students to explore designing and building a fully functioning app of their own. This is a foundation course in which you will learn to program in Swift in the Xcode environment, the language used to create iOS apps. You will master the core concepts and practices that Swift programmers use daily and build a basic fluency in Xcode leading to you creating your very first iOS app. Successful completion of this course and Advanced App Development (possible future offering) will prepare you to take the industry certification exam if desired.

**Objectives:** In 3 to 5 bullets answer the following: What are the learning objectives for this course? How will these goals support and / or reflect the rationale? These objectives will be listed in the course catalog. Please review objectives for other courses in your department to ensure your course objectives are unique.

- Define key programming terms relevant to Swift and iOS programming.
- Describe the process of creating iOS apps.
- Employ the Apple developer tools to create an iOS app.
- Demonstrate programming best practices in Swift.
- Examine and subdivide app functionality into properly designed components.
- Plan, prepare and build an original iOS app, from concept to working program.

**Expectations:** What will students be expected to do in order to successfully complete this course (read, write, create, visualize, synthesize, sing, perform)? These will be listed in the course catalog; you may wish to review the language of other courses in your department.

Students will learn how to program in Swift in the Xcode environment in order to create a fully functioning iOS app. Along this journey, students will demonstrate an understanding of the fundamentals of Swift as well as the app design process using a design thinking approach. Students are expected to demonstrate an understanding of how to handle and store data using clearly defined types, demonstrate problem solving skills by developing and implementing algorithms to solve problems using operators and to write code that makes decisions about what lines of code should be executed in a way a user can easily understand. Students are expected to maintain a detailed digital journal, like an engineer's notebook, to track the design, testing and debugging process while working within a project based environment.

# Curriculum Development 2020-21

## *New Course Proposal - Accounting and Finance Darien High School, Curriculum Council*

Date: Friday, September, September 25, 2020

Department: Business Education (Technology)

Proposer: Claudia Gray, Business Education Teacher

Course Title: Accounting Essentials

*(Please review the guidelines for course naming conventions)*

1. Grade Level(s):

Please check all that apply

☐ 9

X 10

X 11

X 12

2. Course Credit: Please check

X .5

☐ 1

☐ Other: Explain

3. Course Level: Please check

X 300

☐ 400 (Honors)

☐ 650

☐ 750

4. Course Length: Please check

☐ Year

X Semester

☐ Other: Explain

5. Graduation Requirements: Please check

☐ Required Course

X Elective Course

6. Fine Arts Requirement:

☐ Yes

X No

7. STEM Requirement:

X Yes

☐ No

8. Humanities Requirement:

X ☐ Yes

☐ No

## Curriculum Development 2020-21

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### 9. Prerequisites:

*Please list all prerequisites for the course, including courses, grade requirements, and co-course enrollment requirements (if any). Where does this course fall within your department's sequence?*

Prerequisite: Investing and Personal Finance

### 10. Rationale:

*Which students would want to enroll in this course? Why is there a need for this course? Is this course offered at other high schools in our DRG? Be explicit about how this course ties into DHS Core Values and Beliefs and meets the needs and interests of DHS students.*

The students who would want to enroll in Accounting are those who would like to continue their education in finance and accounting after taking Investing & Personal Finance as well as students interested in majoring in Business in college. Students have expressed interest in taking an accounting course similar to the courses many local high schools in our DRG offer.

#### DRG High Schools with Accounting Courses:

Joel Barlow (District 9)	Accounting I (Full Year)
Weston	Accounting - Small Business (½ Year)
	Accounting - Corporation (½ Year)
	Computerized Accounting - (Full Year)
Wilton	Accounting I (Full Year)
	Accounting II (Full Year)
Westport	Accounting (Full Year)

Each year the DECA Business Club has approximately 70 students who compete in individual events, with many students placing at the state competition in the area of Finance. While students have indicated they would like to compete in Accounting, they lack the formal education to do so. Many Darien High School students participate in senior internships in various businesses each spring, and many in the area of finance. Students would likely be interested in accounting internships, yet it is difficult when they have had no formal introduction to the subject. This course would not only prepare students for post-secondary learning but also extend their extracurricular opportunities during their time at Darien High School.

The Accounting Course will promote personal excellence for students by challenging them with new ideas of accounting practices by learning Generally Accepted Accounting Principles. The course will be collaborative, with students developing accounting skills with partners and to simulate an accounting team.

## 11. Introduction:

*Describe the course in enough detail so that someone unfamiliar with the content area can understand the explanation. Include what will be taught and how it relates to the existing course sequence in this subject/department.*

Depending on the school year, between 75-150 students enroll in Investing and Personal Finance. Many students have requested to further their understanding of financial planning, banking, credit, budgeting and investing. Students will be learning Generally Accepted Accounting Principles, Accounting Statements, the Accounting Equation and how to complete the Accounting Cycle. It will be taught utilizing accounting worksheets, problem solving, and analysis of case studies through both independent studying and group work.

## 12. Course Outline:

*Please provide a bulleted overview of content topics to be covered during each marking term of the course. Give a brief summary of ideas presented.*

- I. Accounting in Action
  - Accounting Activities and Users
  - The Building Blocks of Accounting
  - The Accounting Equation
  - Analyzing Business Transactions
  - The Four Financial Statements
  - Careers in Accounting
- II. The Recording Process
  - Accounts, Debits and Credits
  - The Journal
  - The Ledger and Posting
  - The Trial Balance
- III. Adjusting the Accounts
  - Accrual-Basis Accounting and Adjusting Entries
  - Adjusting Entries for Deferrals
  - Adjusting Entries for Accruals
  - Adjusted Trial Balance and Financial Statements
- IV. Completing the Accounting Cycle
  - The Worksheet
  - Closing the Books
  - The Accounting Cycle and Correcting Entries
  - Classified Balance Sheet

## Curriculum Development 2020-21

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### 13. Assessment:

*Please list the ways in which student progress will be assessed. (National tests, state tests, teacher tests, formative and/or summative mastery, rubrics and/or exemplars, portfolios, journals, etc.) What role will the student play in the evaluation process? How will the student learn from this evaluation?*

- Google Presentation – Students will be asked to complete a google presentation based on a current business case study. This will be assessed based on the rubric as well as the class discussion.
- Questions, Exercises, Accounting Worksheets and Problems – Students will analyze business transactions and prepare financial statements based upon the Accounting Textbook similar to a college accounting course.
- Unit Exams and Final Exam – Four unit exams will follow student review of a unit. A final exam will cover all semester material.
- Observation – The teacher will also be walking around the room in order to give a final participation grade for how the student chooses to use their time during the class. Participation during class discussions is expected of all students.

### 14. Enrollment:

*How many students would you expect to sign up for the course? Provide reasons for your estimation.*

One class / semester course the first year. We currently have ~80 DECA Business club members and three courses of Investing & Personal Finance running per year with more interest. In 2015, the curriculum council surveyed all students regarding new classes being offered; students indicated interest in both Accounting and Business & Entrepreneurship at that time.

### 15. Impact within Department/School:

*If this course is approved, how will it impact the other courses in your department? Be specific as to whether it will replace a course currently offered and/or how it might affect student enrollment with other courses within your department. In addition, how might this course impact enrollment in other courses in other departments? Consider grade level and target audience. Is there another teacher in your department who is also interested in teaching this course? Provide data on all courses offered by the department, the number of sections run per course, and the number of students in each section.*



## Curriculum Development 2020-21

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This course would expand upon the high interest of business courses at Darien High School. It could affect enrollment in other technology education courses or limit the number of sections of other business courses running concurrently

### 16. Department Discussion:

*Before submitting this proposal to the Curriculum Council, all teachers in your department must review this proposal. Departmental approval is required before submitting this proposal to the Curriculum Council. Please provide a summary of the department discussion about this course, including the pros and cons brought up by various department members.*

After departmental discussion, there were no objections or concerns with moving this course forward. The department is excited and supportive of providing new opportunities for our growing business program.

### 17. Budgetary Implications:

*Please complete the table below including all anticipated expenses.*

Item	Description	Quantity	Cost	Total
Student Textbooks	Online Edition: Accounting Principles 14th Edition (10/20)	24	\$112.50	\$2700
Curriculum Work	Creating curriculum	40 hours	\$47 per hour	\$1880
Staffing: fte	To be completed by coordinator			

*Please submit the completed proposal to [kstanton@darienps.org](mailto:kstanton@darienps.org)  
no later than **September 25, 2020***

*If you have questions or require assistance please contact your department representative on the Curriculum Council or any member of the Curriculum Council.*

### Course Catalog Information:

*Description: In 2-5 sentences describe the course. How will the curriculum units tie together (thematic, topical, sequential, inquiry, emerging)? How will the course build upon prior knowledge, interests, and provide meaning to the students? This description will be used in the course catalog. Please review descriptions of other courses in your department to ensure a clear and unique description of the course.*

## Curriculum Development 2020-21

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Accounting will provide students with an understanding of basic business operations and accounting skills. It will provide a basis for further study in accounting and business at the college level. This course is highly recommended for college-bound students as a means of exploring accounting or business as a possible career choice. Accounting will take students through the accounting cycle of businesses, introducing and familiarizing them to income statements, balance sheets, and cash flow statements.

**Objectives:** In 3 to 5 bullets answer the following: What are the learning objectives for this course? How will these goals support and / or reflect the rationale? These objectives will be listed in the course catalog. Please review objectives for other courses in your department to ensure your course objectives are unique.

- Identify the activities and users associated with Accounting
- Explain the building blocks of Accounting: Ethics, Principles and Assumptions
- Describe the four financial statements and how they are prepared
- Explain how accounts, debits and credits are used to record business transactions
- Describe the nature and purpose of an adjusted trial balance
- Explain the steps in the accounting cycle and how to prepare correcting entries
- Research career opportunities in Accounting

*Expectations: What will students be expected to do in order to successfully complete this course (read, write, create, visualize, synthesize, sing, perform)? These will be listed in the course catalog; you may wish to review the language of other courses in your department.*

Students are expected to complete classroom and homework assignments and to earn satisfactory grades on tests and quizzes. Students will be asked to complete a presentation of a corporation with interpretation of their SEC filings. Completion of a unit exam will follow student review of a unit. The final exam will cover all semester material.

