

Board of Education
Darien, Connecticut

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**TUESDAY, NOVEMBER 22, 2016
SPECIAL MEETING OF THE BOARD OF EDUCATION**

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

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

**REGULAR MEETING OF THE BOARD OF EDUCATION
TUESDAY, NOVEMBER 22, 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, NOVEMBER 22, 2016**

7. Presentations/Discussions:

- a. Presentation of Proposed... Ms. Marjorie Cion/ Summer School Catalog – Ms. Kaitlin Stanton Digital Option 8:15 p.m.
- b. Presentation and Discus-....Dr. Susie Da Silva/ sion of PreK-Grade 5 Mr. Richard Sadlon General Music Program Curriculum Revision
- c. Presentation of Updated.... Dr. Brenner/ Five Year Capital Plan/ Mr. Michael Lynch Building Condition Survey
- d. Presentation and Discus-....Dr. Brenner sion of Preliminary Major Budget Proposals for 2017-2018
- e. Further Discussion and..... Mr. Michael Feeney Possible Action on Five Year Budget Projections
- f. Further Discussion and..... Mr. Feeney Action on Student Activity Fund Guidelines and Communication Plan
- g. Discussion and Possible... Dr. Brenner Action on Changes to the Schedule of Regular Board of Education Meetings for the 2017 Calendar Year

**REGULAR MEETING OF THE BOARD OF EDUCATION
TUESDAY, NOVEMBER 22, 2016**

8. Action Items

a. Board of Education..... Ms. Cion 9:30 p.m.

Policies:

6510/6510R – Class Size

4250 – Employee Checks

4400 – Social Media

4425 – Criminal Justice

b. Personnel Items..... Ms. Cion

i. Teacher/Administrator

Appointments

ii. Resignations

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

10. Adjournment..... Mr. Harman

DB:nv

APPROVED
REGULAR MEETING OF THE BOARD OF EDUCATION
Tuesday, October 18, 2016

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

BOARD MEMBERS PRESENT:

	<i>Burke</i>	<i>Dineen</i>	<i>Hagerty-Ross</i>	<i>Harman</i>	<i>Martens</i>	<i>McNamara</i>	<i>Stein</i>	<i>Sullivan</i>	<i>Zuro</i>
Present	x		x	x	x	x	x	x	x
Absent									

ADMINISTRATION PRESENT:

Dr. Brenner, Dr. DaSilva, Ms. Klein, Ms. Cion, and Mr. Feeney.

AUDIENCE: *Approximately 40*

- | | |
|--------------------------------------|--|
| 1. Call to Order | Mr. Harman, Chair,
at 7:41p.m. (0:00) |
| 2. Chairperson's Report | Mr. Harman at 7:41 (0:00) |
| 3. Public Comment | Mr. Harman at 7:49 (0:08) |
| 4. Superintendent's Report | Dr. Brenner at 7:51 (0:10) |
| 5. Approval of Minutes (Attachments) | Board of Education at 7:51 (0:10) |

MOTION TO APPROVE THE MINUTES OF THE SPECIAL MEETING AND EXECUTIVE SESSION HELD ON OCTOBER 4, 2016:

1st Martens

2nd Sullivan

	<i>Burke</i>	<i>Dineen</i>	<i>Hagerty-Ross</i>	<i>Harman</i>	<i>Martens</i>	<i>McNamara</i>	<i>Stein</i>	<i>Sullivan</i>	<i>Zuro</i>
Yes	x		x	x	x	x	x	x	
No									
Abstain									x

Result - Motion passed Unanimously (7-0-1)

MOTION TO APPROVE THE MINUTES OF THE REGULAR MEETING HELD ON OCTOBER 4, 2016:

1st Sullivan

2nd Martens

	<i>Burke</i>	<i>Dineen</i>	<i>Hagerty-Ross</i>	<i>Harman</i>	<i>Martens</i>	<i>McNamara</i>	<i>Stein</i>	<i>Sullivan</i>	<i>Zuro</i>
Yes	x		x	x	x	x	x	x	
No									
Abstain									x

Result - Motion passed Unanimously (7-0-1)

6. Board Committee Reports

Mr. Harman at 7:52 (0:11)

PRESENTATIONS AND DISCUSSIONS

7. Presentations

a. Curriculum Update - SRBI
(Attachment)

Dr. DaSilva at 7:55 (0:14)

b. Update on Chromebook 1:1
Initiative (Attachment)

Mr. Marin at 8:15 (0:34)

c. Discussion and Possible Acceptance of
Contemplated Gifts from Darien Music for Youth
(Attachments)

Mr. Sadlon at 8:37 (0:56)

MOTION TO APPROVE GIFTS FROM THE DARIEN MUSIC FOR YOUTH

1st Martens

2nd Sullivan

	<i>Burke</i>	<i>Dineen</i>	<i>Hagerty-Ross</i>	<i>Harman</i>	<i>Martens</i>	<i>McNamara</i>	<i>Stein</i>	<i>Sullivan</i>	<i>Zuro</i>
Yes	x		x	x	x	x	x	x	x
No									
Abstain									

Result - Motion passed Unanimously (8-0-0)

d. Further Discussion on Proposed Class Size
Guidelines (Attachments)

Ms. Cion and Dr. Brenner at
8:40 (0:59)

e. Presentation of Student Distribution (Class Size)
Reports for the High School and Middlesex Middle
School (Attachment)

Ms. Dunn and Ms. Somers
at 8:52 (1:11)

f. Further Discussion and Possible Action
on Proposed High School and Middle School
Field Trips (Attachments)

Dr. DaSilva, Ms. Dunn,
Ms. Somers at 9:08 (1:27)

MOTION TO APPROVE THE PROPOSED HIGH SCHOOL AND MIDDLE SCHOOL FIELD TRIPS

1st Sullivan

2nd Martens

	<i>Burke</i>	<i>Dineen</i>	<i>Hagerty-Ross</i>	<i>Harman</i>	<i>Martens</i>	<i>McNamara</i>	<i>Stein</i>	<i>Sullivan</i>	<i>Zuro</i>
Yes	x		x	x	x	x	x	x	x
No									
Abstain									

Result - Motion passed Unanimously (8-0-0)

g. Report on Reimagining High Schools
(Attachment)

Dr. DaSilva, Ms. Dunn at 9:16
(1:35)

h. Presentation of October 1st District Enrollment
Report and Projections (Attachment)

Mr. Feeney at 9:34 (1:53)

i. Further Review and Possible Action on Proposed
2016-2017 Budget Calendar (Attachment)

Dr. Brenner at 9:57 (2:16)

MOTION TO APPROVE THE 2016-2017 BUDGET CALENDAR

1st Sullivan

2nd Martens

	<i>Burke</i>	<i>Dineen</i>	<i>Hagerty-Ross</i>	<i>Harman</i>	<i>Martens</i>	<i>McNamara</i>	<i>Stein</i>	<i>Sullivan</i>	<i>Zuro</i>
Yes	x		x	x	x	x	x	x	x
No									
Abstain									

Result - Motion passed Unanimously (8-0-0)

j. Discussion of 2017-2018 Consolidated Grant

Dr. DaSilva at 9:58 (2:17)

ACTION ITEMS

8. Action Items

a. Personnel Items

Ms. Cion at 10:03 (2:22)

i. Teacher/Administrator Appointments

ii. Resignations
(Attachment)

MOTION TO ADOPT THE PERSONNEL ITEMS AS OUTLINED IN THE MEMO DATED OCTOBER 18, 2016:

1st Sullivan

2nd Martens

	<i>Burke</i>	<i>Dineen</i>	<i>Hagerty-Ross</i>	<i>Harman</i>	<i>Martens</i>	<i>McNamara</i>	<i>Stein</i>	<i>Sullivan</i>	<i>Zuro</i>
Yes	x		x	x	x	x	x	x	x
No									
Abstain									

Result - Motion passed Unanimously (8-0-0)

9. Public Comment

Mr. Harman at 10:04 (2:23)

10. Adjournment

Mr. Harman at 10:09 (2:28)

MOTION TO ADJOURN:

1st Martens

2nd Sullivan

	<i>Burke</i>	<i>Dineen</i>	<i>Hagerty-Ross</i>	<i>Harman</i>	<i>Martens</i>	<i>McNamara</i>	<i>Stein</i>	<i>Sullivan</i>	<i>Zuro</i>
Yes	x		x	x	x	x	x	x	x
No									
Abstain									

Result - Motion passed Unanimously (8-0-0)

Meeting adjourned at 10:09 p.m.

Respectfully submitted,

Sarah Schneider Zuro
Secretary

DARIEN PUBLIC SCHOOLS

CURRICULUM GUIDE

General Music K-5

Pending Approval

DARIEN PUBLIC SCHOOLS

BOARD OF EDUCATION

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Angela Lindroth, Holmes School
Rebecca Parnoff, Tokeneke School
Kathleen Theisen, Royle School
Richard Sadlon, Director of Music

DATES

Completion Date: September 2016

Board of Education Approval: _____

Revision: _____

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Section I Program Information

PHILOSOPHY

Music is an art form based on creating, performing and responding where one's enjoyment increases exponentially with one's understanding.

Music offers unique learning opportunities to explore individual creativity, artistic expression and a more in-depth understanding of past and present cultures in our diverse global community.

A comprehensive music education will enable students to make more informed choices, develop their musical abilities through self-discipline and focus, and will provide a vehicle to increase their confidence in learning across the entire curriculum.

We believe that all students should have a comprehensive, balanced, sequential curriculum of in-school instruction in music education in accordance with national, state and local standards, and that an education in music and the arts will develop the life-long learning abilities and aesthetic skills necessary to improve the quality of life in a more cultured, educated society.

PROGRAM GOALS

PROGRAM GOALS

The Darien Public Schools Music Department's Pre-Kindergarten – Grade 5 General Music Curriculum provides a sequential program of study for students in grades PK-5. This 2016 revision has been aligned with National Core Arts Standards and contains alignments and common language with the Common Core State Standards.

Upon graduation from the Darien Public Schools the students who study music should be able to demonstrate skills, knowledge and conceptual understanding in each of the following artistic processes:

- **Performing:** Realizing artistic ideas and work through interpretation and presentation. Performing an existing work through a process that calls upon the interpretive or re-creative skills of the student.
- **Creating:** Conceiving and developing new artistic ideas and work. Improvising and composing original music.
- **Responding:** Interacting with and reflecting on artistic musical works and performances to develop and enhance understanding. To engage a student in critical listening of music utilizing content specific terminology.
- **Connecting:** Relating artistic ideas and works with societal, cultural and historical context to deepen understanding. This process is inherent and implied in all of the musical Artistic Processes.

Artistic literacy is the knowledge and understanding required to participate authentically in the arts. Fluency in the language of the arts is the ability to create, perform, present, respond and connect through symbolic and metaphoric forms that are unique to the arts. An artistically literate person has the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and contexts to promote and enhance lifelong learning.

PROGRAM OVERVIEW

The study of music on the elementary school level is critical for the development of potential musical aptitude and lifelong learning skills in music.

The Elementary General Music program in the Darien Public Schools is designed to offer a sequential, comprehensive, standards-based music education to all children in Pre-Kindergarten through Grade Five.

Music Classes meet two times per six day rotation and are within the recommended state guidelines for the elementary general music time allotment.

- Pre-Kindergarten (ELP) 30 minute classes, two times per week
- Grades K-5 45 minute classes, two times per six day rotation

Pitched and non-pitched classroom instruments and movement are an integral part of the General Music curriculum. The General Music curriculum is designed to provide assured grade level experiences in the artistic processes of Creating music, Performing music, Responding to music and meaningfully Connecting to music and other disciplines for all students in the Darien Public Schools.

Because of the importance of the inherent performance nature of music, General Music students in Grades PK-3 will have the opportunity to participate in a minimum of one public performance or share program to demonstrate their musical skills each year. Students in grades 4-5 typically have the opportunity to perform in their school band, orchestra or chorus ensemble.

Every Elementary School in Darien has a school chorus that is open to all interested fourth and fifth grade students. Chorus rehearsals meet one time per week for 45 minutes and are held outside of the normal school hours. All elementary school choruses have a formal winter and spring concert performance each year. We also offer students who are interested in pursuing more choral experience an opportunity to audition for our All-Town Elementary Honors Chorus which takes place each spring and includes students from all five elementary schools.

Since our curriculum is based on the broader concepts of Creating, Performing, Responding and Connecting to music, all of the tasks, assessments and activities included in this document are designed to lead toward mastery of concepts in these areas.

Music Curriculum Map for the Darien Public Schools

GENERAL MUSIC

Pre-K (ELP)	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
Adaptive Music	General Music					Guitar	Keyboard	Music Tech	Music Theory/AP Music Theory/Music Technology I and II				

INSTRUMENTAL MUSIC

<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
Strings (All-Town Orchestra)			Orchestra (Rockestra)			Orchestra (Pops Strings)			
Band (Elementary Honors Band) (Grade 5-6 Jazz Lab)			Band (Jazz Ensemble)			Band Jazz Ensemble			

CHORAL MUSIC

<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
(Elementary Chorus) (All-Town Honors Chorus)		Grade Level Chorus (Camerata Singers 7-8) (Viva Voce Gr. 6)			Concert Choir Tudor Singers (Boys and Girls a cappella)			

*(Parenthesis indicates a non-credit musical offering at the high school and middle school levels and a supplemental opportunity at the elementary level.)

The Darien Music Department Annual Curricular Focus Theme

Each year, the Darien Music Department in grades K-12, devotes Professional Development time and resources to learning more about a specified historical period, composer, artistic work or aspect of music history in order to promote a more focused, in-depth study of a relevant topic for the entire Darien teaching and learning community.

Our ultimate goal is that all of the students in the Darien Public Schools (PK-12) will engage in meaningful musical activities that lead toward a deeper understanding of our culture and history.

Collaborations with the organizations outside of the school district also provide additional opportunities for live musical performances and cultural enrichment programs in the schools to support this curricular focus theme. This annual project offers opportunities that encourage interdisciplinary connections, create meaningful, life-long learning experiences and provide a platform for real-world connections for our students and teachers.

Past Curricular Focus Themes:

2004-2005	Duke Ellington
2005-2006	The Music of Latin America
2006-2007	Music in the Media
2007-2008	Patriotic Music
2008-2009	The Music of George Gershwin
2009-2010	Music from East Asia
2010 -2011	The History of Rock
2011-2012	Bach to the Future
2012-2013	American Folk Music
2013-2014	The History of the Broadway Musical
2014-2015	Music of the Silver Screen: The History Movie Music
2015-2016	Voices of Freedom: The American Spiritual
2016-2017	Mozart and Friends: Music of the Classical Period

Music Department Curricular Focus Theme Category Cycle

YEAR A

RENAISSANCE, BAROQUE, PATRIOTIC, AMERICAN
COMPOSERS

YEAR B

CLASSICAL, FOLK, JAZZ, BLUES, IMPROVISED MUSIC

YEAR C

ROMANTIC, BROADWAY, MULTICULTURAL

YEAR D

CONTEMPORARY, POPULAR, PROGRAM/FILM MUSIC
(NEW COMPOSERS)

This rotating cycle represents a focus area of content and repertoire that students in grades K-12 will study in each year that they study music in the Darien Public Schools. The students will annually be engaged in one in-depth unit or topic built around a selected composition, composer, culture or historical period or musically significant theme as determined by the K-12 Music teachers.



Related Goals and Standards

Connections with *Common Core State Standards* in English/Language Arts and Mathematics, higher order thinking, and 21st Century Skills are embedded throughout the General Music curriculum document, as they play an essential role in carrying out the four Artistic Processes of Creating, Performing, Responding and Connecting. Some of those connections would be:

- Key Common Core verbs such as compare, contrast, analyze, interpret, create and the Tier 3 content specific, music vocabulary that is essential to demonstrating an understanding of music.
- Explicit references to social, cultural and historical context and conveying ideas and meaning using complex text. Music literacy is considered complex text by Common Core definition.
- Opportunities for students to demonstrate 21st century skills such as collaboration, critical thinking, analyzing, evaluating, explaining and being involved in the creative process through the study of music

The creative practices of investigation and reflection are connected to all ten of the Anchor Standards for Reading, and all four skills – imagination, investigation, construction, and reflection, were strongly represented in the Anchor Standards for Writing. Additionally, all four creative practices were found to be aligned with each of the Standards for Mathematical Practice.

ESSENTIAL QUESTIONS

- How does the study of music provide essential ways to understand and express life experiences?
- How does the study of music develop deeper understandings of past and present cultures and prepare students for active participation in creating culture of the present and future?
- How does music develop imagination and creativity and help students to develop the full range of their abilities?
- How does music enable students to make informed aesthetic choices and prepare them for enjoyable recreation and leisure time?
- How does participation in music develop self-discipline and focus and develop the capacity to refine work and aspire to high quality standards?

Performing

- How do musicians prepare for performances? What skills are required to accurately perform choral music?
- How do performers select repertoire?
- How do performers interpret musical works?
- When is a musical selection judged ready to present? How does context and presentation influence audience response?

Creating

- How do musicians improve the quality of their creative work?
- How do musicians make creative decisions?
- When is a creative work ready to share?

Responding

- How do we judge the quality of musical works and performances?
- How does musical understanding inform one's overall choice of music to experience or perform?
- When is a performance judged ready to present?

Connecting

- How do musicians make meaningful connections to creating, performing and responding to music?
- How do the other arts, other disciplines, contexts and daily life inform creating, performing and responding to music?

SUMMARY OF ENDURING UNDERSTANDINGS

Performing

- Musicians prepare for performances by methodically rehearsing, evaluating and refining technical skills to assure accurate interpretations.
- Performers make interpretative decisions based on their understanding of the musical work and the creator's intent.
- Musicians judge performances based on criteria that vary across time, place and cultures. The context and how a work is presented influence the audience response.
- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through planned practice, feedback, reflection and collaboration.
- Performer's knowledge of musical works, understanding of their own abilities and the context for a performance influence the selection of repertoire.

Creating

- Musician's creative choices are influenced by their personal experiences, context and expressive intent.
- Musicians make, evaluate and refine their own work through openness to new ideas and through feedback from multiple sources.
- A musician's presentation of creative work is the culmination of a process of creation and communication.

Responding

- An individual's selection of musical works to perform or experience is influenced by their interests, experiences, understandings and purposes.
- The personal evaluation of musical works and performances are informed by analysis, interpretation and established criteria.

Connecting

- Musicians connect their personal interests, experiences, ideas and knowledge to creating, performing and responding to music.
- Understanding connections to varied contexts and daily life enhances a musician's ability to create, perform and respond to music.

Process Components

In order to have a meaningful learning experience in music, students must be consistently actively engaged in many of the following learning behaviors:

- Creating
- Performing
- Responding
- Connecting
- Decoding
- Selecting
- Composing
- Improvising
- Analyzing
- Evaluating
- Interpreting
- Exploring
- Expressing
- Comparing
- Imagining
- Reflecting
- Singing
- Listening
- Notating
- Memorizing
- Identifying
- Modeling
- Imitating
- Writing
- Reading
- Describing
- Choosing
- Working independently and collaboratively

Assessment Overview

I. General Information

Opportunities for assessment are provided within each of the curricular goals and curricular achievement objectives in the Music Curriculum document. A series of well-designed instructional activities typically address more than one standard. While it is often desirable to break instruction into smaller specific skills or knowledge areas, the most interesting and effective instruction recognizes the fact that many of our musical goals and achievement standards are interrelated and are addressed simultaneously. Only those curricular objectives that are assessable and measurable are listed in this document.

Opportunities for assessment grow naturally out of well-designed sequences of instruction and are "embedded" in the lesson, rather than occurring as "add-ons" after the end of each sequence. Assessments in music education should be a process of designing the learning process so that we can integrate assessments to accurately measure what the students have learned and then provide meaningful feedback to students resulting in improved student performance and understanding. The ongoing process of reviewing and analyzing student work in order to refine our instructional methods and effectiveness is an important aspect of our plan for continued growth and improvement.

Types and areas of assessment may include:

- Performance: Singing
- Performance: Playing of instruments
- Performance: Reading notation
- Creating: Composing and improvising
- Oral/Verbal responses to teacher questions for immediate feedback
- Informal observations of student musical performance responses
- Written tests, quizzes and verbal responses to critical listening
- Self-assessment, peer assessment, student reflection

Formal Assessment:

- Criteria is known to the students
- Specific tasks and results are recorded

Informal Assessment:

- Criteria may not be known to students
- General observation of discussions, questioning and musical performance which is verbally assessed and addressed through immediate feedback, but is not recorded.

Common types of Scoring Scales:

- Checklists
- Rating Scales
- Analytic Rubrics
- Holistic Rubrics

District-wide Common Assessments

In order to more effectively measure student achievement, the elementary General Music teachers engage their students in pre- and post-common assessments that take place in all five elementary schools. The results of the data are used by teachers to address areas of concern and to design Student Learning Objectives (SLO) and data-based Indicators of Academic Growth and Development (IAGD) and in their respective classrooms.

Grading Guidelines:

Student progress is formally evaluated at the conclusion of each of three trimesters in November, March and June. The music section of the Student Progress Report evaluates individual student progress of musical skill development in the areas of Performing (Singing and Performing on Instruments) Creating (Composition and Improvisation) Movement, and Critical Listening in a grade level appropriate context.

SECTION II Grade Level Performance Standards

PERFORMING

(Realizing artistic ideas and work through interpretation and presentation)

Enduring Understandings

- Musicians prepare for performances by methodically rehearsing, evaluating and refining technical skills to assure accurate interpretations.
- Performers make interpretative decisions based on their understanding of the musical work and the creator's intent.
- Musicians judge performances based on criteria that vary across time, place and cultures. The context and how a work is presented influence the audience response.
- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through planned practice, feedback, reflection and collaboration.
- Performer's knowledge of musical works, understanding of their own abilities and the context for a performance influence the selection of repertoire.

Essential Questions

- How do musicians prepare for performances? What skills are required to accurately perform choral and instrumental music?
- How do performers select repertoire?
- How do performers interpret musical works?
- How do musicians improve the quality of their performance?
- When is a musical selection judged ready to present? How does context and presentation influence audience response?

Process Components

Rehearse, Decode, Model, Evaluate, Analyze, Reflect, Refine, Interpret, Memorize, Perform, Present

PRE-KINDERGARTEN

Singing alone, and with others, a varied repertoire of music:

Students, with substantial guidance, will:

- Sing a variety of simple songs by memory while maintaining a steady tempo
- Sing echo and conversational songs that reinforce pitch and vocal qualities

Performing on instruments a varied repertoire of music:

Students, with substantial guidance, will:

- Explore, experiment and create by playing a variety of non-pitched percussion instruments
- Perceive and perform a steady beat using body percussion, rhythm instruments and movement
- Demonstrate an ability to work cooperatively in group musical performances

KINDERGARTEN

Singing alone, and with others, a varied repertoire of music:

Students will:

- Sing independently and in groups, on pitch and in correct rhythm while maintaining a steady tempo and appropriate dynamic level (loud and soft)

- Perform from memory a variety of songs representing various styles and/or cultures and languages
- Present a musical performance using proper posture and performance etiquette
- Sing echo and conversational songs with opportunities to sing alone
- Demonstrate differences between vocal qualities such as whispering, speaking, shouting, and singing.

Performing on instruments, alone and with others, a varied repertoire of music:

Students will:

- Explore, experiment and create by playing a variety of non-pitched percussion instruments
- Perceive and perform a steady beat using body percussion, rhythm instruments and movement
- Demonstrate an ability to work cooperatively in group musical performances.
- Select and play a variety of classroom instruments to indicate different timbres.

Notating:

Students will:

- Begin to develop a melodic and rhythmic vocabulary (rhythm syllables including Ta, ti-ti, and quarter rest; solfege introduction including Curwen hand signs)
- Use personal icons to represent simple pitch patterns or directions
- Use iconic notation to create music

FIRST GRADE

Singing alone, and with others, a varied repertoire of music:

Students will:

- Sing independently and in groups on pitch and in rhythm with appropriate tone quality and posture while maintaining a steady tempo. (Utilize major and minor tonalities.)
- Sing with appropriate dynamics and phrasing (piano and forte, proper breathing)
- Sing from memory a varied repertoire of songs representing genres and styles of different cultures (including, but not limited to, American patriotic and folk songs.)
- Echo short melodic patterns on pitch using neutral syllables and solfege syllables
- Present - in a group - a performance while following cues from a conductor including prep beats, entrances and cutoffs, using proper posture and stage etiquette.
- Evaluate and refine musical performances using established criteria

Performing on instruments, alone and with others, a varied repertoire of music.

Students will:

- Perform correct pitches in rhythm and maintain a steady tempo using classroom instruments
- Perform easy rhythmic, melodic, choral patterns and borduns on classroom and Orff instruments using proper technique
- Echo short melodic (major) and rhythmic patterns on classroom and Orff instruments
- Perform a varied repertoire of music representing diverse genres and styles
- Perform on rhythm instruments while other students sing

Notating:

Students will:

- Recognize, read and perform quarter notes, eighth note pairs, and quarter rests in duple and quadruple meter using Kodaly rhythmic syllables and apply them to classroom instruments
- Use Kodaly solfege system and Curwen hand signs to sing simple pitch patterns

SECOND GRADE

Singing alone, and with others, a varied repertoire of music:

- Sing independently and in groups on pitch and in rhythm with appropriate tone quality, diction and posture while maintaining a steady tempo. (Utilize major and minor tonalities.)
- Sing with appropriate dynamics and phrasing (piano and forte, proper breathing)
- Sing from memory a varied repertoire of songs representing genres and styles of different cultures (including, but not limited to, American patriotic and folk songs.)
- Echo short melodic patterns on pitch using solfege syllables
- Sing echo songs, countermelodies, partner songs, and 2-part rounds in major and minor tonalities
- Present - in a group - a performance while following cues from a conductor including prep beats, entrances and cutoffs, using proper posture and stage etiquette.
- Evaluate and refine musical performances using established criteria

Performing on instruments, alone and with others, a varied repertoire of music.

Students will:

- Perform correct pitches in rhythm and maintain a steady tempo using classroom instruments
- Perform easy rhythmic, melodic, chordal patterns and borduns on classroom and Orff instruments using proper technique

- Echo short melodic (major) and rhythmic patterns on classroom and Orff instruments
- Perform a varied repertoire of music representing diverse genres and styles
- Perform independent instrumental parts (simple rhythmic or melodic ostinati, contrasting rhythmic lines, harmonic progressions and chords) while other students sing or play contrasting parts
- Evaluate and refine musical performances using established criteria

Notating:

Students will:

- Recognize, read and perform Quarter Note, Beamed 8th notes, Half Note, Beamed groups of 4 - 16th notes, Half Rest, Quarter Rest in duple, triple and quadruple meter using Kodaly rhythmic syllables and apply them to classroom instruments
- Use Kodaly solfege system and Curwen hand signs to sing simple pitch patterns
- Recognize simple pitch notation (including line/space, steps, skips and repeated tones) in the treble clef.
- Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly while performing and singing from a written text. (bar lines, piano, forte, repeat signs, D.C. al fine, first and second endings, double bar line and coda)
- Notate meter, rhythm and pitch in simple patterns using iconic notation and traditional notation

THIRD GRADE

Singing alone, and with others, a varied repertoire of music:

- Sing independently and in groups on pitch and in rhythm with appropriate tone quality, diction and posture while maintaining a steady tempo.
- Sing expressively, with appropriate dynamics and phrasing (piano and forte, proper breathing)
- Sing from memory a varied repertoire of songs representing genres and styles of different cultures
- Echo melodic patterns on pitch using solfege syllables
- Sing ‘call and response’ songs, countermelodies, partner songs, and multi-part rounds in major and minor tonalities
- Present - in a group - a performance while following cues from a conductor including prep beats, entrances and cutoffs, using proper posture, dynamics and stage etiquette.
- Evaluate and refine musical performances using established criteria

Performing on instruments, alone and with others, a varied repertoire of music.

Students will:

- Perform correct pitches in rhythm and maintain a steady tempo using classroom

instruments and recorders

- Perform easy rhythmic, melodic, chordal patterns and borduns on classroom and Orff instruments using proper technique
- Echo short melodic (major) and rhythmic patterns on recorders, Orff instruments and classroom instruments
- Perform a varied repertoire of music representing diverse genres and styles
- Perform in groups, blending instrumental timbres, matching dynamic levels and responding to the cues of a conductor
- Perform independent instrumental parts (simple rhythmic or melodic ostinati, contrasting rhythmic lines, harmonic progressions and chords) while other students sing or play contrasting parts
- Evaluate and refine musical performances using established criteria

Notating:

Students will:

- Recognize, read and perform Quarter Note, Beamed 8th notes, Half Note, Beamed groups of 4 - 16th notes, Half Rest, Quarter Rest, syncopa, Whole Measure Rest, Whole note; Dotted Half Note in duple, triple and quadruple meter using Kodaly rhythmic syllables and apply them to classroom instruments
- Recognize, read and perform simple rhythm patterns using full-measure counting
- Use Kodaly solfege system and Curwen hand signs to sing pitch patterns
- Recognize pitch notation (including line/space, steps, skips and repeated tones) in the treble clef.
- Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly while performing and singing from a written text. (e.g. barlines, dynamics from pp to ff, repeat signs, *D.C./D.S.*, first and second endings, double bar line and coda)
- Notate meter, rhythm and pitch in simple patterns using iconic notation and traditional notation

FOURTH GRADE

Singing alone, and with others, a varied repertoire of music:

Students will:

- Sing independently and in small and large groups, on pitch and in rhythm with appropriate tone quality, diction and posture while maintaining a steady tempo.
- Sing expressively, with appropriate dynamics and phrasing (piano and forte, proper breathing)
- Sing from memory a varied repertoire of songs representing genres and styles of different cultures

- Echo melodic patterns on pitch using solfege syllables
- Sing ‘call and response’ songs, countermelodies, partner songs, ostinati and multi-part rounds in major and minor tonalities
- Present - in a group - a performance while following cues from a conductor including prep beats, entrances and cutoffs, using proper posture, dynamics and stage etiquette.
- Using teacher-established and collaboratively-developed criteria, evaluate and refine musical performances toward a goal of technical mastery

Performing on instruments, alone and with others, a varied repertoire of music.

Students will:

- Perform correct pitches and easy rhythmic, melodic, chordal patterns and borduns in rhythm while maintaining a steady tempo using classroom instruments, ukulele and recorders using proper technique
- Echo short melodic (major) and rhythmic patterns on recorders, Orff instruments and classroom instruments
- Perform a varied repertoire of music representing diverse genres and styles
- Perform in groups, blending instrumental timbres, matching dynamic levels and responding to the cues of a conductor
- Perform independent instrumental parts (simple rhythmic or melodic ostinati, contrasting rhythmic lines, harmonic progressions and chords) while other students sing or play contrasting parts
- Using teacher-established and collaboratively-developed criteria, evaluate and refine musical performances toward a goal of technical mastery

Notating:

Students will:

- Recognize, read and perform Quarter Note, Beamed 8th notes, Half Note, Beamed groups of four 16th notes, Half Rest, Quarter Rest, syncopa, Whole Measure Rest, Whole note, Dotted Half Note, ti- tiri and tiri ti and triplets in duple, triple and quadruple meter using Kodaly rhythmic syllables and apply them to classroom instruments
- Recognize, read and perform rhythm patterns using full-measure counting
- Use Kodaly solfege system and Curwen hand signs to sing pitch patterns
- Recognize pitch notation (including line/space, repeated tones, steps, skips and leaps up to a 5th) in the treble clef.
- Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly while performing and singing from a written text. (add: fermata, crescendo/decrescendo, slur/tie, staccato/legato, accent)
- Notate meter, rhythm and pitch in simple patterns using traditional notation

FIFTH GRADE

Singing alone, and with others, a varied repertoire of music:

Students will:

- Sing independently and in small and large groups, on pitch and in rhythm with appropriate tone quality, diction and posture while maintaining a steady tempo.
- Sing expressively, with appropriate dynamics and phrasing (piano and forte, proper breathing)
- Sing from memory a varied repertoire of songs representing genres and styles of different cultures
- Echo melodic patterns on pitch using solfege syllables
- Sing ‘call and response’ songs, countermelodies, partner songs, ostinati, multi-part rounds, and songs in 2 and 3-part harmony, in major and minor tonalities
- Present - in a group - a performance while following cues from a conductor including prep beats, entrances and cutoffs, using proper posture, dynamics and stage etiquette.
- Using teacher-established and collaboratively-developed criteria, evaluate and refine musical performances toward a goal of technical mastery

Performing on instruments, alone and with others, a varied repertoire of music.

Students will:

- Perform correct pitches and easy rhythmic, melodic, chordal patterns and borduns in rhythm while maintaining a steady tempo using classroom instruments, ukulele and recorders using proper technique
 - Echo short melodic (major) and rhythmic patterns on recorders, Orff instruments and classroom instruments
 - Perform a varied repertoire of music representing diverse genres and styles, including student compositions
 - Perform in groups, blending instrumental timbres, matching dynamic levels and responding to the cues of a conductor
 - Perform independent instrumental parts (simple rhythmic or melodic ostinati, contrasting
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rhythmic lines, harmonic progressions and chords) while other students sing or play contrasting parts

- Explore sounds and tone colors of different instrumental ensembles (e.g. percussion ensemble accompaniments)
- Using teacher-established and collaboratively-developed criteria, evaluate and refine musical performances toward a goal of technical mastery

Notating:

Students will:

- Recognize, read and perform Quarter Note, Beamed 8th notes, Half Note, Beamed groups of four 16th notes, Half Rest, Quarter Rest, syncopa, Whole Measure Rest, Whole note, Dotted Half Note, ti- tiri and tiri ti, triplets, Dotted Quarter & 8th Note patterns, in duple, triple and quadruple meter using Kodaly rhythmic syllables and traditional full-measure counting, and apply them to classroom instruments
- Use Kodaly solfege system and Curwen hand signs to sing pitch patterns
- Recognize pitch notation (including line/space, repeated tones, steps, skips and leaps up to a 5th) in the treble clef.
- Identify symbols and traditional terms referring to dynamics, tempo, and articulation, as listed in the district-wide music assessment, and interpret them correctly while performing and singing from a written text.
- Notate meter, rhythm and pitch in simple patterns using traditional notation
- Analyze and compare melody in terms of movement, contour, motif, sequence and phrase.

CREATING

(Improvising and Composing)

Enduring Understandings:

- Musician’s creative choices are influenced by their personal experiences, context and expressive intent.
- Musicians make, evaluate and refine their own work through openness to new ideas and through feedback from multiple sources.
- A musician’s presentation of creative work is the culmination of a process of creation and communication.

Essential Questions:

- How do musicians improve the quality of their creative work?
- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- When is a creative work ready to share?

Process Components:

Imagine, Plan, Make, Evaluate, Refine, Explore, Express, Present

PRE-KINDERGARTEN and KINDERGARTEN:

Students will:

- Improvise rhythmic patterns
- create simple sound patterns and soundscapes using a variety of traditional and non-traditional sounds to accompany plays or stories
- Create endings to melodic phrases

FIRST GRADE:

Students will:

- Improvise rhythmic and ostinato patterns on classroom instruments
 - Rhythms used in grade 1: Ta, Ti-Ti, Quarter Rest
- create simple sound patterns and soundscapes using a variety of traditional and non-traditional sounds to accompany plays or stories
- Create endings to melodic phrases within a given tonality

SECOND GRADE:

Students will:

- Improvise “answers” to rhythmic and melodic “questions”

- Improvise simple rhythmic and melodic ostinato patterns
 - Rhythms in grade 2: Quarter Note, Beamed 8th notes, Ta-ah, Beamed groups of 4 - 16ths, Half Rest, Quarter Rest
- Improvise musical patterns to plays, poems and stories
- Create endings to melodic phrases within a given tonality

THIRD GRADE:

Students will:

- Improvise “answers” to rhythmic and melodic “questions” using classroom instruments - xylophones, drums and recorders
- Improvise simple rhythmic and melodic ostinato patterns
 - Rhythms in grade 3: Add syncopa, Whole Measure Rest, Whole note; Dotted Half Note
- Improvise musical patterns to poems or other literature
- Create endings to melodic phrases within a given tonality
- Evaluate and refine creative work of self and others
- Give feedback on other students’ compositions/improvisations

FOURTH GRADE

Students will:

- Improvise “answers” to rhythmic and melodic “questions” using classroom instruments - xylophones, drums and recorders
- Improvise simple rhythmic and melodic ostinato patterns
 - Rhythms in grade 4: add ti- tiri and tiri ti; triplets
- Improvise and Compose musical patterns and songs
- Evaluate and refine creative work of self and others
- Give feedback on other students’ compositions/improvisations

FIFTH GRADE:

Students will:

- Improvise “answers” to rhythmic and melodic “questions” using classroom instruments - xylophones, drums and recorders - in duple and triple meter
- Improvise simple rhythmic and melodic ostinati
 - Rhythms in grade 5: add Dotted Quarter & 8th Note patterns
- Improvise and Compose musical patterns and songs
- Evaluate and refine creative work of self and others
- Give feedback on other students’ compositions/improvisations

RESPONDING

(Critical Listening to enhance musical understanding)

Enduring Understandings

- An individual's selection of musical works to perform or experience is influenced by their interests, experiences, understandings and purposes.
- The personal evaluation of musical works and performances are informed by analysis, interpretation and established criteria.

Essential Questions

- How do we judge the quality of musical works and performances?
- How does musical understanding inform one's overall choice of music to experience or perform?
- When is a performance judged ready to present?

Process Components

Listen, Select, Analyze, Identify, Explain, Describe, Compare/Contrast, Interpret, Evaluate

PRE-KINDERGARTEN:

Students, with substantial guidance, will:

- State personal interests and preferences of music
- Explore musical contrasts such as subject matter, dynamics and tempo
- Demonstrate basic locomotor and non-locomotor movements to classroom songs and games individually and in groups. (including, but not limited to, walk, run, hop, jump, leap, gallop, slide, skip, bend, twist, sway, and swing) traveling forward, backward sideward, diagonally and turning.

KINDERGARTEN:

Students will:

- Listen to short compositions and participate in guided listening experiences
- Identify musical elements in listening examples (beat, repetition, fast/slow, high/low, major/minor, same/different)
- Through graphics and movement express contrast of loud and soft dynamic levels, style characteristics (march and lullaby)
- Visually and aurally identify instruments that represent the four orchestral families
- Students will identify musical sounds using simple vocabulary such as up/down, loud/soft,

fast/slow, high/low

- Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
- Demonstrate basic locomotor and non-locomotor movements to classroom songs and games individually and in groups. (including, but not limited to, walk, run, hop, jump, leap, gallop, slide, skip, bend, twist, sway, and swing) traveling forward, backward sideward, diagonally and turning.
- Demonstrate understanding of spatial concepts through, for example: shape-making at low, middle and high levels, defining and maintaining personal space.
- Demonstrate accuracy in moving to a musical beat and responding to changes in tempo.

FIRST GRADE:

Students will:

- Listen to short compositions and participate in guided listening experiences
- Identify musical elements in listening examples (up/down, loud/soft, forte/piano, short/long, beat, repetition, fast/slow, presto/largo, high/low, major/minor, same/different)
- Through graphics and movement, express contrast of loud and soft dynamic levels, style characteristics (march and lullaby), form in music (such as AB, ABA, and call/response)
- Visually and aurally identify instruments that represent the four orchestral families, with emphasis on the percussion family, and identify classroom instruments that represent each family
- Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
- Demonstrate basic locomotor and non-locomotor movements to classroom songs (in duple and triple meter) and games individually and in groups. (including, but not limited to, walk, run, hop, jump, leap, gallop, slide, skip, bend, twist, sway, and swing) traveling forward, backward sideward, diagonally and turning.
- Demonstrate understanding of spatial concepts through, for example: shape-making at low, middle and high levels, defining and maintaining personal space.
- Demonstrate accuracy in moving to a musical beat in duple and triple meter, as well as responding to changes in tempo.
- Interpret music through movement within specified guidelines.

SECOND GRADE:

Students will:

- Listen to short compositions and participate in guided listening experiences

- Identify musical elements in listening examples using appropriate terminology (up/down, forte/piano, short/long, beat, repetition, presto/largo, high/low, major/minor, same/different, introduction/coda, verse/refrain)
- Through graphics and movement, express contrast of loud and soft dynamic levels, style characteristics (march and lullaby), form in music (such as AB, ABA, and call/response)
- Visually and aurally identify instruments that represent the four orchestral families, with emphasis on the string family
- Respond through purposeful movement (e.g. swaying, skipping, dramatic play) to selected prominent musical characteristics (e.g. meter, dynamics, tempo, register) or to specific musical events (e.g. meter changes, dynamic changes, same/different sections) while listening to music
- Demonstrate understanding of spatial concepts through, for example: shape-making at low, middle and high levels, defining and maintaining personal space.
- Demonstrate accuracy in moving to a musical beat in duple and triple meter, as well as responding to changes in tempo
- Interpret music through movement within specified guidelines.

THIRD GRADE:

Students will:

- Listen to and evaluate short compositions and participate in guided listening experiences
- Identify musical elements in listening examples using appropriate terminology (up/down, forte/piano, short/long, beat, repetition, presto/largo, high/low, major/minor, same/different, introduction/coda, verse/refrain)
- Through graphics and movement, express contrast of loud and soft dynamic levels, style characteristics (march and lullaby), form in music (such as AB, ABA, ABACA, Theme and Variation and call/response)
- Visually and aurally identify instruments that represent the four orchestral families, with emphasis on woodwind and brass families
- Respond through purposeful movement (e.g. swaying, skipping, dramatic play) to selected prominent musical characteristics (e.g. meter, dynamics, tempo, register) or to specific musical events (e.g. meter changes, dynamic changes, same/different sections) while listening to music
- Demonstrate understanding of spatial concepts through, for example: shape-making at low, middle and high levels, defining and maintaining personal space.
- Demonstrate accuracy in moving to a musical beat in duple and triple meter, as well as responding to changes in tempo
- Interpret music through movement within specified guidelines.

FOURTH GRADE

Students will:

- Listen to and evaluate short compositions and participate in guided listening experiences
- Identify musical elements in listening examples using appropriate terminology (up/down, forte/piano, short/long, beat, repetition, presto/largo, high/low, major/minor, same/different, introduction/coda, verse/refrain)
- Use appropriate terminology to explain music, musical notation, musical instruments and voices, as well as music performances
- Through graphics and movement, express contrast of loud and soft dynamic levels, style characteristics (march and lullaby), form in music (such as AB, ABA, ABACA, Theme and Variation and call/response)
- Identify the sounds of a variety of instruments, including voices and instruments, including instruments from various cultures
- Respond through purposeful movement to selected prominent musical characteristics or to specific musical events while listening to music
- Demonstrate accuracy in moving to a musical beat in duple and triple meter, as well as responding to changes in tempo
- Interpret music through movement within specified guidelines.

FIFTH GRADE:**Students will:**

- Listen to and evaluate music compositions, citing appropriate musical terminology from the elements of music
- Analyze and compare rhythmic elements, beat patterns, melodic phrases, musical contrasts, musical direction and texture in music compositions
- Through graphics and movement, express contrast of loud and soft dynamic levels, style characteristics (march and lullaby), form in music (such as AB, ABA, ABACA, Theme and Variation and call/response)
- Identify the sounds of a variety of instruments, including voices and instruments, including instruments from various cultures and relating to historical/social context
- Respond through purposeful movement to selected prominent musical characteristics or to specific musical events while listening to music
- Demonstrate accuracy in moving to a musical beat in duple and triple meter, as well as responding to changes in tempo
- Interpret music through movement within specified guidelines.

CONNECTING

(Relating artistic ideas and works with societal, cultural and historical context to deepen understanding.)

Enduring Understandings:

- Musicians connect their personal interests, experiences, ideas and knowledge to the processes of creating, performing and responding to music.
- Understanding connections to varied contexts and daily life enhances a musician's ability to create, perform and respond to music.

Essential Questions:

- How do musicians make meaningful connections to creating, performing and responding to music?
- How do the other arts, other disciplines, contexts and daily life inform creating, performing and responding to music?

Process Components:

Synthesize, Comparing, Analyzing, Interpreting, Choosing, Researching, Imagining

(The process of connecting is embedded in the processes of Creating, Performing and Responding)

PRE-KINDERGARTEN and KINDERGARTEN:

Students will:

- make connections with subject matter in other disciplines
- identify various uses of music in their daily experiences
- identify and describe the roles of musicians (performers, composers, conductors)
- Perform choreographed and improvised movement and dances within specified guidelines.

FIRST GRADE:

Students will:

- Make connections with subject matter in other disciplines, identifying similarities and differences in the meanings of common terms used in the arts (contrast, repetition)
- Identify ways that the principles and subject matter of other disciplines taught in school are interrelated with those of music (e.g. new verses to songs, mathematics, language arts, foreign language, science, etc.)
- Identify by genre or style examples of music from various historical periods and cultures
- identify various uses of music in their daily experiences
- identify and describe the roles of musicians in various settings and cultures (performers, composers, conductors)
- Perform choreographed (folk and world) and improvised dances within specified guidelines.

SECOND GRADE:**Students will:**

- Make connections with subject matter in other disciplines, identifying similarities and differences in the meanings of common terms used in poetry (meter, phrase) and the other arts (form, contrast, repetition)
- Identify ways that the principles and subject matter of other disciplines taught in school are interrelated with those of music (e.g. new verses to songs, mathematics, language arts, foreign language, science, etc.)
- Identify by genre or style examples of music from various historical periods and cultures
- identify various uses of music in their daily experiences
- identify and describe the roles of musicians in various settings and cultures (performers, composers, conductors)
- Perform choreographed (folk and world) and improvised dances within specified guidelines.

THIRD GRADE:**Students will:**

- Make connections with subject matter in other disciplines, identifying similarities and differences in the meanings of common terms used in poetry (meter, phrase) and the other arts (form, contrast, repetition)
 - Identify ways that the principles and subject matter of other disciplines taught in school are interrelated with those of music (e.g. new verses to songs, mathematics, language arts, foreign language, science, etc.)
 - Identify by genre or style examples of music from various historical periods, cultures and foreign languages, with specific connections to the third grade country research project
 - identify various uses of music in their daily experiences
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- identify and describe the roles of musicians in various settings and cultures (performers, composers, conductors)
- Perform choreographed (folk and world) and improvised dances within specified guidelines.

FOURTH GRADE:

Students will:

- Make connections with subject matter in other disciplines, identifying similarities and differences in the meanings of common terms used in poetry (meter, phrase) and the other arts (form, contrast, repetition)
- Identify ways that the principles and subject matter of other disciplines taught in school are interrelated with those of music (e.g. new verses to songs, mathematics, language arts, foreign language, science, etc.)
- Identify by genre or style examples of music from various historical periods, cultures and foreign languages, with specific connections to the fourth grade geographical projects on the regions of the USA (Native Americans, western expansion)
- identify various uses of music in their daily experiences
- identify and describe the roles of musicians in various settings and cultures (performers, composers, conductors)
- Perform choreographed (folk and world) and improvised dances within specified guidelines.

FIFTH GRADE:

Students will:

- Make connections with subject matter in other disciplines, identifying similarities and differences in the meanings of common terms used in poetry (meter, phrase) and the other arts (form, contrast, repetition)
- Identify the context of music in daily experience and describe characteristics that make the music appropriate
- Identify ways that the principles and subject matter of other disciplines taught in school are interrelated with those of music (e.g. new verses to songs, mathematics, language arts, foreign language, science, etc.)
- Identify by genre or style examples of music from various historical periods, cultures and foreign languages, with specific connections to various historical periods (Baroque, Classical, Romantic, Modern, Contemporary Commercial Music)
- identify and describe the roles of musicians in various settings and cultures (performers, composers, conductors)
- Perform choreographed (folk and world) and improvised dances within specified guidelines.

The Elements of Music

Melody: (pitch, theme, conjunct, disjunct, intervals, strong/weak)

Harmony: (chord, progression, consonance, dissonance, key, tonality, atonality)

Rhythm: (beat, meter, tempo, syncopation)

Form: (binary, ternary, strophic, rondo, through-composed)

Texture: (monophonic, homophonic, polyphonic, imitation, counterpoint)

Dynamics: (pianissimo – fortissimo, crescendo, decrescendo, dynamic contour)

Tone color: (register, range, instrumentation)

Section IV – Supplemental Resources and Technology

Elementary General Music Resources

1. Now's the Time - Goodkin
2. Game Plan (all grade levels) - Delles/Kriske
3. Tyme For a Rhyme - Delles/Kriske
4. 150 American Folk Songs - edited by Peter Erdei, collected by Katalin Komlas
5. An American Methodology - Anne Eisen and Lamar Robertson
6. The Sound Garden Books, Carol Heath, Kodaly Training Institute
7. Phyllis Weickart's Dance and Movement book/CS's
8. Book of Canons, John Feierabend
9. Conversational Solfege Books 1 and 2, John Feierabend
10. Hey Jim Along and Chimes of Dunkirk (Amidons)
11. First Book of Circle Games, John Feierabend
12. Sail Away/150 American Folk Songs, Locke, Eleanor, Boosey and Hawkes, 1988.
13. Teachers' Manual for "Share the Music" Grade K
14. "The First Days of School," Harry Wong
15. Do It! Play Recorder, Froseth, James, GIA Publications, 1996.
16. Down in the Valley, Jump Jim Joe, (Amidons)
17. Sourwood Mountain – (28 North American & English folk songs)
18. Let Your Voice Be Heard!, Judith Cook Tucker
21. Favorite Folk Dances, Sanna Longden

Making Music/Music Connection, Silver-Burdett, Pearson/Scott Foresman Company
K-8 Magazine and CDs, Jennings, Theresa, Wauwautosa, WI: Plankhouse Road Publishing.

Essential Technology

Each Music room throughout the district is equipped with a sound system that enables the students to engage in quality listening experiences. Recording both audio and video of student classroom work and having the technology for immediate playback are essential tools for providing meaningful feedback to students. Some of the technology that we are currently using includes sound systems, microphones, hand-held audio and video recording devices, iPod, recording software (Audacity) notation software (Finale) iPad/chrome books, SmartMusic and SmartBoard projection systems.

Darien Public Schools
Assured Listening Experiences: Grades K-5
Kindergarten:

Carnival of the Animals	Saint-Saens	K: CD6 #14-15, 2: CD3 #11, 14, 3N: CD12 #14
Fur Elise	Beethoven	K: CD3 #40

Midsummer Night's Dream	Mendelssohn	4: CD3 #10-11
Minuet in G	Beethoven	2: CD2 #26

Stars and Stripes Forever	Sousa	4: CD5 #13
Four Seasons – Spring	Vivaldi	K: CD3 #14

Grade 1:

Prelude from Carmen	Bizet	5: CD1 #25
Pictures at an Exhibition	Mussorgsky	2: CD2 #6

Peter and the Wolf	Prokofiev	
The Nutcracker	Tchaikovsky	3: CD1 #23, 27, 1: CD6 #33

Pines of Rome	Respighi	K: CD5 #36, 1: CD3 #20
Viennese Musical Clock	Kodaly	4: CD1 #11

Grade 2:

New World Symphony – Largo	Dvorak	2: CD7 #55
Peer Gynt Suite	Grieg	2: CD2 #23, 2: CD4 #7

Symphony No. 5 – 1 st Movement	Beethoven	
Musical Sleigh Ride	L. Mozart	2: CD6 #18

Children's Corner	Debussy	2: CD8 #7, 2: CD4 #22
Symphony No. 9 - 4 th Movement	Beethoven	4: CD10 #2

Grade 3:

Flight of the Bumblebee	Rimsky-Korsakov	3N: CD6 #37
12 Variations in C (Twinkle)	Mozart	3N: CD1 #30

Four Seasons – Winter	Vivaldi	3N: CD4 #18
Prelude #2 for Piano	Gershwin	3: CD3 #23 (call chart)

Lullaby	Brahms	1: CD1 #19
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Firebird Suite	Stravinsky	3: CD2 #24
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Grade 4:

Rodeo – Hoedown	Copland	3: CD5 #9
Royal Fireworks Music	Handel	4: CD1 #30-31

Sleigh Ride	Anderson	4: CD8 #26
Amahl and the Night Visitors	Menotti	4: CD2 #17

Sakura	Traditional Japanese	4: CD7 #28
Variations on “America”	Ives	4: CD8 #8

Grade 5:

Tocata and Fugue	Bach	
Symphony No. 7 – 2 nd Movement	Beethoven	4: CD2 #6

The Messiah – Hallelujah Chorus	Handel	5: CD7 #14
Scheherazade	Rimsky-Korsakov	5: CD4 #17

The Magic Flute	Mozart	4: CD10 #37, 5: CD7 #12-13
Brandenburg Concerto, No. 2	Bach	5: CD5 #27

Sample Grade 5 Common Music Knowledge Assessment

VOCABULARY

1. Dynamics tell you

- a. the speed of the music.
- b. the louds and softs of the music.
- c. how high and low the music is.
- d. the pattern of the music.

2. Tempo is

- a. the speed of the music
- b. the louds and softs of the music.
- c. how high and low the music is.
- d. the pattern of the music.

3. Rhythm is

- a. the speed of the music.
- b. the steady, continuous pulse of a song.
- c. the arrangement of short and long musical sounds.
- d. the pattern of the music.

4. Contrast is

- a. when the music repeats
- b. when the motif goes up or down by step
- c. when the motif is different than the section before
- d. when the motif is backwards

5. Form is

- a. the steady, continuous pulse of a song.
- b. when the motive goes up or down by step.
- c. a musical sentence.
- d. the pattern of a song.

6. A motif is

- a. a musical sentence
- b. the main tune of a song
- c. a short, catchy part of a song that is used throughout the song.
- d. the pattern of a song

7. Improvisation is

- a. the main tune of a song
- b. the music that supports the melody.
- c. making up music as you go.
- d. A short, catchy part of a song that is used throughout the song.

8. A composer is a person who

- a. sings music.
- b. plays music.
- c. directs the orchestra.
- d. writes the music.

9. Harmony is

- a. the main tune of a song.
- b. the music that supports the melody
- c. making up music as you go.
- d. a short, catchy part of a song that is used throughout the song.

10. A musical phrase is

- a. a musical sentence.
- b. the main tune of a song.
- c. a short, catchy part of a song that is used throughout the song.
- d. the pattern of a song.

MUSICAL SYMBOLS

11. This symbol is called _____ .



- a. a crescendo
- b. a time signature
- c. a key signature
- d. a measure

12. A  tells you to _____ .

- a. play faster.
- b. play louder.
- c. play slower.
- d. play more quietly.

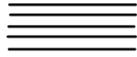
13. This symbol tells you to _____ .



- a. repeat the measure
- b. play louder
- c. play more quietly

d. to hold out the note

14. This set of five lines is called



- a. the staff
- b. a measure
- c. bar lines
- d. a beam

15. This symbol tells you to _____.



- a. repeat the measure
- b. play louder
- c. play more quietly
- d. to hold out the note

16. This symbol is called a _____.



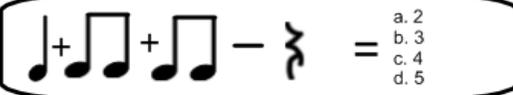
- a. staccato
- b. tie
- c. slur
- d. crescendo

17. The order from softest to loudest are :

- a. ff, pp, mf, p, f
- b. pp, p, mf, f, ff
- c. p, f, mf, ff, pp
- d. f, mf, mp, p

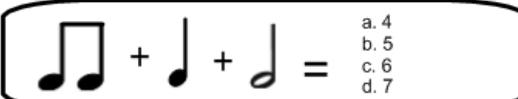
NOTE VALUES

18.



 a. 2
 b. 3
 c. 4
 d. 5

19.



 a. 4
 b. 5
 c. 6
 d. 7

20.



 a. 3
 b. 4
 c. 6
 d. 7

21.



 a. 4
 b. 5
 c. 6
 d. 9

22. Is the bar line in the correct place?

a. Yes
 b. No



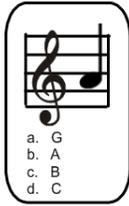
23. Is the bar line in the correct place?

a. Yes
 b. No



NOTE READING ON STAFF

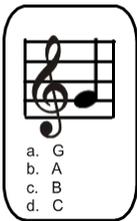
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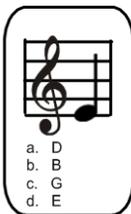
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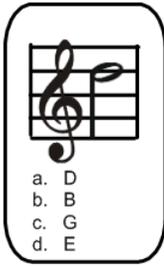
26.



27.



28.



LABELING RHYTHMS

29.



- a. Ta titi ta
- b. Ta-a ta ta ti
- c. Ta-a titi ta

30.



- a. ti-tiri tiri-tiri ta tiri-ti
- b. tiri-ti tiri-tiri ta t-tiri
- c. tiri-tiri tiri-tiri ta tiri-tiri

31.



- a. 1 2 3 4
- b. 1+ 2+ 3+ 4
- c. 1 2+ 3+ 4

32.



a. 1+ 2e+a 3+ 4

b. 1+ 2+ 3+ 4

c. 1 2+ 3 4

SOLFEGE RECOGNITION



33.



34.



35.

- a. Do Re Mi
- b. Do Mi Sol
- c. Do Mi Do

36.

- a. So So Mi Do
- b. Do Do Re Mi
- c. So La Ti Do

RHYTHM RECOGNITION

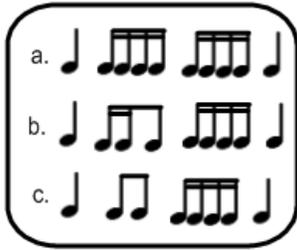
37.

- a.
- b.
- c.

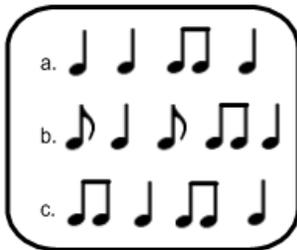
38.

- a.
- b.
- c.

39.



40.



LISTENING

41. Does this song sound Major or minor?
- a. Major
 - b. minor
42. What instrument family do you hear?
- a. Strings
 - b. Woodwind
 - c. Brass
 - d. Percussion
43. What type of group do you hear performing?
- a. Orchestra
 - b. Band
 - c. Chorus
44. What dynamics do you hear?
- a. the music is getting faster
 - b. the music is getting louder
 - c. the music is getting slower
 - d. the music is getting more quiet

45. What is the style of music you hear?
- a. Jazz
 - b. Classical
 - c. Folk
 - d. Spiritual

GLOSSARY OF MUSICAL TERMINOLOGY

Term	Definition
A cappella -	One or more vocalists performing without an accompaniment.
Accelerando -	A symbol used in musical notation indicating to gradually quicken tempo.
Accessible -	Music that is easy to listen to and understand.
Adagio -	A tempo having slow movement; restful at ease.
Allegro -	A direction to play lively and fast.
Atonal -	Music that is written and performed without regard to any specific key.
Baroque -	Time in music history ranging from the middle of the 16th to the middle of the 17th centuries. Characterized by emotional, flowery music; written in strict form.
Beat -	The unit of musical rhythm.
Cadence -	A sequence of chords that brings an end to a phrase, either in the middle or the end of a composition.
Cadenza -	Initially an improvised cadence by a soloist; later becoming an elaborate and written out passage in an aria or concerto, featuring the skills of an instrumentalist or vocalist.
Cadenza -	Originally an improvised cadence by a soloist. Later it became a written out passage to display performance skills of an instrumentalist or performer.
Canon -	A musical form where the melody or tune is imitated by individual parts at regular intervals. The individual parts may enter at different measures and pitches. The tune may also be played at different speeds, backwards, or inverted.
Cantabile -	A style of singing which is characterized by the easy and flowing tone of the composition.
Cantata -	Music written for chorus and orchestra. Most often religious in nature.
Capriccio -	A quick, improvisational, spirited piece of music.
Carol -	A song or hymn celebrating Christmas.
Castrato -	Male singers who were castrated to preserve their alto and soprano vocal range.
Cavatina -	A short and simple melody performed by a soloist that is part of a larger piece.
Chamber music -	Written for 2 to 10 solo parts featuring one instrument to a part. Each part bears the same importance.
Chant -	Singing in unison, texts in a free rhythm. Similar to the rhythm of speech.
Choir -	Group of singers in a chorus.
Chorale -	A hymn sung by the choir and congregation often in unison.
Chord -	3 or 4 notes played simultaneously in harmony.
Chord progression -	A string of chords played in succession.
Chorus -	A group singing in unison.
Chromatic scale -	Includes all twelve notes of an octave.

Classical -	The period of music history which dates from the mid 1700's to mid-1800's. The music was spare and emotionally reserved, especially when compared to Romantic and Baroque music.
Classicism -	The period of music history which dates from the mid 1800's and lasted about sixty years. There was a strong regard for order and balance.
Clavier -	The keyboard of a stringed instrument.
Clef -	In sheet music, a symbol at the beginning of the staff defining the pitch of the notes found in that particular staff.
Coda -	Closing section of a movement.
Concert master -	The first violin in an orchestra.
Concerto -	A composition written for a solo instrument. The soloist plays the melody while the orchestra plays the accompaniment.
Conductor -	One who directs a group of performers. The conductor indicates the tempo, phrasing, dynamics, and style by gestures and facial expressions.
Consonance -	Groups of tones that are harmonious when sounded together as in a chord.
Contralto -	Lowest female singing voice.
Counterpoint -	Two or three melodic lines played at the same time.
Courante -	A piece of music written in triple time. Also an old French dance.
Da Capo -	In sheet music, an instruction to repeat the beginning of the piece before stopping on the final chord.
Deceptive cadence -	A chord progression that seems to lead to resolving itself on the final chord; but does not.
Development -	Where the musical themes and melodies are developed, written in sonata form.
Dissonance -	Harsh, discordant, and lack of harmony. Also a chord that sounds incomplete until it resolves itself on a harmonious chord.
Drone -	Dull, monotonous tone such as a humming or buzzing sound. Also a bass note held under a melody.
Duet -	A piece of music written for two vocalists or instrumentalists.
Dynamics -	Pertaining to the loudness or softness of a musical composition. Also the symbols in sheet music indicating volume.
Elegy -	An instrumental lament with praise for the dead.
Encore -	A piece of music played at the end of a recital responding to the audience's enthusiastic reaction to the performance, shown by continuous applause.
Energico -	A symbol in sheet music a direction to play energetically.
Enharmonic Interval -	Two notes that differ in name only. The notes occupy the same position. For example: C sharp and D flat.
Ensemble -	The performance of either all instruments of an orchestra or voices in a chorus.
Espressivo -	A direction to play expressively.
Etude -	A musical composition written solely to improve technique. Often performed for artistic interest.
Exposition -	The first section of a movement written in sonata form, introducing the

	melodies and themes.
Expressionism -	Atonal and violent style used as a means of evoking heightened emotions and states of mind.
Falsetto -	A style of male singing where by partial use of the vocal chords, the voice is able to reach the pitch of a female.
Fermata -	To hold a tone or rest held beyond the written value at the discretion of the performer.
Fifth -	The interval between two notes. Three whole tones and one semitone make up the distance between the two notes.
Finale -	Movement or passage that concludes the musical composition.
Flat -	A symbol indicating that the note is to be diminished by one semitone.
Form -	The structure of a piece of music.
Forte -	A symbol indicating to play loud.
Fourth -	The interval between two notes. Two whole tones and one semitone make up the distance between the two notes.
Fugue -	A composition written for three to six voices. Beginning with the exposition, each voice enters at different times, creating counterpoint with one another.
Galliard -	Music written for a lively French dance for two performers written in triple time.
Gavotte -	A 17th century dance written in Quadruple time, always beginning on the third beat of the measure.
Glee -	Vocal composition written for three or more solo parts, usually without instrumental accompaniment.
Glissando -	Sliding between two notes.
Grandioso -	Word to indicate that the movement or entire composition is to be played grandly.
Grave -	Word to indicate the movement or entire composition is to be played very slow and serious.
Grazioso -	Word to indicate the movement or entire composition is to be played gracefully.
Gregorian Chant -	Singing or chanting in unison without strict rhythm. Collected during the Reign of Pope Gregory VIII for psalms and other parts of the church service.
Harmony -	Pleasing combination of two or three tones played together in the background while a melody is being played. Harmony also refers to the study of chord progressions.
Homophony -	Music written to be sung or played in unison.
Hymn -	A song of praise and glorification. Most often to honor God.
Impromptu -	A short piano piece, often improvisational and intimate in character.
Instrumentation -	Arrangement of music for a combined number of instruments.
Interlude -	Piece of instrumental music played between scenes in a play or opera.
Intermezzo -	Short movement or interlude connecting the main parts of the composition.
Interpretation -	The expression the performer brings when playing his instrument.
Interval -	The distance in pitch between two notes.

Intonation -	The manner in which tones are produced with regard to pitch.
Introduction -	The opening section of a piece of music or movement.
Key -	System of notes or tones based on and named after the key note.
Key signature -	The flats and sharps at the beginning of each staff line indicating the key of music the piece is to be played.
Klangfarbenmelodie -	The technique of altering the tone color of a single note or musical line by changing from one instrument to another in the middle of a note or line.
Leading note -	The seventh note of the scale where there is a strong desire to resolve on the tonic.
Legato -	Word to indicate that the movement or entire composition is to be played smoothly.
Leitmotif -	A musical theme given to a particular idea or main character of an opera.
Libretto -	A book of text containing the words of an opera.
Ligature -	Curved line connecting notes to be sung or played as a phrase.
Madrigal -	A contrapuntal song written for at least three voices, usually without accompaniment.
Maestro -	Refers to any great composer, conductor, or teacher of music.
Major -	One of the two modes of the tonal system. Music written in major keys have a positive affirming character.
March -	A form of music written for marching in two-step time. Originally the march was used for military processions.
Measure -	The unit of measure where the beats on the lines of the staff are divided up into two, three, four beats to a measure.
Medley -	Often used in overtures, a composition that uses passages from other movements of the composition in its entirety.
Mezzo -	The voice between soprano and alto. Also, in sheet music, a direction for the tempo to be played at medium speed.
Minor -	One of the two modes of the tonal system. The minor mode can be identified by the dark, melancholic mood.
Minuet -	Slow and stately dance music written in triple time.
Modes -	Either of the two octave arrangements in modern music. The modes are either major or minor.
Modulation -	To shift to another key.
Monotone -	Repetition of a single tone.
Motif -	Primary theme or subject that is developed.
Movement -	A separate section of a larger composition.
Musette -	A Baroque dance with a drone-bass.
Musicology -	The study of forms, history, science, and methods of music.
Natural -	A symbol in sheet music that returns a note to its original pitch after it has been augmented or diminished.
Neoclassical -	Movement in music where the characteristics are crisp and direct.

Nocturne -	A musical composition that has a romantic or dreamy character with nocturnal associations.
Nonet -	A composition written for nine instruments.
Notation -	First developed in the 8th century, methods of writing music.
Obbligato -	An extended solo, often accompanying the vocal part of an aria.
Octave -	Eight full tones above the key note where the scale begins and ends.
Octet -	A composition written for eight instruments.
Opera -	A drama where the words are sung instead of spoken.
Operetta -	A short light musical drama.
Opus -	Convenient method of numbering a composer's works where a number follows the word "opus". For example, Opus 28, No. 4.
Oratorio -	An extended cantata on a sacred subject.
Orchestra -	A large group of instrumentalists playing together.
Orchestration -	Arranging a piece of music for an orchestra. Also, the study of music.
Ornaments -	Tones used to embellish the principal melodic tone.
Ostinato -	A repeated phrase.
Overture -	Introduction to an opera or other large musical work.
Parody -	A composition based on previous work. A common technique used in Medieval and Renaissance music.
Part -	A line in a contrapuntal work performed by an individual voice or instrument.
Partial -	A harmonic given off by a note when it is played.
Partita -	Suite of Baroque dances.
Pastoral -	A composition whose style is simple and idyllic; suggestive of rural scenes.
Pentatonic Scale -	A musical scale having five notes. For example: the five black keys of a keyboard make up a pentatonic scale.
Phrase -	A single line of music played or sung. A musical sentence.
Piano -	An instruction in sheet music to play softly. Abbreviated by a "p".
Pitch -	The frequency of a note determining how high or low it sounds.
Pizzicato -	String instruments that are picked instead of bowed.
Polyphony -	Combining a number of individual but harmonizing melodies. Also known as counterpoint.
Polytonality -	Combination of two or more keys being played at the same time.
Portamento -	A mild glissando between two notes for an expressive effect.
Prelude -	A short piece originally preceded by a more substantial work, also an orchestral introduction to opera, however not lengthy enough to be considered an overture.
Presto -	A direction in sheet music indicating the tempo is to be very fast.
Progression -	The movement of chords in succession.
Quadrille -	A 19th century square dance written for 4 couples.

Quartet -	A set of four musicians who perform a composition written for four parts.
Quintet -	A set of five musicians who perform a composition written for five parts.
Recapitulation -	A reprise.
Recital -	A solo concert with or without accompaniment.
Recitative -	A form of writing for vocals that is close to the manner of speech and is rhythmically free.
Reed -	The piece of cane in wind instruments. The players cause vibrations by blowing through it in order to produce sound.
Refrain -	A repeating phrase that is played at the end of each verse in the song.
Register -	A portion of the range of the instrument or voice.
Relative major and minor -	The major and minor keys that share the same notes in that key. For example: A minor shares the same note as C major.
Relative pitch -	Ability to determine the pitch of a note as it relates to the notes that precede and follow it.
Renaissance -	A period in history dating from the 14th to 16th centuries. This period signified the rebirth of music, art, and literature.
Reprise -	To repeat a previous part of a composition generally after other music has been played.
Requiem -	A dirge, hymn, or musical service for the repose of the dead.
Resonance -	When several strings are tuned to harmonically related pitches, all strings vibrate when only one of the strings is struck.
Rhythm -	The element of music pertaining to time, played as a grouping of notes into accented and unaccented beats.
Ricercar -	Elaborate polyphonic composition of the Baroque and Renaissance periods.
Rigaudon -	A quick 20th century dance written in double time.
Rococo -	A musical style characterized as excessive, ornamental, and trivial.
Romantic -	A period in history during the 18th and early 19th centuries where the focus shifted from the neoclassical style to an emotional, expressive, and imaginative style.
Rondo -	A musical form where the principal theme is repeated several times. The rondo was often used for the final movements of classical sonata form works.
Root -	The principal note of a triad.
Round -	A canon where the melody is sung in two or more voices. After the first voice begins, the next voice starts singing after a couple of measures are played in the preceding voice. All parts repeat continuously.
Rubato -	An important characteristic of the Romantic period. It is a style where the strict tempo is temporarily abandoned for a more emotional tone.
Scale -	Successive notes of a key or mode either ascending or descending.
Scherzo -	Pertaining to the sonata form, a fast movement in triple time.
Scordatura -	The retuning of a stringed instrument in order to play notes below the ordinary range of the instrument or to produce a usual tone color.

Septet -	A set of seven musicians who perform a composition written for seven parts.
Sequence -	A successive transposition and repetition of a phrase at different pitches.
Serenade -	A lighthearted piece, written in several movements, usually as background music for a social function.
Sextet -	A set of six musicians who perform a composition written for six parts.
Sharp -	A symbol indicating the note is to be raised by one semitone.
Slide -	A glissando or portamento. Also refers to the moving part of a trombone.
Slur -	A curve over notes to indicate that a phrase is to be played legato.
<u>Sonata</u> -	Music of a particular form consisting of four movements. Each of the movements differ in tempo, rhythm, and melody; but are held together by subject and style.
Sonata form -	A complex piece of music. Usually the first movement of the piece serving as the exposition, a development, or recapitulation.
Sonatina -	A short or brief sonata.
Song cycle -	A sequence of songs, perhaps on a single theme, or with texts by one poet, or having continuous narrative.
Soprano -	The highest female voice.
Staccato -	Short detached notes, as opposed to legato.
Staff -	Made up of five horizontal parallel lines and the spaces between them on which musical notation is written.
Stretto -	Pertaining to the fugue, the overlapping of the same theme or motif by two or more voices a few beats apart.
String Quartet -	A group of 4 instruments, two violins, a viola, and cello.
Suite -	A loose collection of instrumental compositions.
Symphony -	Three to four movement orchestral piece, generally in sonata form.
System -	A combination of two or more staves on which all the notes are vertically aligned and performed simultaneously in differing registers and instruments.
Tablature -	A system of notation for stringed instruments. The notes are indicated by the finger positions.
Temperament -	Refers to the tuning of an instrument.
Tempo -	Indicating speed.
Tessitura -	The range of an instrumental or a vocal part.
Theme -	A melodic or, sometimes a harmonic idea presented in a musical form.
Timbre -	Tone color, quality of sound that distinguishes one verse or instrument to another. It is determined by the harmonies of sound.
Time Signature -	A numeric symbol in sheet music determining the number of beats to a measure.
Tonal -	Pertains to tone or tones.
Tonality -	The tonal characteristics determined by the relationship of the notes to the tone.

Tone -	The intonation, pitch, and modulation of a composition expressing the meaning, feeling, or attitude of the music.
Tone less -	Unmusical, without tone.
Tonic -	The first tone of a scale also known as a keynote.
Treble -	The playing or singing the upper half of the vocal range. Also the highest voice in choral singing.
Tremolo -	Quick repetition of the same note or the rapid alternation between two notes.
Triad -	Three note chords consisting of a root, third, and fifth.
Trill -	Rapid alternation between notes that are a half tone or whole tone apart.
Trio -	A composition written for three voices and instruments performed by three persons.
Triple time -	Time signature with three beats to the measure.
Triplet -	Three notes played in the same amount of time as one or two beats.
Tritone -	A chord comprised of three whole tones resulting in an augmented fourth or diminished fifth.
Tune -	A rhythmic succession of musical tones, a melody for instruments and voices.
Tuning -	The raising and lowering a pitch of an instrument to produce the correct tone of a note.
Tutti -	Passage for the entire ensemble or orchestra without a soloist.
Twelve-tone music -	Music composed such that each note is used the same number of times.
Unison -	Two or more voices or instruments playing the same note simultaneously.
Verismo -	A form of Italian opera beginning at the end of the 19th century. The setting is contemporary to the composer's own time, and the characters are modeled after everyday life.
Vibrato -	Creating variation pitch in a note by quickly alternating between notes.
Virtuoso -	A person with notable technical skill in the performance of music.
Vivace -	Direction to performer to play a composition in a brisk, lively, and spirited manner.
Voice -	One of two or more parts in polyphonic music. Voice refers to instrumental parts as well as the singing voice.
Waltz -	A dance written in triple time, where the accent falls on the first beat of each measure.
Whole note -	A whole note is equal to 2 half notes, 4 quarter notes, 8 eighth notes, etc.
Whole-tone scale -	A scale consisting of only whole-tone notes. Such a scale consists of only 6 notes.

ANTICIPATED LONG-TERM CAPITAL PROJECTS: PER SCHOOL**2017-2018 through 2021-2022****DARIEN HIGH SCHOOL**

Priority	Project:	Year of Anticipated Implementation and Estimated Cost				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
1	Asphalt repairs to roads/parking	\$ 65,000				
1	Expand Cafeteria	\$ 1,400,000				
1	Replace oil burners/boilers with Natural Gas Units	\$ 160,000				
2	Replace surface in lower gyms		\$ 70,000			
2	Replace Turf baseball field		\$ 500,000			
3	Install motorized shades in Library		\$ 50,000			
3	Provide new wireless clock system			\$ 100,000		
3	Provide sound accentuation in chiller room			\$ 150,000		
3	Provide access doors for VAV boxes, valves					\$ 85,000
3	Change heads on pole lights				\$ 21,500	
3	New carpet in library	\$ 40,000				
2	Rebuild Tennis Courts				\$ 300,000	
	Totals:	\$ 1,665,000	\$ 620,000	\$ 250,000	\$ 321,500	\$ 85,000

MIDDLESEX MIDDLE SCHOOL

Priority	Project:	Year of Anticipated Implementation and Estimated Cost				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
1	Resurface Asphalt Parking Lots	\$ 135,000				
1	Provide backflow preventer on domestic water	\$ 45,000				
1	Install gas burner for H/W, gas mains in boiler rm	\$ 40,000				
2	Re-tube boiler #1		\$ 50,000			
2	Re-tube boiler #2			\$ 50,000		
2	Supply & install self closers on classroom doors				\$ 45,000	
2	Install new carpet in Main Office, Library, Music Rooms		\$ 44,000			
3	New Roof, 1999 addition					\$ 350,000
3	Overhaul air conditioning units in Library, offices			\$ 120,000		
3	Overhaul Air Conditioning unit, 3rd floor					\$ 150,000
3	New Asphalt road and sidewalk, Bus Loop				\$ 140,000	
3	Add fire alarm visual strobes - all classrooms				\$ 75,000	
3	Replace Hot Water Heater					\$ 40,000
	Totals:	\$ 220,000	\$ 94,000	\$ 170,000	\$ 260,000	\$ 540,000

HINDLEY ELEMENTARY SCHOOL

Priority	Project:	Year of Anticipated Implementation and Estimated Cost				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
1	Replaces windows 101, 107, 108	\$ 34,980				
1	Replace all 1st/2nd floor classroom door & hardware	\$ 68,000				
1	Window replacement program, original bldg	\$ 140,000	\$ 140,000	\$ 140,000	\$ 140,000	
2	Curb Sidewalk and blacktop replacement			\$ 150,000		
2	Provide backflow preventer for domestic water	\$ 45,000				
2	Replace Hot water heater					\$ 40,000
3	Replace Boilers, burners, pumps in boiler room					\$ 500,000
3	Replace exterior doors		\$ 48,000			
3	Renovate & irrigate playing fields				\$ 80,000	
3	New roof on 1996 addition					\$ 160,000
	Totals:	\$ 287,980	\$ 188,000	\$ 290,000	\$ 220,000	\$ 700,000

HOLMES ELEMENTARY SCHOOL

Priority	Project:	Year of Anticipated Implementation and Estimated Cost				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
1	New exterior doors, 1933 building	\$ 21,500				
2	Install Uni-vents, includes demo & abatement	\$ 470,000				
3	Build new parking lot on former Curtis property		\$ 85,000			
3	Install new roof on 1996 addition					\$ 150,000
3	Masonry restoration, original building			\$ 55,000		
2	New ventilation unit for gym/library				\$ 550,000	
2	New backflow preventer		\$ 42,000			
3	Install new electrical dist. Panel			\$ 120,000		
3	New roof/skylight on original building					\$ 400,000
	Totals:	\$ 491,500	\$ 127,000	\$ 175,000	\$ 550,000	\$ 550,000

OX RIDGE ELEMENTARY SCHOOL

Priority	Project:	Year of Anticipated Implementation and Estimated Cost				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
1	Provide backflow preventer of water service	\$ 45,000				
2	Re-surface asphalt, replace light - front	\$ 125,000				
2	Update & expand main dist. Electrical panel	\$ 220,000				
3	Replace exterior doors in hallways, original building		\$ 65,000			
3	Replace gym/café heat/vent system			\$ 420,000		
3	Upgrade fixtures in 1966 bathrooms		\$ 200,000			
3	Install new Hot Water Heater				\$ 20,000	
3	Remove & re-install solar panels & replace roof on 1996 addition				\$ 280,000	
2	Replace Boiler in 1996 addition					\$ 450,000
	Totals	\$ 390,000	\$ 265,000	\$ 420,000	\$ 300,000	\$ 450,000

ROYLE ELEMENTARY SCHOOL

Priority	Project:	Year of Anticipated Implementation and Estimated Cost				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
1	Upgrade Fire Alarm Panel	\$ 25,000				
1	Digital Heating Controls, Phase 2	\$ 150,000				
1	Replace boiler room sump pump	\$ 55,000				
2	Window screens for all occupied spaces	\$ 28,000				
2	Replace single glaze window in library		\$ 80,000			
2	Add backflow preventers on water mains			\$ 110,000		
3	Digital heat controls, Phase 3			\$ 140,000		
3	Provide rooftop energy recovery units-1950 classrooms			\$ -	\$ 850,000	
2	Upgrade Corridor lighting					\$ 55,000
3	New roof on 1996 addition					\$ 140,000
	Totals	\$ 258,000	\$ 80,000	\$ 250,000	\$ 850,000	\$ 195,000

TOKENEKE ELEMENTARY SCHOOL

		Year of Anticipated Implementation and Estimated Cost				
Priority	Project:	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
1	Re-seal and line parking lots	\$ 7,500				
1	Install expansion join in great hall	\$ 11,000				
2	Install Light Dimming Controls in hallways		\$ 20,000			
3	Re-surface gym floor			\$ 37,500		
Totals		\$ 18,500	\$ 20,000	\$ 37,500	\$ -	\$ -

CENTRAL OFFICE

		Year of Anticipated Implementation and Estimated Cost				
Priority	Project:	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
2	Pave front parking lot and entrance road			\$ 70,000		
Totals		\$ -	\$ -	\$ 70,000	\$ -	\$ -

DISTRICT-WIDE

		Year of Anticipated Implementation and Estimated Cost				
Priority	Project:	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Vehicle replacement schedule						
1	Replace 100-DAR with 3/4 ton pick up	\$ 48,500				
1	Replace 58-DAR '01 pick up w/ 3/4 ton pick up	\$ 48,500				
2	Replace 93-DAR '03 S-10 pick up with 3/4 ton pick, 4 wheel & 8ft. Plow		\$ 48,500			
2	Replace 55-DAR '01 pick up			\$ 48,500		
3	Replace 42-DAR with a 4WD utility body truck with a plow.				\$ 48,500	
3	Replace 59-DAR, 2004 Trailblazer with a 4wheel drive 3/4 ton pick up					\$ 49,000
Totals		\$ 97,000	\$ 48,500	\$ 48,500	\$ 48,500	\$ 49,000

		Year of Anticipated Implementation and Estimated Cost				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
TOTAL PER YEAR		\$ 3,427,980	\$ 1,442,500	\$ 1,711,000	\$ 2,550,000	\$ 2,569,000

ALL PRIORITY 1 PROJECTS 2017-18	\$ 2,499,980
ALL PRIORITY 2 PROJECTS 2017-18	\$ 418,000

11/18/2016

Notes:

- Potential State reimbursement is not reflected for any of the costs listed.
- Financing costs for bonded projects are not included in any of the costs.
- All anticipated costs are in today's dollars.
- Projects proposed for completion in 2017-18 have not yet been approved by the Board of Education, Board of Finance or the RTM.
- All anticipated projects will be evaluated annually and revisions will be made in order to accommodate changes in facility conditions, changes in existing programs, the addition of new programs, enrollment changes and new regulatory/code requirements or overall district needs.

11/18/2016

Darien Public Schools - Darien, Connecticut
Facilities Department

SUMMARY OF ANTICIPATED LONG-TERM CAPITAL EXPENDITURES: PER YEAR
2017-2018 through 2021-2022

School:	Anticipated expenditures each year					Totals:
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
DHS	\$ 1,665,000	\$ 620,000	\$ 250,000	\$ 321,500	\$ 85,000	\$ 2,941,500
Middlesex *	\$ 220,000	\$ 94,000	\$ 170,000	\$ 260,000	\$ 540,000	\$ 1,284,000
Hindley	\$ 287,980	\$ 188,000	\$ 290,000	\$ 220,000	\$ 700,000	\$ 1,685,980
Holmes	\$ 491,500	\$ 127,000	\$ 175,000	\$ 550,000	\$ 550,000	\$ 1,893,500
Ox Ridge	\$ 390,000	\$ 265,000	\$ 420,000	\$ 300,000	\$ 450,000	\$ 1,825,000
Royle	\$ 258,000	\$ 80,000	\$ 250,000	\$ 850,000	\$ 195,000	\$ 1,633,000
Tokeneke	\$ 18,500	\$ 20,000	\$ 37,500	\$ -	\$ -	\$ 76,000
Central Office	\$ -	\$ -	\$ 70,000	\$ -	\$ -	\$ 70,000
District	\$ 97,000	\$ 48,500	\$ 48,500	\$ 48,500	\$ 49,000	\$ 291,500
Totals:	\$ 3,427,980	\$ 1,442,500	\$ 1,711,000	\$ 2,550,000	\$ 2,569,000	\$ 11,700,480

Darien Public Schools

5 Year Budget Projection

Personnel

All salaries, certified / non certified

Operations

Costs to operate each individual responsibility center. ie textbooks, periodicals, professional development

Equipment

Costs associated with the purchase of classroom furniture, equipment etc.

Fixed Costs

Costs associated with electricity, water, fuel, health insurance, transportation.

Revenue

Money brought in to district for programs, services and/or State of Connecticut.

	Budget	Projections	Projections	Projections	Projections	Projections	
#	Expenditures	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
		Estimated					
1	Personnel	62,399,836	64,371,930	66,406,964	68,567,671	70,624,701	72,743,442
	% Change	4.24%	3.16%	3.16%	3.25%	3.00%	3.00%
2	Operations	15,772,567	16,245,744	16,733,116	17,235,110	17,752,163	18,284,728
	% Change	-0.28%	3.00%	3.00%	3.00%	3.00%	3.00%
3	Equipment-General	87,999	80,000	50,000	50,000	50,000	50,000
	Furniture Replacement	71,152	70,000	50,000	50,000	50,000	50,000
	Technology	476,419	576,000	576,000	500,000	500,000	500,000
		635,570	726,000	676,000	600,000	600,000	600,000
	% Change	-33.26%	14.23%	-6.89%	-11.24%	0.00%	0.00%
4	Fixed Costs	18,905,756	19,283,871	20,826,581	22,492,707	24,629,514	26,969,318
	% Change	3.29%	2.00%	8.00%	8.00%	9.50%	9.50%
	Grand Total	97,713,729	100,627,545	104,642,661	108,895,488	113,606,378	118,597,488
	% Change	2.93%	2.98%	3.99%	4.06%	4.33%	4.39%
5	Revenue						
	Sum & Cont. Ed.	(587,000)	(580,000)	(580,000)	(580,000)	(579,999)	(579,998)
	Special Ed	(2,300,000)	(2,242,500)	(2,186,438)	(2,131,777)	(2,078,482)	(2,026,520)
	ARRA-IDEA						
	ARRA-SFSF						
	Federal Jobs Grant						
	ELP	(285,000)	(287,850)	(290,729)	(293,636)	(296,572)	(299,538)
	Parking & Activity Fee	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)
	Summer Field Use	(35,000)	(35,000)	(35,000)	(35,000)	(35,000)	(35,000)
	Finance	(196,413)	(201,323)	(206,356)	(211,515)	(216,803)	(222,223)
	Maintenance	(180,000)	(180,000)	(180,000)	(180,000)	(180,000)	(180,000)
	OPEB	(272,500)	(372,500)	(372,500)	(423,200)	(423,200)	(423,200)
	Total	(3,865,913)	(3,909,173)	(3,861,022)	(3,865,128)	(3,820,056)	(3,776,479)
	% Change	-12.0%	1.1%	-1.2%	0.1%	-1.2%	-1.1%
	Net Budget	93,847,816	96,718,372	100,781,639	105,030,360	109,786,322	114,821,009
	% Change	3.66%	3.06%	4.20%	4.22%	4.53%	4.59%

11.1.16

Darien Public Schools Five Year Budget Projection

Estimated

	Actual	Actual	Actual	Budget	Projections	Projections	Projections	Projections	Projections	
#	Expenditures	2013/14	2014/15	2015/16	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
			Unaudited	Estimated						
1	Personnel	56,047,487	57,787,072	59,859,546	62,399,836	64,371,930	66,406,964	68,567,671	70,624,701	72,743,442
	% Change	0.44%	3.10%	3.59%	4.24%	3.16%	3.16%	3.25%	3.00%	3.00%
2	Operations	12,984,464	15,193,219	15,816,872	15,772,567	16,245,744	16,733,116	17,235,110	17,752,163	18,284,728
	% Change	25.52%	17.01%	4.10%	-0.28%	3.00%	3.00%	3.00%	3.00%	3.00%
3	Equipment-General	108,896	232,725	154,395	87,999	80,000	50,000	50,000	50,000	50,000
	Furniture Replacement	94,342	86,018	193,039	71,152	70,000	50,000	50,000	50,000	50,000
	Technology	529,027	605,452	604,933	476,419	576,000	576,000	500,000	500,000	500,000
		732,265	924,195	952,367	635,570	726,000	676,000	600,000	600,000	600,000
	% Change	113.34%	26.21%	3.05%	-33.26%	14.23%	-6.89%	-11.24%	0.00%	0.00%
4	Fixed Costs	17,950,122	18,741,625	18,302,833	18,905,756	19,283,871	20,826,581	22,492,707	24,629,514	26,969,318
	% Change	5.26%	4.41%	-2.34%	3.29%	2.00%	8.00%	8.00%	9.50%	9.50%
	Grand Total	87,714,338	92,646,111	94,931,618	97,713,729	100,627,545	104,642,661	108,895,488	113,606,378	118,597,488
	% Change	4.99%	5.62%	2.47%	2.93%	2.98%	3.99%	4.06%	4.33%	4.39%
5	Revenue									
	Sum & Cont. Ed.	(596,406)	(606,338)	(577,712)	(587,000)	(580,000)	(580,000)	(580,000)	(579,999)	(579,998)
	Special Ed	(2,506,963)	(2,839,907)	(2,724,654)	(2,300,000)	(2,242,500)	(2,186,438)	(2,131,777)	(2,078,482)	(2,026,520)
	ARRA-IDEA									
	ARRA-SFSF									
	Federal Jobs Grant									
	ELP	(258,276)	(282,727)	(283,183)	(285,000)	(287,850)	(290,729)	(293,636)	(296,572)	(299,538)
	Parking & Activity Fee	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)
	Summer Field Use		(35,000)	(35,000)	(35,000)	(35,000)	(35,000)	(35,000)	(35,000)	(35,000)
	Finance	(187,719)	(190,275)	(190,785)	(196,413)	(201,323)	(206,356)	(211,515)	(216,803)	(222,223)
	Maintenance	(217,884)	(194,372)	(150,247)	(180,000)	(180,000)	(180,000)	(180,000)	(180,000)	(180,000)
	OPEB	(242,534)	(397,720)	(423,200)	(272,500)	(372,500)	(372,500)	(423,200)	(423,200)	(423,200)
	Total	(4,019,782)	(4,556,339)	(4,394,781)	(3,865,913)	(3,909,173)	(3,861,022)	(3,865,128)	(3,820,056)	(3,776,479)
	% Change	6.8%	13.3%	-3.5%	-12.0%	1.1%	-1.2%	0.1%	-1.2%	-1.1%
	Net Budget	83,694,556	88,089,772	90,536,837	93,847,816	96,718,372	100,781,639	105,030,360	109,786,322	114,821,009
	% Change	4.91%	5.25%	2.78%	3.66%	3.06%	4.20%	4.22%	4.53%	4.59%

		Budget	Projections	Projections	Projections	Projections	Projections
#	Expenditures	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
		Estimated					
1	Personnel	62,399,836	64,371,930	66,406,964	68,567,671	70,624,701	72,743,442
	% Change	4.24%	3.16%	3.16%	3.25%	3.00%	3.00%
2	Operations	15,772,567	16,245,744	16,733,116	17,235,110	17,752,163	18,284,728
	% Change	-0.28%	3.00%	3.00%	3.00%	3.00%	3.00%

3	Equipment-General	87,999	80,000	50,000	50,000	50,000	50,000
	Furniture Replacement	71,152	70,000	50,000	50,000	50,000	50,000
	Technology	476,419	576,000	576,000	500,000	500,000	500,000
		635,570	726,000	676,000	600,000	600,000	600,000
	% Change	-33.26%	14.23%	-6.89%	-11.24%	0.00%	0.00%
4	Fixed Costs	18,905,756	19,283,871	20,826,581	22,492,707	24,629,514	26,969,318
	% Change	3.29%	2.00%	8.00%	8.00%	9.50%	9.50%

		Budget	Projections	Projections	Projections	Projections	Projections
		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
5	Revenue						
	Sum & Cont. Ed.	(587,000)	(580,000)	(580,000)	(580,000)	(579,999)	(579,998)
	Special Ed	(2,300,000)	(2,242,500)	(2,186,438)	(2,131,777)	(2,078,482)	(2,026,520)
	ARRA-IDEA						
	ARRA-SFSF						
	Federal Jobs Grant						
	ELP	(285,000)	(287,850)	(290,729)	(293,636)	(296,572)	(299,538)
	Parking & Activity Fee	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)
	Summer Field Use	(35,000)	(35,000)	(35,000)	(35,000)	(35,000)	(35,000)
	Finance	(196,413)	(201,323)	(206,356)	(211,515)	(216,803)	(222,223)
	Maintenance	(180,000)	(180,000)	(180,000)	(180,000)	(180,000)	(180,000)
	OPEB	(272,500)	(372,500)	(372,500)	(423,200)	(423,200)	(423,200)
	Total	(3,865,913)	(3,909,173)	(3,861,022)	(3,865,128)	(3,820,056)	(3,776,479)
	% Change	-12.0%	1.1%	-1.2%	0.1%	-1.2%	-1.1%
	Net Budget	93,847,816	96,718,372	100,781,639	105,030,360	109,786,322	114,821,009
	% Change	3.66%	3.06%	4.20%	4.22%	4.53%	4.59%

5 Year Budget Projection



	October 1st					
Enrollment	Budget	Projections	Projections	Projections	Projections	Projections
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Elementary*	2303	2307	2285	2275	2283	2308
Middle School	1133	1124	1096	1138	1149	1125
Darien High	1356	1375	1408	1412	1400	1401
Total	4792	4806	4789	4825	4832	4834
*including ELP						
Elementary Sections	110	110	108	108	107	111
Potential Dev Growth				2	2	2
Potential Growth (Absorbtion)	-	<u>7</u>	<u>7</u>	<u>6</u>	<u>6</u>	<u>5</u>
Total Regular Sections	110	117	115	116	115	118
ELP Sections	<u>8</u>	<u>8</u>	<u>8</u>	<u>8</u>	<u>9</u>	<u>10</u>
Total Sections with ELP	118	125	123	124	124	128

QUESTIONS?



Memorandum

To: Daniel Brenner, Ph.D., Superintendent of Schools
From: Michael E. Feeney, Director of Finance & Operations
Date: November 14, 2016
RE: Student Activity Policy Overview

Public school districts have the authority to establish and maintain student activity funds. Under state law, these activity funds are considered District Accounts and must be audited by the retained auditors annually in the same manner as all other accounts as required by statute.

At the start of the current school year, an independent review of our existing processes was completed. As a result of that review, the district's procedures and policies have been updated by the Darien Board of Education as recommended by the auditors.

Highlights of Changes are as follows:

- 1.) Creation of a District wide general activity fund.
 - a. At the end of each school year, surplus funds maintained within a student activity fund or a sub-account of a student activity fund shall be identified and transferred to the General Activity Fund. Surplus funds are funds held within a student activity fund or a sub-account of a student activity fund that are considered to be in excess of the immediate cash needs of the student group.
 - b. Surplus funds have been defined as the balance of funds held in excess of \$1,000 at the end of each school year.
 - c. For all athletic, club or general sub-accounts, surplus funds have been defined as uncommitted funds held at the end of each school year in excess of the annual recurring disbursements made within the sub-account for the most recently completed school year. Uncommitted funds are defined as funds that have not been restricted or committed. Restricted funds are considered funds that can only be spent for the specific purpose stipulated by donors. Committed funds are considered funds that a) have been committed for a specific purpose that is

considered nonrecurring in nature and b) the funds are expected to be disbursed within the subsequent school year. The amount and purpose of any restricted or committed funds held at the end of each school year should be documented by the coaches or activity advisor and must be submitted for approval to the Director of Finance.

- 2.) For student class sub-accounts, surplus funds may be carried forward each school year until graduation. Upon a class' graduation, the sub-account must be closed after all class obligations are paid (no later than 30 days following graduation). Any remaining funds shall be transferred to the General Activity Fund, with the exception of funds left by the class for purposes of providing future scholarships. Leaving funds for such scholarships must be approved by the Director of Finance and such funds shall be transferred to a separate account held for such purposes.
- 3.) Interest earned on student activity funds will be considered surplus funds and shall be transferred to the General Activity Fund at the end of each fiscal year.
- 4.) Prior to the start of each athletic season, coaches of the respective activity will meet with the Athletic Director to establish a budget for the team. At this meeting the Athletic Director will confirm the funds in the Board of Education budget and the team's activity account (if any), review the team's planned spending for the year, and identify and address any potential Title IX compliance issues with the Director of Human Resources that might arise during the budgeting process.
- 5.) Fundraising generally should be for a specific team, club or group based on financial needs. Fundraising goals shall be set and clearly communicated to donors in an effort to avoid raising surplus funds.
- 6.) Acceptable uses for non athletic student revenue are as follows:
 - a. Educational field trips and activities planned for the benefit of students as recognition for accomplishments
 - b. Student functions such as Open House, Parent Night, and Graduation
 - c. Refreshments and snacks for meetings where the school serves as host for related activities for students. The expenditure from these functions requires an agenda and sign-in sheet.
 - d. Awards such as plaques, certificates, and school apparel in recognition of student accomplishments or service to the school or District
 - e. Incentives for student involvement, participation and achievement
 - f. Improvement of school communications such as bulletin boards, newsletters and signs
 - g. School assembly services
 - h. Student body social function costs
 - i. Scholastic magazines for students

- j. Need based scholarships for students
 - k. Student organizational activities
- 7.) Acceptable reimbursable costs for functions
- a. Facility rental
 - b. Food / non alcoholic beverages
 - c. Decorations
 - i. Balloons, table clothes, flowers, posters, banners
 - d. End of year video
 - e. Senior gifts

Not acceptable use of student activity fund:

- a. Coaches gift or gifts for student activity directors/advisors
- b. Reimbursement of sales tax

Memorandum

To: Daniel Brenner, Ph.D., Superintendent of Schools
From: Michael E. Feeney, Director of Finance & Operations
Date: November 14, 2016
RE: Student Activity Policy Roll Out

As you may recall, at the start of the current school year, the District performed an independent review of our student activity accounts. As a result of the review, our procedures and policies were updated as recommended by the auditor.

Since the adoption of the guidelines in October, 2016, we have followed the steps in rolling out the changes:

- Overview has been presented to Elementary and Secondary Administrators.
- Standardized forms have been distributed to schools.
Forms include the following:
 1. Contemplated Gift Form
 2. Fund Raising Request Form
 3. Purchase/Payment Application Form
 4. Scholarship Request Form
 5. Deposit Form
 6. Transfer Approval Form
- Athletic Director has started to meet with Captains Parents/Coaches etc.
- Athletic Director has presented during the annual preseason coaching meetings. (Fall and Winter has occurred). Spring will occur in March. With that being said, conversations have already begun.

Next Steps:

- Meet w/ Bursar at High School and Middle School to review the policy
 - Establish expectations for clubs within the HS/MS Administration.
- Distribute memorandum to PTA/PTO on the new policy / protocol.
 - Attend any follow up meeting that may be requested.

I have attached a letter for your review.

MEF/kcb

DARIEN BOARD OF EDUCATION
Darien, Connecticut

PROPOSED

**SCHEDULE OF REGULAR BOARD OF EDUCATION MEETINGS
FOR THE 2017 CALENDAR YEAR**

Jan.	7* (Sat.) 10 24	July	25
		Aug.	22
Feb.	14 28	Sept.	12 26
March	15*(Wed.) 28	Oct.	10 24
April	25**	Nov.	14 28
May	9 23	Dec.	12
June	6 20		

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

Michael A. Harman, Chairman
Darien Board of Education

Sarah Schneider Zuro, Secretary
Darien Board of Education

For the Purpose of Meeting Statutory Requirements

**Darien Public Schools
Darien, Connecticut**

PROPOSED (11/22/16 Bd. of Ed.)
POLICY

Series 6500

Instructional Arrangements

Policy 6510

Class Size

The Darien Board of Education believes the number of pupils in a class affects the quality of education. The relationship between class size and student learning is complex and is affected by grade level, subject area, nature of the pupils, learning objectives, instructional methods and procedures, and the skills and attitude of the teacher and support staff.

The goal of the Class Size Policy is the establishment of appropriate class size ranges for the pupils, the teacher, the subject matter, and teaching methods of a particular grade or class.

Alternatives within the **elementary** class size ranges should be weighed using the following criteria:

1. what is the optimal class size range given the nature of the class
2. what are the impediments considered that result in creating classes outside of the range
3. **where possible, smaller classes should be run for our youngest students, students with the most significant challenges and in consideration of running electives that round out a diverse curriculum at the high school.**

APPROVED:

**Series 6500: Instructional Arrangements
Policy R - 6510**

Class Size Administrative Guidelines

<u>Grade Levels</u>	<u>K-1</u>	<u>2-3</u>	<u>4-5</u>	<u>6-12</u>	
Recommended Range	18	19	20	Below 18	Optimal Range
	19	20	21	18	
	21	22	23	22	
	22	23	24	23-24	

**Series 4000: PERSONNEL
Policy R - 4450**

EMPLOYMENT CHECKS

As set forth below, each applicant for a position with the district shall be asked whether he/she has ever been convicted of a crime, whether there are any criminal charges pending against him/her and whether the applicant is included on the Abuse and Neglect Registry of the Connecticut Department of Children and Families (“DCF”) (the “Registry”). If the applicant’s current or most recent employment occurred out of state, the applicant will also be asked whether he/she is included on an equivalent database and/or abuse/neglect registry maintained in that other state. Applicants shall not be required to disclose any arrest, criminal charge or conviction that has been erased.

In addition, the district shall conduct an employment history check for each applicant for a position, as set forth below.

I. Employment History Check Procedures

- A. The district shall not offer employment to an application for a position, including any position that is contracted for, if such applicant would have direct student contact, prior to the district:
1. Requiring the applicant:
 - a. to list the name, address, and telephone number of each current or former employer of the applicant, if such current or former employer was a local or regional board of education, council or operator or if such employment otherwise caused the applicant to have contact with children;
 - b. to submit a written authorization that
 - (i) consents to and authorizes disclosure by the employers listed under paragraph I.A.1.a of this policy of the information requested under paragraph I.A.2 of this policy and the release of related records by such employers,
 - (ii) consents to and authorizes disclosure by the Department of Education of the information requested under paragraph I.A.3 of this policy and the release of related records by the department, and
 - (iii) releases those employers and the Department of Education from liability that may arise from such disclosure or release of records pursuant to paragraphs I.A.2 or I.A.3 of this policy; and
 - c. to submit a written statement of whether the applicant
 - (i) has been the subject of an abuse or neglect or sexual misconduct investigation by any employer, state agency or municipal police

department, unless the investigation resulted in a finding that all allegations were unsubstantiated,

- (ii) has ever been disciplined or asked to resign from employment or resigned from or otherwise separated from any employment while an allegation of abuse or neglect was pending or under investigation by DCF, or an allegation of sexual misconduct was pending or under investigation or due to an allegation substantiated pursuant to Conn. Gen. Stat. § 17a-101g or abuse or neglect, or of sexual misconduct or a conviction for abuse or neglect or sexual misconduct, or
 - (iii) has ever had a professional or occupational license or certificate suspended or revoked or has ever surrendered such a license or certificate while an allegation of abuse or neglect was pending or under investigation by DCF or an investigation of sexual misconduct was pending or under investigation, or due to an allegation substantiated by DCF of abuse or neglect or of sexual misconduct or a conviction for abuse or neglect or sexual misconduct;
2. Conducting a review of the employment history of the applicant by contacting those employers listed by the applicant under paragraph I.A.1.a of this policy. Such review shall be conducted using a form developed by the Department of Education, which shall request the following:
- a. the dates employment of the applicant, and
 - b. a statement as to whether the employer has knowledge that the applicant:
 - (i) was the subject of an allegation of abuse or neglect or sexual misconduct for which there is an investigation pending with any employer, state agency, or municipal police department or which has been substantiated;
 - (ii) was disciplined or asked to resign from employment or resigned from or otherwise separated from any employment while an allegation of abuse or neglect or sexual misconduct was pending or under investigation, or due to a substantiation of abuse or neglect or sexual misconduct; or
 - (iii) has ever had a professional or occupational license, certificate, authorization or permit suspended or revoked or has ever surrendered such a license, certificate, authorization or permit while an allegation of abuse or neglect or sexual misconduct was pending or under investigation, or due to a substantiation of abuse or neglect or sexual misconduct. Such review may be conducted telephonically or through written communication. Notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, not later than five (5) business days after the district receives a request for such information about an employee or former employee, the district shall respond with such information. The

district may request more information concerning any response made by a current or former employer for information about an applicant, and, notwithstanding subsection (f), such employer shall respond not later than five (5) business days after receiving such request.

3. Requesting information from the Department of Education concerning:
 - a. the eligibility status for employment of any applicant for a position requiring a certificate, authorization or permit,
 - b. whether the Department of Education has knowledge that a finding has been substantiated by DCF pursuant to Conn. Gen. Stat. § 17a-101g of abuse or neglect or of sexual misconduct against the applicant and any information concerning such a finding, and
 - c. whether the Department of Education has received notification that the applicant has been convicted of a crime or of criminal charges pending against the applicant and any information concerning such charges.
- B. Notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, if the district receives information that an applicant for a position with or an employee of the board has been disciplined for a finding of abuse or neglect or sexual misconduct, it shall notify the Department of Education of such information.
- C. The district shall not employ an applicant for a position involving direct student contact who does not comply with the provisions of paragraph I.A.1 of this policy.
- D. The district may employ or contract with an applicant on a temporary basis for a period not to exceed ninety (90) days, pending the district's review of information received under this section, provided:
 1. The applicant complied with paragraph I.A.1 of this policy;
 2. The district has no knowledge of information pertaining to the applicant that would disqualify the applicant from employment with the district; and
 3. The applicant affirms that the applicant is not disqualified from employment with the district.
- E. The district shall not enter into a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement, or any other contract or agreement or take any action that:
 1. Has the effect of suppressing information relating to an investigation of a report of suspected abuse or neglect or sexual misconduct by a current or former employee;

2. Affects the ability of the district to report suspected abuse or neglect or sexual misconduct to appropriate authorities; or
 3. Requires the district to expunge information about an allegation or a finding of suspected abuse or neglect or sexual misconduct from any documents maintained by the district, unless, after investigation, such allegation is dismissed or found to be false.
- F. The district shall not offer employment to a person as a substitute teacher, unless such person and the district comply with the provisions of paragraph I.A. of this policy. The district shall determine which such persons are employable as substitute teachers and maintain a list of such persons. The district shall not hire any person as a substitute teacher who is not on such list. Such person shall remain on such list as long as such person is continuously employed by the district as a substitute teacher as described in paragraph III.B.2 of this policy, provided the district does not have any knowledge of a reason that such person should be removed from such list.
- G. In the case of an applicant who is a contractor, the contractor shall require any employee with such contractor who would be in a position involving direct student contact to supply to such contractor all the information required of an applicant under paragraphs I.A.1.a. and I.A.1.c. of this policy and a written authorization under paragraph I.A.1.b. of this policy. Such contractor shall contact any current or former employer of such employee that was a local or regional board of education, council, or operator or if such employment caused the employee to have contact with children, and request, either telephonically or through written communication, any information concerning whether there was a finding of abuse or neglect or sexual misconduct against such employee. Notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, such employer shall report to the contractor any such finding, either telephonically or through written communication. If the contractor receives any information indicating such a finding or otherwise receives any information indicating such a finding or otherwise has knowledge of such a finding, the contractor shall, notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, immediately forward such information to the district, either telephonically or through written communication. If the district receives such information, it shall determine whether such employee may work in a position involving direct student contact at any school in the district. No determination by the district that any such employee shall not work under any such contract in any such position shall constitute a breach of such contract.
- H. Any applicant who knowingly provides false information or knowingly fails to disclose information required in subdivision (1) of subsection (A) of this section shall be subject to discipline by the district that may include
1. denial of employment, or
 2. termination of the contract of a certified employee, in accordance with the provisions of Conn. Gen. Stat. § 10-151.
- I. If the district provides information in accordance with paragraph I.A.2. or I.G. of this policy, the district shall be immune from criminal and civil liability, provided the district did not knowingly supply false information.

- J. Notwithstanding the provisions of Conn. Gen. Stat. § 10-151c and subsection (f) of Conn. Gen. Stat. § 31-51i, the district shall provide, upon request by another local or regional board of education, governing council of a state or local charter school or interdistrict magnet school operator for the purposes of an inquiry pursuant to paragraphs I.A.2 or I.G. of this policy or to the Commissioner of Education pursuant to paragraph I.B. of this policy any information that the district has concerning a finding of abuse or neglect or sexual misconduct by a subject of any such inquiry.
- K. For the purposes of this policy:
1. “Sexual misconduct means” any verbal, nonverbal, written, or electronic communication, or any other act directed toward or with a student that is designed to establish a sexual relationship with the student, including a sexual invitation, dating or soliciting a date, engaging in sexual dialog, making sexually suggestive comments, self-disclosure or physical exposure of a sexual or erotic nature, and any other sexual, indecent, or erotic contact with a student
 2. “Abuse or neglect” means abuse or neglect as described in Conn. Gen. Stat. § 46b-120, and includes any violation of Conn. Gen. Stat. §§ 53a-70 (sexual assault in the first degree), 53a-70a (aggravated sexual assault in the first degree), 53a-71 (sexual assault in the second degree), 53a-72a (sexual assault in the third degree), 53a-72b (sexual assault in the third degree with a firearm), or 53a-73a (sexual assault in the fourth degree).
- L. Prior to offering employment to an applicant, the district shall make a documented good faith effort to contact each current and any former employer of the applicant that was a local or regional board of education, governing council of a state or local charter school or interdistrict magnet school operator or if such employment otherwise caused the applicant to have contact with children in order to obtain information and recommendations that may be relevant to the applicant’s fitness for employment. Such effort, however, shall not be construed to require more than three telephonic requests made on three separate days.
- M. The district shall not offer employment to any applicant who had any previous employment contract terminated by a board of education, governing council of a state or local charter school or interdistrict magnet school operator, or who resigned from such employment, if the person has been convicted of a violation of Conn. Gen. Stat. § 17a-101a, when an allegation of abuse or neglect or sexual assault has been substantiated.

II. DCF Registry Checks

Prior to hiring any person for a position with the district, the district shall require such applicant to submit to a records check of information maintained on the Registry concerning the applicant.

The district shall request information from the Registry or its out of state equivalent promptly, and in any case no later than thirty (30) days from the date of employment. Registry checks will be processed according to the following procedure:

- A. No later than ten (10) calendar days after the Superintendent or his/her designee has notified a job applicant of a decision to offer employment to the applicant, or as soon thereafter as practicable, the Superintendent or designee will either obtain the information from the Registry or, if the applicant's consent is required to access the information, will supply the applicant with the release form utilized by DCF, or its out of state equivalent when available, for obtaining information from the Registry.
- B. If consent is required to access the Registry, no later than ten (10) calendar days after the Superintendent or his/her designee has provided the successful job applicant with the form, the applicant must submit the signed form to DCF or its out of state equivalent, with a copy to the Superintendent or his/her designee. Failure of the applicant to submit the signed form to DCF or its out of state equivalent within such ten-day period, without good cause, will be grounds for the withdrawal of the offer of employment.
- C. Upon receipt of Registry or out-of-state registry information indicating previously undisclosed information concerning abuse or neglect investigations concerning the successful job applicant/employee, the Superintendent or his/her designee will notify the affected applicant/employee in writing of the results of the Registry check and will provide an opportunity for the affected applicant/employee to respond to the results of the Registry check.
- D. If notification is received by the Superintendent or designee that that the applicant is listed as a perpetrator of abuse or neglect on the Registry, the Superintendent or designee shall provide the applicant with an opportunity to be heard regarding the results of the Registry check. If warranted by the results of the Registry check and any additional information provided by the applicant, the Superintendent or designee shall revoke the offer of employment and/or terminate the applicant's employment if he or she has already commenced working for the district.

III. Criminal Records Check Procedure

- A. Each person hired by the district shall be required to submit to state and national criminal record checks within thirty (30) days from the date of employment. Each worker placed within a school under a public assistance employment program, employed by a provider of supplemental services pursuant to the No Child Left Behind Act or in a nonpaid, noncertified position completing preparation requirements for the issuance of an educator certificate, who performs a service involving direct student contact shall also be required to submit to state and national criminal record checks within thirty (30) days from the date such worker begins to perform such service. Record checks will be processed according to the following procedure:*

 - 1. No later than five (5) calendar days after the Superintendent or his/her designee has notified a job applicant of a decision to hire the applicant, or as soon thereafter as practicable, the Superintendent or his/her designee will provide the applicant with a packet containing all documents and materials necessary for the applicant to be fingerprinted by the police department in the town in which they reside. This packet shall also contain all documents and materials necessary for the police department to submit the completed fingerprints to the State Police Bureau of Identification for the processing of state and national criminal record checks. The Superintendent or his/her designee will also provide each applicant with the following notifications before the applicant obtains

his/her fingerprints: (1) Agency Privacy Requirements for Noncriminal Justice Applicants; (2) Noncriminal Justice Applicant's Privacy Rights; (3) and the Federal Bureau of Investigation, United States Department of Justice Privacy Act Statement.

2. No later than ten (10) calendar days after the Superintendent or his/her designee has provided the successful job applicant with the fingerprinting packet, the applicant must arrange to be fingerprinted by police department in the town in which they reside. Failure of the applicant to have his/her fingerprints taken within such ten-day period, without good cause, will be grounds for the withdrawal of the offer of employment.
3. Any person for whom criminal records checks are required to be performed pursuant to this policy must pay all fees and costs associated with the fingerprinting process and/or the submission or processing of the requests for criminal record checks.
4. Upon receipt of a criminal record check indicating a previously undisclosed conviction, the Superintendent or his/her designee will notify the affected applicant/employee in writing of the results of the record check and will provide an opportunity for the affected applicant/employee to respond to the results of the criminal record check. The affected applicant/employee may notify the Superintendent or his/her designee in writing within five (5) calendar days that the affected/employee will challenge his/her criminal history record check. Upon written notification to the Superintendent or his/her designee of such a challenge, the affected applicant/employee shall have ten (10) calendar days to provide the Superintendent or his/her designee with necessary documentation regarding the affected applicant/employee's record challenge. The Superintendent or his/her designee may grant an extension to the preceding ten-day period during which the affected applicant/employee may provide such documentation for good cause shown.
5. Decisions regarding the effect of a conviction upon an applicant/employee, whether disclosed or undisclosed by the applicant/employee, will be made on a case-by-case basis. Notwithstanding the foregoing, the falsification or omission of any information on a job application or in a job interview, including but not limited to information concerning criminal convictions or pending criminal charges, shall be grounds for disqualification from consideration for employment or discharge from employment.
6. Notwithstanding anything in paragraph III.A.5 of this Policy, above, no decision to deny employment or withdraw an offer of employment on the basis of an applicant/employee's criminal history record shall be made without affording the applicant/employee the opportunities set forth in paragraph III.A.4 of this Policy, above.

B. Criminal Records Check for Substitute Teachers:

A substitute teacher who is hired by the district must submit to state and national criminal history record checks according to the procedures outlined above, subject to the following:

1. If the state and national criminal history record checks for a substitute teacher have been completed within one year prior to the date the district hired the substitute teacher, and if the substitute teacher arranged for such prior criminal history record checks to be

forwarded to the Superintendent, then the substitute teacher will not be required to submit to another criminal history record check at the time of such hire.

2. If a substitute teacher submitted to state and national criminal history record checks upon being hired by the district, then the substitute teacher will not be required to submit to another criminal history record check so long as the substitute teacher is continuously employed by the district, that is, employed for at least one day of each school year, by the district, provided a substitute teacher is subjected to such checks at least once every five years.

IV. Sex Offender Registry Checks

School district personnel shall cross-reference the Connecticut Department of Public Safety's sexual offender registry prior to hiring any new employee. Registration as a sexual offender constitutes grounds for denial of employment opportunities.

V. Credit Checks

The district may also ask a prospective employee for a credit report for employment for certain district positions, where the district's receipt of a credit report is substantially related to the employee's potential job. Substantially related is defined to mean "the information contained in the credit report is related to the position for which the employee or prospective employee who is the subject of the report is being evaluated." Prior to asking for a credit report, the district will determine whether the position falls within one of the categories as described in this paragraph. The position must: (1) be a managerial position which involves setting the direction or control of the district; (2) involve access to employees' personal or financial information; (3) involve a fiduciary responsibility to the district, including, but not limited to, the authority to issue payments, collect debts, transfer money or enter into contracts; (4) provide an expense account or district debit or credit card; or (5) involve access to the district's nonfinancial assets valued at two thousand five dollars or more.

When a credit report will be requested as part of the employment process, the district will provide written notification to prospective employee regarding the use of credit checks. That notification must be provided in a document separate from the employment application. The notification must state that the district may use the information in the consumer credit report to make decisions related to the individual's employment.

The district will obtain consent before performing the credit or other background checks. If the district intends to take an action adverse to a potential employee based on the results of a credit report, the district must provide the prospective employee with a copy of the report on which the district relied in making the adverse decision, as well as a copy of "A Summary of Your Rights Under the Fair Credit Reporting Act," which should be provided by the company that provides the results of the credit check. The district will notify the prospective employee either orally, in writing or via electronic means that the adverse action was taken based on the information in the consumer report. That notice must include the name, address and phone number of the consumer reporting company that supplied the credit report; a statement that the company that supplied the report did not make the decision to take the unfavorable action and cannot provide specific reasons for the district's actions; and a notice of the person's right to dispute the accuracy or completeness of any information the consumer reporting company furnished, and to get an additional free report from the company if the person asks for it within sixty (60) days.

VI. Notice of Conviction

If, at any time, the Board of Education receives notice of a conviction of a crime by (1) a person holding a certificate, authorization or permit issued by the State Board of Education, or (2) a person employed by a provider of supplemental services, the Board shall send such notice to the State Board of Education.

VII. School Nurses

School nurses or nurse practitioners appointed by, or under contract with, the Board of Education shall also be required to submit to a criminal history records check in accordance with the procedures outlined above.

VIII. Personal Online Accounts

For purposes of these Administrative Regulations, “personal online account” means any online account that is used by an employee or applicant exclusively for personal purposes and unrelated to any business purpose of the Board, including, but not limited to, electronic mail, social media and retail-based Internet web sites. “Personal online account” does not include any account created, maintained, used or accessed by an employee or applicant for a business purpose of the Board.

A. During the course of an employment check, the Board may not:

1. request or require that an applicant provide the Board with a user name and password, password or any other authentication means for accessing a personal online account;
2. request or require that an applicant authenticate or access a personal online account in the presence of the Board; or
3. require that an applicant invite a supervisor employed by the Board or accept an invitation from a supervisor employed by the Board to join a group affiliated with any personal online account of the applicant.

B. The Board may request or require that an applicant provide the Board with a user name and password, password or any other authentication means for accessing:

1. any account or service provided by Board or by virtue of the applicant’s employment relationship with the Board or that the applicant uses for the Board’s business purposes, or
2. any electronic communications device supplied or paid for, in whole or in part, by the Board.

C. In accordance with applicable law, the Board maintains the right to require an applicant to allow the Board to access his or her personal online account, without disclosing the user name and password, password or other authentication means for accessing such personal online account, for the purpose of:

1. conducting an investigation for the purpose of ensuring compliance with applicable state or federal laws, regulatory requirements or prohibitions against work-related employee misconduct based on the receipt of specific information about activity on an applicant's personal online account; or
2. conducting an investigation based on the receipt of specific information about an applicant's unauthorized transfer of the Board's proprietary information, confidential information or financial data to or from a personal online account operated by an applicant or other source.

IX. Policy Inapplicable to Students Employed by the School District

- A. This policy shall also not apply to a student employed by the local or regional school district in which the student attends school.

X. Falsification of Records.

Notwithstanding any other provisions of this policy, the falsification or omission of any information on a job application or in a job interview, including but not limited to information concerning abuse or neglect investigations or pending criminal applications, shall be grounds for disqualification from consideration for employment or discharge from employment.

Legal References: Conn. Gen. Stat. § 10-212.

Conn. Gen. Stat. § 10-221d.

Conn. Gen. Stat. § 10-222c

Conn. Gen. Stat. § 31-40x

Conn. Gen. Stat. § 31-51i

Conn. Gen. Stat. § 31-51tt

Public Act 16-67, "An Act Concerning the Disclosure of Certain Education Personnel Records, Criminal Penalties for Threatening in Education Settings and the Exclusion of a Minor's Name from Summary Process Complaints."

No Child Left Behind Act of 2001, Public Law 107-110

Fair Credit Reporting Act, 15 U.S.C. § 1681 *et seq.*

ADOPTED: _____

Agency Privacy Requirements for Noncriminal Justice Applicants

Authorized governmental and non-governmental agencies/officials that conduct a national fingerprint-based criminal history record check on an applicant for a noncriminal justice purpose (such as a job or license, immigration or naturalization matter, security clearance, or adoption) are obligated to ensure the applicant is provided certain notice and other information and that the results of the check are handled in a manner that protects the applicant's privacy.

- Officials must provide to the applicant written notice¹ that his/her fingerprints will be used to check the criminal history records of the FBI.
- Officials using the FBI criminal history record (if one exists) to make a determination of the applicant's suitability for the job, license, or other benefit must provide the applicant the opportunity to complete or challenge the accuracy of the information in the record.
- Officials must advise the applicant that procedures for obtaining a change, correction, or updating of an FBI criminal history record are set forth at Title 28, Code of Federal Regulations (CFR), Section 16.34.
- Officials should not deny the job, license, or other benefit based on information in the criminal history record until the applicant has been afforded a reasonable time to correct or complete the record or has declined to do so.
- Officials must use the criminal history record solely for the purpose requested and cannot disseminate the record outside the receiving department, related agency, or other authorized entity.²

The FBI has no objection to officials providing a copy of the applicant's FBI criminal history record to the applicant for review and possible challenge when the record was obtained based on positive fingerprint identification. If agency policy permits, this courtesy will save the applicant the time and additional FBI fee to obtain his/her record directly from the FBI by following the procedures found at 28 CFR 16.30 through 16.34. It will also allow the officials to make a more timely determination of the applicant's suitability.

Each agency should establish and document the process/procedures it utilizes for how/when it gives the applicant notice, what constitutes "a reasonable time" for the applicant to correct or complete the record, and any applicant appeal process that is afforded the applicant. Such documentation will assist State and/or FBI auditors during periodic compliance reviews on use of criminal history records for noncriminal justice purposes.

If you need additional information or assistance, contact:

<p>Connecticut Records: Department of Emergency Services and Public Protection State Police Bureau of Identification (SPBI) 1111 Country Club Road Middletown, CT 06457 860-685-8480</p>	<p>Out-of-State Records: Agency of Record OR FBI CJIS Division-Summary Request 1000 Custer Hollow Road Clarksburg, West Virginia 26306</p>
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¹ Written notification includes electronic notification, but excludes oral notification.

² See 5 U.S.C. 552a(b); 28 U.S.C. 534(b); 42 U.S.C. 14616, Article IV(c); 28 CFR 20.21(c), 20.33(d), 50.12(b) and 906.2(d).

Noncriminal Justice Applicant's Privacy Rights

As an applicant who is the subject of a national fingerprint-based criminal history record check for a noncriminal justice purpose (such as an application for a job or license, an immigration or naturalization matter, security clearance, or adoption), you have certain rights which are discussed below.

- You must be provided written notification³ by _____ that your fingerprints will be used to check the criminal history records of the FBI.
- If you have a criminal history record, the officials making a determination of your suitability for the job, license, or other benefit must provide you the opportunity to complete or challenge the accuracy of the information in the record.
- The officials must advise you that the procedures for obtaining a change, correction, or updating of your criminal history record are set forth at Title 28, Code of Federal Regulations (CFR), Section 16.34.
- If you have a criminal history record, you should be afforded a reasonable amount of time to correct or complete the record (or decline to do so) before the officials deny you the job, license, or other benefit based on information in the criminal history record.⁴
- You have the right to expect that officials receiving the results of the criminal history record check will use it only for authorized purposes and will not retain or disseminate it in violation of federal statute, regulation or executive order, or rule, procedure or standard established by the National Crime Prevention and Privacy Compact Council.⁵
- If agency policy permits, the officials may provide you with a copy of your FBI criminal history record for review and possible challenge. If agency policy does not permit it to provide you a copy of the record, you may obtain a copy of the record by submitting fingerprints and a fee to the FBI. Information regarding this process may be obtained at <http://www.fbi.gov/about-us/cjis/background-checks>.
- If you decide to challenge the accuracy or completeness of your FBI criminal history record, you should send your challenge to the agency that contributed the questioned information to the FBI. Alternatively, you may send your challenge directly to the FBI at the same address as provided above. The FBI will then forward your challenge to the agency that contributed the questioned information and request the agency to verify or correct the challenged entry. Upon receipt of an official communication from that agency, the FBI will make any necessary changes/corrections to your record in accordance with the information supplied by that agency. (See 28 CFR 16.30 through 16.34.)
- If you need additional information or assistance, please contact:

Connecticut Records: Department of Emergency Services and Public Protection State Police Bureau of Identification (SPBI) 1111 Country Club Road Middletown, CT 06457 860-685-8480	Out-of-State Records: Agency of Record OR FBI CJIS Division-Summary Request 1000 Custer Hollow Road Clarksburg, West Virginia 26306
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³ Written notification includes electronic notification, but excludes oral notification.

⁴ See 28 CFR 50.12(b).

⁵ See 5 U.S.C. 552a(b); 28 U.S.C. 534(b); 42 U.S.C. 14616, Article IV(c); 28 CFR 20.21(c), 20.33(d) and 906.2(d).

Federal Bureau of Investigation
United States Department of Justice
Privacy Act Statement

Authority: The FBI's acquisition, preservation, and exchange of fingerprints and associated information is generally authorized under 28 U.S.C. 534. Depending on the nature of your application, supplemental authorities include Federal statutes, State statutes pursuant to Pub. L. 92-544, Presidential Executive Orders, and federal. Providing your fingerprints and associated information is voluntary; however, failure to do so may affect completion or approval of your application.

Social Security Account Number (SSAN). Your SSAN is needed to keep records accurate because other people may have the same name and birth date. Pursuant to the Federal Privacy Act of 1974 (5 USC 552a), the requesting agency is responsible for informing you whether disclosure is mandatory or voluntary, by what statutory or other authority your SSAN is solicited, and what uses will be made of it. Executive Order 9397 also asks Federal agencies to use this number to help identify individuals in agency records.

Principal Purpose: Certain determinations, such as employment, licensing, and security clearances, may be predicated on fingerprint-based background checks. Your fingerprints and associated information/biometrics may be provided to the employing, investigating, or otherwise responsible agency, and/or the FBI for the purpose of comparing your fingerprints to other fingerprints in the FBI's Next Generation Identification (NGI) system or its successor systems (including civil, criminal, and latent fingerprint repositories) or other available records of the employing, investigating, or otherwise responsible agency. The FBI may retain your fingerprints and associated information/biometrics in NGI after the completion of this application and, while retained, your fingerprints may continue to be compared against other fingerprints submitted to or retained by NGI.

Routine Uses: During the processing of this application and for as long thereafter as your fingerprints and associated information/biometrics are retained in NGI, your information may be disclosed pursuant to your consent, and may be disclosed without your consent as permitted by the Privacy Act of 1974 and all applicable Routine Uses as may be published at any time in the Federal Register, including the Routine Uses for the NGI system and the FBI's Blanket Routine Uses. Routine uses include, but are not limited to, disclosures to: employing, governmental or authorized non-governmental agencies responsible for employment, contracting licensing, security clearances, and other suitability determinations; local, state, tribal, or federal law enforcement agencies; criminal justice agencies; and agencies responsible for national security or public safety.

Additional Information: The requesting agency and/or the agency conducting the application-investigation will provide you additional information pertinent to the specific circumstances of this application, which may include identification of other authorities, purposes, uses, and consequences of not providing requested information. In addition, any such agency in the Federal Executive Branch has also published notice in the Federal Register describing any systems(s) of records in which that agency may also maintain your records, including the authorities, purposes, and routine uses for the system(s).

DARIEN PUBLIC SCHOOLS
Darien, Connecticut

Series 4000: PERSONNEL
Policy R - 4400

SOCIAL MEDIA

The Board of Education recognizes the importance and utility of social media and networks for its employees. The laws regarding social media continue to evolve and change. Nothing in this policy is intended to limit an employee's right to use social media or personal online accounts under applicable law, as it may evolve. The Board acknowledges, for example, that its employees have the right under the First Amendment, in certain circumstances, to speak out on matters of public concern. The Board will resolve any conflict between this policy and applicable law in favor of the law.

Ordinarily, the use of social media by employees, including employees' use of personal online accounts, will not be a legal or policy issue. While a policy cannot address every instance of inappropriate social media use, employees must refrain from social media use that:

- 1) interferes, disrupts or undermines the effective operation of the school district;
- 2) is used to engage in harassing, defamatory, obscene, abusive, discriminatory or threatening or similarly inappropriate communications;
- 3) creates a hostile work environment;
- 4) breaches confidentiality obligations of school district employees; or
- 5) violates the law, board policies and/or other school rules and regulations.

The Board of Education, through its Superintendent, will adopt and maintain administrative regulations to implement this policy.

Legal References:

U.S. Constitution, Amend. I

Conn. Constitution, Article I, Sections 3, 4, 14

Conn. Gen. Stat. § 31-40x

Conn. Gen. Stat. § 31-48d

Conn. Gen. Stat. § 31-51q

Conn. Gen. Stat. §§ 53a-182; 53a-183; 53a-250

Electronic Communication Privacy Act, 28 U.S.C. §§ 2510 through 2520

ADOPTED: _____

DARIEN PUBLIC SCHOOLS
Darien, Connecticut

Series 4000: PERSONNEL
Policy R - 4400

ADMINISTRATIVE REGULATIONS REGARDING USE OF SOCIAL MEDIA

The Board of Education recognizes the importance and utility of social media and networks for its employees. The laws regarding social media continue to evolve and change. Nothing in the Board's policy or these administrative regulations is intended to limit an employee's right to use social media or personal online accounts under applicable law, as it may evolve. The Board acknowledges, for example, that its employees have the right under the First Amendment, in certain circumstances, to speak out on matters of public concern. The Board will resolve any conflict between the Board's policy or these regulations and applicable law in favor of the law.

Ordinarily, the use of social media by employees, including employees' personal online accounts, will not be a legal or policy issue. While a policy or regulation cannot address every instance of inappropriate social media use, employees must refrain from social media use that:

- 1) interferes, disrupts or undermines the effective operation of the school district;
- 2) is used to engage in harassing, defamatory, obscene, abusive, discriminatory or threatening or similarly inappropriate communications;
- 3) creates a hostile work environment;
- 4) breaches confidentiality obligations of school district employees; or
- 5) violates the law, board policies and/or other school rules and regulations.

Definitions:

The rapid speed at which technology continuously evolves makes it difficult, if not impossible, to identify all types of social media.

Thus, the term Social Media includes a variety of online tools and services that allow users to publish content and interact with their audiences. By way of example, social media includes the following websites or applications, including an employee's personal online account using such social media:

- (1) social-networking;
- (2) blogs and micro-blogs;
- (3) content-sharing;
- (4) imagesharing, videosharing or livestreaming;
- (5) other sharing sites or apps such as by sound, location, news, or messaging, etc.

Board of Education includes all names, logos, buildings, images and entities under the authority of the Board of Education.

District-Sponsored Social Media includes any social media account created, maintained, used or accessed by an employee of the Board for a business, educational or instructional purpose of the Board.

Electronic communications device includes any electronic device that is capable of transmitting, accepting or processing data, including, but not limited to, a computer, computer network and computer system, and a cellular or wireless telephone.

Employee means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or “(2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

Personal online account includes any online account that is used by an employee exclusively for personal purposes and unrelated to any business purpose of the Board, including, but not limited to electronic mail, social media and retail-based Internet websites. Personal Online Account does not include any account created, maintained, used or accessed by an employee for a business, educational or instructional purpose of the Board.

Rules Concerning District-Sponsored Social Media Activity

1. In order for an employee to use social media sites as an educational tool or in relation to extracurricular activities or programs of the school district, the employee must seek and obtain the prior permission of his/her supervisor.
2. Employees may not use personal online accounts to access social media for ~~classroom~~ school-related activities without express permission of the employee’s supervisor. Where appropriate and with permission, district-sponsored social media accounts should be used for such purposes.
3. If an employee wishes to use social media sites to communicate meetings, activities, games, responsibilities, announcements etc., for a school-based club or a school-based activity or an official school-based organization, or an official sports team, the employee must also comply with the following rules:
 - The employee must receive the permission of his/her immediate supervisor to create, use and maintain district-sponsored social media.-
 - The employee must not use his/her personal online account for such purpose, but shall use his/her Board-issued account.

- The employee must ensure that such social media use is compliant with all Board of Education policies, regulations, and applicable state and federal law, including the provision of required legal notices and permission slips to parents.
 - The employee must set up the club, etc. as a group list which will be "closed" (e.g. membership in the group is limited to students, parents and appropriate school personnel), and "monitored" (e.g. the employee ~~had~~ has the ability to access and supervise communications on the social media site).
 - Parents shall be permitted to access any page that their child has been invited to join.
 - Access to the page may only be permitted for educational purposes related to the club, activity, organization or team.
 - The employee responsible for the page will-shall monitor it regularly.
 - The employee's supervisor shall be permitted access to any page established by the employee for a school-related purpose.
 - Employees are required to maintain appropriate professional boundaries in the establishment and maintenance of all such district-sponsored social media activity.
4. Employees are prohibited from making harassing, defamatory, obscene, abusive, discriminatory or threatening or similarly inappropriate statements in their social media communications using district-sponsored ~~sites~~ social media or accounts or through Board-issued electronic accounts.
 5. Employees are required to comply with all Board of Education policies and procedures and all applicable laws with respect to the use of electronic communications devices, networks, Board-issued accounts, or when accessing district-sponsored social media sites or while using personal devices on the district's wireless network or while accessing district servers.
 6. The Board of Education reserves the right to monitor all employee use of district computers and other electronic devices, including employee blogging and social networking activity. An employee should have no expectation of personal privacy in any communication made through social media, including personal online accounts, while using district electronic communications devices.
 7. All communications through district-sponsored social media or Board-issued electronic accounts must comply with the Board of Education's policies concerning confidentiality, including the confidentiality of student information. If an employee is considering sharing information and is unsure about the confidential nature of the information, the employee shall consult with his/her supervisor prior to communicating such information.
 8. An employee may not link a district-sponsored social media page to any personal online account or sites not sponsored by the school district.

9. An employee may not use district-sponsored social media or Board-issued electronic accounts for communications for private financial gain, political, commercial, advertisement, proselytizing or solicitation purposes.
10. An employee may not use district-sponsored social media or Board-issued electronic accounts in a manner that misrepresents personal views as those of the Board of Education, individual school or school district, or in a manner that could be construed as such.

Rules Concerning Personal Online Accounts

1. The Board understands that employees utilize social media and the web for personal matters in the workplace. The Board of Education reserves the right to monitor all employee use of district electronic communications devices, including a review of online and personal social media activities. An employee should have no expectation of personal privacy in any personal communication made through social media while using district computers, district-issued cellular telephones or other electronic communications devices. While the Board reserves the right to monitor use of its electronic communications devices, employees may engage in incidental personal use of social media in the workplace so long as such use does not interfere with operations and productivity, and does not violate other Board policies.
2. An employee may not mention, discuss, reference or link to the Board of Education, the school district or its individual schools, programs or teams using personal online accounts or other sites or applications in a manner that could reasonably be construed as an official school district communication, unless the employee also states within the communication that such communication is the personal view of the employee of the school district and that the views expressed are the employee's alone and do not represent the views of the school district or the Board of Education. An example of such a disclaimer is: "the opinions and views expressed are those of the author and do not necessarily represent the position or opinion of the school district or Board of Education." For example, except as may be permitted by Board policy, employees may not provide job references for other individuals on social media that indicate that such references are made in an official capacity on behalf of the Board of Education.
3. Employees are required to maintain appropriate professional boundaries with students, parents, and colleagues. For example, absent an unrelated online relationship (e.g., relative, family friend, or personal friendship unrelated to school), it is not appropriate for a teacher or administrator to "friend" a student or his/her parent or guardian or otherwise establish special relationships with selected students through personal online accounts, and it is not appropriate for an employee to give students or parents access to personal postings unrelated to school.
4. In accordance with the public trust doctrine, employees are advised to refrain from engaging in harassing, defamatory, obscene, abusive, discriminatory or threatening or similarly inappropriate communications through personal online accounts. Such

communications reflect poorly on the school district's reputation, can affect the educational process and may substantially and materially interfere with an employee's ability to fulfill his/her professional responsibilities.

5. Employees are individually responsible for their personal communications through social media and personal online accounts. Employees may be sued by other employees, parents or others, and any individual that views an employee's communication through social media and personal online accounts as defamatory, pornographic, proprietary, harassing, libelous or creating a hostile work environment. In addition, employees should consider refraining from posting anything that belongs to another person or entity, such as copyrighted publications or trademarked images. As all of these activities are outside the scope of employment, employees may be personally liable for such claims.
6. Employees are required to comply with all Board of Education policies and procedures with respect to the use of electronic communications devices when accessing personal online accounts and/or social media through district computer systems. Any access to personal online accounts and/or personal social media activities while on school property or using school district equipment must comply with those policies, and may not interfere with an employee's duties at work.
7. All communications through personal online accounts and/or social media must comply with the Board of Education's policies concerning confidentiality, including the confidentiality of student information. If an employee is considering sharing information and is unsure about the confidential nature of the information, the employee shall consult with his/her supervisor prior to communicating such information.
8. An employee may not post official Board of Education material using a personal online account without written permission of his/her supervisor.
9. All of the Board of Education's policies and administrative regulations apply to employee use of personal online accounts in the same way that they apply to conduct that occurs in the workplace and off duty conduct.

Access to Personal Online Accounts

1. An employee may not be required by his/her supervisor to provide his/her username, password, or other means of authentication of a personal online account.
2. An employee may not be required to authenticate or access a personal online account in the presence of his/her supervisor.
3. An employee may not be required to invite or accept an invitation from his/her supervisor or required to join a group with the employee's personal online account.

Prohibition on Crowdfunding Activities

Employees are prohibited from engaging in crowdfunding activities (e.g. the use of Websites or applications such as DonorsChoose, Kickstarter, GoFundMe,, etc.) on behalf of the Board of Education, its schools, classes or extracurricular teams or clubs.

Disciplinary Consequences

Violation of the Board's policy concerning the use of social media or these administrative regulations may lead to discipline up to and including the termination of employment consistent with state and federal law.

An employee may face disciplinary action up to and including termination of employment if an employee transmits, without the Board's permission, confidential information to or from the employee's personal online account.

An employee may not be disciplined for failing to provide his/her username, password, or other authentication means for accessing a personal online account, failing to authenticate or access a personal online account in the presence of his/her supervisor or failing to invite his/her supervisor or refusing to accept an invitation sent by his/her supervisor to join a group affiliated with a personal online account, except as provided herein.

Notwithstanding, the Board may require that an employee provide his/her username, password or other means of accessing or authenticating a personal online account for purposes of accessing any account or service provided by the Board for business purposes or any electronic communications device supplied by or paid for, in whole or in part, by the Board.

Nothing in this policy or regulations shall prevent the district from conducting an investigation for the purpose of ensuring compliance with applicable state or federal laws, regulatory requirements or prohibitions against work-related employee misconduct based on the receipt of specific information about an activity on an employee's personal online account or based on specific information about the transfer of confidential information to or from an employee's personal online account. During the course of such investigation, the district may require an employee to allow the district to access his or her personal online account for the purpose of conducting such investigation. However, the employee will not be required to provide his/her username and/or password or other authentication means in order for the district to access the personal online account.

Legal References:

U.S. Constitution, Amend. I

Conn. Constitution, Article I, Sections 3, 4, 14

Conn. Gen. Stat. § 31-40x

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Conn. Gen. Stat. § 31-48d
Conn. Gen. Stat. § 31-51q
Conn. Gen. Stat. §§ 53a-182; 53a-183; 53a-250
Electronic Communication Privacy Act, 28 U.S.C. §§ 2510 through 2520

ADOPTED: _____

DRAFT

DARIEN PUBLIC SCHOOLS
Darien, Connecticut

Series 4425: PERSONNEL
Policy R - 4425

ADMINISTRATIVE REGULATIONS FOR THE
USE AND DISCLOSURE OF CRIMINAL JUSTICE INFORMATION

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

A. Definition and Scope

For purposes of these regulations:

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

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

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

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

B. Responsibility

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

C. Requesting Criminal Justice Information

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

D. Use of Criminal Justice Information

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

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

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

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

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

E. Maintenance and Safeguarding

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

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

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

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

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

F. Disclosure of Criminal Justice Information

1) Permitted Individuals may disclose CJI as follows:

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

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

(iii) as required or otherwise permitted by law.

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

G. Security Incident Response.

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

- 2) District employees and staff must immediately report a Security Incident to the CJI Officer.
- 3) The CJI Officer shall investigate, collect relevant evidence and respond to all Security Incidents.
- 4) The CJI Officer will document each Security Incident, including, but not limited to, the details of the Security Incident, the District's response, the outcome, steps taken to mitigate harm to affected individuals, and any changes to District policies or security procedures to avoid reoccurrence of the Security Incident.
- 5) The District shall require in writing any Recipients to report to the District any Security Incidents without unreasonable delay after discovery of a Security Incident. The Recipient's notice to the District shall include: (a) the identification of each individual whose CJI has been, or is reasonably believed by the Recipient to have been, accessed, acquired, or disclosed during the Security Incident; and (b) other available information that the District reasonably requests with respect to its investigation or that the District is required to include in notifications to affected individuals or governmental agencies. The Recipient shall promptly update its original notice to the District as additional information becomes available.
- 6) The District shall notify affected individuals and/or appropriate government agencies to the extent required by law or as otherwise determined appropriate by the District in its reasonable discretion.

H. Auditing

- 1) The District shall implement audit and accountability controls to increase the probability of Permitted Individuals conforming to the requirements of these regulations and applicable law. At a minimum, the auditing and accountability controls shall generate sufficient information to establish, with respect to the access, use or dissemination of CJI, what events occurred, the sources of the events and the outcome of the events.
- 2) The CJI Officer shall review audit reports at least weekly. Audit reports that indicate potential inappropriate activity shall be investigated as a Security Incident in accordance with these regulations.

I. Record Retention

- 1) The District shall maintain CJI consistent with current record retention laws. Records containing CJI shall be stored for extended periods only when they are key elements for the integrity and/or utility of case files and/or criminal record files.
- 2) The District shall maintain audit records and any transaction logs for at least one year.

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

I. Disposal and Destruction of CJI

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

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

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

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

J. Training

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

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

K. Sanctions

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

Legal References:

Conn. Gen. Stat. 10-221d

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

PERSONNEL ACTION REPORT

November 22, 2016

Item	Name	Action	Replacing/Location/Position	Effective Date		Tenure Area	Certification Class/Step
				From	To		
1	Alicia Casucci	Appointment	L. Steinbrick/District/Nursing Supervisor	TBD	6/30/2017	NA	NA
2	Emma Pochinesta	Appointment	J. Ephraim/Ox Ridge/Special Education Paraprofessional	11/17/2016	6/30/2017	NA	NA
Resignations/Retirements							
6	Elaine Stinchfield	Retirement	Hindley/Instructional Aide		12/31/2016		
7	Jennifer Ephraim	Resignation	Ox Ridge/Special Education Paraprofessional		11/29/2016		