

**BOARD OF EDUCATION
Darien, Connecticut**

**SPECIAL MEETING OF
THE BOARD OF EDUCATION
TUESDAY, JULY 23, 2024**

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

AGENDA

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| 1. Call to Order | Ms. D. Jill McCammon | 8:30 a.m. |
| 2. Chairperson's Report | Ms. D. Jill McCammon | 8:30 a.m. |
| 3. Public Comment | Ms. D. Jill McCammon | 8:40 a.m. |
| 4. Legal Updates and Board Operations | Attorney Thomas Mooney | 8:45 a.m. |
| 5. Board Self Evaluation and Board of Education Goals (Includes Operations/ Processes/Committees/Agendas) | Ms. D. Jill McCammon
Attorney Patrice McCarthy, C.A.B.E. | 10:30 a.m. |
| 6. Break | | 12:00 p.m |
| 7. Approval of Minutes | Board of Education | 12:15 p.m. |
| 8. Presentations/Discussions/Possible Action | | |
| a. Preliminary Discussion and Possible Action on FY 26 Budget (Includes Board of Education Pre-Budget Topics, Timeline and Preliminary costs) | Ms. D. Jill McCammon
Dr. Alan Addley
Mr. Richard Rudl | 12:16 p.m. |

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| 8. Presentations/Discussions/Possible Action (cont.): | | |
| b. Discussion on Board of Education Goals and Strategic Plan Goals/Strategies/Actions for 2024-2025 | Ms. D. Jill McCammon
Dr. Alan Addley | 12:45 p.m. |
| c. Update on Enrollment for the 2024-2025 School Year, Scheduling, and Discussion and Possible Action on Setting Elementary Class Sections | Mr. Richard Rudl | 1:30 p.m. |
| d. Discussion on Revisions to Approved Master Agenda - February through August 2024 | Dr. Alan Addley | 1:45 p.m. |
| e. Update on Use of Technology (Personal Mobile Device Plan) | Dr. Alan Addley
Dr. Amy Fedigan
Mr. Timothy McGuire | 1:50 p.m. |
| f. Discussion on Future Review of Athletic Funding Structure | Ms. D. Jill McCammon | 2:10 p.m. |
| g. Further Discussion and Action on Proposed Schedule of 2024-2025 Regular Board of Education Meetings and Subcommittee Meetings | Dr. Alan Addley | 2:30 p.m. |
| h. Personnel Report | Ms. Marjorie Cion | 2:40 p.m. |
| 9. Follow Up Action Items | Ms. D. Jill McCammon | 2:45 p.m. |
| 10. Public Comment | Ms. D. Jill McCammon | 2:50 p.m. |
| 11. Proposed Adjournment to Executive Session for the purpose of a) interviewing for Middlesex Middle School Principal, Middlesex Middle School Assistant Principal, and Darien High School Assistant Principal(s) pursuant to Connecticut General Statute 1-200(6)(A); and b) Discussion of Superintendent's contract pursuant to Connecticut General Statute 1-200(6)(A) | | 3:00 pm |
| 12. Reconvene in public session | Ms. D. Jill McCammon | 4:45 p.m. |
| 13. Business Requiring Possible Action : | | 4:46 p.m. |
| a. Appointment of Middlesex Middle School Principal | Ms. D. Jill McCammon
Dr. Alan Addley | |

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| 13. Business Requiring Possible Action (cont.): | | |
| b. Appointment of Middlesex
Middle School Assistant Principal | Ms. D. Jill McCammon
Dr. Alan Addley | |
| c. Appointment of Darien High
School Assistant Principal(s) | Ms. D. Jill McCammon
Dr. Alan Addley | |
| d. Appointment of Ox Ridge Elementary
School Assistant Principal | Ms. D. Jill McCammon
Dr. Alan Addley | |
| e. Appointment of English
Department Chair | Ms. D. Jill McCammon
Dr. Alan Addley | |
| 14. Adjournment | Ms. D. Jill McCammon | 5:00 p.m. |

AA:cp

*** Times listed on the Agenda are tentative.**

**** The Board of Education meeting will be available to the public in person and via Zoom. Seating is limited by room capacity. Doors open at 8:15 a.m. for the 8:30 a.m. meeting.**

Those members of the community wishing to participate in public comment should join the meeting via Zoom: <https://darienps.zoom.us/j/93723964408>

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.



LEGISLATIVE UPDATE

Thomas B. Mooney

The 2024 Session of the General Assembly was relatively quiet, but each year the General Assembly passes new laws that affect school districts. The new laws of particular interest this year are as follows:

A. NEW LAWS.

[Public Act 24-41:](#)

AN ACT CONCERNING EDUCATOR CERTIFICATION, TEACHERS, PARAEDUCATORS AND REQUIREMENTS.

This new law addresses various issues, including teacher certification, FMLA for non-certified board of education employees, “paraeducator” as the term of art, PPT notices to parents, and DCF reporting.

- **Teacher certification:**

The current regulations governing teacher certification were adopted in 1998, and in the intervening years efforts to revise the regulations have been unsuccessful. Sections 1 through 17 simplify various aspects of teacher certification, presumably in response to the teacher shortage. Section 10 provides:

There is established the Connecticut Educator Preparation and Certification Board. The board shall be responsible for modernizing and aligning educator preparation and certification to ensure that policies are optimized to attract and retain effective and diverse professionals for employment in the state's public schools.

The “CEPCB” will be composed of sixteen members, and Section 10 in the law describes its responsibilities as follows:

(b) The board shall develop standards and proposals for regulations or legislation relating to educator preparation and certification. Such standards and proposals shall reflect the teaching profession and respond to emerging understandings of effective, evidence-based practices and address the following objectives: (1)

Building streamlined, flexible pathways in the educator profession that are grounded in a commitment to educator effectiveness, (2) enabling educators to broaden their scope of practice to meet more students' needs, (3) ensuring educator preparation programs are accountable for both the quality training experiences and outcomes for candidates, (4) creating a system to help educators continuously improve their practice that supports and rewards educators who demonstrate mastery, (5) supporting improved data transparency regarding the state's distribution of educators and educator vacancies and accountability for remedying observed inequities, and (6) treating educators as professionals and lifelong learners who need access to high-quality professional learning and mentorships throughout their careers.

The CEPCB has the challenging responsibility of proposing regulations or legislation that will provide flexibility in qualifying for certification while maintaining rigor in the profession. Section 11 provides that either the CEPCB or the State Board of Education may propose new standards or regulations or legislation, subject to the approval of the other. If the other party does not reject the proposed standard, regulation or legislation within sixty days, the standard or proposal for regulation or legislation shall be implemented. In the case of regulations, the State Board of Education is charged with responsibility for adopting the new regulation. In the case of legislation, the proposal must be presented to the Education Committee of the General Assembly. By January 1, 2026 and annually thereafter, the CEPCB must submit to the Education Committee of the General Assembly “an annual report that includes a detailed summary of the substance and disposition of any standards and proposals for regulations or legislation developed by the [CEPCB] or the State Board of Education.”

- Expanded FMLA entitlement for non-certified employees of boards of education.

The federal Family and Medical Leave Act (FMLA) provides that employees who work for an employer for at least 1,250 hours in a year are eligible for FMLA up to twelve weeks of leave for qualifying events (birth, adoption, or foster care; to care for employee's own parent, child, or spouse with a serious health condition; for employee's own serious health condition; or for qualifying exigency because the employee's spouse, son, daughter, or parent is a military member on covered active duty or notified of impending call or order to covered active duty). Section 18 of [Public Act 24-41](#) extends a benefit previously limited to paraeducators to all non-certified employees of boards of education - eligibility for FMLA after working 950 hours in a year.

- “Paraeducator” is now the preferred term.

Sections 20 through 38 revise the various references to “school paraprofessionals” or “paraprofessional” to “paraeducator.”

- Notice to parents at planning and placement team meetings.

Section 23 of [Public Act 24-41](#) requires that the notice that school districts must give parents five days before a planning and placement team meeting now include, but need not be limited to, specification of the rights specified in the statute.

- Changes in the DCF reporting statutes.

Under prior law, mandated reporters were strictly required to report suspected abuse or neglect and to defer to DCF for all investigation. Section 40 of [Public Act 24-41](#) now provides: “Nothing in this section shall preclude a mandated reporter from conducting a preliminary inquiry to determine if reasonable cause exists for such mandated reporter to make a report pursuant to subsection (a) of this section.” Similarly, Section 48 [Public Act 24-41](#) provides: “A preliminary inquiry described in subsection (b) of section 17a-101a, as amended by this act, shall not be considered an investigation conducted by a board of education under this section.” Moreover, Section 49 of [Public Act 24-41](#) requires that DCF update its training program for prompt identification and reporting of child abuse or neglect by October 1, 2024 to include “the proper manner in which to conduct a preliminary inquiry.”

Section 41 of [Public Act 24-41](#) restores a provision that was eliminated some years ago, and the law now again provides that mandated reporters who *in good faith do not report* suspected abuse or neglect are immune from liability in the same way that applies to mandated reporters who do make a report in good faith.

Sections 42 through 48 of [Public Act 24-41](#) makes various other technical changes in the DCF statutes, including procedures for handling failures to report and clarification that prospective employees are not required to disclose substantiations of abuse or neglect that have been reversed on appeal.

[Public Act 24-45:](#)

AN ACT CONCERNING EDUCATION MANDATE RELIEF, SCHOOL DISCIPLINE AND DISCONNECTED YOUTH.

- New PDEC responsibilities for mandated trainings.

Section 2 of [Public Act 24-45](#) provides that the professional development and evaluation committee (PDEC) is now authorized to determine when the various topics of in-service training required by Conn. Gen. Stat. § 10-220a(b) will be presented, provided that these topics be covered in such training at least once every five years. Section 3 revises the requirements for training on school violence prevention and special education matters, and adds training on emergency response to seizures to the list.

- Authorization for boards of education to create nonlapsing funds for educational expenditures.

Section 7 of [Public Act 24-45](#) significantly amends Conn. Gen. Stat. § 10-248a. Previously, boards of finance were authorized to deposit in a nonlapsing fund unexpended funds from the appropriation made to a local board of education for the prior year. Under the amended law, boards of education now have the authority to make such deposits (and presumably to create such nonlapsing funds). The statute, as amended, retains the requirements that (1) the amount transferred does not exceed two percent of the annual appropriation for education, (2) expenditures from the fund may only be made for educational purposes, and (3) the board of education must authorize the expenditure. Section 8 makes a similar change to Conn. Gen. Stat. § 10-51 to authorize regional school districts to make such deposits.

- Changes in high school graduation requirements.

Section 9 [Public Act 24-45](#) revises graduation requirements in various ways, including deferring until 2027 the effective date for the requirement that students complete the Free Application for Federal Student Assistance (FAFSA), exempting certain international students from that requirement, and deleting the prohibition against students engaging in partisan political activity in earning one-half credit by doing a community service project. Section 9 also expands the list of health professionals who can exempt students from the physical education requirement to include physician assistants, and it adds a new requirement for student success plans (which school districts are required to prepare for students starting in sixth grade): that consideration must be given to enrollment in the Technical Education and Career System.

- Changes in the student discipline statutes.

Section 13 of [Public Act 24-45](#) reduces from ten to five the number of consecutive days on which students may be assigned to in-school suspension.

Section 14 of [Public Act 24-45](#) provides that students in grades preschool through 2 may now be suspended out of school for behavior that causes physical harm, but also limits such out-of-school suspensions to no more than five days (vs. ten days as previously provided). Section 14 also imposes new limitations on out-of-school suspension for such students, including requirements that school officials (1) provide services to such children that are trauma-informed and developmentally appropriate and align with any behavioral intervention plan, individualized education program or [Section 504] plan . . . for such pupil upon such pupil's return to school immediately following the out-of-school suspension," and (2) consider whether to convene a PPT to review whether the child requires special education services.

- SRO reports of investigation or intervention of certain challenging behavior.

Section 15 of [Public Act 24-45](#) clarifies that the reports that SROs must complete after an investigation or behavioral intervention of challenging behavior or conflict that escalates to violence or constitutes a crime may be submitted directly to the superintendent in certain situations.

- Statutory changes related to the requirements of the new bullying statute.

Sections 16 and 17 of [Public Act 24-45](#) imposes new obligations on the Social and Emotional Learning and School Climate Advisory Collaborative to establish standards for school climate surveys and to draft a model school climate improvement plan. By so doing, the Collaborative will assist school districts in implementing the requirements of the model school climate policy that school boards must adopt prior to July 1, 2025 to address bullying and challenging student behavior. In related matters, Sections 18 through 20 of [Public Act 24-45](#) provide that (1) the school climate surveys that school officials are required to conduct under the new bullying statutes must meet the standard adopted by the Collaborative for such surveys, (2) the school climate improvement plans that each school must adopt may include the model school climate improvement plan that [Public Act 24-45](#) requires the Collaborative to develop, and (3) the State Department of Education must create the position of “director of school climate improvement to serve as the state-wide social and emotional learning and school climate expert” to assist both local and regional school districts as well as the Collaborative in fulfilling their statutory duties in this regard.

- “Disconnected youth” and Cooperation with Youth Services Bureaus.

[“Connecticut’s Unspoken Crisis: Getting Young People Back on Track, A Study of Connecticut’s At-Risk and Disconnected Young People”](#) is a report by Boston Consulting Group, sponsored and released by the Dalio Education Foundation in October 2023. That report concludes that almost one in five young people in Connecticut are either at-risk or disconnected, and Sections 21 and 22 of [Public Act 24-45](#) are intended to address concerns over such “at-risk students” and “disconnected youth.”

These statutory provisions include the following definitions:

“At-risk student” means a student who is enrolled in high school and is in danger of not graduating for reasons including, but not limited to, (A) not earning sufficient credits to meet the high school graduation requirements under section 10-221a of the general statutes, as amended by this act, (B) being a chronically absent child, or (C) behavioral and other disciplinary issues, such as suspensions and expulsions.

“Disconnected youth” means an individual who is fourteen to twenty-six years of age, inclusive, and who is (A) an at-risk student, or (B) not enrolled in high school, and (i) has not obtained a high school diploma or its equivalent, (ii) has obtained a high school diploma or its equivalent but is unemployed and not enrolled in an adult education program, institution of higher education or otherwise pursuing postsecondary education, or a workforce training or certification program, including an apprenticeship program, or (iii) is incarcerated.

Section 21 of [Public Act 24-45](#) requires the Connecticut Preschool Through Twenty and Workforce Information Network (“P20 WIN”), established pursuant to Conn. Gen. Stat. §10a-57g of the general statutes, to develop a plan to establish a state-wide data intermediary that is responsible for (1) providing technical support, (2) creating data sharing agreements, and (3) building and maintaining the infrastructure necessary to share data between nonprofit organizations serving disconnected youth. Section 22 of [Public Act 24-45](#) requires that P20 WIN submit an annual report on disconnected youth to the various committees of the General Assembly with responsibility for “education, children, the judiciary, labor, human services, public health and appropriations.”

Section 23 of [Public Act 24-45](#) requires that boards of education enter into a memorandum of understanding upon the request of youth services bureaus “regarding the circumstances under which educational records of students may be shared between the board and the youth service bureau in the provision of services for which such youth service bureau is providing for such board.” Such information sharing raises issues under FERPA, and CABE and CAPSS have been working with the Connecticut Youth Services Association (CYSA) to draft a model MOA for school districts to use if and when a youth services bureau makes a request under this new law.

- Credit recovery programs.

Section 25 of [Public Act 24-45](#) provides that school districts that have credit recovery programs must permit students who are at risk of not graduating to enroll in such credit recovery program even while still enrolled in the regular school program.

[Public Act 24-74:](#)

AN ACT CONCERNING SCHOOL RESOURCES

- Indoor air quality.

Section 7 of [Public Act 24-74](#) amends the requirements of Conn. Gen. Stat. § 10-220(d)(3) regarding a “uniform inspection and evaluation of the heating, ventilation and air conditioning system within each school building.” Under the law as amended, these inspections must be conducted between 2026 and 2031, and at least twenty percent of the school buildings within the school district must be inspected each year. Moreover, each school must be inspected at least once every five years thereafter. Under specified circumstances, the Connecticut State Department of Administrative Services may grant a waiver of these requirements for up to five years.

[Public Act 24-78:](#)

AN ACT ASSISTING SCHOOL DISTRICTS IN IMPROVING EDUCATIONAL OUTCOMES, IMPLEMENTING THE RECOMMENDATIONS OF THE DEPARTMENT OF EDUCATION AND THE TECHNICAL EDUCATION AND CAREER SYSTEM AND ESTABLISHING EARLY START CT.

- The Science of Reading

Sections 1, 2 and 3 of [Public Act 24-78](#) address the science of reading. The Center for Literacy Research and Reading Success must now provide teacher preparation programs, including administrator preparation programs, resources and research supporting scientifically based reading instruction, a term that is defined by statute. In addition, the requirement that the Office of Dyslexia and Reading Disabilities verify that educator preparation programs and applicants for certification meet compliance standards for dyslexia instruction and training is extended to verifying compliance with “scientifically based reading, research, and instruction, and structured literacy instruction and training.” Section 3 requires that the State Department of Education establish the related compliance standards by July 1, 2025.

Significantly, these amendments leave untouched the requirement in Conn. Gen. Stat. § 10-14hh that school district must adopt specified reading curriculum programs or models as identified by the Center by July 1, 2025.

- State Department of Education study of Advancement Placement courses.

Section 4 of [Public Act 24-78](#) requires that the State Department of Education conduct a study regarding the “feasibility of establishing and administering a state-wide program that supports public high school students in participating in an advanced course or program, and which gives priority to students from low-income families.” The

Department must report to the Education Committee of the General Assembly on the results of that study by January 1, 2026.

[Public Act 24-81](#):

AN ACT CONCERNING ALLOCATIONS OF FEDERAL AMERICAN RESCUE PLAN ACT FUNDS AND PROVISIONS RELATED TO GENERAL GOVERNMENT, HUMAN SERVICES, EDUCATION AND THE BIENNIUM ENDING JUNE 30, 2025.

- Commissioner to study how to convert the State Board of Education to an advisory board.

Section 121 of [Public Act 24-81](#) requires that the Commissioner of Education develop a plan to convert the State Board of Education to an advisory board and to empower the Commissioner of Education to become the department head for the Department of Education. The legislation requires that the Commissioner submit that plan to the Education Committee of the General Assembly not later than January 1, 2026.

- Extension of paraeducator health insurance subsidy program.

Section 124 of [Public Act 24-81](#) extends to June 30, 2025, the health insurance subsidy program for paraeducators that the General Assembly established last year, which the State Comptroller administers.

[Public Act 24-93](#):

AN ACT CONCERNING VARIOUS AND ASSORTED REVISIONS TO THE EDUCATION STATUTES.

- Audit of required student assessments.

Section 1 of [Public Act 24-93](#) requires that the State Department of Education conduct a comprehensive audit of the assessments that students must take. The audit must include:

(1) issuance of guidance to local and regional boards of education for conducting an inventory of the assessments administered to students at the classroom, school and school district levels, (2) development of a program of professional learning for teachers concerning assessment literacy, and (3) an evaluation of the assessments inventoried by local and regional boards of education with the goals of eliminating redundant assessments, discouraging classroom activities that focus only on test preparation, reducing testing time and maximizing assessments that provide actionable information for classroom teachers.

By January 1, 2026, the Department must submit to the Education Committee of the General Assembly “a report concerning the audit and related activities conducted

pursuant to this section and any requisite legislative proposals to accomplish the goals of such audit.”

- Suspension of the racial balance law.

Sections 3, 4 and 5 of [Public Act 24-93](#) suspend enforcement of the state racial balance law until July 1, 2025.

- Prohibition against requiring parent to participate in school activities.

Section 7 of [Public Act 24-93](#) is a new law that provides: “No local or regional board of education shall require a parent or guardian of a student to participate in school activities, such as through volunteering, as a condition for the enrollment of such student in a school under the jurisdiction of such board.”

- ECS grant funds estimate.

Section 10 of [Public Act 24-93](#) requires that the State Department of Education calculate an estimated amount that each town will receive in ECS funding and notify each town of that estimated amount by December 31 each year.

- Parent notifications of student behavior causing disruption or harm.

Section 11 of [Public Act 24-93](#) amend Conn. Gen. Stat. § 10-236c. That law provides that a classroom teacher may request a behavior intervention meeting with the crisis intervention team for the school “for any student whose behavior has caused a serious disruption to the instruction of other students, or caused self harm or physical harm to such teacher or another student or staff member in such teacher's classroom.” Now, the principal must notify parents when their child engages in the described behavior and of the right of the classroom teacher to request a behavior intervention meeting with the crisis intervention team. Moreover, should such a meeting be conducted, the crisis intervention team must now submit to the parent or guardian “a written summary of the meeting, including, but not limited to, the resources and supports identified” not later than seven days after the behavior intervention meeting is held.

[Public Act 24-118](#):

AN ACT CONCERNING CHILD SEXUAL ABUSE.

- Addition to the Connecticut School Health Survey

Section 1 of [Public Act 24-118](#) requires as of July 1, 2026, that the administration of the Connecticut School Health Survey include the sexual abuse and assault awareness prevention survey for administrators that was created as part of the state-wide sexual abuse and assault awareness and prevention program described in section 17a-101q.

[Public Act 24-151](#):

AN ACT AUTHORIZING AND ADJUSTING BONDS OF THE STATE AND CONCERNING PROVISIONS RELATED TO STATE AND MUNICIPAL TAX ADMINISTRATION, GENERAL GOVERNMENT AND SCHOOL BUILDING PROJECTS.

- Scheduling football games on Thanksgiving Day.

Section 131 of [Public Act 24-151](#) amends Conn. Gen. Stat. § 10-220(a), the statute describing the authority of boards of education, to add this critically-important prohibition:

. . . [a board of education] shall not delegate the authority to schedule interscholastic football games on Thanksgiving Day to any nonprofit organization or other entity that is otherwise responsible for governing interscholastic athletics in this state and shall not adopt a policy or prohibition against the scheduling of an interscholastic football game on Thanksgiving Day

- Board of education representation on school building committees.

Section 168 of [Public Act 24-151](#) requires that a school building committee must now include the chairperson of the board of education or his/her designee.

B. TASK FORCES AND WORKING GROUPS.

[Special Act 24-9](#):

AN ACT ESTABLISHING A TASK FORCE TO STUDY THE EFFECTS OF HATE SPEECH AND BULLYING ON CHILDREN.

(a) There is established a task force to study the effects and social impact of hate speech and bullying on children. Such study shall include, but need not be limited to, (1) an analysis of the effects of hate speech and bullying on the mental and physical health and academic achievement of children, (2) an analysis of the

settings and environments in which children are most likely to encounter and participate in hate speech or bullying, including whether such hate speech or bullying occurs in person or through Internet-based applications or forums, (3) an examination of whether children encounter hate speech or bullying that is perpetrated by children or adults, or both, in each such setting or environment, (4) an analysis of the factors that may contribute to a child's likelihood of encountering hate speech or bullying, and a child or adult's likelihood of perpetrating hate speech or bullying, and (5) recommendations for strategies to prevent, reduce and address the effects of hate speech and bullying in communities and schools in the state, including, but not limited to, the implementation of (A) school, community-based and state-wide programs (i) for the prevention and reduction of hate speech and bullying, and (ii) to reduce the effects on children of hate speech and bullying, (B) public media campaigns, and (C) statutory changes concerning the prevention and reduction of and response to hate speech and bullying in schools.

For the purposes of this section, "hate speech" means any form of expression through which a child or adult intends to vilify, humiliate or incite hatred against a child on the basis of such child's race, religion, skin color, sex, gender identity, ethnicity, disability, body weight or body type or national origin, and "bullying" means unwanted and aggressive behavior among children that involves a real or perceived power imbalance.

[Public Act 24-45:](#)

AN ACT CONCERNING EDUCATION MANDATE RELIEF, SCHOOL DISCIPLINE AND DISCONNECTED YOUTH.

Section 1 of [Public Act 24-45](#) establishes the Education Mandate Review Advisory Council, which will include representatives of CABE, CAPSS, CAS and CASBO. The law provides:

The council shall advise and provide annual reports to the joint standing committee of the General Assembly having cognizance of matters relating to education on the cost and implementation of existing education mandates on local and regional boards of education, as well as the impact of any proposals relating to additions or revisions to such education mandates. Such annual reports may include, but need not be limited to, (1) a review of education mandates on local and regional boards of education in the general statutes and the regulations of Connecticut state agencies for the purpose of identifying those mandates that may be burdensome or have the effect of limiting or restricting the provision of instruction or services to students, including a detailed analysis of each such mandate so identified, the specific statutory or regulation citation for such mandate and how such mandate is imposed on a board of education, and (2) any recommendations regarding the repeal of or amendment to any such sections of the general statutes or regulations of Connecticut state agencies.

By January 1, 2025, and annually thereafter, the Council is required to file a report with the Education Committee of the General Assembly as follows:

Such annual report shall include, but need not be limited to, (1) a review of all existing education mandates required by state law, (2) the costs incurred by local and regional boards of education resulting from the implementation of such education mandates, and (3) how such education mandates are being implemented by local and regional boards of education, including, but not limited to, the manner in which and how often such education mandate is being implemented.

Section 27 of [Public Act 24-45](#) authorizes CAFE to establish a working group “to conduct a review of and make recommendations regarding the high school graduation requirements . . . for the purpose of identifying those requirements that have the effect of limiting or restricting the provision of instruction or services to students.” This working group is required to submit a report on recommendations for changes to graduation requirements to the Education Committee of the General Assembly by January 1, 2026.

Section 28 of [Public Act 24-45](#) authorizes the presidents of the CEA and AFT-CT jointly to convene a working group “to conduct a review of (1) high school grading policies in use by local and regional boards of education, (2) the accountability index, as defined in section 10-223e of the general statutes, and (3) the information and data selected by the Department of Education in the calculation of accountability index scores for school districts.” This working group is required to submit a report on its recommendations on these matters to the Education Committee of the General Assembly by January 1, 2026.

[Public Act 24-74](#):

AN ACT CONCERNING SCHOOL RESOURCES

Section 6 of [Public Act 24-74](#) amends Section 370 of Public Act 22-118, as amended by section 42 of Public Act 23-167, which created a working group “to study and make recommendations related to indoor air quality within school buildings” on a long list of issues. The new law adds the following to the responsibilities of the working group:

- Guidance on conducting inspections.
- Developing “a model request for proposals that local and regional boards of education may use when procuring services for the uniform inspection and evaluation of such systems”
- Filing of interim reports on an annual basis from January 1, 2025, to January 1, 2030, on its findings with the Governor and various committees of the General Assembly, and the filing of a final report with the Governor and various committees of the General Assembly by January 1, 2031.

