

# Board of Education Regular Meeting 2024

Thursday, April 3, 2025 7:00 PM

New Fairfield Community Room, 33 Route 37, New Fairfield, CT. In the event of inclement weather, this meeting will change to remote and a virtual link will be provided on our website and distributed. , 3 Brush Hill Road, New Fairfield, CT 06812

## I. CALL TO ORDER

## II. PLEDGE OF ALLEGIANCE

## III. APPROVAL OF THE MINUTES

III.A. March 20, 2025 - Regular

## IV. APPROVAL OF THE AGENDA

V. **PUBLIC PARTICIPATION - *The Board welcomes public participation. Pursuant to our Board Policy, public participation is limited to no more than three (3) minutes per speaker and a total of no more than thirty (30) minutes total for the entire meeting. Individuals who wish to speak longer are encouraged to attend any and all related subcommittee meetings where most of the board's groundwork is done. We value your input, but due to these time limitations, we ask you to be concise and to observe the rules of common courtesy. [9320(a) of Board Bylaws]***

## VI. BOARD AND ADMINISTRATIVE COMMUNICATIONS

VI.A. Chairman's Report

VI.B. Superintendent's Report

VI.C. Student Representatives' Report

VI.D. Committee Reports

VI.D.1. Curriculum (*Tim Blair*)

VI.D.2. Policy (*Samantha Mannion*)

VI.D.3. Special Education Ad Hoc (*Kim LaTourette*)

VI.E. Liaison Reports

VI.E.1. Board of Finance (*Ed Sbordone*)

## VII. INFORMATION ITEMS

VII.A. FY 26 Budget Update

VII.B. New Fairfield High School/Consolidated School Building Project Update

VII.C. Board of Education Policy (*First Reading*)

VII.C.1. Policy 5131.911 - Connecticut School  
Climate Policy

VIII. **ACTION ITEMS**

VIII.A. Personnel Report

VIII.B. Non-Renewal of Long-Term Certified  
Substitute Educators

VIII.C. Acceptance of Donation

VIII.C.1. New Fairfield Elementary School PTO

**IX. PUBLIC PARTICIPATION - *The Board welcomes public participation. Pursuant to our Board Policy, public participation is limited to no more than three (3) minutes per speaker and a total of no more than thirty (30) minutes total for the entire meeting. Individuals who wish to speak longer are encouraged to attend any and all related subcommittee meetings where most of the board's groundwork is done. We value your input, but due to these time limitations, we ask you to be concise and to observe the rules of common courtesy. [9320(a) of Board Bylaws]***

X. **FUTURE AGENDA ITEMS**

XI. **BOARD MEMBER COMMENTS**

XII. **ADJOURNMENT**

# NEW FAIRFIELD BOARD OF EDUCATION NEW FAIRFIELD, CT

The New Fairfield Board of Education held a regular meeting on Thursday, March 20, 2025, at 7:00 p.m. via Zoom.

## MINUTES – March 20, 2025

**PRESENT:** Dominic Cipollone (Chairman), Kathy Baker, Tim Blair, Greg Flanagan, Sue Huwer, Amy Johnson, Kimberly LaTourette, and Ed Sbordone

**ABSENT:** Samantha Mannion

**ALSO PRESENT:** Superintendent of Schools Dr. Kenneth Crow, Assistant Superintendent of Curriculum and Instruction Dr. Kristine Woleck, Director of Business and Operations Carrie DePuy, High School Principal James D’Amico, High School Assistant Principal Scott Rohwedder, Middle School Principal Karen Gruetzner, Middle School Assistant Principal Steve Groccia, Elementary School Principal Allyson Story, Elementary School Assistant Principal Jennifer Hilderbrand, and Director of Buildings and Grounds Phil Ross

**I. CALL TO ORDER:** Chairman Dominic Cipollone called the meeting to order at 7:01p.m.

**II. PLEDGE OF ALLEGIANCE**

**III. APPROVAL OF MINUTES**

A. March 6, 2025 - Regular meeting - Approved by consensus.

**IV. APPROVAL OF AGENDA** - Approved by consensus.

**V. PUBLIC PARTICIPATION** - None

**VI. BOARD AND ADMINISTRATIVE COMMUNICATIONS**

A. Chairman’s Report - Dominic Cipollone spoke of the following:

- Thanked the AI Focus Group for their hard work. It is expected that a report will be available this June.
- Encouraged anyone sharing anything about the schools or town on social media to be factual and civil.

• He encouraged parents to be engaged in their student’s work.

B. Superintendent’s Report - Dr. Kenneth Crow

- Spoke of how AI can help teachers and administrators.
- Spoke of an update on curriculum that will be given soon.
- He thanked all the teachers for all their hard work, especially this time of year.

