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Board of Education
Darien, Connecticut

TUESDAY, AUGUST 28, 2018

SPECIAL MEETING OF THE BOARD OF EDUCATION

**Darien Public Schools'
Administrative Offices
Meeting Room
7:00 p.m.**

AGENDA

1. Call to order
2. Adjourn to Executive Session (2nd Floor Conference Room) for the purpose of discussion regarding attorney/client privileged communication
3. Reconvene in public session.
4. Adjournment.

**REGULAR MEETING OF THE BOARD OF EDUCATION
TUESDAY, AUGUST 28, 2018**

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

TENTATIVE AGENDA

1. Call to Order..... Mrs. Tara B. Ochman 7:30 p.m.
2. Chairperson's Report..... Mrs. Ochman
3. Public Comment* Mrs. Ochman

*Public Comments are limited to three minutes per individual and are designed to allow community members to inform the Darien Board of Education of their opinions and/or concerns. Where appropriate, community members are also encouraged to reach out to the school administration during regular school hours. There should be no expectation for dialogue on such public comments to take place at a regular public meeting, given that by law the Board may only discuss matters that are set forth on its agenda.

**REGULAR MEETING OF THE BOARD OF EDUCATION
TUESDAY, AUGUST 28, 2018**

4. Superintendent's Report..... Dr. Elliott Landon
5. Approval of Minutes..... Board of Education
6. Board Committee Reports..... Mrs. Ochman
7. Presentations/Discussions
 - a. Presentation and Discussion. Dr. Elliott Landon
of Proposed Educational
Specifications for the
New Ox Ridge School
 - b. Discussion and Possible..... Dr. Susie DaSilva/
Action on Proposed Music Mr. Richard Sadlon
Department Field Trip for
the 2018-2019 School Year
 - c. Update on Summer Facilities.. Mr. Michael Lynch
Projects
 - d. Presentation, Discussion and. Mr. Michael Feeney/
Possible Action on Revised Mr. Lynch
Facilities Use Fee Schedule
 - e. Discussion and Possible Action. Mr. Feeney
on Student Activities Transaction
Fees
 - f. Further Discussion and Action... Dr. Elliott Landon
on District Goals and Objectives
for 2018-2019
 - g. Further Discussion and..... Mrs. Ochman
Action on Proposed
Board Responsibilities and
Code of Ethics for 2018-2019
 - h. Further Discussion and..... Ms. Marjorie Cion
Action on Proposed
Revisions to Board of
Education Policy 5250
(Misconduct related to
Voluntary School
Organizations and
Conditions)

**REGULAR MEETING OF THE BOARD OF EDUCATION
TUESDAY, AUGUST 28, 2018**

- 8. Action Items
 - a. Personnel Items..... Ms. Cion
 - i. Appointments
 - ii. Resignations/Retirements
 - b. Appointment of an Impartial..... Dr. Elliott Landon
Hearing Officer for Student
Disciplinary Matters for the
2018-2019 School
Year, as they arise
 - c. Discussion and Possible..... Dr. Elliott Landon
Action to Delegate
Expulsion Expungement
Decisions to a Hearing
Officer
- 9. Public Comment*..... Mrs. Ochman
- 10. Adjournment..... Mrs. Ochman

EL:nv

*Public Comments are limited to three minutes per individual and are designed to allow community members to inform the Darien Board of Education of their opinions and/or concerns. Where appropriate, community members are also encouraged to reach out to the school administration during regular school hours. There should be no expectation for dialogue on such public comments to take place at a regular public meeting, given that by law the Board may only discuss matters that are set forth on its agenda.

APPROVED
REGULAR MEETING OF THE BOARD OF EDUCATION
Tuesday, June 26, 2018

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

BOARD MEMBERS PRESENT:

	Burke	Dineen	Hagerty-Ross	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
Present	X	X	X	X	X	X	X	X	X
Absent									

ADMINISTRATION PRESENT:

Dr. Brenner, Dr. Da Silva, Ms. Klein and Mr. Feeney

AUDIENCE: Approximately 25

- | | |
|-------------------------------------|--|
| 1. Call to Order | Mrs. Tara B. Ochman, Chair,
at 7:45 p.m. (0:00) |
| 2. Chairperson's Report | Mrs. Ochman, Chair,
at 7:45 p.m. (0:00) |
| 3. Public Comment | Mrs. Ochman, Chair,
at 7:50 p.m.(0:05) |
| 4. Superintendent's Report | Dr. Dan Brenner
at 7:50 p.m. (0:05) |
| 5. Approval of Minutes (attachment) | Board of Education
at 7:56 p.m. (0:11) |

MOTION TO APPROVE THE MINUTES OF THE SPECIAL MEETING AND EXECUTIVE SESSION OF THE BOARD OF EDUCATION HELD ON TUESDAY, JUNE 12, 2018:

1st Ms. Ritchie

2ND Mr. Dineen

	Burke	Dineen	Hagerty-Ross	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
Yes	X	X	X	X		X	X	X	X
No									
Abstain					X				

RESULT - MOTION PASSED (8-0-1)

MOTION TO APPROVE THE MINUTES OF THE SPECIAL MEETING OF THE BOARD OF EDUCATION HELD ON TUESDAY, JUNE 12, 2018:

1st Mr. Dineen

2ND Mr. Maroney

	Burke	Dineen	Hagerty-Ross	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
Yes	X	X	X	X		X	X	X	X
No									
Abstain					X				

RESULT - MOTION PASSED (8-0-1)

MOTION TO APPROVE THE MINUTES OF THE SPECIAL MEETING OF THE BOARD OF EDUCATION HELD ON MONDAY, JUNE 25, 2018 (10:30 A.M.):

1st Mr. Burke

2ND Mr. Dineen

	Burke	Dineen	Hagerty-Ross	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
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 SPECIAL MEETING AND EXECUTIVE SESSION OF THE BOARD OF EDUCATION HELD ON MONDAY, JUNE 25, 2018 (2:00 P.M.):

1st Mr. Dineen

2ND Ms. Ritchie

	Burke	Dineen	Hagerty-Ross	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
Yes	X	X	X	X	X	X	X	X	X
No									
Abstain									

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

6. Board Committee Reports

Mrs. Ochman, Chair,
at 7:57 p.m. (0:12)

PRESENTATIONS AND DISCUSSIONS

7. Presentations/Discussions:

a. Discussion and Possible
Acceptance of Contemplated
Gift from the Darien Athletic
Foundation
(attachment)

Dr. Brenner
at 7:58 p.m. (0:13)

MOTION TO APPROVE THE GIFT FROM THE DARIEN ATHLETIC FOUNDATION:

1st Mr. Dineen

2ND Mr. Burke

	Burke	Dineen	Hagerty-Ross	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein

Yes	X	X	X	X	X	X	X	X	X
No									
Abstain									

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

b. Discussion and Possible
Action on Proposed Athletic
Field Trips for the 2018-19
School Year
(attachments)

Dr. Brenner
at 7:58 p.m. (0:13)

MOTION TO APPROVE THE PROPOSED ATHLETIC FIELD TRIPS FOR THE 2018-19 SCHOOL YEAR:

1st Mr. Burke

2ND Mr. Maroney

	Burke	Dineen	Hagerty- Ross	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
Yes	X	X	X	X	X	X	X	X	X
No									
Abstain									

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

c. Department Chair Update
(attachment)

Dr. Susie Da Silva
at 8:03 p.m. (0:18)

d. Update on Gifted Education
(attachment)

Dr. Da Silva/Mrs. Linda Johnson
at 8:49 p.m. (1:04)

e. Report on Barbara Harrington
Fund Awards
(attachment)

Dr. Da Silva
at 9:20 p.m. (1:35)

f. Annual Progress Report on
2017-2018 District Goals and
Objectives
(attachment)

Dr. Brenner
at 9:21 p.m. (1:36)

g. Annual Report on Donations
(attachment)

Dr. Brenner
at 9:30 p.m. (1:45)

ACTION ITEMS

8. Action Items:

a. Personnel Items
i. Appointments
(attachment)

Dr. Brenner
at 9:36pm (1:51)

ii. Resignations/Retirements

MOTION TO APPROVE PERSONNEL ITEMS AS OUTLINED IN THE MEMO DATED JUNE 26, 2018:

1st Ms. McCammon

2ND Mr. Dineen

	Burke	Dineen	Hagerty-Ross	Harman	McCammon	McNamara	Ochman	Ritchie	Stein
Yes	X	X	X	X	X	X	X	X	X
No									
Abstain									

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

9. Public Comment

Ms. Ochman
at 9:36 p.m. (1:51)

10. Adjournment

Ms. Ochman
at 9:36 p.m. (1:51)

MOTION TO ADJOURN:

1st Ms. Hagerty-Ross

2nd Ms. Ritchie

	Burke	Dineen	Hagerty-Ross	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
Yes	X	X	X	X	X	X	X	X	X
No									
Abstain									

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

Meeting adjourned at 9:37 p.m. (1:52)

Respectfully Submitted,

Kathrine Stein,
Secretary

APPROVED
SPECIAL MEETING OF THE BOARD OF EDUCATION
Tuesday, July 10, 2018

PLACE:
DARIEN PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
BOARD OF EDUCATION CONFERENCE ROOM
9:15 A.M.

BOARD MEMBERS PRESENT:

	Burke	Dineen	Hagerty- Ross	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
Present		X	X	X	X	X	X	X	X
Absent	X								

ADMINISTRATION PRESENT:

Dr. Landon, Dr. Da Silva, Ms. Klein, Mr. Feeney and Ms. Cion

AUDIENCE: Approximately 2

1. Personnel Items
 - a) Appointments
 - b) Resignations

Ms. Marjorie Cion
at 9:15 a.m. (0:00)

MOTION TO APPROVE PERSONNEL ITEMS AS OUTLINED IN THE MEMO DATED JULY 10, 2018:

1st Mr. Maroney

2ND Ms. Ritchie

	Burke	Dineen	Hagerty- Ross	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
Yes		X	X		X	X	X	X	X
No									
Abstain									

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

2. Board of Education Retreat

Dr. Elliott Landon/ Mrs. Ochman
at 9:16 a.m. (0:01)

- a) Presentation on Role
and Responsibilities of
BoE Members
- b) Preliminary Discussion of
District Goals for 2018-2019
- c) Preliminary Discussion of
Board Goals for 2018-19
- d) Board Self Evaluation

Mrs. Ochman/ Mr. Nick Caruso
at 9:24 a.m. (0:09)

Dr. Landon
at 10:38 a.m. (1:23)

Mrs. Ochman/ Dr. Landon
at 11:55 a.m. (2:40)

Mrs. Ochman
at 12:03 p.m.(2:48)

3. Adjournment

Ms. Ochman
at 12:19 p.m. (3:04)

MOTION TO ADJOURN:

1st Ms. Ritchie

2nd Mr. Dineen

	Burke	Dineen	Hagerty- Ross	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
Yes		X	X	X	X	X	X	X	X
No									
Abstain									

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

Meeting adjourned at 12:19 p.m. (3:04)

Respectfully Submitted,

Kathrine Stein,
Secretary

EDUCATIONAL SPECIFICATIONS

Ox Ridge Elementary School
&
Early Learning Program (Pre-Kindergarten)

**DARIEN PUBLIC SCHOOLS
35 LEROY AVENUE
DARIEN, CONNECTICUT 06820**

AUGUST 2018

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INTRODUCTION

The Ox Ridge Elementary School, located at 395 Mansfield Avenue, was originally constructed in 1966 and was last renovated 22 years ago in 1996. The building, located on ten acres, encompasses 58,344 square feet. There are 22 general education classrooms, a combined 11 special education and Early Learning Program (ELP) pre-kindergarten classrooms, one library, one gymnasium and one cafeteria/auditorium. Ox Ridge currently serves 439 students in pre-kindergarten through fifth grade.

Although it represents the newest of the “old” elementary schools, similar to the recent replacement of Tokeneke Elementary School, Ox Ridge’s original buildings were constructed during an age where energy efficiency and construction materials were lower priorities. Whereas buildings of the 1930’s are worth renovating due to their structural integrity, similar structures from the 1950’s and 1960’s are often more cost effective to replace once all renovation costs are considered including code upgrades for energy, accessibility, end of life system replacement, and hazardous materials abatement. During the last capital improvement project in the 1990’s, a new wing and main entrance were constructed allowing for direct, accessible entry from the parking lot/drop-off area. This wing continues to be in good condition.

Over the past several years, the maintenance of the Ox Ridge Elementary School has progressively become more difficult. Costly maintenance projects involving critical mechanical systems have been postponed, awaiting a decision on how to proceed with either building a new school or doing a significant renovation of the current building. Windows, unit ventilators, flooring, and lighting have all outlived their functional usefulness and are being maintained to the best of the District’s ability. The 2018-19 capital budget includes the replacement of the electrical panel, which is original to the building, and can no longer be effectively serviced in a timely way based on its age and the ability to purchase parts. Through the 2016-17 capital plan the gymnasium floor was replaced because the original floor was buckling and became a tripping hazard to the students. The floor chosen was a composite with a limited lifespan and a low price point with the expectation of a more permanent solution forthcoming. The expectation is that action needs to be taken in the near future in order to avoid more costly replacements to mechanical systems.

In the fall of 2016, the Board of Education and its Facilities Subcommittee worked with the architectural firm KG & D to create a master plan for the school district. Embedded in the plan was the examination of multiple district capital issues including, the removal of district-wide portable classrooms, addressing space issues based on current and projected enrollment and assessing the Ox Ridge building’s long term viability. Three options for the Ox Ridge campus were ultimately proposed after a series of meetings. The Master Plan was first reviewed by the Facilities Subcommittee in 2016 at which time extensive material and data was examined. The Subcommittee held numerous meetings in open sessions with the public in attendance. After significant discussion the committee referred the Ox Ridge Project to the entire Board of Education for review.

Over a series of three Board of Education Meetings the committee, architects and administration reviewed the work of the committee including three specific options for addressing the needs of the Ox Ridge Building. Option 1 was to simply renovate the existing building attempting to bring it back to the best condition possible, recognizing that there were many limitations that would remain including no additional space for growth, utilizing the footprint that is not conducive for best practices with a sprawling building, multiple unused courtyards, and the need to leave the building to

access the portable classrooms. This plan would take place over multiple summers as work could not be performed while students were in session.

Option 2 would maintain the 1996 addition in the front of the building which would become the facility for the Early Learning Program, now housed in three elementary buildings. It would also fully renovate the existing building similar to Option 1 and add a building addition in the rear of the structure adjacent to the current facility allowing for increased enrollment and the demolition of the portable classrooms. Limitations to the plan included the issues noted in Option 1 with additional disruptions occurring when constructing the building addition.

Option 3 is a full tear down of the current Ox Ridge Building with the exception of the 1996 addition. In its place a new school building would be built while maintaining the 1996 addition which would house the full ELP program as described in option 2. Option 3 would allow for a project completion date that would be far faster than option 1 and 2 as it allows for a new building to be constructed at the same time the current Ox Ridge Building is in operation. This is not possible for Options 1 and 2. In Options 1 and 2, all of the interior work on the building would need to be completed during the summer months, again greatly lengthening the time of the build.

After many discussions at the Board of Education and its subcommittee as well considering the findings of KG& D's multiple presentations, Superintendent of Schools Dr. Dan Brenner recommended to the Board of Education in May of 2018 that a new school be constructed at the existing site. The recommendation was based on a cost-benefit analysis showing that the cost difference between Option 2 and 3 of ten million dollars. This was measured against the life expectancy of a new building versus a renovated space (40 years v. 25-30 years) more than justifies the increased expenditure. That, coupled with the ability to complete a new building far quicker than finishing a renovation project, played a key role in the recommendation. As the current facility continues to deteriorate the completion of the project in a timely manner will ultimately save a significant amount of district funds that otherwise will have to go into potentially high cost repairs to simply keep the building functional. A comparison of the three options as set forth by KG&D is attached and denoted, Attachment A.

