

**Board of Education
Darien, Connecticut**

TUESDAY, NOVEMBER 12, 2019

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 negotiations pursuant to Connecticut General Statute 1-200(6) (B)
3. Reconvene in public session.
4. Adjournment.

Board of Education
Darien, Connecticut

**ORGANIZATIONAL MEETING
OF THE BOARD OF EDUCATION**

TUESDAY, NOVEMBER 12, 2019

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

1. Organizational Meeting of the Board of Education -- Election of Officers..... Mrs. Kathrine Stein,
Senior Member of the Board
2. Adjournment..... Board Chairperson

**REGULAR MEETING OF THE BOARD OF EDUCATION
TUESDAY, NOVEMBER 12, 2019**

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

TENTATIVE AGENDA

1. Call to Order..... Board Chairperson 7:30 p.m.
2. Chairperson's Report..... Board Chairperson
3. Public Comment*..... Board Chairperson .

*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/special 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, NOVEMBER 12, 2019**

4. Superintendent's Report..... Dr. Alan Addley
5. Approval of Minutes..... Board of Education
6. Board Committee Reports..... Board Chairperson
7. Presentations/Discussions.....
 - a. Curricula Update: World..... Dr. Susie Da Silva/
Languages Ms. Christina Mauricio, Dept. Chair 6-12/
Mr. Adam Hamor, Teacher Leader K-5
 - b. Presentation and Discussion... Mr. Richard Rudl
of Proposed Enrollment
Projections by Milone and
MacBroom
 - c. Discussion and Possible..... Dr. Alan Addley
Acceptance of Contemplated
Gift from Royle School PTO
 - d. First Reading and Discussion.. Mr. Michael Burke/
on Proposed Revisions to Ms. Marjorie Cion
Board of Education Policies
9310, Meeting Conduct; and
3050, Board Budget Procedures
and Line Item Transfers; and
Proposed New Policy 5820,
Application of Sunscreen in
School by Students
 - e. Further Review and Possible.. Dr. Alan Addley
Action on Proposed 2020-2021
Budget Calendar
 - f. Further Discussion and Action.. Dr. Alan Addley
on Proposed Regular Board of
Education Meetings for the 2020
Calendar Year

**REGULAR MEETING OF THE BOARD OF EDUCATION
TUESDAY, NOVEMBER 12, 2019**

8. Action Items

- a. Contract Agreement..... Dr. Alan Addley
between the Darien Board of
Education and the Darien
Education Association

- b. Personnel Items..... Ms. Marjorie Cion
 - i. Appointments
 - ii. Resignations

- c. Contract Agreement with..... Dr. Alan Addley
with Consultant for
Board of Education Strategic
Planning

9. Public Comment* Board Chairperson

10. Adjournment..... Board Chairperson

AA: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/special 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
Monday, October 7, 2019

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

BOARD MEMBERS PRESENT:

	Brown	Burke	Dineen	McCammon	McNamara	Maroney	Ochman	Ritchie	Stein
Present	X	X	X	X	X	X	X	X	X
Absent									

ADMINISTRATION PRESENT:

Dr. Addley, Dr. Da Silva, Ms. Klein, Ms. Cion and Mr. Rudl

AUDIENCE: Approximately 15

- | | |
|------------------------------|--|
| 1. Call to Order | Mrs. Tara B. Ochman, Chair,
at 7:32 p.m. (0:00) |
| 2. Chairperson's Report | Mrs. Ochman, Chair,
at 7:32 p.m. (0:00) |
| 3. Public Comment | Mrs. Ochman, Chair,
at 7:34 p.m. (0:02) |
| Seth Brody – 10 Wakeman Road | |
| 4. Superintendent's Report | Dr. Alan Addley
at 7:38 p.m. (0:6) |
| 5. Approval of Minutes | Board of Education
at 7:45 p.m. (0:013) |

MOTION TO APPROVE THE MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION HELD ON SEPTEMBER 24, 2019:

1st Mr. Burke
2ND Mr. Dineen

	Brown	Burke	Dineen	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 7:45 p.m. (0:13) |
|----------------------------|--|

PRESENTATIONS AND DISCUSSIONS

7. Presentations/Discussions:

- a. Update/Report on Testing -
SBA, AP, SAT

Dr. Susie Da Silva/
Ms. Meghan Emanuelson/
Mrs. Cory Gillette
at 7:45 p.m. (0:13)

- b. Discussion and Possible Action
on Board of Education Requests
to Board of Selectman Re Holmes
Roof and Skylight Replacement
Project and Hindley Roof
Replacement Project

Mr. Michael Lynch
at 8:41 p.m. (1:09)

MOTION TO REQUEST THE BOARD OF SELECTMAN OF THE TOWN OF DARIEN TO APPOINT THE BOARD OF EDUCATION TO SERVE AS THE BUILDING COMMITTEE FOR THE HOLMES ROOF AND SKYLIGHT REPLACEMENT PROJECT:

- 1st Mr. Burke**
2ND Ms. Ritchie

	Brown	Burke	Dineen	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 REQUEST THE BOARD OF SELECTMAN OF THE TOWN OF DARIEN TO AUTHORIZE THE DARIEN BOARD OF EDUCATION TO APPLY TO THE COMMISSIONER OF EDUCATION TO ACCEPT OR REJECT SUCH A GRANT FOR THE HOLMES ROOF AND SKYLIGHT REPLACEMENT PROJECT:

- 1st Ms. McNamara**
2ND Mr. Dineen

	Brown	Burke	Dineen	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 AUTHORIZE FOR AT LEAST PREPARATION OF SCHEMATIC DRAWINGS AND OUTLINE SPECIFICATIONS FOR THE PROPOSED PROJECT AT HOLMES:

- 1st Mr. Dineen**
2ND Mr. Maroney

	Brown	Burke	Dineen	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 REQUEST THE BOARD OF SELECTMAN OF THE TOWN OF DARIEN TO APPOINT THE BOARD OF EDUCATION TO SERVE AS THE BUILDING COMMITTEE FOR THE HINDLEY ROOF AND SKYLIGHT REPLACEMENT PROJECT:

1st Ms. McNamara
2ND Mr. Dineen

	Brown	Burke	Dineen	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 REQUEST THE BOARD OF SELECTMAN OF THE TOWN OF DARIEN TO AUTHORIZE THE DARIEN BOARD OF EDUCATION TO APPLY TO THE COMMISSIONER OF EDUCATION TO ACCEPT OR REJECT SUCH A GRANT FOR THE HINDLEY ROOF AND SKYLIGHT REPLACEMENT PROJECT:

1st Mr. Maroney
2ND Ms. Ritchie

	Brown	Burke	Dineen	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 AUTHORIZE FOR AT LEAST PREPARATION OF SCHEMATIC DRAWINGS AND OUTLINE SPECIFICATIONS FOR THE PROPOSED PROJECT AT HINDLEY:

1st Mr. Maroney
2ND Ms. Ritchie

	Brown	Burke	Dineen	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. First Read and Discussion on Proposed Revised Board Policy 6840, Graduation Requirements

Ms. Marjorie Cion/
 Mr. Michael Burke
 at 8:51 p.m. (1:19)

d. Discussion and Possible Action on Proposed Darien High School and Middlesex Middle School Field Trips

Dr. Susie Da Silva/
 Mrs. Ellen Dunn/
 at 8:53 p.m. (1:21)

MOTION TO APPROVE THE PROPOSED DARIEN HIGH SCHOOL FIELD TRIPS FOR THE 2019-2020 SCHOOL YEAR:

1st Mr. Burke
2ND Ms. Ritchie

	Brown	Burke	Dineen	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 PROPOSED MIDDLESEX MIDDLE SCHOOL FIELD TRIPS FOR THE 2019-2020

SCHOOL YEAR:

1st Mr. Maroney

2ND Mr. Burke

	Brown	Burke	Dineen	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)

e. Presentation and Preliminary Discussion of Regular Board of Education Meetings for the 2020 Calendar Year

Dr. Alan Addley
at 9:13 p.m. (1:41)

f. Preliminary Discussion of 2020-2021 Budget Meeting Calendar

Dr. Alan Addley
at 9:14 p.m. (1:42)

g. Discussion on Board of Education's Contribution to the Development of a Community Values Statement

Mrs. Tara Ochman
at 9:15 p.m. (1:43)

8. Action Items:

a. Personnel Items

- i. Appointments
- ii. Resignations/Retirements

Ms. Cion
at 9:32 p.m. (2:00)

9. Public Comment

Mrs. Ochman, Chair,
at 9:32 p.m. (2:00)

Julie Best - 38 Red Rose Circle (CDSP)

10. Adjournment

Mrs. Ochman, Chair,
at 9:32 p.m. (2:00)

MOTION TO ADJOURN:

1st Mr. Burke

2nd Mr. Maroney

	Brown	Burke	Dineen	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 9:32 p.m. (2:00)

Respectfully Submitted,

Kathrine Stein,
Secretary

Darien Public Schools - Administrative Offices

35 Leroy Avenue – P.O. Box 1167 – Darien, Connecticut 06820-1167
 Tel: 203-656-7414 Email: sdasilva@darienps.org

MEMO

November 4, 2019

To: Alan Addley, Ed.D., *Superintendent of Schools*
From: Susie Da Silva, Ed.D., *Assistant Superintendent for Curriculum and Instruction, K-12*
Re: K-12 World Language Update

At the Board of Education meeting on November 12, 2019, Christina Mauricio, World Language Department Chairperson for Grades 6-12, alongside Adam Hamor, Teacher Leader for the elementary level, will provide an update on DPS' World Language program K-12.

The presentation will include an overview of the following:

- Vision and Guiding Principles of language instruction in Darien
- Advantages of World Language Study
- Elementary and Secondary level Updates
- New Graduation Requirements for the class of 2023
- The Seal of Biliteracy
- Next Steps in DPS' World Language Program

This memo provides additional information/context that may be helpful in gaining a broader view beyond what may be covered in the presentation.

DISTRICT REFERENCE GROUP DATA

As a point of reference, below you will find a chart that shows our District Reference Group (DRG) and how we compare with respect to the teaching of world language across all three levels.

Level	Ridgefield	Wilton	Weston	Westport	Easton/ Redding/ Region 9	New Canaan	Darien
Elementary	None	Spanish & French in Grade 3	Spanish K-5	Spanish K-5	Spanish K-5	Spanish K-5	Spanish K-5
Middle School	Spanish and French	Spanish & French	Spanish & French	Spanish, French, Mandarin	Redding: Latin, Spanish, French Easton: Spanish and French	Spanish, French, Latin & Mandarin	Spanish & French
High School	Spanish, French, Latin Mandarin & Italian	Spanish, French, German, Latin & Classical Greek	Spanish, French, Latin & Mandarin	Spanish, French, German, Mandarin, Italian & Latin	Region 9: Latin, Spanish, French	Spanish, French, Latin & Mandarin	Spanish, French, Latin & Mandarin

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VISION AND GUIDING PRINCIPLES

The Darien Public Schools anchors our World Language curriculum in the standards put forth by the American Council on the Teaching of Foreign Languages (ACTFL). The overarching standards are the [World-Readiness Standards for Language Learning](#), which are designed as a guide for learners to develop cultural competence and the ability to communicate effectively with multilingual communities at home and abroad. Within those standards are the [ACTFL Proficiency Guidelines](#), which are an instrument to evaluate and assess an individual's functional language ability in spontaneous, non-rehearsed, real-world situations. The Guidelines describe what individuals can do with the language in speaking, writing, listening, and reading, and identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. These levels of proficiency are represented by an inverse cone to illustrate how an individual's language ability grows over time. Our department utilizes the standards as a target for where our students' proficiency levels should be as they progress through our program.

RESEARCH TO SUPPORT WORLD LANGUAGE LEARNING

On November 12th, you will hear about the relevance of learning another language in our world today, as well as additional benefits of world language learning beyond language acquisition. We believe that what our students learn in a world language class extends beyond the four walls of the classroom. Learning another language opens up students' worldview to the millions of non-English speakers in our community and our larger, global society that speaks multiple languages. In 2015, [The Washington Post](#) and the [South China Morning News](#) published comprehensive reports on the future of languages around the world and the implications of those languages on economics and culture in the future. Both reports cite a United Nations study that indicates Chinese, Spanish, and French as the languages someone should learn if they want to speak with the greatest number of people in the realm of business, economics, the arts, and growing markets in technology and medicine.

Linked below you will find several articles that provide a more comprehensive perspective of the advantages of learning another language:

- [Social-Emotional Learning](#)
- [Communication Strategies](#)
- [Science, Technology, Engineering, Art, and Math](#)
- [Benefits of Language Learning on the Brain](#)
- [Future Careers](#)
- Access for All - [Technology](#) and [All Learners](#)

ACCESS FOR ALL STUDENTS

The Darien Public Schools believes that all students can learn a new language. As a result, we continue to create access points and differentiated supports for students who may require more personalization based on their varying needs. This may also include students who are heritage speakers or students who may have a foundation in a language other than those taught in our programs. It is also important to note that in recent years, Darien has experienced growth in the number of students whose primary language is one other than English.

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Tel: 203-656-7414 Email: sdasilva@darienps.org

ASSESSMENTS

We assess students across all three levels. Each of our tools assesses students' proficiency levels, and we use the assessment results in a number of different ways:

- ❑ **Elementary:** ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) in Interpersonal Speaking in the 5th grade. This assessment is typically administered in May. Integrated Performance Assessments (IPAs) in 4th and 5th grades.
- ❑ **MMS:** Standards-Based Measure of Proficiency (STAMP) in speaking, writing, listening, and reading at the end of 8th grade. Benchmarks at all levels in September and May. In the 2019-2020 school year, all students at all levels will be assessed with an IPA by the end of January.
- ❑ **DHS:** Standards-Based Measure of Proficiency (STAMP) in speaking, writing, listening, and reading in Levels 1 through 4 in Latin and Mandarin, and in Levels 3 through 5/AP in French and Spanish. Benchmarks at all levels in September and May. Common midterms and finals at all levels. In the 2019-2020 school year, all students at all levels will be assessed with an IPA by the end of January.

ELEMENTARY WORLD LANGUAGE

- ❑ World Language (WL) at the elementary level is taught by certified world language teachers. Currently, students in grades K-2, receive 45 minutes of WL 1x per 6-day cycle. Students in Grades 3-5, receive 30 minutes of WL 3x per 6-day cycle. The frequency for students in grades 3-5 was changed from 45 minutes 2x per 6-day cycle to 30 minutes 3x per 6-day cycle to offer students greater frequency in exposure as they transition to the intermediate grades. This change was made after our study in 2017.
- ❑ FLEX versus FLES: The elementary world language program in Darien was initially developed as a FLEX program. The most significant difference between a FLEX and FLES is that FLEX is intended for students to sample and become familiar with different languages; it does not lead towards proficiency but does expose students to various languages. FLES requires more time spent studying one particular language and leads to greater proficiency in listening and speaking. Over time, Darien's program has evolved and now represents a hybrid mostly due to the amount of time spent studying language.

