

**NEW MILFORD BOARD OF EDUCATION**  
New Milford Public Schools  
50 East Street  
New Milford, Connecticut 06776

**POLICY SUB-COMMITTEE**  
**SPECIAL MEETING NOTICE**

**DATE:** November 3, 2011  
**TIME:** 6:30 P.M.  
**PLACE:** Lillis Administration Building, Rm. 2

**AGENDA**

**New Milford Public Schools Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family, and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

**1. Call to Order**

**2. Public Comment**

The Board welcomes Public Participation and asks that speakers please limit their comments to three minutes. Speakers may offer objective comments of school operations and programs that concern them. The Board will not permit any expression of personal complaints or defamatory comments about Board of Education personnel and students, nor against any person connected with the New Milford Public School System.

**3. Discussion and Possible Action Items**

- A. Policy Recommended for Approval:
  - 1. 5131.911 Safe School Climate Plan/Bullying
- B. Policy Recommended for Deletion:
  - 1. 5131.911 Bullying
- C. Approval of Safe School Climate Plan

**4. Adjourn**

**Sub-Committee Members:** Mrs. Nancy Tarascio-Latour, Chair  
Mrs. Lynette Celli Rigdon  
Mr. David A. Lawson  
Mrs. Alexandra Thomas

**Alternates:** Mr. Daniel W. Nichols  
Mr. Bill Wellman

GEORGE C. BUCKBEE  
TOWN CLERK

*gm*

2011 NOV - 1 P 2:47

NEW MILFORD, CT

*Commentary: November 2011- Changes are highlighted. This version defines the Safe School Climate Plan as a combination of this policy and the administrative regulations. The policy essentially codifies the requirements of the law while the administrative regulations address the broader school climate topic via the template encouraged by the State Department of Education. Notice of the Safe School Climate Plan will therefore require that you provide both documents to employees and students and post the two together on your website.*

## **Students-**

### **SAFE SCHOOL CLIMATE PLAN / BULLYING**

5131.911

#### **I. PURPOSE**

The Board of Education is dedicated to promoting and maintaining a positive learning environment where all students are welcomed, supported, and feel safe in school, socially, emotionally, intellectually and physically. The purpose of this policy is to address the existence of bullying in schools and to establish ~~the guidelines for the development of~~ the district's Safe School Climate Plan.

#### **II. BULLYING PROHIBITED**

- A. Bullying is prohibited 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.
- B. Bullying is also prohibited outside of the school setting if such bullying results in any of the following: (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school.
- C. Any form of discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying is also strictly prohibited.

- D. Any student who engages in bullying as defined in this policy may be subject to discipline up to and including expulsion. Any school employee who fails to respond to bullying as required by this policy and the district's Safe School Climate Plan may be subject to discipline up to and including termination.

### **III. DEFINITIONS**

- A. "Bullying" means (1) 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 (2) a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

- (a) Causes physical or emotional harm to such student or damage to such student's property,
- (b) Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
- (c) Creates a hostile environment at school for such student,
- (d) Infringes on the rights of such student at school, or
- (e) Substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

- B. "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.
- C. "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.
- D. "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;

- E. "Hostile environment" means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;
- F. "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;
- G. "Safe School Climate Coordinator" means the individual appointed by the Superintendent of Schools from existing staff who is responsible for:
1. Implementing the district's Safe School Climate Plan;
  2. Collaborating with the safe school climate specialists, the Board of Education and the Superintendent of Schools to prevent, identify and respond to bullying in the schools of the district;
  3. Providing data and information, in collaboration with the Superintendent of Schools of the district, to the State Department of Education regarding bullying, in accordance with state law; and
  4. Meeting with the safe school climate specialists at least twice during the school year to discuss issues relating to bullying in the school district and to make recommendations concerning amendments to the district's Safe School Climate Plan.
- H. "Safe School Climate Specialist" means the principal of each school, or the principal's designee who is responsible for:
1. Investigating or supervising the investigation of reported acts of bullying in the school in accordance with the district's Safe School Climate Plan;
  2. Collecting and maintaining records of reports and investigations of bullying in the school; and
  3. Acting as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.
- I. "School employee" means
1. 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
  2. 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.

- J. "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.

