

- I. CALL TO ORDER
- II. PLEDGE OF ALLEGIANCE
- III. APPROVAL OF THE MINUTES
 - III.A. November 15, 2016 - Special
 - III.B. November 17, 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. Curriculum (Kevin Hearty)
 - VI.D.2. Communications/Community Outreach (Ed Sbordone)
 - VI.E. Liaison Reports
 - VI.E.1. Safety (Susan Starr)
- VII. INFORMATION ITEMS
 - VII.A. Communities of Practice: Teacher Learning to Improve Student Achievement
 - VII.B. NESDEC Enrollment Projections
 - VII.C. District Enrollment Projections
- VIII. ACTION ITEMS
 - VIII.A. Personnel Report
 - VIII.B. Board of Education 2017 Calendar
 - VIII.C. Board of Education Policies
 - VIII.C.1. Policy 5131.911 – Hazing – Bullying draft
 - VIII.C.2. Policy 5145.5 – Student Sexual Harassment draft
 - VIII.D. Acceptance of Grant
 - VIII.D.1. Cowles Charitable Trust Grant
 - VIII.E. Planning Commission Plan of Development - November 2016 Assessment
 - VIII.F. Leave of Absence Request (This item will be voted on after Executive Session.)
- IX. BOARD MEMBER COMMENTS

X. EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING A
PERSONNEL ISSUE

XI. ADJOURNMENT

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

The New Fairfield Board of Education held a special meeting on Wednesday, November 15, 2016,
at 7:00 p.m. in the New Fairfield High School Library/Media Center,
54 Gillotti Road, New Fairfield, CT.

MINUTES – November 15, 2016

PRESENT: Steve Burfeind (Chairman), Doug DeRito, Samantha Mannion, Ed Sbordone, Susan Starr, Dr. Amy Tozzo and Dr. Jay Voss

ABSENT: Kevin Hearty and Sean Loughran

ALSO PRESENT: Superintendent of Schools Dr. Alicia Roy, Attorney Gary Brochu, Consolidated School Principal Rob Spino, Consolidated School Assistant Principal Karen Gruetzner, Meeting House Hill School Principal Sarah McLain, Meeting House Hill School Assistant Principal James Mandracchia, Middle School Principal Christine Baldelli, STEAM Director and Intervention Coordinator Keegan Finlayson, Attorney Tom Kennedy, NFEA President Keith Conway, Amy Johnson, and Jeff Guiliano

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

III. ACTION ITEM

A. NFEA GRIEVANCE HEARING (It is anticipated the Board will enter into Executive Session.)

NFEA President Keith Conway began his presentation by explaining the reason for bringing the grievance, which centers around the contract language “Teachers will report to work (10) minutes prior to the start of the school day . . .” and distributed the following documents to the Board for review: Formal Grievance Presentation - Level Two: Superintendent; Article 8.1 Workday from the Professional Agreement between the New Fairfield Board of Education and the New Fairfield Education Association 2013-2016; Article 8.1 Workday from the 2016-2019 Arbitration Award; printed PowerPoint slide with the heading “Language stipulations”; and Examples of contract language concerning “Working Conditions,” “Teaching Conditions,” “Employment Year/Work Day, etc. ” from various Connecticut school districts. During the arbitration process, the association agreed to accept the language in Article 8.1 if the proposals concerning preparation time and planning periods were dropped. It was argued by the association that it was their understanding that the intent of the Article 8.1 language was to insure that teachers were in the school buildings ten (10) minutes before the students arrive, and that the ten (10) minute time period was not to be scheduled or directed by the administration, as is the case, but rather to be unstructured or unscheduled, e.g. to get mail, log online, prepare for the student day to start. Teachers in Consolidated School and Meeting House Hill School have complained to the association that the administration in both schools have directed the teachers to be in their classrooms to supervise students during that 10-minute time period.

The bus arrival time, student discharge time from the buses and official starting time of the school day for each elementary school were clarified. At Meeting House Hill School, the buses arrive at 8:30, the buses are unloaded at 8:35 and the school day starts at 8:40. At Consolidated School, the buses arrive at 8:35, the buses are unloaded at 8:40 and the school day starts at 8:45. This year, the students at Consolidated School go directly to their classrooms as they exit the buses, unlike during the 2015-16 school year when they gathered in the Multipurpose Room as they exited the buses, and then proceeded to their classrooms.

The Board argued that Article 8.1 explicitly states that the Board has the ability to schedule the teachers' workday. It is a matter of student safety and security for the teachers to be in the classrooms when the students arrive.

The Board entered into a recess at 7:52 p.m., and invited Dr. Roy, Principal Sarah McLain and Principal Rob Spino to join them.
The Board reconvened the meeting at 8:38 p.m.

MOTION: Steve Burfeind made a motion to deny the grievance and to authorize the Board attorney write the decision. Ed Sbordone seconded the motion.

IN FAVOR: 5 - Steve Burfeind, Doug DeRito, Ed Sbordone, Susan Starr and Jay Voss

OPPOSED: 0

ABSTAINED: 2 – Samantha Mannion and Amy Tozzo

IV. ADJOURNMENT – Steve Burfeind made a motion to adjourn the meeting at 8:40 p.m. Ed Sbordone seconded the motion. **IN FAVOR:** Steve Burfeind, Doug DeRito, Samantha Mannion, Ed Sbordone, Susan Starr, Dr. Amy Tozzo and Dr. Jay Voss

Respectfully submitted,

Gail DeFeo

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

The New Fairfield Board of Education held a regular meeting on Thursday, November 17, 2016,
at 7:00 p.m. in the New Fairfield Community Room, 33 Route 37, New Fairfield, CT.

MINUTES – November 17, 2016

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

ABSENT: None

ALSO PRESENT: Superintendent of Schools Dr. Alicia Roy, Chief Academic Officer Dr. Jason McKinnon, High School Principal Dr. Richard Sanzo, 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, Intervention Coordinator Keegan Finlayson, Meeting House Hill School Media Specialist Patrick Eagan and Planning Commission Chairman Cynthia Ross-Zweig

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. November 2, 2016 - Regular Meeting

MOTION: Sean Loughran made a motion to approve the minutes of the November 2, 2016, regular meeting as presented. Susan Starr seconded the motion. **IN FAVOR:** Steve Burfeind, Douglas DeRito, Kevin Hearty, Sean Loughran, 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 for tonight's meeting by moving Information Items A "Meeting House Hill School Presentation - TV Studio Plus" and B "Special Friend Program" ahead of Public Participation. Sean Loughran seconded the motion. **IN FAVOR:** Steve Burfeind, Douglas DeRito, Kevin Hearty, Sean Loughran, Samantha Mannion, Ed Sbordone, Susan Starr, Amy Tozzo and Jay Voss

INFORMATION ITEMS

A. Meeting House Hill School Presentation - TV Studio Plus

Meeting House Hill School Media Specialist Patrick Eagan explained the TV Studio at MHHS and introduced some students involved in the program. There was a brief slide show of the TV Studio. Mr. Eagan thanked Dr. Roy, Mrs. McLain, Mr. Mandracchia and Mr. Regan for all their help with the program.

B. Special Friends Program

Consolidated School Social Worker Ann Marie McMenamini spoke of social and emotional support programs for students in the elementary schools and specifically the Special Friends program. This program is an enrichment experience and skill building program that helps students with transition and provides social building opportunities. Currently there are approximately 85 students in the program between Consolidated School and MHHS. Students may be referred to the program by their teachers, parents or a community member. Currently, there are three Special Friends workers in the schools but they are looking to hire a fourth person.

V. PUBLIC PARTICIPATION

Amy Johnson thanked BOE members Doug DeRito and Samantha Mannion for visiting her classroom. She also spoke of the vote of “no confidence” regarding Superintendent of Schools Dr. Roy and asked the BOE for a response.

