

**WESTPORT BOARD OF EDUCATION**

**AGENDA \***

(Agenda Subject to Modification in Accordance with Law)

**SPECIAL NOTICE ABOUT PROCEDURES FOR THIS ELECTRONIC MEETING:**

Pursuant to the Governor’s Executive Order No. 7B, there will not be a physical location for this meeting. This meeting will be held electronically and live streamed on westportps.org and shown on Optimum Government Access Channel 78 and Frontier Channel 6021. Emails to BOE members can be sent to BOE@westportps.org. Comments to be read during the public comment period must be submitted to the meeting’s GoogleDoc during the submission period. Please see the following link for instructions and guidelines: [https://www.westportps.org/uploaded/Procedures\\_and\\_Guidelines\\_for\\_Public\\_Participation\\_in\\_Remote\\_Board\\_Meetings.pdf](https://www.westportps.org/uploaded/Procedures_and_Guidelines_for_Public_Participation_in_Remote_Board_Meetings.pdf). We will use our best efforts to read public comments if they are received during the public comment period and if they state your full name and address. Meeting materials will be available at westportps.org along with the meeting notice posted on the Meeting Agenda page.

**PUBLIC SESSION/PLEDGE OF ALLEGIANCE**

7:00 p.m., Staples High School, Cafeteria B (Room 301), Public Participation Held Remotely Pursuant to Executive Order 7B

**RECOGNITION:** 2021 Westport Teacher of the Year/Heart Award

**ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION**

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

**MINUTES:** August 31, 2020, *pages 1-9*

**DISCUSSION/ACTION**

- 1. Suspension of Bylaw 9324 and Regulation 1120 Ms. Candice Savin

**DISCUSSION**

- 1. Superintendent’s Report for the Start of the 2020-21 School Year Mr. Thomas Scarice
- 2. Health Update Ms. Suzanne Levasseur
- 3. Coronavirus Relief Funds, page 10 Mr. Elio Longo
- 4. Staffing Report, *pages 11-12* (Encl.) Mr. John Bayers
- 5. Permanent Building Substitute Needs, *pages 13-14* (Encl.) Mr. John Bayers
- 6. Superintendent’s Entry Plan, *pages 15-33* (Encl.) Mr. Thomas Scarice
- 7. Communication Strategy and Personnel Mr. Thomas Scarice  
Mr. John Bayers
- 8. Flexibility with Educator Evaluation Plans, *pages 34-38* (Encl.) Mr. John Bayers
- 9. Updated BOE Calendar of Agenda Items, *pages 39-42* (Encl.) Mr. Thomas Scarice

10. Update from Policy Committee and First Reading of the Following Policies: (Encl.) Ms. Karen Kleine
- Policy 4118.22, "Code of Ethics" (New), *pages 43-45*
  - Policy 6171.2, "Preschool Students with Disabilities" (New), *pages 46-47*
  - Policy 4118.5, "Acceptable Computer Network Use" (Revision), *pages 48-51*
  - Policy 5132, "Dress and Grooming" (New), *page 52*
  - Policy 4118.231/4218.231, "Alcohol, Drugs, and Tobacco" (Revision), *pages 53-55*
  - 6172.6, "Online Courses" (New), *pages 56-57*
  - 3514.1, "Computer Loan" (Revision), *page 58*
  - 6172.4, "Title I Parental and Family Engagement Policy" (New), *pages 59-61*
11. Health and Medical Insurance Revenue and Expenses FY21 as of August 31, 2020, *page 62* (Encl.) Mr. Elio Longo

## 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](http://www.westportps.org)

### PUBLIC PARTICIPATION WELCOME USING THE FOLLOWING GUIDELINES:

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

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

**WESTPORT BOARD OF EDUCATION  
Special Meeting**

**Board Members Present:**

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

**Administrators Present:**

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

**Administrators Absent:**

Elio Longo, Chief Financial Officer

**PUBLIC SESSION/PLEDGE OF ALLEGIANCE**    7:01 p.m., Held Remotely Via Zoom Pursuant to Executive Order 7B

**ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION**

**PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS**

**MINUTES:** August 17, 2020

Elaine Whitney moved to approve the minutes of August 17, 2020; seconded by Jeannie Smith and passed unanimously.

**DISCUSSION**

Update on School Reopening

- Ventilation
- Health Protocols
- Remote Learning
- Sports/CIAC
- Enrollment and Staffing

Calendar of Board of Education Agenda Items: September 2020 – June 2021

Update from Finance and Facilities Committee

## DISCUSSION/ACTION

### Recommendation on the Use of Carryover Funds

**Be it resolved, that upon the recommendation of the Superintendent of Schools, the Board of Education requests of the Board of Finance approval to utilize \$1,182,504.64 of the Carryover Fund for Covid-19-related items, as delineated in the Board of Education meeting of August 31, 2020, and as appended to the minutes of said meeting.**

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

### Update from Policy Committee and Second Reading of the Following Policies:

- Policy 4118.112/4218.112, "Sex Discrimination and Sexual Harassment in the Workplace" (Revision)
- Policy 5145.5, "Policy Regarding Sex Discrimination and Sexual Harassment" (Revision)
- Policy 6114.82-C19 "Policy Concerning Health and Safety Protocols Related to the COVID-19 Pandemic" (New)
- Policy 4152.9-C19 "Families First Coronavirus Response Act Leave" (New)
- Policy 3520, "Green Cleaning Programs" (Revision)
- Policy 4110, 4210, "Employment Checks" (Revision)
- Policy 6141.321, "Electronic Resources/Internet Safety" (Revision)
- Policy 5131.81-C19 "Use of Private Technology Devices" (New)
- Bylaw 9324, "Meeting Conduct" (Revision)
- Policy 5131.81-C19 "Use of Private Technology Devices" (New)
- Bylaw 9324, "Meeting Conduct" (Revision)

**Be it resolved, that upon the recommendation of the Superintendent of Schools, the Board of Education approves:**

- the amendment of Policy 4118.112/4218.112, "Sex Discrimination and Sexual Harassment in the Workplace";
- the amendment of Policy 5145.5, "Policy Regarding Sex Discrimination and Sexual Harassment";
- the creation of temporary Policy 6114.82-C19 "Policy Concerning Health and Safety Protocols Related to the COVID-19 Pandemic";
- the creation of temporary Policy 4152.9-C19 "Families First Coronavirus Response Act Leave";
- the temporary amendment of Policy 3520, "Green Cleaning Programs" and temporary renumbering of said policy to 3520-C19;
- the temporary amendment of Policy 4110, 4210, "Employment Checks" and temporary renumbering of said policy to 4110-C19/4210-C19;
- the temporary amendment of Policy 6141.321, "Electronic Resources/Internet Safety" and the temporary renumbering of said policy to 6141.321-C19;
- the temporary creation of Policy 5131.81-C19 "Use of Private Technology Devices"; and

- the temporary amendment of Bylaw 9324, "Meeting Conduct" and the temporary renumbering of said bylaw to 9324-C19.

**All temporary language and/or temporary policies will sunset effective July 1, 2021.**

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

**ADJOURNMENT:** Karen Kleine moved to adjourn at 10:03 p.m.; seconded by Jeannie Smith and passed unanimously.

Respectfully submitted,

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

	<b>BOE &amp; BOF APPROVED FY20 DEPOSIT:</b>	<b>\$ 1,182,504.64</b>
	<b>BOE REQUEST TO DRAW FROM CO ACCOUNT:</b>	
	<b>Technology &amp; Learning</b>	
	FY 20 - 21 Actual Year-to-Date	\$ (570,020.20)
	FY 20 - 21 Pending (Sept - Dec.)	\$ (148,169.00)
		\$ (718,189.20)
	<b>Elementary transportation PM session (Sept - Dec.)</b>	<b>\$ (368,000.00)</b>
	<b>Custodial Overtime at elementary schools (Sept - Dec.)</b>	<b>\$ (87,661.55)</b>
	<b>Misc. PPE/Supplies</b>	<b>\$ (8,653.89)</b>
		\$ -

Please fill-in the chart by adding your first name initial (T, J, A, M, N) in the appropriate column(s) in response to the following:

- Product used in the hybrid model
- Product used in the distance learning model
- Product can also be used to enhance education post pandemic

Notes are welcome (ie., est. product life, subscription term, etc.)

**ALREADY PURCHASED/SUBSCRIBED**

Product	Amount	Hybrid	Distance Learning	Post Pandemic	NOTES
Pioneer Valley Subscription	16,809.85	X	X		It is a yearly subscription. It provides online books for emergent readers. The schools can determine if they want to continue use of this and put it into the regular budget request process.
Lexia	45,000.00	X	X	X*	It is a yearly subscription. It is an online reading program that helps develop skills and provides student data to the teachers. The schools can determine if they want to continue use of this and put it into the regular budget request process.  *For the last 5+ years 350 licenses have been purchased through a regular budget process for SPED and RTI students. That will continue post pandemic.
ZOOM	25,000.00	X	X		It is an annual subscription. It allows for students to join class virtually. It also allows for virtual meetings.
Arduino software	637.00	X	X	X	It is for MS STEM classes and allows students to program on the

						Chromebooks instead of on laptops.
CMS Phase 1 Dist. Learning	98,154.35	X	X	X	X	This is for the live stream setups in the classrooms. The sound system will be used for the next 7 years at least. The webcams (\$128/room) may or may not be used after the pandemic.
CMS Phase 1 Dist. Learning	12,534.94	X	X	X	X	This is for the live stream setups in the classrooms. The sound system will be used for the next 7 years at least. The webcams (\$128/room) may or may not be used after the pandemic.
iPads (10)	5,220.00	X	X	X	X	They will be used for live streaming in classes that do not have teacher stations, ie culinary kitchens, theatres, etc. Post-pandemic they will be reassigned to teachers who are due for iPad replacements, mostly PPS.
BMS Phase 1 Dist. Learning	95,499.72	X	X	X	X	This is for the live stream setups in the classrooms. The sound system will be used for the next 7 years at least. The webcams (\$128/room) may or may not be used after the pandemic.
BMS Phase 2 Dist. Learning	61,072.56	X	X	X	X	This is for the live stream setups in the classrooms. The sound system will be used for the next 7 years at least. The webcams (\$128/room) may or may not be used after the pandemic.
SHS Phase 1 Dist. Learning	95,652.96	X	X	X	X	This is for the live stream setups in the classrooms. The sound system will be used for the next 7 years at least. The webcams (\$128/room) may or may not be used after the pandemic.
SHS Phase 2 Dist. Learning	95,526.62	X	X	X	X	This is for the live stream setups in the classrooms. The sound system will be used for the next 7 years at least. The webcams (\$128/room) may or may not be used after the pandemic.
Bandwidth hardware SHS	500.00	X	X	X	X	It was a one time cost for a transceiver to allow for our bandwidth to burst and expand. The extra bandwidth is being offered by the state for free until the pandemic is over. We can keep the transceiver in case we ever need to expand our bandwidth permanently.



Bandwidth hardware TSO	500.00	X	X	X	It was a one time cost for a transceiver to allow for our bandwidth to burst and expand. The extra bandwidth is being offered by the state for free until the pandemic is over. We can keep the transceiver in case we ever need to expand our bandwidth permanently.
AE microphones (40)	9,576.00	X	X	X	This is for additional microphones for the audio systems in the classroom.
Docking stations (50)	8,336.00	X	X	X	They allow laptops to be connected to smartboards and regular monitors and keyboards. 5 year life cycle.
<b>Sub Total</b>	<b>\$570,020.20</b>				

**PENDING**

Product	Amount	Hybrid	Distance Learning	Post Pandemic	NOTES
Headsets of secretaries (40)	12,000.00			X	These are for secretaries to better answer the phone while wearing masks. Less touching and possible cross-contamination. 3-5 year lifespan.
ScreenCastify	7,600.00	X	X		Annual subscription. Allows for recording lessons and capturing teachers screens while doing so. Allows students to record answers and explanations and submit. We can most likely go back to free version post pandemic.
EdPuzzle Pro	10,680.00	X	X		Annual subscription. Allows teachers to create quizzes and short assessments for students. We can most likely go back to free version post pandemic.