#### **IV. SAFE SCHOOL CLIMATE PLAN**

~~The school district shall develop and implement a "Safe School Climate Plan" to address bullying in its schools. Not later than January 1, 2012, the Board of Education shall approve the Safe School Climate Plan and submit such plan to the State Department of Education. Revisions to the Safe School Climate Plan shall be approved by the Board of Education. The Safe School Climate Plan will serve as the administrative regulations for this policy and must include the following con-~~ ~~ents:~~ The district's Safe School Climate Plan consists of this policy as well as the administrative regulations developed by the Superintendent of Schools to implement this policy. This policy clarifies the legal mandates regarding the district's response to bullying in its schools. The administrative regulations shall address the broader topic of school climate and may incorporate the National School Climate Standards or other applicable evidence-based standards. Revisions to any part of the Safe School Climate Plan shall be approved by the Board of Education.

##### **A. Reporting Procedures**

1. Any student who believes he or she has been the victim of bullying may report the matter to any school employee. Students may anonymously report acts of bullying to school employees.
2. Parents or guardians of students may also file written reports of suspected bullying.
3. School employees who witness acts of bullying or receive reports of bullying are required 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.

##### **B. Investigation**

1. The safe school climate specialist shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports.
2. The safe school climate specialist shall review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report.



3. The investigator shall assess whether there is a necessity to take immediate interim measures to prevent further allegations of bullying or retaliation of any kind while the investigation is pending.
4. The investigator shall remind involved parties that any form of discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying is strictly prohibited.
5. At all times the investigator must be mindful of the requirements regarding the confidentiality of education records.
6. If the allegations of bullying involve acts that may also constitute unlawful harassment based upon a student's race, color, national origin, sex, disability, religion, sexual orientation or gender identity or expression, the investigator shall notify the district's Title IX Coordinator. The student who has made a report of bullying and his/her parent or guardian will be provided with information about the district's policies and procedures for making a complaint of unlawful harassment.
7. After a prompt investigation, the investigator should ascertain whether the alleged conduct occurred and whether such conduct constitutes bullying as defined by this policy.

#### **C. Response to Verified Acts of Bullying**

1. If it is determined that bullying has occurred, the school will take prompt corrective action that is reasonably calculated to stop the bullying and prevent any recurrence of such behavior. As part of such remedial action, the offender may be subject to appropriate disciplinary action which may include, but is not limited to one or a combination of the following: counseling, awareness training, warning, reassignment, transfer, suspension, or expulsion.
2. Each school shall 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. This notification 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.
3. Each school is required 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 safety of the student against whom such act was directed and to prevent further acts of bullying. This invitation shall also include the description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Except in rare circumstances, such meetings with parents and guardians should be held separately.
4. A student safety support plan shall be developed for any student against whom an act of bullying was directed. The plan shall address safety measures the school will take to protect such students against further acts of bullying.

5. Case-by-case interventions shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline.
6. The principal of a school, or designee, shall notify the appropriate local law enforcement agency when such principal, or designee, believes that any acts of bullying constitute criminal conduct.

#### **D. Prevention and intervention strategy**

Students shall be provided with a variety of prevention and intervention strategies which may include, but are not limited to:

1. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the State Department of Education;
2. School rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
3. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;
4. Inclusion of grade-appropriate bullying 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.

#### **E. Documentation and Record Keeping**

1. Safe school specialists shall establish a procedure for each school to:
  - a. Document and maintain records relating to reports and investigations of bullying in such school.
  - b. Maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection. This public list must not contain any personally identifiable information about any student or information that might reasonably lead to the identification of any student.
2. The district's safe school climate coordinator shall annually report the number of verified acts of bullying in the district's schools to the Department of Education in such manner as prescribed by the Commissioner of Education.

#### **F. Training**

1. All school employees must annually complete training on the prevention, identification and response to bullying and the prevention of and response to youth suicide. The training will be provided to teachers, administrators and pupil personnel who hold the initial educator, provisional educator or professional educator certificate via in-service training. (Such in-service training may not be required if the district implements any evidence-based model approach that is approved by the State Department of Education and is consistent with state law.) All other school employees shall receive such training as provided by the State Department of Education.
2. As part of the prevention and intervention strategies, schools may also implement school-wide training related to safe school climate and student peer training, education and support.

