

**Board of Education
Darien, Connecticut**

**ORGANIZATIONAL MEETING
OF THE BOARD OF EDUCATION**

TUESDAY, NOVEMBER 9, 2021

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

1. Organizational Meeting of the Board of
Education -- Election of Officers..... Mr. David P. Dineen,
Senior Member of the Board
2. Adjournment..... Board Chairperson

**REGULAR MEETING OF THE BOARD OF EDUCATION
TUESDAY, NOVEMBER 9, 2021**

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

TENTATIVE AGENDA

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

**REGULAR MEETING OF THE BOARD OF EDUCATION
TUESDAY, NOVEMBER 9, 2021**

4. Superintendent's Report..... Dr. Alan Addley
5. Approval of Minutes..... Board Chairperson
6. Board Committee Reports..... Board Chairperson
7. Presentations/Discussions
 - a. Darien Public Schools Status... Update Dr. Alan Addley
 - b. Curriculum Update: New Course/.. Program Development Process Mr. Christopher Tranberg
 - c. Discussion on Proposed New..... Courses for Darien High School for 2022-2023 School Year Mr. Christopher Tranberg
 - d. Presentation and Discussion.. on October 1st District Enrollment Report and Projections Mr. Richard Rudl
 - e. Further Discussion and..... Possible Action on Regular Board of Education Meetings for the 2022 Calendar Year Dr. Alan Addley
 - f. Further Review and Possible... Action on Proposed 2022-2023 Budget Calendar Dr. Alan Addley
 - g. First Reading and Discussion.... on Board of Education Policies: Proposed Revised 9350, Quorum and Voting Procedures; Proposed New 1310, School Security and Safety Ms. Marjorie Cion
 - h. Discussion on High School..... Stadium Lights Agreement Board Chairperson
 - i. Discussion and Possible Action. on 1) Start Times for Board of Education Meetings and 2) Public Comment Board Chairperson

**REGULAR MEETING OF THE BOARD OF EDUCATION
TUESDAY, NOVEMBER 9, 2021**

- 8. Action Items
 - a. Personnel Items..... Ms. Marjorie Cion
 - i. Appointments
 - ii. Resignations/Retirements
- 9. Public Comment*..... Board Chairperson
- 10. Adjournment..... Board Chairperson

AA:nv

*** * The Board of Education meeting will be available to the public in person and via Zoom. In-Person attendance at the Board meeting is limited by room capacity and social distancing requirements. All members of the community must wear masks regardless of vaccination status. Only 14 seats are available for the public which will be available on a first come, first serve basis. Doors open at 7:00 p.m. for the 7:30 p.m. meeting. If you are present and wish to give public comment but are unable to get a seat, you will be required to wait outside and you will be invited into the room when it is your turn to speak.**

Those members of the community wishing to participate in public comment may join the meeting via Zoom:

<https://darienps.zoom.us/j/98756443177>

Those members of the community wishing to view only, should do so through the Darien Youtube link: <https://www.youtube.com/channel/UCUnnvYKBFbFrTWQRuoB6OZA>

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, OCTOBER 12, 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
Absent				x					

*

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 7:30 p.m. (0:00) |
| 2. Chairperson's Report | Mr. Dineen
At 7:30 p.m. (0:00) |
| 3. Public Comment | Mr. Dineen
At 7:37 p.m. (0:07) |

Maggie Ramsay
Giselle Winegar
Livie Punishill
Emma deGraaff
Dr. Abigail Hornstein
Susie Flaherty
Teresa Vogt
Justine Stewart
Millyn Gaaserud
Antoinette Cowles
Amy Zerbe
Kyla Johns

229 Longneck Point Rd
16 Maple St
23 Fitch Ave
Mansfield Ave
17 Edmund St
6 Lake Dr
22 Circle Rd
13 Stanley St, Norwalk
35 Driftway Lane
5 Hillside Court
9 Morehouse Dr
91 Raymond St

Natasha Tomei
 Leila Buckjune
 Katrina O'Connor
 Belinda Fang
 Barry Palmer, DEA Union President
 Jon Dunn
 Carolina McGoey
 Carrie Vomacka
 Kathleen Thompson
 Rosin & Joe Veckerelli
 Alex Taylor, SEPAC
 Roland Clough
 Louise Waylett Brown
 Armel & Scott Witthun

6 Maclaren Rd South
 12 Dubois St
 15 Highland Ave
 22 Beach Dr
 17 Clement Lane, Danbury
 175 Raymond St
 28 Kensett Lane
 24 Salt Box Lane
 53 Goodwives River Road
 29 Bailey Ave
 4 Beringer Rd
 4 Duffy's Lane
 102 Colony Rd
 12 Fitch Ave

4. Superintendent's Report

Dr. Alan Addley
 At 8:53 p.m. (1:23)

5. Approval of Minutes

Mr. Dineen
 At 8:58 p.m. (1:28)

Motion to Approve Minutes of the Regular Meeting held on September 28, 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
No									
Abstain									

RESULT - MOTION PASSED (8-0-0)

6. Board Committee Reports

Mr. Dineen
 At 8:58 p.m. (1:28)

PRESENTATIONS AND DISCUSSIONS

7. Presentations/Discussions:

- | | |
|---|---|
| a. Darien Public Schools Status Update | Dr. Addley
At 8:59 p.m. (1:29) |
| b. Report on Testing – SAT,
ACT,AP,SBAC,NGSS | Mr. Christopher Tranberg
Ms. Meghan Emanuelson
Ms. Julie Droller
Mr. Christian Dockum
At 9:06 p.m. (1:36) |
| c. Presentation and Discussion on International
Field Trip Proposal for the 2022-2023 School
Year | Ms. Christina Mauricio
At 9:39 p.m. (2:09) |
| d. Discussion and Possible Action on 2022-2023
Federal Consolidated Grants | Mr. Tranberg
Mr. Richard Rudl
At 9:52 p.m. (2:22) |

Motion to Approve the Allocation of the Expenditures in Title I, II, III and IV:

1ST Mrs. Ochman

2ND Mrs. Stein

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

RESULT - MOTION PASSED (8-0-0)

- | | |
|--|-----------------------------------|
| e. Presentation and Preliminary Discussion of
Regular Board of Education Meetings for the
2022 Calendar Year | Dr. Addley
At 9:54 p.m. (2:24) |
|--|-----------------------------------|

- f. Preliminary Discussion of 2022-2023 Budget Meeting Calendar Dr. Addley
At 9:55 p.m. (2:25)
- g. Further Discussion and Possible Action on Proposed Revised Board of Education Policies: Policy 1075, Green Cleaning Protocols; Policy 1200, Use of School Facilities; Policy 1225, Visitors; Policy 1250, School Volunteers, Student Interns and other Non-Employees; Policy 5175, Bullying Prevention and Intervention; Policy 5220, Student Discipline; Proposed New Board Policy 9280, Student Representation on the Board of Education; Policy 9310, Meeting Conduct; Policy C-19-1, Health and Safety Mrs. Katherine Stein
Ms. Marjorie Cion
At 9:57 p.m. (2:27)

Motion to Approve Revised Board of Education Policies: Policy 1075, Green Cleaning Protocols; Policy 1200, Use of School Facilities; Policy 1225, Visitors; Policy 1250, School Volunteers, Student Interns and other Non-Employees; Policy 5175, Bullying Prevention and Intervention; Policy 5220, Student Discipline; Proposed New Board Policy 9280, Student Representation on the Board of Education; Policy 9310, Meeting Conduct; and Policy C-19-1, Health and Safety:

1st Mrs. Ritchie

2ND Mrs. Stein

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

RESULT - MOTION PASSED (8-0-0)

- h. Discussion and Possible Action on a request for the Board of Selectmen to 1) Appoint the Board of Education to Serve as Building Committee for the Royle School Roof Replacement Project; 2) Authorize the Board of Education to Apply to the Commissioner of Education to Accept or Reject such a Grant for the Royle School Roof Replacement Project; 3) Authorize for at least Preparation of Schematic Drawings and Outline Specifications for the Proposed Royle School Roof Replacement Project Dr. Addley
At 10:00 p.m. (2:30)

Motion to Request the Board of Selectman of the Town of Darien to Authorize the Darien Board of Education to Apply to the Commissioner of Education to Accept or Reject Such a Grant for the Royle School Roof Replacement Project:

1st Mr. Brown

2ND Mrs. Ritchie

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

RESULT - MOTION PASSED (8-0-0)

Motion to Request the Board of Selectman of the Town of Darien to Appoint the Board of Education to Serve as the Building Committee for the Royle School Roof Replacement Project:

1st Mr. Brown

2ND Mrs. Ochman

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

RESULT - MOTION PASSED (8-0-0)

Motion to Authorize for at Least Preparation of Schematic Drawings and Outline Specifications for the Proposed Royle School Roof Replacement Project:

1st Mrs. Stein

2ND Mrs. Parent

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

RESULT - MOTION PASSED (8-0-0)

- | | | |
|----|--|--------------------------------------|
| i. | Adjustment to 2021-2022 Calendar for Hindley School Make-up Days | Dr. Addley
At 10:02 p.m. (2:32) |
| j. | Review of FOIA Log | Ms. Cion
At 10:02 p.m. (2:32) |
| k. | Further Discussion on BOE Curriculum Committee | Mr. Tranberg
At 10:05 p.m. (2:35) |

- I. Further Discussion and Possible Action on Board Master Agenda for August 2021 through February 2022
- Dr. Addley
At 10:10 p.m. (2:40)

8. Action Items

a. Personnel Items

- i. Appointments
ii. Resignations/Retirements

Ms. Marjorie Cion
At 10:14 p.m.
(2:44)

**Motion to Approve the Personnel Items as Detailed in the Personnel Action Report
Dated October 12, 2021:**

1st Mr. Sini

2ND Mrs. Stein

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

RESULT - MOTION PASSED (8-0-0)

9. Public Comment

Mr. Dineen
At 10:15 p.m. (2:45)

Julie Punishill

23 Fitch Ave

10. Adjournment

Mr. Dineen
At 10:16 p.m. (2:46)

MOTION TO ADJOURN:

1st Mrs. Stein

2ND Mr. Sini

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

RESULT - MOTION PASSED (8-0-0)

Meeting adjourned at 10:16 p.m. (2:46)

Respectfully Submitted,

D. Jill McCammon,
Secretary

November 9, 2021

DARIEN PUBLIC SCHOOLS

Safe Return Plan



Updates

01

COVID-19 Metrics

02

Immunization Clinics for
Students ages 5 - 11

03

Screen & Stay Program

04

CIAC Guidelines

Covid Metrics - State Information

1

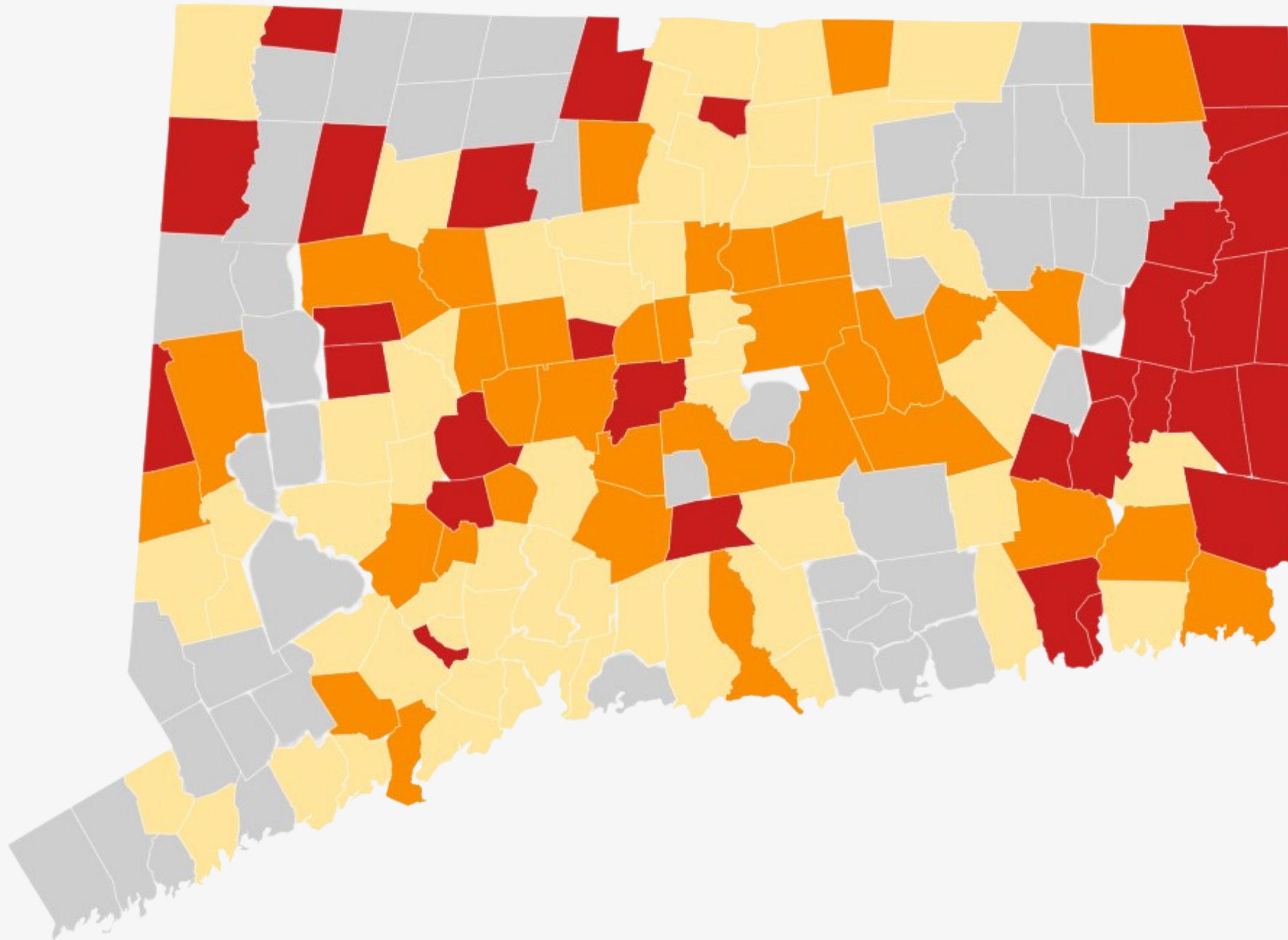
Dates Reported:
10/17/21 - 10/30/21

Updated:
11/04/21

2

Town of Darien:
< 5

Rate per 100,000:
< 5



Covid Metrics - Darien Public Schools

1

SCHOOL	CURRENT CASES	CURRENT QUARANTINE	CUMULATIVE CASES	CUMULATIVE QUARANTINE	Case Fully Vaccinated
DHS/FITCH	2	7	12	25	5
MMS	1	0	7	15	1
HINDLEY	1	10	3	27	0
HOLMES	0	0	11	70	1
OX RIDGE	0	0	1	4	0
ROYLE	0	0	2	14	0
TOKENEKE	1	2	10	37	1
Central Services	0	0	0	0	0
Total	5	19	46	192	8

