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Board of Education
Darien, Connecticut

DEC - 9 2016

TOWN CLERK'S OFFICE
DARIEN CT.

TUESDAY, DECEMBER 13, 2016
SPECIAL MEETING OF THE BOARD OF EDUCATION

PLACE:
DARIEN PUBLIC SCHOOLS'
ADMINISTRATIVE OFFICES
2nd FLOOR CONFERENCE ROOM
7:00 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, DECEMBER 13, 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, DECEMBER 13, 2016**

7. Presentations/Discussions:

- a. Presentation on Darien High. Dr. Brenner 8:15 p.m.
School Cafeteria Expansion
Proposed by Silver/
Petrucci Architects
- b. Annual Special Education.... Ms. Shirley Klein
Update
- c. Discussion and Possible..... Dr. Brenner
Acceptance of Contemplated
Gift from Holmes School
PTO
- d. Further Discussion and..... Mr. Michael Feeney
Action on Revised Budget
Transfers
- e. Further Discussion and..... Dr. Brenner
Action on Updated Five
Year Capital Plan
- f. Presentation, Discussion... Ms. Marjorie Cion
and First Reading of
Proposed Board of
Education Policy Changes:
Repeal of Policy 5140:
Continuity of Attendance;
Revision of Policy 5130:
Student Attendance and
Truancy
- g. Update Master Agenda..... Dr. Brenner

8. Action Items

- a. PreK-Grade 5 Music..... Dr. Susie DaSilva
Curriculum

**REGULAR MEETING OF THE BOARD OF EDUCATION
TUESDAY, DECEMBER 13, 2016**

8. Action Items (continued)

- b. Personnel Items..... Ms. Marjorie Cion** **9:30 p.m.**
 - i. Teacher/Administrator**
 - Appointments**
 - ii. Resignations**

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

10. Adjournment..... Mr. Harman

DB:nv

APPROVED
ORGANIZATIONAL MEETING OF THE BOARD OF EDUCATION
Wednesday, November 9, 2016

PLACE:

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

BOARD MEMBERS PRESENT:

	Burke	Dineen	Hagerty-Ross	Harman	McCammon	McNamara	Ochman	Stein	Zuro
Present	x	x	x	x	x		x	x	x
Absent						x			

ADMINISTRATION PRESENT:

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

Call to order by Ms. Hagerty-Ross, Senior Member of the Board, at 7:50 p.m. (0:00)

Motion to Nominate Mr. Michael Harman as Chairperson of the Darien Board of Education.
7:50 p.m. (0:00).

1st Ms. Stein

2nd Mr. Burke

Motion to Close Nominations for Chairperson of the Darien Board of Education.

1st Mr. Harman

2nd Mr. Dineen

	Burke	Dineen	Hagerty-Ross	Harman	McCammon	McNamara	Ochman	Stein	Zuro
Yes	x	x	x	x	x		x	x	x
No									
Abstain									

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

Motion to Elect Mr. Michael Harman as Chairperson of the Darien Board of Education.

1st Mr. Dineen

2nd Ms. Stein

	Burke	Dineen	Hagerty-Ross	Harman	McCammon	McNamara	Ochman	Stein	Zuro
Yes	x	x	x	x	x		x	x	x
No									
Abstain									

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

Motion to Nominate Ms. Elizabeth Hagerty-Ross as Vice Chairperson of the Darien Board of Education. **7:51 p.m. (0:01)**

1st Mr. Harman
2nd Mr. Burke

Motion to Close Nominations for Vice Chairperson of the Darien Board of Education.

1st Ms. Zuro
2nd Ms. Stein

	Burke	Dineen	Hagerty-Ross	Harman	McCammon	McNamara	Ochman	Stein	Zuro
Yes	x	x	x	x	x		x	x	x
No									
Abstain									

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

Motion to Elect Ms. Elizabeth Hagerty-Ross as Vice Chairperson of the Darien Board of Education.

1st Ms. Stein
2nd Ms. Ochman

	Burke	Dineen	Hagerty-Ross	Harman	McCammon	McNamara	Ochman	Stein	Zuro
Yes	x	x	x	x	x		x	x	x
No									
Abstain									

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

Motion to Nominate Ms. Sarah Schneider Zuro as Secretary of the Darien Board of Education. **7:52 p.m. (0:02).**

1st Mr. Dineen
2nd Mr. Burke

Motion to Close Nominations for Secretary of the Darien Board of Education.

1st Mr. Dineen
2nd Mr. Harman

	Burke	Dineen	Hagerty-Ross	Harman	McCammon	McNamara	Ochman	Stein	Zuro
Yes	x	x	x	x	x		x	x	x
No									
Abstain									

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

Motion to Elect Ms. Sarah Schneider Zuro as Secretary of the Darien Board of Education.

1st Mr. Dineen

2nd Mr. Burke

	Burke	Dineen	Hagerty-Ross	Harman	McCammon	McNamara	Ochman	Stein	Zuro
Yes	x	x	x	x	x		x	x	x
No									
Abstain									

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

Motion to Adjourn

7:53 p.m. (0:03)

1st Mr. Dineen

2nd Ms. McCammon

	Burke	Dineen	Hagerty-Ross	Harman	McCammon	McNamara	Ochman	Stein	Zuro
Yes	x	x	x	x	x		x	x	x
No									
Abstain									

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

Meeting Adjourned at 7:53 p.m.

Respectfully Submitted,

**Sarah Schneider Zuro
Secretary**

APPROVED
REGULAR MEETING OF THE BOARD OF EDUCATION
Wednesday, November 9, 2016

PLACE:
DARIEN PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
BOARD OF EDUCATION MEETING ROOM
7:45 P.M.

BOARD MEMBERS PRESENT:

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

ADMINISTRATION PRESENT:

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

AUDIENCE: *Approximately 25*

- | | |
|--------------------------------------|---|
| 1. Call to Order | Mr. Harman, Chair,
at 7:54 p.m. (0:00) |
| 2. Chairperson's Report | Mr. Harman at 7:55 p.m. (0:01) |
| 3. Public Comment | Mr. Harman at 7:55 p.m. (0:01) |
| 4. Superintendent's Report | Dr. Brenner at 7:57 p.m. (0:02) |
| 5. Approval of Minutes (Attachments) | Board of Education at 8:00 p.m.
(0:06) |

**MOTION TO APPROVE THE MINUTES OF THE SPECIAL MEETING AND EXECUTIVE SESSION HELD ON
OCTOBER 18, 2016:**

1st Ms. Hagerty-Ross

2nd Ms. Stein

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

RESULT -MOTION PASSED UNANIMOUSLY (5-0-3)

MOTION TO APPROVE THE MINUTES OF THE REGULAR MEETING HELD ON OCTOBER 18, 2016:**1st Ms. Stein****2nd Ms. Hagerty-Ross**

	<i>Burke</i>	<i>Dineen</i>	<i>Hagerty-Ross</i>	<i>Harman</i>	<i>McCammon</i>	<i>McNamara</i>	<i>Ochman</i>	<i>Stein</i>	<i>Zuro</i>
Yes	x		x	x				x	x
No									
Abstain		x			x		X		

RESULT -MOTION PASSED UNANIMOUSLY (5-0-3)**6. Board Committee Reports**

Mr. Harman at 8:02 p.m. (0:08)

PRESENTATIONS AND DISCUSSIONS**7. Presentations**

a. Discussion on Proposed Community Fund of Darien Thriving Youth Parent Survey (Attachment)

Dr. Brenner at 8:04 p.m. (0:10)

b. Discussion and Possible Acceptance of Contemplated Gift from the Blue Wave Booster Club (Attachment)

Dr. Brenner and Mr. Manfredonia at 8:20 p.m.(0:26)

MOTION TO APPROVE GIFT FROM THE BLUE WAVE BOOSTER CLUB.**1st Ms. Zuro****2nd Mr. Dineen**

	<i>Burke</i>	<i>Dineen</i>	<i>Hagerty-Ross</i>	<i>Harman</i>	<i>McCammon</i>	<i>McNamara</i>	<i>Ochman</i>	<i>Stein</i>	<i>Zuro</i>
Yes	x	x	x	x	x		X	x	x
No									
Abstain									

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

c. Presentation, Discussion, and Possible Action on Proposed Changes to Board of Education Policy 6510 - Class Size (Attachments)

Dr. Brenner and Ms. Cion at 8:27 p.m. (0:33)

d. Presentation, Discussion and First Reading of Proposed Changes to Board of Education Policies:

- * 4250 - Employee Checks
- * 4400 - Social Media
- * 4425 - Criminal Justice

(Attachments)

Ms. Cion and Ms. Stein at 8:33 p.m. (0:39)

e. Report on 2016-2017 District Budget and Action on Budget Transfers (Attachments)

Mr. Feeney at 8:47 p.m. (0:53)

MOTION TO APPROVE THE REVISED BUDGET TRANSFERS OUTLINED IN THE MEMO DATED NOVEMBER 2, 2016.

1st Mr. Burke

2nd Ms. Hagerty-Ross

	<i>Burke</i>	<i>Dineen</i>	<i>Hagerty-Ross</i>	<i>Harman</i>	<i>McCammon</i>	<i>McNamara</i>	<i>Ochman</i>	<i>Stein</i>	<i>Zuro</i>
Yes	x	x	x	x				x	x
No									
Abstain					x		X		

RESULT -MOTION PASSED UNANIMOUSLY (6-0-2)

f. Presentation on Proposed Five Year Budget Projections (Attachment)

Mr. Feeney at 8:59 p.m. (1:05)

ACTION ITEMS

8. Action Items

a. Contract Agreement between the Darien Education Association and the Darien Board of Education

Ms.Cion at 9:06 p.m. (1:12)

MOTION TO APPROVE THE CONTRACT BETWEEN THE DARIEN EDUCATION ASSOCIATION AND THE DARIEN BOARD OF EDUCATION.

