

**WESTPORT BOARD OF EDUCATION  
SPECIAL MEETING**

**AGENDA \***

(Agenda Subject to Modification in Accordance with Law)

**SPECIAL NOTICE ABOUT PROCEDURES FOR THIS ELECTRONIC MEETING:**

Pursuant to the Governor’s Executive Orders No. 7B and 9H, public participation for this meeting will be held electronically and live streamed on westportps.org and shown on Optimum Government Access Channel 78 and Frontier Channel 6021. Emails to BOE members can be sent to BOE@westportps.org. Comments to be read during the public comment period must be submitted to the meeting’s GoogleDoc during the submission period. Please see the following link for instructions and guidelines:

[https://www.westportps.org/uploaded/Procedures\\_and\\_Guidelines\\_for\\_Public\\_Participation\\_in\\_Remote\\_Board\\_Meetings.pdf](https://www.westportps.org/uploaded/Procedures_and_Guidelines_for_Public_Participation_in_Remote_Board_Meetings.pdf). We will use our best efforts to read public

comments if they are received during the public comment period and if they state your full name and address. Meeting materials will be available at westportps.org along with the meeting notice posted on the Meeting Agenda page.

**PUBLIC CALL TO ORDER**

6:00 p.m., Held Remotely Via Zoom Pursuant to Executive Orders 7B and 9H

Instructions to listen to call to order:

Phone: +1 929 205 6099 US (New York)

Meeting ID: 811 9589 6651

Passcode: 948626

**EXECUTIVE SESSION:** Board Consideration of Legal Counsel

**RESUME PUBLIC SESSION/PLEDGE OF ALLEGIANCE** (7:00 p.m.)

**ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION**

**PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS** (15 MINUTES)

**MINUTES:** March 1, 2021, *pages 1-2*

**DISCUSSION**

- |    |   |         |  |
|----|---|---------|--|
| 1. | Health Update and School Reopening Model Update   |         | Ms. Suzanne Levasseur  |
| 2. | Teaching and Learning Update: Authentic Writing Partnerships in English Electives, <i>pages 5-20</i>  | (Encl.) | Dr. Anthony Buono<br>Ms. Holly Sulzycki<br>Ms. Barbara Robbins<br>Ms. Kim Herzog |
| 3. | Finance and Facilities Committee Update and Recommendation for Professional and Technical Services to Implement the Capital Program, <i>pages 21-26</i> | (Encl.) | Ms. Elaine Whitney   |

**DISCUSSION/ACTION**

- |    |   |         |                    |
|----|---|---------|--------------------|
| 1. | Acceptance of Gifts, <i>pages 27-28</i> | (Encl.) | Mr. Thomas Scarice |
|----|---|---------|--------------------|

**CONSENT AGENDA**

1. Policy Committee Update and First Reading of the Following Policies: (Encl.) Ms. Karen Kleine
- 1332, Automatic External Defibrillators (New), *page 29*
  - 3516, Security and Safety Plan (New), *pages 30-32*
  - 4118.51, Social Media (Revised and Renumbered), *pages 33-34*

## **ADJOURNMENT**

\* A 2/3 vote is required to go to executive session, to add a topic to the agenda of a regular meeting, or to start a new topic after 10:30 p.m. The meeting can also be viewed on Cablevision on channel 78; Frontier channel 6021 and by video stream @www.westportps.org

### PUBLIC PARTICIPATION WELCOME USING THE FOLLOWING GUIDELINES:

- Public comment will be accepted via a Google doc and the comments will be read aloud at the meeting. A link will be provided on Monday, prior to the meeting.
- There will be no in-person public comment due to public health concerns.
- A maximum of 15 minutes will be provided for public comments.
- Comments on agenda items are limited to 1 minute each.

*It is the policy of the Town of Westport that all Town-sponsored public meetings and events are accessible to people with disabilities. If you need assistance in participating in a meeting or event due to a disability as defined under the Americans with Disabilities Act, please contact Westport's ADA Coordinator at 203-341-1043 or [eflug@westportct.gov](mailto:eflug@westportct.gov) at least three (3) business days prior to the scheduled meeting or event to request an accommodation.*

**WESTPORT BOARD OF EDUCATION**

**Board Members Present:**

**Administrators Present:**

Candice Savin  
Karen Kleine  
Elaine Whitney  
Jeannie Smith  
Youn Su Chao  
Lee Goldstein  
Liz Heyer

Chair  
Vice Chair  
Secretary

Thomas Scarice  
Anthony Buono  
Michael Rizzo  
Elio Longo  
John Bayers

Superintendent of Schools  
Asst. Superintendent, Teaching and Learning  
Asst. Superintendent, Pupil Personnel Services  
Chief Financial Officer  
Director of Human Resources and General Admin.

**CALL TO ORDER/PLEDGE OF ALLEGIANCE** 7:01 p.m., Held Remotely Via Zoom Pursuant to Executive Orders 7B and 9H

**ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION**

**PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS**

**MINUTES:** February 23, 2021

Elaine Whitney moved to approve the minutes of February 23, 2021; seconded by Jeannie Smith and passed unanimously.

**DISCUSSION**

Health Update

Teaching and Learning Update: High School Health/PE, Social and Emotional Learning

Finance and Facilities Committee Update

Elaine Whitney moved to change the Finance and Facilities Committee Update to a discussion/action item; seconded by Karne Kleine and passed unanimously.

