

WESTPORT BOARD OF EDUCATION

AGENDA *

(Agenda Subject to Modification in Accordance with Law)

PUBLIC SESSION/PLEDGE OF ALLEGIANCE

7:30 p.m., Staples High School, Cafeteria B (Room 301)

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

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

MINUTES: April 23, 27, and 30, 2018, *pages 1-8*

DISCUSSION

- | | | |
|---|---------|--|
| 1. Mathematics Pathways, <i>pages 9-14</i> | (Encl.) | Ms. Julie Droller
Mr. Andrew Hill
Ms. Janna Sirowich
Ms. Kimberly Ambrosio
Ms. Allison Moran |
| 2. Staples Pathways Academy, <i>pages 15-46</i> | (Encl.) | Mr. James D'Amico
Ms. Meghan Ward |
| 3. School Start Time Committee Update | | Mr. Michael Rizzo
Ms. Sandra Evangelista
Ms. Christine Wanner |
| 4. Board Goals, <i>pages 47-60</i> | (Encl.) | Dr. Colleen Palmer |
| 5. First Reading of the Westport Board of Education Policy 4110/4210, Employment Checks, <i>pages 61-76</i> | (Encl.) | Ms. Karen Kleine
Dr. Colleen Palmer
Mr. Mike Rizzo |
| 6. Health and Medical Insurance Revenues and Expenses; Projected Year-End Balance in Health Reserve Account, <i>page 77</i> | (Encl.) | Mr. Elio Longo |

COMMITTEE REPORTS

- | | |
|------------------------------------|---|
| 1. Policy Committee | Ms. Karen Kleine
Mr. Mike Rizzo |
| 2. Teaching and Learning Committee | Ms. Elaine Whitney
Ms. Julie Droller |

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 99 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 BOARD OF EDUCATION MINUTES

Board Members Present:

Michael Gordon Chair
Jeannie Smith Vice Chair
Elaine Whitney Secretary
Karen Kleine
Mark Mathias
Vik Muktavaram
Candice Savin

Administrators Present:

Colleen Palmer Superintendent of Schools
Elio Longo Dir. of School Business Operations
Julie Droller Dir. of Elementary Education
John Bayers Dir. of Human Resource
Michael Rizzo Director of Pupil Services

PUBLIC CALL TO ORDER: 6:35 p.m., Staples High School, Principal’s Conference Room (Room 1025C)

EXECUTIVE SESSION: Interview Candidate for Assistant Superintendent of Schools

Elaine Whitney moved to go into executive session to Interview Candidate for Assistant Superintendent of Schools; seconded by Karen Kleine and passed unanimously (5-0). All Board members were present except Michael Gordon; Jeannie Smith arrived at 6:48 p.m. Dr. Colleen Palmer participated in the executive session at the invitation of the Board. The executive session adjourned at 7:32 p.m.

RESUME PUBLIC SESSION/PLEDGE OF ALLEGIANCE 7:40 p.m., Staples High School, Cafeteria (Room 301)

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS

MINUTES: April 17, 2018

Elaine Whitney moved to approve the minutes of April 17, 2018; seconded by Michael Gordon and passed unanimously.

Michael Gordon moved to defer the first discussion/action item, Possible Appointment of Assistant Superintendent of Schools, to be the last discussion/action item; seconded by Jeannie Smith and passed unanimously.

DISCUSSION/ACTION

Budget Update and Possible Vote to Seek Restoration from Board of Finance

Be It Resolved, That the Board of Education elects to seek a restoration of \$1,500,000 to its proposed 2018-2019 education budget of the total reduction of \$2,050,000 that was approved by the Board of Finance at its meeting of April 18, 2018.

MOTION: Karen Kleine
SECOND: Candice Savin
RESULT: Passed
VOTE: 5-2 (Elaine Whitney and Vik Muktavaram opposed)

Mathematics Pathways

During the discussion of the first discussion/action item (budget). Michael Gordon moved to defer the consideration of Mathematics Pathways until a future meeting; seconded by Vik Muktavaram and passed unanimously.

After the vote on the budget, Michael Gordon moved to continue with the following agenda items, as it was after 10:30 p.m.: Non-Renewal of Certified Staff Members, Possible Appointment of Assistant Superintendent of Schools, and Quarterly Financial Report; seconded by Jeannie Smith and passed unanimously.

Non-Renewal of Certified Staff Members

Michael Gordon moved to defer the vote on Non-Renewal of Certified Staff Members until a future meeting; seconded by Vik Muktavaram and passed unanimously.

Possible Appointment of Assistant Superintendent of Schools

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education appoints Dr. Anthony G. Buono, Ph.D. as Assistant Superintendent of Schools, effective July 1, 2018.

MOTION: Karen Kleine
SECOND: Elaine Whitney
RESULT: Passed Unanimously
VOTE: 6-0-1 (Michael Gordon abstaining)

UPDATES:

Quarterly Financial Report: July 1, 2017 - March 31, 2018

COMMITTEE REPORTS

Policy Committee

Deferred by consensus to a future meeting.

Teaching and Learning Committee

Deferred by consensus to a future meeting.

ADJOURNMENT: Michael Gordon moved to adjourn at 11:18 p.m; seconded by Candice Savin and passed unanimously.

Respectfully submitted,

Elaine Whitney, Secretary
(Minutes written by Lisa Marriott)

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**WESTPORT BOARD OF EDUCATION MINUTES
SPECIAL MEETING**

Board Members Present:

Michael Gordon Chair
Jeannie Smith * Vice Chair
Elaine Whitney* Secretary
Karen Kleine
Mark Mathias*
Vik Muktavaram*
Candace Savin*

Administrators Present:

Colleen Palmer Superintendent of Schools
John Bayers Director of Human Services
Elio Longo Director of School Business Operations

*Attended via Conference Call

PUBLIC CALL TO ORDER: 3:32 p.m., Staples High School Cafeteria

DISCUSSION/ACTION:

Non-Renewal of Certified Teaching Staff

Be it resolved that, upon the recommendation of the Superintendent of Schools and pursuant to Connecticut General Statutes Section 10-151, the Board of Education hereby votes not to renew the contracts of the following certified staff members for the 2018-2019 school year:

[Names to be provided]

And be it further resolved that the Superintendent is hereby authorized to notify these staff members of this action.

MOTION: Karen Kleine

SECOND: Michael Gordon

RESULT: Passed Unanimously

VOTE: 7-0 (Vote conducted by roll call)

ADJOURNMENT: .Michael Gordon moved to adjourn at 9:35 p.m; seconded by Jeannie Smith and passed unanimously.

Respectfully submitted,

Elaine Whitney, Secretary
(Minutes written by Lisa Marriott)

**WESTPORT BOARD OF EDUCATION MINUTES
SPECIAL MEETING**

Board Members Present:

Michael Gordon Chair
Jeannie Smith Vice Chair
Elaine Whitney Secretary
Karen Kleine
Mark Mathias
Vik Muktavaram
Candice Savin

Administrators Present:

Colleen Palmer Superintendent of Schools
Elio Longo Dir. of School Business Operations
Julie Droller Dir. of Elementary Education
John Bayers Dir. of Human Resources
Michael Rizzo Director of Pupil Services

PUBLIC SESSION/PLEDGE OF ALLEGIANCE: 8:18 p.m., Staples High School, Cafeteria (Room 301)

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS

DISCUSSION/ACTION

Discussion and Possible Action Regarding the Board of Education's Request for Funding from the RTM

1. Be It Resolved, That the Board of Education elects to seek restoration from the Representative Town Meeting of \$222,000 of its FY 2018-2018 operating budget request.

MOTION: Vik Muktavaram

SECOND: Mark Mathias

RESULT: Failed

VOTE: 3-4 (Mark Mathias, Karen Kleine, and Vik Muktavaram in favor; Michael Gordon, Jeannie Smith, Elaine Whitney, and Candice Savin opposed)

2. Be It Resolved, That the Board of Education elects to not seek restoration from the Representative Town Meeting of any funds from the Board of Education's FY 2018-2018 operating budget request not restored by the Board of Finance at its April 25, 2017 meeting.

MOTION: Michael Gordon

SECOND: Jeannie Smith

Motion to amend:

Be It Resolved, That the Board of Education elects to seek restoration from the Representative Town Meeting of \$170,000 of its FY 2018-2018 operating budget request.

MOTION: Karen Kleine

SECOND: Vik Muktavaram

RESULT: Failed

VOTE: 2-5 (Mark Mathias and Karen Kleine in favor; Michael Gordon, Jeannie Smith, Elaine Whitney, Vik Muktavaram and Candice Savin opposed)

Return to vote on original motion:

RESULT: Passed

VOTE: 6-1 (Karen Kleine opposed)

3. Be It Resolved, That the Board of Education elects to reduce its FY 2018-2018 operating budget request to the RTM by \$1,128,000.

Be It Further Resolved, That the Board of Education will inform the Representative Town Meeting of a revised Board of Education FY 2018-2019 operating budget request in the amount of \$116,173,800, reflecting an increase of 1.57% from FY 2017-2018.

MOTION: Elaine Whitney

SECOND: Jeannie Smith

RESULT: Passed Unanimously

VOTE: 7-0

DISCUSSION

Discussion of Mitigation Strategies

ADJOURNMENT: Michael Gordon moved to adjourn at 9:59 p.m; seconded by Jeannie Smith and passed unanimously.

Respectfully submitted,

Elaine Whitney, Secretary
(Minutes written by Lisa Marriott)

Westport K-12 Mathematics



Reflections & Proposals

May 7, 2018



Kim Ambrosio
CES Assistant
Principal
K-5 Math Curriculum
Oversight



Andrew Hill
6-12
Math Department
Coordinator



Ali Moran
LLS Assistant
Principal



Janna Siowich
CES Principal
K-5 Math Curriculum
Oversight

K-12 Mathematics in Westport

Every student has
as *rich* and *positive* a
mathematics experience
as possible.



Mathematical Mindset

What Kind of Mindset Do You Have?



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.



I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

Created by: Reid Wilson @wayfarerqubh ©©©© Icon from: thecanonproject.com

Examining Current Structures

"... the countries that group students by ability, the latest and the least, are the most successful in the world."

- Jo Boaler, Stanford University

Proposed Initiatives for 5th Grade

2018 - 2019

- Continue leveling in grade 5 - provide opportunities for heterogeneous grouping
- Examine highly effective instructional strategies
- Provide professional development for teachers

2019 - 2020

- Transition to heterogeneous grouping - eliminate leveling in grade 5
- Continue with our data driven placement process for transition to Math 6 / 6+

Proposed Initiatives for 6th to 7th Grade Placement

- There are no proposed changes for the recommendation process/levels for the 2018-2019 school year.
- For recommendations made in Spring 2019 for the 2019-2020 school year, families may not opt to enroll a non-recommended student in Algebra 1+ in 7th grade (double acceleration)
- Implement data driven recommendation process for 2019-2020 placements
 - Data points
 - 5th grade SBAC mathematics score
 - 6th grade NWEA score
 - In-class assessment scores
 - In-class mathematical practice observations

Current Pathways for 7th - 9th Grade

- Progressions for 7th → 8th → 9th
 - Math 7 → Math 8 → **Algebra 1A**
 - Math 7+ → **Algebra 1/1+** → Geometry Honors/A
 - **Algebra 1+** (double acceleration) → Geometry+ → Algebra 2 Honors/A

Proposed Pathways for 7th - 9th Grade

- For 2018-2019: eliminate Algebra 1 to make the progression Math 7+ → Algebra 1+ → Geometry Honors/A
 - Transitioning to CCSS-aligned Algebra 1
 - Middle School Algebra 1 CCSS assumes stronger foundational skills because of compression of Math 8 and High School Algebra 1 standards
 - Students not ready for a more rigorous Algebra 1 experience in grade 8 would benefit from reinforcement of skills and concepts in Math 8

PK-12 Curriculum Cohesion

- PK-12 District Math Team
- PreK Mathematics
- Collaborative Learning Walks
- Transitions
- Calibrated Teacher Feedback
- Preparation for Tri-State Visit



Questions?





