

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:

2015 Westport Teacher of the Year

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

MINUTES: August 25, 2014

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

PRESENTATION:

1. 2014-15 Professional Development (Encl.) Mr. D'Amico
Ms. Droller
2. Health Care Medical Claims Update (Encl.) Mr. Longo

INFORMATION:

1. Final Document: Westport Public School District GOALS FYE 2015 (Encl.)

DISCUSSION/ACTION:

1. Calendar of Board of Education Agenda Items: Sept 2014-June 2015 (Encl.) Dr. Landon
2. Acceptance: 2013-14 End-of-Year Financial Report (Encl.) Mr. Longo
3. Approval - Policy P3431: Health and Medical Insurance (Encl.) Dr. Landon
4. Five Year Operating Budget Forecasts: July 1, 2015-June 30, 2020 (Encl.) Dr. Landon
5. Approvals - Policy P0521, Non-Discrimination (Encl.) Mr. Rizzo
Policy P5131.911, Bullying Prevention and Intervention
Policy P5131.912, Safe School Climate Plan
Policy P6173, Homebound Instruction
6. Approval: Dec 2014-June 2015 Budget Preparation Calendar (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.



Julie Droller
Director, Elementary Education
James D'Amico
Director, Secondary Education

TO: ELLIOTT LANDON
FROM: JAMES D'AMICO AND JULIE DROLLER
SUBJECT: PROFESSIONAL DEVELOPMENT PLAN FOR 2014-2015
DATE: SEPTEMBER 8, 2014

We have developed a comprehensive schedule of Professional Development Activities for the 2014-2015 school year for all staff members, to support the Board of Education's goal of continuous improvement in curriculum, instruction and assessment. Our focus for the year is on using multiple sources of data to differentiate instruction in mathematics and language arts.

Below is a timeline of formal professional development activities:

- August 2014:
- * Inter-rater Reliability for Administrators
 - * Singapore Mathematics Lesson Structure to Differentiate Instruction for all K-5 teachers and 6th grade math teachers (Dr. Yeap Ban Har)
 - * Introduction of revised K-5 Writing Curriculum
 - * Balanced Literacy training for K-5 paraprofessionals
- September 2014:
- * 6-8 Literacy PD (Audra Robb)
- October 2014:
- * K-5 Writing PD (Carl Anderson)
 - * Inter-rater Reliability PD for Administrators
 - * Coaching Institute Training for high school Literacy Coaches
- November 2014:
- * K-5 Literacy PD - Using Data to Inform Small Group Instruction (Ginny Lockwood)
 - * Inter-rater Reliability PD for Administrators
- December 2014:
- * Literacy and Singapore Math training for paraprofessionals
 - * 6-8 Literacy PD (Audra Robb)
- January 2015:
- * K-5 Writing PD (Carl Anderson)
 - * Inter-rater Reliability PD for Administrators
- February 2015:
- * Building and Department Based Curriculum PD
- March 2015:
- * 6-8 Literacy PD (Audra Robb)
- May 2015:
- * 6-8 Literacy PD (Audra Robb)

In addition to these events, follow-up activities occur during Faculty and District Wide Meetings on Monday afternoons, Department meetings, Grade Level Meetings, and collaborative planning times.

This work will include on- and off-site training for middle school STEM teachers, planning by the K-12 Music department to address the new national arts standards, alignment of IEP objectives with the Common Core State Standards in grades Pre-K through twelve, the introduction of concepts and practices associated with Singapore Math to teachers in grades seven through twelve, continued creation of common rubrics in art at the secondary level, training related to the upgraded media lab at the high school, and completion of entry of all curriculum at the secondary level into Atlas by the end of the school year.

In addition to these ongoing professional growth activities, we will begin in earnest this fall in the creation of a fifth domain of the Westport 2025 Lens, focusing on civic, social, and ethical expectations. Our colleagues at Teachers College are engaged in research on the implementation of such standards at high-performing schools around the globe, and will be sharing their findings with K-12 staff at faculty meetings in November. We will convene a task force of Westport educators to work alongside the researchers to develop a framework which capitalizes on the work we've done as well as the latest research.

New this year is the creation of a K-12 Professional Development Committee, to include teachers and administrators from all levels, schools, and departments. This committee will solicit input from all staff members and review research about educational trends and best practices, to inform future professional development plans.

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

To: Members of the Board of Education

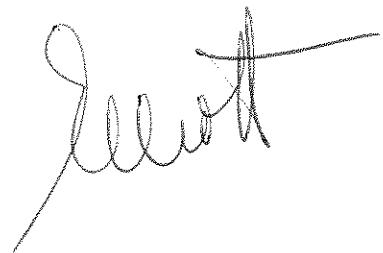
From: Elliott Landon

Subject: Health and Medical Insurance Claims Experience

Date: September 8, 2014

Please find appended to this memorandum the report entitled, "Claims Cash Draws –BOE Insurance Fund," as prepared by Elio Longo. This report covers the period July 1, 2014 – August 31, 2014 and illustrates both favorable and unfavorable variances in Medical/Rx, Dental, Flex Spending Accounts and Total.

Elio continues to work on 7/1/2014 – 6/30/2015 Cost Projections utilizing comparative data concerning budget projections as prepared by Segal and Company and Lockton Companies LLC. If that analysis is completed by Elio prior to the Board meeting of September 8, it will be distributed to the Board by Email on Monday, September 8.



CLAIMS CASH DRAWS - BOE INSURANCE FUND

	MEDICAL/RX				DENTAL			
	Claims Cash Draw		Variance		Claims Cash Draw		Variance	
	2013/2014	2014/2015	Month	Cumulative	2013/2014	2014/2015	Month	Cumulative
July	\$ 1,017,551	\$ 940,672	\$ (76,879)	\$ (76,879) F	\$ 107,225	\$ 94,171	\$ (13,054)	\$ (13,054) F
Aug	\$ 1,452,257	\$ 1,551,384	\$ 99,127	\$ 22,248 U	\$ 102,032	\$ 93,150	\$ (8,882)	\$ (21,936) F
Sep	\$ 1,043,929				\$ 99,489			
Oct	\$ 1,018,703				\$ 61,667			
Nov	\$ 784,163				\$ 71,965			
Dec	\$ 871,321				\$ 84,840			
Jan	\$ 1,064,320				\$ 51,082			
Feb	\$ 919,567				\$ 67,333			
Mar	\$ 1,061,829				\$ 123,577			
Apr	\$ 1,146,622				\$ 75,682			
May	\$ 1,375,054				\$ 80,767			
Jun	\$ 1,333,726				\$ 73,222			
TOTAL	\$ 13,089,042	\$ 2,492,056	\$ 22,248	0.17% U	\$ 998,882	\$ 187,321	\$ (21,936)	-2.20% F

	FLEX SPENDING ACCOUNTS			
	Claims Cash Draw		Variance	
	2013/2014	2014/2015	Month	Cumulative
July	\$ 11,456	\$ 6,419	\$ (5,037)	\$ (5,037) F
Aug	\$ 8,641	\$ 396	\$ (8,245)	\$ (13,283) F
Sep	\$ 6,379			
Oct	\$ 12,565			
Nov	\$ 10,981			
Dec	\$ 25,032			
Jan	\$ 10,887			
Feb	\$ 9,275			
Mar	\$ 23,226			
Apr	\$ 10,720			
May	\$ 9,887			
Jun	\$ 11,139			
TOTAL	\$ 150,188	\$ 6,815	\$ (13,283)	-8.84% F

F = favorable variance
 U = unfavorable variance

Westport Public School District GOALS FYE 2015

Our Mission is to prepare all students to reach their full potential as life-long learners and socially responsible contributors to our global community. **We achieve this** by fostering critical and creative thinking and collaborative problem solving through a robust curriculum delivered by engaging and dedicated educators.

We are **committed** to maintaining an environment that supports inquiry and academic excellence, emotional and physical well-being, appreciation of the arts and diverse cultures, integrity and ethical behavior.

GOAL, PERFORMANCE OBJECTIVE and SPECIFIC ACTION Detail

Objective: Implement a plan of action that ensures that all students are equipped with globally competitive learning skills

Performance Objective	Specific Action	Action Date of Completion			Progress Report
		2014-15 Year 1	2015-16 Year 2	2016-17 Year 3	
a. Obtain NEASC self-study accreditation	<ol style="list-style-type: none"> 1. Complete the self-study process at SHS prior to October visit. 2. Report results to BOE. 	September	September		
b. Significant and incremental improvement in district curriculum	<ol style="list-style-type: none"> 1. Use of Atlas Curriculum Mapping Software in secondary schools. 2. Provide a schedule of professional development to enhance differentiated instruction in math and language arts practices that supports our balanced literacy framework and the Common Core (K-5) 3. Based on Kindergarten evaluation, determine and implement any curricular changes, if any, for Kindergarten based on Common Core standards, instructional minutes and benchmarking with peer school districts. 	<p>June</p> <p>September</p> <p>November</p>	September		

	<p>4. Implement the revised writing and social studies curricula. Allocate time for teachers to collaboratively plan and reflect on evidence of student learning.</p> <p>5. Report on the implementation of the Tri-State Consortium recommendations and modifications to the gifted program through 2014-15 school year.</p> <p>6. Provide an analysis of course sequencing and course offerings in our DRG to build upon STEM and explore integration with the arts.</p> <p>7. Evaluate any course changes and/or proposals.</p> <p>8. Benchmark our course offerings against other schools in our DRG, including online alternatives, taking into account economic trends and local opportunities.</p>	<p>Spring</p> <p>Spring</p> <p>November</p> <p>November</p> <p>November</p>		
<p>c. Successful preparation for SBAC testing (contingent upon decisions by the State)</p>	<ol style="list-style-type: none"> 1. Develop a plan for all levels. 2. Schedule and inform BOE of preparation (including developmentally appropriate keyboarding lessons), practice and dates of testing. 3. Obtain student/staff/parent feedback. 	<p>December</p> <p>March</p> <p>October</p>		
<p>d. Rollout new K-5 standards-based progress reports</p>	<ol style="list-style-type: none"> 1. Create a parent education piece. 2. Solicit feedback from parents/teachers. 	<p>November</p> <p>March</p>		
<p>e. Implement the new teacher evaluation system as per requirements by the State</p>	<ol style="list-style-type: none"> 1. Begin to pilot mini-observation system for tenured teachers. 2. Obtain feedback from teachers and administrators 	<p>November- June</p> <p>June</p>		