C. Student Representatives’ Reports

Senior Representative Emilia Sedlak spoke of the following:

- Boy Scout Troop 137 will hold a Pasta Dinner on March 28<sup>th</sup> at Company A Firehouse. Tickets are \$12.
- Senior SEE Project presentations will be held on March 25<sup>th</sup>.
- New Fairfield Registrar of Voters will be at the high school on Monday, March 24<sup>th</sup> to help register any students age 18 or older to vote.

- The district wide Band Jam Festival will take place on Tuesday, March 25<sup>th</sup> at 6:30 p.m.
- Senior Night at the Danbury Ice Area will be held on March 29<sup>th</sup>.

Junior Representative Ella Skogstrom spoke of the following:

- DECA will be selling yard signs for student sports or extracurricular activities.
- Yearbook sales are still open.
- The AFL/CIO Workers Memorial Day Scholarship essay is due by April 1<sup>st</sup>.
- The Spring Musical “Little Shop of Horrors” will be performed from March 20<sup>th</sup> to March 23<sup>rd</sup>.
- SATs will be given to Juniors on Tuesday, March 25<sup>th</sup>.

#### D. Committee Reports

1. Business Operations/Resource Management - Greg Flanagan noted that this committee met on March 20<sup>th</sup>. They reviewed the budget and noted that it is in line with last year’s budget. They discussed the bids for the solar project. There should be an update on the consultant’s findings for the BOE/Town shared services concept by May or June.

#### E. Liaison Reports

1. Board of Finance - Ed Sbordone spoke of the following meetings of the BOF:

March 11<sup>th</sup> - 7:30 p.m. - BOF Special meeting to discuss possibility of the town joining a co-op for medical insurance.

March 11<sup>th</sup> - 8:30p.m. - BOF Special meeting to appoint a new member. Alternate member Peggy Katkocin was appointed to fill a vacancy due to the resignation of Cheryl Reedy.

March 12<sup>th</sup> - BOF Regular meeting to discuss the BOE Operating budget. They discussed the capital budget for both the BOE and the Town. They discussed the increasing medical claims and the decreasing medical reserve fund. The BOF discussed the possibility of joining a medical co-op.

March 19<sup>th</sup> - BOF Regular meeting. The BOF discussed the possibility of joining the medical co-op and it was decided not to join at this time. The BOF discussed funding for the medical plan and discussed bond premiums. They welcomed Jessica Sanchez as a new alternate member to the BOF.

#### 2. Parks and Recreation

Kimberly LaTourette noted that this committee met on March 10<sup>th</sup> and discussed the following:

- A resident would like to donate a bench in memory of his son. This will be discussed further at a future meeting.
- Hand dryers will be installed in the bathrooms at the pavilion.
- The BOF is asking what the Parks and Rec funds are used for. Linda Lull noted that this list needs to include capital expenses.
- Buildings and Grounds Report - Replacement of the docks, trimming the fields and opening of the pavilion at Rebel Turf will be done soon.
- The Parks and Rec Director Linda Lull spoke of moving \$20,000 from the Self supporting 205 account to replace and repair parts of the playground. The Beach House construction project is on schedule. Linda Lull will inquire with Barnyard to see about the possibility of putting a gazebo where the old snack shop was at the Town Beach.
- The following events are upcoming:  
Saturday, May 3<sup>rd</sup> - Tentative Date for Sip and Stroll,  
Friday, July 11<sup>th</sup> - Boat Parade,  
Saturday, September 27<sup>th</sup> - New Fairfield Day,  
Friday, October 24<sup>th</sup> - Trick or Treat,  
Sunday, November 23<sup>rd</sup> - Turkey Run.

## VII. **INFORMATION ITEMS**

### A. Fiscal Year 2025-2026 Budget

Dr. Craw noted that no direction has yet been given by the BOF regarding the budget. He will keep the BOE apprised of any updates.

B. Strategic Plan - Eduplanet Platform

Assistant Superintendent of Curriculum and Instruction Dr. Kristine Woleck spoke of the Curriculum Design Tool called Eduplanet that allows for curriculum design for all grade levels. She spoke of the process for implementing the program and ways that administrators, teachers, and families can learn about specific knowledge and skills that students will be learning.

C. New Fairfield High School /Consolidated School Building Project Update

Carrie DePuy noted that there will be a meeting with the company for the playground at the Elementary School. It is hopeful that any issues will be fixed over the summer.

