

**NEW MILFORD BOARD OF EDUCATION**

**New Milford Public Schools  
25 Sunny Valley Road, Suite A  
New Milford, Connecticut 06776**

**POLICY SUB-COMMITTEE  
MEETING NOTICE**

RECEIVED  
TOWN CLERK

2025 JUN -2 AM 8:31

NEW MILFORD, CT

**DATE: June 3, 2025**

**TIME: 6:30 P.M.**

**PLACE: Sarah Noble Intermediate School – Library Media Center**

**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**

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

**3. Discussion and Possible Action**

**A. New Policy for First Read**

- 1. 5130 Restorative Practices Response Policy

**B. New Policy for Second Read**

- 1. 1340 Naming or Renaming School Buildings, Components of School Buildings and/or School Grounds

**C. Policy Revisions Recommended for Second Read**

- 1. 1111 School Security and Safety
- 2. 1250 Visitors and Observations in Schools

**D. Policies and Administrative Regulations Discontinued and Recommended for Deletion**

1. 4116 Increasing Educator Diversity Plan and Minority Hiring Recruitment Plan
2. 5131.911 Bullying Prevention and Intervention and Safe School Climate Plan and Administrative Regulations

**C. Items of Information**

1. 1111 R Administrative Regulations Regarding School Security and Safety
2. 1250 R Administrative Regulations Regarding Visitors and Observations in Schools
3. 7000 Concepts and Roles in Planning for Educational Facilities
4. 5131.91R Administrative Regulations Regarding Connecticut School Climate Policy

**4. Public Comment**

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- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

**5. Adjourn**

**Sub-Committee Members: Tammy McInerney, Chairperson**

**Sarah Herring**

**Dean Barile**

**Randall Scofield**

**Alternates: Wendy Faulenbach**

**Eric Hansell**

**Note: Restorative Practices Response Policy (NEW)**

**In 2023, the General Assembly passed legislation, now codified at Connecticut General Statutes Section 10-222jj, requiring each board of education to adopt a restorative practices response policy to be implemented by school employees for incidents of challenging behavior or student conflict that is nonviolent and does not constitute a crime. Boards of education are required to adopt such policy by July 1, 2025. The policy directs the district's administration to develop "a continuum of strategies to prevent, identify, and responding challenging behavior, including but not limited to bullying and harassment."**

**Series 5000  
Students**

**5130**

**RESTORATIVE PRACTICES RESPONSE POLICY**

The New Milford Board of Education (the "Board") is committed to identifying strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, including restorative practices. Restorative practices may be implemented by school employees for incidents of challenging behavior, bullying, and/or harassment in the school environment, or other forms of student conflict that is nonviolent and does not constitute a crime. Restorative practices shall not include the involvement of a school resource officer or other law enforcement official unless such challenging behavior or other conflict escalates to violence and/or constitutes a crime. In addition, the New Milford Public Schools (the "District") shall address challenging behavior, bullying, and harassment in accordance with the Board's Student Discipline policy and any other applicable Board policy, administrative regulations, and/or school rules.

For purposes of this policy:

- "Restorative practices" means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
- "Challenging behavior" means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
- "Bullying" means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance. "Bullying" includes "cyberbullying", which 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 other electronic communication.

- “School climate” means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people’s experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
- “School climate improvement plan” means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment.
- “School environment” means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by the Board, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.

The Board directs the administration of the District to develop a continuum of strategies to prevent, identify, and respond to challenging behavior, bullying, and harassment. Such strategies shall include research-based interventions, including restorative practices, and may be included in each school’s school climate improvement plan. Such strategies shall be shared with the school community, including, but not limited to, through publication in the relevant student handbook.

The Board further directs the Superintendent or designee to collect and maintain data regarding types of challenging behavior addressed using the Restorative Practices Response Policy and data concerning the implementation of restorative practices.

#### Legal References:

Conn. Gen. Stat. § 10-222aa

Conn. Gen. Stat. § 10-222dd

Conn. Gen. Stat. § 10-222jj

Approved:

Revised:

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

**Note: This is a new policy to provide guidance when naming or renaming a school building, components of school buildings and/or school grounds.**

**When reviewing this policy, it would be helpful to also review Policy 7000-Concepts and Roles in Planning for Educational Facilities, page 7000(c), section G. Facilities, #3—Naming a Facility/Renaming of School Buildings, Components of School Buildings, and/or School Grounds.**

**Series 1000  
Community Relations**

**1340**

### **NAMING OR RENAMING OF SCHOOL BUILDINGS, COMPONENTES OF SCHOOL BUILDINGS, AND/OR SCHOOL GROUNDS**

The naming and/or renaming of school buildings, major portions of buildings (*e.g.*, media center, auditorium, gymnasium, etc.) and/or school grounds is the responsibility of the New Milford Board of Education (the “Board”). In fulfilling this responsibility, the Board will consider community preferences. The decision will be based upon the Board’s assessment of the special significance of a name or, in the case of an individual, exceptional service to the children of New Milford. Such recognition requires substantial support and comprehensive review.

The Board shall establish a committee, consistent with Board Policy 9014—Board Committees, to expedite and facilitate the Board’s decision regarding whether and how to name a new building or rename a building, major portions of a building, or school grounds. The Board shall seek the advice of the Superintendent before establishing or dissolving a committee. Such committee shall be established and dissolved by Board vote, and the members of the committee shall be appointed by the Board. The ad hoc committee shall be comprised of a minimum of two and a maximum of three Board members and shall include a building administrator, faculty, parents/guardians, community members, and if appropriate, students. The committee shall be appointed as soon as possible after there is a need to consider naming or renaming a building, major components of a building or school grounds and it shall be dissolved when the report has been accepted by the Board or at the next annual organizational meeting or upon a motion for dissolution passed by a majority vote, or upon completion of the assigned task whichever comes first.

The Board will establish the scope and schedule of the committee’s work, which shall include, but not be limited to, recommending potential names for consideration by the Board and any criteria the Board wishes to be considered in the process.

The general procedure for selecting a name will be as follows:

1. The ad-hoc committee will be responsible for receiving and screening school name suggestions.
2. The committee shall follow the provisions of the Freedom of Information Act as required by state law. In addition, opportunities for public input must be made available prior to the committee's recommendation to the Board.

3. The committee shall propose a list of not more than five (5) names to the Board for Board consideration. It shall present its recommendation to the Board in accordance with Board bylaws and policies.

It shall be the policy of the Board to consider the naming of the school facilities using the following criteria:

1. If any of the committee's recommendations reflect the name of an individual, such individual must be shown to have had a broad-based, long-term impact on the New Milford Public Schools (the "District") and its community. Individuals to be considered shall (A) have served in the continuous employ of the New Milford Board of Education for an extended period, usually in excess of ten years, with the name being submitted after the individual's separation from compensated service for a minimum period of one year, or (B) be a non-employee of the New Milford Board of Education who has made an exceptional contribution to the children of New Milford for an extended period or (C) after a historically significant figure.
2. It shall be the general policy to name schools and school facilities for persons who have attained prominence locally and nationally, or in the fields of education, science, art, statesmanship, political science, or military achievement; early pioneers of the community of the state of Connecticut; outstanding presidents of the United States of America; or geographical landmarks.
3. Where appropriate, the Board may consider naming portions of its facilities and other areas under its control for individuals and/or organizations that, through their significant endorsement, have made possible the construction of said facilities or other areas.
4. If the school is named after a person, preference shall be given to names of (deceased) persons who have made a significant contribution to education.
5. The Board retains the right to make the final determination in the naming of school buildings, major portions of buildings, or school grounds. This policy notwithstanding, it is the intent of the Board that the naming of major portions of buildings and school grounds occur infrequently and on a limited basis.
6. The Board will consider renaming a school building, major portions of a building, or school grounds only after determining that a current name is no longer appropriate, as indicated by 2/3 affirmative votes of the membership of the Board of Education.

Approved:  
Revised:

NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut

**POLICY AND ADMINISTRATIVE REGULATIONS  
REGARDING SCHOOL SECURITY AND SAFETY**

The New Milford Board of Education (the “Board”) will develop and implement an all-hazards ~~district~~ security and safety plan with a school-specific annex for each school within the ~~district~~ New Public Schools (the “District”) or a school security and safety plan for each school within the ~~district~~ District (together, “School Security and Safety Plans”) to bolster ~~their~~ existing emergency preparedness, response capability, and school safety and security measures and to ~~best meet~~ address all-hazards threats.

School Security and ~~safety plans~~ Safety Plans will be based on the school security and safety plan standards developed by the Connecticut Department of Emergency Services and Public Protection ~~and will adhere to the~~ (“DESPP”), the Guidance to K-12 Public Schools Pertaining to Immigration Activities developed by the Connecticut State Department of Education (“CSDE”), and other applicable requirements ~~of state law~~.

For the school year commencing July 1, 2024, and each school year thereafter, each School Security and Safety Plan shall be updated to include protocols for interacting with a federal immigration authority who appears in person at a school in the District or otherwise contacts a school to request information. For purposes of this policy, a “federal immigration authority” means “any officer, employee or other person otherwise paid by or acting as an agent of the United States Immigration and Customs Enforcement or any successor agency thereto or any division thereof or any officer, employee or other person otherwise paid by or acting as an agent of the United States Department of Homeland Security or any successor agency thereto who is charged with enforcement of the civil provisions of the Immigration and Nationality Act.”

Such protocols shall be based on applicable law and the CSDE’s Guidance to K-12 Public Schools Pertaining to Immigration Activities”), or any subsequent applicable CSDE guidance, and shall include, at a minimum:

- A. the designation of at least one administrator at each school to serve as the individual responsible for interacting with the federal immigration authority;
- B. provisions that such administrator, or any other school employee, may:
  - 1. request and record a federal immigration authority’s identification, including the name, badge or identification number, telephone number and business card of such federal immigration authority;

2. ask such federal immigration authority if the federal immigration authority is in possession of a judicial warrant to support the federal immigration authority's request and, if so, to produce such judicial warrant;
  3. review any warrant or other materials that the federal immigration authority produces to determine who issued such warrant and what the warrant or other material authorizes the federal immigration authority to do; and
  4. consult with legal counsel for the Board, or guidance developed by such legal counsel, on how to interact with the federal immigration authority with regards to the nature of the request, whether a warrant is produced, the details of any such warrant, whether such warrant is a judicial warrant or an administrative warrant, whether the federal immigration authority is claiming exigent circumstances, and any other consideration identified by the Board's legal counsel; and
- C. permission for other school personnel to direct such federal immigration authority who requests access to any records, information, the interior of the school building or other school personnel to communicate with the administrator designated to interact with the federal immigration authority.

The Board shall annually submit its School Security and Safety Plans to DESPP, in accordance with state law.

School Security and ~~safety plans~~Safety Plans should be kept securely and will only be provided to the Board, school staff and administration, members of the school security and safety committees, members of state and local law enforcement, first responders, local municipal officials, or other persons authorized by the Board or the Superintendent (e.g., consultants, contractors). Pursuant to Connecticut General Statutes § 1-210(b)(19), ~~the plan~~School Security and Safety Plans will not be available to the public.

#### Legal References:

##### State Law:

- Conn. Gen. Stat. § 1-210(b)(19)
- Conn. Gen. Stat. § ~~10-222k~~10-222m
- Conn. Gen. Stat. § ~~10-222m~~10-222n
- Conn. Gen. Stat. § ~~10-222n~~10-222aa
- Conn. Gen. Stat. § 10-231
- Conn. Gen. Stat. § 28-7



[Conn. Gen. Stat. § 54-192h](#)

[Public Act No. 25-1, “An Act Concerning Interactions Between School Personnel and Immigration Authorities, the Purchase and Operation of Certain Drones, Grants to Certain Nonprofit Organizations, and Student Athlete Compensation Through Endorsement Contracts and Revenue Sharing Agreements”](#)

State Standards:

Connecticut Department of Emergency Services and Public Protection,  
*School Security and Safety Plan Standards.*

[Connecticut State Department of Education, \*Guidance to K-12 Public Schools Pertaining to Immigration Activities\* \(January 28, 2025\).](#)

Federal Guidance:

Federal Emergency Management Agency, *Guide for Developing High-Quality School Emergency Operations Plans*, ~~(June 2013)~~ [\(June 2013\)](#).

Approved: September 19, 2023

Revised:

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

## SCHOOL SECURITY AND SAFETY ADMINISTRATIVE REGULATIONS

### I. Security and Safety Committee

The New Milford Board of Education (the “Board”), through the Superintendent of Schools (the “Superintendent”), shall establish a school security and safety committee at each school under the jurisdiction of the Board. ~~\* The school security and safety committee (the “Security and Safety Committee”).~~ The Security and Safety Committee is responsible for assisting in the development of the school’s security and safety plan (the “School Security and Safety Plan”) and in administering ~~the said~~ plan.

The ~~school security and safety committee~~ Security and Safety Committee shall include in its membership a local police officer, a local first responder, a teacher ~~employed at the school,~~ the administrator(s) designated by the Superintendent to serve as the individual(s) responsible for interacting with a federal immigration authority who appears in person at the location of the school or otherwise contacts the school to request information, a building administrator employed at the school, a mental health professional, a parent or guardian of a student at the school, and any other person the Board deems necessary [such as another building administrator, a special education department representative, custodian, property manager, local emergency management director, local public health director, information technology manager, transportation coordinator, or school nurse]. Subject matter experts, including but not limited to the local public works director, food services director, the Superintendent ~~of Schools,~~ additional law enforcement members, or first responders and representatives of the municipality or others shall be invited to participate as needed.

~~*[\*NOTE: The school security and safety committee may be combined with an existing school committee, such as the Safe School Climate Committee, as long as the Safe School Climate Committee has the required members listed below.]*~~

The ~~committee~~ Security and Safety Committee will meet at least annually to review and update the ~~school’s security and safety plan~~ School Security and Safety Plan, as necessary. In determining whether the ~~security and safety plan~~ School Security and Safety Plan requires updating, the ~~committee~~ Security and Safety Committee will take into account the results of the security and vulnerability assessment of the school, as described in Section IV below. The ~~security and safety committee~~ Security and Safety Committee shall also be notified of any instances of disturbing or threatening behavior that may not meet the definition of bullying ~~and shall report such information, as necessary, to the district safe school climate coordinator.~~

Any information provided under this regulation shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights and Privacy Act (“FERPA”) and the ~~district’s~~ Board’s Confidentiality and Access to Student Information policy and accompanying regulations. Specifically, any parent/guardian serving as a member of the ~~school security and safety committee~~ Security and Safety Committee shall not have access to ~~any~~

information reported to the ~~committee or participate in any activities which may compromise the confidentiality of any student.~~ Security and Safety Committee that would result in a violation of FERPA, and the access of other members of the Security and Safety Committee to personally identifiable student information shall be limited to those individuals on such committee who have a legitimate educational interest in such information.

## II. School Security and Safety Plan

Each ~~school security and safety plan~~ School Security and Safety Plan will be created using the format prescribed by the Connecticut ~~State~~ Department of Emergency Services and Public Protection ~~Division of Emergency Management and Homeland Security.~~ (“DESPP”).

For the school year commencing July 1, 2024, and each school year thereafter, each School Security and Safety Plan shall be updated to include protocols for interacting with a federal immigration authority who appears in person at a school in the New Milford Public Schools (the “District”) or otherwise contacts a school to request information. For purposes of these Administrative Regulations, a “federal immigration authority” means “any officer, employee or other person otherwise paid by or acting as an agent of the United States Immigration and Customs Enforcement or any successor agency thereto or any division thereof or any officer, employee or other person otherwise paid by or acting as an agent of the United States Department of Homeland Security or any successor agency thereto who is charged with enforcement of the civil provisions of the Immigration and Nationality Act.”

Such protocols shall be based on applicable law and the Guidance to K-12 Public Schools Pertaining to Immigration Activities developed by the Connecticut State Department of Education (“CSDE”), or any subsequent applicable CSDE guidance, and shall include, at a minimum:

- A. the designation of at least one administrator at each school to serve as the individual responsible for interacting with the federal immigration authority;
- B. provisions that such administrator, or any other school employee, may:
  - 1. request and record a federal immigration authority’s identification, including the name, badge or identification number, telephone number and business card of such federal immigration authority;
  - 2. ask such federal immigration authority if the federal immigration authority is in possession of a judicial warrant to support the federal immigration authority’s request and, if so, to produce such judicial warrant;
  - 3. review any warrant or other materials that the federal immigration authority produces to determine who issued such warrant and what the warrant or other material authorizes the federal immigration authority to do; and

4. consult with legal counsel for the Board, or guidance developed by such legal counsel, on how to interact with the federal immigration authority with regards to the nature of the request, whether a warrant is produced, the details of any such warrant, whether such warrant is a judicial warrant or an administrative warrant, whether the federal immigration authority is claiming exigent circumstances, and any other consideration identified by the Board's legal counsel; and
- C. permission for other school personnel to direct such federal immigration authority who requests access to any records, information, the interior of the school building or other school personnel to communicate with the administrator designated to interact with the federal immigration authority.

[NOTE TO CLIENT: The following protocols are not required by state law, but they are included as recommendations in the CSDE's Guidance to K-12 Public Schools Pertaining to Immigration Activities, and may be included in the security and safety plan:]

D. direction that staff maintain a calm and cooperative manner to avoid: 1) escalating the situation; 2) increasing anxiety among the staff and students; or 3) being perceived as obstructing or interfering with any lawful activities; and

E. direction that the designated administrator or other staff record details regarding the visit, any access the agents gained to information, records, areas, or individuals, whether that access was granted and, if so, who granted such access.]

The Board will submit the finalized ~~school security and safety plan~~ School Security and Safety Plan for each school to ~~the Department of Emergency Services and Public Protection/DESPP~~ via its Division of Emergency Management and Homeland Security ("DEHMS") Regional Coordinator. On or before November ~~1<sup>st</sup>~~ 1 of each school year, the Board will also submit to ~~the Department of Emergency Management and Homeland Security Regional Coordinators~~ one of the following: (1) those pages of the district's plans that been updated; (2) the form provided by the Department of Emergency Management and Homeland Security that the district's plans have not changed, along with an updated signature page; or (3) a revised plan if a current plan has undergone a major revision. its DESPP/DEMHS Regional Coordinator the results of the security and vulnerability assessment described in Section IV of these regulations. Additionally, each ~~plan~~ School Security and Safety Plan will be filed as an annex to the municipality's Local Emergency Operations Plan, filed annually with DESPP/DEMHS pursuant to Conn. Gen. Stat. § 28-7. A reference kit that meets the requirements of DESPP/DEMHS will be created in conjunction with the security and safety plan, which will be available to first responders in the event of a safety or security emergency.

### III. Training and Orientation for School Employees

Each school employee at the school shall receive an orientation on the ~~district security and safety plan~~ School Security and Safety Plan, including the school-specific annexes relevant to that employee, ~~or the school's security and safety plan~~. Additionally, each school employee at the school shall receive violence prevention training in a manner described in the ~~security and~~

~~safety plan~~[School Security and Safety Plan](#). The training will be conducted in cooperation with the ~~school safety and security committee~~[Security and Safety Committee](#) and may include other municipal or emergency officials and services. The goal of the orientation and training is to provide the school community and municipal officials with an understanding of the need for unified planning, preparedness, and response.

#### IV. Assessments

At least every two years, the Board shall conduct a security and vulnerability assessment for each school in the ~~district~~[District](#). Each school's ~~security and safety committee~~[Security and Safety Committee](#) shall be advised of the results of the assessment for the ~~committee's school~~[Security and Safety Committee's school](#), and such results shall be considered by the ~~committee~~[Security and Safety Committee](#) in updating and revising the ~~security and safety plans~~[School Security and Safety Plan](#).

Local law enforcement and other public safety officials, including the local emergency management director, fire marshal, building inspector and emergency medical services representative, shall each evaluate, score, and provide feedback on a representative sample of fire drills and crisis response drills at each school in the ~~district~~[District](#). By July 1<sup>st</sup> of each year, the Board shall submit a report to the ~~Department of Emergency Management Homeland Security~~[DEMHS](#) Regional Coordinator regarding types, frequency, and feedback related to the fire drills and crisis response drills.

#### Legal References:

##### State Law:

Conn. Gen. Stat. § 1-210(b)(19)

Conn. Gen. Stat. § ~~10-222k~~[10-222m](#)

Conn. Gen. Stat. § ~~10-222m~~[10-222n](#)

Conn. Gen. Stat. § ~~10-222n~~[10-222aa](#)

Conn. Gen. Stat. § 10-231

Conn. Gen. Stat. § 28-7

[Conn. Gen. Stat. § 54-192h](#)

[Public Act No. 25-1, "An Act Concerning Interactions Between School Personnel and Immigration Authorities, the Purchase and Operation of Certain Drones, Grants to Certain Nonprofit Organizations, and Student Athlete Compensation Through Endorsement Contracts and Revenue Sharing Agreements"](#)

State Standards:

Connecticut Department of Emergency Services and Public Protection, *School Security and Safety Plan Standards*.

[Connecticut State Department of Education, \*Guidance to K-12 Public Schools Pertaining to Immigration Activities\* \(January 28, 2025\).](#)

Federal Guidance:

Federal Emergency Management Agency, *Guide for Developing High-Quality School Emergency Operations Plans*; [\(June 2013\).](#)

Regulation Approved: September 19, 2023

Regulation Revised:

**Note: Revision to School Security and Safety Policy**

**On March 3, 2025, Governor Lamont signed into law Public Act 25-1, which, among other things, addresses immigration enforcement activity at schools and establishes new responsibilities for superintendents and boards of education regarding the development of procedures for interacting with federal immigration authorities. The new law directs public school superintendents to designate, *on or before April 1, 2025*, at least one administrator at each school to be responsible for interacting with federal immigration authorities who appear in person at the school or contact the school to request information. The new law also directs boards of education to update, *for the 2024-2025 school year*, their school security and safety plans (which must, under existing law, be developed for each school and be based on standards established by the Department of Emergency Services and Public Protection) with protocols for interacting with such federal immigration authorities. The School Security and Safety Plan has been revised to reflect the new requirements.**

**Series 1000**

**1111**

**Community Relations**

**POLICY AND ADMINISTRATIVE REGULATIONS  
REGARDING SCHOOL SECURITY AND SAFETY**

The New Milford Board of Education (the “Board”) will develop and implement an all-hazards security and safety plan with a school-specific annex for each school within the New Milford Public Schools (the “District”) or a school security and safety plan for each school within the District (together, “School Security and Safety Plans”) to bolster existing emergency preparedness, response capability, and school safety and security measures and to address all-hazards threats.

School Security and Safety Plans will be based on the school security and safety plan standards developed by the Connecticut Department of Emergency Services and Public Protection (“DESPP”), the Guidance to K-12 Public Schools Pertaining to Immigration Activities developed by the Connecticut State Department of Education (“CSDE”), and other applicable requirements.

For the school year commencing July 1, 2024, and each school year thereafter, each School Security and Safety Plan shall be updated to include protocols for interacting with a federal immigration authority who appears in person at a school in the District or otherwise contacts a school to request information. For purposes of this policy, a “federal immigration authority” means “any officer, employee or other person otherwise paid by or acting as an agent of the United States Immigration and Customs Enforcement or any successor agency thereto or any division thereof or any officer, employee or other person otherwise paid by or acting as an agent of the United States Department of Homeland Security or any successor agency thereto who is charged with enforcement of the civil provisions of the Immigration and Nationality Act.”