[illegible]

		Add'l Adjustment		
Yes or No	Change		Net Change	Cumulative Adjustment
N	0	0	0	0
N	0	0	0	0
N	0	0	0	0
N	0	0	0	0
N	0	0	0	0
N	0	0	0	0
N	0	0	0	0
N	0	0	0	0
N	0	0	0	0
N	0	0	0	0
N	0	0	0	0
N	0	0	0	0
N	0	0	0	0
N	0	0	0	0
N	0	0	0	0
	\$0	\$0	\$0	

RC	Recommendation	Location	Account	Account Description	Superintendent's Recommended Budget	Potential Change	BOE Adopted Change	BOE Adopted Budget	Note	Yes or No	Change	Add'l Adjustment	Net Change	Cumulative Adjustment
1	Katie Stein	DHS	110118	English Teachers	\$1,605,494	\$57,956	\$0	\$1,605,494	Restore 0.80 FTE for Team Teaching	N	0	0	0	0
25	Katie Stein	Fixed	82003	Health Insurance	\$13,112,702	\$22,045	\$0	\$13,112,702	Benefits for English Team Teaching	N	0	0	0	0
1	Katie Stein	DHS	110142	Social Studies Teachers	\$1,552,801	\$57,956	\$0	\$1,552,801	Restore 0.80 FTE for Team Teaching	N	0	0	0	0
25	Katie Stein	Fixed	82003	Health Insurance	\$13,112,702	\$22,045	\$0	\$13,112,702	Benefits for Social Studies Team Teaching	N	0	0	0	0
1	Tara Ochman	DHS	21603	Teacher Aide	\$81,419	\$40,709	\$0	\$81,419	Restore 2nd Library Paraprofessional	N	0	0	0	0
25	Tara Ochman	Fixed	82003	Health Insurance	\$13,112,702	\$22,045	\$0	\$13,112,702	Benefits for 2nd Library Paraprofessional	N	0	0	0	0
1	Deb Ritchie	DHS	21306	Teachers of the Gifted	\$14,953	(\$14,953)	\$0	\$14,953	Talented and Gifted at HS	N	0	0	0	0
3	Tara Ochman	MMS	21401	Librarians	\$114,720	\$105,863	\$0	\$114,720	Restore 1.0 FTE Library Media Specialist	N	0	0	0	0
25	Tara Ochman	Fixed	82003	Health Insurance	\$13,112,702	\$22,045	\$0	\$13,112,702	Benefits for Library Media Specialist	N	0	0	0	0
5	Katie Stein	Hindley	21603	Teacher Aide	\$159,385	\$39,230	\$0	\$159,385	Restore Instructional Para	N	0	0	0	0
5	Katie Stein	Hindley	21608	Lunch Monitor	\$32,400	(\$32,400)	\$0	\$32,400	Remove Lunch Monitor	N	0	0	0	0
25	Katie Stein	Fixed	82003	Health Insurance	\$13,112,702	\$22,540	\$0	\$13,112,702	Benefits for Instructional Para	N	0	0	0	0
7	Katie Stein	Holmes	21603	Teacher Aide	\$160,513	\$39,230	\$0	\$160,513	Restore Instructional Para	N	0	0	0	0
7	Katie Stein	Holmes	21608	Lunch Monitor	\$32,400	(\$32,400)	\$0	\$32,400	Remove Lunch Monitor	N	0	0	0	0
25	Katie Stein	Fixed	82003	Health Insurance	\$13,112,702	\$22,540	\$0	\$13,112,702	Benefits for Instructional Para	N	0	0	0	0
8	Katie Stein	Ox Ridge	21603	Teacher Aide	\$162,715	\$39,230	\$0	\$162,715	Restore Instructional Para	N	0	0	0	0
8	Katie Stein	Ox Ridge	21608	Lunch Monitor	\$32,400	(\$32,400)	\$0	\$32,400	Remove Lunch Monitor	N	0	0	0	0
25	Katie Stein	Fixed	82003	Health Insurance	\$13,112,702	\$22,540	\$0	\$13,112,702	Benefits for Instructional Para	N	0	0	0	0
9	Katie Stein	Royle	21603	Teacher Aide	\$119,700	\$39,230	\$0	\$119,700	Restore Instructional Para	N	0	0	0	0
9	Katie Stein	Royle	21608	Lunch Monitor	\$32,400	(\$32,400)	\$0	\$32,400	Remove Lunch Monitor	N	0	0	0	0
25	Katie Stein	Fixed	82003	Health Insurance	\$13,112,702	\$22,540	\$0	\$13,112,702	Benefits for Instructional Para	N	0	0	0	0
10	Katie Stein	Tokeneke	21603	Teacher Aide	\$158,234	\$39,230	\$0	\$158,234	Restore Instructional Para	N	0	0	0	0
10	Katie Stein	Tokeneke	21608	Lunch Monitor	\$32,400	(\$32,400)	\$0	\$32,400	Remove Lunch Monitor	N	0	0	0	0
25	Katie Stein	Fixed	82003	Health Insurance	\$13,112,702	\$22,540	\$0	\$13,112,702	Benefits for Instructional Para	N	0	0	0	0
11	John Sini	Athletics	102001	Interscholastic	\$309,711	(\$3,150)	\$0	\$309,711	Fee for Girls Swimming (This would create a Title IX Issue as there is no fee for Boys Swimming)	N	0	0	0	0
11	John Sini	Athletics	102001	Interscholastic	\$309,711	(\$3,850)	\$0	\$309,711	Fee for Girls Diving	N	0	0	0	0
11	John Sini	Athletics	102001	Interscholastic	\$309,711	(\$3,850)	\$0	\$309,711	Fee for Boys Diving	N	0	0	0	0
11	Jill McCammon	Athletics	101008	Intramurals-Elementary	\$10,329	(\$10,329)	\$0	\$10,329	Eliminate Elementary Intramurals	N	0	0	0	0
12	Dennis Maroney	Maintenance	12001	Consultant Services	\$216,000	(\$200,000)	\$0	\$216,000	Eliminate Building Conditions Study	N	0	0	0	0
15	Deb Ritchie	Technology	123021	New Computer Equipment	\$862,459	(\$88,400)	\$0	\$862,459	Eliminate 1st Grade Displays	N	0	0	0	0
15	Deb Ritchie	Technology	123021	New Computer Equipment	\$862,459	(\$10,065)	\$0	\$862,459	Eliminate non classroom teacher desktop replacements	N	0	0	0	0
15	Deb Ritchie	Technology	123021	New Computer Equipment	\$862,459	(\$11,760)	\$0	\$862,459	Reduce 24 iPads	N	0	0	0	0
16	Tara Ochman	Administration	12001	Consultant Services	\$18,500	(\$10,000)	\$0	\$18,500	Eliminate Demography report for enrollment projections	N	0	0	0	0
18	Katie Stein	Personnel	21301	Classroom Teacher	\$47,184	\$47,184	\$0	\$47,184	Add 2nd Teacher in Residence	N	0	0	0	0
18	Katie Stein	Personnel	13013	Dues and Memberships	\$11,450	\$10,750	\$0	\$11,450	CREC Partnership Fee for 2nd Teacher in Residence	N	0	0	0	0
25	Katie Stein	Fixed	82003	Health Insurance	\$13,112,702	\$22,788	\$0	\$13,112,702	Benefits for 2nd Teacher in Residence	N	0	0	0	0
18	John Sini	Personnel	31000	Budget Control	\$289,780	(\$144,890)	\$0	\$289,780	Reduce Budget Control from 4 Teachers to 2 Teachers	N	0	0	0	0
24	Tara Ochman	Special Education	21309	Contracted Occupational Therapy	\$845,254	\$10,257	\$0	\$845,254	Restore Variance	N	0	0	0	0
24	Tara Ochman	Special Education	21311	Contracted Physical Therapy	\$288,036	\$7,589	\$0	\$288,036	Restore Variance	N	0	0	0	0
24	Dennis Maroney	Special Education	21407	SESS Assistant Principals	\$710,058	(\$710,058)	\$0	\$710,058	Eliminate SESS Assistant Principals	N	0	0	0	0
24	Dennis Maroney	Special Education	21407	SESS Facilitators	\$0	\$563,472	\$0	\$0	Restore SESS Facilitators	N	0	0	0	0
25	Katie Stein	Fixed	52001	Regular Transportation	\$2,435,457	\$176,904	\$0	\$2,435,457	2 Additional Buses	N	0	0	0	0
Total Recommended Reductions											\$0	\$0	\$0	

#### CAPITAL

Capital		Central Office		Copy Center Renovation	\$135,000	(\$135,500)	\$0	\$135,000	Eliminate Renovation of Copy Center	N	0	0	0	0
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**ADDITIONAL BOE QUESTIONS-FEBRUARY 2, 2021**

Question	Answer
<p>What are the gains/losses of the proposed change at the DHS and MMS Library? How does this impact the potential Library Reimagined plans? What are the responsibilities of the library para and LMS?</p>	<p>Library media specialists play an important role in each school. This proposed change considers that content area teachers have increased their skills in the area of instructional technology as a result of the pandemic. Therefore, teachers are more able to take on the responsibility of instructing students in this area and develop students' technology skills.</p> <p>As part of libraries reimagined, the plan for MMS includes transforming the physical space to allow for more collaborative and independent learning. The proposed model allows for the re-allocation of shared clerical duties by the current two LMS to a Library paraprofessional thus freeing up time for the one LMS to focus more on instruction, supervision, and support for teachers and students. This vision for libraries reimagined can be maintained through this new structure.</p> <p>Library media specialists have varied responsibilities that support all students in their respective buildings. Primary responsibilities of the LMS include:</p> <ul style="list-style-type: none"><li>❖ Curating and maintaining digital and printed library collection across genres and content areas.</li><li>❖ Supporting student research and selections for curriculum based topics.</li><li>❖ Instructing students on effective strategies for research and use print and digital tools.</li><li>❖ Developing students skills as ethical researchers.</li><li>❖ Supporting the professional development of teachers, administrators, and support staff on instructional technologies.</li><li>❖ Supporting students with large-scale research projects such as Capstone.</li><li>❖ Managing Chromebooks for the entire student population.</li><li>❖ Supervising a large collaborative learning space.</li><li>❖ Co-planning and hosting activities such as Hour of Code and student art exhibits.</li><li>❖ Fostering community connections with Darien Public Library and Barrett Books.</li></ul>

	<ul style="list-style-type: none"> <li>❖ Contributing to budget development for library supplies, databases, books, periodicals, and professional memberships.</li> <li>❖ Providing tech support for students, teachers and parents.</li> </ul> <p>Library media paraprofessionals support all the work of library media specialists and assist with overall management, circulation and shelving, laminating and poster-printing, supporting teachers with instructional tools, and supporting and supervising students in the library.</p> <p>At the High School we have eliminated the 0.2 FTE release time for the Library Media Specialist. This reduction of release time allows for additional time to be spent in the Library by the LMS to alleviate the loss of the Library Paraprofessional that is recommended to move to the Middle School.</p>
<p>What are the gains/losses of the proposed instructional aides and Lunch Monitor changes? What are the roles of each? How does this type of support dovetail with Interns, Substitutes and Building Substitutes?</p>	<p>With the addition of Lunch Monitors the administration is confident that there is still adequate paraprofessional support to provide instructional support to classrooms when needed.</p> <p>In our current model, instructional paraprofessionals supervise lunch. Therefore, they are not in classrooms for that period of time. With our new model, paraprofessionals will not supervise lunch on a regular basis providing more time to support classroom instruction and students.</p> <p>There is no loss in supervision for recess or lunch as coverage will be provided by a lunch monitor and rotational duties for teachers and paraprofessionals.</p> <p>To accommodate the loss of one paraprofessional, principals will strategically schedule the use of all available building support staff such as:</p> <ul style="list-style-type: none"> <li>❖ <b>Interns</b> are college students who work in the District for a full school year. They are assigned to a single building and can be used for a variety of purposes, including coverage for teachers and paraprofessionals who are absent. Since the purpose of the program is for interns to gain experience in teaching we try to limit the time they spend covering for paraprofessionals. For 10 weeks during the school year the intern is unavailable to cover classes since they are student teaching.</li> <li>❖ <b>Building Substitutes</b> work four days a week during the school year. We use them to cover all absences, both teachers and paraprofessionals. We require that building substitutes hold a</li> </ul>

	<p>teaching certificate so that they can be used, when appropriate, as long term substitutes when teachers are out on extended leaves of absences. These positions are transient since most certified teachers would prefer a permanent teaching position with health benefits.</p> <ul style="list-style-type: none"> <li>❖ <b>Instructional Aides</b> support students in a variety of ways. Most Districts use paraprofessionals in the primary grades to assist students with tasks such as preparing for lunch or recess or using the bathroom. Our principals have the option of using paraprofessionals in the upper grades to support instruction or provide additional support in certain classrooms.. Paraprofessionals are critical in providing appropriate supervision at lunch and recess. Paraprofessionals only cover classes for teachers when we are unable to hire a daily substitute and when neither an intern or building substitute is available.</li> <li>❖ <b>Lunch Monitors</b> work three hours a day to provide supervision during lunch and recess. They have the same qualifications as paraprofessionals and go through the same screening process.</li> </ul>
How many districts that participate in the Teacher in Residence Program host two teachers?	<ul style="list-style-type: none"> <li>❖ In the first year of the program all 12 residents were hosted by CREC.</li> <li>❖ This year, CREC hosted 10 teachers and both Southington and Bristol hosted 2 teachers.</li> <li>❖ For the 2021-2022 school year 7 districts are planning on one resident, 11 districts are planning on 2 residents, one district is planning for 3 residents and 2 districts are planning to host 4 or more residents.</li> </ul>

# Memorandum

To: Board of Education

From: Kathrine Stein  
Marjorie Cion

Date: February 9, 2021

Re: Revisions to Board Policies 4118, 5275, 5200, 5075 and 5395

We are requesting that the Board of Education adopt revisions to **Board Policies 4118 and 5275** regarding **Sexual Harassment, Sex Discrimination and Title IX** for both District personnel and students. These policies have been revised in accordance with the new Title IX regulations that became effective on August 14, 2020. The new federal regulations are broad, restrictive and require major changes in the way the District handles issues of sexual harassment complaints and investigations. District administrators have already been trained on the required changes in procedure.

