

Board of Education Regular Meeting
Thursday, October 17, 2013 7:00 PM Eastern

New Fairfield Community Room
3 Brush Hill Road
New Fairfield, CT 06812

Mr. Scott Akam: Present
Mr. Steve Burfeind: Present
Ms. Karen Chance: Present
Mr. Ken Chapman: Present
Mr. Vic Flagello: Present
Mr. Kim Hanson: Present
Mr. Kevin Hearty: Present
Mr. Sean Loughran: Present
Mr. Peter Ohring: Present

Present: 9.

- I. Call to Order
- II. Pledge of Allegiance
- III. Election of New Board Chair
- IV. Approval of the Minutes
 - IV.A. October 3, 2013 - Regular
 - IV.B. October 7, 2013 - Special
- V. Approval of the Agenda
- VI. Chairman's Report
- VII. Superintendent's Report
- VIII. Student Representatives' Report
- IX. Committees
 - IX.A. Finance
 - IX.B. Curriculum
 - IX.C. Personnel
 - IX.D. Policy
 - IX.E. Operations
 - IX.F. Field Fees
 - IX.G. Liaison
 - IX.G.1. Board of Finance
 - IX.G.2. Magnet School
 - IX.G.3. Parks and Recreation Committee
 - IX.G.4. Permanent Building Committee
 - IX.G.5. Technology
 - IX.G.6. Safety
 - IX.G.7. Education Connection
- X. Information Items
 - X.A. CCSS – A Closer Look (CCSS)
 - X.B. Board of Education Policies (Second Reading)

- X.B.1. Policy 3160 – Appropriations/Expenditures/Encumbrances/Transfers
- X.B.2. Policy 3517 – Security of Buildings and Grounds
- X.B.3. Policy 4115 – Evaluation
- X.B.4. Policy 4115.3 – Athletic Coaches Evaluation
- X.B.5. Policy 4131 – Staff Development
- X.B.6. Policy 5131.7 – Weapons and Dangerous Instruments
- X.B.7. Policy 5131.911 – Hazing – Bullying
- X.B.8. Policy 6114.1 – Fire Emergency (Drills)/Crisis Response Drills
- X.B.9. Policy 6146.2 – Statewide Proficiency/Mastery Examinations
- X.B.10. Policy 7115 – Developing Educational Specifications
- X.B.11. Policy 7230 – Design and Process
- XI. 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 fifteen (15) minutes.
- XII. Action Items
 - XII.A. Personnel Report
 - XII.B. 2013-14 FY Budget Transfers
 - XII.C. Approval of Grant Applications (Meeting Learners’ Needs)
 - XII.C.1. 2013-14 District Consolidated Application for ESEA Federal Grants
 - XII.C.2. Local Alcohol, Tobacco & Other Drug Abuse Prevention Council Grant
 - XII.D. Non-tuition Student Request
- XIII. Other
- XIV. Adjournment

**NEW FAIRFIELD BOARD OF EDUCATION
NEW FAIRFIELD, CT**

The New Fairfield Board of Education held a regular meeting on Thursday, October 3, 2013
at 7:00 p.m. in the New Fairfield Community Room, 33 Route 37, New Fairfield, CT.

MINUTES – October 3, 2013

PRESENT: Scott Akam, Karen Chance, Ken Chapman, Vic Flagello, Sean Loughran and Peter Ohring

ABSENT: Kim Hanson (Chairman), Steve Burfeind and Kevin Hearty

ALSO PRESENT: Superintendent of Schools Dr. Alicia Roy, Assistant Superintendent of Schools Barbara Mechler, High School Assistant Principal Mike Chapleau, Middle School Principal Christine Baldelli, Meeting House Hill School Principal Sarah McLain, Athletic Director Mary Stolle and Business Manager Craig McClain

CALL TO ORDER

I. Vice Chairman Ken Chapman called the meeting to order at 7:00 p.m.

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF THE MINUTES

A. September 12, 2013

MOTION: Scott Akam made a motion to approve the minutes of the September 12, 2013 regular meeting as presented. Ken Chapman seconded the motion. **IN FAVOR:** Scott Akam, Karen Chance, Ken Chapman, Vic Flagello, Sean Loughran and Peter Ohring

B. September 19, 2013

MOTION: Scott Akam made a motion to approve the minutes of the September 19, 2013 regular meeting as presented. Karen Chance seconded the motion. **IN FAVOR:** Scott Akam, Karen Chance, Ken Chapman, Vic Flagello, Sean Loughran and Peter Ohring

IV. APPROVAL OF THE AGENDA

MOTION: Ken Chapman made a motion to approve the agenda for tonight's meeting with the following amendments: Addition of Action Item E: Non-tuition student request and a second Executive Session for the purpose of discussing litigation. Vic Flagello seconded the motion. **IN FAVOR:** Scott Akam, Karen Chance, Ken Chapman, Vic Flagello, Sean Loughran and Peter Ohring

V. CHAIRMAN'S REPORT- Superintendent of Schools Dr. Alicia Roy read a letter on behalf of Chairman Kim Hanson tendering his resignation as Chairman of the BOE. In the letter, Mr. Hanson thanked the board, administration, teachers and staff for

the opportunity to serve as chairman and asked that the election of a new chairman be placed on the top of the agenda for the next regular meeting.

The entire board thanked Mr. Hanson for all his years of service on the Board of Education.

Dr. Roy noted that Mr. Hanson will be honored at the CABE Convention for 10 years of service to the New Fairfield Board of Education.

VI. SUPERINTENDENT'S REPORT- Superintendent of Schools Dr. Alicia Roy spoke of the following:

1. An Evacuation drill was held on Tuesday, Sept. 24th and was very successful.
2. Next Friday, October 11th is an "In service" day for staff. Students will not have school on that day.
3. Dr. Roy spoke of the Federal Government shut down and noted that the district is not currently affected, but federal dollars promised to the district may be delayed if the shut down continues for a long time.

VII. STUDENT REPRESENTATIVES' REPORT

Senior Representative Matt DeLeon reported on the following:

- The PSAT Registration will be held until October 11th.
- The PSAT's will be held at the high school on Saturday, Oct. 19th.
- The Booster Club will meet on Wednesday, October 16th at 7 p.m.
- College Presentations will continue through the month of October. Students can receive a list of participating colleges from Mrs. Raneri or through Naviance.
- The Boys Cross Country team placed 6th at the Ocean State Invitational on Sept. 28th. Gabrielle Richichi placed 3rd overall on the Girls Team at the Invitational. On Tuesday, October 1st, the Cross Country team beat New Milford for the first time in school history.

Junior Representative Alexa Iadarola reported on the following:

- Picture retakes will be on Wednesday, October 16th.
- The High School Marching Band and the Civil Air Patrol participated in the Tunnels to Tower in New York City on Sunday, September 29th.

VIII. COMMITTEES

- a. Finance - No report
- b. Curriculum - Peter Ohring noted that the Curriculum subcommittee met on Oct. 3rd and discussed a proposed field trip to Puerto Rico and a minor change to the Fine and Applied Arts requirements.
- c. Personnel – No report
- d. Policy – Met last week. Several policies are on tonight's agenda for first reading.
- e. Operations - No report

- f. Field Fees - No report
- g. Liaison
 - 1. Board of Finance – No report
 - 2. Magnet School – No report
 - 3. Parks and Recreation – No report
 - 4. Permanent Building Committee – No report
 - 5. Technology - No report
 - 6. Safety - No report
 - 7. Education Connection - No report

IX. INFORMATION ITEMS

A. CCSS - A Closer Look

Assistant Superintendent of Schools Barbara Mechler gave a PowerPoint presentation regarding Common Core State Standards and spoke specifically of Lexile reading levels. A Lexile level is one of three parts that measure text complexity. Ms. Mechler spoke of anchor standards and specific standards for every grade. The Lexile levels measure Quantitative Measures (word and sentence length and difficulty of words), Qualitative Measures (content, theme and the author’s message) and Reader and Task (subject matter and the reader’s maturity level.)

B. Uniform School Calendar 2015-2016

Dr. Roy noted that legislation has been passed requiring a uniform school calendar for the State of Connecticut beginning with the 2015-2016 school year. Dr. Roy noted that the district will not construct the 2015-2016 calendar until the guidelines are received.

C. Civil Rights Compliance Review

Dr. Roy noted that the district met the standards for the Civil Rights Compliance Review.

D. Board of Education Policies (First Reading)

The following policies will be on the next agenda for a second reading and then for action at the following meeting. The board briefly discussed whether or not policies should be published on the website before they are approved by the BOE. The board discussed getting public input on proposed policies. It was noted that the Policy subcommittee meetings are all public meetings and any member of the public is welcome to attend and give input. The process for public input on policies will be discussed further at the next Policy subcommittee meeting.

- 1. Policy 3160 – Appropriations/Expenditures/Encumbrances/Transfers
- 2. Policy 3517 – Security of Buildings and Grounds
- 3. Regulation 4115 – Evaluation
- 4. Policy 4115.3 – Athletic Coaches Evaluation
- 5. Policy 4131 – Staff Development
- 6. Policy 5131.7 – Weapons and Dangerous Instruments
- 7. Policy 5131.911 – Hazing – Bullying
- 8. Policy 6114.1 – Fire Emergency (Drills)/Crisis Response Drills

9. Policy 6146.2 – Statewide Proficiency/Mastery Examinations
10. Policy 7115 – Developing Educational Specifications
11. Policy 7230 – Design and Process

X. PUBLIC PARTICIPATION

Members of the public asked about the budget process and the possibility of adding another School Resource Officer to the district. There was a brief discussion among the board members and some members of the public regarding the time frame for the budget process and the possibility of approaching the Board of Finance regarding the possibility of increasing security in the schools.

Middle School Principal Christine Baldelli noted that the Middle School Civil Air Patrol received an award for Aerospace.

Mrs. Baldelli asked the board to consider shutting down the track to the community during school hours as middle school students are often outside either on or near the track.

Mrs. Baldelli noted that the Strings Music teacher started yesterday and students were very excited.

XI. ACTION ITEMS

A. Personnel Report

MOTION: Scott Akam made a motion to recommend to the full Board the approval of the Personnel Report as recommended by the administration. Sean Loughran seconded the motion. **IN FAVOR:** Scott Akam, Karen Chance, Ken Chapman, Vic Flagello, Sean Loughran and Peter Ohring

B. Field Trip to Puerto Rico

This trip was discussed at the Curriculum subcommittee meeting and it was decided that more information regarding the trip was necessary before approval.

MOTION: Scott Akam made a motion to table the approval of the field trip to Puerto Rico. Sean Loughran seconded the motion. **IN FAVOR:** Scott Akam, Karen Chance, Ken Chapman, Vic Flagello, Sean Loughran and Peter Ohring

C. Fine and Applied Arts

Dr. Roy spoke of the graduation requirements for Fine and Applied Arts and noted that the district has increased the number of Fine Arts credits required to two. This will be required by state legislation in the near future. Dr. Roy spoke of students who desire to take four years of two languages and noted that they would have a hard time fulfilling this requirement. This will only affect a handful of students.

MOTION: Peter Ohring made a motion to recommend to the full Board that students who complete four years in each of two languages earn one of the two credits required in

Fine and Applied Arts for graduation. Scott Akam seconded the motion. **IN FAVOR:** Scott Akam, Karen Chance, Ken Chapman, Vic Flagello, Sean Loughran and Peter Ohring

D. Acceptance of Donation

1. New Fairfield High School Booster Club

Athletic Director Mary Stolle gave a description of the ice machine that will be donated by the Booster Club and spoke of its many uses. Mrs. Stolle thanked the Booster Club for this generous donation and their support of the athletic program.

MOTION: Sean Loughran made a motion to recommend to the full Board to accept with gratitude a donation of an ice machine, with an approximate value of \$3,058, for the athletic trainer's room to be used for all athletic programs at New Fairfield High School. Peter Ohring seconded the motion. **IN FAVOR:** Scott Akam, Karen Chance, Ken Chapman, Vic Flagello, Sean Loughran and Peter Ohring

E. Non-tuition student request

MOTION: Vic Flagello made a motion to recommend to the full board the approval of the students' request to attend New Fairfield Middle School and Meeting House Hill School without tuition and with transportation provided by the family for no longer than 90 calendar days after the closing scheduled for October 11, 2013. Sean Loughran seconded the motion. **IN FAVOR:** Scott Akam, Karen Chance, Ken Chapman, Vic Flagello, Sean Loughran and Peter Ohring

XII. OTHER - None

XIII. EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING SECURITY MATTERS AND LITIGATION

MOTION: Ken Chapman made a motion to go into Executive Session at 7:57 p.m. for the purpose of discussing Security Matters and litigation and to invite Superintendent of Schools Dr. Alicia Roy into the Executive Session. Scott Akam seconded the motion. **IN FAVOR:** Scott Akam, Karen Chance, Ken Chapman, Vic Flagello, Sean Loughran and Peter Ohring

The Board came back from Executive Session at 8:47 p.m.

XIV. ADJOURNMENT - Scott Akam made a motion to adjourn the meeting at 8:48 p.m. Sean Loughran seconded the motion. **IN FAVOR:** Scott Akam, Karen Chance, Ken Chapman, Vic Flagello, Sean Loughran and Peter Ohring

Respectfully submitted,

Suzanne Kloos

Building Powerful Vocabulary in Every Classroom

- We think with words. Therefore, to improve thinking, teach vocabulary.
-

● A. Draper and G. Moeller

- Because each new word has to be studied and learned on its own, the larger your vocabulary becomes, the easier it will be to connect a new word with words you already know, and thus remember its meaning. So your learning speed, or pace, should increase as your vocabulary grows.

