

# FAIRFIELD PUBLIC SCHOOLS

The Enclosures referred to in the Agenda are available for inspection at each of the three Public Libraries in Fairfield, Fairfield Public Schools' website <http://www.fairfieldschools.org/> and the Education Center, 501 Kings Highway East.

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*THE PUBLIC IS REQUESTED TO SILENCE DEVICES FOR THE DURATION OF THE MEETING*

Board of Education Regular Meeting Agenda  
501 Kings Highway East, 2<sup>nd</sup> Floor Board Conference Room  
March 10, 2015  
**7:30 PM**

1. Call to Order and Roll Call
2. Pledge of Allegiance
3. Student Reports
  - Mr. Tyler Shuster (FWHS)
  - Mr. Max Kutsch and Ms. Suzanne Finnerty (FLHS)
4. Public Comments and Petitions

*During this period the Board will accept public comment on all items pertaining to this meeting's agenda from any citizen present at the meeting. Any single presentation must be limited to **three** minutes. \*Per BOE By-Law, Article V, Section 6 (8560, approved at the 1/13/2015 Regular BOE Meeting). Those wishing to videotape or take photographs must do so as inconspicuously as possible and in such manner as to not disturb the proceedings of the Board of Education (CGS §1-226).*
5. Presentations
  - A. CABE Award of Excellence for Educational Communications, District Budget, Ms. Andrea Veilleux
  - B. Online Incident Reporting Platform (TIPS), Ms. Leonardi
  - C. Overview of 2014 School Climate Survey Results, Ms. Leonardi
6. Old Business
  - A. Approval of By-Law Amendment: Article VI  
**Recommended Motion:** "that the Board of Education approve the By-Law amendment to Article VI, per Enclosure No. 1"  
*(Enclosure No. 1)*
  - B. Approval of Policy #5516 – Students – Students with Health Care Needs – Life Threatening Allergies and Glycogen Storage Disease Management Policy  
**Recommended Motion:** "that the Board of Education approve Policy #5516 – Students – Students with Health Care Needs – Life Threatening Allergies and Glycogen Storage Disease Management"

7. New Business

A. Approval of the Educational Specifications for the Dwight Re-Roofing Project, Mr. Morabito  
**Recommended Motion:** "that the Board of Education approve the Educational Specifications for the Dwight Re-Roofing Project "

(Enclosure No. 2)

B. First Reading of Policy 5330 – Students – Code of Behavior – Bullying/Teen Dating Violence, Ms. Leonardi

(Enclosure Nos. 3a, 3b)

8. Approval of Minutes

A. Approval of Minutes of the January 28, 2015 Special Meeting

**Recommended Motion:** "that the Board of Education approve the Minutes of the Special Meeting of January 28, 2015"

(Enclosure No. 4)

B. Approval of Minutes of the February 24, 2015 Regular Meeting

**Recommended Motion:** "that the Board of Education approve the Minutes of the Regular Meeting of February 24, 2015"

(Enclosure No. 5)

9. Superintendent's Report

10. Committee/Liaison Reports

11. Open Board Comment

12. Adjournment

**Recommended Motion:** "that this Regular Meeting of the Board of Education adjourn"

CALENDAR OF EVENTS

April 7, 2015	Board of Education Regular Meeting 7:30 pm	501 Kings Hwy East Board Room
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RELOCATION POLICY NOTICE

The Fairfield Public Schools System provides services to ensure students, parents and other persons have access to meetings, programs and activities. The School System will relocate programs in order to ensure accessibility of programs and activities to disabled persons. To make arrangements please contact Pupil & Special Education Services, 501 Kings Highway East, Fairfield, CT 06825, Telephone: (203) 255-8379

MAR 10 2015



**FAIRFIELD  
PUBLIC SCHOOLS**

March 10, 2015

By-Law for By-Law Amendments, submitted by Mr. Patten

Additions noted in RED:

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#### ARTICLE VI – AMENDMENTS (8600)

The By-Laws may be amended by the affirmative vote of a ~~majority~~ <sup>2/3<sup>rds</sup></sup> of the entire membership of the Board, at any Regular or Special Meeting of the Board, provided that a copy of the proposed amendment shall have been included in the call for such meeting, ~~except that it shall not be necessary to include proposed amendments in the call for an Organization Meeting when the By-Laws are reviewed.~~

MAR 10 2015

**EDUCATIONAL SPECIFICATIONS FOR  
TIMOTHY DWIGHT ELEMENTARY SCHOOL  
RE-ROOFING PROJECT**

1. **Project Rationale:** Replace the roofing membrane, insulation and flashing on Dwight Elementary School in order to provide a weather-tight building envelope and to protect the internal structures and materials.
2. **Long Range Plan:** A review of enrollment forecasts indicates that this school will be required to house Fairfield students for the foreseeable future.
3. **The Project:** To remove existing roofing materials and provide decking (as necessary), insulation, flashing, expansion joint restoration, surface membrane and structural components as need indicates.
4. **Enrollment Data:** The 10/01/2014 enrollment of this school was 321 students (21 rooms)
5. **Learning Activities:** Learning activities are carried out using district-wide curriculum criteria.
6. **Support Facilities:** The building is a fully operational elementary school and contains standard support such as administration, health, storage, school lunch, custodial, arts, physical education, etc.
7. **Community Uses:** The Fairfield Board of Education has a long-standing practice of making all school facilities available to community groups. Each year the general public uses our buildings through our reservations program. Schools will continue to be available to the community.
8. **Systems:** N.A.
9. **Environment:** Fairfield schools provide an environment that is conducive to the learning process. All aspects of environment have been considered. These include, but are not be limited to, adequate climate control, ventilation, appropriate lighting, furniture designed for student use, instructional support items such as chalkboards, acoustical environment, handicapped access, windows and doors.
10. **Equipment:** N.A.
11. **Site Development:** N.A.