STAPLES HIGH SCHOOL

70 North Avenue • Westport, Connecticut 06880-2799

JAMES J. D'AMICO
Principal

Phone: 203-341-1201
Fax: 203-341-1202

TO: Colleen Palmer
FROM: James D'Amico
SUBJECT: Staples High School Pathways Academy
DATE: May 3, 2018

I am excited to have the opportunity to present our plan for the Staples Pathways Academy at the May 7, 2018 meeting of the Board of Education. As our entire district focuses on honoring and creating multiple pathways to success beyond graduation from high school, creating a program such as the Pathways Academy allows us to meet the needs of some of our students who require a different path to thrive in our traditionally structured high school. The creation of the Pathways Academy is an important first step in shifting the culture of the high school to embrace different pathways based on interest, need, personal goals, and learning style. In the presentation on Monday, we will focus on the following aspects of the Pathways Academy:

- The Academy's goal of providing an engaging educational experience for students who may be disengaged from the school program
- Adoption of a flexible, multidisciplinary academic schedule with dedicated social-emotional supports
- A cohort model of 20+ students in grades 11-12
- Initial criteria to identify students who will benefit from the Academy
- Cost of the program in the first year as budget neutral, reallocating current resources to an identified need
- How reallocation of current space at the high school will support the program
- Future Pathways iterations that we anticipate resulting from this program

The establishment of the Staples Pathways Academy will provide our high school with the ability to meet the needs of students who need our attention. The Academy will become a model of how we can utilize our resources more effectively to serve our students and our mission as a public school by doing everything we can to make sure that every student graduates with a purpose.

Staples Pathways Academy Proposal

Headline:

Meeting The Needs of All Students: Staples Charts A New Pathway

Impact:

The Staples Pathways Academy will provide an engaging educational experience for students who, for a variety of reasons, could benefit from a different approach from the traditional school structure.

Elevator Speech:

It is well-known that Staples High School has an incredible array of choices for students to pursue their academic passions. Staples also serves students with special needs well with individualized attention. But, as has come up time and again, Staples has students who find the eight-period academic day trying for a variety of reasons, whether emotionally or academically. They often disengage by failing or dropping classes with more frequency than their peers, or by avoiding school altogether. We need to serve our students and our mission as a public school by doing everything we can to make sure that every student graduates with a purpose. The Staples Pathways Academy is the beginning of our goal to provide a path for every student.

How to Get Started:

- Identify students who are disengaged
- Select strong, flexible, dedicated teacher
- Take applications, modify schedules
- Provide teachers with time and resources

Quotes from “future” constituents:

“The Staples Pathways Academy changed the way I look at school. I still get to be at Staples with all of my friends, but have a small community of fellow students and teachers who really know me. The classes feel more like a team than running through the day, and if I’m having any problems outside of class, there’s always someone there to help me”

“Before I began working in the Pathways Program I struggled to come to school every day. The program has allowed me to work at my own pace, meet with success and realize my true potential.”

“I was having difficulty getting my student to school, and couldn’t understand why they wouldn’t want to go to a fantastic school like Staples every day. The Staples Pathways Academy has helped me and my child see that every student fits into the school experience differently, and their increased confidence and new school family helps us all feel more supported.”

Call to Action:

The Board of Education needs to approve this pilot program, which will not change staffing levels at the high school, to meet our needs. This program will lay the foundation to providing multiple pathways for student success in school, and be a model of standards-based, differentiated instruction at the high school level. We have the space, we have the staff, and we have the energy!

Staples Pathways Academy

Frequently Asked Questions

Are students recommended for this program, or can they enroll?

Students are recommended based on past performance, current credit situation, social/emotional concerns related to chronic absenteeism or school avoidance. Students may also apply to the academy.

Who are these students?

Students who are overage and under credit would benefit from this program as well as students who have experienced periods of chronic absenteeism. Students who have not met with success in the traditional classroom would also be appropriate.

How are these students not being served by the current program?

Students may find they are not able to maintain the pace of more traditional programs. Additionally, the demands of the traditional school program related to the structure of time in class, outside expectations of homework and independent work as well as home supports have made the traditional program difficult for some students.

How many students will this serve in the current year?

Approximately 40 students appear to fit the model according to our review of data.

Do other high schools have similar programs?

Greenwich High School, Scarsdale High School, Fairfield Warde High School, Fairfield Ludlowe High School, Wilton High School (pending), Brookfield High School, Ridgefield High School

What will student transcripts look like?

A student graduating from Staples High School, having earned credit through the Staples Pathways Academy will have a transcript just like any other student at Staples. For example, if a student has earned credit for US History through the Staples Pathways Academy their transcript will reflect US History A Level.

How much freedom will teachers have to design curriculum?

Teachers will have the freedom to work collaboratively with the Staples Pathways Academy team of teachers to design engaging, interdisciplinary units of study based on content area standards.

How does this affect staffing levels at Staples?

This program can be run at no cost to the district in the first year. To support a therapeutic model with built in Pupil Services supports the program would benefit from the addition of social work or psychological supports.

What will parents think?

Parents of students enrolled in the Staples Pathways Academy will find that their child is coming to school regularly and they are engaged in their learning in a more self-paced and interest-based environment. Some parents may be concerned of a perceived stigma related to an alternative approach to high school. Incorporating programs that engage all students in the high school such externships, internships, independent learning experiences and work study would all be a component of this program to remedy any concerns of the program being separate or other.

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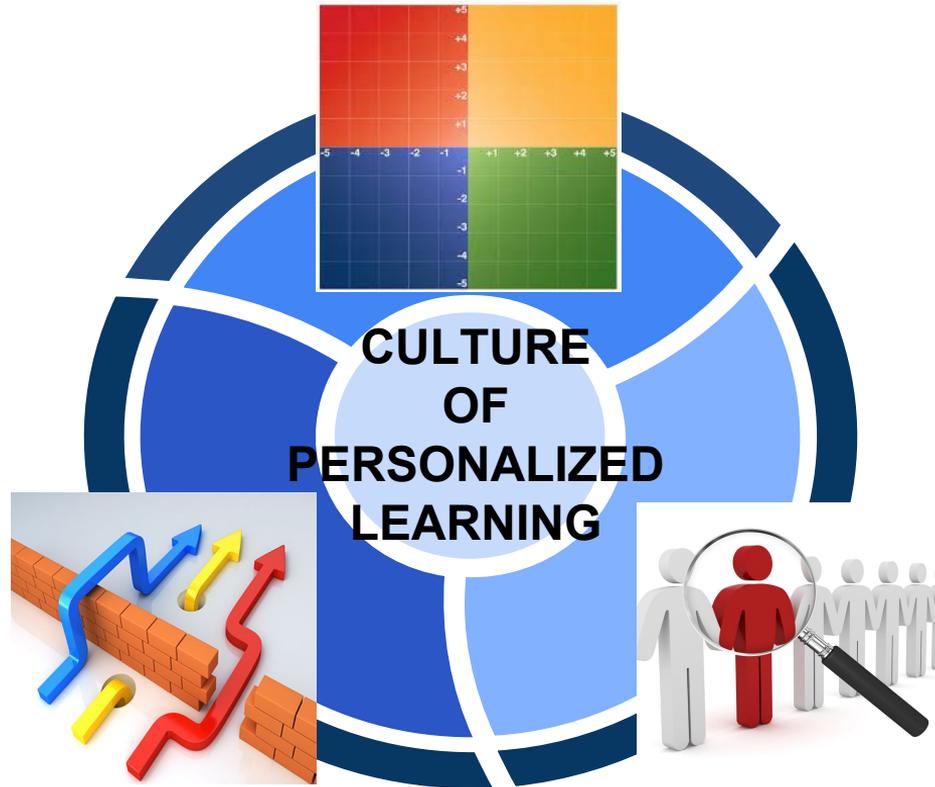
Staples Pathways Academy

Westport Board of Education

May 7, 2018

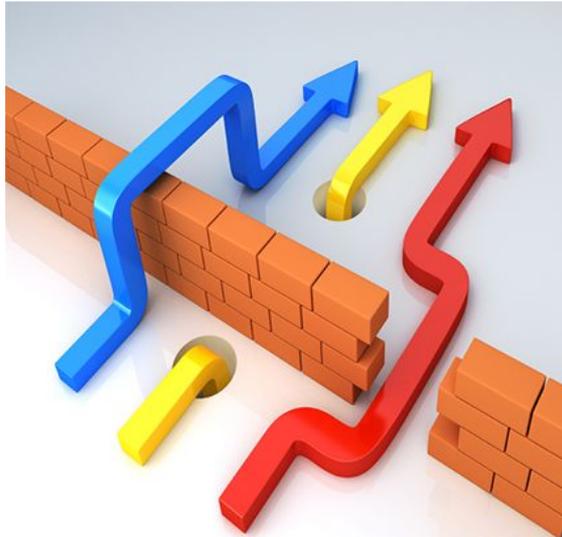
**Meeting The Needs of
All Students:
Staples Charts A New
Pathway**

Staples High School Vision



Program Goals

The goal of the Staples Alternative Education program is to provide options for students who, for a variety of reasons, could benefit from a different approach to the traditional school structure.



Connections to the District's Vision for Students



STRATEGIC PLAN 2017-2020



Teaching and Learning

- Creating strategies that honor all pathways to success, not just 4-year colleges
 - Personalized Learning
 - Alternate Pathways
 - Revise offerings
 - Interest
 - Learning styles, needs, future goals

Connections to the District's Vision for Students

NEASC Recommendations

Standard 2 Recommendations (Curriculum)

Formalize the collection and review of data related to the curriculum to ensure that all students practice and achieve each of the school's 21st century learning expectations

Standard 3 Recommendations (Instruction)

Increase opportunities for teachers to engage students in cross-disciplinary activities and lessons to support student achievement of the school's 21st century learning expectations

Standard 5 Recommendations (School Culture and Leadership)

Develop and implement the proposed plan for a formal advisory program or process



Getting Started

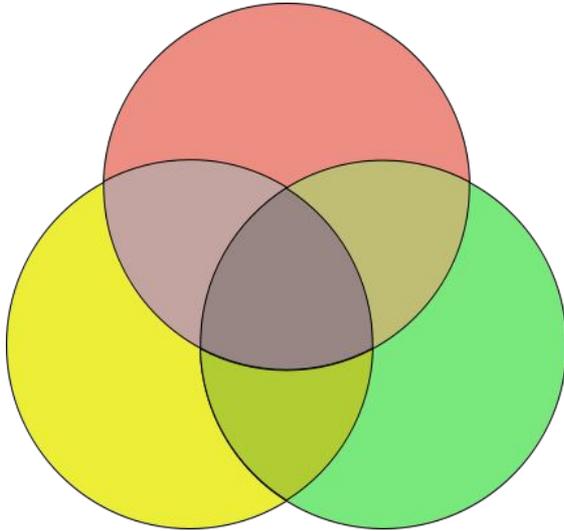
Identifying students for the Pathways Academy

- Students who are over-age and under credit
 - Earning fewer than six credits per year
- Students with chronic attendance concerns
- Students who have been referred to RTI for support

- Recommended by school team to parents
- Advertised for application by other interested families