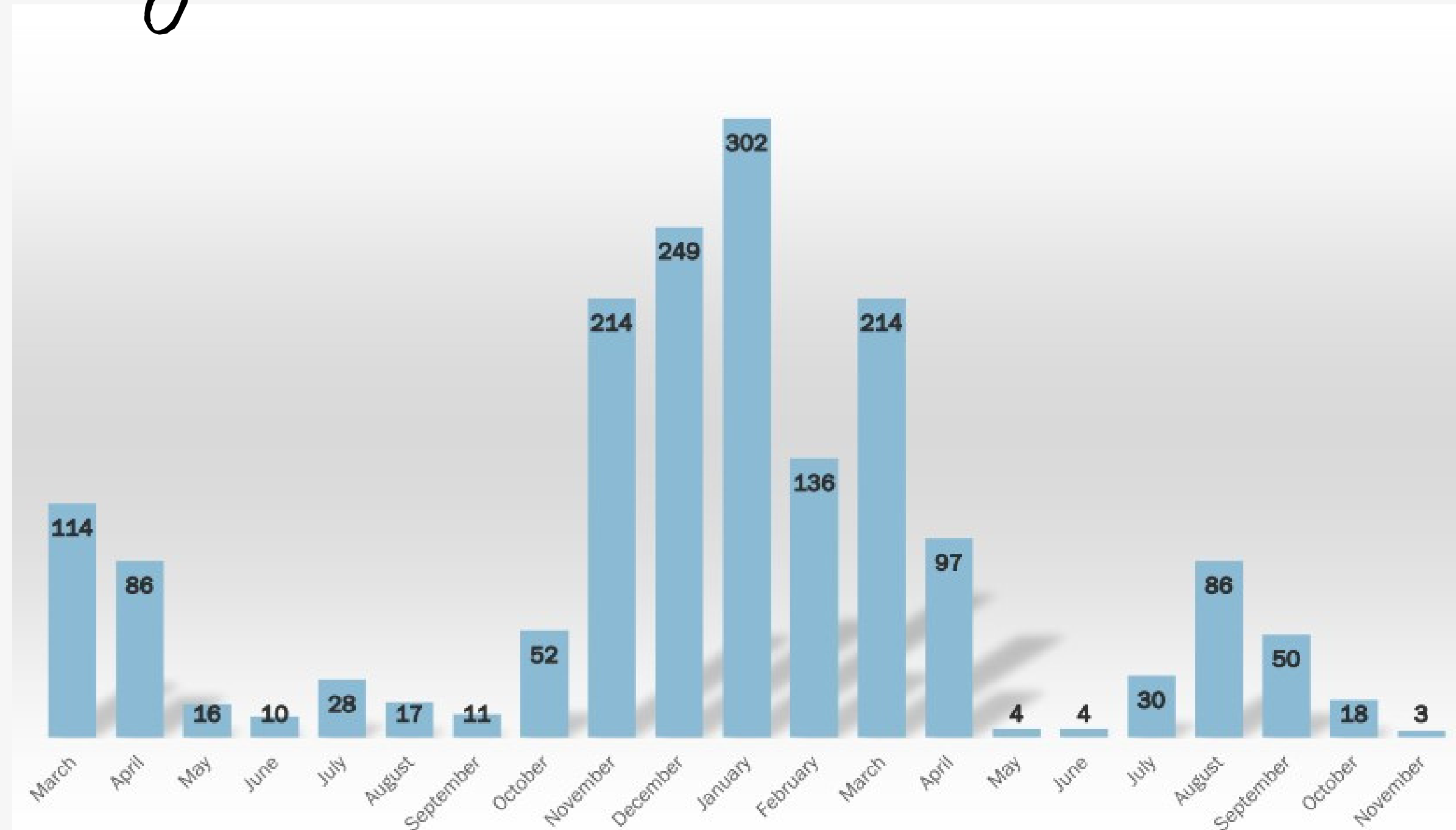
Updated:
11/04/21 at 1:45pm

Covid Metrics - Town of Darien

Monthly

1

Updated:
11/04/21

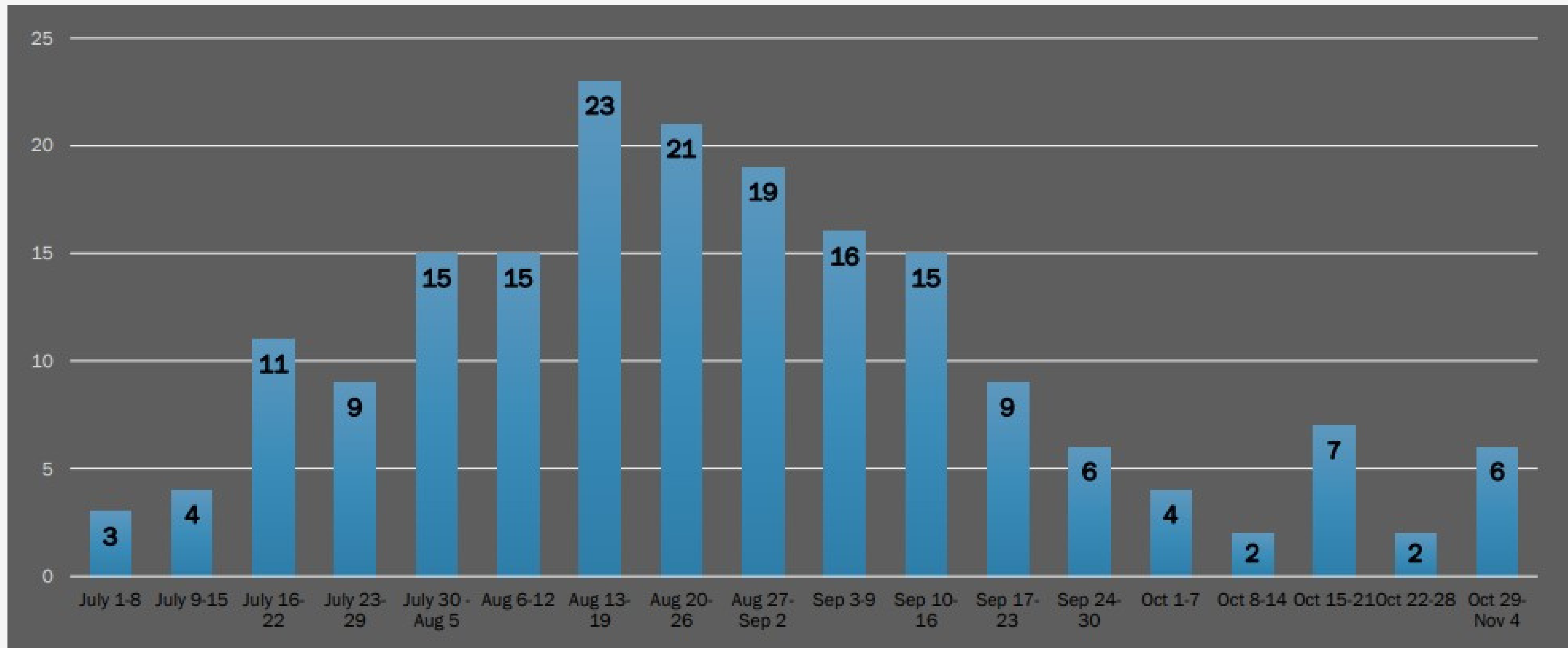


Covid Metrics - Town of Darien

Weekly

1

Updated:
11/04/21



Questions?





Memorandum

To: Darien Board of Education
Alan Addley, Ed.D., Superintendent of Schools
From: Christopher Tranberg, Assistant Superintendent of Curriculum and Instruction
RE: New Course/Program Proposal Process
Date: November 5, 2021


Approval of new courses and programs are among the ways the Board provides oversight of curriculum. In the past, the Board reviewed proposals in the winter months concurrently and, at times, after the budget process was completed. Following Board feedback, the timeline has been significantly adjusted for FY 23 to precede the budget process so new offerings can be clearly accounted for throughout the budget development process.

New courses and programs are presented to the Board for a variety of reasons that will be shared during the presentation. Primarily, courses and programs evolve to provide rigorous curricula for students across grade levels and content areas. Courses and programs have been carefully vetted and are believed to position our students for future success when implemented.


During the implementation year of new courses and programs, resource materials and textbooks for new courses/programs appear in RC19. Following implementation year these materials are budgeted through their respective schools.

Additionally, the presentation offers description of the process at each level and information regarding the determination of program effectiveness. Through regular feedback from staff and students, review of student performance data, and monitoring of student participation, leadership teams regularly reflect on program success and meeting students' learning needs.

This presentation includes highlights and connections to recent course and program additions. Immediately following you will hear proposals for new courses/programs at Middlesex and DHS for FY23.



Curriculum Update: New Course & Program Proposal Process



November 9, 2021



Why do courses and programs evolve?

- ❑ student interest
- ❑ learning pathways
- ❑ learning needs
- ❑ VoG alignment
- ❑ change in materials
- ❑ change in content



- ❑ standards/frameworks
- ❑ graduation requirements
- ❑ college credit opportunities
- ❑ college/career readiness
- ❑ fill gap/diversify offerings
- ❑ new electives/opportunities

What does the proposal process look like at DHS?

SURVEY

A student survey (typically every three years) to assess student interest /feedback regarding courses

DEVELOP

Teachers / departments analyze student interests and departmental needs to create new course proposals and current course changes

PROPOSE

Proposals presented to and discussed by Curriculum Council (one representative from each department)

REVIEW

Approved proposal presented and reviewed by Departmental Council, Building Administration and District Administration

PRESENT

Board of Education presentation / discussion / decision

What does the proposal process look like at MMS?

IDENTIFY NEED

Stakeholder survey to assess interest and feedback regarding course offerings.

DEVELOP WITH COMMITTEE

Teachers and Department Chairs work with building administration to analyze interests and departmental needs to create new courses. Discuss implications for timeline, budget, resources, etc.

PROPOSE

Proposals presented to and discussed by Curriculum Council (one representative from each department) and District Administration for any potential revisions.

REVIEW

(If needed) Revised proposal presented and reviewed by Departmental Council, Building Administration and District Administration. Share new course information with staff.

PRESENT

Board of Education presentation / discussion / decision

How are new programs proposed and implemented at the elementary level?

IDENTIFY NEED

Based on:

- performance data
- feedback (parents, teachers, administrators)
- new standards
- new research and best-practices
- alignment with Strategic Plan and Vision of the Graduate outcomes

CONVENE COMMITTEE

- Establish criteria for primary resources
- Review resources
- Site visits and Pilot
- Gather feedback
- Synthesize findings
- Develop implementation plan (timeline, budget, resources, professional development)

REVIEW

Make recommendations to Curriculum Council and District Administration

PRESENT

Board of Education presentation / discussion / decision

Where do needs for new courses/programs appear in the budget?

Additional staff needed to offer new courses/programs

Instructional supplies, primary instructional resources (consumable), technology (software/platforms/accessories)

Textbooks needed to offer new course/program

Time to develop scope and sequence and units of study for new courses/programs

Professional development for staff to implement the new courses/programs with fidelity

Equipment, furniture and technology (devices) needed to implement new courses/programs

** Materials for new courses and programs are covered in RC19 during implementation year and move to individual schools in subsequent years.*

Questions / Discussion



Darien Public Schools

Memorandum

To: Members of the Board of Education, Darien Public Schools
Dr. Alan Addley, Superintendent of Schools

From: Karolyn Rodriguez, Principal - Middlesex Middle School
Christina Vázquez Mauricio - Chair of World Languages, Grades 6-12

Re: Mandarin Chinese program at Middlesex Middle School

Date: November 5, 2021

We are pleased to provide a plan bringing the study of Mandarin Chinese to Middlesex Middle School in the fall of the 2022-2023 school year. The Darien Public Schools' Strategic Plan has set our District on a course to provide diverse and innovative learning experiences for our students, and the addition of Mandarin to our World Language middle school program will further that mission.

We have closely considered the language choices that would best capitalize on the unique talents and interests of our student body, their progression towards language proficiency, and our ability to weave the language into our current offerings in Grades 6 through 12. This proposal is also a response to previous BOE inquiries during curriculum updates related to Mandarin expansion at MMS. The addition of the Mandarin Chinese program at MMS will accelerate students' learning on their paths toward proficiency. The addition of Mandarin at MMS also mitigates a significant learning transition for many students. When 5th-grade students make their MMS World Language choice, they will be able to choose from French, Mandarin Chinese, or Spanish. As we have in the past, we will ask that students make a commitment to studying the language of their choice for three years.

Below you will find a table showing our phased roll out, resources and accompanying course descriptions, and budgetary impact.

Phased Roll Out by School Year

2022-2023	2023-2024	2024-2025
Grade 6 - Mandarin Chinese Unit 1	Grade 6 - Mandarin Chinese Unit 1	Grade 6 - Mandarin Chinese Unit 1
	Grade 7 - Mandarin Chinese Unit 2	Grade 7 - Mandarin Chinese Unit 2
		Grade 8 - Mandarin Chinese Unit 3

Resources and Course Descriptions

With BOE support and approval we plan to adopt the *Discovering Chinese* program. *Discovering Chinese* is published by Better Chinese, a publishing house founded through a partnership between Columbia University and the United Nations specifically for teaching Mandarin Chinese language and Chinese culture to non-native speakers.

Discovering Chinese Pro is a thematic, standards-based program that is aligned to the American Council on the Teaching of Foreign Languages. It features a hands-on approach to learning Mandarin that combines the use of a student worktext and workbook with an interactive, web-based portal that can be accessed on any web browser or device.

The middle school *Discovering Chinese* program will take students from Novice-Low to Novice-High proficiency, and is divided into four "Units." Each unit corresponds to one year of Novice-level study. We will adopt Unit 1 in Grade 6,

Unit 2 in Grade 7, and Unit 3 in Grade 8. We will not adopt Unit 4 because it covers the same material as high school Mandarin 2.

Discovering Chinese Pro Unit 1: The thematic focus of the first year is identity and community. This unit covers introductions, telling your name, age, and describing members of your family. Students will be able to describe themselves, the town where they live, their school community, and also communicate personal interests and extracurricular activities, and the days of the week and times at which these activities occur. Students will begin to make connections between the daily life of a middle school student in China and the United States. They will identify tones, develop proper pronunciation, begin character writing, be introduced to pinyin (the Romanization of Chinese characters), and will begin to learn how to type.

