

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)

RECOGNITION OF RETIREES

Lynda Codeghini, Dawn Collins, Carolyn Dominici, Deborah Findley, Marjorie Gaines, Sharon Gardner, Sharon Gilliland, Sharon Halstead, Beth Heroux, David House, Candida Innaco, Mary-Ellen Kuhn, Horace Lewis, Margaret Manoff, Rafael Matos, Christine Mennie, Ann Mueller, Harald Ott, Maggie Parkhurst, Kerstin Rao, Karen Romano, Susana Sanchez, Mary Ann Stokes, Julia Svec, Peter VonEuler, Naomi Weingart

RECOGNITION OF PTA CO-PRESIDENTS

Dorie Hordon, Stefanie Shackelford, Elena Caggiano, Claudia Shaum, Tami Benanav, Amie Peck, Kerri Sorensen, Patra Kanchanagom, Jill Dillon, Michelle Barman, Amy Herrera, Rosie Curtis, Lindsay Shurman, Nicole Neil, Marisa Timperman, Maria Mulvehill, Elsa Morgan, Alexandra Boenicke, Jennifer Sydor

WELCOME AND INTRODUCTION OF NEW PRINCIPALS

BREAK FOR RECEPTION

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

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

MINUTES: May 17, 20, and 27, 2021, and June 1, 3, and 7 2021, *pages 4-10*

DISCUSSION

- | | | |
|---|---------|--|
| 1. Teaching and Learning Updates: Secondary Science and Engineering, <i>pages 11-24</i> | (Encl.) | Dr. AJ Scheetz
Ms. Kat Nicholas
Ms. Amy Parent |
| 2. Search Institute Survey Results, <i>pages 25-84</i> | (Encl.) | Mr. Michael Rizzo
Dr. Valerie Babich
Ms. Margaret Watt |
| 3. Strategic Planning Update | | Mr. Thomas Scarice |
| 4. Draft Reopening Plan 2021-2022, <i>pages 85-103</i> | (Encl.) | Dr. Anthony Buono |

DISCUSSION/ACTION

- | | | | |
|----|---|---------|--------------------|
| 1. | Naming Town Property – Staples High School Football Field,
<i>pages 104-108</i> | (Encl.) | Mr. Thomas Scarice |
| 2. | 2021-22 School Lunch Program, <i>pages 109-110</i> | (Encl.) | Mr. Elio Longo |
| 3. | Authorization to Sign Contracts | | Mr. Thomas Scarice |
| 4. | Non-Union Personnel Compensation 2021-2022 | | Mr. Thomas Scarice |
| 5. | Second Reading of the Following Westport Board of Education Policies: | (Encl.) | Ms. Karen Kleine |
| | <ul style="list-style-type: none"> • 3280, “Gifts” (Revision), <i>pages 111-113</i> • 3453, “School Activity Funds” (Revision), <i>page 114</i> • 3516.5, “Sexual Offenders on School Property” (New), <i>pages 115-116</i> • 1700, “Deadly Weapons or Firearms” (New), <i>pages 117-118</i> • 5145.12, “Search and Seizure” (Revision), <i>pages 119-122</i> • 0525, “Hate-Based Conduct” (New), <i>pages 123-125</i> • 1212, “School Volunteers, Student Interns and Other Non-Employees” (New, Previous C19 Policy), <i>pages 126-127</i> • 3515/1330, “Use of School Facilities (Revision, Previous C19 Policy), <i>pages 128-132</i> • 4118.5/4218.5, “Acceptable Computer Network Use” (Revision, Previous C19 Policy), <i>pages 133-136</i> • 5131.1, “Transportation” (New, Previous C19 Policy), <i>pages 137-142</i> • 6114.82-C19 (Extension of Sunset Date), <i>page 143</i> • 6141.321 (Revision, Previous C19 Policy), <i>pages 144-145</i> • 9324 (Revision, Previous C19 Policy), <i>pages 146-148</i> | | |
| 6. | 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

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

To: Westport Board of Education Members
From: Thomas Scarice, Superintendent of Schools
Re: June 14, 2021 Board of Education Meeting
Date: June 11, 2021

Provided below for Board consideration is an overview of the meeting agenda items for June 14, 2021. The meeting will be held in-person.

Discussion

1. Teaching and Learning Updates: Secondary Science and Engineering

In continuing the sharing of the instructional work in our classrooms, Dr. AJ Scheetz, Science Coordinator 6-12, Kathryn Nicholas, Middle School Design and Engineering Teacher, and Amy Parent, Staples Science Research Teacher, will be presenting the work in our science courses, and how the most recent iteration of the state science standards are being implemented in our classrooms, with an emphasis on engineering and design. Student performance in the classroom will be shared with the Board. A slide deck is included in the packet. This agenda item is informational for the Board.

2. Search Institute Survey Results

Westport Public Schools administered the Search Institute Developmental Relationships Survey in late April 2021 in partnership with the Westport Department of Human Services and Positive Directions. As you know, similar surveys have been administered through this valuable partnership over the last 20 years. The results have been used to guide prevention efforts and programs that have supported Westport students, families, and the community.

Overall, the survey was administered to approximately 800 students in grades 7-12. Families were notified of the survey and were provided an option to view the survey and to opt out of the survey. Surveys were administered to teams at the middle school level and in English, Social Studies, and Health classes at the high school. The administration was reported to run smoothly and to take less time than expected.

The results of the survey have provided valuable data for us to review and analyze more deeply from various perspectives. We will begin to share the data with the school community, including administrators, staff and students within each school and across the district. Recommendations may include curriculum changes as well as student and parent programs. The results will also be shared with the Westport Prevention Coalition, which brings together a wide range of community stakeholders. Working together, schools, parents and the community can contribute to positive youth development.

3. Strategic Planning Update

The past few weeks have allowed me to engage, in person, with many groups of faculty, students, support staff and parents with focused questions that will serve as valuable information in the development of a long-term district plan. Additionally, these meetings serve the purpose of enabling me to develop relationships with our team and parents in the district. In this discussion item I will provide the Board with:

- an update on some of the emerging themes of these meetings,
- an educational example of strategic objectives, measures and initiatives in the Balanced Scorecard framework,
- some updated thoughts on the overall timeline as the access to faculty, staff, and likely parents will be a challenge this summer,
- ideas on a process to test and verify findings from the focus groups, and
- other potential areas of data collection that could serve the process well.

4. Draft Reopening Plan 2021-2022

Along with all other districts in the state, the Westport Public Schools reopened its school buildings this year for instruction. However, not all states experienced the same reopening of its schools. As a result, the most recent federal grants which have benefited many school districts, including the Westport Public Schools, require submission

of a 2021-2022 reopening plan to be eligible for these funds. This expectation is being applied equally across all states, even though in Connecticut the idea of “reopening” seems dated. Yet, it is a sound idea to have a plan in place, updated as the context evolves. Another expectation is that there will be an opportunity for public input to the plan. The Board meeting will be the first presentation to the community and there will be opportunities on our website for community members to provide feedback.

The plan at this point in time is for a full return to in-person learning in the fall. We have been instructed by the State to include all required health mitigation strategies that are currently in place for schools. We do this fully recognizing that these could be modified prior to the start of school, at which point updates will be made.

Attached is a draft of Westport’s School Reopening Plan for the 2021-2022 school year. Following the Board meeting, the document will be posted and we will ask our staff and families for feedback and suggestions which will in turn be used to guide improvements and modifications to the draft plan.

This item is informational for the Board and there will, as always, be an opportunity for Board input at the meeting.

Discussion/Action

1. Naming Town Property – Staples High School Football Field

This item is a follow up from our last meeting regarding the request to formally name the Staples High School football field after Coach Paul Lane.

As a refresher, 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, again, 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 an additional copy of the Town Policy for your review. Finally, the letter of support from First Selectman Jim Marpe has been included again.

2. 2021-22 School Lunch Program

The Board appointed Compass Group, Inc., by and through Chartwells, to serve as the Food Service Management Company for the Westport Public Schools. This action item would be the fourth of the four “one year” renewals as allowed by the original Agreement dated July 1, 2017.

4. Authorization to Sign Contracts

According to Board policy #3293 (“Authorization of Signature”), the Board annually renews the authority of the Superintendent and/or the Director of Financial Services, individually or jointly, to execute agreements, to apply for grants, or to sign other documents as may be necessary in the normal course of the school system’s business, including documents that support the adopted budget or that implement the Board’s established policies or programs. This authorization does not extend to those agreements or other documents which require specific, formal approval of the Board of Education and/or the signature of the Board Chairman. To comply with regulations of the State Department of Education, the Board annually renews this authority, designating by name the individuals holding the positions of Superintendent and Director of Financial Services who are so authorized. This action item would grant this authorization, effective July 1, 2021 through June 30, 2022.

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. Second Reading of Policies

Karen Kleine and John Bayers will present the second 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)
- 3515/1330, “Use of School Facilities (Revision, Previous C19 Policy)
- 4118.5/4218.5, “Acceptable Computer Network Use” (Revision, Previous C19 Policy)

- 5131.1, “Transportation” (New, Previous C19 Policy)
- 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.

6. 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 BOARD OF EDUCATION

Board Members Present:

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

Chair
Vice Chair
Secretary

Administrators Present:

Thomas Scarice
Anthony Buono
Michael Rizzo
Elio Longo
John Bayers

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

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

EXECUTIVE SESSION: Non-Union Personnel Compensation 2021-2022

Candice Savin moved at 6:00 p.m. to enter into executive session to discuss Non-Union Personnel Compensation 2021-2022; seconded by Karen Kleine and passed unanimously. All Board members participated. Thomas Scarice and John Bayers joined the executive session at the invitation of the Board. The executive session adjourned at 6:47 p.m.

RESUME PUBLIC SESSION/PLEDGE OF ALLEGIANCE: 7:04 p.m.

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS

MINUTES: May 3, 2021 and May 11, 2021

Elaine Whitney moved to approve the minutes of May 3, 2021 and May 11, 2021; seconded by Karen Kleine and passed unanimously.

DISCUSSION/ACTION

Possible Appointment of Long Lots Elementary School Principal

Be it resolved, that upon the recommendation of the Superintendent of Schools, the Board of Education appoints Kimberly Ambrosio as Principal of Long Lots Elementary School, effective July 1, 2021.

MOTION: Elaine Whitney
SECOND: Jeannie Smith
RESULT: Passed Unanimously
VOTE: 7-0

Possible Appointment of Kings Highway Elementary School Principal

Be it resolved, that upon the recommendation of the Superintendent of Schools, the Board of Education appoints Tracey Carbone as Principal of Kings Highway Elementary School, effective July 1, 2021.

MOTION: Jeannie Smith
SECOND: Karen Kleine
RESULT: Passed Unanimously
VOTE: 7-0

Acceptance of Gifts for the Westport Permanent Art Collection

Be it resolved, that upon the recommendation of the Superintendent of Schools, the Board of Education accepts with gratitude and appreciation the following gifts, which are to become a part of the Westport Public Schools Permanent Art Collection:

- ***5 works of art donated by Ann Chernow, with a total value of \$6,000.00;***
- ***2 paintings donated by Friends of WestPAC, with a total value of \$9,000.00;***
- ***1 silkscreen donated by Al Arosco, with a value of \$3,500.00;***
- ***1 drawing donated by Bruce McAllister, with a value of \$1,500.00;***
- ***1 lithograph poster donated by Ann Sheffer, with a total value of \$500.00;***
- ***1 work of art donated by Leonard Everett Fisher, valuation to come; and***
- ***16 mixed media works donated by Naiad Einsel Estate, with a total value of \$15,500.***

MOTION: Candice Savin
SECOND: Karen Kleine
RESULT: Passed Unanimously
VOTE: 6-0-1 (Lee Goldstein abstaining)

Approval of Pathways Academy as Alternative Education Program for 2021-2022 School Year

Be it resolved, that upon the recommendation of the Superintendent of Schools, the Board of Education approves the Pathways Academy as an Alternative Education Program for the FY 2021 - 2022 school year, and further authorizes the Superintendent of Schools and the Chair of the Board of Education to submit an application to the State Department of Education for such program.

MOTION Karen Kleine
SECOND: Youn Su Chao
RESULT: Passed Unanimously
VOTE: 7-0

Budget Reconciliation 2021-2022

Be it resolved that the Westport Board of Education adopts a final operating budget for the 2021-2022 school year in the amount of \$125,594,582, as allocated across budget categories per the budget request of the Board of Education to the Board of Finance and Representative Town Meeting, said amount representing a 3.00% increase from the 2020-2021 budget, as appropriated by the Representative Town Meeting of the Town of Westport on May 4, 2021.

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

2022-2023 School Calendar

Be it resolved, that upon the recommendation of the Superintendent of Schools, the Board of Education approves the FY 2022-2023 school year calendar as presented on May 3, 2021.

MOTION: Candice Savin
SECOND: Jeannie Smith
RESULT: Passed
VOTE: 4-3 (Candice Savin, Jeannie Smith, Youn Su Chao and Lee Goldstein in favor; Elaine Whitney, Karen Kleine and Liz Heyer opposed)

DISCUSSION

Health Update

Teaching and Learning Updates

- Class of 2023 Mastery-Based Diploma Assessment Proposal
- Technology in Mathematics

Teaching and Learning Committee Report

Strategic Plan Timeline Milestones

ADJOURNMENT: Jeannie Smith moved to adjourn at 10:31 p.m.; seconded by Karen Kleine and passed unanimously.

Respectfully submitted,

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

WESTPORT BOARD OF EDUCATION

Board Members Present:

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

Chair
Vice Chair
Secretary

Administrators Present:

Thomas Scarice, Superintendent of Schools

PUBLIC CALL TO ORDER: 7:05 p.m., Staples High School, Room 1025c

EXECUTIVE SESSION: Evaluation of the Performance of Individual Members of the Board of Education

Candice Savin moved at 7:05 p.m. to enter into executive session to discuss Evaluation of the Performance of Individual Members of the Board of Education; seconded by Karen Kleine and passed unanimously. All Board members participated; Elaine Whitney joined by phone until 7:12 p.m. and in person thereafter. Thomas Scarice participated in the executive session at the invitation of the Board. The executive session adjourned at 10:08 p.m.

ADJOURNMENT: 10:08 p.m.

Respectfully submitted,

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

**WESTPORT BOARD OF EDUCATION
Special Meeting**

Board Members Present:

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

Administrators Present:

Thomas Scarice*
Elio Longo
John Bayers
Superintendent of Schools
Chief Financial Officer
Director of Human Resources and General Admin.

*Arrived at 7:04 p.m.

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

DISCUSSION/ACTION

21-011-RFP Saugatuck Elementary School Roof Replacement - Bid Acceptance and Request for Capital Funds

Be it resolved, that upon the joint recommendation of the Superintendent of Schools and the Board of Education Finance & Facilities Committee, the Board of Education will award construction project known as 21-011-RFP Saugatuck Elementary School Roof Replacement to Silvertown Roofing, Inc., contingent upon Town of Westport Board of Finance and Representative Town Meeting approvals and full funding of bid award.

Be it further resolved, the Board of Education requests from the Board of Finance and the Representative Town Meeting a capital appropriation for said project in an amount not to exceed \$1,470,700, said amount comprised of \$1,337,000 for the base bid plus a 10% contingency of \$133,700.

MOTION: Elaine Whitney
SECOND: Liz Heyer
RESULT: Passed Unanimously
VOTE: 7-0

ADJOURNMENT: Candice Savin moved to adjourn at 7:30 p.m.; seconded by Youn Su Chao and passed unanimously.

Respectfully submitted,

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

WESTPORT BOARD OF EDUCATION

Board Members Present:

Candice Savin	Chair
Karen Kleine*	Vice Chair
Elaine Whitney	Secretary
Jeannie Smith	
Youn Su Chao	
Lee Goldstein	
Liz Heyer	

*Arrived at 7:24 p.m.

PUBLIC CALL TO ORDER: 7:10 p.m., Staples High School, Room 1025c

EXECUTIVE SESSION: Performance Evaluation of the Superintendent of Schools

Candice Savin moved at 7:10 p.m. to enter into executive session to discuss Performance Evaluation of the Superintendent of Schools; seconded by Lee Goldstein and passed unanimously. All Board members participated; Karen Kleine arrived at 7:24 p.m.

ADJOURNMENT: 10:26 p.m.

Respectfully submitted,

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

WESTPORT BOARD OF EDUCATION

Board Members Present:

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

Administrators Present:

Thomas Scarice, Superintendent of Schools

PUBLIC CALL TO ORDER: 7:06 p.m., Staples High School, Room 1025c

EXECUTIVE SESSION: Performance Evaluation of the Superintendent of Schools

Candice Savin moved at 7:06 p.m. to enter into executive session to discuss Performance Evaluation of the Superintendent of Schools; seconded by Elaine Whitney and passed unanimously. All Board members participated. Thomas Scarice, Superintendent of Schools, participated at the invitation of the Board.

ADJOURNMENT: 7:59 p.m.

Respectfully submitted,

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



Secondary Science and Engineering

Implementation of the State Science Standards in the
Westport Public Schools

Kat Nicholas, MS Design and Engineering Teacher
Amy Parent, HS Science Research Teacher

The CT Science Standards are the NGSS

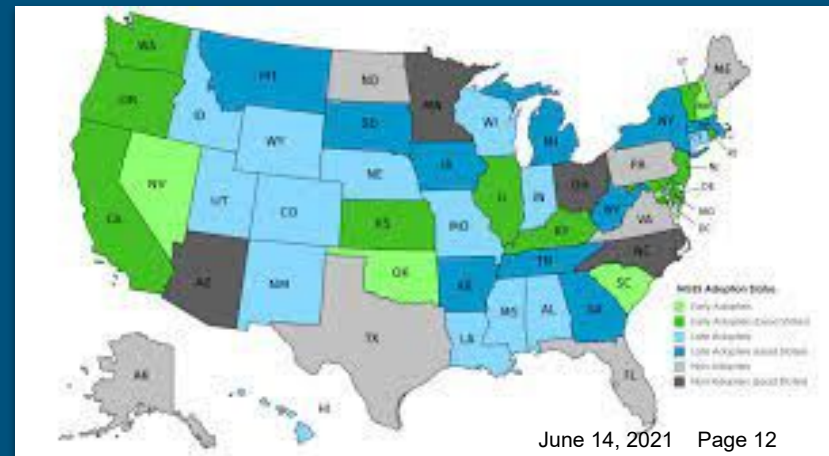
Nationally organized science standards, K-12

- 36% of US students have NGSS standards
- 35% of US students have NGSS-linked standards

Developed with the idea that science is a way of thinking, not a set of facts to memorize

Insert QR code to NGSS website

<http://horizon-research.com/NSSME/wp-content/uploads/2020/04/NGSS-Obstacles-and-Progress.pdf>

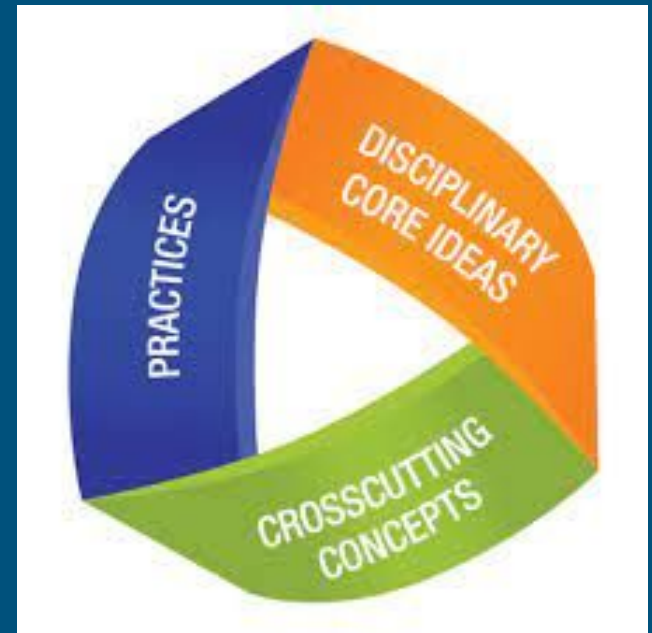


The Three Dimensions of Science Learning

Core Ideas

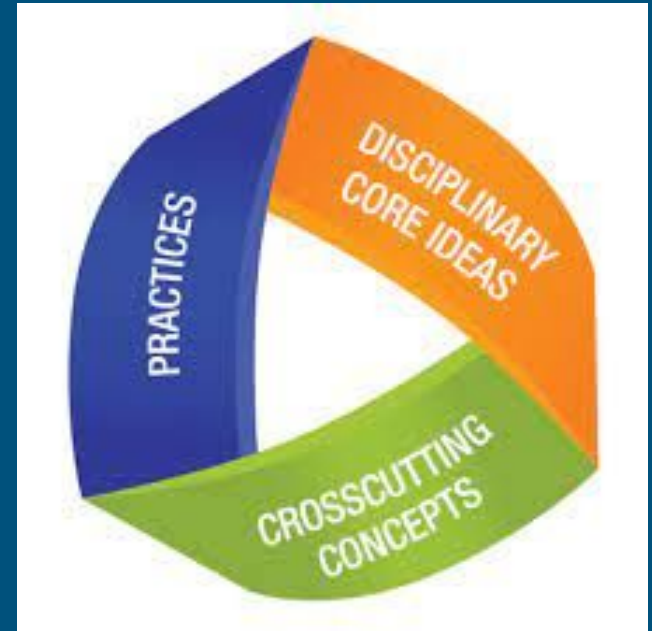
Cross Cutting Concepts

Science and Engineering Practices



Science and Engineering Performance Expectations

Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.



