

**Board of Education  
Darien, Connecticut**

**TUESDAY, JANUARY 10, 2017  
SPECIAL MEETING OF THE BOARD OF EDUCATION**

**PLACE:  
DARIEN PUBLIC SCHOOLS'  
ADMINISTRATIVE OFFICES  
2<sup>nd</sup> FLOOR CONFERENCE ROOM  
7:00 P.M.**

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

**REGULAR MEETING OF THE BOARD OF EDUCATION  
TUESDAY, JANUARY 10, 2017**

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

**TENTATIVE AGENDA**

- |                                 |                       |           |
|---------------------------------|-----------------------|-----------|
| 1. Call to Order.....           | Mr. Michael A. Harman | 7:30 p.m. |
| 2. Chairperson's Report.....    | Mr. Harman            | 7:35 p.m. |
| 3. Public Comment.....          | Mr. Harman            |           |
| 4. Superintendent's Report..... | Dr. Dan Brenner       | 7:45 p.m. |
| 5. Approval of Minutes.....     | Board of Education    |           |
| 6. Board Committee Reports..... | Mr. Harman            |           |

**REGULAR MEETING OF THE BOARD OF EDUCATION  
TUESDAY, JANUARY 10, 2017**

7. Presentations/Discussions:

- a. Discussion with Board of... Mr. Harman 8:15 p.m.  
Finance re 2017-18  
Proposed Board  
of Education Budget
- b. Presentation on Revised., Dr. Brenner  
Darien High School  
Cafeteria Expansion  
Proposal by Silver/  
Petrucci Architects
- c. Presentation of Proposed... Dr. Susie Da Silva/  
New Courses for Darien Mrs. Ellen Dunn  
High School for the  
2017-2018 School Year
- d. Overview of Alternative.... Dr. Brenner/  
Program Dr. Da Silva/  
Mrs. Dunn
- e. Follow Up Discussion on... Dr. Brenner  
January 7<sup>th</sup> Board Meeting  
Questions on 2017-2018  
Proposed Board of  
Education Budget
- f. Presentation of Board.... Dr. Brenner  
Master Agenda for  
February – August  
2017

8. Action Items

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

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

10. Adjournment..... Mr. Harman

**APPROVED**  
**REGULAR MEETING OF THE BOARD OF EDUCATION**  
**Tuesday, November 22, 2016**

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

**BOARD MEMBERS PRESENT:**

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

**ADMINISTRATION PRESENT:**

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

**AUDIENCE:** *Approximately 20*

- |                                      |   |
|--------------------------------------|---|
| 1. Call to Order                     | Mr. Harman, Chair,<br>at 7:40 p.m. (0:00) |
| 2. Chairperson's Report              | Mr. Harman at 7:40 (0:00)                 |
| 3. Public Comment                    | Mr. Harman at 7:41 (0:01)                 |
| 4. Superintendent's Report           | Dr. Brenner at 7:41 (0:01)                |
| 5. Approval of Minutes (Attachments) | Board of Education at 7:42 (0:02)         |

**MOTION TO APPROVE THE MINUTES OF THE SPECIAL MEETING AND EXECUTIVE SESSION HELD ON  
NOVEMBER 9, 2016:**

**1<sup>st</sup> Mr. Stein**

**2<sup>nd</sup> 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						x			

**RESULT -MOTION PASSED UNANIMOUSLY (8-0-1)**

**MOTION TO APPROVE THE MINUTES OF THE ORGANIZATIONAL MEETING HELD ON NOVEMBER 9, 2016:**

**1<sup>st</sup> Ms. Hagerty-Ross**

**2<sup>nd</sup> Mr. Burke**

	<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						x			

**RESULT -MOTION PASSED UNANIMOUSLY (8-0-1)**

**MOTION TO APPROVE THE MINUTES OF THE REGULAR MEETING HELD ON NOVEMBER 9, 2016:**

**1<sup>st</sup> Ms. Ochman**

**2<sup>nd</sup> 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	x	x
No									
Abstain						x			

**RESULT -MOTION PASSED UNANIMOUSLY (8-0-1)**

6. Board Committee Reports

Mr. Harman at 7:44 (0:04)

**PRESENTATIONS AND DISCUSSIONS**

7. Presentations

a. Discussion of Proposed Summer School Catalog Digital Option (Attachment)

Ms. Cion and Ms. Stanton at 7:46 (0:06)

b. Presentation and Discussion of PreK - Grade 5 General Music Program Curriculum Revision (Attachment)

Dr. DaSilva and Mr. Sadlon at 7:57 (0:17)

c. Presentation of Updated Five Year Capital Plan / Building Condition Survey (Attachment)

Dr. Brenner and Mr. Lynch at 8:33 (0:53)

d. Presentation and Discussion of Preliminary Major Budget Proposals for 2017-2018

Dr. Brenner at 9:05 (1:25)

*Mr. Dineen departed at 9:21 p.m.*

e. Further Discussion and Possible Action on Five Year Budget Projections (Attachment)

Mr. Feeney at 9:30 (1:50)

**MOTION TO APPROVE THE FIVE YEAR BUDGET PROJECTIONS:**

**1<sup>st</sup> Mr. Burke**

**2<sup>nd</sup> 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	x
No									
Abstain									

**RESULT -MOTION PASSED UNANIMOUSLY (7-0-0)**

f. Further Discussion and Action on Student Activity Fund Guidelines and Communication Plan (Attachments)

Mr. Feeney at 9:33 (1:53)

*No action taken*

- g. Discussion and Possible Action on Changes to the Schedule of Regular Board of Education Meetings for the 2017 Calendar Year (Attachment) Dr. Brenner at 9:47 (2:07)

**MOTION TO APPROVE CHANGES TO THE SCHEDULE OF REGULAR BOARD OF EDUCATION MEETINGS:**

**1<sup>st</sup> Mr. Burke**

**2<sup>nd</sup> Ms. Ochman**

	<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)**

**ACTION ITEMS**

**8. Action Items**

- a. Board of Education Policies:  
6510/6510R - Class Size  
4250 -Employee Checks  
4400 - Social Media  
4425 - Criminal Justice  
(Attachments)

Ms. Cion at 9:53 (2:13)

**MOTION TO ADOPT BOARD OF EDUCATION POLICIES 6510/6510R, 4250, 4400, AND 4425:**

**1<sup>st</sup> Ms. Hagerty-Ross**

**2<sup>nd</sup> Ms. Zuro**

	<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)**

- b. Personnel Items  
i. Teacher/Administrator Appointments  
ii. Resignations  
(Attachment)

Ms. Cion at 9:57 (2:17)

**MOTION TO ADOPT THE PERSONNEL ITEMS AS OUTLINED IN THE MEMO DATED NOVEMBER 22, 2016:**

**1<sup>st</sup> Mr. Burke**

**2<sup>nd</sup> Ms. Zuro**

	<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)**

**9. Public Comment**

Mr. Harman at 9:57 (2:17)

10. Adjournment

Mr. Harman at 9:58 (2:18)

