

Board of Education
Darien, Connecticut

SPECIAL MEETING OF THE BOARD OF EDUCATION

MONDAY, JUNE 12, 2023

PLACE:
**Darien Public Schools’
Administrative Offices
Meeting Room
7:30 p.m.**

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. Student Representative Reports.. | Mr. John Raskopf
Ms. Swaha Chakraborty | |
| 6. Approval of Minutes..... | Board of Education | |
| 7. Board Committee Reports..... | Board of Education | |
| 8. Presentations/Discussions | | |
| a. Report on High School College.....
Acceptances and Awards; Intern-
ships; Profile on High School Class
of 2023 and Post High School Plans | Mrs. Ellen Dunn | |
| b. Presentation and Discussion on.....
Department Chairs | Dr. Christopher Tranberg | |

**SPECIAL MEETING OF THE BOARD OF EDUCATION
MONDAY, JUNE 12, 2023**

8. Presentations/Discussions (cont.)

- c. Presentation and Discussion on.... Dr. Christopher Tranberg
Diversity, Equity, Inclusion (DEI)
Recommendations
- d. Update on Strategic Plan and..... Dr. Alan Addley
Board Goals
- e. Further Discussion and Possible.... Dr. Alan Addley
Action on 2024-2025 District School
Calendar
- f. Discussion and Possible Action..... Mr. Richard Rudl
re Relocation of Ox Ridge Playground
Equipment to Hindley School
- g. Discussion and Possible Action on..... Dr. Alan Addley
Renaming of Darien High School
Oval Road
- h. First Reading and Discussion of..... Ms. Marjorie Cion
Proposed Revisions to Board of
Education Policies
- i. Personnel Report..... Ms. Marjorie Cion

9. Action Item

- a. Action to Rescind Non-Renewal..... Dr. Alan Addley
Katherine Perez-Antoine

10. Public Comment*..... Mr. David Dineen

11. Adjournment..... Mr. David Dineen

AA:nv

**** The Board of Education meeting will be available to the public in person and via Zoom. Wearing of masks is optional and seating is limited by room capacity. Doors open at 7:15 p.m. for the 7:30 p.m. meeting.**

**SPECIAL MEETING OF THE BOARD OF EDUCATION
MONDAY, JUNE 12, 2023**

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

<https://darienps.zoom.us/j/93540483757>

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, MAY 9, 2023

PLACE:
DARIEN PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
MEETING ROOM
VIA ZOOM
7:30 P.M.

Board Members Present:

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

Administration Present:

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

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

- | | |
|-----------------------------------|--|
| 1. Call to Order | Ms. Jill McCammon, Board Vice-Chair
At 7:47 p.m. (0:00) |
| 2. Chairperson’s Report | Ms. Jill McCammon
At 7:47 p.m. (0:00) |
| 3. Public Comment | Ms. Jill McCammon
At 7:48 p.m. (0:01) |
| 4. Superintendent’s Report | Dr. Alan Addley
At 7:48 p.m. (0:01) |
| 5. Student Representative Reports | Mr. John Raskopf
At 7:55 p.m. (0:08) |
| 6. Approval of Minutes | Ms. Jill McCammon
At 7:56 p.m. (0:09) |

Motion to Approve the Minutes of the Special Meeting held on April 25, 2023 and Minutes of the Regular Meeting held on April 25, 2023:

1st Mr. Maroney

2nd Ms. Best

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

RESULT - MOTION PASSED (8-0-0)

7. Board Committee Reports

Ms. Jill McCammon
At 7:57 p.m. (0:10)

PRESENTATIONS AND DISCUSSIONS

8. Presentations/Discussions:

- a. Discussion and Possible Action on Board of Education Pre-Budget Topics and Timeline

Ms. Jill McCammon
Dr. Alan Addley
At 8:02 p.m. (0:15)

- b. Discussion and Possible Action on FY24 Budget Modifications to Reconcile to an Appropriation of \$114,448,824

Ms. Jill McCammon
Mr. Richard Rudl
At 8:10 p.m. (0:23)

Motion to Approve a Budget in the Amount of \$114,448,824 with a Change in Account 143002 Excess Cost of (\$100,426) Bringing the Amount of that Account to (\$2,656,823):

1st Mr. Brown

2nd Mr. Maroney

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

RESULT - MOTION PASSED (8-0-0)

- c. Further Discussion and Possible Action on Proposed Revisions to Board of Education Policies: 2700, Policy Regarding Retention of Electronic Records and Information; 3125, Purchasing; 3150, School Activity Funds; 4111, Non-Discrimination; 4118, Policy Regarding Prohibition of Sex Discrimination and Sexual Harassment in the Workplace (Personnel); 4025, Reports of Suspected Abuse or Neglect of Children or Reports of Sexual Assault of Students

Mr. David Brown
Ms. Marjorie Cion
At 8:12 p.m. (0:25)

by School Employees; 4050, Reports of Suspected Abuse or Neglect of Adults with an Intellectual Disability or Autism Spectrum Disorder; 4075, Alcohol, Tobacco and Drug-Free Workplace; 4450, Policy Regarding Employees and Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (NEW POLICY)

Motion to Approve the Proposed Board Policy Revisions; and new Board Policy 4450, Policy Regarding Employees and Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990:

1st Ms. Wurm

2ND Ms. Parent

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

RESULT - MOTION PASSED (8-0-0)

d. Personnel Report

Ms. Marjorie Cion
At 8:13 p.m. (0:26)

9. Public Comment

Ms. Jill McCammon
At 8:13 p.m. (0:26)

10. Adjournment

Ms. Jill McCammon
At 8:14 p.m. (0:27)

Motion to Adjourn:

1st Mr. Sini

2ND Ms. Best

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

RESULT - MOTION PASSED (8-0-0)

Meeting adjourned at 8:14 p.m. (0:27)

Respectfully Submitted,

Sara Parent
Secretary

Darien Public Schools

MEMO

To: Dr. Alan Addley, Superintendent
From: Meghan Emanuelson, Director of Guidance
Date: June 9, 2023
RE: Status Report of the Graduating Class of 2023

Attached please find the summary report on the post-secondary plans for the graduating class of 2023. When reviewing the information in the packet, please keep in mind that the majority of the data is garnered from student self-reporting or information directly from colleges and universities. As in previous years, the class of 2023 has performed very well and is planning on pursuing their post-secondary education in a variety of settings.

SECTION	REPORT
I	SUMMARY INFORMATION FOR THE CLASS OF 2023
II	COLLEGE APPLICATION ANALYSIS
III	EARLY DECISION ANALYSIS
IV	REGIONAL COLLEGE ANALYSIS
V	MOST APPLICATIONS
VI	MOST OFTEN ATTENDED
VII	HIGHEST/LOWEST ACCEPTANCE RATE
VIII	STATE SCHOOL APPLICATIONS
IX	IVY LEAGUE ANALYSIS
X	STANDARDIZED TEST RESULTS
XI	COLLEGE APPLICATION RESULTS

I - SUMMARY INFORMATION CLASS OF 2023

Future Plans for Graduates	2023		2022		2021		2020	
	Students	%	Students	%	Students	%	Students	%
4 Year College	322	93.9%	331	92.2%	284	89.6%	338	93.6%
2 Year College	5	1.5%	5	1.4%	4	1.3%	8	2.2%
College Prep School	4	1.2%	1	0.3%	5	1.6%	2	0.6%
Subtotal	331	96.5%	337	93.9%	293	92.4%	348	96.4%
Military	0	0.0%		0.0%	1	0.3%	0	0.0%
Employed	0	0.0%	1	0.3%	2	0.6%	1	0.3%
Other/Undecided/Gap	3	0.9%	15	4.2%	19	6.0%	10	2.8%
Unknown	4	1.2%	5	1.4%	1	0.3%	0	0.0%
Career Education/Trade School	5	1.5%	1	0.3%	1	0.3%	2	0.6%
Total	343	100.0%	359	100.0%	317	100.0%	361	100.0%

II - COLLEGE APPLICATION ANALYSIS 2020-2023

	2023	2022	2021	2020
Number of applications submitted	3576	3793	3127	3506
Early Decision applications (ED, EDII)	209	203	150	203
Percent of total	5.8%	5.4%	4.8%	5.8%
Early Action applications (EA, EAI, REA)	1516	1226	1030	1099
Percent of total	42.4%	32.3%	32.9%	31.3%
Priority applications	1	8	175	181
Percent of total	0.0%	0.2%	5.6%	5.2%
Rolling applications	251	235	219	141
Percent of total	7.0%	6.2%	7.0%	4.0%
Regular applications (Reg + Other)	1599	2121	1553	1882
Percent of total	44.7%	55.9%	49.7%	53.7%
Number of students per class	343	359	317	361
Average no. of applications per student	10.4	10.6	9.9	9.7
Average no. of acceptances per student	4.2	3.7	4.1	3.8
Number of different colleges applied to	371	400	407	396
Number of Students applying ED	174	172	135	176
Percentage of students applying ED	50.7%	47.9%	42.6%	48.8%

III - EARLY DECISION APPLICATIONS 2020-2023

	Class of 2023		Class of 2022		Class of 2021		Class of 2020	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Accepted	109	52%	95	47%	82	55%	117	59%
Deferred, then accepted	1	1%	5	3%	1	1%	3	2%
Waitlist, then accepted	1	0%	1	0%	1	1%	2	1%
Total accepted	111	53%	101	50%	84	56%	122	61%
Denied	56	27%	60	30%	31	21%	54	27%
Deferred, then denied	5	2%	13	6%	15	10%	5	3%
Total denied	61	31%	73	36%	46	31%	59	30%
Waitlist	7	3%	14	7%	10	7%	7	4%
Deferred, then waitlist	8	5%	7	3%	3	2%	0	0%
Total waitlist	15	7%	21	10%	13	9%	7	4%
Withdrawn/unknown/No Decision	24	11%	26	13%	7	5%	14	7%
Incomplete	13	6%	3	1%	0	0%	4	2%
Total ED applications	209		203		150		199	
Total # - Students Applying ED	174	51%	172	48%	135	43%	175	48%

IV - REGIONAL COLLEGE ANALYSIS
 NUMBER OF STUDENTS ATTENDING BY REGION
 2020-2023

	2023	2022	2021	2020
TOTAL	36	37	29	40
%	11%	11%	10%	12%

Great Lakes
 Illinois, Indiana
 Michigan, Minnesota
 Ohio, Wisconsin

TOTAL	79	79	62	84
%	24%	23%	22%	24%

Mid-Atlantic
 New Jersey,
 New York,
 Pennsylvania

TOTAL	85	99	77	107
%	26%	29%	27%	31%

New England
 Connecticut,
 Massachusetts,
 Maine, New Hampshire
 Rhode Island
 Vermont

TOTAL	0	1	0	0
%	0%	0%	0%	0%

North Central
 Iowa, Kansas,
 North Dakota, Nebraska
 South Dakota

TOTAL	27	32	30	25
%	8%	10%	10%	7%

Pacific & Mountain
 Alaska, California,
 Colorado, Hawaii,
 Idaho, Montana,
 Nevada, Oregon,
 Utah, Washington,
 Wyoming

	2023	2022	2021	2020
TOTAL	66	68	68	70
%	20%	20%	24%	20%

South Atlantic
 DC, Delaware,
 Florida, Georgia,
 Maryland, North Carolina
 South Carolina,
 Virginia, West Virginia

TOTAL	15	9	4	8
%	5%	3%	1%	2%

South Central
 Alabama, Arkansas,
 Kentucky, Louisiana,
 Missouri, Mississippi,
 Tennessee

TOTAL	14	5	10	5
%	4%	1%	3%	2%

Southwest
 Arizona, New Mexico,
 Oklahoma, Texas

Canada	0	2	3	3
Egypt	1	0	0	0
England	1	0	1	1
France	0	0	1	0
Netherlands	0	0	0	0
Scotland/Ireland/ Wales	3	5	0	3
Spain	0	0	1	
Switzerland	0	0	0	0
TOTAL	5	7	6	7
%	2%	2%	2%	2%

Non-US

GRAND TOTAL

	327	337	286	346
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IV - REGIONAL COLLEGE ANALYSIS
NUMBER OF STUDENTS ATTENDING BY REGION
2020-2023

	2023	2022	2021	2020	
Great Lakes	IL	0	3	5	5
	IN	8	7	11	5
	MI	6	3	4	12
	MN	0	0	0	0
	OH	13	16	7	17
	WI	9	8	2	1
	TOTAL	36	37	29	40
	%	11%	11%	10%	12%

Mid-Atlantic	NJ	2	1	0	4
	NY	35	34	31	38
	PA	42	44	31	42
	TOTAL	79	79	62	84
	%	24%	23%	22%	24%

New England	CT	29	30	28	39
	MA	30	33	28	43
	ME	4	3	7	3
	NH	6	10	2	4
	RI	12	16	9	10
	VT	4	7	3	8
	TOTAL	85	99	77	107
	%	26%	29%	27%	31%

North Central	IA	0	0	0	0
	KS	0	0	0	0
	ND	0	1	0	0
	NE	0	0	0	0
	SD	0	0	0	0
	TOTAL	0	1	0	0
	%	0%	0%	0%	0%

Pacific & Mountain	AK	0	0	0	0
	CA	15	17	17	19
	CO	12	11	10	5
	HI	0	0	0	0
	ID	0	0	0	0
	MT	0	0	0	0
	NV	0	0	1	0
	OR	0	2	2	0
	UT	0	2	0	1
	WA	0	0	0	0
	WY	0	0	0	0

IV - REGIONAL COLLEGE ANALYSIS
NUMBER OF STUDENTS ATTENDING BY REGION
2020-2023

TOTAL	27	32	30	25
%	8%	9%	10%	7%

South Atlantic

DC	5	9	13	5
DE	1	3	0	2
FL	9	5	8	10
GA	4	3	2	1
MD	3	8	6	9
NC	18	19	13	15
SC	9	9	11	13
VA	17	12	15	14
WV	0	0	0	1
TOTAL	66	68	68	70
%	20%	20%	24%	20%

South Central

AL	5	0	0	3
AR	0	0	0	0
KY	0	0	0	0
LA	2	4	1	1
MO	2	1	1	1
MS	2	0	1	0
TN	4	4	1	3
TOTAL	15	9	4	8
%	5%	3%	1%	2%

Southwest

AZ	3	0	1	0
NM	0	0	0	0
OK	0	0	0	0
TX	11	5	9	5
TOTAL	14	5	10	5
%	4%	1%	3%	1%

Non-US

Canada	0	2	3	3
Egypt	1	0	0	0
England	1	0	1	1
France	0	0	1	0
Netherlands	0	0	0	0
Scotland/Ireland/Wales	3	5	0	3
Spain	0	0	1	0
Switzerland	0	0	0	0
TOTAL	5	7	6	7
%	2%	2%	2%	2%

GRAND TOTAL

	327	337	286	346
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V - MOST APPLICATIONS 2020 - 2023

CURRENT YEAR ONLY: 2023	
College	Applications
University of Connecticut	107
Pennsylvania State University	70
Clemson University	63
Indiana University-Bloomington	62
Miami University, Oxford	60
University of Vermont	54
Northeastern University	52
University of Michigan	51
Elon University	51
University of Wisconsin-Madison	49
Providence College	49
Villanova University	49
University of Richmond	46
Boston College	45
University of Virginia	44
University of Colorado Boulder	41
University of Miami	40
Boston University	39
Bucknell University	38
Santa Clara University	37
Texas Christian University	36
Syracuse University	36
Fordham University	34
Lehigh University	34
University of Southern California	33
Wake Forest University	32
University of NC at Chapel Hill	28
New York University	28
College of Charleston	28
University of Denver	27
University of Maryland-College Park	25
Fairfield University	25
Tufts University	25
University of Florida	25
University of South Carolina	25
Vanderbilt University	24
University of Rhode Island	24
Southern Methodist University	23
Cornell University	23
University of Georgia	22
University of Massachusetts-Amherst	22
James Madison University	22
William & Mary	21
Tulane University of Louisiana	21
University of New Hampshire	21
Colgate University	20
Loyola University Maryland	20
University of California-Los Angeles	20

FOUR YEARS DATA: 2020 - 2023	
College	Applications
University of Connecticut	383
Pennsylvania State University	215
Boston College	208
Miami University, Oxford	199
Villanova University	198
University of Vermont	191
University of Michigan	186
Elon University	176
Northeastern University	173
University of Virginia	173
University of Richmond	172
Providence College	166
Clemson University	165
Boston University	155
Fordham University	154
University of Wisconsin-Madison	148
Indiana University-Bloomington	146
Bucknell University	140
University of Miami	139
Syracuse University	138
Wake Forest University	129
University of Colorado Boulder	129
Cornell University	126
Santa Clara University	120
Colgate University	119
College of Charleston	119
University of Pennsylvania	111
New York University	103
University of Rhode Island	99
Loyola University Maryland	97
University of Southern California	97
Tulane University of Louisiana	94
Vanderbilt University	93
Lehigh University	92
Fairfield University	91
Texas Christian University	91
Georgetown University	91
Dartmouth College	91
College of the Holy Cross	87
Tufts University	86
University of Massachusetts-Amherst	86
University of Denver	84
Yale University	84
University of South Carolina	82
University of NC at Chapel Hill	81
Duke University	80
Marist College	79
Gettysburg College	77

VI - MOST OFTEN ATTENDED 2020-2023

<u>College</u>	<u>2023 Only</u>
University of Connecticut	14
Villanova University	10
Northeastern University	9
Bucknell University	9
University of Wisconsin-Madison	8
Providence College	8
Lehigh University	8
Pennsylvania State University	6
University of Richmond	6
Syracuse University	6
University of Denver	6
Denison University	6
Indiana University-Bloomington	5
Elon University	5
University of Colorado Boulder	5
Santa Clara University	5
Georgetown University	5
Dartmouth College	5
University of Michigan-Ann Arbor	4
Wake Forest University	4
Southern Methodist University	4
College of the Holy Cross	4
Virginia Tech	4
Miami University, Oxford	3
Clemson University	3
University of Virginia-Main Campus	3
University of Miami	3
Fordham University	3
University of Southern California	3
New York University	3
The UNC at Chapel Hill	3
University of Rhode Island	3
College of Charleston	3
Auburn University	3
Sacred Heart University	3
Arizona State University-Tempe	3
Coastal Carolina University	3
Belmont University	3
Norwalk Community College	3
University of Vermont	2
Boston University	2
Texas Christian University	2
Tufts University	2
University of Florida	2
Cornell University	2

<u>College</u>	
University of Connecticut	54
Bucknell University	32
Villanova University	30
Elon University	28
Providence College	28
Miami University, Oxford	24
University of Richmond	24
Boston College	23
College of Charleston	21
Lehigh University	21
Northeastern University	20
University of Wisconsin-Madison	19
Syracuse University	19
Santa Clara University	19
Loyola University Maryland	19
Georgetown University	19
Pennsylvania State University-Penn St:	18
University of Michigan-Ann Arbor	18
University of Colorado Boulder	17
Wake Forest University	17
Clemson University	16
University of Denver	16
Indiana University-Bloomington	15
Dartmouth College	15
Sacred Heart University	14
Fordham University	13
University of Miami	13
Colgate University	13
Denison University	13
Norwalk Community College	13
University of Vermont	12
College of the Holy Cross	12
Southern Methodist University	12
Gettysburg College	11
Harvard University	11
Colby College	11
University of Virginia-Main Campus	10
Tufts University	10
Texas Christian University	10
St. Lawrence University	10
Trinity College	10
Virginia Tech	10
University of Pennsylvania	9
University of Rhode Island	9
Fairfield University	9

VII - HIGHEST AND LOWEST ACCEPTANCE RATES 2020-2023
(min of 20 applications)

	College	Acceptance %
HIGHEST % ACCEPTED	Xavier University	97%
	University of Maine	91%
	Miami University, Oxford	87%
	Bryant University	86%
	University of Mississippi	86%
	James Madison University	85%
	Iona University	83%
	Loyola University Maryland	83%
	University of Connecticut	82%
	Southern Connecticut State University	81%
	University of Denver	81%
	Belmont University	80%
	University of Pittsburgh-Pittsburgh Campus	79%
	Michigan State University	78%
	Elon University	77%
	Coastal Carolina University	77%
	Connecticut College	77%
	Quinnipiac University	76%
	Franklin and Marshall College	75%
	University of Arizona	74%
	Indiana University-Bloomington	73%
	University of New Hampshire-Main Campus	73%
	High Point University	73%
	Pennsylvania State University	73%
	The University of Alabama	72%

LOWEST % ACCEPTED	Vanderbilt University	14%
	Middlebury College	14%
	Emory University	14%
	Cornell University	14%
	The University of Texas at Austin	13%
	Colorado College	13%
	University of Chicago	12%
	Tufts University	12%
	Carnegie Mellon University	10%
	University of Pennsylvania	10%
	The University of NC at Chapel Hill	10%
	Massachusetts Institute of Technology	10%
	Rice University	10%
	University of Washington-Seattle Campus	9%
	Stanford University	9%
	Yale University	7%
	Northwestern University	7%
	Brown University	6%
	Columbia University in the City of New York	4%
	Princeton University	4%
	Duke University	3%
	Johns Hopkins University	0%

VIII - STATE SCHOOL APPLICATIONS 2020-2023

	<u>Total State</u>	<u>% of Total</u>							
	<u>School Apps</u>	<u>Applications</u>	<u>Storrs</u>	<u>Eastern</u>	<u>Western</u>	<u>Southern</u>	<u>Central</u>	<u>NCC</u>	<u>Stamford</u>
2023	127	4.3%	96	7	7	7	5	4	1
2022	121	4.1%	101	3	4	4	4	3	0
2021	99	4.1%	71	7	2	8	2	8	1
2020	121	3.5%	97	2	4	8	3	7	0
Attending	2023	2022	2021	2020	2019	2018			
UCONN (Storrs)	9	12	6	12	11	9			
Stamford	5	1	4	0	0	0			
ECSU	0	0	0	0	0	0			
WCSU	0	0	1	0	0	0			
SCSU	1	0	0	2	0	0			
CCSU	0	0	0	0	0	1			
NCC	3	3	4	1	7	1			
** Note - Net Applications (minus withdrawals & incompletes)									

IX - IVY LEAGUE SCHOOLS APPLICATION ANALYSIS 2020-2023

COMBINED 2020-2023	BROWN	COLUMBIA	CORNELL	DARTMOUTH	HARVARD	UPENN	PRINCETON	YALE	TOTAL	4 yr Average % of Class attending IVY school
	APPLY	52	56	108	80	58	94	42	74	
ADMIT	4	3	17	19	11	11	2	6	73	
% ADMIT	8%	5%	16%	24%	19%	12%	5%	8%	13%	
ENROLL	4	1	8	15	11	9	2	6	56	4.1%

2023	BROWN	COLUMBIA	CORNELL	DARTMOUTH	HARVARD	UPENN	PRINCETON	YALE	TOTAL	% of Class attending IVY school
	APPLY	10	14	17	10	8	12	8	15	
ADMIT	0	0	3	5	2	0	2	2	14	
% ADMIT	0%	0%	18%	50%	25%	0%	25%	13%	15%	
ENROLL	0	0	2	5	2	0	2	2	13	3.8%

2022	BROWN	COLUMBIA	CORNELL	DARTMOUTH	HARVARD	UPENN	PRINCETON	YALE	TOTAL	% of Class attending IVY school
	APPLY	17	13	35	28	11	25	9	22	
ADMIT	2	2	7	6	3	4	0	3	27	
% ADMIT	12%	15%	20%	21%	27%	16%	0%	14%	17%	
ENROLL	2	0	4	5	3	3	0	3	20	5.6%

2021	BROWN	COLUMBIA	CORNELL	DARTMOUTH	HARVARD	UPENN	PRINCETON	YALE	TOTAL	% of Class attending IVY school
	APPLY	13	13	26	20	19	29	12	24	
ADMIT	1	0	5	2	3	3	0	1	15	
% ADMIT	8%	0%	19%	10%	16%	10%	0%	4%	10%	
ENROLL	1	0	0	1	3	3	0	1	9	2.8%

2020	BROWN	COLUMBIA	CORNELL	DARTMOUTH	HARVARD	UPENN	PRINCETON	YALE	TOTAL	% of Class attending IVY school
	APPLY	12	16	30	22	20	28	13	13	
ADMIT	1	1	2	6	3	4	0	0	17	
% ADMIT	8%	6%	7%	27%	15%	14%	0%	0%	11%	
ENROLL	1	1	2	4	3	3	0	0	14	3.9%

X - STANDARDIZED TESTING RESULTS 2020-2023

<u>Class</u>	<u>Students</u>	<u>Average</u> <u>GPA</u>	<u>Average</u> <u>SAT 1600</u>	<u>Average</u> <u>ACT</u>
2023	343	3.582	1252	29
2022	359	3.543	1288	28
2021	317	3.528	1237	29
2020	361	3.51	1279	29

College	Apply	Withdraw	INC	Net Apply	Accept	Deny	Waitlist	Attend
Adelphi University	3	0	3	0	2	1	0	1
American University	16	0	0	16	9	0	0	0
Amherst College	7	1	0	6	1	4	1	1
Appalachian State University	2	0	0	2	2	0	0	0
Arcadia University	1	0	0	1	1	0	0	0
Arizona State University-Tempe	7	0	1	6	5	0	0	3
Art Center College of Design	1	0	0	1	0	1	0	0
Auburn University	13	0	0	13	6	7	0	3
Babson College	7	2	2	3	2	0	1	1
Baldwin Wallace University	1	0	0	1	0	1	0	0
Bard College	7	1	2	4	4	0	0	1
Barnard College	4	0	1	3	0	2	1	0
Bates College	11	3	3	5	3	0	2	1
Baylor University	7	0	2	5	3	2	0	1
Belmont University	6	0	0	6	6	0	0	3
Beloit College	1	0	0	1	1	0	0	1
Bentley University	8	0	0	8	5	1	2	1
Berklee College of Music	4	0	0	4	4	0	0	0
Binghamton University	3	1	0	2	2	0	0	0
Boise State University	1	0	0	1	1	0	0	0
Boston College	50	6	8	36	2	23	8	0
Boston Conservatory at Berklee	2	0	0	2	0	2	0	0
Boston University	42	6	5	31	11	14	1	2
Bowdoin College	6	3	0	3	1	2	2	1
Bowling Green State University-Main Campus	1	0	0	1	1	0	0	0
Brandeis University	4	1	0	3	3	0	1	0
Bridgewater State University	1	0	0	1	0	1	0	0
Brown University	14	1	3	10	0	9	1	0
Bryant University	8	1	0	7	7	0	0	0
Bucknell University	44	7	11	26	14	5	3	9
Butler University	3	1	0	2	2	0	0	0
Cal Poly	7	1	0	6	2	2	1	1
California College of the Arts	2	0	1	1	1	0	0	0
California Institute of Technology	3	0	0	3	0	3	0	0
California Institute of the Arts	1	0	1	0	0	0	0	0
California State Polytechnic University-Pomona	1	0	0	1	0	1	0	0
California State University-Long Beach	1	0	0	1	1	0	0	0
Cardiff University	1	0	0	1	1	0	0	1
Carleton College	1	1	0	0	0	0	0	0
Carnegie Mellon University	11	2	2	7	0	5	0	0
Case Western Reserve University	15	6	0	9	5	2	3	1
Central Connecticut State University	6	0	1	5	2	1	0	0
Champlain College	2	0	0	2	2	0	0	1
Chapman University	7	0	3	4	3	1	0	2
Claremont McKenna College	2	0	0	2	1	1	0	1
Clark University	5	1	0	4	2	1	0	0
Clarkson University	1	0	0	1	1	0	0	0
Clemson University	69	14	3	52	20	16	15	3
Coastal Carolina University	7	0	1	6	5	0	0	3
Colby College	12	5	2	5	3	0	4	2
Colgate University	25	7	3	15	4	4	8	3
College of Charleston	30	6	0	24	14	2	1	3
College of the Holy Cross	19	4	0	15	8	3	3	4

Colorado College	8	2	0	6	1	3	1	1
Colorado Mesa University	1	0	0	1	1	0	0	0
Colorado State University-Fort Collins	3	0	0	3	3	0	0	0
Columbia College	1	0	0	1	1	0	0	0
Columbia College Chicago	1	0	0	1	1	0	0	0
Columbia University in the City of New York	16	0	2	14	0	10	2	0
Columbus College of Art and Design	1	0	0	1	1	0	0	0
Concordia University - Montreal	1	1	0	0	0	0	0	0
Connecticut College	4	1	0	3	3	0	0	2
Cooper Union for the Advancement of Science	1	0	0	1	1	0	0	0
Cornell University	25	3	5	17	3	11	2	2
Creighton University	1	0	0	1	1	0	0	0
Culinary Institute of America	1	0	0	1	1	0	0	0
Curry College	5	0	0	5	4	0	0	0
Dartmouth College	14	1	3	10	5	4	0	5
Davidson College	4	0	2	2	2	0	0	2
Denison University	16	3	3	10	9	0	0	6
DePaul University	3	0	0	3	2	0	0	0
Dickinson College	7	3	1	3	1	2	0	0
Drew University	2	0	1	1	0	0	0	0
Drexel University	20	2	4	14	10	1	0	0
Duke University	20	1	2	17	0	13	1	0
Duquesne University	1	0	0	1	1	0	0	1
East Carolina University	3	0	0	3	3	0	0	0
Eastern Connecticut State University	8	0	1	7	4	1	0	0
Eckerd College	2	0	1	1	0	0	0	0
Elon University	56	13	7	36	30	1	1	5
Embry-Riddle Aeronautical University-Daytona	1	0	0	1	1	0	0	0
Emerson College	4	1	1	2	2	0	0	1
Emory University	14	3	3	8	1	7	1	1
Endicott College	7	0	0	7	4	0	0	1
Fairfield University	26	4	3	19	14	1	2	1
Flagler College	1	0	0	1	0	0	0	0
Florida Atlantic University	1	0	0	1	0	1	0	0
Florida Institute of Technology	2	0	0	2	2	0	0	0
Florida International University	1	0	0	1	0	1	0	0
Florida State University	16	1	2	13	3	9	0	0
Fordham University	39	7	1	31	22	5	6	3
Fort Lewis College	1	0	0	1	1	0	0	0
Franklin and Marshall College	14	3	1	10	8	1	2	1
Franklin W Olin College of Engineering	1	0	0	1	0	1	0	0
Furman University	3	0	0	3	2	0	0	0
George Mason University	4	2	0	2	2	0	0	0
Georgetown University	23	3	3	17	7	9	0	5
Georgia Institute of Technology-Main Campus	12	0	1	11	2	8	1	0
Gettysburg College	17	5	0	12	8	1	2	1
Gonzaga University	2	0	1	1	1	0	0	0
Goucher College	1	0	0	1	0	0	0	0
Grinnell College	2	2	0	0	0	0	1	0
Hamilton College	10	3	2	5	2	2	2	2
Harvard University	11	1	2	8	2	5	2	2
Haverford College	6	1	1	4	3	1	1	2
High Point University	13	2	0	11	11	0	0	2
Hillsborough Community College	1	0	0	1	1	0	0	1

Hobart William Smith Colleges	8	1	0	7	5	0	0	0
Hofstra University	3	1	1	1	0	0	0	0
IE University - Madrid	2	0	0	2	2	0	0	0
IE University - Segovia	1	0	0	1	1	0	0	0
Indiana University-Bloomington	65	7	4	54	43	1	2	5
Iona University	9	0	0	9	7	1	0	0
Ithaca College	12	1	2	9	8	1	0	2
Jacksonville University	1	0	1	0	0	0	0	0
James Madison University	22	2	0	20	15	1	1	1
Johns Hopkins University	10	0	0	10	0	9	0	0
Johnson & Wales University-Providence	4	0	0	4	3	1	0	0
Kansas State University	2	0	0	2	1	0	0	0
Keene State College	2	0	1	1	2	0	0	0
Kenyon College	10	2	0	8	5	0	1	2
King's College London (University of London)	1	0	0	1	1	0	0	1
La Salle University	1	0	0	1	1	0	0	0
Lafayette College	18	4	3	11	8	2	2	1
Lehigh University	35	5	7	23	14	3	6	7
Louisiana State University	2	0	0	2	2	0	0	0
Loyola Marymount University	11	1	1	9	5	2	0	0
Loyola University Chicago	3	0	0	3	3	0	0	0
Loyola University Maryland	23	5	3	15	14	0	1	2
Lynn University	3	0	0	3	3	0	0	0
Macalester College	3	0	0	3	2	1	0	0
Maine College of Art & Design	1	0	1	0	0	0	0	0
Manhattan College	3	1	0	2	2	0	0	1
Manhattan School of Music	1	0	0	1	0	1	0	0
Manhattanville College	2	0	0	2	2	0	0	0
Marist College	16	0	1	15	7	2	3	2
Marquette University	4	1	0	3	3	0	0	0
Marymount Manhattan College	1	0	0	1	1	1	0	0
Maryville University of Saint Louis	1	0	0	1	1	0	0	0
Marywood University	1	0	0	1	0	0	0	0
Massachusetts College of Art and Design	1	0	0	1	1	0	0	0
Massachusetts Institute of Technology	4	0	0	4	0	3	0	0
Massachusetts Maritime Academy	2	0	0	2	1	1	0	0
McGill University	4	1	0	3	1	1	0	0
Mercer University	1	0	0	1	1	0	0	1
Merrimack College	2	0	0	2	2	0	0	0
Miami University, Oxford	61	3	0	58	54	0	0	3
Michigan State University	12	0	0	12	11	0	0	2
Middlebury College	14	1	2	11	2	7	0	1
Mitchell College	1	0	0	1	1	0	0	0
Monmouth University	1	0	0	1	0	0	0	0
Montana State University	4	0	0	4	4	0	0	0
Montclair State University	1	0	0	1	0	1	0	0
Mount Holyoke College	2	1	0	1	0	1	0	0
Mount Saint Mary College	1	0	0	1	0	0	0	0
Muhlenberg College	3	0	0	3	3	0	0	2
New Jersey City University	1	0	0	1	0	1	0	0
New York Film Academy - New York City	2	0	0	2	2	0	0	1
New York University	28	2	6	20	4	14	2	3
Newcastle University	1	0	0	1	1	0	0	0
North Carolina State University at Raleigh	9	0	3	6	4	2	0	1