We are also requesting that the Board approve revisions to **Policy 5200 Homeless Children and Youth** in accordance with Public Act 19-179, to incorporate changes concerning the hearing and appeal process afforded to school-age homeless children and youth who are denied access to school accommodations, under Connecticut General Statutes Section 10-186. The policy has been further revised to clarify the rights of unaccompanied youth (youth not in the physical custody of a parent(s) or guardian).

In July 2019, the legislature revised the law requiring a minimum of 20 minutes of physical exercise daily for all elementary schools to allow Boards of Education the option to include additional time devoted to undirected play during the school day. The proposed revisions to **Policy 5075 Physical Activity and Student Discipline** make it clear that school employees may not prevent students from taking part in either the period of physical exercise or undirected play as a form of discipline.

Finally, we are requesting that the Board of Education adopt several revisions to **Policy 5395, Transportation**, which reflect changes in the law and provide clarification on the definition of hazardous conditions. The first recommendation would clarify that it is not a hazardous condition for a student whose residence abuts a public street, road, or highway to either (1) wait on the private property for the bus to arrive, or (2) exit a school bus on the public street, road, or highway so that the student can access the private property where he or she resides. Further revisions to this Policy include the statutory requirement that the Superintendent of Schools report to the Commissioner of the Department of Motor Vehicles any (1) complaints received during a twelve-month period and (2) accidents involving pedestrian students at or in the area of a school bus stop. These changes allow the policy to track the language of the existing statute, Connecticut General Statute 10-221c. The Policy Committee is not recommending a change to the walk radius.



**DARIEN PUBLIC SCHOOLS**  
**Darien, CT**

**Series 5000**  
**Students**

**Policy 5275**

**POLICY REGARDING TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 - PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT (STUDENTS)**

It is the policy of the Darien Board of Education (the “Board”) for the Darien Public Schools that any form of sex discrimination or sexual harassment is prohibited in the Board’s education programs and activities, whether by students, Board employees or third parties subject to ~~the control of the Board.~~ substantial control by the Board. The Board does not discriminate on the basis of sex in the education programs or activities that it operates and the Board is required by Title IX of the Education Amendments of 1972 and its implementing regulations (“Title IX”) not to discriminate in such a manner. Students, Board employees and third parties are ~~expected~~ required to adhere to a standard of conduct that is respectful of the rights of students, employees and third parties. Any student or employee who engages in conduct prohibited by this policy shall be subject to disciplinary action, up to and including expulsion or termination, respectively.

For conduct to violate this Policy, the conduct must have occurred in an education program or activity of the Board; the conduct must have occurred within the United States of America; and the complainant must be participating in or attempting to participate in the education program or activity of the Board. Conduct that does not meet these requirements still may constitute a violation of another Board policy.

The Superintendent of Schools shall develop Administrative Regulations implementing this Policy and in accordance with Title IX (the “Administrative Regulations”).

**Definitions**

**Sex discrimination** occurs when a person, because of ~~his or her~~ the person’s sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

**Sexual harassment:** ~~In a school setting, sexual harassment is conduct that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student’s ability to participate in or benefit from a school’s educational program. Sexual harassment can be verbal, nonverbal or physical. Sexual violence is a form of sexual harassment. Sexual harassment creates a hostile environment if the conduct is sufficiently severe or pervasive such that it interferes with or limits a student’s ability to participate in or benefit from the school’s program. Although not an exhaustive list, the following are examples of sexual conduct prohibited by this policy:~~ means conduct on the basis of sex that satisfies one or more of the following:

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**DARIEN PUBLIC SCHOOLS**  
**Darien, CT**

1. ~~Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.~~
2. ~~Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.~~
3. ~~Display of sexually suggestive objects, or use of sexually suggestive or obscene remarks, invitations, letters, emails, text messages, notes, slurs, jokes, pictures, cartoons, epithets or gestures.~~
4. ~~Touching of a sexual nature or telling sexual or dirty jokes.~~
5. ~~Transmitting or displaying emails or websites of a sexual nature.~~
6. ~~Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.~~

**Sexual Violence:** ~~Sexual violence is a form of sexual harassment. For the purposes of this policy, sexual violence refers to physical acts that are sexual in nature, perpetrated against a person's will or where a person is incapable of giving consent~~Consent ~~due to the victim's use of drugs or alcohol~~

(1) An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual's participation in unwelcome sexual conduct (i.e., quid pro quo);

(2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Board's education programs or activities; or

(3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

**Procedure**

**Reporting Sex Discrimination or Sexual Harassment**

It is the express policy of the Board ~~of Education~~ to encourage victims of sex discrimination and/or sexual harassment to report such claims. Students are encouraged to ~~promptly~~ report complaints of sex discrimination and/or sexual harassment ~~to promptly~~ in accordance with the appropriate ~~personnel, as process~~ set forth in the Administrative Regulations ~~implementing this Policy. The district will investigate such complaints~~

# **DARIEN PUBLIC SCHOOLS**

## **Darien, CT**

~~promptly, take interim measures, and take corrective action where appropriate. The district will.~~ The Board directs its employees to respond to such complaints in a prompt and equitable manner. The Board further directs its employees to maintain confidentiality to the extent appropriate.~~The district will~~ and not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of ~~sexual harassment or~~ sex discrimination and/or sexual harassment. Any such reprisals or retaliation will result in disciplinary action against the retaliator, up to and including expulsion or termination as appropriate.

Any Board employee with notice of sex discrimination and/or sexual harassment allegations shall immediately report such information to the building principal and/or the Title IX Coordinator, or if the employee does not work in a school building, to the Title IX Coordinator.

The Darien Public Schools administration (the "Administration") shall provide training to Title IX Coordinator(s), investigators, decision-makers, and any person who facilitates an informal resolution process (as set forth in the Administrative Regulations) on the definitions of sex discrimination and sexual harassment, the scope of the Board's education program and activity, how to conduct an investigation and grievance process, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. The Administration shall make the training materials used to provide these trainings publicly available on the Board's website. The Administration shall also periodically provide training to all Board employees on the topic of sex discrimination and sexual harassment under Title IX, which shall include but not be limited to when reports of sex discrimination and/or sexual harassment must be made. The Administration shall **distribute this Policy and the Administrative Regulations** to staff, students and parents and legal guardians and make the Policy and the Administrative Regulations available on the Board's website to promote an environment free of sex discrimination and sexual harassment.

The Board's Title IX Coordinator is Marjorie Cion, Director of Human Resources. Any individual may make a report of sex discrimination and/or sexual harassment directly to the Title IX Coordinator using any one, or multiple, of the following points of contact~~The school district will periodically provide staff development for district administrators, and periodically **distribute this Policy and the implementing Administrative Regulations** to staff and students in an effort to maintain an environment free of sexual discrimination and sex harassment.~~

**Darien Public Schools**  
**35 Leroy Avenue**  
**Darien, CT 06820**  
**203.656.7406**  
**[mcion@darienps.org](mailto:mcion@darienps.org)**

~~Sex discrimination and/or sexual harassment may also constitute bullying behavior under the Board's Bullying Behavior in the Schools Policy.~~ Any individual may also make a

**DARIEN PUBLIC SCHOOLS**  
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[report of sexual harassment and/or sex discrimination to the U.S. Department of Education; Office for Civil Rights, Boston Office, U.S. Department of Education, 8<sup>th</sup> Floor, 5 Post Office Square, Boston, MA 02109-3921 \(Telephone \(617\) 289-0111\).](#)

Legal References: ~~United States Constitution, Amendment XIV~~  
Education Amendments of 1972, 20 U.S.C. §

Title IX of the  
1681, et seq.

Title IX of the Education Amendments of 1972, 34 C.F.R § 106.1,  
et seq.

Gebser v. Lago Vista Independent School District, 524 U.S. 274  
(1998)

Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)

~~Office for Civil Rights, U.S. Department of Education, Revised  
Sexual Harassment Guidance: Harassment of Students by School  
Employees, Other Students, or Third Parties, 66 Fed. Reg. 5512  
(Jan. 19, 2001).~~

~~Office for Civil Rights, U.S. Department of Education Dear  
Colleague Letter: Sexual Violence (April 4, 2011).~~

~~Constitution of the State of Connecticut, Article I, Section 20.~~

ADOPTED: June 14, 2005  
REVISED: August 27, 2013  
REVISED:

**DARIEN PUBLIC SCHOOLS**  
**Darien, CT**

**Series 5000**  
**Students**

**Policy 5275**

**Series 5000**

**Students**

**POLICY REGARDING TITLE IX OF THE EDUCATION AMENDMENTS OF  
1972 - PROHIBITION OF SEX DISCRIMINATION AND SEXUAL  
HARASSMENT (STUDENTS)**

**Appendix A**

**Sexual Assault:** An offense classified as forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

~~Foreible Rape—(Except Statutory Rape)~~ The carnal knowledge of a person, ~~forcibly and/or against that person's will or not forcibly or against the person's will in~~ without the consent Consent of the victim, including instances where the victim is incapable of giving ~~consent~~ Consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

~~Foreible Sodomy—~~ Oral or anal sexual intercourse with another person, ~~forcibly and/or against that person's will or not forcibly or against the person's will in~~ without the consent Consent of the victim, including instances where the victim is incapable of giving ~~consent~~ Consent because of the person's ~~youth~~ age or because of the person's temporary or permanent mental or physical incapacity.

Sexual Assault With An Object—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, ~~forcibly and/or against that person's will or not forcibly or against the person's will in~~ without the consent Consent of the victim, including instances where the victim is incapable of giving ~~consent~~ Consent because of the person's ~~youth~~ age or because of the person's temporary or permanent mental or physical incapacity.

~~Foreible Fondling—~~The touching of the private body parts of another person for the purpose of sexual gratification, ~~forcibly and/or against that person's will or not forcibly or against the person's will in~~ without the consent Consent of the victim, including instances where the victim is incapable of giving ~~consent~~ Consent because of the person's ~~youth~~ age or because of the person's temporary or permanent mental or physical incapacity.

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Incest—Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Statutory Rape—Nonforcible sexual intercourse with a person who is under the statutory age of ~~consent~~Consent.

**Dating Violence:** Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

**Domestic Violence:** Includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

**Stalking:** Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others; or suffer substantial emotional distress.

~~Affirmative Consent~~Consent means affirmative Consent which ~~is~~means an active, clear and voluntary agreement by a person to engage in sexual activity with another person.

