

Board of Education
Darien, Connecticut

**REGULAR MEETING OF THE BOARD OF EDUCATION
TUESDAY, JANUARY 11, 2022**

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

TENTATIVE AGENDA

- | | | |
|---|---|-----------|
| 1. Call to Order..... | Mr. David Dineen | 7:30 p.m. |
| 2. Chairperson's Report..... | Mr. David Dineen | |
| 3. Public Comment*..... | Mr. David Dineen | |
| 4. Superintendent's Report..... | Dr. Alan Addley | |
| 5. Approval of Minutes..... | Board of Education | |
| 6. Board Committee Reports..... | Mr. David Dineen | |
| 7. Presentations/Discussions | | |
| a. Darien Public Schools Status..
Update | Dr. Alan Addley | |
| b. Curriculum Update: 2022.....
Curriculum Priorities | Mr. Christopher Tranberg | |
| c. Update on Implementation of...
District's Strategic Plan | Dr. Alan Addley
Mr. Christopher Tranberg | |
| d. Follow Up Discussion on.....
January 8 th Board Meeting
Questions on 2022-2023
Proposed Board of Education
Budget | Dr. Alan Addley | |

**REGULAR MEETING OF THE BOARD OF EDUCATION
TUESDAY, JANUARY 11, 2022**

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

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 should join the meeting via Zoom:**

<https://darienps.zoom.us/j/99091989946>

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, NOVEMBER 23, 2021

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

Board Members Present:

	Best	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Sini	Wurm
Present	x	x	x	x	x	x	x	x	x
Absent									

Administration Present:

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

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

1. Call to Order
Mr. David Dineen, Chair
At 7:42 p.m. (0:00)
2. Chairperson's Report
Mr. Dineen
At 7:42 p.m. (0:00)
3. Public Comment
Mr. Dineen
At 7:43 p.m. (0:01)

Alyson Johnson 573 Middlesex Road
Alicja Skinner Cliff Ave
4. Superintendent's Report
Dr. Alan Addley
At 7:48 p.m. (0:06)
5. Approval of Minutes
Mr. Dineen
At 7:51 p.m. (0:09)

**Motion to Approve Minutes of the Organizational Meeting held on November 9, 2021;
Minutes of the Regular Meeting held on November 9, 2021; and Minutes of the Special
Meeting held on November 18, 2021:**

1st Ms. McCammon

2nd Mr. Maroney

	Best	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Sini	Wurm
Yes	x	x	x	x	x	x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (9-0-0)

6. Board Committee Reports

Mr. Dineen
At 7:52 p.m. (0:10)

PRESENTATIONS AND DISCUSSIONS

7. Presentations/Discussions:

a. Darien Public Schools Status Update

Dr. Addley
At 7:52 p.m. (0:10)

**b. Progress Report on Ox Ridge School Building
Project**

Ms. Amy Samuelson (S/L/A/M)
Mrs. David Cravanzola (O&G
Industries)
At 8:00 p.m. (0:18)

c. NEASC Update

Mrs. Ellen Dunn
At 8:12 p.m. (0:30)

**d. Further Discussion and Possible Action on
Proposed New Courses for Darien High School
for the 2022-23 School Year**

Mr. Christopher Tranberg
At 8:19 p.m. (0:37)

Motion to Approve the proposed new and revised courses for Darien High School for the 2022-2023 school year, as discussed at the November 9th Board of Education meeting:

1st Ms. McCammon

2nd Mr. Maroney

	Best	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Sini	Wurm
Yes	x	x	x	x	x	x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (9-0-0)

e. Curriculum Update: Talented and Gifted

Mr. Tranberg
At 8:20 p.m. (0:38)

f. Update on 2021-22 Board Goals

Dr. Addley
At 8:27 p.m. (0:45)

g. Presentation of Updated Five Year Capital Plan

Mrs. Richard Rudl
Mr. Michael Lynch
At 8:31 p.m. (0:49)

h. Discussion on October 2021-22 Financial Report and Possible Action on Proposed Budget Transfers

Mr. Rudl
At 8:35 p.m. (0:53)

Motion to Approve the October 2021 budget transfers, as presented.

1st Mr. Sini

2nd Ms. McCammon

	Best	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Sini	Wurm
Yes	x	x	X	x	x	x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (9-0-0)

i. Update on the 2022-23 Budget

Dr. Addley
At 8:39 p.m. (0:57)

- j. Presentation of Five Year Budget Projections

Dr. Addley
Mr. Rudl
At 8:48 p.m. (1:06)

- k. Further Discussion and Possible Action on
Proposed Revisions to Board of Education
Policy 9350, Quorum and Voting Procedures;
Proposed New Policy 1310, School Security
and Safety

Ms. Marjorie Cion
At 8:56 p.m. (1:14)

Motion to Approve the proposed revisions to Board Policy 9350, Quorum and Voting Procedures; and the proposed new Board Policy 1310, School Security and Safety, as presented:

1st Ms. Ochman

2nd Mr. Maroney

	Best	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Sini	Wurm
Yes	x	x	x	x	x	x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (9-0-0)

8. Action Items

a. Personnel Items

- i. Appointments
ii. Resignations/Retirements

Ms. Cion
At 8:57 p.m. (1:15)

**Motion to Approve the Personnel Items as Detailed in the Personnel Action Report
Dated November 23, 2021:**

1st Mr. Maroney

2nd Ms. Best

	Best	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Sini	Wurm
Yes	x	x	x	x	x	x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (9-0-0)

9. Public Comment

Mr. Dineen
At 8:59 p.m. (1:17)

10. Adjournment

Mr. Dineen
At 8:59 p.m. (1:17)

MOTION TO ADJOURN:

1st Mr. Sini

2nd Ms. Best

	Best	Brown	Dineen	McCammon	Maroney	Ochman	Parent	Sini	Wurm
Yes	x	x	X	x	x	x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (9-0-0)

Meeting adjourned at 9:00 p.m. (1:18)

