

February 25, 2020

Westport Town Hall

**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. Westport Town Hall, Room 307

DISCUSSION/ACTION:

1. Minutes: January 28, 2020, *pages 1-2*

DISCUSSION:

1. Second Reading of the Following Policies:
 - Policy 4117.6, Evaluation – Coaches, *pages 3-8*
 - 5112.4 Disenrollment/Enrollment, *pages 9-12*
 - 5141.6 Crisis Management, *pages 13-21*
2. First Reading of the Following Policies:
 - 4138/4238 Non-School Employment, *pages 23-25*
 - 4151.5/4215.5 Legal and Civic Duties, *pages 27-28*
 - 4118.24 Staff/Student Relations/Non-Fraternization, *pages 29-33*
3. Any Other Policy Matters

ADJOURNMENT

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

Board Members Present:

Karen Kleine Committee Chair
Youn Su Chao

Administrators Present

John Bayers Director of Human Resources
Stafford Thomas Staples High School Principal (left 10:02 a.m.)
Marty Lisevick Director of Athletics (left 8:49 a.m.)

PUBLIC SESSION: 8:36 a.m., Staples High School Room 333

DISCUSSION

First Reading of Policy 4117.6, Evaluation – Coaches

Second Reading of the Following Policies:

- 6146 Graduation Requirements
- 6162.51, Surveys of Students/Student Privacy
- 5145.14, On-Campus Recruitment
- 4112.6, Personnel Records
- 4116, Probationary/Tenure Status
- 4118.7, Study/Use of Religious Symbols, Music and Decorations, etc.

First Reading of the Following Policies:

- 5112.4 Disenrollment/Enrollment
- 5141.6 Crisis Management

DISCUSSION/ACTION

MINUTES: January 7, 2020

Karen Kleine moved to approve the minutes of January 7, 2020; seconded by Youn Su Chao and approved unanimously (2-0-0).

ADJOURNMENT

Meeting adjourned at 10:28 a.m..

Respectfully submitted,

Jennifer Caputo

Personnel – Certified

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

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

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

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

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

I. Evaluations

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

II. Employment of an Athletic Coach

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

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

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

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

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

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

P 4117.6(b)

Personnel—Certified

Employment of Athletic Coaches (continued)

III. Hearing Procedures

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

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

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

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

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

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

4117.6(e)

Personnel—Certified

Employment of Athletic Coaches (continued)

III.—Hearing Procedures (continued)

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

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

**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

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 - Eligibility of Students to Attend Westport Schools)

(cf. 5112 - Ages of Attendance)

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

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

Legal Reference: Connecticut General Statutes

10-15 Towns to maintain schools

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

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

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

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

Appeals to state board. Establishment of hearing board

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

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

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

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

10-233c Suspension of pupils

10-233d Expulsion of pupils

10-261 Definitions

State Board of Education Regulations

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

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

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

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

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Students

Disenrollment

Legal Reference: Connecticut General Statutes (continued)

Appeals to state board. Establishment of hearing board

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

Policy adopted:

rev. 1/01
rev 1/10

Students

Crisis Management Plan (Emergencies and Disaster Preparedness Plan)

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

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

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

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

(cf. 5131.7 - Weapons and Dangerous Instruments)

Legal Reference: Connecticut General Statutes

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

10-207 Duties of medical advisors.

10-209 Records not to be public.

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

10-221 Boards of education to prescribe rules.

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

10-222n - School security and safety plan standards

19a-221 Quarantine of certain persons.

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

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

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

Policy adopted:

WESTPORT PUBLIC SCHOOLS
Westport, Connecticut

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.

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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.

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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:

- If ingestion is suspected, give (*medication/dose/route*) _____
_____ **immediately!**
- CALL RESCUE SQUAD: _____
- CALL: Mother _____ Father _____
or emergency contacts.
- 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>

Personnel -- Certified/Non-Certified**Non-School Employment****Outside Work Activities of Special Education Pupil Personnel Staff**

The following are recommended ethical practices for Westport PPS staff members who wish to work outside of the system in jobs related to their school positions.