Kimberly LaTourette thanked Consolidated School Principal Rob Spino and Assistant Principal Karen Gruetzner for inviting her husband Aaron (United States Marine) into the school on Veterans’ Day and for the assembly.

Dr. Jason McKinnon showed a picture of Mr. LaTourette with the children on Veterans’ Day.

Laura Consiglio noted that:

- The Special Friends program was a fantastic program.
- Thanked Dr. Sanzo for his proposal for a Student Senate.
- Supports a full-time Math Coach for the district.
- Spoke of spending money on qualified teachers instead of parking lot at Consolidated School.

VI. BOARD AND ADMINISTRATIVE COMMUNICATIONS

A. Chairman’s Report - Chairman Steve Burfeind:

- Thanked the entire staff on behalf of American Education Week.
- Announced that Sean Loughran has resigned for the BOE effective Dec 12th.
- Wished everyone a Happy Thanksgiving!

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

- Thanked the New Fairfield Prevention Council for the community discussion on the high school student survey.
- Congratulated High School Senior John Reynolds for participating in Texas in an All-National Music Festival. Students from all 50 states participated in this festival.
- Dr. Roy attended the Teacher of the Year ceremony at the state level and presented High School Science Teacher Christopher Tait with his award as Teacher of the Year.

- The PTOs for all four schools held a Harlem Wizards Basketball fundraiser last night. This event was sold out and the proceeds will be split between the PTOs of the respective schools.

C. Student Representative Reports

Senior Representative Nicole Cennamo reported on the following:

- The Fall play *The Real Inspector Hound* will be held on Friday, November 18th and Saturday, November 19th at 7:30 p.m. at the auditorium.
- The Thanksgiving Day football game will be held at 10 a.m. at Rebel Stadium.
- The Chamber Singers and Wind Ensemble concert will be held on Nov. 30th at 7:00 p.m.
- On Tuesday, the Peace Project is hosting a Positivity Photo Shoot in honor of Violence Against Women Awareness Week. Staff and students can come to the conference room to pose with signs depicting positive messages in support for victims.
- Plans have officially started for Student Senate.

D. Committee Reports

1. Business Operations/Resource Management- Sean Loughran noted that the subcommittee met immediately prior to this meeting and discussed new positions proposed in the district for next year. There will be some reductions of staff due to lower enrollment. Other positions discussed were a STEM Coach at Middle School and High School, paraprofessionals for Kindergarten, Safety Advocates, and lifeguard support for the Middle School. The subcommittee also discussed the Capital Improvement plan and the year-to-date financials.

E. Liaison Reports

1. Board of Finance - Ed Sbordone noted that the BOF met on November 16th and discussed transferring money from the Medical Reserve Fund to the General Fund, but did not vote on this item. The BOF approved a policy for adding to the General Fund. Specifically, the BOF voted to put 100% of the revenue surplus and up to 50% of the expenditure surplus in the General Fund. Currently, the General Fund is approximately 10-12% of the total expenditures. It is recommended that this fund be increased to approximately 16%.
2. Parks and Recreation - Sean Loughran noted that the Turkey Run will be held this Sunday, November 20th. As a result, Gillotti Road will be closed temporarily.

VII. INFORMATION ITEMS (Con't)

C. Board of Education 2017 Calendar - Steve Burfeind noted that the calendar of meetings for 2017 was distributed to the BOE members and will be voted on at the next regular BOE meeting.

There was a brief discussion of the amount of meetings for the Special Education Ad Hoc subcommittee. Samantha Mannion will come up with a calendar of meetings. Amy Tozzo suggested having a SEPTO (Special Education PTO).

D. Board of Education Policies - The following policies will be voted on at the next regular BOE meeting.

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

E. Planning Commission Plan of Development - Planning Commission Chairman Cynthia Ross-Zweig asked the Board to complete an update of goals for the BOE. This is done by all Boards and Commissions in town for the Plan of Conservation and Development.

VIII. ACTION ITEMS

A. Personnel Report

MOTION: Amy Tozzo made a motion to recommend to the full Board the approval of the Personnel Report for November 10, 2016, as recommended by the administration. Ed Sbordone seconded the motion. **IN FAVOR:** Steve Burfeind, Douglas DeRito, Kevin Hearty, Sean Loughran, Samantha Mannion, Ed Sbordone, Susan Starr, Amy Tozzo and Jay Voss

B. Student Representatives

MOTION: Susan Starr made a motion to recommend to the full Board the approval of the change in placement of the student representatives closer to the Board for meetings. Sean Loughran seconded the motion. **IN FAVOR:** Steve Burfeind, Douglas DeRito, Kevin Hearty, Sean Loughran, Samantha Mannion, Ed Sbordone, Susan Starr, Amy Tozzo and Jay Voss

There was a discussion of the effect of the movement of the student representatives closer to the full Board and how this would increase their role on the Board. Senior Representative Nicole Cennamo noted that both she and Junior Representative Jared Przyborowski would welcome a broader role on the Board. Nicole gave a brief description of the scope of the proposed Student Senate.

C. Approval of Grant Applications

1. Local Alcohol, Tobacco & Other Drug Abuse Prevention Council Grant

MOTION: Sean Loughran made a motion to recommend to the full Board approval of the application for the Local Alcohol, Tobacco and Other Drug Abuse Prevention Council Grant. Samantha Mannion seconded the motion. **IN FAVOR:** Steve Burfeind, Douglas DeRito, Kevin Hearty, Sean Loughran, Samantha Mannion, Ed Sbordone, Susan Starr, Amy Tozzo and Jay Voss

D. Non-tuition Student Request - Executive Session

E. Non-Union Salary Agreement - Executive Session

F. Approval of Intermittent Unpaid Leave of Absence Request - Executive Session

IX. BOARD MEMBER COMMENTS

Steve Burfeind spoke of the request during Public Comment regarding the vote of “No Confidence” for the Superintendent of Schools and noted that any discussion of the performance of the Superintendent occurred during Executive Session. He further noted that he fully supports the Superintendent and any other discussions of her performance will only occur during Executive Session.

Doug DeRito also spoke of the petitions and noted that he also fully supports the Superintendent and spoke of the options of the district regarding the Superintendent’s contract.

Amy Tozzo spoke of general improvement plans for employees. She asked about the possibility of having two Public Participation periods during meetings and also noted her support for more paraprofessionals at the Kindergarten level.

Samantha Mannion spoke of the possibility of having focus groups and discussions with the public regarding the Superintendent.

Kevin Hearty spoke of the increased challenges of teachers and spoke of the progress and improvements in the district over the last year.

Jay Voss and Ed Sbordone also expressed their support of the Superintendent.

Chairman Steve Burfeind thanked Sean Loughran for all his hard work and dedication to the Board of Education.

Sean Loughran thanked the entire Board of Education for the opportunity to serve.

X. EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING PERSONNEL ISSUES

MOTION: Steve Burfeind made a motion to go into Executive Session at 8:12 p.m. to discuss Personnel Issues and to invite Superintendent of Schools Alicia Roy into the Executive Session. Sean Loughran seconded the motion. **IN FAVOR:** Steve Burfeind, Douglas DeRito, Kevin Hearty, Sean Loughran, Samantha Mannion, Ed Sbordone, Susan Starr, Amy Tozzo and Jay Voss

The Board came out of Executive Session at 8:30pm.

