

BOARD OF EDUCATION
FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CT

Policy Committee Meeting

THURSDAY, February 19, 2015 Education Center
501 Kings Highway East
Superintendent's Conference Room
4:15 p.m.

Agenda

- I. Call to Order
- II. Approval of January 5, 2015, Minutes
- III. Policy
 - Policy #5516 Students – Life Threatening Allergies and Glycogen Storage Disease Management Policy
 - Policy #5330 Students – Bullying Policy
 - Administrative Regulations for #5330, Safe School Climate Plan
- IV. Open Discussion/Public Comment
- V. Adjournment
- VI. Future Items:
 - Policy #5314 Students – Smoking
 - Policy ##3270.2 Business - Grants
 - Policy #5225 Students – Requirements for Graduation
 - Policy #4240 Personnel – Electronic Mail
 - New policy request for Monthly Financial Reporting to BOE

Future Mtg. Dates and Times: All meetings held on **Monday unless otherwise noted, March 2,** March 30, April 27, May 11, June 1, June 15, August 31, September 21, September 28, October 12, November 9, November 30, 2015.

All meetings will be held at 501 Kings Highway East, Superintendent's Conference Room unless otherwise noted.

DRAFT Minutes

BOE Policy Subcommittee

January 5, 2015

Submitted for consideration by Andrea Leonardi

Meeting was called to order at 3:56 PM

Committee members present: Jennifer Maxon-Kennelly, John Convertito, Donna Karnal

Central Office members present: Andrea Leonardi

Committee chair inquired of all members as to their understanding/perception of the BOE's request of the committee. Committee members were in agreement that they felt the BOE was asking them for further review of the provisions of the Food Allergy Policy, particularly the provisions regarding prevention. John Convertito commented that the policy was perhaps too directive and that a simple policy statement may be the best course of action to allow the proposed "multidisciplinary team" to grapple with operationalizing the policy. Jennifer Maxon-Kennelly commented that further direction to staff, administration and parents was required to gain consistent implementation across the district. Ms. Leonardi suggested that perhaps a way to move forward included striking the section in dispute (paragraph 2, page 6) and sending the policy to the BOE to allow the bulk of the policy to be implemented and allowing the multidisciplinary team to begin its work, knowing that the prevention section needed further study and more consultation with experts in the field (both medical and legal). Public comment was heard. T. Donovan submitted a letter to the committee for review. Meeting adjourned.

Students

Welfare

MANAGEMENT OF FOOD ALLERGIES IN SCHOOLS _____ **5516**

~~The Fairfield Board of Education recognizes the increasing prevalence of potentially life-threatening food allergies among children. Effective management of food allergies in the school setting includes implementing strategies for avoidance of offending foods by allergic children and emergency planning to ensure prompt identification and treatment of allergic reactions that may occur. The Board supports the education of school personnel, students, and parents or guardians regarding food allergy management to maintain a safe school environment for allergic children.~~

~~Approved 8/27/04~~

Students

Students with Special Health Care Needs

5516

Life Threatening Allergies and Glycogen Storage Disease Management Policy

The Fairfield Public Schools recognize that allergies may be life threatening. For this reason, the District is committed to developing strategies and practices to minimize the risk of accidental exposure to life threatening allergens and to assist in the management of glycogen storage disease and to ensure prompt and effective medical response should a child suffer an allergic reaction while at school. The district further recognizes the importance of collaborating with parents and appropriate medical staff in developing such practices and encourages strategies to enable the student to become increasingly proactive in the care and management of his/her life threatening allergy(ies), or glycogen storage disease as developmentally appropriate. There is currently no cure for life-threatening allergies; there is only medication available for emergency response. The only way to prevent the symptoms of an allergic response is to prevent exposure to allergens, which will require understanding and effort on the part of the entire school community.

Best practice asks us to reduce students' exposure to known allergens in the learning environment, reinforcing a safe and inclusive environment for all students. When a student with life-threatening allergies is present in a school environment, cooperation and compliance is necessary at all levels: District, School, Classroom, Home. Each level has its role and responsibilities:

District:

- Shall clearly communicate district policy to all school leaders and parents and provide for training on food allergy awareness and the administration of medication to all applicable personnel.
- Shall monitor and evaluate all schools for compliance with district policy and follow up with all individuals for instances of policy violations.

School:

- Each school shall clearly communicate the needs of students with life-threatening food allergies to their school community through letters to classroom communities and their families and of district and school expectations of compliance.
- Schools leaders shall inform PTA leaders of the need for safety and inclusion in all school sponsored events.

Classroom:

- Peers shall be educated as to the individualized safety and inclusion needs of fellow students.
- Expectations of compliance shall be clearly communicated to students and their families.

Students

Students with Special Health Care Needs

5516

Life Threatening Allergies and Glycogen Storage Disease Management Policy (continued)

Home:

- Families shall be educated on food allergy awareness and how to comply with safety requests for students with life-threatening allergies.
- Families shall make every effort possible to ensure the safety of students with life-threatening food allergies when sending a snack into the learning environment.
- Students with life-threatening food allergies should know to never accept food from others and how to communicate their needs to peers.
- Parents of students with life-threatening allergies shall help their student access developmentally appropriate self-advocacy skills. Parents may choose to collaborate with schools on these skills.

To this end, the Fairfield Public Schools adopt the following protocols related to the management of life threatening allergies for students enrolled in district schools.

I. Identifying Students with Life Threatening Allergies

- A. Early identification of students with life-threatening allergies is vital to the effective implementation of this policy. The district therefore requests parents/guardians of children with life-threatening allergy(ies) to promptly notify the school in writing of the allergy(ies).
- B. Upon receipt of parent written notification that their child has been diagnosed with food allergy(ies) and/or other life threatening allergy(ies), the school shall request the parent/guardian to provide the following:
 1. Written authorization to obtain detailed written medical information on the child's condition from the physician;
 2. Written consent to administer or self-administer medications during the school day, as applicable in accordance with the District's Administration of Medication Policy;
 3. An Emergency Care Plan and Treatment Authorization ("Emergency Care Plan") completed and signed by their child's licensed health care provider and signed by the parent;
 4. Any medications necessary to prevent or treat allergic reactions along with relevant prescription and dosage information. Replace medications after use or expiration;
 5. A description of the student's past allergic reactions, including triggers and warning signs;
 6. Current emergency contact information and prompt notice of any updates;
 7. A description of the student's emotional response to the condition and the need for intervention; and
 8. Recommendations on age-appropriate ways to include the student in planning or care.