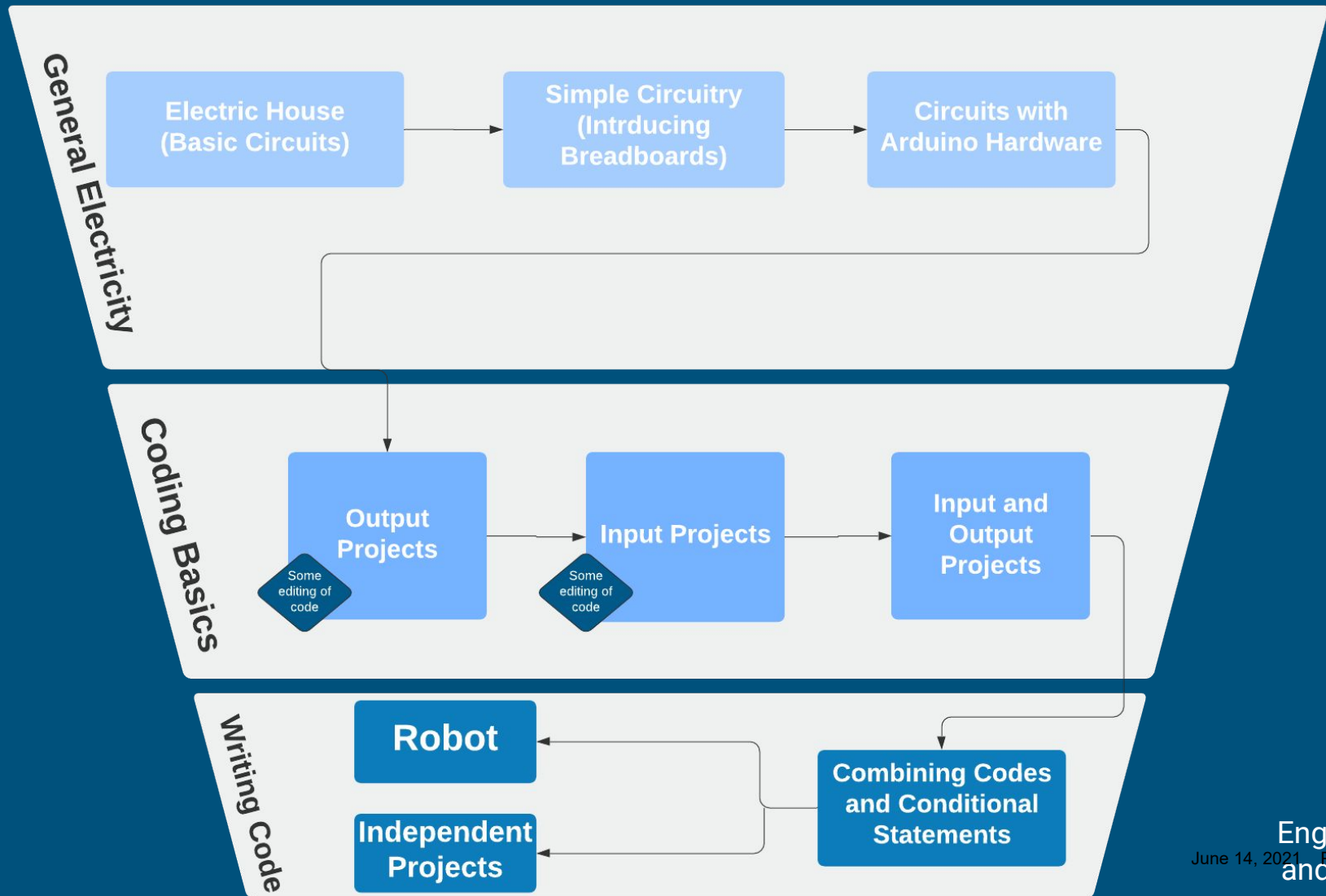
Design and Engineering - Middle School

- 3 year course taken by all middle school students
- Students are presented with open ended problems to solve in a makerspace environment
 - Promote collaboration
 - Encourage independent problem solving

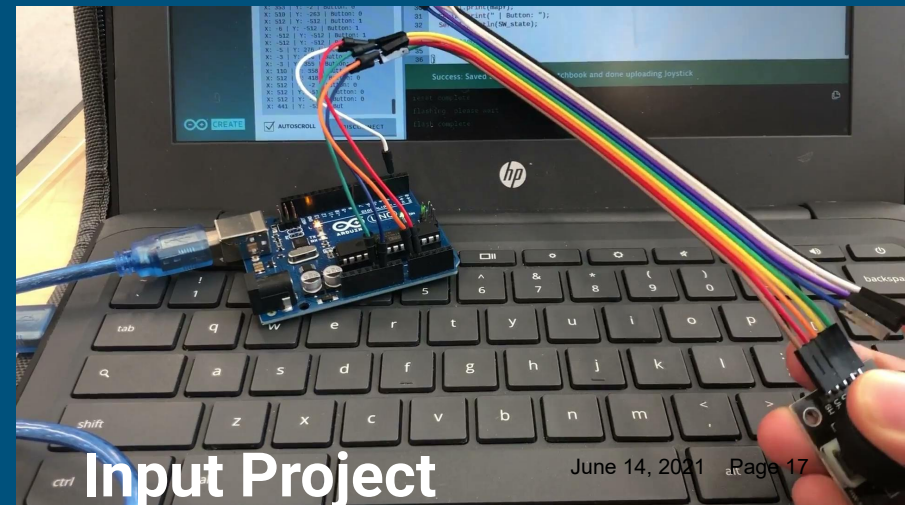
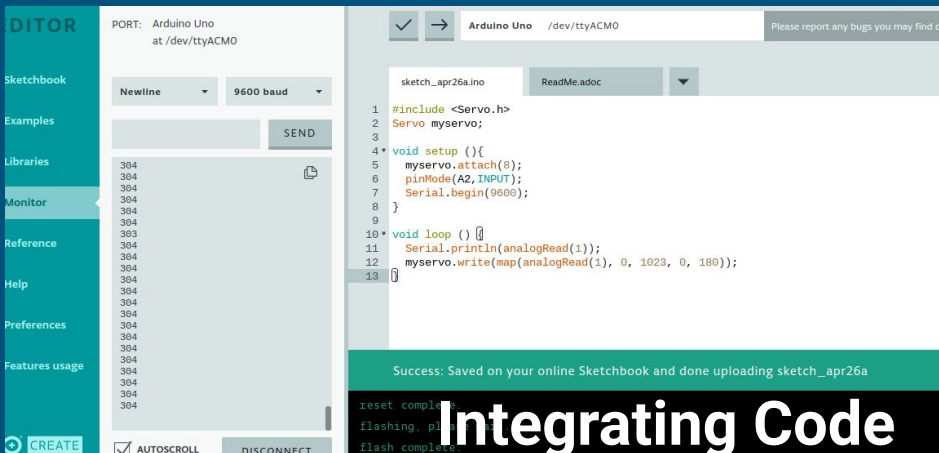
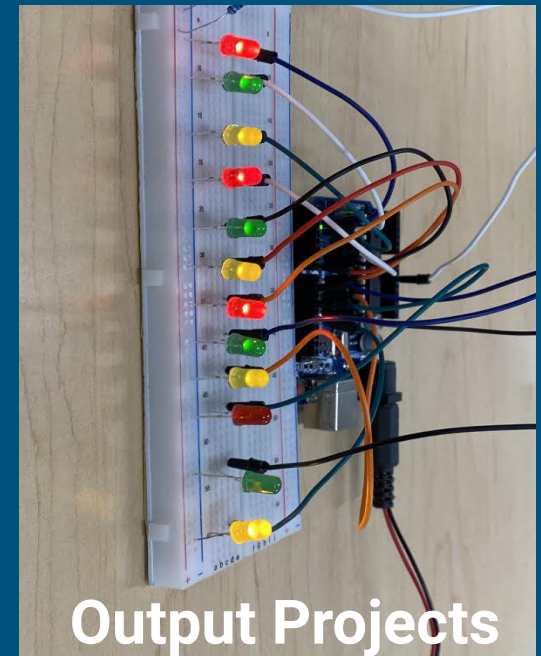
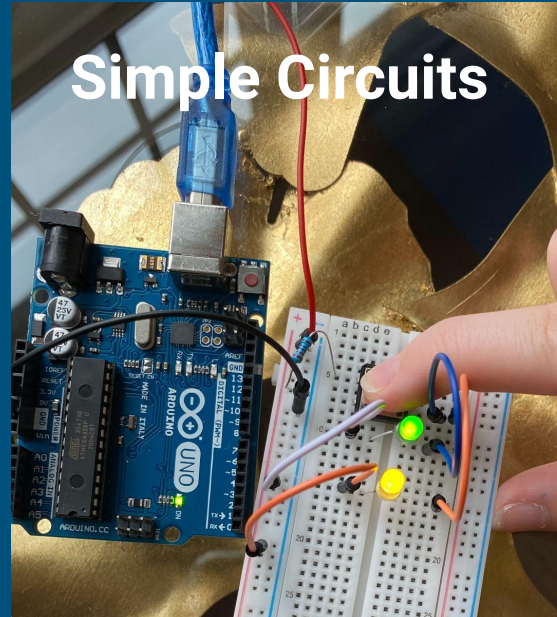
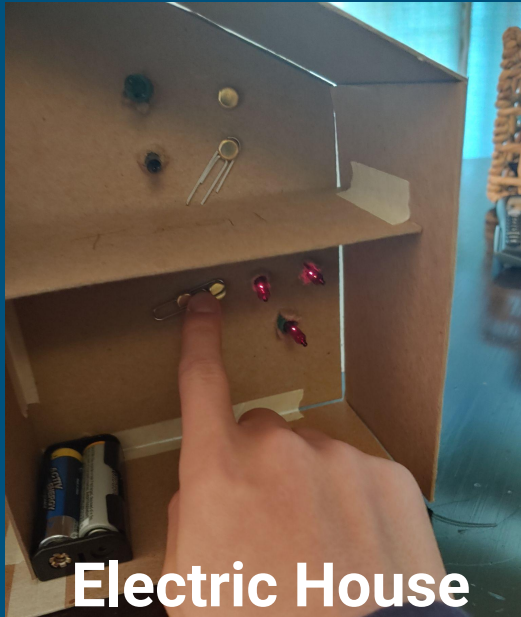


Engineering and Design - Middle School

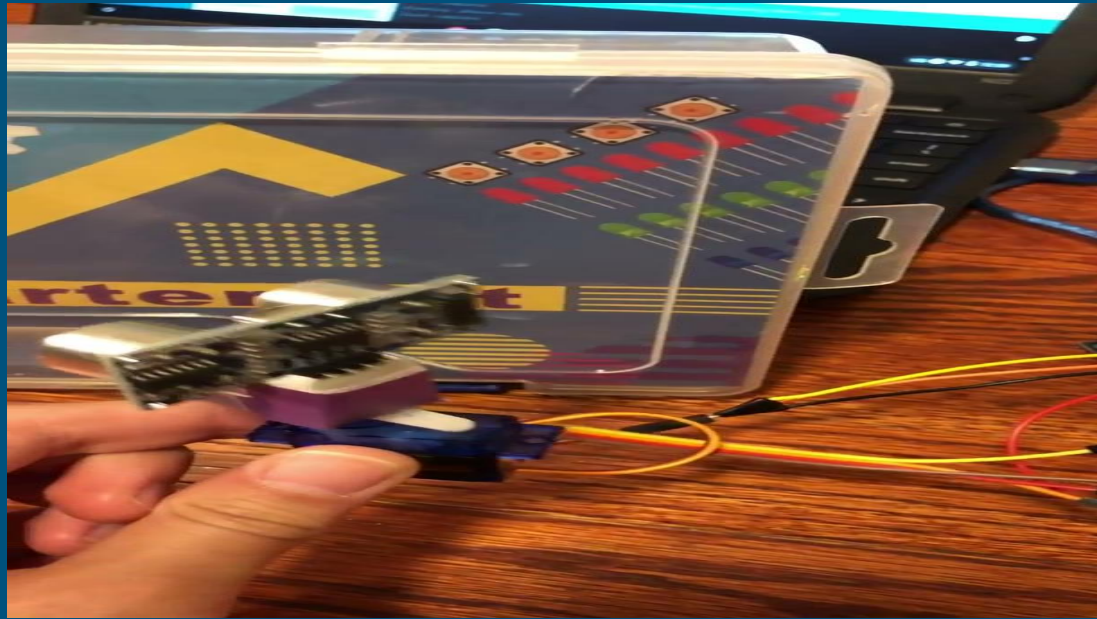
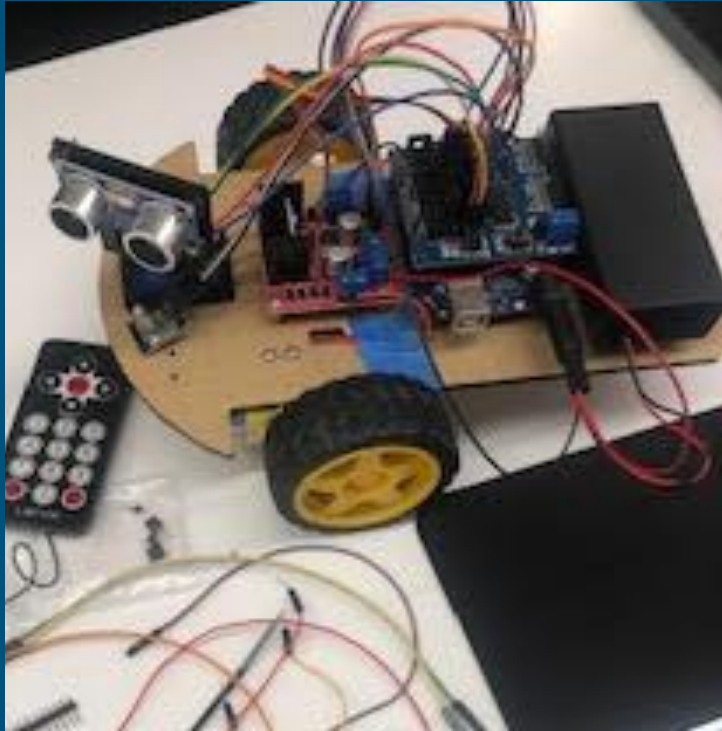
Problem presented to 8th graders- Create an autonomous Robot using Arduino software and C++ Coding



Engineering and Design - Student Examples

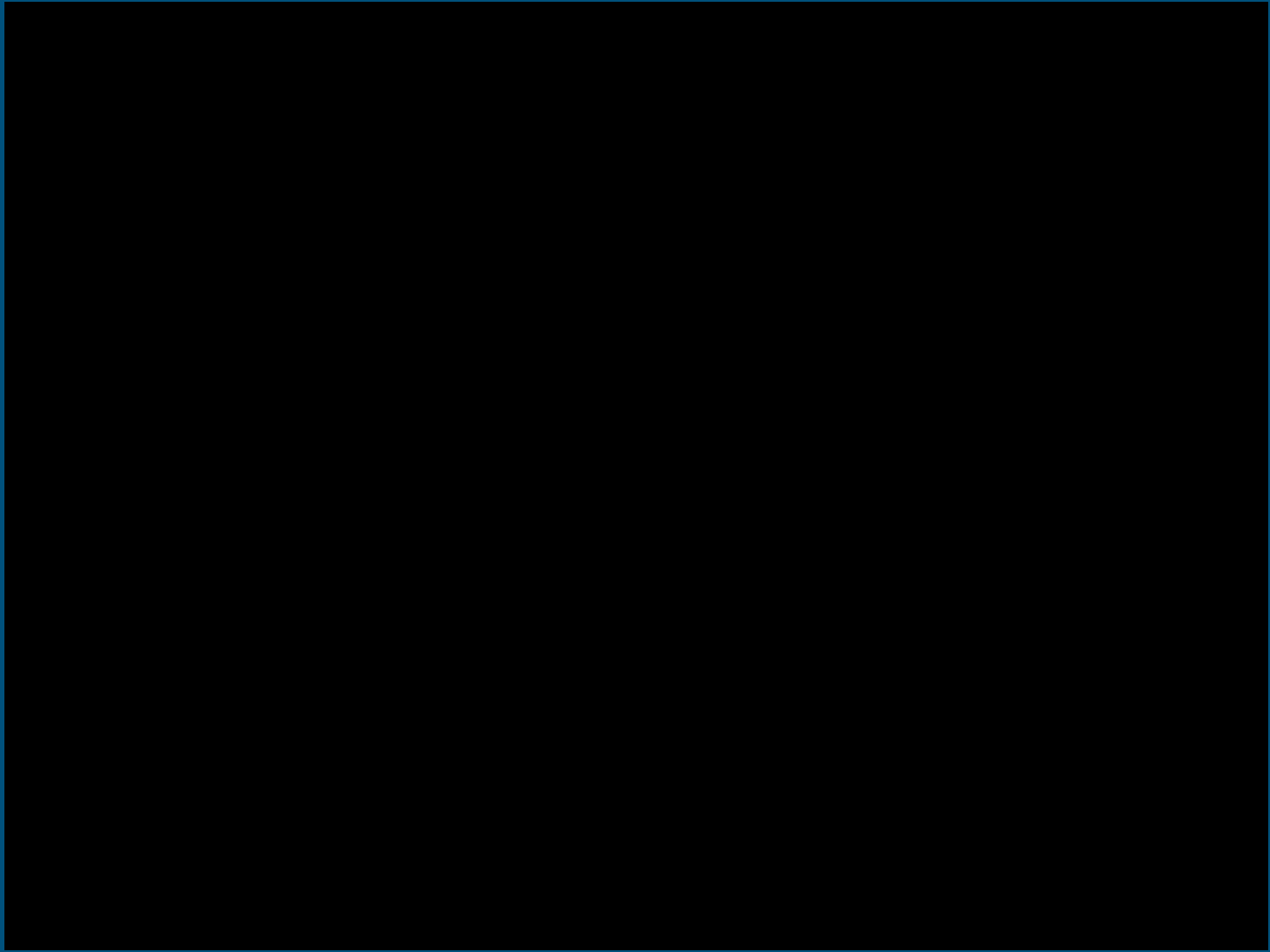


Engineering and Design - Robot and Beyond



- SR04 Ultrasonic Sensor and a Servo Motor
- combined the code from the arduino website with Servo Sweep Code
- Servo Sweep guidelines
- used my knowledge from videos about combining different components

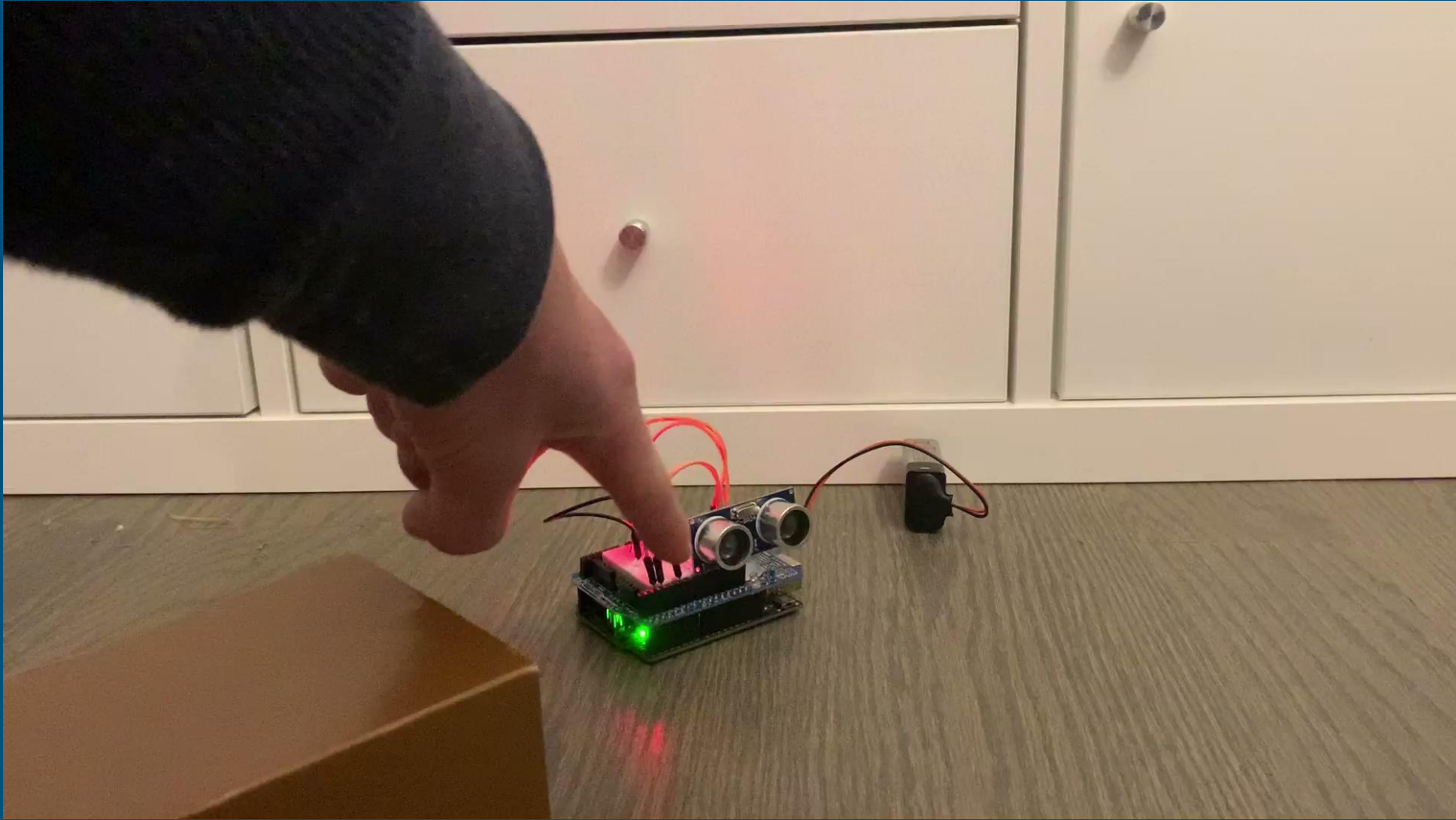
Engineering and Design - Robot and Beyond



Jack Srihari, 8th Grade

<https://www.wevideo.com/view/2165289286>

Engineering and Design - Robot and Beyond



Engineering and Design - Robot and Beyond



Scientific Research Elective embraces the Science and Engineering Practices

- One-year A-level elective course
- Individualized based on student interest (any discipline)
- Students apply the science and engineering practices to answer a scientific question of their choice
- Promotes science literacy
- Provides an opportunity to present ideas and accomplishments in external science fairs

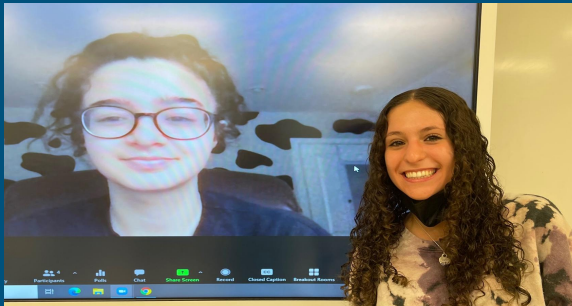


Example of Scientific Research Accomplishments

Staples students submitted a poster and a 3 minute video describing their research proposal to the CT-STEM Science Fair

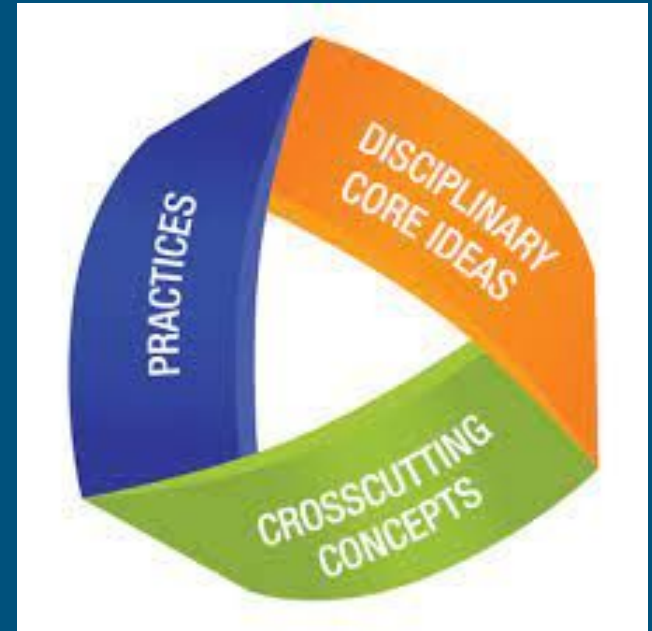
Professionals, serving as judges, evaluated over 250 proposals and completed projects

Two Staples students co-won the Behavioural Science Research Proposal category each receiving a \$300 cash reward



Science and Engineering Performance Expectations

Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.





WESTPORT PUBLIC SCHOOLS

MICHAEL RIZZO

Assistant Superintendent for Pupil Personnel Services

110 Myrtle Avenue
Westport, Connecticut 06880
Telephone: (203)341-1250
Fax: (203) 341-1295
mrizzo@westportps.org

To: Thomas Scarice, Superintendent of Schools
From: Michael Rizzo and Dr. Valerie Babich
Date: June 14, 2021
Re: Search Institute Survey

Background and Process

Westport Public Schools administered the Search Institute Developmental Relationships Survey in late April 2021 in partnership with the Westport Department of Human Services and Positive Directions. As you know, similar surveys have been administered through this valuable partnership over the last 20 years. The results have been used to guide prevention efforts and programs that have supported Westport students, families, and the community.

Overall, the survey was administered to approximately 800 students in grades 7-12. Families were notified of the survey and were provided an option to view the survey and to opt out of the survey. Surveys were administered to teams at the middle school level and in English, Social Studies, and Health classes at the high school. The administration was reported to run smoothly and to take less time than expected.