Northeastern University	59	11	1	47	23	18	4	9
Northwestern University	20	2	3	15	0	10	3	0
Norwalk Community College	5	0	1	4	3	0	0	4
Nottingham Trent University	2	0	0	2	2	0	0	0
Oberlin College	2	0	0	2	1	0	0	0
OCAD University	1	1	0	0	0	0	0	0
Occidental College	3	3	0	0	0	0	1	0
Ohio State University-Main Campus	17	2	0	15	5	8	1	0
Ohio University-Main Campus	2	0	0	2	1	1	0	0
Ohio Wesleyan University	1	0	0	1	1	0	0	0
Ontario Tech University	1	1	0	0	0	0	0	0
Oregon State University	2	1	0	1	1	0	0	0
Otis College of Art and Design	1	1	0	0	0	0	0	0
Oxford Brookes University	1	0	0	1	1	0	0	0
Pace University, New York City Campus	6	0	1	5	3	2	0	1
Pace University, Westchester Campus	1	0	0	1	0	0	0	0
Palm Beach Atlantic University	1	0	0	1	1	0	0	1
Peabody Conservatory of The Johns Hopkins U	1	0	0	1	1	0	0	0
Pennsylvania State University-Penn State Main	75	5	8	62	51	4	1	6
Pepperdine University	4	0	2	2	0	2	0	0
Pitzer College	2	1	0	1	1	0	0	0
Plymouth State University	3	0	0	3	2	0	0	0
Point Loma Nazarene University	2	0	1	1	1	0	0	0
Pomona College	2	1	0	1	0	1	0	0
Pratt Institute-Main	1	0	0	1	0	1	0	0
Princeton University	10	0	2	8	2	4	1	2
Providence College	56	16	6	34	22	2	8	8
Purdue University-Main Campus	16	1	4	11	9	1	1	2
Quinnipiac University	15	2	1	12	9	1	0	1
Reed College	1	0	0	1	1	0	0	0
Rensselaer Polytechnic Institute	9	1	3	5	4	1	0	0
Rhode Island College	1	0	0	1	0	0	0	0
Rhodes College	1	0	0	1	0	0	0	0
Rice University	8	0	1	7	0	6	1	0
Ringling College of Art and Design	2	0	1	1	1	0	0	1
Roanoke College	5	0	0	5	4	0	0	0
Robert Morris University	1	0	0	1	1	0	0	0
Rochester Institute of Technology	8	1	1	6	5	0	0	1
Roger Williams University	16	2	1	13	9	0	0	1
Rollins College	10	1	2	7	2	0	0	0
Rowan University	1	0	0	1	1	0	0	0
Rutgers University-New Brunswick	4	1	0	3	3	0	0	0
Sacred Heart University	13	0	2	11	9	0	0	3
Saint Anselm College	1	0	0	1	0	0	0	0
Saint Joseph's University	3	1	0	2	1	0	0	0
Saint Louis University-Madrid Campus	1	0	0	1	1	0	0	0
Saint Michael's College	2	0	0	2	1	0	0	0
Salisbury University	2	0	0	2	1	0	0	0
Salve Regina University	6	1	1	4	2	0	0	0
San Diego State University	5	0	0	5	2	2	1	0
Santa Clara University	43	7	6	30	19	4	6	5
Santa Monica College	1	0	0	1	1	0	0	0
Savannah College of Art & Design - SCAD	4	0	0	4	5	0	0	2
School of the Art Institute of Chicago	1	0	0	1	1	0	0	0

School of Visual Arts	1	0	0	1	1	0	0	0
Scripps College	2	0	0	2	1	1	0	0
Seton Hall University	2	0	0	2	2	0	0	0
Simmons University	2	0	0	2	2	0	0	0
Skidmore College	8	4	0	4	2	0	2	0
Smith College	6	0	0	6	4	1	1	2
Southern Connecticut State University	7	0	0	7	6	1	0	1
Southern Methodist University	27	7	5	15	13	1	0	4
Southern Virginia University	1	0	0	1	1	0	0	1
St Olaf College	1	1	0	0	0	0	0	0
St. John's University-New York	1	0	0	1	0	0	1	0
St. Lawrence University	14	3	3	8	8	0	0	2
St. Thomas Aquinas College	1	0	0	1	0	0	0	0
Stanford University	7	0	0	7	1	6	0	0
State University of New York (SUNY)	1	0	0	1	0	0	0	0
State University of New York at New Paltz	2	0	0	2	1	1	0	0
Stevens Institute of Technology	3	0	2	1	0	0	1	0
Stonehill College	2	0	0	2	2	0	0	0
Stony Brook University	4	1	0	3	3	0	0	0
SUNY at Purchase College	4	0	0	4	1	0	0	0
SUNY College at Oswego	2	0	0	2	1	0	0	0
SUNY College of Environmental Science and Fo	1	0	0	1	1	0	0	0
SUNY Maritime College	1	0	0	1	1	0	0	1
SUNY Polytechnic Institute	1	0	0	1	1	0	0	0
Susquehanna University	1	0	0	1	1	0	0	0
Swarthmore College	4	1	0	3	0	2	0	0
Syracuse University	37	3	7	27	18	3	3	6
Temple University	9	0	2	7	6	0	0	0
Temple University Japan	1	0	0	1	0	0	0	0
Texas A & M University-College Station	7	1	3	3	3	0	0	2
Texas Christian University	38	10	4	24	7	11	2	2
Texas State University	1	0	0	1	1	0	0	0
The American University in Cairo	1	0	0	1	1	0	0	1
The American University of Paris	3	0	0	3	0	1	0	0
The Catholic University of America	3	1	0	2	0	0	0	0
The City University of New York - CUNY	2	0	0	2	0	0	0	0
The College of Wooster	1	0	0	1	1	0	0	0
The George Washington University	19	2	6	11	8	2	0	0
The London School of Economics and Political	1	0	0	1	0	1	0	0
The New England Conservatory of Music	1	1	0	0	0	0	0	0
The New School	2	0	0	2	0	1	0	0
The Oberlin Conservatory of Music	2	0	0	2	1	0	0	0
The University of Alabama	12	0	1	11	8	2	0	2
The University of British Columbia	1	0	0	1	1	0	0	0
The University of Edinburgh	3	0	0	3	3	0	0	0
The University of Montana	2	0	1	1	1	0	0	0
The University of North Carolina at Chapel Hill	31	4	2	25	4	17	2	3
The University of Tampa	17	1	1	15	8	6	1	0
The University of Tennessee-Knoxville	11	0	5	6	4	1	2	0
The University of Texas at Austin	15	1	2	12	3	7	0	2
The University of the South	2	1	0	1	1	0	0	0
Towson University	2	1	0	1	1	0	0	0
Trinity College	12	2	3	7	2	0	1	1
Tufts University	26	1	8	17	2	13	1	2

Tulane University of Louisiana	27	7	8	12	3	6	3	2
Union College (NY)	8	3	2	3	3	0	0	0
United States Military Academy	2	0	0	2	1	1	0	1
United States Naval Academy	1	0	1	0	0	0	0	0
Unity College	1	0	0	1	0	1	0	0
Universal Technical Institute - Orlando	1	0	0	1	1	0	0	1
Universidad Carlos III de Madrid	1	0	0	1	1	0	0	0
University at Albany, SUNY	3	1	0	2	2	0	0	0
University College Dublin	1	0	0	1	1	0	0	0
University of Arizona	6	0	2	4	3	0	0	0
University of Arkansas	1	0	0	1	0	1	0	0
University of Bridgeport	1	0	0	1	1	0	0	0
University of California-Berkeley	19	3	1	15	2	9	1	1
University of California-Irvine	7	1	0	6	3	2	0	0
University of California-Los Angeles	22	2	0	20	2	10	5	1
University of California-San Diego	11	2	0	9	3	4	0	1
University of California-Santa Barbara	17	3	0	14	4	5	4	0
University of California-Santa Cruz	3	0	0	3	2	0	0	0
University of Central Florida	3	0	0	3	0	2	0	0
University of Charleston	1	0	0	1	1	0	0	0
University of Chicago	10	3	1	6	0	3	3	0
University of Cincinnati-Main Campus	3	0	0	3	1	2	0	0
University of Colorado Boulder	43	3	4	36	22	8	1	5
University of Colorado Denver	3	1	0	2	2	0	0	0
University of Connecticut	114	12	6	96	80	6	0	14
University of Connecticut-Stamford	1	0	0	1	1	0	0	1
University of Dayton	3	0	1	2	2	0	0	0
University of Delaware	18	2	1	15	12	3	1	1
University of Denver	29	2	3	24	23	0	0	6
University of Exeter	1	0	0	1	0	1	0	0
University of Florida	26	2	3	21	6	11	0	2
University of Georgia	25	4	2	19	4	14	2	0
University of Glasgow	1	0	0	1	0	1	0	0
University of Hartford	6	0	2	4	4	0	0	0
University of Illinois at Urbana-Champaign	8	1	0	7	3	3	0	0
University of Iowa	1	0	0	1	1	0	0	0
University of Kentucky	2	0	0	2	1	0	0	0
University of Liverpool	1	0	0	1	1	0	0	0
University of Maine	10	1	1	8	8	0	0	0
University of Maryland-College Park	27	4	2	21	12	8	0	1
University of Massachusetts-Amherst	23	2	4	17	11	4	2	1
University of Massachusetts-Boston	6	1	0	5	4	0	0	0
University of Massachusetts-Dartmouth	1	0	0	1	0	0	0	0
University of Massachusetts-Lowell	1	0	1	0	0	0	0	0
University of Miami	44	8	3	33	16	8	12	3
University of Michigan-Ann Arbor	57	8	9	40	3	15	14	4
University of Minnesota-Twin Cities	3	0	0	3	3	0	0	0
University of Mississippi	12	1	0	11	11	0	0	2
University of New England	1	0	0	1	1	0	0	0
University of New Hampshire-Main Campus	23	4	1	18	15	0	0	1
University of New Haven	2	0	0	2	2	0	0	0
University of North Carolina at Asheville	1	0	0	1	1	0	0	0
University of North Carolina at Charlotte	2	0	0	2	2	0	0	1
University of North Carolina Wilmington	3	1	0	2	1	1	0	0

University of Notre Dame	19	4	2	13	2	10	1	1
University of Nottingham	1	0	0	1	0	1	0	0
University of Oregon	2	0	0	2	2	0	0	0
University of Oxford	1	0	0	1	0	1	0	0
University of Pennsylvania	19	3	4	12	0	10	1	0
University of Pittsburgh-Pittsburgh Campus	16	1	0	15	14	1	1	1
University of Rhode Island	25	1	2	22	20	1	0	3
University of Richmond	56	16	6	34	12	4	15	6
University of Rochester	13	5	0	8	5	3	0	1
University of San Diego	7	2	0	5	1	3	1	0
University of San Francisco	2	0	0	2	1	0	0	0
University of Scranton	2	0	0	2	1	0	0	0
University of South Carolina-Columbia	26	5	1	20	3	10	4	0
University of South Florida-Main Campus	3	0	0	3	1	1	0	0
University of Southern California	33	1	4	28	3	21	1	3
University of St Andrews	12	1	1	10	6	3	0	2
University of Toronto	2	1	0	1	1	0	0	0
University of Utah	3	1	1	1	0	0	0	0
University of Vermont	61	9	8	44	35	4	3	2
University of Virginia-Main Campus	48	7	2	39	7	30	2	3
University of Washington-Seattle Campus	8	2	2	4	0	3	0	0
University of Waterloo	1	0	0	1	1	0	0	0
University of Wisconsin-Madison	57	12	4	41	16	14	6	8
University of Wisconsin-Whitewater	1	0	0	1	1	0	0	0
Vanderbilt University	26	2	3	21	2	16	0	1
Vassar College	12	3	1	8	2	4	0	1
Vaughn College of Aeronautics and Technology	1	0	1	0	0	0	0	0
Vermont State University	1	0	1	0	0	0	0	0
Villanova University	51	6	4	41	13	19	6	10
Virginia Commonwealth University	1	0	0	1	1	0	0	0
Virginia Tech	17	2	2	13	9	0	3	4
Wake Forest University	38	8	4	26	4	11	9	4
Washington and Lee University	6	1	4	1	0	1	0	0
Washington University in St Louis	13	2	0	11	3	7	1	2
Wellesley College	1	0	0	1	0	0	1	0
Wentworth Institute of Technology	3	0	0	3	3	0	0	0
Wesleyan University	7	1	0	6	1	2	2	0
West Virginia University	1	0	0	1	1	0	0	0
Western Connecticut State University	7	0	0	7	5	1	0	0
Western Kentucky University	1	0	0	1	1	0	0	0
Western New England University	1	0	0	1	1	0	0	0
Wheaton College - Massachusetts	1	0	1	0	0	0	0	0
Whitman College	1	0	0	1	1	0	0	0
William & Mary	27	6	4	17	6	8	2	2
Williams College	6	1	0	5	2	3	0	2
Worcester Polytechnic Institute	7	0	0	7	5	0	0	2
Xavier University	12	1	0	11	11	0	0	1
Yale University	19	1	2	16	2	11	0	2

Class of 2023 Summary

SUMMARY INFORMATION

CLASS OF 2023

	2023		2022		2021		2020	
	<u>Students</u>	<u>%</u>	<u>Students</u>	<u>%</u>	<u>Students</u>	<u>%</u>	<u>Students</u>	<u>%</u>
4 Year College	322	93.9 ⁰ %	331	92.2 ⁰ %	284	89.6 ⁰ %	338	93.6%
2 Year College	5	1.5 ⁰ %	5	1.4 ⁰ %	4	1.3 ⁰ %	8	2.2%
College Prep School	4	1.2 ⁰ %	1	0.3 ⁰ %	5	1.6 ⁰ %	2	.6%
Subtotal	331	96.5 ⁰ %	337	93.9 ⁰ %	293	92.4 ⁰ %	348	96.4%

* 343 students in the Class of 2023

COLLEGE APPLICATION ANALYSIS

2020-2023

	<u>2023</u>	<u>2022</u>	<u>2021</u>	<u>2020</u>
Number of applications submitted	3576	3793	3127	3506
Number of different colleges receiving applications from DHS students	371	400	407	396

EARLY DECISION APPLICATIONS 2020-2023

	<u>Class of 2023</u>		<u>Class of 2022</u>		<u>Class of 2021</u>		<u>Class of 2020</u>	
# of ED students	174	51%	172	48%	135	43%	175	48%
Accepted	111	53%	101	50%	84	56%	122	61%

MOST APPLICATIONS

CURRENT YEAR ONLY: 2023		FOUR YEARS DATA: 2020 - 2023	
College	Applications	College	Applications
University of Connecticut	107	University of Connecticut	383
Penn State University	70	Pennsylvania State University	215
Clemson University	63	Boston College	208
Indiana U - Bloomington	62	Miami University - Oxford	199
Miami Univ - Oxford	60	Villanova University	198
University of Vermont	54	University of Vermont	191
Northeastern University	52	University of Michigan - Ann Arbor	186
University of Michigan - Ann Arbor	51	Elon University	176
Elon University	51	Northeastern University	173
Univ of Wisconsin-Madison	49	University of Virginia	173
Providence College	49	University of Richmond	172
Villanova University	49	Providence College	166

MOST ATTENDED

CURRENT YEAR ONLY: 2023		FOUR YEARS DATA: 2020 - 2023	
College	Attend	College	Attend
University of Connecticut	14	University of Connecticut	54
Villanova University	10	Bucknell University	32
Northeastern University	9	Villanova University	30
Bucknell University	9	Elon University	28
Univ of Wisconsin-Madison	8	Providence College	28
Providence College	8	Miami University - Oxford	24
Lehigh University	8	University of Richmond	24
Penn State University	6	Boston College	23
University of Richmond	6	College of Charleston	21
Syracuse University	6	Lehigh University	21
University of Denver	6	Northeastern University	20
Denison University	6	Univ of Wisconsin-Madison	19
Indiana Univ - Bloomington	5	Syracuse University	19

STATE SCHOOL APPLICATIONS 2020-2023

	<u>Total State</u>	<u>% of Total</u>							
<u>Class of</u>	<u>School Apps</u>	<u>Applications</u>	<u>Storrs</u>	<u>Eastern</u>	<u>Western</u>	<u>Southern</u>	<u>Central</u>	<u>NCC</u>	<u>Stamford</u>
2023	127	4.3%	96	7	7	7	5	4	1
2022	121	4.1%	101	3	4	4	4	3	0
2021	99	4.1%	71	7	2	8	2	8	1
2020	121	3.5%	97	2	4	8	3	7	0

Class Averages

		Average	Average	Average
Class	Students	GPA	SAT 1600	ACT
2023	343	3.582	1252	29
2022	359	3.543	1288	28
2021	317	3.528	1237	29
2020	361	3.51	1279	29

3 Supplemental Information Class of 2023

Special Programs

33 students reported that they will be participating in/were admitted to a special program.

These programs include the following:

- Honors programs
- First year study abroad programs
- Living Learning Communities
 - Research Fellowships
- ROTC scholarships/ programs
 - Academic support programs
- Audition only programs (theater, music)
 - Dual degree/accelerated programs
 - First year study abroad programs
- Prestigious academic programs by application only

Will waitlists change outcomes?

83 students reported they are currently on a waitlist.

- 13 students WILL change their college of attendance if admitted off of the waitlist.
 - 22 said "it depends".

Top Career Clusters

Top TWO choices included

- Business Management and Administration (108)
- Science, Technology, Engineering, and Math (78)
- Finance (67)
- Health Science (46)
- Marketing (39)
- Arts, Audio/Visual, Communications (43)
- Human Services (25)
- Government and Public Administration (20)
- Law, Public Safety, Corrections (19)
- Education and Training (16)
- Agriculture, Food, Natural Resources (10)
- Architecture and Construction (7)
- Information Technology (4)
- Hospitality and Tourism (3)
- Manufacturing (2)
- Transportation, Distribution, and Logistics (1)

QUESTIONS?



SENIOR INTERNSHIP PROGRAM UPDATE

SENIOR INTERNSHIP REQUIREMENTS

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

On Monday, June 12th:

- Present at DHS Internship Symposium, 1:30-2:30pm
- 333 students participated

2023 INTERNSHIP SITES

A Little Something White
Alfieri Enterprises
Ambler Farm
Andrea Art Studio
Andrew Stefanou Salon and Spa
Authentic Athlete
Badass Ceo
BayWatch Partners
Baywater Properties
Bell Island Bakery
Best Version Media
Bodega Darien
Bolton Construction LLC
Boys & Girls Club of Stamford (Yerwood Unit)
Broadway Method Academy
Brown Harris Stevens
Browne & Co. - Store Manager
Bruce Museum of Arts and Sciences
Camp Arcadia
Cape Cod Institute
Carozza Fitness
Casey McBride Yoga & Wellness
Center for Global Studies at Brien McMahon High Sc
Chelsea Piers
Christ Community Church
Christopher Pagliaro Architects, LLC
Coldwell Banker
Compass Real Estate
Connoisseur Media
CT Grizzlies Lacrosse
Dac Group
Dance on the DL (DL Studio)
Dannys Cycles
Darien Arts Center
Darien Athletic Foundation
Darien Butcher
Darien Chamber of Commerce
Darien Community Association/Thrift Shop
Darien District Office
Darien EMS - Post 53
Darien Fire Marshal's Office
Darien Flowers
Darien High School Library
Darien Nature Center
Darien School of Dance/YWCA of Darien
Darien Town Garage
Darien Town Hall-Building Department
Darien YMCA
Desert Institute for Spine Care
DiMare Pastry Shop
Eileen Kennedy Design
Elevate Physical Therapy
Everything is Rosey
Factory Underground Studio
Family Centers- Center For HOPE
Family Children's Agency-ASPIRE After School
Fiddler's Green
First Congregational Church
Fletcher Knight
Flour, Water, Salt, Bread
Francis Development
Funkadelic Studios
futuresTHRIVE LTD
Genesee & Wyoming Inc.
Gold Coast Children's Center
Greenwich Water Club
Greib's Pharmacy Inc.
Guardbot
Hands on Pottery
Hartford Healthcare
Hindley Elementary School
Houlihan Lawrence Real Estate
Human Services Council
Imported Cars of Darien
INTEMPO
Internship with Britton Barthold
Jewish Community Center
Just Cats
K&B Mechanic
Krista Fox Interiors
Kumon -Norwalk
Kumon Math&Reading Ctr - Darien
Lantern Energy
Law Office of Dana Johnson
Liberation Programs
Lucky Dog Refuge
Make Modern

2023 INTERNSHIP SITES

Mather Barn
McBride Residence
Mead Farm
Medi-Weightloss Clinic of Wilton
Menaji Worldwide
Methodist Family Center Preschool
Middlesex Middle School
Mirador LLC
Morgan Stanley
Museum of Darien
Neil Hauck Architects LLC
Noble House Media
NOLA Physical Therapy
Noroton Heights Fire Department
Northeast Volleyball Club
Nutmeg Sporting Goods
One River AM
Ox Ridge Elementary School
Palmers Market
Pennyweights
Performance Physical Therapy
Person2Person
Playland Nursery School and Camp
Private Wealth Systems
Prudence Home and Design

Redniss & Mead, Inc.
Rowayton Yacht Club
Royle Elementary School
Samlyn Capital LLC
Sarah Weaver Interiors
School of Rock
Solaris Racquet Club
SoNo Ice House
Sotheby's International Realty
Soundwaters
Sportsplex Stamford
St. Luke's Episcopal Church
St. Luke's Parish School
St. Luke's Preschool
St. Thomas More Church
Stamford Hospital - Cardiology
Stamford Hospital - Trauma Surgery
Stamford Hospital - Tully Health Center
Stamford Museum & Nature Center
Stepping Stones Museum for Children - Mathews Park
Sterling Farms Tennis Club
Strigo Coffee
Talcott Notch Literary Services, LLC

The Aesthetic Center Plastic Surgery & Medical Spa
The Community Fund of Darien
The Darien Depot
The Mather Homestead Foundation
The Performing Arts Conservatory of New Canaan
Three Dog Bakery
Tokeneke Elementary School
Town of Darien - Building Department
Town of Darien - Parks & Recreation
Transparensa Fuels - New Canaan Office
Triple Threat Lacrosse
Twin Rinks Ice House
Tyton Partners
VCA Darien Animal Hospital
Velo-CT
Vibe Fitness
Wavenny LifeCare Network
Wellness Insights
West Elementary School
Whippoorwill Country Club
Wiggles and Giggles
Wilton RE
XenHouse

FROM THE STUDENTS AND MENTORS

“My internship with Post 53 had opened my eyes to an entire new side of EMS. Though I’ve been in Post 53 since freshman year, I was always focused on the operations of the organization rather than what our director does behind the scenes to ensure the operations run smoothly. I’ve learned how important it is to maintain good relationships with surrounding first responders, and in an attempt to do so, have attended different training sessions and meetings with Noroton Heights Fire Department, Stamford EMS, Stamford Police Department, and Boston MedFlight.”

- Brennan Moore

“It’s insightful to read my mentees journals to see what they are doing and how they are reflecting on the internship with what they hope to take away for the future.” - Faculty Mentor

“Interning at Talcott Notch Literary Services, I've had the opportunity to learn a lot from fun events like the US Book Show and ThrillerFest, and also from the daily work of reading queries, searching for comp titles, and exploring the publishing industry. As a result, I've gained a lot of knowledge that I know will be useful to my future career plans as an author.”

-Lily Cowles



Memorandum

To: Darien Board of Education
CC: Alan Addley, Ed.D., Superintendent of Schools
From: Christopher Tranberg, Ph.D., Assistant Superintendent of Curriculum and Instruction
RE: Role of the Department Chair
Date: June 12, 2023

During the May meeting of the Board of Education Curriculum Committee, 6-12 Department Chairs provided an overview of their roles and responsibilities. The department chairs shared information regarding how their positions have evolved along with factors (such as increases in student enrollment) that have led to the evolution. The session took a deeper dive into how the role supports teaching and learning, teacher recruitment and onboarding, and oversight related to supervision and evaluation. Additionally, working with students and families and supporting the needs of students with learning differences was discussed.

This meeting was lengthy and rich with questions. The meeting can be viewed [here](#). Questions were received prior to the meeting and many were asked during the presentation. Those questions have all been compiled into a question and answer document that is provided [here](#) for your review.

Several questions juxtaposed the previous and current models and questioned the efficacy of our current practices and indicators of success. The previous model included department coordinators at MMS and DHS who had release time from their teaching duties and no responsibilities for teacher evaluation. The new model was put into place to address articulation and coherence of curriculum and assessment as well as opportunity for a more effective teacher feedback model inclusive of content-area expertise.

The current 6-12 Department Chair model is delivering on its intended design. If the model reverted to the 6-8 / 9-12 coordinator model, there would likely be regression to more autonomous teaching and assessment practices. Additionally, increased burden will be placed on building administrators as they would need to engage in more evaluations and feedback sessions. The current model is an asset to the District and will continue to deliver more aligned teaching and learning practices with guaranteed written and viable curriculum across content areas.

ROLE OF THE DEPARTMENT CHAIR

Darien Public Schools
June 12, 2023



OVERVIEW

01

INTRODUCTION

An overview of the Dept. Chair Role

02

TRANSITION TO DEPT CHAIRS

From Curriculum Coordinators to Department Chairs

03

WORK OF DEPT CHAIR

Teaching and Learning, Hiring, Supervision and Evaluation, and Families and Students

04

FEASIBILITY OF ELIMINATING POSITION

What if the District reverted to the previous model?

05

LOOKING AHEAD

Our collective goals for the future

06

QUESTIONS?

Questions?



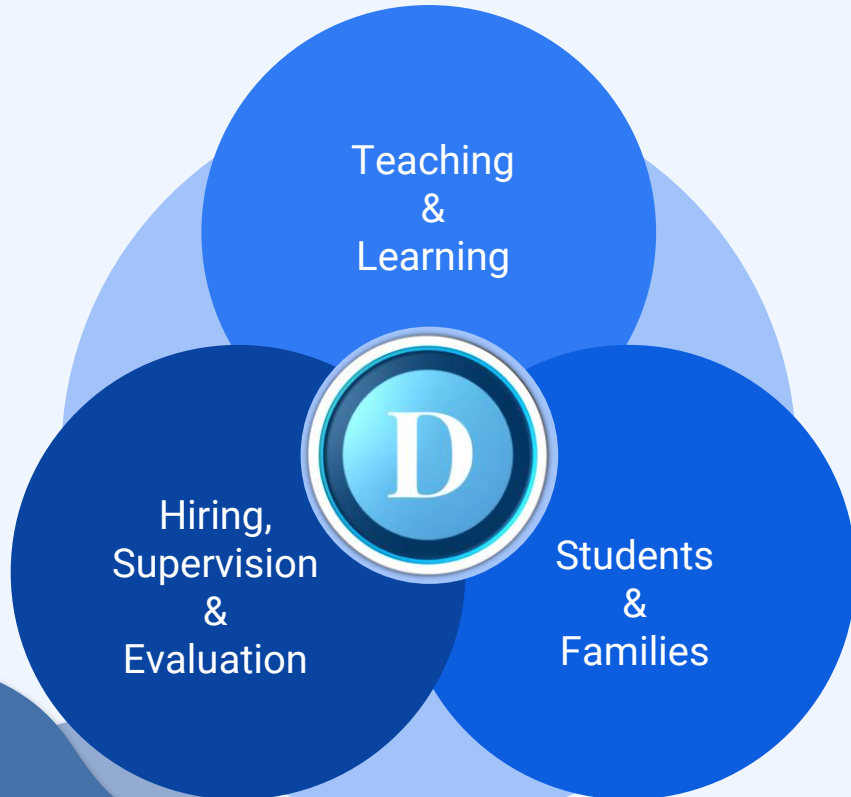
MISSION

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

A MODEL OF SUPPORT



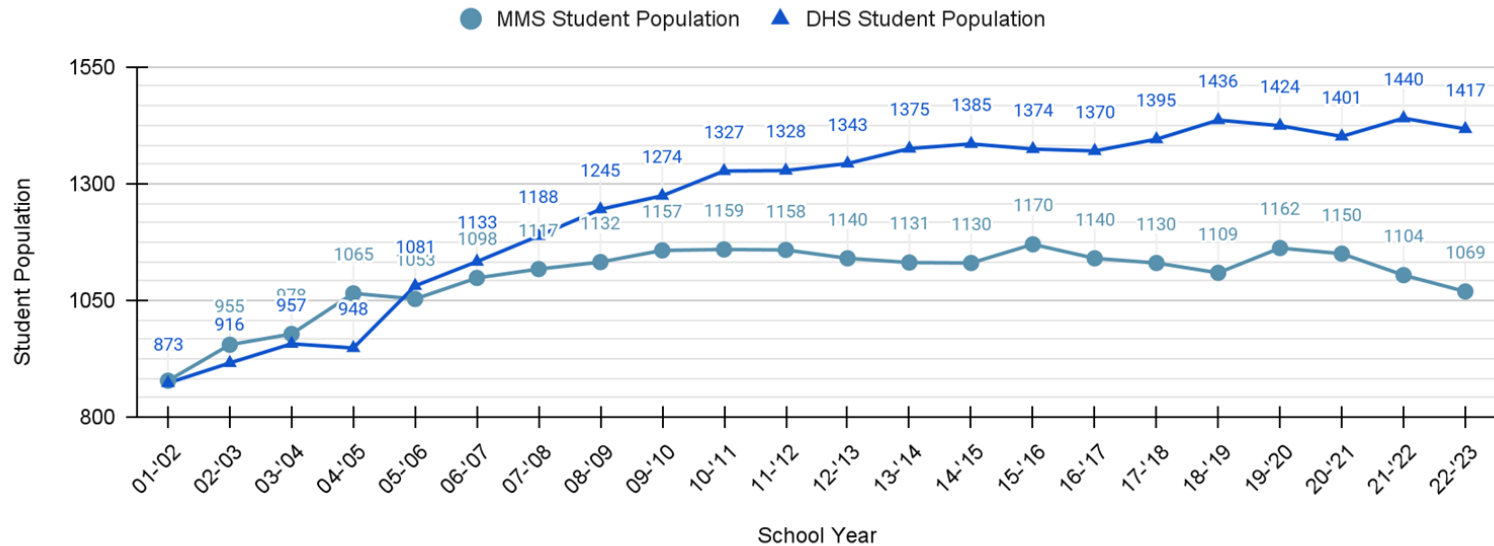
- 6-12 English Department Chair
- 6-12 Social Studies Department Chair
- 6-12 Science Department Chair
- 6-12 Mathematics Department Chair
- 6-12 World Language Department Chair
- 6-8 Special Education Department Chair
- 9-12 Special Education Department Chair

WHY THE ROLE CHANGED

Previous Model		Current Model
6-8 Department and 9-12 Department	➔	6-12 Departments with K-12 Articulation
Evaluations and Feedback by Building Administration	➔	Evaluations and Feedback by Content-Area Experts
Inconsistent Curriculum Practices	➔	Standards-Aligned Curriculum Utilizing UbD Framework
A Teaching Role that Supported Building Administration	➔	An Administrative Role that Supports Teachers and Students

GROWTH OF OUR SCHOOLS

MMS and DHS Student Population by School Year



Source: BOE Meeting Materials - November 22, 2022



6-12 History teachers at the Mather Homestead

By the numbers:

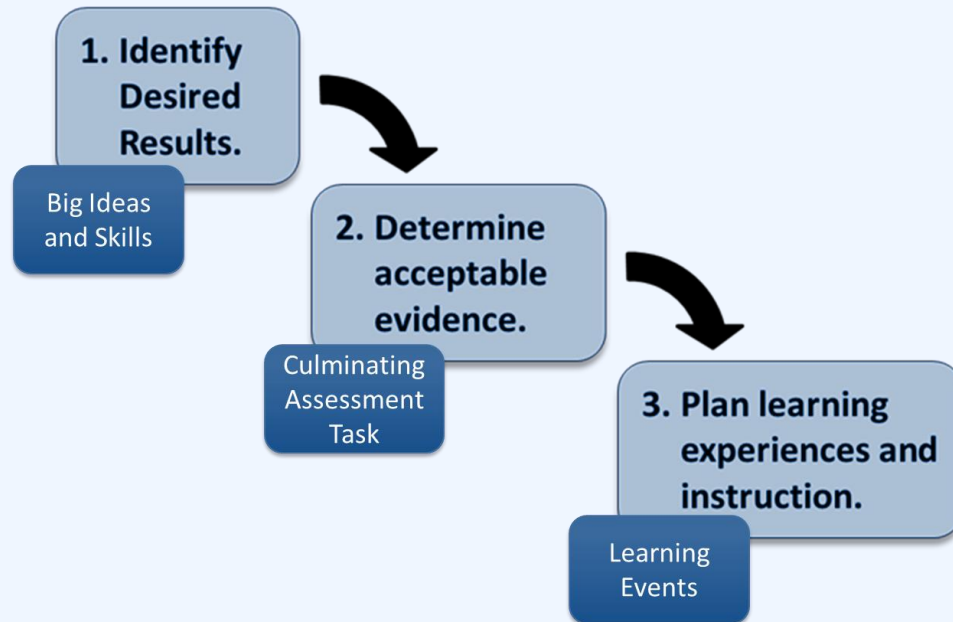
Hours of summer curriculum development	866
Hours of PLC meetings	470
Number of courses we oversee	130

TEACHING AND LEARNING

- Ensure vertical alignment K-12
- Develop, implement, and support district, school, and department goals
- Curriculum development
- Lead professional development sessions
- Create budgets; provide resources for teachers and students
- Maintain high expectations, accountability, and continual growth for teachers and students

UNDERSTANDING BY DESIGN (UBD)

Backward Design



Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Association for Supervision & Curriculum Development.

HIRING DUTIES AND PROCESS

Department Chairs lead and coordinate recruiting and hiring efforts for full-time positions and long-term substitutes, as well as arrange coverage for short-term absences.

Coordinate and lead screening interviews

Check references and coordinate final interviews

REVIEW

SCREENING

**INTERVIEW &
DEMOS**

REFERENCES

ONBOARDING

Recruit candidates.
Read and screen candidate applicants.

Coordinate and lead panel interviews and demonstration lessons

Coordinate with HR, IT, Building Admin, to orient new teachers. Provide and preview teaching responsibilities and curriculum materials.