● --Johnson O'Connor

College and Career Readiness Anchor Standards for Language, Grades K-5

Vocabulary Acquisition and Use

- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

College and Career Readiness Anchor Standards for Language, Grades K-5

Vocabulary Acquisition and Use

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Readiness Anchor Standards for Language, Grades 6-12

Vocabulary Acquisition and Use

- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

College and Career Readiness Anchor Standards for Language, Grades 6-12

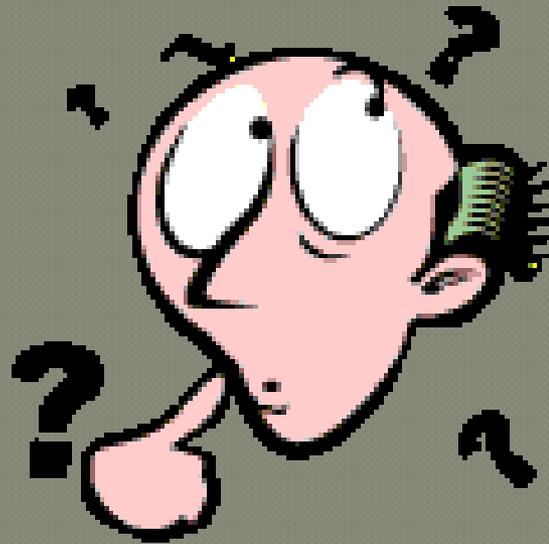
Vocabulary Acquisition and Use

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Isabel Beck's Three Tiers

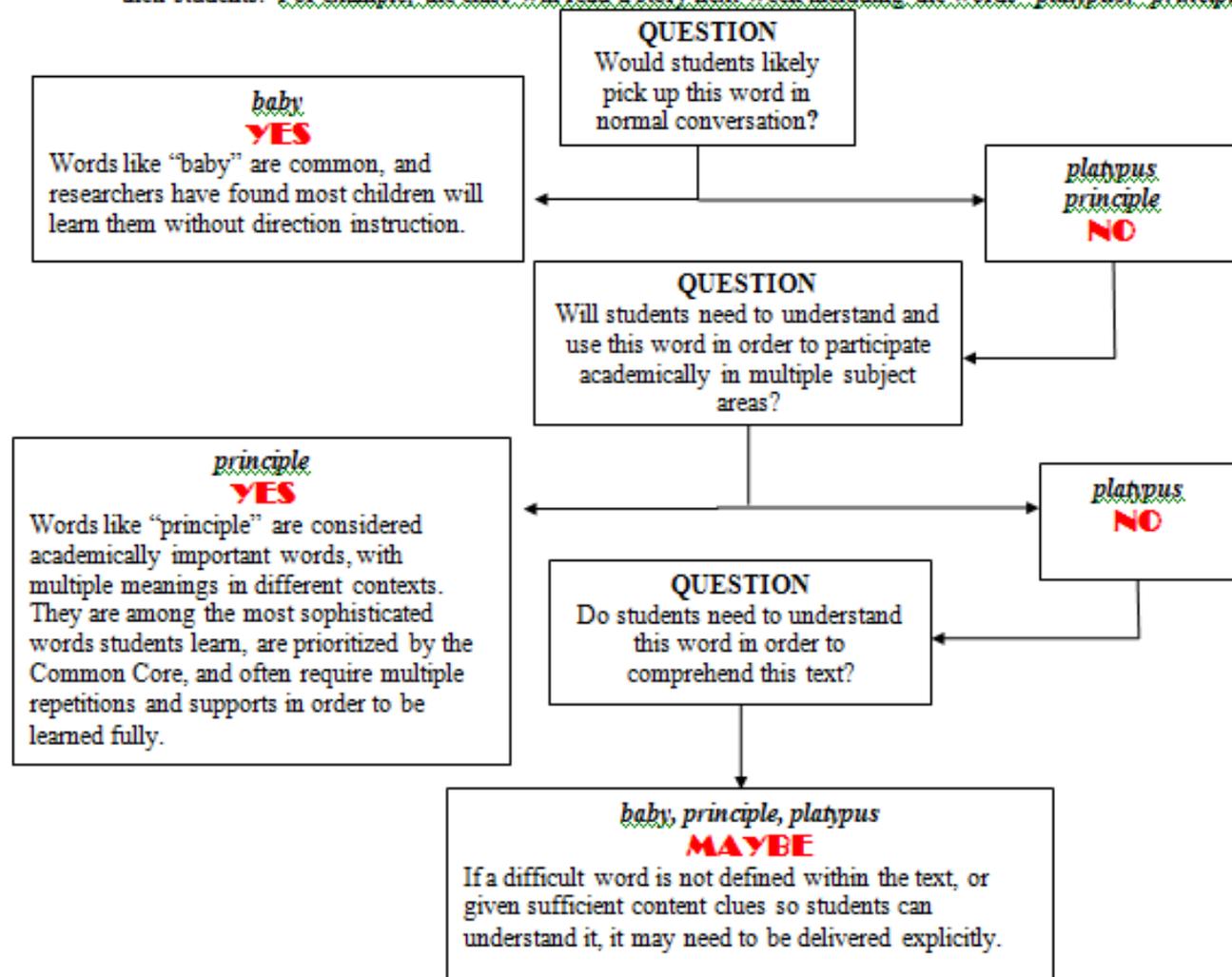
- **Tier One:** Basic words that rarely require instructional focus (*door, house, book*).
- **Tier Two:** Words that appear with high frequency, across a variety of domains, and are crucial when using mature, academic language (*coincidence, reluctant, analysis*).
- **Tier Three:** Frequency of these words is quite low and often limited to specific fields of study (*isotope, Reconstruction, Buddhism*).

Which words should we teach?



WHICH WORDS MATTER?

Some experts recommend that educators ask themselves a series of questions on how to prioritize vocabulary words in a story they are teaching their students. For example, the class will read a story next week including the words "platypus," "principle," and "baby."



College Talk Video

- <https://www.teachingchannel.org/videos/improving-student-vocabulary>

Marzano's 6 steps for teaching vocabulary

- 1. Teacher explains the new word.
- 2. Students restate the new word or explain in their own words.
- 3. Students create a non-linguistic representation of the word.
- 4. Students engage in activities to deepen their knowledge of the new word.
- 5. Students discuss the new word. (think-pair-share, snowball)
- 6. Students periodically play games to review the new vocabulary. (Jeopardy, etc.)

Vocabulary in Smarter Balanced Assessment



Smarter Balanced English Language Arts Item and Task Specifications

Partial, Representative List of Tier 2 Words		
Likely to be in the 3-5 grade band	Likely to be in the 6-8 grade band	Likely to be in the 9-11 grade band
Different	assume	specify
important	identify	technique
choose	conclude*	compensate
faithful	alternative	arbitrary
stable*	consist	random
exactly	contribute	suffice
center	definite	verify
explain	distinct	perspective
excuse*	evident	pertinent
according	expand	evaluate
actually	indicate	feasible
bound*	individual	passive
declare	initial*	simultaneous
experience	intense	component
figure*	major*	formulate
fortunate	method	magnitude
gradually	publish	manipulate
necessary	structure	ultimate
ordinary	emphasize	criterion
measure*	illustrate	hypothesis
approach	exaggerate	fluctuate
period*	approximate	innovation

<http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf>

Existing policy with suggested modification based upon P.A. 13-60.

Business/Non-Instructional Operations

Appropriations/Expenditures/Encumbrances/Transfers

1. All expenditures are subject to review and authorization by the ~~Director of Management Services~~ **Business Manager**.
2. Each Building Principal shall be responsible for appropriations and expenditures within programs in his/her building.
3. The Director of Pupil Personnel Services shall be responsible for appropriations and expenditures within the following programs: Pupil Personnel Services and Special Education.
4. The Supervisor of Buildings and Grounds shall be responsible for appropriations and expenditures within the following programs: Plant Maintenance and Plant Operations and Capital and Non-Recurring Fund.
5. The Principal or other administrator may transfer non-salary funds on condition that a notice of such transfer is given to the ~~Director of Management Services~~ **Business Manager** prior to the issuance of a purchase order. The Principal or other administrator may not transfer funds from one program to another.
6. The ~~Director of Management Services~~ **Business Manager** may authorize transfer of funds from one program to another in an amount not to exceed five hundred dollars (\$500), in the aggregate per program. Any transfer of funds exceeding five hundred dollars (\$500), must be approved by the Board of Education prior to the expenditure of such funds.
7. Every transaction of the Board of Education involving the commitment of funds for goods and/or services shall be by purchase order and, when appropriate, by formal contract.
8. All purchase orders and other purchase obligations shall be signed by the Superintendent of Schools or his/her designee.
9. Purchasing functions of the Board of Education shall be centralized under the ~~Director of Management Services~~ **Business Manager** under the direct supervision of the Superintendent of Schools.
10. The Purchasing Agent shall oversee all purchase transactions for the district. She/He shall be familiar with and perform all purchasing activities within the limitations prescribed by law, legal opinion and Board of Education policies. The ~~Director of Management Services~~ **Business Manager** may require the Principal or other administrator to go to bid.

Business/Non-Instructional Operations

Appropriations/Expenditures/Encumbrances/Transfers (continued)

11. All contracts, such as repair and maintenance, rubbish removal, transportation, heating oil, construction projects, etc., are to be reviewed by the ~~Director of Management Services~~ **Business Manager** and Purchasing Agent who are to determine suitability, compatibility, and best price.
12. The Board authorizes the Superintendent or his/her designee to transfer funds from any line items in an amount less than **\$500** under emergency conditions if the urgent need for such transfer prevents the Board from meeting in a timely fashion to consider such transfer. All transfers made in such instances shall be announced at the next regularly scheduled meeting of the Board and a written explanation of such transfer shall be provided to the legislative body of the municipality or, in a municipality where the legislative body is a town meeting, to the Board of Selectmen.

(cf. 3320 - Finance Controls)

Legal Reference: Connecticut General Statutes

10-222 Appropriations and budget. (as amended by P.A. 13-60, An Act Concerning The Consolidation of Non-educational Services)

Policy adopted: October 19, 2000
 Policy revised: June 21, 2007
 Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS
 New Fairfield, Connecticut

Existing policy with recommended revisions, previously sent to District, with additional revision based upon PA 13-3.

Business/Non-Instructional Operations

Security of Buildings and Grounds

Buildings are among the greatest financial investments of the school district and the community. It is in the best interest of students and taxpayers to protect that investment adequately.

Security includes:

1. Developing ~~crisis response plans~~, at each school, in compliance with the requirements of P.A. 13-3, a school security and safety plan, in partnership with other community groups, including law enforcement, fire safety officials, emergency medical services, as well as health and mental health professionals. Such plan shall be based upon the school security and safety plan standards developed by the Department of Emergency Services and Public Protection (DESPP).
2. Training and practice necessary and essential for implementation of the crisis response plan. Law enforcement and other local public safety officials shall evaluate, score and provide feedback on fire drills and crisis response drills.
3. Controlling access to school grounds and facilities.
4. Conducting a security and vulnerability assessment for each District school every two years.
5. Submitting annual reports to DESPP regarding fire drills and crisis response drills.
6. Establishing a School Security and Safety Committee at each school, responsible for assisting in the development of the school's security and safety plan and its implementation. (membership as required by P.A. 13-3)
7. Minimizing fire hazards.
8. Reducing the probability of faulty equipment.
9. Guarding against the chance of electrical shock.
10. Keeping records and funds in a safe place.
11. Protecting against vandalism and burglary.

The Superintendent of Schools is directed to establish such rules and regulations as may be needed to provide for security as outlined above.

Incidents of illegal entry, theft of school property, vandalism or damage to school property from other causes will be reported by phone to the office of the Superintendent, as soon after discovery as possible. A written report of the incident will be made within 24 hours of discovery.

Business/Non-Instructional Operations

Security of Buildings and Grounds

Keys

All keys used in a school are the property of the district and control of their distribution shall be the responsibility of the Principal. All keys shall be inventoried and returned to the Principal at the end of the school year. (When the need for a particular key arises, a key shall be issued on that basis and shall be returned immediately following termination of the need for its use.)

All keys shall be issued through the office of each principal. A receipt showing the number of the key and room(s) or building(s) which it opens shall be signed by the person to whom the key is issued. This receipt shall be filed in lieu of the key and shall be returned to the employee upon return of the key.

Each Principal shall set up a key control system with a record of the number of each key filed.

The person issued a key shall be responsible for its safekeeping and shall pay for a duplicate key if lost. Duplicate keys are obtained only through the Principal. The Board of Education prohibits the duplication of school keys by other methods.

Keys shall be used only by authorized employees and shall never be loaned to other individuals.

The greatest care shall be given to master and sub-master keys. Master keys shall never be loaned.

Except in very limited circumstances, only certain individuals shall have access to the school buildings. These individuals are administrators, maintenance and custodial staff and selected service contractors.

(cf. 3516 – Safe and Secure School Facilities; Equipment and Grounds)

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

Legal Reference: Connecticut General Statutes
 29-389 Stairways and fire escapes on certain buildings.
 P.A. 13-3 An Act Concerning Gun Violence Protection and Children’s Safety

Policy adopted: October 19, 2000
 Policy readopted: June 21, 2007
 Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS
 New Fairfield, Connecticut

DELETE THIS POLICY At the recommendation of CAFE, the following regulation will become the new policy.

4115

Personnel --- Certified

Evaluation

All certified staff, below the level of the Superintendent of Schools, will be evaluated in accordance with the procedures outlined in the district's The Guidelines for Teacher Evaluation and Professional Development.

Although the teacher evaluation law was removed from the Tenure Act, nothing in the law and guidelines prohibits the use of information obtained through a teacher evaluation program, developed under the Connecticut General Statutes Section 10-151, in making necessary administrative judgments. This includes those decisions concerned with the continuation of employment. The law and guidelines cannot restrict evidence available for a tenure or dismissal hearing under the "inefficiency and incompetence" provision included in Connecticut General Statutes Section 10-151.

Existing administrative regulation with suggested modification based upon PA 10-111 and PA 12-116, previously sent to District. Additional modifications to consider are based on PA 13-145.

Personnel -- Certified

Evaluation

It is universally accepted that good teaching is the most important element in a sound educational program. Student learning is directly affected by teacher competence; therefore, teacher evaluation shall be accomplished using a teacher evaluation plan that demonstrates a clear link between teacher evaluation, professional development, and improved student learning as evidenced by student achievement.