For the purposes of an investigation conducted pursuant to these Administrative Regulations, the following principles shall be applied in determining whether ~~Ce~~Consent for sexual activity was given and/or sustained:

- A. ~~C~~Affirmative consentConsent is the standard used in determining whether ~~Ce~~Consent to engage in sexual activity was given by all persons who engaged in the sexual activity.
- B. ~~C~~Affirmative consentConsent may be revoked at any time during the sexual activity by any person engaged in the sexual activity.
- C. It is the responsibility of each person to ensure that he or she has the ~~C~~Affirmative consentConsent of all persons engaged in the sexual activity to engage in the sexual activity and that the affirmative ~~Ce~~ConsentConsent is sustained throughout the sexual activity.

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**Darien, CT**

D. It shall not be a valid excuse to an alleged lack of ~~C~~affirmative ~~e~~onsentConsent that the respondent to the alleged violation believed that the complainant ~~C~~eonsentConsented to the sexual activity:

- (i) because the respondent was intoxicated or reckless or failed to take reasonable steps to ascertain whether the complainant affirmatively ~~e~~onsentConsented, or
- (ii) if the respondent knew or should have known that the complainant was unable to ~~e~~onsentConsent because such individual was unconscious, asleep, unable to communicate due to a mental or physical condition, unable to ~~e~~onsentConsent due to the age of the individual or the age difference between the individual and the respondent, or incapacitated due to the influence of drugs, alcohol or medication.

E. The existence of a past or current dating or sexual relationship between the complainant and the respondent, in and of itself, shall not be determinative of a finding of affirmative ~~e~~onsentConsent.

ADOPTED: June 14, 2005  
REVISED: August 27, 2013  
REVISED:

# DARIEN PUBLIC SCHOOLS

## Darien, Connecticut

### POLICY

Series 4000  
Personnel

Policy 4118

#### POLICY REGARDING PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT IN THE WORKPLACE (PERSONNEL)

~~It is the policy of the board of education~~ It is the policy of the Darien Board of Education (the "Board") for the Darien Public Schools that any form of sex discrimination or sexual harassment is prohibited in the Board's education programs and activities, whether by students, Board employees or third parties subject to substantial control by the Board. It is the policy of the Board to maintain a working environment free from harassment, insults or intimidation on the basis of an employee's sex and free from discrimination based on sex. Verbal or physical conduct by a supervisor or co-worker relating to an employee's sex ~~which~~ that has the effect of creating an intimidating, hostile or offensive work environment, unreasonably interfering with the employee's work performance, or adversely affecting the employee's employment opportunities is prohibited.

The Board does not discriminate on the basis of sex in the education programs or activities that it operates and the Board is required by Title IX of the Education Amendments of 1972 and its implementing regulations ("Title IX") not to discriminate in such a manner. Students, Board employees and third parties are required to adhere to a standard of conduct that is respectful of the rights of all parties. Any employee or student who engages in conduct prohibited by this Policy shall be subject to disciplinary action, up to and including termination or expulsion, respectively. Third parties who engage in conduct prohibited by this Policy shall be subject to other sanctions, which may include exclusion from Board property and/or activities. Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties.

For conduct to violate this Policy, the conduct must have occurred in an education program or activity of the Board; the conduct must have occurred within the United States of America; and the complainant must be participating in or attempting to participate in the education program or activity of the Board. Conduct that does not meet these requirements still may constitute a violation of another Board policy.

#### Discrimination

The Superintendent of Schools shall develop Administrative Regulations implementing this Policy and in accordance with Title IX (the "Administrative Regulations").

**Sex discrimination** ~~is defined as~~ occurs when an employer refuses to hire, disciplines or discharges any individual, or otherwise discriminates against an individual with respect to his or her compensation, terms, conditions, or privileges of employment



# DARIEN PUBLIC SCHOOLS

## Darien, Connecticut

### POLICY

on the basis of the individual's sex. Sex discrimination ~~is~~ also ~~defined as~~ occurs when a person, because of ~~his or her~~ the person's sex, is denied participation in, or the benefits of, a any education program ~~that receives~~ or activity receiving federal financial assistance.

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

(1) An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual's participation in unwelcome sexual conduct (i.e., quid pro quo);

(2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Board's education programs or activities; or

(3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

#### Reporting Sex Discrimination or Sexual Harassment

~~—— Sexual harassment is a form of sex discrimination. While it is difficult to define sexual harassment precisely, it does include any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:~~

- ~~—— 1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;~~
- ~~—— 2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or~~
- ~~—— 3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.~~

~~—— Although not an exhaustive list, the following are examples of the type of conduct prohibited by the policy against sexual harassment:~~

- ~~—— 1. Unwelcome sexual advances from a co-worker or supervisor, such as unwanted hugs, touches, or kisses;~~
- ~~—— 2. Unwelcome attention of a sexual nature, such as degrading, suggestive or lewd remarks or noises;~~

# DARIEN PUBLIC SCHOOLS

## Darien, Connecticut

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~~3. Dirty jokes, derogatory or pornographic posters, cartoons or drawings;~~  
It is the express policy of the Board to encourage victims of sex discrimination and/or sexual harassment to report such claims. Employees are encouraged to report complaints of sex discrimination and/or sexual harassment promptly in accordance with the appropriate process set forth in the Administrative Regulations. The Board directs its employees to respond to such complaints in a prompt and equitable manner. Violations of this Policy by employees will not be permitted and may result in discipline up to and including discharge from employment. Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties. Retaliation against any employee for complaining about sex discrimination or sexual harassment is prohibited under this Policy and illegal under state and federal law.

Any Board employee with notice of sex discrimination and/or sexual harassment allegations shall immediately report such information to the building principal and/or the Title IX Coordinator, or if the employee does not work in a school building, to the Title IX Coordinator.

The Darien Public Schools administration (the "Administration") shall provide training to Title IX Coordinator(s), investigators, decision-makers, and any person who facilitates an informal resolution process (as set forth in the Administrative Regulations). Such training will include information on the definition of sex discrimination and sexual harassment, the scope of the Board's education program and activity, how to conduct an investigation and implement the grievance process, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. The Administration shall make the training materials used to provide these trainings publicly available on the Board's website. The Administration shall also periodically provide training to all Board employees on the topic of sex discrimination and sexual harassment under Title IX, which shall include but not be limited to when reports of sex discrimination and/or sexual harassment must be made. The Administration shall distribute this Policy and the Administrative Regulations to employees, union representatives, students, parents and legal guardians and make the Policy and the Administrative Regulations available on the Board's website to promote an environment free of sex discrimination and sexual harassment.

~~4. The threat or suggestion that continued employment advancement, assignment or earnings depend on whether or not the employee will submit to or tolerate harassment;~~

The Board's Title IX Coordinator is Marjorie Cion, Director of Human Resources. Any individual may make a report of sex discrimination and/or sexual harassment directly to the Title IX Coordinator using any one, or multiple, of the following points of contact: Marjorie Cion  
Director of Human Resources

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## Darien, Connecticut

### POLICY

[Darien Public Schools](#)  
[35 Leroy Avenue](#)  
[Darien, CT 06820](#)  
[203-656-7406](#)  
[mcion@darienps.org](mailto:mcion@darienps.org)

- ~~5. Circulating, showing, or exchanging emails, text messages, digital images or websites of a sexual nature;~~
- ~~6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.~~

[Any individual may also make a report of sexual harassment and/or sex discrimination to the U.S. Department of Education: Office for Civil Rights, Boston Office, U.S. Department of Education, 8<sup>th</sup> Floor, 5 Post Office Square, Boston, MA 02109-3921 \(Telephone: 617-289-0111\).](#)

~~Any infraction of this policy by supervisors or co-workers should be reported immediately to the Title IX Coordinator, the Superintendent, or his/her designee in accordance with the district's sex discrimination and sexual harassment grievance procedure. Retaliation against any employee for complaining about sex discrimination or sexual harassment is prohibited under this policy and illegal under state and federal law. Violations of this policy will not be permitted and may result in discipline up to and including discharge from employment. Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties.~~ Employees may also make a report of sexual harassment and/or sex discrimination to the [Connecticut Commission on Human Rights and Opportunities, 450 Columbus Boulevard, Hartford, CT 06103-1835 \(Telephone: 860-514-3400\).](#)

#### Legal References:

~~United States Constitution, Amendment XIV~~

Civil Rights Act of 1964, Title VII, 42 U.S.C. § 2000e-2(a).

Equal Employment Opportunity Commission Policy Guidance on Current Issues of Sexual Harassment (N-915.050), March 19, 1990.

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.

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### **POLICY**

Title IX of the Education Amendments of 1972, 34 CFR § 106, et seq.

Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)

~~Public Act 19-16, “An Act Combatting Sexual Assault and Sexual Harassment”~~

~~Public Act 19-93, “An Act Concerning Sexual Harassment and Sexual Assault”~~

~~Constitution of the State of Connecticut, Article I, Section 20~~  
Conn. Gen. Stat. § 46a-54 - Commission powers Connecticut

General Statutes § 46a-60 - Discriminatory employment practices prohibited.

Conn. Gen. Stat. § 46a-81c - Sexual orientation discrimination: Employment

Conn. Gen. Stat. § 10-153 - Discrimination on the basis of sex, gender identity or expression or marital status prohibited

Conn. Agencies Regs. §§ 46a-54-200 through § 46a-54-207

ADOPTED: June 14, 2005  
REVISED: August 27, 2013

# DARIEN PUBLIC SCHOOLS

## Darien, Connecticut

### POLICY

Series 4000  
Personnel

Policy 4118

#### POLICY REGARDING PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT IN THE WORKPLACE (PERSONNEL)

##### Appendix A

**Sexual Assault:** An offense classified as forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

~~Foreible Rape—(Except Statutory Rape)~~ The carnal knowledge of a person, ~~forcibly and/or against that person's will or not forcibly or against the person's will in~~ without the consent Consent of the victim, including instances where the victim is incapable of giving ~~consent~~ Consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

~~Foreible Sodomy—~~ Oral or anal sexual intercourse with another person, ~~forcibly and/or against that person's will or not forcibly or against the person's will in~~ without the consent Consent of the victim, including instances where the victim is incapable of giving ~~consent~~ Consent because of the person's ~~youth~~ age or because of the person's temporary or permanent mental or physical incapacity.

~~Sexual Assault With An Object—~~ To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, ~~forcibly and/or against that person's will or not forcibly or against the person's will in~~ without the consent Consent of the victim, including instances where the victim is incapable of giving ~~consent~~ Consent because of the person's ~~youth~~ age or because of the person's temporary or permanent mental or physical incapacity.

~~Foreible Fondling—~~ The touching of the private body parts of another person for the purpose of sexual gratification, ~~forcibly and/or against that person's will or not forcibly or against the person's will in~~ without the consent Consent of the victim, including instances where the victim is incapable of giving ~~consent~~ Consent because of the person's ~~youth~~ age or because of the person's temporary or permanent mental or physical incapacity.

~~Incest—~~ Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

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Statutory Rape—Nonforcible sexual intercourse with a person who is under the statutory age of ~~eonsent~~Consent.

**Dating Violence:** Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

**Domestic Violence:** Includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

**Stalking:** Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others; or suffer substantial emotional distress.

~~Affirmative Consent~~Consent means affirmative consent, which is an active, clear and voluntary agreement by a person to engage in sexual activity with another person.