**DISCUSSION/ACTION**

Finance and Facilities Committee Update

**Be it resolved, that upon the recommendation of the Superintendent of Schools, the Board of Education approves the asphalt projects at Bedford Middle School, Coleytown Elementary School, Coleytown Middle School, Greens Farms School and Long Lots School planned for Summer 2021, and requests an appropriation of \$1,680,053 from the Board of Finance and the Representative Town Meeting for said projects, with a summary of said projects to be appended to the minutes of the meeting of March 1, 2021.**

**MOTION:** Elaine Whitney  
**SECOND:** Karen Kleine  
**RESULT:** Passed Unanimously  
**VOTE:** 7-0

2022-2023 School Year Calendar

Deferred by consensus to a future meeting

Second Reading of Policy 4111.4, "Plan for Minority Staff Recruitment" (Revision)

**Be it resolved, that upon the recommendation of the Superintendent of Schools, the Board of Education approves the amendment of Policy 4111.4, "Plan for Minority Staff Recruitment."**

<b>MOTION:</b>	Karen Kleine
<b>SECOND:</b>	Lee Goldstein
<b>RESULT:</b>	Passed Unanimously
<b>VOTE:</b>	7-0

**ADJOURNMENT:** Karen Kleine moved to adjourn at 8:49 p.m.; seconded by Liz Heyer and passed unanimously.

Respectfully submitted,

Elaine Whitney, Secretary, Board of Education  
(minutes written by Lisa Marriott)



## WESTPORT PUBLIC SCHOOLS

**THOMAS SCARICE**  
*Superintendent of Schools*

110 Myrtle Avenue  
Westport, Connecticut 06880  
Telephone: (203) 341-1025  
Fax: (203) 341-1029  
tscarice@westportps.org

To: Westport Board of Education Members  
From: Thomas Scarice, Superintendent of Schools  
Re: March 22, 2021 Board of Education Meeting  
Date: March 19, 2021

Provided below for Board consideration is an overview of the meeting agenda items for March 22, 2021. As we have done for previous meetings, the meeting will be held remotely with public access through live streaming and public comments and questions submitted electronically.

### **Discussion**

#### **1. Health Update and School Reopening Model Update**

Sue Levasseur will provide a health update on COVID-19 cases, the vaccination clinics, and updates to our definition of close contacts for the purposes of contact tracing and identifying individuals for self-quarantine. In addition, I will share information related to the full reopening of Staples High School and the process for our end of the school year events. Of course graduation is on the minds of most, yet there are a number of activities across the district that take place at the end of the year that are being considered.

#### **2. Teaching and Learning Update: Authentic Writing Partnerships in English Electives**

In the continuation of showcasing elements of the instructional program, Dr. Buono, English Language Arts Coordinator, Holly Sulzycki, and Staples English Teachers, Barbara Robbins and Kim Herzog, will share an overview of the authentic writing and collaborative experiences in the Staples High School English elective program.

The team will offer a brief overview of the English program, highlighting the electives offered, focusing on the opportunities students have for authentic writing and collaborative experiences. A review of the english/language arts standards will be followed by the guiding principles of writing instruction and opportunities to hear from our students in recorded messages.

The slide deck of this presentation is included in the Board meeting packet.

#### **3. Finance and Facilities Committee Update and Recommendation for Professional and Technical Services to Implement the Capital Program**

The Finance and Facilities Committee will provide an update to the Board on their most recent meeting, Friday March 19. This update will be followed by a presentation designed to capture the salient points of the written proposal I shared with the committee on February 21, and subsequently with the full Board.

The goal remains, which is to expand the capacity of the current Facilities Department structure by engaging in a formal arrangement with a firm to secure professional and technical expertise as the district implements the capital maintenance plan (i.e. the Antinozzi report).

This professional representation, coined as the “Capital Program Manager” by the Finance and Facilities Committee, serves in a capacity which is commonly referred to as an “owner’s rep”, or “owner’s project manager” (OPM). Although these terms are ordinarily synonymous, the “Capital Program Manager”, in our definition, would serve in a general oversight function, allowing the district to solicit bids for individual project managers when appropriate within the larger \$100 million capital maintenance plan. In addition, once a comprehensive master plan is developed, the “Capital Program Manager” will also oversee any capital improvement/school modernization projects, thus expanding the capacity of the district to implement the all-encompassing capital program.

In an effort to simplify the language and concepts, the attached slide deck, initiated by Board member Liz Heyer, will be presented Monday evening. The slides outline the proposal, timelines, roles and key terms.

## **Discussion/Action**

### **1. Acceptance of Gifts**

Donation of \$10,000, by the Staples Music Parent Association for the purchase of recording technology equipment for the Staples Music Department. This grant is made at the suggestion of Mr. Rafael Klein and Alice Karp from the Charlie Karp Memorial Fund, a donor advised fund of Fairfield County's Community Foundation. Charlie Karp had a long and wonderful music career which started at Staples High School.

Donation of \$2,308, by the Saugatuck Elementary School PTA for the 2021 SES One School One Book program. This year's book is *Wishtree* by Katherine Applegate.

## **Consent Agenda**

### **1. Policy Committee Update and First Reading**

Ms. Klein and Mr. Bayers will present the second reading of policies 1332, "Automatic External Defibrillators," 3516, "Security and Safety Plan," and 4118.51, "Social Media."