The educational specifications for a new Ox Ridge Elementary School are set forth in this report. The basic educational components of these educational specifications are comparable to those that were created for the Tokeneke School build. This was done to keep a level of consistency between schools.

PHILOSOPHY OF EDUCATION

Elementary schools are joyful places that are centered around students and places where all staff work together to challenge every student academically, emotionally and socially. Schools work to engage families and the community stakeholders in opportunities that support the school's central goal and vision.

The foundation of this philosophy is based on the following commitment and key ideas:

- Social and Emotional Learning (S.E.L.) is as important as academic learning; schools emphasize a sense of belonging for students, staff and families. Kindness, empathy, integrity, and care are the foundation of all that we do in schools.
- Students require differentiated and personalized opportunities in school to thrive as individuals. All staff engage in professional development and collaboration with various stakeholders to meet this commitment.
- The learning environment in our schools cultivates the development of readers, writers, mathematicians, scientists, historians, musicians, artists, linguists, and learners in all areas. Classrooms encourage active involvement with critical and creative thinking, problem solving and applying learning in meaningful and authentic ways.
- The culture in schools emphasizes collaboration across all areas to support student success.
- Schools encourage staff members to take risks for their own professional learning and model this same process for students.
- Schools provide students with curriculum that promotes academic excellence and that is innovative, rigorous and relevant while promoting curiosity and connections about the world at large.
- Opportunities for students to engage in reflective thinking, planning and creating learning goals, as well as evaluating their own progress is typical practice in a student's day.
- Educators understand developmental differences so well that structures are created throughout a student's learning day that meet the physical and cognitive demands of children across the developmental continuum.
- Schools emphasize habits of mind, such as persistence, flexibility, questioning, metacognition, thinking flexibly, and wondering.
- All members of the school community share a growth- mindset, in that our "work" is never done; there are always opportunity to grow.

THE EDUCATIONAL PROGRAM

In order to prepare students to succeed in an information-based society, the Ox Ridge Elementary School must provide a foundation in the “expanded basics”. Skills in reading, writing and math are essential, but not by themselves sufficient for success in our world today.

Our students must have a strong knowledge of the English language and must be able to use it to communicate through a variety of methods. They must be able to read for meaning from both fiction and non-fiction. They must be able to write factually, coherently and persuasively, listen and speak effectively and use telecommunications appropriately.

In mathematics, our students learn to reason and communicate, to be mathematical problem-solvers, to value mathematics and to feel confident in their ability to use mathematics. Creating such a foundation necessitates a well-articulated and developmentally appropriate mathematics program for all students. Mathematics is more than a collection of concepts and skills to be mastered. It is the exploration of ideas and concepts, the understanding of relationships, the ability to make predictions, to analyze data, to estimate results, to communicate ideas and to solve problems in this ever-changing world. It is no longer limited to the study of complex calculations and formulas.

We are moving from a curriculum often dominated by memorization of isolated facts, procedures and decoding text to one that emphasizes conceptual understandings, multiple representations, deliberate connections and mathematical problem solving, comprehension and sense-making. Rather than being a transmitter of knowledge, the teacher becomes a facilitator of learning - guiding, questioning, listening, clarifying and creating an environment in which students at every developmental level are active participants in their learning and appropriately challenged.

The elementary science program is dedicated to providing programming that piques students’ curiosity, captures their interest, and motivates their engagement while also promoting the understanding and application of disciplinary core ideas, concepts and practices. The curriculum is designed to ensure that all students engage in essential experiences that reflect the intellectual rigor of inquiry, exploration and application in order to achieve at high standards of scientific literacy. An inquiry approach encourages students to generate questions based upon their curiosity of a phenomenon in combination with observations about experiences presented by the teacher. This inquiry-based approach offers students the opportunity to expand existing knowledge through hands-on investigations or multimedia resources to clarify, enhance, and/or modify the ways in which they view and make sense of the world.

The social studies curriculum in elementary school reflects the tenants of the Connecticut Social Studies Frameworks. Inquiry lies at the heart of social studies instruction. Through the study of compelling content, students are motivated and engaged as they learn the skills of an historian that can be generalized to any study of history, geography, economics and civics.

The role of the Library Media staff and the library spaces are being redefined district-wide in light of new standards by American Association of School Librarians (AASL), International Society for Technology in Education (ISTE) and Common Core State Standards (CCSS), and at a time when there is a greater infusion of Science, Technology, Engineering, Arts, and Math (STEAM), design thinking, and technology. In the library space, the Library Media Specialist’s role has evolved to include:

- Building skills and enjoyment including wide reading, digital production and citizenship across many types of media and information formats and devices.
- Helping learners take command of connecting to high quality print and digital resources across the global network.
- Co-teaching inquiry projects from beginning to end; facilitates self-directed learning, making and creativity.
- Co-designing engaging learning experiences that combine content knowledge and learning how to learn skills.
- Facilitating the use of the best digital tools to boost learning, creativity and efficiency.
- Contributing expertise to enhance teaching & learning through collaborative leadership throughout the school community.

The library should reflect this new role and support the Library Media Curriculum, which focuses on digital and media literacy, educational technology, research skills, digital citizenship, and promoting a love of literature. A special report titled, “The Re-Imagined Library” (May 2018) was presented to the Board of Education with specific details. The library should be the largest instructional space in the school with adequate power and technology, and flexible furnishings (seating, tables on wheels, moveable shelves, etc.) to allow for a variety of individual, class, and grade-level activities. Overall, it should be a dynamic and inviting space that serves as a critical learning hub of the school and encourages student inquiry, independence, creativity, and exploration.

The music and visual arts programs develop breadth and depth of interest in our students and provide another way to interpret and relate to the world through creative engagement and expression. The arts enhance our students’ lives through both performance and appreciation which must continue to be key components of these programs.

The health and physical education programs teach fitness, coordination, sportsmanship, good health practices and attitudes. The program space must match these core values while at the same time understand the value the Darien community places on sport and activity. Our commitment to provide appropriate instructional time for these programs and activities must not waiver.

The special education program is designed to ensure students with disabilities have access to the general education curriculum and learning environment as well as targeted specialized instruction to meet their individual needs. In academics, specialized instruction targets specific skill acquisition and/or remediation needs so that students with disabilities can access and make progress in the general education curriculum and learn alongside their peers to the greatest extent appropriate. Related services (speech/language, occupational, and physical therapy) ensure students receive the therapeutic/clinical supports they need to be successful.

These educational objectives are reflected in district-wide comprehensive elementary curriculum which guides instruction at Ox Ridge Elementary School as well as the other four elementary schools.

IMPLICATIONS FOR OX RIDGE ELEMENTARY SCHOOL

Our educational program is built upon best practices to improve student learning. Our schools support the wide-range of learning needs through large and small group learning opportunities in pre-kindergarten through fifth grade.

Schools designed for the future must have classrooms appropriately sized to support active learning in many forms: teacher-directed, student centered whole, small and independent learning, as well as inquiry-based opportunities. Pre-kindergarten and Kindergarten classrooms must be larger than other classrooms due to the unique developmental needs of young children. Flexibility must be provided in all classrooms.

The installation of classroom sinks in each of our classrooms will allow for independence and maximize instructional time for students. Soundproofing of one room will allow music classes to be integrated into the main school building. Fiber optic wiring will be provided to enable students to utilize technology hardware and software.

Classrooms of the same grade should be grouped together to support collaboration among children and staff. Similarly, special education/support staff rooms should be located strategically in proximity to grade-level teams to optimize services and collaboration.

Special education programs serve students with a wide range of needs, therefore, the instructional spaces should reflect these needs. As an example, the Developmental Learning Center (DLC) space will need to accommodate the additional staff associated with the program, as well as flexible space and design to meet the individual student needs.

The consolidation of the District's pre-kindergarten Early Learning Program (ELP) should include a total of 10 classrooms. This plan allows for greater efficiency of resources and houses the program under one site, which reflects best practice.

The new Ox Ridge Elementary School will be designed to accommodate four to five sections per grade level. In 2015, the consulting firm of Milone and MacBroom performed a comprehensive enrollment analysis of the District. The ELP historical enrollment analysis may be found on Page 9 of this document and the High-Growth model projecting in 2024-25 may be found on Page 10 of this document.

EARLY LEARNING PROGRAM (ELP) HISTORICAL ENROLLMENT ANALYSIS

Enrollment Data - Effective June 1 of the Applicable School Year

	13-14	14-15	15-16	16-17	17-18
ELP Enrollment General Education and Special Education	91	98	98	99	102
Itinerant Students not attending ELP	9	7	11	10	23

COMPREHENSIVE DISTRICT ENROLLMENT ANALYSIS - DARIEN PUBLIC SCHOOLS

DETAILED ELEMENTARY PROJECTIONS (HIGH-GROWTH)

Darien Public Schools Elementary School Enrollment Projections 2015-16								Darien Public Schools Elementary School Enrollment Projections 2020-21							
School	K	1	2	3	4	5	K-5th	School	K	1	2	3	4	5	K-5th
Hindley	82	92	79	89	99	94	534	Hindley	86	87	74	82	86	88	502
Holmes	81	88	87	76	72	68	472	Holmes	81	81	70	69	70	77	448
Ox Ridge	68	57	84	76	75	71	433	Ox Ridge	72	74	68	69	75	71	431
Royle	62	63	73	65	73	67	403	Royle	69	67	64	59	57	62	378
Tokeneke	67	75	80	78	79	61	441	Tokeneke	76	80	78	72	72	68	446
TOTAL	360	376	404	384	399	361	2,284	TOTAL	384	390	354	351	360	366	2,205

Darien Public Schools Elementary School Enrollment Projections 2016-17								Darien Public Schools Elementary School Enrollment Projections 2021-22							
School	K	1	2	3	4	5	K-5th	School	K	1	2	3	4	5	K-5th
Hindley	81	81	91	80	95	100	528	Hindley	86	86	86	75	87	87	506
Holmes	74	80	86	89	75	71	474	Holmes	81	80	78	71	68	70	448
Ox Ridge	70	70	60	85	77	73	434	Ox Ridge	72	73	77	70	70	73	434
Royle	58	60	64	70	68	73	393	Royle	69	66	68	61	63	57	384
Tokeneke	68	71	74	84	76	77	450	Tokeneke	75	80	79	82	70	69	454
TOTAL	350	361	375	408	391	394	2,279	TOTAL	383	385	388	358	357	356	2,228

Darien Public Schools Elementary School Enrollment Projections 2017-18								Darien Public Schools Elementary School Enrollment Projections 2022-23							
School	K	1	2	3	4	5	K-5th	School	K	1	2	3	4	5	K-5th
Hindley	82	80	80	92	86	96	516	Hindley	86	86	85	87	83	88	512
Holmes	71	72	77	87	87	75	470	Holmes	81	80	78	80	70	68	456
Ox Ridge	64	71	72	61	86	74	429	Ox Ridge	72	73	76	78	70	67	437
Royle	63	55	60	62	75	68	384	Royle	69	66	67	65	65	62	395
Tokeneke	66	72	70	77	82	74	440	Tokeneke	75	79	78	83	79	67	462
TOTAL	347	351	360	379	415	386	2,239	TOTAL	384	384	384	393	365	353	2,262

Darien Public Schools Elementary School Enrollment Projections 2018-19								Darien Public Schools Elementary School Enrollment Projections 2023-24							
School	K	1	2	3	4	5	K-5th	School	K	1	2	3	4	5	K-5th
Hindley	75	82	79	81	98	86	502	Hindley	90	86	85	86	93	81	520
Holmes	74	70	70	78	86	87	465	Holmes	85	80	77	79	78	70	470
Ox Ridge	65	66	74	74	61	83	422	Ox Ridge	75	73	76	77	79	68	448
Royle	66	61	56	58	66	74	381	Royle	72	66	67	65	69	65	405
Tokeneke	76	70	71	73	75	79	443	Tokeneke	79	80	78	82	80	77	475
TOTAL	355	348	350	364	386	410	2,213	TOTAL	402	385	383	388	400	360	2,318

Darien Public Schools Elementary School Enrollment Projections 2019-20								Darien Public Schools Elementary School Enrollment Projections 2024-25							
School	K	1	2	3	4	5	K-5th	School	K	1	2	3	4	5	K-5th
Hindley	87	75	81	80	87	99	509	Hindley	92	90	85	86	92	94	538
Holmes	82	72	68	71	77	86	456	Holmes	87	84	77	79	78	78	482
Ox Ridge	73	66	68	75	74	59	415	Ox Ridge	77	77	76	77	78	76	461
Royle	70	63	61	54	62	66	375	Royle	74	69	67	65	69	69	413
Tokeneke	76	80	69	74	71	72	441	Tokeneke	81	83	78	81	79	78	480
TOTAL	389	356	347	354	370	381	2,196	TOTAL	410	403	383	387	395	395	2,373

PRE-KINDERGARTEN / EARLY LEARNING PROGRAM (ELP) CLASSROOMS

Room Size

Ten Pre-Kindergarten classrooms of 1200 sq. ft. are required, with additional storage and an additional 60 sq. ft. for children's lavatories. The pre-kindergarten program is primarily activity-based and designed to meet the developmental needs of young children.

Changing tables will be located in the Nurse's Office and children's lavatories (in the pre-kindergarten wing).

Program Objective

To provide a learning environment which meets children's developmental needs in the affective, social, emotional, physical, language, and cognitive domains.

To provide learning experiences through play-based learning environments in which children will acquire the knowledge, skills and understanding necessary to effectively thrive in the total environment.

General Description of Program

The early childhood classroom is an active, social place. The program is designed to promote, cognition, social, emotional, physical, language, literacy, creative arts, mathematics, science and social studies skill development and to foster student inquiry. Learning results from large and small group experiences and interactions with a variety of materials.

Activities

The early childhood room is designed for high activity and movement of large groups as well as quiet, independent discovery learning. Activities to be housed include large-and small group instruction and classwork. Children will meet on the floor in front of instructional materials and a teacher chair to share experiences, talk, listen, write stories and read together. Small-group work will take place at different centers: the reading corner, the block area, the art center, the science center, the math area, the drama center and the computer area. As children explore and manipulate books and materials available in the classroom, they learn content and develop skills. Each early childhood classroom should have an area with cubbies for coats, boots, backpacks, etc.

Occupancy

Each classroom should be able to accommodate 10-15 students, one classroom teacher and a special education teacher, specialist or one or more instructional aides who may share instruction of small groups or individuals within the regular classroom.

Furniture, Fixtures and Equipment

- Student tables, chairs and/or work tables
- Varying sizes of Rifton chairs
- Lavatories (dutch door style)
- Teacher desk and chair
- Small group table
- Large area rugs

- Interest center/small group work tables and chairs
- Student cubbies to accommodate up to 15 students
- Ample storage space for instructional materials
- Lockable storage space for equipment and teacher materials
- Sink
- Whiteboards
- SMARTboards or similar technology
- Tack boards
- Shelves for classroom libraries
- Network/wi-fi access
- Ample electrical outlet access
- Open shelving
- Building-wide wiring for assistive listening, looped systems, and/or personal Frequency Modulation (FM) units

Pre-Kindergarten Teaching Materials Storage

These two rooms must be adequate in size to store items such as grade-level trade books, toys, tricycles, supplemental and enrichment materials, testing materials, science equipment and science models, etc. Two spaces of approximately 200 sq. ft are needed with floor to ceiling shelves on three walls.

PROGRAM DIRECTOR OF EARLY CHILDHOOD OFFICE

Room Size

The Program Director's office should be 150 sq. ft. The Program Director's office should be adjacent to the main campus office, allowing for shared secretarial service. The waiting and mailbox area should be 100 sq. ft.

Program Objective

To provide leadership, coordination and support for the instructional program and related services.

General Description

Separate office space is required for the Program Director.

A public waiting area must be large enough to accommodate normal traffic of adult visitors, parents with small children, students, and staff. This area will allow parents to wait while students receive services for periods of time during the day. The area should be able to accommodate parents with infants and strollers.