Such protocols shall be based on applicable law and the CSDE’s Guidance to K-12 Public Schools Pertaining to Immigration Activities”), or any subsequent applicable CSDE guidance, and shall include, at a minimum:

- A. the designation of at least one administrator at each school to serve as the individual responsible for interacting with the federal immigration authority;
- B. provisions that such administrator, or any other school employee, may:
  - 1. request and record a federal immigration authority's identification, including the name, badge or identification number, telephone number and business card of such federal immigration authority;
  - 2. ask such federal immigration authority if the federal immigration authority is in possession of a judicial warrant to support the federal immigration authority's request and, if so, to produce such judicial warrant;
  - 3. review any warrant or other materials that the federal immigration authority produces to determine who issued such warrant and what the warrant or other material authorizes the federal immigration authority to do; and
  - 4. consult with legal counsel for the Board, or guidance developed by such legal counsel, on how to interact with the federal immigration authority with regards to the nature of the request, whether a warrant is produced, the details of any such warrant, whether such warrant is a judicial warrant or an administrative warrant, whether the federal immigration authority is claiming exigent circumstances, and any other consideration identified by the Board's legal counsel; and
- C. permission for other school personnel to direct such federal immigration authority who requests access to any records, information, the interior of the school building or other school personnel to communicate with the administrator designated to interact with the federal immigration authority.

The Board shall annually submit its School Security and Safety Plans to DESPP, in accordance with state law.

School Security and Safety Plans should be kept securely and will only be provided to the Board, school staff and administration, members of the school security and safety committees, members of state and local law enforcement, first responders, local municipal officials, or other persons authorized by the Board or the Superintendent (e.g., consultants, contractors). Pursuant to Connecticut General Statutes § 1-210(b)(19), School Security and Safety Plans will not be available to the public.

#### Legal References:

##### State Law:

Conn. Gen. Stat. § 1-210(b)(19)

Conn. Gen. Stat. § 10-222m



Conn. Gen. Stat. § 10-222n

Conn. Gen. Stat. § 10-222aa

Conn. Gen. Stat. § 10-231

Conn. Gen. Stat. § 28-7

Conn. Gen. Stat. § 54-192h

Public Act No. 25-1, “An Act Concerning Interactions Between School Personnel and Immigration Authorities, the Purchase and Operation of Certain Drones, Grants to Certain Nonprofit Organizations, and Student Athlete Compensation Through Endorsement Contracts and Revenue Sharing Agreements”

State Standards:

Connecticut Department of Emergency Services and Public Protection, *School Security and Safety Plan Standards*.

Connecticut State Department of Education, *Guidance to K-12 Public Schools Pertaining to Immigration Activities* (January 28, 2025).

Federal Guidance:

Federal Emergency Management Agency, *Guide for Developing High-Quality School Emergency Operations Plans* (June 2013).

Approved: September 19, 2023

Revised:

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

## **SCHOOL SECURITY AND SAFETY ADMINISTRATIVE REGULATIONS**

### **I. Security and Safety Committee**

The New Milford Board of Education (the “Board”), through the Superintendent of Schools (the “Superintendent”), shall establish a school security and safety committee at each school under the jurisdiction of the Board (the “Security and Safety Committee”). The Security and Safety Committee is responsible for assisting in the development of the school’s security and safety plan (the “School Security and Safety Plan”) and in administering said plan.

The Security and Safety Committee shall include in its membership a local police officer, a local first responder, a teacher, the administrator(s) designated by the Superintendent to serve as the individual(s) responsible for interacting with a federal immigration authority who appears in person at the location of the school or otherwise contacts the school to request information, a building administrator employed at the school, a mental health professional, a parent or guardian of a student at the school, and any other person the Board deems necessary such as another building administrator, a special education department representative, custodian, property manager, local emergency management director, local public health director, information technology manager, transportation coordinator, or school nurse. Subject matter experts, including but not limited to the local public works director, food services director, the Superintendent, additional law enforcement members, or first responders and representatives of the municipality or others shall be invited to participate as needed.

The Security and Safety Committee will meet at least annually to review and update the School Security and Safety Plan, as necessary. In determining whether the School Security and Safety Plan requires updating, the Security and Safety Committee will take into account the results of the security and vulnerability assessment of the school, as described in Section IV below. The Security and Safety Committee shall also be notified of any instances of disturbing or threatening behavior that may not meet the definition of bullying.

Any information provided under this regulation shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights and Privacy Act (“FERPA”) and the Board’s Confidentiality and Access to Student Information policy and accompanying regulations. Specifically, any parent/guardian serving as a member of the Security and Safety Committee shall not have access to information reported to the Security and Safety Committee that would result in a violation of FERPA, and the access of other members of the Security and Safety Committee to personally identifiable student information shall be limited to those individuals on such committee who have a legitimate educational interest in such information.

## **II. School Security and Safety Plan**

Each School Security and Safety Plan will be created using the format prescribed by the Connecticut Department of Emergency Services and Public Protection (“DESPP”).

For the school year commencing July 1, 2024, and each school year thereafter, each School Security and Safety Plan shall be updated to include protocols for interacting with a federal immigration authority who appears in person at a school in the New Milford Public Schools (the “District”) or otherwise contacts a school to request information. For purposes of these Administrative Regulations, a “federal immigration authority” means “any officer, employee or other person otherwise paid by or acting as an agent of the United States Immigration and Customs Enforcement or any successor agency thereto or any division thereof or any officer, employee or other person otherwise paid by or acting as an agent of the United States Department of Homeland Security or any successor agency thereto who is charged with enforcement of the civil provisions of the Immigration and Nationality Act.”

Such protocols shall be based on applicable law and the Guidance to K-12 Public Schools Pertaining to Immigration Activities developed by the Connecticut State Department of Education (“CSDE”), or any subsequent applicable CSDE guidance, and shall include, at a minimum:

- A. the designation of at least one administrator at each school to serve as the individual responsible for interacting with the federal immigration authority;
- B. provisions that such administrator, or any other school employee, may:
  - 1. request and record a federal immigration authority’s identification, including the name, badge or identification number, telephone number and business card of such federal immigration authority;
  - 2. ask such federal immigration authority if the federal immigration authority is in possession of a judicial warrant to support the federal immigration authority’s request and, if so, to produce such judicial warrant;
  - 3. review any warrant or other materials that the federal immigration authority produces to determine who issued such warrant and what the warrant or other material authorizes the federal immigration authority to do; and
  - 4. consult with legal counsel for the Board, or guidance developed by such legal counsel, on how to interact with the federal immigration authority with regards to the nature of the request, whether a warrant is produced, the details of any such warrant, whether such warrant is a judicial

warrant or an administrative warrant, whether the federal immigration authority is claiming exigent circumstances, and any other consideration identified by the Board's legal counsel; and

- C. permission for other school personnel to direct such federal immigration authority who requests access to any records, information, the interior of the school building or other school personnel to communicate with the administrator designated to interact with the federal immigration authority.

**NOTE TO CLIENT: The following protocols are not required by state law, but they are included as recommendations in the CSDE's Guidance to K-12 Public Schools Pertaining to Immigration Activities, and may be included in the security and safety plan:**

- D. direction that staff maintain a calm and cooperative manner to avoid: 1) escalating the situation; 2) increasing anxiety among the staff and students; or 3) being perceived as obstructing or interfering with any lawful activities; and
- E. direction that the designated administrator or other staff record details regarding the visit, any access the agents gained to information, records, areas, or individuals, whether that access was granted and, if so, who granted such access.

The Board will submit the finalized School Security and Safety Plan for each school to DESPP via its Division of Emergency Management and Homeland Security ("DEHMS") Regional Coordinator. On or before November 1 of each school year, the Board will also submit to its DESPP/DEMHS Regional Coordinator the results of the security and vulnerability assessment described in Section IV of these regulations. Additionally, each School Security and Safety Plan will be filed as an annex to the municipality's Local Emergency Operations Plan, filed annually with DESPP/DEMHS pursuant to Conn. Gen. Stat. § 28-7. A reference kit that meets the requirements of DESPP/DEMHS will be created in conjunction with the security and safety plan, which will be available to first responders in the event of a safety or security emergency.

### **III. Training and Orientation for School Employees**

Each school employee at the school shall receive an orientation on the School Security and Safety Plan, including the school-specific annexes relevant to that employee. Additionally, each school employee at the school shall receive violence prevention training in a manner described in the School Security and Safety Plan. The training will be conducted in cooperation with the Security and Safety Committee and may include other municipal or emergency officials and services. The goal of the orientation and training is to provide the school community and municipal officials with an understanding of the need for unified planning, preparedness, and response.

#### **IV. Assessments**

At least every two years, the Board shall conduct a security and vulnerability assessment for each school in the District. Each school's Security and Safety Committee shall be advised of the results of the assessment for the Security and Safety Committee's school, and such results shall be considered by the Security and Safety Committee in updating and revising the School Security and Safety Plan.

Local law enforcement and other public safety officials, including the local emergency management director, fire marshal, building inspector and emergency medical services representative, shall each evaluate, score, and provide feedback on a representative sample of fire drills and crisis response drills at each school in the District. By July 1 of each year, the Board shall submit a report to the DEMHS Regional Coordinator regarding types, frequency, and feedback related to the fire drills and crisis response drills.

#### **Legal References:**

##### **State Law:**

Conn. Gen. Stat. § 1-210(b)(19)

Conn. Gen. Stat. § 10-222m

Conn. Gen. Stat. § 10-222n

Conn. Gen. Stat. § 10-222aa

Conn. Gen. Stat. § 10-231

Conn. Gen. Stat. § 28-7

Conn. Gen. Stat. § 54-192h

Public Act No. 25-1, "An Act Concerning Interactions Between School Personnel and Immigration Authorities, the Purchase and Operation of Certain Drones, Grants to Certain Nonprofit Organizations, and Student Athlete Compensation Through Endorsement Contracts and Revenue Sharing Agreements"

##### **State Standards:**

Connecticut Department of Emergency Services and Public Protection, *School Security and Safety Plan Standards*.

Connecticut State Department of Education, *Guidance to K-12 Public Schools Pertaining to Immigration Activities* (January 28, 2025).

Federal Guidance:

Federal Emergency Management Agency, *Guide for Developing High-Quality School Emergency Operations Plans* (June 2013).

Regulation Approved: September 19, 2023

Regulation Revised:

## POLICY REGARDING VISITORS AND OBSERVATIONS IN SCHOOLS

The ~~\_\_\_\_\_Board~~ New Milford Board of Education (the “Board”) encourages visits by citizens, taxpayers, and parents to all school buildings. In order to promote a safe and productive educational environment for all students and staff, the Board requires all visitors to receive prior approval from the school ~~Principal~~ principal or designee before being permitted to visit any school building. The Board, through the administration, reserves the right to limit visits in accordance with administrative regulations.

The Board further desires to work collaboratively with parents with an educational nexus with the ~~district~~ New Milford Public Schools (the “District”), its educational programs, or the student being observed, to observe their students in their current classrooms or observe proposed educational placements in the Board’s schools. The Board, through the administration, reserves the right to limit observations of current and proposed educational placements in accordance with administrative regulations and the Board’s Guidelines for Independent Educational Evaluations.

Upon arrival, all visitors and observers must comply with any and all applicable building security procedures, including but not limited to utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitors’ reception area of the school office, prominently displaying visitors’ badges or other identification required for visitors to the school buildings, limiting access to those areas of the buildings and grounds for which the visitors/observers have authorized access, refraining from engaging with students and/or staff except as permitted by the school officials and consistent with the purpose of the visit in question, and complying with directives of school officials at all times. All visitors and observers permitted into school buildings or on school grounds must comply with all school health and safety protocols in place at the time, including but not limited to any health screening or personal protective equipment (“PPE”) protocols.