	<p>3. Implement the option for mini-observations for tenured teachers.</p> <p>4. Report on any additional changes to, and recommendations for, the teacher evaluation plan for the 2016-17 school year.</p> <p>5. Follow-up report to the Board of Education, if necessary.</p>		<p>September</p> <p>May</p> <p>June</p>		
<p>f. Prepare for the implementation of BYOD including a professional development plan for teachers on the use of applicable digital tools. Include best practices for teaching, learning, and assessment.</p>	<p>1. Report on a plan structure.</p> <p>2. Report on plan progress.</p> <p>3. Report on final outcomes.</p>	<p>October</p> <p>May</p>	<p>September</p>		
<p>g. Improve current assessment tools and define measurement of improvement to determine the effectiveness of Westport 2025.</p>	<p>1. Report upon formative and summative assessments taking into account the measurement of 21st century skills.</p> <p>2. Introduce and evaluate the use of portfolio assessments for 9th grade students and extend to additional grades over time.</p> <p>3. Report on and analyze required testing (including APs) and test prep to assess educational benefits and efficacy.</p> <p>4. Put a system in place for teachers at Staples to obtain feedback from students.</p> <p>5. Report upon and make recommendations based on pilot of Standards Based Grading.</p> <p>6. Report anecdotally and quantitatively, where possible, on findings with regard to the effectiveness of Westport 2025.</p>	<p>December</p> <p>September-June</p> <p>December</p> <p>March</p> <p>May</p>	<p>September (6-12)</p> <p>September (K-12)</p>		

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GOAL, PERFORMANCE OBJECTIVE and SPECIFIC ACTION Detail

Goal 2: Promote an Environment that fosters respect, ethical behavior and responsible global citizenship	Specific Action	2014-2015 Year 1	2015-2016 Year 2	2016-2017 Year 3
Performance Objective				
a. Implement a fifth domain for the Westport 2025 Critical Lens to reflect goals related to civic, social and ethical expectations at the elementary, middle and high school levels.	1. Review implementation plan with the BOE and determine measurements of success. 2. Evaluate results.	May	June	
b. Improve social skills curriculum as measured by the School Climate Survey	1. Increase response rates to school climate plans and target areas of improvement. 2. Revise the district social skills curriculum; incorporate K2bK into 3 rd grade social skills curriculum; and, review overall integration and climate policy with Board of Education for approval.	October	June	

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GOAL, PERFORMANCE OBJECTIVE and SPECIFIC ACTION Detail

Performance Objective	Specific Action	Action Date of Completion		
		2014-2015 Year 1	2015-2016 Year 2	2016-2017 Year 3
Goal 3: Promote and practice good stewardship for all district resources in a manner that supports safe and healthy environments and optimizes student learning a. Continue to analyze and update safety and security plans and practices	1. Hire new Director of Facilities/Security.	September		
	2. Complete installation of door locks and window film.	August		
	3. Final recommendations for next phase of capital projects to enhance school security based upon the Kroll report, School Safety Committees and First Responders.	February		
	4. Update the Crisis manual and provide a current report on security policy and procedures as per recommendations from the Kroll report, school security committees and district security committee and as outlined by Director of Facilities/Security and the Town's first responders.	December		
b. Evaluate and amend (if necessary) start times with regard to sleep research. Benchmark with other schools in our DRG.	1. Analyze and evaluate issues.	November		
	2. Evaluate the results.		October	

<p>c. Prepare a report on current and future building use</p>	<ol style="list-style-type: none"> 1. Obtain five-year enrollment projections. 2. Obtain data on any future housing units. 3. Create a plan for the creation and design of prioritized capital projects that anticipates a five-year need. 	<p>November November January</p>	
<p>d. Report on bus arrivals and provide quarterly reports (starting in mid-October) detailing arrival and departure times of buses at all schools on a daily basis.</p>	<ol style="list-style-type: none"> 1. Analyze reports. 2. Recommend improvements. 3. Evaluate results. 4. Produce an RFP for existing bus contract to expire June 2015. 	<p>All done Quarterly Quarterly October</p>	

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GOAL, PERFORMANCE OBJECTIVE and SPECIFIC ACTION Detail

Goal 4: Productivity and Efficiencies	Performance Objective	Specific Action	Action Date of Completion		
			2014-2015 Year 1	2015-2016 Year 2	2016-2017 Year 3
a. Fiscal Responsibility and Transparency.		1. Plan the operating budget in a 3 year time-frame providing a complete review of known fixed costs as well as variables that can affect the budget in any given year.	August	August	August
		2. Situation analysis of limited areas in budget in order to understand best practice, benchmarking across other districts.	TBD	TBD	TBD
		3. Hire an additional source – intern or consultant to provide situational analysis as described in Specific Action #2 above, to be reviewed and approved by the Board at the first Board meeting in October.	October		
		4. Identify all revenues and expenditures of school budget including Grants, ISF's, and Enterprise Funds and make that part of the budget document.	Fall		
		5. Report quarterly on current initiatives in progress and new initiatives to be implemented to create productivity and efficiency by collaborating with the town.	November February May		

	6. Communicate with the community-at-large in the form of informational meetings and/or a newsletter.	November February May		
b. Identify a target of 0.25% productivity and efficiency within our current budget for the next 3 years based on \$109 million.	<ol style="list-style-type: none"> 1. Brainstorm session for recommendations/ideas. 2. Create and implement a plan. 3. Measure results. 	September October	September October August	September October August
b. Monitor Health Care Account	<ol style="list-style-type: none"> 1. Provide BOE with monthly medical claims updates. 2. Provide quarterly updates to BOE using new all general ledger accounts showing all revenues and expenses and projected year-end balance of health reserve account. 	Monthly September December March June		

September 8, 2014

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

To: Members of the Board of Education

From: Elliott Landon

Subject: Calendar of Board of Education Agenda Items, September 2014-June 2015

Date: September 8, 2014


Pursuant to the request of the Board of Education that a calendar of items to be reviewed and discussed by the Board during the period September 2014 – June 2015, the attached document has been prepared by my staff and I in consultation with Karen Kleine.

While some of the consistent year-to-year occurrences are included on this calendar, so are the matters to be reviewed by the Board as described in the Goals document of the Board that covers the 2014-15 school and fiscal year.

If the Board wishes to approve this calendar at our meeting of September 8, I have prepared the following Resolution for your consideration.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education approves the document entitled, “Anticipated Dates for Addressing Items Scheduled for Discussion and Approval by the Board of Education – September 8, 2014.”



**ANTICIPATED DATES FOR ADDRESSING ITEMS SCHEDULED FOR DISCUSSION
AND APPROVAL BY THE BOARD OF EDUCATION – September 8, 2014**

September 8, 2014

- Teacher of the Year Recognition
- Report: 2014-15 Professional Development
- Approval: Mapping of Board of Education Agenda Items: Sept 2014 – June 2015
- Acceptance: 2013-14 End-of-Year Financial Report
- Approval - Policy P3431 - Health and Medical Insurance
- Approval: Five Year Operating Budget Forecasts: July 1, 2015-June 30, 2020
- Approvals:
 - Policy P0521, Non-Discrimination
 - Policy P5131.911, Bullying Prevention and Intervention
 - Policy P5131.912, Safe School Climate Plan
 - Policy P6173, Homebound Instruction
- Approval: 2015-16 Budget Preparation and Approval Calendar

September 15, 2014

- Quarterly Review: Performance Evaluation of Board of Education/Superintendent of Schools

September 22, 2014

- Discussion: National Executive Service Corps Study and Recommendations - 3 Year Projected School Operating Budget Increased Productivity and Efficiencies
- Board of Education Brainstorming: 2015-16 Budget Productivity/Efficiency Target of 0.25%
- Report: National School Climate Survey Results
- Update: Health and Medical Insurance Revenues and Expenses; Projected Year-End Balance in Health Reserve Account
- Update: Use of Portfolio Assessments for 9th Grade Students
- Report: Summer Maintenance Projects Completed
- Adoption: Board of Education 2015-16 Meeting Calendar

October 6, 2014

- Report: Staffing and Enrollment, 2014-15 School Year
- Report: Results of Standardized Testing
- Report: School Bus Arrival and Departure Times
- Approval: Plan for 2015-16 Implementation of “Bring Your Own Device” (BYOD) Initiative
- Revisions: District Social Skills Curriculum
- Approval of Contract: National Executive Service Corps Study and Recommendations - 3 Year Projected School Operating Budget Increased Productivity and Efficiencies
- Discussion: Achieving 2015-16 Budget Productivity/Efficiency Target of 0.25%

October 20, 2014

- Board of Education Establishment of 2015-16 Budget Guidelines: Goals and Priorities
- Approval: Proposed Plan to Target 0.25% Productivity Efficiencies in 2015-16 School Budget
- Approval: Identify all revenues and expenditures including Grants, ISF's, and enterprise funds for inclusion in the budget document of the Board of Education
- Situation Analysis of Limited Areas of Budget by BOE-Appointed Consultant
- Discussion: RFP for School Transportation Contract beginning July 1, 2015
- Update: Health and Medical Insurance Revenues and Expenses; Projected Year-End Balance in Health Reserve Account

November 10, 2014

- Report: Kindergarten Evaluation and Modifications to Program
- Report: Course Offerings and Sequencing, 6-12: Integration of STEM with the Arts
- Report: Comparative Analysis: DRG A Course Offerings, 6-12, Including Economic Trends/Local Opportunities
- Report: Five Year Enrollment Projections
- Report: Numbers of Future Housing Units Anticipated and Projections of Anticipated New Students
- Recommendations: New Course Proposals - Staples High School

November 17, 2014

- Election of Officers of the Board of Education
- Report: Parent Education Publication and Information for K-5 Standards-Based Report Cards
- Report: K-12 Start Times - Analysis of Research, Comparisons with DRG A, Proposals for Changes
- Report: Collaborative Efforts with Town of Westport: July 1, 2014 – October 31, 2014
- Report: Education Information Newsletter to Town Residents
- Board of Education Informational Meeting for All Town Residents
- Approval: New Course Proposals - Staples High School
- Update: Health and Medical Insurance Revenues and Expenses; Projected Year-End Balance in Health Reserve Account

December 1, 2014

- 2015-16 Preliminary Budget Discussions with Board of Finance
- Report: Implementation of Smarter Balance Assessment Consortium (SBAC) Testing Program
- Report: Implementation of Formative/Summative Assessment Programs re Measuring 21st Century Skills
- Report/Analysis: Benefits and Efficacy of All Standardized and Advanced Placement Tests

December 8, 2014

- Quarterly Review: Performance Evaluation of Board of Education/Superintendent of Schools

December 15, 2014

- Report: Activities and Recommendations of All School Security and Safety Committees
- Update: Health and Medical Insurance Revenues and Expenses; Projected Year-End Balance in Health Reserve Account

January 5, 2015

- Executive Summary: •2015-16 Proposed Budget of the Superintendent of Schools
- Report: School Bus Arrival and Departure Times

January 7, 2015

- All-Day Board of Education Work Session: 2015-16 Proposed Budget of the Superintendent of Schools

January 13, 2015

- Review with Lockton Companies, LLC Health and Medical Insurance Consultant Projected Insurance-Related Revenues and Expenses for 2014-15 and 2015-16 and Projected Year-End Balance in Health Reserve Account for 2014-15 and 2015-16
- Discussion: Five Year Capital Forecast: July 1, 2015 – June 30, 2020
- Discussion: 2015-16 Proposed Budget of the Superintendent of Schools

January 20, 2015

- Discussion: 2015-16 Proposed Budget of the Superintendent of Schools
- Adoption: Five Year Capital Forecast: July 1, 2015 – June 30, 2020

January 27, 2015

- Presentation: Quarterly Financial Report: July 1, 2014 – December 31, 2015
- Discussion: 2015-16 Proposed Budget of the Superintendent of Schools

February 2, 2015

- Discussion: 2015-16 Proposed Budget of the Superintendent of Schools
- Discussion: Student and Faculty Calendar: 2016-17 School Year
- Report: Collaborative Efforts with Town of Westport: July 1, 2014 – January 31, 2015

February 9, 2015

- Adoption: 2015-16 Proposed Budget of the Board of Education
- Adoption: Student and Faculty Calendar: 2016-17 School Year
- Approve: Final recommendations for implementation of third phase of school security projects

March 3, 2015

- Report: Keyboarding Initiatives for SBAC Testing
- Report: Preparation for and Dates of SBAC Testing
- Survey: Parent/Teacher/Administrator Feedback Regarding K-5 Standards-Based Progress Reports
- Report: Implementation Plan for Systematizing Student Feedback to Teachers at Staples High School
- Update: Health and Medical Insurance Revenues and Expenses; Projected Year-End Balance in Health Reserve Account

March 16, 2015

- Approval: Implementation Plan for Systematizing Student Feedback to Teachers at Staples High School
- Review with Lockton Companies, LLC Health and Medical Insurance Consultant Projected Insurance-Related Revenues and Expenses for 2014-15 and 2015-16 and Projected Year-End Balance in Health Reserve Account for 2014-15 and 2015-16

March 23, 2015

- Quarterly Review: Performance Evaluation of Board of Education/Superintendent of Schools

April 6, 2015

- Presentation: Quarterly Financial Report: July 1, 2014 – March 31, 2015
- Report: School Bus Arrival and Departure Times

April 21, 2015

- Performance Evaluation of the Superintendent of Schools

April 27, 2015

- Non-Renewal of Certified Staff
- Update: Health and Medical Insurance Revenues and Expenses; Projected Year-End Balance in Health Reserve Account

May 4, 2015

- Progress Report: Implementation of Fifth Domain to Westport 2025 Critical Lens
- Discussion: 2015-16 Goals of the Board of Education

May 11, 2015

- Performance Evaluation of the Superintendent of Schools

May 18, 2015

- Adoption: 2015-16 Budget of the Board of Education
- Report: Implementation of the revised writing and social studies curricula, K-5.
- Report: Implementation of Tri-State Consortium Recommendations to Program for the Gifted
- Report: Parent/Teacher/Administrator Feedback Regarding K-5 Standards-Based Progress Reports
- Progress Report: 2015-16 Implementation of “Bring Your Own Device” (BYOD) Initiative
- Discussion: 2015-16 Goals of the Board of Education
- Healthy Food Certification
- Update: Health and Medical Insurance Revenues and Expenses; Projected Year-End Balance in Health Reserve Account

May 26, 2015

- Performance Evaluation of the Superintendent of Schools

June 1, 2015

- Adoption: 2015-16 Goals of the Board of Education
- Progress Report: Teacher Supervision and Evaluation PDEP Plan
- Report: School Bus Arrival and Departure Times
- Authorization to Sign Contracts
- Establishment of Tuition Rates: 2015 -16 School Year
- Progress Report: Use of Atlas Curriculum Mapping Software in Grades 6-12.

June 15, 2015

- Recognition Reception: Retiring Staff Members
- Report: Collaborative Efforts with Town of Westport: July 1, 2014 – June 10, 2015
- Update: Health and Medical Insurance Revenues and Expenses; Projected Year-End Balance in Health Reserve Account
- Non-Union Personnel Compensation

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

To: Board of Education
From: Elliott Landon
Subject: 2013-14 End of Year Financial Report
Date: September 8, 2014

Enclosed with this memorandum is the above-referenced 2013-14 End of Year Financial Report as prepared by Elio Longo, Director of School Business Operations.

It is recommended that the Board approve the 2013-14 End of Year Financial Report, as presented.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education authorizes the transfer of funds within its 2013-14 budget in the amount of \$835,230, as shown in the materials accompanying this memorandum, and

Be It Further Resolved, That the Board of Education approves the 2013-14 End of Year Financial Report, as prepared by Elio Longo.



INTEROFFICE MEMORANDUM

TO: ELLIOTT LANDON
SUPERINTENDENT OF SCHOOLS

FROM: ELIO LONGO, JR.
DIRECTOR OF SCHOOL BUSINESS OPERATIONS

SUBJECT: 2013-2014 END OF YEAR FINANCIAL REPORT

DATE: AUGUST 20, 2014

CC: F. MEILAN, BUDGET FILE

The 2013-2014 fiscal year has been closed and reconciled with the Town of Westport's records. The year ended having spent \$104,177,616.33 or 100.00% of the \$104,181,513 budget with a \$3,896.67 fund balance.

The following are the final general fund balances in the designated line items (see *Exhibit A for detailed references*):

ACCOUNT CATEGORY	AMOUNT
100s - Salaries	\$355,852
200s - Employee Benefits	(452,002)
300s - Contracted Services	30,984
400s - Purchased Property Services	(383,228)
500s - Other Purchased Services	329,581
600s - Supplies and Materials	86,200
700s - Equipment	22,907
800s - Other Expenses	13,602
Net Surplus/Deficit	<u>\$3,897</u>

The Board of Education traditionally approves final transfer of funds to enable the Administration to make a final adjustment to budgeted line items so that actual expenditures are reflected for the year. The adopted budget remains as adopted which will allow for an appropriate comparison between budget and final expenditures should the need arise. Therefore we are requesting the following:

~~~~~  
**I. ADMINISTRATIVE RECOMMENDATION:**

**It is requested that the Board approve the following transfers:**

**Transfer from:**

|                               |           |
|-------------------------------|-----------|
| 100s - Salaries               | \$351,956 |
| 300s – Contracted Svcs.       | 30,984    |
| 500s – Other Purchased Svcs.  | 329,581   |
| 600s – Supplies and Materials | 86,200    |
| 700s - Equipment              | 22,907    |
| 800s – Other Expenses         | 13,602    |
|                               | <hr/>     |
|                               | \$835,230 |
|                               | <hr/>     |

**Transfer to:**

|                                    |            |
|------------------------------------|------------|
| 200s – Benefits                    | \$452,002  |
| 400s – Purchased Property Services | 383,228    |
|                                    | <hr/>      |
|                                    | \$ 835,230 |
|                                    | <hr/>      |

~~~~~  
A review of Exhibit A, Expenditures by Object Codes indicates the following:

100s - Salaries - \$69,136,550 was expended to 99.5% of the adjusted budget appropriation. Historically, the adopted budget line item appropriation for 154-Long Term Subs has been intentionally underfunded with mid- and end-year transfers made to account for teachers out on unpaid leaves. This year that account was underfunded by \$230,000, even though the previous three-year actual average was \$476,589. The actual expenditure for FY14 totaled \$523,798. Long term subs cover certified staff assignments for teachers on leave. Accounts 102-Regular Teachers and 103-Special Ed Teachers produced a year-end fund balance (combined) of \$512,870; nearly sufficient in size to cover the 154-Long Term Subs shortfall. The availability of funds in the 100s account for FY14 resulted from the mid-year retirement of several senior certified staff that enabled savings of approximately \$200,000, and additional funds resulting from the significant number of maternity and extended medical leaves granted to higher paid regular teachers who were replaced by much lower paid long-term substitutes. In the creation of the FY15 budget the aforementioned salary accounts were corrected to better reflect actual multi-year trends, thereby reducing the reliance on a year-end adjustment. Additionally, a recoding adjustment was necessary to properly record the transfer of the position of Director of School Business Operations to account 120-Support Supervisors which was originally budgeted for the position of Assistant Superintendent of Business (account 100). The remaining positive fund balance can in part be attributed to the direct savings having resulted from a favorable recruitment process.

200s - Employee Benefits – \$16,179,263 or 102.9% was expended in this category leaving a fund shortfall of \$452,002 in these accounts. The Board of Education approved a mid-year transfer of \$240,000 to account 210-Health to address a projected year-end shortfall. The Board of Education also communicated a desire to maintain sufficient funds to protect the opening balance of the FY15 insurance reserve and to address variabilities in claims fluctuation. An additional contribution of \$540,172 at year end is included in the administrative recommendation contained herein. While the 200-level accounts in total exceed the adjusted budget total, the recommended transfers from 100-Salaries and 500-Other Purchased Services are sufficient in size to address the Benefits shortfall at the higher reserve level.

300s - Contracted Services – \$1,211,652 was expended (97.5% of adjusted budget) in this category of accounts leaving a fund balance of \$30,984. Costs for homebound tutoring were lower than budgeted. Student evaluations and PPT consultations exceeded the original budget projections.

400s - Purchased Property Services - A total of \$5,652,646 was expended or 107.3% of this adjusted budget category leaving a fund balance shortfall of \$383,228. Electricity and Natural Gas are the two largest expenditures in this category. Given the uncertainty of an abnormally cold winter experience the two accounts fared well. Our heating oil reserve levels ran low at year end therefore a large oil delivery was accepted to protect the school district and the Town from large fluctuations in the price of oil and natural gas, and a need to switch to oil throughout the winter months, if necessary. The Facilities Department did a great job in controlling costs throughout the year. Account 435-Building Project account actual expenditures have surpassed \$500,000 for the past two years. The FY13-14 original budget appropriation was \$136,700, or 24.5% of FY12-13 actual. The district's true maintenance needs for the year could not be capped at 25% of historical spending. Actual expenditures totaled \$235,897, or 42.3% of FY12-13 level. While in previous years the Adult and Continuing Education fund contributed approximately \$145,000 as a contribution toward utility expenses a conscientious decision was made not to transfer funds for FY13-14. After multiple years of transfer credits the Adult and Continuing Ed Fund at FYE 12-13 reported a cash operating and fund balance deficit, the result of years of transfers to the operating budget to attempt to reduce expenditures associated with the Town's tax rate. We continue to manage consumption with various cost saving techniques including use of high efficiency light bulbs, occupancy sensors, and containment of electrical consumption for computers. Moving forward the First Selectman's Maintenance Committee is committed to explore energy performance contracts as a viable, cost savings option at all town and school buildings. The Board of Education's commitment to green energy/alternative energy is evident in its recent approval to explore solar energy as an option for Saugatuck Elementary School.

500s - Other Purchased Services – This represents \$7,631,983 or 95.9% of the category leaving a fund balance of \$329,581. A fund balance in special education tuition of \$251,738 in Public and Private Tuitions is net of the Excess Cost reimbursements from the State Department of Education. Tuition Litigation (account 567) exceeded the original budget appropriation by 56%, more in line with FY 11-12 spending. An encumbrance to account 530 Communication Systems includes \$100,000 earmarked for additional school security measures that were underway as of June 30.

600s - Supplies and Materials – These accounts reflect expenditures of \$2,607,711 or 96.8% with an unexpended balance of \$86,200. Every effort was made to spare the classrooms of reductions to instructional supplies and materials. The contributing account with the largest fund balance was 690-Non Instructional Supplies.

700s - Equipment – A category balance of \$22,907 was generated. A total of \$1,278,915 or 98.2% of the category was expended.

800s - Other Expenses – A total of \$478,897 was expended or 97.2% of this budget category, leaving a fund balance of \$13,602.

Included in this report are several exhibits that help to explain the activities of the fiscal year as follows:

- Exhibit A General Fund Operating Expenditures by Object**
This report details the financial records by object, i.e. what types of goods and services were purchased during the year.
- Exhibit B General Fund Operating Expenditures by Functional Area**
This report shows the financial records by functional area, i.e. the purpose of the purchases or why the funds were used.
- Exhibit C Tuition Based Budgets**
This report represents expenditures supported by tuition payments received from other school districts and Preschool participants. No expenditures are made from this fund without the corresponding revenue to support the payments. Comparison to budget is merely a reference and does not generate “turnback” funds to the town.
- Exhibit D Private School Services**
This report represents mandated program expenditures such as a school nurse and transportation for Green’s Farms Academy.

Exhibit E **State & Federal School Grants**
This report details the total state and federal grants received and expended during the fiscal year. The two largest grants received are IDEA Part B to support special education children and Title I ESEA for programs supporting children who are educationally at risk. Most federal grants are of a two year duration which allows funds to be "carried over" to the following fiscal year.

Exhibit F **Rentals & Reimbursements Summary**
This report summarizes the activity indicating the source of the revenue (Activity Code) and the total expenditures made for each activity. The Board of Finance and RTM use this report to appropriate the funds expended as part of the Town's year end closing process.

Exhibit G **Project Summary**
A summary report of Maintenance Projects that were completed during the 2012-2013 fiscal year, displayed by school.

II. ADMINISTRATIVE RECOMMENDATION:
It is requested that the Board approve the End of Year Financial Report as presented.

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

To: Members of the Board of Education
From: Elliott Landon
Subject: Proposed Policy P3431: Health and Medical Insurance
Date: September 8, 2014

Pursuant to the wishes of the Board that a Board Policy be developed with regard to health and medical insurance, I have prepared in collaboration with Elio Longo and Marge Cion the attached proposed policy for your consideration. Based on discussions with the Board at our meeting of May 12 and other changes recommended by members of the Board, additions to the original draft policy have been made.

The essential elements of the policy are, as follows:

1. Continued maintenance of a District Internal Service Fund for Health and Medical Insurance.
2. Reporting activity for the Internal Service Fund shall be made monthly to the Board of Education; included with all quarterly and end-of-year financial reports; include a Statement of Cash Flows and a Statement of Net Assets, year-end projections and variances; and, analyzed quarterly by the Board.
3. All financial reports will show contributions by employees and employer, as well as payments for services, resulting changes to the IBNR (Incurred But Not Reported) and the amount available for future costs.
4. Maintenance of a claims fluctuation margin of no less than 5% of projected health and medical insurance claims and for IBNR health claims, maintenance of a funding level of at least an additional 4% of anticipated claims.
5. Preservation of an employee risk pool separate from that of the Town of Westport.
6. In January and March of each year, in consultation with its health benefits consultant, the Board of Education will review the funding levels established in the previous year and projected expenses for the succeeding year.

As reported at the Board of Finance meeting of Wednesday, September 3, at the end of FY2014, the Town of Westport had health and medical insurance claims and expenses totaled approximately \$9.5 Million and the Town's health and medical insurance reserve was \$4 Million. Thus, the Town ended the year with a health and medical insurance reserve of 42% of reported claims and expenses. By way of contrast, the recommendation to the Board of Education to maintain a reserve of 9% seems more than reasonable. A 9% reserve is consistent with good practice. It is significantly less than the 42% currently being held by the Town. I strongly urge the Board to approve P3431 as written.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education approves Board of Education Policy P3431: Health and Medical Insurance.



PROPOSED

POLICY: P3431 HEALTH AND MEDICAL INSURANCE

Business and Non-Instructional Operations

Health and Medical Insurance

Philosophy

The establishment of a health and medical insurance funding policy based on confidence levels established by the Board of Education's benefit consultant will be applicable to the District's Internal Service Fund for Health and Medical Insurance. Internal Service Funds are commonly established when a governmental entity such as the Westport Public Schools ("District") wishes to account for a particular activity separately from its operating fund revenues and expenses. The District will continue to maintain an Internal Service Fund for Health and Medical Insurance under its statutory responsibilities as a creation of the State of Connecticut to include all revenues and expenses related to health care so as to be able to report the ongoing employer and employee contributions, expenses and fund balance available for health care and medical costs.

Adequate funding levels are a necessary component of the District's overall financial management strategy and a key factor in assessing the school district's financial strength. Adequate funding provides the District with the resources to manage cash flow with regard to health and medical insurance and deal with unanticipated and/or volatile expenses, catastrophic illnesses and changes in economic conditions. Adequate balances in the Internal Service Fund for Health and Medical Insurance lessen the chances that unexpected deficits in this fund will need to be covered by the General Fund or by a special appropriation from the Board of Finance and Representative Town Meeting (RTM). As self-insured, the District collects employee and employer contributions, receives an appropriation for operating expenses and uses these revenues to pay health care and medical costs. At the end of the fiscal year, the difference between the amount collected and the bills paid is retained as a Health Care and Medical Reserve. The district also calculates in accordance with Generally Accepted Accounting Principles (GAAP) the amount of health care claims that have been Incurred But Not Reported (IBNR) at the end of the fiscal year.

Reporting activity about the Internal Service Fund for Health and Medical Insurance shall be made to the Board of Education monthly. The quarterly and end-of-year financial reports will include a Statement of Cash Flows, a Statement of Net Assets, year-end projections and variances and these items will be analyzed quarterly by the Board. The quarterly and end-of-year financial reports will show contributions by employees and employer as well as payment for services and the resulting changes to the IBNR and the amount available as a reserve for future costs.

Funding Levels

The amount of the health care reserve will be established through the annual budgeting process. The Board of Education shall include in its operating budget a funding level to preserve an appropriate level of margin for working capital and claims fluctuation of a minimum of 5% of projected health and medical insurance claims as determined by the health benefits consultant of the Board of Education for the fiscal year extending from July 1 to June 30. Depending upon decisions made concerning the amount of stop-loss insurance per individual and aggregate claims to be purchased, said fluctuation margin may be adjusted as appropriate in accordance with recommendations made the aforementioned health benefits consultant. The Board of Education shall maintain a healthcare reserve of no less than 9% of anticipated claims if positive claim variances or other factors lead to a balance of that magnitude or more.

For the IBNR health claims, 4% of anticipated claims as determined by the health benefits consultant of the Board of Education shall be specifically allocated for this purpose. Said allocation may take the form of funds in the Board of Education's Internal Service Fund for healthcare, funds provided through an affirmative action by the Board of Finance, or such other action as deemed satisfactory by the Board of Education and its healthcare and legal advisors.

Relationship With Town of Westport

In the event the Board of Education, in its sole discretion, determines that it is in the best interests of the school system to be advised for health and medical insurance by the same health insurance consultant as the Town of Westport, two separate and distinct employee risk pools shall be maintained; one for Board of Education employees and one for Town employees. The revenues and expenses associated with the risk pool for Board of Education employees shall be the sole responsibility of the Board of Education; those associated with the Town are to be the sole responsibility of the Town.

Review

Internal reviews of the Internal Service Fund shall be conducted by at least two administrators or their designees quarterly and the results will be shared with the Board of Education. The Board of Education shall review annually in January and March of each year, in consultation with its health benefits consultant through direct participation in a public Board of Education meeting, the funding levels established in the previous year and projections of expenses for the succeeding year.

WESTPORT PUBLIC SCHOOLS

Legal Reference: Connecticut General Statutes
10-220 Duties of boards of education

Policy adopted:

REDLINED

POLICY: P3431 HEALTH AND MEDICAL INSURANCE

Business and Non-Instructional Operations

Health and Medical Insurance

Philosophy

The establishment of a health and medical insurance funding policy based on confidence levels established by the Board of Education's benefit consultant will be applicable to the District's Internal Service Fund for Health and Medical Insurance. Internal Service Funds are commonly established when a governmental entity such as the Westport Public Schools ("District") wishes to account for a particular activity separately from its operating fund revenues and expenses. The District will continue to maintain an Internal Service Fund for Health and Medical Insurance under its statutory responsibilities as a creation of the State of Connecticut to include all revenues and expenses related to health care so as to be able to report the ongoing employer and employee contributions, expenses and fund balance available for health care and medical costs.

Adequate funding levels are a necessary component of the District's overall financial management strategy and a key factor in assessing the school district's financial strength. Adequate funding provides the District with the resources to manage cash flow with regard to health and medical insurance and deal with unanticipated and/or volatile expenses, catastrophic illnesses and changes in economic conditions. Adequate balances in the Internal Service Fund for Health and Medical Insurance lessen the chances that unexpected deficits in this fund will need to be covered by the General Fund or by a special appropriation from the Board of Finance and Representative Town Meeting (RTM). As self-insured, the District collects employee and employer contributions, receives an appropriation for operating expenses and uses these revenues to pay health care and medical costs. At the end of the fiscal year, the difference between the amount collected and the bills paid is retained as a Health Care and Medical Reserve. The district also ~~records~~ calculates in accordance with Generally Accepted Accounting Principles (GAAP) the amount of health care claims that have been Incurred But Not Received-Reported (IBNR) at the end of the fiscal year.

Reporting activity about the Internal Service Fund for Health and Medical Insurance shall be made to the Board of Education monthly. The quarterly and end-of-year financial reports will include a Statement of Cash Flows, a Statement of Net Assets, year-end projections and variances and these items will be analyzed quarterly by the Board. The quarterly and end-of-year financial reports will show contributions by employees and employer as well as payment for services and the resulting changes to the IBNR and the amount available as a reserve for future costs.

