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**BOARD OF EDUCATION
Darien, Connecticut**

**TUESDAY, JULY 26, 2016
SPECIAL MEETING OF THE BOARD OF EDUCATION**

**PLACE:
DARIEN PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
2nd FLOOR CONFERENCE ROOM
6:30 P.M.**

AGENDA

1. Call to order
2. Executive session for the purpose of discussing privileged attorney-client communication
3. Adjourn to public session

**REGULAR MEETING OF THE BOARD OF EDUCATION
TUESDAY, JULY 26, 2016**

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

TENTATIVE AGENDA

1. Call to Order..... Mr. Michael A. Harman 7:30 p.m.
2. Chairperson's Report..... Mr. Harman
3. Public Comment..... Mr. Harman

**REGULAR BOARD OF EDUCATION MEETING
TUESDAY, JULY 26, 2016**

4. Superintendent's Report..... Dr. Brenner
5. Approval of Minutes..... Board of Education
6. Board Committee Reports..... Mr. Harman
7. Presentations/Discussions
 - a. Update on Stadium Lights.... Dr. Brenner/
Mr. Chris Manfredonia
 - b. Presentation and Possible..... Mr. Richard Sadlon
Action on Proposed
Music Department Field Trip
 - c. Update on Summer School..... Ms. Marjorie Cion/
Enrollment and ESY Dr. Susie Da Silva
Enrollment
 - d. Report and Possible Action..... Dr. Da Silva
on Pre-K through Grade 12
Enrollment Capacity
 - e. First Reading of Proposed..... Mr. Harman
2016-17 Board Goals and
Objectives
 - f. First Reading of Proposed..... Dr. Brenner
2016-17 District Goals and
Objectives
 - g. Further Discussion and..... Dr. Brenner
Action on Schedule of
2016-17 Regular Board of
Education Meetings

**REGULAR BOARD OF EDUCATION MEETING
TUESDAY, JULY 26, 2016**

8. Action Items

- a. Personnel Items..... Ms. Marjorie Cion
 - i. Appointments
 - ii. Resignations
 - iii. Leave of Absence

9:30 p.m.

9. Public Comment..... Mr. Harman

10. Adjournment..... Mr. Harman

DB:nv

Revised July 20, 2016

**APPROVED
MINUTES
BOARD OF EDUCATION
June 14, 2016**

PLACE:

Darien Board of Education
Meeting Room
7:30 p.m.

MEMBERS PRESENT:

Mr. Harman, Chair; Mesdames Hagerty-Ross, Zuro, Sullivan, McNamara, and Stein; Messrs. Burke, Dineen, and Martens.

MEMBERS ABSENT:

None.

ADMINISTRATION PRESENT:

Dr. Dan Brenner, Superintendent of Schools; Dr. Susie DaSilva, Assistant Superintendent of Curriculum and Instruction; Ms. Shirley Klein, Assistant Superintendent of Special Education and Student Services; Mr. Michael Feeney, Director of Finance and Operations; Ms. Marjorie Cion, Director of Human Resources.

VISITORS:

Approximately 100.

CALL TO ORDER

Mr. Harman called the meeting to order at 7:32 p.m. The next Regular BOE meeting is scheduled for Tuesday, June 28, 2016 at 7:30 p.m. at the Darien Board of Education Meeting Room. Mr. Harman said that any public comment should be made except those pertaining to the lights, since there will be an option for that later.

SUPERINTENDENT'S REPORT

Presentation of Superintendent's Citizenship Awards

Dr. Brenner welcomed all children and families attending tonight, saying there is no better moment than the opportunity to honor students and those for doing the right thing. He has had a chance over the past couple weeks to meet with each of the students receiving the award and it makes him proud to be Superintendent.

Each Principal or Assistant Principal gave a brief introduction of their student:

Hindley School – Charlotte Ward
Holmes School - Anastasia Zerboulis
Ox Ridge School – Charlie Hughes
Royle School - William Daniel
Tokeneke School – Katie Keating
Middlesex Middle School – Skyler Bennett
Darien High School –Armstrong Noonan & Jennifer Schrenker

Town of Darien
Darien Board of Education
Regular Meeting
June 14, 2016

CHAIRPERSON'S REPORT

Mr. Harman advised there was nothing at this time.

PUBLIC COMMENT

Ms. Shelly Skoglund, Leroy Ave, CDSP Co-Chair, noted that the parents appreciate how the schools are working on communication to parents, highlighting the chain of command, facilities planning, and the one to one initiative. She wanted to address that she has been hearing excitement, confusion, and concern regarding using the escalation pathway. Families understand that schools are going through changes, but it is not always clear as to why. She asked that we continue to try and be proactive with communicating with the families of Darien.

SUPERINTENDENT'S REPORT CONT'D

Stadium East Update: Dr. Brenner updated that work is set to begin the day after graduation and it is his expectation that the work will be done quickly as they have a very short window to be ready for the fall. Dr. Brenner advised of a conservative finish date of 10/1 dependent upon the weather. They have and will be having weekly Tuesday meetings with the construction company and will keep the Board updated.

APPROVAL OF MINUTES

May 24, 2016 Special Meeting and Executive Session

- ** MS. STEIN MOVED THE MINUTES OF THE MAY 24, 2016 SPECIAL MEETING AND EXECUTIVE SESSION.**
- ** MS. HAGERTY-ROSS SECONDED.**
- ** THE MOTION PASSED WITH SEVEN IN FAVOR AND TWO ABSTENTIONS (MCNAMARA AND SULLIVAN).**

May 24, 2016 Regular Meeting

- ** MR. DINEEN MOVED THE MINUTES OF THE MAY 24, 2016 REGULAR MEETING.**
- ** MR. BURKE SECONDED.**
- ** THE MOTION PASSED WITH SEVEN IN FAVOR AND TWO ABSTENTIONS (MCNAMARA AND SULLIVAN).**

BOARD COMMITTEE REPORTS

Ms. Sullivan advised that the Facilities Committee met and reviewed the master plan, coming up with several action items. Much work will be done over the summer including creating a Building Condition Report.

PRESENTATIONS/DISCUSSIONS

A. PRESENTATION: REPORT ON HIGH SCHOOL COLLEGE ACCEPTANCES AND AWARDS; PROFILE ON HIGH SCHOOL CLASS OF 2016 (File #2511)

Mr. Ribeiro presented a PowerPoint presentation, showing comparison data of this senior class with those of past years. He discussed several statistics including college admissions, trends, and the percentage going early decision.

Board questions and comments and Administration's responses: a) **To what degree is the current Test Optional movement having any impact?** (Mr. Ribeiro advised yes, more schools are going to test optional and more kids are considering applying to those schools. He advised the student can still take the test and send it into Test Optional Schools. But if a student doesn't test well, he/she now won't be hurt by not being good test takers.) b) **Is there a way to track those students who are undecided, to see what their ultimate decision was?** (Yes, the data does move a little bit after we get the data through the first year of college.) c) **Is it possible going forward if we can be shown data of completed applications versus incomplete?** (Yes.) d) **Two years ago there was a problem with the new Common Application because of an interface change, is this process as seamless as you would like? Specifically with the number of guidance counselors and all the recommendations they need to write – how do we help you with this?** (Mr. Ribeiro advised, yes, when we review the data, we are comparable. We would love it if it could be lower, but that is wishful thinking.) e) **Apart from these issues, we are clear sailing?** (Yes, but there is a new application coming up next year, the Coalition Application. We are trying to familiarize ourselves now so we can trouble shoot, but Colleges are also very accommodating to new systems, extending deadlines if needed.) f) **Athletics: can we have some information for students going early decision. The numbers are starting to be skewed. This particular class is a very athletic, so early decision numbers are higher.** (Dr. Brenner advised what the guidance office doesn't get is which athlete has been slotted. He then gave an example of being slotted by using the Early Decision system. He also noted they have to be careful when giving information that they do not identify students in process.)

Mr. Harman thanked Mr. Ribeiro for his presentation.

B. FOLLOW UP REPORT ON SENIOR INTERNSHIP PROJECT AT DARIEN HIGH SCHOOL

Mrs. Dunn came forward to present a PowerPoint presentation (File #2512) on the Senior Internship Project. She then introduced DHS teacher, Mr. Francis Janosco and thanked him for his tireless work. The program has grown exponentially.

Mr. Janosco spoke about the Internship Program. This is the 7th year of program and the 1st year the entire senior class participated in program. 324 seniors completed work at 213 sites. He addressed that last year he was asked to draft and send a thank you letter to last year's sites and they will do so again this year. Mr. Janosco produced a packet to give guidance of the program to all sites and created an independent study project for those not participating in the Internship Program. He then introduced Ms. Nancy Sheed, Jacob Levy and Paige Adams.

Ms. Sheed is a small business owner completing her second year participating in the internship program. She has only had motivated, eager and happy students and stressed what a positive experience it has been for her. Her interns have done a myriad of projects and she was happy to take them to client meetings, do research and any other task she needed. She noted if the students she had were a representation of the future work force, she was very happy about that.

Jacob Levy, student, spoke to his work at a local string instrument shop. He noted how interesting his time was there, sanding, polishing and doing minor touch ups to instruments ranging from \$3,000 in value up to over \$20,000.

Paige Adams spoke to her time at Memorial Sloan Kettering Cancer center in Harrison. Her experience was more educational than work. She advised it was hard to get permission for the internship due to its sensitive nature but once received, given an id badge, lab coat and sent right in to work amongst physicians. She scrubbed into surgical procedures, used an ultrasound machine, molded a radiation mask and was even acting assistant on a bone marrow biopsy. Paige said what an amazing experience this was and she was offered two undergrad research positions.

Board questions and comments and Administration's responses: a) **As the program has grown, are the students finding the employers themselves? Will the employers continue taking interns years in a row?** (Mr. Janosco advised in the beginning, the school had their hand on finding sites, but now we depend on students to do that work. They are given a list of past 2 years' sites and have ongoing relationships with employers, but do depend on seniors finding new sites.) b) **What are ideas to take this to the next level?** (Mr. Janosco noted if he were in control, he would move towards offering multiple options, better than having the standalone internship only. The Internship Program is a great fit for about 80% of the students, but he does think that they can develop alternatives for more choices in the future for those opting out.)

PUBLIC COMMENT

Mr. Albertus VanDenbroek, Linda Lane, noted he has always been a supporter of sports: coaching in the past and also contributed to the turf field. He has two granddaughters on the field hockey team and sports matter in his family. He is here to support the light installation, but Darien is unique in regards to the location of the high school. It is in the middle of a residential neighborhood and safeguards need to be put in place. He is confident that the Board, with review to the light project, will come to a successful conclusion.

Mr. Lenis Koontz, Middlesex Rd., has lived in Darien since May 1988. He commented on how refreshing it is to be around such bright and enthusiastic people in the Board meeting today. He presented and walked through a PowerPoint (File #2513) provided. The first four slides focused on who can use the stadium lights, when they can be used, and when they are off, and how many night games are scheduled. He is concerned about the immediate neighbors and beyond that, the games played between two teams from different towns. He is under the impression this is not required, as Greenwich and Westport do not permit outside teams to play on their field. Mr. Koontz also is concerned about the cutoff of 7 p.m. and asks if it is necessary and desirable to keep young out on the field past this time? His next 4 slides request the board engage a sound and light engineer to ensure nuisance is minimized using latest technology. Also, when the plans for DHS were originally created, there were trees in the diagram surrounding the school. He asks that this be included in the current light project. He noted the parking and trash problem after big events and thanked the Board for the opportunity to speak

Ms. Janice Lockhart, High School Lane, has lived in Darien for 20 years. She is concerned about after games and the problems with liquor and drugs. She asks that the Police patrol the area and the cars that are left behind. She is also concerned about the environment in regards to the trash.

Ms. Tiernan Cavanna, Old Farm Road, has three boys and fully supports the light installation.

Ms. Robin Nelson, Arrowhead Way, advised she and her husband both grew up with stadium lights and thinks it is important to offer a safe social activity. She has three kids all involved in field sports and hope they can enjoy this in the future.

Ms. Stephanie O'Malley, Circle Road, said she is in favor of the lights. She thinks it creates a wonderful spirit for the community and safer in practice. She also brought up that some of the youth leagues are coached by dads who can only be home at a certain time to make practice.

Mr. Dan Kearney, Leroy Ave, moved to Darien because it is a lovely residential area. He wants the Board to keep in mind this is a residential town. Living near the school, he likens it to being a trash keeper. He picks up trash every morning after a game and noted that many of the people in favor of the lights, do not live near them.

Ms. Maggie Cellar, Old Farm Road, lives across from Tokeneke School. She thinks everything the town does is spot on. She noted it was a valid point living across from the school, but has not had a problem.

C. FURTHER DISCUSSION ON STADIUM LIGHTS AT DARIEN HIGH SCHOOL

Dr. Brenner started with his intentions of framing the conversation with a video, then would answer any questions they had. Dr. Brenner then presented a video showing the technology used on a University's field lights. Dr. Brenner shared a graph of sound levels and advised if the speakers are installed correctly, a proper balance can be found. The experience will be different to what is happening now. Dr. Brenner thinks the Board needs to have conversation around 3 areas: 1) The time cutoff of 7:00 p.m. or 8:00 p.m. 2) the landing strip effect and its significance, and 3) allowing non DHS teams to play on the field.

Board questions and comments and Administration's responses: a) **On the issue of time, 7:00 p.m. versus 8:00 p.m., it's important to be a good neighbor, but to the parents' point, coaches for the DJFL are working fathers who rush home from their jobs to coach. If the practice is extended, it would give them more time to come home and get to the field. Believes that as use goes on, an intelligent decision can then be made. We don't want to lock ourselves into something that cannot be adjusted.** b) **There could be a way to compromise. Perhaps lights out at 7:00 p.m. on Monday and Tuesdays, then 7:30 p.m. on Wednesday and work up to 8:00 p.m. by the weekend. Also we need a way to gauge if it is a hard stop at 7:00 p.m. as there are sure to be growing pains. 8:00 p.m. for five nights in a row is a lot of playing time.** c) **Clarifying questions – the temporary lights expire in 2017. Part of the discussion needs to be if the kids playing at town hall would then be moving to the high school field.** d) **There is also a traffic issue. We cannot have kids coming from town hall moving over to the high school. There needs to be a separation. Think we need to know more about DJFL's plan to use the lights.** (Dr. Brenner advised he was here tonight to provide a recommendation around what would be done. He noted we do not have control of the town lights, only of our own. He said the Board could request to P&Z to be sensitive to certain concerns had, but do not have control.) e) **The temporary lights are loud, these new lights would be quiet. Perhaps 7:30 p.m. is a compromise.** f) **Working off of the package passed out, on page 8 the current proposal is for 8:00 p.m. Does this apply to Darien youth and Darien sports?** (Dr. Brenner said yes, we would be making the commitment to no later than 8:00 p.m. No games would be played unless it's a varsity game.) g) **What does "other activities" mean?** (Dr. Brenner advised this was for movement to grow in the future.) h) **Historically, looking back at DJFL – they have needed lighting. Others leagues have professional coaches, we should pay attention to the notion of creating time for them to finish practice.** i) **We also need to be mindful if we have a wet fall, then have one day of beautiful weather, there will be a back-up of people who want to practice.** j) **It all comes down to scheduling. What time does the high school get off fields and does it leave enough time?** (Dr. Brenner said part of this is a work in progress because we have the ability to have games into daylight savings time, but it is unclear how it will turn out. Regarding traffic, there will only be 2 days of increased traffic. No other sport draws such a crowd to the stadium; we do not have this problem with field hockey or soccer. What I'm looking for is an ok to move forward with the lights. Dr. Brenner advised the next steps would be to fill out an application and adhere to parameters set. The

decision of when to turn off the lights is a Board decision.) k) **Let's use the example of 7:30 p.m. as a recommendation, can we then have someone take a look to see if that would actually work with the programs?** (Dr. Brenner said there are a few variables involved.) l) **Isn't it the logical thing to do to create an application that gives most flexibility and that works best for neighborhood, teams etc.? Could we then ask neighbors to trust our judgment and not have a hard cutoff? We could get authority for 8:00 p.m. but have an internal policy for 7:00 p.m. If we go to P&Z and set something, it would be hard to change.** m) **Let's go for 8:00 p.m. with the understanding that we are not looking to reach that every night.** n) **In analysis of the football schedule, do they even need 8PM? Is that what other towns are doing?** (Dr. Brenner advised that this is not a High School Football issue. It is a youth team issue. The Varsity team still gets priority.) o) **Could Town Hall push back?** (Dr. Brenner said no, not unless they get a variance. It's not one we control.) p) **I think that before we go ahead and make a decision, we should reach out to DJFL to see if there is a true need for 8:00 p.m.** q) **I think it's important that the board knows what they are voting on and not a guess. I would like to see a schedule – what does it look like. I don't think its right to put a P&Z application in without knowing what the schedule is.** r) **Are we also assuming that scheduling of the activities will not change in consecutive years?** (Dr. Brenner said he can make a mock schedule, the issue would be the days when they have games – when they are the fields beyond what they currently use it for, that's where the DJFL is going to take the hit. Realistically, if 8:00 p.m. is in there, the pressure to use the field, if you have 8:00 p.m. would be extraordinary and a policy needs to be built to remedy this.) s) **I think a point needs to be made to understand the schedule before a decision is made. Neighbors are giving up a lot and I want to resist our temptation to do the easiest thing, one way or the other.** t) **If we go down the path of 8:00 p.m. and the temporary lights expire, is then the town off the hook for providing temporary lights? This is a wild card.** (Dr. Brenner said that it is no longer a requirement to host FCIACS, saying that it's not ideal to host when our kids are not in the final.) u) **On page 7, where it says unchanged since 2008 – can we take out “..series”** (Yes.) v) **Other points are the screening and landing strip issue.** (Dr. Brenner advised there is a solution for that, but it comes with an expense. We would have to take a step back and ask where they are being placed. The property line is wetland so that is an issue also. These all come with an associated cost.) w) **I don't think there is space now to plant trees.** (Dr. Brenner said that P&Z could technically have you plant, but engineering needs to look into this.) x) **What about outside: parking, police, trash...** (Dr. Brenner assured the Board they are in constant contact with Police and are confident they are managing the traffic issue and are very conscious of what is scheduled on the property, as it applies to maintenance folks after games. We should not wait until wind pushes away trash that belongs to us. I will come back with a mock schedule, engineer information and we can look to possibly putting it on a future agenda with an action item.) y) **Also reach out to DJFL.**

D. UPDATE ON TOWN GARAGE AND IMPACT ON BOARD OF EDUCATION

Mr. Michael Lynch advised they were happy with the plans to move forward with the town garage.

Board questions and comments and Administration's responses: a) **Is there any need to revote on Ed specs?** (Mr. Lynch said no, the specs were a planning tool and there is no reason to adjust.) b) **So from a square footage standpoint, you are getting more space?** (Mr. Lynch said yes.) c) **Is there any meaningful change with extra space?** d) **When they agreed to move to Renshaw Road, it was agreed that charges were not supposed to go up.** (Mr. Lynch confirmed that even though utilities have gone up, they actually pay less now than in 2011 and 2012.) e) **Could you please summarize the construction timeline?** (Mr. Lynch advised that the timeline is not finalized. The Architect was just hired and has been authorized to draw up blueprints.)

E. PRESENTATION AND ACTION ON REVISED TEACHER AND ADMINISTRATOR EVALUATION AND PROFESSIONAL LEARNING PLANS

Ms. Cion and Dr. Da Silva presented a PowerPoint (File #2514) detailing the Mid-Year Conference, defining the mini observation pilot, detailing the CT rubric for effective service delivery in 2015, and presenting a corrective assistance plan for non-tenured teachers.

Board questions and comments and Administration's responses: a) **We have seen what is involved in this process for years now, how do we know its working? How do we know we are seeing improvement?** (Dr. Brenner stated that the system is only as good as the evaluators. Sometimes we fall back on the instrument when it is the training you need to be looking at. The goal here is to make sure we are compliant with the State, but doing everything we can.) b) **What are the metrics or recording that goes into this?** (Dr. Da Silva said there is a rubric that is used to calculate a number of different scores. There is also the administrative judgment, which is reported to the state and informal observations and walk-throughs. Dr. Brenner suggests what is done in Darien is not done in Greenwich and New Canaan – but expectations are the same.) c) **If we look at the graph, "Great, needs improvement..." at the end of day, what contractual agreement is there?** (Dr. Da Silva commented that if get multiple "needs improvements", the system leaves room for action to be taken.) d) **The document states that the mini observation pilot is voluntary, why?** (Dr. Da Silva replied because it is a pilot. The goal this year was to allow the opportunity to push the teachers to grow, but also be conscious that is something new and not done in district before. Per Dr. Da Silva's experience in other districts, teachers are willing to do the work, so she doesn't foresee any issues.) e) **I would imagine some (teachers) are enthused and some don't want anywhere near them. How long until the pilot is turned into mandatory?** (Dr. Da Silva advised the goal is for teachers to share their enthusiasm and effectiveness of the model. They are guessing that those participating in the pilot will be excited about it.)

**** MS. STEIN MOVED TO APPROVE THE REVISED TEACHER AND ADMINISTRATOR EVALUATION PLANS.**

**** MS. HAGERTY-ROSS SECONDED.**

**** THE MOTION WAS PASSED UNANIMOUSLY.**

F. UPDATE ON DISTRICT ENROLLMENT

Dr. Da Silva spoke that a month ago they had reported on district enrollment, in particular the elementary school enrollment. She provided an update for the Board.

Board questions and comments and Administration's responses: a) **What's the number for 5th grade?** (Dr. Brenner said 79.) b) **We have broken for those that don't reach threshold?** (Dr. Da Silva advised numbers could change either way; they are changing daily. Dr. Brenner said there is a lot of movement within the town. The good news is, as it stands now, if they didn't break then we can stay within budget.) c) **Do you have the space?** (Dr. Da Silva said, that is in question – we would be looking at computer lab. Space would be an issue, we would have to talk it through.) d) **What is the number for kindergarten?** (Dr. Da Silva said 19.) e) **And the guidelines for fourth and fifth grade?** (Dr. Da Silva replied with 21-26 is recommended, and 22-25 optimal.)

G. PROPOSAL TO ACCEPT THE CONTRACTS BETWEEN THE BOARD OF EDUCATION AND EVERSOURCE

Mr. Feeney presented a package of the contracts (File #s2515-16) with the Board of Education and Darien High School and Eversource and Yankee Gas.

Board questions and comments and Administration's responses: a) **With the provision that they can be self-insured are you comfortable with provisions?** (Mr. Feeney advised that the Town's attorney approved them as they are now. b) **With clarification on payback, is this on expected usage or minimum annual savings?** (Mr. Feeney advised it was on how much is consumed now.) c) **Does this require investment of a fuel burner in the High School?** (Mr. Feeney said yes.) d) **These are long-term contracts, are you comfortable with the obligation?** (Mr. Feeney advised they were comfortable with what was provided.)

**** MS. ZURO MOVED TO ACCEPT THE CONTRACTS BETWEEN THE BOARD OF EDUCATION AND EVERSOURCE**

**** MR. BURKE SECONDED.**

**** THE MOTION WAS PASSED UNANIMOUSLY.**

ACTION ITEMS

Personnel Items: (File #2517)

Appointments

Resignations/Retirements

**** MS. SULLIVAN MOVED TO ACCEPT THE PERSONNEL ITEMS.**

**** MR. BURKE SECONDED.**

**** THE MOTION WAS PASSED UNANIMOUSLY.**

PUBLIC COMMENT

Ms. Jill McCammon, Old Kings Highway South, would like to see some real conversation about if a child is not going to an Ivy league, then what other schools. Also, others who are not college bound, this needs to be discussed in a meaningful way. Ms. McCammon commented on the personnel report and that a change would impact ELP music program. She has seen significant changes over the last six 6 years; the ELP music program has changed to be more dynamic. Ms. McCammon also asked if in the teacher evaluation there is training of tenured teachers and does this include feedback to peers?

ADJOURNMENT

**** MR. SULLIVAN MOVED TO ADJOURN.**

**** MS. BURKE SECONDED.**

**** THE MOTION PASSED UNANIMOUSLY.**

The meeting adjourned at 11:00 p.m.


Respectfully submitted,

Sarah Schneider Zuro
Secretary

Proposed Stadium Lighting Project

Presentation
to
The Board of Education
July 26, 2016

Dan Brenner
Superintendent of Schools

Abstract	
	<p>The Board of Education charged Central Administration to present to them a proposal regarding the installation of lights on the Darien High School Campus. Administration has reviewed the history of past proposals, met with: Town Officials, Planning and Zoning, School Administrators, Youth Athletic Leaders, Leadership of the Darien Athletic Foundation and Darien residents who are neighbors to the high school property. This proposal represents recommendations based on that input and the benefits lights would bring to the school/community.</p>

1. Introduction

1.1. Background

There have been many discussions around the feasibility of lights on the DHS campus dating back to 1980. In the recent past the Board of Education submitted an application to Darien Planning and Zoning Board for consideration of lights in 2008. The application included recommended regulations as well as a request for a special permit. P & Z conducted a mandatory referral review and found that the proposal was not consistent with the Town Plan of Conservation and Development. As a result, the proposal was withdrawn by the Board of Education.

In November of 2008 the Board of Education applied for temporary lighting for the Stadium Field. Six generator powered lighting units were put in place. Limited use was granted for both DHS and DJFL. Use of the lights was permitted on weeknights until 7pm.

In November of 2009 six portable "plug-in" lights were approved for practices only at the Stadium Field. 20 foot poles were used and a 7pm curfew was imposed. Additionally, screening was hung over DHS windows facing the property line to prevent light glare shining onto the neighbors' property.

For the Fall of 2010 and 2011 lights were approved through the DHS football season. In 2012 Planning and Zoning approved the height of the light poles to be 30 feet. In September of 2013 the lights were approved through 2017.

This current proposal is the culmination of several public presentations made to the Board of Education during the past school year. At that time community input was solicited through invitations via the mail to the neighbors of the DHS property, meetings with a number of neighbors at central office, a significant amount of conversations through email with community members and the central administration as well as community discussions at BOE meetings.

1.2. Project Description

The proposed project is for the installation of four (4) 80 foot poles to be installed on either side of the DHS Stadium Field. Appendix 4.1 is an illustration of the poles that are being recommended. They are a Musco LED lighting system designed to maximize the illumination on the field while at the same time minimizing the “spillage” beyond the actual playing field. Appendices 4.2 & 4.3 are schematics predicting the impact of the lights with candle power illustrated. Additionally, the embedded link gives a comprehensive look at what can be expected given the new technology of LED lights.

https://www.youtube.com/watch?v=2fnggMwwBYM&list=PL_2f4rk_gm-AzmIevwmxywrSuxV1dzkOP

There will also be a new balanced sound system that will be installed at the Stadium Field. The goal of the system is to increase the quality of sound during games while at the same time minimizing the sound that reverberates off-site. This will be accomplished by strategically placing an increased number of speakers (six to eight) around the Stadium Field allowing for better sound quality while utilizing lower volume.

Finally, it is being recommended that an evergreen tree barrier be planted between the property line beginning in the left field of the JV baseball field and extending to foul pole in right field of the varsity baseball field. The impact of this natural barrier will reduce “the landing strip” effect that has been a concern of several neighbors.

2. PROJECT DETAILS

2.1. Who May Use the Field

The lights are being installed first and foremost for the use of Darien High School student/athletes. Historically the lights have been used by the Darien Junior Football League after DHS teams have finished practicing. The goal is to maintain the existing arrangement whereby youth athletics will have access to the field as time permits. Limitations of who may use the field include:

- Only Darien non-profit youth sports organizations will be permitted.
- Only youth practices will be allowed. No youth games.
- No adult league play.
- DHS athletic teams must be participating in all contests played under the lights.
- Only DHS Varsity Teams

2.2. When Will the Field be in Use

The rationale for when games can be played are based on high school usage beginning in the fall and extending until school closes in the spring. The understanding is that the greatest impact will be during the late fall when daylight savings time becomes a factor. However, there is an acknowledgement of the positive cultural impact Friday night games will have as a “community event” during the fall season. The guidelines for when games can be played follow:

- There will be no evening games or practice on the Stadium Field from the end of the CIAC fall season until the beginning of the CIAC Spring season.
- Lights will remain off on Saturdays and Sundays with the exception of mandated FCIAC games.
- Practices and other activities will be on Monday through Friday with lights off by 8pm. (The rationale for the 8pm shutoff revolves first and foremost around high school teams. Currently it is not possible to play a varsity and JV field hockey game back to back without shortening the second game due to darkness. We have estimated the need to keep the lights on until 8pm in order to accomplish that goal).
- Lights will remain off from the end of the CIAC Spring season until the beginning of the CIAC season in the fall.
- Friday night games can extend until 10pm. The likelihood is that this time will only occur with the football games, however if there is another team that is playing a game on a Friday night that time could be extended not to exceed the 10pm cutoff.

2.3. How Many Evening Games

In an effort to give each Varsity team an opportunity to play under the lights, each Varsity team will be assigned two game dates. In the fall that includes boy’s and girl’s soccer, field hockey and football. In the Spring it includes boy’s and girl’s lacrosse, although daylight is typically not an issue in the Spring. With each team receiving two games that would equal a total of 12 “night games.” Additionally, taking a three year historical view of the number of playoff games that we could have hosted in the fall season if we had lights, we find it would have been 4 in 2013, 4 in 2014 and 7 last year (2016).

Adding those numbers to the 12 games per year and we would fall between 16 and 19 games total with the average being 17.

3.0 Project monitoring

Management, control and coordination of the fields and the associated lights and sound system remain the sole responsibility of the BOE administration. Security and traffic control based on usage of the fields will be coordinated by administration in collaboration with the Darien Police Department. Clean up of school property after night events will be under the control of the DPS facilities department and will be done so in a timely manner to minimize the impact on the surrounding neighbors. The expectation is that cleanup will occur the evening of the event and continue again the following morning.

In January a committee will meet, chaired by the superintendent to review the impact of the lights on the school community. The committee will consist of administrators, a board of education member, the athletic director, a sample of neighbors and community members. A report will be given to the Board of Education thereafter. Recommendations for the need for further review will be made at that time.

3.1. Expenses

In the accompanying table please find an outline of approximate expenses for this project.

project	Estimated cost	Source
Installed lights	\$597,743	DAF
Installed Audio	\$65,000	DAF
Screening	\$20,000	BOE

The Darien Athletic Foundation has agreed to raise the funds to complete the lighting and sound projects. This is inclusive of the costs of all of the materials and the full installation. The project will not commence until all funds have been raised and accounted for.

The natural screening is a cost that will be assumed by the Board of Education.

3.2. Lighting Specifications

The lights are a MUSCO product. The actual specifications include:

Equipment Description

Light-Structure Green™ in 5 Easy Pieces™ – complete from foundation to poletop

- (4) Pre-cast concrete bases with integrated grounding
- (4) 80' Galvanized steel poles
- Remote electrical component enclosures
- Pole length wire harnesses
- Factory-aimed and assembled luminaries

Control System

- Control-Link® System for remote on/off control and performance monitoring with 24/7 customer support

Benefits of Light-Structure Green™

- Reduction of energy and maintenance costs by 50% to 85% over typical 1500w HID equipment
 - Reduction of spill light and glare by 50% or more
 - Guaranteed light levels of 50 Footcandles on the Multi-Purpose Field
 - Unmatched product assurance and warranty program that includes materials and onsite labor, eliminating 100% of your maintenance costs for 10 years
-

3.3. Audio Specifications

In order to provide the best possible experience for spectators a state of the art audio system has been designed for the Stadium field. As stated earlier, the goal is to provide the highest quality audio experience with the least volume needed to achieve the goal. The accompanying map (Appendix 4.3) shows the impact of sound on the field and surrounding areas. The controller for the sound system will be housed in the press box. It will have a digital password which will limit access to non-authorized users, minimizing the opportunity for misuse. The password, which can be changed on site if necessary, will be in the control of the Athletic Director and the Director of Facilities. Users will be assigned at their sole discretion.

3.4. Planning and Zoning--Next Steps

There will be a need to file a Mandatory Referral Request from Planning and Zoning. This is a report that indicates whether or not the proposal is consistent with the Town Plan.

- We are compelled to submit a brief overview of the concept of lights at the high school property. This is not a full application. No significant detail, as outlined in this report is required for this request.
- This would be delivered in late August in writing.
- They are required by law to issue a report within 35 days.
- If P & Z's report is favorable, a full application will be submitted at that time.

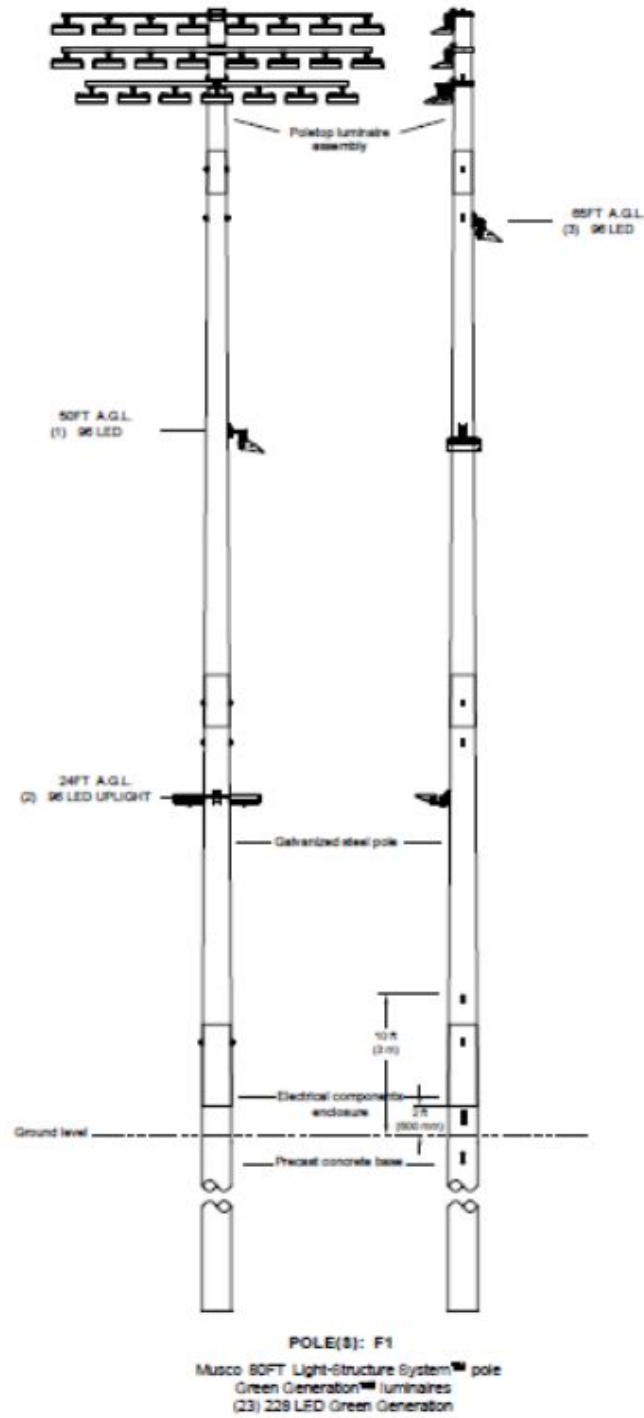
3.5. Schedule

The goal for installation of the lights following all approval processes would be the summer of 2017. This would be sequenced at the same time as the replacement of the Stadium Turf Field.

P & Z process:

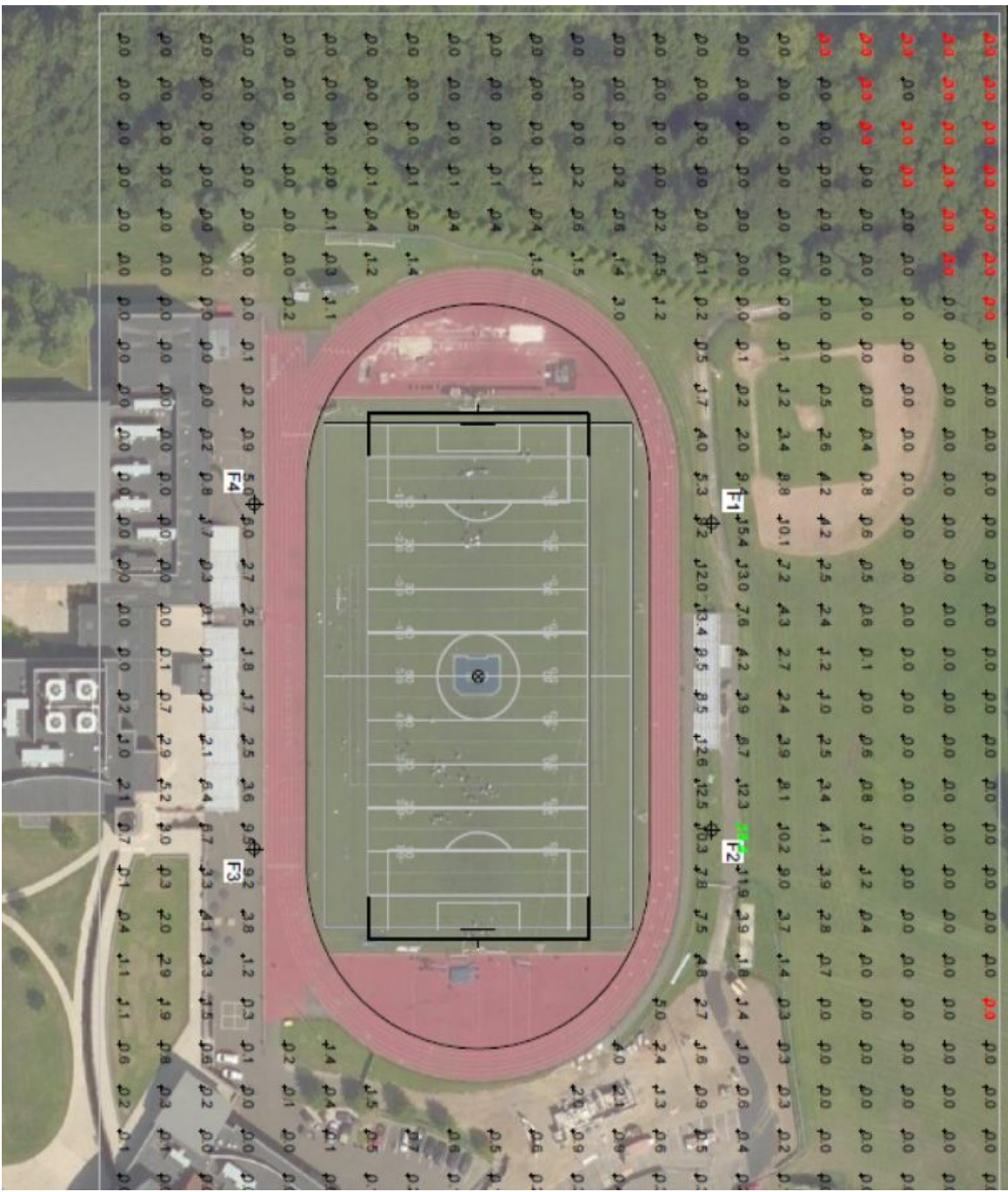
- August: Mandatory Referral submitted August 25
- September: Report Issued with decision
- Late September: Providing favorable report, application submitted
- October: First public hearing
- November: Second public hearing if necessary
- January: Decision rendered

4.1 . Appendix: Proposed Lighting Poles



4.2. Appendix: Surrounding Property Light Spillage

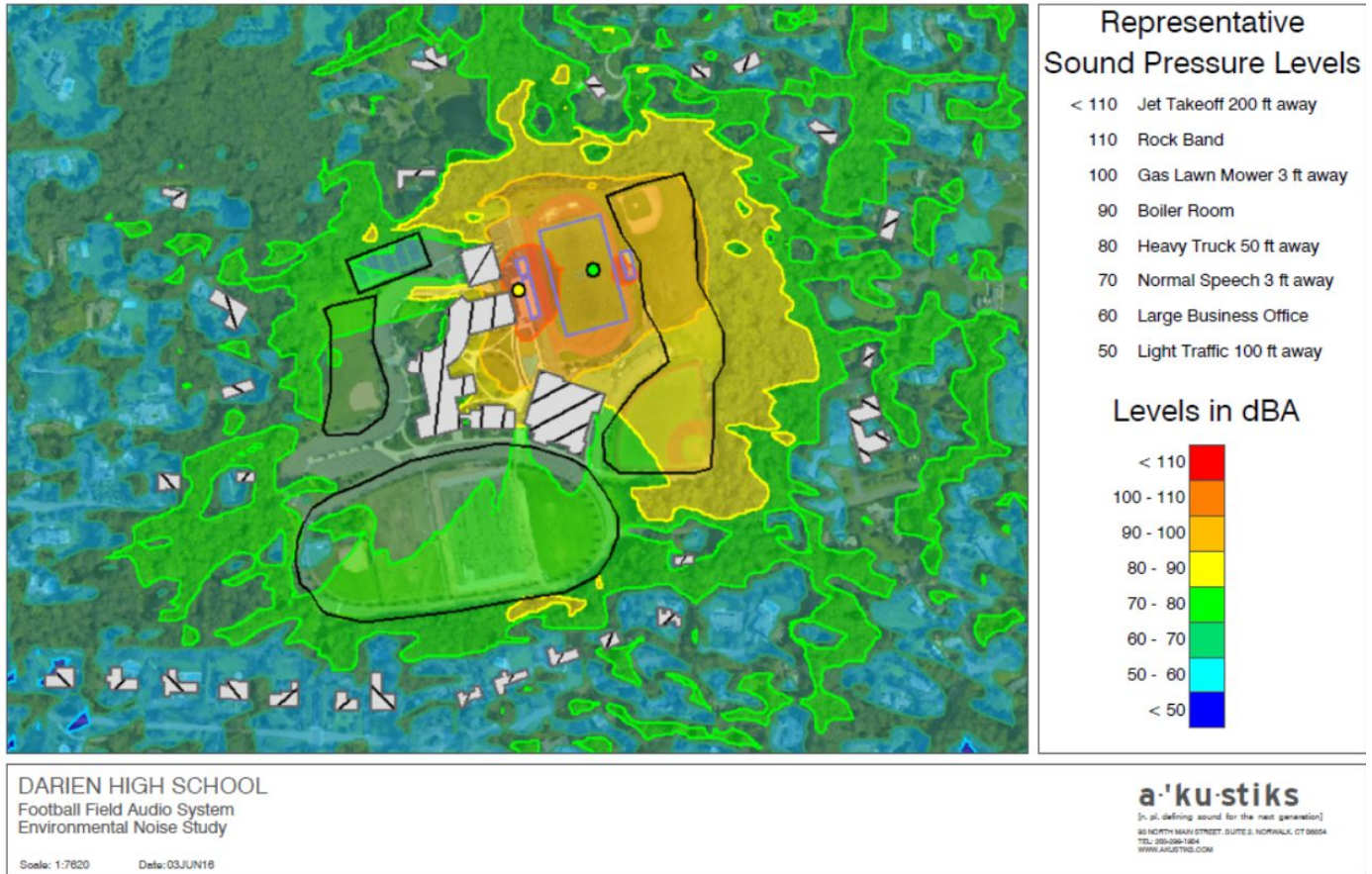
Mounting Height	Luminaire Type	Qty / Pole	Thru Can	Other Qty
65'	96 LED	3	3	0
24'	96 LED	2	2	0
50'	96 LED	1	1	0
80'	228 LED	23	23	0
65'	96 LED	4	4	0
24'	96 LED	2	2	0
50'	96 LED	1	1	0
80'	228 LED	23	23	0
24'	96 LED	2	2	0
65'	96 LED	2	2	0
80'	228 / 216 LED	23	23	0
24'	96 LED	2	2	0
80'	228 / 216 LED	23	23	0
65		111	111	0



4.3. Appendix: Field Lighting Candle Power

[illegible]

4.4. Appendix: Sound Pressure Levels



DARIEN PUBLIC SCHOOLS
SPECIAL FIELD TRIP REQUEST FORM
Trips Beyond 500 Miles, or Outside the U.S.
(Board of Education Policy 6710)

F2

Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.

Planning Requirements: Written application must be submitted first to the school Principal, then to the Assistant Superintendent, according to administrative procedures. **This form MUST be submitted to Central Office for approval before final plans or commitments are begun.** All such trips must be approved by the Board of Education. Formal announcement of special trips can be made only after Board approval has been obtained.

- ☐ **Special Trips** (beyond 500 mile radius, overnight, or outside Continental U.S.) – The request must be submitted at least 60 days in advance of the departure date and no later than October 15th. It must contain detailed written information about arrangements, which at a minimum, must specify the following:
- a. Names of the Darien Public School staff initiating the proposal and responsible for the trip
Jonathan Grauer
- b. **Exact dates, times, destination(s) of the trip, and what instructional time will be impacted**, as well as potential conflicts with major school events or standardized testing.
- Date: 3/30/17 – 4/2/17 Destination: New Orleans, LA
Affected school time: Two days (3/30, 3/31)
- c. A description of the rationale for the trip, with special emphasis on the educational value of the experience.
Students will take part in clinics at Tulane University
Students will perform in a festival at Loyola University
Students will take part in an exchange program with a concert band from Bonabel Magnet High School
- d. An outline of the pre-trip and post-trip activities, which will be conducted to enhance the value of the trip for students. This must also include a description of which students are eligible for the trip and how students will be selected to participate.
Students will learn about the origins of jazz music from New Orleans and will perform "Second Line" music throughout the school year.
- e. The exact modes and times of travel, as well as the exact housing arrangements.
We will fly using Jetblue direct flights from JFK to Louis Armstrong International Airport
We will stay at Hilton Gardens Inn near Louis Armstrong Airport
- f. Detailed daily time schedules of the agenda of activities.
Attached....

**DARIEN PUBLIC SCHOOLS
SPECIAL FIELD TRIP REQUEST FORM
Trips Beyond 500 Miles, or Outside the U.S.**

(Board of Education Policy 6710)

F2

Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.

- g. Precise overall financial information with a break down by categories of expenses. Include any staffing transportation, accommodations or unique modifications for students with disabilities.

Trip should cost the students \$975.00. The exact cost of the trip won't be known until flights become available in the fall.

- h. Precise explanation of the sources of funding as it will be apportioned to the students, district funds, grants, fund raising, etc.

We will sell concessions at the football games to help offset the cost of the trip.

- i. Precise explanation of any related cost for the Darien Public Schools, including teacher substitutes, teacher release time, special education supports, follow-up tutoring, special materials, or any other items or services.

A substitute teacher for two days

<input type="checkbox"/>	Organizers must be aware that school budget development occurs a year in advance, so requests for funding must be made during budget development in the fall preceding the school year in which the event is to occur.
<input type="checkbox"/>	The submission of a trip request, does <u>not</u> , in-and-of-itself, constitute any explicit or implied approval.
<input type="checkbox"/>	No trip is considered authorized until formally approved in writing in accordance with the aforementioned procedures.
<input type="checkbox"/>	The field trip organizer <u>must</u> notify the school nurse of the field trip date, destination, and a list of the students participating in the trip.

Signature of Trip Organizer

Date

Signature of Principal

Date

<input type="checkbox"/>	Approved	<input type="checkbox"/>	Not approved
--------------------------	----------	--------------------------	--------------

Signature of Superintendent/Designee

Date

Global Endeavors®

Specializing in Student Travel

April 20, 2016

Mr. Grauer

Darien High School

80 High School Lane

Darien, CT 06820

2017 New Orleans Trip

Exact Date: March 30, 2017- April 2, 2016

Daily Itinerary

Thurs., March 30

ARRIVAL DAY/Exploration Day

Early Arrival

Arrive Louis Armstrong International Airport

Meet **GLOBAL ENDEAVORS** Representative at Airport

Transfer to Lunch on Own

11:00 p.m.

Transfer to **Airboat Adventures**. Are you ready for an adventure of a lifetime? You will take a high speed airboat through a swamp on a tour through the South Louisiana Bayous and New Orleans Swamps. Get up close and personal with alligators and the exotic wildlife from endangered birds to fauna and flora not found anywhere else in the country. You will step back in time and see Louisiana the way it was before the hustle and the bustle. You will be immersed in some of the most beautiful scenery in the world on this 1 hour and 45 minute tour.

3:00 p.m.

Transfer to Bonabel Magnet Academy High School in Kenner, LA. This school still has not fully recovered from Hurricane Katrina. Here the students will get to know each other, perform for each other and then combine to perform two pieces of music together. This will be a great opportunity for our students to understand how band is taught in other parts of the country and the struggles that the students in Kenner went through.

6:00 p.m.

Transfer to Dinner Included

8:15 p.m.

Transfer to Hotel Check-In

Fri., March 31

Clinic at Tulane University/Performance Day

7:30 a.m.

Breakfast Included at Hotel

8:15 a.m.

Transfer to Clinic at **Tulane University**

9:00 a.m.

Clinic Begins at **Tulane University**

11:30 a.m.

Transfer to the **French Quarter**. The original settlement of New Orleans and the oldest neighborhood in the city is Vieux Carre, better known as the French Quarter or simply The Quarter which was established in 1718. The district is a National Historic Landmark. The French Quarter boasts a storied history of international influence with cultural contributions from the French, Spanish, Sicilians, Italians, Africans, Irish and others. This is a twelve-block area with historic points of interest, shops and restaurants.

Lunch on Own

2:30 p.m.

Transfer to the **French Market and Jackson Square**. Similar to some European markets, this historically charming open-air market features shopping, dining, music and local tradition that is uniquely New Orleans. The French Market includes five blocks of specialty art, handmade crafts, retail shopping and more. **Jackson Square** is a city-block sized open-park, at the old center of the city. After the battle of New Orleans it was named after victorious general Andrew Jackson, an equestrian statue of whom is in the center of the park.

Darien H.S. Band

Page 2

Fri., March 31

Clinic at Tulane University/Performance Day/Exploration Day

4:30 p.m.

Public performance in Jackson Park at the Washington Artillery Park

Global Endeavors®

Specializing in Student Travel

- 6:00 p.m. Transfer to **Bayou Barn**
7:00 p.m. **Private Dinner and D/J Dance Party Included** at Bayou Barn where you will get a truly unique New Orleans Experience.
10:00 p.m. Transfer to Hotel

Sat., April 1

Festival Day/Exploration Day/Performance Day

- 8:00 a.m. **Breakfast Included at Hotel**
8:45 a.m. Transfer to **Loyola University** for Festival
Festival Begins
Clinic begins
12:00 p.m. **Transfer to Lunch on Own**
1:15 p.m. Transfer to **The National World War 2 Museum**
Dedicated in 2000 as the National D-Day Museum and now designated by Congress as the Country's official World War II Museum, this remarkable attraction illuminates the American Experience during the World War II era with moving personal stories, historic artifacts and powerful interactive displays. This museum is an incomparable experience for all generations to come learn that Freedom Isn't Free.
5:00 p.m. **Public Performance at U.S. Freedom Pavilion at the World War II Museum**
6:00 p.m. Depart for **Natchez River Dinner Cruise**
7:00 p.m. **Dinner Included on the Natchez River Cruise**
Your cruise from the heart of the French Quarter takes you back to when cotton was king And life was as slow and graceful as the current on the Mississippi, aboard New Orleans' only authentic steamboat. Dinner and Jazz music Included
9:30 p.m. Transfer to Hotel

Sun., April 2

Exploration Day/Departure Day

- 7:30 a.m. **Breakfast Included at Hotel**
Load Luggage
Transfer to **Mardi Gras World**. Have you ever wondered where Mardi Gras is made? You will learn about the history of this unique and festive tradition and go beyond its reputation for revelry to get a deeper understanding of the real Mardi Gras. Now you can see the parade floats and props used in many of the largest Mardi Gras Parades around the world and learn about how they are made. Walk through the massive studios where floats are being built from the ground up. Dress up in elaborate Mardi Gras costumes, and wait for a free slice of king cake and learn the history behind it. **MAKE AN ORIGINAL MARDI GRAS MASK!** The mask making workshop is fun and rewarding. You will hear a brief history of masking in New Orleans before making your one-of-a-kind creation. We supply the mask and everything you need for embellishment. We also provide sample masks that we can help you recreate.
Transfer to Lunch on Own
Afternoon Transfer to Airport for flight

Please Note: Some changes may occur in the itinerary due to crowd flow, group size, weather, traffic, parks hours, availability and scheduling.

2015-2016 Approved Darien Board of Education Goals and Objectives

ADMINISTRATION

- Work and communicate effectively with the Superintendent and Cabinet to help achieve the 2015-2016 District Goals and Objectives.

POLICY

- Continue revisions to the existing Board policy manual.
- Review and add new policies where necessary and appropriate.
- Ensure that all policy changes and new policies are clearly communicated to staff, parents, and students.

COMMUNICATIONS

- Continue to support new opportunities for the community to share information with the Board of Education and communicate their concerns to the Administration as appropriate.
- Improve public knowledge of the plans and programs of the Darien Public School System.
- Continue Board “liaisons” to each school and maintain good communication between the Board and the Council of Darien School Parents and the PTOs.
- Continue to facilitate community access to relevant Board materials via use of the DPS website.
- Review of Board Committee structure.

TOWN HALL

- Work cooperatively with other town boards, commissions, and committees for the benefit of the Town of Darien.

BUDGET

- Conduct a transparent zero based budget process with the goal of approving a budget that balances the needs of the school system with the interests of the Darien taxpayers.
- Formally adopt a long-term budget and capital project plan for submission to the Board of Finance and other Town bodies.

BOARD DEVELOPMENT

- Stay abreast of state and national issues as well as trends in education through C.E.S. and other organizations.
- Reach out to and inform interested volunteers about Board of Education membership.
- Provide an effective orientation to all new Board members.
- Engage in annual Strategic planning.

APPROVED BY THE BOARD OF EDUCATION ON AUGUST 25, 2015

Darien Public Schools
District Goals 2016-2017

Curriculum & Instruction	Special Education	Business	Human Resources	Community	Facilities	Technology
Further develop and ensure consistency of the implementation of SRBI, K-12 and measure its effectiveness.	Design an Alternative Education Program for general and special education students in grades 9-12.	Establish a comprehensive transportation communication plan for the start of each school year.	Oversee and/or coordinate negotiations for seven bargaining units.	Work on communication between parents and the district, including utilizing meetings and digital media.	Update security district wide, including managing parking and traffic flow on all campuses.	Implement the 1:1 Chromebook Initiative (4-7), collect feedback from stakeholders and make recommendations.
<p>Review the primary resources/assessments in the World Language Program & make recommendations/ implement as appropriate.</p> <p>Review the impact of the World Language Program at MMS (5 days versus 3 days).</p>	<p>Continue professional development in IEP writing, best practices in instructional strategies and methodologies, data collection, and progress monitoring.</p> <p>Continue professional development in multi-sensory reading programs, and math programs Pre-K- 12.</p> <p>Provide professional development in best practices in co-teaching K-12.</p> <p>Provide professional development and curriculum design for highly structured systematic behavioral intervention programs.</p>	Implement revised student activity polices/procedure. Standardize templates across the District.	Investigate and begin the implementation of digitized onboarding of new hires and absence approvals.	Collaboration with town on opportunities for shared services	Manage construction including, stadium east, cafeteria, locker pods and the Hindley front entrance	Rollout pilot of copy center, followed by implementation at each of the elementary schools

<p>Create a digital standards-based Progress Report for the elementary level to be implemented in 2016-2017 school year. Review and revise the progress report as needed (short-term and /long-term changes).</p>	<p>Continue systematic ongoing communication mechanisms with the PTOs, SEPAC and CDSP.</p>	<p>Digitalize all Munis financial documents (checks, invoices, purchase orders, 1099's) for electronic storage and retrieval.</p>	<p>Update and revise the district's employee handbook.</p>	<p>Collaborate with youth athletics to effectively manage our school sites.</p>	<p>Coordinate and manage master plan and Five Year Building Conditions Survey.</p>	<p>Implement a PILOT of 1:1 Initiative at DHS with the use of IPADS. Collect feedback from stakeholders and make recommendations for full implementation.</p>
<p>Review Darien Public Schools current social skills curriculum/approaches and make recommendations for grades K-8.</p>	<p>Continue to provide professional development for paraprofessionals, pre-K through 12.</p>		<p>Continue to update and monitor all hiring processes.</p>			<p>Increase the opportunities to “go green” with the influx of technology.</p>
<p>Investigate primary resources for K-5 mathematics, implications for 6-8 mathematics and make recommendations.</p> <p>Provide systematic professional development K-12 in differentiation, in particular in mathematics.</p>	<p>Continue the development and implementation of a continuum of special education services to address the needs of special education students Pre-K- 12.</p>		<p>Continue to work with Board liaison to revise and update District policies.</p>			

<p>Provide professional development for teachers, K-12 in the Next Generation Science Standards and new Social Studies C3 framework.</p> <p>Create new curriculum maps (long-range) plan for implementation of new units of study/revisions of courses to reflect new standards/frameworks.</p>	<p>Continue to review and plan for transitional programs for students 18-21.</p>		<p>Explore the administrative structure in the secondary schools, particularly as it applies to the impact on staffing and the duty to negotiate.</p>			
<p>Assess the “Restructure of Support Pilot” for Darien High School and make recommendations for growth.</p>	<p>Assess the “Restructure of Support Pilot” for Darien High School and make recommendations for growth.</p>					
<p>Explore the administrative structure in the secondary schools, particularly as it applies to individual departments to ensure accountability of curriculum and instruction initiatives.</p>						

P R O P O S E D
District Goals, 2016-2017

Curriculum and Instruction

Further develop and ensure consistency of the implementation of SRBI, K-12 and measure its effectiveness:

- Implement and provide professional development to staff in the use of digital database/warehouse for the purposes of tracking performance across a student's K-12 experience
- Implement a universal screener (fall, winter, spring) K-8
- Create an SRBI parent handbook to be available via the DPS website
- Maintain and support a literacy & math team (K-8): programs, instructional strategies and assessments
- Ensure consistency among schools with SRBI protocols and criteria

Provide professional development for teachers, K-12 in the Next Generation Science Standards and new Social Studies C3 framework:

- Continue the K-12 Science Professional Learning Community after-school sessions
- Using a Trainer of Teachers (TOT) model, build capacity of our teachers K-12 on the Next Generation Science Standards and new Social Studies C3 framework
- Provide professional development in the Inquiry model- and support its implementation

Create new curriculum maps (long-range) plan for implementation of new units of study/revisions of courses to reflect new standards/frameworks:

- In collaboration with the curriculum directors/monitors/coordinators, create long-range plans to support the implementation of new science/social studies units
- Create and implement “pilot” units of study in science/social studies: collect feedback and respond
- Study ways in which to integrate units across content areas- and skills
- Further develop a structure to write, revise and review curriculum

Explore the administrative structure in the secondary schools, particularly as it applies to individual departments to ensure accountability of curriculum and instruction initiatives:

- Research other districts within DRG A
- Review best practices to support implementation of curriculum

Review Darien Public Schools current social skills curriculum/approaches and make recommendation for grades K-8:

- Study various social skills programs/approaches and plan for implementation K-5
- Research the implications/transition of an elementary approach on grades 6-8
- Develop a plan to integrate the approach/program into a systematic curriculum
- Create an SRBI (Behavior) model K-8, with corresponding structures and protocols

Investigate primary resources for K-5 mathematics, implications for 6-8 mathematics and make recommendations for the 2017-2018 school year:

- In collaboration with classroom teachers and the math team, review primary mathematics resources
- Research resources used by other districts in our District Reference Group
- Review possible implications on 6-8 mathematics program/curriculum

Provide systematic professional development K-12 in differentiation, in particular in mathematics:

- Utilizing one presenter, provide differentiated instruction professional development
- Professional development will include in-class sessions/coaching (“i do, we do, you do”)
- Support school administrators in the supervision and evaluation of “differentiating techniques”

Assess the “Restructure of Support Pilot” for Darien High School and make recommendations for growth:

- Collect data on student performance by reviewing students’ grades who are in the various levels
- Provide administrative oversight to ensure responsiveness to needs of students/teachers
- Provide opportunities for planning and professional development for staff
- Conduct surveys and focus groups to assess the value of team-taught and lab classes at Darien High School

Create a digital standards-based Progress Report for the elementary level to be implemented in 2016-2017 school year. Review and revise the progress report as needed (short-term and long-term changes):

- Provide support to teachers on how to mark progress for students digitally
- Communicate with families to ensure access
- Revise immediate needs on the digital progress report
- Reconvene Progress Report Committee to review and revise elementary progress report to ensure clarity and alignment

Review the primary resources/assessments in the World Language Program and make recommendations/ implement as appropriate:

- Based on spring assessment pilot (AAPL/SOPA), meet and discuss resources/teaching strategies
- Discuss possible curriculum impact changes

Review the impact of the World Language Program at MMS (5 days versus 3 days):

- Schedule consistent feedback meetings with the World Language Department
- Revise new units of study developed summer 2016/fall 2016
- Meet with department chairs/monitors to support alignment

Special Education

Design an Alternative Education Program for general and special education students in grades 9-12:

- Reconvene AEP Steering Committee to review and analyze elements of effective alternative programs and collaboratively develop a project plan
- Identify the cohort of participating students for the 2017-2018 school year
- Identify personnel and resources for program implementation in the 2017-2018 school year
- Collaborate with architects on classroom and student space allocation and design

Continue professional development in IEP writing, best practices in instructional strategies and methodologies, data collection, and progress monitoring:

- Provide technical support for IEP Direct users to improve the quality and usability of data reporting
- Conduct workshops and trainings for special education teachers and service providers in understanding learning standards and instructional methodologies used for all students. Use IEP Direct sample goals to set expectations regarding level of detail, progress/mastery metrics, and alignment to learning standards.
- Conduct workshops and trainings for teachers and service providers in utilizing research and evidence to make IEP service recommendations.
- Design and train staff on systems for data collection and progress monitoring. Build capacity in utilizing data elements to effectively report student functioning and progress to PPT stakeholders.
- Provide models of high quality IEP progress reports using objective and measurable evidence

Continue professional development in multi-sensory reading programs and math programs Pre- K- 12.

- Continue training for special education teachers in multisensory reading programs (e.g., Orton-Gillingham) in alignment with Curriculum & Instruction initiatives
- Continue training for special education teachers in multisensory math programs (e.g., TouchMath) in alignment with Curriculum & Instruction initiatives

Provide professional development in best practices in co-teaching K-12:

- Goal setting meeting with Marilyn Friend scheduled for August 17, 2016
- Inaugural meeting with Marilyn Friend and DPS leadership on May 8, 2017 followed by site visits and observation of co-taught classes in elementary, middle, and high school, and review of baseline data
- Establish timeline with Marilyn Friend to design and present a series of workshops on co-teaching in spring/summer 2017

Provide professional development and curriculum design for highly structured, systematic behavioral intervention programs:

- Provide intensive training for staff on Applied Behavior Analysis (ABA)-based strategies for academic instruction and behavior intervention

Continue systematic ongoing communication mechanisms with the PTOs, SEPAC, and CDSP:

- Develop a calendar of workshops responsive to families' inquiries and needs on relevant topics in special education (e.g., PPT process and evaluations and clinical disorders in school-aged children).
- Coordinate efforts with CDSP, PTO, and SEPAC to disseminate timely and relevant information to families about special education timelines and initiatives.

Continue to provide professional development for paraprofessionals, Pre-K through 12:

- Workshops to be developed during the 2016-2017 school year

Continue the development and implementation of a continuum of special education services to address the needs of special education students Pre-K- 12:

- Collect and analyze student data to identify and develop programs and services to address students' needs

Continue to review and plan for transitional programs for students 18-21:

- Continue exploration and collaboration with neighboring districts for development of transitional program for SY 17-18

Assess the "Restructure of Support Pilot" for Darien High School and make recommendations for growth:

- Conduct surveys and focus groups to assess value add of team-taught and lab classes at Darien High School.
- Review of student performance data in team-taught and lab classes at Darien High School

Business

Establish a comprehensive transportation communication plan for the start of each school year:

- Roll grade levels into Aspen first week in July
- Create a synchronization of data into transportation software (versa tran)
- Perform 'dry run' of routes with staff
- Publish communication of routes in newspaper, Aspen and School Messenger
- Pilot an online GPS tracking system of routes for parents through an app

Implement revised student activity policy/procedure. Standardize templates across the District:

- Present to Policy Committee and Board of Education in August.
- Meet w/ individual school staff on expectations
- Present to Administrators and Staff at beginning of school year.

Digitalize all Munis financial documents (checks, invoices, purchase orders, 1099's) for electronic storage and retrieval:

- Upgrade financial management system to newer platform (October).
 - Commence implementation process for electronic document storage / retrieval (October through February).
 - Train staff
 - Go live (March/April)
-

Human Resources

Oversee and/or coordinate negotiations for seven bargaining units:

- Teacher and Administrator negotiations timeline starts to run on August 9, 2016
- Custodians and Cafeteria Worker negotiations are ongoing
- Paraprofessionals, Nurses and Secretaries all have contracts that expire on June 30, 2017; negotiations will begin in the spring

Investigate and begin the implementation of digitized onboarding of new hires and absence approvals:

- Input all required onboarding forms to Applitrack(M
- Confirm ability and desirability of Applitrack exporting information to Aesop and/or Munis
- Set up approval pathways in Aesop for electronic approval of vacation, personal and professional development days
- Pilot the online approval process with 12 month employees in August

Update and revise the district's employee handbook:

- Review previous District handbook and revise to reflect new legal requirements
- Compare to model employee handbook from the Society of Human Resources Management

Continue to update and monitor all hiring processes:

- Continue to receive and evaluate input from administrators on suggested changes to the hiring process
- Work with administrators so they are better able to identify outstanding candidates through the application screening process
- Increase outreach to area teacher preparation programs

Continue to work with Board liaison to revise and update District policies:

- Work with Katie Stein and Dr. Brenner to prioritize identified policies to bring to the Board for approval
- Analyze and edit Shipman and Goodwin model policies prior to submission to the Board
- Identify additional policies needed to address specific District needs

Explore the administrative structure in the secondary schools, particularly as it applies to the impact on staffing and the duty to negotiate:

- Analyze the effect on staffing of potential givebacks from negotiations as well as the elimination of release time for department coordinators
- Analyze the effect of any reorganization on the appropriate collective bargaining agreements
- Create job descriptions for any new positions

Community

Work on communication between parents and the district, including utilizing meetings and digital media:

- Meet monthly with CDSP leadership
- Meet new building PTO chairs
- Implement early dismissal manager for emergency dismissals
- Create consistent communication model for teachers and parents

Collaborate with Town on opportunities for shared services:

- Explore ways to share services on health insurance
- Explore copy center utilization once it is fully operational

Collaborate with youth athletics to effectively manage our school sites:

- Meet each season with youth sports leaders to effectively communicate expectations as well as enhance communication between all involved
- Work with groups to get them to share in the responsibility for paying for additional security when needed and when created by their usage of the fields

Facilities

Update security district wide, including managing parking and traffic flow on all campuses:

- Create buzz in system at high school
- Install guard rails at high school to manage traffic
- Collaborate with neighbors with large parking lots for large high school events to better manage overflow
- Block off the underside of the DHS “bridge” to better secure the courtyard
- Create visitor protocols at all entrances at all schools and ensure they are being enforced

Manage construction including, Stadium East, cafeteria, locker pods and Hindley front entrance:

- Update the Board on a regular basis regarding progress of all ongoing construction projects in the district. This includes the timing of projects, project status and likely completion dates.

Coordinate and manage master plan and five year building conditions survey:

- Present to the Board a completed master plan and building conditions report sometime in October
- Use information to create a true priority list for the upcoming budget
- Utilize the architect to help guide the district in logical next steps
- Engage the Facilities Committee as a key partner in moving the work forward

Technology

Implement Chromebook Initiative (4-7), collect feedback from stakeholders and make recommendations for the future:

- In the first ten weeks of the school year roll out one to one Chromebooks to all students in grades 4-7
- Poll students, teachers and parents around the device’s usefulness.
- Engage in ongoing professional development for teachers during the school year. All teachers in grades 4-7 should be fully trained in the effective use of the device in their classroom.
- Google classroom used as the standard platform.

Rollout pilot of copy center, followed by implementation at each of the elementary schools:

- Build out copy center in Central Office
- Begin pilot at Tokeneke in September. Remove all printers and move to a copier model. Work out any issues that might occur. Should be fully functional within first ten weeks of school.
- Second school to roll out will be Holmes. Follow the same model as Tokeneke. Final three schools to be completed prior to completion of the school year.
- Secondary schools to come on board in year two of the project.

Implement 1:1 Pilot at DHS with the use of iPads:

- Train a group of volunteer teachers on the functional use of iPads in their classroom
- Distribute 100 iPads to students as a test to see how to best utilize the model
- Teachers train during the first quarter
- Students receive iPads beginning second quarter
- Data collected during quarter two and three in order to make adjustments as needed
- New group of teachers begin training in quarter 4 with the goal of rolling out a full grade level the following year

Increase the opportunities to “go green” with the influx of technology:

- Information to students and parents will be provided digitally whenever feasible acknowledging the trends in education and the business world
- First big shift will be in elementary school opening day information
- This corresponds with the 1:1 initiative where the emphasis will be using devices instead of paper except where it is not educationally sound to do so.

DARIEN BOARD OF EDUCATION
Darien, Connecticut

P R O P O S E D

**SCHEDULE OF REGULAR BOARD OF EDUCATION MEETINGS
FOR THE 2016-2017 SCHOOL YEAR**

<u>2016</u>	<u>2017</u>
July 26	Jan. 10 14* (Sat.) 24
Aug. 23	
Sept. 6	Feb. 14
20	28
Oct. 4	March 14
18	28
Nov. 9* (Wed.)	April 25 **
22	
Dec. 13	May 9
	23
	June 6
	20

All meetings listed above are regularly scheduled Board of Education meetings. All meetings will be held in the Darien Board of Education meeting room, 35 Leroy Avenue, Darien, Connecticut at 7:30 p.m. The Darien Board of Education meets on Tuesdays of every month, unless otherwise indicated by *. ****one meeting in April due to April Spring Recess (4/10-4/14)**

Michael A. Harman, Chairman
Darien Board of Education

Sarah S. Zuro, Secretary
Darien Board of Education

For the Purpose of Community Planning

PERSONNEL ACTION REPORT

July 26, 2016

Item	Name	Action	Replacing/Location/Position	Effective Date		Tenure Area	Certification Class/Step
				From	To		
1	Carmela D iStasio	Appointment	R. Conetta/Holmes/Elementary	8/29/2016	6/30/2020	Teacher	Elementary MA Step 13
2	Cecilia Madden	Appointment	S. Garcia-Troche/Ox Ridge/Spanish	8/29/2016	6/30/2020	Teacher	Elementary World Language MA Step 3
3	Christopher Skaggs	Appointment	D. Larsen/DHS/Art	8/29/2016	6/30/2020	Teacher	Art K - 12 MA Step 3
4	Kaitlyn Rochler	Appointment	M.Tucker/Holmes/Elementary	8/29/2016	6/30/2016	Teacher	Elementary MA Step 3
5	Kathleen Siddell	Appointment	W.Cudmore/New/J.Nelson /DHS/Social Studies and Idea (.89)	8/29/2016	6/30/2018	Teacher	Social Studies 7 - 12 MA + 30 Step 7
6	Mallory Consonery	Appointment	L. Yoffe-Solon/Tokeneke/Art (0.8 FTE)	8/29/2016	6/30/2020	Teacher	Art K - 12 BA Step 4
7	Marisell Casasnovas	Appointment	New Position/MMS/Spanish	8/29/2016	6/30/2020	Teacher	Spanish 7 - 12 MA Step 3
8	Kerry McKay	Appointment	P. Buchanan/DHS/Reading	8/29/2016	6/30/2018	Teacher	Remedial Reading and Remedial Language Arts 7 - 12 MA+60 Step 20
9	Matthew Miller	Appointment	L. Dobson/DHS/English	8/29/2016	6/30/2018	Teacher	English 7 - 12 MA + 30 Step 13
10	Tina Monaco	Appointment	G. Morrow/DHS/Special Education	8/29/2016	6/30/2020	Teacher	Special Education K - 12 MA Step 8
Resignations/Retirements							
11	Alyssa Klein	Resignation	MMS/Science		6/30/2016	Teacher	
12	Barbara Ivey	Retirement	Holmes/Secretary		7/31/2016	Secretary	
13	Denise Jones	Resignation	Reading Interventionist/Tokeneke		6/30/2016	Teacher	
14	Katherine Steen	Resignation	DHS/Spanish		6/30/2016	Teacher	
15	Lauren Dominick	Resignation	DHS/Math		6/30/2016	Teacher	