[Public Act 24-118](#):

AN ACT CONCERNING CHILD SEXUAL ABUSE.

Section 11 of [Public Act 24-118](#) establishes a task force to study the responsiveness of state agencies and the Judicial Branch to issues concerning child sexual abuse. The task force is required to examine state agency and Judicial Branch policies and practices relating to and impacting children in order to identify opportunities to detect, mitigate, prevent and effectively respond to such abuse. The task force is required to report by July 1, 2025, on its findings to the committees of the General Assembly relating the children and the judiciary.



SCENARIOS FOR DISCUSSION

Thomas B. Mooney

Scenario One:

- A Board member is Facebook friends with a teacher.
- In a post on his Facebook page, the teacher complains that his principal unfairly denied him three days of personal leave to attend Nature's Classroom in a neighboring school district to serve as a chaperone for his fifth-grade son.
- The Board member calls the principal to find out what the problem is.
- The teacher files a grievance, which is denied at the lower steps and is now before the Board.
- Can the Board member participate in the grievance hearing or does the Board member have a conflict of interest preventing him from participating?
- Under what circumstances is it appropriate for a Board member to call a principal to "find out what the problem is" after hearing (or reading about) a teacher's complaint?
- How do we determine if a Board member has a "conflict of interest"?

Scenario Two:

- With a contentious national education looming, the Policy Committee is considering a recommendation that the Board adopt the following policy:

No member of the Darien school community shall engage in political activity when on the property of the Darien Public Schools. Accordingly, the Board prohibits employees and students from displaying any messages conveying support for any political candidate for state or federal office. This prohibition extends to buttons, hats, T-shirts or other apparel, and to messages on personal vehicles, including but not limited to bumper stickers or signs.

- This proposed policy has received a lot of public attention, and some Board members who are not on the Policy Committee want to attend the meeting of the Policy Committee at which the Public Complaints policy will be discussed.
- Is it a problem if a quorum of the full Board of Education attends a meeting of the Policy Committee?
- If a quorum of the Board of Education is present, how should the meeting be conducted?
- Is this Policy a good idea?
- Is this Policy legal?

Scenario Three:

- A good friend of a Board member sends the Board member an email marked “**Personal and Confidential!**”
 - The friend of the Board member complains to the Board member that a teacher was mean to her daughter.
 - A reporter makes an FOIA request of all Board members for a copy of any email sent to or received from a third party during a specified time period, which time period includes the email in question.
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- Is the email a public record?
 - Is the email subject to disclosure in response to the FOIA request?
 - Why or why not?
 - Does the Board member have a conflict of interest if the Board must consider action regarding this teacher at some point in the future?



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

Success Strategies for Leadership Team Evaluation:

Board of Education and Superintendent of Schools

Approved by CABE and CAPSS - Spring 2016

CABE/CAPSS Evaluation Committee Members

CABE Representatives

Richard Murray, President

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

Robert Rader, Executive Director

Patrice McCarthy, Deputy Director and General Counsel

CAPSS Representatives

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

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

Judith Palmer, Superintendent, Region 7 Public Schools

Joseph Cirasuolo, Executive Director, CAPSS

Table of Contents

Preface	1
Legal Considerations: Executive Session and Freedom of Information Act (FOIA)	2
Recommended Evaluation Process.....	2
Recommended Evaluation Process and Timeline Flowchart	4
Superintendent’s Leadership Performance Areas and Specific Areas of Responsibility .5	
Growth in Student Achievement	5
Educational Leadership	5
Organizational Management	6
Community and Board of Education Relations	6
Personal and Professional Qualities and Relationships.....	7
Board of Education Self-Assessment	9

Preface

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

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

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

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

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

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

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

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

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

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

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

Recommended Evaluation Process

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

Beginning of New Evaluation Year Meeting – July/September

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

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

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

Mid Year Evaluation Meeting – December / January

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

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

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

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

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

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

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

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

Recommended Evaluation Process and Timeline Flowchart

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

I. Growth in Student Achievement

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

Areas of Responsibility:

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

II. Educational Leadership

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

Areas of Responsibility:

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

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

III. Organizational Management

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

Areas of Responsibility:

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

IV. Community Relations

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

Areas of Responsibility:

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

V. Board of Education Relations

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

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

VI. Personal and Professional Qualities and Relationships

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

Areas of Responsibility:

Demonstrates:

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

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

Board of Education Self-Evaluation

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

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

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

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

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

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

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

Vision:

Community Leadership:

Board Operations:

Board Ethics:

Board/Superintendent Relations:

General Comments:



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

Vision		5	4	3	2	1	Not Sure
1.	The Board has a vision/mission for the school district with a primary focus on student achievement.						
2.	The vision/mission and goals are developed collaboratively with staff and the community.						
3.	The Board institutes a process for long-range and strategic planning that aligns with the vision/mission for the district.						
4.	The Board uses the district policy manual to create a culture that supports the vision and goals of the district.						
5.	The Board expresses in the vision/mission the belief that high quality instruction in every classroom is the foundation for high achievement for all students.						
6.	The Board communicates clearly the goals and expectations for the district, staff, and students with an emphasis on high achievement for all students in the district.						
7.	The Board develops goals that align with the vision/mission for the district, foster continuous improvement and remain the highest priorities.						
Total - Vision		0	0	0	0	0	
Community Leadership		5	4	3	2	1	Not Sure
8.	The Board communicates and interprets the school district's vision/mission to the public and listens, and incorporates appropriate community perspectives into board action.						
9.	The Board works to promote the accomplishments of the district within the district and community at large.						
10.	The Board advocates at the national, state and local levels for students and the school district and promotes the benefits of public education.						
11.	The Board collaborates with other school boards, superintendents, agencies, and other bodies to inform federal, state and local policy makers of concerns and issues related to education.						
12.	The Board provides community leadership on educational issues by creating strong linkages with appropriate organizations, agencies, and other groups to provide for healthy development and high achievement for all students.						
Total - Community Leadership		0	0	0	0	0	

Enter the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A "NA" rating is also provided if you are unable to rate an item for any reason. A space for comments is also provided on Page 3.

	Board Operations	5	4	3	2	1	Not Sure
13.	The Board ensures the District policy manual manual is up-to-date and comprehensive.						
14.	The Board conducts meetings that are efficient, effective and focus primarily on student achievement and other district priorities.						
15.	The Board makes decisions based on analysis of relevant research and data.						
16.	The Board adopts a fiscally responsible budget based on the district's priorities and regularly monitors the fiscal health of the district .						
17.	The Board collectively executes its legal responsibilities and ensures the district adheres to all federal and state laws and board policies.						
18.	The Board provides appropriate support (including quality professional development) for programs and initiatives consistent with the vision/mission of the district.						
19.	The Board conducts a comprehensive orientation to familiarize new board members with their role on the team.						
20.	The Board conducts an effective annual self-evaluation.						
21.	The Board participates in professional development specifically regarding its roles and responsibilities and on relevant content areas.						
22.	The Board belongs to, actively supports and participates in professional organizations.						
	Total - Board Operations	0	0	0	0	0	
	Board Ethics	5	4	3	2	1	Not Sure
23.	The Board establishes a <i>Code of Ethics</i> and conducts business in accordance with the code.						
24.	The Board members maintain confidentiality regarding sensitive communications.						
25.	The Board members honor board decisions even when the vote is not unanimous.						
26.	The Board does not let politics interfere with district business.						
27.	The Board deals with both internal and external conflicts openly, honestly and respectfully.						
	Total - Board Ethics	0	0	0	0	0	

Enter the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A "NA" rating is also provided if you are unable to rate an item for any reason. A space for comments is also provided on Page 3.

	Board Superintendent Team	5	4	3	2	1	Not Sure
28.	The Board works effectively with the superintendent as a collaborative leadership team to focus priorities around high achievement for all students in the district.						
29.	The Board sets aside time, at least semi-annually, to discuss board/superintendent relations.						
30.	The Board demonstrates support and respect for the superintendent's role as the chief executive officer of the district.						
31.	The Board provides direction to the superintendent as a whole, not from individual board members.						
32.	The Board follows the chain of command as identified by board policy.						
	Total - Board Superintendent Team	0	0	0	0	0	

Grand Total	0	0	0	0	0	
AVG.	0.0	0.0	0.0	0.0	0.0	

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

Vision: _____

Community Leadership: _____

Board Operations: _____

Board Ethics: _____

Board/Superintendent Relations: _____

General Comments: _____

**UNAPPROVED
SPECIAL MEETING OF THE BOARD OF EDUCATION
WEDNESDAY, JUNE 18, 2024**

**PLACE:
DARIEN PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
BOARD OF EDUCATION CONFERENCE ROOM
VIA ZOOM
6:30 P.M.**

Board Members Present:

	Best	Brown	Grambling	Lublin	Maroney	McCammon	Nelson	Parent	Sini
Present		x	x*	x		x	x	x	x
Absent	x				x				

x* - Arrived at 7:24pm

Administration Present:

Dr. Addley, Dr. Fedigan, Ms. 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, Chair
At 6:34 p.m. (0:00) |
| 2. Adjournment to Executive Session for the Purpose of Discussion Concerning Non-Affiliated Employees' Salaries Pursuant to Connecticut General Statute 1-200(6)(A) and Discussion of Superintendent's Contract Pursuant to Connecticut General Statute 1-200(6)(A) | Ms. Jill McCammon
At 7:34 p.m. (0:04) |

Motion to Adjourn Adjournment to Executive Session for the Purpose of Discussion Concerning Non-Affiliated Employees' Salaries Pursuant to Connecticut General Statute 1- 200(6)(A) and Discussion of Superintendent's Contract Pursuant to Connecticut General Statute 1-200(6)(A):

1st: Ms. Parent

2nd: Ms. Nelson

	Best	Brown	Grambling	Lublin	Maroney	McCammon	Nelson	Parent	Sini
Yes		x		x		x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (6-0-0)

Motion to Adjourn into Public Session:

1st: Mr. Sini

2nd: Mr. Brown

	Best	Brown	Grambling	Lublin	Maroney	McCammon	Nelson	Parent	Sini
Yes		x	x	x		x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (7-0-0)

Meeting adjourned at 9:07p.m. (1:15)

Respectfully Submitted,

Sara Parent
Secretary

UNAPPROVED

**UNAPPROVED
SPECIAL MEETING OF THE BOARD OF EDUCATION
TUESDAY, JUNE 18, 2024**

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

Board Members Present:

	Best	Brown	Grambling	Lublin	Maroney	McCammon	Nelson	Parent	Sini
Present		x	x	x		x	x	x	x
Absent	x				x				

Administration Present:

Dr. Addley, Dr. Fedigan, Ms. 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, Chair
At 7:55 p.m. (0:00)

Motion to Amend the Agenda to Include the Following Appointments: Director of Special Education, K-12; Special Education Program Director - MMS; Special Education Program Director - DHS; and Director of Music and Visual Arts PK-12 :

1st: Mr. Sini

2nd: Mr. Grambling

	Best	Brown	Grambling	Lublin	Maroney	McCammon	Nelson	Parent	Sini
Yes		x	x	x		x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (7-0-0)

2. Chairperson's Report

Ms. Jill McCammon
At 7:57 p.m. (0:02)

3. Public Comment

Ms. Jill McCammon
At 7:57 p.m. (0:02)

4. Superintendent's Report

Dr. Alan Addley
At 7:58 p.m. (0:03)

5. Approval of Minutes

Ms. Jill McCammon
At 7:59 p.m. (0:04)

Motion to Approve the Minutes of the Regular Meeting held June 11, 2024:

1st: Ms. Nelson

2nd: Ms. Parent

	Best	Brown	Grambling	Lublin	Maroney	McCammon	Nelson	Parent	Sini
Yes		x	x	x		x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (7-0-0)

6. Board Committee Reports

Ms. Jill McCammon
At 8:00 p.m. (0:05)

PRESENTATIONS AND DISCUSSIONS

7. Presentations/Discussions:

Motion to Appoint Dr. Scott McCarthy as Director of Special Education, K - 12:

1st: Ms. Parent

2nd: Mr. Sini

	Best	Brown	Grambling	Lublin	Maroney	McCammon	Nelson	Parent	Sini
Yes		x	x	x		x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (7-0-0)

Motion to Appoint Ms. Sara Ramaley as Special Education Program Director – MMS:

1st: Mr. Sini

2nd: Ms. Nelson

	Best	Brown	Grambling	Lublin	Maroney	McCammon	Nelson	Parent	Sini
Yes		x	x	x		x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (7-0-0)

Motion to Appoint Ms. Jeanine Newall as Special Education Program Director – DHS:

1st: Ms. Parent

2nd: Ms. Nelson

	Best	Brown	Grambling	Lublin	Maroney	McCammon	Nelson	Parent	Sini
Yes		x	x	x		x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (7-0-0)

Motion to Appoint Ms. Colleen Thompson as Director of Music and Visual Arts PK-12:

1st: Ms. Nelson

2nd: Ms. Parent

	Best	Brown	Grambling	Lublin	Maroney	McCammon	Nelson	Parent	Sini
Yes		x	x	x		x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (7-0-0)