1st Mr. Burke

2nd Ms. Stein

	<i>Burke</i>	<i>Dineen</i>	<i>Hagerty-Ross</i>	<i>Harman</i>	<i>McCammon</i>	<i>McNamara</i>	<i>Ochman</i>	<i>Stein</i>	<i>Zuro</i>
Yes	x	x	x	x				x	x
No									
Abstain					x		X		

RESULT -MOTION PASSED UNANIMOUSLY (6-0-2)

b. Contract Agreement between the Darien Administrators Association and the Darien Board of Education

Ms.Cion at 9:08 p.m. (1:14)

MOTION TO APPROVE THE CONTRACT BETWEEN THE DARIEN ADMINISTRATORS ASSOCIATION AND THE DARIEN BOARD OF EDUCATION.

1st Mr. Burke

2nd Ms. Stein

	<i>Burke</i>	<i>Dineen</i>	<i>Hagerty-Ross</i>	<i>Harman</i>	<i>McCammon</i>	<i>McNamara</i>	<i>Ochman</i>	<i>Stein</i>	<i>Zuro</i>
Yes	x	x	x	x				x	x
No									
Abstain					x		X		

RESULT -MOTION PASSED UNANIMOUSLY (6-0-2)

c. Personnel Items

Ms. Cion at 9:10 p.m. (1:16)

- i. Teacher Appointments
- ii. Resignations (Attachment)

MOTION TO ADOPT THE REVISED PERSONNEL ITEMS AS OUTLINED IN THE MEMO DATED NOVEMBER 9, 2016:

1st Ms. Stein

2nd Mr. Dineen

	<i>Burke</i>	<i>Dineen</i>	<i>Hagerty-Ross</i>	<i>Harman</i>	<i>McCammon</i>	<i>McNamara</i>	<i>Ochman</i>	<i>Stein</i>	<i>Zuro</i>
Present	x	x	x	x	x		X	x	x
Absent									

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

9. Public Comment

Mr. Harman at 9:11 p.m. (1:17)

10. Adjournment

Mr. Harman at 9:11 p.m. (1:17)

MOTION TO ADJOURN:

1st Mr. Dineen

2nd Mr. Harman

	<i>Burke</i>	<i>Dineen</i>	<i>Hagerty-Ross</i>	<i>Harman</i>	<i>McCammon</i>	<i>McNamara</i>	<i>Ochman</i>	<i>Stein</i>	<i>Zuro</i>
Present	x	x	x	x	X		X	x	x
Absent									

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

Meeting adjourned at 9:11 p.m. (1:17).

Respectfully submitted,

Sarah Schneider Zuro
Secretary

DARIEN PUBLIC SCHOOLS

Contemplated Gift Form

Gift intended for:
(Check appropriate responses)

☐ Hindley
☒ Holmes
☐ Ox Ridge

☐ Royle

☐ Tokeneke

☐ Middlesex Middle School

☐ Darien High School

☐ District

Person(s) or Group Offering Gift(s)

Holmes School PTO

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

Name **Sara Parent**

Address **227 Hollow Tree Ridge Rd
Darien CT 06820**

Tele. **917-509-6320**

Fax.

e-mail **saradparent@gmail.com**

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

We would like to install two more water fillers at Holmes. We have walked through the building with Mike Lynch and determined that the best places for them to be installed would be opposite the gym on the first floor, and in the 2nd and 3rd grade hallway on the second floor. There are currently regular water fountains in those locations. We would be upgrading to the Elkay water fillers which are installed in other locations around the school.

Please answer the following questions.

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

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

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

_____500-1,000

_____5,000-10,000

_____1,000-2,000

_____10,000-15,000

 X 2,000-3,000

_____15,000-20,000

_____3,000-4,000

_____20,000+

_____4,000-5,000

Do not write below this line

Status: Date received by Superintendent_____

Notes on actions by Superintendent of Schools-

Actions, if any, by the Board of Education-

Final disposition of the gift offer-



PO Box 2317
Jacksonville, FL 32203-2317

Ship To:
DARIEN BOARD OF EDUC
126 LEDGE ROAD
DARIEN CT 06820

Quoted To:
DARIEN BOARD OF EDUC
126 LEDGE ROAD
DARIEN CT 06820

PRICE QUOTATION

Page 1

Quote Date	11/29/16
Quote Number	8860049
Account Number	274004

For Inquiries Call:
(800) 431-1872 Fax : (888) 499-0441
www.jasmro.com FEDERAL ID 22-2232386

Quote Date		Customer PO#		Writer		Salesperson	
11/29/16		QUOTE		MARIA D		WAYNE DEIGEL	
LN. Whse Item No.		Description		Qty	UOM	Price	Ext Amt T
1	18 3552382	EZH20 BTTL FLLNG STATION SS		2	EA	1035.00	2070.00 Y
#PARTS FOR HOLMES SCHOOL							
Quotation Sub-Total						\$2,070.00	
Tax						\$0.00	
Total						\$2,070.00	

044 0151 SX0510 00018423 2000

Legend



Highlights Priority 1 Projects



Highlights the projects identified through the building conditions survey that have been included in the 2017-18 through 2022-2023 Long Term Capital Plan

ANTICIPATED LONG-TERM CAPITAL PROJECTS: PER SCHOOL
2017-2018 through 2022-2023

DARIEN HIGH SCHOOL

Ref Line	Priority	Project:	Year of Anticipated Implementation and Estimated Cost						Ref Line
			2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	
1	1	Asphalt repairs to roads/parking	\$ 65,000						1
2	1	Expand Cafeteria	\$ 1,400,000						2
3	1	Replace oil burners with Natural Gas Units	\$ 160,000						3
4	1	Storage Facility	\$ 250,000						4
5	1	Repair Track, new structural spray	\$ 100,000						5
6	2	Replace surface in lower gyms		\$ 70,000					6
7	2	Replace Turf baseball field		\$ 500,000					7
8	2	Rebuild Tennis Courts				\$ 300,000			8
9	3	Provide Bollards Around Propane Tank			\$ 31,708				9
10	3	Install motorized shades in Library		\$ 50,000					10
11	3	Provide new wireless clock system			\$ 103,051				11
12	3	Provide sound attention In chiller room			\$ 158,539				12
13	3	Provide access doors for VAV boxes, valves					\$ 82,440		13
14	3	Change heads on pole lights				\$ 24,732			14
15	3	New carpet in library	\$ 40,000						15
16		Totals:	\$ 2,015,000	\$ 620,000	\$ 293,298	\$ 324,732	\$ 82,440	\$ -	16

5 Year Building Condition Survey (BCS) by KGD

Ref Line

19	2	Provide Bollards Around Propane Tank		\$ 29,316	2017	9
20	2	Provide new wireless clock system.		\$ 95,276	2017	11
21	2	Provide Sound Attention in Chiller Room (Allowance)		\$ 146,578	2017	12
22	4	Provide Access Doors for VAV Boxes, Valves, etc. (Allowance)		\$ 82,440	2021	13
23	2	Replace failed site lighting fixtures (pole heads only)		\$ 21,987	2017	14
24	2	Replace Oil Pumps		\$ 43,974	2017	
25	2	Upgrade Cafeteria lighting (exclude ceiling)		\$ 58,631	2017	

5 Year Building Condition Survey (BCS) by KGD

General Maintenance Items Moved to Budget

28	2	Front stair concrete repair		\$ 7,329	2017	
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MIDDLESEX MIDDLE SCHOOL

		Year of Anticipated Implementation and Estimated Cost					
Priority	Project:	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
1	Resurface Asphalt Parking Lots	\$ 135,000					
1	Provide backflow preventer on domestic water	\$ 43,947					
1	Install gas burner for H/W, gas mains in boiler rm	\$ 40,000					
1	Repair many holes in floor/Replace VCT, 232, 236	\$ 26,384					
1	Install floor expansion joints	\$ 14,658					
2	Re-tube boiler #1		\$ 50,000				
2	Re-tube boiler #2			\$ 50,000			
3	Sand and refinish gym floor	\$ 10,000					
2	Supply & install self closers on classroom doors				\$ 47,321		
2	Install new carpet in Main Office, Library, Music Rooms		\$ 44,000				
3	Provide Cooling for Overheating Electric Rooms (main switchgear room and original building elec room)						\$ 82,440
3	Replace Fire Pump						\$ 107,173
3	Upgrade Corridor and Classroom lighting (exclude ceiling) in 5-10 years						\$ 700,743
3	Install new auditorium lighting, border lights & Flood Lights controlled via dimming system						\$ 494,642
3	Replace broken glass block				\$ 37,098		
3	Provide new emergency lighting at each egress doors		\$ 60,977				
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				\$ 74,196		
3	Replace Hot Water Heater					\$ 40,000	
	Totals:	\$ 269,989	\$ 154,977	\$ 170,000	\$ 298,615	\$ 540,000	\$ 1,384,998

5 Year Building Condition Survey (BCS) by KGD**Ref Line**

2	Provide Backflow Preventer on Domestic Water Service		\$ 43,974	2017	37
2	Repair many holes in floor/Replace VCT		\$ 26,384	2017	39
3	Install floor expansion joints		\$ 16,488	2020	40
2	Classrooms no self closures installed on doors		\$ 42,068	2017	44
2	Provide Cooling for Overheating Electric Rooms (main switchgear room and original building elec room)		\$ 73,289	2017	46
2	Replace Fire Pump		\$ 95,276	2017	47
2	Upgrade Corridor and Classroom lighting (exclude ceiling) in 5-10 years		\$ 622,958	2017	48
2	Install new auditorium lighting, border lights & Flood Lights controlled via dimming system		\$ 439,735	2017	49
3	Replace broken glass block		\$ 37,098	2020	50
2	Provide new emergency lighting at each egress doors		\$ 58,631	2017	51
2	Concrete curb/side walks needs replacement		\$ 7,329	2017	55
3	Add fire alarm visual strobes to all classrooms		\$ 74,196	2020	56