For the purposes of an investigation conducted pursuant to these Administrative Regulations, the following principles shall be applied in determining whether ~~eonsent~~Consent for sexual activity was given and/or sustained:

- A. ~~C~~Affirmative consent~~onsent~~ is the standard used in determining whether ~~eonsent~~Consent to engage in sexual activity was given by all persons who engaged in the sexual activity.
- B. ~~Affirmative consent~~Consent may be revoked at any time during the sexual activity by any person engaged in the sexual activity.
- C. It is the responsibility of each person to ensure that he or she has the ~~affirmative consent~~Consent of all persons engaged in the sexual activity to engage in the sexual activity and that the affirmative ~~eonsent~~Consent is sustained throughout the sexual activity.

**DARIEN PUBLIC SCHOOLS**  
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**POLICY**

D. It shall not be a valid excuse to an alleged lack of ~~affirmative consent~~Consent that the respondent to the alleged violation believed that the complainant ~~consent~~Consented to the sexual activity:

(i) because the respondent was intoxicated or reckless or failed to take reasonable steps to ascertain whether the complainant affirmatively ~~consent~~Consented, or

(ii) if the respondent knew or should have known that the complainant was unable to ~~consent~~Consent because such individual was unconscious, asleep, unable to communicate due to a mental or physical condition, unable to ~~consent~~Consent due to the age of the individual or the age difference between the individual and the respondent, or incapacitated due to the influence of drugs, alcohol or medication.

E. The existence of a past or current dating or sexual relationship between the complainant and the respondent, in and of itself, shall not be determinative of a finding of affirmative ~~consent~~Consent.

ADOPTED: June 14, 2005  
REVISED: August 27, 2013

**DARIEN PUBLIC SCHOOLS**  
**Darien, Connecticut**

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**SERIES 5000: STUDENTS**  
**POLICY 5200**

**HOMELESS CHILDREN AND YOUTH**

In accordance with federal law, it is the policy of the Darien Board of Education to prohibit discrimination against, segregation of, or stigmatization of, homeless children and youth. The Board authorizes the Administration to establish regulations setting forth procedures necessary to implement the requirements of law with respect to homeless children and youth. In the event of conflict between federal and/or state law and these administrative regulations, the provisions of law shall control.

Legal References:

State Law:

Public Act ~~17-194, 19-179~~ An Act Concerning Homeless Students' Access to Student Records for Certain Unaccompanied Youths Education

10-186 Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission. Transfers

10-253 School privileges for children in certain placements, non-resident children and children in temporary shelters

Federal Law:

The McKinney-Vento Homeless Education Assistance Act, 42 U.S.C. §§ 11431 et seq., as amended by Every Student Succeeds Act, Pub. L. 114-95.

ADOPTED: January 27, 2015

REVISED: June 12, 2018



**DARIEN PUBLIC SCHOOLS**  
**Darien, Connecticut**

**ADMINISTRATIVE REGULATIONS REGARDING HOMELESS CHILDREN  
AND YOUTH**

In accordance with federal law, the Darien Board of Education (the "Board") does not permit discrimination against, segregation of, or stigmatization of, homeless children and youth. The following sets forth the procedures to implement the requirements of law with respect to homeless children and youth. In the event of conflict between federal and/or state law and these regulations with respect to homeless children and youth, the provisions of law shall control.

**I. Definitions:**

- A. **Enroll and Enrollment:** includes attending classes and participating fully in school activities.
- B. **Homeless Children and Youth:** means children and youth twenty-one (21) years of age and younger who lack a fixed, regular, and adequate nighttime residence, including children and youth who:
  - 1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
  - 2. Are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations.
  - 3. Are living in emergency or transitional shelters.
  - 4. Are abandoned in hospitals.
  - 5. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
  - 6. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
  - 7. Are migratory children living in the above described circumstances.
- C. **School of Origin:** means the school that a homeless child or youth attended when permanently housed or the school in which the homeless child was last enrolled. School of origin may include preschool

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administered by the District and, when a homeless child or youth completes the final grade level served by the school of origin, school of origin also includes the designated receiving school at the next grade level for all feeder schools.

- D. **Unaccompanied Youth:** means a homeless child or youth not in the physical custody of a parent or guardian.

### II. Homeless Liaison:

- A. The District's Homeless Liaison is the Assistant Superintendent for Curriculum and Instruction.

- B. The duties of the Homeless Liaison include:

1. Ensuring that homeless children and youth are identified by school personnel and through outreach and coordination with other entities and agencies.
2. Ensuring that homeless children and youth enroll in, and have full and equal opportunity to succeed in the District's schools, including ensuring that such homeless children and youth have opportunities to meet the same challenging State academic standards as other children and youths.
3. Ensuring that homeless families, children, and youths receive educational services for which such families, children and youth are eligible, including services through Head Start and Even Start, early intervention services under Part C of the Individuals with Disabilities Education Act and preschool programs administered by the District.
4. Ensuring that parents and guardians of homeless children and youth and unaccompanied youth receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services.
5. Ensuring that parents and guardians of homeless children and youth and unaccompanied youth are informed of educational and related opportunities available to their homeless children and youth, including extracurricular activities, and that parents and guardians of homeless children and youth are provided with meaningful opportunities to participate in the education of their children.

## DARIEN PUBLIC SCHOOLS

### Darien, Connecticut

6. Ensuring that public notice of the educational rights of homeless children under the McKinney-Vento Act is disseminated in locations frequented by parents, guardians, and unaccompanied youth in a manner and form that is understandable to them.
7. Ensuring that enrollment disputes are mediated in accordance with the McKinney-Vento Act, including carrying out the initial dispute resolution process and ensuring that homeless students are immediately enrolled pending resolution of any enrollment dispute.
8. Ensuring that parent(s)/guardian(s) of homeless children and youth ~~or~~ and unaccompanied youth are fully informed of all transportation services, including transportation to and from the school of origin, and are assisted in accessing those services.
9. Assisting homeless children and youth in enrolling in school and accessing school services and removing barriers to enrollment and retention due to outstanding fees, fines or absences.
10. Informing parent(s)/guardian(s) of homeless children and youth and unaccompanied youth, school personnel, and others of the rights of such ~~children and youth~~ students.
11. Assisting homeless children and youth who do not have immunizations or immunization/medical records to obtain necessary immunizations or immunization/medical records.
12. Assisting unaccompanied youth in placement/enrollment decisions, including considering the unaccompanied youth's wishes in those decisions, and providing notice to the unaccompanied youth of his or her right to appeal such decisions.
13. Ensuring that high school age homeless children and youth receive assistance from counselors to advise such youths on preparation and readiness for college, including informing such children and youths of their status as independent students under the Higher Education Act of 1965 and that they may obtain assistance from the district to receive verification of this status for purposes of the Free Application for Federal Student Aid (FAFSA).
14. Ensuring collaboration with community and school personnel responsible for providing education and related support services to homeless children and youth.

## **DARIEN PUBLIC SCHOOLS**

### **Darien, Connecticut**

15. Collaborating with and participating in professional development and technical assistance activities offered by the State Office of the Coordinator for the Education of Homeless Children and Youth.
16. Ensuring that school personnel providing services to homeless children and youths receive professional development and other technical assistance activities regarding the McKinney-Vento Act.
17. Ensuring that unaccompanied youth are enrolled in school and that procedures are implemented to identify and remove barriers that prevent them from receiving credit for full or partial coursework satisfactorily completed at a prior school, in accordance with State, local, and school policies.
18. With appropriate training, affirming that a child or youth who is eligible for and participating in a program provided by the District, or the immediate family of such a child or youth, is eligible for homeless assistance programs administered under Title IV of the McKinney-Vento Act.

### III. Enrollment of Homeless Children and Youth:

- A. Enrollment of homeless children and youth may not be denied or delayed due to the lack of any document normally required for enrollment. However, administrators shall require the parent/guardian or unaccompanied youth to provide contact information prior to enrollment.
- B. To facilitate enrollment, administrators:
  1. May permit parents/guardians of homeless children and youth and unaccompanied youth to sign affidavits of residency to replace typical proof of residency.
  2. May permit unaccompanied youth to enroll with affidavits to replace typical proof of guardianship.
  3. Shall refer parent/guardian/unaccompanied youth to the Liaison who will assist in obtaining immunizations.
  4. Shall contact previous schools for records and assistance with placement decisions.
  5. Shall maintain records so that the records are available in a timely fashion when the student enters a new school or school district.

### IV. School Selection:

**DARIEN PUBLIC SCHOOLS**  
**Darien, Connecticut**

A. Standards for School Selection:

1. The District is required to make a determination as to the best interests of a homeless child or youth in making a determination as to the appropriate school of placement.
2. In making such a determination, the District is required to keep a homeless child or youth in his/her school of origin for the duration of homelessness when a family homeless child or youth becomes homeless between academic years or during an academic year; or for the remainder of the academic year if the homeless child or youth becomes permanently housed during an academic year, to the extent feasible, unless it is against the wishes of the parent or guardian. or unaccompanied youth Otherwise, the homeless child or youth shall be enrolled in a public school that non-homeless students who live in the area where the homeless child or youth is actually living are eligible to attend.
3. The District must presume that keeping the homeless child or youth in the school of origin is in the child's or youth's best interest unless doing so is contrary to the request of the child's or youth's parent or guardian, or in the case of an unaccompanied youth, the unaccompanied youth. In considering the child's or youth's best interest, the District must consider student-centered factors related to the child's or youth's best interest, giving priority to the request of the parent or guardian or unaccompanied youth.

B. Procedures for Review of School Selection Recommendation:

1. The Principal or his/her designee of the school in which enrollment is sought review an enrollment request in accordance with the standards discussed above, and shall make an initial recommendation regarding same. If the Principal or his/her designee's recommendation is to select a placement other than the school desired by the parent(s) or guardian(s) of the homeless child or youth or the unaccompanied youth, then the Principal or his/her designee shall refer the matter to the Superintendent or his/her designee for review of the recommendation and the reasons therefor, and shall notify the District's Homeless Liaison of same.
2. The Superintendent or his/her designee shall review the matter and consult with the District Homeless Liaison concerning same. If the Superintendent or his/her designee agrees with the recommendation of the Principal or his/her designee, and a dispute remains between

## DARIEN PUBLIC SCHOOLS

### Darien, Connecticut

the District and the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth about a school selection and/or enrollment decision; the Superintendent or his/her designee shall provide the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth with a written explanation of the District's decision regarding this matter, and the right to appeal such decision to the Board ~~of Education~~.

#### C. Dispute Resolution Process:

1. The District's Homeless Liaison shall be responsible for promoting objective and expeditious dispute resolutions, and adherence to these administrative regulations.
2. If the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth disputes the school placement decision or enrollment, the District must immediately enroll the homeless child or youth in the school in which enrollment is sought, pending resolution of the dispute. The homeless child or youth shall also have the right to all appropriate educational services, including transportation to and from the school in which enrollment is sought, while the dispute is pending.
3. If necessary, the District Homeless Liaison shall assist parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth with completion of the necessary appeal paperwork required to file for an appeal to the Board ~~of Education~~, and provide the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth with a copy of Section 10-186(b).
4. ~~Within~~ Not later than ten (10) days ~~of after~~ receipt of an appeal to the Board ~~of Education~~ by a parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth, the District shall hold a hearing before the Board ~~of Education~~ concerning such appeal, and such hearing shall be shall be conducted in accordance with Section 10-186(b).
5. If the Board ~~of Education~~ finds in favor of the Superintendent or his/her designee, a parent or guardian of a homeless child or youth or unaccompanied youth may appeal the Board ~~of Education~~'s decision to the State Board ~~of Education~~ within twenty (20) days of receipt of the Board of Education's written decision, in accordance with Section 10-186(b). If necessary, the District Homeless Liaison shall assist a parent or guardian of a homeless child or youth or unaccompanied youth with filing the necessary appeal paperwork to

## **DARIEN PUBLIC SCHOOLS**

### **Darien, Connecticut**

the State Board of Education. The homeless child or youth or unaccompanied youth shall remain in his or her school of origin pending resolution of the dispute, including all available appeals.