- a. Discussion and Possible Acceptance of Contemplated Gift from Community Fund of Darien
 Dr. Alan Addley
 Dr. Alycia Dadd
 At 8:02 p.m. (0:07)

Motion to Approve Accept the Contemplated Gift from the Community Fund of Darien:

1st: Mr. Sini

2nd: Ms. Nelson

	Best	Brown	Grambling	Lublin	Maroney	McCammon	Nelson	Parent	Sini
Yes		x	x	x		x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (7-0-0)

- b. Discussion and Possible Action on Proposed Field Trips
 Mr. Christopher Manfredonia
 At 8:11 p.m. (0:16)

Motion to Approve the Proposed Athletic Field Trips for the 2024-2025 School Year:

1st: Mr. Brown

2nd: Ms. Nelson

	Best	Brown	Grambling	Lublin	Maroney	McCammon	Nelson	Parent	Sini
Yes		x	x	x		x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (7-0-0)

- c. Annual Report on Donations Mr. Richard Rudl
At 8:12 p.m. (0:17)
- d. Discussion on May 2024 Financial Report and Possible Action on Proposed Budget Transfers Mr. Richard Rudl
At 8:19 p.m. (0:24)
- e. Discussion on Considerations from DEI Report Dr. Amy Fedigan
Ms. Shirley Klein
At 8:21 p.m. (0:26)
- f. First Reading and Discussion on Proposed Schedule of 2024-2025 Regular Board of Education Meetings and Subcommittee Meetings Dr. Alan Addley
At 8:33 p.m. (0:38)
- g. Further Discussion on 2024-2025 District Priorities Dr. Alan Addley
At 8:38 p.m. (0:43)
- h. Initial Discussion on Draft Board of Education Goals for 2024-2025 Ms. Jill McCammon
Dr. Alan Addley
At 8:49 p.m. (0:54)
- i. Review Draft Agenda for Board Summer Retreat Ms. Jill McCammon
Dr. Alan Addley
At 8:59 p.m. (1:04)
- j. Personnel Report Ms. Marjorie Cion
At 9:03 p.m. (1:08)

9. Action Item

- a. Contract between the Board of Education and the Superintendent of Schools Ms. Jill McCammon
At 9:04 p.m. (1:09)

Motion to Table the Approval of the Contract between the Board of Education and the Superintendent of Schools:

1st: Mr. Sini

2nd: Mr. Brown

	Best	Brown	Grambling	Lublin	Maroney	McCammon	Nelson	Parent	Sini
Yes		x	x	x		x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (7-0-0)

10. Public Comment

Ms. Jill McCammon
At 9:04 p.m. (1:09)

11. Adjournment

Ms. Jill McCammon
At 9:04 p.m. (1:09)

Motion to Adjourn:

1st: Mr. Sini

2nd: Ms. Parent

	Best	Brown	Grambling	Lublin	Maroney	McCammon	Nelson	Parent	Sini
Yes		x	x	x		x	x	x	x
No									
Abstain									

RESULT - MOTION PASSED (7-0-0)

Meeting adjourned at 9:04p.m. (1:09)

Respectfully Submitted,

Sara Parent
Secretary

UNAPPROVED

**UNAPPROVED
SPECIAL MEETING OF THE BOARD OF EDUCATION
WEDNESDAY, JULY 17, 2024**

**PLACE:
DARIEN PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
BOARD OF EDUCATION CONFERENCE ROOM
VIA ZOOM
6:00 P.M.**

Board Members Present:

	Best	Brown	Grambling	Lublin	Maroney	McCammon	Nelson	Parent	Sini
Present	x	x	x*	x	x*		x**	x	x
Absent						x			

*Via Zoom

**Arrived at 6:53pm

Administration Present:

Dr. Addley, Dr. Fedigan, Ms. Klein, Ms. Cion

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

- | | |
|---|--|
| <p>1. Call to Order</p> | <p>Mr. John Sini, Vice-Chair
At 6:08 p.m. (0:00)</p> |
| <p>2. Proposed Adjournment to Executive Session for the purpose of interviewing candidates for the positions of:
a) Ox Ridge Elementary School Assistant Principal; b) English Department Chair pursuant to Connecticut General Statute 1-200(6)(A)</p> | <p>Mr. John Sini
At 6:08 p.m. (0:00)</p> |

Motion to Adjourn to Executive Session for the purpose of interviewing candidates for the positions of: a) Ox Ridge Elementary School Assistant Principal; and b) English Department Chair pursuant to Connecticut General Statute 1-200(6)(A):

1st: Ms. Parent

2nd: Ms. Best

	Best	Brown	Grambling	Lublin	Maroney	McCammon	Nelson	Parent	Sini
Yes	x	x	x	x	x			x	x
No									
Abstain									

RESULT - MOTION PASSED (7-0-0)

Motion to Reconvene into Public Session:

1st: Ms. Parent

2nd: Ms. Best

	Best	Brown	Grambling	Lublin	Maroney	McCammon	Nelson	Parent	Sini
Yes	x	x	x	x	x		x	x	x
No									
Abstain									

RESULT - MOTION PASSED (8-0-0)

Motion to Adjourn:

1st: Ms. Parent

2nd: Ms. Best

	Best	Brown	Grambling	Lublin	Maroney	McCammon	Nelson	Parent	Sini
Yes	x	x	x	x	x		x	x	x
No									
Abstain									

RESULT - MOTION PASSED (8-0-0)

Meeting adjourned at 7:25p.m. (1:13)

Respectfully Submitted,

Sara Parent
Secretary

DARIEN PUBLIC SCHOOLS

To: Board of Education

From: Dr. Alan Addley, Superintendent of Schools
Mr. Richard Rudl, Director of Finance & Operations

Subject: FY26 Budget Topics, Timelines and Preliminary Costs

As the FY24 operating year closes and we begin to open the FY25 Budget, this document provides some early insight into the drivers and priorities for the FY26 Budget. While financial costs are preliminary and subject to change based on staffing, contract negotiations, and special education expenditures, the following information provides a summary of the FY25 Budget and an early look into the fiscal expectations for FY26

Category	Preliminary Cost	% Increase
FY25 Budget	\$119,864,475	
Certified Collective Bargaining Contracts (DEA, DAA)	\$2,600,000	2.17%
Non Certified Collective Bargaining Contracts (Secretaries, Paraprofessionals, Maintenance, Custodians, Nurses, Unaffiliated)	\$600,000	0.50%
Payroll Taxes	\$200,000	0.17%
Health Insurance (11% Rate Cap)	\$1,500,000	1.25%
Non Personnel Contracts (Transportation, Software, Fitch, Facilities)	\$420,000	0.35%
Elementary Enrollment	\$110,000	0.09%
FY25 Budget Deferrals (Athletic Uniforms, Technology)	\$135,000	0.11%
Total Pro-Forma	\$125,429,475	4.64%

The table below outlines the potential budgetary initiatives for FY26. It **excludes any Special Education costs** associated with outplacements, evaluations or contracted services as it is too early to make those estimates. The five-year average increase in out of district tuition has been 4% with evaluations increasing 16%. These two categories would create an assumed increase of \$400,000 bringing the 4.64% to 5.0%. While it is too early to determine our insurance rates, as our monthly claims will drive this figure, we are currently

DARIEN PUBLIC SCHOOLS

working on securing a rate cap with our health insurance provider, Anthem, of 11%, which would be nearly 3% lower than FY25.

Educational factors pertaining to Special Education that merit further exploration and strategic response:

- (a) High identification rate of students receiving Special Education Services (root cause analysis including general education programming).
- (b) Rising costs (both cost for services and level of needs).
- (c) Concerns regarding administrative workload (reflected in high attrition, exit interviews, number of PPTs).

Potential Budgetary Initiatives for FY26

As previously discussed, the following information represents future potential budgetary initiatives.

Initiative	Discussion Points	Cost \$	Cost %
K-3 Literacy Initiative	Unfunded Mandate from State of CT	\$650,000	0.54%
EduPlanet Expansion	Not budgeted in FY25, would expand the number of licenses for access to EduPlanet	\$20,000	0.02%
Play based Learning	Unfunded Mandate from State of CT	\$50,000	0.04%
Professional Learning for Staff	Implement 2 Hour Delayed Openings once a week for increased PLC staff time. -Note First Student has indicated they cannot staff a weekly 2 hour delayed opening at this time.	\$219,000	0.18%
Facility Study	During FY25 Budget there was a desire to hire an architectural firm to evaluate DHS, MMS, and Tokeneke for Facility Conditions, Potential	\$200,000	0.17%

DARIEN PUBLIC SCHOOLS

	Facility Upgrades/New Facility for MMS and Programmatic changes to the buildings		
Website Redesign	Enhance and improve the districts Website	\$75,000	0.06%
Transition Programming	District provided program to provide transition services for students 18-22	\$1,000,000- \$2,000,000	0.83% to 1.67%
Student Information System	Change SIS system from ASPEN to PowerSchool	\$300,000	0.25%
Total		\$2,464,000 to \$3,514,000	2.10% to 2.93%
Total Including Pro-Forma		\$127,943,475 to \$128,943,475	6.74% to 7.57%

Budget Initiative Timeline

In an effort to identify and discuss budget topics early in the process and prior to budget discussions in January, the table below reflects a tentative timeline to discuss topics with the Board.

Topic	Committee	Committee Meeting	BOE Meeting
K-3 Literacy	Curriculum	October 2, 2024	October 22, 2024
EduPlanet	Curriculum	October 2, 2024	October 22, 2024
PLC	Curriculum	November 4, 2024	November 12, 2024
Facility Study	Facilities	November 15, 2024	November 26, 2024
Website Redesign	Communications	October 4, 2024	October 8, 2024
Transition Programming	Curriculum	November 4, 2024	November 26, 2024
Student Information System	N/A	N/A	December 10, 2024

2024-2025 DRAFT Board of Education/District Goals

To: Darien Board of Education
 From: Dr. Alan Addley, Superintendent of Schools
 Subject: Draft Education Goals 2024 - 2025
 Date: July 23, 2024

The draft 2024-2025 Board of Education Goals include suggested strategies, evidence and key performance indicators that are consistent with the District’s Strategic Plan. Three updates (fall, winter & spring) will be provided over the course of the school year. The following goals are presented for further Board discussion and possible Board adoption at the August BOE Meeting.

Goal 1: Metrics & Indicators of Systemic Performance		
Key Performance Indicator(s): Use of a data dashboard		
Strategy	Action Steps	Evidence
<ul style="list-style-type: none"> Utilize and implement a system of metrics to measure the performance of the school system, ensuring accountability and continuous improvement 	<ul style="list-style-type: none"> Include metrics in the Strategic Plan & Superintendent of Schools annual goals Board and administration shared development of metrics Conduct an analysis of existing data sources and identify leading and lagging indicators that accurately measure student achievement, academic progress, and operational efficiency Implement a reliable and efficient system (data dashboard) for collecting and analyzing data with supportive professional learning for teachers and administrators. Ensure professional learning for data-driven instruction, analysis, and use of metrics to inform practice 	<ul style="list-style-type: none"> Greater use of data to monitor progress on Board Goals and Strategic Plan Reporting system that allows for interpretation and communication regarding outcomes and priorities for continuous improvement (data dashboard)

Goal 2: Teaching & Learning

Key Performance indicators: Grades 3,5, 8 and 11 standardized assessment data (SBA, NGSS, SAT, AP, Seal of Biliteracy, Post Secondary)- including analysis of sub group growth performance

Strategy	Action Steps	Evidence
<ul style="list-style-type: none">● Monitor and support the development of VoG aligned curriculum (assessment and performance tasks)● Monitor and support ELP/K play-based learning curriculum, instruction, assessment and professional learning● Monitor District ELP-12 Literacy Steering Committee progress(focus on K-3); support purchase and implementation of selected resources● Provide new teacher leadership opportunities	<ul style="list-style-type: none">● Include VoG, play-based learning, K-3 literacy, curriculum design (UbD &UDL) and teacher leadership on curriculum committee agendas● Support the pilot to explore and identify K-3 literacy curricular resources● Support the K-3 literacy curriculum resources in the FY26 Budget● Consideration of recommendations for teacher leadership	<ul style="list-style-type: none">● Evidence of identified teaching and learning topics included on curriculum agendas● Selection of K-3 literacy curriculum resource based on evaluation of a state aligned rubric & recommendation of ELP-12 Literacy Steering Committee.● Adoption of teacher leadership professional learning opportunities for 2025-2026

Goal 3: Alignment of Strategic Work with the FY26 Budget

Key Performance Indicators: Early identification of budget priorities in alignment with Board FY26 Budget guidelines

Strategy	Action Steps	Evidence
<ul style="list-style-type: none"> ● Review FY26 draft Budget Pro-Forma in October to the BOE highlighting Budget costs/pressures ● Preview potential budgetary initiatives that align to the Strategic Plan in the fall for further Board discussion prior to Superintendent's Recommended Budget ● Evaluate potential efficiencies and the impact on the Budget ● Evaluate Revenue Sources for BOE Budget 	<ul style="list-style-type: none"> ● Pro-Forma administrative FY26 Budget presentation at an October BOE meeting ● Received Capital Budget presentation in November ● Consider opportunities for efficiencies and cost savings to help fund strategic work and budgetary initiatives ● Consider any new revenue generating opportunities ● Strategic Work/Budget Initiative Presentations in the fall: <ul style="list-style-type: none"> ○ K-3 Literacy (Oct/Dec) and its impact on the FY26 Budget ○ Facility study initiative and its impact on the Budget (Oct) ○ Website & student information system impact on the budget (Nov) ○ Professional learning for staff and impact on the FY26 Budget (Nov) 	<ul style="list-style-type: none"> ● Ensure specific project milestones are being met and adhered to by the Construction Manager ● Communication change orders or project delays as needed