By the Numbers:

# of Permanent Teachers Hired in 6 years	90
# of Long Term Subs Hired in 6 years	36

HIRING, SUPERVISION AND EVALUATION



By the Numbers:

# of Teachers we support	153
# of Observations we conduct	178
# of Post-Observation Meetings	178
# of Goals we set with teachers	612

- Hiring, onboarding, orienting, and supporting new teachers
- Conduct classroom observations and teacher evaluations and provide actionable feedback
- Facilitate and support teacher goal-planning
- Conduct mid-years and end-of-year meetings
- Informal instructional coaching and Creating and supporting corrective assistance plans

1:1 TEACHER TOUCH POINTS



FOCUS ON STUDENTS AND FAMILIES



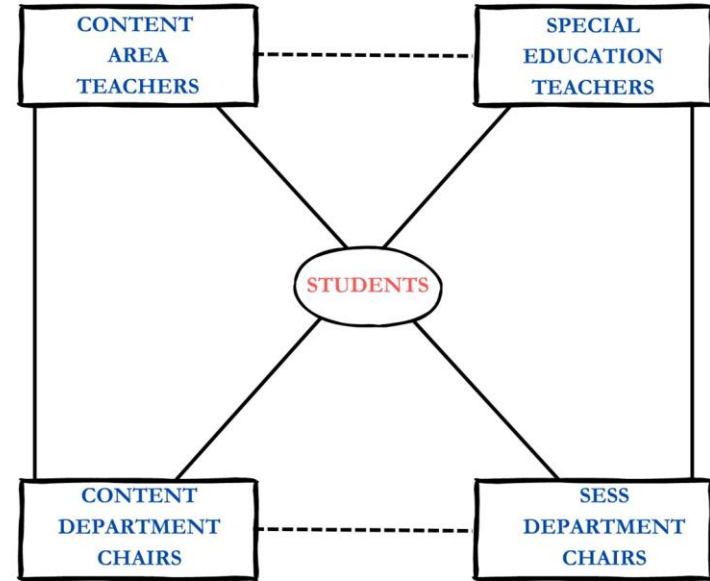
By the Numbers:	
# of waiver meetings	221
# of student meetings (course change)	273
# of students applying for honors	399
# of academic integrity meetings	45
# of students helped place from out of district (MMS + DHS)	104

- Liaison between parent-student-teacher
- Counsel parents and students about courses
- Facilitate course placements and adjustments
- Support, promote, and help coordinate all department-related student activities
- Support academic integrity policy
- Facilitate transitions with informational sessions

SUPPORTING ALL STUDENTS' NEEDS

By the Numbers:

# of special education students we support	508
# of supported academic courses in depts	94
# of special education teachers we support / collaborate with	38



SNAPSHOT OF DEPARTMENT CHAIR INVOLVEMENT



In the **SCHOOLS**

MMS PLC / MMS Dept Meeting / MMS Faculty Meeting /
MMS DEPT COUNCIL / DHS PLC / DHS Dept Meeting / DHS
Faculty Meeting / DHS DEPT COUNCIL

Working with **TEACHERS**

OBSERVATIONS / POST-OBSERVATIONS / REVIEWS OF
PRACTICE

At the **STATE** and **DISTRICT** Level

AILT / Secondary / Curriculum Leaders / CES Council
Meetings / PDEC / DEI

LOOKING AHEAD

Teaching and Learning

- Guaranteed, viable, engaging curriculum that is vertically aligned
- Consistently presented curriculum framework across all areas
- Purposeful integration of technology
- Create and propose new courses that open opportunities for students
- Help bring the Vision of the Graduate to life

Supervision and Evaluation

- Grow capacity of staff
- Implement new state evaluation system
- Create new systems of feedback for teachers

Students and Parents

- Implement findings of the communication survey
- Improve communication between schools and families
- Course and unit information transparency

DISCUSSION



[Q&A PAGE LINK](#)

Q and A from the Department Chairs' BOE Curriculum Committee Presentation (5/25/2023)

#	Question	Response
1	<p>How is the current model different from the previous model?</p> <p>Is there a change in headcount?</p> <p>What are the hours spent teaching in each?</p>	<p>This question was addressed extensively in the May 25 BOE Curriculum Committee presentation.</p> <p>Put briefly, with the current model, a Department Chair's primary responsibility is to supervise and evaluate department teachers at both MMS and DHS. (This works out to approximately 30 teachers per DC. Each school has approximately 15 teachers per department.) The DC is the point person for all aspects of teacher evaluation, hiring teachers for the department, planning department PD, developing budgets (for both schools and District), leading curriculum writing teams, presiding over academic integrity meetings, and running the advanced course placement process (and all attendant student and parent meetings and communications).</p> <p>The previous model was first and foremost a teaching position (500 hours of teaching per year) coupled with administrative responsibilities, such as ordering books, making budget requests, and facilitating the many smaller daily and weekly tasks that support each building's department. All of the responsibilities for the previous model have been assigned to the DCs.</p>
2	<p>What are content area experts, and how are they distinguished from building administrators?</p>	<p>All administrators have previous school experience, but that experience may be drawn from a variety of disciplines (math, english, science, social studies, world language, music, school counseling, art, P.E., etc.).</p> <p>The Department Chairs have an extensive background in the content area of their department, which includes training, licensing, and professional development. Because of this, they have a deep understanding of the instructional material and underlying concepts of a given lesson, unit, or course, as well as the best practices pedagogical approaches that will maximize student learning.</p> <p>All teachers seek to improve their instructional practices. Receiving insightful and actionable feedback is a critical element that teachers need in order to make those improvements. This is why it is so important for teachers to receive that feedback from a leader with a comprehensive background in the same content area.</p>

3	<p>Can you explain the implications of shifting from “a teaching role that supports building administration” to “an administrative role that supports teachers and students”?</p>	<p>Everyone understands that a lot is expected of 6-12 DPS teachers. They are responsible for planning lessons for multiple classes; collaborating with grade-level colleagues and co-teachers; assessing, evaluating, and providing feedback on student work; and communicating with parents, along with a host of other tasks.</p> <p>The model previous to the Department Chair was that of the Curriculum Coordinator. Even though CCs received release time to support their administrative duties, they remained responsible for teaching four classes, so when one considers the level of focus necessary for a teacher to ensure that all students are successful, it should be clear that the previous model was viewed primarily as a teaching position that provided support to the building administrators in given areas.</p> <p>With that model, CCs were not expected to supervise or evaluate the teachers in their department, so only on rare occasions did they observe classroom lessons. If an aspect of a teacher's practice needed to be addressed, that task would have been passed along to a building administrator.</p> <p>With the current model, the DCs’ primary responsibility is to supervise the teachers in their department in both schools and to ensure that those teachers provide high-quality instruction from a high-quality curriculum for all students.</p>
4	<p>What percentage of growth did MMS and DHS experience between 2002 and 2023?</p> <p>Why are these numbers so relevant to the topic that they were included in the presentation?</p>	<p>DHS experienced 50% growth from the starting point of the graph to DHS’ current enrollment. MMS experienced 25% growth from the starting point of the graph to MMS’s current enrollment.</p> <p>The previous model (Curriculum Coordinator) did a better job of meeting the needs of teachers, parents, and students when the student enrollment numbers (and number of teachers) for both schools were at the levels last seen in the late-1990s and early-2000s.</p> <p>Today, because of the much higher numbers of students and teachers, the task of supervising and evaluating the teachers at either MMS or DHS is much more of a challenge for the building administrators, whose own roles have become much more complicated over the past 30 years. Taking this shift in enrollment into consideration provides vital context for the evolution from the CC role to that of the Department Chair.</p>

5	<p>Do the numbers, listed in tables throughout the 5/25/23 BOE Curriculum Committee presentation, accurately represent the totality of department chair tasks and responsibilities?</p>	<p>Providing those statistics and numbers was meant to represent notable Department Chair emphases and not a sum total of hours spent on all tasks.</p> <p>For example, on the presentation slide that generated this question, the number of “hours of summer curriculum development” is referring to the cumulative number of hours the five DCs spent with their grade-level teams on curriculum-development projects in the summer of 2022. That does not account for the research, planning, resource gathering, and scheduling that is required for all of these summer meetings.</p> <p>Again, the inclusion of numbers and totals throughout the presentation slides is meant to provide a general sense of the time required for some of the key aspects of DCs’ work. They do not capture the total number of hours spent on a daily basis supporting parents, teachers, and students.</p>
6	<p>How much does curriculum change year to year?</p> <p>What are the key drivers of these changes?</p>	<p>The District takes a responsive approach to curriculum as shared in the BOE 9/24/21 presentation and the BOE Curriculum 10/13/22 presentation. Major drivers include new courses, changes to frameworks and standards, and adjusting instruction to improve student achievement.</p>
7	<p>How are expectations for high-quality instruction set?</p>	<p>Expectations for high-quality instruction are set through the Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching, which continues to serve as the District's rubric for evaluating teachers. In addition, there are expectations set within departments and grade-level teams each year, as well as agreed-upon teacher goals set and monitored within that component of the District's teacher evaluation system.</p>
8	<p>How is accountability measured?</p>	<p>Accountability is measured through student learning outcomes, achievement of school goals, achievement of individual goals and performance according to the rubric for effective teaching.</p> <p>Rubric at a Glance DPS Detailed Rubric</p>
9	<p>Was this role as leader of hiring a part of the Department Chair duties when those duties were originally presented to the BOE?</p>	<p>Department Chairs were listed as the “Interview Chairperson” for their respective departments as early as July, 2019. While the Department Chair Job Description (sample) states that they assist in the hiring process, the position has evolved so that they now lead that process.</p>

9	<p>[continued] Can you provide the original job responsibilities as originally presented?</p>	<p>Continuing with the example of the hiring process: With the previous model, the Curriculum Coordinator was involved in assisting many steps of the hiring process for either MMS or DHS, but that person was not responsible for running the hiring process for both schools, as is now the case with the DC position.</p>
10	<p>When engaged in the process of hiring a teacher, how does a Department Chair's responsibilities compare with that of human resources?</p> <p>How much time does a DC spend on the process of hiring a teacher?</p>	<p>HR communicates with building leaders and Department Chairs to establish hiring needs and then posts positions to the District's employment opportunities page.</p> <p>When there is a posted teaching position in a DC's department—whether it is a full-time position, leave-replacement position, or long-term absence—the DC becomes the point-person for that opening, facilitating the process while communicating developments to building and District administrators. In recent years, because of the lower numbers of applicants, DCs have been involved in teacher recruitment efforts and have represented the District at job fairs.</p> <p>DCs review applications (consisting of resumes, cover letters, letters of reference, and District application information), and then contact applicants to schedule screening interviews. DCs lead the screening interview process, bringing other administrators into the process to ensure that different perspectives are represented. DCs then follow up with candidates who are advanced to the next round, and, in preparation of that round, coordinates the team that will conduct candidates' panel interviews and coordinates the classrooms that will serve as the sites of candidates' demonstration lessons. After the panel interviews and demo lessons, DCs lead the debriefing process with the hiring teams, decide on the top two candidates, conduct final reference checks, and then advance the two recommended candidates for final interviews with building principals and the Superintendent.</p> <p>At that point, the process is handed back to HR. Once final determinations are made, DCs lead the onboarding process with new hires.</p> <p>The amount of time necessary for hiring a teacher will vary based on the number of applicants, the time of year, and the needs of the position. To hire a single teacher during the spring hiring season, a DC will spend between 18 and 25 nonconsecutive hours on all facets of the process.</p>

12	<p>Are teacher observations solely conducted by Department Chairs?</p> <p>Who else conducts observations, and how much time does each administrator spend on this task?</p>	<p>For their first two years in the role, Department Chairs were tasked with being the primary evaluator for 10 to 12 teachers across both schools.</p> <p>For the past four years, their role has evolved so that they are the primary evaluator for 30 to 32 MMS and DHS teachers in their respective departments.</p> <p>DCs conduct at least one observation for all tenured teachers in that DC's 6-12 department. (Every DC has a different number of 6-12 teachers, but the average number of teachers for each DC is 30.) For non-tenured teachers, DCs conduct at least two observations. For teachers on corrective assistance plans, DCs conduct weekly or biweekly observations for the duration of the plan.</p> <p>Each observation requires scheduling, the observation itself, the post-observation debriefing, and a formal write-up that is entered into the District's digital teacher-evaluation platform.</p> <p>The amount of time needed to complete this process for one teacher observation falls somewhere between 90 minutes and two hours. Principals and APs also observe teachers; they divide the teachers among themselves and conduct one observation for each of the teachers allotted to them.</p> <p>Here is a link to the teacher evaluation timeline.</p>
13	<p>Can you provide the number of hours that Department Chairs spend on observations and goal setting?</p>	<p>A Department Chair conducts observations and facilitates goal-setting meetings for approximately 30 teachers.</p> <p>This entails the following:</p> <ul style="list-style-type: none"> ● a 30-minute goal setting meeting (sometimes an initial and a follow-up is needed) ● a 30-minute mid-year meeting (to discuss progress on goals) ● a 30-minute end-of-year meeting (to discuss findings from goals and to share evidence) ● at least one classroom observation (a second is done by the building administration) ● a 30-minute post-observation discussion (where teachers are asked to reflect on the lesson and constructive feedback is given) ● a 30-minute review of practice observation (teachers are observed carrying out their professional responsibility (parent meetings, presentations, PLC meetings, PD time, Curriculum Writing). <p>Each observation requires completion of rating scales as well as a write-up, which takes approximately one hour to complete.</p>

		<p>Factoring in the time needed to schedule each of these events, it amounts to a minimum of 4 hours per teacher. If these responsibilities were to fall to each building's Principal and APs, the end result would be, if divided equally among the building administrators, an additional 150 hours of teacher evaluation work for each MMS and DHS building-based administrator.</p> <p>Here is a link to the teacher evaluation timeline.</p>
14	Can you provide the evaluation metrics?	<p>The evaluation metrics are linked in response to one of the above questions. These are the rubrics that are used in the evaluation process.</p> <p>Rubric at a Glance DPS Detailed Rubric</p>
15	When Department Chairs provide guidance to students making course selections or course changes, is that guidance duplicative of other departments or other roles?	<p>No, it's not duplicative of other roles. Department Chairs are a resource for students that help them think through decisions to add or drop classes.</p> <p>School counselors, for example, engage students in valuable conversations about course options, and these conversations are based on a course's availability along with an understanding of the student's interests and schedule.</p> <p>DCs engage students in valuable conversations about the ins and outs of particular courses in their respective departments. These conversations provide students with deep insights into a course's level of challenge; typical types of readings, assignments, and assessments; its weekly workload; and the content focus.</p>
16	How many hours do Department Chairs spend meeting with students?	<p>When Department Chairs meet with a student seeking to waive into an advanced course (as required by school policy), those meetings generally run for roughly 20 minutes. In these meetings, DCs get to know the student's interests, motivations, skills, experience, schedule, and extracurriculars. In addition, DCs use this meeting to look at the student's performance data and explain how students with similar data profiles have done in the desired course; to explain the key elements of a course; and to share what it will take for that student to be successful. The DC's goal with these meetings is to put students in a position to make the best possible decisions when it comes to their courses.</p> <p>When DCs meet with students who are leveling down from an advanced course (as required by school policy), those meetings generally run for about 15 minutes. In these meetings, DCs look to obtain a student's rationale for leveling down, the student's current grade, the student's performance on major assignments, how the student performed the previous year in</p>

		<p>that subject, any feedback provided by the student’s teacher, the student’s performance level in other courses. Depending on the student’s responses, the DC may provide reasons for staying in the course along with important context about the student’s intended destination course. Again, as is the case with waiver meetings, the DC’s goal is to put students in a position to make the best possible decisions when it comes to their courses.</p> <p>The number of DC waiver meetings and level-down meetings varies by department, but each DC, on average, holds close to 100 of these meetings per year, so a very rough estimate of how many hours a DC spends engaged in these two types of meetings is 30.</p> <p>There are other types of meetings that DCs expect to have with students in a given school year. DCs have meetings with students to address questions about electives. DCs have meetings with students who seek to better understand their teacher’s approach to instruction and evaluation. DCs have meetings with students regarding their department-sponsored honor society. These meetings run for various lengths of time.</p>
17	<p>Are there already school staff in place who ensure that students have the resources they need?</p> <p>Is having department chairs do this duplicative?</p>	<p>When students have a unique need for a resource that the school doesn’t already use, Department Chairs help to find something suitable for them. They reach out to publishers and work with teachers and support staff to make sure resources are appropriate and helpful. Students with accommodations have special individualized needs and they meet with the case manager, or assistive technology person for the District to coordinate specific resources that make the curriculum more accessible for the student.</p>
18	<p>How much time do Department Chairs spend working with special education teachers?</p>	<p>Time spent with special education teachers varies by the time of the year and the needs of the students. Department Chairs plan formal professional learning and training sessions in collaboration with the special education department at both MMS and DHS, and these sessions feature model lessons, observations, and debriefings with teams of special education teachers and general education teachers. These sessions support the co-teaching models that District secondary teachers are expected to be fluent in, such as stations teaching and parallel teaching. DCs observe and evaluate comprehensive classes, and they meet with co-teaching pairs to provide feedback on accommodations that are discipline-specific to ensure that students’ needs are being met.</p>
19	<p>If there is supposed to be a guaranteed, viable, and engaging curriculum, what is the recourse if that guarantee is not met?</p>	<p>For each course, there are a number of agreed-upon “assured experiences” that teachers will provide to students. Because each teacher has different strengths and a different style, and because the learning needs of each group of students are different, these experiences will look different from class to class. The bottom line, though, is that teachers are expected to provide</p>

		students with these experiences, and in the event one of these experiences does not happen, Department Chairs will meet with a teacher, gather all necessary context, and then determine the best way for that teacher to resolve the situation within an upcoming lesson or unit.
20	Can you provide examples and explain what purposeful integration of technology looks like?	<p>Purposeful integration of technology enhances student learning through the written, taught, and assessed curriculum. The District utilizes a variety of tools, such as Flip, Book Creator, and Formative, that allow students to demonstrate personalized learning. When used formatively, teachers can monitor how students are performing in real time during class. There are samples of purposeful technology integration, featuring student work, throughout the DPS Technology Plan. This plan has become a national model and will be highlighted in a feature presentation at this year’s National ISTE Conference.</p> <p>One of the biggest challenges of the second half of the school year has involved the rise of generative A.I. models, and examples of this, including ChatGPT, will be the focus of our purposeful technology integrations next year. DCs are already planning PD sessions to support teachers with the following: strategies for using “tech guardrails” to ensure that students are able to adhere to academic integrity expectations; revisions of instructional practices that are able to be augmented by generative A.I. models; specific opportunities for using generative A.I. models in the classroom to enhance learning objectives; and discussions based on the ethical and moral questions raised by this new development in A.I. technology.</p>
21	How much time will you need to devote to ongoing teacher evaluation and feedback vs. how much time will the initial set-up of the new teacher evaluation and feedback system take?	<p>There is no doubt that being able to accurately quantify the time needed for developing and implementing new systems for teacher evaluation and feedback would be useful. What makes that difficult will be the variety of approaches that will be taken in the name of providing teachers with actionable feedback. One anticipated piece of the system—a newly debuted, research-based instructional rounds model (piloted this spring at Holmes elementary)—would require preliminary department time to explain the model, engage in questions and answers, and accurately translate the model’s elements to a specific secondary department’s content and targeted learning goals. This preliminary time would take place either during a 6-12 PD session or during a 6-12 department meeting, and, though it would seem to fall under the category of a “one-time event,” the development of new systems typically requires adopting a recursive approach to key elements, since veteran teachers tend to benefit from review sessions as much as our new hires do.</p>
22	Where is the curriculum available?	Link to Curriculum Website

23	<p>How do DCs foresee the Vision of the Graduate improving teacher evaluation?</p> <p>How can a teacher’s instructional decisions and overall performance be measured given the broad goals of the VOG model?</p>	<p>Darien Public Schools’ Vision of the Graduate was developed over the course of a two-year span by a large committee of school and community stakeholders, and it occupies a prominent position in the DPS Strategic Plan. Teachers and administrators are in the early stages of developing implementation and evaluation plans for the VOG, but steps have been taken to integrate the VOG’s six competencies into the District’s teacher evaluation plan.</p> <p>This year, DHS required that all teachers design their Student Learning Objectives to target one of the six competencies. Since Department Chairs are responsible for leading the development of their department teachers’ goal-planning, DCs guided teachers to creating VOG-specific SLOs that were tied to the department’s standards and skills, resulting in specific and measurable student learning goals that meaningfully integrated the VOG.</p> <p>Next year, the DCs will serve as resources for all District administrators, as leaders at every DPS school are seeking meaningful ways to integrate the VOG into their teachers’ instructional and evaluation practices.</p>
24	<p>How would one determine if the current Department Chair role is an effective one?</p>	<p>This is an important question, and while there are a variety of ways to determine if this is indeed the case—through both quantifiable and qualitative measures—perhaps the clearest picture emerges when one compares <i>the secondary-level learning environment for students</i> before the 2017-18 school year (when the Department Chair roles were established) with our students’ present learning environment.</p> <p>Today, our 6-12 DPS students ...</p> <ul style="list-style-type: none"> - enjoy a much wider range of course choices, as the past six years have brought about more new courses than any other comparable period in the past 40 years; - enjoy a much greater degree of access to advanced courses than ever before, which is the result of the DCs’ pursuit of a collective department-improvement goal; - benefit from a much greater degree of course alignment and adherence to national, state, and local standards than has been previously achieved in grades 6-12; - benefit from their teachers having a greater sense of fluency with successful co-teaching models; - benefit from their teachers having a much better sense of the curriculum, expectations, practices, readings, and assignments between departments at MMS and DHS; - benefit from teachers whose student learning goals and teacher practice goals are meaningfully tied to student-centered building and department goals; - will (it is the great hope of the DCs), in the near future, enjoy a wider range of advanced course options in grade 9.

		<p>In addition, when one examines the impact of the DCs’ work within their individual departments, one sees a host of new initiatives, student programs, and department-specific events that have materialized over the course of the past six years.</p> <p>There are other ways that our community stakeholders have benefited from the work of the DCs over the past six years. Our District's families have had many more opportunities to learn from the DCs over the past six years, whether at MMSPA and DHSPA events, Grade-6 Curriculum Night at MMS, Grade-9 Curriculum Night at DHS, the Electives Expo at DHS, and parent presentations at CS, as well as through the many, many times the DCs have called home to provide parents with guidance for struggling students, for course placement questions, for context about grade-level assessments, for book and resource selection decisions, and for advice about possible student pathways through a department’s courses, clubs, and programs.</p> <p>The DCs acknowledge that there is more great work to be done in all of the areas addressed in this response as well as in other areas. But despite the multiyear challenges brought about by the pandemic, the DCs, through their supervisory roles, have been able to move teaching and learning in a very positive direction for our teachers, and, more importantly, for our students.</p>
25	<p>Are there changes that can make the role of the 6-12 Department Chair more effective?</p>	<p>Department Chairs are at the height of their effectiveness when they are able to lead collaborative teacher groups toward common standards, goals, and student learning outcomes. One change that would make the role more effective would involve expanding opportunities for meetings with grade-level teacher teams and vertical teacher teams. Both MMS and DHS are currently exploring ways through which there could be a greater number of these meetings if the building schedules were modified. Schedule changes that support expanded opportunities for teachers to meet allows DCs more opportunities to build the capacity of teachers in the name of providing students with always-improving instructional approaches.</p>
26	<p>How does the work of the Department Chair tie in with our Vision, Mission, and Strategic Plan?</p>	<p>For each 6-12 department, the Department Chairs have led a collaborative effort to develop what are called “long-term transfer goals”; these goals are now embedded into our curriculum work, and they serve, along with learning standards, as primary goals for our work with students at every grade level.</p> <p>These long-term transfer goals for each department are reflective of the DPS vision statement (“Preparing all students today to thrive in a changing world tomorrow”) and mission statement (“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</p>

beyond themselves”).

As an example, here is one of the 6-12 English department’s long-term transfer goals:

- *Read and think critically in order to interpret and evaluate layers of meaning in an increasingly complex world.*

And here is one of the 6-12 history department’s long-term transfer goals:

- *Be prepared to be an engaged citizen in your local, national, and global community.*

By developing long-term transfer goals that are reflective of the District's mission and vision, and by building these goals into the curriculum of all department courses, the DCs are very intentionally seeking to tie the District's goals with those of each department, so that they translate into learning goals for our students.

In a similar way, DCs require that the District's Vision of the Graduate competencies, which represent a critical part of the District's Strategic Plan, are embedded into our curriculum as learning goals.

Just as teachers bring our curriculum to life through their instructional strategies, resources, and techniques, the DCs help bring the District's Mission, Vision, and Strategic Plan to life by integrating its language and goals into the curriculum for each department.

27 What are some roles comparable to DPS 6-12 Department Chairs that other Districts are using?

New Canaan	Curriculum Coordinator role, similar to what DPS had in place six years ago (has a teaching component).
Ridgefield	6-12 Humanities Director, 6-12 Math/Science Director (no teaching component). 9-12 Department Chairs (has teaching component). 6-8 Department Chairs (has teaching component). K-5 Instructional Leaders (has teaching component).
Westport	Roles are the same as in DPS (no teaching component).
Wilton	K-12 Curriculum Coordinators (no teaching component).

		Westport uses virtually the same model that Darien uses. New Canaan uses a model similar to the previous curriculum coordinator position, with teaching responsibilities and no supervision and evaluation responsibilities. Ridgefield uses a 6-12 Humanities and a 6-12 Math/Science model, with supervision and evaluation responsibilities.
28	How have Department Chairs helped to smooth the transition from grade 8 to grade 9?	<p>In Social Studies, for example, the research paper experience has helped to bridge the work in grade 8 with that of grade 9. Grade-8 teachers use a platform for note-taking and citations called Noodletools, which is the same platform that students use in grade 9. The work that grade-8 teachers do to put students in a position to conduct research, take notes, and use Noodletools, better prepares those students for success on their grade-9 Research Papers. This is a good example of the benefit of vertical alignment that is taking place in the District.</p> <p>This can further be seen in curricular shifts in 8th grade to better prepare students for 9th grade experience. For example, the science department has shifted their 8th grade life science units to the latter part of the year to give students an opportunity to engage in this content just prior to 9th grade. This has made the transition into 9th grade easier for them as they have a greater connection to the 9th grade biology content and a relevant and timely introduction to major biology themes that are explored more deeply at DHS. A quantitative example of the success of this work is our level-down rate from our 9th grade Honors Biology class. During the DCs first year, there were 24 students who leveled down to 300 Biology. Over the past four years with the DC position in place, fewer than 5 students, on average, level down each year.</p>
29	If the Department Chair position was eliminated, who would take up their responsibilities?	These positions were created to increase articulation between both schools, to provide meaningful feedback to teachers from a content area specialist, to increase consistency and alignment across content areas, and to relieve the number of observations placed on building level Principals. Many of the DCs tasks and responsibilities would fall to building administrators, as there would be no other personnel with supervision and evaluation responsibilities. The curriculum work that the DCs do would likely fall to whatever role was designed as a replacement; if that role lacked supervision and evaluation capabilities, the end result—and this is intended as an understatement—would not provide the same degree of benefits to 6-12 students.
30	How do Department Chairs work with Special Education (the teachers and the DC)?	Department Chairs work closely with the Special Education DCs, as they seek to support all teachers, particularly those who co-teach their department courses or the comprehensive classes in their disciplines. To these teachers, DCs provide resources, teaching support,

		content support, and feedback. DCs also help facilitate work between case managers and department members to meet the accommodations of students' plans.
31	What is the vision and next steps for the DC position?	Right now, Department Chairs are in the middle of the biggest "next step" that will enhance teaching and learning within their 6-12 departments, and that is the transition of department curriculum to the EduPlanet21 digital curriculum warehousing platform. This process involves much more than simply replicating the current curriculum in a new format; it has become an opportunity to review and revise assessments, units, projects, and readings, along with identifying important teaching and learning elements that were not embedded into our previous curriculum templates. Students are benefitting from the curriculum work that has been done thus far, and, once the process is complete, the entire DPS community will benefit from greater levels of clarity, transparency, and student-outcomes-based design.
32	How do we measure success?	DCs are tasked with building a standards-aligned, cohesive curriculum, coupled with common assessments across content areas. DCs have successfully moved their departments and curriculum toward those goals, and, while areas for alignment remain, there is a clear timeline to complete this work.

33

What do the schedules at DHS and MMS look like?

How would the schedules complicate things if DCs were required to teach a class?

DHS Class Schedule

Regular Day		A Day	B Day	C Day	D Day	E Day	F Day	G Day	H Day	Advisory Day	
Full Class	Mini									Full Class	Mini
First Class 7:40 - 9:06	7:40 - 8:20	2A	1A	4C	3C	2E	1E	4G	3G	First Class 7:40 - 9:00	7:40 - 8:17
	8:26 - 9:06	2B	1B	4D	3D	2F	1F	4H	3H		8:23 - 9:00
Second Class 9:14 - 10:40	9:14 - 9:54	4A	3A	2C	1C	8E	7E	6G	5G	Advisory 9:08 - 9:28	
	10:00 - 10:40	4B	3B	2D	1D	8F	7F	6H	5H		Second Class 9:36 - 10:56
Lunch: 10:48 - 11:18 Third Class: 11:20 - 12:46	Mini Class 10:48-11:28	6A	5A	8C	7C	4E	3E	2G	1G	Lunch: 11:04 - 11:32 Third Class: 11:32 - 12:52	Mini Class 11:04-11:41
Third Class: 10:48 - 11:18 Lunch: 11:19 - 11:49 Third Class: 11:50 - 12:46										Third Class: 11:04 - 11:34 Lunch: 11:34 - 12:02 Third Class: 12:02 - 12:52	
Third Class: 10:48 - 11:44 Lunch: 11:45 - 12:15 Third Class: 12:16 - 12:46	Mini Class 11:36-12:16	6B	5B	8D	7D	4F	3F	2H	1H	Third Class: 11:04 - 11:54 Lunch: 11:54 - 12:22 Third Class: 12:22 - 12:52	Mini Class 11:47-12:24
Third Class: 10:48 - 12:14 Lunch: 12:16 - 12:46	Mini Lunch									Third Class: 11:04 - 12:24 Lunch: 12:24 - 12:52	Mini Lunch
Fourth Class 12:54 - 2:20	12:54 - 1:34	8A	7A	6C	5C	6E	5E	8G	7G	Fourth Class 1:00 - 2:20	1:00 - 1:37
	1:40 - 2:20	8B	7B	6D	5D	6F	5F	8H	7H		1:43 - 2:20

Wave 1: Math & World Language Wave 2: English & Tech Ed Wave 3: Art, History & Music Wave 4: Science, Special Ed & Mini Periods

MMS Class Periods by Day

Times	Block	Monday	Tuesday	Wednesday	Thursday	Friday
7:57 - 8:38	Block 1	Period 1	Period 2	Period 3	Period 7	Period 8
8:42-9:23	Block 2	Period 2	Period 3	Period 7	Period 8	Period 1
9:27-9:51	Flex	Flex	Flex	Flex	Flex	Flex
9:55 - 10:36	Block 3	Period 3	Period 7	Period 8	Period 1	Period 2
10:40 - 11:21	Block 4	Period 4	Period 4	Period 4	Period 4	Period 4
11:25 - 12:06	Block 5	Period 5	Period 5	Period 5	Period 5	Period 5
12:10 - 12:51	Block 6	Period 6	Period 6	Period 6	Period 6	Period 6
12:55 - 1:36	Block 7	Period 7	Period 8	Period 1	Period 2	Period 3
1:40 - 2:22	Block 8	Period 8	Period 1	Period 2	Period 3	Period 7

By looking at both the DHS and MMS daily class schedules, one can see that if a Department Chair were given a teaching assignment of, for example, a period 2 course at DHS, that one assignment would make the process of scheduling MMS observations and meetings inefficient, and, on some days, impossible.

34	Can you give an example of what a Department Chair's feedback on a teacher's lesson looks like?	<p>Below is one such sample. Its length is determined by the character limit in TEPL, our digital teacher evaluation platform.</p> <p><i>Teacher began the lesson with a 25-minute four corners activity that introduced the lesson and supported students' SEL goals. Throughout this activity, all students shared reasons for their opinions through turn-and-talks (Teacher joined when only one student represented a given opinion) and most students participated in whole-class sharing.</i></p> <p><i>Students were then placed into small-groups to research one of six historical contexts to support the whole-class novel reading. Students were directed to annotate and identify important information, which was recorded on index cards for sharing out to peers. I observed students engaged in this preliminary text, but I ended my observation before they reorganized themselves into jigsaw groups.</i></p> <p><i>This lesson was notable for its strong learning focus, use of multiple instructional strategies (four corners / jigsaw), student rapport (teacher used humor to engage students several times; teacher not only facilitated but also participated in the first activity), use of routines (listed in 1c below), and emphasis on effective student reading practices (the focus on annotation and on reading for purpose). The sequencing of the lesson was logical, and the pacing appropriately up tempo. Above all else, the environment for learning was the most notable element of the lesson. There is a strong sense of community in this classroom, and the students performed with a sense of purpose and with a strong collaborative spirit. Learning environments that take this shape are the residue of teacher design, and I commend you for achieving this so early in the school year.</i></p> <p><i>In our debriefing, we discussed alternatives to your approach to creating the initial small groups. (Which in this lesson were mostly focused on balancing out student reticence issues.) Next time, I need you to create differentiated groups based on student readiness. We discussed the importance of this approach in our meeting along with strategies for implementing it. Please let me know if you need additional support with this, as I need to ensure I see evidence of this the next time I see one of your lessons.</i></p>
35	What are the implications if Department Chairs are required to teach one class (a .2 FTE) in addition to their other responsibilities?	<p>As stated in the response to question #3 above, everyone understands that a lot is expected of 6-12 DPS teachers. They are responsible for planning lessons for multiple classes; collaborating with grade-level colleagues and co-teachers; assessing, evaluating, and providing feedback on student work; and communicating with parents, along with a host of other tasks.</p>

		<p>The Department Chairs are obviously teachers, too—each of them has extensive teaching experience and each of them loves teaching kids. If DCs are required to teach one class, with that comes all of the responsibilities listed above; it goes without saying that DCs, as teacher-leaders, will seek to deliver the best educational experience possible for the students in front of them in the classroom.</p> <p>But it will not be possible to do that without impacts on the DCs’ other responsibilities, and there will be aspects of their teaching that will be more limited than that of other teachers. In both cases, the issue will be time: DCs will not be as available outside of the classroom for their students as they would like to be, and DCs will have a much harder time scheduling grade-level team meetings, individual teacher meetings, and classroom observations for teachers, as well as being available for teachers to meet informally. Additionally, there would be limited opportunities for collaboration with building and District leadership teams. (See the response to question #33 to better understand the complications of scheduling meetings within the rotating schedules of both schools.)</p> <p>Furthermore, it should be noted that having DCs teach one class (.2 FTE) will necessitate taking away the same .2 FTE teaching responsibility from another department teacher. Though seemingly a modest change on the surface, in a time when hiring and retaining teachers has become more challenging, this has the potential to cause instability for department teachers and, if it reduces open positions from full-time to part-time, it complicates the hiring process.</p> <p>Additionally, if DCs are asked to teach at MMS, it may impact that school’s teaming structure as well as its PLC structure.</p>
36	What is this reference to <i>Switch</i> ?	<p><i>Switch</i>, by Chip and Dan Heath, was a shared read by the Department Chairs during the 2020-2021 school year. The principles of the text, appealing to the rational mind, appealing to the emotional mind, and shaping the path for change, all played an important role for the team in implementing the current model of support provided by the chairs.</p>
37	What is UbD?	<p><u>Understanding by Design (UbD)</u> is the District's framework used for developing curriculum. The framework was pioneered by American education experts Jay McTigue and Grant Wiggins, and it has become one of the most widely used curriculum frameworks in the world. What is noteworthy about this framework is that it requires curriculum developers to begin with desired standards-based student learning outcomes in mind, and then to work backwards through a course or unit to provide a structure that will yield those outcomes. UbD privileges</p>

		transferable skills, understandings, and knowledge that will help students find success in school but also, more importantly, in the real world.
38	Do DCs have examples of an UbD unit template?	General Template with Stages Defined Sample Completed Eduplanet21 - Parent Facing
39	How will Department Chairs use the feedback from the recent Communications Surveys?	On June 2, the communications survey data and responses were released to the Darien community in Dr. Addley's Superintendent's email message. The Department Chairs plan to review the data and responses, and, once patterns emerge that pertain to the role of the DC, they will develop communication strategies that are responsive and that meet the needs of the community.
40	Do you have sample forms for the new teacher evaluation system? What criteria is going to be used in that system?	Our new teacher evaluation plan has not been created yet, as it will need to adhere to guidelines and requirements of the new CSDE teacher evaluation model. Our PDEC committee, which consists of a team of administrators and teachers, will be charged with the task of leading this initiative next year. The Department Chairs are well represented on this committee, and they will be responsible for implementing the new plan, along with District and building administrators.