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 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 (including but not limited to health concerns such as diabetes, food allergies, etc.), 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 ~~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.

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~~ 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;



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

BULLYING/Teen Dating Violence

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 Cclimate Pplan, and

~~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, 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.



### 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~~ 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 violence issues in the District and make recommended changes to the District's safe school climate plan.



### 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
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;

- ~~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.

### **Safe School Climate Assessment**

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

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)\_Board of Education

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

ENCLOSURE NO. 3b

MAR 10 2015

# Memo

**To:** David Title, BOE Members  
**From:** Andrea Leonardi  
**cc:** Central Office Administrators  
**Date:** March 5, 2015  
**Re:** School Climate Plan Amendments

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Attached please find the proposed amendments to the School Climate Plan. Please be advised that these proposed amendments align with the proposed policy changes that you are currently contemplating. Should you vote in favor of updated policy #5330 then these would be the proposed changes to the School Climate Plan that would align. This plan will then need to be approved by the Board of Education prior to submission to the CT State Department of Education for approval. No action is needed at the March 10, 2015 meeting; however action will need to be taken as a subsequent meeting to approve this plan. I hope this assists you in your work.



# 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)

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6. Fairfield Public Schools - School Safety and Intervention Plan – [Victim Target](#)
7. Fairfield Public Schools - School Safety and Intervention Plan – Perpetrator
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# **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 (including but not limited to health concerns, diabetes,



food allergies, etc.), 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, or disparaging language directed at one's family
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 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;
- 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

\*\*\* 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). These professional development plans will be articulated annually as part of each school's school climate improvement plan.

\*\*\* *CT General Statute 10-222d defines "School employee" as:*

- (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

### All School Climate Specialists

All School Climate Specialists shall receive annual professional development that will assist in the continuous improvement of school climate. Training may include, but is not limited to:

- Conducting bullying/teen dating violence investigations
- Intervention and Response to bullying and/or teen dating violence for both victimtarget and perpetrator
- Restorative disciplinary procedures
- School-wide best practices in improving school climate
- School Improvement Committee facilitation

### All School Climate Committee members

All School Climate Committee members will receive annual training to assist with the school climate improvement planning process. This training may include, but is not limited to:

- School Climate Improvement Planning
- Intervention and Response to bullying and teen dating violence
- ~~○ School-wide best practice initiatives~~
- 

### Assessment

Beginning in 2012-13 School Year and subject to available funding, the Fairfield Public Schools will conduct an annual bi-annual survey of students (minimally in grades 3-12), parents (PreK-12), and school employees (as defined above). This survey will cover the 5 dimensions of school climate:

- Norms,
- Relationships (student to student, adult to student, adult to adult)
- Teaching and Learning,
- Student, family, and staff voice and engagement,
- Physical environment

Any assessment survey instrument should meet the following criteria:

- ~~● Be reliable and valid,~~
- Recognize student, parent/guardian, and school personnel “voice”,
- 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 15<sup>th</sup> 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 each 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, teen 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 – [VictimTarget](#)
7. Fairfield Public Schools - School Safety and Intervention Plan – Perpetrator
8. Frequently Asked Questions
9. Suggested Timeline for Implementation
10. Resources
  - Staff
  - Parents
  - Students

Special Meeting Minutes  
Fairfield BoE, January 28, 2015

ENCLOSURE NO. 4

MAR 10 2015

**NOTICE:** A full meeting recording can be obtained from Fairfield Public Schools. Please call 203-255-8371 for more information and/or see the FPS website (under Board Meeting Minutes) for a link to FAIRTV.

*Call to Order of the Special Meeting of the Board of Education and Roll Call*

Chairman Philip Dwyer called the Special Meeting to order at 7:35PM. Present were members Eileen Liu-McCormack, John Convertito, Donna Karnal, Jessica Gerber, Philip Dwyer, Paul Fattibene, Jennifer Maxon-Kennelly, John Llewellyn and Marc Patten. Others present were Superintendent David Title, members of the Central Office Leadership Team, and approximately 10 members of the public.

*Business Items*

Mr. Dwyer requested Board consensus to add agenda item 'Support Information'. The Board agreed. He also mentioned that new information regarding the medical retention fund was placed at the table. Dr. Title explained the December experience requires the Board to add \$248,471 to Health Insurance to cover the costs, as per BOF and BOS. The good news is that the Town has received a positive pension contribution update; Mr. Mayer will provide more detail later, which may offset the increase. Mr. Dwyer offered that the net difference may not be substantial, but more will be known tomorrow.