#### **G. Safe School Climate Committee**

For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school 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 and addressing issues relating to bullying in the school. Such committee shall include at least one parent or guardian of a student enrolled in the school appointed by the school principal. Parents or guardians who serve on such committee shall not participate in the activities described in subparagraphs (1) and (2) below or any other activity that may compromise the confidentiality of a student. The safe school climate committee of each school shall:

1. Receive copies of completed reports following investigations of bullying;
2. Identify and address patterns of bullying among students in the school;
3. Review and make recommendations to amend school policies relating to bullying;
4. Review and make recommendations to the district safe school climate coordinator regarding the district's safe school 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;
6. Collaborate with the district safe school climate coordinator in the collection of data regarding bullying, in accordance with the law;
7. Perform any other duties as determined by the school principal that are related to the prevention, identification and response to school bullying for the school.

#### **H. Periodic Assessment of School Climate**

1. On and after July 1, 2012, and biennially thereafter, each school in the district shall complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the State Department of Education. The assessments for each school in the district shall be submitted to the State Department of



Education so that the state can monitor bullying prevention efforts over time and compare each district's progress to state trends.

2. Assessment tools may also be used by Safe School Climate Committees to review and make recommendations for revisions to the district's Safe School Climate Plan.

#### **I. Notice Requirements**

1. At the beginning of each school year, each school will provide all school employees with a written or electronic copy of the school district's Safe School Climate Plan.
2. Students and the parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.
3. Students shall be provided with notice of the definition of bullying, cyberbullying and the potential consequences of engaging in such acts by the inclusion of language in student codes of conduct concerning bullying.
4. The district's Safe School Climate Plan shall be made available on the board's and each individual school in the school district's Internet web site and ensure that such plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

#### **Legal References:**

##### **Connecticut General Statutes**

10-15c Discrimination in public schools prohibited  
46a-58 Deprivation of rights  
10-145a Certificates of qualification  
10-145o Teacher education and mentoring program  
10-220a In-service training  
10-222d Policy on bullying behavior  
10-222g Prevention and intervention strategy re: bullying  
10-222h Analysis of bullying policies  
P.A. 11-232 "An Act Concerning the Strengthening of Bullying Laws"

##### **United States Code**

20 U.S.C. 1400 Individuals with Disabilities Education Act  
20 U.S.C. 1681 Title IX of the Education Amendments of 1972  
29 U.S.C. 794 Section 504 of the Rehabilitation Act of 1973  
42 U.S.C. 2000d Title VI of the Civil Rights Act of 1964  
42 U.S.C. 12101 Americans with Disabilities Act

Policy approved:

New Milford Public Schools  
New Milford CT

## **Policy Recommended for Deletion**

**5131.911(a)**

### **Students**

### **Bullying**

#### **~~I. Purpose~~**

~~The purpose of this policy is to maintain a safe student learning environment that is free from bullying. Bullying activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times. Any individual who engages in bullying activity on school property or at a school sponsored activity may be subject to disciplinary action up to and including suspension and expulsion and/or referral to law enforcement officials.~~

~~The Superintendent shall provide that students and parents or guardians of students are notified of this policy by ensuring the posting of such information in a visible location at the respective schools and by the publication of this policy in both the Student and Staff handbooks.~~

#### **~~II. Definition~~**

~~“Bullying” means any overt acts by a student or a group of students directed against another student with the intent to ridicule, humiliate or intimidate the other student while on school grounds or at a school sponsored activity, which acts are committed more than once against any student during the school year. Examples of bullying include, but are not limited to:~~

- ~~1. Physical violence and attacks~~
- ~~2. Verbal taunts, name calling and put downs, including ethnically based verbal abuse and gender based put downs.~~
- ~~3. Threats and intimidation~~
- ~~4. Extortion or stealing of money or possessions~~
- ~~5. Exclusion from peer group~~

#### **~~III. General Statement of Policy~~**

- ~~A. No student, volunteer, contractor or employee of the school district shall, either by their actions or by their failure to act, encourage, aid, or consent to bullying.~~
- ~~B. No student, volunteer, contractor, or employee of the school district shall, either by their actions or by their failure to act, permit, condone, or tolerate bullying.~~
- ~~C. Apparent permission or consent by a person being bullied does not lessen the prohibitions contained in this policy.~~
- ~~D. Bullying activities are seriously disruptive of the educational process in that they implicate student physical and emotional welfare.~~

## Students

5131.911(b)

## Bullying

- ~~E. The school district administration will investigate all complaints of bullying and will discipline or take other appropriate action, up to and including suspension or expulsion, against any person who is found to have violated this policy.~~

