

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
At 7:43 p.m. (0:00) |
| 2. Chairperson's Report | Mr. Dineen
At 7:44 p.m. (0:01) |
| 3. Public Comment | Mr. Dineen
At 7:46 p.m. (0:03) |
| None | |
| 4. Superintendent's Report | Dr. Alan Addley
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:

1st Mr. Maroney

2nd 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:

1st Mrs. Ochman

2nd 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:

1st Mrs. Stein

2ND 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:

1st Mrs. Ochman

2ND 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

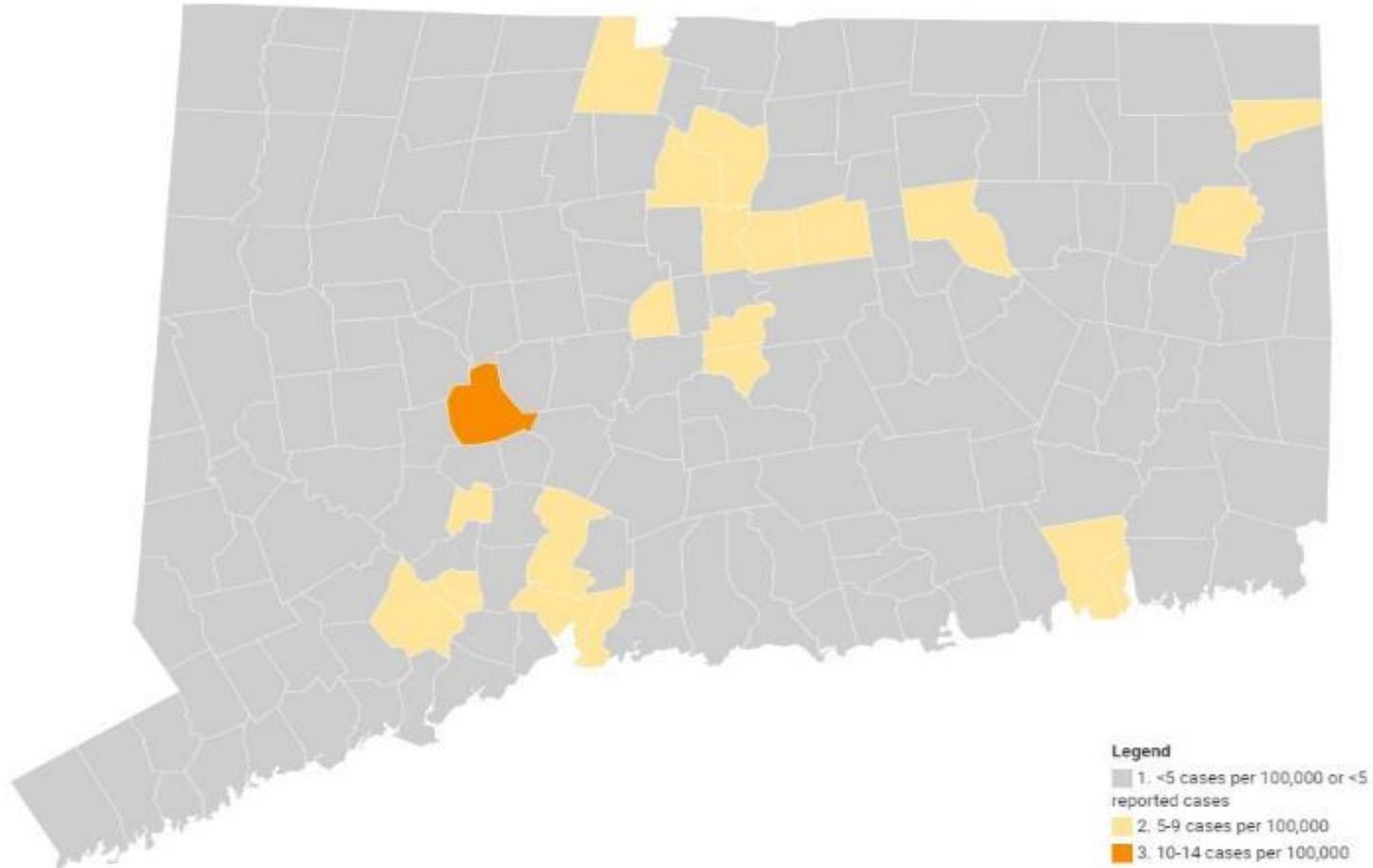
&

American Rescue Act
Expenditures

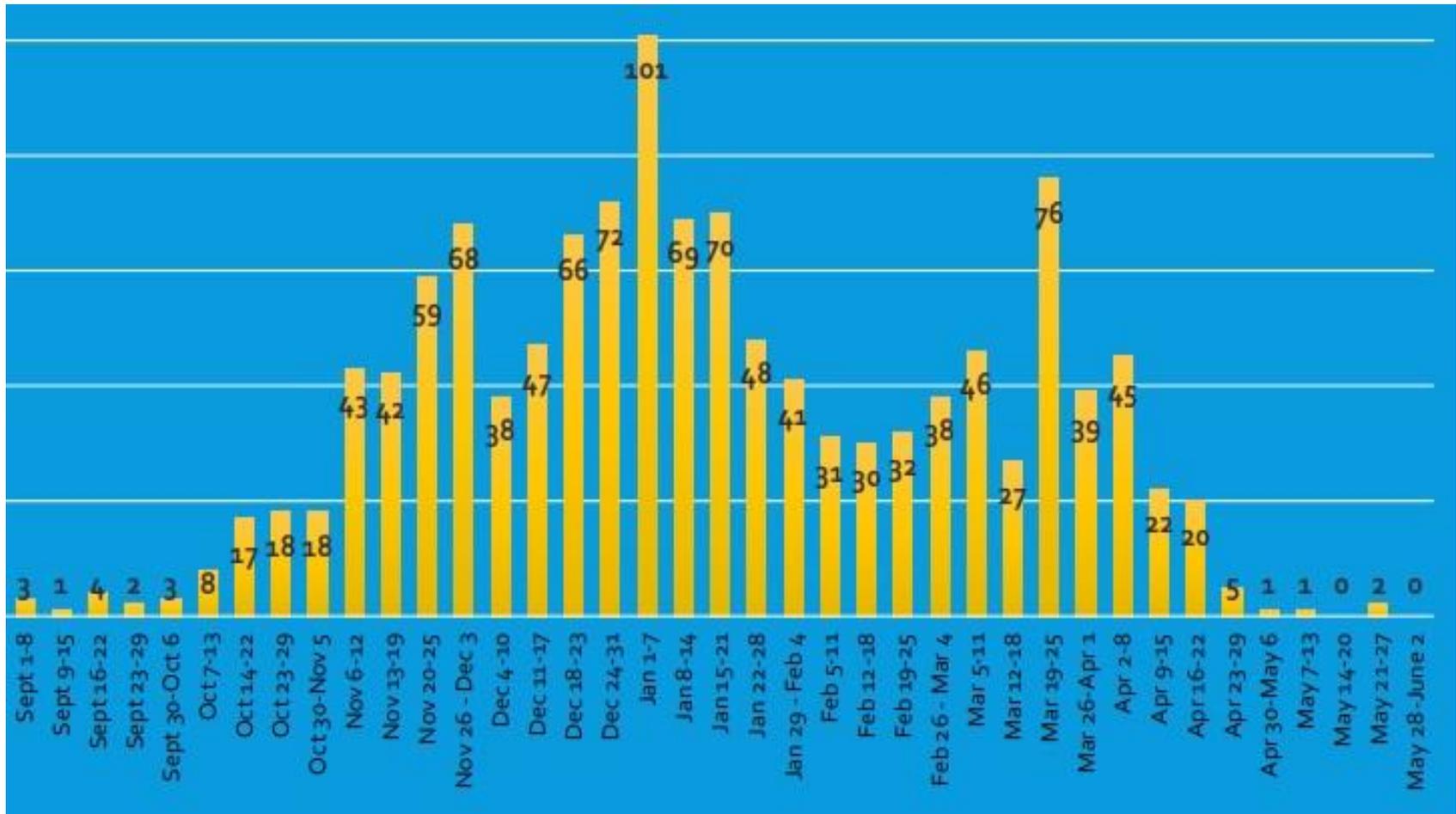


June 08, 2021

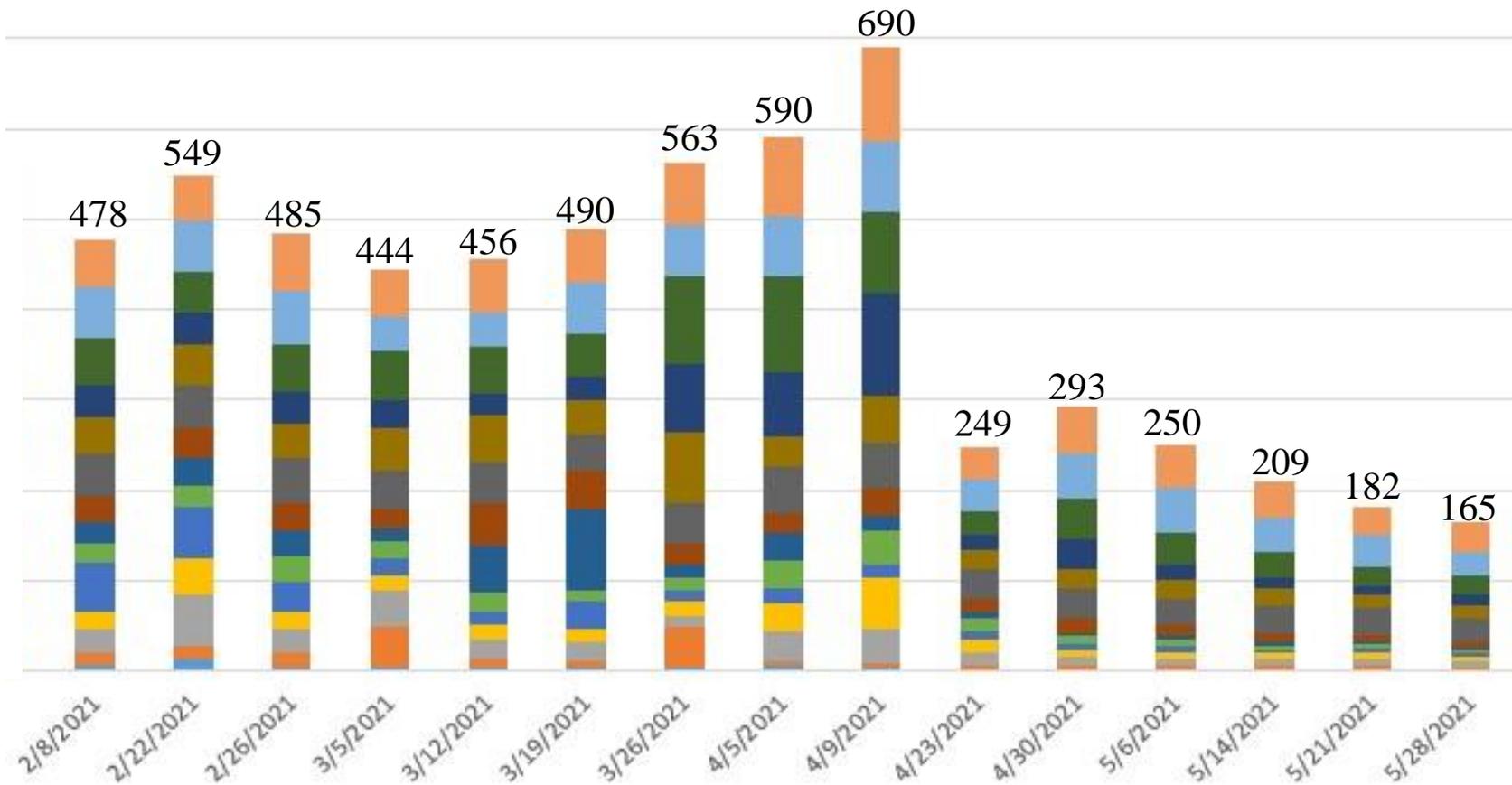
COVID Average Daily Rate Cases Per 100,000 Population (05/16/2021 – 05/29/2021)



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

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 25th, 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:

Acceleration, Academic Renewal, & Student Enrichment		
Projected Cost	Item	Description