— DARIEN PUBLIC SCHOOLS —

DIVERSITY, EQUITY
AND INCLUSION
TEAM REPORT
2023



Darien Public Schools
Central Services
35 Leroy Avenue
Darien, Connecticut 06820

Print Date: June 9, 2023

DARIEN PUBLIC SCHOOLS

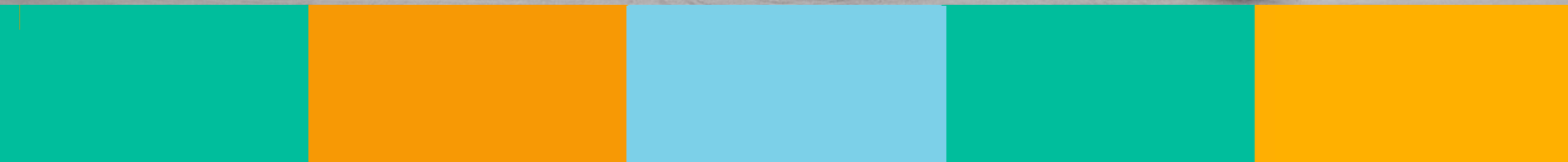
**DIVERSITY, EQUITY
AND INCLUSION
TEAM REPORT**

2023



CONTENTS

Introduction	PAGE 2
Vision, Mission, Core Values	PAGE 3
DEI Equity Statement & Agreements	PAGE 4
Improvement Process	PAGE 6
Social and Emotional Learning	PAGE 8
Achievement Group I	PAGE 12
Achievement Group II	PAGE 14
Achievement Group III	PAGE 16
Climate	PAGE 18
Program Participation	PAGE 20
Professional Capacity of Staff	PAGE 22
Conclusion	PAGE 24
Current Membership	PAGE 26
Resources	PAGE 29



INTRODUCTION

In the spring of 2020 the Darien Public Schools (DPS) Board of Education adopted a Five-Year Strategic Plan. The robust and visionary plan is the culminating result of both the Strategic Planning Committee as well as the Vision of the Graduate Committee. This document represents a collaborative effort from various stakeholders as well as information gathered through the Superintendent's Entry Plan. The Strategic Plan honors current practices while serving as a blueprint for continuous improvement over a five-year period. The document aims to build organizational coherence in order to optimize instruction and student learning.

Essential components of the plan include the District's vision, mission and core values. These components, articulated below, served as a foundation to determine the goals, strategies and actions to inform and improve District practices. Goal number two of the Strategic Plan specifically states fostering a culture that promotes wellness, diversity and inclusion. Among the strategies associated with this goal is engaging stakeholders in the practice of embracing diversity, equity and inclusion. This is accomplished by establishing a Diversity Equity and Inclusion (DEI) Team to address systemic inequities and make recommendations to inform District policies and practices.

Additionally, the Vision of the Graduate Committee developed six core competencies that inform learner outcomes for post-secondary readiness. Development of these competencies is the shared work of the learning community, ELP-12+. The competencies are designed to help students overcome obstacles, ask questions and collaborate with others. The Vision of the Graduate will continue to play an important role in effectualizing the considerations included in this report.

As a result, the District established a DEI Team consisting of students, teachers, parents, administration, community members and representation from the Board of Education. The team met monthly beginning February of 2022. From February - June, the District shared facilitation with Ken Shelton, a consultant from an outside agency. Facilitation continued in the fall of 2022 with District personnel. All committee work is available on the District's [website](#). The DEI Team was charged with:

- supporting the District's vision, mission, core values, Strategic Plan and Vision of the Graduate;
- understanding the root causes of inequity and the organizational contributors that inadvertently cause barriers to accessing education to the fullest;
- developing and embedding processes and structures for sustained cycles of planning, acting, monitoring and adjusting;
- recognizing long-standing practices of stakeholders and collaboratively working to improve and address the needs of students in ways that are culturally responsive; and,
- establishing both relational and reciprocal professional accountability in taking action to make positive change.

VISION, MISSION, CORE VALUES

Vision Statement:

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

Mission Statement:

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.

CORE VALUES AND BELIEFS

Wellness

Creating balanced learning environments that are physically, socially, emotionally and intellectually safe and healthy.

Integrity

Acting honestly and ethically with shared accountability.

Equity

Advocating for and advancing opportunities and outcomes for all.

Innovation

Leading with creativity and ingenuity through disciplined problem solving.

Excellence

Delivering the highest quality education for each student to reach their individual potential.

Collaboration

Working openly, productively, and interdependently toward common goals.

Diversity & Inclusion

Creating a community that welcomes and embraces the full range of human differences.

Respect & Civility

Acting with consideration for the feelings, thoughts, experiences, and rights of others.

DEI EQUITY STATEMENT AND TEAM AGREEMENTS

Diversity Equity and Inclusion Team Equity Statement:

We seek and embrace diverse human differences of all kinds in effort to support the learning and growth of all students. We will advocate for and advance opportunities to support learning for everyone.

Diversity Equity and Inclusion Team Agreement:

If we embrace, respect, and listen actively to diverse perspectives and allow ourselves to be vulnerable and practice respectful discourse, then we will realize a seriousness of purpose allowing each other to share openly and honestly in order to create a brave space that influences positive change.



FIGURE 1.EQUALITY AND EQUITY

The word equity has been widely criticized and politicized in recent history. The image in figure 1 above illuminates the District's Core Values definition of advocating for and advancing opportunities and outcomes for all. It is the responsibility of the education system to differentiate, provide services, offer extra help and accelerate learning in order to equip students with the tools necessary to experience success in school. Figure 2 below illustrates Rudine Sims Bishop's work advocating for students to experience learning where they see themselves (mirrors), learn from the experiences of others (windows), and empathize with others by walking into a story and becoming part of the world the author created (sliding glass doors).



FIGURE 2: MIRRORS, WINDOWS AND SLIDING GLASS DOORS

Artwork by: Grant Snider



IMPROVEMENT PROCESS

The DEI Team engaged in Improvement Process to guide the work of identifying and prioritizing areas of improvement in order to offer considerations for change as well as commendations. The process is illustrated in Figure 3 below.

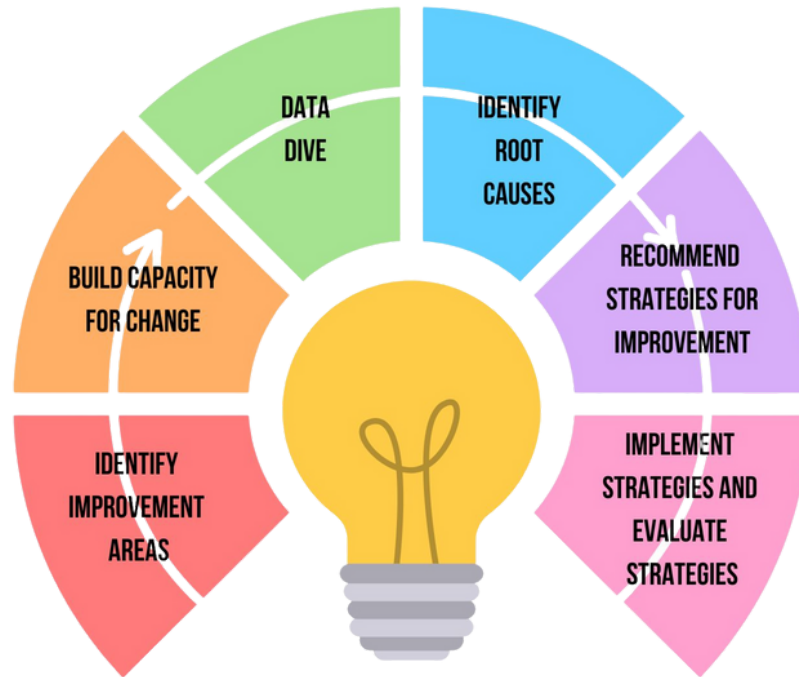


FIGURE 3: IMPROVEMENT PROCESS

Identify Areas for Improvement – Thorough review of past and present equity-focused initiatives in Darien, priorities were identified as: (1) Address the diversity, equity and inclusion areas of the strategic plan to reduce persistent performance disparities between identified groups and develop an understanding why prior initiatives to date have not yielded results that have diminished these disparities, (2) Challenge the obstacle of mindset that achievement is capped for certain populations of students, and (3) Develop agency amongst District staff to conduct meaningful dialogue around race, biases and the diverse learning needs of all students.

Build Capacity for Change – The Darien Public Schools Equity Team was established to support equitable practices across the District. Members of the DEI Team included students, teachers, administrators, parents, community members and representation from the Darien Board of Education. The DEI Team convened monthly from February of 2022. The District worked in partnership with an outside consultant for a period of six months. As a result of the shared experiences, a community of trust was formed for many members of the Team allowing participants to take risks, dive deeply, and engage in difficult conversations.

Improvement Process (continued):

Data Dive – Following an equity audit facilitated by the project leader, DEI Team members selected an area of focus: climate, achievement, program participation, or professional capacity. These four areas are identified as research-based critical points of focus when addressing institutional inequities. Each team investigated data points from the equity audit that aligned with a particular focus area. Sample sizes below 10 were eliminated due to limited generalizability and potentially serving as identifiable to a particular student. Additionally, when a small sample size was identified for a specific population, more longitudinal data was explored and comparisons were made to national data trends in educational research. Continued work in small groups resulted in further questions, determining the need to deeply explore specific data points further. Data was provided from the Darien Public Schools internal data tracking systems. Each group developed a focus question to guide their next level of work.

Identify Root Cause – Next, a deeper exploration of each focus question occurred to uncover the root causes, or underlying reasons for the existing conditions contributing to the areas of challenge being addressed. Through research, acquiring and analyzing additional data, exploring individual stories and through input from relevant stakeholder groups, each focus group compiled information to gain a comprehensive understanding of the data points that originally framed their focus questions. Each focus group designed a unique pathway to work toward understanding the root cause in order to align recommendations and research-based strategies that would ultimately address inequities.

Recommend Areas of Focus and Strategies for Improvement - A review of a variety of resources inclusive of research-based strategies for addressing equity were reviewed systematically across the span of DEI Team meetings. When the group shifted to making recommendations, a shared folder of resources was developed and groups were provided with research by Team facilitators that appropriately linked to focus questions. These resources were the guiding force behind the recommendations of the Team.

VI: Implement and Evaluate Strategies – This phase exists beyond the current implementation timeline of the DEI Team. Following a presentation and review of this summary, District administrators will closely review considerations and strategies to address the unique challenges that exist at each building and the collective challenges that exist across the school District. Once improvement plans are developed, administration will monitor progress, introduce current research and strategies, regularly update the Board, and identify future areas for improvement.

SOCIAL AND EMOTIONAL LEARNING

Social and Emotional Learning

Social and emotional learning (SEL) is the process through which children and adults acquire understanding and management of emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEL creates opportunities for all stakeholders to establish and maintain positive social and emotional school climates.

The District has relied on research-based programs to create a common language across the learning community. Through RULER, DBT, Collaborative and Proactive Solutions, Responsive Classroom and District-developed lessons, student wellness is a priority. The RULER program is affiliated with the Yale Center for Emotional Intelligence. With a core belief that emotions matter, the program utilizes research-based approaches to help students develop their emotional intelligence. By training core teams in each school, the RULER approach systematically grows the learning for each school community. Overtime, schools practicing the RULER approach have reduced school-based anxiety, fostered leadership, and contributed to stronger school performance (Brackett, 2019).

There is a nexus between SEL and DEI in recognizing the identities, strengths, values and lived experiences that exist within and across cultures. These differences should be addressed through culturally responsive teaching and attending to the emotional needs of all students in every class, every day. This work is not about conformity, however, it is about recognizing, naming and celebrating the broad range of human differences. The Collaborative for Academic, Social and Emotional Learning (CASEL) further states (competencies illustrated in Figure 4):

- SEL is relevant for all students in all schools and affirms diverse cultures and backgrounds.
- SEL is a way to uplift student voices and promote agency and civic engagement.
- SEL supports adults to strengthen practices that promote equity.
- Schools must engage students, families, and communities as authentic partners in social and emotional development.
- SEL is a strategy for systemic improvement, not just an intervention for at-risk students.

CASEL'S FIVE CORE SEL COMPETENCIES



FIGURE 4: CASEL COMPETENCIES

Self-Awareness (Reflection):

The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Self-Management (Resiliency):

The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Social Awareness (Empathy):

The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and support.

Relationship Skills (Collaboration):

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Responsible Decision-Making (Choices):

The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.



ACHIEVEMENT GROUP I

Achievement Focus Question 1: Why are there differences between subgroups of students as readers?

The Darien Public Schools has developed a reading and writing curriculum with embedded assessments to measure student learning. Darien's approach to curriculum is responsive, thereby adapting to current research and making necessary adjustments to meet students' needs. The District's curricula are designed to develop learners as joyful readers, writers, thinkers, and communicators. Talented educators work collaboratively to support all students to build the skills necessary to read at or above grade benchmarks each year. Teachers take great pride in the accomplishments of their students.

Despite an established curriculum, performance disparities in literacy exist between the general education population, students with learning differences and multilingual learners across the District. This is most apparent when examining standardized assessments such as the Smarter Balanced Assessment and AIMSWEB.

Addressing the needs of struggling readers, especially those in grades K-3, is an important challenge that requires thoughtful planning and teacher collaboration. The District's curriculum design helps teachers create classrooms that are engaging and supportive for each student.

It is well established that developing foundational skills in literacy through explicit and systematic instruction provides students with access to learning across content areas. The District has focused on strengthening these skills through revised curricular resources and materials aligned to the science of reading, revised assessments to target specific skills and identify students who require additional instruction, and providing more practice opportunities in decodable text.

In addition, there is abundant evidence that reading to children at an early age sparks curiosity, ignites creativity and helps young learners empathize, problem-solve and develop a moral sense of self. Working in partnership with families to develop children as readers is a critical shared responsibility between home and school.

With high-quality independent reading of a variety of texts, critical thinking and text analysis at the center of the instructional model, the curriculum is designed to include varied methods, materials and points of access to content and demonstration of learning.

Recommendations made by this committee intend to mitigate performance gaps as early as possible.

Commendations:

- The District maintains a robust instructional support system for all learners.
- The District provides teachers with materials to meet students' learning needs through a comprehensive budget process.
- The District allocates professional development opportunities for all staff through job-embedded learning as well as utilizing the expertise of outside professionals.

Considerations:

- Conduct an annual review of assessment practices with clear targets for monitoring progress that addresses student learning needs. Assure the use of valid and reliable screening tools and benchmark assessments. Analyze collected data to generate recommendations and evaluate the efficacy of instructional practices and student learning.
- Proactively embed formative assessments and progress monitoring tools to provide timely intervention and real time instructional adjustments to meet student learning needs.
- Assess and determine appropriate staffing levels to adequately support multilingual learners and implement Individualized Learning Plans (ILPs) to guide instruction.

ACHIEVEMENT GROUP II

Achievement Focus Question 2: How may we support students of all abilities and learning differences in developing a positive sense of self, foster social emotional wellness, and demonstrate academic excellence in a highly competitive environment?

Creating dynamic learning for all students is a District priority. In order to ensure all students' needs are met, the District examines data in a variety of ways to identify potential disparities between populations of students. When comparing students with learning differences to the general population, the following data were identified as areas to be addressed:

Students who receive specially designed instruction are historically outperformed on assessments by the general education population. The committee found disparities between these groups when examining SBAC, NGSS and SAT data over time. The District's data specialist created a dashboard providing for close monitoring of student assessment performance and progress. Additionally, this dashboard allows educators to review data over time serving as an effective tool in guiding instruction.

Students have shared their own academic and social experiences in a number of forums, including committee meetings, Board of Education public comment, and with trusted adults in or out of school. Feelings of immense pressure, inadequacy, and school/life balance have been repeated topics for discussion. In a highly competitive environment such as Darien, the District can continue to support students' social and emotional well-being while balancing a rigorous academic workload and highly-competitive extracurricular programs.

Addressing performance disparities requires a multifaceted approach that attends to students' sense of belonging and emotional wellness as well as achievement. Currently, the district utilizes multiple resources for supporting students' social and emotional wellness at school. District resources align to CASEL's Five Core SEL Competencies as illustrated in Figure 4.

In order to address the academic and social and emotional needs of students in this area, the team identified commendations and considerations to support the future success of students in this area.

Commendations:

- Utilization of collaborative team meetings to review student performance data.
- A robust process is in place for facilitating SRBI Tier 1, 2 and 3 Meetings.
- District's prioritization of student health and wellness.
- District's commitment to differentiation through one-to-one and small group instruction to target individual student needs.

Considerations:

- Analyze student activities and participation, as well as climate survey data to identify trends, and strategies for improvement.
- Identify and implement district-wide progress monitoring tools (formative and summative, universal screeners) and utilize data to adjust general education and specialized instruction to meet students' social, emotional, and learning needs.
- Increase opportunities for special education teachers' participation in professional development related to general education curriculum and instruction.
- Consider thoughtful use of master schedules that build in consistent professional learning time between general education, special education and related service providers.
- Share resources and additional learning opportunities with families to support students' academic and social emotional success in and out of school.

ACHIEVEMENT GROUP III

Achievement Focus Question 3: How can we learn more from strong achievement data to support the success of all students?

Diversity Equity and Inclusion teams often take a deficit approach to understanding reasons behind achievement gaps between populations of students. This particular focus group uniquely examined student assets to understand how we can learn from what is going well by identifying bright spots and replicating good practices wherever possible.

Student SAT scores have a long standing history of excellence with students performing with an average that consistently places Darien among the highest performing high schools in the State of Connecticut. Aside from the aforementioned gaps in SAT performance noted in equity focus question number two, data reviewed during the equity audit did not indicate perceivable patterns of underachievement on SAT performance with demographic disaggregating. While higher levels of performance were observed by some racial subgroups, the small number of students in those categories did not make that reliable data for generalization to any particular population.

In October of 2015 the SAT was officially adopted by the Connecticut State Department of Education as the standardized test required for graduation by high school juniors. During the 2021-22 academic year, 89.2% of Darien test-takers scored at the desired achievement level or above in ELA and 82.4% in math. Darien students consistently perform well above state averages. This data is also examined annually when looking at Darien High School seniors who similarly outperformed their peers on National SAT tests.

Following conversations with the DHS School Counseling Department, the group learned that DHS has seen a consistent and positive increase in the number of students who are accessing the SAT preparation offerings as well as college and test preparation counseling available to all students. The DHS school counseling department shared proactive practices for publicizing these options on campus while maintaining that students' needs around SAT preparation and college counseling can be met at school.

Commendations:

- School counseling department is well trained and connected to maximize post-secondary opportunities for students.
- A supportive community of families and teachers who contribute to the culture of high expectations and academic excellence.
- A robust curriculum that prepares students well for success beyond Darien High School.

Considerations:

- Work with the administrative team and school counseling office to develop portfolio options, tied to the vision of the graduate, for organizing and demonstrating student achievement narratives that include college entrance exam data.
- Convene alumni focus groups and or surveys to collect feedback from recent graduates to iterate on and improve upon school experience for future students.
- Develop communications and presentations to educate students and families around portfolio development. Develop model “timelines” for students and families, beginning in 8th grade, designed to highlight important dates and experiences to help all prepare to transition to post-secondary opportunities.

"We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color.."

- Maya Angelou

CLIMATE

Climate Focus Question: What steps can we take to ensure we have school climates that are safe and welcoming for all students?

How students feel when they are in school - the school climate - is a large contributor to their sense of belonging. The policies and practices of a school play an important role in defining the climate. Climate is often shaped by the dominant voices within a school organization. When students feel represented by the voices they hear and the people they see, they are more likely to experience success in their learning.

The DEI Climate Committee utilized a focus group approach of participating students, staff, and parents who served on the DEI Team. Additionally, the committee considered the following items in making their recommendations:

- Public testimony provided by current and former students during Board of Education meetings asserting that school climate is not supportive, especially to students who identify as members of the LGBTQIA+ community, and those who are racially marginalized;
- Public testimony provided by students and families asserting the culture is overly competitive, thereby compromising student wellness;
- Public testimony, public media coverage, and anonymous websites that challenge instructional materials, in particular those isolating the LGBTQIA+ community and racially marginalized populations;
- Establishment of a grassroots organization RAGETIME, that garnered the signatures of thousands of supporters who were largely current and former students of DHS;
- A series of events where students exhibited antisemitic or misogynistic behavior, indicating there is a need to further educate students regarding these matters; and
- Limited representation of diverse student voices, contributing to groups feeling unheard and/or absent in the decision-making process.

An initial step the District has taken to address climate is the implementation of the RULER program. At the secondary level, activities like Names Day, Advisory, FLEX, and the Wellness Center are designed to support student wellness and a healthy climate. While some of these programs are in the early stages of implementation, there is hope that developing common language and experiences across the District will result in a more positive school climate for marginalized students and, thereby, all students.

There is a sense among students that current efforts to address student wellness and climate are not taken seriously with consistency, and not perceived as a priority for teachers and administration. Generally, the competitive culture does not allow for vulnerable sharing. Other factors named include negative perceptions of seeking extra help, and the impression that teachers are unaware of the immense amount of work students are being assigned.

Families and staff shared and discussed strategies to support students and better understand students' experiences and perceptions.

Commendations:

- Allocation of resources to mental health staff including: Director of Mental Health, school psychologists, school social workers, and school counselors.
- Ongoing implementation of the RULER Program to address students' social and emotional learning along with a concerted effort to bring in programming to address matters related to diversity, equity, and inclusion.
- Establishment of committees, such as the DEI Team that create space to better understand and address challenges in the area of climate, as well as DEI leadership within school-based PTOs and the CDSP.

Considerations:

- Administer an annual comprehensive climate survey for students, staff, and families that addresses overall school climate factors such as: academic rigor, student expectations, student engagement, student-teacher Relationships, and school belonging.
- Develop an action plan based on survey results that is closely monitored by a representative group of students in grades 3-5, 6-8, and 9-12 with teacher and administrative supervision, advisement, and support.
- Create a communication plan that makes the community aware of challenging issues with clarity and action. Partner with the town to offer community programming that educates on matters of diversity, equity, and inclusion.

"Alone we can do so little; together we can do so much."

- Helen Keller

PROGRAM PARTICIPATION

Program Participation Focus Question: Why are there racial disparities between groups of students who are identified for special education services and those identified as gifted?

At the national level, black students are overrepresented in special education and underrepresented in gifted education ([National Center for Learning Disabilities, 2020](#)). These disparities, dating back as far as 1968, indicate areas of identification are greatest for more subjective disabilities, like specific learning disabilities (SLD), intellectual disabilities (ID), and emotional disturbances (ED). This data also illustrates the underrepresentation of black students in gifted education programs and advanced courses of study.

The District currently screens all students in grades 3 and 5 for gifted education with parent and teacher referral opportunities other years. While a teacher referral process is available, it is rarely utilized. In alignment with national data trends, currently there are no male or female black students or multilingual learners in the DPS gifted program. At the same time, black students are overrepresented in special education. District wide, 69.2% of DPS black male students and 31.3% of DPS black female students have IEPs.

Exploring the role bias might play is an essential part of creating more inclusive opportunities for students. The DEI Committee spent time last spring looking specifically at several types of biases including:

- Confirmation Bias - Leaning into information that aligns and further supports existing beliefs.
- Hindsight Bias - Convincing oneself that an event that occurred was predictable.
- Anchoring Bias - Latching on to the first piece of information that you hear as the truth and point of future comparison.
- False Consensus - Overestimating the extent to which others agree with your point of view.
- The Halo Effect - When a person's attributes (looks, personality, energy) distract individuals from the substance of their thoughts, ideas and capacity to achieve desired goals.
- Misinformation Effect - Integrating inaccurate or misleading information with the facts of an actual event.

Commendations:

- There are systems in place that support the identification of gifted students that provide opportunities for multiple points of access.
- Ongoing partnership with the anti-defamation league (ADL) for student and staff education.

Considerations:

- Review the gifted identification criteria and address potential biases that exist within the process. Develop a clear communication plan for families and continue to implement the related recommendations outlined in the Gifted Education Program Evaluation from 2021.
- Develop curriculum and provide resources across grade levels and content areas to ensure that all students are represented and portrayed.
- Evaluate SRBI process to determine which steps are taken prior to referring students for a Multidisciplinary Evaluation and consideration for Special Education - particularly male students, black male students, and black female students.
- Engage all staff in implicit bias training to ensure their approach to referrals is appropriately responsive to students' needs.
- Develop a system within the District's tiered intervention system to address non-academic needs and access to the general curriculum.

"Every child deserves a champion – an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be."

- Rita Pierson

PROFESSIONAL CAPACITY OF STAFF

Professional Capacity Focus Question: How can we create time and space for ongoing staff development in the areas of diversity, equity and inclusion?

Job-Embedded Professional Development (PD) that is connected to District goals, collaborative and consistent over time contributes to a high-quality learning culture. The Darien Public Schools staff members actively engage in professional development through scheduled PD days, working with their collaborative teams, serving on committees, maintaining professional memberships and attending workshops and conferences to remain current.

When reviewing teacher feedback to support their professional learning in the areas of diversity, equity and inclusion; navigating uncomfortable or challenging conversations is the most requested area. Whether working with kindergarten students or seniors, topics arise in classrooms that may be difficult to navigate in ways that balance the Core Values articulated in the Strategic Plan, delivering the curriculum with fidelity, and respecting the views and backgrounds of others. When this occurs, tension may arise necessitating teacher support so they may navigate these challenging situations.

Large-scale work with diversity, equity and inclusion takes time and focus. As the District continues to diversify the workforce and provide learning opportunities for staff, partnership with the families and the community is essential. The common goal that is shared between home and school is the success of all students. In order for students to succeed they need to be seen and heard. DEI training is an important step in making this happen.

Commendations:

- A dedicated professional staff willing to engage in dialogue and professional learning in order to address areas of concern.
- Concerted effort to recruit and retain a diverse workforce (minority recruitment fairs, CREC teacher residency program).
- Strategic plan that emphasizes the importance of building the professional capacity of the staff.
- Staff requesting additional training to meet the needs of their students and the community. (Some PD has been provided to teachers at all levels.)

Considerations:

- Provide more time for professional development to accommodate the vast amount of learning needs among all staff members across the district. DEI alone requires additional training to equip all stakeholders with the skills necessary to understand one's own biases, navigate difficult conversations, and implement culturally responsive teaching practices. Communicate the learning outcomes with families and the Board.
- Provide focused and differentiated professional development targeting teachers' individual needs to deeply explore specific DEI topics. Build capacity from within by tapping into the expertise of educators who have had more training and experience, and consider opportunities and partnerships with community organizations to support this work. Develop a bank of resources for educators and families on the DEI website and provide professional development to all stakeholder groups.
- Monitor the effectiveness of the District's recruitment and retention plan and identify potential barriers to employment of minority staff.

CONCLUSION

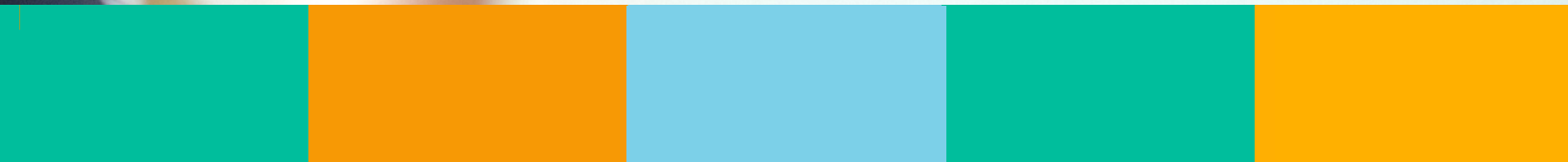
Deepening individual understanding of diversity, equity and inclusion is a critical component to building safe and supportive cultures. Throughout DEI meetings, building the fluency and capacity of the DEI Team members played a significant role in skill development. This was largely accomplished by each team member establishing a network outside of meetings in order to apply skills in navigating equity-focused conversations. These networks, usually comprised of 4-6 people, served as a sounding board for DEI Team members as they practiced engaging in potentially challenging conversations. In addition to building capacity in navigating these conversations, collaborating with networks diffused the work of the DEI Team beyond the membership itself.

While a great deal of commendations and considerations are offered by the Team throughout this report, it is suggested that prioritized areas of improvement be coupled with specific goals to support progress monitoring and ultimate goal achievement. There are many points of data to consider all of which can be monitored by establishing a District data dashboard. Additionally, noteworthy commendations should continue to be recognized and shared as building upon assets is a key to organizational improvement.

Finally, goal 2 of the DPS Strategic Plan is fostering a culture that promotes wellness, diversity and inclusion. This goal is partially achieved through strategy 2B, engaging stakeholders in the practice of embracing diversity, equity and inclusion. This was accomplished during years 1 and 2 of the plan by establishing a DEI Team to address systemic inequities and make recommendations to inform District policies and practices. The team consisted of representatives from various stakeholder groups. In the plan, implementation of the recommendations is an indication of goal achievement in this area.

According to the design of the DPS Strategic Plan, the charge of the committee is complete through the submission of this report coupled with a presentation to the BOE. Acceptance of any considerations, actions and progress monitoring is presented to the administration for consideration. These considerations may appear as future Board Goals, or through school and department improvement plans.

Respectfully Submitted - Members of the Darien Public Schools Diversity, Equity and Inclusion Team



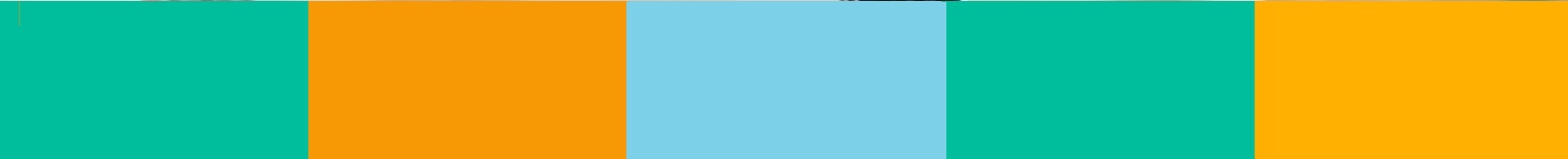
TEAM MEMBERSHIP

Timara Arconti	Teacher, MMS
Julie Best*	BOE Member
Ryan Betts	Principal, Tokeneke Elementary School
Paula Bleakley	Principal, Holmes Elementary School
Chloe Bortel	Student
Sara Brown	Community Member
Krista Carnes	Community Member
Apara Chandavarkar	Student
Marge Cion	Director of Human Resources
Bianca Cooper	Teacher, Special Education
Owen Craig*	Student
Karen Cummins	Community Member
Karolyn Dahlstrom, Ed.D.	Principal, Middlesex Middle School
Delaney Das	Student
Lindsey Dauk	Student
Laura Downing*	Community Member
Julie Droller	Director of Elementary Education
Jon Dunn	Community Member
Ellen Dunn	Principal, Darien High School School
Susie Flaherty	Community Member
Luke Forshaw, Ed.D.	Principal, Ox Ridge Elementary School
Michelle Furrer	Art Teacher
Caroline Hendrickson	Student
Francis Janosco	Department Chair, English
Keith Keeler	Department Chair, Social Studies
Shirley Klein	Assistant Superintendent SESS
Jennifer Ladd	Social Studies History Teacher
Whitney Lancaster	Community Member
Kristin Levinson*	Community Member
Veronica Lima	World Language Teacher
Kadiatu Lublin	BOE Member
Sydney Maier*	Student
Dennis Maroney	BOE Member
Christina Mauricio	Department Chair, World Languages
Scott McCarthy, Ph.D.	6-12 Program Director, Special Education
Katrina O'Connor	Community Member

Aiden O'Neill*	Student
Olivia Oefinger	Student
James Palen	Community Member
Barry Palmer	Social Studies Teacher / DEA President
Matt Pavia*	English Teacher
Jaime Perri	Community Member
Laura Pesce Gray	Community Member
Maya Pujara	Student
John Raskopf*	Student
Katie Risk	Assistant Principal, Royle Elem. School
Deb Ritchie*	Community Member
Jen Russey	Community Member
Courtney Ryan Kelly	Community Member
Aparna Sahgal	Community Member
Grace Sandoval*	Student
Janine Scotti	Paraprofessional
Jenn Sherman*	Community Member
Abby Shiner	Teacher, MMS
Keri Snowden	Principal, Hindley Elementary School
Justine Stewart	Community Member
Catherine Takovich	SRBI Specialist, Hindley
Colleen Thompson	Department Chair, Music
Natasha Torre	Principal, Royle Elementary School
Christopher Tranberg, Ph.D.	Assistant Superintendent C & I
Andrew Turriago	English Teacher, MMS
Diane Urban	Community Member
Rithwika Veeturi	Student
Theresa Vogt*	Community Member
Catherine Watson	Grade 5 Teacher

* Denotes Former Members

Apologies extended to anyone who was inadvertently left off the membership roster.