Respectfully Submitted,

Sara Parent
Secretary

January 11, 2022

DARIEN PUBLIC SCHOOLS

School Status Update



Updates

1 – COVID Metrics

2 – Test Kits & Masks

3 – CSDE & DHP: Quarantine, Isolation, Testing
& Contact Tracing Procedures

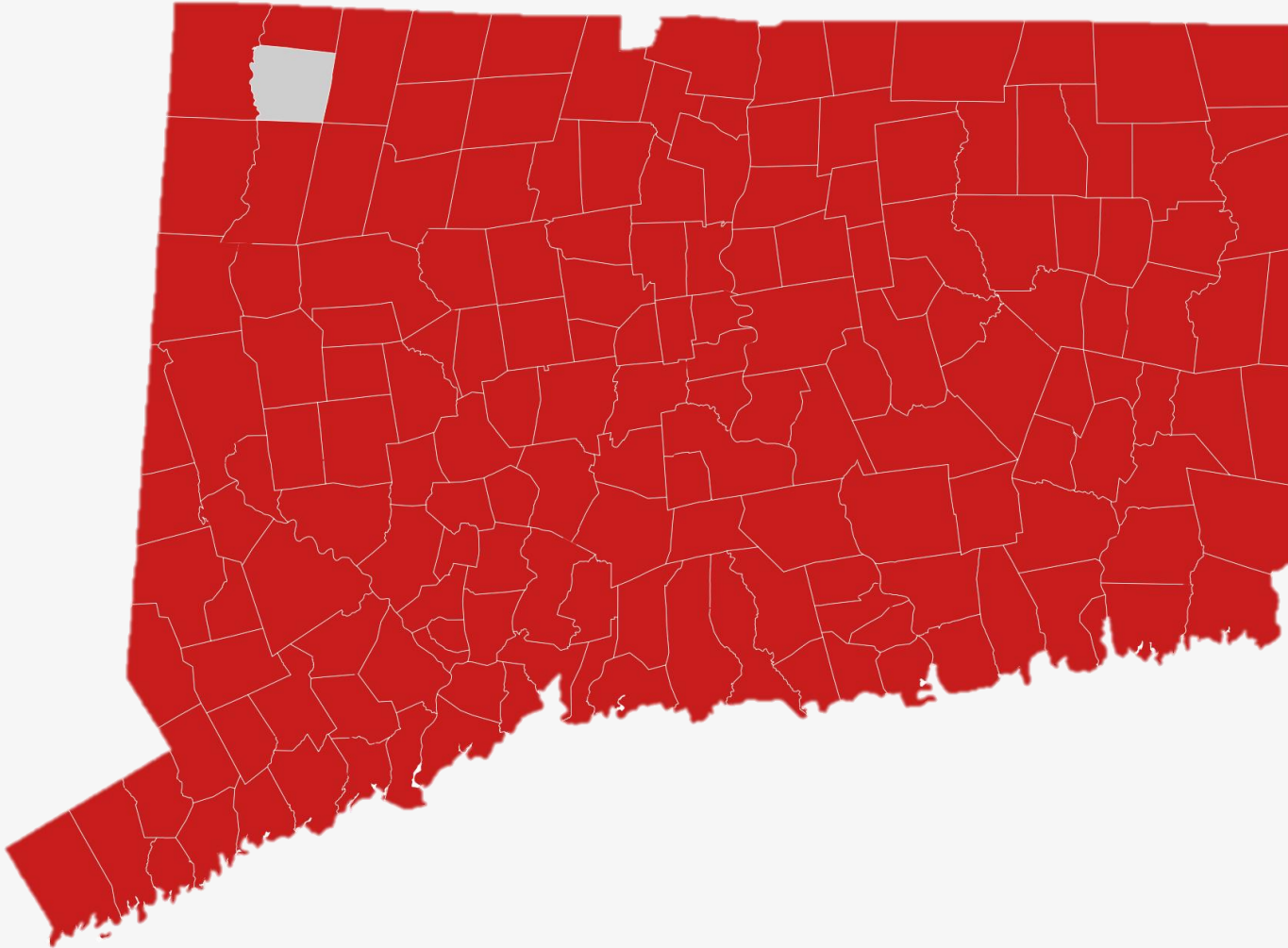
4 – CIAC Guidelines

5 – Visitors & Spectators

Covid Metrics - State Information

1

Dates Reported:
12/19/21 - 01/01/22



2

Town of Darien:
Cases: 434

Rate / 100,000: 142.7

Covid Metrics - Darien Public Schools

1

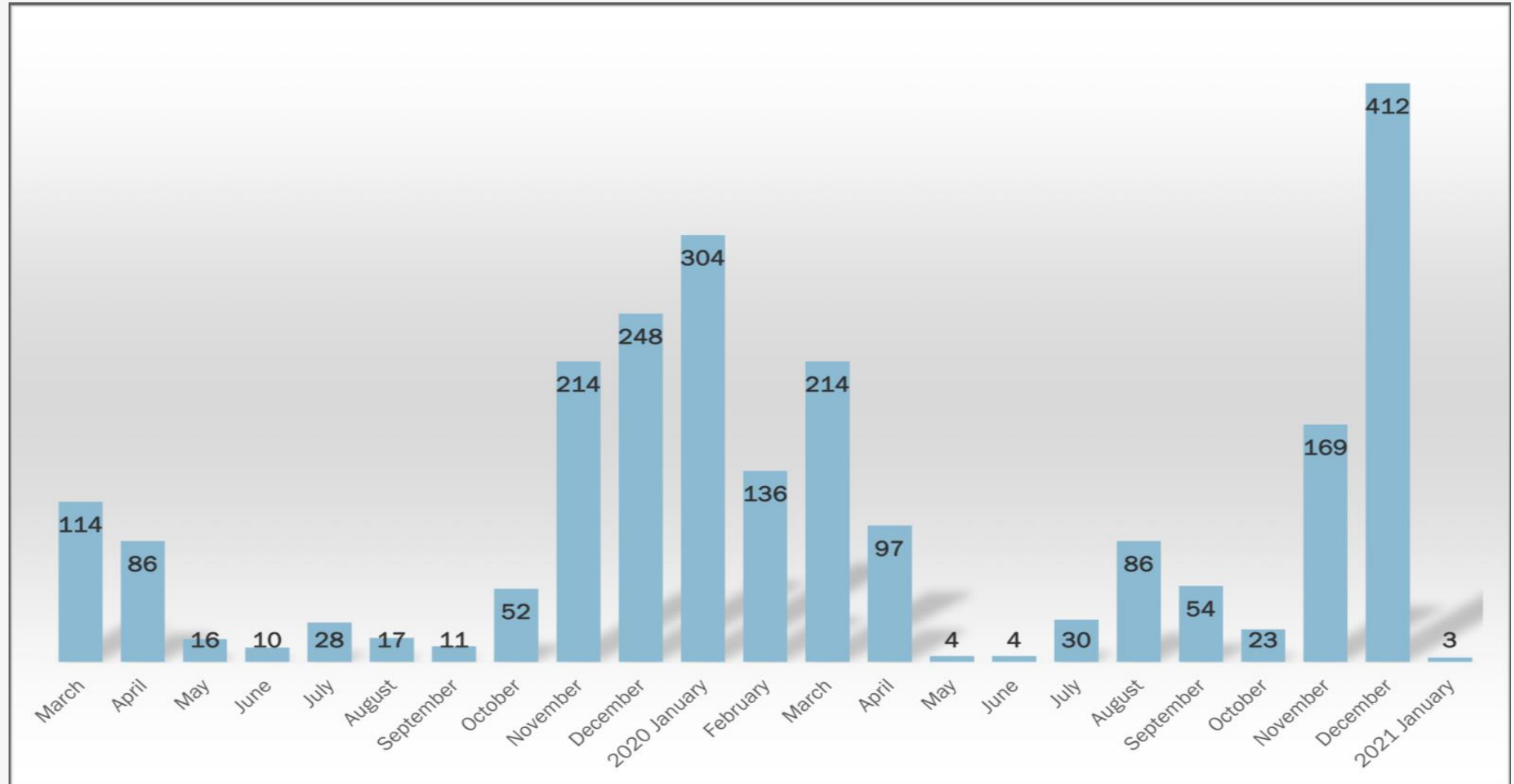
	DHS/Fitch Academy	MMS	Hindley	Holmes	OxRidge	Royle	Tokeneke	Central Services	total
# cases reported this week 1/3/2022-1/9/2022	84	37	17	9	12	15	20	4	198
total # of cases reported for the 2021-22 school year	181	137	73	54	90	31	52	6	624
# of cases reported today 1/7/22	1	1		1	1	2	1		7

