

**Board of Education
Darien, Connecticut**

**SPECIAL MEETING OF THE BOARD OF EDUCATION
WEDNESDAY, JULY 13, 2022**

**PLACE:
DARIEN PUBLIC SCHOOLS'
ADMINISTRATIVE OFFICES
MEETING ROOM
8:30 A.M.**

AGENDA

1. Call to Order..... Mr. David Dineen 8:30 a.m.
2. Public Comment*..... Mr. David Dineen
3. Legal Updates and Board Operations..Attorney Thomas Mooney
4. Board Self Evaluation..... Mr. David Dineen
Ms. Patrice McCarthy, C.A.B.E.
5. Board Operations/Processes/..... Mr. David Dineen
Committees/Agendas Dr. Alan Addley
- 11:45 a.m. – 12:30 p.m. Lunch
6. Mental Health..... Giovanna Mozzo,
Director of HUB
Daniella Arias
Victoria O'Neill
Dr. Scott McCarthy
7. Alternative Sources of Revenue... Mr. Richard Rudl
8. Student Discipline Practices..... Dr. Alan Addley
Dr. Christopher Tranberg
9. Discussion of Draft Board Goals..... Dr. Alan Addley
and Strategic Plan (Year 2) Dr. Christopher Tranberg

**SPECIAL MEETING OF THE BOARD OF EDUCATION
WEDNESDAY, JULY 13, 2022**

10. Proposed Adjournment to Executive. Mr. David Dineen
Session for the purpose of discussion
of the performance of the Superintendent
of Schools pursuant to Connecticut
General Statute 1-200(6)(A)
11. 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. Those members of the community wishing to participate in public comment may join the meeting via Zoom:**

<https://darienps.zoom.us/j/98419088293>

Those members of the community wishing to view only, should do so through the Darien Youtube link:

<https://www.youtube.com/channel/UCUnnvYKBfFrTWQRuoB6OZA>

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



Darien Board of Education
July 13, 2022

LEGAL UPDATE 2022

Thomas B. Mooney

I. RECENT LEGISLATION OF INTEREST.

Public Act 22-3:

This law codifies and makes permanent the provisions of June Special Session, Public Act 21-2, which authorizes public agencies to conduct meetings wholly or in part by means of electronic equipment. The Freedom of Information Commission has provided a helpful [Primer](#) on the rules governing meetings held wholly or in part by electronic means. Key provisions include the following:

- Public agencies must give 48-hour notice if they are going to hold a regular meeting wholly or in part by electronic means.
- In such case (conducting a regular meeting wholly by electronic means), the public agency must provide a physical space and the necessary equipment to attend the meeting in real-time upon the request of a member of the public made at least 24 hours in advance.
- In such case, the public agency must post its agenda at least twenty-four hours in advance of the meeting.
- In such case, the meeting must be transcribed or recorded (except for executive session), and that recording must be posted on the agency's website within seven days and for at least forty-five days.
- In such case, members of the public agency must make a good faith effort to identify themselves when they are speaking.
- If a quorum of the Board is in the same location for a regular meeting conducted wholly by remote means, the public must be permitted to attend the meeting from that location.
- Members of the public attending a regular meeting of a public agency by electronic means must have the same right to provide public comment as is afforded to persons attending in person (if any).
- Special meetings conducted wholly or in part by electronic means must be posted in the normal way at least twenty-four hours in advance, including posting on the website of the public agency. The posting must indicate that the meeting will be conducted wholly or in part by electronic means, and it must

provide instructions on how to attend and how to participate in public comment if public comment will be allowed.

- Whenever any member of a public agency attends a meeting by electronic means, votes should be taken by roll call unless the vote is unanimous.
- The minutes of the meeting must indicate which members of the public agency attended in person and which attended by electronic means.
- There are special rules in cases of disruption due to technical issues or due to disruptive conduct by those attending by electronic means.

Public Act 22-24:

Effective July 1, 2022, this new law amends Conn. Gen. Stat. § 31-51q (the law prohibiting employers, including governmental employers from retaliating against employees for exercising their First Amendment rights) also to prohibit employers from disciplining or discharging an employee or threatening to do so because the employee refuses to attend employer-sponsored meetings, listen to speech or view communications primarily intended to convey the employer's opinion about religious or political matters (*i.e.*, “captive audience meetings”). The prohibition covers meetings with the employer or its agent, representative, or a designee.

Public Act 22-38, Sections 4 and 5:

This law amends Conn. Gen. Stat. § 10-25w to extend the deadline for the State Department of Education and the State Educational Resource Center to issue a model curriculum for kindergarten through eighth grade from January 1, 2023 to January 1, 2024.

Public Act 22-47, Section 16:

Conn. Gen. Stat. § 10-198a already requires that boards of education adopt policies and procedures concerning truant students that contain specific requirements. This new law requires that boards of education include the following in their policies and procedures concerning truant students:

- notice to the parent or guardian of a child who is truant of the information concerning the existence and availability of the 2-1-1 Infoline program, and other pediatric mental and behavioral health screening services and tools described in General Statutes Section 17a-22rt;
- on or before September 1, 2023, the adoption and implementation of a truancy intervention model developed by the State Department of Education (“SDE”) that accounts for mental and behavioral health; and
- on and after July 1, 2023, a requirement that an appropriate school mental health specialist conduct an evaluation of each child who is a truant to determine

if additional behavioral health interventions are necessary for the well-being of the child.

