

December 19, 2011

Staples High School

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)

HOLIDAY SONGFEST: The Staples High School Orphenians

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

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

MINUTES: December 5, 2011

PRESENTATION: Report on Gifted Education (Encl.) Mr. Rizzo, Ms. Gilchrest
Mr. Bayers, Dr. Babich
Ms. Bell, Ms. Comm

DISCUSSION/ACTION:

1. Policy P5131.911: Bullying Prevention and Intervention (Encl.) Ms. Gilchrest
Policy P5131.912: Safe School Climate Plan Dr. Landon
2. Acceptance of Gifts (Encl.) Dr. Landon

DISCUSSION:

1. Underground Fuel Oil Storage Tank Replacement (Encl.) Ms. Harris

INFORMATION:

1. Utilization of Hybrid School Bus (Encl.) Ms. Harris
2. Restructuring of Elementary School (Encl.) Dr. Landon
Physical Education and Middle School French
Superintendent's Proposed 2012-13 Budget

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

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: Report on Gifted Education
Date: December 19, 2011

Appended to this memorandum you will find the "Workshop Committee Report on Gifted Education" that is responsive to the Action Plan listed under Objective 2 of our *Goal* for the 2011-12 school year concerning *Continuous Improvement in Curriculum, Instruction and Assessment*; namely:

- Workshop Curriculum Committee to meet from September-November to develop recommendations to improve and enhance the Program for the Gifted
- Singapore Math Curriculum to be examined for its impact on the grades 3-5 Program for the Gifted
- The Program for the Gifted to be reviewed in the context of the goals of the *Westport Education 2025* initiative.
- Present a final report to the Board of Education, with budgetary recommendations if necessary, to enhance and improve the existing Program for the Gifted effective with the 2012-13 school year or, if budget neutral, Spring 2012.

Cynthia Gilchrest, Director of Pupil Services and Elementary Education; Michael Rizzo, Assistant Director of Pupil Services; Valerie Babich, Director of Psychological Services, K-8; Lis Comm, Director of Secondary Education, Professional Development and Research; Janna Bell, Principal, Coleytown Elementary School; and, John Bayers, Principal, Green's Farms School will be the presenters.

Their executive summary will focus on the committee's recommendations, future work anticipated to improve and enhance the Program for the Gifted, and the relationship of those recommendations and future undertakings to the 2010 Pre-Kindergarten to Grade 12 Gifted Programming Standards of the National Association for Gifted Children.



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

CYNTHIA A. GILCHREST
DIRECTOR OF PUPIL SERVICES

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

TO: Dr. Elliott Landon

FROM: Cynthia Gilchrest, Lisabeth Comm, and Michael Rizzo

DATE: December 19, 2011

RE: Workshop Committee Report on Gifted Education

On August 29, 2011, we provided the Board of Education an interim report stating the charge of the Workshop Committee, the steps the committee would take to meet that charge, and the Committee's intention to report back to the Board on recommendations for the Workshop program, including any budgetary implications of those recommendations. We are pleased to be able to report to you this evening.

Our presentation tonight will provide the Board with information on the Committee's work. This will include steps the Committee has taken to meet its charge, a summary of the research based standards of the National Association for Gifted Children, and the Committee's recommendations emanating from the synthesis of its findings and the NAGC standards.

On behalf of the Workshop Committee, we thank you for the opportunity to present our work.

Workshop Program Review and Recommendations

December 19, 2011

Committee Members:

Valerie Babich

Lis Comm

Cynthia Gilchrest

Mike Rizzo

Kerstin Warner

John Bayers

John Feagin

Anne Fernandez

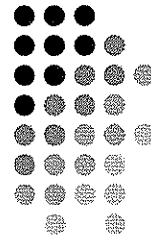
Martel Rynderman

Eileen Carroll

Anthony Formato

Cari Pfeiffer

Phaedra Taft



Committee Charge

- Examine current curriculum of the gifted program in order to:
 - further build connections between the gifted program curriculum and the core subject area curricula
 - continue to provide gifted students opportunities to pursue interests and create authentic, meaningful work that effectively communicates their learning
- Review current research
- Engage teachers of the gifted in meaningful professional development



Committee Charge (cont.)



- Examine current scheduling of gifted students and gifted teachers to determine whether teacher and student schedules are aligned with our program goals
- Examine our current grouping practices to identify opportunities for multi-age/grade-level grouping
- Review our current program to determine if we are effectively meeting the social/emotional needs of our gifted students

NAGC Standards



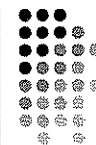
- Learning and Development
- Assessment
- Curriculum Planning and Instruction
- Learning Environments
- Programming
- Professional Development

September – December, 2011



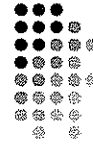
- Professional Development
 - Dr. Heilbronner – 3 days with our gifted teachers
- Focus groups – elementary and middle school regular education teachers, gifted teachers, building administrators
- Building administrators trained to conduct gifted PPTs

Guiding Principles of Committee Recommendations



- Communication and Collaboration
- Continuum of services
- Professional Development
- Social/Emotional Development
- Academic and Intellectual Development

Recommendations



1. Develop and implement a mainstream articulation plan for gifted and talented students.
2. Teachers of the gifted and regular education teachers will collaborate on lesson implementation and differentiation of current units of study.
3. Teachers of the gifted and regular education teachers will create units collaboratively through summer curriculum writing.
4. Develop a system to address class work missed to attend workshop.

Recommendations



5. The district will systematically conduct transition meetings for gifted students transitioning between grades 5 and 6, and grades 8 and 9.
6. Gifted students will meet across schools for curriculum-based experiences.
7. Create enrichment options through after school programs to extend learning opportunities for students.
8. Counselors/Psychologists will “push-in” to Workshop classroom to provide additional social/emotional support.

Recommendations



9. The district will offer continued professional development on differentiation and the education of gifted children for its staff.
10. The district will conduct a program review at the end of the 2012-13 school year.
11. The district will conduct regularly scheduled meetings with: gifted teachers, building administrators facilitating gifted PPTs, PTA chairpersons representing gifted students.

Math



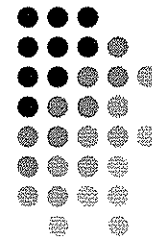
- Singapore Math implementation update
- Observations and reports
- Next steps

Future work

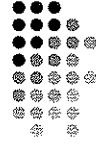


- Create a curriculum framework for the Workshop program, allowing for student choice, that integrates 2025 skills and provides performance-based assessments with detailed rubrics.
- Review identification process
- Explore cluster grouping as part of a continuum of services within the Workshop Program.

Questions?



Appendices



- A: Interim Report, August 29, 2011
- B: NAGC Standards
- C: Committee Recommendations with corresponding NAGC Standards
- D: Sample Mainstream Articulation Plan (MAP)
- Tony Wagner's 21st Century Skills

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WESTPORT PUBLIC SCHOOLS
72 North Avenue
Westport, Connecticut 06880-2721

CYNTHIA A. GILCHREST
DIRECTOR OF PUPIL SERVICES

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

TO: Dr. Elliott Landon
FROM: Cynthia Gilchrest, Lisabeth Comm, and Michael Rizzo
DATE: August 29, 2011
RE: **Interim Report on Gifted Education**

At the conclusion of the 2011-12 school year, the Board heard a presentation from Brian Fagan and Dr. Barbara Fischetti concerning the Workshop program for students identified as gifted that included reviewing feedback from a parent survey, student focus groups, and various recommendations. These recommendations included convening a Workshop Curriculum Committee to: 1) Review the current workshop program and make revisions to the program consistent with the finding of this study, and 2) Develop a program for grade 3-5 students gifted in Mathematics along with an identification protocol for this application.

To that end, we would like to share the steps we have taken since May 23, 2011 to review those recommendations and the actions we have taken to date and plan to implement in the immediate future:

- 1) We have created a Workshop Curriculum Committee consisting of regular education teachers representing the elementary, middle, and high schools, our teachers of the gifted, building administrators, and pupil services staff. The charge of this committee is to:
 - a. Examine current curriculum of the gifted program in order to:
 - i. further build connections between the gifted program curriculum and the core subject area curricula
 - ii. continue to provide gifted students opportunities to pursue interests and create authentic, meaningful work that effectively communicates their learning
 - b. Review current research
 - c. Engage teachers of the gifted in meaningful professional development
 - d. Examine current scheduling of gifted students and gifted teachers to determine whether teacher and student schedules are aligned with our program goals
 - e. Examine our current grouping practices to identify opportunities for multi-age/grade-level grouping
 - f. Review our current program to determine if we are effectively meeting the social/emotional needs of our gifted students
- 2) We have met with elementary and middle school building administrators to review the survey findings and to elicit their ideas on the strengths of the current program and their

thoughts with regard to tangible modifications and enhancements necessary to improve the current gifted program

- 3) We have met with gifted teachers at the elementary and middle schools to begin to review their current programs and gather their input for modifications and enhancements to strengthen the program.
- 4) We will conduct focus groups of regular education teachers representing the elementary and middle schools to gather additional information on the topics addressed in the survey by teachers and parents of the gifted and their suggestions for modifications and enhancements to strengthen the program.
- 5) Our gifted teachers at the elementary and middle schools currently are involved in a 3-day professional development workshop with Dr. Nancy Heilbronner, Connecticut Association for the Gifted consultant, who earned her doctorate at the University of Connecticut at Storrs and is currently an Assistant Professor at Western Connecticut State University. Dr. Heilbronner has been recommended to us by Katie Augustyn of the Connecticut Association of the Gifted. The focus of this workshop is to explore theories and practices in Gifted Education with regard to:
 - a. The social/emotional and academic characteristics of gifted students
 - b. Major models of gifted education, including but not limited to, global giftedness
 - c. The fundamentals of differentiation by readiness
 - d. Implementing strategies for integrating creativity and content
 - e. Promoting opportunities for teachers of the gifted to interact with regular classroom teachers to advance the talents of their students
- 6) We are building capacity at the building level to increase the sustainability of our identification model by training building administrators to run Planning and Placement identification meetings.
- 7) One recommendation from the May 23, 2011 report was to develop a program for grade 3-5 gifted students in mathematics. However, we are currently in the first year of implementation of the Singapore Math program for grades K-2. We are also implementing the model drawing approach to problem solving in grades 3-5. In addition, Singapore Math has the capacity to differentiate for gifted students in mathematics through alternate resources, methods of teaching, and problem solving. Therefore, it would be shortsighted to develop a new program at this time that might not be in alignment with Singapore Math.
- 8) Finally, we will examine our Gifted Program in light of our *Westport 2025: Meeting the Global Challenge* initiative and the infusion of 21st century skills into our regular education curriculum.

It is our intent to provide a report to the Board of Education on December 5, 2011 that incorporates the recommendations emanating from the work of the Workshop Committee, including those that may have budgetary implications for the 2012-13 school year.

Thank you for the opportunity to share our work.

2010 Pre-K-Grade 12 Gifted Programming Standards

Gifted Education Programming Standard 1: Learning and Development

Introduction

For teachers and other educators in PreK-12 settings to be effective in working with learners with gifts and talents, they must understand the characteristics and needs of the population for whom they are planning curriculum, instruction, assessment, programs, and services. These characteristics provide the rationale for differentiation in programs, grouping, and services for this population and are translated into appropriate differentiation choices made at curricular and program levels in schools and school districts. While cognitive growth is important in such programs, affective development is also necessary. Thus many of the characteristics addressed in this standard emphasize affective development linked to self-understanding and social awareness.



Standard 1: Learning and Development

Description: Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.

Student Outcomes	Evidence-Based Practices
<p>1.1. Self-Understanding. Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.</p>	1.1.1. Educators engage students with gifts and talents in identifying interests, strengths, and gifts.
	1.1.2. Educators assist students with gifts and talents in developing identities supportive of achievement.
<p>1.2. Self-Understanding. Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.</p>	1.2.1. Educators develop activities that match each student's developmental level and culture-based learning needs.
<p>1.3. Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.</p>	1.3.1. Educators provide a variety of research-based grouping practices for students with gifts and talents that allow them to interact with individuals of various gifts, talents, abilities, and strengths.
	1.3.2. Educators model respect for individuals with diverse abilities, strengths, and goals.
<p>1.4. Awareness of Needs. Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.</p>	1.4.1. Educators provide role models (e.g., through mentors, bibliotherapy) for students with gifts and talents that match their abilities and interests.
	1.4.2. Educators identify out-of-school learning opportunities that match students' abilities and interests.
<p>1.5. Awareness of Needs. Students' families and communities understand similarities and differences with respect to the development and characteristics of advanced and typical learners and support students with gifts and talents' needs.</p>	1.5.1. Educators collaborate with families in accessing resources to develop their child's talents.
<p>1.6. Cognitive and Affective Growth. Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.</p>	1.6.1. Educators design interventions for students to develop cognitive and affective growth that is based on research of effective practices.
	1.6.2. Educators develop specialized intervention services for students with gifts and talents who are underachieving and are now learning and developing their talents.
<p>1.7. Cognitive and Affective Growth. Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.</p>	1.7.1. Teachers enable students to identify their preferred approaches to learning, accommodate these preferences, and expand them.
<p>1.8. Cognitive and Affective Growth. Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).</p>	1.8.1. Educators provide students with college and career guidance that is consistent with their strengths.
	1.8.2. Teachers and counselors implement a curriculum scope and sequence that contains person/social awareness and adjustment, academic planning, and vocational and career awareness.

Gifted Education Programming Standard 2: Assessment

Introduction

Knowledge about all forms of assessment is essential for educators of students with gifts and talents. It is integral to identification, assessing each student's learning progress, and evaluation of programming. Educators need to establish a challenging environment and collect multiple types of assessment information so that all students are able to demonstrate their gifts and talents. Educators' understanding of non-biased, technically adequate, and equitable approaches enables them to identify students who represent diverse backgrounds. They also differentiate their curriculum and instruction by using pre- and post-, performance-based, product-based, and out-of-level assessments. As a result of each educator's use of ongoing assessments, students with gifts and talents demonstrate advanced and complex learning. Using these student progress data, educators then evaluate services and make adjustments to one or more of the school's programming components so that student performance is improved.



Standard 2: Assessment

Description: Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.

Student Outcomes	Evidence-Based Practices
<p>2.1. <i>Identification.</i> All students in grades PK-12 have equal access to a comprehensive assessment system that allows them to demonstrate diverse characteristics and behaviors that are associated with giftedness.</p>	2.1.1. Educators develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness.
	2.1.2. Educators provide parents/guardians with information regarding diverse characteristics and behaviors that are associated with giftedness.
<p>2.2. <i>Identification.</i> Each student reveals his or her exceptionalities or potential through assessment evidence so that appropriate instructional accommodations and modifications can be provided.</p>	2.2.1. Educators establish comprehensive, cohesive, and ongoing procedures for identifying and serving students with gifts and talents. These provisions include informed consent, committee review, student retention, student reassessment, student exiting, and appeals procedures for both entry and exit from gifted program services.
	2.2.2. Educators select and use multiple assessments that measure diverse abilities, talents, and strengths that are based on current theories, models, and research.
	2.2.3. Assessments provide qualitative and quantitative information from a variety of sources, including off-level testing, are nonbiased and equitable, and are technically adequate for the purpose.
	2.2.4. Educators have knowledge of student exceptionalities and collect assessment data while adjusting curriculum and instruction to learn about each student's developmental level and aptitude for learning.
	2.2.5. Educators interpret multiple assessments in different domains and understand the uses and limitations of the assessments in identifying the needs of students with gifts and talents.
	2.2.6. Educators inform all parents/guardians about the identification process. Teachers obtain parental/guardian permission for assessments, use culturally sensitive checklists, and elicit evidence regarding the child's interests and potential outside of the classroom setting.
<p>2.3. <i>Identification.</i> Students with identified needs represent diverse backgrounds and reflect the total student population of the district.</p>	2.3.1. Educators select and use non-biased and equitable approaches for identifying students with gifts and talents, which may include using locally developed norms or assessment tools in the child's native language or in nonverbal formats.
	2.3.2. Educators understand and implement district and state policies designed to foster equity in gifted programming and services.
	2.3.3. Educators provide parents/guardians with information in their native language regarding diverse behaviors and characteristics that are associated with giftedness and with information that explains the nature and purpose of gifted programming options.
<p>2.4. <i>Learning Progress and Outcomes.</i> Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.</p>	2.4.1. Educators use differentiated pre- and post- performance-based assessments to measure the progress of students with gifts and talents.
	2.4.2. Educators use differentiated product-based assessments to measure the progress of students with gifts and talents.
	2.4.3. Educators use off-level standardized assessments to measure the progress of students with gifts and talents.

	<p>2.4.4. Educators use and interpret qualitative and quantitative assessment information to develop a profile of the strengths and weaknesses of each student with gifts and talents to plan appropriate intervention.</p> <p>2.4.5. Educators communicate and interpret assessment information to students with gifts and talents and their parents/guardians.</p>
<p>2.5. <i>Evaluation of Programming.</i> Students identified with gifts and talents demonstrate important learning progress as a result of programming and services.</p>	<p>2.5.1. Educators ensure that the assessments used in the identification and evaluation processes are reliable and valid for each instrument's purpose, allow for above-grade-level performance, and allow for diverse perspectives.</p> <p>2.5.2. Educators ensure that the assessment of the progress of students with gifts and talents uses multiple indicators that measure mastery of content, higher level thinking skills, achievement in specific program areas, and affective growth.</p> <p>2.5.3. Educators assess the quantity, quality, and appropriateness of the programming and services provided for students with gifts and talents by disaggregating assessment data and yearly progress data and making the results public.</p>
<p>2.6. <i>Evaluation of Programming.</i> Students identified with gifts and talents have increased access and they show significant learning progress as a result of improving components of gifted education programming.</p>	<p>2.6.1. Administrators provide the necessary time and resources to implement an annual evaluation plan developed by persons with expertise in program evaluation and gifted education.</p> <p>2.6.2. The evaluation plan is purposeful and evaluates how student-level outcomes are influenced by one or more of the following components of gifted education programming: (a) identification, (b) curriculum, (c) instructional programming and services, (d) ongoing assessment of student learning, (e) counseling and guidance programs, (f) teacher qualifications and professional development, (g) parent/guardian and community involvement, (h) programming resources, and (i) programming design, management, and delivery.</p> <p>2.6.3. Educators disseminate the results of the evaluation, orally and in written form, and explain how they will use the results.</p>

Gifted Education Programming Standard 3: Curriculum Planning and Instruction

Introduction

Assessment is an integral component of the curriculum planning process. The information obtained from multiple types of assessments informs decisions about curriculum content, instructional strategies, and resources that will support the growth of students with gifts and talents. Educators develop and use a comprehensive and sequenced core curriculum that is aligned with local, state, and national standards, then differentiate and expand it. In order to meet the unique needs of students with gifts and talents, this curriculum must emphasize advanced, conceptually challenging, in-depth, distinctive, and complex content within cognitive, affective, aesthetic, social, and leadership domains. Educators must possess a repertoire of evidence-based instructional strategies in delivering the curriculum (a) to develop talent, enhance learning, and provide students with the knowledge and skills to become independent, self-aware learners, and (b) to give students the tools to contribute to a multicultural, diverse society. The curriculum, instructional strategies, and materials and resources must engage a variety of learners using culturally responsive practices.



Standard 3: Curriculum Planning and Instruction

Description: Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.

Student Outcomes	Evidence-Based Practices
3.1. Curriculum Planning. Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.	3.1.1. Educators use local, state, and national standards to align and expand curriculum and instructional plans.
	3.1.2. Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students with gifts and talents.
	3.1.3. Educators adapt, modify, or replace the core or standard curriculum to meet the needs of students with gifts and talents and those with special needs such as twice-exceptional, highly gifted, and English language learners.
	3.1.4. Educators design differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents.
	3.1.5. Educators use a balanced assessment system, including pre-assessment and formative assessment, to identify students' needs, develop differentiated education plans, and adjust plans based on continual progress monitoring.
	3.1.6. Educators use pre-assessments and pace instruction based on the learning rates of students with gifts and talents and accelerate and compact learning as appropriate.
	3.1.7. Educators use information and technologies, including assistive technologies, to individualize for students with gifts and talents, including those who are twice-exceptional.
3.2. Talent Development. Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.	3.2.1. Educators design curricula in cognitive, affective, aesthetic, social, and leadership domains that are challenging and effective for students with gifts and talents.
	3.2.2. Educators use metacognitive models to meet the needs of students with gifts and talents.
3.3. Talent Development. Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.	3.3.1. Educators select, adapt, and use a repertoire of instructional strategies and materials that differentiate for students with gifts and talents and that respond to diversity.
	3.3.2. Educators use school and community resources that support differentiation.
	3.3.3. Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent.
3.4. Instructional Strategies. Students with gifts and talents become independent investigators.	3.4.1. Educators use critical-thinking strategies to meet the needs of students with gifts and talents.
	3.4.2. Educators use creative-thinking strategies to meet the needs of students with gifts and talents.
	3.4.3. Educators use problem-solving model strategies to meet the needs of students with gifts and talents.

	3.4.4. Educators use inquiry models to meet the needs of students with gifts and talents.
3.5. <i>Culturally Relevant Curriculum.</i> Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.	3.5.1. Educators develop and use challenging, culturally responsive curriculum to engage all students with gifts and talents.
	3.5.2. Educators integrate career exploration experiences into learning opportunities for students with gifts and talents, e.g. biography study or speakers.
	3.5.3. Educators use curriculum for deep explorations of cultures, languages, and social issues related to diversity.
3.6. <i>Resources.</i> Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.	3.6.1. Teachers and administrators demonstrate familiarity with sources for high quality resources and materials that are appropriate for learners with gifts and talents.

Gifted Education Programming Standard 4: Learning Environments

Introduction

Effective educators of students with gifts and talents create safe learning environments that foster emotional well-being, positive social interaction, leadership for social change, and cultural understanding for success in a diverse society. Knowledge of the impact of giftedness and diversity on social-emotional development enables educators of students with gifts and talents to design environments that encourage independence, motivation, and self-efficacy of individuals from all backgrounds. They understand the role of language and communication in talent development and the ways in which culture affects communication and behavior. They use relevant strategies and technologies to enhance oral, written, and artistic communication of learners whose needs vary based on exceptional ability, language proficiency, and cultural and linguistic differences. They recognize the value of multilingualism in today's global community.



Standard 4: Learning Environments

Description: Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.

Student Outcomes	Evidence-Based Practices
<p>4.1. <i>Personal Competence.</i> Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.</p>	4.1.1. Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities.
	4.1.2. Educators provide opportunities for self-exploration, development and pursuit of interests, and development of identities supportive of achievement, e.g., through mentors and role models.
	4.1.3. Educators create environments that support trust among diverse learners.
	4.1.4. Educators provide feedback that focuses on effort, on evidence of potential to meet high standards, and on mistakes as learning opportunities.
	4.1.5. Educators provide examples of positive coping skills and opportunities to apply them.
<p>4.2. <i>Social Competence.</i> Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p>	4.2.1. Educators understand the needs of students with gifts and talents for both solitude and social interaction.
	4.2.2. Educators provide opportunities for interaction with intellectual and artistic/creative peers as well as with chronological-age peers.
	4.2.3. Educators assess and provide instruction on social skills needed for school, community, and the world of work.
<p>4.3. <i>Leadership.</i> Students with gifts and talents demonstrate personal and social responsibility and leadership skills.</p>	4.3.1. Educators establish a safe and welcoming climate for addressing social issues and developing personal responsibility.
	4.3.2. Educators provide environments for developing many forms of leadership and leadership skills.
	4.3.3. Educators promote opportunities for leadership in community settings to effect positive change.
<p>4.4. <i>Cultural Competence.</i> Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups.¹ They use positive strategies to address social issues, including discrimination and stereotyping.</p>	4.4.1. Educators model appreciation for and sensitivity to students' diverse backgrounds and languages.
	4.4.2. Educators censure discriminatory language and behavior and model appropriate strategies.
	4.4.3. Educators provide structured opportunities to collaborate with diverse peers on a common goal.
<p>4.5. <i>Communication Competence.</i> Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication</p>	4.5.1. Educators provide opportunities for advanced development and maintenance of first and second language(s).
	4.5.2. Educators provide resources to enhance oral, written, and artistic forms of communication, recognizing students' cultural context.
	4.5.3. Educators ensure access to advanced communication tools, including assistive technologies, and use of these tools for expressing higher-level thinking and creative productivity.

¹ Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

Gifted Education Programming Standard 5: Programming

Introduction

The term programming refers to a continuum of services that address students with gifts and talents' needs in all settings. Educators develop policies and procedures to guide and sustain all components of comprehensive and aligned programming and services for PreK-12 students with gifts and talents. Educators use a variety of programming options such as acceleration and enrichment in varied grouping arrangements (cluster grouping, resource rooms, special classes, special schools) and within individualized learning options (independent study, mentorships, online courses, internships) to enhance students' performance in cognitive and affective areas and to assist them in identifying future career goals. They augment and integrate current technologies within these learning opportunities to increase access to high level programming such as distance learning courses and to increase connections to resources outside of the school walls. In implementing services, educators in gifted, general, special education programs, and related professional services collaborate with one another and parents/guardians and community members to ensure that students' diverse learning needs are met. Administrators demonstrate their support of these programming options by allocating sufficient resources so that all students within gifts and talents receive appropriate educational services.



Standard 5: Programming

Description: Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.

Student Outcomes	Evidence-Based Practices
<p>5.1. <u>Variety of Programming.</u> Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.</p>	5.1.1. Educators regularly use multiple alternative approaches to accelerate learning.
	5.1.2. Educators regularly use enrichment options to extend and deepen learning opportunities within and outside of the school setting.
	5.1.3. Educators regularly use multiple forms of grouping, including clusters, resource rooms, special classes, or special schools.
	5.1.4. Educators regularly use individualized learning options such as mentorships, internships, online courses, and independent study.
	5.1.5. Educators regularly use current technologies, including online learning options and assistive technologies to enhance access to high-level programming.
	5.1.6. Administrators demonstrate support for gifted programs through equitable allocation of resources and demonstrated willingness to ensure that learners with gifts and talents receive appropriate educational services.
<p>5.2. <u>Coordinated Services.</u> Students with gifts and talents demonstrate progress as a result of the shared commitment and coordinated services of gifted education, general education, special education, and related professional services, such as school counselors, school psychologists, and social workers.</p>	5.2.1. Educators in gifted, general, and special education programs, as well as those in specialized areas, collaboratively plan, develop, and implement services for learners with gifts and talents.
<p>5.3. <u>Collaboration.</u> Students with gifts and talents' learning is enhanced by regular collaboration among families, community, and the school.</p>	5.3.1. Educators regularly engage families and community members for planning, programming, evaluating, and advocating.
<p>5.4. <u>Resources.</u> Students with gifts and talents participate in gifted education programming that is adequately funded to meet student needs and program goals.</p>	5.4.1. Administrators track expenditures at the school level to verify appropriate and sufficient funding for gifted programming and services.
<p>5.5. <u>Comprehensiveness.</u> Students with gifts and talents develop their potential through comprehensive, aligned programming and services.</p>	5.5.1. Educators develop thoughtful, multi-year program plans in relevant student talent areas, PK-12.
<p>5.6. <u>Policies and Procedures.</u> Students with gifts and talents participate in regular and gifted education programs that are guided by clear policies and procedures that provide for their advanced learning needs (e.g., early entrance, acceleration, credit in lieu of enrollment).</p>	5.6.1. Educators create policies and procedures to guide and sustain all components of the program, including assessment, identification, acceleration practices, and grouping practices, that is built on an evidence-based foundation in gifted education.
<p>5.7. <u>Career Pathways.</u> Students with gifts and talents identify future career goals and the talent development pathways to reach those goals.</p>	5.7.1. Educators provide professional guidance and counseling for individual student strengths, interests, and values.
	5.7.2. Educators facilitate mentorships, internships, and vocational programming experiences that match student interests and aptitudes.

Gifted Education Programming Standard 6: Professional Development

Introduction

Professional development is essential for all educators involved in the development and implementation of gifted programs and services. Professional development is the intentional development of professional expertise as outlined by the NAGC-CEC teacher preparation standards and is an ongoing part of gifted educators' professional and ethical practice. Professional development may take many forms ranging from district-sponsored workshops and courses, university courses, professional conferences, independent studies, and presentations by external consultants and should be based on systematic needs assessments and professional reflection. Students participating in gifted education programs and services are taught by teachers with developed expertise in gifted education. Gifted education program services are developed and supported by administrators, coordinators, curriculum specialists, general education, special education, and gifted education teachers who have developed expertise in gifted education. Since students with gifts and talents spend much of their time within general education classrooms, general education teachers need to receive professional development in gifted education that enables them to recognize the characteristics of giftedness in diverse populations, understand the school or district referral and identification process, and possess an array of high quality, research-based differentiation strategies that challenge students. Services for students with gifts and talents are enhanced by guidance and counseling professionals with expertise in gifted education.



Standard 6: Professional Development

Description: All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standard. They access resources to provide for release time, funding for continuing education, and substitute support. These practices are judged through the assessment of relevant student outcomes.

Student Outcomes	Evidence-Based Practices
<p>6.1. <i>Talent Development.</i> Students develop their talents and gifts as a result of interacting with educators who meet the national teacher preparation standards in gifted education.</p>	6.1.1. Educators systematically participate in ongoing, research-supported professional development that addresses the foundations of gifted education, characteristics of students with gifts and talents, assessment, curriculum planning and instruction, learning environments, and programming.
	6.1.2. The school district provides professional development for teachers that models how to develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness.
	6.1.3. Educators participate in ongoing professional development addressing key issues such as anti-intellectualism and trends in gifted education such as equity and access.
	6.1.4. Administrators provide human and material resources needed for professional development in gifted education (e.g. release time, funding for continuing education, substitute support, webinars, or mentors).
	6.1.5. Educators use their awareness of organizations and publications relevant to gifted education to promote learning for students with gifts and talents.
<p>6.2. <i>Socio-emotional Development.</i> Students with gifts and talents develop socially and emotionally as a result of educators who have participated in professional development aligned with national standards in gifted education and National Staff Development Standards.</p>	6.2.1. Educators participate in ongoing professional development to support the social and emotional needs of students with gifts and talents.
<p>6.3. <i>Lifelong Learners.</i> Students develop their gifts and talents as a result of educators who are life-long learners, participating in ongoing professional development and continuing education opportunities.</p>	6.3.1. Educators assess their instructional practices and continue their education in school district staff development, professional organizations, and higher education settings based on these assessments.
	6.3.2. Educators participate in professional development that is sustained over time, that includes regular follow-up, and that seeks evidence of impact on teacher practice and on student learning.
	6.3.3. Educators use multiple modes of professional development delivery including online courses, online and electronic communities, face-to-face workshops, professional learning communities, and book talks.
	6.3.4. Educators identify and address areas for personal growth for teaching students with gifts and talents in their professional development plans.
<p>6.4. <i>Ethics.</i> Students develop their gifts and talents as a result of educators who are ethical in their practices.</p>	6.4.1. Educators respond to cultural and personal frames of reference when teaching students with gifts and talents.
	6.4.2. Educators comply with rules, policies, and standards of ethical practice.

Appendix C

Workshop Committee Recommendations and Corresponding NAGC Standards

Recommendation	NAGC Standard	Actions
<p>1. Develop and implement a mainstream articulation plan for gifted and talented students. This plan will be shared with regular education teachers by gifted teacher at the start of the year and regularly thereafter. The plan will contain elements of student strength, areas for growth, and recommendations for differentiation of classroom and Workshop curriculum. The plan will be a working document to promote ongoing collaboration between regular education and Workshop programs and will provide ongoing assessment of students' skills.</p>	<p>1.6.1 Educators design interventions for students to develop cognitive and affective growth that is based on research of effective practices.</p> <p>3.1.4. Educators design differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents.</p> <p>5.2.1 Educators in gifted, general, and special education programs, as well as those in specialized areas, collaboratively plan, develop, and implement services for learners with gifts and talents.</p>	<p>Draft form has been created and shared with gifted teachers and building administrators. See attached sample.</p>

Recommendation	NAGC Standard	Actions
<p>2. Teachers of the gifted and regular education teachers will collaborate on lesson implementation and differentiation of current units of study.</p>	<p>5.2.1. Educators in gifted, general, and special education programs, as well as those in specialized areas, collaboratively plan, develop, and implement services for learners with gifts and talents.</p>	<p>Grade level meetings: 2011-12 KHS – 3rd or 4th CES – 3rd GFS – 4th LLS – 5th SES -3rd, 4th, or 5th CMS – 6th grade LA and 8th grade SS BMS – 8th grade LA 2012-13 Attend grade 3-5 grade level or RTI meetings; 6-8 grade team or curriculum meetings</p>
<p>3. Teachers of the gifted and regular education teachers will create units collaboratively. These units will include pre-assessment of skills, use of curriculum compacting to plan advanced objectives, and can be worked on by students in both the workshop and regular education settings. These units will contain specific rubrics for performance based outcomes. These units will be digitally stored so they are accessible to all staff over time.</p>	<p>3.1.5. Educators use a balanced assessment system, including pre-assessment and formative assessment, to identify students' needs, develop differentiated education plans, and adjust plans based on continual progress monitoring.</p> <p>5.2.1. Educators in gifted, general, and special education programs, as well as those in specialized areas, collaboratively plan, develop, and implement services for learners with gifts and talents.</p>	<p>½ Day PD on 10/8/11 with Dr. Heilbronner, MS gifted teachers, and grade 8 LA teachers</p> <p>CMS – grade 6 LA BMS – grade 8 LA</p> <p>Create additional planning time for teachers, using ½ day professional day opportunities and summer curriculum workshops.</p>

Recommendation	Standard	Action
<p>4. Develop a system to address class work missed to attend workshop that includes replacement, modification, or adaptation of student expectations such that the student is not penalized for missing class work and is able to demonstrate mastery of grade level expectations.</p>	<p>3.1.3 Educators adapt, modify, or replace the core or standard curriculum to meet the needs of students with gifts and talents and those with special needs such as twice-exceptional, highly gifted, and English language learners.</p>	<p>Use mainstream articulation plan to be completed by regular education teacher and workshop teacher.</p>
<p>5. The district will systematically conduct transition meetings for gifted students transitioning between grades 5 and 6, and grades 8 and 9.</p>	<p>1.4.1. Educators provide role models (e.g., through mentors, bibliotherapy) for students with gifts and talents that match their abilities and interests.</p>	<p>Identify CMS, BMS, and SHS gifted students, create format for conversations. Provide opportunity for students to ask questions and engage in discussion with each other. Provide consistent message to all students.</p>

Recommendation	Standard	Action
<p>6. Gifted students will meet across schools for curriculum-based experiences.</p>	<p>4.2.2. Educators provide opportunities for interaction with intellectual and artistic/creative peers as well as with chronological-age peers.</p>	<p>2011-12</p> <p>Current: <u>3rd grade</u> – Eli Whitney Museum – laws of motion <u>4th grade</u> – E.W.M. – experimentation with force Alan Winik - Inventions <u>5th grade</u> - Town Hall – community issues E.W.M. – Experimentation with structures <u>6th/7th grade</u> – to be determined <u>8th grade</u> – CMS/BMS Debate; Norwalk Courthouse</p> <p>2011-12</p> <p><i>Add:</i> <u>Grade 3</u> Properties of Matter – across elem. schools – Spring <u>School-to-school trips</u> Grade 3 – CES/GFS; LLS/KHS Grade 4 – LLS/GFS Grade 5 – GFS/SES</p> <p>2012-13</p> <p><i>Add:</i> <u>Grade 3</u>- Across district – team building <u>Grade 4</u> – Across district – Math Fest (incl. SHS support) <u>Grade 5</u> – Across district – Creative Writing – (incl. SHS support)</p>

Recommendation	Standard	Action
<p>7. Create enrichment options through after school programs to extend learning opportunities for students.</p>	<p>5.1.2 Educators regularly use enrichment options to extend and deepen learning opportunities within and outside of the school setting.</p>	<p>Work with staff and/or parents to gather groups of students interested in opportunities like Odyssey of the Mind or First Robotics Lego League.</p>
<p>8. School counselors/psychologists will “push in” to workshop rooms to provide additional social/emotional support.</p>	<p>1.1.2. Educators assist students with gifts and talents in developing identities supportive of achievement.</p> <p>4.1.2. Educators provide opportunities for self-exploration, development and pursuit of interests, and development of identities supportive of achievement.</p> <p>5.7.1. Educators provide professional guidance and counseling for individual student strengths, interests, and values.</p>	<p>Provide counselors/psychologists with professional development on the social emotional needs of gifted students and twice-exceptional students.</p> <p>Create a schedule for counselors/psychologists to visit Workshop classrooms.</p>
<p>9. The district will offer continued professional development on differentiation and the education of gifted children for its staff.</p>	<p>6.1.1. Educators systematically participate in ongoing, research-supported professional development that addresses the foundations of gifted education, characteristics of students with gifts and talents, assessment, curriculum planning and instruction, learning environments, and programming.</p> <p>6.2.1. Educators participate in ongoing professional development to support the social and emotional needs of students with gifts and talents.</p>	<p>Aug/Sept 2011 – 3 PD days with Dr. Nancy Heilbronner</p> <p>February 27, 2012: PD - K-8 psychologists and counselors on the social/emotional needs of gifted students</p> <p>March 2012 – Dr. Joyce VanTassel-Baska</p> <p>2012-13: PD to be determined</p>

Recommendation	Standard	Action
<p>10. The District will conduct a program review using NAGC standards as a basis for determining its success in implementing the recommendations in this report at the end of the 2012-13 school year.</p>	<p>2.6.1. Administrators provide the necessary time and resources to implement an annual evaluation plan developed by persons with expertise in program evaluation and gifted education.</p>	<p>Assemble representative group of teachers and administrators to assess progress on implementation of recommendations in this report and provide areas of focus for future development.</p>
<p>11. District administrators will conduct regularly scheduled meetings with: building administrators facilitating gifted PPTs, gifted teachers, PTA gifted program representatives.</p>	<p>5.3.1. Educators regularly engage families and community members for planning, programming, evaluating, and advocating.</p> <p>5.6.1. Educators create policies and procedures to guide and sustain all components of the program, including assessment, identification, acceleration practices, and grouping practices, that is built on an evidence-based foundation in gifted education.</p>	<p>Expand and/or create schedule of meetings with each constituency for purposes of program development, planning, and collaboration.</p>

Future Work		
Recommendation	Standard	Action
Revise and publish curriculum framework for the Workshop program, allowing for student choice, that integrates 2025 skills and provides performance-based assessments with detailed rubrics.	3.1.2. Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students with gifts and talents.	Summer curriculum writing.
Review Identification process including but not limited to non-verbal assessments, grade-level entry points, and teacher rating forms.	2.2.1. Educators establish comprehensive, cohesive, and ongoing procedures for identifying and serving students with gifts and talents. These provisions include informed consent, committee review, student retention, student reassessment, student exiting, and appeals procedures for both entry and exit from gifted program services.	Create committee consisting of gifted teachers, psychologists, building administrators and regular education teachers
Explore cluster grouping as part of a continuum of services within the Workshop Program.	5.1.3. Educators regularly use multiple forms of grouping, including clusters, resource rooms, special classes, or special schools.	Meet with principals to get understanding of the relationship between cluster grouping and our current placement practices.

Westport Mainstream Articulation Plan

Name: Student	Grade:
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Student Goal:

Student will read, interpret, and analyze advanced texts across core classes to create work products that demonstrate a deep understanding of curricular objectives.

Strengths and Interests:

Aimweb: MAZE benchmarks - 99%; CMT: Advanced reading, writing, math; Total Reader: Lexile score 1180
Organized, loves reading, making movies, writing scripts, kind, great effort levels.

Stretches:

Student will use strengths in area of reading and interpretation of texts to take intellectual risks and to meet advanced objectives.

Marking Period	In-class differentiation: recommendations & implementations	Workshop differentiation
1	<p>Language Arts</p> <ul style="list-style-type: none"> • <u>Pre-assessment:</u> Short story unit test: 100%; answers showed insight and elaboration beyond grade-level expectations • Student requires more challenging text and assessments for this specific Book Club Unit (comprehension quizzes replaced by extension unit work in core classroom). • <u>Advanced objective:</u> student will compare literary elements across texts • <u>Assessment:</u> Student will create a work product that compares two novels based on literary elements studied by class (imagery, symbolism, etc.) using examples from both texts <p>Book: <i>Lizzie Bright and the Buckminster Boy</i> by Gary Schmidt.</p>	<p>Language Arts</p> <p>Extension Unit: Creating a Lizzie Bright Journal from the perspective of Lizzie in the Home for the Feeble Minded and comparing that to Turner's feeling of being imprisoned in Phippsburg</p>

westport2025

meeting the global challenge

- 1. Critical Thinking and Problem-Solving**
- 2. Collaboration Across Networks and Leading by Influence**
- 3. Agility and Adaptability**
- 4. Initiative and Entrepreneurialism**
- 5. Effective Oral and Written Communication**
- 6. Accessing and Analyzing Information**
- 7. Curiosity and Imagination**

From The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need—And What We Can Do About It by Tony Wagner (Basic Books, 2008)

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: Bullying Prevention and Safe School Climate Plan Policies
Date: December 19, 2011

At our meeting of November 7, the Board was presented for the first time with a proposed policy that is responsive to a law that was passed during the 2011 session of the Connecticut General Assembly; namely, Public Act 11-226, **An Act Concerning the Strengthening of School Bullying Laws.**

This act defines bullying, including cyberbullying. The act (1) makes the school principal responsible for investigating or designating someone to investigate and address bullying whether it occurs in or out-of-school, if it affects the school or students in the school or school district and (2) requires all school employees, not just teachers and administrators, to report bullying incidents they see or that are reported to them to the principal or his or her designee.

It requires schools and school districts to adopt safe school climate plans, rather than policies, to address bullying. Policies are required to (1) establish deadlines for reporting, investigating; (2) prohibit retaliation against those who report bullying; and (3) require school officials to notify police when they believe bullying conduct constitutes a crime.