Students

Students with Special Health Care Needs

5516

Life Threatening Allergies and Glycogen Storage Disease Management Policy

I. Identifying Students with Life-Threatening Allergies (continued)

- C. **Suspected Allergies:** In the event the School Nurse suspects that a student has a food allergy or other life threatening allergy(ies) the school shall provide the parent/guardian written notification and request for the student to be evaluated by a physician.
- D. **Non-Cooperation:** If the parent/guardian of a student with known or suspected food allergy(ies) or other life threatening allergy(ies) fails or refuses to cooperate with the school for an evaluation or implementation of an appropriate Individualized Health Care Plan (IHCP) and Emergency Care Plan (ECP), the school shall implement an Emergency Care Plan stating to call 911 immediately upon recognition of symptoms along with sending written notification to the parent/guardian of the student's ECP.

II. Individualized Health Care Plans and Emergency Care Plans

- A. If the District is notified pursuant to Section I of this policy that child has life-threatening allergy(ies), the district shall develop an individualized health care plan (IHCP) for the child.
- B. The IHCP shall be developed by the parents/guardians, school nurse, and appropriate school personnel. Such personnel may include, but are not limited to, school or food service administrator(s); classroom teacher(s); and the student, if appropriate. The school may also consult with the town medical advisor, as needed.
- C. IHCPs are developed for students with special health needs or whose health needs require daily interventions. The IHCP describes how to meet the child's health and safety needs within the school environment and should address the student's needs across school settings. Information to be contained in an IHCP should include a description of the functional health issues (diagnoses); student objectives for promoting self-care and age appropriate independence; and the responsibilities of parents, school nurse and other school personnel. The IHCP may also include strategies to minimize the student's risk for exposure, such as considerations regarding:
 - 1. Classroom environment, including allergy free considerations;
 - 2. Cafeteria safety;
 - 3. Participation in school nutrition programs;
 - 4. Snacks, birthdays and other celebrations;
 - 5. Alternatives to food rewards or incentives;
 - 6. Hand-washing;
 - 7. Location of emergency medication;
 - 8. Risk management during lunch and recess times;
 - 9. Special events;
 - 10. Field trips;

Students

Students with Special Health Care Needs

5516

Life Threatening Allergies and Glycogen Storage Disease Management Policy

II. Individualized Health Care Plans and Emergency Care Plans (continued)

11. Extracurricular activities;
12. School transportation;
13. Staff notification; and
14. Transitions to new classrooms, grades and/or buildings.

- D. As part of the IHCP, the district shall also develop an Emergency Care Plan (ECP) for each child identified as having a life threatening food allergy. The ECP describes the specific directions about what to do in a medical emergency. The ECP should include the following information, as appropriate:
1. The child's name and other identifying information, such as date of birth, grade and photo;
 2. The child's specific allergy(ies);
 3. The child's signs and symptoms of an allergic reaction;
 4. The medication, if any, or other treatment to be administered in the event of exposure;
 5. The location and storage of the medication;
 6. Who will administer the medication (including self-administration options, as appropriate);
 7. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
 8. Recommendations for what to do if the child continues to experience symptoms after the administration of medication; and
 9. Emergency contact information for the parents/family and medical provider.
- E. The IHCP shall be reviewed annually, or upon receipt of new medical information, and/or in the event of an anaphylactic reaction in school.
- F. An individualized health care plan and glycogen storage disease action plan shall also be developed for any student with glycogen storage disease. Such plan shall include, but is not limited to, the provision of food or dietary supplements by the school nurse or by an employee approved by the school nurse to a student with glycogen storage disease. Such plan may not prohibit a parent/guardian or a person they so designate, from providing food or dietary supplements to the affected student on school grounds during the school day.

Students

Students with Special Health Care Needs

5516

Life Threatening Allergies and Glycogen Storage Disease Management Policy

II. Individualized Health Care Plans and Emergency Care Plans (continued)

- G. The IHCP and ECP shall be disseminated to all school staff who supervise the student during the school day and at school sponsored activities or are responsible for the provision of food to the student. Plan distribution includes, but is not limited to, the students' teachers, classroom assistants, food service staff, coaches, transportation staff, school health professionals, school case managers, custodial staff, student aides and the parents/guardians of the student.

III. Referral to Section 504 and IDEA

In addition to having an IHCP, a student with a life-threatening allergy or glycogen storage disease (GSD) may also be eligible under Section 504 of the Rehabilitation Act if the student has a disability that substantially limits a major life activity or under the Individuals with Disabilities Education Act (IDEA) if the student has a qualifying disability that adversely impacts the student's education and causes the student to need specialized instruction. The team responsible for the IHCP shall refer the student under Section 504 or the IDEA as appropriate. Eligibility under either Section 504 or IDEA must be considered on a case-by-case basis given each student's unique situation.

IV. Training/Education

- A. All school personnel will be educated on how to recognize symptoms of allergic reactions, preventative strategies to minimize a child's risk of exposure to life-threatening allergies, and what to do in the event of an emergency. Staff education will be coordinated by the principal and school nurse, utilizing a consistent District training module supported by the town Director of Health. Any such training regarding the administration of medication shall be done in accordance with District Policy and State Law.
- B. The District shall offer training consistent with District Policy # 5515 Protocol for Administration of Emergency Medications by Non-nursing Personnel.
- C. The District shall provide each school with consistent and age-appropriate information for students about food allergies, how to recognize symptoms of an allergic reaction and the importance of adhering to the school's policies regarding food and snacks, as well as the development of empathy, understanding, and tolerance for individuals with life threatening allergies and glycogen storage disease. The principal shall coordinate the delivery of this educational information with building staff.