While the adoption of the truancy intervention model and the evaluation of truant students are not required to be implemented until 2023, the specified notice to parents or guardians of truant students is required as of July 1, 2022.

[Public Act 22-47](#), Section 19:

Beginning with the 2022-2023 school year, any classroom teacher may request a behavior intervention meeting with the crisis intervention team for the school for any student whose behavior has caused a serious disruption to the instruction of other students, or caused self-harm or physical harm to such teacher or another student or staff member in such teacher's classroom. Upon the request of such teacher, the crisis intervention team now must convene a behavior intervention meeting regarding such student. The participants of such behavior intervention meeting are required to identify resources and supports to address such student's social, emotional and instructional needs.

[Public Act 22-47](#), Section 20:

Existing law requires each school district superintendent to annually submit to the SDE a strategic school profile that, among other things, provides information on measures of student needs. Beginning July 1, 2022, superintendents are now required to include in the section on student needs a needs assessment that identifies resources necessary to (1) address student trauma impacting students and staff in each school and (2) adequately respond to students with mental, emotional, or behavioral health needs.

[Public Act 22-47](#), Section 28:

Commencing July 1, 2023, boards of education will be required to include on the student identification card distributed to each student in grades six to twelve, inclusive, the 9-8-8 National Suicide Prevention Lifeline number (except that the implementation date of this requirement will be deferred until the beginning of the school year after the 9-8-8 National Suicide Prevention Lifeline has been operational for at least one year).
NOTE: We are not aware of a statutory requirement that students must be issued identification cards.

[Public Act 22-47](#), Section 67:

Beginning July 1, 2022, the new law requires SDE and boards of education to use the term “emotional disability” instead of “emotional disturbance” when administering and providing special education services.

Public Act 22-80, Sections 7-9:

The new law allows school nurses or, in their absence, qualified school employees to maintain and administer opioid antagonists, on an emergency basis without prior written authorization, to students experiencing opioid-related drug overdoses, provided certain statutory requirements are met. Administration of opioid antagonists must be in accordance with the new law and the board of education's policies and procedures regarding the administration of medication.

Public Act 22-80, Section 14:

Current law provides that all professional certified employees of a school district who work directly with children must have a guaranteed, duty-free period for lunch. Effective July 1, 2022, this period must be (1) uninterrupted and (2) the greater of 30 minutes or the amount of time prescribed in the appropriate collective bargaining agreement.

QUERY: Does this law apply to administrators?

Public Act 22-80, Section 23:

This law requires that the State Department of Education conduct a review of the statutes and regulations relating to teacher certification to:

- identify obsolete provisions, and to
- evaluate existing requirements for effectiveness and analyze whether any such statutes or regulations create a barrier to entry or undue hardship for the recruitment or retention of teaching candidates, including reciprocity with other states and Puerto Rico, or addressing the academic needs of students in the state.

The SDE is permitted seek input and recommendations from stakeholder groups while conducting such review. Not later than January 1, 2023, the Department is required to submit a report on its findings and recommendations to the General Assembly.

Public Act 22-80, Section 24:

The new law authorizes the State Board of Education, for the 2022 and 2023 school years, to issue career and technical pathways instructor permits if requested by a board of education or regional educational service center. Such permits will allow individuals who meet specified criteria to teach part time, up to 20 classroom hours per week, in the following specialized fields: manufacturing, allied health, computer technology, engineering, or the construction trades, provided other requirements are also met.

[Public Act 22-80](#), Section 25:

Last year, the General Assembly passed legislation allowing local and regional boards of education to authorize remote learning, for the school year beginning July 1, 2022, for students in grades nine through twelve, if school districts (1) provide instruction in compliance with the SDE's standards for remote learning, and (2) adopt a policy regarding the requirements for student attendance during remote learning. Effective July 1, 2022, the new law requires districts to prohibit dual instruction, defined as "the simultaneous instruction by a teacher to students in-person in the classroom and students engaged in remote learning," as part of a remote learning model. The new law also expands the authority of boards of education to permit remote learning for students in grades kindergarten through twelve, beginning with the 2024-2025 school year in accordance with SDE standards that are yet to be written.

QUERY: Does this blanket prohibition of "dual instruction" violate IDEA or the ADA?

[Public Act 22-80](#), Section 31:

This new law extends eligibility for special education services to the student's 22nd birthday, to conform to a recent court ruling.

[Public Act 22-80](#), Section 32:

This new law adds Asian American and Pacific Islander studies to the subjects that must be included in the public school curriculum pursuant to Conn. Gen. Stat. § 10-16b, supplementing recent similar requirements that the curriculum include African-American and black studies, Puerto Rican and Latino studies, and Native American studies.

[Public Act 22-81](#), Section 3:

Not later than July 1, 2023, the State Department of Education, in collaboration with CAS-CIAC, is required to develop a mental health plan for student athletes to raise awareness of mental health resources available to student athletes. Required provisions include those relating to "(1) access to the mental health services team for the school district, (2) screening and recognizing appropriate referrals for student athletes, (3) communication among members of the mental health services team, (4) the management of administration of student athlete medications, (5) crisis intervention services, (6) the mitigation of risk to student athletes, and (7) transition care for those student athletes leaving intramural or interscholastic athletics by means of graduation, dismissal or suspension." Commencing July 1, 2023, boards of education are required to implement this mental health plan for student athletes

Public Act 22-81, Section 8:

Beginning in the 2022-2023 school year and for each subsequent school year, the new law requires each board of education to hire or designate an existing employee to serve as the district's family care coordinator. The family care coordinator must work with school social workers, school psychologists, and school counselors in the district and serve as the school system's liaison with mental health service providers to (1) provide students with access to mental health resources in the community and (2) bring mental health services to students inside of the school.