Covid Metrics - Town of Darien

Monthly

1

Updated:
Jan 4, 2022

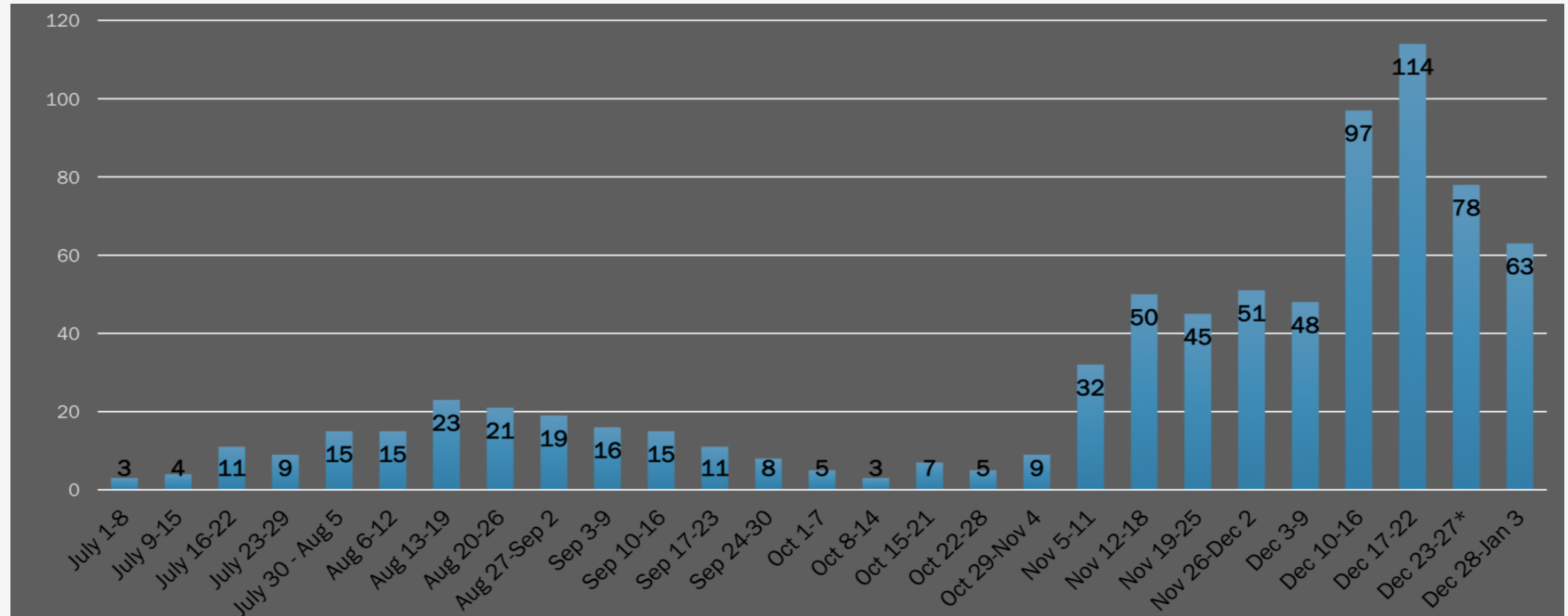


Covid Metrics - Town of Darien

Weekly

1

Updated:
Jan 4, 2022





Memorandum

To: Darien Board of Education
Alan Addley, Ed.D., Superintendent of Schools
From: Christopher Tranberg, Assistant Superintendent of Curriculum and Instruction
RE: 2022 Curriculum Priorities
Date: January 11, 2022

As we welcome and celebrate the New Year we look forward to important work ahead in the Curriculum and Instruction Department. This curriculum update features some of our focus areas for the remainder of this school year as well as a look ahead to curriculum work this summer.

A major area of focus in the elementary curriculum is **K-2 Literacy**. As a result of research related to the science of reading and new requirements by the State we are looking to revisit our units of study as reflected in the FY23 budget request. The science of reading research requires a more comprehensive and strategic focus on phonemic awareness instruction, developing Instructional routines for language development to build strong reading comprehension, high frequency word instruction, and prioritization of print strategies and use of decodable texts to generalize phonics.

The **English Department** is planning curriculum development supporting a DHS English blended-learning elective (Digital Journalism) and a new thematic semester course for seniors (The Literature of New York City). Additionally they are exploring best practices for integrating vocabulary acquisition instruction into grade-6 classes and reviewing SBAC preparation practices.

The **Mathematics Department** is looking to revise, develop and incorporate routines across all secondary mathematics courses to guide students in making connections between mathematical concepts and procedures. Additionally, they are working to embed learning that supports and encourages productive struggle and mathematical discourse with problem solving tasks. A continued focus on developing common summative assessments with focus upon grade level priority standards will support this work.

The **Science Department** continues to build common language around student discourse and modeling to implement into curriculum. NGSS integration continues to be a focus and anchor to align Biology, Chemistry and Physics courses at DHS. The department also looks forward to developing curriculum for STEM Design and Innovation class at DHS.

The **Social Studies Department** is successfully piloting the first semester of a new course on African American, Puerto Rican / Latinx studies. This is a BOE approved course that is a state-required offering. The course will be offered next year as a year-long course. The department will also review new standards to be released by the Connecticut Council for Social Studies and CSDE. Review of state legislation regarding requirements and suggestions to integrate instruction regarding Native American Studies is forthcoming as well.

The **World Language Department** at the elementary level continues to focus on developing and implementing Integrated Performance Assessments (IPAs) for grades 3 & 5. They also continue to edit and revise “Can Do Statements” for each unit K-5 for students to track, reflect, and assess learning. Across the District, using culture as the foundation of units of study continues to be the focus. The department looks forward to developing new courses in Mandarin Chinese at MMS and AP Spanish Literature & Culture at DHS.

The **Music Department** will revise the K-1 music curriculum to incorporate elements of *First Steps in Music* in K-1 preparing students to be *tuneful*, *beautiful*, and *artful* musicians. Updates to the scope and sequence for MMS Music Explorations and plans to embed standards-based STEM units into DHS band, chorus and orchestra curriculum are also on the agenda.

The **Technology Education Department** is excited to develop curriculum for the new Sports Marketing course and updating the Principles of Engineering course at DHS. The department will continue to focus on vertical alignment of courses from middle to high school.

We look forward to the work ahead and more detailed shares over the next school year through the curriculum subcommittee.