Students

Students with Special Health Care Needs

5516

Life Threatening Allergies and Glycogen Storage Disease Management Policy

V. Prevention

- A. A District-wide, multi-disciplinary team will develop a Pre K-12 Management Plan ~~plan~~ for the management of life-threatening allergies, including food allergies, aligned to the CSDE Guidelines for Managing Life-threatening Food Allergies ~~in Connecticut Schools~~, and Glycogen Storage Disease.
- B. The District-wide, multi-disciplinary team will annually review the ~~District's allergy and glycogen storage disease management plan~~ Management Plan and Guidelines.
- C. Food in Elementary Schools
 - ~~1. The only food allowed in Elementary School classrooms will be snacks from the approved Safe School Snack List.~~
 - ~~a. Annually, at the start of the school year, the District Committee will publish an approved Safe School Snack List.~~
 - ~~b. Non-compliant students will be offered an alternative approved snack by the teacher.~~
 1. Peanut and tree nuts typically cause the most severe allergic reactions in elementary classrooms. Snacks sent from home for consumption in the classroom must be mindful of this heightened risk and must not contain peanuts and/or tree nuts. The District will make best efforts to recognize peanut and tree nut products that are in violation of this policy.
 - ~~2. All schools will designate food free zones, including the Library, Computer Lab, Music Room, Art Room, and Science Room.~~
 2. The District is committed to providing an elementary school classroom environment free of tree nuts and peanuts. Parents are advised that while the District is committed to ensuring that the elementary classrooms are free of tree nuts and peanuts, due to the choices made by individual parents, the District cannot guarantee that every elementary school classroom will be completely free of tree nuts and peanuts at all times. In order to ensure all elementary classrooms are free of tree nuts and peanuts, the District shall remove any and all items containing these allergens from its vending machines and shall insure that ingredients containing these allergens are excluded from school provided snacks. ~~Notwithstanding the above, it shall **not** be the responsibility of the faculty or staff of any elementary school to read student provided food labels or to ascertain whether or not student provided food items contain tree nuts and peanuts. It is the obligation of each parent to determine the content of the food items they provide to their child.~~ Faculty and staff shall use their best efforts to ensure that no food items containing tree nuts and peanuts are present in elementary classrooms. The District, in partnership with school staff, shall counsel all parents against providing children with food items containing tree nuts and peanuts to consume as classroom snacks; all parents share in the responsibility of keeping children safe in the classroom by complying with this policy.

Students

Students with Special Health Care Needs

5516

Life Threatening Allergies and Glycogen Storage Disease Management Policy

W. Prevention (continued)

- ~~3. All classrooms will provide protein soluble hand wipes for mandated use for students to use after snack if hand washing is not available.~~
3. The multi-disciplinary team will develop:
 - a. A voluntary, suggested snack list for parents who would like guidance on identifying nut-free snacks for their children
 - b. An intervention plan for students who bring nut-containing snacks to the Classroom
- ~~4. All kindergarten classes will have their snacks in the cafeteria.~~
4. All in school celebrations shall be food free.
5. All elementary schools will designate food free zones, including the Library, Computer Lab, Music Room, Art Room, Gym, Stage, and Science Room.
6. All elementary classrooms will provide protein soluble hand wipes for mandated use for students to use after snack if hand washing is not available. Students will be required to remain at their desks while eating snacks to contain the spread of allergens.
7. All desks will be cleaned with soap and water, protein soluble wipes, or other approved cleaning agents after snacks are eaten in the classroom.
8. All cafeteria tables will be cleaned with soap and water or other approved cleaning agents after each use.
9. Community/PTA use of elementary school facilities:
 - a. No food is allowed in any classroom;
 - b. Any event in which food will be served or consumed must be held in the school cafeteria or outdoors;
 - c. Outside organizations are encouraged to serve only nut-free food items and consult the suggested food list referenced on the District's website ~~SnackSafely.com website~~ when selecting food to be served in the cafeteria or outdoors.

Students

Students with Special Health Care Needs

5516

Life Threatening Allergies and Glycogen Storage Disease Management Policy

VI. Communication (continued)

- A. The school nurse shall be responsible for coordinating the communication among parents, a student's individual health care provider and the school regarding a student's life threatening allergic condition. School staff responsible for implementing a student's IHCP will be notified of their responsibilities and provided with appropriate information as to how to minimize risk of exposure and how to respond in the event of an emergency. 7
- B. The school administrative staff and school nurse shall communicate annually to all school personnel the availability of training regarding Policy #5515, Protocol for the Administration of Emergency Medications by Non-nursing Personnel.
- C. Each school will ensure that there are appropriate communication systems available within each school (i.e. telephones, cell phones, walkie-talkies) and for off-site activities (i.e. field trips) to ensure that school personnel are able to effectively respond in case of emergency.
- D. The District shall develop standardized letters to be sent home to parents; ~~whenever appropriate, to alert them to food restrictions within their child's classroom or school.~~ introducing, explaining and enforcing the District's food allergy policy and protocols.
- E. Beginning with the school year 2015-2016, the District shall annually, not later than October 1, provide notice to parents of the Plan for the Management of Severe and Life-Threatening Allergies, Including Food Allergies, and
1. Make the plan available on the District's Website and/or the websites of each school under the District's jurisdiction;
 2. Provide notice of such plan in conjunction with the annual written statement provided to parents and guardians as required by subsection (b) of section 10-231c of the Connecticut General Statutes.
- F. The District shall annually update its ~~approved website for identifying Safe School Snacks.~~ resources for voluntary, suggested snack alternatives for families.
- G. All communication, written or verbal, shall be compliant with the Family Education Rights and Privacy Act.