**It is important to note that elementary world language is a time of the day that is also used for contractual preparation periods for our general education teachers.*

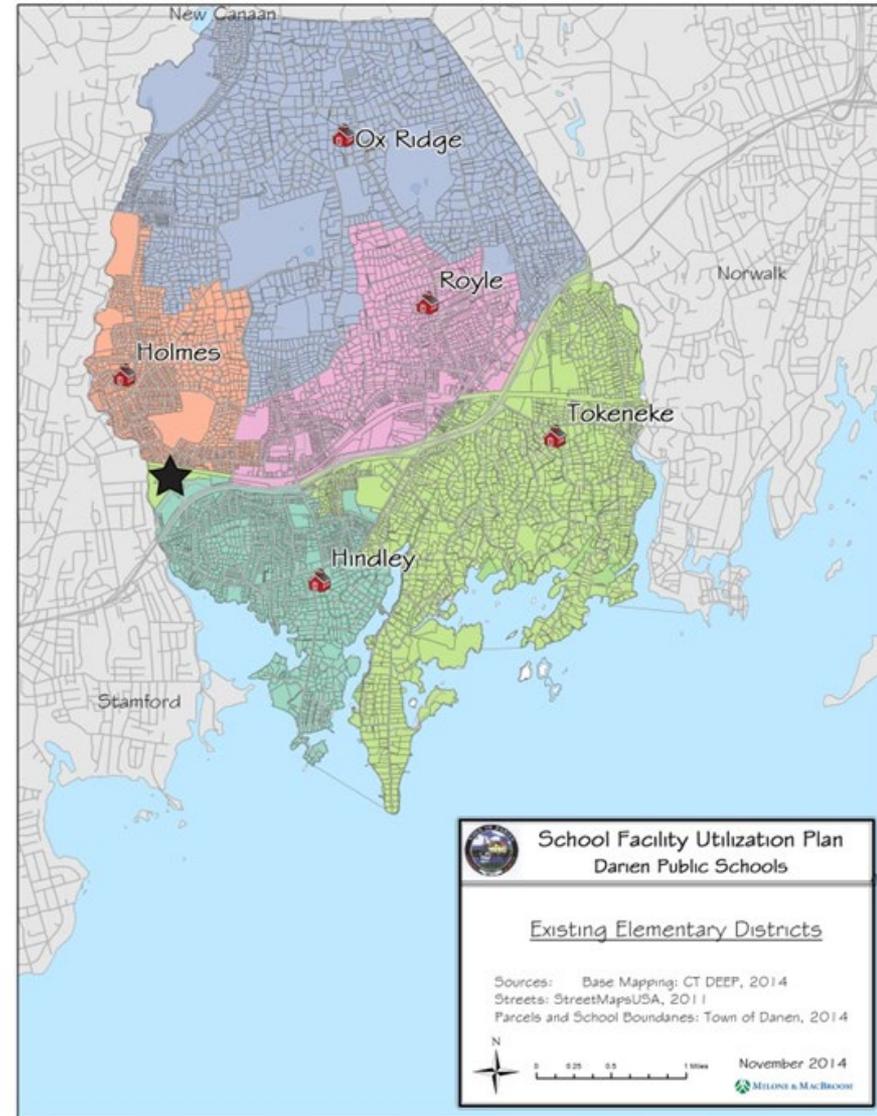
ENROLLMENT TRENDS & PROJECTIONS UPDATE

Darien
Public School District

NOVEMBER 12, 2019

INTRODUCTION

- Performance of Projections Models
- Key Demographic, Housing and Economic Trends
- Enrollment Trends
- Enrollment Projection Update



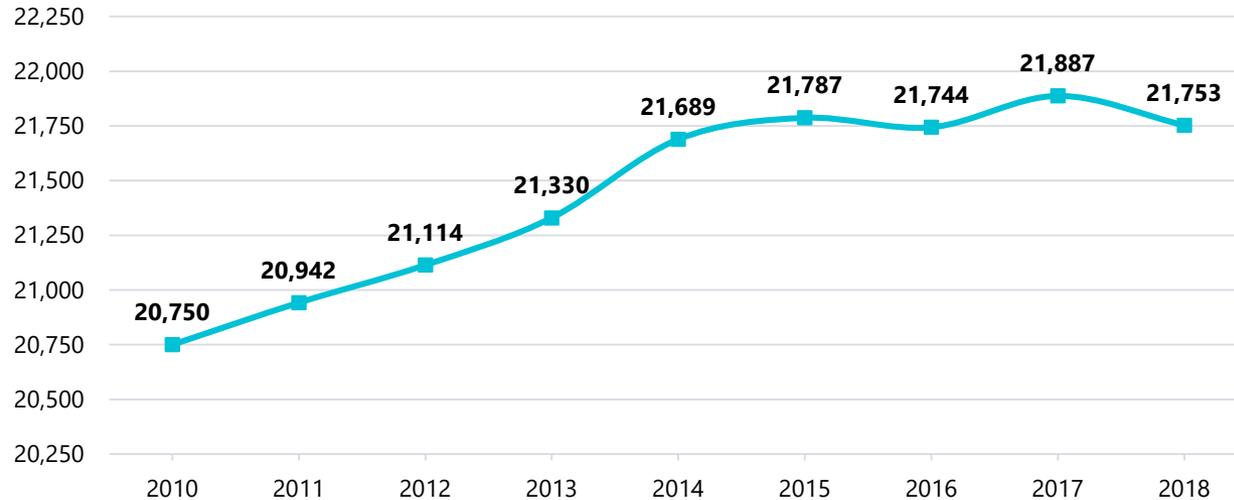
PROJECTIONS PERFORMANCE

School Year	Birth Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK	K-12 Total	K-5 Total	6-8 Total	9-12 Total
2019-20 Projected (Low Model)	2014	219	339	317	338	363	344	340	398	379	361	329	374	335	363	90	4,580	2,041	1,138	1,401
2019-20 Projected (Medium Model)	2014	219	355	316	341	359	342	344	399	379	363	327	381	337	361	90	4,604	2,057	1,141	1,406
2019-20 Projected (High Model)	2014	219	383	317	341	359	343	347	400	382	362	329	380	339	360	90	4,642	2,090	1,144	1,408
2019-20 Actual	2014	219	345	324	346	376	350	350	397	394	367	353	372	322	360	65	4,656	2,091	1,158	1,407
Difference	Low Model		-6	-7	-8	-13	-6	-10	1	-15	-6	-24	2	13	3		-76	-50	-20	-6
			-1.7%	-2.2%	-2.3%	-3.5%	-1.7%	-2.9%	0.3%	-3.8%	-1.6%	-6.8%	0.5%	4.0%	0.8%		-1.6%	-2.4%	-1.7%	-0.4%
Difference	Medium Model		10	-8	-5	-17	-8	-6	2	-15	-4	-26	9	15	1		-52	-34	-17	-1
			2.9%	-2.5%	-1.4%	-4.5%	-2.3%	-1.7%	0.5%	-3.8%	-1.1%	-7.4%	2.4%	4.7%	0.3%		-1.1%	-1.6%	-1.5%	-0.1%
Difference	High Model		38	-7	-5	-17	-7	-3	3	-12	-5	-24	8	17	0		-14	-1	-14	1
			11.0%	-2.2%	-1.4%	-4.5%	-2.0%	-0.9%	0.8%	-3.0%	-1.4%	-6.8%	2.2%	5.3%	0.0%		-0.3%	0.0%	-1.2%	0.1%

- The recommended medium projections model was about 1% low for K-12 in 2019-20
- The high model was 0.3% low for K-12 total
 - While within 1 student for total K-5, significant variance in projected to actual K enrollment

KEY COMMUNITY TRENDS - POPULATION

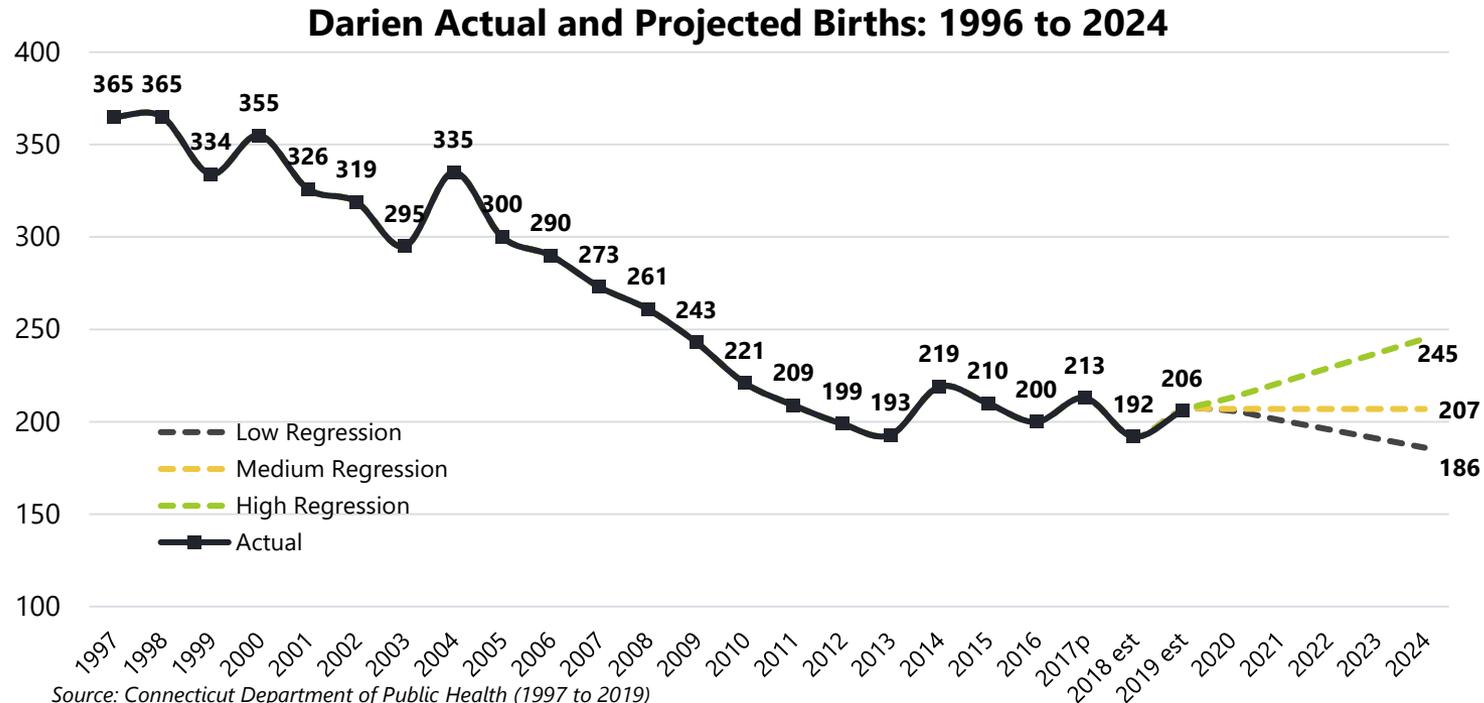
Estimated Total Population



Backus, K, Mueller, LM (201-2018) Town-level Population Estimates for Connecticut, Connecticut Department of Public Health, Health Statistics and Surveillance, Statistics Analysis & Reporting, Hartford, CT.

- Darien's total population estimated to have increased 5% from 2010 to 2018
- Increasing trend has levelled off since 2015, according to latest estimates

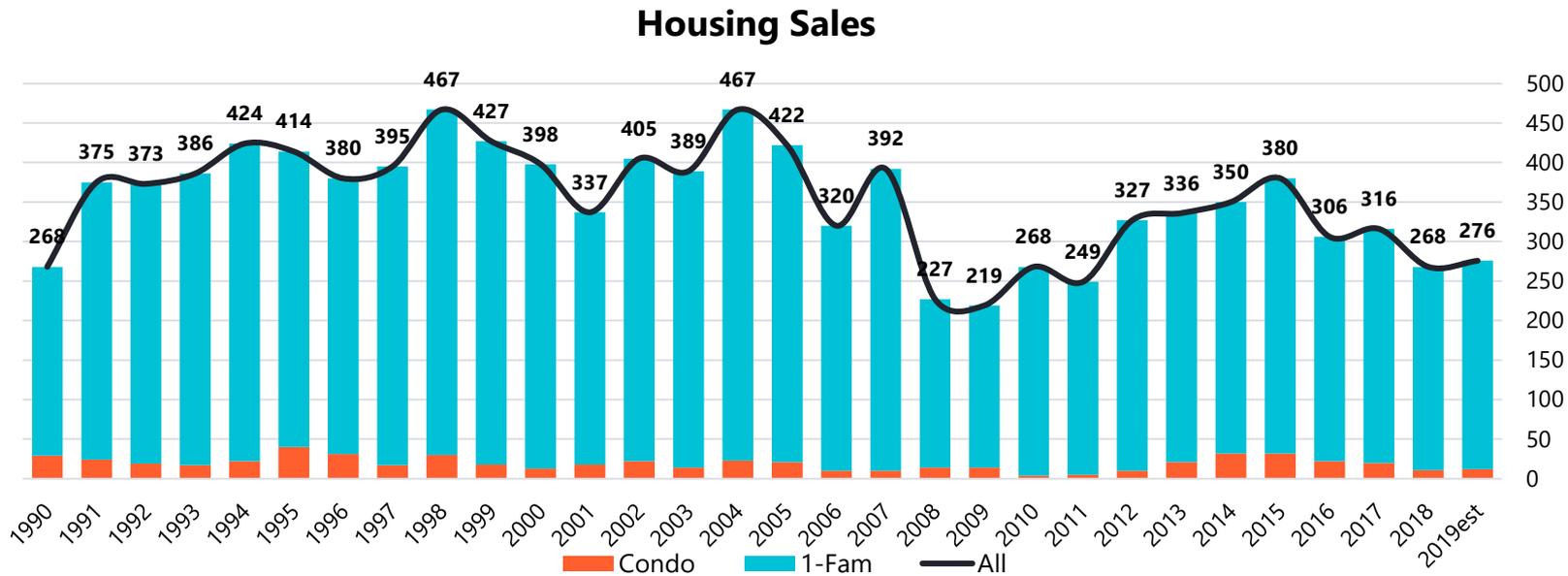
KEY COMMUNITY TRENDS - BIRTHS



Source: Connecticut Department of Public Health (1997 to 2019)
 Preliminary data for 2016 through 2018 were adjusted upwards to account for out of state births
 Data for 2019 was extrapolated for the whole year based on January through June 2019 birth records
 Regression model based on local and county unemployment and annual home sales ($R^2 = .909$)

- Period of steady decline in annual births from 2004 to 2013, decreasing 42%
- Some recovery during 2014 and 2017 (current and next few incoming Kindergarten cohorts)
- Range of birth projections prepared to feed 10-year enrollment projections

KEY COMMUNITY TRENDS - HOUSING



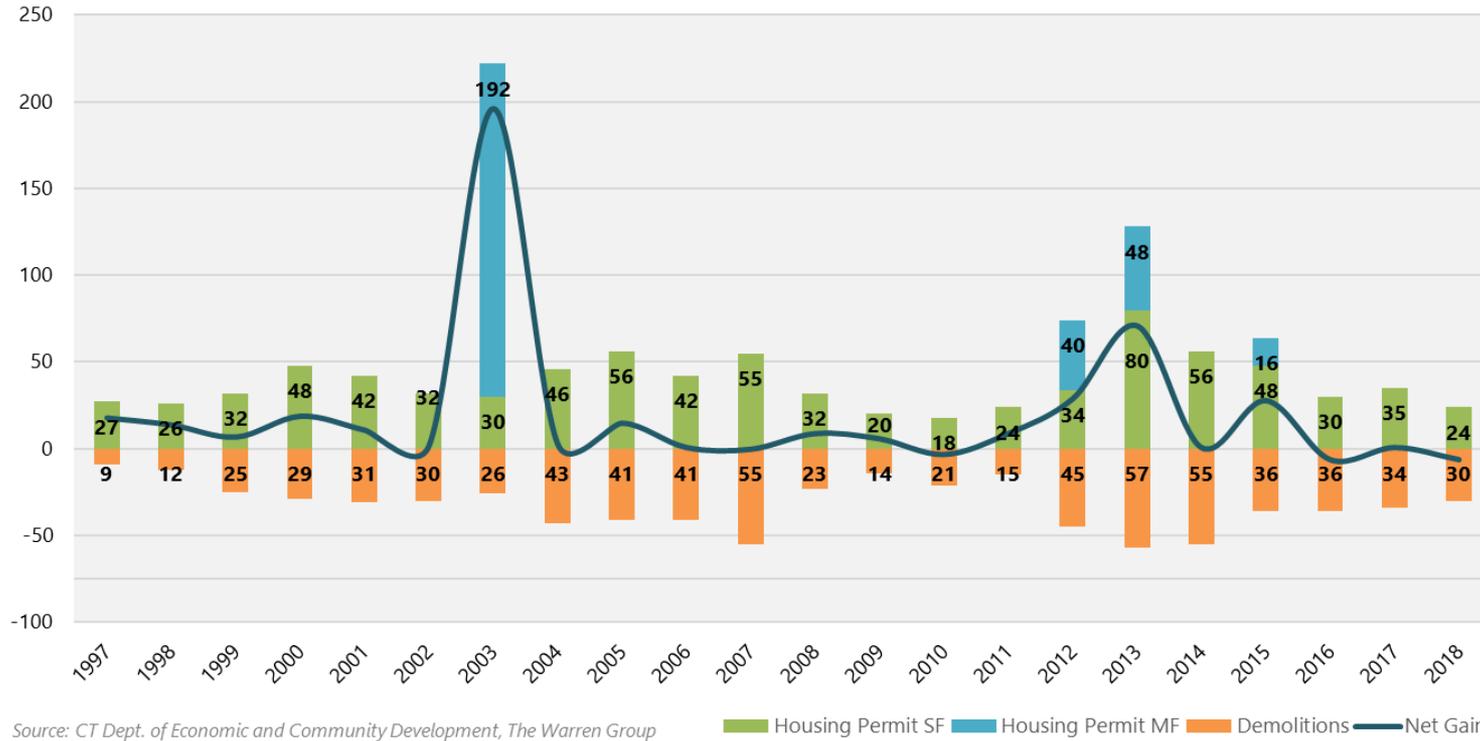
Source: Warren Group

2019 figure is an estimate based on Jan-Aug sales

- Darien housing sales have decreased 10-15% over the last two years (based on estimated 2019 figure)
- Since the most recent peak in housing sales in 2015, home sales are estimated to have decreased by more than 25%