Mr. Patten asked whether Town bodies would add to the BOE medical retention fund; questioned the growing legal expenses and offered that perhaps that fund be increased next year; asked for examples of Capital Outlay as listed on pages 53, 106 and 107; and requested more information on the McKinley Dehumidification System on page 165. Dr. Title said the Town looks to the BOE to add money to medical retention; legal expenses continue to be high and will go over by at least \$50K due to the extra expense of arbitration; last year it was exceeded by \$150K. Mr. Chase and Mr. Vuolo commented that Capital Outlay cannot be used for technology and is used to replace cafeteria tables, teacher desks, book cases, and other such items. Mr. Cullen explained the separate HVAC unit needed at McKinley; repairmen serviced the existing unit over 20 times last year due to the excessive humidity level; this unit services a critical area. Mrs. Karnal asked why McKinley, a recently built school, would already need such a substantial fix; and asked for suggestions to reduce legal expenses. Mr. Cullen responded that new buildings sometimes have HVAC zone issues that have to be addressed and a breakdown is provided on page 165. Dr. Title said attorneys are used only when needed, but are required when opposing counsel is present. Ms. Karnal asked where the online reporting was listed in the budget and was told page 81, under Security.

Mrs. Karnal and Mrs. Liu-McCormack asked for clarification on the World Language Program; specifically the cost of adding back the program cut in 2011. Dr. Title mentioned the written proposal that was presented to the Board in November said the best place to start adding to World Language is the 6<sup>th</sup> grade, and added that having World Language as its own class 5 days a week, and adding French as an option were both improvements from what we had before.

Mrs. Liu-McCormack mentioned that the World Language program has not been fully restored; Dr. Title said the Board may add or subtract from the proposal.

Ms. Karnal requested textbook pricing and asked whether World Language will impact time in Language Arts; Dr. Title said textbooks are needed for 6<sup>th</sup> grade and beyond, the textbook will be recommended when the 6-12 curriculum is presented; students needing a double period in Language Arts will still get that.

Mrs. Liu-McCormack asked for the actual reading teacher allocation; she felt this amount is separate from what is being spent on World Language; Ms. Leffert said approximately \$110K is for the reading teachers.

Mrs. Gerber mentioned the growing enrollment at Holland Hill and asked about space requirements for new sections; the enrollment at the high schools; the Tomlinson repairs on page 166; the carpeting at FLHS, and said she is pleased to see the FLHS Sound Panel addressed on page 169. Dr. Title said sections can always be added or subtracted last minute, the final decision is made mid-August; when space is tight, specialists are sometimes displaced; feeder schools determine the freshman class, but historically FLHS has more attrition. Mr. Cullen said the Tomlinson tile replacement is

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due to a renovation issue; the carpeting at FLHS is 14-17 years old and normal use is 7-10, particularly in a heavily used area.

Mr. Convertito asked about school allocation, lunch aides and their training for food allergies, and tutors. Ms. Munsell said school allocations are listed on page 14 of the Budget Prep Manual. Mr. Vuolo said some elementary schools choose to use lunch aides to free professional staff to work directly with students; lunch aides are required to meet with the nurse and are trained to use an epi-pen, but certified staff are nearby; allocations can be used for textbooks, professional development, and library books among other things. Dr. Title said more allocation information can be found on pages 5 and 7 of the Budget Prep Manual.

Mrs. Liu-McCormack asked whether lunch aides carry any certification, and offered that parents could volunteer as lunch aides; this has been effective in other districts. Mr. Chase said that lunch aides do not carry any certification.

Mr. Convertito asked several questions about the HVAC units. Mr. Cullen said the FLHS HVAC unit malfunctioned due to a maintenance issue and the sound panel is a new unit.

Mr. Fattibene asked about leadership positions on page 156, and felt that the enrollment as shown on page 128 may be skewing declining enrollment by including PK. Ms. Leonardi explained the restructuring on page 156 which will allow for the support and placement of teams, will address and prevent crisis situations and perhaps reduce legal fees in the process; will provide individual and collective assistance to staff, and will allow for early intervention for students with increasingly complex needs and who require more complex evaluations. Dr. Title mentioned that the PK Coordinator position would be filled with existing staff.

Mrs. Maxon-Kennelly asked whether ECC was always included in PK-12 enrollment numbers was told yes, although now the program has expanded to include PK at Burr and Dwight. Dr. Title said that they always try to put the teachers where the students are, and move them around as needed. Mrs. Maxon-Kennelly also asked whether high school teachers' salaries are higher than others. Dr. Title said that all are paid on the same salary schedule.

Mr. Patten asked about class size; Dr. Title said there are class size limits in the teacher contract, as well as for safety in science labs.

Mrs. Maxon-Kennelly asked why the key unification project was not part of security; and, referring to page 160, asked about the possibility of sharing special education tablets with SBAC testing. Dr. Title said keeping the key unification project in the operating budget maintains control. Ms. Leonardi said the IPADs must remain dedicated because the applications are proprietary and are in constant use.

Mr. Llewellyn asked about individual school checking accounts; Ms. Munsell said that each school has a student activity account which is not district money. Mr. Llewellyn also asked why an additional 1.8 teachers are needed to cover the World Language proposal; and requested a review of the medical retention balance sheet information for retirees and actives. Dr. Title and Dr. Boice explained that every teacher will still teach 5 periods; students who require reading support will get a full period of that. Ms. Munsell reviewed and explained the medical retention fund balance.

Mrs. Liu-McCormack asked for further detail on the World Language schedule and the need for an additional 1.8 teachers. Dr. Title said a diagram will be provided with more detail.

