

WESTPORT BOARD OF EDUCATION**AGENDA** *

(Agenda Subject to Modification in Accordance with Law)

SPECIAL NOTICE ABOUT PROCEDURES FOR THIS ELECTRONIC MEETING:

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

PUBLIC SESSION//PLEDGE OF ALLEGIANCE

7:00 p.m., Held Remotely Via Zoom Pursuant to Executive Order 7B

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION**PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS (15 MINUTES)****MINUTES:** April 13 and 20, 2020, *pages 1-4***DISCUSSION**

- | | | |
|--|---------|---------------------------------------|
| 1. Update from the Coleytown Middle School Building Committee | | Mr. Don O'Day |
| 2. Changes to 5th Grade Math Leveling, <i>pages 5-27</i> | (Encl.) | Dr. Anthony Buono
Ms. Ali Moran |
| 3. Quarterly Financial Report: July 1, 2019 - March 31, 2020, and Potential Savings Due to School Closures, <i>pages 28-31</i> | (Encl.) | Mr. Elio Longo |
| 4. Update from the Board of Education Teaching and Learning Committee | | Ms. Jeannie Smith
Ms. Youn Su Chao |
| 5. Planning for the Reopening of School | | Ms. Candice Savin |

DISCUSSION/ACTION

- | | | |
|--|---------|------------------|
| 1. Second Reading of the Following Policies and Regulations: | (Encl.) | Ms. Karen Kleine |
| <ul style="list-style-type: none"> • Policy 6146 Graduation Requirements (revised), <i>pages 32-43</i> • Policy 5145.14, On-Campus Recruitment (revised), <i>pages 44-45</i> • Policy 4112.6, Personnel Records (new), <i>pages 46-47</i> • Policy 4116, Probationary/Tenure Status (revised), <i>pages 48-49</i> • Regulation 4118.7, Study/Use of Religious Symbols, Music and Decorations, etc. (revised), <i>pages 50-52</i> • Policy 4118.121 Freedom of Speech (new), <i>page 53</i> • Policy 4117.6, Evaluation – Coaches (revised), <i>pages 54-56</i> • Policy 5112.4 Disenrollment/Enrollment (new), <i>pages 57-58</i> • Policy 5141.6 Crisis Management (new), <i>pages 59-60</i> | | |

ADJOURNMENT

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

PUBLIC PARTICIPATION WELCOME USING THE FOLLOWING GUIDELINES:

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

WESTPORT BOARD OF EDUCATION

Board Members Present:

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

Administrators Present:

David Abbey Interim Superintendent
Anthony Buono Asst. Superintendent, Teaching and Learning
Elio Longo Chief Financial Officer
John Bayers Director of Human Resources and General Admin.
Ann Leffert Interim Assistant Superintendent, Pupil Services

Administrators Absent:

Tina Mannarino, Assistant Superintendent, Pupil Personnel Services

PUBLIC CALL TO ORDER: 7:00 p.m.

Held Remotely Pursuant to Executive Order 7B,
via Zoom and Google Docs

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

SUSPENSION OF PART 3 OF BOARD BYLAW 9324

Be it resolved, that the Board of Education suspends for the duration of the period in which the Board continues to meet remotely as permitted by Executive Order 7B, to enable implementation of appropriate procedures for welcoming public comment during regular Board meetings that are held remotely, Part 3, "Public Address," of Board Bylaw 9324.

Be it further resolved, that the Board of Education authorizes the Interim Superintendent of Schools to adopt appropriate procedures for welcoming public comment during regular Board meetings that are held remotely, which procedures were previously implemented during remote special meetings.

MOTION: Karen Kleine
SECOND: Jeannie Smith
RESULT: Passed Unanimously
VOTE: 7-0

PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS

MINUTES: April 2, 2020

Elaine Whitney moved to approve the minutes of April 2, 2020; seconded by Jeannie Smith and passed unanimously.

DISCUSSION

Update from the Coleytown Middle School Building Committee

Administrative Update on Scenario and Contingency Planning for Opening of CMS

DISCUSSION/ACTION

Discussion of FY 2020 - FY 2021 Education Budget in Light of Vote by Board of Finance to Reduce Overall Budget by \$1,327,000 and a Possible Vote to Request Restoration from the BoF

Be it resolved, that the Board of Education elects to not request a restoration to the Board of Education budget for FY 2020 - FY 2021.

MOTION: Elaine Whitney
SECOND: Jeannie Smith
RESULT: Passed Unanimously
VOTE: 7-0

DISCUSSION

Health and Medical Insurance Revenue and Expenses FY20 as of March 31, 2020

Before School Program Update for 2020-2021 School Year

Update on District Grading Practices

At 10:56 p.m., Candice Savin moved to continue with the final agenda item, as it was after 10:30 p.m.; seconded by Jeannie Smith and passed 6-1 (Karen Kleine opposing).

DISCUSSION/ACTION

Request from a Member of the Public for the Board of Education to Place an Item on a Future Agenda

Be it resolved, that the Board of Education chooses to place on a future agenda an item on the change to school start times for the FY 2020 - FY 2021 school year, said agenda item added at the request of a member of the public.

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

ADJOURNMENT: Jeannie Smith moved to adjourn at 11:22 p.m.; seconded by Vik Muktavaram and passed unanimously.

Respectfully submitted,

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

**WESTPORT BOARD OF EDUCATION
SPECIAL MEETING**

Board Members Present:

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

Administrators Present:

None (see note below)

Note: At the Board’s request, Thomas Scarice, Superintendent-Elect, participated with the Board in this discussion. Tom Mooney and Jessica Richman Smith of Shipman & Goodwin also participated.

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PUBLIC CALL TO ORDER: 7:03 p.m.

Held Remotely Pursuant to Executive Order 7B,
via Zoom

DISCUSSION

Roles and Responsibilities of the Board and the Superintendent

ADJOURNMENT: Candice Savin moved to adjourn at 8:36 p.m.; seconded by Vik Muktavaram and passed unanimously.

Respectfully submitted,

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



Grade 5 Grouping Practices in Westport

Presentation to the Board of Education
April 27, 2020

Overview

- Review current grouping practices in mathematics
- Proposed changes to grade five
- Research and Data to support change
- Discussion / Questions



Math Grouping Practices

Current grouping practices in Westport Elementary Schools



K-4 Grouping Practices

- Students taught in “homerooms” with mixed ability levels
- Teachers differentiate to meet individual needs
- Small groups or individual conferences can happen throughout the day
- Math is easily integrated throughout the day

Grade 5 Grouping Practices

- Students grouped into Math 5 or Math 5+ classes based on past performance
- Groups are formed across the grade level
- Groups are mostly fixed, although some students move

Proposed Changes

*Recommendations from
Westport's K-5
Educators*



Eliminate Grade 5 Leveling

- Embrace a Growth Mindset:

All students can achieve at high levels

- Follow Current Research:

Leveling can be a barrier to student growth

- Data Driven Decision-Making:

District data supports national research

5th Grade Math 2020-2021

- Continued use of support staff to provide additional instruction and enrichment
- Use of “low-floor, high-ceiling” anchor tasks
- Use of small group instruction and differentiation
- New curriculum with improved resources for students in need of more challenging work

Planning for Transition

- Met with 5th grade teams to gather teacher feedback
- Provided PD focused on differentiation
- Explored flexible grouping across classrooms
- Provided “homeroom” math experiences
- New and improved Singapore Math curriculum with rollout of *think!* Mathematics

The Research

*International research
on leveling and fixed
ability grouping*



Impact on Mindset and Performance

- Sends the message that some students are “good at math” while others are not
- Students who have a fixed mindset are less likely to persevere when math is challenging
- High achieving students with a fixed mindset tend to avoid challenges down the road

Mixed Ability Grouping

Benefits students of *all* performance levels.

- Access to low floor-high ceiling tasks
- Access to additional practice, review, and enrichment
- Access to greater range of strategies and perspectives

Benefits for High Achieving Students

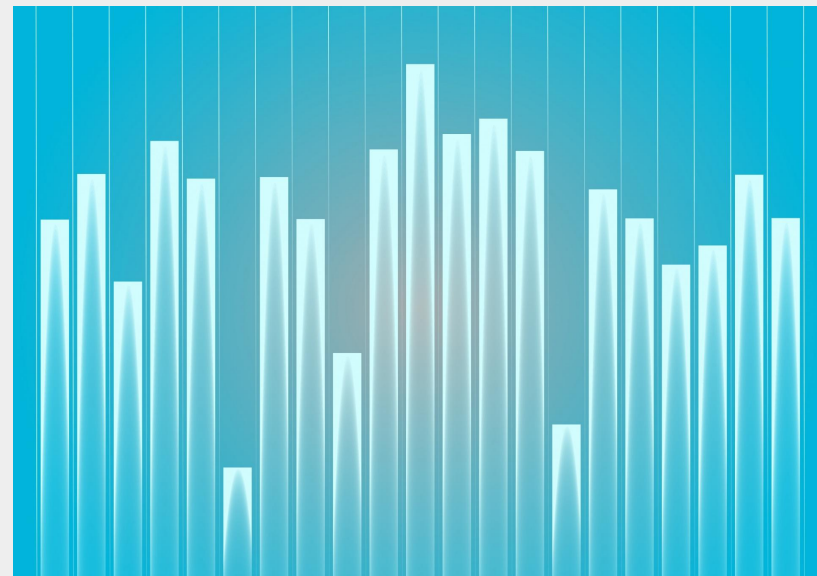
- Work is extendable to higher levels
- More opportunities to explore concepts in depth
- More opportunities to explain work to others
- Exposure to greater range of strategies

Conclusions from Research

“...when students are taught in heterogeneous groups, with accompanying good teaching practices, they achieve at higher levels (Boaler, 2009; Cohen & Lotan, 2014 as cited in Boaler & Foster).”

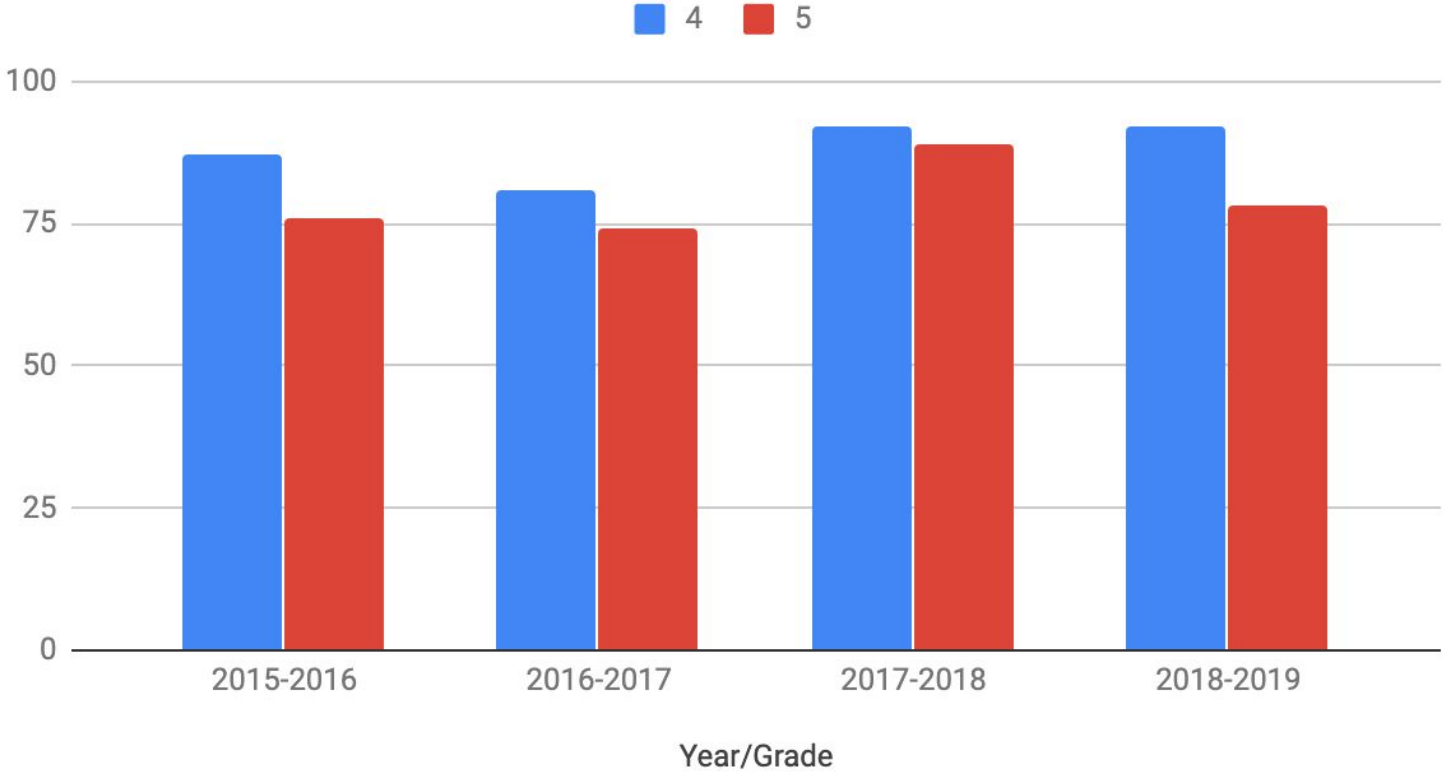
Westport Data

How do our grade 5 students perform in our current structure?



Growth by Smarter Balanced Assessments

Average Percent of Growth Target Achieved by Grade



SBA Growth of Level 4 Students

Level 4 Students: Average Percent of Growth Target Achieved



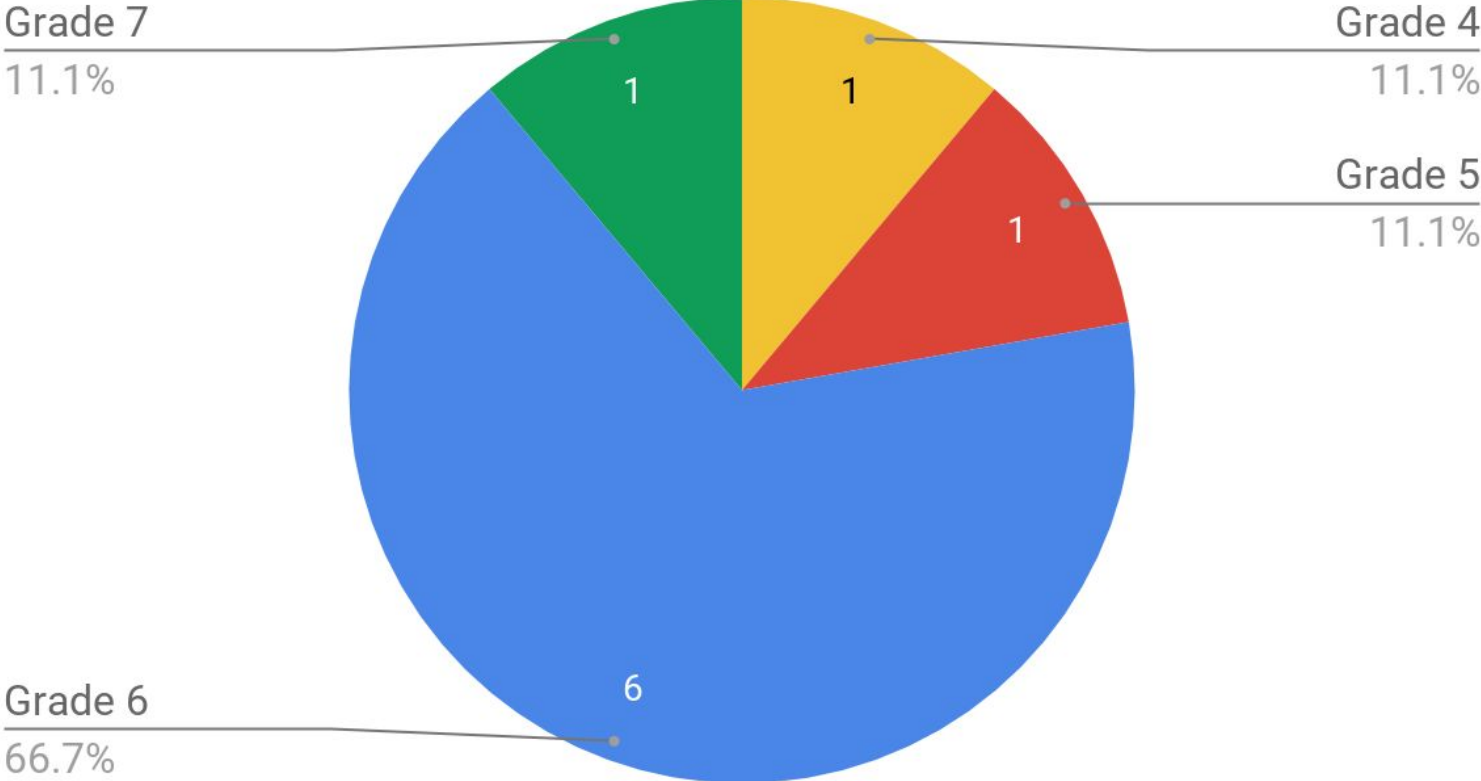
Additional Considerations

*County trends and
elementary constraints*



Surrounding Districts

Onset of Leveling



Constraints of Elementary Staffing

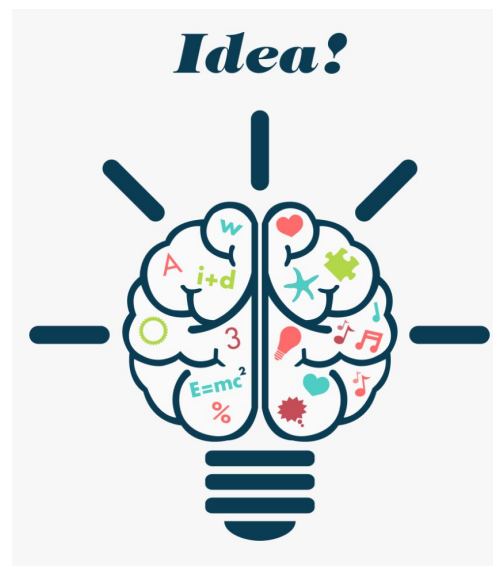
- Enrollment and sections vary by school each year
- A data driven process: criteria for 5+ is consistent across schools, regardless of the number of sections
- Result can be unbalanced class sizes

Impact on Instructional Time

- Fixed schedule makes “making up” missed lessons challenging
- Transition time to and from math class
- Limited “flex” time to check in with math students about homework, classwork, additional practice or enrichment

Remove Barriers to Student Growth

All students can learn math at high levels and therefore all students must have access to rigorous curriculum.



Questions



WESTPORT PUBLIC SCHOOLS
Quarterly Financial Report - 3Q
March 31, 2020
Theoretical Expenditure Rate: 75%

2016-2017 Year-End Expense	2017-2018 Year-End Expense	2018-2019 Year-End Expense	Object Code	Descriptions	2019-2020 ADOPTED BUDGET	2019-2020 ADJUSTED BUDGET	BUDGET ADJUSTMENT	2019-2020 ENCUMBERED TO DATE	2019-2020 EXPENDED TO DATE	YTD %	ESTIMATED ADJUSTMENTS	PROJECTED TO EOY	BALANCE AVAILABLE	Balance Available %
5,357,442	5,317,348	5,403,166	100	Certified Administrators	5,223,447	5,223,447	-	1,307,470	4,002,343	77%	-	5,309,813	(86,366)	-1.7%
1,769,108	1,875,276	2,076,448	101	Directors	2,261,191	2,274,475	13,284	491,172	1,561,372	69%	-	2,052,544	221,931	9.8%
22,408,703	22,846,979	23,188,723	102	Reg Ed Teachers	23,143,153	23,143,153	-	6,829,327	16,333,354	71%	-	23,162,681	(19,528)	-0.1%
11,649,873	11,628,676	11,778,849	103	Special Area Teachers	12,215,141	12,215,141	-	3,505,641	8,349,829	68%	-	11,855,470	359,671	2.9%
4,189,360	4,293,239	4,246,724	104	Support Teachers	4,191,210	4,191,210	-	1,333,809	3,110,394	74%	-	4,444,203	(252,993)	-6.0%
138,704	79,535	104,021	105	Curr/Instr Resource	95,927	95,927	-	32,248	78,948	82%	-	111,196	(15,269)	-15.9%
916,666	910,798	930,297	107	Library/Media Teachers	884,495	884,495	-	237,372	567,145	64%	-	804,517	79,978	9.0%
1,455,550	1,463,683	1,500,395	108	Guidance	1,542,499	1,529,215	(13,284)	406,190	1,047,260	68%	-	1,453,450	75,765	5.0%
4,549,144	4,554,832	4,695,295	109	Special Ed Teachers	4,875,116	4,875,116	-	1,440,660	3,492,141	72%	-	4,932,801	(57,685)	-1.2%
1,618,793	1,613,902	1,614,249	110	Psychologists	1,829,597	1,829,597	-	485,544	1,204,340	66%	-	1,689,884	139,713	7.6%
255,882	226,362	237,067	113	Social Workers	256,126	256,126	-	98,294	225,536	88%	-	323,830	(67,704)	-26.4%
1,342,906	1,307,615	1,412,585	114	Speech/Hearing Therapists	1,457,417	1,454,367	(3,050)	390,313	987,434	68%	-	1,377,747	76,620	5.3%
116,329	143,903	115,609	115	Staff Dev/Leadership	103,474	103,474	-	31,243	75,189	73%	-	106,432	(2,958)	-2.9%
666,363	661,124	686,315	116	Extra-Curricular	700,214	700,214	-	-	322,442	46%	377,772	700,214	-	0.0%
569,512	612,237	629,105	118	Coaches-Intrmr/Intrschlstic	644,817	644,817	-	-	403,599	63%	241,218	644,817	-	0.0%
129,218	112,507	122,098	119	Curriculum Work/Other	125,000	125,000	-	-	73,431	59%	25,000	98,431	26,569	21.3%
\$ 57,133,554	\$ 57,648,017	\$ 58,740,945		Sub-Total Certified Salaries	\$ 59,548,824	\$ 59,545,774	\$ (3,050)	\$ 16,589,283	\$ 41,834,757		\$ 643,990	\$ 59,068,030	477,744	0.8%
100.0%	0.9%	1.9%			1.4%	1.4%		27.9%	70.3%		1.1%	99.2%	0.8%	
1,277,138	1,254,533	1,254,230	120	Support Supervisors	1,365,368	1,365,368	-	272,528	980,284	72%	-	1,252,812	112,556	8.2%
2,537,172	2,535,495	2,514,948	121	Secretaries	2,650,823	2,650,823	-	583,833	1,924,891	73%	-	2,508,724	142,099	5.4%
1,847,587	1,789,074	1,859,305	122	Paraprofessionals	1,864,280	1,864,280	-	462,249	1,268,580	68%	60,403	1,791,232	73,048	3.9%
2,707,700	2,750,902	2,952,375	123	Sped Paraprofessionals	3,056,506	3,059,556	3,050	825,631	2,418,523	79%	99,130	3,343,284	(283,728)	-9.3%
2,748,852	2,687,981	2,670,997	124	Custodians	2,665,156	2,665,156	-	640,642	2,069,351	78%	(204,999)	2,504,994	160,162	6.0%
529,560	594,233	615,592	125	Maintainers	626,494	626,494	-	147,361	457,151	73%	-	604,512	21,982	3.5%
910,681	893,629	899,444	126	Nurses	928,486	928,486	-	252,323	637,185	69%	-	889,508	38,978	4.2%
253,524	260,967	244,894	127	Nurses Aides	239,662	239,662	-	76,003	163,768	68%	-	239,771	(109)	0.0%
571,660	566,911	565,164	128	Technology Assistants	606,095	606,095	-	140,097	462,623	76%	-	602,720	3,375	0.6%
293,164	296,453	308,685	129	Security Aides	345,930	345,930	-	88,773	255,627	74%	-	344,400	1,530	0.4%
241,574	246,584	267,840	130	Bus Monitors	250,513	250,513	-	-	167,206	67%	83,307	250,513	-	0.0%
245,277	240,183	240,703	131	Athletics	233,967	233,967	-	57,712	175,466	75%	-	233,178	789	0.3%
142,160	145,777	138,945	133	Other	149,887	149,887	-	30,506	102,428	68%	4,856	137,790	12,097	8.1%
594,923	612,129	679,019	135	Occupational Therapists	694,267	694,267	-	181,069	558,052	80%	-	739,121	(44,854)	-6.5%
176,085	180,001	182,087	136	Physical Therapists	187,213	187,213	-	50,357	134,696	72%	-	185,053	2,160	1.2%
21,993	22,071	21,992	140	Adult Ed Mandated	25,000	25,000	-	-	21,375	86%	-	21,375	3,625	14.5%
\$ 15,099,052	\$ 15,076,923	\$ 15,416,219		Sub-Total Non-Certified Salaries	\$ 15,889,646	\$ 15,892,696	\$ 3,050	\$ 3,809,084	\$ 11,797,206		\$ 42,696	\$ 15,648,986	243,710	1.5%
100.0%	-0.1%	2.3%			3.1%	3.1%		24.0%	74.2%		0.3%	98.5%	1.5%	
171,210	266,732	292,731	150	Perm Cert Subs	455,600	455,600	-	187,200	142,368	31%	-	329,568	126,032	27.7%
199,407	174,810	151,712	151	Daily Cert Subs	177,400	177,400	-	28,468	103,345	58%	-	131,813	45,587	25.7%
36,834	35,945	36,150	152	Staff Training Cert Subs	45,000	45,000	-	-	23,050	51%	-	23,050	21,950	48.8%

WESTPORT PUBLIC SCHOOLS
Quarterly Financial Report - 3Q
March 31, 2020

Theoretical Expenditure Rate: 75%

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50,361	55,757	56,600	153	PPT Cert Subs	55,000	55,000	-	-	26,638	48%		26,638	28,362	51.6%
711,789	854,334	782,155	154	Long Term Subs	775,000	775,000	-	150,861	618,120	80%	6,019	775,000	-	0.0%
267,253	245,870	276,387	155	Non-Cert Subs	245,000	245,000	-	70,957	141,236	58%	-	212,193	32,807	13.4%
473,855	480,645	633,328	156	Overtime	455,000	455,000	-	-	518,725	114%	50,000	568,725	(113,725)	-25.0%
\$ 1,910,709	\$ 2,114,093	\$ 2,229,063		Sub-Total Other Salaries	\$ 2,208,000	\$ 2,208,000	\$ -	\$ 437,486	\$ 1,573,482		\$ 56,019	\$ 2,066,987	141,013	6.4%
100.0%	10.6%	5.4%			-0.9%	-0.9%		19.8%	71.3%		2.5%	93.6%	6.4%	
\$ 74,143,314	\$ 74,839,033	\$ 76,386,228		TOTAL SALARIES	\$ 77,646,470	\$ 77,646,470	\$ -	\$ 20,835,853	\$ 55,205,445		\$ 742,705	\$ 76,784,003	862,467	1.1%
100.0%	0.9%	2.1%			1.6%	1.6%		26.8%	71.1%		1.0%	98.9%	1.1%	
12,956,551	14,145,247	15,415,241	210	Health Insurance	15,371,307	15,371,307	-	2,997,721	13,140,826	85%	(732,738)	15,405,809	(34,502)	-0.2%
317,898	336,046	341,468	211	Group Life Insurance	339,742	339,742	-	46,381	297,861	88%	-	344,242	(4,500)	-1.3%
43,345	45,730	44,556	212	Teacher Child Care (WEA)	43,000	43,000	-	-	31,500	73%	11,500	43,000	-	0.0%
42,040	42,335	30,602	213	Health Insurance Waiver	32,000	32,000	-	3,000	14,552	45%	15,000	32,552	(552)	-1.7%
2,016,354	2,081,337	2,173,235	220	FICA/Medicare	2,264,214	2,264,214	-	559,084	1,546,644	68%	40,000	2,145,728	118,486	5.2%
28,634	20,316	18,736	240	Course Reimbursement	50,000	50,000	-	615	16,162	32%	9,000	25,777	24,223	48.4%
24,449	42,623	38,764	250	Unemployment Compensation	50,000	50,000	-	27,843	25,064	50%	-	52,907	(2,907)	-5.8%
547,396	444,343	374,654	260	Workers Compensation	415,712	415,712	-	12,000	356,687	86%	47,025	415,712	-	0.0%
35,020	36,697	35,703	287	Uniform Allowance	45,000	45,000	-	1,237	32,618	72%	3,000	36,855	8,145	18.1%
21,923	35,165	34,543	290	Other Employee Benefits	40,000	40,000	-	4,266	32,748	82%	1,000	38,014	1,986	5.0%
\$ 16,033,609	\$ 17,229,838	\$ 18,507,501		TOTAL BENEFITS	\$ 18,650,975	\$ 18,650,975	\$ -	\$ 3,652,147	\$ 15,494,662		\$ (606,213)	\$ 18,540,596	110,378	0.6%
100.0%	7.5%	7.4%			0.8%	0.8%		19.6%	83.1%		-3.3%	99.4%	0.6%	
121,001	71,652	103,391	320	HomeBound	80,000	80,000	-	-	57,903	72%	30,000	87,903	(7,903)	-9.9%
20,178	6,188	6,809	321	Gifted Activities	25,000	25,000	-	357	7,906	32%	6,000	14,263	10,737	42.9%
68,700	-	-	322	Educational Interns	-	-	-	-	-	0%	-	-	-	0.0%
437,591	622,986	438,823	323	Instr Program Improvements	452,680	470,944	18,264	124,296	213,052	45%	73,596	410,944	60,000	12.7%
11,092	6,827	12,350	324	Pupil Services	11,000	11,000	-	2,227	5,421	49%	3,352	11,000	-	0.0%
196,439	239,971	260,020	325	PPT Consultations	274,700	274,700	-	18,841	229,061	83%	26,798	274,700	-	0.0%
102,500	128,481	117,292	327	Student Evaluations-Outside	135,000	116,995	(18,005)	39,641	24,218	21%	25,000	88,859	28,136	24.0%
26,839	19,176	19,345	328	Medical Advisors	25,000	25,000	-	4,000	4,000	16%	6,000	14,000	11,000	44.0%
329,599	516,831	674,702	330	Other Prof/Tech Services	522,390	522,131	(259)	134,420	391,811	75%	(60,000)	466,231	55,900	10.7%
371,748	373,441	501,302	331	Legal/Negotiations	414,000	414,000	-	101,515	420,142	101%	30,000	551,657	(137,657)	-33.3%
\$ 1,685,687	\$ 1,985,555	\$ 2,134,035		TOTAL PURCHASED SERVICES	\$ 1,939,770	\$ 1,939,770	\$ -	\$ 425,297	\$ 1,353,514		\$ 140,746	\$ 1,919,557	20,213	1.0%
100.0%	17.8%	7.5%			-9.1%	-9.1%		21.9%	69.8%		7.3%	99.0%	1.0%	
90,839	97,395	94,450	411	Water/Sewer	93,801	93,801	-	23,767	70,483	75%	-	94,250	(449)	-0.5%
1,971,458	1,702,294	1,839,161	413	Electricity	1,920,583	1,920,583	-	392,439	1,070,766	56%	694,037	2,157,242	(236,659)	-12.3%
745,332	933,868	866,075	414	Natural Gas	869,400	869,400	-	295,613	569,151	65%	(24,669)	840,095	29,305	3.4%
13,196	14,374	14,094	415	Heating Oil	14,500	14,500	-	4,401	9,699	67%	-	14,100	400	2.8%
557,524	529,616	519,970	421	Contracted Maintenance	607,605	584,717	(22,888)	132,519	433,007	74%	19,191	584,717	-	0.0%

WESTPORT PUBLIC SCHOOLS
Quarterly Financial Report - 3Q
March 31, 2020

Theoretical Expenditure Rate: 75%

2016-2017 Year-End Expense	2017-2018 Year-End Expense	2018-2019 Year-End Expense	Object Code	Descriptions	2019-2020 ADOPTED BUDGET	2019-2020 ADJUSTED BUDGET	BUDGET ADJUSTMENT	2019-2020 ENCUMBERED TO DATE	2019-2020 EXPENDED TO DATE	YTD %	ESTIMATED ADJUSTMENTS	PROJECTED TO EOY	BALANCE AVAILABLE	Balance Available %
544,024	799,952	825,625	431	Building Maintenance	420,178	526,130	105,952	89,776	478,756	91%	(42,402)	526,130	-	0.0%
315,436	260,050	226,030	432	Grounds Maintenance	284,887	248,710	(36,177)	37,613	163,564	66%	47,533	248,710	-	0.0%
87,353	99,235	68,637	433	Repair Equip (Instructional)	106,475	107,318	843	12,732	54,406	51%	20,000	87,138	20,180	18.8%
35,536	69,974	127,507	434	Repair Equip (Non-Instructional)	71,500	60,342	(11,158)	386	38,292	63%	10,000	48,678	11,664	19.3%
314,886	352,420	130,679	435	Building Projects	289,461	310,526	21,065	82,658	149,370	48%	78,498	310,526	-	0.0%
228,432	299,055	6,988	436	Grounds Projects	104,000	81,000	(23,000)	2,650	20,912	26%	57,438	81,000	-	0.0%
626,838	205,670	142,110	437	Restore/Prevent Maintenance	370,000	366,875	(3,125)	84,550	166,365	45%	115,960	366,875	-	0.0%
161,462	171,410	169,701	440	Equip Rentals & Copiers	169,539	169,539	-	50,086	119,319	70%	-	169,405	134	0.1%
44,164	45,684	47,283	441	Building Rental	48,928	48,939	11	8,276	40,663	83%	-	48,939	-	0.0%
6,535	8,238	10,558	450	Gas/Travel Maintenance	9,000	9,000	-	6,430	2,570	29%	-	9,000	-	0.0%
194,453	194,871	149,226	451	Custodial Supplies	260,000	241,549	(18,451)	64,000	171,559	71%	5,990	241,549	-	0.0%
267,611	186,451	252,835	452	Maintenance Supplies	251,823	251,812	(11)	400	199,396	79%	52,016	251,812	-	0.0%
102,515	106,362	83,746	490	School Security	152,000	138,624	(13,376)	5,000	75,949	55%	57,675	138,624	-	0.0%
\$ 6,307,594	\$ 6,076,919	\$ 5,574,675		TOTAL PROPERTY SERVICES	\$ 6,043,680	\$ 6,043,365	\$ (315)	\$ 1,293,296.00	\$ 3,834,227		\$ 1,091,267	\$ 6,218,790	(175,425)	-2.9%
100.0%	-3.7%	-8.3%			8.4%	8.4%		21.4%	63.4%		18.1%	102.9%	-2.9%	
3,584,711	3,837,571	3,651,000	510	Transportation - Regular	3,886,350	3,886,350	-	66,081	3,858,282	99%	(125,000)	3,799,363	86,987	2.2%
788,293	924,562	925,593	511	Trans-Spec Ed-Internal	996,783	996,783	-	31,753	966,431	97%	-	998,184	(1,401)	-0.1%
182,149	106,736	69,406	512	Trans-Spec Ed-Public	158,267	158,267	-	3,400	22,301	14%	132,566	158,267	-	0.0%
352,591	304,891	405,562	513	Trans-Spec Ed-Private	304,479	304,479	-	238,337	402,529	132%	-	640,866	(336,387)	-110.5%
37,539	39,629	44,512	516	Trans-Field Trips	63,304	63,474	170	16,028	18,400	29%	-	34,428	29,046	45.8%
157,350	220,077	228,674	517	Gasoline-Buses	262,625	262,625	-	16,988	125,394	48%	75,243	217,625	45,000	17.1%
146,958	162,255	171,541	520	Property Insurance	181,322	181,322	-	89,452	73,176	40%	-	162,628	18,694	10.3%
10,489	10,405	9,889	521	Flood Insurance	10,186	10,186	-	-	9,313	91%	-	9,313	873	8.6%
336,798	338,796	333,866	523	Liability Insurance	362,256	362,256	-	149,284	198,423	55%	-	347,707	14,549	4.0%
109,106	145,483	146,121	529	Athletic Insurance	150,505	150,505	-	269	125,731	84%	-	126,000	24,505	16.3%
479,644	367,000	412,424	530	Communication Systems	395,476	395,476	-	43,637	270,789	68%	81,050	395,476	-	0.0%
36,348	34,118	35,581	535	Postage	35,000	35,000	-	17,996	17,504	50%	-	35,500	(500)	-1.4%
21,307	21,497	14,629	540	Advertising	23,000	23,000	-	5,554	22,608	98%	-	28,162	(5,162)	-22.4%
25,867	27,530	22,125	550	Printing	36,540	36,590	50	6,525	16,955	46%	-	23,480	13,110	35.8%
2,003,856	2,218,944	2,385,787	560	Tuition-Public	2,081,000	2,081,000	-	1,145,620	2,311,257	111%	(1,131,040)	2,325,837	(244,837)	-11.8%
39,019	35,714	43,621	563	Tuition-Court & Agency Placed	42,860	42,860	-	-	-	0%	-	-	42,860	100.0%
571,136	633,506	675,415	567	Tuition-Litigation	600,000	600,000	-	269,631	694,864	116%	37,985	1,002,480	(402,480)	-67.1%
11,555	17,523	22,158	569	Tuition-Summer Programs	23,000	23,000	-	-	26,014	113%	-	26,014	(3,014)	-13.1%
36,871	40,323	44,328	580	Staff Travel/Mileage	71,900	71,680	(220)	11,735	24,415	34%	37,185	73,335	(1,655)	-2.3%
\$ 8,931,586	\$ 9,486,559	\$ 9,642,231		TOTAL OTHER PURCH SERVICES	\$ 9,684,853	\$ 9,684,853	\$ -	\$ 2,112,290	\$ 9,184,386		\$ (892,011)	\$ 10,404,666	(719,813)	-7.4%
100.0%	6.2%	1.6%			0.4%	0.4%		21.8%	94.8%		-9.2%	107.4%	-7.4%	
926,363	908,826	863,292	611	Supplies-Instructional	914,143	923,021	8,878	48,690	789,532	86%	42,000	880,222	42,799	4.6%
681,001	867,583	773,338	612	Software	809,672	811,672	2,000	849	762,167	94%	48,656	811,672	-	0.0%
156,539	155,616	135,374	613	Tech Supplies	151,925	151,925	-	3,056	105,065	69%	43,804	151,925	-	0.0%

WESTPORT PUBLIC SCHOOLS
Quarterly Financial Report - 3Q
March 31, 2020

Theoretical Expenditure Rate: 75%

2016-2017 Year-End Expense	2017-2018 Year-End Expense	2018-2019 Year-End Expense	Object Code	Descriptions	2019-2020 ADOPTED BUDGET	2019-2020 ADJUSTED BUDGET	BUDGET ADJUSTMENT	2019-2020 ENCUMBERED TO DATE	2019-2020 EXPENDED TO DATE	YTD %	ESTIMATED ADJUSTMENTS	PROJECTED TO EOY	BALANCE AVAILABLE	Balance Available %
37,260	39,616	40,669	615	Graduation Expenses	39,060	39,060	-	29,842	8,615	22%	-	38,457	603	1.5%
673,153	409,360	330,517	641	Textbooks	460,782	441,419	(19,363)	10,478	347,637	79%	40,000	398,115	43,304	9.8%
115,487	120,037	104,791	642	Library Books & Periodicals	99,627	102,773	3,146	16,697	83,005	81%	3,071	102,773	-	0.0%
15,750	12,559	12,075	643	A/V Materials	15,950	15,300	(650)	27	13,796	90%	1,477	15,300	-	0.0%
162,409	165,423	139,377	690	Non Instructional Supplies	183,930	189,734	5,804	30,618	121,500	64%	20,000	172,118	17,616	9.3%
19,044	19,269	18,831	691	Health Supplies	19,950	19,950	-	1,103	12,708	64%	6,139	19,950	-	0.0%
\$ 2,787,006	\$ 2,698,290	\$ 2,418,264		TOTAL SUPPLIES AND MTLs.	\$ 2,695,039	\$ 2,694,854	\$ (185)	\$ 141,360	\$ 2,244,025		\$ 205,147	\$ 2,590,532	104,322	3.9%
100.0%	-3.2%	-10.4%			11.4%	11.4%		5.2%	83.3%		7.6%	96.1%	3.9%	
85,358	40,094	38,674	731	Equip-New Instructional	29,315	26,111	(3,204)	4,219	13,461	52%	8,431	26,111	-	0.0%
9,477	123,442	45,290	732	Equip-New Non Instructional	-	500	500	-	5,251	1050%	-	5,251	(4,751)	-950.2%
69,530	110,113	42,751	733	Equip-Replace Instructional	93,751	92,562	(1,189)	310	88,999	96%	3,253	92,562	-	0.0%
20,540	39,015	2,184	734	Equip-Replace Non Instructional	-	-	-	6,725	(676)	#DIV/0!	-	6,049	(6,049)	#DIV/0!
247,426	52,546	75,017	735	Furniture	101,567	105,960	4,393	3,000	71,632	68%	15,000	89,632	16,328	15.4%
998,464	751,531	692,475	736	Tech Equip-Instructional	704,812	704,812	-	51,963	546,541	78%	106,308	704,812	-	0.0%
40,988	44,871	27,510	737	Tech Equip-Non Instructional	31,872	31,872	-	-	28,529	90%	3,343	31,872	-	0.0%
\$ 1,471,782	\$ 1,161,611	\$ 923,902		TOTAL EQUIPMENT	\$ 961,317	\$ 961,817	\$ 500	\$ 66,217	\$ 753,737		\$ 136,335	\$ 956,289	5,528	0.6%
100.0%	-21.1%	-20.5%			4.0%	4.1%		6.9%	78.4%		14.2%	99.4%	0.6%	
86,472	88,751	86,212	810	Dues & Fees	107,912	107,912	-	4,062	78,794	73%	5,000	87,856	20,056	18.6%
31,743	28,965	29,124	811	Student Act & Awards	31,598	31,598	-	8,119	10,789	34%	6,000	24,908	6,690	21.2%
412,017	380,622	401,429	812	Student Athletics	488,850	488,850	-	110,652	378,625	77%	(40,000)	449,277	39,573	8.1%
\$ 530,233	\$ 498,338	\$ 516,764		TOTAL OTHER	\$ 628,360	\$ 628,360	\$ -	\$ 122,833	\$ 468,208		\$ (29,000)	\$ 562,041	66,319	10.6%
100.0%	-6.0%	3.7%			21.6%	21.6%		19.5%	74.5%		-4.6%	89.4%	10.6%	
\$ 111,890,812	\$ 113,976,141	\$ 116,103,600		GRAND TOTAL	\$ 118,250,464	\$ 118,250,464	\$ -	\$ 28,649,293	\$ 88,538,204		\$ 788,977	\$ 117,976,474	\$ 273,990	0.2%
100.0%	1.9%	1.9%			1.8%	1.8%		24.2%	74.9%		0.7%	99.77%	0.23%	

CMSBC - reimbursements

124 - Custodians (1.0 FTE 07/01 - 03/31)	\$ 76,628
413 - Electricity (01/01 - 03/31)	\$ 15,356
414 - Natural Gas (01/01 - 03/31)	\$ 24,669
431 - Building Maintenance (industrial dehumid.)	\$ 97,148
	\$ 213,801

Instruction

Graduation Requirements

In order to satisfy the high school graduation requirements within the Westport Public Schools, a student must have satisfactorily completed his or her prescribed courses of study, demonstrated proficiency in basic skills identified by the Westport Board of Education and satisfied the legally mandated number and distribution of credits required to graduate from high school.

Required Coursework and Credits for Graduation

The Westport Board of Education conforms with state law regarding credits for graduation from high school.

Classes Graduating in 2018 to 2022

For classes graduating in 2018 to 2022, the following 25.0 credits are required:

<u>English</u>	<u>4.0</u>
<u>Mathematics</u>	<u>3.0</u>
<u>Science</u>	<u>2.0</u>
<u>Physical Education and Health</u>	<u>3.0</u>
<u>Social Studies</u>	<u>3.5</u>
<u>Arts</u>	<u>1.5</u>
<u>World Language</u>	<u>2.0</u>
<u>Electives</u>	<u>6.0</u>

Classes Graduating in 2023 and Thereafter

For classes graduating in 2023 and thereafter, the following 26.0 credits are required:

<u>Humanities</u>	<u>9.0</u>
<u>STEAM</u>	<u>9.0</u>
<u>Physical Education and Health</u>	<u>2.5</u>

World Languages 2.0

Mastery-Based Diploma Requirement 1.0

Electives 2.5

Any student who presents a certificate from a physician or advanced practice registered nurse stating that, in the opinion of the physician or advanced practice registered nurse, participation in physical education is medically contraindicated because of the physical condition of such student, shall be excused from the physical education requirement, provided the credit for physical education may be fulfilled by an elective.

Any student who is deaf or hearing impaired may be exempted from any world language graduation requirement if his or her parent or guardian requests such exemption in writing.

A credit is defined as the equivalent of one forty-minute class period for each school day of a school year. One-half credit is granted for a course with a forty-minute class period each school day for one semester or 90 days.

Only courses taken in grades nine to twelve inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education, shall satisfy the above graduation requirements, except that the Board will grant a student credit for the following:

High school graduation credit may be granted to high school students for coursework completed during the school year or summer months at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or that is regionally accredited, providing the course is pre-approved by the high school principal or his/her designee.

High school graduation credit will be granted to students upon the successful completion of online coursework in accordance with the Board's online coursework policy.

One-half credit in community service each school year which, if satisfactorily completed, shall qualify for high school graduation credit pursuant to this section, provided such community service is supervised by a certified school administrator or teacher and consists of not less than fifty hours of actual service that may be performed at times when school is not regularly in session. One-quarter credit in community service shall be awarded for 30 hours of community service. For purposes of this section, community service does not include partisan political activities. The State Board of Education shall award a community service recognition award to any student who satisfactorily completes fifty hours or more of community service in accordance with the provisions of this subsection.

Demonstration of Proficiency in Basic Skills

In addition to meeting the coursework and credit graduation requirements listed above, to graduate high school, each student must demonstrate proficiency in the basic skills.

Students may demonstrate proficiency in the basic skills described above by achieving satisfactory results on the following:

- State mandated requirements
- mastery examinations (but which cannot be the sole measure),
- standardized testing
- required grade 10 or 11 classes
- teacher review committee of student's body of work
- course requirements

Graduation During Period of Expulsion

A student may graduate during an expulsion period if the Board determines that the student has completed the necessary credits required for graduation.

Academic Advancement Program

Notwithstanding the graduation requirements in this policy, students shall be permitted to graduate from high school upon the successful completion of the academic advancement program established by the State Board of Education.

Legal References:

Public Act 17-42, An Act Concerning Revisions to the High School Graduation Requirements

Conn. Gen. Stat. § 10-5c

Conn. Gen. Stat. § 10-14n

Conn. Gen. Stat. § 10-16b

Conn. Gen. Stat. § 10-221a

Conn. Gen. Stat. § 10-223a

Overview

~~To graduate from Staples High School, a student must meet the following requirements:~~

- ~~Earn at least 25 credits distributed across certain subjects as stated in Appendix B.~~
- ~~Performance Standards~~

~~Students are required to satisfy district performance standards in the following areas as outlined in Appendix C, *Academic Expectations for Student Learning*:~~

- | | |
|---------------------------------|--|
| a) Reading* | f) Effective Speaking |
| b) Writing* | g) Effective Listening |
| e) Problem Solving* | h) Understanding Human Experience |
| d) Technology | i) Physical Health |
| e) Critical Thinking | j) Understanding Aesthetics |

~~Note: Problem solving is embedded in the mathematics and science courses, and incorporates mathematics standards and science standards.~~

~~*Directly related to CAPT Standards~~

- ~~• Attain Goal on all Sections of the Connecticut Academic Performance Test (CAPT) or master specific skills in Grades 11 and 12 courses.~~

~~See Appendix D, Support for Student Achievement and Appendix E, Alternate Route to Meeting Graduation Requirements.~~

Policy adopted: March 13, 2006
Revised:

WESTPORT PUBLIC SCHOOLS
Westport, Connecticut

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Appendix B

~~CLASS OF 2010 AND BEYOND~~

~~STAPLES HIGH SCHOOL CREDIT AND DISTRIBUTION REQUIREMENT~~

Area	# of Credits
English (1.0 each year)	4.0
Distribution: As part of the English requirement, all students must complete and pass a major research paper (usually in the junior year) in one of the following courses:	
<ul style="list-style-type: none">English IIIAP English LanguageEffective WritingResearch and Understanding Literature	
Social Studies (for classes of 2012, -2014)	3.5
Distribution:	
<ul style="list-style-type: none">Western Humanities _____ 1.0U.S. History _____ 1.0Area Studies _____ 0.5American Government _____ 0.5Additional Elective _____ 0.5	
For class of 2015 and beyond: Area studies requirement will be replaced by World Studies requirement in 11th grade.	
Mathematics	3.0
Science	2.0
World Language (Any one world language, in sequence)	2.0

Physical Education and Health	3.0
Distribution:	
• Freshman year	1.0
• Sophomore year	1.0
• Junior year	1.0
Arts	1.5
Distribution:	
(Minimum of 0.5 in fine arts and 0.5 in practical/human arts; remaining 0.5 in either area.)	
• Fine Arts: Art, Music, Theater	
• Practical Arts/Human Arts: Academic Support Classes, Advanced Journalism, Child Development, Child Study, Community Service, Computer Science, Culinary, Media, Relationships, Scientific Research, Technology Education	
Electives	6.0
TOTAL	25

Westport Board of Education: Approved March 13, 2006

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Appendix C**

ACADEMIC EXPECTATIONS: READING, WRITING & PROBLEM SOLVING

Students must demonstrate that they have achieved the following Academic Expectations:

A. Reading

Skills Required to Meet the Reading Standard

- Identify main ideas, author's purpose and intended audience
- Locate supporting details
- Evaluate authenticity and reliability of sources
- Make connections within and among texts
- Formulate questions based on the text
- Develop interpretation of the text
- Evaluate the text

B. Writing

Skills Required to Meet the Writing Standard

- Write with clarity, organization and coherence
- Write for a variety of purposes and audiences
- Write with mechanical correctness
- Develop an idea completely
- Provide sufficient supporting details
- Use clear, correct and varied sentence structure
- Make appropriate word choices

Skills must be demonstrated & Academic Expectations satisfied as follows:

- (1) **Pass Prescribed Courses**

~~During the 9th, 10th, and 11th grades, students must take and pass three English courses and two social studies courses (a Western Humanities and a U.S. History Course) which specifically require the above skills. The same courses will be used to assess the student's writing and interpretive reading skills.~~

~~All students are required to take a full year of English in grade 9 and grade 10. In each of those full year courses, students must earn a 3 or higher on a 4 point rubric on a minimum of four essays in order to pass the course. In the 11th grade, all students are required to take an English course in which they write a research paper, demonstrating the following skills, related both to reading and writing:~~

- ~~• Formulate a research question~~
- ~~• Collect and evaluate sources~~
- ~~• Use multi-media technology~~
- ~~• Read sources for main ideas and supporting details~~
- ~~• Take notes~~
- ~~• Develop a thesis~~
- ~~• Support thesis with credible evidence~~
- ~~• Synthesize information from various sources~~
- ~~• Create working draft~~

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Appendix C
(continued)

- ~~• Revise and edit document~~
- ~~• Credit sources~~

~~Students must earn a 3 or higher on a 4 point rubric on the research paper in order to pass the English course in which it is written.~~

~~(2) **In addition, students must meet the state goal in reading and writing on the Connecticut Academic Performance Test (CAPT)**~~

~~A student who does not meet the goal in the sophomore year is strongly encouraged to retake the reading and/or writing sub-test as a junior (with additional assistance provided as needed) OR pass an additional post 10th grade *prescribed* Grade 11 or 12 English course for reading and a post 10th grade *prescribed* social studies course for writing. Demonstrating mastery on the CAPT means that the student achieves the state goal in reading and writing across the disciplines on the Connecticut Academic Performance Test.~~

~~If the student fails to achieve goal on the CAPT in *reading*, the student must take a post 10th grade *prescribed* course in which the student produces two major literary analysis essays during the 11th grade or the first semester of the 12th grade. If the student fails to achieve the CAPT goal in *writing*, the student must take a post 10th grade *prescribed* course in social studies during the 11th grade or the first semester of the 12th grade and produce two persuasive essays. The required performance tasks will be measured by applying the Staples High School rubrics for reading and writing respectively. The student must achieve a 3 or higher on the respective 4 point rubric to meet this graduation requirement.~~

~~C. Problem Solving~~

~~Skills Required to Meet the Problem Solving Academic Expectation~~

- ~~• Identify and define a problem~~
- ~~• Understand the relevant issues presented by a problem~~
- ~~• Identify and locate the relevant information needed to solve a problem~~
- ~~• Develop a logical approach leading to a valid conclusion~~
- ~~• Collect and analyze data~~
- ~~• Address all parts of a problem~~
- ~~• Clearly communicate the results~~

~~Academic Expectations satisfied as follows:~~

~~(1) Pass prescribed courses.~~

~~Students must earn three math credits and two science credits during their four years at Staples. The problem solving academic expectation is embedded in these courses. In order to pass these courses, students must demonstrate proficiency in problem solving by attaining a score of 3 on the 4 point problem solving rubric.~~

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(continued)

~~(2) In addition, students must meet the state goal on the CAPT in~~

~~Mathematics and Science. (If a student does not meet the goal in the sophomore year the student is strongly encouraged to retake the mathematics and/or science sub-test as a junior. Additional assistance is provided as needed).~~

~~Mathematics: Students who fail to meet the CAPT goal in mathematics must demonstrate problem solving skill in a post 10th-grade third mathematics course. Students must attain a 3 or higher on a 4 point problem solving rubric in order to pass this course.~~

~~Science: Students who fail to meet the CAPT goal for science must take and pass any post 10th-grade science course in the first or second semesters of 11th-grade or the first semester of 12th-grade.~~

~~In order to satisfactorily complete a science course, a student must demonstrate proficiency in problem solving by completing a series of performance tasks within the course. Each of the performance tasks will consist of real world problems. The performance tasks will require students to attain a 3 or higher on a 4 point performance rubric which will require them to show their work or explain their reasoning, thereby communicating their understanding of the relevant scientific method.~~

~~D. Additional Academic Expectations (To satisfactorily meet these expectations, students must attain at least a 3 or higher on the 4-point rubric applicable to each skill)~~

~~(1) Students will think critically in a variety of contexts and situations.~~

~~To that end students will:~~

- ~~• Interpret, compare and contrast~~
- ~~• Apply knowledge in new contexts~~
- ~~• Generalize, predict and draw conclusions~~
- ~~• Analyze, evaluate and synthesize~~

~~Evidenced in English 1 and 2.~~

~~(2) Students will speak effectively.~~

~~To that end students will:~~

- ~~• Express ideas clearly~~
- ~~• Adjust tone and style for a variety of purposes and audiences~~
- ~~• Maintain eye contact during communication with other speakers~~
- ~~• Express informed and reasoned opinions when engaged in discourse~~
- ~~• Use appropriate language~~

~~Evidenced in American Government or Speech or a World Language course.~~

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Appendix C
(continued)

~~(3) Students will listen effectively.~~

~~To that end students will:~~

- ~~• Listen for main ideas, principles and concepts~~
- ~~• Use constructive feedback to improve two-way communication skills~~
- ~~• Interpret and synthesize information conveyed by other speakers~~
- ~~• Demonstrate an openness to speakers with differing points of view~~

~~Evidenced in American Government~~

~~(4) Students will use technology as a tool for learning.~~

~~To that end students will:~~

- ~~• Use appropriate technology to research information~~
- ~~• Use technology to analyze data~~
- ~~• Use technology to communicate ideas and information~~
- ~~• Understand the strengths and weaknesses of various types of technology~~

~~(5) Students will demonstrate an understanding of the human experience through a study of history and diverse cultures.~~

~~To that end students will:~~

- ~~Demonstrate an awareness of various past and present political, social and economic systems.~~
- ~~Understand the concept and implications of ethnocentrism~~
- ~~Assess the impact of diverse ideologies on the human condition~~
- ~~Understand the significance of events and trends of the past and present~~

~~Evidenced in Western Humanities and U.S. History and any area studies course or World Language Course.~~

~~(6) **Students will recognize the importance of physical, mental and emotional health.**~~

~~To that end students will:~~

- ~~Develop skills necessary to perform a variety of physical activities~~
- ~~Participate regularly in practices and activities to help achieve and maintain physical, mental and emotional well being~~
- ~~Know how to cope, reduce tension and look for support~~

~~Evidenced in freshman, sophomore and junior PE and Health.~~

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Appendix C
(continued)

~~(7) **Students will demonstrate awareness and a critical understanding of aesthetics.**~~

~~To that end students will:~~

- ~~Demonstrate the ability to work in an artistic medium~~
- ~~Demonstrate an understanding of the elements of the creative process~~
- ~~Demonstrate knowledge of the historical and cultural contexts in which art is created~~
- ~~Demonstrate an openness to the aesthetic experience~~
- ~~Demonstrate a knowledge of artists and their works~~

~~Evidenced in English 1 and Western Humanities or any Fine Arts course.~~

~~Westport Board of Education: Approved Oct. 12, 2004~~

Support For Student Achievement

~~Students who fail to meet the academic expectations on the CAPT or in prescribed courses for reading, writing and mathematics can receive academic support either prior to or subsequent to the CAPT test through the following learning enhancement opportunities:~~

- ~~• Math/Science Learning Center~~
- ~~• Language Arts/Social Studies Learning Center~~
- ~~• Reading Center~~
- ~~• Intensive Reading and Writing~~
- ~~• Math Problem Solving I and II~~
- ~~• Writing Workshop~~
- ~~• Reading Support~~

~~Teachers are assigned to learning centers as part of their professional duties, and students voluntarily seek help or are referred to the centers during any period of the school day.~~

Scoring Of The Academic Expectations

~~Any papers and scores formally contested in writing are reviewed by a panel of teachers and the Department Chair.~~

~~Assessments submitted by students which are judged not to be satisfactory will be kept on file after initial evaluation.~~

~~Recently established rubrics that have evolved through the standards work of the self study for the New England Association of Schools and Colleges accreditation process are used to assess student performance.~~

Exemptions (Updated As Required By CSDE).

~~All students except for students in the following categories must meet the prescribed academic expectations and CAPT goal or alternatives for graduation:~~

A. ESOL

~~—The exemptions for ESOL students are as follows:~~

- ~~1. May be exempted from the Reading Across the Disciplines and Writing Across the Disciplines tests, which include Response to Literature, Reading for Information, Editing & Revising and both Interdisciplinary Writing Tests.~~
- ~~2. Must take the Language Assessment Scales (LAS) and that participation will be counted toward the reading AYP participation calculation.~~
- ~~3. May be exempted from the science test.~~
- ~~4. Must take the mathematics test with accommodations, if necessary, and that participation will be counted toward the mathematics AYP participation.~~

~~B. Special Needs~~

~~Students with identified special education needs who cannot meet goal on the CAPT and/or meet the academic expectations will be referred to the Planning and Placement Team (PPT) for IEP review. The PPT will meet after the student has made at least one attempt to meet the standards.~~

~~C. Transfers~~

~~Students who transfer as sophomores or juniors prior to the CAPT must take the CAPT and meet goal on all subtests or take the alternative route described above.~~

~~Students who transfer as juniors subsequent to the CAPT or as seniors must meet only those expectations identified in the various courses within their individual schedules.~~

Notification

~~1. Of teachers:~~ ~~At the beginning of the school year, the Guidance Department/Administration will provide teachers (in subject areas requiring performance tasks for graduation) with a list of all students who have not met a standardized test goal in their areas. Teachers in prescribed courses will be immediately notified of the junior CAPT scores upon their receipt at the school.~~

~~2. Of students and parents:~~

~~—— **Juniors:** The Guidance Department/Administration will write to juniors who do not meet the CAPT goal, and to their parents, to remind them of the performance standard requirements for graduation.~~

~~—— **Seniors:** Prior to the beginning of the school year, each senior will be notified by his/her guidance counselor of his/her status relative to meeting the performance standards for graduation.~~

~~—— **Parents:** The Guidance Department/Administration will also notify in writing the parents of seniors who have not met the performance standard goal in any area and must therefore pass one or more of the district performance tasks.~~

~~Alternate Route to Meeting Graduation Requirements~~

~~Seniors who are not eligible for graduation with their class due to failure to meet the district graduation requirements in one or more areas as described above, may select one of the following options:~~

- ~~A. Meet goal on another administration of the CAPT.~~
- ~~B. Enroll in summer school and pass the prescribed course(s) including attainment of skill as measured by the appropriate rubric.~~
- ~~C. Return to Staples in September as a fifth year student.~~

~~(cf. 5123 Promotion and Retention)~~

~~Legal References: Connecticut General Statutes~~

- ~~————— 10-18 Courses in United States history, government and duties and responsibilities of citizenship~~
- ~~————— 10-19 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome~~
- ~~————— 10-220 Duties of boards of education~~
- ~~————— 10-220a High School graduation requirements~~

~~Westport Board of Education: Approved: Oct. 12, 2004~~

Students

On-Campus Recruitment

~~All recruiters, military, non-military, commercial and educational providing information to high school students about post high school educational and/or career opportunities shall be afforded substantially equal opportunity, with respect to the conduct of on-campus student recruitment. Recruiters will be afforded the opportunity to conduct meetings during the school day, at a time, and in place designated by the high school administration, with those students who are voluntarily interested. The administration may limit the number of such opportunities to be granted to each organization and agency to avoid undue interference with the educational process.~~

~~Follow up visits to the high school by recruiters (in all categories specified above) in order to meet with individual students will be permitted, provided that the student is a voluntary participant in the follow up and that the appointment is scheduled on the request of the student.~~

Subject to the provisions of Subdivision (11) of Subsection (b) of Section 1-210 of the Connecticut General Statutes, the high schools of the school district shall provide the same directory information and on campus recruiting opportunities to representatives of the armed forces of the United States of America and State Armed Services as are offered to nonmilitary recruiters, recruiters for commercial concerns and recruiters representing institutions of higher education.

The Board of Education (Board) will inform, at the middle and high school level, students and parents/guardians of the availability of (1) vocational, technical and technological education and training at technical high schools, and (2) agricultural sciences and technology education at regional agricultural science and technology education centers.

The Board shall also provide full access for the recruitment of students by technical high schools, regional agricultural science and technology education centers, inter-district magnet schools, charter schools and inter-district student attendance programs, provided such recruitment is not for the purpose of interscholastic athletic competition. The Board shall also post information about these school options on its website.

Directory information or class lists of student names and/or addresses shall not be distributed without the consent of the parent or legal guardian of the student or by the student who has attained majority status.

Military recruiters or institutions of higher learning shall have access to secondary school students' names, addresses, and telephone listings unless the parent/guardian of such student submits a written request that such information not be released without their prior written consent. A student, eighteen years of age or older, rather than his/her parent/guardian, may request in writing that such information not be released without his/her prior written permission. The Board of Education shall notify parents/guardians and students of the option to make such request and shall comply with any request received.

ESSA requires the release of the student's name, address and telephone listing unless, after giving appropriate notice to parents/guardians and students 18 years of age or older, of their right to opt-out and to require, after such opt-out, written permission to release the information.

The school administrator may make the determination of when the recruitment meetings are to take place and reserves the right to deny such meeting where the holding of such meeting will materially and substantially interfere with the proper and orderly operation of the school.

Any person or organization denied the rights accorded under this policy shall have the right to request a review of the decision by the Board of Education by filing a written request with the Superintendent of Schools.

~~(cf. 5145.15—Disclosure of Directory Information Regarding Students to Commercial, Military and College Recruiters and Others)~~
(cf. 5125 Student Records; Confidentiality)

Legal Reference: Connecticut General Statutes

1-210 (11) Access to public records. Exempt records.

10-220d Student recruitment by a regional and interdistrict specialized schools and programs. Recruitment of athletes prohibited (as amended by P.A. 12-116, An Act Concerning Educational Reform)

~~1-19(b)(11) Access to public records. Exempt records.~~

10-221b Boards of education to establish written uniform policy re treatment of recruiters.(as amended by PA 98-252)

~~Public Law 107-110, No Child Left Behind Act~~

P.L. 106-398, 2000 H.R. 4205: The National Defense Authorization Act for Fiscal Year 2001

Section 8025 of Public Law 114-95, "The Every Student Succeeds Act of 2015"

Policy adopted: _____ November 19, 1984

Amended: _____

WESTPORT PUBLIC SCHOOLS
Westport, Connecticut

Personnel -- Certified/Non-Certified

Personnel Records

Personnel records shall be maintained securely and confidentially in the central office for all current employees and shall include information customarily kept in personnel files. Files also shall be maintained for past employees, including years of employment, salaries, and such other basic and essential information as the Superintendent of Schools or his/her designee shall require.

There shall be only one personnel file for each employee, and Principals shall not maintain employee files separate from the official employee file in the Central Office.

Requests for access to personnel files, except from an employee to see his or her own file, shall be referred to the Superintendent or his/her designee who shall determine whether disclosure of such records would legally constitute invasion of employee privacy. If the Superintendent believes disclosure is not an invasion of privacy, requested information shall be disclosed, but professional courtesy suggests the employee should be notified of such disclosure.

If the Superintendent or his/her designee determines disclosure would invade employee privacy, the employee/s and collective bargaining representatives if any, shall be notified in writing of the request. If the Superintendent or his/her designee does not receive a written objection, from the employee or bargaining representative, within seven business days from receipt of their notification, or if there is no evidence of receipt not later than nine business days from the date the notice was mailed, sent, posted, or otherwise given, requested records shall be disclosed. However, if an objection is received in a timely manner on the form prescribed, the Superintendent shall not disclose requested information unless directed to do so by the Freedom of Information Commission. Notwithstanding an objection filed by an employee's bargaining representative, the employee may subsequently approve disclosure of records by filing a written notice with the Superintendent or his/her designee.

Employee or bargaining representative objections to disclosure of records shall be made in writing on a form developed by the Superintendent or his/her designee including a signed statement by the employee or bargaining representative, under penalties of false statement, that to the best of respondent's knowledge, information, and belief, there is good grounds to support the objection and that the objection is not interposed for delay.

The records may be disclosed when the Superintendent or his/her designee does not believe such disclosure would legally constitute an invasion of privacy. The records, in such a situation, shall first be disclosed to the requestor, followed within a reasonable time after disclosure, with the sending of a written or electronic copy or brief description of such request to the employee and any applicable collective bargaining representative. Disclosure shall only be considered an invasion of privacy where (1) such records do not pertain to a legitimate matter of public interest and (2) disclosure of such records would be highly offensive to a reasonable person.

Records maintained or kept on file by the State Department of Education or the Board which are records of a teacher's personal misconduct shall be deemed to be public records, and subject to disclosure under the Freedom of Information Act. Disclosure of such records of a teacher's personal

misconduct shall not require the consent of the teacher.

Notwithstanding earlier provisions of this policy, personnel evaluations of certified employees, except the Superintendent, are not public records subject to disclosure - unless the employee consents in writing to the release of such records.

Each employee's own file shall be available for his or her inspection at reasonable times, and, upon request, employees will be provided a copy of information contained in his or her file.

In accordance with federal law, (ESSA), the District shall notify parents at the beginning of each school year of their right to request information regarding the professional qualifications and degrees of teachers and the qualifications of paraprofessionals for any teacher or paraprofessional who is employed by a school receiving Title I funds and who provides instruction to their child at that school. The District will provide such information on request in a timely manner. The District shall also provide notification to the parent/guardian of a child who has been assigned or has been taught for four or more consecutive weeks by a teacher not meeting applicable state certification at the grade level and subject area in which the teacher has been assigned.

Files containing medical information regarding an employee will be kept separate from other personnel files.

Legal Reference: Connecticut General Statutes

1-213 Agency administration. Disclosure of personnel, birth and tax records.

1-214 Objection to disclosure of personnel or medical files (as amended by PA 18-93)

1-215 Record of arrest as public record.

1-206 Denial of access to public records or meetings.

10-151a Access of teacher to supervisory records and reports in personnel file.

10-151c Records of teacher performance and evaluation not public records. (as amended by PA 02-138 and PA 13-122)

Perkins v. Freedom of Information Commission, 228 Conn. 158 (1993)

The Americans with Disabilities Act

Section 1112(c)(6) The Every Student Succeeds Act (ESSA)

Section 1112(e)(1)(B) The Every Student Succeeds Act (ESSA)

Policy approved:

WESTPORT PUBLIC SCHOOLS
Westport, Connecticut

Personnel -- Certified

Probationary/Tenure Status

~~Teacher Tenure Interpretations~~

- ~~A. Teachers with less than forty consecutive school months of Westport service go on tenure at the time forty consecutive school months of Westport service is completed on the recommendation of the Superintendent of Schools and offered a contract to return for the following year. During this probationary period, the Board of Education may notify the teacher prior to April 1 that his/her contract will not be renewed for the following year. Upon a teacher's written request, such notice shall be supplemented within seven days by a statement of the reason or reasons for such failure to renew. Within twenty days of receipt of non-renewal notice, the teacher may request in writing a hearing before the Board of Education, unless the reason for the non-renewal is elimination of position or loss of position to another teacher, to be held within fifteen days of such request, and at such hearing the teacher has a right to appear with counsel of his choice.~~
- ~~B. When a teacher who has attained tenure status in another Connecticut town moves to Westport, he/she becomes covered by the tenure provisions of the law after twenty consecutive school months unless April 1 non-renewal notice is given him/her prior to the completion of twenty months service.~~
- ~~C. Westport "service" includes only that teaching experience in Westport for teachers holding certificates issued by the State Board of Education.~~
- ~~D. Tenure includes all certified staff members below the rank of Superintendent. When a person moves from a Westport teaching assignment to an administrative position he/she retains his/her tenure rights as a teacher, but must serve a three (3) year probationary period in administrative work.~~
- ~~E. A tenure teacher who is granted a leave of absence by the Board does not forfeit tenure rights. However, a tenure teacher who interrupts continuity of service by resignation or transfer to another system, must serve the probationary period of 20 months upon reemployment.~~

~~Teachers who leave the Westport schools prior to attaining tenure must serve the full probationary period of forty consecutive months after re-employment.~~

All certified personnel may attain tenure as provided by law.

The Board of Education will expect thorough and competent evaluations of all personnel before they become candidates for tenure. The awarding of a contract by the Superintendent for a teacher to return for the following year must be based on effective practice as informed by performance evaluations conducted pursuant to Connecticut General Statute 10-151b, as amended and with the teacher evaluation guidelines recommended by the Performance Evaluation Advisory Council (PEAC) and approved by the State Board of Education (6/27/12).

Procedures for continuation or termination of a contract, failure to renew a teacher's contract, or appeals thereof shall be in accordance with Connecticut General Statute 10-151, as amended.

(cf. 4115 - Evaluation/Supervision)

Legal Reference: Connecticut General Statutes

10-151 - Employment of Teachers. ~~Definitions:~~ Notice and hearing on ~~failure to renew or termination of or failure to renew of contract.~~ Appeal Appeals as amended by P.A. 10-111, An Act Concerning Education Reform in Connecticut, and PA 12-116, An Act Concerning Educational Reform and PA 19-139, An Act Concerning Education Issues.

10-158a Cooperative arrangements among towns. School building projects. Student transportation.

Connecticut Guidelines for Educator Evaluation adopted by the State Board of Education, June 27, 2012.

Connecticut's System for Educator Evaluation and Development (SEED)

Policy adopted: ~~_____~~ July 1964

Policy revised: ~~_____~~ 2006

Policy revised:

WESTPORT PUBLIC SCHOOLS
Westport, Connecticut

Personnel — Certified/Non-Certified

Study/Use of Religious Symbols, Music, etc.

Study/Display: On a developmentally appropriate basis, the school system should encourage students to learn about the customs, practices and holiday celebrations of many different religions and cultures. Studies of the religious histories, arts, symbols, and tenets, must be for educational purposes, and must neither advocate nor disparage the practice of religion or the beliefs of any particular religion.

1. **Religious Holidays:** May be noted at appropriate times; their historical origins, contemporary significance and symbols may be studied. Teachers should be sensitive to children of different religions and provide balance in assignments.
2. **Religious Symbols:** These include Buddha, Crèche, Cross, Star of David, and symbols of other religions that may be studied within the curriculum. These are sacred to particular faiths and belong primarily in a place of worship or a home. School use must be for educational purposes only, on a brief, temporary basis.
3. **Holiday Symbols:** Symbols such as Santa Claus, menorah, dreidels, shofar, Easter eggs, Christmas wreaths and trees, etc., while they may have no religious significance or liturgical applications, have unquestionably become associated with religious celebrations. Therefore, to avoid having students or visitors to the schools feel uncomfortable or left out, staff should be sensitive when displaying holiday symbols. If used in classrooms or hall bulletin boards, they are to be used in an educational context, and are to reflect cultural and religious diversity.

Decorations in public areas should be minimal. They should not use the holiday symbols of one religion exclusively or dominantly, or display them in such a way as to suggest that the school is celebrating a particular religious holiday.

4. **Art, Literature, Music:** Some of the world's greatest art, music and literature were developed in connection with religion. They may be studied if presented in an objective and neutral manner as the cultural heritage of religious holiday.

Performances: Follow these guidelines for winter holiday programs:

1. Material for performances near religious holidays must be chosen on the basis of educational merit.
2. Material associated with one religion should not dominate a program.
3. Sacred music should **not** be included in elementary schools, as there is a wide selection of non-sacred music appropriate for this age group.

Personnel - Certified

Study/Use of Religious Symbols, Music, etc. (continued)

Performances: Follow these guidelines for winter holiday programs: (continued)

4. Sacred music may be used at the middle schools and Staples. We rely on the sensitivity of our staff to plan a mixture of secular and sacred music, to seek balance so that sacred music of one religion does not dominate, and to convey that study and/or performance of such music will not be construed as a religious holiday observance.

Scheduling

Normal School/Extra Curricular Activities: *No* school events (including rehearsals, games and athletic practices) are to be scheduled on major religious holidays that are also school holidays, i.e., Good Friday, Easter, Christmas, Rosh Hashanah, Yom Kippur. Normal school activities may proceed on religious holidays that are not school holidays but ***students are not to be required to attend or to be penalized for missing practices, rehearsals, etc., because of religious observance.*** Jewish holidays run from sundown the evening before the holiday to just after sundown on the day of the holiday. Therefore, avoid evenings before the holidays.

Special Programs: On religious holidays that are *not* school holidays, some observant children may miss school or be involved in family observances the night before. Therefore, although normal school activities may be scheduled, *whenever possible* do not schedule special programs, assemblies, one-time performances, field trips, proms, or other activities that are *unique or hard to duplicate* on days or evenings when some students may be unable to attend. The same sensitivity should be shown in planning programs for parents such as Back-to-School Nights, curriculum nights, and special informational meetings, so that those involved in religious obligations do not miss important events.

Exceptions: There may be times when such scheduling is unavoidable because of the involvement of other districts, athletic leagues, etc., or because a particular site or speaker is available only at that time. Similarly, in developing the system-wide calendar, avoidance of scheduling on a religious holiday may be difficult or may not be possible because of conflicts with other school or school system events, staff members' own schedules, etc.

Homework and Tests: Students involved in religious observance or family celebrations on some holidays may not have the time to do schoolwork assigned specifically over the holiday period, or to study for a test scheduled for the very next day. Teachers may find it least complicated not to assign homework to be due on, or schedule tests for, those days. If assignments are unavoidable, students observing the holidays are to be given the opportunity to make up tests or homework. *All students should be required to do all assigned work but no student should be penalized for religious observances.*

Personnel - Certified

Study/Use of Religious Symbols, Music, etc. (continued)

Scheduling (continued)

Note: The homework caveat need not apply to assignments given many weeks in advance. During any lengthy period, many students encounter diversions due to family obligations, temporary illness, extra-curricular activities, and after school jobs, as well as religious observances. It is appropriate to expect students to plan ahead, so that they can complete their work on time despite those other demands.

New Material: Teachers should avoid introducing new material, or work that would be difficult to repeat or make up, on days when some students may be absent for religious observance.

Personnel – Certified/Non-Certified

Freedom of Speech

Display of Religious Symbols and Decorations

This policy applies to office, administrative, and other spaces where the instruction of students or the provision of services to students is not intended to occur and where students are not typically found.

It is the policy of the Board that it shall neither promote nor discourage any religious belief or non-belief. Instead, the Board encourages all students and employees to have an appreciation for and tolerance of the many points of view which they may encounter among the District's many students and employees.

Consistent with this policy the Board recognizes and respects the right of all of its employees to engage in private and quiet religious activities, so long as that conduct is not disruptive and does not interfere with the rights of others to not participate in those activities or to have those activities imposed upon them. Employees whose religious beliefs require religious activity during the work day are to request of their supervisor a non-disruptive place for such practice. Time for such practice will be during break periods or non-paid time.

In some religious traditions there is an expectation that specific apparel will be worn in the workplace. Moreover, many employees occasionally, choose to wear to work clothing that suggests or implies the observance of a religious holiday. The District's policy is to balance the rights of employees to express their religious beliefs with the right of their co-employees to not have religious beliefs, customs, or practices imposed upon them. At the same time, the District requires all employees to maintain a professional appearance and to respect the integrity of the workplace. Restraint, tolerance, and respect for the traditions of other employees is both expected and required.

The use of District resources, including office supplies and equipment, in connection with or in support of the personal observance of religious beliefs, is no more appropriate than the use of District resources and equipment for any non-religious personal purpose, and will not be tolerated.

Any and all decoration of work spaces by employees is expected to be done in a manner which is not disruptive and which does not interfere with work performance. Employees are expected to be sensitive to the rights and views of others. The visibility of decorations to other employees and their resulting impact upon the workplace should be considered by employees who place them in the workplace, and will be considered by the Administration in monitoring adherence to this policy.

Policy adopted:

WESTPORT PUBLIC SCHOOLS
Westport, Connecticut

Personnel – Certified

Evaluation, Termination, and Non-Renewal ~~Employment~~ of Athletic Coaches

It is the policy of the Westport Board of Education ~~of the Town of Westport (the “Board”)~~ that an athletic coach employed by the Board shall:

1. adhere to all Board policies, rules and regulations;
2. conduct himself or herself in a professional manner;
3. serve as a role model for students; and
4. demonstrate competence and proficiency in his or her role as an athletic coach of a particular sport.

For purposes of this policy, the term “athletic coach” means any person holding (and required to hold) a coaching permit issued by the Connecticut State Department of Education who is hired by ~~a local or regional b~~the Westport Board of ~~education~~Education to act as a coach for a sport season. This term “coach” under this policy shall include only coaches who have direct responsibility for one or more teams (including ~~assistant coaches who if they~~ serve as a coach to another ~~team (e.g., JV))~~], and the term shall not include other assistant coaches and volunteer coaches.

The Superintendent may adopt administrative regulations in accordance with this policy.

I. Evaluations

Pursuant to state law, the Board requires that an athletic coach employed by the Board be evaluated on an annual basis by the coach’s immediate supervisor. An athletic coach shall be provided with a copy of any such evaluation. Other assistant and volunteer coaches may be evaluated as directed by the Superintendent of Schools or his/her designee.

II. Employment of an Athletic Coach

A. Athletic coaches serve at the discretion of the Superintendent, and their employment in their specific coaching positions (e.g., basketball, golf) may be non-renewed or terminated at any time, subject to the provisions set forth below which apply to athletic coaches who have served in the same position for three or more consecutive years. ~~except as follows.~~

B. If the Superintendent terminates or non-renews the coaching contract of an athletic coach who has served in the same coaching position for three or more consecutive school years, the Superintendent, or his/her designee, shall inform such coach of the decision ~~If the athletic coach has served in the same coaching position for two or more consecutive school years, the following procedures shall apply. The Athletic Director may non-renew the employment of any such athletic coach by providing~~

~~written notification of that action~~ within ninety (90) calendar days of the end of the athletic season covered by the contract. In such cases, the athletic coach will have an opportunity to appeal the decision of the Superintendent in accordance with the procedures set forth below in Section III.

C. Notwithstanding any rights an athletic coach may have to a hearing, nothing prohibits a Superintendent from terminating the employment contract of any athletic coach at any time, including an athletic coach who has served in the same coaching position for three or more consecutive school years.~~The Athletic Director or the Superintendent may terminate the employment of any such athletic coach at any time for~~

- 1) for reasons of moral misconduct, insubordination, failure to comply with the Board's policies, rules and regulations; or
- 2) because the sport has been canceled.

D. If a decision to terminate a coach's employment is made during the athletic season, the Superintendent shall remove the coach from duty during the pendency of any hearing conducted pursuant to this policy.

P 4117.6(b)

Personnel—Certified

Employment of Athletic Coaches (continued)

III. Hearing Procedures

An athletic coach who has served in the same coaching position for ~~two~~three or more consecutive years may appeal any such non-renewal or termination decision (except if such decision was due to cancellation of the sport) to the Board of Education in accordance with the following procedures~~as follows:~~

~~First, within seven school days of the written notification of non-renewal or termination, the coach may file a written request to the Superintendent for review of that decision. Failure to submit a timely request for review shall constitute a waiver of said opportunity for review. The Superintendent shall meet with the coach, the evaluator and other appropriate personnel, and shall render a written decision on the matter within seven school days of such meeting.~~

~~If the coach is not satisfied with the decision of the Superintendent, the coach may appeal to the Board of Education in accordance with the following procedures:~~

- A. The athletic coach must file a written appeal with the Board within ten (10) calendar days of the Superintendent's written notification of non-renewal or termination~~decision~~. Such appeal shall set forth the basis on which the athletic coach seeks review of that decision, and a copy of said appeal shall be sent to the

Superintendent. Failure to submit a timely written appeal shall constitute a waiver of said appeal opportunity.

- B. Within a reasonable period of time of its receipt of a written appeal of the Superintendent's decision, ~~a subcommittee of the Board~~ or a committee of the Board as designated by the Chairperson~~that consists of no more than four (4) members~~, shall conduct a hearing to consider such appeal. Reasonable notice of the time and place for such hearing shall be issued to the athletic coach prior to the commencement of the hearing.
- C. At the hearing, the athletic coach shall have an opportunity to present facts and evidence in support of renewal and/or reinstatement, and the Superintendent shall have the opportunity (but shall not be obligated) to present facts and evidence in support of the decision of non-renewal and/or termination. For good cause shown, the athletic coach may call a limited number of witnesses to testify if there is a clear need for witnesses to present factual information (rather than simply expressing an opinion on the skill or competence of the athletic coach). In any event, cumulative or redundant testimony shall not be allowed.
- D. The decision of non-renewal or termination shall be affirmed unless the Board determines that the decision is arbitrary and capricious. The coach shall bear the burden of proof on this point.

4117.6(e)

Personnel—Certified

Employment of Athletic Coaches (continued)

III.—Hearing Procedures (continued)

- E. Within a reasonable period of time following the hearing ~~(generally within fourteen (14) school days)~~, the Board shall ~~evaluate the findings of its subcommittee and shall~~ determine whether the Superintendent acted in an arbitrary and capricious manner in making his/her decision not to renew and/or to terminate, and shall provide a written decision to the coach. The decision of the Board shall be final.

Legal References: ~~Public Act 04-243~~ Conn. Gen. Stat. § 10-222e

Students

Disenrollment

The Board of Education views regular and uninterrupted school attendance as the legal responsibility of each student and his/her parent/guardian(s). Classroom learning experiences are important to the learning process and vital to student success.

The Board encourages and appreciates the need for accurate student enrollment counts/data at the district and individual school levels. Such counts are crucial to the appropriate fulfillment of the Board's responsibilities related to current and long term budget, personnel, and facility planning. District enrollment data, as required by the State Department of Education, must also be current and accurate to facilitate the timely, correct and equitable calculations of grant entitlements supportive of district efforts.

The Superintendent of Schools or his/her designee is authorized to develop and implement administrative guidelines necessary to ensure the accuracy of District enrollment counts through the timely removal from District rolls of those students no longer attending and/or eligible for services in the District.

(cf. 5111 - Eligibility of Students to Attend Westport Schools)

(cf. 5112 - Ages of Attendance)

(cf. 5113 - Attendance Excuses, and Chronic Absenteeism)

(cf. 5113.2 – Attendance, Truancy, and Chronic Absenteeism)

Legal Reference: Connecticut General Statutes

10-15 Towns to maintain schools

10-15c Discrimination in public schools prohibited. School attendance by five-year olds, as amended by PA 97-247

10-76a - 10-76g re special education

10-184 Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive) - as amended by PA 98-243, and PA 00-157

10-186 Duties of local and regional boards of education re school attendance. Hearings. Amended by PA 96-26, An Act Concerning Graduation Requirements and Placement of Older Students

Appeals to state board. Establishment of hearing board

10-198a Policies and procedures concerning truants, as amended by PA 00-157

10-199 through 10-202 Attendance, truancy -in general.

[10-221 \(b\) Board of education to prescribe rules.](#)

[10-233a - 10-233f Inclusive; re: suspend, expel, removal of pupils](#)

[10-233c Suspension of pupils](#)

[10-233d Expulsion of pupils](#)

[10-261 Definitions](#)

[State Board of Education Regulations](#)

[10-76a-1 General definitions \(c\) \(d\) \(q\) \(t\)](#)

[10-76d-7 Admission of student requiring special education \(referral\)](#)

[10-204a Required immunizations \(as amended by PA 98-243\)](#)

Students

Crisis Management Plan (Emergencies and Disaster Preparedness Plan)

It is the policy of the Westport Board of Education (Board) to maintain a safe, orderly, civil, and positive learning environment, and to be prepared, in so far as possible, to prevent and respond to unexpected crises quickly and appropriately. While the very nature of a crisis may make preparation difficult, the Board believes that staff and students should be ready to respond quickly and appropriately to emergency situations.

The Board of Education recognizes that all District staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

Annually the Board shall develop, maintain and implement an emergency disaster preparedness and response plan ("School Security and Safety Plan") and administrative procedures which detail provisions for responding to emergency situations and disasters and the role that local emergency service providers shall play in crisis preparedness and incident management, and which shall be included in the District's comprehensive school safety plan. Such plans shall be based on the school security and safety plan standards and the accompanying School Security and Safety Plan Template developed by the Department of Emergency Services and Public Protection, pursuant to section 86 of PA 13-3.

This shall include the establishment at each school of a school security and safety committee and consultation and cooperation with law enforcement, fire department, and emergency rescue squads. Examples of school crises include, but are not limited to, fire, bus accidents, nuclear disaster, criminal acts, civil disturbances, disease epidemic, physical injury, death, presence of intruders on school premises, hazardous material spills, weather-related emergencies, natural disasters, bomb threats, or terrorist activities.

(cf. 5131.7 - Weapons and Dangerous Instruments)

Legal Reference: Connecticut General Statutes

10-154a Professional communications between teacher or nurse and student.

10-207 Duties of medical advisors.

10-209 Records not to be public.

10-210 Notice of disease to be given parent or guardian.

10-221 Boards of education to prescribe rules.

10-222m - School security and safety plans. School security and safety committees

10-222n - School security and safety plan standards

19a-221 Quarantine of certain persons.

52-557b Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render.

PA 13-3 An Act Concerning Gun Violence and Children's Safety

The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99.

Policy adopted:

WESTPORT PUBLIC SCHOOLS
Westport, Connecticut