KEY COMMUNITY TRENDS - HOUSING

Darien Housing Permits and Demolitions, 1997 - 2018



- Large jumps in net gain are due to years with high multi-family (MF) housing construction
- Single Family permits generally cancelled out with demolition permits. Trend of “tear down rebuilds” continues

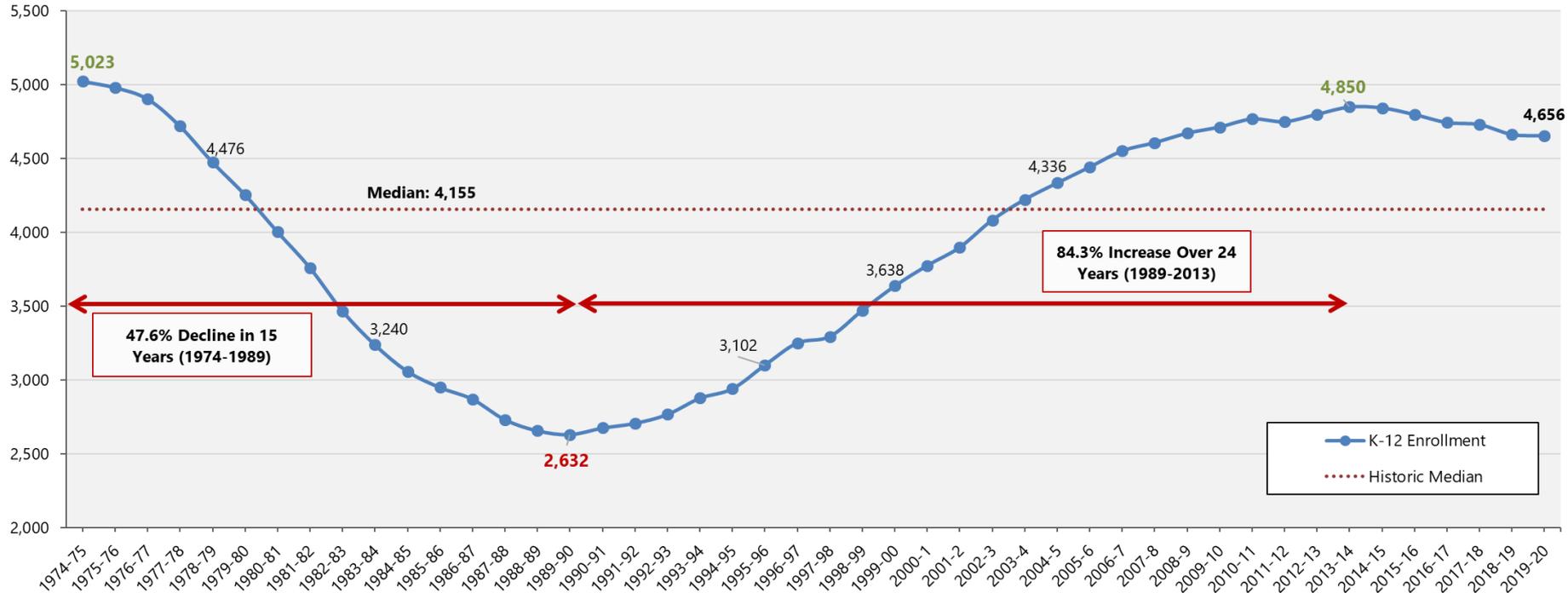


KEY COMMUNITY TRENDS - HOUSING

- Kensett Phase II under construction – total of 14 new units, expect full occupancy by early 2021
- Additional multi-family redevelopment of existing sites in Noroton Heights and Downtown in close proximity to train station
 - Transit-oriented multi-family housing tends not to attract many families (depending on unit size)
 - 181 approved 1-2 bedroom apartment units across two projects across from Noroton Heights Train Station in the Royle Elem. District expected completion in fall 2021
 - 116 approved 1-2 bedroom condo units at Corbin Block in the Tokeneke district expected completion in late 2021 at earliest
 - Some additional elderly/ special needs apartment development at Old Town Hall Homes and Baywater Corbin
- A 16-18 unit apartment proposal for Sedgwick Ave. recently introduced to Planning & Zoning (Royle District)

K-12 Enrollment Trends

Historic Enrollment, Darien Public Schools, K-12th Grade
(1974-75 to 2019-20)

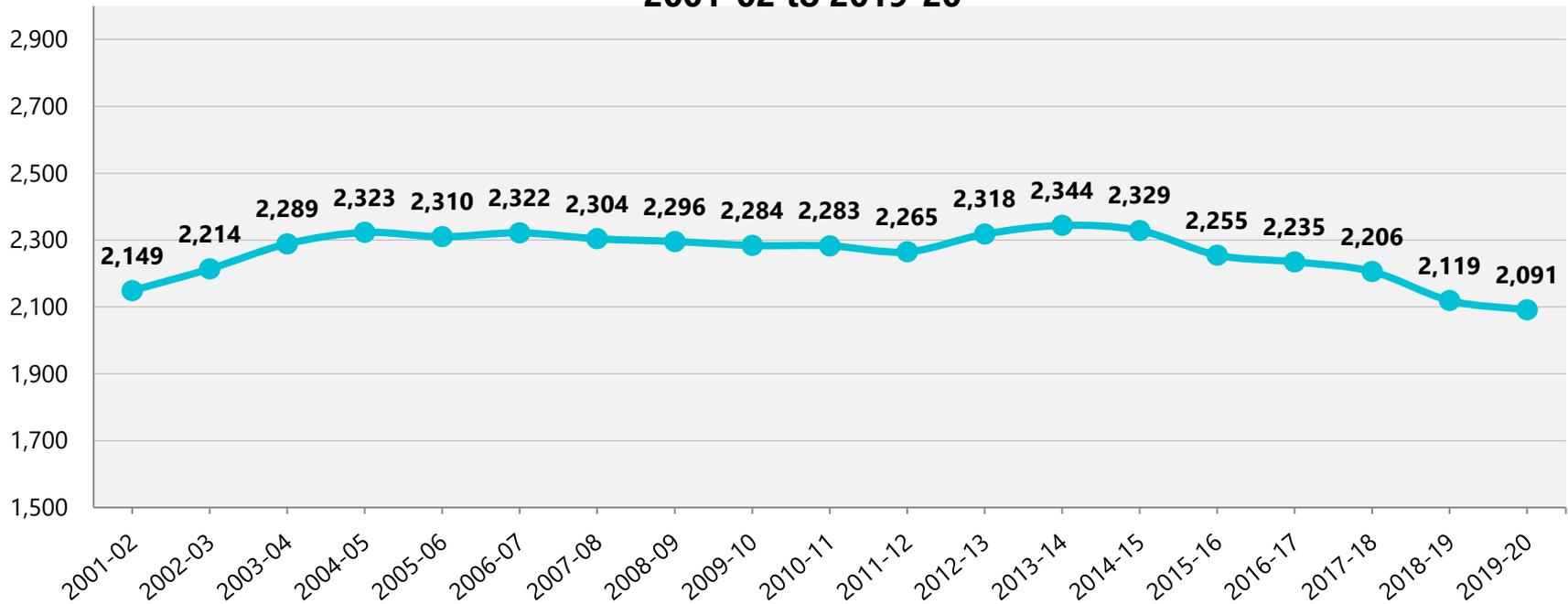


Source: Darien Public Schools: 1974 to 2000 and 2019. Connecticut State Department of Education: 2001 to 2018

- Enrollment growth strongest in the 1990s and early 2000s
- Flattening from 2010 on with a steady decrease between 2014 and 2018
- Darien enrollment peaked 10-years after statewide enrollment peak

K-5 Enrollment Trends

**Darien Public Schools K-5th Grade:
2001-02 to 2019-20**



- Recent peak enrollment in 2013-14
- Decrease of 11% since then, with 6% decrease over the last three years
- Period of latest decline corresponds with depth of annual birth rate decline and housing slow-down since recent peak in 2015

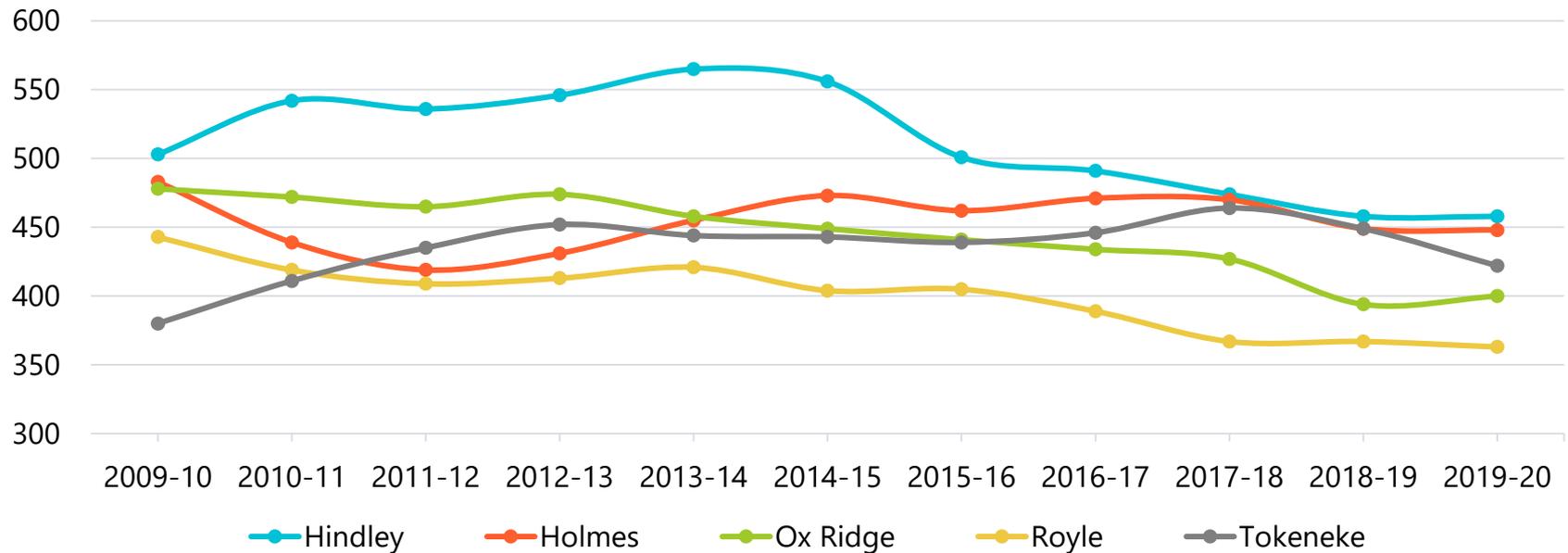
K-5 Enrollment Trends

School Year	Birth Year	Births	K	1	2	3	4	5
2008-09	2003	295	363	399	371	408	365	390
2009-10	2004	335	422	355	389	367	392	359
2010-11	2005	300	379	421	356	369	374	384
2011-12	2006	290	387	369	423	358	367	361
2012-13	2007	273	388	393	371	433	373	360
2013-14	2008	261	398	383	388	372	430	373
2014-15	2009	243	375	406	380	392	367	409
2015-16	2010	221	362	372	402	380	380	359
2016-17	2011	209	367	354	374	400	378	362
2017-18	2012	199	337	363	358	367	402	379
2018-19	2013	193	318	338	367	350	350	396
2019-20	2014	219	345	324	346	376	350	350

- The large 2009-10 Kindergarten cohort entered 10th grade in 2019-20
- Cumulative affect of smaller incoming cohorts over the last three years

Elementary Enrollment Trends

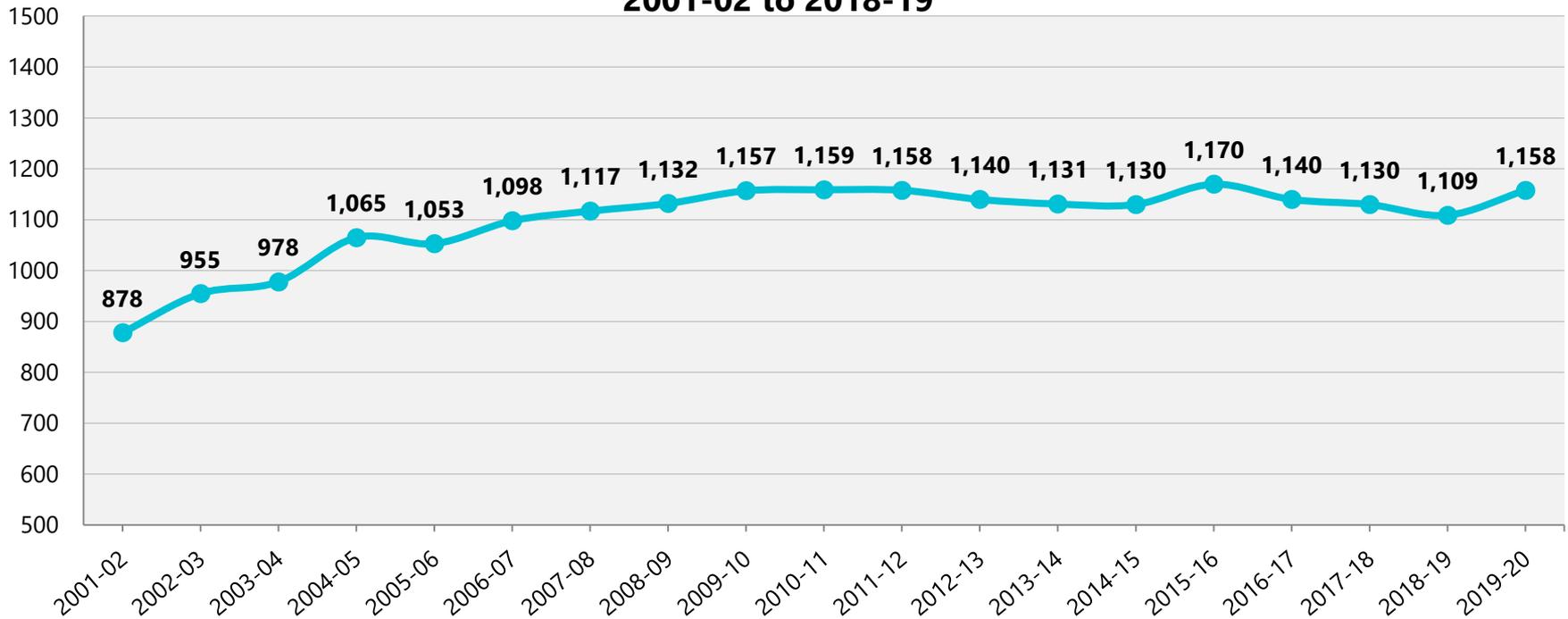
**Historic Elementary (K-5) Enrollment by School
Darien Public Schools, 2009-10 to 2019-20**



- Despite overall decreasing elementary trend, individual school trends vary
- Hindley has experienced the steepest decline in enrollment over the last five years, but levelled off in 2019-20
- Holmes enrollment is level with last year, but down 5% over the last three years
- Tokeneke continued to experience a decrease, with a decline of 9% over the last two years
- Ox Ridge appears to have reached its low in 2018-19, increasing slightly this year
- Royle has shown relative stability over the last three years

