

Board of Education  
Darien, Connecticut

**TUESDAY, JANUARY 24, 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 and negotiations
3. Adjourn to public session

**REGULAR MEETING OF THE BOARD OF EDUCATION  
TUESDAY, JANUARY 24, 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 24, 2017**

7. Presentations/Discussions:

- a. Meeting with ..... Mr. Harman 8:15 p.m.  
RTM Finance and  
Budget and Education  
Committees re 2017-18  
Proposed Board  
of Education Budget
  - o Comments and Questions
- b. Discussion and Action on.... Dr. Brenner/  
Annual Report on High Mr. Chris Manfredonia  
School **Temporary** Stadium  
Lights to the Planning  
and Zoning Commission
- c. Further Discussion and.....Dr. Susie Da Silva  
Possible Action on Proposed  
New Courses for Darien High  
School for the 2017-  
2018 School Year
- d. Further Discussion and..... Dr. Brenner  
and Possible Action on  
Darien High School  
Cafeteria Expansion  
Proposal
- e. Discussion and Possible.....Dr. Brenner  
Action on Board Master  
Agenda – February  
through August 2017
- f. Follow Up Discussion on..... Dr. Brenner  
Unfinished Business and  
Possible Modifications  
to 2017-2018 Proposed  
Board of Education Budget

**REGULAR MEETING OF THE BOARD OF EDUCATION  
TUESDAY, JANUARY 24, 2017**

8. Action Items

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

- i. Appointments
- ii. Resignations/Retirements
- iii. Leaves of Absence

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

10. Adjournment..... Mr. Harman

DB:nv

**APPROVED**  
**REGULAR MEETING OF THE BOARD OF EDUCATION**  
**Tuesday, December 13, 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 7:46 p.m. (0:00) |
| 2. Chairperson's Report              | Mr. Harman at 7:46 (0:00)                 |
| 3. Public Comment                    | Mr. Harman at 7:48 (0:02)                 |
| 4. Superintendent's Report           | Dr. Brenner at 7:49 (0:03)                |
| 5. Approval of Minutes (Attachments) | Board of Education at 7:49 (0:03)         |

**MOTION TO APPROVE THE MINUTES OF THE SPECIAL MEETING AND EXECUTIVE SESSION HELD ON NOVEMBER 22, 2016:**

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

**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	x
No									
Abstain									

**RESULT -MOTION PASSED UNANIMOUSLY (9-0-0)**

**MOTION TO APPROVE THE MINUTES OF THE REGULAR MEETING HELD ON NOVEMBER 22, 2016:**

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

**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		x							

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

**PRESENTATIONS AND DISCUSSIONS**

## 7. Presentations

a. Presentation on Darien High School Cafeteria Expansion Proposed by Silver/Petrucelli Architects Dr. Brenner at 7:52 (0:06)

b. Annual Special Education Update (Attachment) Ms. Klein at 8:19 (0:33)

c. Discussion and Possible Acceptance of Contemplated Gift from Holmes School PTO (Attachment) Dr. Brenner at 9:20 (1:34)

**MOTION TO APPROVE GIFT FROM HOLMES SCHOOL PTO:****1<sup>st</sup> Ms. Stein****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	x
No									
Abstain									

**RESULT -MOTION PASSED UNANIMOUSLY (9-0-0)**

d. Further Discussion and Action on Revised Budget Transfers Mr. Feeney at 9:22 (1:36)

**MOTION TO APPROVE REVISED BUDGET TRANSFERS:****1<sup>st</sup> Ms. Hagerty-Ross****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	x
No									
Abstain									

**RESULT -MOTION PASSED UNANIMOUSLY (9-0-0)**

e. Further Discussion and Action on Updated Five Year Capital Plan (Attachment) Dr. Brenner at 9:24 (1:38)

**MOTION TO APPROVE THE FIVE YEAR CAPITAL PLAN:****1<sup>st</sup> Mr. Dineen****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	x
No									
Abstain									

**RESULT -MOTION PASSED UNANIMOUSLY (9-0-0)**

f. Presentation, Discussion, 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 (Attachments) - **TABLED**

Ms. Cion at 9:44 (1:58)

g. Update Master Agenda (Attachment)

Dr. Brenner at 9:45 (1:59)

### ACTION ITEMS

#### 8. Action Items

a. PreK - Grade 5 Music Curriculum

Dr. DaSilva at 9:55 (2:09)

#### **MOTION TO ADOPT THE PREK - GRADE 5 GENERAL MUSIC CURRICULUM:**

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

**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	x
No									
Abstain									

**RESULT -MOTION PASSED UNANIMOUSLY (9-0-0)**

b. Personnel Items

Ms. Cion at 9:56 (2:10)

i. Teacher/Administrator Appointments

ii. Resignations  
(Attachment)

#### **MOTION TO ADOPT THE PERSONNEL ITEMS AS OUTLINED IN THE MEMO DATED DECEMBER 13, 2016:**

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

**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	x
No									
Abstain									

**RESULT -MOTION PASSED UNANIMOUSLY (9-0-0)**

9. Public Comment

Mr. Harman at 9:57 (2:11)

10. Adjournment

Mr. Harman at 10:01 (2:15)

#### **MOTION TO ADJOURN:**

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

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

	<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	x
No									
Abstain									

**RESULT -MOTION PASSED UNANIMOUSLY (9-0-0)**

Meeting adjourned at 10:01 p.m. (2:15)

Respectfully submitted,

Sarah Schneider Zuro  
Secretary

**APPROVED**  
**SPECIAL MEETING OF THE BOARD OF EDUCATION**  
**Thursday, January 5, 2017**

**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
Absent						x			

**ADMINISTRATION PRESENT:**

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

**AUDIENCE:** *Approximately 35*

- |   |   |
|---|---|
| 1. Call to Order  | Mr. Harman, at 7:34 p.m. (0:00)           |
| 2. Review of 2017-2018 Budget Book Structure and Format           | Dr. Brenner and Mr. Feeney at 7:35 (0:01) |
| 3. Presentation of Superintendent's Proposed Budget for 2017-2018 | Dr. Brenner at 7:49 (0:14)                |
| 4. Public Comment   | Mr. Harman at 8:12 (0:38)                 |
| 5. Adjournment  | Mr. Harman at 8:13 (0:39)                 |

**MOTION TO ADJOURN:**

**1<sup>st</sup> McCammon**

**2<sup>ND</sup> 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 8:13 p.m. (0:39)

Respectfully submitted,

Sarah Schneider Zuro  
Secretary

**APPROVED**  
**REGULAR MEETING OF THE BOARD OF EDUCATION**  
**Saturday, January 7, 2017**

**PLACE:**  
**DARIEN PUBLIC SCHOOLS**  
**ADMINISTRATIVE OFFICES**  
**BOARD OF EDUCATION CONFERENCE ROOM**  
**8:30 A.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 45*