Kami (PDF Annotator)	4,500.00	X	X	X	X	Annual subscription. Allows teachers and students to annotate PDFs. Post pandemic SPED teachers would like to keep it, possibly ELA. It would be submitted through regular budget process.
CutTime	299.00	X	X	X	X	To categorize/inventory the district's instrumental music program.
Lexia Power Up (75 seats MS/HS)	2,250.00	X	X	X	X	For Sped and RTI students, upper level version of Lexia Core
IEP/504 Direct Repository	1,500.00	X	X	X	X	One time cost. Allows the nurses and PPS staff to upload documents to IEP and 504 Direct.
Clicker 8 for IR students	1,200.00	X	X	X	X	This is for our IR students. This is to upgrade 4 licenses of Clicker 7 and to add new licence for LLS.
iSpire Orton Gilham digital ver.	8,450.00	X	X	X	X	This is for Sped and Tier 2 and 3 RTI support, online versions
Reading Milestones - ProEd	336.00	X	X			
Dibels	3,500.00		X	X	X	Assessment tool for Dyslexia screening. This is for the online version. We had been using the paper version only.
Britanica Soc. Studies Learning.	3,024.00	X	X			MS SS does not have a text book, this and NewsELA SS will provide online texts for the courses.
NewsELA Social Studies	17,800.00	X	X			MS SS does not have a text book, this and Britanica SS Learning will provide online texts for the courses.
SmartMusic - Instrumental	11,390.00	X	X			This allows instrumental teachers to share materials digitally and students can record their practice and share with the teacher.
Finale Take Home Lic. - Music	9,100.00	X	X			Teachers can create print and digital materials for students.
SiteReading Factory - choral HS	1,200.00	X	X			These are digital tools for the Choral program at SHS.
Essential Elements Online - EL	1,170.00	X	X			These are digital tools for the elementary music program.

SoundTrap - Music & Tech	4,500.00	X	X	X	These are digital tools for Music and Tech and Audio Productions classes at the MS and HS.
Document Cameras (75)	29,925.00	X	X	X	These are for the teachers to be able to project printed materials to the Smartboard and through Zoom. The requests are now over 100 since teachers have returned.
iPads for Science Teachers (36)	16,380.00	X	X	X	This is so teachers can use the tablet feature to develop digital materials for students and also to present complex formulas etc. on the Smartboard and through Zoom. If the devices are not needed in science afterwards, they will be rerouted to where iPads are needed. This is not considered a permanent add to the teacher devices in the replacement cycle.
iPads for AP Economics	1,365.00	X	X	X	They also need to use the tablet feature to present complex written materials on the Smartboard and through Zoom. If the devices are not needed in science afterwards, they will be rerouted to where iPads are needed. This is not considered a permanent add to the teacher devices in the replacement cycle.
<b>Sub Total</b>	<b>\$148,169.00</b>				

**TOTAL: \$718,189.20**

To: Westport Board of Education Members  
From: Thomas Scarice, Superintendent of Schools  
Date: September 18, 2020  
Re: Coronavirus Relief Funds

On August 6, Governor Lamont announced that the State of Connecticut made an additional \$160 million in funding available for school districts to safely reopen, assisting them with costs associated with responding to COVID-19 in advance of the 2020-2021 school year. The Coronavirus Relief Funds complement the \$15 million already committed from the Governor's Emergency Education Relief Fund (GEER) and \$111 million from the Elementary and Secondary School Emergency Relief (ESSER) Funds.

At that time the Westport Public Schools was not scheduled to receive any Coronavirus Relief Funds. Subsequently, the published allocations were withdrawn and it is expected that a corrected announcement will be forthcoming from the State Department of Education.

Following a series of calls with the Education Commissioner, Miguel Cardona, and the State Department of Education's Chief Financial Officer, Kathy Dempsey, I was informed on September 14 in an email that Westport will receive an allocation of \$947,633 in Coronavirus Relief Funds for non-personnel related PPE/Health & Safety costs.

I want to recognize the work of the district's CFO, Elio Longo, in advocating for these funds.

Mr. Longo will discuss this funding award, its constraints, and make a recommendation for how the district might allocate the funds at the meeting Monday night.



## WESTPORT PUBLIC SCHOOLS

**JOHN BAYERS**

*Director of Human Resources & General Administration*

110 MYRTLE AVENUE  
WESTPORT, CONNECTICUT 06880  
TELEPHONE: (203) 341-1004  
Fax: (203) 341-1024  
JBAYERS@WESTPORTPS.ORG

To: Thomas Scarice, Superintendent

From: John Bayers, Director of Human Resources

Subject: Staffing Report

Date: September 17, 2020

The recent hiring season was unusual but very productive. What made it different was the lack of in-person recruitment fairs early in the process and that the majority of candidates were interviewed in a virtual environment. Despite the challenges associated with this new hiring approach, I am pleased to share that the District was very successful in securing qualified and talented educators to fill its vacancies. Over the course of several months 5 administrators, 26 teachers and numerous non-certified staff accepted employment offers.

Among the new administrators hired are you, the District's new Superintendent. In addition, Mr. Michael Rizzo returned to Westport as the Assistant Superintendent for Pupil Personnel Services. Mr. Stephen Zimmerman was hired as the Coordinator for Music and Visual Arts, Ms. Rosemarie Ampha was hired as Assistant Principal for Special Education at Staples High School, and Ms. Megan Gallant was promoted to the role of Assistant Principal at Bedford Middle School.

Along with our new administrators we hired 26 additional certified staff members. At the preschool we hired 1 special education teacher. At the elementary level we hired 12 classroom teachers, 1 special education teacher, 1 math support teacher, and 2 music teachers. At the middle school level we hired 1 English Language Arts teacher, 1 math teacher, 2 science teachers, 1 World Language Spanish teacher, 1 music teacher, and 1 special education teacher. At the high school we hired 1 social studies and academic support teacher and 1 World Language Latin teacher. With a nice mix of both new and experienced educators, they come with an average of 4.1 years of experience. They received their training from local colleges and universities as well as many prominent academic institutions including Arizona State University, Boston University, University of Colorado, Curry College, Endicott College, College of the Holy Cross, Marist College, Providence College, State University of New York New Paltz, St. John's University, Johns Hopkins University, The College of Saint Rose, Saint Cloud University, and the University of Illinois.

In addition to adding new certified staff, the district has hired 18 non-certified staff. Among this group are 16 paraprofessionals and 2 secretaries. We are currently working to fill additional paraprofessional and secretarial vacancies and have deferred hiring additional staff for Coleytown Middle School until the building reopens. As has been the case in the past, we anticipate additional movement with our non-certified staff.

Our vacancies occurred for a variety of reasons including retirements and those leaving Westport for personal circumstances. Along with hiring new staff to fill many of the vacancies, I am pleased to share that 29 of our existing staff members transferred into new opportunities across the District.

Below you will see a list of certified employees new to Westport who filled vacancies.

Last Name	First Name	Location	Title	Position
Aaeng	Alexis	SHS	Teacher	Academic Support / Social Studies
Ampha	Rosemarie	SHS	Administrator	Assistant Principal - Special Education
Bordieri	Jenna	CMS	Teacher	World Language - Spanish
Burggraff	Vanessa	LLS	Teacher	Grade 3
Burke	Danielle	GFS	Teacher	Grade 4
Cooney	Colleen	Multiple	Teacher	Music - Vocal
Doherty	Brenna	KHS	Teacher	Kindergarten
Ehl	Alexa	GFS	Teacher	Grade 1
Ferreri	Catherine	CMS	Teacher	Science
Gallant	Megan	BMS	Administrator	Assistant Principal
Gussen	Anastasia	BMS	Teacher	Science
Harvey	David	SHS	Teacher	World Language - Latin
Howe	Kelly	GFS	Teacher	Grade 2
Kozinski	Katherine	KHS	Teacher	Music - Orchestra
Lansing	Julia	CES	Teacher	Special Education
Lyons	Jessie	BMS	Teacher	Special Education
Palopoli	Kaitlin	KHS	Teacher	Grade 1
Petralia	Meredith	CMS	Teacher	Mathematics
Proscino	Geraldine	LLS	Teacher	Mathematics Support
Rizzo	Michael	TSO	Administrator	Assistant Superintendent for Pupil Personnel
Robinson	Magdalene	SSP	Teacher	Special Education
Robison	Megan	BMS	Teacher	Music - Orchestra
Romano	Lauren	GFS	Teacher	Kindergarten
Scarice	Thomas	TSO	Administrator	Superintendent
Smith	Elisa	LLS	Teacher	Grade 5
Socha	Jennifer	CMS	Teacher	English Language Arts
Spisso	Caitlin	CES	Teacher	Grade 2
Tran	Valentina	SES	Teacher	Grade 5
Weitz	Megan	GFS	Teacher	Grade 2
Whelan	Morgan	CES	Teacher	Grade 3
Zimmerman	Stephen	SHS	Administrator	Coordinator Music and Visual Arts



**WESTPORT PUBLIC SCHOOLS**

**JOHN BAYERS**  
*Director of Human Resources & General Administration*

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To: Thomas Scarice, Superintendent  
From: John Bayers, Director of Human Resources  
Subject: Permanent Building Substitute Needs for 2020-2021  
Date: September 17, 2020

The Westport Public Schools employs permanent building substitutes in each of our schools, including the preschool. These substitutes report to our schools each day and are the first source of coverage when teachers and special education paraprofessionals are absent from work.

At present, the District is budgeted for 18 permanent building substitutes across our schools. As of today the District still has 8 permanent substitute vacancies to fill. The details are outlined in the chart below.

School	Budget	Actual as of 9/17/20
Stepping Stones Preschool	1	1
Coleytown Elementary School	2	0
Greens Farms School	2	1
Kings Highway Elementary School	2	0
Long Lots Elementary School	2	0
Saugatuck Elementary School	2	1
Bedford Middle School	1	1
Coleytown Middle School	1	1
Staples High School	5	5

The current permanent substitute vacancies exist solely at the elementary level. There are many reasons these positions remain unfilled. In the first instance, we have hired 2 teachers originally assigned as permanent building substitutes as full-time teachers. Additionally, we are utilizing employees who would be hired as permanent building substitutes in long term substitute roles. We have also had some of our permanent building substitutes resign to take full-time positions in neighboring districts.

An additional challenge in hiring permanent building substitutes is the current daily per diem rate of \$100 offered by the Westport Public Schools. In surveying the neighboring districts I have learned that Darien, Greenwich and Weston are paying their permanent building substitutes \$125 per day. New Canaan, which normally pays their building substitutes \$100 per day, has taken the step of paying their permanent building substitutes for FY 21 nearly \$250 per day and is providing them benefits. Fairfield currently pays their permanent building substitutes \$110 per day, and Wilton pays their permanent building substitutes \$100 per day. Wilton is seeking approval from the Board of Education to raise their daily per diem rate for permanent building substitutes.

Along with the financial challenges of acquiring enough permanent building substitutes, the District is also beginning to face temporary staffing challenges related to Covid-19. Specifically, we are seeing an increase in the number of staff members forced to quarantine for close contact with someone testing positive for Covid-19.

The schools are also facing temporary staffing challenges related to short-term child-care needs of our employees. Staff members are having to exercise their rights under the Families First Coronavirus Response Act for short-term or intermittent child care needs as protected by federal law.

As a result of our current temporary staffing needs, I am recommending two remedies. The first is to increase our daily per diem rate for permanent building substitutes to \$130 for FY21. This 30% increase will make Westport more attractive in the current highly competitive market for permanent building substitutes. It is also in line with the approach our neighboring districts are taking to address similar staffing needs. The second recommendation is to increase the District’s total number of permanent building substitutes from 18 to 26 for FY-21. This increase in the total number of permanent building substitutes will better support our schools in meeting temporary coverage needs as we navigate schools operating during the Covid-19 pandemic.

The financial impact of the request to increase the daily per diem rate and the number of permanent building substitutes is outlined in the chart below. With the help of Mr. Elio Longo, Chief Financial Officer, we have determined that the additional request is projected to cost the District an additional \$287, 560 beyond what was allocated for Account Code 150 in the BoE’s FY21 adopted budget. There may be opportunities to offset these additional costs with unexpended funds from Account Codes 151, 152, and 153, all of which provide coverage for single day absences including but not limited to professional development needs and coverage for PPT meetings. We anticipate these accounts seeing less utilization during the pandemic.

ACCOUNT 150 - PERMANENT BUILDING SUBSTITUTES											
FY 2020 -2021							PROPOSAL				
School	Std. Rate	BUDGET		ACTUAL		diff.		ADDITIONAL		TOTAL	
		FTE	\$	FTE	\$	FTE	\$	FTE	\$	FTE	\$
CES	\$ 18,200	2	\$ 36,400	0	\$ -	2	\$ 36,400	1	\$ 18,200	3	\$ 54,600
GFS	\$ 18,200	2	\$ 36,400	1	\$ 18,200	1	\$ 18,200	1	\$ 18,200	3	\$ 54,600
KHS	\$ 18,200	2	\$ 36,400	0	\$ -	2	\$ 36,400	1	\$ 18,200	3	\$ 54,600
LLS	\$ 18,200	2	\$ 36,400	0	\$ -	2	\$ 36,400	1	\$ 18,200	3	\$ 54,600
SES	\$ 18,200	2	\$ 36,400	1	\$ 18,200	1	\$ 18,200	1	\$ 18,200	3	\$ 54,600
BMS/CMS	\$ 18,200	2	\$ 36,400	2	\$ 36,400	0	\$ -	2	\$ 36,400	4	\$ 72,800
SHS	\$ 18,200	5	\$ 91,000	5	\$ 91,000	0	\$ -	1	\$ 18,200	6	\$ 109,200
SSP	\$ 18,200	1	\$ 18,200	1	\$ 18,200	0	\$ -	0	\$ -	1	\$ 18,200
		18	\$ 327,600	10	\$ 182,000	8	\$ 145,600	8	\$ 145,600	26	\$ 473,200
<b>Rate</b>							FUNDED		UNFUNDED		
Current	\$ 100										\$ 473,200
Proposed	\$ 130										\$ 615,160
										Budge	\$ 327,600
										Over:	\$ 287,560

**ADMINISTRATIVE RECOMMENDATION**

**Be it Resolved, that upon the recommendation of the Superintendent of Schools, the Board of Education approves raising the daily per diem rate for permanent building substitutes to \$130 for FY21. This increase shall be applied prospectively from the date of Board approval.**

**Be it Further Resolved, that upon the recommendation of the Superintendent of Schools, the Board of Education approves increasing the number of permanent building substitutes from 18 – 26 for FY21.**



To: Westport Board of Education Members  
From: Thomas Scarice, Incoming Superintendent of Schools  
Date: September 18, 2020  
Re: Strategic Entry Plan

Following a successful reopening, I am eager to share a one year (2020-2021) formal strategic entry plan with the Board. In order to refresh the memories of the individual Board members, I have enclosed my memos to the Board from May 6, 2020 and June 4, 2020 outlining the rationale and process for this approach.

As I stated to the Board in prior memos, I am confident that this plan not only ensures a successful leadership transition, but also begins to address targeted pressing issues facing the Board, while positioning the system for long-term success in advance of the development and implementation of a long-term comprehensive district strategic plan.

In June I provided the Board with a set of six draft transition goals for the 2020-2021 school year which include an emphasis on a successful beginning to my tenure. However, after over two months in the position, I have made a modification to the content of one goal. In my analysis, there is an immediate need to address district communication. I have tabled the goal related to analyzing the budget process and replaced it with a communications goal.

The enclosed strategic entry plan loosely follows a planning tool that I have used in the past, the “Balanced Scorecard”. I have found this tool particularly helpful with “mission-based” organizations such as public schools.

Within the enclosed plan I have provided the Board with six strategic objectives, appropriate measures, and accompanying initiatives, which are key actions formulated to achieve the strategic objectives. This plan is illustrated in two ways. The “strategy map” is a one page overview, and the “scorecard” outlines each strategic objective, measure and initiative.

Again, as stated in my prior correspondence to the Board, “while this plan will represent the essence of the district’s primary strategy for the 2020-2021 school year, I would like to assure the Board that I will simultaneously execute a commonly agreed upon entry plan while performing the expected duties and responsibilities associated with leading the school district, including any urgent needs before us.”

Below is a modification of the phases and timelines.

**Phases/Timeline of a Strategic Entry Plan**

This formal strategic entry plan replicates the features of a comprehensive, long-term, 3-5 year strategic plan. The plan includes multiple phases over the course of the year, as well as specific transition goals, outcomes and initiatives.

- **Phases/Timeline**
  - **Phase I**
    - Introduction to the School Community
    - July 1, 2020-August 31, 2020

- **Phase II**
  - Listen and Learn to Understand: Systematically Generate Data
  - September 1, 2020-January 31, 2021
- **Phase III**
  - Make Sense of Data: Private to Public Sense-Making Meetings/Presentations
  - January 31, 2021-April 30, 2021
- **Phase IV**
  - Engage and Plan: “Revisioning” of District, Refresh District Vision/Mission, Development and Board Adoption of Comprehensive Long-Term Strategic Plan
  - May 1, 2021-August 31, 2021

**Closing Comments**

I am most interested in sharing this work with the Board at our meeting on Monday September 21. I am eager to begin the work of the district that endeavors to identify and pursue our next level of performance.

To: Westport Board of Education Members

From: Thomas Scarice, Incoming Superintendent of Schools

Date: June 4, 2020

Re: Strategic Entry Plan: Draft Transition Goals for 2020-2021 School Year

I would like to thank the Board for their support of the concept of a formal strategic entry plan for the initial year (2020-2021) of my tenure as the new Superintendent of the Westport Public Schools. I am confident that this plan can not only ensure a successful leadership transition, but also begin to address targeted pressing issues facing the Board while positioning the system for long-term success in advance of the development and implementation of a long-term comprehensive district strategic plan.

As promised, I have provided the Board with a reasonable set of six draft transition goals for the 2020-2021 school year which include an emphasis on a successful beginning to my tenure.

Following consensus on the goals for 2020-2021, I will provide the Board with appropriate qualitative and quantitative outcome measures, and initiatives, which are key actions formulated to achieve our agreed upon goals.

As stated in my prior correspondence to the Board, “while this plan will represent the essence of the district’s primary strategy for the 2020-2021 school year, I would like to assure the Board that I will simultaneously execute a commonly agreed upon entry plan while performing the expected duties and responsibilities associated with leading the school district, including any urgent needs before us.”

### **Review of Rationale and Process**

As stated in my prior memo, I have framed the district challenge around an essential strategic question, and I have outlined phases and timelines for the 2020-2021 school year.

#### **Essential Strategic Question**

To frame this challenge, an essential strategic question to consider is:

- If we must continually change, adapt, and improve our system to confront the challenges of educating in the 21<sup>st</sup> Century, how do we position the district to do so effectively at this critical stage of leadership transition?

#### **Phases/Timeline of a Strategic Entry Plan**

A formal strategic entry plan would replicate the features of a comprehensive, long-term, 3-5 year strategic plan. A draft entry plan for 2020-2021 would include multiple phases over the course of the year, as well as specific transition goals, outcomes and initiatives.

- **Phases/Timeline**
  - **Phase I**
    - Introduction to the School Community
    - July 1, 2020-August 31, 2020
  - **Phase II**
    - Listen and Learn to Understand: Systematically Generate Data
    - September 1, 2020-December 31, 2020

- **Phase III**
  - Make Sense of Data: Private to Public Sense-Making Meetings/Presentations
  - January 1, 2021-March 31, 2021
- **Phase IV**
  - Engage and Plan: “Revisioning” of District, Refresh District Vision/Mission, Development and Board Adoption of Comprehensive Long-Term Strategic Plan
  - April 1, 2021-August 1, 2021

### **Transition Goals**

Clear, specific transition goals communicate a commitment to action. The draft goals below would serve to ensure a successful transition while enabling opportunities for establishing trust and generating valuable, accurate data and evidence about the system. In addition, I have included goals to address the pressing, urgent matters before the community.

As I stated in my prior memo, the number of goals ought to be ambitious, but manageable. This is critical to the success of this transition. I have proposed six transition goals, two reflecting the leadership transition and four reflecting pressing matters before the school community.

In full disclosure, I would have recommended four or five goals, but the challenges as a result of the COVID closures, as well as the need for a decisive response and sustained action to combat centuries of systemic and institutional racism warrant the full and complete attention of the school district.

### **Draft Strategic Entry Plan: Transition Goals**

#### **Goal #1:**

Develop and strengthen the Board of Education/Superintendent relationship to enable effective structures and agreements to guide communication processes and expectations, decision-making, and future planning.

- Goal #1 Objectives:
  - Review and confirm strategic entry plan goals for 2020-2021 school year
  - Identify and agree upon ground rules, norms, and procedures for meetings and BOE/Superintendent collaborative working relationship
  - Conduct a series of work focused, relationship-building retreats to establish strong affiliation to the BOE/Superintendent partnership
  - Conduct one on one Board member/Superintendent interview meetings
  - Define and establish appropriate roles and responsibilities of BOE/Superintendent working relationship
  - Discuss and agree upon communication processes to meet the needs of the Board, Superintendent and wider school community

**Goal #2:**

Create listen and learn opportunities to build relationships and credibility among the school community in order to promote and ensure a positive, collaborative working culture while gaining valuable feedback from stakeholders that informs the identification of appropriate short and long term system priorities

- Goal #2 Objectives:
  - Conduct interviews with a broad range of individuals to uncover deeply held values, norms, and forces that account for individual and group performance and behavior
  - Determine patterns of key issues and tasks as identified by Board of Education members, central office administration, building administration, teachers, a variety of support staff across the entire system, parents, students, and key municipal leaders, elected officials and civic leaders
  - Develop a transparent process and schedule for 1-2 hour interviews with questions provided in advance and available for public review
  - Provide a written report illustrating cross-constituent views about system goals, challenges, and actions needed to raise performance to “next level” work
  - Conduct “sense-making” meetings and presentations, first internally, then publicly with a broad range of stakeholders, feeding back themes and patterns in the interview data to develop consensus of system goals, challenges and actions to be taken
  - Revise and update written report to incorporate “sense-making” meetings consensus feedback and input
  - Formalize written report in order to serve as foundation of long-term strategic plan to be developed prior to the 2021-2022 school year which would include educational and facility priorities

**Goal #3**

Develop and execute a comprehensive plan to reopen schools in the fall following the coronavirus pandemic closure with fully developed contingency plans and models in the event of future prolonged school closures or school day modifications.

- Goal #3 Objectives
  - Employ School Reopening Steering Committee to develop and execute protocols and processes which address:
    - Infection control
    - Physical plant modifications
    - School building access and space
    - Student and staff technology
    - Student transportation
    - Food service program
    - Responsive instructional models based on distance programming, on-site schooling, or a hybrid
    - Staff and student training
    - Student activities
    - Special education and intervention services

- Develop and use continuous improvement feedback loops to modify approaches as necessary across all identified areas (see list above)
- Apply decision tools in conjunction with public health and medical professionals to inform actions during the school year related to the identified areas above

#### **Goal #4**

Successfully reopen Coleytown Middle School and plan for future school configurations and instructional models in response to enrollment trends

- Goal #4 Objectives
  - In conjunction with town planning authorities, professional demographers, and real estate professionals, refresh the demographic analysis and enrollment projections, including imbalances across K-8 schools, based on recent external events and real estate trends
  - Develop range of K-8 configuration models based on refreshed demographic and enrollment projections for BOE consideration for future implementation
  - Conduct analysis of middle school teaming model efficacy with professional organization (e.g. National Middle School Association, New England League of Middle Schools, etc.)

#### **Goal #5**

Review the district's budgeting process and financial projections, to potentially recommend modifications to the communication and/or resource allocation process where appropriate to reflect district priorities.

- Goal #5 Objectives
  - Consult with Chief Financial Officer to review key district budget reports, projections, processes and allocations
  - Review current budget development process
  - Review current budget communication and engagement process
  - Consult with Director of Human Resources to review collective bargaining agreements and budget implications
  - Provide analysis of district budgeting process to inform any recommended modifications where appropriate

#### **Goal #6**

I am not prepared to fully formulate this goal and would request further consultation with the Board, the administrative team and faculty, and outside partners such as TEAM Westport, the ADL, and other thought partners.

I feel compelled to put forth a goal, one that ought to live beyond this one year plan, to bring action to our collective efforts in Westport to combat systemic and institutional racism. Perhaps the front of this centuries old battle nests in communities like ours in how we are not only developing policies and systems to combat inequities in our institutions, but also in how we are fostering the capacities of our children to advance the cause for a more just, anti-racist society.

I propose further discussion on this goal and strongly recommend thoughtful deliberation with the thought partners above before committing to a formal goal. Additionally, I maintain that any such goal ought to commit to sustained action as defined in collaboration with critical partners.

**Closing Comments**

Again, I am appreciative of the Board's thoughtful consideration of the draft transition goals presented above. I look forward to deliberation and discussion at the June 8 Board of Education meeting. I remain committed to the "draft" nature of these proposed goals until consensus is reached. At that time, I will begin the process of formulating measures and initiatives to support these goals for 2020-2021 with the understanding that if the Board supports the concept of Goal #6, I will commit to engaging internal and external partners to further specify this priority in terms of a stated goal.

To: Westport Board of Education Members  
From: Thomas Scarice, Incoming Superintendent of Schools  
Date: May 6, 2020  
Re: Strategic Entry Plan Concept for Consideration

I would like to thank the Board in advance for their consideration of the concept of a formal strategic entry plan for the initial year (2020-2021) of my tenure as the new Superintendent of the Westport Public Schools. If designed skillfully, and executed effectively, a formal strategic entry plan can establish trust and credibility across stakeholders in the wider school community, while arriving at a mutual understanding of the organization's culture, and past and present successes and challenges.

Honoring this critical stage of leadership transition with a formal strategic entry plan can catapult the system in the long-term towards the common goal of higher levels of performance for all stakeholders. A formal 2020-2021 strategic entry plan can lay the foundation for organizational renewal in the form of a future long-term comprehensive district strategic plan that captures the system's enduring aspirations in subsequent years.

While this plan will represent the essence of the district's primary strategy for the 2020-2021 school year, I would like to assure the Board that I will simultaneously execute a commonly agreed upon entry plan while performing the expected duties and responsibilities associated with leading the school district, including any urgent needs before us. The past couple of years have presented a number of challenges to the district. That said, with appropriate input from the Board and the leadership team, I will include these pressing needs in any specific transition goals outlined in the formal strategic entry plan.

This memo will be structured with the following components:

- Introduction/Context
- Essential Strategic Question
- Rationale/Purpose of a Strategic Entry Plan
- Components of a Strategic Entry Plan (Phases/Timeline, Transition Goals, Outcomes, Initiatives)
- Future Actions
- Exhibits

### **Introduction/Context**

Public schools are complex systems. Public schools in the 21<sup>st</sup> Century are infinitely more complex than those in previous generations. In his book, "Out of the Crisis" (1986), renowned engineer and management consultant, Dr. W. Edward Deming, defined a system as a "network of interdependent components that work together to try to accomplish a common aim".

The aim of public schools has evolved exponentially in the information age. The demands of the global economy, the complexities of citizenship, and the necessity of constant, continual learning in the modern era have all conspired to push the public school agenda to new levels.

Additionally, in public schools, the "network of interdependent components" as defined by Deming can work at cross purposes if a common aim and strategy are not defined and arrived at through mutual



understanding within all levels of the system, from the classroom to the central office administration and Board of Education. To complicate matters further, perhaps the only certainty about the future is uncertainty (i.e. economic, cultural, technological, ecological, etc.).

To confront these challenges, public schools must commit to the continual and never-ending improvement of the system while capably adapting to change and rethinking problems in new ways which produce solutions that matter and last. Undoubtedly, this commitment to continual and never-ending improvement can only be initiated and sustained through leadership from the superintendent and governance through the Board of Education.

### **Essential Strategic Question**

To frame this challenge, an essential strategic question to consider is:

- If we must continually change, adapt, and improve our system to confront the challenges of educating in the 21<sup>st</sup> Century, how do we position the district to do so effectively at this critical stage of leadership transition?

### **Rationale/Purpose of a Strategic Entry Plan**

Changes in leadership can produce great excitement, but also great confusion and anxiety. As the new leader it is tempting to plunge into the work of the district and reflexively act to solve problems with the superficial information available at hand. The most unsuccessful inductions to new leadership positions are historically fraught with casual, incoherent information gathering approaches that lead to immediate actions, but more often than not, bad decisions.

For this reason, I recommend an inclusive, systematic, and transparent approach through a formal strategic entry plan that will engage a broad spectrum of stakeholders, enabling me the immediate extraordinary opportunity to establish trust and credibility of my leadership on a personal level. Such an in-depth inquiry would provide me with a thorough understanding of:

- deeply-held values and norms of individuals,
- the networks of relationships and alliances across the system, and
- the esoteric forces that account for individual or group behavior while uncovering hidden conflicts and perceptions.

Behavior never lies. As the newly appointed instructional leader of the Westport Public Schools, it is incumbent on me to begin the process of establishing trust and credibility while developing strong professional relationships. In fact, the prospect of this opportunity excites me a great deal. However, a superficial, selective approach to my initial interpersonal interactions, without full regard for the countless individuals and interest groups within and across the broader school community, could present a potentially fatal discrepancy between my words and actions, thus my integrity.

It is my belief that leaders ultimately fail based more on who they truly are, rather than what they do. If I am perceived to be lacking in integrity, this perception will become a reality for the stakeholders I serve as the leader. A misstep of this magnitude would definitively compromise my ability to lead the Westport Public Schools to peak levels of performance.

In short, a formal strategic entry plan would offer collaborative learning activities that produce trust and credibility while generating necessary accurate information to inform long-term strategic planning recommendations and decisions.

### **Components of a Strategic Entry Plan (Phases/Timeline, Transition Goals, Outcomes, Initiatives)**

A formal strategic entry plan would replicate the features of a comprehensive, long-term, 3-5 year strategic plan. A draft entry plan for 2020-2021 would include multiple phases over the course of the year, as well as specific transition goals, outcomes and initiatives.

- **Phases/Timeline**

- **Phase I**

- Introduction to the School Community
- July 1, 2020-August 31, 2020

- **Phase II**

- Listen and Learn to Understand: Systematically Generate Data
- September 1, 2020-December 31, 2020

- **Phase III**

- Make Sense of Data: Private to Public Sense-Making Meetings/Presentations
- January 1, 2021-March 31, 2021

- **Phase IV**

- Engage and Plan: "Revisioning" of District, Refresh District Vision/Mission, Development and Board Adoption of Comprehensive Long-Term Strategic Plan
- April 1, 2021-August 1, 2021

- **Transition Goals**

Clear, specific transition goals communicate a commitment to action. The draft goals I would like the Board to consider would serve to ensure a successful transition while enabling opportunities for establishing trust and generating valuable, accurate data and evidence about the system. In addition, I would suggest the inclusion of goals to address the pressing, urgent matters before the community (i.e. reopening of schools, facilities issues, etc.). The number of goals ought to be ambitious, but manageable. Perhaps five or so goals would be appropriate.

Some examples of goals could include:

- Develop and strengthen the Board of Education/Superintendent relationship to enable effective structures and agreements to guide future planning and decision-making
- Develop and execute a comprehensive plan to reopen schools in the fall with fully developed emergency plans in the event of future prolonged school closures

These sample goals serve only an illustrative purpose. They are not intended to be exemplars. I would propose that I draft and submit for Board consideration, goals for the 2020-2021 school year as part of a formal strategic entry plan. These draft goals would be considered over the coming weeks with final consensus by July 1, 2020.

- **Outcomes**

Outcome measures are critical to the success of goals. These measures provide signals to stakeholders with regards to progress of the plan. In addition, such measures inform mid-course adjustments when appropriate.

For the purposes of a one year strategic entry plan, outcome measures may be more oriented towards the completion of specific tasks. An appropriate mix of quantitative and qualitative measures would be considered.

A measure for the illustrative goal above aimed towards developing and the strengthening Board of Education/Superintendent relationship could be demonstrated by the successful completion of a series of retreats memorialized in written norms and agreements about general rules of behavior, communication flow, and decision-making.

Again, I would propose that I draft and submit for Board consideration, outcome measures for the draft goals as part of a formal strategic entry plan. These draft outcome measures would also be considered over the coming weeks with final consensus by July 1, 2020.

- **Initiatives**

Initiatives are the engine that put the strategy into action. Management consultant Paul Niven explains in his strategic planning book “Balanced Scorecard: Step by Step”(2002) that initiatives are projects with a finite start and end date. Initiatives are meant to put the organizational strategy into action.

Finally, a coordinated set of targeted initiatives would be presented for Board consideration to support the goals of the strategic entry plan.

### **Future Actions**

In summary, if designed skillfully, and executed effectively, a formal strategic entry plan for the 2020-2021 school year would address the urgent issues before the Board and wider school community while positioning the entire system to approach the development and implementation of a comprehensive long-term strategic plan encompassing the subsequent 3-5 years. This draft timeline would culminate with Board consideration on a draft long-term strategic plan during the summer of 2021.

### **Exhibits**

Included in this packet are two sample superintendent entry plans from out of state districts. These samples are explicitly included as illustrative examples and not intended to serve as exemplars.

Exhibit A: Berkeley County Schools, Superintendent Patrick K Murphy, Ed. D

Exhibit B: Federal Way Public Schools, Superintendent Dr. Tammy Campbell



# 2020-2021 Strategic Entry Plan

## Strategy Map

### Essential Question

“If we must continually change, adapt, and improve our system to confront the challenges of educating in the 21st century, how do we position the district to do so effectively at this critical stage of leadership transition?”