VII. Monitoring the District's Plan and Procedures

The District shall conduct periodic assessments of its Food Allergy Management Plan and Procedures. Such assessments shall occur at least annually and after each emergency event involving the administration of medication to determine the effectiveness of the process, why the incident occurred, what worked and what did not work.

Students

Students with Special Health Care Needs

5516

Life Threatening Allergies and Glycogen Storage Disease Management Policy

Legal Reference: Connecticut General Statutes

- 10-15b Access of parent or guardian to student's records.
- 10-154a Professional communications between teacher or nurse and student.
- 10-207 Duties of medical advisors.
- 10-212a Administrations of medications in schools
- 10-212c Life threatening food allergies; Guidelines; district plans
- 10-212a(d) Administration of medications in schools by a paraprofessional.
- 10-212c Life threatening food allergies; Guidelines; district plans, as amended by P.A. 12-198)
- 10-220i Transportation of students carrying cartridge injectors
- 10-231c Pesticide application at schools
- 19a-900 Use of cartridge injectors by staff members of before or after school programs, day camp or day care facility.
- 52-557b Good Samaritan Law. Immunity from liability for emergency medical assistance, first aid or medication by injection
- The Regulations of Connecticut State Agencies section 10-212a through 10-212a-7, Administration of Medication by School Personnel.
- Guidelines for Managing Life-Threatening Food Allergies in Connecticut Schools, Connecticut State Department of Education (2006)
- Federal Legislation
- Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794 § 504; 34 C.F.R. § 104 et seq.)
- Americans with Disabilities Act (ADA) of 1990 (42 U.S.C. §12101 et seq.; 29C.F.R. §1630 et seq.
- The Family Education Rights and Privacy Act of 1974 (FERPA)
- Land v. Baptist Medical Center*, 164F3d423 (8th Cir. 1999)
- The Individuals with Disabilities Education Act of 1976 (IDEA) (20 U.S.C. § 1400 et seq.); 34 C.F.R. § 300 et seq.
- FCS Instruction783-2, Revision 2, Meal substitution for medical or other special dietary reasons.
- P.A. 09-155 An Act Concerning the Use of Asthmatic Inhalers and Epinephrine Auto-Injectors While at School.

Students

Code of Behavior

BULLYING/Teen Dating Violence

5330

5330

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 and teen dating violence. Therefore it shall be the policy of the Board that bullying and/or teen dating violence committed against a ~~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, teen dating violence and bullying.

Definitions

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

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

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

Students

Code of Behavior

BULLYING

5330

Definitions (continued)

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

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

“**Mobile electronic device**” means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

“**Electronic communication**” means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic or photo-optical system.

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

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

“**School employee**” means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (b) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

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

Students

Code of Behavior

BULLYING (continued)

5330

Examples of bullying include, but are not limited to:

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

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

Students who engage in any act of bullying ~~and/or 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 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 ~~and escalating~~disciplinary action up to and including suspension ~~and~~, expulsion ~~from school,~~ 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 ~~and teen dating violence~~ at all school levels is essential to

reducing incidences of bullying and teen dating violence. Such a program must involve interventions at all levels, school wide, classroom and individual.

Board of Education
Policy Guide

Students

Code of Behavior

BULLYING (continued)

5330

The District's program: (*Also outlined in 5330AR "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 and teen dating violence by students to school employees and written reports of suspected bullying by parents or guardians;
3. Requires school employees who witness acts of bullying and/or teen dating violence or receive reports of bullying and /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/or teen dating violence, 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~~ to investigate or supervise the investigation of all reports of bullying and/or teen dating violence and ensure that such investigation is completed promptly after receipt of any written report made under this section and that the parents or guardians of the student alleged to have committed an act or acts of bullying and the parent 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 and/or teen dating violence, including language about bullying and/or 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;

8. Requires each school to notify parents or guardians of all students involved in a verified act of ~~bullying~~ bullying and/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 and/or teen dating violence;

Students

Code of Behavior

BULLYING (continued)

5330

9. Requires each school to invite the parents or guardians of a student who commits any verified act of bullying and/or teen dating violence ~~and the parents or guardians of the student against whom such act was directed,~~ to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and the to prevent further acts of bullying; policies and procedures in place to prevent further acts of bullying and/or teen dating violence;
10. Requires each school to invite the parents or guardians of the student against whom such act was directed, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and policies and procedures in place to prevent further acts of bullying and/or teen dating violence
11. Establishes a procedure for each school to document and maintain records relating to reports and investigations of bullying and/or 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;
124. Requires the development of case-by-case interventions for addressing reported incidents of bullying and/or teen dating violence against a single individual or recurrently perpetrated bullying and/or teen dating violence incidents by the same individual that may include, but are not limited to referrals for both counseling, positive behavioral support plans and discipline;
132. Prohibits discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
143. Requires the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such students against further acts of bullying;
154. 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 and/or teen dating violence constitutes criminal conduct;
165. Prohibits bullying and/or 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 and/or teen dating violence (i) creates a hostile environment at school for the student against whom such bullying and/or teen dating violence was directed, (ii) infringes on the rights of the student against whom such bullying and/or teen dating violence was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

176. ~~Requires, at the beginning of each school year, Requires that for~~ each school ~~to~~ provide all school employees with a written or electronic copy of the ~~school~~ district's Ssafe Sschool Celimate Pplan, and

Students

Code of Behavior

BULLYING (continued)

5330

- 187. 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/or teen dating violence and preventing and responding to youth suicide;
- 198. Requires students and the parents/guardians of students to be notified annually, at the beginning of each school year of the process by which they may make reports of bullying, including anonymous reports;
- 2019. As required, but not later than, January 1, 2012, the Board of Education shall approve the safe school climate plan developed pursuant to statute and submit such plan to the Department of Education for its review, analysis, and cooperative assistance; and
- 210. Requires that not later than thirty calendar days after approval by the Board, the safe school climate plan shall be made available on the Board's and each individual school in the District's Internet website and such plan is to be included in the District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

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

In addition, the norms that are established by adults through consistent enforcement of all policies pertaining to conduct and modeling appropriate behavior at school and at home will reduce the instances and damage of bullying and/or 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.

