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Board of Education
Darien, Connecticut

REVISED
REGULAR MEETING OF THE BOARD OF EDUCATION
TUESDAY, FEBRUARY 26, 2019
PLACE:
DARIEN PUBLIC SCHOOLS'
ADMINISTRATIVE OFFICES
MEETING ROOM
7:30 P.M.

TENTATIVE AGENDA

1. Call to Order..... Mrs. Tara Ochman 7:30 p.m.
2. Chairperson's Report..... Mrs. Tara Ochman
3. Public Comment*..... Mrs. Tara Ochman
4. Superintendent's Report..... Dr. Elliott Landon
5. Approval of Minutes..... Board of Education
6. Board Committee Reports..... Mrs. Tara Ochman
7. Presentations/Discussions
 - a. Curricula Update: Mathematics/.. Dr. Susie Da Silva
Science K-12
 - b. Discussion and Possible..... Dr. Elliott Landon/
Acceptance of Contemplated Mr. Richard Sadlon
Gift for Music Department

*Public Comments are limited to three minutes per individual and are designed to allow community members to inform the Darien Board of Education of their opinions and/or concerns. Where appropriate, community members are also encouraged to reach out to the school administration during regular school hours. There should be no expectation for dialogue on such public comments to take place at a regular public meeting, given that by law the Board may only discuss matters that are set forth on its agenda.

**REGULAR MEETING OF THE BOARD OF EDUCATION
TUESDAY, FEBRUARY 26, 2019**

7. Presentations/Discussions (cont.)

- c. Interim Progress Report on..... Dr. Elliott Landon/
2018-2019 District Goals and Dr. Susie Da Silva/
Objectives Ms. Shirley Klein/
Ms. Marjorie Cion/
Mr. Michael Feeney

- d. Discussion, Repeal of Board..... Ms. Marjorie Cion/
of Education Policy 4425 Mr. Michael J. Burke
"Administrative Regulations for
the Use and Disclosure of
Criminal Justice Information" and
Discussion and Possible Action
on Proposed Policy 4425
"Criminal History Record
Information (CHRI)
Proper Access, Use and
Dissemination Procedures"

- 8. Action Items
- a. Personnel Items..... Ms. Marjorie Cion
 - i. Appointments
 - ii. Resignations/Retirements

- 9. Public Comment*..... Mrs. Tara Ochman

- 10. Adjournment..... Mrs. Tara Ochman

EL:nv

*Public Comments are limited to three minutes per individual and are designed to allow community members to inform the Darien Board of Education of their opinions and/or concerns. Where appropriate, community members are also encouraged to reach out to the school administration during regular school hours. There should be no expectation for dialogue on such public comments to take place at a regular public meeting, given that by law the Board may only discuss matters that are set forth on its agenda.

APPROVED
REGULAR MEETING OF THE BOARD OF EDUCATION
Tuesday, January 22, 2019

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

BOARD MEMBERS PRESENT:

| | Brown | Burke | Dineen | McCammon | McNamara | Maroney | Ochman | Ritchie | Stein |
|---------|-------|-------|--------|----------|----------|---------|--------|---------|-------|
| Present | X | X | X | X | X | X | X | X | X |
| Absent | | | | | | | | | |

ADMINISTRATION PRESENT:

Dr. Landon, Dr. Da Silva, Ms. Klein, Ms. Cion and Mr. Feeney

AUDIENCE: Approximately 25

- | | |
|-------------------------------------|--|
| 1. Call to Order | Mrs. Tara B. Ochman, Chair, at 7:45 p.m. (0:00) |
| 2. Chairperson's Report | Mrs. Ochman, Chair, at 7:45 p.m. (0:00) |
| 3. Public Comment | Mrs. Ochman, Chair, at 7:45 p.m. (0:00) |
| 4. Superintendent's Report | Dr. Elliott Landon at 7:45 p.m. (0:00) |
| 5. Approval of Minutes (attachment) | Board of Education at 7:45 p.m. (0:00) |

MOTION TO APPROVE THE MINUTES OF THE SPECIAL MEETING AND EXECUTIVE SESSION OF THE BOARD OF EDUCATION HELD ON TUESDAY, JANUARY 8, 2019:

1st Ms. Ritchie

2ND Mr. Burke

| | Brown | Burke | Dineen | McCammon | McNamara | Maroney | Ochman | Ritchie | Stein |
|---------|-------|-------|--------|----------|----------|---------|--------|---------|-------|
| Yes | X | X | X | X | X | X | X | X | X |
| No | | | | | | | | | |
| Abstain | | | | | | | | | |

RESULT - MOTION PASSED (9-0-0)

MOTION TO APPROVE THE MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION HELD ON TUESDAY, JANUARY 8, 2019:

1st Mr. Maroney

2ND Mr. Dineen

| | Brown | Burke | Dineen | McCammon | McNamara | Maroney | Ochman | Ritchie | Stein |
|-----|-------|-------|--------|----------|----------|---------|--------|---------|-------|
| Yes | X | X | X | X | X | X | X | X | X |

| | | | | | | | | | |
|---------|--|--|--|--|--|--|--|--|--|
| No | | | | | | | | | |
| Abstain | | | | | | | | | |

RESULT - MOTION PASSED (9-0-0)

MOTION TO APPROVE THE MINUTES OF THE SPECIAL MEETING OF THE BOARD OF EDUCATION HELD ON TUESDAY, JANUARY 15, 2019:

1st Mr. Maroney

2ND Mr. Burke

| | Brown | Burke | Dineen | McCammon | McNamara | Maroney | Ochman | Ritchie | Stein |
|---------|-------|-------|--------|----------|----------|---------|--------|---------|-------|
| Yes | X | X | X | X | X | X | X | X | X |
| No | | | | | | | | | |
| Abstain | | | | | | | | | |

RESULT - MOTION PASSED (9-0-0)

6. Board Committee Reports

Mrs. Ochman, Chair,
at 7:46 p.m. (0:01)

PRESENTATIONS AND DISCUSSIONS

7. Presentations/Discussions:

a. Presentation of Proposed
New Courses for Darien High
School for the 2019-2020
School Year

Dr. Susie Da Silva/
Mrs. Ellen Dunn
at 7:46 p.m. (0:01)

b. Report on Enhancements of
Technology and Computer
Education Courses at Middlesex
Middle School

Dr. Susie Da Silva
at 8:11 p.m. (0:26)

c. Follow Up Discussion on
Unfinished Business and
Possible Modifications to
2019-2020 Proposed Board
of Education Budget

Dr. Elliott Landon
at 8:18 p.m. (0:33)

d. Further Discussion and
Possible Action on Board
Master Agenda - February
through August 2019

Dr. Elliott Landon/
at 9:50 p.m. (2:05)

MOTION TO APPROVE THE MASTER AGENDA - FEBRUARY THROUGH AUGUST 2019:

1st Ms. Ritchie

2ND Mr. Burke

| | Brown | Burke | Dineen | McCammon | McNamara | Maroney | Ochman | Ritchie | Stein |
|---------|-------|-------|--------|----------|----------|---------|--------|---------|-------|
| Yes | X | X | X | X | X | X | X | X | X |
| No | | | | | | | | | |
| Abstain | | | | | | | | | |

RESULT - MOTION PASSED (9-0-0)

9. Public Comment

Mrs. Ochman, Chair,
at 9:55 p.m. (2:10)

10. Adjournment

Mrs. Ochman, Chair,
at 9:55 p.m. (2:10)

MOTION TO ADJOURN:

1st Mr. Dineen

2nd Ms. Stein

| | Brown | Burke | Dineen | McCammon | McNamara | Maroney | Ochman | Ritchie | Stein |
|---------|-------|-------|--------|----------|----------|---------|--------|---------|-------|
| Yes | X | X | X | X | X | X | X | X | X |
| No | | | | | | | | | |
| Abstain | | | | | | | | | |

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

Meeting adjourned at 9:55 p.m. (2:10)

Respectfully Submitted,

Kathrine Stein,
Secretary

APPROVED
SPECIAL MEETING OF THE BOARD OF EDUCATION
Tuesday, January 29, 2019

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

BOARD MEMBERS PRESENT:

| | Brown | Burke | Dineen | McCammon | McNamara | Maroney | Ochman | Ritchie | Stein |
|---------|-------|-------|--------|----------|----------|---------|--------|---------|-------|
| Present | X | X | X | X | X | X | X | X | X |
| Absent | | | | | | | | | |

ADMINISTRATION PRESENT:

Dr. Landon, Dr. Da Silva, Ms. Klein, and Ms. Cion

AUDIENCE: Approximately 75

1. Call to Order Mrs. Tara B. Ochman, Chair,
at 7:02 p.m. (0:00)

2. Public Hearing on 2019-2020 Mrs. Tara B. Ochman
at 7:02 p.m. (0:00)
Superintendent's Proposed
Budget

Speakers

1. Julie Best 38 Red Rose Circle/ Sara Parent 227 Hollow Tree Ridge Road CDSP
2. Leila Buckjune 12 Dubois Street/ Michele Treacy 13 Dubois Street CDSP
3. Anne Fox 1741 Post Road CDSP
4. Renee Bae 11 Sunswyck Road CDSP
5. Amy Daniels 94 Old Kings Highway South
6. Doreen Godfrey 1 Red Mill Lane
7. Michael Mullin 8 Nickerson Lane
8. Carl Altoe 36 Coachlamp Lane
9. Alex Hall 14 Chester Road
10. Kadi Lublin 24 Maplewood Drive
11. John Long 400 Mansfield Avenue
12. Samantha Gault 46 Birch Road
13. Amy Zerbe 9 Morehouse Drive
14. Lisa Cerussi 12 Rings End road
15. Kelly DuPont 55 Allwood Road SEPAC
16. Joslyn Delancey DEA President
17. Nick Giotis 10 Ward Lane DHS Swim and Dive
18. Pragnun Sharma 137 Hollow Tree Ridge Road DHS Swim and Dive
19. Connor Zelinski 28 Oakshade Avenue DHS Swim and Dive
20. Mike Murray 11 Miles Road
21. Brian Stobbie 1 Salt Box Lane