Note: "Teacher" or "Administrator" for purposes of evaluation shall include each professional employee of the Board, below the rank of Superintendent, who holds a certificate or permit issued by the State Board of Education.

Appraisal of teaching performance should serve three purposes:

1. To raise the quality of instruction and educational services to the children of our community resulting in improved student learning and achievement.
2. To raise the standards of the teaching profession as a whole.
3. To aid the individual teacher to continue to grow professionally, linking district-wide teacher evaluation and professional development plans.

Evaluation of teacher performance must be a cooperative, continuing process designed to improve student learning and the quality of instruction. For the school year commencing July 1, 2013, and each school year thereafter, the Superintendent shall annually evaluate or cause to be evaluated all certified employees in accordance with the teacher evaluation and support program developed through mutual agreement with the professional development and evaluation committees for the District. The teacher shares with those who work with the teacher the responsibility for developing effective evaluation procedures and instruments and for the development and maintenance of professional standards and attitudes regarding the evaluation process.

~~The Board of Education directs the Superintendent and the teachers' and administrators' representatives to develop, in consideration of the latest Guidelines for Teacher Evaluation and Professional Development Guidelines for the State Model Evaluation Program issued by the Connecticut Department of Education, not later than September 1, 2013, shall adopt and implement a teacher evaluation and support program. Such teacher evaluation and support program shall be developed through mutual agreement with the District's professional development and evaluation committees. If unable to attain mutual agreement, the Board and the professional development and evaluation committee shall consider adopting by mutual agreement the State Board of Education (SBE) adopted model teacher evaluation and support program without any modification. Further, if the Board and the professional development and evaluation committee fail to agree on the SBE model, the Board, will use its statutory authority to adopt and implement a teacher evaluation program of its choice, provided such program is consistent with the SBE adopted guidelines.~~

Personnel -- Certified

Evaluation (continued)

The ~~system-wide~~ **systemwide** program for evaluating the instructional process and all certified personnel **is viewed** as one means to improve student learning and insure the quality of instruction. The evaluation plan shall include, but need not be limited to, strengths, areas needing improvement, strategies for improvement and multiple indicators of student academic growth.

The Superintendent and all certified employees whose administrative and supervisory duties equal at least 50% of their time shall include a minimum of fifteen hours of training in the evaluation of teachers pursuant to Section 10-151b, as part of the required professional development activity during each five year period for reissuance of their professional educator certificate.

**By July 1, 2013, the State Board of Education is required to adopt guidelines for a model teacher evaluation program which is to provide guidance on the use of multiple indicators of student academic growth in teacher evaluations.*

The Superintendent shall annually evaluate or cause to be evaluated each teacher and administrator in accordance ~~with~~ guidelines established by the State Board of Education and such other guidelines as may be established by mutual agreement between the Board and the teachers' and administrators' representatives, **with the teacher evaluation and support program and may conduct additional formative evaluations toward producing an annual summative evaluation.**

In the event that a teacher or an administrator does not receive a summative evaluation during the school year, such individual shall receive a rating of "not rated" for that year.

Note: The SBE may waive the requirement of consistency with SBE's model guidelines for any district that, before the model guidelines are validated, (after the pilots 2012-2013), developed a teacher evaluation program that is determined by the SBE to substantially comply with the guidelines.

The Superintendent shall report to the Board by June 1 annually on the status of the evaluations. In addition, by June 30 annually, the Superintendent shall report to the Commissioner of Education on the implementation of **evaluations**, the teacher evaluation and support program including their frequency of evaluations, aggregate evaluation ratings, the number of teachers and administrators not evaluated, and other requirements as determined by the State Department of Education.

Remediation Plans

Teachers rated "below standard" or "developing" shall have an improvement and remediation plan that:

1. is developed in consultation with the teacher and his/her union representative;
2. identifies resources, support, and other methods to address documented deficiencies;
3. contains a timeline for implementing such measures in the same school year as the plan is issued; and
4. provides success indicators that include a minimum overall rating of "proficient" at the end of the improvement and remediation plan.

Personnel -- Certified

Evaluation (continued)

Evaluation Training

For the school year commencing July 1, 2013, the Board, prior to implementing any evaluation conducted under the teacher evaluation and support program, but not later than July 1, 2014, shall conduct training programs for all evaluators and orientation for all District teachers regarding the District's teacher evaluation and support program. Such training shall provide instruction to evaluators regarding how to conduct proper performance evaluations prior to conducting an evaluation under the teacher evaluation and support program. The orientation for each teacher shall be completed before a teacher receives an evaluation under the teacher evaluation and support program.

Note: "Teacher" includes all certified employees below the rank of Superintendent.

Implementation Plan

~~The Board of Education recognizes that the State Board of Education (SBE) has adopted a modified plan for the implementation of Connecticut's Educator Evaluation and Support System for the 2013-2014 school year. The District, in the 2013-2014 "Bridge Year" will:~~

- ~~Implement the whole evaluation model district-wide, consisting of all components of both teacher and administrative evaluation, as outlined in the "Guidelines for Connecticut's Educator Evaluation and Support System (SEED)."~~
- ~~Implement the whole model in at least one-third of the District's schools, for all certified teachers and administrators within those schools.~~
- ~~Implement the whole model in at least fifty percent of the District's schools, for classroom teachers only and administrators within those schools.~~
- ~~Implement a locally developed and state-approved model/option.~~

~~The certified staff, in 2013-2014, not evaluated under the new system shall be evaluated under the District's existing evaluation plan.~~

Audit

The Board, starting July 1, 2014, if selected, will participate as required, in an audit of its evaluation program, conducted by the State Department of Education.

(cf. - 4131 Staff Development)

Legal Reference: Connecticut General Statutes

10-145b Teaching certificates

Personnel -- Certified

Evaluation (continued)

Legal Reference: Connecticut General Statutes (continued)

10-151b Evaluation by superintendent of certain educational personnel. (as amended by P.A. 95-58 An Act Concerning Teacher Evaluations, Tenure and Dismissal and P.A. 00-13 An Act Concerning Teacher Competency and P.A. 10-111, An Act Concerning Education Reform in Connecticut and P.A. 12-116, An Act Concerning Educational Reform)

10-220a In-service training. Professional development. Institutes for educators. Cooperative and beginning teacher programs, regulations.

PA 12-116 An Act Concerning Education Reform (as amended by PA 13-145 An Act Concerning Revisions to the Reform Act of 2012.)

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

Connecticut's System for Educator Evaluation and Development (SEED) state model evaluation system.

~~Regulation approved: June 1, 2006 NEW FAIRFIELD PUBLIC SCHOOLS~~

~~Regulation revised: November 4, 2010 New Fairfield, Connecticut~~

~~Regulation revised:~~

Policy adopted: June 1, 2006 NEW FAIRFIELD PUBLIC SCHOOLS

Policy revised: New Fairfield, Connecticut

Existing policy, with suggested revisions based upon P.A. 13-41.

Personnel - Certified

Athletic Coaches Evaluation

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

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

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

I. Evaluations

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

II. Employment of an Athletic Coach

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

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

Personnel - Certified

Athletic Coaches Evaluation

III. Hearing Procedures

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

- A. The athletic coach must file a written appeal with the Board within ten (10) calendar days of the Superintendent's written notification of non-renewal or termination. Such appeal shall set forth the basis on which the athletic coach seeks review of that decision, and a copy of said appeal shall be sent to the Superintendent. Failure to submit a timely written appeal shall constitute a waiver of said appeal opportunity.
- B. Within a reasonable period of time of its receipt of a written appeal of the Superintendent's decision, the Board or a committee of the Board as designated by the Chairperson shall conduct a hearing to consider such appeal. Reasonable notice of the time and place for such hearing shall be issued to the athletic coach prior to the commencement of the hearing.
- C. At the hearing, the athletic coach shall have an opportunity to present facts and evidence in support of renewal and/or reinstatement, and the Superintendent shall have the opportunity (but shall not be obligated) to present facts and evidence in support of the decision of non-renewal and/or termination. For good cause shown, the athletic coach may call a limited number of witnesses to testify if there is a clear need for witnesses to present factual information (rather than simply expressing an opinion on the skill or competence of the athletic coach). In any event, cumulative or redundant testimony shall not be allowed.
- D. The decision of non-renewal or termination shall be affirmed unless the Board determines that the decision is arbitrary and capricious. The coach shall bear the burden of proof on this point.
- E. Within a reasonable period of time following the hearing, the Board shall determine whether the Superintendent acted in an arbitrary and capricious manner in making his/her decision not to renew and/or terminate, and shall provide a written decision to the coach. The decision of the Board shall be final.

Personnel - Certified

Athletic Coaches Evaluation

Legal Reference: Connecticut General Statutes

10-151b Evaluation by superintendent of certain educational personnel

10-220a In-service training

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

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

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

PA 04-243 An Act Concerning Notification in Cases of Termination of Coaches

Policy adopted: April 7, 2005
Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Existing policy with suggested revision based upon PA 13-145 and PA 12-116.

Personnel -- Certified

Staff Development

Staff development is viewed by the Board of Education as a continuous, systematic effort to improve education in this school district. In our rapidly changing society, teachers must review on an ongoing basis curricular content, teaching methods and materials, educational philosophy and goals, social change, and other topics relating to education.

Each certified employee, beginning July 1, 2013, shall annually participate in a program of professional development, of not fewer than eighteen hours in length, of which a preponderance is in a small group or individual group settings. The professional development program shall:

1. be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement;
2. focus on refining and improving various effective teaching methods that are shared between and among educators;
3. foster collective responsibility for improved student performance, and
4. be comprised of professional learning that is aligned with state student academic achievement standards, conducted at the school among educators and facilitated by principals, coaches, mentors and distinguished educators or other appropriate teachers, occurs frequently on an individual basis or among groups of teachers and includes a repository or best practices for teaching methods developed by educators within each school.

Staff development experiences, made available by the Board directly, ~~or~~ through a RESC, with another Board of Education or through a provider approved by the Commissioner, shall be guided by activities designed to:

- improve the integration of reading instruction, literacy and numeracy enhancement and cultural awareness into instructional practice,
- include strategies to improve English language learner instruction into instructional practice,
- improve teacher and administrator practice based on general results and findings from teacher evaluations reported by the Superintendent or his/her designee,
- be comprehensive, sustained, and intensive enough to improve teacher and administrator effectiveness in raising student performance,
- be aligned with state student academic achievement standards,
- foster collective responsibility for improved student performance.

Personnel -- Certified

Staff Development (continued)

In order to ensure the continued development and improvement of staff performance and attitudes, the Board of Education requires that there shall be an organized staff development program for all certified personnel. The Board shall establish a professional development and evaluation committees, consisting of certified employees, including their union representatives, and other school personnel the Board deems appropriate. The duties of the committee shall include, but not be limited to, the development, evaluation and annual updating of a comprehensive local professional development plan for certified employees of the District. Such plan shall (1) be directly related to the educational goals proposed by the Board pursuant to C.G.S. 10-220(b), and (2) ~~on or after July 1, 2011,~~ be developed with full consideration of the priorities and needs related to student outcomes as determined by the State Board of Education, and (3) provide for the ongoing and systematic assessment and improvement of both teacher evaluation and professional development of the professional staff members of the Board, including personnel management and evaluation training or experience for administrators.

The members chosen by the Board to be on the Professional Development and Evaluation Committees shall serve at the pleasure of the Board.

Any such advisory committee assisting in or responsible for the planning of staff development activities shall take into consideration, at least the following:

- a. An assessment of immediate and long-term needs at these levels: district, building, and individual
- b. The identification of programs and activities suitable to meet these assessed needs

Furthermore, training opportunities for certified staff should be rich and varied. Special emphasis should be placed on preparing teachers and other school personnel to meet the needs of students with a wide range of academic, social, and emotional requirements and from diverse cultural and ethnic backgrounds. Staff development activities should also respond directly to the educational requisites of the student body as a whole, including:

- a. Content areas, such as language arts, math, social sciences, and science
- b. Methodological areas, such as motivation, teaching techniques, and classroom management
- c. Affective areas relating to interpersonal relations of students and faculty, such as student growth and development, staff communication, problem solving, and decision making

Personnel -- Certified

Staff Development (continued)

To encourage and support the Board's goal of promoting staff development:

1. The Board will establish an object of expenditure in the budget entitled ~~Professional~~ Staff Development and will, annually, request justification for proposed expenditures in this account and will also, once a year, cause to have such staff development activities evaluated.
2. The Superintendent may provide the staff with opportunities in areas such as the following:
 - a. Released time and leaves of absence for travel and study
 - b. Visits to other classrooms and other schools
 - c. Conferences involving other personnel from the district, county, state, region or nation
 - d. Membership in committees
 - e. Training classes and workshops offered within the district
 - f. Further training in, or in cooperation with, institutions of higher learning, as provided by law
 - g. Professional library resources
 - h. Professional educational conferences
3. The Board encourages all certified personnel to participate in these activities.
4. The Board will allow any paraprofessional or noncertified employee of the District to participate, on a voluntary basis, in any in-service training program provided to certified staff on those topics mandated per C.G.S. 10-220a, subsection (a).

Professional Development Pertaining to Teacher Evaluation and Support Program

The Board, for the school year commencing July 1, 2013, prior to any evaluation conducted under the teacher evaluation and support program contained within P.A. 12-116, as amended, An Act Concerning Educational Reform, shall provide training for all evaluators and orientation to all certified District employees relating to the provisions of such teacher evaluation and support program. Such training shall provide instruction to evaluators in how to conduct proper performance evaluations prior to the use of the new evaluation and support program. Such orientation shall be completed by all certified personnel, below the rank of Superintendent, before the certified employee receives an evaluation under the teacher evaluation and support program.