Activities

The Program Director will conduct meetings with students, school and district staff, parents and community members. Clerical personnel will receive and assist guests to the school, assist staff, maintain records, prepare and distribute materials.

Occupancy

The Program Director's office needs to accommodate up to five people.

Furniture, Fixtures, and Equipment

- Desks, returns and chairs
- Lockable filing cabinets
- Storage for office supplies and paper
- Lockable storage
- Counter workstation
- Staff mailboxes
- Network/WiFi
- Waiting area chairs or couches and tables
- Copy/fax machine
- Open shelving
- Tack boards

PRE-KINDERGARTEN PROGRAM CONFERENCE ROOMS

Room Size

Two conference rooms of 250 sq. ft. each are needed.

Program Objective

To provide leadership, coordination, and support for the instructional program and related services.

General Description

Conference rooms are needed to conduct meetings which cannot be held in administrators' offices.

Activities

Conferences with school and district staff, parents, students, guests and community members; PPTs and staff training for small groups

Occupancy

The conference room requires space for 4 - 15 participants, including members of school and district staff, parents, students, guests, and community members.

Furniture, Fixtures and Equipment

- Networked WiFi
- Wall/ceiling-mounted Smart TV
- Whiteboard
- Tack board
- Conference table and chairs

PRE-KINDERGARTEN SPEECH AND LANGUAGE THERAPY ROOMS

Room Size

Three 150 sq. ft rooms are needed to provide speech and language therapy.

Program Objective

To enable identified students to improve speech and language skills, as well as feeding and swallowing skills, through a program consistent with each student's individual education plan

General Description

Students with identified deficits in speech and language receive supplemental instruction as specified in individual education plans. Students are instructed in small groups or individually.

Activities

Activities to be housed include individual and small-group tutoring, individual testing, independent and small-group learning activities, pragmatic play sessions and conferences with individuals or small groups of students.

Persons

Individual or small groups of students, one speech and language therapist and one or more instructional aides

Furniture, Fixtures, and Equipment

- Student work tables and chairs sized for 3 and 4 year olds
- Play space area rug
- Teacher desk and chair
- Whiteboard and Smart TV
- Tack board
- Open shelving and closed shelving
- Lockable storage
- Networked computer terminal and printer, computer table

DISTRICT BEHAVIOR ANALYST ROOM

Room Size

One 150 sq. ft rooms are needed to provide behavior analyst support for Pre-Kindergarten and K-5 programs.

Program Objective

To provide behavior support consultation for identified students, consistent with each student's Individual Education Program.

General Description

Students with identified deficits in social/emotional/behavioral functioning, and their teams, may receive consultation support from a district behavior analyst. This may include consultation to and/or training for school staff, clinicians, and parents - with or without the student present.

Activities

Activities include individual and small-group consultation and training, development of functional behavior assessments and corresponding behavior intervention plans, and conferences with members of the student's PPT (individually or in small groups, with or without the student present).

Persons

Individual or small groups of students or adults and one district behavior analyst.

Furniture, Fixtures, and Equipment

- Student work tables and chairs
- Play space area rug
- Teacher desk and chair
- Whiteboard and Smart TV
- Tack board
- Open shelving and closed shelving
- Lockable storage
- Networked computer terminal and printer, computer table

PRE-KINDERGARTEN SCHOOL PSYCHOLOGIST'S ROOM

Room Size

One room of 150 sq. ft. is needed.

Program Objective

To appropriately assess students' learning needs and to provide counseling in matters of school adjustment.

General Description

Individual students may experience difficulty in learning or in successfully managing the school environment. Other students may be performing at a level beyond that of their age group. In these cases, individual testing provides the information that school personnel need to make educational decisions about program, placement, etc.

Activities

Activities to be housed include individual testing, play sessions, counseling and conferences with individual students or with parents.

Occupancy

One school psychologist and an individual with 2 to 4 students will use this space.

Furniture, Fixtures, and Equipment

- Student work table
- Play space area rug
- Teacher desk and chair
- Lockable storage
- Networked computer terminal and printer, computer table
- Open shelving

OCCUPATIONAL/PHYSICAL THERAPY AND SENSORY ROOM

Room Size

One room of 1500 sq. ft. is needed, with a manual dividing wall that bisects the room (750 sq. ft. each).

Program Objective

To provide shared access for Pre-Kindergarten students and students in Grades K-5 to Occupational and Physical Therapy services.

General Description

Individual students may experience difficulty with sensory regulation, fine motor, and gross motor abilities in the school environment. Individual or small group services are provided to students testing provides the information that school personnel need to make educational decisions about program, placement, etc.

Activities

The room includes sufficient space for sensory motor equipment (e.g., swings, climbing apparatus, and large motor activities) and three, quiet uncultured treatment areas for at least three separate therapists (e.g., one Physical Therapist and two Occupational Therapists) to provide treatment concurrently.

Occupancy

Three therapists (Occupational and/or Physical Therapists) and 1 - 4 students per therapist at any given time.

Furniture, Fixtures, and Equipment

- Play space area rug
- Gymnasium mats
- Vestibular input apparatus
- Exercise balls of various sizes
- Movable room dividers
- Indoor therapeutic swing
- Teacher desk and chair
- Lockable storage
- Networked computer terminal and printer, computer table
- Open shelving

PRE-KINDERGARTEN ACCESSIBLE PLAYGROUND

Room Size: 1050 square foot outdoor space for use by pre-kindergarten students

Program Objective: Children need outside time and outdoor environments that support their learning and development.

General Description

Preschool children need outdoor environments that support their learning and development.

Outdoor learning environment should be designed with child-safe equipment that is age- and developmentally-appropriate, and surrounded by a fence for safety. There should be areas equipped for activities such as dramatic play and exploration. The space should include a variety of natural and manufactured surfaces, to allow for exploration of the natural environment.

Activities

Equipment designed for motor experiences for running, climbing, balancing, riding, jumping, crawling, scooting and swinging.

Occupancy: up to 30 students per recess session

Furniture, Fixtures, and Equipment

- Age-appropriate equipment for 3- and 4-year old students
- Swings
- Climbing structure
- Covered sandbox and water table
- Fence around the structure
- Storage for outdoor toys, tricycles
- Handicapped accessible path to the playground
- Smooth surface instead of wood chips for children using wheelchairs and walkers
- Pretend play structures: natural structures logs, tree rings, boat, and cars

KINDERGARTEN CLASSROOMS

Room Size

Kindergarten classrooms need to have 1200 sq. ft of space, with additional storage and an additional 60 sq. ft. for student bathrooms. The Kindergarten program is primarily activity based - designed to meet the developmental needs of young children.

Program Objective

- To provide a learning environment which meets children's developmental needs in the affective, perceptual and cognitive domains.
- To provide learning experiences through which children will acquire the knowledge, skills and understanding necessary to effectively thrive in the total environment.

General Description of Program

The early childhood classroom is an active, social place. The program is designed to promote literacy and numeracy skill development and to foster student inquiry. Learning results from large and small group experiences and interactions with a variety of materials.

Activities

The kindergarten classroom is designed for high activity and movement of large groups as well as quiet, independent discovery learning. Activities to be housed include large-and small group instruction and classwork. Students will meet on the floor in front of a chart stand and a teacher chair to share experiences, talk, listen, write stories and read together. Small-group work will take place at different centers: the reading corner, the block area, the art center, the science center, the math area, the drama center and the computer area. As students explore and manipulate books and materials available in the classroom, they learn content and develop skills. Each kindergarten classroom should have an area with cubbies for coats, boots, backpacks, etc.

Occupancy

Each classroom should be able to accommodate 18 - 22 students, one classroom teacher and a special education teacher, specialist or one or more instructional aides who may share instruction of small groups or individuals within the regular classroom.

Furniture, Fixtures and Equipment

- Student desks, tables, chairs and/or work tables
- Adaptive furniture, including varying sizes of Rifton chairs
- Lavatories (dutch door style)
- Teacher desk and chair
- Small group table
- Large area rugs
- Interest center/small group work tables and chairs (5 per classroom)
- Student cubbies to accommodate up to 22 students
- Ample storage space for instructional materials
- Lockable storage space for equipment and teacher materials
- Sink

- Whiteboards
- SMARTboard or similar technology
- Tack boards
- Shelves for classroom libraries
- Network/WiFi access
- Ample electrical outlet access
- Open shelving
- Building-wide wiring for assistive listening, looped systems, and/or personal Frequency Modulation (FM) units

GRADE 1-5 CLASSROOMS

Room Size

Typical classrooms should have 900 sq. ft of classroom instructional space with additional storage. This is a State requirement and will support a child-centered program with multiple learning areas.

Program Objectives

- To provide a learning environment which meets the developmental needs of all students in the affective, perceptual and cognitive domains.
- To provide an environment that promotes the development of all students' skills and knowledge and encourages the highest level of achievement for all students.
- To provide an environment that encourages student inquiry, builds citizenship skills, and fosters habits of mind that support learning.

General Description of Program

- Language Arts includes instruction in reading, writing, speaking, listening and viewing.
- Mathematics includes instruction in number sense and operations, patterns, algebra and functions, measurement, geometry, data analysis and probability.
- Science includes instruction in life science, earth and space science, and physical science.
- Social Emotional Learning and Health Education includes instruction in nutrition, personal safety, environmental health, disease prevention, substance abuse prevention and decision-making.
- Social Studies includes instruction in history, geography, civics and current events.
- Special Education includes direct teaching and related service support in academic skills, social/emotional/behavioral skills, language and communication, and fine and gross motor skills.

Activities

Classrooms provide space for teacher-led whole class instruction, small group instruction, student project activity and other types of independent learning by individual students, use of computers and other technology. Small group and individual tutorials will also take place in the classroom.

Ample storage space is needed for math and science equipment, student texts, paper and art supplies, computers and technology equipment, classroom libraries, playground equipment and students' personal belongings.

Occupancy

Each classroom should be able to accommodate 19 - 26 students, one classroom teacher, and a special education teacher, specialist or one or more instructional aides who may share instruction of small groups or individuals within the regular classroom.

Furniture, Fixtures and Equipment

- Student desks, tables, chairs and/or work tables
- Adaptive furniture, including varying sizes of Rifton chairs
- Teacher desk and chair
- Small group table

- Large area rugs
- Interest center/small group work tables and chairs (3 per classroom)
- Student cubbies to accommodate up to 26 students
- Ample storage space for instructional materials
- Lockable storage space for equipment and teacher materials
- Sink
- Whiteboards
- SMARTboard or similar technology
- Tack boards
- Shelves for classroom libraries
- Network/WiFi access
- Ample electrical outlet access
- Open shelving
- Building-wide wiring for assistive listening, looped systems, and/or personal Frequency Modulation (FM) units

SMALL GROUP INSTRUCTION/INTERVENTION ROOM

Room Size

One room of 475 sq. ft. is needed. Small groups of students will meet in this space for supplemental instruction.

Program Objective

To provide supplemental instruction to students who have difficulty mastering basic skills as taught in the general education program. To support classroom program through individualized testing, analysis, and instructional materials.

General Description

Students who may require additional support with specific skills will receive support through small group and/or individual instruction.

Activities

Activities include individual and small-group instruction, student practice with both print and electronic media, conferences (students, parents, and staff), and individual and small-group assessment.

Occupancy

One teacher and a group of 1-8 students.

Furniture, Fixtures and Equipment

- Teacher desk and chair
- Small group reading tables and chairs
- Adaptive furniture, including varying sizes of Rifton chairs
- Ample storage space for instructional materials
- Lockable storage space for equipment and teacher materials
- Whiteboards
- Tack boards
- SMARTboard or similar technology
- Network/WiFi-access
- Electrical outlets (ample)
- Building-wide wiring for assistive listening, looped systems, and/or personal Frequency Modulation (FM) units

ENGLISH LANGUAGE LEARNER (ELL) INSTRUCTION ROOM

Room Size

One room of 475 sq. ft. is needed. Individuals and/or and small groups of students will meet in this room for supplemental instruction.

Program Objective

Students with limited English proficiency are provided with instruction in English. The objective in the program is to enable students to understand the English language so that they may function effectively within the regular classroom.

General Description

The ELL classroom is a space in which individual and small group instruction will occur. The classroom should be suitably equipped for small group instruction.

Activities

Activities to be housed include individual and small group instruction, oral and written practice of English language skills, use of print and electronic media and individual and small-group assessment.

Occupancy

One teacher and a group of 1-8 students.

Furniture, Fixtures and Equipment

- Teacher desk and chair
- Small group reading tables and chairs
- Adaptive furniture, including varying sizes of Rifton chairs
- Ample storage space for instructional materials
- Lockable storage space for equipment and teacher materials
- Whiteboards
- Tack boards
- SMARTboard or similar technology
- Network/wifi-access
- Electrical outlets (ample)
- Building-wide wiring for assistive listening, looped systems, and/or personal Frequency Modulation (FM) units

GENERAL MUSIC ROOM

Room Size

The general music classroom includes 1000 sq. ft. of classroom space and 80 sq. ft. of music storage. This room size will provide space for the level of student movement and musical /sound generating activity which is inherent to the music program and also for storage of necessary equipment.

Program Objective

To develop in students an appreciation, performance skills and knowledge of music, to increase their enjoyment, critical analysis, collaboration, creativity and cultural awareness.

General Description

All elementary grade students have 90 minutes of general music per week. The elementary music curriculum is based on the four artistic processes of creating, performing, responding and connecting to music and is designed to offer a sequential, comprehensive, standards-based music education to all children in kindergarten through grade five.

Pitched and non-pitched classroom instruments, movement, singing and dance skills are an integral part of the general music curriculum.

This room should be soundproofed, attention to air vent so that they don't transfer sound to other rooms, and located near the Instrumental Music Room to share resources. Would be good to have a water fountain located just outside this room. Acoustical considerations to maximize the experience of performing and listening to music.

Activities

Activities include singing, listening, playing classroom instruments such as recorders, ukuleles and tuned and untuned percussion instruments in large and small groups, composing, recording, acting, dancing, discussion, improvisation and exploration of historical musical styles take place in these classes.

Occupancy

Persons to be housed include 19 - 22 students, one teacher and one or more instructional aides

Furniture, Fixtures and Equipment

- Student tables and stackable folding chairs
- Two teachers' desks and chairs (multiple staff)
- Moveable choral risers (already have these at OR)
- Whiteboards/smart boards
- Tack boards
- SMARTboard or similar tool with strong speakers for music listening activities
- Wall or ceiling-mounted TV monitor and LCD projector
- Divided shelving for sheet music storage
- Musical instruments, including classroom piano
- Lockable storage
- Deep sink to clean out recorders and wash off classroom instruments

INSTRUMENTAL MUSIC ROOM

Room Size

The instrumental music classroom includes 1,000 sq. ft. of classroom space and 100 sq. ft. of music storage. This room size will provide space for necessary equipment which is inherent to the music program.

Program Objective

To develop in students an appreciation and knowledge of music through instrumental performance, to increase student enjoyment, collaboration, critical analysis, creativity and cultural awareness.

General Description

Beginning in Grade 3, elementary students may choose to play a musical instrument. While large group meetings are conducted before and/or after school, lesson groups or sectionals are conducted during the school day. Students will perform, rehearse, refine and respond to music during lessons.

Activities

Activities include listening, performing in groups, collaborating, composing, creating, and recording music. Sound of instruments can be loud at times.

Occupancy

Persons to be housed include 30-40 students for band and orchestra rehearsals and then daily scheduled lessons of 4-10 students, one teacher and one or more instructional aides

Furniture, Fixtures and Equipment

- Music stands and stackable folding chairs
- Two teachers' desks and chairs (multiple staff)
- Whiteboards/smart boards
- Tack boards
- SmartBoard or similar tool with strong speakers for music listening activities
- Wall/ceiling-mounted TV monitor and LCD projector
- Divided shelving for sheet music storage
- Classroom piano
- Lockable storage
- Deep sink to clean out mouthpieces and band instruments
- Lockable storage or shelving for student's musical instruments/cello and bass racks
- District-owned musical instruments and percussion
- Near a water fountain

Special Requirements

This room should be soundproofed (including designated air vents) and should be located near the general music room for shared use of storage. Wider door opening for larger percussion instruments, pianos, musical equipment, etc. Acoustical treatment of the room to accommodate loud instrument playing, percussion and full ensemble rehearsals.