Mrs. Liu-McCormack asked whether the district ever considered utilizing parents as lunch aides. Mr. Rafferty said it is difficult to find last minute replacements for no-show volunteers, and all volunteers would need to be vetted with the Police Dept.

Mrs. Gerber mentioned that lunch aide parent volunteers were previously used at Osborn Hill. It was a logistical nightmare when people did not show up; unlike a library volunteer where the schedule is extremely flexible.

Mrs. Liu-McCormack and Mr. Llewellyn asked for more information on the cost impact of the additional special education positions. Ms. Leonardi explained that the cost of the additional positions would be off-set by the dean's salary plus 2 stipends, Mrs. Leffert said more detail is provided on page 142; she will provide the average cost for ed trainers, and Ms. Leonardi will provide the budgeted salary breakdown; all deans are listed on the teacher line.

Mrs. Liu-McCormack asked about state requirements regarding ridership and the possibility of providing incentives for opting-out of transportation. Mr. Ficke explained that routes are changed weekly; some stops are shifted to reduce riding time; it is hard to remove stops when many students are at one stop. Dr. Title mentioned that the parking incentives issue was previously explored by the audit and lawyers determined that it may be illegal.

Mrs. Maxon-Kennelly referred to page 63 and asked about the effect of coaching requirement mandates on athletic directors and middle school coaches. Mr. Coyne responded that the CT Association of Schools keeps all principals,



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including middle school, apprised of the requirements and are kept up to date. Dr. Title mentioned that the rules apply mostly at the high school level; resources can be shared if needed. Mrs. Maxon-Kennelly mentioned that it may be difficult to retain parent lunch aides considering declining PTA membership; she asked about tuition on page 123, and the reduction in line 303. Dr. Title said that tuition on page 123, line 329 is only for special education tuition; line 303 shows the increased revenue from excess cost.

Mr. Fattibene referred to page 78 and asked about retiree premiums. Dr. Title said this is in the budget book in total, but is not broken out. Ms. Munsell added that it is not considered revenue to the BOE, rather it is more of a pass-through to pay the insurance company; retirees pay 100% of the allocation rate.

Mr. Convertito asked about the differential on page 82-83 for heating; the new Special Education positions and their effect on excess cost; and the tracking of legal fees. Dr. Title mentioned that adding and subtracting square footage goes into the fuel cost equation; the replacement of boilers is a factor; heating fuel for all elementary schools has increased; Dr. Title will send the methodology spreadsheet for how this is calculated. Ms. Leonardi explained that administrative salaries cannot be used with the excess cost provision, but legal fees may be mitigated due to crisis avoidance with early intervention practices and support.

Mr. Patten asked if the WFC Dean reduction has any effect on the excess cost and was told no.

Mrs. Gerber asked about the Community Partnership Program and nursing supplies on page 104-106. Ms. Leonardi explained that the Community Partnership Program has been in existence, but the proposal shows the program separated out from the high school; the nursing materials are items such as rubber gloves and bandages, increases may be seen here in schools with higher populations that need these items, such as the ECC.

Mrs. Maxon-Kennelly asked whether these funds address the impact of allergies **factor in the additional costs associated with the new allergy policy with regard to the need for additional wipes** and was told no.

Mrs. Gerber mentioned that her comment regarding the possibility of adding sections at Holland Hill should not be interpreted as advocating for redistricting.

Ms. Karnal asked whether every elementary school was sized for 504 students and was told no. She asked about page 42 regarding personnel recruitment and requested a breakdown of open teaching positions. Mrs. Leffert responded that the recruitment costs are used for hiring options; there is one vacancy in the library and all other vacancies are filled. Interns may fill in as substitutes; interns are finishing up certification requirements at local universities; there are 27 positions with leave-of-absence status that are currently filled with long-term substitutes.

Mr. Convertito asked if per diem for subs had been adjusted. Mrs. Leffert said it had not, but FPS is in line with other districts.

Mrs. Liu-McCormack mentioned that she would like the Board to be involved in the budget early on and had several questions about the PK program and the issue of racial imbalance. Dr. Title said a few students can make a difference in solving the racial imbalance issue as calculated by the state; the PK program has been the least expensive and most educationally advantageous way to do this; the only other possibility is to redistrict.

Mr. Dwyer added that in order to change the PK plan addressing the racial imbalance, the state would have to grant permission to do this.

Mrs. Liu-McCormack questioned the number of secretaries that support the dismissal process and mentioned an app used in Westport that has saved the district money. She also asked about iReady and the rubric; she also asked about the state requirement to identify gifted students, and the gifted test schedule and frequency in past years and for this year. Mr. Rafferty said there is no budgetary impact for improved iReady communication; schools already share iReady information at conferences; Mrs. Liu-McCormack said communication would be helpful; Dr. Title added that current iReady reports are not user-friendly and that a parent committee would perhaps be part of the process to aid in the communication. Mrs. Liu-McCormack mentioned that she wanted to add to music and mentioned her concerns regarding the amount of testing done for gifted identification. Mr. Rafferty said he would provide more information on gifted.

Mr. Llewellyn motioned, seconded by Mr. Fattibene, to suspend the rules and extend the meeting past 11pm.

**Motion Passed: 7-2**

**Favor:** Mrs. Liu-McCormack, Mrs. Gerber, Mr. Patten, Mr. Dwyer, Mr. Convertito, Mr. Llewellyn, Mr. Fattibene

**Opposed:** Ms. Karnal, Mrs. Maxon-Kennelly

DRAFT

Mr. Llewellyn requested a copy of the Whitsons Food Services Contract and asked about the meeting format for the remainder of the meeting and for tomorrow's meeting.

Mr. Dwyer requested Board members to type up motions by tomorrow, early enough, so that all proposals can be properly addressed and adequately costed-out by staff.

Mr. Llewellyn asked about solar panel savings. Dr. Title mentioned that savings from those panels has been subtracted from the electricity accounts at the impacted schools.

Mr. Dwyer asked Board members to voice suggested budget proposals.

Mr Fattibene has no suggested changes to the budget.

Mr. Convertito said, due to the construction at FLHS, he will propose the removal of 2 maintenance projects at FLHS: the parking lot light fixtures and the HVAC sound panel.

Mrs. Gerber has no suggested changes to the budget.

Ms. Karnal said she will propose a change to the FLHS key unification project and may prepare a World Language proposal after further review.

Mr. Patten has no suggested changes to the budget.

Mrs. Liu-McCormack will suggest reducing the carpeting projects at Jennings and FLHS, and requested a cost breakdown for each carpet project at Jennings and FLHS; she might consider a proposal on reducing PK transportation; after further review, she might prepare proposals to add to World Language, Music, and gifted testing.

Mr. Llewellyn said there is an affordability issue with the budget and said he would like to see an audit of the special education program prior to its restructuring.

Mrs. Maxon-Kennelly requested new pension numbers and was told those will be provided tomorrow morning.

*Public Comment*

Kelly Dunn, Tuckahoe Lane: Support of Special Education Plan.

Bonnie Rotelli, Merritt Street: Support of budget and Special Education Plan.

Christine Vitale, FLHS PTA President: Support of FLHS maintenance projects and budget.

Trudi Durell, Woodcrest Road: Support of budget.

Tricia Donovan, Fairfield Resident: Gifted and World Language programs.

*Adjournment*

Mr. Llewellyn noted that he supports giving all students the help they need and spending in a fiscally responsible way. He said an outside look looking in is better than an inside look.

Mr. Patten motioned to adjourn, seconded by Ms. Karnal.

**Motion Passed: 9-0**

Meeting adjourned 11:21 PM

*Respectfully Submitted*  
*Jessica Gerber*  
*Fairfield Board of Education*  
*Secretary*



Regular Meeting Minutes  
Fairfield BoE, February 24, 2015

MAR 10 2015

**NOTICE:** A full meeting recording can be obtained from Fairfield Public Schools. Please call 203-255-8371 for more information and/or see the FPS website (under Board Meeting Minutes) for a link to FAIRTV.

*Call to Order of the Regular Meeting of the Board of Education and Roll Call*

Chairman Philip Dwyer called the Regular meeting to order at 7:38PM. Present were members Eileen Liu-McCormack, John Convertito, Donna Karnal, Jessica Gerber, Philip Dwyer, Paul Fattibene, Jennifer Maxon-Kennelly and Marc Patten. John Llewellyn was absent. Others present were Dr. Title, members of the Central Office Leadership Team, student representatives Tyler Shuster and Suzanne Finnerty, and approximately 20 members of the public.

*Student Reports*

Mr. Shuster reported for Fairfield Warde High School: course selection for 2015-2016 is underway; the voluntary AMC math exam will take place tomorrow; noted author Paul Volponi will be a guest speaker via skype; a civics class will be visiting Hartford next week to meet with local legislators; Girls Basketball is in the FCIAC semi-finals, the Wrestling Team earned 2<sup>nd</sup> place in the CIAC class L tournament; a Red Cross Blood Drive will take place on March 11; and students are looking forward to college decisions.

Ms. Finnerty reported for Fairfield Ludlowe High School; Cheerleading won FCIAC; Boys Indoor Track had a runner qualify for State Open and New England's; the Girls Ski Team will compete in State's next weekend; clubs are thriving; AP testing will take place in May and information has been distributed; construction noise has improved; the snow has complicated parking and entrance traffic.

*Public Comment*

Trudi Durrell, Holland Hill Parent: Requested consideration of Holland Hill renovations.  
Monique Sudikoff, Lockwood Road: Pleased with section 5 of Food Allergy Policy.  
Jason Li, Sunnyridge Ave, RTM District 8: Requested consideration of Holland Hill renovations.

*Old Business*

Approval of By-Law Amendment: Article VI

Mr. Patten moved, Mrs. Gerber seconded that the Board of Education approve the By-Law amendment to Article VI, per Enclosure No. 1.

Mr. Patten distributed a timeline of the By-Law amendment and discussed its history. He also provided information on Robert's Rules.

Mrs. Liu-McCormack moved, Mr. Fattibene seconded to postpone the motion to the next Regular Board meeting.

Mrs. Liu-McCormack said all members should be present for this vote.

Ms. Karnal supported the motion.

Mr. Dwyer did not support the motion as it has been postponed twice already.

Mr. Fattibene disagreed with Mr. Dwyer and said one Board member is not more important than another.

Ms. Karnal said the delay won't make a difference.

Mr. Convertito supported the motion.

Mr. Dwyer said the motion was headed toward a tie vote and so will support the motion, with the caveat that should the March meeting end up with one absent member, the vote should proceed.

**Motion Passed: 8-0**

First Read of Policy 5516 – Students – Students with Health Care Needs – Life Threatening Allergies and Glycogen Storage Disease Management Policy

Mrs. Maxon-Kennelly reintroduced the policy and said it addressed the spirit and letter of the state statute; the majority of changes are in the prevention section, and she referenced new language on page 7, section D “Food in Schools – Generally.”

Mr. Patten asked where the section was that caused some contention and was told it was removed; the language that was kept can be reviewed on page 6 under C1.

Mrs. Liu-McCormack did not like the use of the word “shall” on pages 2 and 3, and asked if we should be dictating to families. She preferred the word “should.”

Mrs. Maxon-Kennelly responded that those statements are part of the preamble to set up the structure of the policy and are not actually the policy itself, but will make a note of it.

Mrs. Gerber requested the overall cost of the wipes to implement the policy and was told this is being investigated.

Mrs. Parks added that the committee was told that the protein-soluble wipe is the only acceptable wipe to eliminate the allergen. Mrs. Maxon-Kennelly added that hand washing is an option; Mr. Cullen responded that the principals would have to assess the hand washing timeline for an entire class.

Mrs. Liu-McCormack asked whether the policy would apply to all classrooms, or only to those rooms where students have nut allergies. Mrs. Parks said it would apply to all classrooms and Mrs. Maxon-Kennelly explained that this will be a consistent policy district-wide and will be reviewed annually.

Mrs. Gerber asked if the policy were approved, when would it be implemented and how would parents be notified. Mrs. Maxon-Kennelly said the Administrative Regulations would address those issues. Dr. Title said the policy appears to have new language that bans peanut and tree nuts beyond elementary as of September 1, 2015, to coincide with high school lunch; Mrs. Maxon-Kennelly said yes, and the new wording appears in section D.

Mr. Dwyer asked if the policy might result in food-free classrooms. Mrs. Maxon-Kennelly said that was a possibility and that the district team would be charged with implementing best practices.

Mr. Patten asked who would comprise the multi-disciplinary team. Mrs. Maxon-Kennelly responded that the administration operationalizes the policy; she would like to see the Board of Health with a more active role.

Mr. Convertito mentioned that the multi-disciplinary team is dictated by CSDE guidelines for life-threatening allergies.

Mr. Fattibene discussed a recent study showing that even healthcare professionals are at odds over allergies; he quoted from an article that stated the philosophy of peanut allergies is changing; and he said the state guidance is that the district should have a plan; the state guidelines do not make the elimination of allergens in the classroom mandatory.

Mrs. Maxon-Kennelly referenced a study that included toddlers; the state statute must still be addressed; the focus is primarily on those 1.5 children per class that are currently diagnosed; there is a requirement to have protocols to prevent exposure to food allergens.

Mrs. Liu-McCormack asked whether a team was currently in place and was told no. Mrs. Maxon-Kennelly said that nothing in the state statute mandates that a team needs to be in place; our doing so is a result of the policy before the Board.

Dr. Title added that firmer costs are needed as well as the time element estimate. He will run a trial in a few classrooms to see how this may affect instructional time, as well as begin conversations with the secondary level as they have not been heavily involved in this discussion.

Mr. Convertito said he expects changes to the policy after implementation, but something is needed in place now to make it operational. He asked the Board to move forward.

Mr. Dwyer reminded the Board that this will be a voting item on the next agenda.

*Public Comment:*

Tricia Donovan, Fairfield Resident: Allergy study on infants.

Tina Brown, Quaker Lane: Policy Questions.

Kelly Dunn, Tuckahoe Lane: Policy implementation.



<i>New Business</i>
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Discussion of Long Range Facilities Plan

Dr. Title spoke to the Long-Range Facilities Plan update and mentioned that savings can be had for both Mill Hill and Holland Hill, using lower capacity numbers as illustrated in the enclosure; he clarified that the Sherman improvements are for fire suppression, building code and other core improvements; not to increase capacity. Sherman's annex also needs to be connected to the main structure. The Holland Hill floor plan shows that every room is fully utilized, and there is one classroom that is shared by 4 teachers; if a section needs to be added next year, those 4 teachers would have to be placed elsewhere.

Mrs. Maxon-Kennelly noted Holland Hill's increasing enrollment in KDG; she asked where those professionals sharing space would be placed if that room were needed, and wondered how gifted, strings, and band all share space. Mrs. Cretella said she didn't know where the displaced teachers would go, but that the art room would be the next considered space; and gifted, strings, and band are on a rotating schedule. Dr. Title mentioned that the larger classes will get additional support; Mr. Rafferty is addressing this plan together with Ms. Cretella.

Mr. Convertito asked how services can be rendered in a hallway without violating HIPAA; Mrs. Cretella said a screen is used for privacy. He also asked about security for the portables; Dr. Title said he didn't want to disclose too much in public, but added that fencing is part of the plan.

Mr. Patten asked how a classroom could be divided for 4 teachers and was told a combination of dividers and book cases divided the room.

Mrs. Liu-McCormack asked about growth at Holland Hill and questioned why the increase. Mrs. Cretella said residency to attend is proven through Central Office registration procedures. Dr. Title added that there are no programs at Holland Hill that allow non-resident students to attend.

Ms. Karnal questioned deficiencies and asked if new building in the area was included in the Mill Hill enrollment projections; Dr. Title said the projections were based on many factors including new building in the area.

Mr. Convertito questioned whether the 504 capacity used in the Facilities Plan actually equated to 526 students; Dr. Title said that the formula used in the Plan does not max out the classroom size; 504 uses an average of 21 students/classroom.

Mrs. Liu-McCormack had more questions on deficiencies and questioned the available capacity at Riverfield, Burr and Dwight; she thought that those schools have excess capacity of around 250. Mr. Cullen said Burr has a 504 capacity and Mrs. Gerber said Dwight has a 378 capacity. Riverfield is being renovated as a 504. Holland Hill is short 50 seats; Mill Hill is all right if we use the portables. Dr. Title explained that the Long-Range Plan includes a formula for how deficiencies are calculated; both Mill Hill and Holland Hill need work; there is a need to update the infrastructure and eliminate the portables. Mrs. Liu-McCormack questioned the room deficiencies that have been mentioned, and how they're determined. Mrs. Liu-McCormack said she's puzzled by the waterfall and how we allocate things; she needs to think about this more. Mrs. Cretella added that Holland Hill's deficiencies are actually worse, as enrollment has increased since the deficiencies were calculated.

Mrs. Gerber said that the core capacity of a building is more than classroom space; it also includes the APR, the gymnasium, and the use of other spaces to render services.

Mrs. Maxon-Kennelly asked Mrs. Liu-McCormack to further clarify her earlier statement on empty seats at other schools. Mrs. Liu-McCormack responded that she is in full support of renovating, but asked whether capacity had to be added when excess capacity exists; she said it's a question of allocation, and asked Mr. Cullen what the cost would be to renovate core facilities without adding capacity. Mr. Cullen stated that the existing Holland Hill building capacity from 1956 is 315 students, which does not include the portables. Dr. Title felt that Mrs. Liu-McCormack's implication is the development of a redistricting plan. Mrs. Liu-McCormack said we need to explore and understand the numbers to decide if redistricting is an option. Mr. Dwyer stated that staff needs direction regarding redistricting, as it will involve

staff time. Mrs. Liu-McCormack said she needs numbers to determine the direction on redistricting, she said we may need to get more creative.

Mr. Convertito questioned the number of classrooms at Sherman, asked about connecting the annex, and mentioned he is not opposed to redistricting as long as Mill Hill and Holland Hill get needed renovations; Mrs. Roxbee said the portable is not counted as a classroom space; the proper classification is a 22 classroom building. Mr. Cullen said connecting the annex to the building is included in the \$3M cost.

Mr. Patten said he would revisit redistricting.

Dr. Title requested a sense of the Board regarding which project should be first and outlined some changes in the waterfall chart: Fairfield Ludlowe High School windows are not in the waterfall; the Town is splitting the security in 2 pieces which would change the years where the money is spent; the Fairfield Warde turf may not need to be done in 2016/17 and something else may take its place; if Sherman is pushed back a year or two, the annex connectivity to the building may become a capital non-recurring project; a lower capacity placeholder number will be replaced for Mill Hill and Holland Hill. He reminded the Board that the Town has to review the chart to determine the debt repayment estimate.

Ms. Karnal asked about the implications of the downward trend in enrollment after 2015/2016. Dr. Title said portables take a long time to correct; problems need to be fixed, but he does not want to overbuild.

*Public Comment:*

Kristin Nierman – Acorn Lane: Mill Hill shared space and portables concerns.

Trudi Durell, Holland Hill parent: Holland Hill enrollment.

Tricia Donovan, Fairfield Resident: Mill Hill building maintenance.

Mr. Convertito asked about after-school use of Holland Hill. Mr. Cullen said it is heavily used.

Mrs. Liu-McCormack asked if Mill Hill was ever placed ahead of Holland Hill on the waterfall. Mr. Dwyer said the previous Board approved the Long-Range Plan with Holland Hill placed first, although an alternative, unapproved Plan was drafted showing Mill Hill first. As soon as the Plan is approved, the waterfall chart will be adjusted accordingly for new projects and changing costs.

Ms. Karnal asked about timeframes for projects and Mr. Dwyer said it is a balancing act; the Plan could be back on the agenda in April.

Mr. Chase, Mill Hill Principal, spoke to the shortage of building space and the use of portables; classroom 17 is split down the middle for MST and LAS; although the enrollment has declined, the space is still very tight and forces educators to share space; storage space is also limited; OT/PT instruction is provided on the stage.

Mr. Convertito asked about room 177; Mr. Chase said that is a very small room that has always been used; it is more in line with office-size space.

Ms. Karnal asked about the APR; Mr. Chase said it is used for the cafeteria as well as assemblies. Mr. Cullen said that Mill Hill has one of the smallest kitchens with only one serving line.

Dr. Title asked about classroom 10; Mr. Chase said it is used as a computer lab but doesn't have any connectivity; it has a laptop cart with folding tables. Dr. Title mentioned that Holland Hill, Jennings and Sherman do not have dedicated computer rooms.

Mr. Patten asked about the possibility of moving the portable classroom to the computer room at Mill Hill. Mr. Chase said that would not have been appropriate to do for one year; he also mentioned that the conference room is a narrow space used for meetings and can hold up to 16 people; staff meetings are typically held in the library.

Mrs. Maxon-Kennelly asked about the deficiencies in the gymnasium and elsewhere; Mr. Chase said that APE is taught there with OT/PT sometimes joining in. Dr. Title said this instruction should have dedicated space with equipment.

Mr. Convertito noted that the Sherman front office block freed up classroom space.

Mr. Dwyer asked the Board for direction.

Mrs. Gerber recommended touring Holland Hill and Mill Hill.

Mr. Fattibene stated that visiting these schools is necessary.



Approval of Mill Hill Roof Project

Ms. Karnal moved, Mrs. Maxon-Kennelly seconded the recommended motion that the Board of Education accept the Mill Hill Roof Project No. TMP-051-PZVB as complete.

Mr. Cullen said this was excellent project completed under budget. Dr. Title added that this is a step necessary for reimbursement.

**Motion Passed 8-0**

*Approval of Minutes*

Approval of Minutes of the Special Meeting of January 20, 2015

Mrs. Gerber moved, Mrs. Maxon-Kennelly seconded the recommended motion that the Board of Education approve the Minutes of the Special Meeting of January 20, 2015.

**Motion Passed 7-0-1**

Favor: Mr. Patten, Ms. Karnal, Mrs. Gerber, Mr. Dwyer, Mr. Convertito, Mr. Fattibene, Mrs. Maxon-Kennelly  
Abstain: Mrs. Liu-McCormack

Approval of Minutes of the Special Meeting of January 28, 2015

Mr. Convertito moved, Mrs. Gerber seconded the recommended motion that the Board of Education approve the Minutes of the Special Meeting of January 28, 2015.

Mrs. Maxon-Kennelly questioned a statement on page 3 regarding funds for protein soluble wipes. After discussion regarding a possible amendment to the minutes by Mrs. Maxon-Kennelly, Mr. Convertito withdrew his motion and the Board agreed by unanimous consent to postpone the vote on the minutes until the next Regular meeting.

Approval of Minutes of the Regular Meeting of January 29, 2015

Mrs. Gerber moved, Mr. Patten seconded the recommended motion that the Board of Education approve the Minutes of the Regular Meeting of January 29, 2015.

**Motion Passed 5-1-2**

Favor: Mr. Patten, Mrs. Gerber, Mr. Dwyer, Mr. Convertito, Mrs. Maxon-Kennelly  
Oppose: Mr. Fattibene  
Abstain: Mrs. Liu-McCormack, Ms. Karnal

Approval of Minutes of the Special Meeting of February 10, 2015

Mrs. Gerber moved, Mrs. Maxon-Kennelly seconded the recommended motion that the Board of Education approve the Minutes of the Special Meeting of February 10, 2015.

**Motion Passed 7-0-1**

Favor: Mr. Patten, Ms. Karnal, Mrs. Gerber, Mr. Dwyer, Mr. Convertito, Mr. Fattibene, Mrs. Maxon-Kennelly  
Abstain: Mrs. Liu-McCormack

*Superintendent Report*

Online Incident Reporting Platform

Ms. Leonardi gave a background on the threat assessment intervention and prevention (TIPS) program that will go live on March 16; it will be fully presented to the Board on March 10.

Mrs. Maxon-Kennelly mentioned the short window to present to PTA's. Ms. Leonardi said all PTA's will get the same documentation and talking points.

Mr. Fattibene asked if it is a software program. Ms. Leonardi said it is a web-based platform that runs through the company's server. The district climate team reviewed it and assessed other options; they liked it because it is anonymous and discreet, it allows for tracking the timeliness of the investigation, and it has data reports. Mr. Convertito asked if this was the same platform announced in January was told yes.

Dr. Title updated the Board on the capital non-recurring project town approval; a special meeting has been called to address several issues that came up regarding the bond resolution; the March 3<sup>rd</sup> BOF meeting will address the capital non-recurring projects; the Jennings boilers are included.

Dr. Title added that over \$35,000 has been spent trucking snow out of parking lots to make the driving more visible; the snow removal issue continues to be addressed.

Mr. Patten asked about snow removal costs and Dr. Title said the district is fully responsible for snow removal costs.

*Committee/Liaison Reports*

Mrs. Gerber said the Osborn Hill request for contingency money was approved by the RTM; the only outstanding issue is attaching the walk-way; it is unclear when that will go to the RTM. The FLHS Building Committee Chair will go before the BOS in March for the funding request.

Mr. Patten said he attended a very comprehensive SEPTA event that addressed financial planning for children with special needs; SEPTA is having a fundraiser on March 2 at Chips restaurant.

*Open Board Comment*

Mrs. Maxon-Kennelly congratulated the staff for a job well done at the a capella concert she attended.

Mrs. Liu-McCormack said the Board should join in on curricula discussions; she would also like to hear from staff about the need for texts, resources, or a change in curricula.

Mr. Dwyer updated the Board on the FSAA arbitration award, which supported the administrators' last best offer. He also reminded the Board of the February 28 Special Meeting to discuss programs, finances and facilities.

*Adjournment*

Mrs. Gerber moved, Mrs. Maxon-Kennelly seconded the recommended motion that this Regular Meeting of the Board of Education adjourn.

**Motion Passed 8-0**

Meeting adjourned 10:32PM.