BOARD OF EDUCATION
Darien, Connecticut

SPECIAL MEETING OF THE BOARD OF EDUCATION
MONDAY, DECEMBER 21, 2020

PLACE:
DARIEN PUBLIC SCHOOLS'
ADMINISTRATIVE OFFICES
35 LEROY AVENUE
BOARD MEETING ROOM
8:00 a.m.

AGENDA

1. Call to Order…………………… Mr. David Dineen   8:00 a.m.

2. Strategic Planning…………….. Dr. Alan Addley
                                    Dr. Richard Lemons

3. Public Comment*………………. Mr. David Dineen

4. Adjournment…………………… Mr. David Dineen

* Due to the current COVID-19 regulations and restrictions pertaining to public indoor gatherings, the Board of Education meeting will be available to the public via Zoom.

Those members of the community wishing to view only, should do so through the Darien Youtube link: https://www.youtube.com/channel/UCUnnvyKBFbFrTWQRuoB6OZA
Those members of the community wishing to participate in public comment should join the meeting via Zoom:

https://darienps.zoom.us/j/97833248001

In order to reduce audio interference, members of the community are requested not to simultaneously view by Youtube while participating on Zoom.

Darien Strategic Planning Committee

Alan Addley	Dana Giannattasio	Katie Risk
Kelly Baker	Olivia Golden	Shelly Skoglund
Julie Best	Steven Groccia	Kathrine Stein
Paula Bleakley	Shirley Klein	Samantha Swift
Koryann Brown	Elizabeth Lucas	Stacey Tie
Gregory Darin	Jill McCammon	Christopher Tranberg
Julie Droller	Mia Mihopoulos	Jeanne Turschmann
Ellen Dunn	Sara Parent	Jackson Wood
Ryan Garrity	Paul Ribeiro	Jamie Zionic

Mission of Darien Public Schools

Inspiring a love of learning and developing critical thinkers, problem solvers, and innovative creators who are compassionate and contributing citizens.

Vision of Darien Public Schools

Preparing all students today to thrive in a changing world tomorrow.

Core Values of Darien Public Schools

Wellness--Creating balanced learning environments that are physically, socially, emotionally, and intellectually safe and healthy.

Integrity--Acting honestly and ethically with shared accountability.

Excellence--Delivering the highest quality education for each student to reach their individual potential.

Equity--Advocating for and advancing opportunities and outcomes for all.

Innovation--Leading with creativity and ingenuity through disciplined problem solving.

Collaboration--Working openly, productively, and interdependently toward common goals.

Diversity and Inclusion--Creating a community that welcomes and embraces the full range of human differences.

Respect and Civility--Acting with consideration for the feelings, thoughts, experiences and rights of others.

Goal Area 1: Enhancing teaching and learning.

Strategy	Action	Timeline	Measures
1A: Develop a shared vision of teaching and learning.	*Form a collaborative action team to identify and define District principles of teaching and learning.*	*Year 1*	*Staff Survey Data* *District documents*
	Work with the administrative team and PDEC to finalize principles of teaching and learning and embed principles of teaching and learning within the DPS Teacher Growth & Development Plan.	*Year 2*	*Revised Teacher Growth & Development Plan*

1B: Revise and/or create curricula that are designed to responsively represent diverse perspectives as well as meet individual learning needs.	*Diversify instruction by developing a template for units of study that incorporates instructional materials representing a range of diverse social, cultural, and racial perspectives.*	*Year 1*	*Revised unit template* *Identified student learning indicators/measures*
	Design units of study with differentiated instructional plans.	*Years 1-5*	*Written curriculum and supporting instructional materials that emphasize diverse perspectives, differentiation, and multiple pathways to success*
	Develop a formalized curriculum review/audit process to standardize unit development process.	*Year 2*	*Curriculum audit checklist and identified curriculum team*

1C: Align job-embedded professional learning opportunities to support growth and development in identified areas.	*Provide JEPD aligned to teacher, school and District goals.*	*Years 1-5*	*PD session catalogue* *PD feedback* *Time for collaboration* *Structures for collaboration and analysis of student work* *Committee Meeting Agendas/Minutes*
	Develop a formalized process for Instructional Rounds that involves teachers as well as administrators	*Year 3*	*Established Instructional Rounds Process*

Goal Area 2: Fostering a culture that promotes wellness, diversity, and inclusion.

