

Board of Education  
Darien, Connecticut

**TUESDAY, JUNE 8, 2021**

**SPECIAL MEETING OF THE BOARD OF EDUCATION**

**Darien Public Schools'  
Administrative Offices  
Meeting Room  
6:30 p.m.**

**AGENDA**

1. Call to order
2. Proposed Adjournment to Executive Session for the purpose of interviewing for the Elementary Assistant Principal positions pursuant to Connecticut General Statute 1-200(6)(A) and discussion of security strategy pursuant to Connecticut General Statute 1-200(6)(C)
3. Reconvene in public session.
4. Adjournment.

**REGULAR MEETING OF THE BOARD OF EDUCATION  
TUESDAY, JUNE 8, 2021**

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

**TENTATIVE AGENDA**

- |                                 |                  |           |
|---------------------------------|------------------|-----------|
| 1. Call to Order.....           | Mr. David Dineen | 7:30 p.m. |
| 2. Chairperson's Report.....    | Mr. David Dineen |           |
| 3. Public Comment*.....         | Mr. David Dineen |           |
| 4. Superintendent's Report..... | Dr. Alan Addley  |           |

**REGULAR MEETING OF THE BOARD OF EDUCATION  
TUESDAY, JUNE 8, 2021**

5. Approval of Minutes..... Board of Education
6. Board Committee Reports..... Mr. David Dineen
7. Presentations/Discussions
  - a. Anticipated Appointments:..... Dr. Alan Addley  
Hindley School Principal;  
Tokeneke School Principal
  - b. Superintendent's Award..... Dr. Alan Addley  
Recipients
  - c. Recognition of Darien Public... Ms. Marjorie Cion  
Schools' Retirees District Administration
  - d. Update on American Rescue... Dr. Alan Addley  
Act Expenditures and Discussion  
on In-Person Instructional and  
Continuity of Services Plan
  - e. High School Vision of a Graduate.. Mrs. Ellen Dunn  
- Presentation and Discussion
  - f. Report on Senior Internship.... Mrs. Ellen Dunn  
Project at Darien High School
  - g. Update on District Enrollment.. Mr. Richard Rudl  
for 2021-2022 School Year
  - h. Discussion and Possible..... Dr. Alan Addley  
Action on Funding for Mr. Richard Rudl  
Security Updates
  - i. Discussion of Proposed Dates.... Dr. Alan Addley  
and Times for High School  
Professional Learning  
Communities for 2021-2022  
School Year
  - j. Further Discussion and Action.. Dr. Alan Addley  
on 2022-2023 School Calendar
8. Action Items
  - a. Personnel Items..... Ms. Marjorie Cion
    - i. Appointments
    - ii. Resignations/Retirements

**REGULAR MEETING OF THE BOARD OF EDUCATION  
TUESDAY, JUNE 8, 2021**

9. Public Comment\*..... Mr. David Dineen  
10. Adjournment..... Mr. David Dineen

AA:nv

**\* 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/97374859826>**

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

**APPROVED**  
**REGULAR MEETING OF THE BOARD OF EDUCATION**  
**TUESDAY, MAY 11, 2021**

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

**Board Members Present:**

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Present	x	x	x	x	x	x	x	x	x
Absent									

**Administration Present:**

Dr. Addley, Mr. Tranberg, Ms. Klein, Ms. Cion and Mr. Rudl

**Audience:** Meeting held in Board of Education office and via You Tube / Zoom

- |                            |                                                |
|----------------------------|------------------------------------------------|
| 1. Call to Order           | Mr. David Dineen, Chair<br>At 7:43 p.m. (0:00) |
| 2. Chairperson's Report    | Mr. Dineen<br>At 7:44 p.m. (0:01)              |
| 3. Public Comment          | Mr. Dineen<br>At 7:46 p.m. (0:03)              |
| None                       |                                                |
| 4. Superintendent's Report | Dr. Alan Addley<br>At 7:47 p.m. (0:04)         |

5. Approval of Minutes

Mr. Dineen  
At 7:53 p.m. (0:10)

**Motion to Approve Minutes of the Special Meeting and Executive Session held on April 27, 2021; Minutes of the Regular Meeting held on April 27, 2021; and Minutes of the Special Meeting held on April 29, 2021:**

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

**2<sup>ND</sup> Mrs. Stein**

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes	x	x	x	x	x	x	x	x	x
No									
Abstain									

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

6. Board Committee Reports

Mr. Dineen  
At 7:54 p.m. (0:11)

**PRESENTATIONS AND DISCUSSIONS**

7. Presentations/Discussions:

a. Darien Public Schools Status Update

Dr. Addley  
At 7:54 p.m. (0:11)

b. Presentation, Discussion and Possible Action  
on Proposed Trip to Spain for Darien High  
School Students

Dr. Addley  
At 8:38 p.m. (0:55)

**Motion to Approve Global Education and International Travel to Spain for the 2021-2022 School Year as Described by Ms. Christina Mauricio:**

**1<sup>ST</sup> Mrs. Ochman**

**2<sup>ND</sup> MR Sini**

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes	x	x	x	x	x	X	x	x	x
No									
Abstain									

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

- c. Presentation and Discussion on Educational Specifications for Proposed Renovation Plans for Hindley, Holmes and Royle Schools

Dr. Addley  
At 9:08 p.m. (1:25)

- d. Update and Discussion on Extended School Year Program

Ms. Shirley Klein  
At 9:16 p.m. (1:33)

8. Action Items

a. Personnel Items

- i. Appointments  
ii. Resignations/Retirements

Ms. Marjorie Cion  
At 9:28 p.m. (1:45)

**Motion to Approve the Personnel Items as Detailed in the Personnel Action Report**

**Dated May 11, 2021:**

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

**2<sup>ND</sup> Mrs. Ochman**

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes	X	x	x	x	x	x	x	x	x
No									
Abstain									

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

9. Public Comment

Mr. Dineen  
At 9:29 p.m. (1:46)

None

10. Adjournment

Mr. Dineen  
At 9:30 p.m. (1:47)

**MOTION TO ADJOURN:**

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

**2<sup>ND</sup> Mr. Brown**

	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Ritchie	Sini	Stein
Yes	X	x	x	x	x	x	x	x	x
No									
Abstain									

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

Meeting adjourned at 9:30 p.m. (1:47)