(cf. 4115 - Evaluation)

Personnel -- Certified

Staff Development (continued)

Legal Reference: Connecticut General Statutes

- 10-27 Exchange of professional personnel and students
- 10-220a In-service training. (amended by PA 04-227, PA 08-160, June 19 Special Session, Public Act 09-1 and PA 10-91 and PA 12-116, An Act Concerning Educational Reform and PA 13-145, An Act Concerning Revision to the Education Reform Act of 2012).
- 10-153b Selection of teachers' representatives
- 10-226f Coordinator of intergroup relations
- 10-145b Teaching certificates

Policy adopted: June 1, 2006
Policy revised: September 16, 2010
Policy revised: November 17, 2011
Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Personnel -- Certified

Staff Development

The implementation of Board of Education policy 4131 necessitates, per Connecticut General Statute 10-220a, as amended, the development and implementation of professional development activities, for a minimum of eighteen hours annually. To meet this requirement, the administration will take the following steps:

- a. Establish a professional development committee, consisting of certified employees, including their union representatives, and other school personnel deemed appropriate. The committee will be responsible for, the development, evaluation and annual updating of a comprehensive local professional development plan, for certified staff.
- b. The plan will be directly related to the educational goals proposed by the Board pursuant to C.G.S. 10-220(b), and be developed in full consideration of the priorities and needs related to student outcomes.
- c. The members chosen by the Board to be on the Professional Development Committee shall serve at the pleasure of the Board.
- d. The preponderance of the planned professional development activities will be in a small group setting which must:
 1. be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement;
 2. focus on refining and improving various effective teaching methods that are shared between and among educators;
 3. foster collective responsibility for improved student performance, and
 4. be comprised of professional learning that meets the following criteria:
 - is aligned with rigorous state student academic achievement standards;
 - conducted among educators and facilitated by principals, coaches, mentors, distinguished educators or other appropriate teachers;
 - occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement; and
 - includes a repository or best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating.

Personnel -- Certified

Staff Development (continued)

- e. The staff development experiences may be made available by the Board directly, or through a RESC, a cooperative arrangement with another Board of Education, or through a provider approved by the Commissioner.
- f. It is the responsibility of each teacher, in collaboration with his/her administrator, to identify and participate in appropriate professional development activities to address the needs identified in his/her annual evaluation. A log or other tracking method shall be created for the professional development that has been completed, subject to review and audit by the Connecticut State Department of Education.
- g. The time and location of professional development activities will be in accordance with an agreement between the Board of Education and the exclusive bargaining unit, or in the absence of such agreement or language pertaining to time and location, by a determination of the Board of Education.
- h. The professional development activities must be designed to:
 - 1. improve the integration of reading instruction, literacy and numeracy enhancement and cultural awareness into instructional practice,
 - 2. include strategies to improve English language learner instruction into instructional practice,
 - 3. improve teacher and administrator practice based on results and findings from teacher evaluations reported by the Superintendent or his/her designee, and provide professional growth,
 - 4. be comprehensive, sustained, and intensive enough to improve teacher and administrator effectiveness in raising student performance,
 - 5. be aligned with state student academic achievement standards, and
 - 6. foster collective responsibility for improved student performance.
- i. The capabilities of certified staff to improve student learning will involve teacher review of curricular content, teaching methods and materials, educational philosophy and goals, social change and related topics.
- j. Professional development activities will include preparation to meet the needs of students of diverse cultural and ethnic backgrounds.
- k. Administrators and supervisors are to receive training pursuant to their obligations in the evaluation of teachers and administrators under the teacher evaluation and support program (15 hours for each five year period.)

Personnel -- Certified

Staff Development (continued)

1. Professional development activities should respond directly to the educational needs of the student body, including:
 1. content areas such as language arts, including reading, writing, speaking, listening, viewing and enacting; math, social studies and science;
 2. methodological areas such as motivation, teaching techniques, including the use of computers in the classroom and classroom management; and second language acquisition; and
 3. affective areas of interpersonal relations of students and faculty, student growth and development and staff communication, problem solving, and decision-making.
- m. The administration will prepare an annual professional development program budget for Board approval.
- n. The effectiveness of the professional development program will be assessed on an annual basis. Such assessment must indicate that the professional development activities:
 1. Were planned in response to identified needs;
 2. Were provided by qualified instructional personnel, as appropriate;
 3. Met the requirements for participation in the activity shared with participants before the commencement of the activity;
 4. Are evaluated in terms of effectiveness and contribution to the attainment of school and/or District goals; and
 5. Were documented in accordance with the procedures established by the SBE.
- o. School administrators will communicate to individual educators their responsibility to participate in professional development activities agreed upon in the annual evaluation process.
- p. The District, in a manner determined by the Connecticut State Department of Education, will attest that District educators have participated in professional development activities in accordance with his/her annual evaluation plan.

NOTE: *The thrust of professional development focuses more on individual or small group job-embedded processes. School districts will need to evaluate the manner in which the data pertaining to the professional development program is managed and tracked. Previous methods used to track CEUs may be inadequate. Discussion is recommended with teachers to determine how best to document and track professional development activities in an efficient and accurate manner. Software programs should be investigated.*

Connecticut General Statutes 10-220a - In-service Training

A. Required In-service Topics for Certified Personnel

1. Nature and the relationships of drugs and alcohol to health and personality development and procedures for discouraging their abuse.
2. Health and mental health risk reduction education including, but not limited to the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, violence, teen dating, domestic violence, child abuse and youth suicide.
3. Growth and development of exceptional children, including handicapped and gifted and talented children including but not limited to, children with attention deficit hyperactivity disorder or learning disabilities who may require special education, and methods for identifying, planning and working effectively with special needs children in a regular classroom
4. School violence prevention and conflict resolution and the prevention of and response to youth suicide.
5. Identification and prevention of bullying and response to bullying as defined in 10-222d, subsection (a) as amended. (Boards that implement an evidence-based model approach approved by the SDE are not required to provide in-service training on prevention of bullying.)
6. Cardiopulmonary resuscitation and other emergency life saving procedures.
7. Computer and other information technology as applied to student learning and classroom instruction, communications and data management.
8. Teaching of the language arts, reading and reading readiness and assessment of reading performance including methods of teaching language skills necessary for reading, comprehension skills, phonics and the structure of the English language for teachers in grades kindergarten to three, inclusive. (15 hours every 5 years)
9. Second language acquisition in districts required to provide a program of bilingual education pursuant to C.G.S. 10-17f.
10. Elementary, middle, and high school teachers must include 15 hours of training in the use of computers in the classroom every five years. Teachers, regardless of grade level, who can demonstrate technology competency, in a manner determined by the Board of Education, based on statewide standards for teacher competency in the use of instructional technology, shall be exempted from this requirement.
11. Training in the evaluation of teachers for superintendents and those employees employed in positions requiring an intermediate administrator or supervisory certificate whose duties equal at least 50% of the assigned time. (15 hours every 5 years)

Connecticut General Statutes 10-220a - In-service Training

B. Optional In-Service Topics for Certified Personnel

- Holocaust and genocide education and awareness
- African-American History
- Puerto-Rican History
- Native American History
- Personal Financial Management
- The historical events surrounding the Great Famine in Ireland
- Domestic Violence and Teen Dating Violence

Existing policy with suggested modification.

Students

Weapons and Dangerous Instruments

The Board of Education determines that possession, concealment, and/or use of a weapon, or a facsimile of a weapon (with exception of those facsimile approved by the administration), by a student is detrimental to the welfare and safety of the students and school personnel within the district. Possession and/or use of any dangerous or deadly weapon, firearm, or destructive device in any school building on school grounds, in any school vehicle, or at any school-sponsored activity are prohibited. Such weapons include but are not limited to any pistol, revolver, rifle, shotgun, air gun or spring gun; slingshot; bludgeon; brass knuckles or artificial knuckles of any kind; knives including any knife the blade of which can be opened by a flick of a button or pressure on the handle, or any pocketknife where the blade is carried in a partially opened position; martial arts weapon; destructive device. Pursuant to federal law, the term firearm includes, but is not limited to, any weapon designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or destructive device.

A “destructive device” is considered any device with an explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into any destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device which is designed primarily for use as a signaling, pyrotechnic, line-throwing, safety or similar device.

The possession or use of any such weapon or devices will require that the proceedings for the suspension and/or expulsion of the student involved will be initiated immediately by the Principal. If the student is found to have possessed a firearm or other dangerous weapon as defined in C.G.S. 53a-3 in violation of 29-35 or 53-206, in or on the real property of a school, in any school vehicle or at any school activity as defined in C.G.S. 10-233a, he/she must be expelled for one calendar year. The Board of Education or hearing board may modify the period of expulsion on a case by case basis. To comply with federal law, any finding of an exception shall be reduced to writing. All legal restrictions and requirements will be adhered to pertaining to special education students.

The Board shall consider a student's conduct off school grounds that is seriously disruptive of the educational process or is violative of publicized policies of the Board as grounds for expulsion.

Additional optional language to consider:

Weapons under the control of law enforcement personnel are permitted. The Superintendent may authorize other persons to possess weapons for courses, programs and activities approved by the District and conducted on District property.

In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A “school zone” is defined by federal law, means in/on school grounds or within 1,000 feet of school grounds.

Students

Weapons and Dangerous Instruments (continued)

~~“Gun-Free School Zone” signs will/may be posted in cooperation with city/town officials as appropriate. Violations, unless otherwise excepted by law or this policy, shall be reported to the appropriate law enforcement agency.~~

(cf. 5114 - Suspension/Expulsion)

(cf. 5145.12 - Search and Seizure)

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules.

10-233a through 10-233f - Expulsion as amended by PA 95-304

53a-3 Definitions.

53a-217b - Possession of firearms and deadly weapons on school grounds

53-206 Carrying and sale of dangerous weapons.

PA 94-221 An Act Concerning School Discipline and Safety

Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (2006)

GOALS 2000: Educate America Act

18 U.S.C. 921 Definitions.

USCA 7151 No Child Left Behind Act

Youth Handgun Safety Act, 18 U.S.C. §§ 922(x), 924(a)(6) (2006)

Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117

Policy adopted: April 6, 2006

Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Existing policy with required modification based upon PA 13-3.

Students

Hazing

Bullying

The Board of Education (Board) promotes a secure and happy school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Therefore it shall be the policy of the Board that bullying of a student by another student is prohibited.

The Board believes that a school environment in which students feel safe, supported, engaged and helpfully challenged is optimal for learning and healthy development. The Board seeks an environment in which students and adults feel socially, emotionally, intellectually and physically safe; an environment that is free of harassment, intimidation and bullying.

Definitions

“Bullying” means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that:

- A. causes physical or emotional harm to such student or damage to such student’s property,
- B. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
- C. creates a hostile environment at school for such student,
- D. infringes on the rights of such student at school, or
- E. substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics. *(The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.)*

Students

Hazing

Bullying

Definitions (continued)

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

“**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.

“**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.

“**Hostile environment**” means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;

“**Outside of the school setting**” means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.

“**School employee**” means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (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 elementary, middle or high school, pursuant to a contract with the local or regional board of education.

“**School climate**” means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults. (and reflects norms, values, interpersonal relationships, teaching and learning practices and organizational structures.)

Students

Hazing

Bullying (continued)

Examples of bullying include, but are not limited to:

1. physical violence and attacks
2. verbal taunts, name-calling and put-downs including ethnically-based or gender-based verbal put-downs
3. threats and intimidation
4. extortion or stealing of money and/or possessions
5. exclusion from peer groups within the school
6. The misuse of electronic communications for the purpose of bullying, harassing, or sexually harassing other students within school or out of school (“cyberbullying”)
7. Targeting of a student based on the student’s actual or perceived “differentiating” characteristics such as race; color; religion; ancestry; national origin; gender; sexual orientation; gender identity or expression; socioeconomic or academic status; physical appearance; or mental, physical, developmental, or sensory disability.

Such conduct is disruptive of the educational process and, therefore, bullying is not acceptable behavior in this district and is prohibited.

Students who engage in any act of bullying, on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

1. creates a hostile environment at school for the victim,
2. infringes on the rights of the victim at school, or
3. substantially disrupts the education process or the orderly operation of a school,

are subject to appropriate disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials.

A comprehensive program, to improve the school climate, involving everyone in the schools and the community, to address bullying at all school levels is essential to reducing incidences of bullying. Such a program must involve interventions at all levels, school wide, classroom and individual.

Students

Hazing

Bullying (continued)

The District's program (~~§~~ delete) (Also outlined in the section pertaining to the "Safe School Climate Plan.")

1. Requires the development and implementation of a safe school climate plan by the Board of Education to address the existence of bullying in its schools;
2. Permits anonymous reports of bullying by students to school employees and written reports of suspected bullying by parents or guardians;
3. Requires school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such an oral report;
4. Requires the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written report;
5. Requires the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
6. Requires each school to have a prevention and intervention strategy, as defined by statute, as amended, for school employees to deal with bullying, including language about bullying in student codes of conduct and in all student handbooks;
7. Provides for the inclusion of language in student codes of conduct concerning bullying;
8. Requires each school to notify parents or guardians of all students involved in a verified act of bullying not later than forty-eight hours after the completion of the investigation. The notice shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and to the other parent/guardian if requested. The notice must describe the school's response and any consequences that may result from further acts of bullying;

Students

Hazing

Bullying (continued)

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

Students

Hazing

Bullying (continued)

17. Requires all school employees to annually complete the training required by C.G.S. 10-220a, as amended. Such training shall include identifying and responding to bullying and preventing and responding to youth suicide;

Note: *Certified employees are required to complete annual training on the prevention and identification of bullying and response to bullying and the prevention and response to youth suicide.*

The State Department of Education, within available appropriations, is required to provide annual training to non-certified school employees.

18. Requires students and the parents/guardians of students to be notified annually of the process by which they may make reports of bullying;
19. As required, but not later than, January 1, 2012, the Board of Education shall approve the safe school climate plan developed pursuant to statute and submit such plan to the Department of Education for its review, analysis, and cooperative assistance; and
20. Requires that not later than thirty calendar days after approval by the Board, the safe school climate plan shall be made available on the Board's and each individual school in the District's Internet website and such plan is to be included in the District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

The Board expects prompt and reasonable investigations of alleged acts of bullying. The safe school climate specialist of each school is responsible for handling all complaints of alleged bullying. The safe climate specialist shall investigate or supervise the investigation of all reports of bully promptly.

