

WESTPORT BOARD OF EDUCATION

***AGENDA**

(Agenda Subject to Modification in Accordance with Law)

PUBLIC SESSION/PLEDGE OF ALLEGIANCE:

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

RECOGNITION/RECEPTION:

1. Westport Teacher of the Year 2013

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

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

MINUTES: August 13, 2012 and August 27, 2012

PRESENTATION: Elementary Literacy Initiatives: Westport Education 2025

(Encl.) Ms. Droller

DISCUSSION/ACTION:

1. School System Goals: July 1, 2012-June 30, 2013 (Encl.) Dr. Landon
2. P4118.55 and R4218.55: Social Networking (Encl.) Dr. Landon

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 cable TV on channel 78; AT&T channel 99 and by video stream @www.westport.k12.ct.us

PUBLIC PARTICIPATION WELCOME USING THE FOLLOWING GUIDELINES:

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

WESTPORT PUBLIC SCHOOLS
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Director of Secondary Education,
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TO: Elliott Landon, Superintendent
FROM: Cynthia Gilchrest & Julie Droller
DATE: September 6, 2012
RE: K-5 Literacy Curriculum Revision

In the spring of 2011 the District Literacy Committee, under the leadership of Julie Droller, began their revision of the K-5 Literacy curriculum. The focus of their work was to assure we aligned our curriculum with the following:

1. Common Core Standards
2. Goals of Westport 2025
3. Balanced Literacy Framework based on Reading Workshop model.

In addition, we wanted to assure consistency across grade levels in terms of curriculum and instruction as well as vertical alignment K-5.

Monday night, Julie Droller will present an overview of the K-5 Literacy curriculum and be prepared to answer questions.

Westport's K-5 Literacy Initiative:
Turning Good Readers into Spectacular
Readers



WESTPORT BOARD OF EDUCATION
PRESENTATION

SEPTEMBER 10, 2012
JULIE DROLLER

K-5 Literacy Instruction in Westport

2

- Westport students are good readers
- Excellent professional development
- Excellent resources
- Dedicated staff; eager to learn

Why Revise?

3

- Commitment to continuous improvement
- Common Core State Standards
- Westport 2025
- Current research on literacy instruction
- Need for vertically aligned, consistent curriculum
- Need for framework to support high quality reading

Defining High Quality Reading

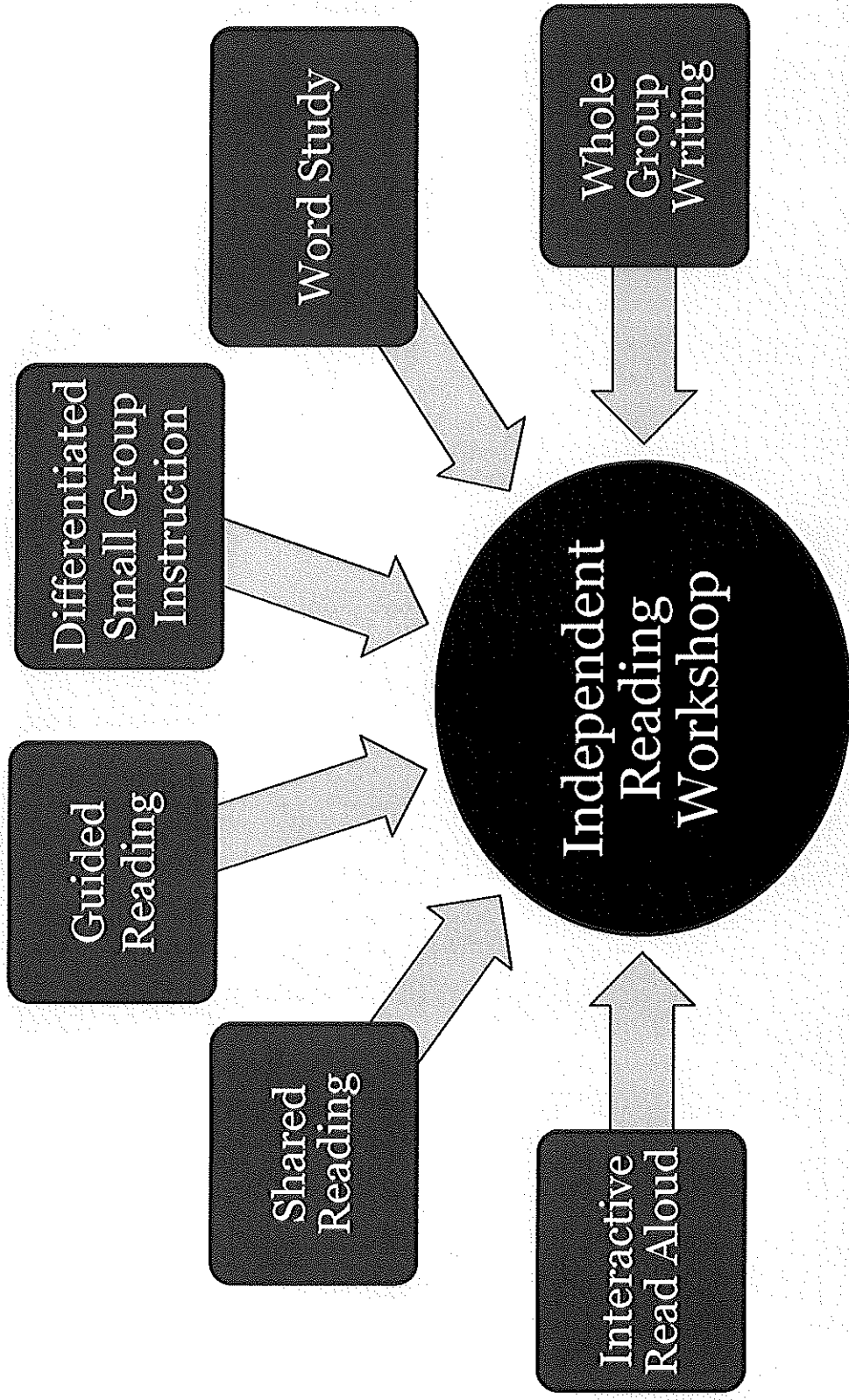
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Reading, when engaging and successful, calls us to action...emotional, intellectual and often social action!

Reading, when engaging and successful, can and should change one's view of the world and how to become more aware and involved within it.

Reading Workshop at the Center of a Balanced Literacy Framework

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Reading Framework vs. Reading Workshop

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Balanced Literacy Components

- Read Aloud
- Shared Reading
- Guided Reading
- Differentiated Small Groups
- Word Study
- Whole Class Writing

*In addition to the Reading Workshop

Reading Workshop

1. Mini-lesson
2. Independent Reading and Working with One or Small Groups of Readers
3. Share

Reading Workshop Curriculum Writing

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Process...

- Team came together in March and June
- Embedded professional development
- Began by creating year-long calendar
(*attachment*)
- Planning by backward design
- Revisions during the summer
- August 23rd: Staff roll-out

September in Kindergarten – Unit of Study



Readers Develop Efficient Reading Habits

- Readers demonstrate appropriate workshop behaviors and procedures as structures and routines are established.
- Readers build stamina while engaged in “reading” for the duration of independent reading time.
- Readers politely share books.
- Readers share ideas they have about books.

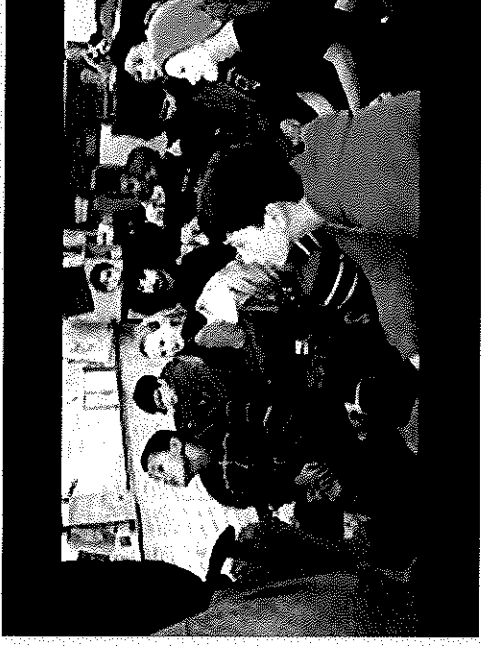
Moving Forward with Calibrated Clarity



- Building On a Foundation of Understanding
- Consistent Standards Based Curriculum
- Focused and Pertinent Professional Development
- Efficient and Effective Collaboration
- Teaching Strengthened By Clarity and Conviction

Westport's Reading Workshop Curricular Calendar

- Consistent throughout schools and across the district
- Grounded in the Common Core Standards
- Aligned with Westport 2025
- Vertically aligned and appropriately challenging
- Developed by teachers, specialists, administrators
- More emphasis on nonfiction
- Is responsive to students



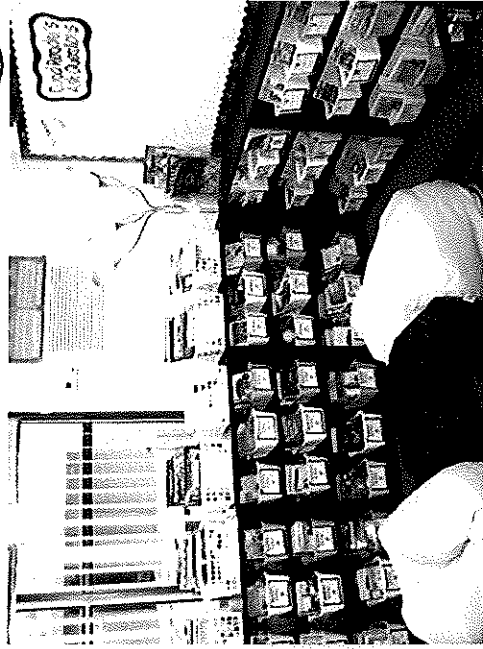
Next Steps...



- Grade level specific professional development with educational consultant
- Professional development for instructional leaders
- Parent education
- Ongoing curriculum writing and revision
- Collect and analyze evidence of student achievement

Classroom Environments in Support of Rigor, Joy and Independence

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WESTPORT PUBLIC SCHOOLS READING WORKSHOP CURRICULUM GRID

Month	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
August/ September	Readers Develop Efficient Reading Habits	Readers Develop Effective Reading Habits	Readers Develop Effective Reading Habits	Readers Develop Effective Reading Habits	Readers Build Stamina Through Good Reading Habits	Readers Commit to Developing Stronger Reading Habits
October	Readers Think, Wonder and Talk About Emergent Storybooks	Readers Read Just Right Books Efficiently, Accurately, and with Meaning and Joy	Readers Apply Print and Comprehension Strategies to Make Meaning	Readers Analyze Characters to Deepen Understanding	Readers Study Characters and Interpret Fiction	Readers Track and Analyze Characters to Help them Develop an Interpretation
November	Readers Think, Wonder and Talk About Informational Texts	Readers Think, Wonder and Talk about the Characters and Story Elements in the Books They Read	Readers Deepen Their Understanding of Texts Through Partnerships		Readers Use Text Structure to Comprehend a Variety of Informational Text	Readers Examine and Attend to Text Structures to Comprehend Informational Texts
December	Readers Use Patterns and Print Strategies to Read Familiar Just Right Texts	Readers Explore and Make Meaning in Informational Texts	Readers Get to Know Characters Well to Understand Text Deeply	Readers Apply Meaning Making Strategies in Informational Texts		Readers Read and Research Across Multiple Nonfiction Sources on a Topic of Their Choice
January	Readers Learn About Characters to Better Understand Books	Readers Read Longer, More Complex Just Right Books Efficiently, Accurately, Fluently and with Meaning	Readers Efficiently Navigate and Comprehend Informational Texts	Readers Analyze and Interpret Short Texts	Readers Read and Study Biographies With a Critical Lens	Readers Analyze and Interpret a Variety of Short Texts in Book Clubs
February	Readers Think, Wonder and Talk About Just Right Books	Readers Use Partnerships to Better Understand Everything They Read	Readers Navigate and Comprehend Longer Fiction Texts	Readers Effectively Navigate the Genre of Tests	Readers Efficiently and Effectively Navigate the Genre of Tests	Readers Learn to Approach Tests Strategically
March	Readers Learn From Informational Texts and Investigate a Topic of Interest	Readers Efficiently Navigate Informational Texts to Learn about Topics of Interest	Readers Read and Talk About Series Books in Partnerships	Readers Collaborate to Solve Mysteries	Readers Analyze Fantasy as a Genre in Book Clubs	Readers Analyze and Critique Poetry
April	Readers Read Accurately and Fluently (in Service of Meaning and Joy)	Readers Look More Closely at Characters to Better Understand and Talk about Books	Readers Investigate and Research Topics of Interest	Readers Read and Research in the Content Areas	Readers Learn About Themselves and Others by Studying Social Issues in Realistic Fiction	Readers Tackle the Complexity of Historical Fiction Through Meaningful Discourse with Peers
May	Readers Think and Talk about Ideas and Topics in Books	Readers Think and Talk about Big Ideas in Books	Readers Think About the Central Message, Lesson or Moral in Traditional Literature	Readers Think and Talk About Themes in their Reading	Readers Read, Research and Synthesize Information in a Content Area to Construct New Meaning	Readers Research Around a Common Theme within a Variety of Informational Sources
June	Readers Celebrate All They Have Learned About Reading	Readers Reflect on and Celebrate All They Have Learned About Reading as They Plan Ahead	Readers Reflect on All They Have Learned and Plan Ahead	Readers Reflect on All They Have Learned and Plan Ahead		

Kindergarten Reading Workshop ~ August/September

Readers Develop Efficient Reading Habits

Reading is making meaning of the book in front of you. Illustrations are one source of information that children can make meaning of, and print is another source. Ultimately as they grow into just right books, they simultaneously use both.

This is an exciting month as it will be kindergarteners' first taste of reading workshop. The goal of this month is to build an environment in the classroom that celebrates students as active readers who love books. Teachers will be able to share enthusiasm and joy about books and also share who they are as a reader. Students begin to explore their own reading identities and may want to bring in a favorite book from home. It is critical that the teacher convey a sense of value in the procedures and spend adequate time teaching, re-teaching and holding readers accountable. This will allow the teacher to meet with, confer with, and assess students in the coming months. Kindergarteners enter school with a variety of experiences. This unit will help foster each student to develop as a reader with a love for books.

<p>Indicators of Understanding</p>	<ol style="list-style-type: none"> 1. Readers demonstrate appropriate workshop behaviors and procedures as structures and routines are established. 2. Readers build stamina while engaged in "reading" for the duration of independent reading time. 3. Readers politely share books. 4. Readers share ideas they have about books.
<p>Organizing Supports</p>	<ul style="list-style-type: none"> • Prior to day one, consideration to instructional space and organization will promote an environment that supports efficiency and independence. Teachers will want to plan for a whole group meeting area with enough space for all readers to sit comfortably. • In preparation for this unit, book selection is key. The teacher will need to prepare bins of books for each table of readers. The bins should include a variety of books, for example: concept, picture, wordless, familiar characters and informational texts. Leveled books should not be included in the bins, as the focus of reading this month is on enjoyment and interaction, not print. • Interactive read-alouds should occur 2-3 times per week starting the first week of school, outside of the reading workshop. <p><i>If you have not yet done any of the following, consider doing so in support of this unit of study:</i></p> <ul style="list-style-type: none"> - Fill table bins with a variety of texts. - Distribute recently read stories, poems, and songs into table bins (multiple copies, if possible). - Rotate bins on a regular basis. - Anchor Chart for this month: "During reading workshop, readers..."
<p>Standards Addressed</p>	<p>Reading Standards:</p> <p>Kindergarten: RL.7, RFS.1</p> <p>Speaking and Listening Standards:</p> <p>Kindergarten: SL.6</p>
<p>Consideration for Writing</p>	<p>Launching the Writing Workshop</p>

Kindergarten Reading Workshop ~ August/September

Readers Develop Efficient Reading Habits

Suggested Mini-Lessons: Indicator 1	Suggested Mini-Lessons: Indicator 2	Suggested Mini-Lessons: Indicator 3	Suggested Mini-Lessons: Indicator 4
<p>Readers demonstrate appropriate workshop behaviors and procedures as structures and routines are established.</p> <ul style="list-style-type: none"> • Readers learn workshop expectations through the model of listen, try, share (workshop structure). • Readers learn how books work: holding books, turning the pages, etc. • Readers turn the pages in their books slowly, and take their time reading. • Readers are mindful and respectful of other readers around them. • Readers stay and work productively in their reading spot during workshop time. 	<p>Readers build stamina while engaged in “reading” for the duration of independent reading time.</p> <ul style="list-style-type: none"> • Readers pick books that interest them. • Readers look at details in pictures and use them to tell a story/read. • Readers read slowly and carefully (not quickly flipping pages). • Readers stop and think about their reading (ex. favorite part). • Readers continually choose and read books for the duration of independent reading time. • Readers reread books they enjoy. 	<p>Readers politely share books.</p> <ul style="list-style-type: none"> • Readers wait their turn to read a book they really want to read (they read another book while waiting). • Readers pass the bin of books around the table, so each reader can select books. • Readers return books properly. 	<p>Readers share ideas they have about books.</p> <ul style="list-style-type: none"> • Readers verbalize their reactions/thoughts with a partner. • Readers sit side-by-side with a partner. • Readers put a book between them when they sit with their partner.

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

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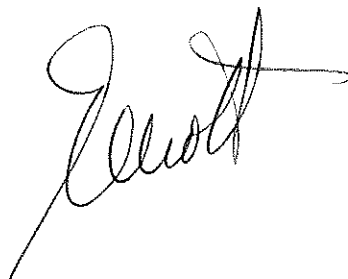
To: Members of the Board of Education
From: Elliott Landon
Subject: School System Goals: July 1, 2012-June 30, 2013
Date: September 10, 2012

We have discussed the above-referenced goals at the Board of Education meetings that were held on June 11, August 13 and August 27. At the June 11 meeting, the Board instructed me to move those goals and objectives which have become a part of our organizational standard into the "Continuing Goals" section of our *School System Goals*, to accompany those sections entitled, "School System Priorities" and "Board of Education Goals, Objectives and Action Plans." Those transfers have been made and the recommended goals, objectives and action plans that were presented to you in June reflect those transfers. At the August 13 meeting, the Board asked me to consolidate the goals and action plans and that was done in preparation for the August 27 meeting. When discussing this matter at the August 27 meeting, several additional recommendations for modification were made by members of the Board. The current version, included as an attachment to this memo, reflects the input and all the modifications recommended by the Board as of August 27.

I recommend that the Board approve the above-referenced Goals at our meeting of September 10.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education approves the document entitled, "School System Goals: July 1, 2012-June 30, 2013," a copy of which is to be appended to the Minutes of the Meeting of September 10, 2012.



BOARD OF EDUCATION GOALS, OBJECTIVES AND ACTION PLANS: **2012-13**

I. STUDENT ACHIEVEMENT

GOAL: Continuous Improvement in Curriculum, Instruction and Assessment

Action Plans

- In November, February, and May report to the Board of Education on Westport Education 2025, to include progress on determining how to assess whether our goals and evaluative measures for this project are appropriate ; our involvement with high performing school systems in the Tri-State Consortium and with Teachers College researchers, and our use of research-based measures to benchmark ourselves against the best school systems nationally and internationally with regard to curriculum, programs and assessments, to include pre-Kindergarten, Kindergarten and grades 1-12.
- Review: (1) historic class size trends in Westport; (2) data concerning class sizes and class size breakpoints and guidelines, K-12; (3) the appropriateness of current class size guidelines in view of the 2025 strategy; and, (4) the effect upon class sizes of the enhancement of Staples graduation requirements with a focus on: (a) the types of courses and numbers of credits required for graduation, to include current courses and new and revised courses; (b) the length and placement of courses at various grade levels; (c) the numbers of credits required in the various academic departments.
- At the elementary and middle school levels, review Singapore Math, science inquiry, and social studies programs; expand efforts to appropriately challenge all students in the core curriculum areas at all middle school grade levels, to include the development of middle school enrichment programs that focus on engineering, design and humanities; and, prepare an implementation schedule and an assessment report concerning the effects of the 2012-13 modifications and enhancements to the Program for the Gifted.
- Address issues related to school climate and “mean spirited” behavior on the part of students and adults through the Westport School Climate Initiative to include a presentation by Joanne Frieberg, School Climate Consultant to the Connecticut State Department of Education and Member, National School Climate Council.
- Research the possibility of expanding our grant writing program to include identifying successful efforts of school districts similar to Westport with curriculum projects as innovative as Westport Education 2025.
- Explore the cost of conducting a survey of Staples graduates from the classes of 2007 and 2012 and the feasibility of including it in 2013-14 budget proposals.
- Review staffing levels for all special area offerings and alternative methods of scheduling for both special areas and core academic subjects to maximize student instructional time in the core academic areas, K-12. (December 2013)

II. FACILITIES

GOAL: Provide appropriate space for all students and administrators and support services in safe, secure buildings that are maintained in exemplary fashion

III. FISCAL MANAGEMENT

GOAL: Manage the schools in an efficient and cost effective manner, while maintaining and improving the quality of educational programs

IV. BOARD OF EDUCATION EFFECTIVENESS

GOAL: Maintain appropriate Board policies aligned with educational goals and sound educational practices.

Action Plans

Objective 1. Ensure that Board of Education goals and related action plans are producing desired effects.

- Align Board of Education goals and related action plans to the BOE/Superintendent's jointly-developed Superintendent's performance objectives and review outcomes in December, March and June.
- Provide opportunities for the Board of Education to engage in self-evaluation. (December 2012)
- Develop schedules of formal visitations by Board of Education members to each of the school system's schools. (December 2012)

Objective 2. Examine the annual school calendar approval process for the purpose of structuring a standardized formula to guide its development.

- Establish a fixed policy to guide the creation of the school calendar on an annual basis. (December 2012)

V. HUMAN RESOURCES

GOAL: Staff the school system with highest quality teachers, administrators and staff.

Objective 1. Maintain the highest quality of staff in all employment categories.

Action Plans

- Review the Professional Development and Evaluation Plan (PDEP) document to assess where it is and is not consistent with: (1) the 2012 education reform legislation as incorporated into the Connecticut General Statutes; (2) the associated Core Requirements for educator evaluation and support systems adopted as Regulations of the State Board of Education in June 2012; and, (3) the corresponding State Model for educator evaluation and support issued by the State Department of Education in August 2012.
- Present to the Board any 2013/14 budget implications regarding the extent to which Westport Public Schools should adopt the State Model and, if any deviations are recommended, propose specific alternative approaches to ensure that only the highest quality staff is being retained and the evaluative procedures, performance indicators, standards and procedures and instructional practices are equipping all students with globally competitive 21st century skills.
- Develop a corresponding plan for submission to the Commissioner of Education for approval of any components of the new system, if any, where Westport Public Schools seek to deviate from the State Model.
- Provide leadership training for all administrators to achieve consistent practice in implementing the revised educator evaluation and support system during teacher evaluations.

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

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To: Members of the Board of Education

From: Elliott Landon

Subject: P4118.55 and R4218.55: Social Networking

Date: September 10, 2012

Social networking has evolved rapidly among students, teachers, and administrators within the school system. To address this matter system wide through policies and procedures, on April 11, 2011 the Board adopted its initial policy concerning social networking and approved corresponding regulations so as to develop appropriate guidelines for social networking within the school system.

To address the changing landscape with regard to social networking, I prepared for the Board's review modifications to the original documents that relate to this matter. This item was presented to the Board for discussion at our meetings of August 13 and August 27. During those meetings, members of the Board asked several thoughtful and challenging questions. In response to those queries, I invited our attorney, Thomas Mooney, to address those questions through modifications to my original proposed amended policy and regulations.

Appended to this memorandum is a revised Policy P4118.55 and revised Administrative Regulation R4218.55. Should the Board accept these modifications and amendments, it would be appropriate to approve them at our meeting of September 10.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education approves modifications and amendments to Board Policy P4118.5 and Regulation R4218.55, copies of which will be appended to the Minutes of the Meeting of September 10, 2012.



AMENDED POLICY AND REGULATIONS

WITHOUT AMENDMENTS SHOWN

Personnel – Certified

Social Networking By Staff

The Board of Education recognizes the importance of social media for its employees, and acknowledges that its employees have the right under the First Amendment, in certain circumstances, to speak out on matters of public concern. In accordance with the provisions of the First Amendment, the Board will regulate the use of social media by employees, including employees' personal use of social media, when such use:

- 1) Interferes, disrupts or undermines the effective operation of the school district;
- 2) is used to engage in harassing, defamatory, obscene, abusive, discriminatory or threatening or similarly inappropriate communications ;
- 3) creates a hostile work environment;
- 4) breaches confidentiality obligations of school district employees, or
- 5) violates the law, board policies and/or other school rules and regulations.

The Board of Education, through its Superintendent, will adopt and maintain administrative regulations to implement this policy.

Legal References:

U.S. Constitution, Amend. I

Conn. Constitution, Article I, Sections 3, 4, 14

Conn. Gen. Stat. § 31-48d

Conn. Gen. Stat. § 31-51q

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

Electronic Communication Privacy Act, 28 U.S.C. §§ 2510 through 2520

ADOPTED: _____

Personnel – Certified

Administrative Regulations Regarding Use of Social Media Definitions:

The Board of Education recognizes the importance of social media for its employees, and acknowledges that its employees have the right under the First Amendment, in certain circumstances, to speak out on matters of public concern. In accordance with the provisions of the First Amendment, the Board will regulate the use of social media by employees, including employees' personal use of social media, when such use:

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- 5) violates the law, board policies and/or other school rules and regulations.

Social Media includes, but is not limited to, social networking sites, such as Twitter, Instagram, Facebook, LinkedIn, YouTube, and MySpace.

Board of Education includes all names, logos, buildings, images and entities under the authority of the Board of Education.

1. **Rules Concerning Personal Social Media Activity** An employee may not mention, discuss or reference the Board of Education, the school district or its individual schools, programs or teams on personal social networking sites in a manner that could reasonably be construed as an official school district communication, unless the employee also states within the communication that such communication is the personal view of the employee of the school district and that the views expressed are the employee's alone and do not represent the views of the school district or the Board of Education.
- 2 Employees are required to maintain appropriate professional boundaries with students, parents, and colleagues. For example, on Facebook, absent an unrelated online relationship, (e.g., relative, family friend, or personal friendship unrelated to school), it is not appropriate for a teacher or administrator to "friend" a student or his/her parent or guardian or otherwise establish special relationships with selected students through personal social media, and it is not appropriate for an employee to give students or parents access to personal postings unrelated to school.
3. Unless given written consent, employees may not use the Board of Education's logo or trademarks on their personal posts. Please note that this prohibition extends to the use of logos or trademarks associated with individual schools, programs or teams of the school district.

4. Employees must refrain from engaging in harassing, defamatory, obscene abusive, discriminatory or threatening or similarly inappropriate communications through personal social media. Such communications reflect poorly on the school district's reputation, can affect the educational process and may substantially and materially interfere with an employee's ability to fulfill his/her professional responsibilities.
5. Employees are individually responsible for their personal communications through social media. Employees may be sued by other employees, parents or others, and any individual that views an employee's communication through social media as defamatory, pornographic, proprietary, harassing, libelous or creating a hostile work environment. As such activities are outside the scope of employment, employees may be personally liable for such claims.
6. Employees are required to comply with all Board of Education policies and procedures with respect to the use of computer equipment, networks or electronic devices when accessing social media sites. Any access to personal social media activities while on school property or using school district equipment must comply with those policies, and may not interfere with an employee's duties at work.
7. The Board of Education reserves the right to monitor all employee use of district computers and other electronic devices, including employee blogging and social networking activity. An employee should have no expectation of personal privacy in any personal communication or post made through social media while using district computers, cellular telephones or other electronic data devices.
8. All communications through personal social media must comply with the Board of Education's policies concerning confidentiality, including the confidentiality of student information. If an employee is considering sharing information and is unsure about the confidential nature of the information, the employee shall consult with his/her supervisor prior to communicating such information.
9. An employee may not link a personal social media page to the Board of Education's website or the websites of individual schools, programs or teams; or post Board of Education material on a social media site or webpage without written permission of his/her building administrator.
10. All Board of Education policies that regulate off-duty conduct apply to social media activity including, but not limited to, policies related to public trust, illegal harassment, code of conduct, and protecting confidential information.

Rules Concerning District-Sponsored Social Media Activity

1. In order for an employee to use social media sites as an educational tool or in relation to extracurricular activities or programs of the school district, the employee must seek and obtain the permission of his/her supervisor.

2. If an employee wishes to use Facebook or other similar social media sites to communicate meetings, activities, games, responsibilities, announcements etc., for a school-based club or a school-based activity or an official school-based organization, or an official sports team, the employee must also comply with the following rules:
 - The employee must set up the club, etc. as a group list which will be "closed" (e.g. membership in the group is limited to students, parents and appropriate school personnel), and "monitored" (e.g. the employee has the ability to access and supervise communications on the social media site).
 - When Facebook is used as the social media site, members will not be established as "friends," but as members of the group list. When other social media sites are used, the employee will establish a similar parameter on the basis of the functionality of the social media site utilized.
 - Anyone who has access to the communications conveyed through the site may only gain access by the permission of the employee (e.g. teacher, administrator, supervisor or coach). Persons desiring to access the page may join only after the employee invites them and allows them to join.
 - Parents shall be permitted to access any page that their child has been invited to join.
 - Access to the page may only be permitted for educational purposes related to the club, activity, organization or team.
 - The employee responsible for the site will monitor it regularly.
 - The employee's supervisor shall be permitted access to any page established by the employee for a school-related purpose.
 - Employees are required to maintain appropriate professional boundaries in the establishment and maintenance of all such district-sponsored social media activity.
3. Employees are required to refrain from making harassing, defamatory, obscene, abusive, discriminatory or threatening or similarly inappropriate statements in their social media communications on district-sponsored sites.
4. Employees are required to comply with all Board of Education policies and procedures and all applicable laws with respect to the use of computer equipment, networks or devices when accessing district-sponsored social media sites.
5. The Board of Education reserves the right to monitor all employee use of district computers and other electronic devices, including employee blogging and social networking activity. An employee should have no expectation of personal privacy in any communication made through social media while using district computers, cellular telephones or other data devices.
6. All communications through district-sponsored social media must comply with the Board of Education's policies concerning confidentiality, including the confidentiality of student information. If an employee is considering sharing information and is unsure about the confidential nature of the information, the employee shall consult with his/her supervisor prior to communicating such information.

7. An employee may not link a district-sponsored social media site or webpage to any personal social media sites or sites not sponsored by the school district.
8. An employee may not use district-sponsored social media communications for private financial gain, political, commercial, advertisement, proselytizing or solicitation purposes.
9. An employee may not use district-sponsored social media communications in a manner that misrepresents personal views as those of the Board of Education, individual school or school district, or in a manner that could be construed as such.

Disciplinary Consequences

Violation of the Board's policy concerning the use of social media or these administrative regulations may lead to discipline up to and including the termination of employment consistent with state and federal law.

Legal References:

U.S. Constitution, Amend. I

Conn. Constitution, Article I, Sections 3, 4, 14

Conn. Gen. Stat. § 31-48d

Conn. Gen. Stat. § 31-51q

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ADOPTED: _____

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- 1) Interferes, disrupts or undermines the effective operation of the school district;
- 2) is used to engage in harassing, defamatory, obscene, abusive, discriminatory or threatening or similarly inappropriate communications ;
- 3) creates a hostile work environment;
- 4) breaches confidentiality obligations of school district employees, or
- 5) violates the law, board policies and/or other school rules and regulations.

The Board of Education, through its Superintendent, will adopt and maintain administrative regulations to implement this policy.

Legal References:

U.S. Constitution, Amend. I

Conn. Constitution, Article I, Sections 3, 4, 14

Conn. Gen. Stat. § 31-48d

Conn. Gen. Stat. § 31-51q

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

Electronic Communication Privacy Act, 28 U.S.C. §§ 2510 through 2520

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Personnel – Certified

Administrative Regulations Regarding Use of Social Media Definitions:

The Board of Education recognizes the importance of social media for its employees, and acknowledges that its employees have the right under the First Amendment, in certain circumstances, to speak out on matters of public concern. In accordance with the provisions of the First Amendment, the Board will regulate the use of social media by employees, including employees' personal use of social media, when such use:

- 1) Interferes, disrupts or undermines the effective operation of the school district;
- 2) is used to engage in harassing, defamatory, obscene, abusive, discriminatory or threatening or similarly inappropriate communications ;
- 3) creates a hostile work environment;
- 4) breaches confidentiality obligations of school district employees, or
—violates the law, board policies and/or other school rules and regulations.

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Social Media includes, but is not limited to, social networking sites, such as Twitter, Instagram, Facebook, LinkedIn, YouTube, and MySpace, blogs, other electronic communications systems and future or newly developed sites and networking media.

Board of Education includes the Board of Education itself and its members and all names, logos, buildings, images and entities under the authority of the Board of Education.

Rules Concerning Personal Social Media Activity

- 1. An employee may not mention, discuss or reference the Board of Education, the school district or its individual schools, programs or teams on personal Social Media social networking sites in a manner that could reasonably be construed as an official school district communication, unless the employee also states that the post is within the personal communication that such communication is the personal view of the employee of the school district and that the views posted expressed are the employee's alone and do not represent the views of the school district or the Board of Education. Employees are solely responsible for their personal communications and posts. The Board of Education is not responsible for employees' personal communications, posts, and conduct using Social Media.
- 2. Employees are required to maintain appropriate professional boundaries with students, parents, and colleagues. For example, on Facebook, absent an unrelated online relationship, (e.g., relative, family friend, or personal friendship unrelated to school), it is not appropriate for a teacher or administrator to "friend" a student or his/her parent or guardian or otherwise establish special relationships with selected students through personal social media, and it is not appropriate for an

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employee to give students or parents access to personal postings unrelated to school.