Non-tuition Student Request

MOTION: Steve Burfeind made a motion to recommend to the full board the approval of the student’s request to remain in New Fairfield High School for senior year for the 2016-2017 school year on a non-tuition basis and with transportation provided by the

family. Sean Loughran seconded the motion. **IN FAVOR:** Steve Burfeind, Douglas DeRito, Kevin Hearty, Sean Loughran, Samantha Mannion, Ed Sbordone, Susan Starr, Amy Tozzo and Jay Voss

Non-Union Salary Agreement

MOTION: Steve Burfeind made a motion to recommend to the full board the approval of the contract change for Aaron Herold as recommended by administration. Susan Starr seconded the motion. **IN FAVOR:** Steve Burfeind, Douglas DeRito, Kevin Hearty, Sean Loughran, Samantha Mannion, Ed Sbordone, Susan Starr, Amy Tozzo and Jay Voss

Approval of Intermittent unpaid leave of absence request

MOTION: Steve Burfeind made a motion to recommend to the full Board the approval of the intermittent unpaid leave of absence request without pay for Claire Richichi per Section 7.6 of the secretaries' contract to extend through June 30, 2017, as recommended by the administration pending a MOA between the Board and the Secretaries' Union. Susan Starr seconded the motion. **IN FAVOR:** Steve Burfeind, Douglas DeRito, Kevin Hearty, Sean Loughran, Samantha Mannion, Ed Sbordone, Susan Starr, Amy Tozzo and Jay Voss

XI. ADJOURNMENT - Sean Loughran made a motion to adjourn the meeting at 9:01p.m. Samantha Mannion seconded the motion. **IN FAVOR:** Steve Burfeind, Douglas DeRito, Kevin Hearty, Sean Loughran, Samantha Mannion, Ed Sbordone, Susan Starr, Amy Tozzo and Jay Voss

Respectfully submitted,
Suzanne Kloos



NEW FAIRFIELD PUBLIC SCHOOLS

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

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Communities of Practice: Teacher learning to improve student achievement link:

https://docs.google.com/presentation/d/1VMGwg1s7DkC6lzGRj1AA3AhB_UzFOJQM7-chAqkP6Ds/edit?usp=sharing

2016-17 Enrollment Projections

TO: Dr. Alicia M. Roy, Superintendent of Schools, New Fairfield Public Schools, CT.
FROM: Donald G. Kennedy, Ed.D., Demographic Specialist
DATE: November 28, 2016
RE: Enrollment Projections (dated October 31, 2016)

We are pleased to send you the enclosed documents displaying the past, present, and projected enrollments for the New Fairfield School District. We have used the figures given to us by the District and we assume that the method of collecting the enrollment data has been consistent from year to year. It is worth noting that this time of transition is the most difficult of the past 25 years to reliably forecast future enrollments, due to the irregular/uneven pace of communities recovering from the effects of the economic cycle upon real estate markets and school enrollments.

In a nutshell: since the 2008 real estate slowdown, the District enrollment totals have been declining. As of Fall 2016, that trend appears to be continuing for the time being. NESDEC's enrollment projection totals from fall of 2015 data came within 8 students of the actual Grade K-12 enrollment total for fall, 2016 (2,326 projected v. 2,318 actual). In Grades K-5, 912 pupils were projected v. 915 enrolled. In Grades 6-8, 541 students were forecast v. 543 enrolled. And in Grades 9-12, 873 pupils were forecast v. 860 enrolled.

The two factors now at work which will have the greatest effect upon future enrollments are: a. a fairly constant number of births to New Fairfield residents and, b. the beginning of new in-migration - which had slowed, due to the 2008 Recession. The students currently in Grades 1-10 were born during a period when New Fairfield was averaging 137 births per year. More recently (and expected over the next 6-7 years) are 88-94 births annually - averaging about 92 births per year. **Hard-hit Connecticut experienced an 8.6% decline in births** from 2007 to 2009 (in part caused by the economic Recession), the largest decline among the six New England states – followed by an 8.1% decline in Rhode Island births, the two states with the highest rates of unemployment in the New England region – Massachusetts births declined by only -3.9% over these three years. Economists are forecasting a slow-yet-steady recovery from the current rates of unemployment which, in turn, may lead to additional in-migration and births. The

unemployment rate as of September, 2016 in was RI 5.6%; **CT 5.4%**; US non-farm unemployment 5.0%; New England average 4.1%; ME 4.1%; MA 3.6%; VT 3.3%; and NH 2.9% - other nearby states: PA 5.7%; NJ 5.3%; and NY 5.0%. The rate of unemployment influences the likelihood of improving real estate sales, residential construction and thus affects the number of new families moving into the community – the US unemployment rate was above 10% during the Great Recession of 2008.

The ever-changing relationship between New Fairfield births and Kindergarten enrollments is displayed on the B-K graph. New Fairfield, over the past seven years, has registered about 132 Kindergarteners for every 100 births (five years previous), a relationship which has remained steady. This fall there were 133 Kindergarteners for every 100 births as opposed to the 164 Kindergarteners for every 100 births in 2014-15. NESDEC Kindergarten projections for 2015-16 anticipated 140 children v. 136 enrolled. Next year's Grade 1 is expected to be about -2% smaller than the previous year's Kindergarten class.

“Hidden Trends” within the district: Like many nearby communities, New Fairfield continues to experience fluctuations in enrollment and in/out-migration in Grades 1-8. There are additional trends and counter-trends to consider. More so than other grade levels, **Grades 1-8 in most districts tend to be quite stable in their numbers.** Grades 9-12 are excluded from the calculation as there tends to be a 2% increase for reasons having little to do with students moving out of the community. Re the Grade 1-8 stability, if last year the Grade 1-7 total was 1,200 children, then (if no one moved in or out) this fall's Grades 2-8 would equal about 1,200 – the same cohort of children. Because Grades 1-8 tend to be the most stable in total K-12 enrollment, these Grades 1-8 are excellent places to discover “hidden trends” that otherwise might go unnoticed and provide a useful yardstick by which to measure a district's tendency toward in-/out-migration. **In the case of New Fairfield, we know that the school district is currently experiencing fluctuations in “net in/out-migration” of new families with school age children, trending towards in-migration. For example, for four of the five previous years there has been a trend towards “in-migration” of students. The anomaly was from the 2014-15 to 2015-16 school year: in 2015-16 there were 29 fewer children than there were in 2014-15 (1,260 in Grades 1-7 in the prior year v. 1,231 in Grades 2-8 in 2015-16). The other four years, including 2015-16, experienced increases averaging +19 children.** The presence of a mixed in/out-migration trend is evidence of the complexity of enrollments in these unsettled economic times. Analysis of these hidden trends provides an additional benchmark by which to assess enrollment trends.

Over the next three years of these preliminary projections, K-5 enrollments are forecast to decrease by 95 children; Grades 6-8 to decrease by 71 pupils; and the high school level to decrease by about 137 pupils...all within the next three years – as the classes move up the grades. After that point these projections show continued declining enrollment in Grades K-5 of 37 students, combined with decrease in enrollment of 99 students at Grades 6-8; and a significant decline of 161 pupils in Grades 9-12 – as these smaller classes work their way through the grades. That said, it is possible that real estate turnover will have increased further, bringing in additional new families - see the “Projections” page. **Although the Year #1-3 forecast likely will**

occur, the longer-term future is better viewed as a possible direction which may be affected by improved real estate conditions. That longer-term future also will be affected by the number of babies-yet-to-be-born...it is quite likely that the birth numbers will increase as the new families move in.

Will these patterns of increasing enrollments really last for as long as ten years? That is difficult to answer. All projections are more reliable for Years #1-5 in the future; and less reliable in Years #6-10 – as some many factors can change. As soon as the economy and real estate situation become more stable in the region, additional in-migration may occur in New Fairfield. Many communities in the region sold during 2008-2014 only about 60-80% as many homes as in 2003-2007. Many communities in the region sold during 2008-2014 only about 60-80% as many homes as in 2003-2007. **In the case of New Fairfield, the town averaged about 256 annual sales of single-family homes on “the bubble” prior to the Great Recession; this number dropped in 2011 to only 109 homes sold (43% of the earlier pace)...although recently, there have been sold 166 homes in 2013, followed by 177 in 2014, and 181 homes in 2015. In 2016 through September 30, 176 single-family homes have been sold – creating the possibility that this year may approach 200 sales for the first time in recent memory. Similarly, condos sales have increased as well. As prices climb closer to their pre-recession levels, more “Baby Boomers” who have been waiting to downsize, will be encouraged to place their homes on the market. When this step occurs, even more young families may move into New Fairfield.** Building permits had slowed as well; see the “Additional Data” table below. **As additional families move in, any forecasted declines may moderate.** See the description on Page 4 below regarding “reliability of projections”. The birth numbers used in the projections, through 2014, are from the CT Department of Public Health. The “estimated” years, beginning with 2015 are a rolling five-year average, which NESDEC has found to be the most accurate method of estimation. Local City/Town Clerks have up-to-date information on local births have no access to the number of New Fairfield residents born out-of-state (information which will eventually become known to the CT DPH).

The two most difficult grades to forecast in all districts are Kindergarten and Grade 9. The latter is difficult to anticipate, as there are so many options for Grade 9 (in vocational or agricultural schools, private or parochial non-public schools, etc.). Kindergarten can be difficult to project based upon births alone, as many districts have large numbers of “net move-ins/move-outs” who are ages 1-4. **Some districts take extra steps to track 3 and 4-year olds with a local census, or report to NESDEC the known number of 4-year olds in local preschools/nursery schools which typically enroll Kindergarteners in the district. Knowing this information helps NESDEC to project Kindergarteners more reliably...as does data from the Kindergarten Screening in districts which also track 3 and 4-year old siblings (or neighbors) at that time. The more data, in addition to births, which is sent to NESDEC regarding the incoming Kindergarten class, the greater is the chance that “enrollment surprises” will be minimized.**

Will many new families be moving into our school district? Everyday across America, 10,000 “Baby Boomers” celebrate their 65th birthday - a phenomenon which will continue for a decade. New England has a disproportionately large share of these senior citizens,

many of whom had planned to “downsize” their living arrangements, yet postponed putting homes on the market due to the Great Recession. School enrollments are influenced strongly by the number of real estate sales, as these contribute new families moving into many districts. In over 80% of districts, the number of real estate sales is 4-5 times larger than the number of building permits for new residential construction – **thus the number of real estate sales often is a more important factor than building permits.**

In New England, how rapidly will additional homes be placed on the market? A mid-2014 study using data from the Federal Housing Finance Agency, Bureau of Economic Analysis and the U.S. Census Bureau directly links home prices to the “real Gross Domestic Product” (GDP) in each of the nine regions in the country. However New England ranks only 7th among the 9 regions in the recovery of its regional economy (as measured in “the bubble” prior to the Recession, in “real GDP”). Comparing the regional economies from 2 Quarter of 2007 to 4 Quarter 2013: W. South Central = +18.6% (that is, many jobs are available); W. North Central +11.8%; Pacific +7.4%; E. South Central + 5.6%; Middle Atlantic + 5.1%; Mountain + 4.1%; **New England +3.4%**; South Atlantic + 2.1%; and E. North Central + 2.0%. Home sales prices are +14.6% in the W. South Central region (including Texas, Arkansas, Louisiana, and Oklahoma) with the strongest “real G.D.P.” v. -4.4% in New England. Thus, although real estate sales and rentals are very strong in some New England towns and cities, there are many senior citizens still refraining from placing their homes on the market – as house prices still may be rising. New England births, however, are likely to remain at low levels, due to the advanced age of the New England population.

Analyzing Your Enrollment

Historical Public Enrollments

1. After the "YEAR" column can be found the "BIRTHS" column. The number of births to residents for each of eleven years is displayed. Note any trends, e.g., have births been decreasing? increasing? leveling off? Kindergarten and Grade 1 enrollments normally are quite responsive to these fluctuations.
2. Look **down** the K and 1 columns, noting the direction of the trend. This affords a comparison of these classes over a ten-year period. Add the K and Grade 1 enrollments of the first school year recorded, and compare them with the sum of the current K and Grade 1 enrollments.
3. Take the first K class and follow it diagonally to trace its movement to Grade 1, 2, etc. up to its current 10th grade status. This comparison (which can be accomplished for other classes also) gives some measure of the effects of migration in your school district. If a sixth grade class today is larger than it was as a K class six years ago, then net in-migration probably has occurred; if it is smaller, then net out-migration probably has occurred.
4. Compare each K class with the previous year's graduating class. Note which is larger and by what amount one surpasses the other. Larger graduating classes generally reflect declining enrollments; larger K classes generally indicate increasing enrollments.
5. In the "Grade Combinations" section, note the trends of elementary, middle school and high school enrollments. A significant and consistent trend in these summaries usually results in the corresponding trend for projected enrollments. If enrollments are leveling off in the elementary grades after a period of decline, then the secondary enrollments might be expected to continue to decline for several years until the leveling off experience has had time to take hold at the secondary grades.

Enrollment Projections

1. Note the trends exhibited in the total K-12 (or 1-12) projection for the next five years as well as the projections for various grade

combinations. The trends on this page should generally exhibit a continuation of the trends mentioned above for historical enrollments, although the **rate** of change may be quite different.

2. Look at the births in the most recent years and note whether the trend is up, down, or level.
3. Make similar comparisons as appropriate on this page as were suggested for the "Historical Public Enrollments" page.

PROJECTION METHODOLOGY

Cohort component (survival) technique is a frequently used method of preparing enrollment forecasts. NESDEC uses this method, but modifies it in order to move away from forecasts which are wholly computer or formula driven. Such modification permits the incorporation of important, current town-specific information into the generation of the enrollment forecasts (such as the volume of real estate sales, building permits, in/out-migration, etc.). Basically, percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 2014-15, increased to 104 students in Grade 2 in 2015-16, the percentage of survival would have been 104% or a ratio of 1.04. Such ratios are calculated between each pair of grades or years in school over several recent years.

After study and analysis of the historical ratios, and based upon a reasonable set of assumptions regarding births, migration rates, retention rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades. The ratios thus selected are applied to the present enrollment statistics for a pre-determined number of years. The ratios used are the key factors in the reliability of the projections, given the validity of the data at the starting point. The strength of the ratios lies in the fact that each ratio encompasses **collectively** the variables that account for increases or decreases in the size of a grade enrollment as it moves on to the next grade. Each ratio represents the cumulative effect of the following factors:

1. Real estate turnover and new residential construction;
2. Migration, in or out, of the schools;
3. Drop-outs, transfers, etc.;
4. Births to residents;
5. Retention in the same grade.

RELIABILITY OF ENROLLMENT PROJECTIONS

Projections can serve as useful guides to school administrators for educational planning. In this regard, the projections are generally most reliable when they are closest in time to the current year. Projections six to ten years out may serve as a guide to future enrollments, and are useful for facility planning purposes. However, they should be viewed as subject to change given the likelihood of changes in the underlying assumptions/trends.

Projections that are based upon **the children who already are in the district** (the current K-12 population only) will be the most reliable; the second level of reliability will be for those children already **born into the community but not yet old enough to be in school**. A less reliable category is the group for which an estimate must be made **to predict the number of births**, thereby adding an additional variable. See these three multi-colored groupings on the “Projected Enrollment” slide/page.

How often do the actual enrollments closely match the NESDEC projections? The research literature reports the closest that enrollment forecasters are likely to come to actual enrollments is about 1% variance per year-from-the-known-data. That is, a 1% variance from projection-to-actual “one-year-out” into the future (2% variance “two-years-out” ... 10% variance “ten-years-out”). NESDEC reaches this “highest possible” standard in about 90% of cases. When our NESDEC variance is greater, the reasons often are one of the following: a. imbedded/intervening “hidden” variables (examples: a parochial school closed or other students returned from non-public schools, a charter school opened, the Kindergarten program changed entrance age or to extended/full-day, the high school toughened its course credit/graduation requirements, the District set new attendance boundaries for elementary schools, or the District had well-publicized budget/referendum academic accreditation difficulties); b. the District size was below 500 students, thus subject to fluctuations in total numbers; or c. the District has not done enrollment projections on an annual basis.