**VIII. ACTION ITEMS**

A. Personnel Report

**MOTION:** Kathy Baker made a motion to recommend to the full Board the approval of the Personnel Report for March 17, 2025, as recommended by the administration. Dominic Cipollone seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Sue Huwer, Amy Johnson, Kimberly LaTourette, and Ed Sbordone

B. Summer 2025 NFMS Project

**MOTION:** Kathy Baker made a motion to recommend to the full Board approval of funding not to exceed \$50,000 from Cap and Non to initiate the relocation of department offices and restoration of NF Middle School classrooms. Kimberly LaTourette seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Sue Huwer, Amy Johnson, Kimberly LaTourette, and Ed Sbordone

C. Fiscal Year 2025 Budget Transfers

**MOTION:** Greg Flanagan made a motion to recommend to the full Board of Education the requested FY 25 budget transfers as presented. Kathy Baker seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Sue Huwer, Amy Johnson, Kimberly LaTourette, and Ed Sbordone

D. Acceptance of Donation

1. New Fairfield Rebels Booster Club

**MOTION:** Kathy Baker made a motion to recommend to the full Board to accept with gratitude the New Fairfield Rebels Booster Club donation of \$4,000 to purchase a Hack Attack pitching machine for use by the NFHS baseball and softball teams. Dominic Cipollone seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Sue Huwer, Amy Johnson, Kimberly LaTourette, and Ed Sbordone

E. Ratification of the Agreement between the New Fairfield Board of Education and UE Local 222, CILU/CIPU, CILU #9 Custodians, Maintenance and Groundskeepers- July 1, 2025 – June 30, 2029 - Executive Session

**IX. PUBLIC PARTICIPATION** - None

**X. FUTURE AGENDA ITEMS** - None

**XI. BOARD MEMBER COMMENTS**

Ed Sbordone reminded everyone that the next BOF will be held in-person on Wednesday, March 26<sup>th</sup> and the Final Budget mark up will be held on Wednesday, April 2<sup>nd</sup>. He encouraged everyone to attend.

Dominic Cipollone wished all the Juniors good luck with the SATs.

**XII. EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING DOCUMENTS RELATED TO CUSTODIAN CONTRACT NEGOTIATIONS**

**MOTION:** Dominic Cipollone made a motion to go into Executive Session at 7:47 p.m. to discuss documents related to Custodian Contract negotiations and to invite Ken Craw and Carrie DePuy into the Executive Session. Kathy Baker seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Sue Huwer, Amy Johnson, Kimberly LaTourette, and Ed Sbordone

**MOTION:** Dominic Cipollone made a motion to come out of Executive Session at 7:56 p.m. Greg Flanagan seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, and Ed Sbordone

**MOTION:** Ed Sbordone made a motion to recommend to the full Board to ratify the Agreement between the New Fairfield Board of Education and UE Local 222, CILU/CIPU, CILU #9 Custodians, Maintenance and Groundskeepers- July 1, 2025 - June 30, 2029. Dominic Cipollone seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, and Ed Sbordone

**XIII. ADJOURNMENT**

**MOTION:** Dominic Cipollone made a motion to adjourn the meeting at 7:58 pm. Kathy Baker seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, and Ed Sbordone

Respectfully submitted,  
Suzanne Kloos

*A mandated policy.*

## **Students**

### **Connecticut School Climate Policy**

#### **Policy Statement**

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Board recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

The New Fairfield District Board of Education adopts this policy.

#### **Definitions**

1. **“School climate”** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
2. **“Positive Sustained School Climate”** is the foundation for learning and positive youth development and includes:
  - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
  - b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
  - c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
  - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
  - e. A school community that contributes to the operations of the school and the care of the physical environment.

## Students

### Connecticut School Climate Policy

#### Definitions (continued)

3. **“Social and emotional learning”** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
4. **“Emotional intelligence”** means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
5. **“Bullying”** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
6. **“School environment”** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
7. **“Cyberbullying”** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
8. **“Teen dating violence”** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
9. **“Mobile electronic device”** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.
10. **“Electronic communication”** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

## Students

### Connecticut School Climate Policy

#### Definitions (continued)

11. **“School climate improvement plan”** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.
12. **“Restorative practices”** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
13. **“School climate survey”** means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.
14. **“Connecticut school climate policy”** means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.
15. **“School employee”** means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.
16. **“School community”** means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

## Students

### Connecticut School Climate Policy

#### Definitions (continued)

17. **“Challenging behavior”** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
18. **“Evidence Based Practices”** in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.
19. **“Effective School Climate Improvement”** is a restorative process that engages all stakeholders in the following six essential practices:
  - A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;
  - B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;
  - C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;
  - D. Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;
  - E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and
  - F. Strengthening policies and procedures related to:
    - a. climate and restorative informed teaching and learning environments;
    - b. infrastructure to facilitate data collection, analysis, and effective planning;
    - c. implementation of school climate improvement plans with the goal of becoming restorative;
    - d. evaluation of the school climate improvement process; and
    - e. sustainability of school climate and restorative improvement efforts.