- |  |                                    |
|--|------------------------------------|
| 1. Call to Order   | Mr. Harman, at 8:40 a.m.<br>(0:00) |
| 2. Discussion of Superintendent's Proposed<br>2017-2018 Personnel, Operating and<br>Equipment Budgets of the following RC's: | Dr. Brenner at 8:41 a.m.<br>(0:01) |
| • Elementary Schools (05, 07, 08, 09, 10)<br>followed by Questions and Comments  | 8:41 a.m. (0:01)                   |
| • Curriculum (19) and Summer School (23)<br>followed by Questions and Comments   | 9:28 a.m. (0:48)                   |
| • Music (13) followed by Questions and<br>Comments   | 10:08 a.m. (1:28)                  |
| • Art (14) followed by Questions and Comments  | 10:27 a.m. (1:47)                  |
| • Library (21) followed by Questions and Comments  | 10:30 a.m. (1:50)                  |
| • Health (17) followed by Questions and Comments   | 10:49 a.m. (2:09)                  |
| • Technology Education (22) followed by Questions and<br>Comments  | 10:52 a.m. (2:12)                  |
| • 10 Minute Break  | 10:54 a.m. (2:14)                  |
| • Physical Education/Athletics (11) followed by Questions<br>and Comments  | 11:13 a.m. (2:33)                  |

- Middlesex Middle School (03) followed by Questions and Comments 11:48 a.m. (3:08)
- High School (01) followed by Questions and Comments 12:14 p.m. (3:34)
- 40 Minute Lunch Break (Reduced to 15 minutes) 1:41 p.m. (5:01)
- Technology (15) followed by Questions and Comments 2:07 p.m. (5:27)
- Special Education (24) followed by Questions and Comments 2:46 p.m. (6:06)
- Early Learning Program (26) followed by Questions and Comments 3:23 p.m. (6:43)
- 10 Minute Break (Omitted)
- Facilities (12) and Fixed Expenses (25) followed by Questions and Comments 3:34 p.m. (6:54)
- Capital Projects followed by Questions and Comments 3:49 p.m. (7:09)
- Finance (20) followed by Questions and Comments 4:12 p.m. (7:32)
- Administration (16) followed by Questions and Comments 4:14 p.m. (7:34)
- Personnel/Human Resources (18) followed by Questions and Comments 4:18 p.m. (7:38)

### 3. Public Comment

Mr. Harman at 4:24 p.m.  
(7:44)

### 4. Adjournment

4:26 p.m. (7:46)

#### **MOTION TO ADJOURN:**

**1<sup>st</sup> Zuro**  
**2<sup>ND</sup> 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	x
No									
Abstain									

#### **RESULT -MOTION PASSED UNANIMOUSLY (9-0-0)**

Meeting adjourned at 4:26 p.m. (7:46)

Respectfully submitted,  
Sarah Schneider Zuro  
Secretary

# Memorandum

**To:** Dan Brenner  
**CC:** Mike Feeney, Mike Lynch  
**From:** Chris Manfredonia  
**Date:** 1/20/2017  
**Re:** Follow-Up Report on Temporary Stadium Lights Pilot Project

## **I. Background.**

On October 8, 2013 the Darien Planning & Zoning Commission granted a 5 year permit, with stipulations for Darien High School to utilize six portable lights at the Darien High School Stadium Field. The terms of the resolution were such that the lights could be used on weeknights in 2016 beginning on the first Monday in November and concluding at the end of the high school football season, which this year was December 10, 2016. DJFL was permitted to use the lights beginning on the Tuesday after Columbus Day.

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

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

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

*In order for the Planning & Zoning Commission to get a better understanding of how this has worked, a copy of the first annual said report shall be submitted to the Planning & Zoning Office before January 31, 2017 and the same each ensuing year, so that the Commission can discuss said report at a meeting in February 2017."*

## **II. Review Procedure**

- 1) The administration developed a list of considerations to be included in the review process and invited further comment from the Board of Education, the neighbors, the Darien Junior Football League, and the DHS Administration as to these considerations. The final list included the following:

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

### **III. Project Logistics**

- 1) Following Planning & Zoning's vote to approve the project, 6 direct plug-in powered portable light poles were delivered on October 11, 2016, and set up at the Darien High School Stadium Field on that same date. All six light poles were positioned along the east sideline running track and faced west toward the school.
- 2) The lights were set at a height of 30'. Most lights were set perpendicular to the field, with the northernmost light fixture being set at about 45 degrees to the field.
- 3) The Planning & Zoning Commission approved use of these lights for weekday practices only. The lights could be illuminated at dusk and needed to be turned off no later than 6:00 pm.
- 4) It is noted that a separate application for the use of the lights from the time after DHS practices ended to 7:00 pm was approved by the Planning & Zoning Commission for the Darien Junior Football League (DJFL). Teams from the DJFL utilized the lights on a schedule that was independent from the schedule of use of Darien High School teams on the following dates and times and circumstances:

Tues 10/11	6:23-7:00	:37	Youth only
Wed. 10/12	No lights		
Thur. 10/13	No lights		
Fri. 10/14	No lights		
Mon. 10/17	6:19-7:01	:42	Youth Only
Tues. 10/21	6:28-6:43	:15	Youth only

*January 20, 2017*

Wed. 10/19	6:15-7:00	:45	Youth Only
Thur. 10/20	5:55-7:00	1:05	Youth only
Fri. 10/21	No Lights		
Mon. 10/24	No lights		
Tues. 10/25	6:11-7:00	:49	Youth only
Wed. 10/26	6:06-7:00	:54	Youth only
Thur. 10/27	5:38-7:00	1:22	Youth only
Fri. 10/28	6:08-7:04	:56	Youth only
Mon. 10/31	No Lights		
Tues. 11/1	5:50-7:00	1:10	Youth Only
Wed. 11/2	6:00-7:00	1:00	Youth Only
Thur. 11/3	5:55-7:00	1:05	Youth Only
Fri. 11/4	5:55-7:00	1:05	Youth Only
Mon. 11/7	5:00-6:00	1:00	HS Only
Tues. 11/8	4:50-7:00	2:10	HS/Youth
Wed. 11/9	4:25-7:00	2:35	HS/Youth
Thur. 11/10	4:55-7:00	2:05	Youth Only
Fri. 11/11	4:55-7:00	2:05	Youth Only
Mon. 11/14	No lights		
Tues. 11/15	No Lights		
Wed. 11/16	4:45-5:45	1:00	HS only
Thur. 11/17	4:40-5:45	1:05	HS only
Fri. 11/18	4:40-6:00	1:20	HS only

January 20, 2017

Mon. 11/21	4:15-5:55	1:40	HS only
Tues. 11/22	No Lights		
Wed. 11/23	No lights		
Thur. 11/24	No Lights		
Fri. 11/25	No Lights		
Mon. 11/28	4:31-5:15	:44	HS Only
Tues. 11/29	No lights		
Wed. 11/30	No lights		
Thur. 12/1	4:20-5:40	1:20	HS only
Fri. 12/2	4:22-5:40	1:18	HS only
Mon. 12/5	No lights		
Tues. 12/6	No lights		
Wed. 12/7	4:20-5:40	1:20	HS only
Fri. 12/9	4:10-4:45	:35	HS only
Thur. 12/18	4:25-5:30	1:05	HS only

**Summary of Feedback:**

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

Logistics- There was limited commentary about the logistics. The timetable as outlined by Planning & Zoning was adhered to and the lights were on for 28 days for approximately 33 hrs. Custodians again, placed plywood painted black over the windows of both the press box and cafeteria, cutting down on the light reflecting into neighbors' yards. The only evenings that practice did not occur were due to a variety of reasons, including home DHS boys or girls soccer games in stadium, holidays, lights not needed, or high winds deeming it unsafe to place boards up over the windows these nights.