The act requires certified and non-certified employees working in public schools to receive annual training in how to identify, intervene, and prevent bullying and youth suicide among students. It also requires beginning teachers and teacher candidates to complete training on these topics. It grants immunity to school boards, school employees, students, parents, and others against damage claims arising from good faith reports of bullying and responses to bullying in accordance with a district's safe school climate plan [CABE, July 2011, "2011 Education Law Summaries].

Working collaboratively with legal counsel, we have prepared for Board of Education review and adoption Policy P5131.911, Bullying Prevention and Intervention and Policy P5131.912, Safe School Climate Plan. These two policies are being placed on the agenda of the meeting of December 19 for Board approval.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education adopts Policy P5131.911, Bullying Prevention and Intervention and P5131.912, Safe School Climate Plan, copies of which shall be appended to the Minutes of the Board of Education meeting of December 19, 2011.



POLICY P5131.911

BULLYING PREVENTION AND INTERVENTION

BULLYING PREVENTION AND INTERVENTION

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

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

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

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

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

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

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

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

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

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

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivision (9) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

not later than January 1, 2012, the Westport Board of Education shall approve the Safe School Climate Plan developed pursuant to this policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

Legal References:

Public Act 11-232, *An Act Concerning the Strengthening of School Bullying Laws*

Conn. Gen. Stat. 10-145a

Conn. Gen. Stat. 10-145o

Conn. Gen. Stat. 10-220a

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. 10-222g

Conn. Gen. Stat. 10-222h

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

Policy Adopted:

WESTPORT PUBLIC SCHOOLS
Westport, Connecticut

POLICY P5131.912

SAFE SCHOOL CLIMATE PLAN

SAFE SCHOOL CLIMATE PLAN

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

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

I. Prohibition Against Bullying and Retaliation

- A. The Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.
- B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- C. In addition to prohibiting student acts which constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.
- D. Students who engage in bullying behavior in violation of Board Policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

II. Definition of Bullying

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

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

B. Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

III. Other Definitions

A. **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

B. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system;

- C. **"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;
- D. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;
- E. **"Outside of the school setting"** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;
- F. **"Prevention and intervention strategy"** may include, but is not limited to, (1) implementation of a positive behavioral intervention and support process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.
- G. **"School climate"** means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.
- H. **"School employee"** means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public

elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

- I. **“School-Sponsored Activity”** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

IV. Leadership and Administrative Responsibilities

A. Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator (“Coordinator”). The Coordinator shall:

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

B. Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school (or principal’s designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

V. Development and Review of Safe School Climate Plan

- A. For the school year commencing July 1, 2012 and each school year thereafter, the Principal of each school shall establish a committee or designate at least one existing committee ("Committee") in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.
- B. The Committee shall: 1) receive copies of completed reports following bullying investigations; 2) identify and address patterns of bullying among students in the school; 3) review and amend school policies relating to bullying; 4) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 5) educate students, school employees and parents/guardians on issues relating to bullying; 6) collaborate with the Coordinator in the collection of data regarding bullying; and 7) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.
- C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.
- D. Not later than January 1, 2012, the Board of Education shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

VI. Procedures for Reporting and Investigating Complaints of Bullying

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

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

VII. Responding to Verified Acts of Bullying

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.
- B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall also invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A., as it must include a description of the school's response to such acts, along with consequences, as appropriate. Normally, separate meetings shall be held with the respective parents; however, at the discretion of the Safe School Climate Specialist and with written consent of the parents/guardians involved, the meeting(s) may be held jointly.
- C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.

D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.

E. Notice to Law Enforcement

If the Principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee, may consult with the school resource office, if any, and other individuals the principal or designee deems appropriate.

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

VIII. Documentation and Maintenance of Log

A. Each school shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.

B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school

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

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

IX. Other Prevention and Intervention Strategies

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

C. The following sets forth possible interventions which may also be utilized to enforce the Board's prohibition against bullying:

i. Non-disciplinary interventions

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

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

ii. Disciplinary interventions

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

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

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

iii. Interventions for bullied students

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

- a. Counseling;
- b. Increased supervision and monitoring of student to observe and intervene in bullying situations;
- c. Encouragement of student to seek help when victimized or witnessing victimization;
- d. Peer mediation or other forms of mediation, where appropriate;
- e. Student Safety Support plan; and
- f. Restitution and/or restorative interventions.

iv. General Prevention and Intervention Strategies

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

- a. School rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
- b. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;

- c. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;
- d. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
- e. School-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
- f. Student peer training, education and support; and
- g. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- h. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Department of Education;
- i. Respectful responses to bullying concerns raised by students, parents or staff;
- j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying, with a focus in evidence based practices concerning same;

- k. Use of peers to help ameliorate the plight of victims and include them in group activities;
- l. Avoidance of sex-role stereotyping;
- m. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
- n. Modeling by teachers of positive, respectful, and supportive behavior toward students;
- o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
- p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.

D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of "bullying."

X. Annual Notice and Training

- A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.
- B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.
- C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district's safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.

XI. School Climate Assessments

On and after July 1, 2012, and biennially thereafter, the Board shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Department.

Legal References:

Public Act 11-232, *An Act Concerning the Strengthening of School Bullying Laws*

Conn. Gen. Stat. § 10-222d

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

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

Policy Adopted:

WESTPORT PUBLIC SCHOOLS
Westport, Connecticut

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1025
FAX: (203) 341-1029

To: Members of the Board of Education

From: Elliott Landon

Subject: Acceptance of Gifts - REVISED

Date: December 19, 2011

I am pleased to inform you that the Board of Education has been offered three (3) generous gifts from the Long Lots School PTA, the Staples High School PTA, and the Westport Basketball Association, respectively.

The first of these, from the Long Lots PTA, is a gift of twenty (20) Kindle Touch E-Readers with essential supporting equipment for student use and one (1) video camera, for a total value of \$4,000.

The second, from the Staples High School PTA, is a gift of ten (10) i-Pads and the necessary i-Care support programs that will be available for teacher and student use. This gift, valued at \$5,380, will be housed at the Staples High School Library-Media Center.

The third gift, from the Westport Basketball Association, is valued at \$5,205. These funds will be used to replace the four (4) existing side basketball hoops at Long Lots Elementary School with new updated baskets that adjustable to heights of eight to ten feet, making them accessible for elementary school-aged children at the eight foot height. The existing hoops are fixed at a ten foot height, making them unusable for elementary school students.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education accepts with gratitude and appreciation a gift of \$4,000 from the Long Lots PTA to be used towards the purchase of twenty (20) Kindle Touch E-Readers with essential supporting equipment for student use and one (1) video camera; a gift valued at \$5,380 from the Staples High School PTA for the purchase of ten (10) i-Pads and the necessary i-Care support programs for teacher and student use; and, from the Westport Basketball Association, a gift valued at \$5,205 to replace the four (4) existing side basketball hoops at Long Lots Elementary School with new updated baskets that are adjustable to heights of eight to ten feet.

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: Underground Fuel Oil Storage Tank Replacement

Date: December 19, 2011

Included with this memorandum is a report prepared for the Westport Public Schools by Fuss & O'Neill dated November 28, 2011 and entitled, *Underground Fuel Oil Storage Tank Replacement Evaluation*. This report assisted us in formulating the proposed \$372,000 of expenditures for that portion of Five Year Capital Forecast for the 2010-11 school year that was presented to the Board at our meeting of December 5, 2011 ("Replace Oil Tanks-Revised Based on Fuss & O'Neill Study).

Although the Board reserved judgment on this subject, concerned about maintaining dual fuel capabilities, after careful review and further discussion it is my recommendation that we maintain our dual fuel capability at all schools where the tanks are not in compliance. At this point in time, there is no certainty that for the future life span of these tanks natural gas will continue to be the lower cost fuel for our school buildings. With this amount of uncertainty, for the long-term it would appear to be more desirable to maintain the capability to switch from one fuel to the other when costs suggest we do so.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education approves the Underground Fuel Oil Storage Tank Replacement Plan for Coleytown Elementary School (1989); Long Lots Elementary School (1989); Coleytown Middle School; Staples High School Pool (2005); Staples High School J-O (2005) Piping and Diesel Tank for Generator; and, Staples High School Loading Dock (2004) Piping and Diesel Tank for Generator as described in the November 28, 2011 report prepared by Fuss & O'Neill as it pertains to this project and,

Be It Further Resolved, that the Board of Education approves the Educational Specifications for this project (as appended to the Minutes of the Meeting of December 19, 2011) and the proposed budget in the amount of \$372,000; directs the Administration to request project approval and funding from the Board of Finance and the Representative Town Meeting; and, requests that the Representative Town Meeting designate the Town of Westport Public Site and Building Committee and the Board of Education as the joint School Building Committee for this project.



INTEROFFICE MEMORANDUM

TO: ELLIOTT LANDON
SUPERINTENDENT

FROM: NANCY J. HARRIS
ASSISTANT SUPERINTENDENT FOR BUSINESS

SUBJECT: OIL TANK REPLACEMENT

DATE: DECEMBER 15, 2011

CC: R WOOSLEY, OIL TANK FILE

As mentioned at the Board of Education meeting on December 5, 2011, we asked Fuss and O'Neill (F&O) to complete an analysis of code compliance for all oil tanks and respective piping. We received that report on June 29, 2011 and then asked for further cost analysis in order to refine the original funding request. The cost analysis report was received from F&O on November 28, 2011. The original funding request for this project was approved by the Board of Education on November 22, 2010 and the Board of Finance on December 8, 2010 for \$279,400. That request was withdrawn by the Superintendent on January 10, 2011, pending additional tank and pipe line information as it relates to code compliance.

I am recommending that we remove and replace four oil tanks, install two smaller diesel fuel tanks for the generators, and replace all piping not meeting code. The total cost of this project is \$372,000 which was displayed in the Five Year Capital Forecast that we discussed on December 5th.

The F&O report has identified the following:

Oil tanks not in code compliance:

- Coleytown Elementary School – 10,000 gallon tank installed in 1989. Tank has failed two (2) tightness tests. Cost to remove and replace with a new 10,000 gallon tank = \$77,000.
- Long Lots Elementary Schools - 10,000 gallon tank installed in 1989. Cost to remove and replace with a new 10,000 gallon tank = \$77,000.
- Coleytown Middle School - 10,000 gallon tank installed in 1989. Cost to remove and replace with a new 10,000 gallon tank = \$77,000.

Emergency generator and underground piping not in code compliance:

- Staples High School, loading dock area – 10,000 gallon tank installed in 2004 – tank has failed two (2) tightness tests. Piping not in code compliance. When the new tank was installed by the building project, a tank was also required for the generator but was not installed, therefore, we are not in code compliance. Recommendation – bring up to code - replace the existing tank and all piping; install tank for diesel fuel with compliant piping for generator. Cost to remove and replace all = \$90,000
- Staples High School, pool area – 10,000 gallon tank installed in 2005 –piping not in code compliance. Cost to remove and replace all piping = \$19,000

OIL TANK REPLACEMENT
PAGE TWO

- Staples High School, J-O buildings – 10,000 gallon tank installed in 2005 by the building project – Piping not in code compliance. When the tank was installed by the building project, the code required a separate tank for the generator. The additional tank was not installed, thus we are not in compliance with code. Recommendation – bring system up to code - replace all existing piping; install required tank for diesel fuel along with compliant piping for generator. Recommendation – bring up to code - replace all piping, install diesel tank with compliant piping for generator. Cost to remove and replace piping and install generator tank = \$32,000.

I have attached the November 28, 2011 Fuss & O'Neill report outlining their findings, options and cost estimates in order to assist the Board with its deliberations.

Issued November 28, 2011

Underground Fuel Oil Storage Tank Replacement Evaluation

Westport Public Schools
Westport, CT



Prepared for

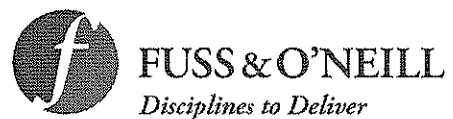
Dr. Elliott Landon
Superintendent
Westport Public Schools

Nancy Harris
Assistant Superintendent of Schools
Westport Public Schools

Prepared by

David R. Jackson, P.E.
Vice President
Fuss & O'Neill, Inc.
Consulting Engineers

Russell T. Ward, P.E.
Environmental Engineer
Fuss & O'Neill, Inc.
Consulting Engineers



146 Hartford Road
Manchester, CT 06040

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1 Issue Identification

1.1 Purpose and Focus

This purpose of this study report is to document the results of our efforts resolving the recommendations proposed by Absolute Tank Testing (ATT) and the associated compliance with the Connecticut Department of Energy and Environmental Protection (DEEP).

Fuss & O'Neill received two reports prepared by ATT. One dated September 4, 2008 containing the actual test results from all tanks tested; and another dated December 21, 2010 containing a cost proposal for doing recommended work at Coleytown Elementary, Coleytown Middle and Long Lots Schools. Fuss & O'Neill has reviewed these reports and prioritized the issues raised by ATT by distinguishing which actions are regulatory requirements and which are non-regulatory (Optional).

This study is not intended to serve as an indication of compliance status prior to, nor subsequent to, the implementation of corrective actions discussed herein. In instances where Fuss & O'Neill identified a corrective action as being a "best management practice" (BMP) and not a regulatory requirement, actions were not further addressed by this report. Please note that the opinions and conclusions presented in this report are based on the referenced documents.

Reference Documents:

1. September 4, 2008 letter from Craig Scott Lower of Absolute Tank Testing, Inc. to Westport Public School Systems, Re: 2008 Annual Cathodic Protection Compliance Testing for the Westport School District, Westport, CT. 13 pages.
2. December 21, 2010 letter from Jeanine Marin of Absolute Tank Removal to Westport Public Schools, Re: Coleytown Elementary School, 65 Easton Road, Westport, CT, 3 Pages.
3. December 21, 2010 letter from Jeanine Marin of Absolute Tank Removal to Westport Public Schools, Re: Coleytown Middle School, 255 North Avenue, Westport, CT, 3 Pages.
4. December 21, 2010 letter from Jeanine Marin of Absolute Tank Removal to Westport Public Schools, Re: Long Lots School, 13 Hyde Lane, Westport, CT, 3 Pages.

1.2 Regulatory Applicability (Table 1)

Fuss & O'Neill analyzed the ATT reports and prepared an Underground Fuel Oil Storage Tank Schedule (*Table 1*) that identifies the underground fuel oil storage tanks at the various schools and the corrective actions identified as "Required". Required items are action items that were identified by ATT and/or Fuss & O'Neill as corrective measures that must be taken in accordance with the underground storage tank regulations, as well as to decrease the likelihood of a release/system failure.

It should be noted that *Table 1* assumes that all tanks in question are regulated by RCSA 22a-449(d)-1 (commonly referred to as the "underground heating fuel tank regulations"), with the exception of the two tanks located at Staples High School that currently serve emergency generators in addition to heating equipment. Since these tanks serve emergency generators (in addition to heating equipment), they are subject to the more stringent requirements of RCSA 22a-449(d)-101 through 113. This applicability, however, excludes Section 104 due to the emergency power generator deferral in Section 101(a)(4).

2 Cost Evaluation Discussion

2.1 Cost Estimate Assumptions

In the preparation of the cost estimates included within this report, it was necessary to make several assumptions. These include, but may not be limited to the following:

- Contaminated soil and/or groundwater will not be encountered during any of the various options presented.
- Repaired or replaced tank systems will re-use existing tank gauging systems (e.g. Pneumercator, Veeder Root, etc.) where available, or will otherwise take advantage of the daily inventory record exemptions afforded by either RCSA 22a-449(d)-1(c)(3) or RCSA 22a-449(d)-101(a)(4), as applicable. If Westport opts to add a new tank monitoring system, the associated cost estimates will require adjustment to account for this additional line item and associated parts/labor. The existing line item on *Table 5* accounts for new sensors/parts/labor associated with using the existing system on a new tank.
- As recommended by Fuss & O'Neill, tanks will not be abandoned in place. Abandonment in place requires State and Local approval, and is typically reserved for instances where UST removal would carry risk of damage to surrounding structures.
- The full length of the Staples High School J-O tank supply and return is not currently within a non-metallic secondary containment pipe.
- In the event one or more of the options that involve installing a dedicated aboveground fuel storage tank for the existing generator(s) is selected, a suitable installation location is available. This includes, but is not necessarily limited to the location meeting all applicable local, State and Federal

requirements, being agreeable to Westport, and being a reasonably short distance from the existing generator.

A summary of each tank, applicable regulatory corrective actions and the estimated costs associated for these corrective actions have been provided as *Table 2*.

2.2 Recommendations & Cost Estimates

The following sections provide a discussion of the necessary corrective actions for each school, with an associated cost estimate for the option, or options, as applicable. Where applicable, the option for “closure” means tank system removal, confirmatory tank/piping grave sampling, and the submission of an updated DEEP registration.

It should also be noted that the two tanks servicing generators (in addition to heating equipment) at Staples High School were given special consideration. Closure of these tanks would not only remove the associated school’s dual fuel capabilities, but also prevent future operation of the associated generator. As such, the “Closure” option for these tanks has been augmented to include the installation of a small aboveground storage tank for the generator, while the replacement option assumes Westport will fill the new underground storage tank with on-road motor vehicle grade ultra-low sulfur diesel fuel (ULSD) to comply with generator regulations.

2.2.1 Staples High School (Loading Dock) (10k-gallon UST, Installed 2004)

Background:

The 10,000-gallon tank system has failed two tightness tests (May 2007 & August 2008). The existing fuel oil supply and return piping (three lines) from the tank to the building is uncoated steel each run within a steel conduit. ATT has determined that the conduit is not cathodically protected.

From a regulatory standpoint all piping installed after 2003 is required to have containment. Since the piping was installed after 2003, and the carrier pipe is single wall steel, the DEEP office was contacted to determine if the existing installation meets DEEP regulations. The DEEP indicated that the conduit may be considered as the containment pipe if the following requirements are met:

1. Containment (Conduit) runs continuously between the tank sump and the building.
2. Containment (Conduit) is cathodically protected.
3. Containment (Conduit) is coated.

While the piping appears to be in good condition it is not possible to determine how long the piping will remain leak free. The expense of excavation, site restoration, coating and installing cathodic protection for the piping would be almost the same cost as installing non-metallic containment piping. The advantage with non-metallic piping is that future cathodic testing will not be required.

Recommendation and Associated Cost

Based on the unknown information regarding what is causing the Ullage leak in this tank and the potential that the leak is irreparable, Fuss & O'Neill primarily recommends the following options:

- System Removal and Closure – Total estimated cost of \$46,000, as detailed in *Tables 4 & 6*. As discussed in Section 2.2, this includes closure of the existing tank system and the installation of a dedicated fuel tank for the generator currently associated with this system.
- System Removal and Replacement – Although more costly than the above option, (Estimated cost of \$77,000, as detailed in *Table 5*), and requiring the use of on-road motor vehicle grade ultra-low sulfur diesel fuel (ULSD), this option would preserve the associated school's dual fuel setup.
- System Removal and Replacement & Dedicated Generator Tank – Although more costly than the above option, (Estimated cost of \$90,000, as detailed in *Tables 5 & 6*), this option would preserve the associated school's dual fuel setup while allowing the use of heating oil grade distillate fuel oil in the underground tank.

A secondary option, one for which a cost estimate has not been provided due to the unknown nature of the problem and potential solution(s), includes excavating to the top of the tank and determining what is causing the Ullage leak. It cannot be anticipated whether the leak can be repaired and/or how much it would cost to repair until after excavating to the top of the tank. Additionally, in the event this leak can be repaired, the fuel oil piping will still need to be replaced with non-metallic (nylon) containment piping meeting the DEEP requirements.

2.2.2 Staples High School (Pool) (10k-gallon UST, Installed 2005)

Background:

The 10,000-gallon tank system has passed a recent tank tightness test (August 2008); however, it has steel piping without containment similar to the loading dock area UST. See *Section 2.2.1* for details.



Recommendation and Associated Cost:

Fuss & O'Neill recommends that the fuel oil piping be replaced with non-metallic (nylon) containment piping meeting the DEEP requirements. We believe this to be the most cost effective option, while simultaneously maintaining dual fuel capabilities and removing future need for cathodic protection or the cathodic protection testing.

As detailed in *Table 3*, the approximate cost associated with this option is \$19,000.

2.2.3 Staples High School (J-O) **(10k-gallon UST, Installed 2005)**

Recommendation, Associated Cost, & Background

There are no records of tank tightness testing results for this tank. The fuel oil supply and return piping from the tank to the building is steel piping without containment similar to the USTs located in the loading dock and pool areas.

Fuss & O'Neill primarily recommends the following options:

- Piping Replacement – Replace the existing fuel oil piping with non-metallic (nylon) double-walled containment piping meeting the DEEP requirements, and supply the existing underground storage tank solely with on-road motor vehicle grade ultra-low sulfur diesel fuel (ULSD). The approximate cost for this option is \$19,000 as detailed in *Tables 3*.
- Piping Replacement & Dedicated Generator Tank - Replace the existing fuel oil piping with non-metallic (nylon) double-walled containment piping meeting the DEEP requirements, and install a dedicated aboveground storage tank for the existing generator. The approximate cost for this option is \$32,000 as detailed in *Tables 3 & 6*.

We believe these to be the most cost effective options, while simultaneously preserving the associated equipment's dual fuel capability and removing the future need for cathodic protection or the cathodic protection testing.

2.2.4 Coleytown Elementary School **(Rear)** **(10k-gallon UST, Installed 1989)**

Background:

The 10,000-gallon tank system has failed two tightness tests (May 2007 & August 2008). ATT reports that leak testing has determined that the leak is within the Ullage (Dry portion of the UST). This tank is 22 years old, and the fuel oil supply and return pipes from the tank to the building do not have containment or cathodic protection.

Recommended Options & Associated Costs:

It is not possible to be certain the condition of the existing piping or how long it will remain leak free. From a regulatory standpoint, the Ullage leak has to be repaired (if possible) and the tank re-tested. The fuel oil supply and return piping requires cathodic protection. As indicated by ATT, the corrective action regarding the piping is replacement, which would require excavation and site restoration.

Based upon the limited remaining useful life and degree of effort that would be associated with the repairs, Fuss & O'Neill does not believe repairing the tank system and replacing the piping to be fiscally defensible options. This leaves the following two options and associated cost estimates:

- System Removal and Closure – Estimated cost of \$33,000, as detailed in *Table 4*.
- System Removal and Replacement – Although more costly than the above option, (Estimated cost of \$77,000, as detailed in *Table 5*), this option would preserve the associated school's dual fuel setup.

2.2.5 Long Lots Elementary School (10k-gallon UST, Installed 1989)

Background:

This tank is 22 years old, and the fuel oil supply and return pipes from the tank to the building do not have containment or adequate cathodic protection. Fuss & O'Neill disagrees with ATT's recommendation to add cathodic protection to the existing piping, and raise the level of cathodic protection on the existing tank, as it is not possible to be certain of existing conditions or how long the system components will remain leak free. Additionally, the timeframe during which the regulations permit such repairs to be the corrective action has passed. Replacement, including excavation and site restoration is required.

Recommended Options & Associated Costs:

Based upon the limited remaining useful life and degree of effort that would be associated with the repairs, Fuss & O'Neill does not believe repairing the tank system and replacing the piping to be fiscally defensible options. This leaves the following two options and associated cost estimates:

- System Removal and Closure – Estimated cost of \$33,000, as detailed in *Table 4*.
- System Removal and Replacement – Although more costly than the above option, (Estimated cost of \$77,000, as detailed in *Table 5*), this option would preserve the associated school's dual fuel setup.



2.2.6 Coleytown Middle School (10k-gallon UST, Installed 1989)

Background, Recommended Options & Associated Costs:

The basis for the recommendations at the Long Lots Elementary School in *Section 2.2.5* applies equally to the above referenced tank/school. The two options and associated costs are, therefore:

- System Removal and Closure – Estimated cost of \$33,000, as detailed in *Table 4*.
- System Removal and Replacement – Although more costly than the above option, (Estimated cost of \$77,000, as detailed in *Table 5*), this option would preserve the associated school's dual fuel setup.

2.2.7 Other Schools

Based upon the recommendations by ATT and Fuss & O'Neill's understanding of the UST regulations, the following underground fuel oil storage tank systems have no corrective actions at this time:

1. Coleytown Elementary School, Front Right (1,000-Gallon UST)
2. Kings Highway Elementary School
3. Greens Farms School
4. Saugatuck Elementary School
5. Bedford Middle School

The recommendations by ATT for these schools were limited to providing vent and fill piping with cathodic protection, and providing fill pipes with spill buckets. Vent and fill piping is not required to have cathodic protection for compliance with DEEP regulations, as they do not "routinely contain a regulated substance." Additionally, the tank systems for the schools above are regulated by 22a-449(d)-1 (not the more stringent 22a-449(d)-101-113), therefore the "1998 New Standards and Requirements", which added the spill bucket requirement (among others), do not apply. These system modifications would therefore represent best management practices (BMPs) which are not addressed in this report.

3 Summary and Conclusions

In general, Fuss & O'Neill has made the recommendation of repairing or otherwise modifying a system when such a course of action was associated with bringing a tank system with substantial usable life into regulatory compliance. Since repairs are quite costly, this option was not considered for tank systems requiring similar regulatory compliance-based repairs, but with limited useful life still available (e.g. 8 years remaining on a 30 year life expectancy). In these cases, we have presented the option to remove and properly close the system in accordance with regulations, or to remove, close and replace the system with a new one. Removal, closure and replacement would clearly require a

larger financial investment on Westport's behalf, but would preserve the dual fuel ability of the associated heating equipment/school.

Table 2 provides a summary of the cost estimates for the recommended option(s) associated with each school.

In addition to the above discussion, Fuss & O'Neill recommends further investigating various former tank locations. Based upon record reviews performed by Fuss & O'Neill, former heating oil tanks have been abandoned at Staples High School, Long Lots School, and Saugatuck Elementary School. Westport should confirm that these tanks were closed in accordance with applicable regulations. Westport should similarly investigate any other tanks believe to have been abandoned.

Tables



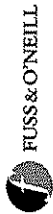
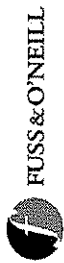


Table 1
Westport Public Schools
Underground Fuel Oil Storage Tank Schedule

Location	Service	Type	Capacity	Date of Install	Age	Corrective Action
Coleytown Elementary School (Front Right)	#2 Fuel Oil	FRP	1,000	2002	9	None
Kings Highway Elementary School	#2 Fuel Oil	FRP	10,000	2002	9	None
Saugatuck Elementary School	#2 Fuel Oil	FRP	10,000	2002	9	None
Greens Farms School	#2 Fuel Oil	ST	10,000	2001	10	None
Bedford Middle School	#2 Fuel Oil	FRP	10,000	2000	11	None
Staples High School (Pool)	#2 Fuel Oil	FRP	10,000	2005	6	Replace FOS&R piping (non-metallic)
Staples High School (J-O)	Diesel	FRP	10,000	2005	6	Replace FOS&R piping (non-metallic)
Staples High School (Loading Dock)	Diesel	FRP	10,000	2004	7	Full Replacement
Coleytown Elementary School (Rear)	#2 Fuel Oil	FRP	10,000	1989	22	Full Replacement
Long Lots Elementary School	#2 Fuel Oil	FRP	10,000	1997	14	Full Replacement
Coleytown Middle School	#2 Fuel Oil	FRP	10,000	1989	22	Full Replacement



FUSS & O'NEILL

Table 2
Westport Public Schools
Cost Evaluation Summary

Location	Service	Type	Capacity	Date of Install	Proposed Action	Estimated Cost
Staples High School (Pool)	#2 Fuel Oil	FRP	10,000	2005	Replace FOS&R piping (non-metallic)	\$19,000
Staples High School (J-O)	Diesel	FRP	10,000	2005	Replace FOS&R piping (non-metallic) Install Dedicated AST for Generator	\$19,000 \$13,000
Staples High School (Loading Dock)	Diesel	FRP	10,000	2004	Excavate and Close Tank Replace Tank and FOS&R Piping Install Dedicated AST for Generator	\$33,000 \$77,000 \$13,000
Coleytown Elementary School (Rear)	#2 Fuel Oil	FRP	10,000	1989	Excavate and Close Tank Replace Tank and FOS&R Piping	\$33,000 \$77,000
Long Lots Elementary School	#2 Fuel Oil	FRP	10,000	1997	Excavate and Close Tank Replace Tank and FOS&R Piping	\$33,000 \$77,000
Coleytown Middle School	#2 Fuel Oil	FRP	10,000	1989	Excavate and Close Tank Replace Tank and FOS&R Piping	\$33,000 \$77,000

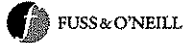


Table 3

Westport Public Schools
 Fuel Oil Supply and Return Piping Replacement Opinion of Cost

OPINION OF COST - ORDER OF MAGNITUDE		DATE PREPARED 11/21/2011 SHEET				
PROJECT : Westport Public Schools		BASIS : Vendor Estimates and Historical Data				
LOCATION : Westport, CT						
DESCRIPTION: Fuel Oil Supply and Return Piping Replacement Cost Breakdown		ESTIMATOR : CA CHECKED BY : DRJ				
Since Fuss & O'Neill has no control over the cost of labor, materials, equipment or services furnished by others, or over the Contractor(s)' methods of determining prices, or over competitive bidding or market conditions, Fuss & O'Neill's opinion of probable Total Project Costs and Construction Costs are made on the basis of Fuss & O'Neill's experience and qualifications and represent Fuss & O'Neill's best judgement as an experienced and qualified professional engineer, familiar with the construction industry, but Fuss & O'Neill cannot and does not guarantee that proposals, bids or actual Total Project or Construction Costs will not vary from opinions of probable cost prepared by Fuss & O'Neill.						
ITEM NO.	ITEM DESCRIPTION	UNIT MEAS.	NO. UNITS	COST PER UNIT		TOTAL COST
				MATERIAL	LABOR	
	Engineering Design	LS	1	-	-	\$2,000
	Construction Administration	LS	1	-	-	\$2,000
	General Conditions	LS	1	-	-	\$1,000
	Mobilization	LS	1	-	-	\$1,500
	Remove Existing Heating Oil from Piping (Estimate 50 Gallons)	LS	1	-	-	\$500
	Trench, Remove and Dispose of Piping	LS	1	-	-	\$4,000
	New Double-Walled Fuel Oil Supply and Return Piping in Secondary Containment	LS	1	-	-	\$2,000
	Backfill and Restore Site	LS	1	-	-	\$4,000
	UST Piping Soil Sampling and Update Notification	LS	1	-	-	\$1,200
	SUB TOTAL					\$18,200
	ESTIMATED COST OF CONSTRUCTION (ROUNDED TO NEAREST \$1,000)					\$19,000

Assumptions:

1. All soils are free from contamination.
2. All work will be completed outside of heating season (Oct-Apr)
3. Piping is less than or equal to 4' below grade.
4. Site restoration includes combination of asphalt/seed/and concrete sidewalks.

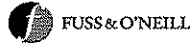


Table 4

Westport Public Schools
Underground Fuel Oil Storage Tank Closure Opinion of Cost

OPINION OF COST - ORDER OF MAGNITUDE		DATE PREPARED 11/21/2011 SHEET				
PROJECT : Westport Public Schools		BASIS : Vendor Estimates and Historical Data				
LOCATION : Westport, CT						
DESCRIPTION: Fuel Oil Tank Excavation and Closure Cost Breakdown		ESTIMATOR : CA CHECKED BY : DRJ				
<p>Since Fuss & O'Neill has no control over the cost of labor, materials, equipment or services furnished by others, or over the Contractor(s)' methods of determining prices, or over competitive bidding or market conditions, Fuss & O'Neill's opinion of probable Total Project Costs and Construction Costs are made on the basis of Fuss & O'Neill's experience and qualifications and represent Fuss & O'Neill's best judgement as an experienced and qualified professional engineer, familiar with the construction industry; but Fuss & O'Neill cannot and does not guarantee that proposals, bids or actual Total Project or Construction Costs will not vary from opinions of probable cost prepared by Fuss & O'Neill.</p>						
ITEM NO.	ITEM DESCRIPTION	UNIT MEAS.	NO. UNITS	COST PER UNIT		TOTAL COST
				MATERIAL	LABOR	
	Construction Administration	LS	1	-	-	\$2,500
	Mobilization	LS	1	-	-	\$1,500
	General Conditions	LS	1	-	-	\$1,000
	Crane	LS	1	-	-	\$6,000
	Remove and Dispose of Product/Sludge/Cleaning Fluids	LS	1	-	-	\$2,000
	Excavate, Remove and Dispose of Existing Heating Oil Tank	LS	1	-	-	\$10,000
	Backfill and Restore Site	LS	1	-	-	\$7,500
	UST Closure Sampling (Soil and Water) and Notification	LS	1	-	-	\$2,500
	SUB TOTAL					\$33,000
	ESTIMATED COST OF CONSTRUCTION (ROUNDED TO NEAREST \$1,000)					\$33,000

Assumptions:

1. All soils are free from contamination.
2. All tanks will be removed; not abandoned in place.
3. All work will be completed outside of heating season (Oct-Apr)
4. Volume of fuel oil in tank at time of excavation is 5,000 gallons.
5. Tank diameter is 10'4" and depth to top of tank is 3'6"; 15'x22'X15' excavation.
6. Piping is less than or equal to 4' below grade.
7. Shoring will not be required.
8. Site restoration includes combination of asphalt/seed/and concrete sidewalks.
9. Owner shall coordinate removal of usable oil with oil provider. Tank will contain no more than 12" of product/sludge prior to removal.

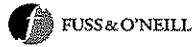


Table 6

Westport Public Schools

Aboveground Diesel Fuel Storage Tank Installation Opinion of Cost

OPINION OF COST - ORDER OF MAGNITUDE			DATE PREPARED 11/21/2011 SHEET			
PROJECT : Westport Public Schools			BASIS : Vendor Estimates and Historical Data			
LOCATION : Westport, CT			ESTIMATOR : CA CHECKED BY : DRJ			
DESCRIPTION: Aboveground Diesel Fuel Storage Tank Cost Breakdown						
<p>Since Fuss & O'Neill has no control over the cost of labor, materials, equipment or services furnished by others, or over the Contractor(s) methods of determining prices, or over competitive bidding or market conditions, Fuss & O'Neill's opinion of probable Total Project Costs and Construction Costs are made on the basis of Fuss & O'Neill's experience and qualifications and represent Fuss & O'Neill's best judgement as an experienced and qualified professional engineer, familiar with the construction industry; but Fuss & O'Neill cannot and does not guarantee that proposals, bids or actual Total Project or Construction Costs will not vary from opinions of probable cost prepared by Fuss & O'Neill.</p>						
ITEM NO.	ITEM DESCRIPTION	UNIT MEAS.	NO. UNITS	COST PER UNIT		TOTAL COST
				MATERIAL	LABOR	
	Engineering Design	LS	1	-	-	\$1,500
	Construction Administration	LS	1	-	-	\$1,000
	General Conditions	LS	1	-	-	\$1,000
	New 1,000-Gallon Double-Walled Steel AST including Freight and Appurtenances	LS	1	-	-	\$4,000
	New Piping Package including Vent, Fill, Product Supply and Return in Secondary Containment and Level Alarms	LS	1	-	-	\$5,000
	SUB TOTAL					\$12,500
	ESTIMATED COST OF CONSTRUCTION (ROUNDED TO NEAREST \$1,000)					\$13,000

Assumptions:

1. New aboveground storage tank to serve generator only.

INTEROFFICE MEMORANDUM

TO: ELLIOTT LANDON
SUPERINTENDENT

FROM: NANCY J. HARRIS
ASSISTANT SUPERINTENDENT FOR BUSINESS
AND
SANDRA EVANGELISTA
TRANSPORTATION COORDINATOR

SUBJECT: HYBRID BUS GRANT PROPOSAL

DATE: DECEMBER 15, 2011

Cc: Transportation file

The Connecticut Department of Transportation has allocated grant funds to municipalities as an incentive to purchase/operate alternative/clean fuel student transportation vehicles. A grant application was made to the 2011 Connecticut Clean Fuel program and the Westport Public Schools received approval for funding to purchase a hybrid diesel electric school bus. The grant program is designed so that the municipality pays the full cost of the electric and ultra-low sulfur diesel hybrid school bus. The grant of \$63,584 will be paid to the municipality upon purchase of the bus. The lease between the municipality and the bus company provides for full reimbursement to the municipality in two (2) equal lease payments over the two year term of the lease. At the end of the two years, the municipality will convey title to the bus company for the sum of one dollar.

The state bid out the specific vehicle for this grant, the cost of the vehicle is \$145,931. The state grant funds the difference between a traditional school bus and the cost of the hybrid vehicle (\$63,584) upon the receipt of a properly executed sales agreement between the Town and the vendor. The Town of Westport would be responsible for the balance of the cost (\$82,347) which it would recover over two years. Dattco, our transportation provider, has agreed to make two annual lease payments to the Board of Education in the amount of \$41,173.50 to cover total cost of the hybrid bus after which they would assume ownership of the bus. Dattco has also agreed to pay all maintenance and insurance costs on the vehicle.

A non-binding program confirmation letter acknowledging a commitment to the grant was signed earlier in the year and forwarded to the state. A notice was sent to the Board of Education at that time informing them of the grant program opportunity.

In order to proceed with this grant, we will need to request Town funding of the \$145,931 for up front funding of the bus. The grant of \$63,584 would be paid to the Town after the bus has been purchased and Dattco would pay the Town \$41,173.50 per year in compliance with the leasing arrangement that is noted above. The Board of Education and the various town bodies, including the Board of Finance, RTM and Board of Selectman, would need to approve funding for this project. The lease for the hybrid bus, provided by the State of Connecticut, would be reviewed by the Town Attorney and be approved by the Selectman. This would allow the Town to purchase the bus in February for delivery and use in the 2012-13 school year.

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: Recommended Structural Changes for 2012-13 School Budget
Date: December 19, 2011

I am proposing two structural changes to the Superintendent's proposed 2012-13 school budget to generate cost efficiencies, scheduling efficiencies, and increased instructional time, as follows:

1. Physical Education

Effective with the start of the school year in August, 2012 all physical education classes will be scheduled for one-half hour, two times per week. The results of this structural change will permit greater instructional time in the areas of literacy, mathematics, social studies and science for students in grades 1-5, consistent with our efforts to better prepare our students for the challenges of 2025 and beyond.

Additionally, the elementary school principals will be in a better position to "block schedule," whereby mathematics and literacy instruction can be scheduled in large blocks of time, making instruction in these areas more comprehensive for all students, ranging from the gifted to those with special needs.

The effect of these changes is shown below:

	<u>Current</u> Minutes (Times/Week)	<u>Proposed</u> Minutes (Times/Week)
K	30 (2)	30 (2)
1	35 (2)	30 (2)
2	35 (2)	30 (2)
3	35 (2)	30 (2)
4	40 (2)	30 (2)
5	45 (2)	30 (2)

The elementary principals are fully supportive of this change, believing that the extra instructional time, in particular, will be most productive, ranging from 6 hours per school year in grades 1-3; 12 hours in grade 4; and, 18 hours per school year in grade 5. Kindergarten will remain unchanged. Of equal, if not greater importance, the

resulting modifications to the physical education program will provide the principals the opportunity to create large blocks of instructional time that are necessary to maximize the benefits of Singapore Math, and Reading and Writing Workshop.

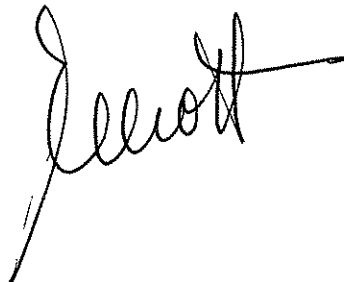
We estimate that this change in structure will enable us to reduce our budget by the equivalent of at least 2.0 teachers, resulting in a budget savings of approximately \$140,000 in salary and benefits.

2. World Language at the Middle Schools

Small enrollments and difficulty in scheduling warrant the elimination of French as a World Language at the middle school level. As such, my proposed budget for the 2012-13 school year will reflect the elimination of French as a world language offering in the 6th grade, but will continue its offering in grades 7 and 8. As the 6th grade students move through the 7th and 8th grades, with each passing year French will be eliminated in those grades. Under this proposal, the languages to be offered to incoming 6th graders in the next school year will be Spanish and Mandarin Chinese. We will continue to offer French, German, Spanish, Italian, Latin and Mandarin Chinese at Staples.

It is our estimate that in the first year of this restructuring our savings will be approximately \$25,000 in salary expenses as we reduce our World Language staffing requirements by 0.4 positions.

In sum, by making these structural changes for the 2012-13 school year, the savings generated will approximate \$165,000 and will be reflective of, and responsive to, fiscal realities, enhancement of the core area instructional programs at the elementary level, scheduling efficiencies and changing student interests.

A handwritten signature in black ink, appearing to read "J. Elliott", with a long horizontal stroke extending to the right.

**Physical Education Instruction
Shown in Minutes and Number of Sessions Per Week**

District	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Easton	40 min (2x)	40 min (2x)	40 min (2x)	40 min (2x)	40 min (2x)	40 min (2x)
Fairfield	30 min (2x)	30 min (2x)	30 min (2x)	30 min (2x)	30 min (2x)	30 min (2x)
Darien	40 min (2x)	40 min (2x)	40 min (2x)	40 min (2x)	45 min (2x)	45 min (2x)
Monroe	30 min (2x)	30 min (2x)	30 min (2x)	30 min (2x)	30 min (2x)	30 min (2x)
New Canaan	30 min (2x)	30 min (2x)	30 min (2x)	30 min (2x)	30 min (2x)	45 min (2x)
Redding	40 min (2x)	40 min (2x)	40 min (2x)	40 min (2x)	40 min (2x)	48/42 min (2x)
Ridgefield	30 min (1x)	30 min (2x)	30 min (2x)	30 min (2x)	30 min (2x)	30 min (2x)
Westport	30 min (2x)	35 min (2x)	35 min (2x)	35 min (2x)	40 min (2x)	45 min (2x)
Weston	30 min (2X)	30 min (2X)	30 min (2X)	45 min (2x)	45 min (2x)	45 min (2x)