It is important to note that this survey was administered during the COVID-19 pandemic and should be viewed in that context. In addition, it is the first administration of this particular survey and the results now establish a baseline for our community.

Results

The survey assessed our students in 3 areas:

- Developmental Relationships Framework: Developmental Relationships, Social Emotional Competencies, and Equitable Practices
- Drug Free Communities
- Current Events: COVID-19 and Racial Injustice

Within the *Developmental Relationships Framework*, our students reported experiencing moderate developmental relationships with adults. These relationships are characterized by 5 interconnected elements, the strongest of which, for our students, included our students reporting that adults challenge them to keep getting better and that adults show them that they care. One relatively lower score was in the area of Expand Possibilities, which includes the future-oriented nature of student relationships with teachers. These responses may reflect their experience with the pandemic and everyone being focused on the present moment. Westport students report strong social and emotional competence, including strong skills in self-management and social

awareness. In the area of Equitable Practice, our students reported a moderate culturally responsive environment in schools, reflecting how our students experience diversity, equity, and inclusion in our schools.

In the *Drug Free Communities* module, very few students reported that they are smoking cigarettes or misusing prescription drugs. However, alcohol, marijuana, and vaping use as well as their perceptions related to these substances are areas of concern and areas to focus our efforts.

Finally, within the *Current Events* module, which was administered to our high school students only, the COVID-19 responses indicate 69% of students experienced the pandemic as somewhat or very stressful. More than half of the students took steps to resolve this stress most or all of the time and the majority accepted the pandemic was a reality that could not be changed. Of note is that only one third of students reported reaching out to others to express how they are feeling about the pandemic. While the majority of students feel connected to friends in school, a little more than half feel connected to staff and students in school. Family relationships and friendships were generally perceived as the same or stronger during COVID. About half of the students perceived their relationships with teachers as the same or stronger during COVID. These differences may be due to reduced contact with teachers during most of the year. In terms of social-emotional support during COVID, almost half of the students felt their relationship with teachers helped make things feel more normal and make sense of their feelings during this time. More than half of students agreed or strongly agreed that their teachers provided a safe space for them to share their feelings and experiences related to COVID.

The last module inquired about the increased attention and unrest around Racial Injustice. Student responses indicated that more than $\frac{3}{4}$ of them agreed or strongly agreed that they believe they have a role to play in ending injustice. The overwhelming majority of students feel they are more aware of the impact of their words and actions, more likely to take actions in the fight against racism and discrimination, and almost all believe that by working with others in the community, they can make things more fair for people, regardless of the color of their skin.

The results of the survey have provided valuable data for us to review and analyze more deeply from various perspectives. We will begin to share the data with the school community, including administrators, staff and students within each school and across the district. Recommendations may include curriculum changes as well as student and parent programs. The results will also be shared with the Westport Prevention Coalition, which brings together a wide range of community stakeholders. Working together, schools, parents and the community can contribute to positive youth development.

We look forward to discussing these results with the Board of Education on June 14, 2021.

Developmental Relationships Survey Results for

Westport Public Schools

June 1st, 2021



Prepared by:



Discovering what kids need to succeed

Introduction

This report is based on your young peoples' responses to the Developmental Relationships Survey. The report was prepared by Search Institute, a non-profit organization that partners with schools, youth programs, and other organizations to conduct and apply research that promotes positive youth development and advances equity. Search Institute generates new knowledge through mixed-methods studies and develops and delivers workshops, surveys, and other resources that enable practitioners and parents to understand and act on the science of youth development.

In this report, you will find actionable data on developmental relationships, social and emotional competencies, and equitable practices. We hope that these data will help you make the case that developmental relationships are the lever through which we can advance social and emotional competence and create more equitable environments where all young people are equipped to continue on their paths to thrive.



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What are Developmental Relationships

Over the past decade, Search Institute has conducted a multi-year effort to better understand the role relationships play in positive youth development. This work has led to extensive literature reviews and numerous qualitative and quantitative studies to inform our understanding of the power of relationships young people have with parenting adults, educators, and youth workers (e.g., mentors, program staff, among others). It is through this work that Search Institute has defined these high-quality relationships as “developmental relationships.” Developmental relationships are close connections through which young people discover who they are (identity), gain abilities to share their own lives (agency), and learn how to interact with and contribute to the world around them (committed to their community).






Developmental relationships are characterized by five interconnected elements (with specific actions within each): express care, challenge growth, provide support, share power, and expand possibilities. To date, Search Institute’s research has shown that when young people experience developmental relationships with caring adults, they tend to report a wide range of positive outcomes including social-emotional strengths (Syvertsen et al., 2015), increased resiliency (Roehlkepartain et al., 2017), and greater academic motivation (Scales et al., 2019).

Just as a system of roots supports and nourishes trees as they develop and grow, nurturing relationships with adults provide a foundation for young people’s development by offering them guidance, encouragement, and new opportunities. Cultivating strong roots nourishes young people and supports their development and growth while creating a foundation of stability.



The Developmental Relationships Framework

Young people are more likely to grow up successfully when they experience developmental relationships with important people in their lives. Developmental relationships are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. Search Institute has identified five elements—expressed in 20 specific actions—that make relationships powerful in young people's lives.

Elements	Actions	Definitions
 Express Care Show me that I matter to you.	<ul style="list-style-type: none"> • Be dependable • Listen • Believe in me • Be warm • Encourage 	Be someone I can trust. Really pay attention when we are together. Make me feel known and valued. Show me you enjoy being with me. Praise me for my efforts and achievements.
 Challenge Growth Push me to keep getting better.	<ul style="list-style-type: none"> • Expect my best • Stretch • Hold me accountable • Reflect on failures 	Expect me to live up to my potential. Push me to go further. Insist I take responsibility for my actions. Help me learn from mistakes and setbacks.
 Provide Support Help me complete tasks and achieve goals.	<ul style="list-style-type: none"> • Navigate • Empower • Advocate • Set boundaries 	Guide me through hard situations and systems. Build my confidence to take charge of my life. Stand up for me when I need it. Put limits in place that keep me on track.
 Share Power Treat me with respect and give me a say.	<ul style="list-style-type: none"> • Respect me • Include me • Collaborate • Let me lead 	Take me seriously and treat me fairly. Involve me in decisions that affect me. Work with me to solve problems and reach goals. Create opportunities for me to take action and lead.
 Expand Possibilities Connect me with people and places that broaden my world.	<ul style="list-style-type: none"> • Inspire • Broaden horizons • Connect 	Inspire me to see possibilities for my future. Expose me to new ideas, experiences, and places. Introduce me to people who can help me grow.

NOTE: Relationships are, by definition, bidirectional, with each person giving and receiving. So each person in a strong relationship both engages in and experiences each of these actions. However, for the purpose of clarity, this framework is expressed from the perspective of one young person.

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[Download a PDF of the framework](#)

Description of Your Study & Sample

Search Institute's Developmental Relationships Survey was used for this study. This survey is designed for young people in grades 4 through 12+ and is typically administered online independently or in a group setting. Some young people may choose to use the included audio prompts to assist with comprehension. Standardized administration procedures were provided to staff who administered the survey to enhance the quality of the data.

The specific characteristics of your survey participants are shown in the table and waffle charts on the next two pages. When reviewing demographic data in this report, it is important to note that survey participants self-reported on each of these attributes. As such, it may not entirely align with your own demographic data. Understanding who participated is vital for appropriate interpretation and application. If your sample reflects the population you seek to engage, then you can have more confidence that the results will be broadly applicable. If your sample does not match your target population, you will need to consider these differences when interpreting the findings.

This report will only show results for samples of at least 30 young people. This reduces the risk that results on particular young people will be singled out and discussed, particularly in public settings. In addition, results from very small samples of young people should not be applied more broadly, nor should assumptions be made that their perspectives are generalizable or transferrable to larger groups. Their results may be true for them, but there may not be enough young people in the sample to account for measurement and sampling errors.

Discussion Questions

- ① What worked with the survey administration? What challenges were present? How can we avoid these problems going forward?
- ① How did youth respond to being asked to complete the survey? Were staff and young people sufficiently aware of the survey's purpose?
- ① In what ways does the sample in your survey reflect (or not reflect) the young people you seek to hear from as you develop your priorities and action plans?
- ① What characteristics of the survey sample make it particularly valuable? (For example, perhaps there is a subgroup included that you haven't heard from before. Or perhaps it includes young people who participate regularly but don't always speak up.)
- ① If your study does not include all the perspectives of young people you would want to include, how might you engage those additional voices moving forward? (This might include asking them to be part of the study interpretation and planning process.)

Demographics Tables

Youth Demographics Sample Size

Total **797**

Age

<10	1	
10	0	
11	1	
12	57	
13	161	
14	108	
15	171	
16	99	
17	131	
18	52	
19+	1	

Grade

Not enrolled	0	
Grade 4	0	
Grade 5	0	
Grade 6	1	
Grade 7	137	
Grade 8	128	
Grade 9	155	
Grade 10	138	
Grade 11	102	
Grade 12	123	
Post-secondary	0	

Gender

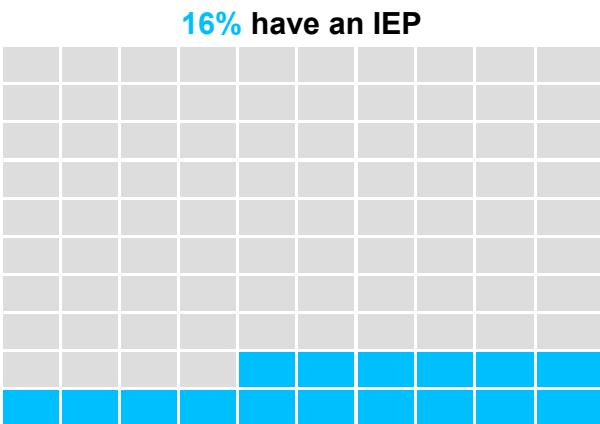
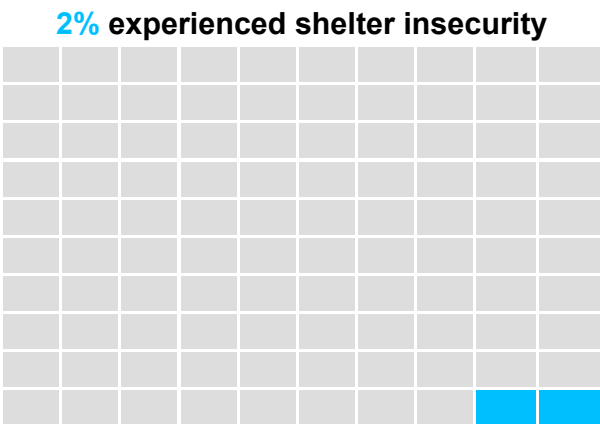
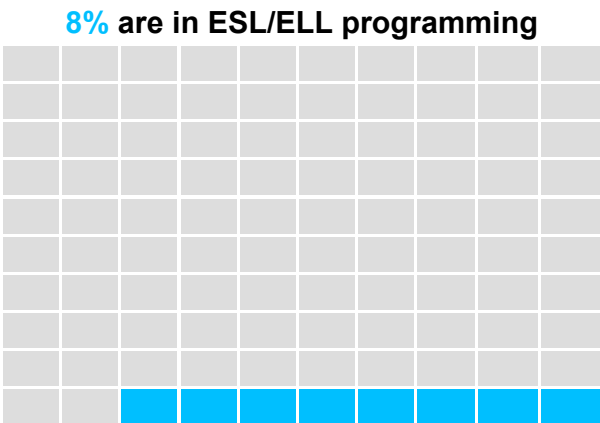
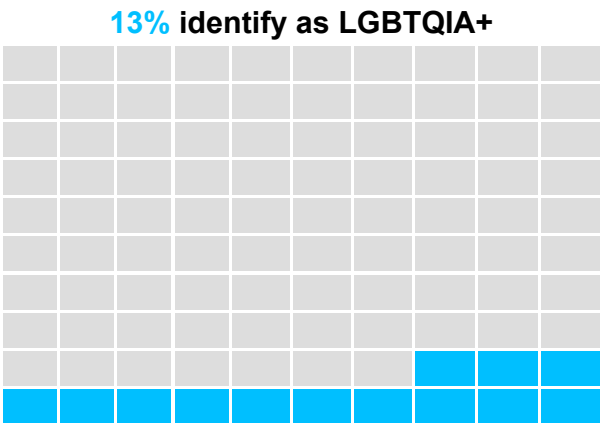
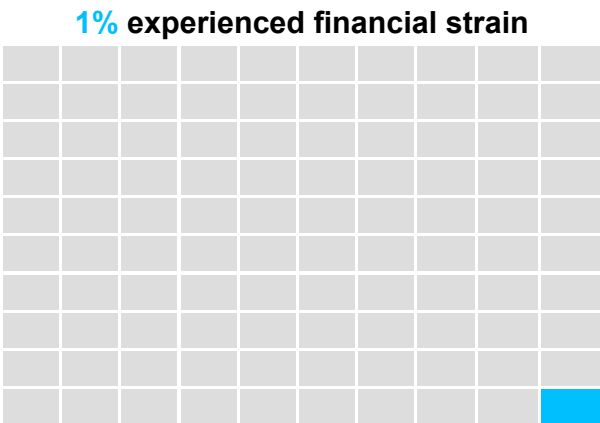
Girl	391	
Boy	380	
Other	17	

Race

Asian/Pacific Islander	47	
Black	14	
Hispanic/Latinx	26	
Native American	1	
White	578	
Other	11	
Multiracial	100	

Demographics Charts

The following waffle charts contain additional descriptive information about your young people who participated in the survey.



How to Read the Report & Interpret Results

This report offers unique information on your young people and their experiences with your organization. It emphasizes the relationships and equitable practices that are essential for young people to develop the social and emotional competencies critical for success in life. These data are meant to guide schools and youth-serving organizations to put in place research-informed strategies to boost their intentional practices in building developmental relationships.

This report provides information from several angles. We recommend you review your results in several stages that allow you to both see the broad context and focus on specific issues, needs, gaps, or priorities. As you do this, consider the following:

1. Examine the broadest findings, such as the overall scores for each category of developmental relationships and social and emotional competencies. This high-level review will give you an overall sense of what is happening with your young people. Note any clear patterns, surprises, or questions you see.
2. Pay attention to both averages and distribution. The report shows both average scores, which gives you a sense of your young people overall, and the “distribution” of scores, which shows the percentages of young people who scored low and high in each area. These different groups are referred to as “Weak,” “Moderate,” and “Strong” within this report.
3. Access the online dashboard to examine the data for subgroups of young people, particularly those that are most relevant to your work. Do you see surprises or meaningful differences that need further exploration?
4. Focus on data in which you and your organization have a particular stake. You may have goals related to specific indicators. Reflect on how they either align with or offer a counterpoint to the general patterns you noticed earlier.

These data are best examined in conversation with multiple stakeholders, including young people, staff, parenting adults, positional leaders, and others—all of whom will bring different perspectives to the interpretation. If you do not already have a diverse guiding team for your planning process, convene one or more groups to work together to internalize, interpret, and then use the data for change. This process will build shared understanding and commitment to actions you ultimately take based on the findings.

You will note that this report does not have “norm” data to which to make comparisons. Though it can be interesting to compare your own results to others, Search Institute’s experience in working with schools and other organizations is that it can be distracting or counterproductive. Your population can be quite different from those on which national norms are based, making it difficult to interpret differences. Furthermore, the most important context is your local context, your shared priorities, and the gaps between your current realities and your targets for growth. In other words, the most relevant comparison is to your hopes, aspirations, and goals for your young people. Thus, we encourage emphasizing the local context as a comparison point, rather than focusing on comparing your data to other organizations.

It is important to remember that these survey data represent just one source of information. No single source of information—no matter how valid—can tell the whole story about how your young people are doing. For those reasons, among others, these data should not be used for accountability purposes. It is important to review these data (like all information and data) critically and in context of other information, experience, and research. If it reinforces other data points, you can have more confidence in it. If it contradicts other findings or perspectives, dig deeper to understand the reason for the differences.

As you look at the detailed tables of data, it can be tempting to over-interpret small differences between groups of young people. A difference between scores that may look meaningful, might not reach a level of statistical significance. That is, small differences may be due to measurement error. Small differences are less likely to be significant with smaller samples.

With these general guidelines in mind, we believe you will find important results, patterns, and insights in this report that offer a fresh perspective on how young people are experiencing the essential relationships and equitable practices that matter to their success.

This report is structured into three core sections: Developmental Relationships, Social and Emotional Competencies, and Equitable Practices. Additional sections may be present depending on your organization's customizations.

How are average scores calculated?

Each survey item has four response choices, scored on a scale from 1-4. Individual item scores are added together then divided by the total number of items. The resulting number (1-4) is then converted to a 0-100 range with the following formula $((x-1)*100)/3$ to assist with interpretation.

How are responses distributed?

Scores are shown in three levels. These three levels are: weak (scores of 0-33 that reflect responses of the first two response options), moderate (scores of 33.33-66.66 that reflect the third response option), and strong (scores of 66.67-100 that reflect the fourth response option). From this, you may identify areas where young people are either particularly high or low, which may not always be evident from the average score. In our pilot studies, young people who reported having higher developmental relationship scores typically had better youth development outcomes.

As you make meaning of the data, follow a reflective process with the following questions:

- ① What stands out? We recommend that you start by naming objective stats (e.g. Express Care was our strongest element with a score of 80).
- ① What encourages you? What discourages you?
- ① What surprises you? What is not clear?
- ① What is the importance of this?
- ① What may have led to this result?
- ① What action ideas come to mind? Note that actions may come in different forms (e.g. things we should do more often or less often; things that should be kept the same; making something more widely available or systematic).

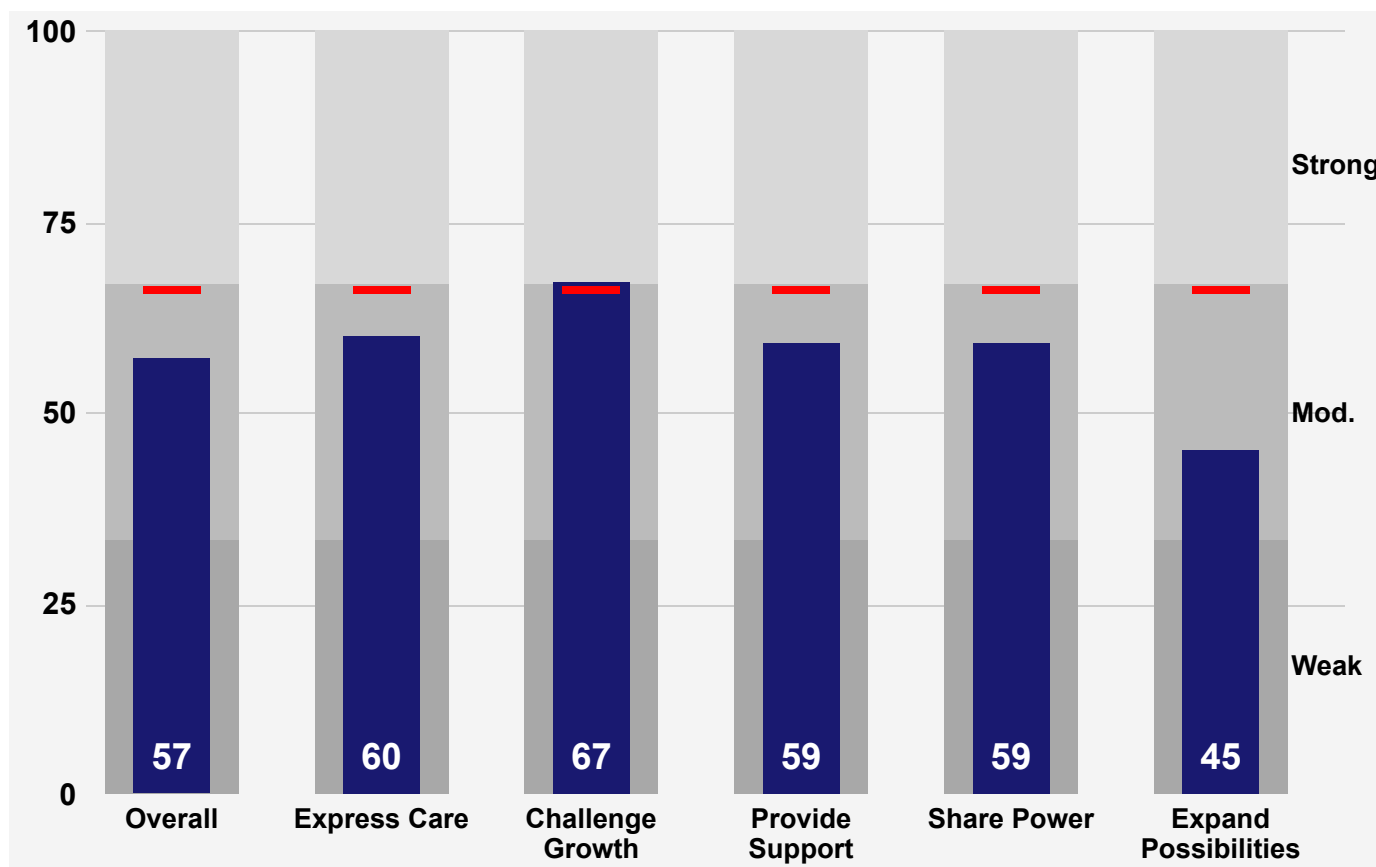
Core Measure 1: Developmental Relationships

Developmental relationships are close connections through which young people discover who they are (identity), gain abilities to share their own lives (agency), and learn how to interact with and contribute to the world around them (committed to their community).

Developmental relationships are characterized by five interconnected elements (with specific actions within each): express care, challenge growth, provide support, share power, and expand possibilities. To date, Search Institute's research has shown that when young people experience developmental relationships with caring adults, they tend to report a wide range of positive outcomes including social-emotional strengths (Syvertsen et al., 2015), increased resiliency (Roehlkepartain et al., 2017), and greater academic motivation (Scales et al., 2019).

In this chapter, we will explore young people's experiences of developmental relationships and the five elements with the adults at Westport Public Schools.

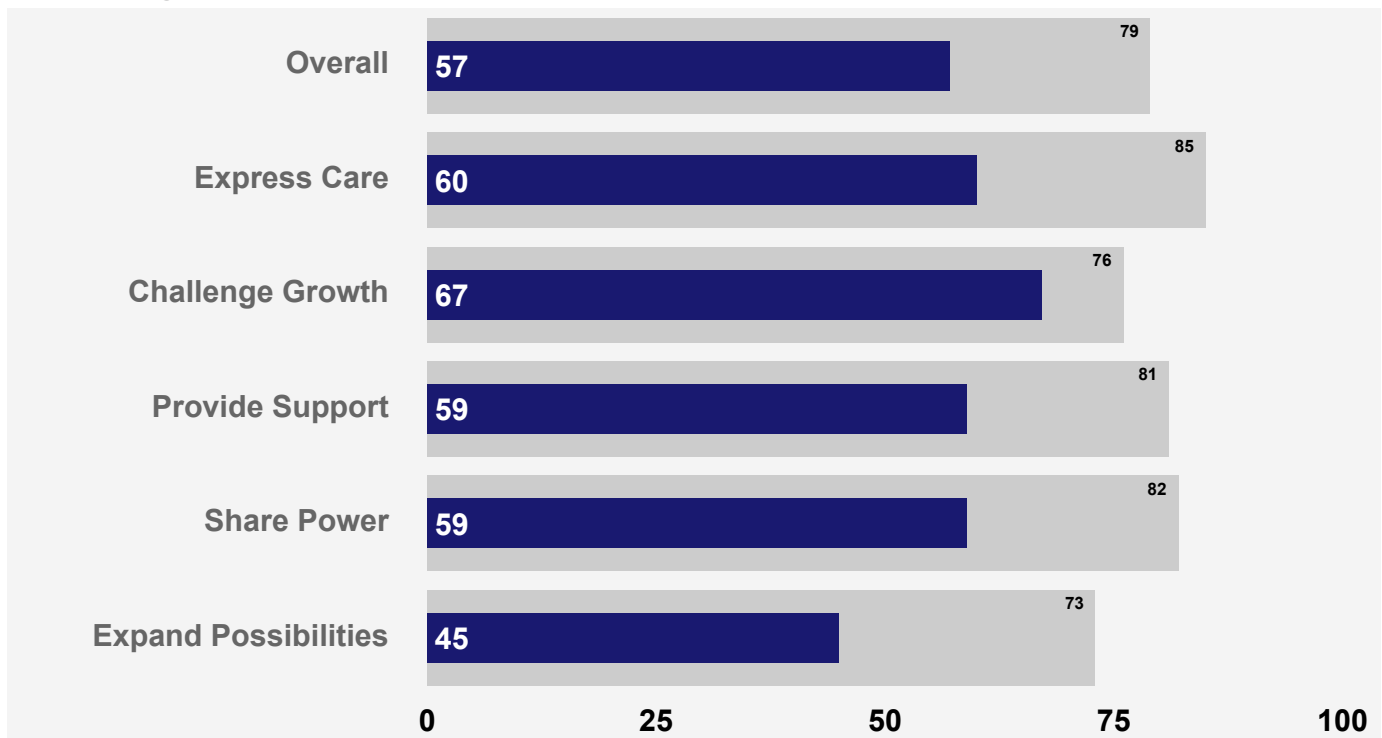
Youth generally reported experiencing **moderate** developmental relationships overall.



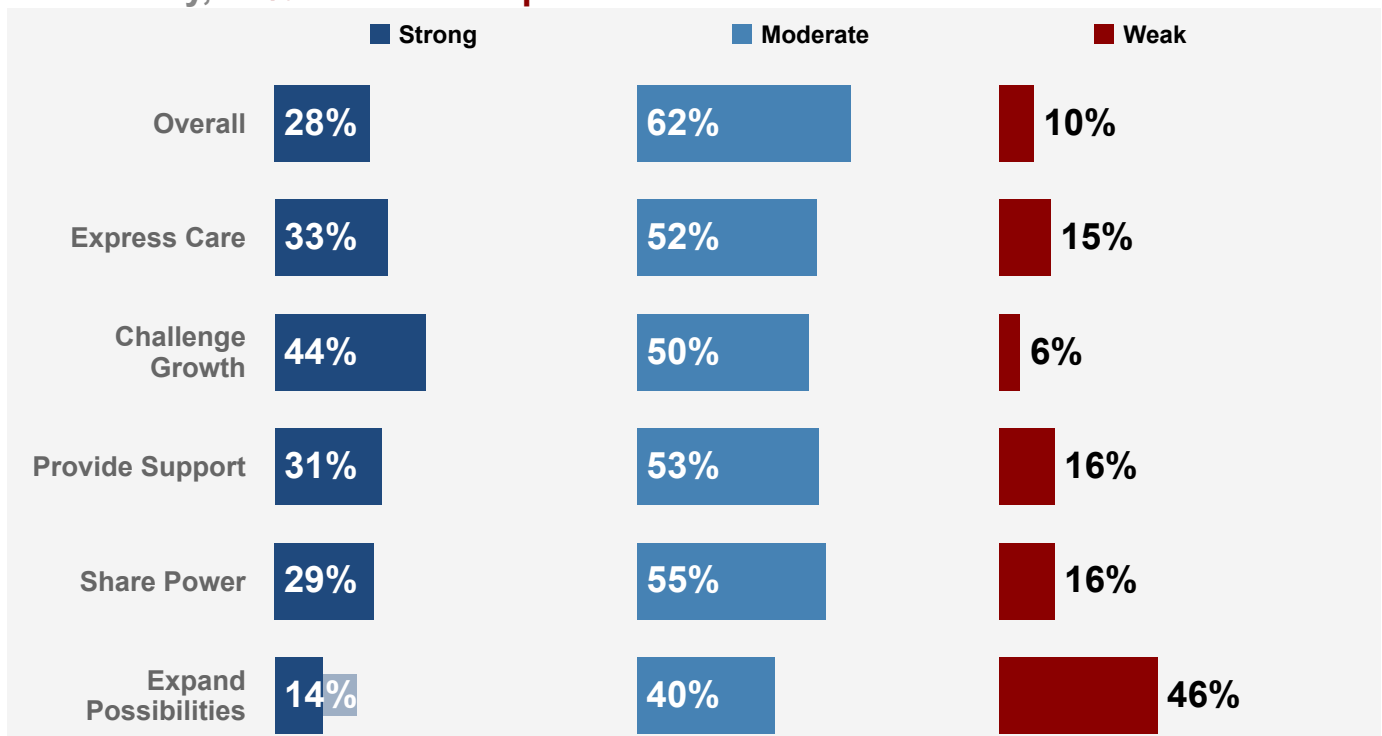
Note: The red bar indicates the score from your previous administration of the survey. If this is your time 1 survey, then it will reflect the minimum benchmark for a "strong" score.

Youth **reported a gap in their relational experiences** versus how adults described their own relational actions during the survey pilot.

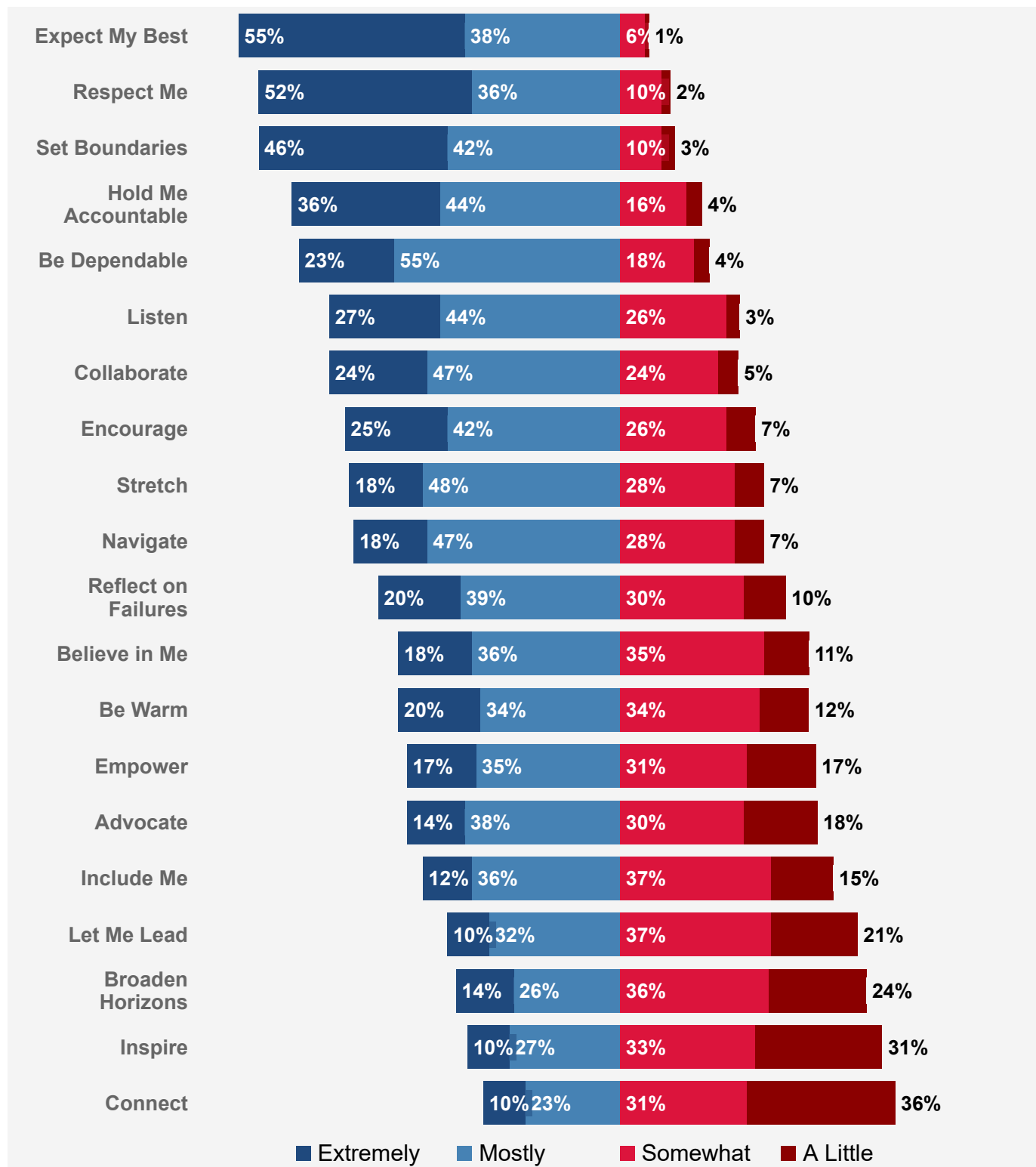
■ Adults in Pilot Survey
■ Your Youth



Overall, **28% of youth had strong experiences** of developmental relationships. Conversely, **10% had weak experiences**.

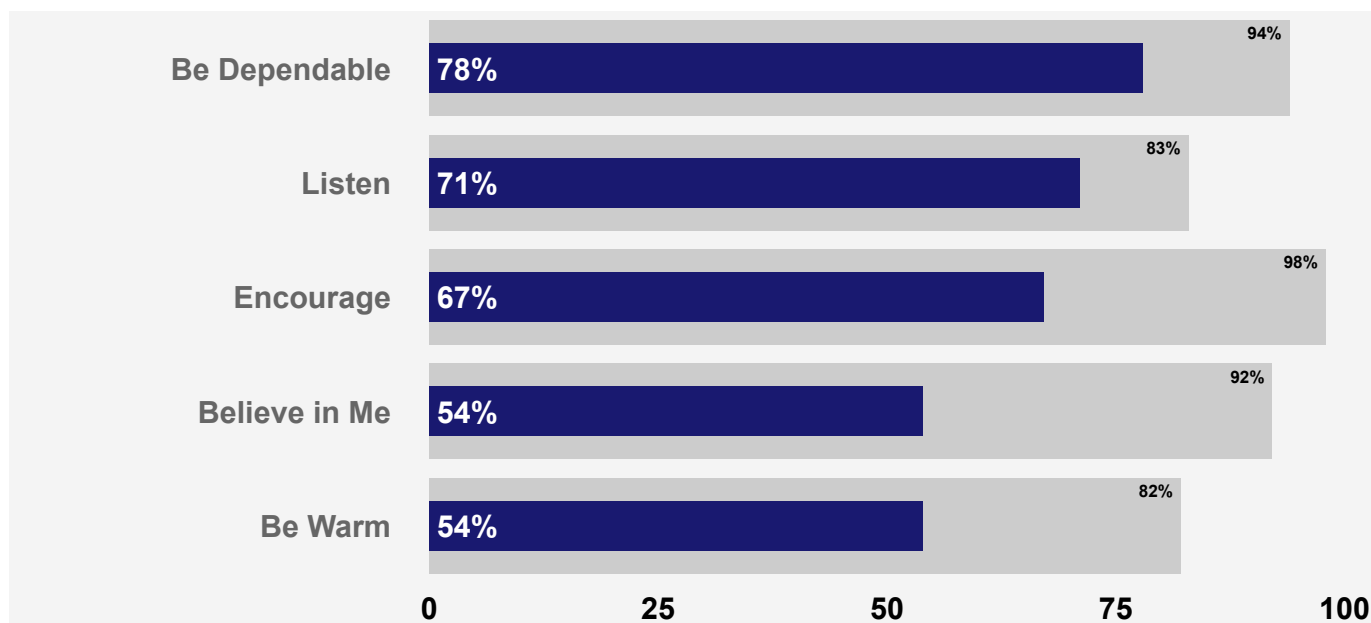


Youth reported different experiences of each of the 20 actions in the Developmental Relationships Framework.



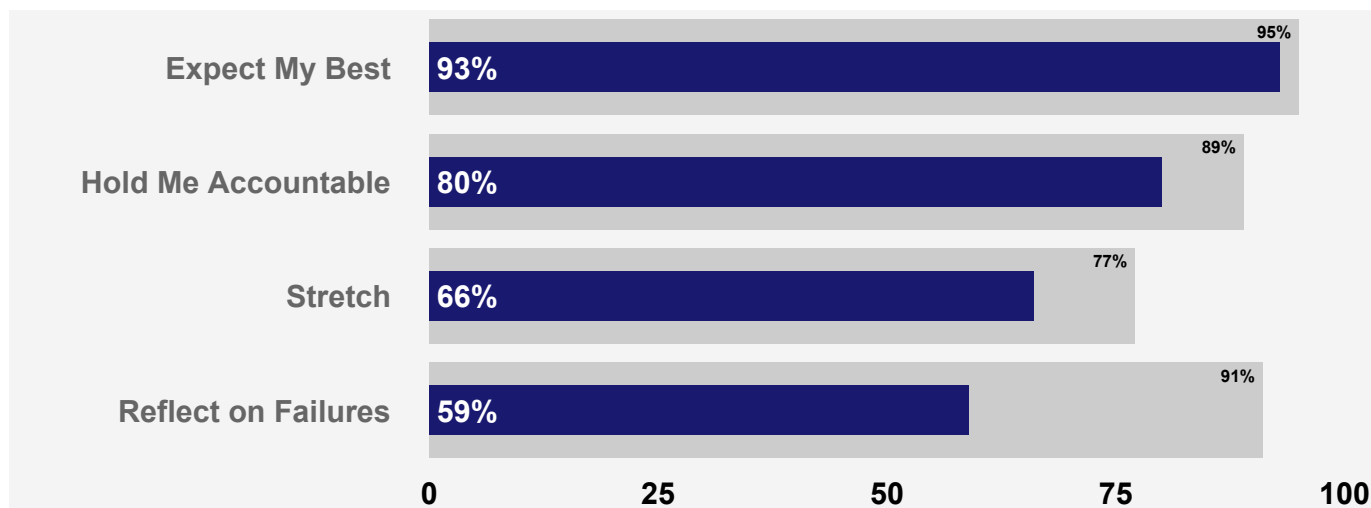
Youth reported a gap in moderate/strong Express Care actions vs how adults described their actions during the survey pilot.

■ Adults in Pilot Survey
■ Your Youth



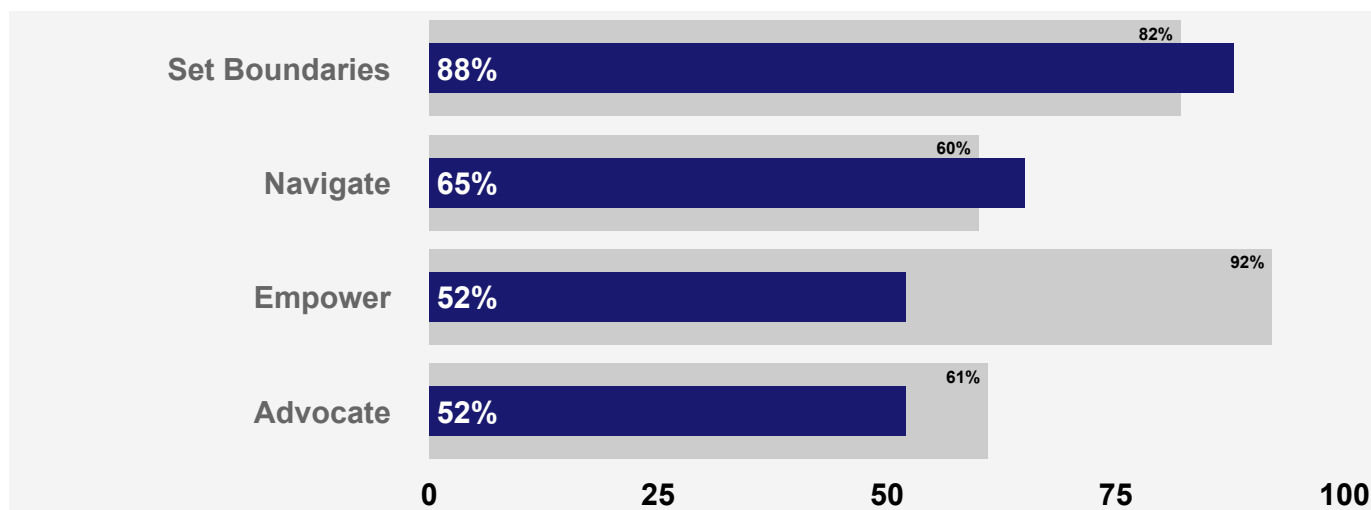
Youth reported a gap in moderate/strong Challenge Growth actions vs how pilot survey adults described their actions.

■ Adults in Pilot Survey
■ Your Youth



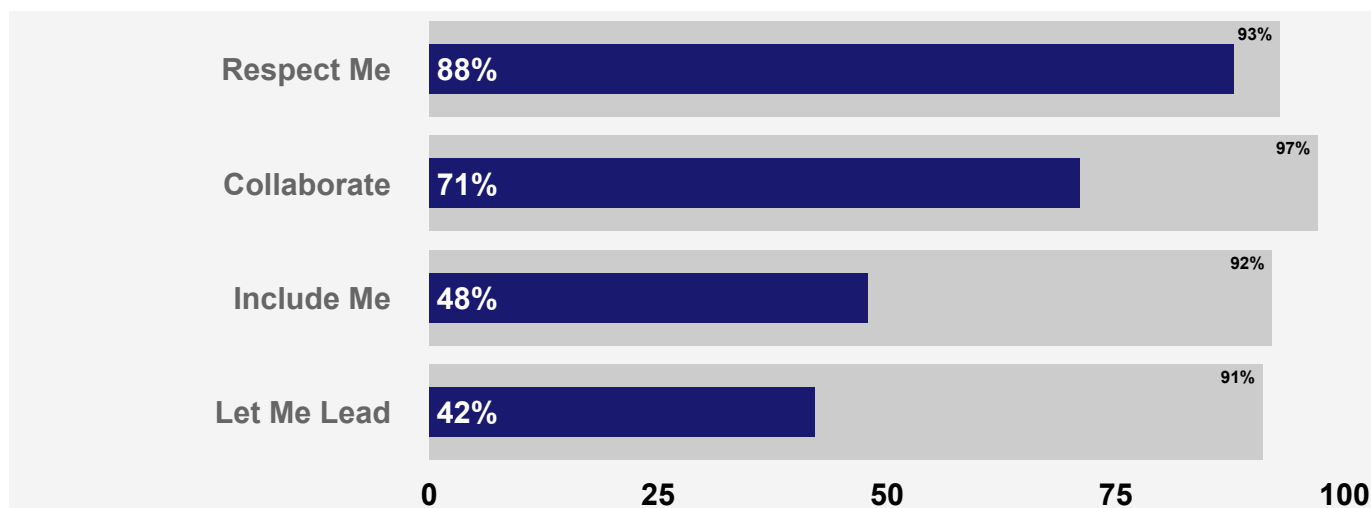
Youth reported a gap in moderate/strong Provide Support actions vs how pilot survey adults described their actions.

■ Adults in Pilot Survey
■ Your Youth



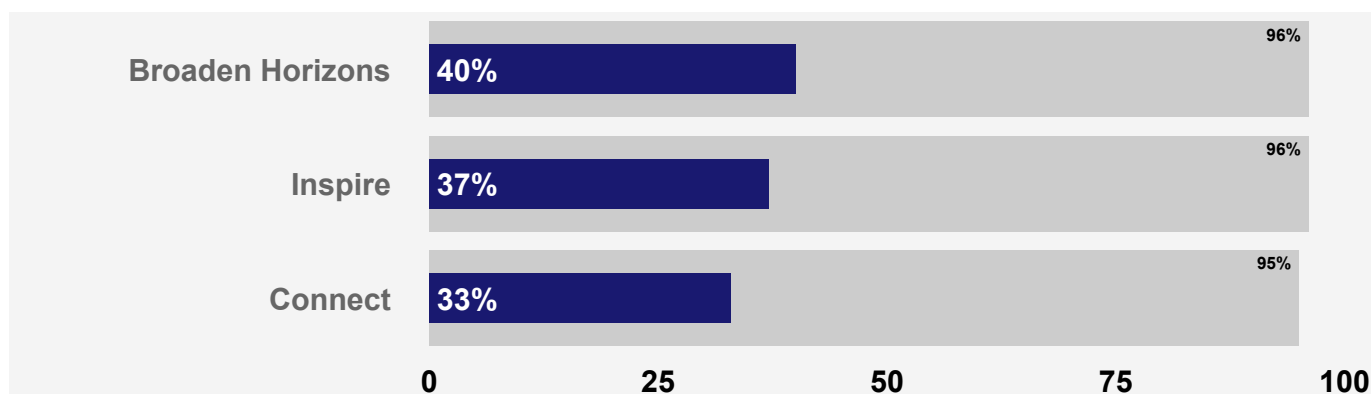
Youth reported a gap in moderate/strong Share Power actions vs how adults described their actions during the survey pilot.

■ Adults in Pilot Survey
■ Your Youth



Youth reported a gap in moderate/strong Expand Possibilities actions vs how pilot survey adults described their actions.

■ Adults in Pilot Survey
■ Your Youth

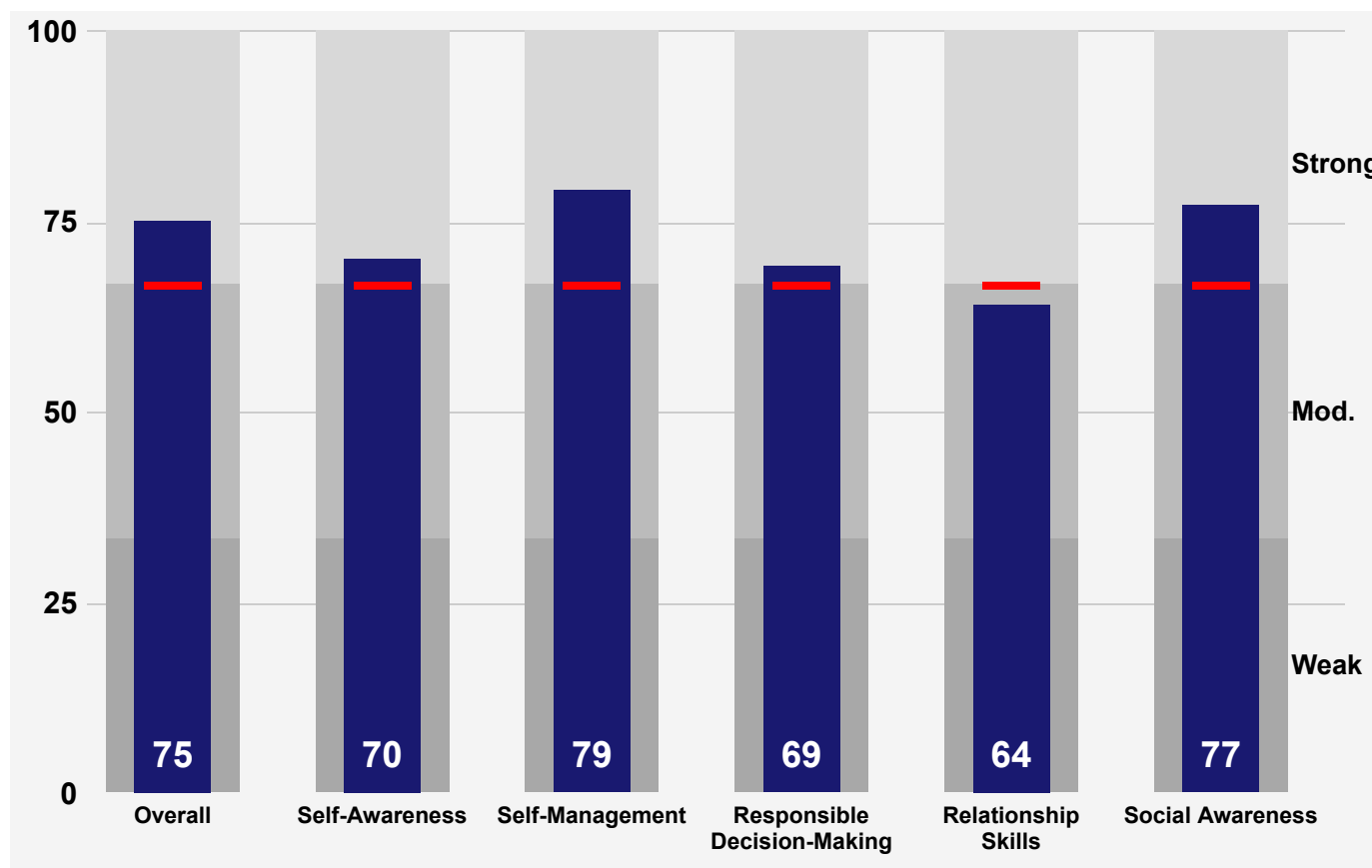


Core Measure 2: Social and Emotional Competencies

The Collaborative for Academic, Social, and Emotional Learning defines social and emotional learning (SEL) as the process through which young people understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2017). Their framework¹ includes five competencies: Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skills, and Social Awareness.

In this chapter, we will explore young people's social and emotional competence. This section is customizable, and your organization chose the following option: An overall score for Social and Emotional Competencies along with scores for each individual competency.

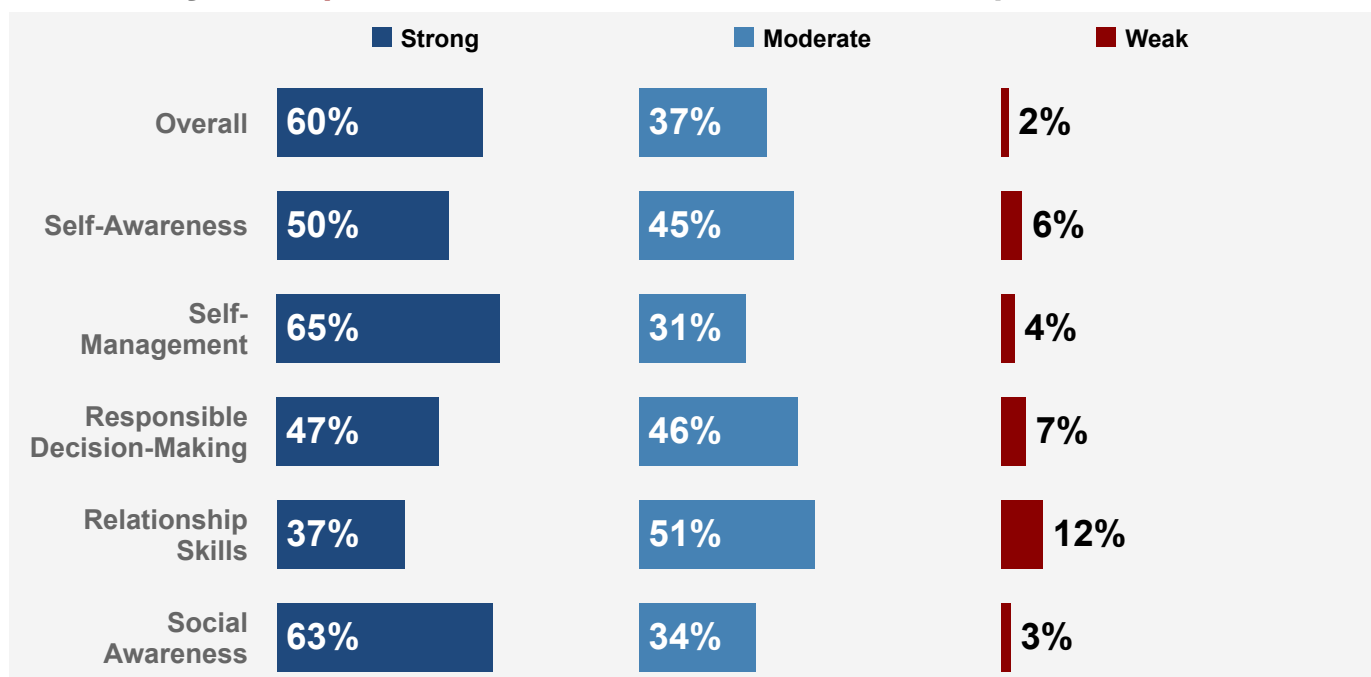
Overall, youth reported **strong** levels of social and emotional competence.



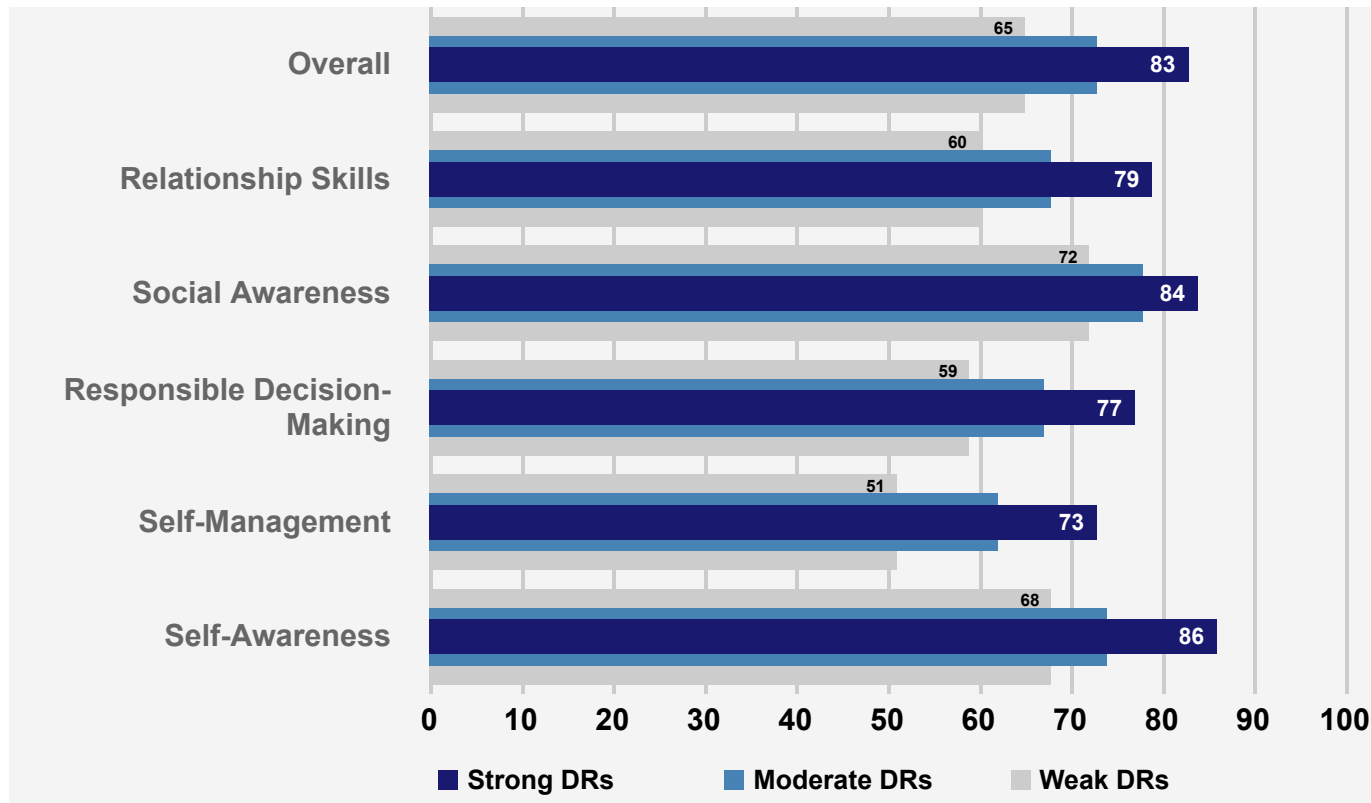
Note: The red bar indicates the score from your previous administration of the survey. If this is your time 1 survey, then it will reflect the minimum benchmark for a “strong” score.

¹ ©CASEL 2017. The five social and emotional learning (SEL) competencies were developed and defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL). For more information, visit <https://casel.org/core-competencies/>

Overall, **60%** of youth reported **strong** social and emotional competence. Conversely, **2%** reported **weak** social and emotional competence.



Overall, youth who experienced **stronger levels of developmental relationships** had **stronger social and emotional competence scores**.

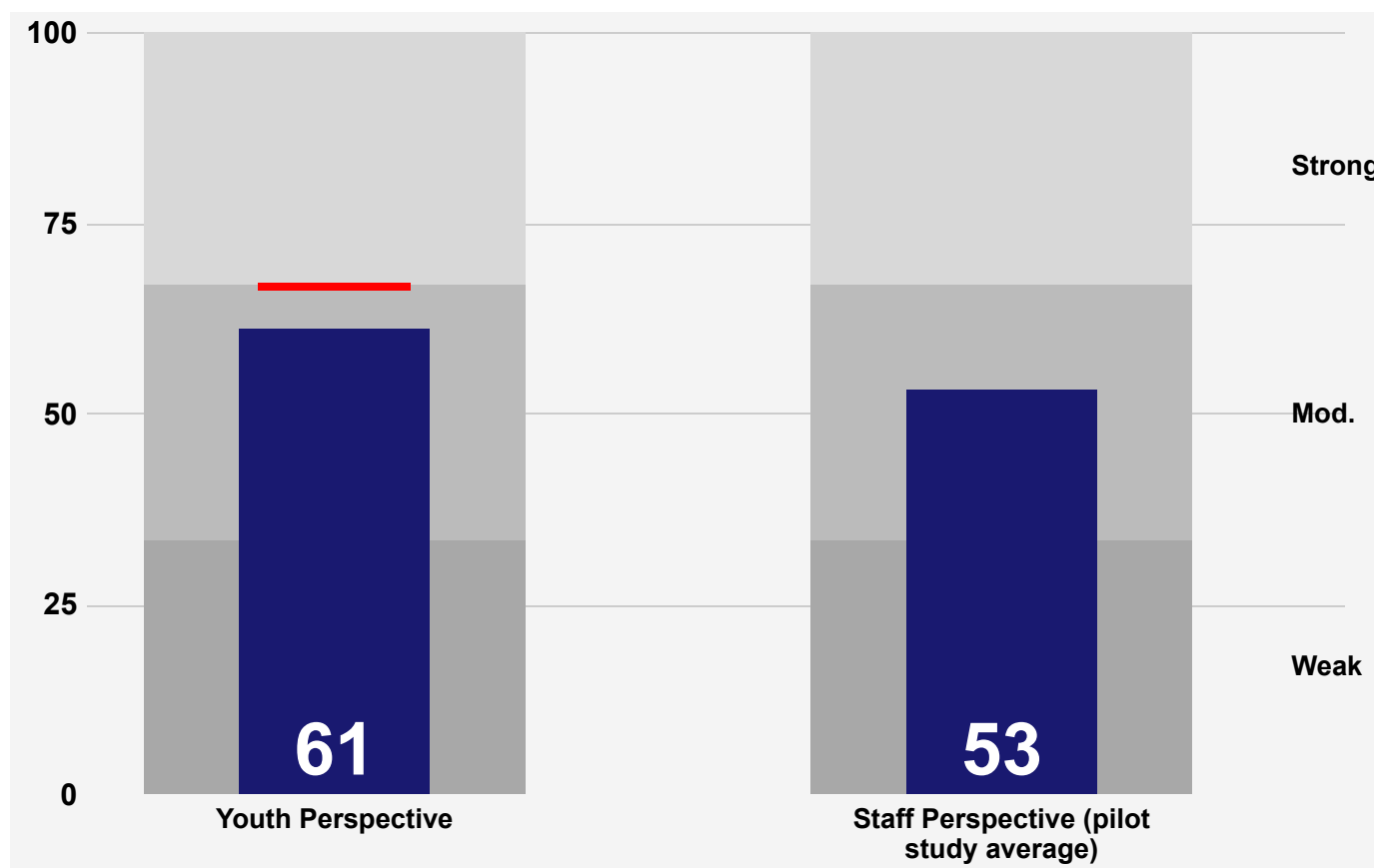


Core Measure 3: Equitable Practices

Whether young people experience their school and program culture as welcoming and inclusive has a direct impact on their experience, and the positive (or negative) repercussions of the experience. The measures in this survey examine how young people experience diversity, equity, and inclusion (DEI) in their schools, OST, and student support programs.

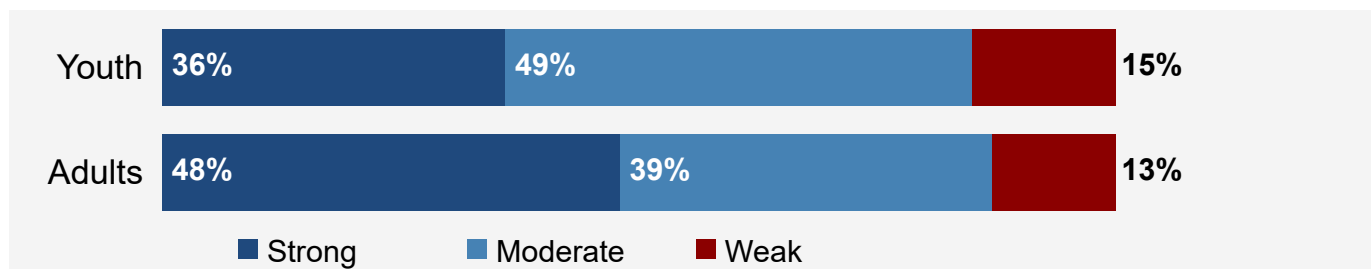
In this chapter, we will explore young people's perceptions of diversity, equity, and inclusion. This section is customizable, and your organization chose the following options: A single overall score for your Organization's Culturally Responsive Environment.

Youth generally reported that the organization had a **moderate** culturally responsive environment.

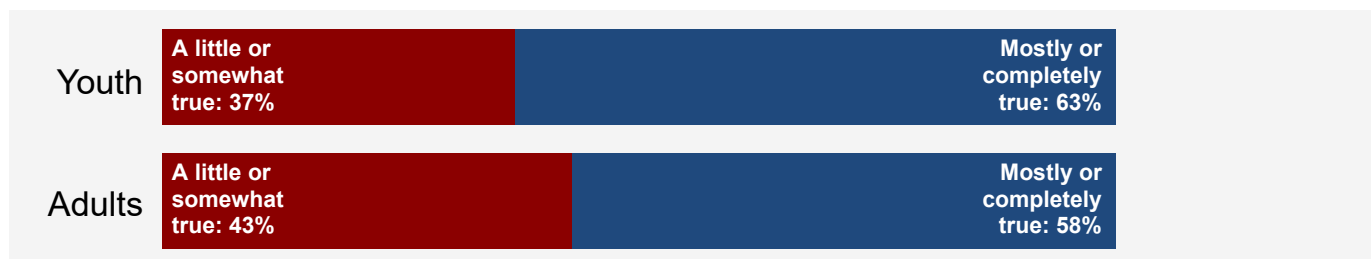


Note: The red bar indicates the score from your previous administration of the survey. If this is your time 1 survey, then it will reflect the minimum benchmark for a “strong” score.

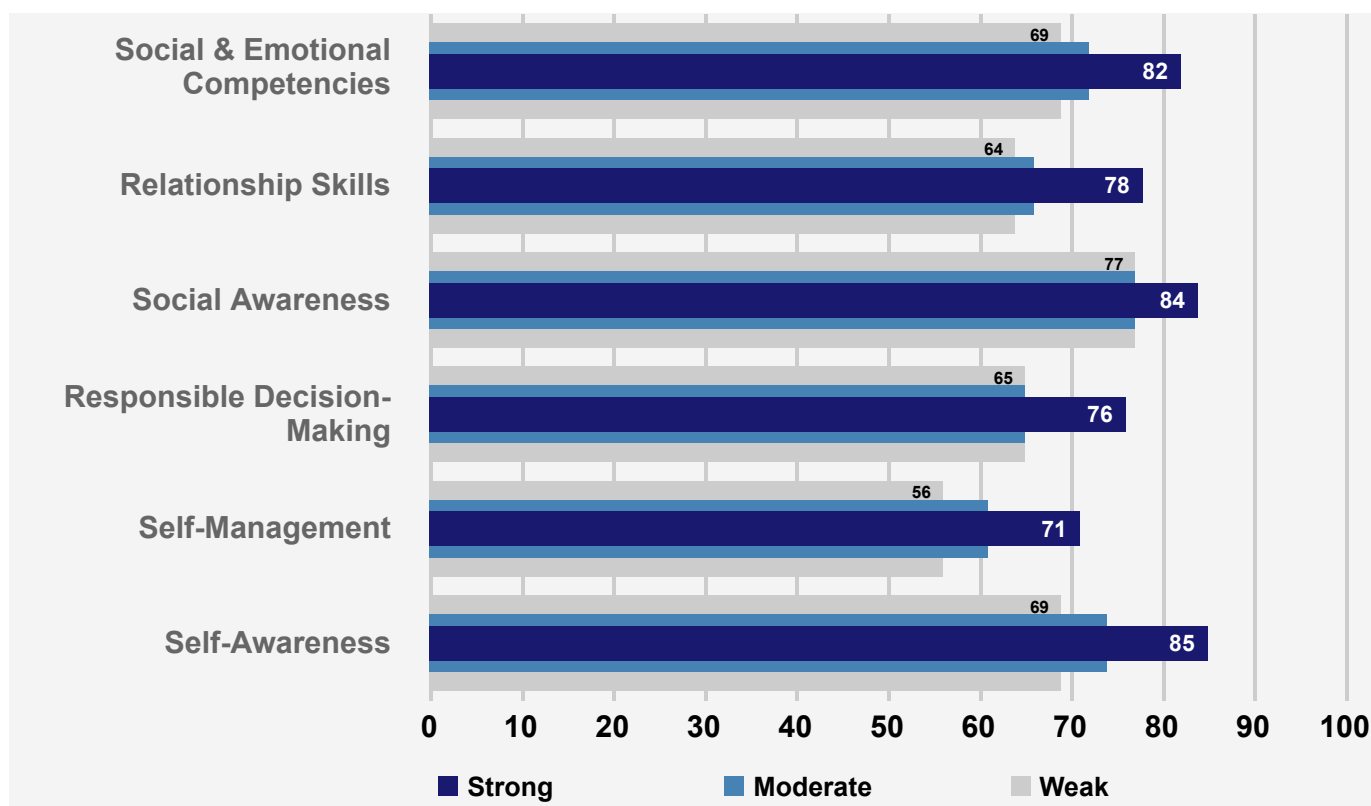
Here is a breakdown of how your youth and pilot study adults viewed their organization's culturally responsive environment:



Here is a breakdown of how your youth and pilot study adults felt when asked whether or not the adults reflect the diversity of the youth:



Youth who reported that the organization had a **strong culturally responsive environment** had **stronger social and emotional competence scores**.



Additional Measures: Outcomes

In this chapter, we will explore the optional outcome modules that your organization opted to include. This section is customizable, and your organization chose the following options: Drug Free Communities – Four Core Measures.

Outcomes: DFC Four Core Measures

Drug-Free Communities – Four Core Measures

Young people are increasingly exposed to negative behaviors and opportunities for risk-taking. Those who experience low levels of developmental relationships and high levels of developmental deficit conditions are particularly vulnerable. In this section, you'll find data describing four core measures related to young people's use of alcohol, tobacco, prescription drugs, and marijuana. These data can be used to meet Drug-Free Communities (DFC) grantee reporting requirements established by the Substance Abuse and Mental Health Services Administration (SAMHSA).

This information is invaluable not only to your efforts to educate the community and develop an action plan for reducing substance use, associated risk behaviors, and deficit factors but also as a basis for strengthening protective factors critical to ensuring that your youth thrive.

The four core measures consist of:

- The percentage of youth who report using alcohol, tobacco, marijuana, or prescription drugs at least once in the 30 days immediately preceding the survey date.
- The percentage of youth who report that their parents feel that substance use is wrong.
- The percentage of youth who report that their friends feel substance use is wrong.
- The percentage of youth who think there is a risk in the use of these substances.

Past 30-Day Use of Alcohol, Tobacco, Marijuana, Prescription Drugs, and Vaping

Category	Definition	Total Sample	Gender		Grade							
			F	M	6	7	8	9	10	11	12	
Alcohol	Used alcohol once or more in the past 30 days	25	27	23		9	9	15	24	43	60	
Tobacco	Smoked cigarettes once or more in the past 30 days	1	1	2		1	0	1	2	2	2	
Marijuana	Used marijuana once or more in the past 30 days	10	9	11		1	2	5	14	19	25	
Prescription Drugs	Used prescription drugs once or more in the past 30 days	2	2	2		3	3	2	2	0	2	
Vaping	Vaped tobacco, nicotine, or marijuana once or more in the past 30 days	11	10	12		2	2	9	14	18	26	

Youth Perception of Parental Disapproval of Alcohol, Tobacco, Marijuana, Prescription Drug Use, and Vaping

Category	Definition	Total Sample	Gender		Grade							
			F	M	6	7	8	9	10	11	12	
Alcohol	Drink regularly	94	94	93		98	95	95	93	90	91	
Tobacco	Smoke tobacco	97	98	97		99	98	97	98	94	97	
Marijuana	Use marijuana	86	86	86		97	96	91	86	72	63	
Prescription Drugs	Used prescription drugs not prescribed to you	98	99	97		98	98	97	97	100	100	
Vaping	Vape tobacco, nicotine, or marijuana	95	95	96		99	96	95	96	95	90	

Values for one or more cells were suppressed due to fewer than 10 youth in that category responding.

Youth Perception of Peer Disapproval of Alcohol, Tobacco, Marijuana, Prescription Drugs, and Vaping

Category	Definition	Total Sample	Gender		Grade						
			F	M	6	7	8	9	10	11	12
Alcohol	Drink regularly	77	81	73		92	85	73	71	71	68
Tobacco	Smoke tobacco	85	87	83		96	95	85	81	71	75
Marijuana	Use marijuana	63	62	63		93	87	72	51	32	25
Prescription Drugs	Used prescription drugs not prescribed to you	91	92	89		94	95	84	93	91	86
Vaping	Vape tobacco, nicotine, or marijuana	70	69	72		94	89	74	61	54	39

Youth Perception of Risk of Alcohol, Tobacco, Marijuana, Prescription Drug Use, and Vaping

Category	Definition	Total Sample	Gender		Grade						
			F	M	6	7	8	9	10	11	12
Alcohol	Five or more drinks once or twice a week	78	81	75		78	80	78	84	76	74
Tobacco	One or more packs of cigarettes per day	94	95	92		88	91	96	98	96	96
Marijuana	Use marijuana once or twice a week	58	62	54		74	79	61	55	33	35
Prescription Drugs	Used prescription drugs that are not prescribed to them	92	94	90		85	91	94	96	93	95
Vaping	Vape tobacco, nicotine, or marijuana	81	83	81		87	89	82	81	77	71

Values for one or more cells were suppressed due to fewer than 10 youth in that category responding.

Four Core Measures Data Summary

		Past 30-Day Use					Perception of Risk				
		Alc	Tob	Mar	Pre	Vape	Alc	Tob	Mar	Pre	Vape
Total Sample	*% n N	25 195 780	1.3 10 779	10 78 777	2.1 16 778	11.1 86 776	78.1 604 773	93.7 723 772	57.6 445 773	92.1 710 771	81.4 627 770
Female	*% n N	27.1 105 387	0.8 3 386	9.1 35 386	1.8 7 385	9.9 38 385	80.8 307 380	95.3 361 379	62.4 237 380	93.9 357 380	82.8 314 379
Male	*% n N	22.6 83 368	1.6 6 368	10.7 39 366	2.4 9 368	11.7 43 367	74.8 276 369	92.4 341 369	54.2 200 369	89.9 330 367	80.9 297 367
Not Enrolled	*% n N										
4	*% n N										
5	*% n N										
6	*% n N										
7	*% n N	9.5 13 137	1.5 2 137	0.7 1 136	2.9 4 137	2.2 3 137	77.8 105 135	87.5 119 136	74.1 100 135	85.2 115 135	87.3 117 134
8	*% n N	9.4 12 127	0 0 127	1.6 2 127	3.1 4 127	1.6 2 127	79.5 101 127	91.3 115 126	78.7 100 127	91.3 116 127	89 113 127
9	*% n N	14.6 22 151	0.7 1 150	5.4 8 149	2 3 149	8.8 13 148	78.2 115 147	95.9 141 147	61.2 90 147	93.8 137 146	82.3 121 147
10	*% n N	24.1 32 133	2.3 3 133	13.5 18 133	2.2 3 134	13.5 18 133	83.7 113 135	97.8 132 135	54.8 74 135	96.3 129 134	81.3 109 134
11	*% n N	42.9 42 98	2 2 98	19.4 19 98	0 0 98	18.4 18 98	76 73 96	95.8 92 96	33.3 32 96	92.7 89 96	76.8 73 95
12	*% n N	59.5 72 121	1.7 2 121	24.8 30 121	1.7 2 120	25.8 31 120	74.2 89 120	95.8 114 119	35 42 120	95 114 120	70.8 85 120
Post Secondary	*% n N										

Note:

% -- In this table, the rows marked with a percent sign (%) reflect percentages of youth who meet the criteria appropriate to the particular column for Past 30-Day Use, Perception of Risk, Perception of Parental Disapproval, and Perception of Peer Disapproval.

n -- Rows marked with a lower case n report the number of students who meet the criteria.

N -- Rows marked with an upper case N report the number of students who responded to the relevant question.

Values for one or more cells were suppressed due to fewer than 10 youth in that category responding.

Four Core Measures Data Summary - Part 2

		Perception of Parental Disapproval					Perception of Peer Disapproval				
		Alc	Tob	Mar	Pre	Vape	Alc	Tob	Mar	Pre	Vape
Total Sample	%	93.9	97.3	85.6	98.2	95.2	77.2	84.7	62.5	90.6	70.2
	n	733	760	667	765	740	601	659	486	701	544
	N	781	781	779	779	777	778	778	777	774	775
Female	%	94.3	97.9	85.8	99	95.1	81	86.7	62.2	92.4	68.9
	n	365	379	331	382	367	311	333	239	353	264
	N	387	387	386	386	386	384	384	384	382	383
Male	%	93.2	96.7	86.4	97.3	95.6	73.2	83.2	63.1	88.6	72
	n	344	357	318	358	351	271	308	233	326	265
	N	369	369	368	368	367	370	370	369	368	368
Not Enrolled	% n N										
4	% n N										
5	% n N										
6	% n N										
7	%	97.8	99.3	97.1	97.8	98.5	92	95.6	93.4	94.1	94.2
	n	134	136	133	134	135	126	131	128	128	129
	N	137	137	137	137	137	137	137	137	136	137
8	%	95.3	97.6	96.1	97.6	96.1	85	95.3	87.3	95.3	88.9
	n	121	124	122	123	122	108	121	110	121	112
	N	127	127	127	126	127	127	127	126	127	126
9	%	94.7	97.4	90.7	97.4	95.3	73.2	84.6	71.8	84.5	74.5
	n	143	147	137	147	143	109	126	107	125	111
	N	151	151	151	151	150	149	149	149	148	149
10	%	92.6	97.8	86.5	97	95.5	70.9	81.3	51.5	92.5	61.2
	n	125	132	115	131	128	95	109	69	124	82
	N	135	135	133	135	134	134	134	134	134	134
11	%	89.8	93.9	72.4	100	94.8	71.4	71.4	31.6	90.8	54.1
	n	88	92	71	98	92	70	70	31	89	53
	N	98	98	98	98	97	98	98	98	98	98
12	%	90.8	96.7	63.3	100	90	68.3	75	25	85.6	39.5
	n	109	116	76	119	108	82	90	30	101	47
	N	120	120	120	119	120	120	120	120	118	119
Post Secondary	% n N										

Note:

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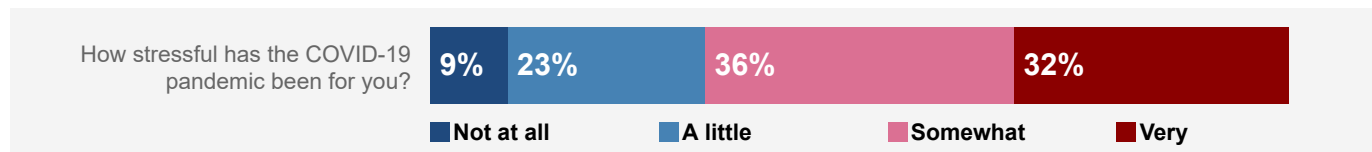
Additional Measures: Current Events

In this chapter, we will explore the optional current events modules that your organization opted to include. This section is customizable, and your organization chose the following options: COVID-19 Module and Racial Injustice Module.

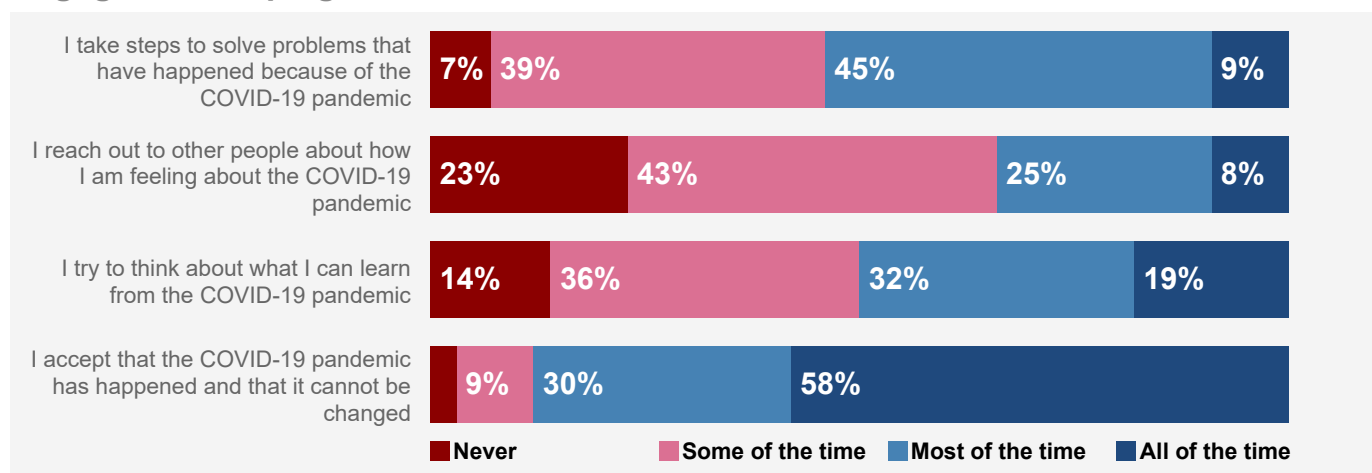
Current Events: COVID-19

No individuals are immune to the effects of the pandemic, including young people. This current event module explores the impacts of the global pandemic on your young people, including stress, coping mechanisms, and any shifts in their relational experiences (e.g. whether connections have decreased in number or in quality). This section will serve as an important way to contextualize the other measures within this report.

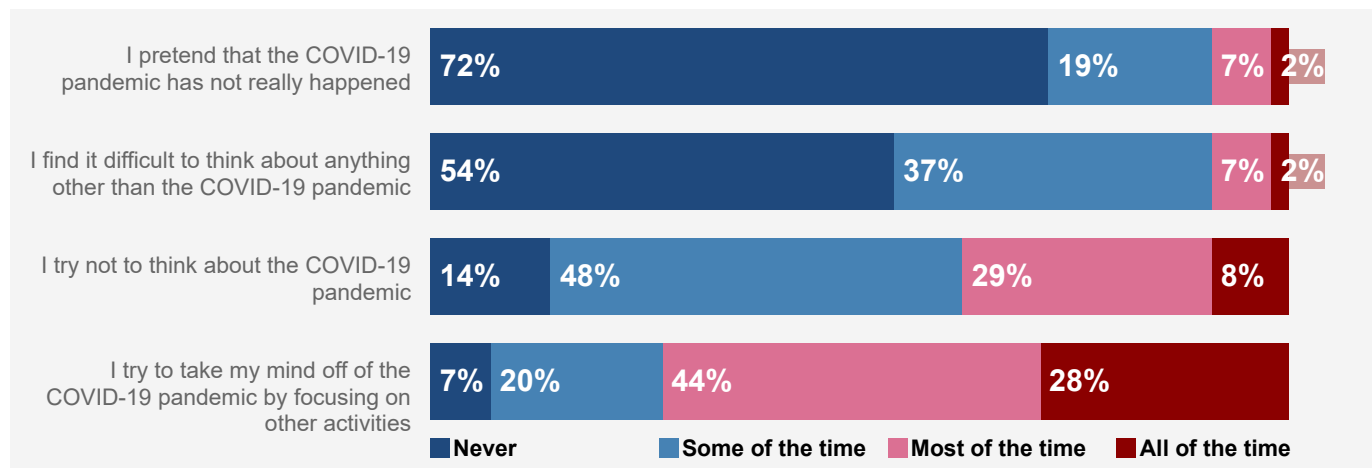
Stress



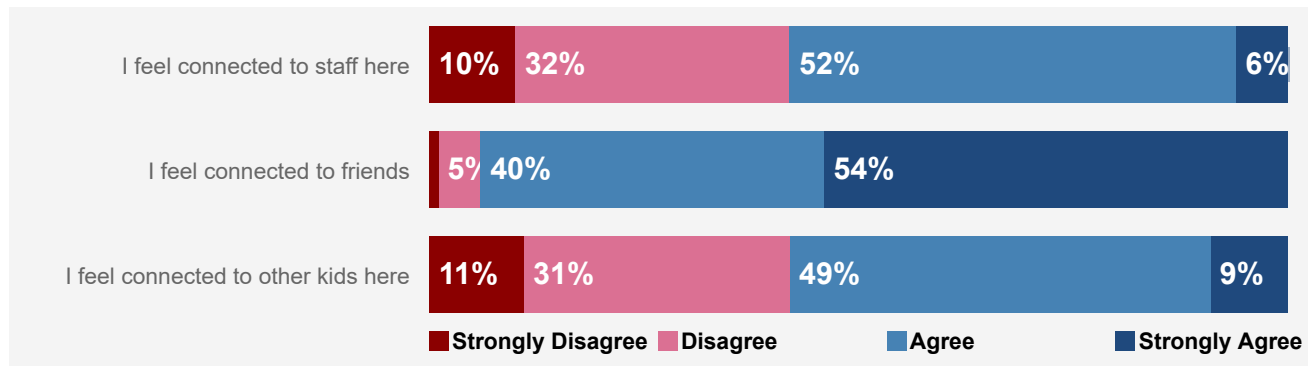
Engagement Coping



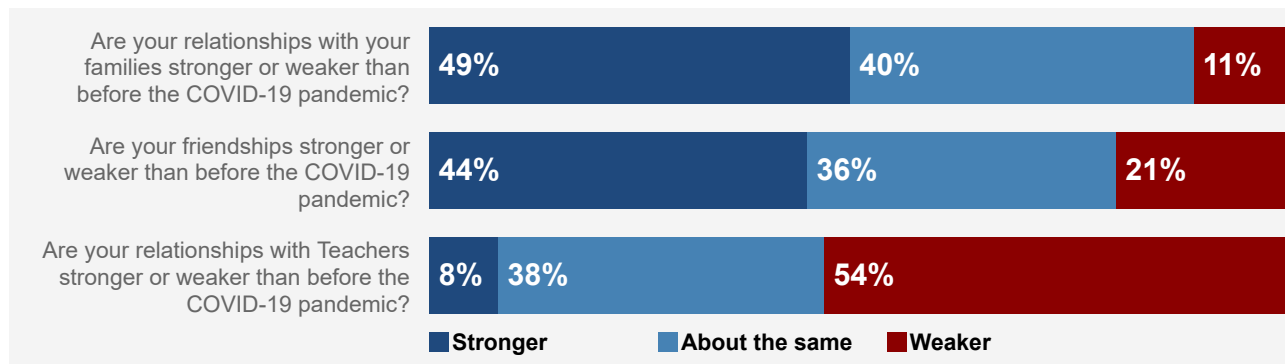
Disengagement Coping



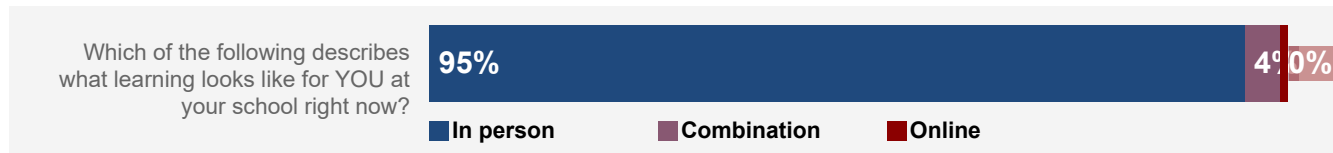
Social (Dis)Connection



COVID-19 Related Change in Relationship Quality



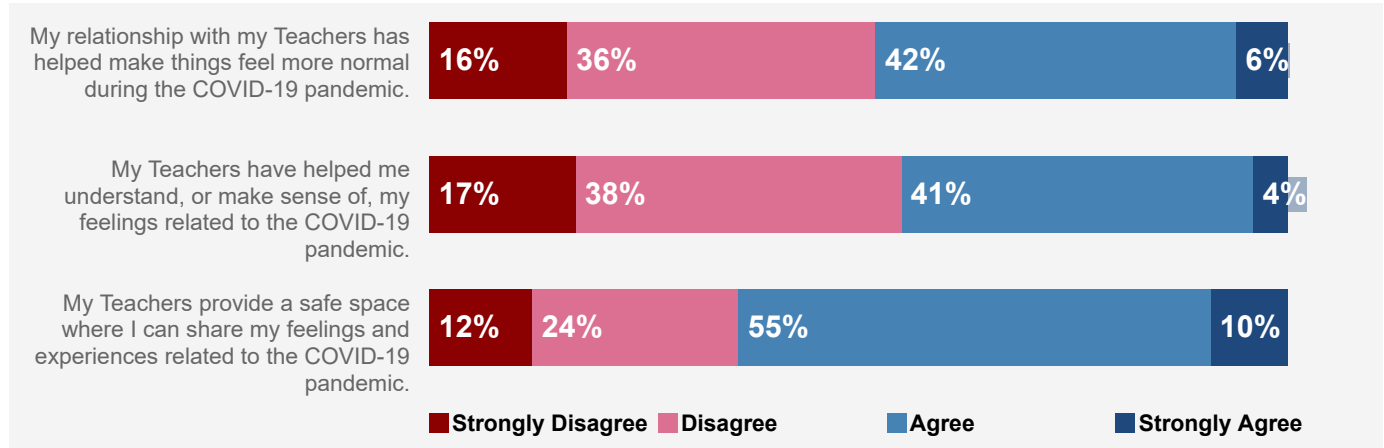
COVID Context - School



COVID Context - Out-of-School Time



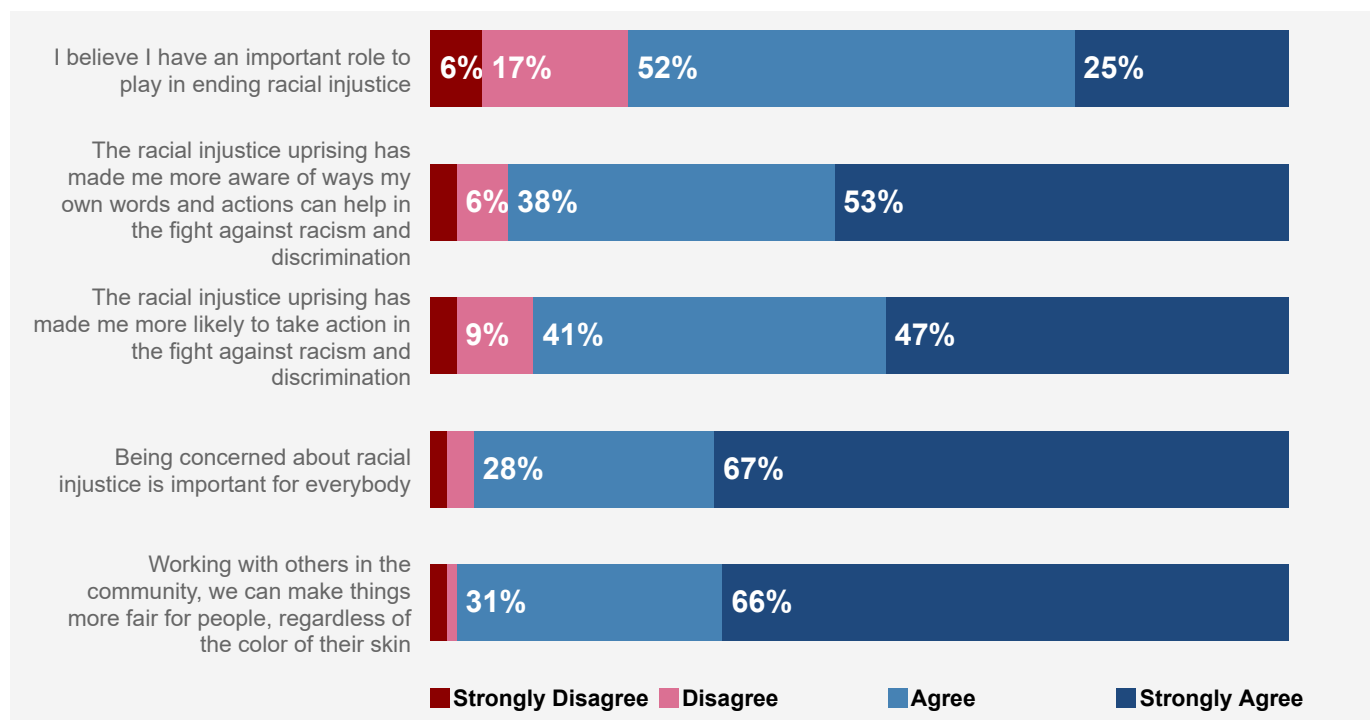
COVID-19 Specific Social-Emotional Support



Current Events: Racial Injustice

The questions in this section ask young people about their role in eliminating injustices against people of color and the efficacy of those beliefs.

Following the deaths of George Floyd and Breonna Taylor (and many other people of color), there has been increased attention and unrest around the issue of racial injustice. In the questions below, we refer to this as the “racial injustice uprising”.



Search Institute: Developmental Relationships Survey Results Spring 2021

Dr. Valerie Babich, Coordinator of Psychological Services, Westport Schools
Margaret Watt, MPH, MA, Prevention Director, Positive Directions

Search Institute: Developmental Relationships (DR) Survey

- In partnership with Department of Human Services and Positive Directions (LPC)
- Surveys were administered end of April
- Parents were given the opportunity to view the survey in the schools, and opt-out their child
- Presenting aggregate data of random sample of students in grades 7-12
- Reached 30% target sample in Grades 7-10, and 20-25% in Grades 11-12

Survey Overview

Search Institute: Developmental Relationships (DR) Survey

Modules Administered:

- Developmental Relationships
- Drug-Free Communities
- COVID* (stress & coping)
- Racial Injustice* (efficacy beliefs)

**high school only*

Interpretation of results

- First administration; provides a baseline
- Results should be considered in context of pandemic
- Report does not provide norms. Most important context is our local context
- Survey provides a single set of data; Will compare to other sources
- Best examined by multiple stakeholders to gain different perspectives

Developmental Relationships Module

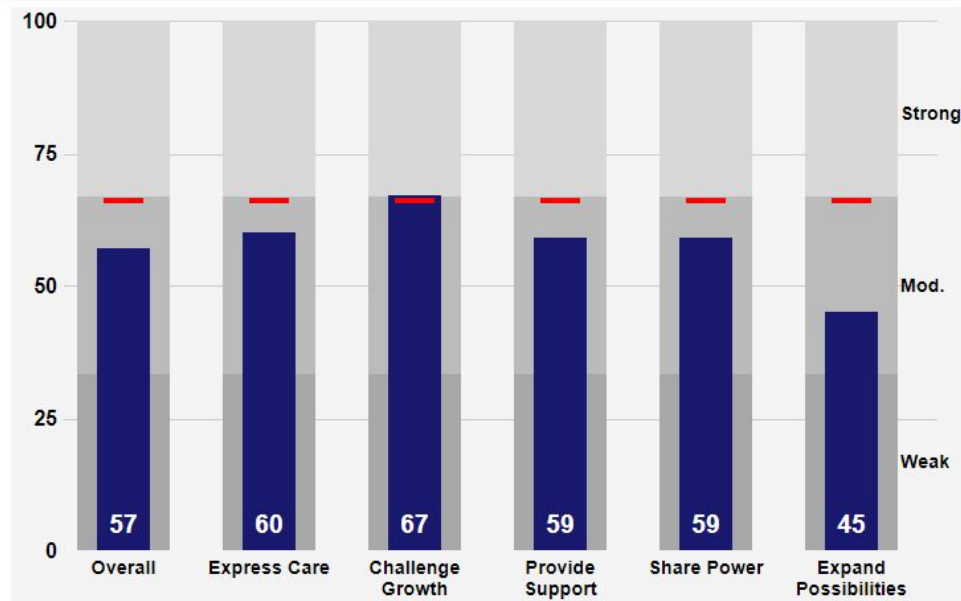
3 core measures:

- Developmental Relationships Framework
- Social and Emotional Competences
- Equitable Practices

DR Module: Core Measure 1 (Developmental Relationships Framework)

5 elements of framework:




Elements	
	Express Care Show me that I matter to you.
	Challenge Growth Push me to keep getting better.
	Provide Support Help me complete tasks and achieve goals.
	Share Power Treat me with respect and give me a say.
	Expand Possibilities Connect me with people and places that broaden my world.



Note: The red bar indicates the score from your previous administration of the survey. If this is your time 1 survey, then it will reflect the minimum benchmark for a "strong" score.

DR Module: Core Measure 1 (Developmental Relationships Framework)

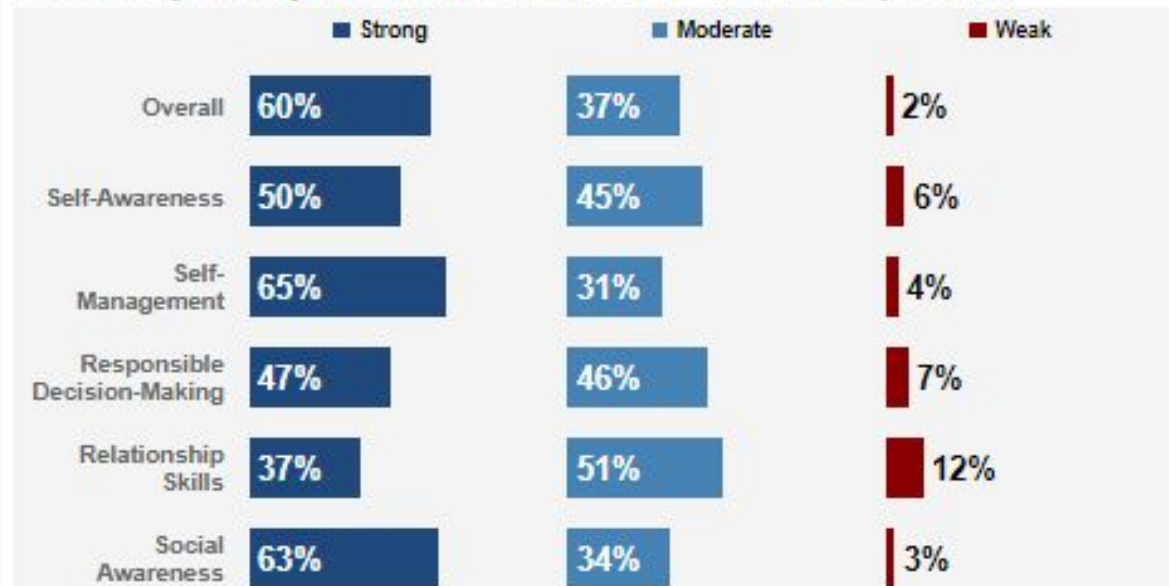
The 5 elements are measured through 20 corresponding actions (2nd column):

Elements	Actions	Definitions
 Express Care Show me that I matter to you.	<ul style="list-style-type: none">• Be dependable• Listen• Believe in me• Be warm• Encourage	Be someone I can trust. Really pay attention when we are together. Make me feel known and valued. Show me you enjoy being with me. Praise me for my efforts and achievements.
 Challenge Growth Push me to keep getting better.	<ul style="list-style-type: none">• Expect my best• Stretch• Hold me accountable• Reflect on failures	Expect me to live up to my potential. Push me to go further. Insist I take responsibility for my actions. Help me learn from mistakes and setbacks.
 Provide Support Help me complete tasks and achieve goals.	<ul style="list-style-type: none">• Navigate• Empower• Advocate• Set boundaries	Guide me through hard situations and systems. Build my confidence to take charge of my life. Stand up for me when I need it. Put limits in place that keep me on track.
 Share Power Treat me with respect and give me a say.	<ul style="list-style-type: none">• Respect me• Include me• Collaborate• Let me lead	Take me seriously and treat me fairly. Involve me in decisions that affect me. Work with me to solve problems and reach goals. Create opportunities for me to take action and lead.
 Expand Possibilities Connect me with people and places that broaden my world.	<ul style="list-style-type: none">• Inspire• Broaden horizons• Connect	Inspire me to see possibilities for my future. Expose me to new ideas, experiences, and places. Introduce me to people who can help me grow.

- For 15 of the 20 actions, more than half of students feel “**extremely**” or “**moderately supported**” by teachers
- On 7 of the 20 actions, 15%-36% of students feel only “**a little supported**.”
- The 3 actions showing the most need for improvement are associated with the “Expand Possibilities” element of the framework.

Westport teens report good social-emotional skills.

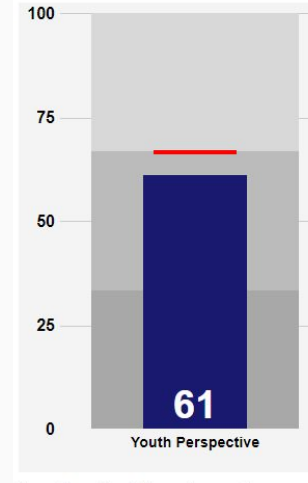
Overall, 60% of youth reported strong social and emotional competence. Conversely, 2% reported weak social and emotional competence.



DR Module: Core Measure 3 (Equitable Practices)

Youth generally reported that WPS had a “moderate” culturally responsive environment:

“There are adults who have similar racial or ethnic backgrounds to mine and who I consider good role models”:

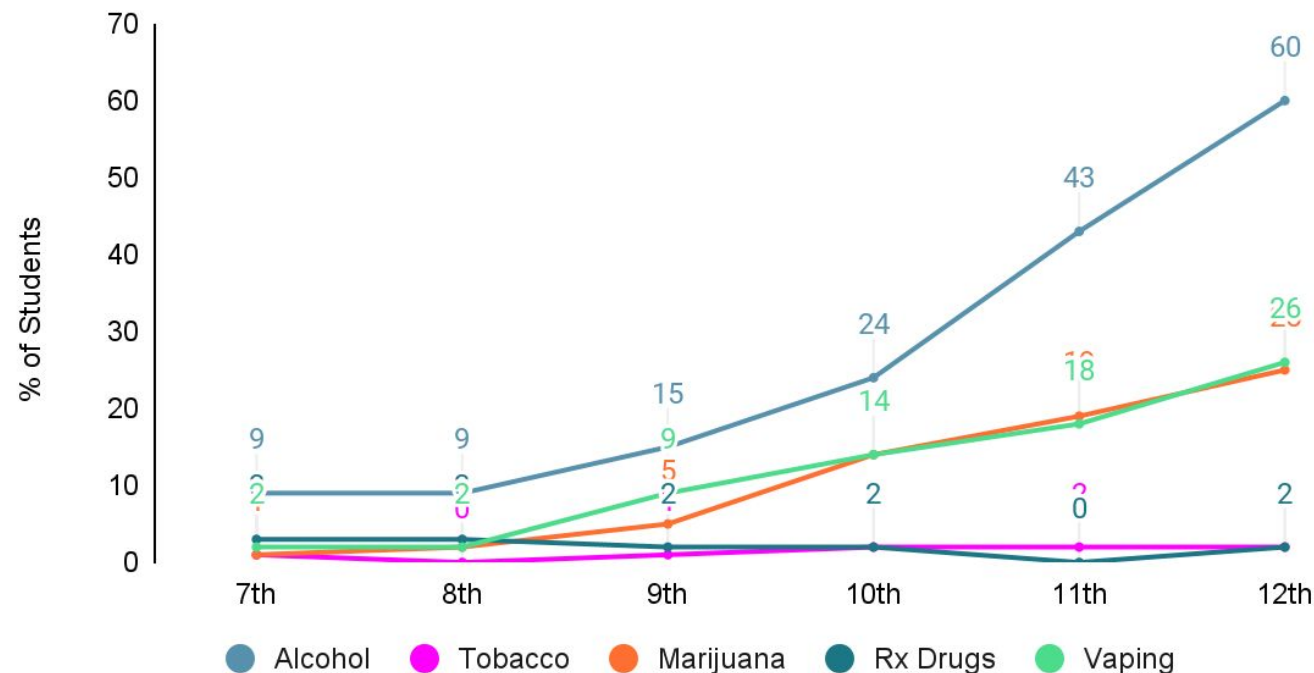


Youth who reported that the schools had a stronger Culturally Responsive Environment had stronger Social Emotional Competencies.

Drug-Free Communities (DFC) Module

Past 30-Day Substance Use by Grade, WPS Students

April 2021





$\frac{3}{4}$ of Westport 7th-12th graders are NOT using alcohol

- 25% of all 7th-12th students drank in the past month
- 9% of MS students
- 33% of HS students (higher than 2019 CT state average)
- 60% of seniors drank in the past month

90% of Westport 7th-12th graders are NOT using marijuana

- 10% of all students 7th-12th used marijuana in the past 30 days
- 1% of MS
- 15% of all HS students (**lower** than 2019 state average)
- **24%** of 12th graders



89% of Westport 7th-12th graders are NOT vaping

- 11% of all students vaped in the past 30 days
- 2% of MS students
- 16% of HS students (**lower** than 2019 state average)
- **25%** of 12th graders
- About $\frac{1}{3}$ vaped **nicotine** and $\frac{2}{3}$ vaped **THC** (marijuana)
 - **28%** vaped multiple substances
 - **13%** don't know what substance they vape.



Student Perceptions around **Community Disapproval** of Alcohol, Marijuana and Vaping

- **Almost all** students (94-95%) report that their parents disapprove of *drinking or vaping* -- but **fewer** report their parents disapprove of *marijuana* use (86% - and only **63%** by senior year).
- Overall, **most** students report that their peers disapprove of substance use (**77%** disapprove of alcohol, **70%** of vaping, but only **63%** of marijuana).
- By senior year, there is a culture change. **Most seniors do not** perceive peer disapproval of marijuana and vaping.
 - % who report that peers disapprove: **68%** for alcohol, only **39%** for vaping, and only **25%** for marijuana

Student Perceptions of **Health Risks** from Alcohol, Marijuana and Vaping

- **78%** of students think drinking 5+ drinks at a time 1-2 times per week is harmful.
- **81%** think vaping is harmful.
- **58%** think using marijuana 1-2 times per week is harmful.
 - In *7th* grade, only **74%** students think marijuana is harmful, dropping to **34%** of 12th graders.

06880



Parenting is hard.....

You may not feel comfortable talking about drugs with your kids--but you're the person they need to hear from.

KNOW THE FACTS ABOUT THE **NEW MARIJUANA**:

- Today's marijuana comes in many different forms - and it's been **engineered to be many times stronger** than nature.
- Many young people are “dabbing” (vaping) marijuana in concentrated forms, like oil, wax, and shatter, that are almost pure THC--the addictive drug in the plant.
- Today's high-strength THC affects brain development during adolescence. Teen users can **lose up to 8 IQ points**.
- 1 in 6 teens who use marijuana (and 1 in 10 adults) become addicted.
- The number of teens admitted to CT hospitals for marijuana intoxication increased **491%** between 2016 and 2019
- The younger a teen starts using marijuana, the more likely they are to develop psychosis or addiction.

**YOU WORK HARD TO GIVE YOUR KIDS THE BEST OF EVERYTHING.
DON'T LET THEM GET LOST IN THE WEEDS.**

talk early..... talk often

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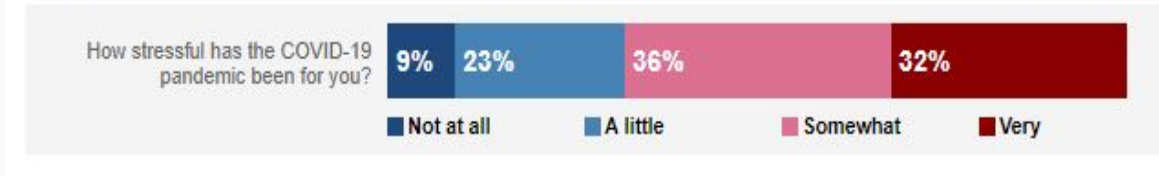


Find resources at
westporttogether.org



Current Events: COVID-19 Module

Stress:



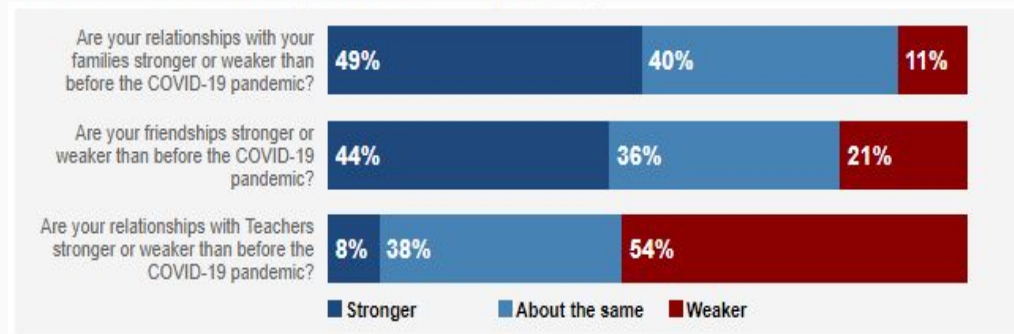
Coping Skills:

- More than half of students took steps to resolve COVID-related problems
- Majority accepted the reality of the pandemic
- Only 34% reached out to others about how they were feeling

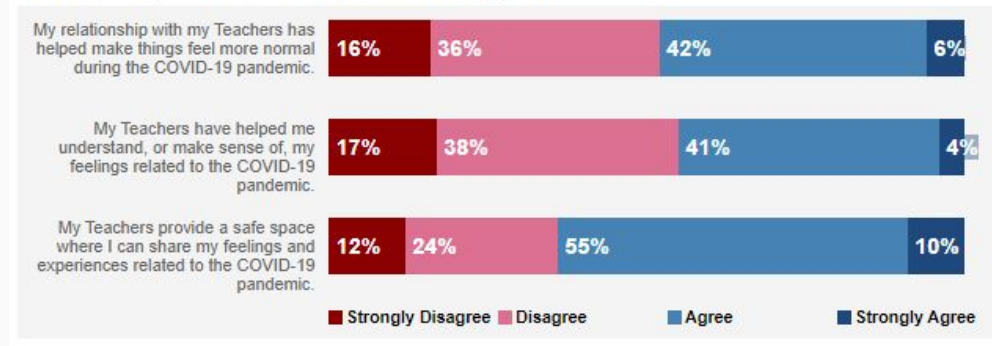
Connections during COVID:

- More than half (58%) feel connected to staff and students in school
- Majority (94%) feel connected to friends

COVID-related Change in Relationship Quality:



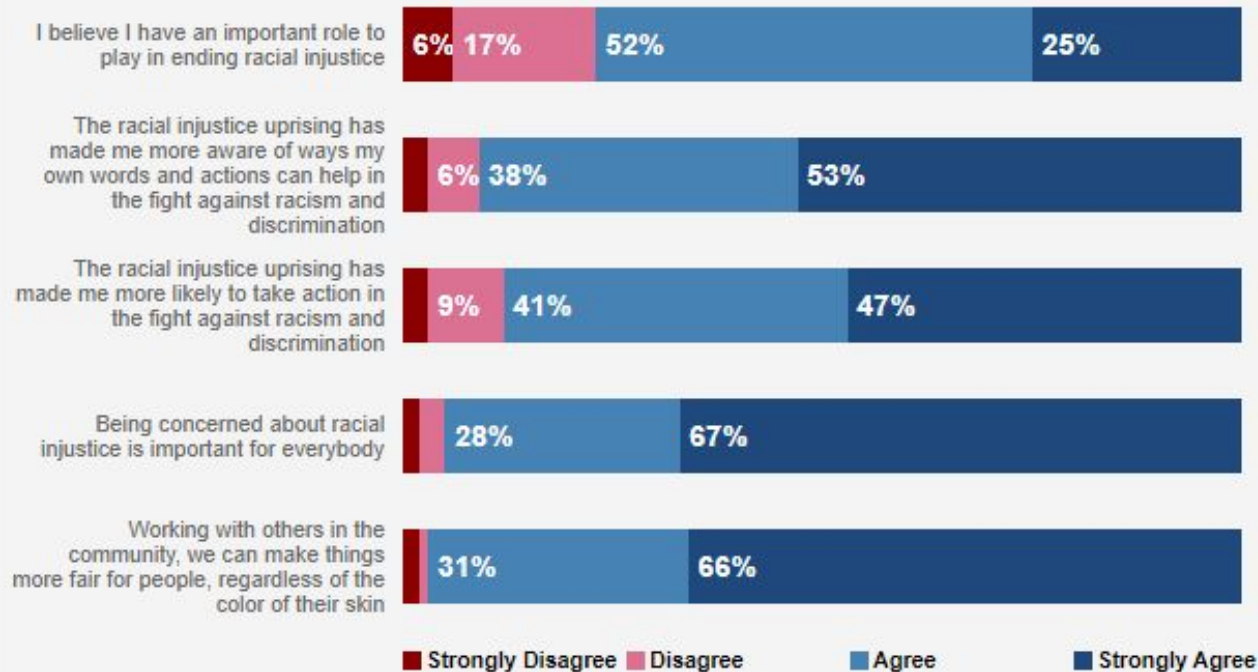
COVID-specific Social-Emotional Support:



Current Events: Racial Injustice Module

Racial Injustice Module

Following the deaths of George Floyd and Breonna Taylor (and many other people of color), there has been increased attention and unrest around the issue of racial injustice. In the questions below, we refer to this as the “racial injustice uprising”.



Next Steps

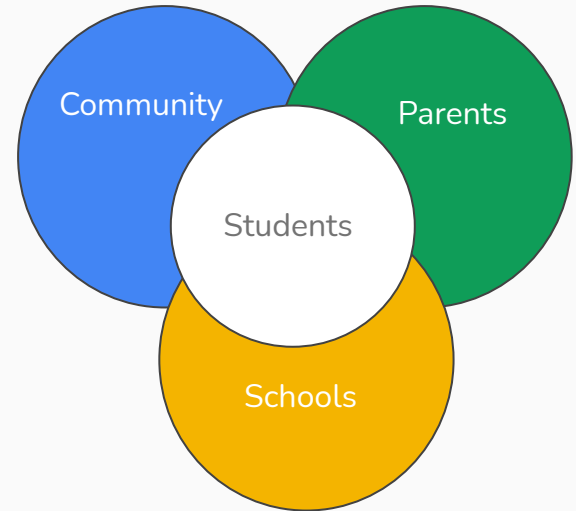
Next Steps

Review the data with the school community:

- School level --administrators, staff
- District level--health teachers, mental health staff
- Students--middle and high school
- Develop recommendations for possible curriculum changes, student programs, parent programs to improve prevention efforts

Review the data with Westport Prevention Coalition (community stakeholders):

- Inform prevention strategies and plans
- Raise awareness in the community



Questions?



SCHOOL REOPENING PLAN

GRADES PRESCHOOL - 12

2021-2022

Revised: June 9, 2021

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WESTPORT PUBLIC SCHOOLS: GUIDING PRINCIPLES

As Westport Public Schools prepares for the 2021-22 school year, our planning is grounded in the following guiding principles:

- ▶ **Safeguarding** the health and safety of students and staff;
- ▶ Returning to **in person schooling** is a priority;
- ▶ **Monitoring** the school, students, and staff and, when necessary, quarantining students/staff to appropriately contain COVID-19 spread;
- ▶ Emphasizing **equity, access, and support** for all students, especially cohorts with specific educational and developmental needs;
- ▶ Reopen with instructional models and schedules that allow staff to address **academic as well as the social emotional needs of students**;
- ▶ Fostering effective **two-way communication** with families, educators, and staff; and
- ▶ Ensuring plans **conform with federal, state and local mandate**

HEALTH AND SAFETY PROCEDURES

Health and Safety Procedures for Students, Families and Staff



Stay home if you have symptoms associated with COVID-19

Students and staff must stay home if they have any symptoms consistent with COVID-19. If an unvaccinated student or staff member has been in close contact with a person diagnosed with COVID-19 they should also remain home and follow quarantine procedures.



Morning health check by parents is required

In order to prevent transmission among the school population, parents are instructed to screen unvaccinated students and unvaccinated staff should screen themselves before leaving for school. Check to ensure temperature is below **100.4 degrees** fahrenheit and observe for the symptoms associated with COVID 19 outlined in this document.



Face coverings or masks are required

Per CDC recommendations and State guidelines, it is required that all staff and students wear face coverings, when feasible, while at school and on the bus. In the event CDC recommendations and/or State guidelines are modified, this procedure may be adjusted.

At this time, students must wear face coverings or masks that completely cover the nose and mouth while inside the school and on the bus, with exceptions only for those students for whom it is not safe to do so due to medical conditions. "Mask Breaks" will be provided during the day. Parents will be responsible for providing students with face coverings or masks. Schools will have backup disposable masks available for students who forget them.



Social distancing is required to the extent possible

Students must maintain social distancing to the greatest extent possible. Students are expected to practice social distancing when entering and exiting the building, in classrooms, and moving throughout the school.



Frequent hand washing and/or hand sanitizing

Students must engage in frequent hand washing or sanitizing upon arrival, before and after meals, after bathroom use, and after coughing or sneezing.



Students may only ride their assigned buses

Students will be expected to ride the same bus to school in the morning and the same bus to home in the afternoon every day. Face coverings or masks should be in place prior to entering the bus or as directed by the CDC and Connecticut Department of Health.

Contact Tracing/Isolation/Quarantine

The District will collaborate with the Westport/Weston Health District and assist with determining close contacts in school. All recommended quarantine and isolation practices for unvaccinated students and staff will be followed.

Diagnostic and screening testing

Diagnostic and screening testing may be performed as appropriate, and in conjunction with the Westport/Weston Health District.

Vaccinations

The District will assist families and staff in locating vaccination clinics. School based clinics may be offered as the need arises.

Healthy Hygiene Practices



Hand Washing: Washing hands with soap and water for at least 20 seconds and if not available the use of an alcohol based sanitizer with at least 60 % alcohol is one of the most effective ways to prevent the spread of infection. Hand washing with soap and water will be encouraged. Handwashing and hand sanitizing will be recommended;

1. Prior to entering school
2. Before and after recess
3. Before and after lunch
4. Before and after entering the health office
5. After using the bathroom

Additional hand sanitizer stations or bottles will be placed;

1. At school entry points
2. In every classroom
3. Outside the health office



Signage In High Traffic Areas Will Educate Students And Staff And Serve As Reminders Of Ways To Prevent The Spread Of Covid-19: Signs will be placed throughout schools in highly visible locations such as at school entrance and bathrooms that promote healthy protective measures such as handwashing and social distancing.

Isolation & Caring For Students & Staff Who Are Sick At School

In order to decrease transmission of illness in the health office and school setting the use of an area for isolation will be utilized. The CDC defines the term "isolation" as "separation of sick people with a contagious disease from people who are not sick."

Room Setup

1. A designated room or area that allows for the isolation of an ill person.
2. Signage on the door or curtain of the isolation space stating that the room is in use to maintain strict limitation of entry and exit at all times.
3. A closed door when staff or student is in isolation.
4. The health room bathroom will be used for any individual exhibiting symptoms while in school. No other students or staff will be allowed to use that bathroom during this time.
5. An isolation cart outside the room should include the following:
 - a. Latex free gloves
 - b. Masks, gowns and face masks, N95 or KN95 masks (for Health Office Staff)
 - c. Face shields

Procedures for Isolation Room Use

As feasible, the teacher will call the health office to report when a student is being sent to the health office with a description of the presenting complaint. If student or staff begins to exhibit symptoms indicative of a potential infectious disease or symptoms specifically related to COVID-19 illness such as:

1. Fever of 100 F or greater, chills
2. Uncontrolled new cough
3. Shortness of Breath, Difficulty Breathing
4. New onset loss of smell or taste
5. O2 saturation below 95%

The Following procedures will be put into effect:

- a. The student will sanitize/wash hands upon arrival to the health office.
- b. The student will be met at the door to be evaluated for symptoms consistent with an infectious process including symptoms consistent with COVID-19.
- c. A new mask should be given to the student upon arrival and the old mask if cloth will be placed in a baggie to be taken home.
- d. Health Office staff should utilize a N95 or KN95 mask, gown and gloves and face shield as indicated for close contact and respiratory secretions.
- e. The student or staff member should be taken directly to the isolation room for a more comprehensive assessment. A designated staff member should remain with the student at all times.
- f. If indicated appropriate disposition will be determined. If a student or staff has any of the above symptoms they will be immediately dismissed from school.
- g. If indicated, the parent/guardian will be contacted for pick up.
- h. If a staff member is ill and in isolation they will be asked to leave school and not return to their classroom. It will be recommended that they call their health care provider.
- i. A building administrator will be notified regarding the staff member being sent home.

- j. Health Office staff will arrange for personal belongings of students or staff to be brought to the Health Office.
- k. Health Office staff should remove PPE outside of the isolation room. New PPE should be utilized to escort the student/staff out of the building.
- l. A Health Office staff member will exit the building with the ill student/staff member to ensure that they exited from the proper location and did not have any encounters with others in the building.

Pick Up of Student/Staff

1. The parent/guardian will be instructed to not enter the building and notify the health office when arriving.
2. The parent/guardian will be asked to wear a mask and remain in their car for pick up at a designated exit.

Health Office Staff - Upon Returning From Pick Up

1. Staff should properly dispose of PPE, sanitize hands with soap and water and replace mask prior to returning to the health office
2. The custodian will be contacted to clean the isolation room
3. If there is a suspicion of symptoms consistent with COVID-19 the Supervisor of Health Services should be notified.

Exit Instructions for Staff/Parents

- ▶ Parent/guardian will be instructed to contact their health care provider and unvaccinated students should not return to school without a return to school note from a health care provider or negative COVID-19 test.



Lunch: Lunch may be served in the school cafeteria. Masks should be worn before and after eating. Hands should be washed before and after lunch. Sanitation for school kitchens will follow safety protocols as determined by the public health department.



Recess: Recess will be offered daily to children when they are physically present at school. Recess will be offered outdoors if possible. Staff members should be available to monitor students and provide reminders about physical distancing as needed. During active play, specifically outdoors, masks will not be required.



The Use of PPE: Per CDC recommendations and State guidelines, it is required that all staff and students wear face coverings, when feasible, while at school and on the bus. In the event CDC recommendations and State guidelines are modified, this procedure may be adjusted. When students are eating, drinking, during active PE or when students are outside masks may be omitted. Mask breaks should occur periodically throughout the day. Medical exemptions, which will require a note from the primary care provider, will be made for those students or staff for whom it is not safe to

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do so due to medical conditions or other considerations. Face coverings are most essential when physical distancing is not possible.

Face Covering - A cloth, paper or disposable face covering that covers the nose and mouth. Masks should be at least 2 layers and fit snugly but comfortably. It should not be too thick as to make it difficult to breathe. Masks with a "filter outlet" can spread respiratory droplets and will not be allowed in school.

Face Shield - A clear plastic shield that covers the forehead, extends below the chin, and wraps around the side of the face.

Parents/Guardians and staff will be encouraged to bring their own face coverings from home but will be provided a face covering in the event one is needed. In addition, the following PPE will be utilized:

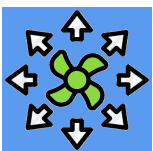
1. N95 or KN95 masks for health office staff which includes fit testing when caring for students and staff who have symptoms c/w symptoms of COVID-19
2. Face shields with face masks for staff/students who are unable to practice physical distancing, where close contact is highly likely, such as those receiving related services such as occupational therapy, physical therapy, and speech



Visitors: Visitors will not be allowed in the building unless required by a student's educational plan. Contractors will also be limited unless essential for building operations. Virtual meetings will be considered for Planning and Placement Team meetings, Section 504 meetings, and other required meetings.



Specialized Health Care Procedures: Students who may require nebulizer treatments, suctioning or other procedures that create uncontrolled respiratory secretions must provide treatment authorizations. Students should receive medication via MDI with a spacer whenever possible. If nebulizer treatment is medically necessary these treatments should be done in an area separate from the health office and gloves, face shields, masks and gowns should be worn by the school nurse. The area should undergo cleaning after use and before it is used by other staff or students.



Ventilation:

In its effort to promote a healthy and safe building environment, and mitigate the potential spread of germs, bacteria and virus the district will continue to implement the Environmental Protection Act Tools for Schools (TfS) protocols. Center for Disease Control recommendations calling for increase in ventilation (open doors and open windows) will need to be carefully balanced with the TfS protocols, the district's safety & security standards, and the energy performance systems improvements made in recent years. The district will also ensure all HVAC systems are serviced and utilize the highest-rated Minimum Efficiency Reporting Values (MERV) filters that are appropriate for each system.

FACILITIES AND OPERATIONS PROCEDURES



Cleaning Procedures

Infection Control Measures:

1. Alcohol based hand sanitizer will be available at all schools and in all classrooms.
2. Signage in high traffic areas that will educate students and staff and serve as reminders of ways to prevent the spread of COVID-19. Signs will be placed throughout schools in highly visible locations such as at school entrances and bathrooms that promote healthy protective measures such as hand washing and social distancing.



Cleaning and Disinfection Efforts: In addition to routine cleaning, high touch surfaces including door handles, handrails, keyboards, desks and tables will be cleaned at least daily utilizing disinfectant products approved by the FDA and effective against COVID-19. If surfaces are dirty they should be cleaned using soap and water prior to disinfection. Bathrooms will be cleaned twice daily. Thorough cleaning should be done when children are not present. A disinfecting atomizer treatment will occur at the end of the school week and immediately following any known outbreaks. Cleaning log with dates and types of cleaning will be maintained.

Facilities Modifications:

1. Elimination of all water fountains
2. An isolation area for sick students and staff in all schools
3. Assure optimal ventilation in the health office, bathrooms and other areas
4. Social distancing in front offices and cafeteria kitchen
 - a. Additional space needs
 - b. Plexiglass partitions
 - c. Visitors counter

CONTINUITY OF LEARNING

Introduction

The mission of Westport Public Schools is to prepare all students to reach their full potential as life-long learners and socially responsible contributors to our global community. The district recognizes and supports that this is most effectively achieved in a face-to-face environment. For that reason, our goal is to reopen schools, providing students with in-person learning experiences for the 2021-2022 school year.

Academic Learning

Westport Public Schools is planning for in-person learning 5 days a week with heightened health and safety protocols. Academic learning needs will be addressed using the following strategies:

Elementary Schools

- ▶ Classroom differentiation
 - Professional development from Teachers College Reading and Writing Project, focused on differentiation during the reading and writing workshop k-5
 - Professional development for teachers in the area of mathematics, focused on differentiation and small group instruction during mathematics
 - Professional development for classroom paraprofessionals to support individual and small group instruction
 - WIN (What I Need) block has been added to the elementary schedule
 - Professional development for teachers to support effectiveness of WIN time
- ▶ The addition of new summer learning opportunities
 - Socialization opportunities
 - Academic learning
- ▶ Use of formative and summative assessments to better understand student needs and in turn support students
- ▶ Social Emotional Learning
 - Continuation of Ruler implementation and associated professional development
 - Professional Development on creating positive and engaging classroom environments

Middle Schools

- ▶ Expansion of the Response to Intervention Program
 - Ensure the district has appropriate staffing to support student needs and meet the increase number of students receiving mathematics interventions at the middle school level
 - Addition of instructional materials to support reading and math interventions
- ▶ Implementation of 6-8 tutoring program
 - Before and after school tutoring in mathematics
 - Math tutoring will be offered by Staples Math Honors Society (virtual and in-person)
 - Teachers will offering individual of small group tutoring sessions Monday through Thursday
- ▶ The addition of new summer learning opportunities

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- Socialization opportunities
 - Academic learning
 - Electives program
- Use of formative and summative assessments to better understand and in turn support students

High School

- Addition of Writing Lab
- Expansion of Mathematics Lab to include before and after school tutoring
- Teachers will offering individual of small group tutoring sessions Monday through Thursday (in-person and virtual)
- The addition of new summer learning opportunities
- Socialization opportunities
 - Academic learning
 - Electives program
- Stress reduction and socialization opportunities during the school day
- Yoga Classes
 - Meditation Classes
 - Exercise
 - Organized activities
 - Open gym opportunities
 - Fitness center

The district will not be offering a distance learning program for the 2021-2022 school year



Social and Emotional Learning

Focus on Students

- Tier One: Practices to support all students on a classroom and schoolwide basis. This includes direct instruction in SEL competencies (ex: RULER curriculum) and providing time for student connection (ex: Connections, Homeroom, Morning Meeting). Ongoing data on students' well being will be collected through different methods (ex: Google Forms, Jamboard Mood Meter check ins).
- Tier Two: A more targeted approach where staff identifies students who may be having more difficulty such as social isolation, emotional regulation or academic disengagement. Strategies and supports are designed to meet individual students' needs. This warrants a team approach and communication with families.
- Tier Three: Supports for students identified as having significant needs or requiring crisis intervention. This warrants a team approach, increased communication with families and collaboration with outside resources.

Focus on Staff and Families

- The team recommends focusing on the SEL needs of staff members and families by offering professional development, resources, and ongoing support through increased communication.
- Specific supports and strategies will be planned for each stakeholder group.



Special Education

Students eligible for special education services are general education students first and will receive the benefits of all the mitigation measures in place for all students as part of this reopening plan. In addition, students eligible for special education services are entitled to a Free and Appropriate Public Education (FAPE) in the least restrictive environment under the IDEA. These mandates remain in place and the Westport Public Schools will provide FAPE in a manner consistent with the health and safety guidelines of the district.

Throughout the pandemic, communication between families and school personnel regarding individual student needs has been a central tenet of practice. This communication has been essential in meeting student needs and must continue.

Consistent with guidance provided by the Connecticut State Department of Education, Westport Public Schools will develop and implement a process to determine whether and to what extent special education recovery is appropriate for students to address any existing impact of the pandemic.

Special education recovery is special education and related services provided to a student to remediate lack of expected progress or regression as a result of delayed, interrupted, suspended, or inaccessible IEP services during the pandemic. Special education recovery is not intended to be a minute-for-minute replacement of services but is instead a time-limited adjustment to the student's IEP to address lack of expected progress, mastery of essential skills, or to prevent further regression. Many of our students have made meaningful progress and for others, program adjustments have been made to address individual needs. It is important that these decisions remain data-driven, individualized, and collaborative in nature as part of the Planning and Placement Team process.*

Westport Public Schools will follow closely updated guidance on the implementation of special education programs from the Connecticut Bureau of Special Education and the federal government and is committed to ongoing communication and collaboration with families as we plan for the 2021-22 school year.



Technology

Devices

- Students in grades K-5 will have access to Chromebooks from the district while in class.

1. Chromebooks will be housed in school on carts for student daily use
 2. Families may use a family device when students are at home if needed.
 3. Students who qualify for free and reduced lunch can be loaned a school Chromebook if needed
- Students in grades 6-8 will be provided Chromebooks by the district.
 1. Student expectations
 - a. Keep the Chromebook in the protective case at all times
 - b. Charge the Chromebook at home each night

- c. Bring the Chromebook back and forth to school daily
 - 2. Families may have the students use a school Chromebook or other family device when students are at home. School devices will be routed through the school network and firewall from home after first connecting to the family Internet connection.
- Students in grades 9-12 are expected to continue to provide their own device
- 1. Student expectations
 - a. Charge the device at home each night
 - b. Bring the device back and forth to school daily
 - 2. Students who qualify for free and reduced lunch or heating assistance from the Town of Westport can be loaned a school Chromebook if needed
 - 3. If a student's own device needs to be sent out for repair, a student can request a temporary Chromebook loan if any devices are available
- If families do not have access to Wifi at home, families can contact a guidance counselor or school principal and the district can provide a cellular hotspot for access to educational resources.

Support

- If a school Chromebook malfunctions, a loaner will be provided to the student. The loaner should be kept in the protective case and charged at home if needed until the original device can be returned.
- Spares will not be available at school if they are forgotten. It is important that students remember to bring their devices daily.
- If parents or students need support with any of the software programs they should contact their school's library media specialist or classroom teacher and they will be directed further based on the specific resource.

INSTRUCTIONAL MODELS AND SCHEDULES

Preschool

Full In-Person Model

Consistent with Connecticut State Department of Education Guidance Stepping Stones Preschool will prioritize the onsite learning opportunities for preschool students. We will hold preschool classes Monday through Friday using our regular schedule. We will operate on our normal schedule with mitigating measures in place for the safety and wellbeing of our students and staff.

Stepping Stones Preschool Sessions

Monday through Friday

AM Students: 9:30-12:30

PM Students: 9:30-2:15

Sample Classroom Daily Schedule

The Stepping Stones schedule varies daily depending upon special schedules, staggered outdoor time, and special events. Below is a sample of the preschool schedule:

Time	Activity
9:30-10:00 am	Handwashing/Unpacking/Morning Work at Tables
10:00-10:25 am	Morning Meeting/"Something Special"
10:25 am	Wash Hands
10:30 am	Snack
11:00-11:15 am	Recess
11:20 am	Wash Hands/Books on the Rug
11:30-12:20 pm	Choice/Projects
12:20 pm	Wash Hands
12:30 pm	Students Dismiss
12:30 pm	Student lunch
1:00 pm	Choice/Projects
1:40 pm	Recess
2:00 pm	Wash Hands and Pack Up
2:15 pm	PM Dismissal

Elementary School

Full In-Person Model with Heightened Protocols

In the full in-person model, curriculum and instruction will be highly focused on student growth. This will require a heightened emphasis on formative assessment, to meet students where they are. Curriculum may require revision to account for the multiple models of schooling that have occurred as a result of COVID-19. We will continue to lean on high quality instructional materials such as *Teachers College Reading and Writing Units of Study* and *Think! Mathematics* (Singapore Math). The [Elementary Curriculum website](#) has additional information about literacy and mathematics instruction. Additional subject areas and resources for parents will be added over time.

- ▶ All five elementary schools will be open for all students to attend in-person classes.
- ▶ A daily WIN (What I Need) period has been added to address the specific learning needs of students.

Full In-Person Model: Sample Schedule

9:00 am	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:15 am	ELA	ELA	ELA	ELA	ELA
9:30 am					
9:45 am					
10:00 am					
10:15 am					
10:30 am	Music	PE	PE	Music	Art
10:45 am					
11:00 am	Spanish	Spanish	Spanish	PE	
11:15 am					
11:30 am	Lunch	Lunch	Lunch	Lunch	Lunch
11:45 am					
12:00 pm	WIN	WIN	WIN	WIN	WIN
12:15 pm					
12:30 pm	Math	Math	Math	Math	Math
12:45 pm					
1:00 pm					
1:15 pm					
1:30 pm					
1:45 pm	Recess	Recess	Recess	Recess	Recess
2:00 pm					
2:15 pm	ELA	ELA	ELA	ELA	ELA
2:30 pm					
2:45 pm					
3:00 pm		Science/SS		Science/SS	Science/SS
3:15 pm					
3:30 pm	Closing Circle	Closing Circle	Closing Circle	Closing Circle	Closing Circle
3:45 pm	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Middle School

Full In-Person Model with Heightened Protocols

- ▶ BMS and CMS will be open for all students to attend in-person classes
- ▶ They will implement heightened health and safety operating protocols where and when possible. These include, but are not limited to, effective handwashing, wearing of protective face coverings for all students and staff when required State DPH and/or appropriate.

Special notices

- ▶ For the core academic courses, which are language arts, social studies, science, and math, students will attend these courses only with the students assigned to their teaching team; teams will range in size from approximately 75 to 95 students. Note, there will be some exceptions to this rule in math.
- ▶ School Hours: Monday through Friday 8:30 am-2:45 pm.
- ▶ A daily homeroom period will be added to support the social emotional wellbeing of students.

Full In-Person Model: BMS ENCORE Sample Schedule

Gr. 6 ENCORE:
Periods 3, 8, 9

Gr. 7 ENCORE:
Periods 4, 5, 7

Gr. 8 ENCORE:
Periods 1,2, 6

Period	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:39 am 9 minutes	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:42-9:23 am 41 minutes	Gr. 8 Period 1	Gr. 6 Period 9	Gr. 8 Period 1	Gr. 6 Period 9	Gr. 8 Period 1
9:26-10:07 am 41 minutes	Gr. 8 Period 2	Gr. 6 Period 3	Gr. 8 Period 2	Gr. 6 Period 3	Gr. 8 Period 2
10:10-10:51 am 41 minutes	Gr. 6 Period 3	Gr. 8 Period 2	Gr. 6 Period 3	Gr. 8 Period 2	Gr. 6 Period 3
10:54-11:35 am 41 minutes	Gr. 7 Period 4	Gr. 7 Period 7	Gr. 7 Period 4	Gr. 7 Period 7	Gr. 7 Period 4
11:38-12:19 pm 41 minutes	Gr. 7 Period 5	Gr. 7 Period 4	Gr. 7 Period 5	Gr. 7 Period 4	Gr. 7 Period 5
12:22-1:03 pm 41 minutes	Gr. 8 Period 6	Gr. 7 Period 5	Gr. 8 Period 6	Gr. 7 Period 5	Gr. 8 Period 6
1:06-1:47 pm 41 minutes	Gr. 7 Period 7	Gr. 6 Period 8	Gr. 7 Period 7	Gr. 6 Period 8	Gr. 7 Period 7
1:50-2:31 pm 41 minutes	Gr. 6 Period 8	Gr. 8 Period 6	Gr. 6 Period 8	Gr. 8 Period 6	Gr. 6 Period 8
2:34-3:15 pm 41 minutes	Gr. 6 Period 9	Gr. 8 Period 1	Gr. 6 Period 9	Gr. 8 Period 1	Gr. 6 Period 9

Full In-Person Model: CMS ENCORE Sample Schedule**Gr. 6 ENCORE:**

Periods 3, 8, 9

Gr. 7 ENCORE:

Periods 4, 5, 7

Gr. 8 ENCORE:

Periods 1, 2, 6

Period	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:39 am 9 minutes	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:42-9:23 am 41 minutes	Gr. 8 Period 1	Gr. 6 Period 9	Gr. 8 Period 1	Gr. 6 Period 9	Gr. 8 Period 1
9:26-10:07 am 41 minutes	Gr. 8 Period 2	Gr. 6 Period 3	Gr. 8 Period 2	Gr. 6 Period 3	Gr. 8 Period 2
10:10-10:51 am 41 minutes	Gr. 6 Period 3	Gr. 8 Period 2	Gr. 6 Period 3	Gr. 8 Period 2	Gr. 6 Period 3
10:54-11:35 am 41 minutes	Gr. 7 Period 5	Gr. 7 Period 7	Gr. 7 Period 5	Gr. 7 Period 7	Gr. 7 Period 5
11:38-12:19 pm 41 minutes	Gr. 7 Period 4	Gr. 7 Period 4	Gr. 7 Period 4	Gr. 7 Period 4	Gr. 7 Period 4
12:22-1:03 pm 41 minutes	Gr. 8 Period 6	Gr. 8 Period 6	Gr. 8 Period 6	Gr. 8 Period 6	Gr. 8 Period 6
1:06-1:47 pm 41 minutes	Gr. 6 Period 8	Gr. 6 Period 8	Gr. 6 Period 8	Gr. 6 Period 8	Gr. 6 Period 8
1:50-2:31 pm 41 minutes	Gr. 7 Period 7	Gr. 7 Period 5	Gr. 7 Period 7	Gr. 7 Period 5	Gr. 7 Period 7
2:34-3:15 pm 41 minutes	Gr. 6 Period 9	Gr. 8 Period 1	Gr. 6 Period 9	Gr. 8 Period 1	Gr. 6 Period 9

High School

Full In-Person Model with Heightened Protocols

- ▶ Staples High School will be open for all students to attend in-person classes
- ▶ Connections will be scheduled daily to focus on the social emotional wellbeing of students

Full In-Person Model: Sample Schedule featuring Connections Time

A	B	C	D
8:00-8:45 am 1	8:00-8:45 am 2	8:00-8:45 am 3	8:00-8:45 am 4
8:50-10:05 am 2	8:50-10:05 am 3	8:50-10:05 am 4	8:50-10:05 am 1
10:10-10:30 am Connections	10:10-10:30 am Connections	10:10-10:30 am Connections	10:10-10:30 am Connections
10:35-11:20 am 3	10:35-11:20 am 4	10:35-11:20 am 1	10:35-11:20 am 2
11:25-11:55 am 5	11:25-11:55 am 6	11:25-11:55 am 7	11:25-11:55 am 8
12:00-12:30 pm 5	12:00-12:30 pm 6	12:00-12:30 pm 7	12:00-12:30 pm 8
12:35-1:05 pm 5	12:35-1:05 pm 6	12:35-1:05 pm 7	12:35-1:05 pm 8
1:10-1:55 pm 8	1:10-1:55 pm 7	1:10-1:55 pm 6	1:10-1:55 pm 5
2:00-2:45 pm 7	2:00-2:45 pm 8	2:00-2:45 pm 5	2:00-2:45 pm 6
Drop 4 & 6	Drop 1 & 5	Drop 2 & 8	Drop 3 & 7

REVIEW AND REVISION PROCESS


This plan will be reviewed and if necessary revised monthly based on the needs of the district; the evolution and status of COVID19 in the region; updated CDC guidance; and revised directives or guidelines from the Connecticut State Department of Education and the Connecticut Department of Public Health.



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.

AMENDMENT NUMBER FOUR

THIS AMENDMENT NUMBER FOUR, effective July 1, 2021, is between the **Westport Public Schools ("SFA") and Compass Group USA, Inc. by and through its Chartwells Division ("FSMC")**.

WHEREAS, the SFA and FSMC are parties to a certain agreement, dated July 1, 2017, and as amended by Amendment Number One effective July 1, 2018, and as amended by Amendment Number Two effective July 1, 2019, and as amended by Amendment Number Three effective July 1, 2020 (collectively, the "Agreement") whereby FSMC manages the SFA's food service operation and facilities; and

WHEREAS, the parties now desire to amend the aforesaid Agreement;

NOW, THEREFORE, in consideration of the promises herein contained and for other good and valuable consideration, the parties hereto agree as follows:

1. Section 1.3 of the agreement is deleted and replaced with the following: The contract shall be for a period of one year commencing on July 1, 2021 and ending June 30, 2022. Thereafter, the parties may extend the Agreement as mutually agreed upon in writing.
2. Section 6.1 (C) is being amended to reflect that FSMC's Management Fee shall be a flat rate of \$4,206.84 per month for ten (10) months (September through June).

This increase is based on a CPI adjustment of 3.2%, (a \$130.44 increase) added to the existing Management Fees of \$4,076.40.

3. Section 6.1 (D) is being amended to reflect that FSMC's Administrative Fee shall be a flat rate of \$26,030.25 per month for ten (10) months (September through June).

This increase is based on a CPI adjustment of 3.2%, (a \$807.14 increase) added to the existing Administrative Fee of \$25,223.11.

4. Section 6.3 is deleted in its entirety and replaced with the following:

FSMC guarantees that the bottom line of the operational financial report (exclusive of the cost of repairs, maintenance, replacements and small wares) for the 2021-2022 academic year will reflect a breakeven. If the actual bottom line (exclusive of the cost of repairs, maintenance, replacements and small wares) is less than a breakeven, the FSMC will reduce its Management and Administrative fees by the difference between the actual and guaranteed amount, but in no event shall the reimbursement obligation exceed the total of the Management and Administrative fees. It is understood that the SFA will not participate in the National School Lunch Program or National School

Breakfast Program for the 2021-2022 academic year. This guaranteed breakeven is based on the following the conditions/assumptions set forth in the Agreement, and the following are amended as noted below:

1. The number of full service lunch days during the school year will not be less than 182 days
2. Student enrollment for the current year will be not less than 5,300 including kindergarten;

In the event the foregoing conditions are not met during the school year, FSMC's guarantee obligation shall be reduced by an amount equivalent to any increased cost or loss of revenue attributable to the changes in such conditions.

5. This Amendment is effective July 1, 2021. All other terms and conditions contained in the original Agreement shall remain unchanged and in full force and effect.

IN WITNESS WHEREOF, the parties hereto have caused this Amendment to be signed by their duly authorized officers, all done the day and year first above written.

Westport Public Schools, CT

By: _____

Name: _____

Title: _____

Date: _____

COMPASS GROUP USA, INC. by and through its Chartwells Division

By: _____

Name: Belinda Oakley

Title: CEO, Chartwells K12

Date: _____

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.

This policy does not apply to persons in lawful possession of deadly firearms or weapons who enter a town office, other than a Board of Education office, that is located in the same building as the school administrative offices, in accordance with applicable law.

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.~~

Exeptions

~~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)

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