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— DARIEN PUBLIC SCHOOLS —



Overview



1

**Guiding Our
Work**

2

Defining Terms

3

Team Charge

4

**Improvement
Process**

5

**Nexus Between
SEL & DEI**

6

**Commendations
& Considerations**



Guiding Our Work



Vision

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



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.





Core Values

Equity

Advocating for and advancing opportunities and outcomes for all.

Diversity and Inclusion

Creating a community that welcomes and embraces the full range of human differences.



Defining Terms

Equality



Equity



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Equity Statement:

We seek and embrace diverse human differences of all kinds in effort to support the learning and growth of all students. We will advocate for and advance opportunities to support learning for everyone.

Team Agreement:

If we embrace, respect, and listen actively to diverse perspectives and allow ourselves to be vulnerable and practice respectful discourse, then we will realize a seriousness of purpose allowing each other to share openly and honestly in order to create a brave space that influences positive change.

Strategic Plan

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

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

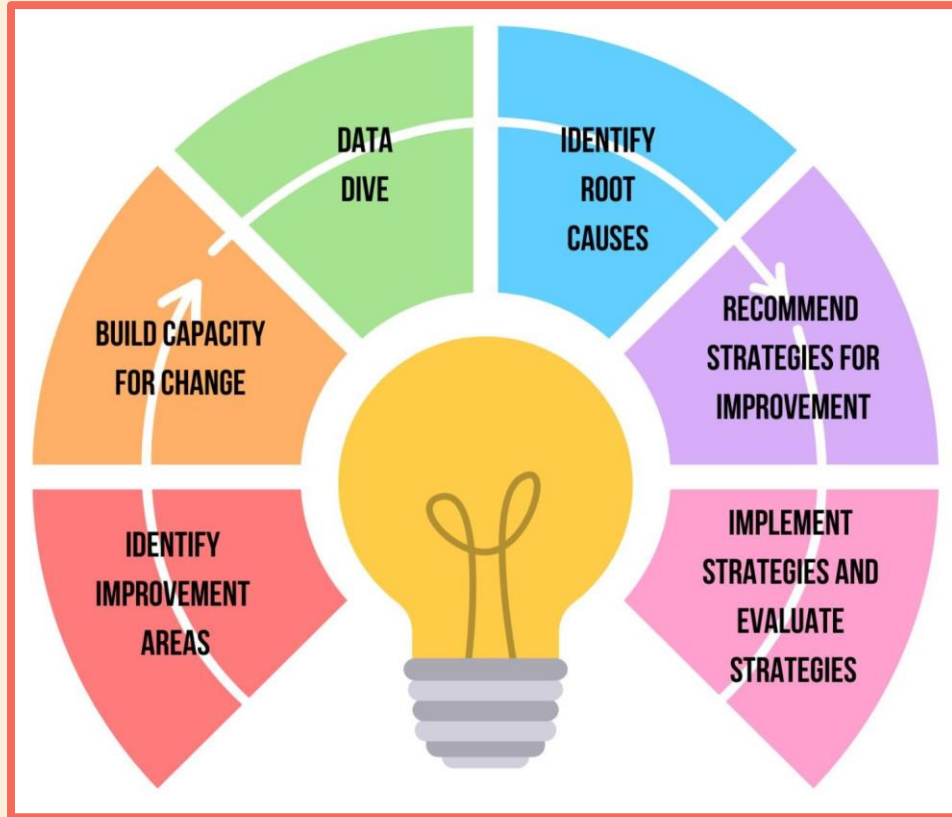


DEI Team Charge

- **Support** the District's vision, mission, core values, Strategic Plan and Vision of the Graduate;
- **Understand** the root causes of inequity and the organizational contributors that inadvertently cause barriers to accessing education to the fullest;
- **Develop** and **embed** processes and structures for sustained cycles of planning, acting, monitoring and adjusting;
- **Recognize** long-standing practices of stakeholders and collaboratively working to improve and address the needs of students in ways that are culturally responsive; and,
- **Establish** both relational and reciprocal professional accountability in taking action to make positive change.



Improvement Process





Diversity, Equity & Inclusion

@ *Darien Public Schools*

EQUITY STATEMENT

We seek and embrace diverse human differences of all kinds in effort to support the learning and growth of all students. We will advocate for and advance opportunities to support learning for everyone.

Intersection of DEI & SEL



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- SEL is relevant for all students in all schools and affirms diverse cultures and backgrounds.
- SEL is a way to uplift student voices and promote agency and civic engagement.
- SEL supports adults to strengthen practices that promote equity.
- Schools must engage students, families, and communities as authentic partners in social and emotional development.
- SEL is a strategy for systemic improvement, not just an intervention for at-risk students.

Achievement 1

Focus Question : Why are there differences between subgroups of students as readers?

Commendations:

- The District maintains a robust instructional support system for all learners.
- The District provides teachers with materials to meet students' learning needs through a comprehensive budget process.
- The District allocates professional development opportunities for all staff through job-embedded learning as well as utilizing the expertise of outside professionals.

Considerations:

- Proactively embed formative assessments and progress monitoring tools to provide timely intervention and real time instructional adjustments to meet student learning needs.
- Assess and determine appropriate staffing levels to adequately support multilingual learners and implement Individualized Learning Plans (ILPs) to guide instruction.

Achievement 2

Focus Question 2: How may we support students of all abilities and learning differences in developing a positive sense of self, foster social emotional wellness, and demonstrate academic excellence in a highly competitive environment?

Commendations:

- A robust process is in place for facilitating SRBI Tier 1, 2 and 3 Meetings.
- District's prioritization of student health and wellness.

Considerations:

- Analyze student activities and participation, as well as climate survey data to identify trends, and strategies for improvement.
- Increase opportunities for special education teachers' participation in professional development related to general education curriculum and instruction.
- Consider thoughtful use of master schedules that build in consistent professional learning time between general education, special education and related service providers.

Achievement 3

Achievement Focus Question 3: How can we learn more from strong achievement data to support the success of all students?

Commendations:

- School counseling department is well trained and connected to maximize post-secondary opportunities for students.
- A supportive community of families and teachers who contribute to the culture of high expectations and academic excellence.
- A robust curriculum that prepares students well for success beyond Darien High School.

Considerations:

- Convene alumni focus groups and or surveys to collect feedback from recent graduates to iterate on and improve upon school experience for future students.
- Develop communications and presentations to educate students and families around portfolio development that is tied to the vision of the graduate.

Climate

Focus Question: What steps can we take to ensure we have school climates that are safe and welcoming for all students?

Commendations:

- Allocation of resources to mental health staff including: Director of Mental Health, school psychologists, school social workers and school counselors.
- Ongoing implementation of the RULER Program to address students' social and emotional learning along with a concerted effort to bring in programming to address matters related to diversity, equity and inclusion.

Considerations:

- Administer a comprehensive climate survey for students, staff and families that addresses overall school climate factors such as: academic rigor; student expectations; student engagement; student-teacher relationships; and, school belonging.
- Create a communication plan that makes the community aware of challenging issues with clarity and action. Partner with the town to offer community programming that educates on matters of diversity, equity and inclusion.

Program Participation

Focus Question: Why are there racial disparities between groups of students who are identified for special education services and those identified as gifted?

Commendations:

- There are systems in place that support the identification of gifted students that provide opportunities for multiple points of access.
- Ongoing partnership with the anti-defamation league (ADL) for student and staff education.

Considerations:

- Review the gifted identification criteria and address potential biases that exist within the process. Develop a clear communication plan for families and continue to implement the related recommendations outlined in the Gifted Education Program Evaluation from 2021.
- Develop curriculum and provide resources across grade levels and content areas to ensure that all students are represented and portrayed.
- Engage all staff in implicit bias training to ensure their approach to referrals is appropriately responsive to students' needs.

Professional Capacity

Professional Capacity Focus Question: How can we create time and space for ongoing staff development in the areas of diversity, equity and inclusion?

Commendations:

- A dedicated professional staff willing to engage in dialogue and professional learning in order to address areas of concern. Concerted effort to recruit and retain a diverse workforce (minority recruitment fairs, CREC teacher residency program).
- Strategic plan that emphasizes the importance of building the professional capacity of the staff.

Considerations:

- Provide more time for professional development to accommodate the vast amount of learning needs among all staff members across the district. DEI alone requires additional training to equip educators with the skills necessary to understand one's own biases, navigate difficult conversations, and implement culturally responsive teaching practices.
- Provide focused and differentiated professional development targeting teachers' individual needs to deeply explore specific DEI topics. Build capacity from within by tapping into the expertise of educators who have had more training and experience.

Next Level of Work

Adopt

Adopt considerations for implementation.

Implement

Implement goals, strategies and actions in District, school and department improvement plans.

Monitor

Regularly monitor progress and adjust.

Discussion

Credits: This presentation template was created by **Slidesgo**, and includes icons by **Flaticon**, and infographics & images by **Freepik**







Darien Public Schools

To: Members of the Board of Education

From: Dr. Alan Addley, Superintendent of Schools
Dr. Christopher Tranberg, Assistant Superintendent of Curriculum & Instruction

Date: June 12, 2023

RE: Board Goals and Strategic Plan End of Year Update

This memorandum describes the strategies and early spring updates for each of the four Board goals and seven goals contained in the Strategic Plan. Similar to the fall and winter, these updates are included in one memo as the Board Goals and Strategic Plan are tightly aligned. Both documents guide the District's work in support of our mission of *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*. This ultimately helps realize our District vision in *Preparing all students today to thrive in a changing world tomorrow*.

Board Goal 1	Strategic Work
<p>Evaluate and maximize safety and security practices for students and staff.</p>	<ul style="list-style-type: none"> ● Review current practices and infrastructure across the District. ● Initiate a security audit and implement findings to refine and update school safety and security measures. ● Maintain partnerships with public safety officials. ● Enhance crisis communication plans. ● Provide additional training for administrators, teachers, staff regarding violence prevention, security, and emergency practices.
End of Year 2023 Update	
<ul style="list-style-type: none"> ● SSOs hired, placed and trained at each elementary school. ● Conducting self-assessment phase for CALEA accreditation. ● Exploring implementation of Anonymous Alerts App. ● Ongoing assessment and enhancement of each school's security needs. ● Designing handheld emergency response guide to complement Emergency Plan. ● Applied for State school security grants. ● Implementing CIRMA security audit recommendations. ● Conducted tabletop exercises. ● Scheduled incident command training for administrators at Administrative Retreat. ● Completion of monthly safety drills using different scenarios. 	
Spring 2023 Update	
<ul style="list-style-type: none"> ● Final interviews for six SSO candidates with the Superintendent scheduled for the week of March 13th. Extensive screening completed by Director of Security, Chief of Darien Police, Elementary Principals, Director of HR and Director of Finance & Operations. ● SSO training begins April 3rd with an anticipated start date in the schools of April 19th. ● Working towards CALEA certification (Commission on Accreditation for Law Enforcement Agencies). ● CIRMA Audit Report presented to the BOE. ● Planned visit for Director of Security with elementary PTOs. ● BOE Presentation on School Safety and Security by Director of Security. ● Completion of monthly safety drills using different scenarios. ● Collaboration between building staff, the Director of Security, and the Darien Police during lock down drills and situations pertaining to student safety. 	
Winter 2023 Update	
<ul style="list-style-type: none"> ● Director of Security hired with a January 9, 2023 start date. ● Awaiting updated final CIRMA report inclusive of administrative feedback. ● Continued PMT training for staff members. ● Completion of monthly safety drills through the use of Alertus. ● Continued partnership with Darien Police during lock down drills and situations pertaining to student safety. ● Addressed security needs through FY24 Budget requests. 	

Board Goal 1 - Fall 2022 Update

- Approval of Director of Security, Elementary School Security Officers and door security enhancements.
- Successful launch of new Alertus System.
- CIRMA security audit completed with feedback under review by administration.
- Schools conducted annual training in safety and security procedures and ran safety drills (fire drills, lockdown drills, shelter in place) with Central Services staff and the Darien Police Department in accordance with District plan.
- Training for staff regarding PMT, and RBT practices.

Board Goal 2	Strategic Work
<p>Support systems and practices to address the mental health and wellness needs of students and staff.</p>	<ul style="list-style-type: none"> ● Provide a monthly mental health and wellness update to the Board. ● Partner with Darien’s Mental Health Task Force and Postvention Team members to provide proactive measures to support student, staff, and family wellness. ● Promote social and emotional learning Pre-K -12+ to support wellness. ● Provide resources to support mental health needs across the District. ● Support District participation in the State Pilot of SEL Screening.

End of Year 2023 Update

- Director of Mental Health presented to BOE 30, 60, 90 day plan
- RULER implementation continues, elementary schools and MMS are implementing Charter and Mood Meter. DHS has utilized the mood meter, class charters, and the conflict resolution blueprint along with staff PD focused on expanding our emotional vocabulary.
- MMS supports enrichment opportunities for all students in identifying and dealing with emotions, such as Art in Emotion assembly.
- Students led “Mental Health Awareness Day” at MMS and student-created FLEX lesson on mental health resources for students.
- Teen Talk candidates identified for high school and interviews scheduled for June.
- Dr. Dadd and Julie Droller presented to parents on Mental Health and SEL in April.
- DHS alumna and artist Katie Southworth presented on art and mental health on April 20, 2023. She collaborated with students to create a piece of art that was donated to DHS.
- DHS Wellbeing Week was held in April with various presenters joining in the Wellness Center.
- The AFSP Out of the Darkness Campus Walk was held in April and raised funds for suicide awareness, prevention, and reducing the stigma around mental health.
- Professional Development needs survey specific to mental health distributed to all faculty.
- DESSA end of the year data being reviewed.
- School Climate Survey options being reviewed.
- Mental Health Director introduction/presentation to Thriving Youth Task Force, Human Services Planning Council, Town of Darien’s Mental Health Task Force and Behavioral Health Subcommittee.

Spring 2023 Update

- Continued RULER implementation with staff and students across schools.
- Next mental health updates scheduled for March 28 BOE meeting.
- Planning a mental health and SEL presentation for families in April/May.
- Middlesex welcomed Tom Varano, Emotions in Art presentation for all students.
- Thriving Youth Task Force Survey administered to MMS and DHS students.
- Dr. Dadd, Director of Mental Health, starts in Darien on March 20, 2023.
- March administration of the DESSA-Mini planned in the elementary schools and MMS.
- Continued training with Andy Dousis on Responsive Classroom implementation.
- DHS Wellness Week planned for the end of April. DHS will have an AFSP Out of the Darkness Campus Walk on April 30 to raise funds for suicide prevention, raise awareness and reduce the stigma.

Board Goal 2 - Winter 2023 Update

- Director of Mental Health hired in collaboration with the Town's Director of Human Services.
- District administration participation on Town of Darien's Mental Health Task Force's Behavioral Health Subcommittee
- Parent SEL session with Dr. Marc Brackett.
- Continuation of regular mental health updates.
- Development of SEL section of the District website.
- Superintendent's Budget developed addressing the mental health needs of students.
- SEL update provided to the Board Curriculum Committee.
- The DHS Wellness Center is open daily during lunch waves with 50 visits across grade levels.
- DESSA Mini Universal Screener completed for students in Grades K-8.
- ADL training with MMS Staff for January Professional Development day.
- Facilitated SEL meetings for parents across elementary schools.

Board Goal 2 - Fall 2022 Update

- Approval of Director of Mental Health position.
- Monthly mental health updates provided to the Board.
- All staff participated in QPR suicide prevention training (Question, Persuade, Refer).
- Year 2 of RULER implementation with a specific focus on creating charters and orienting students and families to the "mood meter".
- Elementary schools have provided staff training for administration of the State Pilot SEL screener (DESSA-mini). Planning to launch the first administration in November. Parent communication sent home.
- Extracurricular Participation meetings held at DHS focused on reducing the stigma associated with Mental Health challenges and the importance of seeking support and opening dialogue.
- The Wellness Center has opened at DHS where students are welcome to disconnect from technology and connect with other peers and support staff when needed.
- Continued collaboration with the Town of Darien Human Services Department Postvention Team and local agencies/providers on strategic Postvention/Prevention planning.

Board Goal 3	Strategic Work
<p>Oversee the Year 2 implementation of the Strategic Plan.</p>	<ul style="list-style-type: none"> ● Provide governance and support for Year 2 strategies. ● Utilize the Strategic Plan to guide policies and decision making. ● Revise Strategic Plan to meet District needs. ● Provide financial resources through the budget development process. ● Establish Superintendent goals that support the Strategic Plan.
End of Year 2023 Update	
<ul style="list-style-type: none"> ● Continued Strategic Plan and Goals updates to the Board. ● Earlier adoption of Board Goals for 2023-2024 to be discussed at BOE July retreat. ● FY24 BOE budget aligns to and supports Strategic Plan goals. ● Presentation of DEI Team Report 	
Spring 2023 Update	
<ul style="list-style-type: none"> ● Continued Strategic Plan and Goals updates to the Board. ● Earlier adoption of Board Goals for 2023-2024 to be scheduled this spring. ● FY24 BOE Adopted Budget aligns to and supports Strategic Plan goals. ● Use of school improvement plans aligned to the Strategic Plan. 	
Winter 2023 Update	
<ul style="list-style-type: none"> ● Superintendent's Midyear Evaluation complete. ● School and Department Improvement Plans are developed and aligned with the current work of the District's Strategic Plan. ● Scheduled Strategic Plan updates provided and presented to the Board. ● FY24 Budget requests align and support the Strategic Plan Goals. 	
Fall 2022 Update	
<ul style="list-style-type: none"> ● School and Department Improvement Plans are being developed aligned with the current work of the District's Strategic Plan. ● Regular updates are scheduled for the Board. ● The Strategic Plan is being utilized to support budget requests for FY24. 	

Board Goal 4	Strategic Work
<p>Enhance Board and District communications.</p>	<ul style="list-style-type: none"> ● Establish a BOE Communications Committee. ● Provide continuity of meetings and engagement with the community. ● Audit current communication systems. ● Survey stakeholders to identify preferred means of communication. ● Celebrate student and staff achievements. ● Provide communication on the Strategic Plan. ● Collaborate on shared communication with administration. ● Work collaboratively with the Policy Committee to identify policies and procedures to support and enhance District communications.
End of Year 2023 Update	
<ul style="list-style-type: none"> ● Communications survey for staff and community administered and initial results reviewed. ● Preliminary areas for focus groups identified from survey data ● Discussion to utilize survey results to inform Board of Education goal setting ● 2023-2024 school calendar adjusted and 2024-2025 calendar approved. ● Student recognition through school-based awards ceremonies and EOY meetings of the BOE. ● Presentation to parents on Mental Health and SEL in April. ● Presentation to various town organizations (HSPC, TYTF, PTOs, Senior Men's Club) 	
Spring 2023 Update	
<ul style="list-style-type: none"> ● BOE Communications Committee developing protocols and work plan to enhance District communications and to develop a Communications Plan. ● Chair and Superintendent communication (written and testimony) with State Legislators, Members of the Education Committee and the CSDE Commissioner. ● Preliminary timeline for the work of the Communications Committee approved. ● Policy Committee ongoing work on policy audit /policy revisions and consideration of <i>Procedures for Challenges to Instructional Materials Policy</i>. ● Research for Communications Survey to Stakeholders beginning this spring ● Elementary Progress Report Committee convened for the first meeting to research and make recommendations for improvement. ● Use of Superintendent weekly communications, school newsletters and website enhancements. 	
Winter 2023 Update	
<ul style="list-style-type: none"> ● Communications Committee charge was created and a timeline established to guide work over the next year. ● Communication Plan Template approved. ● Updated District webpage to include Social and Emotional Learning (SEL). ● Utilizing the District Chain of Communication to address community concerns. ● Developing a process for challenging instructional materials to engage the community in a systematic manner. 	
Fall 2022 Update	
<ul style="list-style-type: none"> ● BOE Communications Committee established & conducted the first meeting of the Committee. ● Strategic Plan and Goals updates scheduled for the Board. ● Updated dedicated web pages for School Security, Mental Health & DEI. 	

Strategic Plan Goal 1	Strategy
Enhancing Teaching and Learning	<ul style="list-style-type: none"> ● 1A: Develop a shared vision of teaching and learning. ● 1B: Revise and/or create curricula that are designed to responsively represent diverse perspectives as well as meet individual learning needs. ● 1C: Align job-embedded professional learning opportunities to support growth and development in identified areas.

End of Year 2023 Update

- Teaching and learning principles awaiting finalization by PDEC.
- PDEC focused their final meeting of the year on changes regarding the teacher evaluation and feedback system.
- Recommendations made through the DEI report to support teaching and learning and the representation of diverse perspectives.
- Presentations to the BOE Curriculum Committee exploring potential changes to the grade 8 and 9 experiences across content areas.
- Professional development with Holly Clark examining implications for AI and Project Based Learning across content areas, including gifted education.
- Summer curriculum plan developed and prioritized for revision and EduPlanet21 input.
- Elementary Schools shared information about how to support students learning maintenance over the summer

Spring 2023 Update

- Finalizing the District teaching and Learning Principles in partnership with PDEC and adding instructional “look fors” to guide District work.
- Curriculum professional development and migration to EduPlanet21 continues across all grade levels and disciplines. Three additional departments have received professional development and all departments have works in progress within the new platform.
- ELP teachers worked with Literacy How in the development of integrating language in poem and nursery rhymes, oral language, concepts of print, and phonological awareness.
- Co-teaching rounds continue in grade five across elementary schools to support best practices in specially designed instruction (SDI).
- Embedded professional development for K-2 teachers focused on the science of reading, new assessments, and planning and implementing targeted small group instruction.
- Professional development for 3-5 teachers on planning and implementing differentiated problem-solving tasks and using tools to foster deep conceptual understanding.
- Elementary paraprofessionals participated in professional learning around the science of reading and will work with Andy Dous in mid-March on Responsive Classroom.
- Math Acceleration and Gifted Program presentations to the BOE Curriculum Committee and full BOE.
- Professional development for gifted teachers to embed blended learning and expand opportunities for student voice and choice.
- DHS English committee formed to reflect on writing instruction practices given the benefits and challenges of generative A.I. models.
- Teachers in 6-12 English selected their instructional topics on which they will base their “expertise group” professional learning throughout the 2023-24 school year.

Strategic Plan Goal 1 - Winter 2023 Update

- The Professional Development and Evaluation Committee (PDEC) reviewed professional development feedback and discussed potential changes to the teacher evaluation and feedback system.
- PDEC provided feedback on the draft Teaching & Learning Principles and offered feedback to provide clarity and purpose.
- Teachers working in teams to develop units of study using the EduPlanet21 platform.
- Math educators worked with an international math clinician, Dr. Yeap Ban Har, to engage in learning related to complex problem solving.
- International visitors from Rotterdam, Netherlands visited to observe our gifted education programming and engage in conversation regarding best practices.
- Teachers are engaging in embedded professional development focused on SEL, literacy and math instruction at the elementary level.
- Approximately twenty teachers and administrators across the District are engaged in training to become ISTE certified educators.
- Secondary English teachers are engaged in developing a policy and set of procedures to guide future recommendations of appropriate instructional text resources.

Strategic Plan Goal 1 - Fall 2022 Update

- Teaching & Learning Principles are drafted and will be reviewed by the Professional Development and Evaluation Committee (PDEC) in December.
- Department Chairs continue to provide department updates to the BOE Curriculum Committee and are each developing a four year plan for curriculum revision and migration to the EduPlanet21 Platform.
- Teachers are engaging in professional development with Teachers College, Responsive Classroom, RULER, and Math in Focus to support growth and development in the areas of Math, Literacy, and SEL instruction.
- K-2 Classrooms are being trained in the use of new decodable texts (Jump Rope Readers) that represent diverse cultures and the shift in reading instruction.

Strategic Plan Goal 2	Strategy
Fostering a Culture that Promotes Wellness, Diversity, and Inclusion	<ul style="list-style-type: none"> ● 2A: Create a caring school climate that promotes wellness. ● 2B: Engage stakeholders in the practice of embracing diversity, equity, and inclusion.
End of Year 2023 Update	
<ul style="list-style-type: none"> ● DEI Team Report presented to BOE. ● RULER implementation continues across schools. ● Director of Mental Health and Director of Elementary Education. presented to parents on Mental Health and SEL in April. ● DHS Wellbeing Week was held in April with various presenters joining in the Wellness Center. ● MMS & MPA provided enrichment opportunities for students, such as Art in Emotion, author Jerry Craft, and a Chinese acrobat. ● Director of Mental Health tasked with developing behavioral tiered intervention to support academics. ● MMS highlighted the languages and cultures offered through a Chinese cultural assembly, French food and decor in the cafeteria, and Spanish dancing during Study Hall. ● The AFSP Out of the Darkness Campus Walk was held in April and raised funds for suicide awareness, prevention, and reducing the stigma around mental health. ● DESSA end of the year data collected, initial data being reviewed. ● School Climate Survey options being reviewed. ● Mental Health Director introduction/presentation to Thriving Youth Task Force, Human Services Planning Council, ● Elementary Schools continue to embrace enrichment events aligned to wellness, diversity, and inclusion. 	
Spring 2023 Update	
<ul style="list-style-type: none"> ● DHS held a 2-day interdisciplinary assembly program for and 11th graders and 9th-12th performance music program with guest artists from The Blues and Beyond which tells the story of African Americans from West Africa to present day through music, narration, videos, and photographs ● Professional development and individualized coaching on Responsive Classroom practices as part of training for new teachers. ● Continuation of MMS School Wide Committees targeting district goals, such as Instruction, Student Voice, and DEI. ● MMS partnered with the MPA DEI sub-committee for Black History Month and for Women’s History Month. ● MPA and DHS PTO offering parent workshop with Lisa Damoura on 5/10/23. ● DEI Team began drafting recommendations for presentation to the full Board on June 13th. ● Middlesex teachers participated in DEI training presented by the Anti Defamation League (ADL). ● Elementary classrooms structure Morning Meetings that include RULER lessons on feelings, inclusion and well being. ● Elementary enrichment programs provide exposure to diverse topics and cultures. ● Use of elementary literature to represent and portray a variety of perspectives. ● DHS Wellness Week is being planned for the end of April. ● DHS will have an AFSP Out of the Darkness Campus Walk on April 30 to raise funds for suicide prevention, raise awareness and reduce the stigma. 	

Strategic Plan Goal 2 - Winter 2023 Update

- Elementary schools are continuing to incorporate literature to represent and portray a variety of perspectives.
- PTOs partnering with schools to provide diverse enrichment opportunities and parent programming.
- All elementary classrooms run Morning Meetings that include discussions of feelings, inclusion, and support overall feelings of well-being in connection with the RULER program.
- The DEI Team continues to meet monthly and is on track to make recommendations for consideration later this spring.
- Paraprofessionals participated in DEI training during the November PD.
- Dr. Marc Brackett visited the District and presented a parent workshop providing an overview of the RULER program.
- Director of Mental Health hired.
- The District website was updated to provide information on SEL.
- RULER rollout continues at MMS with creation of grade level and Team Charters.
- Use of mood meter to discuss feelings and embedded into restorative conversations with students at MMS.
- Thursday Advisory focuses on RULER and SEL components at MMS.

Strategic Plan Goal 2 - Fall 2022 Update

- Diversity, Equity and Inclusion Team has had two meetings this school year. They are on track to make recommendations to the Board this spring.
- Principals and staff representatives participate on the District DEI Committee and hold DEI conversations with a network outside of the committee to share new learning.
- Diversity, Equity and Inclusion page has been added to the District website for easy access and improvised communication.
- RULER lessons developed with key vocabulary words identified for each elementary grade to support language development of feeling words.
- All middle school FLEX classes have RULER and SEL lessons on a weekly basis focused on identifying and understanding feelings, inclusion and community building.
- All elementary classrooms run Morning Meetings that include discussions of feelings, inclusion, and support overall feelings of well-being.
- Elementary schools are using literature to increase awareness of DEI topics.
- Elementary and middle school PTOs are partnering to provide diverse enrichment opportunities and parent programming.
- Parent RULER presentation scheduled with Dr. Marc Brackett.
- The Names Can Really Hurt Us Program is well underway at DHS and the Names Team of students and teachers will be leading the program with facilitators from the ADL for our ninth grade in November.
- Training scheduled for MS teachers with ADL.

Strategic Plan Goal 3	Strategy
Developing a Balanced Definition of Student Success Through the Portrait of the Graduate	<ul style="list-style-type: none"> ● 3A: Ensure District values are operationalized across all schools. ● 3B: Develop systems to measure, inform, and enhance implementation of the Portrait of the Graduate.
End of Year 2023 Update	
<ul style="list-style-type: none"> ● Core values, mission and vision represented in presentations and professional development. ● DHS seniors completed essays incorporating the POG competencies. ● June administrator retreat focuses on the Portrait of the Graduate. ● Portrait of the Graduate competencies incorporated as new units are developed and revised in EduPlanet21 Platform. 	
Spring 2023 Update	
<ul style="list-style-type: none"> ● Core values, mission and vision represented in presentations and professional development. ● NEASC spring update to the BOE is scheduled. ● Middlesex is incorporating 4 of the 6 Portrait of a Graduate (POG) competencies into Genius Hour. ● Planning for administrative June retreat to focus on developing systems to measure, inform and enhance implementation of the Portrait of the Graduate. ● Discussion of POG continues at regular administrative meetings. ● DHS Seniors are preparing essays exploring their growth in two POG competencies of their choice. 	
Winter 2023 Update	
<ul style="list-style-type: none"> ● Portrait of the Graduate (POG) Competencies incorporated in new units of study as they are developed. ● Establishing a committee to create developmentally appropriate Portrait of the Graduate language for PK-5. ● Reviewed Portrait of the Graduate competencies with the District Leadership Team. ● The DHS POG committee reviewed POG implementation and assessment recommendations with DHS administrators. 	
Fall 2022 Update	
<ul style="list-style-type: none"> ● Portrait of the Graduate Competencies embedded in the new EduPlanet21 curriculum platform. ● Portrait of the Graduate language infused in NEASC report and recent NEASC Committee visit. ● Currently developing a system (PK-12) to implement and to measure the competencies of the Portrait of a Graduate. 	

Strategic Plan Goal 4	Strategy
Expanding the Professional Capacity of Staff	<ul style="list-style-type: none"> ● 4A: Explore ways to improve the District’s professional learning culture and practices. ● 4B: Ensure a professional learning system that promotes continuous growth and support. ● 4C: Attract and retain diverse educators. ● 4D: Evaluate and adapt the current onboarding system to identify additional supports for teachers, including informal mentors.
End of Year 2023 Update	
<ul style="list-style-type: none"> ● PDEC participated in a presentation regarding changes to the Teacher Evaluation and Feedback model by a representative from the State Committee. ● Administrators continue to utilize the TEPL process to support teacher growth and development through end-of-year conferences. ● Recommendations to support this goal included in DEI Team Report. ● Contract negotiations resulted in additional professional development days at the start of the school year for both new and returning teachers, which will provide additional support prior to the start of the school year. ● Staff has been asked to complete a Mental Health Professional Development Survey to inform administration of identified areas of need for our staff. ● Additional changes to our onboarding procedures will be made in response to feedback from new teachers. 	
Spring 2023 Update	
<ul style="list-style-type: none"> ● Additional focus groups with year 1 and 2 teachers scheduled for the spring to provide feedback for effective onboarding and support practices for new staff. ● Continued conversations and professional development with local and state RESC’s as well as surrounding districts related to attracting diverse educators. ● Draft documents developed to guide district plans to redesign teacher evaluation and feedback systems. ● Professional development (January and February) on a variety of discipline and building based topics. Topics included Science of Reading, math, CT SEDS, teacher collaboration, SEL and wellness. ● Registered Behavior Technician (RBT) Training for ELP and elementary paraprofessionals. ● Secondary faculty and administrators participated in a work-study group on best practices in the implementation of 504 and IEP accommodations and modifications. ● Andy Dousis has continued to provide support for staff around Responsive Classroom. ● March professional learning opportunities on supporting Multilingual learners 	
Winter 2023 Update	
<ul style="list-style-type: none"> ● Teacher contract negotiation complete. ● Focus on promoting continuous growth and support through PLCs, SRBI, Faculty Meetings, teacher observations/feedback, and Grade Level Leader meetings. ● Ongoing coaching and support provided to new teachers by administration. ● Continuing PD focus on teacher-selected PD research, with updates on teacher classroom implementations of learned strategies and approaches. ● Concerted effort to offer PD based on teacher feedback and professional goals. ● FY 24 budget addresses substitute teacher shortage. ● Wilson Reading System Training for special education teachers (K-12). 	

Strategic Plan Goal 4 - Fall 2022 Update

- Year 2 for CT Teachers in Residence program with two resident teachers placed in elementary school classrooms and a year one resident beginning this year.
- Engaging staff in professional development feedback to balance required and choice professional learning experiences.

Strategic Plan Goal 5	Strategy
<p>Developing and Enhancing Systems to Promote Effective Communication</p>	<ul style="list-style-type: none"> ● 5A: Establish effective and open lines of communication among all stakeholders ● 5B: Align District’s guiding documents and communications with its mission, vision and core values to foster coherence.
End of Year 2023 Update	
<ul style="list-style-type: none"> ● Communications survey for staff and community administered and initial results reviewed. ● Areas for focus groups to be identified from survey data ● Discussion to utilize survey results to inform Board of Education goal setting. ● 2023-2024 school calendar adjusted and 2024-2025 calendar approved. ● Student recognition through school-based awards ceremonies and EOY meeting of the BOE. ● Mental Health and SEL presentations to parents. ● Presentations to various town organizations (HSPC, TYTF, PTOs, Senior Men's Club) 	
Spring 2023 Update	
<ul style="list-style-type: none"> ● Elementary Progress Report Committee convened for the first meeting to research and make recommendations for improvement. ● BOE Communications Committee developing protocols to enhance District communications and to develop a Communications Plan. ● Use of Superintendent weekly communications, school newsletters and website enhancements ● Chair and Superintendent communication (written and testimony) with State Legislators, Members of the Education Committee and the CSDE Commissioner. 	
Winter 2023 Update	
<ul style="list-style-type: none"> ● Regular meetings of the Board of Education Communications Committee. ● Communications template approved. ● Developed SEL section on the District website. ● Elementary teachers providing proactive SEL communication with families ● Gifted educators provide parent information sessions about the gifted education program and identification process. ● Continued utilization of Superintendent weekly communications and school newsletters to apprise stakeholders of celebrations and important information. 	
Fall 2022 Update	
<ul style="list-style-type: none"> ● Utilizing Superintendent weekly communications and school newsletters to apprise stakeholders of celebrations and important information. ● Parent information session offered related to SBAC and NGSS performance results. ● Vision and Mission included in website updates and individual schools’ virtual message boards. ● Updated dedicated web pages for School Security, Mental Health & DEI. 	

Strategic Plan Goal 6	Strategy
Improving School Facilities for Student Safety & Access to Learning	<ul style="list-style-type: none"> ● 6A: Ensure that the configuration and condition of the District's physical facilities provide secure and supportive environments for teaching and learning student activities.
End of Year 2023 Update	
<ul style="list-style-type: none"> ● HHR construction set to begin this summer. ● Ox Ridge-Phase II set to be completed this summer. ● DHS Oil Tank set to be removed June 15th. ● DHS Track Resurfacing set to begin June 19th. ● Exterior Door project in progress. ● CIRMA recommendations being implemented. ● MMS Fire Pump has been installed and the temporary fire pump has been removed. 	
Spring 2023 Update	
<ul style="list-style-type: none"> ● HHR is nearing State approval to bid; school level phasing plan developed. ● Ox Ridge- Phase II progressing well and on schedule. ● Exterior door security improvements commencing April break. ● BOE review of CIRMA Audit report. ● DHS, MMS & TOK Library presentation and discussion with Facilities Committee and Board of Education. 	
Winter 2023 Update	
<ul style="list-style-type: none"> ● HHR is entering the Design Development stages. Board approval anticipated January 10, 2023. ● HHR project was posted to the state list for Governor approval (mid-December) ● Ox Ridge- Phase II construction in progress. ● School Security Enhancements- funding was approved by the RTM (late December). ● Awaiting final draft of CIRMA audit inclusive of administration recommendations. 	
Fall 2022 Update	
<ul style="list-style-type: none"> ● Schematic Design approval for Holmes, Hindley & Royle ● HHR Building Committee continues to meet. ● Support for Ox Ridge Phase 2 construction. ● Design phase for DHS, MMS, and Tokeneke Libraries nearing completion. 	

Strategic Plan Goal 7	Strategy
Improving Technology to Support Teaching & Learning	<ul style="list-style-type: none"> ● 7A: Ensure strategic utilization of technology to enrich, support, and inspire teaching and learning. ● 7B: Establish and manage a secure, reliable, and dynamic technology system for effective and efficient District operations.
End of Year 2023 Update	
<ul style="list-style-type: none"> ● Network infrastructure achieved 99.99% uptime for the academic year, resulting in no disruptions in the digital teaching space. ● All technology equipment in budget successfully deployed into the district, keeping the district on its scheduled 4 year replacement plan. ● Success of K-12 Robotics Clubs , DHS Robotics, DECA team and individual students at various team and individual STEM competitions. ● 2nd Podcasting Studio opened at DHS Library. ● Tech Wave site & weekly Tech Tips continue to support faculty as well as maintain current information on Artificial Intelligence and its impact on education. 	
Spring 2023 Update	
<ul style="list-style-type: none"> ● DHS Robotics team competes at FIRST FRC events in Waterbury. ● ISTE certification training for cohort of DPS teachers and administration. ● Professional development for technology education teachers and librarians to support curriculum enhancement. ● New cybersecurity training and email filtering systems implemented. ● Guy Pratt was selected to present at the 2023 National ISTE Conference “Using Technology to Make Student Thinking Visible”. Dr. Tranberg and Dr. McGettigan were also selected to present at the 2023 National ISTE Conference “Are You Future Ready? Energizing the ISTE Standards Through the Future Ready Framework”. ● Redesign of Technology Department (Budget FY24) to best support teaching and learning. 	
Winter 2023 Update	
<ul style="list-style-type: none"> ● Transition to BYOD at DHS continues to be successful. ● Expanding robotics programs at each elementary school. ● Video Broadcasting class commences at DHS ● Implementation of coding software (Code Monkey) at the elementary level. ● iPad Pro pilot group complete and preparing distribution of teacher iPads at DHS. ● Library curriculum writing continues. ● Tech Ed curriculum kickoff training in EduPlanet. ● Cybersecurity enhanced with e-mail filtering and training systems. ● Implemented new “eduroam” wireless network, which allows wifi access at any educational facility in the U.S. 	

Strategic Plan Goal 7 - Fall 2022 Update

- Smooth transition to BYOD at DHS.
- DHS MacAir distribution and training provided to DHS teachers.
- DPS Library Curriculum Training scheduled for Nov. 8
- ISTE Certification Cohort Training - 24 members district wide
- Robotics K-12 program year 2 kicks off.
- Student computer labs updated at DHS.
- New chromebooks distributed to all 5th grade students and elementary classrooms equipped with interactive digital displays.
- Tech Tips distributed to all staff on a weekly basis.

Proposed 2024-2025 Darien School District Calendar

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

August (3)				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22*	23*
26*	27	28	29	30

19-21 New Staff Orientation
22-26 Professional Development
27 Teacher Work Day
28 Students Return

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

2 Labor Day
20 Professional Learning
Communities – High School

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

3 Rosh Hashana
4 Professional Learning
Communities – High School
18 Professional Learning
Communities – High School
(NEASC visit 20-23)

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

5 Professional Development
22 Professional Learning
Communities – High School
27 Early Dismissal
28-29 Thanksgiving Recess

December (15)				
2	3^	4^	5^	6
9	10	11^	12	13^
16	17	18	19	20
23	24	25	26	27
30	31			

3-5 Elementary Parent
Conference (12/11 snow date)
13 Professional Learning
Communities – High School
20 Early Dismissal
Dec.23- Jan.1 Holiday Recess

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

2 Students Return
20 Martin Luther King Jr. Day
31 Professional Learning
Communities – High School

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

14 Professional Development
17 Presidents' Day
18-21 February Recess
28 Professional Learning
Communities – High School

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

19-20 Elementary Parent
Conferences (3/19 evening, as well;
(3/27 snow date)
21 Professional Learning
Communities – High School

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

14-17 Spring Recess
18 Good Friday
25 Professional Learning
Communities – High School

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

16 Professional Learning
Communities – High School
(early dismissal – Prom)
26 Memorial Day

June (8)				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

11 School ends for students
and Teachers

Note #1: If schools are closed due to weather, additional days will be added to the end of the school year. Regarding High School graduation, the Board of Education will make that determination no later than the first regular April, 2025 meeting. Code: _ Early Dismissal (11/27, 12/20, 6/11); * Staff Development Days; No School for Students; _ Teacher Work Day; ^Professional Learning Communities for High School Only – (9/20; 10/4; 10/18; 11/22; 12/13; 1/31; 2/28; 3/21; 4/25; 5/16). Elementary Parent Conferences (12/3-12/5) (Snow Date 12/11); (3/19- 3/20; 3/19 (also evening) (Snow Date 3/27)

DARIEN PUBLIC SCHOOLS

Memorandum

To: Dr. Alan Addley, Superintendent of Schools

From: Richard Rudl, Director of Finance & Operations
Kevin Munrett, Director of Facilities

Date: June 12, 2023

Subject: Relocation of Ox Ridge Playground to Hindley

Ox Ridge Elementary School has two pieces of playground equipment which need to be removed along with the mulch in order to make room for new playground equipment and new rubberized floor material. The playground equipment currently at Ox Ridge was originally donated back in 2014. The playground is in terrific condition and would be a wonderful addition to the Hindley Elementary School.

Hindley needs to relocate the existing playground to make room for school construction. It has two very old playgrounds which will be no longer compliant with state safety regulations and cannot be relocated.

Given there are no funds available in the HHR budget to relocate this playground from Ox Ridge to Hindley, there is a request to consider a Board of Education operating transfer to fund the re-location of this playground from Ox Ridge to Hindley. The cost of this relocation would be \$64,890. If approved, this would occur around June 16th, as the timeline is tight to have the playground removed from Ox Ridge. We would recommend the BOE consider a transfer from the following accounts:

*	Account	RC	To:	From:	Description
D	Improvement of Sites	12	\$64,890		Transfer of Playground
S	Student Interns	3		\$32,000	Unused Student Interns
S	Health Insurance	25		\$32,890	Savings from Health Insurance

Based on the April Financial Report, we would anticipate this bringing the positive balance down to approximately \$761,655. If approved we will reflect this adjustment in the May Financial report, which will go to the Finance Committee on June 22nd.

To: Members of the Board of Education
From: Dr. Alan Addley, Superintendent of Schools
Subject: Discussion & Possible Action on renaming the DHS Oval Road
Date: June 12, 2023

The *Discussion & Possible Action on renaming the DHS Oval Road* is an agenda item for Monday night's meeting. The high school oval road currently does not have a name. There has been a request made by the *Wave Strong* organization to dedicate the Oval to the Darien High School students who have exhibited, strength, resilience and compassion during a time of tremendous loss and mental health challenges.

Wave Strong exists to break down the stigmas around mental health. It is a community of students, parents, athletes, teachers and coaches who are committed to raising awareness and funds for suicide prevention and to remind each other "it's okay, not to be okay". *Wave Strong* has been a partner with the school in supporting our students.

Wave Strong's hope in installing the signs is to remind students, teachers, administrators and visitors that this is a place where they belong, where they are supported and where they are loved.

The *Wave Strong Way* signs are proposed to be installed at the three entry points to the high school - Noroton Avenue, Nutmeg Lane and High School Lane.



Wave Strong is proposing to cover the cost of the signs with the District covering the cost of the poles and installation.

Recognizing additional steps and time that the Board may need to review (policy development, permissions), the administration is requesting that the Board consider the unique nature and timing of this request and to take action indicating its intention to support this proposal, while recognizing that it still needs to go through its processes. Doing so would provide *Wave Strong* and the school administration the chance to announce the plan to install the signs prior to the end of this school year. Preliminary communications with the First Selectman, Police Chief & P&Z Chair are positive.

Memorandum

To: Board of Education

From: Board Policy Committee

Date: June 12, 2023

Re: Policy 4125 Revise
Policy 4175 Revise
Policy 4225 Revise
Policy 4250 Repeal and Replace
Policy 4275 Repeal and Replace

1. Policy 4125, Evaluation, Termination and Non-Renewal of Athletic Coaches: Revisions to this Policy include the statutory definition of “Athletic Director” and add that the Athletic Director may evaluate coaches, consistent with Connecticut law.

2. Policy 4175, Prohibition on Recommendations For Psychotropic Drugs: Revisions to this Policy include technical changes and updates to legal references.

3. Policy 4225, Minority Staff Recruitment: Revisions to this Policy include updates to legal references.

4. Policy 4250, Employee Checks: Repeal the current Policy and replace it with Shipman and Goodwin’s model policy. This Policy has been revised to address a new statutory exception to the applicability of the background check requirements for certain employees of an adult education program. The Policy has been further revised in accordance with Public Act 19-91, which makes various changes to the requirements for conducting criminal background checks. The Act, among other things, now requires schools to conduct national and state criminal background checks for student teachers and requires that all prospective employees explain, in writing, whether they have been convicted of a crime and, if charges are pending, what the charges are and in what court they are pending. The Act further clarifies that fees for criminal background checks for student teachers are waived. Additional revisions to the Policy set forth the statutory requirement that applicants for employment in a school district provide information about any prior employment at a nonpublic school, in addition to existing requirements to report other categories of prior employment.

5. Policy 4275, Family and Medical Leave: Repeal the current Policy and replace it with Shipman and Goodwin’s model policy. This Policy has been revised to eliminate references to same sex marriages in light of Supreme Court cases and federal law recognizing marriage

equality. The legal reference to the Genetic Information Nondiscrimination Act of 2008 (GINA) has also been revised. Additional revisions to this policy provide details regarding eligibility for and administration of leave consistent with the requirements of the federal Family and Medical Leave Act (FMLA) and applicable state law. While this policy does not, and cannot, recite every statutory and regulatory requirement, the revisions are designed to provide additional guidance in areas that are often the subject of inquiry. In addition, consistent with federal regulations, we have included a section allowing for intermittent leave following the birth or placement of a healthy child, but only if the employer agrees.

The administration had anticipated presenting revisions to Policy 4400, Social Media, to the Committee at this meeting. However, revisions to this Policy are still under review by the District's attorney.

DARIEN PUBLIC SCHOOLS
Darien, Connecticut

SERIES 4000: PERSONNEL
PERSONNEL

POLICY 4125

**EVALUATION, TERMINATION AND NON-RENEWAL OF
ATHLETIC COACHES**

It is the policy of the Darien Board of Education (the "Board") that an athletic coach employed by the Board shall:

- 1) adhere to all Board policies, rules and regulations;
- 2) ~~shall~~ conduct himself or herself in a professional manner;
- 3) serve as a role model for students; and
- 4) demonstrate competence and proficiency in his or her role as an athletic coach of a particular sport.

For purposes of this policy, the term "**athletic coach**" means any person holding (and required to hold) a coaching permit issued by the Connecticut State Department Board of Education who is hired by the Darien Public Schools Board to act as a coach for a sport season. ~~This~~ The term "athletic coach" under this policy shall include only coaches who have direct responsibility for one or more teams (including assistant coaches if they serve as a coach to another team (*e.g.*, JV)), and the term shall not include other assistant coaches and volunteer coaches.

For purposes of this policy, the term "**athletic director**" means an individual responsible for administering the athletic program of a school or school district under the jurisdiction of the Board, and who is responsible for the supervision of athletic coaches.

The Superintendent may adopt administrative regulations in accordance with this policy.

I. Evaluations

Pursuant to state law, the Board requires that an athletic coach employed by the Board be evaluated on an annual basis by the athletic director or the coach's immediate supervisor. An athletic coach shall be provided with a copy of any such evaluation. Other assistant and volunteer coaches may be evaluated as directed by the Superintendent of Schools or his/her designee.

II. Employment of an Athletic Coach

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- A. Athletic coaches serve at the discretion of the Superintendent, and their employment in their specific coaching positions (*e.g.*, basketball, golf) may be non-renewed or terminated at any time, subject to the provisions set forth below which apply to athletic coaches who have served in the same coaching position for three or more consecutive school years.
- B. If the Superintendent terminates or non-renews the coaching contract of an athletic coach who has served in the same coaching position for three or more consecutive school years, the Superintendent shall inform such coach of the decision within ninety (90) calendar days of the end of the athletic season covered by the contract. In such cases, the athletic coach will have an opportunity to appeal the decision of the Superintendent in accordance with the procedures set forth below in Section III.
- C. Notwithstanding any rights an athletic coach may have to a hearing, nothing prohibits a Superintendent from terminating the employment contract of any athletic coach at any time, including an athletic coach who has served in the same coaching position for three or more consecutive school years:
 - 1) for reasons of moral misconduct, insubordination, failure to comply with the Board's policies, rules and regulations; or
 - 2) because the sport has been canceled by the Board.
- D. If a decision to terminate a coach's employment is made during the athletic season, the Superintendent shall remove the coach from duty during the pendency of any hearing conducted pursuant to this policy.

III. Hearing Procedures:

An athletic coach who has served in the same coaching position for three or more consecutive school years may appeal any such non-renewal or termination decision (except if such decision was due to cancellation of the sport) to the Board of Education in accordance with the following procedures:

- A. The athletic coach must file a written appeal with the Board within ten (10) calendar days of the Superintendent's written notification of non-renewal or termination. Such appeal shall set forth the basis on which the athletic coach seeks review of that decision, and a copy of said appeal shall be sent to the Superintendent. Failure to submit a timely written appeal shall constitute a waiver of said appeal opportunity.

- B. Within a reasonable period of time of its receipt of a written appeal of the Superintendent's decision, the Board or a committee of the Board as designated by the Chairperson shall conduct a hearing to consider such appeal. Reasonable notice of the time and place for such hearing shall be issued to the athletic coach prior to the commencement of the hearing.
- C. At the hearing, the athletic coach shall have an opportunity to present facts and evidence in support of renewal and/or reinstatement, and the Superintendent shall have the opportunity (but shall not be obligated) to present facts and evidence in support of the decision of non-renewal and/or termination. For good cause shown, the athletic coach may call a limited number of witnesses to testify if there is a clear need for witnesses to present factual information (rather than simply expressing an opinion on the skill or competence of the athletic coach). In any event, cumulative or redundant testimony shall not be allowed.
- D. The decision of non-renewal or termination shall be affirmed unless the Board determines that the decision is arbitrary and capricious. The coach shall bear the burden of proof on this point.
- E. Within a reasonable period of time following the hearing, the Board shall determine whether the Superintendent acted in an arbitrary and capricious manner in making his/her decision not to renew and/or to terminate, and shall provide a written decision to the coach. The decision of the Board shall be final.

Legal References: Conn. Gen. Stat. § 10-222e [222e Policy on evaluation and termination of athletic coaches.](#)
[Conn. Gen. Stat. § 10-149d Athletic directors. Definitions, Qualifications and hiring. Duties.](#)

APPROVED BY THE BOARD OF EDUCATION: July 26, 2005

REVISED BY THE BOARD OF EDUCATION: March 11, 2015

DARIEN PUBLIC SCHOOLS
Darien, Connecticut

SERIES 4000: PERSONNEL
POLICY 4175

PROHIBITION ON RECOMMENDATIONS FOR PSYCHOTROPIC DRUGS

In accordance with Conn. Gen. Stat. § 10-212b, the Board of Education prohibits school personnel from recommending the use of psychotropic drugs for any child. Moreover, personnel may not require that a child obtain a prescription for a controlled substance (as defined in the Controlled Substances Act, 21 U.S.C. 801 et seq.) in order for the child to: 1) attend school; 2) receive an initial evaluation or reevaluation to determine a child's eligibility for special education; or 3) receive special education and related services. Notwithstanding the foregoing, school health or mental health personnel may recommend that a child be evaluated by an appropriate medical practitioner and school personnel may consult with such practitioner with the consent of the parent(s) or guardian(s) of such child, in accordance with the procedures outlined below.

I. Definitions

For purposes of this policy, the following definitions apply:

- A. Psychotropic drugs means prescription medications for behavioral or social-emotional concerns, such as attentional deficits, impulsivity, anxiety, depression and thought disorders, and includes, but is not limited to, stimulant medication and antidepressants.
- B. Recommend means to directly or indirectly suggest that a child should use psychotropic drugs.
- C. School health or mental health personnel means:
 - 1. school nurses or nurse practitioners appointed pursuant to Conn. Gen. Stat. § 10-212;
 - 2. school medical advisors appointed pursuant to Conn. Gen. Stat. § 10-205;
 - 3. school psychologists;
 - 4. school social workers;
 - 5. school counselors;
 - 6. school administrators;

7. other school personnel (such as a teacher designated as a child's Case Manager) who have been identified by a Planning and Placement Team, Section 504 team, Student Assistance Team or similar group of district professionals as the person responsible for communication with a parent or guardian about a child's need for medical evaluation;
8. a school professional staff member designated by the Superintendent to communicate with a child's parent or guardian about a child's need for medical evaluation.

II. Procedures

- A. A school health or mental health personnel, as defined above, may communicate with other school personnel about a child who may require a recommendation for a medical evaluation, provided that 1) there is a legitimate educational interest in sharing such information; and 2) such communication shall remain confidential, to the extent required by law.
- B. A school health or mental health personnel, as defined above, may communicate a recommendation to a parent or guardian that a child be evaluated by a medical practitioner provided that 1) based on such person's professional experience, objective factors indicate that a medical evaluation may be necessary to address concerns relating to the child's education and overall mental health; and 2) any communication includes the basis for the recommendation.
- C. If a parent or guardian determines that it is necessary to share medical information, including results of any medical evaluation, with school personnel, he or she may do so at any time. School personnel who receive such information directly from a parent must maintain the confidentiality of such information, to the extent required by law.
- D. Any school personnel with a legitimate educational interest in obtaining information from a child's medical practitioner outside the school who is not a school employee must obtain prior, written consent from the child's parent or guardian to communicate with such outside medical practitioners. Any school health or mental health personnel, as defined above, may request written consent from the parent or guardian. To be valid, the written consent must: 1) be signed by the child's parent or guardian; 2) be dated; 3) provide the child's name; 4) provide the name of the medical practitioner and relevant contact information, to the extent known; and 5) indicate the scope of the consent.

Nothing in this policy shall be construed to prevent school personnel from consulting with a medical practitioner who has information concerning a child, as long as the school district has obtained consent from the parent(s) or guardian(s) of the child, in accordance

with the Section II.D., above. Nothing in this policy shall prevent a ~~planning~~ Planning and ~~placement~~ Placement Team from recommending a medical evaluation as part of an initial evaluation or reevaluation, as needed to determine a child's (i) eligibility for special education and related services, or (ii) educational needs for an individualized education program.

Legal References:

[Conn.Gen.Stat. 10-78d Duties ~~and~~ powers of boards of education to provide special education programs and services](#)

Conn. Gen. Stat. § 10-212b [Policies prohibiting the recommendation of psychotropic drugs by school personnel](#)

[Public Act 06-18, An Act Concerning Special Education](#)

34 C.F.R. § 300.174 Prohibition on mandatory medication.

APPROVED BY THE BOARD OF EDUCATION: February 10, 2015

DARIEN PUBLIC SCHOOLS
Darien, Connecticut

Series 4000
Personnel

Policy 4225

PLAN FOR MINORITY STAFF-EDUCATOR RECRUITMENT
(Administrative Regulations)

In accordance with Sections 10-4a(3) ~~and Section 10-220(a)~~ and 10-156ee of the Connecticut General Statutes, the Darien Board of Education (the 'Board') has developed the following written plan for minority staff-educator recruitment:

1. All recruiting sources will be informed in writing of the Board's non-discrimination policy.
2. The Board will develop contacts with local training and educational institutions, including those with high minority enrollments, to publicize job openings within the school district and to solicit referrals of qualified minority candidates.
3. The Board will develop contacts with local minority community organizations to publicize job openings within the school district and to solicit referrals of qualified minority candidates.
4. The Board will maintain, or expand, as appropriate, its help-wanted advertising to include print and/or broadcast media that is targeted to minorities.
5. The Board will participate in local job fairs, including those that are sponsored by ~~the~~ minority community organizations or otherwise targeted toward minorities.
6. The Board, or its designee, will maintain records documenting all actions taken pursuant to this plan, including correspondence with recruitment agencies and other referral sources, job fair brochures and advertising copy.
7. The Board will review on an annual basis the effectiveness of this plan in increasing minority applicant flow and attracting qualified candidates for employment.

Legal References:

Connecticut General Statutes §10-4a (3) [Educational interests of state identified](#)
Connecticut General Statutes §10-220(a) [Duties of boards of Education](#)
[Connecticut General Statutes §10-156ee Duties re minority teacher recruitment](#)

REVIEWED BY THE BOARD OF EDUCATION: January 27, 2015
REVISED:

**Series 4000: PERSONNEL
Policy R - 4250**

EMPLOYMENT CHECKS

As set forth below, each applicant for a position with the district shall be asked whether he/she has ever been convicted of a crime, whether there are any criminal charges pending against him/her and whether the applicant is included on the Abuse and Neglect Registry of the Connecticut Department of Children and Families (“DCF”) (the “Registry”). If the applicant’s current or most recent employment occurred out of state, the applicant will also be asked whether he/she is included on an equivalent database and/or abuse/neglect registry maintained in that other state. Applicants shall not be required to disclose any arrest, criminal charge or conviction that has been erased.

In addition, the district shall conduct an employment history check for each applicant for a position, as set forth below.

I. Employment History Check Procedures

- A. The district shall not offer employment to an application for a position, including any position that is contracted for, if such applicant would have direct student contact, prior to the district:
1. Requiring the applicant:
 - a. to list the name, address, and telephone number of each current or former employer of the applicant, if such current or former employer was a local or regional board of education, council or operator or if such employment otherwise caused the applicant to have contact with children;
 - b. to submit a written authorization that
 - (i) consents to and authorizes disclosure by the employers listed under paragraph I.A.1.a of this policy of the information requested under paragraph I.A.2 of this policy and the release of related records by such employers,
 - (ii) consents to and authorizes disclosure by the Department of Education of the information requested under paragraph I.A.3 of this policy and the release of related records by the department, and
 - (iii) releases those employers and the Department of Education from liability that may arise from such disclosure or release of records pursuant to paragraphs I.A.2 or I.A.3 of this policy; and
 - c. to submit a written statement of whether the applicant
 - (i) has been the subject of an abuse or neglect or sexual misconduct investigation by any employer, state agency or municipal police

department, unless the investigation resulted in a finding that all allegations were unsubstantiated,

- (ii) has ever been disciplined or asked to resign from employment or resigned from or otherwise separated from any employment while an allegation of abuse or neglect was pending or under investigation by DCF, or an allegation of sexual misconduct was pending or under investigation or due to an allegation substantiated pursuant to Conn. Gen. Stat. § 17a-101g or abuse or neglect, or of sexual misconduct or a conviction for abuse or neglect or sexual misconduct, or
 - (iii) has ever had a professional or occupational license or certificate suspended or revoked or has ever surrendered such a license or certificate while an allegation of abuse or neglect was pending or under investigation by DCF or an investigation of sexual misconduct was pending or under investigation, or due to an allegation substantiated by DCF of abuse or neglect or of sexual misconduct or a conviction for abuse or neglect or sexual misconduct;
2. Conducting a review of the employment history of the applicant by contacting those employers listed by the applicant under paragraph I.A.1.a of this policy. Such review shall be conducted using a form developed by the Department of Education, which shall request the following:
- a. the dates employment of the applicant, and
 - b. a statement as to whether the employer has knowledge that the applicant:
 - (i) was the subject of an allegation of abuse or neglect or sexual misconduct for which there is an investigation pending with any employer, state agency, or municipal police department or which has been substantiated;
 - (ii) was disciplined or asked to resign from employment or resigned from or otherwise separated from any employment while an allegation of abuse or neglect or sexual misconduct was pending or under investigation, or due to a substantiation of abuse or neglect or sexual misconduct; or
 - (iii) has ever had a professional or occupational license, certificate, authorization or permit suspended or revoked or has ever surrendered such a license, certificate, authorization or permit while an allegation of abuse or neglect or sexual misconduct was pending or under investigation, or due to a substantiation of abuse or neglect or sexual misconduct. Such review may be conducted telephonically or through written communication. Notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, not later than five (5) business days after the district receives a request for such information about an employee or former employee, the district shall respond with such information. The

district may request more information concerning any response made by a current or former employer for information about an applicant, and, notwithstanding subsection (f), such employer shall respond not later than five (5) business days after receiving such request.

3. Requesting information from the Department of Education concerning:
 - a. the eligibility status for employment of any applicant for a position requiring a certificate, authorization or permit,
 - b. whether the Department of Education has knowledge that a finding has been substantiated by DCF pursuant to Conn. Gen. Stat. § 17a-101g of abuse or neglect or of sexual misconduct against the applicant and any information concerning such a finding, and
 - c. whether the Department of Education has received notification that the applicant has been convicted of a crime or of criminal charges pending against the applicant and any information concerning such charges.
- B. Notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, if the district receives information that an applicant for a position with or an employee of the board has been disciplined for a finding of abuse or neglect or sexual misconduct, it shall notify the Department of Education of such information.
- C. The district shall not employ an applicant for a position involving direct student contact who does not comply with the provisions of paragraph I.A.1 of this policy.
- D. The district may employ or contract with an applicant on a temporary basis for a period not to exceed ninety (90) days, pending the district's review of information received under this section, provided:
 1. The applicant complied with paragraph I.A.1 of this policy;
 2. The district has no knowledge of information pertaining to the applicant that would disqualify the applicant from employment with the district; and
 3. The applicant affirms that the applicant is not disqualified from employment with the district.
- E. The district shall not enter into a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement, or any other contract or agreement or take any action that:
 1. Has the effect of suppressing information relating to an investigation of a report of suspected abuse or neglect or sexual misconduct by a current or former employee;

2. Affects the ability of the district to report suspected abuse or neglect or sexual misconduct to appropriate authorities; or
 3. Requires the district to expunge information about an allegation or a finding of suspected abuse or neglect or sexual misconduct from any documents maintained by the district, unless, after investigation, such allegation is dismissed or found to be false.
- F. The district shall not offer employment to a person as a substitute teacher, unless such person and the district comply with the provisions of paragraph I.A. of this policy. The district shall determine which such persons are employable as substitute teachers and maintain a list of such persons. The district shall not hire any person as a substitute teacher who is not on such list. Such person shall remain on such list as long as such person is continuously employed by the district as a substitute teacher as described in paragraph III.B.2 of this policy, provided the district does not have any knowledge of a reason that such person should be removed from such list.
- G. In the case of an applicant who is a contractor, the contractor shall require any employee with such contractor who would be in a position involving direct student contact to supply to such contractor all the information required of an applicant under paragraphs I.A.1.a. and I.A.1.c. of this policy and a written authorization under paragraph I.A.1.b. of this policy. Such contractor shall contact any current or former employer of such employee that was a local or regional board of education, council, or operator or if such employment caused the employee to have contact with children, and request, either telephonically or through written communication, any information concerning whether there was a finding of abuse or neglect or sexual misconduct against such employee. Notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, such employer shall report to the contractor any such finding, either telephonically or through written communication. If the contractor receives any information indicating such a finding or otherwise receives any information indicating such a finding or otherwise has knowledge of such a finding, the contractor shall, notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, immediately forward such information to the district, either telephonically or through written communication. If the district receives such information, it shall determine whether such employee may work in a position involving direct student contact at any school in the district. No determination by the district that any such employee shall not work under any such contract in any such position shall constitute a breach of such contract.
- H. Any applicant who knowingly provides false information or knowingly fails to disclose information required in subdivision (1) of subsection (A) of this section shall be subject to discipline by the district that may include
1. denial of employment, or
 2. termination of the contract of a certified employee, in accordance with the provisions of Conn. Gen. Stat. § 10-151.
- I. If the district provides information in accordance with paragraph I.A.2. or I.G. of this policy, the district shall be immune from criminal and civil liability, provided the district did not knowingly supply false information.

- J. Notwithstanding the provisions of Conn. Gen. Stat. § 10-151c and subsection (f) of Conn. Gen. Stat. § 31-51i, the district shall provide, upon request by another local or regional board of education, governing council of a state or local charter school or interdistrict magnet school operator for the purposes of an inquiry pursuant to paragraphs I.A.2 or I.G. of this policy or to the Commissioner of Education pursuant to paragraph I.B. of this policy any information that the district has concerning a finding of abuse or neglect or sexual misconduct by a subject of any such inquiry.
- K. For the purposes of this policy:
1. “Sexual misconduct means” any verbal, nonverbal, written, or electronic communication, or any other act directed toward or with a student that is designed to establish a sexual relationship with the student, including a sexual invitation, dating or soliciting a date, engaging in sexual dialog, making sexually suggestive comments, self-disclosure or physical exposure of a sexual or erotic nature, and any other sexual, indecent, or erotic contact with a student
 2. “Abuse or neglect” means abuse or neglect as described in Conn. Gen. Stat. § 46b-120, and includes any violation of Conn. Gen. Stat. §§ 53a-70 (sexual assault in the first degree), 53a-70a (aggravated sexual assault in the first degree), 53a-71 (sexual assault in the second degree), 53a-72a (sexual assault in the third degree), 53a-72b (sexual assault in the third degree with a firearm), or 53a-73a (sexual assault in the fourth degree).
- L. Prior to offering employment to an applicant, the district shall make a documented good faith effort to contact each current and any former employer of the applicant that was a local or regional board of education, governing council of a state or local charter school or interdistrict magnet school operator or if such employment otherwise caused the applicant to have contact with children in order to obtain information and recommendations that may be relevant to the applicant’s fitness for employment. Such effort, however, shall not be construed to require more than three telephonic requests made on three separate days.
- M. The district shall not offer employment to any applicant who had any previous employment contract terminated by a board of education, governing council of a state or local charter school or interdistrict magnet school operator, or who resigned from such employment, if the person has been convicted of a violation of Conn. Gen. Stat. § 17a-101a, when an allegation of abuse or neglect or sexual assault has been substantiated.

II. DCF Registry Checks

Prior to hiring any person for a position with the district, the district shall require such applicant to submit to a records check of information maintained on the Registry concerning the applicant.

The district shall request information from the Registry or its out of state equivalent promptly, and in any case no later than thirty (30) days from the date of employment. Registry checks will be processed according to the following procedure:

- A. No later than ten (10) calendar days after the Superintendent or his/her designee has notified a job applicant of a decision to offer employment to the applicant, or as soon thereafter as practicable, the Superintendent or designee will either obtain the information from the Registry or, if the applicant's consent is required to access the information, will supply the applicant with the release form utilized by DCF, or its out of state equivalent when available, for obtaining information from the Registry.
- B. If consent is required to access the Registry, no later than ten (10) calendar days after the Superintendent or his/her designee has provided the successful job applicant with the form, the applicant must submit the signed form to DCF or its out of state equivalent, with a copy to the Superintendent or his/her designee. Failure of the applicant to submit the signed form to DCF or its out of state equivalent within such ten-day period, without good cause, will be grounds for the withdrawal of the offer of employment.
- C. Upon receipt of Registry or out-of-state registry information indicating previously undisclosed information concerning abuse or neglect investigations concerning the successful job applicant/employee, the Superintendent or his/her designee will notify the affected applicant/employee in writing of the results of the Registry check and will provide an opportunity for the affected applicant/employee to respond to the results of the Registry check.
- D. If notification is received by the Superintendent or designee that that the applicant is listed as a perpetrator of abuse or neglect on the Registry, the Superintendent or designee shall provide the applicant with an opportunity to be heard regarding the results of the Registry check. If warranted by the results of the Registry check and any additional information provided by the applicant, the Superintendent or designee shall revoke the offer of employment and/or terminate the applicant's employment if he or she has already commenced working for the district.

III. Criminal Records Check Procedure

- A. Each person hired by the district shall be required to submit to state and national criminal record checks within thirty (30) days from the date of employment. Each worker placed within a school under a public assistance employment program, employed by a provider of supplemental services pursuant to the No Child Left Behind Act or in a nonpaid, noncertified position completing preparation requirements for the issuance of an educator certificate, who performs a service involving direct student contact shall also be required to submit to state and national criminal record checks within thirty (30) days from the date such worker begins to perform such service. Record checks will be processed according to the following procedure:*

 - 1. No later than five (5) calendar days after the Superintendent or his/her designee has notified a job applicant of a decision to hire the applicant, or as soon thereafter as practicable, the Superintendent or his/her designee will provide the applicant with a packet containing all documents and materials necessary for the applicant to be fingerprinted by the police department in the town in which they reside. This packet shall also contain all documents and materials necessary for the police department to submit the completed fingerprints to the State Police Bureau of Identification for the processing of state and national criminal record checks. The Superintendent or his/her designee will also provide each applicant with the following notifications before the applicant obtains

his/her fingerprints: (1) Agency Privacy Requirements for Noncriminal Justice Applicants; (2) Noncriminal Justice Applicant's Privacy Rights; (3) and the Federal Bureau of Investigation, United States Department of Justice Privacy Act Statement.

2. No later than ten (10) calendar days after the Superintendent or his/her designee has provided the successful job applicant with the fingerprinting packet, the applicant must arrange to be fingerprinted by police department in the town in which they reside. Failure of the applicant to have his/her fingerprints taken within such ten-day period, without good cause, will be grounds for the withdrawal of the offer of employment.
3. Any person for whom criminal records checks are required to be performed pursuant to this policy must pay all fees and costs associated with the fingerprinting process and/or the submission or processing of the requests for criminal record checks.
4. Upon receipt of a criminal record check indicating a previously undisclosed conviction, the Superintendent or his/her designee will notify the affected applicant/employee in writing of the results of the record check and will provide an opportunity for the affected applicant/employee to respond to the results of the criminal record check. The affected applicant/employee may notify the Superintendent or his/her designee in writing within five (5) calendar days that the affected/employee will challenge his/her criminal history record check. Upon written notification to the Superintendent or his/her designee of such a challenge, the affected applicant/employee shall have ten (10) calendar days to provide the Superintendent or his/her designee with necessary documentation regarding the affected applicant/employee's record challenge. The Superintendent or his/her designee may grant an extension to the preceding ten-day period during which the affected applicant/employee may provide such documentation for good cause shown.
5. Decisions regarding the effect of a conviction upon an applicant/employee, whether disclosed or undisclosed by the applicant/employee, will be made on a case-by-case basis. Notwithstanding the foregoing, the falsification or omission of any information on a job application or in a job interview, including but not limited to information concerning criminal convictions or pending criminal charges, shall be grounds for disqualification from consideration for employment or discharge from employment.
6. Notwithstanding anything in paragraph III.A.5 of this Policy, above, no decision to deny employment or withdraw an offer of employment on the basis of an applicant/employee's criminal history record shall be made without affording the applicant/employee the opportunities set forth in paragraph III.A.4 of this Policy, above.

B. Criminal Records Check for Substitute Teachers:

A substitute teacher who is hired by the district must submit to state and national criminal history record checks according to the procedures outlined above, subject to the following:

1. If the state and national criminal history record checks for a substitute teacher have been completed within one year prior to the date the district hired the substitute teacher, and if the substitute teacher arranged for such prior criminal history record checks to be

forwarded to the Superintendent, then the substitute teacher will not be required to submit to another criminal history record check at the time of such hire.

2. If a substitute teacher submitted to state and national criminal history record checks upon being hired by the district, then the substitute teacher will not be required to submit to another criminal history record check so long as the substitute teacher is continuously employed by the district, that is, employed for at least one day of each school year, by the district, provided a substitute teacher is subjected to such checks at least once every five years.

IV. Sex Offender Registry Checks

School district personnel shall cross-reference the Connecticut Department of Public Safety's sexual offender registry prior to hiring any new employee. Registration as a sexual offender constitutes grounds for denial of employment opportunities.

V. Credit Checks

The district may also ask a prospective employee for a credit report for employment for certain district positions, where the district's receipt of a credit report is substantially related to the employee's potential job. Substantially related is defined to mean "the information contained in the credit report is related to the position for which the employee or prospective employee who is the subject of the report is being evaluated." Prior to asking for a credit report, the district will determine whether the position falls within one of the categories as described in this paragraph. The position must: (1) be a managerial position which involves setting the direction or control of the district; (2) involve access to employees' personal or financial information; (3) involve a fiduciary responsibility to the district, including, but not limited to, the authority to issue payments, collect debts, transfer money or enter into contracts; (4) provide an expense account or district debit or credit card; or (5) involve access to the district's nonfinancial assets valued at two thousand five dollars or more.

When a credit report will be requested as part of the employment process, the district will provide written notification to prospective employee regarding the use of credit checks. That notification must be provided in a document separate from the employment application. The notification must state that the district may use the information in the consumer credit report to make decisions related to the individual's employment.

The district will obtain consent before performing the credit or other background checks. If the district intends to take an action adverse to a potential employee based on the results of a credit report, the district must provide the prospective employee with a copy of the report on which the district relied in making the adverse decision, as well as a copy of "A Summary of Your Rights Under the Fair Credit Reporting Act," which should be provided by the company that provides the results of the credit check. The district will notify the prospective employee either orally, in writing or via electronic means that the adverse action was taken based on the information in the consumer report. That notice must include the name, address and phone number of the consumer reporting company that supplied the credit report; a statement that the company that supplied the report did not make the decision to take the unfavorable action and cannot provide specific reasons for the district's actions; and a notice of the person's right to dispute the accuracy or completeness of any information the consumer reporting company furnished, and to get an additional free report from the company if the person asks for it within sixty (60) days.

VI. Notice of Conviction

If, at any time, the Board of Education receives notice of a conviction of a crime by (1) a person holding a certificate, authorization or permit issued by the State Board of Education, or (2) a person employed by a provider of supplemental services, the Board shall send such notice to the State Board of Education.

VII. School Nurses

School nurses or nurse practitioners appointed by, or under contract with, the Board of Education shall also be required to submit to a criminal history records check in accordance with the procedures outlined above.

VIII. Personal Online Accounts

For purposes of these Administrative Regulations, “personal online account” means any online account that is used by an employee or applicant exclusively for personal purposes and unrelated to any business purpose of the Board, including, but not limited to, electronic mail, social media and retail-based Internet web sites. “Personal online account” does not include any account created, maintained, used or accessed by an employee or applicant for a business purpose of the Board.

- A. During the course of an employment check, the Board may not:
 - 1. request or require that an applicant provide the Board with a user name and password, password or any other authentication means for accessing a personal online account;
 - 2. request or require that an applicant authenticate or access a personal online account in the presence of the Board; or
 - 3. require that an applicant invite a supervisor employed by the Board or accept an invitation from a supervisor employed by the Board to join a group affiliated with any personal online account of the applicant.

- B. The Board may request or require that an applicant provide the Board with a user name and password, password or any other authentication means for accessing:
 - 1. any account or service provided by Board or by virtue of the applicant’s employment relationship with the Board or that the applicant uses for the Board’s business purposes, or
 - 2. any electronic communications device supplied or paid for, in whole or in part, by the Board.

- C. In accordance with applicable law, the Board maintains the right to require an applicant to allow the Board to access his or her personal online account, without disclosing the user name and password, password or other authentication means for accessing such personal online account, for the purpose of:

1. conducting an investigation for the purpose of ensuring compliance with applicable state or federal laws, regulatory requirements or prohibitions against work-related employee misconduct based on the receipt of specific information about activity on an applicant's personal online account; or
2. conducting an investigation based on the receipt of specific information about an applicant's unauthorized transfer of the Board's proprietary information, confidential information or financial data to or from a personal online account operated by an applicant or other source.

IX. Policy Inapplicable to Students Employed by the School District

- A. This policy shall also not apply to a student employed by the local or regional school district in which the student attends school.

X. Falsification of Records.

Notwithstanding any other provisions of this policy, the falsification or omission of any information on a job application or in a job interview, including but not limited to information concerning abuse or neglect investigations or pending criminal applications, shall be grounds for disqualification from consideration for employment or discharge from employment.

Legal References: Conn. Gen. Stat. § 10-212.

Conn. Gen. Stat. § 10-221d.

Conn. Gen. Stat. § 10-222c

Conn. Gen. Stat. § 31-40x

Conn. Gen. Stat. § 31-51i

Conn. Gen. Stat. § 31-51tt

Public Act 16-67, "An Act Concerning the Disclosure of Certain Education Personnel Records, Criminal Penalties for Threatening in Education Settings and the Exclusion of a Minor's Name from Summary Process Complaints."

No Child Left Behind Act of 2001, Public Law 107-110

Fair Credit Reporting Act, 15 U.S.C. § 1681 *et seq.*

ADOPTED: November 22, 2016

Agency Privacy Requirements for Noncriminal Justice Applicants

Authorized governmental and non-governmental agencies/officials that conduct a national fingerprint-based criminal history record check on an applicant for a noncriminal justice purpose (such as a job or license, immigration or naturalization matter, security clearance, or adoption) are obligated to ensure the applicant is provided certain notice and other information and that the results of the check are handled in a manner that protects the applicant's privacy.

- Officials must provide to the applicant written notice¹ that his/her fingerprints will be used to check the criminal history records of the FBI.
- Officials using the FBI criminal history record (if one exists) to make a determination of the applicant's suitability for the job, license, or other benefit must provide the applicant the opportunity to complete or challenge the accuracy of the information in the record.
- Officials must advise the applicant that procedures for obtaining a change, correction, or updating of an FBI criminal history record are set forth at Title 28, Code of Federal Regulations (CFR), Section 16.34.
- Officials should not deny the job, license, or other benefit based on information in the criminal history record until the applicant has been afforded a reasonable time to correct or complete the record or has declined to do so.
- Officials must use the criminal history record solely for the purpose requested and cannot disseminate the record outside the receiving department, related agency, or other authorized entity.²

The FBI has no objection to officials providing a copy of the applicant's FBI criminal history record to the applicant for review and possible challenge when the record was obtained based on positive fingerprint identification. If agency policy permits, this courtesy will save the applicant the time and additional FBI fee to obtain his/her record directly from the FBI by following the procedures found at 28 CFR 16.30 through 16.34. It will also allow the officials to make a more timely determination of the applicant's suitability.

Each agency should establish and document the process/procedures it utilizes for how/when it gives the applicant notice, what constitutes "a reasonable time" for the applicant to correct or complete the record, and any applicant appeal process that is afforded the applicant. Such documentation will assist State and/or FBI auditors during periodic compliance reviews on use of criminal history records for noncriminal justice purposes.

If you need additional information or assistance, contact:

<p>Connecticut Records: Department of Emergency Services and Public Protection State Police Bureau of Identification (SPBI) 1111 Country Club Road Middletown, CT 06457 860-685-8480</p>	<p>Out-of-State Records: Agency of Record OR FBI CJIS Division-Summary Request 1000 Custer Hollow Road Clarksburg, West Virginia 26306</p>
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¹ Written notification includes electronic notification, but excludes oral notification.

² See 5 U.S.C. 552a(b); 28 U.S.C. 534(b); 42 U.S.C. 14616, Article IV(c); 28 CFR 20.21(c), 20.33(d), 50.12(b) and 906.2(d).

Noncriminal Justice Applicant's Privacy Rights

As an applicant who is the subject of a national fingerprint-based criminal history record check for a noncriminal justice purpose (such as an application for a job or license, an immigration or naturalization matter, security clearance, or adoption), you have certain rights which are discussed below.

- You must be provided written notification³ by the Director of Human Resources that your fingerprints will be used to check the criminal history records of the FBI.
- If you have a criminal history record, the officials making a determination of your suitability for the job, license, or other benefit must provide you the opportunity to complete or challenge the accuracy of the information in the record.
- The officials must advise you that the procedures for obtaining a change, correction, or updating of your criminal history record are set forth at Title 28, Code of Federal Regulations (CFR), Section 16.34.
- If you have a criminal history record, you should be afforded a reasonable amount of time to correct or complete the record (or decline to do so) before the officials deny you the job, license, or other benefit based on information in the criminal history record.⁴
- You have the right to expect that officials receiving the results of the criminal history record check will use it only for authorized purposes and will not retain or disseminate it in violation of federal statute, regulation or executive order, or rule, procedure or standard established by the National Crime Prevention and Privacy Compact Council.⁵
- If agency policy permits, the officials may provide you with a copy of your FBI criminal history record for review and possible challenge. If agency policy does not permit it to provide you a copy of the record, you may obtain a copy of the record by submitting fingerprints and a fee to the FBI. Information regarding this process may be obtained at <http://www.fbi.gov/about-us/cjis/background-checks>.
- If you decide to challenge the accuracy or completeness of your FBI criminal history record, you should send your challenge to the agency that contributed the questioned information to the FBI. Alternatively, you may send your challenge directly to the FBI at the same address as provided above. The FBI will then forward your challenge to the agency that contributed the questioned information and request the agency to verify or correct the challenged entry. Upon receipt of an official communication from that agency, the FBI will make any necessary changes/corrections to your record in accordance with the information supplied by that agency. (See 28 CFR 16.30 through 16.34.)
- If you need additional information or assistance, please contact:

Connecticut Records: Department of Emergency Services and Public Protection State Police Bureau of Identification (SPBI) 1111 Country Club Road Middletown, CT 06457 860-685-8480	Out-of-State Records: Agency of Record OR FBI CJIS Division-Summary Request 1000 Custer Hollow Road Clarksburg, West Virginia 26306
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³ Written notification includes electronic notification, but excludes oral notification.

⁴ See 28 CFR 50.12(b).

⁵ See 5 U.S.C. 552a(b); 28 U.S.C. 534(b); 42 U.S.C. 14616, Article IV(c); 28 CFR 20.21(c), 20.33(d) and 906.2(d).

Federal Bureau of Investigation
United States Department of Justice
Privacy Act Statement

Authority: The FBI's acquisition, preservation, and exchange of fingerprints and associated information is generally authorized under 28 U.S.C. 534. Depending on the nature of your application, supplemental authorities include Federal statutes, State statutes pursuant to Pub. L. 92-544, Presidential Executive Orders, and federal. Providing your fingerprints and associated information is voluntary; however, failure to do so may affect completion or approval of your application.

Social Security Account Number (SSAN). Your SSAN is needed to keep records accurate because other people may have the same name and birth date. Pursuant to the Federal Privacy Act of 1974 (5 USC 552a), the requesting agency is responsible for informing you whether disclosure is mandatory or voluntary, by what statutory or other authority your SSAN is solicited, and what uses will be made of it. Executive Order 9397 also asks Federal agencies to use this number to help identify individuals in agency records.

Principal Purpose: Certain determinations, such as employment, licensing, and security clearances, may be predicated on fingerprint-based background checks. Your fingerprints and associated information/biometrics may be provided to the employing, investigating, or otherwise responsible agency, and/or the FBI for the purpose of comparing your fingerprints to other fingerprints in the FBI's Next Generation Identification (NGI) system or its successor systems (including civil, criminal, and latent fingerprint repositories) or other available records of the employing, investigating, or otherwise responsible agency. The FBI may retain your fingerprints and associated information/biometrics in NGI after the completion of this application and, while retained, your fingerprints may continue to be compared against other fingerprints submitted to or retained by NGI.

Routine Uses: During the processing of this application and for as long thereafter as your fingerprints and associated information/biometrics are retained in NGI, your information may be disclosed pursuant to your consent, and may be disclosed without your consent as permitted by the Privacy Act of 1974 and all applicable Routine Uses as may be published at any time in the Federal Register, including the Routine Uses for the NGI system and the FBI's Blanket Routine Uses. Routine uses include, but are not limited to, disclosures to: employing, governmental or authorized non-governmental agencies responsible for employment, contracting licensing, security clearances, and other suitability determinations; local, state, tribal, or federal law enforcement agencies; criminal justice agencies; and agencies responsible for national security or public safety.

Additional Information: The requesting agency and/or the agency conducting the application-investigation will provide you additional information pertinent to the specific circumstances of this application, which may include identification of other authorities, purposes, uses, and consequences of not providing requested information. In addition, any such agency in the Federal Executive Branch has also published notice in the Federal Register describing any systems(s) of records in which that agency may also maintain your records, including the authorities, purposes, and routine uses for the system(s).

DARIEN PUBLIC SCHOOLS

Darien, CT

Series 4000
Personnel

Policy 4250

EMPLOYMENT AND STUDENT TEACHER CHECKS

As set forth below, each applicant for a position with the Darien Public Schools (the “District”), and each student who is enrolled in a teacher preparation program with the District, as defined in section 10-10a of the Connecticut General Statutes, and completing a student teaching experience in the District (collectively referred to as “applicants”), shall be asked to provide in writing: (1) whether the applicant has ever been convicted of a crime; (2) whether there are any criminal charges pending against the applicant at the time of the application and, if charges are pending, to state the charges and the court in which such charges are pending; and (3) whether the applicant is included on the Abuse and Neglect Registry of the Connecticut Department of Children and Families (“DCF”) (the “Registry”). If the applicant’s current or most recent employment occurred out of state, the applicant will also be asked whether the applicant is included on an equivalent database and/or abuse/neglect registry maintained in that other state.

Applicants shall not be required to disclose any arrest, criminal charge or conviction that has been erased. An employment application form that contains any question concerning the criminal history of the applicant shall contain the following notice, in clear and conspicuous language:

Pursuant to section 31-51i(d) of the Connecticut General Statutes, the applicant is hereby notified that (1) the applicant is not required to disclose the existence of any erased criminal history record information, (2) erased criminal history record information are records pertaining to a finding of delinquency or that a child was a member of a family with service needs, an adjudication as a youthful offender, a criminal charge that has been dismissed or nolle, a criminal charge for which the person has been found not guilty or a conviction for which the person received an absolute pardon or criminal records that are erased pursuant to statute or by other operation of law, and (3) any person with erased criminal history record information shall be deemed to have never been arrested within the meaning of the general statutes with respect to the proceedings so erased and may so swear under oath.

In addition, the District shall conduct an employment history check for each applicant for a position, as set forth below.

For the purposes of this policy:

“**Sexual misconduct**” means any verbal, nonverbal, written, or electronic communication, or any other act directed toward or with a student that is designed to establish a sexual relationship with the student, including a sexual invitation, dating or soliciting a date, engaging in sexual dialog, making sexually suggestive comments,

self-disclosure or physical exposure of a sexual or erotic nature, and any other sexual, indecent, or erotic contact with a student.

“**Abuse or neglect**” means abuse or neglect as described in Conn. Gen. Stat. § 46b-120, and includes any violation of Conn. Gen. Stat. §§ 53a-70 (sexual assault in the first degree), 53a-70a (aggravated sexual assault in the first degree), 53a-71 (sexual assault in the second degree), 53a-72a (sexual assault in the third degree), 53a-72b (sexual assault in the third degree with a firearm), or 53a-73a (sexual assault in the fourth degree).

“**Former employer**” means any person, firm, business, educational institution, nonprofit agency, corporation, limited liability company, the state, any political subdivision of the state, any governmental agency, or any other entity that such applicant was employed by during any of the previous twenty years prior to applying for a position with a local or regional board of education.

I. Employment History Check Procedures

A. The District shall not offer employment to an applicant for a position, including any position that is contracted for, if such applicant would have direct student contact, prior to the District:

1. Requiring the applicant:

- a. to list the name, address, and telephone number of each current employer or former employer (please note the definition of “former employer” above, including the applicable twenty year reporting period) during any of the previous twenty years, if:
 - (i) such current or former employer is/was a local or regional board of education, council of a state or local charter school, interdistrict magnet school operator, or a supervisory agent of a nonpublic school, and/or
 - (ii) the applicant’s employment with such current or former employer caused the applicant to have contact with children.
- b. to submit a written authorization that
 - (i) consents to and authorizes disclosure by the employers listed under paragraph I.A.1.a of this policy of the information requested under paragraph I.A.2 of this policy and the release of related records by such employers,
 - (ii) consents to and authorizes disclosure by the Connecticut State Department of Education (the “Department”) of the information requested under paragraph I.A.3 of this policy and the release of related records by the Department, and
 - (iii) releases those employers and the Department from liability that may arise from such disclosure or release of records pursuant to paragraphs I.A.2 or I.A.3 of this policy; and

- c. to submit a written statement of whether the applicant
 - (i) has been the subject of an abuse or neglect or sexual misconduct investigation by any employer, state agency or municipal police department, unless the investigation resulted in a finding that all allegations were unsubstantiated,
 - (ii) has ever been disciplined or asked to resign from employment or resigned from or otherwise separated from any employment while an allegation of abuse or neglect was pending or under investigation by DCF, or an allegation of sexual misconduct was pending or under investigation or due to an allegation substantiated pursuant to Conn. Gen. Stat. § 17a-101g of abuse or neglect, or of sexual misconduct or a conviction for abuse or neglect or sexual misconduct, or
 - (iii) has ever had a professional or occupational license or certificate suspended or revoked or has ever surrendered such a license or certificate while an allegation of abuse or neglect was pending or under investigation by DCF or an investigation of sexual misconduct was pending or under investigation, or due to an allegation substantiated by DCF of abuse or neglect or of sexual misconduct or a conviction for abuse or neglect or sexual misconduct;
2. Conducting a review of the employment history of the applicant by contacting those employers listed by the applicant under paragraph I.A.1.a of this policy. Such review shall be conducted using a form developed by the Department, which shall request the following:
 - a. the dates employment of the applicant, and
 - b. a statement as to whether the employer has knowledge that the applicant:
 - (i) was the subject of an allegation of abuse or neglect or sexual misconduct for which there is an investigation pending with any employer, state agency, or municipal police department or which has been substantiated;
 - (ii) was disciplined or asked to resign from employment or resigned from or otherwise separated from any employment while an allegation of abuse or neglect or sexual misconduct was pending or under investigation, or due to a substantiation of abuse or neglect or sexual misconduct; or
 - (iii) has ever had a professional or occupational license, certificate, authorization or permit suspended or revoked or has ever surrendered such a license, certificate, authorization or permit while an allegation of abuse or neglect or sexual misconduct was pending or under investigation, or due to a substantiation of abuse or neglect or sexual misconduct. Such review may be conducted telephonically or through written communication. Notwithstanding the provisions of subsection (g) of

Conn. Gen. Stat. § 31-51i, not later than five (5) business days after the District receives a request for such information about an employee or former employee, the District shall respond with such information. The District may request more information concerning any response made by a current or former employer for information about an applicant, and, notwithstanding subsection (g), such employer shall respond not later than five (5) business days after receiving such request.

3. Requesting information from the Department concerning:
 - a. the eligibility status for employment of any applicant for a position requiring a certificate, authorization or permit,
 - b. whether the Department has knowledge that a finding has been substantiated by DCF pursuant to Conn. Gen. Stat. § 17a-101g of abuse or neglect or of sexual misconduct against the applicant and any information concerning such a finding, and
 - c. whether the Department has received notification that the applicant has been convicted of a crime or of criminal charges pending against the applicant and any information concerning such charges.
- B. Notwithstanding the provisions of subsection (g) of Conn. Gen. Stat. § 31-51i, if the District receives information that an applicant for a position with or an employee of the District has been disciplined for a finding of abuse or neglect or sexual misconduct, it shall notify the Department of such information.
- C. The District shall not employ an applicant for a position involving direct student contact who does not comply with the provisions of paragraph I.A.1 of this policy.
- D. The District may employ or contract with an applicant on a temporary basis for a period not to exceed ninety (90) calendar days, pending the District's review of information received under this section, provided:
 1. The applicant complied with paragraph I.A.1 of this policy;
 2. The District has no knowledge of information pertaining to the applicant that would disqualify the applicant from employment with the District; and
 3. The applicant affirms that the applicant is not disqualified from employment with the District.
- E. The District shall not enter into a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement, or any other contract or agreement or take any action that:
 1. Has the effect of suppressing information relating to an investigation of a report of suspected abuse or neglect or sexual misconduct by a current or former employee;

2. Affects the ability of the District to report suspected abuse or neglect or sexual misconduct to appropriate authorities; or
 3. Requires the District to expunge information about an allegation or a finding of suspected abuse or neglect or sexual misconduct from any documents maintained by the District, unless, after investigation, such allegation is dismissed or found to be false.
- F. The District shall not offer employment to a person as a substitute teacher, unless such person and the District comply with the provisions of paragraph I.A.1 of this policy. The District shall determine which such persons are employable as substitute teachers and maintain a list of such persons. The District shall not hire any person as a substitute teacher who is not on such list. Such person shall remain on such list as long as such person is continuously employed by the District as a substitute teacher, as described in paragraph III.B.2 of this policy, provided the District does not have any knowledge of a reason that such person should be removed from such list.
- G. In the case of an applicant who is a contractor, the contractor shall require any employee with such contractor who would be in a position involving direct student contact to supply to such contractor all the information required of an applicant under paragraphs I.A.1.a and I.A.1.c of this policy and a written authorization under paragraph I.A.1.b of this policy. Such contractor shall contact any current or former employer (please note the definition of “former employer” above, including the applicable twenty year reporting period) of such employee that was a local or regional board of education, council of a state or local charter school, interdistrict magnet school operator, or a supervisory agent of a nonpublic school, or if the employee’s employment with such current or former employer caused the employee to have contact with children, and request, either telephonically or through written communication, any information concerning whether there was a finding of abuse or neglect or sexual misconduct against such employee. Notwithstanding the provisions of subsection (g) of Conn. Gen. Stat. § 31-51i, such employer shall report to the contractor any such finding, either telephonically or through written communication. If the contractor receives any information indicating such a finding or otherwise receives any information indicating such a finding or otherwise has knowledge of such a finding, the contractor shall, notwithstanding the provisions of subsection (g) of Conn. Gen. Stat. § 31-51i, immediately forward such information to the District, either telephonically or through written communication. If the District receives such information, it shall determine whether such employee of the contractor may work in a position involving direct student contact at any school in the District. No determination by the District that any such employee of the contractor shall not work under any such contract in any such position shall constitute a breach of such contract.
- H. Any applicant/employee who knowingly provides false information or knowingly fails to disclose information required in subdivision (1) of subsection (A) of this section shall be subject to discipline by the District that may include:
1. denial of employment, or
 2. termination of the contract of a certified employee, in accordance with the provisions of Conn. Gen. Stat. § 10-151, or

3. termination of a non-certified employee in accordance with applicable law and/or any applicable collective bargaining agreement, contract or District policy.

- I. If the District provides information in accordance with paragraph I.A.2 or I.G of this policy, the District shall be immune from criminal and civil liability, provided the District did not knowingly supply false information.
- J. Notwithstanding the provisions of Conn. Gen. Stat. § 10-151c and subsection (g) of Conn. Gen. Stat. § 31-51i, the District shall provide, upon request by another local or regional board of education, governing council of a state or local charter school, interdistrict magnet school operator, or supervisory agent of a nonpublic school for the purposes of an inquiry pursuant to paragraphs I.A.2 or I.G of this policy or to the Commissioner of Education pursuant to paragraph I.B of this policy any information that the District has concerning a finding of abuse or neglect or sexual misconduct by a subject of any such inquiry.
- K. Prior to offering employment to an applicant, the District shall make a documented good faith effort to contact each current and any former employer (please note the definition of “former employer” employer above, including the applicable twenty year reporting period) of the applicant that was a local or regional board of education, governing council of a state or local charter school, interdistrict magnet school operator, or supervisory agent of a nonpublic school, or if the applicant’s employment with such current or former employer caused the applicant to have contact with children in order to obtain information and recommendations that may be relevant to the applicant’s fitness for employment. Such effort, however, shall not be construed to require more than three telephonic requests made on three separate days.
- L. The District shall not offer employment to any applicant who had any previous employment contract terminated by a local or regional board of education, council of a state or local charter school, interdistrict magnet school operator, or a supervisory agent of a nonpublic school, or who resigned from such employment, if the person has been convicted of a violation of Conn. Gen. Stat. § 17a-101a, when an allegation of abuse or neglect or sexual assault has been substantiated.

II. DCF Registry Checks

Prior to hiring any person for a position with the District, and before a student who is enrolled in a teacher preparation program in the District, as defined in section 10-10a of the Connecticut General Statutes, and completing a student teaching experience with the District, begins such student teaching experience, the District shall require such applicant or student to submit to a records check of information maintained on the Registry concerning the applicant.

For any applicant whose current or most recent employment occurred out of state, the District shall request that the applicant provide the District with authorization to access information maintained concerning the applicant by the equivalent state agency in the state of most recent employment, if such state maintains information about abuse and neglect and has a procedure by which such information can be obtained. Refusal to permit the District to access such information shall be considered grounds for rejecting any applicant for employment.

The District shall request information from the Registry or its out of state equivalent promptly, and in any case no later than thirty (30) calendar days from the date of employment. Registry checks will be processed according to the following procedure:

- A. No later than ten (10) calendar days after the Superintendent or the Superintendent's designee has notified a job applicant of a decision to offer employment to the applicant, or as soon thereafter as practicable, the Superintendent or the Superintendent's designee will either obtain the information from the Registry or, if the applicant's consent is required to access the information, will supply the applicant with the release form utilized by DCF, or its out of state equivalent when available, for obtaining information from the Registry.
- B. If consent is required to access the Registry, no later than ten (10) calendar days after the Superintendent or the Superintendent's designee has provided the successful job applicant with the form, the applicant must submit the signed form to DCF or its out of state equivalent, with a copy to the Superintendent or the Superintendent's designee. Failure of the applicant to submit the signed form to DCF or its out of state equivalent within such ten-day period, without good cause, will be grounds for the withdrawal of the offer of employment.
- C. Upon receipt of Registry or out-of-state registry information indicating previously undisclosed information concerning abuse or neglect investigations concerning the successful job applicant/employee, the Superintendent or the Superintendent's designee will notify the affected applicant/employee in writing of the results of the Registry check and will provide an opportunity for the affected applicant/employee to respond to the results of the Registry check.
- D. If notification is received by the Superintendent or the Superintendent's designee that that the applicant is listed as a perpetrator of abuse or neglect on the Registry, the Superintendent or the Superintendent's designee shall provide the applicant with an opportunity to be heard regarding the results of the Registry check. If warranted by the results of the Registry check and any additional information provided by the applicant, the Superintendent or the Superintendent's designee shall revoke the offer of employment and/or terminate the applicant's employment if the applicant has already commenced working for the District.

III. Criminal Records Check Procedure

- A. Each person hired by the District shall be required to submit to state and national criminal records checks within thirty (30) calendar days from the date of employment. Each student who is enrolled in a teacher preparation program, as defined in section 10-10a of the Connecticut General Statutes, and completing a student teaching experience with the District, shall be required to submit to state and national criminal records checks within sixty (60) calendar days from the date such student begins to perform such student teaching experience. Record checks will be processed according to the following procedure:*

 1. No later than five (5) calendar days after the Superintendent or the Superintendent's designee has notified a job applicant of a decision to hire the applicant, or as soon thereafter as practicable, the Superintendent or the Superintendent's designee will provide the applicant with a packet containing all documents and materials necessary for the applicant to be fingerprinted by the police department in the town in which they reside. This packet shall also contain all documents and materials necessary for the

police department to submit the completed fingerprints to the State Police Bureau of Identification for the processing of state and national criminal records checks. The Superintendent or the Superintendent's designee will also provide each applicant with the following notifications before the applicant obtains the applicant's fingerprints: (1) Agency Privacy Requirements for Noncriminal Justice Applicants; (2) Noncriminal Justice Applicant's Privacy Rights; (3) and the Federal Bureau of Investigation, United States Department of Justice Privacy Act Statement.

2. No later than ten (10) calendar days after the Superintendent or the Superintendent's designee has provided the successful job applicant with the fingerprinting packet, the applicant must arrange to be fingerprinted by the police department in the town in which they reside. Failure of the applicant to have the applicant's fingerprints taken within such ten-day period, without good cause, will be grounds for the withdrawal of the offer of employment.
3. Any person for whom criminal records checks are required to be performed pursuant to this policy must pay all fees and costs associated with the fingerprinting process and/or the submission or processing of the requests for criminal records checks. Fees and costs associated with the fingerprinting process and the submission and process of requests are waived for student teachers, in accordance with state law.
4. Upon receipt of a criminal records check indicating a previously undisclosed conviction, the Superintendent or the Superintendent's designee will notify the affected applicant/employee in writing of the results of the record check and will provide an opportunity for the affected applicant/employee to respond to the results of the criminal records check. The affected applicant/employee may notify the Superintendent or the Superintendent's designee in writing within five (5) calendar days that the affected applicant/employee will challenge such individual's criminal history records check. Upon written notification to the Superintendent or the Superintendent's designee of such a challenge, the affected applicant/employee shall have ten (10) calendar days to provide the Superintendent or the Superintendent's designee with necessary documentation regarding the affected applicant/employee's record challenge. The Superintendent or the Superintendent's designee may grant an extension to the preceding ten-day period during which the affected applicant/employee may provide such documentation for good cause shown.
5. Decisions regarding the effect of a conviction upon an applicant/employee, whether disclosed or undisclosed by the applicant/employee, will be made on a case-by-case basis. Notwithstanding the foregoing, the falsification or omission of any information on a job application or in a job interview, including but not limited to information concerning criminal convictions or pending criminal charges, shall be grounds for disqualification from consideration for employment or discharge from employment.
6. Notwithstanding anything in paragraph III.A.5 of this policy, above, no decision to deny employment or withdraw an offer of employment on the basis of an applicant/employee's criminal history record shall be made without affording the applicant/employee the opportunities set forth in paragraph III.A.4 of this policy, above.

B. **Criminal Records Check for Substitute Teachers:**

A substitute teacher who is hired by the District must submit to state and national criminal history records checks according to the procedures outlined above, subject to the following:

1. If the state and national criminal history records checks for a substitute teacher have been completed within one year prior to the date the District hired the substitute teacher, and if the substitute teacher arranged for such prior criminal history records checks to be forwarded to the Superintendent or the Superintendent's designee, then the substitute teacher will not be required to submit to another criminal history records check at the time of such hire.
2. If a substitute teacher submitted to state and national criminal history records checks upon being hired by the District, then the substitute teacher will not be required to submit to another criminal history records check so long as the substitute teacher is continuously employed by the District, that is, employed for at least one day of each school year, by the District, provided a substitute teacher is subjected to such checks at least once every five years.

IV. Sex Offender Registry Checks

District personnel shall cross-reference the Connecticut Department of Public Safety's sexual offender registry prior to hiring any new employee and before a student who is enrolled in a teacher preparation program, as defined in section 10-10a of the Connecticut General Statutes, and completing a student teaching experience with the District, begins such student teaching experience. Registration as a sexual offender constitutes grounds for denial of employment opportunities and opportunities to perform student teaching experiences in the District.

V. Credit Checks

The District may also ask a prospective employee for a credit report for employment for certain District positions, where the District's receipt of a credit report is substantially related to the employee's potential job. "Substantially related to the current or potential job" is defined to mean "the information contained in the credit report is related to the position for which the employee or prospective employee who is the subject of the report is being evaluated because of the position." Prior to asking for a credit report, the District will determine whether the position falls within one of the categories as described in this paragraph. The position must: (1) be a managerial position which involves setting the direction or control of the District; (2) involve access to employees' personal or financial information; (3) involve a fiduciary responsibility to the District, including, but not limited to, the authority to issue payments, collect debts, transfer money or enter into contracts; (4) provide an expense account or District debit or credit card; or (5) involve access to the District's nonfinancial assets valued at two thousand five dollars or more.

When a credit report will be requested as part of the employment process, the District will provide written notification to the prospective employee regarding the use of credit checks. That notification must be provided in a document separate from the employment application. The notification must state that the District may use the information in the consumer credit report to make decisions related to the individual's employment.

The District will obtain consent before performing the credit or other background checks. If the District intends to take an action adverse to a potential employee based on the results of a credit report, the District must provide the prospective employee with a copy of the report on which the District relied in making the adverse decision, as well as a copy of “A Summary of Your Rights Under the Fair Credit Reporting Act,” which should be provided by the company that provides the results of the credit check. The District will notify the prospective employee either orally, in writing or via electronic means that the adverse action was taken based on the information in the consumer report. That notice must include the name, address and phone number of the consumer reporting company that supplied the credit report; a statement that the company that supplied the report did not make the decision to take the unfavorable action and cannot provide specific reasons for the District’s actions; and a notice of the person’s right to dispute the accuracy or completeness of any information the consumer reporting company furnished, and to get an additional free report from the company if the person asks for it within sixty (60) calendar days.

VI. Notice of Conviction

If, at any time, the District receives notice of a conviction of a crime by a person holding a certificate, authorization or permit issued by the State Board of Education, the District shall send such notice to the State Board of Education. In complying with this requirement, the District shall not disseminate the results of any national criminal history records check.

VII. School Nurses

School nurses or nurse practitioners appointed by, or under contract with, the District shall also be required to submit to a criminal history records check in accordance with the procedures outlined above.

VIII. Personal Online Accounts

For purposes of this policy, “personal online account” means any online account that is used by an employee or applicant exclusively for personal purposes and unrelated to any business purpose of the District, including, but not limited to, electronic mail, social media and retail-based Internet web sites. “Personal online account” does not include any account created, maintained, used or accessed by an employee or applicant for a business purpose of the District.

- A. During the course of an employment check, the District may not:
 - 1. request or require that an applicant provide the District with a user name and password, password or any other authentication means for accessing a personal online account;
 - 2. request or require that an applicant authenticate or access a personal online account in the presence of District personnel; or
 - 3. require that an applicant invite a supervisor employed by the District or accept an invitation from a supervisor employed by the District to join a group affiliated with any personal online account of the applicant.

- B. The District may request or require that an applicant provide the District with a user name and password, password or any other authentication means for accessing:

Conn. Gen. Stat. § 31-51i

Conn. Gen. Stat. § 31-51tt

Elementary and Secondary Education Act, reauthorized as the Every Student Succeeds Act, Pub. L. 114-95, codified at 20 U.S.C. § 1001 *et seq.*

Fair Credit Reporting Act, 15 U.S.C. § 1681 *et seq.*

ADOPTED: November 22, 2016

REVISED: _____

DRAFT

Agency Privacy Requirements for Noncriminal Justice Applicants

Authorized governmental and non-governmental agencies/officials that conduct a national fingerprint-based criminal history record check on an applicant for a noncriminal justice purpose (such as employment or a license, immigration or naturalization matter, security clearance, or adoption) are obligated to ensure the applicant is provided certain notices and that the results of the check are handled in a manner that protects the applicant's privacy. All notices must be provided in writing.¹ These obligations are pursuant to the Privacy Act of 1974, Title 5, United States Code (U.S.C.), Section 552a, and Title 28, Code of Federal Regulations (CFR), Section 50.12, among other authorities.

- Officials must ensure that each applicant receives an adequate written FBI Privacy Act Statement (dated 2013 or later) when the applicant submits the applicant's fingerprints and associated personal information.²
- Officials must advise all applicants in writing that procedures for obtaining a change, correction, or update of an FBI criminal history record are set forth at 28 CFR 16.34. Information regarding this process may be found at <https://www.fbi.gov/services/cjis/identity-history-summary-checks> and <https://www.edo.cjis.gov>.
- Officials must provide the applicant the opportunity to complete or challenge the accuracy of the information in the FBI criminal history record.
- Officials should not deny the employment, license, or other benefit based on information in the FBI criminal history record until the applicant has been afforded a reasonable time to correct or complete the record or has declined to do so.
- Officials must use the criminal history record for authorized purposes only and cannot retain or disseminate it in violation of federal statute, regulation or executive order, or rule, procedure or standard established by the National Crime Prevention and Privacy Council.³

The FBI has no objection to officials providing a copy of the applicant's FBI criminal history record to the applicant for review and possible challenge when the record was obtained based on positive fingerprint identification. If agency policy permits, this courtesy will save the applicant the time and additional FBI fee to obtain the applicant's record directly from the FBI by following the procedures found at 28 CFR 16.30 through 16.34. It will also allow the officials to make a more timely determination of the applicant's suitability.

Each agency should establish and document the process/procedures it utilizes for how/when it gives the applicant the FBI Privacy Act Statement, the 28 CFR 50.12 notice, and the opportunity to correct the applicant's record. Such documentation will assist State and/or FBI auditors during periodic compliance reviews on use of criminal history records for noncriminal justice purposes.

If you need additional information or assistance, contact:

<p>Connecticut Records: Department of Emergency Services and Public Protection State Police Bureau of Identification (SPBI) 1111 Country Club Road Middletown, CT 06457 860-685-8480</p>	<p>Out-of-State Records: Agency of Record OR FBI CJIS Division-Summary Request 1000 Custer Hollow Road Clarksburg, West Virginia 26306</p>
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¹ Written notification includes electronic notification, but excludes oral notification.

² See <https://www.fbi.gov/services/cjis/compact-council/privacy-act-statement>

³ See 5 U.S.C. 552a(b); 28 U.S.C. 534(b); 34 U.S.C. § 40316 (formerly cited as 42 U.S.C. § 14616), Article IV(c); 28 CFR 20.21(c), 20.33(d), 50.12(b) and 906.2(d).

Noncriminal Justice Applicant's Privacy Rights

As an applicant who is the subject of a national fingerprint-based criminal history record check for a noncriminal justice purpose (such as an application for a job or license, an immigration or naturalization matter, security clearance, or adoption), you have certain rights which are discussed below. All notices must be provided to you in writing.⁴ These obligations are pursuant to the Privacy Act of 1974, Title 5, United States Code (U.S.C.) Section 552a, and Title 28 Code of Federal Regulations (CFR), 50.12, among other authorities.

- You must be provided an adequate written FBI Privacy Act Statement (dated 2013 or later) when you submit your fingerprints and associated person information. This Privacy Act Statement must explain the authority for collecting your fingerprints and associated information and whether your fingerprints and associated information will be searched, shared, or retained.⁵
- You must be advised in writing of the procedures for obtaining a change, correction, or updating of your criminal history record as set forth at 28 CFR 16.34.
- You must be provided the opportunity to complete or challenge the accuracy of the information in your FBI criminal history record (if you have such a record).
- If you have a criminal history record, you should be afforded a reasonable amount of time to correct or complete the record (or decline to do so) before the officials deny you the employment, license, or other benefit based on information in the criminal history record.
- If agency policy permits, the officials may provide you with a copy of your FBI criminal history record for review and possible challenge. If agency policy does not permit it to provide you a copy of the record, you may obtain a copy of the record by submitting fingerprints and a fee to the FBI. Information regarding this process may be obtained at <http://www.fbi.gov/services/cjis/identity-history-summary-checks> and <https://www.edo.cjis.gov>.
- If you decide to challenge the accuracy or completeness of your FBI criminal history record, you should send your challenge to the agency that contributed the questioned information to the FBI. Alternatively, you may send your challenge directly to the FBI by submitting a request via <https://www.edo.cjis.gov>. The FBI will then forward your challenge to the agency that contributed the questioned information and request the agency to verify or correct the challenged entry. Upon receipt of an official communication from that agency, the FBI will make any necessary changes/corrections to your record in accordance with the information supplied by that agency. (See 28 CFR 16.30 through 16.34.)
- You have the right to expect that officials receiving the results of the criminal history record check will use it only for authorized purposes and will not retain or disseminate it in violation of federal statute, regulation or executive order, or rule, procedure or standard established by the National Crime Prevention and Privacy Compact Council.⁶
- If you need additional information or assistance, please contact:

Connecticut Records:
Department of Emergency Services and Public Protection
State Police Bureau of Identification (SPBI)
1111 Country Club Road
Middletown, CT 06457
860-685-8480

Out-of-State Records:
Agency of Record
OR
FBI CJIS Division-Summary Request
1000 Custer Hollow Road
Clarksburg, West Virginia 26306

⁴ Written notification includes electronic notification, but excludes oral notification.

⁵ <https://www.fbi.gov/services/cjis/compact-council/privacy-act-statement>

⁶ See 5 U.S.C. 552a(b); 28 U.S.C. 534(b); 34 U.S.C. § 40316 (formerly cited as 42 U.S.C. § 14616), Article IV(c); 28 CFR 20.21(c), 20.33(d), 50.12(b) and 906.2(d).

Federal Bureau of Investigation
Privacy Act Statement

This privacy act statement is located on the back of the FD-258 fingerprint card.

Authority: The FBI's acquisition, preservation, and exchange of fingerprints and associated information is generally authorized under 28 U.S.C. 534. Depending on the nature of your application, supplemental authorities include Federal statutes, State statutes pursuant to Pub. L. 92-544, Presidential Executive Orders, and federal regulations. Providing your fingerprints and associated information is voluntary; however, failure to do so may affect completion or approval of your application.

Principal Purpose: Certain determinations, such as employment, licensing, and security clearances, may be predicated on fingerprint-based background checks. Your fingerprints and associated information/biometrics may be provided to the employing, investigating, or otherwise responsible agency, and/or the FBI for the purpose of comparing your fingerprints to other fingerprints in the FBI's Next Generation Identification (NGI) system or its successor systems (including civil, criminal, and latent fingerprint repositories) or other available records of the employing, investigating, or otherwise responsible agency. The FBI may retain your fingerprints and associated information/biometrics in NGI after the completion of this application and, while retained, your fingerprints may continue to be compared against other fingerprints submitted to or retained by NGI.

Routine Uses: During the processing of this application and for as long thereafter as your fingerprints and associated information/biometrics are retained in NGI, your information may be disclosed pursuant to your consent, and may be disclosed without your consent as permitted by the Privacy Act of 1974 and all applicable Routine Uses as may be published at any time in the Federal Register, including the Routine Uses for the NGI system and the FBI's Blanket Routine Uses. Routine uses include, but are not limited to, disclosures to: employing, governmental or authorized non-governmental agencies responsible for employment, contracting licensing, security clearances, and other suitability determinations; local, state, tribal, or federal law enforcement agencies; criminal justice agencies; and agencies responsible for national security or public safety.

As of 3/30/2018

DARIEN PUBLIC SCHOOLS
Darien, Connecticut

SERIES 4000: PERSONNEL
POLICY 4275

FAMILY AND MEDICAL LEAVE

PURPOSE

The purpose of this policy is to establish guidelines for leaves taken by employees of the Board under the Federal Family and Medical Leave Act of 1993 (“FMLA”).

ELIGIBILITY

Employees who have worked for the Board for at least twelve (12) months, and who have worked at least 1,250 actual work hours, or, in the case of school paraprofessionals in an educational setting, who have worked at least 950 actual hours or work, during the twelve (12) months immediately preceding the start of a leave, are eligible for unpaid leave under the FMLA.

REASONS FOR LEAVE

Leaves under the FMLA may be taken for the following reasons:

- for incapacity due to pregnancy, prenatal medical care or child birth; or
- to care for the employee's child after birth; or
- placement for adoption or foster care; or
- to care for the employee's spouse, son, daughter, or parent who has a serious health condition; or
- a serious health condition that makes the employee unable to perform the employee's job; or
- to care for an injured or ill service member; or
- a qualifying exigency arising out of a family member’s military service, including one or more of the following reasons:
 - short notice deployment;
 - military events and related activities;
 - childcare and school activities;

- financial and legal arrangements;
- counseling;
- rest and recuperation;
- post-deployment activities;
- parental care leave for military member's parent who is incapable of self-care and care is necessitated by the member's covered active duty;
- additional activities that arise out of the active duty or call to active duty status of a covered military member, provided that the Board and the employee agree that such leave qualifies as an exigency, and agree to both the timing and the duration of such leave.

Employees may contact the Human Resources Office for additional information.

LENGTH OF LEAVE

(a) Basic FMLA Leave Entitlement

If a leave is requested for one of the above-listed reasons, each eligible employee may take up to a total of twelve (12) weeks unpaid family or medical leave in any 12-month entitlement period.

The 12-month entitlement period for family or medical leave is measured on the basis of a "rolling" 12-month period measured backward from the date an employee uses any FMLA leave.

(b) Leave to care for an Injured or Ill Service member

In addition to the reasons for leave listed above, an eligible employee may take up to twenty-six (26) workweeks of FLMA leave during a 12-month period to care for (i) an injured or ill service member who is the employee's spouse, parent, child or next of kin, and who incurred the injury or illness in the line of duty and while on active duty in the Armed Forces or had a preexisting injury or illness prior to beginning active duty that was aggravated by service in the line of duty on active duty in the Armed Forces; or, (ii) an injured or ill covered veteran who is the employee's spouse, parent, child or next of kin.

For service members, the injury or illness must render the service member medically unable to perform the duties of his/her office, grade, rank or rating. This provision applies to service members who are undergoing medical treatment,

recuperation, or therapy, are in outpatient status, or who are on the temporary disability retired list, for a serious injury or illness.

For covered veterans, the veteran must be undergoing medical treatment, recuperation or therapy for a serious injury or illness and s/he (1) was a member of the Armed Forces (including the National Guard or Reserves); (2) was discharged or released under conditions other than dishonorable; and (3) was discharged within the five-year period before the eligible employee first takes FMLA military caregiver leave to care for the veteran.¹

For covered veterans, serious injury or illness means any of the following:

- (i) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the service member unable to perform the duties of the service member's office, grade, rank, or rating; or
- (ii) a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability Rating (VASRD) of 50 percent or greater, and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or
- (iii) a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or
- (iv) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

When combined with any other type of FMLA qualifying leave, total leave time may not exceed twenty-six (26) weeks in a single twelve (12) month period. Standard FMLA leave procedures described below apply to all requests for and designation of leave for this purpose. *However*, in the case of leave to care for an injured or ill service member, the 12 month period begins on the day such leave actually commences.

¹ The employee's first date of leave must be within the five year period. However, the employee may continue to take leave throughout the single 12 month period even if the leave extends past the five year period. Note - special rules may apply to calculating the five year period for veterans discharged between October 28, 2009 and March 8, 2013. This period will effectively be excluded from the five year calculation.

TYPES OF LEAVE AND CONDITIONS

(a) Full-Time, Intermittent and Reduced Schedule Leave

Full-time unpaid leave may be taken for any of the reasons permitted by the FMLA. Full-time leave excuses the employee from work for a continuous period of time.

Intermittent leave means leave taken in separate periods of time rather than for one continuous period of time. Examples of intermittent leave include: leave taken one day per week over a period of a few months; or leave taken on an occasional/as-needed basis for medical appointments.

Reduced schedule leave is leave that reduces the employee's usual number of work hours per day for some period of time. For example, an employee may request half-time work for a number of weeks so the employee can assist in the care of a seriously ill parent.

An employee may take full-time, intermittent or reduced schedule leave whenever it is medically necessary for a serious health condition of the eligible employee, his or her spouse, child or parent. Intermittent leave or reduced schedule leave for other reasons will be permitted only with the approval of the Superintendent or his/her designee.

If intermittent or reduced schedule leave is medically required, the Board may, in its sole discretion, temporarily transfer the employee to another job with equivalent pay and benefits that better accommodates the type of leave requested. Also, special arrangements may be required of an instructional employee who needs to take intermittent or reduced-schedule leave which will involve absence for more than twenty (20) percent of the work days in the period over which the leave will extend (for example, more than five days over a five-week period). For purposes of this policy, an instructional employee is defined as a teacher or other employee of the board who is employed principally in an instructional capacity and whose principal function is to teach and instruct students in a class, a small group, or an individual setting, and includes athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. The term does not include teacher assistants or aides who do not have as their principal function actual teaching or instructing, nor auxiliary personnel such as counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers, bus drivers, or other primarily noninstructional employees.

(b) Both Spouses Working for the Same Employer

If both spouses are employees of the Board and request leave for the birth, placement of a child by adoption or for foster care, or to care for a seriously ill parent, they only will be entitled to a maximum combined total leave equal to twelve (12) weeks in any 12-month entitlement period. If either spouse (or both) uses a portion of the total 12-week entitlement for one of the purposes in the preceding sentence, each is entitled to the difference between the amount he or she has taken individually and the 12 weeks for

FMLA leave for their own or their spouse's serious health condition in the 12-month entitlement periods.

(c) Light Duty

Should an employee be offered a light duty opportunity during a period of FMLA leave, time spent performing the light duty assignment will not count against the employee's FMLA leave entitlement. The employee's right to restoration to his or her job will be held in abeyance during the light duty assignment, or until the end of the applicable 12-month FMLA leave period.

(d) Leave Taken by Instructional Employees Near the End of an Academic Term

If a leave taken by an instructional employee for any reason begins more than five (5) weeks before the end of an academic term, the Board may require that employee to continue the leave until the end of the term if the leave will last at least three (3) weeks and the employee would return to work during the three-week period before the end of the term.

If the employee begins a leave during the five-week period preceding the end of an academic term for a reason other than the employee's own serious health condition, the Board may require the employee to continue taking leave until the end of the term if the leave will last more than two (2) weeks and the employee would return to work during the two-week period before the end of the term.

If the employee begins a leave during the three-week period preceding the end of an academic term for a reason other than the employee's own serious health condition, the Board may require the employee to continue taking leave until the end of the term if the leave will last more than five (5) working days.

REQUESTS FOR LEAVE

Requests for a family or medical leave must be submitted to the Human Resources Office at least thirty (30) days before the leave is to commence, if possible. If thirty (30) days' notice is not possible, requests must be submitted as soon as practicable under the circumstances.

For leaves taken because of the employee's or a family member's serious health condition, the employee must submit a completed "Physician or Practitioner Certification" form before the leave begins if possible. This form may be obtained from the Human Resources Office. If such advance certification is not possible, the medical certification must be provided by the employee within fifteen (15) calendar days of the Board's request for the medical certification.

If an employee takes leave to care for his or her own serious health condition, prior to return to work the employee must provide medical certification that the health condition which created the need for the leave no longer renders the employee unable to perform the functions of the job. This certification must be submitted to the Human Resources Office.

In connection with the Board's request for medical information, employees must be aware that the Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits employers and other entities covered by GINA Title II from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, the Board requests that employees not provide any genetic information when responding to a request for medical information. 'Genetic information,' as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

USE OF PAID LEAVE

Accrued paid personal leave and accrued paid vacation will be substituted (in that order) for any unpaid portions of family or medical leave taken for any reason. However, where the leave is for the employee's own serious health condition, accrued paid sick leave shall be substituted for unpaid portions of family or medical leave prior to the substitution of accrued paid personal and accrued paid vacation leave. The amount of unpaid family or medical leave entitlement is reduced by the amount of paid leave that is substituted.

In addition, in cases involving absences due to a Workers' Compensation injury that also qualifies as an FMLA serious health condition, and if the employee agrees with the Board to do so, the Board will apply the employee's available accrued paid leave in increments as a supplement to the Workers' Compensation weekly benefit in an appropriate amount so that the employee can maintain his or her regular weekly income level.

MEDICAL INSURANCE AND OTHER BENEFITS

During approved family or medical leaves of absence, the Board will continue to pay its portion of medical insurance premiums for the period of unpaid family or medical leave. The employee must continue to pay his/her share of the premium, and failure to do so may result in loss of coverage. If the employee does not return to work after expiration of the leave, the employee will be required to reimburse the Board for payment of medical insurance premiums during the family or medical leave, unless the employee does not return because of a serious health condition or circumstances beyond the employee's control.

During an FMLA leave, an employee shall not accrue benefits, including but not limited to seniority, pension benefits, sick and vacation leave, unless otherwise required by any applicable collective bargaining agreement or Board Policy. However, unused employment benefits accrued by the employee up to the day on which the leave begins will not be lost upon return to work.

REINSTATEMENT

Except for circumstances unrelated to the taking of a family or medical leave, an employee who returns to work following the expiration of a family or medical leave is entitled to return to the job held prior to the leave or to an equivalent position with equivalent pay and benefits.

ADDITIONAL INFORMATION

Questions regarding family or medical leave may be directed to the Superintendent or his/her designee. An employee may file a complaint with U.S. Department of Labor or may bring a private lawsuit against an employer. FMLA does not affect any federal or state law prohibiting discrimination, or supersede any state or local law or collective bargaining agreement which provides greater family or medical leave rights.

Legal References:

Connecticut General Statutes:

Conn. Gen. Stat. § 31-51rr

Regs. Conn. State Agencies 31-51rr-1, et seq.

Public Act 07-245 An Act Concerning Family and Medical Leave for Municipal Employees and the Applicability of Certain Statutory Provisions to Civil Union Status.

United States Code:

Family and Medical Leave Act of 1993, 29 U.S.C. Section 2601 et seq., as amended

29 CFR Part 825.100 et seq.

Title II of the Genetic Information Nondiscrimination Act of 2008,
Pub.L.110 233, 42 USC 2000ff; 34 CFR 1635

APPROVED BY THE BOARD OF EDUCATION: May 26, 2015, (Effective July 1, 2015)

DARIEN PUBLIC SCHOOLS

Darien, CT

Series 4000
Personnel

Policy 4275

FAMILY AND MEDICAL LEAVE

PURPOSE

The purpose of this policy is to establish guidelines for leaves taken by employees of the Darien Board of Education (the “Board”) under the Federal Family and Medical Leave Act of 1993 (“FMLA”).

ELIGIBILITY

Employees who have worked for the Board for at least twelve (12) months, and who have worked at least 1,250 actual work hours, or, in the case of school paraprofessionals in an educational setting, who have worked at least 950 actual hours of work, during the twelve (12) months immediately preceding the start of a leave, are eligible for unpaid leave under the FMLA.

REASONS FOR LEAVE

Leaves under the FMLA may be taken for the following reasons:

- incapacity due to pregnancy, prenatal medical care or child birth; or
- to care for the employee's newborn child; or
- the placement of a child with the employee by adoption or for foster care; or
- to care for the employee's spouse, child or parent who has a serious health condition; or
- to care for the employee's own serious health condition that renders the employee unable to perform the functions of his or her position; or
- to care for an injured or ill service member (see below – Length of Leave – for further information); or
- a qualifying exigency arising out of a family member’s military service, including one or more of the following reasons (note – more detailed information on the following categories is available from Human Resources Office).

- short-notice deployment;
- military events and related activities;
- childcare and school activities;
- financial and legal arrangements;
- counseling;
- rest and recuperation;
- post-deployment activities;
- parental care leave for military member's parent who is incapable of self-care and care is necessitated by the member's covered active duty;
- additional activities that arise out of the active duty or call to active duty status of a covered military member, provided that the Board and the employee agree that such leave qualifies as an exigency, and agree to both the timing and the duration of such leave.

LENGTH OF LEAVE

(a) Basic FMLA Leave Entitlement

If a leave is requested for one of the above-listed reasons, each eligible employee may take up to a total of twelve (12) weeks unpaid family or medical leave in any 12-month entitlement period.

The 12-month entitlement period for family or medical leave is measured on the basis of the 12-month period measured forward from the initial date of an employee's first leave under this policy.

(b) Leave to Care for an Injured or Ill Service Member

In addition to the reasons for leave listed above, an eligible employee may take up to twenty-six (26) workweeks of FMLA leave during a 12-month period to care for (i) an injured or ill service member who is the employee's spouse, parent, child or next of kin, and who incurred the injury or illness in the line of duty and while on active duty in the Armed Forces or had a preexisting injury or illness prior to beginning active duty that was aggravated by service in the line of duty on active duty in the Armed Forces; or, (ii) an injured or ill covered veteran who is the employee's spouse, parent, child or next of kin.

For service members, the injury or illness must render the service member medically unable to perform the duties of his/her office, grade, rank or rating. This provision applies to service members who are undergoing medical treatment, recuperation, or therapy, are in outpatient status, or who are on the temporary disability retired list, for a serious injury or illness.

For covered veterans, the veteran must be undergoing medical treatment, recuperation or therapy for a serious injury or illness and s/he (1) was a member of the Armed Forces (including the National Guard or Reserves); (2) was discharged or released under conditions that were other than dishonorable; and (3) was discharged within the five-year period before the eligible employee first takes FMLA military caregiver leave to care for the veteran.¹

For covered veterans, serious injury or illness means any of the following:

- (i) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the service member unable to perform the duties of the service member's office, grade, rank, or rating; or
- (ii) a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability Rating (VASRD) of 50 percent or greater, and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or
- (iii) a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or
- (iv) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

When combined with any other type of FMLA qualifying leave, total leave time may not exceed twenty-six (26) weeks in a single twelve (12) month period. Standard FMLA leave procedures described below apply to all requests for and designation of leave for this purpose. *However*, in the case of leave to care for an injured or ill service member, the 12-month period begins on the day such leave actually commences.

¹ The employee's first date of leave must be within the five-year period. However, the employee may continue to take leave throughout the single 12-month period even if the leave extends past the five-year period. Note - special rules may apply to calculating the five year period for veterans discharged between October 28, 2009 and March 8, 2013. This period will effectively be excluded from the five-year calculation.

TYPES OF LEAVE AND CONDITIONS

(a) Full-Time, Intermittent and Reduced Schedule Leave

Full-time unpaid leave may be taken for any of the reasons permitted by the FMLA. Full-time leave excuses the employee from work for a continuous period of time.

Intermittent leave means leave taken in separate periods of time rather than for one continuous period of time. Examples of intermittent leave include: leave taken one day per week over a period of a few months; or leave taken on an occasional/as-needed basis for medical appointments.

Reduced schedule leave is leave that reduces the employee's usual number of work hours per day for some period of time. For example, an employee may request half-time work for a number of weeks so the employee can assist in the care of a seriously ill parent.

An employee may take full-time, intermittent or reduced schedule leave whenever it is medically necessary for a serious health condition of the eligible employee, his or her spouse, child or parent. Intermittent leave or reduced schedule leave for other reasons will be permitted only with the approval of the Superintendent or his/her designee.

If intermittent or reduced schedule leave is medically required, the Board may, in its sole discretion, temporarily transfer the employee to another job with equivalent pay and benefits that better accommodates the type of leave requested. Also, special arrangements may be required of an instructional employee who needs to take intermittent or reduced-schedule leave which will involve absence for more than twenty (20) percent of the work days in the period over which the leave will extend (for example, more than five days over a five-week period). For purposes of this policy, an instructional employee is defined as a teacher or other employee of the Board who is employed principally in an instructional capacity and whose principal function is to teach and instruct students in a class, a small group, or an individual setting, and includes athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. The term does not include teacher assistants or aides who do not have as their principal function actual teaching or instructing, nor auxiliary personnel such as counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers, bus drivers, or other primarily non-instructional employees.

(b) Both Spouses Working for the Same Employer

If both spouses are employees of the Board and request leave for the birth, placement of a child by adoption or for foster care, or to care for a seriously ill parent, they only will be entitled to a maximum combined total leave equal to twelve (12) weeks in any 12-month entitlement period. If either spouse (or both) uses a portion of the total 12-week entitlement for one of the purposes in the preceding sentence, each is entitled to

the difference between the amount he or she has taken individually and the 12 weeks for FMLA leave for their own or their spouse's serious health condition in the 12-month entitlement periods.

(c) Leave Taken by Instructional Employees Near the End of an Academic Term

If a leave taken by an instructional employee for any reason begins more than five (5) weeks before the end of an academic term, the Board may require that employee to continue the leave until the end of the term if the leave will last at least three (3) weeks and the employee would return to work during the three-week period before the end of the term.

If the employee begins a leave during the five-week period preceding the end of an academic term for a reason other than the employee's own serious health condition, the Board may require the employee to continue taking leave until the end of the term if the leave will last more than two (2) weeks and the employee would return to work during the two-week period before the end of the term.

If the employee begins a leave during the three-week period preceding the end of an academic term for a reason other than the employee's own serious health condition, the Board may require the employee to continue taking leave until the end of the term if the leave will last more than five (5) working days.

REQUESTS FOR LEAVE

Requests for a family or medical leave must be submitted to the Human Resources office at least thirty (30) days before the leave is to commence, if possible. If thirty (30) days' notice is not possible, requests must be submitted as soon as practicable under the circumstances.

For leaves taken because of the employee's or a qualifying family member's serious health condition, the employee must submit a completed "Physician or Practitioner Certification" form before the leave begins, if possible. This form may be obtained from the personnel department. If such advance certification is not possible, the medical certification must be provided by the employee within fifteen (15) calendar days of the Board's request for the medical certification.

If an employee takes leave to care for his or her own serious health condition, immediately upon return to work the employee must provide medical certification that the health condition which created the need for the leave no longer renders the employee unable to perform the functions of the job. This certification must be submitted to the personnel department.

In connection with the Board's request for medical information, employees must be aware that the Genetic Information Nondiscrimination Act of 2008 ("GINA") prohibits employers and other entities covered by Title II of GINA from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, the Board requests that employees not provide any genetic information when responding to a request for medical information. "Genetic information," as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

USE OF PAID LEAVE

Accrued paid personal leave and accrued paid vacation will be substituted (in that order) for any unpaid portions of family or medical leave taken for any reason. However, where the leave is for the employee's own serious health condition, accrued paid sick leave shall be substituted for unpaid portions of family or medical leave prior to the substitution of accrued paid personal and accrued paid vacation leave. The amount of unpaid family or medical leave entitlement is reduced by the amount of paid leave that is substituted.

In addition, in cases involving absences due to a Workers' Compensation injury that also qualifies as an FMLA serious health condition, and if the employee agrees with the Board to do so, the Board will apply the employee's available accrued paid leave in increments as a supplement to the Workers' Compensation weekly benefit in an appropriate amount so that the employee can maintain his or her regular weekly income level.

MEDICAL INSURANCE AND OTHER BENEFITS

During approved family or medical leaves of absence, the Board will continue to pay its portion of medical insurance premiums for the period of unpaid family or medical leave. The employee must continue to pay his/her share of the premium, and failure to do so may result in loss of coverage. If the employee does not return to work after expiration of the leave, the employee will be required to reimburse the Board for payment of medical insurance premiums during the family or medical leave, unless the employee does not return because of a serious health condition or circumstances beyond the employee's control.

During any unpaid portion of an FMLA leave, an employee shall not accrue pension benefits or sick or vacation leave unless otherwise required by any applicable collective bargaining agreement or Board policy. However, unused employment benefits accrued by the employee up to the day on which the leave begins will not be lost upon

return to work. Leave taken under this policy does not constitute an absence under Board's attendance policy.

REINSTATEMENT

Except for circumstances unrelated to the taking of a family or medical leave, an employee who returns to work following the expiration of a family or medical leave is entitled to return to the job such employee held prior to the leave or to an equivalent position with equivalent pay and benefits.

ADDITIONAL INFORMATION

Questions regarding family or medical leave may be directed to the Director of Human Resources or his/her designee. An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer. FMLA does not affect any federal or state law prohibiting discrimination, or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

Legal References:

Connecticut General Statutes:

Conn. Gen. Stat. § 31-51rr Family and medical leave benefits for employees of political subdivisions

Regs. Conn. State Agencies 31-51rr-1, et seq.

United States Code:

Family and Medical Leave Act of 1993, 29 U.S.C. Section 2601 et seq., as amended

29 CFR Part 825.100 et seq.

Title II of the Genetic Information Nondiscrimination Act of 2008, 42 USC 2000ff et seq.

29 CFR 1635.1 et seq.

ADOPTED: May 26, 2015

REVISED: _____

PERSONNEL REPORT

June 12, 2023

Item	Name	Action	Replacing/Location/Position	Effective Date		Tenure Area	Certification Class/Step
				From	To		
Appointments							
1	Dominique Esnault	Appointment	S Chadli/DHS/French Teacher	8/21/2023	6/30/2027	Teacher	French 7 - 12 MA Step 19
2	Oliver Probst	Appointment	E Fine/MMS/Science Teacher	8/21/2023	6/30/2027	Teacher	BA Step 12 Biology 7 - 12
3	Cameron Faris	Appointment	N Thelen/DHS/Special Education Teacher	8/21/2023	6/30/2027	Teacher	Comprehensive Special Education MA Step 5
4	Jillian Pandolfino	Appointment	A Larken/DHS/Math Teacher	8/21/2023	6/30/2025	Teacher	Math 7 - 12 MA Step 19
5	Morgan Cole	Appointment	M Miller/Tokeneke/School Psychologist	8/21/2023	6/30/2027	Teacher	School Psychologist MA + 30 Step 5
6	Siobhan Noonan	Appointment	M Ross/MMS/School Psychologist	8/21/2023	6/30/2027	Teacher	School Psychologist MA + 60 Step 7
7	Katherine Guy	Appointment	A Rudolph/MMS/School Psychologist	8/21/2023	6/30/2027	Teacher	School Psychologist MA + 15 Step 7
8	Alec Claypool	Appointment	A Zawacki/MMS/Hardware Technician	5/30/2023	6/30/2023	NA	NA
Resignations and Retirements							
	Christopher Tranberg	Resignation	Central Services/Assistant Superintendent		6/30/2023		
9	Paul Ribeiro	Resignation	DHS/Assistant Principal		6/30/2023		
10	Dana Hutchins	Resignation	MMS/Assistant Principal		6/30/2023		
11	Callie Jackson	Resignation	MMS/Science Teacher		6/30/2023		
12	Ashley Rudolph	Resignation	MMS/School Psychologist		6/30/2023		
13	Danielle Colabatistto	Resignation	Royle/School Psychologist		6/30/2023		
14	Carlos Luis	Resignation	DHS/Athletic Trainer		7/15/2023		
15	Adam Zawacki	Resignation	MMS/Hardware Technician		5/12/2023		