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

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

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

In general, from the perspective of both the Darien HS Athletic Dept. as well as DJFL, this year's use of the temporary portable lights was quite a success. The total number of days & hours in which the portable lights were used this fall was less than previous years, likely due to the DJFL teams not needing the lights as late into their season as they have had in the past. Total number of days of use was 28, for approximately 33 hrs. Important late season practice time was kept intact and was held under safe conditions. All surveyed appreciate the support of the Planning & Zoning Commission. As was the case last year, the lights were set at 30 feet to provide greater illumination across the width of the field which could allow for a team to use the entire field for practice as opposed to a more restricted area. The use of temporary shades on the cafeteria windows and press box all but eliminated the issue of reflective glare from those windows. There were no reported concerns this year from neighbors regarding spillage into surrounding properties from the portable lights.

### **Closing**

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

# 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

4. Course Length: Please check

- ☐ Year
- ☒ Semester
- ☐ Other: Explain

**Commented [1]:** Correct?

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

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.

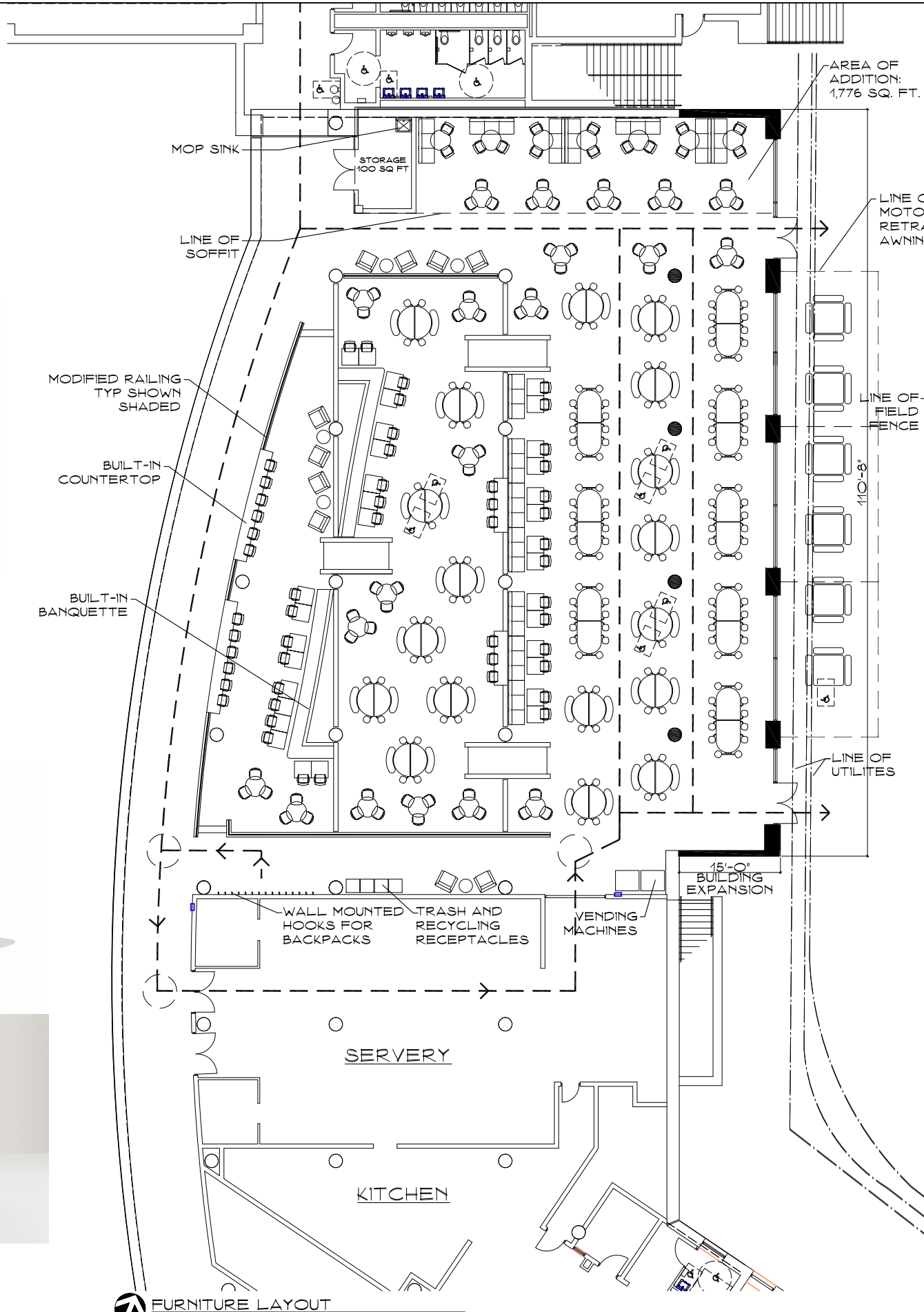
- Students will be prepared for successful independent life
- Students will gain confidence and knowledge to make educated decisions involving home repairs and automotive maintenance
- Students will learn to take responsibility for the care of their property

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.

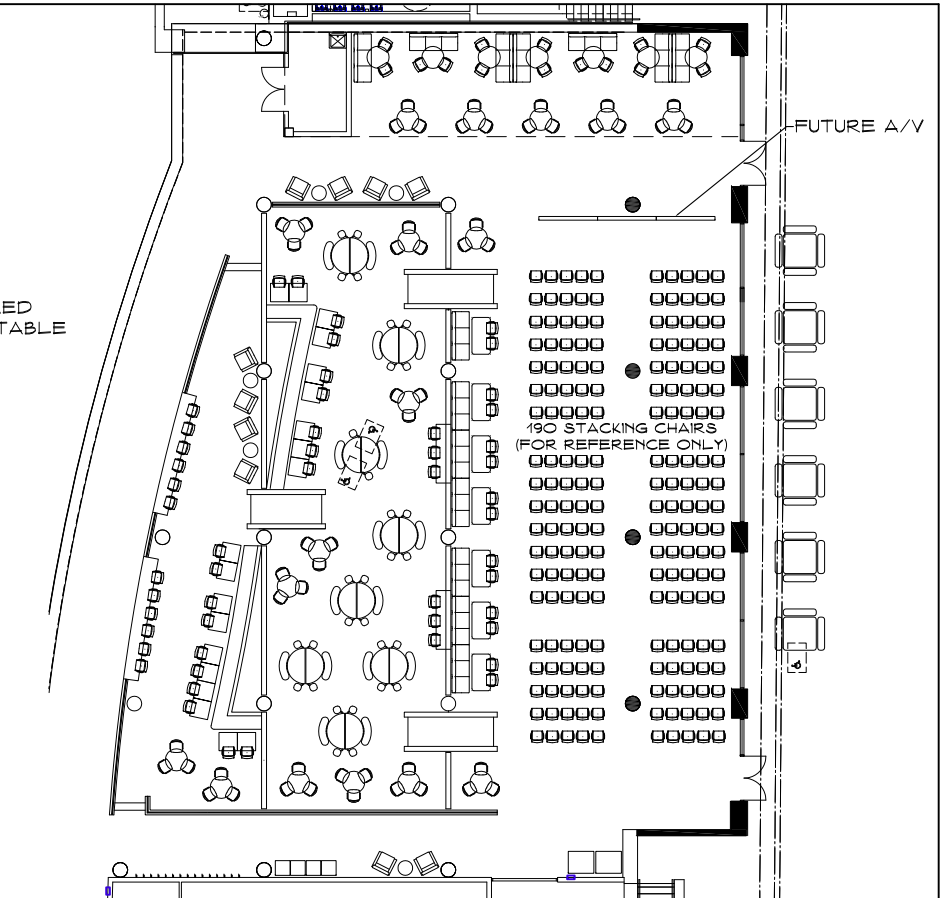
- Students will be expected to work within team structures, and individually to complete assignments, use equipment properly and safely, and participate in class and laboratory activities.



