

January 28, 2020

Staples High School

**WESTPORT BOARD OF EDUCATION
POLICY COMMITTEE
NOTICE OF SPECIAL MEETING
AGENDA**

(Agenda Subject to Modification in Accordance with Law)

WORK SESSION:

8:30 a.m. Staples High School Room 333

DISCUSSION/ACTION:

1. Minutes: January 7, 2020, *pages 1-2*

DISCUSSION:

1. First Reading of Policy 4117.6, Evaluation – Coaches, *pages 3-9*
2. Second Reading of the Following Policies:
 - 6146 Graduation Requirements, *pages 11-22*
 - 6162.51, Surveys of Students/Student Privacy, *pages 23-25*
 - 5145.14, On-Campus Recruitment, *pages 27-28*
 - 4112.6, Personnel Records, *pages 29-31*
 - 4116, Probationary/Tenure Status, *pages 33-34*
 - 4118.7, Study/Use of Religious Symbols, Music and Decorations, etc., *pages 35-38*
3. First Reading of the Following Policies:
 - 5112.4 Disenrollment/Enrollment, *pages 39-47*
 - 5141.6 Crisis Management, *pages 48-55*
4. Any Other Policy Matters

ADJOURNMENT

Meeting: January 7, 2020

Westport Town Hall

**WESTPORT BOARD OF EDUCATION
POLICY COMMITTEE WORK SESSION MINUTES**

Board Members Present:

Karen Kleine Committee Chair
Youn Su Chao

Administrators Present

Anthony Buono Assistant Superintendent of Teaching and Learning
Board Chair (8:50-9:52 a.m.)
John Bayers Director of Human Resources

PUBLIC SESSION: 8:37 a.m., Westport Town Hall 307

DISCUSSION

Second Reading of the Following Policies:

- 6161.3, Comparability of Services (Title I)
- 6172.4, Title I Parental and Family Engagement Policy
- 6162.3, Testing Program

Second Reading of the Following Policies:

- 6162.51, Surveys of Students/Student Privacy
- 5145.14, On-Campus Recruitment
- 4115, Evaluation/Supervision
-
- 4112.6, Personnel Records
- 4116, Probationary/Tenure Status
- 4118.7, Study/Use of Religious Symbols, Music and Decorations, etc.

Discussion of the following policies was postponed to the next meeting date:

- 4117.6, Evaluation – Coaches

Discussion of the following Policy 6172.4, Title I Parental and Family Engagement Policy, was postponed to April 2020.

DISCUSSION/ACTION

MINUTES: November 26, 2019

Karen Kleine moved to approve the minutes of November 26, 2019; seconded by Youn Su Chao and approved unanimously (2-0-0).

Karen Kleine moved to bring the following before the full Board for a first reading; seconded by Youn Su Chao and passed unanimously (2-0-0):

- 6161.3, Comparability of Services (Title I)
- 6162.3, Testing Program

ADJOURNMENT

Meeting adjourned at 10:36 a.m..

Respectfully submitted,

Jennifer Caputo

Personnel – Certified**Employment of Athletic Coaches**

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

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

For purposes of this policy, the term “athletic coach” means any person holding a coaching permit who is hired by a local or regional board of education to act as a coach for a sport season. This term “coach” under this policy shall include coaches who have direct responsibility for one or more teams [assistant coaches who serve as coach to a team (e.g., JV)] and other assistant coaches.

I. Evaluations

Pursuant to state law, the Board requires that an athletic coach employed by the Board be evaluated on an annual basis by the coach's immediate supervisor. An athletic coach shall be provided with a copy of any such evaluation.

II. Employment of an Athletic Coach

Athletic coaches serve at the discretion of the Superintendent, and their employment in their specific coaching positions (e.g., basketball, golf) may be non-renewed or terminated at any time except as follows.

If the athletic coach has served in the same coaching position for two or more consecutive school years, the following procedures shall apply. The Athletic Director may non-renew the employment of any such athletic coach by providing written notification of that action within ninety (90) calendar days of the end of the season. The Athletic Director or the Superintendent may terminate the employment of any such athletic coach at any time for 1) for reasons of moral misconduct, insubordination, failure to comply with the Board's policies, rules and regulations; or 2) because the sport has been canceled. If a decision to terminate a coach's employment is made during the athletic season, the Superintendent shall remove the coach from duty during the pendency of any hearing conducted pursuant to this policy.

III. Hearing Procedures

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

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

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

- A. The athletic coach must file a written appeal with the Board within ten (10) calendar days of the Superintendent's written decision. Such appeal shall set forth the basis on which the athletic coach seeks review of that decision, and a copy of said appeal shall be sent to the Superintendent. Failure to submit a timely written appeal shall constitute a waiver of said appeal opportunity.
- B. Within a reasonable period of time of its receipt of a written appeal of the Superintendent's decision, a subcommittee of the Board that consists of no more than four (4) members, shall conduct a hearing to consider such appeal. Reasonable notice of the time and place for such hearing shall be issued to the athletic coach prior to the commencement of the hearing.
- C. At the hearing, the athletic coach shall have an opportunity to present facts and evidence in support of renewal and/or reinstatement, and the Superintendent shall have the opportunity (but shall not be obligated) to present facts and evidence in support of the decision of non-renewal and/or termination. For good cause shown, the athletic coach may call a limited number of witnesses to testify if there is a clear need for witnesses to present factual information (rather than simply expressing an opinion on the skill or competence of the athletic coach). In any event, cumulative or redundant testimony shall not be allowed.
- D. The decision of non-renewal or termination shall be affirmed unless the Board determines that the decision is arbitrary and capricious. The coach shall bear the burden of proof on this point.
- E. Within a reasonable period of time following the hearing (generally within fourteen (14) school days), the Board shall evaluate the findings of its subcommittee and shall determine whether the Superintendent acted in an arbitrary and capricious manner in making his/her decision not to renew and/or to terminate, and shall provide a written decision to the coach. The decision of the Board shall be final.

Legal References: Public Act 04-243

Policy adopted: May 2, 2005

Personnel - Certified**Evaluation****Coaches**

There shall be an annual evaluation of all coaches, to be conducted by the athletic director or the coach's immediate supervisor. Each coach shall receive a written copy of the evaluation.