DARIEN PUBLIC SCHOOLS
2022 CURRICULUM PRIORITIES

JANUARY 11, 2022

K-2 LITERACY: SCIENCE OF READING SHIFTS

6-12 MATHEMATICS

6-12 ENGLISH

6-12 SCIENCE

6-12 SOCIAL STUDIES

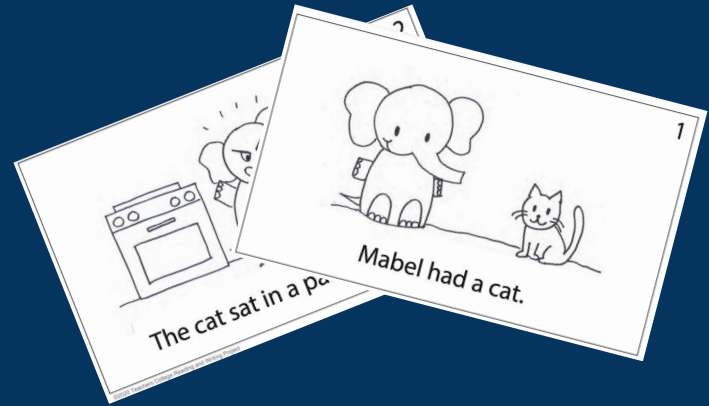
K-5 WORLD LANGUAGE

TECHNOLOGY

K-12 MUSIC DEPARTMENT

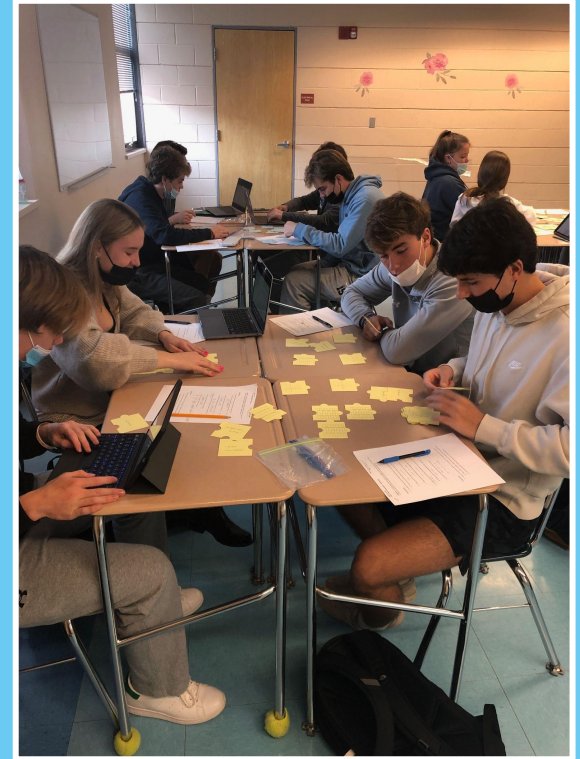
K-2 LITERACY: SCIENCE OF READING SHIFTS

- Phonemic awareness instruction
- Instructional routines for language development to build strong reading comprehension
- High frequency word instruction
- Prioritization of print strategies to figure out unknown words
- Decodable texts to generalize phonics



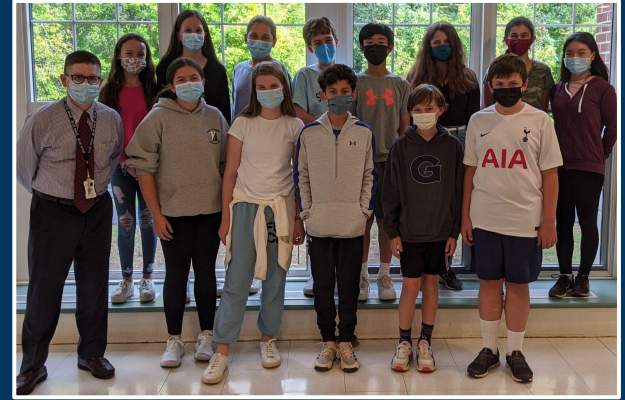
6-12 MATHEMATICS

- Develop routines across all secondary mathematics courses to guide students in making connections between mathematical concepts and procedures.
- Integrate differentiated strategies that support mathematical reasoning and problem solving.
- Support and encourage productive struggle and mathematical discourse with problems solving tasks.
- Develop common summative assessments with a focusing on grade level priority standards.



6-12 ENGLISH

- Plan curriculum development that supports a DHS English blended-learning elective (Digital Journalism) and a new thematic semester course for seniors (The Literature of New York City).
- Review best practices for integrating vocabulary acquisition instruction into grade-6 classes, before extending those practices into additional grade levels.
- Review SBAC preparation practices, including data on interim assessments and supplementary resources that can be strategically integrated into the curriculum.



6-12 SCIENCE

- Build common language around student discourse and modeling to implement into curriculum.
- Continue 6–8 NGSS science curriculum alignment.
- Continue ligning Biology, Chemistry and Physics at DHS
- Develop curriculum for STEM Design and Innovation class at DHS.



6-12 SOCIAL STUDIES

- The school's Black / African American and Puerto Rican / Latinx course will be offered next year as a year-long course after successfully piloting the first semester of the course this year.
- Review the Connecticut Council for the Social Studies & CSDE in release of content standards.
- Review state legislation regarding requirements and suggestions to integrate instruction regarding Native American Studies.

K-5 WORLD LANGUAGE

- Integrated Performance Assessment (IPA) for grade 3 & 5
- Edit and revise “Can Do Statements” for each unit K-5 for students to track, reflect, and assess learning
- Prioritize focused cultural instruction regarding the products and practices of the countries/cultures studied
- New courses for 2022-2023:
 - MMS: Phase-in of Mandarin Chinese program, beginning with Grade 6 in 2022-2023
 - DHS: AP Spanish Literature & Culture



TECHNOLOGY

- Sports Marketing
(BOE Approved New Course)
- Principles of Engineering
(Approved Course Change)
- Continue vertical alignment
of courses from middle to
high school



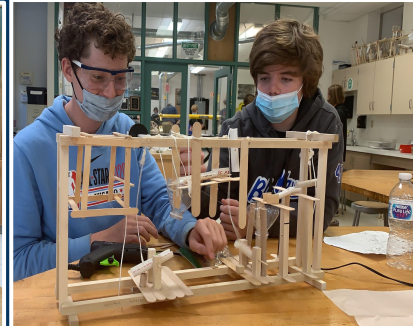
Computer Animation



D.I.Y.



P.O.E.