In addition, the norms that are established by adults through consistent enforcement of all policies pertaining to conduct and modeling appropriate behavior at school and at home will reduce the instances and damage of bullying. It is necessary for students to promote the concept that caring for others is a valued quality, one that is accepted and encouraged.

Students

Hazing

Bullying (continued)

Prevention and Intervention Strategy

The District shall implement, as required by C.G.S. 10-222d, as amended, a prevention and intervention strategy which may include, but is not limited to:

1. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education.
2. School rules prohibiting bullying, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.
3. Adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying is likely to occur.
4. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school.
5. Individual interventions with the bully, parents and school employees and interventions with the bullied child, parents, and school employees.
6. School wide training related to safe school climate.
7. Student peer training, education and support.
8. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings, and individual interventions.

District Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent of Schools shall appoint, from among existing District staff, a District Safe School Climate Coordinator.

The Coordinator shall:

1. Implement the District's safe school climate plan;
2. Collaborate with safe school climate specialists, the Board, and the Superintendent to prevent, identify, and respond to bullying in District schools;
3. Provide data and information derived from the safe school climate assessments, in collaboration with the Superintendent, to the Department of Education; and
4. Meet with the safe school climate specialists at least twice during the school year to discuss bullying issues in the District and make recommended changes to the District's safe school climate plan.
5. Successfully complete, for the school year commencing July 1, 2014, the mental health first aid training provided by the Commissioner of Mental Health and Addiction Services. (such training only required once.)

Students

Hazing

Bullying (continued)

Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, each school Principal shall serve, or designate someone to serve, as the Safe School Climate Specialist for the school.

The Specialist in each school shall:

1. Investigate or supervise the investigation of reported acts of bullying in the school in accordance with the District's Safe School Climate Plan;
2. Collect and maintain records of reports and investigations of bullying in the school; and
3. Act as the primary school official responsible for preventing, identifying and responding to bullying reports in the school.

Safe School Climate Committee

For the school year commencing July 1, 2012, and each school year thereafter, the Principal of each District school shall establish a new committee or designate at least one existing committee that is responsible for developing and fostering a safe school climate and addressing issues related to bullying in the school. The committee must include at least one parent/guardian of a student enrolled in the school, appointed by the Principal.

The Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying;
2. Identify and address patterns of bullying among students in the school;
3. Implement the provisions of the school security and safety plan, (developed pursuant to Section 87 of PA 13-3) regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying (defined in Connecticut General Statutes 10-222d) and report such information, as necessary, to the District Safe School Climate Coordinator and to the school's security and safety committee;
4. Review and amend school policies protocols relating to bullying;
5. Review and make recommendation to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school;
6. Educate students, school employees and parents and guardians of students on issues relating to bullying;
7. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying; and
8. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying for the school.

Parent members of the Safe School Climate Committee are excluded from activities #1 and #2 and #3 or any other activity that may compromise the confidentiality of a student.

Students

Hazing

Bullying (continued)

Safe School Climate Plan

The Board of Education shall develop and implement a Safe School Climate Plan to address the existence of bullying in its schools. Such plan shall:

1. Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually of the process by which they may make such reports;
2. Enable the parents or guardians of students to file written reports of suspected bullying;
3. Require school employees who witness acts of bullying or receive reports of bullying to orally notify the Safe School Climate Specialist, or another school administrator if the Safe School Climate Specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
4. Require the Safe School Climate Specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section;
5. Require the Safe School Climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
6. Include a prevention and intervention strategy for school employees to deal with bullying;
7. Provide for the inclusion of language in student codes of conduct concerning bullying;
8. Require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation. The required notification and invitation shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying;
9. Require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the student's safety and to prevent further acts of bullying;
10. Establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education, and in such manner as prescribed by the Commissioner of Education;

Students

Hazing

Bullying (continued)

Safe School Climate Plan (continued)

11. Direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
12. Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
13. Direct the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such student against further acts of bullying;
14. Require the Principal of a school, or the Principal's designee, to notify the appropriate local law enforcement agency when such Principal, or the Principal's designee, believes that any acts of bullying constitute criminal conduct;
15. Prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
16. Require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's Safe School Climate Plan; and
17. Require that all school employees annually complete the training described in C.G.S. 10-220a, as amended.

Safe School Climate Assessment

The Board requires each school in the District, on and after July1, 2012, and biennially thereafter, to complete an assessment using school climate assessment instruments, including surveys, approved and disseminated by the Department of Education pursuant to C.G.S. 10-222h, as amended by PA 11-232. The Board will collect the school climate assessments of each District school and submit them to the Department of Education.

Students

Hazing

Bullying

Safe School Climate Assessment (continued)

Note: *The Department of Education, within available appropriations, is required by the amended C.G.S. 10-222h, to approve in collaboration with the Connecticut Association of Schools (CAS), and disseminate to all public schools grade-level appropriate school climate assessment instruments, including surveys, to be used by Boards of Education for the purpose of collecting information pertaining to a district's "prevention and intervention strategy" in order to enable the Department to monitor bullying efforts over time and to compare each district's progress to state trends.*

A safe school climate resource network is to be established by the Department of Education, in consultation with the State Education Resource Center, the Governor's Prevention Partnership and the Commission on Children, within available appropriations, for the identification, prevention, and education of school bullying in the state. This network will make available to all schools information, training opportunities and resource materials to improve school climate to diminish bullying.

The Superintendent shall develop rules and procedures, which carry out the provisions of this policy. In addition, this policy shall be included in all student and faculty handbooks and shall be disseminated to the public in a manner to be determined by the Superintendent.

This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions, or debate that is protected by state or federal law.

- (cf. 0521 – Nondiscrimination)
- (cf. 4131 – Staff Development)
- (cf. 5114 – Suspension and Expulsion/Due Process)
- (cf. 5131 – Conduct)
- (cf. 5131.21 – Violent and Aggressive Behavior)
- (cf. 5131.8 – Out-of-School Misconduct)
- (cf. 5131.912 – Aggressive Behavior)
- (cf. 5131.913 – Cyberbullying)
- (cf. 5131.91 – Hazing)
- (cf. 5144 – Discipline/Punishment)
- (cf. 5145.4 – Nondiscrimination)
- (cf. 5145.5 – Sexual Harassment)
- (cf. 5145.51 – Peer Sexual Harassment)
- (cf. 6121 – Nondiscrimination)
- (cf. 6121.1 – Equal Educational Opportunity)

Students

Hazing

Bullying

Legal Reference: Connecticut General Statutes

10-15b Access of parent or guardian to student's records. Inspection and subpoena of school or student records.

10-222d Policy on bullying behavior as amended by PA 08-160 and PA 11-232.

PA 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents or Legal Guardians.

PA 11-232 An Act Concerning the Strengthening of School Bullying Laws.

Existing regulation with changes necessitated by P.A. 13-3.

Students

Bullying

Safe School Climate Plan

Purpose/Priority Statement

The New Fairfield School District is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. The goal is the establishment of a positive school climate in which norms, values, and expectations make students and adults feel socially, emotionally, intellectually and physically safe. This commitment is an integral part of our comprehensive efforts to promote learning and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process. The District expects that all members of the school community will treat each other in a civil manner and with respect for differences.

The purpose of the Safe School Climate Plan is to promote consistency of approach and to create a climate in which all types of bullying are regarded as unacceptable. Attitudes and practices can contribute to bullying, to lower levels of confidence, self-esteem and lack of achievement.

The following plan, “The New Fairfield Public Schools Safe School Climate Plan (Plan),” addresses the mandated areas of compliance which are required under C.G.S.10-222d as amended by P.A. 11-232. In addition to the following current efforts, the administration, faculty and staff of this District commit to continue to improve, enhance, and update both the Plan and its implementation biennially in order to best serve the students, parents, guardians and the community.

The Board of Education (Board) promotes a secure and positive school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Therefore it shall be the policy of the Board that bullying of a student by another student is prohibited.

I. Prohibition Against Bullying

The Board of Education (Board) prohibits bullying (a) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board, and (b) outside of the school setting if such bullying (i) creates a hostile environment at school for the victim, (ii) infringes on the rights of the victim at school, or (iii) substantially disrupts the education process or orderly operation of a school.

Students

Bullying

Purpose/Priority Statement (continued)

II. Definitions

“Bullying” means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, or a physical act or gesture by one or more students repeatedly directed at or referring to another student attending school in the same school district that:

- A. causes physical or emotional harm to such student or damage to such student’s property,
- B. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
- C. creates a hostile environment at school for such student,
- D. infringes on the rights of such student at school, or
- E. substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics. *(The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.)*

➤ **ADD SPACE HERE**

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

“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.

“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

Bullying

II. Definitions (continued)

“Hostile environment” means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.

“Outside of the school setting” means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.

“School employee” means (a) a teacher, substitute teacher, school administrator, school Superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional Board of Education or working in a public elementary, middle or high school; or (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 elementary, middle or high school, pursuant to a contract with the local or regional Board of Education.

“School climate” means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults. *(It is based on people’s experiences of school and reflects norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.)*

III. Reporting and Responding to Bullying and Retaliation (Complaint Process)

A. Publication of the Prohibition against Bullying and Related Procedures

The prohibition against bullying shall be publicized by including the following statement in the student handbook of each of the district schools:

“Bullying behavior by any student in the New Fairfield Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. “Bullying” means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same district that:

- A. causes physical or emotional harm to such student or damage to such student’s property,
- B. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,

Students

Bullying

III. Reporting and Responding to Bullying and Retaliation (Complaint Process) (continued)

- C. creates a hostile environment at school for such student,
- D. infringes on the rights of such student at school, or
- E. substantially disrupts the education process or the orderly operation of a school.

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

Students who engage in any act of bullying, on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

1. creates a hostile environment at school for the victim,
2. infringes on the rights of the victim at school, or
3. substantially disrupts the education process or the orderly operation of a school,

Students and/or parents may file verbal or written complaints concerning suspected bullying behavior, and students shall be permitted to anonymously report acts of bullying to school employees. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his/her rights of due process. Board policy and regulation (Plan) #5131.911 set forth this prohibition and the related procedures in detail, and are available to students and their parents/guardians upon request.

Students

Bullying (continued)

B. Appropriate School Personnel

All school employees are charged with the responsibility of taking reports of bullying or if witnessing acts of bullying to notify the Safe School Climate Specialist or another administrator when the Safe School Climate Specialist is not available. Reports shall be appropriately investigated by the Safe School Climate Specialist or another administrator when the Safe School Climate Specialist is not available.

District Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Assistant Superintendent of Schools shall serve as the District Safe School Climate Coordinator.

The Coordinator shall:

1. Implement the District's safe school climate plan;
2. Collaborate with safe school climate specialists, the Board, and the Superintendent to prevent, identify, and respond to bullying in District schools;
3. Provide data and information derived from the safe school climate assessments, in collaboration with the Superintendent, to the Department of Education; and
4. Meet with the safe school climate specialists at least twice during the school year to discuss bullying issues in the district and make recommended changes to the District's safe school climate plan.
5. Successfully complete, for the school year commencing July 1, 2014, the mental health first aid training provided by the Commissioner of Mental Health and Addiction Services. (Such training only once required)

Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, each school Principal shall serve as the Safe School Climate Specialist for the school.

The Specialist in each school shall:

1. Investigate or supervise the investigation of reported acts of bullying in the school in accordance with the District's Safe School Climate Plan;
2. Collect and maintain records of reports and investigations of bullying in the school; and

Students

Bullying (continued)

Safe School Climate Specialist (continued)

3. Act as the primary school official responsible for preventing, identifying and responding to bullying reports in the school.

C. Annual Notification of the Complaint Process

The process by which students may make formal, informal, and anonymous complaints as set forth below shall be publicized annually in the student handbook of each of the District schools. In addition, this Safe School Climate Plan shall be placed on the District website and the website of each school.

D. Formal Written Complaints

Students and/or their parents or guardians may file written reports of conduct that they consider to be bullying. Such written reports shall be reasonably specific as to the actions giving rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school employee, and they shall be promptly forwarded to the Safe School Climate Specialist or another school administrator, if the Safe School specialist is unavailable, for review and action in accordance with Section IV below.

E. Informal/Verbal Complaints by Students

Students may make an informal complaint of conduct that they consider to be bullying by verbal report to the Safe School Climate Specialist, or to any school employee, as defined, or administrator. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. A school employee, or administrator or the Safe School Climate Specialist who receives an informal complaint shall promptly reduce the complaint to writing, including the information provided. Such written report by the school employee, administrator, if not the Safe School Climate Specialist, shall be promptly forwarded to the Building Principal for review and action in accordance with Section IV below.

Students

Bullying (continued)

F. Anonymous Complaints

Students who make informal complaints as set forth above may request that their name be maintained in confidence by the school employee who receives the complaint. Should anonymity be requested, the Safe School Climate Specialist, if not the Principal or his/her designee, shall meet with the student to review the request for anonymity and the impact that maintaining anonymity of the complaint may have on the investigation of the complaint and/or possible remedial action. At such meeting, the student shall be given the choice as to whether to maintain the anonymity of the complaint. Anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.

IV. Staff Responsibilities and Intervention Strategies

A. Teachers and Other School Staff

School employees who witness acts of bullying, as defined above, or who receive reports of bullying shall promptly notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one school day after such employee witnesses or receives a report of bullying. A written report must be filed not later than two school days after making such an oral report concerning the events witnessed or reported.

School employees who receive student or parent reports of suspected bullying shall promptly notify the Safe School Climate Specialist of such report(s). If the report is a formal, written complaint, such complaint shall be forwarded promptly (no later than the next school day) to the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable. If the report is an informal complaint by a student that is received by a school employee, he or she shall prepare a succinct written report of the informal complaint, which shall be forwarded promptly (no later than the next school day) to the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable. If the report is an informal complaint by a student that is received by a school employee, this employee shall verbally report the matter to the Safe School Climate Specialist not later than the next school day.