**MOTION TO ADJOURN:**

**1<sup>st</sup> Ms. Ochman**

**2<sup>ND</sup> Ms. Zuro**

	<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)**

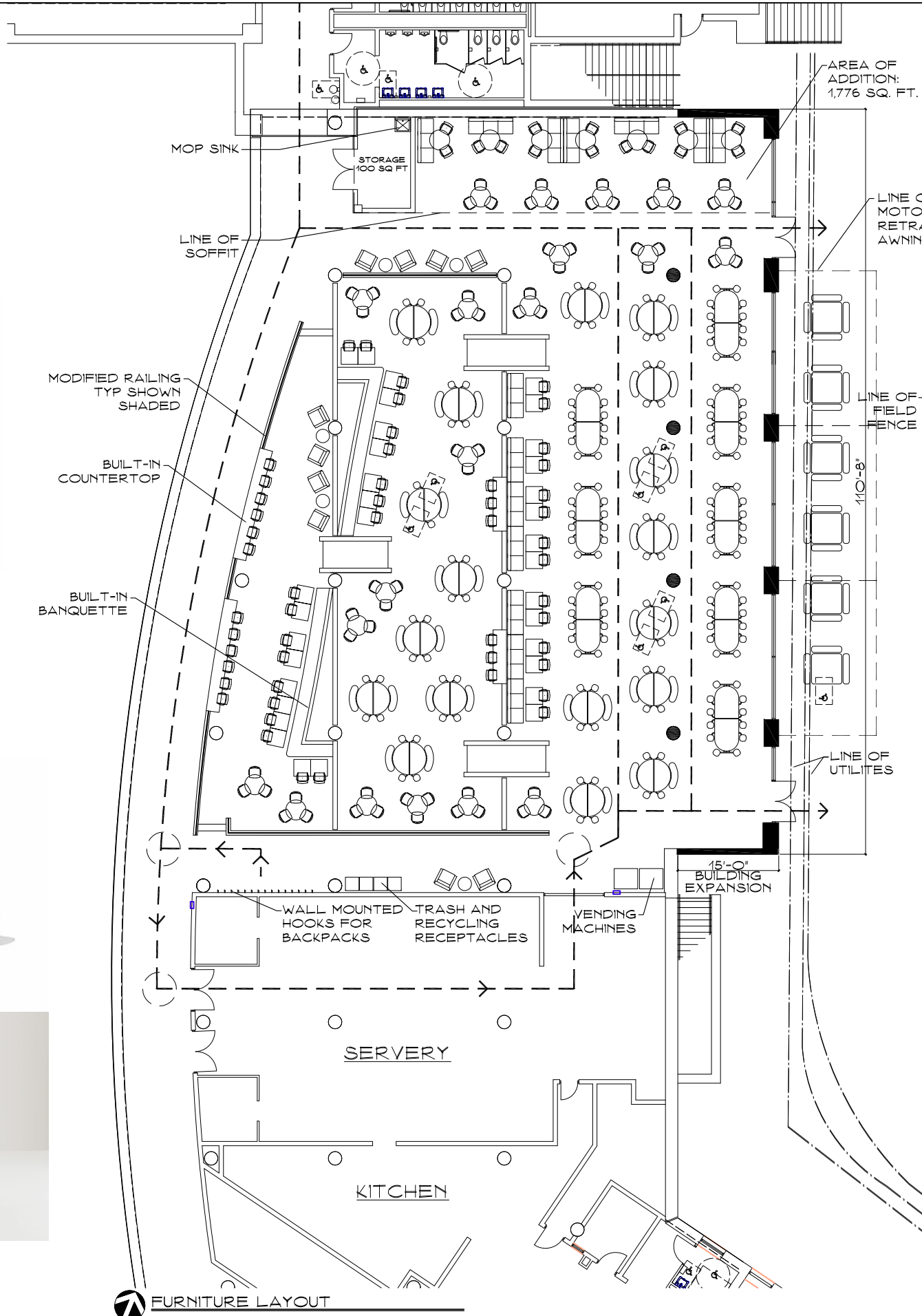
Meeting adjourned at 9:58 p.m. (2:18)

Respectfully submitted,

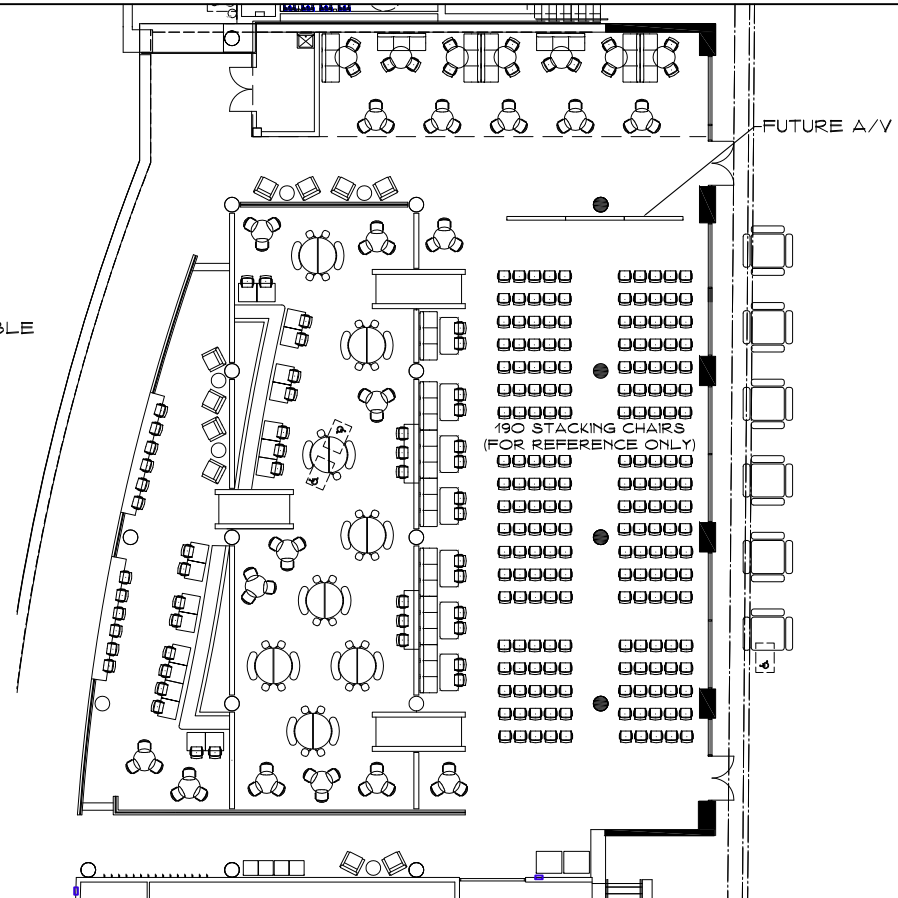
Sarah Schneider Zuro  
Secretary



FURNITURE REFERENCES



FURNITURE LAYOUT



STACKING CHAIR LAYOUT

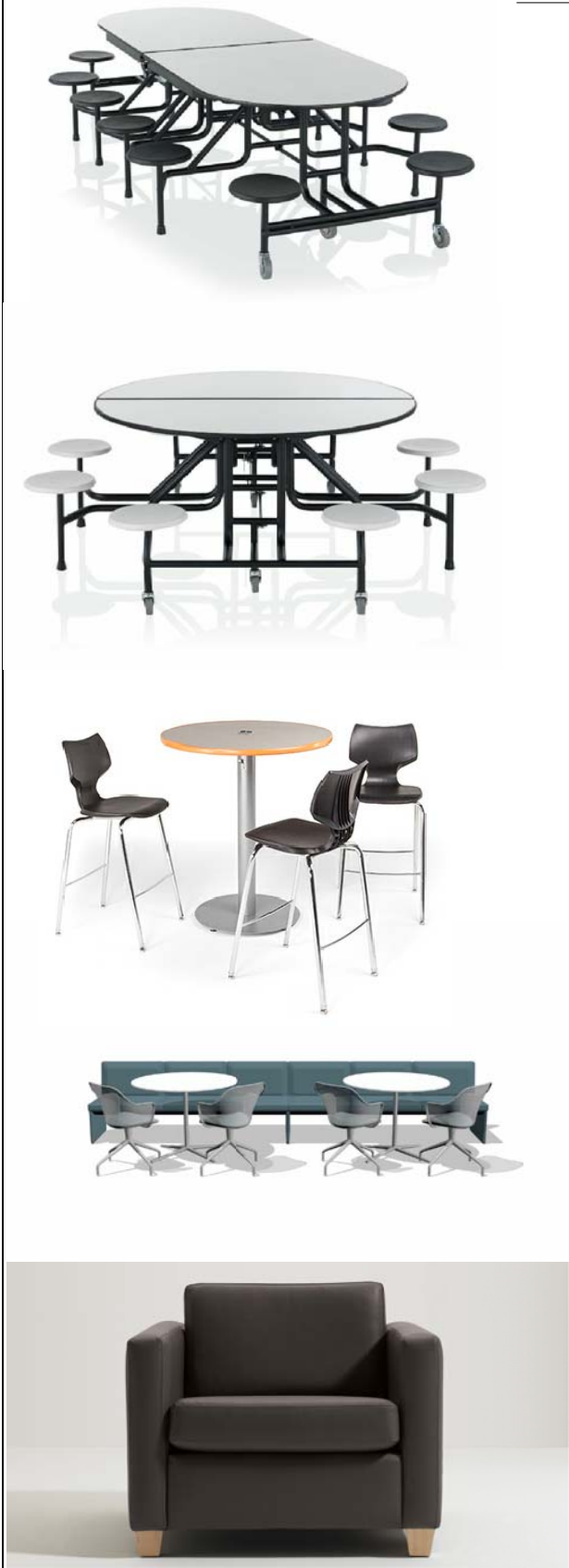
GENERAL NOTES	
-SEATING INDOORS FOR 436 STUDENTS	
-SEATING OUTDOORS FOR 48 STUDENTS	
TOTAL: 484 STUDENTS	
-EXISTING SEATING CAPACITY: APPROX. 340 STUDENTS	
-FACULTY LOUNGE TO BE RELOCATED TO BUILDING 'B'	
ESTIMATES FOR A6A	
TOTAL PROJECT COST ESTIMATE:	\$1,794,244.00
FF&E ESTIMATE (INCLUDED IN TOTAL PROJECT COST):	\$163,450.00
RETRACTABLE AWNING ESTIMATE (ADDITIONAL):	\$30,000.00