Annual updates allow for early identification of recent changes in historical trends. When the actual enrollment in a grade is significantly different (high or low) from the projected number, it is important (yet difficult) to determine whether this is a one-year aberration or whether a new trend may have begun. **In light of this possibility, NESDEC urges all school districts to have updated enrollment forecasts developed by NESDEC each October.** This service is available at no cost to affiliated school districts.

Using This Information Electronically

If you would like to extract the information contained in this report for your own documents or presentations, you can use Adobe Acrobat reader to convert the desired information to a “snapshot,” which can be inserted into PowerPoint slides, Word documents, etc. Because the snapshot tool creates a graphic, the image is not editable.

Steps for Using The Snapshot Tool in Adobe Acrobat Reader:

1. Click on Edit Menu (earlier versions of Adobe Reader might require you to click on the Tools menu and then choose “Select and Zoom;”);
2. Choose “Take a Snapshot” (or “Snapshot Tool” in earlier versions);
3. Click and drag around the text, chart, and/or graphics that you would like to capture: your selection will be copied to the clipboard automatically;
4. Click in the document where you would like the information to appear;*
5. Give Paste command.

If you have an earlier version of Adobe Acrobat and these instructions don’t work for you, contact your tech support person, or NESDEC and we will try to assist you. Telephone (508)481-9444 or ep@nesdec.org. Ask for Carol or Christina.

*You may paste your snapshot onto a PowerPoint slide, onto an Excel sheet, or even into a graphics program to save as a separate graphic file (in .jpg or other format), so that it is available for inserting into future documents.

New Fairfield, CT Historical Enrollment

School District: **New Fairfield, CT**

10/17/2016

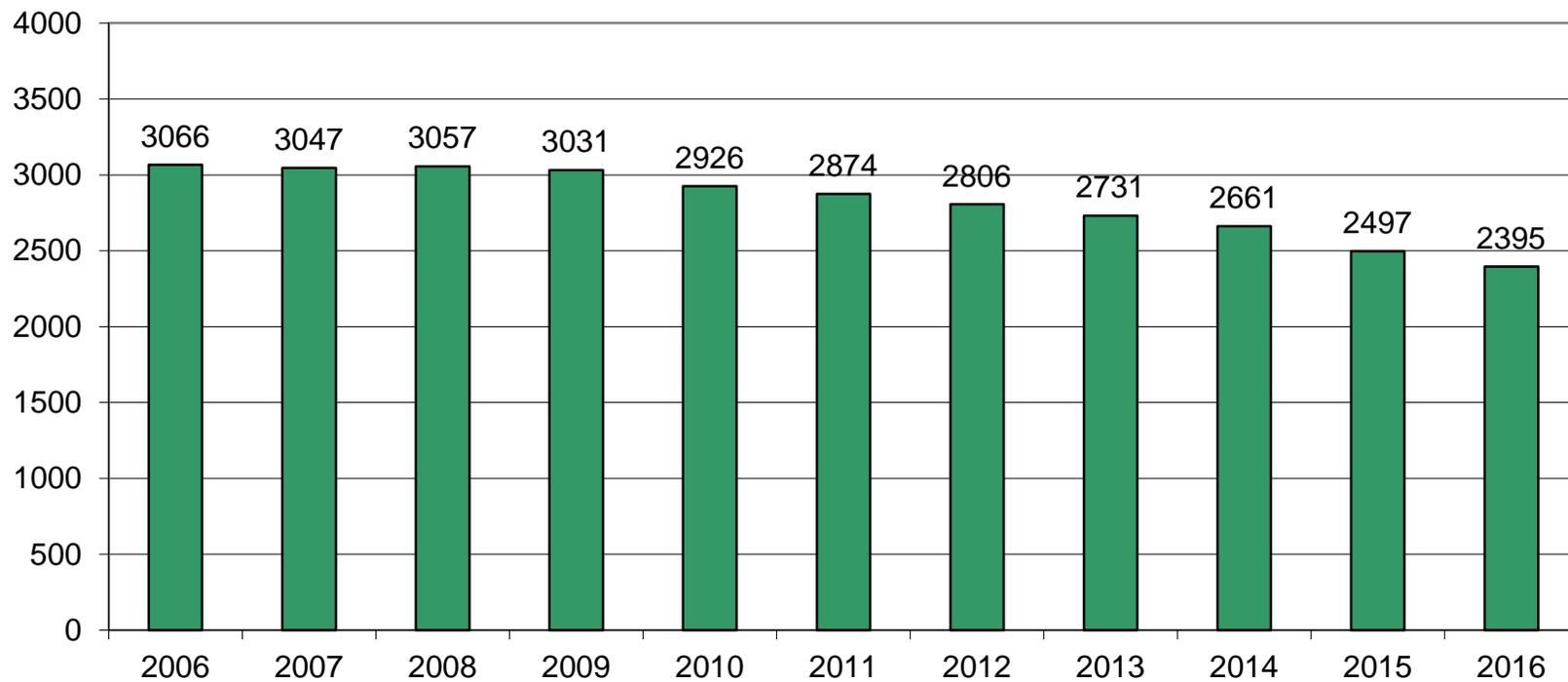
Historical Enrollment By Grade																			
Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2001	186	2006-07	73	182	195	215	234	246	224	255	249	254	275	211	229	224	0	2993	3066
2002	171	2007-08	75	183	205	201	221	237	242	231	261	252	250	265	211	213	0	2972	3047
2003	143	2008-09	79	177	196	212	204	225	239	247	235	268	265	245	262	203	0	2978	3057
2004	166	2009-10	77	187	188	198	210	204	223	241	251	232	273	249	237	261	0	2954	3031
2005	126	2010-11	79	139	198	185	197	213	200	231	246	257	250	269	239	223	0	2847	2926
2006	128	2011-12	73	172	146	197	191	194	209	203	234	248	287	234	255	231	0	2801	2874
2007	125	2012-13	67	154	163	151	204	196	201	216	206	232	256	280	232	248	0	2739	2806
2008	125	2013-14	66	162	151	170	157	201	203	204	216	206	247	246	261	241	0	2665	2731
2009	85	2014-15	85	139	158	162	174	154	199	209	204	216	213	240	240	268	0	2576	2661
2010	117	2015-16	67	153	130	151	165	173	152	193	198	199	230	213	228	245	0	2430	2497
2011	102	2016-17	77	136	153	138	152	164	172	152	190	201	188	226	211	235	0	2318	2395

Historical Enrollment in Grade Combinations									
Year	PK-2	K-5	3-5	K-8	5-8	6-8	7-8	7-12	9-12
2006-07	665	1296	704	2054	982	758	503	1442	939
2007-08	664	1289	700	2033	986	744	513	1452	939
2008-09	664	1253	668	2003	989	750	503	1478	975
2009-10	650	1210	637	1934	947	724	483	1503	1020
2010-11	601	1132	610	1866	934	734	503	1484	981
2011-12	588	1109	594	1794	894	685	482	1489	1007
2012-13	535	1069	601	1723	855	654	438	1454	1016
2013-14	549	1044	561	1670	829	626	422	1417	995
2014-15	544	986	527	1615	828	629	420	1381	961
2015-16	501	924	490	1514	742	590	397	1313	916
2016-17	504	915	488	1458	715	543	391	1251	860

Historical Percentage Changes			
Year	K-12	Diff.	%
2006-07	2993	0	0.0%
2007-08	2972	-21	-0.7%
2008-09	2978	6	0.2%
2009-10	2954	-24	-0.8%
2010-11	2847	-107	-3.6%
2011-12	2801	-46	-1.6%
2012-13	2739	-62	-2.2%
2013-14	2665	-74	-2.7%
2014-15	2576	-89	-3.3%
2015-16	2430	-146	-5.7%
2016-17	2318	-112	-4.6%
Change		-675	-22.6%

New Fairfield, CT Historical Enrollment

PK-12, 2006-2016



New Fairfield, CT Projected Enrollment

School District: **New Fairfield, CT**

10/17/2016

Enrollment Projections By Grade*																				
Birth Year	Births		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2011	102		2016-17	77	136	153	138	152	164	172	152	190	201	188	226	211	235	0	2318	2395
2012	100		2017-18	77	141	133	158	140	150	162	172	149	189	205	185	220	217	0	2221	2298
2013	85		2018-19	78	120	138	137	161	139	149	162	168	149	193	202	180	226	0	2124	2202
2014	88	(prov.)	2019-20	78	124	118	142	139	159	138	149	158	167	152	190	196	185	0	2017	2095
2015	94	(est.)	2020-21	79	132	122	122	144	138	157	138	146	158	170	150	185	201	0	1963	2042
2016	94	(est.)	2021-22	79	132	129	126	124	143	137	157	135	146	161	167	146	190	0	1893	1972
2017	92	(est.)	2022-23	80	130	129	133	128	123	142	137	153	135	149	159	162	150	0	1830	1910
2018	91	(est.)	2023-24	80	128	127	133	135	127	122	142	134	153	138	147	155	166	0	1807	1887
2019	92	(est.)	2024-25	81	129	125	131	135	134	126	122	139	134	156	136	143	159	0	1769	1850
2020	92	(est.)	2025-26	81	130	126	129	133	134	133	126	119	139	137	154	132	147	0	1739	1820
2021	92	(est.)	2026-27	82	130	127	130	131	132	133	133	123	119	142	135	150	135	0	1720	1802

*Projections should be updated on an annual basis in order to reflect changes in births, real estate sales, in-/out-migration of families, and housing construction.



Based on an estimate of births



Based on children already born



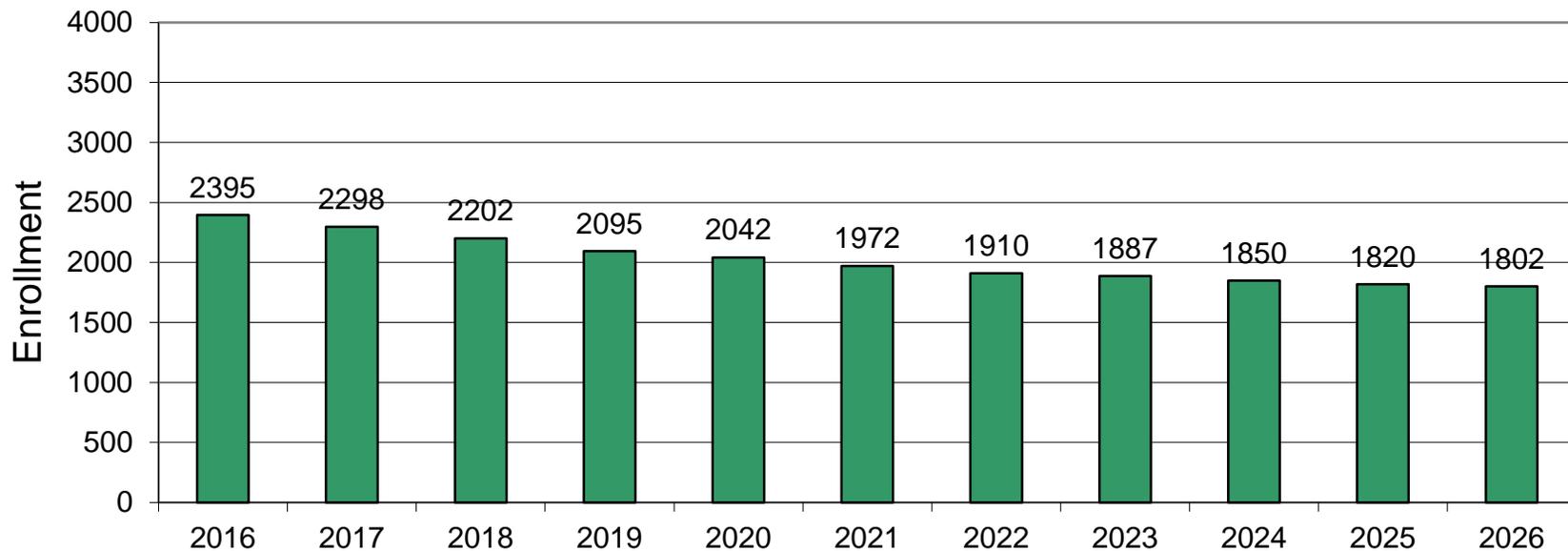
Based on students already enrolled

Projected Enrollment in Grade Combinations*									
Year	PK-2	K-5	3-5	K-8	5-8	6-8	7-8	7-12	9-12
2016-17	504	915	488	1458	715	543	391	1251	860
2017-18	509	884	452	1394	672	510	338	1165	827
2018-19	473	844	449	1323	628	479	317	1118	801
2019-20	462	820	436	1294	612	474	325	1048	723
2020-21	455	815	439	1257	599	442	304	1010	706
2021-22	466	791	404	1229	575	438	281	945	664
2022-23	472	785	393	1210	567	425	288	908	620
2023-24	468	772	384	1201	551	429	287	893	606
2024-25	466	780	395	1175	521	395	273	867	594
2025-26	466	785	400	1169	517	384	258	828	570
2026-27	469	783	396	1158	508	375	242	804	562

Projected Percentage Changes			
Year	K-12	Diff.	%
2016-17	2318	0	0.0%
2017-18	2221	-97	-4.2%
2018-19	2124	-97	-4.4%
2019-20	2017	-107	-5.0%
2020-21	1963	-54	-2.7%
2021-22	1893	-70	-3.6%
2022-23	1830	-63	-3.3%
2023-24	1807	-23	-1.3%
2024-25	1769	-38	-2.1%
2025-26	1739	-30	-1.7%
2026-27	1720	-19	-1.1%
Change		-598	-25.8%

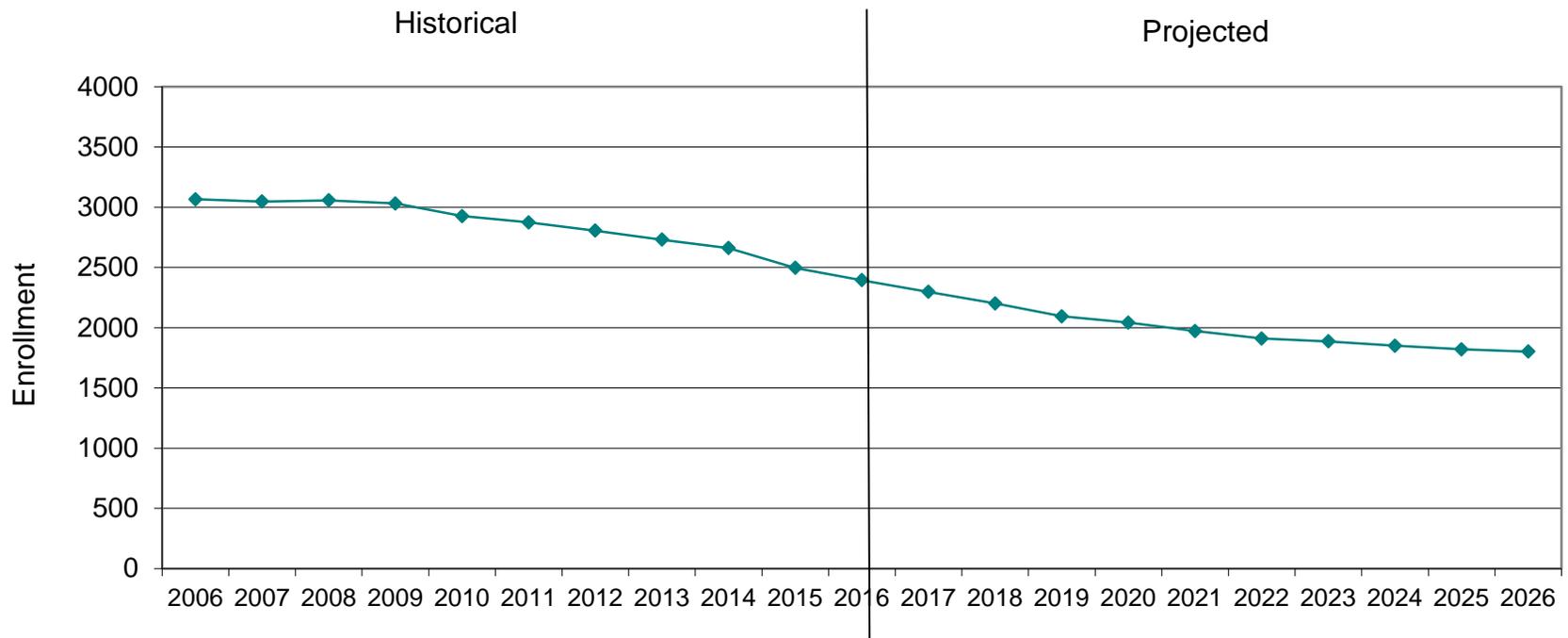
New Fairfield, CT Projected Enrollment

PK-12 TO 2026 Based On Data Through School Year 2016-17

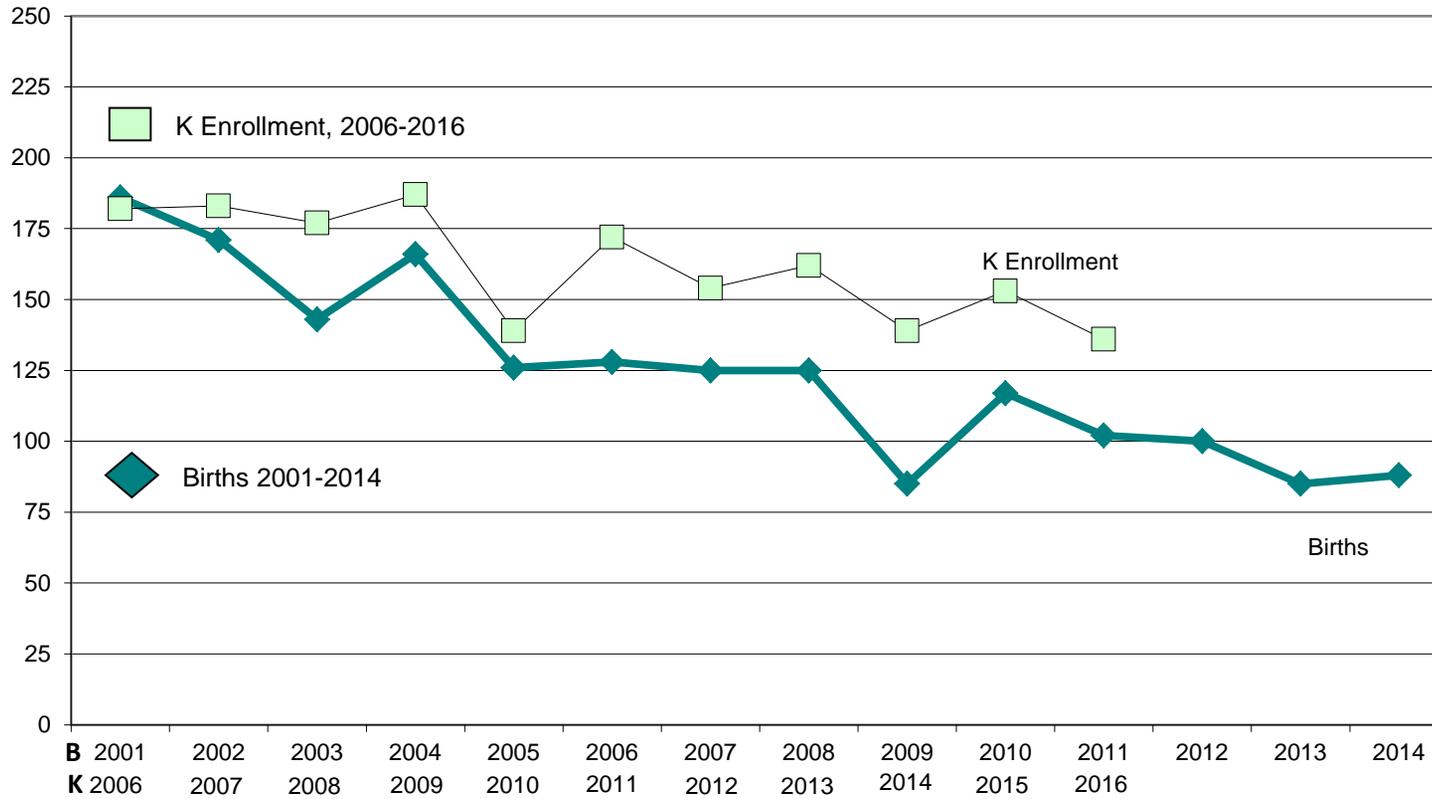


New Fairfield, CT Historical & Projected Enrollment

PK-12, 2006-2026



New Fairfield, CT Birth-to-Kindergarten Relationship



New Fairfield, CT Additional Data

Building Permits Issued		
Year	Single-Family	Multi-Units
2005	25	18
2012	7	0
2013	6	0
2014	5	0
2015	9	0
2016	7 to Aug 31	0

Source: HUD and Building Department

Enrollment History		
Year	Voc-Tech 9-12 Total	Non-Public K-12 Total
2005-06	36	138
2012-13	32	n/a
2013-14	29	n/a
2014-15	30	n/a
2015-16	24	n/a
2016-17	24	n/a

Residents in Non-Public Independent and Parochial Schools (General Education)														
Enrollments as of Oct. 1	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	n/a													

K-12 Home-Schooled Students	
2016	17

K-12 Residents "Choiced-out" or in Charter or Magnet Schools	
2016	18

K-12 Special Education Outplaced Students	
2016	5

K-12 Choiced-In, Tuitioned-In, & Other Non-Residents	
2016	n/a

The above data were used to assist in the preparation of the enrollment projections. If additional demographic work is needed, please contact our office.

New Fairfield Public Schools Enrollment

Actual October 1, 2016 2016/2017 Number of # of Average Students Sections Class Size				Projected 2017/2018 Number of # of Average Students Sections Class Size		
<i>Consolidated School</i>						
Early Learning Center	77	9	9	85	10	9
Kindergarten	136	9	15	135	9	15
First Grade	153	8	19	136	8	17
Second Grade	138	7	20	153	8	19
TOTAL	504			509		
<i>Meeting House Hill School</i>						
Third Grade	152	7	22	138	7	20
Fourth Grade	164	8	21	152	8	22
Fifth Grade	172	8	22	164	8	21
TOTAL	488			454		
<i>Middle School</i>						
Sixth Grade	152	7	22	172	7	25
Seventh Grade	190	8	24	152	6 + 2	25
Eighth Grade	201	8	25	190	8	24
TOTAL	543			514		
<i>High School</i>						
Ninth Grade	188			*206		
Tenth Grade	226			188		
Eleventh Grade	211			226		
Twelfth Grade	235			211		
TOTAL	860			831		
GRAND TOTAL 2,395				*w/5 Sherman 2,308		

*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
3 Brush Hill Road
New Fairfield, CT 06812*

**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.

*New Fairfield Board of Education
3 Brush Hill Road
New Fairfield, CT 06812*

**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~~

November 8

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 January, March, May, July, August, October 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
3 Brush Hill Road
New Fairfield, CT 06812*

**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
3 Brush Hill Road
New Fairfield, CT 06812*

**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
3 Brush Hill Road
New Fairfield, CT 06812*

**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;

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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;