Public Act 22-81, Section 9:

Boards of education are already required to adopt policies concerning employees involved in preventing a student from participating in the entire time devoted to physical exercise or undirected play as a form of discipline. Starting with the 2022-23 school year, the new law requires each board of education to adopt a policy, consistent with new statutory requirements, concerning the circumstances when, as a form of discipline, a school employee may prevent or otherwise restrict a student from participating in the entire time devoted to physical exercise during the regular school day.

NOTE the level of micromanagement set forth in this legislation:

“For the school year commencing July 1, 2022, and each school year thereafter, each local and regional board of education shall adopt a policy, as the board deems appropriate, concerning the circumstances when a school employee may prevent or otherwise restrict a student from participating in the entire time devoted to physical exercise in the regular school day, pursuant to subsection (a) of this section, as a form of discipline. Such policy shall (1) permit such prevention or restriction (A) when a student poses a danger to the health or safety of other students or school personnel, or (B) when such prevention or restriction is limited to the period devoted to physical exercise that is the shortest in duration if there are two or more periods devoted to physical exercise in a school day, provided the period of time devoted to physical exercise that such student may participate in during such school day is at least twenty minutes in duration, (2) only permit such prevention or restriction once during a school week, unless such student is a danger to the health or safety of other students or school personnel, (3) not include any provisions that such board determines are unreasonably restrictive or punitive, (4) distinguish between (A) discipline imposed prior to the start of such time devoted to physical exercise and discipline imposed during such time devoted to physical exercise, and (B)

discipline that (i) prevents or otherwise restricts a student from participating in such time devoted to physical exercise prior to such time devoted to physical exercise, and (ii) methods used to redirect a student's behavior during such time devoted to physical exercise, and (5) not permit such prevention or restriction if a student does not complete such student's work on time or for such student's academic performance.”

Public Act 22-87, Sections 1-3:

The new law requires the Department of Public Health (“DPH”), beginning in the 2022-2023 school year and biennially thereafter, to administer the Connecticut School Health Survey to students in grades nine to twelve, provided DPH receives funding from the Centers for Disease Control and Prevention (“CDC”). The DPH will provide guidelines to boards of education regarding the administration of the survey to high schools selected at random by the CDC, and boards of education will then be required to administer the survey in accordance with the provided guidelines. The new law further requires the SDE, by January 1, 2023, and in consultation with DPH, to develop a uniform parental notification policy and form for boards of education to use in administering the survey.

Public Act 22-87, Section 5:

Boards of education are already required to adopt a written policy for the mandatory reporting of suspected child abuse or neglect by a school employee. Under existing law, the policy must be distributed annually to all school employees. The new law requires that this annual distribution now be done electronically. In addition, starting with the 2022-2023 school year, boards of education must distribute electronically a copy of the guidelines on identifying and reporting child sex abuse developed by the Governor’s task force on justice for abused children to all school employees, board members, and the parents and guardians of enrolled students.

This Section 5 also requires that, starting with the 2023-2024 school year, boards of education distribute electronically to all school employees, the members of the board of education, and the parents and guardians of students enrolled in the schools under the jurisdiction of the board, information regarding the sexual abuse and assault awareness and prevention program developed by DCF and the SDE pursuant to Conn. Gen. Stat. § 17a101q.

Finally, this Section 5 requires that, again starting with the 2023-2024 school year, that school employees complete (A) training regarding the prevention and identification of, and response to, child sexual abuse and assault, (B) bystander training program, and (C) appropriate interaction with children training program, in accordance with the provisions of section 17a-101q. School employees will then be required to repeat such training at least once every three years.

Public Act 22-116, Section 2:

This new law amends Conn. Gen. Stat. § 10-15b to add “class rank” to the list of information to which parents or guardians of students are entitled upon request.

Public Act 22-116, Section 9:

This new law amends Conn. Gen. Stat. § 10-76d(a)(10) to elaborate on situations in which a parent or guardian asks that a paraprofessional providing services to his or her child attend a planning and placement team meeting. Now, the district must notify the paraprofessional in advance to give the paraprofessional time to prepare for the meeting and, upon the request of such school paraprofessional, to receive training on the role of school paraprofessional at such meeting.

Public Act 22-118, Sections 257 and 258:

Effective July 1, 2022, this new law (1) requires school districts' professional development and evaluation committees to develop, evaluate, and annually update a comprehensive professional development plan for paraeducators beginning in the 2022-2023 school year, in accordance with statutory requirements, and (2) requires paraeducators employed by a board of education to participate annually in professional development beginning in the 2022-2023 school year.

Public Act 22-125, Section 3:

Effective July 1, 2022, this new law directs boards of education to require that their school counselors provide information to middle and high school students and their parents on the availability of (1) vocational, technical, technological, and postsecondary education and training at technical education and career schools and (2) agricultural science and technology education at regional agricultural science and technology education centers. The new law also requires school boards to publish this information on their websites.

Public Act 22-128:

Effective October 1, 2022, Juneteenth (June 19) is a legal holiday under state law,. School districts are not required to make it a school holiday, but in accordance with Conn. Gen. Stat. § 1-4, school districts holding school that day are required to hold “a suitable nonsectarian educational program in observance of such holiday.”