Current Student Pool



Class of 2019

- 28 students have earned fewer than 13 credits
 - 16+ typically

Class of 2020

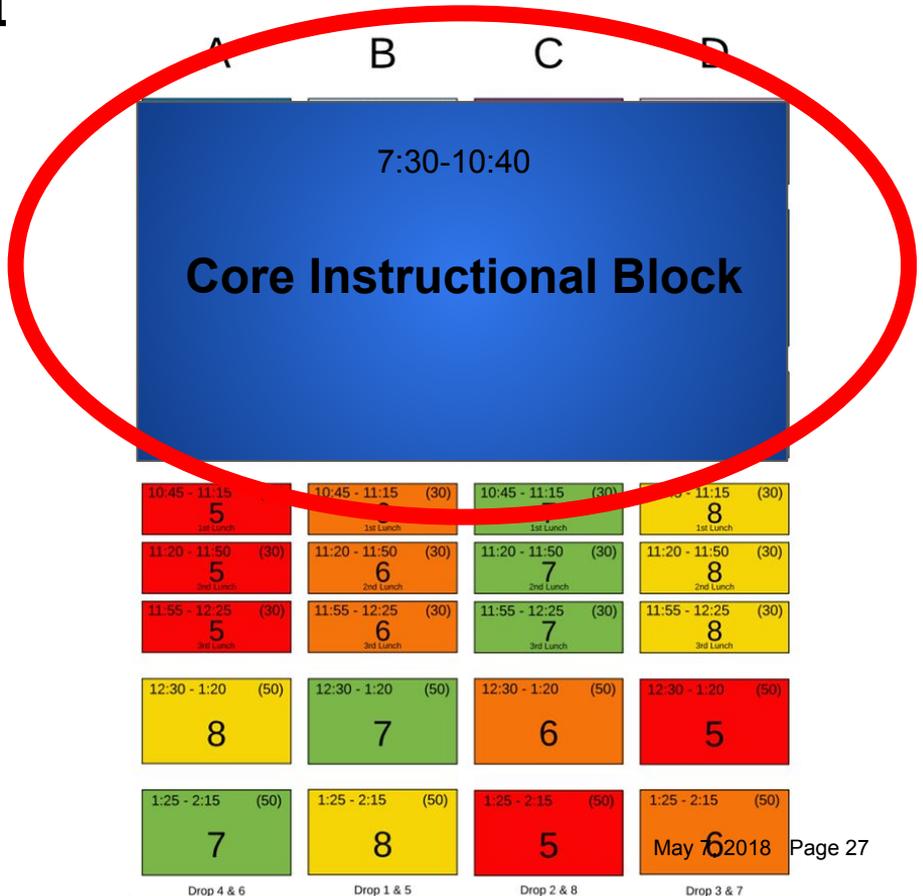
- 15 students have earned fewer than 6 credits
 - 8+ typically

Chronic Absenteeism

- 150+ students in grades 9-11 with significant attendance concerns

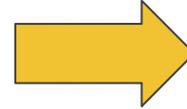
Academic Program Design

- Core course areas
- Focus on grades 11 and 12 students for first year
- **Core Instructional Block** during AM half of schedule



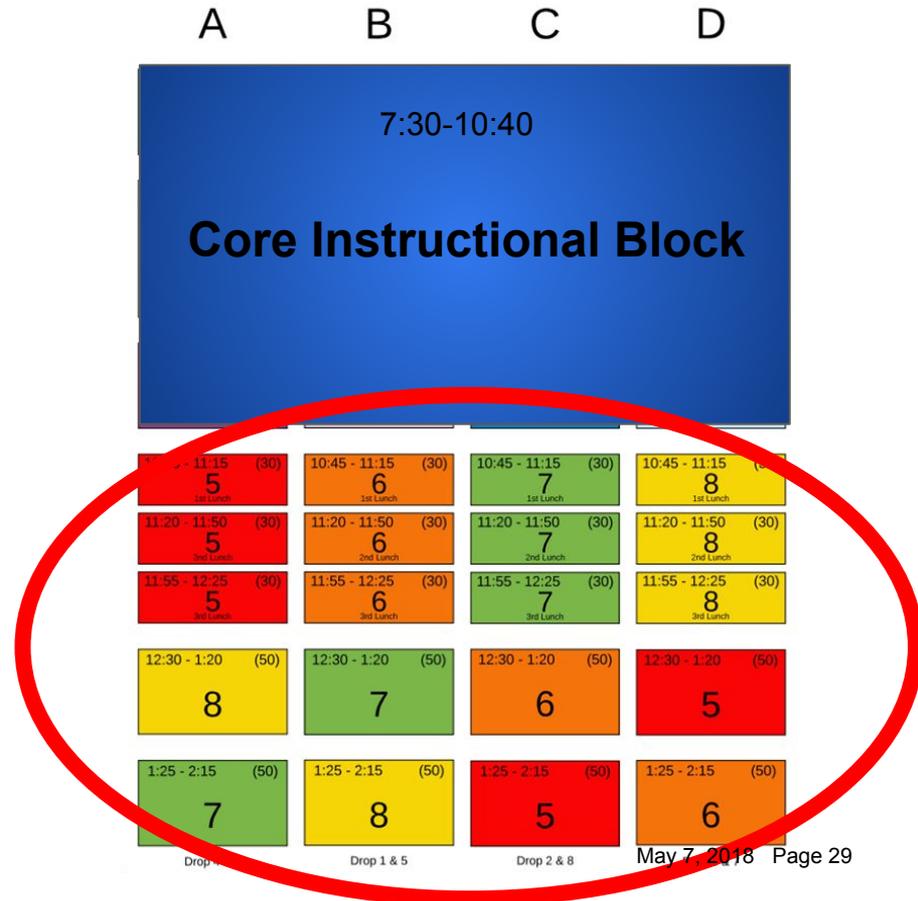
Academic Program Design

- Core Areas
 - English
 - Math
 - Science
 - Social Studies
- Standards-Based Design
- Interdisciplinary
- Collaborative Planning
- Flexible Instruction



Academic Program Design

- **Pathway Exploration Block**
- Opposite the Core Instructional Block
- Graduation Requirements
 - World Language
 - PE/Health
 - Electives
- Exploration for credit
 - Work/Study
 - Community College
 - Career Exploration courses
 - Externships
 - **PERSONALIZED LEARNING!**



Social-Emotional Program Design

- Students keep current counselor in pilot year
- Designate an office hour space in the program suite
 - Counselors, Social Workers, Psychologists rotate
 - Not a scheduled addition to current load
- Credit-bearing wellness requirement
 - DBT/RULER Strategies
 - Small Group & Individual as needed



Staffing



- Schedule 4 core area teachers into the Alternative Program
 - Flexible, strength in pedagogy of differentiation
 - May need to teach multiple courses at same time with small number of students
 - 0.5 Science teacher (2 class periods)
 - 0.5 English teacher (2 class periods)
 - 0.4 Social Studies teacher (2 class periods)
 - 0.4 Math teacher (2 class periods)
 - **1.8 FTE Core Teachers**
 - 0.5 Independent Learning Experience Teacher retained
 - **2.3 FTE Total**
 - **+0.8 FTE Investment**

Other Considerations

- Students commit to the program for the remainder of the year after registration
 - “Rolling Admission”
 - Can be recommended after freshman year
- Plan and organize instructional time as a team
- Each teacher has duty in the space as well

- Transcripts
 - All courses listed at the A-level
 - Course Titles same as all other courses
 - Understandable for college admissions
 - Clear earned credit calculation



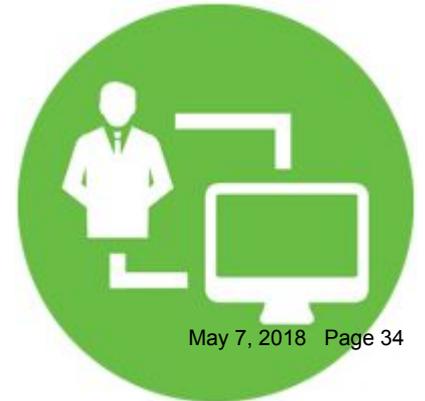
Community Engagement

- Parent Communication
 - Dedicated time for parents of the program's students
 - Parents are a part of the academy community
- Community Service
 - Incorporate into possible credit opportunities
 - Volunteerism as a source of community spirit
- Business connections
 - Leverage connections developed as part of Senior Internship Program
 - Advertise services to the community
- Building Expertise
 - Engaging professionals not assigned to the program
 - “Open Door” for all staff for collaboration and professional learning



Facility

- Located in present district Pupil Services office
- Large Group Instruction
- Repurposed Office Spaces
 - Collaborative Planning Space for teachers
 - Personalized Learning teacher space
 - Counseling Office Hours Space
 - Online learning space
 - Small Group lounge
 - Internship Office
- Bathroom
- Access to outside



Future Possibilities



Possible Pathways Programs

- Other Pathways-
 - Certifications
 - Healthcare, Programming, other CTE fields
- Entrepreneurship
 - School Store space for entrepreneurial training
 - Possible course of study/Independent Learning

Social-Emotional Support

- Possibility to have counselor dedicated to program
- Possibility of social worker office
 - Look at staffing with an ESS-type program



AASA School Administrator

Leadership Through an Equity Lens

How an adopted brother's struggles prompted a superintendent to confront the power of white privilege and build an inclusive learning environment

BY MATT UTTERBACK/*School Administrator, November 2017*



Matt Utterback

I grew up in a small town on the Oregon coast in a family of educators. My grandfather was a high school assistant principal, and my father was a high school counselor.

I was raised middle class with the privilege that comes with being male, white and the son of well-educated parents. I knew the dominant community norms and used them to my advantage. Unlike many in our communities today, college always was a likely option for me.

When I was 9, my parents adopted a 7-year-old boy from a Korean orphanage. My brother Jon was one of the few people of color in our community. From my brother's perspective, no one else looked like him or sounded like him, and it was likely no one in our community had shared many of his experiences. Jon settled into our neighborhood elementary school and quickly learned English.

However, as my brother approached his early adolescent years, his struggles began to emerge. He began making statements such as "No one understands me" and "No one looks like me." These were the first signs we were losing him. These struggles of identity were quickly followed by behavioral issues and poor academic achievement. My parents sought professional help and tried different schools, but nothing was successful. We continued to lose him.

When my brother was 18, he asked my parents if he could return to Korea. However, because Jon did not have a degree or any career training, he was not welcomed back to his native country. Being rejected by both his native and adopted countries, my brother asked to move to

Hawaii where there was a larger Asian population. My brother made this move, but the years of enduring significant marginalization and rejection in his young life had taken their toll, and Jon completed suicide. We had lost him.

Affirming Identity

What I know today that I didn't know 30, 20 or even 10 years ago is that while many would say they had the best intentions of supporting my brother, the community, the school system and I, as his brother, did a poor job of affirming his identity and honoring his history and culture. Instead, dominant systems worked tirelessly to get Jon to conform to the white-majority norms and customs. Clearly, the result of these efforts was devastating.

Twenty years after my brother's passing, I began to unpack his struggles and his story. I viewed my brother's actions through the lens of my white identity. When I did this, I was incapable of seeing the reality of his experiences as an outsider.

While I had experienced the stark reality of my brother's passing on a personal level, I had not recognized the impact of ignorance and racism on my brother's life. I learned my whiteness matters, and I began to understand the power, privilege and responsibility that comes from being a white male with rank.

Stepping outside of my reality and expected norms wasn't easy or comfortable, but it was essential. It was essential in my recognition that a person's life is meant to be lived authentically without having to wear masks or costumes hiding one's true self.

Strength Assets

Much of our success in our school district has been the result of our school system embracing equity and creating inclusive learning environments for each student. Equity is not about treating everyone the same. That is equality. Equity has us look at each student as an individual, affirm his or her identity and build upon the strengths each student possesses.

I don't think my brother's story is all that different from the stories of many individuals in our schools today. The harder we try to make students fit into the white-dominant community, the harder they resist and ultimately suffer. When students, parents and colleagues have to conform to majority standards and customs, they are detrimentally impacted.

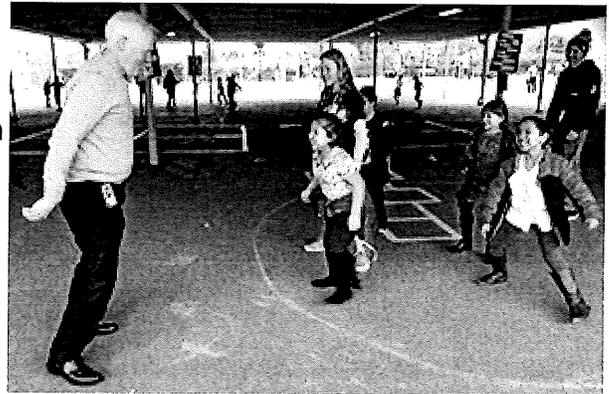
Today, despite the best of intentions, we still lead school systems where a student's gender, skin color, home language and family income level continue to be the predictors of who does and does not graduate from our schools.

Our school systems continue to perpetuate both opportunity and achievement gaps for many of our student groups. The Center for Educational Leadership out of the University of Washington believes the “nexus for eliminating the achievement/opportunity gap lies in the development of leadership capacity — specifically, nurturing the will to act on behalf of the most underserved students while increasing leadership knowledge and skill to dramatically improve the quality of instruction.”

We are the leadership required to make a difference for our students. It rests on our shoulders and within our sphere of influence to eliminate the opportunity and achievement gaps that exist for so many of our students.