### IV. Reporting Procedures

- ~~A. Any person who believes he or she has been the victim of bullying may report the matter to any teacher or member of the school district administration. Any school employee, contractor or volunteer with knowledge or belief of conduct that may constitute bullying, whether by witnessing such conduct or by receiving student reports of bullying, shall report the alleged acts immediately in writing to an appropriate school district official designated by this policy. Students may anonymously report acts of bullying to teachers and school administrators, except that no disciplinary action shall be taken solely on the basis of an anonymous report. Parents or guardians of students may also file written reports of suspected bullying.~~
- ~~B. The building administration is responsible for receiving reports of bullying at the building level. Any person, however, may report bullying directly to the Superintendent or his/her designee.~~
- ~~C. The building administration will notify the Superintendent and/or the Assistant Superintendent of any reported incidents of bullying.~~
- ~~D. Teachers, administrators, other employees of the school district, volunteers and contractors shall be particularly alert to possible situations, circumstances or events which might include bullying. Any such individual who receives a report of, observes, or who otherwise acquires knowledge or belief of, conduct which may constitute bullying must inform the building administration immediately.~~
- ~~E. Students shall be notified annually of the process by which they may make such reports of bullying. Not later than February 1, 2009, the school district shall submit this policy as amended to the Department of Education. Not later than July 1, 2009, the school district shall ensure that the policy is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.~~

## Students

5131.911(c)

## Bullying

### ~~V. School District Action~~

- ~~A. Upon receipt of a complaint or report of bullying school officials shall undertake or authorize an investigation. The Board expects prompt and reasonable investigations of alleged acts of bullying. The appropriate school personnel responsible for taking the bullying report and investigating the complaint shall include the following: Principal, Assistant Principal, Director of Pupil Personnel & Special Services and Assistant Superintendent.~~
- ~~B. If upon investigation it is determined that bullying has occurred the Superintendent or his/her designee will take appropriate action. Such action may include, but is not limited to, warning, detention, suspension, or expulsion. Disciplinary consequences will be sufficiently severe to deter violations.~~
- ~~C. The parents or guardians of students who engaged in acts of bullying and the parents or guardians of students against whom such acts were directed shall be notified by the Superintendent or the Superintendent's designee of the results of the investigation and shall invite them to attend at least one meeting. The notification shall include a description of the response of school staff to such acts and any consequences that may result from the commission of further acts of bullying.~~
- ~~D. A list of the verified number of acts of bullying shall be maintained and shall be available for public inspection. The school district shall report such number to the Department of Education, annually and in such manner as prescribed by the Commissioner of Education.~~
- ~~E. The Superintendent shall be responsible for developing a prevention and intervention strategy for school staff to deal with bullying. Such a "prevention and intervention strategy" may include, but is not limited to, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) a school survey to determine the prevalence of bullying, (3) establishment of a bullying prevention coordinating committee with broad representation to review the survey results and implement the strategy, (4) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (5) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (6) inclusion of grade appropriate~~



## Students

5131.911(d)

## Bullying

### ~~V. School District Action (continued)~~

~~bullying prevention curricula in kindergarten through high school, (7) individual interventions with the bully, parents and school staff, and interventions with the bullied child, parents and school staff, (8) school-wide training related to safe school climate, including appropriate in-services for certified staff regarding the prevention of bullying, and (9) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.~~

~~(cf. 5114 Suspension/Expulsion)~~

~~Legal Reference: Connecticut General Statutes~~

~~10-222d Policy on Bullying Behavior (as amended by Public Act 08-160)~~

~~10-263e Safe Learning Grant Program~~

Policy adopted:	June 12, 2001	NEW MILFORD PUBLIC SCHOOLS
Policy revised:	October 8, 2002	New Milford, Connecticut
Policy revised:	June 12, 2007	
Policy revised:	November 18, 2008	

New Milford Public Schools  
Safe School Climate Plan  
Administrative Regulations  
2011-2012

DRAFT

National School Climate Standard	Current School Status (informed by data) To What Extent is This Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Time Line for Reaching Improvement Goals
<b>Standard 1: Shared Mission</b>  Is it evident that all members of the school community are committed to physical, emotional, and intellectual safety of the learners?	<u>Awareness Level</u> An attempt has been made to engage students, staff, and/or community stakeholders in recognizing the importance of a positive school climate to support student achievement.	Areas will be identified based on the data collection and review of data.	Strategies will be identified based on data collection. Strategies will be reviewed and prioritized.	Surveys will be administered. School discipline data will be reviewed and analyzed.	May 2012
<b>Standard 1: Shared Mission</b>  Do participants share A vision of what a positive school climate looks, feels and sounds like?	<u>Emerging Level</u> A common vision for improving school climate has been embraced and endorsed; a sense of shared ownership and pathways toward meaningful professional development have been articulated.	Each school needs to strengthen the level of commitment of internal and external stakeholders.	Use existing written communication forums to promote the vision with parents, students, and community members.	Semester or mid-year review of school disciplinary data. Survey all stakeholders every two years.	Initial Review May 2012
<b>Standard 1: Shared Values</b>  What are the shared values?	<u>Awareness Level</u> Staff members have articulated beliefs, ground rules, and norms for team functioning that mirror a positive school climate, however these statements do not yet inform day-to-day practice.	Consistent articulation of beliefs, groundrules, and norms to inform day-to-day practice.	Articulation of values to staff through written communications, announcements, and meetings.	Staff surveys.	May 2012

New Milford Public Schools  
Safe School Climate Plan  
Administrative Regulations  
2011-2012

DRAFT

National School Climate Standard	Current School Status (informed by data) To What Extent is This Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Time Line for Reaching Improvement Goals
<b>Standard 1: Shared Goals</b>  What are the shared priorities?	<u>Emerging Level</u> Efforts have begun to identify goals. Goals are not sufficiently actionable and do not yet influence systemic decision making.	Development of long and short term actionable school climate improvement goals will be identified and clearly communicated to all stakeholders.	Strategies will be developed based on identified goals.	Assessment instruments and surveys to stakeholders.	Initial Review May 2012
<b>Standard 2: Shared School Policies</b>  Are there policies that promote the development of skills, knowledge, and engagement?	<u>Emerging Level</u> Policies are in place to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement.	Development, review and update of curriculum. Ongoing professional development	Five-Year Curriculum Plan; Classroom walk throughs and observations; Curriculum nights; Website	Student assessments Graduation rate Attendance rates Number of students on Honor Roll Number of students participating in online learning Number of students taking Advanced Placement courses and passing AP Tests	Initial Review May 2012
<b>Standard 2: Shared School Policies</b>  Are there policies in place to address barriers to learning?	<u>Emerging Level</u> Policies are in place that create a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged.	Identification and expansion of opportunities to reengage students who have become disengaged.	Expand opportunities for students to receive individual or small group learning experiences.	Number of new programs and/or services to meet the needs of students that have become disengaged.	May 2013

New Milford Public Schools  
Safe School Climate Plan  
Administrative Regulations  
2011-2012

DRAFT

National School Climate Standard	Current School Status (informed by data) To What Extent is This Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Time Line for Reaching Improvement Goals
<b>Standard 3: School Practices</b>  Are there practices in place to promote positive youth development?	<u>Emerging Level</u>  The school community's practices are identified, prioritized and supported to promote the learning and positive, social, emotional, ethical and civic development of students.	Additional areas will be identified through surveys, parent conferences, developmental guidance lessons, and class meetings.	↑  Input from the following: K-12 Mentoring program; English Language Learners; Scientific Research-Based Interventions; Special Education Services; Section 504 Plans; Professional Learning Communities; Co-taught Classrooms; Collaborative Learning Time; Student Assistance Teams;	↑  Progress Monitoring in each of the following programs: K-12 Mentoring program; English Language Learners; Scientific Research-Based Interventions; Special Education Services; Section 504 Plans; Professional Learning Communities; Co-taught Classrooms; Collaborative Learning Time; Student Assistance Teams;	Initial Review May 2012 (Baseline Data)  Interim Review May 2013
<b>Standard 3: School Practices</b>  Are there practices in place that enhance teaching and learning?	<u>Emerging Level</u>  The school community's practices are identified, prioritized and supported to enhance engagement in teaching, learning and school-wide activities.	Additional areas will be identified through surveys, parent conferences, developmental guidance lessons, and class meetings.	↓	↓	Initial Review May 2012 (Baseline Data) Interim Review May 2013
<b>Standard 3: School Practices</b>  Are there practices in place to address barriers to learning?	<u>Emerging Level</u>  The school community's practices are identified, prioritized and supported to address barriers to learning and teaching and re-engage those who have become disengaged.	Additional areas will be identified through surveys, parent conferences, developmental guidance lessons, and class meetings.	↓	↓	Initial Review May 2012 (Baseline Data) Interim Review May 2013



New Milford Public Schools  
Safe School Climate Plan  
Administrative Regulations  
2011-2012

DRAFT

National School Climate Standard	Current School Status (informed by data) To What Extent is This Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Time Line for Reaching Improvement Goals
<b>Standard 3: School Practices</b>  Are there practices in place develop and sustain infrastructure and capacity building?	<u>Emerging Level</u> The school community's practices are identified, prioritized, and supported to develop and sustain an appropriate operational infrastructure and capacity building mechanisms.	Practices must be firmly supported and universally followed that develop and sustain an appropriate operational infrastructure and capacity building mechanisms.	Communication of practices to develop and maintain the infrastructure must be in place.	Feedback from all stakeholders through surveys and interviews.	May 2013
<b>Standard 4: Safe Environment</b>  Is the school providing for a physically, emotionally, intellectually safe, healthy and welcoming environment?	<u>Emerging Level</u> The school community creates an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically.	Analysis of student, staff, and parent surveys.	Update Crisis Plan; Implementation of the Strategic Plan; Ongoing training and implementation of the Positive Behavior Intervention and Support Program; Scientific Research-Based Interventions; Counseling;	Number of referrals for crisis support; Number of visits to nurse's office; Review of state reporting for disciplinary codes; student surveys; Analysis of student disciplinary referrals;	Initial Review May 2012 (Baseline Data) Interim Review May 2013

New Milford Public Schools  
Safe School Climate Plan  
Administrative Regulations  
2011-2012

DRAFT

National School Climate Standard	Current School Status (informed by data) To What Extent is This Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Time Line for Reaching Improvement Goals
<b>Standard 5: Social Justice</b>  Is the school engaging in practices that promote the social and civic responsibilities and a s sense of social justice within the school community?	<u>Emerging Level</u> The school community develops meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to social justice.	Ongoing and firm communication of the practices, activities and norms that promote social and civic responsibilities.	K-12 Character Education Program; Food Drives; Key Club; Mock Elections; Student Council;	# of students participating in identified activities; Dollar amount of donations or number of items collected for charitable organizations	Initial Review May 2012 (Baseline Data) Interim Review May 2013
<b>Continuous Improvement:</b>  Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school improvement?	<u>Awareness Level</u> A few staff members are tracking general or personal indicators of school climate improvement; positive trends are emphasized and celebrated; negative trends are suppressed or dismissed.	Tracking by all staff members of general or personal indicators of school climate improvement; positive trends are emphasized and celebrated; negative trends are suppressed.	Professional development; Ongoing discussions with faculty about school improvement indicators, tracking, trends, and improvement.	Staff surveys.	Initial Review May 2012 Interim Review May 2013

New Milford Public Schools  
Safe School Climate Plan  
Administrative Regulations  
2011-2012

DRAFT

National School Climate Standard	Current School Status (informed by data) To What Extent is This Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Time Line for Reaching Improvement Goals
<b>Family/Community Partnerships:</b>  Are all stakeholders' interests represented and reflected in the school climate improvement efforts?	<u>Awareness Level</u> Sporadic one-way efforts are made to keep families informed of events and situations at school to secure support for the schools' efforts; family members are welcome to volunteer and participate within school-determined parameters.	Each school needs to increase two-way communication with parents.	Use surveys, website and channel 17 to solicit parental feedback on student related issues, curricula, and other related matters.	Responses from surveys that validate input from stakeholders.	May 2013
<b>Impact on Results:</b>  Is progress monitoring inherent in the school climate improvement process?	<u>Awareness Level</u> A generalized sense of what is meant by a positive school climate is understood; efforts to improve climate are task and project- oriented rather than guided by systematic mission, vision and identifiable outcomes.	Identification of clear indicators that are aligned with school improvement goals;	Data collection and analysis related to common understanding of indicators by staff, family, and community stakeholders.	Responses from surveys that validate input from stakeholders.	May 2013

**New Milford Board of Education  
Special Policy Sub-Committee Meeting  
November 4, 2011  
Lillis Administration Building, Room 2**

<b>Present:</b>	<b>Mrs. Wendy Faulenbach, Chairperson</b>
	<b>Mrs. Lynette Celli Rigdon</b>
	<b>Mrs. Alexandra Thomas</b>
<b>Absent:</b>	<b>Mr. David Lawson</b>

<b>Also Present:</b>	<b>Dr. JeanAnn C. Paddyfote, Superintendent of Schools</b>
----------------------	--

GEORGE C. BUCKBEE  
TOWN CLERK

JM

2011 NOV -4 P 3:34

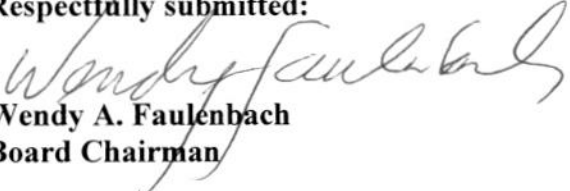
NEW MILFORD, CT

<b>1.</b>	<b>Call to Order</b> <ul style="list-style-type: none"> <li>Mrs. Faulenbach called the special policy meeting to order at 6:30 p.m.</li> </ul>	<b>Call to Order</b>
<b>2.</b>	<b>Public Comment</b> <ul style="list-style-type: none"> <li>No public comment.</li> </ul>	<b>Public Comment</b>
<b>3.</b>	<b>Discussion and Possible Action Items</b>	<b>Discussion and Possible Action Items</b>
<b>3.A.</b>	<b>Policy Recommended for Approval:</b>	<b>Policy Recommended for Approval</b>
<b>3.A.1.</b>	<b>5131.911 Safe School Climate Plan/Bullying</b> <ul style="list-style-type: none"> <li>Dr. Paddyfote explained the recommended policy and Safe School Climate Plan—Administrative Regulation go together and meet the legal mandates of the new law.</li> <li>Board Counsel, Attorney Susan Scott, provided a response to the questions posed by committee members at the October meeting.</li> <li>The committee reviewed Attorney Scott's responses to the questions and understand the importance of the longer version of the policy.</li> </ul> <p>Mrs. Thomas moved to bring Policy 5131.911 Safe School Climate Plan/Bullying and the Safe School Climate Plan—Administrative Regulation to the full Board for approval. Seconded by Mrs. Rigdon.</p> <p>Motion passed unanimously: Mrs. Thomas, Mrs. Rigdon, Mrs. Faulenbach.</p>	<b>5131.911 Safe School Climate Plan/Bullying</b> <p><b>Motion made and passed unanimously to bring Policy 5131.911 Safe School Climate Plan/Bullying and the Safe School Climate Plan—Administrative Regulation to the full Board for approval.</b></p>
<b>3.B.</b>	<b>Policy Recommended for Deletion:</b>	<b>Policy Recommended for Deletion</b>
<b>3.B.1.</b>	<b>5131.911 Bullying</b> <ul style="list-style-type: none"> <li>The policy revised November 18, 2008 and currently in place will have to be deleted once the new policy is approved.</li> </ul>	<b>5131.911 Bullying</b>



	<p>Mrs. Thomas moved to recommend to the full Board deletion of the Bullying Policy revised on November 18, 2008 upon acceptance by the full Board of the new Safe School Climate Plan/Bullying Policy and Safe School Climate Plan—Administrative Regulation. Seconded by Mrs. Rigdon. Motion passed unanimously: Mrs. Thomas, Mrs. Rigdon, Mrs. Faulenbach.</p>	<p><b>Motion made and passed unanimously to recommend to the full Board deletion of the Bullying Policy revised on November 18, 2008 upon approval by the full Board of the new Safe School Climate Plan/Bullying Policy and Safe School Climate Plan—Administrative Regulation.</b></p>
<p><b>3.A.C.</b></p>	<p><b>Approval of Safe School Climate Plan</b></p> <ul style="list-style-type: none"><li>• The Safe School Climate Plan—Administrative Regulation was discussed and approved by the sub-committee under item 3.A.1.</li></ul>	<p><b>Approval of Safe School Climate Plan</b></p>
<p><b>4.</b></p>	<p><b>Adjourn</b></p> <p>Mrs. Thomas moved to adjourn the meeting at 7:05 p.m., seconded by Mrs. Rigdon. Motion passed unanimously: Mrs. Faulenbach, Mrs. Rigdon, Mrs. Thomas.</p>	<p><b>Adjourn</b></p> <p><b>Motion made and passed unanimously to adjourn the meeting at 7:05 p.m.</b></p>

Respectfully submitted:

  
Wendy A. Faulenbach  
Board Chairman