In the event that a federal immigration authority appears in person at a school in the District or otherwise contacts a school to request information, in accordance with applicable law and pursuant to the Guidance to K-12 Public Schools Pertaining to Immigration Activities developed by the Connecticut State Department of Education (“CSDE”) or any subsequent applicable CSDE guidance, such authority shall be directed to communicate with the administrator designated for such interactions, who will follow the protocols outlined in the school’s Security and Safety Plan. For purposes of this policy, a “federal immigration authority” means “any officer, employee or other person otherwise paid by or acting as an agent of the United States Immigration and Customs Enforcement or any successor agency thereto or any division thereof or any officer, employee or other person otherwise paid by or acting as an agent of the United

States Department of Homeland Security or any successor agency thereto who is charged with enforcement of the civil provisions of the Immigration and Nationality Act.”

Legal References:

Conn. Gen. Stat. § 10-222m

Conn. Gen. Stat. § 54-192h

Public Act No. 25-1, “An Act Concerning Interactions Between School Personnel and Immigration Authorities, the Purchase and Operation of Certain Drones, Grants to Certain Nonprofit Organizations, and Student Athlete Compensation Through Endorsement Contracts and Revenue Sharing Agreements”

Connecticut State Department of Education, *Guidance to K-12 Public Schools Pertaining to Immigration Activities* (January 28, 2025).

“Connecticut State Department of Education, *Guidelines Regarding Independent Educational Evaluations at Public Expense and In-School Observations*,”  
~~Connecticut State Department of Education (Mar. 28, 2018).~~ (March 28, 2018).

Approved:  
Revised:

NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut



**ADMINISTRATIVE REGULATIONS  
REGARDING VISITORS AND OBSERVATIONS IN SCHOOLS**

1. Any person wishing to visit a school building in the New Milford Public Schools (the “District”), and/or observe any student program, must obtain prior approval from the building ~~Principal~~principal or responsible administrator of the respective school building or program.
2. A visitor to any school building or program must be able to articulate a legitimate operational or educational reason for the proposed visit and/or observation. Where the visitation involves direct contact with ~~district~~District students, or observation of an identified student or student program, the visitor must have a sufficient educational nexus with the ~~district~~District, its educational programs, or the student to support such request.
3. All visits must be reasonable in length and conducted in a manner designed to minimize disruption to the ~~district’s~~District’s educational programs, as determined by school officials.
4. When a parent/guardian makes a request to observe an identified student or student program, the request will be reviewed with the student’s parent/guardian to determine the purpose of the observation, specific questions being addressed, the location(s) of the observation, and the date, time and length of the observation.
5. When determining whether to approve a request to visit and/or observe individual students or student programs, the building ~~Principal~~principal or responsible administrator shall consider the following factors:
  - a. the frequency of visits;
  - b. the duration of the visit;
  - c. the number of visitors involved;
  - d. the effect of the visit on a particular class or activity;
  - e. the age of the students;
  - f. the nature of the class or program;
  - g. the potential for disclosure of confidential personally identifiable student information;

- h. whether the visitor/observer has a legitimate educational interest in visiting the school;
  - i. whether the visitor/observer has professional ethical obligations not to disclose any personally identifiable student information;
  - j. any safety risk to students and school staff; and
  - k. compliance with the Board's Guidelines for Independent Educational Evaluations, if applicable.
6. The building ~~Principal~~principal or responsible administrator has the discretion to limit, or refuse, requests for visits and/or observations of student programs in light of the above criteria. When a requested observation is refused, the building ~~Principal~~principal or responsible administrator will provide the parent/guardian with the reason for the decision and will work to develop alternative ways ~~for~~designed to permit the parent/guardian to obtain the information the parent/guardian seeks.
  7. If a building ~~Principal~~principal or responsible administrator approves a request to visit a school building and/or observe a student program, arrangements must be made in advance to ensure that the visit will not disrupt educational programs. The length and scope of any visit shall be determined by the building ~~Principal~~principal or responsible administrator in accordance with these regulations and accompanying Board policy. The building ~~Principal~~principal or responsible administrator shall determine a reasonable amount of time for observations of individual students or student programs.
  8. Upon arrival, all visitors must comply with any and all applicable building security procedures, including but not limited to utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitors' reception area of the school office, prominently displaying visitors' badges or other identification required for visitors to the school buildings, limiting access to those areas of the buildings and grounds for which the visitors have authorized access, refraining from engaging with students and/or staff except as permitted by the school officials and consistent with the purpose of the visit in question, and complying with directives of school officials at all times.
  9. The ~~district~~District has an obligation to maintain the confidentiality of personally identifiable student information. All visitors and observers must restrict their visits and observations to the purpose identified in the request to visit or observe and are strictly prohibited from observing or collecting information on other students within the school. If the visitor/observer views, accesses, or otherwise obtains personally identifiable student information concerning another student, the visitor/observer must notify the building ~~Principal~~principal or responsible administrator as soon as possible.
  10. All visitors and observers permitted inside school buildings or on school grounds must comply with all school health and safety protocols in place at the time, including but not limited to any health screening or personal protective equipment ("PPE") protocols.

11. A refusal to comply with any of the Board’s policy provisions and/or regulations concerning visitors shall constitute grounds for denial of the visitor’s or observer’s privileges, as determined appropriate by the building ~~Principal~~principal or designee. Such refusal may also result in a referral to law enforcement personnel, as determined appropriate by the building ~~Principal~~principal or designee.
12. In the event that a federal immigration authority appears in person at a school in the District or otherwise contacts a school to request information, in accordance with applicable law and pursuant to the Guidance to K-12 Public Schools Pertaining to Immigration Activities developed by the Connecticut State Department of Education (“CSDE”) or any subsequent applicable CSDE guidance, such authority shall be directed to communicate with the administrator designated for such interactions, who will follow the protocols outlined in the school’s Security and Safety Plan. For purposes of these Administrative Regulations, a “federal immigration authority” means “any officer, employee or other person otherwise paid by or acting as an agent of the United States Immigration and Customs Enforcement or any successor agency thereto or any division thereof or any officer, employee or other person otherwise paid by or acting as an agent of the United States Department of Homeland Security or any successor agency thereto who is charged with enforcement of the civil provisions of the Immigration and Nationality Act.”

Legal References:

[Conn. Gen. Stat. § 10-222m](#)

[Conn. Gen. Stat. § 54-192h](#)

[Public Act No. 25-1, “An Act Concerning Interactions Between School Personnel and Immigration Authorities, the Purchase and Operation of Certain Drones, Grants to Certain Nonprofit Organizations, and Student Athlete Compensation Through Endorsement Contracts and Revenue Sharing Agreements”](#)

[Connecticut State Department of Education, \*Guidance to K-12 Public Schools Pertaining to Immigration Activities\* \(January 28, 2025\).](#)

[“~~Connecticut State Department of Education~~, \*Guidelines Regarding Independent Educational Evaluations at Public Expense and In- School\*~~In-School~~ Observations,”](#)  
~~Connecticut State Department of Education (Mar. (March~~ 28, 2018).

Regulation Approved: September 19, 2023

Revised:

**Note: Revision to Visitors and Observations in Schools Policy**

**Governor Lamont recently signed into law Public Act 25-1, which, among other things, addresses immigration enforcement activity at schools. This policy has been revised to clarify that, in the event that a federal immigration authority appears in person at a school under the board of education's jurisdiction or otherwise contacts a school to request information, the immigration authority shall be directed to communicate with the administrator designated for such interactions, who will follow the protocols outlined in the school's Security and Safety Plan.**

**Series 1000  
Community Relations**

**1250**

**POLICY AND ADMINISTRATIVE REGULATIONS  
REGARDING VISITORS AND OBSERVATIONS IN SCHOOLS**

The New Milford Board of Education (the "Board") encourages visits by citizens, taxpayers, and parents to all school buildings. In order to promote a safe and productive educational environment for all students and staff, the Board requires all visitors to receive prior approval from the school principal or designee before being permitted to visit any school building. The Board, through the administration, reserves the right to limit visits in accordance with administrative regulations.

The Board further desires to work collaboratively with parents with an educational nexus with the New Milford Public Schools (the "District"), its educational programs, or the student being observed, to observe their students in their current classrooms or observe proposed educational placements in the Board's schools. The Board, through the administration, reserves the right to limit observations of current and proposed educational placements in accordance with administrative regulations and the Board's Guidelines for Independent Educational Evaluations.

Upon arrival, all visitors and observers must comply with any and all applicable building security procedures, including but not limited to utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitors' reception area of the school office, prominently displaying visitors' badges or other identification required for visitors to the school buildings, limiting access to those areas of the buildings and grounds for which the visitors/observers have authorized access, refraining from engaging with students and/or staff except as permitted by the school officials and consistent with the purpose of the visit in question, and complying with directives of school officials at all times. All visitors and observers permitted into school buildings or on school grounds must comply with all school health and safety protocols in place at the time, including but not limited to any health screening or personal protective equipment ("PPE") protocols.

In the event that a federal immigration authority appears in person at a school in the District or otherwise contacts a school to request information, in accordance with applicable law and pursuant to the Guidance to K-12 Public Schools Pertaining to Immigration Activities developed by the Connecticut State Department of Education ("CSDE") or any subsequent applicable

CSDE guidance, such authority shall be directed to communicate with the administrator designated for such interactions, who will follow the protocols outlined in the school's Security and Safety Plan. For purposes of this policy, a "federal immigration authority" means "any officer, employee or other person otherwise paid by or acting as an agent of the United States Immigration and Customs Enforcement or any successor agency thereto or any division thereof or any officer, employee or other person otherwise paid by or acting as an agent of the United States Department of Homeland Security or any successor agency thereto who is charged with enforcement of the civil provisions of the Immigration and Nationality Act."

#### Legal References:

Conn. Gen. Stat. § 10-222m

Conn. Gen. Stat. § 54-192h

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Connecticut State Department of Education, *Guidelines Regarding Independent Educational Evaluations at Public Expense and In-School Observations* (March 28, 2018).

Approved: September 19, 2023  
Revised:

NEW MILFORD PUBLIC SCHOOLS

**ADMINISTRATIVE REGULATIONS  
REGARDING VISITORS AND OBSERVATIONS IN SCHOOLS**

1. Any person wishing to visit a school building in the New Milford Public Schools (the “District”), and/or observe any student program, must obtain prior approval from the building principal or responsible administrator of the respective school building or program.
2. A visitor to any school building or program must be able to articulate a legitimate operational or educational reason for the proposed visit and/or observation. Where the visitation involves direct contact with District students, or observation of an identified student or student program, the visitor must have a sufficient educational nexus with the District, its educational programs, or the student to support such request.
3. All visits must be reasonable in length and conducted in a manner designed to minimize disruption to the District’s educational programs, as determined by school officials.
4. When a parent/guardian makes a request to observe an identified student or student program, the request will be reviewed with the student’s parent/guardian to determine the purpose of the observation, specific questions being addressed, the location(s) of the observation, and the date, time and length of the observation.
5. When determining whether to approve a request to visit and/or observe individual students or student programs, the building principal or responsible administrator shall consider the following factors:
  - a. the frequency of visits;
  - b. the duration of the visit;
  - c. the number of visitors involved;
  - d. the effect of the visit on a particular class or activity;
  - e. the age of the students;
  - f. the nature of the class or program;
  - g. the potential for disclosure of confidential personally identifiable student information;
  - h. whether the visitor/observer has a legitimate educational interest in visiting the school;

- i. whether the visitor/observer has professional ethical obligations not to disclose any personally identifiable student information;
  - j. any safety risk to students and school staff; and
  - k. compliance with the Board's Guidelines for Independent Educational Evaluations, if applicable.
6. The building principal or responsible administrator has the discretion to limit, or refuse, requests for visits and/or observations of student programs in light of the above criteria. When a requested observation is refused, the building principal or responsible administrator will provide the parent/guardian with the reason for the decision and will work to develop alternative ways designed to permit the parent/guardian to obtain the information the parent/guardian seeks.
7. If a building principal or responsible administrator approves a request to visit a school building and/or observe a student program, arrangements must be made in advance to ensure that the visit will not disrupt educational programs. The length and scope of any visit shall be determined by the building principal or responsible administrator in accordance with these regulations and accompanying Board policy. The building principal or responsible administrator shall determine a reasonable amount of time for observations of individual students or student programs.
8. Upon arrival, all visitors must comply with any and all applicable building security procedures, including but not limited to utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitors' reception area of the school office, prominently displaying visitors' badges or other identification required for visitors to the school buildings, limiting access to those areas of the buildings and grounds for which the visitors have authorized access, refraining from engaging with students and/or staff except as permitted by the school officials and consistent with the purpose of the visit in question, and complying with directives of school officials at all times.
9. The District has an obligation to maintain the confidentiality of personally identifiable student information. All visitors and observers must restrict their visits and observations to the purpose identified in the request to visit or observe and are strictly prohibited from observing or collecting information on other students within the school. If the visitor/observer views, accesses, or otherwise obtains personally identifiable student information concerning another student, the visitor/observer must notify the building principal or responsible administrator as soon as possible.
10. All visitors and observers permitted inside school buildings or on school grounds must comply with all school health and safety protocols in place at the time, including but not limited to any health screening or personal protective equipment ("PPE") protocols.