Respectfully Submitted,

D. Jill McCammon,  
Secretary

In-Person Instructional and  
Continuity of Services Plan

&  
American Rescue Act  
Expenditures



June 08, 2021

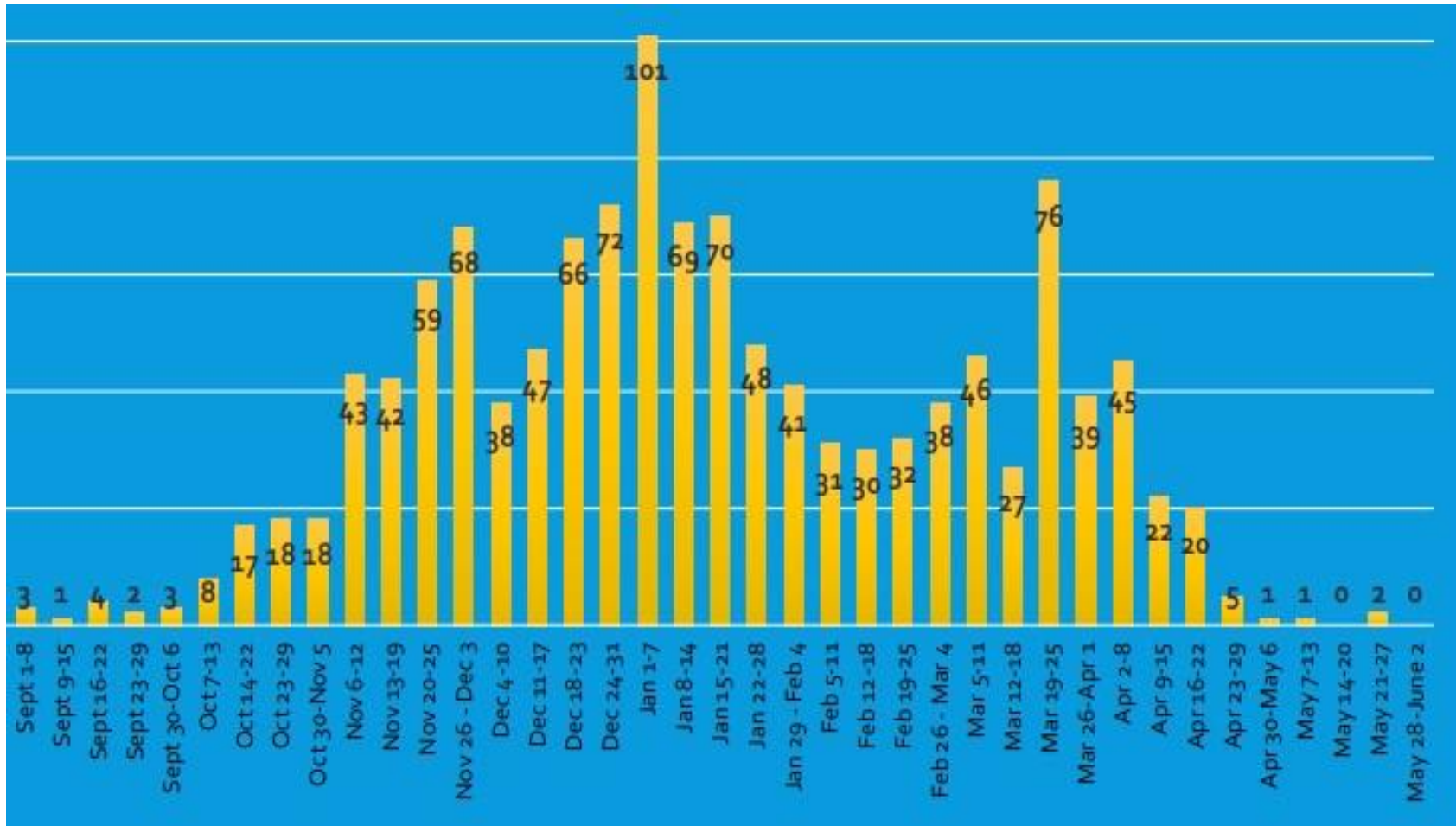




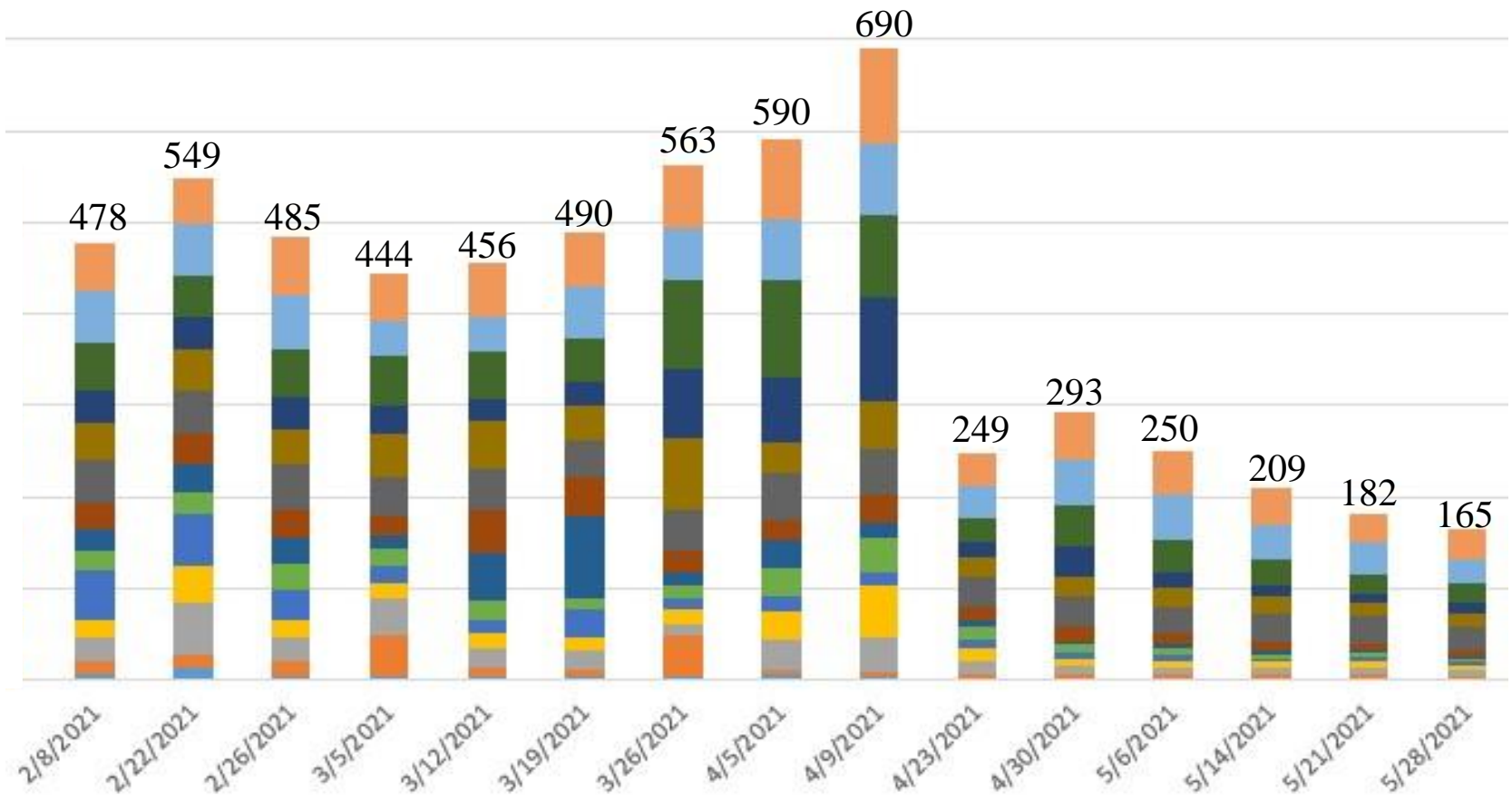
**Legend**

- 1. <5 cases per 100,000 or <5 reported cases
- 2. 5-9 cases per 100,000
- 3. 10-14 cases per 100,000

## Town of Darien: COVID Cases Since School Started 2020-21



## Number of Remote Learners Feb 08, 2021 – May 28, 2021



## In-Person Instructional and Continuity of Services Plan

1. Health & Safety Strategies
2. Continuity of Services
3. Stakeholders Feedback
4. Periodic Review Process
5. Understandable & Uniform Format

# Current Expenditures for ARAG

	Acceleration, Academic Renewal & Student Enrichment	Family & Community Connections	Social, Emotional & Mental Health	Strategic Use of Technology & Staff Development	Building Safe & Healthy Schools
Literacy interventionists	X				
Special Education Teacher	X				
ESY	X				
Recovery services	X				
School Psychologist			X		
RULER			X		
Technology access				X	
Furniture storage					X
Ventilation Maintenance					X
Contact tracing & COVID Compliance Officer					X
Campus monitor					X

# Questions & Comments



June 08, 2021



## **DARIEN PUBLIC SCHOOLS**

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**DATE:** June 4, 2021  
**TO:** Board of Education  
**FROM:** Dr. Alan Addley, Superintendent of Schools

**SUBJECT:** American Rescue Act

As outlined in the previous Board of Education meeting on May 25<sup>th</sup>, the below continues to outline the same recommendation for the American Rescue Grant. We are seeking Board of Education input on the proposed spending plan.

The American Rescue Plan Act of 2021 (ARP) awarded Connecticut K-12 schools \$1.2 billion in federal aid from the Federal Government. Darien's anticipated award is \$1,025,185, which is available through September 30, 2024. This grant stipulates that 20% or \$205,037 must be used to address learning loss due to the COVID19 pandemic. It is anticipated that these funds would become available starting in FY22. The administration is considering the best use of these funds. Potential uses include:

<b>Acceleration, Academic Renewal, &amp; Student Enrichment</b>		
<b>Projected Cost</b>	<b>Item</b>	<b>Description</b>
\$219,730	2.5 FTE Elementary Literacy Interventionist	The addition of 2.5 Literacy Interventionists would staff each of our five elementary schools with 2.0 FTE. While we are pleased with student learning progress during the pandemic, increased staff in this area supports District efforts in focusing on grade level standards as we begin the next school year. Through presence in classrooms supporting general and Tier I instruction that directly impacts students, the interventionists will create conditions to accelerate student learning.
\$72,445	1.0 FTE High School Special Education Teacher	The additional special education teacher at DHS will provide Specially Designed Instruction to students consistent with PPT recommendations and recovery services for students in specialized and supplemental programs during the 2021-2022 academic year.

## DARIEN PUBLIC SCHOOLS

\$65,720	ESY	Given the increase in students planning to attend ESY these funds will be used to cover expenses related to IEP's and recovery services.
\$150,000	Special Education Recovery Services	As PPT's have occurred this spring there are more students who we now anticipate needing additional recovery services in areas such as speech, behavior, OT, and PT. These services would occur throughout the school year.
<b>\$507,895</b>	<b>Total Learning Loss</b>	

Social, Emotional & Mental Health		
Projected Cost	Item	Description
\$72,445	1.0 FTE HS Psychologist	The additional school psychologist at DHS will support students transitioning from Remote Learning to In-person learning (currently 179 students) and address the increased number of student referrals with appropriate supports and interventions. The additional psychologist will be responsible for supporting all students with social emotional learning both proactive and reactive as we return to school in the fall.
\$26,000	Expand RULER to Secondary Level	Attending to the social and emotional learning (SEL) needs of students is a fundamental responsibility of schools and educators. Disruption to many routines resulting from the pandemic has heightened the need for high-quality SEL instruction in schools. Integration of the RULER program will provide a systematic approach to addressing SEL PK-12. By supporting the training of core teams in all of our schools as well as district administrators, RULER training and program implementation will support students in all areas of learning, especially in the development of their emotional intelligence.
<b>\$98,445</b>	<b>Total Social, Emotional &amp; Mental Health</b>	



## **DARIEN PUBLIC SCHOOLS**

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<b>Strategic Use of Technology and Staff Development</b>		
<b>Projected Cost</b>	<b>Item</b>	<b>Description</b>
\$93,600	Kindergarten View Sonics	Similar to the 1 <sup>st</sup> grade View Sonics set to be replaced this summer as a part of the FY22 budget, the Kindergarten displays have been at or near end of useful life for two years. The administration deferred these in favor of the 1 <sup>st</sup> grade displays during the budget process. This investment will allow us to upgrade technology in the classroom for Kindergarten students while allowing us to not have to request these in the FY23 budget. This helps further the technology plan and the goal of best in class technology in the classroom.
\$160,000	HS and MS Replacement Access Points	HS and MS access points have become increasingly important due to the need and relevance of technology in the classroom. Having the best infrastructure is a goal of the technology plan. This upgrade in access points will improve connectivity and speed of our internet while helping reduce future years' planned equipment upgrades in RC15.
<b>\$253,600</b>	<b>Total Strategic Use of Technology and Staff Development</b>	

<b>Building Safe &amp; Healthy Schools</b>		
<b>Projected Cost</b>	<b>Item</b>	<b>Description</b>
\$12,000	Storage Boxes	This year the district had to rent storage boxes to allow spacing of students in the classroom. These storage boxes will not be emptied by June 30 <sup>th</sup> resulting in a need to continue the use of these storage boxes. Given some classrooms will need additional space to allow for student spacing when feasible it is expected that some of the storage boxes will be needed for a longer period of time.

## DARIEN PUBLIC SCHOOLS

\$75,000	Ventilation Maintenance	These funds would help provide further maintenance on our ventilation and exhaust systems to ensure open-air flow in the schools. This work occurred this past year in preparation of schools opening due to the pandemic and it is recommended to do this work again this summer in preparation of a full re-opening.																								
\$37,995	1.0 FTE Middle School Campus Monitor	<p>The addition of the 1.0 FTE Middle School Campus Monitor will help support Middlesex during drop off and pick up given the uncertainty of whether students will ride the bus with similar ridership in “normal” times. Additionally the second monitor will be utilized to ensure students are spaced as necessary during transition times in the hallways and cafeterias as the schools go back to eating in the cafeteria as normal. Additionally, this campus monitor will help provide a more safe and secure environment for students and staff. This would also improve the MS ratio of campus monitors to students:</p> <table border="1"> <thead> <tr> <th>School</th><th>Current Ratio</th><th>Proposed Ratio</th></tr> </thead> <tbody> <tr> <td>Hindley</td><td>1 to 436 students</td><td>1 to 436 students</td></tr> <tr> <td>Holmes</td><td>1 to 439 students</td><td>1 to 439 students</td></tr> <tr> <td>Ox Ridge</td><td>1 to 463 students</td><td>1 to 463 students</td></tr> <tr> <td>Royle</td><td>1 to 369 students</td><td>1 to 369 students</td></tr> <tr> <td>Tokeneke</td><td>1 to 443 students</td><td>1 to 443 students</td></tr> <tr> <td><b>MMS</b></td><td><b>1 to 1101 students</b></td><td><b>1 to 551 students</b></td></tr> <tr> <td>HS</td><td>1 to 289 students</td><td>1 to 289 students</td></tr> </tbody> </table> <p>Average Ratio: 1 to 427 students</p>	School	Current Ratio	Proposed Ratio	Hindley	1 to 436 students	1 to 436 students	Holmes	1 to 439 students	1 to 439 students	Ox Ridge	1 to 463 students	1 to 463 students	Royle	1 to 369 students	1 to 369 students	Tokeneke	1 to 443 students	1 to 443 students	<b>MMS</b>	<b>1 to 1101 students</b>	<b>1 to 551 students</b>	HS	1 to 289 students	1 to 289 students
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\$40,250	Contact Tracing and COVID Compliance Officer	The health department expects that we will continue to have to contact trace throughout next school year though likely on a smaller scale. This provides a continuation of a stipend for the COVID compliance officer of \$20,000 plus an additional \$20,250 for support from nurses to contact trace.																								
<b>\$165,245</b>	<b>Total Building Safe &amp; Healthy Schools</b>																									

<b>\$1,025,185</b>	<b>Total American Rescue Grant</b>
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## **DARIEN PUBLIC SCHOOLS**

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While the grant is available through September of 2024, we are anticipating using the entire grant during FY22. All positions (5.5 FTE's) within the grant would be posted as 1-year only positions. Should the positions be deemed necessary to continue they would have to be requested through the FY23 Budget process. Since the American Rescue Grant allows us to revisit the application and use of funds every six months if necessary to re-allocate those funds we would do so, which could provide carry-over funds into FY23.



## Darien Public Schools

# The Vision of the Graduate

In March of 2020, the Darien Public Schools assembled a coalition of stakeholders—students, parents, teachers, administrators, community leaders, and Board of Education members—with the purpose of defining a Vision of the Graduate, a statement of what it means to our community to prepare students from prekindergarten through high school graduation for a successful future. Two aspirations emerged from community input: That all students would have the confidence and capacity to be self-directed, independent adults who live purposeful, happy, fulfilling lives, and that they would become citizens who contribute collaboratively and innovatively to their local and global communities.

In an era of rapid change to education and to the workforce, the Darien Public Schools recognized the need to identify through this Vision the skills and dispositions required to raise compassionate, resilient problem-solvers and leaders: **Communication, Creativity, Curiosity, Empathy, Independence, and Integrity.**

The Darien Public Schools is committed to giving all of our students multiple opportunities to master these competencies and to acquire these dispositions, throughout their experiences in our schools and their engagement with our curriculum, from kindergarten through to graduation. As a result, we believe we will graduate individuals who have a strong academic foundation and are prepared to use the knowledge and skills they have acquired to cast and fulfill a purposeful vision for themselves, their community, and the world.

**Darien Public Schools**  
**The Vision of the Graduate**

We believe our graduates will be forever shaped by the learning environments we provide within our school district. From these environments, our graduates will take with them an understanding that the successful pursuit of meaningful ideas requires:

Communication	Creativity	Curiosity	Empathy	Independence	Integrity
Effective collaboration will depend on your ability to listen with a discerning ear and express your ideas with clarity and passion. Communication is a two-way exchange. Listen before you speak. Hear what is behind the words. Craft your communication with purpose and choose your words carefully - they hold great power. Know that your actions also tell your story. Find your own voice and dare to use it to build your community and change your world.	Pursuing new ideas will inspire you and others. Connect all that you have learned in order to generate novel thinking, design solutions, and innovate. Embrace the trial and error process. See mistakes as opportunities. Problems are solved by thinking about what can be rather than what has been. Seek and appreciate the beauty within each discipline. Believe in your vision and give form to your ideas.	Approaching the world with childlike amazement will lead you to new questions and inspire learning for life. Pursue knowledge as it provides the bedrock for thinking. Turn your mind to inquiry while pursuing your passions. Engage with others' thinking and question with persistence to deepen your understanding. Commit to fearless exploration of the unknown because it will open doors to new possibilities.	Understanding other people's experiences will enable you to form meaningful relationships and empower you. Open your heart and mind to the ideas and feelings of others and, as a result, learn more about yourself. Radiate kindness. Act with compassion. Embrace diversity and stand up for others and for inclusion. Honor the humanity of each person and contribute to a community that provides all with a sense of belonging.	The life you build for yourself will be founded on how much you trust and rely on your unique talents and thinking. Self-reliance frees you to become who you are meant to be. Persist when you encounter obstacles and know that you can seek guidance to help you grow. Set goals and work hard to reach them. Diligence has its own rewards. Confidently choose what's best for you, balancing life's demands.	Those who earn the respect of others conduct themselves honestly and adhere to principles in the face of adversity and social pressures. Tell the truth no matter how difficult. Accepting responsibility earns trust and reveals strength of character. Advocate for justice. Lead by example. Know who you are and let your actions speak for you. Develop your moral compass and demonstrate the courage to honor it.
<i>Seek to understand and be understood</i>	<i>Dream, imagine, and invent</i>	<i>Wonder and ask why</i>	<i>Grow in the light of human connection</i>	<i>Forge your own path</i>	<i>Do what is right, even when no one is watching</i>

# Darien Public Schools

## The Vision of the Graduate

### Learner Outcomes

The Darien Public Schools Vision of the Graduate Learner Outcomes reflect a scaffolding between acquiring a skill or competency through utilizing that attribute to make a positive impact. We recognize and value that this growth requires students to overcome obstacles, ask questions, collaborate with others, think critically, reflect on the development of their identities, and extend fundamental academic skills.

	Communication	Creativity	Curiosity	Empathy	Independence	Integrity
<i>Demonstrating Attribute Acquisition</i>	I communicate effectively by actively listening to and speaking with teachers and peers.	I find opportunities to formulate ideas across all disciplines and in diverse forms.	I demonstrate my scholarship through active questioning and research across disciplines.	I seek to understand the experiences of others, and treat others with dignity and respect.	I rely on my own skills, knowledge, and talents to set and achieve goals.	I demonstrate my character through my words, actions, and decisions.
<i>Overcoming Obstacles</i>	I engage in reflection and revision to achieve clarity of expression.	I take academic risks, without fear of making “mistakes” in front of peers.	I fearlessly reveal my passions and wonderings and persist towards my goals when I face failure.	I courageously seek to move beyond personal bias and social constructs and see individuals for who they are.	I respond resiliently to obstacles and setbacks, drawing inspiration from within.	I adhere confidently to my principles, even in the face of social pressures.
<i>Asking Questions</i>	I formulate questions to effectively gather and evaluate information for accuracy.	I identify opportunities and develop questions that require innovative solutions.	I respond to newly presented facts, developments, and ideas with follow up questions and by asking, “Why?”	I respond to new people, places, and situations with the question, “What more do I need to learn for a better understanding?”	I accurately self-assess by asking, “What am I doing well?” and “Where can I grow?”	I respectfully question and stand up to those who speak or act in ways that are unjust, unfair or unkind.
<i>Collaborating with Others</i>	I collaborate with peers to interpret meaning and present our shared learning.	I collaborate with peers in order to solve problems, improve outcomes and give form to my ideas.	I engage respectfully with individuals and groups whose thinking is different from my own.	I seek out alternative perspectives in order to challenge and improve my thinking, and to develop as an ally.	I identify and appropriately advocate for resources that support my academic, social, and emotional goals.	I lead by example and celebrate the contributions of others when working in groups.
<i>Thinking Critically</i>	I present my ideas clearly and confidently to audiences to inform and persuade.	I approach tasks with flexibility and adaptability.	I investigate the connections across disciplines to uncover what weaves them together for a deeper understanding.	I use perspective-taking, inquiry, and synthesis skills to better understand others.	I analyze my experiences and synthesize my learning to formulate my own ideas and questions.	I evaluate information, situations, and ideas to determine what is truthful.
<i>Developing Your Identity</i>	I reflect on my communication with others in order to develop a deeper understanding of myself.	I see the formation of my identity as a creative process.	I explore interests outside of my comfort zone to develop a more well-rounded self.	I reflect on what I learn about others to develop a deeper understanding of myself.	I am confident in my talents, skills, and thinking and understand that hard work brings reward.	I act in ways that demonstrate my character and reflect the strength of my convictions.
<i>Extending Fundamental Academic Skills</i>	I craft pieces of academic writing and presentations for varied audiences and purposes.	I apply knowledge to novel academic situations and contexts to generate new thinking and perspectives.	I approach new tasks and subjects with an enthusiastic spirit, resulting in better motivation and outcomes for academic learning.	I develop healthy, kind, and meaningful relationships within and outside my school community.	I create and manage my own schedule of tasks, activities, and events while prioritizing self-care.	I earn respect for my academic ideas by citing and showing respect for others’ work.
<i>Positively Influencing Our Community and World</i>	I use my speaking and listening skills to engage in meaningful dialogue about real-world topics.	I boldly imagine creative and innovative solutions to real-world problems.	My curiosity inspires thinking in others and engages them in solving problems in our community and world.	I compassionately advocate for an inclusive, equitable community and a just world.	I recognize my ability to bring about positive changes in our community and in our world.	I serve as a leader and role model in my community and advocate for social justice.

# Darien Public Schools Vision of the Graduate

June 8, 2021

# What is a Vision of the Graduate?

- A statement of the attributes each student will develop
- A reflection of community values and beliefs
- A forward-focused response to the evolving demands of work and learning
- A guide for curriculum and instruction



personal fulfillment  
integrity  
independence  
perseverance  
empathy  
respect  
compassion  
responsibility  
accountability  
self-awareness  
kindness  
courage  
grace  
grit  
resourcefulness  
passion  
authenticity  
resilience  
growth

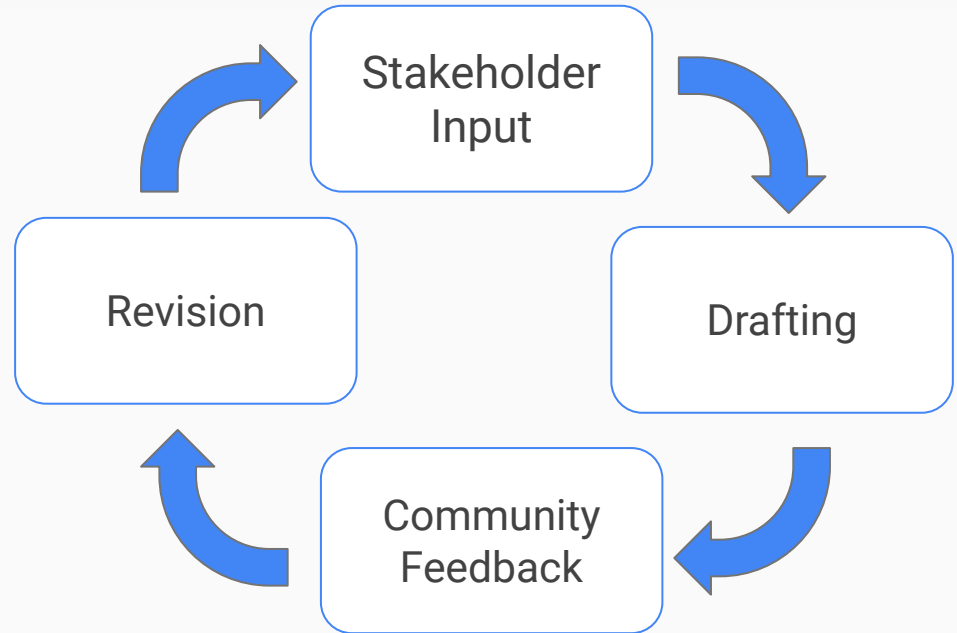
# Guiding Coalition

Hassana Arbubakrr, Student Class of 2020  
Leslie Bradshaw, DHS Teacher  
Dennis Cabrera, Fitch Academy Lead Teacher  
Lisa Cerussi, Parent  
Kate Dimoulas, DHS Assistant Principal  
Ellen Dunn, DHS Principal  
Meghan Emanuelson, Director of Guidance  
Anne Fernandez-Carol, DHS Teacher  
Sara Goertel, Parent and Business Leader  
Lindsey Hurty, Parent and Business Leader  
Francis Janosco, English Department Chair 6-12  
Aidan Kennedy, Student Class of 2023  
Juliette Kiernan, Student Class of 2020  
Vanessa Kowalski, DHS Teacher  
Veronica Lima, DHS Teacher

Dennis Maroney, Board of Education Member  
Rebecca Martorella, Parent  
Scott McCarthy, Special Education Administrator and Climate Coordinator  
Mary Michelson, Tokeneke School Principal  
Garan Mullin, Royle School Principal  
Patrice Nelson, Consultant from CT Center for School Change  
Tiffany O'Connor, Parent  
Tara Ochman, Board of Education Member  
Lindsey Olson, Student Class of 2021  
Keith Satter, MMS Teacher  
Shelley Sheridan, Parent and Business Leader  
Lauren Stelluti, DHS Teacher  
Mike Sullivan, DHS Teacher  
Lily Tarrant, Student Class of 2022  
Fred Vital, DHS Teacher  
Sydney Weibel, Student Class of 2021

# Process

- Coalition Learning
- Community Survey
- Initial Brainstorming
- Summer Focus Groups
- Identifying Attributes
- Drafting Descriptors
- Developing Learning Outcomes
- Focus Groups
- Review Feedback
- Final Revision



# Survey

- 1,200 responses from June 1-June 14, 2020:
  - How do you define “success” for the graduates of Darien High School?
  - What are the most important attributes that you want students to acquire before they graduate?
  - What skills must our students possess in order to be prepared for the future?
  - What three words would you want someone to use when describing a Darien High School graduate?
- Data analyzed:
  - Qualitative analysis of entire data set as well disaggregated by stakeholder group
  - Quantitative analysis of key words and phrases across and within specific questions

# Focus Groups

Informal - Response to Initial Drafting

*Summer 2020*

- Teachers
- Students
- Alumni
- Administrators
- Coalition Members

Formal - Response to Final Draft

*Spring 2021*

- Teachers
- Students
- Alumni
- Parents
- Administrators
- Coalition Members

Total of 27  
Focus Groups  
with over 200  
participants

# Darien Public Schools Vision of the Graduate

Communication

Creativity

Curiosity

Empathy

Independence

Integrity

# Communication

Effective collaboration will depend on your ability to listen with a discerning ear and express your ideas with clarity and passion. Communication is a two-way exchange. Listen before you speak. Hear what is behind the words. Craft your communication with purpose and choose your words carefully - they hold great power. Know that your actions also tell your story. Find your own voice and dare to use it to build your community and change your world.

*Seek to understand and be understood*

# Communication: Learning Outcomes

- I communicate effectively by actively listening to and speaking with teachers and peers.
- I engage in reflection and revision to achieve clarity of expression.
- I formulate questions to effectively gather and evaluate information for accuracy.
- I collaborate with peers to interpret meaning and present our shared learning.
- I present my ideas clearly and confidently to audiences to inform and persuade.
- I reflect on my communication with others in order to develop a deeper understanding of myself.
- I craft pieces of academic writing and presentations for varied audiences and purposes.
- I use my speaking and listening skills to engage in meaningful dialogue about real-world topics.



# Creativity

Pursuing new ideas will inspire you and others. Connect all that you have learned in order to generate novel thinking, design solutions, and innovate. Embrace the trial and error process. See mistakes as opportunities. Problems are solved by thinking about what can be rather than what has been. Seek and appreciate the beauty within each discipline. Believe in your vision and give form to your ideas.

*Dream, imagine, and invent*

# Creativity: Learning Outcomes

- I find opportunities to formulate ideas across all disciplines and in diverse forms.
- I take academic risks, without fear of making “mistakes” in front of peers.
- I identify opportunities and develop questions that require innovative solutions.
- I collaborate with peers in order to solve problems, improve outcomes and give form to my ideas.
- I approach tasks with flexibility and adaptability.
- I see the formation of my identity as a creative process.
- I apply knowledge to novel academic situations and contexts to generate new thinking and perspectives.
- I boldly imagine creative and innovative solutions to real-world problems.

# Curiosity

Approaching the world with childlike amazement will lead you to new questions and inspire learning for life. Pursue knowledge as it provides the bedrock for thinking. Turn your mind to inquiry while pursuing your passions. Engage with others' thinking and question with persistence to deepen your understanding. Commit to fearless exploration of the unknown because it will open doors to new possibilities.

*Wonder and ask why*

# Curiosity: Learning Outcomes

- I demonstrate my scholarship through active questioning and research across disciplines.
- I fearlessly reveal my passions and wonderings and persist towards my goals when I face failure.
- I respond to newly presented facts, developments, and ideas with follow up questions and by asking, "Why?"
- I engage respectfully with individuals and groups whose thinking is different from my own.
- I investigate the connections across disciplines to uncover what weaves them together for a deeper understanding.
- I explore interests outside of my comfort zone to develop a more well-rounded self.
- I approach new tasks and subjects with an enthusiastic spirit, resulting in better motivation and outcomes for academic learning.
- My curiosity inspires thinking in others and engages them in solving problems in our community and world.

# Empathy

Understanding other people's experiences will enable you to form meaningful relationships and empower you. Open your heart and mind to the ideas and feelings of others and, as a result, learn more about yourself. Radiate kindness. Act with compassion. Embrace diversity and stand up for others and for inclusion. Honor the humanity of each person and contribute to a community that provides all with a sense of belonging.

*Grow in the light  
of human connection*

# Empathy: Learning Outcomes

- I seek to understand the experiences of others, and treat others with dignity and respect.
- I courageously seek to move beyond personal bias and social constructs and see individuals for who they are.
- I respond to new people, places, and situations with the question, “What more do I need to learn for a better understanding?”
- I seek out alternative perspectives in order to challenge and improve my thinking, and to develop as an ally.
- I use perspective-taking, inquiry, and synthesis skills to better understand others.
- I reflect on what I learn about others to develop a deeper understanding of myself.
- I develop healthy, kind, and meaningful relationships within and outside my school community.
- I compassionately advocate for an inclusive, equitable community and a just world.

# Independence

The life you build for yourself will be founded on how much you trust and rely on your unique talents and thinking. Self-reliance frees you to become who you are meant to be. Persist when you encounter obstacles and know that you can seek guidance to help you grow. Set goals and work hard to reach them. Diligence has its own rewards. Confidently choose what's best for you, balancing life's demands.

*Forge your own path*

# Independence: Learning Outcomes

- I rely on my own skills, knowledge, and talents to set and achieve goals.
- I respond resiliently to obstacles and setbacks, drawing inspiration from within.
- I accurately self-assess by asking, “What am I doing well?” and “Where can I grow?”
- I identify and appropriately advocate for resources that support my academic, social, and emotional goals.
- I analyze my experiences and synthesize my learning to formulate my own ideas and questions.
- I am confident in my talents, skills, and thinking and understand that hard work brings reward.
- I create and manage my own schedule of tasks, activities, and events while prioritizing self-care.
- I recognize my ability to bring about positive changes in our community and in our world.



# Integrity

Those who earn the respect of others conduct themselves honestly and adhere to principles in the face of adversity and social pressures. Tell the truth no matter how difficult. Accepting responsibility earns trust and reveals strength of character. Advocate for justice. Lead by example. Know who you are and let your actions speak for you. Develop your moral compass and demonstrate the courage to honor it.

*Do the right thing,  
even when no one is watching*

# Integrity: Learning Outcomes

- I demonstrate my character through my words, actions, and decisions.
- I adhere confidently to my principles, even in the face of social pressures.
- I respectfully question and stand up to those who speak or act in ways that are unjust, unfair or unkind.
- I lead by example and celebrate the contributions of others when working in groups.
- I evaluate information, situations, and ideas to determine what is truthful.
- I act in ways that demonstrate my character and reflect the strength of my convictions.
- I earn respect for my academic ideas by citing and showing respect for others' work.
- I serve as a leader and role model in my community and advocate for social justice.

# Learning Outcomes: 6-12

- Demonstrating Attribute Acquisition
- Overcoming Obstacles
- Asking Questions
- Collaborating with Others
- Thinking Critically
- Developing Your Identity
- Extending Fundamental Academic Skills
- Positively Influencing our Community and World

	Communication	Creativity	Curiosity	Empathy	Independence	Integrity
<b>Demonstrating Attribute Acquisition</b>	I communicate effectively by actively listening to and speaking with teachers and peers.	I find opportunities to formulate ideas across all disciplines and in diverse forms.	I demonstrate my scholarship through active questioning and research across disciplines.	I seek to understand the experiences of others, and treat others with dignity and respect.	I rely on my own skills, knowledge, and talents to set and achieve goals.	I demonstrate my character through my words, actions, and decisions.
<b>Overcoming Obstacles</b>	I engage in reflection and revision to achieve clarity of expression.	I take academic risks, without fear of making "mistakes" in front of peers.	I fearlessly reveal my passions and wonderings and persist towards my goals when I face failure.	I courageously seek to move beyond personal bias and social constructs and see individuals for who they are.	I respond resiliently to obstacles and setbacks, drawing inspiration from within.	I adhere confidently to my principles, even in the face of social pressures.
<b>Asking Questions</b>	I formulate questions to effectively gather and evaluate information for accuracy.	I identify opportunities and develop questions that require innovative solutions.	I respond to newly presented facts, developments, and ideas with follow up questions and by asking, "Why?"	I respond to new people, places, and situations with the question, "What more do I need to learn for a better understanding?"	I accurately self-assess by asking, "What am I doing well?" and "Where can I grow?"	I respectfully question and stand up to those who speak or act in ways that are unjust, unfair or unkind.
<b>Collaborating with Others</b>	I collaborate with peers to interpret meaning and present our shared learning.	I collaborate with peers in order to solve problems, improve outcomes and give form to my ideas.	I engage respectfully with individuals and groups whose thinking is different from my own.	I seek out alternative perspectives in order to challenge and improve my thinking, and to develop as an ally.	I identify and appropriately advocate for resources that support my academic, social, and emotional goals.	I lead by example and celebrate the contributions of others when working in groups.
<b>Thinking Critically</b>	I present my ideas clearly and confidently to audiences to inform and persuade.	I approach tasks with flexibility and adaptability.	I investigate the connections across disciplines to uncover what weaves them together for a deeper understanding.	I use perspective-taking, inquiry, and synthesis skills to better understand others.	I analyze my experiences and synthesize my learning to formulate my own ideas and questions.	I evaluate information, situations, and ideas to determine what is truthful.
<b>Developing Your Identity</b>	I reflect on my communication with others in order to develop a deeper understanding of myself.	I see the formation of my identity as a creative process.	I explore interests outside of my comfort zone to develop a more well-rounded self.	I reflect on what I learn about others to develop a deeper understanding of myself.	I am confident in my talents, skills, and thinking and understand that hard work brings reward.	I act in ways that demonstrate my character and reflect the strength of my convictions.
<b>Extending Fundamental Academic Skills</b>	I craft pieces of academic writing and presentations for varied audiences and purposes.	I apply knowledge to novel academic situations and contexts to generate new thinking and perspectives.	I approach new tasks and subjects with an enthusiastic spirit, resulting in better motivation and outcomes for academic learning.	I develop healthy, kind, and meaningful relationships within and outside my school community.	I create and manage my own schedule of tasks, activities, and events while prioritizing self-care.	I earn respect for my academic ideas by citing and showing respect for others' work.
<b>Positively Influencing Our Community and World</b>	I use my speaking and listening skills to engage in meaningful dialogue about real-world topics.	I boldly imagine creative and innovative solutions to real-world problems.	My curiosity inspires thinking in others and engages them in solving problems in our community and world.	I compassionately advocate for an inclusive, equitable community and a just world.	I recognize my ability to bring about positive changes in our community and in our world.	I serve as a leader and role model in my community and advocate for social justice.

# Learning Outcomes: PK-5

## 6-12 Learning Outcomes

- Demonstrating Attribute Acquisition
- Overcoming Obstacles
- Asking Questions
- Collaborating with Others
- Thinking Critically
- Developing Your Identity
- Extending Fundamental Academic Skills
- Positively Influencing our Community and World

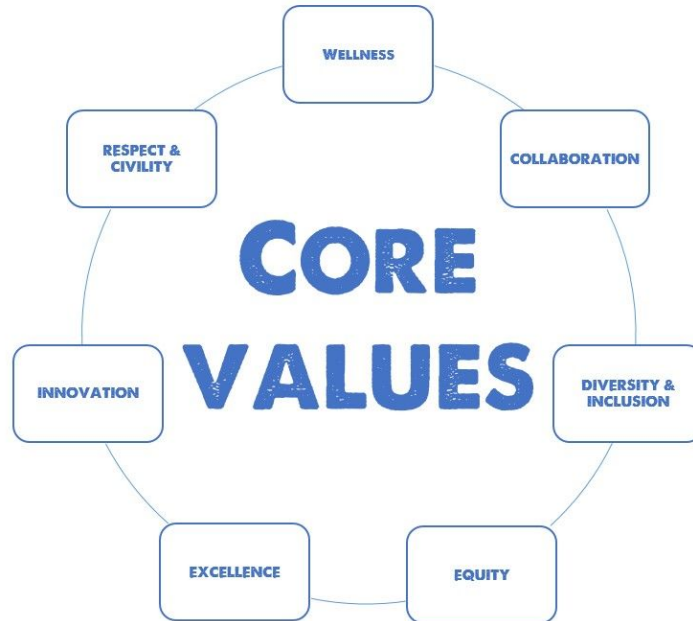


## PK-5 Learning Outcomes

- Identifying the Attributes
- Increasing Frustration Tolerance
- Practicing Inquiry and Investigation
- Learning about Group Work and Friendship
- Learning to Make Connections and Problem Solve
- Understanding Self Identity
- Developing Early Academic Skills
- Understanding Community

	Communication	Creativity	Curiosity	Empathy	Independence	Integrity
<b>Identifying the Attributes</b>	I engage in whole body, active listening.	I pursue interests across all subject areas and make connections as I learn.	I ask the questions “Why?” and “How?” I work with my teachers and peers to find answers.	I am kind and accepting and eager to make new friends with those similar to and different from me.	I set SMART goals for myself, both personally and academically.	I am honest and know the importance of truth and responsibility.
<b>Increasing Frustration Tolerance</b>	I use “I statements” to communicate my feelings and concerns.	I take academic risks, without fear of making “mistakes” in front of peers.	I ask questions about things I am wondering until I fully understand.	I resist social pressures and am kind to all people.	I learn from my mistakes and always try again.	I follow the Darien Kids’ Code in all that I do.
<b>Practicing Inquiry and Investigation</b>	I know how to evaluate a source of information for accuracy and validity.	I ask open-ended questions and wonder “what if?”	I seek out new discoveries by learning through inquiry.	I ask new people I meet about themselves and try to understand their perspective and experiences.	I self-reflect by considering my strengths and stretches.	I act as an ally and stand up for others.
<b>Learning about Group Work and Friendship</b>	I contribute my thoughts and ideas when working in a group.	I work with my peers to use the skills I have learned to solve novel problems and think “outside the box.”	I wonder about the world with others and ask questions to learn more.	I think about how someone else might feel and consider similarities and differences between me and my peers.	I self-advocate when I have a question or need something.	I understand group roles and how to be a positive group member.
<b>Learning to Make Connections and Problem Solve</b>	I know how to identify my audience to choose my presentation style.	I am flexible in my thinking and can consider multiple solutions or ways to solve a problem.	I connect things I have learned previously with new learning.	I can use my perspective-taking skills to consider how others are feeling.	I draw on my past experiences to approach new tasks with confidence.	I consider all viewpoints before making decisions.
<b>Understanding Self-Identity</b>	I reflect on my social interactions with peers and how I talk to friends.	I see creative thinking as part of becoming a great person.	I try new things and expand my interests outside my comfort zone.	I make new friends as I go and learn from the friendships and connections to classmates and teachers that I make.	I am developing a growth mindset that values effort and persistence.	I work hard to make sure my choices are positive and helpful to others.
<b>Developing Early Academic Skills</b>	I can write in narrative, opinion, and persuasive styles based on my audience and purpose.	I connect prior knowledge to new learning and thinking.	I approach new learning with enthusiasm, motivated to learn more.	I develop positive and reciprocal friendships within and outside my school community.	I use my executive functioning skills to prioritize my assignments and activities.	I cite research and the words of others in my writing.
<b>Understanding Community</b>	I know about important community roles and how to communicate effectively with adults for safety.	I imagine possibilities for the future and what I might be when I grow up.	I ask questions about current and past events to learn more about our world and its history.	I make sure no one is left out and engage in small acts of kindness.	I set goals for myself and think about the impact I have on others and my community.	I serve as a role model for my younger siblings and younger students in my school.

# Connection to the Strategic Plan: *Core Values*



# Connection to the Strategic Plan: Goals

Goal 1: Enhancing Teaching & Learning

Goal 2: Fostering a Culture that Promotes Wellness, Diversity, and Inclusion

Goal 3: Developing a Balanced Definition of Success through the Vision of the Graduate





# SENIOR ~~INTERNSHIP~~ ~~PROGRAM~~

EXPERIENCE

## UPDATE

# SENIOR EXPERIENCE

## Senior Internship:

- Students could participate virtually or in person
- 30 hours per week attending the internship
- 161 students are participating in an Internship, almost all in person

## Senior Project:

- Students can work independently or as a team of two
- 30 hours per week expectation
- 145 students are participating in self designed Senior Project

# COMMUNICATION



In 2021 we continued to use the senior internship program website: [www.dhs-sip.org](http://www.dhs-sip.org)

There are five primary ways this benefited us:

1. Instant access to program forms and documents.
2. Useful reminders and program updates are streamlined through the site.
3. Easy access to the program deadlines.
4. Seamless communication between mentor teacher, site supervisor, and intern.
5. Data analysis is enhanced.

# 2021 INTERNSHIP SITES

A Little Something White  
Altamura Homes  
Ambler Farm  
American Ballet  
American Marine Electronics  
Assistant to Criminal Defense Attorney  
At Home in Darien  
Atelier Constantin Popescu  
Authentic Athlete  
Baywater Properties  
BETA Climbing and Fitness Route-setting  
BioSport Technologies  
Blueline Sports  
BMW of Darien (internship)  
Broadway Method Academy  
Brown Harris Stevens- Real Estate Company  
Busy Bee Cleaning Services  
Castor Group LLC  
Chou Chou  
Christ Community Church  
Compass Real Estate  
Comprehensive Dental Group  
Construction Consulting Group  
Crescendo Music Store Services  
d.a.designs - Jewelry Business/Website  
DAF Media  
Dannys Cycles  
Darien Auto body  
Darien EMS - Post 53  
Darien Pollinator Pathway  
Darien YMCA Gymnastics  
Dedication To Community  
Dela Cruz Lab at Yale University  
DM Income Advisors  
Dom's Landscaping, Inc.

DM Income Advisors  
Dom's Landscaping, Inc.  
EastCoast Irrigation LLC  
Environmental Protection Initiative - Wildlife  
Everything is Rosey  
Gridiron Capital LLC  
Guardbot Internship  
Halstead Property  
Heights Pizza  
Houlihan Lawrence  
iHeart Radio  
Indigo Jewelry Company  
Infinity Fitness  
Jody Deluca Designs  
John Carlozzi Strength and Conditioning  
Josie Natori Company  
Joy Dog Food  
Kids Helping Kids  
Kumon Darien  
Law Business Media  
Law Office of Gregory G. Andriunas, LLC  
Lucky Dog Refuge  
Make-Modern  
Maxim Group  
Memorial Sloan-Kettering Cancer Center  
Merrill Lynch Economics  
Methodist Family Center Preschool Helper  
Mirador LLC  
MKM Partners Internship  
Modern Day Auctions  
Modern Home Maintenance  
Museum of Darien  
Noble House Media Group  
Noroton Heights Fire Department  
NYSCO Products LLC  
Oasis Pro Markets

One River  
One World United and Virtuous  
Ox Ridge Riding and Racquet Club  
Palmers Market  
Parsons & Whittemore Inc  
Peapod Design  
Performance Optimal Health  
Pollinator Pathways  
Pre-Med Cardiology Rotation  
Programming a Collectable Card Game  
Prosper Public Relations  
Prudence Home and Design  
Quality Towing & Auto Repair LLC  
Retail Leasing Associate  
Rick Stebbins Performance Therapy  
Rithmatics Simulator  
Rowayton Yacht Club  
Saint Luke's Parish School  
Saugatuck Rowing Club  
School of Rock New Canaan  
Theatre JKO  
SilverCrest Management  
Sound Lacrosse Club  
St. Luke's Episcopal Church/Preschool  
Stamford Hospital Surgical Internship  
Subshots/Dye Hard Sublimation  
The Community Fund of Darien  
Thumbsup Yoga  
TMGcore  
Trademarc Construction  
VCA Darien Animal Hospital  
Wee Burn Country Club  
Wheelhouse Entertainment  
White Gate Farm  
Young Women's Christian Association

# 2021 PROJECT THEMES

Art (Ex: capturing emotion through art, mural)  
Cooking (Ex: cultural cuisine exploration, French baking, etc.)  
Environmental protection / research  
Film (Ex: animation, how-to videos, video reviews, etc.)  
Learning (Ex: quantum mechanics)  
Musicianship development (Ex: Jazz cover album)  
Podcasts / Reviews (related to movies, books, music)  
Research (Ex: Covid-19 and the impact on first responders)  
Sustainability/Environment (Ex: sustainable clothing / jewelry, environmental protection)  
Technology (Ex: Mobile app development, programming, computer construction)  
Textiles (Ex: Crocheting / quilt-making)  
Wellness  
Woodworking projects  
Writing (Ex: novel, short stories, journalism)



# SENIOR EXPERIENCE REQUIREMENTS

- Complete daily journal entries describing the day's experience
- Weekly prompts/reflections
- Complete minimum of 30 hours per week
- Collect artifacts and evidence
- Create a presentation for the Internship Symposium

On Monday, June 14th:

- Present at DHS Internship Symposium, 1:00-2:00pm

# GRADING

The performance of students is determined by a student's Faculty Mentor. Faculty Mentors will utilize an evaluation rubric which encompasses the following:

- Completion of weekly hour obligations (30 hours per week minimum)
- Faculty Mentor's evaluation of the Senior Experience Symposium presentation
- Faculty Mentor's evaluation of journal entries
- Timeliness of the submissions of journals to the Faculty Mentor
- Quality and consistency in communication with the Faculty Mentor
- Faculty Mentor's (virtual) site visit
- Completion of all other program tasks, requirements, and evaluations

**Students will earn a grade of either  
“Pass with Distinction,” “Pass,” or “Incomplete”**

# To hear from our Seniors!





# DARIEN PUBLIC SCHOOLS

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Richard Rudl

*Director of Finance and Operations*

35 Leroy Avenue, P.O. Box 1167

Darien, CT 06820-1167

TEL: 203-656-7405 FX: 203-656-3502

**DATE:** June 4, 2021

**TO:** Board of Education

**FROM:** Dr. Alan Addley, Superintendent of Schools

Richard Rudl, Director of Finance & Operations

**SUBJECT:** Enrollment Update

Enclosed is a summary of the current enrollment for FY22. Enrollment exceeds projection by 25 students K-12 as of June 1<sup>st</sup>. Based on current enrollment we would need to use two sections from budget control to meet class size guidelines in third grade at Holmes and Tokeneke. Additionally, one section at Royle for first grade has exceeded class size guidelines, however, this is offset by a Kindergarten section at Hindley below class size guidelines. It is important to note that Ox Ridge 4<sup>th</sup> grade is 1 student away from needing an additional section and Hindley Kindergarten is two students away from needing a fourth section. Should those two sections trip and everything remains as shown we would need to utilize all four sections of budget control.

The charts below identify K-12 enrollment as of June 1, 2021.

## Kindergarten

	Registrations June	Projection	Budgeted Sections	Variance to Budget Sections
Hindley	65	76	4	-1
Holmes	68	75	4	0
Ox Ridge	71	73	4	0
Royle	51	62	3	0
Tokeneke	64	65	3	0
<b>Total Kindergarten</b>	<b>319</b>	<b>351</b>	<b>18</b>	<b>-1</b>

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## First Grade

	Actual First Grade Enrollment (June)	Projected First Grade Enrollment	Budgeted Sections	Variance to Budget Sections
Hindley	71	67	4	0
Holmes	59	58	3	0
Ox Ridge	81	77	4	0
Royle	68	56	3	+1
Tokeneke	56	55	3	0
<b>Total First Grade</b>	<b>335</b>	<b>313</b>	<b>17</b>	<b>+1</b>

## Second Grade

	Actual Second Grade Enrollment (June)	Projected Second Grade Enrollment	Budgeted Sections	Variance to Budget Sections
Hindley	64	66	3	0
Holmes	80	79	4	0
Ox Ridge	88	79	4	0
Royle	53	55	3	0
Tokeneke	82	75	4	0
<b>Total Second Grade</b>	<b>367</b>	<b>354</b>	<b>18</b>	<b>0</b>

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## Third Grade

	Actual Third Grade Enrollment (June)	Projected Third Grade Enrollment	Budgeted Sections	Variance to Budget Sections
Hindley	83	80	4	0
Holmes	70	66	3	<b>+1</b>
Ox Ridge	74	70	4	0
Royle	52	51	3	0
Tokeneke	70	68	3	+1
<b>Total Third Grade</b>	<b>349</b>	<b>335</b>	<b>17</b>	<b>+2</b>

## Fourth Grade

	Actual Fourth Grade Enrollment (June)	Projected Fourth Grade Enrollment	Budgeted Sections	Variance to Budget Sections
Hindley	64	65	3	0
Holmes	75	74	4	0
Ox Ridge	72	66	3	0
Royle	52	56	3	0
Tokeneke	73	73	4	0
<b>Total Fourth Grade</b>	<b>336</b>	<b>334</b>	<b>17</b>	<b>0</b>

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## Fifth Grade

	Actual Fifth Grade Enrollment (June)	Projected Fifth Grade Enrollment	Budgeted Sections	Variance to Budget Sections
Hindley	83	82	4	0
Holmes	82	87	4	0
Ox Ridge	75	74	4	0
Royle	57	56	3	0
Tokeneke	75	74	4	0
<b>Total Fifth Grade</b>	<b>372</b>	<b>373</b>	<b>19</b>	<b>0</b>

## Middlesex

Grade	Actual Enrollment (June)	Projected Enrollment	Variance
6	351	355	-4
7	357	360	-3
8	387	386	+1
<b>Total</b>	<b>1,095</b>	<b>1,101</b>	<b>-6</b>

## Darien High School

Grade	Actual Enrollment (June)	Projected Enrollment	Variance
9	392	379	+13
10	353	349	+4
11	350	343	+7
12	361	372	-11
<b>Total</b>	<b>1,456</b>	<b>1,443</b>	<b>+13</b>

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## Total Enrollment

District	Actual Enrollment (June)	Projected Enrollment	Variance
K-5	2,078	2,060	+18
Middle School	1,095	1,101	-6
High School	1,456	1,443	+13
<b>Total</b>	<b>4,629</b>	<b>4,604</b>	<b>+25</b>

# **DARIEN PUBLIC SCHOOLS**

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**DATE:** June 4, 2021  
**TO:** Board of Education  
**FROM:** Dr. Alan Addley, Superintendent of Schools  
Richard Rudl, Director of Finance & Operations  
**SUBJECT:** Discussion and Possible Action on Funding Security Updates

As we have discussed previously, the Administration is recommending a replacement of the current Lockdown and Mass Notification System as discussed in Executive Session.

The Administration is recommending the Board of Education seek funding for this school safety project through a supplemental appropriation request for a capital expenditure in the amount of \$325,000 from the Board of Finance.

The Board of Education currently has an approved but unused capital budget of \$100,000 for a lockdown system that potentiality could help offset the \$325,000.



# **Darien Public Schools**

35 Leroy Avenue • Darien, CT 06820 • (203) 656-7400

## **Memorandum**

**DATE:** June 4, 2021

**TO:** Darien Board of Education

**FROM:** Alan Addley, Ed.D., Superintendent of Schools

**SUBJECT:** 2021-2022 Proposed Calendar Revision for High School Professional Learning Community Days

A revised version of the 2021-2022 calendar is being brought forward for the Board's consideration. The primary reason for the proposed change is the pending 2024 decennial accreditation by the New England Association of Schools and Colleges (NEASC). While the visit does not occur until the spring or fall of 2024, time is needed next school year to complete the required school-wide self-reflection process. DHS Principal Ellen Dunn will join us for a NEASC overview at the June 22 meeting of the BOE to offer further detail.

You will notice two items of substantive change on this calendar when comparing to the previously approved 2021-2022 calendar.

1. The number of days previously dedicated to Professional Learning Communities (PLCs) has increased from 7 to 10. This time will be utilized for NEASC self-reflection committee work in addition to PLCs.
2. The time of student arrival is delayed by an additional 30 minutes making the delay a two-hour instead of 90 minute delay to begin the day. This change allows for needed work time to accommodate the self-reflection process and also allows for a bus run that follows the elementary runs.

Participation in NEASC is a process that requires dedicated time for staff reflection. This request is in response to recent administrator training on the new NEASC processes as well as advice received from the Associate Director for Accreditation and School Improvement at NEASC. By all accounts, this time will adequately support the staff and administration in preparation for accreditation. This is a discussion item and will be on the June 22 meeting agenda for possible action.

**2021-2022 Darien School District Calendar**  
**(Approved by Board of Education on June 23, 2020)**  
**(Amended by the Board of Education on April 27, 2021)**

July					
		1	2		
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

August (2)					
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25*	26*	27	
30	31				

23-24 New Staff Orientation  
 25-26 Professional Development  
 27 Teacher Work Day  
 30 Students Return

September (19)					
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24^	
27	28	29	30		

6 Labor Day  
 7 Rosh Hashanah  
 16 Yom Kippur  
 24 Professional Learning Communities – High School

October (21)					
				1	
4	5	6	7	8^	
11	12	13	14	15	
18	19	20	21	22^	
25	26	27	28	29	

8 Professional Learning Communities – High School  
 22 Professional Learning Communities – High School

November (19)					
1	2*	3	4	5	
8	9	10	11	12	
15	16	17	18	19^	
22	23	24	25	26	
29	30^				

2 Professional Development  
 19 Professional Learning Communities – High School  
 24 Early Dismissal  
 25-26 Thanksgiving Recess  
 30 Elementary Parent Conferences

December (17)					
		1^	2^	3^	
6	7	8	9	10^	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30	31	

1-3 Elementary Parent Conferences (Dec. 7<sup>th</sup> Snow Date)  
 10 Professional Learning Communities – High School  
 23 Early Dismissal  
 24-31 Holiday Recess

January (19)					
3	4	5	6	7^	
10	11	12	13	14*	
17	18	19	20	21	
24	25	26	27	28	
31					

7 Professional Learning Communities – High School  
 14 Professional Development  
 17 Martin Luther King Jr. Day

February (14)					
		1	2	3	4
7	8	9	10	11^	
14	15	16	17	18*	
21	22	23	24	25	
28					

11 Professional Learning Communities – High School  
 18 Professional Development  
 21 Presidents' Day  
 22-25 February Recess

March (23)					
1	2	3	4		
7	8	9	10	11^	
14	15	16^	17^	18^	
21	22	23	24	25	
28	29	30	31		

11 Professional Learning Communities – High School  
 16-18 Elementary Parent Conferences (March 17, evening also; March 23<sup>rd</sup> Snow Date)

April (16)					
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22^	
25	26	27	28	29	

11-14 Spring Recess  
 15 Good Friday  
 22 Professional Learning Communities – High School

May (21)					
2	3	4	5	6	
9	10	11	12	13^	
16	17	18	19	20	
23	24	25	26	27	
30	31				

13 Professional Learning Communities – High School  
 30 Memorial Day

June (9)					
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30		

13 School ends for students  
 14 Teacher Work Day

**Note #1:** If schools are closed due to weather, additional days will be added to the end of the school year. Regarding High School graduation, by State law, after April 1<sup>st</sup>, Boards of Education are permitted to establish a graduation date. Therefore, the Board of Education will make that determination at its first regular April, 2021 meeting.

Code: \_ Early Dismissal (11/24, 12/23, 6/13); \* Staff Development Days; No School for Students; \_ Teacher Work Day;

^Professional Learning Communities for High School Only – (9/24, 10/8, 10/22, 11/19, 12/10, 1/7, 2/11, 3/11, 4/22, 5/13)

(Elementary Parent Conferences (11/30, 12/1, 12/2, 12/3) (Snow Date 12/7); (3/16, 3/17 (also evening), 3/18)

(Snow Date 3/23)



# 2022-2023 Darien School District Calendar (P R O P O S E D)

July						
					1	
4	5	6	7	8		
11	12	13	14	15		
18	19	20	21	22		
25	26	27	28	29		

August (3)						
1	2	3	4	5		
8	9	10	11	12		
15	16	17	18	19		
22	23	24*	25*	26		
29	30	31				

22-23 New Staff Orientation  
24-25 Professional Development  
26 Teacher Work Day  
29 Students Return

September (20)						
			1	2		
5	6	7	8	9		
12	13	14	15	16		
19	20	21	22	23		
26	27	28	29	30		

5 Labor Day  
26 Rosh Hashanah  
TBD Professional Learning Communities – High School

October (20)						
	3	4	5	6	7	
10	11	12	13	14		
17	18	19	20	21		
24	25	26	27	28		
31						

5 Yom Kippur  
TBD Professional Learning Communities – High School

November (19)						
	1	2	3	4		
7	8*	9	10	11		
14	15	16	17	18		
21	22	23	24	25		
28	29	30				

8 Professional Development  
TBD Professional Learning Communities – High School  
23 Early Dismissal  
24-25 Thanksgiving Recess

December (17)						
		1	2			
5	6	7	8	9		
12	13	14	15	16		
19	20	21	22	23		
26	27	28	29	30		

TBD Professional Learning Communities – High School  
23 Early Dismissal  
Dec.24–Jan. 2 Holiday Recess

January (19)						
2	3	4	5	6		
9	10	11	12	13*		
16	17	18	19	20		
23	24	25	26	27		
30	31					

3 Students Return  
13 Professional Development  
16 Martin Luther King Jr. Day

February (14)						
		1	2	3		
6	7	8	9	10		
13	14	15	16	17*		
20	21	22	23	24		
27	28					

17 Professional Development  
20 Presidents' Day  
21-24 February Recess

March (23)						
		1	2	3		
6	7	8	9	10		
13	14	15	16	17		
20	21	22	23	24		
27	28	29	30	31		

TBD Professional Learning Communities – High School

April (14)						
	3	4	5	6	7	
10	11	12	13	14		
17	18	19	20	21		
24	25	26	27	28		

7 Good Friday  
10-14 Spring Recess  
TBD Professional Learning Communities – High School

May (22)						
1	2	3	4	5		
8	9	10	11	12		
15	16	17	18	19		
22	23	24	25	26		
29	30	31				

TBD Professional Learning Communities – High School  
29 Memorial Day

June (9)						
		1	2			
5	6	7	8	9		
12	13	14	15	16		
19	20	21	22	23		
26	27	28	29	30		

13 School ends for students  
14 Teacher Work Day

**Note #1:** If schools are closed due to weather, two days will be considered "snow days". Thereafter, days due to emergency closure will be made up at the end of the school year. Regarding High School graduation, the Board of Education will make that determination no later than the first regular April, 2023 meeting.

Code: \_ Early Dismissal (11/23, 12/23, 6/13); \* Staff Development Days; No School for Students; \_ Teacher Work Day;

^Professional Learning Communities for High School Only – (TBD).