Included in larger project

74	5 Year Building Condition Survey (BCS) by KGD				General Maintenance Items Moved to Budget		74
75	3	Entry doors to auditorium at corridor 1115 currently does not close properly/repair		\$	1,237	2020	75
76	2	Replace rusted Toilet partitions		\$	5,130	2017	76
77	3	Repair/paint		\$	1,979	2020	77
78	3	Repoint/repair brick		\$	4,946	2020	78
79							79
80							80
81							81

82									82
83		HINDLEY ELEMENTARY SCHOOL							83
84			Year of Anticipated Implementation and Estimated Cost						84
85	Priority	Project:	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	85
86	1	Replaces windows 101, 107,108	\$ 32,980						86
87	1	Replace all 1st/2nd floor classroom door & hardware	\$ 67,426						87
88	1	Window replacement program, original bldg	\$ 167,649	\$ 167,649	\$ 167,649	\$ 167,649			88
89	1	Provide backflow preventer for domestic water	\$ 43,974						89
90	2	Curb Sidewalk and blacktop replacement			\$ 150,000				90
91	2	Install ACT ceiling	\$ 28,216						91
92	2	Window/Misc Door Projects		\$ 131,762					92
93	2	Provide new emergency lighting at each egress doors	\$ 43,974						93
94	2	Replace Hot water heater					\$ 40,000		94
95	2	Provide new corridor and classroom PA speakers and PA wiring to Amp at server room.	\$ 95,276						95
96	3	Boiler Upgrades (air system, vacuum pump, shutoff switches	\$ 80,618						96
97	3	Provide new powered ventilation (energy recovery unit) for the main office and classrooms(16 classrooms)						\$ 1,319,046	97
98	3	Repoint & repair brick				\$ 13,190			98
99	3	Provide new air handling unit with coils Gym				\$ 577,083			99
100	3	Provide new air handling unit with coils Café				\$ 577,083			100
101	3	Replace ceiling mounted unit ventilators				\$ 65,952			101
102	3	Provide corridor ventilation (Qty.3)				\$ 247,321			102
103	3	Upgrade original building pneumatic control to digital				\$ 247,321			103
104	3	Replace 1940's main distribution board with new; use existing board as splice box. Include temp generator for shutdown			\$ 110,977				104
105	3	Thermal Test existing switchboard and panel boards and Megger Test primary and secondary feeders including existing feeders from MDB to all downstream panel boards.			\$ 28,537				105
106	3	Upgrade Corridor lighting (exclude ceiling)			\$ 79,270				106
107	3	Upgrade Cafeteria lighting (exclude ceiling), install new border lights + dimmers					\$ 164,881		107
108	3	Add occupancy sensors in all classrooms and offices that currently do not have automatic shut off control				\$ 24,732			108
109	3	New Roof on original building						\$ 180,000	109
110	3	Replace Boilers, burners, pumps in boiler room					\$ 500,000	\$ -	110
111	3	Replace exterior doors		\$ 48,000					111
112	3	Renovate & irrigate playing fields				\$ 80,000			112
113	3	New roof on 1996 addition					\$ 160,000		113
114	3	Replace sump pump					\$ 49,464		114
115	3	Replace plumbing fixtures in the original building (Qty.20)					\$ 164,881		115
116	3	Add 6 convenient and 4 quad receptacles/room in 27 classrooms					\$ 214,345		116
117	3	Provide new wireless clock system.					\$ 49,464		117
118									118
119		Totals:	\$ 560,113	\$ 347,411	\$ 536,433	\$ 2,000,331	\$ 1,343,035	\$ 1,499,046	119

120										120
121		5 Year Building Condition Survey (BCS) by KGD							Ref Line	121
122	2	Replace single glazed windows with new insulated windows		\$ 32,980	2017		86			122
	2	Replace all First/Second floor classroom entry doors & hardware-similar to room 141		\$ 67,426	2017					
123							87			123
124	2	Replace all First/Second floor classroom windows with true insulated windows		\$ 670,596	2017		88			124
125	2	Provide Backflow Preventer for domestic water main(Above Grade)		\$ 43,974	2017		89			125
126	2	Install ACT ceiling		\$ 28,216	2017		91			126
127	2	Replace all windows with insulated windows		\$ 76,221	2017		92			127
128	2	Exterior window frames rusted/paint		\$ 43,974	2017		92			128
129	3	Replace windows with insulated windows		\$ 11,542	2020		92			129
130	2	Provide new emergency lighting at each egress doors		\$ 43,974	2017		93			130
131	2	Provide new corridor and classroom PA speakers and PA wiring to Amp at server room.		\$ 95,276	2017		95			131
132	3	Provide combustion air system for boilers		\$ 41,220	2020		96			132
133	3	Replace boiler vacuum pump		\$ 32,976	2020		96			133
134	2	Provide emergency boilers shutoff switches.		\$ 14,658	2017		96			134
135	2	Provide new powered ventilation (energy recovery unit) for the main office and classrooms(16 classrooms)		\$ 1,172,627	2017		97			135
136	3	Repoint & repair brick		\$ 13,190	2020		98			136
137	3	Provide new air handling unit with coils	Gym	\$ 577,083	2020		99			137
138	3	Provide new air handling unit with coils	Café	\$ 577,083	2020		100			138
139	3	Replace ceiling mounted unit ventilators		\$ 65,952	2020		101			139
140	3	Provide corridor ventilation (Qty.3)		\$ 247,321	2020		102			140
141	2	Upgrade original building pneumatic control to digital		\$ 219,868	2017		103			141
142	3	Replace 1940's main distribution board with new; use existing board as splice box. Include temp generator for shutdown		\$ 115,417	2020		104			142
	3	Thermal Test existing switchboard and panel boards and Megger Test primary and secondary feeders including existing feeders from MDB to all downstream panel boards.		\$ 29,679	2020					
143							105			143
144	3	Upgrade Corridor lighting (exclude ceiling)		\$ 82,440	2020		106			144
145	4	Upgrade Cafeteria lighting (exclude ceiling), install new border lights + dimmers		\$ 164,881	2021		107			145
146	3	Add occupancy sensors in all classrooms and offices that currently do not have automatic shut off control		\$ 24,732	2020		108			146
147	2	Replace sump pump		\$ 43,974	2017		114			147
148	4	Replace plumbing fixtures in the original building (Qty.20)		\$ 164,881	2021		115			148
149	4	Add 6 convenient and 4 quad receptacles/room in 27 classrooms		\$ 214,345	2021		116			149
150	4	Provide new wireless clock system.		\$ 49,464	2021		117			150
151	2	Replace roof and parapet flashing		\$ 549,669	2017		109/113			151
152	3	Provide new powered ventilation (unit ventilators) for the 1940's wing's classrooms (16 classrooms)		\$ 527,619	2020					152

\$ 131,736

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5 Year Building Condition Survey (BCS) by KGD**General Maintenance Items Moved to Budget**

3	Repair ceiling plaster/paint		\$ 3,298	2020
3	Repair plaster wall under roof access door		\$ 1,237	2020
3	Concrete slab/floor tile cracked along window		\$ 3,710	2020
3	Crack in wall CMU		\$ 1,154	2020
2	Change Exit door back stage to insulated glazing-center weather-strip missing		\$ 1,466	2017
3	Exterior window wood sills are rotten		\$ 4,122	2020
2	Exterior brick repair/pointing		\$ 6,596	2017

HOLMES ELEMENTARY SCHOOL

Priority	Project:	Year of Anticipated Implementation and Estimated Cost					
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
1	New exterior doors, 1933 building	\$ 21,500					
1	Replace fixed windows in second floor hallway	\$ 15,000					
2	Replace skylight	\$ 124,592					
2	Replace roof shingles and EPDM roof	\$ 879,471					
2	Replace 1930's Wing Classroom Unit Ventilators- abatement not included	\$ 351,788					
2	Provide Ventilation for Staff Rooms and Offices in 1930's Wing	\$ 293,157					
2	Provide new emergency lighting at each egress doors	\$ 51,302					
2	Provide new corridor and classroom PA speakers and PA wiring to Amp at server room.	\$ 102,605					
2	New backflow preventer		\$ 45,732				
3	Convert Existing Boilers from Steam to Hot Water					\$ 164,881	
3	Add Hot Water Pumps for 1930's Wing					\$ 65,952	
3	Upgrade Library Ventilation and Interior Computer Room				\$ 412,202		
3	Upgrade Gym Ventilation				\$ 412,202		
3	Change All 1930's Wing to Hot Water - New Piping Mains					\$ 1,236,606	
3	Replace 1930's Wing Toilet Room Fixtures				\$ 288,541		
3	Replace 1970's main distribution board with new; use existing board as splice box. Include temp generator for shutdown				\$ 115,417		
3	Thermal Test existing switchboard and panel boards and Megger Test primary and secondary feeders including existing feeders from MDB to all downstream panel boards.				\$ 29,679		
3	Add 6 convenient and 4 quad receptacles/room in 20 original classrooms					\$ 164,881	
3	Provide new wireless clock system.					\$ 49,464	
3	Build new parking lot on former Curtis property		\$ 85,000				
3	Install new roof on 1996 addition					\$ 150,000	
3	Misc Masonry restoration, sealant original building			\$ 55,000			
3	Install new electrical dist. Panel			\$ 120,000			
3	New roof on original building					\$ 400,000	
	Totals:	\$ 1,839,415	\$ 130,732	\$ 175,000	\$ 1,258,041	\$ 2,231,784	\$ -

194	5 Year Building Condition Survey (BCS) by KGD					Line Ref	194
195	2	Replace skylight		\$ 124,592	2017	170	195
196	2	Replace roof shingles and EPDM roof		\$ 879,471	2017	171	196
197	2	Replace 1930's Wing Classroom Unit Ventilators- abatement not included		\$ 351,788	2017	172	197
198	2	Provide Ventilation for Staff Rooms and Offices in 1930's Wing		\$ 293,157	2017	173	198
199	2	Provide new emergency lighting at each egress doors		\$ 51,302	2017	174	199
200	2	Provide new corridor and classroom PA speakers and PA wiring to Amp at server room.		\$ 102,605	2017	175	200
201	2	Provide Backflow Preventer on Domestic Water Service		\$ 43,974	2017	176	201
202	4	Convert Existing Boilers from Steam to Hot Water		\$ 164,881	2021	177	202
203	4	Add Hot Water Pumps for 1930's Wing		\$ 65,952	2021	178	203
204	3	Upgrade Library Ventilation and Interior Computer Room		\$ 412,202	2020	179	204
205	3	Upgrade Gym Ventilation		\$ 412,202	2020	180	205
206	4	Change All 1930's Wing to Hot Water - New Piping Mains		\$ 1,236,606	2021	181	206
207	3	Replace 1930's Wing Toilet Room Fixtures		\$ 288,541	2020	182	207
208	3	Replace 1970's main distribution board with new; use existing board as splice box. Include temp generator for shutdown		\$ 115,417	2020	183	208
209	3	Thermal Test existing switchboard and panel boards and Megger Test primary and secondary feeders including existing feeders from MDB to all downstream panel boards.		\$ 29,679	2020	184	209
210	4	Add 6 convenient and 4 quad receptacles/room in 20 original classrooms		\$ 164,881	2021	185	210
211	4	Provide new wireless clock system.		\$ 49,464	2021	186	211
212	2	Right side of door brick wall have vertical crack/repair		\$ 1,466	2017	189	212
213	2	Left side of door Drain floods basement		\$ 2,932	2017	189	213
214	2	Exterior Cornice rotten		\$ 3,664	2017	189	214
215	3	Left corner of building/mold behind leader		\$ 1,237	2020	189	215
216	2	Left side of building quoin cracked/repair		\$ 10,554	2017	189	216
217	2	Right side cracked cast stone band		\$ 1,759	2017	189	217
218	2	Exterior brick along base of building needs repair/pointing		\$ 5,863	2017	189	218
219	2	Bay window sill joints need grout		\$ 733	2017	189	219
220	2	Exterior door Repair plaster stucco at both sides of door		\$ 1,026	2017	189	220
221	2	Interior left side of door CMU vertical crack/repair		\$ 1,466	2017	189	221
222	2	Area way grate leaks into basement/needs bulk head and egress ladder		\$ 13,192	2017	189	222
223	2	Interior left side of window second floor CMU vertical crack/repair		\$ 1,466	2017	189	223
224	2	Replace 1930's Wing Classroom Unit Ventilators with Energy Recovery Units in Attic		\$ 615,629	2017		224

225	OX RIDGE ELEMENTARY SCHOOL								225
226	Year of Anticipated Implementation and Estimated Cost								226
227	Priority	Project:	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	227
228	1	Provide backflow preventer of water service	\$ 43,974						228
229	2	Re-surface asphalt, replace light - front	\$ 125,000						229
230	2	Replace main distribution board with new, including new service and primary/secondary feeder work and pad mount transformer.	\$ 293,157						230
231	2	Replace single glazed windows with insulated glass	\$ 884,601						231
232	2	Replace 1996 Steam Boiler Plant with Hot Water	\$ 732,892						232
233	2	Replace 1966 Classroom Unit Ventilators with Energy Recover Units	\$ 659,603						233
234	2	Replace Library Unit Ventilators with Energy Recovery Units	\$ 183,223						234
235	2	Provide Ventilation and AC to Interior Student Occupied Areas in 1966 Wing	\$ 109,934						235
236	2	Replace 1966 Wing Classroom Exhaust Fans	\$ 146,578						236
237	2	Replace 1966 Wing Toilet Exhaust Fans	\$ 73,289						237
238	2	Replace and/or retrofit panels that are original to the building construction.		\$ 38,110					238
239	2	Upgrade Corridor Lighting (original building)		\$ 83,843					239
240	2	Add occupancy sensors in classrooms and offices	\$ 21,987						240
241	2	Provide Fire Damper in Gym Return Duct		\$ 38,110					241
242	2	Replace Cafeteria Ventilation System		\$ 533,545					242
243	3	Replace exterior doors in hallways, original building		\$ 65,000					243
244	3	Replace Gym Ventilation System			\$ 396,348				244
245	3	Upgrade fixtures in 1966 bathrooms		\$ 266,773					245
246	3	Thermal Test existing switchboard and panel boards and Megger Test primary and secondary feeders including existing feeders from MDB to all downstream panel boards.				\$ 29,679			246
247	3	Upgrade Cafeteria lighting (exclude ceiling), install new border lights + dimmers						\$ 164,881	247
248	3	Provide new emergency lighting at each egress doors						\$ 98,928	248
249	3	Add 6 convenient and 4 quad receptacles/room in 22 original classrooms						\$ 181,369	249
250	3	Provide new corridor and classroom PA speakers and PA wiring to Amp at server room.						\$ 107,173	250
251	3	Provide new wireless clock system.						\$ 49,464	251
252	3	Install new Hot Water Heater				\$ 20,000			252
253	3	Remove & re-install solar panels & replace roof on 1996 addition				\$ 280,000			253
254									254
255		Totals	\$ 3,274,238	\$ 1,025,381	\$ 396,348	\$ 329,679	\$ -	\$ 601,815	255

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5 Year Building Condition Survey (BCS) by KGD						Line Ref
2	Provide Backflow Preventer on Domestic Water Service		\$ 43,974	2017		228
2	Replace main distribution board with new, including new service and primary/secondary feeder work and pad mount transformer.		\$ 293,157	2017		230
2	Replace single glazed windows with insulated glass		\$ 884,601	2017		231
2	Replace 1996 Steam Boiler Plant with Hot Water		\$ 732,892	2017		232
2	Replace 1966 Classroom Unit Ventilators with Energy Recover Units		\$ 659,603	2017		233
2	Replace Library Unit Ventilators with Energy Recovery Units		\$ 183,223	2017		234
2	Provide Ventilation and AC to Interior Student Occupied Areas in 1966 Wing		\$ 109,934	2017		235
2	Replace 1966 Wing Classroom Exhaust Fans		\$ 146,578	2017		236
2	Replace 1966 Wing Toilet Exhaust Fans		\$ 73,289	2017		237
2	Replace and/or retrofit panels that are original to the building construction.		\$ 36,645	2017		238
2	Upgrade Corridor Lighting (original building)		\$ 80,618	2017		239
2	Add occupancy sensors in classrooms and offices		\$ 21,987	2017		240
2	Provide Fire Damper in Gym Return Duct		\$ 36,645	2017		241
2	Replace Cafeteria Ventilation System		\$ 513,025	2017		242
2	Replace Gym Ventilation System		\$ 366,446	2017		244
2	Replace 1966 Wing Toilet Fixtures		\$ 256,512	2017		245
2	Thermal Test existing switchboard and panel boards and Megger Test primary and secondary feeders including existing feeders from MDB to all downstream panel boards.		\$ 26,384	2017		246
2	Upgrade Cafeteria lighting (exclude ceiling), install new border lights + dimmers		\$ 146,578	2017		247
2	Provide new emergency lighting at each egress doors		\$ 87,947	2017		248
2	Add 6 convenient and 4 quad receptacles/room in 22 original classrooms		\$ 161,236	2017		249
2	Provide new wireless clock system.		\$ 43,974	2017		251
2	Provide new corridor and classroom PA speakers and PA wiring to Amp at server room.		\$ 95,276	2017		250
2	Replace 1966 Classroom Unit Ventilators		\$ 293,157	2017		
5 Year Building Condition Survey (BCS) by KGD						General Maintenance Items Moved to Budget
2	Concrete slab and VAT cracked		\$ 2,199	2017		
2	Both side lights at this door are cracked/repair		\$ 2,932	2017		
2	Repair cracked exterior masonry block		\$ 2,932	2017		
2	Repair roof shingles		\$ 2,199	2017		
2	Repair concrete curb/patch holes		\$ 4,397	2017		

