

**WESTPORT BOARD OF EDUCATION**

**\*AGENDA**

(Agenda Subject to Modification in Accordance with Law)

**PUBLIC SESSION/PLEDGE OF ALLEGIANCE:**

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

**ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION**

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

**MINUTES:** September 21, 2015

**PRESENTATION:**

Presentation of Leadership Profile: Hazard, Young & Attea

**REPORTS:**

- 1. Results of Standardized Testing: 2014-15 School Year (Encl.) Ms. Carrigan
- 2. Enhancements to New K-5 Standards-Based Progress Reports (Encl.) Ms. Droller
- 3. 2015-16 Professional Development Program (Encl.) Mr. D'Amico  
Ms. Droller
- 4. School Bus Arrival and Departure Times (Encl.) Mr. Longo

**DISCUSSION:**

- 1. Similarities and Differences: Codes of Conduct for 9-12 School Activities Within the Westport Public Schools (Encl.) Mr. D'Amico  
Mr. Franzis  
Mr. Lisevick
- 2. Formation of Study Committee: Structure of Organizational Relationship Between WSPAC and Board of Education (Encl.) Dr. Landon

**DISCUSSION/ACTION:**

- 1. 2016-17 Meeting Calendar of Board of Education (Encl.) Dr. Landon
- 2. Proposed RTM Purchasing Ordinance (Encl.) Dr. Landon  
Mr. Longo

**ADJOURNMENT**

\*A 2/3 vote is required to go to executive session, to add a topic to the agenda of a regular meeting, or to start a new topic after 10:30 p.m. The meeting can also be viewed on cable TV on channel 78; AT&T channel 99 and by video stream @www.westport.k12.ct.us

**PUBLIC PARTICIPATION WELCOME USING THE FOLLOWING GUIDELINES:**

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

# WESTPORT PUBLIC SCHOOLS

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**ELLIOTT LANDON**  
*Superintendent of Schools*

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To: Members of the Board of Education

From: Elliott Landon

Subject: Standardized Testing Report

Date: October 5, 2015

To be found as an attachment to this memorandum is the annual Standardized Testing Report of the Westport Public Schools for the 2014-15 school year. This report has been prepared by Natalie Carrigan who serves both as District Director of Technology and District Testing Coordinator.

This is a comprehensive testing report that presents results on all standardized tests administered within our schools during the past school year, including those taken by students on an elective basis.

Ms. Carrigan has prepared a summary PowerPoint presentation (also included attached to this memorandum) to accompany the full report. At our meeting of October 6, Ms. Carrigan will be joined by Julie Droller, Director of Elementary Education and James D'Amico, Director of Secondary Education to respond to any questions raised by the Board with regard to the information contained within the report.

A handwritten signature in cursive script, appearing to read "Elliott Landon", is written in black ink. The signature is fluid and stylized, with a long horizontal stroke extending to the right from the end of the name.

*STANDARDIZED TESTING  
REPORT*

*Westport Public Schools*

October 2015

Natalie Carrigan

Director of Technology/

District Testing Coordinator

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## **Introduction**

This report contains information about the Westport Schools' standardized testing program and Westport students' performance on these tests. Although we report district performance on each specific test to the Board of Education, and individuals' test results to parents and students, this is a comprehensive standardized testing report presenting results on all the tests we administer as well as the college-related tests our high school students take on an individual elective basis.

While this report focuses on standardized testing, one must remember that student assessment in the Westport schools includes both classroom assessment and standardized testing. Student assessment is the process of evaluating students' abilities and achievements. It is an ongoing, continuous and daily activity in every classroom, and it is integral to effective teaching.

The format of this report includes:

- ◆ An introductory section from our assessment brochure outlining our standardized testing program
- ◆ Information and score reports on seven standardized tests

While standardized tests provide very useful information, it is important to view results over time and to include many other indicators of success in evaluating our students' and schools' overall performance.

*Student assessment is the process of evaluating students' abilities and achievements. It is an ongoing, continuous and daily activity in every classroom, and it is integral to effective teaching.*

*Student assessment in the Westport schools includes both classroom assessment and standardized testing. While in some minds, "standardized testing" is synonymous with "student assessment" in fact, student assessment incorporates much more.*

**Dr. Elliott Landon**  
Superintendent of Schools

**James D'Amico**  
Director of Secondary Education

**Julie Droller**  
Director of Elementary Education

#### **CLASSROOM ASSESSMENTS**

Student assessments begin in the classroom. Each teacher evaluates students informally, everyday, observing their responses to questions, classroom contributions, interactions with other students, and their acquisition of basic skills. The teacher uses these informal observations to answer the questions "Are the students learning the basic skills? Have the students understood the concept I was planning to communicate?" If the answer is "No" the good teacher looks for another way to illuminate the concept, either for the class as a whole, or for individual students. If the answer is "Yes" then the teacher can move on to new information and new concepts. Periodically, teachers augment these informal student assessments with more formal measures. Teachers use two types of formal assessment:

One type of assessment measures the students' ability to answer well-structured, unconditional questions (e.g., true/false, multiple-choice, short-answer or short essay questions, and math problems).

An alternative type of assessment evaluates students using a variety of indicators and sources of evidence, for example:

- *Performance Assessment is a teacher's evaluation of both the process students use to answer a question demonstrating their knowledge and skills, as well as the evaluation of the product they create.*
- *Portfolio Assessment involves teacher evaluation of a collection of samples of an individual student's work showing progress over time.*

#### **CONNECTICUT PHYSICAL FITNESS ASSESSMENT**

Physical fitness is an important component of Connecticut's overall educational program goals. All students in Grades 4, 6, 8 and 10 participating in physical education during the physical fitness testing period must be tested. The test is broken up into four components: the modified sit and reach, the partial curl-up, the right angle push-up, and the one-mile run/walk

#### **STANDARDIZED TESTING**

A standardized test is one that is administered and scored under the same conditions for all students. Through such tests, students in Westport are evaluated in relationship to students regionally, statewide, and nationally through our annual program of standardized testing.

These tests serve a variety of purposes:

- They provide additional information to teachers, counselors, parents, and students on students' progress with basic skills.
- They assist teachers in identifying students in need of additional support.
- They provide information to administrators and teachers about curriculum and instruction.
- They provide information about the performance of Westport students relative to students in the state and nation.
- Some are required by state mandate.

#### **STUDENTS ARE GIVEN TWO BASIC TYPES OF STANDARDIZED TESTS:**

Norm-referenced Tests: (e.g., Otis Lennon School Ability Test (OLSAT)) provide a score that compares a student's performance to that of students in a "norm" group.

Criterion-referenced Tests: (e.g. the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT)), provide a score that compares a student's performance to specific standards.

#### **CONNECTICUT MASTERY TEST (CMT)**

The CMT is a criterion-referenced test given to students in fifth and eighth grades each year in science. It is required by the State of Connecticut.

#### **SCIENCE:**

The science tests measure both content knowledge and science process skills. Students in grades 3, 4, and 5 complete open-ended lab activities and answer related questions on the 5<sup>th</sup> grade test. Students in grades 6, 7, and 8 complete open-ended lab activities and answer related questions on the 8<sup>th</sup> grade test.

#### **THE CONNECTICUT ACADEMIC PERFORMANCE TEST (CAPT)**

The CAPT is a criterion-referenced test given in tenth grade to assess student achievement in science. It is required by the State of Connecticut.

The Science test measures students' understanding of important scientific concepts and their application to realistic **problems**. There are five content strands comprising a major focus of the test (Energy Transformations; Chemical Structures and Properties; Global Interdependence; Cell Chemistry and Biotechnology; and Genetics, Evolution and Biodiversity). Each content strand includes an open-ended lab experiment and a Science Technology and Society (STS) activity.

#### **SMARTER BALANCED ASSESSMENT TEST (SBAC)**

The Connecticut Core Standards set learning expectations for what students should learn and be able to do at each grade level so that by the time they graduate from high school, they are ready to succeed in college and in the workplace. It is important to note that these skills are not taught in isolation, but are embedded throughout regular classroom instruction.

The Smarter Balanced assessments (SBAC) are designed to measure each student's progress toward meeting these expectations. The Smarter Balanced summative assessments include a computer adaptive test and a performance test for both ELA and mathematics. The Smarter Balanced summative assessment is the test Connecticut uses for accountability purposes.

The SBAC test is given to students in grades 3-8 and grade 11. The test is divided into two main sections, an English language arts/literacy (ELA) and a mathematics test. The ELA test measures student progress in reading, writing, listening and research/inquiry. The mathematics test measures student ability in three areas of knowledge and skills—concepts and procedures; problem solving and modeling & data analysis; and communicating reasoning.

These tests replaced the Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT) for English and mathematics. The State has cautioned that with the new tests, students will receive new scores. **Results will be different and should not be compared to past CMT and CAPT scores.** In many cases, student performance may look lower on the Smarter Balanced because the standards are more rigorous. This is to be expected because they are

using a different measure. This does not mean that students are learning less. Rather, it reflects that they set a new, higher bar and the 2015 test is a baseline from which students will grow.

### **OLSAT**

The Otis-Lennon School Ability Test (OLSAT) is a group-administered test of verbal and nonverbal reasoning ability. It is administered to all students in second grade. In addition, it is one of the assessments used by school personnel to identify students as gifted.

### **THE LIMITS OF STANDARDIZED TEST**

Parents (and educators) must use caution when interpreting standardized test scores. They should not be the sole evaluation of student achievement or an educational program because:

The tests are concerned only with certain basic skills and abilities and are not intended to measure total achievement for each subject and grade.

The best assessment of a student's achievement is still classroom performance as judged by a teacher who sees the student's work in a variety of situations over the course of a year.

## I. Otis-Lennon School Ability Test (OLSAT)

The Otis-Lennon School Ability Test (OLSAT), Eighth Edition, is designed to measure those verbal, quantitative, and figural reasoning skills that are most closely related to school learning ability. This complex set of abilities is assessed through performance on such tasks as detecting similarities and differences, solving analogies and matrixes, classifying, and determining sequence.

This test is administered to second graders in the Westport schools.

### National Grade Percentile Rank Summary, March 2015

National Percentile Range	Number of Westport Students	Percentage of Westport Students
76 – 99%	167	41
51 – 75%	134	33
26 – 50%	68	17
1 – 25%	36	9

Number of students tested: 405

### Otis Lennon School Ability Test, Eighth Edition Winter of 2008 – 2015

The chart on this page shows Westport students performance on the Otis-Lennon School Ability Test (OLSAT) over the past eight years. It shows the percentage of Westport students at each band level in both percentiles and school ability index.

### Percentage of Westport Students at Each Band Level

National Percentile Range	2008	2009	2010	2011	2012	2013	2014	2015
76 – 99%	47%	45%	39%	44%	42%	46%	52%	41%
51 – 75%	27%	27%	34%	28%	28%	27%	25%	33%
26 – 50%	18%	16%	17%	19%	19%	16%	15%	17%
1 – 25%	9%	12%	10%	10%	11%	11%	8%	9%

## II. Smarter Balanced Assessment Consortium Test (SBAC)

The Connecticut Core Standards set learning expectations for what students should learn and be able to do at each grade level so that by the time they graduate from high school, they are ready to succeed in college and in the workplace. The Smarter Balanced assessments (SBAC) are designed to measure each student's progress toward meeting these expectations.

The SBAC test is given to students in grades 3-8 and grade 11. The test is divided into two main sections, an English language arts/literacy (ELA) and a mathematics test. The ELA test measures student progress in reading, writing, listening and research/inquiry. The mathematics test measures student ability in three areas of knowledge and skills-- concepts and procedures; problem solving and modeling & data analysis; and communicating reasoning. These tests have replaced the Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT) for reading, writing, and mathematics.

The State has issued the following caution:

With the new tests, students will receive new scores. Results will be different. In many cases, performance may look lower on the Smarter Balanced tests than what we are used to seeing on the CMT/CAPT because the standards are more rigorous. This is to be expected because we are using a different measure. This does not mean that students are learning less. Rather, it reflects that we set a new, higher bar and this year's test is a baseline from which our students will grow.

The following charts show the percentage of Westport students scoring at or above the state goal on the ELA portion of the SBAC. The charts also show the percentage of students scoring at or above goal in District Reference Group A (DRG A)\* and in the state as a whole.

SBAC 2015: ELA Grades 3 to 8 - DRG Comparison									
Grade	Darien	Easton	New Canaan	Redding	Ridgefield	Westport	Weston	Wilton	State
Grade 3	83%	79%	86%	84%	83%	85%	76%	76%	54%
Grade 4	83%	79%	87%	88%	81%	84%	82%	66%	55%
Grade 5	85%	76%	87%	77%	86%	89%	86%	76%	59%
Grade 6	84%	76%	78%	70%	80%	83%	77%	73%	56%
Grade 7	92%	72%	82%	72%	83%	90%	78%	81%	57%
Grade 8	89%	73%	73%	74%	79%	85%	72%	87%	54%

SBAC 2015: ELA Grade 11 - DRG Comparison								
	Darien	Region 9 - Easton/Redding	New Canaan	Ridgefield	Westport	Weston	Wilton	State
Grade 11	78%	85%	82%	85%	68%	77%	56%	53%

The following charts show the percentage of Westport students scoring at or above the state goal on the math portion of the SBAC. The charts also show the percentage of students scoring at or above goal in District Reference Group A (DRG A)\* and the state.

SBAC 2015: Math Grade 3 to 8 - DRG Comparison									
Grade	Darien	Easton	New Canaan	Redding	Ridgefield	Westport	Weston	Wilton	State
Grade 3	83%	69%	83%	85%	76%	81%	82%	67%	48%
Grade 4	75%	67%	81%	79%	65%	80%	73%	57%	44%
Grade 5	65%	52%	76%	63%	61%	73%	69%	47%	37%
Grade 6	78%	59%	67%	65%	58%	66%	65%	48%	37%
Grade 7	83%	65%	72%	55%	71%	76%	76%	65%	39%
Grade 8	83%	66%	72%	61%	68%	65%	59%	55%	37%

SBAC 2015: Math Grade 11 - DRG Comparison								
	Darien	Region 9 - Easton/Redding	New Canaan	Ridgefield	Westport	Weston	Wilton	State
Grade 11	59%	69%	69%	71%	62%	68%	62%	31%

**\*Note:**

District Reference Group (DRG) refers to the division of the state's school districts into nine groups based on socioeconomic status, indications of student need, and enrollment. The state updated the groups in 2006. Each group has similar student and family backgrounds.

### III. Connecticut Mastery Tests (CMT)

The CMT is a criterion-referenced test given to students in fifth and eighth grades each year in science.

The following tables show the aggregated percentage of students scoring at or above goal for Westport and for the districts in DRG A. The tables also show the percentage of students scoring at or above goal disaggregated by students who receive, and who do not receive, special education services for Westport and for the districts in DRG A.

Grade 5- Westport	Science	
	Total Science	
	Number Tested	%Goal Range
All Inclusive	440	84.3
Special Ed.	45	46.7
Not Special Ed.	395	88.6

Grade 8- Westport	Science	
	Total Science	
	Number Tested	%Goal Range
All Inclusive	486	89.3
Special Ed.	48	50
Not Special Ed.	438	93.6

Grade 5	Science	
	Total Science	
	Number Tested	%Goal Range
District/School- All Inclusive		
Darien	408	79.9
Easton	99	79.8
New Canaan	304	86.8
Redding	129	78.3
Ridgefield	397	78.8
Weston	174	90.2
Westport	440	84.3
Wilton	314	87.9

Grade 8	Science	
	Total Science	
	Number Tested	%Goal Range
District/School- All Inclusive		
Darien	364	92.3
Easton	114	83.3
New Canaan	303	90.1
Redding	134	86.6
Ridgefield	411	84.9
Weston	201	81.1
Westport	486	89.3
Wilton	339	89.4

Grade 5	Science	
	Total Science	
	Number Tested	%Goal Range
District/School- Special Ed.		
Darien	55	34.5
Easton	-	-
New Canaan	26	46.2
Redding	-	-
Ridgefield	34	29.4
Weston	-	-
Westport	45	46.7
Wilton	41	58.5

Grade 8	Science	
	Total Science	
	Number Tested	%Goal Range
District/School- Special Ed.		
Darien	48	68.8
Easton	-	-
New Canaan	29	51.7
Redding	-	-
Ridgefield	45	35.6
Weston	-	-
Westport	48	50
Wilton	33	39.4



Grade 5	Science	
	Total Science	
	Number Tested	%Goal Range
Darien	353	87
Easton	88	81.8
New Canaan	278	90.6
Redding	115	80.9
Ridgefield	363	83.5
Weston	162	93.8
Westport	395	88.6
Wilton	273	92.3

Grade 8	Science	
	Total Science	
	Number Tested	%Goal Range
Darien	316	95.9
Easton	107	86
New Canaan	274	94.2
Redding	119	89.1
Ridgefield	366	91
Weston	185	85.9
Westport	438	93.6
Wilton	306	94.8

### 2015 CMT Gender Comparison

The following tables show the percentage of students scoring at or above goal disaggregated by gender for Westport and for the districts in DRG A.

Town	Science Grade 5	
	Male	Female
Darien	81.6	77.8
Easton	78.4	81.3
New Canaan	84.1	89.3
Redding	74.2	82.5
Ridgefield	74.9	82.8
Weston	88.4	92.4
Westport	83.9	84.7
Wilton	87.3	88.5

Town	Science Grade 8	
	Male	Female
Darien	91.5	93.2
Easton	82.6	84.4
New Canaan	87.8	92.3
Redding	89.6	83.5
Ridgefield	85.6	84.1
Weston	84.1	77.7
Westport	88.8	89.9
Wilton	86.9	91.6

#### IV. Connecticut Academic Performance Test (CAPT)

The State of Connecticut sets a goal for students' performance in science. The following chart shows Westport students' performance. Also shown are the percentages of students at or above the state goal in DRG A.

#### 2015 CAPT SCORES DRG COMPARISON

District/School-	Science		Science		Science	
	All Inclusive		Special Ed		Not. Special Ed.	
	Number Tested	%Goal Range	Number Tested	%Goal Range	Number Tested	%Goal Range
Darien	326	74.8	35	14.3	291	82.1
New Canaan	333	87.1	29	48.3	304	90.8
Ridgefield	426	80.3	20	30	406	82.8
Weston	204	74.5	--	--	189	79.4
Westport	432	78.9	51	29.4	381	85.6
Wilton	330	76.4	41	41.5	289	81.3
Region # 09	271	78.6	25	20	246	84.6

DRG A = WESTON, WILTON, DARIEN, REGIONAL DISTRICT #9, WESTPORT, NEW CANAAN, RIDGEFIELD

#### 2008-2015 CAPT Results for Staples High School

This table shows the percent of Staples High School 10<sup>th</sup> graders scoring at or above goal over the past nine years.

	Science
2008	77.4%
2009	75.2%
2010	77%
2011	79%
2012	79.6%
2013	80.5%
2014	84.4%
2015	78.9%
Overall Avg.	79.0%

### 2015 CAPT Gender Comparison

The following table shows the percentage of students scoring at or above goal disaggregated by gender for Westport and for the districts in DRG A.

District	Science % At or Above Goal
<b>Darien</b>	
Male	74.7
Female	75
<b>New Canaan</b>	
Male	89.1
Female	84.8
<b>Ridgefield</b>	
Male	81.8
Female	78.8
<b>Weston</b>	
Male	73.3
Female	76.2
<b>Westport</b>	
Male	80.3
Female	77.6
<b>Wilton</b>	
Male	78.2
Female	74.9
<b>Region # 9</b>	
Male	80.7
Female	76

## V. ACT College Entrance Exam

The ACT® test is a college entrance exam administered nationally by ACT, Inc. and is generally taken by juniors and seniors. It assesses high school students' general educational development and their ability to complete college-level work. The test covers four skill areas: English, mathematics, reading, and science. In February 2005, an optional Writing test was added to the ACT, mirroring changes to the SAT that took place later in March of the same year. All four-year colleges and universities in the U.S. accept the ACT, but different institutions place different emphasis on the ACT and SAT scores as well as GPA, etc. Nationally, just fewer than 50% of all students take the exam; in Connecticut approximately 25% take the exam; in Westport approximately 15% of our students take the exam. The main four tests are scored individually on a scale of 1-36, and a composite score is provided which is the average of the four scores. The benchmark scores for each area are: English, 18; math, 22; reading, 21; science, 24.

### ACT Average Test Scores: 2008 to 2015

		2008	2009	2010	2011	2012	2013	2014	2015
<b>Number of Students Tested</b>	Westport	220	254	234	242	226	261	248	268
	Connecticut	8,159	9,240	10,453	10,809	11,192	11,551	12,044	13,175
	Nation	1.4 mil	1.4 mil	1.5 mil	1.6 mil	1.6 mil	1.8 mil	1.8 mil	1.9 mil
<b>English</b>	Westport	26.5	27.3	27.2	27.8	28.7	28.4	28.5	28.6
	Connecticut	23.2	23.6	23.8	24.0	23.9	24.0	24.2	24.5
	Nation	20.6	20.6	20.5	20.6	20.5	20.2	20.3	20.4
<b>Mathematics</b>	Westport	26.9	26.8	26.5	27.1	27.9	27.9	27.6	27.6
	Connecticut	23.3	23.5	23.5	23.9	23.8	23.9	24.1	24.1
	Nation	21.0	21.0	21.0	21.1	21.1	20.9	20.9	20.8
<b>Reading</b>	Westport	26.7	27.0	26.6	26.8	27.7	28.0	27.6	28.1
	Connecticut	23.6	24.0	23.9	24.1	23.9	24.4	24.5	24.7
	Nation	21.4	21.4	21.4	21.3	21.3	21.1	21.3	21.4
<b>Science</b>	Westport	25.2	25.1	25.3	26.0	26.8	26.8	26.8	27.3
	Connecticut	22.3	22.6	22.9	23.1	23.2	23.3	23.6	23.8
	Nation	20.8	20.9	20.9	20.9	20.9	20.7	20.8	20.9
<b>Composite</b>	Westport	26.4	26.7	26.5	27.0	27.9	27.9	27.7	28.0
	Connecticut	23.3	23.5	23.7	23.9	23.8	24.0	24.2	24.4
	Nation	21.1	21.1	21.0	21.1	21.1	20.9	21.0	21.0

### 2015 ACT DRG Comparison

The following table shows the average ACT test scores for the districts in DRG A.

DRG Town	English	Math	Reading	Science	Composite
Darien	27.5	27.4	27.3	25.9	27.1
New Canaan	28.2	28.3	28.3	27.8	28
Ridgefield	not available at time of publication				
Weston					
Westport	28.6	27.6	28.1	27.3	28
Wilton	27.3	26.3	26.9	25.9	26.7
Region # 09	25.6	25.9	26.5	25.7	26

## VI. SAT Reasoning Test

The SAT Reasoning Test (formerly known as the SAT 1) is a college entrance exam administered nationally by The College Entrance Examination board and is generally taken by juniors and seniors. It tests verbal, mathematical, and writing skills. The writing component was added in 2006. Nationally, approximately 40% of all students take the exam; in Connecticut approximately 80% take the exam; in Westport over 90% of our students take the exam. The range of possible scaled scores is from 200 – 800.

### SAT Reasoning Test Results Class of 2015

Mean Scores	Westport	Connecticut	USA
Critical Reading	585	504	495
Math	589	506	511
Writing	589	504	484

Westport's SAT scores are very strong. We are well above the Connecticut and national averages in spite of the fact that we have a much higher participation rate.

### SAT Reasoning Test Scores: 2008 to 2015 Senior Classes

		Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015
Critical Reading Score	Westport	586	596	584	581	589	585	583	585
	Connecticut	509	509	509	509	506	508	507	504
	Nation	502	501	501	497	496	496	497	495
Math Score	Westport	596	606	597	599	599	604	593	589
	Connecticut	513	513	514	513	512	512	510	506
	Nation	515	515	516	514	514	514	513	511
Writing Score	Westport	602	605	596	595	597	599	591	589
	Connecticut	513	512	513	513	510	512	508	504
	Nation	494	493	492	489	488	488	487	484

### 2015 SAT Reasoning Test Gender Comparison

	Critical Reading		Mathematics		Writing	
	Male	Female	Male	Female	Male	Female
Westport	590	581	612	570	583	593
State	505	503	520	492	496	511
Nation	497	493	527	496	478	490

## 2015 SAT Reasoning Test DRG Comparison

The following table shows the average SAT test scores for the districts in DRG A.

DRG Town	Critical Reading	Math	Writing
Darien	598	611	602
New Canaan	582	609	594
Ridgefield	571	580	578
Weston	589	604	592
Westport	585	589	589
Wilton	591	596	594
Region # 09	561	567	561

### SAT Subject Tests (previously known as the SAT II)

#### WESTPORT STUDENTS Class of 2015

Sat II Subject Test Scores*	Number of Students	Mean Score	National Mean Score
Math I	33	641	619
Math II	103	717	690
Biology – E	13	679	625
Biology - M	28	727	652
Chemistry	57	715	666
Physics	41	677	667
U.S. History	33	665	645
World History	2	--	618
Literature	40	681	618
Japanese/Listening	1	--	694
French	3	--	636
Latin	2	--	613
Spanish	2	--	651

*\*Notes:*

- Students are not required to take these tests
- Students pay for these exams
- Students may cancel or withhold a score (“score choice”)
- These tests may be taken at any grade during high school
- On Math 1C and Math 2C, students may use a calculator
- Mean scores are reported when there are 5 or more test takers

## VI. Advanced Placement Tests

Advanced Placement Tests are administered to students as they complete an Advanced Placement course at Staples. (Taking the formal AP exam is voluntary on the part of students.) Students are scored on a five-point scale, five being the highest. A three is generally considered a score for awarding college credit.

### Advanced Placement Test History, 2008 – 2015

Year	% Scoring 3 or Higher*	Number of Test Grades Reported	Total Number of Students Tested
2008	92%	814	425
2009	92%	910	445
2010	89%	937	447
2011	91%	977	476
2012	93%	1,039	487
2013	94%	1,105	497
2014	92%	1,133	533
2015	91%	1,258	575

*\*Notes:*

- \* Students who take an AP class are not required to take the AP test
- \* Students pay for the exam(s).
- \* Students may cancel a test score after they take the test
- \* Many students take multiple tests

### Staples Annual AP Test Participation 2008-2015

Year	# Students taking AP test	# Tests Taken	# Enrolled in SHS	% of Enrolled who took one or more AP tests
2008	425	814	1,724	25%
2009	445	910	1,765	25%
2010	447	937	1,786	25%
2011	476	977	1,837	26%
2012	487	1,039	1,829	27%
2013	497	1,105	1,882	26%
2014	533	1,133	1,858	29%
2015	575	1258	1,855	31%

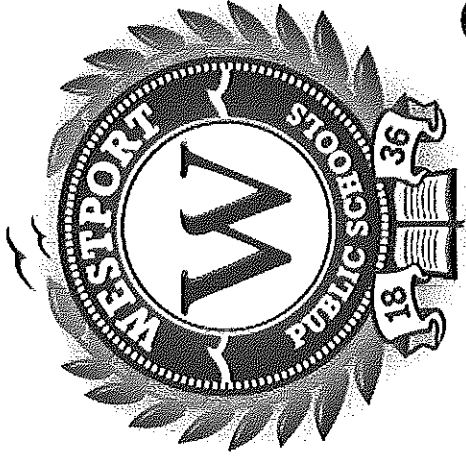


### AP Course Participation by Graduating Class 2008-2015

Year of Graduation	Number of students attending Staples for all four years	Number of students earning credit in at least one Advanced Placement course while at Staples	%
2008	358	227	63.4%
2009	389	285	73.2%
2010	366	235	64.2%
2011	423	287	67.8%
2012	433	283	65.3%
2013	428	300	70.1%
2014	405	262	64.7%
2015	428	313	73.1%

### Eight Year History of the AP Exam

AP EXAM	2008		2009		2010		2011		2012		2013		2014		2015	
	#	% ≥ 3	#	% ≥ 3	#	% ≥ 3	#	% ≥ 3	#	% ≥ 3	#	% ≥ 3	#	% ≥ 3	#	% ≥ 3
Eng. Lang. & Comp.	75	100	59	98	57	98	69	99	89	100	98	99	78	95	96	96
English Lit. & Comp.	46	91	52	98	34	94	33	91	16	100	23	100	43	98	40	98
Calc. AB	82	84	103	85	81	72	84	80	90	85	105	89	122	94	112	89
Calc. BC	24	100	43	100	41	89	45	93	44	98	64	94	56	100	67	99
Statistics	39	100	59	97	71	99	72	96	66	100	62	90	47	100	57	96
Biology	81	95	42	98	36	90	81	90	39	98	81	96	65	92	61	98
Chemistry	34	100	56	98	35	100	36	100	57	100	40	98	77	98	45	98
Environ. Sci	56	86	99	85	114	86	83	90	73	76	66	80	115	81	135	79
Physics 1	13	92	14	86	9	100	13	69	15	94	28	93	14	100	16	94
Physics 2															2	100
Physics C.E. & M.	21	100	21	90	17	94	27	93	23	100	40	88	21	100	36	92
Physics C Mech.	55	100	15	100	24	96	41	93	29	100	42	100	23	100	41	97
Computer Science A													3	67	2	100
Econ. Mac.	81	90	92	96	81	88	90	96	98	93	95	92	88	91	123	87
Econ. Mic.	44	93	74	96	67	97	77	95	83	98	92	98	75	91	104	96
Europ. History	60	80	96	90	1	100							56	79	38	79
Govt. & Pol. U.S.	32	100	13	100	19	100	65	94	104	90	163	93	142	94	170	89
Human Geography							2	100					1	100	1	100
U.S. History	35	80	37	76	26	87	52	81	52	88	43	93	40	75	54	93
World History					85	80	60	77	49	96	27	81	8	100	8	75
Chinese Lang./ Culture					1	100			1	100	1	100	3	100	1	100
French Lang.	7	100	8	88	8	100	10	80	14	94	5	100	9	100	6	100
German Lang.			3	100			9	100	1	100					1	100
Spanish Lang.	13	100	16	100	15	100	23	100	14	100	17	100	25	100	26	100
Spanish Lit	7	100	2	100	2	100			1	100	3	100	5	80	3	100
Music Theory															3	67
Studio Art- 3D													7	93	6	100
Studio Art- Draw														4	100	
Totals	810	92	909	92	831	89	977	91	1,039	93	1,105	94	1,133	92	1,258	91



# 2015 Standardized Testing Report

October 5, 2015 BOE Presentation

Natalie Carrignan  
James D'Amico  
Julie Droller

## **In General . . .**

- Our SBAC scores show students are able to transfer their knowledge to the testing environment successfully.
- For the ACT, SAT, and AP examinations, each year a greater percentage of our Staples students take these tests and they consistently score well above state and national averages.
- For the AP exams, 575 students took over 1,200 tests and scored at least a 3 or above on 91% of them.

# English/Language Arts, Grades 3-8

## Percentage of Students At or Above Standard

	Darien	Easton	New Canaan	Redding	Ridgefield	Westport	Weston	Wilton
Grade 3	83%	79%	86%	84%	83%	85%	76%	76%
Grade 4	83%	79%	87%	88%	81%	84%	82%	66%
Grade 5	85%	76%	87%	77%	86%	89%	86%	76%
Grade 6	84%	76%	78%	70%	80%	83%	77%	73%
Grade 7	92%	72%	82%	72%	83%	90%	78%	81%
Grade 8	89%	73%	73%	74%	79%	85%	72%	87%

# Mathematics, Grades 3-8

Percentage of Students At or Above Standard

	Darien	Easton	New Canaan	Redding	Ridgefield	Westport	Weston	Wilton
Grade 3	83%	69%	83%	85%	76%	<b>81%</b>	82%	67%
Grade 4	75%	67%	81%	79%	65%	<b>80%</b>	73%	57%
Grade 5	65%	52%	76%	63%	61%	<b>73%</b>	69%	47%
Grade 6	78%	59%	67%	65%	58%	<b>66%</b>	65%	48%
Grade 7	83%	65%	72%	55%	71%	<b>76%</b>	76%	65%
Grade 8	83%	66%	72%	61%	68%	<b>65%</b>	59%	55%

# ELA and Mathematics, Grade 11

## Percentage of Students At or Above Standard

### ELA

	Darien	Region 9	New Canaan	Ridgefield	Westport	Weston	Wilton
Grade 11	78%	85%	82%	85%	<b>68%</b>	77%	56%

### Math

	Darien	Region 9	New Canaan	Ridgefield	Westport	Weston	Wilton
Grade 11	59%	69%	69%	71%	<b>62%</b>	68%	62%

# CMT Science, Grades 5 & 8

Grade 5	Science	
	Total Science	
	<u>Number Tested</u>	<u>%Goal Range</u>
District/School- All Inclusive		
Darien	408	79.9
Easton	99	79.8
New Canaan	304	86.8
Redding	129	78.3
Ridgefield	397	78.8
Weston	174	90.2
Westport	440	84.3
Wilton	314	87.9

Grade 8	Science	
	Total Science	
	<u>Number Tested</u>	<u>%Goal Range</u>
District/School- All Inclusive		
Darien	364	92.3
Easton	114	83.3
New Canaan	303	90.1
Redding	134	86.6
Ridgefield	411	84.9
Weston	201	81.1
Westport	486	89.3
Wilton	339	89.4

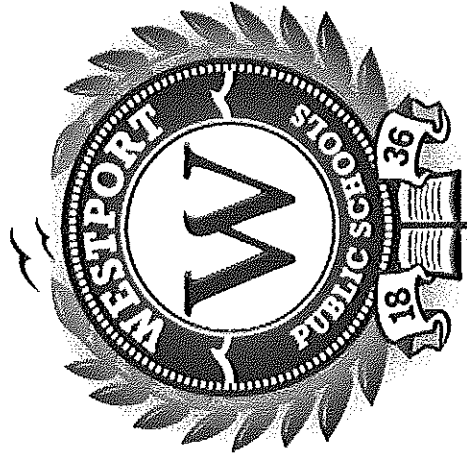


# CAPT Science, Grade 10

District/School-	Science	
	<u>Number Tested</u>	<u>%Goal Range</u>
Darien	326	74.8
New Canaan	333	87.1
Ridgefield	426	80.3
Weston	204	74.5
Westport	432	78.9
Wilton	330	76.4
Region # 09	271	78.6

## **What's Coming Next**

- 2015 was a baseline year for the SBAC tests, providing us with limited information. However, our 2016 test results will provide us with more specific data including year over year growth for our students and our district.
- For students enrolled in Grade 11 during the current school year, the SBAC test has been discontinued and will be replaced by the SAT. All students in Grade 11 will be required to take the SAT in the spring of 2016 in order to meet graduation requirements.
- Two separate Parent Information Workshops concerning on understanding individual student results will be held on Tuesday, October 13, 2015 in the Bedford Middle School in the auditorium. A daytime workshop will be held beginning at 10 a.m. and an evening workshop beginning at 7 p.m.



**Questions?**



Julie Droller  
Director of Elementary Education

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Email: [jdroller@westport.k12.ct.us](mailto:jdroller@westport.k12.ct.us)

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TO: ELLIOTT LANDON

FROM: JULIE DROLLER

SUBJECT: ENHANCEMENTS TO THE K-5 STANDARDS-BASED PROGRESS REPORTS

DATE: OCTOBER 5, 2015

Last year, a newly created system of reporting student progress was implemented in the elementary schools. After a year of research and collaboration, a committee of teachers and administrators from all five elementary schools created a new reporting tool, the K-5 Standards-Based Progress Report, as well as comprehensive handbooks for teachers and parents. The timeline for sharing information with parents was changed from two to three times a year. In addition, this group planned and implemented professional development for teachers and information sessions for parents, and gathered feedback through stakeholder surveys after two cycles of reporting had been completed.

Analysis of the survey data along with informal observations and Board of Education feedback revealed several strengths of the new system of reporting student progress, as well as revisions that were necessary to improve the clarity and usefulness of our student reporting tool. Among the strengths of the new K-5 Standards-Based Progress Reports are the timing of reporting three times a year, followed by a parent-teacher conference in the first and second trimesters. Another strength is alignment of our curriculum and instruction to the standards on the progress report.

The committee reconvened in May 2015 to discuss stakeholder recommendations and develop a plan to improve clarity for parents by reviewing/revising the following:

- Progress Report design/layout
- Academic rubric (descriptors and/or scale)
- Disposition rubric (language of descriptors)
- Standards (reducing the amount and simplifying the language)
- Inclusion of brief comments

Committee members worked throughout the spring and summer to revise our Progress Reports, with the overall goal of assuring that parents have a clear understanding of their child(ren)'s progress toward achieving grade level standards and how consistently they demonstrate the

dispositions that are necessary to be successful learners and citizens. These revisions were shared with each school's PTA Executive Board to solicit parent input, and the feedback was overwhelmingly positive. The Progress Report that is included with this memorandum reflects the final product of our collective labors. In the Progress Report to be shared with parents and created in ESchool, the content will be exactly the same, but the formatting may be minimally different.

We are confident that these enhancements to our K-5 Standards-Based Progress Reports will strengthen our system of reporting student progress to parents, and appreciate this opportunity to share our work with members of the Board of Education this evening.

# **2015-2016 Enhancements to the K-5 Standards-Based Progress Reports**

**Westport Public Schools  
October 5, 2015**

## Progress Report History

### **2013 - 2014:**

- Established committee
- Research
- Stakeholder input
- Decision-making
- Created revised Progress Reports

# Progress Report History

## **2014 - 2015:**

- District and school-based information sessions held
- Distribution of Progress Reports in November, March, and June
- Surveyed parents and teachers
- Board of Education Input
- Committee reviewed stakeholder feedback
- Revised Progress Reports



# Committee Considerations

- Improve clarity for parents
- Design/layout
- Academic rubric (descriptors and/or 5-point)
- Language of disposition rubric
- Brief narrative
- Parent/teacher conferences
- Alignment of units by trimester
- Collaboration for teachers

# Revision Timeline

## **May/June:**

- Revisions, PTA feedback

## **June-August:**

- Worked with Technology Department

## **September:**

- Committee reviews, makes final revisions

## **October/November:**

- Share changes with stakeholders

# Progress Report Revisions 2015-16

- Academic Rubric
- Dispositions Rubric
- Fewer standards
- Brief comments
- Alignment of units by trimester
- Design/layout:
  - easier to navigate visually



# Progress Report Revisions 2015-16

- For teachers:
  - Information sessions (10/5 Faculty Meeting)
  - Hover over text
  - Revised handbook
  - Collaboration (Oct./Nov. Faculty Meetings)
- For parents:
  - Information sessions (PTA Coffees)
  - Revised handbook

# Academic Rubric - Last Year

E Exceeds grade level expectations

M Meets grade level expectations

N Near grade level expectations

B Below grade level expectations

NA Not assessed at this time

# Academic Rubric - Revised

4 - is consistently and independently demonstrating **mastery** of grade-level standard

3 - is **progressing** toward consistent and independent mastery of grade-level standard

2 - is **beginning** to progress toward grade-level standard with additional support and practice

1 - is making minimal progress toward grade-level standard with additional support and practice

N/A - Not assessed at this time

# Dispositions Rubric - Last Year

- C Consistent: Independently demonstrates disposition
- I Inconsistent: Demonstrates disposition some of the time
- ND Not Demonstrated: Requires further support to develop the disposition

# Dispositions Rubric - Revised

- C **consistently** demonstrates this disposition
- S **sometimes** demonstrates this disposition
- R **rarely** demonstrates this disposition



# Brief Comments

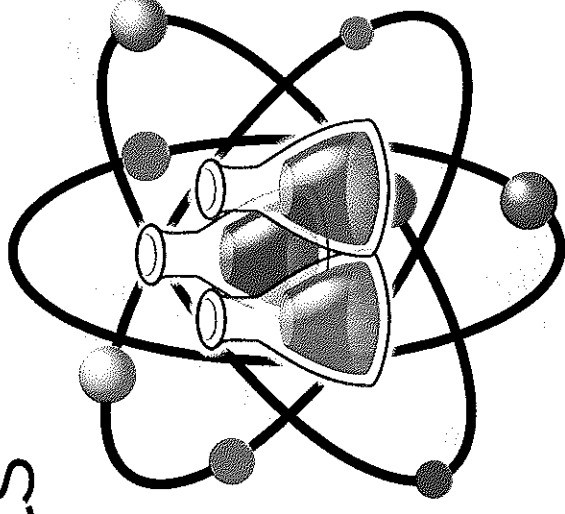
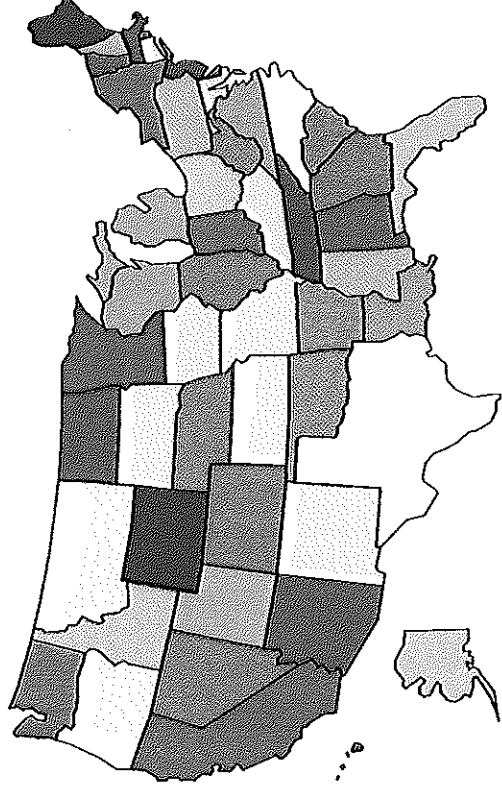
Each trimester, teachers will include a brief comment.

Teacher Comments Trimester 3

# Alignment of Units

Each grade:

- Three science units
- Three social studies units



## Design / Layout

- Landscape orientation
- Distinct tables for curricular areas
- Fewer standards
- Clear, concise wording
- Actual vs. desired template



# Westport Public Schools Student Progress Report

Student Name		School		Teacher	
John Smith		KHS		Jessica Vaughan	
Student ID		State ID		School Year	
12345678	12345678	2015-2016	8	1	5
Student ID		Room Number		Trimester	

ATTENDANCE				
T1	T2	T3	Total	
Absent				
Tardy				

ACADEMIC RUBRIC	
For this trimester the student:	
4 -	is consistently and independently demonstrating mastery of grade-level standard
3 -	is progressing toward consistent and independent mastery of grade-level standard
2 -	is beginning to progress toward grade-level standard with additional support and practice
1 -	is making minimal progress toward grade-level standard
N/A - Not assessed at this time	

DISPOSITION RUBRIC	
For this trimester the student:	
C -	consistently demonstrates this disposition
S -	sometimes demonstrates this disposition
R -	rarely demonstrates this disposition

INDEPENDENT READING LEVEL		T1	T2	T3
Benchmark Reading Level		Level T	Level U	Level V
Student Reading Level				

THINKING, SPEAKING, AND LEARNING DISPOSITIONS			
Expresses ideas clearly			
Writes legibly			
Checks work for neatness and accuracy			
Listens and follows directions			
Works well independently and asks for help when needed			
Completes work and uses time effectively			
Contributes to class discussions			
When uncertain, willing to take risks			
Works collaboratively toward a common goal			

ENGLISH LANGUAGE ARTS			
Dispositions in Reading	T1	T2	T3
Reflects on and persists in developing good reading habits			
Reading Literature and Informational Texts			
Asks and answers questions about important concepts and key ideas and details in a text			
Summarizes the main idea or central message of a text and cites details to support the conclusion			
Determines the meaning of words and phrases in a text and why the author chose them			
Knows and applies grade-level phonics and word analysis skills			
Reads with sufficient accuracy and fluency to support comprehension			
Knows and uses text features and structures to locate key information and understand a text			
Distinguishes own point of view from that of the narrator, characters, or author of a text			
Compares/contrasts themes, settings, and main idea/key details in two texts			
Reads and understands grade level texts in a variety of genres			
Analyzes and integrates information from multiple sources to support conclusions			

SOCIAL, PERSONAL, AND PHYSICAL DISPOSITIONS			
Shows a positive attitude toward learning			
Respects school and classroom expectations			
Expresses needs and feelings appropriately			
Takes responsibility for own behavior			
Exercises self-control			

ENGLISH LANGUAGE ARTS (Cont.)	T1	T2	T3
<b>Dispositions in Writing</b>			
Reflects on and persists in developing good writing habits			
<b>Writing</b>			
Writes opinion pieces to support a point of view			
Writes informative pieces to examine a topic			
Writes narrative pieces to develop real or imagined experiences or events			
Develops and strengthens writing by planning, drafting, revising, editing and publishing			
Conducts research to build knowledge about a topic			
<b>Language</b>			
Uses knowledge of English grammar and conventions			
Determines or clarifies the meaning of unknown words and phrases			
Correctly spells high frequency and studied words			
Acquires and uses content-specific vocabulary			

SOCIAL STUDIES	T1	T2	T3
<b>Dispositions in Social Studies</b>			
Engages in social studies activities and actively participates in discussions			
<b>Social Studies Inquiry</b>			
Asks/answers questions and debates about social studies content			
Speaks and writes accurately about social studies content			

SCIENCE	T1	T2	T3
<b>Dispositions in Science</b>			
Engages in science activities and actively participates in discussions			
<b>Science Inquiry</b>			
Asks/answers questions and debates about science content			
Speaks and writes accurately about science content			

INFORMATION TECHNOLOGY LITERACIES (ITL)	T1	T2	T3
<b>Dispositions in ITL</b>			
Participates in individual and group lessons/activities in both the LMC and lab			
Exhibits respectful, responsible, and safe behavior			
<b>Standards in ITL</b>			
Locates, organizes, evaluates, and efficiently uses information from a variety of cited sources			
Uses and applies technology skills to support, enhance, and convey understanding			
Applies knowledge to collaborate, communicate and publish ideas effectively and efficiently			

MATHEMATICS	T1	T2	T3
<b>Mathematical Practices</b>			
Perseveres in problem solving; makes sense of problems; attends to precision			
Reasons abstractly and quantitatively; constructs viable arguments; critiques the reasoning of others			
Applies the mathematics they know to solve problems; models thinking; uses appropriate tools strategically			
Applies patterns or structures to complex problems; generalizes thinking while attending to detail			
<b>Operations and Algebraic Thinking</b>			
Writes and interprets numerical expressions			
Analyzes patterns and relationships			
<b>Number and Operations in Base 10</b>			
Understands the place value system with whole numbers and decimal			
Performs operations with multi-digit whole numbers and with decimals to the hundredths			
<b>Number and Operations – Fractions</b>			
Uses equivalent fractions as a strategy to add and subtract fractions			
Applies and extends previous understandings of multiplication and division to multiply and divide fractions			
<b>Measurement and Data</b>			
Converts like measurement units within a given measurement system			
Represents and interprets data in line plots			
Geometric measurement: Understands concepts of volume and relates volume to multiplication and division			
<b>Geometry</b>			
Graphs points on the coordinate plane to solve real-world and mathematical problems			
Classifies two-dimensional figures into categories based on their properties			

WORLD LANGUAGE	T1	T2	T3
<b>Dispositions in World Language</b>			
Participates in both individual and group lesson/activities			
Exhibits respectful, responsible, and safe behavior			
<b>Standards in World Language</b>			
Engages in conversations, expresses feelings, and exchanges ideas			
Understands the practices and perspectives of another culture			
Makes connections and comparisons between two cultures			

PHYSICAL EDUCATION	T1	T2	T3
<b>Dispositions in Physical Education</b>			
Participates in both individual and group lessons/activities			
Exhibits respectful, responsible, and safe behavior			
<b>Standards in Physical Education</b>			
Performs a variety of motor skills and movement patterns			
Has knowledge of concepts and principles related to movement and performance			
Has the knowledge to achieve and maintain a healthy level of physical activity and fitness			
Understands the benefits from involvement in various types of physical activities			

ART	T1	T2	T3
<b>Dispositions in Art</b>			
Participates in both individual and group lessons/activities			
Exhibits respectful, responsible, and safe behavior			
<b>Standards in Art</b>			
Uses elements of art and principles of design to communicate ideas			
Uses art vocabulary to describe visual characteristics of work			
Uses different media, techniques and processes to communicate ideas, feelings, experiences, stories			

Teacher Comments Trimester 1

Teacher Comments Trimester 2

MUSIC	T1	T2	T3
<b>Dispositions in Music</b>			
Participates in both individual and group lessons/activities			
Exhibits respectful, responsible, and safe behavior			
<b>Standards in Music</b>			
Sings with proper vocal technique			
Demonstrates understanding of standard musical notation			
<b>ORCHESTRA</b>	T1	T2	T3
<b>Dispositions in Orchestra</b>			
Attends lessons and rehearsals, is prepared with all music and materials, and practices music at home			
Works cooperatively, exhibits respectful, responsible, and safe behavior, and contributes to group activities			
<b>Standards in Orchestra</b>			
Performs with characteristic tone and demonstrates appropriate posture and position			
Performs curricular rhythms with a steady beat			
Performs with accurate intonation			
Reads, analyzes, and interprets standard music notation			
<b>BAND</b>	T1	T2	T3
<b>Dispositions in Band</b>			
Attends lessons and rehearsals, is prepared with all music and materials, and practices music at home			
Works cooperatively, exhibits respectful, responsible, and safe behavior, and contributes to group activities			
<b>Standards in Band</b>			
Demonstrates appropriate posture and position			
Performs with characteristic tone			
Demonstrates a steady beat			
Utilizes appropriate articulations			
Reads, analyzes, and interprets standard music notation			

Teacher Comments Trimester 3

# Thank you!

Susie Da Silva

Rebecca Laus

Carolyn Santella

Stacey Fowle

Allison Moran

Megan Stone

Laura Sherwood

Wendy Sobelman

Natalie Carrignan

George Egglar

Phaedra Taft

Melanie Tribe

Kerin Tighe

Emily Soler

Jessica Vaughan

Karen Shugrue

Rosemary Metke

Katie Kawejsza

Sharon Silver

Deb Cerulli

Tara Doyle

Kimberly Ambrosio

Jennifer Ackerman

Moira Matthews

Nicole Deering

Lori Buskey

Jessica Olson

Jennifer Cirino

# WESTPORT PUBLIC SCHOOLS

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SANDRA EVANGELISTA  
Coordinator of Transportation  
and Other Business Services

110 MYRTLE AVENUE  
WESTPORT, CONNECTICUT 06880  
TELEPHONE: (203) 341-1754

To: Elio Longo  
From: Sandra Evangelista  
Subject: School Bus Arrival and Departure Times  
Date: October 1, 2015

During the last school year a great deal of time and effort was devoted to reviewing all aspects of school bus transportation with an end goal of improving overall transportation services, timeliness, communication and responsiveness to community inquiries and concerns. The highest priority was given to ensuring that school buses were arriving to school on time. Over the course of the year all processes were scrutinized and changes were made in order to ensure continued improvement for a higher level of service for the upcoming school year.

I am pleased to report that all of these changes have been successfully implemented and I have listed below some of the positive results exhibited during the two week start- up period for the 2015-16 school year.

- The percentage of on time bus arrivals and departures at each school increased significantly with less than 10% of the 266 routes showing a need for improvement on day one.
- School staff, parents and members of the community are reporting positive feedback in terms of communication with Dattco management and dispatchers and their responses to inquiries.
- The rate of driver retention this year was very high.
- Every bus had a driver assigned for the start of school and each driver had ample training opportunity.
- A full contingent of trained spare drivers is available to provide assistance when necessary.

While I am encouraged at this point into the school year to report many positive advances there are a few routes that I have identified below that have improved but are not to date consistently meeting expectations.

CMS & CES pm bus 34, CES am van 63, GFS bus 11am and pm, KHS bus 40 pm and van 59 am and pm. These buses are experiencing delays in expected arrival to published stops and to the school for morning, afternoon or both. These delays may be due to multiple variables. I have worked closely with Dattco to determine and correct the specific issues causing delays for these vehicles and Dattco is in the process of making the necessary adjustments. Also the private schools, Greens Farms Academy and Pierrepont School did experience persistent issues with the bus 38. These schools have been operating for fewer days and have had many changes to ridership which has impacted the routes consistency. The school administrators have reported improvement and this is expected to continue.

I have noted in the past reports to you that there continue to be challenges that may impact arrival and dismissal timeliness such as driver substitution and turnover, weather, traffic and mechanical failures. This is still true. It is difficult to eliminate these occurrences; however the following remedies initiated this year are intended to mitigate the impact or risk of delays to individual routes. For example:



- Dattco has increased the starting pay rate for new hires and currently has 14 drivers in training.
- Dattco has created Driver coach positions – to work with new drivers and spares to learn routes.
- There are 26 new Type I vehicles in service which will reduce number of mechanical issues.
- Dattco IT staffing is available to ensure GPS and camera systems equipment are functioning and utilized expediently.

One area that still remains to be addressed is that of increased in-town traffic. This is especially notable when there are poor weather conditions, accidents on I95 or the Merritt Parkway, in town road construction, tree trimming or an absence of traffic control officers. All of these challenges have been evident this year. One specific challenge that was well publicized this year was the construction and closure of the North Avenue Bridge. I was privileged to work very closely with the town engineer who communicated with me regularly. This communication proved vital. At one point in time I had to revise the routes for at least four schools to avoid travelling in this area. The impact of these revisions would certainly have caused significant delays for these buses for the start of the school year. Fortunately the cooperative efforts of town and board of education officials produced a more viable solution thus eliminating a potential crisis for transportation.

My goal this year is to continue to work with the schools, the town and Dattco to determine if there are potential solutions to these persistent traffic challenges. There is proof that communication when available and shared with the community has assisted in preventing significant delays in busing service. Continuing to increase channels of communication will be a prime focus for me.

Please let me know if you have any suggestions or require additional information.



Julie Droller  
Director of Elementary Education

James J. D'Amico  
Director of Secondary Education

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TO: Elliott Landon  
FROM: James D'Amico and Julie Droller  
SUBJECT: Professional Development Plan for 2015-2016  
DATE: October 5, 2015

The professional development activities planned for 2015-2016 build on the foundation we have established over the past several years in support the Board of Education's goal of continuous improvement in curriculum, instruction and assessment. Our focus continues to be on differentiated instruction to meet the needs of all learners so that all students will be prepared to become global citizens and contributors to our society.

Our professional development plan:

- is significant in duration and ongoing, to allow time for teachers to learn new strategies and instructional methods and grapple with implementation problems.
- provides support for teachers during the implementation stage that addresses the specific challenges of changing classroom practice.
- engages teachers through varied approaches so they are active participants in making sense of new practice
- includes modeling as a way to introduce new concepts and help teacher fully understand new instructional approaches
- is grounded in teacher's specific discipline (in middle and high school) or grade level (in elementary school.)

Below is a content area listing of formal professional development activities:

Leadership:           \* Leading change - Articulating and spearheading shared vision (W2025)  
                              \* Inter-rater Reliability PD for Administrators (Observational Rounds)

Westport 2025:       \* Supporting Independence and Growth Mindset in Students - all K-5  
                              teachers, administrators and paraprofessionals (Kristine Mraz)  
                              \* Responsive Classroom Institute for K-5 Teachers  
                              \* Mindfulness (Linda Lantieri)  
                              \* Framework Development and Benchmarking (Kathy Mason)

Standards-Based

Grading:             \* Standards-Based Grading: Myth-Busting, Ethics, and Provocations -  
                              all secondary teachers and administrators (August 25, 2015 - Rick  
                              Wormeli)  
                              \* Development and Prioritization of Standards (January 15, 2016 - Marzano  
                              Group)  
                              \* Standards Prioritization Feedback (Webinar, December 7, 2015)

- \* Scale Development and Linking to Instruction (February 22, 2016 - Marzano Group)
- Literacy:
- \* K-5 Literacy PD - Text Complexity, Conferring with Readers, Small Group Instruction (November 3, 2015 and ongoing - Jennifer Serravallo)
  - \* K-5 Writing PD (October and December 2015 - Carl Anderson)
  - \* Columbia University Teachers College Reading and Writing Project (TCRWP) Summer Institutes for Reading and Writing
  - \* Orton-Gillingham Institute for special education teachers and reading interventionists
  - \* Dyslexia Training for all reading interventionists and administrators
  - \* 6-8 Literacy PD (Audra Robb)
- Coaching:
- \* Columbia University Teachers College Reading and Writing Project Coaching Institutes for all elementary coaches
  - \* Coaching PD for all Literacy Coaches (Barb Golub)
- Math:
- \* Differentiation and 20/20/20 Lesson Structure for elementary and middle school teachers (April 2016 - Dr. Yeap Ban Har)
  - \* Singapore Math Training for Grade 7 teachers (September 2015 - Eliza Thomas)
- Science:
- \* Inquiry Institute (June 2015)
  - \* Pilot lab site and part time coach at Coleytown Elementary School
- Social Studies:
- \* Introduction of revised K-5 Social Studies Curriculum and Inquiry Arc
  - \* Inquiry approach (ongoing)
- Technology:
- \* BYOD PD at Staples High School (November 3, 2015)
- Other:
- \* School Scheduling (Dr. Michael Rettig)
  - \* School Security (Dewey Cornell)
  - \* Mandated training for all staff via online modules
  - \* Dialectical Behavior Therapy for high school staff
  - \* Westport Learns! (K-5 January 15, 2016 PD day)
  - \* Building and Department-Based PD

In addition to these activities, teachers and administrators engage in professional learning communities to follow-up on and extend their learning during Faculty and District Wide Meetings on Monday afternoons, Department Meetings, Grade Level Meetings, Study Groups, 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,

The content and structure of our professional development activities for this year was created in collaboration with the K-12 Professional Development Committee, a group of teachers and administrators from all levels, schools, and departments. This committee will continue to function as a way to solicit input from all staff members and review research about educational trends and best practices, to inform and co-plan future professional development plans.

# WESTPORT PUBLIC SCHOOLS

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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: Codes of Conduct for School Activities at Staples High School

Date: October 5, 2015

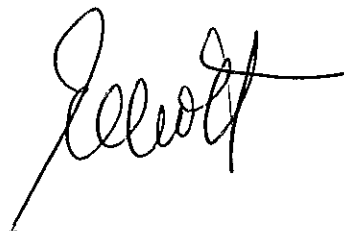
In establishing its District Goals for the current school year, the Board of Education adopted the following:

1. Collect and evaluate all codes of conduct within the Westport Public Schools to determine similarities and differences (September 2015).
2. Propose, where feasible, unified codes of conduct for all activities, including consequences and processes for enforcement (March 2016).
3. Adopt unified codes of conduct, where feasible (May 2016).

Appended to this memorandum may be found a document entitled, **Codes of Conduct, Staples High School**. This document lists all the "codes" extant throughout the school system governing the obligations of students to demonstrate appropriate behavior when involved in school activities, both on and off school grounds.

Pursuant to the request of the Board to engage in a discussion of this subject early in the school year, Richard Franzis, Assistant Principal, Staples High School and Martin Lisevick, Athletic Director for the Westport Public Schools, will join us at the meeting of October 5 to present on this subject and answer questions that may be raised by members of the Board and the public present. They will be joined by James D'Amico, Director of Secondary Education.

Following the presentation and question and answer period following, the Board may wish to further expand upon its direction to the Administration with regard to what the expectations might be for the March and May reports that are scheduled to follow.





**James J. D'Amico**  
**Director of Secondary Education**

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TO: Elliott Landon  
FROM: James D'Amico  
SUBJECT: Codes of Conduct: Similarities and Differences  
DATE: October 5, 2015

Currently at Staples High School, there are several Codes of Conduct that govern student behavioral expectations. These codes fall into three categories:

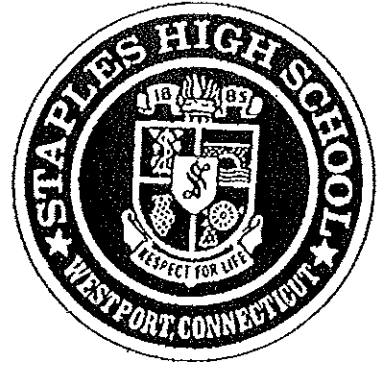
- The Student Code of Conduct
- The Code of Conduct for Athletes
- Club Codes of Conduct

The Student Code of Conduct applies to all Staples High School students, and is designed to balance the rights of individual students and the rights of the entire school community. Generally speaking, the Student Code of Conduct deals with in school behaviors. There are some exceptions, for example those involving sale and/or distribution of controlled substances as defined by State statute, that may carry school disciplinary consequences. The Student Code of Conduct offers clear ranges of consequences for violations of school rules, which ensures consistent enforcement for all students. It is important to note that this policy is by far the most important of the three types of Codes, as all students have a right to an appropriate education, including clearly articulated standards for behavior. The next two categories deal with student activities that are not rights, but privileges afforded students who attend Staples High School.

Staples, as with all high schools in Connecticut, must have a Code of Conduct for Athletes in order to participate in Connecticut Interscholastic Athletic Conference (CIAC) sanctioned sports. The policies of this Code of Conduct generally apply to student-athletes during their sport's season, and apply 24 hours per day beginning with the first day of practice. There again, are some exceptions, including rules governing performance-enhancing drugs, the use of which is banned completely. The consequences of the Code of Conduct for Athletes may be seen as more stringent than the Student Code of Conduct, but as the Athletics Handbook states, it is a privilege and honor to represent Staples High School, and it is the responsibility of all student-athletes to participate in accordance with all eligibility requirements of the CIAC. There is some flexibility in consequences, as fixed consequences would have greater relative impact on some students. For example, while a one-week suspension from play for a football player may mean missing a single game, that same suspension would be harsher on a basketball player and his or her team.

The third category are Codes of Conduct that apply to some clubs and student organizations at Staples High School. Generally speaking, Staples High School sponsored clubs or organizations that, in the course of fulfilling its goals represent the school in the larger community, participate in events with other schools' clubs, play a role in providing programming for the school, or are chapters of larger national organizations, are the clubs that the administration requires have their own Codes of Conduct. The attached packet includes examples from a variety of clubs and organizations. There is a degree of differentiation in these Codes, which account for the different nature of the activities in which they engage students.

The school administration and Athletic department staff constantly reflect upon the efficacy of these policies, and the whole school community benefits from the high standards and clarity of the documents, as well as the guidance given to those charged with enforcing policies in an appropriate manner.



## CODES OF CONDUCT

# Staples High School



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Staples High School  
70 North Avenue  
Westport, CT 06880

Student Assembly

## Code of Conduct

As an elected member of the Staples High School Student Assembly, I understand that participation in this activity is a privilege. I am a student leader who is looked upon as a role model both in and outside of school; therefore, I am expected to use proper judgment never putting my character in question.

I agree specifically to act in accordance with the following guidelines regarding the use of illegal substances and academic integrity.

- No possession, sale and/or use of tobacco products.
- No possession, sale and/or use of alcohol.
- No possession, sale and/or use of illegal drugs.
- Never knowingly host an event in which alcohol/drugs are used.
- Never engage in an act of cheating, plagiarism, or academic dishonesty.

If any of the above guidelines are violated, the following consequences will be enacted.

- **1<sup>st</sup> Offense**  
The student will be required to complete five hours of community service for Staples High School determined by the principal and the Student Assembly faculty advisor. In addition, if the student is an executive board member they will be removed from their position and replacement elections will be held accordingly.
- **2<sup>nd</sup> Offense**  
The student will be removed for the remainder of that academic year. He or she will be allowed to run for a future elected member position, but not a future board position if re-elected.
- **3<sup>rd</sup> Offense**  
The student will be removed for the remainder of that academic year and will not be permitted to run for an elected member or board position in the future.

I, \_\_\_\_\_, have read and understand the Code of Conduct and am aware  
(Please Print)

of the consequences for its violation.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

As the parent or legal guardian, I have read and discussed this code of conduct with my student. I recognize my responsibility in ensuring that my student abides by the provisions of this agreement.

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*We are a community of learners engaged in a quest for academic excellence, and committed to civic and social responsibility. We are unwavering in our belief that we must act with integrity and treat each other with respect.*



## 2014-15 Code of Conduct

As a member of the Staples High School chapter of the Junior State of America, I understand that participation in this activity is a privilege. I am a student leader who represents Staples High School both in and outside of school; therefore, I am expected to use proper judgment, never putting my character in question.

I agree specifically to act in accordance with the following guidelines regarding the use of illegal substances and academic integrity while in school or at a JSA-sponsored activity:

- I will not possess, sell and/or use tobacco products.
- I will not possess, sell and/or use alcohol.
- I will not possess, sell and/or use illegal drugs.
- I will never knowingly host an event in which alcohol/drugs are used.
- I will never engage in an act of cheating, plagiarism, or academic dishonesty.

If any of the above guidelines are violated, the following consequences will be enacted in addition to any disciplinary action administered in accordance with the Staples High School Code of Conduct:

- **1<sup>st</sup> Offense**

The student will be required to complete five hours of community service for Staples High School as determined by the principal and the JSA faculty advisor. The student will be allowed to attend JSA meetings, but will not be permitted to attend the subsequent JSA function. In addition, if the student is an officer he or she will be removed from their position.

- **2<sup>nd</sup> Offense**

The student will be removed from JSA membership, including meetings and attendance at JSA functions for the remainder of that academic year. He or she may be allowed to hold a future position, but not President or Vice-President.

- **3<sup>rd</sup> Offense**

The student will be removed from JSA membership, including meetings and attendance at JSA functions for the remainder of that academic year and will not be permitted to run for an elected office or be named to an appointed position in the future.

I, \_\_\_\_\_, have read and understand this Code of Conduct and am aware of the consequences for its violation.  
(Please Print)

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

As the parent or legal guardian, I have read and discussed this code of conduct with my student. I recognize my responsibility in ensuring that my student abides by the provisions of this agreement.

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



Staples High School  
70 North Avenue  
Westport, CT 06880

---

Dear Key Club Member,

As a member of our great Key Club, I understand that participation in Key Club activities is a privilege and a commitment. The following general Key Club rules are in effect during the social activities during the school year 2006-2007. Reminder to Key club members: This is a 24 hour rule and includes beyond the school day and applies on and off school property.

As a Key Club member, I am dedicated to keeping myself away from prohibited activities:

1. No possession, sale and/or use of tobacco products.
2. No possession, sale and/or use of alcohol.
3. No possession, sale and/or use of illegal drugs.
4. Knowingly hosting an event in which alcohol/drugs are used.

In addition to refraining from use or possession of drugs, alcohol or tobacco, it is expected that Key Club members conduct themselves at all times in a manner, which reflects positively on our Key Club, our school, and our community.

A Key Club violation of any of this rules will result in his/her removal from the Key Club for the remainder of the current school year.

I have read and understand the Code of Conduct and I am aware of the consequences for its violation.

Signature of Key Club Member \_\_\_\_\_

DATE \_\_\_\_\_

WE HAVE READ AND WE UNDERSTAND THIS CONTRACT AND WE HAVE DISCUSSED IT WITH OUR SON/DAUGHTER. WE RECOGNIZE OUR RESPONSIBILITY IN ENSURING THAT OUR SON/DAUGHTER ABIDES BY THE PROVISIONS OF THIS AGREEMENT.

Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

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*We are a community of learners engaged in a quest for academic excellence, and committed to civic and social responsibility. We are unwavering in our belief that we must act with integrity and treat each other with respect.*

### *Preamble*

Members of the Society of Professional Journalists [and *Inklings*] believe that public enlightenment is the forerunner of justice and the foundation of democracy. The duty of the journalist is to further those ends by seeking truth and providing a fair and comprehensive account of events and issues. Conscientious journalists from all media and specialties strive to serve the public with thoroughness and honesty. Professional integrity is the cornerstone of a journalist's credibility. Members of the Society share a dedication to ethical behavior and adopt this code to declare the Society's principles and standards of practice.

### **Seek Truth and Report It**

Journalists should be honest, fair and courageous in gathering, reporting and interpreting information.

Journalists should:

- Test the accuracy of information from all sources and exercise care to avoid inadvertent error. Deliberate distortion is never permissible.
- Diligently seek out subjects of news stories to give them the opportunity to respond to allegations of wrongdoing.
- Identify sources whenever feasible. The public is entitled to as much information as possible on sources' reliability.
- **Always question sources' motives before promising anonymity. Clarify conditions attached to any promise made in exchange for information. Keep promises.**
- Make certain that headlines, news teases and promotional material, photos, video, audio, graphics, sound bites and quotations do not misrepresent. They should not oversimplify or highlight incidents out of context.
- **Never distort the content of news photos or video. Image enhancement for technical clarity is always permissible. Label montages and photo illustrations.**
- **Avoid misleading re-enactments or staged news events. If re-enactment is necessary to tell a story, label it.**
- Avoid undercover or other surreptitious methods of gathering information except when traditional open methods will not yield information vital to the public. Use of such methods should be explained as part of the story
- Never plagiarize.
- **Tell the story of the diversity and magnitude of the human experience boldly, even when it is unpopular to do so.**
- Examine their own cultural values and avoid imposing those values on others.
- **Avoid stereotyping by race, gender, age, religion, ethnicity, geography, sexual orientation, disability, physical appearance or social status.**
- Support the open exchange of views, even views they find repugnant.
- Give voice to the voiceless; official and unofficial sources of information can be equally valid.
- Distinguish between advocacy and news reporting. Analysis and commentary should be labeled and not misrepresent fact or context.
- **Distinguish news from advertising and shun hybrids that blur the lines between the two.**
- Recognize a special obligation to ensure that the public's business is conducted in the open and that government records are open to inspection.

### **Minimize Harm**

Ethical journalists treat sources, subjects and colleagues as human beings deserving of respect.

Journalists should:

- **Show compassion for those who may be affected adversely by news coverage. Use special sensitivity when dealing with children and inexperienced sources or subjects.**
- Be sensitive when seeking or using interviews or photographs of those affected by tragedy or grief.
- Recognize that gathering and reporting information may cause harm or discomfort. Pursuit of the news is not a license for arrogance.
- Recognize that private people have a greater right to control information about themselves than do public officials and others who seek power, influence or attention. Only an overriding public need can justify intrusion into anyone's privacy.

- Show good taste. Avoid pandering to lurid curiosity.
- Be cautious about identifying juvenile suspects or victims of sex crimes.
- Be judicious about naming criminal suspects before the formal filing of charges.
- Balance a criminal suspect's fair trial rights with the public's right to be informed.

### **Act Independently**

Journalists should be free of obligation to any interest other than the public's right to know.

Journalists should:

- **Avoid conflicts of interest, real or perceived.**
- Remain free of associations and activities that may compromise integrity or damage credibility.
- Refuse gifts, favors, fees, free travel and special treatment, and shun secondary employment, political involvement, public office and service in community organizations if they compromise journalistic integrity.
- Disclose unavoidable conflicts.
- **Be vigilant and courageous about holding those with power accountable.**
- Deny favored treatment to advertisers and special interests and resist their pressure to influence news coverage.
- Be wary of sources offering information for favors or money; avoid bidding for news.

### **Be Accountable**

Journalists are accountable to their readers, listeners, viewers and each other.

Journalists should:

- **Clarify and explain news coverage and invite dialogue with the public over journalistic conduct.**
- Encourage the public to voice grievances against the news media.
- **Admit mistakes and correct them promptly.**
- Expose unethical practices of journalists and the news media.
- **Abide by the same high standards to which they hold others.**

Sigma Delta Chi's first Code of Ethics was borrowed from the American Society of Newspaper Editors in 1926. In 1973, Sigma Delta Chi wrote its own code, which was revised in 1984 and 1987. The present version of the Society of Professional Journalists' Code of Ethics was adopted in September 1996. *Inklings* adopted the code as its own in February 2002.

## Inklings Code of Conduct (adapted from Student Assembly code)

As a member of *Inklings*, Staples High School's student newspaper, I understand that participation in this activity is a **privilege** and a **commitment**. I am a student leader who is looked upon as a role model both in and outside of school; therefore, I am expected to use proper judgment, never putting my character in question.

I agree specifically to act in accordance with the following guidelines regarding the use of illegal substances and academic integrity.

- No possession, sale and/or use of tobacco products while under the age of 18.
- No possession, sale and/or use of alcohol.
- No possession, sale and/or use of illegal drugs.
- Never knowingly host an event in which alcohol/drugs are used.
- Never engage in an act of bullying, cheating, plagiarism, or academic dishonesty.

I also know that in addition to refraining from use or possession of drugs and alcohol, it is expected that I conduct myself at all times in a manner which reflects positively on our organization and school community. By signing this code of conduct contract I acknowledge the fact that, as a member of *Inklings*, my violation of any of these rules will result in the prescribed consequences.

- **First Offense:** Advisers will provide a clarification about the code of conduct policy, review consequences for a second offense, and send an email home to a parent explaining the situation and providing a warning against future offenses.
- **Second Offense:** Student staff-member will be removed from *Inklings* editorial position permanently or up to a specified number of issues as determined by advisers.
- **Offenses at off-campus *Inklings* functions:** *Inklings* gatherings and field-trips are considered to be school activities and as such the student staff-member will be reported to school officials and receive school censure according to the student guidelines and be subject to *Inklings* policies as well.
- Depending on the severity, if a student has been officially arraigned and charged with the commission of a violation, the advisers reserve the right to remove any staff member from writing or holding any position with the paper for any length of time.
- Violating the Code of Conduct does not mean that the student will be removed from the advanced journalism class. It only means that he or she will not be able to serve in an editorial capacity for the paper or web.

I \_\_\_\_\_, have read and understand the Code of Conduct and am aware of the consequences for its violation.

**Student Name (print):** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### FOR PARENTS

As the parent or legal guardian, I have read and discussed this code of conduct with my student. I recognize my responsibility in ensuring that my student abides by the provisions of this agreement.

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Name of Parent/Guardian (print):** \_\_\_\_\_

**STAPLES PLAYERS CODE OF CONDUCT CONTRACT: "THE CREED"**

2015-2016

Staples High School

As a member of Staples Players, I understand that my participation in this organization is a *privilege* and a *commitment*. I am dedicated to keeping myself in the best physical condition possible in order to perform to the best of my ability and to contribute to the success of the organization. The following rules are in effect during the entire school year.

**Reminder: this is a 24-hour rule that includes beyond the school day and applies both on and off campus.**

**Members of Staples Players are prohibited from the following:**

1. Possession, sale and/or use of tobacco products on campus
2. Possession, sale and/or use of alcohol
3. Possession, sale and/or use of illegal drugs
4. Knowingly hosting an event in which alcohol/drugs are used

I also know that in addition to refraining from use or possession of drugs and alcohol, it is expected that I conduct myself at all times in a manner which reflects positively on our organization and school community.

By signing this code of conduct contract I acknowledge the fact that, as a member of Staples Players, my violation of any of these rules will result in the prescribed 'results' (on back) as installed by the Director of Staples Players. I have read and understand this code of conduct contract and I am aware of the consequences of its violation.

SIGNATURE OF PLAYER \_\_\_\_\_ DATE \_\_\_\_\_

STUDENT NAME (print) \_\_\_\_\_ GRADE \_\_\_\_\_

**For Parents:** We have read and we understand this contract and we have discussed it with our son/daughter. We recognize our responsibility in ensuring that our son/daughter abides by the provisions of this agreement.

SIGNATURE OF PARENT/GUARDIAN \_\_\_\_\_

PRINT NAME OF PARENT/GUARDIAN \_\_\_\_\_

DATE \_\_\_\_\_



## RESULTS

When a violation of this code of conduct during this season is reported and verified by the Director of Staples Players and/or the administration of Staples High School, the following process will occur. The regular school and legal disciplinary policies and procedures supersede this contract. When those disciplinary procedures have been completed, the provisions of this contract will commence.

### **FIRST OFFENSE:**

The player in question will have a meeting with the Director of Staples Players and/or the officers of Players.

- A. If the student admits to the violation in this meeting, he/she will be put on probation and will serve the equivalent of five practices (15 hours) with the Director of Staples Players.
- B. If the student does NOT admit to a violation but it is subsequently shown or admitted that a violation did occur the rules for the second offense will commence.

### **SECOND OFFENSE:**

If a second violation occurs, the student will be punished with suspension from Staples Players for the remainder of the semester. The student will not be allowed to participate in Staples Players events, including – but not limited to – shows, trips, and Players functions. A player may be reinstated if he/she meets with the Director of Staples Players to review a correctional path for him/herself.

*In cases of severe behavioral or criminal infractions including but not limited to student arrest both on and off campus, the administration of Staples High School reserves the right to exclude a student from participation in Staples Players for at least a portion of the remainder of the current production. In more serious incidents, the exclusion may carry over into the next season/school year.*

*As with alcohol, tobacco or drug use or possession, the student will be granted to due process rights, and the administration will conduct a thorough investigation of any allegation or incident.*

In order to be an active member of any theater organization one must remain in top physical condition. Alcohol, tobacco and illegal drugs seriously affect the user's physical condition. Before you think about taking part in any actions that are in violation of this code of conduct remember that you are hurting yourself more than anyone else.

# National Honor Society Constitution and By-Laws Staples High School Chapter

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## ARTICLE I: NAME AND PURPOSE

### Section 1:

The name of this chapter shall be the Staples High School Chapter of the National Honor Society.

### Section 2:

The purpose of this chapter shall be to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character in students of Staples High School.

## ARTICLE II: MEMBERSHIP

### Section 1:

Membership in this chapter shall be known as active, honorary, and graduate. Active members become graduate members at graduation. Graduate and honorary members have no vote in chapter affairs.

### Section 2:

Membership in this chapter is an honor bestowed upon deserving students by the faculty and shall be based on the criteria of Scholarship, Leadership, Service, and Character.

### Section 3: Eligibility

- a. Candidates eligible for selection to this chapter must be second-semester members of the junior class.
- b. To be eligible for election to this chapter, the candidate must have been in attendance for a period of one semester at Staples High School.
- c. Candidates eligible for election to the chapter shall have a minimum cumulative weighted academic grade point average of 3.8. This scholastic level of achievement shall remain fixed and shall be the required minimum scholastic level of achievement for admission to candidacy. All students who can rise in scholarship to or above such standard may be admitted to *candidacy* for selection to membership.
- d. Upon meeting the grade level, attendance, and GPA standard requirements, candidates shall then be considered based on their *service, leadership, and character*.
- e. Candidates who are new to Staples High School may be considered for membership if they meet the criteria of Article II, Section 3a, and one of the following criteria:
  - i. Proof of membership in the National Honor Society of the school from which they transferred.
  - ii. Fulfillment of criteria in Article II, Section 3c, as indicated in the transcripts sent to our Guidance Department, along with a letter of recommendation from where they have transferred.

## ARTICLE III: SELECTION OF MEMBERS

### Section 1:

The selection of members to this chapter shall be by a majority vote of the Faculty Council, consisting of five faculty members appointed by the principal. The chapter advisor shall be the sixth, non-voting, ex-officio member of the Faculty Council. Prior to notification of any candidates, the chapter advisor shall review with the principal the results of the Faculty Council's deliberations.

### Section 2:

Prior to selection, the following shall occur:

- a. Students' academic records shall be reviewed to determine scholastic eligibility.
- b. Students who are eligible scholastically ["candidates"] shall be notified and asked to complete and submit

- an application form for further consideration for selection.
- c. The faculty shall be requested to evaluate candidates who are determined to be scholastically eligible.
  - d. The Faculty Council shall review the Candidate Application Form, disciplinary records, and faculty evaluations in order to determine membership.

**Section 3:**

The selection of new, active members shall be held once a year during the second semester of the school year.

**Section 4:**

Candidates become members when inducted at a special ceremony.

**Section 5:**

An active member of the National Honor Society who transfers from Staples High School will be given a letter indicating the status of his/her membership and signed by the Chapter Advisor.

**Section 6:**

An active member of the National Honor Society who transfers to Staples High School will be *automatically* accepted for membership in this chapter. The Faculty Council shall grant to the transferring member one semester to attain the membership requirements and, thereafter, this member must maintain those requirements for this chapter in order to retain his/her membership.

**ARTICLE IV: REQUIREMENTS OF MEMBERSHIP**

**Section 1:**

Members of the National Honor Society shall continue to demonstrate the qualities upon which their selection was based, striving to provide exemplary leadership and volunteer service to Staples High School and the community.

**Section 2:**

All NHS members are expected to attend all scheduled meetings, including, but not limited to, chapter meetings and committee meetings. Any member who fails to attend  $\frac{2}{3}$  of scheduled meetings will risk dismissal from the NHS. A member who has more than one unexcused absence from scheduled meetings will risk dismissal from the NHS.

- a. The determination of whether or not an absence is excused is left to the discretion of the Chapter Advisor. Family obligations, illness, school athletic events, and field trips are examples of acceptable excuses.
- b. In order to be excused, the Chapter Advisor must be notified *in advance* of an absence [with the exception of illness or immediate, significant family obligations].
- c. Any member who fails to attend  $\frac{2}{3}$  of the scheduled meetings will not given the opportunity to wear honor cords at graduation or be given recognition in the graduation program.

**Section 3:**

All NHS members must display exemplary character. Any act that calls a member's character into question may result in dismissal from the NHS.

**Section 4:**

All NHS members must display exemplary scholarship. NHS members must maintain a weighted academic grade point average of 3.8. NHS members who fall below the aforementioned standard shall be given one quarter in which to bring their academic standing back to level required for membership. This accommodation will be made no more than once for any member.

**Section 5:**

All NHS members must contribute to *at least one* of the many service projects offered up by fellow members during the school year. A NHS member who fails to participate in any of these service projects will not given the opportunity to wear honor cords at graduation or be given recognition in the graduation program.

### Section 6:

All NHS members are expected to attend NHS functions, including, but not limited to, fund raising activities, service activities, all membership meetings, and the annual Induction Ceremony.

## ARTICLE V: DISCIPLINE AND DISMISSAL

### Section 1:

Any member who falls below the standards of scholarship, leadership, character, or service may be dismissed from the Staples High School chapter of the National Honor Society. A member of the NHS is expected to maintain his/her academic standing and take an active role in service and leadership to his/her school and community.

### Section 2:

If a member's cumulative grade point average falls below the standard in effect when he/she was selected, he/she will be given a written warning and a time period for improvement. If the cumulative grade point average remains below standard at the end of the warning period, the student will be subject to further disciplinary action by the Faculty Council that may include dismissal from the chapter.

### Section 3:

Violation of the law or school regulations can result in dismissal of a member. These violations include, but are not limited to, DWI, stealing, destruction of property, cheating, truancy, or possession, selling, or being under the influence of drugs or alcohol at school-related activities.

### Section 4:

In all cases of pending dismissal or change from Member in Good Standing:

- a. The member will receive written notification indicating the reason for possible dismissal from the Advisor or Faculty Council. This notification may come in the form of e-mail. The member and the advisor will discuss the written notification in a conference. Situations that involve flagrant violations of school rules or the law can warrant disciplinary action without a written warning although a hearing must still be held [see below].
- b. The member will be given the opportunity to respond to the charge against him/her at a hearing before the Faculty Council prior to the vote on dismissal [in accordance with due process identified in Article X of the National Constitution]. The member has the opportunity to present his/her defense either in person or in writing. The Faculty Council will then vote on whether or not to dismiss. A majority vote of the Faculty Council is needed to dismiss any member.
- c. The results of the Faculty Council vote will be reviewed by the principal, and then, if confirmed, expressed in a letter sent to the student, parents, and principal. Dismissed members must surrender any membership emblems to the advisor.
- d. The Faculty Council's decision may be appealed to the building principal and afterwards through the school district discipline policy.
- e. When a student is dismissed or resigns, he/she is no longer a member and may never again be considered for membership in the National Honor Society.

### Section 5:

In lieu of dismissal, the Faculty Council may impose disciplinary sanctions upon a member as deemed appropriate.

## ARTICLE VI: OFFICERS

### Section 1:

The officers of the chapter shall be *president*, *vice-president*, and *secretary*. A *treasurer* can also be elected as needed.

**Section 2:**

Student officers shall be elected at the last meeting prior to the spring Induction Ceremony each year. All active members of the junior class are eligible to run for a position as an officer. All active members of the junior class are eligible to vote.

**Section 3:**

A majority vote shall be necessary to elect any officer of this chapter. If the first vote does not yield a majority, a second vote shall be taken of the two candidates receiving the highest number of votes. The person who receives the highest number of votes for *president* shall become the president. The person with the next highest number of votes for *president* shall become the vice-president.

**Section 4:**

It shall be the duty of all officers to attend all NHS meetings and Executive Council meetings.

**Section 5:**

It shall be the duty of the president to preside at the meetings for this chapter.

**Section 6:**

The vice-president shall preside in the absence of the president and shall keep a record of members' contributions to leadership.

**Section 7:**

The secretary shall keep the minutes of meetings and be responsible for all official chapter correspondence. The secretary shall also keep a record of members' attendance and community service.

**Section 8:**

A treasurer may be elected to keep the record of chapter expenses, dues, and all other financial transactions of the chapter.

**ARTICLE VII: EXECUTIVE COMMITTEE**

**Section 1:**

The executive committee shall consist of the faculty advisor and the chapter officers.

**Section 2:**

The executive committee shall have general charge of the meetings and the business of the chapter, but any action by the executive committee is subject to the review of the chapter members.

**ARTICLE VIII: MEETINGS**

**Section 1:**

The chapter will meet at least once each month during the school year.

**Section 2:**

Special meetings, approved by the advisor, may be called by the president.

**Section 3:**

All chapter members are expected to attend all regularly-scheduled chapter meetings.

**ARTICLE IX: ACTIVITIES**

**Section 1:**

The chapter shall determine one or more service projects for each year.

**Section 2:**

All members shall regularly participate in these projects.

**Section 3:**

These projects shall have the following characteristics: fulfill a need within the school or community, have the support of the administration and the faculty, be appropriate and educationally defensible, and be well-planned, organized, and executed.

**Section 4:**

Each member shall have the responsibility for choosing and participating in an individual service project which reflects his or her particular talents and interests and as approved by the chapter advisor. This is in addition to the chapter projects to which all members contribute.

**ARTICLE X: EMBLEMS AND OFFICIAL INSIGNIA**

**Section 1:**

Each member of this chapter who is in good standing with regard to the membership standards and member obligations shall have the privilege of wearing the emblems adopted by the National Honor Society.

**Section 2:**

Any member who withdraws, resigns, or is dismissed from the chapter shall return the NHS pin and will not be allowed to wear honor cords at graduation. In addition, he or she will not be given NHS recognition in the graduation program.

**Section 3:**

Chapter members who are seniors in good standing shall be granted the privilege of wearing the honor cords at graduation. They will also be recognized as NHS members in the graduation program.

**ARTICLE XI: POWERS**

**Section 1:**

The chapter advisor is given the authority to supervise the administration of chapter activities, as delegated by the school principal.

**Section 2:**

The principal shall reserve the right to approve all activities and decisions of the chapter.

**Section 3:**

These by-laws are designed to amplify provisions of the National Constitution and cannot contradict any components thereof. The chapter is obligated to adhere to the provisions of the National Constitution in all activities it undertakes.

**ARTICLE XII: AMENDMENTS**

**Section 1:**

These by-laws may be amended by a 2/3 vote of the chapter, provided notice of the proposed amendment has been given to members at least one month prior to the vote. The exceptions are Articles II, III, IV, and V [selection and discipline], which are developed by the Faculty Council with the approval of the principal.

**Section 2:**

By-laws and amendments must be consistent with the Constitution of the National Honor Society.

# TAG

## Teen Awareness Group

### Code of Conduct

As a member of the Teen Awareness Group (TAG), I understand that participation in a club at Staples High School is a privilege and a commitment. The following rules are in effect throughout the entire 2015/2016 school year, and immediately begin upon acceptance into TAG. These rules apply both on and off school property.

1. NO possession, sale and/or use of alcohol.
2. NO possession, sale and/or use of illegal drugs.
3. NO hosting an event in which alcohol and other drugs are knowingly used.

**In addition to refraining from use or possession of drugs, alcohol or tobacco, it is expected that TAG members conduct themselves in a manner which reflects positively on TAG, Staples High School, and the Westport community at all times.**

A TAG member's violation of any of these rules will result in the following consequences:

- First Offense – TAG member will meet with and be confronted by the group to discuss how the person's actions have affected TAG's image, AND, immediately there after will be suspended from all activities, meetings and events of the group for 30 calendar days.
- Second Offense: TAG member will meet with and be confronted by the group to discuss how the person's actions have affected TAG's image, AND, immediately there after will be suspended from participating in all aspects of the group for a period of not less than four months and not longer than one school year, as per the discretion of the group. In addition, the student will be required to formally ask the members of the group for reinstatement into TAG upon completion of the this suspension
- Third Offense: Member will be permanently terminated from TAG for the remainder of their Staples High School career.
- Driving While Under the Influence or riding with someone who is: Student's membership in TAG will be permanently terminated, as per the discretion of the group.

I have read and understand the Code of Conduct for the Teen Awareness Group and am aware of the consequences involved if violated.

Signature of TAG Member: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

# TAG, Incorporated By-Laws

(In addition to TAG's Code of Conduct and strictly enforced)

- Driving under the influence is subject to immediate termination of membership in TAG, Inc.
- If it has come to the attention of the Executive Board that attendance and participation is not up to the expected standard, the TAG member in question is subject to inquiry by the Conduct Review Committee.
- Behavior that goes against the image of TAG (under the discretion of the Executive Board) is subject to review by the Conduct Review Committee and immediately reported to the Executive Board.
- The Conduct Review Committee has the ability to confront any rumors or accusations brought to their attention, and will make disciplinary recommendations to the Executive Board when deemed appropriate.

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Name

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Signature

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Date

\*\*\* By signing this you are acknowledging that you are aware of the rules and the consequences that come with these actions.



# TAG

## Teen Awareness Group

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- Third Offense: Member will be permanently terminated from TAG for the remainder of their Staples High School career.
- Driving While Under the Influence or riding with someone who is: Student's membership in TAG will be permanently terminated, as per the discretion of the group.

I have read and understand the Code of Conduct for the Teen Awareness Group and am aware of the consequences involved if violated.

Signature of TAG Member: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

# **TAG**

## **Teen Awareness Group Staples High School**

[teenawarenessgroup@gmail.com](mailto:teenawarenessgroup@gmail.com)

TAG is a student run organization dedicated to realizing and promoting options available to teenagers pertaining to awareness and prevention of risky decision making.

TAG members consist of an alliance of young people with diverse beliefs and opinions, who are dedicated to working together in an effort to develop and promote prevention strategies which focus on social decision making.

TAG members meet on a weekly to bi-weekly basis; either before, during or after school hours. School day meetings will occur during lunch and free periods to insure class attendance will not be interfered with. TAG members are expected to maintain academic performance in order to participate in the club.

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\*My parents give their permission below for my participation in TAG.

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Parent Signature

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Print Parent's Name

\*I wish to be a TAG member and pledge to maintain academic performance while participating in the club during the 2014/2015 school year.

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Student Signature

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Print Student's Name

TAG You're it. Your life. Your decision.

[www.teenawarenessgroup.com](http://www.teenawarenessgroup.com)

## **CODE OF CONDUCT**

*The purposes of implementing a prescriptive student code of conduct are to:*

1. Effectively communicate a clear set of expected student behaviors, infractions and consequences to the Staples students, parents and staff, in an easily understood, concise format.
2. Allow for consistent and predictable resolution of behavioral infractions.
3. Reinforce the Staples High School Core Values:
  - Cherish the attainment of academic excellence
  - Act with respect and speak with kindness to one another
  - Respect each person's right to a safe and productive learning environment
  - Protect personal and school property

*The Staples Student Code of Conduct is based on the need to:*

Balance the rights of the individual and the rights of the entire Staples school community.

Maintain a safe and orderly environment for the entire Staples community.

Respect personal and public property.

Respect oneself and others.

Communicate a high standard of student conduct.

Have fair and consistent treatment of all students.

Accept personal responsibility.

Establish a progressive set of consequences for repeat offenses.

Within the scope of this policy, it is recognized that traditional consequences have not always brought significant changes in behavior for all students. Within the confines of this policy, it is recognized that latitude and discretion may be necessary in affecting change with certain students.

While it is impossible to categorize all behaviors that are disruptive of the educational process, the Staples Student Code of Conduct stipulates the most common behavioral infractions, and establishes a range of consequences for each.

When anyone's rights are violated or someone is not acting according to school rules and regulations, the school administration will take firm action.

Students who are accused of committing an infraction have the right to an informal hearing; be informed of reasons for disciplinary action; and be given an opportunity to explain the situation. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible. Parents will be notified of the suspension and cause as soon as feasible.

*Breaches of discipline generally fall into four broad categories depending upon whether the behavior:*

1. Disrupts a teaching-learning situation,
2. Injures oneself or others
3. Damages personal or public property, or
4. Violates school regulations and/or state/federal laws.

**These categories are not mutually exclusive since the same act can conceivably fall into all four areas. Infractions within each category can range from very minor to very serious.**

Disciplinary procedures used at Staples High School range from an informal conferencing to expulsion from school. The procedure to be used depends upon the seriousness of the violation, the specific circumstances of the situation and the individual's overall pattern of behavior. A series of minor infractions committed by the same student can also constitute a major infraction; as in time it has a demoralizing effect on the general student body and staff. In addition to the usual school procedures, criminal infractions must also be reported by the school administration to the police.

Students are prohibited from being on campus during the entire period of an out-of-school suspension. Students serving an out-of-school suspension who are found on campus are subject to arrest for trespassing. In addition, students serving either an in-school or out-of-school suspension are prohibited from attending or participating in any school-sponsored extracurricular activities for the entire duration of the suspension. This includes, but is not limited to, attendance at any home or away athletic event.

Periods of suspension that are missed due to school cancellation or student illness will be made up beginning on the next scheduled school day, or on the day the student returns to school from an illness.

In unusual situations, where the gravity of the infraction is so great, the school administration reserves the right to administer consequences beyond the identified range.

**Behaviors Resulting in Monitored Study, Detention, Saturday Detention or In-School Suspension (ISS)**

Behavior	Range of Consequences
Cutting Class	First: 1 monitored study Subsequent: 1 detention, 1-2 days ISS
Possession of a laser pointer on school grounds or at a school sponsored activity, as prohibited under Connecticut General Statutes 53-206e Limitation on sale and use of laser pointers.	1 day ISS – 5 days OSS
Failure to give proper identification when requested by <u>any</u> school employee <sup>1</sup>	First: 1 detention Second: 1 day ISS
Going to the parking/lot/being outside the building without prior approval. Being in an unauthorized area.	First: 1 monitored study (if no free period automatic detention) Second: 1 detention Subsequent: 1 day ISS
Failure to serve monitored study	First: 1 detention Second: 1 day ISS
Failure to serve detention	First: 2 detentions Second: 1 day ISS

<sup>1</sup> Part-time and full-time employees substitutes, consultants, custodians, coaches, tutors, bus drivers, bus monitors, student-teachers, interns, volunteers and others who work with or have contact with students under the auspices of, or through contract with the Westport Board of Education

<u>Behavior</u>	<u>Range of Consequences</u>
Failure to report to Assistant Principals' Office when instructed to do so by any staff member When a student is asked to leave a classroom by any teacher, the student should report to his/her appropriate Assistant Principal.	First: 1 detention Second: 1 day ISS
Falsifying signatures, excuses or other school documents, or any deliberate statement whether written or stated. Transfer of parking stickers.	First: 1 detention – 10 days OSS
Throwing objects which can cause injury, including snowballs	First: 1 detention – 5 days OSS
Unauthorized leaving of classroom	First: 1 detention – 1 day ISS
Profanity, including language or gestures to include lewd exposure or behavior such as "mooning", "streaking" or "sexting" anywhere on school property or at school-sponsored events	First: 1 detention – 3 days OSS Second: 5-10 days OSS
Leaving school ground without administrator's permission <sup>1</sup>	First: Saturday detention, loss of parking privileges for at least 1 month if driving to school Second: 1 day ISS, loss of parking privileges for at least 1 month if driving to school <sup>2</sup> Third: 1 day OSS, loss of parking privileges for remainder of school year
Truancy: Unauthorized absence from school	First: 1 day ISS Second: 2 days ISS

<sup>1</sup> Students are not required to be on campus until their first class of the day and may leave only after their last class of the day. Leaving during non-scheduled period without an administrator's permission is not allowed.

<sup>2</sup> Students currently without valid parking privileges will forfeit future parking privileges for a period no shorter than 1 month.

<sup>3</sup> Cheating and plagiarism are considered serious offenses with regard to academic integrity. Copies of the Plagiarism Policy are available in Pupil Services and Departmental offices.

More than 4 days of unexcused absences in one month or 10 unexcused absences per school year	Referral to Juvenile Review Board
Cheating and plagiarism <sup>3</sup>	Refer to Cheating and Plagiarism Policy

Behavior	Range of Consequences
Bus misconduct	First- Warning Second- suspension of bus privileges, for up to 10 days, 1-3 days ISS
Posting or distributing libelous, obscene or defamatory materials or literature <sup>1</sup>	1 day ISS – 5 days OSS
Profanity directed toward any staff members to include language or gestures	1 day ISS – 3 days OSS
Insubordination: open defiance of a teacher or any school employee	First: 1 detention – 1 day ISS Second: 1 day ISS Subsequent: 3 days OSS
Video or audio recording or taking pictures of any student without permission*	1 <sup>st</sup> offense - 1 day ISS; 2 <sup>nd</sup> offense - 2 days ISS; 3 <sup>rd</sup> offense – parent meeting with additional consequences and/or recommendation for expulsion and possible police referral
Video or audio recording or taking pictures of any teacher/staff without permission*	1 <sup>st</sup> offense – 2 days ISS; 2 <sup>nd</sup> offense – parent meeting with additional consequences and/or recommendation for expulsion and possible police referral
Throwing food or garbage in the cafeteria	Students will be required to clean up designated areas of the cafeteria; Loss of cafeteria privileges-length of time to be determined by Assistant Principal
Initiating a food fight in the cafeteria	2-3 days ISS Loss of cafeteria privileges-length of time to be determined by Assistant Principal
Creating a public disruption, and/or creating/promoting an unsafe environment	1-3 days ISS

\*The use of any electronic device to include, but not limited to, cell phones, iPads, etc. to take, store, or transmit pictures or to make other recordings (audio or video) on school grounds is strictly prohibited.

It is the school's position that picture/recording devices:

- pose a threat to privacy of both students and staff.
- can be used to transmit academic information (pictures of tests, quizzes, standardized test, etc.) to other students, compromising the integrity of academic programs.
- can be used to alter pictures and videos/post these pictures and/or recordings to social media sites, in order to embarrass, threaten, intimidate, bully or blackmail other students or teachers.
- can be used to exploit personal information.

Accordingly, the use of the camera function or recording function of any cell phone or other electronic device with this capability is strictly prohibited on school grounds at all times. Students who violate this provision will have their cell phones confiscated and returned only to a parent. In addition students may face additional disciplinary consequences, up to and including expulsion from school if the violation is serious enough in nature.

<sup>1</sup>While students are encouraged to exercise their constitutional right of free speech, students must recognize that freedom of speech does not constitute license to interfere with the orderly operation of the school. Students should respect the dignity, rights, and written expression of others.



Behavior	Range of Consequences
Smoking, use of tobacco products in school, on school grounds, on school buses or any school-provided transportation or at any school sponsored event <sup>1</sup> . Electronic smoking device of any type are also prohibited.	First: 1 day ISS plus a \$10 fine Second: 2 days ISS plus a \$20 fine Subsequent: 5 days ISS plus a \$30 fine if found smoking outside of school building on school grounds, referral to police for action if found smoking in school building on school buses, vans or other school provided transportation <sup>2</sup>
Inciting a riot, student walkouts	3-5 days ISS 2-10 days OSS
Physical abuse of another student	1 day ISS – 3 days OSS
Fighting	3-5 days OSS, possible referral to police for possible arrest
Threatening, harassing	1 day ISS 2-10 days OSS, possible referral to police for possible arrest, recommended for expulsion
Hazing <sup>3</sup>	1-5 days ISS 2-10 days OSS ,possible referral to police for possible arrest, recommended for expulsion, exclusion from school activities up to 1 year
Verified Acts of Bullying (Refer to pages 57-61)	Depending upon the severity of the incident, Warning-Recommendation for expulsion

<sup>1</sup> Effective August 25, 1997, smoking is banned at any time by students, visitors or other adults in the school building, on school grounds, in school vehicles, school provided transportation and in personal vehicles on school property. This ban is in effect 24 hours a day. Also banned is possession by students of tobacco products or non tobacco products, including, but not limited to chewing tobacco and herbal cigarettes. Smoking is not permitted at any school function to include dances, proms, athletic events, extra-curricular activities.

<sup>2</sup> C.G.S. 19a-342 provides that it is an infraction to smoke within a school building while school is in session. C.G.S. Section 53-198 prohibits any passenger on a school bus from having a lighted cigarette, cigar or pipe in his possession.

<sup>3</sup> Refer to Staples High School Hazing Policy on page 63.

Behavior	Range of Consequences
Gambling, forgery	1 day ISS – 10 days OSS, possible referral to police for possible arrest
Extortion: borrowing, taking or receiving any item (including money) by force, threat or intimidation	1 day ISS – 10 days OSS, possible referral to police for possible arrest
Vandalism, graffiti, willful destruction of school or personal property	1-5 day ISS 2-10 days OSS, possible referral to police
Theft or possession of stolen goods	1 day ISS 2-10 days OSS, possible referral to police, possible referral for expulsion
Unauthorized use of cell phone or other electronic devices in the classroom	1 <sup>st</sup> Offense: Teacher may confiscate the device and turn it over to the grade level Assistant Principal; 1 monitored study 2 <sup>nd</sup> Offense: Teacher may confiscate the device and turn it over to the grade level Assistant Principal; parent must retrieve phone; 1 detention
Unacceptable use of computers <sup>1</sup> Violation of the Acceptable Use Agreement: Intranet/Internet, as well as violation of Student E-mail Guidelines	1 day ISS – 10 days OSS, possible referral to police. Loss of computer privileges, restitution vandalism
Use of racial/discriminatory slurs, bias incident <sup>2</sup>	1 day ISS 2-10 days OSS, possible referral to police
Inappropriate physical contact with a faculty member or student	1-3 days ISS and possible referral to Sexual Harassment Officer
Assault of staff member or student	10 days OSS, possible referral to police, recommendation for expulsion
Arson, false alarm, bomb threat, deliberate fire setting	10 days OSS, possible referral to police, recommendation for expulsion

<sup>1</sup> Refer to Acceptable Use Agreement: Intranet/Internet Policy. Students may face disciplinary action for use of non-school computer if the use presents a substantial

disruption of the educational process.

2 Any behavior, verbal, physical and/or written that harasses, threatens, intimidates or demeans certain individuals or groups on the basis of race, ethnicity, religion, sex, sexual orientation, creed, national origin or handicap.

Behavior	Range of consequences
Use, possession sale or purchase and/or attempted sale or purchase of alcohol, drugs <sup>1</sup> or drug paraphernalia <sup>2</sup>	First: Up to 10 days OSS, referral to police, recommendation for expulsion. Subsequent: 10 days OSS, referral to police for possible arrest, recommendation for expulsion
Possession or use of ammunition, fire works, explosive or incendiary device	10 days OSS, referral to police, recommendation for expulsion
Possession of firearm, firearm facsimile, deadly or dangerous instrument, any type of knife, martial arts weapon <sup>3*</sup>	10 days OSS, referral to police for possible arrest, automatic recommendation for expulsion

\*Any instrument which can be construed to be a weapon will be considered inappropriate in school. Such implements include, but are not limited to: knives of any type, box cutters, darts, or any other device with which injury might be done to a person or property, and which is of no reasonable use to the pupil in an educational program.

<sup>1</sup> As defined by Section 21a-140 of the Connecticut State Statues, the policy forbids students to possess drug paraphernalia, mood-altering substances, chemical solvents and other illegal substances, or to possess, use, distribute, sell or be under the influence of alcohol and/or controlled substances any where on school property, on school buses or other vehicles, or at off-campus school related activities to include, but not limited to proms, homecoming or away athletic events.

<sup>2</sup> Paraphernalia includes, but is not limited to pipes, bongos, roach clips, cocaine spoons, crack vials, rolling papers, or any object or container used, intended for use or designed for use in storing concealing, using or distributing controlled substances or other drugs.

<sup>3</sup> Pursuant to Section 921 of Title 18 United States Code (U.S.C.), the Gun-Free School Act of 1994, "firearm" means any device that is designed to or may be readily converted to a projectile by the action of an explosive. This includes starter pistols, mufflers, silencers, bombs, grenades, machine guns, pistols, revolvers, shotguns, but not BB guns or pellet guns.

Pursuant to C.G.S. 53a-3(6) and C.G.S. 53a-3(7), "Deadly weapon" means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles. "Dangerous instrument" means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" as that term is defined in this section and includes a dog that has been commanded to attack, except a dog owned by a law enforcement agency of the state or any political subdivision thereof or of the federal government when such dog is in the performance of its duties under the direct supervision, care and control of an assigned law enforcement officer.

Pursuant to C.G.S., Section 53a-3(21), "Martial arts weapon", means a nunchaku, kama, kasafi-fundo, octagon sai, tonfa or Chinese star. The list of items students are expressly prohibited from having also includes, but is not limited to explosive devices to include fireworks and "stink bombs", any type of weapon facsimile, knives or box cutters.

Behavior	Range of Consequences
Off school grounds, possession of a firearm in violation of C.G.S. Section 29-35 or did possess and use of a firearm, deadly weapon or dangerous instrument in the commission of a crime	10 days OSS, recommendation for expulsion
Distributing, purchasing, selling or attempted distribution, purchase or sale of controlled substances or other drugs <sup>1</sup>	10 days OSS, referral to police for possible arrest, automatic recommendation for expulsion
On or off school grounds offering for sale or distributing a controlled substance as defined in C.G.S. Section 21a-240, whose manufacture distribution, sale, prescription dispensing, transporting or possession with intent to sell or dispense, offering or administering is subject to criminal penalties under C.G.S. Sections 21a-277 and 21a-278.	10 days OSS, automatic recommendation for expulsion

**Privilege of Participation:** Participation in extracurricular activities is a privilege, not a right. Since extracurricular activities are not considered as part of a student's basic right to education, school officials may deprive a student of the privilege of participation when they determine that the student's continued participation is not consistent with the high standards of conduct expected of all Staples students.

STAPLES HIGH SCHOOL  
INTERSCHOLASTIC ATHLETIC PROGRAM  
STUDENT-ATHLETE  
HANDBOOK

**Athletic Department**  
203-341-1260

**Athletic Hotline**  
203-341-1333

**Staples Athletic Website**  
<http://shs.westport.k12.ct.us/athletics>

**FCIAC Website**  
[www.fciac.net](http://www.fciac.net)

**CIAC Website**  
[www.ciacsports.com](http://www.ciacsports.com)

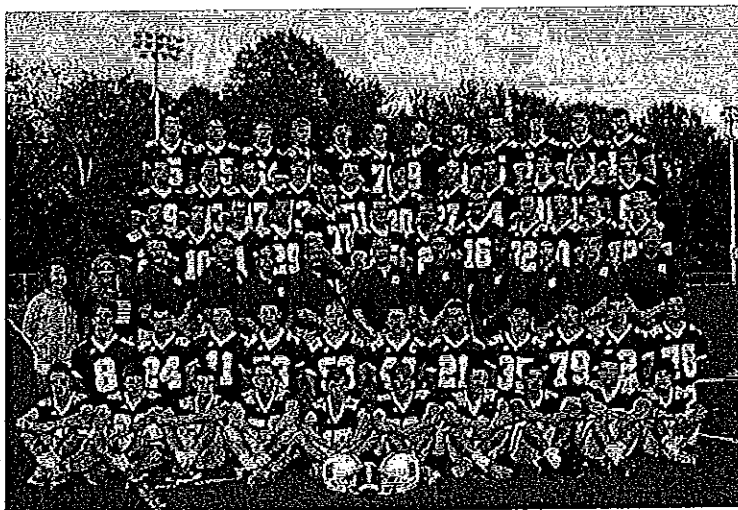
Department of Athletics  
Staples High School  
Westport, CT

This handbook was researched and written by a representative group of secondary coaches and physical educators for the use of Staples High School students and parents.

The main purpose of the handbook is to give the student athlete an outline of the Interscholastic Athletic Program requirements.

It is the hope of this committee that the high school students will have an enjoyable and rewarding experience in athletics that will carry on for many years into their adult lives.

**\*\*Each Staples coach and athlete will receive a copy and will be expected to follow all procedures listed therein.**



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**STAPLES HIGH SCHOOL**

70 North Avenue - Westport, Connecticut 06880-2799

JOHN M. DODIG  
Principal

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

August 2014

You've heard me say publicly many times how fortunate our students are to attend Staples High School. This is a community that supports all areas of student life equally. If you are interested in science, music, theater, art, or athletics, the school provides the facilities and the personnel to help you achieve at your highest level. Athletes, year after year, feel the thrill of being part of teams that reach FCIAC and state level competition, often winning and bringing home the coveted trophy.

What I admire most about our Athletic Program, however, is the understanding among our coaching staff that their programs are only one part of high school and that academic success takes first priority always. Our coaches encourage their athletes to be the best they can be but NEVER at the expense of their academic obligations.

Welcome to a new athletic season at Staples High School. Work hard, play hard, listen to your coaches, and remember that you represent your high school at all times while wearing your uniform. I know that winning is better than losing so play each game to win. There is no greater feeling than knowing that you and your team played better than the other team. Continue to make me and everyone at Staples High School proud of who you are and what you do for our school. We support you every step of the way.

Have a GREAT season !

Sincerely

John Dodig



WESTPORT PUBLIC SCHOOLS • STAPLES HIGH SCHOOL  
70 North Avenue, Westport, CT 06880

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MARTY LISEVICK Director of Athletics  
Phone: 203-341-1263 Fax: 203-341-1261

Dear Student Athletes:

Staples High School has an athletic program that has a long-standing tradition of excellence. The combination of hard working athletes combined with an outstanding coaching staff has made for a formidable tradition. Our program over the years has been recognized with several awards for excellence in competition, sportsmanship, and teamwork.

More importantly, our student athletes are taught the qualities that help to make them successful in life. Goal setting, perseverance, teamwork, and leadership are just some of the qualities that our student athletes learn about every day. It is our hope that when you graduate from Staples, you are prepared to succeed in the greatest game of all, the game of life!

When you become a student athlete at Staples, you agree to commit yourself to a standard of excellence. You will become part of something bigger than any one individual, you will become part of a team. Along with that comes the responsibility of doing the right thing, both in your education, your sport, and your training. As well as being a team player, we look for our student athletes to be leaders at Staples High School. Whether it is in the classroom or on the field, our student athletes are role models for our entire community.

I wish all of our student athletes nothing but the best in this upcoming year. Make it a year to remember. GO WRECKERS!

Sincerely,

Marty Lisevick

## **WESTPORT SCHOOLS AFFIRM NON-DISCRIMINATORY PRACTICES IN EMPLOYMENT AND IN EDUCATIONAL OPPORTUNITY**

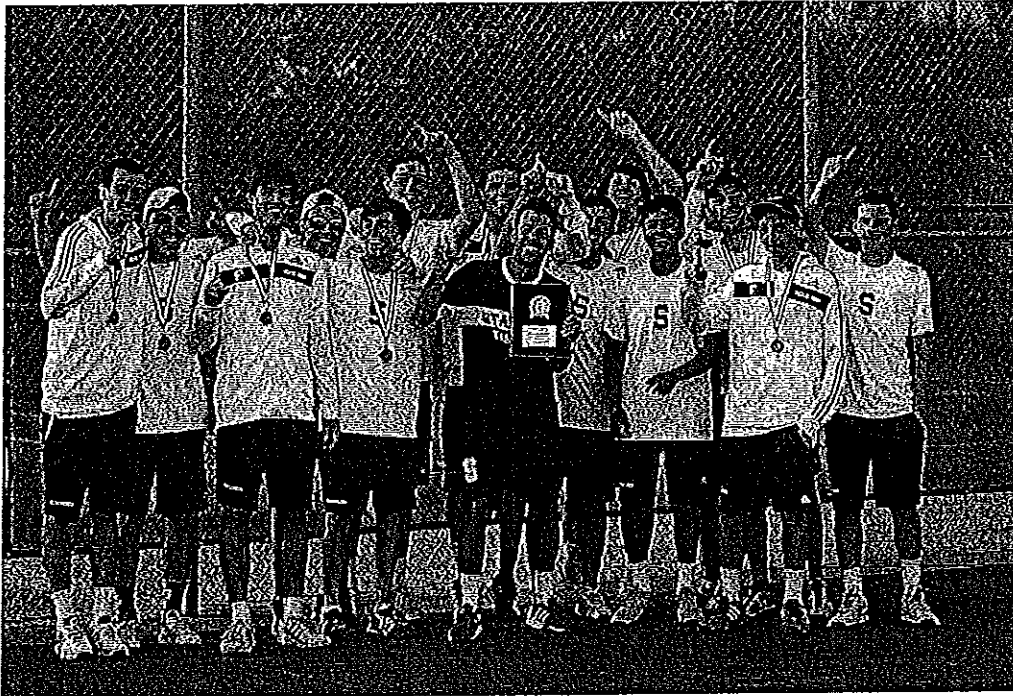
In compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, THE WESTPORT SCHOOLS shall exclude no person from participation in, denied benefits of, or be otherwise discriminated against in employment or in educational opportunity on 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 is to Board of Education

**Title VI Title VII,  
and Title 504 Coordinator**  
Michael Rizzo  
Director Pupil Services and  
Elementary Education  
Staples High School  
70 North Ave

**Title IX Coordinator**  
Marjorie Cion  
Director of Human Resources  
Westport Town School Office  
Westport Town Hall  
110 Myrtle Ave Room 305



## PHILOSOPHY OF ATHLETICS

### Purpose:

The purpose of the athletic program is to stimulate students to develop mutual interests, promote motivations and improve their physical skills. It is one of the many Staples programs which offer the individual the opportunity to develop interests and grow through her/his participation and competition in a group activity. Athletic contests involve considerable time for practices and games, strenuous physical effort, and students travel. Each sport is a specialized form of learning experience, and as such, entails numerous responsibilities. Students who try out for any sport should be aware of these responsibilities and be willing to assume them.

### Value:

Taking part in athletics is one of the most important parts of our educational system. There is no other course in our schools today which can offer all the following benefits:

- 1. Competition:** Our entire way of life is based on competition. Every person is competing to improve or maintain his standing. What better way to learn this important principle than through athletics?
- 2. Physical well-being:** The nation is becoming more conscious of the inadequacy of our youth in physical fitness. Through athletics a foundation is built that can correct this situation.
- 3. The release of physical energy:** Someway, somehow students will find a way to release their physical energy. Athletics offer a wholesome medium for this purpose.
- 4. Recognition:** Through guidance, players can learn to accept recognition in a proper manner. They learn that the praises they receive are not due to their effort alone.
- 5. Understanding:** Players working together for a common cause learn to accept victory or defeat in a mature manner. Team members soon learn how to understand each other and to make adjustments for the good of the team.
- 6. Emotional Control:** "When the going gets tough, the tough get going." The athlete learns to get going, by tackling the task at hand. Emotional blow-ups only hamper him.
- 7. Discipline:** We hear the cry that young people need to learn discipline. Athletics teach self-discipline, vital to a successful adult life.
- 8. Perseverance:** Athletes learn to stay with the job and not give up until the contest is over.
- 9. Thinking under pressure:** The accomplished businessman can attribute much of his success to this factor. Athletes learn it early in their career and use this ability the rest of their lives.
- 10. Loyalty:** Being faithful to a team, a group, a cause, is an important lesson of athletics. A person will not fail himself when he has learned the lesson of being true to others.

# Staples High School Code of Conduct for Athletes

## Introduction

It is a privilege and honor to represent one's school and community while participating on a Staples High School athletic team. It is the athlete's responsibility to conform to those rules and regulations necessary to participate successfully and to follow the "Code of Conduct."

A firm and fair policy of enforcement is needed to uphold the regulations and standards of the athletic department. The community, school administrators and the coaching staff feel strongly that the high standards of conduct and citizenship are essential in maintaining a sound program of athletics.

## CODE

1. Athletes shall conform to the school, FCIAC and CIAC eligibility rules, including all medical and academic requirements.
2. Athletes shall conform to the behavioral norms of the school and act in a responsible manner with regards to the rules and regulations established in the Staples Student Handbook. Consequences will be exercised when needed.
3. Athletes shall conform to the behavioral norms of society in general and to the specific laws established by local, state, and federal governments.
4. Athletes shall attend and not be tardy for all practices and competitions held both during regular school sessions and during vacations. Exceptions shall be subject to the approval of the head coach.
5. Athletes shall, at all times, conduct themselves in a manner exhibiting sound moral character and exemplify good sportsmanship.
6. Athletes shall be held responsible and accountable for all equipment associated with the functioning of the team, i.e. uniforms, equipment, etc.
7. Athletes shall always conduct themselves with an attitude that is positively stated, exhibits pride and is representative of the Staples community in general.
8. Athletes shall abstain from using drugs (including anabolic steroids, performance enhancing substances), alcohol, and tobacco, which are deemed harmful to one's health, athletic performance, and general well being. A "zero tolerance" policy is upheld.

## **In-season Violations and Consequences**

- Athletes failing to conform to meet the requirements of the contents of this Code of Conduct shall face disciplinary action. If an athlete becomes involved in the community so as to bring adverse publicity to the athletic program, or if the athlete is engaged in conduct that may be considered harmful to him/her self, the team or school, that athlete may be suspended from their sport.
- Any alcohol or drug violation is handled in the following manner:
  - ❖ If the athlete admits to the violation in an initial meeting with a coach or school representative, the athlete is suspended from the team for a period of up to 20 calendar days from the initial meeting. If the athlete does not admit to the violation in the initial meeting, and it is subsequently shown or admitted that a violation did occur, the athlete is suspended from the team for a period of up to 30 calendar days from the time that a violation was determined.

- ❖ Should a second violation occur, the athlete is suspended from the team for the entire season. After a second offense, to become eligible to participate on another team, the athlete must show evidence to the Principal/and or Athletic Director of having participated in a school approved substance abuse counseling program.
- Any tobacco product violation will result in a suspension of five calendar days from the initial meeting. Each consecutive violation will be doubled. First violation: 5 days; second violation: 10 days, third violation: 20 days, etc.
- During the suspension, the athlete must attend all practices and games but is not allowed to participate and may not be in uniform. Upon completion of the suspension, the athlete may apply for reinstatement through a reentry interview conducted by the Athletic Director.

**\*\*\* The Code of Conduct rules are in effect during an athlete's season of play beginning with the first day of practice. This is a 24-hour rule and includes beyond the school day and applies on and off school property.**

**\*\*\* Please note that the CIAC has enacted a policy concerning use of performance enhancing drugs. Any student athlete who has been determined to have used, in or out of season, androgenic/anabolic steroids or other performance enhancing substances shall be declared ineligible for 180 school days on each occurrence. The 180 school day period of ineligibility commences on the day the CIAC board of Control makes such determination**

#### **Self-Referral by Student Athletes**

Student-athletes may take advantage of a self-referral procedure to seek information, guidance, counseling and assessment in regard to student-athlete use of tobacco, alcohol and other drugs. Voluntary referrals do not carry punitive consequences.

- a. Referral is allowed one (1) time in a student's four-year high school career.
- b. Only the athlete or a member of the immediate family must make referral.
- c. Referral cannot be used by athletes as a method to avoid consequences once a code of conduct rule is violated and a student had been identified as having violated one of the code of conduct rules.
- d. Referral must be made to a coach, athletic administrator, guidance counselor or substance abuse support personnel.

#### **Due Process Procedure**

The Due Process Procedure used by the Athletic Department is as follows:

1. A hearing before the coach.
2. Appeal to the Athletic Director.
3. Appeal to the Principal. (written explanation required)
4. Appeal to the Superintendent.

#### **HAZING POLICY**

Hazing is defined as reckless or intentional acts by a team member that endangers the mental or physical health of another individual on a team whether the behavior is part of an initiation into a team, or not, shall be prohibited. Any hazing activity shall be presumed to be a forced activity, even if the student willingly participates in such activity.

**“Endanger the mental health”** shall include any activity except those activities authorized by law, which would subject the individual to extreme mental stress, such as prolonged sleep deprivation, forced prolonged exclusion from social contact, forced conduct which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual.

**“Endanger the physical health”** shall include, but is not limited to, any brutality of a physical nature, such as whipping, beating, exposure to the elements, forced consumption of food, alcoholic beverage, drug or controlled dangerous substance; or any other forced activity which would adversely affect the physical health or safety of the individual. Upon receipt of a complaint or a report of hazing, the school district shall undertake an investigation. If a hazing violation is deemed to have occurred, appropriate disciplinary proceedings will occur. These could include suspension, expulsion, and as well as criminal prosecution. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. **This policy applies to all situations whether on or off campus.**

### **ATHLETIC REQUIREMENTS FOR PARTICIPATION**

In order to participate in any sport at Staples, it is necessary for each student to have:

1. A current (within one year) Medical Examination form (HAR -3) on file with the school nurse.
2. A completed Parental Permission form (Form C).
3. A signed Concussion Awareness and Acknowledgement Form
4. A signed student agreement (Code of Conduct).

Forms can be obtained from the athletic office and points around the school. All forms must be on file with the nurse or Athletic Trainers **before** an athlete can participate in any sport.

Students must be in school for at least 4 hours or they may not participate/perform in any activity that is considered extracurricular. Extracurricular activities are any activity that takes place outside of the classroom for the purpose of enrichment, entertainment, or sports. Examples of such activities may include but are not limited to: athletic events in-school field trips, out of school field trips, performances (plays, concerts, radio show talent/variety shows etc) and school sponsored evening events.

### **Academic and Eligibility Requirements**

It is necessary for the student to meet the academic and eligibility requirements as set forth by Staples H.S. and the C.I.A.C. (See Digest of Rules, page 12 of this handbook).

## EXPECTATIONS OF PARENTS

### A. PARENTAL SUPPORT

Rules and regulations are designed for the general good of our athletic teams and to discourage student-athletes from abusing themselves and others mentally and physically. However, the distribution and implementation of a set of rules and standards is only a start. Coaches are with your children only a few hours per day and depend heavily upon your support to ensure that your children do not violate these important rules. Administrators, coaches and parents together can make a significant impact on these young people and help to counter the peer pressure that they all face. By working cooperatively in this area we can be proactive and eliminate many potential problems. As educators and coaches we are concerned about your children. We are committed to doing our part and using our influence to help your children reach their full potential. Together we can provide the necessary guidance, leadership, concern and encouragement that are so important during the high school years.

### THE ROLE OF THE PARENT

#### A. COMMUNICATION

#### Communication Tree

1. Student-athlete to coach
2. Parent to coach
3. Parent to Director of Athletic Programs

#### The student-athlete and coach

If an athlete has any issue(s) about their experience on a Staples athletic team they must first approach the coach to discuss the issue(s). The athletic experience at Staples provides the opportunity for young people to develop communication skills with adults and those in positions of authority. In this case the student-athlete and coach must develop a mutual respect and understanding that allows them to discuss issues openly and honestly while striving to gain a better understanding of the issues.

#### The Parent and Coach

- *Appropriate concerns to discuss with coaches:*
  1. The treatment of your child, mentally and physically.
  2. Ways to help your child improve
  3. Concerns about your child's behavior
- *Issues not appropriate for parents to discuss with coaches*
  1. Playing time
  2. Team strategy
  3. Play calling
  4. Other student-athletes

There are situations that require a meeting between the coach and the parent. This is to be encouraged. It is important that both parties have a clear understanding of each other's position. When these conferences are necessary the following procedure should be followed to help promote a resolution to the issue.

1. Call to set up an appointment with the coach.
2. The Athletic Department phone number is 341-1260.



3. If you are unable to reach the coach, call the Athletic Office to have an appointment arranged for you.
4. Please do not attempt to confront a coach before or after a contest or practice. These can be emotional times for both the parent and coach. Meetings of this nature do not promote resolution. Parents who refuse to adhere to this can be banned from future athletic contests.

### **PARENT MEETING**

Each team will conduct (1) all encompassing parent meeting for all parents whose children will be participating in the athletic program for that year. It is the responsibility of the parent or guardian to attend that meeting and to receive information regarding student participation in the program. At the parent meeting the code of conduct forms will be collected. These forms must be completed and signed prior to participating.



## Staples High School Athletics Social Media Position Statement

Social Media has become engrained in today's society. The wide variety of social networking tools presently available provides students easy access to share important news and events with each other. Social Media technologies such as Twitter, Facebook, internet forums, weblogs, social blogs, micro-blogging, Wikis, podcasts, photographs, video dating, social bookmarking and others have many benefits in our world; however, they can also be disruptive when inappropriate social media postings occur. Using these communication tools in an inappropriate manner can have negative consequences, especially if unkind words or threats are used with intent to hurt others.

Staples High School Athletics recognizes and supports its student-athletes, and coaches' rights to freedom of speech, expression and association including the use of social networks. In this context, each student-athlete and coach must remember that participating and competing for Staples High School is a privilege, not a right. The student-athlete and coach represent his or her high school and the Westport Public Schools, and therefore, they are expected to portray themselves, their team and their high school in a positive manner at all times. Any online postings must be consistent with federal and state laws, as well as team, school and Westport Public School's rules and regulations.

Specifically prohibited behaviors are not limited to:

- Sexually explicit, profane, lewd, indecent, illegal or defamatory language/actions
- Derogatory language regarding school personnel or other students
- Comments designed to harass or bully students and/or school personnel
- Nude, sexually-oriented, or indecent photos, images or altered pictures

Also prohibited are all on-campus connections to off-campus violations of this policy.

- Use of school computers to view off-campus postings
- Students accessing posts at school on their own devices
- Distribution of hard copies of posts on school property
- Re-communication on campus of the content of the posts

Any authorized or unauthorized use in school or out of school of computer software, computer network, telecommunication devices, information technology, and related technologies, which disrupts or interferes with the educational process in any manner is prohibited and may result in removal from the team or activity.

**CONNECTICUT INTERSCHOLASTIC ATHLETIC CONFERENCE**  
**Eligibility Rules**

**Attention Athletes!!**

You are NOT ELIGIBLE

1. If you are not taking at least six (6) (grades 10-12) and seven (7) (grade 9) units of work or the equivalent; (Staples H.S.)
2. If you have not passed at least four (4) units or the equivalent at the end of the last regular marking period, with the exception of fall eligibility. \* (Rule I.A.)
3. If you are nineteen (19) years of age before July 1;(Rule II.B.)
4. If you have changed schools without a change of legal residence; (Rule II.C. See complete Rule of exceptions.)
5. If you have played the same sport for more than three (3) seasons in grades 10, 11, and 12;(Rule II.B.)
6. If you play or practice with an outside team in the same sport while a member of the school team after the first scheduled game in any season; (Rule II.E.) The exception to Rule II.E. shall be:
  - 1) Participation in parent-child tournaments.
  - 2) Swimming, tennis, gymnastics – a pupil may practice but not compete with a non-CIAC team during the season.
7. If you play under an assumed name on an outside team; (Rule II.F.)
8. If you receive personal economic gain for participation in any CIAC sport. (Rule II.F)
9. During the CIAC defined sports season, players are not permitted to participate with or for teams (professional or otherwise) in any capacity. This regulation includes "try-outs", "work outs" and other activities which are designed for the purpose of showcasing or evaluating talent.
  - For fall sports – student must be a continuing student (eighth grade to ninth grade) or have received credit for four (4) units or its equivalent towards graduation at the conclusion of the school year preceding the contest (rule i.a.)

NOTE: Marking period grades (not semester grades) are to be used in determining scholastic eligibility, except for fall eligibility.

You may consult your Principal or Athletic Director for other rules affecting athletic eligibility.

## PROCEDURES FOR ATHLETIC INJURIES AND INSURANCE

1. All injuries which occur while participating on an athletic team are to be reported immediately to the coach and then the athletic trainer.
2. If it is a traumatic injury requiring immediate medical care the coach will follow emergency medical procedures (i.e. call an ambulance, contact the parents, contact the athletic trainer if at home event, send athlete with the emergency medical form to the hospital).
3. If it is a routine injury such as a sprain, strain, or pull, the athlete should seek an evaluation from the certified athletic trainer. The athletic trainer will refer the injury if necessary and limit participation when needed.
4. The athletic trainer will then process an injury report and if necessary the proper insurance form.
5. Any visit to a doctor for treatment of a sport-related injury must be reported to the coach and athletic trainer, if it was not previously reported. It is then your obligation to return with a written release form from the doctor in order to return to participation in a sport.
6. If the athlete does not report the injury in a timely manner to the appropriate staff, then you will be unable to utilize the secondary insurance plan purchased by the school system.



## CONCUSSION EDUCATION

A concussion is a brain injury, and all brain injuries are serious. They may be caused by a bump, blow, or jolt to the head or by a blow to another part of the body with the force being transmitted to the head. Even a "ding," "getting your bell rung," or what seems to be a mild bump or blow can be serious. Concussions can range from mild to severe, and they can change the way your brain normally works. **All concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly.** They can occur during practices, games, or any recreational activity and can happen even if there is no loss of consciousness. You can't see a concussion, but you may notice one or more signs or symptoms. They may show up right after the injury or can take hours to days to fully appear. If your student-athlete reports any symptoms or concussion, or if you notice the signs or symptoms of concussion yourself, seek medical attention right away.

### Symptoms reported by athlete may include one or more of the following:

- Headache or "pressure" in head
- Neck pain
- Nausea or vomiting
- Balance problems or dizziness
- Sensitivity to light and noise
- Double or blurry vision
- Feeling slowed down, foggy, or hazy
- Feeling irritable, anxious, nervous, sad, more emotional than usual
- "Don't feel right, feel off, feel down"
- Repeating the same comment/question
- Feeling fatigued or run down
- Concentration or memory problems
- Confusion

### Signs observed by parents, coaches, and/or teammates may include:

- Appears dazed, stunned or disoriented
- Blank stare or vacant look
- Is confused about assignment, position or plays
- Unsure of game, score, opponent, location
- Stumbles or appears uncoordinated
- Responds to questions slowly or incorrectly
- Slurred speech
- Displays mood, behavior, or personality changes
- Can't recall events prior to hit or fall
- Can't recall events after hit or fall
- Loss of consciousness

### What to do if you or your student-athlete suspect a concussion:

- Do not hide it
- Remove from play
- Notify coaches, athletic trainers, nurses and necessary school staff
- Seek medical attention from a healthcare professional
- Make sure to report any concussions that occur past and present
- Give yourself time to rest and allow your brain to heal
- No athlete may return to activity until obtaining medical clearance from their doctor
- After receiving clearance from your doctor, perform a Return to Play protocol under the supervision of a healthcare professional

**Dangers of playing with a possible head injury/concussion or returning too soon from a concussion:**

Continuing to participate in athletics or returning to athletics while signs and symptoms are still present leaves the student-athlete vulnerable to greater injury. Not only can returning too soon or not reporting a concussion prolong recovery, but it allows the possibility of sustaining another impact. Sustaining another impact during the time period after a first concussion is known as Second Impact Syndrome. Second Impact Syndrome can lead to severe impairment, and in extreme cases may even be fatal. It is important that student-athletes understand the importance of accurately reporting their signs and symptoms.

**RETURN TO PLAY PROTOCOL**

**Student-athletes who have sustained a concussion MUST complete a graduated Return to Play with the Athletic Trainer, when in season, or with another healthcare professional once cleared to resume activities:**

- Step 1: Complete Physical and Cognitive Rest. Athlete will not do any activity and will avoid anything that would cause a recurrence of signs or symptoms. They are not permitted to attend practices or attend games with their respective team, until cleared to begin the Return to Play.
- Step 2: Light Cardio Activity. Athlete will jog or bike for 10 minutes. If no signs or symptoms occur during those 10 minutes, they will be allowed to continue for another 10 minutes, unless signs or symptoms occur then as well.
- Step 3: Increased Cardio Activity. Athlete will perform sprints, change of direction activity, long distance running, and/or weightlifting.
- Step 4: Non-Contact Drills. Athlete will perform sport specific non-contact drills based on their sport and position. In this step they are allowed to run at normal activity level, weight lift, and work into the non-contact drills performed that day during practice.
- Step 5: Full Contact Practice. Athlete will perform a full contact practice. Athlete will perform all parts of a running practice, with no restrictions.
- Step 6: Return to Game. Athlete will return to competition.

\*If at any point during this Return to Play protocol the athlete experiences a recurrence of signs or symptoms, the process will stop and parents will be notified of the next step.

**Parents and students are required to watch the Connecticut Concussion Task Force Video located at:**

- <http://www.connecticutconcussiontaskforce.org/CCTFtake%20two.mp4>  
Connecticut Concussion Task Force Video

For further information regarding concussions please feel free to view the following information:

- <http://www.cdc.gov/concussion>
- <http://preventingconcussions.org>
- <http://shs.westport.k12.ct.us/athletics/concussion-care>

**SECONDARY INSURANCE INFORMATION**

If an athletic accident/injury has occurred and you have not received receipt from our Secondary Insurance Company or a Notification of Injury form, within one month of the accident/injury, please contact the Athletic Trainers at 203-341-1264.

# STAPLES HIGH SCHOOL ATHLETIC TEAMS

	<u>Girls</u>	<u>Boys</u>
<b>FALL SEASON</b>	Cheerleading Cross Country Field Hockey Soccer Swimming/Diving Volleyball	Cross Country Football Soccer Water Polo
<b>WINTER SEASON</b>	Basketball Ice Hockey Indoor Track Skiing Gymnastics Cheerleading	Basketball Ice Hockey Indoor Track Skiing Swimming/Diving Wrestling
<b>SPRING SEASON</b>	Outdoor Track & Field Golf Lacrosse Tennis Softball Water Polo Sailing (coed)	Outdoor Track & Field Golf Lacrosse Tennis Baseball Volleyball Rugby

Selection of team members is subject to the discretion of the coaching staff and nature of the sport. Student athletes are encouraged to refer to the coach for the selection process of a particular sport and for the levels of participation offered in that sport.



## Boys Interscholastic Sports

Baseball – Tryouts are in March. Separate squads are maintained for Varsity, J.V. and Freshmen.

Basketball – Begins in November with tryouts. Squads are selected for Varsity, J.V. and Freshmen teams.

Cross Country – Tryouts in the fall. Must meet standards to qualify.

Football – Practice generally starts Monday two weeks before Labor Day.

Golf – The Varsity squad begins in March and is highly competitive due to limited membership. There is a JV squad as well.

Ice Hockey – Practice and tryouts begin in November. Boys are selected for the Varsity Team.

Lacrosse – is played in the spring with a Varsity and J.V. and Freshman teams.

Rugby – Begins in March (Non CIAC Sport).

Sailing – Begins in March, Coed, (Non CIAC Sport)

Ski Team – Training begins in November. Previous racing experience is desirable as there are tryouts. Meets are generally scheduled once a week throughout the winter season with additional practices during the week at the ski area. The team competes in the State Meets. (Non CIAC Sport)

Soccer – is played in the fall with squads for Varsity, J.V. and freshman

Swimming – Begins in November with tryouts. Practice and home meets take place at the Staples High School Pool.

Tennis – is another highly competitive sport with limited team membership. Advanced skill level is desirable for this spring sport. There is a JV squad.

Track - Indoor – A winter sport held in the Staples High School Field House. Competition levels: Varsity, J.V. and Freshmen.

Track & Field - Outdoor – Begins in March. There are approximately eighteen different events in which to compete. Competition levels: Varsity, J.V. and Freshmen.

Volleyball – begins in March. Teams are selected for Varsity and J.V.

Water Polo – Begins in the fall, (Non CIAC Sport).

Wrestling – begins in November and continues through February. There are twelve weight classes, beginning at 95 pounds and continuing through an unlimited division assuring competition for all boys on the Varsity and J.V. teams.



## Girls Interscholastic Sports

Basketball – Tryouts begin in November for Varsity, J.V. and Freshmen.

Cheerleading – Tryouts are held in the spring for the Football and Basketball Cheerleading Squad which is open to both girls and boys. They may not be on the Cheerleading Squad and another team during the same season. Cheerleading follows the same eligibility rules and Code of Conduct.

Cross Country – is a fall sport with an unlimited membership.

Field Hockey – Practice and tryouts begin the week before Labor Day. A full schedule is maintained for Varsity, J.V. and Freshmen Teams.

Golf – The varsity squad begins in March and is highly competitive due to limited membership.

Gymnastics – The season begins in November.

Ice Hockey - Practice and tryouts begin in November

Lacrosse – Is played in the spring with varsity, J.V. and Freshmen teams.

Sailing – Begins in March, Coed, (Non CIAC Sport)

Ski Team – Training begins in November. Previous racing experience is desirable as there are tryouts. Meets are generally scheduled once a week throughout the winter season with additional practices during the week at the ski area. (Non CIAC Sport) The team competes in state meets.

Soccer – is played in the fall with squads for Varsity, J.V. and Freshmen.

Softball - Tryouts are in March for Varsity, JV and Freshmen.

Swimming – Generally begins the week before Labor Day with training and tryouts. Practices and Meets are held at the Staples High School Pool.

Tennis – Membership is very competitive with a limited squad. This 12-14 member team begins practice in March. There is a JV squad.

Track - Indoor – Begins in November and has a separate squad from the boys with unlimited membership. Competition levels: Varsity, J.V. and Freshman.

Track & Field - Outdoor – Begins in March competition levels; Varsity, JV and Freshman

Volleyball – Begins the Monday before Labor Day with tryouts for the Varsity, J.V. and Freshmen teams.

Water Polo – Begins in March, (Non CIAC Sport).

Note: All Teams, unless otherwise noted participate in F.C.I.A.C. (Fairfield County Interscholastic Athletic Conference) and C.I.A.C. (Connecticut Interscholastic Athletic Conference) competition.

## **Guidelines Regarding Interscholastic Athletics for Non-graduating Students Who Plan to Continue Their Studies at Staples**

After extensive discussion of the complexities involved in situations where students, by failing to meet graduation requirements, are able to remain eligible by CIAC standards for another year of interscholastic competition, the administration has decided to take steps to discourage such practices.

While admittedly simplifying the issues involved, the practice

- might be deemed unfair to younger athletes,
- encourages failure rather than striving for excellence,
- encourages "redshirting", the practice of holding back players for the advantages,
- is unfair to other schools.

There are seemingly two types of situations which might arise:

### **1. Pre-planned...**

In this situation, the student, with the counselor's concurrence, does not take all the courses she/he will need for graduation. In itself this may be quite legitimate and, indeed salutary. However, the rationale should not be to obtain an extra year of athletic competition. To insure this, the student should be informed, during the planning conference that she/he will not be eligible to play on a team after her/his class graduates.

### **2. Unplanned...**

In this situation, the student fails a course required for graduation, either deliberately or unintentionally. We are not likely to be able to discover or sustain an allegation of deliberateness. Hence, it is difficult to attempt to distinguish by intention. Since a student needs to be taking four courses to be eligible by CIAC standards, we can discourage failing, as a means to maintain eligibility, by allowing students to make up only the course needed for graduation. Students suspected of utilizing this route to eligibility should be apprised that they will be limited, during the ensuing year, to less than four courses and thus they won't be eligible for interscholastic competition.

The above are intended as guidelines and, as with any such guidelines, may not be appropriate for individual cases. If you feel that there are extenuating circumstances in a particular case, please confer with the Guidance Department.

**Staples High School  
Athletic Awards System  
Boys and Girls**

Athletes

- A. Award Certificate  
Awarded to all participants on any athletic team upon completion of the sports season.
- B. Letter (8" Chenille)  
Awarded to varsity participants completing the designated standards for any sport. Awarded one (1) time only.
- C. Sports Insignia (Metal)  
Appropriate metal sports insignia awarded to letter winners in any sport. Only one (1) sports insignia will be awarded in the same sport.
- D. Service Bar (Metal)  
Awarded to letter winners for repeated completion of standards in the same sport.
- E. Staples Block "S"  
Each sport will be allocated a maximum of two Block "S" awards per year to be awarded at the coaches discretion as follows:
  - 1. Most Valuable Player
  - 2. Coaches Award

Sports Managers

- A. Award Certificate  
Awarded to all managers of any athletic team upon completion of a sports season.
- B. Letter (8" Chenille) and Manager Insignia (Metal)  
Awarded to managers of any athletic team upon completion of three (3) sports season. Awarded one (1) time only.
- C. Service Bar (Metal)  
Awarded to manager letter winners for repeated service in any sports season.

Staples Scholar Athlete Award

The Staples Scholar Athlete award is given to one senior athlete from each of our varsity programs. The criteria for selection includes the following:

- Outstanding athletic accomplishment
- Excellence in the classroom
- Strong character
- Leadership both on and off the field
- Valuable contribution to the community

The award winners are nominated by their coach and are honored at a banquet held in June.

## OUT OF SEASON RULE

### Statement of Philosophy

In the best interest of high school athletics and the high school athlete it is desirable to regulate "Off Season" and "Summer Recess" activities to provide all schools an equal opportunity to prepare for competition and to afford all students the opportunity to pursue a variety of activities and experiences. These regulations should not deprive the student-athlete the opportunity to improve her/his individual skills nor prevent her/him from participating in legitimate and spontaneous activities outside the scope of the regular season.

#### 1. "Sport Season"/ "Off Season"/ "Summer Recess"

The "Sport Season" for a specific sport is defined as the period of time between the first date of practice officially designated by CIAC and the date of the last CIAC tournament, meet or game for that sport.

The "Off Season" is defined as the period of time between the date of the first day of school and the date of the last day of school in a given school year when a sport is not in the "Sport Season."

"Summer Recess" is defined as the period of time between the last day of a given school year and the first day of the next school year when a specific sport is not in the "Sports Season."

#### 2. Member Schools

A member school may not hold practice or competition in a sport during the "off season" or "summer recess."

- A. No practice may be conducted in the form of a training camp or similar program designed by intent or otherwise to prepare a team for its season of competition.
- B. A school may not assemble athletes or prospective athletes in physical education classes or some other manner for purposes of teaching fundamentals, techniques, plays, etc., except during the designated "sports season."
- C. A school may not issue any school uniform or other apparel for use by athletes outside the designated "sports season" of a sport.
- D. A school may not become involved financially through transportation or in any way in a student's non-school participation.
- E. These rules do not prevent a school's facilities from being made available for summertime programs provided such programs are not limited to students on the basis of school affiliation, athletic experience, team status, etc.
- F. A member school may hold conditioning sessions without equipment, during off season" or "summer recess."

#### 3. Student-Athletes

A student-athlete is in violation of the out-of-season rule for participation during the "Off Season" or "Summer Recess" in any program which appears to be a school practice or competition.

- A. An acceptable program or activity is one which is not limited to students on the basis of a school affiliation, athletic experience, team status, etc.

- B. It is not permissible for a student-athlete to wear a school uniform or other team apparel other than during the "sport season" of a sport.
- C. It is not permissible for a person except the student or parents to pay the cost or fee of any kind of non-school activity involving specialized training or similar instruction.
- D. A student must discontinue "summer recess" participation in non-school programs prior to the playing of the school's.

#### 4. Coaches

The person who will be coaching a student in the following "sport season" shall not be permitted to coach that student other than during the "sport season" for that sport except that:

- A. A member school coach may coach or instruct his/her son/daughter.
- B. A member school coach is a bona fide paid employee of a recreational institution where there is an open registration and a registration fee to belong.
- C. A member school coach may coach a non-school team provided there are no more than a total of three (3) of his/her member school athletes on the team. However, coaching or instructing in a non-team setting is prohibited.
- D. A member school coach working in a camp as a volunteer or employee during the summer, or portion thereof, as a coach where his/her athletes attend, may coach if the following conditions are met: (a) the contact period between coach and his/her athletes is not more than ten (10) days; (b) The coach does not coach or instruct his/her team as an exclusive team unit; (c) The number of athletes from a member school team does not exceed ten percent (10%) of the total number of athletes in attendance.

#### 5. General

Prospective team members may be assembled once prior to the earliest day of practice for purposes of an organizational meeting, but no type of practice or instruction may be part of this season.

Tryouts – The process of selecting potential team members must be conducted during the "sports season" of the specific sport.

#### 6. Clinics

Clinics may be conducted during the "sports season," the "off season" and the "summer recess" in which instructions in a specific sport may be given.

A coach may not conduct a clinic for his or her team members during the "off season" and "summer recess."

#### 7. Captain's Practice

The CIAC and FCIAC does not in any way sanction, encourage or condone "Captain's Practice" in any sport. "Captain's Practice," depending on the member school's involvement, may be a clear violation of eligibility rule II.D. (season limitations) or certainly a violation of the spirit of Rule II.D.

There is also a serious practical consideration. CASS counsel advises that if it can be demonstrated that a school is allowing "Captain's Practice," the liability responsibility for an injured athlete may be quite serious; that the threat of a negligence suit would lie heavy.

## PHYSICAL EDUCATION CLASS PARTICIPATION POLICY FOR ATHLETES

All athletes taking Physical Education during their season of performance on a team must have a change of clothing and participate in class activities.

No athlete is excused from Physical Education even on the day of a game. That includes Varsity, J.V., Sophomore and Freshmen teams along with Cheerleaders.

### Important information about NCAA eligibility

The following requirements must be met in order for a student to be able to practice, play and receive a scholarship at an NCAA Division I or II college or university.

#### Division I:

1. Graduate from high school;
2. Complete a minimum of 16 core courses;
3. Present the required grade-point average (GPA) (see the sliding scale in the Guide for the College-Bound Student-Athlete for Division I);
4. Present a qualifying test score on either the ACT or SAT (see the sliding scale in the Guide for the College-Bound Student-Athlete); and
5. Complete the amateurism questionnaire and request final amateurism certification.

Division I Core-Course Breakdown (Courses Must Appear on your List of Approved Core Courses)

- 4 years of English
- 3 years of math (Algebra 1 or higher)
- 2 years of natural or physical science (including one year of lab science if offered by your high school)
- 1 extra year of English, math, or natural or physical science
- 2 years of social science
- 4 years of extra core courses from any category above, or foreign language, non-doctrinal/comparative religion/philosophy

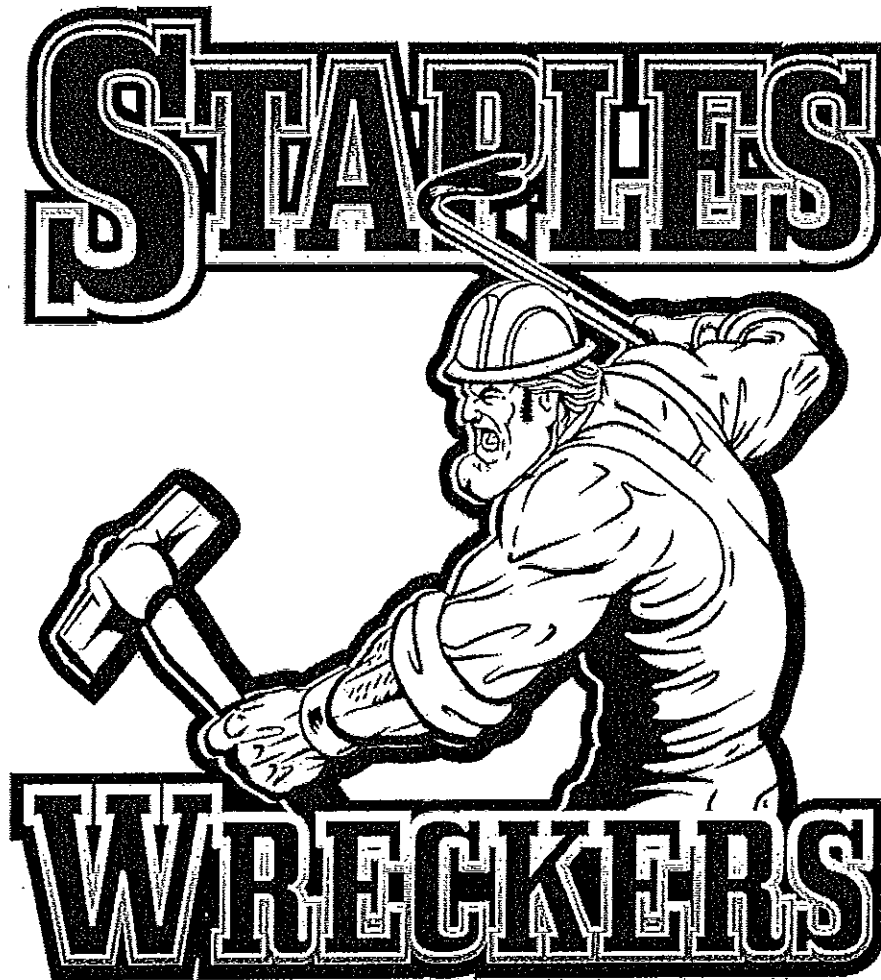
#### Division II

1. Graduate from high school;
2. Complete a minimum of 146 core courses
3. Present a minimum 2.000 core-course grade-point average (GPA);
4. Present a minimum 820 SAT score (critical reading and math only) or 68 sum ACT score qualifying test score on either the ACT or SAT; and
5. Complete the amateurism questionnaire and request final amateurism certification.

Division II Core-Course Breakdown:(Courses Must Appear on your List of Approved Core Courses)

- 3 years of English
- 2 years of math (Algebra 1 or higher)
- 2 years of natural or physical science (including one year of lab science if offered by your high school);

- 2 additional years of English, math, or natural or physical science (3 years required in 2013 and beyond)
- 2 years of social science
- 3 years of extra core courses from any category above, or foreign language, non-doctrinal/comparative religion/philosophy (4 years required in 2013 and beyond)



**Addresses to FCIAC Schools**  
**(Fairfield County Interscholastic Athletic Conference)**

Directions to all school locations can be found at <http://www.fciac.net/schools/>

**Bassick High School "Lions"**

1181 Fairfield Avenue  
Bridgeport, CT 06605  
203-576-7350

**Brien McMahon High School "Senators"**

300 Highland Avenue  
Norwalk, CT 06854  
203-852-9488

**Central High School "Hilltoppers"**

1 Lincoln Boulevard  
Bridgeport, CT 06606  
203-576-7377

**Danbury High School "Hatters"**

43 Clapboard Ridge Road  
Danbury, CT 06811  
203-797-4853

**Darien High School "Blue Wave"**

80 High School Lane  
Darien, CT 06820  
203-655-3981

**Fairfield Ludlowe High School "Falcons"**

785 Unquowa Road  
Fairfield, CT 06824  
203-255-7247

**Fairfield Warde High School "Mustangs"**

755 Melville Avenue  
Fairfield, CT 06825  
203-255-8354

**Greenwich High School "Cardinals"**

10 Hillside Road  
Greenwich, CT 06830  
203-625-8000

**New Canaan High School "Rams"**

11 Farm Road  
New Canaan, CT 06840  
203-966-9538

**Norwalk High School "Bears"**

23 Calvin Murphy Drive  
Norwalk, CT 06851  
203-838-4481

**Ridgefield High School "Tigers"**

700 North Salem Road  
Ridgefield, CT 06877  
203-431-2882



**St. Joseph High School "Cadets"**

2320 Huntington Turnpike  
Trumbull, CT 06611  
203-378-9378

**Stamford High School "Black Knights"**

55 Strawberry Hill Avenue  
Stamford, CT 06902  
203-977-5753

**Trinity Catholic High School "Crusaders"**

926 Newfield Avenue  
Stamford, CT 06905  
203-322-3401

**Trumbull High School "Eagles"**

72 Strobel Road  
Trumbull, CT 06611  
203-452-5150

**Warren Harding High School "Presidents"**

1734 Central Avenue  
Bridgeport, CT 06610  
203-576-7330

**Westhill High School "Vikings"**

125 Roxbury Road  
Stamford, CT 06902  
203-977-4478

**Wilton High School "Warriors"**

395 Danbury Road  
Wilton, CT 06897  
203-762-0381



# BEST BUDDIES

## CODE OF CONDUCT

As a member of BEST BUDDIES, I understand that participation in this club is both a privilege and a commitment. The following standards of behavior are in effect for our members during the entire time they are members of the club regardless of whether it is during school hours, over the weekend, on school property or in the community.

BEST BUDDIES members are prohibited from the following:

1. Possession, sale and/or use of tobacco, alcohol, or illegal drugs
2. Knowingly hosting and event in which the above substances are used
3. Being disciplined at school for bullying/harassment
4. Cheating

After a first offense, the member shall meet with the advisor to discuss the implications of their behavior and shall not attend the next 2 meetings.

*asst principal*

After a second offense, the member will be excluded from the next social event and 2 meetings.

After a third offense the member will be asked to resign from the club.

It is expected that all members of BEST BUDDIES conduct themselves at all times in a manner which reflects positively on the club, our school and our community. To do so reflects the very nature and purpose of our club.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Faculty Advisor Signature \_\_\_\_\_ Date \_\_\_\_\_



Staples High School  
70 North Avenue  
Westport, CT 06880

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## Code of Conduct

As a member of the Staples High School Service League of Boys, I understand that participation in this activity is a privilege. I am a student leader who is looked upon as a role model both in and outside of school; therefore, I am expected to use proper judgment never putting my character in question.

I agree specifically to act in accordance with the following guidelines regarding the use of illegal substances and academic integrity.

- No possession, sale and/or use of tobacco products.
- No possession, sale and/or use of alcohol.
- No possession, sale and/or use of illegal drugs.
- Never knowingly host an event in which alcohol/drugs are used.
- Never engage in an act of cheating, plagiarism, or academic dishonesty.

If any of the above guidelines are violated, the following consequences will be enacted.

- **1<sup>st</sup> Offense**

The student will be required to complete five hours of community service for Staples High School determined by the principal and the Student Assembly faculty advisor. In addition, if the student is an executive board member they will be removed from their position and replacement elections will be held accordingly.

- **2<sup>nd</sup> Offense**

The student will be removed for the remainder of that academic year. He or she will be allowed to run for a future elected member position, but not a future board position if re-elected.

- **3<sup>rd</sup> Offense**

The student will be removed for the remainder of that academic year and will not be permitted to run for an elected member or board position in the future.

I, \_\_\_\_\_, have read and understand the Code of Conduct and am aware  
(Please Print)

of the consequences for its violation.

**Student Signature:**

**Date:**

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As the parent or legal guardian, I have read and discussed this code of conduct with my student. I recognize my responsibility in ensuring that my student abides by the provisions of this agreement.

**Parent Signature:**

**Date:**

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*We are a community of learners engaged in a quest for academic excellence, and committed to civic and social responsibility. We are unwavering in our belief that we must act with integrity and treat each other with respect.*



## Student Supporting Special Athletes Club Contract

Staples High School

As a member of Staples High School's Student Supporting Special Athletes, I understand that my participation is an opportunity and a privilege, for me to show my commitment to supporting those with special needs. In realization with the responsibilities that I have, I agree to abide by the following rules.

1. No possession, sale, and/or use of tobacco products on campus.
2. No possession, sale, and/or use of alcohol or illegal drugs.
3. No hosting an event in which alcohol/drugs are knowingly used.

In acceptance of all students including those with special needs, I further acknowledge my willingness to adhere to the following.

1. No instance/occasion/ or cause for offending any person in the club with derogatory remarks.
2. No instance/occasion/ or cause to listen to others, or support others in making derogatory remarks.
3. Never permitting jokes, sarcasm, or inappropriate body language towards any person in the club.

Finally, I also agree:

1. To help and support members of the club.
2. To help promote pride in accomplishment achieved and activities well done.

I also know that in addition to refraining from use or possession of drugs and alcohol, it is expected that I conduct myself at all times in a manner which reflects positively on this club and school.

By signing this contract I acknowledge that my violation of any of these rules, as reported by the administration, will result in the following punishment. The regular school and legal disciplinary policies and procedures supercede this contract. When those disciplinary procedures have been completed, the following will commence:

### First Offense:

- a. The student in question will meet with the advisor of the club.
- b. If the student admits to the violation, a warning will be issued.
- c. If the student does not admit to the violation, but is proven guilty, the rules for the second offense will apply.

### Second Offense:

- a. The student will be suspended from the club until the next marking period begins.

### Third Offense:

- a. The student will be expelled from Students Supporting Special Athletes until the next school year begins or indefinitely, depending on the severity of the case and at the discretion of the advisor of Students Supporting Special Athletes.

Student Name (print): \_\_\_\_\_ Grade: \_\_\_\_\_

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_ 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: Establishment of WSPAC/BOE Organizational Relationship

Date: October 5, 2015

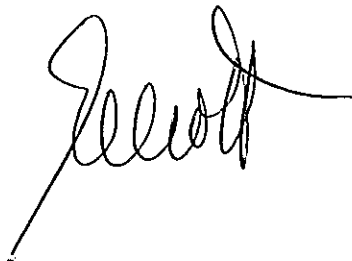
The Board of Education's FYE 2016 Goals document lists as a priority item for specific action "*Establish[ing] the proper structure of the WSPAC [Westport Schools Permanent Art Collection] organization.*"

Towards this end, the Board has expressed an interest in creating a committee consisting of members of the Board of Education, representatives of the Administration, and members of the WSPAC Committee to address the organizational relationship between WSPAC and the Board of Education. While the Board will decide at our meeting of October 5 who among the members of the Board will serve on the tri-partite committee, I have elected to recommend that Julie Droller and James D'Amico serve as the administrative representatives to the committee since they represent all of K-12 instruction and because of the integration of the WSPAC collection into our instruction at all levels of the school system.

To refresh our recollections of the events that led to the inclusion of this action item among the Board's FYE 2016 Goals, I have included for your review a memorandum dated June 15, 2015 that I prepared for Board of Education review and action. With the modified Board of Education Policy P 6161.13, Permanent Art Collection to serve as a guide, I recommend Board establishment of the tri-partite committee.

## **ADMINISTRATIVE RECOMMENDATION**

**Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education establishes a tri-partite committee comprised of representatives of the Board of Education, the WSPAC Committee and the Administration to engage in redefining the organizational structure/relationship between the Board and the WSPAC Committee.**



# WESTPORT PUBLIC SCHOOLS

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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: Westport School Permanent Art Collection  
Date: June 15, 2015

As noted at our meeting of June 1, over the past several months I have had the pleasure to interact with Kathie Bennewitz and Maija Krasts, the co-chairs of the Westport School Permanent Art Collection (WSPAC). Their knowledge of the collection and their commitment to growing and strengthening it has been an inspiration for me. Moving forward, under their direction and leadership, I feel confident that the Collection will expand and be of an even greater complement to our instructional programs throughout the school district in the years to come, Kindergarten through Grade 12.

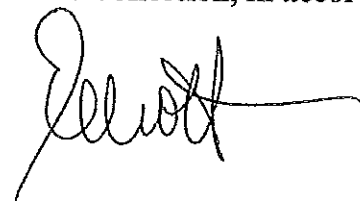
As WSPAC has evolved since its inception, much has changed in the art world and in our community. Initially, it was essential for the Westport Parent Teacher Association to be actively involved in the distribution of the Collection throughout the school system and its placement in critical locations in our individual schools. That involvement is no longer required and WSPAC can now grow and be an integral part of our instructional programs as an independent organization with a significant attachment to our school system.

As a result of the changes that have emerged over the years, it is essential that Board of Education Policy *P 6161.13, Permanent Art Collection* be modified to reflect these changes. The revisions to policy incorporate current terminology and practice and updates that reflect evolved practice as well as new topics (such as Rights and Reproductions). Several points have been reorganized for clarity, while the section concerned with "history and purpose" has been moved to the top. Included with this memorandum is a "tracking document" that demonstrates the changes made to the original Board of Education policy.

Ms. Bennewitz and Ms. Krasts were present at our meeting of June 1 to provide explanation and answer questions about the policy for the Board and the public present. The members of the Board engaged in discussion with Ms. Bennewitz and Ms. Krasts, but there were no suggestions made to modify the document presented. If the Board now wishes to adopt the proposed policy changes at the meeting of June 15, I have prepared a Resolution for Board approval.

## ADMINISTRATIVE RECOMMENDATION

**Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education approves modifications to Policy P6161.13, Permanent Art Collection, in accordance with the materials presented at the meeting of June 15, 2015.**



## **Instruction**

### **Permanent Art Collection**

#### **History and Purpose of the Collection**

The Westport Schools Permanent Art Collection (WSPAC) is a sizable collection of original works of art acquired primarily through gifts, many given by the artists themselves. Some objects have been donated by heirs of artists, gallery owners or private collectors; several works were purchased with funds donated for the purpose of adding to the Collection, and some with the proceeds of insurance.

All donations to the Westport Schools' Permanent Art Collection, which was started in 1964/65 by Burt Chernow, a Westport Schools art teacher, were given with the understanding that the works would be displayed throughout the school system for the benefit of the children. The inventory and catalog of works in this Collection is on file in the Superintendent's office, and on a database on the Westport Public Schools server.

The Collection remains guided by the original vision for works of art to surround and be part of students' cultural education, as reflected in WSPAC's mission (2014):

WSPAC's purpose is to maximize the impact of its collection by using original works of art to inspire and educate Westport students, faculty and the community. We do this by increasing awareness and accessibility of the collection through developing and creating opportunities for programs and public display. WSPAC also cares for and curates this important collection to insure its growth for future generations.

The three goals of the Collection have remained essentially the same as they were at the inception of the program:

1. To distribute the art work throughout the schools so that students may experience art as an integral and important part of their environment.
2. To help all students develop appreciation for fine art through exposure to the vitality of original works of art.
3. To use original art as a tool to increase the effectiveness of teaching in the curriculum itself.

### **Ownership and Display**

The Westport Board of Education is, has been, and shall continue to be the owner and possessor of all works in the Collection, and shall hold same for the benefit of the children enrolled in the Westport Public Schools. The Board of Education will continue to retain and maintain the Collection in support of the aforestated goals and will continue to display the work throughout the school district.

## **Instruction**

### **Permanent Art Collection (continued)**

In accordance with these goals, the Board shall not permit the removal of the entire collection or a substantial portion of the collection from the school system for permanent display elsewhere, nor shall it, for any purpose, divest the school system of the entire collection, or a substantial portion of it by selling or giving the collection to any other individual, group or agency.

### **The WSPAC Committee**

The Collection will be curated and managed by a group of trained volunteers to be known as The WSPAC Committee. The Committee shall be comprised of, but not limited to, Westport school parents, town residents, the Town Curator, members of the Westport art community, professional artists, collectors and art history experts. In addition, if possible, the Committee should include one Westport educator serving on a voluntary basis. At least one member of the Committee should be a person knowledgeable about the art market and another about collection management and curatorial practices so as to be able to handle all aspects of curatorial, art handling, installation and collection management functions

### **Collection Management**

The Collection will be managed by The WSPAC Committee which will include individuals who are qualified with respect to and interest, background and expertise in art so as to be able to handle the curatorial and collection management functions described in this policy and the following:

1. Maintaining an inventory of all artwork, by properly cataloging all objects and updating locations. The committee also maintains archives and research records pertaining to the objects and artists.
2. Rotating and displaying artwork among the various school locations and public spaces, and handling or coordinating fine art transportation. .
3. Keeping insurance appraisals up-to-date, with the aid and support of the Superintendent's Office as needed, so that Westport Public Schools can annually insure the artwork, and provide an annual report to the Superintendent and Board of Education.
4. Proper framing, conservation and storage of the Collection.
5. Stimulating interest in and access to the Collection for the purpose of education as well as cultivating donations of artwork and funds to care for and insure its growth.

### **Handling of Funds**

All funds will be handled through the normal Board of Education procedures. Each year the Chairperson of The WSPAC Committee will account to the Superintendent for all funds donated to the Collection or allocated by the Board of Education.



## **Instruction**

### **Permanent Art Collection (continued)**

#### **Accessioning and Deaccessioning**

##### **Procedures For Accessioning**

The WSPAC Committee is to make recommendations on all accessions and deaccessions. Works may be added to the collection through donation or purchase.

##### **Donation**

The WSPAC Committee will review any work offered as a gift to the collection and the WSPAC Committee will make a recommendation as to whether the work ought to be accepted into the collection. If the work is recommended, the procedure for formal acceptance of the gift shall be in accordance with the Board's policy on gifts, grants and bequests.

##### **Purchase**

1. Any funds donated to the Board of Education for the purpose of managing and caring for the collection and/or purchasing art work will be subject to acceptance by the Board of Education through its regular procedures on gifts, grants and bequests.
2. Specific work to be purchased either with donated funds or funds acquired through other avenues will be selected by The WSPAC Committee. Board of Education approval is required for the purchase of any individual piece of art costing over \$2,000.

##### **Procedures For Deaccessioning**

It is understood that work once accepted will not be given away or sold unless the proceeds are used for the benefit of the collection.

Deaccessioning any work of art requires approval of the Board of Education upon recommendation of the Superintendent of Schools and The WSPAC Committee.

All monies from the proceeds of the sale of a work of art shall be used to purchase other work(s) or to manage and care for the collection.

Normally art work will be recommended for deaccession only if, in the opinion of the WSPAC Committee:

1. the work is not of a quality commensurate with the rest of the collection,
2. the work cannot safely or conveniently be displayed in the school system,
3. the condition of the work is such that it cannot be restored for display,
4. a work should be sold in order to use the proceeds to purchase a substitute work that will better enhance the collection.

**Instruction**

**Permanent Art Collection (continued)**

**Loans**

**Short-Term**

1. The loan of any individual work of art or portion of the collection for short-term exhibition elsewhere requires the approval of the Superintendent of Schools. Request for such loan should be made in writing by the borrower and state the location of the exhibit, the conditions of exhibit and venue and the length of time the work(s) will be loaned and exhibited.
2. Arrangements for the safe transport and return of the art work and for insurance coverage from the time it leaves the Westport School System until the time it is returned will be the responsibility of the borrower, and coordinated with the WSPAC Committee. .
3. The borrower must furnish the Superintendent or designee with evidence that the work or works being loaned are insured for an amount to be determined by The WSPAC Committee based upon the most recent appraisals available at the time of the loan.
4. Except under special circumstances approved by the Board of Education, work belonging to the Westport Public Schools shall not be used in an exhibit to which admission is charged unless for the benefit of the Collection and the Westport Schools.

**Long-Term**

Art work(s) may be placed on display on a long-term basis in Town-owned buildings open to the public or in another appropriate location open to the public within the Town of Westport. All other long-term loans of art works to other public spaces are subject to the approval of the Superintendent of Schools.

**Rights and Reproductions**

Art works belonging to the Westport Public Schools may be reproduced in print and online scholarly catalogs and school and WSPAC publications at the recommendation of the WSPAC Committee. Permissions will be for North American, NON-exclusive, one-time print only rights, and, if granted, applicants shall be subject to contracted conditions and payment of all applicable fees, which are collected for the benefit of the Collection and the Westport Schools.

Policy adopted:

WESTPORT PUBLIC SCHOOLS  
Westport, Connecticut



## Instruction

### Permanent Art Collection

#### History and Purpose of the Collection

The Westport Schools Permanent Art Collection (WSPAC) is a sizable collection of original works of art acquired primarily through gifts, mostly given by the artists themselves. Some objects pieces have been donated by heirs of artists, gallery owners or private collectors; several works were purchased with funds donated for the purpose of adding to the collection, and some with the proceeds of insurance.

All donations to the Westport Schools' Permanent Art Collection, which was started in the late 1960s/1964/65 by Burt Chernow, a Westport Schools art teacher, were given with the understanding that the works would be displayed throughout the school system for the benefit of the children. The inventory and catalog of works in this collection is on file in the Superintendent's office, and on a database on the Westport Public Schools server.

The Collection remains guided by Chernow's original vision for works of art to surround and be part of students' cultural education, as reflected in its mission:

WSPAC's purpose is to maximize the impact of its collection by using original works of art to inspire and educate Westport students, faculty and the community. We do this by increasing awareness and accessibility of the collection through developing and creating opportunities for programs and public display. WSPAC also cares for and curates this important collection to insure its growth for future generations.

Formatted: Indent: Left: 0.5",  
Widow/Orphan control

The three goals of the collection have remained essentially the same as they were at the inception of the program:

1. To distribute the artwork throughout the schools so that students may experience art as an integral and important part of their environment.
2. To help all students develop appreciation for fine art through exposure to the vitality of original works of art.
3. To use original art as a tool to increase the effectiveness of teaching in the ~~art~~ curriculum itself.

#### Ownership and Display

The Westport Board of Education is, has been, and shall continue to be the owner and possessor of all works in the collection, and shall hold same for the benefit of the children enrolled in the Westport Public Schools. The Board of Education will continue to retain and maintain the collection in support of the aforesaid goals and will continue to display the work throughout the schools.

In accordance with these goals, the Board shall not permit the removal of the entire collection or a substantial portion of the collection from the school system for permanent display elsewhere, nor shall it, for any purpose, divest the school system of the entire collection, or a substantial portion of it by selling or giving the collection to any other individual, group or agency.

**Comment [1]:** We would like to make recommendations to you and the BOE in 2015/16 to update language and practice under specific categories highlighted here. For ex Ownership and Display, really should be Ownership with Display having its own heading. Its fine tuning.

## Handling of Funds

All funds will be handled through the normal Board of Education procedures. Each year the Chairperson of The WSPAC Committee will account to the Superintendent for all funds donated to the collection or allocated by the Board of Education.

P 6161.13(c)

## Instruction

### Permanent Art Collection (continued) Advisory Council

#### ~~Acquisition Accession and Disposition Deaccession~~

~~{Deleted: as not in practice; however if there a town alliance would take the form of an revised Advisory Council;~~

~~There shall be an Art Advisory Council to make recommendations on all acquisitions and dispositions. This council will be appointed by the Chairperson of the Art Collection Curators and the PTA Council President, in consultation with the Superintendent of Schools.~~

~~The Art Advisory Council shall include the Art Collection Curators' Chairperson and two or three members of the Westport Art Community, chosen from among professional artists, art history experts, etc. In addition, if possible, the Committee should include one Westport art teacher serving on a voluntary basis. At least one member of the council should be a person knowledgeable about the art market.~~

#### ~~Procedures For Acquisition~~

~~Works may be added to the collection through donation or purchase.~~

#### ~~Donation~~

~~The curators will refer to the Art Advisory Council for review any work offered as a gift to the collection, and the Art Advisory Council will make a recommendation as to whether the work ought to be accepted into the collection. If the work is recommended, the procedure for formal acceptance of the gift shall be in accordance with the Board's policy on gifts, grants and bequests.~~

### The WSPAC Committee

~~The WSPAC Committee is to make recommendations on all acquisitions Accession and dispositions Deaccession.~~

Comment [2]: I think this should be Accessions and Deaccessions or Accessioning and Deaccessioning

The WSPAC Committee shall include two or three members of the Westport Art Community, chosen from among professional artists, museum curators and educators and/or art history experts. In addition, if possible, the Committee should include one Westport art teacher serving on a voluntary basis. At least one member of the Committee should be a person knowledgeable about the art market and another about collection management and curatorial practices.

Comment [3]: Could we say Westport teacher—it could be any type of teacher—english, art or social studies for ex- as they are all utilizing the collection.

Comment [4]: if we use "educator", we can include interested administration leadership.

## Instruction

### Permanent Art Collection (continued)

#### Procedures For ~~Disposition~~ Deaccession

It is understood that work once accepted it will not be given away or sold unless the proceeds are used for the benefit of the collection.

Deaccessioning of any work of art requires approval of the Board of Education upon recommendation of the Superintendent of Schools and The WSPAC Committee.

All monies from the proceeds of the sale of a piece of art shall be used to purchase other work or to maintain the collection.

Normally art work will be recommended for disposition only if, in the opinion of the The WSPAC Committee:

1. the work is not of a quality commensurate with the rest of the collection,
2. the work cannot safely or conveniently be displayed in the school system,
3. the condition of the work is such that it cannot be restored for display,
4. a work should be sold in order to use the proceeds to purchase a substitute work that will better enhance the collection.

### Loans

#### Short Term

1. The loan of any individual work of art or portion of the collection for short-term display elsewhere requires the approval of the Superintendent of Schools. Request for such loan should be made in writing and state the location of the display, the conditions of display and the length of time the works will be displayed.
2. Arrangements for the safe transport and return of the art work and for insurance coverage from the time it leaves the Westport School System until the time it is returned will be the responsibility of the ~~borrower~~ exhibitor.
3. The ~~borrower~~ exhibitor must furnish the Superintendent or designee with evidence that the work or works being loaned are insured for an amount to be determined by The WSPAC Committee based upon the most recent appraisals available at the time of the loan.
4. Except under special circumstances approved by the Board of Education, work belonging to the Westport Public Schools shall not be used in an exhibit to which admission is charged unless for the benefit of the Westport Schools.

Comment [5]: This is Kathie B:  
I am not sure this is needed. Loan fees can be requested from borrower, as can fees for rights and reproductions; This would be income used to benefit of the Collection.

# WESTPORT PUBLIC SCHOOLS

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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 BOE Meeting Dates: July 1, 2016-June 30, 2017

Date: October 5, 2015

The Board of Education is required to file with the Town Clerk an annual schedule of meeting dates. In recent years, the Board has elected to address this requirement by posting its annual schedule of meetings on a "school year," rather than a "calendar year," basis. Therefore, consistent with the Board's previous actions, I have prepared for your review a calendar that lists proposed Board meeting dates from July 1, 2016 through June 30, 2017.

While we attempt to schedule regular Board meetings on the second and fourth Mondays of each month, it is not always possible to adhere to that timeline. Thus, it is recommended that Board members reserve all Mondays in the event special meetings, other than scheduled ones, may be required throughout the year.

You should note that building principals are directed not to schedule special functions on Monday nights to avoid conflicts for Board members, staff and parents.

The calendar appended to this memorandum is being presented to the Board for your review and approval at the meeting of October 5.


## ADMINISTRATIVE RECOMMENDATION

**Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education adopts a calendar of scheduled public meetings for the period July 1, 2016-June 30, 2017, as included with the memorandum on this subject dated October 5, 2015.**



**WESTPORT PUBLIC SCHOOLS  
PROPOSED BOARD OF EDUCATION -- MEETING CALENDAR JULY 2016- JUNE 2017**

JANUARY 2016 (18)							FEBRUARY 2016 (15)							MARCH 2016 (22)									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
						1 2	1 2 3 4 5 6									1 2 3 4 5	6 7 8 9 10 11 12	13 14 15 16 17 18 19	20 21 22 23 24 25 26	27 28 29 30 31			
3 4 5 6 7 8 9	10 11 12 13 14 *15 16	17 18 19 20 21 22 23	24 25 26 27 28 29 30	31	DATES APPROVED AT BOE MTG Sept. 22, 2014		7 8 9 10 11 12 13	14 15 16 17 18 19 20	21 *22 23 24 25 26 27	28 29	15 Presidents' Day 15-19 Winter Recess *22 Staff Development Day No School Students							25 Good Friday					
1 New Year's Day	*15 Staff Development Day No School Students	18 Martin Luther King Day																					
APRIL 2016 (16)							MAY 2016 (21)							JUNE 2016 (11)									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
						1 2	1 2 3 4 5 6 7										1 2 3 4	5 6 7 8 9 10 11	12 13 14 15 16 17 18	19 20 21 22 23 24 25	26 27 28 29 30		
3 4 5 6 7 8 9	10 11 12 13 14 15 16	17 18 19 20 21 22 23	24 25 26 27 28 29 30	18-22 Spring Recess			8 9 10 11 12 13 14	15 16 17 18 19 20 21	22 23 24 25 26 27 28	29 30 31	30 Memorial Day							22 Students' Last Day/Graduation Shortened Day for Students Only					
PROPOSED 2016-17 BOE MEETING DATES																							
JULY 2016							AUGUST 2016							SEPTEMBER 2016 (21)									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
						1 2	1 2 3 4 5 6										(1) 2 3	4 5 6 7 8 9 10	11 12 13 14 15 16 17	18 19 20 21 22 23 24	25 26 27 28 29 30		
3 4 5 6 7 8 9	10 11 12 13 14 15 16	17 18 19 20 21 22 23	24 25 26 28 28 29 30	31	4 Independence Day							7 8 9 10 11 12 13	14 15 16 17 18 19 20	21 22 23 24 25 26 27	28 *29 *30 *31	*29-31 Staff Development Days							1 Student's First Day 6 Labor Day
OCTOBER 2016 (19)							NOVEMBER 2016 (19)							DECEMBER 2016 (17)									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
						1	1 2 3 4 5										1 2 3	4 5 6 7 8 9 10	11 12 13 14 15 16 17	18 19 20 21 22 23 24	25 26 27 28 29 30 31		
2 3 4 5 6 7 8	9 10 11 12 13 14 15	16 17 18 19 20 21 22	23 24 25 26 27 28 29	30 31	3 Rosh Hashanah 12 Yom Kippur							6 7 8 9 10 11 12	13 14 15 16 17 18 19	20 21 22 23 24 25 26	27 28 29 30	8 Election Day/Staff Development Day No School Students' 23 Shortened Day 24-25 Thanksgiving Recess							23 Shortened Day 24-31 Holiday Recess
JANUARY 2017 (19)							FEBRUARY 2017 (16)							MARCH 2017 (23)									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
						1	1 2 3 4										1 2 3 4	5 6 7 8 9 10 11	12 13 14 15 16 17 18	19 20 21 22 23 24 25	26 27 28 29 30 31		
2 3 4 5 6 7	8 9 10 11 12 *13 14	15 16 17 18 19 20 21	22 23 24 25 26 27 28	29 30 31	2 New Years Day Holiday *13 Staff Development Day No School Students 16 Martin Luther King Day							5 6 7 8 9 10 11	12 13 14 15 *16 17 18	19 20 21 22 23 24 25	26 27 28	16 Staff Development Day No School Students' 17, 20 & 21 Winter Recess							
APRIL 2017 (15)							MAY 2017 (22)							JUNE 2017 (11)									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
						1	1 2 3 4 5 6										1 2 3	4 5 6 7 8 9 10	11 12 13 14 15 16 17	18 19 20 21 22 23 24	25 26 27 28 29 30		
2 3 4 5 6 7 8	9 10 11 12 13 14 15	16 17 18 19 20 21 22	23 24 25 26 27 28 29	30	10-14 Spring Recess 14 Good Friday							7 8 9 10 11 12 13	14 15 16 17 18 19 20	21 22 23 24 25 26 27	28 29 30 31	29 Memorial Day							15 Students' Last Day/Graduation Day Shortened Day for Students Only

 = Proposed Board Meeting Dates



# WESTPORT PUBLIC SCHOOLS

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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 RTM Purchasing Ordinance

Date: October 5, 2015

Please find appended to this memorandum a document that is being presented to the RTM at its meeting of October 6. The document, entitled **Proposed Competitive Bidding Ordinance**, is being presented so as to seek action from the RTM, “upon the request of at least two RTM members...to approve an ordinance to have a competitive bidding process for town contracts by which all executive branch agencies, commissions and departments adhere.”

With the concurrence of the Board of Education, I have sought advice from the Board’s attorney as to the applicability of such an ordinance to the operations of the Board of Education which, in addition to its being a Town agency, *is an independent agent of the State*, responsible for implementing the educational interests of the State. That opinion is as follows:

- 1 The Board of Education has dual status. In addition to its being a Town agency, it is an independent agent of the State, responsible for implementing the educational interests of the State. That status is reflected in Section 10-222, which specifically confers upon the Board independence in how it expends its appropriation.

Sec. 10-222. Appropriations and budget. Each local board of education shall prepare an itemized estimate of the cost of maintenance of public schools for the ensuing year and shall submit such estimate to the board of finance in each town or city having a board of finance, to the board of selectmen in each town having no board of finance or otherwise to the authority making appropriations for the school district, not later than two months preceding the annual meeting at which appropriations are to be made. The board or authority that receives such estimate shall, not later than ten days after the date the board of education submits such estimate, make spending recommendations and suggestions to such board of education as to how such board of education may consolidate noneducational services and realize financial efficiencies. Such board of education may accept or reject the suggestions of the board of finance, board of selectmen or appropriating authority and shall provide the board of finance, board of selectmen or appropriating authority with a written explanation of the reason for any

rejection. *The money appropriated by any municipality for the maintenance of public schools shall be expended by and in the discretion of the board of education.* Except as provided in this subsection, any such board may transfer any unexpended or uncontracted-for portion of any appropriation for school purposes to any other item of such itemized estimate. Boards may, by adopting policies and procedures, authorize designated personnel to make limited transfers under emergency circumstances if the urgent need for the transfer prevents the board from meeting in a timely fashion to consider such transfer. All transfers made in such instances shall be announced at the next regularly scheduled meeting of the board and a written explanation of such transfer shall be provided to the legislative body of the municipality or, in a municipality where the legislative body is a town meeting, to the board of selectmen. Expenditures by the board of education shall not exceed the appropriation made by the municipality, with such money as may be received from other sources for school purposes. If any occasion arises whereby additional funds are needed by such board, the chairman of such board shall notify the board of finance, board of selectmen or appropriating authority, as the case may be, and shall submit a request for additional funds in the same manner as is provided for departments, boards or agencies of the municipality and no additional funds shall be expended unless such supplemental appropriation shall be granted and no supplemental expenditures shall be made in excess of those granted through the appropriating authority. The annual report of the board of education shall, in accordance with section 10-224, include a summary showing (1) the total cost of the maintenance of schools, (2) the amount received from the state and other sources for the maintenance of schools, and (3) the net cost to the municipality of the maintenance of schools. For purposes of this subsection, "meeting" means a meeting, as defined in section 1-200, and "itemized estimate" means an estimate in which broad budgetary categories including, but not limited to, salaries, fringe benefits, utilities, supplies and grounds maintenance are divided into one or more line items.

2. That independence is reflected in the recently-adopted Charter provisions

The first relevant provision recognizes the independent authority of the Board of Education regarding matters of expenditure:

§ C7-3. Purchasing.

"The Board of Education shall designate 1 employee to act with the Finance Director of the Town to maximize economies of purchasing in all areas practicable. The Finance Director, as Purchasing Authority, shall establish standards for purchasing, subject to approval of the Board of Selectmen and the Board of Education on annual basis, which shall provide in part for sharing of purchases between the Town and the Board of Education and shall provide a policy of competitive bidding where appropriate."

The Charter gives the Board of Education the independent right to approve standards for purchasing in the same manner that the Board of Selectmen has the right to approve such standards on an annual basis.

The proposed competitive bidding ordinance does not and should not apply to the Board of Education, given its statutory independence and authority to

expend its appropriation in its discretion, as quoted above. The proposed bidding ordinance provides that the RTM must approve purchases under certain circumstances. While the RTM has the right to make decisions about Town purchases, it does not have the right to control the expenditures by the Board of Education, as set forth in the statute above. Accordingly, the Board of Education should not be considered a "Town agency" for purposes of the competitive bidding ordinance.

The statutory independence of the Board of Education in such matters is evident in the other related Charter provision. Section C-12-4, Purchasing, provides:

"The Finance Director shall be the purchasing authority of the Town and shall supervise the manner of purchasing. No officer or employee of the Town shall make any purchase or any contract for service until the Finance Director has certified that there is a sufficient unexpended and unencumbered balance of the appropriation and appropriation item against which the expense is to be charged and that the purchase is consistent with the standards of purchasing provided in Section C7-3."

Significantly, this section of the Charter refers exclusively to the Town. Given the Board's statutory independence in expending its appropriation as well as the fact that this Charter provision makes no specific reference to the Board of Education (in contrast to Section C7-3), one must infer that this Charter provision regulates Town affairs, not those of the Board of Education.

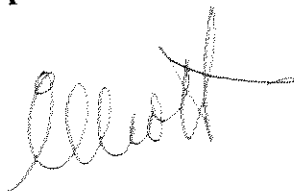
3. The Board of Education has an independent interest in establishing Purchasing Procedures

Both the Board of Education and the Town share a common interest in having procedures that guard against waste and promote cost-effective purchasing. Given its statutory independence in such matters, the Board will take these actions by the Town under advisement and decide whether and to what extent it should adopt similar procedures.

Based upon the legal opinion received, I request the Board of Education to authorize the Superintendent of Schools to speak before the RTM in opposition to any language in this ordinance that infers its applicability to Board of Education operations so as to offset misinterpretations of the ordinance in the event it is approved by the RTM.

**ADMINISTRATIVE RECOMMENDATION**

**Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education authorizes the Superintendent of Schools to speak to the RTM in opposition to any language in this ordinance that infers its applicability to Board of Education operations so as to offset misinterpretations of the ordinance in the event it is approved by the RTM.**

A handwritten signature in black ink, appearing to be "E. West", is written over the bottom right portion of the text.

## PROPOSED COMPETITIVE BIDDING ORDINANCE

The proposed ordinance shall state as follows:

### I. Methods of Selection

The Town of Westport shall adhere to a Competitive Procurement Process for Town contracts as set forth and defined below:

#### A. Competitive Procurement defined:

Also known as: Request for Proposals, RFP, RFP procurement, RFP process, RFP solicitation, competitive solicitation, competitive negotiation.

In general terms, a “competitive procurement” is the purchase or acquisition of services by a Town agency, department or commission (hereafter collectively referred to as agency”) through an open and fair process, where all responsible sources have an equal opportunity to pursue, and possibly win, a contract to provide the Town with the desired goods or services. As defined here, the term “competitive procurement” refers to a specific type of acquisition method – namely, one involving a solicitation document called a Request for Proposals (RFP). Using an RFP, a Town agency publicly communicates (to the market) information about what the agency wishes to procure. Interested parties submit written proposals in response to the agency’s solicitation. The submitted proposals are evaluated and rated according to an agency’s predetermined criteria. The agency selects the proposal that best meets the interests of the Town and offers the selected proposer an opportunity to negotiate a contract. The resulting contract must not differ substantially from the agency’s original requirements, as presented in the RFP. The competitive procurement process is designed to foster an impartial and comprehensive evaluation of multiple proposals, leading to the selection of the most responsible proposer who can provide the best value to the Town. This procurement method also eliminates improprieties, favoritism, and unethical practices – or the appearance of such – in the Town’s contracting processes. No RFP shall specify or contain any feature that discriminates, directly or indirectly, against any prospective proposer.

#### IMPORTANT NOTE

A town agency must conduct an RFP process to select a contractor when the anticipated cost or term of a future contract exceeds \$20,000 or exceeds one year. An agency may obtain a waiver from this requirement by submitting a request to the RTM. For more information, see Sections II.B.3. and IV.D.2 of Exhibit A.

#### B. Non-Competitive Procurement

Also known as: sole source selection, single source selection

A procurement is considered “non-competitive” when a Town agency purchases or acquires services by means of: (1) a “sole source” selection, (2) an RFP process that results in the submission of fewer than three acceptable proposals and the future contract is greater than \$20,000, or (3) a program waiver is approved by the RTM.

##### 1. Sole Source

When an agency solicits and negotiates with only one potential contractor, the acquisition method is called a "sole source" procurement. The sole source method is discouraged in favor of competitive procurement, although it is permissible under certain, limited, and well-defined circumstances.

When an agency wishes to make a sole source procurement and the anticipated cost or term of the contract exceeds \$20,000 or exceeds one year, the agency must request a waiver from competitive solicitation and obtain approval from RTM before discussions are held with any potential contractor. In other words, an agency must not begin the sole source procurement process before receiving prior approval from RTM.

Waiver requests to make a sole source procurement should be submitted to RTM as soon as possible, but generally no later than 4 months prior to the anticipated start date of the contract. Submission of the request less than 4 months prior to the anticipated contract start date may be a basis for denial of the request or approval of a shorter-term contract than requested.

Sole source procurements that may qualify for a waiver from RTM include, but are not limited, to:

- services for which the cost to the Town of a competitive procurement process outweighs the benefits of such a process, as documented by the Town agency. NOTE: If the contract cost exceeds \$100,000, detailed justification for citing this reason must be included when submitting the waiver request to RTM.
- services provided by a contractor having special capability or unique experience. NOTE: By use of this category an agency is certifying that competitive procurement would likely result in fewer than 3 qualified proposals;
- services provided by a contractor having proprietary services, or patent rights;
- services provided by a contractor specified through an act of the Connecticut General Assembly;
- emergency services, especially those involving public safety concerns, when time is of the essence for the procurement.

## 2 . Fewer Than Three Proposals

A "non-competitive procurement" may also occur when an agency conducts an RFP process and receives fewer than three acceptable proposals in response. The receipt of three acceptable proposals is considered the minimum threshold for a "competitive" procurement. When an agency receives only one or two acceptable proposals and wishes to make a selection, the agency must submit a request to RTM for approval before selecting the future contractor. (For more information, see Section IV.D.1. of Ex. A)

## III . ETHICAL CONDUCT

Each agency is responsible for informing its employees about the Town's business.

### A . STATEMENT OF FINANCIAL INTERESTS

Any public official or Town employee having responsibility for the review, award, or monitoring of Town contracts must file a Statement of Financial Interests form.

#### B. ETHICS AND CONFIDENTIALITY AGREEMENTS

Agency employees must not participate in an RFP process if they have any interest that substantially conflicts with the proper discharge of their duties in the public interest. At the start of the agency's RFP process, all participants must sign an ethics and confidentiality agreement. Any other agency employee who is privy to confidential information pertaining to the RFP must also sign an agreement. In the event that an outside individual participates in writing the RFP, writing the evaluation plan, or evaluating proposals, such an individual must also sign an ethics and confidentiality agreement. In signing the agreement, participants in the RFP process attest that they will abide by the standards of conduct set forth in the Town's Code of Ethics and further attest that they do not have a conflict of interest with the proper discharge of their duties. The agreements must be reviewed and endorsed by the participants once the identities of the proposers are known (after opening the submitted proposals). A sample ethics and confidentiality agreement is available at:

[http://www.ct.gov/opm/fin/ethics\\_confidentiality](http://www.ct.gov/opm/fin/ethics_confidentiality). The sample agreement may be modified to meet an agency's requirements.

Before the successful bidder is chosen, no additional information or advantage can be provided by any agency or agency employee to any potential competitive bidder regarding the terms of the bid before or during the bidding process.

#### C. TO WAIVE RFP PROCESS

An agency may not wish to conduct a competitive procurement and, instead, may wish to negotiate with a single contractor ("sole source") to make a purchase. In such situations, an agency must submit a request to RTM to waive the competitive procurement requirement when: (1) the anticipated cost of the future contract is greater than \$20,000 and the anticipated term is one year or less, or (2) the anticipated term of the future contract is more than one year. Prior approval must be obtained before discussions are held with any potential contractor.

To apply for approval for a sole source procurement, an agency must submit a request for Waiver from Competitive Solicitation to RTM. The waiver request should be submitted to RTM at least one month before the anticipated start date of the contract.

Any reason given as justification for the sole source procurement must be explained in detail. Along with the justification, an agency must explain the process used to determine the rate that the potential contractor will be paid. If the RTM approves the waiver request, an agency may go forward with the sole source procurement. If the request is denied, an agency must not proceed further. In the case of emergency services, an agency may ask for an expedited decision on the waiver request.