Discovering Chinese Pro Unit 2: In Unit 2, the focus will shift from the self to the other as students begin to describe their friends, family, and the world around them using adjectives, quantities, colors, clothing, and the weather. They will learn how to describe shopping experiences, outdoor activities, and how to ask for directions.

Discovering Chinese Pro Unit 3: Unit 3 further explores student life within the context of the school day, school schedule, and being an English speaker learning Chinese. Students will learn how to describe professions, hobbies, and sports, and will be able to share preferences about leisure activities in their community, such as going out to dinner with family and friends, attending social events, and going to the movies and concerts. Students will learn about common leisure activities for young people in China, and explore similarities with their own.

Budgetary Impact

The numbers in the table below reflect a proposal that Better Chinese has prepared for our district with a fixed-rate, 5-year license that will save us thousands of dollars over time. The cost includes access to the web-based portal, student worktext, student practice workbook, and all teacher materials for each Unit.

2022-2023	2023-2024	2024-2025
Grade 6 - Mandarin Chinese Unit 1 <i>Discovering Chinese Pro Unit 1</i> ≈ 80 students	Grade 6 - Mandarin Chinese Unit 1 <i>Discovering Chinese Pro Unit 1</i> ≈ 80 students	Grade 6 - Mandarin Chinese Unit 1 <i>Discovering Chinese Pro Unit 1</i> ≈ 80 students
	Grade 7 - Mandarin Chinese Unit 2 <i>Discovering Chinese Pro Unit 2</i> ≈ 80 students	Grade 7 - Mandarin Chinese Unit 2 <i>Discovering Chinese Pro Unit 2</i> ≈ 80 students
		Grade 8 - Mandarin Chinese Unit 3 <i>Discovering Chinese Pro Unit 3</i> ≈ 80 students
Total: ≈ \$6,800 Cost of the initial 5-year contract for our first cohort of approximately 80 6th-grade students.	Total: ≈ \$6,800 Cost of adding an additional cohort of approximately 80 6th-grade students.	Total: ≈ \$6,800 Cost of adding an additional cohort of approximately 80 6th-grade students.
Additional 1.0 FTE	Additional 1.0 FTE 2.0 FTE total	Additional 1.0 FTE 3.0 FTE total + 1.0 FTE at DHS

We look forward to bringing Mandarin to Middlesex next school year. Thank you for your consideration, and for your support of our World Language program.

Memorandum

Date: November 4, 2021

To: Dr. Alan Addley, Superintendent of Schools
Christopher Tranberg, Assistant Superintendent

From: Ellen Dunn, Principal DHS

Re: New course proposals and proposed changes to existing courses

The Darien High School Curriculum Council, with the support of the administration, proposes the addition of 3 new course offerings for the 2022-23 school year. The course proposals for AP Spanish Literature and Culture, Literature of NYC, and Sports Marketing are attached.

In addition, there are several proposed changes to existing courses as follows:

Digital Journalism

The English Department proposes a restructure to an elective course that we currently offer to students; the present design of this elective reflects a mix of whole-class instruction and individualized, project-based conferencing. All of the instruction and assignments have an authentic, practical application, as the majority of the student work in this course is destined for publication in the school's digital newspaper.

By restructuring the course as an example of “blended learning,” a mix of in person instruction (one half of a typical class meeting schedule) and asynchronous instruction (posted digital lessons targeted to individual students' needs on alternate days as well as 1:1 conferencing with the instructor), the course will not only appeal to students interested in all facets of journalism and news production—interviewing, interest-based writing, editing, photography, layout and design—but also to students who had successful experiences with

blended learning models that DPS teachers have at times utilized since March, 2020.

Blended learning course options have been discussed at the district level, with the superintendent advocating for this type of innovation by promoting similar initiatives, [such as this one launched by the Downingtown Area School District in Pennsylvania](#). In researching this proposal, we contacted one of the teachers from this district, Fran Daulerio, who provided great feedback on how we might set up this course for success at DHS.

This course will take the place of the current Digital Journalism elective course. The course would continue to provide students with hands-on practice with print and digital journalism genres and formats, and students would continue to choose which areas of content creation and editorial responsibility they wish to focus on. Students would still be given opportunities to engage in all aspects of online journalism practices: identifying, drafting, and revising genre pieces; planning, shooting, and sizing pieces of photojournalism. During the in-person instructional days, students would continue to brainstorm newsworthy ideas and to critique each other's work. Students would also continue to work on the business end of media enterprise in selling and designing advertising, and promoting publications via social media platforms. All of the critical facets of the course will remain in place.

Principles of Engineering

The Principles of Engineering course goals are met through the design and execution of a fuel cell powered vehicle which is entered in local and national competitions. Over the past several years, it has proven difficult to get the fuel cell car to competition(s) spread out across the country. As a result there is waning interest in the course. Many of our students are interested in pursuing careers in engineering and this course is an important offering in our STEM program. It connects math, science and technology with hands-on, real world problem solving. Transitioning to a robotics focus will bring new excitement to the course, maintain the existing objectives and curriculum, and add a computer programming component. Students will design, build, and compete in an engineering competition which requires them to design and build a VEX remote-controlled/autonomous robot. The Principles of Engineering course will continue to require students to utilize design thinking methodology to solve

problems, engineer designs, and test and modify their working models. Replacing the fuel cell platform with the robotics focus will add experience with coding and automation which will extend learning for our students.

Course Name Changes:

AP Economics to AP Microeconomics

When this course was originally proposed, it was the only AP-level economics course offered at DHS and did not need further distinction. Since that time, the Social Studies Department added AP Macroeconomics to its course selection resulting in potential confusion. A name change to AP Microeconomics clearly identifies the course and aligns with the College Board course title.

Humanities to Urban Studies

The course has been called Humanities for over twenty years, but its name is not reflective of the long standing curriculum. New York City serves as the case study for exploring how a city works. While studying a complex urban environment, students use skills from many fields within the Humanities, which explains the origin of the title. Renaming the course to Urban Studies will better reflect the course's focus, its content, and the rich application of classroom learning that students will have in this dynamic and experiential course.

Curriculum Development 2021-22

New Course Proposal and Changes to Existing Course
Darien High School, Curriculum Council

Date: August 24, 2021

Department: English

Proposer: Francis Janosco

Course Title: Skyscrapers and Subways: The Literature of New York City

1. Grade Level(s):

Please check all that apply

- ☐ 9
- ☐ 10
- ☒ 11
- ☒ 12

2. Course Credit: Please check

- ☒ .5
- ☐ 1.0
- ☐ Other: Explain

3. Course Level: Please check

- ☒ 300
- ☐ 400
- ☐ AP

4. Course Length: Please check

- ☐ Year
- ☒ Semester
- ☐ Other: Explain

5. Graduation Requirements: Please check

- ☒ Required Course (for seniors)

Curriculum Development 2021-22

☒ Elective Course (for juniors)

6. Fine Arts Requirement:

☐ Yes
☒ No

7. STEM Requirement:

☐ Yes
☒ No

8. Humanities Requirement:

☐ Yes
☒ No

9. Prerequisites:

Please list all prerequisites for the course, including courses, grade requirements, and co-course enrollment requirements (if any). Where does this course fall within your department's sequence?

Grade 11 American Literature/AP Lang. May be taken concurrently by juniors.

10. Rationale:

Which students would want to enroll in this course? Why is there a need for this course? Is this course offered at other high schools in our DRG? Be explicit about how this course ties into DHS Core Values and Beliefs and meets the needs and interests of DHS students.

All seniors who are not enrolled in an English AP course will enroll in one of our one-semester thematic literature courses. (These courses are also available for juniors to take as electives.) This particular semester course, “Skyscrapers and Subways: The Literature of New York,” would replace another semester course offering that has not run in recent years due to insufficient enrollment numbers. Please note that all of our department’s thematic literature course offerings are aligned so that, while the thematic content is obviously different, the courses feature commonalities in major assignments, student workload, and final exams. Here is the list of the one-semester thematic literature courses that are currently running:

**A Moveable Feast: The Literature of Food and Travel
Dangerous Creatures: Women and Fiction
Knowing Nothing: Literature and Philosophy
Mystery and Mayhem: The Literature of Suspense
The Lettered Athlete: Sports and Literature**

By moving forward with “Skyscrapers and Subways: The Literature of New York,” the English department seeks to be responsive to the developing interests of our students and provide them with another attractive thematic option. In past years, we

Curriculum Development 2021-22

have run six different one-semester courses, and we see that as an optimal number of viable choices to provide for our seniors.

11. Introduction:

Describe the course in enough detail so that someone unfamiliar with the content area can understand the explanation. Include what will be taught and how it relates to the existing course sequence in this subject/department.

Course Description: “The true New Yorker secretly believes that people living anywhere else have to be, in some sense, kidding,” claimed John Updike. And yet, what exactly is it that makes New York special? While many people in the tri-state area refer to New York as “The City,” New York City truly consists of many cities. It is a constellation of boroughs and neighborhoods—layers of cultures and peoples and histories. In this course, students will consider ways that New York is a city of innovators, immigrants, outlaws, artists, and strivers. As students explore the tapestry of New York City, they will read, analyze and evaluate fiction, poetry, nonfiction, film, and art that is set in or inspired by “The City.”

12. Course Outline:

Please provide a bulleted overview of content topics to be covered during each marking term of the course. Give a brief summary of ideas presented.

Each senior choice course, regardless of its content, features a version of the following:

Essential Questions

- Why has New York City inspired so much important literature over the past 200 years?
- How does the literature of New York City help us understand real-world issues affecting our world today?
- How does the literature of NYC allow us to understand different beliefs and cultures and to develop empathy for others?
- How does the literature of New York City provide us with unique approaches to language for the purpose of conveying powerful truths?
- How might we see New York City as something more than a setting, but as a metaphor, a symbol, or even, at times, a character?

Readings

- readings from literature that are considered classic or traditional (pre-1970)
- readings from literature that are considered contemporary (post-2000)
- at least one teacher-assigned book-length text
- at least one unit based on readings independently selected by students

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Projects and Presentations

- **at least one formal seminar discussion or formal debate**
- **one creative project and project reflection**
- **one individual presentation**
- **one group presentation**

Written Assignments

- **one major paper (4 to 6 pages) that features literary analysis**
- **at least two other papers (between 2 to 4 pages in length)**

Final Exam

- **new reading component**
- **take-home written component**
- **in-class written analysis component OR**
- **in-class presentation component**

13. *Please list the ways in which student progress will be assessed. (National tests, state tests, teacher tests, formative and/or summative mastery. rubrics and/or exemplars, portfolios, journals, etc.) What role will the student play in the evaluation process? How will the student learn from this evaluation?*

Students will be formatively assessed through the use of:

- **between one and two assignments per week**
- **in-class discussion participation**
- **outlines and drafts**
- **quizzes and journals**

Students will be summatively assessed through the use of:

- **completed writing assignments**
- **seminars and debates**
- **projects, presentations**
- **final exam**

Assessments for major papers and projects will feature collaboratively developed rubrics. Whenever possible, students will be invited to self-assess their work using criteria that they develop through teacher-guided discussion.

14. **Interdisciplinary Opportunities:**

When applicable please provide specific examples of how this course might be integrated with other courses. Please make sure that you contact the departments/course teachers(s) listed to confirm co-curricular connections. If possible, specify the co-curricular connections.

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<i>Interdisciplinary Course:</i>	<i>Teacher(s):</i>	<i>Connections:</i>
Humanities/Urban Studies (History Department Course that focuses on New York as an Urban Center)	History Department	<p>The central goal of this history course: “Using direct contact with the urban environment, students will learn about the people, structures, and spaces which make up a modern city, as well as the cultural and historical contributions of our urban heritage.”</p> <p>In theory, there would be opportunities for cooperative projects with students in this history course. For example, students might work together with the students in the Humanities/Urban Studies class to examine the ways that the setting of a given novel reflects (or fails to reflect) a specific NYC neighborhood.</p>

15. Enrollment:

How many students would you expect to sign up for the course? Provide reasons for your estimation.

All seniors who are not enrolled in AP English courses will enroll in one of the one-semester thematic literature courses for either S1 or S2. (Again, these courses are also available as electives for juniors.) In the spring of 2021, the English department conducted a student survey, and this proposed course was among 15 other options featured on that survey. Of the 764 students in grades 9 through 11 who responded, 97 selected this option, ranking it among the top thematic literature choices. After reviewing the survey results, the members of the English department discussed the possible choices, seeking an option that would not only feature thematic content designed for a wide range of interests, but also fill a unique niche that is not represented by our current one-semester thematic literature choices. In the end, if this course is approved, we would expect to attract enough students to run at least one section of the course, and, based on previous experience and the results of our survey, it would not be surprising if we needed to run two sections.

16. Impact within Department/School:

If this course is approved, how will it impact the other courses in your department? Be specific as to whether it will replace a course currently offered and/or how it might affect student enrollment with other courses within your department. In addition, how might this

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course impact enrollment in other courses in other departments? Consider grade level and target audience. Is there another teacher in your department who is also interested in teaching this course? Provide data on all courses offered by the department, the number of sections run per course, and the number of students in each section.

There will be little to no impact on courses outside of the English department; even though juniors may enroll in this course as an elective, this practice is very rare. Currently there are zero juniors enrolled in any of the five one-semester thematic literature offerings, and last year only two juniors took advantage of this opportunity. Within the English department itself, we would expect to see a greater balance of enrollment distribution across the available one-semester thematic literature choices. Here is the 2021-22 enrollment distribution:

Course	# of sections running
Dangerous Creatures: Women and Fiction	1
Knowing Nothing: Literature and Philosophy.....	2
Mystery and Mayhem: The Literature of Suspense.....	3
A Moveable Feast: The Literature of Food and Travel	3
The Lettered Athlete: Sports and Literature	4

The following language comes from the proposal for the new senior course options from four years ago: “Students will be provided with choices and thorough explanations of each, and they will then be asked to express their top choices in prioritized order. Every attempt will be made to grant students with their top choice. If one of the offerings, having failed to draw interest, does not run for two consecutive years, it will then be replaced by a newly developed course designed with a content focus that better meets the needs of our students.”

The one-semester thematic literature course that we seek to replace is titled “Page and Stage: Literature in Performance.” This course was among the five new one-semester thematic literature courses proposed and approved four years ago. Despite our best promotional efforts, we have lacked the enrollment numbers necessary to run this course. (Please note that, because we have not been in a position to run this course, we have not yet put budgetary resources into developing its curriculum.) Again, in past years, we have run six different one-semester courses, and we see that as an optimal number of viable choices to provide for our seniors.