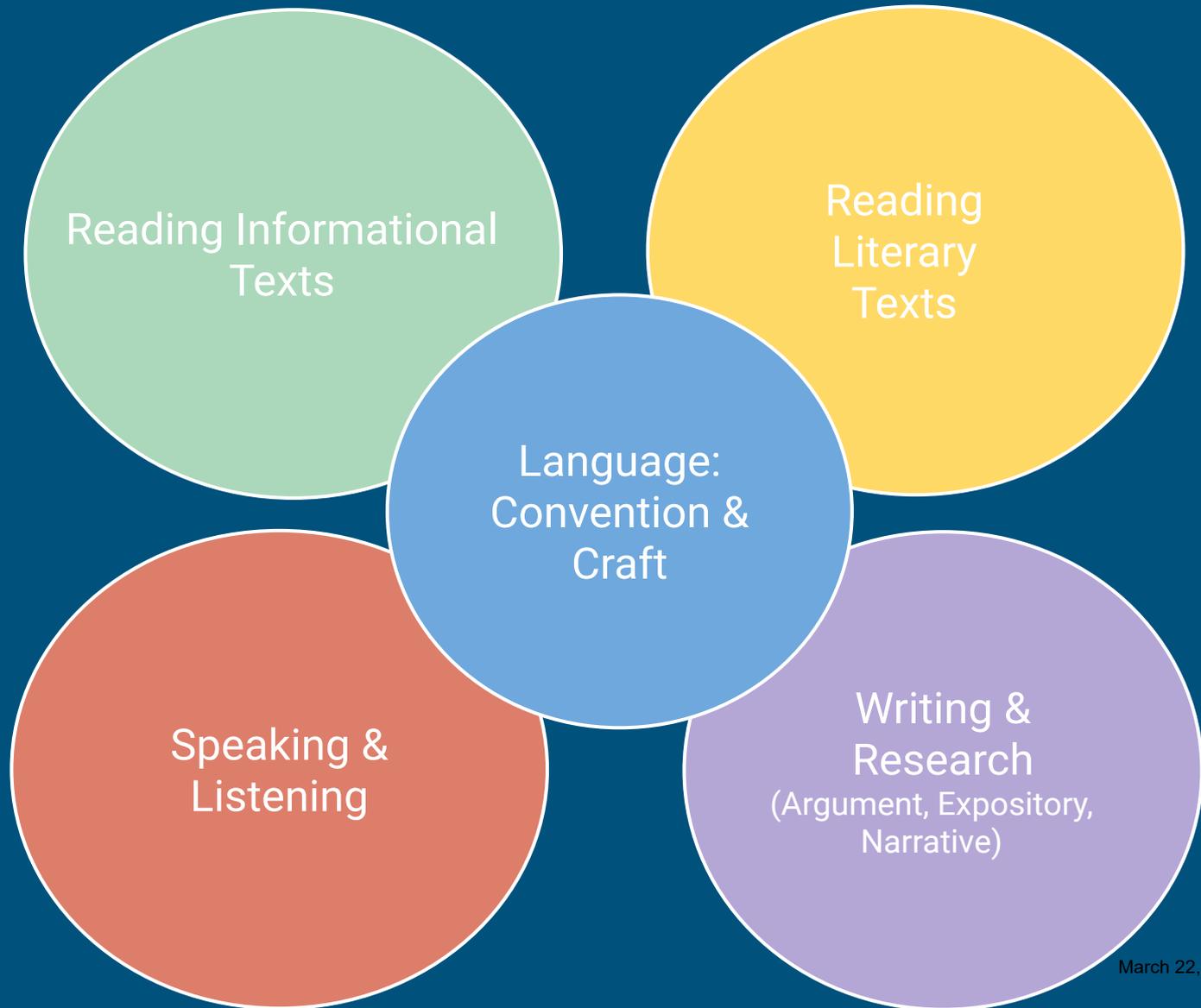


# Staples High School English Program

Authentic Writing and Collaborative Experiences  
in the Electives

Holly Sulzycki, Barbara Robbins, Kim Herzog

# ELA Standards and Overview



# Grades 11 & 12: Student-Choice Electives

## Full Year Electives

Advanced Journalism

Myth and Bible Honors

AP Literature &  
Composition

AP Language &  
Composition

## Semester Electives

Rhetoric & Persuasion

Food Lit. (w/Culinary)

Intro to Journalism

Literature of Protest

Sports Lit. and Comp.

Lit. of Sex & Gender

Intro to Shakespeare

Contemp. American Lit.

Reading & Writing Fiction

Reading & Writing Poetry

Nonfiction & New Literacies

World Lit.

Gothic Lit.

Visual Narrative

Myth and Bible

Irish Lit.

Children's Lit.

British Lit.

# College and Career Readiness Standards

## Writing, Speaking, and Listening

### Writing (Argument, Expository, Narrative)

- Support claims in analysis of substantive topics or texts.
- Develop real or imagined experiences or events using well-chosen details & well-structured event sequences.
- Examine & convey complex ideas & information with clarity and accuracy through the effective selection, organization, and analysis of content.
- Assess relevance and credibility of sources.
- Synthesize across multiple sources, integrate and properly cite source material.
- Respond to ongoing feedback.
- Utilize the full writing process (draft, revise, edit, rewrite etc.).

### Speaking & Listening

- Collaborate to promote civil discussion & decision making.
- Respond thoughtfully to diverse perspectives.
- Express ideas with clarity and precision.
- Evaluate and assess a speaker's point of view, reasoning, use of evidence and rhetoric, stance, premises, links among ideas, word choice, points of emphasis, and tone used.

# Guiding Principles of Writing Instruction

**Writers grow within a context / culture / community of feedback.**

**Writers grow when they broaden their repertoire and refine their judgment in making choices with their repertoire.**

**Writers grow when they have a range of writing experiences and in-depth writing experiences.**

**Writing is a recursive process and is strengthened and developed through continuous feedback and revision.**

**Revision and conferring are more than editing and entails: extending thinking; considering new structures; increasing the level of clarity; facilitating changes in style, voice, semantics and syntax.**

# Celebrating Authentic and Collaborative Writing Experiences in the Elective Program

Reading and Writing Fiction/  
Pathways  
Writing Workshop Partnership w/  
Westport Senior Center



Sports Lit & Comp  
Interdisciplinary Collaboration  
w/Econ Classes at Jets Sports  
Business Day



# Celebrating Authentic and Collaborative Writing Experiences in the Elective Program

## Visual Literacy and Graphic Novel:

Interdisciplinary Collaboration  
Guest Lectures/Writing Wkshp  
w/industry professionals



## World Literature

Collaborating with [Words Without Borders](#) and Westport residents for World Cafe and Resource Consultations



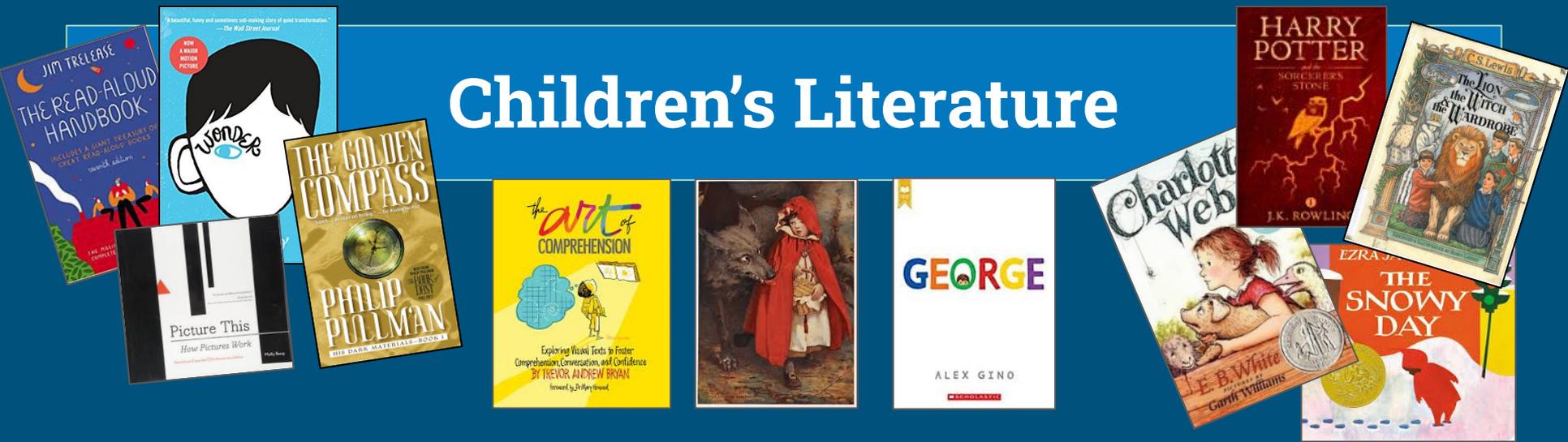
## Advanced Journalism

Student-led marketing, writing, layout, publishing and distribution of multi-award-winning digital and print newspaper, *Inklings*

**inklingsnews**



# Children's Literature



Apply critical lenses to children's literature.

Evaluate and synthesize images & words for a specific purpose & audience.

Employ a wide range of strategies & writing process elements to communicate with different audiences for a variety of purposes.

Apply knowledge of structure, devices, conventions, and genre to create, critique, and discuss print & non-print texts.

Participate as knowledgeable, reflective, creative, and critical members of a literacy community.

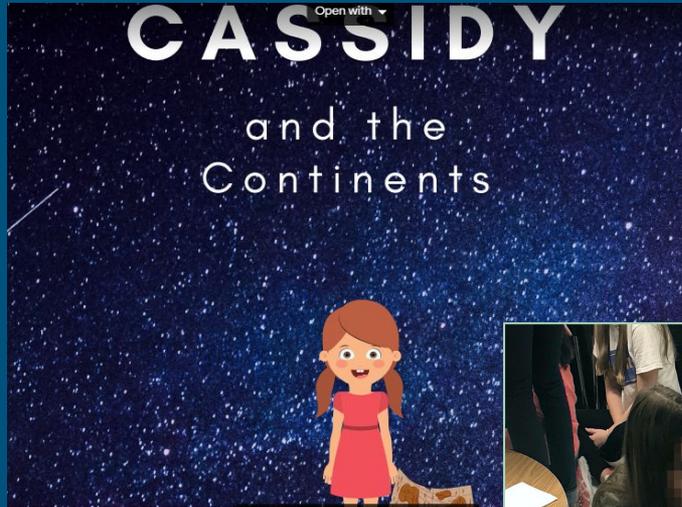
Engage in thoughtful read-aloud sessions.

Develop, refine, and apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

# Children's Literature: A Student's Perspective



# Authentic Writing Partnerships



## Discussion Guide!

### Before Reading:

- Who is your best friend in the whole world?
- What do you and your best friend like to do together?
- What do they mean to you?

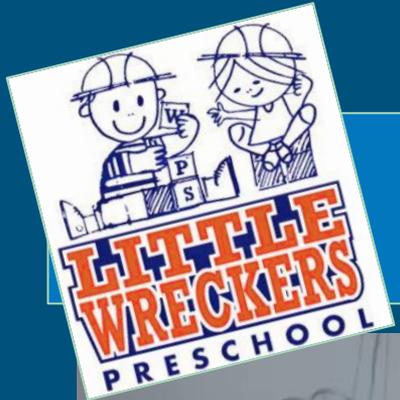
### During Reading:

- What did Rowan love to do with Joelle?
- Why won't Rowan play at recess?
- Do you think Rowan will sign up for the school play?
- What does Joelle mean to Rowan?