The purposes of evaluation are:

1. To provide a systematic process whereby coaches may increase the effectiveness of their services to the athletic program utilizing the available professional resources.
2. To provide an opportunity for coaches to analyze their strengths and weaknesses, and to discuss objectively the contributions they have made to the athletic program.
3. To provide an opportunity for the administrative staff to analyze the strengths and weaknesses of individual coaches, and to utilize this knowledge to develop supervisory service to assist individuals in developing their competence.
4. To provide an effective means by which administrators may make recommendations concerning the continued employment of personnel, the granting of increments, and/or other recommendations to the Board of Education.

It is the responsibility of all administrators, coaches and other professional staff members to recognize that the district schools intend to seek and maintain the best qualified staff to provide quality coaching for student athletes. In keeping with this goal, all personnel are expected to participate fully in the appraisal process.

An integral part of this process is self appraisal. The self and administrative appraisals include: knowledge of sports area, coaching skills and techniques, attitudes, behavior patterns, values and ethics.

Any coach that has held the same coaching position for three or more years, for which the Board terminates or non-renews the contract shall be informed of the Board's decision within ninety (90) days of the completion of the sport season covered by the contract. The coach may request a written statement from the Board specifying the reason(s) for the Board's action. The statement shall be provided within thirty (30) days of the request. The decision to terminate or non-renew the coach's contract may be appealed by the coach in a manner prescribed by the Board.

The Board may terminate the contract of any coach at any time for reasons of moral misconduct, insubordination or a violation of the rules of the Board or because a sport has been cancelled by the Board.

Legal Reference: Connecticut General Statutes

[10-149](#) Qualifications for coaches of intramural and interscholastic athletic coaches (as amended by P.A. 13-41)

[10-151b](#) Evaluation by superintendent of certain educational personnel

[10-220a](#) In-service training

[10-222e](#) Policy on evaluation and termination of athletic coaches (as amended by P.A. 13-41)

P.A. 13-41 An Act Concerning Hiring Standards for Athletic Directors

P.A. 02-243 An Act Concerning Notification in Cases of Termination of Coaches

Policy adopted:

**Series 4000
Personnel**

**EVALUATION, TERMINATION AND NON-RENEWAL OF ATHLETIC
COACHES**

It is the policy of the [] Board of Education (the “Board”) that an athletic coach employed by the Board shall:

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

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

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

I. Evaluations

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

II. Employment of an Athletic Coach

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

consecutive school years, the Superintendent shall inform such coach of the decision within ninety (90) calendar days of the end of the athletic season covered by the contract. In such cases, the athletic coach will have an opportunity to appeal the decision of the Superintendent in accordance with the procedures set forth below in Section III.

- C. Notwithstanding any rights an athletic coach may have to a hearing, nothing prohibits a Superintendent from terminating the employment contract of any athletic coach at any time, including an athletic coach who has served in the same coaching position for three or more consecutive school years:
 - 1) for reasons of moral misconduct, insubordination, failure to comply with the Board's policies, rules and regulations; or
 - 2) because the sport has been canceled.
- D. If a decision to terminate a coach's employment is made during the athletic season, the Superintendent shall remove the coach from duty during the pendency of any hearing conducted pursuant to this policy.

III. Hearing Procedures:

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

- A. The athletic coach must file a written appeal with the Board within ten (10) calendar days of the Superintendent's written notification of non-renewal or termination. Such appeal shall set forth the basis on which the athletic coach seeks review of that decision, and a copy of said appeal shall be sent to the Superintendent. Failure to submit a timely written appeal shall constitute a waiver of said appeal opportunity.
- B. Within a reasonable period of time of its receipt of a written appeal of the Superintendent's decision, the Board or a committee of the Board as designated by the Chairperson shall conduct a hearing to consider such appeal. Reasonable notice of the time and place for such hearing shall be issued to the athletic coach prior to the commencement of the hearing.
- C. At the hearing, the athletic coach shall have an opportunity to present facts and evidence in support of renewal and/or reinstatement, and the Superintendent shall have the opportunity (but shall not be obligated) to present facts and evidence in support of the decision of non-renewal and/or termination. For good cause shown, the athletic coach may call a limited number of witnesses to testify if there is a clear need for witnesses to present factual information (rather than simply

expressing an opinion on the skill or competence of the athletic coach). In any event, cumulative or redundant testimony shall not be allowed.

- D. The decision of non-renewal or termination shall be affirmed unless the Board determines that the decision is arbitrary and capricious. The coach shall bear the burden of proof on this point.
- E. Within a reasonable period of time following the hearing, the Board shall determine whether the Superintendent acted in an arbitrary and capricious manner in making his/her decision not to renew and/or to terminate, and shall provide a written decision to the coach. The decision of the Board shall be final.

Legal References: Conn. Gen. Stat. § 10-222e

ADOPTED: _____

REVISED: _____

10/12/12

Instruction

Graduation Requirements

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

Required Coursework and Credits for Graduation

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

Classes Graduating in 2018 to 2022

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

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

Classes Graduating in 2023 and Thereafter

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

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

World Languages 2.0

Mastery-Based Diploma Requirement 1.0

Electives 2.5

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

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

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

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

High school graduation credit may be granted to students upon the successful demonstration of mastery of subject matter achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning, including:

- Cross-curricular graduation requirements,
- Career and technical education,
- Virtual learning,
- Work-based learning,
- Service learning,
- Dual enrollment and early college
- High school courses taken in middle school, and
- Student-designed independent studies;

provided that such demonstration of mastery is in accordance with such state-wide subject matter content standards, and is pre-approved by the high school principal or his/her designee.

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

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

One-half credit in community service each school year which, if satisfactorily completed, shall qualify for high school graduation credit pursuant to this section, provided such community service is supervised by a certified school administrator or teacher and consists of not less than fifty hours of actual service that may be performed at times when school is not regularly in

session and not less than ten hours of related classroom instruction. For purposes of this section, community service does not include partisan political activities. The State Board of Education shall award a community service recognition award to any student who satisfactorily completes fifty hours or more of community service in accordance with the provisions of this subsection.