Students

Bullying (continued)

IV. Staff Responsibilities and Intervention Strategies (continued)

A. Teachers and Other School Staff

In addition to addressing both informal and formal complaints, school employees and other are encouraged to address the issue of bullying in other interactions with students. Teachers and other professionals may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. All school employees including teachers and other professional employees should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student, even if such conduct does not meet the formal definition of “bullying.”

B. Responsibilities of the Safe School Climate Specialist

1. Investigation

The Safe School Climate Specialist shall be promptly notified of any formal or informal complaint of suspected bullying received by any school employee. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying in the school in accordance with the District’s Safe School Climate Plan. All such complaints shall be investigated promptly. The investigation must be completed promptly after the receipt by the Safe School Climate Specialist of any written report. In order to allow the District to adequately investigate all formal complaints, the parent of the student suspected of being bullied must complete a consent form that allows their District to release that student’s name to those third parties who the District contacts as part of its investigation of that complaint with regard to the investigation of informal complaints, the parent of the student suspected of being bullied must complete the above-referenced consent form so long as that student has not requested anonymity.

A written report of the investigation shall be prepared when the investigation is complete. Such report shall include findings of fact, a determination of whether acts of bullying were verified, and, when acts of bullying are verified, a recommendation for intervention, including disciplinary action. Where appropriate, written witness statements shall be attached to the report.

Students

Bullying

IV. Staff Responsibilities and Intervention Strategies (continued)

B. Responsibilities of the Safe School Climate Specialist (continued)

1. Investigation

The school shall notify parents or guardians of all students involved in a verified act of bullying not later than forty-eight (48) hours after the completion of the investigation. The notice shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and in the case of a divorced/split situation, to the other parent/guardian if requested. The notice must describe the school's response, measures being taken by the school to ensure the safety of the students against whom such act was directed, and any consequences that may result from further acts of bullying.

Notwithstanding the foregoing, when a student making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complainant. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

2. Remedial Actions

Verified acts of bullying shall result in intervention by the Building Principal or his/her designee that is intended to address the acts of the perpetrator and the needs of the victim and to assure that the prohibition against bullying behavior is enforced, with the goal that any such bullying behavior will end as a result.

Bullying behavior can take many forms and can vary dramatically in how serious it is, and what impact it has on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of "bullying" as defined above will generally warrant disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (detention, in-school suspension; suspension or expulsion) is a matter for the professional discretion of the Building Principal (or responsible program administrator or his/her designee.) The following sets forth possible interventions for building principals to enforce the Board's prohibition against bullying. No disciplinary action may be taken solely on the basis of an anonymous complaint.

Students

Bullying

IV. Staff Responsibilities and Intervention Strategies (continued)

B. Responsibilities of the Safe School Climate Specialist (continued)

2. Remedial Actions

The following sets forth permissible interventions for building principals (or other responsible program administrators) to enforce the Board's prohibition against bullying.

a. Non-disciplinary Interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying.

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

In any instance in which bullying is verified, the building Principal (or other responsible program administrator) shall invite the parents or guardians of the student against whom such act was directed, and the parents or guardians of a student who commits any verified act of bullying, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the student's safety and to prevent further acts of bullying. In the discretion of the building Principal or other responsible program administrator, the meeting(s) described in this section may be held jointly or separately. (The SDE recommends such meetings to be separate)

Students

Bullying

IV. Staff Responsibilities and Intervention Strategies (continued)

B. Responsibilities of the Safe School Climate Specialist (continued)

2. Remedial Actions

b. Disciplinary Interventions

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

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

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

c. Interventions for Bullied Students

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

- Counseling;
- Increased supervision and monitoring of student to observe and intervene in bullying situations;
- Encouragement of student to seek help when victimized or witnessing victimization;
- Peer mediation where appropriate.

Students

Bullying

IV. Staff Responsibilities and Intervention Strategies (continued)

B. Responsibilities of the Safe School Climate Specialist (continued)

3. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other District actions may ameliorate any potential problem with bullying in school or at school-sponsored activities. A focus will be placed on district and school efforts to improve school climate based upon the National School Climate Standards.

While no specific action is required and school needs for such interventions may vary from time to time, the following list of potential intervention strategies shall serve as a resource for administrators, teachers and other professional staff members in each school:

- a. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Department of Education;
- b. A safe school climate assessment on or after July 1, 2012 and biennially thereafter to determine the prevalence of bullying. Such assessments may include, in addition to those approved and disseminated by the State Department of Education, in collaboration with CAS, the National School climate Standards Self-Assessment Tool' and the Connecticut State Department of Education's "Improving School Climate Team Rubric;"
- c. Establishment by the school Principal of a Safe School Climate Committee in each District school or the designation of an existing committee that is responsible for fostering a safe school climate and addressing issues related to bullying in the school.

The Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying;
2. Identify and address patterns of bullying among students in the school;
3. Implement the provisions of the school security and safety plan, (developed pursuant to Section 87 of PA 13-3) regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that many not meet the definition of bullying (defined in Connecticut General Statutes 10-222d) and report such information, as necessary, to the District Safe School Climate Coordinator and to the school's security and safety committee;

Students

Bullying

IV. Staff Responsibilities and Intervention Strategies (continued)

B. Responsibilities of the Safe School Climate Specialist (continued)

3. General Prevention and Intervention Strategies (continued)

4. Review and amend school policies relating to bullying;
5. Review and make recommendation to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school;
6. Educate students, school employees and parents and guardians of students on issues relating to bullying;
7. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying; and
8. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying for the school.

Parent members of the Safe School Climate Committee are excluded from activities #1 and #2 #3 above and from any other committee activities that may compromise student confidentiality.

- d. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;
- e. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school;
- f. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
- g. School-wide training related to safe school climate;
- h. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- i. Respectful responses to bullying concerns raised by students, parents or staff;
- j. Planned professional development programs addressing bully/victim problems;
- k. Student peer training, education and support. Use of peers to help ameliorate the plight of victims and include them in group activities;

Students

Bullying

IV. Staff Responsibilities and Intervention Strategies (continued)

B. Responsibilities of the Safe School Climate Specialist (continued)

3. General Prevention and Intervention Strategies (continued)

- l. Avoidance of sex-role stereotyping (e.g., males need to be strong and tough);
- m. Continuing awareness and involvement on the part of staff and parents with regards to prevention and intervention strategies;
- n. Modeling by all school employees of positive, respectful, and supportive behavior toward students;
- o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
- p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.

V. Reporting Obligations

A. Report to the Parent or Guardian of the Perpetrator

If after investigation, acts of bullying by a specific student are verified, not later than forty-eight (48) hours after the completion of the investigation, the Building Principal/Safe School Climate Specialist or his/her designee shall notify the parent or guardian of the perpetrator in writing of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in such notification. In addition, the school shall invite the parent/guardian of a student who commits any verified act of bullying (after the completion of the investigation) to a meeting to communicate to the parents/guardians the measures being taken by the school to ensure the safety and measures being taken by the school to ensure the student's safety and to prevent further acts of bullying. Records will be maintained by the School Principal/Safe School Climate Specialist of the bullying reports, subsequent investigations and parental/guardian meetings.

Students

Bullying

V. Reporting Obligations (continued)

B. Reports to the Targeted Student and his/her Parent or Guardian

If after investigation, acts of bullying against a specific student are verified, the Building Principal/Safe Climate Specialist or his/her designee shall notify the parent or guardian of the victim of such finding, not later than forty-eight (48) hours after the completion of the investigation. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, as reflected in the student's educational records, shall not be disclosed to the parents or guardian of the victim, except as provided by law (e.g., court order/subpoena). In addition, the school shall invite the parent/guardian of the student against whom the verified act of bullying was directed, after the completion of the investigation, to a meeting to communicate to the parents/guardians the measures being taken by the school to ensure the safety and measures being taken by the school to ensure the targeted student's safety and to prevent further acts of bullying. Records will be maintained by the School Principal/Safe School Climate Specialist of the bullying reports, subsequent investigations and parental/guardian meetings.

Notices shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and the other parent/guardian if requested. This mailing requirement shall be in effect for as long as the student attends the school in which the original request is made.

C. List of Verified Acts of Bullying

The Principal/Safe School Climate Specialist of each school shall establish a procedure to document and maintain records relating to reports and investigations of bullying in such school and maintain a list of the number of verified acts of bullying in the school, and this list shall be available for public inspection upon request. The list shall be reported annually to the Department of Education in such manner as prescribed by the Commissioner of Education. Given that any determination of bullying involves repeated acts over time, each report prepared in accordance with Section III (1) above that includes verified acts of bullying shall be tallied as one verified act of bullying unless the specific actions that are the subject of the report involve separate and distinct acts of bullying. The list shall be limited to the number of such verified acts of bullying in the school, and it shall not set out the particulars of each verified act, including but not limited to any personally identifiable student information, which is confidential information by law.

Students

Bullying (continued)

VI. Prohibition against Discrimination and Retaliation

A. Safety

Discrimination and/or retaliation against any person who reports bullying, provides information during an investigation of an act of bullying, or witnesses or has reliable information about bullying is prohibited.

The continuation and perpetuation of bullying of a student through the dissemination of hurtful or demeaning material by any other student is prohibited.

The District will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, discrimination or retaliation in our school buildings, on school grounds, or in school related activities. All reports and complaints of bullying, cyberbullying, discrimination and retaliation will be investigated promptly and prompt action will be taken to end that behavior and restore the student's against whom such bullying was directed (target's) sense of safety. This commitment is to be supported in all aspects of the school community, including curricula, instructional programs, staff development, extracurricular activities, and parent/guardian involvement.

Before formally investigating the allegations of bullying, discrimination or retaliation, the Principal/Safe School Climate Specialist or designee will take steps to assess the need to restore a sense of safety to the alleged student against whom such bullying was directed (target) and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but are not limited to, creating a personal safety plan; pre-determining seating arrangements for the alleged victim (target) and/or the alleged perpetrator in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the alleged student against whom such bullying was directed (target); and altering the alleged perpetrator's schedule and access to the alleged target. The Principal/Safe School Climate Specialist will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Principal/Safe School Climate Specialist will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

Students

Bullying

VI. Prohibition against Discrimination and Retaliation (continued)

A. Safety (continued)

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Principal/Safe School climate Specialist or designee will contact the victim to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If determined necessary, the Principal/Safe School Climate Specialist will work with appropriate school staff to implement them immediately.

B. Law Enforcement Notification

The School Principal or his/her designee shall notify the appropriate local law enforcement agency when such Principal or the Principal's designee believes any acts of bullying constitute criminal conduct.

VII. Training Requirements for School Staff

- A. Certified staff of the District shall be provided in-service training on the prevention, identification and response to school bullying and the prevention of and response to youth suicide. *(The Board, subject to the approval of the State Department of Education, is not required to offer an in-service program regarding bullying or youth suicide prevention and intervention if it instead implements an evidence-based model approach to this issue.)*
- B. Beginning teachers shall satisfactorily complete instructional modules as required by C.G.S. 10-145a which shall include a module in classroom management and climate, which shall include training regarding the prevention, identification, and response to school bullying and the prevention of and response to youth suicide.
- C. Non-certified staff of the District will participate in annual training to be provided, within available appropriations, by the Connecticut State Department of Education. The training may be presented in person by mentors, offered in state-wide workshops, or through on-line courses. Such training may include, but is not limited to:
 - 1. Developmentally appropriate strategies to prevent bullying among students in school and outside the school setting,

Students

Bullying

VII. Training Requirements for School Staff (continued)

2. Developmentally appropriate strategies for immediate and effective interventions to stop bullying,
3. Information regarding the interaction and relationship between students committing acts of bullying, students against whom such acts of bullying are directed and witnesses of such acts of bullying,
4. Research findings on bullying, such as information about the types of students who have been shown to be at-risk for bullying in the school setting,
5. Information about the incidence and nature of cyberbullying as defined in C.G.S. 10-222d, or
6. Internet safety issues as they relate to cyberbullying.

VIII. Notification Requirements

- A. A copy of this District's Safe School Climate Plan shall be provided in written or electronic format to all District employees annually at the beginning of each school year.
- B. The District's Safe School Climate Plan shall be made available on the Board's website and on the website of each individual school with the District. Such posting shall occur within thirty (30) days of the approval of such plan by the Board. *(Note: The Safe School Climate Plan must be approved by the Board of Education not later than January 1, 2012 and submitted to the State Department of Education.)*
- C. The District's Safe School Climate Plan shall be included in the District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

IX. School Climate Assessments

- A. On or after July 1, 2012, and biennially thereafter, the Board requires each school within the District to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the State Department of Education.
- B. Completed assessments shall be shared with the Board and then submitted by the Board to the State Department of Education.

Students

Bullying (continued)

X. Bullying Through the Use of Technology (Cyberbullying)

An emerging form of bullying is the use of technology to threaten, intimidate, ridicule, humiliate, insult, or harass. Technology enables aggressive expression toward others and does not rely on physical strength or physical contact. By using a cell phone or the Internet, a student can quickly and aggressively spread rumors, threats, hate mail, or embarrassing photos through text messages, e-mails, or instant messages.

There are a number of social networking sites (MySpace, Facebook, Twitter, etc.) available to our students that can be misused and/or abused for bullying purposes. Any alleged misuse or abuse must be reported to any staff member or the Safe School Climate Specialist.

The District's discipline policy states that misuse, on or off campus, of electronic devices, for threatening/bullying/hazing or harassment is a violation and can be the basis for discipline on or off campus. When information is received that a student or students are involved in bullying through the use of technology either as the actor or a member of a group, or the victim, the following will be considered:

- If it takes place on campus or at a school sponsored event, disciplinary action will be taken.
- If it takes place off campus a school may take disciplinary action if the incident poses a likelihood of substantial disruption to the educational process or the orderly day to day operations of the school.

XI. Relationship to Other Laws

- A. Consistent with state and federal laws, and the policies of the district and school rules, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color gender, religion, national origin, or sexual orientation. Nothing in the "Plan" prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or district policies.
- B. In addition, nothing in the "Plan" is designed or intended to limit the authority of the school or district to take disciplinary action under applicable laws, or local school or District policies in response to violent, harmful, or disruptive behavior, regardless of whether the "Plan" covers the behavior.

Students

Bullying (continued)

XII. Immunity for Board of Education, School Employees, Others

Members of the Board of Education and school employees are protected by statute against damage claims in the implementation of a safe school climate plan and, in accordance with a school district safe school climate plan, report, investigate, or respond to bullying. PA 11-232 also extends this immunity to reports of bullying incidents by parents, students, and others to a school employee according to a safe school climate plan.

To be immune, these parties must act in good faith and, in the case of a school employee or Board of Education, within the scope of their duties. The immunity does not cover gross, wanton, reckless, or willful misconduct.

MODEL ANNUAL BULLYING NOTICE

Bullying behavior by any student in the New Fairfield Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. "Bullying" means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that:

- A. Causes physical or emotional harm to such student or damage to such student's property,
- B. Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
- C. Creates a hostile environment at school for such student,
- D. Infringes on the rights of such student at school, or
- E. Substantially disrupts the education process or the orderly operation of a school.

P.A. 11-232 prohibits retaliation against those who report bullying and requires school officials to notify police when they believe bullying conduct constitutes a crime. Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or physical, mental, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

Students who engage in any act of bullying, on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

- A. Creates a hostile environment at school for the victim,
- B. Infringes on the rights of the victim at school, or
- C. Substantially disrupts the education process or the orderly operation of a school.

Students and/or parents may file verbal or written complaints concerning suspected bullying behavior, and students shall be permitted to anonymously report acts of bullying to school employees. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his/her rights of due process. Board policy and regulation #5131.911 set forth this prohibition and the related procedures in detail, and are available to students and their parents/guardians upon request.

**New Fairfield Public Schools
Report of Bullying Form/Investigation Summary**

School _____ Date _____

Location(s) _____

Reporter Information:

Anonymous student report	_____	
Staff Member report	_____	Name _____
Parent/guardian report	_____	Name _____
Student report	_____	Name _____

Student Reported as Committing Act: _____

Student Reported as Victim: _____

Description of Alleged Act(s): _____

Time and Place: _____

Names of Potential Witnesses: _____

For Staff Use Only:

Action of Reporter: _____

Administrative Investigation Notes (use separate sheet if necessary):

Bullying Verified? Yes _____ No _____

Remedial Action(s) Taken: _____

New Fairfield Public Schools
Report of Bullying Form/Investigation Summary
(continued)

If Bullying Verified, Report Sent to Parents of Students?

Parents' Names: _____

Date Sent: _____

(Attach bullying complaint, witness statements, and notification to parents of students involved if bullying is verified)

A recommended sample policy to consider, previously sent to the District, modified to make it compliant with P.A. 13-3.

Instruction

Fire Emergency (Drills)/Crisis Response Drills

A fire drill shall be held at least once a month in each school building. The initial fire drill must be held not later than thirty days after the first day of each school year. A crisis response drill shall be substituted for one of the required monthly school fire drills every three months. Each Building Principal shall prepare a definite fire emergency plan, and furnish to all teachers and students information as to route and manner of exit. Fire drills shall be planned in such a way as to accomplish the evacuation of school buildings in the shortest possible time and in the most efficient and orderly fashion.

The format of the crisis response drill shall be developed in consultation with the appropriate local law enforcement agency. Further, a representative of the law enforcement agency may supervise and participate in any of the required crisis response drills. Such drills shall incorporate the basic protocols of lockdown, evacuation and shelter-in-place responses. The activation and utilization of the Incident Command System shall also be a part of the crisis response drills.

Principals shall keep a record of all fire and crisis response drills held in their schools, stating the date the drill was held and the time required for the response protocols utilized in the drill. They shall furnish such reports to the Superintendent or **her/his designate** ~~as may from time to time be required.~~ **after each drill.**

Local law enforcement and other local public safety officials shall evaluate, score and provide feedback on fire drills and crisis response drills conducted pursuant to Connecticut General Statutes 10-231. The Board of Education shall annually submit reports to the Department of Emergency Services and Public Protection regarding such fire drills and crisis response drills.

(cf. 5141.6 – Crisis Management Plan)
(cf. 5142 – Student Safety)
(cf. 6114 – Emergencies and Disaster Preparedness)

Legal Reference: Connecticut General Statutes

10-231 Fire drills. (as amended by PA 00-220 and PA 09-131)

Policy adopted:

rev. 6/00
rev 7/09
rev 2/13
rev 7/13

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Existing policy with suggested modification, based upon PA 13-207.

Instruction

Statewide Proficiency/Mastery Examinations

For the school year commencing July 1, 2013 and each school year thereafter, each student enrolled in the ~~fourth, sixth, eighth and tenth grades~~ grades three through eight inclusive, and grade ten or eleven shall annually in March or April, take a statewide mastery examination ~~(measuring whether or not a student has mastered essential grade level skills in reading, language arts and mathematics).~~ Each student in grades three through eight inclusive and grade ten shall take the statewide mastery examinations beginning in the 2005-2006 school year. Science shall be added to the examination in the 2007-2008 school year. For the school year commencing July 1, 2013 and each school year thereafter, each student enrolled in grade five, eight, ten or eleven shall, annually, in March or April, take a state-wide mastery examination in science. ~~The mastery examination shall be provided by and administered under the supervision of~~ The State Board of Education shall approve the provisions and administration of all mastery examinations.

Student scores on each component of the statewide tenth ~~or eleventh~~ grade mastery test ~~(CAPT)~~ shall be included on the permanent record. Students who meet or exceed the statewide mastery goal level on any component of ~~the statewide tenth grade~~ such mastery examination, shall have a certification of such mastery made on the permanent record and be provided a certificate of mastery for each such component. A student who has not met the mastery goal level on each component of the mastery examination may annually take or retake each such component at its regular administration until the student scores at or above each goal level or until the student graduates or turns twenty-one (21).

The school district may not require achievement of a satisfactory score on ~~the statewide proficiency mastery~~ examination ~~or statewide mastery examination~~, or any subsequent retest on a component of such examinations as the sole criterion of promotion or graduation.

Special education students shall participate in mastery testing except in the rare case when their Planning and Placement Team determines that participation would be inappropriate and recommends the use of an alternative assessment as specified by the State Board of Education.

Target goals for the participation in the ~~CMT/CAPT~~ state mastery testing programs of students shall be in compliance with state and federal special education laws.

~~In compliance with federal legislation, a participation standard of 95 percent of the total school population, as well as for each subgroup (e.g. race/ethnicity, gender, special education, bilingual/ESL, eligibility for free and reduced lunch), will be the participation goal.~~

~~The school district shall biennially report to the State Board of Education indicators of (a) instructional improvement and, (b) student progress as a result of testing, remedial assistance and compensatory program in accordance with C.G.S. 10-14m et. seq.~~

Instruction

Statewide Proficiency/Mastery Examinations (continued)

(cf. 5121 - Examination/Grading/Rating)
(cf. 5125 – Student Records; Confidentiality)
(cf. 6146 - Graduation Requirements)
(cf. 6162.31 Test Exclusion)

Legal Reference: Connecticut General Statutes

10-14n Statewide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by PA 03-174, PA 03-168 and PA 13-207)

10-14o Compensatory education grant. Financial statement of expenditures.

10-14p Reports by local and regional boards re instructional improvement and student progress.

10-14q Exceptions (as amended by PA 01-205)

PL 107-110 – Title I, 34 CFR Part 200

Policy adopted: January 20, 2005
Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Existing policy with suggested modification necessitated by P.A. 13-3.

Construction

Developing Educational Specifications

It shall be the policy of the Board of Education to develop Educational Specifications which address all aspects of a planned facility that effect the educational program. Educational Specifications are the means by which the Board of Education shall describe the educational activities, spaces and adjacencies of spaces which need to be incorporated in a new or renovated facility. They are written statements that serve as a vehicle of communication between the school system and the architect.

Development of Educational Specifications

The Superintendent of Schools will present the Educational Specifications to the Board of Education for adoption. The Board of Education upon approval of Educational Specifications shall present them to the First Selectman who shall use them as a strict guideline for developing plans and specifications for the construction project. The Educational Specification, upon Board adoption, and after referendum approval for the project, will be presented to the Town Permanent Building Committee.

Content of Educational Specifications

The Educational Specification must comply with State Department of Education requirements. At a minimum, they shall include the following as described on the Connecticut State Department of Education Website:

- Project rationale
- Long range educational plan
- Learning/educational activities
- Enrollment data and proposed project capacity
- Detailed description (specialized equipment, support spaces
- Building systems
- Interior building environment
- Site development
- Construction bonus requests if appropriate
- Community uses
- Compliance, on and after July 1, 2014, with the school safety infrastructure standards developed by the School Safety Infrastructure Council, pursuant to Section 80 of P.A. 13-3. (Industry standards for school building infrastructure)

(cf. 7410 – Project Bids and Quotations)

(cf. 7230.1 – Energy Conserving Construction)

Construction

Developing Educational Specifications

Legal Reference: Connecticut General Statutes

10-283 Applications for grants for school building projects (~~as amended by PA 01-173~~)

10-284 Receipt and review of applications by Commissioner of Education. Approval or disapproval of applications by Commissioner of Construction Services (as amended by Section 81 of P.A. 13-3)

29-315 Fire extinguishing system required for certain buildings for human occupancy; other occupancies. (as amended by PA 01-173)

New Fairfield Code of Ordinances, Division 8, Building Committee, Sec. 2-171

Public Act 13-3 An Act Concerning Gun Violence Prevention and Children's Safety (Sections 80, 81)

Policy adopted: May 1, 2003
Policy reviewed: June 21, 2007
Policy revised: June 19, 2008
Policy revised: December 4, 2008
Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Existing policy with suggested modification necessitated by PA 13-3.

Construction

Design and Process

It is the responsibility of the Building Committee to develop plans and specifications for school facilities based on the information they receive from the Board of Education contained in the Educational Specifications. A designated Board of Education representative shall attend all meetings of the Building Committee, and provide liaison services between Town Committees and the Superintendent of Schools. Plans and specifications, after being approved by the Building Committee shall be presented to the Board of Education for approval. After a successful referendum, the project will be constructed under the direction of the Town of New Fairfield Permanent Building Committee.

The Superintendent on the grant application form shall affirm that the school district considered the maximization of natural light, the use and feasibility of wireless connectivity technology and, beginning July 1, 2014, the school safety infrastructure standards developed by the School Safety Infrastructure Council. (Such standards address school building and classroom entryways, use of cameras throughout the school building and at all entrances and exits, including use of closed-circuit television monitoring, penetration resistant vestibules, and other security infrastructure improvements and devices as they become industry standards.)

(cf. 7115 - Developing Design Specifications)
 (cf. 7230.1 - Energy Conserving Construction)
 (cf. 7230.2 – Indoor Air Quality)

Legal Reference: Connecticut General Statutes

Public Act 13-3 An Act Concerning Gun Violence Prevention and Children's Safety (Sections 80, 81, 82)

10-283 Applications for grants for school building projects (as amended by P.A. 13-3)

New Fairfield Code of Ordinances
 Section 8: Building Committee, Sec. 2-171(d)

Policy adopted: May 1, 2003
 Policy revised: June 21, 2007
 Policy revised: December 4, 2008
 Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS
 New Fairfield, Connecticut

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Academic Office

2013-14
DISTRICT
CONSOLIDATED APPLICATION for
Elementary and Secondary Education Act (ESEA)
Federal Grants

20 U.S.C. § 6301 *et seq.*

P.L. 107-110

ESEA Federal Grants:

- Title I, Part A - *Improving Basic Programs Operated by Local Educational Agencies*
- Title II, Part A - *Teacher and Principal Training and Recruiting Fund*

The 2013-14 District Consolidated Application is due no later than 4 p.m. on October 18, 2013. One original and one copy are to be mailed or delivered to the following addresses:

Mailing Address:

Carla Ghostlaw – Room 215
Connecticut State Department of Education
P.O. Box 2219
Hartford, CT 06145

Delivery Address:

Carla Ghostlaw – Room 215
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106

SECTION 1: PLANNED USE OF FUNDS - PROGRAM NARRATIVE

Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies

(Interventions to be implemented in Title I Focus schools with Title I funds must be described.)

New Fairfield Schools is committed to providing explicit literacy and math instruction to all students. Our district goal is to incorporate technology and use data to drive and personalize instruction, ensuring continuous improvement for all students. We also believe that if learners' needs are met at their individual learning levels and opportunities are offered for each learner to consume, interact with, and create information, intrinsic motivation, engagement, and learning will increase. Using the assessment data from our district benchmark assessments (NWEA, DRA2, writing, and math benchmark assessments), teachers and support staff collaborate to differentiate instruction based on students' needs. All K-5 classrooms have implemented the Readers and Writers Workshop model so all students receive Common Core-aligned instruction which students then apply to their own "just right" books. With the shift to the Common Core standards, grade level data teams are using data to create rigorous and differentiated lessons. In addition, we have purchased additional informational texts and writing units of study (K-5) to align strategy instruction to the Common Core. New Fairfield Schools has increased reading and math coaches to provide not only intervention support for students performing below benchmark, but also to help teachers differentiate instruction in the classroom to meet learners' needs and personalize instruction for all students. Reading and math teachers and literacy and math coaches work with grade level data teams to analyze data from a variety of sources (NWEA, DRA2, concepts about print assessments and math benchmark assessments) to appropriately differentiate instruction and ensure all students receive highly effective tier one instruction in the regular classroom. All teachers are currently implementing rigorous Common Core standards into their daily lessons. Applying the guidelines of the Common Core standards, all teachers are receiving embedded professional development on using appropriately complex text, a balance of informational text and fiction, rigorous academic vocabulary, and text dependent questions. Our coaches and literacy experts are providing ongoing coaching support, as well. We have a new district data coach with a strong math background who supports administrators, coaches, and grade level data teams to analyze data and make sound instructional decisions.

Grades 6-12 teachers participate in regular data team meetings. Data teams are not only department- based, but also interdisciplinary, thereby affording teacher teams the opportunity to create CFAs that incorporate comprehension and higher-order thinking strategies that are not specific to one content area.