FURNITURE REFERENCES



FURNITURE LAYOUT



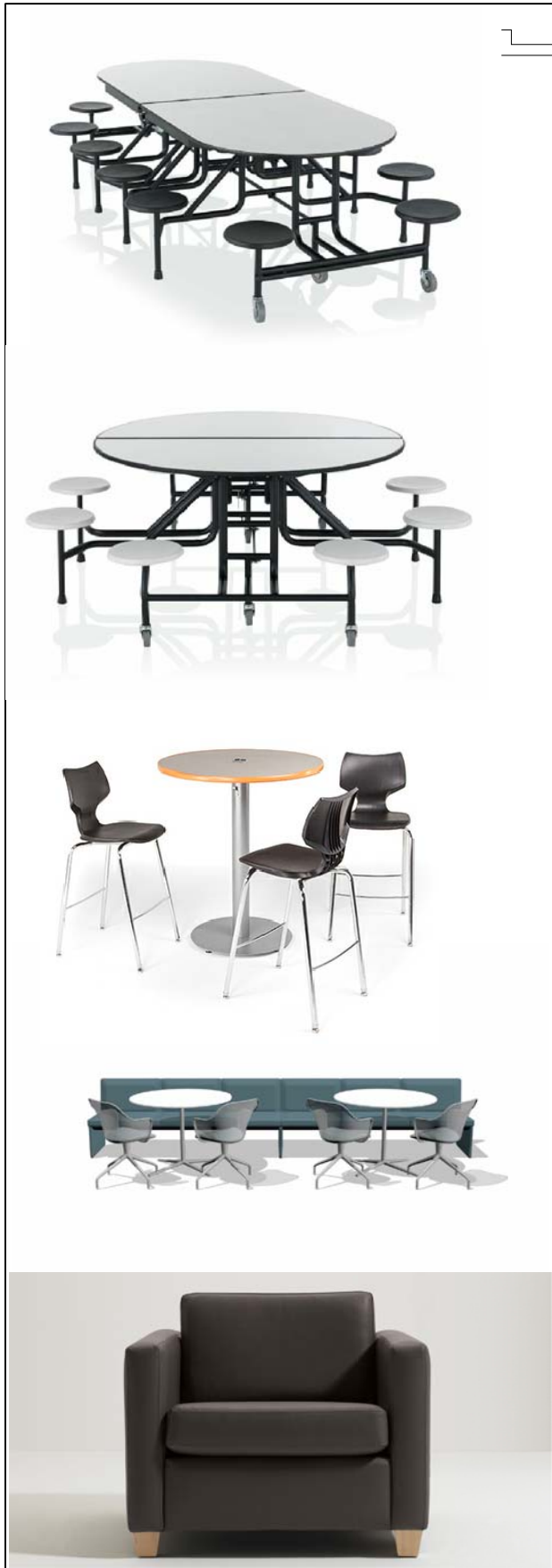
STACKING CHAIR LAYOUT

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

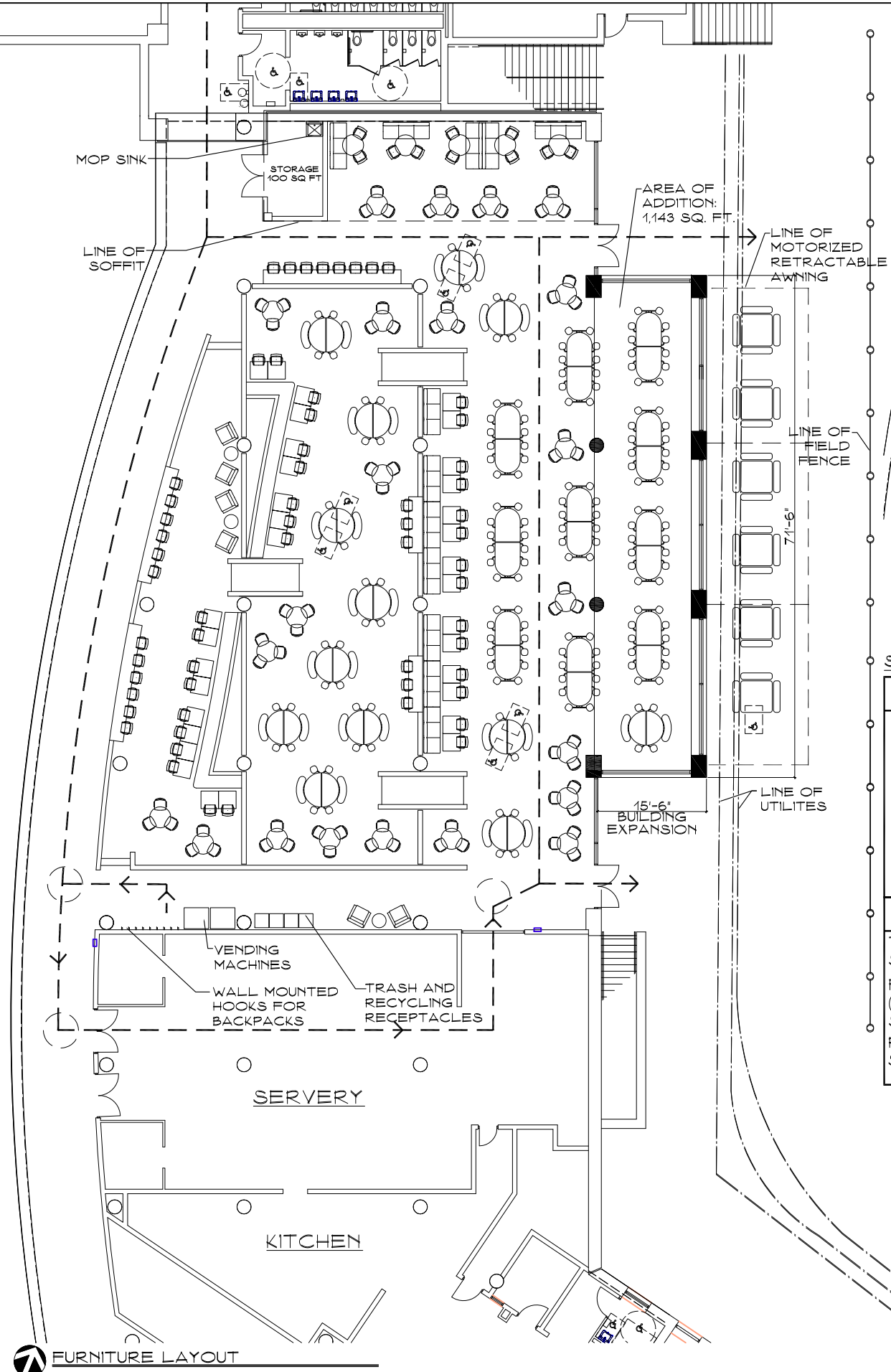
LEGEND	
	EXISTING WALL
	NEW WALL
	EXISTING COLUMN
	NEW COLUMN
	PATH OF TRAVEL



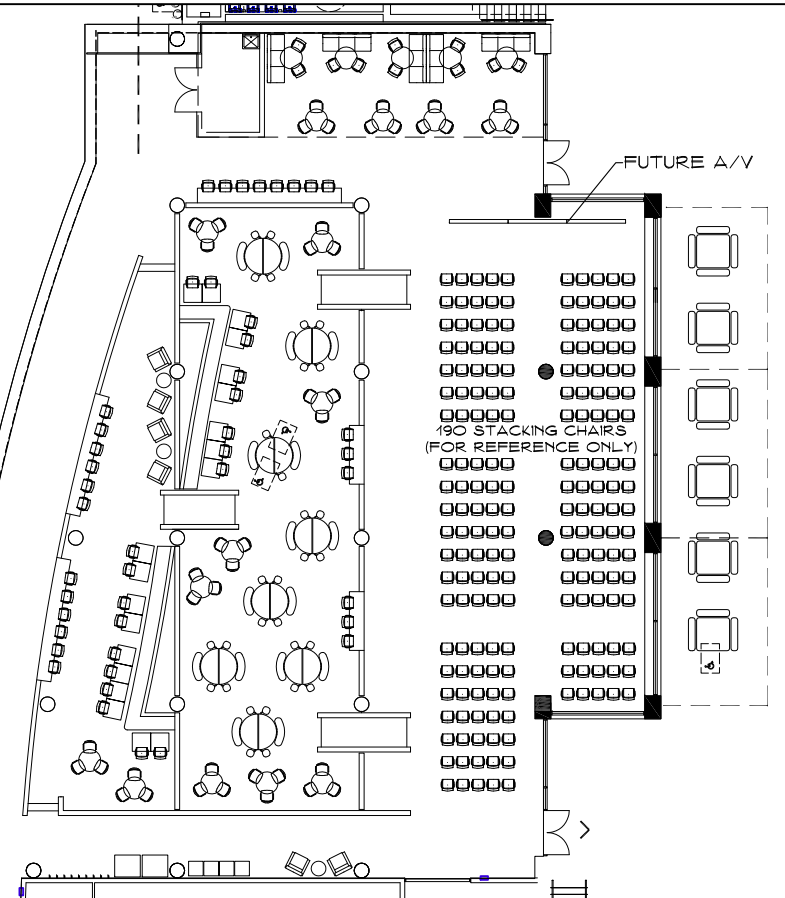
RAILING REERENCES



FURNITURE REFERENCES

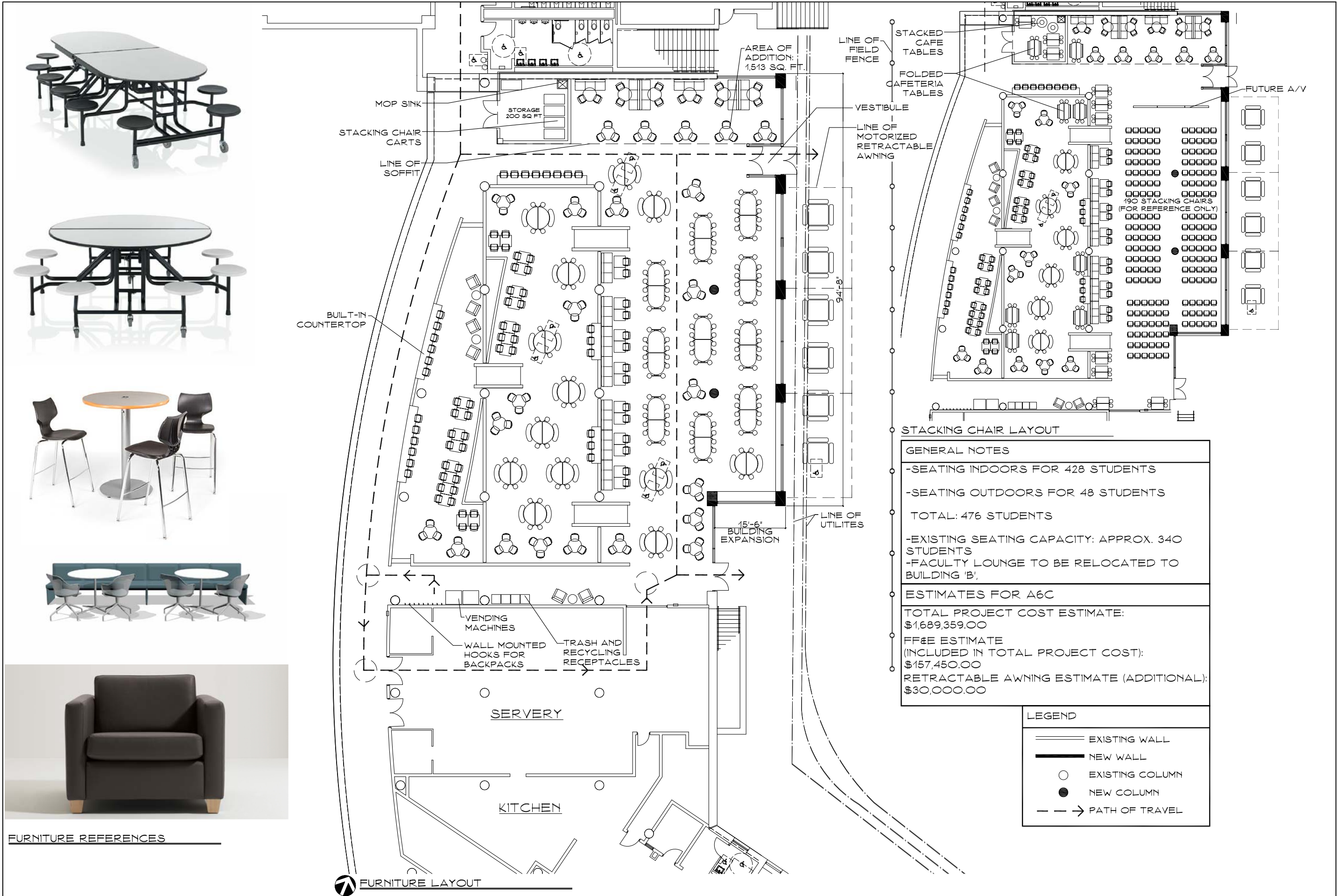


FURNITURE LAYOUT



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

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

OPTION 6b - 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	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

<b>OPTION 6c - 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	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**

**P R O P O S E D**  
**BOARD OF EDUCATION MASTER AGENDA**  
**FEBRUARY 2017 THROUGH AUGUST 2017**  
**(Modifications are in “Red”, “Bold”, “Italics”)**

**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 - rescheduled to January 24***
- ~~***Athletic Commitment Update (per D. Brenner)***~~
- Update on Evaluation Process for Teachers
- ***Update on Standardized Testing Schedule – Smarter Balance Assessment (SBAC) and CMT Science – Elementary and Middle School; and High School Schedule for SAT and CAPT Tests***
- Alternative School Presentation

**February 28th**

- Interim Progress Report on 2016-2017 District Goals and Objectives
- 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
- ***Curricula Update - World Language***

**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
- ***Curricula Update – Math and Science***
- ***Discussion and Possible Action on Alternative School Presentation***

## 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
- ***Curricula Update – Social Studies***

## 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 Action on Reiss Fund Conference– rescheduled to May 23***
- ***Report on Barbara Harrington Fund Awards – rescheduled to 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
- ~~***Update on New Early Childhood Special Education Program***~~