II. SCENARIOS FOR BOARD DISCUSSION [to be provided at the Retreat].

III. QUESTIONS AND ANSWERS.



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Assistance provided by LEAD Connecticut and the Connecticut State Department of Education

Success Strategies for Leadership Team Evaluation:

Board of Education and Superintendent of Schools

Approved by CABE and CAPSS - Spring 2016

CABE/CAPSS Evaluation Committee Members

CABE Representatives

Richard Murray, President

Donald Harris, Area 2 Director and Member of the Executive Committee

Robert Rader, Executive Director

Patrice McCarthy, Deputy Director and General Counsel

CAPSS Representatives

Frank Baran, President of CAPSS and Superintendent of Woodstock Public Schools

Alan Addley, CAPSS 1st Vice President and Superintendent Granby Public Schools

Judith Palmer, Superintendent, Region 7 Public Schools

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Preface

The Connecticut Association of Boards of Education (CABE) and the Connecticut Association of Public School Superintendents (CAPSS) recognize the critical importance of a strong partnership between every Board of Education and its Superintendent of Schools. This recommended evaluation process collaboratively developed by CABE and CAPSS is an attempt to properly communicate our strong belief that the Board of Education and Superintendent must view themselves and function as the school district's Leadership Team. To that end, we strongly believe that the Leadership Team must share and enthusiastically advocate the same goals and a vision of learning that sets high performance expectations for the entire school community.

It is important to note that the foundational components of the recommended evaluation process are the CABE/CAPSS School Governance Position Statement, adopted March 2004 and revised in 2014, and the CABE Superintendent evaluation instrument and the Board self-assessment. THE Board of Education Chairperson, working with the Superintendent and the rest of the Board of Education, is responsible for carrying out the evaluation of the Leadership Team.

While the Board of Education and Superintendent have different roles and responsibilities, their work must complement each other. Ultimately, all serve to advance the goals and objectives of their community for public education and, most importantly, student learning. As the Board of Education's Chief Executive Officer, Connecticut Education Law (C.G.S. 10-157(a)) requires the Superintendent of Schools' job performance be evaluated annually. Whether written or oral, the annual evaluation of the school district's Chief Executive Officer is one of the most important responsibilities of every Board of Education.

CABE and CAPSS have recommended an evaluation process for the Superintendent of Schools that is collaborative, goal oriented and offers numerous opportunities for focused and targeted feedback from the Board of Education to the Superintendent of Schools regarding his/her job performance. We firmly believe that this collaborative and candid approach to evaluation will improve Board of Education and Superintendent communications and relationships, minimize evaluation surprises and most importantly, enhance the overall success of the school district.

Student achievement across all areas is important and must be assessed in multiple ways. Therefore, growth in student achievement has to be a factor in the assessment of the Superintendent's evaluations. All of the leadership performance areas and specific areas of responsibility outlined in this document should be considered. Indicators related to student academic achievement are necessary, but not sufficient to make final determinations about the Superintendent's job performance.

To increase the effectiveness of the school district's Leadership Team and the overall performance of the Board of Education and its individual members, CABE and CAPSS believe that it is vitally important that every Board of Education conducts a self-assessment each school year.

An annual self-assessment enables the Board of Education to thoughtfully and constructively evaluate its performance as the community's legislative body that develops, evaluates and oversees education policy. CABE and CAPSS strongly recommend Board of Education self-assessment as a necessary and worthwhile activity toward advancing the vision and goals of the school district. It is important that the Board factor the Superintendent's perspective into its self-assessment.

The following is a recommended process and timeline for the annual evaluation of the Superintendent of Schools and the Board of Education self-assessment. It is important to note that the recommended timeline is based upon a traditional evaluation year model (July-June) and can be easily as necessary. The recommended Leadership Team meetings can and should be conducted in Executive Session because they pertain to Board of Education Self-Evaluation and Personnel.

Legal Considerations: Executive Session and Freedom of Information Act (FOIA)

The Connecticut Freedom of Information law allows for the discussion in executive session of "personnel matters," which includes "the appointment, employment, performance, evaluation, health or dismissal of a public official or employee, provided that such individual may require that discussion be held at an open meeting" (Connecticut General Statute Section 1-200(6)). Under this provision the superintendent's evaluation, as well as the performance of one or more Board of Education members, are appropriate topics for executive session. District goals, procedures, policies and data are NOT appropriate subjects for executive session under the FOI law. All votes must be taken in public – only discussion can occur in executive session.

Note: Based on court decisions in Connecticut, written evaluation documents are likely to be deemed public records subject to disclosure. Such written evaluation documents subject to public disclosure would include any draft evaluation that is circulated among Board of Education members.

Recommended Evaluation Process

The formal evaluation should in no way preclude informal discussions between the Superintendent and Board of Education as needed.

Beginning of New Evaluation Year Meeting – July/September

Step 1: The Board conducts its self-evaluation and goal-setting.

Step 2: The district Leadership Team (Board of Education and Superintendent) meets to discuss goals and objectives. Any discussion of district goals must be held in public. This structured conversation is intended to serve as a goal/priority setting session for the district's Leadership Team for the upcoming school year.

Step 3: In Executive Session the Board of Education has an opportunity to candidly discuss with the Superintendent their performance goals for the year. Some of these will have been reflected in the most recent evaluation of the Superintendent's performance. This discussion should also include the process and format by which the Superintendent's performance will be evaluated.

Mid Year Evaluation Meeting – December / January

Step 1: The Board reviews its performance in light of previously established goals.

Step 2: It is recommended that the Leadership Team meets again in Executive Session to informally discuss their progress on goals and objectives established in July/August. This session also provides the Leadership Team with an opportunity to identify and strategize about new and/or unexpected challenges. This level of team collaboration allows all parties to be contributing members of a fluid, responsive and strategic team.

Step 3: During this same discussion, it is recommended that the Board of Education provide targeted informal feedback to the Superintendent about his/her effectiveness vis-à-vis the previously established goals and objectives. The purpose of this informal feedback session is to assess the Superintendent's midyear performance and provide him/her with an opportunity to properly respond to any Board of Education concerns and avoid unnecessary performance evaluation "surprises" at year's end.

End of the Year Evaluation of the Superintendent – May / June

Step 1: The Superintendent shares a verbal "Year in Review" self-assessment with the Board of Education in Executive Session. This self-assessment may be supplemented by submitting documentation as a formal narrative, portfolio or some other mutually agreed upon format that was established during the Beginning of the Year Meeting, with the understanding that any such written documentation would not be confidential. This document serves as evidentiary documentation regarding the Superintendent's job performance and should aid the Board of Education in completing a comprehensive and fair evaluation of the Superintendent.

Step 2: The Board of Education conducts the evaluation of the Superintendent of Schools according to Board of Education Policy in Executive Session unless the Superintendent exercises his/her statutory right to require that such discussion be held in open session. It is recommended that there be no prior sharing of written performance evaluation commentary (hard copy or electronic) among Board of Education members prior to the Executive Session. The result of the Board of Education's Executive Session discussion regarding the Superintendent's performance should be either a written or verbal draft performance evaluation of the Superintendent of Schools.

Step 3: A meeting in Executive Session should be scheduled by the Board of Education between the Superintendent and the Board of Education, according to Board of Education Policy and Superintendent's contract. The purpose of this follow-up meeting is to share and discuss the Board of Education's draft evaluation with the Superintendent. This session serves as a final opportunity for candid discussion between the Board of Education and the Superintendent prior to the completion of the formal performance evaluation. The Connecticut Superintendent Leadership Competency Framework, developed by LEAD Connecticut, also should be examined as it is intended to focus specifically on effective superintendent leadership. It is included at the end of this document.

Step 4: The formal performance evaluation is completed and presented either verbally or in writing to the Superintendent of Schools by a representative(s) of the Board of Education according to Board of Education Policy and Superintendent's contract. It is important to note that if the Board of Education's performance evaluation of the Superintendent of Schools is in writing, it is a public document and subject to FOIA. Any written copy of the Superintendent's performance evaluation must also be placed in the Superintendent's official personnel file.

Recommended Evaluation Process and Timeline Flowchart

Beginning of New Evaluation Year Meeting July / September (Meeting to be conducted in executive session)	
Step 1:	Board Self-Evaluation and Goal Setting
Step 2:	Leadership Team Goal / Priority Setting.
Step 3:	Superintendent's Professional Goals and Objectives.
Mid-Year Evaluation Meeting December / January (Conducted in executive session)	
Step 1:	Board Reviews Its Performance
Step 2:	Informal Leadership Team discussion regarding progress on goals and objectives.
Step 3:	Targeted informal feedback provided to Superintendent regarding his/her performance.
End of Year Evaluation of the Superintendent May / June	
Step 1:	Superintendent presents "year in review" self-assessment to Board of Education regarding his/her performance.
Step 2:	Board of Education evaluates the Superintendent's job performance. A draft evaluation is developed during this meeting in districts where a written evaluation of the Superintendent is provided.
Step 3:	Meeting (in executive session) between Board of Education, as per Board of Education policy and the Superintendent, to share and discuss draft evaluation.
Step 4:	Formal evaluation is completed and presented to the Superintendent of School by a representative(s) of the Board of Education as per policy.
Note: Superintendent's Evaluation is a public document subject to FOIA.	

I. Growth in Student Achievement

Definition: The core mission of all school districts is to ensure growth in achievement for all students. While the superintendent does not deliver instruction directly to children, the superintendent has to establish a set of expectations and take other specific actions that produce a culture and a climate that fosters growth in student achievement.

Areas of Responsibility:

- Establishes a system whereby data is collected on a regular basis regarding student achievement in all curricular areas and whereby that data is used to identify areas of instruction in which focus and emphasis needs to occur.
- Establishes a structure whereby plans for growth in student achievement are set and then, regularly revised in accordance with the relevant data regarding student achievement.
- Establishes a structure whereby staff is held accountable for implementing the plans to enhance student achievement and for the intended growth in student achievement.
- Establishes assessable goals for determining whether achievement growth strategies are successful and methods for conducting the relevant assessments.
- In concert with the Board of Education, establishes assessable school system goals for yearly performance in student achievement and methods for conducting the relevant assessments.
- In concert with the Board of Education, establishes reasonable assessable goals within the context of available resources and Board support for the Superintendent's proposals for the superintendent's own performance with respect to:
 - The extent to which the superintendent has provided the leadership required to enhance student achievement by meeting the areas of responsibility listed above.
 - The extent to which the school system has met the established system goals for student achievement.

II. Educational Leadership

Definition: Educational leadership is grounded in relationships: working with the Board of Education, community and staff to define a comprehensive vision for the schools; identifying the values and ethics under which the schools function; creating a culture and climate that nurtures and capitalizes on talents and skills; setting high performance expectations for students and staff; and continuing to sustain and improve quality research-based programs to enhance teaching and learning.

Areas of Responsibility:

- Works with the Board of Education, staff and community to develop and implement a vision for the school system that inspires action and commitment and aligns with the values and ethics under which the district functions.
- Works with the board of education to develop and implement a plan of action and a strategic operating plan that aligns with a theory of action.*
- Promotes a school culture and climate of continuous improvement and accountability.
- Builds capacity by designing and implementing comprehensive professional development plans for staff.
- Establishes structures and processes that sustain a culture and climate of continuous improvement.
- Provides instructional leadership in the areas of curriculum, instruction, assessment, evaluation of staff and data informed decision making to optimize learning for all students.

*A theory of action identifies a specific set of actions that if taken will result in a specified outcome that is grounded in a vision of learning.

III. Organizational Management

Definition: Organizational management concerns the effective facilitation of the day-to-day operations of the school district and its programs.

Areas of Responsibility:

- Develops and manages a comprehensive approach to human capital that aligns to district vision, strategies and goals consistent with Board of Education policy, recruiting, hiring and retaining personnel for the district and includes a system of support, supervision and consistent evaluation.
- Develops and manages a comprehensive approach to fiscal resources that align to district vision, strategies and goals for consideration by the Board of Education (BOE).
- Reports regularly to the BOE on the status of the budget and any other fiscal concerns or issues.
- Develops and executes effective plans, procedures, routines and operational systems that support the day to day operations of the district.
- Assists the BOE in developing policies and establishes regulations to implement the policies.

IV. Community Relations

Definition: Strong community relations are critical to the success of the superintendent and the school system. The superintendent must earn respect and trust from the community and in turn, respect community members.

Areas of Responsibility:

- Continuously communicates and collaborates with families and community, regional and state stakeholders to support student learning and development at home, school and in the community.
- Addresses family and community concerns in an equitable, effective and efficient manner.
- Represents effectively the district to the local community.

V. Board of Education Relations

Definition: A strong relationship with the Board is critical to the success of the superintendent and the school system. The superintendent must earn respect and trust from the Board and in turn, respect Board members.

- Builds trusting, collaborative and respectful relationships with Board members.
- Provides professional advice and keeps the BOE informed and updated on educational issues and the needs and operations of the school system.
- Keeps BOE members informed about significant operational issues in a timely manner.

VI. Personal and Professional Qualities and Relationships

Definition: Personal and professional qualities and relationships are critical to the effectiveness of leaders and managers. Superintendents must continue to refine and develop their skills and contemporary knowledge; lead ethically and make decisions based on sound professional practice; interact in a manner that best represents the interests of the school district; and maintain a healthy balance between professional obligations and personal life.

Areas of Responsibility:

Demonstrates:

- A belief that every student can achieve at high levels.
- An urgency to improve student achievement.
- The ability to manage resistance to change and to engage in difficult conversations to maintain a consistent focus on high levels of achievement.
- The ability to explore how identity and life experiences shape assumptions and unconscious biases.
- The ability to work with diverse people and be sensitive to cultural differences.
- The ability to build trusting, respectful relationships to improve student learning.

- The ability to interact effectively with individuals and groups both within and outside the school district to accomplish the goals of the district.
- The ability to use consensus building and negotiation strategies and conflict resolution skills to lead authentic stakeholder engagement.
- Provides for a safe and orderly work environment.
- Delegates authority appropriately.
- Gives staff sufficient authority and support.
- Establishes an effective professional development system for staff that is aligned with its responsibilities for teaching and learning.
- Communicates effectively with staff regarding district goals, objectives and issues.
- Political savvy and respectful engagement across all stake holder groups.
- Effectively anticipates and responds to challenges and remains focused on the vision of high expectations when faced with adversity.
- Builds trusting, respectful relationships to improve student learning.
- Maintains high standards of ethics, honesty and integrity in all professional matters.
- Maintains poise and exhibits diplomacy in the full range of his/her professional activities.
- Is a strong advocate for public education and demonstrates the courage to support his/her convictions.

Board of Education Self-Evaluation

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A "NA" rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

Vision	5	4	3	2	1	Not sure
1. The Board has a vision/mission for the school district with a primary focus on student achievement.						
2. The vision/mission and goals are developed collaboratively with staff and the community.						
3. The Board institutes a process for long-range and strategic planning that aligns with the vision/mission for the district.						
4. The Board uses the district policy manual to create a culture that supports the vision and goals of the district.						
5. The Board expresses in the vision/mission the belief that high quality instruction in every classroom is the foundation for high achievement for all students.						
6. The Board communicates clearly the goals and expectations for the district, staff, and students with an emphasis on high achievement for all students in the district.						
7. The Board develops goals that align with the vision/mission for the district, foster continuous improvement and remain the highest priorities.						
Total Vision						
Community Leadership						
8. The Board communicates and interprets the school district's vision/mission to the public and listens, and incorporates appropriate community perspectives into board actions.						
9. The Board works to promote the accomplishments of the district within the district and community at large.						
10. The Board advocates at the national, state and local levels for students and the school district and promotes the benefits of public education.						
11. The Board collaborates with other school boards, superintendents, agencies, and other bodies to inform federal, state and local policy makers of concerns and issues related to education.						
12. The Board provides community leadership on educational issues by creating strong linkages with appropriate organizations, agencies, and other groups to provide for healthy development and high achievement for all students.						
Total Community Leadership						