#### Entry Strategic Objectives

Establish, Develop and Strengthen the BOE Superintendent Relationship

Actively Gather Stakeholder Feedback

#### Entry Strategic Objectives

Execute and Sustain Reopening Plan

Successfully Reopen Coleytown Middle School

Expand and Increase Diversity, Equity, and Inclusion

Excel at Communication

# 2020-2021 Strategic Entry Plan

<b>Strategic Objective</b>	<b>Measures</b>	<b>Initiatives</b>
<p>1. Establish, Develop and Strengthen the Board of Education/Superintendent Relationship</p>	<p>Strategic entry plan goals finalized and publicly shared</p>	<p><b>ENTRY PLAN GOALS:</b> Review and confirm strategic entry plan goals for 2020-2021 school year</p>
	<p>Norms and expectations for meetings and the BOE/Superintendent working relationship codified in writing</p>	<p><b>GROUND RULES/NORMS:</b> Identify and agree upon ground rules, norms, and procedures for meetings and BOE/Superintendent collaborative working relationship</p>
		<p><b>RETREATS:</b> Conduct a series of work focused, relationship-building retreats to establish strong affiliation to the BOE/Superintendent partnership</p>
	<p>Minimum of two retreats held</p>	<p><b>INDIVIDUAL INTERVIEWS:</b> Conduct one on one Board member/Superintendent interview meetings with common questions</p>
	<p>Minimum of two retreats held</p>	<p><b>ROLES/RESPONSIBILITIES:</b> Define and establish appropriate roles and responsibilities of BOE/Superintendent working relationship</p>
<p>One on one interviews held</p>	<p><b>COMMUNICATION PROCESSES:</b> Discuss and agree upon communication processes to meet the needs of the</p>	

<p>Board, Superintendent and wider school community</p>	<p><b>INTERVIEWS:</b> Conduct interviews with a broad range of stakeholders to uncover:</p> <ul style="list-style-type: none"> <li>deeply held values, norms, and forces that account for individual and group performance and behavior</li> </ul>	<p><b>PATTERN IDENTIFICATION:</b></p> <p>Determine patterns of key issues and tasks as identified by Board of Education members, central office administration, building administration, teachers, various support staff, parents, students, and key municipal and civic leaders/elected officials</p>	<p><b>INTERVIEW PROCESSES/EXPECTATIONS:</b></p> <p>Develop a transparent process and schedule for 1-2 hour interviews with common questions, inquiries</p>	<p><b>SENSE-MAKING MEETINGS:</b> Conduct “sense-making” meetings and presentations, internally, and publicly, with a broad range of stakeholders, to develop consensus of system goals, challenges and actions to be taken</p>
	<p>Comprehensive list of stakeholders identified and list of questions publicly shared</p>	<p>Interviews of all identified stakeholder groups conducted</p>		<p>2. Actively Gather Stakeholder Feedback</p>

	<p>“Sense making” meetings held</p>	<p><b>WRITTEN REPORT:</b> Provide written report illustrating cross-constituent views about system goals, challenges, and actions needed to raise performance to “next level” work.</p>
	<p>Deliver and publicly present written report</p>	<p><b>INFORM STRATEGIC PLAN:</b> Formalize written report in order to serve as foundation of long-term strategic plan to be developed prior to the 2021-2022 school year which would include educational, cultural, and facility priorities</p>
<p>3. Execute and Sustain Reopening Plan</p>	<p>On time reopening</p>	<p><b>PROTOCOLS, PROCESSES:</b> Develop and execute protocols and processes which address:</p> <ul style="list-style-type: none"> <li>● Infection control/Mitigating Measures</li> <li>● Responsive instructional models based on distance programming, on-site schooling, or a hybrid</li> <li>● Physical plant modifications (e.g. traffic flow, desk patterns, etc.)</li> <li>● School building access and space</li> <li>● Student and staff technology</li> <li>● Student transportation</li> <li>● Food service program</li> <li>● Staff and student training</li> <li>● Student activities</li> <li>● Special education and intervention services</li> </ul>

	<p>Feedback/assessment tools implemented and progress publicly reported</p>	<p><b>FEEDBACK LOOPS:</b> Develop and use continuous improvement feedback loops to modify approaches as necessary across all identified areas</p>
	<p>Ongoing feedback/assessment tools implemented , in conjunction with health data to determine sustained reopening model (i.e. fully open, hybrid, fully remote)</p>	<p><b>DECISION TOOLS:</b> Apply decision tools in conjunction with public health and medical professionals to inform actions during the school year related to the identified areas above</p>
<p>4. Successfully Reopen Coleytown Middle School</p>	<p>Transition plan to receive CMS developed and implemented</p>	<p><b>OFFICIALLY RECEIVE BUILDING:</b> In conjunction with town planning authorities, develop and implement transition plan to receive CMS from the building committee</p>
	<p>Building based student transition plan developed and implemented</p>	<p><b>STUDENT TRANSITION PLAN:</b> In collaboration with building administration and faculty, develop and implement comprehensive plan for student transition for reentry into CMS (programming, scheduling, communication, etc.)</p>
<p>5. Expand and increase diversity, equity, and inclusion</p>	<p>Equity study conducted and shared publicly</p>	<p><b>EQUITY STUDY:</b> Conduct an equity study with focus on:</p> <ul style="list-style-type: none"> <li>● access to programs</li> <li>● areas of curricula,</li> <li>● district policies</li> <li>● professional development/training</li> <li>● hiring and retention</li> </ul>



		<ul style="list-style-type: none"> <li>● school culture</li> </ul> <p><b>DEI VISION STATEMENT:</b> In collaboration with wider school community, develop district-wide vision statement on diversity, equity, and inclusion in our schools</p> <p><b>PROFESSIONAL DEVELOPMENT:</b> Based on Equity Study, identify and provide professional development for faculty and staff focused on increasing awareness of diversity, equity, and inclusion issues</p> <p><b>PARENT EDUCATION:</b> Identify and provide parent education on issues of diversity, equity, and inclusion</p>
<p>6. Excel at Communication</p>	<p>Comprehensive communications plan developed and shared publicly</p>	<p><b>COMMUNICATIONS PLAN DEVELOPMENT:</b></p> <p>Develop a communications plan that is</p> <ul style="list-style-type: none"> <li>● Timely and responsive to stakeholders,</li> <li>● coordinated throughout ALL levels of the system (i.e. district level, individual schools, individual faculty and administrators, etc.)</li> <li>● Efficient and consumable for the reader/viewer</li> <li>● Accessible in a wide variety of outlets (i.e. website, social media, video, etc.)</li> </ul>

<ul style="list-style-type: none"> <li>● Consistent in delivering accurate/critical information and positive news about the school district</li> </ul>		
<p><b>REFRESH DISTRICT WEBSITE</b></p> <ul style="list-style-type: none"> <li>● Modernize website appearance by providing a digital “facelift” in order to improve ease of use and prioritization of communication messages</li> <li>● Redesign functionality for ease of access to timely and critical information, as well as positive district news</li> <li>● Optimize cross website functions and uses (i.e. district site and individual school sites)</li> <li>● Establish, monitor and frequently update COVID-19 communications page</li> <li>● Develop and implement district Q &amp; A function <ul style="list-style-type: none"> <li>○ list of district FAQs,</li> <li>○ responsive Q &amp; A function illustrating chain of communication and system of question submission/answer delivery</li> </ul> </li> </ul>	<p>Website redesigned</p>	
<p><b>SOCIAL MEDIA:</b></p> <ul style="list-style-type: none"> <li>● Establish social media presence to match preferences of targeted</li> </ul>	<p>Social media presence established</p>	


<p>audiences (e.g parents, community at large, etc.)</p> <ul style="list-style-type: none"> <li>● Provide effective communication redundancy via social media for critical messages and positive district news</li> </ul>		
<p><b>EMPLOY ANALYTICS:</b></p> <ul style="list-style-type: none"> <li>● Identify and use web analytics to improve traffic flow, optimize timing and nature of messages, and establish feedback loops to continually improve methods and substance of communications</li> </ul>	<p>Web analytics identified and employed to establish initial benchmarks</p>	



STATE OF CONNECTICUT  
STATE BOARD OF EDUCATION



TO: Superintendents of Schools  
Superintendents of Unified School Districts  
Directors of Public Charter Schools  
Directors of Approved Private Special Education Programs  
Executive Directors of Regional Educational Service Centers

FROM: Dr. Miguel A. Cardona, Commissioner 

DATE: August 11, 2020

SUBJECT: **Flexibilities for Implementing the CT Guidelines for Educator Evaluation 2017 for the 2020-2021 School Year**

The disruption to our educational system during the COVID-19 pandemic has been significant and has affected multiple systems within our schools. As each local educational agency (LEA) prepares for the return to school, the CT State Department of Education (CSDE) is providing one-time flexibilities within the *Guidelines for Educator Evaluation 2017 (Guidelines)* and Connecticut General Statute Section 151b. Pursuant to Executive Order 7C, this document reflects my order implementing these flexibilities, which take effect immediately and will be in place for the 2020-2021 school year only.

These flexibilities reflect the critical importance of the social and emotional learning and well-being of students and educators during the upcoming academic year, while maintaining meaningful feedback and substantive evaluation of educators and administrators. Although this is a short-term approach, the CSDE is committed to engaging partners in reimagining educator evaluation and support for future years. This academic year the CSDE will convene educational stakeholders to work hand in hand to reimagine CT's educator evaluation and support system in its entirety. Our goal will be to complete this process in spring 2021 in order for districts to plan for and implement in the 2021-2022 school year.

A summary of the *Guidelines* flexibilities for 2020-2021 is included below. For further detail, please refer to the attachment.

**Student Learning Indicators**

Districts may focus Student Learning components on social and emotional learning, student engagement, and family engagement.

**Teachers:** A minimum of one goal with a minimum of two indicators or measures of accomplishment focused on social and emotional learning for students, student engagement, and/or family engagement.

**Administrators:** A minimum of two indicators or measures of accomplishment focused on the re-opening of schools, supporting well-being of staff and students, supporting distance teaching and learning, and/or health and safety of students, staff, and the school community.

Districts may adjust the requirement for formal in-class observations, as appropriate, if shorter, more frequent observations will take place. Written feedback from observations should be based on current, CSDE-approved rubrics, be formative in nature, and include recommendations for professional learning.

**Teachers:** A minimum of two and three informal observations for teachers based on years of experience and previous summative ratings. All teachers complete a minimum of one review of practice.

**Administrators:** A minimum of two and three site visits for administrators based on years of experience in the profession and/or district and previous summative ratings. All administrators complete a minimum of two artifact reviews.

#### **4-Level Matrix Rating System**

Summative ratings are waived for the 2020-2021 academic year as a direct result of the disruption of the pandemic and executive orders affecting our educational system, including the waiver of student assessments and teacher evaluations last year. These changes impacted some of the fundamental data typically used to contribute to the standard evaluation process. This waiver of summative ratings does not change the expectation that evaluators will provide substantive feedback to educators. Based on data and evidence collected throughout the year, educators will complete a self-assessment, and evaluators will complete a narrative summary of the educator's performance.

#### **Improvement and Remediation Plans**

These flexibilities should not be interpreted to mean improvement and remediation plans are unnecessary. Any evaluator who continues to have concerns about an educator's performance should ensure it is appropriately communicated and documented, and development opportunities are provided, even without summative ratings. Communication between evaluators, educators, and the exclusive bargaining representative should take place regarding the status of existing plans. Primary evaluators should provide formative documentation when developing a plan in consultation with the educator and exclusive bargaining representative.

#### **Amendment Requests**

LEAs that choose to adopt these flexibilities must do so through the mutual-agreement process of the Professional Development and Evaluation Committee (PDEC) and superintendent. Once mutual-agreement has been reached, an LEA may begin implementation of the flexibilities. LEAs that intend to utilize 2020-2021 flexibilities will be asked to notify the Bureau of Educator Effectiveness and Professional Learning by October 1, 2020 consistent with the EESP amendment process. The link to request EESP amendments will be included in a subsequent communication. Districts not using the flexibilities will assume their most recent CSDE-approved plan.

Guidance and resources to support the implementation of effective Student Learning Indicators and informal observation protocols for in-person, hybrid and virtual learning environments will be forthcoming to assist LEAs in adopting available flexibilities.

Contact the CSDE consultant assigned to your region to discuss questions from your PDEC.

- *Sharon Fuller*- [sharon.fuller@ct.gov](mailto:sharon.fuller@ct.gov) – (CES, EDADVANCE, LEARN)
- *Kimberly Audet*- [kimberly.audet@ct.gov](mailto:kimberly.audet@ct.gov) – (ACES, CREC, EASTCONN)

Thank you for your continued commitment to the evaluation and support of Connecticut's educators.

SKT:ka

**Flexibilities for Implementing the CT Guidelines for Educator Evaluation 2017  
(Guidelines) for the 2020-2021 School Year  
August 11, 2020**

Given the conditions of the COVID-19 pandemic, the impact on the re-opening of schools, and the critical importance of the social and emotional learning and well-being of students and educators during the upcoming academic year, the CT State Department of Education (CSDE) is providing flexibilities to the fundamental requirements of the *CT Guidelines for Educator Evaluation (Guidelines)* and Connecticut General Statute Section 10-151b to support individual and collective educator practices in order to improve student growth.

These flexibilities were developed to facilitate support, feedback, and growth for CT educators in order to best meet the needs of students.

**Student Learning Indicators (45%)**

**Justification:** In order for students to achieve academically, their primary needs of safety and well-being must first be addressed. Educators share these needs as well, as they strive to meet the needs of their students. Due to the COVID 19 pandemic, leading to the closure of school buildings, the cancellation of state-wide assessments, the rapid transition to remote learning models, and the impacts on social and emotional well-being caused by health and safety precautions, the CSDE is providing flexibility for the Student Learning components of Educator Evaluation and Support in order to prioritize a focus on social and emotional learning and overall well-being of staff and students.

**Teachers will** develop a minimum of one student learning goal with a minimum of two indicators or measures of accomplishment focused on:

- social and emotional learning for students,
- student engagement, and/or
- family engagement.
- An academic goal may be considered, with mutual agreement.

Indicators or measures of accomplishment could be demonstrated by implementation of school-wide or individual strategies mutually agreed upon between the teacher and evaluator during the goal-setting process.

**Administrators will** develop a minimum of two student learning indicators or measures of accomplishment focused on:

- the re-opening of schools,
- supporting the health and safety, and social and emotional well-being, of staff and students,
- supporting remote and distance teaching and learning,
- mastery-based learning, and/or
- ensuring equity for the most vulnerable students and their families.

Indicators or measures of accomplishment could include implementation of district-wide or individual strategies that are mutually agreed upon between the administrator and evaluator during the goal-setting process.

**Observation of Performance and Practice (40%)**

**Justification:** Given the overall goal of fully re-opening schools, while recognizing the reality that the context of leading, teaching and learning via pandemic health and safety precautions and/or

distance learning procedures may look different during this school year, the CSDE is providing flexibility for the Observation of Performance and Practice components of Educator Evaluation and Support.

As the social and emotional well-being of students and staff will be a priority during 2020-2021, it is recommended that observations of performance and practice be formative in nature, and take place more frequently and for shorter amounts of time throughout the school year for the purpose of providing feedback and support. Evaluators are encouraged to focus on educator practice that supports social and emotional learning, and health and well-being of staff and students in in-person, blended, and remote learning environments.

Written feedback from observations should be based on current, CSDE-approved rubrics, be formative in nature, and include recommendations for professional learning.

**Observation Process for Teachers:**

Districts may adjust the requirement for formal in-class observations, as appropriate, if shorter, more frequent observations will take place.

- A minimum of two observations and a minimum of one review of practice for teachers with more than two years of experience and who maintained Proficient or Exemplary practice during 2019-2020.
- A minimum of three informal observations and a minimum of one review of practice for first and second year teachers, and teachers who demonstrated Developing or Below Standard practice during 2019-2020.

**Observation Process for Administrators:**

Districts may consider that given the changes that are taking place for the re-opening of schools for 2020-2021, artifact reviews may replace one of the required site visits required in the *Guidelines*.

- A minimum of two site visits for administrators with two or more years of experience and who maintained Proficient or Exemplary practice during 2019-2020.
- A minimum of three site visits, with additional site visits, as needed, for administrators who are new to the profession or the district, or who demonstrated Developing or Below Standard practice during 2019-2020.

**Stakeholder Feedback (10%)**

**Justification:** Engaging with families continues to be essential in supporting the overall success of students in school. As families have had to adjust to remote learning for students from home, caring for family members while working from home and/or ensuring child care while working outside of the home, and addressing the impacts on health, safety, financial and food security, the CSDE is committed to supporting educators in their support of and engagement with the families of our students.

It is recommended that educators prioritize the focus on implementing strategies for ongoing communication and engagement with families.

**Whole-School Student Learning Indicators/Teacher Effectiveness Outcomes (5%)**

Districts should follow their most recently approved CSDE-BESP.

#### **4-Level Matrix Rating System**

**Justification:** Given that ratings have been waived for the 2020-2021 academic year, it is important for educators and their evaluators to communicate about educators' progress, potential concerns, and relevant professional learning. In order to promote support and growth for educators, feedback from observations of performance and practice should be conveyed in writing, as should feedback about the accomplishment of student learning goals/indicators.

This waiver of summative ratings does not change the expectation that evaluators will provide substantive feedback to educators.

- Educators shall still complete a self-assessment based on evidence and data collected throughout the school year, and submit to their evaluators no later than the date in the district's EESP.
- Evaluators shall provide a narrative summary highlighting commendations, areas for improvement, and recommendations to the educator prior to the end of the school year.
- The reporting of aggregate evaluation ratings to the CSDE by September 15, 2021, is waived.
- Districts shall inform their local or regional board of education the implications of the Governor's Executive Order No. 7C on Educator Evaluation and Support.

#### **Evaluation-based Professional Learning**

It is recommended that professional learning needs be discussed during the goal-setting conference and be reviewed as part of mid-year check-ins. This will ensure ongoing support as educators adapt and adjust to the potential for varied teaching and learning environments due to the monitoring of COVID-19 factors.

#### **Individual Improvement and Remediation Plans**

These flexibilities should not be interpreted to mean improvement and remediation plans are unnecessary. Any evaluator who continues to have concerns about an educator's performance should ensure it is appropriately communicated and documented, and development opportunities are provided, even without summative ratings. Communication between evaluators, educators, and the exclusive bargaining representative should take place regarding the status of existing plans. Primary evaluators should provide formative documentation when developing a plan in consultation with the educator and exclusive bargaining representative.



## 2020-2021 Board of Education Agenda Items Calendar

### September 8, 2020 CANCELED

- ~~Recognition: 2021 Westport Teacher of the Year/Heart Award~~
- ~~Superintendent's Update for Start of 2020-2021 School Year~~
- ~~Review/Approval of Proposed Board Policies~~

### September 21, 2020

- Recognition: 2021 Westport Teacher of the Year/Heart Award
- Superintendent's Update for Start of 2020-2021 School Year
- Staffing Report
- Health and Medical Insurance Revenues and Expenses, FY 2021 as of ~~July~~ August 31, 2020
- ~~Assessment Data Report~~
- Review/Approval of Proposed Board Policies
- Health Update

### October 5, 2020

- Review/Approval of Proposed Board Policies
- Discussion of BOE Proposed Meeting Dates 2021-2022
- Health Update
- Update on Hybrid and Remote Learning
- Update on Facilities Projects (Summer Actual Work vs. Planned, Antinozzi Report, Facilities Committee)
- CMS Update – Building Committee

### ~~November TBD~~ October 14, 2020

- Board Self-Review

### October 19, 2020

- Approval of FY 2021 Budget Preparation Calendar
- Board of Education Establishment of FY 2021 Budget Guidelines: Goals and Priorities
- Health and Medical Insurance Revenues and Expenses
- Quarterly Financial Report: July 1, 2020 - September 30, 2020
- Review/Approval of Proposed Board Policies
- Approval of BOE Proposed Meeting Dates 2021-2022
- Health Update
- CMS Update – Building Committee and District Admin

### November 2, 2020

#### EXECUTIVE SESSION: Security

- FY 2021 Budget Cost Drivers and Budget Assumptions (Preliminary)
- Review/Approval of Proposed Board Policies
- Health Update

- [Update on Hybrid and Remote Learning](#)

**November 16, 2020**

**EXECUTIVE SESSION: Formative Evaluation of Superintendent**

- Health and Medical Insurance Revenues and Expenses
- Review/Approval of Proposed Board Policies
- [NESDEC Ten Year Enrollment Projections \(BoS, BoF, RTM invited\)](#)
- [Health Update](#)
- [CMS Update – Building Committee and District Admin](#)

**December 7, 2019**

**EXECUTIVE SESSION: Election of Officers of the Board of Education**

- Election of Officers of the Board of Education (with executive session)
- 2021-2022 Preliminary Budget Discussions with Board of Finance, RTM Education and Finance Committee Chairs
- Review/Approval of Proposed Board Policies
- [Proposed Course Additions, Deletions, Modifications, 6-12](#)
- [Health Update](#)
- [Update on Hybrid and Remote Learning](#)
- [Update on Facilities Projects \(Antinozzi Report, Facilities Committee\)](#)

**December 21, 2019**

**EXECUTIVE SESSION: Pending Litigation**

- Review/Approval of Proposed Board Policies
- Health and Medical Insurance Revenues and Expenses
- [Approval of Proposed Course Additions, Deletions, Modifications, 6-12](#)
- [Health Update](#)
- [CMS Update – Building Committee and District Admin](#)

**January 5, 2021**

- Executive Summary: Proposed 2021-2022 Budget of the Superintendent of Schools
- [Discussion of Capital Projects in Rank Order Priority](#)
- [Health Update](#)
- [Update on Hybrid and Remote Learning](#)

**January 8, 2021**

- Discussion: 2021-2022 Proposed Budget of the Superintendent of Schools  
(This is planned as an “all-day” work session to review the proposed budget, **8:30 am start**)

**January 11, 2021**

- 2021-2022 Proposed Budget of the Superintendent of Schools
- [Review/Approval of Proposed Board Policies](#)
- [Health Update](#)

### **January 19, 2021**

- [2021-2022 Proposed Budget of the Superintendent of Schools](#)
- [Health Update](#)

### **January 25, 2021**

- 2021-2022 Proposed Budget of the Superintendent of Schools
- Review/Approval of Proposed Board Policies
- [Health and Medical Insurance Revenues and Expenses](#)
- [Health Update](#)

### **February 1, 2021**

- [2021-2022 Proposed Budget of the Superintendent of Schools](#)
- [Health Update](#)
- [Update on Hybrid and Remote Learning](#)
- [Update on Facilities Projects \(Antinozzi Report, Facilities Committee\)](#)

### **February 23, 2021**

- Discussion of Student and Faculty Calendar: 2021-2022 School Year
- Health and Medical Insurance Revenues and Expenses
- [Quarterly Financial Report: July 1, 2020 - December 31, 2020](#)
- [Health Update](#)

### **March 1, 2021**

- [Approval of Student and Faculty Calendar: 2021-2022 School Year](#)  
Review/Approval of Proposed Board Policies
- [Health Update](#)
- [Update on Hybrid and Remote Learning](#)

### **March 15, 2021**

- Review/Approval of Proposed Board Policies
- [Health and Medical Insurance Revenues and Expenses](#)
- [Health Update](#)

### **April 5, 2021**

- Review/Approval of Proposed Board Policies
- [DATTCO Contract Extension](#)
- [Health Update](#)
- [Update on Hybrid and Remote Learning](#)
- [Update on Facilities Projects \(Antinozzi Report, Facilities Committee\)](#)

### **April 19, 2021**

- Non-Renewal of Certified Teaching Staff
- Quarterly Financial Report: July 1, 2020 - March 31, 2021
- Review/Approval of Proposed Board Policies

- [Health and Medical Insurance Revenues and Expenses](#)
- [Health Update](#)

**May TBD, 2021** *(This date is not on BOE calendar)*

- Board of Education and Members of the Public: “Brown Bag” Daytime Meeting, **12:00 p.m.**

**May 3, 2021**

**EXECUTIVE SESSION: Non-Union Personnel Compensation**

- Review/Approval of Proposed Board Policies
- 2021-2022 Goals of the Board of Education
- [Discussion: New Textbook Adoption \(if needed\)](#)
- [Health Update](#)

**May 17, 2021**

**EXECUTIVE SESSION: Non-Union Personnel Compensation**

- Adoption: 2021-2022 Budget of the Board of Education
- Review/Approval of Proposed Board Policies
- Discussion of Anticipated Carryover Funds
- Approval: Non-Union Personnel Compensation
- Approval: New Textbook Adoption (if needed)
- [Health Update](#)

**June 7, 2021**

**EXECUTIVE SESSION: Summative Evaluation of Superintendent**

- Review/Approval of Proposed Board Policies
- Discussion/Possible Request to Carry Over Funds
- Approval: Tuition Rates for 2020-2021 School Year
- Health and Medical Insurance Projected Revenues and Expenses
- [Health Update](#)
- [Update on Facilities Projects \(Antinozzi Report, Facilities Committee\)](#)

**June 14, 2021**

- **Recognition of Retirees 7:00 p.m.**
- Approval: Annual Authorization to Sign Contracts
- Review/Approval of Proposed Board Policies
- 2021-2022 School Lunch Program Contract
- [Health Update](#)
- [Vote on Contract of the Superintendent of Schools](#)

## Personnel

### Code of Ethics and Professional Responsibility for Personnel

The Westport Board of Education (the “Board”) requires all Board employees to follow any applicable Board policy concerning employee conduct, maintain high ethical and professional standards, and exhibit professional conduct and responsibility.

Board employees shall comply with the following standards:

1. Maintain a just and courteous professional relationship with students, parents, staff members, Board members, and others.
2. Make the well-being of students the fundamental value of all decision-making and actions.
3. Fulfill professional responsibilities with honesty and integrity.
4. Support the principle of due process and protect the civil and human rights of all individuals.
5. Obey local, state, and national laws.
6. Adhere to, implement, and (as applicable) enforce the Board’s policies and administrative rules and regulations.
7. Avoid using positions for personal gain through political, social, religious, economic, or other influence.
8. Accept academic degrees or professional certification only from duly accredited institutions.
9. Maintain the standards and seek to improve the effectiveness of the profession through research and continuing professional development.
10. Honor all contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to the contract.
11. Refrain from engaging or participating in any activity and/or conduct, whether on duty or off duty, that is incompatible with the proper discharge of the employee’s official duties, that would tend to impair the employee’s independent judgment or action in the performance of the employee’s professional duties, and/or that would erode the public’s trust in the employee’s ability to fulfill his/her professional duties.
12. Exhibit candor with supervisors and report to a supervisor any arrest or conviction of the employee that could erode the public’s trust in the employee’s ability to fulfill his/her professional duties.
13. Refrain from soliciting, accepting, or receiving, directly or indirectly, from any person, by rebate, gifts, or otherwise, any money, or anything of value whatsoever, or any promise, obligation, or contract for future reward or compensation in exchange for the performance of his/her duties.

Board employee. It is recognized that instructional personnel may receive unsolicited gifts from time to time from students and their families, typically associated with holidays, the end of the year or other special occasions. This policy is not intended to prevent school personnel from accepting typical and customary gifts from students and their families in such circumstances in accordance with Board Policy 4118.131.

14. Refrain from offering or providing any special consideration, treatment, favor, or advantage to any person, beyond that which is generally available to students and their families.

15. Teachers must adhere to the Connecticut Code of Professional Responsibility for Teachers (Regulations of Connecticut State Agencies Section 10-145d-400a), which Code is incorporated herein by reference.

16. Administrators must adhere to the Connecticut Code of Professional Responsibility for School Administrators (Regulations of Connecticut State Agencies Section 10-145d-400b), which Code is incorporated herein by reference.

Violations of this policy may result in disciplinary action, up to and including termination of employment.

(cf. 4118.131- Gifts to School Personnel)

Legal References:

Regulations of Connecticut State Agencies, § 10-145d-400a Code of Professional Responsibility for Teachers; Connecticut Code of Professional

Regulations of Connecticut State Agencies, § 10-145d-400b, Code of Professional Responsibility for School Administrators



## Instruction

### Special Education

#### Preschool Special Education

The Board of Education (Board) recognizes the value of special education and its responsibility in ensuring that all resident preschool children with disabilities have the opportunity to participate in special programs and services from which they may benefit. The Board shall maintain an early intervention program for preschool-aged children identified through the "Birth to Age Three" screening process under regulations imposed by the Individuals with Disabilities Act (IDEA) which identifies children with special education needs or developmental delays.

The District will provide a preschool program consistent with the regulations delineated by the State. The Assistant Superintendent of Pupil Personnel Services is responsible to coordinate and evaluate the program annually.

Such administrative practices and procedures shall include:

1. Locating and identifying all preschool children, between the ages of three and five, with disabilities pursuant to the relevant provisions of the Individuals with Disabilities Act (IDEA). The register of children eligible to receive preschool special education services is to be maintained and revised annually by the Director/Supervisor of Special Education;
2. Ensuring that the parents of preschool age children with disabilities have received and understand the request for consent for evaluation of their child;
3. Developing an individualized education program (IEP) for each preschool age child with a disability requiring services;
4. Appointing and training appropriately qualified personnel;
5. Providing transportation to students who require it, per the PPT decision;
6. Maintaining records as required by the State Education Department pertaining to the number of children with disabilities who are being served, as well as those identified disabled students not served; and
7. Reporting as required to the State Education Department; and
8. Ensuring the smooth transition from infant to preschool programs.

The Planning and Placement Team's responsibilities will include the evaluation and recommendation for placement in appropriate approved programs and the provision of appropriate special education programs and services for each preschool child with a disability. Children recommended for an educational program may enter at various points throughout the school year.

It is ultimately the responsibility of the Board to provide the appropriate approved preschool program and services for the District children. Should the PPT's determination and recommendations differ from parent or guardian preference, placement may be appealed by a parent or guardian through the procedures outlined in IDEA.

The Board directs the Superintendent or his/her designee to ensure that the District considers that adequate and appropriate space and personnel are made available for such programs and services.

## Tuition



Non-disabled (general education) students enrolled in the "reverse mainstreaming" preschool program will be required to pay tuition for the program. Identified students or students who qualify for free or reduced lunch will not be charged for tuition. The Board will annually establish the tuition rate for the following school year. The Board, through the Superintendent or his/her designee, will establish a monthly payment plan. Failure to make such tuition payment may result in discontinuation of enrollment in the program.

Legal Reference:

Connecticut General Statutes

10 76a Definitions.

10 76b State supervision of special education programs and services.

10 76c Receipt and use of money and personal property.

10 76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-

114)

10 76e School construction grant for cooperative regional special education facilities.

10 76f Definition of terms used in formula for state aid for special education.

10 76g State aid for special education.

10 76h Special education hearing and review procedure. Mediation of disputes.

10 76i Advisory council for special education.

10 76j Five year plan for special education.

10 76k Development of experimental educational programs.

State Board of Education Regulations.

10 76m Auditing claims for special education assistance.

10 76a 1 et seq. Definitions.

10 76b 1 through 10 76b 4 Supervision and administration.

10 76d 1 through 10 76d 19 Conditions of instruction.

10 76h 1 through 10 76h 2 Due process.

10 76l 1 Program Evaluation.

10 145a 24 through 10 145a 31 Special Education (re teacher certification).

34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.

American with Disabilities Act, 42 U.S.C. §12101 et seq.

Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq. as amended by P.L. 105-17.

Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794.

Policy adopted:

WESTPORT PUBLIC SCHOOLS

Westport, Connecticut

## Personnel - Certified-Non-Certified

### Acceptable Computer Network Use

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

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

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

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

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

#### ~~The following practices are prohibited:~~

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

## **Personnel – Certified-Non-Certified**

### **Acceptable Computer Network Use (continued)**

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

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

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

#### **E-Mail**

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

#### **E-mail to Colleagues**

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

## ~~Personnel – Certified-Non-Certified~~

### ~~Acceptable Computer Network Use (continued)~~

#### ~~E-mail to Students and Parents~~

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

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

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

In accordance with applicable laws and the Administrative Regulations associated with this Policy,

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

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

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

Legal Reference:

Conn. Gen. Stat. § 31-40x

Conn. Gen. Stat. § 31-48d

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

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

~~Connecticut General Statutes~~

~~\_\_\_\_\_ The Freedom of Information Act.~~

~~\_\_\_\_\_ PA 98-142 an Act Requiring Notice to Employees of Electronic Monitoring  
by employees~~

Policy adopted: September 1, 2003

Policy revised: 2006

Policy revised:

WESTPORT PUBLIC SCHOOLS

Westport, Connecticut

## Students

### Student Dress

In order to maintain an environment conducive to the educational process, the Westport Board of Education (the "Board") prohibits the following from wear during the academic school day:

- a. Footwear which mars floors or is a safety hazard.
- b. Sunglasses, whether worn or carried, unless required pursuant to a documented medical issue.
- c. "Name" or other oversized metal belt buckles and all metal belts or combination of metal and leather belts.
- d. Spiked or studded bracelets, oversized or multi-finger rings, belts or any other article of attire with spikes or studs attached, or any other clothing item that may present a safety hazard to the student, other students or staff.
- e. Attire or accessories that contain vulgarity or that contain overly offensive or disruptive writing or pictures, which are likely to disrupt the educational environment.
- f. Attire or accessories depicting or suggesting violence so as to disrupt the educational environment or that provokes others to act violently or causes others to be intimidated by fear of violence or that constitute "fighting words," including but not limited to attire or accessories depicting the Confederate flag and/or the Nazi swastika.
- g. Attire or accessories that depict logo or emblems that encourage the use of drugs, tobacco products, or alcoholic beverages.
- h. Shirts and/or blouses that reveal the abdomen, chest, or undergarments.
- i. See-through clothing, tank tops or sleeveless shirts.

Students who fail to comply with Board policy and regulations concerning student dress will be subject to school discipline up to and including expulsion in accordance with the Board's policy on student discipline.

## Personnel -- Certified/Non-Certified

### Smoking, Drinking, and Use of Alcohol, Drugs & Tobacco

#### **Tobacco (Smoking)**

~~The Westport Board of Education recognizes the deleterious health effect of smoking, and second-hand smoke. The Board also recognizes that adults should be providing positive role models for students. Therefore, the Board of Education prohibits any student or adult smoking on school property or at school-sponsored events at any time. The Board of Education is supportive of a system-wide educational campaign, about the harmfulness of smoking, and of programs of assistance to help smokers cure the habit.~~

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

#### **Alcohol and Drugs**

~~As required by state and federal laws (Drug-Free Workplace Act and Drug-Free Schools Act) the Board explicitly prohibits any employee to unlawfully manufacture, distribute, dispense, possess or use the following, in or on school premises or as part of any school activity: alcohol or any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance. Disciplinary action may include, but is not limited to, a letter of reprimand, suspension or termination from employment or referral for criminal prosecution.~~

#### Introduction

The Board of Education is concerned with maintaining a safe and healthy working and learning environment for all staff and students. Medical research indicates that the use of alcohol, drugs and tobacco are hazardous to one's health. In addition to the health hazard to the individual, certified employees are entrusted with the responsibility of imparting knowledge and serving as role models to students.

The "workplace" is defined to mean the site for the performance of work done. That includes any school building or any school premises; any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities; off school property during any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

#### Alcohol and Drugs

The Board of Education recognizes the importance of maintaining a drug-free environment for its staff and students. In compliance with federal and state requirements, employees are prohibited from the unlawfully manufacture, distribution, dispensing, possession or use on or in the workplace any alcohol, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance. Controlled drugs are further defined in Schedules I through V of Section 202

of the Controlled Substances Act (21 U.S.C. 812) and as further defined by regulation at 21 C.F.R. 1300.11 through 1300.15.

Each employee shall notify his or her supervisor of his or her conviction for any criminal drug statute violation occurring in the workplace as defined above, no later than 5 days after such conviction.

Each employee shall abide by the terms of the school district policy respecting a drug-free and alcohol-free workplace.

An employee who violates the terms of this policy may be required to complete successfully an appropriate rehabilitation program, or may not be renewed, or his/her employment may be suspended or terminated, at the discretion of the Board.

### **Tobacco**

The Westport Board of Education prohibits smoking and the use of tobacco products, including smoking using an electronic nicotine delivery system (e.g., e-cigarettes) or vapor product, within any of its schools, including any indoor facility owned or leased or contracted for, and utilized by the Board for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children, or on the grounds of such school, or at any school-sponsored activity. There shall be no smoking or other use of tobacco products on school property during regular school hours, on transportation provided by the Board of Education, or during the course of any trip sponsored by the Board or under the supervision of the Board or its authorized agents.

For the purposes of this policy, "Tobacco product" is defined to include, but is not limited to, cigarettes, cigars, blunts, bidis, pipes, chewing tobacco and all other forms of smokeless tobacco, rolling papers and any other items containing or reasonably resembling tobacco or tobacco products, such as electronic cigarettes. The term "electronic nicotine delivery system" shall mean an electronic device used in the delivery of nicotine or other substances to a person inhaling from the device and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, including, but not limited to, electronic cigarette liquid. The term "vapor product" shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine and is inhaled by the user of such product. The term "school-sponsored activity" shall mean any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.

### **Promulgation of Rules**

A copy of this policy, and the consequences of violating the policy, shall be distributed to all employees of the Board of Education. Failure to comply with the policy may result in disciplinary action as detailed by the administration.

(cf. 1120 Board of Education Meetings)

(cf. 1330 Use of School Facilities)

(cf. 5131.61 Alcohol, Drugs, ~~Tobacco~~, and ~~Tobacco, Alcohol: Inhalant Use~~)

Legal Reference:        Connecticut General Statutes



~~19a-342 Smoking prohibited in certain places. Signs required. Penalties.~~

~~21a-242 Schedules of controlled substances~~

Drug-Free Workplace Act 102 Statute 4305-4308.

Drug-Free Schools and Community Act, P.L. 99-570, as amended [by](#) P.L. 101-226 (1991)

21 U.S.C. 812, Controlled Substances Act, I through V, 202.

21 C.F.R. 1300.11 through 1300.15 regulation.

54 Fed. Reg. 4946 (1989)

[19a-21b-342](#) Smoking prohibited in certain places.

Policy adopted: October 1, 1987  
Policy modified: April 4, 1997  
Policy modified: August 20, 2001  
[Policy modified:](#)

WESTPORT PUBLIC SCHOOLS  
Westport, Connecticut

## Instruction

### Online Courses

The Westport Board of Education (“Board”) recognizes the importance of technology in education and the growing popularity and use of online coursework. In that regard, and in accordance with Connecticut General Statutes § 10-221a, the Board sanctions the receipt of online course credit to be used toward high school graduation requirements, in accordance with this policy.

### Pre-approval of Courses Identified by Students and Parents

To receive credit for online courses to be used toward high school graduation requirements, students must, prior to registering for the course, receive approval from the high school principal or his/her designee. The decision of the principal or his/her designee with regard to online course credit approval is final. Pre-approval for online course credit may be granted if the requirements set forth below are met.

### District-Provided Distance Learning

Students may also earn credit for high school graduation by participating successfully in distance learning offered by the Board during the COVID-19 health emergency, or other long-term school closure related to a community-wide emergency. Determination of successful participation will be made by the teacher teaching the course through district-provided distance learning, taking into account work performed by the student prior to the school closure.

### Requirements for Online Coursework

1. The workload required by the online course is substantially equivalent to that of a similar course taught in a traditional classroom setting;
2. The content of the online course is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate;
3. The course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in online demonstrations, discussion boards or virtual labs;
4. The program of instruction for such online coursework is planned, ongoing and systematic;
5. The courses are:
  - a. taught by teachers who are certified in Connecticut or another state and have received training on teaching in an online environment, or
  - b. offered by institutions of higher education that are accredited by the Board of Regents for Higher Education or regionally accredited; and

6. The principal has determined, in his or her professional judgment, that, given the student's academic and disciplinary history, the student is appropriately suited to engage in online coursework.
7. Prerequisites for credit are completed as determined by the principal or his or her designee.

### **Additional Requirements**

Only students in grades 9-12 are eligible to receive credit toward high school graduation by taking online courses. Students who have been pre-approved shall receive such credit upon completing the online course and obtaining a passing grade.

Any expense incurred for taking an online course identified by the student and/or parent shall be the responsibility of the student/parent and shall not be the responsibility of the Board. Distance learning provided to students during the COVID-19 or other community-wide emergency shall be provided at Board expense.

Policy adopted:

WESTPORT PUBLIC SCHOOLS  
Westport, Connecticut

## Business/Non-Instructional Operations

### ~~Computer Loan Program~~ of School District Equipment

~~To ensure that each student has equitable access to the technology needed to achieve learning outcomes that are dependent on technology, the Board authorizes the loan of computers and appropriate grade level software for students with demonstrated financial need. The Board directs the administration to develop and implement procedures for carrying out this goal and for notifying parents of its availability.~~

The Board of Education (Board) recognizes capital equipment purchased by District taxpayers for educational purposes needs to be properly used and inventoried. The Board further recognizes that from time to time such educational capital equipment may be used by students or the community while away from the school. When it becomes necessary to loan educational equipment, the following guidelines shall be followed:

1. A school equipment loan form needs to be completed by the borrower.
2. The equipment must be returned within the designated time stated on the loan form.
3. Prior approval of the Principal or the Principal's designee must be received.
4. A responsible adult, (i.e., parent, guardian, grandparent) must sign indicating their responsibility for the care and return of the equipment.
5. The borrower may assume all cost for the repair or replacement of any borrowed equipment.
6. Borrowed or loaned equipment except musical instruments, computers, or calculators should not be transported to and from school on the school bus.
7. Equipment will be borrowed or loaned for educational purposes or community sponsored functions, only.

Legal Reference: Connecticut General Statutes

10-239 Use of school facilities for other purposes.

Policy adopted: August 30, 2004  
Revised:

WESTPORT PUBLIC SCHOOLS  
Westport, Connecticut

## Instruction

### Parent and Family Engagement Policy for Title I Students

In accordance with Section 1010 of the Every Student Succeeds Act (“ESSA”), Public Law 114-95, it is the policy of the Westport Board of Education to provide parents and family members of students participating in the district’s Title I programs meaningful opportunities to participate in the education of their children within these programs. To facilitate parental and family participation, the Board encourages parents and family members of Title I eligible students to be involved in regular meetings, communications, and activities that will inform them about the district’s Title I programs, to participate in the improvement of such programs and to help improve their child’s progress within these programs.

The district shall distribute this written Parent and Family Engagement Policy to parents and family members of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy shall be made available to the public and updated periodically, as necessary to carry out the requirements of the parent and family engagement portion of Section 1010 of ESSA.

The Board shall conduct, with the meaningful involvement of Title I parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of the schools receiving Title I funds. The Board shall use the findings of such evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the policy. Such annual evaluation shall include identifying:

1. barriers to greater participation by parents in activities authorized by 20 U.S.C. § 6318 (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
2. the needs of parent and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
3. strategies to support successful school and family interactions.

Each year, each school within the district that is involved in Title I programs shall conduct a meeting, at a convenient time, to involve parents in the planning, review and improvement of programs funded by Title I. All parents of participating children must be invited and encouraged to attend. At this meeting, parents shall be given a description and explanation of the Title I programs, the curriculum in use at the school, the forms of academic assessment used to measure student progress, the achievement levels of the challenging State academic standards, and information regarding the importance of parental involvement and their right to be involved.

In addition to the required annual meeting, and if requested by parents, schools within the district that are involved in Title I programs shall offer opportunities for regular meetings at flexible times of the day in order to allow parents to formulate suggestions for the Board’s Title I programs and their application to their child(ren)’s programs; and to participate, as appropriate, in decisions related to the education of their children. Parents will be given opportunities to participate in

joint development of the district's Title I plan, as required by Section 1006 of ESSA, and in the process of any school review and improvement in accordance with the State's plan, as required by Section 1111 of ESSA. At any time, if a parent is dissatisfied with a school's Title I program, he/she shall have the opportunity to submit comments for review at the district level.

The Board will provide the coordination, technical assistance and other support necessary to assist and build capacity of Title I schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. Parental and family engagement in Title I programs shall be coordinated and integrated with parental and family engagement strategies, to the extent feasible, under other federal, state, local and district programs.

In order to build the schools' and parents' capacity for strong parental involvement, the Board shall:

1. provide assistance to parents of students participating in Title I programs in understanding topics such as the challenging state academic standards, state and local academic assessments, the requirements under Title I, and how to monitor their child's progress and work with educators to improve the achievement of their children;
2. provide materials and training to help parents to work with their children, such as literacy training and using technology (including education about the harms of copyright piracy);
3. educate teachers, specialized instructional support personnel, staff and administrators, with the assistance of parents, about how to better communicate and work with parents;
4. to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state and local programs, including public preschool programs, conduct other activities that encourage and support parent participation;
5. ensure that information related to school and parent programs, meetings and other activities is sent to participating parents in a format and, to the extent practicable, in a language the parents can understand;
6. provide such other reasonable support for parental involvement activities as parents may request; and
7. inform parents and parental organizations of the existence and purpose of parent resource centers within the State.

### School-Parent Compact

This policy further requires that each school involved in Title I programs shall jointly develop with parents of participating children a school-parent compact that outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The school-parent compact shall:

1. describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I students to meet the challenging State academic standards;

2. indicate the ways in which each parent will be responsible for supporting their child's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions related their child's education and positive use of extracurricular time;
3. address the importance of ongoing teacher-parent communication through parent-teacher conferences, frequent reports to parents, reasonable access to school staff, and opportunities to volunteer, participate in, and observe their child's classroom activities; and
4. ensure regular, two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

The Board authorizes the Superintendent, or his/her designee, to develop a school-parent compact and other procedures such as those relating to meetings, parent communication and parental involvement activities, as he/she deems necessary in order to ensure compliance with this policy.

The Superintendent is required to include information about parental involvement and actions taken to improve parental involvement in the strategic school profile he or she submits annually to the Board of Education and Commissioner of Education. Such actions to improve parental involvement may include methods to engage parents in the planning and improvement of school programs and to increase support to parents working at home with their children on learning activities.

Connecticut General Statutes:

10-220(c) Duties of Boards of Education

Federal Law:

20 U.S.C. § 6318, as amended by Every Student Succeeds Act, Pub. L. No. 114-95, § 1010 (2015).

20 U.S.C. § 7801. Definitions

Policy adopted:

WESTPORT PUBLIC SCHOOLS  
Westport, Connecticut

**Medical Health Insurance  
FY 20-21 Projections As of August 31, 2020**

	FY 21 Projection
<b>Cash receipts</b>	
General Fund Budget from line 210	16,406,438
Other Fund Contributions	100,000
Employee Contributions (Active)	3,782,100
Retirees - Under 65	255,960
UHC Retirees - Part B	32,460
Retirees - Dental Only	20,400
State Teachers Retirement (TRB)	105,000
Retirees Medicare Surround	576,000
<b>Total cash receipts</b>	<b>21,278,358</b>

<b>Cash disbursements</b>	
State Partnership Plan 2.0	18,841,069
Dental	1,150,074
Dental Administrative	59,899
FSA Administrative	3,192
Consulting Fee	52,500
UHC Retirees - Part B	48,657
Retirees Medicare Surround	970,000
<b>Total cash disbursements</b>	<b>21,125,391</b>

**Change in cash balance** 152,967

<b>Beginning cash balance</b>	<b>521,555</b>
Change in Cash	152,967
<b>Net Position(Deficit) end of year-projection</b>	<b>674,522</b>

	Medical/Rx (SPP)	Dental	Flex/Other
Jul 2020	\$ 1,475,724	\$ 82,470	\$ 8,054
Aug 2020	\$ 1,467,745	\$ 109,209	\$ 3,415
Actual	\$ 2,943,469	\$ 191,679	\$ 11,469
Estimate	\$ 18,841,069	\$ 1,150,074	
Actual vs. Estimate			
Actual YTD Spend Rate	15.6%	16.7%	
Theoretical YTD Spend Rate	16.7%	16.7%	
YTD variance %	-1.0%	0.0%	
YTD variance \$	\$ 196,709	\$ (0)	
Projected Trend full year	\$ 1,180,255	\$ (3)	