Goal 4: Oversee HHR elementary building projects

Key Performance Indicator(s): Adherence to HHR construction timeline and revised budget

Strategy	Action Steps	Evidence
<ul style="list-style-type: none">● Provide building committee leadership and oversight● Oversight of communication to parents regarding project status including proposed timelines and impact on teaching & learning and daily operations● Collaboration and communication with town organizations on use of facilities	<ul style="list-style-type: none">● Periodic updates provided to the community and staff● Adherence to project schedules and budgets● Communication with school administration and town agencies	<ul style="list-style-type: none">● Ensure specific project milestones are being met and adhered to by the Construction Manager● Communication change orders or project delays as needed

Goal 5: Enhance engagement and communication between the community, the Board and District Administration

Key Performance indicators: Improved satisfaction on communications indicators

Strategy	Action Steps	Evidence
<ul style="list-style-type: none">● Explore additional in person opportunities for the community to engage with the Board and District Administration● Consider recommendations for the Policy Committee to develop policies and administrative regulations to support and enhance District communications● Finalize the District’s Communications Plan	<ul style="list-style-type: none">● Schedule Town Halls and other opportunities to engage stakeholders in the work of the District● Review draft communications policy and explore additional policies or revisions to existing policies that relate to communication/District engagement● Determine appropriate next steps, if any, as a result of the Communications Plan	<ul style="list-style-type: none">● Scheduled opportunities and forums for community conversations● Artifacts reflecting District priorities, e.g., publications, website, webinars, social media and newsletters● Increased opportunities at Board meetings that celebrate student and staff experiences● Board agenda item and/or newly adopted and/or revised policies and administrative regulations to support and enhance District communications



Darien Public Schools Strategic Plan Year 4-5

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.

Core Values

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

Integrity--Acting honestly and ethically with shared accountability.

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

Equity--Advocating for and advancing opportunities and outcomes for all.

Innovation--Leading with creativity and ingenuity through disciplined problem solving.

Collaboration--Working openly, productively, and interdependently toward common goals.

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

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

Goal Area 1: Enhancing teaching and learning.

Key Performance Indicators: *Grades 3,5, 8 and 11 standardized assessment data (SBA, NGSS, SAT, AP, Seal of Biliteracy, Post Secondary)- including analysis of sub group growth performance*

Strategy	Action	Timeline	Evidence
1A: Develop a shared vision of teaching and learning	<i>NEW PDEC to design and facilitate ELP-12 professional learning plan incorporating Teaching and Learning Principles focusing on high leverage instructional strategies</i>	Years 4 - 5 (2024-2025) (2025-2026)	<i>Implementation and representation of teaching and learning principles that impact teacher growth and student learning outcomes</i>
	<i>NEW Implement revised and approved Educator and Evaluator Support and Growth Plan providing calibrated and high quality feedback</i>	Years 4 - 5 (2024-2025)	<i>Formal written feedback in TEPL with completed goal processes for all certified staff</i>
	<i>NEW Establish consistent, systemic opportunities through structured PLCs K-5 to calibrate and strengthen our District vision for high quality teaching and learning</i>	Years 4 - 5 (2024-2025) (2025-2026)	<i>Uniform PLC process and procedures utilizing data to plan target instruction; District Elementary Grade Level Leader Meetings to build capacity in leading the work</i>
	<i>MODIFIED Improving Tier 1 Core instruction for all students by designing instruction to address individual student learning needs</i>	Years 4 - 5 (2024-2025) (2025-2026)	<i>Progress monitoring of all students including SRBI data; IEP Goals, Objectives</i>
	<i>NEW Develop a shared understanding of play-based learning and best practices for scheduling, instruction and assessment</i>	Years 4 - 5 (2024-2025)	<i>Professional Learning Agendas, PLC meeting minutes, Open House Events, Educator Evaluations and feedback</i>
	<i>NEW Provide on-going communication to the Board and community about teaching and learning</i>	Years 4 - 5 (2024-2025)	<i>Programmatic updates at Curriculum Committee meetings reflecting District mission, vision, and core values</i>

<p>1B: Revise and/or create curricula that are designed to responsively represent diverse perspectives as well as meet individual learning needs</p>	<p><i>Design units of study with differentiated instructional plans that attend to the needs of all learners</i></p> <p><i>MODIFIED Write and revise curricula according to the District PK-12 Curriculum Development Cycle and timeline; Embed units in Eduplanet21 develop and transfer all (PK-12) units of study in Eduplanet21 platform by FY26</i></p> <p><i>NEW Engage staff in professional learning with a focus on standards aligned, developmentally appropriate play-based learning experiences that reflect the requirements outlined in PA 23-159, PA 23-101; Develop 3 curriculum based scenarios for implementation</i></p> <p><i>NEW Implement the planned literacy pilot and programmatic resources based upon Core Review Team recommendations for FY26 Budget decision making</i></p> <p><i>NEW Continue to revise curricula to develop assured experiences PK-12 to assess students' growth as measured in alignment with content and practice standards and the Vision of the Graduate competencies; Develop portfolio options tied to the Vision of the Graduate for organizing and demonstrating student achievement and growth</i></p> <p><i>NEW Revise and expand our systemic K-Grade 8 SRBI protocols toward a MTSS framework ensuring growth for all learners</i></p>	<p><i>Years 4-5 (2024-2025) (2025-2026)</i></p> <p><i>Years 4-5 (2024-2025) (2025-2026)</i></p> <p><i>Years 4-5 (2024-2025) (2025-2026)</i></p> <p><i>Years 4 (2024-2025)</i></p> <p><i>Years 4-5 (2024-2025) (2025-2026)</i></p> <p><i>Years 4 (2024-2025)</i></p>	<p><i>Written curriculum and supporting instructional materials that emphasize diverse perspectives, differentiation, reflect elements of Universal Design for Learning, and multiple pathways to success</i></p> <p><i>Development and publication of units to Eduplanet21 platform; progress updates to the Board</i></p> <p><i>Staff professional learning agendas and feedback; Play-based learning strategies implemented; Curricula for 3 scenarios embedded in EduPlanet21</i></p> <p><i>Literacy data, feedback from Core Review Team to inform recommendation to the Board for purchase of K-3 Literacy resources in the FY26 Budget</i></p> <p><i>Curricula embedded into EduPlanet21; Portfolio options explored and shared with the BOE Curriculum Committee</i></p> <p><i>Meeting schedules and agendas; revised MTSS plan</i></p>
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<p>1C: Align job-embedded professional learning (JEPL) opportunities to support growth and development in identified areas</p>	<p><i>REVISED Engage PDEC in efforts to provide JEPL aligned to teacher, school and District goals; Develop opportunities for staff to design and facilitate professional learning (eg. Orientation, EdCamp); Continued implementation of Instructional Rounds; Create opportunities for teacher leadership</i></p>	<p>Years 4-5 (2024-2025) (2025-2026)</p>	<p><i>Professional Learning Catalog</i> <i>Professional Learning Feedback</i> <i>Time for collaboration</i> <i>Structures for collaboration and analysis of student work</i> <i>Committee Meeting Agendas/Minutes</i></p>
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Goal Area 2: Fostering a culture that promotes wellness, diversity, and inclusion.

Key Performance Indicators: Key indicators on School Climate Survey data (e.g. Safety, Teaching and Learning, Interpersonal Relationships, Institutional Environment, Leadership and Efficacy)			
Strategy	Action	Timeline	Evidence
2A: Create a caring school climate that promotes wellness	<i>REVISED</i> Outline a wellness program for staff and implement District-wide	Year 4 (2024-2025)	District and school leaders using collected data and information to leverage assets and enhance identified areas of support; comprehensive document of wellness internal and external (EAP, insurance offerings)
	<i>NEW</i> Develop and implement an annual school climate plan for students, staff, and families based on results from a climate survey	Years 4-5 (2024-2025) (2025-2026)	School Climate survey results with aligned, responsive action steps reflected in each school's climate improvement plan; Focus group data
	<i>REVISED</i> District elementary committee to finalize elementary updated progress report	Year 4 (2024-2025)	Committee findings and recommendations
	<i>NEW</i> Embed proactive and responsive strategies and provide timely intervention for student behaviors	Year 4 (2024-2025)	A District-wide leadership team in Restorative Practices; a revised Multi-tiered System of Support (MTSS) framework

<p>2B: Engage stakeholders in the practice of embracing diversity, equity, and inclusion</p>	<p><i>Implement prioritized considerations of DEI Team Report</i></p> <p><i>NEW School Climate Committees to develop action steps for parent partnership; District-wide climate data presented to the BOE</i></p> <p><i>NEW Continue to liaison with community groups, parent/teacher organizations, mental health task force, Thriving Youth, etc.</i></p> <p><i>NEW Teachers of the Gifted to receive training in twice exceptional and multilingual learner supports (MLL) to ensure equitable identification of gifted learners and access to programming</i></p> <p><i>NEW Develop a professional learning plan for implementation of Universal Design for Learning (UDL) addressing curriculum design, instructional strategies and assessment practice; Implementation year FY26</i></p> <p><i>NEW Implement mandated implicit bias training for all participants in District hiring process</i></p>	<p><i>Years 4-5 (2024-2025) (2025-2026)</i></p> <p><i>Year 4 (2024-2025)</i></p> <p><i>Year 4 (2024-2025)</i></p> <p><i>Years 4-5 (2024-2025) (2025-2026)</i></p> <p><i>Years 4-5 (2024-2025) (2025-2026)</i></p> <p><i>Years 4-5 (2024-2025) (2025-2026)</i></p>	<p><i>Embedded in the strategic plan</i></p> <p><i>School Climate Committee agendas and meeting minutes; BOE presentation.; District Data</i></p> <p><i>Meeting participation; feedback from Director of Mental Health; Thriving Youth Survey results</i></p> <p><i>Professional learning opportunities and feedback</i></p> <p><i>Professional learning opportunities, feedback and revised curricula documents, instructional resources reflecting tenets of UDL</i></p> <p><i>Records of staff participation</i></p>
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Goal Area 3: Developing a balanced definition of student success through the Vision of the Graduate.

Key Performance Indicators: Baseline data for Vision of the Graduate (e.g, curriculum based performance tasks)			
Strategy	Action	Timeline	Evidence
3A: Ensure District values are operationalized across all schools	<i>REVISED</i> Align school-based practices with the values of the Vision of the Graduate (VoG) to ensure academic excellence, and the development of skills and disposition for success beyond the classroom	Years 4-5 (2024-2025) (2025-2026)	<i>Student achievement data; student reflection and goal setting</i>
	Represent competencies of the Vision of the Graduate within District policies and practices, including discipline procedures, handbooks, restorative practices, and instruction	Years 4-5 (2024-2025) (2025-2026)	<i>VoG competencies demonstrated in daily routines and artifacts such as curriculum documents, handbooks, and discipline procedures</i>
	<i>REVISED</i> Survey students and conducts focus group to determine if the Vision of the Graduate values are effectively embedded within schools	Years 4-5 (2024-2025) (2025-2026)	<i>Survey data and feedback from focus group</i>
3B: Develop systems to measure, inform, and enhance implementation of the Vision of the Graduate	<i>Determine how the District will measure, use, store, and analyze data in order to inform the work of the Vision of the Graduate</i>	Years 4-5 (2024-2025) (2025-2026)	<i>Documentation of proposed new system; Technology resource reflected in FY27 Budget</i>
	<i>Provide opportunities for student and alumni reflection and feedback to inform the Vision of the Graduate</i>	Years 4-5 (2024-2025) (2025-2026)	<i>Data on students' levels of post graduate preparedness</i>

	<p><i>implementation process</i></p> <p><i>DELETED Explore assessment and monitoring systems for measuring PK-12 student performance toward Vision of the Graduate competencies</i></p>	<p><i>Years 4-5 (2024-2025) (2025-2026)</i></p>	<p><i>Embedded PK-12 curricular assessments (multiple measures) intentionally aligned to VoG; Grade level, department aligned, guaranteed curricular experiences</i></p>
<p>3C: Audit and adjust District curriculum, school programming, and student life to ensure focus on service, citizenship, and post-secondary opportunities</p>	<p><i>REVISED: Continue to develop and revise curricula and co curricular experiences to include opportunities for students to embody the values of the Vision of the Graduate such as student service and citizenship</i></p> <p><i>Design Transition Programs and community opportunities based on student need</i></p>	<p><i>Years 4-5 (2024-2025) (2025-2026)</i></p> <p><i>Years 4-5 (2024-2025) (2025-2026)</i></p>	<p><i>Implemented curriculum; documentation of co curricular opportunities and student engagement that include internship, capstone projects, and service learning opportunities</i></p> <p><i>Pathway Mapping and Planning for students; Annual review and monitoring of student progress on transition goals; Transition Programs Steering Committee review and proposal for the 2025-2026 fiscal year</i></p>

Goal Area 4: Expanding the professional capacity of staff.