Funding Levels

The amount of the ~~claims fluctuation margin and the IBNR funding level~~ health care reserve will be established through the annual budgeting process. The Board of Education shall include in its operating budget a funding level to preserve an appropriate level of margin for working capital and claims fluctuation margin of a minimum of 5% or more of projected health and medical insurance claims as determined by the health benefits consultant of the Board of Education for the fiscal year extending from July 1 to June 30, ~~said fluctuation margin to be adjusted upward annually.~~ Depending upon decisions made concerning the amount of stop-loss insurance per individual and aggregate claims to be purchased, said fluctuation margin may be adjusted as appropriate in accordance with recommendations made the aforementioned health benefits consultant. For the IBNR health claims, the operating budget funding level should be The Board of Education shall maintain a healthcare reserve of no less than 9% of anticipated claims as determined by the health benefits consultant of the Board of Education, assuming constant anticipated expenditures from year to year if positive claim variances or other factors lead to a balance of that magnitude or more. ~~End-of-year fund balances that exceed 14% (5%+9%), shall be transmitted to the Town of Westport, as appropriate.~~

For the IBNR health claims, 4% of anticipated claims as determined by the health benefits consultant of the Board of Education shall be specifically allocated for this purpose. Said allocation may take the form of funds in the Board of Education's Internal Service Fund for healthcare, funds provided through an affirmative action by the Board of Finance, or such other action as deemed satisfactory by the Board of Education and its healthcare and legal advisors.

Relationship With Town of Westport

In the event the Board of Education, in its sole discretion, determines that it is in the best interests of the school system to be advised for health and medical insurance by the same health insurance consultant as the Town of Westport, two separate and distinct employee risk pools shall be maintained; one for Board of Education employees and one for Town employees. The revenues and expenses associated with the risk pool for Board of Education employees shall be the sole responsibility of the Board of Education; those associated with the Town are to be the sole responsibility of the Town.

Review

Internal reviews of the Internal Service Fund shall be conducted by at least two administrators or their designees quarterly and the results will be shared with the Board of Education. The Board of Education shall review annually in January and March of each year, in consultation with its health benefits consultant through direct participation in a public Board of Education meeting, the funding levels established in the previous year and projections of expenses for the succeeding

~~year. At the meeting in March, a representative of the health insurance company shall be in attendance. An external audit of the Internal Service fund shall be conducted annually.~~

WESTPORT PUBLIC SCHOOLS

Legal Reference: Connecticut General Statutes
10-220 Duties of boards of education

Policy adopted: ~~May 27, 2014~~

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

To: Members of the Board of Education

From: Elliott Landon

Subject: Five Year Operating Budget Forecasts: FYE 2015-20

Date: September 8, 2014

The Board of Finance has requested that the Board of Education prepare a five year operating budget forecast. Elio and I have struggled with this issue for weeks and find it most difficult to provide the information requested with any degree of specificity.

Unlike the Town, we do not have a general reserve fund to add to our budget when our predictions fall below estimates. Nor do we have the option of drawing down our reserves when unanticipated capital projects become an immediate need. Therefore, any forecasts we make, should they fall short of actuals, will require the Board of Education to draw down upon its operating budget and, subsequently, impact negatively upon the work we do for, and on behalf of, the children of the Westport community who attend our schools.

Nonetheless, we are prepared to risk estimating future expenditures at what we consider a realistic range, as follows:

FYE 2016: 4.5% – 5%
FYE 2017: 4.5% – 5%
FYE 2018: 4.5% – 5%
FYE 2019: 4.5% – 5%
FYE 2020: 4.5% – 5%

We have made these estimates based upon the following uncertainties, but utilizing generally public data readily available in print and online:

1. With the recovery of the country and our region from the recent recession, employee contract settlements have shown a steady rise. Within the framework of FYE 2017, a new contract with the teachers' union will go into effect. Since that document will affect approximately 85% of total expenditures within the school district, to be followed by contract negotiations with all other Unions during the five year framework above, each of the Unions will be looking to adjust for the reduced settlements they were required to accept during the years of the Great Recession.

2. The Federal Reserve is stepping down from its commitment to keep interest rates artificially low. With that change in the offing, we can expect inflation to increase dramatically, affecting school district purchasing power in a most negative way.
3. We are subject to increased enrollments as more and more people are moving to Westport to place their children in our school system. Additionally, the numbers of units of affordable housing increases is increasing and many, if not most of the dwellings, will bring more children to our schools. As enrollments increase, additional classroom teachers, special services and support services will be required to keep pace with the increases in enrollment.
4. For many years, in order to maintain the quality of our programs, we have been forced to reduce our expenditures for maintenance of all school buildings. As noted by members of the Board of Finance and the RTM, it is incumbent upon the Board of Education to increase expenditures for building maintenance to a much higher level than that of recent years if our school buildings are not to deteriorate.

Therefore, while I am predicting school budget operating expenditure increases to be in the 4.5% - 5% range for the next five years, I am fearful that my estimates will prove to be too low for reasons related to employee contract negotiations, increased rates of inflation, expanding enrollments, and a major commitment to school building maintenance.

As requested by the Board of Education, a graphic representation of the details behind this recommendation may be found as an attachment to this recommendation.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education approves a Five Year Operating Budget Forecast for the period July 1, 2015-June 30, 2020 that anticipates annual operating budget increases in the range of 4.5%-5% annually.

A handwritten signature in cursive script, appearing to read "J. Elliott", is written in black ink on the page.

**WESTPORT PUBLIC SCHOOLS
5 YEAR OPERATING BUDGET FORECAST**

	Year 1		Year 2		Year 3		Year 4		Year 5	
	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	Settlement Percentage	Budget Estimate	Settlement Percentage	Budget Estimate	Estimate	Budget Estimate	Estimate	Budget Estimate	Estimate	Budget Estimate
100 - Salaries										
Bargaining Unit										
Teachers	2.630%	\$ 47,741,188	3.000% *	\$ 50,466,685						
Administrators	2.450%	\$ 6,669,341	2.375%	\$ 6,985,017						
Paraprofessionals	2.760%	\$ 4,327,768	2.860%	\$ 4,574,405						
Nurses/HA	2.710%	\$ 1,086,755	3.000%	\$ 1,149,692						
Custodians	2.900%	\$ 2,690,692	2.800%	\$ 2,846,246						
Maintenance	3.000%	\$ 559,188	2.500%	\$ 590,363						
Secretaries	2.450%	\$ 2,393,784	3.300%	\$ 2,593,362						
		\$ 65,468,716		\$ 69,155,770						
All other salary accounts	2.750% *	\$ 6,383,617	2.750%	\$ 6,739,544						
Total Salaries		\$ 71,852,333		\$ 75,895,314	2.91%	\$ 78,103,852	2.91%	\$ 80,376,659	2.91%	\$ 82,715,605
200 - Benefits										
Health Insurance	10.000%	\$ 14,501,700	Est. Increase	\$ 17,847,057	10.000%	\$ 19,301,763	10.000%	\$ 21,231,839	10.000%	\$ 23,355,133
All other benefits	15.000%	\$ 3,123,793	15.000%	\$ 4,131,216	15.000%	\$ 4,750,899	15.000%	\$ 5,463,533	15.000%	\$ 6,283,064
Total Benefits		\$ 17,625,493		\$ 21,978,273	10.92%	\$ 24,052,661	10.95%	\$ 26,695,472	10.95%	\$ 29,638,196
300 - Purchased Services										
		\$ 1,290,922	5.000%	\$ 1,355,468	5.000%	\$ 1,423,242	5.000%	\$ 1,494,404	5.000%	\$ 1,569,124
			5.00%		5.00%		5.00%		5.00%	
400 - Property Services										
Electricity	10.000%	\$ 1,894,569	10.000%	\$ 2,018,026	10.000%	\$ 2,148,927	10.000%	\$ 2,284,874	10.000%	\$ 2,425,823
Natural Gas	10.000%	\$ 976,300	10.000%	\$ 1,018,930	10.000%	\$ 1,069,877	10.000%	\$ 1,123,370	10.000%	\$ 1,179,539
All other property svcs.	20.000%	\$ 2,659,418	20.000%	\$ 3,191,302	3.000%	\$ 3,287,041	3.000%	\$ 3,385,652	3.000%	\$ 3,487,221
Total Property Svcs.		\$ 5,420,287		\$ 6,228,258		\$ 6,475,844		\$ 6,733,856		\$ 7,002,877
			14.91%		3.98%		3.95%		4.00%	
500 - Other Purchased Svcs.										
Transportation	5.000%	\$ 4,495,854	5.000%	\$ 4,850,529	5.000%	\$ 5,135,055	5.000%	\$ 5,391,808	5.000%	\$ 5,661,999
Insurance	10.000%	\$ 597,800	10.000%	\$ 657,580	10.000%	\$ 723,338	10.000%	\$ 795,672	10.000%	\$ 875,239
Tuition	5.000%	\$ 2,694,500	5.000%	\$ 2,766,225	5.000%	\$ 2,804,536	5.000%	\$ 2,822,251	5.000%	\$ 2,852,964
All other purchased svcs.	3.000%	\$ 809,318	3.000%	\$ 853,605	3.000%	\$ 884,364	3.000%	\$ 910,895	3.000%	\$ 938,221
		\$ 8,477,472		\$ 8,915,049		\$ 9,377,009		\$ 9,854,854		\$ 10,380,193
			5.16%		5.22%		5.22%		5.25%	
600 - Supplies										
		\$ 2,810,143	3.000%	\$ 2,894,447	3.000%	\$ 2,981,281	3.000%	\$ 3,070,719	3.000%	\$ 3,162,841
			3.00%		3.00%		3.00%		3.00%	
700 - Equipment										
		\$ 1,236,168	3.000%	\$ 1,273,253	3.000%	\$ 1,311,451	3.000%	\$ 1,350,794	3.000%	\$ 1,391,318
			3.00%		3.00%		3.00%		3.00%	
800 - Other										
		\$ 490,166	3.000%	\$ 504,871	3.000%	\$ 520,017	3.000%	\$ 535,618	3.000%	\$ 551,686
			3.00%		3.00%		3.00%		3.00%	
TOTAL BUDGET		\$ 109,202,984		\$ 119,662,430	4.5%	\$ 125,206,798	4.63%	\$ 131,130,171	4.73%	\$ 137,468,425
			4.8%		4.5%		4.63%		4.73%	4.83%

* estimate

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

To: Members of the Board of Education

From: Elliott Landon

Subject: Revisions to Policy P 0521, Nondiscrimination;
Policy P 5131.911, Bullying Prevention and Intervention;
Policy P 5131.912, Safe School Climate Plan; and, Policy P 6173,
Homebound Instruction

Date: September 8, 2014

You will find appended to this memorandum revisions to four (4) Board of Education policies prepared by Director of Pupil Services, Michael Rizzo. Each of these revisions is based upon recent statutory changes approved by the Connecticut State Legislature and are consistent with those statutes and recommendations of counsel, Shipman & Goodwin.

Consistent with our adoption of policies of the Board, these policies were presented to the Board for its review at the meeting of August 25. These policies now appear on the agenda of the meeting of September 8 for your approval.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education adopts Policy P 0521, Nondiscrimination; Policy P 5131.911, Bullying Prevention and Intervention; Policy P 5131.912, Safe School Climate Plan; and, Policy P 6173, Homebound Instruction.



DEPARTMENT OF PUPIL SERVICES
WESTPORT PUBLIC SCHOOLS
72 North Avenue
Westport, Connecticut 06880-2721

MICHAEL RIZZO
DIRECTOR OF PUPIL SERVICES

(203) 341-1253
FAX (203) 341-1295

To: Dr. Landon

From: Michael Rizzo

Subject: Policy Updates:

Revisions to Policy 0521 - Nondiscrimination

Amendments to Policy 5131.911 Bullying Prevention and
Intervention, and Policy 5131.912 Safe School Climate Plan

Revisions to Policy 6173 - Homebound Instruction

Date: September 8, 2014

The following policy revisions and amendments are recommended in order to keep the Westport Public Schools in compliance with legislative updates and to adhere to technical assistance offered by the Office of Civil Rights.

Policy 0521 – Nondiscrimination

Based on feedback provided by the Board on August 25, 2014, the attached policy is submitted for approval.

**Policy 5131.911 Bullying Prevention and Intervention
Policy 5131.912 Safe School Climate Plan**

Based on feedback provided by the Board on August 25, 2014, the attached policy is submitted for approval. The revisions to policy 5131.912 made subsequent to August 25, 2014 are highlighted in the attached policy. The revisions incorporate the Board's feedback to ensure that every school community member is treated with dignity and has the opportunity to work in an intellectually, physically, and emotionally safe and respectful school environment. These expectations are explicitly stated in a manner that encourages shared ownership over our school climate.

Policy 6173 Homebound Instruction

The attached policy is submitted for approval. There have been no revisions since August 25, 2014.

APPROVAL OF

POLICY: P0521 NON-DISCRIMINATION

Policy adopted: June 12, 1978
Amended: 9/8/2014

WESTPORT PUBLIC SCHOOLS
Westport, Connecticut

P 0521

Mission - Goals - Objectives

Nondiscrimination

In compliance with Titles VI and VII of Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and Section 504 of Rehabilitation Act of 1973, THE WESTPORT PUBLIC SCHOOLS shall exclude no person from participation in, denied benefits of , or be otherwise discriminated against in employment or in educational opportunity in the basis of sex, sexual orientation, disability, past or present history of mental disorder, mental retardation, race, color, creed, religion, national origin, ancestry, age or marital status.

Complaint Procedures

File complaint with Principal; copy to coordinator (see below)

If not satisfied, you may appeal to the Assistant Superintendent

Next level is appeal to Superintendent

Next level appeal is to Board of Education

Title VI, Title VII and Title 504 Coordinator

Michael Rizzo
Director of Pupil Services
Staples High School
70 North Avenue
Westport, CT 06880
341-1250

Title IX Coordinator

Marjorie Cion, Director of Human Resources
Westport Town School Office
Westport Town Hall
110 Myrtle Avenue, Room 302
Westport, CT 06880
341-1004

Legal Reference: Connecticut General Statutes

10-153 Discrimination on account of marital status.
46a-60 Discriminatory employment practices prohibited.
Federal Law
Title VII of the Civil Rights Act 1964
Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20
U.S.C. 706(7)(b).
American Disability Act of 1989.
Chalk v. The United States District Court of Central California.
Title IX of the Education Amendments of 1972.
Civil Rights Act of 1987.

Mission-Goals-Objectives

Nondiscrimination

Grievance Procedure for Section 504, Title IX, and Title VII Regulations

The Board of Education does not knowingly condone discrimination on the basis of race, color, national origin, sex, sexual orientation or handicap in admission or access to, or treatment, or employment in its programs or activities.

Inquiries regarding compliance, including receipt and investigation of any complaint alleging non-compliance may be directed to the Superintendent of Schools, or in the Superintendent's absence, the Supervisor of Special Services.

Definitions

A "grievance" is a complaint by an employee, or group of employees, or a student or group of students based upon an alleged violation of the provisions of Section 504, Title IX, or Title VII.

The term "employee" is considered to apply to any employee of the Westport Board of Education. The term "student" is considered to apply to any student enrolled in the Westport Public Schools. The term "teacher" is considered to apply to any teacher employed by the Westport Board of Education. The "teacher", "employee", or "student" may include a group of teachers or a group of employees or a group of students who are similarly affected by a grievance.

An "aggrieved person" is the person or persons making the claim.

The term "days", when used in this article, shall, except when otherwise indicated, mean working days.

Purpose

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to the problems which may arise under the provisions of Section 504, Title IX, or Title VII.

The parties agree that these proceedings shall be kept as informal and confidential as may be appropriate at any level of the procedure.

Nothing herein contained shall be construed as limiting the right of the Complainant having a problem to discuss the matter informally with any appropriate member of the administration.

Any Complainant shall have the right at any time to present any grievance to such persons and through such channels as are designated for that purpose in this article.

Time Limits

Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered as a maximum, and every effort should be made to

expedite the process. The time limits specified may, however, be extended by mutual agreement in writing.

If a Complainant does not file a grievance in writing as provided herein within 30 days after the aggrieved person knew or should have known of the act or condition on which the grievance is based, then the grievance shall be considered waived.

Informal Procedure (OPTIONAL)

Any student, employee or applicant to a program who feels that he/she has been discriminated against on the basis of race, color, national origin, sex, sexual orientation or handicap may contact the building Principal/supervisor within 30 days of the alleged occurrence to discuss the nature of the complaint.

If a Complainant pursues the informal procedure, the Principal/supervisor shall maintain a written record which shall contain the following:

1. Full name and address of Complainant.
2. Full name and position of person(s) who allegedly discriminated against the Complainant.
3. A concise statement of the facts constituting the alleged discrimination.
4. Dates of the alleged discrimination.

At the time the alleged discrimination complaint is filed, Principal/supervisor shall review and explain the grievance procedures with the Complainant and answer any questions. An investigation of the complaint shall begin as soon as practical, but in no case, more than ten (10) working days from the time the complaint was received. Within this time limit, the Principal/supervisor shall meet informally with the Complainant and the individual(s) against whom the complaint was lodged and shall provide confidential counseling where advisable and shall finally seek an informal agreement between the parties concerned. Every attempt shall be made to seek a solution and resolve the alleged discrimination complaint at this level.

If the Complainant is not satisfied with these initial informal procedures, within twenty (20) school days from the date of the original discussion with the principal/supervisor, more formal procedures may be initiated by the Complainant to further explore and resolve the problem.

Formal Procedure – The Complainant may initiate the complaint beginning with the Formal Procedure, rather than the Informal Procedure.

1. Level One – School Principal

If a Complainant is not satisfied with the disposition of the problem through informal procedures, he/she may submit his/her claim as a formal grievance in writing to the Principal.

The Principal shall within five (5) days render a decision and the reasons therefore in writing to the Complainant, with a copy to the Superintendent of Schools.

2. Level Two – Superintendent of Schools

If the Complainant is not satisfied with the disposition of his/her grievance at Level One, or if no decision has been rendered within five (5) days after presentation of the grievance in writing, the Complainant may file a written appeal for a hearing by the Superintendent of Schools within five (5) days.

The Superintendent of Schools shall represent the administration at Level Two of the grievance procedure. Within ten (10) days after receipt of the written appeal for a hearing by the Superintendent, the Superintendent shall meet with the Complainant for the purpose of resolving the grievance. A full record of such hearing shall be kept by the Superintendent. The Superintendent shall within three (3) days of the hearing render the decision and the reasons therefore in writing to the Complainant.

3. Level Three – Board of Education

If the Complainant is not satisfied with the disposition of the grievance at Level Two, or if no decision has been rendered within three (3) days after first meeting with the Superintendent, the person may file the grievance again with the Board of Education within five (5) days.

Within fifteen (15) days after receiving the written appeal, the Board shall meet with the Complainant for the purpose of resolving the grievance. The decision of the Board shall be rendered in writing within three (3) days.

General Provisions

Decisions rendered at all levels of the formal grievance shall be in writing setting forth the decision and the reasons therefore.

All documents, communications and records dealing with the processing of a grievance shall be filed separately from the existing files of the participants.

Any person may also file a complaint of illegal discrimination with the Office for Civil Rights, Washington, D.C., at the same time he/she files the grievance during or after use of the grievance process, or without using the grievance process at all. If a complaint is filed with the Office for Civil Rights, it must be filed in writing no later than 180 days after the occurrence of the possible discrimination.

The Superintendent of Schools is responsible for annually appointing the Title VII, Title IX and Section 504 Coordinator and may be contacted at 1-860-376-9167.

| Regulation approved: December 8, 2011

APPROVAL OF

**POLICY: P5131.911 BULLYING PREVENTION
and INTERVENTION**

Policy adopted: December 16, 2002
Amended: 6/18/07; 8/25/08;
12/19/11; 9/8/14

WESTPORT PUBLIC SCHOOLS
Westport, Connecticut

P5131.911

**Series 5000
Students**

Bullying Prevention and Intervention Policy

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

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

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

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

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

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and

race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

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

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

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

- (1) enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified at the beginning of each school year of the process by which students may make such reports;
- (2) enable the parents or guardians of students to file written reports of suspected bullying;
- (3) require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
- (4) require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section and that the parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced;
- (5) require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
- (6) include a prevention and intervention strategy for school employees to deal with bullying; bullying and teen dating violence
- (7) provide for the inclusion of language in student codes of conduct concerning bullying;
- (8) require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation;

- (9) require each school to invite the parents or guardians of a student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and policies and procedures in place to prevent further acts of bullying;
- (10) require each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting required in subdivision (9) above, to discuss specific interventions undertaken by the school to prevent further acts of bullying;
- (11) establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
- (12) direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
- (13) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
- (14) direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;
- (15) require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;
- (16) prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, or (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- (17) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and
- (18) require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivisions (9) and (10) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further

acts of bullying. Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

By September 1, 2014, the Westport Board of Education shall submit its Safe School Climate Plan to the Department of Education for review and approval. Not later than thirty (30) calendar days after approval by the Department, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

Legal References:

Conn. Gen. Stat. 10-145a

Conn. Gen. Stat. 10-145o

Conn. Gen. Stat. 10-220a

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. 10-222g

Conn. Gen. Stat. 10-222h

Conn. Gen. Stat. §§ 10-233a through 10-233f

Public Act 14-172, "An Act Concerning Improving Employment Opportunities Through Education And Ensuring Safe School Climates"

Public Act 14-232, "An Act Concerning The Review And Approval Of Safe School Climate Plans By The Department Of Education And A Student Safety Hotline Feasibility Study"

Public Act 14-234, "An Act Concerning Domestic Violence And Sexual Assault"

7/28/14



REPORT OF SUSPECTED BULLYING BEHAVIORS OR TEEN DATING VIOLENCE
(School Employees Should File with the School Principal)
(Parents and Students May File with the School Principal or Any Other School Employee)

Name of Person Completing Report: _____

Date: _____

Target(s) of Behaviors/Violence:

Relationship of Reporter to Target (self, parent, teacher, peer, etc.):

Report Filed
Against: _____

Date of Incident(s): _____

Location(s): _____ Time: _____

Describe the basis for your report. Include information about the incident, participants, background to the incident, and any attempts you have made to resolve the problem. Please note relevant dates, times and places.

Indicate if there are witnesses who can provide more information regarding your report. If the witnesses are not school district staff or students, please provide contact information.

Name	Address	Telephone Number
_____	_____	_____
_____	_____	_____
_____	_____	_____

Have there been previous incidents (circle one)? Yes No

If "yes", please describe the behavior of concern, or the violence that occurred; include the approximate date(s) and the location(s):

Were these incidents reported to school employees (circle one)? Yes No

If "Yes", to whom was it reported and when?

Was the report verbal or written?

Proposed Solution:

Indicate your opinion on how this problem might be resolved in the school setting. Be as specific as possible.

I certify that the above information and events are accurately depicted to the best of my knowledge.

Signature of Reporter	Date Submitted	Received By	Date Received
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7/28/14



INTERNAL INVESTIGATION NOTES FOR REPORTS OF BULLYING BEHAVIORS

For Staff Use Only:

Has student reporter requested anonymity? Y N

Does the school have parent/guardian consent to disclose the student's name in connection with the investigation? Y N

Administrative Investigation Notes (use separate sheet if necessary):

Bullying Verified? Yes ____ No ____

Remedial Action(s)

Taken: _____

(Attach bullying complaint and witness statements. If bullying is verified, attach notification to parents of students involved, invitation to parent meetings, and records of parent meetings).

7/28/14



REPORT OF BULLYING FORM/INVESTIGATION SUMMARY

For Staff Use Only:

School: _____ **Date:** _____

Location(s): _____

Reporter Information:

Anonymous student report _____

Staff Member report _____ Name _____

Parent/Guardian report _____ Name _____

Student report _____ Name _____

Student Reported as Committing Act: _____

Student Reported as Victim: _____

Description of Alleged Act(s): _____

Time and Place: _____

Names of Potential Witnesses: _____

Action of Reporter: _____

Administrative Investigation Notes (use separate sheet if necessary):

Bullying Verified? Yes ___ No ___

Remedial Action(s) Taken: _____

If Bullying Verified, Has Notification Been Made to Parents of Students Involved?

Parents' Names: _____ Date Sent: _____
Parents' Names: _____ Date Sent: _____
Parents' Names: _____ Date Sent: _____
Parents' Names: _____ Date Sent: _____

If Bullying Verified, Have Invitation to Meetings Been Sent to Parents of Students Involved?

Parents' Names: _____ Date Sent: _____
Parents' Names: _____ Date Sent: _____
Parents' Names: _____ Date Sent: _____
Parents' Names: _____ Date Sent: _____

Date of Meetings:

If Bullying Verified, Has School Developed Student Safety Support/Intervention Plan?

Y N

(Attach bullying complaint and witness statements. If bullying is verified, attach notification to parents of students involved, invitations to parent meetings, and records of parent meetings).

3/26/12



REPORT OF BULLYING/CONSENT TO RELEASE STUDENT INFORMATION

Date: _____

Name of Student: _____

School: _____

To Parent/Guardian:

A report of bullying has been made on behalf of your child alleging that he/she has been the victim of bullying. In order to facilitate a prompt and thorough investigation of the report, the Westport Public Schools may need to disclose the fact that this complaint has been filed in connection with investigation.

(Please check one):

_____ I hereby give permission for the Westport Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its investigation of that complaint.

_____ I do NOT give permission for the Westport Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its investigation of that complaint.

Signature of Parent/Guardian Date

Name (Please print)

3.26.12



**REPORT OF TEEN DATING VIOLENCE/CONSENT TO RELEASE STUDENT
INFORMATION**

Date: _____
Name of Student: _____
School: _____

To Parent/Guardian:

A report of teen dating violence has been made on behalf of your child alleging that he/she has been the victim of teen dating violence. In order to facilitate a prompt and thorough review of the report, the Westport Public Schools may wish to disclose the fact that this complaint has been filed in connection with its review.

(Please check one):

_____ I hereby give permission for the Westport Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its review of that complaint.

_____ I do **NOT** give permission for the Westport Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its review of that complaint.

Signature of Parent/Guardian Date

Name (Please print)

7/28/14

APPROVAL OF

POLICY: P5131.912 SAFE SCHOOL CLIMATE PLAN

Students

Safe School Climate Plan

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

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

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

I. Prohibition Against Bullying, Teen Dating Violence and Retaliation

- A. The Board expressly prohibits any form of bullying behavior and teen dating violence on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.
- B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- C. The Board further prohibits any form of teen dating violence outside of the school setting if such violence substantially disrupts the educational process;

- D. In addition to prohibiting student acts that constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.
- E. Students who engage in bullying behavior or teen dating violence in violation of Board Policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

II. Definition of Bullying

- A. **"Bullying"** means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same district that:
 - 1. causes physical or emotional harm to such student or damage to such student's property;
 - 2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
 - 3. creates a hostile environment at school for such student;
 - 4. infringes on the rights of such student at school; or
 - 5. substantially disrupts the education process or the orderly operation of a school.
- B. Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

III. Other Definitions

- A. **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
- B. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system;

- C. **“Hostile environment”** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;
- D. **“Mobile electronic device”** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;
- E. **“Outside of the school setting”** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;
- F. **“Prevention and intervention strategy”** may include, but is not limited to, (1) implementation of a positive behavioral intervention and support process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.
- G. **“School climate”** means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.
- H. **“School employee”** means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.
- I. **“School-Sponsored Activity”** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.
- J. **“Teen dating violence”** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

IV. Declarations

I. Applicable Standards:

A. For School Employees:

1. All certified educators in the State of Connecticut are accountable for compliance with the regulations enacted by the Connecticut State Department of Education and the Bureau of Education Standards and Certification, including, but not limited to the Connecticut Code of Professional Responsibility For Teachers, Regulations of Connecticut State Agencies, (Section 10-145d0400a) and the Connecticut Code of Professional Responsibility For Administrators, Regulations of Connecticut State Agencies (Section 10-145d0400b) (collectively "Codes"), as they may be amended from time to time.
2. All school employees are accountable for compliance with the policies and procedures of the Board applicable to personnel, including, but not limited to non-discrimination, conduct and professional rights and responsibilities.

B. For Students:

1. All students are accountable for compliance with applicable codes of student conduct, policies and procedures for student participation and behavior.

C. For Board Members:

1. Board Members are accountable for compliance with the Board's Code of Ethics and applicable Board By-laws governing Board member conduct.

D. For Persons Contracted to Provide Services to the Board:

1. Persons contracted to provide services to the Board (such as bus drivers, consultants, evaluators or the like) are accountable for compliance with such codes of ethics as may apply professionally, the terms of any such contract, as well as the policies and procedures of the Board generally applicable to persons on school property.

E. For Other Participants in the School Community:

1. Parents/guardians, family members, visitors and other persons on school property or otherwise participating in programs or services of the Westport Public Schools are accountable for conducting themselves in accordance with applicable policies and procedures pertaining to such participation.

V. Leadership and Administrative Responsibilities

A. Safe School Climate Coordinator

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

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

B. Safe School Climate Specialist

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

VI. Development and Review of Safe School Climate Plan

- A. The Principal of each school shall establish a committee or designate at least one existing committee (“Committee”) in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.
- B. The Committee shall: 1) receive copies of completed reports following bullying investigations; 2) identify and address patterns of bullying among students in the school; 3) review and amend school policies relating to bullying; 4) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 5) educate students, school employees and parents/guardians on issues relating to bullying; 6) collaborate with the Coordinator in the collection of data regarding bullying; and 7) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.
- C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.
- D. The Board of Education shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Department, the

Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

VII. Procedures for Reporting and Investigating Complaints of Bullying

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

- E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

VIII. Responding to Verified Acts of Bullying

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.
- B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall invite the parents or guardians of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and policies and procedures in place to prevent further acts of bullying. The Safe School Climate Specialist or designee shall also invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the previously described meeting, to discuss specific interventions undertaken by the school to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A.
- C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.
- D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.
- E. Notice to Law Enforcement

If the Principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally

identifiable student information. In making this determination, the Principal or his/her designee, may consult with the school resource office, if any, and other individuals the principal or designee deems appropriate.

- F. If a bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age, disability or gender identity or expression), the Safe School Climate Specialist or designee shall also coordinate any bullying investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.), so as to ensure that any such bullying investigation complies with the requirements of such policies regarding nondiscrimination.

IX. Teen Dating Violence

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

X. Documentation and Maintenance of Log

- A. Each school shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.
- B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of

verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.

- C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

XI. Other Prevention and Intervention Strategies

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

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

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

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

ii. Disciplinary interventions

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

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

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

iii. Interventions for bullied students and victims of teen dating violence

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

- a. Referral to a school counselor, psychologist or other appropriate social or mental health service;
- b. Increased supervision and monitoring of student to observe and intervene in bullying situations or instances of teen dating violence;
- c. Encouragement of student to seek help when victimized or witnessing victimization;
- d. Peer mediation or other forms of mediation, where appropriate;

- e. Student Safety Support plan;
- f. Restitution and/or restorative interventions; and
- g. Periodic follow-up by the Safe School Climate Specialist and/or Title IX Coordinator with the bullied student or victim of teen dating violence.

iv. General Prevention and Intervention Strategies

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

- a. School rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
- b. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence are likely to occur;
- c. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;
- d. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
- e. School-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
- f. Student peer training, education and support; and
- g. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;

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

XII. Improving School Climate

The Westport Public Schools are committed to improving school climate. District curricula, including a comprehensive social skills curriculum and developmental counseling curriculum instruct students in pro-social behaviors such as respect, tolerance, and safety. These concepts and behaviors are reinforced through our academic

curriculum. District Health curriculum addresses developing healthy behaviors and relationships, and respecting others in person and through social media. District staffing includes school psychologists, counselors, social workers, teachers and administrators used to develop relationships with students at all levels and provide a variety of prevention and intervention efforts for all students. Individual schools through their school climate teams review and analyze data from a variety of sources to continuously improve climate and address student, faculty, and parent needs related to fostering a positive school climate. Schools and district level staff members collaborate with community agencies to coordinate efforts for students and families in need.

XIII. Annual Notice and Training

- A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.
- B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.
- C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district's safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.
- D. After July 1, 2014, any person appointed by the district to serve as district safe school climate coordinator shall complete mental health and first aid training offered by the Commissioner of Mental Health and Addiction Services.

XIV. School Climate Assessments

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

XV. Accountability:

- A. The Board shall establish, foster, support and maintain a "no fault" framework and promote a culture of trust. Such a framework and culture is evident by a shared intent to:
 - 1. Take collective responsibility for what has been accomplished and/or not accomplished;
 - 2. Learn from what has been done well and not so well;
 - 3. Work together to improve the quality and character of school life;
 - 4. Create a highly effective professional learning community (PLC) whose responsibility it is to:

- Establish norms, values and goals that encourage and support collaborative and courageous leadership;
 - Model and provide high quality academic, social, emotional and ethical learning; and
 - Engage in ongoing reflection and evaluation.
- B. The Board shall hold itself, its individual members, and the Superintendent to the standards of this Policy and promote its intent and goals.
- C. The Superintendent shall hold himself/herself, the staff, the students and other members of the school community to the standards of this Policy.

Legal References:

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. §§ 10-233a through 10-233f

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

Public Act 14-172, “An Act Concerning Improving Employment Opportunities Through Education And Ensuring Safe School Climates”

Public Act 14-232, “An Act Concerning The Review And Approval Of Safe School Climate Plans By The Department Of Education And A Student Safety Hotline Feasibility Study”

Public Act 14-234, “An Act Concerning Domestic Violence And Sexual Assault”

7/28/14

APPROVAL OF

POLICY: P6173 HOMEBOUND INSTRUCTION

Instruction

Homebound Instruction

The Westport Board of Education shall provide homebound or hospitalized instruction to a student under its jurisdiction who is unable to attend school for the following reasons:

1. When recommended by the Planning and Placement Team (PPT) either as the student's entire program or as a supplement to his or her regular in-school program.
2. For a verified medical reason which may include mental health issues. The student's treating physician shall provide a written statement directly to the Board, on a Board provided form, stating all of the following: (1) that the student's treating physician has directly consulted with school health supervisory personnel and determined that attendance at school with reasonable accommodations is not feasible, (2) that the student is unable to attend school due to a verified medical reason stating the student's diagnosis with supporting documentation, (3) that the student will be absent from school for at least ten consecutive school days or the student's condition is such that child may be required to be absent from school on short, repeated periods of time during the school year, and (4) the expected date the student will be able to return to school.
3. The student has a disability and is considered to be medically complex and requires instruction to be provided in accordance with his/her Individualized Education Plan (IEP) when the student is unable to attend school due to medical reasons. Medically complex means a student who has a serious, ongoing illness or chronic condition for at least one year and requires prolonged or intermittent hospitalization and ongoing medical treatment or medical devices to compensate for the loss of bodily functions.
4. A student who is pregnant or has given birth and cannot attend school for medical reasons shall be provided with homebound instruction and such other instruction as will enable the student to remain in school or otherwise have access to instruction and support services. Such services may include: transportation, shortened school day, counseling, modified class schedule.

Commencement of Services

Subject to the Resolution of Dispute provisions below, a student who is unable to attend school for medical reasons shall receive instruction no later than the eleventh day of absence from school so long as the Board has received written notice that meets the requirements of this policy. However, at the Board's discretion, instruction may begin earlier than the eleventh day if the Board has been provided with adequate notice prior to the student's absence from school. If the student's medical condition fails to allow for receipt of instruction on or before the eleventh day, the treating physician shall determine when instruction shall begin and inform the Board in writing.

A student with a disability who is medically complex shall begin instruction no later than the third day of absence provided the student is medically able to receive instruction.

Any parent or Westport Public Schools staff member who believes a child may require homebound instruction should contact the Principal of the building in which the child attends school or the Director of Pupil Services for the Westport Public Schools.

Resolution of Disputes

In the event of a dispute regarding the basis upon which the student's treating physician has asserted the need for instruction, the student shall receive instruction pending review of the written statement by the school medical advisor or other health professional employed by the Board who is qualified to review and assess the information submitted, so long as the parent or guardian has consent for communication with the physician is provided as described below. The Board is not required to commence instruction until such consent is provided by the parent or guardian of the child. Said consent must allow the Board's medical advisor or other qualified health employee to consult the student's treating physician to assess the need for instruction. Consultation with the treating physician shall include a review of educational and medical records, and where appropriate, include a review of accommodations and school health services that can be provided so the student can attend school safely.

In the event of a continued dispute, the Board may offer at its expense a review of the student's case by a qualified independent medical practitioner. If the parent or guardian fails to make the student available for the review, the Board is no longer legally obligated to provide homebound instruction. If the student continues to be absent from school, the Board shall pursue attendance intervention in accordance with state law and Board policy.

In the event of failure to resolve the dispute, both the parent or guardian of the student and the Board have the right to request a hearing, or in lieu of a hearing, to request mediation pursuant to state law and the Regulations of Connecticut State Agencies.

Length of Time and Place of Instruction

For children in grades kindergarten through six, homebound and hospitalized instruction shall be provided for no less than one hour per day or five hours per week; for children in grades seven through twelve, homebound or hospitalized instruction shall be for no less than two hours per day or ten hours per week. Where evaluative data indicates that these time requirements should be modified, instruction may be increased or decreased upon the agreement of the parent and the Board, or upon a determination made by the PPT as appropriate in accordance with the student's individualized needs. For any child with a disability from three to five years of age, inclusive, instruction shall be for the amount of time determined appropriate by the child's PPT.

Instruction may be provided in the student's home, the hospital to which the student is confined or in another setting, such as the town library, taking into consideration the student's medical condition and other relevant factors. The school team will be responsible for making a determination regarding the location of instruction.

Content of Services

A regular education student receiving homebound or hospitalization instruction shall receive instruction designed to maintain the continuity of the student's general education program. "Maintaining continuity of the general education program" means that the student will receive instruction in core academic subjects required by the Board for promotion or graduation.

A student with a disability shall be provided instruction to enable the student to continue to participate in the general education curriculum and to make progress toward meeting the goals and objectives of the student's IEP. Where necessary, the PPT may modify short-term instructional objectives in the child's IEP depending upon the student's individualized needs.

In case of a student not otherwise in need of special education and related services, the requirements of evaluation and an individualized education program shall not apply and a PPT meeting need not be convened.

In the case of a student not previously receiving special education and related services, requirements of evaluation and individual education program shall apply if the PPT has reason to believe the child may currently require special education and related services.

Legal Reference: R.C.S. A Section 10-76d-15 Homebound and hospitalized instruction
(Connecticut State Board of Education Regulations)

Policy adopted:

WESTPORT PUBLIC SCHOOLS
Homebound Instruction Request Form
(This form is to be filled out by the student's treating physician)

TO THE TREATING PHYSICIAN: Pursuant to the Connecticut State Department of Education regulations (specifically R.C.S.A. §10-76d-15), the following information must be provided to the district in order for a student to be eligible for homebound instruction. Please legibly complete this form. If you have any questions about this form, please contact: Suzanne Levasseur, Health Services Supervisor, at 203-341-1251.

This completed form is to be provided to: Suzanne Levasseur, Health Services Supervisor, Pupil Services Administration, 72 North Ave., Westport, CT 06880 - Fax: 203-341-1295.

Student's Name: _____ Date of Birth: _____

Home Address: _____

Treating Physician's Name: _____

Address: _____ Phone Number: _____

Email address (optional): _____

Please provide the information below: You are encouraged to attach extra paper as needed to this form in order to answer the questions as fully and completely as possible.

- a. State the student's current diagnosis:
- b. Please attach documentation to support this diagnosis including but not limited to a written statement, testing results, and/or medical records.
- c. Is the student unable to attend school due to a verifiable medical reason? If yes, what is the reason?
- d. Will the student be absent from school for at least 10 consecutive school days due to his or her condition?
- e. Is the child's condition such that the child may be required to be absent for short repeated periods of time during the school year?
- f. Have you consulted with school health supervisory personnel (i.e. the school nurse or the district's medical supervisor) and determined that the student's attendance at school is not feasible even with reasonable accommodations? If yes, please state the name of the school health supervisory personnel with whom you have consulted, the accommodations discussed, and the basis for determining that accommodations in school could not be provided.

The expected date the student will be able to return to school is: _____
mm/dd/yyyy

Signature of the Treating Physician: _____ Date: _____

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

To: Members of the Board of Education
From: Elliott Landon
Subject: 2015-16 Budget Preparation and Approval Calendar
Date: September 8, 2014

We have prepared for review and approval by the Board a Budget Calendar for Fiscal Year 2015-16. As it has in the past, it has guided our budget process through the entire school year.

Once again, of particular interest are the following:

1. December 1, 2014: Board of Education meets with Board of Finance and RTM Education and Finance Committee Chairs for preliminary budget discussions, including major budget assumptions (such as enrollment, capital projects, etc.).
2. January 5, 2015: Proposed 2015-16 Budget of the Superintendent of Schools is distributed to the Board of Education
3. January 13, 2015: Joint Meeting of the Board of Education, Board of Finance, the RTM Education and Finance Committee Chairs, said meeting to include the Board of Education's Health and Medical Insurance Consultant to discuss health and medical insurance. Board of Education capital projects proposed also to be discussed with the elected officials present.
4. February 13, 2015: Board of Education submits its Proposed 2015-16 Budget of the Board of Education to the Town of Westport.

It is recommended that the Board approve the Budget Calendar for Fiscal Year 2015-16 at our meeting of September 8.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education approves the contents of the document entitled, "Westport Public Schools Approved Budget Calendar for Fiscal Year 2015-16."



WESTPORT PUBLIC SCHOOLS
APROVED BUDGET CALENDAR FOR FISCAL YEAR 2015-2016

December 1, 2014	Board of Ed meets with Board of Finance and RTM Education and Finance Chairs for preliminary budget discussions, including major budget assumptions (such as enrollment, capital projects etc.)
January 5, 2015	Superintendent's Proposed Budget distributed to Board of Education
January 5, 2015	Board of Education Meeting – Superintendent presents Executive Summary of Superintendent's Proposed 2015-16 Education Budget
January 7, 2015	Board of Education Meeting – Budget Discussions (all day meeting beginning 8:30 am) McManus Room, Westport Public Library
January 13, 2015	Board of Education (Regular Meeting) – Budget Discussions •Invitees include: Board of Finance; RTM Education and Finance Committee Chairs; and Health and Medical Insurance Consultant (For discussion of health and medical insurance) for Discussion of Health Insurance and Capital Projects
January 20, 2015	Board of Education (Regular Meeting) – Budget Discussions
January 27, 2015	Board of Education (Regular Meeting) – Budget Discussions
February 2, 2015	Board of Education (Regular Meeting) – Board Approves Budget Submission
February 9, 2015	Board of Education (Regular Meeting) – Board Approves Budget Submission (if needed)
February 13, 2015	Board of Education Submits Budget Request to Town of Westport February 16-20 Winter Recess
March 2015	Board of Finance Meeting <ul style="list-style-type: none">• Budget Workshops (<i>dates determined by BOF</i>)• Acts on Board of Education Budget (<i>dates determined by BOF</i>)
April 6, 2015	Board of Education (Regular Meeting) – Determine need for restoration request
April 2015	Board of Finance Restoration meeting, if needed
April 2015	Representative Town Meeting (RTM) – Budget Workshops with Sub-Committees (<i>dates determined by RTM</i>) Restoration request as needed April 13-17 Spring Recess
May 2015	Representative Town Meeting (RTM) – Adopts Budget (<i>dates determined by RTM</i>)
May/June 2015	Board of Education (Regular Meetings) - Adopts 2015-2016 Budget