#### **V. Services:**

- A. Homeless children and youth shall be provided with services comparable to those offered other students in the selected school including:
  - 1. Title I services or similar state or local programs, educational programs for students with disabilities, programs for students with limited English proficiency, and preschool programs.
  - 2. Transportation services.
  - 3. Vocational and technical education.
  - 4. Programs for gifted and talented students.
  - 5. School nutrition programs.
  - 6. Before and after school programs.
- B. The District shall coordinate with local social service agencies, other service providers, housing assistance providers and other school districts to ensure that homeless children and youth have access and reasonable proximity to available education and support services.

#### **VI. Transportation:**

- A. The District shall provide transportation comparable to that available to other students.
- B. Transportation shall be provided, at a parent or guardian or unaccompanied youth's request, to and from the school of origin for a homeless child or youth. Transportation shall be provided for the entire time the child or youth is homeless and until the end of any academic year in which they move into permanent housing. Transportation to the school of origin shall also be provided during pending disputes. The Liaison shall request transportation to and from the school of origin for an unaccompanied youth. Parents and unaccompanied youth shall be informed of this right to transportation before they select a school for attendance.
- C. To comply with these requirements:

# **DARIEN PUBLIC SCHOOLS**

## **Darien, Connecticut**

1. Parents/guardians, schools, and liaisons shall use the district transportation form to process transportation requests.
2. If the homeless child or youth is living and attending school in this District, the District shall arrange transportation.
3. If the homeless child or youth is living in this District but attending school in another, or attending school in this District and living in another, the District will follow the inter-district transportation agreement to determine the responsibility and costs for such transportation. If there is no inter-district transportation agreement, the District shall confer with the other school district's Homeless Liaison to determine an apportionment of the responsibility and costs.
4. If no mutually agreeable arrangement can be reached, then the District shall:
  - (a) arrange transportation immediately;
  - (b) bring the matter to the attention of the State Coordinator for the Education of Homeless Children and Youth; and
  - (c) ensure that such disputes do not interfere with the homeless child or youth attending school.

### **VII. Records**

An unaccompanied youth, as defined in section I.D., above, is entitled to knowledge of and access to all educational, medical, or similar records in the cumulative record of such unaccompanied youth maintained by this District.

### **VIII. Contact Information**

- A. Local Contact: for further information, contact:

[Christopher Tranberg](#)

Assistant Superintendent for Curriculum and Instruction  
203-656-7414

- B. State Contact: for further information or technical assistance, contact:

Louis Tallarita, State Coordinator  
Connecticut Department of Education



# DARIEN PUBLIC SCHOOLS

## Darien, Connecticut

~~25 Industrial Park Road~~

~~Middletown, CT 06457-1543~~ 450 Columbus Boulevard

~~Hartford, CT 06103~~

(860) 807-2058

[Louis.Tallarita@ct.gov](mailto:Louis.Tallarita@ct.gov)

### Legal References:

#### State Law:

Public Act ~~17-194~~ 19-179, An Act Concerning Homeless Students' Access to Student Records for Certain Unaccompanied Youths Education

10-186 Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission. Transfers

10-253 School privileges for children in certain placements, non-resident children and children in temporary shelters

#### Federal Law:

The McKinney-Vento Homeless Education Assistance Act, 42 U.S.C. §§ 11431 et seq., as amended by Every Student Succeeds Act, Pub. L. 114-95.

ADOPTED: January 27, 2015

REVISED: June 12, 2018

REVISED:

**DISPUTE RESOLUTION PROCESS  
UNDER CONNECTICUT GENERAL STATUTES SECTION 10-186**

(1) If any board of education denies such accommodations, the parent or guardian of any child who is denied schooling, or an emancipated minor or a pupil eighteen years of age or older who is denied schooling, or an agent or officer charged with the enforcement of the laws concerning attendance at school, may, in writing request a hearing by the board of education. The board of education may

- (A) conduct the hearing,
- (B) designate a subcommittee of the board composed of three board members to conduct the hearing, or
- (C) establish a local impartial hearing board of one or more persons not members of the board of education to conduct the hearing.

The board, subcommittee or local impartial hearing board shall give such person a hearing within ten days after receipt of the written request, make a stenographic record or tape recording of the hearing and make a finding within ten days after the hearing. Hearings shall be conducted in accordance with the provisions of sections 4-176e to 4-180a, inclusive, and section 4-181a. Any child, emancipated minor eighteen years or older who is denied accommodations on the basis of residency may continue in attendance in the school district at the request of the parent or guardian of such child or emancipated minor or pupil eighteen years of age or older, pending a hearing pursuant to this subdivision. The party claiming ineligibility for school accommodations shall have the burden of proving such ineligibility by a preponderance of the evidence, except in cases of denial of schooling based on residency, the party denied schooling shall have the burden of proving residency by a preponderance of the evidence.

(2) Any such parent, guardian, emancipated minor, pupil eighteen years of age or older, or agent or officer, aggrieved by the finding shall, upon request, be provided with a transcript of the hearing within thirty days after such request and may take an appeal from the finding to the State Board of Education. A copy of each notice of appeal shall be filed simultaneously with the local or regional board of education and the State Board of Education. Any child, emancipated minor or pupil eighteen years of age or older who is denied accommodations by a board of education as the result of a determination by such board, or a subcommittee of the board or local impartial hearing board, that the child is not a resident of the school district and therefore is not entitled to school accommodations in the district may continue in attendance in the school district at the request of the parent or guardian of such child or such minor or pupil, pending a determination of such appeal. If an appeal is not taken to the State Board of Education within twenty days of the mailing of the finding to the aggrieved party, the decision of the board, subcommittee or local impartial hearing board shall be final. The local or regional board of education shall, within ten days after receipt of notice of an appeal, forward the record of the hearing to the State Board of Education. The State Board of Education shall, on receipt of a written request for a hearing made in accordance with the provisions of this subsection, establish an impartial hearing board of one or more persons to hold a public hearing in the local or

regional school district in which the cause of the complaint arises. Members of the hearing board may be employees of the state Department of Education or may be qualified persons from outside the department. No member of the board of education under review nor any employee of such board of education shall be a member of the hearing board. Members of the hearing board, other than those employed by the state of Connecticut, shall be paid reasonable fees and expenses as established by the State Board of Education within the limits of available appropriations. Such hearing board may examine witnesses and shall maintain a verbatim record of all formal sessions of the hearing. Either party to the hearing may request that the hearing board join all interested parties to the hearing, or the hearing board may join any interested party on its own motion. The hearing board shall have no authority to make a determination of the rights and responsibilities of a board of education if such board is not a party to the hearing. The hearing board may render a determination of actual residence of any child, emancipated minor or pupil eighteen years of age or older where residency is at issue.

(3) The hearing board shall render its decision within forty-five days after receipt of the notice of appeal except that an extension may be granted by the Commissioner of Education upon an application by a party or the hearing board describing circumstances related to the hearing which require an extension.

(4) If, after the hearing, the hearing board finds that any child is illegally or unreasonably denied schooling, the hearing board shall order the board of education under whose jurisdiction it has been found such child should be attending school to make arrangements to enable the child to attend public school. Except in the case of a residency determination, the finding of the local or regional board of education, subcommittee of such board or a local impartial hearing board shall be upheld unless it is determined by the hearing board that the finding was arbitrary, capricious or unreasonable. If such school officers fail to take action upon such order in any case in which such child is currently denied schooling and no suitable provision is made for such child within fifteen days after receipt of the order and in all other cases, within thirty days after receipt of the order, there shall be a forfeiture of the money appropriated by the state for the support of schools amounting to fifty dollars for each child for each day such child is denied schooling. If the hearing board makes a determination that the child was not a resident of the school district and therefore not entitled to school accommodations from such district, the board of education may assess tuition against the parent or guardian of the child or the emancipated minor or pupil eighteen years of age or older based on the following: One one-hundred-eightieth of the town's net current local educational expenditure, as defined in section 10-261, per pupil multiplied by the number of days of school attendance of the child in the district while not entitled to school accommodations provided by that district. The local board of education may seek to recover the amount of the assessment through available civil remedies.

**APPENDIX B**

**SAMPLE WRITTEN NOTIFICATION OF ENROLLMENT DECISION**

[Month] \_\_, 20\_\_

VIA HAND DELIVERY AND U.S. MAIL

[Insert Name of Parent]

[Insert Home Address]

Re: Notification of Enrollment Decision

Dear [Parent/Guardian]:

After reviewing your request to enroll the student(s) listed above [name(s)], the enrollment request is denied. This determination is based upon the following factors:

[List factors]

Under the McKinney-Vento Homeless Education Assistance Act, you have the right to appeal this decision by completing the form attached to this notice or by contacting the school district's homeless education liaison:

[Name of Liaison]

[Title]

[Telephone No.]

In addition, the student listed above has the right to immediately enroll in the school of choice pending resolution of the dispute. You may provide written or verbal evidence to support your position. You may seek the assistance of advocates or attorneys at your own expense; however, you may qualify for free legal services. To inquire about free legal assistance, please call Statewide Legal Services at 1-800-453-3320. You may also contact the state coordinator for homeless education:

Louis Tallarita, State Coordinator  
State Department of Education  
25 Industrial Park Road  
Middletown, CT 06457-1543  
(860) 807-2058

|

A copy of the dispute resolution process under section 10-186 is attached to this notice.

Please contact the District Liaison listed above if you have any questions.

Sincerely,

**[Name]**  
Superintendent of Schools

cc: **[Superintendent of Schools in which enrollment is sought, if appropriate]**

APPENDIX C

**SAMPLE NOTIFICATION OF DECISION  
TO APPEAL EDUCATIONAL PLACEMENT**

This form is to be completed by the parent, guardian, caretaker, or unaccompanied youth when a dispute arises. If you need assistance in preparing this form, you may meet with the District Liaison, \_\_\_\_\_, who can be reached at \_\_\_\_\_.

Person completing form: \_\_\_\_\_

Relation to Student: \_\_\_\_\_

Contact Information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I am requesting a Board of Education Hearing under Section 10-186 of the Connecticut General Statutes to appeal the enrollment decision made by [Name of District], [Name of School]. I have been provided with a written explanation of the District's decision, contact information for the District's homeless education liaison, and a copy of the Dispute Resolution Process under Connecticut General Statutes Section 10-186.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

Optional. You may also include a written explanation to support your appeal in the space below or provide your explanation verbally to the District Liaison.

APPENDIX D

**SAMPLE NOTIFICATION OF HEARING  
REGARDING ENROLLMENT DISPUTE**

[Month] \_\_, 20\_\_

VIA HAND DELIVERY AND U.S. MAIL

[Insert Name of Parent]

[Insert Home Address]

Re: Educational Placement

Dear [Name of Parent]:

You have requested a hearing before the [town] Board of Education regarding the educational placement of your child(ren), [insert name(s) of student(s)] at [name of school]. The [town] Board of Education will conduct a hearing regarding your claim on [date] at [time]. The hearing will be held at the offices of the [town] Board of Education, which are located at [insert address].

The hearing will be conducted in accordance with the provisions of Section 10-186 of the Connecticut General Statutes, a copy of which is enclosed. The hearing will be conducted in executive session, and the Board of Education will make either a tape recording or a stenographic record of the hearing. You may be represented by counsel or by an advocate, at your expense, if you so desire; however, you may qualify for free legal services. To inquire about free legal assistance, please call Statewide Legal Services at 1-800-453-3320.