Key Performance Indicators Increased education satisfaction on professional development learning survey; increased leadership opportunities for staff and reduced staff turnover rates			
Strategy	Action	Timeline	Evidence
4A: Explore ways to improve the District's professional learning culture and practices	<i>REVISED Foster an environment of teacher engagement, wellness and continuous learning and growth to support teacher retention in Darien Public Schools</i>	Years 4-5 (2024-2025) (2025-2026)	<i>Retention rates; Survey Data; Exit interview data; Attendance data</i>
	<i>Increase opportunities for teacher voice in professional learning</i>	Years 4-5 (2024-2025) (2025-2026)	<i>PDEC Sub-Committee planning; Professional Development Survey Results; Teacher led professional development</i>
	<i>Develop and pilot professional learning opportunities specifically designed to grow staff capacity in District and promote internal potential for career advancement</i>	Years 4-5 (2024-2025) (2025-2026)	<i>Implement Aspiring Leader Academy; Explore systemic mentor program for new to Darien and new to the profession educators; Agreements with DAA and DEA to provide teacher and administrative mentorships</i>

<p>4B: Ensure a professional learning system that promotes continuous growth and support</p>	<p><i>Create conditions for staff to pursue professional learning opportunities internally and externally that are aligned to District and individual goals</i></p>	<p>Years 4-5 (2024-2025) (2025-2026)</p>	<p><i>Professional Learning Feedback</i></p>
	<p><i>Ensure regular opportunities for teachers to receive high quality and responsive feedback from building administration and discipline specific feedback from District department chairs regarding curriculum implementation and teaching practice to promote educator effectiveness toward the District's identified teaching learning principles</i></p>	<p>Years 4-5 (2024-2025) (2025-2026)</p>	<p><i>Regular and timely feedback monitored and reviewed by union and administration</i></p>
	<p><i>Expand opportunities to calibrate instructional practices among administrative staff in order to provide common instructional language and consistent feedback to teachers.</i></p>	<p>Years 4-5 (2024-2025) (2025-2026)</p>	<p><i>Records of calibration training; TEPL records; structured time for leadership to calibrate a lens for teaching and learning and providing high quality actionable feedback</i></p>
	<p><i>REVISED Consider thoughtful use of District Calendar that builds in consistent professional learning time between general education, special education and related service providers for implementation in FY 26</i></p>	<p>Years 4-5 (2024-2025) (2025-2026)</p>	<p><i>Staffing that supports teacher participation (ie sub coverage); teacher feedback on learning opportunities</i></p>

<p>4C: Attract and retain diverse educators.</p>	<p><i>REVISED Participate in State and RESC workshops and programs in order to develop strategies that will support District workforce diversification; Monitor the effectiveness of the District's recruitment and retention plan and identify potential barriers to employment of minority staff</i></p> <p><i>Enhance development of culture that supports teacher retention, workforce diversity, and cultural awareness</i></p>	<p><i>Years 4-5 (2024-2025) (2025-2026)</i></p> <p><i>Years 4-5 (2024-2025) (2025-2026)</i></p>	<p><i>Workforce diversity data and trends</i></p> <p><i>Exit interview data</i></p>
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Goal Area 5: Developing and enhancing systems to promote efficiency, coherence, and communication.

Key Performance Indicators Improved satisfaction on communications indicators			
Strategy	Action	Timeline	Evidence
5A: Establish effective and open lines of communication among all stakeholders.	<i>Develop Communications Plan</i>	<i>Year 4-5 (2024-2025) (2025-2026)</i>	<i>Implementing strategies from communications plan; revised DPS website with end user data regarding appeal and functionality; coherent pages/templates within the website across departments</i>
	<i>Redesign of a District website with an interface that appeals to end users of the varied stakeholder groups and improves functionality</i>	<i>Year 4-5 (2024-2025) (2025-2026)</i>	<i>Reflected in recommendation and FY26 Budget Planning</i>
5B: Align District's guiding documents and communications with its mission, vision, and core values to foster coherence.	<i>Analyze PreK-12 student performance reports (progress reports, grades, and grade reporting) for the purpose of aligning them to District guiding documents</i>	<i>Years 4-5 (2024-2025) (2025-2026)</i>	<i>Revised and aligned progress reports and grade reporting practices</i>
	<i>Develop and revise policies in alignment with District Guiding Documents</i>	<i>Years 4-5 (2024-2025) (2025-2026)</i>	<i>Revised and aligned policies</i>
	<i>Consider implementing a new student information management system in place of ASPEN</i>	<i>Year 4-5 (2024-2025) (2025-2026)</i>	<i>Funding in the FY26 budget for the possible replacement of student information system (replacing ASPEN with PowerSchool)</i>

Goal Area 6: Improving school facilities for student safety and access to learning.

Key Performance Indicators Adherence to HHR construction timeline and revised budget			
Strategy	Action	Timeline	Evidence
Goal 6: Ensure that the configuration and condition of the District's physical facilities provide secure and supportive environments for teaching and learning.	<i>Identify the long term capital needs to support teaching and learning</i>	<i>Years 4-5 (2024-2025) (2025-2026)</i>	<i>Implement a plan to monitor and maintain healthy and safe school buildings</i>
	<i>Identify improvements for best practices in Emergency and Safety Planning along with necessary resources</i>	<i>Years 4-5 (2024-2025) (2025-2026)</i>	<i>Adhering to state guidelines and testing for new IAQ mandate</i> <i>Obtain CALEA Campus Security Accreditation.</i> <i>Annual report to the BOE on school security</i>
	DELETED -Explore energy conservation practices.	Year 5 (2025-2026)	BOE report on District's work with Town, State, utility companies, and vendors to explore energy conservation measures and grants
	<i>Oversee construction for Hindley, Holmes, and Royle Elementary Schools</i>	<i>Years 4-5 (2024-2025) (2025-2026)</i>	<i>Building Committee participation; regular communications to Board & community</i>
	<i>Conduct architectural study to evaluate Middlesex Middle School Facility</i>	<i>Year 5 (2025-2026)</i>	<i>Recommendation on funding in FY26 budget</i>
	Deleted DHS Library Redesign	Year 4 (2024-2025)	Recommendation on funding in FY25 budget
	Deleted Review groundskeeping needs of the elementary schools	Year 4 (2024-2025)	Identified groundskeeping needs reflected in the FY25 Budget.

Goal Area 7: Improving technology to support teaching and learning.

Key Performance Indicators Report on usage indicators; End-user feedback; Revised curricula and Eduplanet21 population			
Strategy	Action	Timeline	Evidence
Goal 7A: Ensure strategic utilization of technology to enrich, support, and inspire teaching and learning.	<i>REVISED</i> Review and update as needed District protocols for software implementation and evaluation	Year 4 (2024-2025)	<i>Analysis of instructional technology software usage rates and effectiveness; Exemplars of student learning enabled by technology</i>
	Create conditions and learning opportunities for an innovative STEM program of study along with authentic STEM learning experiences	Years 4-5 (2024-2025) (2025-2026)	<i>Revised elementary science curriculum; Secondary course offerings and enrollment; facilities enhanced for STEM learning opportunities</i>
	Create a vertically aligned, standards-based library media studies (LMS) ELP-Grade 5 curriculum	Years 4-5 (2024-2025) (2025-2026)	<i>Developed and Implemented curriculum</i>
	<i>REVISED</i> Create conditions to support the utilization of technological innovations to advance teaching and learning experiences	Year 4-5 (2024-2025) (2025-2026)	<i>Communications to stakeholder groups; Continued professional learning and exploration technological resources; Lessons embedded within the curricula to support responsible and appropriate use of this technology</i>

<p>Goal 7B: Establish, and manage a secure, reliable, and dynamic technology system for effective and efficient District operations.</p>	<p><i>Establish infrastructure — including network connections, wireless access, necessary hardware and software, and user support — that provides interoperability, mobility, filtering, monitoring, security, and scalability to allow for increased usage by all stakeholders</i></p> <p><i>Develop and maintain a single accessible database inventory of equipment across the District</i></p>	<p><i>Years 4-5 (2024-2025) (2025-2026)</i></p> <p><i>Year 4 (2024-2025)</i></p>	<p><i>Usage reports and surveys</i></p> <p><i>Develop centralized equipment inventory</i></p>
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DARIEN PUBLIC SCHOOLS

Richard Rudl
Director of Finance and Operations

35 Leroy Avenue, P.O. Box 1167
Darien, CT 06820-1167
TEL: 203-656-7405 FX: 203-656-3502

DATE: July 23, 2024
TO: Board of Education
FROM: Dr. Alan Addley, Superintendent of Schools
Richard Rudl, Director of Finance & Operations
Dr. Amy Fedigan, Assistant Superintendent for Curriculum & Instruction
SUBJECT: Enrollment, Class Sections & Scheduling

Enrollment & Class Sections

The administration requests the Board of Education to set a total of 108 elementary classroom sections based on the current enrollment for the 2024/2025 school year. There are 108 elementary sections against a budget of 108 elementary sections. Overall enrollment is 14 students below K-5 projections and 7 students above K-12 projections. Current enrollment is 6 students below K-12 enrollment (end of year) from the 23/24 school year.

New Kindergarten Legislation requires students to be 5 years of age by 9/1/24 however, districts can allow students with later birthdays to waive into Kindergarten. We currently have 18 students who have birthdays after 9/1/24 and will waive into Kindergarten.

Kindergarten Students with Birthdays after 9/1/24					
Hindley	Holmes	Ox Ridge	Royle	Tokeneke	Total
4	1	5	2	6	18

The current Board of Education class size guidelines are the following:

	K	1 st	2 nd	3 rd	4 th	5 th
Class Size	22	22	23	23	24	24

Current enrollment is down 6 students from last year. The chart below shows the comparison year over year in enrollment.

School	FY24 Actual*	FY25-Projection	FY25 Actual	Variance to Projection	Variance to Prior Year
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Hindley	423	412	413	+1	-10
Holmes	425	430	409	-21	-16
Ox Ridge	504	515	521	+6	+17
Royle	333	335	340	+5	+7
Tokeneke	429	436	431	-5	+2
MMS	1,044	1,053	1,048	-5	+4
DHS	1,404	1,375	1,401	+26	-3
Total	4,562	4,556	4,563	+7	+1

*Year end enrollment

The charts below identify K-12 enrollment.

Kindergarten

	Actual Kindergarten Enrollment (July)	Projection	Actual Sections	Budgeted Sections	Variance to Budget Sections	Avg Class Size
Hindley	64	71	3	4	-1	21.33
Holmes	58	70	3	4	-1	19.33
Ox Ridge	95	77	5	4	+1	19.00
Royle	59	55	3	3	0	19.67
Tokeneke	69	68	4	4	0	17.25
Total Kindergarten	345	341	18	19	-1	19.17

First Grade

	Actual First Grade Enrollment (July)	Projected	Actual Sections	Budgeted Sections	Variance to Budget Sections	Avg Class Size
Hindley	66	63	3	3	0	22.00
Holmes	70	75	4	4	0	17.50
Ox Ridge	80	84	4	4	0	20.00

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Royle	48	49	3	3	0	16.00
Tokeneke	73	77	4	4	0	18.25
Total First Grade	337	348	18	18	0	18.72

Second Grade

	Actual Second Grade Enrollment (July)	Projected	Actual Sections	Budgeted Sections	Variance to Budget Sections	Avg. Class Size
Hindley	74	72	4	4	0	18.50
Holmes	65	67	3	3	0	21.67
Ox Ridge	80	84	4	4	0	20.00
Royle	56	54	3	3	0	18.67
Tokeneke	70	80	4	4	0	17.50
Total Second Grade	345	357	18	18	0	19.17

Third Grade

	Actual Third Grade Enrollment (July)	Projected	Actual Sections	Budgeted Sections	Variance to Budget Sections	Avg Class Size
Hindley	79	79	4	4	0	19.75
Holmes	74	74	4	4	0	18.50
Ox Ridge	79	81	4	4	0	19.75
Royle	61	58	3	3	0	20.33
Tokeneke	71	67	4	3	+1	17.75
Total Third Grade	364	359	19	18	+1	19.16

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Fourth Grade

	Actual Fourth Grade Enrollment (July)	Projected	Actual Sections	Budgeted Sections	Variance to Budget Sections	Avg Class Size
Hindley	64	62	3	3	0	21.33
Holmes	60	62	3	3	0	20.00
Ox Ridge	97	97	5	5	0	19.40
Royle	61	64	3	3	0	20.33
Tokeneke	62	60	3	3	0	20.67
Total Fourth Grade	344	345	17	17	0	20.24

Fifth Grade

	Actual Fifth Grade Enrollment (July)	Projected	Actual Sections	Budgeted Sections	Variance to Budget Sections	Avg Class Size
Hindley	66	65	3	3	0	22.00
Holmes	82	82	4	4	0	20.50
Ox Ridge	90	92	4	4	0	22.50
Royle	55	55	3	3	0	18.33
Tokeneke	86	84	4	4	0	21.50
Total Fifth Grade	379	378	18	18	0	21.06

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Middlesex

Grade	Actual Enrollment (July)	Projected Enrollment	Variance
6	345	342	+3
7	337	341	-4
8	366	370	-4
Total	1,048	1,053	-5

Darien High School

Grade	Actual Enrollment (July)	Projected Enrollment	Variance
9	327	329	-2
10*	346	336	+10
11*	371	359	+12
12	357	351	+6
Total	1,401	1,375	+26

*Persistent Ratios have historical been 99.67% for 9th graders going to 10th grade and 10th graders going 11th graders. This year they have been 100% and 99.8% resulting in the variance to projection in 10th and 11th grade.

Total Enrollment

District	Actual Enrollment (July)	Projected Enrollment	Variance
K-5	2,114	2,128	-14
Middle School	1,048	1,053	-5
High School	1,401	1,375	+26
Total	4,563	4,556	+7

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Scheduling

Background

Darien Public Schools is committed to ensuring that its schedules optimize student learning outcomes. With this aim, the District partnered with New Solutions K12 (NSK12), in an effort to design and build strategic elementary and middle school schedules. The New Solutions K12 team engaged with over 40 stakeholders in the District during spring 2024 including elementary and middle school teachers, school, and District leaders to examine current scheduling practices and explore best practices in the design and implementation of schedules at the elementary and middle school levels.

NSK12 Schedule Design Work Completed February-June 2024

- Conducted site visit in February including two “scheduling best practice training sessions”
- Hosted 10 in person interviews and focus groups with school and District stakeholders and an additional 8 virtual interviews and focus groups with school and District stakeholders between March and April
- Completed comprehensive analysis and report of the schedules for the District's five elementary schools and one middle school
- Hosted prioritization meetings with elementary school and District leaders and middle school and District leaders to identify four scheduling priorities for each level to pursue for SY24-25
- Met in District, on site, with elementary principals, assistant principals and Cabinet administrators in June and hosted “elementary schedule best practice training” and began drafting master school schedules for SY24-25 with individual principals

NSK12 Support Provided: Elementary

- **Hands-On Support:** Provided hands-on support to elementary schedulers, as requested, to help create school schedules for SY24-25
- **Scheduling Tool:** Provided a schedule planning tool to collect and organize all key scheduling information and trained school schedulers on how to use it; sample District-specific schedules were also shared with school schedulers as part of the tool
- **Support coordination of shared staff:** Partnered with the Director of Visual and Performing Arts and select school schedulers to refine the exact schedules of itinerant (shared) staff
- **Review completed schedules:** Reviewed draft school schedules and provided school teams with feedback to ensure alignment to guidelines and identify any potential tweaks/improvement

NSK12 support Provided: Middle School

- **Hands-On Support:** Provided step-by-step support to the middle school scheduling team to build next year's schedule including biweekly meetings
- **Scheduling Tool:** Provided a schedule planning tool to collect and organize all key scheduling information and are helping the team transition from "pen and paper" scheduling to more sophisticated and best practice digital scheduling

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- **Sample Schedules:** Provided sample schedule options and reviewed draft schedules as prepared by administration

Schedule Highlights: Elementary

- Improved coordination of assignments for shared staff (art, music, PE) for SY25 based on updated BOE-approved staffing figures
- 8 specials blocks into the schedule and confirmation of a "standard" specials teacher workload of 7 classes a day (each 45 min)
- Established consistent PLC and District grade level meeting time
- Common 30-minute lunch for all specials teachers
- Staggered DI (Differentiated Instruction) or WIN "What I need" blocks across grade levels to expand the reach and impact of interventionists, special educators, and other support staff
- 30-minute pull-out lesson per 6 day rotation for instrumental music
- Full band and orchestra rehearsals continue before or after school with minimal disruption to DI Block
- Maintains recommended lesson group sizes
- Increases rehearsal access for students (Tri -State recommendation)

Schedule: Middle School

- Team structure maintained (3 sixth grade, 3 seventh grade, 4 eighth grade) with budget staffing allocations
- Reduced number of math, science, ELA, and social studies teachers assigned a lunch/study hall duty (permitting increased content specific interventions)
- Adjusted flex block to prevent students in the gifted and talented program from missing lunch

Next Steps

The administration is currently finalizing schedules in ASPEN to account for shared staff with accommodation for any necessary travel time. Middle school schedules as drafted in ASPEN are being reviewed from the student view to ensure responsiveness to individual learner need. Proposed final drafts for the 2024-2025 elementary school and middle school schedules are expected July 30th, reflecting Board of Education approved sections.

APPROVED
BOARD OF EDUCATION MASTER AGENDA
FEBRUARY 2024 THROUGH AUGUST 2024

February 13th

- Further Discussion and Approval of Proposed Board of Education 2024-2025 Budget

February 27th

- Discussion on January 2023-24 Financial Report and Possible Action on Proposed Budget Transfers
- Curriculum Update: Literacy and Play Based Learning
- BOE Budget on Website*
- BOE Approved (Printed) Budget Books only for BOE and Cabinet*
- Update on Anonymous Alerts

March 13th (Wednesday)

- Discussion and Reflection on FY25 Board of Education Budget Process
- Transition Committee Update
- Update on District Strategic Plan and Board Goals

March 26th

- Discussion on February 2023-24 Financial Report and Possible Action on Proposed Budget Transfers
- Discussion and Possible Action on Establishing 2024 Darien High School Graduation Date
- Further Discussion on FY24 Budget
- NEASC Accreditation Update
- Mental Health and Wellness Update
- Discussion of Tabled Items from the FY25 Budget Process

April 10th (Wednesday)

(April 9th Board of Finance vote on budget)

- Discussion on Possible Late Start Time for Darien High School
- Discussion and Possible Action on increasing Educator Diversity Plan
- Update on Approved Board Master Agenda - February 2024 through August 2024

April 23rd

- Action on Non-Renewal of Certified Staff Working under One-Year Contracts and Long Term Substitutes (if needed)
- Discussion on March 2023-24 Financial Report and Possible Action on Proposed Budget Transfers
- ~~Annual Review and Possible Action on Extending Term of Reciprocal Agreement for Use of Facilities with the YMCA (current agreement in effect until 6/30/24)~~

May 7th (Special Meeting)

- Further discussion of FY 25 Budget

May 14th

- Further Discussion and Possible Action on FY25 Budget ~~Modifications to Reconcile to an Appropriation of \$....~~
- Update on bully Legislation and Restorative Justice Practices
- Discussion of 504 policies, practices and procedures
- Further discussion on school start times
- Update on advertising pilot
- Presentation and Possible approval of International Trips for 2024-2025 School Year
- Discussion and Possible Action on 6-12 English Language Arts Grades 8 and 9 course leveling

May 28th

- Vote on Revised FY 25 Budget
- First Reading and Discussion on 2025-2026 District School Calendar
- Discussion on April 2023-24 Financial Report and Possible Action on Proposed Budget Transfers
- Discussion and Possible Action on Proposed Changes to 2024-2025 School District Calendar
- Instructional Technology Update
- ~~Superintendent's End of Year Evaluation~~
- ~~Update on Approved Board Master Agenda – February 2024 through August 2024~~
- Discussion and Possible Action on the District's Educator and Leader Evaluation & Support Plan
- Presentation of the Tri-State Visual and Performing Arts Consultancy report
- Discussion and possible action to develop a Communications policy

June 11th

- Superintendent's Award Recipients

- Report on High School ~~College Acceptances and Awards;~~ Internships; ~~Profile on High School Class of 2024 and Post High School Plans~~
- Update on Strategic Plan and Board Goals
- ~~Discussion and Possible Approval of Proposed Dates and Times for High School Professional Learning Communities for 2024-2025 School Year~~
- Further Discussion and Possible Action on 2025-2026 District School Calendar
- ~~Report on School Security~~
- Superintendent's ~~End of Year~~ Evaluation
- Initial discussion on 2024 -2025 District Priorities

June 18th (additional meeting approved by the Board on 11/14/23)

- Discussion and Possible Action on Proposed Athletic Field Trips
- Annual Report on Donations
- Discussion on May 2023-24 Financial Report and Possible Action on Proposed Budget Transfers
- Discussion on Consideration from DEI Report
- First Reading and Discussion on Proposed Schedule of 2024-2025 Regular Board of Education Meetings and Subcommittee Meetings
- Further Discussion on 2024-2025 District Priorities
- Initial Discussion of Draft Board of Education Goals for 2024-2025
- Superintendent's Contract
- Discussion on non-affiliated employees' salaries
- Review Draft Agenda for Board Summer Retreat

June 25th - CANCELED

- ~~Annual Progress Report on 2023-2024 Board Goals and Objectives and Strategic Plan~~
- ~~Annual Report on Donations~~
- ~~Discussion on May 2023-24 Financial Report and Possible Action on Proposed Budget Transfers~~
- ~~First Reading and Discussion on Proposed Schedule of 2024-2025 Regular Board of Education Meetings and Subcommittee Meetings~~
- ~~Discussion and Possible Action on Proposed Athletic Field Trips~~
- ~~First Reading and Initial Discussion of Draft District/Board of Education Goals and Strategic Plan Goals/Strategies/Actions for 2024-2025 or July 23~~
- ~~Superintendent's Contract~~

July Special Meeting ~~(date TBD)~~- July 23

- Board Self Evaluation and Board of Education Goals
- Discussion of Board Meeting Efficiencies and Procedures
- Legal Updates and Board Operations
- Board Operations/Processes/Committees/Agendas
- Preliminary Discussion on FY26 Budget
- Potential New Budget Initiatives

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

July 23rd

- ~~First Reading and Initial~~ Discussion of Draft District/Board of Education Goals and Strategic Plan Goals/Strategies/Actions for 2024-2025 ~~—or June 25~~
- Further Discussion and Possible Action on Proposed Schedule of 2024-2025 Regular Board of Education Meetings and Schedule of Subcommittee Meetings
- Update on Enrollment for the 2024-25 School Year, **Scheduling and Discussion and Possible Action on Setting Elementary Class Sections**
- ~~Update~~ Discussion on Revision to Approved Master Agenda – February through August 2024 ~~—or June 25~~
- ~~Discussion on June 2023-24 and Year End Financial Report and Possible Action on Proposed Budget Transfers—~~ ~~or August 27~~
- Update on Use of Technology (Personal Mobile Device Plan)
- Discussion on Future Review of Athletic Funding Structure

August 27th

- Verbal Update on Regular and Special Education Staffing for 2024-2025
- Discussion on June 2023-24 and Year End Financial Report and Possible Action on Proposed Budget Transfers ~~—or July 23~~
- First Reading of Board Master Agenda for August 2024-January 2025 – or September 10, 2024
- Update on Summer Facilities Projects
- Appointment of an Impartial Hearing Officer for Student Disciplinary Matters for the 2024-2025 School Year, as they arise
- Action Item – to Delegate to its Appointed Hearing Officer Responsibility for Hearing Expulsion Expungement Requests and for Hearing School Accommodations Appeals, including Transportation Appeals as provided by Statute
- Further Discussion and Possible Action on District/Board Goals for 2024-2025

nv

~~12/7/2023~~

~~1/19/24~~

~~1/29/2024~~

ml

~~2/9/2024~~

cp

~~2/29/2024~~

~~4/3/2024~~

~~4/10/2024~~

7/19/2024



Memorandum

To: Members of the Board of Education

From: Dr. Alan Addley, Superintendent of Schools
Dr. Amy Fedigan, Assistant Superintendent of Curriculum and Instruction
Mr. Tim McGuire, District Coordinator for Instructional Technology

Date: July 23, 2024

Subject: Implementation of New Personal Mobile Device Plan

Research underscores the substantial impact of personal mobile devices on student attention within the classroom environment. Moreover, these devices have been shown to significantly influence the social, emotional, and mental health/wellness of our youth. In response, a District Personal Mobile Device Plan was developed with guidelines to cultivate a safe and focused learning atmosphere, free from distractions. This memo aims to update the Board on the implementation timeline for enforcing these guidelines effectively and in partnership with community stakeholders.

Implementation / Communication Plan

- BOE retreat update (July 23)
- Brief administrative staff and department heads about the District Personal Mobile Device Plan
- Update Student Handbooks
- Send an official announcement via email to parents and staff from the Superintendent (August 13). Communication attached.
- Post District Personal Mobile Device Plan on the school website, provide Q&As, and contact information for further queries (August 13) Q&As attached.
- Staff Training: Administrators review District Personal Mobile Device Plan and discuss implementation/enforcement and support strategies. (Admin retreat & opening PD faculty meetings)
- Discuss District Personal Mobile Device Plan at PTO and Open House meetings
- Distribute student handbook updates during back to school orientations
- Conduct assemblies and class meetings to explain plan (August 28-30)
- Begin enforcing guidelines consistently and with fidelity (September 3rd)
- Monitor with principals for compliance via monthly reporting
- Regular updates provided to the BOE
- Fall parent workshop on Use of Technology
- Survey staff and families for feedback in mid/late October

What are the personal mobile device guidelines for DHS?

Currently, students at DHS are required to bring their own charged personal device for instructional purposes. Review of current practices pertaining to the Personal Mobile Device Plan at the high school will take place in the fall. Findings and recommendations will come before the Board prior to the winter break.

Darien Public Schools PK-8 Personal Mobile Device Plan Guidelines

Research underscores the substantial impact of personal mobile devices on student attention within the classroom environment. Moreover, these devices have been shown to significantly influence the social, emotional, and mental health/wellness of our youth. In response, a District Personal Mobile Device Plan was developed with guidelines to cultivate a safe and focused learning atmosphere, free from distractions. The following guidelines aim to promote a safe and distraction-free learning environment that supports the right to privacy for all students and staff.

