

WESTPORT BOARD OF EDUCATION

AGENDA *

(Agenda Subject to Modification in Accordance with Law)

SPECIAL NOTICE ABOUT PROCEDURES FOR THIS ELECTRONIC MEETING:

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

https://www.westportps.org/uploaded/Procedures_and_Guidelines_for_Public_Participation_in_Remote_Board_Meetings.pdf.

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

PUBLIC CALL TO ORDER

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

Instructions to listen to call to order:

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

Meeting ID: 894 2123 5110

Passcode: 865558

EXECUTIVE SESSION: Pending Litigation

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

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

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

MINUTES: December 7 and 14, 2020, *pages 1-3*

DISCUSSION

- | | | |
|---|---------|--|
| 1. Coleytown Middle School Update, <i>pages 7-118</i> | (Encl.) | Mr. Don O’Day
Kris Szabo
John Luby
Larry Cannon |
| 2. Health Update | | Ms. Suzanne Levasseur |
| 3. Teaching and Learning Update | (Encl.) | Dr. Anthony Buono
Ms. Lauren Francese |
| <ul style="list-style-type: none"> • State Required High School Course Addition: African-American, Black, Latino, and Puerto Rican Course of Studies, <i>pages 119-124</i> • Student Engagement, <i>pages 125-127</i> • Current Diversity, Equity, Inclusion Efforts, <i>pages 128-132</i> | | |
| 4. Special Education Programming, <i>pages 133-145</i> | (Encl.) | Mr. Michael Rizzo
Mr. Mike Roseman |
| 5. 2021-2022 Budget Overview | | Mr. Elio Longo |

DISCUSSION/ACTION

1. Second Reading of the Following Policies: (Encl.) Ms. Karen Kleine
- 1331, "Smoke Free Environment" (Revision), pages 146-147
 - 5141.4, "Child Sex Abuse and Assault Response Policy and Reporting" (New), pages 148-149

ADJOURNMENT

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

PUBLIC PARTICIPATION WELCOME USING THE FOLLOWING GUIDELINES:

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

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

WESTPORT BOARD OF EDUCATION

Board Members Present:

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

Administrators Present:

Thomas Scarice	Superintendent of Schools
Anthony Buono	Asst. Superintendent, Teaching and Learning
Michael Rizzo	Asst. Superintendent, Pupil Personnel Services
Elio Longo	Chief Financial Officer
John Bayers	Director of Human Resources and General Admin.

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

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS

MINUTES: November 16, 24, and 30, 2020 and December 2, 2020

Elaine Whitney moved to approve the minutes of November 16, 24, and 30, 2020 and December 2, 2020; seconded by Jeannie Smith and passed unanimously.

DISCUSSION

Milone and MacBroom Enrollment Projections

FY 2022 Preliminary Budget Discussions with Board of Finance, RTM Education Chair, and Finance Committee Chair

Health Update

Teaching and Learning Update

- Tri-State Report Update,
- Elementary Science and Social Studies Programming,
- Student Performance K-8 Reading and Math

Coleytown Middle School Update

At 10:38 p.m., Candice Savin moved to continue with the remaining agenda items as it was after 10:30 p.m.; seconded by Jeannie Smith and passed unanimously.

Policy Committee Update and First Reading of the Following Policies:

- 1331, "Smoke Free Environment" (Revision)
- 5141.4, "Child Sex Abuse and Assault Response Policy and Reporting" (New)

DISCUSSION/ACTION

Second Reading of the Following Policies:

- 2260, "Policy Regarding Retention of Electronic Records and Information" (New)
- 111.3, "Plan for Minority Staff Recruitment" (Revision)

Note: By consensus, the Board deferred a vote on the amendment of Policy 4111.3, "Plan for Minority Staff Recruitment" to a future meeting.

Be it resolved, that upon the recommendation of the Superintendent of Schools, the Board of Education approves the creation of Policy 2260, "Policy Regarding Retention of Electronic Records and Information".

MOTION: Karen Kleine
SECOND: Lee Goldstein
RESULT: Passed Unanimously
VOTE: 7-0

ADJOURNMENT: Jeannie Smith moved to adjourn at 10:42 p.m.; seconded by Liz Heyer and passed unanimously.

Respectfully submitted,

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

**WESTPORT BOARD OF EDUCATION
Special Meeting**

Board Members Present:

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

Administrators Present:

Thomas Scarice, Superintendent of Schools

PUBLIC CALL TO ORDER: 6:01 p.m., Held Remotely Via Zoom Pursuant to Executive Order 7B and 9H

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

Elaine Whitney moved at 6:02 p.m. to enter into executive session to discuss Evaluation of the Performance of Individual Members of the Board of Education and the Superintendent; seconded by Candice Savin and passed unanimously (5-0; Jeannie Smith and Karen Kleine were absent for the vote). The executive session was adjourned by consensus to 6:30 p.m.. All Board members were present starting at 6:30 p.m. for the discussion. Thomas Scarice, Superintendent of Schools, joined the executive session at the invitation of the Board.

ADJOURNMENT: 8:27 p.m.

Respectfully submitted,

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



To: Westport Board of Education Members
From: Thomas Scarice, Superintendent of Schools
Re: December 21, 2020 Board of Education Meeting
Date: December 18, 2020

Provided below for Board consideration is an overview of the meeting agenda items for December 21, 2020. As we have done for previous meetings, the meeting will be held remotely with public access through live streaming and public comments and questions submitted electronically.

Discussion

1. Health Update

Health Data and Quarantining Practices

Director of Health Services, Sue Levasseur, will share the most up to date health data regarding positive COVID-19 cases and quarantined students and staff. Sue will also update the Board on the CT Department of Public Health recently adopted modifications which shorten the length of quarantines. The guidance largely follows the CDC recommendations which were modified earlier this month. This is consistent with our evolving approach to the mitigating measure of minimizing spread through accurate identification of close contacts. The data from our rather conservative approach earlier this year illustrates that a more precise identification of close contacts is possible. Sue recently began to implement these modifications and it has led to fewer required quarantines. Coupled with the new CDC and DPH guidelines, it now seems that one scenario that might close our schools for an extended period of time, i.e. lack of staffing, could be safely minimized. Again, each incidence will be addressed on a case by case basis, including careful interviewing of faculty and staff who might have been exposed to a positive case in our schools.

Next Phase of Reopening

For a variety of reasons shared over the past few months, I have recommended a cautious approach to the reopening of our schools. That said, we now have over three months of pandemic experience not only in our schools, but across the state, to illustrate how resilient public schools have been in confronting the pandemic.

A great deal has changed over the past nine months. Perhaps most profound for schools is that high community transmission rates have had little impact on school-based virus transmission. There is an impact in the form of increased staffing challenges due to quarantine, but spread in schools is very rare. What's confounding is that community transmission rates were initially identified as the primary driver affecting the reopening of schools among public health experts, including the Harvard Global Health Institute which guided Connecticut's efforts.

In fact, just last week, Tom St. Louis, Occupational Health Program Director for the Connecticut Department of Public Health, concluded in a statement to superintendents that the high rates of spread in communities are not translating to similarly high rates of transmission in schools. He acknowledged that most experts did not know this would be the case when guidance was provided over the summer.

Community transmission rates were seen as the single most important factor in keeping schools open. Now, after over three months of experience, it is clear that schools, our schools, are particularly resilient in minimizing and even preventing virus spread within our buildings. Population density is a factor in mitigating spread, thus the reason for hybrid models. Yet, there is ample evidence across the state of minimal to no virus spread in schools with greater population density than the current levels in our schools.

This track record of remarkable resilience, along with the timing of the reopening of Coleytown Middle School, and with the critical need to balance our responsibility to public health with the social/emotional/academic wellness of our students, has led me to ask our administrative team to be prepared to engage in additional reopening efforts for the second half of January.

We will begin in the hybrid in January, however, we will monitor the conditions around us, and within our schools, in an effort to begin to open our schools for full on-site instruction at the K-8 level. Additionally, we will look to broaden access to Staples for more on-site instruction for all learners, not just those considered “at-risk”.

I have asked the administration from each of the three levels to have plans ready for my review by the end of the first week of January in anticipation of implementation for the second half of January. Specific dates have yet to be determined.

Given the performance of public schools across the state, and here in Westport, I am confident that our resilience will continue to maintain high levels of safety for students and staff. It is true that it will not look like our classrooms prior to the pandemic and that a return to a “pandemic classroom” was not optimal as rates sharply trended in the wrong direction in October and November. I stand by the prudent approach I recommended in the fall. Yet, since then, we have learned more and more about schooling during the pandemic.

It is clear that with strong mitigating measures, particularly fidelity to mask wearing, schools can remain resilient while serving more on-site learners safely. It is my goal to implement this in earnest for the second half of the school year which begins later in January.

2. Coleytown Middle School Update

Presentation from the Building Committee

As I shared in an earlier update, on December 9th Coleytown Middle School was officially handed back to the Board. Coleytown Middle School Building Committee (CMSBC) Chair, Don O’Day, will return, along with Industrial Engineers, John Luby and Larry Cannon, representing EnviroMed. Mr. Luby and Mr. Cannon will discuss what they found and what they did to address the challenges presented by the CMS. They will provide background on EnviroMed and their charter for the CMS renovation. For reference, EnviroMed was hired by the CMSBC to independently restore the health of the building while Newfield was hired to oversee Coleytown’s structural renovation. The CMSBC reports that EnviroMed exceeded their expectations.

I was informed by Don that while the slide deck is over 90 pages, the presentation will move quickly and should last about 30 minutes. The slide deck is included in the Board packet.

Transitional Plan for Students and Staff

Currently, the building is being accessed by faculty and staff in anticipation of a reopening. Coleytown Middle School Principal, Kris Szabo, will be in attendance to share an overview of the transition plan for students and staff. Of all the mid-year transition issues, the most vexing remains the migration of the current student information and scheduling system (PowerSchool) and learning management system (Schoolology) from one shared school to two individual schools.

In order to accommodate the enrollment of both schools under one roof for the past year and a half, the two middle schools needed to co-mingle the Encore courses. However, with the CMS reopening, these courses need to be reset as if it were a new school year. In addition, all CMS core courses need to be reset since the building change back to CMS necessitates new course codes. Since the student information system (PowerSchool) and the learning management system (Schoolology) share data, all middle school Encore teachers, and CMS core teachers, will have to repopulate their Schoolology pages while reorienting to new classrooms.

This system migration cannot be performed until the last day before the Winter Break, December 23. As a result, teachers cannot access their digital platforms until after this date. Given that the expectation is that we will return following the Winter Break in the hybrid model, we are recommending the Wednesday early dismissal/PD day be moved to Monday January 4th as a full professional development day for teachers to provide time to make these critical modifications to their Schoolology pages once the student management information system is completed. This will also give them time to finish preparations for their new classrooms as they relocate mid-year.

With this, students will then follow their on-site cohorts for four straight days from Tuesday through Friday with a return to full instruction to begin on Tuesday January 5th without subsequent interruption. This modification will represent the only significant change to our schedule while we relocate an entire middle school during the middle of the year.

Kris will be available to respond to any questions about this plan so that our students and staff successfully transition back to CMS to start the New Year.

3. Teaching and Learning Update

State Required High School Course Addition: African-American, Black, Latino, and Puerto Rican Course of Studies
Assistant Superintendent of Teaching and Learning, Dr. Anthony Buono and Social Studies Coordinator, Lauren Francese, will provide an update to the Board on the progress of implementing this course next year. This will be for the purposes of sharing information with the Board, some background information on the legislation, and how we will look to implement the course at Staples.

Student Engagement

After the last Board meeting presentation the leadership team took an inventory of the efforts being made at each level in increasing the level of student engagement. Dr. Buono will share these findings with the Board. A great deal of work is being done, particularly since we placed a focus on this topic following the Tri State study. However, much of this work has gone “under the radar”. We will share these efforts with the Board.

Current Diversity, Equity and Inclusion Efforts

At a recent Board meeting it was requested that an update be provided on current efforts at addressing diversity, equity and inclusion in our schools. Although we anticipate that the upcoming equity study will provide substantive information in advancing our work in this area, as it was noted by the Board, there have been many efforts in this area historically, particularly in recent years. Sharing this information should be helpful in illustrating a commitment to this work.

4. Special Education Programming

Assistant Superintendent for Pupil Services, Mike Rizzo, has been researching approaches in the area of special education that would serve our students well, while also providing cost containment. One program that he will share Monday evening is the Effective Schools Solutions program. This program is designed to target those students with social/emotional issues, particularly those with mental health issues that ultimately lead to a placement in a different setting (i.e. private special education outplacement). In full disclosure, Mike and I both provided the Effective Schools Solutions program in our prior districts. I share that in the spirit of full transparency. Through the budget process, the Board can make a determination based on the merits of the program. Mike Roseman, Vice President of District Partnerships for ESS will provide an overview to the Board, along with Mike Rizzo. The slide deck has been included in the Board packet. I anticipate that this program will be part of the recommended budget that will be provided to the Board in the coming weeks.