Students

Code of Behavior

BULLYING (continued)

5330

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 intervention~~ a positive behavioral intervention 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, harassment, teen dating violence 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 and/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, parents and school employees and interventions with the bullied child, parents, and school employees.
6. School wide training related to safe school climate.
7. Student peer training, education and support.
8. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings, and individual interventions.

District Safe School Climate Coordinator

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

The Coordinator shall:

1. Implement the District's safe school climate plan;
2. Collaborate with safe school climate specialists, the Board, and the Superintendent to prevent, identify, and respond to bullying and/or teen dating violence in District schools;
2. 3. Collect and evaluate information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying, in the district schools as reported by the school climate specialist or administration

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 and/or teen dating ~~issues~~violence issues in the District and make recommended changes to the District's safe school climate plan.
-

Students

Code of Behavior

BULLYING (continued)

5330

Safe School Climate Specialist

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

The Specialist in each school shall:

1. Investigate or supervise the investigation of reported acts of bullying and/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, teen dating violence,
3. Collect and evaluate information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying, in the school; and
- ~~2.~~4. Report such information, as necessary, to the district safe school climate coordinator
- ~~3.~~5. Act as the primary school official responsible for preventing, identifying and responding to bullying and/or 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 Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying and/or teen dating violence;
2. Identify and address patterns of bullying and/or teen dating violence among students in the school;
3. Review and amend school policies relating to bullying and/or teen dating violence;

4. 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;
5. Educate students, school employees and parents and guardians of students on issues relating to bullying and/or teen dating violence;
6. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying and/or teen dating violence; and

Board of Education
Policy Guide

Students

Code of Behavior

BULLYING

5330

Safe School Climate Specialist (continued)

7. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to ~~school~~ bullying and/or teen dating violence for the school.

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

Safe School Climate Plan

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

1. Enable students to anonymously report acts of bullying and/or teen dating violence to school employees and require students and the parents or guardians of students to be notified annually, at the beginning of the school year, of the process by which they may make such reports;
2. Enable the parents or guardians of students to file written reports of suspected bullying and/or teen dating violence;
3. Require school employees who witness acts of bullying or receive reports of bullying and/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 oral report;
4. Require the Safe School Climate Specialist to investigate or supervise the investigation of all reports of bullying and/or teen dating violence and ensure that such investigation is completed promptly after receipt of any written reports made under this section and that the

parents or guardians of the students alleged to have committed an act or acts of bullying and/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. Require the Safe School Climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
6. Include a prevention and intervention strategy for school employees to deal with bullying;
7. Provide for the inclusion of language in student codes of conduct concerning bullying;
8. Require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation. The required notification and invitation shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying;

Board of Education
Policy Guide

Students

Code of Behavior

BULLYING

5330

Safe School Climate Plan (continued)

- ~~9. Require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the student's safety and to prevent further acts of bullying;~~
9. Requires each school to invite the parents or guardians of a student who commits any verified act of bullying and/or teen dating violence to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and the policies and procedures in place to prevent further acts of bullying and/or teen dating violence;
10. 10. Requires each school to invite the parents or guardians of the student against whom such act was directed, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and policies and procedures in place to prevent further acts of bullying and/or teen dating violence
- ~~10.~~11. Establish a procedure for each school to document and maintain records relating to reports and investigations of bullying and/or teen dating violence in such school and to maintain a list of the number of verified acts of bullying and/or 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;

- 11.12. Direct the development of case-by-case interventions for addressing repeated incidents of bullying and/or teen dating violence against a single individual or recurrently perpetrated bullying and/or teen dating violence incidents by the same individual that may include, but are not limited to referrals for ~~both~~ counseling, a positive behavioral support plan, and discipline;
- 12.13. Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying and/or teen dating violence;
- 13.14. Direct the development of student safety support plans for students against whom an act of bullying and/or teen dating violence was directed that addresses safety measures the school will take to protect such student against further acts of bullying and/or teen dating violence;
- 14.15. 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 and/or teen dating violence constitute criminal conduct;
- 15.16. Prohibit bullying and/or 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 and/or teen dating violence (i) creates a hostile environment at school for the student against whom such bullying and/or teen dating violence was directed, (ii) infringes on the rights of the student against whom such bullying and/or teen dating violence was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- 16.17. 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
- 17.18. Require that all school employees annually complete the training described in C.G.S. 10-220a, as amended.

Board of Education
Policy Guide

Students

Code of Behavior

BULLYING (continued)

5330

Safe School Climate Assessment

The Board requires each school in the District, on and after July 1, 2012, and biennially thereafter, to complete an assessment using school climate assessment instruments, including surveys, approved and disseminated by the Department of Education pursuant to C.G.S. 10-

222h, as amended by PA 11-232. The Board will collect the school climate assessments of each District school and submit them to the Department of Education.

The Superintendent shall develop rules and procedures, which carry out the provisions of this policy. In designing administrative regulations (School Climate Plan), the Superintendent will consult with the greater school community, including parents and students. In addition, the Superintendent shall provide that students and parents of students are notified of this prohibition against bullying and/or teen dating violence and the penalties for violating the prohibition by ensuring the posting of such information at each school and by ensuring inclusion of such information in student and parent handbooks.