LEGEND	
	EXISTING WALL
	NEW WALL
	EXISTING COLUMN
	NEW COLUMN
	PATH OF TRAVEL

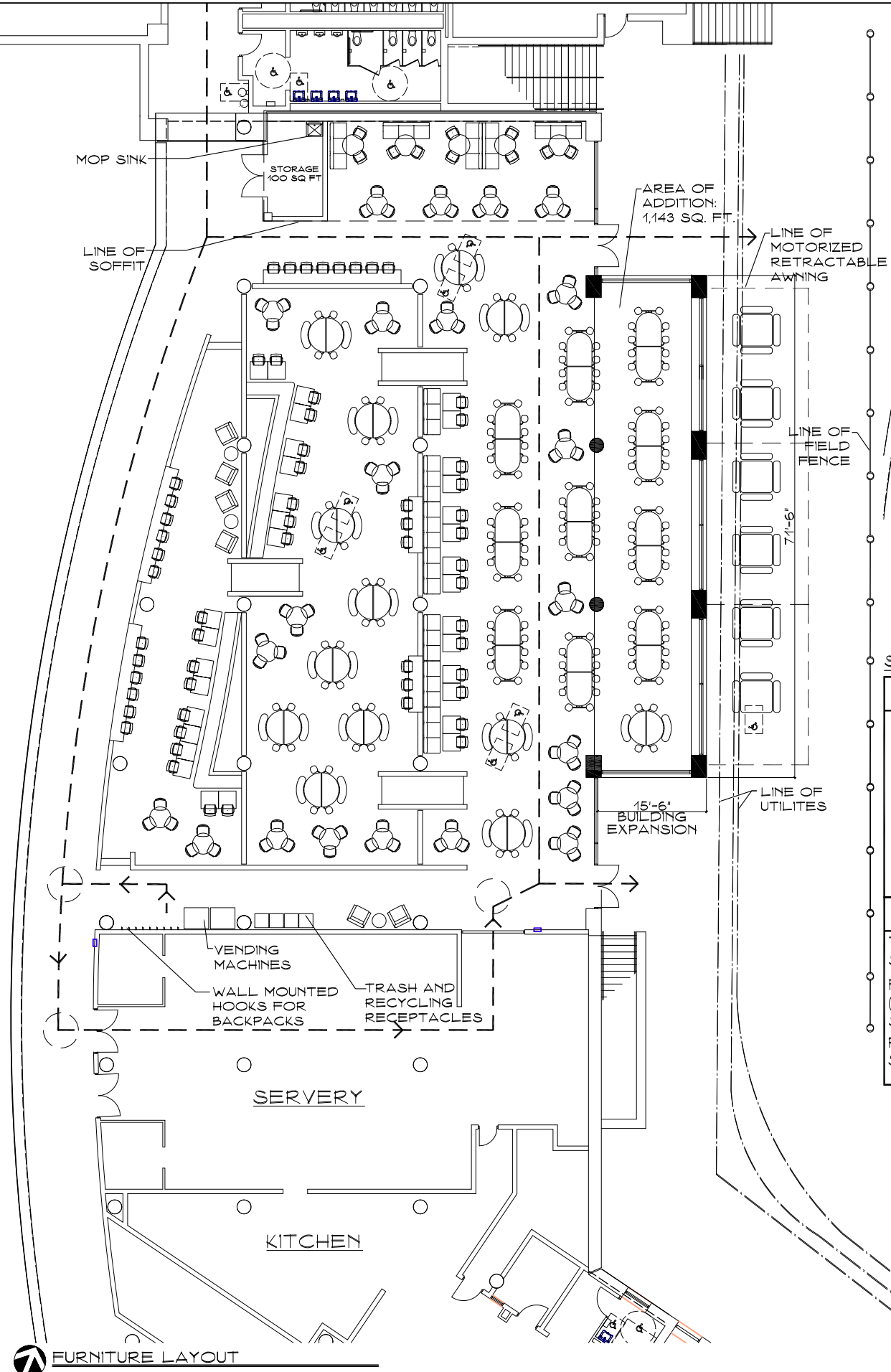


RAILING REERENCES

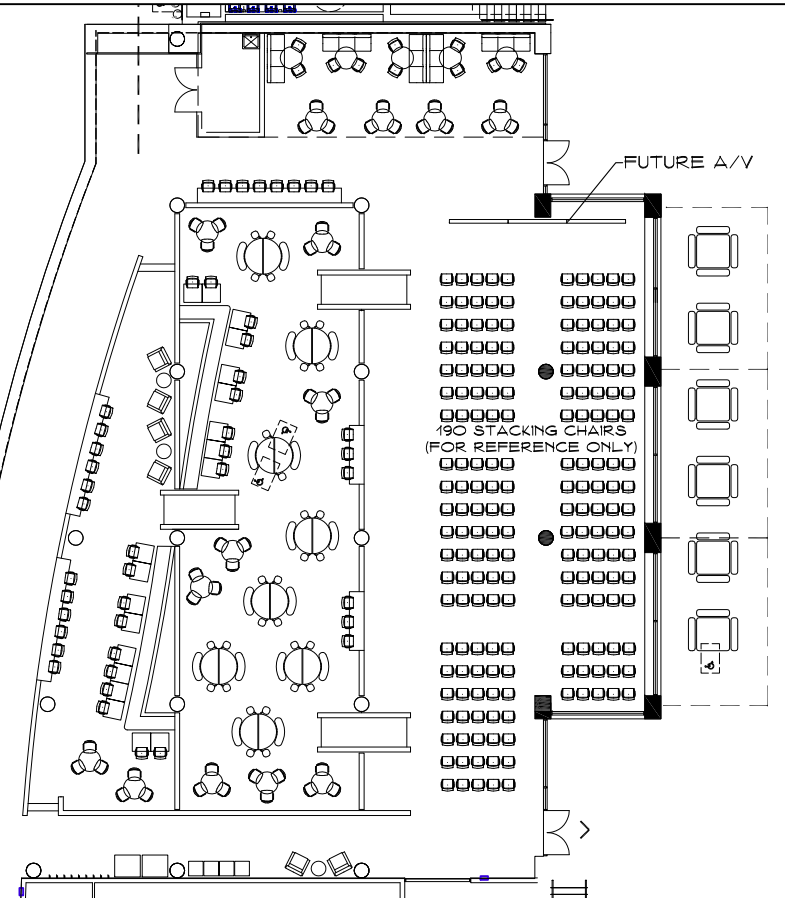