5. 2021-2022 Budget Overview

Chief Financial Officer, Elio Longo, and I will provide a basic overview of the upcoming 2021-2022 budget recommendation to the Board. This will not be a discussion of the financial projections, but an overview of some of the primary drivers facing the Board as the budget process begins. We will also review the upcoming process, meetings schedule and deliberations. I was informed that last year Dr. Abbey provided an executive summary presentation of the proposed budget to the Board at the beginning of the all day workshop. I recommend the same for this year. For this reason, I ask that the Board reconsider the need for meeting on January 5. We can discuss this during the meeting Monday evening.

Discussion/Action

1. Ms. Klein and Mr. Bayers will present the second readings of policies 1331, “Smoke Free Environment” and 5141.4, “Child Sex Abuse and Assault Response Policy and Reporting” for Board action.

Four blue pencils are arranged diagonally on the right side of the page, pointing towards the top-left. The background is a solid teal color. The text is centered on the left side of the page.

Coleytown Middle School

Mold Remediation Project



C
M
S

COLEY TOWN MIDDLE SCHOOL

Contractors Involved in Mold Remediation

- EnviroMed Services, Inc. (Inspection, Specs. & Air Quality Testing)
- American Environmental (AEI) (Mold Abatement & Demo)
- Duct and Vent Cleaning of America
- Orissa, LLC (Construction Cleaning Services)
- Newfield Construction (Construction Manager)

Mold Inspection Services

Call 203-238-4846 to Schedule

EnviroMed

Cleaner environment. Safer workplaces.



American Council for Accredited Certification

hereby certifies that

Lawrence J. Cannon

has met all the specific standards and qualifications of the re-certification process,
including continued professional development, and is hereby re-certified as a

CMC

**Council-certified
Microbial Consultant**

This certificate expires on November 30, 2022

Charles F. Wiles, Executive Director

0611050

Certificate Number



organized to improve the practice of industrial hygiene
proclaims that

Lawrence J. Cannon

having met all requirements of
education, experience and examination, and
ongoing maintenance,
is hereby certified in the

**COMPREHENSIVE PRACTICE
of
INDUSTRIAL HYGIENE**

and has the right to use the designations

CERTIFIED INDUSTRIAL HYGIENIST

CIH

Certificate Number 2742 CP

Awarded: June 26, 1984

Expiration Date: December 1, 2022


Chair, ABIH
Chief Executive Officer, ABIH



Initial Assessment

Water Infiltration Through Classroom Windows



Water
Damage
Under
Classroom
Windows



Structural
Issues Letting
Water In



Broken Plumbing



Leaks from the Roof



Mold
Impacted
Books and
Papers



Debris on Top of Ceiling from Roof Work



Moldy Pipe Insulation



Moldy Sheetrock



Old HVAC not up to Task of Air Filtration & Dehumidification



Water Infiltration
+
Lack of Dehumidification
+
Lack of Air Filtration
+
Lots of Food (Wallboard & Paper)
=
Mold Amplification

First We Need to Clear
the Building of Furniture
& Stuff so the Trades can
get to Work

Conventional
Storage of
Dirty Furniture
too Congested
in Auditorium
Don?
Susan?



TRAILER STORAGE

Trailer with
Dessicant
Bags Hanging
for Furniture
Storage



Loaded Up

But What About Fabric Furniture
& Boxes? – It's Gonna Get Hot &
Humid in There this Summer





Meyer Storage Facility - Off-site Climate- Controlled Storage - Windsor CT

Inside Meyer
Storage Facility -
Off-site Storage
- Windsor CT
Keep it Cool &
Dry for Summer





Summer is Over



Winter is Here



Time to Unload

Setup the
Tarp for
Furniture
Cleaning on a
Crisp Day



Unload the Trailer



Ready to get
Started



Furniture Cleaning



Furniture Inspection & Sampling



Furniture Mold Sample Tracking



Furniture Mold Tape Lift Sampling



Furniture Mold Sampling



No Furniture
Put Back in
Service
without a
Passing test

IF
Furniture Fails Test
THEN
Reclean & Retest
OR
Throw it Out



Lots of Data

Larry Cannon
EnviroMed Services, Inc.
 470 Murdock Avenue Box 13
 Meriden, CT 06450
 (203) 238-4846

IH-20-011
 Coleytown Middle School
 Westport, CT

#20
Direct

#	Sample Description	Organism	Spore Estimate	Mycelia
#10	Bio-Tape (1.00 cm2) M02674 - 6088 Cafeteria Table	No Fungi Detected		
#11	Bio-Tape (1.00 cm2) M02675 - 6088 Cafeteria Table	No Fungi Detected		
#12	Bio-Tape (1.00 cm2) M02676 - 6088 Cafeteria Table	No Fungi Detected		
#13	Bio-Tape (1.00 cm2) M02677 - 6088 Cafeteria Table	No Fungi Detected		
#14	Bio-Tape (1.00 cm2) M02678 - 6088 Cafeteria Table	No Fungi Detected		
#15	Bio-Tape (1.00 cm2) M02679 - 6088 Cafeteria Table	Ascospores	Rare	
#16	Bio-Tape (1.00 cm2) M02680 - 6088 Cafeteria Table	No Fungi Detected		
#17	Bio-Tape (1.00 cm2) M02681 - 6088 Cafeteria Table	No Fungi Detected		



Collected: Dec 8, 2020

Received: Dec 9, 2020

Reported: Dec 9, 2020

Project Analyst:
 Connor Galliot, BS

Date:
 12 - 09 - 2020

Reviewed By:
 Steve Hayes, BSMT

Date:
 12 - 09 - 2020

3005 East Boundary Terrace, Suite F. Midlothian, VA. 23112

(804) 562-3435

contact@hayesmicrobial.com

Furniture Testing After Initial Cleaning

% of Samples that Passed Initial Testing



94%

Testing Results per 100 Samples Taken

100

Tests

Samples that Failed per 100 taken

6

Fails

*Percentage of Samples that Passed after Recleaning and Retesting

100%

**FURNITURE THAT
FAILS TESTING
GETS RECLEANED
& RETESTED OR
THROWN OUT**

Column1

Column2

Samples Taken

100

Samples That Fail Testing

Item

Amount

Samples

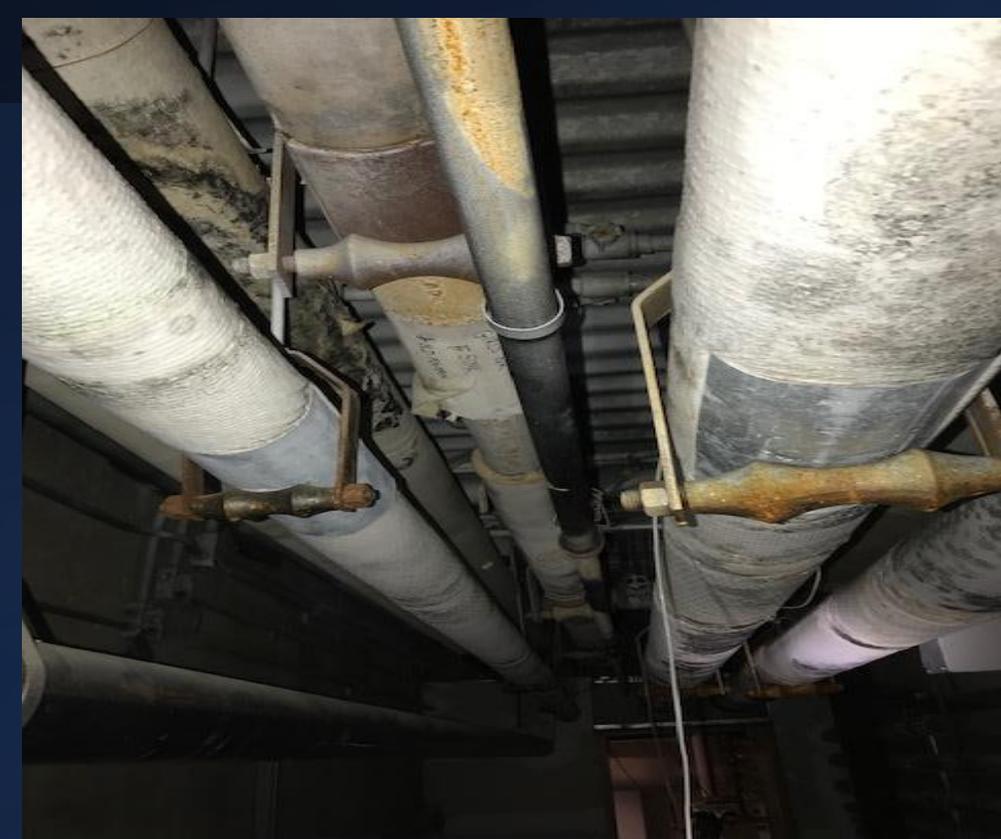
6



Cleaned, Inspected,
& Tested Furniture
Ready for Students



Initial Mold Abatement & Cleaning



Let's get these Mold & Water Impacted Surfaces Out of the Building in a Controlled Manner Before we Start Trades Working

