

WESTPORT BOARD OF EDUCATION

REVISED AGENDA*

(Agenda Subject to Modification in Accordance with Law)

PUBLIC SESSION/PLEDGE OF ALLEGIANCE

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

RECOGNITION OF CANDICE SAVIN, KAREN KLEINE, ELAINE WHITNEY, AND JEANNIE SMITH

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

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

MINUTES: November 1 and 10, 2021

DISCUSSION

- | | | |
|---|---------|-----------------------|
| 1. Health Report | | Ms. Suzanne Levasseur |
| 2. NESDEC Enrollment Projections, <i>pages 3-30</i> | (Encl.) | Dr. Karen LeDuc |
| 3. Finance and Facilities Committee Report | | Ms. Elaine Whitney |

DISCUSSION/ACTION

- | | | |
|--|---------|--------------------|
| 1. Carryover Fund Memorandum of Agreement, <i>pages 31-32</i> | (Encl.) | Mr. Elio Longo |
| 2. Gifts, <i>pages 33-34</i> | (Encl.) | Mr. Thomas Scarice |
| 3. Second Reading of the following: | (Encl.) | Ms. Lee Goldstein |
| <ul style="list-style-type: none">• Policy 4152.6, "FMLA" (new), <i>pages 35-39</i>• Policy 3524.1, "Pesticide Application on School Property" (new), <i>pages 40-411</i>• Policy 5131.911, "Bullying" (revision), <i>pages 42-45</i>• Policy 5131.912, "Safe School Climate" (revision), <i>pages 46-54</i>• Policy 3510, "Policy Regarding Maintenance of School Facilities and Compliance with Environmental, Health, and Safety Requirements" (new), <i>pages 55-56</i>• Policy 6162.51, "Survey of Students/Student Privacy" (new), <i>pages 57-64</i> | | |
| 4. Creation of Special Committee to Address Grievance of Non-Certified Staff Members | | Ms. Candice Savin |

ADJOURNMENT

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

PUBLIC PARTICIPATION WELCOME USING THE FOLLOWING GUIDELINES:

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



WESTPORT PUBLIC SCHOOLS

THOMAS SCARICE
Superintendent of Schools

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To: Westport Board of Education Members
From: Thomas Scarice, Superintendent of Schools
Re: November 15, 2021 Board of Education Meeting
Date: November 12, 2021

Provided below for Board consideration is an overview of the meeting agenda items for November 15, 2021. The meeting will be held in-person.

Discussion

1. Health Update

An announcement was made regarding the relaxing of most of our mitigating measures last week. Our current rates per 100,000 people in Fairfield County have dropped, and held steady, at rates we experienced in May and June. Supervisor of Health Services, Sue Levasseur, will share new information related to infection rates, as well as updates related to our vaccination clinics for ages 5-11 and booster shots for staff.

2. NESDEC Enrollment Projections

Enrollment projections are a key driver in the short, and long-term, planning of the district. Enrollment impacts the overall budget, as well as programming, staffing, facilities master planning, among other key components, of the district. With the uncertainty of enrollment projections as a result of Covid, the administration has recommended seeking enrollment projections from two separate agencies again this year. The first of these presentations is Monday night and will be provided by an agency used by many school districts in the state, the New England School Development Council (NESDEC).

Dr. Karen LeDuc of NESDEC will join the Board and present enrollment projections beyond the current school year. Her presentation will describe the methodology NESDEC uses in making its projections as well as school by school projections in the years ahead. Dr. LeDuc will provide a detailed analysis of these projections. However, John Bayers, Assistant Superintendent for Human Resources and General Administration, has provided some initial observations based on the data Dr. LeDuc has shared this information in advance of the meeting for the Board (see attached memo).

The NESDEC enrollment projection data shows a potential enrollment decrease over the next three years. This is due in large part to the smaller elementary cohorts from prior years making their way up through the middle schools and high school. Yet, an increase is anticipated at the elementary level. While these projections may prove to be true, the impact of any declining enrollment must be viewed through the context of all educational programs across the system, K-12.

The pandemic has clearly impacted enrollment trends, presenting a challenge in projections. For instance, as John illustrates, CES had 19 sections in FY 19 and GFS had 18 sections in FY 20. Both schools have the potential to reach 24 sections in FY 23, numbers last seen nearly 10 years prior. Additionally, LLS and SES are also seeing increases and KHS continues to remain steady with a consistent number of sections. LLS welcomed in 40 more students than projected for this year, and SES added 30 students that were not projected.

A subsequent presentation and analysis will be provided by Mike Zuba (formerly of Milone and MacBroom) and his firm, SLAM Collaborative. Milone and MacBroom, a name familiar to Board members and the community, has joined with SLR consulting, and is no longer developing enrollment projections. We anticipate receiving the information from SLAM collaborative soon and will provide an update for the Board shortly after.

3. Finance and Facilities Committee Report

The Finance and Facilities Committee met Friday morning and will provide an update on their discussions.

Discussion /Action

1. Carryover Fund Memorandum of Agreement

Connecticut General Statute provides for Boards of Education to carry unexpended funds, up to two percent of the overall budget, into the subsequent fiscal year. Historically, the Board of Education and the Board of Finance have agreed to terms of managing and directing the provision of these funds through a memorandum of agreement.

The Memorandum of Agreement, dated August 31, 2015, by and between the Board of Education and the Board of Finance establishing the BOE Carryover Account, sets the BOE deposit notification "not later than the date by which the request can be placed on the agenda of a public meeting of the Board of Finance to be held prior to August 31."

Absent a special meeting call, the Board of Finance meets monthly during the first week of the month (regular calendar). The "prior to August 31" deadline in effect limits the deadline to the first week of August. Extending the deadline to September 15 allows our Chief Financial Officer, Elio Longo, the additional time needed to close out the prior fiscal year and report an unexpended balance with greater certainty.

Although the statute changed the overall amount that can be deposited in unexpended funds from one percent, to two percent, since the initial establishment of this agreement, it is recommended to maintain the current one percent cap on the deposited amount of unexpended funds.

2. Gifts

The Board is being asked to accept a donation in the amount of \$2,915.99 from the Staples High School PTA for the purposes of funding homecoming activities.

3. Second Reading of Policies

Policy Committee members Karen Kleine and Lee Golstein, and Assistant Superintendent of Human Resources and General Administration, John Bayers, will present the following policies for a second reading:

- Policy 4152.6, "FMLA"
- Policy 3524.1, "Pesticide Application on School Property"
- Policy 5131.911, "Bullying"
- Policy 5131.912, "Safe School Climate"
- Policy 3510, "Policy Regarding Maintenance of School Facilities and Compliance with Environmental, Health, and Safety Requirements"
- Policy 6162.51, "Survey of Students/Student Privacy"



WESTPORT PUBLIC SCHOOLS

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To: Thomas Scarice, Superintendent

From: John Bayers, Assistant Superintendent for Human Resources & General Administration

Subject: Preliminary Enrollment Projections FY23

Date: November 11, 2021

Dr. Karen LeDuc of the New England School Development Council (NESDEC) will join us at the November 15, 2021, Board of Education meeting to present enrollment projections beyond the current school year. Her presentation will describe the methodology NESDEC uses in making its projections as well as school by school projections in the years ahead. Dr. LeDuc will provide a detailed analysis, but I have some initial observations based on the data she has shared in advance of the meeting.

The NESDEC enrollment projection data shows a potential enrollment decrease over the next three years. This is due in large part to the smaller elementary cohorts from prior years making their way up through the middle schools and high school. While these projections may prove to be true, the impact of declining enrollment must be viewed through the context of our educational programs across the levels.

The high school continues to provide a varied selection of courses and programs for our students. While the high school has seen an enrollment decline in recent years, requests by students and families for a robust course catalog have not decreased. Yet, even with these demands, the high school has reduced over 6.5 teachers in the core and encore subject areas since FY 18 and significant concerns exists that further reductions could continue to alter course and program options for future students.

Fluctuations in enrollment at the middle school level have the least impact on our team model for core classes. CMS has maintained two teams at each grade level and BMS has three teams at each grade level. However, the middle schools have reduced the number of encore teachers since FY 18 by 5.5. Despite short term projected enrollment reductions at these schools, the long term trend is to increase the number of students. As is similar with the high school, any further reductions could impact programing for our students.

With respect to the elementary schools, our overall number of sections saw typical fluctuations of one to two sections each year from 2017-2020. This pattern was in line with enrollment projections prior to the onset of the Covid-19 pandemic. In the two years since we have seen a dramatic increase in the number of elementary sections from a low in 2020 of 110 sections to our current total of 118 sections. Preliminary projections have our numbers remaining flat for the 2022-2023 school year.

To illustrate the impact of the pandemic on particular schools, CES had 19 sections in FY 19 and GFS had 18 sections in FY 20. Both schools have the potential to reach 24 sections in FY 23,

numbers last seen nearly 10 years prior. LLS and SES are also seeing increases and KHS continues to remain steady with a consistent number of sections.

Total Elementary Sections K-5			
Fiscal Year	Projected	Actual	+/-
2017	117	117	--
2018	116	114	-2
2019	112	113	+1
2020	112	110	-2
2021	108	115	+7
2022	112	118	+6
2023	118	TBD	--

As noted above, the projections we received from NESDEC are a preliminary source of data for our work on the FY 23 budget. Additional demographic information is being developed by Mike Zuba and his new firm, SLAM Collaborative. Milone and MacBroom, which has joined with SLR consulting, is no longer developing enrollment projections. We anticipate receiving the information from SLAM collaborative soon and will provide an update for the Board shortly after.



2021-22 Enrollment Projections

TO: Mr. Thomas Scarice, Superintendent, Westport Public Schools, Westport, CT
FROM: Karen L. LeDuc, Ph.D.
DATE: November 9, 2021
RE: Enrollment Projections

The global pandemic continues to influence our nation's public health and economic stability in unpredictable ways. As such, it is still too early to identify many of the factors that could impact school enrollments. Over the past school year, we have seen fluctuations in the real estate market and job trends, which have impacted student attendance patterns. Moreover, during the past school year, we have seen how school enrollment patterns can differ substantially from one district to another, with some districts losing students while others experience an influx of students.

We are pleased to send you the enclosed documents displaying the past, present, and projected enrollments for the Westport School District. These ten-year projections are designed to provide Westport with yearly, up-to-date enrollment information that can be used by boards and administrators for effective planning and allocation of resources. Included in this report are graphs representing historical and projected grade-by-grade enrollments for the district. New this year, we have added graphs that highlight historical and projected enrollments in grade combinations. We have received the figures given to us by the district and we assume that the method of collecting the enrollment data has been consistent from year to year. NESDEC's enrollment projection from fall of 2020 fell within +50 students of the actual K-12 enrollment total for fall 2021 (5,185 students projected vs. 5,235 enrolled). In grades K-5, 2,244 students were projected vs. 2,329 enrolled. This variance of +85 students at this grade level may be due in part to "move ins" of families to Westport because of the pandemic, with a +62 variance at kindergarten, where 338 students were projected vs. 400 enrolled. In grades 6-8, 1,199 students were projected vs. 1,189 and in grades 9-12, 1,742 students were projected vs. 1,717 enrolled.

Enrollment Projection Analysis: Over the next three years, K-5 enrollments are forecast to increase by a total of +9 students, Grades 6-8 enrollments are projected to decrease by -12 students, and Grades 9-12 are projected to decrease by about -140 pupils, all within the next three years, as the classes move up the grades. Enrollment projections are more reliable in Years #1-4 in the future and less reliable in the "out-years," as many factors may change. The longer-term future is better viewed as a prediction that may change due to fluctuating real estate conditions.

That longer-term future also will be affected by the number of babies yet to be born. It is quite likely that the birth numbers will increase slightly as new families move in. As the pandemic economy shifts, additional migration of families may occur into Westport. Building permits have begun to stabilize, see the “Additional Data” table. See the “reliability of projections” section for more details. The birth numbers used in the projections, through 2018, are from the CT Department of Public Health. Any “provisional” numbers reflect a total that is preliminary. Any “estimated” numbers are created using a rolling five-year average, which NESDEC has found to be the most accurate method of estimation. Local clerks have up-to-date information on local births, but do not have access to the number of Westport residents born out-of-state, information which will eventually become known to the CT DPH Vital Statistics Department. Regardless, it is quite possible that real estate turnover will have increased further, bringing in additional new families: see the “Projections” page.