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A “NA” rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

Board Operations	5	4	3	2	1	Not sure
13. The Board ensures the District policy manual is up-to-date and comprehensive.						
14. The Board conducts meetings that are efficient, effective and focus primarily on student achievement and other district priorities.						
15. The Board makes decisions based on analysis of relevant research and data.						
16. The Board adopts a fiscally responsible budget based on the district's priorities and regularly monitors the fiscal health of the district.						
17. The Board collectively executes its legal responsibilities and ensures the district adheres to all federal and state laws and board policies.						
18. The Board provides appropriate support (including quality professional development) for programs and initiatives consistent with the vision/mission of the district.						
19. The Board conducts a comprehensive orientation to familiarize new board members with their role on the team.						
20. The Board conducts an effective annual self-evaluation.						
21. The Board participates in professional development specifically regarding its roles and responsibilities and on relevant content areas.						
22. The Board belongs to, actively supports and participates in professional organizations.						
Total – Board Operations						
Board Ethics	5	4	3	2	1	Not sure
23. The Board establishes a <i>Code of Ethics</i> and conducts business in accordance with the code.						
24. The Board members maintain confidentiality regarding sensitive communications.						
25. The Board members honors board decisions even when the vote is not unanimous,						
26. The Board does not let politics interfere with district business.						
27. The Board deals with both internal and external conflicts openly, honestly and respectfully.						
Total Board Ethics						

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A “NA” rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

Board Superintendent Team	5	4	3	2	1	Not sure
28. The Board works effectively with the Superintendent as a collaborative leadership team to focus priorities around high achievement for all students in the district.						
29. The Board sets aside time, at least semi-annually, to discuss board/superintendent relations.						
30. The Board demonstrates support and respect for the Superintendent’s role as the chief executive officer of the district.						
31. The Board provides direction to the Superintendent as a whole, not from individual Board members.						
32. The Board follows the chain of command as identified by board policy.						
Total – Board Superintendent Team						
Grand Total						
Average						

Please add any additional comments here (comments will be shared with participants):

Vision:

Community Leadership:

Board Operations:

Board Ethics:

Board/Superintendent Relations:

General Comments:



Darien Public Schools

To: Darien Board of Education
From: Alan Addley, Ed.D., Superintendent of Schools
Date: July 11, 2022
RE: BOE Operations and Processes

As we enter another school year, it is a good opportunity to reflect on Board processes and practices that will maximize efficiency for productive meetings. The following considerations are offered by the administration for Board review and possible adoption.

These recommended changes by administration are not suggesting that these presentations or information are unimportant; however, some of these items may not be procedurally necessary or may be effectively communicated another way to maximize efficiency without compromising communication.

- Continue recognizing retirees at an end-of-year reception outside regular meetings.
- Consolidate updates of Board Goals, Strategic Plan and Diversity, Equity and Inclusion to one quarterly report.
- Provide a monthly mental health and wellness update.
- Provide one annual Extended School Year report. Include Summer Enrichment information when changes are substantive.
- Share the Barbara Harrington update during a curriculum committee meeting.
- Remove approval of title grants as those funds are anticipated and included in the regular budget process.
- Present new budget initiatives during the first November meeting.
- Eliminate 5 year budget projection or limit to finance committee and include in committee update.
- Revisit practices for public comment with parameters advised by District Counsel.
- Provide an annual student/class distribution report.
- Eliminate PAR as an action item.
- Determine need and potential function of a communications committee.
- Keep Executive Sessions at the beginning of the agenda for consistency.
- Approve elementary conference days and DHS PLC days as part of the calendar approval process.

DARIEN PUBLIC SCHOOLS

To: Dr. Alan Addley, Superintendent of Schools

From: Richard Rudl, Director of Finance & Operations

Subject: Other Sources of Revenue

Date: July 11, 2022

Per your request below is a summary of other sources of operating revenue that some districts in Fairfield County collect outside of what we already collect and budget (Facility Rentals, Summer School, Pre-K Tuition, Parking Fees, Shared Services-Technology, Gate Receipts).

Pay for Participation Athletics:

District	Fee	Family Cap
Darien	\$0	\$0
New Canaan	\$0	\$0
Westport	\$0	\$0
Fairfield	\$0	\$0
Danbury	\$0	\$0
Stamford	\$0	\$0
Norwalk	\$0	\$0
Joel Barlow	\$65	\$260
Weston	\$100	\$400
Bethel	\$100	\$300
Wilton	\$125	\$0
Monroe	\$150	\$450
Newtown	\$160	\$480
Trumbull	\$165	\$495
Ridgefield	\$225	\$0

DARIEN PUBLIC SCHOOLS

As a point of reference if the district charged all participants \$135 (the above average), the district would collect \$106,110 (excluding Squash, Hockey, Skiing and Sailing, which already have a charge).

Student Activity/Club Fees:

Two districts in Fairfield County currently charge a student activity/club fee. Those districts are listed below:
The funds collected are used to offset the cost of stipends to run these programs.