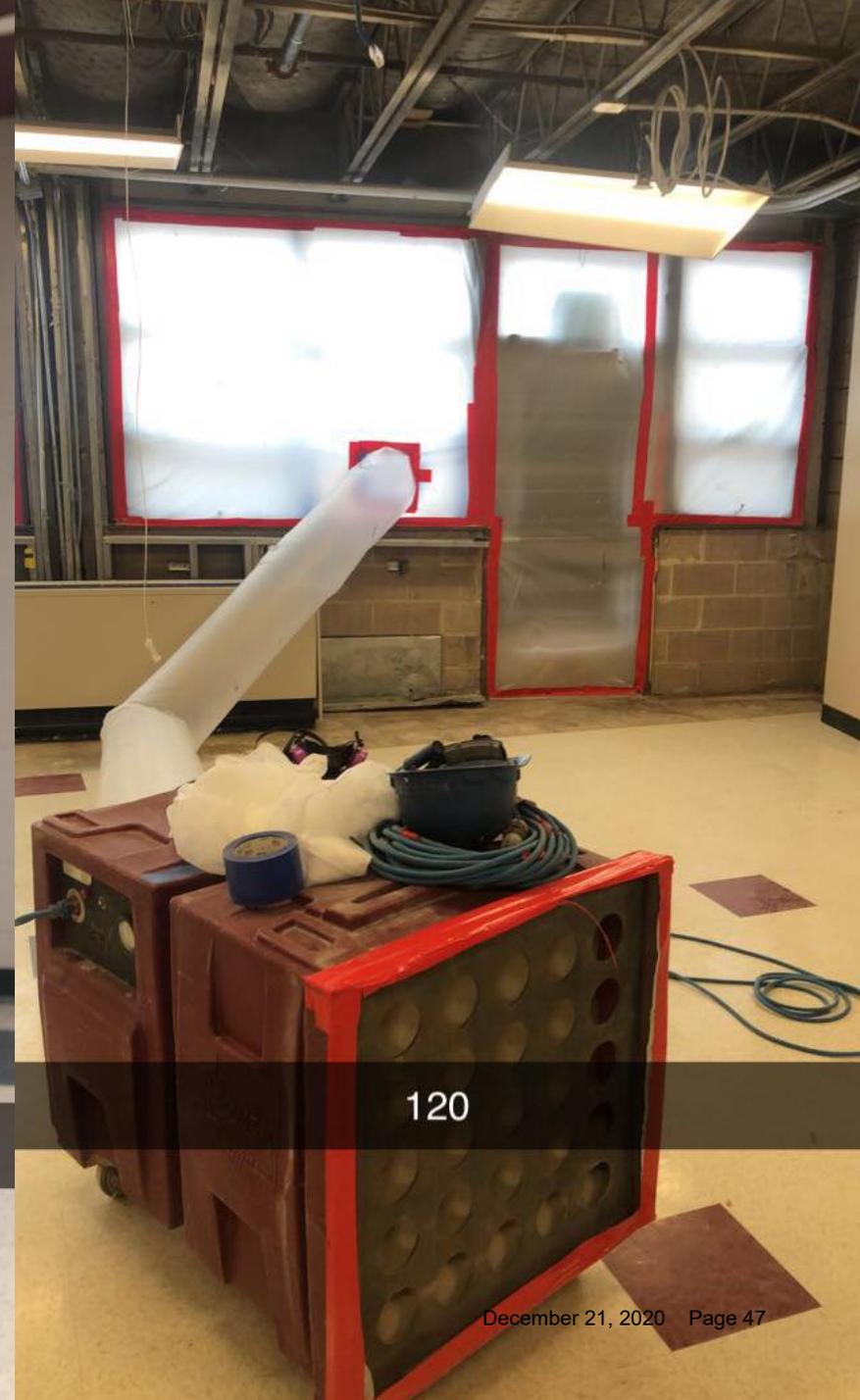


Abatement / Demo Contractor

Mark-Out
Scope of
Abatement
from
Specs



Prep the Area
for Abatement
with HEPA Fan
Unit & Change
Room



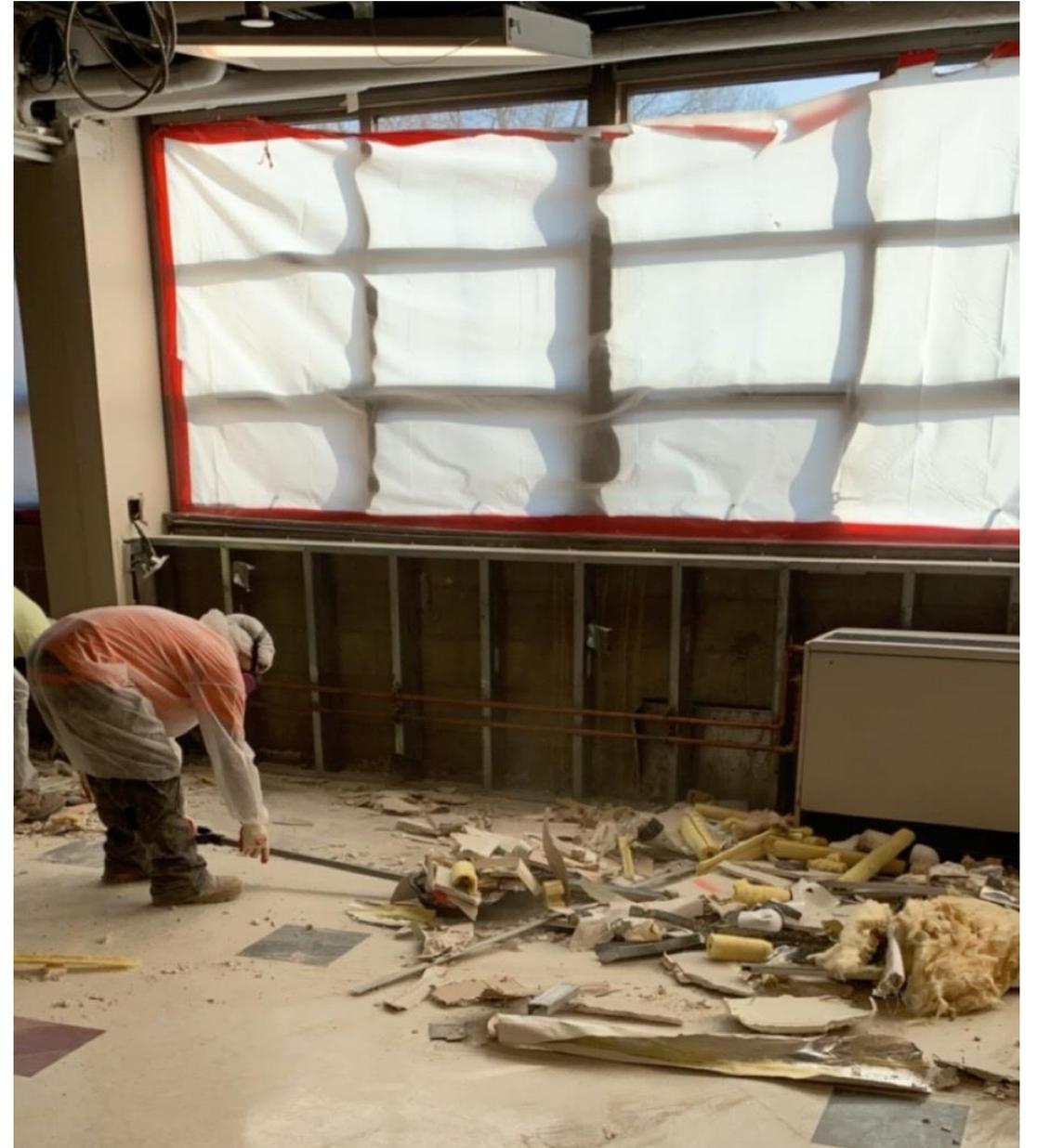
AEI
Performing
Demolition of
Moldy
Sheetrock



AEI
Performing
Selective
Demolition



Start Cleaning Up the Mess



Protect
Cleaned Fabric
Surfaces to
Keep Clean
During
Renovations



Wrap-Up the
Moldy Waste
for Solid
Waste
Disposal



Each Room
Cleaned by AEI
and Tested by
EnviroMed
Prior to
Turnover to
Trade
Contractors





Waterproof the Building

Temporary
Weather
Protection &
Dehumidification
Provided During
Construction





New Roof

Keep Water Out
From Top



Below Grade Wall Waterproofing





Wall Waterproofing





Flash Windows & Doors

Gravel
Drainage
at Foundation



Grading of Soil





Pitched Concrete





Pitched Pavement

Pitched Pavers





New Windows & Doors





Window Walls





Improve Systems & Finishes

New Boilers, Hot Water Heater, & Pumps





New Rooftop HVAC Systems





New Interior HVAC Systems





Building Management System Installed



Option Added to Monitor Temperature
& Humidity in Each Room

Improve Accessibility & Code Compliance





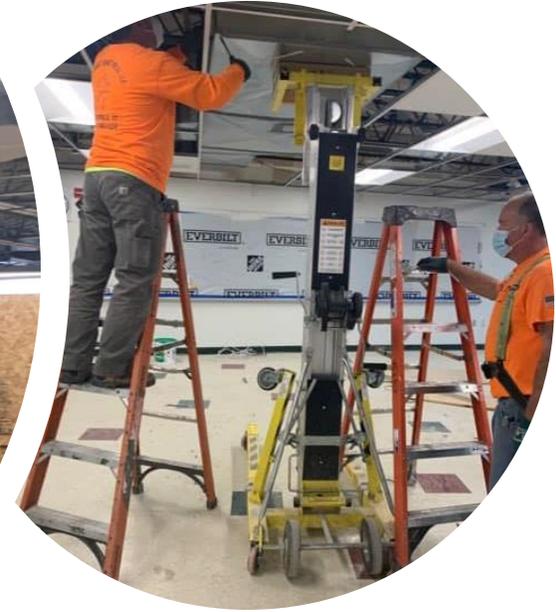
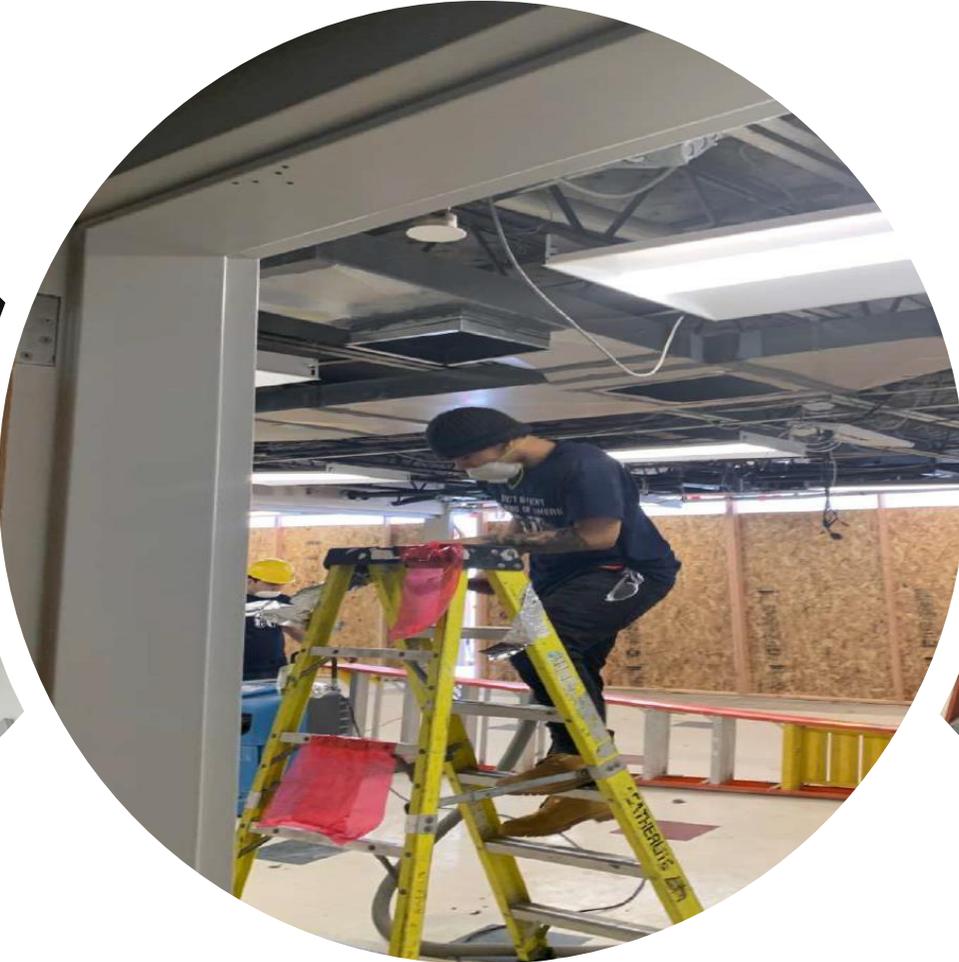
New Lighting, Ceilings, & Paint





HVAC Duct Cleaning

Return Ducts Cleaned



Flex Ducts All Replaced
– Not Cleanable

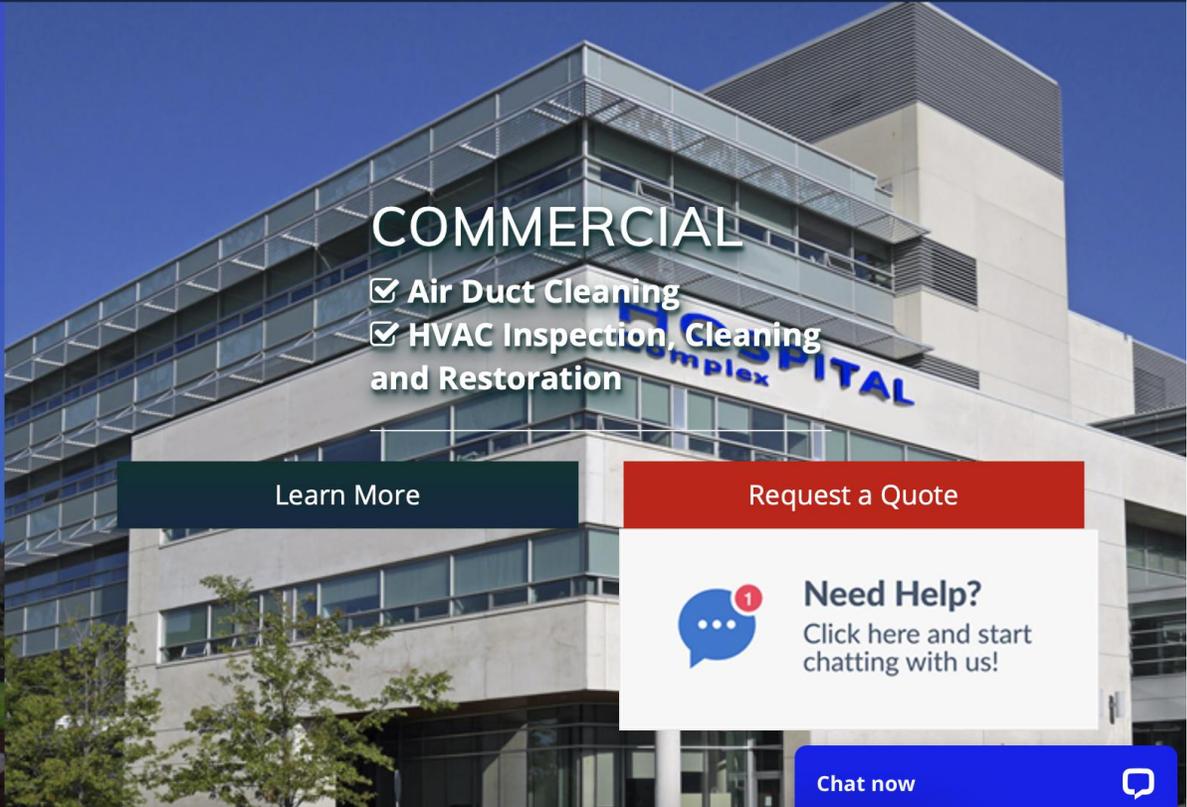
Supply Ducts
Replaced with New



RESIDENTIAL

- ✓ Air Duct and Vent Cleaning
- ✓ Dryer Vent Cleaning

[Learn More](#) [Request a Quote](#)



COMMERCIAL

- ✓ Air Duct Cleaning
- ✓ HVAC Inspection, Cleaning and Restoration

[Learn More](#) [Request a Quote](#)



Need Help?
Click here and start chatting with us!

[Chat now](#) 

Dirty Duct Prior to Cleaning

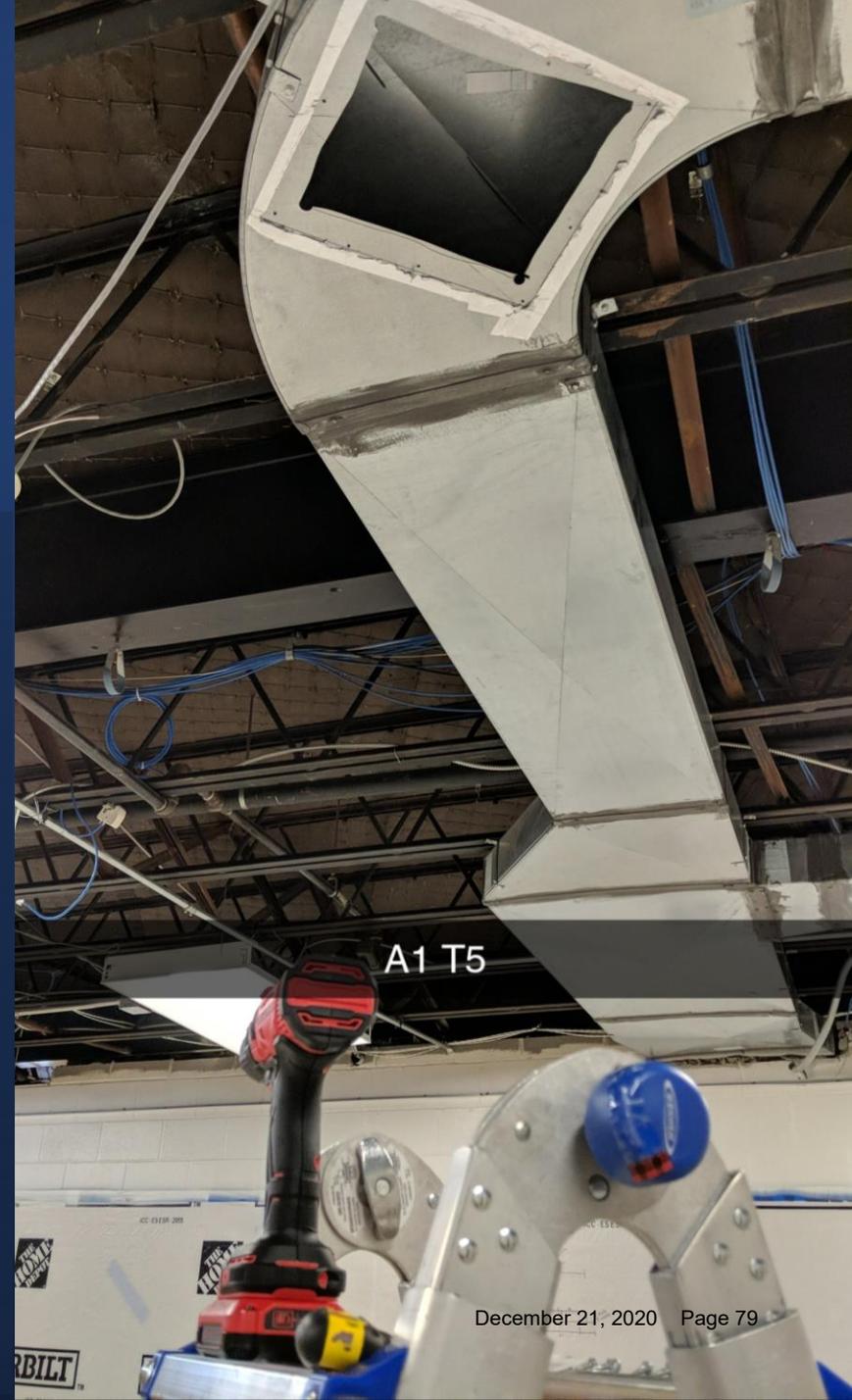
Spray Fireproofing Debris Still Present from 1997 Renovation / Addition



Dirty Duct Prior to Cleaning



First, Cut Duct Access Hatches for Cleaning



Duct Cleaning With Brushes



Duct Cleaning With Vacuum



Duct Cleaning Dust Collection



BioTape
Sampling of
Cleaned Duct

A2-T11

NADCA
Sampling of
Cleaned Duct



A1 D2

ACR
The NADCA Standard
for
Assessment, Cleaning, and Restoration
of HVAC Systems

**NADCA Is Industry Standard
for Duct Cleaning**

**We Supplemented NADCA
with Tough Fungi Clearance
Criteria**



*The HVAC Inspection, Cleaning
and Restoration Association*

To: John Luby
EnviroMed Services
470 Murdock Avenue
Meriden, CT 06450

Report

P.O. N

Date Received
Date Reported

Analysis: Total Particulates

Analytical Method: Gravimetric; NIOSH 0500 - MWAA Filter

Prep Date:

Analysis Date: 06/22/20

<u>Sample Number</u>	<u>Component</u>	<u>ug</u>	<u>mg/100cm²</u>
F-D19	Total Particulates	<100	<0.10
F-D22	Total Particulates	815	0.82 X
G-D1	Total Particulates	118	0.12
G-D2	Total Particulates	<100	<0.10
F-D23	Total Particulates	786	0.79 X
F-D24	Total Particulates	1050	1.05 X
F-D25	Total Particulates	278	0.28
F-Blank	Total Particulates	<100	<0.10

The media tolerance limit for MWAA filters is +/- 100 ug.
Gravimetric results do not require a blank correction.

Example of NADCA Vacuum Sample Results

Passing is:
<0.75 mg/100 cm²

Larry Cannon
 EnviroMed Services, Inc.
 470 Murdock Avenue Box 13
 Meriden, CT 06450
 (203) 238-4846

IH-20-011
 Coleytown Middle

#2003511

Direct Analysis
 SOP - HMC#1

#	Bio-Tape (1.00 cm ²)	Organism	Spore Estimate	Mycelial Estimate
#1	F-2 - Auditorium Catwalk	Basidiospores	Light	ND
#2	B1-2 - Corridor 0109	No Fungi Detected		
#3	A2-5 - Faculty Prep 1312	No Fungi Detected		
#4	A2-2 - Social Studies Classroom 1303	Aspergillus Penicillium	Moderate	Trace

X

Example of BioTape
 Sample Results

— Passing is No
 Aspergillus/Penicillium
 Or
 Stachybotris
 Found



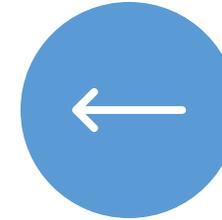
IF



DUCT FAILED
NADCA OR FUNGI
BIOTAPE SAMPLING



THEN



DUCT RECLEANED



OR



DUCT REPLACED
WITH NEW

Replace
Duct Work
If Needed



New HVAC
Systems
Were Installed
With MERV 13
or MERV 14
Filtration



EQUIPPED WITH MERV 13 OR 14 FILTRATION

MERV 13 LEED



MERV 13 LEED pleated air filters are designed to meet the air-filtration efficiency criteria required for earning points toward LEED (Leadership in Energy and Environmental Design) Green Building certification. MERV 13 air filters provide close to 90% efficiency for filtering particles between 3 and 10 microns in size (such as mold spores, dusting aids, and cement dust). They also provide between 80% and 85% efficiency for filtering particles between 1 and 3 microns in size (such as legionella, lead dust, humidifier dust, coal dust, and nebulizer droplets) and between 35% and 50% efficiency for filtering particles between 0.30 and 1 micron in size (such as bacteria, most smoke, sneeze nuclei, insecticide dust, copier toner, and face powder). They capture contaminants more efficiently than MERV 12 pleated air filters.

MERV 14 Cartridge Air Filters

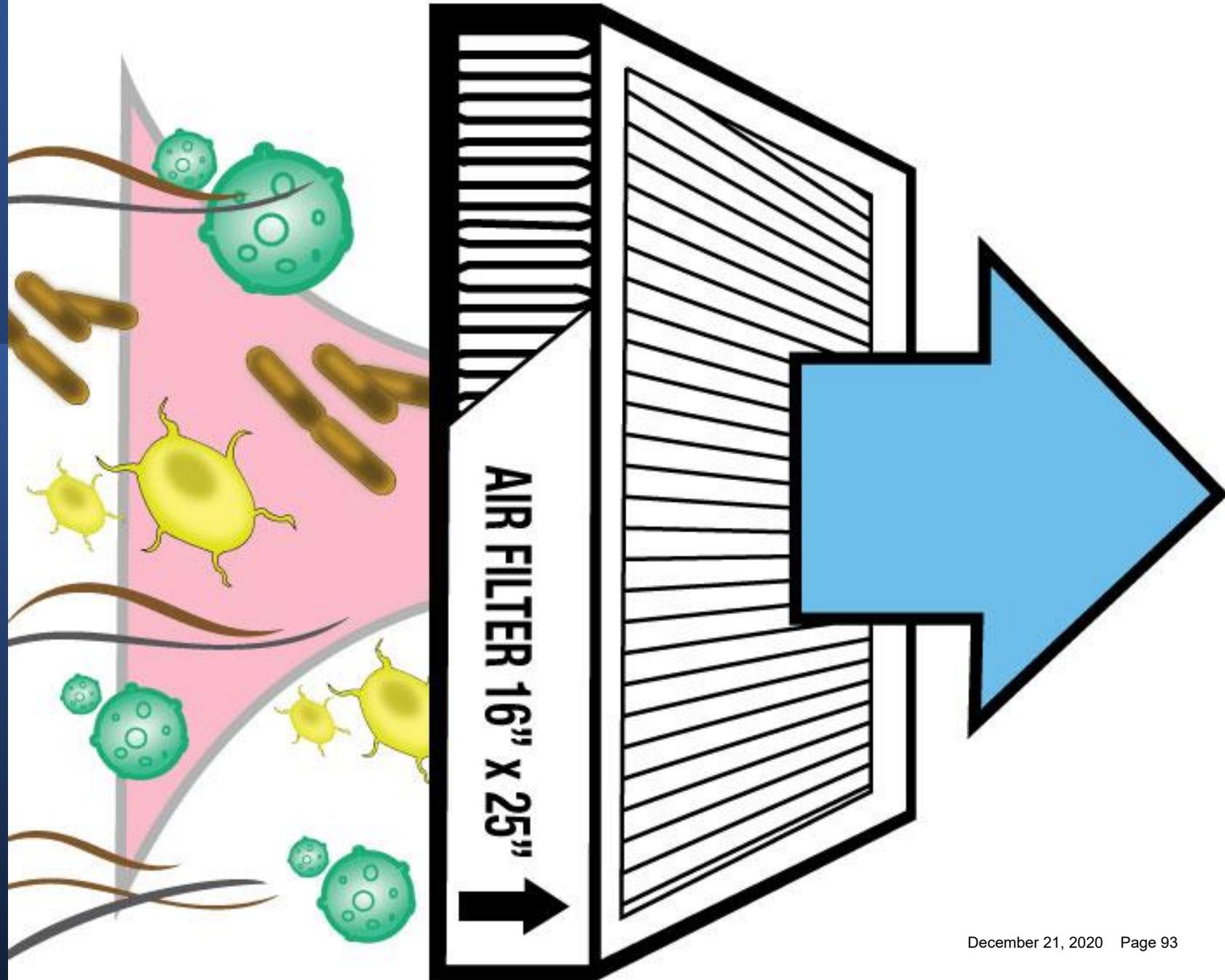


MERV 14 cartridge air filters provide between 90% and 95% efficiency for filtering particles between 3 and 10 microns in size (such as mold spores, dusting aids, and cement dust). They also provide between 85% and 90% efficiency for filtering particles between 1 and 3 microns in size (such as legionella, lead dust, humidifier dust, coal dust, and nebulizer droplets) and between 50% and 75% efficiency for filtering particles between 0.30 and 1 micron in size (such as bacteria, most smoke, sneeze nuclei, insecticide dust, copier toner, and face powder). They capture contaminants more efficiently than MERV 13 cartridge air filters.

School is
Surrounded by
Trees & Mowed
Fields – MERV
Filtration
Essential to
Keeping Pollen &
Fungi Spores Out
of Indoor School
Air



MERV 13 & 14
Air Filter
Pollen
Fungi Spores
Sneeze Droplets





Final Reoccupancy Cleaning & Testing

Construction Cleaning & Floor Finishing



[Home](#) | [Completed Projects](#) | [Contact Us](#) | [COVID-19](#)

Contact Us

Tejal Vallam, Owner

45 Andover Drive

Rocky Hill, CT 06067

Office: (860)310-5700

Cell: (860)983-6999

Fax: (860)760-6190

Email: tvallam@orissallc.com



Your First Choice for Post-Construction Cleaning! Construction Cleaning ~ Daily Maintenance

Orissa, LLC was established in 2006. We are a commercial construction cleaning company serving all of CT. We partner with reputable Construction Managers, General Contractors and commercial Property Managers for projects such as: apartment buildings, hospitals, schools & university buildings, hotels, casinos, offices, warehouses, etc. We have completed many signature projects in Connecticut (please visit our Completed Projects Gallery).

Orissa, LLC. is a registered MBE/WBE company. Our employees are OSHA 10 certified and also certified to use aerial lifts, scissor lifts, and scaffolding. We always use proper PPE on our job sites. Safety First!

Orissa is an open-shop company. We are fully insured with bonding capacity to work on large-scale projects.

Orissa is also an Affirmative Action / Equal Opportunity Employer.

