

Board of Education  
Darien, Connecticut

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

**PLACE:  
DARIEN PUBLIC SCHOOLS'  
ADMINISTRATIVE OFFICES  
2<sup>nd</sup> FLOOR CONFERENCE ROOM  
6:45 P.M.**

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

**REGULAR MEETING OF THE BOARD OF EDUCATION  
TUESDAY, JANUARY 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            | 7:35 p.m. |
| 3. Public Comment.....          | Mr. Harman            |           |
| 4. Superintendent's Report..... | Dr. Dan Brenner       | 7:45 p.m. |
| 5. Approval of Minutes.....     | Board of Education    |           |
| 6. Board Committee Reports..... | Mr. Harman            |           |

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

7. Presentations/Discussions:

- a. Meeting with ..... Mr. Harman 8:15 p.m.  
RTM Finance and  
Budget and Education  
Committees re 2016-17  
Proposed Board  
of Education Budget
  - o Comments and Questions
- b. Update on 200/400 Level.. Mrs. Ellen Dunn  
High School Courses
- c. Action on Proposed New... Dr. Susie Da Silva  
Courses for Darien High  
School for the 2016-  
2017 School Year
- d. Update on Standardized.... Dr. Da Silva  
Testing - Smarter Balance  
Assessment (SBAC) and  
CMT Science – Elementary  
and Middle School
- e. Review, Discussion and.... Dr. Brenner  
Possible Action on Revisions  
to the Stadium East Field  
Plan
- f. Discussion and Action on... Dr. Brenner/  
Annual Report on High Mr. Chris Manfredonia  
School Temporary Stadium  
Lights to the Planning  
and Zoning Commission
- g. Presentation of Board.....Dr. Brenner  
Master Agenda – February  
through August 2016

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

7. Presentations/Discussions (cont.):

h. Follow Up Discussion on..... Dr. Brenner  
Unfinished Business and  
Possible Modifications  
to 2016-2017 Proposed  
Board of Education Budget

8. Action Items

a. Personnel Items..... Ms. Marjorie Cion 9:30 p.m.

i. Resignations/Retirements

iii. Leave of Absence

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

10. Adjournment..... Mr. Harman

DB:nv

Revised January 22, 2016

**APPROVED  
MINUTES  
BOARD OF EDUCATION  
December 8, 2015**

**PLACE:**

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

**MEMBERS PRESENT:**

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

**MEMBERS ABSENT:**

Mr. Martens.

**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 7:43 p.m. He said there would be a Special Meeting of the Board of Education on Tuesday, January 5, 2016 at 7:30 p.m. in the Board of Education Meeting Room. The next Regular BOE meeting would be scheduled for Tuesday, January 12, 2016 at 7:30 p.m.

**CHAIRPERSON'S REPORT**

Mr. Harman thanked everyone for coming to the last BOE meeting of the calendar year. He said that he had presented the Annual State of the Town Report to the RTM the previous day. He said that Milone and MacBroom had been expected to present their findings regarding the school facilities utilization plan and a proposed plan of action. However, that meeting has been postponed to January. It is expected that their recommendations may include a capital expenditure or major facility project. On behalf of the Board of Education, Mr. Harman wished all those present happy holidays.

**PUBLIC COMMENT**

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

## SUPERINTENDENT'S REPORT

Dr. Brenner said that he had also attended the State of the Town meeting. He wished Mr. Burke a Happy Birthday, along with Ms. Sullivan and Ms. Stein. He also wished everyone a Merry Christmas.

### APPROVAL OF MINUTES

#### November 24, 2015 Special Meeting and Executive Session

- \*\* MS. SULLIVAN MOVED THE MINUTES OF THE NOVEMBER 24, 2015 SPECIAL MEETING AND EXECUTIVE SESSION.**
- \*\* MS. STEIN SECONDED.**
- \*\* THE MOTION TO APPROVE THE MINUTES OF THE NOVEMBER 24, 2015 SPECIAL MEETING AND EXECUTIVE SESSION AS SUBMITTED PASSED UNANIMOUSLY.**

#### November 24, 2015 Regular Meeting

- \*\* MR. DINEEN MOVED THE MINUTES OF THE NOVEMBER 24, 2015 REGULAR MEETING.**
- \*\* MR. BURKE SECONDED.**
- \*\* THE MOTION TO APPROVE THE MINUTES OF THE NOVEMBER 24, 2015 REGULAR MEETING AS SUBMITTED PASSED UNANIMOUSLY.**

### BOARD COMMITTEE REPORTS

**Budget Committee** – Ms. Hagerty-Ross stated that the Budget Committee met on Dec. 3rd and reviewed the budget transfers that will be presented later in the meeting for approval.

Ms. Hagerty-Ross reported that she and Ms. Stein attended the State of Town meeting. She congratulated Mr. Harman on presenting his first report and thanked him for an excellent presentation.

Mr. Harman said that he attended a Fairfield County Superintendents Association meeting on December 4th with Dr. Brenner. There was a discussion with various legislators about having the SAT as an alternative to the SBAC. He said that the financial state of Hartford was also discussed and there were various issues that will have an impact on Darien.

### PRESENTATIONS/ DISCUSSIONS

#### A. ANNUAL SPECIAL EDUCATION UPDATE

Ms. Klein then introduced herself, Dr. Scott McCarthy, SESS Program Director; and Ms. Laura Straiton, the Early Childhood Program Director.

Ms. Straiton then narrated a PowerPoint program (File #2440)

Board comments and questions and Administration's responses: a) **To clarify about the Districtwide Professional Development Training, does that include the individuals who would be involved in the Tier 2**

**and 3 SRBI, or just focus on the Special Education staff?** (Dr. DaSilva said the staff is involved with the district wide SRBI training, with a focus on the elementary schools this year. She gave examples of which staff members were involved in the SRBI specialist training from the various schools. The interventionists are also being given the same kind of training as the Special Educators are receiving so they understand the SRBI intervention practices that are being used so they can provide support as needed.) b) **Is there anything beyond Orton-Gillingham Training that you found helpful?** (Dr. DaSilva said that they were going to start training in math intervention for SRBI. She outlined how this would be handled.) c) **Going back to the beginning, co-taught classes, when this was originally presented, we gave up 10 Special Education aides for 5 Special Education teachers. Each one of the elementary schools was intended to have co-taught classes in each one of the schools. Has there been a philosophical change in some point in time or is it IEP driven?** (Ms. Klein said that currently it was IEP driven. She said she did not know about the other changes. Dr. Brenner said that he would review this and report back to the Board.) d) **I am trying to understand all of the acronyms. So a student could be in DLC in Ox Ridge and then go to Middlesex and into ALC. Then that student would go on into EXCEL in the high school? (Yes.)** e) **In the ELP program, do we see the students that will go to DLC or do we get a lot of newcomers? And how do we deal with that? And at end, are the students staying in EXCEL until they are 21?** (Ms. Klein said she would answer the last part of the question first and then defer the other questions to Ms. Straiton. Ms. Klein explained that depending on the students, some students could stay through 21, but the staff has been looking at transitional planning. She listed some of the various opportunities for the students beyond high school. Ms. Straiton said that ELP is not a direct link to DLC. It is an option. DLC does offer a select few students a more intensive program. There are some students who need a more intensive program and the students are chosen through the IPP and team processes.) f) **Are there students in DLC who were not in ELP?** (Ms. Straiton said that there were always surprises and new people do move into the district. Dr. Brenner said that the program has been in place for a number of years and the tracking will help with understanding how the students progress.) g) **Have we heard about any Universal Pre-K and State or Federal mandates?** (Dr. Brenner said that he did not expect that this would happen in the near future because of the State Budget and did not think the Federal government would push this.) h) **With the concept of best practices, you came up with a number of comments about mentoring. What should be the expectation about the relationship between the mentor and the students?** (Dr. Brenner said that the administration hopes the idea of setting up multiple opportunity for the students to have a relationship with a mentor would be a positive thing. High school students are not normally anxious to sit down and have a relationship with adults, so it has to be an adult who takes the time to sit down and relate to these students in a specific way. Some adults are better at that than others, so there will be varying degrees of success. One thing the administration wants to insure is that there are no surprises at home. In the past, there was a lack of communication in this area. He repeated that not everyone has the same skill set and that there had not been a great deal of training on how to do that.) i) **I would like to see how this works out as we move forward into next year because it is an important piece. If the student is having these conversations with their mentors in the hallway or cafeteria and building a relationship, maybe the parent conversations won't happen as much. I think we need to focus on this aspect because we need to insure the mentor reaches out to our students.** (Dr. Brenner said that it was a work in progress. The administrators are managing the relationship between the case manager and the mentor. The system has improved, but it isn't perfect yet.) j) **You acknowledged that the teachers are signing off they read the IEP and understand the goals. What happens when the goals of the IEP are not delivered? What is being done at the administrative levels at the schools? What is the protocol and follow up?** (Ms. Klein said that the team will go back to the PPT and IEP. Having the PPT regularly helps when something is missed, it can be responded to.) k) **I know we are reviewing the co-taught classes. I want to make sure that we are aware of the mix in the classroom. It will be important to have a good mix. We need to review the upcoming second semester so that the teachers are not overwhelmed with too many students in a class. I want to make sure that everyone is getting the right services.** (Ms. Klein said that they were mindful of this.) l) **I know there are elementary**

classes purposefully put together where there are no IEP students. What are your thoughts on that? (Dr. Brenner said that won't happen.) m) **I would like to know how the Special Education testing is handled in elementary, middle and high school. I want to understand how the students are experiencing their tests, not only the SBAC or the achievement tests. I don't know how many Special Education students are tested.** (Dr. Brenner said that the Special Education students do take the same tests as the regular students with modifications. They also have tri-annual testing. He added that the administration was investigating different ways to ease the burden of taking the exams with modifications. There have been discussions about how to make it less disruptive for the students.) n) **I would like to understand the tri-annual testing.** (Ms. Klein then listed a number of tests used for evaluation and eligibilities. All the students participate in the SBACs except the students who are not able to take the tests because of significant disabilities.) o) **What about the students in DLC taking as a standardized test? Is it the SBAC, or a tri-annual test? What kinds of measurements are being used from the beginning of the year to the end?** (Dr. Brenner said that the DLC students do take the SBAC.) p) **On the universal assessments, will we get an update on that in January?** (Dr. DaSilva said that in terms of student performance, there were different points to consider. Because of the training, the District will be giving the Universal testing three times a year. This year it will be given twice because of the training involved. This particular screener will be changing platforms next year. It is important to have a universal screener, but there will be changes. Next year and the year after, the tracking data will be more accurate and we will understand more where our strengths and weaknesses are.)

### **B. APPROVAL OF UPDATED SIX YEAR CAPITAL PLAN (FILE #2441)**

Dr. Brenner said that they had expected to have the Milone and MacBroom study, but the study has been delayed. He added that if the Board wished, the Plan could be updated after the Milone and MacBroom presentation.

- \*\* MR. BURKE MOVED TO APPROVE THE UPDATED SIX YEAR CAPITAL PLAN AS PRESENTED.**
- \*\* MS. SULLIVAN SECONDED.**
- \*\* THE MOTION PASSED UNANIMOUSLY.**

### **C. REPORT ON 2015-2016 DISTRICT BUDGET AND ACTION ON BUDGET TRANSFERS**

Mr. Feeney then gave a broad overview of the items discussed at the Budget Committee meeting. (Files #2442, 2443, 2444) Mr. Harman explained that the Board had discussed the budget and the proposed transfers at the Committee meeting.

- \*\* MS. HAGERTY-ROSS MOVED TO APPROVE THE 2015-2016 DISTRICT BUDGET REPORT AND BUDGET TRANSFERS AS PRESENTED.**
- \*\* MS. ZURO SECONDED.**
- \*\* THE MOTION PASSED UNANIMOUSLY.**

### **D. DISCUSSION AND POSSIBLE ACTION ON CHANGES TO THE SCHEDULE OF REGULAR BOARD OF EDUCATION MEETINGS FOR THE 2016 CALENDAR YEAR**

Dr. Brenner reviewed the changes in the calendar (File #2445) with the Board.

- \*\* MS. ZURO MOVED TO APPROVE THE CHANGES TO THE SCHEDULE OF REGULAR BOARD OF EDUCATION MEETINGS FOR THE 2016 CALENDAR YEAR.**

- \*\* MR. BURKE SECONDED.**
- \*\* THE MOTION PASSED UNANIMOUSLY.**

### **E. UPDATE MASTER AGENDA**

Dr. Brenner reviewed the details of the Master Agenda with the Board. Mr. Harman noted that the major changes were the rescheduling of one meeting on the 9th and the Milone and MacBroom presentation. (File # 2446)

Board comments and questions and Administration's responses: a) **Why is the Safe School Climate Plan listed as "to be rescheduled"?** (Dr. Brenner said that the Administration was unclear as to whether this was a yearly requirement. He noted that it had been presented to the Board last year. While there have been updates to the plan, Dr. Brenner said that the Administration was focused on the Milone and MacBroom study rather than the Safe School Plan. However, he would be happy to present the Board with an update. Dr. DaSilva said that each school has a Safe School Climate team with meetings scheduled. The plan procedures have been implemented. In New York, Dr. Brenner said while they do inform the Board that the plan has been updated, but they do not release the plan to the general public, as per the legislation. Mr. Harman said that the updates that are presented are summaries of the actions that have taken place.) b) **I would like to have an update to understand and to insure that the meetings are taking place and that people are aware of where they should go in case of an event.** (Dr. Brenner said that he would prepare a summary update for the Board. There have been discussions about drills for the emergency teams.)

### **F. DISCUSSION AND ACTION ON SPECIAL EDUCATION PROGRAM DIRECTOR**

Dr. Brenner said that there has been a strong emphasis on getting procedures in place and providing professional development. In Darien, Special Education is a big job. The Administration needs more support in the office and the staff is recommending the creation of a new position. There will be no additional costs because the funds will be shifted from positions that will not be filled. The PPTs are being done but one more staff member is needed. He requested that the Board approve the creation of the position at no additional cost.

Board comments and questions and Administration's responses: a) **How will this role be different from the elementary SESS facilitators?** (Dr. Brenner said that this position was separate and distinct from the SESS facilitators. There is no plan to remove the elementary SESS facilitators. This is a staff member who will be helping to build the program for K-12.)

- \*\* MS. HAGERTY-ROSS MOVED TO APPROVE THE CREATION OF A SPECIAL EDUCATION PROGRAM DIRECTOR.**
- \*\* MS. MCNAMARA SECONDED.**
- \*\* THE MOTION PASSED UNANIMOUSLY.**

## **ACTION ITEMS**

### **A. PERSONNEL ITEMS**

#### **i. Teacher/Administrator Appointments**

Ms. Cion informed the Board that the only appointment that was being presented for approval was for Wynter Williams at this time. (File #2447)

- \*\* MS. SULLIVAN MOVED TO APPROVE THE APPOINTMENT OF WYNTER WILLIAMS.**
- \*\* MS. MCNAMARA SECONDED.**
- \*\* THE MOTION PASSED UNANIMOUSLY.**

**ii. Resignations.**

There were no resignations to consider at this time.

**PUBLIC COMMENT**

Ms. Courtney Darby, Old Parish Road, came forward to address the Board regarding the programs at the middle school. She urged the Board to take a close look at ALC programs because it appears that they are classes, not full programs. There are many times that the students do not move from ALC to DLC. It is important to stay focused on the point of special education, which is individual students getting what they need. The students shouldn't be grouped in programs because the students are all different. Take a close look at the co-taught classes because the middle school classes currently don't have typical peers. This is where the separation begins. She added she thought it would be helpful for parents to clarify the roles of the two program directors and how they are different from the facilitators.

Ms. Jill McCammon, Old Kings Highway South, came forward to ask how the District will know that the Special Education program was successful. How are their outcomes being measured through the academic year? It would be important to know they are prepared for their next steps. Ms. McCammon said that Dr. Brenner had spoken about graduation rates for college. She wanted to know how Dr. Brenner could verify that students were prepared for college.

Ms. Tara Ochman, Mansfield Avenue, said that what we are hearing from the teachers and administrators at Ox Ridge is that the gym floor is significantly warped and the teachers are teaching around the floors. She asked the Board and Administration to consider changing the capital project priority ranking on the floor.

Ms. Catherine Piorkowski, Old Kings Highway North, said that there was a significant amount of changes about goals and training. It sounds like the goals and objectives will look different in the future. If so, the parents need to be told about this and what the differences are.

**ADJOURNMENT.**

- \*\* MS. HAGERTY-ROSS MOVED TO ADJOURN.**
- \*\* MS. ZURO SECONDED.**
- \*\* THE MOTION PASSED UNANIMOUSLY.**

The meeting adjourned at 9:00 p.m.

Respectfully submitted,

Sarah Schneider Zuro  
Secretary

Town of Darien  
Darien Board of Education  
Regular Meeting  
December 8, 2015

**APPROVED  
BOARD OF EDUCATION  
MINUTES OF THE SPECIAL MEETING  
Tuesday, January 5, 2016**

**PLACE:**

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

**MEMBERS PRESENT:**

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

**MEMBERS ABSENT:**

Ms. 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 40

**CALL TO ORDER.**

Mr. Harman called the meeting to order at 7:39 p.m. He announced a Special Meeting of the Board of Education on Saturday, January 9, 2016 at 8:30 a.m. in the Board of Education Meeting Room. The next Regular BOE meeting is scheduled for Tuesday, January 12, 2016 at 7:30 p.m. in the Board of Education Meeting Room.

**REVIEW OF THE 2016-2017 BUDGET BOOK STRUCTURE AND FORMAT.**

Mr. Feeney came forward to speak about the structure and format of the budget. He said that the budget book was posted on the website and a recording of the meeting would also be on the website. Mr. Feeney gave the list of the various meetings including: January 9th, 12th, 26th, Feb. 2nd public hearing, and February 9th BOE vote. There will be a series of meetings between Feb. 9th and the RTM's vote on the budget scheduled for May 9th. Mr. Feeney then outlined the various sections in the budget binder.

**PRESENTATION OF THE SUPERINTENDENT'S PROPOSED BUDGET  
FOR 2016-2017.**

Dr. Brenner came forward to present the budget to the Board. The current budget is \$94,215,343, which is a 3.85% increase over last year's budget.

**PUBLIC COMMENT.**

Mr. Jon Zagrodzky, the Board of Finance Chairman, asked if they were able to recode the previous years. Additionally, he asked if there was anything in the budget that he would like to highlight as a new initiative. Dr. Brenner said that the administration had focused on Professional Development and Technology.

Mr. Bruce Orr, from the Board of Finance said that he appreciated the presentation that included the history as well as the zero based budget. He asked if there were any projections as to where the expenses were. Dr. Brenner replied that it was too early to project the expense.

**ADJOURNMENT.**

- \*\* MR. MARTENS MOVED TO ADJOURN.**
- \*\* MR. BURKE SECONDED.**
- \*\* THE MOTION PASSED UNANIMOUSLY.**

The meeting adjourned at 8:15 p.m.

Respectfully submitted,

Sarah Schneider Zuro  
Secretary

SSZ:nv

**APPROVED  
BOARD OF EDUCATION  
Darien, Connecticut**

**MINUTES OF THE SPECIAL MEETING  
Saturday, January 9, 2016**

**PLACE:**

Darien Public Schools'  
Administrative Offices  
Board Meeting Room  
8:30 a.m.

**MEMBERS PRESENT:**

Mr. Michael Harman, Chairperson; Mesdames Stein, McNamara, Hagerty-Ross, Sullivan, and Zuro;  
Messrs. Dineen, Burke, 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; and Ms. Marjorie Cion, Director of Human Resources.

**ADMINISTRATION ABSENT:**

None.

**VISITORS:**

Approximately 50 including members of the Board of Finance, RTM, school administration, and faculty.

Mr. Harman called the special meeting to order at 8:35 a.m. for the purpose of discussing the 2016-2017 Superintendent's Proposed, Operating, and Equipment Budgets of the following RC's: Darien High School (01), Middlesex Middle School (03), Elementary Schools (05, 07, 08, 09, 10), Physical Education and Athletics (11), Facilities (12), Fixed Expenses (25), Music (13), Art (14), Library (21), Technology (15), Health (17), Technology Education (22), Special Education (24), Early Learning Program (26), Curriculum (19), Summer School (23), Finance (20), Administration (16), and Personnel/Human Resources (18).

Members of the Board of Education and Administration reviewed and discussed the 2016-2017 Superintendent's Proposed Budget. Questions and comments were received after discussion of each RC.

On motion of Mr. Martens, seconded by Mr. Burke, the Board unanimously voted to adjourn the meeting at 4:38 p.m.

Respectfully submitted,

Sarah Schneider Zuro,  
Secretary

SSZ:nv

# Curriculum Development 2015-16

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

Date: 9/1/15

Department: Art

Proposer: Dana Larsen

Course Title: Digital Photography

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

1. Grade Level(s):  
Please check all that apply
  - 9
  - 10
  - 11
  - 12
2. Course Credit: Please check
  - .5
  - 1
  - Other: Explain
3. Course Level: Please check
  - 200
  - 300
  - 400
  - 650
  - 750
  - 900
  - AP
4. Course Length: Please check
  - Year
  - Semester
  - Other: Explain
5. Graduation Requirements: Please check
  - Required Course
  - Elective Course
6. Fine Arts Requirement:
  - Yes
  - No

## Curriculum Development 2015-16

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### 7. Prerequisites:

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

There is no prerequisite for this course. We hope that students who are interested in photography will be interested in both Digital Photography and Photography 1 and 2.

### 8. Rationale:

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

Students will learn the basics of digital photography. They will expand their knowledge by focusing on the creative and technical elements of this art experience. Students will experience the rewards of learning digital photography and will learn to manipulate their images on the computer and in the camera. General photography instruction such as composition, capturing a unique moment in time and framing an interesting perspective with their cameras still apply to digital photography. Students will be able to explore how using new digital tools can enhance their artwork. This course fills a gap in the current art courses. It incorporates technology that is used by most professional photographers as they begin their careers in this field. Students expressed their desire to take a Digital Photography course through the New Course Survey conducted by the Curriculum Committee done in spring, 2015. As a long term goal, the Art Department would like to add an AP Photography class. We are currently missing the important Digital Photography element necessary to the AP curriculum.

The Digital Photography course reflects the DHS Core Values and Beliefs and assists students in reaching several of DHS's learning expectations: Think critically, creatively, and adaptively while working independently and collaboratively to gain knowledge, to identify, understand, and solve problems, and to accomplish goals. Communicate effectively in multiple contents and for various purposes. Develop reading and research strategies, observation skills, and aesthetic awareness through engagement with authentic, inquiry-based tasks. Demonstrate an awareness of multiple perspectives with a knowledge of and sensitivity to past and present cultural and individual differences. Value and demonstrate personal responsibility and ethical decision-making.

Several schools in our DRG offer digital photography to freshmen. New Canaan High Schools offers six different digital photography courses and the beginning course is open to freshmen. Wilton has four digital photography courses and the first level is also open to freshmen.

## Curriculum Development 2015-16

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

The primary goal of this course is to investigate the use of photography as a method for artistic self-expression. The course will start out being technically oriented, focusing on how to use Photoshop and a digital camera. Students will investigate how using the computer as another tool, enables them to express themselves in a unique and creative way. Any digital camera, including smart phones, may be used for this course. Students will be exposed to the work of well-known photographers to expand their knowledge within this field of study and see how photography is valued as an art form. They will continue to analyze and evaluate their own work and the work of their peers as they begin to produce their own photographic images.

10. **Course Outline:**

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

- Demonstrate an understanding of the Elements of Art and the Principals of Design through a series of exercises and hands-on projects to review previously learned skills, especially the rules of a successful composition.
- Learn how to use a basic digital camera. The first project will include practice using the camera.
- Begin learning how to use Photoshop on the computer to manipulate, control and alter images in a variety of ways.
- Students will create a website to present their work in class and future classes. This will act as a digital portfolio for students.
- Projects will focus on different Photoshop techniques. Each project will center on an idea for students to explore and creatively interpret. These projects will include:
  1. Interesting Light and Shadow
  2. Portraits
  3. Still-Life Exploration
  4. Inspiration from well-known Photographers.
  5. Collage and Montage Images together
  6. Multiple Images and using layers
  7. Color Study and manipulating a color image
  8. Independent or Self Portrait project. More advanced theme based projects that combine several techniques together while focusing on idea development and becoming more self-expressive.

11. **Assessment:**

*Please list the ways in which student progress will be assessed. (National tests, state tests, teacher tests, formative and/or summative mastery. rubrics and/or exemplars,*

# Curriculum Development 2015-16

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*portfolios, journals, etc.) What role will the student play in the evaluation process? How will the student learn from this evaluation?*

The assessment process will follow the pattern and expectations of other art courses within our department. Throughout the semester students will:

- Participate in critiques of their projects as they are completed (approximately two weeks to complete each project). Critiques include feedback from peers and the teacher during class discussion and a presentation of the student work for each individual project.
- Complete written self-evaluations for each project with a variety of guided questions to direct their analysis.
- Participate in individual teacher/student conferences to discuss student growth and improvement and to review skills acquired.
- Keep a portfolio of all their work, either in a digital format or with paper copies on photographic computer paper.
- Take a final exam which will include an online portfolio review of all the work completed during the semester, reflecting on their own work as well as their classmates' work and the work of well-known photographers throughout history.

## 12. Interdisciplinary Opportunities:

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

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

## 13. Enrollment:

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

## Curriculum Development 2015-16

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There is a strong interest in our regular photography classes. We consistently fill 7 - 8 sections every semester. In the beginning it is expected that 1 – 2 sections (15 – 30 students) of Digital Photography will run each semester. Hopefully those numbers will grow with the success of the course as incoming students find out more about it. We surveyed 10, 11, and 12 graders in the spring of 2015. We found that of the 73 students who took the survey, 68 would take a digital photography course if it was offered at the high school.

### **14. Impact within Department/School:**

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

Initially Digital Photography may pull students who would otherwise take Photography 1, Photography 2, or Graphic Design. There is also potential to impact any art course that is currently open to freshmen: Art Foundations, Drawing and Painting 1, Ceramics 1, Clay Sculpture, and Drawing. When we add the AP Photography course (whose pre-requisites would include Photography 1, Digital Photography, and Photography 2) we feel it will not diminish the advanced level photography classes as much. Overall we might keep the same number of photography students, however they would just be dispersed a little differently. Because the overall number will probably not change there would be little impact or change among all the other electives. We do not feel it will impact other art classes for the same reason. We currently have three art teachers who teach photography. Any of these teachers, plus the Graphic Design teacher could teach this course.

### **15. Department Discussion:**

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

All members of the Art Department discussed the addition of Digital Photography to our course selections and agreed that it would enhance and complement all the art courses we offer. We also discussed a plan for future courses. The plan includes adding AP Photography. We agreed that digital photography was necessary before a student would be prepared for the AP Photography class. Losing students from our black and white film photo class who might also want to take digital photo was a concern but all members felt it was important to add the new technical aspect of photography to our program.

### **16. Budgetary Implications:**

## Curriculum Development 2015-16

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

Item	Description	Quantity	Cost	Total
Student Textbooks				
Student Workbooks				
Teacher Edition				
Materials	Ink for printer and photo quality printing paper		\$500.	\$500.00 (all art courses are given \$500.00 for material expenses under our K-12 Art Department Budget)
Curriculum Work				
Furniture				
Professional Development (training)				
Staffing: fte				

*Please submit the completed proposal to [jabennett@darienps.org](mailto:jabennett@darienps.org) no later than **September 4, 2015**.*

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

# Curriculum Development 2015-16

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## **Course Catalog Information:**

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

Description: Students will have the opportunity to experiment with digital photography and solve problems related to the camera and the Photoshop program. Students will learn to manipulate images on the computer and design successful compositions. Assignments will give the course direction as students apply basic knowledge to a variety of photographic techniques while they learn to successfully produce high quality photographic prints. Students will also have the opportunity to explore a wide variety of techniques and materials while manipulating their images.

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

### Course Objectives:

1. To instruct students in both the technical and aesthetic aspects of digital photographic art.
2. To gain understanding of the digital camera as a tool to create images.
3. Learn processing skills while manipulating photographs on the computer.

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

Expectations: Students will capture images with a digital camera, manipulate and enhance photographs on the computer then save and present their work to the class. The assignments will build on their skills as they work through the process of learning digital photography. Students will provide their own digital camera; smart phones are acceptable.

Required assignments must be completed and presented for teacher/class analysis and criticism. Self-evaluation and development of individual goals will be stressed. Grades will be based on the development of a process and final print product of the photographic experience.

# Curriculum Development 2015-16

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

Date: September 4, 2015

Department: World Language Department

Proposer: Denise Massari and John Gearty

Course Title: Latin 4

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

1. Grade Level(s):  
Please check all that apply  
 9  
 10  
 11  
 12
2. Course Credit: Please check  
 .5  
 1  
 Other: Explain
3. Course Level: Please check  
 200  
 300  
 400  
 650  
 750  
 900  
 AP
4. Course Length: Please check  
 Year  
 Semester  
 Other: Explain
5. Graduation Requirements: Please check  
 Required Course  
 Elective Course
6. Fine Arts Requirement:  
 Yes  
 No

## Curriculum Development 2015-16

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### 7. Prerequisites:

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

Latin 3 with a grade of C or higher.

### 8. Rationale:

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

In the past the World Language Department has offered Latin 4 as an independent study course as there were not enough Latin 3 students nor enough student interest to propose a Latin 4 course. This year, however, there are not only enough students and interest in continuing the study of Latin to warrant this proposal but there is also significant interest from the parents of the community to see the Latin program grow. The study of Latin 4 ties directly into the DHS Core Values as it will promote the development of effective reading, research and observation strategies as well as enable students to demonstrate an awareness of multiple cultural and intellectual perspectives.

### 9. Introduction:

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

The current Latin curriculum at Darien High School encompasses Latin 1-3, the work of each year based on textbooks in the series known as the Cambridge Latin Course.

The textbooks in these years combine focused, structured exercises on grammar forms, English derivations from Latin, and elements of Roman and ancient culture with Latin readings about invented characters based in varied locales, ranging from Pompeii to Britain, and from Alexandria to Rome. By the end of the third year most, but not all, significant points of Latin grammar and syntax have been introduced and thoroughly practiced. By this point students have an extensive Latin vocabulary and a sound grasp of Latin word forms and the syntax of complex sentences.

Students who have reached this level are ready and eager for exposure to original, unadapted Latin readings in prose and poetry, which will challenge and develop their skills in translation, and will help teach them to analyze actual texts (which will not have been produced to teach Latin grammar) with greater precision, and deepen their understanding of the literary and historical contexts from which these passages emerged. Developing skills

## Curriculum Development 2015-16

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of this sort aligns closely with the norms for acquiring knowledge of other cultures, and for making comparisons with other language systems, as set forth in the ACTFL *Standards For Foreign Language Learning in the 21<sup>st</sup> Century* (1999).

The proposed course in Latin 4 will provide access to original Latin readings in prose and poetry, along with intensive study of their cultural background, and of ways to critically evaluate them.

The Cambridge Latin Course includes a textbook for Level 4, and it will be a basic foundation for the curriculum of the year. The text provides advanced elements of Latin grammar, and continued review, but about three quarters of the readings are original, or only slightly adapted, passages from Roman authors, principally the poets Catullus, Martial, Ovid and Virgil, and the prose writers Pliny, Petronius and Tacitus. This is an admirably broad sampling of Roman writers. As each of these writers is introduced and read in the textbook, other passages from their writings could be added, if the skills and interests of the students suggested it. By the end of this year, students will have learned and practiced every important element of Latin grammar and syntax.

### **10. Course Outline:**

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

Quarter 1: Textbook (instructional) readings, grammar notes and review (textbook exercises and teacher handouts); English derivatives; cultural topics; student projects

Quarter 2: Unadapted textbook readings in Ovid, Pliny, Martial, Phaedrus, supplemented as warranted; continued grammar notes and exercises; English derivations; exercises in listening and in writing; student projects

Quarter 3: Textbook readings in Petronius, Ovid and Catullus, supplemented where useful; continued study of grammar and syntax; historical topics; student participation (as Latinists) in the CT poetry recitation contest; listening and writing exercises; student projects

Quarter 4: Readings in Pliny, Virgil and Tacitus, added to where warranted; continued exercises in grammar and syntax; listening and writing exercises; student projects

Many students at this level will certainly be qualified to take the SAT subject test in Latin.

### **11. Assessment:**

*Please list the ways in which student progress will be assessed. (National tests, state tests, teacher tests, formative and/or summative mastery. rubrics and/or exemplars,*

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*portfolios, journals, etc.) What role will the student play in the evaluation process? How will the student learn from this evaluation?*

A mixture of formative and summative assessments and projects will be used to evaluate students. Students will also participate in both the State and the National Latin Exams.

### **12. Interdisciplinary Opportunities:**

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

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

### **13. Enrollment:**

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

We anticipate six to eight students, as there are nine in the Latin 3 course this year.

### **14. Impact within Department/School:**

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

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This course will provide students the opportunity to continue their study of Latin. It will not affect other courses as the students who will take this course will have already invested three years into the study of Latin and there is no equivalent offered at DHS. We currently have only one teacher who is both qualified and interested in teaching this course.

### **Department Discussion:**

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

The department agrees that this course should be offered for a variety of reasons:

- 1) It will allow students who are interested in continuing their study of Latin the opportunity to do so.
- 2) Offering this course makes DHS more competitive with surrounding districts such as New Canaan, Wilton and Greenwich as they offer Latin 4 and in some cases, 5 / AP.

### **15. Budgetary Implications:**

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

Item	Description	Quantity	Cost	Total
Student Textbooks	Cambridge Latin Course Unit 4 (North American Fourth Edition)	10	\$77.06	\$770.60
Student Workbooks				
Teacher Edition	Teacher's Manual	1	\$72.00	\$72.00
Materials	Activity Masters	1	\$72.00	\$72.00
	Audio Program	1	\$37.13	\$37.13

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Curriculum Work	20 hours course work over the summer	20 hours	District Rate	
Furniture				
Professional Development (training)				
Staffing: fte	To be completed by coordinator Additional .2 FTE needed			
Other				
Other				

*Please submit the completed proposal to [jabennett@darienps.org](mailto:jabennett@darienps.org)  
no later than **September 4, 2015**.*

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

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### Course Catalog Information:

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

This course emphasizes the development of language skills (including advanced grammar, syntax, and vocabulary) necessary for reading unadapted Latin literature. Authors students may read include the poets Catullus, Martial, Ovid and Virgil, and the prose writers Pliny, Petronius and Tacitus. In addition to advanced language study, students will also continue the study of important topics such as Roman history, classical mythology, government and social customs.

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

1. To read original Latin readings in prose and poetry.
2. To analyze texts with greater precision.
3. To understand the historical and literary context from which the poetry, passages and prose have emerged.
4. To continue the study of Roman culture, history and society.

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

Students will be expected to complete assignments at home and participate daily in class. A final grade of C or better and teacher recommendation will be required to advance to the next level of study.

## Curriculum Development 2015-16

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

Date: August 26, 2015

Department: Business Education  
(Business, Engineering, Computer Science and Technology Department)

Proposer: Claudia Gray, Business Education Teacher

Course Title: **Marketing Essentials**

1. Grade Level(s):  
9 - 12
2. Course Credit:  
0.5
3. Course Level:  
900
4. Course Length:  
0.5
5. Graduation Requirements:  
Elective Course
6. Fine Arts Requirement:  
No
7. Prerequisites:  
None

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### 8. Rationale:

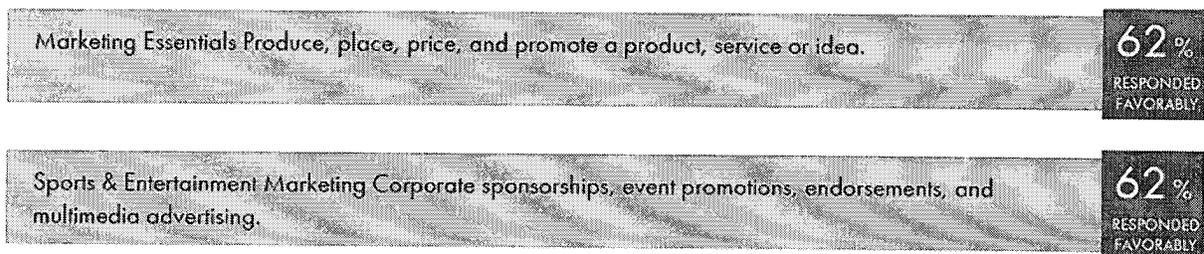
**There are multiple reasons Darien High School should add Marketing Essentials to their selection of Business Education Courses in the Program of Studies:**

- **Marketing Essentials is a collaborative, creative thinking class that develops extensive computer skills while directly meeting the students' interests in business and marketing.**

Darien High School students demonstrate a great interest in business and marketing. Not only have they shown an interest through joining the Darien DECA Business club this year, there was a large interest in business and marketing internships for the class of 2015. A new marketing course would allow students to explore their career interests in business and marketing through collaborative student driven projects, creative promotional campaign development, and extensive use of the Google drive along with Microsoft Office computer applications. DECA members and business education students focus on becoming academically prepared, community oriented, professional, responsible, and experienced leaders.

- **Students responded extremely well to the idea of "Marketing Essentials" being added as a business course.**

In May of 2015, the Curriculum Council at the high school polled students regarding their interest in courses that may be offered in the future. According to the response rate tracker, Darien High School has received 560 responses to the survey. Below are the curriculum survey results for business education classes that were proposed by Claudia Gray:



- **The Business, Marketing and Entrepreneurship Club, Distributive Education Club of American (DECA) had a very successful year 2014-2015 school year at DHS.**

DECA is a national business club organization that sponsors business industry-validated competitive events that are aligned with the National Curriculum Standards in the career clusters of marketing, business management and administration, finance, and hospitality

## Curriculum Development 2015-16

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and tourism. Fifty one DHS students officially joined DECA with membership dues paid to DECA National, Connecticut and Chapter levels with business teacher, Claudia Gray as their advisor. The members met on Wednesday or Thursday mornings to plan for the spring state competition.

Darien DECA Club had a great first year of competition. At the state competition eleven DHS students placed in the top six of their event, with eight of these students placing in the top three which qualified them to participate at the DECA International Career Development Conference (ICDC) in Orlando, Florida in April of 2015.

- **Multiple business courses are offered at all high schools in our DRG, including marketing.**

All high schools in our DRG offer between 3-13 business education courses in their respective departments with an average of six business education courses overall per high school. Marketing courses are currently being offered at New Canaan High School, Wilton High School and Ridgefield High School.

- **Meets Connecticut CTE Performance Standards of Competencies**

The Marketing Essentials course meets the following Connecticut Career and Technical Education Performance Standards of Competencies of the Connecticut State Department of Education for Marketing Education:

- A. Marketing-Information Management: Understand the concepts, systems and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.
- B. Channel Management: Understand the concepts and processes needed to identify, select, monitor, and evaluate sales channels.
- C. Market Planning: Understand concepts and strategies utilized to determine and target marketing strategies to a select audience.
- D. Pricing: Understand the concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.
- E. Product/Service Management: Understand the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
- F. Promotion: Understand the concepts and strategies needed to communicate information about products, services, images and /or ideas to achieve a desired outcome.

- **Business education is a top choice for majors at the post-secondary level.**

Business education courses in high school are college preparatory classes. Currently, 20 percent of undergraduate students in the United States graduate with a major in Business. Business students in college can choose a wide variety of majors including Accounting, Finance, Business Management, Marketing, Sales, International Business, Human Resources, Entrepreneurship and many more.

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According to The College Board, “A degree in one of the many available business majors can offer limitless opportunities. You’ll be prepared to work in a variety of settings in business, government, nonprofit organizations and more. Whatever your interests, a major in one of the following areas will give you the knowledge and skills to work in a setting or industry that is right for you.” (<https://bigfuture.collegeboard.org/explore-careers/college-majors/business-majors-the-basics>)

### 9. Introduction:

Marketing Essentials - Marketing is a strategic process of planning and executing the conception, pricing, promotion, and distribution of goods and services to create exchanges that satisfy consumer and organizational objectives. Students will learn the role of marketing in society and within a firm. They will understand consumer and organizational markets, marketing strategy planning, the marketing mix, and marketing research. Through its development and management of products, services, and ideas, marketing is fundamental to the successful functioning and profitability of any business, large or small.

Listed below is an outline of the course with a unit by unit overview.

The Business, Engineering, Computer Science and Technology Department does not currently have a structured course sequence for business education. Our hope is that with the addition of proposed business classes, we can develop a course sequence in business education modeled after the State of Connecticut Career and Technical Education Performance Standards and Competencies.

### 10. Course Outline:

**Unit 1 Marketing and Marketing Concept – To be a successful marketer, you need to understand the marketing skills, marketing core functions and the basic tools of marketing.**

Objectives:

- Comprehend the scope of marketing – Planning, pricing, promoting, selling and distributing ideas, goods, and services to create exchanges and satisfy customers.
- Distinguish each marketing core function – The core functions of marketing include channel marketing, marketing information management, market planning, pricing, product/service management, and selling.
- Evaluate the marketing concept – Businesses should strive to satisfy customers’ needs and wants while generating a profit.
- Analyze the importance of business law, communications, and customer relations as skills and knowledge in marketing.

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**Unit 2 The Importance of Marketing – Marketing provides the means for competition to take place in the market place forcing efficiency and responsiveness to customers.**

Objectives:

- Compare the benefits of marketing – The benefits of marketing include new and improved products, lower prices, and added value or utility.
- Explain the concept of utility – Attributes of goods or services that make them capable of satisfying consumers' wants and needs.
- Cite examples of utilities – Types of utilities include form, place, time, possession, and information.

**Unit 3 Fundamentals of Marketing – The term market refers to all the people who might buy a product. The marketing mix is a combination of elements used to sell a product to a specific target market.**

Objectives:

- Describe how markets use knowledge of the market to sell products: Marketers identify consumers who have the ability to pay by understanding consumer demographics.
- Compare and contrast consumer and organizational markets – Consumer markets purchase for personal use while organizational markets purchase for businesses (business-to-business – B2B) and not-for-profit organizations.
- Explain the importance of target markets – The group that is identified for a specific marketing program to develop focus.
- Conclude how each component of the marketing mix contributes to successful marketing – The marketing mix consists of pricing, place, product, and promotion that are developed for the target market.

**Unit 4 Marketing Planning – A company looks at itself and the world around it to create a marketing plan for reaching its goals.**

Objectives:

- Learn how to conduct a SWOT analysis – Students will learn to identify the strengths, weaknesses, opportunities, and threats for a company.
- Identify three key areas of internal company analysis (Strength and Weaknesses) – Students will analyze the company, customers, and competition including market share.

## Curriculum Development 2015-16

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- Identify the external factors in a PEST analysis (Opportunities and Threats) – Students will analyze political, economic, socio-cultural, and technological (PEST) of a company's environment.
- Explain the basic elements of marketing plan – The basic elements include: executive summary, situation analysis, objectives, marketing strategies, implementation, and evaluation/control.

**Unit 5 Market Segmentation – The key to marketing is to know your customer or target market. Market segmentation assists with identifying the target market.**

Objectives:

- Prioritize the concept of market segmentation – Marketing segmentation is the process of classifying people who form a given market into even smaller groups.
- Analyze a target market – To analyze a target market, companies use demographics, geographic, psychographics, and product-related behavior.
- Differentiate between mass marketing and market segmentation – Mass marketing involves using a single marketing strategy to reach all customers. Marketing segmentation involves marketing to smaller defined groups.

11. Assessment:

- PowerPoint Presentations — Students will be asked to complete a series of presentations throughout the class. This will be assessed based on the rubric as well as the class discussion. Students will be asked to prepare presentations on various marketing projects.
- Projects — A series of hands-on/researched based projects will also be used to assess students learning in the class. This will apply concepts of each unit and will take place prior to unit tests. These projects will assess the students' understanding of the materials and their ability to think critically while solving problems. All projects will include a student evaluation following an in class presentation.
- Unit Exams and Final Exam – A unit exam will follow student review of a unit. A final exam will cover all semester material.

## Curriculum Development 2015-16

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### 12. Interdisciplinary Opportunities:

Interdisciplinary Course:	Teacher(s):	Connections:
Business and Entrepreneurship	Claudia Gray	Marketing of student innovations/projects
Principles of Engineering	Rich Reynolds	Marketing of Fuel Cell Car Program
Web Design	Claudia Gray/ Rich Reynolds/ Greg Darin	Development of websites for use of promotion of a product, service or idea.
Computer Animation	Lorraine Westervelt/ Greg Darin	Development of advertising promotions through use of computer animation.

### 13. Enrollment:

In February of 2014, Personal Finance and Investing classes were surveyed. The students were asked to read the Marketing Essentials course description and indicate if in the future, they would be very interested, somewhat interested or not interested in enrolling in a Marketing course. The results by grade follow:

Grade	Very Interested	Somewhat Interested	Not Interested
9	7 Students	10 Students	7 students
10	5 Students	3 Students	4 students
11	7 Students	3 Students	0 students
Total	19 Students	16 Students	11 Students

In May of 2015, the Curriculum Council at the high school polled students regarding their interest in courses that may be offered in the future. According to the response rate tracker, Darien High School has received 560 responses to the survey. Of those responses, 62% of students responded favorably to a Marketing Essentials Course.

Due to surveys and increase interest in business courses and the DECA business club, a Marketing Course could possibly have two 0.5 credit courses running during the 2016-2017 school year.



## Curriculum Development 2015-16

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### 14. Impact within Department/School:

There is a good possibility that with the addition of this course, it could reduce enrollment in other elective courses where similar students may have an interest in business education as a career exploration based elective and college preparatory class. It will not be replacing any business education courses currently offered yet supplementing a growing interest in business classes at Darien High School.

Marketing is an elective course that would be offered to grades 9-12. The target audience is students interested in majoring in business and possibly pursuing a future career in marketing such as Account Executive, Public Relations, Advertising, and Brand Management. Business courses allow for career exploration.

The number of students attending business classes have more than doubled from the 2014/2015 to the 2015/2016 school year.

### **Business Education 2014/2015**

#### **Total Business Enrollment 103 Students**

Business Education Class	Semester/Section	Number of Students
Investing & Personal Finance	Fall (001)	14
Investing & Personal Finance	Fall (002)	24
Investing & Personal Finance	Spring (003)	22
Investing & Personal Finance	Spring (004)	24
Pre-Law	Spring (001)	19

### **Business Education 2015/2016**

#### **Total Business Enrollment 230 Students**

Business Education Class	Semester/Section	Number of Students
Investing & Personal Finance	Fall (001)	24
Investing & Personal Finance	Fall (002)	24
Investing & Personal Finance	Fall (003)	23
Investing & Personal Finance	Spring (004)	24
Investing & Personal Finance	Spring (005)	21
Business & Entrepreneurship	Fall (001)	24
Business & Entrepreneurship	Fall (002)	23
Business & Entrepreneurship	Spring (003)	24
Business & Entrepreneurship	Spring (004)	24
Pre-Law	Spring (001)	19

Claudia Gray is the only certified business education teacher at Darien High School and would be the marketing course instructor.

## Curriculum Development 2015-16

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### 15. Department Discussion:

The Business, Engineering, Computer Science and Technology department teachers fully supported the Marketing Essentials course proposal.

Pros: Marketing Essentials supports the interests of a large amount of students at Darien High School as seen in the survey results and the high increase in enrollment in Business Education Courses.

Con: Other courses with low enrollment may decrease.

### 16. Budgetary Implications:

Item	Description	Quantity	Cost	Total
Student Textbooks	Marketing Essentials (2016) (ISBN: 9780021398058)	25	\$110.70	\$2767.50
Teacher Edition	Marketing Essentials (2016) (ISBN: 9780021392667)	1	\$149.97	\$149.97
Curriculum Work		25 hours		
Staffing: fte				

# Memorandum

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**To:** Dan Brenner, Superintendent of Schools  
**From:** Chris Manfredonia, Director of Athletics  
**cc:** Michael Feeney, Director of Finance and Operations  
Michael Lynch, Director of Facilities  
**Date:** 1/22/2016  
**Re:** Follow-Up Report on Temporary Stadium Lights Pilot Project

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## **I. Background.**

On October 8, 2013 the Darien Planning & Zoning Commission granted a 5 year permit, with stipulations for Darien High School to utilize six portable lights at the Darien High School Stadium Field. The terms of the resolution were such that the lights could be used on weeknights in 2016 beginning on the first Monday in November and concluding at the end of the high school football season, which this year was December 12, 2016. DJFL was permitted to use the lights beginning on the Tuesday after Columbus Day.

As a commitment written into the Board of Education's proposal and as part of the P&Z's approval, the Board of Education pledged to conduct a review of the project, once completed. The specific Resolution adopted by the P&Z describes this requirement, in part as:

*"Within 60 days after annual fall light use allowed under this decision (such final date expected to be near the end of November annually), the Board of Education shall prepare a written report outlining the following:*

- 1. The dates and times when the lights were used;*
- 2. Which teams used the lights, and on which dates & times*
- 3. Any complaints regarding the noise, light or other potential impacts for temporary lights to be used in the future.*

*In order for the Planning & Zoning Commission to get a better understanding of how this has worked, a copy of the first annual said report shall be submitted to the Planning & Zoning Office before January 31, 2016 and the same each ensuing year, so that the Commission can discuss said report at a meeting in February 2016."*

## **II. Review Procedure**

- 1) The administration developed a list of considerations to be included in the review process and invited further comment from the Board of Education, the neighbors, the Darien Junior

Football League, and the DHS Administration as to these considerations. The final list included the following:

- a. Impact on Darien High School athletics
  - b. Impact on Darien Junior Football League
  - c. Impact on Neighbors
  - d. Administrative and Faculty Implications
  - e. Compliance with Project Guidelines
  - f. Compliance with P&Z Resolutions
- 2) The Administration published the criteria and identified the process for individuals to provide input (both positive, negative, and neutral) into the review.
- a. Input may be written and shared via email or postal mail to the Superintendent.
  - b. Input may be provided via phone call to the Superintendent.
  - c. Input may be solicited in a scheduled meeting with the Superintendent.

**III. Project Logistics**

- 1) Following Planning & Zoning's vote to approve the project, 6 direct plug-in powered portable light poles were delivered on October 13, 2015, and set up at the Darien High School Stadium Field on that same date. All six light poles were positioned along the east sideline running track and faced west toward the school.
- 2) The lights were set at a height of 30'. Most lights were set perpendicular to the field, with the northernmost light fixture being set at about 45 degrees to the field.
- 3) The Planning & Zoning Commission approved use of these lights for weekday practices only. The lights could be illuminated at dusk and needed to be turned off no later than 6:00 p.m.
- 4) It is noted that a separate application for the use of the lights from the time after DHS practices ended to 7:00 p.m. was approved by the Planning & Zoning Commission for the Darien Junior Football League (DJFL). Teams from the DJFL utilized the lights on a schedule that was independent from the schedule of use of Darien High School teams on the following dates and times and circumstances:

Tues 10/13	6:30-7:00	:30	Youth only
Wed. 10/14	No lights		
Thur. 10/15	No lights		
Fri. 10/16	No lights		
Mon. 10/19	No lights		

January 22, 2016

Tues. 10/20	6:17-7:00	:43	Youth only
Wed. 10/21	No lights		
Thur. 10/22	6:05-7:00	:55	Youth only
Fri. 10/23	6:12-7:02	:50	Youth only
Mon. 10/26	No lights		
Tues. 10/27	6:20-7:01	:41	Youth only
Wed. 10/28	5:22-6:55	:33	Youth only
Thur. 10/29	5:56-7:00	1:04	Youth only
Fri. 10/30	6:00-7:00	1:00	Youth only
Mon. 11/2	4:22-7:00	2:38	HS/Youth
Tues. 11/3	4:56-7:00	2:04	HS/Youth
Wed. 11/4	4:57-7:02	2:05	HS/Youth
Thur. 11/5	4:35-7:00	2:25	HS/Youth
Fri. 11/6	4:45-7:00	2:15	HS/Youth
Mon. 11/9	No lights		
Tues. 11/10	4:17-7:00	2:43	HS/Youth
Wed. 11/11	4:17-7:01	2:44	HS/Youth
Thur. 11/12	4:12-6:15	2:03	HS only
Fri. 11/13	4:42-6:58	2:16	HS/Youth
Mon. 11/16	No lights		
Tues. 11/17	4:38-7:01	2:23	HS/Youth
Wed. 11/18	4:01-5:17	1:16	HS only
Thur. 11/19	5:10-6:15	1:05	HS only

Fri. 11/20	4:35-7:01	2:26	HS/Youth
Mon. 11/23	4:28-5:08	:40	HS only
Tues. 11/24	4:25-5:10	:45	HS only
Wed. 11/25	No lights		
Mon. 11/30	No lights		
Tues. 12/1	No lights		
Wed. 12/2	No lights		
Thur. 12/3	4:18-5:35	1:17	HS only
Fri. 12/4	No lights		
Mon. 12/7	No lights		
Tues. 12/8	No lights		
Wed. 12/9	4:00-5:15	1:15	HS only
Thur. 12/10	4:00-5:05	1:05	HS only
Fri. 12/11	4:00-5:00	1:00	HS only

**Summary of Feedback:**

- 1) Darien High School Athletic Administration: The High School Administration reported that this lights project provided an important opportunity for both the DHS football and field hockey teams to practice under safer late fall conditions and to better prepare each team more properly for their late season games. It should be noted that this past fall, the football team reached the state championship, while the field hockey team reached the state quarter-final. This late ending to both their seasons was aided by the ability to hold a later practice on their game field with the use of the portable lights. The coaches again reported that the lights spread across the field and allowed for greater use of the field space. The light cast down upon the field covered approximately one-half to two-thirds of the field.
- 2) Darien Junior Football League: The feedback from the DJFL was very positive, as it has been in years past. The DJFL spokesperson reported that the availability of the lights was well received by players, coaches & parents, and contributed to a successful season for its participants.
- 3) Neighbors to Darien High School: There were no reported issues from any of the neighbors regarding the temporary lights.

Logistics- There was limited commentary about the logistics. The timetable as outlined by Planning & Zoning was adhered to and the lights were on for 27 days for approximately 41 hrs. Custodians again, placed plywood painted black over the windows of both the press box and cafeteria, cutting down on

the light reflecting into neighbor's yards. The only evenings this practice did not occur was on 10/28/15, 11/13/15 & 12/3/15. Due to high winds, it was deemed unsafe to place the boards up over the windows these nights.

Noise Level- The issue of noise was not raised as an issue this year.

Light Intensity- The lights were angled in such a direction as to limit the amount of spillage onto the neighboring properties surrounding the high school. There were no reported concerns from neighbors this year regarding spillage onto surrounding properties. It should be noted that temporary shades, in the form of painted black plywood are placed each evening on the windows of the school cafeteria window and press box. The purpose of this is to reduce or all together eliminate the reflected glare onto neighbor's property.

### **Summary of Superintendent's Findings**

In general, from the perspective of both the Darien HS Athletic Dept. as well as DJFL, this year's use of the temporary portable lights was quite a success. The total number of days & hours in which the portable lights were used this fall was less than previous years, likely due to the DJFL teams not needing the lights as late into their season as they have had in the past. Total number of days of use was 27, for approximately 41 hrs. Important late season practice time was kept intact and was held under safe conditions. All surveyed appreciate the support of the Planning & Zoning. As was the case last year, the lights were set at 30 feet to provide greater illumination across the width of the field which could allow for a team to use the entire field for practice as opposed to a more restricted area. The use of temporary shades on the cafeteria windows & press box all but eliminated the issue of reflective glare from those windows. There were no reported concerns this year from neighbors regarding spillage into surrounding properties from the portable lights.

### **Closing**

The Administration of the Darien Public Schools expresses its deep gratitude to the Darien Planning and Zoning Commission for approving our application for a five-year fall lights project to take place. The Darien Junior Football League and the Blue Wave Booster Club continue to be exceedingly generous in their financial support of the portable lighting system. It is important to note that it is the students who benefit from the use of the lights, allowing them to practice on an appropriate space, under safe conditions. The Administration anticipates continuing to be able to take advantage of the benefits of the temporary portable lights for the Fall of 2016.

**PROPOSED**  
**BOARD OF EDUCATION MASTER AGENDA**  
**FEBRUARY 9, 2016 THROUGH AUGUST 23, 2016**

**February 9th**

- Discussion and Approval of Proposed Board of Education 2016-2017 Budget
- Verbal Update on Kindergarten Enrollment for 2016-2017
- Report on 2015-2016 District Budget and Action on Budget Transfers
- Approval of Board Master Agenda – February through August 2016
- Discussion and Possible Action on Revised 2016-2017 School Calendar
- Discussion and Possible Action on High School Professional Learning Community (PLC) Days – 2016-17
- Update on Evaluation Process for Teachers – or February 23<sup>rd</sup>

**February 23rd**

- Interim Progress Report on 2015-2016 District Goals and Objectives
- Presentation and Discussion of Proposed Recommended Revisions to Board of Education Policies
- Update on High School Lab Pilot Courses
- Update on Evaluation Process for Teachers – or February 9th

**March 9th, Wednesday**

- Presentation and Discussion on Darien High School Second Semester Enrollment Distribution Report
- Presentation and Discussion of 2015-16 Budget Update and Action on Budget Transfers
- Presentation, First Reading and Discussion of 2017-2018 School Calendar
- Action on Proposed Recommended Revisions to Board of Education Policies
- Discussion of Master Plan - Fields

**March 22nd**

- Verbal Update on Kindergarten Enrollment
- Update and Discussion on K-6 Literacy and Mathematics
- Action on Master Plan – Fields

**April 6th, Wed.**

- Establish High School Graduation Date
- Report on 2015-2016 Budget Status and Action on Budget Transfers
- Action on 2017-2018 School Calendar
- Update and Discussion on Capital Projects

**April 26th (DHS Auditorium)**

- Verbal Update on Middle School Enrollment and Elementary Enrollment for 2016-2017
- Presentation and Possible Approval of Reiss Fund Scholarship Awards
- Report on Barbara Harrington Fund Awards
- Action on Non-Renewal of Certified Staff Working under One-Year Contracts and Long Term Substitutes

**May 10th**

- Report on 2015-2016 Budget Status and Action on Budget Transfers
- Update and Discussion on Extended School Year Program
- Presentation, Discussion and Possible Approval of Middlesex Boston Field Trip
- Presentation, Discussion and Possible Approval of Middlesex Colebrook/Ivoryton Field Trip
- Verbal Update on Elementary, Middle and High School Enrollment for 2016-17
- Verbal Update on High School and Middle School Scheduling

**May 24th**

- Superintendent's Citizenship Awards **(or June 14<sup>th</sup>)**
- Update and Possible Action on Recommended Reallocations for 2016-2017 Budget
- Update on Copy Center
- Update on Alternative School

## June 14th

- Report on High School College Acceptances and Awards; Profile on High School Class of 2016
- Follow-up Report on Senior Internship Project at Darien High School
- Report on 2015-2016 Budget Status and Action on Budget Transfers
- Update on District Enrollment
- Presentation of Updated Facilities Use Fee Schedule
- Presentation and Approval of Revised Teacher and Administrator Evaluation and Professional Learning Plans

## June 28th

- Annual Progress Report on 2015-2016 District Goals and Objectives
- First Reading of Board Master Agenda for August 2016-January 2017 – **or July 26th**
- Approval of Facilities Use Fee Schedule
- Annual Report on Donations Accepted
- Presentation and Discussion of Schedule of 2016-2017 Regular Board of Education Meetings
- Update Master Agenda – February through August 2016
- Update on District Enrollment
- Update on Implementation of Districtwide Security Plan
- Update on Recommended Reallocations for 2016-2017 Budget

## July 26th

- Presentation of Selected Curricula
- First Reading of District Goals and Objectives for 2016-2017
- First Reading of Board of Education Objectives for 2016-2017
- Approval of Schedule of 2016-2017 Regular Board of Education Meetings and Preliminary 2017 Schedule of Regular Board of Education Meetings
- Report and Possible Action on Elementary Enrollment Capacity
- Update on Special Education Enrollment and Early Learning Program Comprehensive Enrollment
- Comparative Review of 2015-2016 and 2016-2017 Budgets

## August 23rd

- Verbal Update on Regular and Special Education Staffing for 2016-2017
- Discussion and Action on 2015-2016 Final Year End Financial Report
- Presentation of Selected Curricula
- Update Master Agenda and Second Reading of Board Master Agenda for August 2016-January 2017
- Adoption of District Goals and Objectives 2016-2017
- Adoption of 2016-2017 Board of Education Objectives
- Status of Schools Readiness for 2016-17 School Year

December 30, 2015  
Revised January 20, 2016

WORKING DRAFT

**PERSONNEL ACTION REPORT**

January 26, 2016

Item	Name	Action	Replacing/Location/Position	Effective Date		Tenure Area	Certification Class/Step
				From	To		
<b>Resignations</b>							
1	Rita Ferri	Resignation	Hindley/Principal		6/30/2016		
2	John Grasso	Resignation	Royle/Principal		6/30/2016		
3	Marianna Beck	Resignation	MMS/Special Education		2/11/2016		
4	Patricia Buchanan	Retirement	DHS/Reading Specialist		6/30/2016		
5	Dana Larsen	Retirement	DHS/Art Teacher		6/30/2016		
<b>Leaves of Absence</b>							
3	Meghan Shain	Child Care Leave	Royle/Special Education Teacher		6/30/2017		