### May 9th, cont.

- 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 – rescheduled from April 25***
- Update on One to One Initiative
- ***Presentation and Possible Action on Reiss Fund Conference– rescheduled from April 25***

### 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
- 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  
January 19, 2017

<b>Response later in the School Year</b>	
<ul style="list-style-type: none"> <li>What are we doing with the Holmes School Additional Section?</li> </ul>	We are watching the numbers carefully and will report back to the board as we get closer to the end of the year
<ul style="list-style-type: none"> <li>Philosophical questions regarding cutting v non cutting of student athletics</li> </ul>	Recommendation: To be discussed at the Board Retreat
<ul style="list-style-type: none"> <li>What is happening with MMS advisory?</li> </ul>	The vision for MMS advisory will be shared at April BOE meeting by MMS leadership team. The proposal does not have a financial impact to the budget
<b>Responded at January 10th BOE Meeting</b>	
<ul style="list-style-type: none"> <li>Back-up on uniform replacement?</li> </ul>	Attached
<ul style="list-style-type: none"> <li>What are the parent contributions per sport?</li> </ul>	Attached
<ul style="list-style-type: none"> <li>Professional development formula allocation for the elementary schools</li> </ul>	\$65 will be allocated per classroom teacher + 2 SRBI's and Librarian. Special areas PD will be allocated to their appropriate department. Changes implemented see attached
<ul style="list-style-type: none"> <li>What are the guidance caseloads at MMS?</li> </ul>	Caseloads: 175; 181; 275; 259; 243 Average 227 per 5 counselors / 206 per 5.5 counselors
<ul style="list-style-type: none"> <li>Detail the listing of software as requested</li> </ul>	Attached
<ul style="list-style-type: none"> <li>ELP- Can we increase tuition?</li> </ul>	Proposing to increase tuition by 3%. Increase revenue amount by \$5,460. See attached
<ul style="list-style-type: none"> <li>Provide dollars added for additional coaches and cost of contract</li> </ul>	Added Rugby Coach \$4,889.88 and subtracted JV Softball Coach \$4,298.28. Add 3 unified sports stipends for \$2,500 each (Spring, Fall, Winter) . This accounts for \$8,091.60 of the increase. The remaining \$21,871.62 accounts for the increase in contracts
<ul style="list-style-type: none"> <li>Excess Cost</li> </ul>	Attached
<ul style="list-style-type: none"> <li>What are the middle and high school field trips?</li> </ul>	Attached
<ul style="list-style-type: none"> <li>Review DHS instructional expenses and whether the line should be changed to graduation expenses.</li> </ul>	Will change descriptor to Graduation Expenses
<ul style="list-style-type: none"> <li>Library software</li> </ul>	Funding request will be increased by \$6,050 for DHS periodicals/resource materials not originally accounted for

<ul style="list-style-type: none"> <li>Account 13105: can you clarify language in narrative?</li> </ul>	See attached revised narrative
<ul style="list-style-type: none"> <li>Revenue - OPEB</li> </ul>	Will be increased to \$319,300 as a result of actuary report
<ul style="list-style-type: none"> <li>Where are the BCBA's and BCaBA accounted for?</li> </ul>	Special Education Employees are accounted for under the Special Class Teacher line, which includes the BCBA and BCaBA's
<ul style="list-style-type: none"> <li>Organizational department chart- where are the department chairs going?</li> </ul>	Attached is the revised organizational chart (draft)
To Be Reviewed at January 24th BOE Meeting	
<ul style="list-style-type: none"> <li>A further analysis is needed for substitutes</li> </ul>	See Attached
<ul style="list-style-type: none"> <li>Provide the history of funding / not funding certain athletic teams.</li> </ul>	No written agreements. Banner in gymnasium states that hockey team won the state championship in 1969. Attached breakdown of team funding
<ul style="list-style-type: none"> <li>Where will some of the technology purchases be placed, for example: AAAPL (world language assessment)</li> </ul>	Remain as is
<ul style="list-style-type: none"> <li>Cell phone categories</li> </ul>	IT, Central Office Cabinet, (3) Curriculum Coordinators, Nursing Supervisor, Transportation, Facilities, Head Custodians, and Grounds
<ul style="list-style-type: none"> <li>Can we catalog PPS staff to schools?</li> </ul>	Not recommending a change (Minimum Effort Requirement)
<ul style="list-style-type: none"> <li>Case Manager Loads SPED</li> </ul>	See Attached
<ul style="list-style-type: none"> <li>What is the intention of the \$30,000 in RC 19 consulting services?</li> </ul>	Intended to be used for consulting services related to curriculum development
<ul style="list-style-type: none"> <li>p101, clarity on sub chart</li> </ul>	See Attached
<ul style="list-style-type: none"> <li>Provide the job specs for the program director vs. department chair?</li> </ul>	See Attached

SUBSTITUTES																								
FACILITY	A		B		C		D		E		F		G		H		I		J		K		L	
	2009-10		2013-14		2014-2015		2015-16		2016-17		2017-18		2017-18		2017-18		2017-18		2017-18		2017-18		2017-18	
	ACTUAL	EXPENSE	ACTUAL	EXPENSE	ACTUAL	EXPENSE	ACTUAL	EXPENSE	REV	BUDGET	BOE	RECOMM	DIFF	\$	%	DIFF	Revised	Difference	Between	DIFF	\$	DIFF	(I - E)	(I / E)
Darien High School	53,556	74,785	70,485	68,795	78,317	70,289	(8,028)	-10.25%	\$	67,059	\$	(3,230.00)												
Middlesex Middle School	62,398	62,190	47,313	70,148	52,570	52,125	(445)	-0.85%	\$	53,125	\$	1,000.00												
Hindley School	26,132	22,005	19,215	35,450	21,350	31,397	10,047	47.06%	\$	22,328	\$	(9,069.00)												
Holmes School	25,695	24,885	21,403	19,107	23,781	31,983	8,202	34.49%	\$	23,023	\$	(8,960.00)												
Ox Ridge School	25,279	19,256	15,075	12,772	16,750	17,804	1,054	6.29%	\$	15,362	\$	(2,442.00)												
Royle School	21,240	25,168	29,897	17,100	33,219	23,896	(9,323)	-28.07%	\$	25,246	\$	1,350.00												
Tokeneke School	27,045	24,840	18,900	25,050	21,000	25,836	4,836	23.03%	\$	25,836	\$	-												
Personnel - Prof Development	14,740	13,746	22,662	37,571	25,000	34,300	9,300	37.20%	\$	38,301	\$	4,001.00												
Special Education	64,575	56,734	62,756	39,438	69,729	49,591	(20,138)	-28.88%	\$	66,941	\$	17,350.00												
Early Learning Program (SPED)		-	-	10,492	5,000	10,400	5,400	100.00%	\$	10,400	\$	-												
Total Short Term Subs	320,661	323,610	307,705	335,923	346,716	347,621	905	0.26%	\$	347,621	\$	-												
Long Term Substitutes	572,155	610,823	530,453	485,461	475,000	475,000	-	0.00%	\$	475,000	\$	-												
GRAND TOTAL SUBS	892,816	934,433	838,158	821,384	821,716	822,621	905	0.11%	\$	822,621	\$	-												