6-8 Enrollment Trends

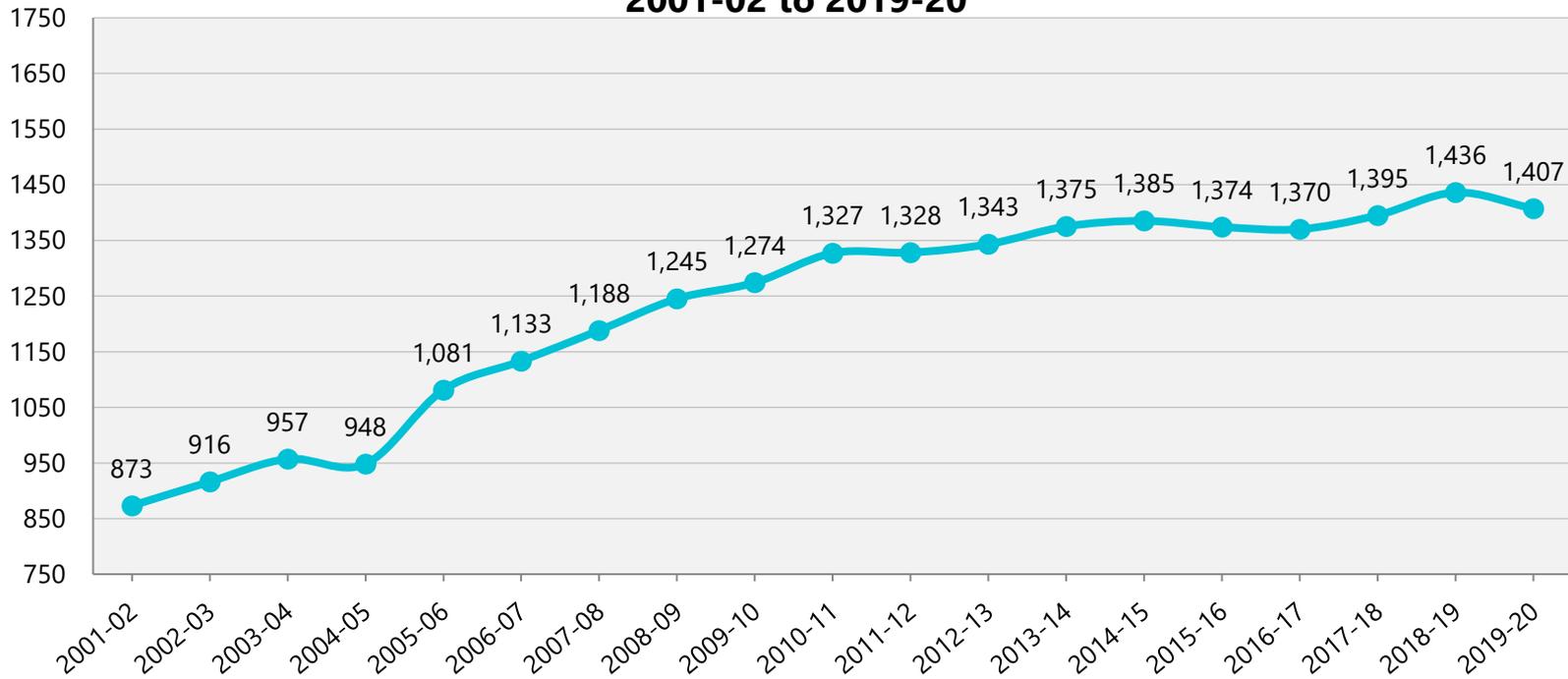
Darien Public Schools 6-8th Grade
2001-02 to 2018-19



- Decreasing trend from 2015-16 to 2018-19 reversed this year with a 4% increase
- Matriculation of unusually small cohort to high school this year

9-12 Enrollment Trends

Darien Public Schools 9-12th Grade
2001-02 to 2019-20



- Period of relative stability from 2013-14 through 2016-17
- Increase from 2016-17 to 2018-19, up 5%
- Small decrease this year

Projections Methodology

Persistency Ratios

- Persistency ratios are calculated from historic enrollment data to determine growth or loss in a class as it progresses through school system
- Persistency ratios account for the various external factors affecting enrollments, including housing characteristics, residential development, economic conditions, student transfers in and out of the system, and student mobility
- Persistency Ratio of 1.0 means cohort size remains the same; 1.05 means the cohort size increases by 5%, or a cohort of 100 grows to 105 the following year
- Changes in population, housing stock and tenure, and economic conditions help explain persistency ratios
- Full-day kindergarten began in 2012-13. Years prior to 2012-13 were not used for B-K and K-1 persistencies

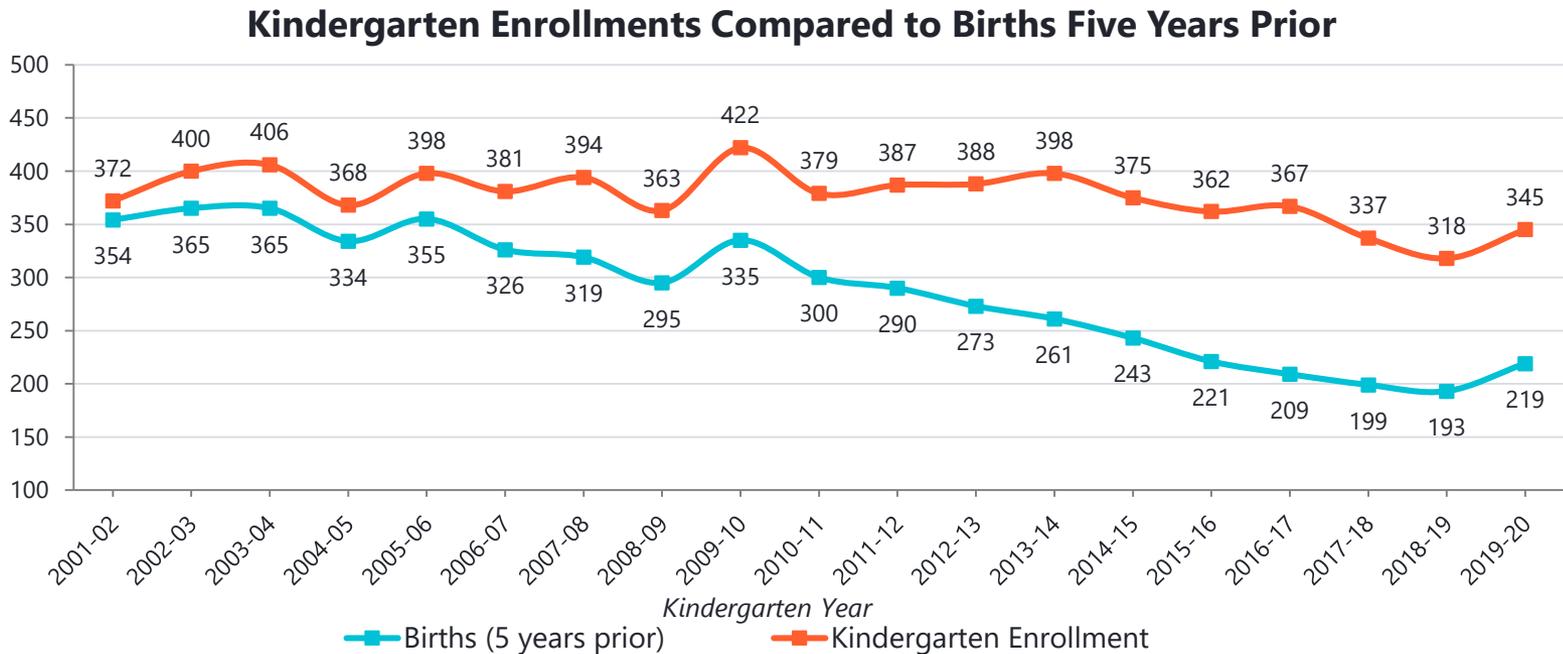


Projection Caveats & Assumptions

These projections are predicated on the following assumptions:

- The district boundaries for each of the schools and primary placement of Avalon Darien in Tokeneke will not change during the projected time horizon;
- There will not be significant changes to deployment of pre-kindergarten programs beyond the planned expansion to approximately 90 students;
- Recent private school enrollment trends will remain stable;
- Trends in children attending a school outside of their designated home attendance zone will not change
- Housing and employment assumptions at the districtwide level will prove accurate
- Estimated housing multipliers for future housing developments hold true

Birth-Kindergarten Ratios



- Increasing disparity between births and kindergarten enrollments during most of this decade indicates in-migration a growing driver of kindergarten enrollment
- In-migration through housing sales supported by demographic and housing analyses
- However, births and K are more consistently correlated over the last three years indicating more stable trend

Overall Persistency Ratios

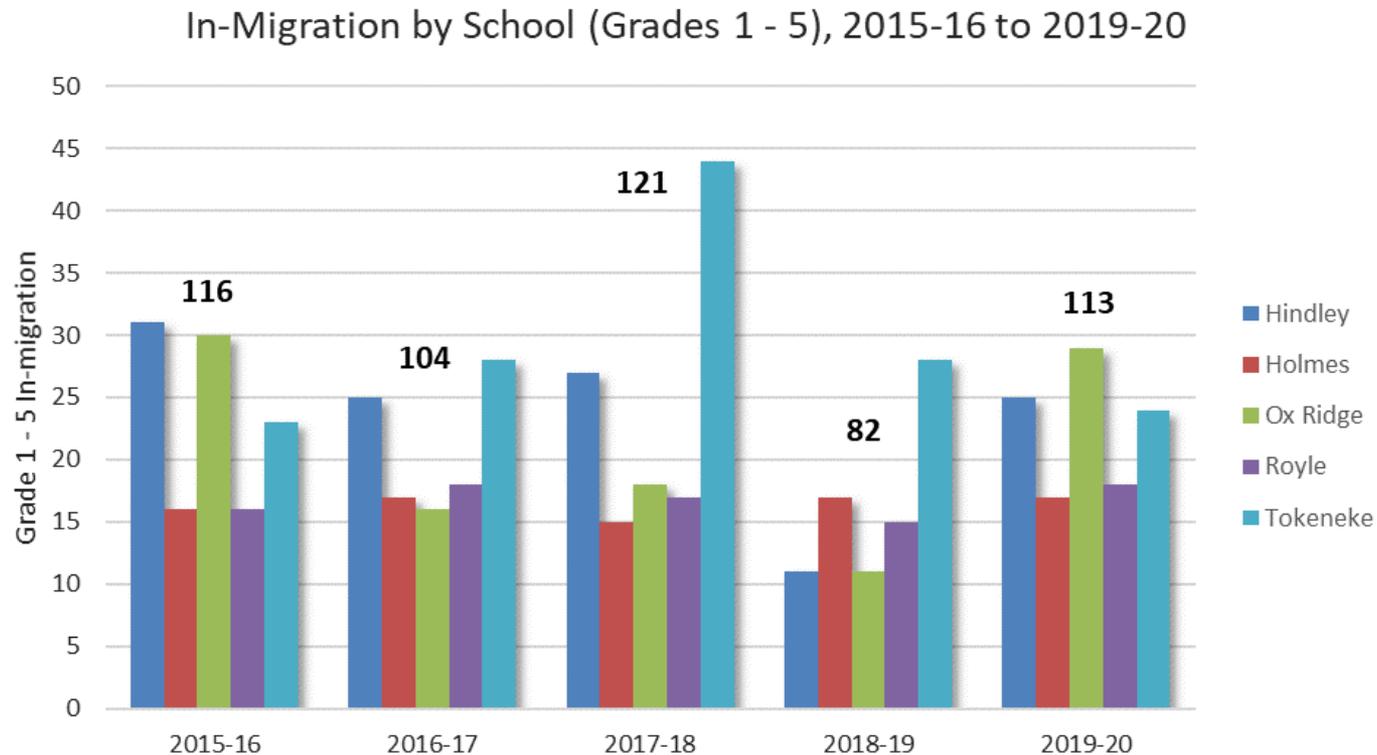
Kindergarten through 12th Grade Persistency Ratios by School Year
2008-2009 to 2019-20

Year	Birth-K	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	Est. of Migration
2008-09	1.2305	1.0127	0.9946	1.0303	0.9812	0.9898	1.0427	0.9923	0.9972	0.9194	0.9758	0.9295	0.9870	0.57%
2009-10	1.2597	0.9780	0.9749	0.9892	0.9608	0.9836	1.0205	0.9744	0.9793	0.9634	0.9444	1.0031	1.0289	-1.56%
2010-11	1.2633	0.9976	1.0028	0.9486	1.0191	0.9796	1.0501	1.0000	1.0079	0.9524	0.9708	0.9690	0.9938	0.00%
2011-12	1.3345	0.9736	1.0048	1.0056	0.9946	0.9652	1.0234	0.9894	0.9849	0.9063	0.9667	0.9518	1.0096	-0.62%
2012-13	1.4212	1.0155	1.0054	1.0236	1.0419	0.9809	1.0471	0.9924	0.9973	0.8954	0.9626	0.9713	1.0095	1.36%
2013-14	1.5249	0.9871	0.9873	1.0027	0.9931	1.0000	1.0167	1.0079	0.9846	0.9409	0.9858	0.9940	1.0237	0.04%
2014-15	1.5432	1.0201	0.9922	1.0103	0.9866	0.9512	1.0241	1.0301	0.9738	0.9688	0.9629	0.9711	1.0210	-0.52%
2015-16	1.6380	0.9920	0.9901	1.0000	0.9694	0.9782	1.0220	0.9817	1.0000	0.9218	0.9462	0.9911	1.0298	-0.78%
2016-17	1.7560	0.9779	1.0054	0.9950	0.9947	0.9526	1.0000	0.9761	0.9947	0.9310	0.9883	0.9773	1.0090	-1.47%
2017-18	1.6935	0.9891	1.0113	0.9813	1.0050	1.0026	1.0249	0.9972	0.9828	0.9223	1.0199	1.0178	1.0145	-0.13%
2018-19	1.6477	1.0030	1.0110	0.9777	0.9537	0.9851	1.0211	0.9892	0.9916	0.9626	0.9738	1.0056	1.0320	-3.33%
2019-20	1.5753	1.0189	1.0237	1.0245	1.0000	1.0000	1.0025	1.0181	1.0000	0.9944	0.9637	0.9612	1.0000	-0.04%
Long Term Avg.	1.3735	1.0043	0.9981	0.9983	0.9910	0.9830	1.0194	0.9968	0.9902	0.9336	0.9676	0.9744	1.0099	
5-Year Avg. (Low)	1.6621	0.9962	1.0083	0.9957	0.9846	0.9837	1.0141	0.9925	0.9938	0.9464	0.9784	0.9906	1.0171	
4-Year Avg.	1.6681	0.9972	1.0129	0.9946	0.9884	0.9851	1.0121	0.9952	0.9923	0.9526	0.9864	0.9905	1.0139	
3-Year Avg. (Mid)	1.6388	1.0037	1.0153	0.9945	0.9862	0.9959	1.0162	1.0015	0.9915	0.9598	0.9858	0.9949	1.0155	
3-Year Wgt Avg. (High)	1.6191	1.0086	1.0174	1.0017	0.9854	0.9955	1.0124	1.0050	0.9943	0.9718	0.9764	0.9854	1.0131	
2-Year Avg	1.6115	1.0110	1.0174	1.0011	0.9769	0.9926	1.0118	1.0037	0.9958	0.9785	0.9688	0.9834	1.0160	

- Decreasing trend in Birth-K ratio apparent over last three years
- Highest 8th – 9th grade persistency of the decade this year
- Estimate of migration calculated from 2nd-7th grades to 3rd – 8th grades – typically shows slight out-migration overall for the district