### After Reading:

- How did performing in the school play effect Rowan?
- What would Joelle say to Rowan after taking a risk and auditioning for the school play?
- What do you think the message of this story is?
- Why was Rowan writing to Joelle?





# Read Alouds with Little Wreckers



"Grandma! Grandma! I made the team!" screamed Ivy as she jumped with joy.



"I'm so proud of you and I knew you could always do it" said Grandma, "See what happens when you just believe in yourself!"

# Food in Literature: English



## The Set Up

### GETTING LIT

**Where?** English Classroom

**When?** Period 1

**What?** Skills-based  
Genre Studies  
Constant Link to Kitchen



### BURNERS ON HIGH

**Where?** Kitchen B

**When?** Period 4

**What?** Skills-based  
Linked to Blog's Theme  
Constantly Linking to Lit



# Food in Literature

## Essential Questions

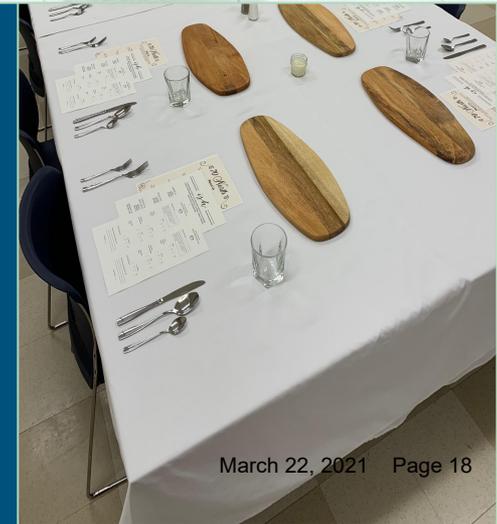
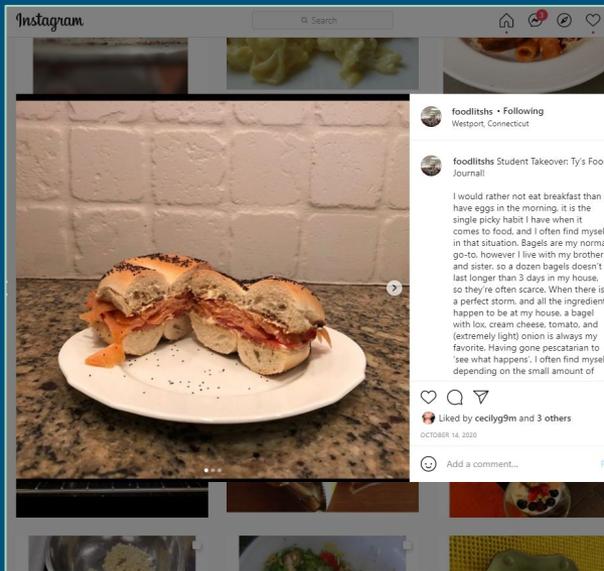
- ★ What is food writing?
- ★ How do we establish our voices as food writers?
- ★ How do food writers engage their audience?
- ★ How do we adapt to unexpected obstacles that occur in the kitchen?
- ★ How does the food world and industry reflect issues in our culture?



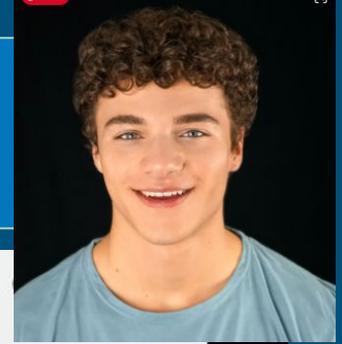
# Food In Literature In and Out of the Classroom



06880 Feature



# Food in Lit: A Student's Perspective



A screenshot of a website titled "A Little Taste of Home in Every Bite" on a browser. The browser address bar shows "sites.google.com". The website has a dark navigation bar with links: Home, About Me, Blogs, Food Journals, Food Memoir, Ode, Food Based Op-Ed, and More. The main content area features a text post and three images. The text discusses the author's eating habits during quarantine, mentioning a bagel with cream cheese and an Ensure shake for breakfast, ramen and a grilled cheese sandwich for lunch, and tacos for dinner. The first image shows a bagel with cream cheese on a white plate next to an Ensure shake. The second image shows a bowl of ramen and a grilled cheese sandwich on a lazy susan. The third image shows a taco on a plate.

still holds true. But because I am in quarantine now and not going to school, that has slightly changed. I usually don't eat because sometimes I don't have time to make something and if I am at school, I may not want to go to the cafe to get something because I may not be hungry at the time of my lunch. So that is a reason why I don't eat that much. But since I am home, I have the pleasure of being able to go to the pantry and make and eat whatever I want, whenever I want. So being in quarantine has helped my meals be more filling and has helped me eat more. Still not a lot, but a lot for me! For breakfast I had a bagel with cream cheese and an Ensure. I am still drinking Ensure everyday because doctors said it helps with your protein intake and it is good for your body to stay healthy during COVID times. And bagels are just so simple to make, it is an easy breakfast. I lightly toast it and put a thin layer of cream cheese and it is the perfect way to start the day! Because I was home it was easier to take pictures with good lighting and with a good background than if I was out or at school. I took this picture in the kitchen on the stove, because I thought the background of the kitchen and backwash would be nice since that is where I made it. For lunch I had some ramen noodles and a grilled cheese sandwich. Both were delicious. And who doesn't love grilled cheese with some soup? This was a lot for me, usually I would just do one or the other, but since I usually don't eat a lot I thought, why not. I put this picture on a lazy susan table on my kitchen table. I liked the design on it so I thought it would be cute to take a picture there. One problem I had with this was there wasn't a lot of color and I didn't know how to fix that. I am a very picky eater so my dishes can look bland and colorless. I wish I could've made it more colorful, but the food I was eating was just bland so there wasn't much I could do. Lastly, for dinner I had tacos. My mom made this one. I had a soft shell with just chicken and rice inside and then I had a side of rice and some salad. My whole family loves tacos and my mom likes doing Taco Tuesdays every once in a while! For this picture I put it on the granite countertop and I did an aerial view. Because this dish had a lot of components to it, I wanted a high view so you could see all of them. I thought if I did it from the side it may have seemed a little flat. As you can probably tell from these three dishes, I am a carbaholic. I am in love with carbs and they are usually in every meal I eat. But that

Breakfast



# Staples High School English Program

Please note: all images and videos shared in this presentations are done so with verbal and written consent.

# Facilities Master Planning

Proposal for Professional and Technical Services



**OBJECTIVE:** Leverage a combination of external and internal resources to develop, optimize and manage the master facilities plan for the WPS portfolio of buildings

**RECOMMENDATION:**

- Engage in professional services in early Spring 2021 to supplement the management of the WPS capital program
- Engage a consulting firm in late Spring 2021 to develop a master facilities and school modernization plan
- Initiate discussion with town bodies on collaborative facilities planning and project management, timelines for capital budget approval, and funding to support securing professional services for supplementing management of the capital program and master plan
- Maintain current governance structure for the responsibility of facilities management

# FACILITIES MASTER PLANNING

	GOAL	TYPES OF RESPONSIBILITIES	KEY CONSIDERATIONS / QUESTIONS	TIMING	POTENTIAL FEE STRUCTURE
<b>Master Plan/Modernization</b>	<i>Reenvision facilities in support of educational strategy &amp; priorities and integrate entire capital project portfolio</i>	<ul style="list-style-type: none"> <li>• Develop vision for instructional spaces by incorporating technology and educational advancements</li> <li>• Integrate modernization and maintenance projects, and enrollment projections</li> <li>• Develop environmentally friendly footprint</li> <li>• Optimize facilities portfolio based on enrollment trends &amp; capital plan</li> </ul>	<ul style="list-style-type: none"> <li>• Further discussion on instructional and cultural goals and objectives</li> <li>• Intersection points with educational strategic planning</li> <li>• Intersection points with capital maintenance plan management</li> </ul>	RFP (Spring 2021)	Project Fee (one-time RFP Bid)
<b>Capital Maintenance Plan</b>	<i>Manage 5-10 yr capital maintenance plan</i>	<ul style="list-style-type: none"> <li>• Manage existing capital maintenance plan (Antinozzi report)</li> <li>• Optimize sequencing, synergies and financing consideration across projects</li> <li>• Identify synergies with town projects</li> <li>• Create timeline for current and long-term capital maintenance plan</li> <li>• Manage state reimbursement process</li> <li>• Prepare all projects for pre-construction phase</li> <li>• Write RFPs for capital projects</li> </ul>	<ul style="list-style-type: none"> <li>• Potential collaboration with town (pending alignment on governance &amp; funding)</li> <li>• Funding of resources</li> <li>• Timing of engagement</li> </ul>	RFP (April 2021)	Fee for Services (advisory/consultative, RFP Bid))
<b>Individual Project Management</b>	<i>Orchestrate large / complex individual capital projects</i>	<ul style="list-style-type: none"> <li>• Manage implementation of individual capital maintenance projects from pre-construction through post-construction/commissioning close out phase</li> <li>• Create project timeline</li> </ul>	<ul style="list-style-type: none"> <li>• Value/benefit of engaging single firm for plan &amp; project management</li> <li>• Opportunities to leverage town expertise/resources</li> </ul>	As Needed	Fee for Service (project based and included in project costs) Secured when a building committee is required or a project is eligible for state reimbursement
<b>Ongoing Building Maintenance (Day to Day Operations)</b>	<i>Maintain daily functions of buildings</i>	<ul style="list-style-type: none"> <li>• Managed by WPS Building Staff</li> <li>• On-going building maintenance &amp; maintenance projects</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to leverage town expertise/resources</li> </ul>	On-Going	Included in Operating Budget

# Timeline and Roles: Implementation of Comprehensive Capital Program

	2021	2022 & Beyond
Master Plan/Modernization	Firm A	Firm B
Capital Maintenance Plan	Firm B	Firm B
Individual Project Management	Firm C	Firm C
Ongoing Building Maintenance (Facilities Dept Day to Day Operations)		

- Engage with separate firms for master plan/modernization and capital maintenance plan management
- Establish final facilities master plan by Integrating:
  - modernization projects
  - capital maintenance plan
  - comprehensive enrollment study
- Secure professional services (“Capital Program Manager” Firm B) for comprehensive capital program management to supplement capacity of Facilities Department::
  - Leverage breadth and depth of firm expertise
  - Contain costs by adjusting level of resourcing as needed
  - Provide flexibility without investing in permanent resource
- “Capital Program Manager” (“Firm B”) can serve as project manager for certain capital projects below a threshold established by the Board (i.e. those not requiring a building committee or state reimbursement)
- Individual project manager (“Firm C”) can be secured through a RFP bid for projects requiring a building committee or state reimbursement

# GLOSSARY OF TERMS

TERMS	DEFINITION
<b>Capital Maintenance Plan</b>	the long-term capital projects identified in the Antiozzi report, and other maintenance projects intended to preserve existing facilities (i.e. asset preservation)
<b>School Modernization Plan</b>	a multi-phase capital improvement program designed to modify/augment school facilities to match the strategic instructional and cultural vision of the district
<b>Master Facilities Plan</b>	a comprehensive facilities plan includes an assessment and plan for: <ul style="list-style-type: none"><li>● capital maintenance projects necessary to preserve assets (i.e. the capital maintenance plan)</li><li>● capital improvement/school modernization projects in support of the district vision for instruction and culture to accommodate the future generations of students</li><li>● enrollment projections to enable the district to optimize the facility footprint</li></ul>
<b>Capital Program Manager</b>	independent representation secured through a RFP process who is compensated in a fee for service arrangement that serves to supplement the district's ability to manage and implement the capital maintenance plan and capital improvement/school modernization projects in the master facilities plan
<b>Individual Project Manager</b>	independent representation secured through a separate RFP process for the district that serves to protect the district's interests and oversee individual large capital projects which require a building committee and state reimbursement

# NEXT STEPS

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## Next Steps

- March 22: BOE consideration of Facilities Proposal
- March 23 and beyond: engage in discussions with town bodies on collaboration and support/resources to implement facilities proposal
- April 5: BOE Vote to authorize RFP for “Capital Program Manager”
- Late April: Issue RFP for “Capital Program Manager”
- May: Issue RFP for Master Facilities/School Modernization Plan

Westport Board of Education  
110 Myrtle Avenue  
Westport, CT 06880

To the Board of Education,

On behalf of the Staples Music Parent Association, we are pleased to present a check in the amount of \$10,000 for the purchase of recording technology equipment for the Staples Music Department.

This grant is made at the suggestion of Mr. Rafael Klein and Alice Karp from the Charlie Karp Memorial Fund, a donor advised fund of Fairfield County's Community Foundation. Charlie Karp had a long and wonderful music career which started at Staples High School.

If you have any questions regarding this gift please do not hesitate to contact us.

Sincerely yours,

Adrienne Tober, President  
Sue Rubin, Treasurer

Saugatuck Elementary School  
170 Riverside Ave  
Westport, CT 06880

Westport Board of Education  
110 Myrtle Avenue  
Westport, Connecticut 06880

March 15, 2021

Dear Members of the Board of Education:

Saugatuck Elementary School has selected an exciting book for our One Book One School program this year.

The SES PTA would like to gift \$2308.00 to the school to cover the cost of the book purchase.

Please advise on our next steps.

Thank you,

,

Lauren MacNeill  
SES PTA Co-Treasurer

## Community Relations

### Policy Regarding Automatic External Defibrillators

In order to assist individuals who may experience sudden cardiac arrest or a similar life-threatening emergency during the school’s normal operational hours, during school-sponsored athletic practices and athletic events taking place on school grounds, and during school-sponsored events not occurring during the normal operational hours of the school, the Westport Board of Education (the “Board”) maintains at each school under the Board’s jurisdiction, automatic external defibrillators (“AEDs”) and school personnel trained in the operation of such automatic external defibrillators and the use of cardiopulmonary resuscitation. It is the policy of the Board to support the use of these automatic external defibrillators and trained school personnel during medically appropriate circumstances.

Requirements concerning the use and maintenance of AEDs are set forth in the accompanying Administrative Regulations as may be supplemented by or amended by the Administration from time to time.

For purposes of this policy and the accompanying regulations, an AED is a device that:

- 1) is used to administer an electric shock through the chest wall to the heart;
- 2) contains internal decision-making electronics, microcomputers or special software that allows it to interpret physiologic signals, make medical diagnosis and, if necessary, apply therapy;
- 3) guides the user through the process of using the device by audible or visual prompts; and
- 4) does not require the user to employ any discretion or judgment in its use.

#### Legal References:

<u>Connecticut General Statutes</u>	
<u>§ 19a-175</u>	<u>Definitions</u>
<u>§ 52-557b</u>	<u>Good Samaritan Law</u>
<u>§ 10-212d</u>	<u>Availability of Automatic External Defibrillators in Schools</u>

<u>Regulations of Connecticut State Agencies</u>	
	<u>Department of Public Health § 19a-179-1 et seq.</u>

Policy approved: \_\_\_\_\_

WESTPORT PUBLIC SCHOOLS  
Westport, Connecticut

## Business/Non-Instructional Operations

### Safety

#### Sexual Offenders on School Property

##### Definitions

For the purpose of this policy, a sexual offender is defined in Connecticut General Statutes §54-250 through §54-261 and/or is required per these statutes to register on the state's sex offender registry. A parent/guardian sexual offender is an individual who meets this policy's definition of sexual offender and who has either parental or legal guardianship rights to a child attending a District school. A non-parent/non-guardian sexual offender is an individual who meets this policy's definition of sexual offender and who has no parental rights or legal guardianship rights to a child attending a district school.

School property includes all land within the perimeter of the school site and all school buildings, structures, facilities, computer networks and systems, and school vehicles, whether owned or leased by the school district, and the site of any school-sponsored activity.

##### Non-parent/Guardian Sexual Offenders

A non-parent sexual offender is prohibited from entering a District school except:

1. When he/she is a qualified voter and is entering school property solely for the purpose of casting his/her vote.
2. To attend an open meeting.