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

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

Students

Code of Behavior

BULLYING (continued)

5330

Legal Reference: Connecticut General Statutes
10-15b Access of parent or guardian to student's records. Inspection and subpoena of school or student records.
10-222d Policy on bullying behavior as amended by PA 08-160 and PA 11-232.
PA 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents or Legal Guardians.
PA 11-232 An Act Concerning the Strengthening of School Bullying Laws.
[P.A. 14-172 An Act Concerning Improving Employment Opportunities Through Education and Ensuring Safe School Climates](#)
[P.A. 14-196 \(tangentially\) An Act Concerning A State-Wide Sexual Abuse and Assault Awareness Program](#)
[P.A. 14-232 An Act Concerning The Review and Approval of Safe School Climate Plans by the Department of Education and a Student Safety Hotline Feasibility Study](#)
[P.A. 14-234 An Act Concerning Domestic Violence and Sexual Assault](#)
[P.A. 13-3 An Act Concerning Gun Violence Prevention and Childrens' Safety](#)

Policy Adopted:
Revised 6/06
Revised 7/08
Revised 11/10
Revised 7/11
Revised & Approved 11/22/2011

Safe School Climate Plan – Creating and Sustaining Supportive and Engaging Schools – Version ~~1.0~~2.0

Fairfield Public Schools
January 10, 2012
Ammended: (INSERT DATE)

Approved by Board of Education Date: ~~January 10, 2012~~(INSERT DATE)
Submitted to Connecticut State Department of Education Date: ~~January 12,~~
~~2012~~(INSERT DATE)
Posted on District and School Websites Date: ~~January 18, 2012~~(INSERT DATE)

Table of Contents

Mission and Beliefs of the Fairfield Public Schools

District School Climate Plan

Appendices

1. National School Climate Standards
2. Assessing School Climate using Multiple Measures
3. School Climate Improvement Process
4. Fairfield Public Schools – Incident Report
5. Fairfield Public Schools – Bullying Determination Form
6. Fairfield Public Schools - School Safety and Intervention Plan – [VictimTarget](#)
7. Fairfield Public Schools - School Safety and Intervention Plan – Perpetrator
8. Frequently Asked Questions
9. Suggested Timeline for Implementation
10. Resources
 - o Staff
 - o Parents
 - o Students

Fairfield Public Schools

Mission:

The mission of the Fairfield Public Schools is to inspire students to acquire the knowledge and skills needed to be life-long learners, responsible citizens, and successful participants in an ever changing global society by providing, in partnership with families and community, a comprehensive, rigorous educational program.

Beliefs:

- We believe all individuals can learn.
- We believe high expectations drive high achievement.
- We believe family and community, in partnership, play an essential role in the development and education of a child.
- We believe kindness, respect, and compassion enhance life and improve performance.
- We believe that growth occurs when independent thinking, creativity, and appropriate risk taking are encouraged.
- We believe valuing and nurturing diversity promotes learning.
- We believe everyone has the ability and responsibility to make a positive difference.
- We believe that positive self-image is built through high expectations, honesty and accomplishment.
- We believe that knowledge and skills acquired should be relevant and adaptable for lifelong learning.
- We believe all students should have equitable access to educational opportunities.
- We believe in promoting a healthy life.
- We believe that collaboration and commitment promote the common good.

District School Climate Plan

On November 22, 2011 the Fairfield Board of Education adopted Policy #5330 which prohibits bullying in any form. The Fairfield Board of Education subsequently amended the policy on (INSERT DATE). The policy states, "The Board of Education promotes a secure and happy school climate, conducive to 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 further states that, "the Board seeks an environment in which students and adults feel socially, emotionally intellectually and physically safe; an environment free of harassment, intimidation and bullying."Policy 5330 states, "The Board of Education (Board) promotes a secure and happy school climate, conducive to teaching and learning that is free from threat, harassment, any type of bullying behavior and teen dating violence. Therefore it shall be the policy of the Board that bullying and/or teen dating violence committed against 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, teen dating violence and bullying."The plan outlined below is meant to support the creation and sustainability of such an environment, and will serve as the Administrative Regulations to BOE Policy # 5330.

Definitions

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

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

Bullying shall include, but not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association

with an individual or group who has or is perceived to have one or more of such characteristics. (The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.)

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

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

“Mobile electronic device” means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

“Electronic communication” means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic or photo-optical system.

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

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

“School employee” means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (b) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

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

Examples of bullying include, but are not limited to:

1. physical violence and attacks
2. verbal taunts, name-calling, disparaging language including ethnically-based or gender-based verbal disparaging language

3. sexual harassment including unwanted sexual attention or insulting or degrading sexual remarks or conduct
4. threats and intimidation
5. extortion or stealing of money and/or possessions
6. exclusion from peer groups within the school
7. The misuse of electronic communications for the purpose of bullying, harassing, or sexually harassing other students within school or out of school ("cyberbullying")
8. teen dating violence
9. targeting of a student based on the student's actual or perceived "differentiating" characteristics such as race; color; religion; ancestry; national origin; gender; sexual orientation; gender identity or expression; socioeconomic or academic status; physical appearance; or mental, physical, developmental, or sensory disability.

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

Students who engage in any act of bullying and/or 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 the Board of Education, and outside of the school setting if such bullying:

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

And are subject to appropriate and escalating disciplinary action up to and including suspension and , expulsion from school, 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 and teen dating violence at all school levels is essential to reducing incidences of bullying and teen dating violence. Such a program must involve interventions at all levels, school wide, classroom and individual.

District School Climate Coordinator

Beginning in the 2011-2012 School Year the Superintendent of Schools will designate, from existing staff, a District School Climate Coordinator.

The District School Climate Coordinator shall:

- Facilitate the District School Climate Team;
- Ensure the implementation of the District School Climate Plan;
- Provide leadership to the School Climate Specialists;

- Plan and implement, along with administrators and School Climate Specialists, annual training for School Climate Team members;
- Create, along with School Climate Team members, annual training modules for school employees;
- Insure that all school employees receive annual training;
- 3. Collect and evaluate information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying, in the district schools as reported by the school climate specialists at each site;
- Provide timely and accurate data to the Superintendent, district, and CSDE as requested and as required by state statute;
- Facilitate annual revisions to the District School Climate Plan based on feedback from School Climate Teams ;
- Review all reports of suspected bullying and investigation reports.