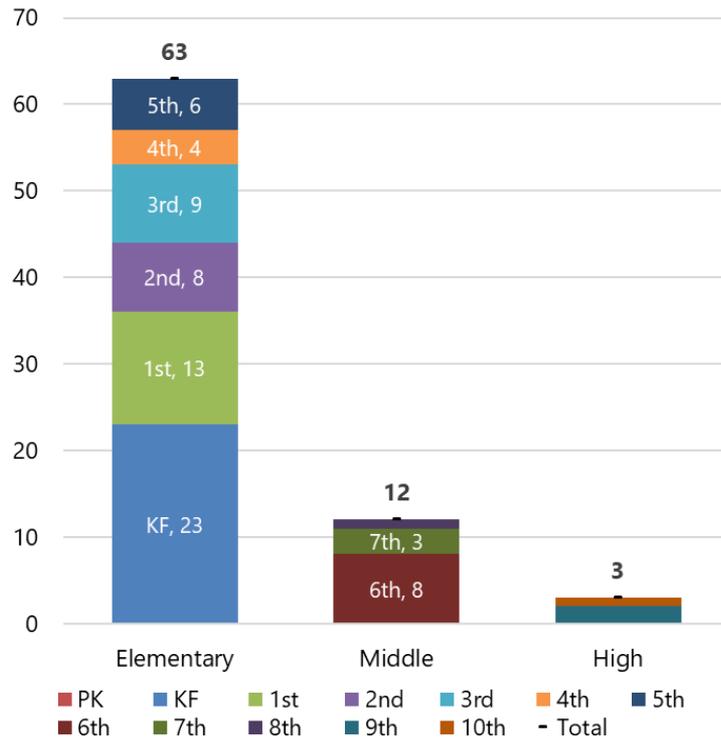
Elementary In-Migration

- 2018-19 saw a dip in elementary in-migration for grades 1-5, while 2019-20 bounced back to previous three-year average
- Highest levels of in-migration in 2019-20 at Ox Ridge and Hindley - each of which experienced a significant jump over last year
- Tokeneke continues to maintain a relatively high level of in-migration (Avalon)

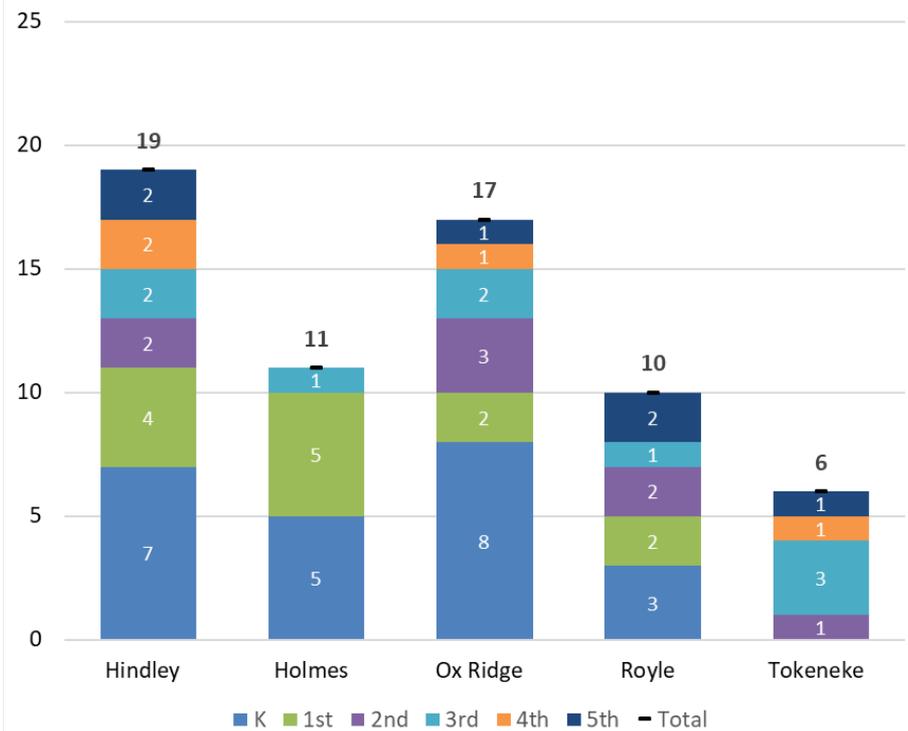


Enrollments from Sales

2019-20 K-12 Students Generated from Housing Sales, Oct. 2018 to Sept. 2019



2019-20 Elementary Students Generated from Housing Sales by District, Oct. 2018 to Sept. 2019



- Average district-wide student multiplier from Oct 2018 – Sept 2019 sales is 0.27 – varies widely at the individual school level from year to year
- Rental housing and or transfers from private schools account for difference between total in-migration and in-migration from sales
- About 35% of new students are tied to home sales in grades 1-5, similar to last year, despite significant difference in sales and in-migration

Students Generated From Housing

Current Housing Multipliers						
Development Name	4-Year Average Enrollment	Total Units	Total Students Generated Per Unit	Students Grades K-5 Generated Per Unit	Students Grades 6-8 Generated Per Unit	Students Grades 9-12 Generated Per Unit
Avalon	92	189	0.49	0.23	0.08	0.17
The Heights at Darien	71	106	0.67	0.36	0.16	0.15
Total	148	330	0.55	0.27	0.11	0.17

- Housing multipliers for existing developments were updated to include 2019-20 enrollment
- Used to determine the students generated from future housing developments, by unit and by grade grouping

Students Generated From Future Housing

Estimated Students Generated From Future Development					
Development Name	Total Units	Total Students Generated Per Unit	Students Grades K-5 Generated Per Unit	Students Grades 6-8 Generated Per Unit	Students Grades 9-12 Generated Per Unit
Noroton Heights Shopping Center (late 2021)	59	33	16	7	10
Federal Realty (late 2021)	122	67	33	14	20
Corbin District Project (2022)	116	64	32	13	19
Total	297	164	81	34	49

* Sedgwick Avenue apartments are currently being reviewed

- Noroton Heights Shopping Center and Federal Realty are both expected to be complete by 2021 - student multipliers for these projects are incorporated in the projections
- Corbin District Project student multipliers have also been incorporated, assuming first students generated in 2022-23 school year

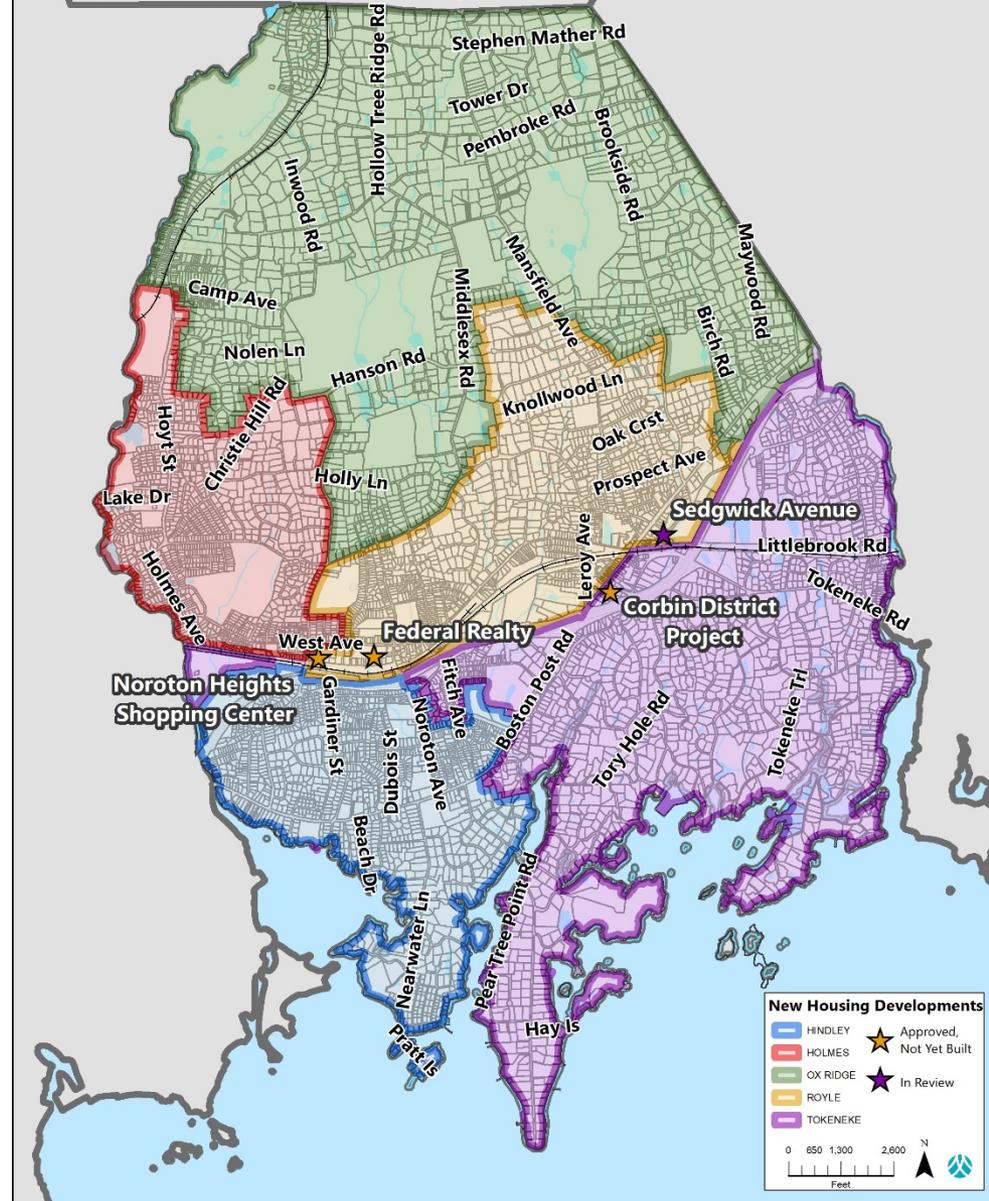
Students Generated From Future Housing

Noroton Heights Shopping Center and Federal Realty are in the Royle Elementary School District

Corbin District Project is in the Tokeneke Elementary School District

Sedgwick Avenue is currently in review but has the potential to impact future Royle enrollment

2019-20 Enrollment Trends & Projections Update - Darien Public Schools



Projections Assumptions

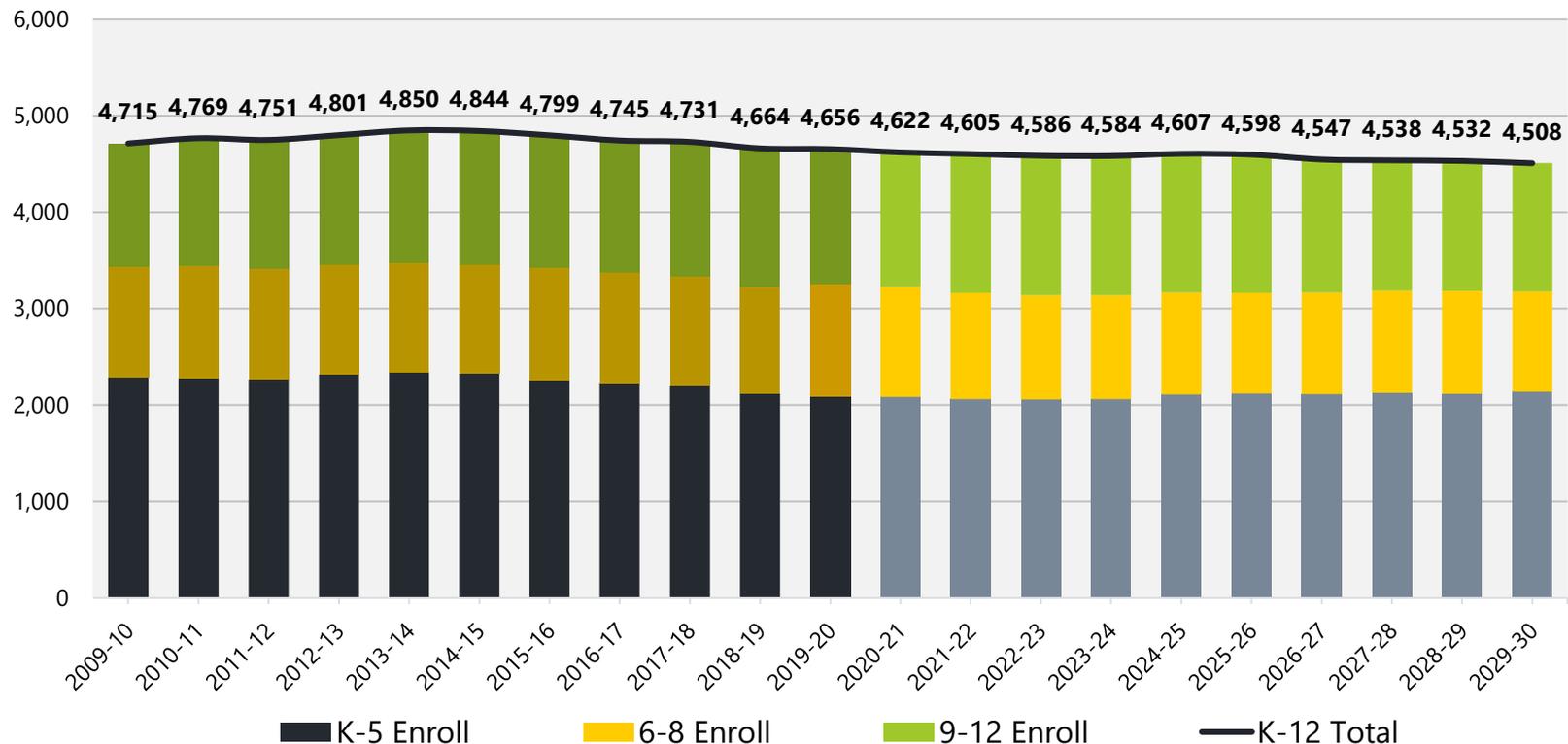
- Three sets of projections based on varying economic, birth and persistency ratio assumptions:
 - Low-growth: slowing of housing market and economy
 - Medium-growth: continuation of current trends: continued strong economy, stable unemployment, and stable housing market
 - High-growth: accelerated economic recovery with quicker decline in unemployment and uptick in housing market
- No change to assumed 90 PreK or program deployment
- Housing Multipliers for approved developments have been applied to all projection models

Assumptions			
	Low Growth	Med Growth	High Growth
Annual Births	186-206	207	213-245
County Unemployment	4.1% - 5%	3.7% - 3.7%	3.2% - 3.5%
Darien Unemployment (Y-1)	3.8% - 4.4%	3.6% - 3.6%	3% - 3.5%
Home Sales	250-271	276	286-325

District Projections - Medium

- **Demographic & Housing Conditions align best with Medium growth**
- Projecting slow decline in total enrollment over 5- and 10-year horizons (-1% and -2% respectively)

**Historic and Projected K-12 Enrollment: 2008-09 to 2029-30
(Medium Projections Model)**



Low Projections

School Year	Birth Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK	Total K-12	Total K-5	Total 6-8	Total 9-12
2019-20	2014	219	345	324	346	376	350	350	397	394	367	353	372	322	360	65	4,656	2,091	1,158	1,407
2020-21	2015	210	338	344	328	344	372	345	354	395	391	347	345	369	328	90	4,600	2,071	1,140	1,389
2021-22	2016	200	322	337	348	326	340	366	349	352	392	370	340	342	375	90	4,559	2,039	1,093	1,427
2022-23	2017	213	345	323	343	348	324	337	372	349	351	373	364	339	350	90	4,518	2,020	1,072	1,426
2023-24	2018	192	315	348	331	345	348	323	344	373	349	336	369	365	349	90	4,495	2,010	1,066	1,419
2024-25	2019	206	343	319	357	334	346	349	329	345	375	334	331	368	373	90	4,503	2,048	1,049	1,406
2025-26	2020	206	345	345	326	357	332	344	352	330	346	358	331	332	378	90	4,476	2,049	1,028	1,399
2026-27	2021	201	337	345	349	323	353	328	345	350	329	329	350	328	337	90	4,403	2,035	1,024	1,344
2027-28	2022	196	329	337	349	346	319	349	329	343	348	313	321	347	333	90	4,363	2,029	1,020	1,314
2028-29	2023	191	321	329	341	346	342	315	350	327	341	331	306	318	353	90	4,320	1,994	1,018	1,308
2029-30	2024	186	313	321	333	338	342	338	316	348	326	324	323	303	323	90	4,248	1,985	990	1,273

School Year	Low Projections		K-12th		K-5th		6th-8th		9th-12th	
	TOTAL	% Change	K-5 Total	% Change	6-8 Total	% Change	9-12 Total	% Change		
2019-20	4,656	0.00%	2,091	0.00%	1,158	0.00%	1,407	0.00%		
2020-21	4,600	-1.20%	2,071	-0.96%	1,140	-1.55%	1,389	-1.28%		
2021-22	4,559	-0.89%	2,039	-1.55%	1,093	-4.12%	1,427	2.74%		
2022-23	4,518	-0.90%	2,020	-0.93%	1,072	-1.92%	1,426	-0.07%		
2023-24	4,495	-0.51%	2,010	-0.50%	1,066	-0.56%	1,419	-0.49%		
2024-25	4,503	0.18%	2,048	1.89%	1,049	-1.59%	1,406	-0.92%		
2025-26	4,476	-0.60%	2,049	0.05%	1,028	-2.00%	1,399	-0.50%		
2026-27	4,403	-1.63%	2,035	-0.68%	1,024	-0.39%	1,344	-3.93%		
2027-28	4,363	-0.91%	2,029	-0.29%	1,020	-0.39%	1,314	-2.23%		
2028-29	4,320	-0.99%	1,994	-1.72%	1,018	-0.20%	1,308	-0.46%		
2029-30	4,248	-1.67%	1,985	-0.45%	990	-2.75%	1,273	-2.68%		

1st 5-YR Percent Change	-3.3%	-2.1%	-9.4%	-0.1%
2nd 5-YR Percent Change	-5.7%	-3.1%	-5.6%	-9.5%
10-YR Percent Change	-8.8%	-5.1%	-14.5%	-9.5%

Medium Projections

School Year	Birth Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK	Total K-12	Total K-5	Total 6-8	Total 9-12
2019-20	2014	219	345	324	346	376	350	350	397	394	367	353	372	322	360	65	4,656	2,091	1,158	1,407
2020-21	2015	210	344	349	330	346	367	347	354	398	392	350	348	370	327	90	4,622	2,083	1,144	1,395
2021-22	2016	200	328	348	355	330	338	364	351	355	396	373	345	346	376	90	4,605	2,063	1,102	1,440
2022-23	2017	213	351	334	356	357	324	337	370	354	356	379	370	345	353	90	4,586	2,059	1,080	1,447
2023-24	2018	192	321	359	344	360	353	326	344	374	356	343	378	372	354	90	4,584	2,063	1,074	1,447
2024-25	2019	206	349	329	370	349	357	356	332	348	377	342	340	378	380	90	4,607	2,110	1,057	1,440
2025-26	2020	207	352	356	338	372	343	357	359	336	351	363	341	342	388	90	4,598	2,118	1,046	1,434
2026-27	2021	207	352	357	362	337	364	342	358	360	336	336	357	339	347	90	4,547	2,114	1,054	1,379
2027-28	2022	207	352	357	363	361	330	362	343	359	360	322	330	355	344	90	4,538	2,125	1,062	1,351
2028-29	2023	207	352	357	363	362	353	329	363	344	359	345	317	328	360	90	4,532	2,116	1,066	1,350
2029-30	2024	207	352	357	363	362	354	351	330	364	344	344	339	315	333	90	4,508	2,139	1,038	1,331

Medium Projections	K-12th		K-5th		6th-8th		9th-12th	
	School Year	TOTAL	% Change	K-5 Total	% Change	6-8 Total	% Change	9-12 Total
2019-20	4,656	-1.61%	2,091	-5.21%	1,158	2.42%	1,407	0.86%
2020-21	4,622	-0.73%	2,083	-0.38%	1,144	-1.21%	1,395	-0.85%
2021-22	4,605	-0.37%	2,063	-0.96%	1,102	-3.67%	1,440	3.23%
2022-23	4,586	-0.41%	2,059	-0.19%	1,080	-2.00%	1,447	0.49%
2023-24	4,584	-0.04%	2,063	0.19%	1,074	-0.56%	1,447	0.00%
2024-25	4,607	0.50%	2,110	2.28%	1,057	-1.58%	1,440	-0.48%
2025-26	4,598	-0.20%	2,118	0.38%	1,046	-1.04%	1,434	-0.42%
2026-27	4,547	-1.11%	2,114	-0.19%	1,054	0.76%	1,379	-3.84%
2027-28	4,538	-0.20%	2,125	0.52%	1,062	0.76%	1,351	-2.03%
2028-29	4,532	-0.13%	2,116	-0.42%	1,066	0.38%	1,350	-0.07%
2029-30	4,508	-0.53%	2,139	1.09%	1,038	-2.63%	1,331	-1.41%

1st 5-YR Percent Change	-1.1%	0.9%	-8.7%	2.3%
2nd 5-YR Percent Change	-2.1%	1.4%	-1.8%	-7.6%
10-YR Percent Change	-3.2%	2.3%	-10.4%	-5.4%

High Projections

School Year	Birth Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK	Total K-12	Total K-5	Total 6-8	Total 9-12
2019-20	2014	219	345	324	346	376	350	350	397	394	367	353	372	322	360	65	4,656	2,091	1,158	1,407
2020-21	2015	210	350	348	330	347	371	348	354	399	392	357	345	367	326	90	4,634	2,094	1,145	1,395
2021-22	2016	200	334	353	354	331	342	369	352	356	397	381	349	340	372	90	4,630	2,083	1,105	1,442
2022-23	2017	213	357	339	361	357	328	342	376	356	356	388	374	346	346	90	4,626	2,084	1,088	1,454
2023-24	2018	192	326	364	349	366	356	331	349	381	357	350	383	373	355	90	4,640	2,092	1,087	1,461
2024-25	2019	206	355	334	375	355	366	360	337	354	384	350	344	379	380	90	4,673	2,145	1,075	1,453
2025-26	2020	213	362	361	343	378	352	367	363	342	356	376	346	343	388	90	4,677	2,163	1,061	1,453
2026-27	2021	221	375	366	367	343	373	351	368	365	341	347	366	341	347	90	4,650	2,175	1,074	1,401
2027-28	2022	229	382	379	372	367	338	372	352	370	364	333	338	361	345	90	4,673	2,210	1,086	1,377
2028-29	2023	237	395	386	385	372	362	338	373	354	369	355	324	333	366	90	4,712	2,238	1,096	1,378
2029-30	2024	245	400	399	392	385	367	361	339	375	353	360	346	319	337	90	4,733	2,304	1,067	1,362

High Projections	K-12th		K-5th		6th-8th		9th-12th	
	School Year	TOTAL	% Change	K-5 Total	% Change	6-8 Total	% Change	9-12 Total
2019-20	4,656	-1.61%	2,091	-5.21%	1,158	2.42%	1,407	0.86%
2020-21	4,634	-0.47%	2,094	0.14%	1,145	-1.12%	1,395	-0.85%
2021-22	4,630	-0.09%	2,083	-0.53%	1,105	-3.49%	1,442	3.37%
2022-23	4,626	-0.09%	2,084	0.05%	1,088	-1.54%	1,454	0.83%
2023-24	4,640	0.30%	2,092	0.38%	1,087	-0.09%	1,461	0.48%
2024-25	4,673	0.71%	2,145	2.53%	1,075	-1.10%	1,453	-0.55%
2025-26	4,677	0.09%	2,163	0.84%	1,061	-1.30%	1,453	0.00%
2026-27	4,650	-0.58%	2,175	0.55%	1,074	1.23%	1,401	-3.58%
2027-28	4,673	0.49%	2,210	1.61%	1,086	1.12%	1,377	-1.71%
2028-29	4,712	0.83%	2,238	1.27%	1,096	0.92%	1,378	0.07%
2029-30	4,733	0.45%	2,304	2.95%	1,067	-2.65%	1,362	-1.16%

1st 5-YR Percent Change	0.4%	2.6%	-7.2%	3.3%
2nd 5-YR Percent Change	1.3%	7.4%	-0.7%	-6.3%
10-YR Percent Change	1.7%	10.2%	-7.9%	-3.2%



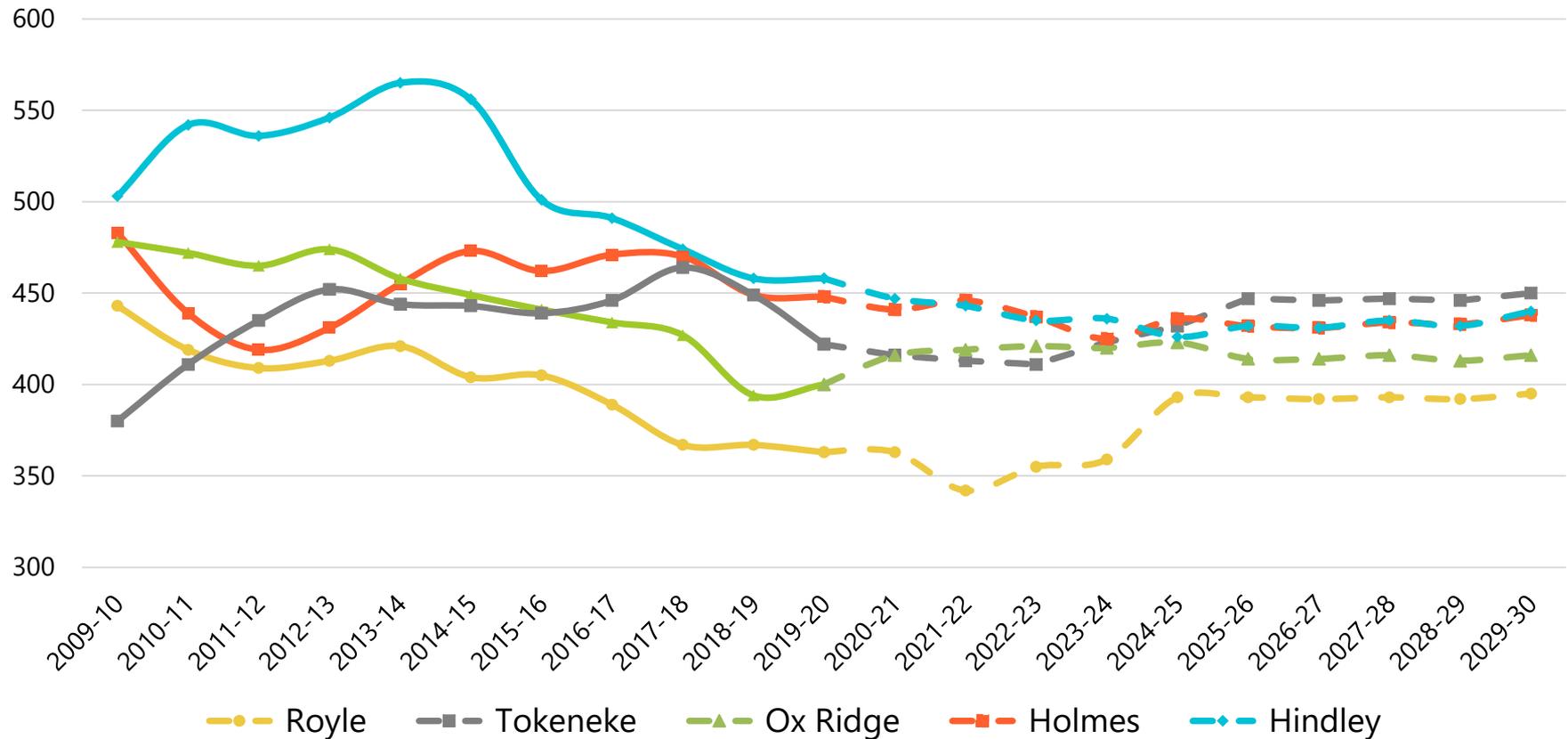
District Projection - Summary

- Next year's projected enrollment – decrease of less than 1% for K-12
 - Elementary schools decrease by only 0.4%
 - Middle school decreases by 1.2%
 - High school decreases 0.9%
- Over the next three years:
 - Elementary school projected to decrease by 1.5%
 - Middle school projected to decrease by 6.7%
 - High school projected to increase by 2.8% in total
- Beyond five years
 - Total K-5 enrollment is projected to remain relatively stable until last year of projection horizon
 - Middle school enrollment is projected to remain between 1,040 and 1,070 students until 2029-30, when additional decrease is projected
 - High school enrollment is projected to steadily decline beginning in 2024-25

Elementary (Elem) School Projections

- Demographic & Housing Conditions align best with Medium Proj. Model

Medium Enrollment Projections (K-5) Enrollment by School Darien Public Schools, 2009-10 to 2029-30



Elem School Projections (Medium)

Darrien Public Schools Elementary School Enrollment Projections 2020-21							
School	K	1	2	3	4	5	K-5th
Hindley	72	66	84	68	83	74	447
Holmes	74	79	63	79	85	61	441
Ox Ridge	69	76	66	70	70	65	416
Royle	62	61	50	61	55	74	363
Tokeneke	67	67	67	68	74	73	416
TOTAL	344	349	330	346	367	347	2083

Darrien Public Schools Elementary School Enrollment Projections 2024-25							
School	K	1	2	3	4	5	K-5th
Hindley	70	66	75	72	74	69	426
Holmes	73	68	79	71	71	74	436
Ox Ridge	68	63	73	70	71	78	423
Royle	70	65	67	63	65	63	393
Tokeneke	68	67	76	73	76	72	432
TOTAL	349	329	370	349	357	356	2110

Darrien Public Schools Elementary School Enrollment Projections 2027-28							
School	K	1	2	3	4	5	K-5th
Hindley	71	71	74	75	69	75	435
Holmes	74	75	76	73	64	72	434
Ox Ridge	68	67	71	72	66	72	416
Royle	69	69	65	65	60	65	393
Tokeneke	70	75	77	76	71	78	447
TOTAL	352	357	363	361	330	362	2125

Darrien Public Schools Elementary School Enrollment Projections 2021-22							
School	K	1	2	3	4	5	K-5th
Hindley	69	72	68	83	67	84	443
Holmes	72	75	80	62	74	83	446
Ox Ridge	65	68	81	68	68	69	419
Royle	59	62	57	49	61	54	342
Tokeneke	63	71	69	68	68	74	413
TOTAL	328	348	355	330	338	364	2063

Darrien Public Schools Elementary School Enrollment Projections 2025-26							
School	K	1	2	3	4	5	K-5th
Hindley	72	70	68	76	72	74	432
Holmes	74	74	70	76	67	71	432
Ox Ridge	68	67	66	75	68	70	414
Royle	69	70	62	66	62	64	393
Tokeneke	69	75	72	79	74	78	447
TOTAL	352	356	338	372	343	357	2118

Darrien Public Schools Elementary School Enrollment Projections 2028-29							
School	K	1	2	3	4	5	K-5th
Hindley	71	71	75	74	72	69	432
Holmes	74	75	76	74	70	64	433
Ox Ridge	68	67	70	73	70	65	413
Royle	69	69	65	64	65	60	392
Tokeneke	70	75	77	77	76	71	446
TOTAL	352	357	363	362	353	329	2116

Darrien Public Schools Elementary School Enrollment Projections 2022-23							
School	K	1	2	3	4	5	K-5th
Hindley	73	69	74	70	81	68	435
Holmes	75	72	78	78	59	75	437
Ox Ridge	71	65	71	81	66	67	421
Royle	65	61	60	58	51	60	355
Tokeneke	67	67	73	70	67	67	411
TOTAL	351	334	356	357	324	337	2059

Darrien Public Schools Elementary School Enrollment Projections 2026-27							
School	K	1	2	3	4	5	K-5th
Hindley	71	71	73	69	75	72	431
Holmes	74	74	76	68	72	67	431
Ox Ridge	68	68	70	68	73	67	414
Royle	69	69	66	60	66	62	392
Tokeneke	70	75	77	72	78	74	446
TOTAL	352	357	362	337	364	342	2114

Darrien Public Schools Elementary School Enrollment Projections 2029-30							
School	K	1	2	3	4	5	K-5th
Hindley	71	71	75	75	73	75	440
Holmes	74	75	76	74	70	69	438
Ox Ridge	68	67	70	72	71	68	416
Royle	69	69	65	64	64	64	395
Tokeneke	70	75	77	77	76	75	450
TOTAL	352	357	363	362	354	351	2139

Darrien Public Schools Elementary School Enrollment Projections 2023-24							
School	K	1	2	3	4	5	K-5th
Hindley	66	73	72	75	68	82	436
Holmes	69	76	72	75	74	59	425
Ox Ridge	63	70	69	73	80	65	420
Royle	61	67	59	61	60	51	359
Tokeneke	62	73	72	76	71	69	423
TOTAL	321	359	344	360	353	326	2063

DARIEN PUBLIC SCHOOLS

Contemplated Gift Form

Gift intended for:
(Check appropriate responses)

Hindley
 Holmes
 Ox Ridge

Royle

Tokeneke

Middlesex Middle School

Darien High School

District

Person(s) or Group Offering Gift(s)

Royle PTO

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

Name Beth Jacobs/Ellen Abbott
Royle PTO c-chairs

Address 133 Mansfield Ave
Darien, CT 06820

Tele. 203-655-0044

Fax. _____

e-mail bethregan@optonline.net
emsinger@gmail.com

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

The Royle PTO would like to gift Royle Elementary School with a Gaga pit for the playground (value: \$2,175.50). The model is made from composite lumber that does not warp or age with the elements and has predrilled holes for easy assembly. The gaga pit is a 25'w x 30'h octagon shape. The purpose of this gift is to increase social and play opportunities at recess.

Please answer the following questions.

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

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

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

_____ 500-1,000

_____ 5,000-10,000

_____ 1,000-2,000

_____ 10,000-15,000

X 2,000-3,000

_____ 15,000-20,000

_____ 3,000-4,000

_____ 20,000+

_____ 4,000-5,000

Do not write below this line

Status: Date received by Superintendent 10/28/19

Notes on actions by Superintendent of Schools-

Discussion with School Principal
Visited Location

Actions, if any, by the Board of Education-

Final disposition of the gift offer-

Memorandum

To: Board of Education

From: Michael Burke
Marge Cion

Date: November 12, 2019

Re: Revisions to Board Policy 9310; Adoption of Board Policy 5820; Repeal and Replace Policy 5030

Public Act 19-60, adopted in July 2019, provides that students age six or older may possess and self-apply over-the-counter sunscreen before outdoor activities at school, provided that the parent or guardian has given written authorization to the school nurse. Board Policy 5820 reflects this change in law and directs schools to develop procedures for its implementation. The policy also includes a form for the authorization from the parent or guardian.

Enclosed with the Board's agenda is the current Board Policy 3050 relating to Budget Transfers as well as the proposed Shipman and Goodwin Model Policy 3050. We are requesting that the Board of Education repeal current Board Policy 3050 and replace it with the red-lined version included with the agenda. There are only two substantive changes to this policy. The first is the list of broad budget categories within which the Superintendent may make transfers that are later reported to the Board of Education. Mr. Rudl is recommending that the Board adopt the eight budget categories contained in the CABE model policy as well as a ninth category, "Revenue." Weston, Westport, New Canaan and Norwalk have all adopted the eight categories in their respective budget transfer policies. These categories also align with the categories that the State of Connecticut requires for its financial reports. Mr. Rudl would like to include "Revenue" as an additional broad category since Darien, unlike some of the other districts, collects revenue from a variety of sources. The second substantive change requires the Board of Education to consider recommendations from the Town's Fiscal Authority relating to the consolidation of non-educational services and, if the Board rejects those recommendations, to provide a written explanation for the rejection. The policy also gives the Board of Education some flexibility with the timing of its monthly finance reports and clarifies the Superintendent's authority to make transfers within the broad budgetary categories.

The administration is also requesting a revision to Board Policy 9310, which would codify the Board's practice of limiting each speaker to three (3) minutes. The prohibition on complaints regarding school personnel has been eliminated since this type of prohibition, "viewpoint discrimination," would be prohibited under the First Amendment. In addition, on the advice of Tom Mooney, we have changed the provision prohibiting "boisterous" conduct to "disruptive" conduct since this is a more typical standard and would not include conduct

which could potentially be proper at a Board of Education meeting, such as noisy, cheerful or energetic conduct. Finally, the policy has been revised to allow public comment on any subject that lies within the Board's jurisdiction rather than allowing public comment only on items appearing on the Board's agenda.

Darien Public Schools

Darien, Connecticut

Series 9300
Board Meetings

Policy 9310

MEETING CONDUCT

1. Meeting Conduct
 - A. Meetings of the Board of Education shall be conducted by the Chairperson in a manner consistent with the provisions of the Freedom of Information Act and the adopted bylaws of the Board.
 - B. All Board meetings shall commence at, or as close as practicable to, the stated time, provided there is a quorum.
 - C. All regular and special Board meetings shall be guided by an agenda which will have been prepared and delivered in advance to all Board members and other designated persons.
 - D. Except as otherwise provided by law, by regulation of the State Department of Education, or by these bylaws, Robert's Rules of Order shall govern the proceedings of the Board, unless a majority of the Board present and voting shall vote otherwise.

2. Procedures for Telephonic Participation
 - A. Board members may participate in meetings telephonically under the conditions set forth herein. When such conditions are met, any Board member participating telephonically shall not be counted for the purpose of constituting a quorum. Conditions for participation are as follows:
 1. The facility that is made available to the public that wishes to attend the meeting must be located where the greatest number of Board of Education members are located;
 2. Any physical or demonstrable material that is used in the course of the proceedings must be present in the place where the public is located; and
 3. All those in attendance at the meeting, at whatever location, must be able to hear and identify all participants in the proceeding, including their individual remarks and votes.

Darien Public Schools

Darien, Connecticut

- B. When a Board member is participating in a meeting telephonically, the Chairperson shall take the necessary steps to ensure that the three conditions enumerated above are met. In addition, the Chairperson shall take the necessary steps to ensure that a Board member participating telephonically has adequate opportunity to express himself/herself in Board discussion, including the opportunity to take the floor and make motions.

3. Public Address

- A. Board meetings are conducted for the purpose of carrying on the business of the schools, and therefore are not public meetings but are meetings held in public.

- B. The Board may permit any individual or group to address the Board concerning any item on the Board's regular meeting agenda any subject that lies within its jurisdiction, except complaints regarding school personnel, during a portion of the meeting so designated for such purpose.

- (1) No boisterous-disruptive conduct shall be permitted at any Board of Education meeting. Persistence in boisterous-disruptive conduct shall be grounds for summary termination, by the Chairperson, of that person's privilege of address.

- (2) All speakers must identify themselves by name and address.

- (3) Three (3) minutes may be allotted to each speaker.

- (4) A Board of Education member shall be appointed by the Chairperson prior to the meeting to act as timekeeper for the meeting if deemed necessary by the Chairperson.

4. Broadcasting and Taping of Meetings

- A. While the Board is mindful of the importance of full media coverage, it must be able to conduct its business with a minimum of distraction.

- B. The media, including but not limited to reporters and cameras, shall be as inconspicuous as possible during meetings and shall handle their functions in such a manner as not to disturb the Board's proceedings.

Legal References:

Connecticut General Statutes
1-200 Definitions

Darien Public Schools

Darien, Connecticut

- 1-206 Denial of access of public records or meeting. Notice. Appeal.
- 1-225 Meetings of government agencies to be public.
- 1-232 Conduct of meetings. (re: disturbances)

Freedom of Information Commission Advisory Opinion #41 (April 9, 1980)

ADOPTED: **December 9, 2008**

REVISED: _____

DARIEN PUBLIC SCHOOLS

Darien, Connecticut

SERIES 3000: BUSINESS POLICY 3050

BOARD BUDGET PROCEDURES AND LINE ITEM TRANSFERS

In accordance with Conn. Gen. Stat. § 10-222, the Board of Education shall prepare an itemized estimate of its budget each year for submission to the fiscal authority (i.e. Board of Finance, Board of Selectmen, Town Council, or other appropriating municipal authority) for review and appropriation. The fiscal authority shall, within ten (10) days of receipt of the Board's cost estimate, provide the Board with suggestions and recommendations as to how it may consolidate non-educational services and realize financial efficiencies.

For purposes of this policy, an itemized estimate means an estimate in which the following broad budgetary categories are divided into one or more line items.

- Salaries
- Employee Benefits
- Purchased Services
- Tuition, Public In-State
- Tuition, All Other
- Supplies
- Property
- Utilities
- Grounds Maintenance
- Other

The Board of Education shall review the recommendations and suggestions made by the fiscal authority. If the Board rejects such suggestions and recommendations it shall provide the fiscal authority a written explanation of the reason for the rejection.

Following the annual appropriation, the Board of Education shall meet and revise such itemized estimate, if necessary, and adopt a final appropriated budget for the year. Line items in the budget may be allocated more specifically by the Superintendent or his/her designee in the development, administration and monitoring of the budget.

The Superintendent and/or his/her designee shall be responsible for administering and monitoring the budget through the course of the year. The Superintendent or his/her designee shall maintain a system of appropriate expenditures and encumbrance accounting that is organized to conform with the requirements for State and Federal Accounting Reports. At least quarterly, a budget report shall be prepared in the same format as the annual budget showing for each line item the appropriated budget amount, expenditure to date (to include encumbered and expended amounts), projected

expenditures, difference between the projected expenditures and the appropriation, and general comments indicating the reasons for the difference.

Based on expenditures and budget projections, with such budget reports, the Superintendent shall recommend to the Board of Education transfers from one line item (as set forth above) to another as needed.

The Superintendent is authorized to make such transfers as necessary if the urgent need for transfer prevents the Board of Education from meeting in a timely fashion to consider the transfer, provided that such transfers by the Superintendent shall not exceed five percent (5%) of the annual budget. Transfers made in such instances shall be announced at the next regularly scheduled meeting of the Board of Education and a written explanation of such transfer shall be provided to the fiscal authority (i.e. Board of Finance, Board of Selectmen, Town Council, or other appropriating municipal authority) and transfers subsequently ratified by the Board at any such meeting shall not be counted in the limitation on the authority of the Superintendent to make transfers.

The Board of Education shall not expend more than the amount of the appropriation and the amount of money received from other sources for school purposes. If any occasion arises whereby additional funds are needed by Board of Education, the Chairperson of the Board shall notify the fiscal authority (i.e. Board of Finance, Board of Selectmen, Town Council or other appropriating municipal authority) and submit a request for such necessary additional funds. No additional funds shall be expended until such supplemental appropriation is granted and no supplemental expenditures shall be made in excess of those so authorized.

Legal Reference:

Conn. Gen. Stat. § 10-221

§ 10-222

Public Act 13-60, An Act Concerning Consolidation of Non-educational Services

APPROVED BY THE BOARD OF EDUCATION: November 22, 1977

REVISED BY THE BOARD OF EDUCATION: April 21, 2015

Series 3000
Business [Policy 3050](#)

BOARD BUDGET PROCEDURES AND LINE ITEM TRANSFERS
(Local Board of Education Version)

In accordance with Conn. Gen. Stat. § 10-222, the Board of Education shall prepare an itemized estimate of its budget each year for submission to the fiscal authority ([i.e. Board of Finance, Board of Selectmen, Town Council, or other appropriating municipal authority](#)) (the “Fiscal Authority”) for review and appropriation. For purposes of this policy, an itemized estimate means an estimate in which the following broad budgetary categories [listed below](#) are divided into one or more [budgetary category](#) line items.

~~Salaries~~
~~Employee Benefits~~
~~Purchased Services~~
~~Tuition, Public In State~~
~~Tuition, All Other~~
~~Supplies~~
~~Property~~
~~Utilities~~
~~Grounds Maintenance~~
~~Other~~

[Salaries](#)
[Benefits](#)
[Purchased Services](#)
[Property Services](#)
[Other Purchased Services](#)
[Supplies](#)
[Equipment](#)
[Other](#)
[Revenue](#)

The [itemized estimate provided to the Fiscal Authority is referred to herein as the “Itemized Estimate”](#).

~~The~~ Board of Education shall review the recommendations and suggestions made by the ~~fiscal authority (i.e. Board of Finance, Board of Selectmen, Town Council, or other appropriating municipal authority)~~ [Fiscal Authority](#) as to how it may consolidate

~~noneducational~~non-educational services and realize financial efficiencies. If the Board rejects such suggestions and recommendations it shall provide the ~~fiscal authority~~Fiscal Authority a written explanation of the reason for the rejection.

Following the annual appropriation, the Board of Education shall meet and revise ~~such itemized estimate~~the Itemized Estimate, if necessary, and adopt a final appropriated budget for the year. Line items in the budget may be allocated more specifically by the Superintendent or his/her designee in the development, administration and monitoring of the budget.

The Superintendent and/or his/her designee shall be responsible for administering and monitoring the budget through the course of the year. The Superintendent or his/her designee shall maintain a system of appropriate expenditures and encumbrance accounting that is organized to conform with the requirements for State and Federal Accounting Reports. A quarterly budget report shall be prepared in the same format as the ~~annual budget~~Itemized Estimate showing for each budgetary category line item the appropriated budget amount, expenditure to date (to include encumbered and expended amounts), projected expenditures, difference between the projected expenditures and the appropriation, and general comments indicating the reasons for the difference. Such budget report shall be presented to the Board of Education monthly.

Based on expenditures and budget projections, with such budget reports, the Superintendent shall recommend to the Board of Education transfers from one ~~line item of~~the broad budgetary categories in the Itemized Estimate (as set forth above) to another as needed.

The Superintendent has the authority to make budget adjustments within the same broad category. Such adjustments will be reported out at the next scheduled Finance Committee meeting.

The Superintendent is authorized to make ~~such~~ transfers as necessary if the urgent need for transfer prevents the Board of Education from meeting in a timely fashion to consider the transfer, provided that such transfers by the Superintendent shall not exceed five percent (5%) of the annual budget. Transfers between the broad budgetary categories in the Itemized Estimate made in such instances shall be announced at the next regularly scheduled meeting of the Board of Education and a written explanation of such transfer shall be provided to the ~~fiscal authority (i.e. Board of Finance, Board of Selectmen, Town Council, or other appropriating municipal authority)~~legislative body of the municipality or, in a municipality where the legislative body is a town meeting, to the board of selectmen and transfers subsequently ratified by the Board at any such meeting shall not be counted in the limitation on the authority of the Superintendent to make transfers.

The Board of Education shall not expend more than the amount of the appropriation and the amount of money received from other sources for school purposes. If any occasion arises whereby additional funds are needed by Board of Education, the

Chairperson of the Board shall notify the ~~fiscal authority (i.e. Board of Finance, Board of Selectmen, Town Council or other appropriating municipal authority)~~ Fiscal Authority and submit a request for such necessary additional funds. No additional funds shall be expended until such supplemental appropriation is granted and no supplemental expenditures shall be made in excess of those so authorized.

Legal Reference:

Conn. Gen. Stat. § 10-221

§ 10-222

ADOPTED: _____: November 22, 1977

REVISED: _____: April 21, 2015

REVISED:

8/15/16 9/4/19

Darien Public Schools

Darien, Connecticut

Series 5800
Students Policy: 5820

POLICY CONCERNING SUNSCREEN APPLICATION IN SCHOOL

The Darien Board of Education (the “Board”) permits the application of sunscreen by students within the Darien Public Schools (the “District”), in accordance with State law. Specifically, notwithstanding the provisions of Connecticut General Statutes § 10-212a and the Board’s policy and/or administrative regulations concerning the administration of medication in school, any student who is six (6) years of age or older may possess and self-apply an over-the-counter sunscreen product while in school prior to engaging in any outdoor activity.

For a student to apply sunscreen prior to engaging in any outdoor activity, the following elements must be met:

1. The student’s parent or guardian must sign the Board’s written authorization and submit the authorization to the school nurse; and
2. The student and the student’s parent or guardian, where applicable, must comply with any individual school procedures concerning the possession and self-application of sunscreen in school.

The Board authorizes the Superintendent or his/her designee to develop administrative regulations to implement this policy.

Legal References:

Conn. Gen. Stat. § 10-212a Administration of medications in schools, at athletic events and to children in school readiness programs

Public Act 19-60, “An Act Allowing Students to Apply Sunscreen Prior to Engaging in Outdoor Activities”

ADOPTED: _____

**Series 5000
Students Policy R 5820**

**ADMINISTRATIVE REGULATIONS
CONCERNING SUNSCREEN APPLICATION IN SCHOOL**

The Darien Public Schools (the “District”) permits the application of sunscreen by students within the District, in accordance with State law and Board of Education policy and administrative regulations. Specifically, notwithstanding the provisions of Connecticut General Statutes § 10-212a and the Board’s policy and/or administrative regulations concerning the administration of medication in school, any student who is six (6) years of age or older may possess and self-apply an over-the-counter sunscreen product while in school prior to engaging in any outdoor activity.

- A. For a student to apply sunscreen prior to engaging in any outdoor activity, the following elements must be met:
1. The student’s parent or guardian must sign the Board’s written authorization and submit the authorization to the school nurse; and
 2. The student and the student’s parent or guardian, where applicable, must comply with individual school procedures concerning the possession and self-application of sunscreen in school.
- B. Individual schools shall develop processes and procedures for the self-application of over-the-counter sunscreen in school by students age six (6) and older prior to engaging in an outdoor activity, which processes and procedures must include that (a) the student’s parent or guardian must sign the Board’s written authorization and submit the authorization to the school nurse and (b) a student may only apply sunscreen that belongs to and has been brought into school by the individual student; and may include the following:
1. The location for self-application of sunscreen.
 2. The time during the school day and in school of self-application.
 3. The labeling of the sunscreen.

Legal References:

Conn. Gen. Stat. § 10-212a Administration of medications in schools, at athletic events and to children in school readiness programs

Public Act 19-60, “An Act Allowing Students to Apply Sunscreen Prior to Engaging in Outdoor Activities”

ADOPTED: _____

DARIEN PUBLIC SCHOOLS

**WRITTEN AUTHORIZATION FOR THE
POSSESSION AND APPLICATION OF SUNSCREEN IN SCHOOL**

Name of Child: _____ Date of Birth: _____

Address of Child: _____

Name of
Parent(s): _____

Address of
Parent(s): _____
(if different from child)

Connecticut law permits students six (6) years of age or older to possess and self-apply an over-the-counter sunscreen product while in school prior to engaging in any outdoor activity, with signed parent/guardian consent.

I, _____, the parent/guardian of _____,
Print name of parent/guardian Print name of student

permit my child to possess and self-apply an over-the-counter sunscreen product while in school prior to engaging in any outdoor activity. I understand and agree that the _____ Board of Education assumes no responsibility or liability whatsoever with regard to the possession or application of the over-the-counter sunscreen, including but not limited to whether, or the manner in which, the sunscreen is applied; the expiration of the sunscreen; and/or any reaction the student may have to the application of the sunscreen.

Signature of Parent/Guardian

Date

Please return the completed original form to your child's school nurse.

8/16/19

DARIEN PUBLIC SCHOOLS
Darien, Connecticut

PROPOSED

2020-2021 BUDGET CALENDAR

2020

JANUARY 2ND, THURSDAY

Board of Education
Meeting Room
7:00 p.m.

Special Board of Education Meeting

- 1) Review of 2020-2021 Budget
Book Structure and Format
- 2) Presentation of Superintendent's
Proposed Budget for 2020-2021
Including Major Budget Proposals

***JANUARY 4TH, SATURDAY**

Board of Education
Meeting Room
8:30 a.m.

Regular Board of Education Meeting

- 1) Personnel, Operating and Equipment
Proposed Budgets of:

RC 01 Darien High School
RC 02 Fitch Academy
RC 03 Middlesex Middle School
RCs 05, 07, 08, 09 and 10 - Elementary Schools
RC 11 Physical Education/Athletics
RC 12/25 Facilities/Fixed Expenses/ Capital Plan
RC 13 Music
RC 14 Art
RC 21 Library/Media
RC 17 Health
RC 22 Technology Education
RC 15 Technology
RC 24 Special Education
RC 26 Early Learning Program
RC 19/23 Curriculum/Summer School
RC 20 Finance
RC 16 Administration
RC 18 Personnel/Human Resources

***SATURDAY, JANUARY 11TH - Snow Date**

JANUARY 14TH, TUESDAY

Board of Education
Meeting Room
7:30 p.m.

Regular Board of Education Meeting
Meeting with Board of Finance; RTM Education
and Finance and Budget Committees

JANUARY , TUESDAY (TBD)

Board of Education
Meeting Room
7:00 p.m.

Special Board of Education Meeting
Further Discussion on Budget items and follow up
on questions from Board of Education and community
Meeting with Board of Finance; RTM Education and
Finance and Budget Committees

JANUARY 28TH, TUESDAY

Board of Education
Meeting Room
7:30 p.m.

Regular Board of Education Meeting
1) Unfinished Business on 2020-2021
Proposed Budget
2) Board of Education Discussion of
Budget Modifications under Consideration

FEBRUARY 4TH, TUESDAY

Board of Education
Meeting Room
7:00 p.m.

Special Board of Education Meeting
1) Public Hearing on 2020-2021 Proposed Budget
2) Final Budget Review as needed

FEBRUARY 11TH, TUESDAY

Board of Education
Meeting Room
7:30 p.m.

Regular Board of Education Meeting
1) Approval of 2020-2021 Board of Education Budget

NOTE: School Winter Break February 17th through February 21st

FEBRUARY 25TH, TUESDAY

Board of Education
Meeting Room
7:30 p.m.

Regular Board of Education Meeting

MARCH 3RD, TUESDAY

(1st Tuesday)
Town Hall Room 206
7:30 p.m.

LEGAL DATE: Board of Finance meeting at
which 2020-2021 Board of Education
Recommended Budget is submitted.

MARCH (to be determined)^

LEGAL DATE: Publication of 2020-2021
Recommended Budget in Newspapers.

^to be determined by the Board of Finance

MARCH 10TH, TUESDAY
Town Hall (2nd Tuesday)
Auditorium
7:30 p.m.

LEGAL DATE: Board of Finance Public
Hearing on Budget

MARCH 11TH, WEDNESDAY
Board of Education
Meeting Room
7:30 p.m.

Regular Board of Education meeting

MARCH 14TH, SATURDAY
8:00 a.m. to approx. 11:30 a.m.

Tour of Schools -- starting in MIDDLESEX ROTUNDA

MARCH 17TH, TUESDAY^
Town Hall
Auditorium
6:30 p.m.

Board of Finance Public Hearing on Budget (in case of
inclement weather on March 10th)

MARCH 24TH, TUESDAY

Regular Board of Education meeting

Board of Education
Meeting Room
7:30 p.m.

Update on Projected Elementary Enrollment;
Recommendation to the Board on any Budget Changes

Board of Finance Budget Work Session with Board of Education^

Town Hall
Conference Room
7:30 p.m.

Board of Finance - Work Session with Board of Education
Review Board of Education Budget

APRIL (TBD)^
Town Hall
Conference Room 206
7:30 p.m.

Board of Finance – Preliminary Vote on Budget

NOTE: School Spring Break April 6th through 10th

APRIL 14TH, TUESDAY
Town Hall
Conference Room 206
7:30 p.m.

Board of Finance – Final Vote on Budget
and set Mill Rate

APRIL 14TH, TUESDAY
Board of Education
Meeting Room
7:30 p.m.

Regular Board of Education meeting

^to be determined by the Board of Finance

APRIL
(By the 3rd Tues. in April)

LEGAL DATE: Board of Finance filing of
2020-2021 Town Appropriations and Tax Rate with Town Clerk.

MAY 11TH, MONDAY
(2nd Monday)
Town Hall
Auditorium
8:00 p.m.

LEGAL DATE: RTM Approval of 2020-2021
Town of Darien Budget.

nv
11/5/19

DRAFT

DARIEN BOARD OF EDUCATION
Darien, Connecticut

PROPOSED

**SCHEDULE OF REGULAR BOARD OF EDUCATION MEETINGS
FOR THE 2020 CALENDAR YEAR**

Jan.	4 or 11*^ (Sat.) (Jan. 11- snow date)	July	28
	14		
	28	Aug.	25
Feb.	11	Sept.	8
	25		22
March	11*(Wed.)	Oct.	13
	24		27
April	14	Nov.	10
	29*(Wed.)		24
May	12	Dec.	8
	26		
June	9		
	23		

All meetings listed above are regularly scheduled Board of Education meetings. All meetings will be held in the Darien Board of Education meeting room, 35 Leroy Avenue, Darien, Connecticut at 7:30 p.m.^, unless otherwise indicated. The Darien Board of Education meets on the 2nd and 4th Tuesdays of every month, unless otherwise indicated by an asterisk (*).

Tara B. Ochman, Chairman
Darien Board of Education

Kathrine G. Stein, Secretary
Darien Board of Education

For the Purpose of Meeting Statutory Requirements

FYI - Tuesday, April 28th – Presidential Primary

Memorandum

To: Dr. Alan Addley, Superintendent of Schools

From: Rich Rudl, Director of Finance and Operations
Marge Cion, Director of Human Resources

Date: November 8, 2019

Re: Summary of the 2020 – 2023 Teacher Contract Settlements

The Board of Education has reached a tentative agreement with the Darien Education Association (“DEA”). The DEA has ratified the contract. We are asking the Board of Education to ratify the contract on November 12.

The terms of the agreement with the DEA are:

I. Duration

The new contract is for three years, July 1, 2020 through June 30, 2023.

II. Salary

The salary increase in each of the three years of the contract is as follows:

- GWI: 0.50% for Steps 3 through 18
- GWI: 1.50% for Step 19
- There will be step movement in each of the three years of the contract.

Based on these terms and the existing staff that comprise the Teacher Experience Grid (TEG), this would amount to a 10.93% settlement or a cumulative \$4,719,265 over the course of three years. The breakdown is as follows:

Year 1: \$1,544,824 or 3.71%

Year 2: \$1,568,271 or 3.63%

Year 3: \$1,606,170 or 3.59%

III. Other Notable Items

- The teaching load at the secondary level has been increased from 4.5 to 5 classes.
- There has been no change to the current health insurance premium cost share or plan design since the current Darien plan is among the most aggressive in the state.
- The stipend paid to teachers who mentor a new teacher in the State “Mentor Training Program” will be increased from \$500 to \$600.

- The contract also provides for a \$5,000 stipend, in lieu of release time, for a DEA president who is an elementary teacher.
- Reimbursement to teachers for tuition paid for classes relating to their current teaching assignment increased slightly but the overall funds set aside for these reimbursements has not increased.

The contract provides for a two percent increase for the following items:

- Homebound Instruction
- Extended School Year Teaching
- Speech and Language Pathologist Summer Work
- Other Professional Projects (e.g., curriculum writing, units of study, district-required professional development outside of the typical work year and assessments)
- Co-Curricular, Leadership and Coaching Stipends

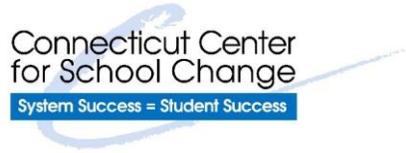
IV. Language Changes

- Imposes certain limitations on teachers who tutor Darien students.
- Limits the increments in which teachers may use sick days.
- In years two and three of the contract, teachers will be allowed to carry over one personal day each year, not to exceed four personal days in any school year.
- Provides for leave for non-birth parents and in cases of adoption.
- The administration and the DEA will discuss the supervision of students at arrival and dismissal.

PERSONNEL ACTION REPORT

November 12, 2019

Item	Name	Action	Replacing/Location/Position	Effective Date		Tenure Area	Certification Class/Step
				From	To		
Appointments							
1	Thomas Taliercio	Appointment	New Position/Hindley/Special Education Paraprofessional	10/28/2019	6/30/2020	NA	NA
2	Marley Rosevear	Appointment	New Position/Hindley/Special Education Paraprofessional	10/29/2019	6/30/2020	NA	NA
3	Kerry Gilbertson	Appointment	New Position/Ox Ridge/Special Education Paraprofessional	11/14/2019	6/30/2020	NA	NA
Resignations, Leaves of Absence and Retirements (Informational)							
4	Karla Vazquez	Resignation	ELP/ Psychologist		TBD		



CCSC and Darien Public Schools
Development of a Strategic Plan
Scope of Services 2019-2020

Cost Driver	Deliverable	Cost
Board and Superintendent Engagement	<ul style="list-style-type: none"> • Clear parameters for outcomes, process and timeline; • Make adjustments to plan, as needed, based upon needs and direction of board; • Coordinate with the leadership at DHS to ensure alignment with Portrait of the Graduates 	\$7,000
Form Steering Committee and Conduct Needs Assessment	<ul style="list-style-type: none"> • Coordination with Superintendent to create scope and sequence of work for the Steering Committee leading to the completion of a needs assessment with clear articulation of assets and areas of opportunities; • Analysis of results; • Summary of patterns and trends 	\$50,000 (assumes no more than 20 on site meetings)
Between-meeting research and product development	<ul style="list-style-type: none"> • Benchmarking research per direction of Steering Committee; • Compile drafts of vision, mission and values document 	\$0*
Craft Core Documents	<ul style="list-style-type: none"> • Work with Superintendent, Board and Steering Committee to craft (1) Vision, Mission and Value documents and (2) 5-year goals 	\$8,000
Articulate Improvement Strategies	<ul style="list-style-type: none"> • Work with Superintendent and Darien professional educators to articulate a system theory of action, identify research-supported improvement strategies, and build a plan that includes action items and timeline • Develop an implementation infrastructure for strategic plan 	\$10,000
Fee for Services: \$75,000**		

*Cost embedded in Steering Committee and Needs Assessment line.

**Fee for services is all-inclusive. Costs for travel are embedded into fee for each line of work.

CCSC and Darien Public Schools Contract

Development of a Strategic Plan

Date: November 7, 2019

Submitted to: Dr. Alan Addley, Superintendent, Darien Public Schools

Submitted by: Dr. Richard Lemons, Executive Director, CT Center for School Change

Deliverable:

A Darien Strategic Plan that includes a vision, mission, values document, five-year goals and an implementation plan that will guide the improvement work in the district over the next five years.

Scope of Work and Budget:

Beginning December 2019 and continuing through August 2020, the Executive Director from the Center for School Change will provide strategic planning, analysis and facilitation to support the superintendent and staff of the Darien Public Schools. Adjustments to and/or modifications of the specified services will be made with the agreement of the Darien superintendent and the Executive Director of the Center.

Fee for Services: \$75,000

Darien will be invoiced in three installments. The first invoice of \$25,000 will come upon the onset of work, the second in April, and the third in July.

Accepted:

Dr. Alan Addley , Superintendent, Darien Public Schools

Date

Dr. Richard Lemons, Executive Director, CCSC

Date

Invoices should be sent to Mr. Richard Rudl, Director of Finance & Operations



About the CT Center for School Change

The Connecticut Center for School Change is a non-profit organization that supports comprehensive reform of schools and districts. The Center was established in 1994 by the William Caspar Graustein Memorial Fund and became an independent 501(c)(3) organization in January, 1999.

The Center supports comprehensive preK-12 educational reform through a system-wide, integrated approach focused on improving instructional practice and building leadership at all levels, from parents to superintendents. The Center builds the capacity of school districts through technical assistance and coaching. The Center's staff acts as advisors, thought partners, coaches, and critical friends to superintendents, assistant superintendents, senior district leadership, principals, and other staff members. The Center helps district leaders develop systemic thinking, generate theories of action, employ coherent strategies, align resources, develop and support effective leadership teams, ensure accountability, engage stakeholders, and sustain improvements. It develops the leadership practice of superintendents, central office staff, principals, teachers and parents through professional development programs, coaching, and communities of practice.

Since 2013, The Center has served as the managing partner of LEADConnecticut, a collaboration among several Connecticut and national organizations committed to helping school and district leaders reach new levels of success in improving student learning. In addition to designing and delivering programming to support principal and superintendent professional growth, LEADConnecticut partners developed the Capacity and Coherence Framework and the Capacity and Coherence Review. Since 2016, the Center has led eight reviews in a wide range of Connecticut districts including Vernon, Milford, Bloomfield, Windham, Waterbury, and Torrington.

The Center's work has been highlighted in national educational publications, including the *Journal of Staff Development*, *Kappan Magazine*, *Ed Leadership*, the National Staff Development Council's *The Learning System*, and the Annenberg Institute for School Reform's *Voices in Urban Education*. The Center's work was showcased in the book *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning* published by the Harvard Education Press.



Richard Lemons
Executive Director

Richard brings over 25 years of experience to the Center, formerly serving as a classroom teacher, literacy coach, change coach, researcher, policy advocate and university professor. Regardless of the role, Richard's professional career is defined by a commitment to the large-scale improvement of instruction and leadership aimed at bringing about more equitable outcomes for young people. Richard earned a bachelor's degree in political science from North Carolina State University, and master's and doctorates in administration, planning, and social policy from Harvard. Richard co-authored *Change Leadership: A Practical Guide to Transforming our Schools* with his colleagues at the Harvard Change Leadership Group. He has published numerous book chapters and articles in periodicals including *Kappan*, *Journal of Staff Development*, *ASCD Express*, *Voices in Urban Education (VUE)*, and *Education Canada*. Richard also serves as a faculty member for Yale University's Education Studies Program. In addition to working with the board to provide leadership for the Center, Richard helps facilitate the Superintendents' Network, teaches in the annual Equity Institute and works closely with numerous district clients on strategic planning, central office transformation and capacity and coherence audits.