Students

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 _____

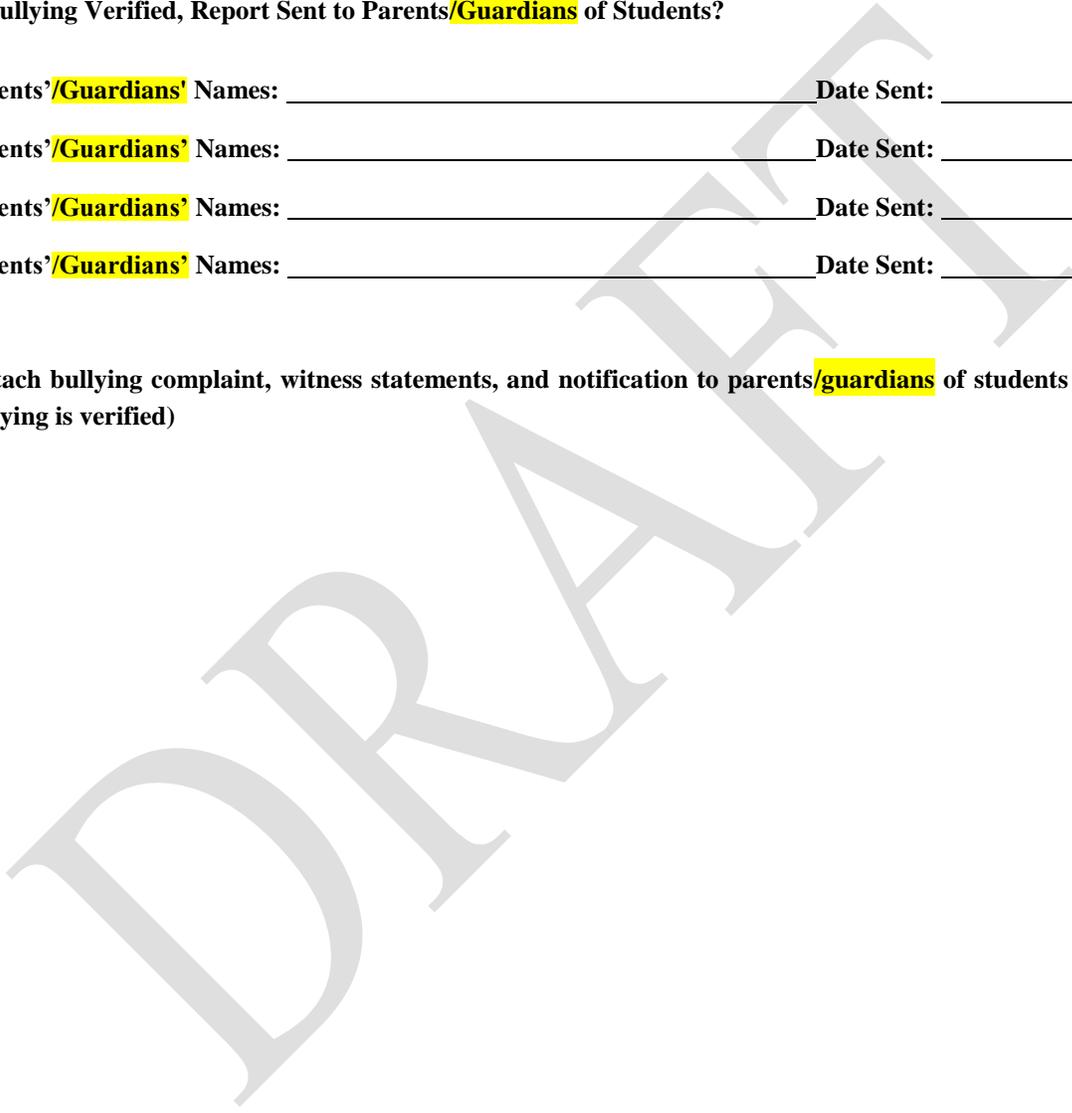
Remedial Action(s) Taken: _____

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

DRAFT

THE COWLES CHARITABLE TRUST
P.O. BOX 219
RUMSON, NEW JERSEY 07760

Settlor
GARDNER COWLES (1903-1985)

October 29, 2016

Officers
GARDNER COWLES III *President*
MARY CROFT *Treasurer and Secretary*

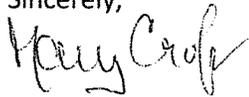
Trustees
GARDNER COWLES III
KATE COWLES NICHOLS
VIRGINIA COWLES SCHROTH
LOIS ELEANOR HARRISON
JOHN PATRICK HARRISON
ELIZABETH STRAUSS
KATE STRAUSS LONG
LISE CHARLIER
BETTY FLEMING

Trustees Emeritus
JAN COWLES
CHARLES COWLES

Dear Dr. McKinnon:

Your application for a grant was reviewed by the Trustees of The Cowles Charitable Trust at their quarterly meeting held today, and they determined that the Trust would make a contribution of \$5,000.

The Trust's check is enclosed.

Sincerely,


Mary Croft
Treasurer and Secretary

New Fairfield Public Schools
3 Brush Hill Road
New Fairfield, CT 06812

Attention: Dr. Jason McKinnon
Chief Academic Officer

THE COWLES CHARITABLE TRUST P.O. BOX 219 RUMSON, NJ 07760		22979
DATE <u>10-29-16</u>		1-103-210
PAY TO THE ORDER OF <u>New Fairfield Public Schools</u>	\$ <u>5,000.00</u>	
<u>Five Thousand and 00/100</u>		DOLLARS  Security Features Included. Details on Back.
Deutsche Bank Trust Company Americas 345 Park Avenue, New York, New York, 10154		
FOR _____		
⑈022979⑈ ⑆021001033⑆ 05 ⑈40047612⑈		

PLEASE NOTE:

The Cowles Charitable Trust requires that each grant recipient shall file a statement of the use of the contribution made by the Trust. Such statement shall be submitted to the Trust not later than thirty days after the fiscal year-end of the organization receiving the Trust's grant.

Planning Commission Plan of Development: August 2014 Report

November 2016 Assessment

Demographics & Housing (page 131)

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

BOE Action: 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

Priority: Ongoing

November 2016 assessment: No update required. NESDEC projections are evaluated on an annual basis

Community Facilities and Infrastructure (page 140)

Goal: Ensure that all public school facilities are adequate for the Town's current and projected needs.

BOE Action: Draft a long-range plan for school facilities that is flexible enough to respond to changes in school enrollment.

Priority: Short term (1-3 years)

November 2016 assessment: No update required. Long-range capital plan is evaluated and changed as needed, and at least on an annual basis.

BOE Action: Continue to ensure that the best possible educational opportunities, programs and services are made available to school children.

Priority: Ongoing

November 2016 assessment: No update required. Administration/staff focus on this daily and submit annual requests through the budget process.

Sustainability (pages 143, 145 and 146)

Goal: Proactively plan for the risks and impacts of disasters and encourage the creation of more resilient communities than can bounce back.

BOE 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.

Priority: Ongoing

November 2016 assessment: No update required. Education and outreach to schools continues to be performed and the Town and School District, working together, conduct an annual evacuation drill.

Sustainability (continued)

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

BOE Action: Promote various energy efficiency measures, such as partnering with CL&P/Eversource and the public school system to spread awareness about energy conservation measures

Priority: Short term (1-3 years)

November 2016 assessment: Update action sentence above to read “The Board of Education will continue to seek partners to use renewable energy sources, such as solar power, to reduce our footprint and save energy costs.

Goal: Provide a free-flowing circulation system for vehicles, bikes and pedestrians.

BOE Action: compete for Safe Route to School funds to make improvements that allow children to walk safely to school

Priority: Midterm (4-6 years)

November 2016 assessment: Without a Townwide effort to add sidewalks, this goal does not seem possible. If adding sidewalks throughout the Town continues to be a BOS/PC action coming out of this December 2016 assessment, then the schools should be added.