NESDEC has found that the following factors are relevant to the analysis of your Enrollment Projections.

Hidden Trends Within the District

The two factors now at work that will have the greatest effect upon future enrollments are: (1) a decreasing number of births to Westport residents and (2) an expected continuation of the in-migration of families.

Births: The analysis of births as they relate to kindergarten is important to consider as it constitutes the potential enrollment pool for kindergarten. The students currently in Grades 1-10 were born during a period when Westport was averaging 187 births per year. More recently, and expected over the next 6-7 years, Westport now is averaging about 162 births per year, about -25 fewer births per year than previously. The relationship between Westport births and Kindergarten enrollments is displayed on the B-K graph and the B-K experience table, which tracks over forty years of B-K data. Of note, Westport continues to experience an increased number of “net move-ins” of families with kindergarten students. Kindergarten enrollments over the last five years has experienced a range of 331-400 students. Kindergarten is one of the more difficult grades to project, as the projection is based upon birth data recorded five years earlier and is influenced by new families moving to Westport.

In- or Out-Migration of Students: Like many nearby communities, Westport continues to experience fluctuations in enrollment and in-migration in Grades 1-8. There are additional trends and countertrends to consider. More so than other grade levels, **Grades 1-8 in most districts, taken as a group, tend to be relatively stable in numbers.** Grades 9-12 are excluded from the calculation, as in many communities there tends to be additional fluctuation for reasons having little to do with students moving in/out of the community. Regarding the Grade 1-8 enrollment stability, if last year the Grade 1-7 total was 2,700 children, if no one moved in or out, this fall’s Grades 2-8 would equal about 2,700 – the same cohort of children. Because Grades 1-8 tend to be the most stable in total K-12 enrollment, these Grades 1-8 are potential places to discover “hidden trends” that otherwise might go unnoticed and provide a useful yardstick by which to measure a district’s tendency toward in-/out-migration. In the case of Westport, we know that the district had been experiencing an in-migration of school-age children (with increases in 7 out of 8 years, leading to a net increase averaging +40 students). Of note, for the School Year 2020-21 there were a total of 101 “move ins” to

this grade span. The presence of in-migration in Grades 1-8 would be evidence of the complexity of enrollments in these unsettled economic times. Analysis of these hidden trends can provide an additional benchmark by which to assess enrollment trends.

Forecasting Kindergarten and Grade 9: The two most difficult grades to forecast in all districts are Kindergarten and Grade 9. The latter is difficult to anticipate, as there are so many options for Grade 9, vocational or agricultural schools, private or parochial non-public schools, etc. Kindergarten can be difficult to project based upon births alone, especially in a changing real estate market like Westport at the present time, as many districts have large numbers of “net move-ins/move-outs” who are ages 1-4. Some districts take extra steps to track 3- and 4-year-olds with a local census, or report to NESDEC the known number of 4-year-olds in local pre-schools/nursery schools that typically enroll Kindergarten in the district. Knowing this information helps NESDEC to project Kindergarteners more reliably, as does data from the Kindergarten Screening in districts, which also tracks 3- and 4-year-old siblings (or neighbors) at that time. Westport’s in-migration of residents remains an important variable in the new class of Kindergarteners each year and is well worth tracking in order to periodically update the estimated number of newly arrived children. The more data that is sent to NESDEC regarding the incoming Kindergarten class, the greater the chance that enrollment surprises will be minimized.

Trends in Real Estate Sales: Every day across America, 10,000 “Baby Boomers” celebrate their 65th birthdays, a phenomenon which will continue for the next 8 years. New England has a disproportionately large share of these senior citizens, many of whom had planned to “downsize” their living arrangements, yet postponed putting homes on the market due to the Great Recession. Millennials, many of whom postponed home buying, are now purchasing homes in record numbers. School enrollments are influenced strongly by the number of real estate sales, as these contribute to new families moving into many districts. In over 80% of districts, the number of real estate sales is 4-5 times larger than the number of building permits for new residential construction. **Thus, the number of real estate sales often is a more important factor than the number of building permits.** The global economy continues to be somewhat unsettled, yet NESDEC has assumed that there will be increasing economic stability on the national and regional levels. In the case of Westport, an average of 498 single-family homes were being sold annually in 2001-2007 “on the bubble” prior to the 2008 Recession, a pace which slowed to only an average of 334 sales for 2008-12. An average of 404 single-family homes were sold annually in 2013-2020. Of note, 584 single-family homes were sold in 2020, an increase of 286 single-family homes from the previous year, the highest number of sales over the last 20 years. The number of homes sold through August of 2021 (427 single-family homes) is on a pace that could reach 500 by year’s end. The median sales price for single-family homes has ranged from \$963,500 - \$1,275,000 for the past 10 years and is currently \$1,465,000 through August 2021. An average of 30 condo units was being sold annually over the past ten years. The median sales prices for condo units have ranged from \$508,000 - \$ 707,000, and through August 31, 2021, the condo median sales price has been \$672,750 (data source: The Warren Group).

Analyzing Your Enrollment

1. After the "YEAR" column can be found the "BIRTHS" column. The number of births to residents for each of eleven years is displayed. Note any trends, e.g., have births been decreasing? increasing? leveling off? Kindergarten and Grade 1 enrollments normally are quite responsive to these fluctuations.
2. Look **down** the K and 1 columns, noting the direction of the trend. This affords a comparison of these classes over a ten-year period. Add the K and Grade 1 enrollments of the first school year recorded and compare them with the sum of the current K and Grade 1 enrollments.
3. Take the first K class and follow it diagonally to trace its movement to Grade 1, 2, etc. up to its current 10th grade status. This comparison (which can be accomplished for other classes also) gives some measure of the effects of migration in your school district. If a sixth grade class today is larger than it was as a K class six years ago, then net in-migration probably has occurred; if it is smaller, then net out-migration probably has occurred.
4. Compare each K class with the previous year's graduating class. Note which is larger and by what amount one surpasses the other. Larger graduating classes generally reflect declining enrollments; larger K classes generally indicate increasing enrollments.
5. In the "Grade Combinations" section, note the trends of elementary, middle school and high school enrollments. A significant and consistent trend in these summaries usually results in the corresponding trend for projected enrollments. If enrollments are leveling off in the elementary grades after a period of decline, then the secondary enrollments might be expected to continue to decline for several years until the leveling off experience has had time to take hold at the secondary grades.

Using This Information Electronically

If you would like to extract the information contained in this report for your own documents or presentations, you can use screenshots, which can be inserted into PowerPoint slides, Word documents, etc. Because screenshots create graphics, the image is not editable. Please feel free to contact us if you need assistance in this matter, by phone (508-481-9444) or by email (ep@nesdec.org).



New England School Development Council

**Westport Public Schools
Westport, CT
November 15, 2021
Board of Education Presentation
2021-22 Enrollment Projections**

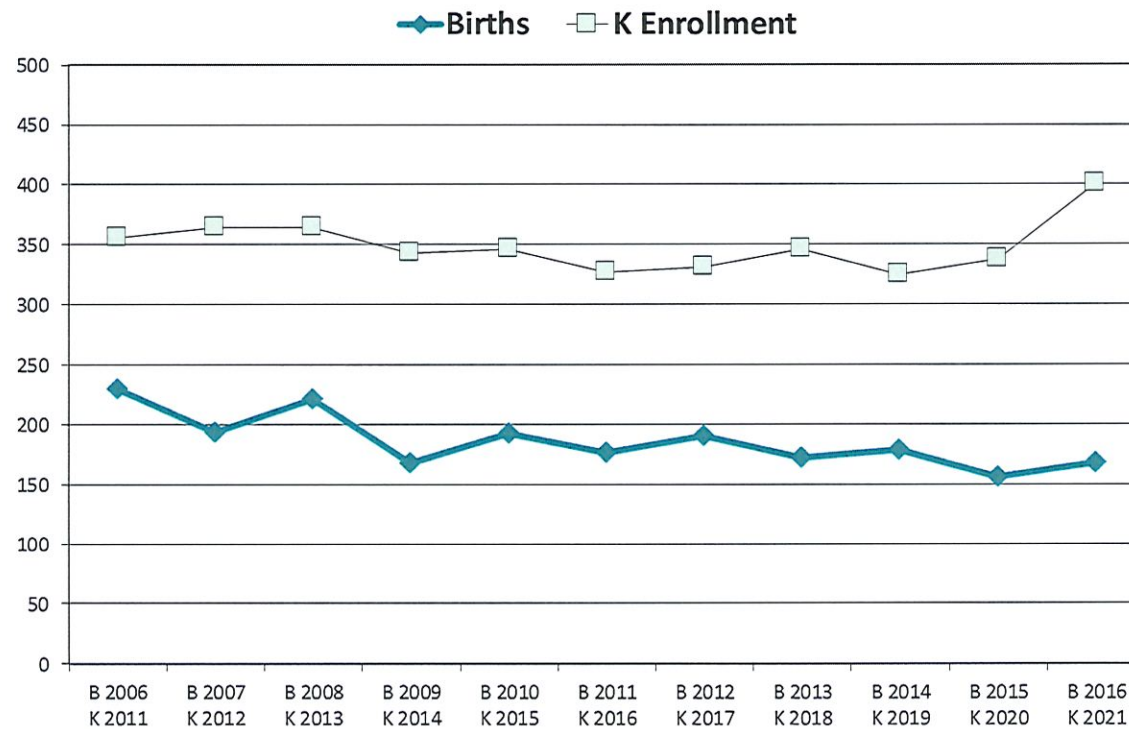
Factors that influence enrollment projections

- Birth to Kindergarten ratios
- In-migration of students in Grades 1-8
- Real estate sales

Birth to Kindergarten

- Analysis of births as they relate to Kindergarten is important to consider as it is a potential pool of future students
 - Over the past ten years, Westport was averaging 187 births per year
 - Westport is now averaging 162 births per year, -25 fewer births
 - Westport continues to experience an increased number of net “move-ins” of families with Kindergarten students, see slide 5
 - Over the past ten years, Westport has experienced 125+ net ‘move-ins’ of Kindergarten students

Birth-to-Kindergarten Relationship



Westport, CT Birth-to-Kindergarten Experience

40 Years of Westport's Birth-to-Kindergarten Experience

Birth Year	Westport Births	Kind. Year	# in Kind.	Net Move-in's	Birth-K Ratio	Birth Year	Westport Births	Kind. Year	# in Kind.	Net Move-in's	Birth-K Ratio
1977	156	1982-83	138	-18	0.88	1997	326	2002-03	385	59	1.18
1978	148	1983-84	139	-9	0.94	1998	309	2003-04	369	60	1.19
1979	162	1984-85	150	-12	0.93	1999	314	2004-05	375	61	1.19
1980	163	1985-86	191	28	1.17	2000	339	2005-06	415	76	1.22
1981	169	1986-87	180	11	1.07	2001	284	2006-07	380	96	1.34
1982	141	1987-88	167	26	1.18	2002	300	2007-08	370	70	1.23
1983	171	1988-89	205	34	1.2	2003	306	2008-09	408	102	1.33
1984	204	1989-90	254	50	1.25	2004	264	2009-10	377	113	1.43
1985	197	1990-91	241	44	1.22	2005	265	2010-11	393	128	1.48
1986	223	1991-92	293	70	1.31	2006	230	2011-12	356	126	1.55
1987	263	1992-93	309	46	1.17	2007	194	2012-13	364	170	1.88
1988	249	1993-94	318	69	1.28	2008	221	2013-14	364	143	1.65
1989	270	1994-95	350	80	1.3	2009	168	2014-15	343	175	2.04
1990	284	1995-96	391	107	1.38	2010	192	2015-16	346	154	1.80
1991	276	1996-97	402	126	1.46	2011	176	2016-17	327	151	1.86
1992	290	1997-98	390	100	1.34	2012	190	2017-18	331	141	1.74
1993	357	1998-99	431	74	1.21	2013	172	2018-19	346	174	2.01
1994	299	1999-00	411	112	1.37	2014	179	2019-20	325	146	1.82
1995	366	2000-01	428	62	1.17	2015	156	2020-21	338	182	2.17
1996	357	2001-02	418	61	1.17	2016	168	2021-22	400	232	2.38

125+ "Net Move-In's" in red

In-migration of students

- Many districts experience new families moving to the district
- Westport has seen an increase of new families with school-aged children enrolling in Grades 1-8
 - Over the past 8 years, Westport has averaged +40 net “move-ins” of students
 - SY 20-21, +101 net “move-ins” occurred

Impact of real estate sales on enrollment

- Continued strong sales of single-family home sales in Westport has a positive impact on enrollment
 - An average of 404 single-family homes were sold annually in 2013-20
 - Of note, in 2020, 584 single-family homes were sold
 - Through August 2021, 427 single-family homes were sold
 - The median sales price has ranged from \$963,500 - \$1.275,000 and is currently \$1,465,000 through August 2021

- Source: The Warren Group



Projected Enrollment

School District: Westport, CT

11/2/2021

Enrollment Projections By Grade*																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2016	168	2021-22	73	400	389	370	387	414	369	419	369	401	410	417	436	454	0	5235	5308
2017	154	2022-23	74	327	438	409	378	398	415	372	411	369	402	408	413	433	0	5173	5247
2018	153	2023-24	75	325	358	461	418	389	399	418	365	411	370	400	404	410	0	5128	5203
2019	148	2024-25	76	314	356	377	471	430	390	402	410	365	412	368	396	401	0	5092	5168
2020	187	(prov.) 2025-26	77	397	344	374	385	484	431	393	394	410	366	410	364	393	0	5145	5222
2021	162	(est.) 2026-27	78	344	435	362	382	396	486	435	385	394	411	364	406	361	0	5161	5239
2022	161	(est.) 2027-28	79	341	377	457	370	393	397	490	426	385	395	409	361	403	0	5204	5283
2023	162	(est.) 2028-29	80	344	373	396	467	380	394	400	480	426	386	393	405	358	0	5202	5282
2024	164	(est.) 2029-30	81	348	377	392	405	480	381	397	392	480	427	384	389	402	0	5254	5335
2025	167	(est.) 2030-31	82	355	381	396	401	416	482	384	389	392	481	425	380	386	0	5268	5350
2026	163	(est.) 2031-32	83	346	389	401	405	412	417	486	376	389	393	478	421	377	0	5290	5373

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births

Based on children already born

Based on students already enrolled

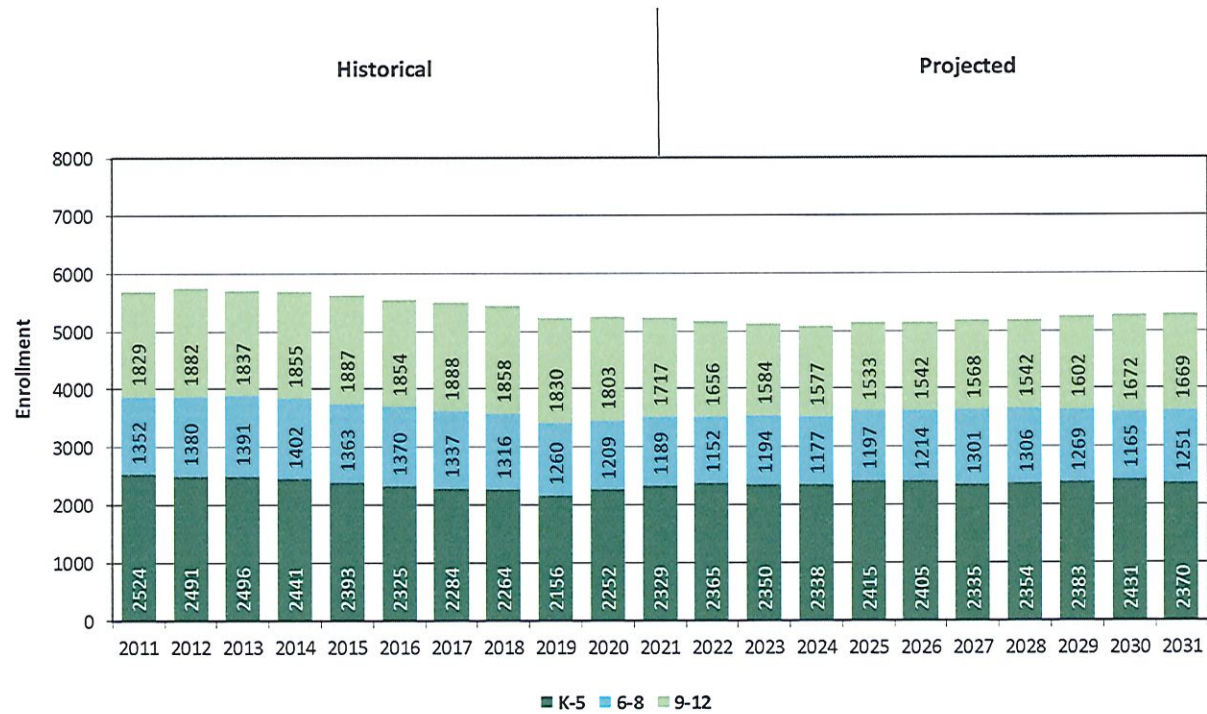
*Birth data provided by Public Health Vital Records Departments in each state.

Projected Enrollment in Grade Combinations*									
Year	PK-5	K-5	PK-8	K-8	5-8	6-8	7-8	6-12	9-12
2021-22	2402	2329	3591	3518	1558	1189	770	2906	1717
2022-23	2439	2365	3591	3517	1567	1152	780	2808	1656
2023-24	2425	2350	3619	3544	1593	1194	776	2778	1584
2024-25	2414	2338	3591	3515	1567	1177	775	2754	1577
2025-26	2492	2415	3689	3612	1628	1197	804	2730	1533
2026-27	2483	2405	3697	3619	1700	1214	779	2756	1542
2027-28	2414	2335	3715	3636	1698	1301	811	2869	1568
2028-29	2434	2354	3740	3660	1700	1306	906	2848	1542
2029-30	2464	2383	3733	3652	1650	1269	872	2871	1602
2030-31	2513	2431	3678	3596	1647	1165	781	2837	1672
2031-32	2453	2370	3704	3621	1668	1251	765	2920	1669

Projected Percentage Changes			
Year	K-12	Diff.	%
2021-22	5235	0	0.0%
2022-23	5173	-62	-1.2%
2023-24	5128	-45	-0.9%
2024-25	5092	-36	-0.7%
2025-26	5145	53	1.0%
2026-27	5161	16	0.3%
2027-28	5204	43	0.8%
2028-29	5202	-2	0.0%
2029-30	5254	52	1.0%
2030-31	5268	14	0.3%
2031-32	5290	22	0.4%
Change	55		1.1%

*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.

Historical & Projected Enrollments in Grade Combinations



What do the projections tell us?

- Over the next three years:
 - A stabilization of K-5 enrollments, with increases in the next three years
 - Grades 6-8 enrollments are projected to decrease moderately
 - Grades 9-12 enrolments are projected to decrease, as students move through the grades

Additional Data

Building Permits Issued (Source: HUD)		
Year	Single-Family	Multi-Units
2011	72	0
2017	65 + 76 demol.	58 Studios+36 1BR
2018	58 + 40 demol.	12 TH 2BR+16 apts.
2019	52 + 52 demol.	0
2020	56	32
2021	53 to date	0 to date

Enrollment History*		
Year	Career-Tech 9-12 Total	Non-Public K-12 Total
2011-12	n/a	n/a
2017-18	n/a	470
2018-19	n/a	n/a
2019-20	n/a	503
2020-21	n/a	540
2021-22	2	543

Residents in Non-Public Independent and Parochial Schools (General Education)*														
Enrollments as of Oct. 1	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	43	17	23	28	26	22	49	48	65	66	44	62	50	543

K-12 Home-Schooled Students*	
2021	6

K-12 Residents in Charter or Magnet Schools, or Choiced-out*	
2021	n/a

K-12 Special Education Outplaced Students*	
2021	38

K-12 Tuitioned-In, Choiced-In, & Other Non-Residents*	
2021	111

*The above data were provided by the district, with the exception of building permit data (provided by HUD).

"n/a" signifies that information was not provided by District.

School-by-School Projections

Projections assume no changes in method of assigning students to schools.

District projections are more reliable than School-by-School projections due to larger numbers of students in the cohort ("N").

SBS totals may differ slightly from District projections due to rounding of numbers.

District and SBS projections are more reliable for Years 1-5 and less reliable in the "out-years."



School-by-School Projections

SCHOOL: Coleytown Elementary School

DATE: 11/2/2021

NESDEC HISTORICAL AND PROJECTED ENROLLMENTS

BIRTH YEAR	DISTRICT BIRTHS		SCHOOL YEAR	K	1	2	3	4	5	K-5 TOTAL
2012	190		2017-18	60	53	68	59	65	71	376
2013	172		2018-19	63	66	58	67	56	71	381
2014	179		2019-20	72	68	70	58	66	57	391
2015	156		2020-21	70	73	79	73	61	67	423
2016	168		2021-22	76	77	76	74	79	64	446
2017	154		2022-23	67	83	81	77	76	79	464
2018	153		2023-24	67	73	87	82	79	76	465
2019	148		2024-25	65	73	77	89	85	80	467
2020	187	(prov.)	2025-26	82	70	76	78	91	85	482
2021	162	(est.)	2026-27	71	89	74	77	80	92	483
2022	161	(est.)	2027-28	70	77	93	75	79	80	475
2023	162	(est.)	2028-29	71	76	80	95	77	80	479
2024	164	(est.)	2029-30	72	77	80	82	97	77	485

Projections assume no changes in method of assigning students to schools. District projections are more reliable than School-by-School projections due to larger numbers of students in the cohort ("N"). SBS totals may differ slightly from District projections due to rounding of numbers. District and SBS projections are more reliable for Years 1-5 and less reliable in the "out-years."



School-by-School Projections

SCHOOL: Greens Farms Elementary School

DATE: 11/2/2021

NESDEC HISTORICAL AND PROJECTED ENROLLMENTS

BIRTH YEAR	DISTRICT BIRTHS		SCHOOL YEAR	K	1	2	3	4	5	K-5 TOTAL
2012	190		2017-18	54	70	63	64	86	85	422
2013	172		2018-19	61	60	68	67	65	82	403
2014	179		2019-20	59	62	63	65	71	61	381
2015	156		2020-21	72	67	68	69	69	73	418
2016	168		2021-22	80	82	69	72	68	66	437
2017	154		2022-23	65	87	86	70	74	68	450
2018	153		2023-24	64	70	91	87	72	74	460
2019	148		2024-25	62	70	74	93	89	73	461
2020	187	(prov.)	2025-26	79	68	73	75	95	90	480
2021	162	(est.)	2026-27	68	86	71	75	77	96	472
2022	161	(est.)	2027-28	68	74	90	72	77	77	458
2023	162	(est.)	2028-29	68	73	78	91	74	77	461
2024	164	(est.)	2029-30	69	74	77	79	94	74	467

Projections assume no changes in method of assigning students to schools. District projections are more reliable than School-by-School projections due to larger numbers of students in the cohort ("N"). SBS totals may differ slightly from District projections due to rounding of numbers. District and SBS projections are more reliable for Years 1-5 and less reliable in the "out-years."

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School-by-School Projections

SCHOOL: Kings Highway Elementary School

DATE: 11/2/2021

NESDEC HISTORICAL AND PROJECTED ENROLLMENTS

BIRTH YEAR	DISTRICT BIRTHS		SCHOOL YEAR	K	1	2	3	4	5	K-5 TOTAL
2012	190		2017-18	61	80	96	83	82	72	474
2013	172		2018-19	75	63	80	86	84	83	471
2014	179		2019-20	69	76	61	78	81	80	445
2015	156		2020-21	65	73	76	74	82	80	450
2016	168		2021-22	76	65	68	82	70	86	447
2017	154		2022-23	65	84	69	70	84	70	441
2018	153		2023-24	64	71	88	71	72	84	451
2019	148		2024-25	62	71	75	90	73	72	443
2020	187	(prov.)	2025-26	79	68	74	76	93	73	464
2021	162	(est.)	2026-27	68	86	72	76	79	93	474
2022	161	(est.)	2027-28	68	75	91	73	78	79	463
2023	162	(est.)	2028-29	68	74	79	93	75	78	467
2024	164	(est.)	2029-30	69	75	78	80	95	76	473

Projections assume no changes in method of assigning students to schools. District projections are more reliable than School-by-School projections due to larger numbers of students in the cohort ("N"). SBS totals may differ slightly from District projections due to rounding of numbers. District and SBS projections are more reliable for Years 1-5 and less reliable in the "out-years."



School-by-School Projections

SCHOOL: Long Lots Elementary School

DATE: 11/2/2021

NESDEC HISTORICAL AND PROJECTED ENROLLMENTS

BIRTH YEAR	DISTRICT BIRTHS		SCHOOL YEAR	K	1	2	3	4	5	K-5 TOTAL
2012	190		2017-18	85	76	95	77	106	101	540
2013	172		2018-19	79	96	79	101	84	104	543
2014	179		2019-20	69	78	105	77	108	80	517
2015	156		2020-21	79	82	85	110	81	114	551
2016	168		2021-22	102	94	92	89	113	86	576
2017	154		2022-23	76	111	99	94	92	113	586
2018	153		2023-24	76	84	117	101	97	92	567
2019	148		2024-25	73	84	89	119	104	97	566
2020	187	(prov.)	2025-26	93	81	88	91	123	104	579
2021	162	(est.)	2026-27	80	102	85	90	93	123	574
2022	161	(est.)	2027-28	80	88	108	87	93	94	549
2023	162	(est.)	2028-29	80	88	93	110	90	93	554
2024	164	(est.)	2029-30	81	88	92	95	113	90	560

Projections assume no changes in method of assigning students to schools. District projections are more reliable than School-by-School projections due to larger numbers of students in the cohort ("N"). SBS totals may differ slightly from District projections due to rounding of numbers. District and SBS projections are more reliable for Years 1-5 and less reliable in the "out-years."



School-by-School Projections

SCHOOL: Saugatuck Elementary School

DATE: 11/2/2021

NESDEC HISTORICAL AND PROJECTED ENROLLMENTS

BIRTH YEAR	DISTRICT BIRTHS		SCHOOL YEAR	K	1	2	3	4	5	K-5 TOTAL
2012	190		2017-18	71	69	75	87	91	89	482
2013	172		2018-19	68	66	72	78	85	97	466
2014	179		2019-20	56	71	70	68	75	82	422
2015	156		2020-21	52	65	74	74	68	77	410
2016	168		2021-22	66	71	65	70	83	66	421
2017	154		2022-23	54	73	75	67	72	83	423
2018	153		2023-24	53	59	78	77	69	72	408
2019	148		2024-25	51	59	63	80	79	69	401
2020	187	(prov.)	2025-26	65	57	63	65	82	79	410
2021	162	(est.)	2026-27	56	72	61	64	67	82	402
2022	161	(est.)	2027-28	56	63	76	62	66	67	390
2023	162	(est.)	2028-29	56	62	66	78	64	66	393
2024	164	(est.)	2029-30	57	63	66	68	81	64	398

Projections assume no changes in method of assigning students to schools. District projections are more reliable than School-by-School projections due to larger numbers of students in the cohort ("N"). SBS totals may differ slightly from District projections due to rounding of numbers. District and SBS projections are more reliable for Years 1-5 and less reliable in the "out-years."



School-by-School Projections

SCHOOL: Bedford Middle School

DATE: 11/2/2021

NESDEC HISTORICAL AND PROJECTED ENROLLMENTS

BIRTH YEAR	DISTRICT BIRTHS		SCHOOL YEAR	6	7	8	6-8 TOTAL
2012	190		2017-18	281	288	287	856
2013	172		2018-19	282	283	294	859
2014	179		2019-20	283	282	282	847
2015	156		2020-21	234	262	277	773
2016	168		2021-22	270	230	258	758
2017	154		2022-23	220	265	230	715
2018	153		2023-24	267	215	265	747
2019	148		2024-25	240	261	215	717
2020	187	(prov.)	2025-26	240	235	261	737
2021	162	(est.)	2026-27	275	235	235	746
2022	161	(est.)	2027-28	304	270	235	808
2023	162	(est.)	2028-29	240	297	270	807
2024	164	(est.)	2029-30	238	235	297	770

Projections assume no changes in method of assigning students to schools. District projections are more reliable than School-by-School projections due to larger numbers of students in the cohort ("N"). SBS totals may differ slightly from District projections due to rounding of numbers. District

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School-by-School Projections

SCHOOL: Coleytown Middle School

DATE: 11/2/2021

NESDEC HISTORICAL AND PROJECTED ENROLLMENTS

BIRTH YEAR	DISTRICT BIRTHS		SCHOOL YEAR	6	7	8	6-8 TOTAL
2012	190		2017-18	152	162	167	481
2013	172		2018-19	146	147	164	457
2014	179		2019-20	154	145	148	447
2015	156		2020-21	140	142	143	425
2016	168		2021-22	149	139	143	431
2017	154		2022-23	151	146	139	436
2018	153		2023-24	150	149	146	445
2019	148		2024-25	162	148	149	458
2020	187	(prov.)	2025-26	153	159	148	459
2021	162	(est.)	2026-27	160	150	159	468
2022	161	(est.)	2027-28	186	156	150	493
2023	162	(est.)	2028-29	160	183	156	499
2024	164	(est.)	2029-30	159	157	183	499

Projections assume no changes in method of assigning students to schools. District projections are more reliable than School-by-School projections due to larger numbers of students in the cohort ("N"). SBS totals may differ slightly from District projections due to rounding of numbers.

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Enrollment Summary

The global pandemic continues to influence our nation's public health and economic stability in unpredictable ways. As such, it is still too early to identify many of the factors that could impact school enrollments. Over the past school year, we have seen fluctuations in the real estate market and job trends, which have impacted student attendance patterns. Moreover, during the past school year, we have seen how school enrollment patterns can differ substantially from one district to another, with some districts losing students while others experience an influx of students.

We are pleased to send you the past, present, and projected enrollments for your District. New this year, we have added graphs that highlight Historical and Projected Enrollments in Grade Combinations. We have received the figures given to us by the District and we assume that the method of collecting the enrollment data has been consistent from year to year.

Of note, projections are generally more reliable when they are closest in time to the current year. Projections four to ten years out may serve as a guide to future enrollments. In light of this, NESDEC has added a "Second Semester refresher" enrollment projection at no cost to affiliates.

The NESDEC enrollment projection fell within +50 students of the K-12 total (5,185 students projected vs. 5,235 enrolled). One variance of +62 students occurred at kindergarten, where 338 students were projected vs. 400 enrolled. Ratios have been adjusted. Of note, only 168 births were reported for the SY21-22 cohort. This influx may be due in part to "move ins" of families to Westport because of the pandemic.

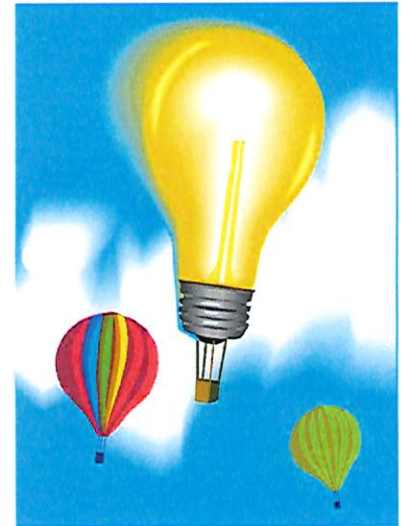
Births have decreased by -25 from a previous ten-year average of 187 to a projected average of 162. Enrollment in Grades 1-8 is usually pretty stable and a good predictor of enrollment stability. For the past eight years, grades 1-8 were adding an average of +40 net "move-ins" of students in the following year. Of note, for the School Year 2020-21 there were a total of 101 "move ins" to this grade span. Over the next three years, K-5 enrollments are projected to increase moderately by +9 students, Grades 6-8 enrollments are projected to decrease moderately by -12 students, and Grades 9-12 are projected to decrease by -140 students, as students progress through the grades.



New England School Development Council

**Thank you for your time tonight as
we explored Westport Public
Schools Enrollment Projections.**

Questions?



Memorandum Of Agreement

WHEREAS, at the Board of Finance's August 19, 2015 meeting, pursuant to its authority under Connecticut General Statutes Section 10-248a, the Board of Finance authorized the establishment of an account named the Board of Education Carryover Account, to be maintained by the Finance Director of the Town of Westport and audited as any other Town account; and

WHEREAS, by resolution of the Board of Finance adopted August 19, 2015 and by resolution of the Board of Education adopted August 31, 2015, the Board of Finance and the Board of Education entered into a Memorandum of Agreement setting forth their agreements regarding the Board of Education Carryover Account; and

WHEREAS, Connecticut General Statutes Section 10-248a has been amended and now provides:

Sec. 10-248a. Unexpended education funds account. For the fiscal year ending June 30, 2020, and each fiscal year thereafter, notwithstanding any provision of the general statutes or any special act, municipal charter, home rule ordinance or other ordinance, the board of finance in each town having a board of finance, the board of selectman in each town having no board of finance or the authority making appropriations for the school district for each town may deposit into a non-lapsing account any unexpended funds from the prior fiscal year from the budgeted appropriation for education for the town, provided (1) such deposited amount does not exceed two per cent of the total budgeted appropriation for education for such prior fiscal year, (2) each expenditure from such account shall be made only for educational purposes, and (3) each such expenditure shall be authorized by the local board of education for such town.

And

WHEREAS, the Board of Education and the Board of Finance desire to amend and restate their Memorandum of Agreement to extend the deadline by which the Board of Education must submit its request to deposit unexpended funds in the Board of Education Carryover Account; and

WHEREAS, the Board of Education and the Board of Finance do not desire to amend the one percent (1%) cap on the deposited amount to two percent (2%) as now allowed by Connecticut General Statutes Section 10-248a;

NOW THEREFORE, the Westport Board of Finance and the Westport Board of Education hereby amend and restate their Memorandum of Agreement and agree as follows:

1. If funds appropriated to the Board of Education for its operating budget by the Town remain unexpended at the end of a fiscal year, the Board of Education may submit a request to the Board of Finance that such unexpended funds, up to a maximum of one percent (1%) of the amount appropriated to the Board of Education for its operating budget by the Town for said prior fiscal year, shall be deposited into the Board of Education Carryover Account. The Board of Education shall submit such request to the Board of Finance as soon as the Board of Education can identify the amount of unexpended funds for such fiscal year, but not later than the date by which the request can be placed on the agenda of a public meeting of the Board of Finance to be

held prior to September 15. The Board of Education may also submit such request during the two months prior to the end of a fiscal year along with its good faith best estimate of the amount of its operating budget that will be unexpended at the end of such fiscal year. The Board of Finance may deny any deposit request or approve it with such amendments, reductions and conditions as it determines.

2. Upon the written request of the Board of Education specifying the proposed use, amounts in the Board of Education Carryover Account shall be released without the approval of the Board of Finance to the Board of Education up to \$200,000 in aggregate of such releases in any fiscal year. Once the amounts released to the Board of Education from the Board of Education Carryover Account in a fiscal year have in aggregate equaled \$200,000, additional amounts from the Board of Education Carryover Account shall be released in such fiscal year only if the written request of the Board of Education specifying the proposed use is approved by the Board of Finance at a public meeting.
3. If at any time in a fiscal year, the amount in the Board of Education Carryover Account is in excess of three percent (3%) of the funds appropriated to the Board of Education for its operating budget by the Town for such fiscal year, such excess shall be released to the General Fund of the Town.
4. The Board of Finance may terminate the Board of Education Carryover Account by resolution adopted at a regularly scheduled and noticed public meeting, in which case the balance of such account shall be returned to the General Fund of the Town.
5. Amounts deposited into and amounts released from the Board of Education Carryover Account shall not decrease or increase, respectively, any amount considered as the budgeted appropriation for education for a fiscal year for the purpose of considering a minimum budgeted appropriation requirement under Connecticut law for a subsequent fiscal year.

Signed

Print Name:

Chair of Board of Finance

Authorized by Resolution adopted _____, 2021.

Print Name:

Chair of Board of Education

Authorized by Resolution adopted _____, 2021.



STAPLES HIGH SCHOOL

70 North Avenue - Westport, Connecticut 06880-2799

Stafford W. Thomas, Jr. JD
Principal

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

October 2021

Good morning Wreckers Families,

It is an exciting time to be a Wrecker as we head into Spirit Week 2021. Each day next week will feature a theme. Wednesday will be our first of three Wellness Enrichment Activity Days this calendar year. While planning during the summer, we discussed the adjustments students and teachers would be experiencing in our return to a pre-COVID schedule with six classes, a full building and a complete offering of clubs, athletics and activities, and we foresaw some mental fatigue setting in earlier in the year than usual. As we strategized what could be done to offset this set of events, we looked at activities we would run in prior years during midterm week in January as well as the newer additions last spring in the form of our junior and senior picnics. So, we decided to combine these activities of recreational games, treats and stress busting activities into three days (10/20, 11/24 and 12/15) which we will call Wellness Enrichment Activity Days. For seniors, we have added the first (ever?) Homecoming Dance which will take place here on Saturday the 23rd from 7-9:30 as a way to add a special celebration and finale to Spirit Week 2021.

This coming Wednesday will be the first of these Wellness Enrichment Days. Since it takes place during homecoming week (Pep Rally will be the last period of the day on Friday the 22nd and the game will kickoff at 7PM) and seniors have the dance on Saturday, we are setting up three locations around campus for these stress relieving games to take place for the last period of the day for teachers and students. For this Wednesday only, seniors will have a free period and will be allowed to leave at the end of period 8(1:45). Dismissal for all other grades will be at the usual 2:45. Seniors are also welcomed to stay and participate of course as the locations for the following games will be as follows:

Wellness Enrichment Activities Day Wednesday, October 20th!(For the next two months as the weather gets colder, we will be looking at indoor entertainment options).

Grade	Location	Activities
9	Courtyards/Auditorium Lobby	Yard Games/Ice cream
10	Football Field	Yard Games/Ice cream
11/12	Fieldhouse	Ping Pong/Yard Games/Ice cream

We think these events will emphasize the fact that we are all Wreckers and are sharing in the experiences this year together as one. This practice of "collective effervescence" as it has been coined, will help to make this year the best year ever for Wreckers Nation.

We would like to thank the Staples PTA for raising funds and donating the money to purchase the various games to make this monthly event a success and sustainable through at least January of 2022. Without their generous contribution, none of this would have been possible. These games will also be used by students at other times of the year like our grade level picnics in late spring.

Sincerely,

Stafford W. Thomas, Jr.

Stafford W. Thomas, Jr. JD
Principal



Personnel -- Certified/Non-Certified

Family and Medical Leave

Purpose

The purpose of this policy is to establish guidelines for leaves taken by employees of the Westport Board of Education (the “Board”) under the Federal Family and Medical Leave Act of 1993 (“FMLA”).

ELIGIBILITY

Employees who have worked for the Board for at least twelve (12) months, and who have worked at least 1,250 actual work hours, or, in the case of school paraprofessionals in an educational setting, who have worked at least 950 actual hours of work, during the twelve (12) months immediately preceding the start of a leave, are eligible for unpaid leave under the FMLA.

REASONS FOR LEAVE

Leaves under the FMLA may be taken for the following reasons:

- incapacity due to pregnancy, prenatal medical care or child birth; or
- to care for the employee's newborn child; or
- the placement of a child with the employee by adoption or for foster care; or
- to care for the employee's spouse, child or parent who has a serious health condition; or
- to care for the employee's own serious health condition that renders the employee unable to perform the functions of his or her position; or
- to care for an injured or ill service member (see below – Length of Leave – for further information); or
- a qualifying exigency arising out of a family member’s military service, including one or more of the following reasons (note – more detailed information on the following categories is available from [e.g. the Human Resources office]):
 - short-notice deployment;
 - military events and related activities;
 - childcare and school activities;
 - financial and legal arrangements;
 - counseling;
 - rest and recuperation;
 - post-deployment activities;

- parental care leave for military member's parent who is incapable of self-care and care is necessitated by the member's covered active duty;
- additional activities that arise out of the active duty or call to active duty status of a covered military member, provided that the Board and the employee agree that such leave qualifies as an exigency, and agree to both the timing and the duration of such leave.

LENGTH OF LEAVE

(a) Basic FMLA Leave Entitlement

If a leave is requested for one of the above-listed reasons, each eligible employee may take up to a total of twelve (12) weeks unpaid family or medical leave in any 12-month entitlement period.

(b) Leave to Care for an Injured or Ill Service Member

In addition to the reasons for leave listed above, an eligible employee may take up to twenty-six (26) workweeks of FMLA leave during a 12-month period to care for (i) an injured or ill service member who is the employee's spouse, parent, child or next of kin, and who incurred the injury or illness in the line of duty and while on active duty in the Armed Forces or had a preexisting injury or illness prior to beginning active duty that was aggravated by service in the line of duty on active duty in the Armed Forces; or, (ii) an injured or ill covered veteran who is the employee's spouse, parent, child or next of kin.

For service members, the injury or illness must render the service member medically unable to perform the duties of his/her office, grade, rank or rating. This provision applies to service members who are undergoing medical treatment, recuperation, or therapy, are in outpatient status, or who are on the temporary disability retired list, for a serious injury or illness.

For covered veterans, the veteran must be undergoing medical treatment, recuperation or therapy for a serious injury or illness and s/he (1) was a member of the Armed Forces (including the National Guard or Reserves); (2) was discharged or released under conditions that were other than dishonorable; and (3) was discharged within the five-year period before the eligible employee first takes FMLA military caregiver leave to care for the veteran.¹

For covered veterans, serious injury or illness means any of the following:

- (i) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the service member unable to perform the duties of the service member's office, grade, rank, or rating; or
- (ii) a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability Rating (VASRD) of 50 percent or greater, and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or
- (iii) a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or
- (iv) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

When combined with any other type of FMLA qualifying leave, total leave time may not exceed twenty-six (26) weeks in a single twelve (12) month period. Standard FMLA leave procedures described below apply to all

requests for and designation of leave for this purpose. However, in the case of leave to care for an injured or ill service member, the 12-month period begins on the day such leave actually commences.

TYPES OF LEAVE AND CONDITIONS

(a) Full-Time, Intermittent and Reduced Schedule Leave

Full-time unpaid leave may be taken for any of the reasons permitted by the FMLA. Full-time leave excuses the employee from work for a continuous period of time.

Intermittent leave means leave taken in separate periods of time rather than for one continuous period of time. Examples of intermittent leave include: leave taken one day per week over a period of a few months; or leave taken on an occasional/as-needed basis for medical appointments.

Reduced schedule leave is leave that reduces the employee's usual number of work hours per day for some period of time. For example, an employee may request half-time work for a number of weeks so the employee can assist in the care of a seriously ill parent.

An employee may take full-time, intermittent or reduced schedule leave whenever it is medically necessary for a serious health condition of the eligible employee, his or her spouse, child or parent. Intermittent leave or reduced schedule leave for other reasons will be permitted only with the approval of the Superintendent or his/her designee.

If intermittent or reduced schedule leave is medically required, the Board may, in its sole discretion, temporarily transfer the employee to another job with equivalent pay and benefits that better accommodates the type of leave requested. Also, special arrangements may be required of an instructional employee who needs to take intermittent or reduced-schedule leave which will involve absence for more than twenty (20) percent of the work days in the period over which the leave will extend (for example, more than five days over a five-week period). For purposes of this policy, an instructional employee is defined as a teacher or other employee of the Board who is employed principally in an instructional capacity and whose principal function is to teach and instruct students in a class, a small group, or an individual setting, and includes athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. The term does not include teacher assistants or aides who do not have as their principal function actual teaching or instructing, nor auxiliary personnel such as counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers, bus drivers, or other primarily non-instructional employees.

(b) Both Spouses Working for the Same Employer

If both spouses are employees of the Board and request leave for the birth, placement of a child by adoption or for foster care, or to care for a seriously ill parent, they only will be entitled to a maximum combined total leave equal to twelve (12) weeks in any 12-month entitlement period. If either spouse (or both) uses a portion of the total 12-week entitlement for one of the purposes in the preceding sentence, each is entitled to the difference between the amount he or she has taken individually and the 12 weeks for FMLA leave for their own or their spouse's serious health condition in the 12-month entitlement periods.

(c) Light Duty

Should an employee be offered a light duty opportunity during a period of FMLA leave, time spent performing the light duty assignment will not count against the employee's FMLA leave entitlement. The employee's right to restoration to his or her job will be held in abeyance during the light duty assignment, or until the end of the applicable 12-month FMLA leave period.

(d) Leave Taken by Instructional Employees Near the End of an Academic Term

If a leave taken by an instructional employee for any reason begins more than five (5) weeks before the end of an academic term, the Board may require that employee to continue the leave until the end of the term if the leave will last at least three (3) weeks and the employee would return to work during the three-week period before the

end of the term.

If the employee begins a leave during the five-week period preceding the end of an academic term for a reason other than the employee's own serious health condition, the Board may require the employee to continue taking leave until the end of the term if the leave will last more than two (2) weeks and the employee would return to work during the two-week period before the end of the term.

If the employee begins a leave during the three-week period preceding the end of an academic term for a reason other than the employee's own serious health condition, the Board may require the employee to continue taking leave until the end of the term if the leave will last more than five (5) working days.

REQUESTS FOR LEAVE

Requests for a family or medical leave must be submitted to the personnel department at least thirty (30) days before the leave is to commence, if possible. If thirty (30) days' notice is not possible, requests must be submitted as soon as practicable under the circumstances.

For leaves taken because of the employee's or a qualifying family member's serious health condition, the employee must submit a completed "Physician or Practitioner Certification" form before the leave begins, if possible. This form may be obtained from the personnel department. If such advance certification is not possible, the medical certification must be provided by the employee within fifteen (15) calendar days of the Board's request for the medical certification.

If an employee takes leave to care for his or her own serious health condition, immediately upon return to work the employee must provide medical certification that the health condition which created the need for the leave no longer renders the employee unable to perform the functions of the job. This certification must be submitted to the personnel department.

In connection with the Board's request for medical information, employees must be aware that the Genetic Information Nondiscrimination Act of 2008 ("GINA") prohibits employers and other entities covered by Title II of GINA from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, the Board requests that employees not provide any genetic information when responding to a request for medical information. "Genetic information," as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

USE OF PAID LEAVE

Accrued paid personal leave and accrued paid vacation will be substituted (in that order) for any unpaid portions of family or medical leave taken for any reason. However, where the leave is for the employee's own serious health condition, accrued paid sick leave shall be substituted for unpaid portions of family or medical leave prior to the substitution of accrued paid personal and accrued paid vacation leave. The amount of unpaid family or medical leave entitlement is reduced by the amount of paid leave that is substituted.

In addition, in cases involving absences due to a Workers' Compensation injury that also qualifies as an FMLA serious health condition, and if the employee agrees with the Board to do so, the Board will apply the employee's available accrued paid leave in increments as a supplement to the Workers' Compensation weekly benefit in an appropriate amount so that the employee can maintain his or her regular weekly income level.

MEDICAL INSURANCE AND OTHER BENEFITS

During approved family or medical leaves of absence, the Board will continue to pay its portion of medical insurance premiums for the period of unpaid family or medical leave. The employee must continue to pay his/her share of the premium, and failure to do so may result in loss of coverage. If the employee does not return to work after expiration of the leave, the employee will be required to reimburse the Board for payment of medical

insurance premiums during the family or medical leave, unless the employee does not return because of a serious health condition or circumstances beyond the employee's control.

During an FMLA leave, an employee shall not accrue benefits unless otherwise required by any applicable collective bargaining agreement or Board policy. However, unused employment benefits accrued by the employee up to the day on which the leave begins will not be lost upon return to work. Leave taken under this policy does not constitute an absence under Board's attendance policy.

REINSTATEMENT

Except for circumstances unrelated to the taking of a family or medical leave, an employee who returns to work following the expiration of a family or medical leave is entitled to return to the job such employee held prior to the leave or to an equivalent position with equivalent pay and benefits.

ADDITIONAL INFORMATION

Questions regarding family or medical leave may be directed to the Superintendent or his/her designee. An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer. FMLA does not affect any federal or state law prohibiting discrimination, or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

Legal References:

Connecticut General Statutes:

Conn. Gen. Stat. § 31-51rr Family and medical leave benefits for employees of political subdivisions

Regs. Conn. State Agencies 31-51rr-1, et seq.

United States Code:

Family and Medical Leave Act of 1993, 29 U.S.C. Section 2601 et seq., as amended

29 CFR Part 825.100 et seq.

Title II of the Genetic Information Nondiscrimination Act of 2008, 42 USC 2000ff et seq.

29 CFR 1635.1 et seq.

ADOPTED:

REVISED:

Business/Non-Instructional Operations

Hazardous Materials in Schools

Pest Management/Pesticide Applications

It is the policy of the Westport Board of Education to implement an integrated pest management plan to reduce the amounts of pesticides applied in any building, or the grounds of any Westport public school, by using all available pest control techniques including judicious use of pesticides, when warranted, to maintain a pest population at or below an acceptable level, while decreasing the use of pesticides.

The decision to apply pesticide in any building, or the grounds of any Westport public school is dependent on results of periodic monitoring for pest populations to determine if a pest problem exists that exceeds acceptable threshold levels.

No application of pesticide shall be made in any building, or the grounds of any Westport public school during regular school hours or during planned activities at any school, except as provided by Connecticut statute or regulation.

Parents or guardians of children in any school and/or staff members in any school may register for prior notice of pesticide application at their school. Each school shall maintain a registry of persons requesting such notice, and shall provide notice to registered individuals in accordance with applicable Connecticut statutory and regulatory provisions.

The Superintendent may direct that an emergency application of a lawn care pesticide be made without prior notice to parents or guardians of children in any school and/or staff members in the event of a threat to human health, subject to applicable Connecticut statutory and regulatory provisions.

The Superintendent may direct that an emergency application of a pesticide be made during regular school hours or during planned activities at school without prior notice to parents or guardians of children and/or staff members in any school in the event of an immediate threat to human health, subject to applicable Connecticut statutory and regulatory provisions.

There shall be no application of any lawn care pesticide on the grounds of any school with students in grade eight (8) or lower, except on an emergency basis, subject to applicable Connecticut statutory and regulatory provisions.

Legal References:

Connecticut General Statutes:

§10-231a

§10-231b

§10-231d

Series 5000**Students****Bullying Prevention and Intervention Policy**

The Westport Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, teen dating violence, harassment and discrimination. In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior or teen dating violence shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For purposes of this policy, "**Bullying**" means ~~the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that~~ an act that is direct or indirect and severe, persistent or pervasive, which:

- 1) causes physical or emotional harm to ~~such student or damage to such student's property~~ an individual;
- 2) places ~~such student~~ an individual in reasonable fear of ~~harm to himself or herself, or of damage to his or her property~~ physical or emotional harm; or
- ~~3) creates a hostile environment at school for such student;~~
- 4) infringes on the rights or opportunities of ~~such student~~ an individual at school; ~~or~~
- ~~5) substantially disrupts the education process or the orderly operation of a school.~~

Bullying shall include, but need not be limited to, a written, ~~verbal~~ oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

For purposes of this policy, "**Cyberbullying**" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

For purposes of this policy, "**Teen Dating Violence**" means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

Consistent with the requirements under state law, the Westport Board of Education authorizes the Superintendent or ~~his/her~~ designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy. As provided by state law, such Safe School Climate Plan shall include, but not be limited to provisions which:

- 1) ~~(4)~~ enable students to anonymously report acts of bullying to school employees and require students

and the parents or guardians of students to be notified at the beginning of each school year of the process by which students may make such reports;

- 2) ~~(2)~~ enable the parents or guardians of students to file written reports of suspected bullying;
- 3) ~~(3)~~ require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
- 4) ~~(4)~~ require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section and that the parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced;
- 5) ~~(5)~~ require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
- 6) ~~(6)~~ include a prevention and intervention strategy for school employees to deal with bullying; ~~bullying~~ and teen dating violence
- 7) ~~(7)~~ provide for the inclusion of language in student codes of conduct concerning bullying;
- 8) ~~(8)~~ require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation described in subdivision (4), above (A) of the results of such investigation, and (B) verbally or by electronic mail, if such parents' or guardians' electronic mail addresses are known, that such parents or guardians may refer to the plain language explanation of the rights and remedies available under Conn. Gen. Stat. Section 10-4a and 10-4b published on the Internet website of the Board;
- 9) ~~(9)~~ require each school to invite the parents or guardians of a student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and policies and procedures in place to prevent further acts of bullying;
- 10) ~~(10)~~ require each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting required in subdivision (9) above, to discuss specific interventions undertaken by the school to prevent further acts of bullying;
- 11) ~~(11)~~ establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
- 12) ~~(12)~~ direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
- 13) ~~(13)~~ prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
- 14) ~~(14)~~ direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;
- 15) ~~(15)~~ require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;
- 16) ~~(16)~~ prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, or (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- 17) ~~(17)~~ require, at the beginning of each school year, each school to provide all school employees with a

written or electronic copy of the school district's safe school climate plan; and

[18\)](#) ~~(18)~~ require that all school employees annually complete the training described in Conn. Gen. Stat. §[10-220a](#) or [10-222j](#) related to the identification, prevention and response to bullying.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivisions (9) and (10) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

The ~~Westport Board of Education~~ shall submit its Safe School Climate Plan to the Department of Education for review and approval. Not later than thirty (30) calendar days after approval by the Department, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

As required by state law, the Board, after consultation with the Connecticut Department of Education and the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative, shall provide on the Board's website training materials to school administrators regarding the prevention of and intervention in discrimination against and targeted harassment of students based on such students' (1) actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance or mental, physical, developmental or sensory disability, or (2) association with individuals or groups who have or are perceived to have one or more of such characteristics.

As required by state law, the Board shall post on its website the plain language explanation of rights and remedies under Connecticut General Statutes §§ 10-4a and 10-4b, as developed and provided to the Board by the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative.

Legal References:

[Public Act 19-166](#)

[Public Act 21-95](#)

Conn. Gen. Stat. § [10-145a](#)

Conn. Gen. Stat. § [10-145o](#)

Conn. Gen. Stat. § [10-220a](#)

Conn. Gen. Stat. § [10-222d](#)

Conn. Gen. Stat. § [10-222g](#)

Conn. Gen. Stat. § [10-222h](#)

Conn. Gen. Stat. § [10-222j](#)

Conn. Gen. Stat. § [10-222k](#)

Conn. Gen. Stat. § [10-222l](#)

[Conn. Gen. Stat. § 10-222q](#)

[Conn. Gen. Stat. § 10-222r](#)

Conn. Gen. Stat. §§[10-233a](#) through [10-233f](#)

~~7/28/14~~

Policy adopted: December 16, 2002

WESTPORT PUBLIC SCHOOLS

Amended: 6/18/07; 8/25/08; 12/19/11; 9/8/14

[Westport, Connecticut](#)

Policy Amended: June 11, 2018

~~WESTPORT PUBLIC SCHOOLS~~[Policy Amended:](#)

Students

Safe School Climate Plan

The Westport ~~Public Schools~~ Board of Education ~~adopts this policy that is guided by the fundamental belief that each and every school community member should be treated with dignity, should have the opportunity to learn, work, interact, and socialize in physically, emotionally and intellectually safe respectful and positive school environments as well as the opportunity to experience high quality relationships. Schools, therefore, have the responsibility to promote conditions designed to create maintain, and nurture positive school climate.~~

~~The Board~~ is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, teen dating violence, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed the following Safe School Climate Plan, consistent with state law and Board Policy. This Plan represents a comprehensive approach to addressing bullying, cyberbullying and teen dating violence and sets forth the Board's expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying and teen dating violence.

Bullying behavior and teen dating violence are strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district's commitment to addressing bullying behavior, and teen dating violence, however, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.

I. Prohibition Against Bullying, Teen Dating Violence and Retaliation

- A. ~~A.~~—The Board expressly prohibits any form of bullying behavior and teen dating violence on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.
- B. ~~B.~~—The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- C. ~~C.~~—The Board further prohibits any form of teen dating violence outside of the school setting if such violence substantially disrupts the educational process;
- D. ~~D.~~—In addition to prohibiting student acts that constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.
- E. ~~E.~~—Students who engage in bullying behavior or teen dating violence in violation of Board ~~p~~Policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

II. Definition of Bullying

- A. ~~A.~~—"Bullying" means ~~the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same district that~~ an act that is direct or indirect and severe, persistent or pervasive, which:
 1. causes physical or emotional harm to ~~such student or damage to such student's property~~ an individual;
 2. places ~~such student~~ an individual in reasonable fear of harm ~~to himself or herself, or of damage to his or her property;~~ or
 3. ~~creates a hostile environment at school for such student;~~
 4. infringes on the rights or opportunities of such student an individual at school; ~~or,~~
 5. ~~substantially disrupts the education process or the orderly operation of a school.~~

~~B. B.~~ Bullying shall include, but need not be limited to, a written, ~~verbal-oral~~ or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

III. Other Definitions

~~A. A.~~ **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

~~B. B.~~ **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system;

~~C. C.~~ **"Emotional intelligence"** means the ability to (1) perceive, recognize and understand emotions in oneself or others, (2) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communications, (3) understand and identify emotions, and (4) manage emotions in oneself and others.

~~D. D.~~ **"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;

~~E. E.~~ **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;

~~F. F.~~ **"Outside of the school setting"** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;

~~G. G.~~ **"Positive school climate"** means a school climate in which (1) the norms, values, expectations and beliefs that support feelings of social, emotional and physical safety are promoted, (2) students, parents, and guardians of students and school employees feel engaged and respected and work together to develop and contribute to a shared school vision, (3) educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning, and (4) each person feels comfortable contributing to the operation of the school and care of the physical environment of the school.

~~H. H.~~ **"Prevention and intervention strategy"** may include, but is not limited to,

- (1) implementation of a positive behavioral interventions and support process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education,
- (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts,
- (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur,
- (4) inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school,
- (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees,
- (6) school-wide training related to safe school climate,
- (7) student peer training, education and support,
- (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions, and
- (9) culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.

~~I. I.~~ **"School climate"** means the quality and character of school life based on patterns of students', parents' and guardians' and school employees' experiences of school life, including, but not limited to,

norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.~~with a particular focus on the quality of the relationships within the school community between and among students and adults.~~

J. ~~H.~~ **"School employee"** means

- (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or
- (2) any other individual who, in the performance of ~~his or her~~the individual's duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the ~~local or regional b~~B~~oard of education.~~

K. ~~I.~~ **"School-Sponsored Activity"** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board ~~of Education.~~

L. ~~J.~~ **"Teen dating violence"** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

IV. Leadership and Administrative Responsibilities

A. Safe School Climate Coordinator

The Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator ("Coordinator"). The Coordinator shall:

- (1)~~1~~ be responsible for implementing the district's Safe School Climate Plan ("Plan");
- (2)~~2~~ collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in district schools;
- (3)~~3~~ provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying;
- (4)~~4~~ meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying the school district and to make recommendations concerning amendments to the district's Plan.

B. Safe School Climate Specialist

The Principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

V. Development and Review of Safe School Climate Plan

A. The Principal of each school shall establish a committee or designate at least one existing committee ("Committee") in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include:

- (1)~~1~~ at least one parent/guardian of a student enrolled in the school, as appointed by the school principal;
- (2)~~2~~ school personnel, including, but not limited to, at least one teacher selected by the exclusive bargaining representative for certified employees;
- (3)~~3~~ medical and mental health personnel assigned to such school; and
- (4)~~4~~ in the case of a committee for a high school, at least one student enrolled at such high school who is selected by the students of such school in a manner determined by the school principal.

