

**New Milford Board of Education  
Policy Sub-Committee Meeting Minutes  
October 17, 2006**

Board Members Present:	*Mrs. Dian Traisci-Marandola, Policy Chair
	*Dr. Lawrence Stillman
	*Mr. Joseph Vita
	*Mr. Bill McLachlan
	*Ms. Jen Oliveira
	Mr. Joseph Failla
	Mrs. Wendy Faulenbach, Board Chairperson

\*Committee Member

Administration Present:	Dr. JeanAnn C. Paddyfote, Superintendent
	Mr. Thomas Mulvihill, Assistant Superintendent
	Mr. Thomas Atticks, Principal – Northville Elementary School
	Mrs. Paula Kelleher, Principal – John Pettibone Elementary School
	Mrs. Kristine Golden, Asst. Principal, Hill & Plain Elementary School
	Ms. Ellamae Baldelli, Principal – Sarah Noble Intermediate School
	Mrs. Dana Ford, Principal – Schaghticoke Middle School
	Mr. Greg Shugrue, Principal – New Milford High School
	Mrs. Lynn Holmes, District-Wide Nurse Coordinator

1.	The Policy Sub-Committee was Called to Order at 7:00 p.m.	Call to Order
2.	There was no public participation.	Public Comment
3A.	<p>Update of asthma plans in our schools Mrs. Lynn Holmes gave an overview of the updated Asthma Management Plan for New Milford Public Schools, a copy of which was enclosed in the Policy packet.</p> <ul style="list-style-type: none"> <li>➤ Approximately 10% (500) of the district’s student enrollment has been reported on the health history form to have a diagnosis of asthma. Specifically, 83 students have orders and meds in school for the treatment of asthma.</li> <li>➤ Individual care and treatment is provided for each student depending upon his/her needs. Equipment, as per doctors’ orders, are also provided.</li> <li>➤ Equipment is available in the nurses’ offices for ineffective inhalers and/or an initial on-set of an asthma attack.</li> <li>➤ Nurses will review student lists for field trips and notify staff of any students needing medication.</li> <li>➤ Information on students’ health needs is kept in</li> </ul>	Discussion and Possible Action Items

	<p>a sub folder in the event a teacher is out.</p> <ul style="list-style-type: none"><li>➤ Medical alert bracelets, although recommended, are not often worn by students, as they can be considered a stigma.</li><li>➤ HIPPA laws are taken into consideration and staff is advised of a student's health needs on a need-to-know basis.</li><li>➤ Nurses are now involved in Tools for Schools.</li><li>➤ The number of students seen with asthma related issues, over the course of a year varies. The beginning of school is a busy time due to the change of seasons and the fact that PE is doing their one-mile run.</li><li>➤ There is a great deal of communication between staff and parents.</li><li>➤ Daily medication orders do not necessitate a phone call home, however, as needed treatment or initial asthma attack onsets always receive a telephone call home.</li></ul>	
	<p>The Committee Chair provided an overview of school preparedness. There are three components: Health &amp; Environment, Climate and an Emergency Plan. Policy Goal: That safety plans are on the forefront.</p> <p>Health &amp; Environment would involved the following:</p> <ul style="list-style-type: none"><li>➤ School Safety Teams</li><li>➤ Tools for Schools</li><li>➤ AEDs in every school</li><li>➤ Wellness Policy which encompasses food safety and staff wellness</li><li>➤ Allergies/Asthma/Anaphylaxis: Prevention, Recognition and Response Plans and Procedures.</li></ul> <p>Climate involves the following and was the focus of discussion at tonight's meeting:</p> <ul style="list-style-type: none"><li>➤ Respect and Responsibility</li><li>➤ Teaching The Head &amp; Heart</li><li>➤ Staff &amp; Student Modeling</li><li>➤ At Risk Students</li><li>➤ Safe to Tell</li><li>➤ Who to Tell</li><li>➤ Even Handed Consequences</li><li>➤ Parent Involvement</li><li>➤ Defining Standards</li></ul> <p>An Emergency Plan, a third part of school safety is currently being worked on and would include:</p>	