11. A refusal to comply with any of the Board’s policy provisions and/or regulations concerning visitors shall constitute grounds for denial of the visitor’s or observer’s privileges, as determined appropriate by the building principal or designee. Such refusal may also result in a referral to law enforcement personnel, as determined appropriate by the building principal or designee.
12. In the event that a federal immigration authority appears in person at a school in the District or otherwise contacts a school to request information, in accordance with applicable law and pursuant to the Guidance to K-12 Public Schools Pertaining to Immigration Activities developed by the Connecticut State Department of Education (“CSDE”) or any subsequent applicable CSDE guidance, such authority shall be directed to communicate with the administrator designated for such interactions, who will follow the protocols outlined in the school’s Security and Safety Plan. For purposes of these Administrative Regulations, a “federal immigration authority” means “any officer, employee or other person otherwise paid by or acting as an agent of the United States Immigration and Customs Enforcement or any successor agency thereto or any division thereof or any officer, employee or other person otherwise paid by or acting as an agent of the United States Department of Homeland Security or any successor agency thereto who is charged with enforcement of the civil provisions of the Immigration and Nationality Act.”

#### Legal References:

Conn. Gen. Stat. § 10-222m

Conn. Gen. Stat. § 54-192h

Public Act No. 25-1, “An Act Concerning Interactions Between School Personnel and Immigration Authorities, the Purchase and Operation of Certain Drones, Grants to Certain Nonprofit Organizations, and Student Athlete Compensation Through Endorsement Contracts and Revenue Sharing Agreements”

Connecticut State Department of Education, *Guidance to K-12 Public Schools Pertaining to Immigration Activities* (January 28, 2025).

Connecticut State Department of Education, *Guidelines Regarding Independent Educational Evaluations at Public Expense and In-School Observations* (March 28, 2018).

Regulation Approved: September 19, 2023

Regulation Revised:



### INCREASING EDUCATOR DIVERSITY PLAN

In accordance with Sections 10-4a(3), 10-220(a), 10-156ee, and 10-156hh of the Connecticut General Statutes, the New Milford Board of Education (the “Board”) has developed the following written plan for increasing educator diversity:

1. All recruiting sources will be informed in writing of the Board's non-discrimination policy.
2. Each Board employee involved in hiring educators for the New Milford Public Schools (the “District”) shall successfully complete the video training module relating to implicit bias and anti-bias in the hiring process, developed pursuant to Connecticut General Statutes § 10-156ee, prior to such employee’s participation in the educator hiring process for the District.
3. The Board will develop contacts with local training and educational institutions, including those with highly diverse enrollments, to publicize job openings within the District and to solicit referrals of diverse and qualified candidates.
4. The Board will develop contacts with local community organizations, including diverse community organizations, to publicize job openings within the District and to solicit referrals of diverse and qualified candidates.
5. The Board will maintain, or expand, as appropriate, its help-wanted advertising to include print and/or broadcast media that is targeted to diverse individuals.
6. The Board will participate in local job fairs, including those that are sponsored by diverse community organizations or otherwise targeted toward diverse individuals.
7. The Board, or its designee, will maintain records documenting all actions taken pursuant to this plan, including correspondence with recruitment agencies and other referral sources, job fair brochures and advertising copy.
8. The Board will review on an annual basis the effectiveness of this plan in increasing diverse applicant flow and attracting qualified candidates for employment.

Legal References:

Connecticut General Statutes §10-4a (3) Educational interests of state identified  
Connecticut General Statutes §10-220(a) Duties of boards of education  
Connecticut General Statutes §10-156ee Duties re minority teacher recruitment  
Connecticut General Statutes §10-156hh Completion of video training module re implicit bias and anti-bias in hiring process for certain school district employees

Approved: November 21, 2023  
Revised:

NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut

## BULLYING PREVENTION AND INTERVENTION POLICY

The New Milford Board of Education (the “Board”) is committed to creating and maintaining an educational environment within the New Milford Public Schools (the “District”) that is physically, emotionally and intellectually safe and thus free from bullying, teen dating violence, harassment and discrimination. In accordance with state law and the Board’s Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior 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 Board.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior or teen dating violence shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For purposes of this policy, “**Bullying**” means an act that is direct or indirect and severe, persistent or pervasive, which:

- (1) causes physical or emotional harm to an individual;
- (2) places an individual in reasonable fear of physical or emotional harm; or
- (3) infringes on the rights or opportunities of an individual at school.

Bullying shall include, but need not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, 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.

For purposes of this policy, “**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.

For purposes of this policy, **“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.

For purposes of this policy, **“Discrimination”** means unlawful discrimination that occurs when a student is denied participation in, or the benefits of, a program or activity of the Board because of such student’s actual or perceived race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence or any other basis prohibited by state or federal law (“Protected Class”).

For purposes of this policy, **“Harassment”** is a form of Protected Class discrimination that is prohibited by law and by this policy. Harassment constitutes unlawful discrimination when it creates a hostile environment, which occurs when the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student’s ability to participate in or benefit from the services, activities, or opportunities offered by a school. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment may be an act of bullying.

Consistent with the requirements under state law, the Board authorizes the Superintendent or designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy. As provided by state law, such Safe School Climate Plan shall include, but not be limited to provisions which:

- (1) enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified at the beginning of each school year of the process by which students may make such reports;
- (2) enable the parents or guardians of students to file written reports of suspected bullying;
- (3) require school employees who witness acts of bullying or receive reports of bullying 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 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 student alleged to have committed an act or acts of bullying 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 and teen dating violence;
- (7) provide for the inclusion of language in student codes of conduct concerning bullying;
- (8) require each school and/or alternative school program operated by the Board (“alternative school program”) 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 described in subdivision (4), above (A) of the results of such investigation, and (B) verbally or by electronic mail, if such parents’ or guardians’ electronic mail addresses are known, that such parents or guardians may refer to the plain language explanation of the rights and remedies available under Conn. Gen. Stat. Section 10-4a and 10-4b published on the Internet website of the Board;
- (9) require each school and/or alternative school program to invite the parents or guardians of a student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school and/or alternative school program to ensure the safety of the student against whom such act was directed and policies and procedures in place designed to prevent further acts of bullying;
- (10) require each school and/or alternative school program to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting required in subdivision (9) above, to discuss specific interventions undertaken by the school or alternative school program designed to prevent further acts of bullying;
- (11) establish a procedure for each school and alternative school program to document and maintain records relating to reports and investigations of bullying in such school and/or alternative school program and to maintain a list of the number of verified acts of bullying in such school and/ alternative school program 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;
- (12) direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
- (13) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;

- (14) direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school and/or alternative school program will take designed to protect such students against further acts of bullying;
- (15) require the responsible administrator of a school and/or alternative school program, or designee, to notify the appropriate local law enforcement agency when such responsible administrator, or designee, believes that any acts of bullying constitute criminal conduct;
- (16) prohibit bullying (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 Board, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, or (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;
- (17) require, at the beginning of each school year, each school and/or alternative school program to provide all school employees with a written or electronic copy of the District's safe school climate plan; and
- (18) require that all school employees annually complete the training described in Conn. Gen. Stat. §§ 10-220a or 10-222j related to the identification, prevention and response to bullying.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivisions (9) and (10) (above) 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. Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the District's Confidentiality and Access to Student Information policy and regulations.

The Board shall submit its Safe School Climate Plan to the Connecticut State Department of Education (the "Department") for review and approval. Not later than thirty (30) calendar days after approval by the Department, the Board shall make such plan available on the Board's and each individual school or alternative school program in the District's web site and ensure that the Safe School Climate Plan is included in the District's publication of the rules, procedures and standards of conduct for schools and alternative programs operated by the Board and in all student handbooks.

As required by state law, the Board, after consultation with the Department and the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative (the "Collaborative"), shall provide on the Board's website training materials to school

administrators regarding the prevention of and intervention in discrimination against and targeted harassment of students based on such students' (1) actual or perceived differentiating characteristics, 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 (2) association with individuals or groups who have or are perceived to have one or more of such characteristics.

As required by state law, the Board shall post on its website the plain language explanation of rights and remedies under Connecticut General Statutes §§ 10-4a and 10-4b, as developed and provided to the Board by the Collaborative.

#### Legal References:

Public Act 21-95

Conn. Gen. Stat. § 10-145a

Conn. Gen. Stat. § 10-145o

Conn. Gen. Stat. § 10-220a

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. § 10-222g

Conn. Gen. Stat. § 10-222h

Conn. Gen. Stat. § 10-222j

Conn. Gen. Stat. § 10-222k

Conn. Gen. Stat. § 10-222l

Conn. Gen. Stat. § 10-222q

Conn. Gen. Stat. § 10-222r

Conn. Gen. Stat. §§ 10-233a through 10-233f

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NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut

## **SAFE SCHOOL CLIMATE PLAN**

The New Milford Board of Education (the “Board”) is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment within the New Milford Public Schools (the “District”), free from bullying, teen dating violence, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed the following Safe School Climate Plan (the “Plan”), consistent with state law and Board policy. This Plan represents a comprehensive approach to addressing bullying, cyberbullying and teen dating violence and sets forth the Board’s expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying and teen dating violence.

Bullying behavior and teen dating violence are strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The District’s commitment to addressing bullying behavior and teen dating violence, however, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.

### **I. Prohibition Against Bullying, Teen Dating Violence and Retaliation**

- A. The Board expressly prohibits any form of bullying behavior and teen dating violence on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by 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 Board.
- B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school.
- C. The Board further prohibits any form of teen dating violence outside of the school setting if such violence substantially disrupts the educational process.
- D. In addition to prohibiting student acts that constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.

- E. Students who engage in bullying behavior or teen dating violence in violation of Board policy and the Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

## II. Definition of Bullying

- A. **“Bullying”** means an act that is direct or indirect and severe, persistent or pervasive, which:
  - (1) causes physical or emotional harm to an individual;
  - (2) places an individual in reasonable fear of physical or emotional harm; or
  - (3) infringes on the rights or opportunities of an individual at school.
- B. Bullying shall include, but need not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, 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.

## III. Other Definitions

- A. **“Cyberbullying”** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
- B. **“Discrimination”** means unlawful discrimination that occurs when a student is denied participation in, or the benefits of, a program or activity of the Board because of such student’s actual or perceived race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence or any other basis prohibited by state or federal law (“Protected Class”).
- C. **“Electronic communication”** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.
- D. **“Emotional intelligence”** means the ability to (1) perceive, recognize and understand emotions in oneself or others, (2) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and



interpersonal communications, (3) understand and identify emotions, and (4) manage emotions in oneself and others.