Strategy	Action	Timeline	Measures
2A: Create a caring school climate that promotes wellness.	*Identify and incorporate a systemic approach to address social and emotional learning with connections to tiered intervention.*	Years 1-3	*Annual focus group designed to gather qualitative information regarding stakeholders' experience of the district*
	Develop a wellness training program/model for staff and implement District-wide.	Year 4	*Evidence of district and school leaders using collected data and information to leverage assets and enhance identified development areas*
	Establish an exploratory committee to examine the District's practices of grading, grade reporting, course placement, and leveling, as well as the perceived impact these practices have on student wellness.	Year 4	*Comprehensive document of wellness internal and external (EAP, insurance) offerings* *Committee findings, recommendations, and implementation*
2B: Engage stakeholders in the practice of embracing diversity, equity, and inclusion.	*Establish a Diversity and EquityTeam to address systemic inequities and make recommendations to inform District policies and practices.*	Year 1-2	*Establish a committee with recommended and implemented practices to address diversity, equity, and inclusion.*

Goal Area 3: Developing a balanced definition of student success through the Portrait of the Graduate.

Strategy	Action	Timeline	Measures
3A: Ensure District values are operationalized across all schools.	*Complete the Portrait of the Graduate project.*	*Year 1*	*Completed document, established plan, and implemented practices*
	Align school-based practices with the values of the Portrait of the Graduate.	*Years 2-5*	*Visible representation of PoG values*
	Represent values of the Portrait of the Graduate within District policies and practices, including discipline procedures, handbooks, conflict resolution practices, and instruction.	*Years 2-5*	*Evidence of values being translated into daily routines and relationships within schools in artifacts such as handbooks and discipline procedures*
	Create a schedule/system for surveying students and conducting focus groups in order to determine if the Portrait of the Graduate values are effectively embedded within schools.	*Years 2-5*	*Survey data and feedback from focus group*
3B: Develop systems to measure, inform, and	*Study and revise the post-grad survey system currently in*	*Year 1*	*Documentation of new system*

enhance implementation of the Portrait of the Graduate.	*place.*		
	Determine how the District will use, store, and analyze data, in order to inform the work of the Portrait of the Graduate.	*Year 2*	*Collection of data on students' levels of post-grad preparedness and satisfaction*
	Provide opportunities for PreK-12 student reflection and feedback to inform the Portrait of the Graduate implementation process.	*Years 2-5*	*Survey data* *Embedded curricular assessments intentionally aligned to POG*
3C: Audit and adjust District curriculum, school programming, and student life to ensure focus on service, citizenship, and post-secondary opportunities.	*Adapt curriculum development and revision process to include the values of the Portrait of the Graduate.*	*Years 3-5*	*Audit results* *Implemented curriculum*
	Leverage the values associated with the Portrait of the Graduate to enhance student service and citizenship.	*Years 2-5*	*Data related to student behavior, student activity offerings, and capstone projects*

Goal Area 4: Expanding the professional capacity of staff.

Strategy	Action	Timeline	Measures
4A: Explore ways to improve the District's professional learning culture and practices.	*Improve conditions in order to support teacher retention in Darien Public Schools, with attention to environmental factors and educator wellness.*	*Years 1-5*	*Retention rates* *Survey Data* *Exit interview data* *Attendance data*
	Expand opportunities for teacher leadership across the District.	*Years 2-5*	*Annual District climate survey results*

4B: Ensure a professional learning system that promotes continuous growth and support.	*Create conditions for staff to pursue professional learning internally and externally that are aligned to District and individual goals.*	*Years 1-5*	*Professional learning feedback*
	Establish practices that integrate opportunities for professional learning and development within the District's teacher growth and evaluation plan.	*Years 3-5*	*Teacher evaluation data* *Annual survey data* *PDEC analysis and review of teacher feedback and recommendations for planning*
	Offer differentiated professional learning that allows teachers to balance personal professional learning needs and District initiatives.	*Years 1-5*	*Documentation of professional learning opportunities and staff feedback*
	Expand opportunities to calibrate evaluation and feedback practices among administrative staff in order to provide consistent feedback to teachers.	*Years 1-5*	*Calibrated evaluation and feedback data* *Implementation of formalized Instructional Rounds procedures and integration of learning into instructional practices*
4C: Attract and retain diverse educators.	*Participate in state and RESC workshops and programs in order to develop strategies that will support District*	*Years 1-2*	*Workforce diversity data and trends*

	workforce diversification.		
	Develop a minority teacher recruitment and retention plan.	*Years 2-3*	*Documentation of development and implementation of new recruitment plan*
	Enhance development of culture that supports teacher retention, workforce diversity, and cultural awareness.	*Years 1-5*	*Hiring experience data from candidates* *Exit interview data*
4D: Evaluate and adapt the current onboarding system to identify additional supports for teachers, including informal mentors.	*Review and revise the District's onboarding system to support new hires.*	*Year 2*	*Revised onboarding plan*
	Provide opportunities for new staff to provide feedback at regular intervals.	*Year 1*	*Review of documented system for collecting and reviewing employee feedback*

Goal Area 5: Developing and enhancing systems to promote efficiency, coherence, and communication.

