

WESTPORT BOARD OF EDUCATION

AGENDA*

(Agenda Subject to Modification in Accordance with Law)

PUBLIC CALL TO ORDER

6:00 p.m., Staples High School, Room 1025c

EXECUTIVE SESSION: Non-Union Personnel Compensation 2021-2022

RESUME PUBLIC SESSION/PLEDGE OF ALLEGIANCE

7:00 p.m., Staples High School, Cafeteria B (Room 301)

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

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

MINUTES: May 17, 20, and 27, 2021, and June 1 and 3, 2021

DISCUSSION

1. Health Update Ms. Suzanne Levasseur
2. Enrollment Report, *page 4* (Encl.) Mr. John Bayers
3. Tri-State Report, *pages 5-36* (Encl.) Dr. Anthony Buono
4. Teaching and Learning Updates: International Programs, *pages 37-49* (Encl.) Ms. Maria Zachary
5. Naming Town Property – Staples High School Football Field, *pages 50-54* (Encl.) Mr. Thomas Scarice
6. Policy Committee Update and First Reading of the Following Policies (Encl.) Ms. Karen Kleine
 - Policy 3280, “Gifts” (Revision), *pages 55-57*
 - Policy 3453, “School Activity Funds” (Revision), *page 58*
 - Policy 3516.5, “Sexual Offenders on School Property” (New), *pages 59-60*
 - Policy 1700, “Deadly Weapons or Firearms” (New), *pages 61-62*
 - Policy 5145.12, “Search and Seizure” (Revision), *pages 63-66*
 - 0525, “Hate-Based Conduct” (New), *pages 67-69*
 - 1212, “School Volunteers, Student Interns and Other Non-Employees” (New, Previous C19 Policy), *pages 70-71*
 - 3515/133, “Use of School Facilities (Revision, Previous C19 Policy), *pages 72-76*
 - 4118.5/4218.5, “Acceptable Computer Network Use” (Revision, Previous C19 Policy), *pages 77-80*
 - 5131.1, “Transportation” (New, Previous C19 Policy), *pages 81-86*
 - 6114.82-C19 (Extension of Sunset Date), *pages 87-88*
 - 6141.321 (Revision, Previous C19 Policy), *pages 89-90*
 - 9324 (Revision, Previous C19 Policy), *pages 91-93*

7. Finance and Facilities Committee Update

Ms. Elaine Whitney

DISCUSSION/ACTION

- | | | |
|--|---------|--------------------|
| 1. Acceptance of Gifts, <i>page 94</i> | (Encl.) | Mr. Thomas Scarice |
| 2. Approval: Tuition Rates 2021-2022 School Year, <i>pages 95-96</i> | (Encl.) | Mr. Elio Longo |
| 3. School Construction Grants - Close-Out Requirement, <i>pages 97-103</i> | (Encl.) | Mr. Elio Longo |
| 4. Non-Union Personnel Compensation 2021-2022 | | Mr. Thomas Scarice |
| 5. Employment Contract of the Superintendent of Schools | | Ms. Candice Savin |

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:

- Comment on non-agenda topics will occur during the first 15 minutes *except* when staff or guest presentations are scheduled.
- Board will not engage in dialogue on non-agenda items.
- Public may speak as agenda topics come up for discussion or information.
- Speakers on non-agenda items are limited to 2 minutes each, except by prior arrangement with chair.
- Speakers on agenda items are limited to 3 minutes each, except by prior arrangement with chair.
- Speakers must give name and use microphone.
- Responses to questions may be deferred if answers not immediately available.
- Public comment is normally not invited for topics listed for action after having been publicly discussed at one or more meetings.



WESTPORT PUBLIC SCHOOLS

THOMAS SCARICE
Superintendent of Schools

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To: Westport Board of Education Members
From: Thomas Scarice, Superintendent of Schools
Re: June 7, 2021 Board of Education Meeting
Date: June 4, 2021

Provided below for Board consideration is an overview of the meeting agenda items for June 7, 2021. The meeting will be held in-person.

Discussion

1. Health Update

Sue Levasseur and I will provide what might be the last health update on COVID-19 for the school year. The case count is so low that this health issue does not necessarily warrant a report at the June 14 meeting. Of course, Sue is ready to attend that meeting if requested. We have not experienced a case at Staples High School since May 2 and we have only experienced four total cases at the elementary level during that time.

To qualify for the federal ESSER grant, the district must develop our 2021-2022 "Return to School" plan and open it to the public for comment. This requirement is based on the federal grant guidelines and is rather dated for our state as our schools largely reopened during the late winter and spring. However, it is a condition of the grant application and will be satisfied. Sue has worked with Anthony Buono on this document, along with Mike Rizzo. This draft document will be ready to be shared with the Board early next week and it will be posted for public review shortly thereafter. We will bring it to the June 14 Board meeting for review and post for public input following the meeting.

2. Enrollment Report

The increase in registrations has continued, and as a result, is impacting enrollment. Included in the Board packet is a memo from John Bayers illustrating this issue, along with the potential need to add additional sections at the elementary level.

3. Tri-State Report

In an effort to provide a method of self-reflection for the system on our progress in educating our students during a pandemic, the district partnered with the Tri State Consortium. The members of the visiting team held focus group discussions in October. The team then returned last month for a follow up visit with the same approach for a total of nearly 200 individuals for the purposes of revisiting the same questions as in October, as well as additional inquiries related to what was learned this year that could positively impact subsequent school years.

The full follow up report is included in the packet for Board and public review. Following the Board meeting, the report will be shared with the faculty and staff for review. Anthony Buono will lead a presentation on the overall findings of the report. It is anticipated that the leadership team will further analyze the findings and that some of the information uncovered might inform some of the thinking related to a long-term strategic plan.

4. Teaching and Learning Updates: International Programs

International travel opportunities provide students with an incredible experience to explore the world. These experiences allow students to expand their knowledge of the world, discover more about themselves, grow more confident and independent, and understand people, places and cultures. After 9/11 many of these experiences were eliminated. After some time, districts began to bring these trips back, then we endured the pandemic and these trips were again Maria Zachery, K-12 World Languages Coordinator, will share an overview of the existing international programs offered at Staples. She will also present a request to expand the global opportunities provided to students at the high school level. Board action will be required at a future meeting to approve any international travel for students. This is informational for the Board in anticipation of bringing requests for Board approval at an upcoming Board meeting.

5. Naming Town Property – Staples High School Football Field

When reviewing a naming request involving property which is under the control of the Board of Education, the First Selectman shall forward to the Board of Education the naming request to be placed on the agenda for the next available meeting. The Board of Education shall communicate any objection to the naming request to the First Selectman within one week after the meeting. The Board of Selectmen shall consider any objection of the Board of Education when reviewing a naming request.

Attached is the written recommendation from the Friends of Coach Paul Lane indicating their rationale for their proposal to name Staples High School football field after Coach Paul Lane, and a copy of the Town Policy for your review. Additionally, there is a letter of support from First Selectman Jim Marpe..

This is a discussion item and will be up for Board action on the June 14 meeting.

6. Policy Committee Update and First Reading

Karen Kleine and John Bayers will present first readings of the following policies:

- Policy 3280, “Gifts” (Revision)
- Policy 3453, “School Activity Funds” (Revision)
- Policy 3516.5, “Sexual Offenders on School Property” (New)
- Policy 1700, “Deadly Weapons or Firearms” (New)
- Policy 5145.12, “Search and Seizure” (Revision)
- 0525, “Hate-Based Conduct” (New)
- 1212, “School Volunteers, Student Interns and Other Non-Employees” (New, Previous C19 Policy)
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- 6114.82-C19 (Extension of Sunset Date)
- 6141.321 (Revision, Previous C19 Policy)
- 9324 (Revision, Previous C19 Policy)

These draft policies are included in the packet for your review.

7. Finance and Facilities Committee Update

The Finance and Facilities Committee met last week and will provide an update to the full Board on the agenda items including the approval process for commencing the work on the Saugatuck Elementary School roof, and on the topic of the Board’s operating budget development process. The Committee discussed the manner in which the budget is presented, including ideas related to thematic/department presentations.

Discussion/Action

1. Acceptance of Gifts

The Coleytown Elementary PTA has funds raised over the last couple of years through our annual Fall Appeal. The PTA have received feedback from the CES community that the playground basketball hoops are in need of an upgrade. The CES PTA has generously decided to use a portion of those funds for the purchase, delivery and installation of 2 basketball hoops for the CES playground. The Coleytown Elementary School PTA has offered a \$6,600 gift to Coleytown Elementary School for the purchase, delivery and installation of 2 basketball hoops for the school playground.

2. Approval: Tuition Rates 2021-2022 School Year

The Board annually establishes tuition rates to cover the following circumstances:

1. to provide the basis for calculating the 25% tuition rate for the non-resident children of school employees;
2. to cover students who move out of Westport before April 1, who are permitted to complete the school year on a pro-rated basis;
3. to cover exceptional cases, such as when families enroll children expecting to move to Westport, and then fail to establish residency, or other unforeseen circumstances; and
4. to cover instances when students are accepted as tuition students for the year.

During the current 2020-21 school year there were 35 children of employees who attended our schools. We anticipate approximately the same number for the 2021-2022 school year. Several years ago, in response to a Board request, a formula was developed for tuition rates for the various grade levels which gave a close approximation of actual costs. (The base tuition figures do not include the cost of bus transportation between home and school as this service is not provided to non-resident students. It also does not include special education costs, which are assessed on an individual basis for students requiring special education.)

rates. The chart in the attached memo provides the new rates compared to the current rates.

3. School Construction Grants - Close-Out Requirement

This item is a requirement of the State of CT Office of School Construction Grants & Review formal process for closing out a state grant assisted school construction project. As Elio Longo had previously alerted the board and most recently presented his findings to date to the Finance & Facilities Committee, there are 6 school construction projects requiring immediate attention. Included in the BOE packet is a summary sheet of the 6 projects along with individual project current status reports (as identified by Elio and Sheila Carey, Town Comptroller). The request at this time is for the Board to vote to close out the 6 projects and to accept the 6 construction projects as having been completed. Elio will apprise the Board of the recent developments including his outreach to State Representative Jonathan Steinberg for assistance.

4. Non-Union Personnel Compensation 2021-2022

As a follow up to the recommendations in the previous executive session, the Board is asked to take action on non-union personnel compensation as recommended by the administration.

5. Employment Contract of the Superintendent of Schools

Also as a follow up to a previous executive session, the Board is asked to take action on the contract of the Superintendent.



WESTPORT PUBLIC SCHOOLS

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To: Thomas Scarice, Superintendent

From: John Bayers, Director of Human Resources

Subject: FY 22 Enrollment Update

Date: June 3, 2021

The recently adopted FY 22 budget calls for 112 sections spread among our five elementary schools. This total represents a reduction of three classroom sections from the actual number of sections in FY 21. The projected reduction is based off enrollment projections provided by our demographer, Milone & MacBroom (M&B), at the start of the budget process. It should be noted that M&B made it clear during their presentation that the ability to project move-ins as a result for the Covid-19 pandemic was extremely difficult.

As of June 3, 2021, confirmed enrollment at our five elementary schools calls for 115 sections. This total represents an increase of three classrooms sections above what is budgeted for FY 22. Additionally, after consulting with the principals of each school, we anticipate the possibility of adding two more sections in the coming weeks. Should these anticipated sections come to be, the District will have a total of 117 elementary sections - five more than predicted in the FY 22 budget. All of this information is represented in the chart below.

| | Class Sections | | | |
|--------------|----------------|------------|------------|------------|
| | FY 21 Actual | FY 22 Bud. | As of 6/3 | Pending |
| CES | 22 | 22 | 23 | 23 |
| GFS | 22 | 20 | 21 | 21 |
| KHS | 24 | 23 | 23 | 24 |
| LLS | 27 | 27 | 27 | 28 |
| SES | 20 | 20 | 21 | 21 |
| Total | 115 | 112 | 115 | 117 |

At this point the anticipated changes in section totals from the adopted budget will impact all five elementary schools. The details are found below.

- CES - Increase of one kindergarten section above the FY 22 budget
- GFS - Increase of one kindergarten section above the FY 22 budget
- KHS - Increase of one 4th grade section above the FY 22 budget
- LLS - Increase of one kindergarten section above the FY 22 budget
- SES - Increase of one kindergarten section and one 4th grade section above the FY 22 budget
Decrease of one 3rd grade section from the FY 22 budget

Enrollment information remains fluid, and we will continue to make adjustments based on the Board's class size guidelines. Concerns about exceeding the allocated number of sections were made clear to all of the elected Boards throughout the budget process. As was the case this past year, we will work to address unanticipated staffing increases through turnover savings.



Westport Public Schools

Tri-State Visit

May 12-14 2021

Presented: June 7, 2021



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- ◆ Planning for 2021-22



Tri-State Consortium

- ◆ Professional network of fifty-five school districts in CT, NY, and NJ focused on advancing student performance through continuous improvement
 1. Professional Development
 2. Peer Review Process
 3. Consultation on Special Issues



Tri-State Visit

◆ Focus:

- How Westport's students, parents, teachers and administrators responded to the challenges of COVID19

◆ Participants:

- Approximately 180 students, teachers, parents and administrators
 - PTA representatives
 - WEA leadership
 - Special education teachers
 - Special area teachers
 - Classroom teachers
 - Teachers assigned to remote learning
 - Middle school and high school students



Tri-State Visit - Essential Questions

1. To what extent has the district's overall approach to schooling been successful during the pandemic?
2. To what extent did the district strike an appropriate balance between attending to the health and safety of students and staff, and the academic and social needs of its students?
3. What has been this year's greatest success and this year's greatest challenge?
4. Are there any practices, implemented this year, that you would recommend the district hold onto in subsequent years?



Tri-State Visit - Essential Questions

5. Are there any long-standing practices that you would like to see jettisoned or modified during a restart?
6. As we return to full in-person learning, what do you think will be the greatest challenge for students (and teachers) next year?
7. What have you/your child/your student learned (and/or what skills have they developed) during the pandemic that they might not have had the opportunity to in a typical year?



Overall Findings

- ◆ The prevailing view is that the district faced numerous daily obstacles but was nevertheless able to provide students with a productive learning experience.
- ◆ By in large, the school community expressed support for the way the district blended and balanced the need for a safe return with one that met students academic and social needs.
- ◆ It is clear that Westport allocated and deployed the resources need to create the best possible learning environment.
- ◆ There is not widespread concern for learning loss.



Successes and Challenges

◆ Success:

- Thriving despite the barriers of the hybrid model and making steady progress to full-time in-person instruction.
- Parents and students are celebrating the growth and development of characteristics such as initiative, adaptability, flexibility, and resilience.
- The district's distance learning approach.

◆ Challenges:

- Lack of socially rich experiences, too much screen time, and frustration with technology.



Practices to Continue

- ✦ Efficiencies gained through technology
- ✦ Overall scheduling and the WIN time at the elementary level
- ✦ Selective use of distance learning
- ✦ New school routines e.g. drop off and pick up procedures
- ✦ Collaborative planning on Wednesdays
- ✦ Smaller class size



Greatest Challenge Next Year

- ✦ Evaluating and supporting the social/emotional needs of students
- ✦ Supporting students moving to a new level e.g. elementary to middle, middle to high
- ✦ Develop and communicate plans for fall in a timely manner



Questions?