A. Medical, Psychiatric and Psychological Consultants, and Private Professional involvement with Westport and Regional Students

1. The role of consultant does not prohibit private professional contact with Westport students.
2. If a student is a current patient of a consultant, that consultant should communicate with the school staff as the student's physician and/or psychotherapist. If the school needs a formal consultation, another consultant should be engaged.
3. If the PPS staff member(s) feel that any consultant is an appropriate private referral, they may include that person's name on the list of three referral sources.
4. The consultant may not suggest himself or herself as a referral source.

B. Pupil Personnel Staff (Counselor, Psychologist, Social Worker)

1. No Pupil Personnel staff member (counselor, psychologist, social worker) may provide for a fee any assessment, evaluation, or short-term counseling services to a student eligible for receiving these through Westport school services (students enrolled in any Westport public, private, parochial, or nursery school, or non-enrolled pre-schoolers or drop-outs under 21, where eligible for services under Special Education law).
2. No Pupil Personnel staff member (counselor, psychologist, social worker) may provide therapy to any Westport or regional students in their assigned case load or a family member of a student in their case load.
3. In no instance should any member of the Pupil Personnel staff initiate with the parents discussion of private purchase of their own services for any students currently being serviced by the Pupil Personnel Department.

Additionally, no counselor or other staff member shall refer to parents for private outside services without first exhausting, through the divisional coordinators and the Central Planning and Placement Team, the student's eligibility for services during the school day.

4. There are no restrictions on the professional services that may be offered to students not attending public, private, parochial, or nursery schools in Westport, or to students who reside outside of Westport and who are not attending Westport school programs.

C. Special Education Teachers and Speech Therapists

1. Special Education teachers and Special Education speech therapists may not provide teaching, tutoring, or therapy services to any Special Education student in his/her school privately during the school year.
2. Special Education teacher or speech therapist may teach, tutor, or provide speech therapy privately to any non-Special Education student during the school year (including students in his/her building).
3. A Special Education teacher may teach or tutor privately any Special Education or non-Special Education student outside of the school year at the request of the parent. However, in no instance should any member of the Special Education staff initiate with the parents a discussion of the private purchase of their own teaching or tutoring services for any student currently being serviced by the Special Education Department.

4. Unusual circumstances require permission from the Assistant Superintendent of Special Education and Pupil Personnel Services.
5. The Westport staff member should insist that the school be informed that parents are seeking private tutoring. If the parent refuses, it is not appropriate for that staff member to work with that child.
6. Diagnostic labels and special education related issues should not be discussed with the parent. Parents should be referred to the child's counselor or school psychologist.

Regulation re-reviewed: 2006

Personnel — Certified and Non-Certified

Non-School Employment

Personnel of the schools may receive compensation for outside activities as long as these activities do not interfere with the proper discharge of their assigned duties, do not constitute a conflict of interest, or do not cause poor public relations within the community. It is expected that any outside activity should be carried on in a business-like and ethical manner.

Policy adopted:

WPS Existing Policy**Personnel – Certified/Non-Certified****Participation in Political Activity****A. Participation**

Professional employees of the Westport school system may participate in political activities and may hold political office, with the following provisions and/or exceptions, and

1. In compliance with Connecticut General Statutes, Section [10-232](#), a professional employee elected to the Westport Board of Education must resign from the school system upon taking office.
2. A professional employee must comply with other existing town ordinances and state statutes.

B. Leaves of Absence:

The following leave policies will be applied to professional employees of the Westport Board of Education who participate in campaigning or who seek political office:

1. A professional employee may be granted a leave of absence during the campaign period for a political office for which he is a candidate.
2. A professional employee who is elected to a political office may be granted a leave of absence (unless required by ordinance or statute to resign from the system).
3. Length of Leave
 - a. Leaves of absence for political office holding shall be considered as long-term leave and will normally extend to the end of a given school year, unless a shorter period is mutually agreed upon by the employee and the Superintendent or the Superintendent's designee.
 - b. Leaves for campaigning shall be considered as routine leaves and shall be subject to the policy governing leaves of this type.

Policy adopted: February 20, 1967

Policy revised: 2003

An optional policy to consider.

Personnel – Certified/Non-Certified

Employee Candidacy for Elected Office (General Assembly)

The _____ Board of Education will not discriminate against, discipline, or discharge any employee because such employee is a candidate for the Office of Representative or Senator in the Connecticut General Assembly or because he/she is elected to or holds such office or because he/she loses time from work in order to perform duties as such Representative, Senator, or member elect, provided the failure to pay wages or salaries for any such time lost shall not be considered discrimination. Any employee elected to said office may request, in writing, an unpaid personal leave of absence from the Board for a designated time period of consecutive school days in a given school year not to exceed two consecutive terms of such office. During the unpaid leave the employee may maintain his/her health and life insurance benefits by paying the premiums on a stipulated schedule at the Board rate. The request for the leave must be forwarded to the Board no later than 45 days prior to the beginning of the requested leave. No employee on such leave shall lose any seniority status retirement, fringe benefits and other service credits which may have accrued to him/her, unless the circumstances have so changed as to make it impossible or unreasonable to do so.

Policy adopted:

cps 5/99
rev 1/20

WPS Existing Policy**Personnel - Certified****Staff/Student Non-Fraternization**

Staff members who have contact with children and adolescents through school activities have the responsibility not to betray or misuse their privileged position. Students develop a special trust in school staff by virtue of the school system's authority and the important role the schools play in their lives. Staff members must never take advantage of students' vulnerability or of their confidence that staff members in school will behave appropriately in relationships with them.

It is the policy of the Westport Board of Education to prohibit any sexual relationship, contact or sexually nuanced behavior or communication (verbal or non-verbal) between a staff member and a student, while the student is enrolled in the school system. The prohibition extends to students of the opposite sex or the same sex as the staff member, and applies regardless of whether the student or the staff member is the initiator of the behavior and whether or not the student welcomes or reciprocates the attention.

Definitions:

Staff Members: part-time and full-time employees, and those individuals who are employed as substitutes, consultants, coaches, tutors, bus drivers, bus monitors, student-teachers, interns, volunteers and others who work with or have contact with children under the auspices of or through contract with, the Board of Education. This term shall include all professional employees.

Professional Employee: a person employed by a school who (A) holds a certificate from the State Board of Education, (B) is a member of a faculty where certification is not required, (C) is an administration officer of a school, or (D) is a registered nurse employed by or assigned to a school.

Professional Communication: any communication made privately and in confidence by a student to a professional employee of such student's school in the course of the latter's employment.

Prohibited Behavior: includes, but is not limited to: flirting and bantering with sexual overtones, dating, courting or engaging in a personal relationship on or off campus that is sexually motivated or nuanced, having any physical sexual contact or sexual intercourse with any student.

Complaints: should be reported to the Principal, who will investigate to determine whether a violation has occurred. The Principal will inform the Superintendent that the investigation is being conducted.

Violations: will result in disciplinary action up to and including dismissal. Employees' due process rights will be safeguarded.

The Principal will consult with the Assistant Superintendent for Pupil Personnel to determine whether any alleged violation falls into the category of sexual harassment and/or child abuse or sexual abuse; if so it might need to be addressed according to those policies and/or also reported to the police or another agency.

Procedures: Procedures for filing complaints and for conducting investigations will be developed by the Superintendent.

Professional Communications

Prompt and open home-school communications and understanding have been and will continue to be central to the philosophy of the Westport schools.

Connecticut law provides that professional employees "shall not be required to disclose any information acquired through a professional communication with a student, when such information concerns alcohol or drug abuse or any alcoholic or drug problem of such student..." Specifically excluded from this provision of law is information of a criminal nature which, when learned by a professional employee, is required to be reported to appropriate law enforcement officials.

This law makes it possible for a student to share certain problems with or seek help from a trusted adult without fear of immediate incrimination. This protection applies only to professional communications between a student and a professional employee that concern alcohol or drug abuse or any alcohol or drug problem of the student. In responding to this plea for help, and in recognition of their professional obligations to continue to maintain good home-school

communications, and to protect a child's health and welfare, professional employees who elect to maintain this confidence should use the following guidelines to provide that help as effectively as possible.

- a. Inform the student that, if in their judgment, maintaining the confidence is not in the student's best interest they will feel obliged to break it.
 - b. Encourage the student to discuss the matter with his/her parents.
 - c. If not the student's counselor, encourage the student to confer with his/her counselor.
 - d. Make the student aware of the school's supportive and rehabilitative interest and inform him/her of the school and community resources available to him/her.
 - e. Make the student aware of the potential hazard to his/her health and inform him/her about the laws pertaining to drug and alcohol use and abuse.
2. Every member of the school staff bears a professional and personal obligation as an adult to act wisely and responsibly in the best interest of a child.

If the point is reached at which the professional employee feels he/she has failed in his/her efforts to persuade the student to seek the help he/she needs, fear for the student's health and safety or of the danger posed to others, and elects to break the confidence, the following procedures are recommended:

- a. Inform the student of his/her strong concern for his/her welfare and need to divulge the confidence.
 - b. Arrange for a conference to include the student, his/her parents, his/her Principal and his/her school counselor.
3. Each principal will arrange to inform his/her faculty, student and parent body about

Connecticut General Statutes [10-154a](#) and these administrative guidelines.

4. **Notwithstanding anything contained in this policy**, if the professional employee receives physical evidence that a crime has been or is being committed by the student, such evidence must be turned over to school administrations or to law enforcement officials within two days from when it is received. In turn, a school administrator receiving such evidence must turn it over to either the Commissioner of Consumer Protection or the appropriate law enforcement officials within three days of receipt.

Legal Reference: Connecticut General Statutes

[10-154a](#) Professional communication between teacher or nurse and student. Surrender of physical evidence obtained from students.

Policy adopted: March 22, 2010

4118.24

Personnel - Certified

Staff/Student Relationships

Professional Communications

1. Prompt and open home-school communications and understanding have been and will continue to be central to the philosophy of the Westport schools.

C.G.S. 10-154a states: Sec. 2 "Any such professional employee shall not be required to disclose any information acquired through a professional communication with a student, when such information concerns alcohol or drug abuse or any alcoholic or drug problem of such student..."

This law makes it possible for a student to share his/her problems with or seek help from a trusted adult without fear of immediate incrimination. In responding to this plea for help, and in recognition of their professional obligations to continue to maintain good home-school communications, and to protect a child's health and welfare, teachers', school

counselors, and administrators who elect to maintain this confidence should use the following guidelines to provide that help as effectively as possible.

- a. Inform the student that, if in their judgment, maintaining the confidence is not in the student's best interest they will feel obliged to break it.
 - b. Encourage the student to discuss the matter with his parents.
 - c. If not the student's counselor, encourage the student to confer with his/her counselor.
 - d. Make the student aware of the school's supportive and rehabilitative interest and inform him/her of the school and community resources available to him/her.
 - e. Make the student aware of the potential hazard to his/her health and inform him/her about the laws pertaining to drug and alcohol use and abuse.
2. Every member of the school staff bears a professional and personal obligation as an adult to act wisely and responsibly in the best interest of a child.

If the point is reached at which the confidant feels he/she has failed in his/her efforts to persuade the student to seek the help he/she needs, fear for the student's health and safety or of the danger posed to others, and elects to break the confidence, the following procedures are recommended:

- a. Inform the student of his/her strong concern for his/her welfare and need to divulge the confidence.
 - b. Arrange for a conference to include the student, his/her parents, his/her Principal and his/her school counselor.
3. Each principal will arrange to inform his/her faculty, student and parent body about Connecticut General Statutes [10-154a](#) and these administrative guidelines.
4. If the professional employee receives physical evidence that a crime has been or is being committed by the student, such evidence must be turned over to school administrations or to law enforcement officials within two days from when it is received. In turn, a school administrator receiving such evidence must turn it over to either the Commissioner of Consumer Protection or the appropriate law enforcement officials within three days of receipt.

Legal Reference: Connecticut General Statutes

[10-154a](#) Professional communication between teacher or nurse and student. Surrender of physical evidence obtained from students.