17. Department Discussion:

Before submitting this proposal to the Curriculum Council, all teachers in your department must review this proposal. Departmental approval is required before submitting this proposal to the Curriculum Council. Please provide a summary of the department discussion about this course, including the pros and cons brought up by various department members.

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English department teachers were involved in the process of brainstorming courses, analyzing student survey feedback, critiquing colleagues' course ideas, and deciding upon the choice featured in this proposal. The group was then provided with an initial draft of this proposal, and, at our first department meeting of the year, an opportunity to provide additional input. Teacher feedback about this course has been overwhelmingly positive.

18. Budgetary Implications:

Please complete the table below including all anticipated expenses.

Item	Description	Quantity	Cost	Total
Student Textbooks	<i>None</i>			
Student Workbooks				
Teacher Edition				
Materials				
Curriculum Work	<i>We would need to devote a number of summer curriculum hours to developing the course units, lessons, readings, assessments, and projects.</i>	24 hours	\$47.00	\$1,128.00
Furniture				
Professional Development (training)				
Staffing: fte	<i>No FTE impact</i>			
Other				
Other				

Additional Texts/Resources that would be reviewed in preparation for designing this course.

Please submit the completed proposal to the Curriculum Council.

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If you have questions or require assistance please contact your department representative on the Curriculum Council or any member of the Curriculum Council.

Course Catalog Information:**

Description: In 2-5 sentences describe the course. How will the curriculum units tie together (thematic, topical, sequential, inquiry, emerging)? How will the course build upon prior knowledge, interests, and provide meaning to the students? This description will be used in the course catalog. Please review descriptions of other courses in your department to ensure a clear and unique description of the course.

This senior English course—through its blending of the traditional and the contemporary, the academic and the personal—seeks to serve as a bridge between a student’s senior year of high school and first year of college. This course will provide students with a survey of important literature that features New York City as its setting or its inspiration. Students will encounter a diverse range of authorial voices in order to replicate the great diversity that “The City” represents. Students will consider the ways in which New York City is a city of innovators, immigrants, outlaws, artists, and strivers, and they will explore it not only as a setting, but also as a metaphor, a symbol, and, at times, a character. This course, along with all of the other non-AP senior elective options, will feature commonalities in terms of major assignments, student workload, and final exam. Through its writing assignments, this course seeks to strike a middle ground between, on the one hand, literary analysis, and, on the other, student reflection, self-directed reading and research, and the development of an authentic writing voice.

Objectives: In 3 to 5 bullets answer the following: What are the learning objectives for this course? How will these goals support and / or reflect the rationale? These objectives will be listed in the course catalog. Please review objectives for other courses in your department to ensure your course objectives are unique.

- 1. To provide students with opportunities for rich, meaningful exploration and reflection on a content focus that they selected from a broader range of options.***
- 2. To expose students to both traditional and contemporary aspects and developments of their selected content focus.***
- 3. To provide students with opportunities for gaining a better understanding of real-world issues and for developing a sense of empathy for others through the selected content focus.***
- 4. To prepare students for freshman college courses through reading, speaking, and listening experiences that draw upon the personal and the academic.***
- 5. To prepare students for freshman college courses through writing experiences that place focus on the personal and the academic, allowing for the pursuit of an authentic writing voice.***
- 6. To provide students with strategies and guidance for conducting self-directed reading and research.***

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Expectations: What will students be expected to do in order to successfully complete this course (read, write, create, visualize, synthesize, sing, perform)? These will be listed in the course catalog; you may wish to review the language of other courses in your department.

Students will read at least one teacher-selected book-length text and many teacher-selected supplemental texts, along with a substantial number of student-selected primary and secondary texts. Students will be expected to engage in journal writing, to conference with peers and teachers, to conduct self-directed reading and research, and to participate in seminar discussions. Students will be expected to make presentations to their peers, and they will be expected to produce a creative project, one that could be produced in written, video, or other formats. Essays and short writing assignments will be the primary mode of assessment. There may be opportunities for seniors to share some of their written work and video pieces by “publishing” them on a digital platform, and there may be an opportunity to record artifacts of student learning growth in a digital portfolio.

*** Please note that this course catalogue information is aligned with all of the other one-semester thematic literature courses.*

Curriculum Development 2020-2021
New Course Proposal and Changes to Existing Course
Darien High School, Curriculum Council

Date: June 9, 2021

Department: World Languages

Proposer: Christina Vázquez Mauricio, Chair of World Languages

Course Title: **AP Spanish Literature & Culture**

1. Grade Level(s): Please check all that apply.

<input type="checkbox"/>	9	<input type="checkbox"/>	10
<input checked="" type="checkbox"/>	11	<input checked="" type="checkbox"/>	12

2. Course Credit:

<input type="checkbox"/>	.5	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	Other: Explain
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3. Course Level:

<input type="checkbox"/>	300	<input type="checkbox"/>	400 (Honors)
<input checked="" type="checkbox"/>	400 (AP)		

4. Course Length:

<input checked="" type="checkbox"/>	Year	<input type="checkbox"/>	Semester	<input type="checkbox"/>	Other: Explain
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5. Graduation Requirements:

<input type="checkbox"/>	Required Course	<input checked="" type="checkbox"/>	Elective Course
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6. Fine Arts Requirement:

<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
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7. STEM Requirement:

<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
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8. Humanities Requirement:

<input checked="" type="checkbox"/>	Yes		No
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9. **Prerequisites:** Please list all prerequisites for the course, including courses, grade requirements, and co-course enrollment requirements (if any). Where does this course fall within your department's sequence?

The prerequisite for AP Spanish Literature & Culture (SLang) is AP Spanish Language & Culture (SpLit). As students arrive at DHS with greater fluency and skills, it is necessary to provide them with rigorous opportunities so they may be appropriately challenged for four years of Spanish study in high school if they choose. For a graphic representation of the course sequence, please see the tables in the answers below.

10. **Rationale:** Which students would want to enroll in this course? Why is there a need for this course? Is this course offered at other high schools in our DRG? Be explicit about how this course ties into DHS Core Values and Beliefs and meets the needs and interests of DHS students.

Next year, we will have the first eligible cohort of students that have met the prerequisites for AP Spanish Literature & Culture before their senior year. Adding AP SpLit gives students the opportunity to gain a deeper understanding of the diverse perspectives represented in works written in Spanish by Hispanic and Latinx authors. The required reading list includes many works of the Spanish-language canon; therefore, students will study them first at DHS and expand upon their knowledge even further at the university level. Our students will have the opportunity to take **two** AP World Language courses, which offers our advanced Spanish students to make connections between what they have already learned in their English, Social Studies, and Art courses, and their study of the Spanish language. Students enrolled in this course can easily transfer their literary analysis and expository writing skills from their English courses to this course and, in most cases, earn advanced standing upon entering college after successful results on their exam.

This course is offered by the Westport and New Canaan Public Schools.

The table below shows all of the possible trajectories for a student studying Spanish at DHS. **AP Spanish Literature and Culture** is highlighted in yellow:

Freshman Year	Sophomore Year	Junior Year	Senior Year
Spanish 1	Spanish 2	Spanish 3/3H	Spanish 4/4H
Spanish 2	Spanish 3/3H	Spanish 4/4H	AP Spanish Language & Culture
Spanish 2	Spanish 3/3H	Spanish 4/4H	Spanish 5
Spanish 3/3H <i>Most students that continue Spanish at DHS enter here.</i>	Spanish 4/4H	AP Spanish Language & Culture <i>Most juniors will take this course.</i>	Spanish 5
Spanish 3/3H <i>Most students that continue Spanish at DHS enter here.</i>	Spanish 4/4H	AP Spanish Language & Culture <i>Most juniors will take this course.</i>	AP Spanish Literature & Culture
Spanish 3/3H <i>Most students that continue Spanish at DHS enter here.</i>	Spanish 4/4H	Spanish 5	AP Spanish Language & Culture

11. **Introduction:** Describe the course in enough detail so that someone unfamiliar with the content area can understand the explanation. Include what will be taught and how it relates to the existing course sequence in this subject/department.

AP SpLit is the equivalent of a college-level introductory survey course of literature written in Spanish. Students continue to develop their interpretive, interpersonal, and presentational skills in the Spanish language, as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, and poetry from Spain, Latin America, and U.S. Hispanic authors. Students will also study art movements and genres that run parallel to literary movements, and will have to analyze the literary works through the lens of art movements. The College Board provides the required reading list.

12. **Course Outline:** Please provide a bulleted overview of content topics to be covered during each marking term of the course. Give a brief summary of ideas presented.

Similar to the AP English Literature & Culture course, there is a series of literary genres and periods that students must study in preparation for the exam. In contrast, AP SpLit has a list of required texts that students must read. The College Board provides four syllabi from which programs can choose; however, the most practical method is to teach the course chronologically as outlined below

Below is a list of units covered, which can also be found in the [AP Spanish Literature & Culture Course at a Glance](#) on the College Board website.

1. The Medieval period
2. XVI Century - The Conquest of America
3. XVII Century - The Golden Age and Don Quixote
4. Romanticism, Realism, and Naturalism
5. The Generation of 98 and Modernism
6. XX Century Poetry and Theatre
7. The Latin American Boom
8. Contemporary Writers of the United States and Spain

13. **Assessment:** Please list the ways in which student progress will be assessed. (National tests, state tests, teacher tests, formative and/or summative mastery rubrics and/or exemplars, portfolios, journals, etc.) What role will the student play in the evaluation process? How will the student learn from this evaluation?

As this is a college-level Spanish course with an extensive list of required texts, assessments administered throughout the year will mimic what students can expect to see on the exam, as well as Integrated Performance Assessment (IPA) projects that blend language skills. Below is a breakdown of the exam components and corresponding tasks.

Section 1: Multiple Choice	
Section 1A: Multiple Choice Interpretive Listening 15 questions - 20 mins - 10% of total score	Section 1B: Multiple Choice Reading Analysis 50 questions - 1 hr - 40% of total score
This section includes 3 sets of questions based on authentic audio texts including: <ul style="list-style-type: none">- An excerpt from an interview with an author- A recited poem that is not on the required reading list- A presentation on a literary topic related to course content- Students will have time to skim the questions for each set before listening to the audio.- The interview and presentation will be played once; the recited poem will be played twice.	This section includes 6 sets of 7–10 questions based on readings from a variety of genres, periods, and places in the Spanish-speaking world. Readings include: <ul style="list-style-type: none">- Works from the required reading list- Works outside the required reading list- A passage of literary criticism regarding a work or author from the list- One set will contain 2 passages that are related by theme—one of those passages is taken from the required reading list and the other is from a non-required text
Section 2: Free Response 4 questions - 1 hr 40 min for all - 50% of score	

2 Short-Answer Questions Suggested time: 15 minutes each (~30 minutes)	2 Essay Questions Suggested time: 35 minutes each (~70 minutes)
<p>1. Text Explanation: You'll read an excerpt from a text on the required reading list, identify the author and period of the text, and explain the development of a given theme found within the excerpt in relation to the whole work from which the excerpt is taken.</p> <p>2. Text and Art Comparison: You'll read an excerpt from a text on the required reading list and study an image of a work of art (e.g., a painting, photograph, sculpture, or drawing) related by theme to the text. You will compare how a particular theme is represented in both the text and the image, and then connect that theme to the genre, period, or movement of the text.</p>	<p>1. Analysis of a Single Text: You'll read an excerpt from a text on the required reading list and then analyze how the text represents the characteristics of a particular genre as well as a particular historical, cultural, or social context.</p> <p>2. Text Comparison: You'll read 2 excerpts related by theme—one from a text on the required list, the other from a text not on the list—and analyze the effect of literary devices that the authors use in the texts to develop a particular theme that is provided in the question prompt.</p>

14. **Interdisciplinary Opportunities:** When applicable please provide specific examples of how this course might be integrated with other courses. Please make sure that you contact the departments/course teachers(s) listed to confirm co-curricular connections. If possible, specify the co-curricular connections.

Students who take this course as seniors will be concurrently enrolled in either AP English Literature & Culture, English 12/English Capstone, and/or Advanced Composition, all of which touch upon literary genres, elements of style, development of critical thinking, and expository/analytical writing. The literary terms students will learn in AP SpLit, and whose application they will be required to master, are exactly the same as those found in the English-language courses. They will simply transfer their knowledge between courses.

Students in the Social Studies department will also have taken World Studies, and will have the opportunity to take AP European History and AP Human Geography. Their exposure to the history of Spain and Hispanic America will be further deepened in this course.

There is a significant art component in this course, where students will have to apply their understanding of literary and social movements in the Spanish-speaking world to an analysis of visual art, completely at random (the students do not know what artists, works of art, or art genre/movement will be on the exam). Students enrolled in art courses will have the opportunity to apply their background knowledge to content in this course, as well.

15. **Enrollment:** How many students would you expect to sign up for the course? Provide reasons for your estimation.

For the past three years, there have been approximately 100 students enrolled in AP SLang. There is a cohort of juniors currently enrolled who need this course as the next step in their Spanish language course sequence.

In addition, our change in sequence has now made AP SLang the “junior course.” The number of juniors enrolled will rise to 175 students next school year and we estimate that approximately 25% of them (~45) will enroll in AP SpLit as seniors.

16. **Impact within Department/School:** If this course is approved, how will it impact the other courses in your department? Be specific as to whether it will replace a course currently offered and/or how it might affect student enrollment with other courses within your department.

This course will not affect or impact other courses in our department. AP SpLit is simply the next logical progression for a junior in AP SLang wishing to continue their Spanish studies at an advanced level. They would have nowhere to go otherwise.

- a. In addition, how might this course impact enrollment in other courses in other departments? Consider grade level and target audience.

There will not be any impact in other departments. Most students pursue four years of language at DHS and this course provides for that opportunity to continue for advanced students.

- b. Is there a teacher in your department who is interested in teaching this course?

Some members of the department have expressed an interest in teaching the course. It would require them to take an AP Workshop, as indicated in the budget below.

- c. Provide data on all courses offered by the department, the number of sections run per course, and the number of students in each section.

Graduation class distribution across levels				
Course	# of sections	# of students	Notes ¹	Year of eligibility
Spanish 3	9	159	89 are freshmen	2024-2025
Spanish 3H	6	111	103 are freshmen	2024-2025
Spanish 4	8	112	55 are sophomores	2023-2024
Spanish 4H	12	258	120 are sophomores	2023-2024
Spanish 5	3	63	2 are juniors	n/a
AP SLang	6	110	6 are juniors	2022-2023

17. **Department Discussion:** Before submitting this proposal to the Curriculum Council, all teachers in your department must review this proposal. Departmental approval is required before submitting this proposal to the Curriculum Council. Please provide a summary of the department discussion about this course, including the pros and cons brought up by various department members.