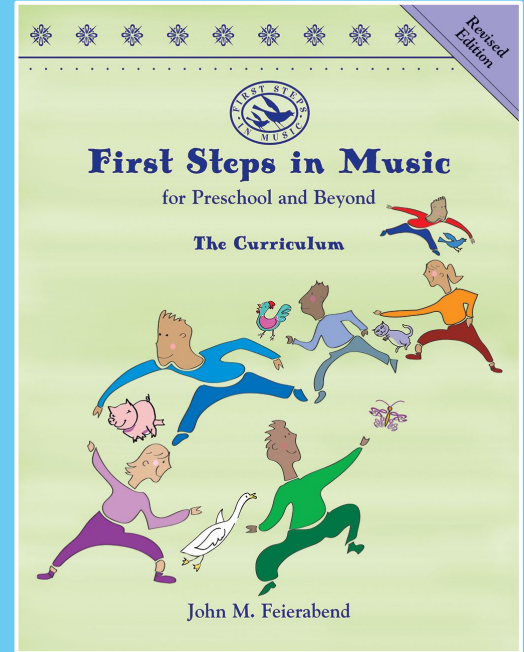
8th Grade Engineering



STEM Outreach

K-12 MUSIC DEPARTMENT

- Revise the K-1 music curriculum to incorporate elements from First Steps in Music in K-1 preparing students to be *tuneful*, *beatful*, and *artful* musicians.
- Update Scope and Sequence for MMS Music Explorations
- Embed standards-based STEM units into DHS band, chorus and orchestra curriculum



Questions / Discussion





Darien Public Schools

To: Members of the Board of Education
From: Dr. Alan Addley, Superintendent of Schools
Date: January 11, 2022
RE: Strategic Plan 2021-2026

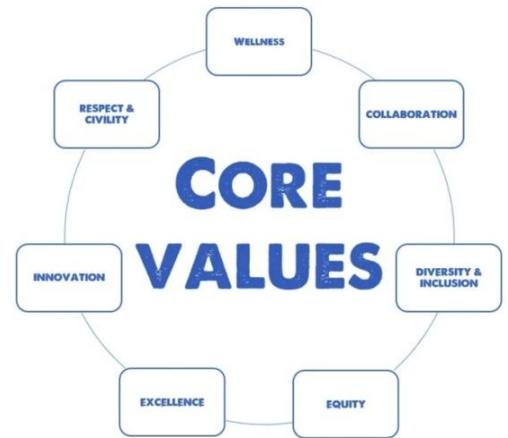
This memorandum describes the strategies and actions for each of the seven goals contained in the Strategic Plan and provides a progress report on the actions scheduled for year 1 since the October update.

Mission

Inspiring a love of learning in all students so they develop as critical thinkers and innovative creators who contribute to the world with integrity and purpose beyond themselves.

Vision

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



Goal #1 - Enhancing Teaching and Learning

(Strategy 1A): Develop a shared vision of teaching and learning.

(Action): Form a collaborative action team to identify and define District principles of teaching and learning. (Year 1)

(Action): Design instruction to address students' individual learning needs. (Years 1- 5)

(Strategy 1B): Revise and/or create curricula that are designed to responsively represent diverse perspectives as well as meet individual learning needs.

(Action): Diversify instruction by developing a template for units of study that incorporates instructional materials representing a range of diverse social, cultural, and racial perspectives. (Years 1- 3)

(Action): Design units of study with differentiated instructional plans that attend to the needs of all learners. (Years 1- 5)

(Strategy 1C): Align job-embedded professional learning opportunities to support growth and development in identified areas.

(Action): Provide job-embedded professional development aligned to teacher, school and District goals. (Years 1-5)

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

(Strategy 2A): Create a caring school climate that promotes wellness.

(Action): Identify and incorporate a systematic approach to address social and emotional learning with connections to tiered intervention. (Years 1-3)

(Strategy 2B): Engage stakeholders in the practice of embracing diversity, equity, and inclusion.

(Action): Establish a Diversity and Equity Team to address systemic inequities and make recommendations to inform District policies and practices. (Years 1-2)

Goal #3 - Developing a Balanced Definition of Student Success Through the Portrait of the Graduate

(Strategy 3A): Ensure District values are operationalized across all schools.

(Action): Complete the Portrait of the Graduate Project. (Year 1)

(Strategy 3B): Develop systems to measure, inform, and enhance implementation of the Portrait of the Graduate.

(Action): Study and revise the post-grad survey system currently in place. (Year 1)

Goal #4 - Expanding the Professional Capacity of Staff

(Strategy 4A): Explore ways to improve the District's professional learning culture and practices.

(Action): Improve conditions in order to support teacher retention in Darien Public Schools, with attention to environmental factors and educator wellness. (Years 1-5)

(Strategy 4B): Ensure a professional learning system that promotes continuous growth and support.

(Action): Create conditions for staff to pursue professional learning internally and externally that are aligned to District and individual goals. (Years 1-5)

(Action): Offer differentiated professional learning that allows teachers to balance individual professional learning needs and District initiatives. (Years 1-5)

(Action): Expand opportunities to calibrate evaluation and feedback practices among administrative staff in order to provide consistent feedback to teachers. (Instructional Rounds.) (Years 1-5)

(Strategy 4C): Attract and retain diverse educators.

(Action): Participate in state and regional educational service center (RES-C) workshops and programs in order to develop strategies that will support District workforce diversification. (Years 1-2)

(Action): Enhance development of culture that supports teacher retention, workforce diversity, and cultural awareness. (Years 1-5)

(Strategy 4D): Evaluate and adapt the current onboarding system to identify additional supports for teachers, including informal mentors.

(Action): Provide opportunities for new staff to provide feedback at regular intervals. (Year 1)

Goal #5 - Developing and Enhancing Systems to Promote Effective Communication

(Strategy 5A): Establish effective and open lines of communication among all stakeholders.

(Action): Invite stakeholder feedback regarding preferred forms of communication. (Year 1)

(Action): Audit current communication systems (websites, social media, School Messenger, student information systems, data management systems, newsletters. (Years 1-2)

(Action): Develop a media package that includes logos, templates, and standards for District communications. (Years 1-2)

(Strategy 5B): Align District's guiding documents and communications with its mission, vision and core values to foster coherence.

(Action): Identify core documents of District, and plans for design and distribution. (Years 1-2)

Goal #6 - Improving School Facilities for Student Safety & Access to Learning

(Strategy 6A): Ensure that the configuration and condition of the District's physical facilities provide secure and supportive environments for teaching and learning student activities.

(Action): Complete architectural study to remove the portables and evaluate the school libraries. (Year 1)

(Action): Support the Ox Ridge Construction Project to ensure adherence to the educational specifications and a smooth transition to the new facility. (Years 1-3)

(Action): Identify the long-term capital needs to support teaching and learning. (Years 1-5)

(Action): Identify improvements for best practices in emergency and safety planning, along with necessary resources. (Years 1-5)

Goal #7 - Improving Technology to Support Teaching & Learning

(Strategy 7A): Ensure strategic utilization of technology to enrich, support, and inspire teaching and learning.

(Action): Develop a coherent technology plan that aligns with the District's mission, vision, and core values. (Year 1)

(Strategy 7B): Establish and manage a secure, reliable, and dynamic technology system for effective and efficient District operations.

(Action): Establish infrastructure - including network connections, wireless access, necessary hardware and software, and user support - that provides interoperability, mobility, filtering, monitoring, security, and scalability to allow for increased usage by all stakeholders. (Years 1-5)

Goal #1 - Enhancing Teaching and Learning

Strategy 1A: Develop a shared vision of teaching and learning.