New Fairfield Schools will continue ongoing professional development and coaching support in mathematics, K-12, using an inquiry-based and integrated approach. Over the course of the summer, several of our Algebra I teachers participated in the CSDE Algebra I training and are now implementing this new curriculum. All teachers are using data from NWEA and benchmark assessments to promote differentiated instruction and as a basis for helping students think mathematically.

Indicators of success include progress on data team goals, increasing numbers of students scoring at or above benchmark on district assessments including the NWEA. In addition, success indicators for high school students include performance on the SAT and ACT as well as the AP exams.

Instructional and Other Staff

The assistant superintendent will work closely with a literacy team of coaches, math coach and reading and math teachers to guide curriculum and staff development to improve student performance in Language Arts and mathematics. The full integration, K-2 (and the piloting in grades 3-5) of the Common Core-aligned Stepping Stones math model encourages students to use the inquiry approach to problem-solving and applied mathematics. We will use our Title IA monies to support a K-2 reading teacher who will work exclusively with small, focused intervention groups for students below benchmark.

Professional Development

The district will continue to support professional development as teachers incorporate three types of writing at each grade level as outlined in the Common Core standards. In addition, to support our district belief that if learners' needs are met at their individual learning levels and opportunities are offered for each learner to consume, interact with, and create information, intrinsic motivation, engagement, and learning will increase, we will hire experts in the field of digital learning to support our middle and high school teachers in the one-to-one laptop innovation. (Our high school teachers need to be prepared for 2014-2015 as the incoming freshmen students, already familiar with the one-to-one model, will be entering high school.)

In addition, we will engage the professional development services of Great Books with our middle school teachers to unify their approach to inquiry-based learning through Socratic seminars.

Curriculum Revision/Development

Ongoing Language Arts, mathematics and content area curriculum work continues in order to align Common Core standards with assessments and research-based instruction. Curriculum documents are stored on Google documents, thereby making them accessible to teachers at all times.

Extended Day/Extended School Year

District funds this year will be expended to support instruction and intervention during the school day. Issues related to transportation and challenges with schedules of working parents resulted in low attendance at both the afterschool and summer programs.

Educational Technology

The district committed funds to support NWEA testing in grades 1-10 beginning in the fall of 2012 and ongoing this year. Data from these longitudinal assessments will help data teams, teachers and instructional coaches identify specific areas of strength and weakness in both reading and mathematics. Indicators of success of our programs will be an increase in the percentage of students scoring at or above goal on our benchmark assessments. Secondary indicators include increased performance on the SAT, ACT, and AP exams.

Math Intervention

Those students needing math intervention will participate in differentiated math stations and will receive additional support from the K-5 mathematics coach and grades 3-5 math teacher. The Math Leaders team will meet monthly to discuss plans for aligning intervention to classroom strategies, instructional shifts necessitated by the Common Core and data analysis.

Reading Intervention

Reading coaches and reading specialists use a variety of supplemental strategies to address students' weaknesses. With the district's commitment to providing additional reading personnel, student levels of reading fluency, comprehension, and self-efficacy should increase. The Literacy Leaders team will meet regularly

to discuss plans for aligning intervention supports across buildings to address the tendency for students to “back slide” when transitioning from one school to the next. The K-2 reading coach will work with first grade teachers to implement Words Their Way in their differentiated approach to spelling instruction. Grade two students will use the Words Their Way approach in small intervention groups.

SECTION 1: PLANNED USE OF FUNDS – PROGRAM NARRATIVE

Title II, Part A – Teacher and Principal Training and Recruiting Fund

New Fairfield Schools is committed to providing explicit literacy and math instruction to all students. Our district goal is to incorporate technology and use data to drive and personalize instruction, ensuring continuous improvement for all students. We also believe that if learners' needs are met at their individual learning levels and opportunities are offered for each learner to consume, interact with, and create information, intrinsic motivation, engagement, and learning will increase. Using the assessment data from our district benchmark assessments (NWEA, DRA2, writing, and math benchmark assessments), teachers and support staff collaborate to differentiate instruction based on students' needs. All K-5 classrooms have implemented the Readers and Writers Workshop model so all students receive Common Core-aligned instruction which students then apply to their own "just right" books. With the shift to the Common Core standards, grade level data teams are using data to create rigorous and differentiated lessons. In addition, we have purchased additional informational texts and writing units of study (K-5) to align strategy instruction to the Common Core. New Fairfield Schools has increased reading and math coaches to provide not only intervention support for students performing below benchmark, but also to help teachers differentiate instruction in the classroom to meet learners' needs and personalize instruction for all students. Reading and math teachers and literacy and math coaches work with grade level data teams to analyze data from a variety of sources (CMT, NWEA, DRA2, concepts about print assessments and math benchmark assessments) to appropriately differentiate instruction and ensure all students receive highly effective tier one instruction in the regular classroom. All teachers are currently implementing rigorous Common Core standards into their daily lessons. Applying the guidelines of the Common Core standards, all teachers are receiving embedded professional development on using appropriately complex text, a balance of informational text and fiction, rigorous academic vocabulary, and text dependent questions. Our coaches and literacy experts are providing ongoing coaching support, as well.

Grades 6-12 teachers participate in regular data team meetings. Data teams are not only department-based, but also interdisciplinary, thereby affording teacher teams the opportunity to create CFAs that incorporate comprehension and higher-order thinking strategies that are not specific to one content area.

New Fairfield Schools will continue ongoing professional development and coaching support in mathematics, K-12, using an inquiry-based and integrated approach. Over the course of the summer, several of our Algebra I teachers participated in the CSDE Algebra I training and are now implementing this new curriculum. All teachers are using data from NWEA and benchmark assessments to promote differentiated instruction and as a basis for helping students think mathematically.

Indicators of success include progress on data team goals, increasing numbers of students scoring at or above benchmark on district assessments including the NWEA. In addition, success indicators for high school students include performance on the SAT and ACT as well as the AP exams.

Professional Development:

All New Fairfield teachers are highly-qualified—a statistic of which we are most proud. The school district has made a strong commitment to support new teachers and administrators through a systematic program of professional development. All teachers are provided a mentor under the auspices of the TEAM program and district TEAM facilitator. Regular meetings with the new teachers, their mentors, and the district facilitator provide a forum to address questions, offer opportunities for collaboration, and provide professional development in curriculum, instruction, and classroom management. In addition, the superintendent is offering, for the second year, an opportunity for teachers to discuss the book, *Putting Faces on the Data*. Last year a group met and discussed *Mindset*. We are

contracting Patrick Flynn and Jonathan Costa to work with administrators on the new 21st century teacher evaluation rubric calibration.

Instructional Staff: One of our reading teachers at the grade 3-5 school works with intervention students to ensure they have reading, vocabulary, and writing strategies to help them successfully read and write in accordance with the Common Core standards.

SECTION 2A: GRANT BUDGET NARRATIVE – PUBLIC (Page 1)

Name of Applicant District: New Fairfield Town Code: 091

Date: October 8, 2013

Directions

- 1) Check appropriate grant program box. Provide a separate budget narrative for each grant.
- 2) Provide a detailed description of the costs included in each line item.
- 3) Under code 100, differentiate between various salary groups. Include the number of full-time employee(s) (FTE) for each position.

<input checked="" type="checkbox"/> Title I, Part A - Improving Basic Programs (20679)		<input type="checkbox"/> Title II, Part A - Teacher and Principal Training Fund (20858)	
CODE	OBJECT	AMOUNT	
		Public	Neglected
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees. Differentiate between administrative and instructional salaries. (Include the number of FTE(s) for each position, such as: teachers, paraprofessionals and tutors, etc.) Specify under each category.	\$85,000	\$
	<u>Administrators:</u> _____(FTE) Coordinators <u>Teachers:</u> _____(FTE) Full-Day Kindergarten <u> X </u> (FTE) Reading Teachers _____ (FTE) Math Teachers _____ (FTE) Other (please specify) <u>Other:</u> _____(FTE) Paraprofessionals _____(FTE) Tutors (if on LEA Payroll)		
200	PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services. Differentiate between administrative and instructional salaries. (Include the number of FTE(s) for each position, such as: Teachers, Paraprofessionals and Tutors, etc.) Specify under each category.	\$	\$
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services which by their nature can be performed only by persons or firms with specialized skills and knowledge. Included are: In-service costs (e.g., registration fees, travel, accommodations, etc.), professional consultants that include curriculum consultants, training specialists who are not on grantee payroll, field trips, parental activities, pupil services not on grantee payroll, tutors not on grantee payroll, audit.	\$11,131	\$
	Great Books webinars for middle school teachers and embedded professional development aligned to the Common Core standards, inquiry-based and personalized learning for all grades.		

SECTION 2A: GRANT BUDGET NARRATIVE – PUBLIC (Page 2)

CODE	OBJECT	AMOUNT	
		Public	Neglected
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$	\$
500	OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). Included are: staff transportation, pupil transportation, communications, tuition, other (insurance costs, printing, binding, etc.).	\$	\$
600	SUPPLIES. Amounts paid for items that are consumed, worn out or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. Included are: instructional supplies, administrative supplies, text books, library books, other supplies. Words Their Ways materials for grades one and two.	\$4,288	\$
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment and replacement of equipment.	\$	\$
890	OTHER OBJECTS. Expenditures for goods or services not properly classified in one of the above objects (miscellaneous expenditures). Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance and interest payments on bonds and notes.	\$	\$
930	TRANSFERRED FUNDS	\$	\$
940	INDIRECT COSTS. Costs incurred by the grantee which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs.	\$	
	TOTAL	\$100,419	\$

SECTION 2A: GRANT BUDGET NARRATIVE – PUBLIC (Page 1)

Name of Applicant District: New Fairfield Town Code: 091

Date: October 8, 2013

Directions

- 1) Check appropriate grant program box. Provide a separate budget narrative for each grant.
- 2) Provide a detailed description of the costs included in each line item.
- 3) Under code 100, differentiate between various salary groups. Include the number of full-time employee(s) (FTE) for each position.

<input type="checkbox"/> Title I, Part A - Improving Basic Programs (20679)	<input checked="" type="checkbox"/> Title II, Part A - Teacher and Principal Training Fund (20858)
---	--

CODE	OBJECT	AMOUNT	
		Public	Neglected
100	<p>PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees. Differentiate between administrative and instructional salaries. (Include the number of FTE(s) for each position, such as: teachers, paraprofessionals and tutors, etc.) Specify under each category.</p>	\$22,000	\$
	<p><u>Administrators:</u> _____(FTE) Coordinators</p> <p><u>Teachers:</u> _____(FTE) Full-Day Kindergarten <u> X </u> (FTE) .5 Reading Teachers _____ (FTE) Math Teachers _____ (FTE) Other (please specify)</p> <p><u>Other:</u> _____(FTE) Paraprofessionals _____(FTE) Tutors (if on LEA Payroll)</p>		
200	<p>PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services. Differentiate between administrative and instructional salaries. (Include the number of FTE(s) for each position, such as: Teachers, Paraprofessionals and Tutors, etc.) Specify under each category.</p>	\$	\$
300	<p>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services which by their nature can be performed only by persons or firms with specialized skills and knowledge. Included are: In-service costs (e.g., registration fees, travel, accommodations, etc.), professional consultants that include curriculum consultants, training specialists who are not on grantee payroll, field trips, parental activities, pupil services not on grantee payroll, tutors not on grantee payroll, audit.</p>	\$7,817	\$
	<p>Patrick Flynn and Jonathan Costa will work with administrators on the 21st century teacher evaluation rubric calibration.</p>		

SECTION 2A: GRANT BUDGET NARRATIVE – PUBLIC (Page 2)

CODE	OBJECT	AMOUNT	
		Public	Neglected
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$	\$
500	OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). Included are: staff transportation, pupil transportation, communications, tuition, other (insurance costs, printing, binding, etc.).	\$	\$
600	SUPPLIES. Amounts paid for items that are consumed, worn out or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. Included are: instructional supplies, administrative supplies, text books, library books, other supplies.	\$	\$
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment and replacement of equipment.	\$	\$
890	OTHER OBJECTS. Expenditures for goods or services not properly classified in one of the above objects (miscellaneous expenditures). Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance and interest payments on bonds and notes.	\$	\$
930	TRANSFERRED FUNDS	\$	\$
940	INDIRECT COSTS. Costs incurred by the grantee which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs.	\$	
	TOTAL	\$29,817	\$

ABSTRACT

GRANT PROGRAM TO SUPPORT THE SERVICES OF LOCAL ALCOHOL, TOBACCO, AND OTHER DRUG ABUSE PREVENTION COUNCILS 2013 - 2014

The New Fairfield Local Prevention Council provides information and programs aimed at preventing and reducing substance abuse in our community. The Council operates on funds provided by the Department of Mental Health and Addiction Services (DMHAS). During the 2013 - 2014 funding period, the Local Prevention Council is applying for a grant of \$3105.00 through the *Grant Program to Support the Services of Local Alcohol, Tobacco and Other Drug Abuse Prevention Councils*. With this funding, the Local Prevention Council will be able to accomplish the following goals:

- The Council will support New Fairfield High School in providing a safe all-night alcohol and drug free celebration for graduating seniors following graduation.
- The Council will support the rental of a billboard on Route 37 to inform community members about the consequences of underage drinking.
- The Council will support the development and maintenance of a website dedicated to the distribution of information pertaining to local prevention council efforts. The website will serve as a source of community education regarding issues of substance abuse prevention and community asset development.
- The Council will host a speaker presentation by Chris Herren, former NBA professional basketball player. Mr. Herren realized his dream to play for the Boston Celtics, only to lose it all to drugs and alcohol. He has been drug and alcohol free since 2008 and now speaks with schools and teams about drug addiction and how he overcame it. He has written an autobiographical book, "Basketball Junkie: A Memoir" and his career and drug-related issues are the subjects of an Emmy-nominated ESPN documentary.

Submitted by:



Judith L. O'Callaghan, LMFT, LADC
New Fairfield Substance Abuse Prevention Counselor