This has been discussed with the department and all members are in support of this addition, without objection.

¹ The numbers in the "Notes" column reflect the number of students that will take the AP Spanish Literature & Culture course based on where they are in the Spanish sequence in the 2021-2022 school year.

18. Budgetary Implications: Please complete the table below including all anticipated expenses.

Item	Description	Quantity	Cost	Total
Textbooks	<i>Azulejo</i> , Second Edition - Student Textbook	25	\$125	\$3,125
Workbooks	<i>Abriendo puertas, ampliando perspectivas</i> - Student Worktext	3	\$33	\$99
Teacher Edition	<i>Azulejo</i> , Second Edition - Teacher Edition textbook and Digital Teacher Package	1	\$109	\$109
Materials	n/a	n/a	n/a	n/a
Curriculum Work	Curricula are provided by the College Board	n/a	n/a	n/a
Furniture	n/a			
Professional Development	AP Institute/AP Workshop	1	~\$600-\$900	~\$600-\$900
Staffing: FTE	n/a	n/a	n/a	n/a

Please submit the completed proposal to kstanton@darienps.org no later than September 25, 2020.

If you have questions or require assistance please contact your department representative on the Curriculum Council or any member of the Curriculum Council.

Course Catalog Information:

Description: In 2-5 sentences describe the course. How will the curriculum units tie together (thematic, topical, sequential, inquiry, emerging)? How will the course build upon prior knowledge, interests, and provide meaning to the students? This description will be used in the course catalog. Please review descriptions of other courses in your department to ensure a clear and unique description of the course.

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, plays, and essays) from Peninsular Spanish, Latin American, and U. S. Hispanic literature. AP Spanish Literature is equivalent to a college-level introductory survey course of literature written in Spanish. Students continue to develop their interpretive, interpersonal, and presentational skills in Spanish language as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, and poetry from Spain, Latin America, and U.S. Hispanic authors along with other non-required texts.

Objectives: In 3 to 5 bullets answer the following: What are the learning objectives for this course? How will these goals support and / or reflect the rationale? These objectives will be listed in the course catalog. Please review objectives for other courses in your department to ensure your course objectives are unique.

- Study short stories, novels, poetry, plays, and essays from Peninsular Spanish, Latin American, and U. S. Hispanic literature

- Develop interpretive, interpersonal, and presentational skills in the range of Intermediate High to Advanced Mid
- Examination of the required readings and other thematic texts and media
- Hone their critical reading and analytical writing skills
- Gain insights on the many voices, historical periods, and cultures represented in the required readings and other texts
- Explore cultural, artistic, and linguistic connections and comparisons, which is supported by the exploration of various media (art, music, film, articles, and literary criticism).

Expectations: What will students be expected to do in order to successfully complete this course (read, write, create, visualize, synthesize, sing, perform)? These will be listed in the course catalog; you may wish to review the language of other courses in your department.

- Study short stories, novels, poetry, plays, and essays from Peninsular Spanish, Latin American, and U. S. Hispanic literature
- Develop interpretive, interpersonal, and presentational skills in the range of Intermediate High to Advanced Mid
- Examination of the required readings and other thematic texts and media
- Hone their critical reading and analytical writing skills
- Gain insights on the many voices, historical periods, and cultures represented in the required readings and other texts
- Explore cultural, artistic, and linguistic connections and comparisons, which is supported by the exploration of various media (art, music, film, articles, and literary criticism).

Curriculum Development 2022-23

Sport Marketing *Darien High School, Curriculum Council*

Date: September 1, 2021

Department: Tech Ed and Business

Proposer: Greg Darin

Course Title: Sports Marketing

(Please review the guidelines for course naming conventions)

1. Grade Level(s):

Please check all that apply

- ☒ 9
☒ 10
☒ 11
☒ 12

2. Course Credit: Please check

- ☒ .5
☐ 1
☐ Other: Explain

3. Course Level: Please check

- ☐ 300
☐ 400 (Honors)
☐ 400 (AP)

4. Course Length: Please check

- ☐ Year
☒ Semester
☐ Other: Explain

5. Graduation Requirements: Please check

- ☐ Required Course
☒ Elective Course

6. Fine Arts Requirement:

- ☐ Yes
☒ No

7. STEM Requirement:

- ☒ Yes
☐ No

8. Humanities Requirement:

- ☒ Yes
☐ No

Curriculum Development 2022-23

9. Prerequisites:

Please list all prerequisites for the course, including courses, grade requirements, and co-course enrollment requirements (if any). Where does this course fall within your department's sequence?

The prerequisite for this class is Marketing Essentials.

10. Rationale:

Which students would want to enroll in this course? Why is there a need for this course? Is this course offered at other high schools in our DRG? Be explicit about how this course ties into DPS Vision of the Graduate and meets the needs and interests of DHS students.

There are multiple reasons Darien High School should add Sports Marketing to their selection of Business Education Courses in the Program of Studies:

- Darien High School students demonstrate a great interest in business and marketing. Many students compete in the marketing career cluster in the DECA Business Club and participate in marketing internships in the senior internship program. Student interest is high in having an offering that further explores and applies marketing skills developed in the introductory course. The Sports Marketing course will extend this learning as it is applied to a specific field and may inspire a career pathway for students. Sports Marketing is the most popular competitive event that students choose in DECA competition.
- Current students in business courses were surveyed and 82% expressed interest in Sports Marketing opportunities.
- Multiple business courses are offered at all high schools in our DRG, including Marketing and Sports Marketing
- All high schools in our DRG offer between 3-13 business education courses in their respective departments with an average of six business education courses overall per high school. Sports Marketing courses are currently being offered at Ridgefield High School in our DRG and is a very popular business course at dozens of high schools in Connecticut.
- Meets Connecticut CTE Performance Standards of Competencies

The Sports Marketing course meets the following Connecticut Career and Technical Education Performance Standards of Competencies of the Connecticut State Department of Education for Marketing Education:

- Marketing-Information Management: Understand the concepts, systems and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.
- Channel Management: Understand the concepts and processes needed to identify, select, monitor, and evaluate sales channels.

Curriculum Development 2022-23

- Market Planning: Understand concepts and strategies utilized to determine and target marketing strategies to a select audience.
- Pricing: Understand the concepts and strategies utilized in determining and adjusting prices to maximize return and meet customer's perceptions of value.
- Product/Service Management: Understand the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
- Promotion: Understand the concepts and strategies needed to communicate information about products, services, images and /or ideas to achieve a desired outcome.

11. Introduction:

Describe the course in enough detail so that someone unfamiliar with the content area can understand the explanation. Include what will be taught and how it relates to the existing course sequence in this subject/department.

Sports Marketing - This course is designed to develop a thorough understanding of the marketing concepts and theories that apply to sports and events. This course is based on the business and marketing core that includes communication skills, distribution, marketing-information management, pricing, product/service management, promotion, selling, operations, strategic management, human resource management, and the economic impact and considerations involved in the sports and event marketing industries.

12. Course Outline:

Please provide a bulleted overview of content topics to be covered during each marking term of the course. Give a brief summary of ideas presented.

Unit 1 - Introduction to Sports Marketing

Objectives:

Review the principles of marketing and examine their application to sports & entertainment marketing:

- Explain how the seven marketing functions (e.g. distribution, pricing, selling, promotion) are applied in sports & entertainment marketing.
- Explain sports marketing and its importance in the economy.
- Explain the concept of target markets and market segments (i.e. demographics, geographic, etc.)
- Identify and explain the four P's of the marketing mix. Explain how the four P's apply to sports marketing
- Describe the concept of price and the pricing models used in sports marketing
- Identify the factors affecting a business' profit.

Curriculum Development 2022-23

Unit 2 - The Sport & Events Market

Objectives:

- Describe the different types of sports and events.
- Identify differences in marketing sports and entertainment products.
- Explain the unique qualities of sports and event marketing.
- Describe the economic impact of sports and events on local/regional communities.
- Explain the importance of market research in the sports and entertainment industry.
- Describe how marketers collect, disseminate, analyze, and utilize marketing research information in decision making.

Unit 3 - The Sports Marketing Mix

Objectives:

- Define the sports/entertainment consumer.
- Explain the nature and scope of the product decision and the concept of a product mix.
- Explain the importance of event planning as a component of the product decision.
- Identify different channels of distribution in the sports and entertainment industry.
- Explain the nature and scope of distribution.
- Differentiate between direct and indirect channels of distribution.
- Explain factors affecting pricing decisions.
- Calculate breakeven point.
- Explain the nature and scope of the pricing function.
- Identify factors involved in the pricing decision that affects profit.
- Identify pricing strategies.
- Explain the role of promotion in the sports and entertainment industry.
- Identify the elements of the promotional mix.
- Explain the importance of advertising and media selection in sports and entertainment marketing.
- Explain the aspects of sponsorship in the sports and entertainment industry.
- Identify the steps in developing the promotional plan for a sports or entertainment event.
- Describe the importance of personal selling and customer service in sports and entertainment marketing.
- Describe the importance of public relations/publicity in sports and event marketing

Unit 4 - Branding & Licensing

Objectives:

- Explain the concepts of branding, brand loyalty, and brand equity.
- Identify the types of brands.
- Describe how to develop an effective brand name.
- Describe the types of intellectual properties (i.e. trademarks, copyrights, and patents).
- Explain the concept of licensing.
- Identify the steps of the licensing process.

Curriculum Development 2022-23

Unit 5 - Careers

Objectives:

- Explain the skills needed and ways to prepare for a career in sports and event marketing.
- Identify career opportunities in sports and entertainment marketing.

13. Assessment:

Please list the ways in which student progress will be assessed. (National tests, state tests, teacher tests, formative and/or summative mastery, rubrics and/or exemplars, portfolios, journals, etc.) What role will the student play in the evaluation process? How will the student learn from this evaluation?

- PowerPoint Presentations — Students will be asked to complete a series of presentations in the class. These will be assessed based on a presentation rubric. Students will be asked to prepare presentations on various marketing projects.
- Projects — A series of hands-on/researched based projects will also be used to assess students learning in the class. These will apply concepts within each unit and will take place prior to unit tests. These projects will assess the students' understanding of the material and their ability to think critically while solving problems. All projects will include a student self-evaluation following an in class presentation.
- Unit Exams and Final Exam – A unit exam will assess each unit and will often include performance based elements.

14. Interdisciplinary Opportunities:

When applicable please provide specific examples of how this course might be integrated with other courses. Please make sure that you contact the departments/course teachers(s) listed to confirm co-curricular connections. If possible, specify the co-curricular connections.

Interdisciplinary Course:	Teacher(s):	Connections:
Business and Entrepreneurship	Claudia Gray and Sarina Thomas	Marketing of student innovations/projects
App Design	Sarina Thomas and Greg Darin	Development of websites for use of promotion of a product, service or idea.

Curriculum Development 2022-23

Computer Animation	Sarina Thomas and Ashley O'Connor	Development of advertising promotions through use of computer animation.
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15. Enrollment:

How many students would you expect to sign up for the course? Provide reasons for your estimation.

Due to surveys and an increased interest in business courses and the DECA business club, a Sports Marketing Course could possibly enroll two sections in the 2022-23 school year.

16. Impact within Department/School:

If this course is approved, how will it impact the other courses in your department? Be specific as to whether it will replace a course currently offered and/or how it might affect student enrollment with other courses within your department. In addition, how might this course impact enrollment in other courses in other departments? Consider grade level and target audience. Is there another teacher in your department who is also interested in teaching this course? Provide data on all courses offered by the department, the number of sections run per course, and the number of students in each section.

Sports Marketing is an elective course that would be offered to any student who has taken the Marketing Essentials Course. The target audience is made up of those students interested in majoring in business and possibly pursuing future careers in marketing such as Account Executive, Public Relations, Advertising, and Brand Management. Business courses allow for and encourage career exploration.

Current courses in Business:

Business Course Offerings	Number of sections run 21-22
Business & Entrepreneurship	4
PreLaw	2
Investing & Personal Finance	8
Marketing Essentials	3
Accounting (new)	1
TOTAL	18

Curriculum Development 2022-23

17. Department Discussion:

Before submitting this proposal to the Curriculum Council, all teachers in your department must review this proposal. Departmental approval is required before submitting this proposal to the Curriculum Council. Please provide a summary of the department discussion about this course, including the pros and cons brought up by various department members.

- The Business, Computer Science and Technology department teachers fully supported the Sports Marketing course proposal.
- Pros: Sports Marketing supports the interests of a large number of students at Darien High School.
- Con: May impact enrollment in other courses within the department.

18. Budgetary Implications:

Please complete the table below including all anticipated expenses.

Item	Description	Quantity	Cost	Total
Student Textbooks	Sports & Entertainment Marketing (Cengage) ISBN: 9780357124970	25	69.95	1748.75
Curriculum Work	Curriculum writing for 2 teachers at 12 hours each.	22 hours	\$48	\$1152

*Please submit the completed proposal to kstanton@darienps.org
no later than September 1, 2021*

If you have questions or require assistance please contact your department representative on the Curriculum Council or any member of the Curriculum Council.

Course Catalog Information:

Description: In 2-5 sentences describe the course. How will the curriculum units tie together (thematic, topical, sequential, inquiry, emerging)? How will the course build upon prior knowledge, interests, and provide meaning to the students? This description will be used in the course catalog. Please review descriptions of other courses in your department to ensure a clear and unique description of the course.

Objectives: In 3 to 5 bullets answer the following: What are the learning objectives for this course? How will these goals support and / or reflect the rationale? These objectives will be listed in the course catalog. Please review objectives for other courses in your department to ensure your course objectives are unique.

Curriculum Development 2022-23

Expectations: What will students be expected to do in order to successfully complete this course (read, write, create, visualize, synthesize, sing, perform)? These will be listed in the course catalog; you may wish to review the language of other courses in your department.

Description: This course expands on the basic principles of marketing as they apply to the sports and entertainment industries. Topics include: positioning, promotion, distribution, pricing and market research. Students will learn about the benefits of sponsorships, endorsements, and other public relations techniques as well as how to target marketing efforts to specific market segments. Students will apply all concepts learned as they develop a detailed marketing plan. Students will explore careers in the ever-growing field of sports and entertainment.

Objectives: 1) Explain marketing and its importance in the economy. Explain the concept of target markets and market segments (i.e. demographics, geographic, etc.) Identify and explain the four P's of the marketing mix as it pertains to Sports & Entertainment Marketing. 2) Describe the different types of sports and events. Identify differences in marketing sports and entertainment products. Explain the unique qualities of sports and event marketing. 3) Explain the nature and scope of the product decision and the concept of a product mix. Explain the importance of event planning as a component of the product decision. Identify different channels of distribution in the sports and entertainment industry. 4) Explain the concepts of branding, brand loyalty, and brand equity. Describe how to develop an effective brand name. Describe the types of intellectual properties (i.e. trademarks, copyrights, and patents). Explain the concept of licensing. 5) Explain the skills needed and ways to prepare for a career in sports and event marketing. Identify career opportunities in sports and entertainment marketing.

Expectations: Students will be asked to complete a series of presentations as well as complete a series of hands-on/researched based projects. These will be used to assess students' learning in the class. Completion of a unit exam will follow student review of a unit. The final exam will cover all semester material.

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: November 1, 2021

TO: Board of Education

FROM: Dr. Alan Addley, Superintendent of Schools

Richard Rudl, Director of Finance & Operations

SUBJECT: Enrollment Projections

The October 1st enrollment is included in the chart below:

School	K	1 st	2 nd	3 rd	4 th	5 th	Total
Hindley	75	69	68	83	63	86	444
Holmes	77	65	85	71	75	79	452
Ox Ridge	78	83	87	79	77	72	476
Royle	59	67	51	52	51	59	339
Tokeneke	63	52	87	63	72	70	407
Total	352	336	378	348	338	366	2,118

School	6 th	7 th	8 th	Total
MMS	342	361	395	1,098

School	9 th	10 th	11 th	12 th	Total
DHS	384	342	335	360	1,421

	Total Enrollment
Elementary	2,118
Middle School	1,098
High School	1,421
Total	4,637

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In order to project sections for next year we used the 3-year average persistence ratio, which is shown below:

	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12
3 Year Avg.	1.0047	1.0143	0.9945	0.9862	0.9978	1.0162	1.0041	0.9924	0.9635	0.9884	0.9969	1.0229

Historically, we see the biggest drop off of students going from 8th grade to 9th grade and the largest gains going from 11th grade to 12th grade. Based on these persistence ratios the below is the projection for the 2022/2023 school year.

FY 2023-Enrollment							
School	K	1 st	2 nd	3 rd	4 th	5 th	Total
Hindley	74	76	70	70	82	63	435
Holmes	74	78	66	85	73	75	451
Ox Ridge	74	79	84	87	78	77	479
Royle	63	60	70	51	51	51	346
Tokeneke	67	64	53	87	62	73	406
Total	352	357	343	380	346	339	2,117

FY 2023-Number of Sections							
School	K	1 st	2 nd	3 rd	4 th	5 th	Total
Hindley	4	4	4	4	4	3	23
Holmes	4	4	3	4	4	4	23
Ox Ridge	4	4	4	4	4	4	24
Royle	3	3	4	3	3	3	19
Tokeneke	4	3	3	4	3	4	21
Total	19	18	18	19	18	18	110

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FY 2023-Avg Class Size							
School	K	1 st	2 nd	3 rd	4 th	5 th	Total
Hindley	18.5	19.0	17.5	17.5	20.5	21.0	18.9
Holmes	18.5	19.5	22.0	21.3	18.3	18.8	19.6
Ox Ridge	18.5	19.8	21.0	21.8	19.5	19.3	19.2
Royle	21.0	20.0	17.5	17.0	17.0	17.0	16.7
Tokeneke	16.8	21.3	17.7	21.8	20.7	18.3	18.3

Holmes 2nd Grade, Royle Kindergarten and Tokeneke 1st grade are all within three students of breaking the Board of Education class size guidelines and would be sections to watch.

110 Elementary Sections would result in one additional section compared to FY2022 elementary enrollment. This additional section would be at Hindley.

FY 2023 Enrollment Projections				
School	6 th	7 th	8 th	Total
MMS	371	345	359	1,075

FY 2023 Enrollment Projections					
School	9 th	10 th	11 th	12 th	Total
DHS	386	376	338	344	1,444

	Total Projected FY 2023 Enrollment
Elementary	2,117
Middle School	1,075
High School	1,444
Total	4,636

DARIEN BOARD OF EDUCATION
Darien, Connecticut

PROPOSED (REVISED 11/5/21)

**SCHEDULE OF REGULAR BOARD OF EDUCATION MEETINGS
FOR THE 2022 CALENDAR YEAR**

Jan.	8 or 15*^ (Sat.) (Jan. 15- snow date)	July	26
	11	Aug.	23
	25	Sept.	13
Feb.	8		27
		Oct.	11
March	2* (Wed.)		25
	9*(Wed.)		
	22	Nov.	9*(Wed.) Nov. 8th Election Day)
April	6*(Wed.)		22
	26	Dec.	13
May	10		
	24		
June	14		
	28		

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

David P. Dineen, Chairman
Darien Board of Education

D. Jill McCammon, Secretary
Darien Board of Education

For the Purpose of Meeting Statutory Requirements

DARIEN PUBLIC SCHOOLS
Darien, Connecticut

P R O P O S E D (REVISED 11/5/21)
2022-2023 BUDGET CALENDAR

2022

JANUARY 6TH, THURSDAY
Board of Education
Meeting Room
7:00 p.m.

Special Board of Education Meeting

**Presentation of Superintendent's
Proposed Budget for 2022-2023
Including Major Budget Proposals**

***JANUARY 8TH, SATURDAY**
Board of Education
Meeting Room
8:30 a.m.

Regular Board of Education Meeting
1) Personnel, Operating and Equipment
Proposed Budgets of:

RC 01 Darien High School
RC 02 Fitch Academy
RC 03 Middlesex Middle School
RCs 05, 07, 08, 09 and 10 - Elementary Schools
RC 11 Physical Education/Athletics
RC 12/25 Facilities/Fixed Expenses/ Capital Plan
RC 13 Music
RC 14 Art
RC 21 Library/Media
RC 17 Health
RC 22 Technology Education
RC 15 Technology
RC 24 Special Education
RC 26 Early Learning Program
RC 19/23 Curriculum/Summer School
RC 20 Finance
RC 16 Administration
RC 18 Personnel/Human Resources
RC 28 COVID

***SATURDAY, JANUARY 15TH - Snow Date**

JANUARY 11TH, TUESDAY

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

Regular Board of Education Meeting
Meeting with Board of Finance; RTM Education
and Finance and Budget Committees (**meeting with
Board of Finance... or January 18-- to be confirmed**)

JANUARY 18TH, TUESDAY

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

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

JANUARY 25TH, TUESDAY

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

Regular Board of Education Meeting
1) Unfinished Business on 2022-2023
Proposed Budget
2) Board of Education Discussion of
Budget Modifications under Consideration

FEBRUARY 1ST, TUESDAY

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

Special Board of Education Meeting
Public Hearing on 2022-2023 Proposed Budget

FEBRUARY 3RD, THURSDAY

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

Special Board of Education Meeting
Final Budget Review as needed

FEBRUARY 8TH, TUESDAY

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

Regular Board of Education Meeting
1) Approval of 2022-2023 Board of Education Budget

NOTE: School Winter Break February 21st through February 25th

MARCH 1ST, TUESDAY

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

LEGAL DATE: Board of Finance meeting at
which 2022-2023 Board of Education
Recommended Budget is submitted.

MARCH 2ND, WEDNESDAY

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

Regular Board of Education Meeting

MARCH (to be determined)^

LEGAL DATE: Publication of 2022-2023
Recommended Budget in Newspapers.

^to be determined by the Board of Finance

MARCH 8TH, TUESDAY^
Town Hall (2nd Tuesday)
Auditorium
7:30 p.m.

LEGAL DATE: Board of Finance Public
Hearing on Budget

MARCH 9TH, WEDNESDAY
Board of Education
Meeting Room
7:30 p.m.

Regular Board of Education meeting

MARCH 12TH, SATURDAY
8:00 a.m. to approx. 11:30 a.m.

Tour of Schools -- starting in MIDDLESEX ROTUNDA

MARCH (TBD)^
Town Hall
Auditorium
6:30 p.m.

**Board of Finance Public Hearing on Budget (in case of
inclement weather on March 8th)**

MARCH 22ND, TUESDAY

Regular Board of Education meeting

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

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

Board of Finance Budget Work Session with Board of Education^
Town Hall
Conference Room 206
7:30 p.m.

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

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

Board of Finance – Preliminary Vote on Budget

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

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

APRIL 6TH, WEDNESDAY
Board of Education
Meeting Room
7:30 p.m.

Regular Board of Education meeting

NOTE: School Spring Break April 11th through 15th

^to be determined by the Board of Finance

APRIL (TBD)^
(By the 3rd Tues. in April)

LEGAL DATE: Board of Finance filing of
2022-2023 Town Appropriations and Tax Rate with Town Clerk.

MAY 9TH, MONDAY
(2nd Monday)
Town Hall
Auditorium
8:00 p.m.

LEGAL DATE: RTM Approval of 2022-2023
Town of Darien Budget.

nv

^to be determined by the Board of Finance

PROPOSED

Memorandum

To: Board of Education

From: Marjorie Cion

Date: November 9, 2021

Re: Items for November 9th Board Meeting

The Policy Committee is recommending that the Board of Education consider revisions to Board Policy 9350 and the adoption of new Board Policy 1310. We are also providing the Board with an update of the Policy Audit.

Board Policy 9350, Quorum and Voting Procedures has been revised so that it aligns with the changes recently made to Board Policy 9310, which allow Board members to participate and vote electronically. The proposed changes to this Policy also eliminate the language that requires a majority vote in order to pass any motion since those requirements are also covered in Policy 9310. The remaining revisions clarify the meaning of a Board member's vote to abstain on any motion and that a Board member should not vote on any motion in which he/she has either a pecuniary or a personal interest.

Policy 1310, School Security and Safety codifies State law and District practice, which require the District to develop a security and safety plan, implement Security and Safety Committees at each school and districtwide, train district employees on the Plan and conduct security assessments at each school in the district.

Policy Audit

The Administration has concluded the initial stage of the policy audit requested by the Board of Education, which involves a comparison between Shipman and Goodwin's Model Policies and the Board's current policies. The audit has been reviewed with the Policy Committee. As you can see, there are only a handful of Model Policies that the District should consider adopting, and a much larger number of policies that the District has enacted that do not appear in Shipman and Goodwin's Model Policy library. Jessica Smith, a co-chair of Shipman and Goodwin's policy practice, confirmed that Shipman and Goodwin limits the creation of Model Policies to those policies that are required by law or regulation. The firm will support the Board in the review of the Board's policies that do not have a corresponding Shipman Model Policy. There are a number of Board policies that require "technical" revisions. For the purpose of this audit, technical revisions include either stylistic changes or changes to legal citations but do not affect the substance of the policy. Future agendas for the Policy Committee will include consideration of necessary revisions to current policies as well as recommendations to adopt those Model Policies that Shipman and Goodwin has developed and for which there are no corresponding District policies. The Administration intends to recommend these proposed revisions in numerical order, beginning with the policies contained in Series 1000

Community/Board Operations. The Administration may from time to time, recommend additional new Board Policies that are deemed necessary for the efficient and effective operation of the District and to consider additional policies as directed by the Board of Education.

DARIEN PUBLIC SCHOOLS
Darien, Connecticut

Series 9300
Board Meetings

Policy 9350

QUORUM AND VOTING PROCEDURES

1. Quorum:
 - A. The majority of all members of the Board shall be necessary to constitute a quorum for the transaction of business.
2. Voting Procedures:
 - A. No member ~~may can~~ vote on a question in which he/she has a direct personal or pecuniary interest.
 - B. Members may vote for themselves for any office or other position.
 - C. While it is the duty of every member who has an opinion on a question to express it by vote, he/she cannot be compelled to do so.
 - D. A member may abstain from voting (with the knowledge that the effect is the same as if he/she had voted on the prevailing side).
 - E. The votes of each member of the Board upon any issue before the Board shall be recorded in the minutes of the session at which taken.
 - F. Any Board member shall have the opportunity to explain his/her vote for recording in the minutes.
 - G. ~~All motions shall be carried by a majority of the members present and voting, unless otherwise required by Board policy or law.~~
 - H. ~~A member must be physically present at the meeting to be eligible to vote.~~

ADOPTED: December 9, 2008
REVISED: _____

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DARIEN PUBLIC SCHOOLS
Darien, Connecticut

Series 1000
Community/Board Operation

Policy 1310

SCHOOL SECURITY AND SAFETY

The Darien Board of Education (the “Board”) will develop and implement an all-hazards district security and safety plan with a school-specific annex for each school within the district or a school security and safety plan for each school within the district to bolster their existing emergency preparedness, response capability and school safety and security measures and to best meet all-hazards threats.

Security and safety plans will be based on the school security and safety plan standards developed by the Connecticut Department of Emergency Services and Public Protection and will adhere to the requirements of state law.

Security and safety plans should be kept securely and will only be provided to the Board, school staff and administration, members of the school security and safety committees, members of state and local law enforcement, first responders, local municipal officials or other persons authorized by the Board or the Superintendent (e.g., consultants, contractors). Pursuant to Connecticut General Statutes § 1-210(b)(19), the plan will not be available to the public.

Legal References:

State Law:

Conn. Gen. Stat. § 1-210 (b)(19)

Conn. Gen. Stat. § 10-222k

Conn. Gen. Stat. § 10-222m

Conn. Gen. Stat. § 10-222n

Conn. Gen. Stat. § 10-231

Conn. Gen. Stat. § 28-7

State Standards:

Connecticut Department of Emergency Services and Public Protection, *School Security and Safety Plan Standards*.

Federal Guidance:

Federal Emergency Management Agency, *Guide for
Developing High-Quality School Emergency Operations
Plans*, June 2013

ADOPTED _____

DRAFT

DARIEN PUBLIC SCHOOLS

Darien, Connecticut

Series 1000
Community/Board Operation

Policy 1310

SCHOOL SECURITY AND SAFETY ADMINISTRATIVE REGULATIONS

I. Security and Safety Committee

The Board of Education (the “Board”), through the Superintendent, shall establish a school security and safety committee at each school under the jurisdiction of the Board. The school security and safety committee is responsible for assisting in the development of the security and safety plan and in administering the plan.

The school security and safety committee shall include in its membership a local police officer, a local first responder, a teacher employed at the school, a building administrator employed at the school, a mental health professional, a parent or guardian of a student at the school and any other person the Board deems necessary [**such as custodian, property manager, local emergency management director, local public health director, information technology manager, transportation coordinator, or school nurse**]. Subject matter experts, including but not limited to the local public works director, food services director, the Superintendent of Schools, additional law enforcement members or first responders and representatives of the municipality or others shall be invited to participate as needed.

The committee will meet at least annually to review and update the school’s security and safety plan as necessary. In determining whether the security and safety plan requires updating, the committee will take into account the results of the security and vulnerability assessment of the school, as described in Section IV below. The security and safety committee shall also be notified of any instances of disturbing or threatening behavior that may not meet the definition of bullying and shall report such information, as necessary, to the district safe school climate coordinator.