January Actions Update

- Scheduled collaborative action team meetings this winter to identify principles of high-quality instruction (HQI).
- Continued to model instructional strategies with teachers within department PD sessions and meetings.
- Identified shared instructional strategies to serve as the basis for PD and departmental activities. (At the elementary level, this includes strategies for differentiation in literacy and mathematics.)
- Created a schedule for PLC-selected SBAC Interim Block Assessments and collaborated on instructional strategies based on them.
- Engaged in learning walks with teachers and administrators across all 5 elementary schools to examine math instruction and identify best practices.

October Actions Update

- Establishing a collaborative action team to identify principles of high-quality instruction (HQI) as a subgroup of the District's Professional Development and Evaluation Committee (PDEC) during their upcoming November 9 meeting.
- Developed scope and sequence, assessment calendars and curriculum guides to prioritize grade level standards as we returned to full, in-person learning for all students across grade levels and content areas.
- Reestablishing procedures for collaborative learning experiences for partner work and small group instruction.
- Modeling high-quality instruction with staff developers to support math and literacy instruction at the elementary level.
- Prioritizing a teaching and learning focus during leadership meetings.
- Creating a shared vision of practices for Professional Learning Communities that focuses on priority outcomes and evidence of student learning.
- Modeling instructional strategies with teachers within department PD sessions and meetings.

Strategy 1B: Revise and/or create curricula that are designed to responsively represent diverse perspectives as well as meet individual learning needs.

January Actions Update

- Discussed approaches to provide access to advanced courses to all students with teachers and administration.
- Provided teachers with professional development to support SRBI practices.
- Provided teachers with professional development on effective feedback
- Participated in grade five professional development to co-construct social issues book club unit of study in reading.

October Actions Update

- Providing professional development and expert consultancy to support students with learning differences and ELL.
- Exploring curriculum platforms that will provide a centralized place for all curriculum and supporting documents.
- Standardizing UbD practices and framework to create units of study with instructional plans that provide space for planned differentiation in relation to learning goals.
- Creating small group differentiated lessons with TC staff developers and Math in Focus consultant.
- Refining practices to provide student centered instruction to support diverse learners.
- Working with a TC staff developer to broaden the range of assessment choices for students to demonstrate mastery of targeted skills.

Strategy 1C: Align job-embedded professional learning opportunities to support growth and development in identified areas.

January Actions Update

- Created a department PD committee to align PD planning around district goals.
- Ongoing job-embedded professional learning for all elementary teachers with Teachers College staff developers and Math Consultant, based on formative assessment data.
- Professional learning for Grade Level Leaders to support teams in using student data to inform instructional plans during PLCs

October Actions Update

- Focus on establishing best-practices for collaborative teams (PLCs).
- Planned opportunities for staff learning in the area of diversity, equity, and inclusion.
- Opportunities for choice between individual and collaborative team learning.
- Balancing building-based and District professional learning.
- Literacy and Math Specialists model lessons and support new teachers or teachers new to a grade level.
- Additional .5 Literacy Specialists allows for increased coaching and support for all teachers across elementary buildings.

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

Strategy 2A: Create a caring school climate that promotes wellness.

January Actions Update

- Continued implementation of RULER using faculty meetings and professional development time.
- Trained new administrators in DBT
- Planning for DBT parent-series, presented by elementary school psychologists and CBC
- Developed District SEL Steering Committee
- Planning for professional learning in Responsive Classroom

October Actions Update

- Implementation of RULER across the District
- Utilization of school psychologists to support all learners
- Building classroom community through Responsive Classroom (Pk-5)
- Identifying areas of challenge and solving problems collaboratively as they arise (Pk-5)
- Building relationships and integrating SEL through FLEX, Guidance Seminar, and Advisory.
- Developing students' skills and strategies with mindfulness, stress tolerance and emotional regulation through DBT (Pk-12).

Strategy 2B: Engage stakeholders in the practice of embracing diversity, equity, and inclusion.

January Actions Update

- Provided DEI updates to the Board
- Continued preparations to launch DEI committee
- Provided introductory DEI experiences for staff and students.
- Partnered with Anti Defamation League (ADL) to provide programming for MMS and DHS.

October Actions Update

- Partnering with PTO DEI committees
- Enrichment activities focusing on multicultural representation
- Preparing to launch DEI Team in November and provide additional professional learning for staff, student leadership and community partnerships.
- Department activities focused on the relationship between instruction and inclusion, and on the relationship between placement practices and equity.

Goal #3 - Developing a Balanced Definition of Student Success Through the Portrait of the Graduate

Strategy 3A: Ensure District values are operationalized across all schools.

January Actions Update

- Discussion of competencies of Vision of the Graduate in advisories (at DHS)
- Publicizing Vision of the Graduate throughout DHS

October Actions Update

- Completed Portrait of the Graduate
- Presented strategic plan, mission, vision, and core values to faculty during opening convocation.
- Shared overview of strategic planning process, mission, vision, and core values during professional development and faculty meetings.
- Continued anchoring of professional learning and meetings with explicit connections made to district mission, vision, and core values
- Initiated process for school and department improvement plans to support the District's strategic plan.
- Implemented communications with students and families about Portrait of the Graduate competencies.
- Began planning for a coalition of students, parents, faculty, and administration to translate the Vision of the Graduate into the daily routines of school.
- Initiated planning for visual representation of the Vision of the Graduate, created by students to capture the competencies, beliefs and values of the Vision of the Graduate, to communicate and embed the Vision of the Graduate in school culture, climate, and curriculum.

Strategy 3B: Develop systems to measure, inform, and enhance implementation of the Portrait of the Graduate.

January Actions Update

- Planned and completed first introduction of a Vision of the Graduate attribute through an Advisory lesson plan to the whole school community.
- Began planning subsequent lesson plans and activities introducing remaining attributes.
- Continued implementation of PLC Protocol to enhance instruction towards Vision of the Graduate.
- Began drafting NEASC self-reflection based on evidence and community survey input.
- Invited staff to participate in the Vision of the Graduate Committee.
- Discussed strategies for integrating skills associated with VoG in written curriculum.
- Planned for question review of post graduation survey to be administered this spring.

October Actions Update

- Began identifying ways in which curriculum, instruction, and assessments focus on and develop Portrait of the Graduate competencies.
- Began identifying ways in which school culture and climate support the values of the Vision of the Graduate.
- Formed NEASC Self-Reflection Committee at Darien High School, which will gather evidence to determine alignment with the NEASC Standards; the development and implementation of a Vision of the Graduate is integrated across NEASC Standards.
- Implement PLC protocols that encourage review of lesson design and student work to enhance instruction towards Portrait of the Graduate.
- Support NEASC self-reflection process through PLC work that reflects and provides evidence of the competencies and outcomes of the Vision of the Graduate.
- Initiated conversations regarding the post graduation survey

Goal #4 - Expanding the Professional Capacity of Staff

Strategy 4A: Explore ways to improve the District's professional learning culture and practices.

January Actions Update

- Created a department PD committee to align PD planning around district goals.
- Continued Special Education Study with Dr. Marilyn Friend & supported the professional learning of staff.