3. Further Review of 2019-2020
Superintendent's Proposed Budget

Mrs. Tara B. Ochman
at 8:04 p.m. (1:02)

4. Discussion of Proposed
Legislation SB-454 and
SB-457

Mrs. Tara B. Ochman
at 9:00 p.m. (1:58)

5. Adjournment

Mrs. Tara B. Ochman
at 9:09 p.m. (2:07)

MOTION TO ADJOURN:

1st Mr. Burke

2nd Mr. Maroney

| | Brown | Burke | Dineen | McCammon | McNamara | Maroney | Ochman | Ritchie | Stein |
|---------|-------|-------|--------|----------|----------|---------|--------|---------|-------|
| Yes | X | X | X | X | X | X | X | X | X |
| No | | | | | | | | | |
| Abstain | | | | | | | | | |

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

Meeting adjourned at 9:09 pm (2:07)

Respectfully Submitted,

Kathrine Stein,
Secretary



Council of Darien School Parents P.O. Box 2643, Darien, CT 06820

Good evening. I am Julie Best. I live at 38 Red Rose Circle. I have three children; two at the middle school and one at Tokeneke. I am Sara Parent. I live at 227 Hollow Tree Ridge Road. I have two children; both at Holmes. We are the co-chairs of CDSP, the Council of Darien School Parents.

We wanted to start off by expressing our appreciation to the Board of Education for the extraordinary time and effort they put into helping to make our schools better for all children. We also want to thank Dr. Landon for leading our schools through this time of transition. We know how lucky we are to have him at the helm this year.

We also want to acknowledge some great progress in a few areas:

- Congratulations on the successful completion of the DHS cafeteria project. It was definitely not an easy process, but we recently attended the ribbon cutting and were impressed by the finished product. The whole high school community will no doubt enjoy and benefit from this multi-functional space now, and for many years into the future.
- Thank you for continuing to invest in the professional development of our teachers, for continuing to build on the success of Fitch Academy; for getting the new Ox Ridge School project underway; and for your focus on security so that our students are as safe as possible at all times.

On to the real reason we are here tonight; the 2019-20 budget. We thank Dr. Landon and his team for what we believe to be a lean and fiscally

responsible budget. Uncertain financial times and challenges within our state demand that we take care not to overburden our town and our tax payers. At the same time, our ever-changing world and the evolving needs of our students are of paramount concern. We believe that this budget is cognizant of both.

While you will hear later tonight from other CDSP members voicing support for the four additional elementary psychologists as well as the additional Guidance Counselor at Middlesex, we wanted to highlight a few things in regards to these additional hires:

- For those children in crisis and all the others who are struggling or suffering right beside them, the need for added support is urgent.
- For the teachers who don't have the tools and training to handle situations they are facing everyday, which disrupt their classrooms or leave their students unavailable to learn, the need for added support is urgent.
- For all of our children, whether they are in Special Education, General Education and/or the Gifted Program, who are facing personal, social and societal pressures, we must identify issues and manage them as early in the child's development as possible. The need for added support to make this happen, is urgent.

We implore you to recognize this urgency and approve the additional four elementary school psychologists. The time is now. The number is four, not two. The rationale for two full-time psychologists in each elementary school has been clearly laid out by the administration. The need for two full time psychologists in each school was unquestionably explained by all five elementary school principals. We have heard repeatedly that any other model would not be best practice and would not provide the support that is needed in our elementary schools. Simply put, it would not be money well-spent.

Thank you for supporting the additional guidance counselor at Middlesex. With two dedicated counselors per grade, this will allow for continuity of services across all grade levels at the middle school.

You will also hear tonight from a CDSP member addressing our facilities needs and concerns. While we have written a new speech for tonight, we honestly could have just dusted off an old one and it would still be perfectly applicable. Parents are frustrated that our facilities issues are not being addressed in a timely manner. To be perfectly honest, in a town that supposedly prides itself on a top-notch school system, our facilities are embarrassing. It is simply unacceptable.

Finally, we must take time to thank our fellow CDSP members for their work and dedication to this process and to their schools. Thank you to the Board for the opportunity to speak tonight. The Council of Darien School Parents is in full support of this budget tonight as we believe it supports all learners and allows for an excellent education of all students in Darien.

1/29/19

not
a budget
speech



Council of Darien School Parents P.O. Box 2643, Darien, CT 06820

Good evening. I am Leila Buckjune. I live at 12 Dubois St. and have two children; one at Middlesex and one at Hindley. I am Michele Treacy. I live at 13 Dubois St. and also have one child at Middlesex and one child at Hindley. We are the Budget Chairs of CDSP.

We would like to say thank you for what we believe to be a fiscally responsible budget which will allow Darien to continue its tradition of excellence in education. We appreciate the time and energy required from the many people involved in creating and analyzing this budget.

Throughout this year's process, we have had many questions and concerns from parents and would like to share them with you now.

As we look to future budgets, there are several areas we'd like to see the Board consider in greater detail, with an eye toward improving overall **Transparency and Accountability**.

- Regarding **Safety**: We would like more discussion on our overall school security. We believe that safety is a top priority for the Board, and we understand that you can not share all the details of the plans and provisions. However, we would like information presented to parents to illustrate that your security plan is deliberate, thoughtful and future-focused.
- There is a proposed cut to **Budget Control** on the table: We ask you to tread lightly here. If you reduce the budget to this year's number, what happens if an additional section breaks and another teacher is needed? Can you ensure that the money would be found before violating our class-size policy?

- On the subject of **Athletics**: We find that, among parents, there is a lack of understanding around policy and procedures. We are hearing a lot of questions, such as: what is the philosophy around cut or no cut? When do we add or cut a coach? What is the threshold for creating and/or disbanding a team? Who should pay for what? What are the responsibilities of the Assistant Athletic Director? Darien High School Clubs & Councils go through a very thorough and clearly defined vetting process, and yet they make up a very small piece of the budget as compared to athletics. It is time to impose some clear guidelines and improve the overall transparency of the procedures for our high school athletics. It is time for a real discussion about Darien's athletic program and its funding.
- We would like to address the idea of **Open Gov**: This idea keeps surfacing as means to improve transparency around the Board of Education spending. We are not certain if it should be a priority; however the school budget represents over 75% of the total tax bill for a Darien household. We would like to ask that the Board engage in a public discussion on the idea of Open Gov and therefore, we ask that it be included as part of the next Objectives & Initiatives conversation.
- Hand in hand with transparency are **metrics and accountability**. Year after year, we ask for performance metrics to quantify the relative success of initiatives undertaken by the district in previous years. For example, how has the 1:1 initiative changed instruction and learning? What positive or negative changes have you seen? How much school-related screen time are children exposed to and what are the implications of that? What are the instructional advantages of the 1:1 model?

We would like the same feedback on the Department Chairs. Have you been able to assess consistency within a department? How are common exams affecting children at DHS? How are we monitoring

and responding to teacher fidelity to curriculum? Are students and parents reporting improvements?

Budget initiatives are costly. And each time we propose a new one, it is even more important to be able to gauge the successes of past initiatives.

Thank you very much for your time and attention.



Council of Darien School Parents P.O. Box 2643, Darien, CT 06820

Good evening. My name is Anne Fox. I live at 1741 Boston Post Road. I have three children: two at Middlesex and one at Hindley. Tonight I am speaking on behalf of the CDSP about our district's facilities.

First, we want to thank the Board for their time and effort to improve the high school cafeteria. The new space is a much needed change. We are also grateful to Dr. Landon for presenting the proposal to update the electrical panels at Hindley, Holmes and Royle. Parents have been asking for air conditioning in all classrooms for years. We are thrilled that the district has finally addressed this issue.

We must also thank Mike Lynch for his incredible expertise and leadership. He and his team are to be commended for what they do each day within their limited budget.

In 2016, KG&D architects presented the Board with a comprehensive facilities Master Plan for our district which focused on three priorities: the elimination of portables, centrally locating ELP and addressing the urgent needs of Ox Ridge school. We are pleased to see the process of rebuilding Ox Ridge and centralizing ELP is underway. We hope the members of the newly formed building committee will work as quickly and efficiently as possible to develop a plan for a school with an eye towards the future.

However, major concerns remain: specifically the portables and the overall maintenance of our aging buildings. We encourage the district and Board to **faithfully** adhere to the recommendations in the Building Conditions Survey conducted two years ago. We are concerned that the proposed capital items do not adhere to the timeline of projects recommended in the survey.

According to the district's website, the last meeting of the Board's Facilities Committee was over a year ago on December 17, 2017. We understand there was great effort put into the cafeteria and Ox Ridge since then, but we don't understand why the discussion of the remaining items in the Master Plan, including removing the portables and adjusting the traffic patterns, has ceased.

There are still 14 portables in use in Darien. They are not energy efficient and difficult to secure. In our post-Sandy Hook world, security cannot be optimized when children are outside the walls of the school. Children move between the school and the portables numerous times per day, often without an adult. On a regular basis, children get locked out as they return from portables to the main school building.

Darien parents have asked the Board to remove the portables at every public hearing for at least the past 5 years. The Board has heard parents' express their frustration and concern and yet little has been done. There has been no meaningful conversation or action from the Board to remove the portables from Darien schools. We are asking for a timeline on when the portables will be removed. This is simply unacceptable. Our children deserve to be safe.

Lastly, the Board has repeatedly heard parents' concerns about the traffic patterns at our schools, primarily at drop off and pick up times. Any of our principals can provide examples of near misses in parking lots, involving both pedestrians and other cars. Like the issue of portables, it seems that this issue is not getting the attention it deserves.

There is long list of things to be proud of in our Darien school system. It's time to make our facilities-- all of them-- part of that list. We urge the Board to make these buildings, and our children's safety, their top priority. Thank you



Council for Darien School Parents P.O. Box 2643, Darien, CT 06820

My name is Renee Bea, I live at 11 Sunswyck Road, and am here to speak on behalf of the Council for Darien School Parents to urge the Board of Education to approve the addition of four psychologists at our elementary schools. We want to thank the Board for supporting the recommendation of the additional guidance counselor at the middle school. We believe that this addition, if combined with the four additional psychologists, will work to address the mental health needs of all of our students.

The [Child Mind Institute](#) reports that half of all mental illness occurs before the age of 14, with the onset of anxiety disorders at a median age of 6. The world today is not easy for our children. Close to twenty years ago, the No Child Left Behind Act effectively brought first grade curriculum into Kindergarten, significantly lessening the time available for unstructured play and for our youngest learners. Internet use was in its infancy and the Columbine massacre shocked the country. Google was brand new. Facebook and Instagram did not exist. Since then, social interaction has been intensified by the ever present internet and sadly, school shootings are now routine.

One of the district's 2018-2019 goals is to "[s]upport students in being productive citizens and practicing healthy behaviors through a Whole School, Whole Community, Whole Child Model." A growing body of evidence, culminating in a major [report](#) released two weeks ago by the Aspen Institute's Commission on Social, Emotional and Academic Development, confirms this goal and confirms that cognitive, social, and emotional development are inextricably linked. Children with more developed social and emotional skills are more adept at paying attention, setting goals, persevering, thinking critically, and problem solving. Their grades, graduation rates, and post-secondary outcomes improve.

A second, full time psychologist in all five elementary schools is the most efficient and effective way to address the currently unmet mental health issues presenting in our elementary schools. Our schools could finally be in a position to be proactive in serving all students by educating the whole student, meeting students' emotional needs, and implementing the social emotional curriculum currently being developed by the administration. Issues would be caught early, preventing them from becoming crises, and children could learn to be empathetic towards their struggling peers. The additional resource would also ensure follow up and consistent tracking of students.

These issues affect all of our children. A child in crisis impacts the entire classroom and school community. Our teachers, who currently shoulder the burden of managing behavioral issues and children in crisis on the front line, do not have the skills or experience to manage every situation effectively. A psychologist who is available to our teachers and students would be able to step in and help so that classrooms can return to being a place where teachers can teach and students can learn.

Investing in our students' mental health is not about parents abdicating responsibility. Our schools are mandated to teach social emotional skills. At present they simply do not have the resources to implement that mandate. Moreover, parents do not necessarily have the skill set to address the issues we are seeing. A second psychologist could help the district deliver on its goal to be a community resource on education and clinical topics, working in partnership with teachers and families to address these issues in our schools.

Approving the addition of a psychologist at each of our elementary schools and the addition of the guidance counselor at Middlesex will not only benefit all of our students, and staff but it will also benefit our community as Darien continues its tradition of excellence in education.

Remarks by Amy Daniels

Good evening. My name is Amy Daniels and I live at 94 Old Kings Highway South.

I want to start by thanking the Board for your time and hard work on behalf of all of the students in Darien. You each sacrifice so much and you're all superheroes in my book!

I am the co-chair of the Tokeneke PTO as well as the Director of Strategic Marketing for Greenwich Education Group. As part of my role, I oversee the marketing for three private day schools, including The Spire School, a therapeutic day school that is a resource for many local school districts, including Darien, for Out-of-District placement of students in grades 6 through 12. The students that come to Spire are often frustrated, avoidant, lacking confidence, and reluctant to engage and to take risks when they arrive. Anxiety, depression, bullying, school avoidance, or self-harming behaviors have made school an unhappy place for them. Their social-emotional challenges have made them unable and unavailable to learn in a traditional setting. By integrating life coaches that are trained therapists into their daily school experience, Spire students are able to reengage and rediscover their love of learning.

I am not suggesting that Darien needs to implement this model. However, I do believe that the addition of these psychologists will provide EVERY student, and not just those receiving special education services, with social-emotional resources and support. I believe additional school psychologists combined with the planned roll-out of the Social-Emotional Learning curriculum will over time result in fewer kids from our district needing a school like Spire.

Last week, my company leaders were in a meeting with the head of Pupil Services from a Lower Fairfield County school district. When asked the biggest trend she's seeing in her District, her response was mental health at the elementary level. Anxiety, depression and self-harm. Things like 3rd and 4th graders cutting themselves. It's appalling and unthinkable, yet it's happening. This issue is not unique to Darien and, unfortunately, parent intervention alone is not going to solve it.

The Board is familiar with the cost of adding these psychologists. In closing, I ask the Board to consider the long-term costs of NOT adding them. The cost of diluting each dollar we put into the education of our children because many students are coming to school unavailable to learn due to whatever issues they are struggling with. The cost and implications of one child distracting from every student in class due to his or her disruptive or withdrawn behavior and our teachers' inability to provide the scaffolding needed to address it. The cost of teacher absenteeism and the related substitute teacher budgetary implications, which we've heard are higher in Darien than elsewhere. By not having students' mental health issues identified and addressed early on, something that could have been managed and mitigated ends up being exacerbated. Some of these kids could likely end up with a District outplacement to a school like Spire, with tuition around \$70k per year.

And yet, the biggest cost of not adding these psychologists cannot be measured financially. Many of our elementary kids are unhappy. They are anxious. They are depressed. They are hurting. You're hearing it firsthand from our principals and administrators.

What are we saying as a school district-- and as a community-- if we put success, performance, and "winning" above the health and happiness of our youngest students? What is the cost associated with that?

Doreen Godfrey - Board of Education Speech:

"I'm not good enough"

"I can't do this" ☹

"I'm not getting it so I want to quit"

"I don't want to make a mistake"

These are the statements I hear every week coming from children ages 5-8. I stand before you today as a mother of three elementary school age girls, the co-chair of the Tokeneke PTO and a small business owner in town. As co-owner of DL Studio in town, I teach dance to over 300 children ages 4-15 with the vast majority of these families residing in Darien. These three roles position me to offer a unique perspective on the different challenges that our children are facing growing up here.

I think most of us, if not all, can agree that the current state of our nation and society make the challenge of raising children a particularly fearful one. We are not dealing with what you and I or our parents dealt with as kids. Adolescent depression and anxiety have skyrocketed since the advent of the "smart phone". But this didn't happen overnight. Could this be a parenting issue? Yes, it could be. Could this be a social media issue? Absolutely. But if a psychologist can help with both sides of the coin then there is no question that the addition of another one in our schools is a necessity. The pressures of social media coupled with trying to keep up with friends and peers in sports, academics and activities ...it's a lot. This is tough time to be a kid!

To most of our students their favorite part of class is when they can "freestyle" dance at the end of class. When we first started the business a few years ago it was just one child at the back of the room, but now in every class there are a handful that just stand there frozen. When asked why they aren't moving they say "I don't want to do the wrong thing" or "I'm afraid I'm going to lose". My partner and I are baffled by it, because there is no wrong thing and there is nothing to lose. To my own child having the most silent piano lesson known to man because she was afraid to press the wrong keys so she pressed none at all! These societal pressures are paralyzing our children with fear.

Children need someone to talk to other than parents and teachers to guide them and give them the tools to understand their emotions, verbalize their stress and identify what is causing it. By the time they reach middle school I have seen these issues become so deep-seeded that they do not know how to function in a classroom of their peers because they are stricken with anxiety.

I could go on and on about this, for as a parent and teacher it is a topic I'm particularly passionate about. Unfortunately, I've only have three minutes. Suffice to say, I support the increase in the school budget and I think the need for four additional school psychologists is nothing short of a necessity. Let's do all we can to arm our children with the tools necessary to navigate an extraordinarily difficult time to be a child. We are doing a disservice to US ALL if we do anything to the contrary!

****INSERT THUNDEROUS APPLAUSE HERE****

1/29/19

Speech to Board of Education supporting the addition of 4 elementary based school psychologists.

Alexandra Hall, 14 Chester Road

Good evening to members of the Administration and members of the Board. Thank you very much for taking the time to listen during such a rigorous and busy budget season. I stand before you to show my unequivocal support for the hire of 4 full-time elementary-based psychologists. Anxiety and stress in school is not new and while the need has been there for many years, we have not proactively sought these positions until now. Now is the time. Darien has an amazing reputation as a school district for it's academics and sports, however, the school system will not be able to sustain this high level of excellence and competition without the very fundamentals of its students feeling wholesome and psychologically nourished. Of course, parents play an enormous role in teaching and navigating their children on a daily basis. These new positions are not meant to dilute the efforts of parents, nor should they ever. However, it is undeniable that the current education system is becoming increasingly challenged with the need for more mental health resources in our schools.

As you know, our current psychologists are dealing with schedules so full they have become almost inaccessible. PPT/504 requirements, team meetings, counseling with parents, consultations, counseling and/or support for kids with real-life trauma, general education issues, kids with school avoidance issues, consults with classroom teachers on managing behaviors, testing/reporting for children who are referred - these are just a few of the responsibilities for just one psychologist in each school of approximately 450 students. Approving these hires would certainly aid in managing these responsibilities while facilitating a more proactive environment.

To conclude, these are different times we live in. Anxiety and social issues and pressures have always percolated in school, however, transparency and conversation around such issues was nowhere near where it is today. This is a non-stop, hyper-stimulating, wired world we live in. Currently, presentations on anxiety, followed by ADHD, continue to draw the greatest numbers of parents and educators when it comes to programming, so we all know it is something that is of great concern to many. And let it be clear, this is not just about Special Education. Psychologists have a trained eye and ear to address so many of the more fearful, intangible mental needs of our students. I implore you to consider these proposed hires in order to increase the psychological and behavioral support to our younger students. This would help to ensure and enhance Darien's ongoing reputation for it's commitment to our schools. Thank you.

1/29/19

The mental health of our students is not secondary to education. Strong mental health is necessary in order for students to learn effectively. The Board of Education, the administration and the Darien community at large continuously invest in education, athletics and the arts for our children. In Darien, and throughout the rest of the country, the number of students with mental health issues has grown exponentially into an epidemic over the last several years. Unfortunately, like many other communities across our country, our school system is struggling to address this problem. In addition to the pressures created by our town's intense academic and athletic environment, students today have to contend with the realities of active shooter drills, lock-down drills, and societal pressures stemming from a globally connected, never-sleeping, world. It is time that investment in our students' mental health moves to the forefront.

Mental health distress is not something found only in upper schools. Academic and social anxiety, school avoidance and disruptive behaviors are all too common amongst our youngest students. These issues are present in Special Education, General Education and Gifted elementary classrooms and they require professional support for both our children and our staff. Sadly, our current resources do not have the capacity to meet these needs. Every student in the Darien Public Schools deserves to have access to the support necessary for them to be a successful, whole person.

While our district is working towards a well-thought out social-emotional curriculum, it simply cannot be implemented without the correct number of mental health professionals in our schools. Currently, the majority of our elementary psychologists' time is taken by mandated IEP meetings. There is limited time available for other students who need support. With additional staff, the schools can proactively help students, families and staff by identifying mental health issues and teaching skills that will move our children from coping to thriving. A shared or part time model will not work. These professionals need to be available in the school five days a week, where our students spend the majority of their time.

Our kids are struggling. Adding these additional four FTEs is the right thing to do. It is our job as responsible citizens – parents, educators, and board members - to ensure the next generation is able to succeed and flourish.

Kadiatu M. Lublin, 24 Maplewood Drive

1/29/19

January 29, 2018

John Long

400 Mansfield Avenue

Elementary School District – Ox Ridge

Dear School Board Members:

I support the budget and want to specifically speak to the addition of the four psychologists to the elementary schools.

We are currently understaffed and not fulfilling our obligation to support the full needs of all students.

Research shows early intervention is critical in preventing escalation of smaller mental health issues and decreasing the ultimate economic and social costs on our community.

I'm going to read off some statistics from the Center For Disease Control

According to the CDC, nearly 1 in 5 children age 3-17 have a mental, emotional or behavioral disorder like anxiety, depression, adhd, etc.

Furthermore, the percentage of children aged 6-17 suffering from depression or anxiety has increased from 5.4% in 2003 to over 8% a decade later. (Journal of Pediatrics – 2018).

I think we can all agree that children are growing up faster as they have different access to stimuli and information than many of us did when we were in elementary school. With this expedited mental maturity come bumps in the road and, we, as a community would be well served to establish proper levels of support.

Thanks for your time.

1/29/19

My name is Samantha Gault. I live at 46 Birch Road. My husband and I have lived in Darien for nine years, and while I have worked in private schools in Greenwich and New York City for thirteen years now, it was always our expectation that our children would attend public school here. My son William started Kindergarten at Ox Ridge in August.

And five months later, I feel like Darien public schools have let us down.

I was told they would be ready for my son. So, I put him on the bus and waved goodbye. I had no concerns for him. He was so ready. I naively believed that kindergarten would be fun. He and I were both excited for the adventure of the bus and the new friends and the learning. As I said, I am a teacher, and my son was the ideal student, as most five-year-olds naturally are. Eager to please. Confident. Endlessly curious. Eager to make connections – with his peers and with his world. It took about a week of school to put him in his place.

A fever sore broke out on his lip from the stress of, as he would tell me before he went to bed at night, “not knowing everyone’s names” or “feeling dopey.” It didn’t help that an older boy on the bus subsequently called him booger dude. From there all of his energy went not toward learning or enjoying but rather toward managing his environment. Figuring out whom he could trust and how our system works.

There is very little joy as he goes off to school in the morning. He is emotionally exhausted.

Returning to school after winter break, I watched him in his own world, taking deep breaths as he waited for the bus: “focus, William, focus.”

One day early in the year he simply ran away from the bus in protest. When I drove him, it took AN HOUR of our wonderful and overworked Ox Ridge psychologist Annie Farson’s time to coax him inside and help him unpack his anxieties.

My son is not unique. He is like every other five or six-year-old in our schools who needs more love and more attention. More people letting him know they are glad he came to school. More people present in his day to answer his questions and encourage him to ask more. More people with whom to share stories about his weekend. More people present to validate his feelings, let him know that he is human.

When we give our children this attention, they pass it on. They take joy in each other’s presence, inquire about each other’s weekends. They recognize each other’s vulnerabilities as human. They treat each other with a little more kindness and a little more respect. We must do better at encouraging and modeling healthy relationships for our kids.

We can do these things at home, of course, but it is not enough. I put my son on the bus at 8:25a (because I have to on the days I go to work, and on the days I don’t, he is so afraid of breaking out of his routine that he will not let me drive him), and I do not see him again until 3:55. Seven and a half hours is a long day.

I would like to believe that those are quality hours our children spend at school. That they are hours in which our children feel safe enough, confident enough, and happy enough that learning happens in the way it should: joyfully, collaboratively, naturally.

I know from working in schools myself that it takes a lot of hard work on the part of a lot of dedicated adults to cultivate the kind of learning environment I dream of for our children.

At Ox Ridge Luke Forshaw, Christina Ulreich, Annie Farson, and others are doing that work. They need more support. Staffing an additional school psychologist at each of our elementary schools is an important step in the right direction.

Before I close, I would like to thank Dr. Forshaw, Ms. Ulreich, and Dr. Farson for everything they have done to let William know that he is part of a community that cares about him. I hope the board will do what it can to send him – and all of our children – that message as well.

1/29/19

Good evening. I'm Amy Zerbe, and I live at 9 Morehouse Dr. I have a seventh grader at Middlesex, and a freshman at the high school.

I'd like to thank the Board of Ed for holding this forum for public comment. I'd especially like to thank the district administration for the proposed mental health initiatives, which our district desperately needs.

I support the proposed additional guidance counselor at Middlesex. We have been asking for an additional counselor for years. Six guidance counselors will enable the school to establish an affective social and emotional learning program.

We have heard that our students need to learn resilience. Unfortunately, I have seen students move in the opposite direction. In recent years, suicide and self-harm have dramatically increased among our adolescents. According to the CDC, self-harm among 10-14 year old girls has tripled from 2009 to 2017; those are our 4th through 9th grade girls. In a July 2018 article, the *New York Times* stated that 18% of our adolescents have engaged in self-harm.

Researchers have suggested that we look at this phenomenon as a public health problem. Our schools need to be proactive in combatting these issues, but it has been practically impossible because our counselors are increasingly overburdened with meetings and student crises.

I would also like to comment on the proposed athletics budget. I oppose the changes brought up for discussion during the January 22nd Board of Ed meeting regarding payments for off-site athletics practices. For years, the Board of Ed has been discussing the financing arrangements for teams that practice off-site, with no resolution. I request that you not change the payments in the proposed budget. Rather, at some point in the near future, I recommend that you establish definitive guidelines or a policy regarding financing for off-site athletics practices. I think that all parties would find that useful.

Thank you.

1/29/19

My name is Lisa Cerussi, I live at 12 Rings End Road, and I am here tonight to support the District's budget and ask the Board of Education to approve the addition of four school psychologists at our elementary schools and a middle school guidance counselor.

Our district is in need of psychologists and guidance support to effectively counsel the current and evolving needs of our students, and implement the Social Emotional Learning initiative that our Administration has developed. It is our hope that early intervention at the elementary and middle school levels will not only help the children who are in need of support today, but also provide them with the coping skills to access the curriculum and face the challenges of high school and beyond.

Psychological and guidance counseling is available to any student in need of emotional or behavioral support.... our athletic students, gifted students, music students, students with disabilities and any student who is having a bad day.

Darien parents are very aware of their children's mental health needs and many seek private therapy for social, emotional and psychiatric support. But our children also need the support of trained school professionals to help them navigate their day in our classrooms.

We provide our students with excellent teachers, technology, music programs, sports fields, unique enrichment programs and new or improved facilities. But if our students cannot attend school with a healthy mind, then all of our efforts fall short. Imagine, if we can help our emotionally fragile students confidently access the curriculum, play sports on our beautiful athletic fields, perform in one of our auditoriums, join their friends in the cafeteria, attend a class trip or represent our district at the Quiz Bowl. Imagine the success of all of our students, if our teachers can deliver an uninterrupted day of instruction to fully engaged students.

An effective Social Emotion Learning program will also provide all children with the tools and words to help their classmates who are struggling. Imagine a school environment where our children can develop empathy and compassion to say a kind word to a classmate in distress, or have the strength to find a teacher if they sense a friend is engaging in self-harm or risky behaviors.

We are fortunate to have a dedicated group of administrators who have developed a budget that addresses the current needs of our students. Each line item is important and necessary. But the emotional support of our students should be our primary focus now and always. The addition of four psychologists and a guidance counselor cannot wait until our next budget season.

Thank you for listening. I appreciate your time and dedication to our schools and to our children.

1/29/19

I'm Jamie Zionic, speaking on behalf of the Darien Special Education Parent Advisory Committee (SEPAC). Thank you for your time and service during this lengthy budget cycle.

We not only ask the Board of Education to approve the addition of four psychologists, but also, to align these hires with the full implementation of Social Emotional Learning, SRBI for behavior and Dialectical Behavior Therapy, as outlined in our district goals. School and after school programming should be accessible to all students, as set out in the SEL model. At our schools, many children can't participate in afterschool programs because ADA accommodations aren't being provided. New hires are not enough, all teachers need to be trained in non-physical ways to support and positively incentivize students. Please don't allow force and exclusion to remain part of our social behavioral model.

We strongly support increasing BOE updates on general and special education support services to at least twice per year in order to monitor progress toward district goals. Please consider re-establishing a BOE sub-committee in this area to provide better understanding for all stakeholders and to minimize the need for lengthy BOE meetings.

I'm Kelly Dupont, speaking on behalf of the Special Education Parent Advisory Committee (SEPAC). The addition of a guidance counselor at Middlesex would provide two counselors per grade level to support the middle school model. This allows for increased and consistent participation in grade level/color team meetings for students -- and counselors would no longer need to be split across teams. Middlesex's guidance department's per student caseload average would decrease from 224 to 187 students. Darien would then be better aligned with counselor caseload averages in our DRG, and also aligned with the DHS counselor caseload averages.

An additional counselor could help facilitate a smoother transition for students entering middle school -- the big leap from 5th grade to 6th grade -- and eighth graders preparing for high school -- two anxious and stressful time periods for students.

Finally, we ask for more transparency in the district budget document. We encourage the district to recategorize RC-24 to Support Services, as there are many general education support services included in RC-24. Budget transparency will be improved by detailing the number of students who receive 504 accommodations in each school, documenting the hours logged in each category of psychological services and providing data as to the number and type of 211 requests logged by each district school. We ask that these items be clearly itemized in the district budget document.

DARIEN PUBLIC SCHOOLS

Contemplated Gift Form

Gift intended for:
(Check appropriate responses)

☐ Hindley
☐ Holmes
☐ Ox Ridge

☐ Royle

☐ Tokeneke

☐ Middlesex Middle School

☒ Darien High School

☐ District

Person(s) or Group Offering Gift(s)
Virginia Ferrante-Iqbal
1801 W. Chicago Avenue #2W
Chicago, IL 60622

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

Name: Richard Sadlon

Address: Director of Music

Tele.: 203-655-3981 ext: 2329

Fax. _____

e-mail RSadlon@darienps.org

Description of proposed gift(s), including the form in which it (they) will be given (e.g. money, materials, services, etc.) and for what purpose(s). The description has to be sufficiently specific to allow administration to determine whether items 2, 3, or 4 of the guidelines specified in "Administration Regulation JG-Public Gifts to the Schools" apply.

Mrs. Virginia Ferrante-Iqbal, a former resident of Darien, has generously donated a Gliga Italian made viola, bow, case and music stands to the Darien Music Department. The instrument, in excellent condition, will be used by teachers or by older, more experienced high school viola students in the district who have an instrument in for repair, for an emergency instrument malfunctions or for high school students who may have a demonstrated financial need. The value of the instrument and accessories has been appraised by the Atelier String Shop in Greenwich at \$3,488.00. (viola \$3,000, case \$212, bow 216, stands \$60)

Please answer the following questions.

Is the value of the gift(s) \$ 500.00 or more? ☒ Yes ☐ No

Note: If the proposed gift involves donated materials or services, please place an estimated dollar value on them.

If your answer to the previous question is Yes, please check one of the following categories of value for the proposed gift(s):

☐ 500-1,000 ☐ 5,000-10,000

☐ 1,000-2,000 ☐ 10,000-15,000

☐ 2,000-3,000 ☐ 15,000-20,000

☒ 3,000-4,000 ☐ 20,000+

☐ 4,000-5,000

Do not write below this line

Status: Date received by Superintendent _____

Notes on actions by Superintendent of Schools-

Actions, if any, by the Board of Education-

Final disposition of the gift offer-

Curriculum and Instruction

Goal: Improve the vertical alignment of curriculum, implementation and access to innovative, best practices in teaching and learning across content areas (K-12).

February Update

- Learning Rounds implemented:
 - Elementary Directors: Department Chairpersons
 - Elementary Directors/Department Chairpersons: Building-Level Administration
 - Assistant Superintendent(s): Department Chairpersons/Directors
 - Assistant Superintendent(s): Building-Level Administration
- Implementation of the district's *Responsive Curriculum Model*.
- Co-creation/Collaboration of curriculum across Directors/Chairpersons
- Provide the Board of Education and public with a series of Curriculum Updates provided over the course of the 2018-2019 school year:
 - [Example: K-12 ELA Update](#): November 13, 2018

***A series of curriculum updates will continue in the 2019 school year.**

Next update: [Science, February 26, 2019](#) and [Mathematics, February 26, 2019](#)

To come:

Social Studies, April 9, 2019

Health Education, April 23, 2019

Update on Department Chairpersons Priorities, May 14th

June Update

Goal: Provide students with experiences in mathematics that build on students' conceptual understanding, and ability to think and solve problems in multiple ways.

February Update

- Presentation to be shared early 2019
- All teachers of grades K-2 (including special education teachers) will implement Math in Focus
 - Professional development provided to all teachers, including special education teachers and SRBI specialist
 - Co-Teaching lessons with Math Program Director
 - PLC's held at each school
 - Building Based PD: Math Specialists are providing support in the classroom, Unpacking chapters at PLCs, Curriculum Resource Documents, Classroom Visitations
- Grades 6-8 math research team will study the implications of the adopted Math in Focus program on MMS and make recommendations for next steps.
 - Collaborative study sessions: Grade 5 to 6 Articulation Team
 - Members of the team review units of study, (fractions and decimals); and meet to discuss the placement process and transition to middle school, conduct inter-school visitations of classrooms to gain a perspective on the similarities and differences between elementary and middle school math.

- Secondary Math Research Team
 - Members of the team will review and pilot possible resources to be used at the middle school level to align with the Math in Focus program being implemented at the elementary level. Members will be attending awareness workshops (scheduled for Dec. 12 and Jan. 24), will pilot a unit of study at each grade level, and will research what other districts in DRG-A are using.
- Parents will be made aware of how children will be learning mathematics at the elementary level through a variety of mediums.
 - [Parent workshops](#)
 - “Chat and Chews” at the elementary level
 - [Parent newsletters](#)
 - DPS magazine
 - PTO meetings
 - Elementary Math Website-
<https://sites.google.com/darienps.org/elementary-math/home?scrlybrkr>

***Presentation:** [Mathematics, February 26, 2019](#)

June Update

Goal: Actualize the vision of the re-imagined library with a physical and digital destination that supports:

- independence and collaboration
- inquiry, creativity, and reflection
- an inspirational, dynamic, and well-resourced space.

February Update

- District-based committee developed a vision for LMC
- School-based committees developed individualized visions for LMC for each school
- Plans in the process of being developed in collaboration with Creative Library Concepts
 - Meetings to discuss plans with building-based leaders and LMS
 - Drafts created and revised
- Continued to provide professional development to our Library Media Specialists on best practices in ISTE and AASL standards
- Pursuing ISTE certification for staff
- Shared spring 2018 BOE presentation with the Darien Community Fund

***Presentation planned for late spring 2019**

June Update

Goal: Provide students with a digital and media literacy experience through an integrated approach in Library Media and content area learning.

February Update

- Identified high priority ISTE and AASL standards

- Elementary Social Studies/Science units revised to reflect integration of the library media specialists where appropriate

***Presentation planned for late spring 2019**

June Update

Goal: Support students in being productive citizens and practicing healthy behaviors through a ***Whole School, Whole Community, Whole Child Model*** for health & wellness.

February Update

Create a Scope and Sequence for PK-12 for a [skills-based health education curriculum](#)

- New scope and sequence PK-12 developed- in consideration of new graduation requirements
- Created DRAFT units and/or lessons
- Teacher website “digital curriculum” being created

Continue the study of the SEL curriculum and develop a curriculum writing team, PK-12:

- Identify a scope and sequence PK-12 of Social Emotional Learning outcomes
- Train a core group of teachers in RC II and move forward to RC certification
- Create integrated units and/or lessons where appropriate
- Identified assured practices, PK-8 in support of the school climate/community
- Finalize the SRBI structure for behavior
- Plan for and make revisions on the elementary progress report based to align to SEL outcomes
- Implement components of Responsive Classroom (PK-8) and provide professional development across all staff

Extracurricular Commitment Courses:

- Implement Courses 1 and 2 as a component of the extracurricular activities
- Create Course 3 as a component of the extracurricular activities

***Presentation Planned for April 23,2019**

June Update

Goal: Students will engage in a [culminating experience](#) that evidences individual growth over time across one or more grade levels and within multiple disciplines.

February Update

Fully implement digital portfolio process at Middlesex Middle School (Pilot completed in 2017-18)

Explore digital portfolio initiative and potential pilot at Darien High School

MMS:

- [Establish MMS Capstone Committee](#)
- Set-Up Digital Portfolio for Grades 6-8
- Identify items to be captured in portfolio by department & grade level

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| <ul style="list-style-type: none"> • Parent presentations in Spring <p>*Staff PD to be on-going throughout the year</p> <p>DHS</p> <ul style="list-style-type: none"> • Initiate ground work for a digital portfolio with the DHS Technology Committee and administration in consideration of new graduation requirements (presentation April 9, 2019) <p>*Presentation Planned for May 14, 2019</p> |
| June Update |
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| Business |
| Goal: Create a structure of security and workflow to ensure greater control of operations. |
| February Update |
| New workflow rules were implemented assigning access to specific groups of employees. This now streamlines the process during onboarding and offboarding. |
| June Update |
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| Goal: Continue District's efforts toward paperless alternatives. |
| February Update |
| Ongoing- Individual online access for electronic W-2 and Payroll check retrieval. |
| June Update |
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| Goal: Ensure compliance with new requirements of Section 10-10c of the Connecticut General Statutes. |
| February Update |
| The implementation of the State of Connecticut's online Education Finance System (EFS) for financial reporting was successfully completed in September meeting all State requirements. |
| June Update |
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| Special Education |
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| <p>Goal: Early Learning Program (ELP) staff will be trained on the Connecticut Documentation and Observation for Teaching System (CT DOTS) and implement the systematic structure to (a) assess student development, (b) collect data on developmental progress, and (c) create individualized educational experiences based on students' developmental levels.</p> |
| February Update |
| <ul style="list-style-type: none"> Connecticut Documentation and Observation for Teaching System (CT DOTS) training was held on October 1 and 8, 2018 for ELP special education teachers and paraprofessionals Progress monitoring outcomes utilizing CT DOTS were presented to parents at December Parent Conferences Professional development for the electronic CT DOTS was held on January 18, 2019 Implementation of electronic CT DOTS began in February, 2019 |
| June Update |
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| <p>Goal: Professional development related to the implementation of current exemplary assessment tools, practices, and data collection for special education staff will inform IEP goal development, mastery criteria, and instructional practices.</p> |
| February Update |
| <p>Workshops were held on November 6, 2018 on targeted instruments to assess (1) attention and executive functioning, (2) language and communication, (3) sensorimotor functions, (4) visuospatial functions, (5) learning and memory, (6) social perception, and (7) integrated language and literacy.</p> <ul style="list-style-type: none"> TILLS: Test of Integrated Language and Literacy (PK-12 Speech/Language Pathologists) D-KEFS: Delis-Kaplan Executive Function System (PK-12 School Psychologists) NEPSY-2: A Developmental NEuroPSYchological Assessment (PK-12 School Psychologists) <p>K-5 special education and general education teachers participated in professional development on November 6, 2018, in the following curriculum areas and instructional practices:</p> <ul style="list-style-type: none"> Math: Math in Focus and Strategies for the Struggling Mathematician Literacy: Reading Strategies Book and Guided Reading Programs (Fountas & Pinnell) Responsive Classroom Supporting English Language Learners <p>Workshops were held on January 18, 2019 on the following assessments:</p> <ul style="list-style-type: none"> WRMT: Woodcock Reading Mastery Test (Special Education Teachers, K-5) Best Practices in Assessment and Intervention for Feeding & Swallowing (Speech/Language Pathologists, PK-12) FBA (Part 1): Functional Behavior Assessment (School Psychologists and Behavior Analysts, PK-12) |

Workshops were held on February 15, 2019 for continued development on the administration and analysis of targeted instruments to assess (1) reading mastery, (2) language and literacy, and (3) function-based behavioral interventions:

- WRMT: Woodcock Reading Mastery Test (Special Education Teachers, K-5)
- TILLS: Test of Integrated Language and Literacy (Speech/Language Pathologists, PK-12)
- FBA (Part 2): Functional Behavior Assessment (School Psychologists and Behavior Analysts, PK-12)

Dialectical Behavior Therapy (DBT) workshops were held by Cognitive Behavioral Consultants (CBC) to all mental health professionals and targeted special education teachers grades PK-12.

- CBC continues on-going collaboration with MMS and DHS professionals and has been in residence 4.5 days. Bi-weekly meetings with MMS and DHS professionals are held with our CBC consultant.

Ongoing training from the New England Center for Children (NECC) in the use of the Autism Curriculum Encyclopedia (ACE) to assess student baseline and progress (academic and social/behavioral) in DLC and ELP programs.

- ELP and DLC paraprofessionals participated in training on inclusive practices in general education classrooms on December 5, 2018.
- ELP and DLC program staff participated in full day consultation on the implementation of ACE with students on January 14, 2019. Additional professional development and consultation days with NECC will take place in spring 2019.

June Update

Goal: The implementation of research-based models of co-teaching (e.g., station teaching).

February Update

- Dr. Marilyn Friend continues to provide coaching and implementation of best practices in specially designed instruction (SDI) to general and special education special teachers in MMS and DHS .
- Dr. Friend was in residence on August 27 and 28, 2018, and January 14 and 15, 2019. Dr. Friend will be in residence on April 8 and 9 and May 7 and 8, 2019.

June Update

Goal: To continue the implementation of best practices in IEP goal writing for special education teachers, psychologists, speech and language pathologists, behaviorists (i.e., BCBA, BCaBA), occupational therapists, physical therapists, teacher of the hearing impaired, and teachers of the visually impaired.

| February Update |
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| <ul style="list-style-type: none"> • Ongoing Professional Learning Community (PLC, elementary) and Department Meetings (secondary) emphasis on writing and implementing SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) goals. • January 18 and February 15, 2019 professional development days focused on assessment administration and analysis to support writing data-based SMART goals. |
| June Update |
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| Goal: To be a community resource on educational and clinical topics of interest. |
| February Update |
| <ul style="list-style-type: none"> • Co-sponsored CDSP parent coffees on various topics throughout the 2018-2019 school year • Continued collaboration with SEPAC on shared initiatives • Dr. Marilyn Friend Parent Presentation - January 14, 2019 • Articulation to DHS Parent Coffee - January 30, 2019 • Articulation to MMS Parent Coffee - February 11, 2019 • Articulation to Kindergarten Parent Coffee - Scheduled to be held on March 28, 2019 |
| June Update |
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| Human Resources |
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| Goal: To continue the review, revision and updating of district policies. |
| February Update |
| <ul style="list-style-type: none"> • Four policies were submitted to the Board of Education on November 13, 2018 and were approved on November 27, 2018. Changes to Board Policy 4425 will be discussed at this meeting. Additional policies will be presented to the Board in the spring. |
| June Update |
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| Goal: To conclude negotiations and arbitration proceedings. |
| February Update |
| <ul style="list-style-type: none"> • Negotiations with the paraprofessionals were concluded in the fall without the need for arbitration. • Negotiations with the Custodians, Maintenance and Cafeteria Workers will begin shortly. We will solicit input from the Board of Education prior to negotiations. |
| June Update |

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| Goal: To expand upon current recruitment strategies. |
| February Update |
| <ul style="list-style-type: none"> We have contacted local teacher preparation institutions with requests to assist us in promoting an in-district recruitment fair. We have received mixed feedback and are continuing to explore the option of scheduling our in-district recruitment fair so that it does not conflict with fairs sponsored by these institutions. Calendar may be an issue. Teacherjobfairs.com offers a web platform to promote in-district job fairs. At this time, we are not comfortable with using this site as the sole means of promoting our in-district fair. |
| June Update |
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| Goal: To study the possibility of integrating the functions of Applitrack and Aesop as well as online onboarding. |
| February Update |
| <ul style="list-style-type: none"> We have implemented the interface between Applitrack and Aesop. Demographic information from Applitrack is now automatically populating our Aesop system when a candidate is hired.. We have met with Frontline Solutions (our absence and recruitment software provider) and are awaiting a proposal for implementing online onboarding. |
| June Update |
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| Community |
| Goal: Understand the school district's climate through the collection of meaningful feedback. |
| February Update |
| <ul style="list-style-type: none"> Review, revise and administer a school climate survey. Analyze/Process Feedback Determine next steps |
| June Update |
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| Goal: Ensure that families are updated on key issues/topics in the district. |
| February Update |
| Implement the following strategies: |

- Parent workshops
- Newsletters: curriculum letter, budget letter to come in January 2019
- News of the Week
- Website(s)

June Update

Facilities

Goal: Continue to review/implement security enhancements. Make recommendations for future projects related to the safety and security of school buildings.

February Update

We have added a panic alarm/lockdown system at all the schools. We have added more secure vestibules at 2 locations and have expanded the camera system. We are exploring options for reducing vehicle and pedestrian traffic at the High School, and have engaged the services of a civil engineering firm to assist us.

June Update

Goal: Review projects within the 5 year plan.

February Update

Update on existing Capital Projects was sent to the Business Office last week to be distributed to the BOE. Presentation of updated 5 year plan was made at the November 27th BOE meeting. The Capital Plan has been presented to the RTM and the Board of Finance, the building tour is scheduled for March 16.

June Update

Goal: Review the renovation of Ox Ridge Elementary School.

February Update

Educational Specifications were developed by a team from the school district. The Educational Specifications were turned over to the BOE, who approved them earlier this year. The recommendation was made from the BOE to the Board of Selectmen (BOS) that a Citizen's Building Committee be formed to address this project. The BOS has appointed a Building Committee which has met twice and is in the process of developing an RFP for an architect.

June Update

| Technology |
|--|
| Goal: Ensure that students have access to digital learning through the implementation of the Darien Technology Plan (Year 3) 1:1 Roll-out for Grades 5 & 9 |
| February Update |
| In 2018-19, Darien will be 1:1 in the following grades: Grade 4: Chromebook carts in classrooms Grades 5-8: Chromebooks (home-school) Grades 9-11: iPads **Roll-Out Complete** |
| June Update |
| |

Memorandum

To: Board of Education

From: Marge Cion
Michael Burke

Date: February 26, 2019

Re: Repeal Current Policy 4425 and Replace with new Model Policy 4425

In January 2017, the State of Connecticut Department of Emergency Services and Public Protection (“DESPP”) and the Federal Bureau of Investigation (“FBI”) implemented significant new requirements in connection with the collection, storage, dissemination and destruction of Criminal Justice Information (“CJI”). At that time, DESPP provided the District with a compliance checklist which included, among other items, required training for employees handling CJI, acceptable means of the storage and disposal of CJI and the requirement that the Board of Education maintain a policy reflecting these new mandates. At the time, the Board of Education had in effect Policy 4425, adopted on November 22, 2016. This policy was Shipman and Goodwin’s model policy which, at the time, met all of DESPP’s requirements.

During a routine audit by DESPP this year, DESPP noted that our current Policy 4425 does not comply with some recent changes to the FBI requirements. Shipman and Goodwin’s web site no longer includes a model policy relating to Criminal Justice Information so we reached out to Gwen Zittoun who sent us the following email:

“The Board is required to maintain written procedures to address the protection of Criminal Justice Information and Criminal History Record Information, which information the school district possesses for purposes of employee background checks. The Federal Bureau of Investigation updated its recommended procedures in June 2017, soon after the Board adopted its Administrative Regulations 4425, Use and Disclosure of Criminal Record Information. The CT Department of Emergency Services and Public Protection recommends that boards of education adopt its sample policy on this topic, as its sample complies with the FBI’s updated requirements. Shipman & Goodwin no longer maintains a model policy on this topic and recommend use of the Department’s sample. As such, it is recommended that the Board replace Administrative Regulations 4425 with the sample procedures offered by the Department of Emergency Services and Public Protection.”

We are therefore asking the Board of Education to repeal the current Policy 4425 and replace it with a new policy that complies with the current FBI requirements. Both policies are attached to this memorandum.

DARIEN PUBLIC SCHOOLS
Darien, Connecticut

Series 4425: PERSONNEL
Policy R - 4425

**ADMINISTRATIVE REGULATIONS FOR THE
USE AND DISCLOSURE OF CRIMINAL JUSTICE INFORMATION**

Each applicant for a position with the District shall be required to submit to state and national criminal record checks in accordance with the District's Employment Checks Policy and applicable law. In addition, certain volunteers may also be required to submit to state and national criminal record checks in accordance with the District's Volunteers Policy. All results and accompanying information shall be considered "Criminal Justice Information" or "CJI" (each as more fully defined herein) and shall be maintained, used and disclosed in accordance with these regulations.

A. Definition and Scope

For purposes of these regulations:

"Criminal Justice Information" or "CJI" means the results of any state or federal criminal records check of an employee, contractor or volunteer, any applicant or prospective employee, contractor or volunteer, and all copies thereof.

"Criminal Justice Information Officer" or "CJI Officer" means the individual appointed by the Superintendent to be responsible for the use, disclosure and safeguarding of CJI in the District, and to serve as the District's primary point of contact for matters relating to CJI and these regulations.

"Permitted Individual" means an individual designated by the Superintendent, or his or her designee, who may access CJI. Permitted Individuals may include, but shall not be limited to, District human resources personnel, certain administrators and certain administrative staff.

These regulations apply to all CJI in the possession or control of the District, in any form or format, including but not limited to CJI incorporated or contained in correspondence, documentation or reports of the District.

B. Responsibility

The Director of Human Resources shall serve as the District's CJI Officer.

C. Requesting Criminal Justice Information

The District shall request CJI from an employee, contractor, applicant or volunteer or potential employee, contractor or volunteer only as permitted or required by law or District policy.

D. Use of Criminal Justice Information

1) The Superintendent, or his/her designee, shall designate those individuals who shall be considered Permitted Individuals for purposes of these regulations. No other District employee or staff person may access or use CJI for any reason without obtaining prior written approval from the CJI Officer or his/her designee. A Permitted Individual shall use CJI only as permitted or required by District policy or law.

2) The District shall ensure that each Permitted Individual satisfies the applicable legal screening requirements prior to granting the Permitted Individual access to CJI, including:

- If the Permitted Individual is a resident of Connecticut, the District shall screen the Permitted Individual through a Connecticut and national fingerprint-based record check within 30 days of designation as a Permitted Individual; or
- If the Permitted Individual is not a resident of Connecticut, the District shall conduct state and national fingerprint-based record checks and follow FBI guidance regarding additional screening requirements.

The CJI Officer may consult with the Connecticut Department of Emergency Services and Public Protection on execution of the screening requirements.

3) The District may immediately terminate a Permitted Individual's access to CJI, with or without cause at the discretion of the Superintendent, CJI Officer, or their designees, and the District shall immediately terminate a Permitted Individual's access to CJI upon termination of the Permitted Individual's employment or contract with the District. The District shall reconsider a Permitted Individual's continued access to CJI upon any reassignment or modification to professional responsibilities.

E. Maintenance and Safeguarding

1) CJI shall be maintained in only the locations, files and information systems designated by the District (the "Controlled Areas"). The Controlled Areas shall be limited to only Permitted Individuals or other authorized personnel and locked when unattended.

2) The District shall restrict access to CJI to only Permitted Individuals. In the event the District determines that it is unable to reasonably restrict access in accordance with this Section, all CJI shall be maintained in encrypted format, in a manner consistent with then-current legal requirements and industry standards.

3) No District employee may remove CJI from a Controlled Area without prior written approval of the CJI Officer. In the event the transport of CJI out of a Controlled Area is necessary for a legitimate function or activity, the CJI Officer shall develop a protocol to ensure the protection the CJI while in transport and while outside of the Controlled Area.

4) The District shall implement the following safeguards for CJI maintained in paper format: (i) maintain paper records in a physically secure location; (ii) post notice of restricted access to paper records; and (iii) utilize an access log or sign-in sheet to record access to paper records.

5) The District shall implement safeguards required by the Criminal Justice Information Services (CJIS) Security Policy for CJI maintained in electronic format, including, but not limited to, the following procedures: (i) maintain CJI on secure electronic systems and media; (ii) position information systems in such a way as to prevent unauthorized individuals from accessing and viewing CJI; (iii) store electronic media containing CJI in a secure location; (iv) instituting access controls to limit access to Permitted Individual; (v) validate and authenticate information system users accessing CJI; (vi) develop protocols for configuration management and providing necessary access for system modifications and maintenance; (vii) provide the capability to detect and protect against threats to the integrity of CJI; (viii) develop parameters (including time stamps) for auditing electronic systems containing CJI; and (ix) institute media protection policies and procedures.

F. Disclosure of Criminal Justice Information

1) Permitted Individuals may disclose CJI as follows:

(i) to District employees or staff upon prior written approval of the Superintendent, CJI Officer or their designees when, in their reasonable discretion, such disclosure is reasonably necessary for the performance of District function or policy and is consistent with applicable law;

(ii) to third-party individuals or entities, including but not limited to advisors, attorneys and electronic and hard copy record and storage companies (each a "Recipient") when such disclosure has been approved by the Superintendent, CJI Officer or their designees, and is consistent with applicable law; and

(iii) as required or otherwise permitted by law.

2) The District shall log each instance in which CJI is disclosed pursuant to these regulations.

G. Security Incident Response.

1) For purposes of these regulations, "Security Incident" means the actual or suspected acquisition, access, use, or disclosure of CJI in a manner not permitted by these regulations or applicable law.

2) District employees and staff must immediately report a Security Incident to the CJI Officer.

3) The CJI Officer shall investigate, collect relevant evidence and respond to all Security Incidents.

4) The CJI Officer will document each Security Incident, including, but not limited to, the details of the Security Incident, the District's response, the outcome, steps taken to mitigate harm to affected individuals, and any changes to District policies or security procedures to avoid reoccurrence of the Security Incident.

5) The District shall require in writing any Recipients to report to the District any Security Incidents without unreasonable delay after discovery of a Security Incident. The Recipient's notice to the District shall include: (a) the identification of each individual whose CJI has been, or is reasonably believed by the Recipient to have been, accessed, acquired, or disclosed during the Security Incident; and (b) other available information that the District reasonably requests with respect to its investigation or that the District is required to include in notifications to affected individuals or governmental agencies. The Recipient shall promptly update its original notice to the District as additional information becomes available.

6) The District shall notify affected individuals and/or appropriate government agencies to the extent required by law or as otherwise determined appropriate by the District in its reasonable discretion.

H. Auditing

1) The District shall implement audit and accountability controls to increase the probability of Permitted Individuals conforming to the requirements of these regulations and applicable law. At a minimum, the auditing and accountability controls shall generate sufficient information to establish, with respect to the access, use or dissemination of CJI, what events occurred, the sources of the events and the outcome of the events.

2) The CJI Officer shall review audit reports at least weekly. Audit reports that indicate potential inappropriate activity shall be investigated as a Security Incident in accordance with these regulations.

I. Record Retention

1) The District shall maintain CJI consistent with current record retention laws. Records containing CJI shall be stored for extended periods only when they are key elements for the integrity and/or utility of case files and/or criminal record files.

2) The District shall maintain audit records and any transaction logs for at least one year.

3) The District shall destroy all records containing CJI when the District is no longer required to keep CJI on file.

I. Disposal and Destruction of CJI

1) For paper records containing CJI, destroyed means the records shall be disposed of in a manner that makes the CJI unreadable, indecipherable, and otherwise unable to be reconstructed, including but not limited to shredding or incinerating the records.

2) For electronic media containing CJI, destroyed means the records shall be disposed of or wiped of CJI using one of the following methods: (a) sanitize (electronically overwrite the media with non-sensitive data at least three times), (b) purging (degaussing or exposing the media to a strong magnetic field in order to disrupt the recorded magnetic domains), or (c) for inoperable media, destroying the media (disintegration, pulverization, melting, incinerating, or shredding). In each instance, the method used shall render the CJI unreadable, indecipherable, and otherwise unable to be reconstructed.

3) The destruction of media pursuant to this Section shall be witnessed or carried out only by authorized personnel.

4) The District shall document the destruction of media pursuant to this Section and the method by which the media was destroyed.

J. Training

1) The District shall provide awareness training and education on these regulations and the use, disclosure and safeguarding of CJI to all District employees and staff persons with access to CJI, in accordance with then-current District training and education policies and procedures, provided that such training shall be provided within six (6) months of initial engagement and no less than biennially thereafter. The District shall document the provision of all training and education provided hereunder.

2) The training shall address those topics required by then-current law or regulatory guidance.

K. Sanctions

Violations of these regulations shall be investigated by the District and may result in discipline or sanctions, up to and including termination of employment, all in accordance with then-current District policies and procedures and applicable collective bargaining rights and obligations.