Any information provided under this regulation shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights and Privacy Act (“FERPA”) and the district’s Confidentiality and Access to Student Information policy and regulations. Specifically, any parent/guardian serving as a member of the school security and safety committee shall not have access to any information reported to the committee or participate in any activities which may compromise the confidentiality of any student.

II. Security and Safety Plan

Each school security and safety plan will be created using the format prescribed by the Connecticut State Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security. The Board will submit the finalized

school security and safety plan for each school to the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security Regional Coordinator. On or before November 1st of each school year, the Board will submit to the Department of Emergency Management and Homeland Security Regional Coordinators one of the following: (1) those pages of the district's plans that been updated; (2) the form provided by the Department of Emergency Management and Homeland Security that the district's plans have not changed, along with an updated signature page; or (3) a revised plan if a current plan has undergone a major revision. Additionally, each plan will be filed as an annex to the municipality's Local Emergency Operations Plan, filed annually with DESPP/DEMHS pursuant to Conn. Gen. Stat. § 28-7. A reference kit that meets the requirements of DESPP/DEMHS will be created in conjunction with the security and safety plan, which will be available to first responders in the event of a safety or security emergency.

III. Training and Orientation for School Employees

Each school employee at the school shall receive an orientation on the district security and safety plan, including the school-specific annexes relevant to that employee, or the school's security and safety plan. Additionally, each school employee at the school shall receive violence prevention training in a manner described in the security and safety plan. The training will be conducted in cooperation with the school safety and security committee and may include other municipal or emergency officials and services. The goal of the orientation and training is to provide the school community and municipal officials with an understanding of the need for unified planning, preparedness and response.

IV. Assessments

At least every two years, the Board shall conduct a security and vulnerability assessment for each school in the district. Each school's security and safety committee shall be advised of the results of the assessment for the committee's school and such results shall be considered by the committee in updating and revising the security and safety plans.

Local law enforcement and other public safety officials including the local emergency management director, fire marshal, building inspector and emergency medical services representative shall each evaluate, score and provide feedback on a representative sample of fire drills and crisis response drills at each school in the district. By July 1st of each year, the Board shall submit a report to the Department of Emergency Management Homeland Security Regional Coordinator regarding types, frequency and feedback related to the fire drills and crisis response drills.

Legal References:

State Law:

Conn. Gen. Stat. § 1-210 (b)(19)

Conn. Gen. Stat. § 10-222k

Conn. Gen. Stat. § 10-222m

Conn. Gen. Stat. § 10-222n

Conn. Gen. Stat. § 10-231

Conn. Gen. Stat. § 28-7

State Standards:

Connecticut Department of Emergency Services and Public Protection, *School Security and Safety Plan Standards*.

Federal Guidance:

Federal Emergency Management Agency, *Guide for Developing High-Quality School Emergency Operations Plans*, June 2013

ADOPTED: _____

POLICY AUDIT
Darien Public Schools

Policy Number	Policy Title	Required Revision	Last Revision	Type of Revision	Notes
Series 1000 – Community/Board Operations					
1025	Automatic External Defibrillators	Yes	2015	Content Change	
1050	Possession of Deadly weapons or Firearms	Yes	2015	Technical	
1075	Green Cleaning Programs	Yes	2021	Technical	
1300	Non-Discrimination(Community)	Yes	2018	Technical	
1100	Pesticide Application on School Property	Yes	2015	Technical	
1125	Pool Safety Plan	Yes	2015	Technical	
1150	Sexual Offenders	Yes	2015	Technical	
1175	Prohibition Against Smoking	Yes	2015	Content	
1200	Use of School Facilities	No	2021	Technical	
1225	Visitors	No	2021	Content	
1250	School Volunteers, Student Interns and Other Non-Employees	No	2021		
1275	Freedom of Information and Freedom of Information Request Log	Yes	2017	Clarifications Needed	
1300	Non Discrimination (Community)	Yes	2018	Technical	Previously discussed at Policy Committee in March 2020 and Recommended
1310	Security and Safety Plan	YES	NEW		Policy Committee 10/22/2021
Series 200 - Administration					
2100	Goals of Administrative Body	TBD	2008	No Model Policy	Shipman will Review
2210	Duties of the Superintendent of Schools	TBD	2008	No Model Policy	Shipman will Review

POLICY AUDIT
Darien Public Schools

2220	Recruitment and Appointment of the Superintendent of Schools	TBD	2008	No Model Policy	Shipman will Review
2230	Superintendent's Contract	TBD	2008	No Model Policy	Shipman will Review
2240	Superintendent of Schools- Opportunities for Development	TBD	2008	No Model Policy	Shipman will Review
2250	Superintendent of Schools - Evaluation	TBD	2008	No Model Policy	Shipman will Review
2260	Unavailability of the Superintendent	TBD	2008	No Model Policy	Shipman will Review
2310	Administrative Team	TBD	2008	No Model Policy	Shipman will Review
2410	Dissemination and Implementation of Policies and Administrative Regulations	TBD	2008	No Model Policy	Shipman will Review
2420	Uniform Treatment of Recruiters	YES	2008	Technical	
2610	Annual Report of the School District	TBD	2008	No Model Policy	Shipman will Review
2700	Policy Regarding Retention of Electronic Records and Information	NO	2021	Current	
2800	Hold on Destruction of Records (Litigation)	NO	2021	Current	
SERIES 3000 - BUSINESS					
3025	Individuals with Disabilities Education Act Fiscal Compliance	YES	2014	Technical	
3050	Board Budget Procedures and Line Item Transfers	NO	2019	Current	
3075	Disposal of Obsolete or Surplus Equipment Materials	NO	2015	Current	

POLICY AUDIT
Darien Public Schools

3100	Gifts, Grants and Bequests to the District	NO	2015	Current	
3125	Purchasing	Yes	2015	Substantive	
3150	School Activity Funds	YES	2015	Technical	
3175	Code of Conduct for Federal Procurements	YES	2021	Appendix for Fed Code	
Series 4000- Personnel					
4025	Reports of Suspected Abuse or Neglect of Children	YES	2015	Technical	
4050	Reports of Suspected Abuse or Neglect of Adults	YES	2018	Technical	
4075	Alcohol, Tobacco and Drug Free workplace	YES	2015	Electric Cigarettes	
4100	Concussion Training for Athletic Coaches	YES	2015	Technical	
4111	Equal Opportunity for Employment/Affirmative Action	YES	2013	Repeal and replace with Shipman's Model Policy on Non-Discrimination	
4118	Sex Discrimination and Sexual Harassment in the Workplace	YES	2021	To include gender identity and sexual orientation	
4125	Evaluation Termination and Non-Renewal of Athletic Coaches	YES	2015	Technical and Definition of AD	
4150	Bloodborne Pathogens	YES	2015	Technical	
4175	Prohibition on Recommendation for Psychotropic Drugs	YES	2015	Technical	
4225	Minority Staff Recruitment	YES	2015	Technical	
4250	Employee Checks	YES	2016	Substantive	
4275	Family and Medical Leave	YES	2015	Technical	

POLICY AUDIT
Darien Public Schools

4300	Employee Use of the District's Computer Systems and Electronic Communications	YES	2015	Technical	
4325`	Hiring of Certified Staff	YES	2016	Shipman Model Policy does not include the Regulations that specify the process. The District should have flexibility in determining the process.	
4350	Hiring of Non Certified Staff	YES	2016	Shipman Model Policy does not include the Regulations that specify the process. The District should have flexibility in determining the process. Many times a Central office administrator is involved in the interview at the building.	
4400	Social Media	YES	2016	Technical	
4430	Sudden Cardiac Awareness for Athletics	YES	2018	Technical	
4425	Criminal Justice Information	NO	2019		

POLICY AUDIT
Darien Public Schools

	Code of Ethics	YES		Includes provisions that support the District's work	
TBD	Nepotism	YES	NEW		
TBD	Section 504 – ADA Personnel	YES	NEW		
Series 5000 - Students					
5025	Management Plan and Guidelines for Students with Food allergies and/or Glycogen Storage Disease	YES	2015	Substantive	
5050	Administration of Student Medication in Schools	YES	2015	Substantive	
5075	Physical Activity and Student Discipline	NO	2021		
5100	Restraint and Seclusion of Persons at Risk	YES	2018	Technical	
5110	School Attendance Districts	TBD	2009	No Model Policy	Shipman will Review
5125	Section 504 of the Rehabilitation Act of 1973	YES	2020	Technical	
5130	Student Attendance and Truancy	NO	2020		
5140	Continuity of Attendance	TBD	2009	Some of this is covered in Policy 5130	
5150	Admission of Non-Resident and Exchange Students	TBD	2009	No Model Policy	Shipman will Review
5160	Dismissal Precautions	TBD		No Model Policy	Shipman will Review
5175	Bullying Prevention and Intervention and Safe School Climate Plan	NO	2021		
5200	Homeless Children and Youth	NO	2021		

POLICY AUDIT
Darien Public Schools

5210	Student Government	TBD	2009	No Model Policy	Shipman will Review
5215	Standards of Conduct	TBD	2009	No Model Policy	Shipman will Review
5220	Student Discipline	NO	2021		
5225	Drug and Alcohol Use by Students	YES	2009	Substantive	
5230	Chemical Health Policy for Student Athletes and Students Participating in Extracurricular Activities	YES	2017	Technical	
5235	Conduct on School Buses	TBD	2009	No Model Policy	Shipman will Review
5240	Hazing	TBD	2009	No Model Policy	Shipman will Review
5250	Misconduct Related to Voluntary School Organizations and Activities	TBD	2017	No Model Policy	Shipman will Review
5255	Search and Seizure	YES	2009	Technical	
5260	Use of Reasonable Physical Force	TBD	2009		
5265	Confidentiality and Access to Education Records	Yes	2009	Substantive	
5270	Pledge of Allegiance	NO	2009		
5275	Sex Discrimination and Sexual Harassment	YES	2021	Substantive	
5280	Dress Code	YES	2009	Substantive	
5300	Student Use of the District's Computer Systems and Electronic Communications	NO	2020		
5310	Insurance Program	TBD	2009	No Model Policy	Shipman will Review
5320	Health Services and Requirements	TBD	2009	No Model Policy	Shipman will Review
5325	Student Privacy	YES	2015	Substantive	
5330	Health Records	TBD	2009	No Model Policy	Shipman will Review
5340	Physical Examinations/Screenings	YES	2009		

POLICY AUDIT
Darien Public Schools

5350	Immunizations	YES	2009		
5375	Suicide Prevention and Intervention	YES	2015	Technical	
5380	Student Wellness	YES	2009		
5395	Transportation	YES	2021	To include language from Conduct on Buses	
5410	Awards and Scholarships	TBD	2009	No Model Policy	Shipman will Review
5610	Gifts	TBD	2009	No Model Policy	Shipman will Review
5620	Fundraising Activities	YES	2009	Review with Student Activity Manual/Crowdfundin g	
5710	Non-Discrimination of Students	YES	2013		
5820	Student Sunscreen Application	YES	2019	Technical	
Series 6000 - Instruction					
6100	School Year Calendar	TBD	2009	No Model Policy	Shipman will Review
6210	Curriculum Adoption and Revision	TBD	2009	No Model Policy	Shipman will Review
6220	Curriculum Guides and Course Outlines	TBD	2009	No Model Policy	Shipman will Review
6230	Program Assessment	TBD	2009	No Model Policy	Shipman will Review
6310	Teaching About Religion	TBD	2009	No Model Policy	Shipman will Review
6320	Health Education	TBD	2009	No Model Policy	Shipman will Review
6330	Family Life Education and Instruction on AIDS	TBD	2009	No Model Policy	Shipman will Review
6340	Career and Vocational Education	TBD	2009	No Model Policy	Shipman will Review
6350	Programs for Exceptional Children	TBD	2009	No Model Policy	Shipman will Review
6360	Homebound Instruction	TBD	2009	No Model Policy	Shipman will Review

POLICY AUDIT

Darien Public Schools

6370	Summer School	TBD	2009	No Model Policy	Shipman will Review
6410	Student Organizations	TBD	2009	No Model Policy	Shipman will Review
6420	Student Publications	TBD	2009	No Model Policy	Shipman will Review
6430	Intramural Programs	TBD	2009	No Model Policy	Shipman will Review
6440	Interscholastic Programs	TBD	2009	No Model Policy	Shipman will Review
6450	Continuing Education Program	TBD	2009	No Model Policy	Shipman will Review
6510	Class Size	TBD	2016	No Model Policy	Shipman will Review
6520	Independent Study	TBD	2009	No Model Policy	Shipman will Review
6610	Instructional Materials – Selection and Adoption	TBD	2009	No Model Policy	Shipman will Review
6620	Instructional Materials – Use of Copyrighted Materials	TBD	2009	No Model Policy	Shipman will Review
6710	Field Trips	YES	2009	Substantive	
6810	Reports of Student Progress	TBD	2009	No Model Policy	Shipman will Review
6820	Homework	YES	2009	Technical	
6830	Honor Rolls	TBD	2009	No Model Policy	Shipman will Review
6840	Graduation Requirements	YES	2019	New requirements take effect in 2023	
6845	Transfer of Credits	TBD	2009	No Model Policy	Shipman will Review
6850	Promotion and Retention	YES	2009	Technical	
6910	Parent Teacher Communication	YES	2009	Substantive	
6920	Weighted Grading for Honors Classes	YES	2009	Substantive	
6930	Parental Access to Instructional Material	YES	2009	Substantive	
TBD	Credit for Online Courses	YES	NEW		
TBD	Curricular Exemptions	YES	NEW		
TBD	IDEA – Alternative Assessments	YES	NEW		

POLICY AUDIT
Darien Public Schools

TBD	Parent and Family Engagement for Title 1 students	YES	NEW		
Series 9000 – Board					
9110	Role of Board and Members	NO	2008		
9120	Transaction of Business	YES	2008	Technical	
9130	Oath of Office	NO	2008		
9140	Conflict of Interest	YES	2008		
9150	Qualifications of Board Members	TBD	2008	No Model Policy	Shipman will Review
9160	Filling Vacancies on the Board	YES	2008	Policy currently says that person elected serves only until the next town election	
9170	Removal of Board Officers	NO	2008		
TBD	Code of Conduct for Board Officers	YES	NEW	Includes provisions for Censure	
9210	Officers	YES	2008		
9220	Official Duties-Chairperson	YES	2008	Technical	
9230	Official Duties – Vice-Chairperson	NO	2008		
9240	Official Duties-Secretary	YES	2008	Approve Town Treasurer orders for expenditure for the operation of the school system	
9250	Board-Superintendent Relations	TBD	2008	No Model Policy	Shipman will Review
9260	Committees	NO	2008		
9270	Consultants to the Board	TBD	2008	No Model Policy	Shipman will Review
9310	Meeting Conduct	NO	2021		