October Actions Update

- Provided teacher choice in professional learning (embedded and District PD days)
- Created collaborative tools (goog)
- Reinstated in-person professional meetings.
- Reinstated onsite professional learning with staff developers.

Strategy 4B: Ensure a professional learning system that promotes continuous growth and support.

January Actions Update

- Continue to provide feedback through Supervision and Evaluation, and among peers during PLCs.
- Provide leadership PD to Grade Level Leaders to build teacher capacity.
- Provided-job embedded professional learning for new assistant principals.

October Actions Update

- Balanced use of internal and outside presenters.
- Provide opportunities for feedback after professional learning sessions.
- Utilization of PDEC to inform professional learning processes and practices.

Strategy 4C: Attract and retain diverse educators.

January Actions Update

- Continue support for Teachers in Residence; Planning has begun for new Teachers in Residence for the 2022-2023 school year.
- Continue work on minority teacher recruitment plan; Area HR Directors collaborating on legal issues; Policy audit identified needed changes to Board Policy.
- Conducting exit interviews for staff resigning mid-year.

October Actions Update

- Continued support and training for Teachers in Residence, mentors and building principals.
- Continued participation in diversity workshops through the RESC's.
- In process of developing state-required minority teacher recruitment plan.

Strategy 4D: Evaluate and adapt the current onboarding system to identify additional supports for teachers, including informal mentors.

January Actions Update

- Continue discussions with DEA regarding:
 - Informal Mentors
 - Restructuring New Teacher Orientation
 - Check-ins with new teachers throughout their first year (DEA and HR)
- Benchmarking District onboarding plan with those of nearby districts

October Actions Update

- Initiated discussions with DEA regarding:
 - Informal Mentors
 - Restructuring New Teacher Orientation
 - Check-ins with new teachers throughout their first year (DEA and HR)

Goal #5 - Developing and Enhancing Systems to Promote Effective Communication

Strategy 5A: Establish effective and open lines of communication among all stakeholders.

January Actions Update

- Provided access to parent COVID-19 webinar hosted by the CDSE and CT Children's Hospital
- Continued weekly communication from Central Services to community regarding COVID and community updates
- Offered parent technology workshops to support safe and healthy use of technology at home

October Actions Update

- Provision for community participation in Board meetings in remote settings.
- Continue to provide weekly community communications from Central Services and schools throughout the pandemic.
- Weekly meetings with our local health professionals (Medical Advisor, Health Director & Compliance Liaison Officer).
- Revised website for ADA compliance
- Strengthening communication between District and building-level leaders and teachers through collaborative meeting structures, shared notes from meetings, use of Google Classroom, professional learning, and celebrations of best practices.

Strategy 5B: Align District's guiding documents and communications with its mission, vision and core values to foster coherence.

January Actions Update

- Strategic Plan goals included in Superintendent's weekly communication
- FY23 Budget aligned to the Strategic Plan
- Utilized school and department improvement plans to discuss and monitor efforts to support the strategic plan
- Incorporated mission, vision and core values of strategic plan in District presentations and communications

October Actions Update

- Established school and department improvement plans to support the District's strategic plan.
- Published electronic version of strategic plan.
- Created space for strategic plan on District's website.
- Began incorporating tenets of strategic plan in guiding documents (school improvement plans, teach plan, website).

Goal #6 - Improving School Facilities for Student Safety & Access to Learning

Strategy 6A: Ensure that the configuration and condition of the District's physical facilities provide secure and supportive environments for teaching and learning student activities.

January Actions Update

- Appointed building committee chairperson by town. We have met with her to give an overview of the Education Specifications and the process needed to get state grant funding for the project.
- Ox Ridge construction continues with Phase 1, we still expect to move in during the last weeks of July.
- Presented Capital Budget to the Board of Education
- The Alertus lockdown system is being tested at the schools starting this week.

October Actions Update

- Northeast Collaborative has completed its architectural evaluation to remove the portables at Hindley, Holmes and Ox Ridge. The Board of Education has approved the Ed Specs for each project and the Board of Selectmen has approved the formation of a building committee to move forward with the project.
- Ox Ridge construction continues with the first phase of opening this summer.
- The FY2023 capital budget will provide long-term capital needs outside of the work being recommended in the Hindley, Holmes and Royle projects to remove the portables which factored in long-range capital needs outside of the removal of the portables.
- Implementation of Alertus, the schools new emergency mass notification and lock down system is underway.

Goal #7 - Improving Technology to Support Teaching & Learning

Strategy 7A: Ensure strategic utilization of technology to enrich, support, and inspire teaching and learning.

January Actions Update

- Distributed laptops to elementary teachers to both replace desktop computers and to provide mobile computing devices to faculty
- Transitioned the last SmartBoards to Viewsonics in kindergarten and first grade.
- Established a podcasting studio at DHS Library for students and teachers
- Created a robotics extracurricular program K-8
- Provided continuous support to faculty through ongoing professional learning in key core applications.

October Actions Update

- Developed a comprehensive and future facing District Future Ready Technology Plan which was presented to the Board of Education and faculty. The District plan aligns with the mission, vision, and core values.
- Established a collaborative District Technology Council composed of faculty and administration representatives with four subcommittees focused on: Teaching & Learning (software/hardware), Policies, Equity & Procedures, Communication and Professional Learning to ensure implementation of Future Ready goals..
- Transitioned to Chrome tablets for Kindergarten through 2nd grade as a more appropriate tool for young learners to use with the Seesaw platform.
- Provided continuous support to faculty through ongoing professional learning in key core applications.

Strategy 7B: Establish and manage a secure, reliable, and dynamic technology system for effective and efficient District operations.

January Actions Update

- Distributed laptops to elementary teachers to replace outdated desktop computers
- Replaced outdated smartboard and projector systems with new Viewsonic LCD display systems
- Implemented new management system of the Viewsonic LCD displays, creating a more efficient management system for the district

October Actions Update

- Increased the number of devices available to the students. Grades K-12 are now 1:1 with one device for every student in our district.
- All outdated elementary chromebooks were replaced with new ones that will provide an age appropriate learning platform for the next 5 years.
- The wireless network was upgraded to provide faster and more secure wireless access for both school-owned and personal devices throughout all buildings in the district.
- Network switches were upgraded to provide faster and more robust access for all wired and wireless devices at the elementary and middle school levels.
- Internet access and security were moved to the cloud, providing faster, safer, and more reliable access to the internet.