District	Fee	Family Cap
Joel Barlow	\$30	\$0
Wilton	\$50	\$0
Danbury	\$0	\$0
Stamford	\$0	\$0
Norwalk	\$0	\$0
Darien	\$0	\$0
New Canaan	\$0	\$0
Westport	\$0	\$0
Fairfield	\$0	\$0
Weston	\$0	\$0
Bethel	\$0	\$0
Monroe	\$0	\$0
Newtown	\$0	\$0
Trumbull	\$0	\$0
Ridgefield	\$0	\$0

DARIEN PUBLIC SCHOOLS

Non Resident Tuition:

Some districts allow non-residents to attend (School and Town Employees) at 25% of the calculated per pupil expenditure. Those districts include:

District	Tuition
Newtown	\$5,050
ER9	\$5,138
Ridgefield	\$5,422
Wilton	\$5,663
Westport	\$5,837
Weston	\$5,904



Darien Public Schools

To: Darien Board of Education
From: Alan Addley, Ed.D., Superintendent of Schools
Christopher Tranberg, Ph.D., Assistant Superintendent for Curriculum & Instruction
Date: July 11, 2022
RE: Student Discipline

A safe and healthy learning environment is a prerequisite for students to learn. In order to provide a safe learning environment, building administrators manage student discipline in accordance with Board Policy [5220](#) and student handbooks. Administrators work to ensure that policies are enforced fairly and consistently.

Managing the environment is partially an effort to give students multiple opportunities to demonstrate the competencies articulated in the Vision of the Graduate. These are the dispositions we believe students need to realize the District's vision and mission: Communication, Creativity, Curiosity, Empathy, Independence and Integrity.

Preventive Discipline	Creating a positive learning environment and averting undesirable behaviors is a primary goal of teachers, administrators and support staff. Preventive discipline is practiced by communicating clear expectations and addressing the social and emotional learning needs of students. As a District we are addressing this partially through the implementation of RULER. Other examples of preventive measures include advisory/flex lessons, Responsive Classroom, developmental guidance programming, positive reinforcement and open communication between home and school. Additionally, student and parent participation during annual commitment meetings is a joint effort to minimize discipline and keep students safe, healthy and able to fully participate in activities.
Progressive Discipline & Behavioral Consequences	Progressive discipline is commonly practiced to effectively manage the learning environment while attending to the developmental needs of individual students. Progressive discipline practices apply reasonable responses/consequences to student behaviors that increase in magnitude if the behaviors persist. A continuum of consequences may include a verbal warning, teacher detention, school detention, Saturday school detention, in-school suspension, out of school suspension, and expulsion.

Restorative Practice	A restorative approach to discipline attempts to directly address the undesirable behavior and work towards a remedy to restore potential harm and prevent similar behaviors from occurring in the future. A restorative response often involves working towards repairing a relationship so students can amicably work together in the future.
Collaboration & Calibration	Administrators in each building regularly work together to calibrate their approach to discipline. Through regular discussion and review of specific cases, administrators discuss student behaviors and determine an approach that would most likely prevent those behaviors from occurring in the future. Additionally, administrators confer with the District's Safe School Climate Coordinator and other District administrators to discuss specific cases when appropriate. Climate committees review data within schools to determine if a school or district wide approach is needed to address behavior trends.
Behavior Trends	Developmentally (Pk-12), the most common behavior challenge in school is student disrespect toward other students and adults in the school. Recently this has manifested through combative language, bullying and increased student-to-student physical engagement or altercations.

Serious discipline offenses have reduced significantly over the past five years. Moving forward we will review our student handbook using the revised CAFE Model Handbook as a guide. Regular communication between home and school supports students and comprehensive handbooks serve as a helpful guide.



Darien Public Schools

To: Darien Board of Education
From: Alan Addley, Ed.D., Superintendent of Schools
Date: July 11, 2022
RE: BOE Goals 2022-2023 / Strategic Plan Year 2

The Superintendent and Board will discuss the formation and purpose of the 2022-2023 Board/District Goals. Below are draft goals for the Board of Education's consideration. A discussion on Board Goals addresses District priorities, and how we will measure success. Upon review of the draft Goals, the administration will develop draft strategic actions and measurements for first reading at the July 26, 2022 Board Meeting with approval at the August 23, 2022 meeting.

This memorandum also outlines the Strategic Plan year two goals. Strategies and actions are included for reference as there is an important nexus between the Strategic Plan and annual Board Goals.

Board Goals

Board of Education Goals not only support and align to the Strategic Plan, they may also highlight specific priority areas within the plan that have emerged or growth goals for the Board itself. With that frame in mind and recognizing fewer goals provide opportunity for greater focus, the following is a list of suggested goals for consideration:

1. Evaluate and maximize safety and security practices for students and staff.
2. Support systems and practices to address the mental health and wellness needs of students and staff.
3. Advance the elementary school building projects.
4. Oversee the year 2 implementation of the Strategic Plan.
5. Enhance opportunities for appropriately challenging mathematics instruction for all students.
6. Enhance District communications.
7. Consideration of a professional growth and/or budget goal resulting from the Board's self-evaluation.

Strategic Plan

The Strategic Plan identifies goals that guide the District's work, provide focus and a common language for school and department improvement plans. Goal areas include:

Goal #1 - Enhancing Teaching and Learning

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

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

Goal #4 - Expanding the Professional Capacity of Staff

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

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

Goal #7 - Improving Technology to Support Teaching & Learning

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.

Strategic Plan Year 2

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 (RESA) 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)

(Action) Update K-1 classrooms with new Viewsonic presentations equipment

(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)