Average Sick Days for Teachers

2014-15	3.76
2015-16	3.25
2016-17	3.20

**2017-2018 Budget Worksheet  
DARIEN HS**

Sport or Category	# of Participants	Transportation	Coaches (Fall)	Coaches (Winter)	Coaches (Spring)	Officials	Supplies	Fees	Rentals	Total
Awards/Printing		\$ -				\$ -	\$ 7,000	\$ -	\$ -	\$ 7,000
Baseball	45	\$ 16,048			\$ 19,895	\$ 5,315	\$ 2,135	\$ 85	\$ -	\$ 43,478
Basketball (boys)	32	\$ 16,048		\$ 21,578		\$ 10,273	\$ 6,950	\$ 100	\$ -	\$ 54,949
Basketball (girls)	20	\$ 16,048		\$ 17,280		\$ 9,773	\$ 6,950	\$ 100	\$ -	\$ 50,151
Cheerleading	7	\$ 5,296	\$ 4,890	\$ 4,890		\$ -	\$ 900	\$ 1,485	\$ -	\$ 17,461
Cross Country (Boys)	54	\$ 6,640	\$ 9,188			\$ 300	\$ 640	\$ 470	\$ -	\$ 17,238
Cross Country (Girls)	64	\$ 6,640	\$ 9,188			\$ 300	\$ 640	\$ 470	\$ -	\$ 17,238
FCIAC		\$ -				\$ -	\$ 7,800	\$ -	\$ -	\$ 7,800
Field Hockey	66	\$ 12,016	\$ 19,895			\$ 6,281	\$ 8,140	\$ 210	\$ -	\$ 46,542
Fitness Center		\$ -				\$ -	\$ 1,000	\$ -	\$ -	\$ 1,000
Football	121	\$ 11,120	\$ 63,941			\$ 20,259	\$ 17,820	\$ 150	\$ -	\$ 113,290
Golf (boys)	13	\$ 4,848			\$ 9,188	\$ -	\$ 2,210	\$ 225	\$ -	\$ 16,471
Golf (girls)	16	\$ 4,848			\$ 9,188	\$ -	\$ 2,210	\$ 225	\$ -	\$ 16,471
Gymnastics	7	\$ 4,848		\$ 11,298		\$ 1,616	\$ 1,600	\$ 575	\$ -	\$ 19,937
Ice Hockey (boys)	40	\$ 11,568		\$ 16,688		\$ 20,335	\$ 1,800	\$ 150	\$ 16,500	\$ 67,041
Ice Hockey (girls)	24	\$ 7,536		\$ 12,390		\$ 10,893	\$ 1,800	\$ 150	\$ 8,500	\$ 41,269
Indoor Track (B)	86	\$ 5,744		\$ 15,597		\$ -	\$ 910	\$ 1,250	\$ -	\$ 23,501
Indoor Track (G)	88	\$ 5,744		\$ 15,597		\$ -	\$ 910	\$ 1,250	\$ -	\$ 23,501
Lacrosse (boys)	100	\$ 11,120			\$ 34,473	\$ 8,053	\$ 11,115	\$ 75	\$ -	\$ 64,836
Lacrosse (girls)	65	\$ 11,120			\$ 25,876	\$ 8,053	\$ 16,615	\$ 75	\$ -	\$ 61,739
Rugby	31	\$ 3,952			\$ 9,188	\$ 1,000	\$ 1,500	\$ -	\$ -	\$ 15,640
Sailing	24	\$ 3,952			\$ 9,188	\$ -	\$ 650	\$ 2,950	\$ -	\$ 16,740
Skiing	28	\$ 10,644		\$ 9,188		\$ -	\$ 650	\$ -	\$ 4,000	\$ 24,482
Soccer (boys)	80	\$ 11,120	\$ 19,895			\$ 4,896	\$ 7,640	\$ 155	\$ -	\$ 43,706
Soccer (girls)	75	\$ 11,120	\$ 19,895			\$ 4,896	\$ 1,640	\$ 155	\$ -	\$ 37,706
Softball	21	\$ 10,672			\$ 15,597	\$ 4,755	\$ 2,135	\$ 85	\$ -	\$ 33,244
Squash	37	\$ 4,848		\$ 9,188		\$ -	\$ 3,650	\$ 4,675	\$ 14,320	\$ 36,681
Swimming (boys)	26	\$ 4,848		\$ 15,597		\$ 1,740	\$ 4,350	\$ 250	\$ 10,000	\$ 36,785
Swimming (girls)	43	\$ 9,328	\$ 19,895			\$ 1,740	\$ 4,350	\$ 250	\$ 10,000	\$ 45,563
Tennis (boys)	29	\$ 9,328			\$ 9,188	\$ -	\$ 1,080	\$ 200	\$ -	\$ 19,796
Tennis (girls)	44	\$ 8,432			\$ 9,188	\$ -	\$ 1,080	\$ 200	\$ -	\$ 18,900
Track/Field (B)	83	\$ 8,432			\$ 19,895	\$ 1,875	\$ 1,090	\$ 500	\$ -	\$ 31,792
Track/Field (G)	109	\$ 8,432			\$ 19,895	\$ 1,875	\$ 1,090	\$ 500	\$ -	\$ 31,792
Training Room see acct 24006		\$ -				\$ -	\$ -	\$ -	\$ -	\$ -
Volleyball (boys)	11	\$ 7,088			\$ 11,798	\$ 5,699	\$ 3,870	\$ 85	\$ -	\$ 28,540
Volleyball (girls)	39	\$ 10,662	\$ 20,986			\$ 6,481	\$ 11,362	\$ 85	\$ -	\$ 49,576
Wrestling	7	\$ 8,738		\$ 11,298		\$ 3,231	\$ 1,100	\$ 1,400	\$ -	\$ 25,767
Reconditioning								\$ 21,000		\$ 21,000
Unified Sports	24	\$ 2,556	\$ 2,500	\$ 2,500	\$ 2,500	\$ 4,560	\$ 900	\$ 100		\$ 15,616
Faculty Managers			\$ 8,597	\$ 8,597	\$ 8,597					\$ 25,791
<b>Totals</b>		\$ 291,384	\$ 198,869	\$ 171,686	\$ 213,653	\$ 144,198	\$ 147,282	\$ 39,635	\$ 63,320	\$ 1,270,027

The following are additional costs paid by parents for the rental of facilities. (Not included in the above)

Hockey	\$ 69,076	Parents pay 75% BOE 25%
Skiing	\$ 8,894	Parents pay 69% BOE 31%
Squash	\$ 16,102	Parents pay 53% BOE 47%

## **DARIEN PUBLIC SCHOOLS**

### **JOB DESCRIPTION**

#### **Special Education Department Chair (Grades 6 -12)**

**Qualifications:**

- Successful record as a special education teacher or related services provider at the secondary level (5 years of teaching experience preferred);
- Demonstrated leadership skills at the secondary level;
- Demonstrated knowledge and understanding of curriculum development and program evaluation;
- Demonstrated knowledge of effective teaching techniques and instructional practices that result in quality learning;
- Demonstrated successful experience with staff development;
- 165,061,070,071 or 265 endorsement required; 092 (or enrollment in a Connecticut preparatory program) required;
- Such additions and alternatives to the above qualification as may be appropriate or acceptable to the Superintendent of Schools.

**Reports To:** Assistant Superintendent for Curriculum and Instruction

**Nature of Position:** The department chairperson provides, for the special education department, instructional leadership and enhances articulation regarding curriculum alignment with standards, the development and implementation of common assessments, and the use of effective instructional strategies that will most appropriately meet the needs of students.