PERSONNEL ACTION REPORT

January 11, 2022

Item	Name	Action	Replacing/Location/Position	Effective Date		Tenure Area	Certification Class/Step
				From	To		
Appointments							
1	Kerrin Haas	Appointment	S Norwood/Tokeneke/Special Education Paraprofessional	1/3/2022	6/30/2022	NA	NA
2	Deanna Scalzo	Appointment	M Tarrantino/Holmes/Instructional Aide	1/3/2022	6/30/2022	NA	NA
Resignations and Retirements							
3	Lee-Stuart Evans	Resignation	DHS/Biology Teacher		2/17/2022		
4	Matthew Milller	Resignation	DHS/English Teacher		1/7/2022		
5	Stefanie Collins	Resignation	Ox Ridge/Literacy Interventionist		2/5/2022		
6	Sherri Norwood	Resignation	Tokeneke/Special Education Paraprofessional		1/5/2022		
7	Mattia Tarantino	Retirement	Holmes/Instructional Aide		12/31/2022		

FY 23 Budget Questions

January 8, 2022

#	Question	Response	Source
RC 11 Athletics			
1	Please change reference to a “non cut” policy on page 10 to “recommendation”.	Yes, we will send a replacement page.	BOE
2	How many other freshman teams have 2 assistant coaches?	Freshman Football Freshman Boys Lacrosse Freshman Boys Soccer	BOE
3	If we add an assistant coach to field hockey will this affect the JV team? Will we have massive cuts or will we need to add a coach?	Based on our current experiences with freshman teams we have not had to cut a large number of players in subsequent years. Significant cuts are not anticipated as in many instances students choose not to return when they see their skill level is not as competitive as their peers. There would be cuts, as we currently have now at the JV level, and perhaps a few more. Adding a 2nd freshman field hockey coach would ensure all freshmen who have the desire to play the sport the opportunity to do so. This year more freshman players than ever tried out for field hockey, leading to the request for an additional coach.	BOE
RC 12 Facilities			
4	Should we increase the facilities usage fees? We would like a recommendation from the administration.	The administration recommended a 4% increase as reflected in the budget book. For every 1% increase, field rentals would increase \$1,857 assuming flat enrollment. Some districts do peg these rates to inflation. That would result in a 7% increase to \$198,196.	BOE

		<p>The administration would not recommend anything greater than 4% for building rentals as building rentals have lagged since COVID.</p> <p>5% field rentals would be \$(194,482) 6% field rentals would be \$(196,339) 7% field rentals would be \$(198,196) 8% field rentals would be \$(200,053) 9% field rentals would be \$(201,910) 10% field rentals would be \$(203,767)</p>	
RC 13 Music			
5	Should we consider buying the required music attire for students as we do with athletic uniforms?	<p>If the BOE would like to pay for this attire the cost would be \$23,735.</p> <p>Orchestra: \$68 per student at 73 students =\$4,964 Chorus: \$108 per student at 62 students =\$6,696 Band: \$105 per student at 115 students =\$12,075</p>	BOE
RC 21 Library/Media			
6	Can we have a presentation on how libraries are used today?	This will be included in one of the curriculum presentations to the BOE.	BOE
RC 15 Technology			
7	Do we track the ratio of repairs to the number of devices? Device failures during midterms?	Yes, it is typically a ratio of 1:15 devices that need repairs. There is no uptick during midterms although the bulk of repairs come from MMS.	BOE

8	Could we have more information on the requested Technician?	The new technician will be hardware centric, but will handle all facets of technical support at the middle school, including hardware support, smartboard repair, application support, and network diagnosis. The new technician will be able to repair devices in house not only for the middle school but also for the district. The technician will also be available to help at other schools when needed as the Technology Department continues to see expanding demands from students and staff.	
RC 26 ELP			
9	Can we see the tuition from other area preschools?	<p>St. John's Pre School: \$6,800 (4 days) and \$9,375 (5 days)</p> <p>YMCA Holly Pond: \$7,065 (4 days) and \$11,195 (5 days)</p> <p>St. Thomas Happiness: \$7,825</p> <p>Methodist: \$8,800 and \$11,715 (pre-k)</p> <p>Presbyterian: \$11,331 and \$11,700 (pre-k)</p> <p>1st Congregational: \$8,862 and \$11,247 (pre-k)</p>	BOE
RC 24 Special Education			
10	Why is there an increase in out of district transportation?	Previously we were able to utilize ride shares with other districts. Many service providers are limiting ride shares due to covid concerns and some districts are not willing to ride share due to the nationwide driver shortage as they are putting multiple students in one vehicle who go to different locations. We have lost 2 ride shares in FY22. Another contributing factor is the nationwide driver shortage which has resulted in operators paying higher wages and bonuses which are then passed on as a higher cost to districts.	BOE

11	The number of drivers in the personnel detail doesn't match the drivers in this RC.	The drivers are located on page 197 of the personnel detail. Both this page and RC24 show 4.0 FTE.	BOE
12	How do we determine the need for additional psychologists?	The need for additional staffing is based on an increased need for social emotional support for all students. Additionally, there have been increases in IEP recommendations for related services, the number of student referrals requiring evaluations, the number of PPT and 504 meetings and the number of triennial evaluations based on the increased number of classified students.	BOE
13	We need to know the hours of service for the SLP's rather than the number of students.	<p>As of January 10, 2022 there are approximately 90 hours of direct SLP services per 8 day cycle at DHS.</p> <p>The two SLP's at DHS provide approximately 45 hours over an 8 day cycle of direct SLP services (5.625 hours daily). In addition, the collective bargaining agreement provides a lunch and prep period daily. The 5.625 hours daily does not include hours for evaluation, ppt meeting attendance, observations, and IEP consultations. This year we are managing the additional time needed to support students by compensating our current staff for the extra hours worked.</p>	BOE
14	How many special education students are exiting the high school this year?	As of the SEDAC reporting October, 1 2021, there are 72 students exiting DHS and 69 MMS students entering DHS in 2022.	BOE
RC 19 Curriculum			
15	Could we have a breakdown of all PD in other budgets in the same way it is broken out here?	Apart from RC24, allocation of professional development in other RCs largely supports individual teacher professional development participation in content and grade specific learning experiences offered outside the District.	BOE

16	Line 1912009 - Are we adding staff that was paid through a grant?	No, the increase reflected in the budget is based on the DEA contract TEG for the existing 13.5 FTE. The 2.5 FTE paid from the ARP Esser III grant will no longer exist in FY23 as those positions are 1 year only positions. There are two staff members in the operating budget who are moving from a step 18 to a step 19, which on the DEA grid is a 10% raise. There was also a budget adjustment of \$19,916 during the year out of the account for salary savings during a period of time.		BOE						
17	Can we spread out the purchase of the Western Civ books?	The cost for a six year digital subscription renewal is included in RC 19 for FY 23. <table><tr><td>1 year</td><td>\$7,517.25</td></tr><tr><td>3 year</td><td>\$22,181.25</td></tr><tr><td>6 year</td><td>\$30,498.00</td></tr></table>		1 year	\$7,517.25	3 year	\$22,181.25	6 year	\$30,498.00	BOE
1 year	\$7,517.25									
3 year	\$22,181.25									
6 year	\$30,498.00									
RC 16 Administration										
18	Are we certain that we will use YouTube and Zoom going forward? Are there other platforms?	Yes. The district has invested significant time to train staff and the public on accessing meetings via Zoom and YouTube. It is working well and thus we have no plans to make a change.		BOE						
19	Can you break out the dues and memberships for the administration?	CABE: \$17,000 Center of School Change: \$5,119 CAPSS: \$5,500 CES: \$5,800 CES Superintendent: \$550 Tri State: \$8,000 Southern County Fairfield Superintendent: \$1,000 DMG: \$3,750		BOE						