Regulation approved: 2006

Personnel Certified/Non-Certified**Staff/Student Non-Fraternization**

Version #1: Staff members shall maintain professional relationships with students which are conducive to an effective educational environment. Staff members shall not have any interaction of a sexual nature with any student at any time regardless of the student's age, status or consent.

Version #2: Any action or comment by a member of the school staff which involves romantic or sexual involvement with a student is considered to be highly unethical and is unacceptable to the Board. This includes, but is not limited to, inappropriate conversation, inappropriate touching, dating, cohabitation, and engaging in immoral conduct.

Version #3: All school system personnel shall maintain a professional, ethical relationship with students and refrain from improper fraternization or undue familiarity with students. Dating and sexual conduct between teachers, staff members and students are prohibited.

It is the responsibility of the Principal of each school to emphasize the requirements of this policy and to provide appropriate follow-up on any complaint or evidence of failure to follow the policy and related regulations.

Version #4: The Board of Education requires all employees to conduct themselves in a manner which will maintain the authority and respect necessary in the educational setting. Therefore, any dating relationships or other social relationships which may reasonably be perceived to be dating between any staff member and any student of this school district is expressly prohibited. Employees shall not entertain students or socialize with students in such a manner as to reasonably create to students, parents, or the public that a dating relationship exists. While the Board encourages employees to be warm and supporting of students, personnel may not allow students to regard them as peers.

Version #5: The relationship between the teacher and the student should be one of cooperation, understanding and mutual respect. The teacher has the responsibility to provide an atmosphere conducive to learning and to motivate each student to perform to his/her capacity.

Staff members are expected to regard each student as an individual and to accord each the rights and respect due to any individual. Neither insults, disparaging names, nor sarcasm shall be used as a way of forcing compliance with a staff member's requirements or expectations.

The Board believes that students and staff members should interact with each other in a warm, open, and positive fashion. However, there must be maintained a certain distance in order to preserve the businesslike atmosphere that is necessary to achieve the educational mission of the school. In recognition of the fact that sexual harassment, whether verbal or physical, may create a psychological harmful atmosphere, inhibit performance, undermine the integrity of the staff-student relationship and constitute a form of illegal sex discrimination, the Board prohibits all forms of sexual remarks or conduct between staff and students of the District.

Version #6: Adults who have contact with children and adolescents through school activities have the responsibility not to betray or misuse their privileged position. Students develop a special trust in school staff by virtue of the school system's authority and the important role the schools play in their lives. Adults must never take advantage of students' vulnerability or of their confidence that adults in school will behave appropriately in relationships with them.

It is the policy of the Board of Education to prohibit any sexual relationship, contact or sexually nuanced behavior or communication (verbal or non-verbal) between a staff member and a student, while the student is enrolled in the school system. The prohibition extends to students of the opposite sex or the same sex as the staff member, and applies regardless of whether the student or the staff member is the initiator of the behavior and whether or not the student welcomes or reciprocates the attention.

Further, school system personnel (employees, contractors, and agents of the school system, shall provide no assistance to an employee in finding another job, beyond the routine transmittal of personnel or administrative files, if the employee engaged in sexual misconduct with a minor or student in violation of the law (ESEA, 20 U.S.C. 7926(a))

(cf. [4118.112/4218.112](#) - Sexual Harassment)

(cf. [4118.23/4218.23](#) - Conduct)

(cf. [5141.4](#) - Child Abuse/Neglect)

Legal Reference: Connecticut General Statutes

[10-53a-71](#) Sexual assault in the second degree: Class C or B felony.

[10-151](#) Employment of teachers. Definitions. Notice and hearing on failure to renew or termination of contract. Appeal

PA 15-205 An Act Protecting School Children

[17a-106](#) Cooperation in relation to prevention, identification, and treatment of child abuse/neglect

Elementary and Secondary Education Act (ESEA), as amended ESSA, 20 U.S.C. 7 926(a); Prohibition on aiding and abetting sexual abuse (aka "don't pass the trash")

Policy adopted: