

- I. CALL TO ORDER
- II. PLEDGE OF ALLEGIANCE
- III. APPROVAL OF THE MINUTES
 - III.A. November 2, 2016 - Regular
- IV. APPROVAL OF THE AGENDA
- V. PUBLIC PARTICIPATION - The Board welcomes public participation. Pursuant to our Board Policy, public participation is limited to no more than three (3) minutes per speaker and a total of no more than fifteen (15) minutes. People who wish to speak longer are encouraged to attend any and all related subcommittee meetings where most of the board's groundwork is done. We value your input, but due to these time limitations, we ask you to be concise and please do not repeat a previous comment. We know you will observe the rules of common courtesy. Thanks. [9320(a) of Board Bylaws]
- VI. BOARD AND ADMINISTRATIVE COMMUNICATIONS
 - VI.A. Chairman's Report
 - VI.B. Superintendent's Report
 - VI.C. Student Representatives' Report
 - VI.D. Committee Reports
 - VI.D.1. Business Operations/Resource Management
 - VI.E. Liaison Reports
 - VI.E.1. Board of Finance
 - VI.E.2. Parks and Recreation Committee
- VII. INFORMATION ITEMS
 - VII.A. Meeting House Hill School Presentation – TV Studio Plus
 - VII.B. Special Friend Program
 - VII.C. Board of Education 2017 Calendar
 - VII.D. Board of Education Policies (Second Reading)
 - VII.D.1. Policy 5131.911 – Hazing – Bullying
 - VII.D.2. Policy 5145.5 – Student Sexual Harassment
 - VII.E. Planning Commission Plan of Development
- VIII. ACTION ITEMS
 - VIII.A. Personnel Report
 - VIII.B. Student Representatives
 - VIII.C. Approval of Grant Application
 - VIII.C.1. Local Alcohol, Tobacco & Other Drug Abuse Prevention Council Grant
 - VIII.D. Non-tuition Student Request
 - VIII.E. Non-Union Salary Agreement (This item will be voted on after Executive Session.)
 - VIII.F. Approval of Intermittent Unpaid Leave of Absence Request per Section 7.6 of the Secretaries' Contract (to be voted on after executive session)

IX. BOARD MEMBER COMMENTS

X. EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING PERSONNEL
ISSUES

XI. ADJOURNMENT

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

The New Fairfield Board of Education held a regular meeting on Wednesday, November 2, 2016,
at 7:00 p.m. in the New Fairfield Community Room, 33 Route 37, New Fairfield, CT.

MINUTES – November 2, 2016

PRESENT: Steve Burfeind (Chairman), Douglas DeRito, Kevin Hearty, Samantha Mannion, Ed Sbordone, Susan Starr, Amy Tozzo and Jay Voss

ABSENT: Sean Loughran

ALSO PRESENT: Superintendent of Schools Dr. Alicia Roy, Middle School Principal Christine Baldelli, Meeting House Hill School Principal Sarah McLain, Meeting House Hill School Assistant Principal James Mandracchia, Consolidated School Principal Robert Spino, Business Manager Craig McClain and Meeting House Hill School Teacher Courtney Danyliw

I. CALL TO ORDER: Chairman Steve Burfeind called the meeting to order at 7:00 p.m.

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF THE MINUTES

A. October 20, 2016 - Regular Meeting

MOTION: Amy Tozzo made a motion to approve the minutes of the October 20, 2016, regular meeting as presented. Jay Voss seconded the motion. **IN FAVOR:** Steve Burfeind, Douglas DeRito, Kevin Hearty, Samantha Mannion, Ed Sbordone, Susan Starr, Amy Tozzo and Jay Voss

IV. APPROVAL OF THE AGENDA

MOTION: Steve Burfeind made a motion to amend the agenda of tonight's meeting with the addition of Action Item C "Approval of Grant Application (Unified Art)." Samantha Mannion seconded the motion. **IN FAVOR:** Steve Burfeind, Douglas DeRito, Kevin Hearty, Samantha Mannion, Ed Sbordone, Susan Starr, Amy Tozzo and Jay Voss

MOTION: Steve Burfeind made a motion to approve the agenda as amended. Ed Sbordone seconded the motion. **IN FAVOR:** Steve Burfeind, Douglas DeRito, Kevin Hearty, Samantha Mannion, Ed Sbordone, Susan Starr, Amy Tozzo and Jay Voss

V. PUBLIC PARTICIPATION

Kimberly LaTourette thanked everyone involved with the very successful Unified Sports program at Consolidated School.

Patrick Bower asked the Board to take action on recent issues.

Craig David Rosen spoke of the Board's decision to not address the Take Back the Schools Video.

Laura Consiglio asked about the possibility of adding a second Public Comment section to the BOE agendas.

VI. BOARD AND ADMINISTRATIVE COMMUNICATIONS

A. Chairman's Report - Chairman Steve Burfeind spoke of the potential Consolidated School parking lot renovation. More information regarding the scope of the project and the cost has been recently received. A Public Hearing will be scheduled in early December at Consolidated School to get the public's opinion regarding this potential project.

B. Superintendent's Report - Dr. Alicia Roy spoke of the following:

- Fall conferences concluded this week.
- Homecoming was held last week at the high school.
- "Fright Night" was held last week at MHHS. Thank you to the PTO.
- Consolidated School had a Halloween parade.
- Two staff members and four students attended training for Unified Theater. To date, 30 students are interested in this program.
- Encouraged everyone to respond to a link on the school's website to fill out a survey from the state regarding ESSA (Every Student Succeeds Act).

C. Student Representative Reports

Senior Representative Nicole Cennamo reported on the following:

- The National Honor Society will hold a Red Cross Blood Drive on Nov. 17th.
- The sophomores and juniors took the PSATs today.
- The Fall Play will be held on Fri., Nov. 18th and Sat., Nov. 19th at 7:30pm.
- The Music Dept. concert will be held on November 15th at 7:00pm.

D. Committee Reports

1. Curriculum - Kevin Hearty noted that the Curriculum Subcommittee met on October 24th and discussed Professional Development. Teachers are now able to choose Professional Development on PD days. Information about this is online. Also looked at standardized test scores.
2. Communications/Community Outreach - Ed Sbordone noted that the subcommittee met immediately prior to this meeting and discussed the proposed Consolidated School parking lot reconstruction. Plans for this proposal are available online.
3. Policy – Susan Starr noted that this subcommittee met on Oct. 26th and reviewed several policies and spoke of the proposal of Student Senate at the high school.

Susan Starr spoke of the possibility of more involvement from the Student Representatives and specifically having the students sit with the BOE members at the table with the ability to participate in discussions without voting privileges. There was a discussion regarding how this would affect Board meetings. It was decided that Susan Starr will meet with Student Representative Nicole Cennamo and High School Principal Dr. Sanzo to come up with a plan and some ground rules for the students. The Board will vote on this issue at a subsequent BOE meeting.

VII. INFORMATION ITEMS

A. Consolidated School and Meeting House Hill School Presentation

Meeting House Hill School Assistant Principal James Mandracchia, Consolidated School Principal Rob Spino and Meeting House Hill School 4th Grade Teacher Courtney Danyliw gave a presentation about Morning Meetings at both Consolidated and Meeting House Hill Schools. Mr. Mandracchia spoke about the benefits of the Morning Meetings and how they have changed the culture of the schools. Mrs. Danyliw spoke of the goals of the Morning Meetings and noted that the daily meetings create a positive power of community in the classroom and teach social skills to students. A brief video of a daily meeting was shown to the Board. Consolidated School Principal Rob Spino thanked Mrs. Danyliw for introducing this concept to teachers in Consolidated School.

B. Consolidated School Parking Lot Reconstruction

Dr. Roy noted that simply repainting the parking lot was not recommended. It was recommended that the parking lot be repaved with reclaiming 1½” of asphalt. The cost of this is approximately \$65,000 with an expected life of 15-20 years. This will be discussed further at the special meeting in December.

C. Board of Education Policies

Susan Starr gave a brief description of the changes in these policies. These policies will be on for a second reading at the next BOE meeting.

1. Policy 5131.911 - Hazing-Bullying
2. Policy 5145.5 - Student Sexual Harassment

VIII. ACTION ITEMS

A. Personnel Report

MOTION: Douglas DeRito made a motion to recommend to the full Board the approval of the Personnel Report for October 28, 2016, as recommended by the administration. Jay Voss seconded the motion. **IN FAVOR:** Steve Burfeind, Douglas DeRito, Kevin Hearty, Ed Sbordone, Susan Starr, and Jay Voss **ABSTAINED:** Samantha Mannion, Amy Tozzo

Amy Tozzo spoke of the decision to hire a .5 Math Lab teacher and whether or not this position should be a full-time position. It was noted that this decision was made at the subcommittee level. It was decided that the Chairman of each subcommittee will fill in

the other board members with any pertinent information or decisions made at the subcommittee meetings.

B. Board of Education Policies

1. Policy 1700-Otherwise Lawful Possession of Firearms on School Property
2. Policy 3542- School Lunch Service
3. Policy 4111/4211-Recruitment and Selection
4. Policy 4112.5/4212.5-Security Check/Fingerprinting
5. Policy 4112.51/4212.51-Employment/Reference Checks
6. Policy 4118.235/4218.235-Alcohol, Drugs and Tobacco
7. Policy 4121- Substitute Teachers
8. Policy 5131.6- Alcohol, Drugs and Tobacco
9. Policy 5131.601-Medical (Palliative) Use of Marijuana
10. Policy 5141.4-Reporting Child Abuse/Neglect or Sexual Assault
11. Policy 5145.53-Gender Identity and Expression
12. Policy 6141.321-Computers: Acceptable Use and Internet Safety Policy
13. Policy 6142- Basic Instructional Program
14. Policy 6146-Graduation Requirements

MOTION: Susan Starr made a motion to accept the proposed BOE policies as presented. Jay Voss seconded the motion. **IN FAVOR:** Steve Burfeind, Douglas DeRito, Kevin Hearty, Samantha Mannion, Ed Sbordone, Susan Starr, Amy Tozzo and Jay Voss

C. Approval of Grant Applications

1. Unified Art

MOTION: Ed Sbordone made a motion to recommend to the full Board the application for the Unified Art grant. Samantha Mannion seconded the motion. **IN FAVOR:** Steve Burfeind, Douglas DeRito, Kevin Hearty, Samantha Mannion, Ed Sbordone, Susan Starr, Amy Tozzo and Jay Voss

The maximum amount for this grant is \$350.00.

IX. BOARD MEMBER COMMENTS

Amy Tozzo thanked everyone involved in hosting a successful Fright Night at Meeting House Hill School.

Jay Voss complimented teachers for collaboration with Professional Development.

Douglas DeRito thanked Kindergarten teacher Amy Johnson for inviting him into her classroom and noted that it was an enjoyable experience. He further spoke of the teachers' petition and noted that he was willing to discuss the issues. Mr. DeRito also reminded everyone to vote this Tuesday, November 8th.

X. EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING DOCUMENTS RELATED TO COLLECTIVE BARGAINING.

MOTION: Steve Burfeind made a motion to go into Executive Session at 8:18 p.m. to discuss documents related to Collective Bargaining and to invite Dr. Alicia Roy and Sarah McLain into the Executive Session. Susan Starr seconded the motion.

IN FAVOR: Steve Burfeind, Douglas DeRito, Kevin Hearty, Samantha Mannion, Ed Sbordone, Susan Starr, Amy Tozzo and Jay Voss

The Board came out of Executive Session at 8:43 p.m.

XI. ADJOURNMENT - Kevin Hearty made a motion to adjourn the meeting at 8:46 p.m. Amy Tozzo seconded the motion. **IN FAVOR:** Steve Burfeind, Douglas DeRito, Kevin Hearty, Samantha Mannion, Ed Sbordone, Susan Starr, Amy Tozzo and Jay Voss

Respectfully submitted,
Suzanne Kloos



NEW FAIRFIELD PUBLIC SCHOOLS

3 Brush Hill Road, New Fairfield, CT 06812

Fax: 203-312-5609 www.newfairfieldschools.org

Dr. Alicia M. Roy, Superintendent
203-312-5770

Dr. Jason McKinnon, Chief Academic Officer
203-312-5755

Meeting House Hill School Presentation – TV Studio Plus link

https://docs.google.com/a/newfairfieldschools.org/presentation/d/1TtK_oRAqfM4qvPMwzEuSMIVkCCeNldXZM_whfrSfzkQ/edit?usp=sharing



Special Friend Program

At Consolidated School & MHHS

THE SPECIAL FRIEND PROGRAM IS....

- ▶ An enrichment experience to supplement the educational and personal development of elementary school children.
 - ▶ Designed as a primary step to enhance competencies and reduce difficulties in social, emotional and school adjustment.
 - ▶ A skill building opportunity, not a counseling program.
 - ▶ A benefit to children in a variety of circumstances. Some examples include being new to the area, experiencing separation or divorce, experiencing transitional difficulties in school, the death of a friend or relative, or any other situation which is causing stress or confusion.
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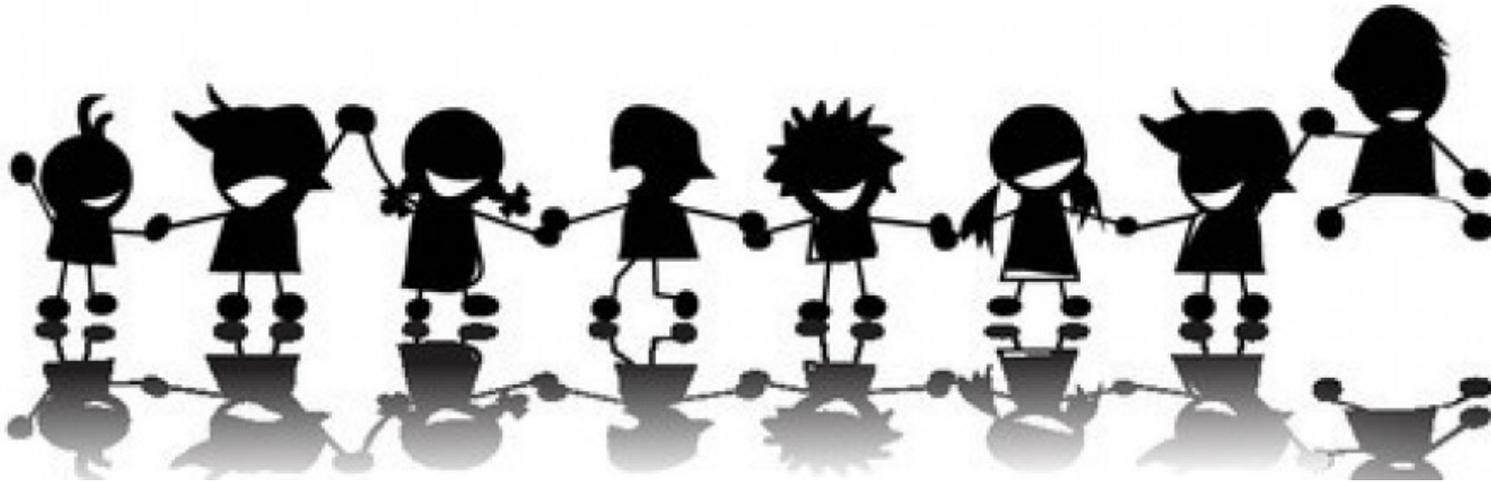
WHO ARE THE SPECIAL FRIENDS?

- ▶ Children's Institute calls providers "child associates" though we refer to them as Special Friends here at school. From the Children's Institute website: "Child associates are selected based on their natural abilities to nurture and positively interact with children. They typically see children once a week for 30 minutes, usually for 12–15 sessions. The child associate works directly with an experienced professional, receiving regular supervision."
(childrensinstitute.net)

HOW DO VISITS WORK?

- ▶ Children are assigned to work with a special friend, and a regular meeting time is scheduled. This could be during lunch (the child and special friend eat together) or during their class' snack or flex time .
- ▶ Through play-based strategies, child associates work to establish positive relationships with children. In that relationship, children are better able to connect to school and interactions with peers and adults.
- ▶ Sometimes the child can bring a friend from their class with them. This is dependent on the goals for the child, the schedule, etc. Often though, this is good one-on-one time with a trusted adult in a safe and nurturing environment.

HOW ARE CHILDREN REFERRED?



- ▶ Children who might benefit from extra social, problem-solving, transitional or emotional skills may be referred by their teacher, based on observation in the classroom and conversations with the parents.

HOW DO PARENTS STAY INVOLVED?

- ▶ Parents will receive an introduction phone call to discuss the program in detail and ask any questions. Goals for the child will be discussed, and an in-person meeting may be arranged.
 - ▶ Parents are invited to come in and meet the special friends, and will be invited to attend any progress meetings (as needed).
 - ▶ Parent workshops and special events are offered throughout the year.
 - ▶ Special friends and the school social worker will be available to meet with parents during school conferences.
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*New Fairfield Board of Education
3 Brush Hill Road
New Fairfield, CT 06812*

**NEW FAIRFIELD BOARD OF EDUCATION
SCHEDULE OF REGULAR MEETINGS
2017**

January 5	June 15
January 19	August 3
February 2	August 17
February 16	September 7
March 2	September 19* (9/21 Rosh Hashanah) <i>(*This meeting occurs on the third Tuesday of September.)</i>
March 16	October 5
April 6	October 19
April 20	November 1* <i>(*This meeting occurs on the first Wednesday of November.)</i>
May 4	November 16
May 18	December 7
June 1	December 21

The Board of Education is scheduled to meet at 7:00 p.m. on the first and third Thursdays of the month. There are no meetings scheduled for July. Unless otherwise posted, all meetings will be held in the New Fairfield Community Room, 33 Route 37, New Fairfield, CT.

*New Fairfield Board of Education
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**COMMUNICATIONS/COMMUNITY OUTREACH
SUBCOMMITTEE
SCHEDULE OF REGULAR MEETINGS
2017**

January 5

February 2

March 2

April 6

May 4

June 1

September 7

October 5

November 1*

*(*This meeting occurs on the
first Wednesday of November.)*

December 7

The Communications/Community Outreach Subcommittee is scheduled to meet at 6:00 p.m. prior to the first regular Board of Education meeting of the month. There are no meetings scheduled for July and August. Unless otherwise posted, all meetings will be held in the New Fairfield Community Room, 33 Route 37, New Fairfield, CT.

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**SPECIAL EDUCATION AD HOC COMMITTEE
SCHEDULE OF REGULAR MEETINGS
2017**

January 11

February 8

March 8

April 5* (April 12 falls during spring break)

(*This meeting occurs on the
first Wednesday of April.)

May 10

June 14

September 13

October 11

The Special Education Ad Hoc Committee is scheduled to meet at 7:00 p.m. on the second Wednesday of the month. There are no meetings scheduled for July, August, November or December. Unless otherwise posted, all meetings will be held in the Board of Education Central Office Conference Room, 3 Brush Hill Road, New Fairfield, CT.

*New Fairfield Board of Education
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**BUSINESS OPERATIONS/RESOURCE MANAGEMENT
SUBCOMMITTEE
SCHEDULE OF REGULAR MEETINGS
2017**

January 19

February 16

March 16

April 20

May 18

June 15

August 17

September 19* (9/21 Rosh Hashanah)

(*This meeting occurs on the
third Tuesday of September.)

October 19

November 16

December 21

The Business Operations/Resource Management Subcommittee is scheduled to meet at 6:00 p.m. prior to the second Board of Education meeting of the month. There is no meeting scheduled for July. Unless otherwise posted, all meetings will be held in the New Fairfield Community Room, 33 Route 37, New Fairfield, CT.

*New Fairfield Board of Education
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**CURRICULUM/INSTRUCTION SUBCOMMITTEE
SCHEDULE OF REGULAR MEETINGS
2017**

January 23

February 27

March 20*

*(*This meeting occurs on the
third Monday of March.)*

April 24

May 22

August 28

September 25

October 23

November 27

The Curriculum/Instruction Subcommittee is scheduled to meet at 7:00 p.m. on the fourth Monday of the month. There are no meetings scheduled for June, July or December. Unless otherwise posted, all meetings will be held in the Board of Education Central Office Conference Room, 3 Brush Hill Road, New Fairfield, CT.

*New Fairfield Board of Education
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**POLICY SUBCOMMITTEE
SCHEDULE OF REGULAR MEETINGS
2017**

January 25

February 22

March 22

April 26

May 24

September 27

October 25

The Policy Subcommittee is scheduled to meet at 7:00 p.m. on the fourth Wednesday of the month. There are no meetings scheduled for June, July, August, November or December. Unless otherwise posted, all meetings will be held in the Board of Education Central Office Conference Room, 3 Brush Hill Road, New Fairfield, CT.

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~~ and 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.

“**Teen dating violence**” means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening that occurs between two students who are currently in or have recently been in a dating relationship.

“**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. (It is based on people’s experiences of school and reflects norms, values, interpersonal relationships, teaching and learning practices and organizational structures.)

“**School-Sponsored Activity**” shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized, or

authorized by the New Fairfield Board of Education.

DRAFT

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~~ and 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: *(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 ~~and teen dating violence~~ in its schools;
2. Permits anonymous reports of bullying or teen dating violence by students to school employees and written reports of suspected bullying ~~or teen dating violence~~ by parents or guardians and requires at the beginning of each school year that students and their parents/guardians be notified of the process by which students may make such reports;
3. Requires school employees who witness acts of bullying ~~or teen dating violence~~ or receive reports of bullying ~~or teen dating violence~~ 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 ~~or teen dating violence~~ and ensure that such investigation is completed promptly after receipt of any written report, and that the parents or guardians of the student alleged to have committed an act or acts of bullying ~~or teen dating violence~~ and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced;
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, ~~or teen dating violence~~, including language about bullying ~~and teen dating violence~~ in student codes of conduct and in all student handbooks;
7. Provides for the inclusion of language in student codes of conduct concerning bullying; ~~and teen dating violence~~;

Students

Hazing

Bullying (continued)

8. Requires each school to notify **parents/guardians** of all students involved in a verified act of bullying ~~or teen dating violence~~ 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; ~~or teen dating violence~~;
9. Requires each school to invite the parents/guardians of a student against whom such act was directed to a meeting to communicate to such parents/guardians the measures being taken by the school for the safety of the students against whom such act of bullying was directed and the policies and procedures in place to prevent further acts of bullying; ~~and teen dating violence~~;
10. Requires each school to invite the **parents/guardians** of a student who commits any verified act of bullying ~~or teen dating violence~~ to a meeting, separate and distinct from the meeting of the parents/guardians of the student against whom the act of bullying ~~or teen dating violence~~ was directed, to discuss specific interventions undertaken by the school to prevent further acts of bullying; ~~and teen dating violence~~;
11. Establishes a procedure for each school to document and maintain records relating to reports and investigations of bullying ~~and teen dating violence~~ 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;
12. Requires the development of case-by-case interventions for addressing reported incidents of bullying ~~or teen dating violence~~ against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
13. Prohibits discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying; ~~or teen dating violence~~;
14. Requires the development of student safety support plans for students against whom an act of bullying ~~or teen dating violence~~ was directed that addresses safety measures the school will take to protect such students against further acts of bullying; ~~or teen dating violence~~;

Students

Hazing

Bullying (continued)

15. 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 ~~or teen dating violence~~ constitute criminal conduct;
16. Prohibits bullying ~~and teen dating violence~~ (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 ~~or teen dating violence~~ (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 ~~or teen dating violence~~ was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
17. 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
18. 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.

19. Requires students and the parents/guardians of students to be notified at the beginning of the school year of the process by which they may make reports of bullying; ~~or teen dating violence~~;
20. As required, 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, cooperative assistance and approval not later than July 1, 2014; and

Students

Hazing

Bullying (continued)

21. Requires that not later than thirty calendar days after approval by the State Department of Education, 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 and teen dating violence. The safe school climate specialist of each school is responsible for handling all complaints of alleged bullying, ~~and teen dating violence~~. The safe climate specialist shall investigate or supervise the investigation of all reports of bullying ~~and teen dating violence~~ 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, ~~and teen dating violence~~. It is necessary for students to promote the concept that caring for others is a valued quality, one that is accepted and encouraged.

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 and teen dating violence identified by the Department of Education.
2. School rules prohibiting bullying, ~~teen dating violence~~, 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 ~~or teen dating violence~~ is likely to occur.
4. Inclusion of grade-appropriate bullying ~~and teen dating violence~~ education and prevention curricula in kindergarten through high school.
5. Individual interventions with the bully, ~~or student who commits teen dating violence~~, parents/**guardians** and school employees and interventions with the students against whom the acts of bullying ~~and teen dating violence~~ are directed, parents/**guardians**, and school employees.
6. School wide training related to safe school climate.

Students

Hazing

Bullying

Prevention and Intervention Strategy (continued)

7. Student peer training, education and support.
8. Promotion of parent/**guardian** involvement in bullying ~~and teen dating violence~~ prevention through individual or team participation in meetings, trainings, and individual interventions.
9. Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.

Note: Funding for the school-based bullying intervention and school climate improvement may originate from public, private, or philanthropic sources. For purposes of this section, “interventions with the bullied child” includes referrals to a school counselor, psychologist or other appropriate social or mental health service, and periodic follow-up by the safe school climate specialist with the bullied child.

District Safe School Climate Coordinator

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

The Coordinator shall:

1. ~~Implement~~ **Be responsible for implementing the District’s Safe School Climate Plan (“Plan”);**
2. Collaborate with safe school climate specialists, the Board, and the Superintendent to prevent, identify, and respond to bullying ~~and teen dating violence~~ in the schools of the district.
3. Provide data and information ~~derived from the safe school climate assessments,~~ in collaboration with the Superintendent, **to the Department of Education regarding bullying; and**
4. ~~Respond to bullying and teen dating violence in District schools;~~
4. **Meet with the safe school climate specialists at least twice during the school year to discuss issues related to** bullying ~~and teen dating violence 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.)~~

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Students

Hazing

Bullying (continued)

Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, each **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 ~~or teen dating violence~~ in the school in accordance with the District's Safe School Climate Plan;
2. Collect and maintain records of reports and investigations of bullying ~~and teen dating violence~~ in the school; and
3. Act as the primary school official responsible for preventing, identifying and responding to bullying ~~and teen dating violence~~ 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 Principal of each school shall establish a Safe School Climate Committee or designate the *PBIS* existing committee in the school to be responsible for developing and fostering a Safe School Climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the School principal.

The Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying; ~~and teen dating violence~~;
2. Identify and address patterns of bullying ~~and teen dating violence~~ 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 ~~or teen dating violence (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~~ regulations and procedures relating to bullying; ~~and teen dating violence~~;

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Students

Hazing

Bullying

Safe School Climate Committee (continued)

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~~ parents/guardians of students on issues relating to bullying; ~~and teen dating violence~~;
7. Collaborate with the District Safe School Climate Coordinator in the collection and analysis of data regarding bullying; ~~and teen dating violence~~; and
8. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying ~~and teen dating violence~~ for the school.

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

Any parent/guardian serving as a member of the Committee shall not participate in any activities that may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.

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 ~~and teen dating violence~~ to school employees and require students and the parents/guardians of students to be notified annually of the process by which they may make such reports;
2. Enable the parents/guardians of students to file written reports of suspected bullying; ~~and teen dating violence~~;
3. Require school employees who witness acts of bullying or receive reports of bullying ~~or teen dating violence~~ 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, ~~or teen dating violence~~, 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 ~~or teen dating violence~~ 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;

DRAFT

Students

Hazing

Bullying

Safe School Climate Plan (continued)

6. Include a prevention and intervention strategy for school employees to deal with bullying; ~~and teen dating violence;~~
7. Provide for the inclusion of language in student codes of conduct concerning bullying; ~~and teen dating violence;~~
8. Require each school to notify the **parents/guardians** of students who commit any verified acts of bullying ~~or teen dating violence~~ and the **parents/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; ~~and teen dating violence;~~
9. Require each school to invite the **parents/guardians** of a student who commits any verified act of bullying ~~or teen dating violence~~ and the **parents/guardians** of the student against whom such act was directed, to a meeting to communicate to such **parents/guardians** the measures being taken by the school to ensure the student's safety and to prevent further acts of bullying; ~~or teen dating violence;~~
10. Establish a procedure for each school to document and maintain records relating to reports and investigations of bullying ~~and teen dating violence~~ in such school and to maintain a list of the number of verified acts of bullying ~~and teen dating violence~~ 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;
11. Direct the development of case-by-case interventions for addressing repeated incidents of bullying ~~or teen dating violence~~ 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; ~~or teen dating violence;~~
13. Direct the development of student safety support plans for students against whom an act of bullying ~~or teen dating violence~~ was directed that addresses safety measures the school will take to protect such student against further acts of bullying; ~~or teen dating violence;~~
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 ~~or teen dating violence~~ constitute criminal conduct;

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Hazing

Bullying

Safe School Climate Plan (continued)

15. Prohibit bullying ~~and teen dating violence~~ (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 ~~or teen dating violence~~ (i) creates a hostile environment at school for the student against whom such bullying ~~or teen dating violence~~ was directed, (ii) infringes on the rights of the student against whom such bullying ~~or teen dating violence~~ 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.

- (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 P.A. 11-232 and P.A. 14-172.

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

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

P.A. 13-3 An Act Concerning Gun Violence Protection and Safety

P.A. 14-172 An Act Concerning Improving Employment Opportunities through Education and Ensuring Safe School Climates.

P.A. 14-234 An Act Concerning Domestic Violence and Sexual Assault.

Policy adopted: November 17, 2011
Policy revised: November 21, 2013
Policy revised: October 30, 2014

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Students

Bullying

Model 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, cyberbullying and teen dating violence. 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 teen dating violence 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 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. 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 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.

I. Prohibition against Bullying

~~The Board of Education (Board) prohibits bullying and teen dating violence (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 or teen dating violence (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 (continued)

H. — 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.)*

“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.

“Teen dating violence” means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening that occurs between two students who are currently in or have recently been in a dating relationship.

“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 and teen dating violence shall be publicized by including the following statement in the student handbook of each of the district schools:~~

~~“Bullying behavior and teen dating violence 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;~~

Students

Bullying

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

~~A. Publication of the Prohibition against Bullying and Related Procedures~~ (continued)

- ~~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, 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

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

~~B. Appropriate School Personnel~~

~~All school employees are charged with the responsibility of taking reports of bullying or teen dating violence or if witnessing acts of bullying or teen dating violence 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 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.)~~

~~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.~~

Students

Bullying

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

B. ~~Appropriate School Personnel~~ (continued)

The Specialist in each school shall:

1. ~~Investigate or supervise the investigation of reported acts of bullying or teen dating violence in the school in accordance with the District's Safe School Climate Plan;~~
2. ~~Collect and maintain records of reports and investigations of bullying and teen dating violence in the school; and~~
3. ~~Act as the primary school official responsible for preventing, identifying and responding to bullying and teen dating violence 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, at the beginning of the school year, 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 or teen dating violence. Such written reports shall be reasonably specific as to the actions giving rise to the suspicion of bullying or teen dating violence, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying or teen dating violence, 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.~~

Students

Bullying

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

~~E. Informal/Verbal Complaints by Students~~

~~Students may make an informal complaint of conduct that they consider to be bullying or teen dating violence 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 or teen dating violence, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying or teen dating violence, 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.~~

~~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.~~

Students

Bullying (continued)

IV. ~~Staff Responsibilities and Intervention Strategies~~

A. ~~Teachers and Other School Staff~~

~~School employees who witness acts of bullying or teen dating violence, as defined above, or who receive reports of bullying or teen dating violence 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 or teen dating violence. 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 or teen dating violence 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. In addition to addressing both informal and formal complaints, school employees and other are encouraged to address the issue of bullying or teen dating violence in other interactions with students. Teachers and other professionals may find opportunities to educate students about bullying and teen dating violence and help eliminate bullying behavior and teen dating violence 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."~~

Students

Bullying

IV.—Staff Responsibilities and Intervention Strategies (continued)

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 or teen dating violence received by any school employee. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying or teen dating violence in the school in accordance with the District's Safe School Climate Plan. All such complaints shall be investigated promptly. Prompt notice must be provided to the parents/guardians of the person bullied or the victim of teen dating violence and the student alleged to have committed the act of bullying or teen dating violence that such investigation has begun. 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 or teen dating violence 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 or teen dating violence 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 or teen dating violence are verified, a recommendation for intervention, including disciplinary action. Where appropriate, written witness statements shall be attached to the report.~~

~~The school shall notify parents or guardians of all students involved in a verified act of bullying or teen dating violence 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 or teen dating violence.~~

Students

Bullying

IV. Staff Responsibilities and Intervention Strategies

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

1. Investigation (continued)

~~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 or teen dating violence 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 or teen dating violence is enforced, with the goal that any such bullying behavior or teen dating violence 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.~~

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

Students

Bullying

IV. Staff Responsibilities and Intervention Strategies

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

2. Remedial Actions (continued)

a. Non-disciplinary Interventions

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

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 or teen dating violence 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 or teen dating violence, 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 or teen dating violence. The meeting of parents/guardians of the bullied student or the victim of teen dating violence and the student committing the bullying or teen dating violence shall be separate and distinct from each other.

Students

Bullying

IV. Staff Responsibilities and Intervention Strategies

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

2. Remedial Actions (continued)

b. Disciplinary Interventions

When acts of bullying and teen dating violence 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 teen dating violence and/or when past interventions have not been successful in eliminating bullying or teen dating violence 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 or teen dating violence against a single individual. Intervention strategies for a bullied student or student against whom teen dating violence was directed may include the following:

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

Students

Bullying

IV. Staff Responsibilities and Intervention Strategies

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 teen dating violence and direct intervention when acts of bullying or teen dating violence are verified, other District actions may ameliorate any potential problem with bullying or teen dating violence 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 or teen dating violence, 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 or teen dating violence. 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 Tool⁷ 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 and teen dating violence in the school.

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 and teen dating violence in the school. The committee must include at least one parent/guardian of a student enrolled in the school, appointed by the Principal.

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)

~~The Safe School Climate Committee shall:~~

- ~~1. Receive copies of completed reports following investigations of bullying and teen dating violence;~~
- ~~2. Identify and address patterns of bullying and teen dating violence among students in the school;~~
- ~~3. Implement the provisions of the school security plan 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 relating to bullying and teen dating violence;~~
- ~~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 and teen dating violence;~~
- ~~7. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying and teen dating violence; and~~
- ~~8. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying and teen dating violence for the school.~~

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

Students

Bullying

IV. Staff Responsibilities and Intervention Strategies

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

3. General Prevention and Intervention Strategies (continued)

- d. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence is likely to occur;
- e. Inclusion of grade appropriate bullying and teen dating violence 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, or student who commits teen dating violence, parents and school employees. Such interventions with the bullied child or victim of teen dating violence may include referrals to a school counselor, psychologist, or other appropriate social or mental health services, and periodic follow up by the safe school climate specialist with the bullied child;
- g. School wide training related to safe school climate;
- h. Promotion of parent involvement in bullying and teen dating violence prevention through individual or team participation in meetings, trainings and individual interventions;
- i. Respectful responses to bullying and teen dating violence concerns raised by students, parents or staff;
- j. Planned professional development programs addressing bully/victim and teen dating perpetrator/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;
- 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;

Students

Bullying

IV. ~~Staff Responsibilities and Intervention Strategies~~

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

~~3. General Prevention and Intervention Strategies (continued)~~

- ~~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.~~
- ~~q. Utilizing a culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.~~

V. ~~Reporting Obligations~~

~~A. Report to the Parent or Guardian of the Perpetrator~~

~~If after investigation, acts of bullying or teen dating violence 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 or teen dating violence (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 or teen dating violence. Records will be maintained by the School Principal/Safe School Climate Specialist of the bullying and teen dating violence 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 or teen dating violence 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 or teen dating violence. 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 or teen dating violence 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 or teen dating violence. Records will be maintained by the School Principal/Safe School Climate Specialist of the bullying and teen dating violence 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/Teen Dating Violence~~

~~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 and teen dating violence in such school and maintain a list of the number of verified acts of bullying and teen dating violence 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 or teen dating violence involves repeated acts over time, each report prepared in accordance with Section III (1) above that includes verified acts of bullying or teen dating violence shall be tallied as one verified act of bullying or teen dating violence unless the specific actions that are the subject of the report involve separate and distinct acts of bullying or teen dating violence. The list shall be limited to the number of such verified acts of bullying or teen dating violence 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 or teen dating violence, provides information during an investigation of an act of bullying or teen dating violence, or witnesses or has reliable information about bullying or teen dating violence is prohibited.~~

~~The continuation and perpetuation of bullying or teen dating violence 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 or teen dating violence, cyberbullying, discrimination or retaliation in our school buildings, on school grounds, or in school related activities. All reports and complaints of bullying, teen dating violence, 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 or teen dating violence 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, teen dating violence, 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 or teen dating violence 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 or teen dating violence 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.~~

Students

Bullying

VI. Prohibition against Discrimination and Retaliation

A. Safety (continued)

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

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 or teen dating violence 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 teen dating violence 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, teen dating violence and the prevention of and response to youth suicide.

Students

Bullying

~~VII. Training Requirements for School Staff (continued)~~

- ~~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 and teen dating violence among students in school and outside the school setting,~~
 - ~~2. Developmentally appropriate strategies for immediate and effective interventions to stop bullying and teen dating violence,~~
 - ~~3. Information regarding the interaction and relationship between students committing acts of bullying and teen dating violence, students against whom such acts of bullying and teen dating violence are directed and witnesses of such acts of bullying and teen dating violence,~~
 - ~~4. Research findings on bullying, such as information about the types of students who have been shown to be at risk for bullying and teen dating violence in the school setting,~~
 - ~~5. Information about the incidence and nature of cyberbullying as defined in C.G.S. 10-222d, as amended, 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 State Department of Education (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.~~

Students

Bullying (continued)

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 uniform surveys that collect information about students' perspectives and opinions about the school climate at the school and allow students to complete and submit such surveys anonymously, 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.

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.

Students

Bullying (continued)

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.

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.

I. Prohibition against Bullying, Teen Dating Violence and Retaliation

- A. The New Fairfield Board of Education expressly prohibits any form of bullying behavior and teen dating violence 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 Board of Education.
- B. The Board also prohibits any form of bullying behavior 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.
- C. The Board further prohibits any form of teen dating violence outside of the school setting if such violence substantially disrupts the educational process.
- D. In addition to prohibiting student acts which constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying
- E. Students who engage in bullying behavior or teen dating violence in violation of Board Policy #5131.911 and the District Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

II. Definition of Bullying

- A. “**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 district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same district that:
 - 1. causes physical or emotional harm to such student or damage to such student's property;
 - 2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
 - 3. creates a hostile environment at school for such student;
 - 4. infringes on the rights of such student at school; or
 - 5. substantially disrupts the education process or the orderly operation of the school.
- B. Bullying shall include, but not be limited to, written, verbal, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socio-economic 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

III. Other Definitions

- A. **"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.
- B. **"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, electro-magnetic, photo-electronic, or photo-optical system;
- C. **"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;
- D. **"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;
- E. **"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 the New Fairfield Board of Education;
- F. **"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.)
- G. **"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 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.
- H. **"School-Sponsored Activity"** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized, or authorized by the New Fairfield Board of Education.
- I. **"Teen dating violence"** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening that occurs between two students who are currently in or have recently been in a dating relationship.

IV. Procedures for Reporting and Investigating Complaints of Bullying

- A. Students and parents/guardians (~~or guardians of students~~) may file written reports of bullying. Written reports of bullying must be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying and the names of potential witnesses. Such reports may

be filed with any building administrator and/or the Safe School Climate Specialist in the building, and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this plan.

- B. Students may make anonymous reports of bullying to any school employee, but we strongly encourage students to go directly to their school counselor or a building administrator. A student may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where the student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and 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.
- C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such oral report.
- D. The Safe School Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. Prompt notice must be provided to the parents/guardians of the person bullied and the parents/guardians of the student alleged to have committed the act of bullying that such investigation has begun. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parents of the student suspected of being bullied must provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.
- E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

V. Responding to Verified Acts of Bullying

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents/guardians of the students against whom such acts were directed as well as the parents/guardians of the students who commit such acts of bullying of the finding not later than forty-eight (48) hours after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally

identifiable information about a student other than the parent/guardian's own child, will not be disclosed except as provided by law.

- B. In any instance in which bullying is verified, the building Principal (or other responsible program administrator) shall invite the parents/guardians of the student against whom such act was directed, and the parents/guardians of the student who commits any verified act of bullying, to a meeting to communicate to such parents/guardians the measures being taken by the school to ensure the student's safety and to prevent further acts of bullying. The meeting of the parents/guardians of the bullied student and the student committing the bullying shall be separate and distinct from each other.
- C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a Student Safety Support Plan for any student against whom repeated acts of bullying were directed. Such a support and intervention plan will include safety measures to protect against further acts of bullying.
- D. The Student Safety Support Plan, which is a specific and individualized intervention plan, will also address recurrently perpetrated bullying incidents by the same individual. The plan may include counseling, discipline, and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee.
- E. Notice to Law Enforcement
If the principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy and procedures regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee, may consult with the School Resource Officer and other individuals the principal or designee deems appropriate.
- F. If a bullying complaint raises concern about discrimination or harassment on the basis of legally protected classifications (such as race, color, religion, national origin, sex, sexual orientation, age, gender identity and expression, or disability), the Safe School Climate Specialist shall coordinate any bullying investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator, etc.), so as to ensure that any such bullying investigation complies with the requirements of such policies regarding nondiscrimination.

VI. Teen Dating Violence

- A. The school strictly prohibits, and takes very seriously any instances of, teen dating violence, as defined above. The school recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment.
- B. Students and parents/guardians (~~or guardians of students~~) may bring verbal or written complaints regarding teen dating violence to any building administrator. The building administrator shall review and address the complaint, which may include referral of the complaint to the Safe School Climate Specialist and/or Title IX Coordinator.
- C. Prevention and intervention strategies concerning teen dating violence shall be implemented in accordance with Section X below. Discipline, up to and including expulsion, may be imposed against the perpetrator of teen dating violence, whether such

conduct occurs on or off campus, in accordance with Board policy and consistent with federal and state law.

VII. Documentation and Maintenance of Log

- A. Each school shall maintain written complaints of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without the prior written consent of a parent, guardian, or eligible student, except as permitted under Board policy and state and federal law.
- B. The Safe School Climate Specialist in each school shall 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. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school, grade level, and date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and 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.
- C. The Safe School Climate Specialist in each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

VIII. Other Prevention and Intervention Strategies

- A. Bullying behavior and teen dating violence can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying or to teen dating violence. While conduct that rises to the level of "bullying" or "teen dating violence," as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying or teen dating violence, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension, or expulsion) is a matter for the professional discretion of the building administration. No disciplinary action may be taken solely on the basis of an anonymous complain of bullying.
- B. A Student Safety Support Plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the building administrator.

C. The following sets forth possible interventions which may also be utilized to enforce the Board's prohibition against bullying and teen dating violence:

1. 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. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

If a complaint arises out of conflict between students or groups of students, peer or other forms of 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.

When an act or acts of teen dating violence are identified, the students involved may be counseled as to the seriousness of the conduct, the prohibition of teen dating violence, and their duty to avoid any such conduct. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

2. Disciplinary interventions

When acts of bullying are verified or teen dating violence occurs, and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints, 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 policies.

Expulsion may be imposed only after a hearing before an impartial hearing officer designated by the Board of Education in accordance with the Board's student discipline policies. This consequence shall normally be reserved for serious incidents of bullying or teen dating violence and/or when past interventions have not been successful in eliminating bullying behavior.

3. Interventions for bullied students and victims of teen dating violence

The building administration shall intervene in order to address incidents of bullying or teen dating violence against a single individual. Intervention strategies for a bullied student or a victim of teen dating violence may include the following:

- a. Counseling;
- b. Increased supervision and monitoring of student to observe and intervene in bullying or teen dating violence situations;

- c. Encouragement of student to seek help when victimized or witnessing victimization;
- d. Peer mediation or other forms of mediation, where appropriate;
- e. An individualized Student Safety Support Plan;
- f. Restitution for property loss or damage incurred; and
- g. Periodic follow-up by the Safe School Climate Specialist and/or Title IX Coordinator with the bullied student or victim of teen dating violence.

4. 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 potential problems with bullying in school or at school-sponsored activities. Additional district actions may also ameliorate potential problems with teen dating violence. Within New Fairfield, comprehensive prevention and intervention strategies include:

- a. implementation of *Positive Behavior Interventions and Supports (PBIS)* as an evidence-based model for improving school climate ;
- b. publication of school rules and all Board of Education policies prohibiting bullying, teen dating violence, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts at all schools in student-parent/guardian handbooks and on school and district websites;
- c. adequate adult supervision, primarily by teachers and administrators, as well as camera surveillance whenever possible, within all schools' outdoor areas, hallways, school cafeterias, and other specific areas where bullying or teen dating violence is likely to occur;
- d. video surveillance on school buses;
- e. implementation of a social-emotional skills development and problem-solving curriculum using *Second Step* materials in pre-K through grade 8, as well as social skills development and problem-solving curriculum and activities delivered through the New Fairfield High School Advisory Program;
- f. special social skills curriculum for special education students who may be at risk as bullying targets;
- g. individualized, developmentally-appropriate Student Safety Support Plans and interventions for the students against whom the acts of bullying and teen dating violence are directed as well as interventions for the bully or student who commits teen dating violence at each school;
- h. school-wide training related to Safe School Climate;
- i. promotion of parent/guardian involvement in bullying prevention through individual or team participation in meetings, training and individual interventions;
- j. data collection and analysis at each school site and district wide for the study of the types and frequency of bullying behaviors;

k. continued use of security cameras at all schools;

l. student peer training, education and support;

m. culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.

D. In addition to prevention and intervention strategies, administrators, teachers and other employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, special assemblies, and by the continuous reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of “bullying.”

IX. Annual Notice and Training

A. Students and parents/guardians of students shall be notified annually of the process by which students may make reports of bullying.

B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.

C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school District Safe School Climate Plan and require that all school employees annually complete training on the identification, prevention, and response to bullying as required by law.

X. School Climate Assessments

The Board shall require each school in the district to complete a biennial assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Department.

Legal References:

Public Act 11-232, *An Act Concerning the Strengthening of School Bullying Laws*

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. §§ 10-233a through 10-233f

Connecticut State Department of Education Circular Letter C-8, Series 2008-2009 (March 16, 2009)

Regulation approved: November 17, 2011
Regulation revised: November 21, 2013
Policy Regulation revised: October 30, 2014

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

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/**guardians** 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 _____

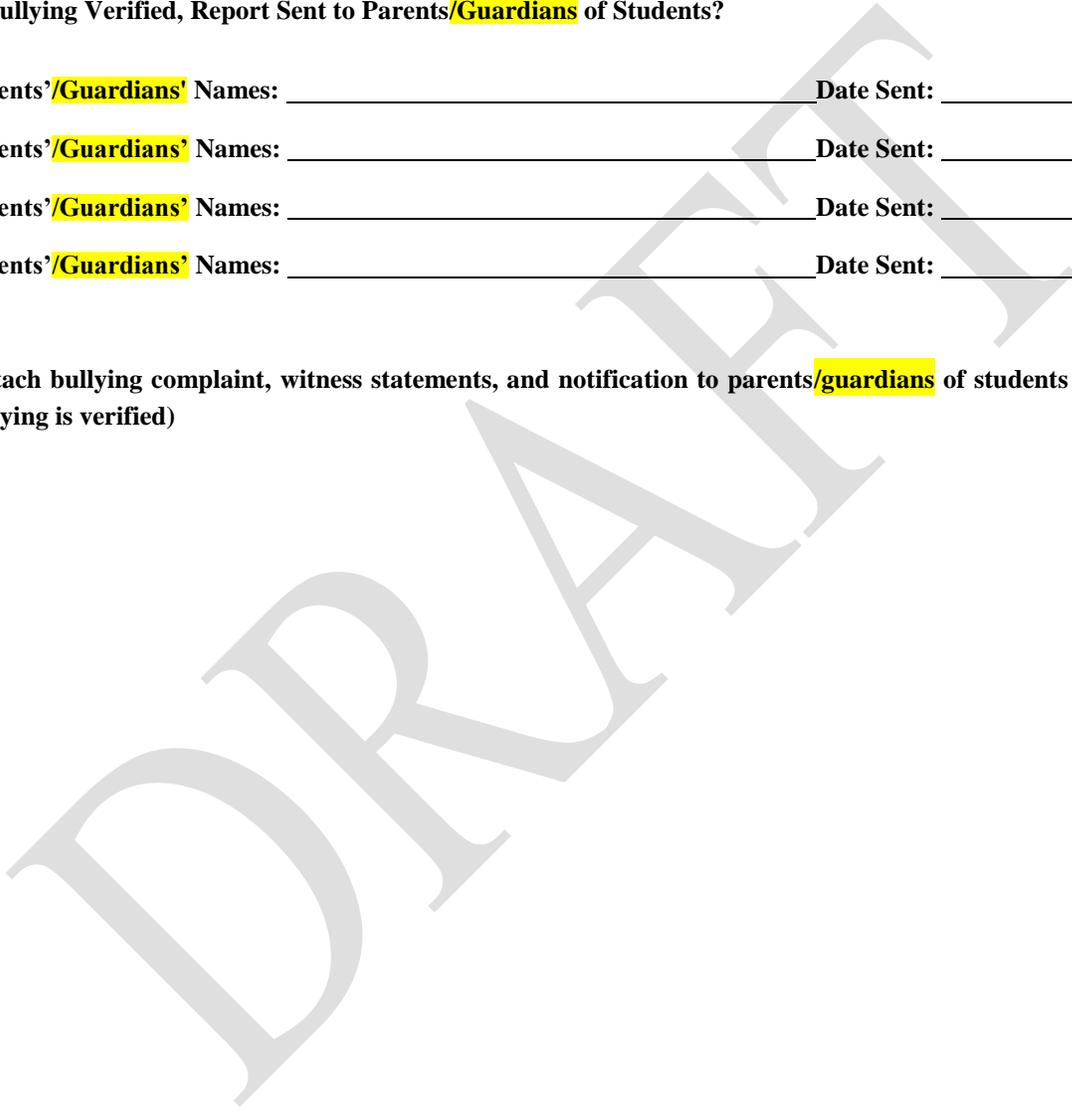
Remedial Action(s) Taken: _____

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

If Bullying Verified, Report Sent to Parents/**Guardians** of Students?

Parents'/**Guardians**' Names: _____ Date Sent: _____

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



Students

Student Sexual Harassment

It is the policy of the Board of Education that any form of sex discrimination or sexual harassment is prohibited, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students. Any student or employee who engages in conduct prohibited by this policy shall be subject to disciplinary action.

The Superintendent of Schools shall develop Administrative Regulations implementing this Policy.

Definitions

Sex discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of any education program receiving federal financial assistance.

Sexual harassment: In a school setting, sexual harassment is conduct that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program. Sexual harassment can be verbal, nonverbal or physical. Although not an exhaustive list, the following are examples of sexual conduct prohibited by this policy:

1. Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.
2. Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.
3. Display of sexually suggestive objects, or use of sexually suggestive or obscene remarks, invitations, letters, notes, slurs, jokes, pictures, cartoons, epithets or gestures.
4. Touching of a sexual nature or telling sexual or dirty jokes.
5. Circulating or showing emails or websites of a sexual nature.
6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

Sexual Violence: Sexual violence is a form of sexual harassment. For the purposes of this policy, sexual violence refers to physical acts that are sexual in nature, perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol.

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Students

Student Sexual Harassment

Procedure

It is the express policy of the Board of Education to encourage victims of sex discrimination or sexual harassment to report such claims. Students are encouraged to promptly report complaints of sex discrimination or sexual harassment to the appropriate personnel, as set forth in the Administrative Regulations implementing this Policy. The district will investigate such complaints promptly and will take corrective action where appropriate. The district will maintain confidentiality to the extent appropriate. The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of sexual harassment or sex discrimination. Any such reprisals or retaliation will result in disciplinary action against the retaliator.

The school district will periodically provide staff development for district administrators and periodically distribute this Policy and the implementing Administrative Regulations to staff and students in an effort to maintain an environment free of sexual harassment and sex discrimination.

Legal References: United States Constitution, Article XIV
 Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, *et seq.*
 Title IX of the Education Amendments of 1972, 34 C.F.R § 106.1, *et seq.*
 Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)
 Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)
 Office for Civil Rights, U.S. Department of Education, Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, 66 Fed. Reg. 5512 (Jan. 19, 2001).
 Constitution of the State of Connecticut, Article I, Section 20.

Policy adopted: February 7, 2002
Policy readopted: May 2, 2002
Policy revised: January 5, 2006
Policy revised: August 19, 2010

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Students

Student Sexual Harassment

It is the policy of the Board of Education that any form of sex discrimination or sexual harassment is forbidden, whether by students, Board employees or third parties subject to the control of the board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students. Any student or employee who engages in conduct prohibited by the Board's sex discrimination and sexual harassment policy shall be subject to disciplinary action.

Definitions

Sex discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of any education program receiving federal financial assistance.

Sexual harassment: In a school setting, sexual harassment is conduct that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program. Sexual harassment can be verbal, nonverbal or physical. Although not an exhaustive list, the following are examples of sexual conduct prohibited by this policy:

1. Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.
2. Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.
3. Display of sexually suggestive objects, or use of sexually suggestive or obscene remarks, invitations, letters, notes, slurs, jokes, pictures, cartoons, epithets or gestures.
4. Touching of a sexual nature or telling sexual or dirty jokes.
5. Circulating or showing emails or websites of a sexual nature.
6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

Sexual Violence: Sexual violence is a form of sexual harassment. For the purposes of this policy, sexual violence refers to physical acts that are sexual in nature, perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol.

Complaint Procedure

1. It is the express policy of the Board of Education to encourage victims of sex discrimination or sexual harassment to promptly report such claims. Timely reporting of complaints facilitates the investigation and resolution of such complaints.
2. As soon as a student feels that he or she has been subjected to sex discrimination or sexual harassment, he/she or his/her parent/legal guardian should make a written complaint to the ~~Assistant Superintendent~~ Chief Academic Officer or the Human Resources Director or to the building principal, or his/her designee. The student will be provided a copy of the Board's policy and regulation and made aware of his or her rights.

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Students

Student Sexual Harassment

Complaint Procedure (continued)

3. The complaint should state the:
 - A. Name of the complainant,
 - B. Date of the complaint,
 - C. Date(s) of the alleged harassment/discrimination,
 - D. Name(s) of the harasser(s) or discriminator(s),
 - E. Location where such harassment/discrimination occurred,
 - F. Names of any witness(es) to the harassment/discrimination, ~~and~~
 - G. Detailed statement of the circumstances constituting the alleged harassment/discrimination, **and**
 - H. **Remedy requested.**
4. Any student who makes an oral complaint of harassment or sex discrimination to any of the above-mentioned personnel will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. In appropriate circumstances, **such as** due to the age of the student making the complaint, a parent or school administrator may be permitted to fill out the form on the student's behalf.
5. If the complainant is a minor student, the person to whom the complaint is given should consider whether a child abuse report should be completed in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.
6. All complaints are to be forwarded immediately to the building principal or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the Superintendent of Schools or **his/her** designee. In addition, a copy of any complaint filed under this policy shall be forwarded to the Title IX Coordinator.
7. ~~Upon receipt of a sexual harassment or sex discrimination complaint, the~~ **The** Title IX Coordinator **or designee** shall ~~either promptly investigate all complaints of sexual discrimination or sexual harassment against a student, regardless of whether the conduct occurred on or off-school grounds. commence an investigation of the complaint, or shall designate a school administrator to investigate the complaint.~~ **The Title IX Coordinator or designee shall consult with all individuals reasonably believed to have relevant information, including the complainant, the alleged harasser/discriminator and any witnesses to the conduct.** The investigation shall be ~~carried on~~ **conducted** discreetly,

maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation.

8. Any student who makes a complaint shall be notified of the District's intent to investigate the complaint. In the event the student requests confidentiality or that an investigation not be conducted, the District will take reasonable steps to investigate and respond to the complaint to the extent possible, given the request for confidentiality or that the District not investigate the complaint. If the student insists that his/her personally identifiable information not be shared with the alleged perpetrator, the student will be informed that the District's ability to investigate and/or take corrective action may be limited.
9. Upon receipt of a sexual harassment or sex discrimination complaint, the Title IX Coordinator shall either promptly commence an investigation of the complaint, or shall designate a school administrator to promptly investigate the complaint. The Title IX Coordinator or designee shall:
 - a) offer to meet with the complainant within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;
 - b) provide the complainant with a copy of the Board's sexual harassment policy and accompanying regulations;
 - c) consider whether any interim measures may be appropriate to protect the alleged victim, pending the outcome of the investigation;
 - d) investigate the factual basis of the complaint, including, as applicable, conducting interviews with the individuals deemed relevant to the complaint;
 - e) consider whether alleged sex discrimination or sexual harassment has created a hostile school environment, including consideration of the effects of off-campus conduct on the school;
 - f) communicate the outcome of the investigation in writing to the complainant, and to any individual properly identified as a party to the complaint (to the extent permitted by the state and federal confidentiality requirements), within sixty (60) school days from the date the complaint was received by the Superintendent's office. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law;
 - g) when sex discrimination or sexual harassment has been found, take steps that are reasonably calculated to end the discrimination, take corrective and/or disciplinary action aimed at preventing the recurrence of the harassment or discrimination, as deemed appropriate by the Superintendent or his/her designee, and take steps to remedy the effects of the sex discrimination or sexual harassment.

Students

Student Sexual Harassment

Complaint Procedure (continued)

10. ~~The Title IX Coordinator or designee shall make a written report summarizing the results of the investigation and proposed disposition of the matter. Consistent with state and federal law and as deemed appropriate by the Title IX Coordinator or designee, the findings of the investigation shall be shared with persons involved in the investigation.~~

10. If the student complainant or alleged perpetrator is dissatisfied with the findings of the investigation, he or she may file a written appeal within thirty (30) calendar days to the Title IX Coordinator, or, if he or she conducted the investigation, to the Superintendent of Schools, who shall review the Title IX Coordinator or designee's written report, the information collected by the Title IX Coordinator or designee together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes sexual harassment or sex discrimination. The Title IX Coordinator or Superintendent of Schools may ~~also investigate the complaint further.~~ determine if further action and/or investigation is warranted. After completing this review, the Title IX Coordinator or Superintendent of Schools shall respond to the complainant, in writing, as soon as possible: within fifteen (15) school days following the receipt of the written request for review.

~~If after a thorough investigation, there is reasonable cause to believe that sexual harassment or sex discrimination has occurred, the district shall take appropriate corrective action in an effort to ensure that the harassment/discrimination ceases and will not recur.~~

If a sex discrimination complaint raises a concern about bullying behavior, the Title IX Coordinator shall notify the Safe School Climate Specialist or designee who shall coordinate any bullying investigation with the Title IX Coordinator, so as to ensure that any such bullying investigation complies with the requirements of applicable Board policies.

Retaliation against any individual who complains pursuant to the Board's policy and regulations is strictly prohibited. The district will take actions necessary to prevent retaliation as a result of filing a complaint.

At any time, a complainant alleging sex discrimination or sexual harassment may file a formal complaint with the Office for Civil Rights, Boston Office, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 (TELEPHONE NUMBER (617) 289-0111).

Copies of this regulation will be distributed to all students.

Title IX Coordinators

The Title IX Coordinators for the New Fairfield Board of Education are:

~~Assistant Superintendent of Schools~~

Chief Academic Officer

12 Gillotti Road

New Fairfield, CT 06812

Telephone Number: (203) 312-5755

Human Resources Director

3 Brush Hill Road

New Fairfield, CT 06812

Telephone Number (203) 312-5664-5660

Regulation approved:

August 7, 2003

NEW FAIRFIELD PUBLIC SCHOOLS

Regulation revised:

August 19, 2010

New Fairfield, Connecticut

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PLAN CONSISTENCY

9

Connecticut General Statutes, Section 8-23

Chapter 126, Section 8-23 of the Connecticut General Statutes, as amended, provides the standards and legal requirements for the creation of or update of a municipal plan of conservation and development. The updated 2014 New Fairfield Plan of Conservation and Development is consistent in all respects with the governing state statute. This compliance is illustrated in the following table.

TABLE 26

Statutory Compliance with Chapter 126, Section 8-23 of C.G.S., as amended Town of New Fairfield 2014 Update to the Plan of Conservation and Development		
CGS Section	Section Text	Where Addressed in FOCD
8-23(d)	In preparing such plan, the commission or any special committee shall consider the following:	
8-23(d)(1)	The community development action plan of the municipality, if any.	N/A
8-23(d)(2)	the need for affordable housing,	Chapter 4 - Housing
8-23(d)(3)	the need for protection of existing and potential public surface and ground drinking water supplies,	Chapter 6 - Natural Resources, Open Space, Parks, Recreation and Agriculture; Chapter 7 - Community Facilities and Infrastructure
8-23(d)(4)	the use of cluster development and other development patterns to the extent consistent with soil types, terrain and infrastructure capacity within the municipality,	Chapter 4 - Housing; Chapter 5 - Economic Development; Chapter 7 - Community Facilities and Infrastructure; Chapter 10 - Generalized Future Land Use Plan
8-23(d)(5)	the state plan of conservation and development adopted pursuant to chapter 297.	Chapter 9 - Plan Consistency
8-23(d)(6)	the regional plan of conservation and development adopted pursuant to section 8-35a,	Chapter 9 - Plan Consistency
8-23(d)(7)	physical, social, economic and governmental conditions and trends,	Chapter 3 - Demographics; Chapter 4 - Housing; Chapter 5 - Economic Development; Chapter 7 - Community Facilities and Infrastructure
8-23(d)(8)	the needs of the municipality including, but not limited to, human resources, education, health, housing, recreation, social services, public utilities, public protection, transportation and circulation and cultural and interpersonal communications.	Chapter 7 - Community Facilities and Infrastructure
8-23(d)(9)	the objectives of energy-efficient patterns of development, the use of solar and other renewable forms of energy and energy conservation, and	Chapter 8 - Sustainability
8-23(d)(10)	protection and preservation of agriculture.	Chapter 6 - Natural Resources, Open Space, Parks, Recreation and Agriculture
8-23(e)(1)	Such plan of conservation and development shall	
8-23(e)(1)(A)	be a statement of policies, goals and standards for the physical and economic development of the municipality,	Chapter 1 - Introduction; Chapter 11 - Action Agenda
8-23(e)(1)(B)	provide for a system of principal thoroughfares, parkways, bridges, streets, sidewalks, multipurpose trails and other public ways as appropriate,	Chapter 7 - Community Facilities and Infrastructure
8-23(e)(1)(C)	be designed to promote, with the greatest efficiency and economy, the coordinated development of the municipality and the general welfare and prosperity of its people and identify areas where it is feasible and prudent	
8-23(e)(1)(C)(i)	to have compact, transit accessible, pedestrian-oriented mixed use development patterns and land reuse, and	Chapter 4 - Housing; Chapter 5 - Economic Development; Chapter 7 - Community Facilities and Infrastructure; Chapter 10 - Generalized Future Land Use Plan

8-23(e)(1)(C)(#)	to promote such development patterns and land reuse,	Chapter 10 - Generalized Future Land Use Plan; Chapter 11 - Action Agenda
8-23(e)(1)(D)	recommend the most desirable use of land within the municipality for residential, recreational, commercial, industrial, conservation, agricultural and other purposes and include a map showing such proposed land uses,	Chapter 10 - Generalized Future Land Use Plan
8-23(e)(1)(E)	recommend the most desirable density of population in the several parts of the municipality,	Chapter 10 - Generalized Future Land Use Plan
8-23(e)(1)(F)	note any inconsistencies with the following growth management principles:	
8-23(e)(1)(F)(i)	Redevelopment and revitalization of commercial centers and areas of mixed land uses with existing or planned physical infrastructure;	Chapter 5 - Economic Development
8-23(e)(1)(F)(ii)	expansion of housing opportunities and design choices to accommodate a variety of household types and needs;	Chapter 4 - Housing
8-23(e)(1)(F)(iii)	concentration of development around transportation nodes and along major transportation corridors to support the viability of transportation options and land reuse;	Chapter 4 - Housing; Chapter 5 - Economic Development; Chapter 7 - Community Facilities and Infrastructure; Chapter 10 - Generalized Future Land Use Plan
8-23(e)(1)(F)(iv)	conservation and restoration of the natural environment, cultural and historical resources and existing farmlands;	Chapter 6 - Natural Resources, Open Space, Parks, Recreation and Agriculture
8-23(e)(1)(F)(v)	protection of environmental assets critical to public health and safety; and	Chapter 6 - Natural Resources, Open Space, Parks, Recreation and Agriculture
8-23(e)(1)(F)(vi)	integration of planning across all levels of government to address issues on a local, regional and state-wide basis,	Chapter 9 - Plan Consistency
8-23(e)(1)(G)	make provision for the development of housing opportunities, including opportunities for multifamily dwellings, consistent with soil types, terrain and infrastructure capacity, for all residents of the municipality and the planning region in which the mun	Chapter 4 - Housing; Chapter 10 - Generalized Future Land Use Plan
8-23(e)(1)(H)	promote housing choice and economic diversity in housing, including housing for both low and moderate income households, and encourage the development of housing which will meet the housing needs identified in the state's consolidated plan for housing and	Chapter 4 - Housing; Chapter 5 - Economic Development; Chapter 11 - Action Agenda
8-23(f)	Such plan may show the commission's and any special committee's recommendation for	
8-23(f)(1)	conservation and preservation of traprock and other outcrops,	N/A
8-23(f)(2)	airports, parks, playgrounds and other public grounds,	Chapter 6 - Natural Resources, Open Space, Parks, Recreation and Agriculture
8-23(f)(3)	the general location, relocation and improvement of schools and other public buildings,	Chapter 7 - Community Facilities and Infrastructure
8-23(f)(4)	the general location and extent of public utilities and terminals, whether publicly or privately owned, for water, sewerage, light, power, transit and other purposes,	Chapter 7 - Community Facilities and Infrastructure
8-23(f)(5)	the extent and location of public housing projects,	N/A
8-23(f)(6)	programs for the implementation of the plan, including	
8-23(f)(6)(A)	a schedule,	Chapter 11 - Action Agenda
8-23(f)(6)(B)	a budget for public capital projects,	N/A
8-23(f)(6)(C)	a program for enactment and enforcement of zoning and subdivision controls, building and housing codes and safety regulations,	Chapter 11 - Action Agenda
8-23(f)(6)(D)	plans for implementation of affordable housing,	Chapter 4 - Housing; Chapter 11 - Action Agenda
8-23(f)(6)(E)	plans for open space acquisition and greenways protection and development, and	Chapter 6 - Natural Resources, Open Space, Parks, Recreation and Agriculture; Chapter 10 - Generalized Future Land Use Plan
8-23(f)(6)(F)	plans for corridor management areas along limited access highways or rail lines, designated under section 16a-27,	N/A
8-23(f)(7)	proposed priority funding areas, and	N/A
8-23(f)(8)	any other recommendations as will, in the commission's or any special committee's judgment, be beneficial to the municipality. The plan may include any necessary and related maps, explanatory material, photographs, charts or other pertinent data and infor	Chapter 11 - Action Agenda

2013-2018 State of Connecticut POCD

Section 8-23(d)(5) of the state statutes requires that municipalities take into account the State Plan of Conservation and Development and note any inconsistencies. The map titled *State Plan of Conservation & Development Areas* illustrates the Land Classifications for New Fairfield according to the recently

adopted document 2013-2018 Conservation and Development Policies: The Plan for Connecticut.

State Plan Text

According to the State Plan, there are six (6) Growth Management Principles with which the municipal plans of conservation and development must be consistent. These are listed below in numerical order, each of which is followed by a brief discussion of how this Plan of Conservation and Development is consistent with the State Plan. However, it should be noted that as stated in the 2013-2018 Conservation and Development Policies: The Plan for Connecticut, "...the statutory mandate for consistency with the State C&D Plan only applies to state agencies, as outlined in CGS Section 16a-31. The State C&D Plan is advisory to municipalities, due to the fact that there is no statutory requirements for municipal plans, regulations, or land use decisions to be consistent with it."⁸ Nonetheless, it is important to illustrate the ways in which New Fairfield's updated POCD is consistent with the Growth Management Principles in the State Plan, which mirror the statutory requirements for plans of conservation and development contained in CGS Section 8-23(e)(1)(F).

Growth Management Principle #1 - Redevelop and Revitalize Regional Centers and Areas with Existing or Currently Planned Physical Infrastructure

The Housing and Economic Development chapters of this POCD all contain elements that are consistent with this general growth management goal. In addition, the updated POCD is consistent with the following state agency policies under this general goal:

- "Focus on infill development and redevelopment opportunities in areas with existing infrastructure, such as city or town centers, which are at an appropriate scale and density for the particular area"
- "Encourage local zoning that allows for a mix of uses 'as-of-right' to create vibrant central places where residents can live, work, and meet their daily need without having to rely on automobiles as the sole means of transport"

Growth Management Principle #2 - Expand Housing Opportunities and Design Choices to Accommodate a Variety of Household Types and Needs

The Housing chapter of this POCD contains elements that are consistent with this general growth management goal. In addition, the updated POCD is consistent with the following state agency policies under this general goal:

- "Enhance housing mobility and choice across income levels and promote vibrant, mixed-income neighborhoods through both ownership and rental opportunities"
- "Identify innovative mechanisms, utilizing decentralized or small-scale water and sewer systems, to support increased housing density in village centers and conservation subdivisions that lack supporting infrastructure."

Growth Management Principle #3 - Concentrate Development Around Transportation Nodes and Along Major Transportation Corridors to Support the Viability of Transportation Options

⁸ 2013-2018 Conservation and Development Policies: The Plan for Connecticut, p. 4.

The Housing and Economic Development chapters of this POCD contain elements that are consistent with this general growth management goal. In addition, the updated POCD is consistent with the following state agency policies under this general goal:

- “Promote compact pedestrian-oriented, mixed use development patterns around existing and planned public transportation stations and other viable locations within transportation corridors and village centers.”
- “Ensure that the planning, design, construction, and operation of state and local highways accommodates municipal plans, and the needs for all users, to the extent possible”

Growth Management Principle #4 - Conserve and Restore the Natural Environment, Cultural and Historical Resources, and Traditional Rural Lands

The Natural Resources, Open Space, Parks, Recreation and Agriculture chapter of this POCD contains elements that are consistent with this general growth management goal. In addition, the updated POCD is consistent with the following state agency policies under this general goal:

- “Continue to protect permanently preserved open space areas and facilitate the expansion of the state’s open space and greenway network through continued state funding and public-private partnerships for the acquisition and maintenance of important multi-functional land and other priorities identified in the State’s Open Space Plan (i.e., Green Plan).”
- “Protect and preserve Connecticut Heritage Areas, archaeological areas of regional and statewide significance, and natural area, including habitats of endangered, threatened and special concern species, other critical wildlife habitats, river and stream corridors, aquifers, ridgelines, large forested areas, highland areas, and Long Island Sound.”
- “Encourage municipalities to build capacity and commitment for agricultural lands preservation.”
- “Utilize the landscape to the extent practical and incorporate sound stormwater management design, such as low impact development techniques, in existing and new developments to maintain or restore natural hydrologic processes and to help meet or exceed state and federal water quality standards, so that the state’s waters can support their myriad functions and uses.”

Growth Management Principle #5 - Protect and Ensure the Integrity of Environmental Assets Critical to Public Health and Safety

The Natural Resources, Open Space, Parks, Recreation and Agriculture chapter and the Sustainability chapter of this POCD contain elements that are consistent with this general growth management goal. In addition, the updated POCD is consistent with the following state agency policies under this general goal:

- “Ensure that water conservation is a priority consideration in all water supply planning activities and regulatory decisions.”
- “Preserve and maintain traditional working lands for the production of food and fiber, and support niche agricultural operations that enhance community food security throughout Connecticut.”

- "Emphasize pollution prevention, the efficient use of energy, and recycling of material resources as the primary means of maintaining a clean and healthful environment"

Growth Management Principle #6 – Promote Integrated Planning across all Levels of Government to Address Issues on a Statewide, Regional, and Local Basis

Several sections of this POCD contain elements that are consistent with this general growth management goal. In addition, the POCD is consistent with the following state agency policies under this general goal:

- "Encourage regional planning organizations and economic development districts to develop coordinated and effective regional plans and strategies for implementing projects that address the priorities of each region."

State Plan Locational Guide Map

The Future Land Use Plan map for the 2013 New Fairfield Plan of Conservation and Development is consistent with the Locational Guide Map contained in the 2013-2018 State Plan. The State Plan's Locational Guide Map, as updated and adopted by the state legislature, indicates that the portion of New Fairfield around the Town Center and Candlewood Corners is designated as "village center". The areas outside of these village centers are a mix of "balanced priority funding areas," "priority funding areas," "conservation areas," and protected lands. This POCD's Future Land Use Plan conforms closely to the State Plan Locational Guide Map, with an emphasis on guiding future development in New Fairfield to areas in or around the identified village centers.

2009 HVCEO Regional Plan of Conservation and Development

Section 8-23(d)(6) of the state statutes requires that municipalities also take into account the regional Plan of Conservation and Development for its applicable regional planning organization. In New Fairfield's case, this would be the 2009 Housatonic Valley Council of Elected Officials (HVCEO) Regional Plan of Conservation and Development and its component Future Growth Map. In reviewing the recommendations and future growth map of the regional plan, it has been determined that the New Fairfield Plan of Conservation and Development is generally consistent with the regional plan, including its goals regarding water supply; water resources; wastewater treatment; transportation; curbing global warming; affordable housing; sustaining the regional economy; open space and recreation; mixed land use; transit-oriented development; and pedestrian access.

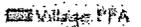
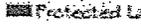
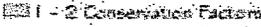
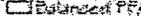
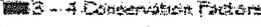
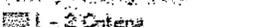
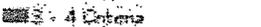
The Future Land Use Plan in this POCD closely mirrors the Future Growth Map in the regional plan, where the Town Center is identified as a "small community center," and the balance of the Town is identified as "suburban area," "semi-rural remote area" or "open space lands."



 **Town of New Fairfield, Connecticut**
Plan of Conservation and Development Update

State of Connecticut
2013 - 2018 PCOD

Legend

- | | |
|---|---|
|  Village PFA |  Conservation Areas |
|  Protected Lands |  1 - 2 Conservation Factors |
|  Balanced PFA |  3 - 4 Conservation Factors |
| | Priority Funding Areas |
| |  1 - 2 Criteria |
| |  3 - 4 Criteria |
| |  5 Criteria |

Revised: New Fairfield, CT 2013-2018 Plan of Conservation and Development Update
BY: Andrew M. Goff
BY: G. M. Thompson, Inc., Town of New Fairfield
BY: Geographic Information Systems, Inc.
Revised: 02/14/14
Page: 102/111
This map is intended for planning purposes only.
Check for updates on the web.

April 2014

 Muller & MacBain

GENERALIZED FUTURE LAND USE PLAN

10

The Generalized Future Land Use Plan contains a variety of land use categories that address location, density and current conditions. These categories and their general locations are described in more detail in the following section. It should be noted that there are individual properties that have a land use different than the category on the map. This is unavoidable in a built out community with small parcels. The intent of the Generalized Future Land Use Plan is to present desirable land use patterns to guide future change. Existing land uses are not affected by the map.

Single Family: Low Density

"Single Family: Low Density" areas encompass those properties that are designated for single family residential development on lots of greater than one acre in area. These properties may also include accessory agricultural uses that have been designated as one of the P.A. 490 land categories for taxation purposes, but the use of the land is still defined by its primary role of providing single family housing for Town residents.

Single Family: Low-Medium Density

"Single Family: Low-Medium Density" areas encompass those properties that are designated for single family residential development on lots of between one-half to one acre in area. Typical residential accessory uses are also found in these areas provided that their nature remains incidental to the primary residential use.

Single Family: Medium Density

"Single Family: Medium Density" areas encompass those properties that are designated for single family residential development on lots of less than one-half acre in area. These areas are generally found along the western shore of Candlewood Lake and in the southwest corner of the Town.

Multi Family

"Multifamily" properties are those which provide two or more residential units for occupancy on one parcel. A small number of these properties are scattered around the Town, primarily along Route 37 and around the periphery of the Town Center. A few multifamily residential properties are also found along Route 39 near Candlewood Lake and in the residential southwestern corner of the Town.

Agricultural

The "Agricultural" land use designation is utilized for tracts of land that are to be used primarily for agricultural purposes.

Commercial

The "Commercial" land use designation encompasses land appropriate for a variety of commercial and business uses.

Industrial

The "Industrial" land use designation is intended for parts of New Fairfield where a variety of manufacturing, fabrication, distribution, and warehousing uses are

appropriate. This designation generally reflects the current manufacturing usage of the land in New Fairfield.

Institutional

The "Institutional" land use classification indicates properties such as cemeteries, churches, private schools and other private institutional properties and holdings.

Office

The "Office" land use classification is for properties where typical commercial office uses are appropriate, but for which other commercial uses may not be appropriate.

Village Centers

The designated Town Center and Candlewood Corners village areas are intended for a mix of uses, including but not limited to residential, retail, office, and institutional land uses, that collectively support a traditional village built form environment and create an atmosphere conducive to economic sustainability.

Municipal

This land use category includes Town-owned facilities such as fire stations and other municipal facilities, education facilities, and other public infrastructure.

State-Owned

This land use category includes property owned by the State of Connecticut for its various facilities.

Public Utility

"Public Utility" areas indicate properties that are held by utility companies and enterprises for either the provision of utility services or the protection of watersheds.

Right-of-Way

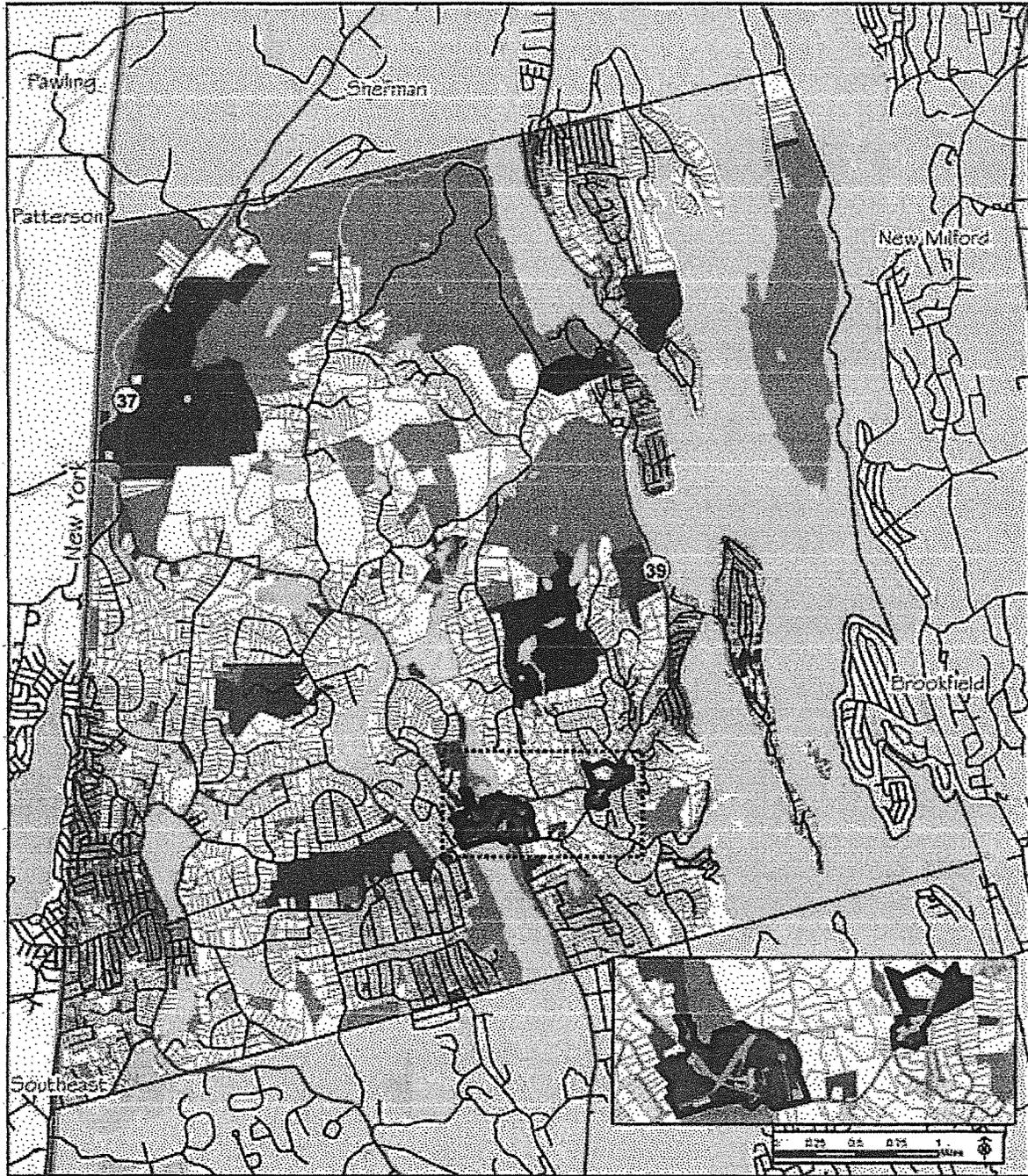
"Right-of-Way" (ROW) lands include areas occupied by streets and roads, and other miscellaneous transportation infrastructure.

Open Space

This land use designation is assigned to all properties that are currently held as open space, in either private or public ownership. Existing open space includes active and passive recreation and open space areas, parks, playgrounds, ball fields, land trust-owned properties, and open space areas.

Private Recreation

"Private Recreation" lands are lands held by private individuals for recreation purposes or by private organizations for recreational use by their members.



Town of New Fairfield, Connecticut
 Plan of Conservation and Development Update

Land Use Categories

Agricultural	Multi-Family	Private Recreation	Single-Family Low Density
Commercial	Miscellaneous Land	Public Utility	Single-Family Low-Medium Density
Industrial	Office	RCOM	Single-Family Medium Density
Institutional	Open Space	State-Owned Property	Village Center

Prepared by:
 New Fairfield 2014 - 2017
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 Telephone: 203.255.1111
 Fax: 203.255.1112
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This map is intended for informational purposes only. It does not constitute a contract or offer of insurance.

Registration: 2014-4

MELONE & MACBRIDE

ACTION AGENDA

11

In order to implement the various recommendations contained in this Plan of Conservation and Development, the following Action Agenda is proposed. The Action Agenda identifies goals, objectives, recommendations and actions; the lead agencies proposed for implementation; and the priority for implementation during the timeframe of this Plan.

The lead agency is the agency which, by the nature of its mission and authority, is the logical party to spearhead the implementation of a particular proposal. Many proposals will of course involve multiple agencies. The nature of activity required of a lead agency will vary depending on the type of recommendation. Some activities involve budget commitments and capital expenses and some require advocacy and promotion, while others call for administrative action.

Priorities are classified as ongoing, short term (1-3 years), mid-term (4-6 years) and long-term (7-10 years). Many of the short-term items may already be activities and policies that are in place and need to be continued. Some short-term recommendations may have evolved as part of the planning and POCD update process.

Mid-term and long-term priorities are activities which are considered important, but placed "down the road" in recognition of the fact that limited resources are available both in terms of time and money to implement the Plan. Mid-term and long-term capital projects may also require some intermediate planning and design activity before project implementation can take place.

The implementation schedule is presented in the form of a "To Do" list. This form will make it easy for the Planning Commission to review and report on implementation progress as a component of their annual report. The Planning Commission shall prepare annually by December 31st a report that will be submitted to the First Selectman and the Board of Selectmen summarizing the implementation status of the Action Agenda of the adopted Plan of Conservation and Development. The report shall discuss the status of each of the Action Items and recommend actions that need to be taken to assure implementation of the Plan of Conservation and Development.

ACTION AGENDA

IMPLEMENTING AGENCIES: **ASSESSOR** - Town Assessor; **BOE** - Board of Education; **BOF** - Board of Finance; **BOS** - Board of Selectmen; **BPAC** - Ball Pond Advisory Committee; **BUILD** - Building Department; **CA** - Commission on the Aging; **CIW** - Conservation/Inland Wetlands Commission; **FD** - Fire Department; **HD** - Health Department; **HP** - Historic Properties; **LB** - Library Board; **OEM** - Office of Emergency Management; **Parks** - Parks & Recreation Commission; **PBC** - Permanent Building Committee; **PC** - Planning Commission; **PD** - Police Department; **PW** - Public Works Department; **SC** - Safety Committee; **SENIOR** - Senior Center; **SS** - Social Services; **WPCA** - Water Pollution Control Authority; **YC** - Youth Commission; **ZC** - Zoning Commission

Lead Agency	On-Going	PRIORITY		
		Short Term (1-3 Years)	Mid Term (4-6 Years)	Long Term (7-10 Years)

Demographics & Housing

GOAL: *Assess the impacts of population and demographic trends on the Town's evolution and development.*

Action:

The Town should assess its operations, services and facilities, determine where there are unmet needs or changes that need to be addressed, and prepare a logical plan for meeting the demands of a Town set for slow, steady growth.	BOS/BOF/ PBC/SS		✘		
The relatively rapid aging of New Fairfield's population indicates that the Town should keep senior services and facilities in the forefront of planning for the future.	CA/SENIOR	✘			
The Town should also continue to support the development of social and cultural assets to make New Fairfield an attractive place for younger age groups to settle.	BOS/SS/YC/ PARKS		✘		
The Board of Education should conduct a long-range enrollment projections and analysis study to help determine how the changing demographic characteristics of the Town will impact the utilization of school facilities and education programming.	BOE	✘			

GOAL: *Assess the impacts of changing household composition and diversification.*

Action:

With changing household composition (fewer families with children and more single-person households) comes an increasing demand for different housing types, including smaller units. The Town should re-examine its zoning regulations to find ways to encourage the development of starter homes, attached units and other housing types to meeting the diverse housing needs of the population.	ZC/PC		✘		
The Town Center and the Candlewood Corners should be studied as the potential locations for more diverse housing types as part of mixed use development. The primary objective for these areas should remain as tax base growth and economic development, however.	PC/ZC/BOS			✘	

IMPLEMENTING AGENCIES: ASSESSOR - Town Assessor; BOE - Board of Education; BOF - Board of Finance; BOS - Board of Selectmen; BPAC - Ball Pond Advisory Committee; BUILD - Building Department; CA--Commission on the Aging; CIW--Conservation/Inland Wetlands Commission; FD - Fire Department; HD - Health Department; HP - Historic Properties; LB - Library Board; OEM - Office of Emergency Management; Parks - Parks & Recreation Commission; PBC - Permanent Building Committee; PC- Planning Commission; PD - Police Department; PW - Public Works Department; SC - Safety Committee; SENIOR - Senior Center; SS - Social Services; WPCA - Water Pollution Control Authority; YC - Youth Commission; ZC - Zoning Commission		PRIORITY			
	Lead Agency	On-Going	Short Term (1-3 Years)	Mid Term (4-6 Years)	Long Term (7-10 Years)

GOAL: Take a measured approach to accommodating future residential development.

Action:

Maintain a balance between residential growth, open space conservation and natural resource protection.

PC/ZC/CIW

✘

Based upon the development of the Generalized Future Land Use Plan as part of this POCD update, ensure that appropriate residential uses and densities for undeveloped land are provided for through the zoning regulations to maintain and complement the character of existing residential areas.

PC/ZC

✘

GOAL: Assess impacts of possible housing turnover.

Action:

Adopt regulations specifically addressing redevelopment and development in lakefront areas could help to protect water and other natural resources, as well as neighborhood characteristics, from non-conforming lots and structures.

ZC

✘

GOAL: Ensure that a variety of housing types be available to reflect the needs and desires of all residents.

Action:

Encourage the development of small, mixed use developments in the Town Center and Candlewood Corners. Such developments combining retail, office space and housing components could promote a cohesive, compact development pattern for these two development nodes, increase the Town's tax base, and provide an array of housing options for New Fairfield residents.

PC/ZC

✘

IMPLEMENTING AGENCIES: ASSESSOR - Town Assessor; BOE - Board of Education; BOF - Board of Finance; BOS - Board of Selectment; BPAC - Ball Pond Advisory Committee; BUILD - Building Department; CA - Commission on the Aging; CIW - Conservation/Inland Wetlands Commission; FD - Fire Department; HD - Health Department; HP - Historic Properties; LB - Library Board; OEM - Office of Emergency Management; Parks - Parks & Recreation Commission; PBC - Permanent Building Committee; PC - Planning Commission; PD - Police Department; PW - Public Works Department; SC - Safety Committee; SENIOR - Senior Center; SS - Social Services; WPCA - Water Pollution Control Authority; YC - Youth Commission; ZC - Zoning Commission	Lead Agency	PRIORITY			
		On-Going	Short Term (1-3 Years)	Mid Term (4-6 Years)	Long Term (7-10 Years)
With limited sewer and water availability, New Fairfield has limited opportunities for new residential development of significant density. Nevertheless, the Town's existing MFDE zones and developments serve as models for increasing density within the carrying capacity of the land. Similar regulations could enable construction of multi-family units that are not age-restricted, but still geared towards single-person households through limited numbers of bedroom and overall square footage, in similarly appropriate locations. Alternative wastewater treatment systems such as community septic systems should be considered in lieu of septic systems or traditional public sewer system infrastructure.	ZC/PC/HD				✘
GOAL: Ensure that a variety of housing types be available to reflect the needs and desires of all residents.					
Action:					
The Town should ensure that both "affordable" and moderate-priced market rate housing are part of its multi-pronged approach to enhancing housing affordability.	PC/ZC/BOS	✘			
The Town should investigate developing a payment in lieu of affordable housing program, with collected funds being used to help finance and support affordable housing activities.	BOS/PC/ZC			✘	
The Town should pursue a variety of funding sources at both the state and federal levels to develop affordable housing or to leverage additional public, non-profit and private sector funds to complete the financing for affordable housing developments.	BOS/PC/BOF		✘		
The Town should explore the potential of developing a limited equity housing program in conjunction with a local non-profit organization.	BOS/BOF				✘
The Town should inform property owners of the option to deed-restrict their accessory apartments as affordable housing units so that they are counted in the State's affordable housing list.	ASSESSOR	✘			

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	Lead Agency	On-Going	Short Term (1-3 Years)	Mid Term (4-6 Years)	Long Term (7-10 Years)

GOAL: Balance the need for housing against the preservation and conservation of the suburban/rural character of the Town.

Action:					
Use zoning and other land use regulatory techniques to guide residential development pressure in New Fairfield into infill development close to or within the Town Center and Candlewood Corners or as a part of established neighborhoods. Doing so can increase the vibrancy of the commercial centers, increase the ability of these centers to support small retail and commercial establishments, attract desirable businesses to the Town, and protect low-density residential, recreational and rural areas.	PC/ZC		✘		

Economic Development

GOAL: Nurture the current small economic base that will be critical for the Town's economic future.

Action:					
New Fairfield should focus on building upon existing market sectors such as retail, healthcare/social assistance and accommodation/food service as the base for a strong economy and to promote job creation.	BOS/PC	✘			
New Fairfield should promote additional economic development in the Town Center and Candlewood Corners areas and increasing economic value of existing businesses, while maintaining the rural character and heritage of the Town.	BOS/PC		✘		
The Town should promote opportunities for the creative economy sector to establish itself, grow and expand through the fostering of networking and support for arts and cultural institutions.	BOS		✘		
The Town should identify potential sites for new businesses and actively recruit potential businesses for these sites.	BOS	✘			
The Town should actively promote entrepreneurship and nurture the development of "home-grown" businesses and enterprises.	BOS			✘	
Assisting existing businesses in physically expanding and increasing their market presence should be a primary objective for the Town.	BOS	✘			
The Town should strive to capitalize upon its potential for recreation-based economic development associated with Candlewood Lake, Ball Pond and Squantz Pond.	BOS/BPAC/ PARKS			✘	

IMPLEMENTING AGENCIES: ASSESSOR - Town Assessor; BOE - Board of Education; BOF - Board of Finance; BOS -Board of Selectmen; BPAC - Ball Pond Advisory Committee; BUILD--Building Department; CA - Commission on the Aging; CIW - Conservation/Inland Wetlands Commission; FD - Fire Department; HD - Health Department; HP - Historic Properties; LB - Library Board; OEM - Office of Emergency Management; Parks - Parks & Recreation Commission; PBC - Permanent Building Committee; PC- Planning Commission; PD - Police Department; PW - Public Works Department; SC - Safety Committee; SENIOR - Senior Center; SS - Social Services; WPCA - Water Pollution Control Authority; YC - Youth Commission; ZC - Zoning Commission	Lead Agency	On-Going	PRIORITY		
			Short Term (1-3 Years)	Mid Term (4-6 Years)	Long Term (7-10 Years)
The Town's zoning regulations should be reviewed to determine what impacts (either positive or negative) particular regulations may be having on economic development.	ZC/PC		✘		
The Town should assess the possibility of tax deferments for new or expanded businesses.	BOS/BOF/ASSESSOR		✘		
GOAL: Work within the reality that New Fairfield's small economy is impacted by both large regional forces and other compnents of the Town's character.					
Action:					
The Town should consider its place in the larger regional economy and focus on the unique strengths that the community has. New Fairfield should look for opportunities to collaborate with surrounding suburban/rural municipalities to development economic development networks and initiatives.	BOS		✘		
Economic growth requires housing that is affordable to new employees. The Town should continue to look for ways to expand its affordable housing supply so that it can support the economic development the community desires.	BOS/PC			✘	
GOAL: Continue to develop and enhance the Town Center to strengthen its position as the heart of commercial activity.					
Action:					
The Town should investigate the potential for establishing a Village Improvement District for the Town Center, which would function the same as special services district as authorized under Section 7-339m of the Connecticut state statutes.	BOS/BOF			✘	
The Town should promote compact mixed use development in the Town Center area to create additional activity that could help support local businesses and provide opportunities for additional tax base development.	PC/ZC			✘	
GOAL: Enhance the development of Candlewood Corners as a supportive area of economic development and tax base generation.					
Action:					
The Town should consider the expansion of the commercial zoning in the Candlewood Corners area if it is feasible and does not unduly impact surrounding neighborhoods.	ZC/PC			✘	

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			Short Term (1-3 Years)	Mid Term (4-6 Years)	Long Term (7-10 Years)
Similar to the Town Center area, but at a lower intensity, the Town should promote compact mixed use development in the Candlewood Corners area to create additional activity that could help support existing businesses.	ZC/PC				✘
GOAL: Market and promote the Town, its existing businesses, and its commercial centers as a critical component to keeping the Town economically vibrant and competitive.					
Action:					
The Town website should be utilized as a vehicle for attracting economic development, providing connections to local businesses and organizations and encouraging visitors to New Fairfield.	BOS	✘			
The Town should maintain a strong business retention effort, as well as assisting businesses in finding opportunities for expansion.	BOS		✘		
The Town should actively engage with other suburban/rural towns in the immediate area to conduct coordinated marketing and advertising campaign, with a particular emphasis on recreational opportunities in New Fairfield and the region as a whole.	BOS			✘	
Promoting tourism and the natural assets and features in New Fairfield, as well as seasonal events, should be a prime focus for marketing the Town to outside visitors.	BOS/PARKS		✘		
GOAL: Implement significant infrastructure changes to increase the commercial tax base.					
Action:					
In order for more intensive economic development to occur in the Town Center and Candlewood Corners areas, the Town should investigate installing public water and sewer systems for a compact geographic area.	WPCA/BOS			✘	
The Town should assess the current parking demand and needs for the Town Center area.	PC		✘		
The Town should ensure that it has the highest level of communication technology infrastructure in place within the Town Center and Candlewood Corners.	BOS		✘		
The Town should continue to enhance pedestrian access within the commercial centers, particularly following up on the original Town Center Beautification Study work, to help create easier access to local businesses and generate more foot traffic for these businesses.	BOS/PW		✘		

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			Short Term (1-3 Years)	Mid Term (4-6 Years)	Long Term (7-10 Years)
The Town should work with the region to identify and pursue grants and other sources of funding for developing and improving various elements of the Town Center and Candlewood Corners areas.	BOS	✘			
Natural Resources, Parks, Recreation and Open Space					
<i>GOAL: Continue to preserve and protect Inland Wetlands and Watercourses from potential sources of contamination or development.</i>					
Action:					
Maintain a regulatory policy of no net loss of wetlands.	CIW	✘			
To the extent feasible, require that all regulated wetlands be incorporated into protected open space.	CIW		✘		
Improve enforcement of wetland, soil erosion, and sedimentation control regulation by encouraging the strengthening of penalties for violation.	PC/ZC/CIW		✘		
Where feasible, create a network of buffers and greenways along watercourses to permit resource protection and public access.	CIW	✘			
<i>GOAL: Achieve and protect high water quality classifications.</i>					
Action:					
Consider expanding the protection of the aquifer recharge area.	CIW		✘		
Continue to support New Fairfield's extensive septic management program and water testing.	BOS/HD	✘			
Continue to protect existing and potential water supply aquifers and watershed lands from land uses that pose risks of contamination. Continue to monitor development adjacent to water bodies such as Ball Pond and Candlewood Lake and possible impacts on water quality.	CIW/BPAC	✘			
Continue to strengthen stormwater management regulations and encourage best practices (such as porous paving, rain gardens, etc.) to absorb and filter stormwater into the ground.	PC/ZC		✘		

IMPLEMENTING AGENCIES: ASSESSOR - Town Assessor; BOE - Board of Education; BOF - Board of Finance; BOS -Board of Selectmen; BPAC - Ball Pond Advisory Committee; BUILD - Building Department; CA - Commission on the Aging; CIW - Conservation/Inland Wetlands Commission; FD - Fire Department; HD - Health Department; HP - Historic Properties; LB - Library Board; OEM - Office of Emergency Management; Parks - Parks & Recreation Commission; PBC - Permanent Building Committee; PC - Planning Commission; PD - Police Department; PW - Public Works Department; SC - Safety Committee; SENIOR - Senior Center; SS - Social Services; WPCA - Water Pollution Control Authority; YC - Youth Commission; ZC - Zoning Commission	Lead Agency	PRIORITY			
		On-Going	Short Term (1-3 Years)	Mid Term (4-6 Years)	Long Term (7-10 Years)
Coordinate educational programs related to reducing or eliminating sediment runoff, septic maintenance, hazardous materials, lawn and garden fertilizers/chemicals, and similar issues to educate residents on threats to water quality.	CIW/HD/BOS		✘		
GOAL: Regulate development and storm water management activities within flood hazard areas to protect life and property and to preserve the natural storm retention functions of the watershed.					
Action:					
Continue to strengthen municipal regulation of the flood hazard areas identified by FEMA.	ZC		✘		
Maintain flood hazard controls that will assure continued participation in the National Flood Insurance Program and Community Rating System.	ZC/CIW	✘			
GOAL: Protect prime agricultural land resources and promote agricultural uses.					
Action:					
Develop a Town policy and adopt incentives that encourages the preservation of farmland.	BOS/CIW/PC		✘		
Work with agricultural businesses and land owners to conserve land used for agricultural purposes.	CIW	✘			
Encourage the development of farmers' markets and other types of agricultural businesses.	BOS	✘			
GOAL: Preserve and protect steep slopes, ridgelines, and scenic views.					
Action:					
Continue to support actions that will lead to the protection of slopes of 25% or greater. Restrict land clearance for development on hilltops and ridgelines.	ZC		✘		
Incorporate "view shed" analysis as a requirement of future development applications.	ZC			✘	
Continue to support the use of conservation subdivisions.	PC/ZC	✘			

IMPLEMENTING AGENCIES: ASSESSOR - Town Assessor; BOE - Board of Education; BOF - Board of Finance; BOS - Board of Selectmen; BPAC - Ball Pond Advisory Committee; BUILD - Building Department; CA - Commission on the Aging; CIW - Conservation/Inland Wetlands Commission; FD - Fire Department; HD - Health Department; HP - Historic Properties; LB - Library Board; OEM - Office of Emergency Management; Parks - Parks & Recreation Commission; PBC - Permanent Building Committee; PC - Planning Commission; PD - Police Department; PW - Public Works Department; SC - Safety Committee; SENIOR - Senior Center; SS - Social Services; WPCA - Water Pollution Control Authority; YC - Youth Commission; ZC - Zoning Commission		PRIORITY			
	Lead Agency	On-Going	Short Term (1-3 Years)	Mid Term (4-6 Years)	Long Term (7-10 Years)

GOAL: Achieve the preservation and protection of key natural resource features.

Action:

Community efforts should be coordinated with open space strategy and implementation, municipal land use regulations, State and Federal regulatory programs, and municipal land management.	PC/ZC/CIW/ PARKS	✘			
Utilize the Natural Diversity Database to help preserve and protect important natural resources. Specific information about the type of resource and its precise locations is released by DEEP in response to a written request associated with a particular project.	PC/CIW	✘			
Continue to coordinate open space preservation with other Town boards, commissions, departments, and agencies to ensure a seamless approach to preserved open space.	PC/CIW/ PARKS	✘			
Prepare and regularly update a Town Open Space Action Plan that addresses priority parcels for open space acquisition, identifies possible greenway connections and trails, etc.	PC/CIW/ PARKS/BOS/ BOF		✘		

GOAL: Maintain and support recreational facilities for residents of all ages.

Action:

Assess the adequacy of existing facilities through a community survey or forum.	PARKS/BOS	✘			
Prepare a long-range park and recreation plan, including any future capital improvements.	PARKS			✘	

Community Facilities and Infrastructure

GOAL: Ensure that all of the Town's government facilities are adequate for the Town's current and projected needs.

Action:

Find ways to accommodate the growing physical space needs for the Public Works Garage.	BOS/PW/PBC		✘		
Draft a strategic facilities plan for accomplishing needed upgrades or expansions to the Town Hall and Public Library facilities, including appropriate funding sources.	PBC/LB/BOS/ BOF		✘		

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		On-Going	Short Term (1-3 Years)	Mid Term (4-6 Years)	Long Term (7-10 Years)
As New Fairfield's population continues to age, community services and facilities such as the Town's Senior Center will likely see additional demands for services. Periodically evaluate these services and facilities to ensure that they are meeting the changing needs of the Town's population.	CA/SENIOR/SS			✘	
Ensure that the Town offers programs and services that are attractive to younger adults and families with children in order to attract and retain such households to create demographic balance.	BOS/SS/YC/PARKS			✘	
Ensure that there are no physical or technical barriers to information sharing and collaboration between Town departments. If necessary, incorporate applicable software and hardware upgrades into the capital improvements plan to improve compatibility between groups.	BOS/BOF		✘		
GOAL: Ensure that police, fire, and emergency medical services are more than adequate for the needs of the Town's population.					
Action:					
Continue to focus on public safety services for future capital investment. Expansion will likely be necessary over the coming decade for fire and emergency services.	BOS/BOF/OEM/FD			✘	
Determine a sensible means of improving cellular communication through the Town to assist community services in coordinating with one another.	BOS/OEM		✘		
GOAL: Ensure that all public school facilities are adequate for the Town's current and projected needs.					
Action:					
Draft a long-range plan for school facilities that is flexible enough to respond to changes in school enrollment.	BOE		✘		
Continue to ensure that the best possible educational opportunities, programs, and services are made available to school children.	BOE	✘			
GOAL: Ensure that transportation needs for residents are met in a safe, sustainable, healthy way.					
Action:					
Identify congested roads and intersections (such as Route 39 and Gillotti Road) and commission traffic studies to suggest and implement safety improvements.	PW		✘		

IMPLEMENTING AGENCIES: ASSESSOR - Town Assessor; BOE - Board of Education; BOF - Board of Finance; BOS - Board of Selectmen; BPAC - Ball Pond Advisory Committee; BUILD - Building Department; CA - Commission on the Aging; CIW - Conservation/Inland Wetlands Commission; FD - Fire Department; HD - Health Department; HP - Historic Properties; LB - Library Board; OEM - Office of Emergency Management; Parks - Parks & Recreation Commission; PBC - Permanent Building Committee; PC - Planning Commission; PD - Police Department; PW - Public Works Department; SC - Safety Committee; SENIOR - Senior Center; SS - Social Services; WPCA - Water Pollution Control Authority; YC - Youth Commission; ZC - Zoning Commission	Lead Agency	On-Going	PRIORITY		
			Short Term (1-3 Years)	Mid Term (4-6 Years)	Long Term (7-10 Years)
Include in the Capital Improvements Budget plans for expansion of sidewalks and bike trails throughout Town to allow residents to walk or bike to Town services and other destinations. As appropriate, seek grants such as Safe Routes to School to allow children to walk safely to school and fund pedestrian infrastructure expansion.	BOF/PW	✘			
Collaborate with CT DOT and DEEP to study the creation of a walking/biking trail along Route 37 adjacent to Lake Margerie Reservoir to provide a safe recreational trail as well as aesthetic improvements to the Town's gateway corridor. As appropriate, seek funding through the National Recreational Trails Program and other sources.	BOF/PW		✘		
Sustainability					
GOAL: Encourage residents to become knowledgeable and engaged in local sustainability efforts.					
Action:					
Engage local business and educational institutions in creating a clearinghouse of practices for improving energy efficiency, reducing waste, and other sustainable institutional/business management practices.	BOS			✘	
Communicate municipal sustainability measures to residents and businesses through the Town website and other media, and keep the website updated with current events.	BOS	✘			
Put a notice in tax bills to remind residents to use the Town's website to learn about what is going on in the Town.	ASSESSOR	✘			
Support community engagement activities such as its annual Earth Day activities, Candlewood Lake Clean Up, water testing programs, and energy conservation programs.	SS/PARKS/ BOS	✘			
Make sustainability goals the core of land use regulation and Town infrastructure practices.	ZC/PC/PW		✘		
GOAL: Foster and expand upon current land stewardship efforts in New Fairfield.					
Action:					

IMPLEMENTING AGENCIES: ASSESSOR - Town Assessor; BOE - Board of Education; BOF - Board of Finance; BOS -Board of Selectmen; BPAC - Ball Pond Advisory Committee; BUILD - Building Department; CA - Commission on the Aging; CIW - Conservation/Inland Wetlands Commission; FD - Fire Department; HD - Health Department; HP - Historic Properties; LB - Library Board; OEM - Office of Emergency Management; Parks - Parks & Recreation Commission; PBC - Permanent Building Committee; PC- Planning Commission; PD - Police Department; PW - Public Works Department; SC - Safety Committee; SENIOR - Senior Center; SS - Social Services; WPCA - Water Pollution Control Authority; YC - Youth Commission; ZC - Zoning Commission	PRIORITY				
	Lead Agency	On-Going	Short Term (1-3 Years)	Mid Term (4-6 Years)	Long Term (7-10 Years)
Continue to employ good land stewardship practices that preserve the rural character of the Town and protects resources such as Candlewood Lake. Continue to support organizations such as the New Fairfield Land Trust and Project CLEAR.	CIW/BOS	✘			
Review and audit the use of Conservation Subdivision permits to ensure that they are successfully preserving natural resources.	ZC/PC		✘		
Support open space and agricultural lands preservation in appropriate locations, such as by including acquisition as a goal in the Capital Improvement Plan.	CIW/BOS/BOF		✘		
Inventory and assess public street trees to calculate value of the public trees, create a future planting plan to increase canopy cover, and establish a tree preservation ordinance.	BOS/PW			✘	
Protect and respect wildlife habitat and diversity by acquiring land to provide for wildlife corridors and greenways; protect lake water quality for tourism fishing; educate residents about black bears in New Fairfield; and monitor deer populations for traffic collisions and reports of Lyme disease.	CIW			✘	
GOAL: Effectively manage and control potable water resources, stormwater runoff, and surface water quality.					
Action:					
Minimize the impact of existing development by identifying and investigating incidents of failing septic systems; educating applicants for renovations about the importance of runoff filtration; working with area garden clubs to lead educational workshops about garden water use and chemical-free gardening; and encouraging the use of rain barrels, rain gardens and bioswales.	CIW/PC/HD		✘		
Minimize the impact of new development by considering an amendment to the Zoning Regulations to further regulate building envelopes and incorporate low-impact development techniques.	ZC		✘		
Continue to work with other water resource-related agencies to support watershed protection and water quality monitoring efforts.	CIW/BOS	✘			
GOAL: Use municipal buildings and facilities as places to model sustainable practices for the rest of the community.					
Action:					

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	Lead Agency	On-Going	Short Term (1-3 Years)	Mid Term (4-6 Years)	Long Term (7-10 Years)
Take stock of existing municipal buildings with an audit of energy use and indoor air quality of existing buildings. Identify both easy, low-cost fixes as well as longer-range capital improvements.	PBC/BOS		✘		
Reduce the use of harsh and dangerous chemicals such as those used for cleaning, maintenance tasks, and pest control. Establish green cleaning protocols, integrated pest management techniques, and other measures to improve indoor air quality.	PW		✘		
Improve sustainability standards for future buildings and facilities, such as third party green building certification systems, alternative or renewable energy systems, and the use of reclaimed, locally-produced, and recycled materials.	PBC/BOS			✘	
Incorporate water conservation design and practices, such as rainwater collection systems, prioritizing street sweeping in the active water supply, and spray-painting "Dump no waste, drains to Candlewood Lake" logos near stormwater catch basins.	PW		✘		
Create a procurement policy for office supplies, furniture, and other goods that favors products made of recycled or renewable materials.	BOS/BOF		✘		
Raise energy usage awareness among municipal employees and encourage appropriate energy conservation practices in offices and facilities.	BOS/PW	✘			
Improve the sustainability of the city vehicle fleet by conducting a use survey, gradually replacing current vehicles with hybrids or fuel-efficient vehicles, keeping cars tuned and tires properly inflated, and implementing an anti-idling policy for public works vehicles.	PW			✘	
GOAL: Proactively plan for the risks and impacts of disasters and encourage the creation of more resilient communities that can bounce back.					
Action:					
Continue to support the Office of Emergency Management through continuing staff education, as well as performing age-appropriate outreach to the public schools on emergency management.	OEM/BOS/BOE	✘			
Create a strategic plan to improve the resiliency of buildings and infrastructure. Use documents such as the City of Baltimore's Disaster Preparedness and Planning Project for ideas and discussion points, such as enhancing the resiliency and redundancy of the electric system, integrating hazard mitigation into transportation design, etc.	PBC/BOS/PW			✘	

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			Short Term (1-3 Years)	Mid Term (4-6 Years)	Long Term (7-10 Years)
Tie community resiliency to individual sustainability actions, such as community gardens for food supplies, renewable energy for power generation, and rain barrels for emergency drinking water when wells become contaminated during floods.	BOS/PW				✘
Foster and encourage social connections and networks through community events.	SS/BOS	✘			

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	Lead Agency	On-Going	Short Term (1-3 Years)	Mid Term (4-6 Years)	Long Term (7-10 Years)

GOAL: Reduce total energy use, and shift to more renewable energy sources.

Action:

Promote various energy efficiency measures, such as partnering with CL&P and the public school system to spread awareness about energy conservation measures; find community partners to work with the Connecticut Clean Action Fund to set up a series of micro-grants and micro-loans to promote energy conservation; and creating a "New Fairfield Green Business" designation for local businesses to promote energy conservation leadership.	BOS/PW/BOE		✘		
Promote community clean energy measures, such as pursuing renewable energy projects that qualify for CL&P renewable energy credits; participating in the Connecticut Clean Energy Communities Program to earn free renewable energy systems; and encouraging local businesses to apply for other energy credits and grants.	BOS		✘		

GOAL: Reduce consumption and increase recycling and composting to divert solid waste from needing collection and disposal.

Action:

Reduce: Encourage local businesses to give customers credit for bringing reusable shopping bags; sponsor a community tool lending library to reduce waste and foster social interactions; put Conservation and Waste Reduction tips on the New Fairfield Public Works webpage; etc.	BOS/PW			✘	
Reuse: Partner with the Housatonic Resources Recovery Authority to start a regional materials and waste exchange program; require reuse or recycling of 50% or more of construction and demolition waste for permits; partner with the New Fairfield Community Thrift Shop to encourage reuse and "upcycling".	BOS		✘		
Recycle: Launch a pilot program to collect organic waste for compost; make a recycling guide available in print and online; and pursue a program modeled on the Bridgeport Mayor's Conservation Corps to train youth to canvas door-to-door to educate residents about recycling and other municipal sustainability programs.	BOS/PW				✘

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		On-Going	Short Term (1-3 Years)	Mid Term (4-6 Years)	Long Term (7-10 Years)
GOAL: Encourage development patterns and site designs that use less energy, use fewer natural resources, creates less stormwater runoff, and produces less pollution than traditional development.					
Action:					
Strengthen and build upon the Town Center already in New Fairfield as a denser, walkable alternative to strip-style development.	PC/ZC				✘
Develop LEED (or other third-party certification) standards for new construction in New Fairfield required for municipal buildings and commercial or industrial buildings over a certain size, with alternative green building guideline minimum requirements for smaller projects and residential homes.	PBC			✘	
For existing buildings, partner with Connecticut Light & Power to promote existing incentives for sustainable retrofits, such as sealing leaks around windows and doors. Ideally, this would also encourage the growth of local businesses specializing in green retrofits and provide economic development to the community.	BOS/PW		✘		
GOAL: Provide a free-flowing circulation system for vehicles, bikes, and pedestrians.					
Action:					
Expand transit services, as per the <i>Housatonic Valley Transportation Plan 2011</i> .	BOS				✘
Improve opportunities for bicycle and pedestrian traffic for a dedicated Bicycle and Pedestrian Committee; increase the number of pedestrian connections; seek community input on future sidewalk placement and repairs; compete for Safe Routes to School funds to make improvements that allow children to walk safely to school; and organize more community events around getting out of the car.	BOS/PC/BOE			✘	
GOAL: Provide a healthy, safe environment for all.					
Action:					
Improve air quality by burning fewer fossil fuels; planting more trees; and optimize traffic signals to reduce idling time.	PW/BOS			✘	
Improve water quality by continuing to protect groundwater resources through regulations such as the Aquifer Protection Overlay District; partnering with local garden clubs to provide educational outreach on chemical-free gardening; and follow Low Impact Development best practices concerning stormwater management.	ZC/CIW/PW		✘		

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		On-Going	Short Term (1-3 Years)	Mid Term (4-6 Years)	Long Term (7-10 Years)
Improve public health by including public health considerations in the Capital Improvement Plan; expand transit schedules to meet social needs of disadvantaged or disabled groups; and providing venues for residents to get fresh, local fruits and vegetables from community gardens and farmers' markets.	HD/BOS			✘	

Funding Application for Grant to Support Local Prevention Council

1	Application Date November 11, 2016	Funding Start Date July 1, 2016 - June 30, 2017
2	Applicant Agency (Legal Name & Address) New Fairfield Prevention Council c/o New Fairfield High School 54 Gillotti Road New Fairfield, CT 06812	FEIN
3	Has a permanent Local Prevention Council been established? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	
4	Local Prevention Council name and address New Fairfield Substance Abuse Council c/o New Fairfield High School 54 Gillotti Road New Fairfield, CT 06812	
5	LPC Contact Person (Programmatic) Kate Planz	Telephone Number 203-312-5874
	Title New Fairfield High School Social Worker	Fax Number 203-312-5803
6	Contact Person (Fiscal) Ed Sbordone	Telephone Number 203-312-5656
	Title Accounting Manager	Fax Number 203-312-5659
7	List town(s) included in application New Fairfield, CT	
8	Is litigation pending on any of the applicant organization's programs? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes If yes, briefly explain below.	
FUNDING SUMMARY		
9	Total Program Budget \$5,093.00	Amount Requested \$3,893.00

Funding Application for Grant to Support Local Prevention Council

10. Proposed Services	
<p>a. Description of proposed service #1 Signs – Funds will be used to purchase multiple large banners/signs to be placed around town aimed at increasing community awareness of prevention and the New Fairfield Local Prevention Council. These banners and signs can be moved around and used over a long-term basis.</p>	
<p>b. Service type (Refer to Application Instructions, Appendix A) STN14</p>	<p>c. Service dates Ongoing</p>
<p>d. Alcohol or tobacco prevention; other joint behavioral health promotion <input checked="" type="checkbox"/> Alcohol <input checked="" type="checkbox"/> Tobacco <input type="checkbox"/> Other: _____</p>	<p>e. Number of participants by gender 7,000 Males 7,000 Females</p>
<p>f. Service population <input type="checkbox"/> Elementary School Students <input type="checkbox"/> School staff <input type="checkbox"/> Middle School Students <input type="checkbox"/> Parents/Families <input type="checkbox"/> High School Students <input type="checkbox"/> Older Adults <input type="checkbox"/> Youth/Minors not in school <input checked="" type="checkbox"/> General <input type="checkbox"/> Other: _____</p>	<p>g. Number of participants by age 4,200: Under 18 4,242: 25-44 357: 18-20 3,626: 45-64 357: 21-24 1,204: 65+</p>
<p>h. Number of participants by race 13,258: White 210: Black/African American 294: Asian 42: American Indian/Alaska Native 210: Multiracial Native Hawaiian/Pacific Islander</p>	<p>i. Number of participants by Hispanic origin 1,036: Hispanic/Latino 12,964: Not Hispanic/Latino</p>
<p>j. Number of hours it will take to conduct service 4</p>	<p>k. Number of hours it will take to plan/prepare for service 2</p>
<p>l. Amount of LPC funds used on this service \$1,200.00</p>	<p>m. Total cost of service \$1,200.00</p>

<p>a. Description of proposed service #2 Substance Abuse Prevention Speaker – Matt Bellace: Natural High – http://www.mattbellace.com/</p>	
<p>b. Service type (Refer to Application Instructions, Appendix A) STN17</p>	<p>c. Service dates 04/27/2017</p>
<p>d. Alcohol or tobacco prevention; other joint behavioral health promotion <input checked="" type="checkbox"/> Alcohol <input checked="" type="checkbox"/> Tobacco <input checked="" type="checkbox"/> Other: All Drugs</p>	<p>e. Number of participants by gender 723: Males 809: Females</p>
<p>f. Service population <input type="checkbox"/> Elementary School Students <input type="checkbox"/> School staff <input checked="" type="checkbox"/> Middle School Students <input type="checkbox"/> Parents/Families <input checked="" type="checkbox"/> High School Students <input type="checkbox"/> Older Adults <input type="checkbox"/> Youth/Minors not in school <input type="checkbox"/> General <input type="checkbox"/> Other: _____</p>	<p>g. Number of participants by age 1,423: Under 18 25-44 109: 18-20 45-64 21-24 65+</p>
<p>h. Number of participants by race 1,449: White 182: Black/African American 32: Asian 42: American Indian/Alaska Native 23: Multiracial Native Hawaiian/Pacific Islander</p>	<p>i. Number of participants by Hispanic origin 113: Hispanic/Latino 1,419: Not Hispanic/Latino</p>
<p>j. Number of hours it will take to conduct service 8</p>	<p>k. Number of hours it will take to plan/prepare for service 4</p>
<p>l. Amount of LPC funds used on this service \$1,650.00</p>	<p>m. Total cost of service \$2,150.00</p>

Funding Application for Grant to Support Local Prevention Council

10. Proposed Services											
a. Description of proposed service #3 Post Graduation Party – Alcohol and drug free overnight post graduation party for graduating seniors – to be held at the high school.											
b. Service type (Refer to Application Instructions, Appendix A) STA01	c. Service dates June 2017										
d. Alcohol or tobacco prevention; other joint behavioral health promotion <input checked="" type="checkbox"/> Alcohol <input checked="" type="checkbox"/> Tobacco <input type="checkbox"/> Other: _____		e. Number of participants by gender 115: Males 115: Females									
f. Service population <input type="checkbox"/> Elementary School Students <input checked="" type="checkbox"/> School staff <input type="checkbox"/> Middle School Students <input checked="" type="checkbox"/> Parents/Families <input checked="" type="checkbox"/> High School Students <input type="checkbox"/> Older Adults <input type="checkbox"/> Youth/Minors not in school <input type="checkbox"/> General <input type="checkbox"/> Other: _____		g. Number of participants by age <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">0-4</td> <td style="text-align: center;">100: 15-17</td> <td style="text-align: center;">15: 25-44</td> </tr> <tr> <td style="text-align: center;">5-11</td> <td style="text-align: center;">100: 18-20</td> <td style="text-align: center;">15: 45-64</td> </tr> <tr> <td style="text-align: center;">12-14</td> <td style="text-align: center;">21-24</td> <td style="text-align: center;">65+</td> </tr> </table>	0-4	100: 15-17	15: 25-44	5-11	100: 18-20	15: 45-64	12-14	21-24	65+
0-4	100: 15-17	15: 25-44									
5-11	100: 18-20	15: 45-64									
12-14	21-24	65+									
h. Number of participants by race 193: White 6: Black/African American 6: Asian American Indian/Alaska Native 25: Multiracial Native Hawaiian/Pacific Islander		i. Number of participants by Hispanic origin 7: Hispanic/Latino 223: Not Hispanic/Latino									
j. Number of hours it will take to conduct service 8		k. Number of hours it will take to plan/prepare for service 20									
l. Amount of LPC funds used on this service \$243.00		m. Total cost of service \$243.00									

a. Description of proposed service #4 Project Purple Week – The prevention council plans on facilitating a series of activities over the course of one week to educate and help build awareness of prevention and the prevention council.											
b. Service type (Refer to Application Instructions, Appendix A) STN03	c. Service dates January 2017										
d. Alcohol or tobacco prevention; other joint behavioral health promotion <input checked="" type="checkbox"/> Alcohol <input checked="" type="checkbox"/> Tobacco <input checked="" type="checkbox"/> Other: Other Drugs		e. Number of participants by gender 1,405: Males 1,257: Females									
f. Service population <input checked="" type="checkbox"/> Elementary School Students <input type="checkbox"/> School staff <input checked="" type="checkbox"/> Middle School Students <input type="checkbox"/> Parents/Families <input checked="" type="checkbox"/> High School Students <input type="checkbox"/> Older Adults <input type="checkbox"/> Youth/Minors not in school <input checked="" type="checkbox"/> General <input type="checkbox"/> Other: _____		g. Number of participants by age <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">0-4</td> <td style="text-align: center;">791: 15-17</td> <td style="text-align: center;">25-44</td> </tr> <tr> <td style="text-align: center;">1,109: 5-11</td> <td style="text-align: center;">109: 18-20</td> <td style="text-align: center;">45-64</td> </tr> <tr> <td style="text-align: center;">653: 12-14</td> <td style="text-align: center;">21-24</td> <td style="text-align: center;">65+</td> </tr> </table>	0-4	791: 15-17	25-44	1,109: 5-11	109: 18-20	45-64	653: 12-14	21-24	65+
0-4	791: 15-17	25-44									
1,109: 5-11	109: 18-20	45-64									
653: 12-14	21-24	65+									
h. Number of participants by race 2,520: White 39: Black/African American 55: Asian 7: American Indian/Alaska Native 41: Multiracial Native Hawaiian/Pacific Islander		i. Number of participants by Hispanic origin 196: Hispanic/Latino 2,466: Not Hispanic/Latino									
j. Number of hours it will take to conduct service 38		k. Number of hours it will take to plan/prepare for service 4									
l. Amount of LPC funds used on this service \$800.00		m. Total cost of service \$1,500.00									

Funding Application for Grant to Support Local Prevention Council

11 How different cultures will be addressed in all services (see Appendix B)
 According to data from the 2010 U.S. Census Bureau, New Fairfield has a population of 13,881. Approximately 97% of the population is Caucasian, 0.4% are African American, 1.3% are Asian and 2.8% are Hispanic. Materials dispersed can be provided in Spanish as needed. The Council has access to Spanish translators through the Foreign Language Department in the High School. In addition, members of the council will participate in cultural diversity training as needed. Information regarding the difference in the impact of substance use on gender and age will be presented through all substance abuse activities. All activities put out through the prevention council will be offered to all residents irrelevant of their culture.

ITEMIZED BUDGET SCHEDULE 4b

12	Source and amount of income Grand Program to Support the Services of Local, Alcohol, Tobacco, and Other Drug Abuse Prevention Councils - \$3,893.00 Fundraising - \$1,200.00	Program expenses Prevention Signs - \$1,200.00 Speaker - \$2,150.00 Post-Graduate Party - \$243.00 Project Purple - \$1,500.00
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BUDGET NARRATIVE

13 Briefly describe proposed expenses listed on Schedule 4b

- 1) Signs to inform community members about prevention and the Local Prevention Council
- 2) Substance abuse prevention speaker
- 3) Support for an all night safe alcohol and drug free celebration for graduating seniors
- 4) Project Purple – week of events designed to educate and encourage prevention practices

14 I certify that to the best of my knowledge and belief, the information in this application is true and correct, the document has been duly authorized by the governing body of the contractor, the contractor has legal authority to apply for assistance, the contractor will comply with applicable state and/or federal regulations, and that I am a duly authorized signatory for the contractor.

Name (Print Or Type)	Title	Signature	Date
Kate Planz	NFHS Social Worker		11/11/16

AUTHORIZING SIGNATURE(S)

15 In order for this application to be considered for funding, it must be signed by the chief elected municipal official (mayor or first selectman) or the Town Manager. In cases of a multi-town application, this application must be accompanied by authorizing letters from each chief elected official (or Town Manager) of the towns involved.

Name (Print Or Type)	Title	Signature	Date

16 If public school-based or public school-related program activities are proposed, the signature of Superintendent of Schools (or his/her designee) of local and/or regional education agency is required.

Name (Print Or Type)	Title	Signature	Date

Funding Application for Grant to Support Local Prevention Council

17. Local Prevention Council Membership List

Member Name	Gender	Race	Email Address	Title	Sector Representation
Kate Planz	F	White	Planz.kate@newfairfieldschools.org	High School Social Worker	Secretary
Sharon Ford	F	White	Blessedmomx4@aol.com	Parent	
Theresa DeLeon	F	White	Deleon.theresa@newfairfieldschools.org	Parent	
Jen Sperazza	F	White	Jen.sperazza@gmail.com	Parent	President
Dr. Rich Sanzo	M	White	Sanzo.richard@newfairfieldschools.org	High School Principal	
Amy Tozzo	F	White	amy@tozzo.net	Parent/BOE Member	
Sarah Lorenzini	F	White	lorenzinct@gmail.com	Parent	
Douglas DeRito	M	White	dderito@charter.net	BOE Member	
Dr. Alicia Roy	F	White	Roy.alicia@newfairfieldschools.org	Superintendent	
Liz Yoho	F	White	cedirector@nfcongregational.org	Parent	
Ed Sbordone	M	White	sbordej@sbcglobal.net	Parent/BOE Member	
Khris Hall	F	White	Khris-hall@hotmail.com	Parent	
Clare Orloff	F	White	mcorloff@yahoo.com	Parent	
Amber Perry	F	White	Amber.perry@newfairfieldschools.org	Student	
Susan Merlo	F	White	Susanmerlo203@yahoo.com	Parent	
Sherryl Hauck	F	White	solsticesoul@earthlink.net	Parent	
Craig David Rosen	M	White	craigdavidrosen@yahoo.com	Parent	Treasurer
Kathy Hanley	F	White	jbhanley@yahoo.com	Parent	HVCASA Representative
Cille Graebert	F	White	dgcgngbg@aol.com	Parent/Paraprofessional	
Samantha Mannion	F	White	samanthamannion@charter.net	Parent/BOE Member	
Joanne Filardo	F	White	filardo4@gmail.com	Parent	