ART ROOM

Room Size

The art classroom includes 1200 sq. ft. of classroom space and 180 sq. ft. for storage and a separate 45 sq. ft. area for the kiln. This room will include a Kiln/Ceramic Storage room that is adjacent and accessible from the art room. This room size will provide space for necessary equipment which is inherent to the art program.

Program Objective

To develop in students an understanding and appreciation of art techniques and processes, art media, art history, cultural awareness and to emphasize aspects of visual communication and critical thought.

General Description

All elementary grade students have between 45-50 minutes of art per week. Art Education introduces students to the basics, including a variety of media, the fundamentals of design and color in multi-dimensional areas, execution and application of design principles, decision-making and critical thinking.

Activities

Activities include creating, making, responding, and collaborating. Studio practice includes: design, drawing, painting, printmaking, clay, sculpture, two- and three-dimensional assemblage, plaster, photography, weaving/related crafts and computer arts.

Occupancy

Persons to be housed include full classes (20 - 24 students) for art lessons, one teacher and one or more instructional aides or related service providers.

Furniture, Fixtures and Equipment

- Maple wood student tables and stackable folding chairs
- Teachers' desk and chair
- One large whiteboard on barn door rail to view smart board
- Tack boards
- Shelving (preferably built-in with doors)
- A central table for student resources and teacher modeling
- Two deep sinks on opposite sides of the room to promote easy access for cleaning / preparation, and one standard sink.
- Ample outlets
- Flat file drawers
- Drying Racks
- Dedicated space for presenting and celebrating student work (both 2d and 3d projects) in proximity to the art room
- Two large wall spaces inside the art room for presenting and critiquing student work
- Ample storage space for art materials
- Emergency eyewash station

ART STORAGE & KILN AREA

Room Size

The kiln room will total 45 sq. ft. for the kiln and shelves and 180 sq. ft. for storage.

General Description

This room size will provide space for necessary equipment and storage shelves for fired and unfired work. It will also store kiln shelves and kiln furniture needed to operate the kiln. The storage room will provide space to keep student work, supplies, still life materials, and other art equipment.

Activities

These rooms will be accessed on a daily basis and need to be adjacent and accessible from the art room.

Furniture, Fixtures and Equipment

- Lockable storage
- Ample storage space for art materials
- Built in shelving for supplies
- Kiln
- Storage racks for kiln room

Special Requirements

Power and venting for kiln

LIBRARY-MEDIA CENTER

Room Size

The Library-Media Center, including office area and storage, will total 3400 sq. ft. As points of reference, the Library-Media Center at Hindley School is 3004 sq. ft. and the Library-Media Center at Holmes School is 3410 sq. ft.

Program Objective

To develop in students the ability to use a variety of print and digital resources critically, effectively, ethically, and responsibly to support all curricular areas of focus. Additionally, the Library Media Curriculum has a specific focus on digital and media literacy, educational technology, research skills, digital citizenship, and promoting a love of literature.

General Description

The new Ox Ridge Elementary School Library should reflect the districtwide common vision, core beliefs, and operating principle as described in the Re-Imagined Library Report presented to the Darien Board of Education in May 2018:

“The Re-Imagined Library serves as the physical and digital destination for an engaged learner, empowered to both independently and collaboratively inquire, create, and reflect under the guidance of a knowledgeable staff and within an inspirational, dynamic, and well-resourced space.”

The Library space should be:

- Accessible for all learners with multiple opportunities to engage and express learning
- Organized to reflect best practices in how students learn best
- Curated with high-quality resources to support district curricula and encourage a lifelong passion for reading
- Reflective of the opportunities and innovations technology affords for access, creation, collaboration, presentation, and connection
- Flexible in design to allow for moveable and changeable zones within the space to serve multiple purposes
- Welcoming and inviting, with furnishings that serve the needs of students as empowered learners, global collaborators, and independent creators

The Re-Imagined Library is set-up in terms of zones and morph as necessary to serve a variety of functions. Depending on the level, the purpose to be served, and the square footage available, the zones will vary in size. Some zones will be more permanent than others. Some will expand for a special event and disappear at its conclusion.

The zones include:

- Instructional Zone
- Collaboration and Quiet Zone
- Creation and Exploration Zones
- Large Group Presentation Zone
- Print Collection Zone
- Administration, Work, and Storage Zone

All students have access to the Library-Media Center. Grades K-2 have a regular fixed schedule of between 30-45 minutes of time in the Library-Media Center. Students in Grades 3-5 are scheduled in collaboration with the classroom teacher. All students in Grades K-5 receive regular instruction in selection of appropriate reading material, the use of facilities and resources as part of the Library-Media Curriculum.

Activities

Collection maintenance; storage and circulation; classroom instruction; curation and set-up of Creation and Exploration zone; quiet reading; collaborative group work; book selection, large group presentation; technology stations and charging; green screen area; administrative tasks.

Occupancy

In the Instructional Zone, 25 students could be seated at tables in front of a presentation station in one section of the library. Concurrently, a class could be checking out materials, while a small group could be coming in to work on a project in the small group room or spend time in the Creation and Exploration Zone. This zone will be curated periodically and the activities will support Science, Social Studies, and other curriculum. If there is a large presentation, the Large Group Presentation Zone should accommodate at least 100 students or whole grade, plus adults.

The only constants in the space will be the Library-Media Specialist and one library paraprofessional.

Furniture, Fixtures and Equipment

- Age-appropriate (i.e. low, accessible to younger students) fixed and moveable shelving (to allow for the creation of flexible Zones)
- Charging stations and adequate access to power throughout the space
- Location for Copier/Scanner that could be used by students
- Presentation station to support a Large Group Presentation Zone (could handle at least 1 grade level, n=100)
- Presentation station for dedicated instructional space (tables, chairs to support 1 class, n=25)
- Student work tables with wheels and moveable chairs
- Small Circulation desk and place for student self-checkout stations
- Comfortable, age-appropriate, durable seating for quiet reading nooks
- Counters, cabinets, and sink where the Creation and Exploration Zone would be located
- Small group meeting room
- Area for a dedicated green screen and filming/video editing equipment

LUNCHROOM AND COMMON ROOM

Room Size

The lunchroom should be 2370 sq. ft. The kitchen/serving area should be 1330 sq. ft and the kitchen storage area should be 500 sq. ft. The common room should be 1500 sq. ft. and include a platform that is 1000 sq. ft. with 250 sq. ft. of chair storage. As points of reference, the lunchroom at Tokeneke is the same, 2370 sq. ft. The common rooms should be adjacent to the gymnasium to allow for larger events and when necessary, two teaching stations to accommodate two classes and build flexibility into future schedules. The stage should not be placed between the common room and the gym. As a point of reference Royle's common room, which is separate and distinct from their lunch room is 2300 sq. ft. inclusive of the stage area.

Program Objective

The lunchroom will be used to serve lunch daily for up to 475 K-5 students in an environment which encourages good nutrition and appropriate social behavior.

The common room will be used to provide a large group area for the purposes of instrumental and dramatic practices and performances, presentations and assemblies, large-group instruction and meetings.

General Description

The lunchroom should include tables and chairs and/or bench seating for lunch periods.

The kitchen includes food preparation space, serving space, dishwashing and disposal area, dry storage, freezers and refrigerators, manager's office, unisex handicapped toilet and lockers for employees.

The common room should accommodate a maximum occupancy of 500 for audiences attending performances. Optimally, there will be a secure entrance for performance/meeting attendees to maximize security and limit contact with students during the school day.

The platform area should be raised from the common room floor level and the proscenium should be filled with a soundproof closing wall. The platform area should be equipped with standard acoustical curtains, appropriate lighting above the area and a roll-down screen at the front of the platform.

Activities

The lunchroom and kitchen will serve the following functions:

- Preparation area, serving area and eating area for up to 475 students served in up to six lunch waves

The common room will serve the following functions:

- Presentation space for school musical and dramatic programs, student plays, and theatrical events
- Large-group instruction, as well as live and video presentations
- Platform area of the common room may serve as an additional music teaching station, a choral, band or string ensemble rehearsal area and a performance stage
- Reception area for open houses and parent conferences, location for staff meetings
- Space for parent and school community meetings and special events
- Additional space for all Professional Development days

Occupancy

Persons to be housed in the lunchroom include up to 140 students and two to three supervisory personnel per sitting.

The common room should accommodate a maximum occupancy of 500 for audiences attending performances.

Furniture, Fixtures and Equipment

The lunchroom includes:

- Cafeteria tables and chairs or benches for student lunch
- Garbage containers and recycling centers (2)
- Lockable storage
- Two water fountains

The kitchen area includes:

- Work tables and counter spaces
- Walk-in and reach-in refrigerators and freezers
- Three-compartment and vegetable/utility sinks
- Microwave and gas/convection ovens
- Stove top and fryer with hoods and sprinkler systems
- Steamer kettle
- Recessed soup urns
- Dish-washing machine
- Clothes washer and dryer
- Steam tables
- Cold table
- Shelving
- Lockable storage

The Common Room includes:

- Folding chairs for large group events for up to 500 students or community members
- Standard acoustical (cyclorama and proscenium) curtains
- Soundproof (closing) folding wall across the proscenium
- Softwood floor on platform
- Appropriate stage lighting above and at the platform front
- A roll-down screen
- Sound reinforcement (speakers, microphones) system suitable to the size of the room.

PHYSICAL EDUCATION

Room size

The gymnasium of 2700 sq. ft. is needed. A physical education office of 150 sq. ft. and equipment storage of 500 sq. ft. are also needed. As points of reference, the gym at Hindley School is 2400 sq. ft. and the gym at Holmes School is 2679 sq. ft. The common room should be adjacent to the gymnasium to allow for larger events and when necessary, two teaching stations to accommodate two classes and build flexibility into future schedules. The stage should not be placed between the common room and the gym.

Program Objective

To develop students' health and well being through demonstrated competence in selected lifetime games and activities, lifetime physical fitness, recreational, sports and adventure-based activities.

General Description

All elementary grade students have between 45 and 90 minutes of physical education per 6 day schedule. The physical education curriculum emphasizes physical fitness, individual and team sports and progressive development of skills. Adjacent to the gym, a physical education office should have direct phone access to the nurse's office. A boys' toilet room and a girls' toilet room should be located immediately adjacent to the gymnasium. One full-sized playing field adjacent to indoor instructional spaces is needed for outdoor physical education activities. The field should be readily accessible from the gymnasium.

Activities

Activities to be housed include, but are not limited to: adventure activities, aerobics, cooperative activities, dance, fitness activities, swing golf program, basketball, field hockey, floor hockey, gymnastics and tumbling, kickball, large-group games, lacrosse, soccer, softball, baseball, team handball, track and field, volleyball, health and safety instruction, co-curricular and extracurricular activities, adapted physical education, dressing and personal hygiene.

Occupancy

Persons to be housed include one physical education teacher and 19-25 students. Support staff, including an instructional aide or physical or occupational therapist may also be present.

Furniture, Fixtures and Equipment

- Teacher desk and chair for physical education office
- Lockable storage in offices
- Secure storage for equipment
- Four basketball goals with height adjustments
- Backstop for outdoor field

ADMINISTRATION

Room Size

The Principal's office should be 200 sq. ft and the Assistant Principal's office should be 180 sq. ft. The waiting area should be 400 sq. ft. The secretarial/mail area should be 400 sq. ft.

Program Objective

To provide leadership, coordination and support for the instructional program and related services.

General Description

Separate office spaces are required for the Principal and Assistant Principal. A public waiting area must be large enough to accommodate normal traffic of adult visitors, parents with small children, students and staff. An area is needed for both of the school secretary's desk, for staff mail and for storage of office supplies. The secretary desks should be positioned to ensure privacy of student / family related documents.

Activities

Administrators will conduct meetings with students, school and district staff and parents and will communicate, both orally and in writing, with school and district staff, parents and citizens. Clerical personnel will receive and assist guests to the school, assist staff, keep records, prepare materials, and distribute materials.

Occupancy

The Principal's and Assistant Principal's offices need to be able to accommodate up to five people in each location for meetings and the office areas need to accommodate up to two secretaries and/or clerical aides, one or more volunteers and constant visits from staff, students and parents.

Furniture, Fixtures, and Equipment

- Desks, returns and chairs
- Copy machine
- Lockable filing cabinets
- Storage for office supplies and paper
- Lockable storage
- Counter workstation
- Staff mail boxes
- Networked/WiFi
- Waiting area chairs and tables
- Open shelves
- Wall presentation center

CONFERENCE ROOMS

Room Size

Two conference rooms of 300 sq. ft. each.

Program Objective

To provide leadership, coordination and support for the instructional program and related services.

General Description

Conference rooms are needed to conduct meetings which cannot be held in administrators' offices.

Activities

Conferences with school and district staff, parents, students, guests and community members; staff training for small groups.

Occupancy

10-15 participants, including members of school and district staff, parents, students, guests and community members.

Furniture, Fixtures and Equipment

- Conference table and chairs
- Network/WiFi
- Wall presentation station
- White board
- Tack board

STAFF WORKROOMS

Room Size

A teacher work room of 150 sq. ft. and a book room of 200 sq. ft to house level libraries beyond the classroom.

Program Objective

To provide spaces for teachers to prepare copies and access classroom materials / supplies and books.

Activities

Activities to be housed in the workroom include preparation of materials, storage of materials, production of paper copies or transparencies, duplication, laminating and creation of tack materials.

Occupancy

The staff workrooms will be utilized on a rotating basis by up to 40 staff members.

Furniture, Fixtures and Equipment

- Secure built-in cabinets and storage closets
- Work table and chairs
- White board
- Tack board
- Large-capacity copier and stand
- Sink and work counter
- Laminating machine(s)
- Paper cutter
- Letterpress machine
- Copier and stand
- Network/WiFi
- Shelving for books

Room Size

A designated lactation space is needed to provide for nursing employees. The room should have a locked door (<https://www.dol.gov/whd/nursingmothers>).

STAFF ROOM

Room Size

One staff room of 475 sq. ft. is needed.

Program Objective

To provide places in the school where staff members can have lunch, conduct small staff meetings and enjoy participation in the adult culture of the school.

General Description

Teachers, administrators, aides and other employees have lunch in the staff rooms each day. Small staff meetings are often conducted in staff rooms.

Activities

Staff members will use the staff rooms for lunch and small staff meetings.

Occupancy

Up to 40 staff members and volunteers will occupy staff rooms at various times during the day.

Furniture, Fixtures and Equipment

- Table and chairs
- Sink
- Refrigerator
- Microwave oven
- Coffee / tea preparation
- Storage

HEALTH ROOM

Room Size

One Health Room of 475 sq. ft is needed

Program Objective

To provide quality health care and assistance to ill students and to offer preventive health services as required by the Darien Public Schools and the State of Connecticut.

General Description

The Health Room will serve the total population of up to 430 students. It must be staffed daily by two licensed registered nurses who dispense general health care to students in need, and conduct screenings and other preventative programs as required. School nurses collaborate with administrative and pupil personnel staff on a daily basis and participate in individual student's planning meetings as needed.

A handicapped accessible toilet should be located immediately adjacent to the Health Office, with direct access from the Health office.

Activities

Activities to be housed include first aid and emergency care, dispensing of medication, special physical examinations, screening services including vision, hearing, height, weight, and scoliosis, and record keeping.

Occupancy

Persons to be housed include up to two full-time nurses and students needing service.

Furniture, Fixtures and Equipment

- Separate and secure cabinets for medication and supplies
- Secure cabinets for charts and records
- Storage
- Locking refrigerator, examining table
- Emergency equipment
- Two nurse's desks
- Four vinyl cots
- Four chairs
- Two sinks (as required by OSHA)
- Telephone, intercom to all areas of the building
- Privacy curtain

Special Requirements

Special requirements include a location preferably adjacent to administration and in close proximity to the main entrance at the front of the building.