FURNITURE REFERENCES



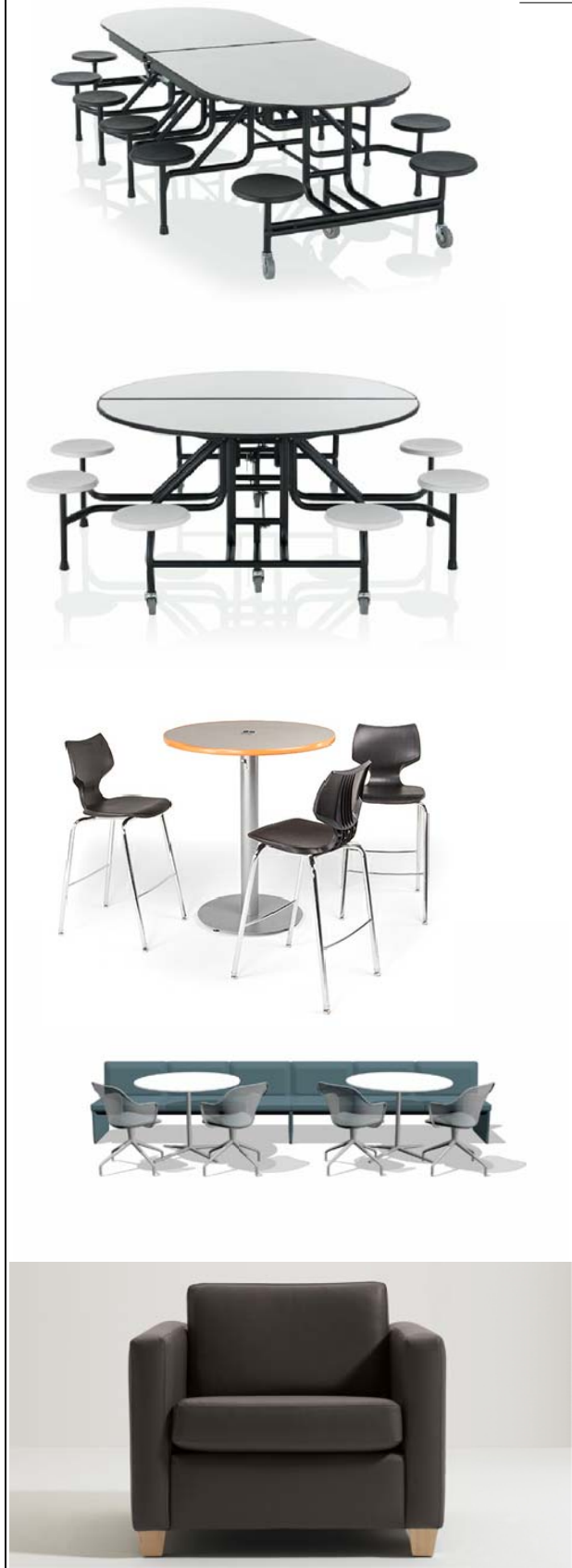
FURNITURE LAYOUT



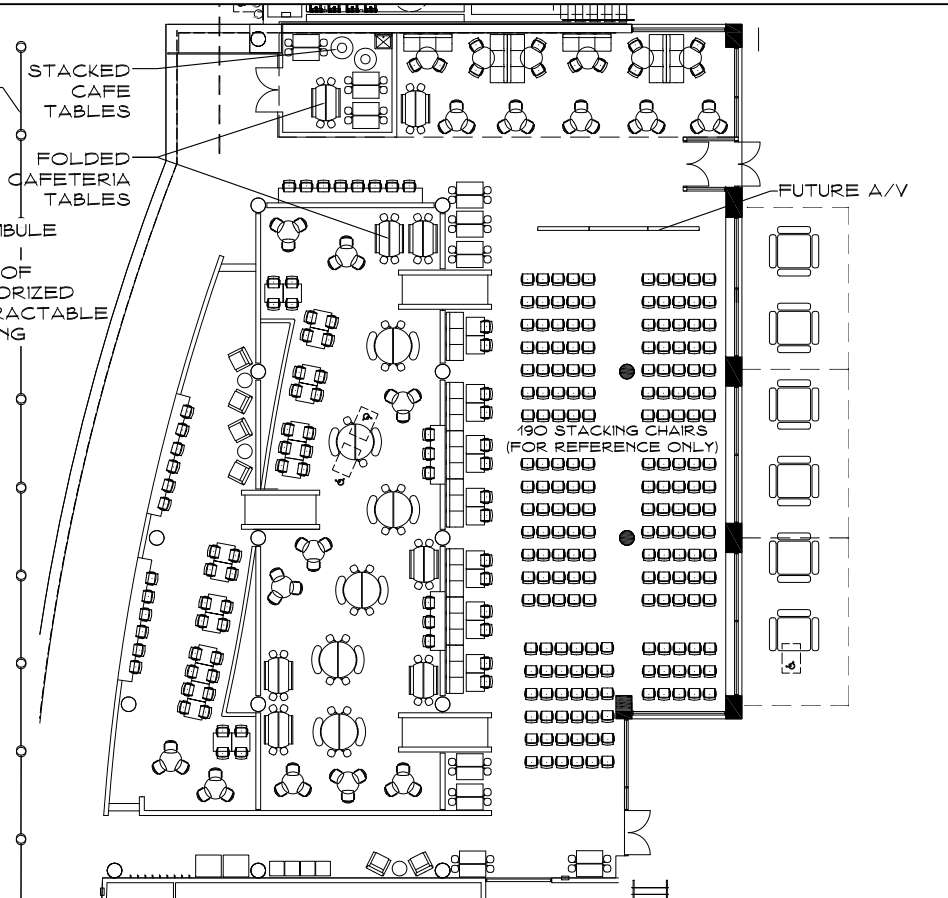
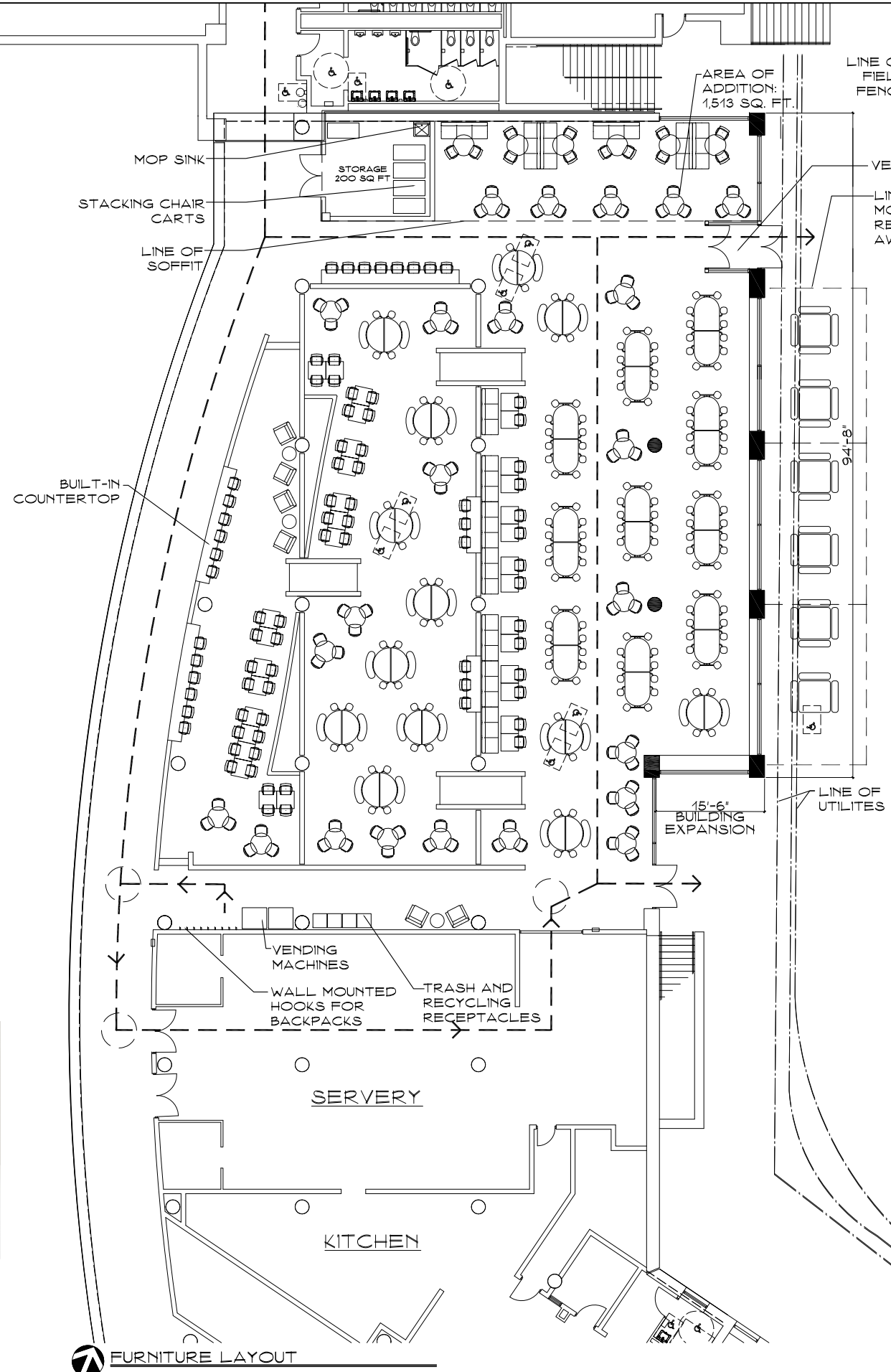
STACKING CHAIR LAYOUT

GENERAL NOTES	
-SEATING INDOORS FOR 420 STUDENTS	
-SEATING OUTDOORS FOR 48 STUDENTS	
TOTAL: 468 STUDENTS	
-EXISTING SEATING CAPACITY: APPROX. 340 STUDENTS	
-FACULTY LOUNGE TO BE RELOCATED TO BUILDING 'B'.	
ESTIMATES FOR A6B	
TOTAL PROJECT COST ESTIMATE: \$1,468,707.00	
FF&E ESTIMATE (INCLUDED IN TOTAL PROJECT COST): \$149,650.00	
RETRACTABLE AWNING ESTIMATE (ADDITIONAL): \$30,000.00	
LEGEND	
	EXISTING WALL
	NEW WALL
	EXISTING COLUMN
	NEW COLUMN
	PATH OF TRAVEL





FURNITURE REFERENCES



STACKING CHAIR LAYOUT

GENERAL NOTES	
-SEATING INDOORS FOR 428 STUDENTS	
-SEATING OUTDOORS FOR 48 STUDENTS	
TOTAL: 476 STUDENTS	
-EXISTING SEATING CAPACITY: APPROX. 340 STUDENTS	
-FACULTY LOUNGE TO BE RELOCATED TO BUILDING 'B'.	
ESTIMATES FOR A6C	
TOTAL PROJECT COST ESTIMATE: \$1,689,359.00	
FF&E ESTIMATE (INCLUDED IN TOTAL PROJECT COST): \$157,450.00	
RETRACTABLE AWNING ESTIMATE (ADDITIONAL): \$30,000.00	
LEGEND	
	EXISTING WALL
	NEW WALL
	EXISTING COLUMN
	NEW COLUMN
	PATH OF TRAVEL

FURNITURE LAYOUT

OPTION 6a - NEW FURNITURE				
	item	cost	qty	total
	60"D Round Table	\$ 1,300.00	15	\$ 19,500.00
	60"D ADA Round Table	\$ 1,500.00	3	\$ 4,500.00
	Rectangular Table	\$ 1,800.00	8	\$ 14,400.00
	Banquette Seating	\$ 3,200.00	14	\$ 44,800.00
	Banquette Table	\$ 700.00	33	\$ 23,100.00
	Café Tables	\$ 500.00	27	\$ 13,500.00
	Square Outdoor Table	\$ 1,500.00	6	\$ 9,000.00
	Lounge Chair	\$ 1,200.00	10	\$ 12,000.00
	End Tables	\$ 600.00	5	\$ 3,000.00
	Café/Stacking Chair	\$ 150.00	131	\$ 19,650.00

<b>TOTAL</b>	<b>\$ 163,450.00</b>
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<b>Optional Costs:</b>	Stacking Chairs for Assembly	\$ 150.00	190	\$ 28,500.00
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Not Included in Total - Refer to Stacking Chair Layout on A.6a

<b>OPTION 6b - NEW FURNITURE</b>				
	<b>item</b>	<b>cost</b>	<b>qty</b>	<b>total</b>
	60"D Round Table	\$ 1,300.00	10	\$ 13,000.00
	60"D ADA Round Table	\$ 1,500.00	3	\$ 4,500.00
	Rectangular Table	\$ 1,800.00	10	\$ 18,000.00
	Banquette Seating	\$ 3,200.00	12	\$ 38,400.00
	Banquette Table	\$ 700.00	33	\$ 23,100.00
	Café Tables	\$ 500.00	27	\$ 13,500.00
	Square Outdoor Table	\$ 1,500.00	6	\$ 9,000.00
	Lounge Chair	\$ 1,200.00	6	\$ 7,200.00
	End Tables	\$ 600.00	3	\$ 1,800.00
	Café/Stacking Chair	\$ 150.00	141	\$ 21,150.00

<b>TOTAL</b>	<b>\$ 149,650.00</b>
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<b>Optional Costs:</b>	Stacking Chairs for Assembly	\$ 150.00	190	\$ 28,500.00
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**Not Included in Total - Refer to Stacking Chair Layout on A.6a & A.6b**

OPTION 6c - NEW FURNITURE				
	item	cost	qty	total
	60"D Round Table	\$ 1,300.00	10	\$ 13,000.00
	60"D ADA Round Table	\$ 1,500.00	3	\$ 4,500.00
	Rectangular Table	\$ 1,800.00	10	\$ 18,000.00
	Banquette Seating	\$ 3,200.00	13	\$ 41,600.00
	Banquette Table	\$ 700.00	33	\$ 23,100.00
	Café Tables	\$ 500.00	29	\$ 14,500.00
	Square Outdoor Table	\$ 1,500.00	6	\$ 9,000.00
	Lounge Chair	\$ 1,200.00	6	\$ 7,200.00
	End Tables	\$ 600.00	3	\$ 1,800.00
	Café/Stacking Chair	\$ 150.00	165	\$ 24,750.00

<b>TOTAL</b>	<b>\$ 157,450.00</b>
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<b>Optional Costs:</b>	Stacking Chairs for Assembly	\$ 150.00	190	\$ 28,500.00
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Not Included in Total - Refer to Stacking Chair Layouts

# Memorandum

Date: January 4, 2017

To: Dr. Dan Brenner, Superintendent of Schools

Dr. Susie DaSilva, Assistant Superintendent for Curriculum and Instruction

From: Ellen Dunn, Principal DHS

Re: New Course Proposals and Proposed Changes to Existing Courses

The Darien High School Curriculum Council with the support of the Administration proposes the addition of three new course offerings for the 2017-18 school year. The course proposals are attached.

In addition, there are several proposed changes to existing courses as follows:

**Historical Art Making** – This is a proposed title change to more accurately reflect the curriculum in the course. The current title of the course dissuades students from registering for the course because of the assumption that it is for the “non-artist” when in fact the expectation is that students will explore historical techniques and use them in creating their own pieces.

**Art Printmaking** – This is a proposed title change to our Silkscreen course. This course would continue to teach silkscreen, and would open up other forms of printmaking, including linoleum and woodblock. (Silkscreen is a type of printmaking). At the elementary and middle schools, students are introduced to this art form and there it is called Printmaking. We are hoping that by changing the name, more students will understand what is being taught and show more interest in the course.