Graduation During Period of Expulsion

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

Academic Advancement Program

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

Legal References:

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

Conn. Gen. Stat. § 10-5c

Conn. Gen. Stat. § 10-14n

Conn. Gen. Stat. § 10-16b

Conn. Gen. Stat. § 10-221a

Conn. Gen. Stat. § 10-223a

Overview

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

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

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

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

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

~~*Directly related to CAPT Standards~~

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

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

Policy adopted: March 13, 2006
Revised:

WESTPORT PUBLIC SCHOOLS
 Westport, Connecticut

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Appendix B

~~CLASS OF 2010 AND BEYOND~~

~~STAPLES HIGH SCHOOL CREDIT AND DISTRIBUTION REQUIREMENT~~

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

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

Westport Board of Education: Approved March 13, 2006

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Appendix C

ACADEMIC EXPECTATIONS: READING, WRITING & PROBLEM SOLVING

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

A. Reading

Skills Required to Meet the Reading Standard

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

B. Writing

Skills Required to Meet the Writing Standard

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

Skills must be demonstrated & Academic Expectations satisfied as follows:

(1) Pass Prescribed Courses

During the 9th, 10th, and 11th grades, students must take and pass three English courses and two social studies courses (a Western Humanities and a U.S. History

~~Course) which specifically require the above skills. The same courses will be used to assess the student's writing and interpretive reading skills.~~

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

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

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(continued)

- ~~● — Revise and edit document~~
- ~~● — Credit sources~~

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

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

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

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

C. Problem Solving

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

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

~~Academic Expectations satisfied as follows:~~

~~(1) Pass prescribed courses.~~

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

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

- ~~Mathematics and Science. (If a student does not meet the goal in the sophomore year the student is strongly encouraged to retake the mathematics and/or science sub-test as a junior. Additional assistance is provided as needed).~~
- ~~Mathematics: Students who fail to meet the CAPT goal in mathematics must demonstrate problem solving skill in a post 10th grade third mathematics course. Students must attain a 3 or higher on a 4 point problem solving rubric in order to pass this course.~~
- ~~Science: Students who fail to meet the CAPT goal for science must take and pass any post 10th grade science course in the first or second semesters of 11th grade or the first semester of 12th grade.~~
- ~~In order to satisfactorily complete a science course, a student must demonstrate proficiency in problem solving by completing a series of performance tasks within the course. Each of the performance tasks will consist of real-world problems. The performance tasks will require students to attain a 3 or higher on a 4 point performance rubric which will require them to show their work or explain their reasoning, thereby communicating their understanding of the relevant scientific method.~~

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

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

- ~~—To that end students will:~~
 - ~~• Interpret, compare and contrast~~
 - ~~• Apply knowledge in new contexts~~
 - ~~• Generalize, predict and draw conclusions~~
 - ~~• Analyze, evaluate and synthesize~~

~~Evidenced in English 1 and 2.~~

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

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

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

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 (continued)

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

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

~~Evidenced in American Government~~

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

- ~~—To that end students will:~~
 - ~~• Use appropriate technology to research information~~
 - ~~• Use technology to analyze data~~
 - ~~• Use technology to communicate ideas and information~~
 - ~~• Understand the strengths and weaknesses of various types of technology~~

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

- ~~—To that end students will:~~
 - ~~• Demonstrate an awareness of various past and present political, social and economic systems.~~
 - ~~• Understand the concept and implications of ethnocentrism~~
 - ~~• Assess the impact of diverse ideologies on the human condition~~
 - ~~• Understand the significance of events and trends of the past and present~~

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

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

~~To that end students will:~~

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

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

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(continued)

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

~~To that end students will:~~

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

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

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

Support For Student Achievement

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

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

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

Scoring Of The Academic Expectations

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

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

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

Exemptions (Updated As Required By CSDE).

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

A. ESOL

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

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

~~B. Special Needs~~

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

~~C. Transfers~~

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

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

Notification

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

~~2. Of students and parents:~~

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

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

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

~~Alternate Route to Meeting Graduation Requirements~~

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

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

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

~~Legal References: Connecticut General Statutes~~

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

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

Instruction

Survey of Students

Surveys can be a valuable resource for schools and communities in determining student needs for educational services. When a survey is used, every effort should be made to ask questions in a neutral manner to ensure the accuracy of the survey.

Administrators, teachers, other staff members and the Board of Education may use surveys for many purposes. Such purposes may include, but are not limited to, the need for student services, the determination of prevailing views pertaining to proposed policies and/or practices, or the determination of student knowledge and/or attitudes related, to a specific subject or units. These are examples of surveys and not intended to be an all-inclusive listing. Administrative approval is required for surveys. Responses will not be used in any identifying manner.

Surveys used in any experimental program or research project will be subject to the requirements of Policy 6141.11. Parents shall have the right to inspect all instructional material that will be used for a survey, analysis, or evaluation as part of a federal program.

Prior to administering a survey, the Board of Education must approve all that are received by the Superintendent that include reference to any of the factors listed below. In addition, no student may, without parental consent, take part in a survey, analysis, or evaluation that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parents;
2. mental or psychological problems of the student or the student's family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating and demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
7. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); or
8. religious practices, affiliations or beliefs of the student or the student's parent/guardian.

Surveys conducted for other agencies, organizations or individuals must have the recommendation of the Superintendent of Schools and the approval of the Board of Education as to content and purpose. The results of such approved surveys must be shared with the Board of Education.

Parents/guardians shall have the right to inspect, upon their request, a survey created by a third party before the survey is administered or distributed by a school to a student. Such requests shall be

made in writing with a response to be at least two weeks in advance of any survey to be given.

For surveys not funded in any part by the federal government, parents/guardians need not give written consent, but must instead be given prior notice of the survey with the opportunity to opt their child out of participation if the survey elicits information concerning any of the eight protected areas listed above.

Overall survey results following decisions must be shared with all parties who request such information.

Parents/guardians shall be notified at least annually, at the beginning of the school year, of this policy and when enrolling students for the first time in district schools. This notification must explain that parent/guardians, or students 18 or older, have the right to "opt the student out of participation," in writing, in the following activities:

1. The collection, disclosure and use of personal information gathered from students for the purpose of marketing or selling that information. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to students, such as:
 - a. College or other post-secondary education recruitment, or military recruitment;
 - b. Book clubs, magazines and programs providing access to low-cost literary products;
 - c. Curriculum and instructional materials used in schools;
 - d. Tests and assessments;
 - e. Student recognition programs; and
 - f. The sale by students of products or services to raise funds for school-related activities;
2. The administration of any survey that delves into the restricted sensitive subject areas identified and listed above, or
3. The administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of the student or other students and not otherwise permitted or required by state law.

Note: The term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening.

The term "personal information" means individually identifiable information including a student's or parent's name, address, telephone number, or social security number.

Parents/guardians of a student shall also have the right to inspect, upon request, any information

material used as part of the educational curriculum. The District shall grant reasonable access to instructional material within a reasonable period of time after a parental request is received.

Note: The term "instructional material" means instructional content that is provided to a student, regardless of format. It does not include tests or academic assessments.

(cf. 6161 – Instructional Materials Selection)

Legal Reference:

Elementary and Secondary Education Act of 1965, 20 U.S.C. §1232h Protection of Pupil Rights Amendment, as amended by the Every Student Succeeds Act, Pub. L. 114-95

Regulation 34 CFR Part 98 (PPRA Regulations)

Students

On-Campus Recruitment

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

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

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

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

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

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

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

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

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

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

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

Legal Reference: Connecticut General Statutes

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

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

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

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

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

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

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

Policy adopted: _____ November 19, 1984

Amended: _____

WESTPORT PUBLIC SCHOOLS
Westport, Connecticut

Personnel—Certified/Non-Certified

Personnel Records: Regulation

~~Personnel records shall be kept on all current employees and shall include information usually expected in good personnel administration.~~

~~A file shall be kept for all resigned or retired employees, including such essential information as shall seem appropriate to the administration as specified by state and federal laws.~~

~~The Superintendent or designee, on behalf of the Board, shall notify an employee and a collective bargaining representative, if any, in writing when a request is made for disclosure of the employee's personnel, medical or similar files, if the Superintendent reasonably believes disclosure would invade the employee's privacy.~~

~~The records will be disclosed unless written objection is received from the teacher or employee's collective bargaining representative, within seven business days from the receipt by employee or collective bargaining representative.~~

~~Records of a teacher's performance and evaluation shall not be released without the written consent of the teacher.~~

~~All written materials shall be made available for inspection by the employee and a collective bargaining representative, if any, involved at an off-duty time in the presence of an administrator. Upon request, in accordance with state law, a professional employee will be provided a copy of supervisory records and reports maintained in said employee's personal file as a guide to evaluation of performance.~~

~~Legal Reference: Connecticut General Statutes~~

~~1-19b Agency administration. Disclosure of personnel, birth and tax records.~~

~~1-20a Objection to disclosure of personnel or medical files.~~

~~1-21i(b) Denial of access to public records or meetings.~~

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

~~10-151c Records of teacher performance and evaluation not public records.~~

~~Regulation approved: 2006 WESTPORT PUBLIC SCHOOLS~~
~~Westport, Connecticut~~

Personnel -- Certified/Non-Certified

Personnel Records

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

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

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

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

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

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

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

misconduct shall not require the consent of the teacher.

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

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

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

Legal Reference: Connecticut General Statutes

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

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

1-215 Record of arrest as public record.

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

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

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

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

The Americans with Disabilities Act

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

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

Policy approved:

WESTPORT PUBLIC SCHOOLS
Westport, Connecticut

Personnel -- Certified

Probationary/Tenure Status

Teacher Tenure Interpretations

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

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

All certified personnel may attain tenure as provided by law. (C.G.S. 10-151, as amended*)

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

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

(cf. 4115 - Evaluation/Supervision)

Legal Reference: Connecticut General Statutes

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

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

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

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

Policy adopted: July 1964

Policy revised: 2006

Policy revised:

WESTPORT PUBLIC SCHOOLS
Westport, Connecticut

Personnel — Certified/Non-Certified

Study/Use of Religious Symbols, Music, etc.

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

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

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

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

Performances: Follow these guidelines for winter holiday programs:

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

Personnel - Certified

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

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

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

Scheduling

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

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

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

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

Personnel - Certified

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

Scheduling (continued)

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

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

Personnel – Certified/Non-Certified

Freedom of Speech

Display of Religious Symbols and Decorations

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

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

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

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

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

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

Policy adopted:

WESTPORT PUBLIC SCHOOLS
Westport, Connecticut

Students**Enrollment/Disenrollment****Guidelines For Enrollment/Disenrollment****Enrollment****Resident Students Being Enrolled by Parent or Legal Guardian**

- **Documents Required:** proof of residence, proof of the child's birth date, and custody papers, if applicable. (Health assessment (blue form, which includes immunization records) and prior school records should also be obtained).

For proof of residence: a document (deed or lease) showing that the student's family owns or rents a home in Westport; two other proofs in the form of utility bills for the home, addressed to them at that address, and a current driver's license showing that address. If the student's parents are living with someone in Westport without payment or renting without a lease, refer them to the Assistant to the Superintendent at the Town School Office (TSO).

For proof of age: in the absence of a birth certificate, other documents showing date of birth such as a passport or adoption papers are acceptable.

- **Problems:** If there are any questions about birth date, custody or residence, enrollment should not be finalized; parents should be referred to TSO. Student's data should not be entered into the computer database (eSchool) until residency, birth date and/or custody issues are resolved and TSO gives approval to enroll student. When enrollment is complete, information should be entered *immediately* into eSchool so that student will be assigned bus transportation, if applicable.
- **Health Records:** Although a student may be officially enrolled, students are not permitted to *attend* school until health assessment form and immunization records are up-to-date, and forms are returned to school nurse. Forms should be returned *before* the first day of school.
- **Data Base:** All enrollments made on or before Oct. 1 must be recorded in the database (eSchool) *immediately* so that students will be included in Oct. 1 State enrollment report (ED006). Incoming students are only to be counted on the Oct. 1 report if the student's first actual day at school in Westport occurs on or before Oct. 1.

Unusual Cases:**Project Open Choice Students:**

- Principal is informed of names of prospective students. Student is not to be entered into database until an actual contact has been made and the family has reconfirmed that the student is coming.
- If a student does not show up, contact the Project Open Choice Coordinator.
- Decision about how to proceed will be made in consultation with TSO.

Non-Resident, Tuition-Paying Students, e.g., Children of Non-Resident BOE Employees.

They are not to be considered enrolled each year unless tuition is paid in full prior to start of school. TSO will inform principal when a student is to be added to or removed from the rolls.

Transfers within Westport

Families moving to a different address within Westport, must provide the same proof of residence as new registrants. Families moving out of Westport may not use the address of a compliant friend or relative to permit their children to continue attending Westport schools.

Disenrollment

There are several categories of student for whom disenrollment procedures are to be followed.

Student Previously in Attendance

- Parent asks that records be forwarded to another school. Parent fills out withdrawal form (attached.) School keeps a copy of records, noting where and when they were sent. Student is made inactive in the computer database on his or her last day in Westport.

or

- Parents inform school of intent to withdraw a student 16 years old or older from further schooling. State law requires parent to fill out the applicable form and appear *personally* at the guidance office.

or

- Parents inform school of intent to home school the student, with date as to when home schooling is to begin. State law requires parent to fill out the withdrawal form *and* be referred to Pupil Services Administration office to fill out a formal “intent to home school” as required by the State. On the date that form is filed, student is made inactive in the computer database.

or

- Student does not show up at school for 10 consecutive days.
 1. Attempt should be made to reach parent by telephone *every day*.
 2. If no telephone contact is made within 10 days, principal sends registered letter. (Sample below.)
 3. If letter is undeliverable, principal assumes family moved; student is made inactive in database.

or

- No parent contact is made but another school informs us student has enrolled and requests records:
If parental release form accompanies the request, applicable records are forwarded; student is removed from database that day.

If no parental release form accompanies the request, records may still be sent, but the principal should attempt to reach the parents by phone or registered mail to inform them that the records have been sent. The school should keep a copy of the records and notation of where and when the records are sent. The student's file becomes inactive in the database the day the records are sent.

- If *neither* the parent *nor* another school district has made contact, but Westport school personnel hear that the student is in another school district, school administration should attempt to contact the other district to establish that the student is in school so that Westport is not charged with a “drop-out” on the annual state mobility report.
- **Out-Placed Students: SPED Or Alternative Program Such As The Wilton Night School:**
- PPT or counselor: notifies principal specifying *the first day* the student is to be enrolled elsewhere.
- These students are *not counted as enrolled* in a Westport school from that day because they are reported *elsewhere* on the ED006. School personnel should check for changes on or around Oct. 1.

New Registrant No Shows:

Student for whom enrollment papers *had been completed* does not show up.

- If no contact by parent, principal should attempt to reach the family by telephone and then by mail. (See sample letter below).
- If no response is received within 10 days, principal assumes child is not coming to Westport and removes from database.

Student about whom parent had made contact, but enrollment documents *not* completed.

Student is *not* to be considered enrolled for state reporting purposes.

School should keep a record of all students removed from database, including date and reason removed. Note whether the school has had confirmation that the student has enrolled elsewhere, because the State requires this data for the annual dropout report.

Regulation approved: June 11, 2007

An optional sample policy to consider.

Students

Disenrollment

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

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

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

(cf. 5111 - Admission)
(cf. 5112 - Ages of Attendance)
(cf. 5112.3 - Dropouts)
(cf. 5113 - Attendance and Excuses)
(cf. 5113.2 – Truancy)

Legal Reference: Connecticut General Statutes

10-15 Towns to maintain schools

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

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

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

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

Students

Disenrollment

Legal Reference: Connecticut General Statutes (continued)

Appeals to state board. Establishment of hearing board

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

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

10-221 (b) Board of education to prescribe rules.

10-233a - 10-233f Inclusive; re: suspend, expel, removal of pupils

10-233c Suspension of pupils

10-233d Expulsion of pupils

10-261 Definitions

State Board of Education Regulations

10-76a-1 General definitions (c) (d) (q) (t)

10-76d-7 Admission of student requiring special education (referral)

10-204a Required immunizations (as amended by PA 98-243)

Policy adopted:

rev. 1/01
rev 1/10

A sample regulation to consider.

Students

Disenrollment

In order to ensure the accuracy of District enrollment counts, the following procedures shall be utilized:

1. Annually at the beginning of each school year and upon enrollment of a student during the school year, the Building Principal shall notify the parent or other person having control of the student ages five to eighteen inclusive of the obligations pursuant to C.G.S. 10-184 to assure that children between the above cited ages attend school or otherwise show that the child is elsewhere attending instruction.
2. Annually at the beginning of the school year and upon enrollment of a child during the school year, the Building Principal shall request from the parent or other person having control of a student ages five to eighteen inclusive, a telephone number or other means of contacting such parent or such other person during the school day. This is also a means to determine whether a child is still residing within the district.
3. In accord with Board policy, each school shall maintain a system of monitoring individual absences for each student, to determine which are considered excused and which are considered unexcused. Whenever an enrolled student in a school fails to report to school on a regularly scheduled school day, school personnel or volunteers under the direction of the Building Principal or his/her designee shall make a reasonable effort to notify such parent or such other person by telephone of the student's absence. This procedure is to be utilized in the absence of a call from the parent/guardian on the day of each absence.

Alternative language: Teachers, guidance counselors, or staff appointed by the Principal will monitor attendance of all students and keep records of phone calls and reasons for absences.

- a. Schools shall notify parent/guardians of the requirement/expectation that a call be placed to the school (designate to whom) giving the reason for the student's absence.
- b. The above procedure is to be followed by a written note from the student's parent/guardian to the homeroom teacher indicating the reason for the student's absence. All such notes shall be forwarded to the school nurse's office in order to be kept on file for the duration of the school year. In the absence of a call or written note, the school secretary/nurse/teacher/guidance counselor (designate responsible party) shall contact the parent/guardian to ascertain the reason for the student's absence. A written log of such shall be maintained.

Students

Disenrollment (continued)

- c. The above procedure shall be utilized to ascertain student truancy if the student is determined to still be residing in the district but not attending school for a valid legitimate reason. Procedures outlined in the district's truancy policy shall be followed if it is determined that the student is to be classified as truant.
 - d. At the end of each school year, each school shall report to the Superintendent the number of students ages five through sixteen inclusive who have been classified as truants but remain on the district's enrollment list.
 - e. The required meetings with the parents/guardians of truant students and necessary referrals to Superior Court in compliance with applicable statutes shall take place.
 - f. Each month a letter shall be sent from the Superintendent or his/her designee to the parents/guardians of all truant students urging parents to meet with school staff to devise a plan to help the student maintain regular attendance. The letter shall contain the warning of a court FWSN referral.
- 4. Whenever a student transfers to another school district, the student's records will be transferred to the new district no later than ten (10) days after the receipt of such notification. Upon the receipt of such a transfer of records request, the student shall be disenrolled from the previously attended school.
 - 5. Parental notification and request for a transfer of records to a new school district shall also be cause to immediately remove the student from the enrollment list.
 - 6. A student with excessive absences, without excuse, shall be referred to the Planning and Placement Team for evaluation for a possible disability.
 - 7. A student eighteen years of age or older may voluntarily drop out of school and should be removed from the school's enrollment. Students under 18 are subject to mandatory attendance laws unless their parent or other person having control of the child consents, in writing, to their withdrawal from school, after receiving the required information on educational options available in the school and the community. Such action shall be reason to remove the student from the school's enrollment list.

Students

Disenrollment (continued)

8. The beginning of a school year presents a unique situation in that a student who previously attended school and/or was on the school's enrollment list does not reappear at the start of the new school year and prior to the official October 1 reporting of enrollment to the State Department of Education. The above cited procedures for "tracking" attendance shall be utilized to determine reasons for the absence, possible truancy, drop out status and continued residency in the town/city. These specific additional procedures shall be utilized:
 - a. After five days of no attendance at the beginning of the school year, a call shall be placed to the home by the person designated by the Principal (secretary, nurse, counselor, social worker, etc.) to determine reasons for absence and continued residency in the District. The parent/guardian and the student will also be notified by mail.
 - b. After two weeks of continued no attendance, another call shall be placed by the designated party to determine reasons for absence and continued residency in the District. A letter, as above, shall also be sent.
 - c. After a period not to exceed three weeks (fifteen absences) from the first day of the new school year and after the above mentioned attempts a registered letter, "return receipt requested" shall be sent to the last known address of the student in which notification is given of the removal of the student from the official enrollment list of the district/school if the student is over 16 (18 after 7/1/01) years of age. A student under age 16 (18 after 7/1/01) may be disenrolled if through this process it is determined that the student is no longer residing within the town/city.

Optional Language to Consider:

At the beginning of each school year, and no later than October 1, any student who has had ten or more absences will be identified as an "at risk student" and will be monitored by appropriate staff. A letter will be sent to parents/guardians and will be monitored by appropriate staff. Such monitoring will include ascertaining the current residency and/or arrangements for instructional services. A letter will be sent to the parent/guardian and the appropriate staff will meet with the student to discuss the importance of regular attendance.

- (cf. 5111 - Admission)
- (cf. 5112 - Ages of Attendance)
- (cf. 5112.3 - Dropouts)
- (cf. 5113 - Attendance and Excuses)
- (cf. 5113.2 - Truancy)

Students

Disenrollment (continued)

Legal Reference: Connecticut General Statutes

- 10-15 Towns to maintain schools
- 10-15c Discrimination in public schools prohibited. School attendance by five-year olds, as amended by PA 97-247
- 10-76a - 10-76g re special education
- 10-184 Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive) - as amended by PA 98-243, and PA 00-157
- 10-186 Duties of local and regional boards of education re school attendance. Hearings. Amended by PA 96-26, An Act Concerning Graduation Requirements and Placement of Older Students
- Appeals to state board. Establishment of hearing board
- 10-198a Policies and procedures concerning truants, as amended by PA 00-157
- 10-199 through 10-202 Attendance, truancy -in general.
- 10-221 (b) Board of education to prescribe rules.
- 10-233a - 10-233f Inclusive; re: suspend, expel, removal of pupils
- 10-233c Suspension of pupils
- 10-233d Expulsion of pupils
- 10-261 Definitions

State Board of Education Regulations

- 10-76a-1 General definitions (c) (d) (q) (t)
- 10-76d-7 Admission of student requiring special education (referral)
- 10-204a Required immunizations (as amended by PA 98-243)

Regulation approved:

cps 1/01
rev 1/10

Students**Guidelines for Media Contact in Stress Situations****Overview**

Students, staff and schools may become the objects of media interest as a result of a stressful situation including suicide or suicide attempt, accidental or other serious injury or death, victim of a crime, arrest for serious crime, alleged drug involvement, family notoriety, or other stressful event.

In stressful situations as in all circumstances, the school's primary responsibility is to the welfare of all of its students, individually and collectively and the preservation of a safe, orderly and effective learning environment. However, the school system is accountable to the public and has an ongoing, cooperative relationship with the media, whose responsibility it is to report news and to keep the public informed. In situations of stress, the school system must act in the interests of its students, protect the privacy of individuals and families, while fulfilling its legitimate obligations to the media and complying with the Freedom of Information Act and other applicable laws.

Procedures

1. The Superintendent and Communication Coordinator at the Town School office should be alerted as soon as the school learns of a situation such as is described above or other circumstance which could attract media interest.
2. At the school, one person, preferably the Principal, should act as liaison with the media. The TSO Communications Office should be informed if anyone else at the school is designated as media liaison.
3. The media liaison should keep the TSO informed of ongoing activities since news reporters will often call the Town School Office for information about what is happening in the schools.
4. Please call the Communications Office (341-1012) if there is any question about how to respond to a request from the media.

Data Requested by the Media

1. If an inquiry is made about a specific student by name, we may confirm that a student is or was enrolled in a Westport school, give the dates of enrollment and indicate the student's grade level.
2. School personnel should not give out any personal information (not even address or telephone numbers) about students or staff members or their families.
3. If the family designates someone to act as the family's "representative," all requests for personal information may then be referred to this representative.
4. Do not give out the names and schools of siblings or the names of friends.
5. Reporters may ask the principal for a comment about a student or staff member in the news. You are not obligated to say anything if you do not wish to comment. By the same token, the school system does not prohibit free expression. Your own good judgment about the appropriateness of a response must prevail. However, do not discuss specifics about a student's academic or attendance record. Avoid making comments about students or staff members that could be construed as an official Board of Education statement or opinion.
6. If reporters wish to talk with staff or students during school hours the Principal must make a judgment as to the appropriateness of the interview based on specific circumstances. Parental permission is required before any interview of students and the Principal or designee must be present at any interview of students during school time.
7. Refer requests for photographs of students to the family or family representative.

TV and News Photo Coverage

1. The same caveats apply to coverage by cable or other TV and newspaper photographers. Our responsibility is to our students and they should not have their education interrupted or disrupted because of unfortunate circumstances. Do not allow photos of students without parental permission, and do not attempt to obtain permission if the Principal believes the photographs will not be in the students' interest.
2. Often, in a "breaking news" situation, TV or newspaper photographers may wish to take photos on school grounds, for "background," etc. It is important to balance protection of the learning environment and freedom of the media, and news photos may be permitted on school grounds at the Principals' discretion. However, if the Principal thinks the very presence of photographers would be disruptive, the Principal may refuse to permit newspaper or TV photographs to be taken on school grounds during school hours.

Legal Reference: Connecticut General Statutes

[10-221](#) Boards of education to prescribe rules, policies and procedure.

Regulation approved: June 1992

Students**Crisis Response****Crisis Management Plan (Emergencies and Disaster Preparedness Plan)**

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

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

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

Examples of school crises include, but are not limited to, fire, bus accidents, nuclear disaster, criminal acts, civil disturbances, disease epidemic, physical injury, death, presence of intruders on school premises, hazardous material spills, weather-related emergencies, natural disasters, bomb threats, or terrorist activities.

or

In developing the District and school security and safety plans, the Superintendent or designee shall collaborate with local and state emergency responders, including local public health administrators, in compliance with the provisions of PA 13-3.

The Superintendent or designee shall also develop and maintain emergency plans for each school site, with the cooperation of the school's security and safety committee.

Note: The U.S. Department of Education has published Practical Information on Crisis Planning, which is available on its web site, to provide guidance for schools in developing crisis plans. This document recommends that districts work with city and county emergency planners to help integrate resources and that school staff participate in local emergency planning so that the district perspective is addressed by the local government. In addition, as part of the Pandemic Influenza Planning Checklist, the U.S. Department of Health and Human Services and the Centers for Disease Control and Prevention recommend that local public health administrators be involved in the district's planning process.

The Board shall annually, by November 1 of each year, submit the school security and safety plan for each school to the Department of Emergency Services and Public Protection, via submission to the District's DEMHS Regional Coordinator in the manner prescribed by said agency.

The Superintendent or designee shall use the school security and safety plan standards and plan templates developed by the Department of Emergency Services, state-approved Standardized Emergency Management System guidelines, be compliant with the National Incident Management System (NIMS), and incorporate the National Incident Command System when updating district and site-level emergency and disaster preparedness plans.

The crisis management plan (School Security and Safety Plan) shall be developed within the context of the four recognized phases of crisis management:

- Mitigation/Prevention addresses what schools and the district can do to reduce or eliminate the risk to life and property.
- Preparedness focuses on the process of planning for the worst case scenario.
- Response is devoted to the steps to take during a crisis.
- Recovery pertains to how to restore the learning and teaching environment after a crisis.

Security and safety plans shall also provide guidance on the recovery from an emergency incident, in addition to including provisions regarding preparedness and response.

Crisis management must be viewed as a continuous process in which all phases of the plan are being reviewed and revised. The plan must be continuously updated based upon experience, research and changing vulnerabilities. Therefore, the Board will conduct a security and vulnerability assessment, every two years, for each District school and develop and/or revise a school security and safety plan for each school based on the aforementioned standards for such plans.

Schools shall collaborate closely with law enforcement, fire and emergency services personnel and community partners, including public health and mental health professionals who can assist with the development of a plan that addresses a wide range of crises.

The District crisis response team is responsible for:

- Initiating, building and maintaining relationships with community partners;
- Conducting safety and security needs assessments;
- Establishing and updating the emergency management plan;
- Assisting individual school-based crisis response teams, (the school security and safety committee) to include community partners and school-based personnel as specified in section 87 of PA 13-3; and
- Developing training activities and conducting emergency exercises to support and improve the plan.

At a minimum, school and school district emergency management plans shall outline procedures for faculty, staff and students for the following three primary responses:

- Evacuation when it is safer outside the school than it is inside the school.
- Lockdown when there is an immediate threat of violence in, on or in the vicinity of the school.
- Shelter-in-place when students and staff must remain in a school building for extended periods of time during an event such as a chemical spill or terrorist attack.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs.

Note: The Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center is a hub of information and services available to assist in emergency management planning and preparedness. The website is <http://rems.ed.gov>.

(cf. [3516](#) - Safe and Secure School Facilities, Equipment and Grounds)

(cf. 4148.1/4248.1 - School Security and Safety Committee)

(cf. [5131.7](#) - Weapons and Dangerous Instruments)

(cf. [5141.22](#) - Communicable/Infectious Diseases)

(cf. [5142](#) - Student Safety)

(cf. [6114](#) - Emergencies and Disaster Preparedness)

(cf. 6114.6 - Emergency Closings)

(cf. [6114.8](#) - Pandemic/Epidemic Emergencies)

Legal Reference: Connecticut General Statutes

[10-154a](#) Professional communications between teacher or nurse and student.

[10-207](#) Duties of medical advisors.

[10-209](#) Records not to be public.

[10-210](#) Notice of disease to be given parent or guardian.

[10-221](#) Boards of education to prescribe rules.

[10-222m](#) - School security and safety plans. School security and safety committees

[10-222n](#) - School security and safety plan standards

[19a-221](#) Quarantine of certain persons.

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

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

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

Policy adopted:

Students

Crisis Response

Crisis Management Plan (Emergencies and Disaster Preparedness Plan)

Components of the Plan

Note: The following administrative regulation must be modified to reflect District practice and the unique needs of each school and District.

The Superintendent or designee, on behalf of the Board of Education, shall ensure that District and school site school security and safety plans address an all-hazards approach to emergencies and shall include, but not limited to:

1. Fire on or off school grounds which endangers students and staff.
2. Natural disasters.
3. Environmental hazards.
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group.
5. Bomb threat or actual detonation.
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities.
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak.

Annually each school in the District shall develop and implement a school security and safety plan. Such plans shall be based on the school security and safety plan standards and templates developed by the Department of Emergency Services and Public Protection, pursuant to section 86 of PA 13-3. In addition, the Superintendent or designee shall ensure that the District's procedures include strategies and actions, which are compliant with the National Incident Management System (NIMS) used by all first responders at all levels, for prevention/mitigation, preparedness, response and recovery, including, but not limited to, the following:

1. Regular inspection of school facilities and equipment and identification of risks.
2. Instruction and practice for students and employees regarding emergency plans, including:
 - a. Training of staff in first aid and cardiopulmonary resuscitation.
 - b. Regular practice of emergency procedures by students and staff.
3. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
 - a. The appropriate chain of command at the District and, if communication between the District and site is not possible, at each site. (Use of the National Incident Command System)
 - b. Individuals responsible for specific duties.
 - c. Designation of the Principal for the overall control and supervision of activities at each school during the emergency, including authorization to use his/her discretion in situations which do not permit execution of prearranged plans.
 - d. Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation.
 - e. Assignment of responsibility for identification of injured persons and administration of first aid.
4. Personal safety and security, including:
 - a. Identification of areas of responsibility for supervision of students.
 - b. Procedures for evacuation of students and staff, including posting of evacuation routes.
 - c. Procedures for release of students, including a procedure to release students when reference to the emergency card is not feasible.
 - d. Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety.
 - e. Provision of a first aid kit to each classroom.
 - f. Arrangements for students and staff with special needs.
 - g. Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease.