District School Climate Team

Beginning in January of 2012 the District School Climate Coordinator shall establish a District School Climate Team. Membership shall include:

- All School Climate Specialists (In the case of Co-School Climate Specialists, one representative from each school shall serve on the district team)
- Community members
- Parents
- Students

This Team shall:

- Meet quarterly (at minimum);
- Review and amend, as necessary, the District School Climate Plan;
- Review all school climate improvement plans;
- Review all district data and measurements of school climate;
- Make recommendations to the Superintendent regarding necessary changes to Board of Education Policy;
- Perform any other duties as determined by the School Climate Coordinator that are related to improving school climate (including, but not limited to the prevention, intervention, and response to school bullying for the district);
- Gather and disseminate to school climate committees best practice information on the prevention, intervention, and response to bullying and youth suicide.

School Climate Specialist

Beginning in the 2011-2012 school year each school principal will serve as, or designate, from existing staff, a School Climate Specialist (Co-School Climate Specialists are allowable).

The School Climate Specialist, in collaboration with the school principal shall:

- Provide leadership to the school community in the prevention, intervention, and response to reports of bullying, discrimination, teen dating violence, and otherwise mean-spirited behavior*** in the school;
- Ensure implementation of District School Climate Plan;
- Coordinate the provision of annual training to all staff on the prevention, intervention, and response to bullying, discrimination, teen dating violence and otherwise mean-spirited behavior in schools and on the prevention, intervention and response to youth suicide in collaboration with the School Climate Committee;
- Ensure that all students, parents, and school employees are notified annually, at the beginning of the school year of process by which they can make reports of bullying, including anonymous/discrete reports;
- Chair the School Climate Committee;
- Coordinate the school's efforts in gathering multiple measures of school climate data;
- Use the above mentioned data to lead the development of the School Climate Improvement Plan in alignment with the district plan;
- Serve as their schools' representative on the District School Climate Committee;
- Investigate or supervise the investigation of reported acts of bullying in accordance with the District School Climate Plan and Board of Education Policy;
- Ensure the implementation of intervention/response plans for all verified acts of bullying
- Collect and maintain records of reports and investigations of bullying in the school
- Collect and evaluate information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying, in the school and report such information directly to school administration and the district school climate coordinator

*** There are two kinds of mean-spirited behavior

1. Unintentional mean-spirited behavior – where the perpetrator does not intend to hurt the victimtarget. This presents a “teachable moment” where informing the perpetrator that their behavior has caused hurt feelings and the perpetrator responds to change behavior.
2. Intentional mean-spirited behavior – where the perpetrator intentionally behaves in a way that is meant to humiliate, isolate, or diminish the victimtarget. If repeated this type of mean-spirited behavior may meet the statutory definition of bullying. Early and consistent intervention at this point on the part of all school community members (bystanders to allies) will significantly reduce incidents of bullying and improve school climate

School Climate Committee

For each school year commencing July 1, 2012 each school principal shall establish a committee or designate at least one existing committee in the school to be responsible for developing and fostering a safe school climate. Team membership shall be designated by the school principal and shall include at least one parent or guardian of a child enrolled in the school. It is strongly encouraged that the school leadership considers a diverse membership of staff, students, parents, and community members.

The School Climate Committee shall:

- Receive copies of completed reports following investigations of bullying (parents, students, or community members will not receive copies of reports as sharing these reports would violate student confidentiality rights under federal law - FERPA);
- Identify and address patterns of bullying among students in the school;
- Review and amend school policies/practices relating to bullying;
- Review and make recommendations to the District Safe School Climate Coordinator regarding the District Safe School Climate Plan based on issues and experiences specific to the school;
- Educate students, school employees and parents and guardians of students on issues relating to school climate and bullying;
- Collaborate with the School Climate Specialist in the collection of data regarding school climate and bullying in accordance with the District Safe School Climate Plan and state statute;
- Perform any other duties as determined by the school principal that are related to improving school climate and to the prevention, intervention, and response to school bullying, discrimination, or otherwise mean-spirited behavior for the school.

Note:

Any parent or guardian, student, or community member serving as a member of any such committee shall NOT participate in the activities described above that may compromise any students' and families' rights to privacy under the Federal Education Right to Privacy Act (FERPA).

Training and Professional Development

All School Employees

The Fairfield Public Schools shall require that all school employees receive annual training that will include information addressing the prevention of, identification of and response to bullying, teen dating violence, discrimination and otherwise mean-spirited behavior in schools and the prevention of and response to youth suicide. This training will be determined by the District School Climate Team and made available to all School Climate Teams. As a part of the school climate improvement process and based on data from assessment, additional training and professional development may be necessary at a school level or at a specific level (elementary, middle, or high school).

- Be aligned between students, parents, and school employees
- Assess the major aspects of school climate
- ~~Result in a detailed report that provides a summary of findings, in-depth profiles that describe how people responded overall and in key subgroups~~
- Provide data to School Climate Improvement Team and school community ~~within 2-3 weeks of completion,~~
- Provide practical and concrete information to assist each school climate committee as to how it might use the data as a springboard for action planning

School Climate Improvement, ~~and~~ Bullying, Teen Dating Violence Prevention

As part of the school climate improvement process, each school's School Climate Team shall annually review current practices meant to address creating and sustaining a positive school climate that is free from harassment, bullying, discrimination, teen dating violence and otherwise mean-spirited behavior. Beginning November 1, 2012 each school will submit as part of its School Improvement Plan, a School Climate Improvement Plan. This Plan shall include annual prevention activities that are aligned with school data and goals for climate improvement. This plan shall be submitted to the District School Climate Team for review in order to allow for alignment and best practice sharing between and among schools. This plan shall be published on the district website and on each school website by ~~December 1, 2012~~ January 15th of each year- and annually thereafter. Activities may include, but are not limited to:

- implementing an evidence-based program utilizing positive behavioral supports,
- implementing evidence-based practices that not only intervene with the perpetrator and the victimtarget, but also with bystanders,
- review, revise, and/or create and implement ~~grade-appropriate bullying-prevention curricula~~ a culturally competent school-based curriculum focusing on social-emotional learning, self-awareness, and self-regulation.
- ensure annually that all students know how to report any incidents of mean-spirited behavior that might be bullying – including anonymous reports
- ensure that all new staff members receive annual training in their responsibility to report incidents and intervene with students

Bullying Reports

Students may file:

- Oral Reports to school employees
- Written reports - Fairfield Public Schools – Incident Report Form (See Appendix #1)
- Anonymous reports
 - Each school shall inform students of the process for anonymous reporting annually at the beginning of the school year
 - District will ~~investigate~~ implement an electronic means for anonymous discrete -reporting

NOTE: There are two kinds of anonymous reports – those when the student wishes to remain anonymous (discrete) and those that are truly anonymous.