CUSTODIAL OFFICE

Room Size

One space of 180 sq. ft is needed. Location should approximate mechanical rooms or kitchen area.

Program Objective

To ensure a safe and healthy space for custodians and maintenance personnel to complete tasks, to maintain communications and to store office material.

General Description

The custodial office and workspace should accommodate both custodial staff and the maintenance staff. Office and workspace should accommodate desk and file for custodian, and secure lockable cabinets for small and valuable custodial and maintenance tools and supplies. The custodial workspace should be in close proximity to the school's point of delivery. Fire alarm and electrical panel should be in close proximity.

Activities

Activities to occur in the office include: moderate repairs, cleaning custodial equipment, uncrating, changing clothes, eating lunch, paperwork and electronic communication.

Occupancy

Staff will include up to 3 custodians and visiting district maintenance personnel.

Furniture, Equipment

- Desk and chair
- File cabinet
- Benches
- Storage cabinets
- Sink-custodial Mop sink with vacuum breaker
- Tack board
- Clothing lockers
- Lunch table

SPECIAL EDUCATION - RESOURCE ROOMS/LEARNING CENTER

Room Size

Six resource rooms/small group rooms at 150 sq. ft. each are needed.

Program Objective

To provide specially-designed instruction to students in a small group.

General Description

Students with identified learning difficulties that preclude continuous participation in the regular classroom are scheduled into a special education class for assistance as specified in individual education plans. Students are instructed in small groups or individually.

Activities

Activities to be housed include individual and small-group tutoring, individual testing, independent and small-group learning activities and conferences with individuals or small groups of students.

Occupancy

One - 8 students, one special education teacher, one or more instructional paraprofessional

Furniture, Fixtures and Equipment

- Student work tables and chairs
- Adaptive furniture, including varying sizes of Rifton chairs
- Teacher desk and chair
- White board
- Tack board
- Open shelving
- Lockable storage
- Network / WiFi

DEVELOPMENTAL LEARNING CENTER (DLC) CLASSROOMS

Room Size

Two rooms of 900 sq. ft each are needed for this program, with observation windows.

Program Objective

This special education program provides intensive, specially-designed instruction in a comprehensive, small group.

General Description

Students who have been identified through the planning and placement process will spend part or all of the day in this classroom.

Activities

Individual and small-group instruction, tutoring and enrichment activities, physical therapy routines and activities which develop gross motor skills.

Occupancy

One – 8 students, one special education teacher, one or more instructional paraprofessional

Furniture, Fixtures and Equipment

- Student work tables and chairs
- Adaptive furniture, including varying sizes of Rifton chairs
- Teacher desk and chair
- White board
- Tack board
- Open shelving
- Lockable storage
- Kitchenette including sink with drinking fountain
- WiFi/network
- Wall/ceiling-mounted TV monitor

SPEECH AND LANGUAGE THERAPY ROOM

Room Size

Three 150 sq. ft rooms are needed to provide speech and language therapy.

Program Objective

To enable identified students to improve speech and language skills through a program consistent with each student's individual education plan

General Description

Students with identified deficits in speech and language receive supplemental instruction as specified in individual education plans. Students are instructed in small groups or individually.

Activities

Activities to be housed include individual and small-group tutoring, individual testing, independent and small-group learning activities and conferences with individuals or small groups of students.

Occupancy

One - eight students, one speech and language therapist and one or more paraprofessionals

Furniture, Fixtures and Equipment

- Student work tables and chairs
- Adaptive furniture, including varying sizes of Rifton chairs
- Teacher desk and chair
- White board
- Tack board
- Open shelving
- Lockable storage
- Network/WiFi

SCHOOL PSYCHOLOGIST

Room Size

One room of 150 sq. ft. is needed.

Program Objective

To appropriately assess students' learning needs and to provide counseling in matters of school adjustment.

General Description

Individual students may experience difficulties in learning or in successfully managing the environment of school. Other students may be performing at a level beyond that of their age groups. In these cases, individual testing provides the information that school personnel need to make educational decisions about program, placement, etc.

Activities

Activities to be housed include individual testing, counseling and conferences with individual students or with parents

Occupancy

One – eight students, one school psychologist, one or more instructional paraprofessional

Furniture, Fixtures and Equipment

- Student work table
- Adaptive furniture, including varying sizes of Rifton chairs
- Teacher desk and chair
- Lockable storage
- Network/WiFi
- Open shelving

GIFTED EDUCATION ROOM

Room Size

One room of 150 sq. ft. is needed for this program.

Program Objective

The Gifted Education Program enables students to receive supplementary instruction beyond the curriculum of the regular classroom.

General Description

Students who have been identified as gifted participate in the program. Students meet in small groups of 1-8 for their instruction.

Activities

Activities to be housed include individual and small-group learning activities including 1 - 8 students.

Occupancy

Small groups of students, one gifted education teacher

Furniture, Fixtures and Equipment

- Student work tables and chairs
- Adaptive furniture, including varying sizes of Rifton chairs
- Teacher desk and chair
- White board
- Tack board
- Open shelving
- Lockable storage
- Network/WiFi

STORAGE REQUIREMENTS

Teaching Materials Storage

One room must be adequate in size to store items such as charts, supplemental and enrichment materials, testing materials, science equipment and science models, etc. One space of approximately 200 sq. ft is needed with floor to ceiling shelves on three walls.

Inactive Storage

Inactive storage includes items such as stage props, risers, equipment and supplies. This room should be at least 400 sq. ft. of space and should have floor to ceiling shelves covering two walls. Server station housed here.

Custodial Storage

Custodial supplies include mops, brooms, pails, paper supplies, ladders, steam cleaners, vacuums and cleaning supplies. Four custodial closets, each about 36 sq. ft. are needed, with two on each floor in a two-story building. All closets must be equipped with sinks, shelves and lockable cabinets. In addition, there is a need for a central storage space (approximately 14' x 14') for bulkier equipment.

Maintenance Storage

This 240 sq. ft. space is for the storage of lawn mowers, snow blowers, and shovels and outside maintenance supplies and equipment. Garage style door--lawn tractor

COMMUNICATIONS AND INFORMATION

Integrated Electronic Communication System for Voice, Data and Video

All normally occupied teaching spaces, offices, staff rooms, administrative spaces, boiler room, kitchen, and receiving area should be linked by a telephone and speaker which provides public address, emergency, outside line access, and internal private communications.

- All spaces, indoor and outdoor, should receive emergency call announcements.
- Ability to switch all calls to specific telephones after hours.
- Ability to access intercom system from outside the school.
- Ability to limit out of local area calls from specific phones.
- High volume "night bells" for telephone system.
- Back-up emergency power for computer networks, telephone and intercoms.
- All offices and teaching spaces to be equipped with networked computers for staff members.
- All classrooms to have networked computer communications and built-in data projectors.
- Voice, data and video broadcast and reception capability, including multi-channel communication, available for all teaching stations and the main office (including through an integrated communication system). All cabling should be fiber optic with OCT connections. Wireless or infrared capability should also be available in each teaching and office space. Spare conduit or cabling trays should be included for future upgrades and expansion.

The building should be canvased and supported by ample WAN points for optimal wireless network coverage.

- Remote media retrieval system in each classroom.
- Back-up emergency power for light-safety systems, alarm/communications systems, and heating systems.

Wireless Clock and Bell System

All normally occupied areas should have a clock showing hours and minutes connected to a master clock that also controls bells and/or chimes. The master clock should automatically correct all systems.

Fire Alarm/Security

The school should be equipped with a fully code compliant fire detection, alarm, and sprinkler system. All equipment should be state-of-the-art. Remote panels showing location of the source of the alarm should be located near the administrative area and front door of the school and custodial office. Upon activation of an alarm, an evacuation signal should be transmitted throughout the school and a signal transmitted to a central station monitoring service. Alarm should signal until manually reset. Sprinkler heads should be carefully located and positioned to prohibit tampering. Alarms should be easily heard throughout the building and visual alarms should be provided as per code.

- One integrated fire alarm/security system with video monitoring capacity and other electronic security devices should protect the entire structure.
- All required fire extinguishers should be placed into recessed cabinets with the doors to such cabinets equipped with audible local alarms.
- Lockdown security should be installed and connected to this security infrastructure.
- All exit points controlled by card access

- Single point of system entry with “mantrap”
- Shatter resistant film on first floor windows and all exterior doors having window panels (similar to a 3M 14mil security film product)

H.V.A.C. System

The heating, ventilating and central air conditioning system should be carefully and thoroughly planned. The chilled water and heating water piping and coils must be separate (4 pipe system). This allows to quickly transfer between heating and cooling systems with minimal delay. Failure to install this type of system would create the need to shut down the building H.V.A.C for a week to properly transfer from one system to another.

The entire building should be air-conditioned to allow use for summer programs for both special and regular education students. Air conditioning should be zoned for use during the summer in all offices (including music and physical education offices), library, and classrooms.

A separate water heater for domestic use should be provided.

Connection to external emergency power sources should be provided (including all code required automatic transfer switches) to keep vital building components and areas functioning in an emergency.

Plumbing

Building should meet all minimum code requirements for number of toilet fixtures, sinks, drinking fountains and bottle fill stations.

All fixtures should be of the heaviest duty, vandal resistant design. Local service valves and isolation valves should be provided. Adequate clean-outs should be provided. Piping should run in accessible pipe chases. Valves should be ball valves. Toilet partitions should be extreme duty, vandal resistant, with heavy-duty hardware. Automatic faucets, toilets and urinals should be installed in all toilet facilities. Fixtures should be wall hung. Building should be divided into sections with isolation and drain valves in each section.

Electrical Distribution

Each occupied space should be furnished with numerous electrical convenience outlets located throughout the space to permit flexibility of room layout and eliminate use of extension cords. Power in each classroom should be from two sources, one for exclusive use of computers and the other for general use. Outlets in corridors and storage areas should be located on not greater than 25-foot centers to permit ease in use of vacuums and floor machines.

Each electrical distribution panel should have 25% free space to add future circuits. All three phase motors should have phase protection. All exit signs should be L.E.D. type with cast housings and lexan lenses.

Energy Conservation

The new building plans should meet all requirements of the state energy code. A back-up generator must be present to maintain key building systems.

Hardware and Security

All hardware should be commercial grade. Access control devices must be installed at the front entrance and be compatible with current systems in place in the school district. A Stanley Best locking system keyed to match existing system should be installed and maintained.

All exit door panic devices should be rim type with removable mullions rather than vertical rod type. All doors such as stairwell doors, corridor smoke doors, etc. should be held open with magnetic devices connected to the fire alarm system.

Elevator

A handicapped-accessible elevator should be centrally located. The elevator car should be designed to transport passengers, and should be of appropriate size and equipment to accommodate the needs of physically impaired students, staff and community members. Because the elevator will also be used to transport freight, it should be of the size and capacity to accommodate an automatic floor scrubbing machine and other heavy equipment, and to move desks, furniture and equipment.

SITE AND BUILDING DEVELOPMENT

Size, Location, Physical Characteristics

- The building should be designed to provide enclosed access to all elements of the physical plant without having to exit the building, with the obvious exception of the outdoor physical education and athletic fields.
- The building should be organized in a two-story plan with classrooms on both floors and core spaces such as the common room, gymnasium and main office on the first floor.
- The pre-k program should have a separate entrance with distinct drop off and pick up capability.
- The building should contain sufficient common and specialized instructional and service spaces and the ability to reconfigure classroom spaces to ensure that the programs and activities can be maintained even if maximum enrollment rises above 475 students.
- The building should include a recognizable and aesthetically pleasing front entrance which also includes security devices to regulate entry.
- Athletic, recreational and performance spaces should be located so as to make them conveniently accessible during non-school day hours for community use.
- Facilities should be divided into self-contained zones so that access may be granted for community use while limiting or preventing access to areas not being used for community activities. The space should include lavatory facilities.
- Parking lots should be located conveniently near those specific facilities most likely to receive significant use by community groups and providing well-lit pathways to those facilities, while preserving the residential nature of the neighborhood.
- In those spaces most likely to be used for community activities, capacity needs to be built in to safely secure equipment and supplies that will be present, but will not be needed for community functions.
- Storage must be sufficient, well-organized and conveniently located throughout the building. Storage areas must be of adequate square footage and must be secure and safe to allow maintenance of resources in optimal condition.
- Adequate parking spaces are needed to accommodate both the staff and guests who visit on a daily basis as well as those who attend special functions.
- Distinct parking areas and traffic flow are needed to accommodate buses during loading and unloading, delivery vehicles and access to loading dock, employee parking and visitor parking. There must be a parent pick-up area which is well separated from bus loading and unloading but provides convenient and quick access to the building for students entering and exiting.

- A loading platform is needed to accommodate food delivery for the kitchen and general merchandise for the school. This should be designed so that general merchandise does not have to be moved through the kitchen.
- Adequate lighting should be provided for evening use of the building along all sides of the school, walkways, and parking areas.
- Handicapped access should be provided as per the Americans with Disabilities Act (ADA).
- All levels of the school should be above grade with the avoidance of windowless interior spaces.
- All sides of the school should be designed to be aesthetically attractive and accessible. Overhangs or porticos for student drop-off areas should be part of the design.
- A flagpole is needed in front of the building.
- The program requires three separate playgrounds for ELP/pre-kindergarten, kindergarten, and students in grades 1-5. A blacktopped play area with two backboards is needed for play when fields are muddy. The play areas should be laid out with an economy of supervision in mind.
- Interior courtyards are to be avoided, if possible. If unavoidable, they should be designed and landscaped to be reasonably maintenance free.
- The entire site should be landscaped to be pleasing to the school's occupants and neighbors, as well as being easily and efficiently maintained.
- Consideration should be made to provide ease in snow plowing and provisions made to accommodate snow piles.

Ingress and Egress

Traffic flow should have adequate and safe sight distances. Walking patterns should be designed to minimize crossing vehicular traffic as much as possible.

Bus Loading and Unloading

This area should be separate and distinct from parking areas and the parent pick-up area and should accommodate the full complement of buses to service the school.

Outdoor Educational Program

The site should accommodate the physical education program of the school and appropriate community use after school hours. Fields should accommodate a variety of sports. Minimally, fields should be developed for softball, youth baseball, soccer and lacrosse. Indoor restrooms should be easily accessible from the fields.

ENVIRONMENT

Objective

To ensure that the environment for learning and working is safe, effective, efficient and aesthetically pleasing and that the building is in harmony both with its site and the neighborhood at large.

General Description

The building should have an open, inviting atmosphere, characterized by extensive use of natural light, adequate ventilation, open spaces and functional effectiveness in all design features, furnishings and equipment. Hallways and stairwells are to be sufficiently spacious to facilitate the easy and natural flow of people throughout the facility.

Every internal and external space in the school property that is to be utilized by staff, students or citizens must permit access by handicapped individuals.

Special Requirements or Considerations

- General

Every entryway should have a hard floor finish with floor mats. All visitors must be visible to main office personnel. All outer doors other than front entrance must prevent access from the outside during the school day as well as after school hours. Any area to be used by general public after school hours should have a separate entrance and prevent access to other areas of the building.

- Air Quality

A central air conditioning system that incorporates high quality filtration should be installed in all areas. This will permit comfortable year-round use by the school community as well as the community at large.

All offices, instructional spaces, and common spaces should be equipped with individual heating and cooling controls (subject to centralized and programmed restrictive parameters). The school district has standardized on Allerton Control System.

- Windows

All windows should be operable, with screens. Classroom windows should include room-darkening shades/blinds. Windows should prevent the loss of heat.

- Lighting

All lighting should be diffused with LED lights and designed to maximize students' learning and personal comfort and minimize energy consumption. Lighting should have automatic dimming controls and occupancy sensors to control lighting and save wasted energy.

- Flooring

The center hall, main entrance and lobby floor should be terrazzo or frit tile flooring. All classrooms, the common room and kitchen, science, and art classrooms, lavatories and all entry and exit hallways should be tiled with durable, easy-to clean, comfortable and sound-absorbing vinyl laminate flooring. Carpet should be

installed in some office areas and in part of the library-media center. Where carpet is installed, it should be resistant of static, bacteria, mildew, stains, wear, and should be non-zippering and non-fading.

- Furnishings

Furnishings in all areas of the building should be new, except where the Superintendent of Schools approves specific items as appropriate and in sufficiently good condition for continued use. The same should apply to storage shelving, cabinets and like items.

Furnishings will be reconfigured as needs change over time. They should not be permanent structures, except where their functions require it. Furniture size should relate to function; for example a variety of classroom chair and table sizes.

- Health and Safety

Every consideration should be given to prevention of "sealed building syndrome," exposure to radon gas and other hazards. Adequate ventilation and air circulation and use of non-allergenic interior finish materials should be priorities.

- Ecological Considerations

The building should incorporate all current technologies designed to conserve natural resources, including, but not limited to, ultra-low flush plumbing systems and separate storage bins for all recyclable materials, LED lighting and where possible, solar panels.

- Aesthetics

The building should reflect the character and environmental setting of the Darien community and, in terms of its scale and form, must be compatible with its immediate residential surroundings. The design of the facility should incorporate architectural elements that are evocative of the traditions of regional New England and should draw on the rich architectural heritage of Darien.

The building should have a unified interior design with attention to appropriateness, functionality, and durability of structural elements and furnishings, pleasing and practical colors and textures and noise control.

The building should contain spaces designed to display a wide variety of student work, including tack boards and display cases to accommodate multi-dimensional projects.

- Noise Control

Large areas should incorporate design features and acoustical treatments to control noise levels. Noisier areas such as cafeteria, gymnasium, and general music and instrumental practice areas should have proper acoustic treatment.

DARIEN PUBLIC SCHOOLS
SPECIAL FIELD TRIP REQUEST FORM
Trips Beyond 500 Miles, or Outside the U.S.

(Board of Education Policy 6710)

F2

Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.

Planning Requirements: Written application must be submitted first to the school Principal, then to the Assistant Superintendent, according to administrative procedures. **This form MUST be submitted to Central Office for approval before final plans or commitments are begun.** All such trips must be approved by the Board of Education. Formal announcement of special trips can be made only after Board approval has been obtained.

☒ **Special Trips** (beyond 500 mile radius, overnight, or outside Continental U.S.) – The request must be submitted at least 60 days in advance of the departure date and no later than October 15th. It must contain detailed written information about arrangements, which at a minimum, must specify the following:

a. Names of the Darien Public School staff initiating the proposal and responsible for the trip
Jonathan Grauer (Darien High School Music Department)

b. **Exact dates, times, destination(s) of the trip, and what instructional time will be impacted, as well as potential conflicts with major school events or standardized testing.**

Date: 3/28/19-3/31/19 Time: Depart Thurs. Morning
Return Sun. Afternoon Destination: Nashville, TN
Affected school time: Thursday-Friday, March 28-29

c. A description of the rationale for the trip, with special emphasis on the educational value of the experience.
This trip will provide intensive musical and educational experiences beyond what are available in a normal classroom setting. Opportunities include public performance, coaching from international-level clinicians at Vanderbilt University, possible exchange with a local high school band, and the wealth of experiences related to American musical culture available in Nashville.

d. An outline of the pre-trip and post-trip activities, which will be conducted to enhance the value of the trip for students. This must also include a description of which students are eligible for the trip and how students will be selected to participate.

All students in grades 9-12 enrolled in both Concert Band and Wind Ensemble (Honors) are eligible for participation in the trip. Although participation is not mandatory and will have no impact (positive or negative) on class grades, all students will be encouraged to attend.

Students will prepare musical selections for performance encompassing a variety of styles, time periods, and languages.

Following the trip, classes will review and reflect upon the feedback received from the workshop and public performances. Recommendations for continued improvement will be incorporated into instruction and rehearsal as the ensembles prepare for their spring concert performances.

e. The exact modes and times of travel, as well as the exact housing arrangements.

Students will travel by air to Nashville; all ground transportation will be by chartered coach bus. Accommodations and travel will be arranged by Global Endeavors, a licensed student travel company that the DHS Music Department has used several times before with great success.

DARIEN PUBLIC SCHOOLS
SPECIAL FIELD TRIP REQUEST FORM
Trips Beyond 500 Miles, or Outside the U.S.
 (Board of Education Policy 6710)

F2

Note: This is a Type-On form. Click in information cells and type or print and fill in with pen.

f. Detailed daily time schedules of the agenda of activities.

Please refer to attached agenda. (Specific times subject to change)

g. Precise overall financial information with a break down by categories of expenses. Include any staffing transportation, accommodations or unique modifications for students with disabilities.

Estimated cost per participant is currently between \$1045 and \$1,180, depending on the number students attending and final flight costs. The costs break down as follows:

- \$300 - \$435 airfare, round trip
- \$745 Global Endeavors package price, including:
 - o 3 nights lodging at Opryland Hotel and Resort
 - o All ground transportation in Nashville and to airports
 - o All admissions to attractions, clinician fees at Vanderbilt
 - o Professional tour director assigned to the group
 - o Meals as specified in itinerary

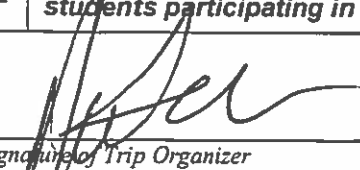
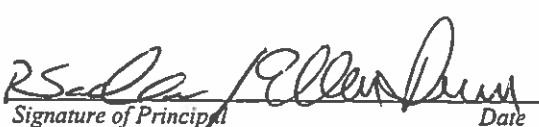
Precise explanation of the sources of funding as it will be apportioned to the students, district funds, grants, fund raising, etc.

Students will have the opportunity to participate in fundraisers and have the proceeds applied as credit toward their trip costs. Additionally, band parents are exploring possibilities for large-scale fundraisers to reduce total trip costs for all students.

i. Precise explanation of any related cost for the Darien Public Schools, including teacher substitutes, teacher release time, special education supports, follow-up tutoring, special materials, or any other items or services.

Two days of substitute coverage will be required for 3/28 and -3/29. Depending on the level of student participation in the choral groups, partial coverage (rather than full day) may be possible.

<input type="checkbox"/>	Organizers must be aware that school budget development occurs a year in advance, so requests for funding must be made during budget development in the fall preceding the school year in which the event is to occur.
<input type="checkbox"/>	The submission of a trip request, does <u>not</u> , in-and-of-itself, constitute any explicit or implied approval.
<input type="checkbox"/>	No trip is considered authorized until formally approved in writing in accordance with the aforementioned procedures.
<input type="checkbox"/>	<i>The field trip organizer <u>must</u> notify the school nurse of the field trip date, destination, and a list of the students participating in the trip.</i>

x  _____ Signature of Trip Organizer	7/10/2018 _____ Date	 _____ Signature of Principal	8/22/18 _____ Date
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<input type="checkbox"/> <input type="checkbox"/>	Approved	<input type="checkbox"/> <input type="checkbox"/>	Not approved
_____ Signature of Superintendent/Designee		_____ Date	

Global Endeavors®

Specializing in Student Travel

June 21, 2018

Mr. Grauer
Darien High School
80 High School Lane
Darien, CT 06820

2018-2019 Nashville Trip March 28th-31st

Day 1

ARRIVAL DAY/Nashville Discovery

Morning Departure

Depart for Nashville, TN

Arrive Nashville, TN and Meet **GLOBAL ENDEAVORS** Representative

Lunch on Own

Bus Tour of Nashville, TN. Long before Nashville got its name, it was a promised land for pioneers and idealists of varying genre. A place for talented, hard-working, passionate folks to stake their fortunes not only in music and the arts, but medicine, high tech, academia and even candy. Explore some fantastic photo opportunities at the Parthenon, Bicentennial Capitol Mall State Park, Riverfront Park, Nissan Stadium, and the John Siegenthaler Pedestrian Bridge.

Possible Exchange Program with Local High School Band

Check-In Gaylord Opryland Hotel

Free Time to Explore Gaylord Opryland Resort

Guests will be in awe of the nine acres of indoor gardens, cascading waterfalls and the indoor river with its own Delta flatboats beneath a glass atrium.

Dinner on Own

Lights-Out!

Day 2

Nashville Discovery

8:00 a.m.

Breakfast on Own

9:00 a.m.

Transfer to Vanderbilt University

Vanderbilt University (informally Vandy) is a private university in Nashville, Tennessee. Founded in 1873, it was named in honor of shipping and rail magnate Cornelius Vanderbilt, who provided the school its initial \$1 million endowment despite having never been to the South. Programs are offered through the College of Arts and Science, the School of Engineering, the Peabody College and the Blair School of Music.

Clinic and Campus Tour of Vanderbilt University

Lunch on Own

12:30 p.m.

Transfer to the Country Music Hall of Fame

The **Country Music Hall of Fame and Museum** is the definitive home of America's music, safeguarding more than 2.5 million priceless artifacts, including countless recordings and photographs, numerous costumes, musical instruments and more.

Walk across the street to the Music City Walk of Fame

Explore Music City Walk of Fame

The **Music City Walk of Fame** on Nashville's **Music Mile** is a landmark tribute to those from all genres of music who have contributed to the world through song or other industry collaboration and made a significant contribution to the music industry with connection to **Music City**.

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Darien H.S.

Page 2

Day 2 Cont'd

Nashville Discovery

3:00 p.m.

Transfer to the **Grand Ole Opry House for Back Stage Tour**

There's nothing like a backstage tour of the **Grand Ole Opry House**; it's a must-see for everyone in Music City! Walk in the footsteps of country's music superstars and get an exclusive look at what happens behind the scenes of the show that made country music famous! Your knowledgeable guide will share stories about the Opry and country music great, past and present- from Minnie Pearl to Carrie Underwood, you might say-show you photos from the Opry's biggest moments in history, and take you to the artist entrance where legends, new artists, and superstars alike walk into the Opry House on the night of an Opry show. You may even get the chance to step on stage and into the famed wooden circle as generations of artists have done.

4:00 p.m.

Walk to Hotel

Prepare for Evening Activity

Dinner on Own

6:00 p.m.

Walk to the **Grand Ole Opry**

7:00 p.m.

Grand Ole Opry Show

The Grand Ole Opry House is an iconic and legendary country-music stage and concert hall located in the vibrant city of Nashville, Tennessee. With weekly country music performances, the Grand Ole Opry House hosts notable and up and coming artists and bands, both local, national, and international. The Grand Ole Opry House is the ultimate music venue in the city of Nashville, Tennessee. No visit to Nashville is complete without catching a show at the Grand Ole Opry House!

9:00 p.m.

Walk to Hotel

Lights-Out!

Day 3

Nashville Discovery

8:00 a.m.

Breakfast on Own

9:30 a.m.

Transfer to the **Ryman Auditorium**

Tour the **Ryman Auditorium**. You'll take a self guided tour of the Ryman Auditorium, a National Historic Landmark and must see for anyone visiting Nashville. Most famous as the home of the Grand Ole Opry from 1943-1974, its history as Nashville's premier theater and central gathering place started even before construction was complete in 1892.

Jazz Ensemble Public Performance

Lunch on Own

1:00 p.m.

Transfer to **RCA Studio B**

Take a guided tour of RCA Studio B. Historic RCA Studio B is one of the world's most important and successful recording studios. More than 35,000 songs were brought to life by the Studio B magic, including more than 1,000 American hits, 40 million-selling singles, and over 200 Elvis Presley recordings (by far more than any other studio). Step into the house of the hit makers and discover the legend of this Music Row landmark.

3:00 p.m.

Transfer to Hotel

5:30 p.m.

Transfer to the Nashville's **Honky Tonk District**

Global Endeavors®

Specializing in Student Travel

6:45 p.m.
Darian H.S.
Page 3

Experience live music on the streets of Nashville
Walk to the **Wildhorse Saloon**

Day 3 Cont'd

Nashville Discovery

Dinner Included at Wildhorse saloon. We are friendly for groups of all ages. Here there's a strict no-holds-barred-policy, where you have permission to forget the world outside and get lost —IN the music, ON the dance floor, or WITH the taste of our award-winning BBQ. Here you'll become part of the show, not just part of the audience. Because Here there's little distinction between dance floor and stage door. We're one of those places where you're encouraged to dance the line, not walk it. Here you're unleashed!

9:30 p.m.

Transfer to Hotel

Day 4

Nashville Discovery/Departure Day

7:00 a.m.

Breakfast on Own

Load Luggage

8:00 a.m.

Transfer to President Andrew Jackson's Hermitage

Hermitage is one of the largest, most visited presidential homes in the United States. The mansion has now been carefully restored with most of Jackson's original belongings. Nearly every facet of Jackson's life revolved around his mansion at The Hermitage. It served as much as an office, gathering hall and place for entertaining as it did as his home. This 1,120-acre National Historic Landmark features over 30 historic buildings, a seasonal wagon tour, walking trails, beautiful gardens and grounds, and much, much more. The Hermitage mansion is considered to be the most accurately preserved early presidential home in the country.

Transfer to Airport

Flight Departs for Home

Please Note: Some changes may occur in the itinerary due to crowd flow, group size, weather, traffic, parks hours, availability and scheduling.

Global Endeavors®

Specializing in Student Travel

Dear Parent/Guardian:

Listed above is the customized program designed for **the Darien High School Band** by GLOBAL ENDEAVORS INC. The following is a summary of what is included in the program:

- Round-trip transportation from Darien, CT to Airport and back.
- Round-trip Airfare
- Daily round-trip transfers while in Nashville, TN to all scheduled activities on itinerary.
- Meals as noted on above itinerary
- 3 nights lodging at Opryland Hotel and Resort
- All admissions to attractions, taxes, gratuities and programs as noted on itinerary.
- Professional tour director assigned specifically to the group
- 2 Director Programs are included
- 24-hour Experienced **GLOBAL ENDEAVORS** Travel Staff accessibility.
- Promotional Materials and Application Forms.

Land Only:

- * **\$745.00 per student**
- * **\$945.00 per adult**

(Students Quad. Occupancy)
(Adults Dbl. Occupancy)

**Airfare will add between \$300-\$435 to the above prices*

The initial deposit will be \$ 175.00. Please see attached enrollment application for cancellation policy. All participants must be paid in full 60 days prior to travel date or you will be canceled from the program. Please see attached application for details.

Please contact your school's Band Director with any questions you have about the trip.

Sincerely,
GLOBAL ENDEAVORS



DARIEN PUBLIC SCHOOLS

Finance Department

MEMORANDUM

To: Dr. Elliot Landon, Superintendent of Schools

From: Michael E. Feeney, Director of Finance and Operations
Michael Lynch, Director of Facilities

Date: August 17, 2018

RE: 2018-19 Facilities Usage Fee Schedule (Proposed)

The administration is proposing an increase to the facility rental/usage rate fee structure for all district facilities for school year 2018-19.

Once again, in creating the rates for school year 2018-19, Darien was compared to our surrounding communities which included the following: Norwalk, Weston, Westport and Greenwich. This fee structure can be seen in Table I. It should be noted that although the hourly rental fee for Weston is low, Weston does require a minimum two-hour rental. As a result, Darien's rental fee is on the lower end of the spectrum. The custodial, maintenance and auditorium personnel rates have increased by two (2) percent in accordance with current union contracts. (See Table II) Middlesex Cafeteria (non-profit) rental rate continues to remain the same.

We are proposing to increase the Field Usage fee for Local Youth Sports / participant season charge at the High School by 8% over the next 5 years. This will offset a portion of our costs for parking control associated with the use of the facilities at DHS.

The proposed rate structure is outlined in Table III.

The following guidelines still apply:

1. Town of Darien Waiver: The hourly rental rates are waived for Town of Darien use of facilities (excluding summer camps).
2. Girl/Boy/Cub Scouts rental rate exempt during school days. Non-profit rates will apply on weekends.
3. The charges associated with the after school programs are a result of an RFP.

To be considered a local non-profit or local youth sports group, the following criteria must be met in its entirety:

- The group must have a 501(c)(3) certification/designation.
- The group must be based in Darien, CT
- 66% or more of the participants must be Darien residents. (Roster must be presented)

This summer we have implemented SchoolDude by Dude Solutions which now gives us the power to schedule, track and benefit from internal and community use of our school facilities. Everything we need to manage facility use requests is in one place and online for all our schools to see.

This facility scheduling tool is designed to meet the unique needs of the Darien Public Schools; helping to automate the entire event scheduling process. We are able to eliminate scheduling conflicts and double bookings and it allows us the ability to see everything that is going on at each facility and plan for the unique needs of each event.

We are currently able to:

- Automate the facility scheduling process for internal and external groups
- Maximize facility usage and energy efficiency with strategic room scheduling
- Eliminate scheduling conflicts with fields and gyms
- Streamline online invoicing and improve communication with community groups.
- Track insurance renewals online

Attachments:

Table I: Surrounding Community Fee Structure for comparison

Table II: Proposed Increase in Custodial, Maintenance and Auditorium Personnel

Table III: Proposed 2018-19 Fee Structure

Table IV: Facility Usage Events for FY 2017-18

TABLE I
2017/ 2018 Fee Comparisons To Surrounding Towns
Darien Public Schools - Darien, Connecticut

	Rental:	Heat:	Custodian:	Total:
High School Auditorium				
Norwalk	\$ 100.00	\$ 50.00	\$ 55.00	\$ 205.00
Weston	\$ 64.00	\$ 16.51	\$ 37.11	\$ 117.62
Westport	\$ 240.00	\$ -	\$ 36.00	\$ 276.00
Greenwich	\$ 431.00	\$ -	\$ 266.00	\$ 697.00
Darien	\$ 130.05	\$ -	\$ 66.53	\$ 196.58
High School Gymnasium				
Norwalk	\$ 100.00	\$ 50.00	\$ 55.00	\$ 205.00
Weston	\$ 74.00	\$ 16.51	\$ 37.11	\$ 127.62
Westport	\$ 180.00	\$ -	\$ 36.00	\$ 216.00
Greenwich	\$ 412.00	\$ -	\$ 266.00	\$ 678.00
Darien	\$ 104.04	\$ -	\$ 66.53	\$ 170.57
Middle School Gymnasium				
Norwalk	\$ 75.00	\$ 40.00	\$ 55.00	\$ 170.00
Weston	\$ 74.00	\$ 16.51	\$ 37.11	\$ 127.62
Westport	\$ 180.00	\$ -	\$ 36.00	\$ 216.00
Greenwich	\$ 326.00	\$ -	\$ 266.00	\$ 592.00
Darien	\$ 78.03	\$ -	\$ 66.53	\$ 144.56

Notes:

1. Weston has a minimum 2 hour charge, so rates are double.
2. Greenwich charges a flat fee based on 3 hour minimum.
3. Norwalk has a 3 hour minimum custodial fee.
4. Darien is hourly rental/custodial fee

TABLE II
PROPOSED FACILITY USAGE FEES: 2018-19
Darien Public Schools - Darien, Connecticut

CUSTODIAL, MAINTENANCE AND AUDITORIUM PERSONNEL RATES

Custodial Rates		2017-18		PROPOSED 2% Increase Custodial Rates	
High School:	66.53 per hour	Monday-Saturday	High School:	67.86 per hour	Monday-Saturday
	88.19 per hour	Sunday		89.95 per hour	Sunday
Middlesex:	66.53 per hour	Monday-Saturday	Middlesex:	67.86 per hour	Monday-Saturday
	87.88 per hour	Sunday		89.64 per hour	Sunday
Elementary Schools:	60.06 per hour	Monday-Saturday	Elementary Schools:	61.26 per hour	Monday-Saturday
	79.54 per hour	Sunday		81.13 per hour	Sunday
Maintenance Rates			Maintenance Rates		
Skilled:	73.06 per hour	Monday-Saturday	Skilled:	74.52 per hour	Monday-Saturday
	97.42 per hour	Sunday		99.37 per hour	Sunday
Laborer:	57.35 per hour	Monday-Saturday	Laborer:	58.5 per hour	Monday-Saturday
	74.97 per hour	Sunday		76.47 per hour	Sunday
Auditorium Personnel Rates			Auditorium Personnel Rates		
Sound/Lighting Manager:	56.82 per hour	Sunday-Saturday	Sound/Lighting Manager:	57.96 per hour	Sunday-Saturday
Sound/Lighting Technician:	19.47 per hour	Sunday-Saturday	Sound/Lighting Technician:	19.86 per hour	Sunday-Saturday

Notes:

- All organizations, including municipal groups, are required to pay for all custodial, maintenance and auditorium personnel costs and any other personnel costs associated with their use of school facilities and fields.
- These fees are in addition to the rental, heating and air conditioning fees.
- The extent of custodial, maintenance or auditorium personnel coverage that is required will be determined by the Darien Public Schools.
- Fire watch coverage and police coverage will be at the rates established by the fire and police departments.

TABLE III
FACILITY USAGE FEES: 2018-19

Facility:	NON-PROFIT RATES				Facility:	FOR PROFIT RATES			
<i>Darien High School</i>	2017-18		2018-19		<i>Darien High School</i>	2017-18		2018-19	
	Rental		Rental			Rental		Rental	
Auditorium	\$	130.05	\$	132.65	Auditorium	\$	265.30	\$	270.61
Gymnasium (main)	\$	104.04	\$	106.12	Gymnasium (main)	\$	130.05	\$	132.65
Gymnasium (lower)	\$	78.03	\$	79.59	Gymnasium (lower)	\$	114.44	\$	116.73
Cafeteria	\$	62.42	\$	63.67	Cafeteria	\$	88.43	\$	90.20
Classroom	\$	52.02	\$	53.06	Classroom	\$	78.03	\$	79.59
<i>Middlesex</i>			\$	-	<i>Middlesex</i>			\$	-
Auditorium	\$	104.04	\$	106.12	Auditorium	\$	130.05	\$	132.65
Gymnasium	\$	78.03	\$	79.59	Gymnasium	\$	104.04	\$	106.12
Cafeteria	\$	61.20	\$	61.20	Cafeteria	\$	88.43	\$	90.20
Classroom	\$	52.02	\$	53.06	Classroom	\$	67.63	\$	68.98
<i>Elementary Schools</i>			\$	-	<i>Elementary Schools</i>			\$	-
Auditorium (Royle)	\$	78.03	\$	79.59	Auditorium (Royle)	\$	104.04	\$	106.12
Gymnasium	\$	52.02	\$	53.06	Gymnasium	\$	78.03	\$	79.59
Cafeteria	\$	41.62	\$	42.45	Cafeteria	\$	52.02	\$	53.06
Classroom	\$	26.01	\$	26.53	Classroom	\$	52.02	\$	53.06
<i>Camps - Summer</i>									
Town Youth Comm.		\$26.01 per camper per session					\$ 26.53		
All Other Camps		\$42.66 per camper per session					\$ 43.51		
<i>Fields</i>									
Local Youth Sports (Elem/MS)		\$26.01 per participant per season					\$ 26.53		
Local Youth Sports (HS)*		\$26.01 per participant per season					\$ 28.09		
Elementary Grass		For-Profit/Commercial: \$80.12/hour or \$40.58/participant for camps					81.72/41.39		
MMS/DHS Grass		For-Profit/Commercial: \$107.16/hour or \$54.10/participant for camps					109.30/55.18		
DHS Turf		For-Profit/Commercial: \$238.68/hour or \$120.69/participant for camps					243.45/123.10		
Team Car Washes		\$104.04/usage					\$106.12		

*If a group reserves any HS field in combination with an Elementary and/or Middle School field, the HS fee applies.


TABLE IV - FACILITY USAGE EVENTS FOR FY 2017-18

NON-PROFITS	NON-PROFITS	FOR PROFIT
Darien Youth Sports (\$26.01pp)	DHS EVENTS	Chargers LAX Camp
DJFL	Theater 308 Fall Prod	Chargers VB Camp
Darien Field Hockey	Theater 308 Spring Prod	Tips on Trips Camp Fair
Darien Little League	Theater 308 Skits	Pender Keady
Darien Softball	Fellowship of Christian Atl	Sacred Heart Baseball
Darien Soccer Association	MMS EVENTS	Walter Schalk Royle
Darien Babe Ruth	Quiz Bowl	L.I.Express Lacrosse
Darien Little League	Theater Production	Volleyball Camp
DHS Basketball Fundraiser	Summer Camps	Field Hockey Camp
DYLAX	Town Camp (\$26.01)	Girls Soccer Camp
Darien Soccer Association	YMCA Summer Camp (\$42.66)	Boys Soccer Camp
Softball Pony League	Parks & Rec Camps (N/C)	Blue Wave Wrestling
Legion Baseball	Darien Summer School	Dance On the Down Low
DYLAX Eagle Container	Town Events (Custodial chg)	Mens Blue Wave Soccer
CT Angles Softball	Domestic Violence Event	
DJFL Cheer Squad	TOPS Pumpkin Fair Night	
YMCA Flag Football	TOPS Hindley Happening	
YMCA (NO CHARGE)	Darien Fireworks Committee	
YMCA BASKETBALL FALL	Post 53 Testing	
YMCA BASKETBALL WINTER	Registrar of Voters	
YMCA BAEKTBALL SPRING	League of Women Voters	
YMCA SOCCER	Darien PD Tactics	
YWCA Parent Awareness	Feed My Starving children	
HINDLEY PTO SPONSORED	Other Non-Profits	
Girls on the Run-Hindley	ST. Thomas More Church	
Hindley Happening	Noroton Pres. Church	
Hindley Picnic	Darien's Got Talent	
Hindley Family Social	Power Squadron	
Hindley Tall 'N Small Dance	SCOUTS (NO CHARGE)	
Hindley Bash	Den 1	
Hindley Cookies & Cocoa	Pack 55	
Hindley PTO Awareness	Pack 56	
Hindley Charity Baseball	Pack 155	
HOLMES PTO SPONSORED	Pack 161	
Holmes Book Fair	Troop 50043	
Holmes Bingo Night	CAR WASH 2017 (\$104.04)	
Holmes PTO	Boy's Football Team	
Holmes Picnic	Cheerleader's	
Holmes PTO Awareness	Girls's Field Hockey	
Holmes Talent Show	Girl's Soccer Car Wash	
Holmes Share	Girl's softball team	
OX RIDGE PTO SPONSORED	Girl's swim team	
Ox Ridge Bingo Night	Boy's Soccer (MMS)	
Ox Ridge Picnic	Girl's volleyball (DHS)	
Ox Ridge Movie Night	Boy's Swim Team	
OX Ridge PTO Awareness	ABC Group	
ROYLE PTO SPONSORED	OTHER	
Rockin' Royle	Adult Rec BB	
Royle Round Up	Weddings (parking)	
Royle Bingo	Comm. Fund of Darien	
Royle Pancake Bkft	ShatterProof (parking)	
Royle Book Fair	AFTER SCHOOL CAMPS	
Royle Picnic	Darien After School	
TOKENEKE PTO SPONSORED	Overtime Athletics	
Tokeneke Book Fair Night	Kids Care	
Tokeneke Pancake Breakfast		
Tokeneke Bingo Night		
Tokeneke Pumpkin Fair		
Tokeneke Picnic		
Tokeneke-Red X Blood drive		

Memorandum

DATE: August 21, 2018

TO: Dr. Elliott Landon, Interim Superintendent of Schools

FROM: Michael E. Feeney, Director of Finance & Operations 

RE: Online Payments/ Student Activity Transaction Fee Approval

As you may be aware, this past year the Business Office adopted a District Goal, "to maximize online payments for all fee based activities." As a result, School Cash Online software was acquired through the Kev Group, a pioneer in the School Business Community to electronically simplify school cash processes.

This software will now electronically process payments for all school based fees; everything from field trips to yearbooks while strengthening our internal controls and eliminating the handling of cash. The decrease in the number of cash transactions is a 'best practice' as it is another tool in reducing the risk of fraudulent activities. This transition will also increase our efficiencies along the way from a typical seven (7) step process to three (3) steps:

From:

1. Teachers/Coaches/Office staff distribute flyers to students;
2. Students take flyers home;
3. Parents give cash or checks to students;
4. Students bring payment back to school;
5. Payment is processed by teacher or coach;
6. Payment is recorded by school office; and
7. Deposits are sent to school bank.

To:

1. School Staff create items for purchase and post to catalog;
2. Parents receive email notification, purchase items online via school cash online; and
3. Funds are deposited electronically to the school's bank account. All payments automatically posted to accounting system.

The District has an option of either paying for each transaction and/or charging a fee for each transaction. We are seeking the Board of Education's approval to implement a transaction fee of 3.0% that will be incorporated into each purchase (credit card/check). This fee is an average of the aggregate fees charged by different credit card companies.

Staff training has been ongoing throughout the summer and it is expected that we will be rolling this process out on October 1st.

MEF/kcb

Darien Public Schools
DRAFT District Goals 2018-2019

Curriculum & Instruction	Action Steps	Board of Education Discussion Item	Status: Fall, Winter, Spring Update	2019-2020
Improve the vertical alignment of curriculum, implementation and access to innovative, best practices in teaching and learning across content areas (K-12).	District's Curriculum Leaders will: <ul style="list-style-type: none">● Calibrate teaching and learning across content areas/and levels● Follow the Learning Rounds Model with leadership team members● Implement the district's Responsive Curriculum Model			
Provide students with experiences in mathematics that build on students' conceptual understanding, and ability to think and solve problems in multiple ways.	<ul style="list-style-type: none">● All teachers of grades K-2 will implement Math in Focus● Grades 6-8 Math research team will study the implications of the adopted Math in Focus program on MMS and make recommendations for next steps.● Teachers will be provided with professional development.● Parents will be made aware of how children will be learning mathematics at the elementary level through a variety of mediums.			
Actualize the vision of the re-imagined library with a physical and digital destination that supports: <ul style="list-style-type: none">● <i>independence and collaboration</i>● <i>inquiry, creativity, and reflection</i>● <i>an inspirational, dynamic, and well-resourced space.</i>	<ul style="list-style-type: none">● Collaborate with community, parent organizations, Board of Education members, school staff and students by finalizing planning documents and budget estimates for all 7 school library spaces.● Library collections to be weeded to within AASL guidelines to create more open spaces.● Excess furniture and outdated equipment to be removed.● Identify and contract with architect to actualize design specifications outlined in Re-Imagining Libraries report for each library space.● Collaborate with Facilities & Business office to develop costs for re-engineering library spaces			

	<ul style="list-style-type: none">• Work with BOE, PTO, and Darien Technology Fund to identify potential funding sources• Develop 2019-20 budget proposal to fully fund renovation of library spaces• Work with principals, school-based committees, architect, Facilities, Business, and IT to finalize plans in anticipation for Summer 2019 start.			
Provide students with a digital and media literacy experience through an integrated approach in Library Media and content area learning.	<p>Finalize the K-12 Library Media Curriculum to align with new International Society of Technology in Education (ISTE), American Association of School Librarians (AASL), and current curriculum units of study:</p> <ul style="list-style-type: none">• Collaborate with department chairpersons<ul style="list-style-type: none">◦ Integrate curriculum with content chairpersons (K-12)• Create Library Media website to house curriculum documents and related resources.• Provide professional development for LMS staff and general education staff• Communicate with families through workshops and/or newsletters			
Support students in being productive citizens and practicing healthy behaviors through a <i>Whole School, Whole Community, Whole Child Model</i> for health & wellness	<p>Continue the study of the SEL curriculum and develop a curriculum writing team, PK-12:</p> <ul style="list-style-type: none">◦ Identify a scope and sequence PK-12 of Social Emotional Learning outcomes◦ Create DRAFT integrated units and/or lessons◦ Identify assured practices, PK-8 in support of the school climate/community◦ Develop/identify programs for ongoing school-wide assemblies PK-12◦ Finalize the SRBI structure for behavior◦ Plan for and make revisions on the elementary progress report based to align to SEL outcomes◦ Implement components of Responsive Classroom (PK-8) and provide professional development across all staff <p>Continue the work of the PK-12 for health curriculum</p>			

	<p>writing team:</p> <ul style="list-style-type: none">○ Identify a parallel scope and sequence K-12 health topics○ Create DRAFT units and/or lessons○ Make shifts in Scope and Sequence as a result of the teacher feedback <p>Extracurricular Commitment Courses:</p> <ul style="list-style-type: none">● Implement Courses 1 and 2 as a component of the extracurricular activities● Create Course 3 as a component of the extracurricular activities			
Students will engage in a culminating experience that evidences individual growth over time across one or more grade levels and within multiple disciplines.	<p>Fully implement digital portfolio process at Middlesex Middle School (Pilot completed in 2017-18)</p> <p>Explore digital portfolio initiative and potential pilot at Darien High School</p> <p>MMS:</p> <ul style="list-style-type: none">● Establish MMS Capstone Committee● Set-Up Digital Portfolio for Grades 6-8● Identify items to be captured in portfolio by department & grade level● Parent presentations in Spring <p>*Staff PD to be on-going throughout the year</p> <p>DHS</p> <ul style="list-style-type: none">● Initiate ground work for a digital portfolio with the DHS Technology Committee and administration			

Business	Action Steps	Board of Education Discussion Item	Status: Fall, Winter, Spring Update	2019-2020
Create a structure of security and workflow to ensure greater control of operations.	Construct groups with assigned access for workflow procedures.			
Continue the District’s efforts toward paperless alternatives.	Implement ‘Employee Self Serve’ for individual employee information <ul style="list-style-type: none">○ Create individual online access for electronic			

	W-2 and payroll check retrieval			
Ensure compliance with new requirements of Section 10-10c of the Connecticut General Statutes.	Rollout of the State of Connecticut's online Education Financial System (EFS) for financial reporting.			

Special Education	Action Steps	Board of Education Discussion Item	Status: Fall, Winter, Spring Update	2019-2020
Early Learning Program (ELP) staff will be trained on the Connecticut Documentation and Observation for Teaching System (CT DOTS) and implement the systematic structure to (a) assess student development, (b) collect data on developmental progress, and (c) create individualized educational experiences based on students' developmental levels.	Targeted Professional Development for Early Learning Program (ELP) special education teachers, psychologists, speech and language pathologists, behaviorists (BCBAs and BCaBAs) in the Connecticut Documentation and Observation for Teaching System (CT DOTS) Training by CES on site.			
Professional development related to the implementation of current exemplary assessment tools, practices, and data collection for special education staff will inform IEP goal development, mastery criteria, and instructional practices.	Training provided by the New England Center for Children (NECC) and Autism Curriculum Encyclopedia Training (ACE). Targeted professional development in best practices in current assessments and data collection for progress monitoring Grades Pre-K -12.			
The implementation of research-based models of co-teaching (e.g., station teaching).	Coaching, monitoring, and feedback by consultant and administrators on the implementation of effective models of co-teaching in classrooms at established intervals.			
To continue the implementation of best practices in IEP goal writing for special education teachers, psychologists, speech and language pathologists, behaviorists (i.e., BCBA, BCaBA), occupational therapists, physical therapists, teacher of the hearing impaired, and teachers of the visually impaired.	Targeted development in writing Specific, Measurable, Achievable, Relevant, and Time Bound Goals (SMART GOALS).			
To be a community resource on educational and	Presentations on current topics for community members.			

clinical topics of interest.				
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Human Resources	Action Steps	Board of Education Discussion Item	Status: Fall, Winter, Spring Update	2019-2020
To continue the review, revision and updating of district policies.	Prioritize policies to present to the Board for approval.			
To conclude negotiations and arbitration proceedings.	Negotiations with the Custodians, Maintenance and Cafeteria Workers begin this year. Arbitration with the Paraprofessionals continues.			
To expand upon current recruitment strategies.	Investigate the possibility of hosting a recruitment fair in Darien.			
To continue to explore paperless alternatives to District practices.	To study the possibility of integrating the functions of Applitrack and Aesop as well as online onboarding.			

Community	Action Steps	Board of Education Discussion Item	Status: Fall, Winter, Spring Update	2019-2020
Understand the school district’s climate through the collection of meaningful feedback.	<ul style="list-style-type: none">Review, revise and administer a school climate survey.Analyze/Process FeedbackDetermine next steps		Spring	
Ensure that families are updated on key issues/topics in the district.	Implement the following strategies: <ul style="list-style-type: none">Parent workshopsNewslettersNews of the WeekWebsite(s)			

Facilities	Action Steps	Board of Education Discussion Item	Status: Fall, Winter, Spring Update	2019-2020
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DRAFT District Goals 2018-2019

Continue to review/implement security enhancements. Make recommendations for future projects related to the safety and security of school buildings.	Create ‘mantraps’ at MMS and Holmes and upgrade security cameras district wide. Update swipe card system and alarm doors at High School.			
Review projects within the 5 year plan.	Update the 5 year master plan beyond the Ox Ridge proposal.			
Review the renovation of Ox Ridge Elementary School.	Complete the educational specifications for the Ox Ridge new building project.			

Technology	Action Steps	Board of Education Discussion Item	Status: Fall, Winter, Spring Update	2019-2020
<p>Ensure that students have access to digital learning through the implementation of the Darien Technology Plan (Year 3) 1:1 Roll-out for Grades 5 & 9</p> <p>In 2018-19, Darien will be 1:1 in the following grades: Grade 4: Chromebook carts in classrooms Grades 5-8: Chromebooks (home-school) Grades 9-11: iPads</p>	<p>ALL:</p> <ul style="list-style-type: none">• Check all digital sign-offs are complete (Loan agreement, AUP)• Move inventory of district devices from ASPEN to Destiny <p>Elementary:</p> <ul style="list-style-type: none">• Conduct five building-based parent meetings for Grade 5 as part of elementary roll-out in September.• Complete digital citizenship training for all Grade 5 students prior to issuing a Chromebook for home and school use. <p>DHS:</p> <ul style="list-style-type: none">• DHS Technology Committee and iTeam students to support roll-out of iPads to rising 9th grade students.• Students will set-up email, review DHS Core applications, and discuss areas of digital citizenship during roll-out.			

PROPOSED REVISIONS

Darien Public Schools' Board of Education Roles and Responsibilities

- Develop, implement and monitor the district's policies. These policies serve as the road map for the school district, giving direction to the administration and staff and becoming the foundation for accountability.
- Approve and adopt an annual budget that will provide the financial basis for education in the district. This includes but is not limited to curriculum, facilities, furnishings, staff, materials and equipment needed to carry out educational programs.
- Select, retain and evaluate the superintendent of schools, who serves as the district's chief executive officer and implements board policy.
- Establish and maintain solid, respectful working relationships with the superintendent. This includes recognizing the differences in the roles as governed by the State of Connecticut generally refraining from becoming involved in the day-to-day operation of schools and recognizing that decisions are made by the Board as a whole.
- Translate ~~ing~~ the district's mission into short and long-range goals and then setting up the structure ~~to accomplish it.~~
- Build public support and understanding of public education by communicating and interpreting the school district's mission and goals to the public and vice versa.
- Serve on subcommittees as established by the Board.
- ~~Occasionally serve on hearing panels on such issues as termination, expulsion and grievance.~~

APPROVED BY THE DARIEN BOARD OF EDUCATION

ON SEPTEMBER 12, 2017

Darien Public Schools
Darien, Connecticut

POLICY

Series 5200
Rights and Responsibilities

Policy 5250

MISCONDUCT RELATED TO VOLUNTARY SCHOOL
ORGANIZATIONS AND ACTIVITIES

Student membership on athletic teams, membership in extracurricular organizations, and participation in school activities is a privilege that carries with it the obligation for students to act responsibly. Therefore, all student participants in voluntary extracurricular and athletic opportunities shall abide by a code of conduct that will earn them the learning, the honor, and the respect that participation in school-sponsored programs affords. Specifically, the Board of Education, acting through the Superintendent, reserves the right to limit or revoke this privilege of participation, including the opportunity for leadership positions, if the student engages in misconduct as determined by the Superintendent or his/her designee. Misconduct shall mean any violation of publicized rules for the activity, school rules, Board of Education Policies or local, state, and federal laws. These requirements apply to conduct on and off school grounds, and also extend to participation in any affiliated local, regional, or national organizations or the honors related to the school activity. Students who choose to participate on teams, in organizations, or in activities voluntarily accept these requirements, and shall signify such acceptance by acknowledging, through an electronic signature, the Darien High School Handbook, which includes the Illegal Substances and Tobacco Policy for Student Athletes and Students Participating in Extracurricular Activities, 5230, and additional rules and regulations concerning participation in athletics and extracurricular activities. In appropriate cases, any such misconduct may also result in separate disciplinary action taken by the principal in consultation with those having supervisory responsibility for activities, including suspension or expulsion from school, in accordance with applicable state and federal law and the Board's Student Discipline Policy.

APPROVED: January 14, 2003

REVISED: June 9, 2009

REVISED:

PERSONNEL ACTION REPORT

August 28, 2018

Item	Name	Action	Replacing/Location/Position	Effective Date		Tenure Area	Certification Class/Step
				From	To		
Appointments							
1	Julie Droller	Appointment	D Colella/Hindley/Principal	8/27/2018	6/30/2019	Teacher	Intermediate Administrator
2	Meghan Emanuelson	Appointment	P Ribeiro/DHS/Director of Giudance	8/27/2018	6/30/2019	Teacher	Intermediate Administrator
3	Sam Jones	Appointment	New position /Fitch/Math (0.4 FTE)	8/27/2018	6/30/2026	Teacher	Math 7 - 12 MA + 15 Step 11
4	Dylan Herman	Appointment	P Youker/DHS/ Physics	8/27/2018	6/30/2022	Teacher	Physics 7 - 12 MA Step 6
5	Ann Stanton	Appointment	C Becker/DHS/ Biology	8/27/2018	6/30/2022	Teacher	Biology 7-12 MA + 15 Step 19
6	Gail Althoff	Appointment	N DeFoe/Hindley/Elementary	8/27/2018	6/30/2022	Teacher	Elementary MA Step 14
7	Vanessa Kowalski	Appointment	T Ballan/ DHS/Special Education	8/27/2018	6/30/2022	Teacher	Special Education Teacher MA Step 10
8	Jessica Zager	Appointment	D Lynch/Hindley/Elementary Teacher	8/27/2018	6/30/2022	Teacher	Elementary Teacher MA + 15 Step 11
9	Emily Berezecky	Appointment	M Power/DHS/School Counselor	8/27/2018	6/30/2019	Teacher	School Counselor MA Step 3
10	Ralph Hernandez	Appointment	E Eliot/DHS/Spanish Teacher	8/27/2018	6/30/2020	Teacher	Spanish 7 - 12 MA + 30 Step 18
11	David Miller	Appointment	New Position /Fitch/Special Education(0.4FTE)	8/27/2018	6/30/2019	Teacher	Special Education Teacher MA Step 16
12	Fiona Hees	Appointment	A Roesing/Royle/Elementary	8/27/2018	6/30/2022	Teacher	Elementary Teacher MA + 30 Step 7
13	Christine Bang	Appointment	C Muccio/Holmes/Elementary	8/27/2018	6/30/2022	Teacher	Elementary Teacher MA + 60 Step 3
14	Allison Weissert	Appointment	M Sylvester/Holmes/Elementary	8/27/2018	6/30/2022	Teacher	Elementary Teacher MA Step 4
15	Aaron Superfin	Appointment	C Caserto/DHS/Special Education Teacher	8/27/2018	6/30/2022	Teacher	Special Education Teacher BA Step 6
16	Hongli Wang	Appointment	H Curran/DHS/ Mandarin (0.4 FTE)	8/27/2018	6/30/2026	Teacher	Other World Language 7 - 12 MA Step 12

17	Laura Discala	Appointment	L Tarzia/ELP/Speech and Language	8/27/2018	6/30/2019	Teacher	Speech and Language Pathologist MA Step 12
18	David Herberger	Appointment	A Apazidis/DHS/Biology	8/27/2018	6/30/2020	Teacher	Biology 7 - 12 MA Step 19
19	Brenda McGee	Appointment	R Stern/MMS/Art	8/27/2018	6/30/2020	Teacher	Art PK - 12 BA Step 4
20	Barry Palmer	Appointment	J Gallucci/DHS/Social Studies	TBD	TBD	Teacher	Social Studies 7 - 12 MA + 30 Step 10
21	Alyssa Valente	Appointment	E Agosto/Ox Ridge/Spanish	8/27/2018	6/30/2022	Teacher	Elementary World Language MA + 30 Step 9
22	Penelope Papanikolaou	Appointment	M St Raymond/MMS/Science	8/27/2018	6/30/2022	Teacher	Biology 7 - 12 MA Step 3
23	Brandon Babbin	Appointment	J Polise/MMS/Band	8/27/2018	6/30/2022	Teacher	Music Pre K - 12 BA Step 4
24	Maura Elias	Appointment	K Mello/MMS/Science	8/27/2018	6/30/2022	Teacher	Biology 7 - 12 MA Step 8
25	Vivian Mosellie	Appointment	New Position/Fitch/Spanish (0.4 FTE)	8/27/2018	6/30/2026	Teacher	Spanish 7 - 12 MA Step 3
26	Sabina Harris	Appointment	A Superfin/DHS/Special Education Paraprofessional	8/28/2018	6/30/2019	NA	NA
27	Russell Oost-Lieverse	Appointment	K Ball/DHS/Special Education Paraprofessional	8/28/2018	6/30/2019	NA	NA
28	Kaitlyn Gowans	Appointment	Cary Underwood/DHS/Special Education Paraprofessional	8/28/2018	6/30/2019	NA	NA
29	Amanda Merjian	Appointment	C Maggart/ELP/Special Education Paraprofessional	8/28/2018	6/30/2019	NA	NA
30	Gabrielle Matlak	Appointment	E Impy/ELP/Special Education Paraprofessional (0.8 FTE)	8/28/2018	6/30/2019	NA	NA
31	Amanda Levy	Appointment	S Lattin/ELP/Special Education Paraprofessional (0.8 FTE)	8/28/2018	6/30/2019	NA	NA
Resignations and Retirements (Informational)							
32	Cary Underwood	Retirement	DHS/Special Education Paraprofessional		6/30/2018		
33	Melissa Stango	Resignation	Hindley/Elementary		6/30/2018		
34	Marlene Ferguson	Resignation	Holmes/SRBI Interventionist		6/30/2018		

35	Christopher Muccio	Resignation	Holmes/Elementary Teacher		6/30/2018		
36	Megan Sylvester	Resignation	Holmes/Elementary Teacher		6/30/2018		
37	Marietta Guarino	Retirement	MMS/Secretary		8/22/2018		
38	John Gallucci	Resignation	DHS/Social Studies Teacher		6/30/2018		
39	Jason Polise	Resignation	MMS/ Band Teacher		6/30/2018		
40	Alexandra Franceschi	Resignation	Tokeneke/Special Education Paraprofessional		6/30/2018		
41	Chrsitine Caserto	Resignation	DHS/Special Education Teacher		6/30/2018		
42	Evelyn Eliot	Resignation	DHS/Spanish Teacher		6/30/2018		
43	Kaitlyn Mello	Resignation	MMS/Science Teacher		6/30/2018		
44	JoAnn Couture	Retirement	Board Offices/Secretary		7/27/2018		
45	Rebecca Stern	Resignation	MMS/Art Teacher		6/30/2018		
Budget Control							
46	Position	FTE Requested					
47	Nurse	0.22					
48	Special Education Paraprofesional	0.5					