## **Students**

### **Connecticut School Climate Policy (continued)**

#### **School Climate Coordinator Roles and Responsibilities**

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district.

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;
2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;
3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and
4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

#### **School Climate Specialist**

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10-145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The school climate specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;

## **Students**

### **Connecticut School Climate Policy**

#### **School Climate Specialist** (continued)

2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;
3. scheduling meetings for and leading the school climate committee; and
4. leading the implementation of the school climate improvement plan.

#### **School Climate Committee**

For the school year commencing July 1, 2025, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are diverse, including members who are racially, culturally, and linguistically representative of various roles in the school community.

The school climate committee shall consist of:

1. the school climate specialist;
2. a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes;
3. a demographically representative group of students enrolled at the school, as developmentally appropriate;
4. families of students enrolled at the school; and
5. at least two members of the school community, as determined by the school climate specialist.

Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator.

The school climate committee shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.

## **Students**

### **Connecticut School Climate Policy**

#### **School Climate Committee** (continued)

3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

#### **School Climate Survey**

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

#### **School Climate Improvement Plan**

For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, any recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.

Additionally, districts may place the school climate improvement plans into their district and school improvement plans.

#### **Training**

For the school year commencing July 1, 2024, and each school year thereafter, each local and regional Board of Education shall provide resources and training to school employees regarding:

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

## **Students**

### **Connecticut School Climate Policy**

#### **Training** (continued)

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement plan. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

#### **Funding**

The school district shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

#### **Accountability**

The Board shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

### **Connecticut School Climate Standards**

1. The school district community<sup>1</sup> has a shared vision and plan for promoting and sustaining a positive school climate<sup>2</sup> that focuses on prevention, identification, and response to all challenging behavior<sup>3</sup>.
2. The school district community adopts policies that promote:
  - a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
  - b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.

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<sup>1</sup> School Community means any individuals, groups or businesses, public institutions and nonprofit organizations invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

<sup>2</sup> School climate means the quality and character of the school life, with a particular focus on the quality of relationships within the school community, and which is based on patterns of people's experiences of school life, and that reflects the norms, goals, values and interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

<sup>3</sup> Challenging behavior means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

## Students

### Connecticut School Climate Policy

#### Connecticut School Climate Standards (continued)

3. The school community's practices are identified, prioritized, and supported to:
  - a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;
  - b. enhance engagement in teaching, learning, and school-wide activities;
  - c. address barriers to teaching and learning; and
  - d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment<sup>4</sup> where *everyone* is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

Legal Reference: Connecticut General Statutes  
10-222d Policy on bullying behavior as amended by PA 08-160, P.A. 11-232, P.A. 14-172 and PA 18-15 and PA 19-166.  
10-222g Prevention and intervention strategy re bullying and teen dating violence  
10-222h Analysis of school districts' efforts re prevention of and response to bullying in schools. School climate assessment instruments  
10-222i State-wide safe school climate resource network. *[Repealed, Effective 7/1/2025 State-wide safe school climate resource network]*  
10-222k District safe school climate coordinator. Safe school climate specialist. Safe school climate committee (as amended by PA 21-95, Section 14)  
10-222p Review of safe school climate plans by Department of Education. Approval or rejection.  
PA 23-167 An Act Concerning Transparency in Education

Policy adopted:

NEW FAIRFIELD PUBLIC SCHOOLS  
New Fairfield, Connecticut

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<sup>4</sup> School environment means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs if bullying at or during such other activities, functions, or programs negatively impacts the school environment.



**NEW FAIRFIELD PUBLIC SCHOOLS  
NEW FAIRFIELD, CT**

**GIFTS AND DONATIONS**

This form must be completed and submitted for all in-kind and monetary donations to a school or the district. Donations valued at \$1,000 or more require BOE approval before acceptance of the donation or depositing of funds. A letter of acceptance will be sent by the appropriate staff member with a copy to the superintendent's office.

**DATE:** March 21, 2025

**SCHOOL:** New Fairfield Elementary School

**TYPE OF DONATION AND QUANTITY:** Monetary - \$2,472.18

**CONDITION/AGE OF ITEM DONATED:** N/A

**DONOR:** New Fairfield Elementary School PTO

**SCHOOL'S PLAN FOR USE OF ITEM(S):** Purchase Art tack strips for the Art Department to display student artwork.

**APPROXIMATE VALUE:** \$2,472.18

The approximate value denoted above has been supplied by the donor. The New Fairfield Public Schools does not attest to the accuracy of this value. It is the donor's responsibility for documentation to support this valuation for tax or any other purposes.