**Tri-State
Consortium**

**Westport Public Schools
TRI-STATE VISIT 2021**

May 12–14, 2021

(Remote Visit)

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**Tri-State
Consortium**

Westport Public Schools TRI-STATE VISIT 2021

May 12-14, 2021

(Remote Visit)

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Overview

The [Tri-State Consortium](#), a professional network of fifty-five public school districts in Connecticut, New Jersey, and New York, advances student performance through continuous improvement processes. Founded in 1992, the Consortium provides a range of services to member districts, including training, study groups, consultation on special issues, and a formal peer review process. Confronted by the sweeping effects of the coronavirus and the extraordinary demands placed on school districts, the Consortium has adapted its services to help districts reflect upon their responses to the pandemic and plan accordingly. In the fall of 2020, the newly-appointed Superintendent of the Westport, Connecticut public schools, Thomas Scarice, invited Consortium leaders to conduct such a review.

Background

In the spring of 2020, rapid rates of infection and the exponential spread of COVID led to emergency school closings across the tri-state region. With little time to prepare, Districts shifted to remote instruction and scrambled to comply with health directives. This crisis required quick decision-making, rapid communications, and attending to the fears and vulnerabilities of district stakeholders.

As the states lifted some of their requirements for the 2020-2021 school year, districts began reopening schools with significant modifications for safety and contingency plans for virus outbreaks. Leaders developed and carried out elementary, middle, and high school “hybrid models” that combined in-person learning and remote instruction. In Westport, the hybrid models included working with half-class cohorts, advanced technology applications, and preventive measures like social distancing, protective shields, mask-wearing, and deep cleaning. When outbreaks occurred the district engaged in contact tracing, quarantining, and temporary closings. Families also had the option of selecting remote learning as a full-time option.

Based on changing conditions and expert guidance, the district moved from a hybrid model to a transition phase, in which the district gradually increased full-time in-person schooling -- beginning with K-2, then grades 3-5, then the middle schools, and finally the high school. At the time of this review, all students could attend school daily for a full day of instruction (except for those opting for fully remote learning). The school day has been somewhat truncated, and there is early dismissal on Wednesdays.

This report focuses on how Westport's students, parents, teachers, and administrators have responded to these changes and what they think about the prospect of fully reopening in 2021-22. The Consortium's first review took place on October 13-16, 2020 and consisted of Zoom interviews with multiple groups of students, teachers, parents, and administrators from all levels of the school system. That report can be found [here](#).

As part of its planning for the 2021-22 school year, Westport again asked the Consortium to gather and analyze stakeholder perceptions about the hybrid model as it unfolded. This review was also conducted remotely, with essentially the same participants and similar questions about successes and challenges. This second review took place from May 12-14, 2021. The Tri-State team consisted of four people, and we conducted thirty-four group interviews, each lasting forty minutes. We met with approximately 180 students, teachers, parents, and administrators at the primary, intermediate, middle and high school levels. We spoke with PTA representatives, the leader of the teacher's union, special education teachers, special area teachers, teachers who were assigned to teach remote classes, parents, and students and parents who elected to learn remotely. Kimberly Strazza handled the logistics and communication for the interviews, and we thank her for her attention to detail and thoughtful preparation. It all went very smoothly.

Listening to members of the school community at two different points in time enabled the Tri-State team to tell a story of substantial progress. At the organizational level, the district began with crisis management, moved to adaptive strategies for coping with external threats, then

began phasing in a return to “normal” practice. For leaders, this has meant the rapid-fire, top-down decision-making required in an emergency can now give way to more substantial communication and participation. For teachers and administrators, this has meant putting their own personal concerns aside in order to define “what’s best for kids.” They have set priorities around essential content and skills; they have explored new modes of instruction and supported and collaborated with each other along the way. As they prepare for the fall, these experiences have put them in a position to reevaluate past practices such as scheduling, homework, supplementary services, the uses of technology, and their own professional development. Parents, many anxious and angry at first, learned to play an unfamiliar role as a home supervisor of education for their children. Eventually, early positive experiences with the hybrid model led them to develop trust and confidence in the way the district made decisions. Looking ahead, initial parental concerns about academic progress, although still a worry for some, have been surpassed by an appreciation of how their children (and their teachers) have dealt with adversity. Their concerns have shifted to questions of what social and mental health challenges will attend the return to full-time school. For students, the abrupt loss of in-person school led to frustration with the disruptions of quarantining, temporary closings, or other health protocols. Yet, students also believe these same disruptions helped them develop new coping skills. Students at all levels of the system have learned to manage some of their assignments and activities; in the process they perceive they have developed new-found independence, adaptability, and resilience -- resources previously untapped. As a result, when they return to school full time, they will bring with them new perspectives about what they can do and what school might look like. They, too, have some trepidation about diving back into a socially complex, more densely populated, highly structured learning environment. Weaving these strands together, the Tri-State team heard tales of individual courage and setbacks, of small victories and surprising discoveries. The patterns that emerged from these tales come from students’, parents’, and educators’ responses to the several essential questions Westport asked us to explore.

Response to Essential Questions

Essential Question #1:

To what extent has the district's overall approach to schooling been successful during the pandemic?

Last March, Westport entered a crisis phase, when schools were subject to emergency closing and all students were learning remotely via technology. This past fall, Westport implemented a hybrid phase: students experienced a combination of in-person learning and remote instruction. Schools made numerous preventive measures, including mask wearing, social distancing, and facilities modifications such as plexiglass shields and deep cleaning. In addition, when outbreaks of the virus occurred, schools carried out protocols regarding contact tracing and quarantining. In the winter of 2020-21, the district began a transition phase, in which students returned to school more fully for in-person learning, with schedule changes and other procedures that acknowledged the ongoing health risks.

Last fall, most stakeholders expressed widespread relief, support, and appreciation as the district moved beyond the crisis phase and resumed some form of in-person learning with modifications designed to reduce health risks: some parents advocated for a fuller return at the onset of the school year. “Coming back to school in the fall after being home the year before was amazing,” a fourth grader told us. Many parents agreed: one said the hybrid model was “pretty spectacular,” citing the confidence and sense of belonging her daughter had developed as a result of small group size. Seven months later, with most students back in school fully and daily, all segments of the school community expressed not only support, but also a deep sense of accomplishment. The Tri-State team heard many comments to the effect of “We did it!” and “We got through it.” Elementary teachers expressed professional satisfaction, saying “We saw our children every day!” during the early part of this school year, in contrast with other districts. A high school teacher told us, “I’m incredibly proud of what we did this year.” The

prevailing view is that the district faced numerous daily obstacles but was nevertheless able to provide students with productive learning experiences.

With hindsight, the district's gradual transition to full-time in-person learning has reinforced the community's confidence and trust in prudent decision-making, based on local conditions and expert guidance rather than the political pressures of the moment. One teacher said, "I liked how we started conservatively and then slowly opened up more." Parents also appreciated the daily communication from the superintendent and others regarding the constantly changing conditions across the district.

This overall positive appraisal extended to all school constituents, yet our team also heard about the daily obstacles. "Zoom didn't always work, and I got really stressed," said a third grader. "I was kinda my own teacher," said another. In the same vein a middle school student stated, "It's easier to learn in school because there aren't any distractions like there are at home." A general conclusion reached by all stakeholders is that while smaller student cohorts generated many learning benefits when students were in school, remote learning even with considerable technological support was not as productive. Students, parents, and teachers agreed that it proved difficult to motivate and engage many children via screen time.

Essential Question #2:

To what extent did the district strike an appropriate balance between attending to the health and safety of students and staff, and attending to the academic and social emotional needs of its students?

While some parents advocated for an earlier transition to full-time instruction, and some staff members believed in a slower approach, by and large, the school community expressed support for the way the district blended and balanced these competing needs. It is clear that Westport allocated and deployed the resources needed to create the best possible learning environment.

One elementary administrator told us, “What we needed, we got.” Some of the most prominent examples follow:

- From a human resources perspective, teachers appreciated the flexibility offered to staff members with particular health challenges, enabling them to teach remotely. Specific staff reassignments, while difficult and not always welcome, made it possible to address students’ distance learning needs. Despite the challenges these teachers were able to create a sense of community and advance learning for those students who opted for 100% distance learning.
- From a curriculum perspective, coordinators and teachers prepared for the hybrid phase by pruning the curriculum, and scaling back content to focus on essential standards. Science and social studies were temporarily suspended at the elementary schools, and special subjects were cut back, and became optional for some students.
- From a technology perspective, classrooms were outfitted with ceiling mounted cameras, wall speakers, and wireless microphones. This infrastructure maximized the effectiveness of live streaming. The district also made available numerous software resources and staff training opportunities (such as Schoology and Google Classroom).
- From a facilities perspective, procedures and physical modifications addressed ongoing (and changing) health issues. Schools adjusted cafeteria, recess, passing time and drop off/pick up routines to support social distancing requirements. They installed plexiglass shields in classrooms and required mask wearing. “We feel safe at school,” said a third grader. A fifth grader said, “I feel safe at school and on the bus.”
- From a special education perspective, some schedule adjustments made it possible to deliver services to students without disrupting their classroom instruction (though this point is not applicable to students needing occupational and physical therapy). Even though a hybrid model existed during the early part of the year, many students with special needs were able to access school fully.

- From an organizational perspective, the decision to educate students in half-size student cohorts not only supported social distancing but also yielded significant learning benefits as teachers were able to get to know their students and their learning needs more quickly. A middle school teacher commented, “The small class size helped keep pacing going at the appropriate level.” An elementary school teacher said, “In all my years of teaching I’ve never known my students as well as I did this year.”

Teachers affirmed that smaller class sizes helped them identify and address students’ social and emotional needs, but it would be fair to conclude that the hybrid model made it somewhat more difficult for the neediest students to access services, and it also is clear that some students suffered socially and emotionally during the year. Although stakeholders acknowledge that all students will face challenges in this area as they return to school in the fall of 2021, they share a broad belief that the school district did an effective job balancing academics, health/safety, and students’ social and emotional needs. Throughout the year, the schools faced rapidly changing conditions, but as a high school teacher reflected, “This was a difficult dance done well.”

Essential Question #3:

What has been this year’s greatest success and this year’s greatest challenge?

As noted above, a general statement about success would focus on surviving a crisis, thriving despite the contingencies of the hybrid model, and making steady progress toward full-time in-person instruction. A general statement about challenges would focus on the difficulties of remote learning and the attendant loss of social interaction that is so essential to how children learn. In this section and the following two we look more closely at what constitutes “success” and “failure.”

Despite a reduction in instructional time, the Tri-State team heard some but not widespread concern about “learning loss.” For the most part students and their teachers believe they can make up for any content gaps. Phasing in full-time instruction this spring has helped alleviate student and parent fears about readiness for the next grade. Instead, students and parents celebrated personal characteristics such as initiative, adaptability, flexibility, and resilience. Faced with disruption and the lack of certainty, students learned to cope with technical glitches and complete assignments independently. “I learned to teach myself,” said a fourth grader. Some spoke of developing organizational and study skills. Others commented on learning to ask for help and availing themselves of school resources. The team also saw some evidence that students developed more appreciation for their friends, their teachers, and their schools. One middle schooler said, “I learned gratitude.”

The biggest challenges for students (and their parents agree) were the lack of a socially rich learning environment -- the boredom of excessive screen time, the frustration with technology that didn’t always work as planned, the sadness of not being with friends, the sense of belonging that comes with clubs, activities, and sports. Changing schedules and teachers also presented unwelcome adjustments for some.

Teachers, too, drew upon personal resources of flexibility as health conditions changed, rosters fluctuated, and assignments shifted. Many developed new lessons and improved their use of technology. Coordinators observed that some teachers found new ways to use space, and that the scaled back curriculum helped teachers determine what was most important. These, too, are examples of success.

The district’s distance learning approach offers another example of success. During this past year students and parents had the option to pursue their education from home. The number selecting this option fluctuated throughout the year, depending on the circumstances. By one

administrator's count, this number peaked at 26% of the population then fell to 16% later in the year as in-person instruction increased. The distance learning program overcame numerous technical and personnel obstacles and delivered an effective program. To staff the program, the district reassigned a number of educators, some of whom had no recent classroom experience (e.g., library specialists). Moreover, the reassigned teachers were expected to maintain their other responsibilities at the same time (e.g., keep the library open). Despite these challenges, the distance learning teachers developed effective ways to collaborate with each other and build a sense of community among their students -- no mean feat considering their separateness from each other.

When asked about "success," some parents, especially at the elementary level, wondered what the right "metrics" are to measure academic progress. The usual standardized tests felt inadequate to the task, especially given the year's disruptions. Such comments and the broad view that content loss was unlikely to impair students led the Tri-State team to wonder what a comprehensive assessment program might look like in the years ahead. While conventional achievement measures will continue to play a role, the district might also wish to gather qualitative and quantitative evidence about both the further development of personal characteristics (initiative, resilience) and the overall social and mental health climate of the schools.

Essential Question #4:

Are there any practices, implemented this year, that you would recommend the district hold onto in subsequent years?

Students, teachers, and parents nominated several hybrid practices that would benefit the schools going forward. Such practices, described in more detail below, include

- Efficient and advanced uses of technology
- Block scheduling and WIN time at the elementary schools

- Flex time at the secondary schools
- Selective use of distance learning
- Certain school routines, such as drop off and pick up procedures and the continuation of enhanced hygiene protocols
- Collaborative planning time on Wednesdays
- Half-class cohorts and smaller class sizes.

Over the past year, necessity made Zoom meetings the dominant mode of meeting and planning, not only within the faculty but also with parents. Zoom meetings enabled teachers to meet with colleagues in other schools without having to travel. Parent conferences, PPT and 504 meetings also benefited from this technology. “I’ve seen more dads this year,” reported several teachers. Zoom proved especially useful for scheduling special education meetings involving a large number of specialists. Zoom also facilitated teacher participation in professional development opportunities, both within the district and off campus. Looking ahead, “this is low hanging fruit,” said one high school teacher. All stakeholders affirmed the value of saving time with Zoom technology, now familiar to all. That said, parents and teachers recognized that face-to-face meetings have an important role to play -- when you are first meeting your child’s teacher for example, or when a school is trying to build a sense of community with a group. “It depends on the purpose of the meeting,” said an elementary administrator, and a teacher, acknowledging the sheer number of meetings, told us, “It’s helpful to figure out what’s the best way to communicate -- is this a phone call? an email? a Zoom meeting? or face-to face?”

The Tri-State team also heard about successful instructional uses of technology -- in world languages, music, and art, for example. Eighth graders gained more independence with various technology applications, mentioning that software platforms like Google Classroom enhanced communication both to and from teachers. They appreciated the quality, frequency, and speed

of feedback and looked forward to the continuation of such practices. Some teachers, however, questioned why the district uses both Schoology and Google Classroom, and advocated that one platform be selected for use throughout the district.

By embracing state of the art hardware, additional devices, and instructional software the district has placed new, powerful tools in the hands of teachers and students. To consolidate and advance these gains, the district will need to continue its professional development programs, technical support, and an ongoing hardware replacement program to address issues of rapid obsolescence.

During the hybrid phase, elementary schools scheduled language arts and mathematics instruction in longer blocks of time coupled with a WIN (What I Need) period designed to facilitate differentiated instruction and extra help. This practice yielded several benefits -- avoiding pull outs that disrupted regular instruction (pull outs occurred during the WIN time) and allowing teachers to meet with smaller groups. Students, teachers, and parents alike saw value in this approach. One special education parent said, "WIN time is a game changer - our kids aren't missing as much." Another parent observed that free time was a bit more structured and gave students an opportunity to build skills. However, some teachers expressed concern about continuing WIN into next year, indicating that it is not a productive use of time for students not pulled for special services. This is an issue the district will need to explore with its teachers.

FLEX time has served a similar purpose at the secondary school. Scheduled at the end of the school day, this period gives students an opportunity to seek assistance or feedback. Students, teachers, and administrators felt it was particularly important in the absence of daily contact.

While no one misses the universal distance learning required during the crisis phase, some stakeholders found merit in the selective use of this technology. Several teachers felt snow days have become obsolete, and students need not miss instruction. Others recognized that some students are school avoidant or insecure in a school setting; these students might benefit from a distance learning model. A third possibility might arise when a teacher might be incapacitated for a longer period of time yet able to teach remotely. More generally, some parents hoped that distance learning would remain an option for families.

Over the course of the hybrid phase a number of school routines evolved, some with unanticipated benefits. These included a second recess at the elementary schools, with direct teacher supervision; assigned seating in the middle school cafeterias, combined with recess (“less lunch drama”); and various hygiene practices such as hand sanitizers and enhanced classroom cleaning. Several parents observed that these practices resulted in healthier households, especially during the winter months. The most common wish we heard was that the elementary schools would retain the smoother drop off and pick up procedures that occurred this past year.

When the schools made the transition to more in-person instruction this winter and spring, Wednesdays remained on an early dismissal schedule. This facilitated important collaborative planning across grades and schools. Not surprisingly, the faculty places a high premium on this time. Students, too, like the pattern: “It gives me a break to breathe, to be with friends, to work on collaborative projects...” Perhaps more surprising is that many parents told us they also like this schedule and that few oppose it vigorously. Though acknowledging the difficulties of making special child care arrangements, parents recognized the value and importance of teacher planning. “This was a smart decision,” said an elementary parent. They also expressed appreciation for the flexibility to schedule appointments and other non-school activities for

their children. One PTA representative, aware of differences of opinion among parents, said, “We trust the schools to make the best decision in this area.”

Parents and teachers applauded the half-class cohorts that began the school year, even considering the shorter school day. They saw many benefits to working with smaller groups, including accomplishing more even with less time. While no one expects this practice to continue on a broad scale, a number of elementary teachers and administrators hope that class size guidelines can be lowered or, at the very least, classes can be organized at the lower end of the range of those guidelines. Finally, it may be possible to capture some of the benefits of small group size through creative scheduling, such as using special subject teachers to work with two half-class groups at a time, freeing the regular teachers to work with smaller groups.

Essential Question #5:

Are there any long-standing practices that you would like to see jettisoned or modified during a “restart?”

This question seeks to identify outmoded practices or cumbersome practices, procedures and policies that might well be dropped when full-time instruction resumes, as anticipated, in the fall of 2021. However, many stakeholders echoed the feelings of an eighth grader who told us, “The old normal will feel so much better than what we are doing now. I won’t be complaining that much!” “Back” to normal brings a sense of comfort after the disruptions of the last year; most people are focusing on restoration rather than innovation. As mentioned in the previous section, many teachers and administrators hope that technology gains, smaller class sizes, and time for extra help or specialized instruction will be sustained. Teachers also call for full restoration of special subjects and --widely cited-- an end to short term requests for distance learning (e.g., stories about families using a distance learning option to go skiing have reached folklore status).

Although some parents complained about the lack of some programs --“School lite” as one parent said, others (including teachers and coordinators) brought up the advantages of a streamlined curriculum. During the hybrid and transition phases, teachers and coordinators set priorities in order to focus on essential content and skills within a truncated school day. They eliminated or modified some units of instruction. With the resumption of full-time school, it may prove useful to question what should be brought back. One elementary parent who believed her child had learned more during the hybrid phase wondered if the cultural enrichment activities she had organized in the past actually detracted from important learning outcomes. For her (and others), “back to normal” presents an opportunity to distinguish between “nice to have” and “need to know.”

Essential Question #6:

As we return to full in person learning, what do you think will be the greatest challenge for students (and teachers?) next year?

Despite reduced infection rates and increasing vaccination rates, the new school year will not end uncertainty. After a long period of adjusting to new cases and health directives, all stakeholders will wonder, as one high school teacher put it, “What is it OK to do?” This ranges from third graders who hope they don’t have to wear masks all the time and that “more kids can sit at one table,” to administrators wondering what school performances or large group activities can be scheduled safely. Teachers and parents expressed strong desire for the district to communicate its plans for the fall as soon as possible.

Though happy to be back in school, some students are likely to experience some form of fear and anxiety. They may have learned independent learning skills, but it will be unclear how to act as a member of a social group, as a citizen of the school. While students did not show pervasive fears of falling behind academically, they are nevertheless unsure of how expectations will change as they change schools. A rising ninth grader expressed the hope that

his teachers would be patient and understanding, and a teacher reinforced the point when he said, “Our goal is to meet the students where they are.”

Transitions from grade to grade and from school to school are perennial concerns: Will I be ready? What will my new school be like? This past year’s disruptions have perhaps exacerbated such concerns. This year’s kindergartners, sixth graders, and ninth graders did not have the typical opportunities for orientation and initial acquaintance with school norms, structures, and routines, and now next year’s incoming students are also entering into new learning environments. In some ways, the schools are facing the need to support not one but two cohorts of students new to the school.

Parents, too, are experiencing these transitions. The protocols and procedures operating during the hybrid phase made it more difficult for parents to get to know the school and its staff. As a result some have yet to feel personally connected to the various school buildings.

The hybrid and transition phases presented particular challenges for special education students and those needing academic intervention. Though teachers and schools made both individual and schoolwide efforts to provide students with assistance, it was not possible to provide the full range of services, such as aide assistance or occupational and physical therapy. As school resumes full time, it will be important to redesign such support systems as WIN at the elementary schools and FLEX at the secondary schools.

Essential Question #7:

What have you/your child/your students learned (and/or what skills have they developed) during the pandemic that they might not have had the opportunity to in a typical year?

We have already reported that for the most part students do not believe that they have suffered or fallen behind academically. They, their parents, and their teachers note the

development of coping skills like independence, self-motivation, resilience, and technology proficiency. “The pandemic equipped our kids with some awesome skills,” said a parent. A few students reported that with a shortened school day they were able to develop new interests and skills, such as painting and guitar playing.

This question leads into the subject of assessment. Parents ask, how do we know what our children know or don’t know. What are the right metrics? Moreover, some questioned the quality, validity, and reliability of classroom assessments given the challenges of remote learning. As mentioned previously, it is not clear that existing measures, including (but not limited to) standardized tests, are equal to the task of helping students, parents, and teachers assess what is most important to know and be able to do. A comprehensive assessment plan would address not only academic content and skills but also the other personal characteristics that helped many students not only survive but thrive over the past year.

Turning the Page

All the evidence shows that the Westport schools have navigated the pandemic with a high degree of success. Faced with daunting circumstances, the superintendent and his team have exercised strong, thoughtful, and effective leadership. Last fall some parents were angry, teachers were frightened, and students were worried. Seven months later, stakeholders feel more settled and express positive views of the process as it has played out. The hybrid plan emphasized daily student contact in small groups, generating strong support from elementary stakeholders. The midyear decision to increase instructional time in a gradual fashion also drew praise. While some constituents may have disagreed about the timing and priorities of a particular decision, there is a clear consensus that school leaders have proceeded in a thoughtful manner, and there is broad and deep support and sense of accomplishment for the progress that has been made. Communication from the central office has been clear, timely,

and effective. As a result of these factors, there is a deep reservoir of community trust, goodwill and support that puts leaders in a good position to move the district forward as a learning organization with its own particular set of challenges:

Last spring's crisis called for rapid, top-down decision-making. Now it is possible to consider longer-term planning. The district has an opportunity to broaden participation in designing and carrying out an educational vision for the future. Teachers, in particular, are eager for their voices to be heard. Over this past year the faculty has invented and tested new ways of doing business; with a longer time horizon teachers and administrators can shift from surviving to thriving. They can evaluate what is most important to keep, modify, and adapt for the future. School schedules are a case in point: elementary teachers and specialists are interested in maintaining longer blocks of time and reducing pull outs for special services. Middle school teachers question the effectiveness of so many short (42 minute) blocks. High school teachers can revisit the trade-offs involved in a block schedule.

Parents, too, are eager to put teaching and learning at the center of district work. As one parent put it, "We want to know what the district thinks about the big educational issues of the day." People are eager to make teaching and learning the central focus. What are the right learning benchmarks and the best ways to assess student growth? What is the proper role of technology? How can we create flexible and innovative models of learning for both students and teachers? How can we strengthen the professional culture and school based leadership to maximize learning and continuous improvement?

This next phase for Westport is to develop its capacities for teaching, learning, and adapting to future challenges. Through these phases of crisis, hybrid approaches, and transition, many new ideas emerged, and educators found creative solutions to solve daunting problems. As a result, Westport is poised not to go "back to normal" but to move forward in a dynamic, positive direction with all hands on deck.

Finally, we thank the district teachers and administrators for their open, thoughtful responses to our inquiries. Westport has a highly professional, keenly intelligent staff of educators who center their efforts on a student-centered approach to learning at all levels, and thoughtful engaged parents who care deeply about the education their children receive. Although it is not surprising that there is considerable pandemic-fatigue at this point in a very long year, it was clear to us that they will refresh, review, and return with their characteristic energy and enthusiasm.

International Programs- Traditions and Vision

Westport Public Schools



Agenda

- APYLS- Singapore
- Westport/ Singapore Exchange Programs
- NIYLS- Le Havre, France
- ISYF- Singapore
- Proposal for expanded international travel opportunities



Asia-Pacific Young Leaders Summit (APYLS)

- Hosted by the Hwa Chong Institution
- Partnership started in 2013
- Staples is one of three schools representing the USA
- Focus on global topics
- Cultural exposure
- Collaboration and solutions



Hwa Chong- Westport Exchange Program

- Benefits of exchange programs
- Visits to Westport- family stays
- Academic life
- Destinations
- Sporting events
- Arts



Westport- Hwa Chong Exchange program

- Classroom visits
- School traditions
- Experience dorm life and home stay
- Visits to local sites/neighborhoods
- Arts
- Sporting events



International Science Youth Forum

- Nobel Laureates
- Leading scientists
- Master classes



Normandy International Youth Leadership Summit - NIYLS

- Le Havre, France
- Institution Saint Joseph
- Discuss and create solutions to global issues
- Visit local sites
- Family home stay
- Practice language skills



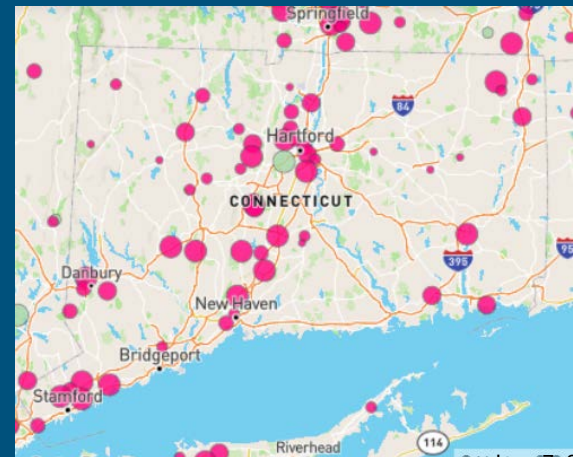
International Travel Program Proposal

- Expanded opportunities
- Partnership with EF
- Aligned missions
- Reconnect with the world



WHY EF?

- Over 55 years of experience
- Staff in over 50 countries
- World leader in international education
- Accredited
- Strong partnerships with other communities in CT
- Possible component for MBD requirement



Let's Go...Spain 2022

- Take a Guided Tour of the Alhambra
- See the Plaza de España
- Visit the Mezquita
- See Plaza Mayor
- Visit Park Güell
- Take a Walking Tour of Las Ramblas
- Enjoy a Tasty Churros Snack



Let's keep
going...Panama
2022

- Visit the wetlands
- Study wildlife
- Cruise the Panama Canal
- Explore Panama City
- Other opportunities...



Safety first...

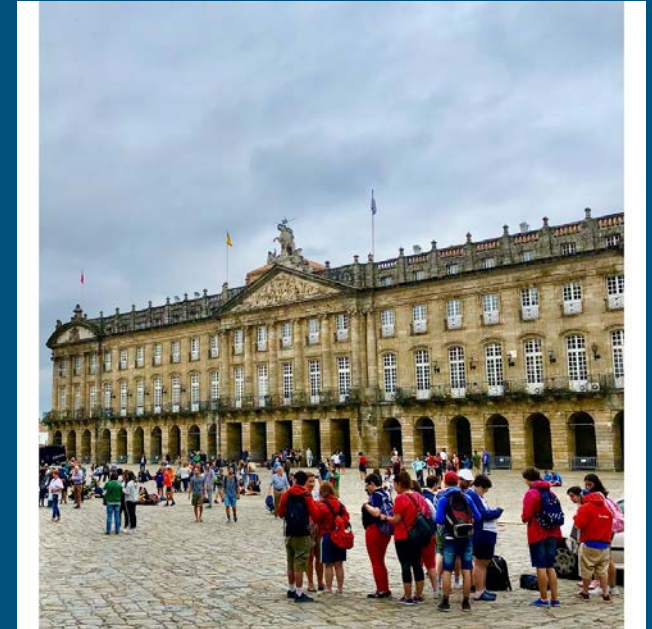
- Tour director
- Safety and incident response team
- Safety precautions
- Chaperones
- Support district policies
- Peace of Mind Program
- Global Travel Protection



Allow travel to change you...

Students who travel:

- Expand their knowledge of the world around them
- Discover more about themselves
- Grow more confident and independent
- Come to understand more about new people, places, and cultures






WESTPORT, CONNECTICUT

JAMES S. MARPE
First Selectman

TO: Candice Savin, Chair
Westport Board of Education

FROM: James S. Marpe, First Selectman 

DATE: May 17, 2021

RE: Naming Town Property – Staples High School Football Field

I am writing in accordance with the Town of Westport's *Policy for Naming Town Property* (the Policy) as it relates to naming the Track at Staples High School Football Field in honor of Paul Lane. Section 2, D reads as follows:

When reviewing a naming request involving property which is under the control of the Board of Education, the First Selectman shall forward to the Board of Education the naming request to be placed on the agenda for the next available meeting. The Board of Education shall communicate any objection to the naming request to the First Selectman within one week after said meeting. The Board of Selectmen shall consider any objection of the Board of Education when reviewing said naming request.

Attached is the written recommendation from the Friends of Coach Paul Lane and a copy of the Policy for your review. Please take note that the request has my personal support.

Kindly place this item on an upcoming meeting agenda of the Westport Board of Education and communicate the results of the discussion to me.

Thank you for your consideration.

cc: Jen Fava, Director of Parks & Recreation
James Adrian

MAY 14, 2021

James Marpe
First Selectman
jmarpe@westportct.gov
203-341-1111

RECEIVED
MAY 17 2021
TOWN OF WESTPORT
SELECTMAN'S OFFICE

Dear Jim:

This will serve as the formal written request to name Staples Wrecker Field "Coach Paul Lane Field" in honor of Coach Paul Lane who dedicated three decades of his life to the betterment of Westport Staples football, track, soccer, and golf athletes.

As we discussed, the Friends of Coach Paul Lane understand the general policy of the Board of Selectmen, when presented with a request to honor an individual by naming Town-owned real or personal property after the individual, is to commission a plaque for display commemorating the contributions of the individual in lieu of naming town-owned property after the individual. Nevertheless, the Friends of Paul Lane further understand that in extraordinary circumstances, such as in our opinion, the case of Coach Paul Lane, the Board of Selectmen shall be empowered to name town-owned property in honor of an individual if it is determined to be in the best interests of the Town.

Suffice it to say, the Friends of Coach Paul Lane believe the Town of Westport will be hard-pressed to find any individual more deserving than Coach Lane and that the best interests of Town of Westport will be served through bestowing Coach Lane with the requested honor.

Indeed, as most residents know, "The Coach", is a legendary football coach in the State of Connecticut and Fairfield County FCIAC. For 30 years, Coach Lane was instrumental in the growth of football in the Town of Westport. Coach Lane nurtured and mentored athletes from their formative PAL years all the way through High School. Many credit Coach Lane with the success of Staples football and the reputation that continues today in the State of Connecticut.

Coach Lane started playing football when masks were not used and hardly a pass was thrown in the game. He grew with the sport and many of his teams threw 50 plus passes per game. Coach Lane was an innovator and is respected by almost everyone in the game of football that know or knew him. He was always learning and teaching and was considered a second father to many that played for him. Coach Lane sent many Westport Wreckers to play in college. To that end, Coach Lane sent seven Staples Wrecker quarterbacks to play for Division 1 Teams, two of which were his sons. Coach Lane put Staples on the "Football Map" over fifty years ago with his then biggest win in 1967 by beating Stamford Catholic High School 8 to 0. Stamford had a 30-game winning streak at the time.

Coach Lane also won State championships in Staples Boy's Track and Staples Girl's Golf. Coach Lane finished his career in Europe coaching both in Italy and England as American Football was introduced "across the pond" in Europe.

Coach Lane is a graduate of Notre Dame and honorably served in the Korean War stationed in Germany where he coached and played football.

A review of the application criteria that is considered when analyzing this request unequivocally shows that Coach Paul Lane passes (pun intended) every test. Coach Lane is respected throughout the Westport Community and has served the Town flawlessly for three decades. Coach Lane's moral and ethical qualities comport with the Town's high standards and policies. Naming Staples Wreckers Field in honor of Coach Lane consequently is undoubtedly in the best interests of the Town of Westport.

Given his history, it is of no surprise that at the young sprightly age of 93, Coach Lane can be found today at Compo Beach sitting on his porch providing coaching tips and life lessons to all who stop to wish him well. You will not find many football coaches as dedicated and passionate. Coach Lane never raised his voice or used a swear word. Coach Lane is the ultimate gentleman.

Thank you for your consideration.

Respectfully submitted,

The Friends of Coach Paul Lane.

POLICY FOR NAMING TOWN PROPERTY (APPROVED 7-29-98)

1. Purpose.

It is the general policy of the Board of Selectmen, when presented with a request to honor an individual by naming Town-owned real or personal property after the individual, to erect a plaque commemorating the contributions of the individual in lieu of naming town-owned property after the individual. The Board of Selectmen reserves the right to specify the manner in which plaques shall be worded and where they shall be placed, and further reserves the right to reject those requests which it deems inappropriate or unsuitable.

In extraordinary circumstances the Board of Selectmen shall be empowered to name town-owned property in honor of an individual if it is determined to be in the best interests of the town. No public facility shall be so named without the approval of the RTM. Public facilities include land, buildings, rooms within a building and the like, but do not include park benches, and the like. The Board of Selectmen shall make the final determination as to whether town-owned property is a public facility.

This policy shall not apply to requests to name town-owned street.

2. Administrative procedures.

- A. A naming request shall be submitted in writing to the First Selectman, indicating the nature of the contributions the individual has made to the community, and describing the property to be named.
- B. Upon receipt of the written submission, the First Selectman shall review all pertinent information related to the request and prepare a recommendation as to approval or disapproval by the Board of Selectmen.
- C. If the Board of Selectmen approves of the naming request, and the naming request involves a public facility, it shall forward its approval to the Moderator of the RTM to be placed on the agenda for the next available meeting. No public facility shall be so named without the final approval of the RTM.
- D. When reviewing a naming request involving property which is under the control of the Board of Education, the First Selectman shall forward to the Board of Education the naming request to be placed on the agenda for the next available meeting. The Board of Education shall communicate and objection to the naming request to the First Selectman within one week after said meeting. The Board of Selectmen shall consider any objection of the Board of Education when reviewing said naming request.

3. Criteria.

- A. When considering whether to approve of a plaque and or/naming of town-owned property, the Board of Selectmen shall consider the following:
- 1) Whether it would be appropriate and in the best interests of the town to name the property which is the subject of the request.
 - 2) Whether it would be appropriate to name and/or erect a plaque in honor of the individual who is the subject of the request.
 - 3) Whether naming the property may conflict in any way with the town's ethical or moral policies.
 - 4) Service to the town or community
 - 5) The nature and significance of the individual's contribution to the community.
 - 6) The individual should be respected throughout the community.

Business and Non-Instructional Operations

Gifts, Grants and Bequests

~~A. Gifts Requiring Board of Education Approval (over \$2,000)~~

~~The Board of Education may accept gifts, grants and bequests from any individual or group and is duly appreciative of the interest in the schools which such donations represent. The following guidelines shall be used by the Board in determining the appropriateness of a major donation:~~

- ~~1. Donations to be used by students must be appropriate to the age and level of the students; the goal of the donation must be consistent with goals of the schools.~~
- ~~2. Gifts must supplement, not supplant, funding that should normally be provided by the Board of Education. However, the Board may seek special gifts or grants for seed money or pilot programs, or to permit higher expenditure levels for certain categories than the Board might otherwise be able to support.~~
- ~~3. Gifts should not be used to introduce into the program items or programs that the Board of Education has chosen not to approve.~~
- ~~4. All gifts must conform to Board of Education standards and Town, State and Federal codes and regulations.~~
- ~~5. The identity of the donor must be known to the Board, although the Board may honor the donor's request for anonymity.~~
- ~~6. Acceptance should not be construed as a testimonial or endorsement by the school system of a product or business or personal enterprise.~~
- ~~7. The Board may accept donations that begin trial programs, but such acceptance, unless specifically noted by the Board, will not commit the Board to continue the program at the termination of the donation. Gifts that create inequities among schools will be examined very closely.~~
- ~~8. In recommending acceptance of a gift, the administration will estimate costs that may be associated with it, e.g., up-keep, maintenance, increased energy costs to run equipment, etc.~~
- ~~9. Acceptance of the donation should not lead to a disproportionate emphasis on any activity or program.~~
- ~~10. The Board may accept unrestricted gifts of funds and retains the prerogative of deciding how the donation shall be used, or of refusing any donation.~~

~~B. Under \$2,000~~

- ~~1. The administration (Principal and TSO staff) may accept gifts, grants and bequests, including gifts from the PTA and graduating classes; valued at less than \$2,000, if they meet the above criteria.~~
- ~~2. Gifts that have an impact on the curriculum, add equipment or other resources that would produce inequities among schools, or incur further costs to the Board of Education, require approval by the Superintendent.~~

~~C. All Gifts~~

- ~~1. Items to be purchased should be selected by school personnel in consultation with the gift-giver, using regular Board of Education purchasing procedures, including bidding, when required, and all gifts of actual goods, equipment, etc., and all items purchased with donated funds, become the sole property of the Board of Education, and are to be listed in the school's inventory, with approximate value recorded.~~
- ~~2. Donation of a gift of goods, equipment or funds does not confer upon the donor, or, upon the donor's family members or designees, any rights with respect to use of the gift, or any rights of special access to school programs.~~
- ~~3. The Superintendent shall periodically inform the Board of all gifts accepted by the schools, regardless of value.~~

Purpose and Overview

The Westport Public Schools have benefited from the generosity of third party groups, organizations, and individuals who have made gifts, grants, and bequests to the school district (“Gifts”) – monetary contributions as well as physical objects – through fundraising initiatives or otherwise. Gifts may be received from a number of benefactors including school-based organizations, students and their families, community members, outside individuals, organizations, booster clubs, foundations, governmental agencies, employees, agencies, or any number of other sources.

The Board of Education recognizes that Gifts and fundraising initiatives can enhance the educational experience, but that Gift-giving and fundraising require close oversight by the Superintendent to ensure that they are consistent with the Board’s educational objectives and policies and applicable law. The Board of Education further recognizes its legal responsibility to provide facilities, equipment, supplies, materials, and staff adequate to maintain its regular instructional program, and cannot, therefore, accept Gifts which could be interpreted as an assumption of this function on the part of the donor. The Board reserves the right, then, to specify the manner in which Gifts are made, to define the type of Gift which it considers appropriate, to reject those which it deems inappropriate, unsuitable, and/or in conflict with the Board’s educational objectives and/or policies and/or applicable law, and to remove, dispose of, or modify those that become unwanted or obsolete as conditions warrant.

Types of Gifts Encouraged and Discouraged

Gifts of personal property to the district, including monetary donations, that meet criteria set forth in the administrative regulations established in accordance with this policy are welcomed and encouraged.

Gifts which seek to provide enhancements to the educational or extracurricular experience of the Board’s students should be appropriately encouraged, as should Gifts which duplicate certain material resources and, therefore, accelerate the attainment of educational goals. In general, the Board of Education will not accept Gifts that are inconsistent with the policies, practices, programs, standards, and interests of the Board and its schools and/or applicable law (including, without limitation, the requirement that school districts operating or sponsoring athletic programs provide equal athletic opportunities for members of both sexes). Moreover, Gifts that will add to the ongoing maintenance requirements of the schools are not encouraged.

Receipt, Acknowledgement, Acceptance, and Reporting of Gifts

Monies received by the Board of Education as Gifts through fundraising efforts or otherwise are public funds and must be safeguarded accordingly. Therefore, the Superintendent or his/her designee shall establish school activity funds to handle such funds, and such funds must be deposited in the appropriate school activity fund(s). All applicable Board of Education policies must be followed when funds are to be raised through the use of students and Board facilities. All Gifts shall become school district property.

Any Gift valued at \$499.99 or less must be approved by the Superintendent or building principal before being accepted and meet criteria established by the administrative regulations established in accordance with this policy. Any Gift valued at \$500 to \$2,000 must be approved by the Superintendent before being accepted and meet criteria established by the administrative regulations established in accordance with this policy. The Superintendent shall inform the Board of Education of any Gift valued at \$500 or more that has been accepted by the district. Any Gift valued at \$2,000 or more must be approved by the Board of Education before being accepted and meet criteria established by the administrative regulations established in accordance with this policy.

The Board of Education, Superintendent, and/or building principal (as applicable) shall acknowledge and express appreciation for all Gifts whether accepted or not. Any Gift rejected by the Board of Education, Superintendent, and/or building principal (as applicable) shall be returned to the donor or the donor’s estate, with a statement indicating the reason for rejection of such Gift.

All Gifts made to the Westport Public Schools come under the direction and control of the Board of Education and are subject to the same regulations that govern the use of district resources.

The Superintendent shall develop administrative regulations governing the procedures for evaluating Gifts and fundraising initiatives intended to benefit the Westport Public Schools.

Legal References:

Title IX of the Educational Amendments of 1972, 20 U.S.C § 1681
Conn. Gen. Stat. § 10-237

Policy adopted: February 28, 1994 WESTPORT PUBLIC SCHOOLS

Revised: _____ Westport, Connecticut

Business/Non-Instructional Operations

School Activity Funds

~~Student activity funds in the Westport Public Schools shall be established and maintained in accordance with state statutes.~~

~~The Assistant Superintendent for Business or his/her designee, shall have the responsibility and authority to implement through the Principals all policies and rules pertaining to the supervision and administration of student activity funds.~~

~~The Principal of the individual school shall be designated as treasurer of this account. A bookkeeper shall be designated to keep accounts.~~

~~Disbursements shall be authorized by the Principal upon receipt of properly approved vouchers. The signatures of the Principal and the bookkeeper shall validate checks.~~

The Superintendent or his/her designee may establish school activity funds to handle any of the following: 1) the finances of that part of the cost for the school lunch program that is not provided by local appropriations; 2) the finances of that part of the cost of the driver education program that is not provided by local appropriations; and/or 3) such funds of schools and school organizations as the Superintendent or his/her designee may determine to be in the best interest of the school district (which funds may include amounts received as gifts or donations).

The Superintendent or his/her designee shall designate a person to serve as treasurer of any school activity fund. Such treasurer shall be bonded and shall keep separate accounts for each school activity fund. The treasurer may expend monies from the school activity funds only to the extent such expenses are in furtherance of the stated purposes of the school activity fund, and subject to any restrictions imposed by the Superintendent or his/her designee at the time the school activity fund is established or subsequently. The control of school funds and funds of any school organizations shall remain in the name of the respective schools and organizations.

The accounts of any school activity fund shall be considered town accounts and shall be audited by the town auditor in the same manner as all other town accounts.

Legal Reference:

Connecticut General Statutes [10-237](#) ~~School activity funds.~~

Policy adopted: March 2007

WESTPORT PUBLIC SCHOOLS

Revised:

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 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

Community Relations

Policy Regarding Possession of Deadly Weapons or Firearms

I. Definitions:

A. Deadly Weapon means "any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles." Conn. Gen. Stat. § 53a-3 (6).

B. Firearm means "any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver or other weapon, whether loaded or unloaded from which a shot may be discharged." Conn. Gen. Stat. § 53a-3 (19).

C. Peace Officer means "a member of the Division of State Police within the Department of Emergency Services and Public Protection or an organized local police department, a chief inspector or inspector in the Division of Criminal Justice, a state marshal while exercising authority granted under any provision of the general statutes, a judicial marshal in the performance of the duties of a judicial marshal, a conservation officer or special conservation officer, as defined in section 26-5, a constable who performs criminal law enforcement duties, a special policeman appointed under section 29-18, 29-18a or 29-19, an adult probation officer, an official of the Department of Correction authorized by the Commissioner of Correction to make arrests in a correctional institution or facility, any investigator in the investigations unit of the office of the State Treasurer, an inspector of motor vehicles in the Department of Motor Vehicles, who is certified under the provisions of sections 7-294a to 7-294e, inclusive, a United States marshal or deputy marshal, any special agent of the federal government authorized to enforce the provisions of Title 21 of the United States Code, or a member of a law enforcement unit of the Mashantucket Pequot Tribe or the Mohegan Tribe of Indians of Connecticut created and governed by a memorandum of agreement under section 47-65c who is certified as a police officer by the Police Officer Standards and Training Council pursuant to sections 7-294a to 7-294e, inclusive." Conn. Gen. Stat. § 53a-3 (9).

D. Real Property means the land and all temporary and permanent structures comprising the district's elementary and secondary schools, and administrative office buildings. Real property includes, but is not limited to, the following: classrooms, hallways, storage facilities, theatres, gymnasiums, fields and parking lots.