**AP Art** – We would like to add the 3D component to the AP Art course allowing our students to pursue AP credit through the use of the three dimensional form of ceramics. We expect this change to increase the number of sections of AP Art to 2 sections. We do not expect this change to impact the overall FTE for the department as these students will likely come from Honors Art and Ceramics 3.

**Video Production** – The proposal is to make this course available to ninth grade students. There are no prerequisites and students coming in from Middlesex with some experience in video production must now wait a year to consider this elective.

**Contemporary Issues** – Students in our Contemporary Issues course are asked to explore topics of their choosing. Students are required to research, prepare arguments, debate ideas, defend their positions and express their thinking through writing and presentation. Many, but not all students, in our Contemporary Issues course focus their independent explorations on issues pertaining to the protection of human rights in our country and around the world. A new course offering from the UCONN/ECE program, “Introduction to Human Rights” would allow students who choose to select human rights issues for their research to earn college credit for the work. This does not change the curriculum of the course. Students may continue to choose research in areas of interest outside the realm of human rights but those students would not be eligible to apply for the UCONN credit. All students would receive credit for the Contemporary Issues course at DHS.

# New Course Proposal

**Date:** June 2016

**Department:** English

**Proposer:** Matt Pavia / Alex Speiser

**Course Title:** AP English: Language and Composition (to be merged with Honors American Lit)

**1. Grade Levels:** 11

**2. Course Credit:** 1

**3. Course Level:** AP

**4. Course Length:** One Year

**5. Graduation Requirements:** Required Course

**6. Fine Arts Requirement:** No

**7. Prerequisites**

- English 9 and English 10
- B- or higher in 400 English 10 or placement through honors testing

**8. Rationale**

Primarily, the students who would enroll in this course would be the same ones who currently take Honors American Literature. The opportunity to earn college credit through an AP exam is an added incentive for those who wish to pursue it. The need for this course arises from a desire for students to be able to take both the AP English: Language and Composition and the AP English: Literature and Composition courses. This course is commonly offered at other high schools in our DRG as part of a sequence like the one being proposed here. This course most directly teaches the skills associated with Darien High School's Core Values and Beliefs #1 - 4. The course's focus on rhetorical analysis and skill teaches both effective communication both as a sender and receiver of messages. The synthesis component of the course, along with its commitment on using a diverse array of American voices, emphasizes using a variety of sources from different perspectives to craft an original argument. The emphasis on synthesis also places a great deal of importance on reading, research, and observation skills. By writing arguments, students will be thinking critically and creatively about their primary sources.

**9. Introduction**

This course has been designed as an introductory, college-level survey of American Literature, from the Puritans to the Postmodernists, and it carries with it three learning objectives: (1) students will be given consistent opportunities to practice their close reading skills, and they will be introduced to the concept of rhetoric and its attendant strategies; (2) students will be given frequent opportunities to practice personal writing and private writing, as well as public writing in multiple genres; and (3) students will be exposed to a number of texts, both fiction and nonfiction, representing a variety of genres, in accordance with the course's survey structure.



Course reading and writing activities, regardless of genre, will place primary emphasis on helping each student gain control of a given text, regardless of whether that text is the work of another writer or the student's own. When reading, students will practice identifying a text's primary message, as well as the writer's rhetorical appeals and strategies. When writing and revising, students will practice implementing those same appeals and strategies in the name of persuading a designated audience about the merits of their own message.

The assignments and workload of the course, in accordance with its designation as "college-level," will be rigorous and challenging for all students.

## **10. Course Outline**

The most important thing understand about any outline for this course is the flexibility inherent to an AP Language & Composition curriculum. The content of the course is primarily skills based, and there is no singular sequence of texts or assignments that is ideal. The course could be taught as a chronological survey, just as it has been taught for decades, or the course could be taught around thematic clusters of texts, of which many possible themes would be appropriate. The outline below is for a chronological survey.

### Quarter 1

- The Canon
- Puritanism
  - Poetry
  - Discovery Narratives
  - Synthesis Essay
- Neoclassicism/Enlightenment
  - Argument Essay

### Quarter 2

- Romanticism
  - Gothicism
  - Transcendentalism
  - Time Argument Essay
- The Poetry of Walt Whitman and Emily Dickinson
- AP-style Midterm Exam

### Quarter 3

- Realist and Naturalist Fiction
  - Analysis essay
- Modernism
  - Fiction
  - Poetry
  - Analysis essay
  - Synthesis essay

### Quarter 4

- AP test preparation
  - AP style essay
- Postmodernism
  - Synthesis essay

## **11. Assessment**

- Journal writing
- Emulations

- Seminars
- Writing Conferences
- Presentations
- Reading quizzes and tests
- In-class analytical, argumentative, and synthesis essays
- Take home argumentative and synthesis essays
- Participation

Students will be involved in peer-conferencing and revising of take-home essays. Students will learn from marginal notes, end-notes, and comments on rubrics.

## **12. Interdisciplinary Opportunities**

n/a

## **13. Enrollment**

I would expect this course to have approximately the same number of students as the current 400 English 11 (Honors American Literature) courses have. This year that is approximately 100 students across five sections. The reason for this estimate is that this course is more of an alteration of an existing course than an altogether new course.

## **14. Impact within Department and School**

This course would replace the current Honors American Literature course (400 English 11). Within the department, the impact would be minimal for grades 9 and 10 and 11. The probable impact for grade 12 would be that many more students would take the AP English: Literature and Composition course, which would be the natural next step along the Honors English track. Currently, more students are taking AP English: Language and Composition (5-6 sections) to AP English: Literature and Composition (2 sections). Our position is that the AP English: Language and Composition should remain a course for seniors who did not earn credit for AP English: Language and Composition as juniors. The curriculum of that senior course, focusing on Postmodern voices, would remain the same.

## **15. Department Discussion**

Proposals along these lines have been discussed in broad terms since the AP English: Language and Composition course came into existence around 2007. However, newer members of our young department have not been involved in these discussions, and their input still needs to be sought.

## **16. Budgetary Implications**

Minimal. The department already has the vast majority of materials needed to teach this course, from staffing to texts (i.e The Norton Anthology of American Literature, which the school already owns, would be the primary text).

Course Catalog Information

## **Description:**

AP Language and Composition for juniors will feature both nonfiction and fiction authors through a chronological survey of American Literature. Students will trace the movements, philosophies and styles that have shaped written expression since the arrival of the first European settlers. Students will work frequently in the modes of rhetorical analysis, the synthesis of many sources, and argumentation. Students will occasionally take practice AP English and Language and Composition Exams.

**Objectives:**

1. To help students develop skills to analyze and produce texts with richness and complexity,
2. To provide highly motivated students with an opportunity to improve critical reading and critical thinking skills,
3. To help students improve writing skills through analyses of the writing process,
4. To instruct students in preparation for the Advanced Placement English Language and Composition Exam.

**Expectations:**

Students will comprehend, analyze, and evaluate the class texts, with an emphasis on the studied authors' rhetorical strategies. Students will demonstrate mastery of a variety of writing genres, as well as their approaches to and understanding of revision. Formal expository essays, analytical essays, and argumentative essays will be required throughout the course. Students are encouraged to take the AP exam.

*Proposal for Curriculum Development  
Darien High School, Curriculum Council  
2017-18*

Date: 1/5/17

Department: Social Studies

Proposer: Steve Balazs

Proposed Course Title: AP Macroeconomics

*Please review the guidelines for course naming conventions.*

1. Grade Level(s):  
Please check all that apply

☐ 9

☐ 10

☒ 11

☒ 12

2. Course Credit: Please check

☐ .5

x 1

x☐ Other: Explain

See 4

3. Course Level: Please check

☐ 200

☐ 300

☐ 400

☐ 650

☐ 750

x AP

4. Course Length: Please check

- ☐ Year
- ☒ Semester
- ☐ Other: Explain

5. Graduation Requirements: Please check

- ☐ Required Course
- x Elective Course

6. Fine Arts Requirement:

- ☐ Yes
- ☒ No

7. Prerequisites:

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

Students enrolling in the course must be concurrently enrolled in AP Microeconomics or have taken AP Microeconomics. In addition students should have taken Algebra 1 and Geometry and received a grade of at least a B.

