

**BOARD OF EDUCATION  
Darien, Connecticut**

RECEIVED  
2:15 PM  
JUN 24 2016  
TOWN CLERK'S OFFICE  
DARIEN CT.

**TUESDAY, JUNE 28, 2016  
SPECIAL MEETING OF THE BOARD OF EDUCATION**

**PLACE:  
DARIEN PUBLIC SCHOOLS  
ADMINISTRATIVE OFFICES  
2<sup>nd</sup> 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, JUNE 28, 2016**

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

**TENTATIVE AGENDA**

1. Call to Order..... Mrs. Elizabeth A. Hagerty-Ross 7:30 p.m.
2. Chairperson's Report..... Mrs. Hagerty-Ross
3. Public Comment..... Mrs. Hagerty-Ross

**REGULAR BOARD OF EDUCATION MEETING  
TUESDAY, JUNE 28, 2016**

4. Superintendent's Report..... Dr. Brenner
5. Approval of Minutes..... Board of Education
6. Board Committee Reports..... Mrs. Hagerty-Ross
7. Presentations/Discussions
  - a. Presentation and Discussion. Mrs. Shirley Klein/  
on Philosophy of ELP Mrs. Laura Straiton  
in One Building (in the  
context of the Master Plan)
  - b. Discussion and Possible..... Dr. Brenner  
Acceptance of Contemplated  
Gift from DHS Parents  
Association
  - c. Update on Stadium Lights.... Dr. Brenner/  
Mr. Chris Manfredonia
  - d. Presentation and Possible..... Mr. Manfredonia  
Action on Proposed  
Athletic Field Trips
  - e. Annual Progress Report.... Dr. Brenner  
on 2015-2016 District  
Goals and Objectives
  - f. Annual Report on Dona-... Mr. Michael Feeney  
tions Received
  - g. Update on RFP Schematic.... Mr. Feeney  
Design for High School  
Cafeteria Renovation/  
Expansion Project

**REGULAR BOARD OF EDUCATION MEETING  
TUESDAY, JUNE 28, 2016**

**7. Presentations/Discussions (cont.)**

- h. Report on 2015-2016.....Mr. Feeney  
Budget Status and  
Action on Recommended  
Transfers
- i. Update Master Agenda-..... Dr. Brenner  
February through August  
2016
- j. Presentation and Possible..... Mr. Feeney/  
Approval of Updated Facilities Mr. Michael Lynch  
Use Fee Schedule
- k. Presentation and Discus-..... Dr. Brenner  
sion of Schedule of 2016-  
2017 Regular Board of  
Education Meetings

**8. Action Items**

- a. Personnel Items..... Ms. Cion 9:30 p.m.
  - i. Appointments
  - ii. Resignations
  - iii. Leave of Absence

9. Public Comment..... Mrs. Hagerty-Ross

10. Adjournment..... Mrs. Hagerty-Ross

**APPROVED  
MINUTES  
BOARD OF EDUCATION  
May 24, 2016**

**PLACE:**

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

**MEMBERS PRESENT:**

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

**MEMBERS ABSENT:**

Mesdames McNamara and Sullivan.

**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 25.

**CALL TO ORDER**

Mr. Harman called the meeting to order at 7:42 p.m. The next Regular BOE meeting is scheduled for Tuesday, June 14, 2016 at 7:30 p.m. in the Darien Board of Education Meeting Room.

**PUBLIC COMMENT**

There was no one present who wished to address the Board at this time.

**SUPERINTENDENT'S REPORT**

**Tudor Singers**

Dr. Brenner said that he would like to congratulate the DHS Tutor Singers, and the Concert Choir, for their recent excellent performance at the Great East Festival in Palmer, Massachusetts. He said that he would like to showcase some of the various things that the Darien students are doing. The Tudor Singers then came forward to perform the National Anthem and a piece based on the poetic work of Christina Rossetti.

**Darien High School U.S. Presidential Scholar**

Dr. Brenner then said that it was a night to celebrate and he announced that Ms. Katie Tsui, a senior at Darien High School, had been selected as a 2016 U.S. Presidential Scholar. He then read a letter from the United States Department of Education recognizing Ms. Tsui. He added that Ms. Tsui also will be a co-valedictorian at the

upcoming DHS graduation. Dr. Brenner said that Ms. Tsui was in the audience and led those present in a round of applause. He said the U.S. Presidential Scholars were a very select group of students.

### **APPROVAL OF MINUTES**

#### **May 10, 2016 Special Meeting and Executive Session**

- \*\* MS. STEIN MOVED THE MINUTES OF THE MAY 10, 2016 SPECIAL MEETING AND EXECUTIVE SESSION.**
- \*\* MS. HAGERTY-ROSS SECONDED.**
- \*\* THE MOTION TO APPROVE THE MINUTES OF THE MAY 10, 2016 SPECIAL MEETING AND EXECUTIVE SESSION PASSED UNANIMOUSLY.**

#### **May 10, 2016 Regular Meeting**

- \*\* MS. HAGERTY-ROSS MOVED THE MINUTES OF THE MAY 10, 2016 REGULAR MEETING.**
- \*\* MR. DINEEN SECONDED.**
- \*\* THE MOTION TO APPROVE THE MINUTES OF THE MAY 10, 2016 REGULAR MEETING AS SUBMITTED PASSED UNANIMOUSLY.**

#### **May 16, 2016 Special Meeting and Executive Session**

- \*\* MS. STEIN MOVED THE MINUTES OF THE MAY 16, 2016 SPECIAL MEETING AND EXECUTIVE SESSION.**
- \*\* MS. ZURO SECONDED.**
- \*\* THE MOTION PASSED WITH SIX IN FAVOR (HARMAN, HAGERTY-ROSS, ZURO, STEIN, DINEEN, AND MARTENS) AND ONE ABSTENTION (BURKE).**

### **BOARD COMMITTEE REPORTS**

There were no Board Committee reports to present at this time.

### **PRESENTATIONS/DISCUSSIONS**

- \*\* MS. HAGERTY-ROSS MOVED TO SUSPEND THE RULES IN ORDER TO ADD AN ITEM TO THE AGENDA.**
- \*\* MR. DINEEN SECONDED.**
- \*\* THE MOTION PASSED UNANIMOUSLY.**
  
- \*\* MS. STEIN MOVED TO ADD AN AGENDA ITEM REGARDING THE APPOINTMENT OF MR. DEAN KETCHUM AS THE NEW PRINCIPAL OF ROYLE SCHOOL TO THE AGENDA.**
- \*\* MR. DINEEN SECONDED.**
- \*\* THE MOTION PASSED UNANIMOUSLY.**
  
- \*\* MR. BURKE MOVED TO APPROVE THE APPOINTMENT OF MR. DEAN KETCHUM AS THE NEW PRINCIPAL OF ROYLE SCHOOL.**
- \*\* MR. MARTENS SECONDED.**

**\*\* THE MOTION PASSED UNANIMOUSLY.**

Dr. Brenner gave a brief overview of Mr. Ketchum's resume highlighting previous positions. He added that the first round of interviews did not attract an acceptable candidate, so a second search was conducted.

Mr. Dean Ketchum came forward and said that he was thrilled to be part of the Darien School District and eagerly looking forward to working with the Darien students.

**A. PRESENTATION: TEACHER'S COLLEGE PRIMER** (File #2506)

Dr. Brenner introduced Ms. Cory Gillette, the Literacy and Social Studies Program Director to narrate a PowerPoint presentation about the Highlights of the Implementation of Readers and Writers Workshop. Ms. Gillette and Dr. DaSilva then guided the Board through an exercise that evaluated an essay written by a student.

Board questions and comments and Administration's responses: a) **What happens when the student cannot work on this level?** (Ms. Gillette explained that when students struggle with various aspects of writing, such as structure or language, it is easier for the teachers because they can go back and work with the students in the areas where there is weakness. The teachers now have more tools. There is a whole book with strategies for the teachers on working with students who have different areas that need attention. Sometimes a student struggles with handling the entire essay, so breaking it up into clumps allows them to manage it more easily.) b) **Do we still do sentence diagramming?** (Ms. Gillette replied it was not done in the same way that we used to do it.) c) **Why is that?** (Ms. Gillette explained that there was significant research on the transfer of sentence diagramming in elementary schools. The common core actually has a language conventions segment dedicated to this. The students study a highly complex sentence and take it apart, but in a contextual way and not in the traditional way. The students who struggle with syntax or grammar will get help with SRBI.) d) **With the SBACs, we have been emphasizing non-fiction texts and formulated writing. What role does creative writing play in the elementary schools?** (I feel that it is in there because of the narrative units. Right now, all the fifth graders are writing narrative fantasy pieces. Over the past ten years, the curriculum has become more balanced with the different types of writing. There are skills and strategy for creative writing.) e) **Would you elaborate on how children with special needs end up getting support after the lessons? How is that analyzed in the text? I would also like to know how it carries over to the middle school because it is a K-8 curriculum and we haven't been informed as to how that is happening other than in the Learning Center.** (Ms. Gillette said that during the practice part of the workshop, when the elementary students are working independently, the student who needs more support receives it. A small group can be working on a different skill which they need to fill in and catch up or they may be working on a more advanced skill. The workshop format allows for that differentiation. The students can also work on different levels of text, which the teachers would be addressing. However, everyone walking into the classroom will see the students working. They have a job to do and the students from the kindergartners up, understand they have a job to do during reading workshop. Ms. Klein said that the general education teacher and the special education teacher collaborate and work on discreet skills. Ms. Gillette said that the overall goal is to have students practice their reading and they have to synthesize their various skills, which is very important.) f) **Would you talk about the gender differences that you see with writing? Are boys struggling with writing? Is this true and if so, what does the District do about that?** (Ms. Gillette said that she had not seen a boys versus girls issue, but was aware that there are units that the boys may like more than girls, such as informational pieces. She said that she had not seen more boys coming up for help than girls. It takes a lot of work to write and some students have struggled with the actual physical aspect of writing so typing is easier for them. Writing is actually a very complex issue. Ms. Gillette added that the staff had gone back to look at penmanship because if it physically hurts for a student

to write, they will not write. For some students, using the Chromebooks has opened a door and they are producing so much more volume. Ms. Gillette said that she would monitor for a disparity between girls and boys, but to date, it is not something that has popped up for her or her team.) g) **Does the range for providing the differentiation of instruction increase as the students get older?** (Yes, there is a large range and a fifth grade teacher may have a reader that is reading only on the level of the end of third grade and another reader at the adult level. The teachers need the PD to help them with the wide range of reading skills that the students may have.)

Dr. Brenner thanked Ms. Gillette and also acknowledged Middlesex Middle School English teacher and coordinator, Mr. Tim Sorenson who was also present.

## **B. UPDATE ON ONE TO ONE INITIATIVE** (File #2507)

Mr. Marc Marin came forward to present a PowerPoint presentation on the One to One Initiative, which involves using digital devices in the classroom.

Dr. Brenner said that he spent part of his day in the classroom. He said that he asked some students how long it would take them to learn how to do the tasks shown in the Google Classroom YouTube clip. He said that for the adults, it might take us a while, but the students have grown up in the digital world. Dr. Brenner said that the reason for the pilot was to identify potential problems such as a stall that happens when the Chromebooks are started up, or moving from the tablet mode to the laptop mode. He said the change inside the classroom was very exciting.

Board questions and comments and Administration's responses: a) **Refresh my memory regarding the roll out. What is the plan for the 8th graders?** (Dr. Brenner said that the 8th graders would not be getting a device because they will change schools the following year and receive a new device. The 7th graders will have the computer for the next two years. He added that the teachers are aware that they will have to give some students help with the new device.) b) **Some students will pick this up intuitively. What about those who don't?** (Dr. Brenner said that the teachers are aware they may have to start from scratch to get all the students up to speed as quickly as possible. That is why the District needs to be sure that the teachers are comfortable with the devices. Some of the staff are very competent in this area, others are not.) c) **Where are we in the process of using iPads in the high school?** (Dr. Brenner said that the pilot for the iPad would take place next year and the students will get the iPads the following year. The staff has decided on the iPad. They will still use the user-friendly Google platform that the middle school students use. The creativity piece justified the use of the iPad. There are quite a few Chromebooks at the high school already, but the staff will be trained on the capabilities of the iPad. Mr. Marin said that there was a major training session on Google Classroom and additional training on Google sites. Dr. Brenner said that one of the major concerns was whether the iPad would integrate well with Google, but they do.) d) **Since the students will be doing more digital submissions now with spell checks, is it a good thing that there won't be spelling corrections?** (Dr. DaSilva said that spelling and grammar will be included. In the draft form, the students often don't bother with spelling and punctuation. Later, they correct errors. Mr. Marin said there is also a speech to text function, which provides the students with additional fluency. He added that he had noticed some students writing text and then putting on headphones and having the computer read the text back to them.) e) **I commend you all and the caliber of the presentations are great. What about Special Education? Can we have a slide or two on how are we approaching Special Education? This is broad and Special Education is such an important component of this.** (Dr. Brenner said that the Special Education students have been given various devices. Not every Special Education student can use the Chromebook, but the device gives the students more tools to work with. Many learning issues are

compensated by the use of a device.) f) **How is the integration with the curriculum? Is it logical? Is it flowing simply? What work needs to be done to make sure that it is incorporated?** (Dr. DaSilva said that the staff meets every week to discuss opportunities to innovate but also to support the work that is already underway. The staff wants to provide the students with the technology tools and they are constantly looking for ways to enhance the curriculum. It is cross grade level and we are able to see the range of how the curriculum can be enhanced by the device. Dr. Brenner said that he had been invited into a class where the history lesson was on the American internment of Japanese residents during World War II. He described his experience and how what the students were posting arrived on a screen rather than having a group with a note taker. The collaboration was much improved. Mr. Marin said that there is a point where it stops becoming about the device and changes to the learning that is underway through the device. Dr. Brenner said that the excitement about the device lasted about two days. Now it's just another tool to use in the lesson.)

### **C. REPORT ON BARBARA HARRINGTON FUND AWARD** (File #2508)

Dr. DaSilva thanked the Darien parents and those involved in the Harrington Fund Award. She then presented a report on the Barbara Harrington Grant awards for the Summer of 2016.

*Mr. Dineen left the meeting at 9:10 p.m.*

### **D. DISCUSSION ON INSTALLATION OF LIGHTS AT DHS** (File #2509)

Dr. Brenner then presented a PowerPoint program on the Stadium Lights and revision to the Sound System at the High School. This presentation included a history of the lighting discussion from 1980 to the present day. He said that in 2008 the Planning and Zoning Commission had decided that the BOE application for permanent lights was inconsistent with the Town Plan of Conservation and Development. The Board withdrew the application. Since then the High School has used temporary portable lighting, which must receive approval from Planning and Zoning periodically.

Board questions and comments and Administration's responses: a) **Could you speak to whether the lacrosse teams would have a playoff under lights?** (Dr. Brenner said that he had looked at the start time for the games and the lacrosse teams would not have needed lighting. There were home games played with no lights.) b) **Is this plan using the proposed technology?** (Yes.).

At the conclusion of his presentation, Dr. Brenner stated for the record that any proposal would have to be approved by Planning and Zoning.

Board questions and comments and Administration's responses: a) **Is there a local place that has the new LED lights that we could see them?** (Dr. Brenner said that Albertus Magnus College has them. The staff there has been generous about demonstrating the system.) b) **What about the person that has their hand on the light switch? Is it controlled?** (It is password protected.) c) **What about the cost for replacement?** (Dr. Brenner said that the life of an LED bulb is almost three times that of a regular bulb, but said that he did not have the information with him. He said that he would get that information to the Board.) d) **How should we solicit feedback from the community?** (Mr. Harman said that there were public comment times on the agendas and his email is on the website. Dr. Brenner said that he would reach out to the neighbors on this.) e) **As these discussions advance, it would be helpful to have a potential timeline for the future steps.** (Dr. Brenner said that he would get that information to the Board members.) f) **We have the permission to use the current lighting until 2017.** (Correct.) g) **The sound has become much more important to the atmosphere of the**



**game. Is there somewhere that we can go to hear the type of system that you are proposing?** (Dr. Brenner said that he did not have a location where the system was in use, but would get one to the Board. He said he had been on the field with a sound technician and he was able to produce a diagram showing the sound spillage.) h) **It would be great to have the same kind of sound diagram that you had for the lighting for the Board's application.** (Dr. Brenner said that he would work on this.) i) **The number of games are set because of Title IX to make sure everyone is even?** (Dr. Brenner said that this was so.) j) **We schedule games with other teams.** (Dr. Brenner said that regarding the scheduling, from an athletic perspective, there isn't a problem. Friday nights have become almost a standard game time in southern Fairfield.) k) **Can you tell us how the Conservation and environmental piece fit in?** (Dr. Brenner said that he couldn't say off hand since he had been working off written documents.) l) **If we are supportive of this, it is just the start of the process going to Planning and Zoning?** (Dr. Brenner said that this was so. This would also include the environmental aspect. He added that he thought the lights were far enough away from the wetlands, so that it wouldn't cause a problem.) m) **How tall are the poles?** (There would be four 80 foot poles. However, he said that the Albertus Magnus system is the exact system, so the Board Members could see what the poles actually look like.)

Mr. Harman said that this was uncharted territory and an opportunity to reach out to the community and the neighbors. He added that his email was on the District website and would welcome feedback. This is the first phase for the District. Dr. Brenner agreed and said that the goal was to have the athletes have a chance to play their games and have a community event.

### **ACTION ITEMS**

#### **PERSONNEL ITEMS** (File #2510)

##### **Appointments**

##### **Resignations/Retirements**

Dr. Brenner said that he had received a retirement letter from Dr. Debi Boccanfuso, who is the Middlesex Middle School Principal, at 3:47 p.m. It will be effective June 30th.

**\*\* MR. BURKE MOVED TO APPROVE THE PERSONNEL ACTION REPORT FOR MAY 24, 2016.**

**\*\* MS. ZURO SECONDED.**

**\*\* THE MOTION PASSED UNANIMOUSLY.**

### **PUBLIC COMMENT**

Ms. Jill McCammon, of Old Kings Highway South, was curious to know where the District was in terms of the roll out for the Teacher's College Primer and with the Special Education students. Is this standard for K-8 or are they still in the process of the roll out. How will this be included in the IEPs writing and the targeted goals?

Dr. DaSilva said that TC does have the unit study for Grades 6 through 8. They do not have the units for middle school yet. Those are expected to be out this summer. She continued to give the details of the program and how the teachers were in the stages of approximation.

In terms of understanding the rubrics, all the students will be at different levels in understanding the rubrics. What Ms. Gillette highlighted was one aspect of the program. While there may be a score, what the staff wants the parents to come away with is that the student may have different skill levels on different aspects, such as a strong thesis statement but not as much skill with language.

Ms. McCammon said that it is nice to have clearly articulated goals for the Special Education students in their IEPs. Will the IEPs that are done in the future have this writing component?

Ms. Klein said that they are using TC in the rubrics and looking at bench marks with Ms. Gillette to help students development goals.

Ms. McCammon pointed out that this is a great opportunity for measurability. Does this tie specifically to the assessment? She wished to know how the gathering of data was being done and how it was being used.

Dr. DaSilva said that there are benchmarks done three times a year and gave a brief overview of the assessment that the staff does to determine what level the student is working.

### **ADJOURNMENT**

**\*\* MR. BURKE MOVED TO ADJOURN.**

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

**\*\* THE MOTION PASSED UNANIMOUSLY.**

The meeting adjourned at 9:57 p.m.

Respectfully submitted,

Sarah Schneider Zuro  
Secretary

# DARIEN PUBLIC SCHOOLS

## Contemplated Gift Form

Gift intended for:  
(Check appropriate responses)

Hindley  
 Holmes  
 Ox Ridge

Royle

Tokeneke

Middlesex Middle School

Darien High School

District

Person(s) or Group Offering Gift(s)

DHS Parents Association  
\_\_\_\_\_

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

Name Ellen Dunn

Address DHS  
\_\_\_\_\_  
\_\_\_\_\_

Tele. \_\_\_\_\_

Fax. \_\_\_\_\_

e-mail \_\_\_\_\_

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

The Darien High School Parents Association would like to contribute \$2,600.00 to add two additional water bottle filling stations to DHS.

---

2 additional water bottle filling stations	\$2,600.00
--	------------

Total	\$2,600.00
-------	------------

---

---

**Please answer the following questions.**

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

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

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

- |   |  |
|---|--|
| <input type="checkbox"/> 500-1,000              | <input type="checkbox"/> 5,000-10,000  |
| <input type="checkbox"/> 1,000-2,000            | <input type="checkbox"/> 10,000-15,000 |
| <input checked="" type="checkbox"/> 2,000-3,000 | <input type="checkbox"/> 15,000-20,000 |
| <input type="checkbox"/> 3,000-4,000            | <input type="checkbox"/> 20,000+       |
| <input type="checkbox"/> 4,000-5,000            |  |

---

Do not write below this line

---

Status: Date received by Superintendent \_\_\_\_\_

Notes on actions by Superintendent of Schools-

Actions, if any, by the Board of Education-

Final disposition of the gift offer-

<b><u>Proposed Athletic Field Trips - 2016-17</u></b>											
<b><u>Event</u></b>						<b><u>Date</u></b>				<b><u>Location</u></b>	
DHS Girls Swim Team						3-5-Sep-16				YMCA Camp Burgess & Hayward Sandwich, MA	
DHS Girls Cross Country						24-Sep-16				Goddard State Park Warwick, RI	
DHS Girls Cross Country						12-Nov-16				Ponagansett High School Scituate, RI	
DHS Boys Cross Country						12-Nov-16				Ponagansett High School Ponagansett, RI	
DHS Boys Varsity Hockey						10-Dec-16				Boston, MA area	
High School National Championship Squash Tournament						Feb-2017 (exact dates TBD)				Hartford, CT area	
New England High School Indoor Track Championship (Boys)						25-Feb-17				Boston, MA	
New England High School Indoor Track Championship (Girls)						26-Feb-17				Boston, MA	
New England High School Outdoor Track Championship (Boys)						10-Jun-17				Burlington, VT	
						<b>(see attached individual forms)</b>					

**APPROVED**  
**Darien Public Schools**  
**District Goals 2015-2016**

<b><u>Curriculum &amp; Instruction</u></b>	<b><u>Business</u></b>	<b><u>Human Resources</u></b>	<b><u>Community</u></b>	<b><u>Facilities</u></b>	<b><u>Technology</u></b>	<b><u>Special Education</u></b>
<p><b><u>K-8, Literacy</u></b></p> <p>1. To fully implement Columbia University's Teachers College Reader's and Writer's Workshop Model, K-5.            Provided staff with professional development in the following areas:</p> <p><i>*School-based sessions at TC (15 seats per school);</i></p> <p><i>*TC-Principal Sessions for our K-8 principals;</i></p> <p><i>*School-based professional development by TC staff developers;</i></p> <p><i>*In-district PD sessions (full day).</i></p> <p>Created and supported the work of Literacy and Numeracy with Curriculum Newsletters to all staff that include examples of student work, updates on units of study, etc.</p> <p>Monitored the implementation of curriculum through on-going observations in classrooms by building-level leadership and coordinators.</p> <p>Supported school staff with participation at Professional Learning Communities by district coordinators.</p>	<p>1. To continue to fully analyze the most cost efficient way to provide health benefits.  <i>This is an ongoing process. This year the increase with our current carrier was nominal, less than 3%.</i></p> <p>2. To fully involve building administration along with central administration in an effort to build a "zero-based" budget.</p> <p>With very few exceptions, the current budget was built on a "zero-based" format.</p>	<p>1. To fully integrate the absentee management system with MUNIS and utilize all functionality built into the system.  <i>The first steps of this process has been achieved. We are now working on the report functions that will allow analysis to take place seamlessly.</i></p> <p><i>We are now researching ways to integrate some of our other systems to maximize efficiencies.</i></p> <p>2. To create a hiring process that is uniform throughout the district that analyzes efficiencies without sacrificing the quality of services offered.  <i>A new process of hiring has been put in place including committee structure, screening techniques and procedural guidelines.</i></p> <p><i>Additionally, current staffing has been analyzed in the context of need by position and</i></p>	<p>1. To enhance relationships with community groups and the Town of Darien in an effort to best serve our students.  <i>Town: Multiple meetings with Town officials, BOF, BOS, Police all in an effort to collaborate.</i>  <i>Community: participation in Striving Youth Org., YMCA, DAF.</i>  <i>Parents: regular meetings with CDSP, PTO's, SEPAC, youth athletic leaders.</i></p> <p>2. To expand opportunities [particularly with technology] to promote the home-school-community connections showing a sense of responsiveness as we continue to promote a trusting, collaborative relationship.  <i>The new website was rolled out. Special phone weekly phone calls were implemented. A new protocol for "snow calls" was created.</i></p> <p>3. To seek more effective ways to communicate and promote accomplishments of the school district.  <i>News of the Week was instituted. New relationships</i></p>	<p>1. To update the six year capital plan to reflect work that has been accomplished and establish new priorities for the future.  <i>An RFP was created to do a thorough master plan for the district. Award and process should begin in this school year.</i>  <i>We are in the midst of working on the master plan and the building conditions survey work has begun.</i></p> <p>2. To increase the presence of security officers during well attended events on the HS property to ease the pressure on parking and increase the safety.  <i>In collaboration with the DJFL and youth Lax we have provided additional security on the weekends to better manage traffic flow and increase safety at DHS.</i></p> <p>3. To analyze building usage and the needed classroom space requirements district-wide and the possible modifications needed to better serve the academic needs of our students. The Milone &amp; MacBroom study will</p>	<p>1. To examine the most effective way to utilize the existing Chromebooks in the district and support that usage with appropriate professional development.  <i>A comprehensive plan for Chromebook usage and PD has been delivered to the BOE.</i></p> <p>{PD relative to the Chromebook has focused on utilizing Google Apps For Education - drive, docs, slides. Online tools, subscriptions and links for learning have also been made accessible on the Chromebooks through the GAFE accounts.}  <i>Additional PD has been offered in the Chromebook pilot as well as a summer academy.</i></p> <p>2. To study the feasibility/need of creating a one-one environment at the HS and/or MS.  <i>A 1:1 initiative with budget implications has been rolled out.</i>  <i>High School is staged to pilot next year.</i></p> <p>3. To explore the feasibility and cost savings of the</p>	<p>1. To analyze the current continuum of services pre-k through 12 (inclusive of ESY) and identify and/or develop special education programs that will supplement the continuum where needed.  <i>Self-study of targeted areas in progress in K-12 programs.</i>  <i>Self-study of student outcomes in Co-Teaching classes.</i>  <i>Meetings with building level principals and facilitators to review current programs.</i>  <i>Meetings with building level principals and staff to review placement for aging out ELP students.</i>  <i>Meetings with building level principals and staff for related service staffing.</i>  <i>Developed DLC-3 program for students with autism spectrum disorders (ASD).</i>  <i>Implemented Orton-Gillingham training for targeted special education teachers at the elementary level.</i>  <i>Implemented Touch Math program for targeted special education teachers.</i>  <i>Analyzed outcomes of co-taught classes across one elementary school.</i>  <i>Developed resource room model dedicated to reading instruction with multisensory instruction at elementary level.</i>  <i>Implemented language-based program into DHS' Excel program utilizing a push-in model.</i>  <i>Collaborated with DHS administration and staff in the development of team-taught and lab classes for the support</i></p>

<p>Communication in an on-going capacity with Grade-Level Leaders</p> <p>2. To fully implement a comprehensive balanced literacy approach across all classrooms, K-5.</p> <p>Provided staff with professional development in the following areas:</p> <p><i>*School-based sessions at TC (15 seats per school)</i></p> <p><i>*TC-Principal Sessions for our K-8 principals</i></p> <p><i>*School-based professional development by TC staff developers</i></p> <p><i>*In-district PD sessions (full day)</i></p> <p>Created and supported the work of Literacy and Numeracy with Curriculum Newsletters to all staff that include examples of student work, updates on units of study, etc.</p> <p>Monitored the implementation of curriculum through on-going observations in classrooms by building-level leadership and coordinators.</p> <p>Supported school staff with participation at Professional Learning Communities by district coordinators.</p> <p>Communication in an on-going capacity with Grade-Level Leaders.</p> <p>3. Assess and strengthen the implementation of Columbia University's Teachers College Reader's</p>		<p>not simply as a function of "roll-over".</p> <p>Additionally, current staffing is being analyzed in the context of need by position and not simply as a function of "roll-over".</p>	<p>with news organizations were established.</p> <p>Curriculum meetings held at BOE offices on various topics-- parent and district driven.</p> <p>PTO meetings highlighting the work of the district.</p> <p>Curriculum newsletters focusing on the work of elementary schools- to be transitioned to middle school.</p> <p>4. To encourage the cooperation of other government agencies for the mutual benefit of our common taxpayers.</p> <p>We have worked together on 35 Leroy, the Town gas initiative, possibilities of shared copier services. Conversations are ongoing.</p>	<p>act as a resource to the discussion.</p> <p>M &amp; M completed their usage study that has now led us to the above mentioned RFP. <b>Work has begun.</b></p> <p>4. To monitor, clarify and communicate procedures of the facility usage of non-HS teams.</p> <p>Collaboration with the YMCA and the Youth Athletic Organizations has led to clearer communication around expectations and procedures when using our facilities.</p>	<p>creation of a copy center.</p> <p>A plan is being finalized in the coming weeks. A pilot utilizing one of the elementary schools should occur prior to the end of the school year. <b>Copy Center Room is built. Tokeneke staged to begin in early September.</b></p> <p>4. To investigate ways to create a "paperless" district-wide communication system to be both more efficient and environmentally responsible.</p> <p>We are moving toward this goal. Communications at the building level are more frequently delivered digitally. We are exploring creating digital elementary report cards. Teacher placement and a district calendar are among other items moving to digital media.</p> <p>{Increased use of School Messenger to deliver timely and important updates}</p> <p><b>Opening Day packets to go home digitally for the first time in August.</b></p> <p>5. To roll out a new, more user friendly website for our school district. <b>Complete.</b></p>	<p>of special education students in general education classes. Supported DHS administration in the study of alternative high school programs in surrounding districts. Began a study of surrounding districts' 18-21 transition support programs to plan and develop a program for students in Darien.</p> <p>2. To develop a mechanism for educating parents around the PPT structural changes that are being made and clearly communicating the value of their input when implementing the changes. On-going parent workshops on the elementary, middle school, and high school levels. Power points posted on the special education website. <b>SESS presentations provided at the elementary and secondary schools and at SEPAC meetings.</b></p> <p>3. To ensure that the delivery of instruction is consistent with the goals and objectives on a student's IEP. IEP implementation is monitored by the Ass't Superintendent of SESS, SESS Program Director, and building level special education designated administrators. SESS Assistant Superintendent and Elementary and Secondary Program Directors supported teachers and clinicians in the development and implementation of goals and objectives from PPTs to the classroom.</p> <p>4. To provide professional development to the Special Ed. staff regarding the building of IEP goals, SRBI &amp; 504 implementation.</p>
---	--	---	--	--	---	--

<p>and Writer's Workshop Model, 6-8.</p> <p>TC staff developers were assigned to the English and Social Studies departments.</p> <p>In Social Studies, work focused on non-fiction reading strategies and CCSS-aligned Information and Argument-based writing.</p> <p>English department focus has been on curriculum alignment &amp; pacing, and deepening the approach to Readers' Workshop.</p> <p>Additionally 15 one-day TC workshops were assigned to support the work.</p> <p><b><u>K-8, Math</u></b></p> <p>4. Evaluate, assess and make recommendations regarding the K-8 math curriculum and resources as it applies to the Common Core State Standards and differentiation of instruction.</p> <p>Created a systematic approach to communication with elementary math coordinator and 6-8 math monitor (and administrators).</p> <p><i>*Identified similarities and differences in mathematics approach at both levels</i></p> <p><i>*Identified strengths in programs and areas of need in the elementary math program.</i></p>						<p>On-going PD by discipline by the Program Director and Cindi Gilchrest.</p> <p>Special education staff were provided professional development by SESS Program Directors through professional learning communities (PLCs) and during departmental professional development opportunities by Shipman and Goodwin.</p> <p>5. To encourage parent engagement and utilize SEPAC as a District partner in that effort.</p> <p>On-going SEPAC meetings and parent workshops to address parental concerns and collaborate on best practices in special education.</p> <p>Monthly meetings with SEPAC co-chairs to address community concerns and collaborate on parent and staff education efforts. SESS Department and SEPAC co-sponsored and organized events for families and staff included talks on IEP process, the continuation of supports in the Darien Public Schools, Orton-Gillingham reading supports, building "GRIT", twice exceptional programming, and planning for post-secondary opportunities for children with disabilities.</p>
---	--	--	--	--	--	---



Created a District Math Team.

Created on-going professional development to Math Support Teachers, Special Education, and classroom teachers as appropriate:

*\*Investigations-unpacking units (to support grade-level teams)*

*\*Exemplar Training*

*\*Do the Math Training*

*\*Focus Math*

Developed a relationship with the Investigations Math Consortium.

**9-12, Math**

5. Explore the multiple levels of courses at Darien High School and review alternatives that would best serve all students.

In collaboration with high-school staff, restructure levels of support at Darien High School.

Created a plan to support mathematics differentiation across all levels and new structures in collaboration with special education.

**Curriculum & Instruction**

**K-12, Professional Development**

6. Create a district-wide model for professional development across all areas that supports district initiatives and initially targets:

- Literacy, K-8
- Math, K-8
- Technology, K-12
- Special Education (building IEP goals, SRBI and 504 implementation)

Continue the work of Teachers College, to include summer institutes.

Created a plan for on-going math professional development to be led by math coordinator and math support teachers.

Provided on-site support at SRBI meetings by district coordinators and Assistant Superintendent of Schools.

Differentiated technology professional development provided to staff, ex: google basics, google classroom etc.

Technology additions {PD relative to the Chromebook has focused on utilizing Google Apps For Education - drive, docs, slides. Online tools, subscriptions and links for learning have also been made accessible on the Chromebooks through the GAFE.

504 training provided to administrators by Shipman & Goodwin to ensure

consistency of understanding and compliance.

7. Assess the effectiveness of Professional Learning Communities.

Plan and prepare for Tri-state Consultancy visit (PLC's):

\*Targeted survey of staff on the effectiveness of PLC's

\*Ask for targeted feedback on consistency of PLC's (specifically at the elementary level)

Continue to collect feedback on PLC's after staff development days

**K-12, SRBI**

8. Create a systematic process for Response to Intervention across all schools (K-12) in the areas of reading, writing, mathematics and behavior.

\*Implemented a Universal Screener, K-8 in math & reading

\*Restructured RTI staff (Math & Reading)/ Developed a Math and Literacy Team

\*Created and implemented (DRAFT) Guidelines to enter all Tiers of Support

\*Restructuring of levels at DHS

\*Providing on-going training in SRBI programs for our interventionists

\*Provided Orton Gillingham Training for special education and SRBI staff

\*Created RTI guidelines for all staff- expectations

\*Attended building-based RTI meetings to ensure and support consistency

\*Created Goals, Strategies and Progress Monitoring Plans

**K-12, World Languages**

9. Review the K-12 world language curriculum and make programmatic and resource recommendations.

Inter-visitation between all levels(Curriculum Coordinator/Monitors)

Transition to 5 days World Language at MMS

Joint department meetings and professional development sessions between all 3 levels (Elementary, Middle and High School)

Pilot Assessment Plan- Grade 5 and 8 (hybrid assessment).

**Gifts  
2015-16 School Year**

<u>Date</u>	<u>Category</u>	<u>Donor</u>	<u>Item (s)</u>	<u>Total</u>
Sept. 9	<b>High School</b>	Darien Athletic Foundation	Commercial kitchen equipment for Concession Stand at High School Pavilion (inclusive of installation)	50,000 (approx.)
Sept. 17	<b>Music</b>	Mark Greenstein	5 Acoustic Guitars for Middlesex Middle School grade 6 guitar classes	500 (approx.)
Oct. 14	<b>DHS Music</b>	Tammy and Michael Sload	Commercial 30 Hot Dog Roller Grill for Concession Stand	179.99
Nov. 10	<b>Athletics</b>	Blue Wave Booster	Gymnastics Team Banner and Sign (\$655.12); Girls Hockey: HD Video Camera, Tripod Base, etc. (\$589); Squash: Online internet skills subscription (\$720); Squash: Lettering for Banner (\$100); Wrestling: Record Board (\$500); Boys and Girls Swimming: Power Rack Training Aide (\$1,957.11); Girls Basketball: Outdoor Game Day Sign (\$450)	4,971.23
Nov. 10	<b>Athletics</b>	CT Interscholastic	Grant fund for creation of Unified Sports Program at the High School	2,000
Nov. 10	<b>Athletics</b>	New York Jets	In honor of Rob Trifone's selection as Coach of the Week following 10/24/15 DHS football game	2,000
Jan. 12	<b>DHS Music</b>	Darien Music for Youth	Cultural Enrichment Assembly by Late Show's Gospel Program for Darien High School	4,000
Jan. 12	<b>DHS Tech.</b>	Darien Technology and Community Foundation	Fuel cell for High School Fuel Cell team (Principles of Engineering class)	6,951
Feb. 17	<b>Music</b>	Peter P. Orphanos	Evette Schaeffer Bb Wooden Clarinet	500

**Gifts  
2015-16 School Year**

<u>Date</u>	<u>Category</u>	<u>Donor</u>	<u>Item (s)</u>	<u>Total</u>
Feb. 17	<b>DHS Band</b>	Blue Wave Booster	"Harmony Director" - keyboard with special features to demonstrate concepts and facilitate teaching	1,500
Feb. 29	<b>Music</b>	Robert Woods, Jr.	Bach TR500 trumpet with case and 7C mouthpiece	225
Mar. 1	<b>Hindley</b>	Hindley PTO	Playground equipment: ZipKrooz (\$10,225); EBoogie Board - independent (\$2,125); TopsyTurny Spinner (\$4,300); Installation and relocation of present equipment to existing structure (\$7,800)	24,450
Mar. 9	<b>High School</b>	DHS Parents Assoc.	National Honor Society (\$300); Big Brother/Big Sister/LINK (\$500); China Exchange (\$1,000); Advisory (\$500); Field Trip Scholarships (\$1,000); Teacher's Lounge Water (\$2,000); 4 Water Bottle Filling Stations (\$5,200)	10,500
Mar. 9	<b>Athletics</b>	DYLAX	Boys Lacrosse Program at DHS - toward off-setting the cost of filming and editing	5,000
Mar. 9	<b>Athletics</b>	DYLAX	Girls Lacrosse Program at DHS - toward off-setting the cost of filming and editing	5,000
Mar. 9	<b>Athletics</b>	Blue Wave Booster	Spring and Fall 2016 Seasons: Baseball bullpen tarp (\$559.98); Boys Golf 3 Bushnell Range Finders (\$665); Sailing Dinghy locker (\$250); Softball 2 Pitchbacks (\$1,399.98); Boys and Girls Track Digital race display clock (\$1,000); Cheerleading competition music (\$350) and megaphones (\$250); Field Hockey tent (\$1,269.48) Football Hudl instant replaysystem (\$900); Boys and Girls Soccer "Darien Blue Wave" with logo (\$1,269.48); Athletics Dept. Signage on back of bleachers (\$1,418)	9,331
Mar. 22	<b>Athletics</b>	Boys Lacrosse Parent Group	Filming/Editing of Games (\$3,405); Team Gloves (\$16,820); Coach bus for longer away games (\$1,200)	21,425

**Gifts  
2015-16 School Year**

<u>Date</u>	<u>Category</u>	<u>Donor</u>	<u>Item(s)</u>	<u>Total</u>
Apr. 26	<b>Music</b>	Darien Music for Youth	Cultural Enrichment Assembly Program for Middlesex Students	2,100
10-May	<b>Middlesex</b>	Middlesex Parent Association	Five Flat Screen LED Monitors - includes materials, labor and installation	19,660
27-May	<b>Ox Ridge</b>	Ox Ridge PTO	3D Systems CubePro 3D Printer for Ox Ridge Library/Media Center	1,729.93
27-May	<b>Music</b>	Fredrick DeGraw	Conn Director Model Trombone with case and gig bag	250
27-May	<b>Music</b>	Sean and Betsy Shaw	Yamaha DGX-500 Portable Electric Grand Piano	425
27-May	<b>Music</b>	Elizabeth S. Klein	Mapex drumset with cymbals, chair, woodblocks and hardware	425
15-Jun	<b>Music</b>	Gigi Kearney	Klaus Mueller violin	325
15-Jun	<b>Music</b>	Nancy Brewer	Conn-Valve trombone	350
<b>TOTAL.....</b>				<b>\$173,798.15</b>

## Memorandum

**To:** Daniel Brenner, Ph.D., Superintendent of Schools  
**From:** Michael E. Feeney, Director of Finance & Operations  
**Date:** June 8, 2016  
**RE:** RFP Schematic Design Services Darien High School Cafeteria Renovation/Expansion

Beginning April 29, 2016, we posted a Request for Proposals on the district website for the Schematic Design Services for Darien High School Cafeteria Renovation/Expansion. We began advertising the RFP in the Stamford Advocate newspaper, on StamfordAdvocate.com and in the Greenwich Time newspaper for the two week period each day consecutively through May 14, 2016. The proposals were due on or before May 19, 2016 at 2:00 PM.

We had three responses as follows:

Silver/Petrucci + Associates	\$14,500.00
Kaeyer, Garment + Davidson Architects, PC	\$18,850.00
Perkins Eastman	\$ 24,800.00

After careful review and consideration, it was decided to award the project to Silver/Petrucci + Associates, the lowest proposal. We will be contacting the successful proposer to set up an initial project meeting to be held in the next two weeks.