E. School-Sponsored Activity means "any activity sponsored, recognized or authorized by a board of education and includes activities conducted on or off school property." Conn. Gen. Stat. § 10-233a(h).

II. Prohibition of Deadly Weapons and Firearms

In accordance with Conn. Gen. Stat. § 29-28(e) and § 53a-217b, the possession and/or use of a deadly weapon or firearm on the real property of any school or administrative office building in this

district, or at a school-sponsored activity, is prohibited, even if the person possessing the deadly weapon or firearm has a permit for such item.

III. Peace Officer Exception

A peace officer engaged in the performance of his or her official duties who is in lawful possession of a deadly weapon or firearm may bring such item on the real property of any school or administrative office building in this district, or to a school-sponsored activity.

IV. Other Exceptions

Persons in lawful possession of a deadly weapon or firearm may possess such item on the real property of any school or administrative office building in this district, or to a school-sponsored activity, if the person brings the deadly weapon or firearm on the real property of any school or administrative office building or to a school-sponsored activity for use in a program approved by school officials. In such case, the person must give school officials notice of his/her intention to bring such item, and the person must receive prior written permission from school officials.

V. Consequences

A. Unless subject to one of the exceptions listed above, any person who possesses a deadly weapon or firearm on the real property of an elementary or secondary school in this district, or administrative office building, or at a school-sponsored activity, whether or not the person is lawfully permitted to carry such deadly weapon or firearm, will be reported to the local police authorities once school officials become aware of its possession.

B. A student who possesses and/or uses any deadly weapon or firearm on school property in violation of this policy shall be disciplined in accordance with Board of Education Student Discipline Policy.

C. The Board of Education reserves the right to forbid anyone caught possessing a deadly weapon or firearm on the real property of its school buildings or administrative office buildings, or at a school-sponsored activity, from using any and all school facilities.

Legal References:

| | |
|--|---|
| | <u>Connecticut General Statutes § 10-233a</u> |
| | <u>§ 10-244a</u> |
| | <u>§ 29-28(e)</u> |
| | <u>§ 53a-3</u> |
| | <u>§ 53a-217b</u> |

Policy approved:

WESTPORT PUBLIC SCHOOLS
Westport, Connecticut

Students

Search and Seizure

Introduction

~~Exercise of the school system's right to search a student's possessions, desk or locker involves the recognition of the need to protect the individual's rights and the need to maintain a safe and orderly environment in the school. As with all decisions involving this balance, administrative judgment must be exercised. The Supreme Court has established a two fold standard to weigh whether fourth amendment protections are being upheld in searches conducted by school officials.~~

~~The first prong of the test is the standard of "reasonable suspicion" that the student has violated the law or school rules and that contraband* will be found.~~

~~For example, reasonable suspicion may be said to exist if the administrator actually sees the student with the contraband or when it is reported by a reliable eyewitness or informant.~~

~~The second prong requires that the search be conducted in such a manner as "not to be excessively intrusive in light of the age and sex of the student and the nature of the infringement."~~

~~For example, a search of a locker or desk, which is property owned by the school, is less intrusive than search of a student's briefcase or gym bag. Search of the briefcase or gym bag is less intrusive than search of a purse; search of a purse is less intrusive than search of a student's pockets. In terms of the nature of the infringement, a search for a dangerous substance would justify a more intrusive search than for a missing pen, etc.~~

Limitations on Searches

No strip searches: Searches that involve removal of any clothing other than an outer garment, (i.e, coat, jacket or sweater worn over another shirt, blouse, dress etc.) hat, shoes, gloves, etc., are not permitted. Searches that involve touching or inspecting the body or "pat downs" are not permitted. If the administrator believes such a search is warranted by the magnitude of a suspected criminal offense and the nature of the circumstances, local law enforcement officials shall be contacted and efforts will be made to contact the student's parents. The Superintendent will be notified as soon as possible, and kept informed.

No mass searches: Reasonable suspicion must point specifically toward an individual or a particular group or their property.

Police need Warrants: No law enforcement officer may conduct a search of a student's desk, locker or automobile unless a valid search warrant has been obtained and presented to school authorities.

Students

Search and Seizure

Searches in School

~~Searches during school hours may be conducted only by the Principal or another administrator (i.e., Vice Principal or Dean) acting as the Principal's authorized designee. After school hours, or at other times if no administrator is in the building, the staff member in charge of the activity is considered to be the authorized official.~~

~~An administrator may search a student's locker, desk, property (e.g., purse, gym bag, lunch box, briefcase, etc.) or automobile on school grounds, and may have a student empty his or her pockets, or remove shoes, hat, gloves or outer garment (i.e. overcoat, jacket, sweater, etc. worn as second layer over another shirt, blouse, sweater dress etc.)~~

~~Searches of a locker, desk, automobile or other property are to be conducted in the presence of the student whenever possible, and at least two observers, one of who must be the same sex as the student.~~

~~The administrator should make a written record of the search. Records are handled in accordance with Board Policy 5125, Student Records.~~

~~Parents will be notified whenever a search is undertaken and will be given a copy of the written record of the results of the search.~~

~~An administrator who has a question about whether a search is appropriate, should consult with the Superintendent of Schools before conducting the search. All searches should be reported to the Superintendent as soon afterward as is feasible and the Superintendent should be kept informed of ensuing proceedings.~~

Searches Off School Grounds

~~Any search of a student or a student's property or a room in which the student is staying that may occur during a school activity off school grounds shall be governed by these procedures. Such searches may not be conducted by parents or chaperones, but must be done by a school official. (If no administrator is present, the teacher in charge of the activity is considered to be the authorized school official.)~~

~~Written notice of this provision is to be included with information given to students and parents about the off campus activity.~~

Students

Search and Seizure

Notification

~~Students will be provided annual notice of these procedures through publication in the student handbook and/or other means.~~

Exceptions

~~Exceptions to the provisions of this policy are permissible in cases of life threatening emergency or a situation where immediate danger to a student or to the school community exists.~~

~~*Contraband defined as: alcohol, controlled drugs or other intoxicating substances; poison or other harmful substances; flammables, firecrackers or other explosives; firearms or other weapons; and stolen property.~~

1. Search of a Student and the Student's Effects

A. Fourth Amendment rights to be free from unreasonable searches and seizures apply to searches conducted by public school officials. A student and his/her effects may be searched if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. The way the search is conducted should be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

2. Search of a Locker, Desk and Other Storage Area

A. Lockers, desks and other storage areas provided by the school system for use by students are the property of the school system. Such storage areas are provided for the temporary convenience of students only. The Board of Education authorizes the administration and/or law enforcement officials to search lockers and other school property available for use by students for the presence of weapons, contraband or the fruits of a crime if there are reasonable grounds at the inception of the search for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. Moreover, the scope of the search shall be reasonably related to the objectives of the search and shall not be excessively intrusive in light of the age and sex of the student and the nature of the infraction.

B. If the school administration reasonably suspects that a pupil is not maintaining a locker or other storage area assigned to him/her in a sanitary condition, or that the storage area contains items the possession of which is illegal or in violation of school regulations or that endangers the health, safety or welfare of the student or others, it has the right to open and examine the storage area and to seize any such items that are found.

C. When required by law and otherwise at the option of the building principal, items that have been seized shall be submitted to the police department for proper disposition. Items not submitted to the police department shall be disposed of as directed by the building principal.

3. The decision to search shall be made by the principal or the principal's designee. The search shall be made in the presence of at least one witness. Discovery of illegal or dangerous materials shall be reported to the Office of the Superintendent.

Use of drug-detection dogs and metal detectors, similar detective devices; and/or breathalyzers and other passive alcohol screening devices may be used only on the express authorization of the Superintendent, in accordance with such procedures as the Superintendent may devise.

Legal Reference: ~~Connecticut General Statutes~~

~~10-221 Boards of education to prescribe rules~~
Conn. Gen. Stat. §10-221
Conn. Gen. Stat. § 54-33n, Searches

New Jersey v. T.L.O., 469 US 325 (1985); ~~105 S. CT. 733~~

Policy adopted: _____ June 2, 1988
Revised:

WESTPORT PUBLIC SCHOOLS
Westport, Connecticut

Mission-Goals-Objectives

Hate-Based Conduct

Respecting diversity and fostering inclusion are core goals of the Westport Board of Education as we help students become civically engaged and develop critical skills for a global perspective. The Westport Board of Education is committed to creating and maintaining an educational environment that embraces diversity and inclusion, and believes our community is strengthened by the richness of each other's diverse characteristics, identities, statuses, backgrounds, beliefs, traditions, and opinions.

Hate-based conduct is antithetical to the Board's commitment to diversity and inclusion and will not be tolerated. As such, it is the policy of the Board that any form of hate-based conduct is prohibited, whether by students, Board employees, or third parties subject to the control of the Board. The Board's prohibition of hate-based conduct expressly extends to academic, nonacademic, and extracurricular activities, including athletics. Further, the Board expressly prohibits any form of hate-based conduct on school grounds; at a school-sponsored activity (including, without limitation, on a school bus); or off school grounds if such conduct is seriously disruptive of the educational process. Discrimination and/or retaliation against an individual who reports or assists in the investigation of hate-based conduct is likewise prohibited.

For the purposes of this policy, **hate-based conduct** means conduct that attacks, threatens, intimidates, degrades, or otherwise infringes on the rights of an individual based on such individual's race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, or veteran status. Such conduct includes, but is not limited to, the use of a written, oral, or electronic communication or a physical act or gesture that:

1. causes physical or emotional harm to an individual or damage to such individual's property;
2. places an individual in reasonable fear of harm to themselves, or of damage to their property;
3. creates a hostile environment for such individual at school or during a school-sponsored activity;
4. infringes on the rights of an individual at school or during a school-sponsored activity; and/or
5. substantially disrupts the educational process or the orderly operation of a school.

Hate-based conduct may also include, without limitation, conduct that violates other Board policies and administrative regulations (e.g., Policy and Regulation 4118.11/4218.11, Non-Discrimination (Personnel); Policy and Regulation 4118.112/4218.112, Sex Discrimination and Sexual Harassment (Personnel); Policy and Regulation 5145.5, Sex Discrimination and Sexual Harassment (Students); Policy 5131.911, Bullying Prevention and Intervention Policy; Policy and Regulation 5145.4, Non-Discrimination (Students)).

For the purposes of this policy, “veteran” means any person honorably discharged from, or released under honorable conditions from active service in, the United States Army, Navy, Marine Corps, Coast Guard and Air Force and any reserve component thereof, including the Connecticut National Guard.

For the purposes of this policy, “gender identity or expression” means a person’s gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity, or any other evidence that the gender-related identity is sincerely held, part of a person’s core identity, or not being asserted for an improper purpose.

Students who engage in hate-based conduct shall be subject to intervention ranging from school counseling and restorative justice opportunities to school discipline, up to and including expulsion, in accordance with Board Policy 5114 (Student Discipline), and consistent with state and federal law. Employees who engage in hate-based conduct shall be subject to discipline, up to and including termination of employment, in accordance with any applicable Board policies, administrative regulations, and/or contractual provisions, and consistent with state and federal law.

Allegations of conduct that violates other Board policies, such as allegations of discrimination, harassment (including, but not limited to, sexual harassment), and/or bullying, will be handled under the appropriate policies and administrative regulations (e.g., Policy and Regulation 4118.11/4218.11, Non-Discrimination (Personnel); Policy and Regulation 4118.112/4218.112, Sex Discrimination and Sexual Harassment (Personnel); Policy and Regulation 5145.5, Sex Discrimination and Sexual Harassment (Students); Policy 5131.911, Bullying Prevention and Intervention Policy; Policy and Regulation 5145.4, Non-Discrimination (Students)).

Cross references:

Policy 1511, Non-Discrimination

Policy 4118.11/4218.11, Non-Discrimination (Personnel)

Policy 4118.112/4218.112, Sex Discrimination and Sexual Harassment (Personnel)

Regulation 4118.112/4218.112, Sex Discrimination and Sexual Harassment Complaint Procedure (Personnel)

Policy 4118.51, Social Networking - Personnel

Policy 5114, Student Discipline

Policy 5145.5, Sex Discrimination and Sexual Harassment (Students)

Regulation 5145.5, Administrative Regulations Regarding Sex Discrimination and Sexual Harassment

Policy 5131.911, Bullying Prevention and Intervention Policy

Policy 5145.4, Non-Discrimination (Students)

Regulation 5145.4, Administrative Regulations Regarding Discrimination Complaints (Students)

Policy adopted: WESTPORT PUBLIC SCHOOLS

Westport, Connecticut

Community Relations

School Volunteers, Student Interns and Other Non-Employees

The Board of Education recognizes the importance of school volunteers at all levels of schooling. Volunteers can enhance collaboration between the school and community, broaden the school's educational environment and ultimately enrich students' school experience. The Board further acknowledges that it may, from time to time, be asked to provide learning experiences for student interns within the school environments. In recognition of the benefit of having volunteers, interns and other such non-employees providing services within the schools, the Board supports the involvement of these individuals in accordance with suitable regulations and safeguards to be developed by the Administration.

Volunteers, interns and other such non-employees working within the schools ("volunteers") must work under the supervision of Westport Public Schools staff. Volunteers are held to the same standards of conduct as school staff and must observe all Board of Education policies, including applicable policies on the confidentiality of student information.

Volunteers may be required to submit to state and federal criminal record checks and a record check of the Department of Children and Families ("DCF") Child Abuse and Neglect Registry. No person who is required to register as a sex offender under state or federal law, or whose name is currently listed on the DCF registry, may volunteer in the Westport Public Schools.

~~All volunteers must comply with all school health and safety protocols in place at the time, including any health screening protocols. Due to the COVID-19 pandemic, the Board may limit or restrict volunteers based on the guidance of federal, state, and local health authorities.~~

No employee of the Westport Public Schools shall serve as a volunteer in any capacity, except as may be approved by the Superintendent or his/her designee based on the specific situation.

Persons interested in volunteering their services should contact the school principal.

Legal Reference:

Connecticut General Statutes § 10-4g

Connecticut General Statutes § 10-220

Connecticut General Statutes § 10-235

Connecticut General Statutes § 54-250 et seq.

~~"Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together," Connecticut State Department of Education (June 29, 2020), available at <https://portal.ct.gov/-/media/SDE/COVID-19/CTReopeningSchools.pdf>.~~

Policy adopted:

WESTPORT PUBLIC SCHOOLS
Westport, Connecticut

Business/Non-Instructional Operations/Community Relations

Use of School Facilities

In accordance with Conn. Gen. Stat. § 10-239, the Board of Education may permit the use of any school facility for nonprofit educational or community purposes whether or not school is in session. The Board of Education may also grant the temporary use of any school facility for public, educational or other purposes, including the holding of political discussion, at such time the facility is not in use for school purposes. In addition, the Board shall grant such use for any purpose of voting under the provisions of Title 9 of the Connecticut General Statutes whether or not school is in session. In accordance with 20 U.S.C. § 7905, the Board of Education shall not deny equal access to or a fair opportunity to meet, or otherwise discriminate, against any group officially affiliated with the Boy Scouts of America (or any other youth group listed as a patriotic society in Title 36 of the United States Code) that wishes to conduct a meeting using school facilities pursuant to this policy. Such uses shall be governed by the following rules and procedures, and shall be subject to such restrictions as the Superintendent or his/her designee considers expedient.