8. Rationale:

*Which students would want to enroll in this course? Why is there a need for this course? Be explicit about how this course ties into DHS Core Values and Beliefs.*

Many students seem interested in taking the course. Approximately 20 students elected to take the AP Microeconomics and Macroeconomics tests this past year. Many colleges require that students take both the AP Macroeconomics and AP Microeconomics test in order to give them credit for the course. Lastly, many neighboring schools provide both courses. Students who took AP Microeconomics as juniors could elect to take Macroeconomics as seniors. Seniors could elect to take both courses concurrently.

9. Introduction:

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

The AP Microeconomics course has been available for almost ten years and is a standard introductory course that looks at consumer(s), firm(s) and industry(ies) and examines the interaction of demand and supply curves through generally accepted models of market and consumer behavior. The course requires a strong understanding of graphing. AP Macroeconomics looks at more broad elements of the economy such as national output, inflation, unemployment and other key figures in determining the health of an economy. Macroeconomics also provides an introduction to some accounting practices, banking and the money supply. It also incorporates graphs and models to help understand the interaction of various elements of the economy with one another.

10. Course Outline:

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

Overview of economics and its basis underlying assumptions. II. Basic models of economic tradeoffs and its relationship with trade theory. III. National accounting. IV. Keynesian Economics V. Banking and the Money Supply VI. Federal Reserve, how it is set up and its tools to influence the Macroeconomics economy. VII. Currency values and International Trade.

11. Assessment:

*Please list the ways in which student progress will be assessed. (National tests, state tests, teacher tests, formative and/or summative mastery, rubrics and/or exemplars, portfolios, journals, etc.) What role will the student play in the evaluation process? How will the student learn from this evaluation?*

Work will be both independent and collaborative. Students will be assessed at the end of each major area of study with an exam similar in nature to the Advanced Placement exam, using both objective and free response questions.

12. Interdisciplinary Opportunities:

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

Interdisciplinary Course: Environmental Science	Teacher(s): <a href="#">Click here to enter text.</a>	Connections: Cost benefit analysis of market interference, assessing the value of positive and negative externalities, developing markets in public and
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		quasi public goods, tragedy of the commons
Interdisciplinary Course: All social studies courses	Teacher(s): Click here to enter text.	Connections: Evaluating national economies and economic interdependence. Behavioral economic theory and psychology, humanities and public goods and quasi – public goods
Interdisciplinary Course: Click here to enter text.	Teacher(s): Click here to enter text.	Connections: Click here to enter text.

13. Enrollment:

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

Anticipate 15-20 students and 30-50 students continuing to enroll in the standard Microeconomics.

14. Impact within Department/School:

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

This course would be in addition to existing courses. Over the past four years we've had enrollment in economics classes ranging from the low 40s to last year's peak of almost 75. This means that in most years there has been two AP economic classes running but in a peak year three full classes. It is likely that two AP Microeconomics courses would run and one Macroeconomics course. Many students who enroll in the course anticipate majoring in business at the college level. There are several other teachers in the department with the expertise to teach the class.

15. Department Discussion:



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

The Social Studies Department supports the proposal as they see the interest shown by students who pursue this content independently.

16. Budgetary Implications:

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

Item	Description	Quantity	Cost	Total
Student Textbooks	McConnell-Brue	No new textbook	0.00	0.00
Student Workbooks	Council on Econ Education		Click here to enter text.	Click here to enter text.
Teacher Edition	McConnell-Brue	No New textbook	Click here to enter text.	Click here to enter text.
Materials	Click here to enter text.	Click here to	Click here to	Click here to enter text.

		enter text.	enter text.	
Curriculum Work	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Furniture	None	Click here to enter text.	Click here to enter text.	Click here to enter text.
Profession al Developme nt (training)	AP Workshops	Click here to enter text.	275	275
Staffing: fte	To be completed by coordinator Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Other	Click here to enter text.	Click here to	Click here to	Click here to enter text.

		enter text.	enter text.	
Other				

#### Course Catalog Information:

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

AP Macroeconomics is a standard college level introductory course. We currently offer AP Microeconomics and there is limited overlap between the two courses. The Macroeconomics course focuses on national economic measures and public policy. The course develops modes of analysis based on economic models that requires interpretation of graphs.

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

Students will be able to assess and analyze national economic measurements. Students will graph and explain changes domestic and international economic measurement. Moreover, students will understand and be able to apply accounting systems to understand and explain changes in rudimentary bank financial statements to be able to determine the impact of changes in the Money supply and Federal Reserve policy.

**New Course Proposal and Changes to Existing Course**

**Darien High School, Curriculum Council**

Date: 1/4/17

**Department: Technology & Engineering Education**

**Proposer: R. Reynolds**

**Course Title: DIY - Do It Yourself**

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

1. Grade Level(s):

Please check all that apply

- ☒ 9
- ☒ 10
- ☒ 11
- ☒ 12

2. Course Credit: Please check

- ☒ .5
- ☐ 1
- ☐ Other: Explain

3. Course Level: Please check

- ☐ 200
- ☐ 300
- ☐ 400
- ☐ 650
- ☐ 750
- ☒ 900
- ☐ AP

**Commented [1]:** Correct?

**Commented [2]:** I do not know that answer. Sounds right..

4. Course Length: Please check

- ☐ Year
- ☒ Semester
- ☐ Other: Explain

5. Graduation Requirements: Please check

- ☐ Required Course  
X Elective Course

6. Fine Arts Requirement:

- X Yes  
☐ No

7. Prerequisites:

None

8. Rationale:

During their time at DHS, students are exposed to a rich curriculum. One area that students may lack is practical hands on life skills. This DIY (Do It Yourself) Class would offer students an opportunity to learn solutions to real world problems such as basic home maintenance, home mechanical systems, and auto repair. This semester long course would give students the tools to make educated decisions and take responsibility for the care of their property.

*21<sup>st</sup> Century Learning Expectations: Darien High School students will:*

- 1. Think critically, creatively, collaboratively, and adaptively;*
- 5. Demonstrate personal responsibility and ethical decision-making*

9. Introduction:

This course will be designed to teach students how to troubleshoot and deal with day to day problems and issues that arise as they become responsible adults. We will teach some basic troubleshooting techniques for auto and home repair, with a focus on the common problems that arise with being a homeowner as well as owning and driving a vehicle.

10. Course Outline:

- *Basic Home Maintenance*
  - *Basic plumbing and repair*
  - *Door hardware and repair*
  - *Garage door maintenance*
  - *Painting and protecting*
  - *Improving insulation and energy usage, reducing wind chill*
  - *Drywall repairs*
  - *Flooring install repair*
- *Basic Automotive Maintenance*

- *Oil changes*
- *Tire rotations*
- *Checking and maintaining fluids*
- *Brakes*
- *Headlights and electronics*
- *Household Electrical Systems*
  - *Breakers - purpose and maintenance*
  - *Replace switches (including 3-way) and outlets*
  - *Adding new switches and outlets*
  - *Replacing lighting fixtures*
  - *Calculating amperage*
- *Household Mechanical Systems*
  - *Basic well and septic troubleshooting and maintenance*
  - *Basic furnace and hot water heater troubleshooting and maintenance*
  - *Basic Air Conditioning systems*

#### 11. Assessment:

As utilized in many other Technology & Engineering classes, assessment will be task/topic specific as well as multifaceted. Students will have rubrics, exemplars, performance tasks, teacher made tests/quizzes, and practicum.