Please contact the District Liaison, [insert name], if you have any questions.

Sincerely,

**[Name]**

Superintendent of Schools

**Ceccc: [Superintendent of Schools in which enrollment is sought, if appropriate]**

**APPENDIX E**

**STUDENT RESIDENCY AFFIDAVIT**

[Name of District]

Name of student: \_\_\_\_\_

Birthdate: \_\_\_\_\_

Name and Location of School Last Attended: \_\_\_\_\_

I, \_\_\_\_\_ declare and affirm as follows:

I am of legal age and believe in the obligations of an oath.

I am the parent/legal guardian/caregiver of \_\_\_\_\_ (name of student) who is of school age and is seeking admission to [School District].

Since \_\_\_\_\_ (date), \_\_\_\_\_ (name of student) has not had a permanent home. He/she is currently staying at \_\_\_\_\_ (may list multiple addresses, if applicable). He/she has been staying there since \_\_\_\_\_ (date).

This location is:

- \_\_\_\_\_ a shelter
- \_\_\_\_\_ a motel/hotel
- \_\_\_\_\_ a campsite
- \_\_\_\_\_ shared housing with other persons
- \_\_\_\_\_ other \_\_\_\_\_

If the location is shared housing with other persons, please specify the reason why the student is living in such housing:

\_\_\_\_\_.

Prior to staying at this location, the student was staying at

\_\_\_\_\_  
From \_\_\_\_\_ (date) to \_\_\_\_\_ (date).

I regularly receive my mail at: \_\_\_\_\_.

I am currently staying at the following address(es): \_\_\_\_\_,  
\_\_\_\_\_. I plan to stay at this/these  
location(s) until: \_\_\_\_\_ (date). I can be reached at the following telephone number:  
\_\_\_\_\_. I can be reached for emergencies at: \_\_\_\_\_.

I authorize school district officials to contact \_\_\_\_\_ (case worker/shelter staff/other) at \_\_\_\_\_ to obtain further information in order to verify the information contained in this affidavit and in order to coordinate necessary services for the student.

I declare under penalty of perjury under the laws of Connecticut that the information provided is true and correct and of my own personal knowledge. I understand that giving false or



otherwise untrue information on this form could result in a criminal charge of perjury being brought against me.

AFFIANT,

\_\_\_\_\_  
Signature of Affiant

\_\_\_\_\_  
Print Name of Affiant

Subscribed and sworn to before me  
this \_\_\_\_ day of \_\_\_\_, 20\_\_.

\_\_\_\_\_  
NOTARY PUBLIC

**APPENDIX F**

**AFFIDAVIT FOR MISSING ENROLLMENT DOCUMENTATION**

[District]

I, \_\_\_\_\_, being duly sworn upon oath and based on my personal knowledge hereby state and affirm the following information regarding [name of student's] missing enrollment documentation for the following:

\_\_\_ Proof of residency  
\_\_\_ Proof of guardianship  
\_\_\_ Proof of identity  
\_\_\_ Birth Certificate

\_\_\_ Immunization Record  
\_\_\_ School Health Record  
\_\_\_ School Records

I am of legal age and believe in the obligations of an oath.

I am unable to present a copy of the document(s) requested above for the following reasons:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The name and location of the last school the student attended is

\_\_\_\_\_.

I understand that I must obtain the necessary immunization and health records and provide a copy to the District. I understand that the Homeless Liaison is available to assist me in obtaining any such immunization or health records. The Homeless Liaison is \_\_\_\_\_ and can be reached at \_\_\_\_\_.

AFFIANT,

\_\_\_\_\_  
Signature of Affiant

\_\_\_\_\_  
Print Name of Affiant

Subscribed and sworn to before me  
this \_\_\_ day of \_\_\_, 20\_\_.

\_\_\_\_\_  
NOTARY PUBLIC

**DARIEN PUBLIC SCHOOLS**  
**Darien, Connecticut**

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**SERIES 5000: STUDENTS**  
**POLICY 5075**

**PHYSICAL ACTIVITY AND STUDENT DISCIPLINE**

It is the policy of the Board to promote the health and well-being of district students by encouraging healthy lifestyles including promoting physical exercise and activity as part of the school day.

**Prohibition on Deprivation of Physical Exercise Period as a Form of Discipline:**

For elementary school students, the Board includes a time of not less than twenty (20) minutes in total, during the regular school day, to be devoted to physical exercise, except that a planning and placement team (“PPT”) may develop a different schedule for students requiring special education and related services.

The administration may include additional time, beyond the twenty minutes required for physical exercise, devoted to undirected play during the regular school day for elementary school students.

In an effort to promote physical exercise and undirected play, the Board prohibits school employees from disciplining elementary school students by preventing them from participating in the full 20 minutes of time devoted to physical exercise or additional time devoted to undirected play during the regular school day, except in instances where the student’s behavior poses a health and/or safety concern or as determined by a student’s Section 504 or planning and placement team.

**Prohibition on Compulsion of Physical Activity as a Form of Discipline:**

For all students, the Board prohibits school employees from disciplining students by requiring students to engage in physical activity as a form of discipline during the regular school day.

**Definition:**

For the purposes of this policy, a “school employee” is defined as (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in the district schools, or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in the district schools pursuant to a contract with the Board.

### **Disciplinary Action for Failure to Follow Policy:**

Any employee who fails to comply with the requirements of this policy may be subject to discipline, up to and including termination of employment. Any contracted individual who provides services to or on behalf of students enrolled in the district and who fails to comply with the requirements of this policy may be subject to having his/her contract for services suspended by the district.

### **Legal References:**

Public Act 19-173. An Act Concerning the Inclusion of Additional Time Devoted to Undirected Play to the Regular School Day.

Connecticut General Statutes: § 10-221o Lunch periods. Recess

§ 10-221u Boards to adopt policies addressing the use of physical activity as discipline

APPROVED BY THE BOARD OF EDUCATION: January 13, 2015

**REVISED:**

*Transportation policies EE1, EE1.1, EE1.2, EE1.3 and EE1.4 (formerly in the Support Services section) were repealed by the Board of Education on June 9, 2009.*

**Darien Public Schools  
Darien, Connecticut**

**POLICY**

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**Series 5300  
Welfare**

**Policy 5395**

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**TRANSPORTATION**

**Statement of Policy**

The Board of Education will provide transportation for students under provisions of state law and regulations. In determining the provision of transportation, the superintendent of schools, or his/her designee, shall consider the guidelines contained in this policy and shall administer the operation so as to:

1. provide for the safety of students, including consideration of hazardous conditions whether or not described in this policy;
2. provide for appropriate supervision for students while on school transportation, consistent with the Board's student discipline policy~~supplement and reinforce desirable student behavior patterns.~~
3. assist disabled students ~~appropriately-~~ by providing appropriate specialized transportation when required by law.
4. enrich the instructional program through carefully planned field trips as recommended by the staff.

**Definitions**

1. "School transportation" means the procedure, program, or implemented plan by which a pupil is transported to and/or from school from his/her residence or the assigned bus stop

at public expense, whether by use of publicly owned equipment or by contract. Such transportation shall be over public roads approved and maintained by the municipality or the State of Connecticut or private roads approved pursuant to C.G.S. Section 10-220c.

2. “Walking distance” means the linear measure of a prescribed or authorized pedestrian route between the pupil’s residence and his/her school from a point at the curb or edge of a public or private road nearest the pupil’s residence to a point at the entrance of the school, or a safe entrance to the school grounds located within one hundred feet of the school building entrance or the bus pick-up area, or the route from the point on the public thoroughfare nearest the residence to the school bus or vehicle embarkation point established by the Darien Board of Education.
3. “One mile walking distance” means a reasonable measurement of a route to be traversed extending from the point of measurement at least 5,280 feet, but not more than 5,380 feet.
4. “Grade K” means kindergarten, or a school program appropriate to a beginning pupil.
5. “Hazard” means a thing or condition, as prescribed in this policy under “Hazardous Conditions” that affects the safety of pupils walking to and-or from school and/or to or from a designated bus pick-up area.
6. “Sidewalk” means a portion of the landscape right of way approximately three feet wide, usually parallel to the traffic lanes which may be paved or unpaved, and marked by curbing, drainage ditch, grass area or fencing, apart from and independent of any white line safety markings along the street pavement.
7. “Raised walk area” means a portion of the landscape right of way approximately three feet wide, usually parallel to the traffic lanes which may be paved or unpaved, distinguished by some elevation above the street pavement level and marked by curbing, drainage ditch, grass area or fencing, apart from and independent of any painted safety markings along the street pavement.
8. “Walking route” means the route that the student is expected to travel between his/her residence to and from school and/or an assigned bus stop.
9. “Bus stop” shall be defined as a geographical location designated by the Board of Education, school administration or their designee where students can safely wait for purposes of embarking or disembarking a school bus.
810. “Pupil” means any individual of school age enrolled in a public or nonprofit private school located within the school district or contiguous school district as the case may be.

#### Provision of Transportation

Transportation by private carrier may be provided whenever such practice is more economical than using school district-owned/leased facilities. If parents volunteer, and the

administration permits, parents may be reimbursed for transportation of eligible students whenever such practice is more economical or convenient for the school district.

In determining the provision of transportation for resident public and eligible private school students, the following guidelines regarding walking distances will be considered. Distance measurements will be based on the most direct route from the student's home beginning at a point at the curb, or edge of a public road or highway, nearest the home to the edge of the school property or bus pickup areas.

<u>Grade</u>	<u>Limit</u>
K-5	1/2 mile
6-8	1 mile
9-12	2 miles

Students living within the stated distance limits will receive transportation when, in the opinion of the Board, it is in the best interests of the district to provide transportation.

### **Hazardous Conditions**

The administration shall consider the following guidelines for hazardous conditions when making decisions regarding the transportation of children:

1. ~~A street or road~~ Except as provided in Paragraph 7 of this Section, a street or road along a designated walking route to or from school and/or to or from a designated bus pick-up area, having an adjacent or parallel sidewalk or raised walk area shall be deemed hazardous when any one of the following conditions exist:
  - a) For pupils under age ten, or enrolled in grades K through 3:
    - (i) the absence of a pedestrian crossing light or crossing guard where three or more streets intersect; OR
    - (ii) street crossings where there are no stop signs or crossing guards and the traffic count during the time that pupils are walking to or from school exceeds sixty vehicles per hour at the intersection.
  - b) For pupils over age ten, or enrolled in grades 4 through 12, the absence of a traffic light or stop signs or crossing guard at an intersection where three or more streets intersect that has a traffic count that exceeds ninety vehicles per hour during the time that pupils are walking to or from school;
  - c) For all pupils:
    - (i) any street, road, or highway with speed limits in excess of forty miles per hour that does not have pedestrian crossing lights or crossing guards or other safety provisions at points where pupils must cross when going to or from school or the bus stop; OR

- (ii) the usual or frequent presence of any nuisance such as open man-holes, construction, snow plowed or piled on the walk area making walkways unusable, loading zones where delivery trucks are permitted to park on walkways, commercial entrances and exits where cars are crossing walking areas at speeds in excess of five miles per hour, and the like, including such nuisances that are hazardous or attractive to children.