5. Closure of schools, including an analysis of:
 - a. The impact on student learning and methods to ensure continuity of instruction.
 - b. How to provide for continuity of operations for essential central office functions.
6. Communication among staff, parents/guardians, the Board of Education, other governmental agencies, and the media during an emergency, including:
 - a. Identification of spokesperson(s).
 - b. Development and testing of communication platforms, such as hotlines, telephone trees, and web sites.
 - c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand.
 - d. Distribution of information about District and school site emergency procedures to staff, students, and parents/guardians.
7. Cooperation with other state and local agencies, including:
 - a. Development of guidelines for law enforcement, fire department, and medical emergency responder involvement and intervention.
 - b. Collaboration with the local health department, including development of a tracking system to alert the local health department to a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease.
8. Steps to be taken after the disaster or emergency, including:
 - a. Inspection of school facilities.
 - b. Provision of mental health services for students and staff, as needed.

The school security and safety plans shall be reviewed annually and updated if necessary.

Examples of Items to Consider for Crisis Management Plan In Relation to the Four Phases of Emergency Management for Schools

1. Prevention-Mitigation Phase

- a. Prevention is the action schools and districts can take to decrease the likelihood that an event or crisis will occur.
- b. Mitigation actions are steps that eliminate or reduce the loss of life or property damage for events that cannot be prevented.
 - i. Assess and address the safety and integrity of facilities, security, culture and climate of the schools and is considered an ongoing process, directly linked to the other three phases.
 - ii. Correlate with bullying policy and school climate plan.
 - iii. Work with community partners to conduct an assessment of school buildings, grounds, and surrounding community.
- c. Examples of items to build into the crisis management plan:
 - i. Fencing hazardous areas.
 - ii. Anchoring outdoor equipment.
 - iii. Installing building access control measures (e.g. buzz-in systems, photo ID cards, security cameras, and alarm systems with multiple activation locations).
 - iv. Conducting school vulnerability assessments (e.g. campus entry points, buffer zones).
 - v. Establishing wellness programs.
 - vi. Correlate with policies pertaining to health, safety and security.

2. Preparedness Phase

- a. Preparedness is designed to strengthen the school community by coordinating with community partners through:
 - i. Developing an emergency plan and protocols
 - ii. Adopting the Incident Command System
 - iii. Addressing the needs of persons with disabilities
 - iv. Conducting staff training and drills.

- b. Elements to be addressed:
 - i. All-hazards emergency procedures
 - ii. Emergency supplies
 - iii. Incident Command System to facilitate effective response
 - iv. Student accountability procedures in the case of an emergency
 - v. Family reunification plans (contact information, notification procedures, appropriate identification)
 - vi. Training and exercises (tabletop exercises and full-scale exercises)
 - vii. Recovery planning
 - viii. Communication with the media and parents/guardians
 - ix. Annual review and revision

3. Response Phase

- a. Involves what must be done during response to an emergency:
 - i. Activating the crisis management plan and the Incident Command System
 - ii. Coordinating with first responders
 - iii. Adapting to an evolving situation
 - iv. Deciding on response strategies
 - v. Accounting to students-reunifying with parents/guardians
 - vi. Communicating with parents/guardians and the media
- b. Consideration of which primary response to use based upon the specifics and the severity of the situation:
 - i. Evacuation
 - ii. Lockdown
 - iii. Shelter in place
- c. Response Action: Evacuation
 - i. Use when locations outside the building are safer than inside the school.
 - ii. Identify multiple evacuation routes in coordination with community partners.
 - iii. Determine how teachers will account for students.
 - iv. Ensure teachers, administrators and staff members have appropriate "Go-kits."
- d. Response Action: Lockdown
 - i. Use when there is an immediate threat of violence in, or immediately around, the school.
 - ii. Lock all exterior doors.
 - iii. Ensure public safety officials can enter the building.
 - iv. Determine policy about closing blinds, turning off lights, use of status cards.
 - v. Staff and students to move to an area not visible from windows or doors.
- e. Response Action: Shelter-in-Place
 - i. Use when students and staff must remain indoors during an extended period of time.
 - ii. Close all windows and turn off all heating and air conditioning systems.
 - iii. Provide accommodations for eating, sleeping, and personal hygiene. Have staff activate family emergency plans.

- iv. Provide communications to students and staff (plain language vs. codes).
- v. Discourage external cellular communications by students and staff during emergencies.
- vi. Provide for review/debriefing of the incident.

4. Recovery Phase

- a. Designed to assist students, staff, and their families in the healing process and to restore educational operations in the schools.
- b. Four primary components to be addressed:
 - i. Physical/structural recovery
 - ii. Business/fiscal recovery
 - iii. Restoration of the learning environment
 - iv. Psychological/emotional recovery
- c. Issues to be addressed
 - i. Assessment and repair of facilities
 - ii. Possible need for alternate school sites
 - iii. Payroll and financial systems
 - iv. Record management
 - v. Returning normalcy to the school environment
 - vi. Identification of those needing psychological/emotion support and development of short and long-term interventions as needed

Regulation approved:

5142.25

Form

EMERGENCY HEALTH CARE PLAN

Place
Child's
Picture
Here

ALLERGY TO:

Student's Name

DOB:

Teacher:

Asthmatic YES ' * No

*Denotes **HIGH RISK** for severe reaction

SIGNS OF AN ALLERGIC REACTION INCLUDE
--

Systems:	Symptoms:
MOUTH	itching and swelling of the lips, tongue, or mouth
THROAT	itching and/or a sense of tightness in the throat, hoarseness, and hacking cough
SKIN	hives, itchy rash, and/or swelling about the face or extremities
GUT	nausea, abdominal cramps, vomiting and/or diarrhea
LUNG	shortness of breath, repetitive coughing, and/or wheezing
HEART	"thready" pulse, "passing out"
<p>The severity of symptoms can quickly change.</p> <p>*All above symptoms can potentially progress to a life-threatening situation!</p>	

Action:

1. If ingestion is suspected, give (*medication/dose/route*) _____
_____ **immediately!**
2. CALL RESCUE SQUAD: _____
3. CALL: Mother _____ Father _____
or emergency contacts.
4. CALL: Dr. _____ at _____

DO NOT HESITATE TO ADMINISTER MEDICATION OR CALL RESCUE SQUAD EVEN IF PARENTS OR DOCTOR CANNOT BE REACHED!

Parent Signature

Date

Doctor's Signature

Date

Emergency Contacts	Trained Staff Members
1.	1.
<i>Name/Relation Phone</i>	<i>Name/Relation Phone</i>
2.	2.
<i>Name/Relation Phone</i>	<i>Name/Relation Phone</i>
3.	3.
<i>Name/Relation Phone</i>	<i>Name/Relation Phone</i>