- E. **“Harassment”** is a form of Protected Class discrimination that is prohibited by law and by this policy. Harassment constitutes unlawful discrimination when it creates a hostile environment, which occurs when the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student’s ability to participate in or benefit from the services, activities, or opportunities offered by a school. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment may be an act of bullying.
- F. **“Hostile environment”** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.
- G. **“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.
- H. **“Outside of the school setting”** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by the Board.
- I. **“Positive school climate”** means a school climate in which (1) the norms, values, expectations and beliefs that support feelings of social, emotional and physical safety are promoted, (2) students, parents, and guardians of students and school employees feel engaged and respected and work together to develop and contribute to a shared school vision, (3) educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning, and (4) each person feels comfortable contributing to the operation of the school and care of the physical environment of the school.
- J. **“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 Connecticut State Department of Education (the “Department”),
  - (2) school rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts,

- (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying 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, and
- (9) culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.

K. **“School climate”** means the quality and character of school life based on patterns of students’, parents’ and guardians’ and school employees’ experiences of school life, including but not limited to, norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.

L. **“School employee”** means

- (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or
- (2) any other individual who, in the performance of the individual’s 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 Board.

M. **“School-Sponsored Activity”** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board.

N. **“Social and emotional learning”** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

- O. **“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.

#### **IV. Leadership and Administrative Responsibilities**

##### **A. Safe School Climate Coordinator**

The Superintendent shall appoint, from existing District staff, a District Safe School Climate Coordinator (“Coordinator”). The Coordinator shall:

- (1) be responsible for implementing the District’s Safe School Climate Plan (“Plan”);
- (2) collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in District schools and programs;
- (3) provide data and information, in collaboration with the Superintendent, to the Department regarding bullying; and
- (4) meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying in the District and to make recommendations concerning amendments to the Plan.

##### **B. Safe School Climate Specialist**

The Principal of each school (or principal’s designee) or responsible administrator of any alternative education program operated by the Board (“responsible administrator”) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying, collect and maintain records of reports and investigations of bullying in the school and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school or program.

#### **V. Development and Review of Safe School Climate Plan**

- A. The Principal of each school or responsible administrator shall establish a committee or designate at least one existing committee (“Committee”) in the school or program to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school or program. Such committee shall include:

- (1) at least one parent/guardian of a student enrolled in the school or program, as appointed by the school principal or responsible administrator;
- (2) school personnel, including, but not limited to, at least one teacher selected by the exclusive bargaining representative for certified employees;
- (3) medical and mental health personnel assigned to such school or program; and
- (4) in the case of a committee for a high school, at least one student enrolled at such high school who is selected by the students of such school in a manner determined by the school principal or responsible administrator.

B. The Committee shall:

- (1) receive copies of completed reports following bullying investigations;
- (2) identify and address patterns of bullying among students in the school or program;
- (3) implement the provisions of the school security and safety plan, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying,
- (4) review and amend school or program policies relating to bullying;
- (5) review and make recommendations to the Coordinator regarding the Plan based on issues and experiences specific to the school or program;
- (6) educate students, school employees and parents/guardians on issues relating to bullying;
- (7) collaborate with the Coordinator in the collection of data regarding bullying; and
- (8) perform any other duties as determined by the principal or responsible administrator that are related to the prevention, identification and response to school bullying.

C. Any parent/guardian or student serving as a member of the Committee shall not participate in any activities that may compromise the confidentiality of any student, including, but not limited to, receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school or program.

- D. The Board shall approve the Plan developed pursuant to Board policy and submit such plan to the Department. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such Plan available on the Board's and each individual school or program on the District's web site and ensure that the Plan is included in the District's publication of the rules, procedures and standards of conduct for schools and programs and in all student handbooks.

## **VI. Procedures for Reporting and Investigating Complaints of Bullying**

- A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building or program administrator and/or the Safe School Climate Specialist (*i.e.*, building principal or designee), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.
- B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.
- C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist, or another school or program administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such oral report.
- D. The Safe School Climate Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. The Safe School Climate Specialist shall also be responsible for promptly notifying the parents or guardians of the student alleged to have committed an act or acts of bullying, and the parents or guardians of the student against whom such alleged act or acts

were directed, that an investigation has commenced. In order to allow the District to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.

- E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and may result in disciplinary action.

## **VII. Responding to Verified Acts of Bullying**

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight (48) hours** after the investigation is completed. This notification shall include a description of the school or program's response to the acts of bullying; the results of such investigation; and verbally or by electronic mail, if such parents' or guardians' electronic mail addresses are known, that such parents or guardians may refer to the plain language explanation of the rights and remedies available under Conn. Gen. Stat. Sections 10-4a and 10-4b once such explanation has been provided to the Board by the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative and published on the Internet website of the Board. In providing such notification, however, the District will take care to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.
- B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall invite the parents or guardians of the student against whom such act was directed to a meeting to communicate the measures being taken by the school or program to promote the safety of the student/victim and policies and procedures in place designed to prevent further acts of bullying. The Safe School Climate Specialist or designee shall also invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the previously described meeting, to discuss specific interventions undertaken by the school designed to prevent further acts of bullying. The invitations may be made simultaneous with the notification described above in Section VII.A.

- C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures designed to protect against further acts of bullying.
- D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee and may also incorporate a student safety support plan, as appropriate.
- E. Notice to Law Enforcement

If the principal of a school or responsible administrator (or designee) reasonably believes that any act of bullying constitutes a criminal offense, the principal or responsible administrator shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the principal, responsible administrator or designee, may consult with the school resource officer, if any, and other individuals the principal, responsible administrator or designee deems appropriate.
- F. If a bullying complaint raises a concern about Protected Class discrimination or harassment, the Safe School Climate Specialist or designee shall also coordinate any bullying investigation with other appropriate personnel within the District as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator, etc.), in a manner designed to ensure that any such bullying investigation complies with the requirements of such policies regarding nondiscrimination.

### **VIII. Teen Dating Violence**

- A. The District strictly prohibits, and takes very seriously any instances of, teen dating violence, as defined above. The District recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment.
- B. Students and parents (or guardians of students) may bring verbal or written complaints regarding teen dating violence to any building or program administrator. The building or program administrator shall promptly refer the complaint to the Title IX Coordinator.
- C. Prevention and intervention strategies concerning teen dating violence shall be implemented in accordance with Section X below. Discipline, up to and

including expulsion, may be imposed against the perpetrator of teen dating violence, whether such conduct occurs on or off campus, in accordance with Board policy and consistent with federal and state law.

## **IX. Documentation and Maintenance of Log**

- A. Each school and program operated by the Board shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.
- B. The Principal of each school or responsible administrator shall maintain a list of the number of verified acts of bullying in the school or program and this list shall be available for public inspection upon request. Consistent with District obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school or program and shall not set out the particulars of each verified act, including, but not limited to, any personally identifiable student information, which is confidential information by law.
- C. The Principal of each school or responsible administrator shall report the number of verified acts of bullying in the school or program annually to the Department in such manner as prescribed by the Connecticut Commissioner of Education.

## **X. Other Prevention and Intervention Strategies**

- A. Bullying behavior and teen dating violence can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying or to teen dating violence. While conduct that rises to the level of "bullying" or "teen dating violence," as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying or teen dating violence, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or



expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or designee). No disciplinary action may be taken solely on the basis of an anonymous complaint of bullying. As discussed below, schools and programs may also consider appropriate alternatives to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.

B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.

C. The following sets forth possible interventions, which may also be utilized to enforce the Board's prohibition against bullying and teen dating violence:

(1) Non-disciplinary interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

When an act or acts of teen dating violence are identified, the students involved may be counseled as to the seriousness of the conduct, the prohibition of teen dating violence, and their duty to avoid any such conduct. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

(2) Disciplinary interventions

When acts of bullying are verified or teen dating violence occurs, and a disciplinary response is warranted, students may be subject to the full range of disciplinary consequences. Anonymous complaints of bullying, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing an accused student of the reasons for the proposed suspension and giving the accused student an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

Expulsion may be imposed only after a hearing before the Board, a committee of the Board or an impartial hearing board designated by the Board in accordance with the Board's Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and teen dating violence, and/or when past interventions have not been successful in eliminating bullying behavior and/or teen dating violence.

(3) Interventions for bullied students and victims of teen dating violence

The building principal (or other responsible program administrator) or designee shall intervene in order to address incidents of bullying or teen dating violence against a single individual. Intervention strategies for a bullied student or victim of teen dating violence may include the following:

- (a) Referral to a school counselor, psychologist or other appropriate social or mental health service;
- (b) Increased supervision and monitoring of student to observe and intervene in bullying situations or instances of teen dating violence;
- (c) Encouragement of student to seek help when victimized or witnessing victimization;
- (d) Peer mediation or other forms of mediation, where appropriate;
- (e) Student Safety Support plans;
- (f) Restitution and/or restorative interventions; and

- (g) Periodic follow-up by the Safe School Climate Specialist and/or Title IX Coordinator with the bullied student or victim of teen dating violence.

(4) General prevention and intervention strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other District actions may ameliorate potential problems with bullying in school or at school-sponsored activities. Additional District actions may also ameliorate potential problems with teen dating violence. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school and District program. Such prevention and intervention strategies may include, but are not limited to:

- (a) School and program rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
- (b) Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence are likely to occur;
- (c) Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;
- (d) Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
- (e) School-wide training related to safe school climate, which training may include Title IX sex discrimination/sexual harassment prevention training, Section 504/ADA training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
- (f) Student peer training, education and support;

- (g) Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- (h) Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for a safe school climate or for the prevention of bullying and teen dating violence, including any such program identified by the Department;
- (i) Respectful responses to bullying and teen dating violence concerns raised by students, parents or staff;
- (j) Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying and teen dating violence, with a focus on evidence based practices concerning same;
- (k) Use of peers to help ameliorate the plight of victims and include them in group activities;
- (l) Avoidance of sex-role stereotyping;
- (m) Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
- (n) Modeling by teachers of positive, respectful, and supportive behavior toward students;
- (o) Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
- (p) Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and
- (q) Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.

D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever

they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of “bullying.”

- E. Funding for the school-based bullying intervention and school climate improvement strategy may originate from public, private, federal or philanthropic sources.

## **XI. Improving School Climate**

**[Individual schools and programs should use this section to outline affirmative steps to improve the quality of school climate as defined within a particular school, program and/or district. These strategies should align with school improvement plans and school climate assessments, and be based on current data available on the quality of school climate within the school, program and/or district including, but not limited to, the type, nature, frequency etc. of behavior that may constitute or lead to bullying, teen dating violence, harassment or similar behavior. This section is intended to be broader in scope and should be targeted towards fostering positive school climate rather than exclusively preventing, investigating and otherwise responding to specific incidences of bullying and teen dating violence.]**

## **XII. Annual Notice and Training**

- A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.
- B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.
- C. At the beginning of each school year, each school and program shall provide all school employees with a written or electronic copy of the District’s safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.
- D. As required by state law, the Board, after consultation with the Department and the Social and Emotional Learning and School Climate Advisory Collaborative (the “Collaborative”), shall also provide on its website training materials to school administrators regarding the prevention of and intervention in discrimination against and targeted harassment of students based on such students’ (1) actual or perceived differentiating characteristics, 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 (2) association with individuals or groups who have or are perceived to have one or more of such characteristics.

- E. Any person appointed by the District to serve as District safe school climate coordinator shall complete mental health and first aid training offered by the Commissioner of Mental Health and Addiction Services.

### **XIII. School Climate Assessments**

Biennially, the Board shall require each school and program in the District to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department. The Board shall collect the school climate assessments for each school and program in the District and submit such assessments to the Department.