Consistent with this policy, the Superintendent shall develop and promulgate Administrative Regulations and associated forms governing use of school buildings and facilities by community and other groups. Since the primary purpose of school facilities is for educational activities, such activities will have priority over all other requested uses. ~~Due to the COVID-19 pandemic, the Superintendent or his/her designee may limit or restrict the use of school facilities by community and other groups based on the guidance of federal, state, and local health authorities and consistent with applicable law.~~

A. Authorized Users/Order Of Priority

1. The Westport public school program has 1st priority in the use of all school facilities.
2. The Westport Continuing Education (WCE) program (including Adult Education and Summer School) has next priority after the regular program.
3. The Westport Department of Parks & Recreation (DPR) has 3rd priority for use of facilities.
4. Activities of school-related organizations, e.g., PTA, booster clubs and parent support groups shall have 4th priority for use of school facilities.
5. When not being used by the above groups, school facilities may be made available to other users, limited to agencies of the Town of Westport, and Westport-based, private non-profit groups, at least 50% of whose membership and/or participants must be Westport residents, for uses not directly competitive with school-sponsored activities, e.g., adult education, summer school, etc.

6. Use by the media or individual photographers, filmmakers, etc., wishing to photograph, televise or film school facilities or activities, is governed by the media access policy.

B. Requirements and Application Procedures

1. Written permission from the Superintendent or designee is required for all outsiders' use of buildings and equipment, use of grounds for any purpose involving 25 or more people (including participants and spectators), or use of parking lots on a weekend or after school hours by Westport residents for guest parking for a wedding or other private (non-commercial) event. Non compliance with this stipulation will constitute trespassing.
2. Applicants shall file a complete application with the facilities manager in the maintenance office.
3. All users not covered by the Westport Town/Board of Education insurance policy must provide a liability insurance certificate of no less than \$5 million, naming the Westport Board of Education/Town of Westport as additional named insureds. Insurance limits will be reviewed and updated periodically by the Assistant Superintendent for Business.

B. Requirements and Application Procedures (continued)

4. Police and/or fire department protection may be required at the users' expense. This condition is to be determined by the supervisor of buildings, in consultation with the relevant departments.

C. Usage Types:

Standard Use is defined as routine meetings, programs, classes, etc.

Major Use which requires a surcharge, is defined as having one or more of the following characteristics:

- Creates significant wear and tear.
- Funds are raised through admission charges (including "voluntary" contributions), sale of merchandise, raffles, door prizes, etc.
- Event uses vendors' or exhibitors' booths.
- Event uses the Staples field house.
- Event at any school requires two major facilities: (gym, cafeteria, auditorium). Ten or more classrooms = major facility.
- Event involves more than 500 participants or attendees.

D. Classification Of Groups For Payment Of Fees And Rent

(Identified groups are examples; groups not listed will be classified by Superintendent or designee).

***Category I Users No Rent For Standard Use**

Category I includes:

- a) **School-Related:** e.g., student organizations, PTAs, parent support groups affiliated with school teams, clubs, etc., recognized parent advocate groups such as CLASP, etc.
- b) **Town Groups:** Town boards, commissions, and committees; DPR, Senior Center, Health District, Library, Transit District, Levitt Pavilion, First Night, etc.
- c) **Youth-Serving:** Westport-based non-profit youth-serving groups, such as: Boy & Girl Scouts, Little League, PAL, Babe Ruth League, Westport Soccer Association.
- d) **Grandfathered Groups:** Power Squadron, Red Cross, Westport Arts Center.
- e) **Others:** Superintendent or designee may waive or reduce fees for state/national professional or educational organizations; or for other groups serving the public interest; or for elected officials holding public meetings.

***Category II Users Basic Rent: Westport-Based Community Groups**

Category II includes:

- a) Westport agencies supported by the United Way, and non-profit service organizations that serve Westport, e.g., Rotary, Kiwanis, Masons, Westport Woman's Club, Westport Young Woman's League, Veterans' groups, Nursing and Home Care, etc.
- b) Westport political, religious and ecumenical groups. (Depending on the nature of the activity, e.g., summer camps or on-going programs for which fees are charged, these groups may be classified as Category III for rental fee purposes.)
- c) Westport YMCA: for use of pool only, with special financial arrangements.

***Category III Users Basic Rent Doubled: Westport-Based Private, Non-profit, Educational, Recreational, Cultural, Social or Athletic Groups**

Category III includes: private schools, private nursery schools, dance academies, drama groups, music groups, children's activity programs, etc., at least 50% of whose members or participants are Westport residents.

***Category I, II And III Users: Additional Charges For Major Use**

When a Category II or III group makes major use of facilities for fund-raising programs involving commercial, entrepreneurial, profit-making organizations or activities, Superintendent or designee may require a contribution to the school's student activity fund, amount to be determined by Superintendent, but no less than \$1000.)

Other Users: Under unusual circumstances, the Superintendent may permit one-time or occasional use of facilities to educational, civic, cultural, etc., organizations from neighboring towns, etc.; the Superintendent shall judge requests individually and determine rental category.

All Categories: Must pay custodial, kitchen workers' and other applicable fees, including fees for covering the gym and field house floors if necessary. All groups pay surcharge for major use. Superintendent may reduce surcharge by 50% for Categories I and II if event is a fund raiser benefiting the Westport schools or the public, or when the event itself is a public service. Rental fees, administrative fee and surcharge required in advance. Personnel charges are billed.

Special Conditions: Regardless of user's category, the Superintendent (or designee) may impose special conditions or may deny permission when it is judged that the requested use may produce undue wear and tear on facilities, would cause disruption to the regular school program, be detrimental to the public image of the school system, impact negatively on the scheduled maintenance or cleaning of the schools or otherwise not be in the interest of the school system or the Town.

E. Restrictions On Use Of School Facilities

1. Illegal activities will not be tolerated.
2. School facilities may not be rented by individuals, businesses or trade organizations or used for private purposes.
3. No school facility may be used by individual entrepreneurs, either Westport Board of Education employees or others, to give private instruction for a fee to individuals or groups.
4. School facilities may not be used for the promotion of any commercial interest or private or corporate gain except in conjunction with a fund-raising activity by a permitted, non-profit user. In such cases, regardless of category, users may be required to make a donation to the student activity fund of the school of a minimum of \$1,000 in addition to paying custodial costs and applicable rental fees. The decision about whether to require a donation, and the amount of the donation, will be made by the Superintendent or designee, in consultation with the sponsor of the program.
5. Use or possession of tobacco, alcoholic beverages or unauthorized controlled substances shall not be permitted on school property.
6. Advertising, decorations or other materials that promote the use of illegal drugs, tobacco products or alcoholic beverages shall not be permitted.
7. Obscene advertising, decorations or materials shall not be permitted on school property.
8. Users must comply with all administrative regulations governing use of school facilities. Non-compliance may result in revocation of privileges.

F. ~~Health and Safety Protocols~~

~~In order to use school district facilities, any organization or individual requesting such use must agree to abide by all health and safety protocols in place by the school district at the time of use, including but not limited to protocols relating to cleaning of the facilities, signage, and health screenings of individuals requesting access to the facilities.~~

All exceptions to this policy require approval of the Superintendent, whose decision on all aspects is final.

Legal Reference: Connecticut General Statutes
 10-239 Use of School Facilities for Other Purposes

~~“Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together,” Connecticut State Department of Education (June 29, 2020), available at <https://portal.ct.gov/-/media/SDE/COVID-19/CTReopeningSchools.pdf>~~

Policy adopted: July 29, 2004
Revised: November 19, 2019
Revised:

WESTPORT PUBLIC SCHOOLS
Westport, Connecticut

Personnel - Certified-Non-Certified

Acceptable Computer Network Use

~~Employees are advised that in accordance with state law there should be no expectation of privacy while using the school system's computers or E-mail service. The Board of Education's policy specifically states that computer use can be monitored to assure compliance.~~

~~These rules are in effect for use of:~~

- ~~• Computers/electronic resources provided by the Westport schools.~~
- ~~• Privately owned resources while on school property.~~

~~These rules apply to the following while on school property and/or using school equipment:~~

- ~~• All employees of the school system.~~
- ~~• Employees of the food services department and the bus company.~~
- ~~• Anyone working in or on behalf of the school system, e.g., consultants, subs, temporary and part time workers.~~
- ~~• Volunteer, including parents.~~

~~The following practices are prohibited:~~

- ~~1. Downloading onto a school computer material that is copyrighted and/or programs you are not licensed to use.~~
- ~~2. Conducting personal private or commercial business not related to school system responsibilities, other than incidental personal use that does not interfere with job duties.~~
- ~~3. Hacking into any computers that you are not authorized to use.~~
- ~~4. Making any unauthorized changes to programs in use by the school system or to material that belongs to another.~~
- ~~5. Using the computer to threaten, intimidate, harass or otherwise violate the rights of anyone.~~
- ~~6. Downloading, viewing or transmitting sexually explicit material or material that is pornographic or obscene.~~
- ~~7. Downloading, viewing or transmitting material that attacks ethnic, religious and racial groups except for bone fide educational purposes directly related to one's assignment.~~
- ~~8. Sending any message for an illegal purpose or in any illegal manner.~~
- ~~9. Making any additions to, deletions from, or alterations of the school district's website or the website of any school, without authorization.~~

Personnel -- Certified-Non-Certified

Acceptable Computer Network Use (continued)

- ~~10. Using school system resources for politicking or religious proselytizing.~~
- ~~11. Installing programs on a school system computer without the approval and/or assistance of a member of the technical staff.~~

~~You should know that certain violations of these rules, e.g. copyright violation, may also constitute a violation of state or federal law.~~

~~*In conformity to Board policy, failure to comply with these rules will result in loss of computer privileges and may result in disciplinary action, up to and including discharge. Due process rights will be protected.*~~

E-Mail

~~*The e-mail system is made available as a resource to staff members for official and necessary professional communications. While occasional incidental personal use is not prohibited, staff members are advised to avoid using it as their personal e-mail program because it is not a private or secure communication and could be subject to Freedom of Information requirements, subpoenaed, etc.*~~

E-mail to Colleagues

- ~~1. If possible, avoid using names of students or parents in e-mail messages, and do not send sensitive or confidential information about yourself, other staff members, students, or parents through e-mail, even without their names.~~
- ~~2. Always use the heading "Draft" when working on documents that you are developing or revising. Ultimately they may become permanent records subject to disclosure under the Freedom of Information Act, but use of the heading "Draft" may clarify that documents are not subject to disclosure because they are "preliminary drafts or notes" under the FOIA. Please note, however, that the exemption may be lost when you share a draft with colleagues as part of the decision-making process and that such documents may be subject to public disclosure.~~
- ~~3. Use e-mail for messages of a transitory nature only and delete unneeded messages very soon, and regularly.~~
- ~~4. E-mail to colleagues should be used for professional matters. It should not be used to air personal or individual concerns to groups of other staff members or to convey derogatory sentiments about other staff members or groups.~~
- ~~5. Permission is required for staff members to use e-mail for communications to large groups, i.e., an entire department, school, bargaining unit or school district.~~

Personnel -- Certified-Non-Certified

Acceptable Computer Network Use (continued)

E-mail to Students and Parents

1. ~~For your own protection, think of e-mail as if it were a permanent communication because a recipient can print it and make it permanent, or forward it to someone else. Therefore, don't say anything you wouldn't put into a written letter or that you would be unwilling to share with many people, including strangers, etc.~~
2. ~~For your further protection, the content of messages to students should deal strictly with school-related matters. Don't feel obligated to respond to personal content, and don't use e-mail as a personal conversation. Keep your messages brief and to the point. Don't have prolonged e-mail "chats" with students or parents.~~
3. ~~To avoid being imposed upon, let students know what topics may be dealt with in e-mail. Students are not entitled to a private tutorial via e-mail. It is not a substitute for the student who didn't take notes in class or didn't write down the assignment.~~
4. ~~If you set up a conference with all parents' e-mail addresses, communications should deal strictly with matters pertaining to the class. The conference should not be used to air personal concerns to groups of parents, or to communicate about private political, entrepreneurial, avocational, religious, charitable, or other activities in which you engage.~~
5. ~~If the volume of e-mail becomes burdensome for you, set up a time frame for both receiving and answering e-mail and communicate that time frame to students and parents so that they do not expect instantaneous answers to their questions.~~

Computers, computer networks, electronic devices, Internet access, and e-mail are effective and important technological resources. The Board of Education provides **has installed computers, and a computer network, including Internet access and an e-mail system, on Board premises and may provide** other electronic devices that **can** access the network such as wireless and/or portable electronic hand-held equipment that can be used for word processing, wireless Internet access, image capture and recording, sound recording, information transmitting and/or receiving, storing, etc. (including, but not limited to, personal laptops, Smartphones, network access devices, Kindles, Nooks, cellular telephones, radios, personal cassette players, CD players, iPads or other tablet computers, walkie-talkies, Blackberries, personal data assistants, iPhones, Androids and other electronic signaling devices). **The Board's computers, computer networks, electronic devices, Internet access, and e-mail are** (referred to collectively as "the computer systems") **and are provided** in order to enhance both the educational opportunities for our students and the business operations of the district.

These computer systems are business and educational tools. As such, they are made available to Board employees for business and education related uses. The Administration shall develop regulations setting forth procedures to be used by the Administration in an effort to ensure that such computer systems are used for appropriate business and education related purposes.

In accordance with applicable laws and the Administrative Regulations associated with this Policy, the system administrator and others managing the computer systems may access email or monitor activity on the computer system or electronic devices accessing the computer systems at any time and for any reason or no reason. Typical examples include when there is reason to suspect inappropriate conduct or there is a problem with the computer systems needing correction. Further, the system administrator and others managing the computer systems can access or monitor activity on the systems despite the use of passwords by individual users, and can bypass such passwords. In addition, review of emails, messages or information stored on the computer systems, which can be forensically retrieved, includes those messages and/or electronic data sent, posted and/or retrieved using social networking sites, including, but not limited to, Twitter, Facebook, LinkedIn, YouTube, and MySpace.

Incidental personal use of the computer systems may be permitted solely for the purpose of e-mail transmissions and access to the Internet on a limited, occasional basis. Such incidental personal use of the computer systems, however, is subject to all rules, including monitoring of all such use, as the Superintendent may establish through regulation. Moreover, any such incidental personal use shall not interfere in any manner with work responsibilities.

Users should not have any expectation of personal privacy in the use of the computer system or other electronic devices that access the computer system. Use of the computer system represents an employee's acknowledgement that the employee has read and understands this policy and any applicable regulations in their entirety, including the provisions regarding monitoring and review of computer activity.

Legal Reference:

Conn. Gen. Stat. § 31-40x

Conn. Gen. Stat. § 31-48d

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

Electronic Communication Privacy Act, 18 U.S.C. §§ 2510 through 2520

~~Connecticut General Statutes~~

~~_____The Freedom of Information Act.~~

~~_____PA 98-142 an Act Requiring Notice to Employees of Electronic Monitoring
by employees~~

Policy adopted: September 1, 2003
Policy revised: 2006
Policy revised:

WESTPORT PUBLIC SCHOOLS
Westport, Connecticut

Students

Transportation

I. Statement of Policy

The Board of Education will provide transportation for students under provisions of state law and regulations. In determining the provision of transportation, the superintendent of schools shall consider the guidelines contained in this policy and shall administer the operation so as to:

1. provide for the safety of students, including consideration of hazardous conditions whether or not described in this policy;
2. provide for appropriate supervision for students while on school transportation, consistent with the Board's student discipline policy; and
3. assist disabled students by providing appropriate specialized transportation when required by law.