292	ROYLE ELEMENTARY SCHOOL								292
293		Year of Anticipated Implementation and Estimated Cost							293
294	Priority	Project:	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	294
295	1	Upgrade Fire Alarm Panel	\$ 25,000						295
296	1	Digital Heating Controls, Phase 2	\$ 150,000						296
297	1	Replace boiler room sump pump	\$ 51,302						297
298	2	Provide Powered Ventilation to 1950's Classroom with Roof Energy Recovery Units	\$ 879,471						298
299	2	Add Backflow Preventers on Water Mains	\$ 109,934						299
300	2	Replace 1950's Wing Toilet Room Fixtures	\$ 256,512						300
301	2	Provide new corridor and classroom PA speakers and PA wiring to Amp at server room.	\$ 87,947						301
302	2	Provide new wireless clock system.	\$ 49,464						302
303	2	Provide new emergency lighting at each egress doors	\$ 36,645						303
304	2	Window screens for all occupied spaces	\$ 28,000						304
305	2	Replace single glaze window in library		\$ 342,994					305
306	3	Provide Powered Ventilation to 1950's Classroom with Unit Ventilators		\$ 548,790					306
307	3	Upgrade Gym Ventilation (+ Hot Water)		\$ 381,104					307
308	3	Upgrade Cafeteria Ventilation (+ Hot Water)		\$ 381,104					308
309	3	Upgrade Common Room Ventilation (+ Hot Water)		\$ 381,104					309
310	3	Replace 1950's Wing Classroom Exhaust and Toilet Exhaust		\$ 206,101					310
311	3	Thermal Test existing switchboard and panel boards and Megger Test primary and secondary feeders including existing feeders from MDB to all downstream panel boards.		\$ 27,439					311
312	3	Convert Existing Boilers from Steam to Hot Water					\$ 164,881		312
313	3	Add Hot Water Pumps					\$ 65,952		313
314	3	Change All 1950's to Hot Water - New Piping Mains					\$ 1,236,606		314
315	3	Add 6 convenient and 4 quad receptacles/room in 20 original classrooms					\$ 164,881		315
316	3	Digital heat controls, Phase 3			\$ 140,000				316
317	3	Provide rooftop energy recovery units-1950 classrooms				\$ 850,000			317
318	3	Upgrade Corridor lighting					\$ 222,589		318
319	3	New roof on 1996 addition					\$ 140,000		319
320	3	New roof on original building						\$ 340,000	320
321		Totals	\$ 1,674,275	\$ 2,268,636	\$ 140,000	\$ 850,000	\$ 1,994,909	\$ 340,000	321
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5 Year Building Condition Survey (BCS) by KGD					Line Ref	
324	3	Replace existing Fire Alarm system in its entirety with new, including demolition work		\$ 230,833	2020	295
325	2	Convert 1950's Wing from Pneumatic to Digital Controls		\$ 219,868	2017	296
326	2	Replace Boiler Room Sump Pump		\$ 51,302	2017	297
327	2	Provide Powered Ventilation to 1950's Classroom with Roof Energy Recovery Units		\$ 879,471	2017	298
328	2	Add Backflow Preventers on Water Mains		\$ 109,934	2017	299
329	2	Replace 1950's Wing Toilet Room Fixtures		\$ 256,512	2017	300
330	2	Provide new corridor and classroom PA speakers and PA wiring to Amp at server room.		\$ 87,947	2017	301
331	4	Provide new wireless clock system.		\$ 49,464	2021	302
332	2	Provide new emergency lighting at each egress doors		\$ 36,645	2017	303
333	2	Replace all single glazed windows with insulated glazed windows		\$ 329,801	2017	305
334	3	Provide Powered Ventilation to 1950's Classroom with Unit Ventilators		\$ 593,571	2020	306
335	3	Upgrade Gym Ventilation (+ Hot Water)		\$ 412,202	2020	307
336	3	Upgrade Cafeteria Ventilation (+ Hot Water)		\$ 412,202	2020	308
337	3	Upgrade Common Room Ventilation (+ Hot Water)		\$ 412,202	2020	309
338	3	Replace 1950's Wing Classroom Exhaust and Toilet Exhaust		\$ 190,552	2020	310
	3	Thermal Test existing switchboard and panel boards and Megger Test primary and secondary feeders including existing feeders from MDB to all downstream panel boards.		\$ 29,679	2020	
339						311
340	4	Convert Existing Boilers from Steam to Hot Water		\$ 164,881	2021	312
341	4	Add Hot Water Pumps		\$ 65,952	2021	313
342	4	Change All 1950's to Hot Water - New Piping Mains		\$ 1,236,606	2021	314
343	4	Add 6 convenient and 4 quad receptacles/room in 20 original classrooms		\$ 164,881	2021	315
344	2	Upgrade Corridor lighting in original building (exclude ceiling)		\$ 51,302	2017	318
345	2	Upgrade Cafeteria lighting (exclude ceiling)		\$ 43,974	2017	318
346	2	Replace parapet wall flashing/replace roof		\$ 329,801	2017	320
347	2	South and east upper face brick of building is spalling/repair		\$ 17,589	2017	
348	2	Entire brick face above window is spalling/repair		\$ 41,042	2017	
349						Already included in Capital
350	5 Year Building Condition Survey (BCS) by KGD					General Maintenance Items Moved to Budget
351	2	South east exterior corner brick has vertical cracks		\$ 1,246	2017	
352						
353						
354	TOKENEKE ELEMENTARY SCHOOL					
355	Year of Anticipated Implementation and Estimated Cost					
356	Priority	Project:	2017-2018	2018-2019	2019-2020	2020-2021
357	1	Re-seal and line parking lots	\$ 7,500			
358	1	Install expansion join in great hall	\$ 7,000			
359	2	Install Light Dimming Controls in hallways		\$ 20,000		
360	3	Re-surface gym floor			\$ 37,500	
361	Totals		\$ 14,500	\$ 20,000	\$ 37,500	\$ -
362						\$ -
363	5 Year Building Condition Survey (BCS) by KGD					Line Ref
364	3	Install expansion joint		\$ 11,542	2020	358
365	3	One long floor crack	Gym	\$ 8,244	2020	360
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CENTRAL OFFICE

		Year of Anticipated Implementation and Estimated Cost					
Priority	Project:	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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	2022-2023
	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	
3	Replace 2011 Toro Polar Trac/Plow, blower, mower					\$ -	\$ 50,000
	Totals	\$ 97,000	\$ 48,500	\$ 48,500	\$ 48,500	\$ 49,000	\$ 50,000

		Year of Anticipated Implementation and Estimated Cost					
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
TOTAL PER YEAR		\$ 9,744,531	\$ 4,615,637	\$ 1,867,079	\$ 5,109,898	\$ 6,241,168	\$ 3,875,859

ALL PRIORITY 1 PROJECTS 2017-18	\$ 2,965,294
ALL PRIORITY 2 PROJECTS 2017-18	\$ 6,663,618

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.

**Darien Public Schools
Darien, Connecticut**

POLICY

**Series 5100
Attendance**

Policy 5140

CONTINUITY OF ATTENDANCE

Status as an enrolled student in the Darien Public Schools carries with it an obligation to attend school continuously on all scheduled school days. If a parent voluntarily chooses to send his/her child to specialized training (skiing, skating, equestrian, ballet, acting, etc.) which then prevents the student from attending the normal instructional sessions of any of the Darien Public Schools for significant periods of time (9 or more of the scheduled school days in a marking period), these absences will be considered unexcused absences, and the academic consequences of unexcused absences will be imposed, as outlined in the school handbook. The school principals will oversee the application of this policy. The only other option is for the parent to withdraw the student from Darien Public School enrollment and to make alternate arrangements for the child's education during these periods of time. In these cases, the parent is solely responsible to make other arrangements for the education of the child. When the parent chooses the option to withdraw his/her child from the Darien Public Schools, in no cases will the Darien Public Schools and its staff be responsible further, either directly or indirectly, for the delivery of educational programs and services at sites away from our school buildings. Any parent who chooses to provide education by other means needs to be aware of school policy regarding the acceptance of transferred academic credits.

APPROVED: August 30, 2005

REVISED: June 9, 2009

DARIEN PUBLIC SCHOOLS

Darien, Connecticut

Series 5000: STUDENTS

Policy 5130

STUDENT ATTENDANCE ~~AND~~, TRUANCY AND CHRONIC ABSENTEEISM

Regular and punctual student attendance in school is essential to the educational process. Connecticut state law places responsibility for assuring that students attend school with the parent or other person having control of the child. To assist parents and other persons in meeting this responsibility, the Board of Education, through its Superintendent, will adopt and maintain procedures to implement this policy.

In addition, the Board of Education takes seriously the issue of chronic absenteeism. To address this issue, the Board of Education, through its Superintendent, will adopt and maintain procedures regarding chronic absenteeism in accordance with state law.

Legal References:

Connecticut General Statutes § 10-220

Connecticut General Statutes § 10-184

Connecticut General Statutes § 10-186

Connecticut General Statutes § 10-198a

Connecticut General Statutes § 10-198b

Connecticut General Statutes § 10-198c

Connecticut General Statutes § 10-198d

Public Act 16-147, “An Act Concerning the Recommendations of the Juvenile Justice Policy and Oversight Committee”

Guidelines for Reporting Student Attendance in the Public School Information System (Connecticut State Department of Education, January 2008)

Connecticut State Department of Education Circular Letter C-2, *Utilizing Local Support Resources Prior to Referral of Students for Family with Service Needs* (August 4, 2009)

Connecticut State Board of Education Memorandum, *Definitions of Excused and Unexcused Absences* (June 27, 2012)

Connecticut State Department of Education, *Guidelines for Implementation of the Definitions of Excused and Unexcused Absences and Best Practices for Absence Prevention and Intervention* (April 2013)

ADOPTED: ~~June 9, 2009~~ _____
REVISED: ~~July 17, 2013~~ _____

6/26/16

Series 5100: Students Policy R -5130.25

ADMINISTRATIVE REGULATIONS REGARDING ATTENDANCE ~~AND~~, TRUANCY AND CHRONIC ABSENTEEISM

I. Attendance and Truancy

A. Definitions for Section I

1. ~~"Student"—a student enrolled in the Darien Public Schools.~~ "Absence" - any day during which a student is not considered "in attendance" at his/her assigned school, or on a school sponsored activity (e.g. field trip), for at least one half of the school day.
2. ~~"Unexcused absence"—any absence from a regularly scheduled school day, which absence is not an excused absence.~~
"Disciplinary absence" - Any absence as a result of school or district disciplinary action. Any student serving an out-of-school suspension or expulsion should be considered absent. Such absence is not considered excused or unexcused for attendance and truancy purposes.
3. ~~"Excused absence"—an absence from a regularly scheduled school day which, as determined by the building principal [or his/her designee], is for:~~
 - a. ~~reasons of health, including illness, incapacity, or doctor's visits. The administration reserves the right to require physician or other appropriate certification for health related absences.~~
 - b. ~~"Educational evaluation" - for purposes of this policy, an~~
educational evaluation is an assessment of a student's educational development, which, based upon the student's presenting characteristics, would assess (as appropriate) the following areas: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.

4. “Excused absence” - a student is considered excused from school if the school has received written documentation describing the reason for the absence within ten (10) school days of the student’s return to school, or if the child has been excluded from school in accordance with section 10-210 of the Connecticut General Statutes (regarding communicable diseases), and the following criteria are met:

a. Any absence before the student’s tenth (10th) absence is considered excused when the student’s parent/guardian approves such absence and submits appropriate written documentation in accordance with this regulation.

b. For the student’s tenth (10th) absence and all absences thereafter, a student’s absences from school are, with appropriate documentation in accordance with this regulation, considered excused only for the following reasons:

i. student illness (verified by an appropriately licensed medical professional);

ii. religious holidays;

~~c. court appearance;~~

iii. mandated court appearances (documentation required);

iv.

~~d. funeral or death in the family;~~

~~e. approved school activities, including field trips;~~

~~f. suspension or expulsion;~~

~~g. in limited circumstances, special activities or emergencies with the consent of the parent or other person having control of the child;~~

~~4. “Disciplinary absences” - absences that are the result of school or district disciplinary action are excluded from “unexcused” and “excused” absences, or other emergency beyond the control of the student’s family;~~

v. extraordinary educational opportunities pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance and this regulation;

vi. lack of transportation that is normally provided by a district other than the one the student attends.

c. A student, age five (5) to eighteen (18), whose parent or legal guardian is an active duty member of the armed forces who has been called for duty, is on leave from or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten (10) days of excused absences in any school year, and, in the discretion of the administration, additional excused absences to visit such student's parent or legal guardian with respect to the parent's leave or deployment. In the case of such excused absences, the student and parent or legal guardian are responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by the student prior to his or her return to school.

5. ~~"Truant" - any student five to eighteen years of age, inclusive, who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year.~~

"In Attendance" - Any day during which a student is present at the student's assigned school, or an activity sponsored by the school, for at least half of the regular school day.

6. "Student" - a student enrolled in the Darien Public Schools.

7. "Truant" - any student **five (5) to eighteen (18)** years of age, inclusive, who has **four (4)** unexcused absences from school in any one month or **ten (10)** unexcused absences from school in any school year.

~~a.~~

8. "Unexcused absence" - any absence from a regularly scheduled

school day for at least one half of the school day, which is not excused or considered a disciplinary absence.

The determination of whether an absence is excused will be made by the building principal or his/her designee. Parents or other persons having control of the child may appeal that decision to the Superintendent or his/her designee, whose decision shall be final.

B. Written Documentation Requirements for Absences

1. Written documentation must be submitted for each incidence of absence within ten (10) school days of the student's return to school. Consecutive days of absence are considered one incidence of absence.
2. The first nine (9) days of absence will be excused upon receipt of a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate.
3. For the student's tenth (10th) absence, and all absences thereafter, documentation of the absence must be submitted in accordance with paragraphs 1 and 2 above, and must also include the reason for the absence and the following additional information:
 - a. student illness:
 - i. a signed note from a medical professional, who may be the school nurse, who has evaluated the student confirming the absence and giving an expected return date; or
 - ii. a signed note from school nurse who has spoken with the student's medical professional and confirmed the absence, including the date and location of the consultation.
 - b. religious holidays: none.
 - c. mandated court appearances:
 - i. a police summons;

- ii. a subpoena;
 - iii. a notice to appear;
 - iv. a signed note from a court official; or
 - v. any other official, written documentation of the legal requirement to appear in court.
- d. funeral or death in the family, or other emergency beyond the control of the student's family: a written document explaining the nature of the emergency.
 - e. extraordinary educational opportunity pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance and this policy: written pre-approval from the administration, in accordance with this regulation.
 - f. lack of transportation that is normally provided by a district other than the one the student attends: none.
- 4. Neither e-mail nor text message shall serve to satisfy the requirement of written documentation. In rare and extraordinary circumstances, a building administrator may, in his/her own discretion, accept the delivery of written documentation through a scanned copy sent by e-mail.
 - 5. The Darien Public Schools reserves the right to randomly audit written documentation received, through telephone and other methods of communication, to determine its authenticity.
 - 6. Any absence that is not documented in accordance with this regulation within ten (10) school days after the incidence of absence will be recorded as unexcused. If documentation is provided within ten (10) school days, but is incomplete, the building principal may, at his/her own discretion, grant up to a five (5) school day extension for provision of the completed documentation.

C. Extraordinary Educational Opportunities

- 1. To qualify as an extraordinary educational opportunity, the opportunity must:

- a. be educational in nature and must have a learning objective related to the student's course work or plan of study;
 - b. be an opportunity not ordinarily available to the student;
 - c. be grade and developmentally appropriate; and
 - d. include content that is highly relevant to the student; while some opportunities will be relevant to all students, others will contain very specific content that would limit their relevance to a smaller group of students.
2. Family vacations do not qualify as extraordinary educational opportunities.
3. No student enrolled in the Darien Public Schools can be enrolled in another public or private school or program during Darien school hours. Such dual enrollment will not be considered an extraordinary educational opportunity.
4. All requests for approval of extraordinary educational opportunities must:
 - a. be submitted to the Superintendent in writing prior to the opportunity, but no later than ten (10) school days prior to the opportunity except in exceptional circumstances at the discretion of the building administrator;
 - b. contain the signatures of both the parent/guardian and the student;
 - c. include an outline of the learning objective of the opportunity and include detail as to how the objective is linked to the student's coursework or plan of study; and
 - d. include additional documentation, where available, about the opportunity.
5. The Superintendent shall provide a response in writing and include the following:
 - a. either approval or denial of the request;
 - b. brief reason for any denial;

- c. any requirements placed upon the student as a condition of approval;
 - d. the specific days approved as excused absences for the opportunity;
 - e. the understanding that the Superintendent may withdraw its approval if the opportunity is canceled or the student fails to meet the agreed-upon requirements of the approval.
- 6. All decisions of the Superintendent relating to extraordinary educational opportunities shall be final.
 - 7. Students who are granted excusal from school to participate in extraordinary educational opportunities are expected to share their experiences with other students and/or school staff when they return.
 - 8. Approval for an extraordinary educational opportunity is determined on a case-by-case basis and the analysis of individualized factors. An opportunity approved for one student may not be approved for another.

D. Truancy Exceptions:

- 1. A student **five (5) or six (6) years of age** shall not be considered truant if the parent or person having control over such student has appeared personally at the school district office and exercised the option of not sending the child to school at five (5) or six (6) years of age.
- ~~b.~~ 2. A student ~~sixteen or~~ **seventeen (17) years of age** shall not be considered truant if the parent or person having control over such student consents to such student's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form indicating such consent. Such withdrawal form must include an attestation from a guidance counselor or school administrator from the school that the district provided the parent (or person having control of the child) with information on the educational options available in the school system and community.
- ~~e.~~ 3. If a parent or guardian of an expelled student chooses not to enroll the student in an alternative program, the student shall not be considered to be "truant."

~~B. Ages of Attendance~~

- ~~a. Kindergarten: Children who will be five years old on or before January 1 will be eligible to enter kindergarten in September of that school year.~~
- ~~b. First Grade: Children reaching the age of six on or before January 1 shall be eligible to enter the first grade in September of that school year. Children younger than age six on January 1 shall be admitted to first grade only upon the recommendation of the Superintendent of Schools. Once eligible, a student's admittance to first grade will be made in accordance with the Board's promotion and retention policy.~~
- ~~c. Other Grades: Admission of children to other grades shall be made in accordance with the Board's promotion and retention policy~~

E. Readmission to School Following Voluntary Withdrawal

- 1. Except as noted in paragraph 2 below, if a student voluntarily withdraws from school (in accordance with Section D.2, above) and subsequently seeks readmission, the Board may deny school accommodations to the student for up to ninety (90) school days from the date of the student's withdrawal from school.
- 2. If a student who has voluntarily withdrawn from school (in accordance with Section D.2, above) seeks readmission within ten (10) school days of his/her withdrawal, the Board shall provide school accommodations to the student not later than three (3) school days after the student requests readmission.

F. Determinations of Whether a Student is "In Attendance":

- 1. A student serving an out of school suspension or expulsion shall be reported as absent unless he or she receives an alternative educational program for at least one half of the regular school day. In any event, the absence is considered a disciplinary absence, and will not be designated as excused or unexcused.
- 2. On early dismissal days and days shortened due to inclement weather, the regular school day for attendance purposes is considered to be the amount of instructional time offered to students on that day. For example, if school is open for four hours on a shortened day scheduled, a student must be present for a minimum of two hours in order to be considered "in attendance."
- 3. Students placed on homebound instruction due to illness or injury in accordance with applicable regulations and requirements are counted as being "in attendance" for every day that they receive

instruction from an appropriately certified teacher for an amount of time deemed adequate in accordance with applicable law.

€G. Procedures for students in grades K-12

1. Notification

~~a.~~a. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall notify the parent or other person having control of the student enrolled in grades K - 12 in writing of the obligations pursuant to Conn. Gen. Stat. § 10-184 to ~~assure~~ensure that such a student attends school regularly or to show that the child is elsewhere receiving equivalent instruction in the studies taught in the Darien Public Schools.

~~b.~~b. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall obtain from the parent or other person having control of the student in grades K-12 a telephone number ~~for~~or other means of contacting such parent or other person during the school day.

2. Monitoring

Each school shall implement a system of monitoring individual unexcused absences of students in grades K-12. Whenever such a student fails to report to school on a regularly scheduled school day, school personnel under the direction of the building principal, shall make a reasonable effort to notify the parent or other person having control of such student by telephone and by mail of the student's absence, unless school personnel have received an indication that the parent or other person is aware of the student's absence that four unexcused absences from school in a month or 10 unexcused absences in a school year may result in a complaint filed with the Superior Court pursuant to section 46b-149 of the Connecticut General Statutes alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs. Any person who, in good faith, gives or fails to give such notice shall be immune from liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give notice.

~~D~~H. Procedures applicable to students ages five (5) to eighteen (18)

1. Intervention

- ~~a.~~a. When a student is truant, the building principal ~~for~~ his/her designee shall schedule a meeting with the parent (or other person having control of such student) and appropriate school personnel to review and evaluate the reasons for the student's truancy. This meeting shall be held no later than **ten (10) days** after the student becomes truant. ~~If the~~ The district shall document the meeting, and if parent or other person declines to attend the meeting, or is otherwise is non responsive, that fact shall also be documented and the meeting shall proceed with school personnel in attendance.
- b. When a student is truant, the Superintendent or his/her designee shall coordinate services with and referrals of students to community agencies providing child and family services, as appropriate. The district shall document efforts to contact and include families and to provide early intervention in truancy matters.
- ~~b.~~c. If the parent or other person having control of a student who is truant fails to attend the meeting held pursuant to subsection H.1.a., above, or otherwise fails to cooperate with the school in attempting to solve the truancy problem, the Superintendent shall file within fifteen (15) calendar days of such failure to attend the meeting or other failure to cooperate with the school in attempting to solve the truancy problem, for such truant a written complaint with the Superior Court pursuant to Conn. Gen. Stat. § 46b - 149 alleging the belief that the acts or omissions of the truant are such that his/her family is a family with service needs.
- ~~e.~~ ~~The Superintendent or his/her designee shall coordinate services with and referrals of students to community agencies providing child and family services, as appropriate.~~
- ~~d.~~d. In addition to the procedures specified in subsections a through c above, a regular education student who is experiencing attendance problems ~~shall~~should be referred to the building Child Study Team ~~for program review~~ [or other appropriate school based team] to consider the need for additional interventions and/or assistance. The Team will ~~review~~also consider whether the student's ~~need for referral for~~ should be referred to a planning and placement team ("PPT") meeting

to review the student's need and eligibility for special education. A special education student who is experiencing attendance problems ~~shall~~should be referred ~~for~~to a PPT meeting for program review.

- e. If a family with service needs petition is filed and the court orders an educational evaluation of the student, the district shall conduct an appropriate educational evaluation if no such evaluation has been performed within the preceding year.
- i. For a regular education student, the educational evaluation will be conducted or arranged for by appropriate school personnel and coordinated through the Child Study Team **[or other appropriate school based team]**. Upon completion of the evaluation of a regular education student, the Child Study Team **[or other appropriate school based team]** shall review the evaluations and make appropriate recommendations for alternative procedures, programs or interventions. Such recommendations may include a referral of the student for further evaluation and/or consideration for special education eligibility.
- ii. In the case of a student who requires or may require special education and related services, the district shall convene a PPT to determine what evaluations may be appropriate to assess any specific areas of concern. The PPT shall reconvene to review the evaluations and make appropriate recommendations regarding the student's need for special education services and the need, if any, to write and/or revise the student's individualized education program ("IEP").

I. Attendance Records

All attendance records developed by the Board shall include the individual student's state-assigned student identifier (SASID).

II. Chronic Absenteeism

A. Definitions for Section II

- 1. "Chronically absent child" - a child who is enrolled in a school under the jurisdiction of the Darien Board of Education and whose total number of absences at any time during a school year is equal to or greater than ten percent (10%) of the total number of days

that such student has been enrolled at such school during such school year;

2. “Absence” - (a) an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to section 10-198b of the general statutes and these administrative regulations, or (b) an in-school suspension, as defined in section 10-233a of the general statutes, that is greater than or equal to one-half of a school day;
3. “District chronic absenteeism rate” - the total number of chronically absent children under the jurisdiction of the Darien Board of Education in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year; and
4. “School chronic absenteeism rate” - the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

B. Establishment of Attendance Review Teams

If the Darien Board of Education has a district chronic absenteeism rate of ten percent (10%) or higher, it shall establish an attendance review team for the school district.

If a school under the jurisdiction of the Darien Board of Education has a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for that school.

If the Darien Board of Education has more than one school with a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for the school district or at each such school.

If the Darien Board of Education has a district chronic absenteeism rate of ten percent (10%) or higher and one or more schools with a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for the school district or at each such school.

C. Composition and Role of Attendance Review Teams

Any attendance review team established under these regulations may include school administrators, guidance counselors, school social workers, teachers, representatives from community-based programs who address

issues related to student attendance by providing programs and services to truants, as defined under I.A.7, and chronically absent children and their parents or guardians.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.

D. State Chronic Absenteeism Prevention and Intervention Plan

The Darien Board of Education and its attendance review teams, if any, will consider any chronic absenteeism prevention and intervention plan developed by the State Department of Education.

III. Reports to the State Regarding Truancy Data

Annually, each local and regional board of education shall include information regarding the number of truants and chronically absent children in the strategic school profile report for each school under its jurisdiction and for the school district as a whole submitted to the Commissioner of Education. Measures of truancy include the type of data that is required to be collected by the Department of Education regarding attendance and unexcused absences in order for the department to comply with federal reporting requirements and the actions taken by the board of education to reduce truancy in the school district.

Legal References:

Connecticut General Statutes § 10-220

Connecticut General Statutes § 10-184

Connecticut General Statutes § 10-186

Connecticut General Statutes § 10-198a

Connecticut General Statutes § 10-198b

Connecticut General Statutes § 10-198c

Connecticut General Statutes § 10-198d

Public Act 16-147, “An Act Concerning the Recommendations of the Juvenile Justice Policy and Oversight Committee”

Guidelines for Reporting Student Attendance in the Public School Information System (Connecticut State Department of Education, January 2008)

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APPROVED: ~~June 9, 2009~~ _____

REVISED: ~~July 17, 2013~~ _____

6/26/16

SAMPLE NOTIFICATION REGARDING STUDENT ATTENDANCE*

Regular and punctual student attendance is essential to the educational process. Connecticut General Statutes Section 10-184 provides that “[e]ach parent or other person having control of a child five years of age and over and under eighteen years of age shall cause such child to attend a public day school regularly during the hours and terms the public school in the district wherein such child resides is in session, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. . . . The parent or person having control of a child seventeen years of age may consent, as provided in this section, to such child’s withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor or school administrator of the school that such school district has provided such parent or person with information on the educational options available in the school system and community. The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age and the parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age. The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The school district shall provide the parent or person with information on the educational opportunities available in the school system.”

In order to assist parents and other persons in meeting this responsibility, the Board of Education monitors unexcused student absences and makes reasonable efforts to notify parents or other persons by contacting them when a student fails to report to school. State law provides that any person who, in good faith, gives or fails to give such notice shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give such notice. The Board, therefore, must obtain a telephone number or other means of contacting parents or other persons during the school day.

Please provide the following information and return the completed form, signed and dated to:

Student's Name:

Address:

School/grade: _____ / _____

Parent/Guardian's Daytime Telephone Number*: _____

Parent/Guardian's Daytime Telephone Number*: _____

Daytime Telephone Number* of _____

Other Person Having Control _____

of Student: _____ Relationship to Student: _____

*If no daytime telephone number is available, please specify other means by which school personnel may contact you during the school day.

Signature: _____

Date: _____

Darien Board of Education

Extraordinary Educational Experience Request Form

Pursuant to guidelines from the Connecticut Department of Education, the Darien Public Schools will consider certain extraordinary educational experiences to be excused absences. In order for an experience to qualify as an extraordinary educational experience, the opportunity must be educational in nature and must have a learning objective specifically related to the student's coursework or plan of study. It is important to note that not all memorable and/or life experiences are considered extraordinary educational experiences for the purpose of an excused absence. In order to qualify, the experience must be an opportunity not ordinarily available to the student. The experience must be grade and developmentally appropriate and the content of the experience must be highly relevant to the individual student. Whether an experience fits the requirements of an extraordinary educational experience for the purpose of an excused absence is a determination within the discretion of the building principal or his/her designee.

To request consideration of an experience as an extraordinary educational experience, the following form must be filled out, signed by the parent and student, and returned at least five (5) school days in advance of the date of the opportunity. Please note that approval is not assured. Approvals are awarded on a case-by- case basis and are based on a number of factors. An experience approved for one student does not guarantee that it will be approved for others.

Name of Student _____ Today's Date _____

Title of Educational Opportunity _____

Please describe the learning objective of the educational opportunity and how the objective is linked to the student's coursework or plan of study (you may attach additional sheets):

Date(s) of educational opportunity _____

Dates and total number of days of planned absence

Signature of Parent

Signature of Student

For Office Use Only. Received by _____ on _____ . Approved? Yes/No By _____.

A P P R O V E D
(3rd Revision - changes in “Red, Bold and Italics**”)**
BOARD OF EDUCATION MASTER AGENDA
AUGUST 2016 – JANUARY 2017

August 23rd

- Discussion and Adoption of District Goals and Objectives 2016-2017
- Teaching Appointments for 2016-2017
- Discussion and Adoption of Board Objectives 2016-2017
- First Reading of Board Master Agenda for August 2016-January 2017
- Discussion of Extra-Curricular and Athletic Eligibility and Participation Contract
- Further Discussion and Approval of Updated Facilities Use Fee Schedule
- Discussion and Action on 2015-2016 Final Year End Financial Report – rescheduled for September 6th
- Discussion on Student Activity Fundraising Guidelines and Audit Report
- Update on Copy Center
- Verbal Update on Regular and Special Education Staffing for 2016-2017
- Report on Darien High School SAT Results as part of the State Testing Program
- ***Review and Approval of Application for Stadium Lights to Planning and Zoning Commission***
- ***Action on Contract Agreement with the Custodians Union***
- ***Action on Contract Agreement with the Maintenance Union***

September 6th

- Superintendent's Opening of School Report
- Further Discussion and Possible Action on Board Master Agenda for August 2016-January 2017
- Report on Summer School and ESY Programs 2016
- Teaching Appointments for 2016-2017
- Comparative Review of 2015-2016 and 2016-2017 Budgets
- Discussion and Action on 2015-2016 Final Year End Financial Report – rescheduled from August 23rd
- Update on Summer Facility Projects
- ***Discussion and Action on Proposed US-China Exchange Field Trip***

September 20th

- Update/Report on SBAC, CAPT and CMT Results
- ~~Update on School Facilities~~
- *Discussion on Class Size Guidelines and Policy 6510 (Class Size)*
- *Update on District Enrollment*
- *Further Discussion and Possible Action on Board Master Agenda for August 2016-January 2017*
- *Appointment of Impartial Hearing Officer*

October 4th

- ~~Update Master Agenda and~~ Preliminary Discussion of 2017-2018 Budget Meeting Calendar
- Report on 2016-2017 District Budget and Possible Action on Budget Transfers – *rescheduled for November 9th* ~~October 18th~~
- Discussion and Possible Approval of 2017-2018 Consolidated Grant - *rescheduled for October 18th*
- Report on Testing – SAT, ACT, AP
- Presentation of Student Distribution (Class Size) Reports for the High School and Middlesex – **October 18th**
- Presentation of October 1st District Enrollment Report and Projections *and Space Utilization including Special Education* – **October 18th**
- Presentation by Reiss Fund Scholarship Recipients
- *Discussion and Action on Return of 2015-16 F/Y Unused Funds to the Town*
- *Further Discussion and Adoption of Student Activity Fundraising Guidelines*
- *Discussion and Possible Action on Amendment to the Darien Public Schools' 403(b) Retirement Plan*
- *Discussion and Possible Action on Proposed Darien High School and Middlesex Middle School Field Trips*
- *Presentation and Discussion on Class Size Recommendations*

October 18th

- Curriculum Update – SRBI
- *Discussion of Master Plan and Building Condition Survey – rescheduled to November 9th*
- Presentation of October 1st District Enrollment Report and Projections
- Presentation of Student Distribution (Class Size) Reports for the High School and Middlesex —~~or October 4th~~

October 18th, cont.

- Further Review **and Possible Action on** Proposed 2017-2018 Budget Calendar
- Discussion and Action on Title 1 Grant Application- or November 9th
- Update on Chromebook 1:1 Initiative
- **Further Discussion and Possible Action on Proposed Darien High School and Middlesex Middle School Field Trips**
- **Report on 2016-2017 District Budget and Possible Action on Budget Transfers – rescheduled to November 9th**
- **Further Discussion on Proposed Class Size Guidelines**
- ~~Update on Facilities Study~~
- **Report on Reimagining High Schools**
- **Discussion of 2017-2018 Consolidated Grant**
- **Discussion and Possible Acceptance of Contemplated Gifts from Darien Music for Youth**

November 9th

- Reorganization of Board of Education (Election of Officers)
- Presentation and Discussion of Preliminary Major Budget Proposals for 2017-2018 – **November 22nd**
- ~~Discussion on Athletic Costs by Teams~~
- Report on 2016-2017 District Budget and **Action** on Budget Transfers
- Presentation of Updated Five Year Capital Plan – **rescheduled for November 22nd**
- **Report on Condition of all School District Fields**
- Review, Discussion and Possible Action on Five Year Budget Projections – **rescheduled for November 22nd**
- Discussion and Action on Title 1 Grant Application- rescheduled for October 18th
- **Discussion of Master Plan and Building Condition Survey – to be rescheduled**
- **Discussion on Proposed Community Fund of Darien Thriving Youth Parent Survey**
- **Discussion and Possible Acceptance of Contemplated Gift from the Blue Wave Booster Club**
- **Presentation, Discussion and Possible Action on Proposed Changes to Board of Education Policy 6510 – Class Size**
- **Presentation, Discussion and First Reading of Proposed Changes to Board of Education Policies: 4250 – Employee Checks; 4400 – Social Media; 4425 – Criminal Justice**
- **Action on Contract Agreement between the Darien Education Association and the Darien Board of Education**
- **Action on Contract Agreement between the Darien Administrators Association and the Darien Board of Education**

November 22nd

- Presentation of Updated **Six Five** Year Capital Plan/**Building Condition Survey**
- Adoption of Proposed Meeting Schedule for the 2017-2018 Budget - **approved on October 18th**
- **Further Discussion** and Possible Action on Five Year Budget Projections
- Discussion and Possible Action on Changes to the Schedule of Regular Board of Education Meetings for the 2017 Calendar Year
- Presentation and Discussion of Preliminary Major Budget Proposals for 2017-2018
- **Presentation of Proposed Summer School Catalog – Digital Option**
- **Presentation and Discussion of PreK-Grade 5 General Music Program Curriculum Revision**
- **Further Discussion and Action on Student Activity Fund Guidelines and Communication Plan**
- **Action on Board of Education Policies: 6510/6510R – Class Size; 4250 – Employee Checks; 4400 – Social Media; 4425 – Criminal Justice**

December 13th

- ~~**Report on 2016-2017 District Budget and Further Discussion and Action on Revised Budget Transfers**~~
- Update Master Agenda
- Presentation of Board Master Agenda for February – August 2017 – **rescheduled to January 10th**
- **Further Discussion and Action on** Updated **Six Five** Year Capital Plan
- Presentation of Proposed Changes to Darien High School Catalog for 2017-2018 – **rescheduled to January 10th**
- ~~Update on Safe School Climate Plans~~
- Annual Special Education Update
- Discussion and Possible Action on Changes to the Schedule of Regular Board of Education Meetings for the 2017 Calendar Year – **rescheduled to November 22nd**
- **Action on PreK-Grade 5 General Music Program Curriculum Revision**
- **Presentation on Darien High School Cafeteria Expansion Proposal by Silver/Petrucelli Architects**
- **Discussion and Possible Acceptance of Contemplated Gift from Holmes School PTO**
- **Presentation, First Reading and Discussion of Proposed Board of Education Policy Changes: Repeal of Policy 5140: Continuity of Attendance; Revision of Policy 5130: Student Attendance and Truancy**

January 5th, **Thursday (Special Meeting)**

- Review of 2017-2018 Budget Book Structure and Format
- Presentation of Superintendent's Proposed Budget for 2017-2018

January 7th ~~14th~~, **Saturday (January 21st, Snow Date)**

- Discussion of Superintendent's Proposed 2017-18 Personnel, Operating and Equipment Budgets (All RCs)

January 10th

- Report on 2016-2017 District Budget and Approval of Budget Transfers
- Presentation of Board Master Agenda for February – August 2017
- Presentation of Proposed Changes to Darien High School Catalog for 2017-2018
- Presentation and Discussion on Revised High School Schedule for SAT and CAPT Tests
- Meeting with Board of Finance re 2017-18 Proposed Budget
- **Update on Technology Rollout**
- ~~Approval of Proposed Changes to Darien High School Catalog for 2017-2018 — or January 24th~~

January 24th

- Presentation of Recommended Sabbatical Leave(s) for 2017-2018
- Meeting with **Board of Finance and** RTM Education, and Finance & Budget Committees regarding Superintendent's Proposed Budget for 2017-2018
- Discussion of Unfinished Business on 2017-2018 Superintendent's Proposed Budget
- Discussion of 2017-2018 Budget Modifications under Consideration
- Review and Discussion of Stadium Lights Report to Planning and Zoning Commission
- Approval of Board Master Agenda for February – August 2017
- Approval of Proposed Changes to Darien High School Catalog for 2017-2018
- **Update on Master Plan, including assumptions**

DARIEN PUBLIC SCHOOLS

CURRICULUM GUIDE

General Music PK-5

Pending Approval

DARIEN PUBLIC SCHOOLS

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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	Back 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 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.
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- 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
- 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:

Toccata 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.

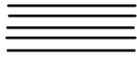
13. This symbol tells you to _____ .



- 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.

$$\text{Quarter note} + \text{Quarter note} + \text{Quarter note} - \text{Quarter rest} =$$

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

19.

$$\text{Quarter note} + \text{Quarter note} + \text{Quarter note} =$$

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

20.

$$\text{Quarter note} + \text{Quarter rest} + \text{Quarter note} =$$

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

21.

$$\text{Quarter note} + \text{Quarter note} + \text{Quarter note} + \text{Quarter note} =$$

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

22. Is the bar line in the correct place?

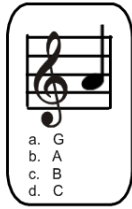
a. Yes
b. No

23. Is the bar line in the correct place?

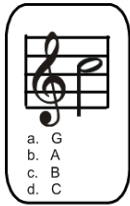
a. Yes
b. No

NOTE READING ON STAFF

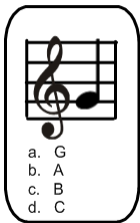
24.



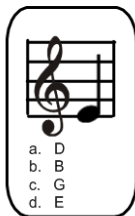
25.



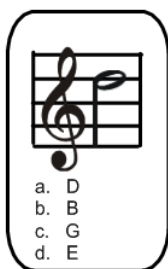
26.



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.



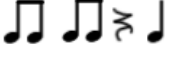
- a. Do Re Mi _____
b. Do Mi Sol _____
c. Do Mi Do _____

36.


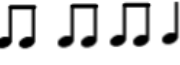
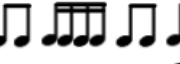
- a. So So Mi Do _____
b. Do Do Re Mi _____
c. So La Ti Do _____

RHYTHM RECOGNITION

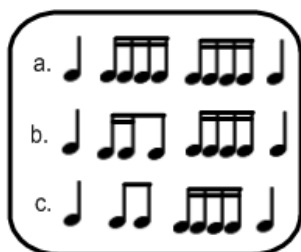
37.

- 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 -	Pleasant 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.

PERSONNEL ACTION REPORT

December 13, 2016

Item	Name	Action	Replacing/Location/Position	Effective Date		Tenure Area	Certification Class/Step
				From	To		
1	Jaydell Roy	Appointment	New Position/Holmes/Special Education Paraprofessional	12/12/2016	6/30/2017	NA	NA
2	Ariel Delgado	Appointment	Lou Conetta/Ox Ridge/Custodian	11/28/2016	6/30/2017	NA	NA