ADOPTED: November 22, 2016

Legal References:

Conn. Gen. Stat. 10-221d

Criminal Justice Information Services (CJIS) Security Policy, Version 5.4, United States Department of Justice, Federal Bureau of Investigation, Criminal Justice Information Services Division, October 6, 2015.

Darien Public Schools Darien, Connecticut

Series 4000: Personnel Policy 4425

Criminal History Record Information (CHRI) Proper Access, Use and Dissemination Procedures

Purpose

Each applicant for a position with the District shall be required to submit to state and national criminal record checks in accordance with the District's Employment Checks Policy and applicable law. In addition, certain volunteers may also be required to submit to state and national criminal record checks in accordance with the District's Volunteers Policy. All results and accompanying information shall be considered "Criminal Justice Information" or "CJI" (each as more fully defined herein) and shall be maintained, used and disclosed in accordance with these regulations.

The following policies were developed using the FBI's Criminal Justice Information Services (CJIS) Security Policy. The Darien Public Schools may complement this policy with a local policy; however, the CJIS Security Policy shall always be the minimum standard. The local policy may augment, or increase the standards, but shall not detract from the CJIS Security Policy standards.

Scope

The scope of this policy applies to any electronic or physical media containing FBI CJI while being stored, accessed or physically moved from a secure location from the Darien Public Schools. In addition, this policy applies to any authorized person who accesses, stores, and/or transports electronic or physical media.

Criminal Justice Information (CJI) and Criminal History Record Information (CHRI)

CJI is the term used to refer to all of the FBI CJIS provided data necessary for law enforcement and civil agencies to perform their missions including, but not limited to biometric, identity history, biographic, property, and case/incident history data.

CHRI, is a subset of CJI and for the purposes of this document is considered interchangeable. Due to its comparatively sensitive nature, additional controls are required for the access, use and dissemination of CHRI. In addition to the dissemination restrictions

outlined below, Title 28, Part 20, Code of Federal Regulations (CFR), defines CHRI and provides the regulatory guidance for dissemination of CHRI.

Proper Access, Use, and Dissemination of CHRI

Information obtained from the Interstate Identification Index (III) is considered CHRI. Rules governing the access, use, and dissemination of CHRI are found in Title 28, Part 20, CFR. The III shall be accessed only for an authorized purpose. Further, CHRI shall only be used for an authorized purpose consistent with the purpose for which III was accessed. Dissemination to another agency is authorized if (a) the other agency is an Authorized Recipient of such information and is being serviced by the accessing agency, or (b) the other agency is performing noncriminal justice administrative functions on behalf of the authorized recipient and the outsourcing of said functions has been approved by appropriate CJIS Systems Agency (CSA) or State Identification Bureau (SIB) officials with applicable agreements in place.

Personnel Security Screening

Access to CJI and/or CHRI is restricted to authorized personnel. Authorized personnel is defined as an individual, or group of individuals, who have been appropriately vetted through a national fingerprint-based record check and have been granted access to CJI data. Agencies located within states having passed legislation authorizing or requiring civil fingerprint-based background checks for personnel with access to CHRI for the purposes of licensing or employment shall submit fingerprint-based record check within 30 days of employment or assignment on all personnel with who have direct access to CJI, those who have direct responsibility to configure and maintain computer systems and networks with direct access to CJI, and any persons with access to physically secure locations or controlled areas containing CJI. Agencies located within states without this authorization or requirement are exempted from the fingerprint-based background check requirement until such time as appropriate legislation has been written into law.

Security Awareness Training

Basic security awareness training shall be required within six months of initial assignment, and biennially thereafter, for all personnel who have access to CJI.

Physical Security

A physically secure location is a facility or an area, a room, or a group of rooms within a facility with both the physical and personnel security controls sufficient to protect the FBI CJI and associated information systems. The perimeter of the physically secure location shall be prominently posted and separated from non-secure locations by physical controls.

Only authorized personnel will have access to physically secure non-public locations. The Darien Public Schools will maintain and keep current a list of authorized personnel. All physical access points into the agency's secure areas will be authorized before granting access. The agency will implement access controls and monitoring of physically secure

areas for protecting all transmission and display mediums of CJI. Authorized personnel will take necessary steps to prevent and protect the agency from physical, logical and electronic breaches.

Media Protection

Controls shall be in place to protect electronic and physical media containing CJI while at rest, stored, or actively being accessed. "Electronic media" includes memory devices in laptops and computers (hard drives) and any removable, transportable digital memory media, such as magnetic tape or disk, backup medium, optical disk, flash drives, external hard drives, or digital memory card. "Physical media" includes printed documents and imagery that contain CJI.

The agency shall securely store electronic and physical media within physically secure locations or controlled areas. The agency shall restrict access to electronic and physical media to authorized individuals. If physical and personnel restrictions are not feasible then the data shall be encrypted per Section 5.10.1.2.

Media Transport

Controls shall be in place to protect electronic and physical media containing CJI while in transport (physically moved from one location to another) to prevent inadvertent or inappropriate disclosure and use. The agency shall protect and control electronic and physical media during transport outside of controlled areas and restrict the activities associated with transport of such media to authorized personnel.

Media Sanitization and Disposal

When no longer usable, hard drives, diskettes, tape cartridges, CDs, ribbons, hard copies, print-outs, and other similar items used to process, store and/or transmit FBI CJI shall be properly disposed of in accordance with measures established by Darien Public Schools.

Physical media (print-outs and other physical media) shall be disposed of by one of the following methods:

- 1) shredding using Darien Public Schools issued shredders.
- 2) placed in locked shredding bins for On Site Shredding LLC to come on-site and shred, witnessed by Darien Public Schools personnel throughout the entire process.
- 3) incineration using Darien Public Schools' incinerators or witnessed by Darien Public Schools' personnel onsite at agency or at contractor incineration site, if conducted by non-authorized personnel.

Electronic media (hard-drives, tape cartridge, CDs, printer ribbons, flash drives, printer and copier hard-drives, etc.) shall be disposed of by one of the Darien Public Schools' methods:

- 1) **Overwriting (at least 3 times)** - an effective method of clearing data from magnetic media. As the name implies, overwriting uses a program to write (1s, 0s, or a combination of both) onto the location of the media where the file to be sanitized is located.
- 2) **Degaussing** - a method to magnetically erase data from magnetic media. Two types of degaussing exist: strong magnets and electric degausses. Note that common magnets (e.g., those used to hang a picture on a wall) are fairly weak and cannot effectively degauss magnetic media.
- 3) **Destruction** – a method of destroying magnetic media. As the name implies, destruction of magnetic media is to physically dismantle by methods of crushing, disassembling, etc., ensuring that the platters have been physically destroyed so that no data can be pulled.

IT systems that have been used to process, store, or transmit FBI CJI and/or sensitive and classified information shall not be released from Darien Public Schools' control until the equipment has been sanitized and all stored information has been cleared using one of the above methods.

Account Management

The agency shall manage information system accounts, including establishing, activating, modifying, reviewing, disabling, and removing accounts. The agency shall validate information system accounts at least annually and shall document the validation process.

All accounts shall be reviewed at least annually by the designated CJIS point of contact (POC) or his/her designee to ensure that access and account privileges commensurate with job functions, need-to-know, and employment status on systems that contain Criminal Justice Information. The POC may also conduct periodic reviews.

Remote Access

The Darien Public Schools shall authorize, monitor, and control all methods of remote access to the information systems that can access, process, transmit, and/or store FBI CJI. Remote access is any temporary access to an agency's information system by a user (or an information system) communicating temporarily through an external, non-agency controlled network (e.g., the Internet).

The Darien Public Schools shall employ automated mechanisms to facilitate the monitoring and control of remote access methods. The Darien Public Schools shall control all remote accesses through managed access control points. The Darien Public Schools may permit

remote access for privileged functions only for compelling operational needs but shall document the rationale for such access in the security plan for the information system.

Utilizing publicly accessible computers to access, process, store or transmit CJI is prohibited. Publicly accessible computers include but are not limited to: hotel business center computers, convention center computers, public library computers, public kiosk computers, etc.

Personally Owned Information Systems

A personally owned information system shall not be authorized to access, process, store or transmit CJI unless the agency has established and documented the specific terms and conditions for personally owned information system usage. A personal device includes any portable technology like camera, USB flash drives, USB thumb drives, DVDs, CDs, air cards and mobile wireless devices such as Androids, Blackberry OS, Apple iOS, Windows Mobile, Symbian, tablets, laptops or any personal desktop computer. When bring your own devices (BYOD) are authorized, they shall be controlled using the requirements in Section 5.13 of the CJIS Security Policy.

Reporting Information Security Events

The agency shall promptly report incident information to appropriate authorities to include the state CSA or SIB's Information Security Officer (ISO). Information security events and weaknesses associated with information systems shall be communicated in a manner allowing timely corrective action to be taken. Formal event reporting and escalation procedures shall be in place. Wherever feasible, the agency shall employ automated mechanisms to assist in the reporting of security incidents. All employees, contractors and third party users shall be made aware of the procedures for reporting the different types of event and weakness that might have an impact on the security of agency assets and are required to report any information security events and weaknesses as quickly as possible to the designated point of contact.

Policy Violation/Misuse Notification

Violation of any of the requirements contained in the CJIS Security Policy or Title 28, Part 20, CFR, by any authorized personnel will result in suitable disciplinary action, up to and including loss of access privileges, civil and criminal prosecution and/or termination.

Likewise, violation of any of the requirements contained in the CJIS Security Policy or Title 28, Part 20, CFR, by any visitor can result in similar disciplinary action against the sponsoring employee, and can also result in termination of services with any associated consulting organization or prosecution in the case of criminal activity.

ADOPTED: