

**WESTPORT BOARD OF EDUCATION
MEETING**

AGENDA *

(Agenda Subject to Modification in Accordance with Law)

SPECIAL NOTICE ABOUT PROCEDURES FOR THIS ELECTRONIC MEETING:

Pursuant to the Governor's Executive Orders No. 7B and 9H, public participation for this meeting will be held electronically and live streamed on westportps.org and shown on Optimum Government Access Channel 78 and Frontier Channel 6021. Emails to BOE members can be sent to BOE@westportps.org. Comments to be read during the public comment period must be submitted to the meeting's Googledoc during the submission period. Please see the following link for instructions and guidelines:

https://www.westportps.org/uploaded/Procedures_and_Guidelines_for_Public_Participation_in_Remote_Board_Meetings.pdf.

We will use our best efforts to read public comments if they are received during the public comment period and if they state your full name and address. Meeting materials will be available at westportps.org along with the meeting notice posted on the Meeting Agenda page.

PUBLIC CALL TO ORDER

6:00 p.m., Held Remotely Via Zoom Pursuant to Executive Orders 7B and 9H

Instructions to listen to call to order:

Phone: +1 929 205 6099 US (New York)

Meeting ID: 843 2905 0893

Passcode: 061448

EXECUTIVE SESSION: Non-Union Personnel Compensation 2020-2021

RESUME PUBLIC SESSION/PLEDGE OF ALLEGIANCE (7:00 p.m.)

RECOGNITION

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

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

MINUTES: April 19, 2021, *pages 6-7*

DISCUSSION

1. Health Update Ms. Suzanne Levasseur

2. Overview of Summer Learning Programs, *pages 8-27* (Encl.) Dr. Anthony Buono
Mr. Michael Rizzo

3. Elementary and Middle School Student Performance Data, *pages 28-44* (Encl.) Dr. Anthony Buono

4. Strategic Plan Overview and Process Mr. Thomas Scarice

5. Third Quarter Financial Report, *pages 45-48* (Encl.) Mr. Elio Longo

DISCUSSION/ACTION

1. Request for Qualifications (RFQ) – Capital Projects Program Manager, *pages 49-64* (Encl.) Mr. Elio Longo
2. Policy Committee Update and Second Reading of the Following Policies: (Encl.) Ms. Karen Kleine
 - 6142.63, “Pool safety Plan” (New), *page 65*
 - 0525, “Hate-Based Conduct” (New), *pages 66-68*

ADJOURNMENT

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

PUBLIC PARTICIPATION WELCOME USING THE FOLLOWING GUIDELINES:

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

It is the policy of the Town of Westport that all Town-sponsored public meetings and events are accessible to people with disabilities. If you need assistance in participating in a meeting or event due to a disability as defined under the Americans with Disabilities Act, please contact Westport's ADA Coordinator at 203-341-1043 or eflug@westportct.gov at least three (3) business days prior to the scheduled meeting or event to request an accommodation.



WESTPORT PUBLIC SCHOOLS

THOMAS SCARICE
Superintendent of Schools

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Westport, Connecticut 06880
Telephone: (203) 341-1025
Fax: (203) 341-1029
tscarice@westportps.org

To: Westport Board of Education Members
From: Thomas Scarice, Superintendent of Schools
Re: April 30, 2021 Board of Education Meeting
Date: May 3, 2021

Provided below for Board consideration is an overview of the meeting agenda items for May 3, 2021. As we have done for previous meetings, the meeting will be held remotely with public access through live streaming and public comments and questions submitted electronically.

Discussion

1. Health Update

Sue Levasseur and I will provide a health update on COVID-19 cases, the vaccination clinics, revisiting some COVID protocols, out of state youth sports events, and end of year activities.

The infection rates continue to drop. The most recent information indicates that it is likely that this drop is related to vaccination efforts, as opposed to drops that were experienced due to behavioral changes in our communities over the past year. If this is in fact accurate, the reduction in rates could be more permanent and not episodic, as we experienced periodically over the course of the school year. Of course, variants could impact infection rates, and the Department of Public Health continues to advocate for maintaining vigilance, while being cautiously optimistic.

All faculty and staff who participated in the vaccination clinics are officially past the two week window after their second shot. In addition, a successful student vaccination clinic was held on April 25th, and we recently shared a vaccination opportunity for students with the New Canaan Public Schools. Ideally, our senior class will be vaccinated prior to graduation.

The district is working to gradually loosen some of the restrictions that have been put in place as mitigating measures. For example, in conjunction with the Westport/Weston Health District, we are currently reviewing our protocols related to recess, classroom seating/instructional design, special education parent transition meetings (i.e. parents visiting their 21-22 school i.e. 5th to 6th, 8th to 9th), field day, end of year events (i.e. moving up ceremonies, graduation, etc.), student performances, the use of schools by outside groups outside of school day, and visitors in schools for school meetings/school business. As these changes materialize, communication will be sent to the school community.

Sue will discuss the restrictions related to out of state youth sporting events. These restrictions, likely to sunset in the coming weeks, are currently codified in executive orders, and as a result, are more limiting than simple guidelines.

The principals are currently working with their school communities (faculty, parents, students) to design appropriate end of year culminating events for grades 5 and 8, and for the Staples graduation. There will be ceremonies to recognize these transition points, and there will be degrees of consistency in that each school will hold an event and it will be outside. Yet, each school will have the latitude to design their event at the building level. Some may choose an outdoor seated event for 5th grade families and some schools may choose a car parade. That decision will be left to the building level in collaboration with their parents and staff.

2. Overview of Summer Learning Programs

The summer program this year has been enhanced to invite broader participation, and perhaps most importantly, to address broader student needs. Assistant Superintendent, Dr. Anthony Buono has worked with a team within the system to design instructional and social/emotional experiences for our students, particularly to address, where possible, any gaps. Anthony has dedicated grant funds to support the program. After a long and challenging school year, there have been concerns about student participation rates in summer programs, and the ability to find the necessary levels of staffing. It is likely that many students and staff will welcome a break after this unique school year. Yet, we have received 180 affirmative responses for the elementary school program and about 100 affirmative

responses for the middle school program.

Anthony will lead this presentation and share the three programs that will be offered this summer: the traditional ESY Program, the ESSER Targeted Program, and an Electives Program. Notifications have gone out to families for invitations to attend the ESSER Program. Information on the elective program will be going out to families next week. All three are exciting learning opportunities for our students and are designed to provide students with both academic support and opportunities for socialization.

A growing body of evidence is pointing towards the critical nature of social/emotional development in response to the gradual emergence from the pandemic. I was captured by a quote in a recent publication by the Science of Learning and Development Alliance, a partnership of organizations that aim to transform child-serving systems through the science of learning and child development. The initial findings in the report, [How the Science of Learning and Development Can Transform Education](#), indicated that *“The presence and quality of our relationships may have more impact on learning and development than any other factor.”* This is a powerful clue to support our efforts in transitioning our students back from the pandemic. The summer programs are but one effort. Clearly, the work in the next school year will be instrumental in supporting our students as we move forward.

The slide deck for this presentation is included in the meeting packet.

3. Elementary and Middle School Student Performance Data

On a similar topic, given the challenge of educating during a pandemic, there has been a national discussion around the topic of “learning loss”, what that means, how to remediate, and where to focus our efforts. It is clear that student performance data is necessary in informing an overall strategy. Yet, public schools have fallen into the trap of relying on a singular number or data point for two decades to describe student performance. With that, I advise the entire school community to review this report with appropriate perspective, while we work to broaden our indicators of student performance at the district, school, and classroom level.

Anthony will also lead this presentation, supported by members of the administrative team. This presentation will illustrate the results of the March administration of Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) test, and the Fountas and Pinnell Benchmark Reading Assessments. The MAP test is a standardized test administered twice a year that provides an overview of core skill development through middle school. The Fountas and Pinnell Benchmark Reading Assessments are accurate and reliable tools to identify the instructional and independent reading levels of all students. These assessments document student progress through one-on-one formative and summative assessments.

Relatively speaking the collective overall performance and growth of our students is consistent with that in prior years. However, the building level and grade level teams continue to examine this data in a more nuanced manner and compare it to other performance metrics used at the school level, including daily performance, running records, and common curriculum based assessments. Students with stalled or potentially compromised performance are being identified and provided with appropriate supports and/or interventions.

The slide deck for this presentation is included in the meeting packet.

4. Strategic Plan Overview and Process

The initial entry plan that I presented to the Board and community pointed to the development of a long-term district strategic plan to be presented for Board consideration by the end of the summer. The activities designed to inform the initiation of the plan were ambitious in light of the pandemic. It was only about a month ago that I was comfortably able to invite groups of individuals to meet, in person, for an inquiry into the district. That said, over the past month, the initial information gathering listening opportunities have progressed successfully with the leadership teams at each building, and with the curriculum coordinators. The next level of inquiries will unfold with teams of teachers and support staff at each school. Parent outreach will follow, and then I will approach members of the community as I look to round out the information gathering.

On Monday evening I will share my recommended timeline and milestones for the development of a long-term strategic plan. Additionally, I will share a specific tool that I recommend be used, the Balanced Scorecard. A product of Robert Kaplan and David Norton of the Harvard Business School, the Balanced Scorecard, originally a strategy management tool of the private sector, translates well to mission-driven organizations. In fact, Kaplan and Norton regularly hosted a Mission-Driven Performance Management Summit to teach those in the nonprofit and public sector how to employ this tool for strategic planning, the formulation of a direction for an organization, and, strategic management, the process of determining how this direction can be achieved.

Among the primary features of the Balanced Scorecard, I will share the following elements: the strategy map, strategic objectives, measures, and strategic initiatives. It will be critical that the process of formulating an

overarching direction for the system, along with specific initiatives, does not try to capture every task and effort that is performed in the system. In fact, it is important to make distinctions between what efforts are related to strategy execution and what is considered to be regular continuous improvements and growth. For example, I have identified communication as a district need earlier in the year. Although this might not make it to the level of inclusion on the strategic plan, the work will still be done over time to improve communication.

I look forward to this first opportunity to discuss the approach and timeline. The slide deck for this presentation will be available and shared with the Board on Monday.

5. Third Quarter Financial Report

The 3Q FY21 Financial Report captures operating budget performance for the nine (9) month period, July 1, 2020 through March 31, 2021. Operating results year-to-date are as follows:

Account Series	Description	Est. Balance on 06/30/21	Comments
100 – 119	Certified Salaries	\$29,339	Largest negative variance (\$722k) Acct 102 Regular Ed Teachers due to unfunded positions. Savings in other certified accounts and in Extra-curricular work (COVID) provide adequate coverage for the Acct 102 overage.
120 – 140	Non-Certified Salaries	\$353,729	Mostly cost savings due to staff turnover and hybrid learning.
150 – 156	Other Salaries	(\$184,823)	Overage due to added Permanent Cert Subs and Overtime (COVID cleaning and absenteeism)
210 – 290	Benefits	\$128,601	FICA/Medicare savings due to Salary savings. Favorable workers compensation experience.
320 – 331	Purchased Services	\$98,116	Mostly Acct 323 Instr Program Improvements (COVID)

411 – 490	Property Services	(\$151,784)	Negative variances due to COVID-related purchases and improvements (grant eligible)
510 – 580	Other Purchases Services	\$59,910	Negative variance (\$240k) in Transportation – Reg Ed due mostly to PM elem runs. Transportation savings in Special Ed and Gasoline. Overage in Tuition-Litigation covered partially offset by savings/receivables in Out-of-District tuition costs.
611 – 691	Supplies and Materials	(\$65,334)	COVID-related purchases (partially reimbursable).
731 – 737	Equipment	(\$588,495)	COVID-related purchases (partially reimbursable)
810 – 812	Other	\$97,069	Resulting from reduced athletics events
	Projected Year End Balance	(\$223,672)	Gross (does not include Coronavirus Relief Fund grant reimbursement)
	50% CRF Grant credit (pending invoice submission and SDE acceptance)	\$473,817 credit	Worst case scenario: 50% Best case scenario: 100% Business Office will file with State Department of Education by May 31.

Discussion/Action

1. Request for Qualifications (RFQ) – Capital Projects Program Manager

The process for examining an approach to support the Facilities Department in executing the 10 year capital maintenance plan has reached a milestone as the Board is asked to take action on authorizing the release of a Request for Qualifications (RFQ) for a Capital Projects Program Manager, a single entity to provide a range of professional consulting services. The term is for one year, July 1, 2021 - June 30, 2022.

This process began with my original memo to the Board illustrating the need for this support, along with a recommendation to remediating the gap in services. That memo, and the RFQ, are included in the meeting packet.

I have shared my observation in the past. Although the current facilities department has relied on periodic professional and technical support for smaller projects on a fee for service basis, when planning and executing a

substantial capital program, such as the comprehensive 10 year capital maintenance plan adopted by the Board, the expertise required to bring projects from design to closure, and to manage a comprehensive program, requires careful facilitation and oversight that can best be provided by the services of a professional firm. This is a primary function of the recommendation, namely, oversight and management of the long-term capital maintenance plan. As illustrated in the RFQ, there is latitude to capitalize on the services of the selected firm, on a fee for service basis, to assist in the oversight of smaller projects, and when the Facilities Department is in need of this expertise. Yet, it will be necessary to secure the services of a project manager, independent from the selected Capital Projects Program Manager, through a bidding process. This will be critical with projects that are eligible for state reimbursement, and ones that necessitate a building committee.

The highlights of the RFQ are as follows:

- RFQ rather than RFP: Seeking statement of qualifications
- Engage a single entity to provide a range of professional consulting services
- Term: One year, July 1, 2021 - June 30, 2022
- Non-exclusive language
- Funding: Pending approval by all relevant Town boards
- Division of responsibilities: Capital Plan Management vs Capital Projects Management
- Board of Selectmen involvement: A requirement for projects eligible for state reimbursement.
- Assess opportunities for collaborative work with Town departments
- Criteria weighting: 75% qualifications/25% fee proposal
- Desired qualifications:
 - At least five (5) school construction/renovation projects (preferably in CT) with a budget of at least \$1M, in the last 10 years.
 - Demonstrated construction manager or owner's representative services to multiple school districts in CT.
 - Project experience working with the CT Dept of Education, Office of School Construction and Grants Review.
- Submission requirements:
 - Executive Summary
 - Relevant Project Experience
 - Proposed Project Team
 - Project Approach
 - Fee for Service Proposal and Agreement.

After a series of meetings of the Finance and Facilities Committee, the members have reached consensus that the Board should authorize the enclosed RFQ for a Capital Projects Program Manager.

2. **Second Reading of Policies**

Karen Kleine and John Bayers will present the second reading of policies 6142.3, "Pool Safety Plan," and 0525, "Hate-Based Conduct." These draft policies are included in the packet for your review.

WESTPORT BOARD OF EDUCATION

Board Members Present:

Candice Savin
Karen Kleine
Elaine Whitney
Jeannie Smith
Youn Su Chao
Lee Goldstein
Liz Heyer

Chair
Vice Chair
Secretary

Administrators Present:

Thomas Scarice
Anthony Buono
Michael Rizzo
Elio Longo
John Bayers

Superintendent of Schools
Asst. Superintendent, Teaching and Learning
Asst. Superintendent, Pupil Personnel Services
Chief Financial Officer
Director of Human Resources and General Admin.

CALL TO ORDER/PLEDGE OF ALLEGIANCE 7:01 p.m., Held Remotely Via Zoom Pursuant to Executive Orders 7B and 9H

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS

MINUTES: April 5 and 8, 2021

Elaine Whitney moved to approve the minutes of April 5 and 8, 2021; seconded by Karen Kleine and passed unanimously.

DISCUSSION

Health Update

Policy Committee Update and First Reading of the Following Policies:

- 1700, "Deadly Weapons or Firearms" (New)
- 6142.63, "Pool Safety Plan" (New)
- 0525, "Hate-Based Conduct" (New)

DISCUSSION/ACTION

Consideration of Board of Finance Modification to Fiscal Year 2022 Board of Education Adopted Budget

Be it resolved, that the Board of Education revises its request to the Representative Town Meeting for the Board of Education's Proposed FY 2022 Operating Budget to \$125,594,582, reflecting \$2,418,533 in total net reductions to the FY 2022 Proposed Budget of the Superintendent of Schools, and a year-over-year increase from the Board of Education's FY 2021 Adopted Operating Budget of \$3,658,582 and 3.00%.

MOTION: Elaine Whitney
SECOND: Jeannie Smith
RESULT: Passed
VOTE: 6-1 (Karen Kleine opposed)

Non-Renewal of Certified Teaching Staff

Be it resolved that, upon the recommendation of the Superintendent of Schools and pursuant to Connecticut General Statutes Section 10-151, the Board of Education hereby votes not to renew the contracts/agreements with the long-term substitutes and permanent building substitutes employed during the 2020-2021 school year, all of whom are identified on the attached list, for the 2021-2022 school year.

And be it further resolved that the Superintendent of Schools is hereby authorized to notify the individuals, identified in the above resolution, of the Board of Education's action.

MOTION: Candice Savin
SECOND: Jeannie Smith
RESULT: Passed Unanimously
VOTE: 7-0

Second Reading of the Following Policies:

- 1332, "Automatic External Defibrillators" (New),
- 3516, "Security and Safety Plan" (New),
- 4218.51/4118.51, "Social Media" (Revised and Renumbered)

Be it resolved, that upon the recommendation of the Superintendent of Schools, the Board of Education approves the creation of Policy 1332, "Automatic External Defibrillators", the creation of policy 3516, "Security and Safety Plan," the amendment of policy 4218.55/4118.55, "Social Media", and the renumbering of policy 4218.55/4118.55 to 4218.51/4118.51.

MOTION: Karen Kleine
SECOND: Lee Goldstein
RESULT: Passed Unanimously
VOTE: 7-0

ADJOURNMENT: Karen Kleine moved to adjourn at 8:21 p.m.; seconded by Jeannie Smith and passed unanimously.

Respectfully submitted,

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



Westport Public Schools

Overview of Summer Learning Programs

May 3, 2021



Table of Contents

- ◆ Introduction
- ◆ ESSER Summer Learning Program
- ◆ Extended School Year (ESY)
- ◆ Electives / Additional Summer Opportunities



Introduction

- ◆ WPS is planning three distinct summer learning programs
 1. ESSER Summer Learning
 - Elementary: students entering Grades 1-6
 - Middle School: students entering Grades 7-9
 2. Extended School Year (ESY)
 3. Additional Summer Opportunities



ESSER Summer Learning Program



ESSER Grant Objectives

Objective I: Develop academic supports that address learning loss or learning gaps that have occurred as a result of the pandemic.

Objective II: Target resources for students disproportionately affected by the pandemic. This includes:

- Students whose progress has stalled or decreased
- Students with disabilities
- English language learners

Objective III: Provide interventions/programming that address the social emotional well-being of students and school staff.



ESSER Summer Learning Program

Goals

- ◆ Mitigate learning loss and prevent further decline over the summer
- ◆ Provide opportunities for socialization and social-emotional support
- ◆ Make learning engaging and exciting



ESSER Summer Learning Program

- ◆ Eligibility is based upon meeting one of the following:
 - Students with Individual Education Plans,
 - Students with Response to Intervention Plans (Tier II and III)
 - Students that are English Language Learners



Elementary Program Program Design

- ◆ Three 45 minute periods each day:
 1. Mathematics
 2. Reading
 3. Continuing Education Program
 - An opportunity to integrate social and emotional skill building through inquiry-based, hands-on, engaging activities



Elementary Program

Session: 4 days / 8:30 a.m. - 11:00 a.m.

- ◆ Week 1: Tuesday, July 6 - Friday, July 9
- ◆ Week 2: Monday, July 12 - Thursday, July 15
- ◆ Week 3: Monday, July 19 - Thursday, July 22
- ◆ Students enrollment - approximately 180



Middle School Program Program Design

- ◆ Two 1 hour periods each day:
 1. Math/Continuing Ed.
 2. Reading/Continuing Ed.
 - Continuing Education - An opportunity to integrate social and emotional skill building through inquiry-based, hands-on, engaging activities



Middle School Program

Session: 5 days / 9:00 a.m. - 11:00 a.m.

- ◆ Two weeks of literacy
Monday-Friday, July 12 - 23
- ◆ Two weeks of mathematics
Monday-Friday, July 26 - August 6
- ◆ Students enrollment - approximately 100



Extended School Year (ESY)



Extended School Year (ESY)

- ◆ Target Audience:
 - Special Education students requiring services

- ◆ Eligibility determined based upon:
 - regression/recoupment, and/or
 - severity of disability

- ◆ Determined by Planning and Placement Team (PPT)

- ◆ Part of each student's Individualized Education Program (IEP)



Extended School Year (ESY)

Sessions

- ◆ Preschool: 5 weeks
 - Monday - Friday / 9:00 a.m. - 12:00 p.m.

- ◆ K-12: 4 weeks (Itinerant Services)
 - Monday - Friday / 8:00 a.m. - 12:30 p.m.

- ◆ K-12: 6 weeks (Full day, Intensive Resource)
 - Monday - Friday / 8:00 a.m. - 12:30 p.m.



Extended School Year (ESY)

Program Design

- ◆ Special Education, Related Services, Social Skills individualized for each student
- ◆ Approximately 150 students, PK-12
- ◆ Partnership with Westport Continuing Education



Electives / Additional Summer Opportunities



Summer Electives

Elementary

- ◆ Create Art Together
- ◆ Sports and Fun Camp
- ◆ Intro to Band



Summer Electives

Middle School

- ◆ Sports Fusion
- ◆ Book Clubs
- ◆ Gear up for 9th Grade Social Studies



Summer Electives

High School

- ◆ Gear Up for Algebra II
- ◆ Gear Up for AP Calculus
- ◆ Gear Up for AP Social Studies
- ◆ Gear Up for Fall @ Staples
- ◆ The Science of Race, Gender and Sexuality
- ◆ Bio Summer Enrichment
- ◆ Gear up for 9th Grade Social Studies
- ◆ CSI 101



Questions?



Student Performance Data: K-8

Winter/Spring 2021



Table of Contents

- Northwest Evaluation Association (NWEA)
Measures of Academic Progress (MAP) - Winter 2021
- Fountas & Pinnell (F&P) Benchmark Assessment



- Northwest Evaluation Association (NWEA)
Measures of Academic Progress (MAP) - Winter 2021



MAP Assessment

Universal Screener

- Given to all students K-8
- Relatively Brief
- Identify students who may be at risk



Big concept

The MAP assessment results help identify students' strengths and challenges, but they are only one data point and should not be used as the sole tool for evaluating student progress.



Guiding Questions

- To what extent has student performance been impacted by program changes due to COVID?
- To what extent has student growth been impacted by program changes related to COVID?



Westport's Results

Math

	National Norm Winter	Mean RIT Winter 2019	Mean RIT Winter 2020	Mean RIT Winter 2021	3 yr. Avg. RIT Winter 2019-21
K	150.1	155.4	158.9	160.7	158.3
1	170.2	177.1	184.9	179.5	180.5
2	184.1	190.6	195.2	199.3	195.0
3	196.2	203.0	204.9	203.8	203.9
4	202.5	216.8	220.5	214.6	217.3
5	209.1	224.7	229.6	225.2	226.5
6	219.6	232.1	230.5	228.5	230.4
7	224.0	238.0	243.6	235.6	239.1
8	228.1	246.2	245.5	245.9	245.9



Westport's Results

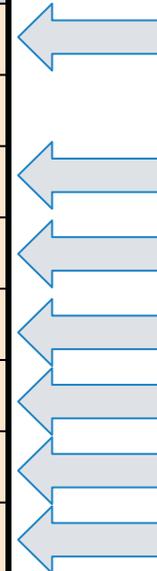
Reading

	National Norm Winter	Mean RIT Winter 2019	Mean RIT Winter 2020	Mean RIT Winter 2021	3 yr. Avg. RIT Winter 2019-21
K	146.3		159.2	159.1	159.2
1	165.9		181.1	178.9	180.0
2	181.2	193.9	194.4	193.0	193.8
3	193.9	204.3	205.2	206.4	205.3
4	202.5	213.5	215.3	214.3	214.4
5	209.1	218.3	221.8	220.3	220.1
6	213.8	224.4	222.3	224.4	223.7
7	217.1	227.2	228.9	225.5	227.2
8	220.5	230.7	229.4	231.6	230.6



Percentage of Students Reaching or Exceeding Growth Targets

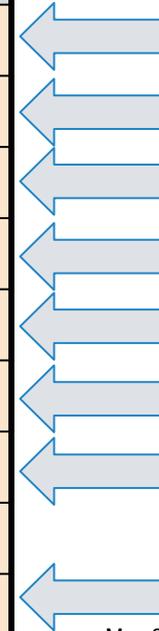
Math				
	Met Fall to Winter Growth 2020	Met Fall to Winter Growth 2021	Median Student Growth Percentile 2020	Median Student Growth Percentile 2021
K	48%	48%	44	44
1	64%	60%	62	55
2	44%	76%	39	84
3	38%	68%	35	62
4	55%	63%	52	60
5	40%	50%	38	50
6	37%	47%	36	42
7	48%	53%	45	50
8	45%	41%	44	35





Percentage of Students Reaching or Exceeding Growth Targets

Reading				
	Met Fall to Winter Growth 2020	Met Fall to Winter Growth 2021	Median Student Growth Percentile 2020	Median Student Growth Percentile 2021
K	61%	68%	59	70
1	54%	59%	53	57
2	39%	53%	34	50
3	46%	56%	41	53
4	43%	48%	40	45
5	47%	46%	43	43
6	39%	51%	37	48
7	63%	55%	60	53
8	50%	51%	47	49





Distance Learning Students

Math				
	Met Fall to Winter Growth 2021	Met Fall to Winter Growth 2021 for DL Students	Mean RIT Score Winter 2021	Mean RIT Score Winter 2021 for DL Students
K	48%	56%	160.7	170.8
1	60%	40%	179.5	184.0
2	76%	64%	199.3	205.3
3	68%	65%	203.8	207.4
4	63%	56%	214.6	216.6
5	50%	80%	225.2	224.4
6	47%	35%	228.5	226.0
7	53%	64%	235.6	257.3
8	41%	58%	245.9	251.0



Distance Learning Students

Reading				
	Met Fall to Winter Growth 2021	Met Fall to Winter Growth 2021 for DL Students	Mean RIT Score Winter 2021	Mean RIT Score Winter 2021 for DL Students
K	68%	80%	159.1	171.1
1	59%	55%	178.9	181.6
2	53%	39%	193.0	198.4
3	56%	38%	206.4	205.4
4	48%	61%	214.3	216.5
5	46%	73%	220.3	225.3
6	51%	29%	224.4	222.9
7	55%	64%	225.5	231.6
8	51%	65%	231.6	237.2

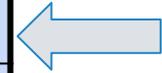
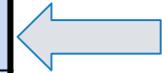
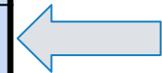


- Fountas & Pinnell (F&P) Benchmark Assessment



F&P Benchmark Reading Assessment

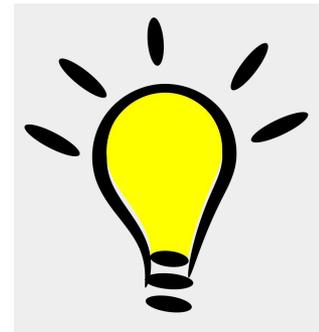
Reading				
	Percent at Benchmark Fall 2019	Percent at Benchmark Winter 2020	Percent at Benchmark Fall 2020	Percent at Benchmark Winter 2021
K	N/A	83.43	N/A	80.76
1	80.45	83.66	75.91	81.62
2	84.24	82.53	82.89	81.87
3	85.34	86.57	71.25	81.25
4	82.16	86.77	73.74	82.92
5	86.39	86.74	68.87	79.02





Conclusions

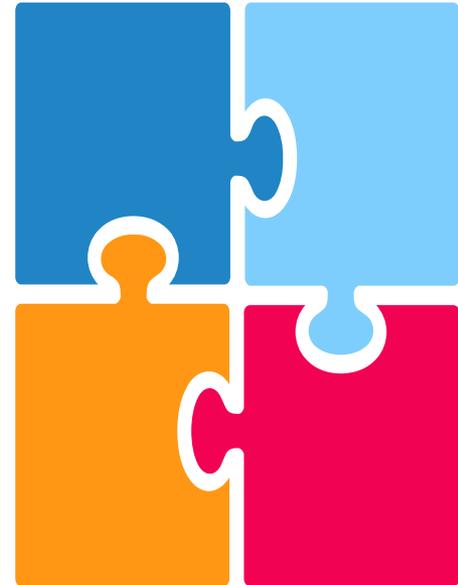
- In the aggregate, student overall performance on NWEA MAP is relatively consistent with prior years.
- For the most part, students have demonstrated growth on NWEA MAP that is consistent or better than last year.
- F&P Benchmark Assessment results indicate measurable growth from fall to winter for most grades.





On-Going Work

- Analyzing Individual Student Performance
- Interventions
- Small Group Instruction
- Track Student Progress





Questions?

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5,317,348	5,403,166	5,323,764	100	Certified Adminstrators	5,511,769	5,511,769	-	1,369,244	4,111,978	75%	22,000	5,503,222	8,547	0.2%
1,875,276	2,076,448	2,055,637	101	Directors	2,147,323	2,147,323	-	539,237	1,618,944	75%	2,000	2,160,181	(12,858)	-0.6%
22,846,979	23,188,723	23,180,329	102	Reg Ed Teachers	23,549,231	23,549,231	-	7,221,733	17,050,122	72%	-	24,271,855	(722,624)	-3.1%
11,628,676	11,778,849	11,847,837	103	Special Area Teachers	12,290,564	12,290,564	-	3,571,782	8,410,478	68%	26,000	12,008,260	282,304	2.3%
4,293,239	4,246,724	4,444,203	104	Support Teachers	4,464,618	4,464,618	-	1,328,035	3,122,333	70%	-	4,450,368	14,250	0.3%
79,535	104,021	114,424	105	Curr/Instr Resource	82,358	82,358	-	18,063	36,127	44%	-	54,191	28,168	34.2%
910,798	930,297	804,517	107	Library/Media Teachers	898,143	898,143	-	248,912	597,629	67%	-	846,541	51,602	5.7%
1,463,683	1,500,395	1,467,460	108	Guidance	1,529,846	1,529,846	-	384,586	1,038,139	68%	7,000	1,429,725	100,121	6.5%
4,554,832	4,695,295	4,732,128	109	Special Ed Teachers	5,067,980	5,067,980	-	1,368,332	3,468,106	68%	55,000	4,891,439	176,541	3.5%
1,613,902	1,614,249	1,678,766	110	Psychologists	1,747,876	1,747,876	-	542,957	1,196,402	68%	6,000	1,745,359	2,517	0.1%
226,362	237,067	323,943	113	Social Workers	262,166	262,166	-	76,585	179,212	68%	-	255,798	6,368	2.4%
1,307,615	1,412,585	1,489,732	114	Speech/Hearing Therapists	1,497,531	1,497,531	-	450,029	1,164,743	78%	5,000	1,619,771	(122,240)	-8.2%
143,903	115,609	116,768	115	Staff Dev/Leadership	117,929	117,929	-	30,368	77,122	65%	-	107,490	10,439	8.9%
661,124	686,315	671,535	116	Extra-Curricular	748,447	748,447	-	-	248,731	33%	333,014	581,744	166,703	22.3%
612,237	629,105	624,598	118	Coaches-Intrmr/Intrschlstic	651,257	651,257	-	-	388,841	60%	213,582	602,423	48,834	7.5%
112,507	122,098	102,768	119	Curriculum Work/Other	115,000	115,000	-	-	119,333	104%	5,000	124,333	(9,333)	-8.1%
\$ 57,648,017	\$ 58,740,945	\$ 58,978,409		Sub-Total Certified Salaries	\$ 60,682,038	\$ 60,682,038	\$ -	\$ 17,149,864	\$ 42,828,240		\$ 674,595	\$ 60,652,699	29,339	0.0%
100.0%	1.9%	0.4%			2.9%	2.9%	-	28.3%	70.6%		1.1%	100.0%	0.0%	
1,254,533	1,254,230	1,267,806	120	Support Supervisors	1,263,301	1,263,301	-	298,151	963,310	76%	-	1,261,461	1,840	0.1%
2,535,495	2,514,948	2,531,919	121	Secretaries	2,677,853	2,677,853	-	595,352	1,951,100	73%	-	2,546,451	131,402	4.9%
1,789,074	1,859,305	1,780,276	122	Paraprofessionals	1,909,915	1,909,915	-	498,233	1,345,396	70%	-	1,843,629	66,286	3.5%
2,750,902	2,952,375	3,374,723	123	Sped Paraprofessionals	3,258,860	3,258,860	-	838,444	2,357,815	72%	-	3,196,258	62,602	1.9%
2,687,981	2,670,997	2,523,226	124	Custodians	2,764,828	2,764,828	-	705,568	2,220,230	80%	(100,000)	2,825,798	(60,970)	-2.2%
594,233	615,592	607,512	125	Maintainers	633,541	633,541	-	131,217	483,977	76%	-	615,194	18,347	2.9%
893,629	899,444	894,330	126	Nurses	926,636	926,636	-	268,036	666,488	72%	1,600	936,124	(9,488)	-1.0%
260,967	244,894	239,771	127	Nurses Aides	278,008	278,008	-	75,623	170,433	61%	9,000	255,056	22,952	8.3%
566,911	565,164	603,220	128	Technology Assistants	617,904	617,904	-	143,229	473,722	77%	-	616,951	953	0.2%
296,453	308,685	344,467	129	Security Aides	344,179	344,179	-	78,738	238,159	69%	-	316,897	27,282	7.9%
246,584	267,840	201,756	130	Bus Monitors	260,000	170,000	(90,000)	-	53,454	31%	15,000	68,454	101,547	59.7%
240,183	240,703	215,044	131	Athletics	246,000	246,000	-	87,331	126,104	51%	2,000	215,435	30,565	12.4%
145,777	138,945	135,724	133	Other	149,289	149,289	-	47,889	108,202	72%	-	156,091	(6,802)	-4.6%
612,129	679,019	739,121	135	Occupational Therapists	769,253	769,253	-	192,286	608,720	79%	-	801,006	(31,753)	-4.1%
180,001	182,087	185,053	136	Physical Therapists	186,589	186,589	-	51,490	137,757	74%	-	189,247	(2,658)	-1.4%
22,071	21,992	21,375	140	Adult Ed Mandated	23,000	23,000	-	-	21,375	93%	-	21,375	1,625	7.1%
\$ 15,076,923	\$ 15,416,219	\$ 15,665,323		Sub-Total Non-Certified Salaries	\$ 16,309,156	\$ 16,219,156	\$ (90,000)	\$ 4,011,586	\$ 11,926,242		\$ (72,400)	\$ 15,865,427	353,729	2.2%
100.0%	2.3%	1.6%			4.1%	3.5%	(0.6%)	24.7%	73.5%		-0.4%	97.8%	2.2%	
266,732	292,731	267,768	150	Perm Cert Subs	327,600	327,600	-	293,100	222,620	68%	14,400	530,120	(202,520)	-61.8%
174,810	151,712	105,245	151	Daily Cert Subs	177,400	177,400	-	59,350	44,729	25%	12,000	116,079	61,321	34.6%
35,945	36,150	23,050	152	Staff Training Cert Subs	40,000	40,000	-	-	1,945	5%	-	1,945	38,055	95.1%
55,757	56,600	26,638	153	PPT Cert Subs	57,000	57,000	-	-	10,645	19%	15,000	25,645	31,355	55.0%

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854,334	782,155	837,185	154	Long Term Subs	780,000	780,000	-	274,342	528,978	68%	9,000	812,320	(32,320)	-4.1%
245,870	276,387	202,012	155	Non-Cert Subs	270,000	270,000	-	30,115	173,058	64%	20,000	223,173	46,827	17.3%
480,645	633,328	553,260	156	Overtime	520,000	520,000	-	-	597,541	115%	50,000	647,541	(127,541)	-24.5%
\$ 2,114,093	\$ 2,229,063	\$ 2,015,158		Sub-Total Other Salaries	\$ 2,172,000	\$ 2,172,000	\$ -	\$ 656,907	\$ 1,579,516		\$ 120,400	\$ 2,356,823	(184,823)	-8.5%
100.0%	5.4%	-9.6%			7.8%	7.8%		30.2%	72.7%		5.5%	108.5%	-8.5%	
\$ 74,839,033	\$ 76,386,228	\$ 76,658,890		TOTAL SALARIES	\$ 79,163,194	\$ 79,073,194	\$ (90,000)	\$ 21,818,356	\$ 56,333,998		\$ 722,595	\$ 78,874,949	198,245	0.3%
100.0%	2.1%	0.4%			3.3%	3.1%		27.6%	71.2%		0.9%	99.7%	0.3%	
14,145,247	15,415,241	15,431,120	210	Health Insurance	16,406,438	16,406,438	-	2,144,570	13,790,368	84%	471,500	16,406,438	-	0.0%
336,046	341,468	357,089	211	Group Life Insurance	351,712	351,712	-	146,732	199,746	57%	-	346,478	5,234	1.5%
45,730	44,556	35,310	212	Teacher Child Care (WEA)	43,000	43,000	-	-	15,000	35%	28,000	43,000	-	0.0%
42,335	30,602	21,552	213	Health Insurance Waiver	35,000	35,000	-	8,000	7,127	20%	6,000	21,127	13,873	39.6%
2,081,337	2,173,235	2,136,239	220	FICA/Medicare	2,217,330	2,217,330	-	592,924	1,579,004	71%	-	2,171,928	45,402	2.0%
20,316	18,736	18,559	240	Course Reimbursement	50,000	50,000	-	369	15,403	31%	3,000	18,772	31,228	62.5%
42,623	38,764	94,997	250	Unemployment Compensation	50,000	50,000	-	-	74,107	148%	10,000	84,107	(34,107)	-68.2%
444,343	374,654	368,687	260	Workers Compensation	450,000	450,000	-	12,000	383,669	85%	-	395,669	54,331	12.1%
36,697	35,703	32,918	287	Uniform Allowance	45,000	45,000	-	17,146	16,235	36%	3,000	36,382	8,618	19.2%
35,165	34,543	37,014	290	Other Employee Benefits	38,000	38,000	-	3,702	30,277	80%	-	33,979	4,021	10.6%
\$ 17,229,838	\$ 18,507,501	\$ 18,533,486		TOTAL BENEFITS	\$ 19,686,480	\$ 19,686,480	\$ -	\$ 2,925,443	\$ 16,110,936		\$ 521,500	\$ 19,557,879	128,601	0.7%
100.0%	7.4%	0.1%			6.2%	6.2%		14.9%	81.8%		2.6%	99.3%	0.7%	
71,652	103,391	83,894	320	HomeBound	90,000	90,000	-	-	71,012	79%	24,000	95,012	(5,012)	-5.6%
6,188	6,809	9,341	321	Gifted Activities	15,000	15,000	-	1,412	1,802	12%	6,000	9,214	5,786	38.6%
-	-	-	322	Educational Interns	120,000	120,000	-	-	105,000	88%	-	105,000	15,000	12.5%
622,986	438,823	332,436	323	Instr Program Improvements	381,010	382,510	1,500	30,477	142,411	37%	107,000	279,888	102,622	26.8%
6,827	12,350	7,622	324	Pupil Services	11,000	11,000	-	150	2,729	25%	8,121	11,000	-	0.0%
239,971	260,020	258,180	325	PPT Consultations	272,000	272,000	-	24,673	233,317	86%	20,000	277,990	(5,990)	-2.2%
128,481	117,292	38,707	327	Student Evaluations-Outside	120,000	120,000	-	38,635	72,653	61%	8,712	120,000	-	0.0%
19,176	19,345	9,625	328	Medical Advisors	20,000	20,000	-	-	8,000	40%	12,000	20,000	-	0.0%
516,831	674,702	511,118	330	Other Prof/Tech Services	475,260	473,760	(1,500)	108,458	303,918	64%	61,384	473,760	-	0.0%
373,441	501,302	670,267	331	Legal/Negotiations	462,000	462,000	-	199,076	232,214	50%	45,000	476,290	(14,290)	-3.1%
\$ 1,985,555	\$ 2,134,035	\$ 1,921,190		TOTAL PURCHASED SERVICES	\$ 1,966,270	\$ 1,966,270	\$ -	\$ 402,881	\$ 1,173,056		\$ 292,217	\$ 1,868,154	98,116	5.0%
100.0%	7.5%	-10.0%			2.3%	2.3%		20.5%	59.7%		14.9%	95.0%	5.0%	
97,395	94,450	87,604	411	Water/Sewer	95,671	95,671	-	45,569	50,102	52%	-	95,671	-	0.0%
1,702,294	1,839,161	2,022,719	413	Electricity	1,811,166	1,811,166	-	1,369,859	717,307	40%	224,000	2,311,166	(500,000)	-27.6%
933,868	866,075	725,514	414	Natural Gas	913,152	913,152	-	492,980	420,952	46%	(130,000)	783,932	129,220	14.2%
14,374	14,094	11,461	415	Heating Oil	15,550	15,550	-	6,908	12,668	81%	-	19,576	(4,026)	-25.9%
529,616	519,970	525,178	421	Contracted Maintenance	660,560	644,167	(16,393)	111,467	471,443	73%	11,257	594,167	50,000	7.8%
799,952	825,625	691,665	431	Building Maintenance	472,182	540,424	68,242	44,026	436,687	81%	59,712	540,424	0	0.0%
260,050	226,030	226,851	432	Grounds Maintenance	282,387	277,145	(5,242)	53,377	136,917	49%	73,452	263,745	13,400	4.8%

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99,235	68,637	77,148	433	Repair Equip (Instructional)	121,830	123,492	1,662	30,279	73,883	60%	6,000	110,162	13,331	10.8%
69,974	127,507	39,138	434	Repair Equip (Non-Instructional)	81,825	63,641	(18,184)	937	27,895	44%	17,000	45,832	17,809	28.0%
352,420	130,679	238,398	435	Building Projects	865,999	807,561	(58,438)	232,151	283,304	35%	8,300	523,755	283,806	35.1%
299,055	6,988	49,252	436	Grounds Projects	130,290	134,480	4,190	16,365	38,180	28%	10,600	65,145	69,335	51.6%
205,670	142,110	263,335	437	Restore/Prevent Maintenance	342,592	345,000	2,408	99,960	490,283	142%	18,000	608,243	(263,243)	-76.3%
171,410	169,701	166,005	440	Equip Rentals & Copiers	174,625	174,625	-	41,179	112,909	65%	2,000	156,088	18,537	10.6%
45,684	47,283	48,938	441	Building Rental	51,386	51,386	-	12,773	37,878	74%	-	50,651	735	1.4%
8,238	10,558	9,000	450	Gas/Travel Maintenance	9,000	9,000	-	2,065	6,132	68%	-	8,197	803	8.9%
194,871	149,226	266,808	451	Custodial Supplies	260,000	290,000	30,000	4,164	271,054	93%	14,782	290,000	(0)	0.0%
186,451	252,835	242,032	452	Maintenance Supplies	261,000	326,500	65,500	10,036	304,412	93%	12,052	326,500	0	0.0%
106,362	83,746	80,548	490	School Security	180,000	106,255	(73,745)	6,000	81,745	77%	-	87,745	18,510	17.4%
\$ 6,076,919	\$ 5,574,675	\$ 5,771,592		TOTAL PROPERTY SERVICES	\$ 6,729,215	\$ 6,729,215	\$ 0.40	\$ 2,580,094.22	\$ 3,973,750		\$ 327,155	\$ 6,880,999	(151,784)	-2.3%
100.0%	-8.3%	3.5%			16.6%	16.6%		38.3%	59.1%		4.9%	102.3%	-2.3%	
3,837,571	3,651,000	3,413,467	510	Transportation - Regular	3,877,290	3,967,290	90,000	82,474	4,115,326	104%	10,000	4,207,800	(240,510)	-6.1%
924,562	925,593	858,706	511	Trans-Spec Ed-Internal	1,128,761	1,128,761	-	45,480	926,080	82%	-	971,560	157,201	13.9%
106,736	69,406	56,384	512	Trans-Spec Ed-Public	177,259	177,259	-	135,489	85,679	48%	(55,000)	166,168	11,091	6.3%
304,891	405,562	489,144	513	Trans-Spec Ed-Private	341,017	341,017	-	344,167	133,659	39%	(174,000)	303,826	37,191	10.9%
39,629	44,512	19,123	516	Trans-Field Trips	70,285	68,285	(2,000)	15,583	10,095	15%	7,000	32,678	35,607	52.1%
220,077	228,674	125,394	517	Gasoline-Buses	288,888	288,888	-	17,051	87,949	30%	70,000	175,000	113,888	39.4%
162,255	171,541	177,474	520	Property Insurance	167,507	167,507	-	-	129,881	78%	-	129,881	37,626	22.5%
10,405	9,889	9,313	521	Flood Insurance	10,492	10,492	-	-	9,777	93%	-	9,777	715	6.8%
338,796	333,866	347,707	523	Liability Insurance	345,982	345,982	-	3,755	268,671	78%	73,556	345,982	(0)	0.0%
145,483	146,121	126,000	529	Athletic Insurance	138,304	138,304	-	-	120,752	87%	-	120,752	17,552	12.7%
367,000	412,424	306,274	530	Communication Systems	395,476	395,476	-	27,208	330,365	84%	37,903	395,476	0	0.0%
34,118	35,581	21,585	535	Postage	35,500	35,500	-	20,949	6,551	18%	-	27,500	8,000	22.5%
21,497	14,629	24,794	540	Advertising	18,000	18,000	-	10,911	7,879	44%	-	18,789	(789)	-4.4%
27,530	22,125	20,891	550	Printing	34,100	34,100	-	3,297	5,946	17%	10,000	19,243	14,857	43.6%
2,218,944	2,385,787	2,159,295	560	Tuition-Public	2,715,709	2,715,709	-	1,176,175	1,975,738	73%	(619,020)	2,532,893	182,816	6.7%
35,714	43,621	-	563	Tuition-Court & Agency Placed	-	-	-	-	-	0%	-	-	-	0.0%
633,506	675,415	1,136,743	567	Tuition-Litigation	750,000	750,000	-	312,516	771,729	103%	40,000	1,124,245	(374,245)	-49.9%
17,523	22,158	26,014	569	Tuition-Summer Programs	27,000	27,000	-	-	-	0%	-	-	27,000	100.0%
40,323	44,328	30,974	580	Staff Travel/Mileage	72,400	72,400	-	10,534	29,955	41%	-	40,489	31,911	44.1%
\$ 9,486,559	\$ 9,642,231	\$ 9,349,282		TOTAL OTHER PURCH SERVICES	\$ 10,593,970	\$ 10,681,970	\$ 88,000	\$ 2,205,588	\$ 9,016,033		\$ (599,561)	\$ 10,622,060	59,910	0.6%
100.0%	1.6%	-3.0%			13.3%	14.3%		20.6%	84.4%		-5.6%	99.4%	0.6%	
908,826	863,292	823,349	611	Supplies-Instructional	869,080	862,211	(6,869)	117,723	606,240	70%	70,000	793,963	68,248	7.9%
867,583	773,338	772,895	612	Software	836,825	861,720	24,895	16,900	929,122	108%	-	946,022	(84,301)	-9.8%
155,616	135,374	171,258	613	Tech Supplies	151,925	127,030	(24,895)	12,046	141,927	112%	-	153,972	(26,942)	-21.2%
39,616	40,669	29,089	615	Graduation Expenses	36,800	36,800	-	14,590	11,175	30%	11,035	36,800	(0)	0.0%
409,360	330,517	403,108	641	Textbooks	430,115	439,552	9,437	40,647	293,885	67%	105,019	439,552	0	0.0%
120,037	104,791	100,703	642	Library Books & Periodicals	103,456	106,370	2,914	21,783	59,710	56%	24,877	106,370	0	0.0%

WESTPORT PUBLIC SCHOOLS
Quarterly Financial Report - 3Q
March 31, 2021
Theoretical Expenditure Rate: 75%

2017-2018 Year-End Expense	2018-2019 Year-End Expense	2019-2020 Year-End Expense	Object Code	Descriptions	2020-2021 ADOPTED BUDGET	2020-2021 ADJUSTED BUDGET	BUDGET ADJUSTMENT	2020-2021 ENCUMBERED TO DATE	2020-2021 EXPENDED TO DATE	YTD %	ESTIMATED ADJUSTMENTS	PROJECTED TO EOY	BALANCE AVAILABLE	Balance Available %
12,559	12,075	15,070	643	A/V Materials	14,886	11,886	(3,000)	4,675	3,458	29%	3,753	11,886	(0)	0.0%
165,423	139,377	152,610	690	Non Instructional Supplies	185,165	182,120	(3,045)	42,148	106,574	59%	33,398	182,120	0	0.0%
19,269	18,831	48,970	691	Health Supplies	19,000	19,000	-	8,934	32,405	171%		41,338	(22,338)	-117.6%
\$ 2,698,290	\$ 2,418,264	\$ 2,517,050		TOTAL SUPPLIES AND MTLs.	\$ 2,647,252	\$ 2,646,689	\$ (563)	\$ 279,445	\$ 2,184,497		\$ 248,082	\$ 2,712,024	(65,334)	-2.5%
100.0%	-10.4%	4.1%			5.2%	5.2%		10.6%	82.5%		9.4%	102.5%	-2.5%	
40,094	38,674	17,680	731	Equip-New Instructional	16,100	16,211	111	516	9,445	58%	3,000	12,961	3,250	20.0%
123,442	45,290	5,251	732	Equip-New Non Instructional	10,092	10,092	-	-	-	0%		5,000	5,092	50.5%
110,113	42,751	91,659	733	Equip-Replace Instructional	62,950	80,275	17,325	31,779	77,033	96%	20,000	128,812	(48,537)	-60.5%
39,015	2,184	(676)	734	Equip-Replace Non Instructional	69,500	48,810	(20,690)	39,744	800	2%	8,266	48,810	-	0.0%
52,546	75,017	74,827	735	Furniture	24,139	29,956	5,817	10,767	63,570	212%		74,337	(44,381)	-148.2%
751,531	692,475	966,142	736	Tech Equip-Instructional	385,144	381,814	(3,330)	43,114	761,271	199%	80,000	884,385	(502,571)	-131.6%
44,871	27,510	28,529	737	Tech Equip-Non Instructional	16,928	20,258	3,330		21,606	107%		21,606	(1,348)	-6.7%
\$ 1,161,611	\$ 923,902	\$ 1,183,412		TOTAL EQUIPMENT	\$ 584,853	\$ 587,416	\$ 2,563	\$ 125,920	\$ 933,725		\$ 111,266	\$ 1,175,911	(588,495)	-100.2%
100.0%	-20.5%	28.1%			-50.6%	-50.4%		21.4%	159.0%		18.9%	200.2%	-100.2%	
88,751	86,212	85,901	810	Dues & Fees	114,427	114,527	100	3,024	83,254	73%	10,000	96,278	18,249	15.9%
28,965	29,124	15,424	811	Student Act & Awards	35,300	35,200	(100)	5,868	7,964	23%	10,000	23,832	11,368	32.3%
380,622	401,429	406,608	812	Student Athletics	415,527	415,527	-	255,527	172,548	42%	(80,000)	348,075	67,452	16.2%
\$ 498,338	\$ 516,764	\$ 507,933		TOTAL OTHER	\$ 565,254	\$ 565,254	\$ -	\$ 264,419	\$ 263,767		\$ (60,000)	\$ 468,185	97,069	17.2%
100.0%	3.7%	-1.7%			11.3%	11.3%		46.8%	46.7%		-10.6%	82.8%	17.2%	
\$ 113,976,141	\$ 116,103,600	\$ 116,442,836		GRAND TOTAL	\$ 121,936,488	\$ 121,936,489	\$ 1	\$ 30,602,146	\$ 89,989,761		\$ 1,563,254	\$ 122,160,161	\$ (223,672)	-0.2%
100.0%	1.9%	0.3%			4.7%	4.7%		25.1%	73.8%		1.3%	100.18%	-0.18%	

	3Q FY 21 Est.	CRF (@ 50% credit)	Net (w/ 50% credit)
100	198,245	72,112	270,357
200	128,601	-	128,601
300	98,116	-	98,116
400	(151,784)	-	(151,784)
500	59,910	40,000	99,910
600	(65,334)	-	(65,334)
700	(588,495)	361,705	(226,791)
800	97,069	-	97,069
	(223,672)	473,817	250,144

Approved offsets (credits)	
BOE FY 20 Budget 700-series purchases:	254,828
BOE CO Account (DL & COVID-related):	1,182,500
BOE CO Account (PPE plexiglass shields):	150,000
BOE & Town approved:	1,587,328
BOE CO Account (PPE plexiglass shields), applied:	(150,000)
	1,437,328



To: Westport Board of Education Finance and Facilities Committee
From: Thomas Scarice, Superintendent
Date: February 21, 2021
Re: Professional Support for Facilities Projects

The Westport Board of Education has made a commitment to quality maintenance and oversight of school facilities. A comprehensive review of the necessary facilities projects was commissioned by the Board and conducted by Antinozzi Associates in 2019, providing an independent evaluation of maintenance and structural improvements needed in the school facilities. The final Antinozzi report, an audit of existing facilities with the exception of Coleytown Middle School due to the renovation project, provided the Board with a roadmap of the investments needed to appropriately maintain the school facilities.

The scope and breadth of these capital maintenance projects over a 10-year period is significant. With a present day total cost of close to \$100 million, the stakes are high. Careful management and oversight of the capital maintenance projects is warranted to ensure that costs are kept within budget, value is maximized, construction is of high quality, and schedules are kept on time. After observing the system for over six months I recommend that the Board commit to securing outside professional expertise to augment the current Facilities Department by providing facilitation and oversight of the capital maintenance plan.

The Current Facilities Structure

The Facilities Department is overseen by the Chief Financial Officer, Elio Longo. Serving under the CFO is the Director of Facilities, Ted Hunyadi, and the Supervisor of Building Operations, Craig Schmarr. Under this leadership team, a broad cadre of maintainers (licensed in a variety of trades) and custodial staff perform day-to-day functions at eight school buildings, and at the district level, to ensure that a high standard of cleanliness is upheld for our students and staff. In addition, the maintainers perform basic repairs and modifications throughout our system on an as needed basis.

The current facilities structure is well suited to provide the necessary day-to-day operational supervision and task completion that the Board and school community expects. As the Board begins to implement the recommendations of the Antinozzi report, the current facilities structure does not have the capacity to perform the necessary functions that would ensure that the capital maintenance project costs are contained, appropriate professional services are secured (i.e. architectural, engineering, environmental, etc.), and that substantial multi-million dollar capital maintenance projects are managed from pre-construction to project closeout.

Current Professional/Technical Support for Capital Maintenance Project Management/Oversight

The current facilities department has relied on periodic professional and technical support for smaller projects on a fee for service basis. This type of support is common in school districts as it provides needed expertise that may stretch beyond the capacity of the facilities department. For example, smaller capital maintenance projects, such as the removal of a retired underground heating oil tank, may require such professional services as an environmental analysis for hazardous materials, and an engineer for excavation consultation, etc. This example is rather ordinary and the planning, analysis and commissioning of a project of this nature can typically fall within the current scope of the Director of Facilities.

However, when planning and taking action on substantial capital maintenance projects, the expertise required to bring a project from design to closure requires careful facilitation and oversight that can be provided by a professional project manager whose services can be secured through a professional firm.

Owner's Project Manager (OPM)

As the Board advances to implement the recommendations of the capital maintenance report provided by Antinozzi Associates, it is critical that these projects are afforded the necessary technical supervision and oversight from project inception through closeout and audit.

This function can be served well by a professional "owner's project manager" (OPM). By securing a professional firm for this function, the Board, through the Facilities Department, would have access to a multidisciplinary team (i.e. architecture, engineering, environmental, construction, etc.) with the necessary skill sets to support the district through all phases of the capital maintenance projects. The OPM represents the client (i.e. the Board) and works collaboratively with the project team and Facilities Department, providing needed expertise and oversight, while offering objective guidance and counsel. When done well, an OPM augments the team with expertise beyond its current capacity.

The work of the OPM includes the pre-construction phase, the construction phase, and closeout/commissioning phase. Below are some examples at each phase. These examples are not exhaustive and not necessary for every capital maintenance project.

Pre-construction Phase:

- development of the scope and schedule of the work, as well as project budget
- selection of architects, engineers, construction managers and other services required to complete the project
- development of Request for Qualifications (RFQs) and Request for Proposals (RFPs)
- contractor / sub-contractor pre-qualification
- initiating state reimbursement processes (if a qualifying project)
- reporting to appropriate staff and Boards to provide information required by town boards, departments and committees.

- coordinating all activities between town departments, boards, commissions, consultants and construction managers.
- Assisting with facilitating bid openings/awarding of bids

Construction Phase:

- providing construction observation and oversight with regular written reports/photos.
- assisting with procurement of materials, testing services, and coordination of any testing
- attending all meetings related to updates regarding the project
- submitting regular project management reports to the Facilities Department, Board, and/or Building Committee
- reviewing the schedule to ensure overall timeline is met
- reviewing requisitions/invoices during construction phase
- managing and tracking all change orders and potential exposures against contingency funds with a monthly report.
- coordinating fixtures, furnishings and equipment (FF and E) reviews, bidding and procurement
- coordinating FF and E deliveries and installation with construction schedule, coordinate with town officials and fire marshall
- managing all closeout requirements with the town and state and federal agencies as required (i.e. documentation, etc.)

Closeout/Commissioning Phase:

- coordinating and managing the closeout process
- reporting any shortcomings of the project to the appropriate parties
- overseeing and performing functional testing if warranted
- ensuring all commissioning reports and closeout documentation is submitted

Recommendation

It is recommended that the Board, through the Facilities Department, secure the services of an owner’s project manager (OPM) to augment the work of the Facilities Department by facilitating and overseeing the implementation of the multi-million dollar capital maintenance plan. This can be done on a project-by-project, fee for service basis, or by bundling the work through the issuance of a request for proposal (RFP). If the Board is interested in pursuing this path forward, a discussion can be held regarding a variety of approaches to funding this work.

Additional Consideration: Master Plan/School Modernization Plan

In addition to the current capital maintenance plan, a discussion is warranted regarding a long-term master plan for the district facilities, inclusive of the Antinozzi capital maintenance plan. The Antinozzi report did not include a long-term master plan for the school facilities, sometimes referred to as a “school modernization plan”.

A long-term master plan for facilities typically includes in-depth recommendations and influencing factors (e.g. enrollment projections, safety/health issues, district goals, instructional vision, etc.) that illustrate how the facilities can be reimagined to support the instructional vision of the district, and the culture and climate the district aspires to foster. Future goals and objectives are articulated while the necessary spaces, where to locate them, the value they add, and the resources required to create or augment those spaces are outlined, typically with conceptual illustrations. A long-term master facilities plan considers all facets of the school district and how the facilities support that work, while prioritizing a plan based on long-term and short-term needs and goals.

If the Board pursues this course, perhaps as a component of a long-term strategic plan, then it would be appropriate for the issuance of a separate request for proposal (RFP) to secure the services of a professional firm experienced in long-term master facilities planning.

DRAFT

(rev. 04-30-21)

WESTPORT PUBLIC SCHOOLS REQUEST FOR QUALIFICATIONS FOR CAPITAL PROJECTS PROGRAM MANAGER #21-###-RFQ

1. INTRODUCTION

Westport Public Schools ("District") is soliciting statements of qualifications for comprehensive Capital Projects Program Manager ("CPPM") services to assist the District's Facilities Department with managing a master facilities plan (Capital Plan Management) for a portfolio of District buildings located in Westport, Connecticut. The CPPM may also be engaged from time-to-time to assist the District with pre-construction, construction and closeout phases for various construction, renovation, and other capital facilities improvement projects (Capital Projects Management). The District desires to engage a single entity to provide a complete range of professional consulting services to support certain projects as identified by the Director of Facilities and for projects identified in the District's Master Facility Plan, an assessment study commissioned by the Board and conducted by Antinozzi Associates, PC., of Bridgeport, Connecticut ("Antinozzi Report"). This Request for Qualifications ("RFQ") is not a contract offer, and no contract will exist unless and until the District and the CPPM sign a written contract. The District plans to contract with a CPPM for a one-year term, commencing on July 1, 2021 and terminating on June 30, 2022. The contract term can be extended upon the mutual agreement of the parties, with approval of the Westport Board of Education. The District at all times reserves the right to select which capital projects, if any, require the assistance of the CPPM, with the understanding that the CPPM does not have exclusive rights to assist the District with its facilities construction/improvement projects, regardless of timing, scope and/or size.

This RFQ describes the required scope of services, consultant selection process, and minimum information that must be included in the statement of qualifications.

Interested parties should submit a statement of qualifications in accordance with the requirements and directions contained in this RFQ. Respondents are prohibited from

contacting any District employee, officer or official concerning this RFQ, except as set forth in Section 6. A Respondent's failure to comply with this requirement may result in disqualification.

If there are any conflicts between the provisions of these standard instructions to respondents and any other documents comprising this RFQ, these standard instructions shall prevail.

2. FUNDING APPROVAL PENDING

Funding request for this engagement is pending approval by all relevant Town Boards. Pending such approval, there are multiple phases envisioned for this engagement, beginning with assistance with engaging (if applicable) architectural services for a conceptual study and if funded, proceeding to full design and construction. Depending on the outcome of these initial phases, full project funding will be requested. Contingent upon funding approval for a comprehensive project, it is envisioned that the same CPPM will provide all remaining service through to construction close-out, building occupancy, and where applicable State grants reimbursement.

Services provided by the CPPM will be those necessary to complement the efforts of the District's team members, and to provide the appropriate oversight and monitoring to ensure successful completion of the project. The CPPM will work under the direction of the District's Chief Financial Officer, and will coordinate a project team consisting of various independent consultants, District and Town representatives and various Town departments.

3. SCOPE OF SERVICES

The services to be provided shall include, but are not limited to, analyzing constructability, evaluating the recommended improvements and recommended timeframe for select improvements in the Master Facility Study report, assisting the Director of Facilities and the Chief Financial Officer with prioritizing capital projects, assessing opportunities for collaborative work with Town departments and personnel, advising the District on project delivery systems and forms of contracts, serving as a single point of contact between contractors and designers, representing the District at key meetings, monitoring the project schedule and budget, auditing quality assurance/quality control procedures, assisting in evaluation contractor payment

requests, providing monthly reporting, and facilitating issue resolution. The CPPM will be expected to continue to provide all project management services throughout the project, including turnover, closeout, commissioning, and State audit compliance, if applicable.

The District anticipates that the provision of services will include, but not necessarily be limited to, the following tasks:

CAPITAL PLAN MANAGEMENT

1. Effectuate and manage the existing capital plan developed from the Antinozzi Report. (Addendum A: Westport Public Schools Five Year Proposed Capital Forecast; *for illustrative purposes only; subject to change*).
2. Recommend changes to the capital forecast based on evolving needs and priorities.
3. Optimize sequencing, synergies and financing considerations across projects.
4. Identify synergies with Town of Westport projects and evaluate opportunities for economies by bundling projects.
5. Create a timeline for long-term capital plan (5 - 10 years forecast).
6. Make required presentations to all appropriate Town bodies (including, but not limited to the Board of Education, the Board of Finance, the Representative Town Meeting, and the Board of Selectmen).

CAPITAL PROJECT MANAGEMENT

1. Orchestrate individual capital projects from pre-construction planning & design to post construction closeout services, serving as the District's representative throughout the project lifecycle.
2. Provide consultation services and advice by working closely with the District's contracted architects/engineer, construction manager, Board of Education, relevant Town and Board of Education staff, relevant State offices and officials on every aspect of the project.
3. Assist with the completion of, review and provide input on developing and submitting required Town and State filings (with associated

back-up), including funding authorization requests and reimbursement requests to the State of Connecticut.

4. Work closely with the CT State Department of Education, Office of School Construction Grants and Review, the CT State Department of Administrative Services, and all appropriate Town and Board of Education staff on all aspects of the School Project, including the grant and reimbursement application and management process.

5. Make required presentations to all appropriate Town bodies (including, but not limited to the Board of Education, the Board of Finance, the Representative Town Meeting, the Board of Selectmen, the Planning and Zoning Commissions, and others (including in conjunction with the Town's engineers and construction managers where appropriate).

6. Review and oversee critical path schedules for design and construction provided by others.

7. Review and oversee project budgets, schedules and cash flow projections.

8. Oversee and coordinate detailed project cost estimating any required reconciliation between estimates and budget, identify cost control and value management options to keep the project on budget and ensure compliance with Town and Board of Education approvals, State reimbursements, and School Project specifications.

9. Provide oversight for efficient and comprehensive communications and tracking of critical project elements (e.g., requests for information, change orders, submittals, addendums, meeting minutes, schedules, etc.).

10. Assist in the monitoring and reporting of contract manager, contractor, and subcontractor compliance with all local, state, and federal requirements.

11. Develop and implement a system for review and processing of change orders, including State Change Orders to relevant state officials (e.g., Office of School Construction Grants and Review).

12. Develop and implement a procedure for review, approval and processing of contractors and professional consultant requests for payment.

13. Assist the Board of Education to resolve any questions that arise during the project design and construction.
14. Prepare and maintain a system for reporting to the Connecticut Department of Education.
15. Determine final completion and turnover to the District of all required materials.
16. Coordinate the completion and construction phase closeout of all projects including, but not limited to: ensuring all appropriate documents are submitted, warranty issue oversight, owner-implemented changes and/or additions to the project.
17. Prepare for and assist in the state Department of Education project audit process.
18. Review Certified Payrolls for reasonableness, completeness, and compliance with law.
19. Provide Value Management/Engineering Oversight.
20. Provide documentation management services (e.g., warranties, as-builts, manuals, etc.).
21. Coordinate schedules and deliveries and review payment requests/invoices.

4. PROHIBITED ACTIVITIES

1. The CPPM is prohibited from bidding and/or working on a project in additional capacities (eg., as an architect, construction manager, engineer, or in trade packages), if the CPPM's primary role on the project was that of designer. This prohibited activity can only be removed by the Superintendent of Schools (or his designee) if such action is deemed to be in the best interest of the school district.
2. During the term of the contract period, the CPPM is prohibited from responding to a RFQ released by the District for management/consulting services, related to the development and/or management of a facilities modernization/utilization plan.

3. Respondents are prohibited from contacting any District employee, officer or official concerning this RFQ, except as set forth in Section 7. A Respondent's failure to comply with this requirement may result in disqualification

5. SELECTION AND DESIRED QUALIFICATIONS

5.1. Selection Process

Request for Qualifications Issued	[Date]
Questions Due Date	[Date]
Statement of Qualifications Due Date	[Date]
Tentative Interview Date	[Date]
Estimated Award Date	[Date]

5.2. Desired Qualifications

The District expects each respondent to meet at least the following minimum qualifications:

1. The CPPM must have demonstrated experience as a construction manager, owner's representative, or other similar capacity in the completion of at least five (5) school construction/renovation projects, preferably in Connecticut, with a budget of at least \$1 Million each, in the last ten (10) years.
2. Preference will be given to demonstrated experience with providing such services in conjunction with school construction/renovation on the site of an occupied school.

3. The CPPM must have demonstrated owner's representative, project management, and/or construction management experience with a minimum of \$5 Million in State-approved projects.
4. The CPPM must have demonstrated experience providing construction management, owner's representative, or other similar services to multiple public school districts in Connecticut.
5. The CPPM must have demonstrated strong owner's representative and project management skills, including but not limited to, extensive construction experience, change order evaluation, critical path scheduling and budget oversight. The selected firm must demonstrate the ability to work collaboratively with towns, school boards, building committees, architects and construction managers.
6. The project will be subject to requirements of the State of Connecticut Department of Administrative Services, and the Department of Education, Office of School Construction Grants and Review. Candidates shall demonstrate project experience working with and extensive knowledge of these agencies and their requirements.

5.3. Evaluation Criteria

Candidates meeting the desired qualification set forth above and complying with the requirements of this RFQ will be evaluated based on the following evaluation criteria:

CRITERIA	POINTS
Relevant Project Experience	25
Project Team Qualifications	25
Project Approach	25
Fee Proposal	25

6. SUBMISSION REQUIREMENTS

Statement of Qualifications shall include the following information at a minimum:

I. Executive Summary

- Please provide a narrative history of your firm and its relevant capital projects program management, or owner's representative experience. Include a description of the firm's legal standing (i.e., corporation, LLC, etc.).

II. Relevant Project Experience

- Reference a minimum of three (3) relevant capital projects program manager or owner's representative projects of similar type and scale to this scope. Include project name, location, brief description, and a client reference.