#### 12. Interdisciplinary Opportunities:

Interdisciplinary Course: Principles of Engineering	Teacher(s): Reynolds	Connections: Automotive concepts, braking systems, Steering, Tires and wheels
Interdisciplinary Course: Physics	Teacher(s): Science Dept.	Connections: Hydraulic systems, Problem solving, pressure and volume, Measurements, combustion, pumps, electrical systems and components, Scientific method

Interdisciplinary Course: Geometry	Teacher(s): Math Dept.	Connections: Measurement, layout, planning, graphing, 3 dimensional thinking, Problem solving, volume, angles
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Interdisciplinary Course: Computer Science	Teacher(s): Westervelt	Connections: Reading codes, analyzing, problem solving, programming, diagnosis
Interdisciplinary Course: Architecture	Teacher(s): Nelson	Connections: Wall structures, home mechanical systems, grounds and drainage, bathroom layout, utilities

13. Enrollment:

DIY ranked as the course with the number one most interest of the 22 proposed courses on the curriculum survey given to students during the spring of 2015. Sixty four percent (64%) of the students surveyed expressed interest in taking a "Do it Yourself" course.

14. Impact within Department/School:

If approved, this class will have minimal impact on other courses in the department as well as the school. We plan to teach the course in the Set Production room (F021), a room where classes don't typically meet. We anticipate the class to run only one semester, fall or spring, and offset the current Electronics/Robotics class, or other single semester classes.

15. Department Discussion:

The course has earned the approval of the department. We feel there is certainly a need for this type of class, and students would benefit greatly from even an introductory course on topics of this nature. More than anything, this course presents students with real life problems and provides them with the tools to approach their solutions.

16. Budgetary Implications:



Please complete the table below including all anticipated expenses.

Item	Description	Quantity	Cost	Total
Student Textbooks	N/A	None		
Student Workbooks	N/A	None		
Teacher Edition	N/A			
Materials	Tools and Machines			
Curriculum Work	New Curriculum written	10 hrs		
Furniture	Chairs or stools for new classroom			
Professional Development (training)	N/A			
Staffing: fte	To be completed by coordinator			
Classroom Space	Set Production Room F021	1	1	1

Other				
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#### Course Catalog Information:

##### Description: *DIY Do. It. Yourself.*

Learn the essentials of homeowner upkeep and automotive care along with other real life skills. Topics may include wiring a plug, replacing a headlight, doing an oil change, or understanding circuit breakers.

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

- Students will be prepared for successful independent life
- Students will gain confidence and knowledge to make educated decisions involving home repairs and automotive maintenance
- Students will learn to take responsibility for the care of their property

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

- Students will be expected to work within team structures, and individually to complete assignments, use equipment properly and safely, and participate in class and laboratory activities.

**P R O P O S E D**  
**BOARD OF EDUCATION MASTER AGENDA**  
**FEBRUARY 2017 THROUGH AUGUST 2017**

**February 14th**

- Discussion and Approval of Proposed Board of Education 2017-2018 Budget
- Verbal Update on Kindergarten Enrollment for 2017-2018 – or February 28
- Approval of Board Master Agenda – February through August 2017
- Athletic Commitment Update (per D. Brenner)
- Update on Evaluation Process for Teachers
- Presentation and Discussion on Revised High School Schedule for SAT and CAPT Tests – rescheduled from January 10
- Alternative School Presentation

**February 28th**

- Interim Progress Report on 2016-2017 District Goals and Objectives - or March 15
- Presentation, Discussion and Second Reading of Proposed Board of Education Policies: Repeal of Policy 5140; Continuity of Attendance; Revision of Policy 5130: Student Attendance and Truancy
- Verbal Update on Kindergarten Enrollment for 2017-2018 – or February 14

**March 15th, Wednesday**

- Presentation and Discussion on Darien High School Second Semester Enrollment Distribution Report – or March 28
- Presentation and Discussion of 2016-17 Budget Update and Action on Budget Transfers
- Further Discussion and Action on Proposed Board of Education Policies: Repeal of Policy 5140; Continuity of Attendance; Revision of Policy 5130: Student Attendance and Truancy
- Verbal Update on Kindergarten Enrollment for 2017-2018 – or February 28
- Interim Progress Report on 2016-2017 District Goals and Objectives - or February 28

### **March 28th**

- Presentation and Discussion on Darien High School Second Semester Enrollment Distribution Report – or March 15
- Update on High School Lab Pilot Courses
- Presentation, Discussion and Possible Approval of Middlesex Colebrook/Ivoryton Field Trip
- Presentation, Discussion and Possible Approval of Middlesex Boston Field Trip
- Presentation and Action on Elementary Parent Conference Days for 2017-18 School Year
- Update from K, G & D Architects on Master Plan

### **April 25th**

- Recommendation and Possible Action on Establishing High School Graduation Date
- First Reading and Discussion of 2018-19 School Calendar
- Update on Elementary, Middle School and High School Enrollment for 2017-2018
- Presentation and Possible Approval of Reiss Fund Scholarship Awards – or May 9
- Report on Barbara Harrington Fund Awards – or May 23
- Action on Non-Renewal of Certified Staff Working under One-Year Contracts and Long Term Substitutes
- Update and Discussion on Extended School Year Program
- Discussion of Capital Project Adjustments

### **May 9th**

- Update on 2016-2017 Budget Status
- Update and Discussion on Extended School Year Program
- Verbal Update on Elementary, Middle and High School Enrollment for 2017-18
- Verbal Update on High School and Middle School Scheduling
- Presentation and Possible Approval of Reiss Fund Scholarship Awards - or April 25
- Update on New Early Childhood Special Education Program
- Further Discussion and Possible Action on 2018-2019 Darien School Calendar

### **May 23rd**

- Update and Possible Action on Recommended Reallocations for 2017-2018 Budget
- Report on Barbara Harrington Fund Awards – or April 25
- Update on One to One Initiative

### **June 6th**

- Superintendent's Citizenship Awards
- Report on High School College Acceptances and Awards; Profile on High School Class of 2017
- Follow-up Report on Senior Internship Project at Darien High School
- Report on 2016-2017 Budget Status and Action on Budget Transfers
- Update on District Enrollment
- Presentation and Action on Revised Teacher and Administrator Evaluation and Professional Learning Plans

### **June 20th**

- Annual Progress Report on 2016-2017 District Goals and Objectives
- Presentation and Possible Approval of Revised Facilities Use Fee Schedule
- Annual Report on Donations Accepted
- Presentation and Discussion of Schedule of 2017-2018 Regular Board of Education Meetings
- Update Master Agenda – February through August 2017
- Update on Recommended Reallocations for 2017-2018 Budget

### **July 25th**

- Presentation of Selected Curricula
- First Reading of District Goals and Objectives for 2017-2018
- First Reading of Board of Education Objectives for 2017-2018
- Approval of Schedule of 2017-2018 Regular Board of Education Meetings and Preliminary 2018 Schedule of Regular Board of Education Meetings
- Report and Possible Action on Elementary Enrollment Capacity

**July 25th cont.**

- Update on Special Education Enrollment and Early Learning Program Comprehensive Enrollment
- Comparative Review of 2016-2017 and 2017-2018 Budgets

**August 22nd**

- Verbal Update on Regular and Special Education Staffing for 2017-2018
- Discussion and Action on 2016-2017 Final Year End Financial Report
- Update Master Agenda and First Reading of Board Master Agenda for August 2017-January 2018
- Adoption of District Goals and Objectives 2017-2018
- Adoption of 2017-2018 Board of Education Objectives
- Update on Implementation of Districtwide Security Plan

DB:nv  
January 6, 2017

WORKING DRAFT

**PERSONNEL ACTION REPORT**

**January 10, 2017**

Item	Name	Action	Replacing/Location/Position	Effective Date		Tenure Area	Certification Class/Step
				From	To		
1	Regine Thadal	Appointment	L. Perez/Royle/Special Education Paraprofessional (ELP)	12/19/2016	6/30/2017	NA	NA
Resignations							
2	Jennifer Morrison	Resignation	Holmes/Special Education Paraprofessional		1/13/2017		