Call us for your project needs in:

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- Hoist Elevator Operators
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- Complete Floor Care (all types)
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Orissa Construction Cleaning



Orissa Finishing Floors



AEI Final Cleaning & Sanitizing Surfaces



AEI Setting- Up for Final Cleaning



AEI Final Cleaning & Sanitizing



Reoccupancy Testing



Indoor Air Sampling of a Room after Final Cleaning



Air Sampling of a Room after Final Cleaning



Tape Lift
Surface
Sampling after
Final Cleaning



T113



Clean Room after cleaning and testing



Clean Room after cleaning and testing



Clean Room
after cleaning
and testing



Clean Room
after cleaning
and testing



Clean Room
after cleaning
and testing





Sampling Information

Air-O-Cell Sample Media & Pump



Bio-Tape Tape Lift Sample Media



Example of Tape Lift Analytical Results

Larry Cannon
EnviroMed Services, Inc.
 470 Murdock Avenue Box 13
 Meriden, CT 06450
 (203) 238-4846

IH-20-011
 Coleytown Middle School
 Westport, CT

#20044613

Direct Analysis
 SOP - HMC#102

#13	Bio-Tape (1.00 cm2)	Organism	Spore Estimate	Mycelial Estimate
E-T109 - Head End Room - 1309A (Floor)		No Fungi Detected		
#14	Bio-Tape (1.00 cm2)	Organism	Spore Estimate	Mycelial Estimate
E-T110 - Head End Room 1309A (Wall)		No Fungi Detected		
#15	Bio-Tape (1.00 cm2)	Organism	Spore Estimate	Mycelial Estimate
E-T111 - Head End Room 1309A (Exposed Wood)		No Fungi Detected		

Example of Air-O-Cell Analytical Results

Larry Cannon
EnviroMed Services, Inc.
 470 Murdock Avenue Box 13
 Meriden, CT 06450
 (203) 238-4846

IH-20-011
 Coleytown Middle School
 Westport, CT

Sample Number	1	H-A11			5	E-A39			6	E-A40		
Sample Name	Cafeteria 1439			Corridor 1357			Stair 12-1					
Sample Volume	150.00 liter			150.00 liter			150.00 liter					
Reporting Limit	7 spores/m ³			7 spores/m ³			7 spores/m ³					
Background	2			2			2					
Fragments	ND			ND			ND					
Organism	Raw Count	Count / m ³	% of Total	Raw Count	Count / m ³	% of Total	Raw Count	Count / m ³	% of Total			
Alternaria				1	7	20.0%						
Ascospores	1	7	100.0%	3	20	60.0%	7	47	70.0%			
Aspergillus Penicillium												
Basidiospores				1	7	20.0%	3	20	30.0%			
Bipolaris Drechslera												
Chaetomium												
Cladosporium												
Curvularia												
Epicoccum												
Fusarium												
Memnoniella												
Myxomycetes												
Pithomyces												
Stachybotrys												
Stemphylium												
Torula												
Ulocladium												
Polythrincium												
Total	1	7	100%	5	34	100%	10	67	100%			



organized to improve the practice of industrial hygiene
proclaims that

Lawrence J. Cannon

having met all requirements of
education, experience and examination, and
ongoing maintenance,
is hereby certified in the

COMPREHENSIVE PRACTICE
of
INDUSTRIAL HYGIENE

and has the right to use the designations

CERTIFIED INDUSTRIAL HYGIENIST

CIH

Certificate Number 2742 CP
Awarded: June 26, 1984
Expiration Date: December 1, 2022



American Council for Accredited Certification

hereby certifies that

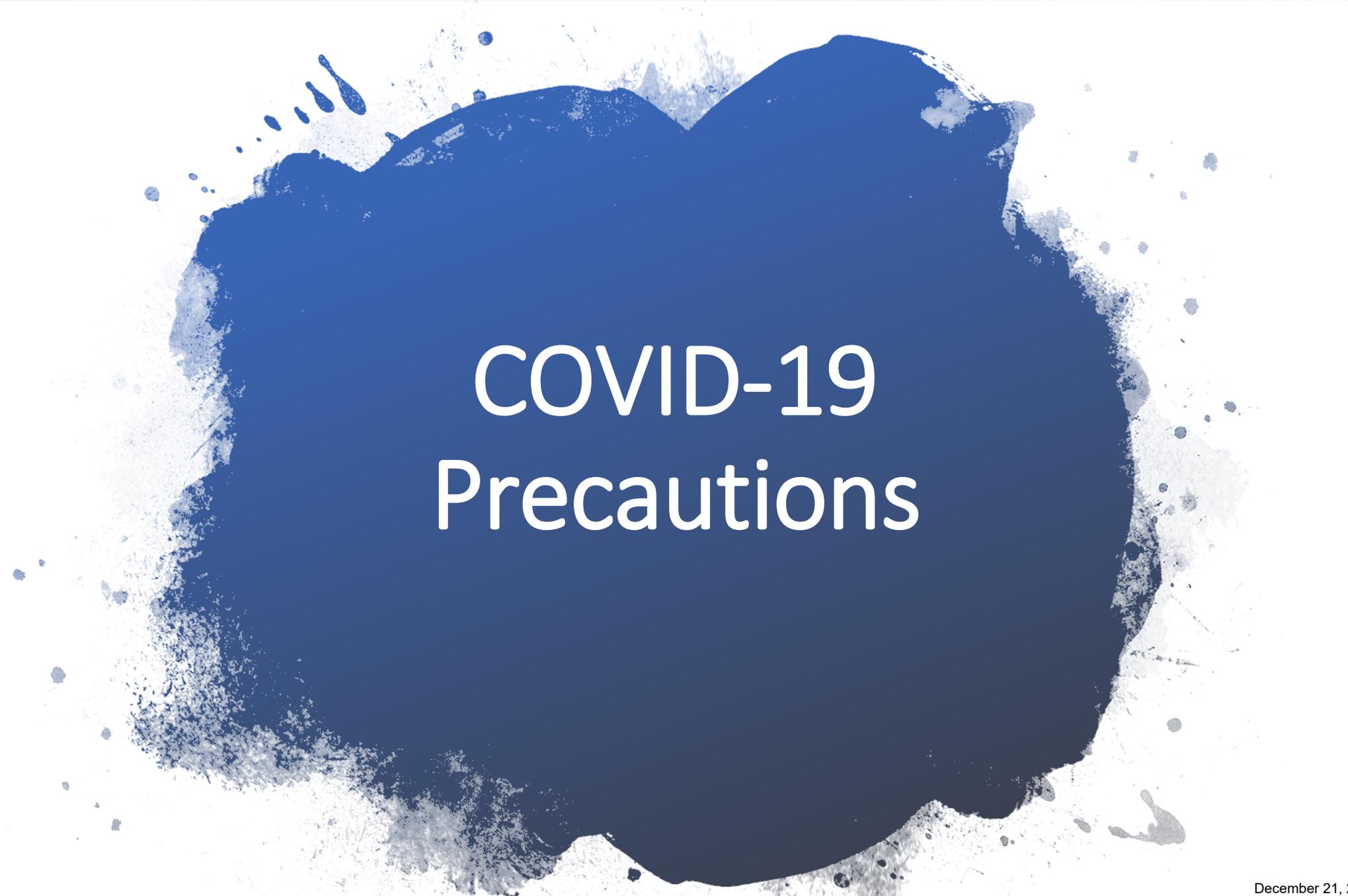
Lawrence J. Cannon

has met all the specific standards and qualifications of the re-certification process,
including continued professional development, and is hereby re-certified as a

CMC

**Council-certified
Microbial Consultant**

Each Room Tested &
Ready for Reoccupancy



COVID-19 Precautions

Paramedic Temperature Screening of Trade Workers Daily



THANK YOU From
EnviroMed Services Inc.

- Larry Cannon &
John Luby

EnviroMed

Cleaner environment. Safer workplaces.



African-American, Black, Latino, and Puerto Rican Studies

New Course Pilot Proposal

December 21st, 2020

Presented by

Lauren K. Francese, Social Studies Coordinator



*Use this QR Code to
access the course
materials from the
CT State Department
of Education website.*



Overview

- CT Public Act 19-12 passed June 2019
- Legislation included funding for course development, which was awarded to the State Education Resource Center (SERC)
- SERC facilitated the course development process through a 150 member advisory group, 9 committees, a high school curriculum survey, focus groups, and a 10 member expert review panel
- The course is a one-credit elective course that must be offered in all Connecticut high schools starting in the 2022-23 school year. It is not, however, an additional graduation requirement.
- The social studies department would like to join the pilot phase and offer the course next year.

Student Voices

“The fact is that more inclusive, culturally relevant content in classrooms leads to greater student engagement and better outcomes for all. This law passed due in large part to the strong advocacy of students from around the state and the legislative leadership of State Representative Bobby Gibson and State Senator Doug McCrory. I thank Ingrid Canady, the SERC team, and all of our partners who contributed to and drove us to this historic moment.”

-Commissioner Miguel Cardona

Why should students have access to this new course next year?

Student Presenters:

Daniel Burgin ‘23

Scarlett Siegel, ‘23

Taylor Symonette ‘21

Course Description

AFRICAN AMERICAN, BLACK , LATINO, AND PUERTO RICAN STUDIES

Prerequisites: US History and Global Themes

Grades: 11,12

Credit: 1.0

A-Level (College-Prep)

Full Year

The African American, Black, Latino, and Puerto Rican Studies course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American, Black, Latino, and Puerto Rican people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities.

Units of Study

Semester 1	Semester 2
Unit 1- Where We Come From: Introduction to African Origins and Contributions of Ancient African Empires to World Civilizations and the African Diaspora	Unit 1- Early Beginnings: Who are we? An Introduction to African and Indigenous Diaspora in Latin America and the Caribbean
Unit 2- How African Americans Persisted: Slavery and Freedom Stories of Resistance and Agency	Unit 2- Blood and Beauty: The Critical Hidden Figures in Puerto Rican and Latino History
Unit 3- Black Literacy, Organizations, and Liberation (1820-1865)	Unit 3- Sweat: Emergence of Latin American Nations, Economics and the Legacy of U.S. Colonialism
Unit 4- Long, Long History for Equality (1865-1915)	Unit 4- Resistance: Latin American Revolutions from Spain, the 20th Century, Resistance, and Latino Civil Rights Movement
Unit 5- Black Movement for Equality (1915-1965)	
Unit 6- Protest, Politics, and Power (1965-present)	

Infrastructure Supports

- **Scheduling**
 - Full-year course
 - Access for all students in Grade 11-12
 - Planning for number of sections needed
- **Budget and Materials**
 - Reference list forthcoming
 - Professional development budget request: \$1500
 - FTE Request: 0.2 FTE if enrollment doesn't shift or enrollment doesn't remain flat for social studies electives
- **Common Experience and Class Composition**
 - Accuracy and integrity of the content
 - Collaboration with teachers in other districts
 - Opportunities for inter-district collaboration
- **Climate and Culture**
 - Teacher readiness and professional support
 - Role of school counselors
 - Brave spaces and conversations

TO: Westport Board of Education and Thomas Scarice, Superintendent of Schools
FROM: Dr. Anthony Buono, Assistant Superintendent of Teaching and Learning
SUBJECT: Strategies for Promoting Student Engagement
DATE: December 18, 2020

During the pandemic our staff has worked diligently to promote student engagement in three distinct ways: 1) incorporating instructional strategies to engage all learners 2) providing activities and opportunities that broadly improve school engagement 3) supporting students' individual needs. Below is an overview of work that has been done in each area.

1. **Instructional Engagement Strategies**

- a. **Small Group Instruction and Meeting with Students Daily:** small group instruction and meeting daily with students are the pillars of the elementary school program
 - i. Workshop
 - ii. What I Need (WIN)
 - iii. Separate classes for distance learning students at elementary school level
- b. **Regular Office Hours:** providing daily opportunities for students to meet with teachers for support and feedback has been critical at the secondary level
- c. **Project Based Learning:** several classes/grades have given projects to students as a means of applying or demonstrating their learning
- d. **Inquiry Based Instruction:** the inquiry design model that has been focused on by a number of departments has been highly adaptable to our current hybrid model. Two key characteristics of inquiry based learning experiences are: 1) they are student centered and require active participation 2) they require a high level of cognitive engagement and critical thinking
- e. **Socratic Seminar:** formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others.

- f. **Software:** products such as Nearpod, Desmos, Screencastify, Jamboard, and Pear Deck are being utilized to enhance student participation and provide ongoing feedback.
- i. **Nearpod:** is a lesson-building tool that offers students new ways to interact with the content including responding to a poll and completing a graph, among others.
 - ii. **Desmos:** is a platform which can be utilized as an activity or as an assessment tool. The teacher can assign a problem and then display student answers on the board and critique them as a class.
 1. Desmos activities include in-person and remote students.
 2. For example, "Two Truths and a Lie" about linear equations. The teacher monitors the responses and clarifies misconceptions (such as "the slope is horizontal" rather than the "line is horizontal").
 - iii. **Quizizz and Kahoot:** is used for practice and formative assessment (in-person and remote students are all "competing" against each other). The teacher can monitor in order to correct common errors and identify those having particular difficulty or to create competitions in problem-solving.
 - iv. **Breakout Rooms:** enable students to collaboratively complete assignments and provide differentiation based on needs.
 - v. **Digital Escape Rooms:** encourage students to solve problems one at a time in order to escape the room.
 - vi. **EduPuzzle:** allows teachers to annotate educational videos in its extensive archive.
 - vii. **Kami:** enables students to draw on, highlight, and otherwise annotate documents that otherwise wouldn't allow it, such as PDFs.
- g. **Hardware** - teachers rely heavily on the use of multiple devices such as a doc cam, laptop, and desktop simultaneously. This ensures that they can actively monitor online students with one computer (eye contact) while actively sharing resources with the other computer. The additional advantage to the multi-device setup is that those in the room can easily engage with and hear those on screen and vice-versa without the use of a separate microphone.

2. School Engagement Strategies

- a. **Connections:** advisor/advisee program is regularly scheduled at Staples

- b. **Clubs and Activities:** most clubs and activities at Staples have continued to occur
- c. **Sports:** participation in sports has continued to the extent possible
- d. **Tech Help Desk:** a help desk has been established to address student/family tech issues in a timely manner
- e. **Zoom Expectations:** students are required to leave cameras on during class
- f. **Live Lessons:** live instruction daily

3. Individualized Engagement Plans

- a. **At Risk Students:** individualized plans are developed for students that are struggling to engage in learning
- b. **Additional Academic Support:** intervention support is provided to students through the Response to Intervention Program (RTI)
- c. **Quarantined Students:** daily tutoring sessions are provided for students that are quarantined

TO: Westport Board of Education and Thomas Scarice, Superintendent of Schools
FROM: Dr. Anthony Buono, Assistant Superintendent of Teaching and Learning
SUBJECT: Diversity, Equity and Inclusion Update
DATE: December 18, 2020

The past couple of years Westport Public Schools has made a number of efforts to address concerns of diversity, equity and inclusion. Primarily, we have raised awareness of these issues and provided our staff with professional learning opportunities, supporting their personal understanding as well as their ability to address and discuss these issues with students. Additionally, we have audited some of our instructional resources to ensure we are using culturally responsive materials and exposing students to multi-perspectives. Although significant strides have been made, the work done to date represents an entry point and beginning to the District's ongoing commitment to ensure a more equitable and inclusive environment for all students.

Professional Development:

- **ADL Training Staples (August 2019)** - All certified staff at Staples participated in a 3 hour Anti Defamation League (ADL) training event. This interactive session explored the challenge of discussing bias and hate with students and provided teachers with tips and tools for creating brave spaces for conversation. Additionally, the session provided an opportunity to discuss strategies for having anti-bias conversations in class and advisory, including what's beneficial about these conversations and what's difficult. Through large and small group work, pair-shares and problem-solving activities, staff became better prepared for having difficult conversations.
- **American University Antiracist Research and Policy Center (December 2019)** - Administrator Professional Development: Two professors from American University facilitated a two-day training for the entire administrative team. The training served as an entry point to learning about, utilizing, and integrating an anti-racism/equity/inclusion framework.

Outcomes:

1. Administrators deepened their own knowledge of utilizing an anti-racism framework in their language, policies and programs.

2. Administrators developed ideas about an anti-racism framework and practices which they could implement in their school.

- **School Library Journal's Equity in Action (February - March 2020)** - Library media specialists and department coordinator attended [School Library Journal's Equity in Action](#) Virtual Course (K-12 represented)
 - Reviewing the Basics: Foundations of Cultural Competency
 - How to Conduct a Diversity Audit
 - Recognizing Stereotypes, Tropes, and Appropriation
 - Assessing Programming for Equity and Inclusiveness
 - Using Local History to Combat Racism
 - Dealing with Microaggressions

- **Building a Culture of Inclusivity (November 2020)** - Teacher and Administrator Professional Development: All Elementary and Middle School Teachers and Administrators participated in a day long training hosted by Cooperative Education Services (CES). The training was titled, *Building a Culture of Inclusivity* and included respected speakers from around the country who lead workshops touching on three key topics:
 - Implicit Bias and Microaggressions
 - Leadership
 - Curriculum and Instructional Resources

- **Words Without Borders WWB (November 2020)** - The high school Social Studies and World Language teachers participated in a day long workshop facilitated by Nadia Kalman from Words Without Borders. WWB Campus draws from the platform's rich archive of contemporary stories, essays, poems, and graphic literature in translation in order to connect students and educators to eye-opening contemporary writing from across the globe. It presents selected texts alongside multimedia contextual materials, ideas for lessons, and pathways for further exploration. The goal is to create a virtual learning space without borders, fostering meaningful cross-cultural understandings. This training is a continuation of the ongoing, interdisciplinary work focused on providing the inclusion of global voices in the classroom.

Curriculum and Instruction:

English Language Arts

- Elementary - The elementary literacy coaches worked with the elementary curriculum coordinator to review all read-alouds and mentor texts used in grades K-5 for culturally responsiveness. Research recommendations from TCRWP, Teaching Tolerance, NCTE, IRA, and ADL were utilized to purchase new and diverse texts that provide Windows, Mirrors, and Sliding Glass Doors for appropriate use at all elementary grade levels.
- Secondary - The department is continuing to do the work around the different texts we put in the hands of students and the courageous conversations they require. That includes reconsidering our book lists, classroom libraries, and how we continue to use canonical texts. The humanities and literature are perfect opportunities to provide Windows, Mirrors, and Sliding Glass Doors for our students while building the reading, writing, speaking, listening, and critical thinking skills that global citizenship requires.

Library Media - The library media staff has been working on Cultural Responsiveness and how to start tagging our books for better analysis. Multiple resources have been shared with the main focus on Mirrors, Windows and Sliding Glass Doors by Dr. Rudine Sims Bishop and Grace Lin. GFS, LLS, BMS, and SHS participated in Follett's pilot program to evaluate the diversity of the library collection through our card catalog and Follett's tagging. (They will make this a standard feature in 2021.)

Social Studies

- Planning for implementation of the new course: African-America, Black, Latino, and Puerto Rican Studies (Spring 2019 and Fall 2020)
- Area Studies Revision Committee: The social studies staff worked with Dr. Yohuru Williams on equity components of the courses within the current requirement (Fall 2020)

World Language

- Promote the value of other languages and cultures
- Create a great awareness of communication differences between cultures

- Use language as a cultural and social tool that advances connections among diverse groups of people
- Promote the discussion of social justice topics such as immigration
- Select and use instructional materials that integrate multicultural and diverse perspectives throughout the curriculum

Additional Work:

- **DEI Committees** - Each school has formed a DEI committee. The Diversity, Equity, and Inclusion (DEI) Committees support parents, schools, and district in setting all students up for success and achieving our district mission of “preparing all students to reach their full potential as life-long learners and socially responsible contributors to our global community.” Each committee strives to help our children to live, learn, and work together in a diverse and interconnected world; and to respect, support, and value all.
- **Cultural Traditions** - Saugatuck Elementary School launched the December initiative on 12/7/2020 with a [website](#) dedicated to sharing more about families' cultural traditions, including a flipgrid. Read Alouds and videos celebrating a variety of traditions are showcased on their TV news studio (SSN), and a display of books that teachers can pull from for additional read alouds are displayed at the entrance to the library.
- **Westport Youth Arts Collaborative** - The annual Staples Music Department’s Westport Youth Concert is being reimaged as the Westport Youth Arts Collaborative. We believe this better describes the vision of our interdisciplinary collaborative event. This year our global journey will travel home with an exploration of American Voices. A representation of diverse “voices” from American composers, visual artists, poets, dancers and authors will serve to create a vision that is inclusive and celebratory. The program will encourage students in grades 3-6 to express themselves through the arts lending their voice to reimagine, redefine and transform their communities.
- **Normandy International Youth Leadership Summit (NIYLS)** - Three of our Staples High School Juniors have been selected to attend the seventh edition of *The Institution Saint Joseph Normandy International Youth*

Leadership Summit (NIYLS) which was held virtually from the 1st to the 3rd of December 2020. These three students demonstrated that they are high performing and interested in world affairs.

- Throughout the event, the chosen delegates had the opportunity to interact with students from all over the world. Students exchanged ideas and developed action plans to address an issue affecting their community and the world.
 - Topics for workshops included: Globalization, creating a sustainable society, and the Impact of Media.
-
- **Heritage Month** - The Diversity, Equity, and Inclusion PTA is working with building administrators to provide Heritage month celebrations at the elementary level.



WESTPORT PUBLIC SCHOOLS

MICHAEL RIZZO

Assistant Superintendent for Pupil Personnel Services

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

To: Thomas Scarice, Superintendent of Schools
From: Michael Rizzo
Date: December 21, 2020
Re: Effective School Solutions

Meeting the social and emotional needs of our students is an area of continued focus and importance at Staples High School. These needs have increased in complexity over recent years and we have responded through staff training, highly individualized programming, partnering with families, and, when necessary, exploring placement options for students at therapeutic schools. There is increasing evidence through identification rates, out-of-district placements, staff report, and parent information that help us understand we need additional support in this area.

Effective School Solutions (ESS) is a program to help us further address the social and emotional needs of our students in a manner that is best for students and which is sustainable and cost efficient. ESS services include clinical support of 2 licensed clinical social workers at Staples High School for approximately 20 students. Typical services delivered as part of ESS include individual, group, and family counseling. Because ESS provides these services within Staples High School, students can remain at SHS, accessing the school and its rich resources, while getting the small-group therapeutic milieu most often associated with a therapeutic day school environment. Effective School Solutions meets the needs of the most emotionally complex learners in the least restrictive environment, providing another point on the continuum of services for students as they return from an out of district placement or for teams to consider prior to making an out of district placement.

I look forward to discussing this initiative with the Board of Education alongside Mr. Mike Roseman, Vice President of District Partnerships for Effective School Solutions, and Mr. Stafford Thomas, Principal, Staples High School.



Implementing an In-District Mental Health Continuum in Westport Public Schools



Effective School Solutions

Our goals for today

1. Provide a history of ESS and its mission and vision
2. Outline the ESS Clinical Model: Intensive, In-School Clinical Programming
3. Discuss the financial return on investment from developing in-school clinical programming
4. Questions/Comments/Next Steps

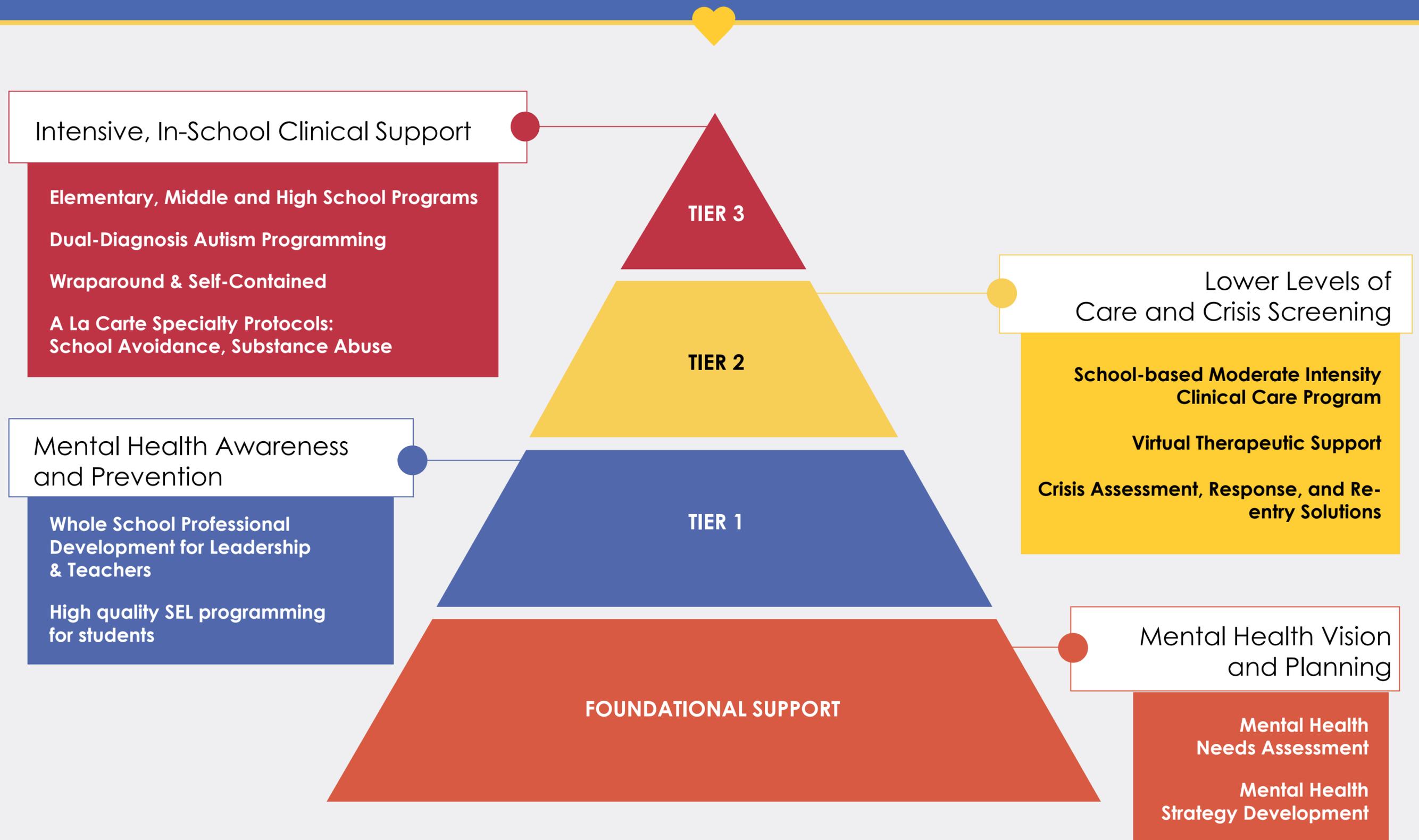
ESS: Helping Districts Reinvent Their Approach to Mental Health Care