#### **Legal References:**

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. § 10-222g

Conn. Gen. Stat. § 10-222h

Conn. Gen. Stat. § 10-222j

Conn. Gen. Stat. § 10-222k

Conn. Gen. Stat. § 10-222l

Conn. Gen. Stat. § 10-222q

Conn. Gen. Stat. § 10-222r

Conn. Gen. Stat. §§ 10-233a through 10-233f

Connecticut State Department of Education Circular Letter C-8,  
Series 2008-2009 (March 16, 2009)

Connecticut State Department of Education Circular Letter C-3,  
Series 2011-2012 (September 12, 2011)

Connecticut State Department of Education Circular Letter C-2,  
Series 2014-2015 (July 14, 2014)

Connecticut State Department of Education Circular Letter C-1,  
Series 2018-2019 (July 12, 2018)

Connecticut State Department of Education Circular Letter C-1,  
Series 2019-2020 (July 16, 2019)

Policy approved: June 20, 2023  
Policy revised: October 14, 2011  
November 8, 2011

NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut

August 21, 2021  
March 21, 2023





Indicate if there are witnesses who can provide more information regarding your report. If the witnesses are not school district staff or students, please provide contact information.

Name	Address	Telephone Number	Email Address

Have there been previous incidents? (circle one)      Yes      No

If “yes”, please describe the behavior of concern, or the violence that occurred; include the approximate date(s) and the location(s):

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Were these incidents reported to school employees? (circle one)      Yes      No

If “Yes”, to whom was it reported and when?

---

Was the report verbal or written?

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Proposed Solution:

Indicate your opinion on how this problem might be resolved in the school setting. Be as specific as possible.

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I certify that the above information and events are accurately depicted to the best of my knowledge.

Signature of Reporter	Date Submitted	Received By	Date Received
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5/1/2023

## ***INTERNAL INVESTIGATION NOTES FOR REPORTS OF BULLYING BEHAVIORS***

**For Staff Use Only:**

Has student reporter requested anonymity?    Y        N

Does the school or program have parent/guardian consent to disclose that a complaint as to this student has been filed in connection with the investigation? Y N

Administrative Investigation Notes (use separate sheet if necessary):

[illegible]

Bullying Verified? Yes \_\_\_\_\_ No \_\_\_\_\_

Remedial Action(s)

Taken: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(Attach bullying complaint and witness statements. If bullying is verified, attach notification to parents of students involved, invitation to parent meetings, and records of parent meetings).

**NEW MILFORD PUBLIC SCHOOLS  
REPORT OF BULLYING FORM/INVESTIGATION SUMMARY**

**For Staff Use Only:** \_\_\_\_\_

**School** \_\_\_\_\_ **Date** \_\_\_\_\_

**Location(s)** \_\_\_\_\_

Reporter Information:

Anonymous student report \_\_\_\_\_

Employee report \_\_\_\_\_ Name \_\_\_\_\_

Parent/Guardian report \_\_\_\_\_ Name \_\_\_\_\_

Student report \_\_\_\_\_ Name \_\_\_\_\_

**Student Reported as Committing Act:** \_\_\_\_\_

**Student Reported as Victim:** \_\_\_\_\_

**Description of Alleged Act(s):** \_\_\_\_\_

\_\_\_\_\_

**Time and Place:** \_\_\_\_\_

**Names of Potential Witnesses:** \_\_\_\_\_

\_\_\_\_\_

**Action of Reporter:** \_\_\_\_\_

**Administrative Investigation Notes (use separate sheet if necessary):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Bullying Verified?** Yes \_\_\_\_ No \_\_\_\_

**Remedial Action(s) Taken:** \_\_\_\_\_

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**If Bullying Verified, Has Notification Been Made to Parents of Students Involved?**

Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____

**If Bullying Verified, Have Invitations to Meetings Been Sent to Parents of Students Involved?**

Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____

**Date of Meetings:**

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**If Bullying Verified, Has School or Program Developed Student Safety Support/Intervention Plan?**

Y      N

**(Attach bullying complaint and witness statements. If bullying is verified, attach: 1) notification to parents of students involved that includes a description of the school or program's response to the acts of bullying, the results of the investigation, and via e-mail if e-mail addresses are known, a statement that the parents may refer to the plain language explanation of rights and remedies available under Conn. Gen. Stat. §§ 10-4a and 10-4b once such explanation has been provided to the Board by the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative and published on the District's website; 2) invitations to parent meetings; and 3) and records of parent meetings).**

5/1/2023



## Date: \_\_\_\_\_

Name of Student: \_\_\_\_\_

**School:** \_\_\_\_\_

A report of teen dating violence has been made on behalf of your child alleging that your child has been the victim of teen dating violence. In order to facilitate a prompt and thorough review of the report, the New Milford Public Schools may wish to disclose the fact that this complaint has been filed in connection with its review.

***(Please check one):***

\_\_\_\_\_ I hereby give permission for the [\_\_\_\_\_] Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its review of that complaint.

\_\_\_\_\_ I do **NOT** give permission for the [\_\_\_\_\_] Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its review of that complaint.

Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

---

Name (Please print) \_\_\_\_\_

## **New Construction**

### **Concepts and Roles in Planning for Educational Facilities**

It shall be the policy of the Board of Education to plan for educational facilities. A Long Range Plan shall be maintained as the instrument for determining the need for new facilities or for major facility improvements. The plan will incorporate local demographics, community use of educational facilities, projected enrollments, local educational philosophies and policies, existing and planned educational programs, existing facilities, and the ability of the local electorate to provide needed facilities.

The policy reflects the responsibility of the Board of Education to plan for education facilities and the local legislative body's responsibility to raise funding for and to construct needed educational facilities. This policy governs renovation and construction projects. The definition of a renovation or construction project is determined through budgetary process. Projects which are implemented by the local legislative body and are not maintenance oriented are governed by this policy.

#### **A. Goals and Objectives**

- (1) Identify an educational need for a new facility or renovation to an existing facility.
- (2) Plan for a new facility or renovation to an existing facility.
- (3) Gain public approval for the construction or renovation of a facility.
- (4) Construct or renovate a facility.

#### **B. Assumptions**

This policy assumes all educational programs will be housed in spaces that comply with all applicable building codes and regulations. Further, this policy assumes that spaces provided to educational programs shall not hinder the attainment of educational goals and objectives and that the goal of the Board of Education is to provide facilities with the best possible conditions for attaining educational goals.

#### **C. Community**

- (1) It is recognized that public educational facilities are constructed primarily for public educational activities, but are owned by the public and will be made available for public use wherever that use does not adversely effect educational activities. The design of educational facilities shall take into consideration public use and make accommodations for that use wherever practical. Some of the community uses which shall be considered include recreation, use of facilities for emergency shelters and by non-profit organizations.

## **New Construction**

### **Concepts and Roles in Planning for Educational Facilities**

#### **C. Community (continued)**

- (2) Community demographic information will be considered. Information to be considered shall include road maps with existing and planned sidewalks, maps and descriptions of existing and planned industrial and housing changes, population statistics and local and regional planning studies past, present, and future.

#### **D. Enrollment**

The projection of student enrollment is an essential element of the long range plan. The plan will be based on present and future enrollments. However, any projection is based upon assumptions and subject to inherent weaknesses. Projections will be considered the best estimate at a given point in time. Therefore, enrollment projections shall be updated annually or when new data becomes available or when assumptions change or prove untrue.

- (1) The methods that may be used to predict enrollment include cohort survival, students per dwelling unit and/or percentage of total population.
- (2) Some of the statistics concerning enrollment which will be maintained include the past 5 (five) year enrollment, 5 (five) year predictions, and enrollment summaries by school for past year, present year, and next year. Other statistics will include non-public school enrollment by grade level and students with identified learning disabilities by district and by grade for each school. Existing school districting maps and plans to redistrict will be included.

#### **E. Educational Philosophies and Policies**

To the extent that educational philosophies and policies effect facilities, they will be considered in the development of the district's five year plan.

#### **F. Educational Programs**

Educational facilities must be based on the activity to be housed. Facilities that do not conform fully hinder fulfillment of the goals and objectives of the programs housed as well as the philosophy and objective of the curriculum.



## New Construction

### Concepts and Roles in Planning for Educational Facilities (continued)

#### G. Facilities

The long range plan will consider the capacity of existing facilities and their adequacy to house existing educational programs.

- (1) The plan will consider individual building inventories consisting of construction dates, renovation dates, floor plans, legal capacity by space, type of construction, listing of educational spaces and handicap access information.

- (2) **Retirement of Buildings**

A building operated by the school district may be retired from use when the Board of Education determines that it is no longer useful to the district and/or is unsuitable to the current needs or projected needs of the district. The plan shall be one basis for considering the closing of a facility. Recognizing that the closure of a facility may well be an emotional one, the Board of Education will appoint a committee representing a cross-section of opinion in the school district as well as representing the people in the area served by the facility to study the issue and to recommend alternatives for the Board to consider, including retirement, alternative use, remodeling, continuation in use, or any other recommendations the committee might choose to make.

When a building is retired and determined to no longer serve an educational purpose it shall be returned to the Town and shall no longer be operated or maintained by the Board of Education.

- (3) **Naming a Facility/Renaming of School Buildings, Components of Buildings and/or School Grounds**

The Board of Education shall establish the need and appropriateness for naming any school unit, which includes all outdoor and indoor facilities of the school. When the need has been determined, the Board shall appoint a committee chaired by the Superintendent or designee and composed of two citizens from the immediate community or district served by the school, a representative from each of the following - teachers, administrators, PTO, two students from the school, and one alumni.

## **New Construction**

### **Concepts and Roles in Planning for Educational Facilities**

#### **G. Facilities (continued)**

The school-naming committee shall then present a name or names to the Superintendent who will forward them to the Board.

The Board shall then make the final selection of the name from the list of names submitted by the committee.

It shall be the general policy to name schools and school facilities for persons who have attained prominence locally and nationally, or in the fields of education, science, art, statesmanship, political science, or military achievement; individuals who have by donation, caused the erection of a school building or the creation of another facility may be nominated to be so honored; early pioneers of the community or the State of Connecticut; outstanding presidents of the United States of America; or geographical landmarks.

#### **H. Finance**

The Town has the responsibility of funding the construction of educational facilities. The Board of Education recognizes the need to plan new facilities within the Town's ability to pay. Therefore, liaison shall be established with the Town when a particular need is determined for new facilities or for improvement to existing facilities. After a project has been identified an estimate of the cost will be developed and given to the Town for consideration and inclusion in the Town's long-range Capital Improvement Plan.

All possible sources of funds that will help defray direct costs to the local taxpayers including, but not limited to, State Department of Education grants and Federal grants will be investigated.

#### **I. Conclusions**

From the plan, an annual list of facility inadequacy and/or future needs shall be developed and presented to the Board of Education for their consideration.

Note: Pursuant to Connecticut General Statutes Section 10-222cc, for the school year commencing July 1, 2025 and each school year thereafter, each local and regional board of education must adopt and implement the Connecticut School Climate Policy that was developed and approved by the Connecticut Association of Boards of Education (“CABE”) and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative (the “Collaborative”). The Connecticut School Climate Policy addresses some but not all, elements of the statutes concerning challenging behavior, bullying, and school climate, such as the operational requirements related to implementation of these statutes. To assist the administration in complying with these requirements, Shipman and Goodwin has developed the following model Administrative Regulations Regarding Connecticut School Climate Policy. It is important to note that these regulations are not required by statute. In addition, these regulations refer to the Challenging Behavior Reporting Form, Investigation Form, and Response Process(es) Notification Form that were developed by CABE, approved by the Collaborative, and accompany the Connecticut School Climate Policy. While school districts must have and publicize a complaint form for purposes of reporting alleged challenging behavior and/or alleged bullying incidents, these particular forms are not required and may be adapted and/or customized. However, please note that the firm has not developed alternatives to these forms, and these model Administrative Regulations Regarding Connecticut School Climate Policy assume that school districts are using them.

Series 5000  
Students

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## ADMINISTRATIVE REGULATIONS REGARDING CONNECTICUT SCHOOL CLIMATE POLICY

The New Milford Board of Education (the “Board”) has adopted the Connecticut School Climate Policy in accordance with Connecticut General Statutes Section 10-222cc. The purpose of these Administrative Regulations Regarding Connecticut School Climate Policy is to outline additional requirements under Connecticut General Statutes Section 10-221a et seq. regarding the reporting of, assessment of, and responses to challenging behavior and bullying, as well as certain related requirements.

### I. Definitions

- A. “School Climate Specialist” means the principal of each school, or a school employee who holds professional certification pursuant to Connecticut General Statutes Section 10-45, who is trained in school climate improvement or restorative

- practices, and is designated as the School Climate Specialist by the school principal. The School Climate Specialist is responsible for (1) leading in the prevention, identification and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment, (2) implementing evidence and research-based interventions, including, but not limited to, restorative practices, (3) scheduling meetings for and leading the school climate committee, as described in Connecticut General Statutes Section 10-222ff, and (4) leading the implementation of the school climate improvement plan, developed pursuant to Connecticut General Statutes Section 10-222hh.
- B. “School employee” means (1) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by the Board, or (2) any other individual who, in the performance of the individual’s duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with the Board.
- C. “Challenging behavior” means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
- D. “Bullying” means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance. “Bullying” includes “cyberbullying”, which 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 other electronic communication.
- E. “Challenging Behavior Reporting Form” (referenced as the “uniform bullying complaint form” in Connecticut General Statutes Section 10-222bb) means the form that accompanies the Connecticut School Climate Policy and is intended for students, parents or guardians of students enrolled in the school, and school employees to report alleged challenging behavior and/or alleged bullying incidents. Such form must be included on the Board’s web site and in each of the Board’s student handbooks, and the School Climate Committee must annually provide notice of such form to the school community.
- F. “Investigation Form” means the form that accompanies the Connecticut School Climate Policy and is to be completed by the School Climate Specialist within a reasonable amount of time after receiving a report of an alleged challenging behavior and/or alleged bullying incident.
- G. “Response Process(es) Notification Form” means the form that accompanies the Connecticut School Climate Policy and is to be completed and submitted by the School Climate Specialist to the student(s), parent(s) or guardian(s), and/or school employee(s) who submitted the Challenging Behavior Reporting Form within three (3) school days after an assessment has been finalized and submitted.

- H. “Tiered responses” are responses to challenging behavior, based on level of impact or frequency of occurrence, that are designed to re-engage students who have become disengaged. Particular tiered responses are required when a student engages in behavior that (1) requires temporarily clearing a classroom or removing a majority of students within the classroom to reduce likelihood of injury, (2) indicates credible intention to cause bodily harm to self or others, or (3) results in an injury that requires medical attention beyond basic first aid, or less severe injuries caused by the same student on more than one occasion, verified by the school nurse or other medical professional. Such tiered responses must include, at a minimum, the responses described in Section V of these Administrative Regulations.
- I. “Student discipline”, for purposes of these Administrative Regulations, means removal from the classroom, suspension, or expulsion, as authorized by the Board’s student discipline policy.
- J. “Removal” means an exclusion from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.

## II. Reporting Challenging Behavior or Bullying

- A. School employees shall notify the School Climate Specialist or designee of any alleged challenging behavior or alleged bullying incident that results in student discipline (i.e., removal from the classroom, suspension, or expulsion).
- B. Students, parents or guardians of students enrolled in the school, and school employees (“Reporters”) may file a written report of any alleged challenging behavior or alleged bullying incident using the Challenging Behavior Reporting Form. Such reports may be filed with the building principal, program administrator, and/or the School Climate Specialist, and all reports shall be forwarded to the School Climate Specialist for review and actions consistent with these Administrative Regulations.
- C. Reporters may complete the Challenging Behavior Reporting Form electronically or in hard copy, or they may meet with the School Climate Specialist for assistance in completing the Challenging Behavior Reporting Form.
- D. Written reports of alleged challenging behavior and/or alleged bullying shall be reasonably specific as to the basis for the report, including the date and place of the alleged conduct, a description of what happened, and the names of potential witnesses.
- E. Within three (3) school days, the School Climate Specialist or designee will provide the Reporter with confirmation of receipt of the Challenging Behavior Reporting Form.

### III. Assessing Challenging Behavior and Bullying

The School Climate Specialist or other designated administrator shall assess the facts, severity, and intentionality of the alleged challenging behavior or alleged bullying incident in accordance with the following process:

- A. The School Climate Specialist or other designated administrator shall review the information reported in the Challenging Behavior Reporting Form.
- B. The School Climate Specialist or other designated administrator shall assess the factual basis of the report, as well as the severity and intentionality of any actions that may have occurred.
- C. In conducting such assessment, the School Climate Specialist or other designated administrator shall:
  1. Consult with individuals reasonably believed to have relevant information, including the Reporter, the individuals identified as having been affected by the behavior, and witnesses to the behavior, as appropriate;
  2. Review any relevant materials (e.g., records, statements, documents, videos);
  3. Consider whether the conduct also should be addressed pursuant to any other Board policies or District regulations, such as those related to protected class discrimination or harassment; and
  4. Maintain confidentiality to the extent practicable throughout the assessment process, in accordance with state and federal law.
- D. When conducting the assessment, the School Climate Specialist or other designated administrator shall complete the Investigation Form.
- E. Within a reasonable amount of time, the School Climate Specialist or other designated administrator will determine what responses, if any, should be or have already been taken to address the behavior and/or prevent future instances of such behavior.
- F. Within three (3) school days after an assessment has been completed, the School Climate Specialist or other designated administrator shall (a) complete the Response Process(es) Notification Form, describing the steps taken to address and prevent future instances of challenging behavior or bullying and keeping in mind the District's obligations regarding student confidentiality, and (b) provide the Response Process(es) Notification Form to the Reporter who completed the Challenging Behavior Reporting Form.

#### IV. Challenging Behavior or Bullying That Results in Student Discipline

A. **Removal.** If a teacher removes a student from the classroom because the student has deliberately caused a serious disruption of the educational process, the teacher shall: (1) send the student to: the Main Office or School Counseling Office; and (2) immediately inform the building principal or designee of the name of the student who was removed and the reason for the removal.

1. While the student has been removed to a designated area, student may receive supports that include, but are not limited to: intervention from a school employee trained to provide such intervention, therapeutic resources, available mental health supports, instructional materials and technology or other resources to address the temporary needs of such student.
2. The parents or guardian of any minor student removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of such removal from class. Additional procedures governing behavior that causes a serious disruption; self-harm; and/or physical harm to teacher, another student, or other school employee shall be implemented in accordance with applicable law. Specifically:
  - a. The notice shall include, but not be limited to, informing such parent or guardian that the teacher of record in the classroom in which such behavior occurred may request a behavior intervention meeting.
  - b. If the teacher of record in the classroom ultimately requests a behavior intervention meeting with the crisis intervention team for the school, the parent or guardian must be notified that such meeting will occur.
  - c. If a behavior intervention meeting occurs, the crisis intervention team shall, not later than seven (7) days after the behavior intervention meeting, provide to the parent or guardian of such student, in the dominant language of such parent or guardian, a written summary of such meeting, including, but not limited to, the resources and supports identified.

B. **Discipline.** The District shall address incidents of challenging behavior or bullying that violate the Board's Student Discipline policy in accordance with such policy and any school rules, student handbook, or code of conduct provisions regarding same. Disciplinary action may be necessary for violations of other applicable Board policies or District regulations, such as those related to protected class discrimination or harassment and/or Title IX.

#### V. Challenging Behavior or Bullying That Requires Temporarily Clearing a Classroom or Students, a Credible Intention to Cause Bodily Harm, or Results in Certain Levels of Injury – Tiered Responses

- A. The school shall implement tiered responses, based on level of impact or frequency of occurrence, to incidents of challenging behavior or bullying that:
1. Require temporarily clearing a classroom or removing a majority of students within the classroom to reduce likelihood of injury;
  2. Indicate credible intention to cause bodily harm to self or others; or
  3. Result in an injury that requires medical attention beyond basic first aid, or less severe injuries caused by the same student on more than one occasion, verified by the school nurse or other medical professional.
- B. Such tiered responses shall include, but need not be limited to, the following:
1. For a single incident, the school principal shall notify the parents or guardians of each student involved in such incident in a manner that complies with the requirements of the Family Educational Rights and Privacy Act ("FERPA") and relevant Board policy.
  2. For a subsequent incident, the school principal shall invite the parents or guardians of each student involved in such incident to a meeting either in person at the school or virtually, to discuss the specific supports or interventions that are applicable to such student, including, but not limited to, restorative practices.
  3. For multiple subsequent incidents or a single incident that causes severe harm, the school principal shall provide notice to the parents or guardians of each student involved in such incident of other resources for supports and interventions, including, but not limited to, the 21-1 Infoline program, services or programs available through the Behavioral Health Partnership, other resources for professional services, support, or crisis intervention.
- C. For incidents of challenging behavior or bullying that are subject to tiered responses pursuant to this section:
1. Not later than two school days after the date such incident occurred, there shall be a meeting between an administrator and the school employee (if any) who witnessed such incident. The purpose of the meeting shall be to determine the supports and interventions required to address the needs of students and school employees, provided the supports and interventions for any student who receives special education shall be determined by the planning and placement team ("PPT") for such student, and notice of such incident shall be submitted to the PPT not later than two school days after the date such incident occurred for consideration at a PPT to be scheduled in accordance with the Individuals with Disabilities Education Act. For a student who is eligible under Section 504 of the Rehabilitation Act of 1973 ("Section



504”), notice of the incident shall also be provided to the student’s Section 504 team.

2. Any teacher of record in the classroom may request a behavior intervention meeting with the crisis intervention team for the school. Such request should be submitted to the building principal.

D. The District prohibits discrimination or retaliation against any person who reports or assists in the investigation of an incident of challenging behavior or bullying that is subject to a tiered response.

## **VI. Students with Disabilities**

- A. The school shall ensure that any supports, services, or interventions provided in accordance with these regulations to any student who receives special education or accommodation for a disability comply such student's individualized education program or Section 504 plan and applicable law.

## **VII. Reports to Board of Education**

- A. The Superintendent of Schools shall submit, at least annually, to the Board a report concerning:
  1. the number of incidents of challenging behavior or bullying that require temporarily clearing a classroom of students, a credible intention to cause bodily harm, or result in certain levels of injury, as described in Section V of these regulations, that occurred during the prior year;
  2. the grade level of each student involved in such incidents; and
  3. the supports, services, or interventions provided in response to such incidents to address the needs of students and school employees.
- B. Such report shall be produced in a manner that does not result in the disclosure of data identifiable to individual students in accordance with FERPA and the Connecticut State Department of Education’s data suppression guidelines.

### **Legal References:**

Conn. Gen. Stat. § 10-222aa

Conn. Gen. Stat. § 10-222bb

Conn. Gen. Stat. § 10-222cc

Conn. Gen. Stat. § 10-222dd

Conn. Gen. Stat. § 10-222ee

Conn. Gen. Stat. § 10-222ff

Conn. Gen. Stat. § 10-222gg

Conn. Gen. Stat. § 10-222hh

Conn. Gen. Stat. § 10-222ii

Conn. Gen. Stat. § 10-233a

Conn. Gen. Stat. § 10-233b

Conn. Gen. Stat. § 10-233c

Conn. Gen. Stat. § 10-233d

Conn. Gen. Stat. § 10-233e

Conn. Gen. Stat. § 10-236c

Regulation approved: