

**Board of Education  
Darien, Connecticut**

**REGULAR MEETING OF THE BOARD OF EDUCATION  
TUESDAY, FEBRUARY 11, 2020**

**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. Alan Addley                            |           |
| 5. Approval of Minutes.....   | Board of Education                         |           |
| 6. Board Committee Reports.....   | Mrs. Tara Ochman                           |           |
| 7. Presentations/Discussions  |  |           |
| a. Presentation and Discussion.....<br>of iPad Strategic Plan   | Dr. Susie Da Silva/<br>Dr. Joan McGettigan |           |
| b. Further Discussion and.....<br>Possible Approval of New<br>Courses for Darien High School<br>for the 2020-2021 School Year | Dr. Susie Da Silva/<br>Mrs. Ellen Dunn     |           |

\*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/special 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 11, 2020**

7. Presentations/Discussions (cont.)

- c. Further Discussion and Approval. Dr. Alan Addley  
Questions regarding 2020-  
2021 Proposed Board of  
Education Budget

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

AA: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/special 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 14, 2020**

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

**BOARD MEMBERS PRESENT:**

	Brown	Burke	Dineen	McCammon	Maroney	Ochman	Ritchie	Sini	Stein
Present	X*	X	X	X	X	X	X	X	X
Absent									

\*MR. BROWN DEPARTED AT 9:39 P.M.

**ADMINISTRATION PRESENT:**

Dr. Addley, Dr. Da Silva, Ms. Klein, Ms. Cion, Mr. Rudl and Mr. Lynch

**AUDIENCE:** Approximately 50

1. Call to Order Mrs. Tara B. Ochman, Chair,  
at 7:32 p.m. (0:00)

2. Chairperson's Report Mrs. Ochman  
at 7:32 p.m. (0:00)

3. Public Comment Mrs. Ochman  
at 7:37 p.m. (0:05)

Sara Madsen 10 Musket Lane  
Krista Carnes 40 Fitch Avenue  
Carol Kennedy 19 Stephanie Lane and Robin Nelson 51 Arrowhead Way  
Ali Ramsen 29 Park Place  
Elizabeth Lazzara 40 Park Place  
Nicole Lyons 63 Relihan Road  
Kelly Scallon 94 Fitch Avenue  
David Gartell 10 Dickinson Road

4. Superintendent's Report Dr. Alan Addley  
at 7:53 p.m. (0:21)

5. Approval of Minutes Mrs. Ochman  
at 7:59 p.m. (0:27)

**MOTION TO APPROVE THE MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION ON  
TUESDAY DECEMBER 10, 2019:**

**1<sup>st</sup> Ms. Stein**  
**2<sup>ND</sup> Mr. Dineen**

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

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

**MOTION TO APPROVE THE MINUTES OF THE SPECIAL MEETING OF THE BOARD OF EDUCATION ON MONDAY DECEMBER 16, 2019:**

**1<sup>st</sup> Mr. Burke**

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

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

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

**MOTION TO APPROVE THE MINUTES OF THE SPECIAL MEETING OF THE BOARD OF EDUCATION ON THURSDAY JANUARY 2, 2020:**

**1<sup>st</sup> Mr. Dineen**

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

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

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

**MOTION TO APPROVE THE MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION ON JANUARY 4, 2020:**

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

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

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

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

**6. Board Committee Reports**

Mrs. Ochman  
at 8:00 p.m. (0:28)

**MOTION TO AMEND THE AGENDA TO ADD THE PRESENTATION OF COMMENTS ON THE SUPERINTENDENT'S PROPOSED 2020-21 BUDGET BY THE BOARD OF FINANCE AS AN ITEM UNDER PRESENTATIONS AND DISCUSSIONS:**

**1<sup>st</sup> Mr. Sini**

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

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

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



## 7. Presentations/Discussions

- |   |  |
|---|--|
| a. Presentation of Comments by Board of Finance on the Superintendent's Proposed Budget for 2020-21   | Mr. Jon Zagrodzky<br>Chairman of Board of Finance<br>at 8:03 p.m. (0:31) |
| b. Follow up Discussion on January 4 <sup>th</sup> Board Meeting Questions on 2020-21 Proposed Board of Education Budget  | Dr. Addley<br>at 8:10 p.m. (0:38)  |
| c. Presentation and Discussion of Board Master Agenda February – August 2020  | Dr. Addley<br>at 9:40 p.m. (2:08)  |
| d. Discussion and Possible Actions on the Appointment of a Chair to 1) the Board of Education Building Committee for the Hindley Elementary School Roof Replacement Project and 2) the Board of Education Building Committee for the Holmes Elementary School Roof and Skylight Replacement Project | Dr. Addley<br>at 9:47 p.m. (2:15)  |

### **MOTION TO APPROVE APPOINTMENT OF DENNIS MARONEY AS CHAIR OF the Board of Education Building Committee for the Hindley Elementary School Roof Replacement Project and the Holmes Elementary School Roof and Skylight Replacement Project:**

**1<sup>st</sup> Mr. Dineen**

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

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

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

### **MOTION TO APPROVE APPOINTMENT OF DAVE BROWN AS VICE CHAIR OF the Board of Education Building Committee for the Hindley Elementary School Roof Replacement Project and Holmes Elementary School Roof and Skylight Replacement Project:**

**1<sup>st</sup> Mr. Sini**

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

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

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

## 8. Action Items

- a. Personnel Items
  - i. Appointments
  - ii. Resignations

Mrs. Marjorie Cion  
at 9:50 p.m. (2:18)

**MOTION TO APPROVE THE PERSONNEL ACTION REPORT DATED JANUARY 14, 2020:**

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

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

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

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

**9. Public Comment**

Mrs. Ochman  
at 9:51 p.m. (2:19)

Joan Kanlian 9 McLaren Road  
Julie Best 38 Red Rose Circle  
Theresa Vogt 22 Circle Road

**10. Adjournment**

Mrs. Ochman, Chair,  
at 9:55 p.m. (2:23)

**MOTION TO ADJOURN:**

**1<sup>st</sup> Mr. Burke**

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

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

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

Meeting adjourned at 9:55 p.m. (2:23)

Respectfully Submitted,

Debra Ritchie,  
Secretary

**APPROVED**  
**SPECIAL MEETING OF THE BOARD OF EDUCATION**  
**Tuesday, January 21, 2020**

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

**BOARD MEMBERS PRESENT:**

	Brown	Burke	Dineen	McCammon	Maroney	Ochman	Ritchie	Sini	Stein
Present	X		X	X	X	X	X	X	X
Absent		X							

**ADMINISTRATION PRESENT:**

Dr. Addley, Dr. Da Silva, Ms. Klein, Ms. Cion, Mr. Rudl

**AUDIENCE:** Approximately 35

- |   |   |
|---|---|
| 1. Call to Order  | Mrs. Tara B. Ochman, Chair,<br>at 7:32 p.m. (0:00)  |
| 2. Chairperson's Report   | Mrs. Ochman<br>at 7:32 p.m. (0:00)  |
| 3. Public Comment   | Mrs. Ochman<br>at 7:32 p.m. (0:00)  |
| Lori Wigglesworth 262 West Avenue   |   |
| 4. Comments from RTM Education<br>and Finance and Budget Committees         | Clara Sartori from Education<br>Beth Lane and Peter<br>Orphanos from Finance and<br>Budget<br>at 7:34 p.m. (0:02) |
| 5. Further Discussion on 2020-21 Proposed<br>Budget and Follow Up Questions | Dr. Alan Addley<br>at 7:49 p.m.(0:17)   |
| 6. Adjournment  | Mrs. Ochman, Chair<br>at 8:41 p.m. (1:09)   |

**MOTION TO ADJOURN:**

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

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

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

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

Meeting adjourned at 8:41 p.m. (1:09)

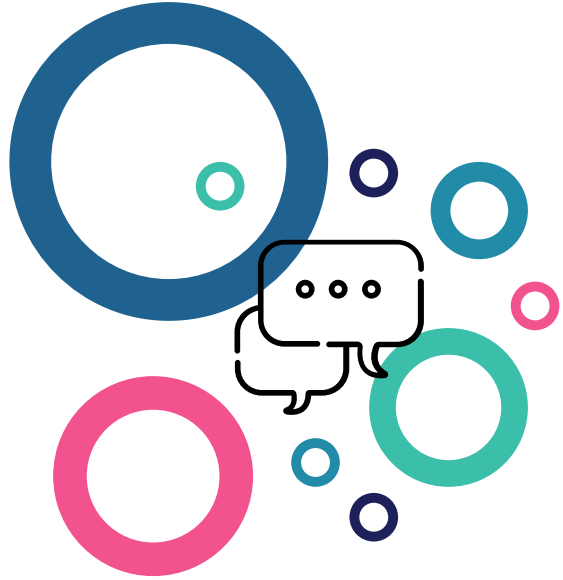
Respectfully Submitted,

Debra Ritchie,  
Secretary

# 1:1 iWave

iPad Plan 2020-2023  
Darien High School  
Update to the Board of Education





*Technology will never  
replace great teachers,  
but technology in the  
hands of a great  
teacher can be  
transformational.*

~ George Couros

# AGENDA

- ▶ Mission and Vision
- ▶ Overview of history and use of DHS 1:1 iPads
- ▶ Goal  $\Rightarrow$  Strategy
- ▶ Implementation Framework
- ▶ Student Examples

# MISSION AND VISION

## **Schools exist for children.**

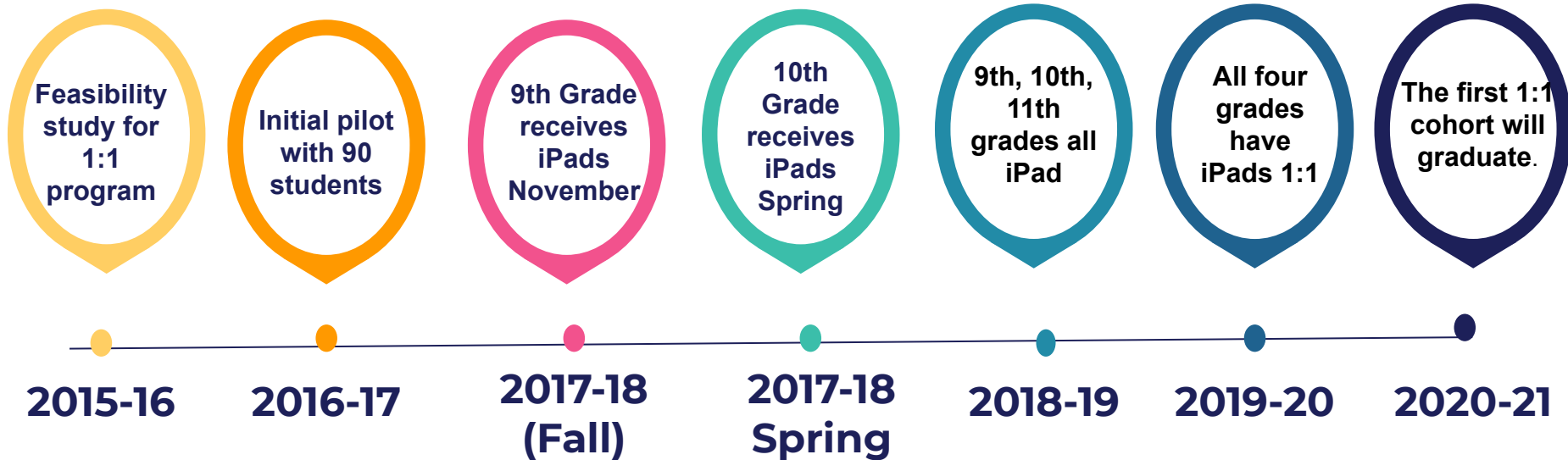
The mission of the Darien Public Schools is to work cooperatively with families and the community to provide for its students a safe, supportive, respectful, and intellectually challenging learning environment that promotes personal excellence through active, collaborative, and creative thinking and that stimulates individual development of the skills and integrity necessary to become productive members of society.



Our shared vision is to create a level playing field with an innovative, transformative and sustainable learning environment for all of our community which supports our district mission.



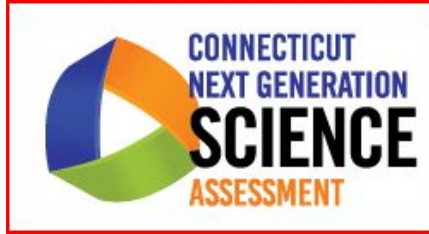
# History of DHS 1:1 iPad Initiative



# iPad Usage



# NGSS Testing - 11th Grade



iPad is approved for standardized assessments in all states, making it the ideal choice for daily learning and student assessment. Students at DHS will use their iPads this school year.

"iPad has been an excellent device for state testing. Using the TestNav app has made setup very easy. Students who use the same device for daily academic activities are much more prepared for state testing on iPad."

— Dennis Villano, Director of  
Technology Integration,  
Burlington Public Schools, MA

# Goal

Create and support a transformative and innovative learning environment which fosters creativity and problem-solving.

# Strategy

Implement Framework of Five Best Practices with rigor & fidelity over a 3 year plan.



# Implementation Framework Best Practices

1. Visionary Leadership
2. Innovative Teaching & Learning
3. Ongoing Professional Learning
4. Compelling Evidence of Success
5. Flexible Learning Environment

# VISIONARY LEADERSHIP



## SHARED LEADERSHIP

- **Shared Leadership**
- Professional tech learning for leadership
- Renewal of Tech Committee
- iTeam Student Leaders



## INDIVIDUAL LEADERSHIP

- **Individual Leadership**
- Director of Instructional Technology hired
- Implementation plan developed



## COMMUNITY ENGAGEMENT

- **Community Engagement**
- Tech Committee
- Parent Nights planned for next year showcasing iPad
- Parent Workshops

# INNOVATIVE TEACHING & LEARNING (Student Learning)

THESE BEARS HUNTED IN THE SUMMER



AND HIBERNATED DURING THE WINTER



ONE DAY IN THE SUMMER, A WHITE KODIAK BEAR APPEARED



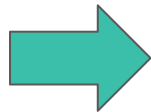
HOW DID THIS HAPPEN?



Providing voice and choice for students to demonstrate their understanding is key, it allows students take ownership of their learning



# INNOVATIVE TEACHING & LEARNING (INSTRUCTIONAL PRACTICES)





# INNOVATIVE TEACHING & LEARNING (Curriculum & Design)



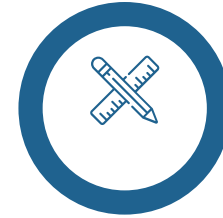
Faculty evaluate and identify key digital content to rework traditional content.



Faculty work together to design curricula to take advantage of the personalized learning opportunities that apps and digital content provide.



Faculty collaborate with colleagues to create and publish content that provides personal and engaging learning experiences for students.



Faculty contribute to public repositories and share learning and teaching best practices about integrating Apple education ecosystem.

**ESTABLISHED**

**DISTINGUISHED**

**EXEMPLARY**

**TRANSFORMATIVE**



# ONGOING PROFESSIONAL LEARNING



- **Vanguard Groups over 3 years**
- **Reserved time 2 to 3 hours on every PD day**
- **Department meetings - share best practices with iPad**
- **PD for Administration & Department Chairs**
- **Expectations built into Learning Rounds, TEPL and department goals.**

# COMPELLING EVIDENCE OF SUCCESS



- **Scheduled surveys for faculty, administrators and students.**
- **Expectations built into Learning Rounds, TEPL and goals.**
- **Digital Portfolios**
- **Focus Groups**
- **Learning Rounds, TEPL and other relevant data points.**
- **Quarterly evaluation of evidence**
- **Keep BOE & community apprised of status**

# FLEXIBLE LEARNING ENVIRONMENT



- Teachers can connect with projector anywhere in classroom
- Mobile learning means learn anywhere, anytime
- IT infrastructure supports innovation in learning and teaching.
- Hardware and software refresh and upgrade cycles support the learning needs of faculty and students.

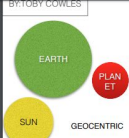
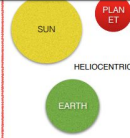
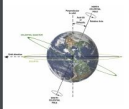
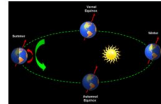


**The DHS 1:1 Program - Toby Cowles, 11th Grade**

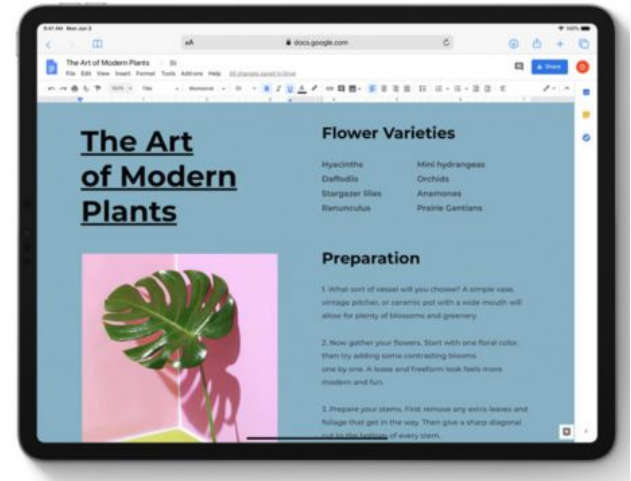
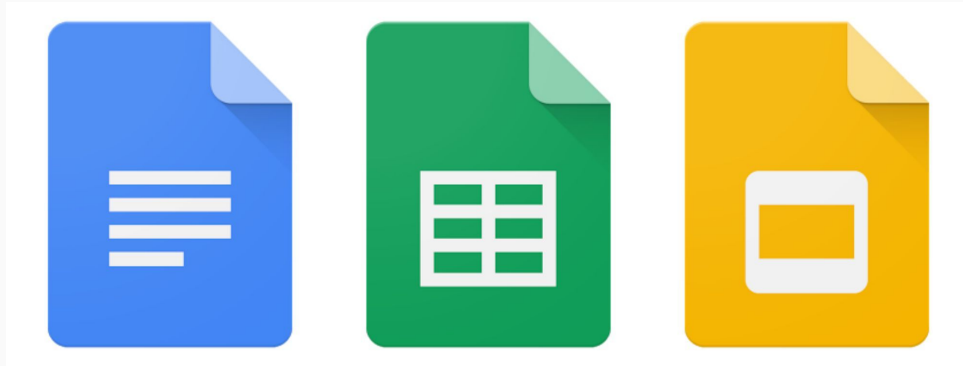
# iPads have potential:

Many years ago, when iPads were more limited, I used an iPad as my primary device in middle school. It was ideal for working with multimedia or infographics.

GarageBand, iMovie, iWork, and Pixelmator, where all staples of my work on iPads in the middle school

BY: TOBY COWLES		KEPLER: CREATED THE LAWS OF PLANETARY MOTION FIRST TO DISCOVER THAT PLANETS ORBITED IN OVELS NOT CIRCLES, HELIOCENTRIC, German
		Galleo: helped prove the idea of HELIOCENTRIC using telescopes, he got in trouble with the church for his ideas, he also discovered some moons of jupiter, and the phases of venus Italian
<b>Brahe:</b> Danish Nobeleman, He combined Geocentric and Heliocentric ideas, made detailed observations without a telescope	<b>Copernicus:</b> The first modern heliocentric astronomer after aristarchus, he was polish	<b>Ptolemy:</b> Greek Geocentric astronomer, created a few works and theories
<b>Aristotle:</b> Early greek astronomer, he made very detailed Geocentric models of the solar system	<b>Aristarchus:</b> Greek astronomer, was the first to believe the Heliocentric model, but no one else believed him,	<b>Newton:</b> English math, created the law of universal gravity that helped explain how the planets rotate, any objects with mass and gravitational attracted, mass and distance affect the strength
<b>Equinox:</b> When the sun is over the equator and day and night are equal length, this happens twice a year	<b>Autumnal Equinox:</b> Happens September 22-24 in northern hemisphere and march 20-21 in the Southern Hemisphere	<b>Vernal Equinox:</b> Happens march 20-21 in northern hemisphere and September 22-24 in the Southern Hemisphere
<b>Solstice:</b> Happens twice a year when the sun is farthest away from the equator, longest day or shortest day	<b>Winter solstice:</b> Happens Dec. 21 in the northern hemisphere and June 21 in the south, shortest day of year	<b>Summer solstice:</b> Happens June 21 in northern hemispheres and dec 21 in south, longest day of year
		
Earth rotates on its axis, the axis is tilted 23.5 Degrees, this tilt is what causes the seasons, in the summer you are tilted to get the most direct sunlight, in the winter the least, it takes 24 hours to complete a rotation		Earth Revolves around the sun, it takes 360.4 days or 1 year to revolve around the sun, this is also known as an orbit, at different points in the orbit different parts of earth are tilted toward the sun, this is one cause of seasons

# How well does the iPad work?



# iWork and the Apple Ecosystem

With managed Apple IDs, Apple's ecosystem of apps can be used collaboratively.

Working with images is a big strength of Apple's software. All of these were done in Pages



<p>The moon increases in size as it goes from new (facing away) and decreases as it goes from full (facing towards). The phases happen because half of the moon is always lit, and different parts of that half face earth. The moon takes 27.3 days to rotate and revolve, but the cycle of phases lasts 29.5 days because of the movement of earth.</p>	<p>BY TOBY COWLES</p>	<p>PLAN ET</p>	<p><b>KEPLER:</b> CREATED THE LAWS OF PLANETARY MOTION FIRST TO DISCOVER THAT PLANETS ORBITED IN OVALS NOT CIRCLES. HELIOCENTRIC, German</p>
<p>Solar Eclipse (moon covers sun)</p> <p>A solar eclipse is when the moon blocks the sun, people in the umbra (darker part of the shadow) see a complete solar eclipse while people in the penumbra (lighter part) often see a partial solar eclipse; these only happen when it is a new moon</p>	<p>PLAN ET</p>	<p><b>Galileo</b> helped prove the idea of HELIOCENTRIC using telescopes, he got in trouble with the church for his ideas, he also discovered some moons of jupiter, and the phases of venus Italian</p>	
<p>Lunar eclipse (earth covers moon)</p> <p>a lunar eclipse is much easier for people to see, anyone in the night side of earth can see it, this happens when the moon goes through earth's umbra, this turns the moon a reddish color. this can only happen when it is a full moon</p>	<p><b>Brahe:</b> Danish Nobleman, He combined Geocentric and Heliocentric ideas, made detailed observations without a telescope</p>	<p><b>Copernicus:</b> The first modern heliocentric astronomer after aristarchus, he was polish</p>	<p><b>Ptolemy:</b> Greek Geocentric astronomer, created a few works and theories</p>
<p>Spring Tide: Highest tides range (highest high tide, lowest low tide) happens twice a month the new moon and full moon, (new moons because inertia, full because gravity of moon/sun together)</p> <p>Neap Tides: Is when there is the lowest tidal range (the opposite of spring tide) these tides happen 2 times a month on the 1st and 3rd quarter moon when the moon and sun form a 90 degree angle</p>	<p><b>Aristotle:</b> Early greek astronomer, he made very detailed Geocentric models of the solar system</p>	<p><b>Aristarchus:</b> Greek astronomer, was the first to believe the Heliocentric model, but no one else believed him,</p>	<p><b>Newton:</b> English math, created the law of universal gravity that helped explain how the planets rotate, any objects with mass and gravitational attracted, mass and distance affect the strength</p>
<p>The sun's atmosphere is made out of 3 parts, the photosphere, which is the layer that produces the light, the chromosphere, which has a reddish glow and can only be seen in the early part of an solar eclipse where the photosphere is blocked. And the corona, which is the dimmest section and the only part that isn't covered in a total solar eclipse. The sun has 4 main layers, the core which is where the suns energy comes from, nuclear fusion is the process used to generate this energy, hydrogen makes helium and the left over mass makes energy. The middle layer is the radiation zone, this is where energy is transferred using electromagnetic radiation, this process can take 100,000 years. The outermost layer is the convection zone, this is where the hot gasses from the core rise, and the cool gasses sink. The sun has 3 main features, sun spots which are small (larger than earth) dark area of cooler gasses. Prominences which are reddish loops of gas shot off of sun. And solar flares which are when prominences connect and explode causing increased solar wind, we see this as a increase in the northern lights which are caused by solar wind, solar flares may cause radio disturbance and power outages</p>	<p><b>Equinox:</b> When the sun is over the equator and day and night are equal length, this happens twice a year</p>	<p><b>Autumnal Equinox:</b> Happens September 22-24 in northern hemisphere and march 20-21 in the Southern Hemisphere</p>	<p><b>Vernal Equinox:</b> Happens march 20-21 in northern hemisphere and September 22-24 in the Southern Hemisphere</p>
<p>The four smaller inner planets (planets closer to the sun) Mercury, Venus, Earth and Mars, are terrestrial planets, which means they are primarily composed of rock and metal</p>	<p><b>Solstice:</b> happens twice a year when the sun is farthest away from the equator, longest day or shortest day</p>	<p><b>Winter solstice:</b> happens Dec. 21 in the northern hemisphere and June 21 in the south, shortest day of year</p>	<p><b>Summer solstice:</b> happens June 21 in northern hemisphere and dec 21 in south, longest day of year</p>
<p>The other four planets are outer planets Jupiter, Saturn, Uranus, and Neptune, they are farther from the sun, and are gas giants, primarily composed of gas</p>	<p>Earth rotates on its axis, the axis is tilted 23.5. Degrees, this tilt is what causes the seasons, in the summer you are tilted to get the most direct sunlight, in the winter the least, it takes 24 hours to complete a rotation</p>	<p>Earth revolves around the sun, it takes 365.4 days or 1 year to revolve around the sun, this is also known as an orbit, at different points in the orbit different parts of earth are tilted toward the sun, this is one cause of seasons</p>	



# How well does the iPad work?

For mathematical or other handwritten work(ie: math notes, annotations, etc)