III. Proposed Project Team

- Provide an organization chart and resumes for all key personnel, including all company officers. For each of the key personnel provide a resume that provides the following information:
 - Relevant background, credentials and experience with specific projects of comparable nature and scope.
 - Clearly defined roles and responsibilities as well as estimate time commitment to this project.

IV. Project Approach

- Include your project understanding, approach and methodology, and key elements and factors that differentiate your firm from your competition.

V. Fee for Service Proposal and Agreement

- Submit a Fee for Service Proposal, including hourly rates per discipline/employee for the proposed work and for any additional work that may be required. All prices/rates quoted must be firm, for acceptance by the District, for a period of (120) days.
- Provide the District with a proposed sample contract between your firm and the District.

7. QUESTIONS AND AMENDMENTS

Any questions regarding the RFQ should be directed to the contact listed below via e-mail by [Date & Time]. Answers to questions will be responded to in writing only. Note: It is the responsibility of the CPPM firm responding to this RFQ to qualify within its formal response, any modifications to this written RFQ and the Scope of Services herein

Elio Longo

Chief Financial Officer

Westport Public Schools

elongo@westportps.org

8. RIGHT OF REJECTION AND CLARIFICATION

District reserves the right to reject any or all submissions and to request clarification of information.

9. INDEPENDENT CONTRACTOR

The CPPM shall be and operate as an independent contractor in the performance of the District's project management services. The CPPM shall have complete charge of the personnel proposed as part of its team, and all persons employed by the CPPM shall be employees of said CPPM and not employees of District in any respect.

10. COMPLIANCE WITH LAWS

The CPPM shall comply with all applicable laws, bylaws and regulations, Federal, State, and any political subdivision thereof, including but not limited to, unemployment and workers' compensation, occupational safety, equal employment and affirmative action and wage and price laws insofar as applicable to the performance of the contract.

11. SUB-CONTRACTORS

The CPPM shall not subcontract any of its work or services to be performed to others without the express prior written consent of the District's Chief Financial Officer.

12. NONDISCLOSURE

The CPPM agrees that it will not divulge to third parties, without the written consent of the District, any information obtained from or through the District, Architect or others in connection with the project, except to the extent necessary to comply with this RFQ.

13. TAX

No amount shall be added for the Connecticut Sales Tax or Federal Tax. The District is exempt from the payment of taxes imposed by the Federal Government and/or State of Connecticut. Taxes must not be included in the Fee for Service rates.

14. INSURANCE REQUIREMENTS

Insurance Requirements: Before starting and until final completion and acceptance of the work called for in the Contract and expiration of the guarantee period provided for in the Contract, the Contractor and its subcontractors, if any, shall procure and maintain insurance of the types and amounts checked in paragraphs A through F below for all Contract operations.

A. General Liability, with minimum coverages for combined bodily injury and property damage liability of \$2,000,000 general aggregate, \$1,000,000 per occurrence including:

1. Commercial General Liability.
2. Town as additional insured.
3. Owners and Contractors Protective Liability (separate policy in the name of the Town).

B. Comprehensive Automobile Liability, with minimum coverage of \$1,000,000 combined single limit for bodily injury and property damage, including, where applicable, coverage for any vehicle, all owned vehicles, scheduled vehicles, hired vehicles, non-owned vehicles and garage liability.

C. Excess Liability, with minimum coverage of \$5,000,000 in umbrella form, or such other form as approved by Town Department Head and Risk Management Director.

D. Workers' Compensation and Employer's Liability, with minimum coverages as provided by Connecticut State Statutes.

E. Professional Liability (for design and other professionals for Errors and Omissions), with minimum coverage of \$1,000,000. If the policy is on a claims-made basis, coverage shall be continually renewed or extended for three (3) years after work is completed under the Contract.

F. Other (Builder's Risk, etc.): _____.

G. CERTIFICATE HOLDER: TOWN OF WESTPORT AND WESTPORT BOARD OF EDUCATION, ATTN: BOARD OF EDUCATION – Room 300, 110 Myrtle Avenue, Westport, CT 06880.

A letter from the awarded vendor's agent/broker certifying that the Town of Westport and Westport Board of Education have been endorsed onto the general liability policy as an additional insured is also mandatory.

15. SUBMISSION DEADLINE

One (1) hardcopy and one (1) electronic copy (flash drive) of the Statement of Qualifications in response to this RFQ must be received no later than [Time & Date]. Submit all materials to the address below in a sealed envelope/box clearly labeled "21-###-RFQ":

Elio Longo

Chief Financial Officer

Westport Public Schools

110 Myrtle Avenue

Westport, Connecticut 06880

Community Relations

Policy Regarding Adoption of a School Swimming Pool Safety Plan

The Westport Board of Education (“Board”) recognizes the value of offering student aquatic activities at the Board’s school swimming pool. The Board also recognizes the importance of keeping students safe during students’ use of such swimming pool for student aquatic activities offered by the Board. Such student aquatic activities include any physical education class, interscholastic athletics, or extracurricular activities offered to students by the Board that makes use of a school swimming pool.

Therefore, it is the policy of the Board to adopt a school swimming pool safety plan that ensures compliance with Section 10-220l of the Connecticut General Statutes and includes any other provisions deemed necessary and appropriate for ensuring the safety of students who use the Board’s school swimming pool for student aquatic activities. The Board hereby directs the Administration to develop and adopt a school swimming pool safety plan consistent with the foregoing objectives. The Board further directs the Administration to review and update the school swimming pool safety plan as necessary prior to the commencement of each school year.

Legal References:

State Law:

Conn. Gen. Stat. § 10-220l

Policy approved:

WESTPORT PUBLIC SCHOOLS
Westport, Connecticut

Mission-Goals-Objectives

Hate-Based Conduct

Respecting diversity and fostering inclusion are core goals of the Westport Board of Education as we help students become civically engaged and develop critical skills for a global perspective. The Westport Board of Education is committed to creating and maintaining an educational environment that embraces diversity and inclusion, and believes our community is strengthened by the richness of each other's diverse characteristics, identities, statuses, backgrounds, beliefs, traditions, and opinions.

Hate-based conduct is antithetical to the Board's commitment to diversity and inclusion and will not be tolerated. As such, it is the policy of the Board that any form of hate-based conduct is prohibited, whether by students, Board employees, or third parties subject to the control of the Board. The Board's prohibition of hate-based conduct expressly extends to academic, nonacademic, and extracurricular activities, including athletics. Further, the Board expressly prohibits any form of hate-based conduct on school grounds; at a school-sponsored activity (including, without limitation, on a school bus); or off school grounds if such conduct is seriously disruptive of the educational process. Discrimination and/or retaliation against an individual who reports or assists in the investigation of hate-based conduct is likewise prohibited.

For the purposes of this policy, **hate-based conduct** means conduct that attacks, threatens, intimidates, degrades, or otherwise infringes on the rights of an individual based on such individual's race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, or veteran status. Such conduct includes, but is not limited to, the use of a written, oral, or electronic communication or a physical act or gesture that:

1. causes physical or emotional harm to an individual or damage to such individual's property;
2. places an individual in reasonable fear of harm to **himself or herself** **themselves**, or of damage to **his or her** **their** property;
3. creates a hostile environment for such individual at school or during a school-sponsored activity;
4. infringes on the rights of an individual at school or during a school-sponsored activity; and/or
5. substantially disrupts the educational process or the orderly operation of a school.

Hate-based conduct may also include, without limitation, conduct that violates other Board policies and administrative regulations (e.g., Policy and Regulation 4118.11/4218.11, Non-Discrimination (Personnel); Policy and Regulation 4118.112/4218.112, Sex Discrimination and Sexual Harassment (Personnel); Policy and Regulation 5145.5, Sex Discrimination and Sexual Harassment (Students); Policy 5131.911, Bullying Prevention and Intervention Policy; Policy and Regulation 5145.4, Non-Discrimination (Students)).

For the purposes of this policy, “veteran” means any person honorably discharged from, or released under honorable conditions from active service in, the United States Army, Navy, Marine Corps, Coast Guard and Air Force and any reserve component thereof, including the Connecticut National Guard.

For the purposes of this policy, “gender identity or expression” means a person’s gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity, or any other evidence that the gender-related identity is sincerely held, part of a person’s core identity, or not being asserted for an improper purpose.

Students who engage in hate-based conduct shall be subject to intervention ranging from school counseling and restorative justice opportunities to school discipline, up to and including expulsion, in accordance with Board Policy 5114 (Student Discipline), and consistent with state and federal law. Employees who engage in hate-based conduct shall be subject to discipline, up to and including termination of employment, in accordance with any applicable Board policies, administrative regulations, and/or contractual provisions, and consistent with state and federal law.

Allegations of conduct that violates other Board policies, such as allegations of discrimination, harassment (including, but not limited to, sexual harassment), and/or bullying, will be handled under the appropriate policies and administrative regulations (e.g., Policy and Regulation 4118.11/4218.11, Non-Discrimination (Personnel); Policy and Regulation 4118.112/4218.112, Sex Discrimination and Sexual Harassment (Personnel); Policy and Regulation 5145.5, Sex Discrimination and Sexual Harassment (Students); Policy 5131.911, Bullying Prevention and Intervention Policy; Policy and Regulation 5145.4, Non-Discrimination (Students)).

Cross references:

Policy 1511, Non-Discrimination

Policy 4118.11/4218.11, Non-Discrimination (Personnel)

Policy 4118.112/4218.112, Sex Discrimination and Sexual Harassment (Personnel)

Regulation 4118.112/4218.112, Sex Discrimination and Sexual Harassment Complaint Procedure (Personnel)

Policy 4118.51, Social Networking - Personnel

Policy 5114, Student Discipline

Policy 5145.5, Sex Discrimination and Sexual Harassment (Students)

[Regulation 5145.5, Administrative Regulations Regarding Sex Discrimination and Sexual Harassment](#)

[Policy 5131.911, Bullying Prevention and Intervention Policy](#)

[Policy 5145.4, Non-Discrimination \(Students\)](#)

[Regulation 5145.4, Administrative Regulations Regarding Discrimination Complaints \(Students\)](#)

Policy adopted:

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