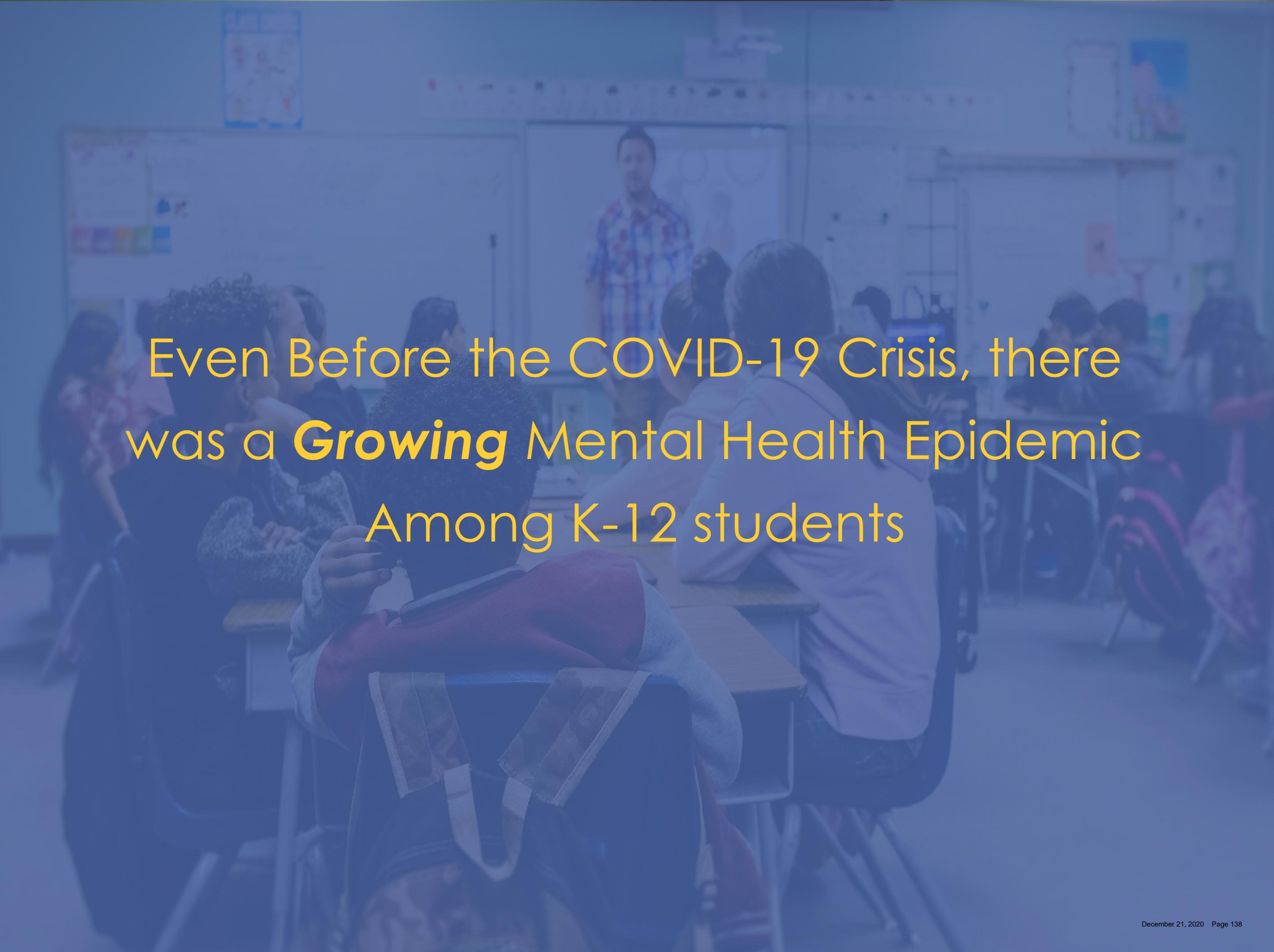


Reinventing K-12 Mental Health Care

- Since 2009, Effective School Solutions has offered intensive, “Tier 3” mental health programming to serve students with intensive emotional and behavioral challenges
- ESS offers the same quality care as a therapeutic day school- but has pioneered delivery within the school setting
- This results in better care for students, maintenance of students in the **least restrictive environment**, and a significant reduction of Out-of-District Placements and associated costs- as well as significant improvements in **grades, discipline, and attendance**
- ESS currently serves almost 2,000 students each day, in 65+ districts across 9 states, including several districts in CT

RTI Framework for Mental Health Support





Even Before the COVID-19 Crisis, there was a ***Growing*** Mental Health Epidemic Among K-12 students

The Pandemic and Student Mental Health



THE CUT STYLE | SELF | CU

Children of Quarantine What does a year of isolation and anxiety do to a developing brain?

By Lisa Miller

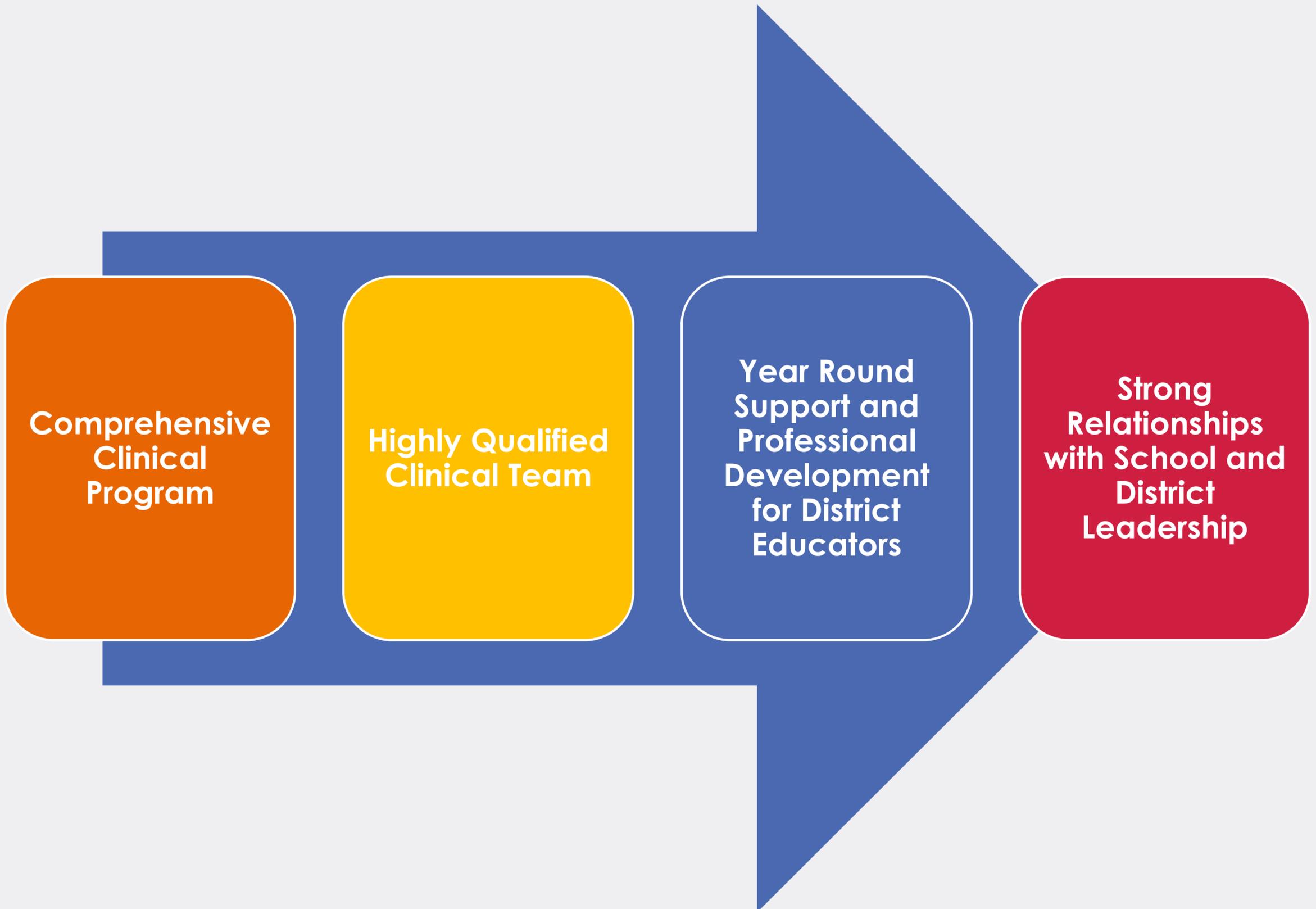
Starting on April 6, a bearded and earnest neuroscientist at the University of Oregon named Philip Fisher began to send a digital questionnaire — at first weekly, and then, beginning in August, biweekly — to a representative group of a thousand American families with young children. He’s curious about how they and their kids are doing. They aren’t doing so well.

At first, writing into blank spaces on the questionnaire as if they were diaries, parents conveyed a fresh sense of surprise at their new reality. They

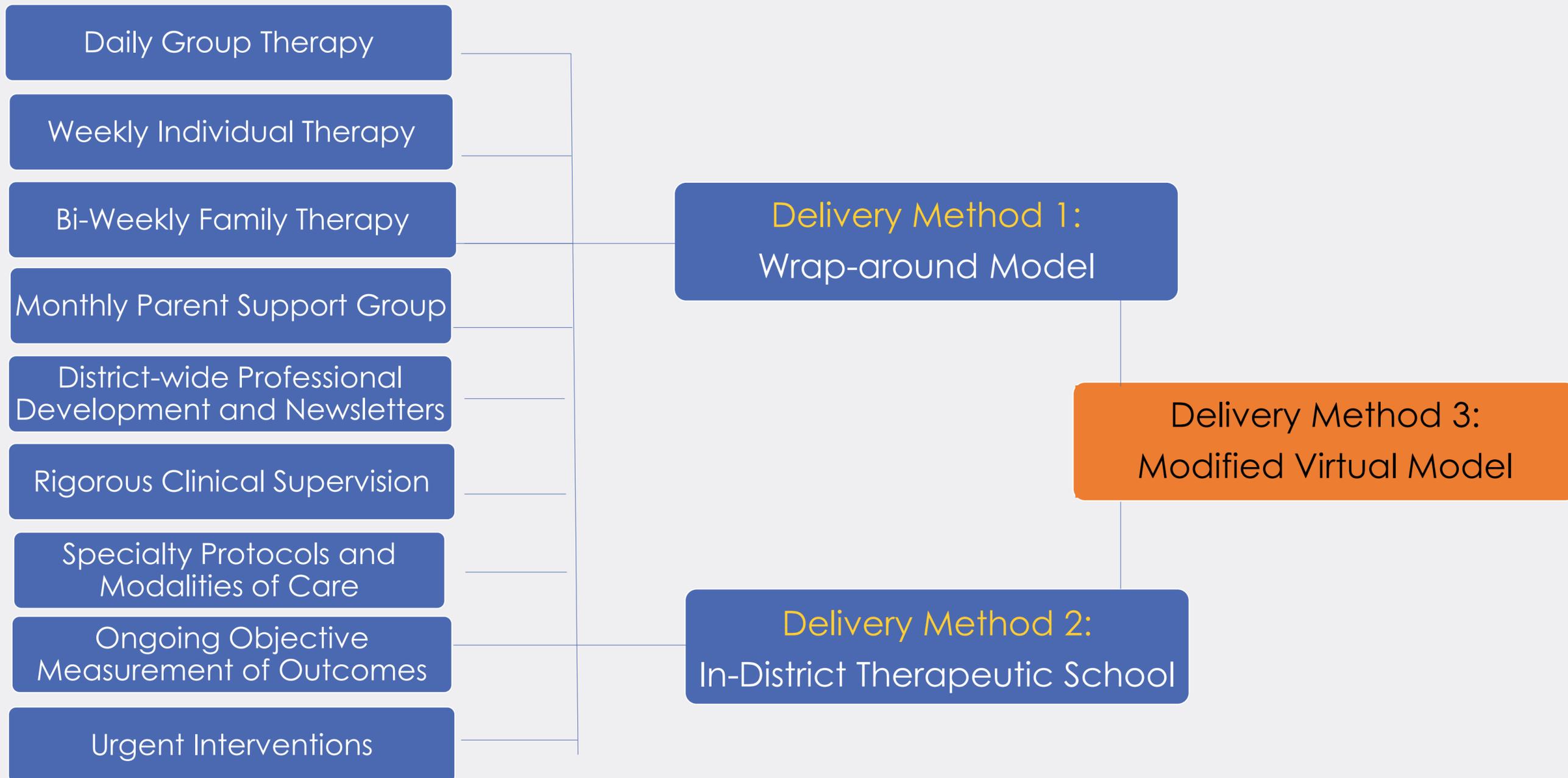
- “School-age children who quarantined for just 30 days reported measurably more depression and anxiety than similar pre-pandemic cohorts.”- JAMA Pediatrics
- “Caregiver-reported depression, anxiety, and misbehavior among American kids in the general population to have reached levels typically seen only in those previously diagnosed with a form of mental disorder.” –Harvard
- “Persistent loneliness and isolation among children of the kind that has become quite widespread during the pandemic can lead to suicidal ideation and self-harm and to significant depression.” –University of Bath
- “New data from the Centers for Disease Control and Prevention [shows](#) a 24 percent spike over last year in emergency visits for mental-health issues among 5-to-11-year-olds and a 31 percent rise among 12-to-17-year-olds”