II. Definitions

1. "School transportation" means the procedure, program, or implemented plan by which a pupil is transported to and/or from school from his/her residence or the assigned bus stop at public expense, whether by use of publicly owned equipment or by contract. Such transportation shall be over public roads approved and maintained by the municipality or the state of Connecticut, or private roads approved pursuant to C.G.S. Section 10-220c.
2. "Walking distance" means the linear measure of a prescribed or authorized pedestrian route between the pupil's residence and his/her school from a point at the curb or edge of a public or private road nearest the pupil's residence to a point at the entrance of the school, or a safe entrance to the school grounds located within one hundred feet of the school building entrance or the bus pick-up area, or the route from the point on the public thoroughfare nearest the residence to the school bus or vehicle embarkation point established by the Westport Board of Education.
3. "One mile walking distance" means a reasonable measurement of a route to be traversed extending from the point of measurement at least 5,280 feet, but not more than 5,380 feet.
4. "Grade K" means kindergarten, or a school program appropriate to a beginning pupil.
5. "Hazard" means a thing or condition, as prescribed in this policy under "Hazardous Conditions" that affects the safety of pupils walking to or from school and/or to or from a designated bus pick-up area.
6. "Sidewalk" means a portion of the landscape right of way approximately three feet wide, usually parallel to the traffic lanes which may be paved or unpaved, and marked by curbing, drainage ditch, grass area or fencing; apart from and independent of any white line safety markings along the street pavement.

7. "Raised walk area" means a portion of the landscape right of way approximately three feet wide, usually parallel to the traffic lanes which may be paved or unpaved, distinguished by some elevation above the street pavement level and marked by curbing, drainage ditch, grass area or fencing; apart from and independent of any painted safety markings along the street pavement.
8. "Walking route" means the route that the student is expected to travel between his/her residence to and from school and/or an assigned bus stop.
9. "Bus stop" shall be defined as a geographical location designated by the Board of Education, school administration or their designee where students can safely wait for purposes of embarking or disembarking a school bus.
10. "Pupil" means any individual of school age enrolled in a public or nonprofit private school located within the school district or contiguous school district as the case may be.

III. Provision of Transportation

Transportation by private carrier may be provided whenever such practice is more economical than using school district-owned/leased facilities. ~~The Board will request that parents volunteer to transport eligible students, without reimbursement, in order to reduce the number of students transported on buses to protect the health and safety of students and staff.~~

In determining the provision of transportation for resident public and eligible private school students, the following guidelines regarding walking distances will be considered. Distance measurements will be based on the most direct route from the student's home beginning at a point at the curb or edge of a public road or highway nearest the home to the edge of the school property or bus pickup areas.

| <u>Grade</u> | <u>Limit</u> |
|--------------|--------------------|
| <u>K</u> | <u>1 mile</u> |
| <u>1-3</u> | <u>1 mile</u> |
| <u>4-8</u> | <u>1 1/2 miles</u> |
| <u>9-12</u> | <u>2 miles</u> |

Students living within the stated distance limits will receive transportation when, in the opinion of the Superintendent of Schools, it is in the best interests of the district to provide transportation.

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IV. Access to Bus Stops/Transportation

Parents and/or guardians are responsible for ensuring the safety of their children up until the point when students board the school bus or other school provided transportation, and after students get off the bus after school. This responsibility includes the selection of walking routes to/from any bus stop and/or the school building, ~~compliance with COVID-19 related safety precautions at the bus stop and along walking routes,~~ and the provision of supervision that is appropriate to the student's age, maturity and conditions along the walking route and/or at the bus stop at all times.

Given that bus pick up times may vary, the Board expects that parents and/or guardians will ensure that their children arrive at the bus stop in advance of any scheduled pick up time. ~~Bus pick up/drop off times and routes may change during the school year in connection with the~~

~~COVID-19 pandemic and changing public health conditions. The Board will notify all parents and guardians in advance of such changes.~~

V. Hazardous Conditions

The administration shall consider the following guidelines for hazardous conditions when making decisions regarding the transportation of children:

1. Except as provided in Paragraph 7 of this Section, a street or road, along a designated walking route to or from school and/or to or from a designated bus pick-up area, having an adjacent or parallel sidewalk or raised walk area shall be deemed hazardous when any one of the following conditions exist:
 - a) For pupils under age ten, or enrolled in grades K through 3:
 - (i) the absence of a pedestrian crossing light or crossing guard where three or more streets intersect, and a pupil is expected to cross the street; OR
 - (ii) street crossings where there are no stop signs or crossing guards and the traffic count during the time that pupils are walking to or from school exceeds sixty vehicles per hour at the intersection, and a pupil is expected to cross the street.
 - b) For pupils over age ten, or enrolled in grades 4 through 12, the absence of a traffic light or stop signs or crossing guard at an intersection where three or more streets intersect which has a traffic count which exceeds ninety vehicles per hour during the time that pupils are walking to or from school, and such pupils are expected to cross the street;
 - c) For all pupils:
 - (i) any street, road, or highway with speed limits in excess of forty miles per hour which does not have pedestrian crossing lights or crossing guards or other safety provisions at points where pupils must cross when going to or from school or the bus stop; OR
 - (ii) the usual or frequent presence of any nuisance such as open man-holes, construction, snow plowed or piled on the walk area making walkways unusable, loading zones where delivery trucks are permitted to park on walkways, commercial entrances and exits where cars are crossing walking areas at speeds in excess of five miles per hour, and the like, including such nuisances which are hazardous or attractive to children.
2. Any street, road, or highway, along a designated walking route to or from school and/or to or from a designated bus pick-up area, that has no sidewalks or raised walk areas shall be deemed hazardous if any one of the following conditions exist:
 - a) For pupils under age ten, or enrolled in grade K through 3:
 - (i) any street, road, or highway possessing a traffic count of sixty or more vehicles per hour at the time that pupils are walking to or from school; OR
 - (ii) any street, road, or highway possessing a speed limit in excess of thirty miles per hour.
 - b) For all pupils:

- (i) the presence of man-made hazards including attractive nuisances, as stated in 1(c)(ii) above; OR
 - (ii) any roadway available to vehicles that does not have a minimum width of approximately twenty-two feet; OR
 - (iii) any roadway available to vehicles that, when plowed free of snow accumulations, does not have a minimum width of approximately twenty feet; OR
 - (iv) any street, road, or highway where the line-of-sight visibility together with posted speed limits do not permit vehicular braking/stopping in accordance with the Connecticut Drivers Manual or Department of Transportation, Division of Design Standard, or other reasonable standard.
- 3. Any walkway, path, or bridge, along a designated walking route to or from school and/or to or from a designated bus pick-up area, in an area adjacent or parallel to railroad tracks shall be considered hazardous unless a suitable physical barrier along the entire pedestrian route is present and fixed between pupils and the track; and any crossing of railroad tracks carrying moving trains during hours that pupils are walking to or from school or to and from a designated bus pick-up area shall be deemed hazardous unless:
 - a) a crossing guard is present; OR
 - b) for pupil under age ten, an automatic control bar is present at crossings; OR
 - c) for pupils over age ten, a bar or red flashing signal light is operational.
- 4. For pupils in grades K through 4, the following conditions shall be deemed hazardous:
 - a) a lake, pond, stream, culvert, water-way, or bridge shall be deemed a hazard in the absence of a fence or other suitable barrier fixed between the pupil and the water; OR
 - b) any area adjacent to a roadway, sidewalk, or bridge, along a designated walking route to or from school and/or to or from a designated bus pick-up area, having a drop of three or more feet per four feet of travel length on either side of the established lanes, in the absence of a fence or other suitable barrier.
- 5. For pupils in grades K through 8, walking to or from school or the bus stop at any time prior to one-half hour before sunrise or any time one-half hour after sunset shall be deemed hazardous.
- 6. For all students, walking along any street, road, walkway, sidewalk, or path designated as a walking route which passes through an area which has a history of aggressive acts of molestation resulting in actual or threatened physical harm or moral degradation during the hours when pupils ordinarily walk to or from school shall be deemed hazardous.
- 7. It shall not be a “hazard” or “hazardous condition” for a pupil whose residence abuts a public street, road or highway to (1) wait for the bus on the private property where the pupil resides for the school bus, until the school bus’s flashing red lights are activated to

stop traffic so that the student can enter onto or cross the public street, road or highway to get on a school bus; or (2) exit a school bus that is stopped on the public street, road or highway, when the bus's flashing red lights are activated to stop traffic so that the pupil can enter onto or cross such street, road or highway to access the private property where the pupil resides.

VI. Applicability and Exceptions

1. This policy is applicable to public roads approved and maintained by the municipality or state of Connecticut, or private roads approved for passage of school transportation vehicles in accordance with C.G.S. Section 10-220c.
2. Special Education pupils and pupils eligible for accommodations under Section 504 of the Rehabilitation Act shall be judged on an individual basis, and appropriate transportation provided.
3. The Superintendent of Schools may grant an exception to any guideline set forth in this policy where a peculiar condition or combination of conditions renders such condition(s) a hazard based upon reasonable judgment; or where under the circumstances, other conditions exist under which the safety of students necessitates a variance with the guidelines within this policy.

VII. Complaint Procedure

All complaints concerning school transportation safety shall be made in writing to the Superintendent of Schools or designee. The Superintendent or designee shall maintain a written record of all such complaints, and shall conduct appropriate investigations of the allegations in a timely manner. The investigation shall include 1) the review of the complaint raised with appropriate personnel responsible for transportation of students and 2) the opportunity for the parent or other person making the complaint to meet with the Superintendent to discuss the complaint and any possible resolution thereof. If a complaint covered by Section 10-186 of the Connecticut General Statutes, and is not resolved by the Superintendent, the Superintendent shall inform parent or guardian, or an emancipated minor or a pupil eighteen years of age or older, of his or her right to request a hearing regarding the complaint. Such hearing, if requested, shall be held in accordance with Section 10-186 of the Connecticut General Statutes, as it may be amended from time to time.

Legal Reference:

- 10-186 Duties of local and regional boards of education re: school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission. Transfers.
- 10-187 Appeal from finding of hearing board.
- 10-220 Duties of boards of education.
- 10-220c Transportation of children over private roads. Immunity from Liability.
- 10-221c Development of policy for reporting complaints regarding school transportation safety.

10-273a Reimbursement for transportation to and from elementary and secondary schools.

10-280a Transportation for students in non-profit private schools outside school district.

10-281 Transportation for pupils in nonprofit private schools within school district.

14-275 Equipment and color of school buses.

14-275b Transportation of mobility impaired students.

14-275c Regulations re: school buses and motor vehicles used to transport special education students.

Instruction

Policy Concerning Health and Safety Protocols Related to the COVID-19 Pandemic

The Westport Board of Education (the “Board”) recognizes the importance of developing health and safety protocols to protect the health and safety of students, staff, and the community during the COVID-19 pandemic. The Board thus directs the administration of the Westport Public Schools (the “Administration”) to develop health and safety protocols consistent with applicable laws, rules, regulations and requirements, and to consider current guidance in the development of such protocols.

Compliance with such health and safety protocols shall be mandatory for all individuals while on school property or participating in a school-sponsored activity, unless a legally recognized exemption or exception applies. Failure to comply with such health and safety protocols may lead to disciplinary action for students and staff, and exclusion from school property or the school-sponsored activity for members of the community, in accordance with applicable laws, rules, regulations, and/or Board policies.

The Administration shall provide appropriate notice of such health and safety protocols. Notice may be provided by way of electronic mail, regular mail, website posting, student handbooks, employee handbooks, and/or any other appropriate methods.

Legal Reference:

Connecticut General Statutes § 10-221

Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together, Connecticut State Department of Education (June 29, 2020)



CES PTA

65 Easton Road, Westport, CT 06880

May 20th, 2021

Dear Members of the Board of Education:

The Coleytown Elementary PTA has funds raised over the last couple of years through our annual Fall Appeal. We have heard from several of our parents and staff that our basketball hoops are in dire need of an upgrade. Therefore, we have decided to use a portion of those funds for the purchase, delivery and installation of 2 basketball hoops for our playground.

On behalf of the Coleytown Elementary School PTA, we would like to offer \$6,600 as a gift to Coleytown Elementary School for the purchase, delivery and installation of 2 basketball hoops for the school playground. The Coleytown community is very excited about the new basketball hoops and think it is the perfect addition to our playground.

Please let us know if you have any questions. We hope that you and the Board of Education will accept this gift.

Thank you,

Nicole Neil and Marisa Timperman

CES PTA Co-Presidents

COLEYTOWN ELEMENTARY SCHOOL

Instruction

Electronic Resources/Internet Safety

~~The Board of Education has installed electronic resources including but not limited to computers, a computer network, Internet access, and an e-mail system (referred collectively as “the computer systems”), in order to enhance both the educational opportunities for our students and the business operations of the district.~~ Computers, computer networks, electronic devices, Internet access, and e-mail are effective and important technological resources. The Board of Education provides ~~has installed~~ computers, ~~and a computer network, including Internet access and an e-mail system, on Board premises and may provide~~ as well as other electronic devices that ~~can~~ access the network such as wireless and/or portable electronic hand-held equipment that can be used for word processing, wireless Internet access, image capture and recording, sound recording, information transmitting and/or receiving, storing etc. (including, but not limited to, laptops, Kindles, radios, I-Pads or other tablet computers). ~~The Board’s computers, computer network, electronic devices, Internet access, and e-mail are~~ referred to collectively as “the computer systems”, and are provided in order to enhance both the educational opportunities for our students and the business operations of the district.

These computer systems are business and educational tools. As such, they are available to students and staff in the district for education related uses. The Administration shall develop regulations setting forth procedures to be used by the Administration in an effort to ensure that such computer systems are used by students and staff solely for education related purposes.

The Board will educate minor students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response. Additionally, the Board will implement a technology protection measure to block ~~or~~ and filter Internet access to visual depictions that contain obscene material ~~that is obscene or obscene as to minors or contains~~, contain child pornography, or are harmful to ~~minors~~ and ensure that such filtering technology is operative during computer use by minor students ~~to the extent practicable when such students are using Board owned computers or devices and Board provided Internet access.~~

As the owner of the computer systems, the Board reserves the right to monitor the use of the district’s computers and computer systems.

~~Information about the Board of Education Policy on use of Electronic Resources and Internet Safety will be disseminated annually to students and parents through the distribution of the parent handbook. It will also be posted on the district website.~~

~~The principals are responsible for assuring that this policy has been publicized and disseminated to new enrollees during the school year.~~

~~Parental and administrative permission is required before students are given the privilege of using electronic information and communication resources including but not limited to websites, databases, interactive media sites, and online collaboration and publishing tools.~~

~~Students themselves, as well as parents of students under 18, are required to sign the attached Acceptable Use Agreement.~~

P-6141.321(a)

~~Principals are responsible for securing permission forms and agreements prior to granting students independent access to electronic resources.~~

~~The agreements are to be renewed as students enter grades three, middle school, and high school. The agreements are in effect for use of computers systems and electronic resources provided by the Westport Public Schools and for use of privately owned resources while on school properties.~~

~~Electronic resources of all formats including text, images, audio, and video are considered an extension of the classroom, and the same standards of acceptable behavior apply. Student use of electronic information and communication resources is essential for academic achievement. Abuse of these resources will result in disciplinary action.~~

P-6141.321(b)

Instruction

Electronic Resources/Internet Safety

~~**Students are prohibited from using the Internet or other electronic technology whether on or off campus, to interfere with educational process in any way.** Abuses and violations should be reported to the administration. In accordance with the Board of Education policies and the school's disciplinary procedures, the administrator may invoke consequences, up to and including permanent revocation of electronic resource use, additional disciplinary measures, or legal action.~~

Legal References:

[Conn. Gen. Stat. § 10-221](#)

[Conn. Gen. Stat. §§ 53a-182b; 53a-183; 53a-250](#)

[Electronic Communication Privacy Act of 1986, Public Law 99-508, codified at 18 U.S.C. §§ 2510 through 2520](#)

[Children's Internet Protection Act, Pub. L. 106-554, codified at 47 U.S.C. § 254\(h\)](#)

[No Child Left Behind Act of 2001, Pub. L. 107-110, codified at 20 U.S.C. § 6777](#)

[Protecting Children in the 21st Century Act, Pub. Law 110-385, codified at 47 U.S.C. § 254\(h\)\(5\)\(B\)\(iii\)](#)

Policy adopted: 1997
Policy amended: October 5, 2009
[Revised:](#)

WESTPORT PUBLIC SCHOOLS
Westport, Connecticut

Bylaws of the Board

MEETING CONDUCT

1. Meeting Conduct

- A. Meetings of the Board of Education shall be conducted by the Chairperson in a manner consistent with the provisions of the Freedom of Information Act and the adopted bylaws of the Board, ~~and any applicable laws, rules, executive orders, and/or public health advisories pertaining to the COVID-19 pandemic.~~
- B. All Board meetings shall commence at, or as close as practicable to, the stated time, provided there is a quorum.
- C. All regular and special Board meetings shall be guided by an agenda which will have been prepared and delivered in advance to all Board members and other designated persons.
- D. Robert's Rules of Order shall govern the proceedings of the Board except as otherwise provided by these bylaws.

2. Smoking, Vaping, and Use of Electronic Nicotine Delivery Systems

- A. Use of tobacco, electronic nicotine delivery systems (e.g. e-cigarettes), or vapor products will not be permitted in any room ~~physical location~~ in which a meeting of the Board of Education is being conducted, nor during the time immediately prior to the meeting.
- B. ~~When applicable, A~~ sign notifying the public that no smoking is allowed in the place ~~physical location~~ designated for the meeting will be prominently posted.

3. Procedures for Participation By Means of Electronic Equipment

- A. Board members may participate in meetings by means of electronic equipment (e.g., telephone, video conference) under the conditions set forth herein. When such conditions are met, any Board member participating by means of electronic equipment shall be counted for the purpose of constituting a quorum. Conditions for participation are as follows:

1. The facility that is made available to the public that wishes to attend the meeting must be located where the greatest number of Board of Education members are located;
2. Any physical or demonstrable material that is used in the course of the proceedings must be present in the place where the public is located; and
3. All those in attendance at the meeting, at whatever location, must be able to hear and identify all participants in the proceeding, including their individual remarks and votes.

B. When a Board member is participating in a meeting by means of electronic equipment, the Chairperson shall take the necessary steps to ensure that the three conditions enumerated above are met. In addition, the Chairperson shall take the necessary steps to ensure that a Board member participating by means of electronic equipment has adequate opportunity to express himself/herself in Board discussion, including the opportunity to take the floor and make motions.

~~Notwithstanding any provisions to the contrary set forth in Sections 3.A and 3.B above, Board members may participate in meetings by means of electronic equipment (e.g., telephone, video conference) or any other remote platform as permitted by, and subject to any conditions set forth in, any applicable law, rule, executive order, and/or public health advisory related to the COVID-19 pandemic.~~

34. Public Address

- A. The Board may permit any town resident or employee to address the Board concerning any subject that lies within its jurisdiction during a portion of the Board's regular meetings so designated for such purpose.
- (1) Two (2) minutes may be allotted to each speaker on non-agenda items and three (3) minutes on agenda items with a maximum of fifteen (15) minutes on non-agenda items. The Board may modify these limitations at the beginning of a meeting if the number of persons wishing to speak makes it advisable to do so.
 - (2) A Board of Education member shall be appointed by the Chairperson prior to the meeting to act as timekeeper for the meeting, if deemed necessary by the Chairperson.
 - (3) No boisterous conduct shall be permitted at any Board of Education meeting. Persistence in boisterous conduct shall be grounds for summary termination, by the Chairperson, of that person's privilege of address.

(4) All speakers must identify themselves by name and address.

~~B. Notwithstanding any provisions to the contrary set forth in Section 4.A above or in any other bylaw of the Board, the Board may modify the procedures for, or eliminate, public address if Board meetings are conducted remotely due to the COVID-19 pandemic. The Board authorizes the administration to develop procedures for public address during Board meetings that are conducted remotely.~~

Legal References:

Connecticut General Statutes

- 1-200 Definitions
- 1-206 Denial of access of public records or meeting. Notice. Appeal.
- 1-225 Meetings of government agencies to be public.
- 1-232 Conduct of meetings. (re: disturbances)

Freedom of Information Commission Advisory Opinion #41 (April 9, 1980)

Bylaw adopted by the Board: November 11, 2019

Revised:

WESTPORT PUBLIC SCHOOLS
Westport, Connecticut



CES PTA

65 Easton Road, Westport, CT 06880

May 20th, 2021

Dear Members of the Board of Education:

The Coleytown Elementary PTA has funds raised over the last couple of years through our annual Fall Appeal. We have heard from several of our parents and staff that our basketball hoops are in dire need of an upgrade. Therefore, we have decided to use a portion of those funds for the purchase, delivery and installation of 2 basketball hoops for our playground.

On behalf of the Coleytown Elementary School PTA, we would like to offer \$6,600 as a gift to Coleytown Elementary School for the purchase, delivery and installation of 2 basketball hoops for the school playground. The Coleytown community is very excited about the new basketball hoops and think it is the perfect addition to our playground.

Please let us know if you have any questions. We hope that you and the Board of Education will accept this gift.

Thank you,

Nicole Neil and Marisa Timperman

CES PTA Co-Presidents

COLEYTOWN ELEMENTARY SCHOOL



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: Members of the Board of Education

From: Mr. Elio Longo, Chief Financial Officer
Mr. Thomas Scarice, Superintendent of Schools

Re: Tuition Rates for 2021-22

Date: June 4, 2021

We annually establish tuition rates to cover the following circumstances:

1. to provide the basis for calculating the 25% tuition rate for the non-resident children of school employees;
2. to cover students who move out of Westport before April 1, who are permitted to complete the school year on a pro-rated basis;
3. to cover exceptional cases, such as when families enroll children expecting to move to Westport, and then fail to establish residency, or other unforeseen circumstances; and
4. to cover instances when students are accepted as tuition students for the year.

During the current 2020-21 school year there were 35 children of employees who attended our schools. We anticipate approximately the same number for the 2021-2022 school year.

Several years ago, in response to a Board request, a formula was developed for tuition rates for the various grade levels which gave a close approximation of actual costs. (The base tuition figures do not include the cost of bus transportation between home and school as this service is not provided to non-resident students. It also does not include special education costs, which are assessed on an individual basis for students requiring special education.)

For the upcoming 2021-22 school year we have applied the total general budget increase of 3.00% to the 2020-2021 rates. The chart on the following page shows the current rates and the new rates for 2021-2022.

TUITION RATES: 2021-22 GRADES K-12

| Grade Level | Full Non-Resident Tuition | | Employee Tuition | |
|-------------|---------------------------|--------|------------------|-------|
| | 20-21 | 21-22 | 20-21 | 21-22 |
| K-5 | 17,776 | 18,310 | 4,444 | 4,577 |
| 6-8 | 24,892 | 25,638 | 6,223 | 6,409 |
| 9-12 | 26,664 | 27,464 | 6,666 | 6,866 |

TUITION RATES: 2021-22 PRE-SCHOOL

The full rates for our integrated pre-school were established during the 2021-22 budget process by the Pupil Services Department in collaboration with the Business Office, and are competitive with other area pre-schools. Westport residents' children with special needs receive free tuition, as per federal mandate. Westport residents' children without special needs are admitted to the program at the tuition rate(s) shown below. Employees' children are admitted only after all residents' children have been accommodated. As with K-12 tuition, employees pay 25% of the full rate.

| | Full Rate | Employee Rate |
|-------------------------------|-----------|---------------|
| 3-5 year-olds 5 days per week | 7,108 | 1,777 |
| 3-5 year-olds (Extended day) | 10,964 | 2,741 |

**WESTPORT BOE SCHOOL CONSTRUCTION PROJECTS
REQUIRING BOE "CLOSEOUT APPROVAL AND CLOSEOUT FILING"
FUND PARTIALLY WITH STATE OF CT DEPT OF EDUCATION SCHOOL CONSTRUCTION GRANTS**

| Project | Type | School | Start of Construction | Notes | Status |
|----------------|-----------------------------|-------------------------|------------------------------|-----------------------|---------------|
| 158-0087-RNV | Renovation | Greens Farms Elementary | 1998 | school renovation | Open |
| 158-0088-E | Extension | Coleytown Elementary | 1998 | added 5,250 sq. ft. | Open |
| 158-0091-A/RR | Alteration/Roof Replacement | Saugatuck Elementary | 2001 | replaced roof | Open |
| 158-0093-EA | Expansion/Alteration | Staples High School | 2003 | added 236,430 sq. ft. | Open |
| 158-0096-RR | Roof Replacement | Coleytown Elementary | 2008 | replaced roof | Open |
| 158-0097-RR | Roof Replacement | Long Lots Elementary | 2008 | replaced roof | Open |

Connecticut State Department of Education
Finance And Internal Operations**158-WESTPORT**
[data last updated: 6/4/2018 3:30:46 PM]

| | | | | | |
|------------|-------|-------------------|--------------|-----------------|--------------|
| Project #: | 87 RN | Schedule Type: | Progress Pay | Schedule Total: | 3,038,068.00 |
| Audit: | No | Calculation Type: | Estimate | Payments Made: | 2,397,839.00 |

| Payment # | Due Date | Amount | Paid Date | Wire # |
|-----------|------------|--------------|-----------|--------|
| 1.0 | 12/01/1998 | 189,550.00 | 12/1998 | 80982 |
| 2.0 | 11/01/1999 | 1,153,825.00 | 11/1999 | 80044 |
| 3.0 | 05/01/2000 | 1,054,464.00 | 05/2000 | 80092 |

Connecticut State Department of Education
Finance And Internal Operations158-WESTPORT
[data last updated: 6/4/2018 3:30:46 PM]

| | | | | | |
|------------|------|-------------------|--------------|-----------------|------------|
| Project #: | 88 E | Schedule Type: | Progress Pay | Schedule Total: | 231,644.00 |
| Audit: | No | Calculation Type: | Estimate | Payments Made: | 217,642.00 |

| Payment # | Due Date | Amount | Paid Date | Wire # |
|-----------|------------|------------|-----------|--------|
| 1.0 | 12/01/1998 | 133,744.00 | 12/1998 | 80982 |
| 2.0 | 12/01/1999 | 54,218.00 | 12/1999 | 80057 |
| 3.0 | 05/01/2000 | 29,680.00 | 05/2000 | 80092 |

Connecticut State Department of Education
Finance And Internal Operations**158-WESTPORT**
[data last updated: 6/4/2018 3:30:46 PM]

| | | | | | |
|------------|------|-------------------|--------------|-----------------|--------------|
| Project #: | 91 A | Schedule Type: | Progress Pay | Schedule Total: | 2,061,403.00 |
| Audit: | No | Calculation Type: | Estimate | Payments Made: | 1,958,333.00 |

| Payment # | Due Date | Amount | Paid Date | Wire # |
|-----------|------------|--------------|-----------|--------|
| 1.0 | 04/01/2002 | 1,063,686.00 | 04/2002 | 80047 |
| 2.0 | 08/01/2002 | 894,647.00 | 08/2002 | 80079 |

**Connecticut State Department of Education
Finance And Internal Operations**

158-WESTPORT
[data last updated: 6/4/2018 3:30:46 PM]

| | | | | | |
|------------|-------|-------------------|--------------|-----------------|--------------|
| Project #: | 93 EA | Schedule Type: | Progress Pay | Schedule Total: | 9,998,611.00 |
| Audit: | No | Calculation Type: | Estimate | Payments Made: | 8,889,222.00 |

| Payment # | Due Date | Amount | Paid Date | Wire # |
|-----------|------------|--------------|-----------|--------|
| 1.0 | 03/01/2004 | 1,833,080.00 | 03/2004 | 60065 |
| 2.0 | 06/01/2004 | 697,594.00 | 06/2004 | 60086 |
| 3.0 | 08/01/2004 | 1,762,842.00 | 08/2004 | 60104 |
| 4.0 | 11/01/2004 | 63,683.00 | 11/2004 | 60128 |
| 5.0 | 01/01/2005 | 1,324,301.00 | 01/2005 | 60143 |
| 6.0 | 03/01/2005 | 978,178.00 | 03/2005 | 60158 |
| 7.0 | 05/01/2005 | 565,994.00 | 05/2005 | 60169 |
| 8.0 | 07/01/2005 | 445,151.00 | 07/2005 | 60183 |
| 9.0 | 09/01/2005 | 418,505.00 | 09/2005 | 60196 |
| 10.0 | 11/01/2005 | 304,168.00 | 11/2005 | 60212 |
| 11.0 | 02/01/2006 | 303,509.00 | 02/2006 | 60230 |
| 12.0 | 04/01/2006 | 192,217.00 | 04/2006 | 60243 |

Connecticut State Department of Education
Finance And Internal Operations**158-WESTPORT**
[data last updated: 6/4/2018 3:30:46 PM]

| | | | | | |
|------------|-------|-------------------|--------------|-----------------|------------|
| Project #: | 96 RR | Schedule Type: | Progress Pay | Schedule Total: | 177,716.00 |
| Audit: | No | Calculation Type: | Estimate | Payments Made: | 156,229.00 |

| Payment # | Due Date | Amount | Paid Date | Wire # |
|-----------|------------|------------|-----------|--------|
| 1.0 | 01/01/2009 | 156,229.00 | 01/2009 | 60454 |

Connecticut State Department of Education
Finance And Internal Operations**158-WESTPORT**
[data last updated: 6/4/2018 3:30:46 PM]

| | | | | | |
|------------|-------|-------------------|--------------|-----------------|------------|
| Project #: | 97 RR | Schedule Type: | Progress Pay | Schedule Total: | 390,969.00 |
| Audit: | No | Calculation Type: | Estimate | Payments Made: | 337,920.00 |

| Payment # | Due Date | Amount | Paid Date | Wire # |
|-----------|------------|------------|-----------|--------|
| 1.0 | 01/01/2009 | 337,920.00 | 01/2009 | 60454 |