Strategy	Action	Timeline	Measures
5A: Establish effective and open lines of communication among all stakeholders.	*Invite stakeholder feedback regarding preferred forms of communication.*	*Year 1*	*Survey results* *Focus group feedback*
	Audit current communication systems (websites, social media, school messenger, student information systems, data management systems, newsletters).	*Year 1-2*	*Data on the District's communication strategy, its impact, and its usage rates (emails, surveys, web traffic, website) over time.*
	Develop a media package that includes logos, templates, and standards for District communications.	*Year 1-2*	*Media package including necessary materials*

5B: Align District's guiding documents and communications with its mission, vision, and core values to foster coherence.	*Identify core documents of District and plans for design and distribution.*	*Year 1*	*Written revisions to policies/procedures that reflect an alignment to the mission, vision, and core values.*
	Invite feedback from stakeholders on guiding documents to help guide implementation of the mission, vision, and core values.	*Year 2*	
	Analyze PreK-12 student performance reports (progress reports, grades, and grade reporting) for the purpose of aligning them to District guiding documents	*Years 3-5*	*Revised and aligned progress reports and grade reporting practices*
	Initiate District, School, and Department Improvement Plans.	*Year 2*	*Development and implementation of continuous improvement plans aligned to District strategic plan*
	Develop and revise policies in alignment with District Guiding Documents	*Years 2-5*	*Revised and aligned policies*
	Design rubrics and/or checklists to guide the alignment of all District initiatives and guiding documents	*Years 2-5*	*Designed and implemented rubrics and checklists*

Goal Area 6: Improving school facilities for student safety and access to learning.

Strategy	Action	Timeline	Measures
Goal 6: Ensure that the configuration and condition of the District's physical facilities provide secure and supportive environments for teaching and learning.	*Complete architectural study to remove the portables and evaluate the school libraries.*	Year 1	*Presentation of final report and recommendations to the Board*
	Support the Ox Ridge Construction Project to ensure adherence to the educational specifications and a smooth transition to the new facility	Years 1-3	*Regular communication with the Board of Education and community on the Construction and transition plans for the Ox Ridge Elementary Schools*
			Successful Completion of Building
	Identify the long term capital needs to support teaching and learning.	Years 1-5	*STEM Innovation Center & Program*
			Annual adjustments to the 5-year Capital Plan
			Completion of 5 year Building Condition Survey
			1:1 Program (surveys, usage reports)

	Identify improvements for best practices in Emergency and Safety Planning along with necessary resources.	*Years 1-5*	*Implementation of Tools for Schools Indoor Air Quality Program or similar* *Implement a plan to monitor and maintain healthy and safe school buildings* *Safety audit*
	Explore energy conservation practices.	*Years 2-5*	*Work with state and local authorities to update emergency plan and Building Safety Assessments* *BOE report on District's work with Town, State, utility companies, and vendors to explore energy conservation measures and grants*

Goal Area 7: Improving technology to support teaching and learning.

Strategy	Action	Timeline	Measures
Goal 7A: Ensure strategic utilization of technology to enrich, support, and inspire teaching and learning.	*Develop a coherent technology plan that aligns with the District's mission, vision, and core values.*	*Year 1*	*Evidence of the plan embedded in the PreK-12 curriculum*
	Create and implement District protocols for software adoption, implementation, and evaluation.	*Year 2*	*Integration of LMS to support instructional technology integration* *Stakeholder survey feedback* *Usage rates of technological resources* *Exemplars of student learning enabled by technology*
	Create conditions and learning opportunities for an innovative STEM program of study along with authentic STEM learning experiences.	*Years 2-3*	*Course offerings and enrollment* *Facilities enhanced for STEM learning opportunities*
	Create a vertically aligned, standards-based LMS curriculum.	*Year 4*	*Implemented curriculum*

Goal 7B: Establish, and manage a secure, reliable, and dynamic technology system for effective and efficient District operations.	*Establish infrastructure — including network connections, wireless access, necessary hardware and software, and user support — that provides interoperability, mobility, filtering, monitoring, security, and scalability to allow for increased usage by all stakeholders.*	*Years 1-5*	*Conduct an audit of infrastructure utilizing external professional consultants.* *Documentation of enhanced technological systems* *Usage reports* *User surveys*
	Develop standards and benchmarks for a hardware and software purchasing and replacement cycle that is equitable across the District.	*Year 2*	*Documentation of a more detailed replacement cycle*
	Develop and maintain a single accessible database inventory of equipment across the District.	*Year 2*	*Develop centralized equipment inventory*
	Create and implement a professional learning plan for the information technology staff and its leadership.	*Years 2-3*	