B. The Committee shall:

- (1)~~1~~ receive copies of completed reports following bullying investigations;
- (2)~~2~~ identify and address patterns of bullying among students in the school;
- (3)~~3~~ implement the provisions of the school security and safety plan, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying;
- (4)~~4~~ review and amend school policies relating to bullying;

- ~~(5)~~ 5 review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school;
- ~~(6)~~ 6 educate students, school employees and parents/guardians on issues relating to bullying;
- ~~(7)~~ 7 collaborate with the Coordinator in the collection of data regarding bullying; and
- ~~(8)~~ 8 perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.

- C. Any parent/guardian or student serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.
- D. The Board ~~of Education~~ shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

VI. Procedures for Reporting and Investigating Complaints of Bullying

- A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e. building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.
- B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.
- C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such oral report.
- D. The Safe School Climate Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. The Safe School Climate Specialist shall also be responsible for promptly notifying the parents or guardians of the student alleged to have committed an act or acts of bullying, and the parents or guardians of the student against whom such alleged act or acts were directed, that an investigation has commenced. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.
- E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

VII. Responding to Verified Acts of Bullying

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight (48) hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying; the results of such investigation; and verbally or by electronic mail, if such parents' or guardians' electronic mail addresses are known, that such parents or guardians may refer to the plain language explanation of the rights and remedies available under Conn. Gen. Stat. Sections 10-4a and 10-4b once such explanation has been provided to the Board by the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative and published on the Internet website of the Board. In providing such notification, however, The Westport Public Schools will take care to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.
- B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall invite the parents or guardians of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and policies and procedures in place to prevent further acts of bullying. The Safe School Climate Specialist or designee shall also invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the previously described meeting, to discuss specific interventions undertaken by the school to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A.
- C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.
- D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.
- E. Notice to Law Enforcement

If the Principal of a school (or ~~his/her~~ designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or ~~his/her~~ designee, may consult with the school resource office, if any, and other individuals the principal or designee deems appropriate.
- F. If a bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classification~~s~~ (such as race, religion, color, national origin, sex, sexual orientation, age, disability or gender identity or expression), the Safe School Climate Specialist or designee shall also coordinate any bullying investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator, etc.), so as to ensure that any such bullying investigation complies with the requirements of such policies regarding nondiscrimination.

VIII. Teen Dating Violence

- A. The school strictly prohibits, and takes very seriously any instances of, teen dating violence, as defined above. The school recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment.
- B. Students and parents (or guardians of students) may bring verbal or written complaints regarding teen dating violence to any building administrator. The building administrator shall review and address the complaint, which may include referral of the complaint to the Safe School Climate Specialist and/or Title IX Coordinator.
- C. Prevention and intervention strategies concerning teen dating violence shall be implemented in accordance with Section X below. Discipline, up to and including expulsion, may be imposed against the perpetrator of teen dating violence, whether such conduct occurs on or off campus, in accordance

with Board policy and consistent with federal and state law.

IX. Documentation and Maintenance of Log

- A. Each school shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.
- B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.
- C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

X. Other Prevention and Intervention Strategies

- A. Bullying behavior and teen dating violence can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying or to teen dating violence. While conduct that rises to the level of "bullying", or "teen dating violence," as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying or teen dating violence, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint of bullying. As discussed below, schools may also consider appropriate alternatives to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.
- B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.
- C. The following sets forth possible interventions which may also be utilized to enforce the Board's prohibition against bullying and teen dating violence:

(1) Non-disciplinary interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

When an act or acts of teen dating violence are identified, the students involved may be counseled

as to the seriousness of the conduct, the prohibition of teen dating violence, and their duty to avoid any such conduct. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

(2) Disciplinary interventions

When acts of bullying are verified or teen dating violence occurs, and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints of bullying, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with the Board's Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and teen dating violence, and/or when past interventions have not been successful in eliminating bullying behavior.

(3) Interventions for bullied students and victims of teen dating violence

The building principal (or other responsible program administrator) or ~~his/her~~ designee shall intervene in order to address incidents of bullying or teen dating violence against a single individual. Intervention strategies for a bullied student or victim of teen dating violence may include the following:

- a. Referral to a school counselor, psychologist or other appropriate social or mental health service;
- b. Increased supervision and monitoring of student to observe and intervene in bullying situations or instances of teen dating violence;
- c. Encouragement of student to seek help when victimized or witnessing victimization;
- d. Peer mediation or other forms of mediation, where appropriate;
- e. Student Safety Support plan;
- f. Restitution and/or restorative interventions; and
- g. Periodic follow-up by the Safe School Climate Specialist and/or Title IX Coordinator with the bullied student or victim of teen dating violence.

(4) General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. Additional district actions may also ameliorate potential problems with teen dating violence. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school. Such prevention and intervention strategies may include, but are not limited to:

- a. School rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
- b. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence are likely to occur.
- c. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;
- d. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
- e. School-wide training related to safe school climate, which training may include Title IX sex discrimination/sexual harassment prevention training, Section 504/ADA training, cultural

diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;

- f. Student peer training, education and support; and
 - g. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
 - h. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying and teen dating violence, including any such program identified by the Department of Education;
 - i. Respectful responses to bullying and teen dating violence concerns raised by students, parents or staff;
 - j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying and teen dating violence, with a focus in evidence based practices concerning same;
 - k. Use of peers to help ameliorate the plight of victims and include them in group activities;
 - l. Avoidance of sex-role stereotyping;
 - m. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
 - n. Modeling by teachers of positive, respectful, and supportive behavior toward students;
 - o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
 - p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; [and](#)
 - q. Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.
- D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of "bullying."
- E. Funding for the school-based bullying intervention and school climate improvement strategy may originate from public, private, federal or philanthropic sources.

XI. Improving School Climate

The Westport Public Schools are committed to improving school climate. District curricula, including a comprehensive social skills curriculum and developmental counseling curriculum instruct students in pro-social behaviors such as respect, tolerance, and safety. These concepts and behaviors are reinforced through our academic curriculum. District Health curriculum addresses developing healthy behaviors and relationships, and respecting others in person and through social media. District staffing includes school psychologists, counselors, social workers, teachers and administrators used to develop relationships with students at all levels and provide a variety of prevention and intervention efforts for all students. Individual schools through their school climate teams review and analyze data from a variety of sources to continuously improve climate and address student, faculty, and parent needs related to fostering a positive school climate. Schools and district level staff members collaborate with community agencies to coordinate efforts for students and families in need.

XII. Annual Notice and Training

- A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.
- B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.
- C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district's safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by

law.

D. As required by state law, the Board, after consultation with the Department of Education and the Social and Emotional Learning and School Climate Advisory Collaborative, shall also provide on its website training materials to school administrators regarding the prevention of and intervention in discrimination against and targeted harassment of students based on such students' (1) actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance or mental, physical, developmental or sensory disability, or (2) association with individuals or groups who have or are perceived to have one or more of such characteristics.

~~D~~E. Any person appointed by the district to serve as district safe school climate coordinator shall complete mental health and first aid training offered by the Commissioner of Mental Health and Addiction Services.

XIII. School Climate Assessments

Biennially, the Board shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Connecticut State Department of Education.

Legal References:

[Public Act 19-166](#)

[Public Act 21-95](#)

Conn. Gen. Stat. § [10-222d](#)

Conn. Gen. Stat. § [10-222g](#)

[Conn. Gen. Stat. § 10-222h](#)

[Conn. Gen. Stat. § 10-222j](#)

Conn. Gen. Stat. § [10-222k](#)

Conn. Gen. Stat. § [10-222l](#)

[Conn. Gen. Stat. § 10-222q](#)

[Conn. Gen. Stat. § 10-222r](#)

Conn. Gen. Stat. §§ [10-233a](#) through [10-233f](#)

Connecticut State Department of Education Circular Letter C-8, Series 2008-2009 (March 16, 2009)

[Connecticut State Department of Education Circular Letter C-3, Series 2011-2012 \(September 12, 2011\)](#)

[Connecticut State Department of Education Circular Letter C-2, Series 2014-2015 \(July 14, 2014\)](#)

[Connecticut State Department of Education Circular Letter C-1, Series 2018-2019 \(July 12, 2018\)](#)

[Connecticut State Department of Education Circular Letter C-1, Series 2019-2020 \(July 16, 2019\)](#)

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[WESTPORT PUBLIC SCHOOLS](#)

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[Westport, Connecticut](#)

Policy Amended: June 11, 2018

~~WESTPORT PUBLIC SCHOOLS~~ [Policy Amended:](#)

~~Westport, Connecticut~~

Community RelationsBusiness/Non-Instructional Operations

Policy Regarding Maintenance of School Facilities and Compliance with Environmental, Health, and Safety Requirements

It is the policy of the Westport Board of Education (the “Board”) to strive to provide an appropriate learning environment for all students enrolled in the Westport Public Schools (the “District”) which includes, without limitation, proper maintenance of facilities and compliance with all environmental, health, and safety state and federal laws and regulations regarding the physical school environment, including school building(s) and grounds. To that end, the Board shall take the following steps (among any others required by state and/or federal laws and regulations):

- Make a continuing study of school facilities and a long-term school building program and from time to time make recommendations based on such study to the town.
- Adopt and implement an indoor air quality program that provides for ongoing maintenance and facility reviews necessary for the maintenance and improvement of the indoor air quality of its facilities. Specifically, every five years, for every school building, provide for a uniform inspection and evaluation program of the indoor air quality within such buildings, which program shall include, but shall not be limited to, a review, inspection or evaluation of the following:
 - 1) the heating, ventilation, and air conditioning systems;
 - 2) radon levels in the air;
 - 3) potential for exposure to microbiological airborne particles, including, but not limited to, fungi, mold and bacteria;
 - 4) chemical compounds of concern to indoor air quality, including, but not limited to, volatile organic compounds;
 - 5) the degree of pest infestation, including, but not limited to, insects and rodents;
 - 6) the degree of pesticide usage;
 - 7) the presence of and the plans for removal of any hazardous substances that are contained on the list prepared pursuant to Section 302 of the federal Emergency Planning and Community Right-to-Know Act;
 - 8) ventilation systems;
 - 9) plumbing, including water distribution systems, drainage systems, and fixtures;
 - 10) moisture incursion;
 - 11) the overall cleanliness of the facilities;
 - 12) building structural elements, including, but not limited to, roofing, basements or slabs;
 - 13) the use of space, particularly areas that were designed to be unoccupied; and
 - 14) the provision of indoor air quality maintenance training for building staff.
- Comply with all applicable state and/or federal laws and regulations regarding pesticide applications within school buildings and on school grounds.
- Comply with all applicable state and/or federal laws and regulations regarding the Board’s heating, ventilation, and air conditioning system(s).
- Adopt and implement a green cleaning program in accordance with state law that provides for the procurement and use of environmentally preferable cleaning products in school buildings and facilities.

- Comply with federal and state laws and regulations regarding the development of an asbestos management plan concerning the presence or suspected presence of asbestos-containing materials within any school buildings.
- Comply with all applicable state and/or federal laws and regulations regarding vehicle exhaust emissions, idling, and air quality.

The Board recognizes that certain circumstances and/or conditions of the Board's physical school environment may require the Board to comply with additional environmental, health, and safety state and federal laws and regulations. Examples of such circumstances and/or conditions requiring compliance with additional state and federal laws and regulations include, but are not limited to, the following:

- Undertaking new construction, extension, and/or replacement of a building to be used for public school purposes.
- Replacing and/or disturbing certain building materials (e.g., windows, paint, caulk), depending on the age of such materials.
- Owning/operating an independent water supply (e.g., using a local drinking water well).
- Storing more than 10,000 pounds of a hazardous substance or more than the applicable threshold planning quantity of an extremely hazardous substance on school property.
- Generating, handling, treating, storing, and/or disposing of hazardous waste.

The Board delegates to the District's administration the responsibility for promoting the Board's compliance with all applicable environmental, health, and safety state and federal laws and regulations, in consultation with the Board and its legal counsel, as appropriate.

Legal References:

Conn. Gen. Stat. § 10-220
Conn. Gen. Stat. §§ 10-231a - 10-231e
Conn. Gen. Stat. § 10-231f
Conn. Gen. Stat. § 10-231g
Conn. Gen. Stat. § 10-291
Conn. Gen. Stat. § 14-277
Conn. Gen. Stat. §§ 19a-329 et seq.

R.C.S.A. §§ 19a-333-1 et seq.
R.C.S.A. § 22a-174-18(b)(3)

7 U.S.C. §§ 136 et seq. (FIFRA)
15 U.S.C. §§ 2601 et seq. (TSCA)
15 U.S.C. §§ 2641 et seq. (AHERA)

Policy adopted:

WESTPORT PUBLIC SCHOOLS

Westport, Connecticut

Instruction

Survey of Students/Student Privacy

Surveys can be a valuable resource for schools and when a survey is used, effort should be made to ask questions in a neutral manner to help ensure the accuracy of the survey.

Administrators, teachers, other staff members and the Board of Education may use surveys for many purposes. Such purposes may include, but are not limited to, determining the need for student services, determining prevailing views pertaining to proposed policies and/or practices, or determining student knowledge and/or attitudes related, to a specific subject or units. These are examples of surveys and not intended to be an all-inclusive listing. Surveys require administrative approval, **as applicable**. Responses to surveys will not be used in any identifying manner unless a legally recognized exception or exemption applies.

In accordance with federal law, the Board of Education adopts the following provisions related to student privacy.

I. Definitions

- A. "Invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.
- B. "Parent" includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).
- C. "Personally identifiable information" includes, but is not limited to,
 - 1. the student's name;
 - 2. the name of the student's parent or other family members;
 - 3. the address of the student or student's family;
 - 4. a personal identifier, such as the student's social security number, student ID number, student email, computer ID, other tracking code, or biometric record;
 - 5. other information that, alone or in combination, is linked or linkable to a specific student that would allow **a reasonable person the school community, who does not have personal knowledge of the relevant circumstances, to identify the identification of** the student with reasonable certainty; or
 - 6. information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom

the education record relates.

D. "Personal information" means individually identifiable information including—

1. a student's or parent's first and last name;
2. a home or other physical address (including a street name and the name of a city or town), an email address, -or physical or technical (device) address or identifier;
3. a telephone number; or
4. a Social Security identification number.

E. "Survey" is defined as the collection of information from two or more individuals through their responses to questions, includes an evaluation, but does not include a survey or evaluation administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq.).

II. Student Surveys

All student surveys, including those conducted for agencies, organizations, or individuals other than the Westport Public Schools, must be reviewed by the Superintendent, recommended to the Board of Education by the Superintendent, and shall have the approval of the Board of Education as to content and purpose.

Surveys conducted for agencies, organizations, or individuals other than the Westport Public Schools must have the recommendation of the Superintendent, or their designee, and approval of the Board of Education as to content and purpose.

A. Surveys Funded in Whole or in Part by the U.S. Department of Education require parents to provide prior written consent for student participation ~~an active opt in by parents for student participation:~~

1. The administration shall make available for inspection by parents all instructional materials, including teacher's manuals, films, tapes or other supplementary material which will be used in connection with any survey, analysis, or evaluation funded in whole or in part by the U.S. Department of Education.
2. The administration shall obtain the prior written consent of the parent or student (if the student is an adult or an emancipated minor), prior to requiring a student to submit to a survey, analysis, or evaluation funded in whole or part by the U.S. Department of Education that reveals information concerning any of the following topics:
 - a. political affiliations or beliefs of the student or the student's parent;
 - b. mental or psychological problems of the student or the student's family parent;
 - c. sex behavior or attitudes;

- d. illegal, anti-social, self-incriminating, or demeaning behavior;
- e. critical appraisals of other individuals with whom respondents have close family relationships;
- f. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- g. religious practices, affiliations, or beliefs of the student or of the student's parent; or
- h. income (other than that required by law to determine eligibility in a program or for receiving financial assistance under such program).

B. All Other Online Surveys, including internal and third party, shall require the administration to give ample and adequate notice, offer parents the option to review the survey, and opt out of one or all surveys. When possible, the student should be given the option to complete a survey using pencils/pen and on paper (not digital platform):

1. All Surveys, Including Internal and Third Party

- a. Prior to distributing any survey, the administration shall provide notice describing the survey in reasonable detail ~~give specific, stand-alone notification~~, at least two weeks in advance, of that particular survey to parents (or in the case of students aged eighteen (18) or older or emancipated minors of an adult or emancipated minor, themselves) of the district's intent to distribute a survey. The administration shall give parents or eligible students the option of email or written opt-out. If possible, the student should be given the option to take the survey using pencils/pen and paper.
- b. The notice for any survey shall contain information fully disclosing the group or groups who are conducting the survey, the purpose of the survey, clear disclosure on whether any question in the survey would be considered a confidential/sensitive topic, as set forth in Section II.A.2 above and Section II.B.2 below, the timing/date of when the survey will be administered, and the date by which an opt-out would need to be received and the link or email address to which to send the opt-out.
- c. Upon request, the administration shall permit parents to inspect any survey before it is administered or distributed by a school to a student. The administration shall make electronic or print versions of a survey available to parents for a minimum of 10 school days. Communication to parents about how and where to review the survey shall be ~~shall be communicated in plain language and with reasonable detail in a dedicated email clear and communicated in a dedicated email~~. The communications shall clearly state that the

school is unable to guarantee that a survey is anonymous. The administration shall work with parents to facilitate reasonable access to surveys school shall make every effort to make it easy for parents to review surveys.

- d. Surveys which contain personally identifiable student information (if any) are student records and subject to the protections afforded those records. ~~At no time are surveys considered student records and any survey results shall receive the highest level of data and privacy protections.~~ All survey results shall be subject to the district's Confidentiality and Access to Student Records Policy and any administrative regulations or procedures governing student data privacy confidentiality of student records.

2. Confidential Topic Surveys

- a. The provisions of this subsection apply to any survey (i.e., any access to, linkage with, or collection of personally identifiable information from students, whether or not it resembles a formal "survey), regardless of who sponsors it, or whether it is sponsored at all, which contains questions pertaining to one or more of the following items ("Confidential Topic Surveys"):
- i) political affiliations or beliefs of the student or the student's parent,
 - ii) mental or psychological problems of the student or the student's parent,
 - iii) sex behavior or attitudes,
 - iv) illegal, anti-social, self-incriminating, or demeaning behavior,
 - v) critical appraisals of other individuals with whom respondents have close family relationships,
 - vi) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers,
 - vii) religious practices, affiliations, or beliefs of the student or of the student's ~~family parent,~~
 - viii) income (other than that required by law to determine eligibility in a program or for receiving financial assistance under such program).
 - ix) biometric records
 - x) medical/genetic information
- b. Prior to distributing any survey, the administration shall give

specific, stand-alone notification, at least two weeks in advance, of that particular survey to parents (or in the case of students aged eighteen (18) or older or emancipated minors of an adult or emancipated minor, themselves) of the district's intent to distribute a survey. The administration shall give parents or eligible students the option of email or written opt-out. If possible, the student should be given the option to take the survey using pencils/pen and paper.

- c. The notice for any survey shall contain information fully disclosing the group or groups who are conducting the survey, the purpose of the survey, clear disclosure on whether any question in the survey would be considered a confidential/sensitive topic, as set forth in Section II.A.2 above and Section II.B.2 below, the timing/date of when the survey will be administered, and the date by which an opt-out would need to be received and the link or email address to which to send the opt-out.-
- d. Upon request, the administration shall permit parents to inspect any survey before it is administered or distributed by a school to a student. The administration shall make electronic or print versions of a survey available to parents for a minimum of 10 school days. Communication to parents or eligible students about how and where to review the survey shall be clear and communicated in a dedicated email. The communications shall clearly state that the school is unable to guarantee that a survey is anonymous. The school shall make every effort to make it easy for parents to review surveys.
- e. Confidential Topic Surveys may not be administered to students whose parents (or, in the case of students aged eighteen (18) or older or emancipated minors of an adult or emancipated minor, themselves) has submitted a written opt-out for such Surveys. Where parents (or adult or emancipated minor students) have not opted out to all such Surveys at the beginning of the year, the administration or individual teachers shall solicit a written opt-out in advance of a specific Survey. A written opt-out for that Survey shall only apply to that Survey, and shall include, where possible, - the option to use paper and pencil for that Survey, in lieu of a web-based platform. Furthermore, it shall be the responsibility of the administration to provide, at a minimum, annual training on policies governing the use of Confidential Topic Surveys.
- f. Surveys which contain personally identifiable student information (if any) are student records and subject to the protections afforded those records. ~~At no time are surveys considered student records and any survey results shall receive the highest level of data and privacy protections.~~ All survey results shall be subject to the district's Confidentiality and Access to Student Records Policy and any administrative regulations or procedures governing student data privacy confidentiality.

III. Collection of Personal Information

- A. The provisions of this subsection apply to any instrument designed to collect personal information from a student for the purpose of marketing, selling or otherwise distributing such information or providing that information to others for that purpose. The provisions of subsection II, above, apply to any instruments described in this section that also meet the requirements of subsection II.
- B. At the beginning of the school year, the administration shall give direct notice to parents of affected students (or to the students aged eighteen (18) or older or emancipated minors) of the district's intent to collect, disclose or use personal information collected from students for the purpose of marketing, selling or otherwise distributing such information or providing that information to others for that purpose. Such notice shall include the specific or approximate dates during the school year of such collection, disclosure or use of personal information.
- C. Upon written request, the administration shall permit parents to inspect an instrument designed to collect personal information of students before it is administered or distributed by a school to a student. The administration shall grant reasonable access to the instrument within a reasonable period of time after a parental request is received.
- D. The administration will require parents (or students aged eighteen (18) or older or emancipated minors) to opt in to participation in the collection, disclosure or use of personal information obtained from students for the purposes of marketing, selling or otherwise distributing the personal information to others for that purpose.
- E. The provisions regarding the collection, disclosure and/or use of personal information do not apply to personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:
1. college or other post-secondary education recruitment, or military recruitment*;
 2. book clubs, magazines, and programs providing access to low-cost literary products;
 3. curriculum and instructional materials used by elementary schools and secondary schools;
 4. tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students;
 5. the sale by students of products or services to raise funds for school-related or education-related activities;
 6. student recognition programs.

*Note: Notwithstanding the foregoing, the district will permit parents and

students over the age of eighteen (18) or emancipated minors to prevent disclosure of secondary school students' names, addresses and telephone numbers to military recruiters and institutions of higher education, in accordance with the district's Confidentiality and Access to Student Records Policy.

IV. Non-Emergency Invasive Physical Examinations and Screenings:

- A. The provisions described in this subparagraph shall apply to any non-emergency, invasive physical examinations/screenings conducted by the school district, when such examinations/screenings meet the following conditions:
1. they are required as a condition of attendance;
 2. they are administered by the school and scheduled by the school in advance;
 3. they are not necessary to protect the immediate health and safety of the students; and
 4. they are not required by state law.
- B. At the beginning of the school year, the administration shall give direct notice to parents of affected students (or the affected student if eighteen (18) or older or an emancipated minor) of the district's intent to conduct non-emergency invasive physical examination(s)/ screening(s) described above, except for hearing, vision or scoliosis screenings. Such notice shall include the specific or approximate dates during the school year of the administration of such the non-emergency invasive physical examination(s) / screening(s).
- C. Upon written request, the administration shall permit parents of affected students or the affected students (if adults or emancipated minors) to opt out of participation in the non-emergency invasive physical examination(s)/screening(s) described in this subparagraph.

V. Complaint Procedure

Parents or students (if adults or emancipated minors) who believe that their rights under this policy have been violated may file a complaint with:

Family Policy Compliance Office
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

(cf. 6161 – Instructional Materials Selection)

Legal Reference:

Family Educational Rights and Privacy Act (FERPA), codified at 20 U.S.C. § 1232g; 34 CFR Part 99

Protection of Pupil Rights Amendment, Public Law 107-110, § 1061, codified at 20 U.S.C. § 1232h

Policy adopted: _____ WESTPORT PUBLIC SCHOOLS
_____ Westport, Connecticut