The successful candidate will have a caseload equivalent to 0.2 FTE each year, alternating locations between the middle and high school levels.

**Effective:** August 21, 2017

**Work Year:** 197 days (187 teacher work year plus 10 additional days)

**Salary:** \$127,700 (and thereafter as governed by the Darien Intermediate Administrators' Contract)

### **Job Responsibilities:**

- ❖ Assists the Assistant Superintendent for Curriculum and Instruction in the development, monitoring and supervision of the 6 – 12 special education curriculum
- ❖ Collaborates with the Elementary SESS Facilitators and Principals to ensure articulation of curriculum between levels
- ❖ Schedules and chairs all PLC's and department meetings
- ❖ Recommends resources to the Assistant Superintendent, Program Director and building administration and maintains an inventory content-related materials for the district
- ❖ Supervises and evaluates tenured and non-tenured teaching staff in compliance with the Darien Public Schools' Teacher Evaluation Plan
- ❖ In collaboration with the Program Directors, facilitates the integration of relevant state and local standards into curriculum and teaching practices
- ❖ Collaborates with professional staff to collect and analyze relevant assessment data and to utilize that information to enhance best teaching practices
- ❖ Schedules and directs professional growth opportunities for special education teachers in consultation with the Assistant Superintendent for Curriculum and Instruction, in order to ensure the implementation of effective, learning-centered programs;
- ❖ Collaborates with the building administration in the creation of teacher schedules for the special education department
- ❖ Oversees appropriate student scheduling to maintain compliance with IEP's
- ❖ Keeps informed of new developments and trends in special education in order that innovations and new materials may be incorporated in the district
- ❖ Maintains a cooperative relationship and open communications with those holding similar positions in Darien to support implementation of instructional programs
- ❖ Maintains a cooperative relationship and open communications with those holding similar positions in other districts in the region and state to support implementation of instructional programs and to keep current on trends in special education as well as best practices
- ❖ Assists building principals with recruiting, interviewing, screening, and recommending qualified educators to fill positions related to special education instruction and the provision of other support services
- ❖ Provides the Board of Education and parent community with reports on program initiatives and improvements
- ❖ Performs all other duties as assigned

**DARIEN PUBLIC SCHOOLS  
JOB DESCRIPTION  
PROGRAM DIRECTOR FOR SPECIAL EDUCATION AND STUDENT  
SERVICES – 6-12**

**PREFERRED QUALIFICATIONS:**

- Eligible for certification as an Intermediate Administrator or Supervisor in Connecticut (092)
- Master's Degree in special education or a related field
- Certification in Connecticut in at least one of the following areas: psychology, social work, speech therapy, special education
- Successful special education teacher or related services provider experience, K-12
- At least two years of experience as an administrator or supervisor of special education, with direct staff supervision responsibilities, K-12
- Demonstrated capability to work collaboratively with administrators, direct service providers, parents, students, and outside providers
- Excellent problem solving, communication, organizational, and professional development skills
- Comprehensive knowledge of Connecticut State Department of Education and Individuals with Disabilities Education Act regulations
- Such additions and alternatives to the above qualifications as may be appropriate and acceptable

**REPORTS TO:** Assistant Superintendent for Special Education and Student Services

**DIRECTLY SUPERVISES AND EVALUATES:**

- Secretary to the Program Director
- Centrally-deployed direct services staff (Related Service Providers, Psychologists, BCBAs, etc.)

**SUPERVISES AND EVALUATES COLLABORATIVELY WITH SCHOOL PRINCIPALS:**

- Special education teachers
- Related services providers
- Special education paraprofessionals

**JOB GOALS:**

- To provide leadership and management of settings and services for students with disabilities
- To support the improvement of student outcomes
- To strengthen the engagement of students and families
- To support the maintenance and improvement of regulatory compliance

## **PERFORMANCE RESPONSIBILITIES:**

### **General**

- In consultation with the Assistant Superintendent, establishes annual action goals for the position on a clearly defined priority basis, prepares strategies for achieving those goals and agrees upon criteria for evaluating the accomplishment of the established goals
- Establishes format and supervises maintenance of all records within the area of responsibilities
- Assigns responsibility for job definition, promotion, evaluation, hiring and termination recommendations for all employees supervised
- Prepares such reports as the Assistant Superintendent may request
- Assumes responsibility in the absence of the Assistant Superintendent
- Is knowledgeable about government statutes, regulations and rules relating to curriculum, and advises interested parties of the provisions of the law
- Assists in the preparation and submission of all state and federal reports in the area of responsibility, testing all reports to verify accuracy
- Chairs and coordinates work of district committees as directed by the Assistant Superintendent
- Accepts additional assignments as directed by the Assistant Superintendent

### **Leadership for Special Education and Student Services**

- Provides direction and support to improve student outcomes
- Provides modeling and mentoring to address hopes and aspirations of parents
- Ensures regulatory compliance
- Pursues cost-effective approaches
- Collaborates with district senior staff and school principals
- Supports the work of the Facilitators for Special Education and Student Services
- Assists in the development of descriptive material on special education and student support

### **Management of Special Education and Student Services**

- Serves as a consultant to Planning and Placement Teams
- Supports parents as partners
- Arranges professional development, support, and performance evaluation
- Assists in fiscal management - budgeting, spending, Excess Cost accounting, contracting
- Leads collaboration with community agencies, organizations, institutions
- Assists in the preparation and presentation of reports on special services and student support
- Collaborates with school principals in the assignment of special education teachers and support staff
- Manages the assignment of related services providers

### **Planning and Development in Special Education and Student Services**

- Contributes to the improvement of existing settings and services
- Participates in the development and implementation of new settings and services
- Provides guidance and support in data collection, analysis, utilization
- Participates in monitoring and evaluating settings and services
- Participates in strategic planning, action planning and implementation planning
- Contributes to grant proposal development and grant management
- Assists in the development of the continuum of settings
- Assists in the development of the array of tiered instruction and services

**CASELOAD SUMMARY (1/2017)** (excludes out of district students)

**SPECIAL EDUCATION TEACHERS**

ELP <sub>1</sub>	2.9
Hindley	6.1
Holmes	7.6
Ox Ridge	5.3
Royle	7.0
Tokeneke	7.8
Elementary Average	6.8
Middle School Average <sub>2</sub>	10.8
High School Average <sub>2</sub>	13.3

**SPEECH & LANGUAGE PATHOLOGISTS<sub>3</sub>**

PK-5 Average	15.3
Middle School Average <sub>4</sub>	19.7
High School Average <sub>4</sub>	29.5

**PSYCHOLOGISTS**

PK-5 Average	21.5
Middle School Average	13.5
High School Average	16.4

**SOCIAL WORKERS** 18.3

**BCBA** 28.0

1. ELP students are added throughout the entire school year based on their 3rd birthday
2. SET manage all students on their caseload with the exception of one teacher at MMS and DHS who do not case manage any of the students on their caseload.
3. One SLP at both DHS and MMS case manage one student in their caseload.
4. Speech & language caseloads increase at DHS due to the shift from a 5-day cycle to an 8-day cycle.

**PERSONNEL ACTION REPORT**

**January 24, 2017**

Item	Name	Action	Replacing/Location/Position	Effective Date		Tenure Area	Certification Class/Step
				From	To		
1	Scott Weisner	Appointment	B. Caridi/District/Teacher of the Visually Impaired	1/23/2017	2/1/2021	Teacher	Teacher of the Visually Impaired MA 30 Step 9