2. Any street, road, or highway , along a designated walking route to or from school and/or to or from a designated bus pick-up area, that has no sidewalks or raised walk areas shall be deemed hazardous if any one of the following conditions exist:

- a) For pupils under age ten, or enrolled in grade K through 3:
  - (i) any street, road, or highway possessing a traffic count of sixty or more vehicles per hour at the time that pupils are walking to or from school; OR
  - (ii) any street, road, or highway possessing a speed limit in excess of thirty miles per hour.
- b) For all pupils:
  - (i) the presence of man-made hazards including attractive nuisances, as stated in 1(c)(ii) above; OR
  - (ii) any roadway available to vehicles that does not have a minimum width of approximately twenty-two feet; OR
  - (iii) any roadway available to vehicles that, when plowed free of snow accumulations, does not have a minimum width of approximately twenty feet; OR
  - (iv) any street, road, or highway where the line-of-sight visibility together with posted speed limits do not permit vehicular braking/stopping in accordance with the Connecticut Drivers Manual or Department of Transportation, Division of Design Standard, or other reasonable standard.

3. Any walkway, path, or bridge , along a designated walking route to or from school and/or to or from a designated bus pick-up area, in an area adjacent or parallel to railroad tracks shall be considered hazardous unless a suitable physical barrier along the entire pedestrian route is present and fixed between pupils and the track; and any crossing of railroad tracks carrying moving trains during hours that pupils are walking to or from school or to and from a designated bus pick-up area shall be deemed hazardous unless:

- a) a crossing guard is present; OR
- b) for pupils under age ten, an automatic control bar is present at crossings; OR
- c) for pupils over age ten, a bar or red flashing signal light is operational.

1. For pupils in grades K through 4, the following conditions shall be deemed hazardous:



- a) a lake, pond, stream, culvert, water-way, or bridge shall be deemed a hazard in the absence of a fence or other suitable barrier fixed between the pupil and the water;  
OR
  - b) any area adjacent to a roadway, sidewalk, or bridge, along a designated walking route to or from school and/or to or from a designated bus pick-up area, having a drop of three or more feet per four feet of travel length on either side of the established lanes, in the absence of a fence or other suitable barrier.
5. For pupils in grades K through 8, walking to or from school or the bus stop at any time prior to one-half hour before sunrise or any time one-half hour after sunset shall be deemed hazardous.
6. For all students, walking along any street, road, walkway, sidewalk, or path designated as a walking route that passes through an area that has a history of aggressive acts of molestation resulting in actual or threatened physical harm or moral degradation during the hours when pupils ordinarily walk to or from school shall be deemed hazardous.
7. It shall not be a “hazard” or “hazardous condition” for a pupil whose residence abuts a public street, road or highway to (1) wait for the bus on the private property where the pupil resides for the school bus, until the school bus’s flashing red lights are activated to stop traffic so that the student can enter onto or cross the public street, road or highway to get on a school bus; or (2) exit a school bus that is stopped on the public street, road or highway, when the bus’s flashing red lights are activated to stop traffic so that the pupil can enter onto or cross such street, road or highway to access the private property where the pupil resides.

#### Applicability and Exceptions

- 1. This policy is applicable to public roads approved and maintained by the municipality or state of Connecticut, or private roads approved for passage of school transportation vehicles in accordance with C.G.S. Section 10-220c.
- 2. Special Education pupils and pupils eligible for accommodations under Section 504 of the Rehabilitation Act shall be judged on an individual basis, and provided appropriate transportation.
- 3. The Superintendent of Schools may grant an exception to any guideline set forth in this policy where a peculiar condition or combination of conditions render such condition(s) a hazard based upon reasonable judgment, or where under the circumstances, other conditions exist under which the safety of students necessitates a variance from the guidelines within this policy.

## School Bus Safety

The safety and welfare of all students shall be the first consideration in all matters pertaining to student transportation. Students in each school shall be instructed in safe bus riding practices and emergency evacuation drills shall be conducted to thoroughly acquaint all students with the procedures in emergency situations, in accordance with state law and regulations.

## Complaint Procedure

1. All complaints concerning school transportation safety shall be made in writing to the Superintendent of Schools or designee. The Superintendent or designee shall maintain a written record of all such complaints, and shall conduct appropriate investigations of the allegations in a timely manner. The investigation shall include 1) the review of the complaint raised with appropriate personnel responsible for transportation of students and 2) the opportunity for the parent or other person making the complaint to meet with the Superintendent to discuss the complaint and any possible resolution thereof.
2. Annually, within thirty (30) business days of the end of the school year, the Superintendent of Schools or designee shall provide the Commissioner of Motor Vehicles ("Commissioner") with a copy of the written record of complaints received during the previous twelve (12) month period.
3. The Superintendent of Schools or designee shall make a written report of the circumstances of any accident within the Board's jurisdiction and knowledge, involving a motor vehicle and any pedestrian who is a student, which occurs at a designated school bus stop or in the immediate vicinity thereof, to the Commissioner within ten (10) business days thereafter on a form prescribed by the Commissioner.
4. If a complaint covered by Section 10-186 of the Connecticut General Statutes, is not resolved by the Superintendent, the Superintendent shall inform parent or guardian, or an emancipated minor or a pupil eighteen years of age or older, of his or her right to request a hearing regarding the complaint. Such hearing, if requested, shall be held in accordance with Section 10-186 of the Connecticut General Statutes, as it may be amended from time to time.

## Legal Reference:

### Connecticut General Statutes

10-186 Duties of local and regional boards of education re: school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission. Transfers.

10-187 Appeal from finding of hearing board

10-220 Duties of boards of education.

10-220c Transportation of children over private roads. Immunity from Liability.

10-221c Development of policy for reporting complaints regarding school transportation safety

10-273a Reimbursement for transportation to and from elementary and secondary

schools.

10-280a Transportation for students in non-profit private schools outside school district.

10-281 Transportation for pupils in nonprofit private schools within school district.

14-275 Equipment and color of school buses.

14-275b Transportation of mobility impaired students.

14-275c Regulations re: school buses and motor vehicles used to transport special education students.

Regulations of Connecticut State Agencies

14-275c-16 Pupil Instruction

ADOPTED: June 9, 2009

REVISED:

**P R O P O S E D**  
**BOARD OF EDUCATION MASTER AGENDA**  
**FEBRUARY 2021 THROUGH AUGUST 2021**  
**(Changes are in “Red”, “Bold”)**

**February 9th**

- Further Discussion and Approval of Proposed Board of Education 2021-2022 Budget
- Further Discussion and Possible Action on Proposed New Courses for Darien High School for the 2021-2022 School Year
- Darien Public Schools Status Update
- **Further Discussion and Action on Proposed Revisions to Board of Education Policies: 5275- Title IX of the Education Amendments of 1972 – Prohibition of Sex Discrimination and Sexual Harassment (Students); 4118- Prohibition of Sex Discrimination and Sexual Harassment in the Workplace (Personnel); 5200- Homeless Children and Youth; 5075- Physical Activity and Student Discipline; 5395- Transportation**
- **Further Discussion and Action on Board Master Agenda for February – August 2021**

**February 23rd**

- Update on Kindergarten Enrollment for 2021-2022
- Continued Review, Revision and Update of Board of Education Policies
- Discussion on January 2020-21 Financial Report and Possible Action on Proposed Budget Transfers
- **Update on Strategic Planning - (to be discussed at a special Board meeting, date to be determined)**

**March 10th, Wednesday**

- Presentation and Discussion on Darien High School Second Semester Enrollment Distribution Report – or March 23
- Update on Kindergarten Enrollment for 2021-2022
- Interim Progress Report on 2020-2021 Goals and Objectives

### **March 23rd**

- Presentation and Discussion on Darien High School Second Semester Enrollment Distribution Report – or March 10
- Discussion and Possible Action on Elementary Parent Conference Days for 2021-22 School Year – or April 27
- Discussion on February 2020-21 Financial Report and Possible Action on Proposed Budget Transfers
- Discussion and Possible Action on Establishing a date for Graduation

### **April 7th (Wednesday)**

- Further Discussion and Action on Establishing 2021 Darien High School Graduation Date
- Update on Kindergarten, Elementary, Middle School and High School Enrollment for 2021-2022
- Action on Non-Renewal of Certified Staff Working under One-Year Contracts and Long Term Substitutes – or April 27

### **April 27th**

- Action on Non-Renewal of Certified Staff Working under One-Year Contracts and Long Term Substitutes – or April 7
- Discussion on March 2020-21 Financial Report and Possible Action on Proposed Budget Transfers
- Update on Elementary Enrollment for 2021-2022 School Year
- Discussion and Possible Action on Elementary Parent Conference Days for 2021-22 School Year – or March 23

### **May 11th**

- Update and Discussion on Extended School Year Program
- Verbal Update on High School and Middle School Scheduling – or June 8

### **May 25th**

- First Reading and Discussion on 2022-2023 Darien School Calendar
- Discussion on April 2020-21 Financial Report and Possible Action on Proposed Budget Transfers
- Update on Enrollment for the 2021-2022 School Year

### **May 25th, cont.**

- Discussion and Possible Action on Revision of the FY2021-2022 Budget to Meet the Reduction Approved by the Board of Finance and the RTM – or June 8

### **June 8th**

- Superintendent's Citizenship Awards
- Recognition of DPS Retirees
- Report on High School College Acceptances and Awards; Profile on High School Class of 2021 and Post High School Plans
- Report on Senior Internship Project at Darien High School
- Update on District Enrollment for 2021-2022 School Year
- Report on DAEG Barbara Harrington Fund Awards
- Verbal Update on High School and Middle School Scheduling – or May 11
- Discussion and Possible Action on Revision of the FY2021-2022 Budget to Meet the Reduction Approved by the Board of Finance and the RTM – or May 25
- Further Discussion and Possible Action on 2022-2023 District School Calendar

### **June 22nd**

- Annual Progress Report on 2020-2021 Goals and Objectives
- Annual Report on Donations
- Update Master Agenda – February through August 2021 – or July 27
- Discussion on May 2020-21 Financial Report and Possible Action on Proposed Budget Transfers
- Update on Strategic Planning
- First Reading and Discussion on Proposed Schedule of 2021-2022 Regular Board of Education Meetings and Subcommittee Meetings
- **Program Review - Idea (Gifted)**

### **July , Special Meeting (date TBD)**

- Board Self-Evaluation
- Renewal of Superintendent's Contract
- **Review of Student Activities Fund**
- **Review of Reciprocal Agreement for Use of Facilities with the YMCA**
- **Success Strategies for Leadership Team Evaluation: Board of Education and Superintendent of Schools**

## **July 27th**

- First Reading and Discussion on Proposed District Goals for 2021-2022
- Further Discussion and Action on Proposed Schedule of 2021-2022 Regular Board of Education Meetings and Subcommittee Meetings
- Update on Enrollment for the 2021-22 School Year and Possible Action on Utilization of Budget Control
- Update Master Agenda – February through August 2021 – or June 22
- Discussion on June 2020-21 Financial Report and Possible Action on Proposed Budget Transfers - or August 24
- Update on the Fall Opening of Schools

## **August 24th**

- Verbal Update on Regular and Special Education Staffing for 2021-2022
- Discussion and Action on 2020-2021 Final Year End Financial Report – or September 14, 2021
- Discussion on June 2020-21 Financial Report and Possible Action on Proposed Budget Transfers – or July 27
- First Reading of Board Master Agenda for August 2021-January 2022 – or September 14, 2021
- Action on District Goals and Objectives for 2021-2022
- Update on Summer Facilities Projects
- Presentation and Possible Approval of Revised Facilities Use Fee Schedule
- Appointment of an Impartial Hearing Officer for Student Disciplinary Matters for the 2021-2022 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

nv  
1/6/21  
2/5/21

**PERSONNEL ACTION REPORT**

**February 9, 2021**

Item	Name	Action	Location/Position	Effective Date		Tenure Area	Certification Class/Step
				From	To		
Resignations and Retirements (Informational Only)							
1	James Coleman	Retirement	MMS/Special Education Teacher		1/29/2021		
2	Laura Carroll	Resignation	DHS/Math Teacher		6/30/2021		