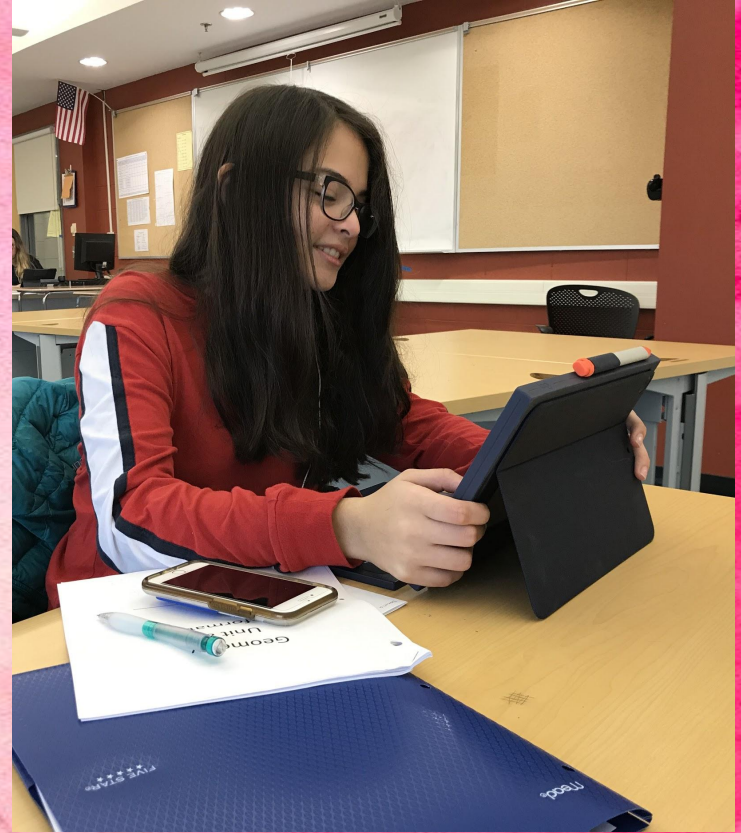
iPads in 11th & 12th grade do not work with the Logitech crayon.



But the freshman iPads have the logitech crayon, and many of them use it regularly

# How iPads are being used

From the perspective of a freshman





# Logitech Crayons

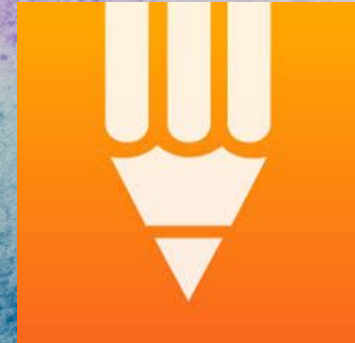
## How they are used:

- Creativity / relaxation
- Studying
- Organization



## Popular Apps

- Notability
- Autodesk Sketchbook
- iBrainstorm
- Concepts

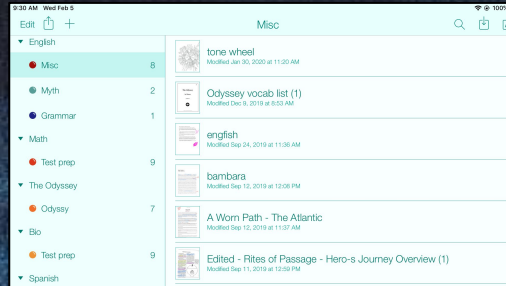




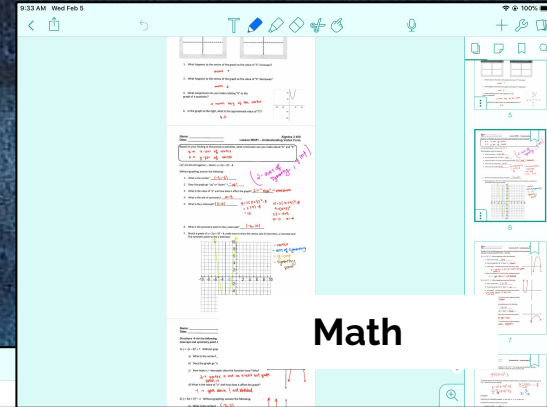


# Teacher's Favorite: Notability

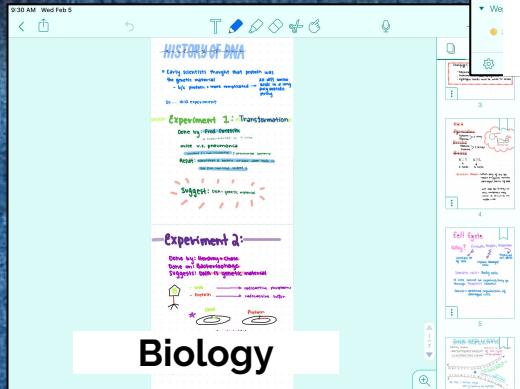
It is extremely versatile and can be used in every class



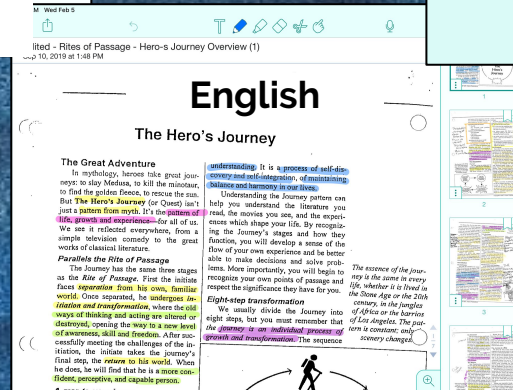
Home Screen  
(all classes)



Math



Biology



English

The Hero's Journey



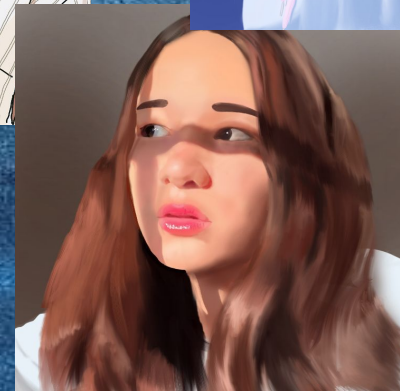
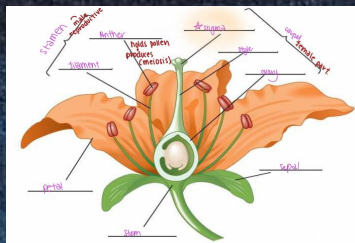
# My Favorite: Autodesk Sketchbook

## Allows Artists to show shine

# Creativity



# Studying





# Staying Organized : Concepts & iBrainstorm

Allows students to plan and organize  
their thoughts and projects



# Work on the Go

**iPad allow us to do homework and study even when there is no wifi**

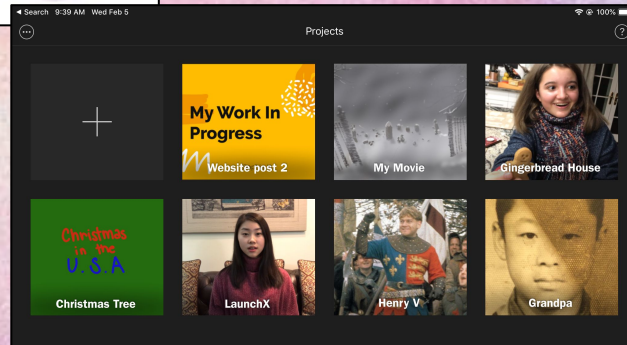
**Bus rides  
Car rides  
Plane rides**





# Idea Project

As a member of the Achievers Program, I rely on the iPad to complete the project



- iMovie
- Autodesk Sketchbook
- Anchor



# THANK YOU!

Do you have any questions?



DARIEN

The word "DARIEN" is rendered in large, bold, blue-outlined capital letters. Each letter serves as a frame for a different photograph of a student. The 'D' shows a young man in a blue shirt and tie. The 'A' shows a young man in a blue shirt. The 'R' shows a young man in a blue shirt. The 'I' shows a young man in a blue shirt. The 'E' shows a young man in a blue shirt. The 'N' shows a young man in a blue shirt. The 'D' also shows a young woman in a blue shirt. The 'A' also shows a young woman in a blue shirt. The 'R' also shows a young woman in a blue shirt. The 'I' also shows a young woman in a blue shirt. The 'E' also shows a young woman in a blue shirt. The 'N' also shows a young woman in a blue shirt.

# Curriculum Development 2020-21

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

**Date:** September 5, 2019

**Department:** English

**Proposer:** Anne Fernandez & Suzanne MacLehose

**Course Title:** A Moveable Feast: The Literature of Food and Travel

1. Grade Level(s):

Please check all that apply

- ☐ 9
- ☐ 10
- ☐ 11
- ☒ 12

2. Course Credit: Please check

- ☒ .5
- ☐ 1.0
- ☐ Other: Explain

3. Course Level: Please check

- ☐ 200
- ☒ 300
- ☐ 400
- ☐ 650
- ☐ 750
- ☐ 900
- ☐ AP

## Curriculum Development 2020-21

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4. Course Length: Please check

- ☐ Year  
☒ Semester  
☐ Other: Explain

5. Graduation Requirements: Please check

- ☒ Required Course  
☐ Elective Course

6. Fine Arts Requirement:

- ☐ Yes  
☒ No

7. Prerequisites:

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

None.

8. Rationale:

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

All seniors who are not enrolled in one of our two senior AP offerings enroll in one of the senior choice offerings. This course would simply replace one of the previously approved semester courses that have not run in recent years due to insufficient student interest, enabling us to (a) provide seniors with a more attractive array of literature-based choices while we continue to (b) align the curriculum of all the senior choice courses in order to ensure that, while the content will be vastly different, the courses feature commonalities in major assignments, student workload, and final exams.

9. Introduction:

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

Students in the course will read, analyze, and evaluate fiction, poetry, nonfiction, and film and television on the often related topics of food and travel. Students will examine the ways in which literature uses food to represent and understand society and the human experience. A key focus will be on how cooking, eating, drinking, and feasting function as symbols in literary works. Nonfiction works will provide the

# Curriculum Development 2020-21

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basis for discussion of contemporary issues such as hunger and sustainability. Our study of travel literature will focus on the narrative and descriptive techniques used by writers to create a sense of place and character, the impact of travel on the traveller, and on the ethics of travel, tourism, and writing about cultures beyond one's own.

## 10. Course Outline:

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

Each senior choice course, regardless of its content, features a version of the following:

### Essential Questions

- What is so important about food and travel literature that people continue to study and celebrate it?
- How does reading and writing about food and travel help us understand real-world issues affecting our world today?
- How does food and travel itself allow us to understand different beliefs and cultures and develop empathy for others?
- How does such literature provide us with unique approaches to language for the purpose of conveying powerful truths?

### Readings

- readings from literature that is considered classic or traditional (pre-1970)
- readings from literature that is considered contemporary (post-2000)
- at least one teacher-assigned book-length text
- at least one unit based on readings independently selected by students

### Projects and Presentations

- at least one formal seminar discussion or formal debate
- one creative project and project reflection
- one individual presentation
- one group presentation

### Written Assignments

- one major paper (4 to 6 pages) that features literary analysis
- at least two other papers (between 2 to 4 pages in length)

### Final Exam

- new reading component
- take-home written component
- in-class written analysis component OR
- in-class presentation component

## Curriculum Development 2020-21

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

Students will be formatively assessed through the use of:

- between one and two assignments per week
- in-class discussion participation
- outlines and drafts
- quizzes and journals

Students will be summatively assessed through the use of:

- completed writing assignments
- seminars and debates
- projects, presentations
- final exam

Assessments for major papers and projects will feature collaboratively developed rubrics.

Whenever possible, students will be invited to self-assess their work using criteria that they develop through teacher-guided discussion

12. **Interdisciplinary Opportunities:**

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

Interdisciplinary Course:	Teacher(s):	Connections:
Interdisciplinary Course:	Teacher(s):	Connections:
Interdisciplinary Course:	Teacher(s):	Connections:

## Curriculum Development 2020-21

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### 13. Enrollment:

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

All non-AP seniors will enroll in one of the required S1 courses. We might expect more than one section of the class to run.

### 14. Impact within Department/School:

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

There will be no impact outside of the English department, and we would expect a greater balance of student selection across the available choices.

The following language comes from the proposal for the new senior course options from two years ago: “Students will be provided with choices and thorough explanations of each, and they will then be asked to express their top choices in prioritized order. Every attempt will be made to grant students with their top choice. If one of the offerings, having failed to draw interest, does not run for two consecutive years, it will then be replaced by a newly developed course designed with a content focus that better meets the needs of our seniors.”

### 15. Department Discussion:

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

English teachers were provided with a full description of the course with an opportunity to provide input at a department meeting as the new school year began. Feedback to the department head from teachers was overwhelmingly positive.

## Curriculum Development 2020-21

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### 16. Budgetary Implications:

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

Item	Description	Quantity	Cost	Total
Student Textbooks	No budgetary impact			
Student Workbooks				
Teacher Edition				
Materials				
Curriculum Work				
Furniture				
Professional Development (training)				
Staffing: fte	No FTE impact			
Other				
Other				

### **Additional Texts/Resources that would be reviewed in preparation for designing this course.**

Christopher Columbus	<i>Journal of Christopher Columbus</i>
Olaudah Equiano	<i>The Interesting Narrative of the Life of Olaudah Equiano</i>
Lewis and Clark	<i>Journals of the Lewis and Clark Expedition</i>
Mark Twain	<i>The Innocents Abroad</i>
E.M.Forster	<i>A Room with a View</i>
Paul Bowles	<i>The Sheltering Sky</i>

## Curriculum Development 2020-21

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Andy Weir	<i>The Martian</i>
Bill Bryson	<i>In a Sunburned Country, A Walk in the Woods</i>
Elizabeth Bishop	“Questions of Travel”
Mona van Duyn	“Into Mexico”
E.B. White	“Once More to the Lake”
Pico Iyer	“Why We Travel”
David FosterWallace	“Consider the Lobster,” “Shipping Out”
MFK Fisher	<i>The Art of Eating, Gastronomical Me</i>
Isak Dinesen	<i>Babette’s Feast</i>
Banana Yoshimoto	<i>Kitchen .</i>
Margaret Atwood	<i>The Edible Woman, “Stone Mattress”</i>
Jonathan Safran Foer	<i>Eating Animals</i>
Peg Bracken	<i>The I Hate to Cook Book</i>
Michael Pollan	<i>The Omnivore’s Dilemma</i>
Ruth Reichl	<i>Tender at the Bone</i>
Calvin Trillin	<i>The Tummy Trilogy</i>
Jhumpa Lahiri	<i>Unaccustomed Earth</i>

### ***Video Resources might include:***

Episodes of *No Reservations*, *Parts Unknown*, *United Shades of America*, *An Idiot Abroad*, *The French Chef*, *Iron Chef*, and other food and travel shows

*The Motorcycle Diaries*

*Around the World in 80 Days*

*Lost in Translation*

*Big Night*

*Tampopo*

*The Search for General Tso*

*Jiro Dreams of Sushi*

*FOOD, Inc.*

*Please submit the completed proposal to Curriculum Council.*

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



# Curriculum Development 2020-21

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## Course Catalog Information:

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

*All of these S1 senior English courses—through their blending of the traditional and the contemporary, the academic and the personal—seek to serve as a bridge between a student’s senior year of high school and first year of college. Furthermore, by broadening the number of S1 courses, seniors will be experiencing a range of options that will more closely mirror what they will encounter at the college level. Each course will feature its own content focus, but all of the courses will feature commonalities in terms of major assignments, student workload, and final exams. Through their writing assignments, these courses will seek to strike a middle ground between, on the one hand, literary analysis, and, on the other, student reflection, self-directed reading and research, and the development of an authentic writing voice.*

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

- 1. To provide students with opportunities for rich, meaningful exploration and reflection on a content focus that they selected from a broader range of options.*
- 2. To expose students to both traditional and contemporary aspects and developments of their selected content focus.*
- 3. To provide students with opportunities for gaining a better understanding of real-world issues and for developing a sense of empathy for others through the selected content focus.*
- 4. To prepare students for freshman college courses through reading, speaking, and listening experiences that draw upon the personal and the academic.*
- 5. To prepare students for freshman college courses through writing experiences that place focus on the personal and the academic, allowing for the pursuit of an authentic writing voice.*
- 6. To provide students with strategies and guidance for conducting self-directed reading and research.*

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

## Curriculum Development 2020-21

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*Students will read at least one teacher-selected book-length text and many teacher-selected supplemental texts, along with a substantial number of student-selected primary and secondary texts. Students will be expected to engage in journal writing, to conference with peers and teachers, to conduct self-directed reading and research, and to participate in seminar discussions. Students will be expected to make presentations to their peers, and they will be expected to produce a creative project, one that could be produced in written, video, or other formats. Essays and short writing assignments will be the primary mode of assessment. There may be opportunities for seniors to share some of their written work and video pieces by “publishing” them on a digital platform, and there may be an opportunity to record artifacts of student learning growth in a digital portfolio.*

# Curriculum Development 2020-21

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

Date: 9/16/19

Department: Art

Proposer: Jaclyn Sammis/ Chris Skaggs

Course Title: AP Art and Design 2D (Photo)

In 2019 College Board changed the course name and requirements from “AP Studio Art: 3D, 2D, and Drawing” to “AP Art and Design: 3D, 2D, and Drawing”.

We currently offer all three of the AP Art and Design exams: AP 3D (Ceramics) AP 2D and AP Drawing. 2D and Drawing are currently taught in the same period, using only drawing and painting materials.

We are looking to offer another section of 2D specifically to students in photo/ digital/ graphic design. This would not change how we currently offer 2D in the drawing and painting courses. This is not a new course proposal, however, it is creating a new path to 2D for students in digital classes to have access to AP credits. The course would not be taught with the current 2D and Drawing section. The facility/studio needs for Photography differ from the other 2D sections.

1. Grade Level(s):

Please check all that apply

- ☐ 9
- ☐ 10
- ☒ 11
- ☒ 12

2. Course Credit: Please check

- ☐ .5
- ☒ x 1
- ☐ Other: Explain

3. Course Level: Please check

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> 300          | <input type="checkbox"/> 750             |
| <input type="checkbox"/> 400 (Honors) | <input type="checkbox"/> 900             |
| <input type="checkbox"/> 650          | <input checked="" type="checkbox"/> x AP |

## Curriculum Development 2020-21

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4. Course Length: Please check

- ☒ Year  
☐ Semester  
☐ Other: Explain

5. Graduation Requirements:

Please check

- ☐ Required Course  
  
☒ Elective Course

6. Fine Arts Requirement:

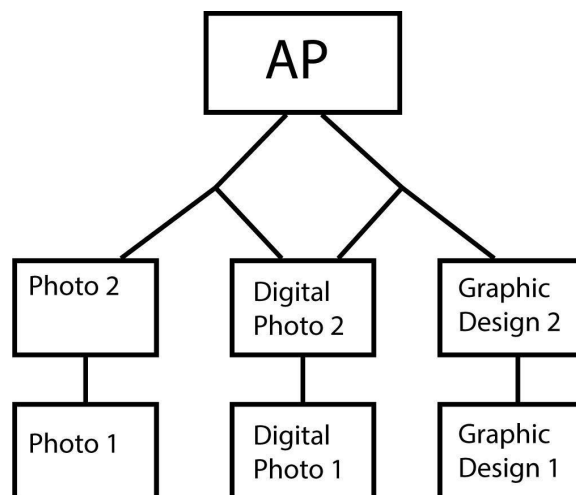
- ☒ Yes  
☐ No

7. Prerequisites:

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

There will be 2 paths into AP 2D:

- Digital Photo 1, Digital Photo 2, Graphic Design 1, Graphic Design 2 (students can choose to take courses in any course sequential order)
- Digital Photo1, Digital Photo 2, Photography 1 and Photography 2 (students can choose to take courses in any course sequential order)



## Curriculum Development 2020-21

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Two full years of Photo/ Digital Photo, or Graphic Design classes will be required for any student taking AP 2D. This is consistent with other AP Art courses.

We are hoping that the 2 different paths into this course will open it up to a broader student body.

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

Students can master and apply different media to their Photography work. We believe that a year of Digital Photography with the addition of either Graphic design or Film photography will prepare students for an AP level Examination.

Currently students cannot get to an honors level course through Graphic Design or Digital Photo courses. We want to create an opportunity for the serious digital/ design student to receive AP credit by completing the rigorous AP exam

9. Introduction:

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

AP Art and Design is a very rigorous and time consuming portfolio development class where students create a body of work to submit to College Board for review. Students are required to submit a portfolio of 20 pieces. In the courses leading up to the AP year, students are creating works that will meet some of the portfolio requirements.

For the 2019-2020 school year, College Board drastically changed the exam to focus mainly on the “Sustained Investigation” section (formally Concentration section), requiring students to submit 15 images. The other section is “Selected Works” where students submit other high quality pieces to College Board. The work chosen for “Selected Works” will most likely come from previous courses, so the focus on the AP School year will be on “Sustained Investigation”. This is an entirely student centered idea where they have to investigate an idea over 15 images.

10. Course Outline:

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

Summer work: Students will brainstorm different ideas for investigation, thumbnail sketches for planning, etc.

## Curriculum Development 2020-21

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Weeks 1-2: Reviewing previous work for submitting for “Selected Works” Section, beginning work on “Sustained Investigation”

Weeks 2- 29: “Sustained Investigation” There will be an average of three major projects due every quarter (approx one project every 10 class periods), with one developed planning/ Sketchbook piece due every quarter.

Students AP Portfolio is due at the end of the first week of AP Exams in May. The goal is to have all students finished creating by the end of April to allow time for uploading, writing, matting work, etc. Students use a power hour prior to AP weeks to submit the “Selected works” section.

Students are now required to write reflections of each project, and generate their own questions/ prompts that they will answer with each piece. This is a significant change from the previous exam.

### 11. Assessment:

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

Students will be assessed based on the AP rubric, teacher critiques, peer critiques, and self reflection. Informal assessment occurs constantly throughout every period of art making when students discuss peer to peer and student to teacher about their own work and the work of others. Formal Assessment will occur at the end of every major project. Additionally, the midterm exam is a critique of the “Sustained Investigation” where students present all of their work in small groups and receive feedback from peers and teacher.

### 12. Interdisciplinary Opportunities:

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

Interdisciplinary Course:	Teacher(s):	Connections:
Interdisciplinary Course:	Teacher(s):	Connections:

## Curriculum Development 2020-21

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Interdisciplinary Course:	Teacher(s):	Connections:
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13. Enrollment:

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

I believe this will fill 1 section each year (.2 teacher). In the 2019/2020 school year we are currently running 2 sections of Digital Photo 2 (40 Students). If we look at students currently enrolled in the second level and eligible to enroll in AP 2D next year, there are 29 students in the building. (Seniors were not counted in this number.)

14. Impact within Department/School:

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

This will offer an additional opportunity for a specific group of artists. It may pull from Art- Honors, which has been significantly impacted by adding the AP 3D course. Currently there is only 1 section of Art-Honors, compared to 4 sections 3 years ago. In recent years, there have been more photo students enrolled in Art- Honors compared to Ceramics and Drawing and Painting students in addition to the reduced number of sections, showing there is a need for an AP course for the photo/ digital students.

15. Department Discussion:

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

The department fully supports this addition.

## Curriculum Development 2020-21

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### 16. Budgetary Implications:

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

Item	Description	Quantity	Cost	Total
Student Textbooks				
Student Workbooks				
Teacher Edition				
Materials				
Curriculum Work				
Furniture				
Professional Development (training)	AP Art and Design week long training at Taft	1	\$900	
Staffing: FTE	No FTE impact			
Other				
Other				

*Please submit the completed proposal to [kstanton@darienps.org](mailto:kstanton@darienps.org)  
no later than **October 1, 2019***

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



## Curriculum Development 2020-21

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### Course Catalog Information:

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

This new path allows students to develop their AP level portfolio with a concentration on Photography. Students will build on their experiences in the darkroom and Digital Studio to compile a series of work for the AP exam. Expectations will parallel the self exploration of any AP 2D path.

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

- Students are going to explore their own approach and process to creating artwork
- Students will build on a specific concentration and create new work
- Learn to document and create a collegiate level artist portfolio

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

- Create and curate a portfolio of your best work
- Submit this portfolio to the AP examination for grading

### Board of Education Questions and Answers from February 4, 2020

Question	Answer
What is the cost of adding two additional tennis courts and the impact of adding two additional courts?	The estimated cost to add two additional tennis courts would be another \$550,000. We would have to bring on an engineer to lay out the work on site, bring forward to P&Z for site plan review. Plans would take approximately 2-3 months and then permitting from start to finish would be another 3 months. This would delay the anticipated start date of the project to late fall or spring 2021.
What is the cost of a crossing guard?	There are 8 posts with Crossing Guards, which total \$71,249. Based on this the average crossing guard costs \$8,906, which is inclusive of wages and uniforms.
What are the specifications of a crossing guard?	See attached job description.
What is the enrollment for 8th grade Talented and Gifted.	<p>8th grade counselors will be in classrooms with 8th graders on 2/6, 2/7, 2/10, and 2/11 helping students to choose electives. However, if students want to add the course after that time, DHS is flexible with the change.</p> <p>DHS is closing the selection window at the high school on 3/13 after students meet individually with counselors so that the master schedule build may begin.</p>



## **Job Opportunity**

### **Crossing Guard**

**Hours:** Part-time, approximately 8:00 – 9:00 a.m. and 2:45 – 3:45 p.m., Mon. – Fri.

**Compensation:** \$44.50 per day

**Closing Date:** Open Until Filled

#### **Distinguishing Characteristics:**

Under the general supervision of the Darien Police Department Administrative Lieutenant, the school crossing guard monitors traffic and assists children to cross streets safely on a seasonal basis before and after school.

**Examples of Essential Duties:** Receives initial training from the Darien Police Training Division in the form of video instruction as well as on site traffic control instruction and demonstration.

As children arrive, the crossing guard takes them safely across the street, watching traffic closely and stopping vehicles when necessary

#### **Necessary Knowledge, Skills and Abilities:**

- Great responsibility for the use of discretion and independent judgment in the safe crossing of children.
- Ability to use accurate judgment of traffic flow, speed and direction of travel; regular use of hand-held stop sign and reflective vest.
- Regular and prompt attendance is essential.
- Mental effort is required daily.

#### **Work Environment:**

Job is performed outside and is subject to exposure to the elements such as heat, cold, and wet conditions. Job involves walking and standing for periods of time, constant visual observation is required to fulfill job responsibilities. Job is subject to exposure to environmental and/or physical hazards.

#### **Application Procedure**

Please complete the Darien Employment Application and mail to Ms. Karen Dunn, Human Resources Department, Town of Darien, 2 Renshaw Road, Darien, CT 06820 (or email to [kdunn@darienct.gov](mailto:kdunn@darienct.gov)). The Town of Darien Employment Application is available at [www.darienct.gov](http://www.darienct.gov), HR Dept. page or you may call (203) 656-7338 to request an Application Form be mailed to you.

*The Town of Darien is an equal opportunity employer. In compliance with the Americans with Disabilities Act, the Town will provide reasonable accommodations to qualified individuals with disabilities and encourage both prospective and current employees to discuss potential accommodations with the Town when necessary.*