POLICY AUDIT
Darien Public Schools

9320	Time Place and Notice of Meetings	Consider	2008	Model Policy adds time for beginning meetings and time to end (which may be extended by 2/3 vote)	
9330	Public Meetings and Executive Sessions	NO	2008		
9340	Construction and Posting of Agenda	TBD	2008	No Model Policy	Shipman will Review
9350	Quorum and Voting Procedures	YES	2021	Conflicts with Revised Policy 9310	Policy Committee 10/22/2021
9360	Minutes	YES	2008	Substantive	
9410	Development of Board Policy	NO	2008		
9420	Formulation Adoption Amendment or Deletion of Bylaws	NO	2008		
9430	Formulation Adoption Amendment or Deletion of Policies	NO	2008		
9440	Formulation Adoption Amendment or Deletion of Administrative Regulations	NO	2008		
9450	Suspension of Policies Bylaws or Administrative Regulations	NO	2008		
9510	Orientation for Board Members	TBD	2008	No Model Policy	Shipman will Review
9520	Expense Reimbursement for Board members	YES	2008	Substantive	Shipman will Review
9530	Insurance	TBD	2008	No Model Policy	Shipman will Review
9540	Board Evaluation	TBD	2008	No Model Policy	Shipman will Review

AGREEMENT REGARDING CONDITIONS OF APPROVAL

THIS AGREEMENT REGARDING CONDITIONS OF APPROVAL (this "Agreement") is entered into as of this 29th day of November, 2016, by and among the **DARIEN BOARD OF EDUCATION**, a public agency having a business address of 35 Leroy Avenue, Darien, Connecticut 06820 ("Board"), **LENNIS KOONTZ**, having a residence address of 373 Middlesex Road, Darien, Connecticut 06820, **PAUL MICHALSKI**, having a residence address of 371 Middlesex Road, Darien, Connecticut, **WALTER RALEIGH**, having a residence address of 369 Middlesex Road, Darien, Connecticut 06820 and **A. W. VANDENBROEK**, having a residence address of 15 Linda Lane, Darien, Connecticut 06820, (collectively, "Neighbors").

WHEREAS, the Board, acting under authority of the Town of Darien as owner of the Property (as defined below), has made certain applications to the Darien Planning and Zoning Commission ("Commission") for: (1) a zone text amendment regarding the height of permanent lighting facilities that accommodate town or school athletics, or town non-profit organization athletic activities ("Text Amendment Application"); and (2) a site plan/special permit approval to permit the installation of permanent lighting facilities and an upgraded PA system associated with the football stadium at the Darien High School Campus ("Site Plan/Special Permit Plan Application"), (collectively, "P&Z Applications"), located on real property known as 2 and 80 High School Lane, Darien, Connecticut, and designated Assessor's Map 9/Lots 80 and 81 ("Property"); and

WHEREAS, the Board, acting under authority of the Town of Darien as owner of the Property, has made a certain application to the Darien Environmental Protection Commission ("EPC") seeking approval of regulated activities associated with the proposed work provided by the P&Z Applications ("Wetlands Application"), (the Wetlands Application and P&Z Applications are collectively referred to as "Applications"); and

WHEREAS, in furtherance of the Site Plan/Special Permit Application, the Board and the Neighbors have reached certain understandings regarding the proposed conditions, limitations and restrictions set forth in Sections I-V on Exhibit A (collectively, "Filed Conditions"), attached hereto and made a part hereof, as well as the following amended and restated version of Filed Condition III(A)(ii) (the Filed Conditions, as so amended for purposes of this Agreement, are referred to as "Proposed Conditions"): "The sound or noise emanating directly from the PA system, exclusive of any other noise including but not limited to noise attributed to crowd cheering or band playing, must comply at all times with the State of Connecticut Regulations for the Control of Noise (for the limited purpose of this measurement, the sound or noise emanating from the PA system is not exempt by any applicable State of Connecticut Regulations for the Control of Noise)."

NOW THEREFORE, for good and valuable consideration, the receipt of which is hereby acknowledged, the Board and the Neighbors hereby agree as follows:

I. Covenant to Abide By Conditions. Whether or not approvals of the Applications ("Approvals") include the Proposed Conditions as conditions of approval, the

Board agrees and accepts the Proposed Conditions as private conditions of the approval of the Site Plan/Special Permit Application ("Site Plan/Special Permit Approval") subject to the terms and conditions of this Agreement. In furtherance thereof, the Board agrees that it will abide by the Proposed Conditions and not permit nor consent to any activity inconsistent with the Proposed Conditions. In the event of any conflict or inconsistency between the Proposed Conditions and the specific conditions of the Approvals, the most restrictive or least permissive conditions shall prevail for purpose of this Agreement.

2. Covenant Not to Appeal. So long as the conditions of the Approvals are no less restrictive and no more permissive in any respect than the Proposed Conditions as provided herein, then each Neighbor, for himself or herself and for any person or entity under the control of such Neighbor, hereby agrees: (a) not to appeal any of the Approvals; and (b) not to in any way challenge the validity of any of the Approvals.

3. Term.

(A) So long as the Approvals are not appealed by a Neighbor in violation of Paragraph 2, above, the terms and conditions of this Agreement shall remain in effect for a period of five (5) years from the effective date of the approval of the Site Plan/Special Permit Plan Application. During this five (5) year time period, the Board agrees not to: (i) submit, nor consent to the submission of, any application to the Planning and Zoning Commission seeking to modify any condition contained in the Planning and Zoning Application Approval, that would be less or more restrictive, unless such modification is required to comply with any law; nor (ii) seek approval to install, construct or use permanent lighting facilities, or an upgraded PA system, at any other field, including a track, located on the Property, or any other property over which the Board has authority.

(B) After the five (5) year time period referenced in Paragraph 3(A), herein, expires, the conditions contained herein shall remain in effect, unless the Board files an application with the Planning and Zoning Commission or Environmental Protection Board seeking: (i) approval to modify, change or eliminate any condition contained in the Planning and Zoning Application Approval or Wetlands Application Approval; or (ii) approval for any new or upgraded permanent or temporary lighting facilities, or PA systems, on the Property or any other property over which the Board has authority.

4. Modifications; Binding Effect. This Agreement contains the entire agreement between the parties hereto and supersedes all prior agreements and understandings with respect to the subject matter contemplated herein, and may not be altered, amended, modified, or otherwise changed in any respect whatsoever, except by a writing duly executed by an authorized representative of each of the parties hereto. This Agreement, and the covenants and agreements contained herein, shall be binding upon, and shall inure to the benefit of, the parties hereto and limited to the term of this Agreement as referenced in Paragraphs 3(A) and 3(B), hereinabove. As to the Neighbors, the covenants and agreements of the Board contained herein shall inure to the benefit of the Neighbors, their heirs, successors and assigns, so long as the Neighbors own their respective properties referenced above; however, such benefits shall inure to the benefit of any successors in interest to the Neighbors' respective properties for as long as any successor owns the

subject respective property, subject to term of this Agreement as referenced in Paragraph 3(A) and 3(B) hereunder.

5. Severability. The language of all parts of this Agreement shall in all cases be construed as a whole, according to its fair meaning, and not strictly for or against any party. Should a court determine any part, term, or provision of this Agreement to be illegal or invalid, said illegal or invalid part, term, or provision shall be deemed not to be part of this Agreement. The validity of the remaining parts, terms, or provisions shall not be affected thereby and shall continue to be valid and enforceable to the fullest extent permitted by law or equity.

6. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Connecticut in all respects, including all matters of construction, validity and performance.

7. Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed to be an original instrument, but all such counterparts together shall constitute one and the same instrument. The parties shall execute multiple counterparts of this Agreement. A facsimile or .pdf signature shall constitute an original signature and an Agreement containing the signatures (original or facsimile or .pdf) of all of the parties hereto is binding on such parties once all such signatures are transmitted via confirmed facsimile or via electronic mail. This Agreement shall not become effective until all parties designated herein have executed this Agreement.

8. No Recording. This Agreement shall not be recorded on any land records. If the Neighbors or any of them should cause this Agreement to be recorded on any land records, this Agreement shall automatically and immediately terminate and be of no further force or effect.


[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the Board and the Neighbors have executed this Agreement as of the date first written above.


BOARD:


DARIEN BOARD OF EDUCATION


By:

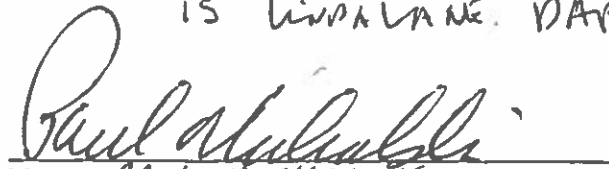

Name: Daniel Brenner 12/15/16
Its: Superintendent of Schools

NEIGHBORS:


Name: WALTER J. RALEIGH
Address: 369 MIDDLESEX, DARIEN,


Name: C. DENNIS KOUTZ, II
Address: 373 MIDDLESEX RD,


Name: A VAN DEN BROEK
Address: 15 LINCOLN LANE DARIEN


Name: PAUL MICHALSKI
Address: 371 MIDDLESEX RD.

4.5 Appendix: Proposed Conditions

I. Overall Project:

- A. Limited to Four (4) 80 foot poles to be installed on either side of the DHS Stadium Field, as depicted on the approved plans.
- B. Limited to the new balanced audio or sound system, as proposed.
- C. Provide for an Evergreen tree barrier to be planted and maintained between the property line beginning in the left field of the JV baseball field and extending to the foul pole in right field of the varsity baseball field, as depicted on the approved plans.

II. Proposed Conditions of Approval for Lighting Facilities Plan:

A. Field Use When Lighting Facilities in Use:

- i. Only DHS sports and Darien non-profit youth sports organizations will be permitted.
- ii. Youth practices will be allowed under the lights in the fall. No youth practices will be permitted in the spring under the lights.
- iii. No youth games will be allowed.
- iv. No adult league play.
- v. DHS athletic teams must be participating in all contests played under the lights.
- vi. Only DHS Varsity games will be played under the lights.

B. Time Limitations for Lighting Facilities:

- i. Lights will remain off on Saturdays and Sundays with the exception of FCIAC playoff or championship games.
- ii. Practices and other activities will be on Monday through Friday with lights off by 7:30 pm.
- iii. In the event DHS games that were appropriately scheduled to start by 4:00 p.m. (game one) and 5:30 (game two) and end by 7:30 p.m., but could not finish within the prescribed 7:30 pm time period, allowances will be made for the completion of the game regardless of the hour of completion.

- iv. Lights will remain off: (a) from the end of the CIAC fall season until the beginning of the CIAC spring season; and (b) from the end of the CIAC spring season to the beginning of the CIAC fall season.
- v. Friday night games can extend until 10 pm. Each Varsity team will have the opportunity to play no more than two games per season on a Friday night exclusive of mandated playoff games.

C. Evening Games:

- i. Each Varsity team will be assigned 2 regular game dates. In the fall that includes boys' and girls' soccer, field hockey and football. In the spring it includes boys' and girls' lacrosse. With each team receiving two games this totals 12 "night games."
- ii. In addition to the 12 regular night games, playoff games are estimated to add an average of an additional 5 games per year, and are permitted during the evening.

D. Lighting Facilities Limited to Football Stadium:

- i. No other field at the DHS property may be lit or illuminated for evening athletic or other activities.

III. Proposed Conditions for New Balanced Sound System:

A. Audio Specifications:

- i. The PA system will be permitted to be used only during DHS games. Music over the PA system is allowable only prior to DHS games. Music is not allowable during practices. Music from the High School band incidental to the game (e.g., musical cheer on scoring), will be allowable throughout the entirety of all DHS Varsity games. However, a performance by a DHS marching band (in the event that a marching band was formed in the future) would be limited to half time and/or prior to the game. Similar to the current DHS band, a marching band could play throughout the game from the bleachers. All band practice would be limited to daytime hours.
- ii. Operation of the PA system must comply with the sound pressure levels as presented by the applicant and depicted on Exhibit A-1 attached hereto, which is Appendix 4.4: "Sound Pressure Levels" in applicant's application material.

IV. Project Monitoring:

- i. A compliance committee will be formed at the outset of each fall season, chaired by the Director of Facilities and including not more than two DHS neighbors chosen by abutting neighbors from the North and East sides of the DHS property, to review issues of non-compliance that are registered by community members and any other concerns that may arise. The compliance committee may make recommendations to DHS concerning alleged non-compliance or impacts associated with the approved permanent lighting facilities and new balance sound or PA system. The compliance committee shall be advisory only and will meet at least one time per year or as needed to ensure compliance with any approval conditions.

V. Timeframe:

The conditions provided in this Exhibit A shall apply to the approved permanent lighting facility and PA system for a period of five (5) years from the effective date of this approval. During this five (5) year time period, the Darien Board of Education ("BOE") agrees not to submit, nor consent to the submission of, any application to the Planning and Zoning Commission seeking to modify any condition contained herein that would be less or more restrictive unless such modification is required to comply with any law, or approval to install, construct or use permanent or temporary lighting facilities or an upgraded PA system at any other field, including a track, located on the DHS property, or any other BOE property. After such five (5) year time period, the conditions contained herein shall remain in effect, unless BOE files an application with the Planning and Zoning Commission seeking: (a) approval to modify, change or eliminate any condition contained herein; or (b) approval for any new or upgraded permanent or temporary lighting facilities or PA systems on the DHS property or any other BOE property.

PERSONNEL ACTION REPORT

November 9, 2021

Item	Name	Action	Replacing/Location/Position	Effective Date		Tenure Area	Certification Class/Step
				From	To		
1	Catherine Villavicencio	Appointment	C Reid/ELP/Special Education Paraprofessional (.8 FTE)	11/8/2021	6/30/2022	NA	NA
2	Rose Laude	Appointment	R Thadal/ELP/Special Education Paraprofessional	11/1/2021	6/30/2022	NA	NA
3	Jessica Verrastro	Appointment	A Padhila/ELP/Special Education Paraprofessional	11/1/2021	6/30/2022	NA	NA
4	Kevin Chatten	Appointment	New Position/Suburban Driver	11/8/2021	6/30/2022	NA	NA
5	Alan Zangiev	Appointment	R Brown (Transfer to MMS)/Holmes/Head Custodian	10/25/2021	6/30/2022	NA	NA
Resignations and Retirements							
6	Michelle Lepre	Resignation	Special Education/MMS		12/3/2021		
7	Alessandra Padilha	Resignation	ELP/Special Education Paraprofessional		10/27/2021		