***CT General Statute 10-222d - The safe school climate specialist must review anonymous reports, but no disciplinary action may be taken solely on the basis of any anonymous report.

Parents may file:

- Written reports (parental reports must be signed)

School employees who witness acts of bullying, teen dating violence, harassment, or mean-spirited behavior or receive reports of bullying **MUST** report it to the school administration or school climate specialist.

School employees must:

- Orally notify the school climate specialist or school administrator (if the school climate specialist is unavailable) as soon as possible, but not later than one (1) school day after such school employee witnesses or receives a report of bullying (school climate specialist shall maintain a list of oral and written reports), and;
- File a written report as soon as possible, but not later than two (2) school days after making such an oral report.

Bullying Investigations

ALL reports of suspected bullying, teend dating violence, or-or discrimination must be investigated. The school climate specialist must investigate or supervise the investigation of all reports of bullying incident reports including anonymous reports (no disciplinary action may be taken solely on the basis of an anonymous report) and ensure that such investigations are completed thoroughly and 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 and/or teen dating violence and the parent or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced. –Upon completion of the investigation the school climate specialist or the investigator shall complete the Bullying Determination Form (see Appendix #2).

Verified Acts of Bullying

When an investigation concludes that there has been a verified act of bullying and/or teen dating violence the parents of both the victimtarget and the perpetrator will be notified not later than 48 hours after the conclusion of the investigation. The notice must:

- Describe the school's response and any consequences that may result from further acts of bullying;
- Invite the parents or guardians of both the victimtarget and the perpetrator to communicate to such parent or guardian the measures being taken by the school.

~~to ensure the safety of the student against whom such act was directed (See appendix #3—School Safety and Intervention Plan—VictimTarget) and to prevent acts of retaliation (against the individual who reports, any individual who assists in the investigation and the victimtarget) or further acts of bullying (see Appendix #4—School Safety and Intervention Plan—Perpetrator). Invite the parents or guardians of a student who commits any verified act of bullying and/or teen dating violence to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and the policies and procedures in place to prevent further acts of bullying and/or teen dating violence;~~

- ~~10. Requires each school to invite the parents or guardians of the student against whom such act was directed, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and policies and procedures in place to prevent further acts of bullying and/or teen dating violence~~

Note: Each meeting is to be separate. At no time are the parents of the victimtarget and perpetrator to meet together to discuss consequences.

***Parents of the victimtarget often demand to know the disciplinary actions taken against the perpetrator. It would be a violation of the student's rights to confidentiality under the Federal Education Rights to Privacy Act (FERPA) for staff to discuss such actions. The focus of the meeting should remain on both the actions taken by the school to protect the student from further bullying AND an intervention plan designed to teach the skills and dispositions that will decrease the likelihood of further victimization.victimization.

Notification of Law Enforcement

The Principal or his/her designee MUST notify the appropriate law enforcement agency when such principal or his/her designee believes that any act(s)-behavior of bullying may constitute criminal activity. When a principal or his/her designee makes such a report the principal or his/her designee shall inform the District School Climate Coordinator within one (1) school day of making such a report.

School Safety and Intervention Plans

For each verified act of bullying and/or teen dating violence a written plan must be developed for both the victimtarget and the perpetrator.

For the victimtarget this plan must:

- Include a school safety plan that describes what school staff will do to ensure safety in the school environment.
- Include an intervention strategy to teach the skills and dispositions necessary to decrease the likelihood of further victimization.victimization.
- Identify a case manager

- Be provided to the parent and shared with the student
- Be monitored by the School Climate Specialist or his/her designee (to be identified in the plan) to ensure implementation fidelity and adjusted as necessary to provide a safe environment

Note: At no time should the plan for the victimtarget further isolate the victimtarget. If changes to schools, schedule, programs, and activities need to be made to provide safety, they should not negatively impact the victimtarget in any way.

For the perpetrator this plan must:

- Include any disciplinary action to be taken,
- Next steps should bullying occur again (repeated acts of bullying may lead to suspension and/or expulsion in accordance with Board of Education Policy #5119)
- Clearly state that retaliation against the victimtarget, the reporter, or any individual participating in the investigation is prohibited;
- Identify a case manager
- Be provided to the parent and shared with the student
- Include an intervention strategy designed to teach the skills and dispositions necessary for participation in a safe school climate
- Include actions to be taken to restore the student into the community (Restorative Discipline)

Publication of School Climate Plan

No later than thirty (30) calendar days after approval by the Board of Education the Safe School Climate Plan shall be made available on:

- The district website
- Each individual school website

At the beginning of the 2012-2013 school year this plan will be published in:

- All district publications of rules, procedures and standards of conduct for schools
- The Family Guide to the Fairfield Public Schools

At the beginning of each school year this plan will be provided to all school employees in either written or electronic form.

Appendices

1. National School Climate Standards
2. Assessing School Climate using Multiple Measures
3. School Climate Improvement Process
4. Fairfield Public Schools – Incident Report
5. Fairfield Public Schools – Bullying Determination Form
6. Fairfield Public Schools - School Safety and Intervention Plan – ~~Victim~~Target
7. Fairfield Public Schools - School Safety and Intervention Plan – Perpetrator
8. Frequently Asked Questions
9. Suggested Timeline for Implementation
10. Resources
 - Staff
 - Parents
 - Students