What you are doing to support our kids has never been more important- for many of them this is likely to be a defining trauma of their childhood

The ESS Approach



Comprehensive Structured Tier 3 Clinical Program: What It Looks Like



The ESS program is a “symphony” of interventions, proven and designed to work together to positively impact students

Data and Results



99%

**Retention of Students
In-District**



16%

**Increase of Grade
Point Averages**



35%

**Reduction in Student
Absences**

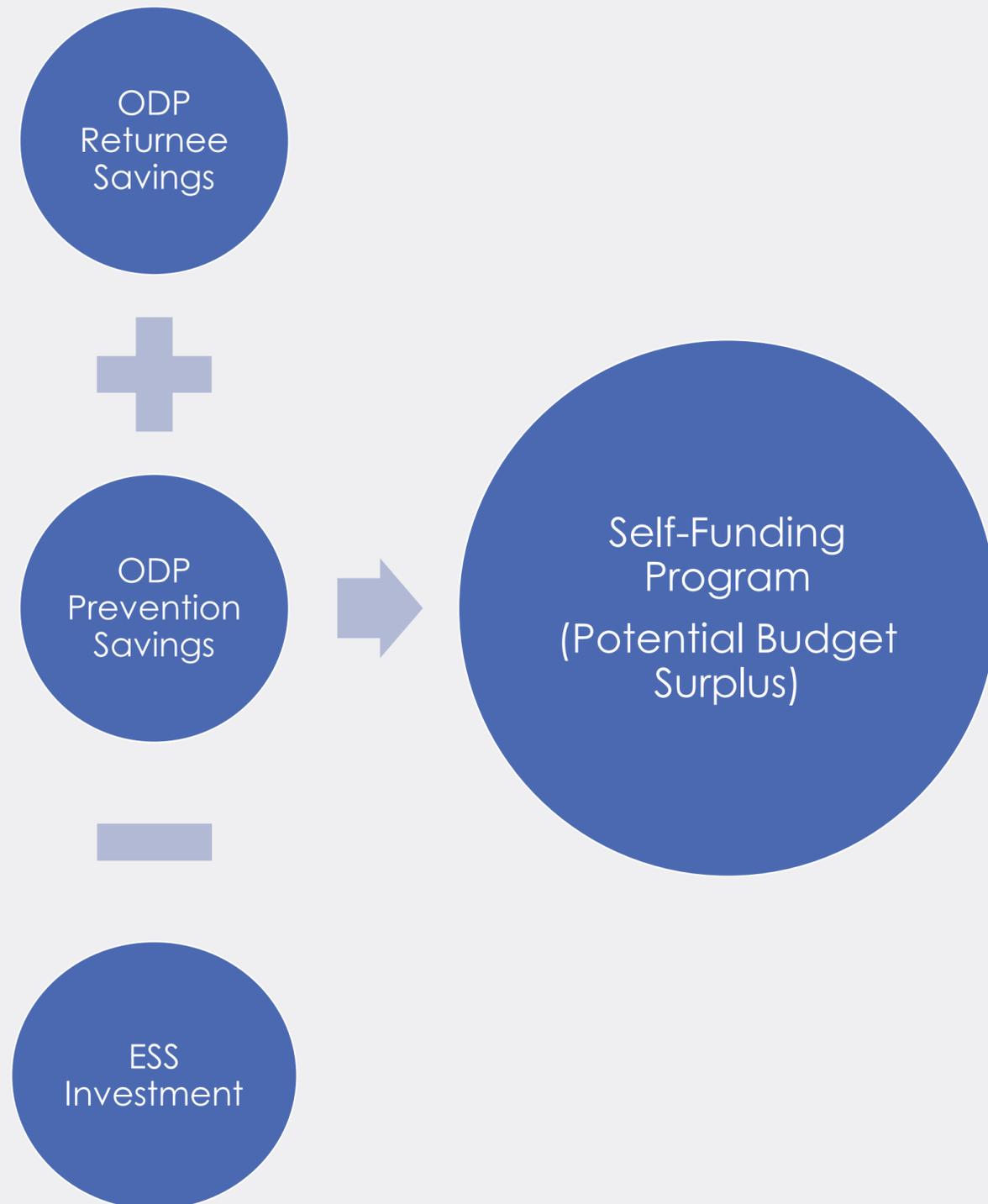


38%

**Improvement in
Disciplinary Incidents**



Strategies to Self-Fund Mental Health Initiatives



- ESS enables districts to return students from ODP, which can cost as much as \$100,000 per student, per year, providing hard cost savings
- ESS programming successfully maintains in-district students, reducing the reliance on ODP and avoiding associated costs
- In this way, ESS can be self-funding or even create a budget surplus
- ODP savings are in addition to traditional funding sources such as Title funding, IDEA, and Medicaid reimbursement
- **Delivering care more effectively and more efficiently to students with the most severe challenges can free up funding and existing clinical team bandwidth that can be re-invested and re-deployed in additional prevention efforts**

ESS Impact on Districts



3 Reasons Districts Partner with ESS

- **OUTCOMES:** Improve school performance of students with severe emotional and behavioral challenges
- **LRE:** Support students in the least restrictive environment
- **ODP/BUDGET:** Conscientiously return, retain and prevent out-of-district placements

What Makes ESS So Effective?

- **DATA:** Measurable success in school performance, with data collected and assembled for partner districts
- **IN-SCHOOL PROGRAMS:** Proven comprehensive clinical program embedded in the school day for structured and urgent interventions
- **RETENTION:** Fully licensed, highly experienced clinical professionals dedicated to the overall in-district success of each ESS student

The goal of every ESS implementation is to have a positive impact on both students and district finances.

NEXT STEPS THANK YOU

for your time & attention

Mike Roseman
Vice President of District Partnerships
215-983-7089
mroseman@effectiveschoolsolutions.com

Community Relations

~~Smoke Free Environment~~ Prohibition Against Smoking

The Westport Board of Education ~~recognizes the deleterious health effect of smoking, and second-hand smoke. The Board also recognizes that adults should be providing positive role models for students. Therefore, the Board of Education prohibits any student or adult smoking on school property or at school-sponsored events at any time. The Board of Education is supportive of a system-wide educational campaign, about the harmfulness of smoking, and of programs of assistance to help smokers cure the habit.~~ (“Board”) prohibits smoking, including smoking using an electronic nicotine delivery system (e.g., e-cigarettes) or vapor product, within any of its schools, including any indoor facility owned or leased or contracted for, and utilized by the Board for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children, or on the grounds of such school, or at any school-sponsored activity. For purposes of this policy, the term “electronic nicotine delivery system” shall mean an electronic device used in the delivery of nicotine or other substances to a person inhaling from the device and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, including, but not limited to, electronic cigarette liquid. The term “vapor product” shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine and is inhaled by the user of such product. The term “school-sponsored activity” shall mean any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.

The Board further prohibits smoking including smoking using an electronic nicotine delivery system (e.g., e-cigarettes) or vapor product on the real property of any administrative office building by District employees. Real property means the land and all temporary and permanent structures comprising the district’s administrative office building(s) and includes, but is not limited to storage facilities and parking lots.

~~**Students:** Students are not permitted to smoke at any time, or be in possession of any tobacco products, or non-tobacco smoking products in school buildings, on school grounds, on school buses, vans or any school provided transportation, or at any school sponsored activity.~~

~~**Staff and Other Adults:** Staff and other adults are not permitted to smoke at any time in school buildings, on school grounds, on school buses, vans or any school provided transportation, or at any school sponsored activity. Smoking is prohibited in any offices assigned to, or public reception areas used by Board of Education personnel, and at public meetings held under the aegis of the Board of Education.~~

~~**Definition:** As used herein, “smoke” or “smoking” means the lighting or carrying of a lighted cigarette, cigar or pipe or similar device.~~

(cf. 1120 Board of Education Meetings)

(cf. 1330 Use of School Facilities)

(cf. 4118.~~231~~/4218.231 Employee Smoking, Drinking, and Use of Drugs on School Premises)

(cf. 5131.6 Drugs, Tobacco, and Alcohol)

Legal Reference: ~~Connecticut General Statutes~~

Public Act 19-13

Conn. Gen. Stat. § 10-233a(h)

Conn. Gen. Stat. § 19a-342 ~~Smoking prohibited in certain places. Signs required. Penalties.~~

Conn. Gen. Stat. § 19a-342a

Conn. Gen. Stat. § 53-344b

Pro-Children Act of 2001, Pub. L. 107-110, 115 Stat. 1174, 20 U.S.C. § 7183~~21a-242 Schedules of controlled substances.~~

Policy adopted:
Policy modified:
Amended:

April 4, 1997
August 20, 2001

WESTPORT PUBLIC SCHOOLS
Westport, Connecticut

Students

Reporting of Child Abuse, Neglect and Sexual Assault

The Board of Education (Board) recognizes its legal and ethical obligations in the reporting of suspected child abuse and neglect. Any person applying for employment with the Board shall submit to a record check of the Department of Children and Families Child Abuse and Neglect Registry before the person may be hired. Mandated reporters include all school employees, specifically Superintendent, administrators, teachers, substitute teachers, guidance counselors, school counselors, paraprofessionals, coaches of intramural and interscholastic athletics, as well as licensed nurses, physicians, psychologists and social workers and licensed behavior analysts either employed by the Board or working in one of the District schools, or any other person who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in District schools. Such individual(s) who have reasonable cause to suspect or believe that a child has been abused, neglected, placed in imminent risk of serious harm, or sexually assaulted by a school employee is required to report such abuse and/or neglect or risk and/or sexual assault.

A mandated reporter's suspicions may be based on factors including, but are not limited to, observations, allegations, facts by a child, victim or third party. Suspicion or belief does not require certainty or probable cause.

(cf. 4112.6/4212.6 – Personnel Records)

(cf. 5141.511 – Sexual Abuse Prevention and Education Program)

Legal Reference: Connecticut General Statutes

10-220a Inservice training. Professional development committees. Institutes for educators. Cooperating teacher program, regulations (as amended by PA 11-93)

10-221d Criminal history records check of school personnel. Fingerprinting. Termination or dismissal (as amended by PA 11-93)

10-221s Investigations of child abuse and neglect. Disciplinary action. (as amended by PA 16-188)

17a-28 Definitions. Confidentiality of and access to records; exceptions. Procedure for aggrieved persons. Regulations (as amended by PA 11-93)

17a-101 Protection of children from abuse. Mandated reporters. Educational and training program. Model mandated reporting policy. (as amended by PA 96-246, PA 00-220, PA 02-106, PA 03-168, PA 09-242, PA 11-93 and PA 15-205, PA 18-15 and PA 18-17)

17a-101a Report of abuse, neglect by or injury of child or imminent risk of serious harm to the child. Penalty for failure to report. Notification of Chief State's Attorney. (as amended by PA 02-106, PA 11-93, and PA 15-205, PA 18-15 and PA 18-17)
17a-102 Report of danger of abuse. (as amended by PA 02-106)

17a-101b Report by mandated reporters. Notification of law enforcement agency when allegation of sexual abuse or serious physical abuse. Notification of person in charge of institution, facility or school when a staff member suspected of abuse or neglect.

17a-101c Written or electronic report by mandated reporter.

17a-101d Contents of reports.

17a-101e Employer prohibited from discriminating or retaliating against employee who makes a good faith report or testifies re child abuse or neglect. Immunity from civil or criminal liability. False report of child abuse. Referral to Office of the Chief State’s Attorney. Penalty.

17a-101g Classification and evaluation of reports. Determination of abuse or neglect of child. Investigation. Notice, entry of recommended finding. Referral to local law enforcement authority. Home visit. Removal of child in imminent risk of harm. Family assessment response program. Development of service plans and plans of care. Monitoring. Disclosure of information to community providers. Annual report.

17a-101i Abuse or neglect by school employees or staff member of public or private institution or facility providing care for children. Notice. Adoption of policy. Employee training program.

17a-101o School employee failure or delay in reporting child abuse or neglect. Policy re delayed report by mandated reporters.

17a-106 Cooperation in relation to prevention, identification and treatment of child abuse/neglect.

10-151 Teacher Tenure Act

DCF Policy 22-1-3 Mandated Reporter’s Failure to Report

Policy adopted:

WESTPORT PUBLIC SCHOOLS
Westport, Connecticut