School Day Guidelines:

Elementary and Middle school students (PK-8) do not need a personal smart device for instructional purposes during the school day. We understand some families may want to communicate with their child before or after school hours. If students bring personal mobile devices to school for that purpose, those devices must remain turned off and stored in the child's backpack (elementary) or secure locker (middle school) throughout the school day. Darien Public Schools is not responsible for the loss or damage of any personal belongings brought to school.

Transportation Guidelines:

Elementary school students are not to use personal mobile devices during daily busing, unless an approved exemption is in place. Middle school students are permitted to use a personal mobile device on daily transportation (not inclusive of field trips; see below) but are subject to expectations of appropriate behavior with those devices.

Field Trips/School-Sponsored Activities Guidelines:

Personal mobile devices are never required for field trips or school-sponsored activities. Elementary students are not to use a personal mobile device for field trips. Middle school student use of personal mobile devices during field trips will be evaluated on a case-by-case basis. Personal mobile devices may be permitted for those activities at the discretion of the administration and teacher leaders, especially trips that might be overnight or out of state. A decision on the protocol for those trips will be communicated prior to the event and included as information on a permission slip. Expectations for use of those devices, if permitted, will align with appropriate use of district technology resources and related Board policy.

Exemptions:

Some personal mobile devices are used to monitor a student's health, such as insulin levels or blood pressure. Students using a device for a clearly defined medical purpose must have this accounted for within a student medical accommodation plan, which will require notification from a health care provider. Use of that device must be exclusively for that described medical purpose.

Any other approved exemptions to these guidelines will be handled when requested on a case-by-case basis in consultation with the building principal, family, and related instructional staff.

Darien Public Schools reserves the right to amend these guidelines as necessary to adapt to evolving technologies and educational needs.

Darien Public Schools
Personal Mobile Device Plan Guidelines 2024-2025
Frequently Asked Questions & Answers

1) Why are personal mobile devices not allowed during school hours for students?

Research shows a clear impact on student attention in the classroom when personal mobile devices are present. These guidelines aim to promote a safe and distraction-free learning environment that supports the right to privacy for all students and staff.

2) What happens if a student is observed with their personal mobile device during school hours?

In MMS, a student observed with a personal mobile device will be directed to hand over the device to the teacher. At the first available opportunity, the teacher will pass along the device to the main office for safe storage and contact the grade level administrator, who will reach out to the family to arrange pick up of the device at the school in the main office after school hours. Additional consequences in alignment with our behavior policy may be applied, if necessary.

If a personal mobile device is observed in an elementary child's possession during the school day, the elementary school teacher will redirect the child to ensure the device is off and returned to their backpack or locker. Depending on the intent or level of distraction, the device may be sent to the front office, where a guardian will need to pick it up.

3) What types of devices are considered personal mobile devices under these guidelines?

Personal mobile devices include any electronic devices that allow digital communication, location tracking, or provide entertainment through multimedia. Examples include Smartwatches, tags, rings, cell phones, non-school-issued laptops, tablets, e-readers, portable gaming systems, and augmented and virtual reality headsets.

4) Are students allowed to bring personal mobile devices to school at all?

Devices should stay home. We understand some families may want to communicate with their child before or after school hours. If students bring personal mobile devices to school for that purpose, those devices must remain turned off and stored in the child's backpack or secure locker (if available) throughout the school day.

5) What about the bus ride to and from school?

Elementary school students are not to use personal mobile devices during daily busing, unless an approved exemption is in place. The age range of students at the elementary level and our effort to reduce total screen time are additional factors in this decision.

Middle school students may use personal mobile devices on daily transportation (not inclusive of field trips; see below) but are subject to expectations of appropriate behavior with

those devices. Any issue with the appropriate use of technology during transportation will be directed to building administrators and consequences in alignment with School Handbooks will be applied as necessary.

6) What should a student do if they need to contact their parents during the school day?

If necessary, children may go to the school office and use the phone with the assistance of a school secretary. Changes in after-school care plans or any necessary communication with your child can be handled by contacting your school's secretary or using the dismissal app provided by the school district.

7) Does my child need a personal mobile device for schoolwork?

No. Students do not need personal mobile devices for instructional purposes during the school day. Students at the elementary and middle schools are provided a device for instructional purposes.

8) Are there any exemptions to the personal mobile device guidelines?

Yes, exemptions exist for personal mobile devices used to monitor a student's health, such as insulin levels or blood pressure. These must be included in a student medical accommodation plan, requiring notification from a health care provider. Any other exemptions will be handled on a case-by-case basis in consultation with the building principal and family.

9) How will parents be informed in case of an emergency during the school day?

In the unlikely event of an emergency during the school day, parents will receive communication through official channels in the same manner that happens for other unexpected events, such as weather delays.

10) Are personal mobile devices allowed on field trips or during school-sponsored activities?

No, elementary students should leave devices at home. Personal mobile devices are never required for field trips or school-sponsored activities. The risk for theft and damage is greater when students are off-site. The focus should be on engagement and participation in the activities. Staff, including chaperones, will have the ability to contact the school and/or families if necessary.

Student use of personal mobile devices during MMS field trips will be evaluated on a case-by-case basis. Personal mobile devices will never be required, but may be permitted for those activities at the discretion of the administration and teacher leaders, especially trips that might be overnight or out of state. A decision on the protocol for those trips will be communicated prior to the event and included as information on a permission slip. Expectations for use of those devices, if permitted, will align with appropriate use of district technology resources, related Board policy and staff have the right to collect personal mobile devices if inappropriate use is observed or reported.

11) What if a student needs to contact their parents during a field trip?

Elementary school students will contact the supervising teacher, who will facilitate communication with parents as needed.

MMS students should follow the same procedure, even if a personal mobile device were permitted for the trip.

12) Can students use personal mobile devices for taking photos or videos during field trips or school events?

No. Personal mobile devices should not be used for taking photos or videos during field trips unless explicitly permitted by the supervising administrator for educational purposes on out-of-state or overnight trips for middle school students. Supervising staff, who will know which students are not allowed to be photographed in alignment with our current classroom practices, may elect to facilitate image capturing and share as appropriate with families.

13) How will the school handle emergencies during field trips and school-sponsored events?

In case of an emergency, the school will use official communication channels to inform parents. Supervising teachers and destination facilities are prepared to manage such situations effectively.

14) What are the consequences of using a personal mobile device inappropriately during a field trip or school-sponsored event?

If a student is found using a personal mobile device inappropriately or without permission during a field trip, the supervising staff member or administrator will confiscate the device, and it will be returned to a guardian at the conclusion of the event or picked up at the school at a later date. Additional consequences may apply based on the nature of the misuse.

15) What are the personal mobile device guidelines for DHS?

Currently, students at DHS are required to bring their own charged personal device for instructional purposes. Review of current practices pertaining to the Personal Mobile Device Plan at the high school will take place in the fall. Findings and recommendations will come before the Board prior to the winter break.

16) Who do I contact if I have questions?

For further details or specific concerns, please refer to the guidelines provided by Darien Public Schools or contact Tim McGuire (District Coordinator for Instructional Technology at tmcguire@darienps.org) or your school administration.

Darien Public Schools - Administrative Offices
35 Leroy Avenue – P.O. Box 1167 – Darien, Connecticut 06820-1167
Tel: 203-656-7412 Email: aaddley@darienps.org

August 13, 2024

Dear Families & Staff,

I trust that you had an enjoyable summer, making memorable moments outdoors, free from the distractions of your cell phones and mobile devices! I would like to take a few minutes to share the details of a new [Personal Mobile Device Plan Guidelines](#) for grade PK-8 that will be implemented at the start of the school year.

Research underscores the substantial impact of personal mobile devices on student attention within the classroom environment. Moreover, these devices have been shown to significantly influence the social, emotional, and mental health/wellness of our youth. In response, a PK-8 District Personal Mobile Device Plan was developed with guidelines to cultivate a safe and focused learning atmosphere, free from distractions. The Plan's guidelines were discussed at the [May 28th Board of Education Meeting](#) and again at the July 23 Board Summer Retreat. The guidelines pertain to all devices, such as cell phones, ear pods, and Smartwatches. We ask for and need your partnership in implementing the new guidelines.

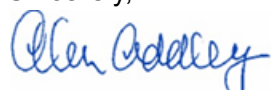
Our students will need our collective support and modeling. We have adopted an educational rather than punitive approach with the belief that our students will rise to clearly articulated expectations implemented with consistency, fidelity and with logical consequences. With your assistance, we believe our students will adjust to these changes as the regular practice of not having a personal mobile device in school becomes the norm.

Students in grades PK-8 do not need a personal mobile device in school for instructional purposes; however, students may have a need defined by families for contact outside of the regular school day. At the elementary schools, if families elect to allow their child to carry a personal mobile device for an identified purpose, the device must remain turned off and be stored in the backpack throughout the school day. Elementary students may not use their phones on the bus. At MMS, if families elect to allow their child to carry a personal mobile device for an identified purpose, the device must remain turned off and be stored in the locker throughout the school day. MMS students may use their phones on the bus. Parents will be required to pick up any confiscated personal mobile devices at the end of the school day.

Our [District website](#) provides a full description of the new guidance documents for elementary and school students as well as frequently asked questions and answers (FAQs). We will communicate and discuss these practices with students during the first three days of school (August 28-30). Full implementation will start on Tuesday, September 3rd. The new guidelines for personal mobile devices will be discussed with parents at PTO meetings and Open Houses. In October, parents and staff will be surveyed to solicit feedback on the Plan's implementation. A community wide parent technology workshop will also be provided in the fall.

Thank you for your anticipated support and partnership.

Sincerely,



Alan Addley, Ed.D.
Superintendent of Schools

Darien Board of Education
Darien, Connecticut
Schedule of Regular Board of Education Meetings
Proposed For the 2025 Calendar Year

Proposed changes in red

January	4* (Saturday) 11*(Snow Date)	July	22
January	14	August	26
January	28	September	9
February	11	September	25* (Thursday)
February	25	October	14
March	11	October	28
March	25	November	35* (organizational)
April	8	November	11
April	22	November	25
May	13	December	9
May	27		
June	10		
June	24		

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

D.Jill McCammon, Chairman
Darien Board of Education

Sara D. Parent, Secretary
Darien Board of Education

For the Purpose of Meeting Statutory Requirements

**Darien Board of Education
Darien, Connecticut
2024-2025**

Proposed Tentative Schedule of Monthly Committee Meetings

Please find the proposed tentative monthly schedule of dates for the Board of Education Communications, Curriculum, Facilities, Finance and Policy Committees. Meetings will commence at 8:00 a.m.

Proposed changes in red

Communications	Curriculum	Facilities	Finance	Policy
September 6	September 4	September 27	September 19	September 17
October 4	October 2	October 25	October 17	October 15
November 1	November 8 ⁴	November 15	November 21	November 19
December 6	December 4	December 13	December - No Meeting	December 17
January 3 ^{- No Meeting}	January 8	January 31	January - 16	January 21
February 7	February 5	February- No meeting	February 13	February 4
March 7	March 5	March 28	March 20	March 18
April 4	April 2	April 25	April 10	April 29
May 2	May 7	May 30	May 15	May 20
June 6	June 4	June - No Meeting	June 19	June - No Meeting

PERSONNEL REPORT

July 23, 2024

Item	Name	Action	Replacing/Location/Position	Effective Date		Tenure Area	Certification Class/Step
				From	To		
Appointments							
1	Christina Capasso	Appointment	M Cortese/Royle/Elementary Teacher	8/22/2024	6/30/2028	Teacher	Elementary Teacher MA Step 5
2	Eugene Viderman	Appointment	K Gibson/DHS/Science Teacher	8/22/2024	6/30/2028	Teacher	Earth Science 7 - 12 MA + 30 Step 18
3	Christina Lammon	Appointment	C Watson/DHS/ Special Education Teacher	8/22/2024	6/30/2028	Teacher	Special Education MA + 30 Step 15
4	Alessandra Armetta	Appointment	R Heberton/DHS/Chemistry	8/22/2024	6/30/2028	Teacher	Chemistry 7 - 12 MA + 30 Step 7
5	Nisha Chokshi	Appointment	D Colabatistto/Hindley/School Psychologist	8/22/2024	6/30/2028	Teacher	School Psychologist MA + 30 Step 6
6	Mia Serrano	Appointment	W Jones/Hindley/ Special Education Teacher	8/22/2024	6/30/2028	Teacher	Special Education MA Step 11
7	Cassandra McGrath	Appointment	E Tartaglia/Hindley/School Psychologist	8/22/2024	6/30/2028	Teacher	School Psychologist MA + 30 Step 6
8	Christopher Pryce	Appointment	New Position/ Facilities/Groundskeeper	7/29/2024	6/30/2025	NA	NA
9	Simone Quinn	Appointment	M Lopez/Central Services/Executive Assistant	7/8/2024	6/30/2025	NA	NA
Resignations and Retirements							
10	Michelle Cortese	Resignation	Royle/Elementary Teacher		6/30/2024		
11	Elisabeth Domittner	Resignation	Hindley/Special Education Paraprofessional		6/30/2024		
12	Daniela Avera	Resignation	Tokeneke/Elementary Spanish Teacher		6/30/2024		
13	Alicia Dalton	Resignation	Ox Ridge/Speech and Language Pathologist		6/30/2024		
14	Madeleine Bavelsky	Resignation	Ox Ridge/School Psychologist		6/30/2024		