\$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.
\$507,895	Total Learning Loss	

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.
\$98,445	Total Social, Emotional & Mental Health	

DARIEN PUBLIC SCHOOLS

Strategic Use of Technology and Staff Development		
Projected Cost	Item	Description
\$93,600	Kindergarten View Sonics	Similar to the 1 st 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 st 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.
\$253,600	Total Strategic Use of Technology and Staff Development	

Building Safe & Healthy Schools		
Projected Cost	Item	Description
\$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 th 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>MMS</td> <td>1 to 1101 students</td> <td>1 to 551 students</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	MMS	1 to 1101 students	1 to 551 students	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.																								
\$165,245	Total Building Safe & Healthy Schools																									

\$1,025,185	Total American Rescue Grant
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DARIEN PUBLIC SCHOOLS

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
<p>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.</p> <p style="text-align: center;"><i>Seek to understand and be understood</i></p>	<p>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.</p> <p style="text-align: center;"><i>Dream, imagine, and invent</i></p>	<p>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.</p> <p style="text-align: center;"><i>Wonder and ask why</i></p>	<p>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.</p> <p style="text-align: center;"><i>Grow in the light of human connection</i></p>	<p>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.</p> <p style="text-align: center;"><i>Forge your own path</i></p>	<p>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.</p> <p style="text-align: center;"><i>Do what is right, even when no one is watching</i></p>

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

A word cloud of personal qualities and virtues, presented in various sizes and orientations on a dark blue background. The words are arranged in a roughly circular pattern, with some larger and more prominent than others. The colors of the text range from white to light blue.