Six Principles

As educational leaders, how do we cultivate equity in our schools and classrooms? This is a question that deeply resonates with me because it presents a challenge for those of us charged with improving student achievement. It took me years to understand that in leading my North Clackamas colleagues, my role was to help them recognize that privilege matters in questions of equitable access to education.



Matt Utterback, superintendent of the North Clackamas School District, joins in during recess at Milwaukie Elementary School in Milwaukie, Ore.

We wrestle with the issues of privilege, white-dominant culture and expectations in our school system. We’ve found a strong interplay exists among instructional practices, equity and leadership. At the intersection of these concepts lie six principles that we can follow that have a profound impact on our students — especially our traditionally under-served populations.

» **No. 1: Our job as educational leaders is to improve our ability to notice, acknowledge and promote the replication of strong instructional practices.**

This is about knowing what quality instruction is and what it is not. It is about learning and being an expert in the teaching and learning continuum that serves as the basis for teacher evaluation.

We know students will miss out on powerful life opportunities if they are not successful learners. Research tells us the single biggest factor in student achievement is teacher quality. The second is educational leadership. Our primary job as school leaders must be the improvement of instruction.

Many of the best instructional practices promoting equity are already occurring within our

classrooms. Modeling and replicating those practices is a critical component of professional learning. Leaders charged with the task of leading instructional improvement must know — through an equity lens — what effective and high-quality teaching looks like.

» **No. 2: We must identify and change our practices and beliefs so that each child knows she or he is expected to succeed.**

We must recognize that our students can't and won't rise if our expectations are low. We must hold firm to the belief that all students are expected to be able to realize their potential. This includes establishing high standards and making it clear to students what the criteria are for meeting them.

We must avoid overpraising for mediocre work. Students perceive this as a sign of lower expectations and another reason not to trust feedback. We must normalize help-seeking behaviors — especially for our boys. We must share with students our views that intelligence is malleable. When students learn this, they demonstrate higher academic motivation, behavior and achievement.

» **No. 3: We must learn who our students are and focus on where they want to go.**

Relationships are critical. We must learn about our students as individuals and embrace our role in helping them develop and discover their identity. We must convey a fundamental belief in each student that he or she can develop their intellect and their critical capacity to think. We do this when we build relationships with our students and recognize the racial, cultural and economic differences that impact a growth mindset.

We do this when we talk about race and the building of a student's racial identity. We must build in time to listen to our students — to learn their hopes and fears. In North Clackamas, we've used student affinity groups to listen to our students' stories and acknowledge their experiences.

To assist our staff in being able to talk about race, every staff member is expected to attend a two-day, race-focused equity training. In addition, our teachers have the opportunity to participate in a full-year instructional equity cadre. When we share in these types of experiences, when we hear the voices of our students and staff, we learn about each other and we are compelled to change our practices.

» **No. 4: We must embrace an equity commitment.**

As students enter our nation's classrooms each day, they are doing so under a cloud of vulnerability, fear and confusion. The daily hurtful rhetoric in our communities and across our nation has the potential of producing alarming levels of anxiety among children of color and

inflaming gender, racial, religious and ethnic tensions in our classrooms.

As educators, we must be committed to protecting our students, families and each other. This means interrupting when we hear or see offensive words and acts and communicating daily to each student that we will protect, advocate for and value them equally no matter their race, gender, gender identity, religion, sexual orientation, language or ethnicity.

When we take these actions, we model for our students what we want to hear and see from them. One of the most powerful skills we can teach our students is to engage in respectful conversations. This is the foundation for civil discourse. When we allow our students to listen to one another and when we create space for multiple and diverse perspectives on various issues, we develop competent and critical thinkers.

» **No. 5: We should use our leadership to create inclusive learning environments for each student.**

I am proud of our school board and proud to be the superintendent of a school district that is not only talking about equity but is bringing equitable practices into our operations, our classrooms, our resource allocations and the lives of our students.

Our district took a stance and publicly committed to this important work through policy. We have an equity policy because, like all school districts, student success in North Clackamas is currently predetermined by race, gender, ethnicity, culture, poverty, language and disability. We cannot accept this, and that is why we commit to continuous improvement, knowing that our work is never done.

» **No. 6: We should consider our ethical and moral obligation to take action.**

Despite this obligation, it's often easier to settle for a simpler, quieter path. We must not give lip service to education equity, only to accept the status quo. We say we want to be a school system that provides access and opportunity for each student, but in the interim, we keep using the same practices and systems we've always used.

This strategy isn't working for a significant number of our students. As educational leaders, we need to take care of what is most important and not keep the same old routines.

Sharp Gains

Building from these six principles has had a profound impact on student achievement in North Clackamas. Graduation rates are up 14 percent in the past five years, nearly 90 percent of freshmen are on track to graduate at the end of their freshman year, and our district boasts some of the highest attendance rates in Oregon.

Taking these actions has a cumulative effect that creates a culture of success. When we repeat these actions, it creates momentum. When we build momentum, we positively impact the trajectory for each of our students, allowing them to reach their full potential.

MATT UTTERBACK is superintendent of the North Clackamas School District in Milwaukie, Ore., and the 2017 National Superintendent of the Year. E-mail: utterback@nclack.k12.or.us. Twitter: [@nc12super](https://twitter.com/nc12super)

Additional Resources

Matt Utterback recommends the following informational resources that his district uses to move the equity work forward in the North Clackamas schools.

BOOKS

- » *Can We Talk About Race?: And Other Conversations in an Era of School Resegregation* by Beverly Daniel Tatum, Beacon Press, 2007
- » *Culturally Responsive Teaching and the Brain* by Zaretta Hammond, Corwin, 2015
- » *Everyday Antiracism Getting Real About Race in School* edited by Mica Pollock with multiple contributors, The New Press, 2008
- » *Leading for Instructional Improvement: How Successful Leaders Develop Teaching and Learning Expertise* by Stephen Fink and Anneke Markholt, John Wiley & Sons, 2011
- » *Multiplication is for White People: Raising Expectations for Other People's Children* by Lisa Delpit, The New Press, 2013

MISCELLANEOUS

- » [AASA Equity Website](#)
- » [National Equity Project](#), Oakland, Calif.
- » [Oregon Center for Educational Equity](#), Portland

Marty Pollio: How we turned around one of Kentucky's lowest-performing high schools

Marty Pollio, Opinion Contributor Published 8:42 a.m. ET April 26, 2018 | Updated 2:06 p.m. ET April 26, 2018

After eight years of leading Jeffersontown High School, I decided to dive into the world of school turnaround by accepting the principal position at Doss High School. Doss is labeled as a priority school by the Kentucky Department of Education and has been labeled as such for nearly a decade.

When I took the job, Doss was the second-lowest-performing high school in the state. The school has many challenges, including high poverty rates, high staff turnover, high student mobility and high percentages of Exceptional Child Education (special education) and English as a Second Language students.

A seminal book for me about school turnaround is "So Much Reform, So Little Change" by Charles Payne. Payne describes traditionally low-performing schools as places "where there is a general feeling of instability — personnel come and go, students come and go, programs come and go — all of it presided over by a dysfunctional bureaucracy."

That accurately describes the state of affairs when I arrived. There was little student engagement and a general feeling of hopelessness in the building.

During my career, I've always emphasized the importance of culture and climate. I agree with Payne's assertion that culture and climate are the foundation on which reform can be built. According to Payne, "The moral of the story is good ideas won't save us. Just bringing good ideas into schools with severely damaged social infrastructure is tantamount to bringing a lighted candle into a wind tunnel."

The leader of the building sets the tone for an environment where all teachers can teach and students can learn. At Doss, we immediately focused on creating a learning environment where there were high expectations for student behavior and learning. More importantly, the new culture was centered on high expectations for staff to reach every student and provide rich instruction and rigorous curriculum.

In the beginning, some efforts were met with excuses about challenges we could not change, like poverty. I called this information "true, but useless." The information might be true, but it's useless in our efforts to reach and teach every child. Our job is to overcome the obstacles. Over time, we built trust with students and staff and the tone in the building changed.

At Doss, we channeled the positive energy and intensely focused on our mission and vision. We called it our North Star, embraced by every stakeholder. I believe that is how you avoid the turnaround trap that Payne describes. “The safest generalizations we can make about inner-city schools is that many of them are trying to do too much at once, the too-familiar pattern of lots and lots of motion with too little movement.”

We had a laser-like focus on ensuring every student at Doss was connected to and engaged in school through the career academy model. This model, coupled with engaging instruction, meant that students felt an increased belonging and connection to the school. We ensured that every student had access to engaging and well-resourced curricular programs, such as career and technical education, music and art. We also greatly increased the wraparound and after-school services provided to students.

We also reimagined the way students “did” school. We became one of the early adopters of the Academies of Louisville model, in which every student has a pathway where his or her core curriculum aligns with student interests and passions. This allows for more relevant instruction and lessons that engage students. We also built a community at Doss committed to helping students explore their interests through project-based learning. We also created Application Day, where students had time during the day to explore real-world applications of what they were learning in the classroom. When looking at Application Day data, we found that there was an increase in student engagement and attendance and a decrease in disciplinary referrals.

Following this model of improving culture and climate, increasing student engagement, and building professional capacity of teachers, we saw results immediately at Doss. In fact, our data on student and teacher satisfaction skyrocketed, our staff transfer requests diminished, and we saw our standardized test scores reflect some of the highest increases in the state. However, the idea of a superhero principal who will immediately take a school with significant student need and drastically turn it around and improve test score data overnight is a fallacy.

Although we must keep student outcomes front and center, we cannot let the peaks and valleys of high-stakes accountability testing impact the focus on our North Star that will lead to systemic and sustained growth over time. The key is building, year after year, on sustainable progress that improves instruction and student outcomes. As administrators, we have to examine long-term trends if we are to successfully turn schools around and replicate the model of success.

Marty Pollio is the superintendent of Jefferson County Public Schools.

Marty Pollio's solutions

During my career, I’ve always emphasized the importance of culture and climate. Culture and climate are the foundation on which reform can be built. It’s imperative for leaders to create school environments where there are high expectations for student behavior and learning. It’s imperative that the culture be centered on high expectations for staff to reach every student and provide rich instruction and rigorous curriculum. The positive

energy must be focused on a common mission and vision that is embraced by every stakeholder. Schools that follow the model of improving culture and climate, increasing student engagement, and building professional capacity of teachers, will see results. The key is building, year after year, on sustainable progress that improves instruction and student outcomes. As administrators, we have to examine long-term trends if we are to successfully turn schools around and replicate the model of success.

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Westport Public Schools

Strategic Goals Framework

September 2017 through June 2020



December 18, 2017

AREA OF FOCUS: TEACHING AND LEARNING

Goal: It is the belief that if the District...

ensures that all faculty have a command of their respective teaching standards, facilitate the design of rigorous and engaging curricula built on the foundation of appropriate standards, develop a comprehensive system of assessment and metrics for determination of progress towards goals and ensure that every student has a pathway to reach his or her potential,

then the District will continue to serve the best interests of the students and families of Westport and shine as a lighthouse district of educational excellence within a global environment. The District will do this by...

Strategy	Action Steps	Metrics/Evidence of Success	18	19	20	Resp.
Establishing WPS Portrait of a Graduate.	Convene multi-level team to develop the WPS Portrait of a Graduate, integrating the work of Westport 2025	Completed document	Q4			CO, P, CC BoE
	Ensure graduation requirements are aligned with portrait of a graduate	Completed revision of graduation requirements	Q4	Q1		CO, P, CC, T, BoE
	Establish key quality indicators at a systems level that exemplify WPS Portrait of a Graduate	Completion of metrics	Q4	Q2		CO, P, CC, T BoE
Articulating our PK-12 philosophy of teaching and learning	Convene multi-grade, multi-disciplinary level team to create district teaching and learning philosophy	Completion of statement of philosophy	Q3			CO, P, CC BoE
	Assure alignment of PK-12 philosophy of teaching and learning with practice of District	Creation of monitoring system of collecting classroom data and system to review the data	Q4	Q3		CO, P, CC, T
Embracing personalized learning as integral to student choice and voice	Review current District practices of personalized learning and design plan for K-12 integration	Creation of plan Implementation of plan and assessment based upon pre-determined outcomes to be measured	Q1	Q4		CO, P, CC, T

Ensuring use of time is designed for optimal learning outcomes	Review elementary school schedules with input from all stakeholders and recommend any changes based on goals of academics and healthy learning environment	Recommendations to the Superintendent and BOE	Q3	Q2		CO, P, CC, T BoE
	Review middle school schedules with input from all stakeholders and recommend any changes goals of academics and healthy learning environment	Recommendations to the Superintendent and BOE	Q2	Q4		CO, P, CC, T BoE
	Review high school schedules with input from all stakeholders and recommend any changes goals of academics and healthy learning environment	Recommendations to the Superintendent and BOE	Q4	Q1		CO, P, CC, T BoE
Creating strategies that honor all pathways to success, not just 4-year colleges	Integrate career development into all levels	Review and revise current career development curriculum		Q4		P, G, T
	Review and revise the transition process to high school to reflect the variety of pathways students may pursue	Inventory of student assessments, work samples, student surveys		Q4		P, G, T
	Include information on alternate pathways to success in parent/student presentations and in communications	Student feedback Course enrollment and offerings Enrollment in alternative programs	Q3	Q4		CO, P, G, T
	Review and revise elementary, middle, and high school course offerings as needed for opportunities for students to pursue pathways of interest, and which honor a variety of learning styles, needs, and future goals	Course proposals, revised curriculum work, and program enrollment		Q1	Q4	CO, P, G, T BoE
Continuously evaluating overall performance of the District to assess progress	Use data appropriately to inform decision-making for continuous improvement of teaching and	Plan of professional development for staff Design of system guidance for	Q1	Y	Y	CO, P, CC, T

	learning	use of data Evidence of appropriate data analysis on key decisions Access of key support with services of a psychometrician				
	Analyze and address subgroup performance to eliminate achievement gaps and assess progress toward achieving Portrait of a Graduate.	Development and implementation of plan to address performance gaps	Q1	Y	Q4	CO, P, CC, T
	Establish Key Quality Indicators of District Performance	Create Key Quality Indicators and measure baseline data	Q4	Q4		CO, P, CC BoE
Aligning teaching and learning outcomes for each content area with District standards (W2025)	Identify needs for curriculum mapping and communication to all stakeholders	Completion of task	Q3			CO, P, CC, T
	Develop a system of revising and recording curricula for each content area that is fully transparent with respect to relevant information for students, parents/guardians, educators, and the public	Communication of plan to Superintendent and BOE	Q2	Q2		CO, P, CC, T
	Establish relevant and rigorous learning experiences for PK-12 students that integrates competencies required for success as a global citizen, actualizing the portrait of a graduate	Curriculum maps with evidence of alignment and observations of lessons	Q2	Y	Q4	P, CC, T
	Conduct a review of curriculum to reinforce alignment with a global lens of diversity and interconnectedness (W2025)	Completion of task		Q1	Q1	CO, P, CC, T
	Develop and Implement a multi-year curriculum revision cycle	Report to the Superintendent and BOE	Q4	Y		CC

	Prepare for Tri-State visit in Mathematics in December 2018	Tri-State report	Y	Q2		P, CC, T
Ensuring appropriate rigor and student engagement within lesson design and implementation	Develop a school culture that utilizes Learning Walks as an integral part of its daily work	Teacher and administrator participation in Learning Walks documented by frequency data and outcome data	Q2	Y	Y	CO, P, CC, T
	Provide professional learning opportunities to administrative team and teachers to understand learning walks	Professional development in each school; completion of administrative goals to include at least 3 opportunities for each teacher to participate in learning walks	Q2	Y	Y	CO, P, CC, T
	Establish plan to introduce learning walks in each school building, involving administrators and staff members	John Antonetti keynote (August 2017) and faculty meeting agendas	Q2,3	Y	Y	CO, P, CC
	Integrate the use of the Rigor Divide to lesson design (John Antonetti model)	Observation of lessons and tasks Provide summer 2018 institute for teachers in lesson design facilitated by John Antonetti Quarterly review of sample lesson plans to check for rigor	Q1	Y		CO, P, CC
Establishing an effective comprehensive system of student assessment that is also efficient in terms of instructional time	Develop district assessment philosophy	Completion of task	Q2			CO, P, CC
	Review Universal Screening system for effectiveness and efficiency	Recommendations to the Superintendent for implementation in fall 2018	Q2			CO, P, CC
	Develop/access common assessments across the district to measure individual progress and to inform instruction	Assessment calendar	Y	Y	Y	CO, P, CC
Ensuring the District's system of RTI (Response to Intervention) yields significant learning outcomes with the most effective use of resources	Provide PD on high yield strategies	Professional development plan	Y	Y	Y	CO, P, CC

	Articulation of the RTI process across levels, including philosophy (definition and approach) about each tier	Creation of RTI Manual and monitoring of RTI implementation process	Q2	Q2		CO, P, CC, T
	Review current practices at each level to build consistency and align with best practices	RTI Committee meeting agendas Set target data for student progress and monitor success rate	Y	Y	Y	P, G, T
	Select and use data warehouse that meets district need to track student progress over time	Recommendation to Superintendent	Q4	Y		CO, P, CC, T
Increasing the capacity of our work force	Further leadership capacity of faculty and administration through professional development and coaching opportunities, Learning Walks	Professional development plan District committees	Y	Y	Y	CO, P, CC
	Provide relevant, targeted, and personalized learning approaches through Westport Learns, “design your own” PD opportunities and trainings	Professional development plan Westport Learns catalogue Log of professional development of non-certified	Y	Y	Y	CO, P, CC
	Revise Teacher Evaluation Plan to emphasize more meaningful feedback	Revised plan	Y			CO, P, CC, T
	Review and revise Administrator Evaluation Plan	Revised plan	Y			CO, P, CC BoE
	Review and revise the systems of evaluation and feedback for non-certified staff members	Revised plan	Q3	Q2		CO
	Develop a recruitment and retention plan strategy for minority candidates	Completed plan and hiring data		Q1	Y	CO
Establishing a robust communication plan to share relevant information related to	Survey parents regarding how they would like to receive information and what	Completion of task Development and implementation of plans on	Q2	Q4		CO

teaching and learning and student progress for all internal and external stakeholders	information would be helpful to them and develop plan Review District approach for providing feedback on student progress and develop revised plan	District educational information and feedback on student progress Survey parents after implementation for satisfaction with communication plans				
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AREA OF FOCUS: HEALTHY LEARNING ENVIRONMENTS

Goal: It is the belief that if the District...

ensures that it focuses on the physical, social, and emotional well-being of students and staff that supports a culture of emotional intelligence, empathy, and kindness,

then the District will continue to serve the best interests of the students and families of Westport and shine as a lighthouse district of educational excellence within a global environment. The District will do this by....

Strategy	Action Steps	Metrics/Evidence of Success	18	19	20	Resp.
Developing a comprehensive plan for understanding, accepting, and respecting diversity for students, staff, and families.	Work with District and community leaders to create plan, using expertise of Lyle Kirtman as facilitator	Creation of plan Development of metrics and timelines on effectiveness	Q3	Y	Q4	CO
Fostering a culture that promotes kindness and inhibits the incidence of student behaviors that result in social, emotional, or physical harm to self or others.	Reinforce/teach good digital citizenship and the appropriate use of social media	Monitor incidences of meanness and suspected bullying	Q3	Q4		CO, P, CC, G, T
	Maintain district and school based Safe School Climate committees to ensure District has mechanism for monitoring student experiences	Monitor responses of Safe School Climate Surveys	Y	Y	Y	CO, P, T
	Implementation of RULER with all certified staff	All certified staff trained in 2017-2018	Q4			CO, P
	Continue Responsive Classroom training for elementary school staff and set metrics for effectiveness	Establish metrics Monitor data	Q3	Q4		CO, P
	Implement RULER with students and non-certified staff in 2018-2019	All non-certified staff trained in 2018-19		Y		CO, P
Reviewing school start times with input from all stakeholders and recommend necessary changes	Convene School Start Time Committee to review research and areas of impact	Recommendations to the Superintendent	Q2	Q4		CO, P, CC, T BoE

Establishing a plan of wellness for both students and staff members.	Complete the School Health Index (SHI): Self-Assessment and Planning Guide	Meeting Agendas and Minutes	Q3	Q1		CO, N
	Review the SHI to determine district strengths and areas for growth in policy and programs	Monitor health room visits related to anxiety/mental health issues	Q3	Q3	Q3	P, N
	Maintain Health, Wellness and Positive Youth Development Committee	Monitor crisis forms Agendas and minutes with action steps	Y	Y	Y	CO, N
	Institute Employee Assistance Plan	Monitor use of plan and staff attendance	Q3	Y	Y	CO
	Review Health and PE curricula and scheduling for alignment with district wellness goals	Presentation to Superintendent and BOE		Q4	Q1	CC, T
	Promote physical activity through strategies such as encouraging activity during recess and movement breaks in the classroom	Classroom observation, professional development, student feedback		Q1	Y	CO, P, CC, T
	Review learning environments for furniture and equipment that promotes student and staff wellness	Recommendation to Superintendent		Q2	Q2	CO, P, CC, T, N
	Work with Food Services to provide healthy food choices to students and maintain nutritional standards including “Smart Snacks” in in school nutritional standards	Implement process for periodic review of nutritional value of foods offered to students and staff Track nutritional value of food		Q1	Q3	CO, N
	Provide access to health promotion activities through district insurance (Cigna), district initiatives, through Westport/Weston Health	Monitor absenteeism rates during each part of the school year and other key data related to wellness			Q4	Q1

AREA OF FOCUS: ORGANIZATIONAL SYNERGY AND EFFICIENCY

Goal: It is the belief that if the District...

ensures that the structure of its organization and allocation of resources are aligned for optimal student outcomes and efficiency of resources,

then the District will continue to serve the best interests of the students and families of Westport and shine as a lighthouse district of educational excellence within a global environment. The District will do this by....

Strategy	Action Steps	Metrics/Evidence of Success	18	19	20	Resp.
Ensuring the organizational structure with respect to effectiveness, efficiency, and coherence of the system to best serve all students and families in the most efficient manner.	Engage Cooperative Education Services to review Special Education administrative structure Review roles and responsibilities of all administrators	Recommend adjustments to administrative structure to Board of Education	Q2	Q2	Q2	Supt. BoE
	Review the staffing of all areas of operations to ensure that resources are appropriately aligned to meet District goals and do so with efficiency	Recommend staffing levels of the District to the BoE	Q3	Q3	Q3	Supt. BoE
	Annually, review all pertinent enrollment, resource, and facility data to recommend the configuration of the District's schools provide the highest quality education in the most efficient manner	Review the configuration of the District and present to the Board of Education	Q3	Q3	Q3	Supt. BoE

AREA OF FOCUS: FINANCE AND FACILITIES

Goal: It is the belief that if the District...

ensures that its financial plan over the next three years and its educational facilities are designed and actualized to support the success of the critical work of the District,

then the District will continue to serve the best interests of the students and families of Westport and shine as a lighthouse district of educational excellence within a global environment. The District will do this by....

Strategy	Action Steps	Metrics/Evidence of Success	18	19	20	Resp.
Establishing short (3 month) and long-term (3 year) plans to identify further efficiencies, areas of revenue generation, and collaboration with the Town and/or other districts to reduce the cost of education	Establish BoE/Town committee to review cost savings opportunities, including BoE, Town, BoF, RTM and parent representatives Network with other districts' leaders to seek collaborative solutions and creative cost-savings measures	Agenda and minutes of meetings Notes and actions from connections with other districts Evaluate impact of any recommended changes	Q2	Y	Y	CO BoE
	Develop a plan of possible enterprise operations to pursue	Create a work group to brainstorm and vet possible enterprise operations Implement recommendations and measure outcomes	Q3	Q1	Q1	CO BoE
Creating predictive modeling structures of finances	Create a multi-year budget forecast and plan	Model completed and reviewed	Q3	Q3	Q3	CO BoE
	Establish a 5-year capital improvement plan, incorporating space to support the educational needs of the District	Plan completed	Q2			CO BoE
Examining fixed costs of budgeting for transformational approaches	Review fixed cost that escalate at a contractual rate for savings	Review of current status and recommendations to address or communicate why forces/drivers cannot be changed	Q3	Q3	Q3	CO BoE

Identifying 3-5 areas of immediate focus for the 2018-19 budget development cycle	Examine all areas of the budget for efficiencies	Propose efficiencies	Q3			CO
Seeking further energy efficiencies	Explore solar energy through Green Task Force	Support ZREC application and RFP for construction of solar panels at schools	Y	Y	Y	CO

AREA OF FOCUS: STAKEHOLDER FOCUS

Goal: It is the belief that if the District...

ensures that it maintains a relentless focus on serving both the internal and external stakeholders of the District,

then the District will continue to serve the best interests of the students and families of Westport and shine as a lighthouse district of educational excellence within a global environment. The District will do this by....

Strategy	Action Steps	Metrics/Evidence of Success	18	19	20	Resp.
Maintaining effective modalities of communication to meet the needs of the system's stakeholders in terms of sharing and receiving information	Establish a feedback system for students, families, staff, and the community on the performance of the district	Survey stakeholders on the effectiveness and ease of use of the system		Q3	Y	CO
	Establish District standards of service to students and families by District staff Develop and implement plan	Seek feedback from stakeholders on level of service from District		Q3	Y	CO
Developing and implementing a system of world-class welcoming for greeting, receiving, and addressing visitors	Develop and implement plan Establish District protocols for in person, telephone, and electronic interactions	Set of established protocols	Q3			CO, P

Glossary and List of Acronyms

Q1	First quarter of fiscal year (July – September)
Q2	Second quarter of fiscal year (October – December)
Q3	Third quarter of the fiscal year (January – March)
Q4	Fourth quarter of the fiscal year (April – June)
Y	All year
BoE	Board of Education (<i>when printed in red denotes that the Board must take action to review and/or formally accept</i>)
CO	Central Office Administrators
P	Principals and Assistant Principals
CC	Curriculum/Department Coordinators
T	Teacher
G	Guidance Counselor
N	Nurse Supervisor
Supt.	Superintendent

Personnel – Certified/Non-Certified

Employment Checks

As set forth below, each applicant for a position with the district shall be asked whether he/she has ever been convicted of a crime, whether there are any criminal charges pending against him/her and whether the applicant is included on the Abuse and Neglect Registry of the Connecticut Department of Children and Families (“DCF”) (the “Registry”). If the applicant’s current or most recent employment occurred out of state, the applicant will also be asked whether he/she is included on an equivalent database and/or abuse/neglect registry maintained in that other state. Applicants shall not be required to disclose any arrest, criminal charge or conviction that has been erased.

In addition, the district shall conduct an employment history check for each applicant for a position, as set forth below.

For the purposes of this policy:

“Sexual misconduct means” any verbal, nonverbal, written, or electronic communication, or any other act directed toward or with a student that is designed to establish a sexual relationship with the student, including a sexual invitation, dating or soliciting a date, engaging in sexual dialog, making sexually suggestive comments, self-disclosure or physical exposure of a sexual or erotic nature, and any other sexual, indecent, or erotic contact with a student.

“Abuse or neglect” means abuse or neglect as described in Conn. Gen. Stat. § 46b-120, and includes any violation of Conn. Gen. Stat. §§ 53a-70 (sexual assault in the first degree), 53a-70a (aggravated sexual assault in the first degree), 53a-71 (sexual assault in the second degree), 53a-72a (sexual assault in the third degree), 53a-72b (sexual assault in the third degree with a firearm), or 53a-73a (sexual assault in the fourth degree).

“Former employer” means any person, firm, business, educational institution, nonprofit agency, corporation, limited liability company, the state, any political subdivision of the state, any governmental agency, or any other entity that such applicant was employed by during any of the previous twenty years prior to applying for a position with a local or regional board of education.

I. Employment History Check Procedures

A. The district shall not offer employment to an applicant for a position, including any position that is contracted for, if such applicant would have direct student contact, prior to the district:

1. Requiring the applicant:

a. to list the name, address, and telephone number of each current employer or former employer (please note the definition of “former employer” employer above, including the applicable twenty year reporting period) during any of the previous twenty years), if:

- (i) such current or former employer is/was a local or regional board of education, council of a state or local charter school, interdistrict magnet school operator, or a supervisory agent of a nonpublic school, and/or
- (ii) the applicant's employment with such current or former employer caused the applicant to have contact with children.

b. to submit a written authorization that

- (i) consents to and authorizes disclosure by the employers listed under paragraph I.A.1.a of this policy of the information requested under paragraph I.A.2 of this policy and the release of related records by such employers,
- (ii) consents to and authorizes disclosure by the Department of Education of the information requested under paragraph I.A.3 of this policy and the release of related records by the department, and
- (iii) releases those employers and the Department of Education from liability that may arise from such disclosure or release of records pursuant to paragraphs I.A.2 or I.A.3 of this policy; and

c. to submit a written statement of whether the applicant

- (i) has been the subject of an abuse or neglect or sexual misconduct investigation by any employer, state agency or municipal police department, unless the investigation resulted in a finding that all allegations were unsubstantiated,
- (ii) has ever been disciplined or asked to resign from employment or resigned from or otherwise separated from any employment while an allegation of abuse or neglect was pending or under investigation by DCF, or an allegation of sexual misconduct was pending or under investigation or due to an allegation substantiated pursuant to Conn. Gen. Stat. § 17a-101g or abuse or neglect, or of sexual misconduct or a conviction for abuse or neglect or sexual misconduct, or
- (iii) has ever had a professional or occupational license or certificate suspended or revoked or has ever surrendered such a license or certificate while an allegation of abuse or neglect was pending or under investigation by DCF or an investigation of sexual misconduct was pending or under investigation, or due to an allegation substantiated by DCF of abuse or neglect or of sexual misconduct or a conviction for abuse or neglect or sexual misconduct;

2. Conducting a review of the employment history of the applicant by contacting those

employers listed by the applicant under paragraph I.A.1.a of this policy. Such review shall be conducted using a form developed by the Department of Education, which shall request the following:

a. the employment dates of the applicant, and

b. a statement as to whether the employer has knowledge that the applicant:

(i) was the subject of an allegation of abuse or neglect or sexual misconduct for which there is an investigation pending with any employer, state agency, or municipal police department or which has been substantiated;

(ii) was disciplined or asked to resign from employment or resigned from or otherwise separated from any employment while an allegation of abuse or neglect or sexual misconduct was pending or under investigation, or due to a substantiation of abuse or neglect or sexual misconduct; or

(iii) has ever had a professional or occupational license, certificate, authorization or permit suspended or revoked or has ever surrendered such a license, certificate, authorization or permit while an allegation of abuse or neglect or sexual misconduct was pending or under investigation, or due to a substantiation of abuse or neglect or sexual misconduct. Such review may be conducted telephonically or through written communication. Notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, not later than five (5) business days after the district receives a request for such information about an employee or former employee, the district shall respond with such information. The district may request more information concerning any response made by a current or former employer for information about an applicant, and, notwithstanding subsection (f), such employer shall respond not later than five (5) business days after receiving such request.

3. Requesting information from the Department of Education concerning:

a. the eligibility status for employment of any applicant for a position requiring a certificate, authorization or permit,

b. whether the Department of Education has knowledge that a finding has been substantiated by DCF pursuant to Conn. Gen. Stat. § 17a-101g of abuse or neglect or of sexual misconduct against the applicant and any information concerning such a finding, and

c. whether the Department of Education has received notification that the applicant has been convicted of a crime or of criminal charges pending against the applicant and any information concerning such charges.

- B. Notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, if the district receives information that an applicant for a position with or an employee of the board has been disciplined for a finding of abuse or neglect or sexual misconduct, it shall notify the Department of Education of such information.
- C. The district shall not employ an applicant for a position involving direct student contact who does not comply with the provisions of paragraph I.A.1 of this policy.
- D. The district may employ or contract with an applicant on a temporary basis for a period not to exceed ninety (90) calendar days, pending the district's review of information received under this section, provided:
1. The applicant complied with paragraph I.A.1 of this policy;
 2. The district has no knowledge of information pertaining to the applicant that would disqualify the applicant from employment with the district; and
 3. The applicant affirms that the applicant is not disqualified from employment with the district.
- E. The district shall not enter into a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement, or any other contract or agreement or take any action that:
1. Has the effect of suppressing information relating to an investigation of a report of suspected abuse or neglect or sexual misconduct by a current or former employee;
 2. Affects the ability of the district to report suspected abuse or neglect or sexual misconduct to appropriate authorities; or
 3. Requires the district to expunge information about an allegation or a finding of suspected abuse or neglect or sexual misconduct from any documents maintained by the district, unless, after investigation, such allegation is dismissed or found to be false.
- F. The district shall not offer employment to a person as a substitute teacher, unless such person and the district comply with the provisions of paragraph I.A.1 of this policy. The district shall determine which such persons are employable as substitute teachers and maintain a list of such persons. The district shall not hire any person as a substitute teacher who is not on such list. Such person shall remain on such list as long as such person is continuously employed by the district as a substitute teacher as described in paragraph III.B.2 of this policy, provided the district does not have any knowledge of a reason that such person should be removed from such list.
- G. In the case of an applicant who is a contractor, the contractor shall require any employee with such contractor who would be in a position involving direct student contact to supply to such contractor all the information required of an applicant under paragraphs I.A.1.a and I.A.1.c of

this policy and a written authorization under paragraph I.A.1.b of this policy. Such contractor shall contact any current or former employer (please note the definition of “former employer” employer above, including the applicable twenty year reporting period) of such employee that was a local or regional board of education, council of a state or local charter school, interdistrict magnet school operator, or a supervisory agent of a nonpublic school, or if the employee’s employment with such current or former employer caused the employee to have contact with children, and request, either telephonically or through written communication, any information concerning whether there was a finding of abuse or neglect or sexual misconduct against such employee. Notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, such employer shall report to the contractor any such finding, either telephonically or through written communication. If the contractor receives any information indicating such a finding or otherwise receives any information indicating such a finding or otherwise has knowledge of such a finding, the contractor shall, notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, immediately forward such information to the district, either telephonically or through written communication. If the district receives such information, it shall determine whether such employee may work in a position involving direct student contact at any school in the district. No determination by the district that any such employee shall not work under any such contract in any such position shall constitute a breach of such contract.

H. Any applicant who knowingly provides false information or knowingly fails to disclose information required in subdivision (1) of subsection (A) of this section shall be subject to discipline by the district that may include

1. denial of employment, or
2. termination of the contract of a certified employee, in accordance with the provisions of Conn. Gen. Stat. § 10-151.

I. If the district provides information in accordance with paragraph I.A.2 or I.G of this policy, the district shall be immune from criminal and civil liability, provided the district did not knowingly supply false information.

J. Notwithstanding the provisions of Conn. Gen. Stat. § 10-151c and subsection (f) of Conn. Gen. Stat. § 31-51i, the district shall provide, upon request by another local or regional board of education, governing council of a state or local charter school, interdistrict magnet school operator, or supervisory agent of a nonpublic school for the purposes of an inquiry pursuant to paragraphs I.A.2 or I.G of this policy or to the Commissioner of Education pursuant to paragraph I.B of this policy any information that the district has concerning a finding of abuse or neglect or sexual misconduct by a subject of any such inquiry.

K. Prior to offering employment to an applicant, the district shall make a documented good faith effort to contact each current and any former employer (please note the definition of “former employer” employer above, including the applicable twenty year reporting period) of the applicant that was a local or regional board of education, governing council of a state or local charter school, interdistrict magnet school operator, or supervisory agent of a nonpublic school, or if the applicant’s employment with such current or former employer caused the applicant to

have contact with children in order to obtain information and recommendations that may be relevant to the applicant's fitness for employment. Such effort, however, shall not be construed to require more than three telephonic requests made on three separate days.

L. The district shall not offer employment to any applicant who had any previous employment contract terminated by a local or regional board of education, council of a state or local charter school, interdistrict magnet school operator, or a supervisory agent of a nonpublic school, or who resigned from such employment, if the person has been convicted of a violation of Conn. Gen. Stat. § 17a-101a, when an allegation of abuse or neglect or sexual assault has been substantiated.

II. DCF Registry Checks

Prior to hiring any person for a position with the district, the district shall require such applicant to submit to a records check of information maintained on the Registry concerning the applicant.

For any applicant whose current or most recent employment occurred out of state, the district shall request that the applicant provide the district with authorization to access information maintained concerning the applicant by the equivalent state agency in the state of most recent employment, if such state maintains information about abuse and neglect and has a procedure by which such information can be obtained. Refusal to permit the district to access such information shall be considered grounds for rejecting any applicant for employment.

The district shall request information from the Registry or its out of state equivalent promptly, and in any case no later than thirty (30) calendar days from the date of employment. Registry checks will be processed according to the following procedure:

- A. No later than ten (10) calendar days after the Superintendent or his/her designee has notified a job applicant of a decision to offer employment to the applicant, or as soon thereafter as practicable, the Superintendent or designee will either obtain the information from the Registry or, if the applicant's consent is required to access the information, will supply the applicant with the release form utilized by DCF, or its out of state equivalent when available, for obtaining information from the Registry.
- B. If consent is required to access the Registry, no later than ten (10) calendar days after the Superintendent or his/her designee has provided the successful job applicant with the form, the applicant must submit the signed form to DCF or its out of state equivalent, with a copy to the Superintendent or his/her designee. Failure of the applicant to submit the signed form to DCF or its out of state equivalent within such ten-day period, without good cause, will be grounds for the withdrawal of the offer of employment.
- C. Upon receipt of Registry or out-of-state registry information indicating previously undisclosed information concerning abuse or neglect investigations concerning the successful job applicant/employee, the Superintendent or his/her designee will notify the affected applicant/employee in writing of the results of the Registry check and will provide an opportunity for the affected applicant/employee to respond to the results of the Registry check.

D. If notification is received by the Superintendent or designee that that the applicant is listed as a perpetrator of abuse or neglect on the Registry, the Superintendent or designee shall provide the applicant with an opportunity to be heard regarding the results of the Registry check. If warranted by the results of the Registry check and any additional information provided by the applicant, the Superintendent or designee shall revoke the offer of employment and/or terminate the applicant's employment if he or she has already commenced working for the district.

III. Criminal Records Check Procedure

A. Each person hired by the district shall be required to submit to state and national criminal record checks within thirty (30) calendar days from the date of employment. Each person otherwise placed within a school under any public assistance employment program, employed by a provider of supplemental services pursuant to federal law or in a nonpaid, noncertified position completing preparation requirements for the issuance of an educator certificate, who performs a service involving direct student contact shall also be required to submit to state and national criminal record checks within thirty (30) calendar days from the date such worker begins to perform such service. Record checks will be processed according to the following procedure:*

1. No later than five (5) calendar days after the Superintendent or his/her designee has notified a job applicant of a decision to hire the applicant, or as soon thereafter as practicable, the Superintendent or his/her designee will provide the applicant with a packet containing all documents and materials necessary for the applicant to be fingerprinted by the Westport Police Department or another police department in the State of Connecticut. This packet shall also contain all documents and materials necessary for the police department to submit the completed fingerprints to the State Police Bureau of Identification for the processing of state and national criminal record checks. The Superintendent or his/her designee will also provide each applicant with the following notifications before the applicant obtains his/her fingerprints: (1) Agency Privacy Requirements for Noncriminal Justice Applicants; (2) Noncriminal Justice Applicant's Privacy Rights; (3) and the Federal Bureau of Investigation, United States Department of Justice Privacy Act Statement, all contained in the appendix to this policy.
2. No later than ten (10) calendar days after the Superintendent or his/her designee has provided the successful job applicant with the fingerprinting packet, the applicant must arrange to be fingerprinted by the Westport Police Department. Failure of the applicant to have his/her fingerprints taken within such ten-day period, without good cause, will be grounds for the withdrawal of the offer of employment.
3. Any person for whom criminal records checks are required to be performed pursuant to this policy must pay all fees and costs associated with the fingerprinting process and/or the submission or processing of the requests for criminal record checks.
4. Upon receipt of a criminal record check indicating a previously undisclosed conviction, the Superintendent or his/her designee will notify the affected applicant/employee in writing of the results of the record check and will provide an opportunity for the affected applicant/employee to respond to the results of the criminal record check. The affected

applicant/employee may notify the Superintendent or his/her designee in writing within five (5) calendar days that the affected/employee will challenge his/her criminal history record check. Upon written notification to the Superintendent or his/her designee of such a challenge, the affected applicant/employee shall have ten (10) calendar days to provide the Superintendent or his/her designee with necessary documentation regarding the affected applicant/employee's record challenge. The Superintendent or his/her designee may grant an extension to the preceding ten-day period during which the affected applicant/employee may provide such documentation for good cause shown.

5. Decisions regarding the effect of a conviction upon an applicant/employee, whether disclosed or undisclosed by the applicant/employee, will be made on a case-by-case basis. Notwithstanding the foregoing, the falsification or omission of any information on a job application or in a job interview, including but not limited to information concerning criminal convictions or pending criminal charges, shall be grounds for disqualification from consideration for employment or discharge from employment.
6. Notwithstanding anything in paragraph III.A.5 of this Policy, above, no decision to deny employment or withdraw an offer of employment on the basis of an applicant/employee's criminal history record shall be made without affording the applicant/employee the opportunities set forth in paragraph III.A.4 of this Policy, above.

B. Criminal Records Check for Substitute Teachers:

A substitute teacher who is hired by the district must submit to state and national criminal history record checks according to the procedures outlined above, subject to the following:

1. If the state and national criminal history record checks for a substitute teacher have been completed within one year prior to the date the district hired the substitute teacher, and if the substitute teacher arranged for such prior criminal history record checks to be forwarded to the Superintendent, then the substitute teacher will not be required to submit to another criminal history record check at the time of such hire.
2. If a substitute teacher submitted to state and national criminal history record checks upon being hired by the district, then the substitute teacher will not be required to submit to another criminal history record check so long as the substitute teacher is continuously employed by the district, that is, employed for at least one day of each school year, by the district, provided a substitute teacher is subjected to such checks at least once every five years.

IV. Sex Offender Registry Checks

School district personnel shall cross-reference the Connecticut Department of Public Safety's sexual offender registry prior to hiring any new employee. Registration as a sexual offender constitutes grounds for denial of employment opportunities.

V. Credit Checks

The district may also ask a prospective employee for a credit report for employment for certain district positions, where the district's receipt of a credit report is substantially related to the employee's potential job. Substantially related is defined to mean "the information contained in the credit report is related to the position for which the employee or prospective employee who is the subject of the report is being evaluated." Prior to asking for a credit report, the district will determine whether the position falls within one of the categories as described in this paragraph. The position must: (1) be a managerial position which involves setting the direction or control of the district; (2) involve access to employees' personal or financial information; (3) involve a fiduciary responsibility to the district, including, but not limited to, the authority to issue payments, collect debts, transfer money or enter into contracts; (4) provide an expense account or district debit or credit card; or (5) involve access to the district's nonfinancial assets valued at two thousand five dollars or more.

When a credit report will be requested as part of the employment process, the district will provide written notification to prospective employee regarding the use of credit checks. That notification must be provided in a document separate from the employment application. The notification must state that the district may use the information in the consumer credit report to make decisions related to the individual's employment.

The district will obtain consent before performing the credit or other background checks. If the district intends to take an action adverse to a potential employee based on the results of a credit report, the district must provide the prospective employee with a copy of the report on which the district relied in making the adverse decision, as well as a copy of "A Summary of Your Rights Under the Fair Credit Reporting Act," which should be provided by the company that provides the results of the credit check. The district will notify the prospective employee either orally, in writing or via electronic means that the adverse action was taken based on the information in the consumer report. That notice must include the name, address and phone number of the consumer reporting company that supplied the credit report; a statement that the company that supplied the report did not make the decision to take the unfavorable action and cannot provide specific reasons for the district's actions; and a notice of the person's right to dispute the accuracy or completeness of any information the consumer reporting company furnished, and to get an additional free report from the company if the person asks for it within sixty (60) calendar days.

VI. Notice of Conviction

If, at any time, the Board of Education receives notice of a conviction of a crime by (1) a person holding a certificate, authorization or permit issued by the State Board of Education, or (2) a person employed by a provider of supplemental services, the Board shall send such notice to the State Board of Education.

VII. School Nurses

School nurses or nurse practitioners appointed by, or under contract with, the Board of Education shall also be required to submit to a criminal history records check in accordance with the procedures outlined above.

VIII. Personal Online Accounts

For purposes of these Administrative Regulations, "personal online account" means any online account that is used by an employee or applicant exclusively for personal purposes and unrelated to any business purpose of the Board, including, but not limited to, electronic mail, social media and retail-based

Internet web sites. "Personal online account" does not include any account created, maintained, used or accessed by an employee or applicant for a business purpose of the Board.

A. During the course of an employment check, the Board may not:

1. request or require that an applicant provide the Board with a user name and password, password or any other authentication means for accessing a personal online account;
2. request or require that an applicant authenticate or access a personal online account in the presence of the Board; or
3. require that an applicant invite a supervisor employed by the Board or accept an invitation from a supervisor employed by the Board to join a group affiliated with any personal online account of the applicant.

B. The Board may request or require that an applicant provide the Board with a user name and password, password or any other authentication means for accessing:

1. any account or service provided by Board or by virtue of the applicant's employment relationship with the Board or that the applicant uses for the Board's business purposes, or
2. any electronic communications device supplied or paid for, in whole or in part, by the Board.

C. In accordance with applicable law, the Board maintains the right to require an applicant to allow the Board to access his or her personal online account, without disclosing the user name and password, password or other authentication means for accessing such personal online account, for the purpose of:

1. conducting an investigation for the purpose of ensuring compliance with applicable state or federal laws, regulatory requirements or prohibitions against work-related employee misconduct based on the receipt of specific information about activity on an applicant's personal online account; or
2. conducting an investigation based on the receipt of specific information about an applicant's unauthorized transfer of the Board's proprietary information, confidential information or financial data to or from a personal online account operated by an applicant or other source.

IX. Policy Inapplicable to Students Employed by the School District

A. This policy shall also not apply to a student employed by the local or regional school district in which the student attends school.

X. Falsification of Records.

Notwithstanding any other provisions of this policy, the falsification or omission of any information on a job application or in a job interview, including but not limited to information concerning abuse or neglect investigations or pending criminal applications, shall be grounds for disqualification from consideration for employment or discharge from employment.

Legal References: Conn. Gen. Stat. § 10-212

Conn. Gen. Stat. § 10-221d

Conn. Gen. Stat. § 10-222c

Conn. Gen. Stat. § 31-40x

Conn. Gen. Stat. § 31-51i

Conn. Gen. Stat. § 31-51tt

Public Act 17-68, “An Act Concerning Various Revisions and Additions to the Education Statutes.”

Public Act 17-220, “An Act Concerning Education Mandate Relief.”

Elementary and Secondary Education Act, reauthorized as the Every Student Succeeds Act, Pub. L. 114-95, codified at 20 U.S.C. § 1001 *et seq.*

Fair Credit Reporting Act, 15 U.S.C. § 1681 *et seq.*

ADOPTED: _____

WESTPORT PUBLIC SCHOOLS
Westport, Connecticut

Agency Privacy Requirements for Noncriminal Justice Applicants

Authorized governmental and non-governmental agencies/officials that conduct a national fingerprint-based criminal history record check on an applicant for a noncriminal justice purpose (such as a job or license, immigration or naturalization matter, security clearance, or adoption) are obligated to ensure the applicant is provided certain notice and other information and that the results of the check are handled in a manner that protects the applicant's privacy.

- Officials must provide to the applicant written notice¹ that his/her fingerprints will be used to check the criminal history records of the FBI.
- Officials using the FBI criminal history record (if one exists) to make a determination of the applicant's suitability for the job, license, or other benefit must provide the applicant the opportunity to complete or challenge the accuracy of the information in the record.
- Officials must advise the applicant that procedures for obtaining a change, correction, or updating of an FBI criminal history record are set forth at Title 28, Code of Federal Regulations (CFR), Section 16.34.
- Officials should not deny the job, license, or other benefit based on information in the criminal history record until the applicant has been afforded a reasonable time to correct or complete the record or has declined to do so.
- Officials must use the criminal history record solely for the purpose requested and cannot disseminate the record outside the receiving department, related agency, or other authorized entity.²

The FBI has no objection to officials providing a copy of the applicant's FBI criminal history record to the applicant for review and possible challenge when the record was obtained based on positive fingerprint identification. If agency policy permits, this courtesy will save the applicant the time and additional FBI fee to obtain his/her record directly from the FBI by following the procedures found at 28 CFR 16.30 through 16.34. It will also allow the officials to make a more timely determination of the applicant's suitability.

Each agency should establish and document the process/procedures it utilizes for how/when it gives the applicant notice, what constitutes "a reasonable time" for the applicant to correct or complete the record, and any applicant appeal process that is afforded the applicant. Such documentation will assist State and/or FBI auditors during periodic compliance reviews on use of criminal history records for noncriminal justice purposes.

If you need additional information or assistance, contact:

<p><u>Connecticut Records:</u> <u>Department of Emergency Services and Public Protection</u> <u>State Police Bureau of Identification (SPBI)</u> <u>1111 Country Club Road</u> <u>Middletown, CT 06457</u> <u>860-685-8480</u></p>	<p><u>Out-of-State Records:</u> <u>Agency of Record</u> <u>OR</u> <u>FBI CJIS Division-Summary Request</u> <u>1000 Custer Hollow Road</u> <u>Clarksburg, West Virginia 26306</u></p>
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¹ Written notification includes electronic notification, but excludes oral notification.

² See 5 U.S.C. 552a(b); 28 U.S.C. 534(b); 42 U.S.C. 14616, Article IV(c); 28 CFR 20.21(c), 20.33(d), 50.12(b) and 906.2(d).

Noncriminal Justice Applicant's Privacy Rights

As an applicant who is the subject of a national fingerprint-based criminal history record check for a noncriminal justice purpose (such as an application for a job or license, an immigration or naturalization matter, security clearance, or adoption), you have certain rights which are discussed below.

- You must be provided written notification³ by Westport Public Schools that your fingerprints will be used to check the criminal history records of the FBI.
- If you have a criminal history record, the officials making a determination of your suitability for the job, license, or other benefit must provide you the opportunity to complete or challenge the accuracy of the information in the record.
- The officials must advise you that the procedures for obtaining a change, correction, or updating of your criminal history record are set forth at Title 28, Code of Federal Regulations (CFR), Section 16.34.
- If you have a criminal history record, you should be afforded a reasonable amount of time to correct or complete the record (or decline to do so) before the officials deny you the job, license, or other benefit based on information in the criminal history record.⁴
- You have the right to expect that officials receiving the results of the criminal history record check will use it only for authorized purposes and will not retain or disseminate it in violation of federal statute, regulation or executive order, or rule, procedure or standard established by the National Crime Prevention and Privacy Compact Council.⁵
- If agency policy permits, the officials may provide you with a copy of your FBI criminal history record for review and possible challenge. If agency policy does not permit it to provide you a copy of the record, you may obtain a copy of the record by submitting fingerprints and a fee to the FBI. Information regarding this process may be obtained at <http://www.fbi.gov/about-us/cjis/background-checks>.
- If you decide to challenge the accuracy or completeness of your FBI criminal history record, you should send your challenge to the agency that contributed the questioned information to the FBI. Alternatively, you may send your challenge directly to the FBI at the same address as provided above. The FBI will then forward your challenge to the agency that contributed the questioned information and request the agency to verify or correct the challenged entry. Upon receipt of an official communication from that agency, the FBI will make any necessary changes/corrections to your record in accordance with the information supplied by that agency. (See 28 CFR 16.30 through 16.34.)

³ Written notification includes electronic notification, but excludes oral notification.

⁴ See 28 CFR 50.12(b).

⁵ See 5 U.S.C. 552a(b); 28 U.S.C. 534(b); 42 U.S.C. 14616, Article IV(c); 28 CFR 20.21(c), 20.33(d) and 906.2(d).

- [If you need additional information or assistance, please contact:](#)

<u>Connecticut Records:</u> <u>Department of Emergency Services and Public Protection</u> <u>State Police Bureau of Identification (SPBI)</u> <u>1111 Country Club Road</u> <u>Middletown, CT 06457</u> <u>860-685-8480</u>	<u>Out-of-State Records:</u> <u>Agency of Record</u> <u>OR</u> <u>FBI CJIS Division-Summary Request</u> <u>1000 Custer Hollow Road</u> <u>Clarksburg, West Virginia 26306</u>
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Federal Bureau of Investigation
United States Department of Justice
Privacy Act Statement

Authority: The FBI's acquisition, preservation, and exchange of fingerprints and associated information is generally authorized under 28 U.S.C. 534. Depending on the nature of your application, supplemental authorities include Federal statutes, State statutes pursuant to Pub. L. 92-544, Presidential Executive Orders, and federal. Providing your fingerprints and associated information is voluntary; however, failure to do so may affect completion or approval of your application.

Social Security Account Number (SSAN). Your SSAN is needed to keep records accurate because other people may have the same name and birth date. Pursuant to the Federal Privacy Act of 1974 (5 USC 552a), the requesting agency is responsible for informing you whether disclosure is mandatory or voluntary, by what statutory or other authority your SSAN is solicited, and what uses will be made of it. Executive Order 9397 also asks Federal agencies to use this number to help identify individuals in agency records.

Principal Purpose: Certain determinations, such as employment, licensing, and security clearances, may be predicated on fingerprint-based background checks. Your fingerprints and associated information/biometrics may be provided to the employing, investigating, or otherwise responsible agency, and/or the FBI for the purpose of comparing your fingerprints to other fingerprints in the FBI's Next Generation Identification (NGI) system or its successor systems (including civil, criminal, and latent fingerprint repositories) or other available records of the employing, investigating, or otherwise responsible agency. The FBI may retain your fingerprints and associated information/biometrics in NGI after the completion of this application and, while retained, your fingerprints may continue to be compared against other fingerprints submitted to or retained by NGI.

Routine Uses: During the processing of this application and for as long thereafter as your fingerprints and associated information/biometrics are retained in NGI, your information may be disclosed pursuant to your consent, and may be disclosed without your consent as permitted by the Privacy Act of 1974 and all applicable Routine Uses as may be published at any time in the Federal Register, including the Routine Uses for the NGI system and the FBI's Blanket Routine Uses. Routine uses include, but are not limited to, disclosures to: employing, governmental or authorized non-governmental agencies responsible for employment, contracting licensing, security clearances, and other suitability determinations; local, state, tribal, or federal law enforcement agencies; criminal justice agencies; and agencies responsible for national security or public safety.

Additional Information: The requesting agency and/or the agency conducting the application-investigation will provide you additional information pertinent to the specific circumstances of this

application, which may include identification of other authorities, purposes, uses, and consequences of not providing requested information. In addition, any such agency in the Federal Executive Branch has also published notice in the Federal Register describing any systems(s) of records in which that agency may also maintain your records, including the authorities, purposes, and routine uses for the system(s).

**Medical Health Insurance Fund
FY 17-18 Projections
with Claims Cash Draw Data as of April 30, 2018**

	FY 18 Projection	FY 18 Projection	Variance		
	Mar-17	Mar-18		5% Floor	Excess/(Shortfall)
Cash receipts					
General Fund Budget from line 210	13,447,595	13,447,595	-		
Other Fund Contributions	100,000	100,000	-		
Employee Contributions (Active)	3,058,383	3,055,442	(2,941) U		
Flex Spending Accounts	-	-	-		
Cobra Participants	49,397	62,736	13,339 F		
Retirees Self Insured	479,272	390,000	(89,272) U		
State Teachers Retirement (TRB)	115,000	114,636	(364) U		
Life Insurance Premiums	25,000	25,000	-		
Retirees Medicare Surround	492,000	580,000	88,000 F		
Other Contributions (FMLA, Retiree Life, etc.)	64,500	64,500	-		
Prescription Guarantee Adjustment	98,789	98,789	-		
Pharmacy Rebate	326,209	303,917	(22,292) U		
Total cash receipts	18,256,145	18,242,615	(13,530) U		
Cash disbursements					
Medical	12,060,244	13,319,455	1,259,211 U		
Prescription	2,649,308	2,414,417	(234,891) F		
Dental	1,145,136	1,088,000	(57,136) F		
Flex Spending Accounts	-	-	-		
Contribution to HSA	1,188,000	1,242,000	54,000 U		
Medical Administrative	388,214	398,940	10,726 U		
Network Access Fee	158,676	159,801	1,125 U		
Individual Stop-Loss	1,047,898	900,007	(147,891) F		
Dental Administrative	55,236	55,835	599 U		
FSA Administrative	2,000	2,000	-		
Consulting Fee	50,000	50,000	-		
ACA Related Fees	-	-	-		
PCORI Fee	4,279	4,279	-		
Retirees Medicare Surround	810,747	885,796	75,049 U		
Total cash disbursements	19,559,738	20,520,530	960,792 U		
Change in cash balance	(1,303,593)	(2,277,915)	974,322 U		
Beginning cash balance	2,034,188	2,034,188			
Insurance Fund Draw Down (budget)	(1,509,994)	(1,509,994)			
Insurance Fund Draw Down (YTD delta)	206,401	(767,921)	974,322		
Ending cash balance(deficit)-projection	730,595	(243,727)	-1.4%	\$ 841,094	\$ (1,084,820)
Less: Incurred but not reported claims	(968,308)	(1,300,000)	-7.7%		
Net Position(Deficit) end of year-projection	(237,713)	(1,543,727)	-9.2%		

Claims Cash Draw Against Insurance Fund Account

	Medical/Rx				Total	Avg. Monthly Claims (Med/Rx/Dental)	Variance	Avg. Monthly Claims-FY 17	
	Medical/Rx	Dental	Flex	Other				(Med/Rx/Dental)	Variance
Jul 2017	\$ 1,385,628	\$ 101,584	\$ 875	\$ -	\$ 1,488,087	\$ 1,487,212	\$	\$ 1,103,161	\$
Aug 2017	\$ 1,972,668	\$ 94,032	4,400	\$ -	\$ 2,071,100	\$ 1,776,956	\$ 289,744	\$ 1,426,306	\$ 323,145
Sept 2017	\$ 1,278,736	\$ 86,461	5,256	\$ -	\$ 1,370,454	\$ 1,639,703	\$ (137,253)	\$ 1,410,030	\$ (16,276)
Oct 2017	\$ 1,415,081	\$ 84,978	9,694	\$ -	\$ 1,509,753	\$ 1,604,792	\$ (34,911)	\$ 1,375,645	\$ (34,385)
Nov 2017	\$ 943,015	\$ 70,196	\$ 11,290	\$ -	\$ 1,024,500	\$ 1,486,476	\$ (118,316)	\$ 1,304,202	\$ (71,442)
Dec 2017	\$ 1,279,050	\$ 76,462	7,954	\$ -	\$ 1,363,466	\$ 1,464,648	\$ (21,827)	\$ 1,291,690	\$ (12,512)
Jan 2018	\$ 1,088,143	\$ 84,443	10,391	\$ -	\$ 1,182,977	\$ 1,422,925	\$ (41,723)	\$ 1,256,863	\$ (34,828)
Feb 2018	\$ 1,249,143	\$ 84,142	5,735	\$ -	\$ 1,339,020	\$ 1,411,720	\$ (11,205)	\$ 1,260,538	\$ 3,675
Mar 2018	\$ 1,326,680	\$ 91,969	16,833	\$ -	\$ 1,435,482	\$ 1,412,490	\$ 770	\$ 1,274,606	\$ 14,068
Apr 2018	\$ 1,038,404	\$ 91,802	13,136	\$ -	\$ 1,143,341	\$ 1,384,262	\$ (28,228)	\$ 1,257,506	\$ (17,100)
	\$ 12,976,546	\$ 866,069	85,564	\$ -	\$ 13,928,180				
YTD/Estimate	82.5%	79.6%	n/a	n/a					
Theoretical YTD Spend Rate	83.3%	83.3%	n/a	n/a					
variance %	-0.9%	-3.7%							
variance \$	\$ (135,014)	\$ (40,597)							
FY18 Projection (Oct-17):	\$ 15,733,872	1,088,000							
YTD Expense:	\$ (12,976,546)	\$ (866,069)	\$ 10,863,359						
Balance available to June 30:	\$ 2,757,326	\$ 221,931							
Average remaining monthly allowance:	\$ 1,378,663	+ \$ 110,965	= 1,489,628						