A non-parent sex offender who attempts to communicate electronically with a student while the student is on school property will be considered on school property without permission and will be in violation of this policy.

##### Parent/Guardian Sex Offenders

Parent/guardian sexual offenders are prohibited from entering school property except:

1. When he/she is a qualified voter and is entering school property solely for the purpose of casting his/her vote.
2. To attend an open meeting.
3. With the Superintendent's prior written approval in the following instances:
  - a. To transport his/her own child to and/or from school.
  - b. To attend a conference to discuss his/her student's progress, placement, or individual education plan (IEP).
  - c. Under other circumstances on a case-by-case basis, as determined by the Superintendent.

A parent/guardian sex offender who attempts to communicate electronically with a student other than his/her child while the student is on school property will be considered on school property without permission and will be in violation of this policy.

##### Student Sex Offenders

The Superintendent or his/her designee shall determine the appropriate educational placement for student sex offenders except those identified as having a disability. When determining educational placement, the Superintendent or his/her designee shall consider such factors as

the safety and health of the student population. The Superintendent or designee shall develop guidelines for managing each student sexual offender in District schools. If the Superintendent or designee determines that, in the best interest of District schools, the student sexual offender should be placed in an alternative educational setting, the District shall pay for the costs associated with this placement.

A PPT/IEP team shall determine the educational placement of a student sexual offender with a disability. The student with a disability is entitled to all the due process procedures available to a student with a disability under the Individuals with Disabilities Education Act. The PPT/IEP team shall develop procedures for managing each student sexual offender with a disability that attends a District school. If the PPT/IEP team determines that the student sexual offender should be placed in an alternative educational setting, the District shall pay for the costs associated with this placement.

### **General Provisions**

The Superintendent or his/her designee will inform the appropriate principal and other relevant District staff of the scope of the permission granted to each sexual offender.

Sexual offenders who receive permission to enter school property must immediately report to the individual or location designated in the Superintendent's or designee's written permission statement. The building Principal shall assign a chaperone to accompany the sexual offender while he/she is on district property. The only exceptions to these requirements are when the Superintendent grants permission to a parent/guardian sex offender to transport his/her child and when a student sex offender receives permission to attend a District school in which case the guidelines developed for this individual shall apply.

The Superintendent shall use the Connecticut sex offender registry law, in conjunction with policy #3516.4, to establish a system for identifying sexual offenders and will inform known sexual offenders of this policy. Lack of notification does not excuse sexual offenders from abiding by the requirements and prohibitions in this policy.

The Superintendent will contact law enforcement anytime a sexual offender violates this policy and will immediately revoke any privileges granted to the sexual offender under this policy.

Parents/guardian who are registered sex offenders shall receive a copy of this policy via registered mail.

(cf. 1110.1-Parent Involvement)

(cf. 1212-School Volunteers)

(cf. 1250-Visits to Schools)

(cf. 1411-Relations with Law Enforcement Agencies)

(cf. 3516-Safety)

Legal Reference: Connecticut General Statutes

54-250 through 54-261 Registration of Sexual Offenders.

PA 07-143: An Act Concerning Jessica's Law and Consensual Sexual Activity Between Adolescents Close in Age to Each Other.

PA 07-4, June 07 Special Session: An Act Concerning the Provisions of the Budget Concerning Education.

United States Code, Title 42 14071 Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Program Act.

Policy adopted:

WESTPORT PUBLIC SCHOOLS  
Westport, Connecticut

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## Personnel – Certified-Non-Certified

### Social Networking By Staff

The Board of Education recognizes the importance and utility of social media and networks for its employees. The laws regarding social media continue to evolve and change. Nothing in this policy is intended to limit an employee’s right to use social media or personal online accounts under applicable law, as it may evolve. The Board  ~~, and~~ acknowledges, for example,  ~~that its employees have the right under the First Amendment, in certain circumstances, to speak out on matters of public concern. The Board will resolve any conflict between this policy and applicable law in favor of the law. However, the Board will regulate the use of social media by employees, including employees’ personal use of social media, when such use:~~

Ordinarily, the use of social media by employees, including employees’ use of personal online accounts, will not be a legal or policy issue. While a policy cannot address every instance of inappropriate social media use, employees must refrain from social media use that:

- 1) ~~interferes-~~ disrupts or undermines the effective operation with the work of the school district;
- 2) is used to engage in harassing-, defamatory, obscene, abusive, discriminatory or threatening or similarly inappropriate communications ~~coworkers or other members of the school community;~~
- 3) creates a hostile work environment;
- 4) breaches confidentiality obligations of school district employees; or
- ~~5) disrupts the work of the school district;~~
- ~~6) harms the goodwill and reputation of the school district in the community; or~~
- ~~7)5)~~ violates the law, board policies and/or other school rules and regulations.

The Board of Education, through its Superintendent, will adopt and maintain administrative regulations to implement this policy.

#### Legal References:

U.S. Constitution, Amend. I

Conn. Constitution, Article I, Sections 3, 4, 14

Conn. Gen. Stat. § 31-~~48d~~40x

Conn. Gen. Stat. § 31-48d

Conn. Gen. Stat. § 31-51q

Conn. Gen. Stat. §§ 53a-182; 53a-183; 53a-250

Electronic Communication Privacy Act, 28 U.S.C. §§ 2510 through 2520

Policy adopted: ~~\_\_\_\_\_~~ April 11, 2011

[Policy revised:](#) \_\_\_\_\_

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