	<ul style="list-style-type: none"> <li>➤ Review, Revise &amp; Test</li> <li>➤ All Hazard Approach</li> <li>➤ Partnerships</li> <li>➤ Communications: Interoperable, Multi-Layered/Redundant</li> </ul>	
<p>3B.</p>	<p>School based process to promote a positive school climate along with the implementation of Bullying Policy 5131.911.</p> <p>Mr. Atticks reported:</p> <ul style="list-style-type: none"> <li>➤ Northville Elementary School (NES) is made up of a student population in the range of 3 to 9 years old.</li> <li>➤ Student behavior is part of the daily instruction.</li> <li>➤ NES incorporates developmental guidance programs and lessons on who to go to if a problem arises and how to remove oneself from a bullying situation.</li> <li>➤ Character Education programs are part of the culture at NES. This is more felt than taught. Adults set a model for proper behavior. Proper behavior is expected at NES.</li> <li>➤ A character education message is included in the morning announcements.</li> <li>➤ There are monthly themes in the school on topics such as honesty and trustworthiness.</li> <li>➤ Skits on bullying are performed.</li> <li>➤ Character Education presentations are given.</li> <li>➤ There are responsive classrooms focusing on the family unit, encouraging communication on an on-going basis and ways of connecting with one another as human beings. It is all about respect for one another.</li> <li>➤ Parents are involved at the primary level.</li> <li>➤ Mentors are involved.</li> <li>➤ The Leo Club, which is made up of volunteers from Schaghticoke Middle School, is involved with NES.</li> </ul> <p>If a situation does escalate, a student is reported to the principal. The principal or designee will investigate the situation. This investigation is reported to the district administration. Appropriate discipline is enforced. Parents of both the victim and the offender are informed. Follow-up observations occur when warranted.</p> <p>Bullying versus teasing: This has to do with intent. Is this happening to the same person over time? Social skills are being taught at the primary level and students</p>	<p>Strategies to Implement Bullying Policy 5131.911</p>

are learning about standards.

Mrs. Kelleher reported:

- Teachers and students in every classroom are involved with class rules. Students sign a contract regarding these rules.
- John Pettibone Elementary School (JPS) has an award system for good behavior for individuals as well as groups.
- Students are encouraged to participate in various charitable endeavors enforcing a “do for others” attitude.
- Assemblies are held regarding bullying.
- Professional Development activities are held concerning staff training on bullying.
- The high school and Canterbury school send mentors to JPS and they are directed to students who may need a friend.
- Mrs. Kelleher reviewed a flow chart of the procedures in place for reporting actual bullying incidents. When a situation reaches this level, both parents are called and encouraged to come in to school.

Mrs. Golden reported for Hill & Plain:

- Character Education assemblies are held focusing on honesty, cooperation, what teasing is about, etc.
- Some activities regarding character education are part of the curriculum and lessons are designed so that students can relate to the situation.
- There is a focus on cultural environment with posters and classroom rules. Hill & Plain (H&P) tries to create an atmosphere along the responsive classroom model. Very often after recess, problems arise. Once inside, the students may form a circle to discuss what happened at recess.
- Teachers do skits every month from the book **Chicken Soup for Little Souls**.
- H&P has an adult mentor program.
- There is a compliment book for students.
- Classroom Rules – “Never hurt anyone on the inside or the outside” and “Be a friend” are promoted.
- Zero tolerance is practiced at H&P.
- When there is a problem, a letter is sent home. A partnership between the school and parent is encouraged.

Mrs. Ford reported:

- There are two formats at this level: Name-calling, isolation, mean messages and the other format which includes intimidation, threatening, extortion, and physical aggression.
- It is more difficult at this age level to pin down what is bullying. It is difficult to wait and see (over time) if a situation is individual or an act of bullying. Perception is sometimes an issue.
- At this age there is a concern regarding student isolation. Everyone needs to be included.
- Name calling and mean messages are more evident in this age group.
- Proactive measures include a pamphlet: Guide to Understanding and Preventing Bullying in school.
- Guidance lessons at the beginning of the school year for 7<sup>th</sup> graders discussion bullying. Students sometimes have a difficulty defining bullying and harassment.
- Assemblies are held with the school's School Resource Officer as well as class meetings to review bullying and harassment laws and consequences.
- Effective Behavior Support: Respect for Self, Others and School is practiced.
- Characters of the Week: Do something kind, do something good. Students are nominating other students as well as staff members.
- SMS has a "choices" room where students can go when they are having a difficult time. This also allows the school to see if someone is having a continual problem.
- There is a great deal of communication with parents by phone and letters to home.
- If a situation becomes severe, discipline ranges from ISS to OSS, arrest, and juvenile review panel. On occasion, schedules have been changed and off-site tutoring has been recommended when a student becomes a danger to others.

Mr. Shugrue reported:

- The high school sees more insensitive slurs than bullying.
- There is a big emphasis on the Names program at the high school. From this program, students

	<p>have assumed leadership roles in helping the incoming 9<sup>th</sup> graders.</p> <ul style="list-style-type: none"> <li>➤ There are presentations during the week of CAPT for 9<sup>th</sup> graders dealing with such topics as bullying, racism, harassment and overall tolerance for individuals.</li> <li>➤ The Names programs stresses and teaches about tolerance and anti-bullying for the 10<sup>th</sup> graders.</li> <li>➤ In the 11<sup>th</sup> grade, the health curriculum focuses on such issues as sexual harassment, date violence and sexual assault, bullying, etc.</li> <li>➤ 12<sup>th</sup> grade students have a speaker come in and address issues such as individual differences, self-esteem, making good choices and friends don't make fun of friends.</li> <li>➤ Kids need to be reminded of what they were taught in middle school.</li> <li>➤ If an incident escalates, there is discussion regarding getting the administration and the Board of Ed involved. This sometimes helps to stop a negative behavior.</li> <li>➤ Procedures are in place that are followed when an act of harassment is reported to a teacher, guidance counselor or administrator.</li> </ul> <p>Additionally, it was reported that reported that:</p> <ul style="list-style-type: none"> <li>➤ The curriculum teaches diversity.</li> <li>➤ The district has a policy on cyber bullying.</li> <li>➤ Mr. Mulvihill's office maintains a folder of reported incidences to watch for a pattern.</li> <li>➤ The district promotes cultural competency of all staff.</li> </ul>	
<p>3C.</p>	<p>Dr. Paddyfote advised the Policy Committee that the Board counsel had reviewed the following policies as recommended by the Policy Committee on September 26, 2006.</p> <ul style="list-style-type: none"> <li>➤ 9005 Role of the Board and Its Members</li> <li>➤ 9010 Limits of Authority</li> <li>➤ 9012 Legal Responsibilities of Boards of Ed</li> <li>➤ 9115 Annual Organizational Meeting of the Board</li> <li>➤ 9123 Role of the Secretary</li> <li>➤ 9130 Board Committees</li> <li>➤ 9132 Standing Committees</li> <li>➤ 9133 Special Committees/Temporary Committees/Ad Hoc Committees (recommended for deletion)</li> <li>➤ 9230 Orientation of Board Members</li> </ul>	<p>9000 Series</p>

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	<ul style="list-style-type: none"> <li>➤ 9320 Meetings of the Board</li> <li>➤ 9322 Public and Executive Sessions</li> <li>➤ 9323 Construction of the Agenda</li> <li>➤ 9324 Advance Delivery of Meeting Materials</li> <li>➤ 9325.2 Order of Business</li> <li>➤ 9325.4 Vote Recording</li> <li>➤ 9400 Monitoring Products and Processes</li> </ul> <p>Discussion: There was some discussion regarding 9130, Board Committees with regard to alternates. It was the consensus of the Policy Committee to move forward with the recommendation and to revisit this policy once a Town Charter is adopted.</p> <p>Motion by Mr. McLachlan: Move that the Policy Committee recommend bringing the 9000 series as reviewed and revised by Board counsel to the full Board for adoption. Seconded by: Dr. Stillman</p> <p>Aye: Mrs. Marandola, Mr. McLachlan, Dr. Stillman, Mr. Vita, Ms. Oliveira Nay: Abstain:</p> <p>Motion Passed – Unanimously</p>	<p>Motion made and passed to bring the 9000 series as reviewed and revised by Board counsel to the full Board for adoption.</p>
4.	<p>Motion by Mr. Vita: Move that the Policy Sub-Committee adjourn. Seconded by: Ms. Oliveira</p> <p>Aye: Mrs. Marandola, Mr. Vita, Ms. Oliveira, Dr. Stillman, Mr. McLachlan Nay: Abstain:</p> <p>Motion Passed – Unanimously</p> <p>The Policy Sub-Committee adjourned at 8:58 p.m.</p>	<p>Adjourn</p> <p>Motion made and passed to adjourn.</p> <p>Adjournment</p>

Respectfully Submitted,

Mrs. Dian Marandola,  
Policy Chairperson