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

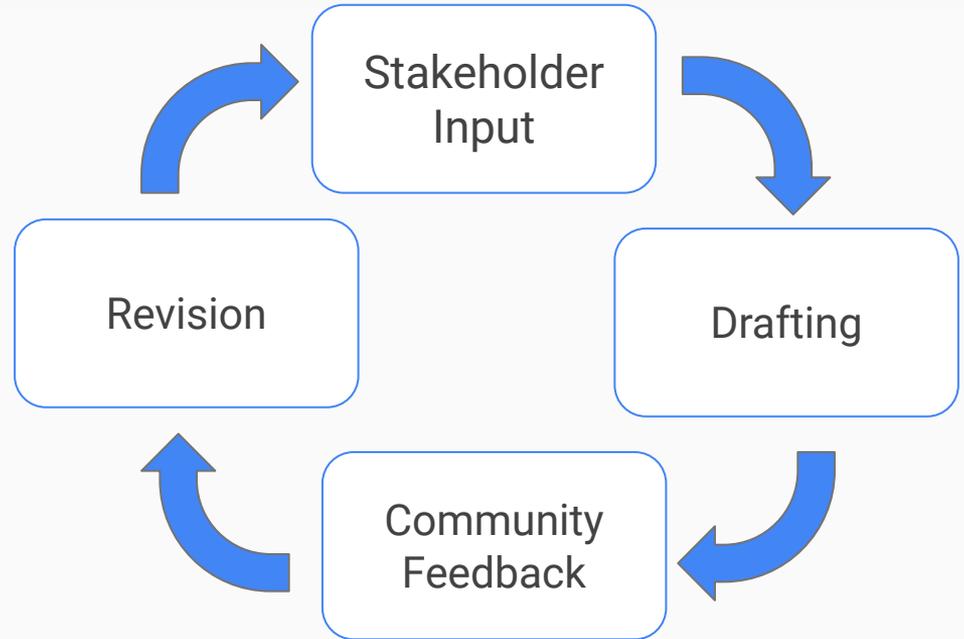
Guiding Coalition

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

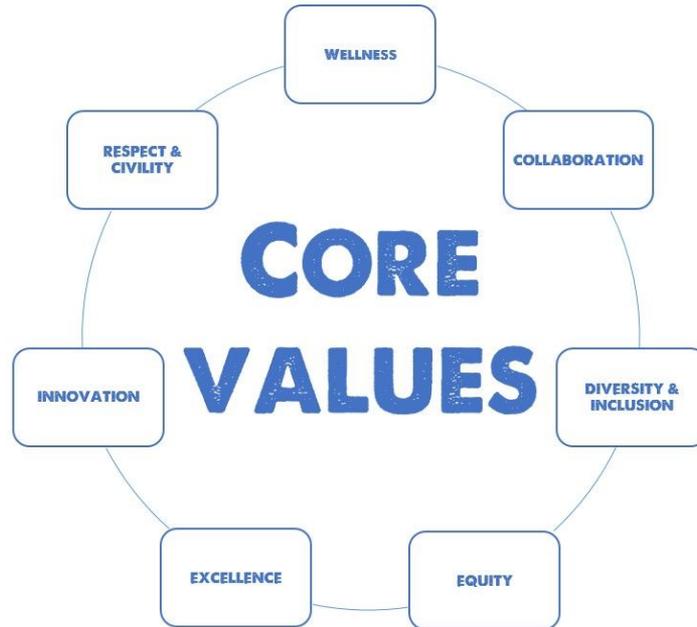


PK-5 Learning Outcomes

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

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!



Natalie Volz
Interning at Make-Modern

DARIEN PUBLIC SCHOOLS

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 1st. 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 4th 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
Total Kindergarten	319	351	18	-1

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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
Total First Grade	335	313	17	+1

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
Total Second Grade	367	354	18	0

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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	+1
Ox Ridge	74	70	4	0
Royle	52	51	3	0
Tokeneke	70	68	3	+1
Total Third Grade	349	335	17	+2

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
Total Fourth Grade	336	334	17	0

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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
Total Fifth Grade	372	373	19	0

Middlesex

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

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
Total	1,456	1,443	+13

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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
Total	4,629	4,604	+25

DARIEN PUBLIC SCHOOLS

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			

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

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

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

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

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^			

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

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

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

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

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

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

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	

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

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

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

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

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

13 Professional Learning Communities – High School
 30 Memorial Day

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 1st, 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 (PROPOSED)

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		

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

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

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

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

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		

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

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

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

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

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

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

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

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

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		

June (9)				
		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

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

TBD Professional Learning Communities – High School
29 Memorial Day

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).