3. Unless given written consent, employees may not use the Board of Education's logo or trademarks on their personal posts. Please note that this prohibition extends to the use of logos or trademarks associated with individual schools, programs or teams of the school district.

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4. Employees must refrain from engaging in harassing, defamatory, obscene abusive, discriminatory or threatening or similarly inappropriate communications through personal social media. Such communications reflect poorly on the school district's reputation, can affect the educational process and may substantially and materially interfere with an employee's ability to fulfill his/her professional responsibilities.

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5. Employees are individually responsible for their personal communications through social media. Employees may be sued by other employees, parents or others, and any individual that views an employee's communication through social media as defamatory, pornographic, proprietary, harassing, libelous or creating a hostile work environment. As such activities are outside the scope of employment, employees may be personally liable for such claims.

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6. Employees are required to comply with all Board of Education policies and procedures with respect to the use of computer equipment, networks or electronic devices when accessing social media sites. Any access to personal social media activities while on school property or using school district equipment must comply with those policies, and may not interfere with an employee's duties at work.

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7. The Board of Education reserves the right to monitor all employee use of district computers and other electronic devices, including employee blogging and social networking activity. An employee should have no expectation of personal privacy in any personal communication or post made through social media while using district computers, cellular telephones or other electronic data devices.

8. All communications through personal social media must comply with the Board of Education's policies concerning confidentiality, including the confidentiality of student information. If an employee is considering sharing information and is unsure about the confidential nature of the information, the employee shall consult with his/her supervisor prior to communicating such information.

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9. An employee may not link a personal social media page to the Board of Education's website or the websites of individual schools, programs or teams; or post Board of Education material on a social media site or webpage without written permission of his/her building administrator.

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10. All Board of Education policies that regulate off-duty conduct apply to social media activity including, but not limited to, policies related to public trust, illegal harassment, code of conduct, and protecting confidential information.

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Rules Concerning District-Sponsored Social Media Activity

1. In order for an employee to use social media sites as an educational tool or in relation to extracurricular activities or programs of the school district, the employee must seek and obtain the permission of his/her supervisor.
2. If an employee wishes to use Facebook or other similar social media sites to communicate meetings, activities, games, responsibilities, announcements etc., for a school-based club or a school-based activity or an official school-based organization, or an official sports team, the employee must also comply with the following rules:
 - o The employee must set up the club, etc. as a group list which will be "closed" (e.g. membership in the group is limited to students, parents and appropriate school personnel), and "monitored" (e.g. the employee has the ability to access and supervise communications on the social media site).
 - o When Facebook is used as the social media site, members will not be established as "friends," but as members of the group list. When other social media sites are used, the employee will establish a similar parameter on the basis of the functionality of the social media site utilized.
 - o Anyone who has access to the communications conveyed through the site may only gain access by the permission of the employee (e.g. teacher, administrator, supervisor or coach). Persons desiring to access the page may join only after the employee invites them and allows them to join.
 - o Parents shall be permitted to access any page that their child has been invited to join.
 - o Access to the page may only be permitted for educational purposes related to the club, activity, organization or team.
 - o The employee responsible for the site will monitor it regularly.
 - o The employee's supervisor shall be permitted access to any page established by the employee for a school-related purpose.
 - o Employees are required to maintain appropriate professional boundaries in the establishment and maintenance of all such district-sponsored social media activity.
3. Employees are required to refrain from making harassing, defamatory, obscene, abusive, discriminatory or threatening or similarly inappropriate statements in their social media communications on district-sponsored sites.
4. Employees are required to comply with all Board of Education policies and procedures and all applicable laws with respect to the use of computer equipment, networks or devices when accessing district-sponsored social media sites.
5. The Board of Education reserves the right to monitor all employee use of district computers and other electronic devices, including employee blogging and social networking activity. An employee should have no expectation of personal privacy in any communication made through social media while using district computers, cellular telephones or other data devices.

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6. All communications through district-sponsored social media must comply with the Board of Education's policies concerning confidentiality, including the confidentiality of student information. If an employee is considering sharing information and is unsure about the confidential nature of the information, the employee shall consult with his/her supervisor prior to communicating such information.

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7. An employee may not link a district-sponsored social media site or webpage to any personal social media sites or sites not sponsored by the school district.

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8. An employee may not use district-sponsored social media communications for private financial gain, political, commercial, advertisement, proselytizing or solicitation purposes.

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9. An employee may not use district-sponsored social media communications in a manner that misrepresents personal views as those of the Board of Education, individual school or school district, or in a manner that could be construed as such.

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Disciplinary Consequences

Violation of the Board's policy concerning the use of social media or these administrative regulations may lead to discipline up to and including the termination of employment consistent with state and federal law.

Legal References:

U.S. Constitution, Amend. 1

Conn. Constitution, Article 1, Sections 3, 4, 14

Conn. Gen. Stat. § 31-48d

Conn. Gen. Stat. § 31-51g

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

Electronic Communication Privacy Act, 28 U.S.C. §§ 2510 through 2520

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~~2. Employees must use caution in mentioning other Board of Education employees or other members of the school community, e.g., parents or others, on personal social networking sites, without such individuals' express consent unless the employee is addressing an issue of public concern and the employee's speech falls under applicable constitutional protections pertaining to same. Such postings are outside of the employee's job responsibilities and employees are subject to potential liability as described in section 6 below. In no case may a Board of Education employee mention specific students or post student photographs on personal Social Media unless there is an unrelated special relationship, e.g., relative or family friend. For the purposes of this Section, "specific" shall mean the identification of a student by name~~

(first, middle or last) or the mention of information that could reasonably lead to the identification of the student.

- ~~3. Employees are required to maintain appropriate professional boundaries with students, parents, and colleagues. For example, absent an unrelated special relationship, e.g., relative or family friend, it is not appropriate for a teacher or administrator to "friend" a student or his/her parent or guardian or otherwise establish special relationships with selected students through personal Social Media, and it is not appropriate for an employee to give students or parents access to personal postings unrelated to school. Nothing herein would prohibit a teacher, administrator, or other staff from "friending" a student who is no longer enrolled in the Westport Public Schools so long as professionalism is maintained.~~

~~-R4118.55(b)~~

- ~~4. Unless given written consent, employees may not use the Board of Education's logo or trademarks on their personal posts. Please note that this prohibition extends to the use of logos or trademarks associated with individual schools, programs or teams of the school district. This provision does not apply to photographs of: (a) the employee or other adults wearing clothing bearing the Board of Education's logos or trademarks; (b) facilities (e.g., athletic fields and gymnasias) where the logos or trademarks were previously in place or displayed as part of the event; and (c) students wearing clothing bearing the Board of Education's logos or trademarks where an unrelated special relationship exists with the employee, e.g., relative or family friend.~~
- ~~1. Employees shall refrain from: (a) harassing, defamatory, abusive, discriminatory, or threatening communications and (b) other inappropriate communications where such communications substantially interfere with an employee's ability to fulfill his/her job responsibilities. Such posts reflect poorly on the school district's reputation, can affect the educational process and may substantially and materially interfere with an employee's ability to fulfill his/her professional responsibilities.~~
- ~~2. Employees are individually responsible for their personal posts on Social Media. Employees may be sued by other employees, parents or others, and any individual that views an employee's social media posts as defamatory, pornographic, proprietary, harassing, libelous or creating a hostile work environment. As such activities are outside the scope of employment, employees may be personally liable for such claims.~~
- ~~3. Employees are required to comply with all Board of Education policies and procedures with respect to the use of computer equipment, networks or electronic devices when accessing social media sites. Any access to personal social media activities while on school property or using school district equipment must comply with those policies, and may not interfere with an employee's duties at work.~~
- ~~4. The Board of Education reserves the right to monitor all employee use of district computers and other electronic devices, including employee blogging and social networking activity. An employee should have no expectation of personal privacy in~~

any personal communication or post made through social media while using district computers, cellular telephones or other electronic data devices.

5. All posts on personal Social Media must comply with the Board of Education's policies concerning confidentiality, including the confidentiality of student information. If an employee is unsure about the confidential nature of information the employee is considering posting, the employee shall consult with his/her supervisor prior to making the post.
6. An employee may not link a personal social media site or webpage to the Board of Education's website or the websites of individual schools, programs or teams; or post Board of Education material on a social media site or webpage without written permission of his/her building administrator.

R4118.55(e)

7. All Board of Education policies that regulate off duty conduct apply to Social Media activity including, but not limited to, policies related to public trust, illegal harassment, code of conduct, and protecting confidential information.

Rules Concerning District-Sponsored Social Media Activity

1. If an employee seeks to use social media sites as an educational tool or in relation to extracurricular activities or programs of the school district, the employee must seek and obtain the permission of his/her building administrator prior to setting up the site.
2. If an employee wishes to use Facebook or other similar social media sites to communicate meetings, activities, games, responsibilities, announcements etc., for a school-based club or an school-based activity or an official school-based organization, or an official sports team, the employee must also comply with the following rules:
 - o The employee must set up the club, etc. as a group list which will be "closed" (e.g. membership in the group is limited to students, parents and appropriate school personnel), and "moderated" (e.g. the employee has the ability to access and supervise communications on the social media site).
 - o Members will not be established as "friends" or similar designations but as members of the group list. Anyone who has access to the communications conveyed through the site may only gain access by the permission of the employee, e.g. teacher, administrator, supervisor or coach. Persons desiring to access the page may join only after the employee invites them and allows them to join.
 - o Parents shall be permitted to access any social media site that their child has been invited to join. Parents will be notified when their child is

~~invited to join a social media site. Any user who is disruptive may have their access and privileges modified appropriately with administrative approval.~~

- ~~o Access to the site may only be permitted for educational purposes related to the club, activity, organization or team.~~
- ~~o The employee responsible for the site will monitor it regularly.~~
- ~~o The employee's building administrators shall be permitted access to any site established by the employee for a school-related purpose.~~
- ~~o Employees are required to maintain appropriate professional boundaries in the establishment and maintenance of all such district-sponsored social media activity.~~

~~3. Employees are required to use appropriately respectful speech in their social media posts on district-sponsored sites; and to refrain from harassing, defamatory, abusive, discriminatory, threatening or other inappropriate communications.~~

R4118.55(d)

~~4. Employees are required to comply with all Board of Education policies and procedures and all applicable laws with respect to the use of computer equipment, networks or devices when accessing district-sponsored social media sites.~~

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~~5. The Board of Education reserves the right to monitor all employee use of district computers and other electronic devices, including employee blogging and social networking activity. An employee should have no expectation of personal privacy in any communication or post made through Social Media while using district computers, cellular telephones or other data devices.~~

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~~6. All posts on district-sponsored Social Media must comply with the Board of Education's policies concerning confidentiality, including the confidentiality of student information. If an employee is unsure about the confidential nature of information the employee is considering posting, the employee shall consult with his/her building administrator prior to making the post.~~

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~~7. An employee may not link a district-sponsored social media site or webpage to any personal social media sites or sites not sponsored by the school district.~~

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~~8. An employee may not use district-sponsored social media communications for private financial gain, political, commercial, advertisement, proselytizing or solicitation purpose.~~

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~~9. An employee may not use district-sponsored social media communications in a manner that misrepresents personal views as those of the Board of Education, individual school or school district, or in a manner that could be reasonably construed as such.~~

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Disciplinary Consequences

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~~Violation of this Policy or Regulation may lead to discipline up to and including the termination of employment consistent with state and federal law, existing collective bargaining agreements, management prerogatives and Board of Education policies.~~