

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 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, 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 Safe School Climate 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. **“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.
- C. **“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.
- D. **“Hostile environment”** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.
- E. **“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.

- F. **“Outside of the school setting”** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by the Board.
- G. **“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.
- H. **“Prevention and intervention strategy”** may include, but is not limited to,
- (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education,
 - (2) 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.

- I. **“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.
- J. **“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.
- K. **“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.
- L. **“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.
- M. **“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 school 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;
- (3) provide data and information, in collaboration with the Superintendent, to the Department of Education 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 school district and to make recommendations concerning amendments to the district's Plan.

B. Safe School Climate Specialist

The Principal of each school (or principal's designee) 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.

V. Development and Review of Safe School Climate Plan

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

- (1) at least one parent/guardian of a student enrolled in the school, as appointed by the school principal;
- (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; 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.

- 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;
- (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 policies relating to bullying;

- (5) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school;
 - (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 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 which 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.
- D. The Board shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. 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 in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools 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 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 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 will 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'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 of 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, New Milford Public Schools 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 to ensure the safety of the student/victim and policies and procedures in place 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 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 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 designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she 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 or designee, may consult with the school resource officer, if any, and other individuals the Principal or designee deems appropriate.
- F. If a bullying complaint raises a concern about discrimination or harassment on the basis of a legally protected classification (such as race, religion, color, national origin, sex, sexual orientation, age, disability or gender identity or expression), 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.), so as to ensure that any such bullying investigation complies with the requirements of such policies regarding nondiscrimination.

VIII. Teen Dating Violence

- A. The school strictly prohibits, and takes very seriously any instances of, teen dating violence, as defined above. The school 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 administrator. The building administrator shall review and address the complaint, which may include referral of the complaint to the Safe School Climate Specialist and/or 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 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 shall maintain a list of the number of verified acts of bullying in the school 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. Given that any determination of bullying involves repeated acts, 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 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 shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the 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 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 are 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 the accused perpetrator of the reasons for the proposed suspension and giving him/her 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 of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education 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.

(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 plan;
 - (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. Such prevention and intervention strategies may include, but are not limited to:

- (a) School 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 of Education;
- (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 should use this section to outline affirmative steps to improve the quality of school climate as defined within a particular school 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 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 shall provide all school employees with a written or electronic copy of the school 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 of Education and the Social and Emotional Learning and School Climate Advisory 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 in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Connecticut State Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Connecticut State Department of Education.

Legal References:

Public Act 19-166

Public Act 21-95

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: November 8, 2011
SCHOOLS

Policy revised: October 14, 2014
Connecticut

Policy revised: August 17, 2021

NEW MILFORD PUBLIC

New Milford,

**NEW MILFORD PUBLIC SCHOOLS
FORM A**

**REPORT OF SUSPECTED BULLYING BEHAVIORS OR TEEN DATING VIOLENCE
(School Employees Should File with the School Principal)
(Parents and Students May File with the School Principal or Any Other School Employee)**

Name of Person Completing Report: _____

Date: _____

Target(s) of Behaviors/Violence: _____

Relationship of Reporter to Target (self, parent, teacher, peer, etc.):

Report Filed
Against: _____

Date of Incident(s): _____

Location(s): _____ Time: _____

Describe the basis for your report. Include information about the incident, participants, background to the incident, and any attempts you have made to resolve the problem. Please note relevant dates, times and places.

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
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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):

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?

Proposed Solution:

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

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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**NEW MILFORD PUBLIC SCHOOLS
FORM C**

REPORT OF BULLYING FORM/INVESTIGATION SUMMARY

For Staff Use Only: _____

School _____ **Date** _____

Location(s) _____

Reporter Information:

Anonymous student report _____

Staff Member 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: _____

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:

If Bullying Verified, Has School 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'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).

**NEW MILFORD PUBLIC SCHOOLS
FORM D**

Report of Bullying/Consent to Release Student Information

Date: _____

Name of Student: _____

School: _____

To Parent/Guardian:

A report of bullying has been made on behalf of your child alleging that he/she has been the victim of bullying. In order to facilitate a prompt and thorough investigation of the report, the New Milford Public Schools may wish to disclose the fact that this complaint has been filed in connection with investigation.

(Please check one):

_____ I hereby give permission for the New Milford Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its investigation of that complaint.

_____ I do **NOT** give permission for the New Milford Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its investigation of that complaint.

Signature of Parent/Guardian

Date

Name (Please print)

NEW MILFORD PUBLIC SCHOOLS

EMPLOYMENT REPORT

Regular Meeting of the Board of Education
New Milford, Connecticut
March, 2023

**As of March 16, 2023

A. Personnel

1. CERTIFIED STAFF

a. RESIGNATIONS

- | | |
|--|------------|
| 1. Mrs. Gloria Capone , Music Teacher, Sarah Noble Intermediate School effective June 30, 2023. | Retirement |
| 2. Mrs. Floretta (Jean) Ficke , Special Education Teacher, Schaghticoke Middle School effective June 30, 2023. | Retirement |
| 3. Ms. Angela Herdter , English Teacher, Schaghticoke Middle School effective June 30, 2023. | Retirement |
| 4. Ms. Jennifer Morrison , Technology Integration Specialist, Schaghticoke Middle School/New Milford High School effective June 30, 2023. | Retirement |
| 5. Mrs. Janice Perrone , Business Teacher, New Milford High School effective June 30, 2023. | Retirement |
| 6. Mrs. Keli Solomon , Social Studies Teacher, Schaghticoke Middle School effective June 30, 2023. | Retirement |
| 7. Ms. Susan Sullivan , Art Teacher, Sarah Noble Intermediate School effective June 30, 2023. | Retirement |

2. CERTIFIED STAFF

b. NON-RENEWALS

1. None

3. CERTIFIED STAFF

c. APPOINTMENTS

1. None

4. NON-CERTIFIED STAFF AND LICENSED STAFF

a. RESIGNATIONS

- | | |
|---|------------|
| 1. Mrs. Tammy Bass , Paraeducator, Schaghticoke Middle School effective June 30, 2023. | Retirement |
| 2. **Ms. Demetra Cote , General Worker for Food Services, Schaghticoke Middle School effective March 13, 2023. | Personal |
| 3. Mrs. Elaine Donahue , Adult Education Secretary, New | Retirement |

Milford High School effective June 15, 2023.

- 4. **Mr. John Green**, Custodian, Hill and Plain School effective June 30, 2023.

Retirement

5. NON-CERTIFIED AND LICENSED STAFF
b. APPOINTMENTS

- 1. **Mr. Philip Buonanno**, Paraeducator, Schaghticoke Middle School effective March 13, 2023.

\$15.67 per hour - Hire Rate
\$17.31 per hour – Job Rate
(after completion of probationary period)
7 hours per day/5 days per week

Rep. S. Ruffler

- 2. ****Mrs. Christina Coelho**, Accounts Payable Bookkeeper effective March 27, 2023.

\$23.89 per hour, 8 hrs. per day
Step 5, Class I
Calendar Year Secretary

Rep. E. Rama

- 3. **Mrs. Sandra Coons**, General Worker for Food Services, Schaghticoke Middle School effective March 8, 2023.

\$14.00 per hour
(based on current contract)
4 hours/day

Rep: M. Florio

- 4. **Ms. Lindsay Marino**, Administrative Secretary to the Director of Fiscal Services & Operations and Director of Human Resources effective March 6, 2023.

\$21.23 per hour, 8 hrs. per day
Step 2, Class I
Calendar Year Secretary

Rep. J. Smith

- 5. **Ms. Ayla Nelson**, Custodian, Northville Elementary School effective March 13, 2023.

\$24.32 per hour
(based on current contract)

Rep. S. Capriozzi

6. ADULT EDUCATION STAFF

a. RESIGNATIONS

- 1. None

7. ADULT EDUCATION STAFF

b. APPOINTMENTS

- 1. None

8. BAND STAFF

a. RESIGNATIONS

- 1. None

9. BAND STAFF

b. APPOINTMENTS

<p>1. **Mr. Jonathan Dabie, Winter Percussion – Visual Caption Head, Marching Band, New Milford High School effective December 15, 2022.</p>	<p>2022-2023 Stipend: \$1985</p>
<p>2. **Ms. Sophia Fallanca, Winter Percussion – Visual Tech, Marching Band, New Milford High School effective December 15, 2022.</p>	<p>2022-2023 Stipend: \$1486</p>
<p>10. THEATRE STAFF</p>	
<p>a. RESIGNATIONS</p>	
<p>1. None</p>	
<p>11. THEATER STAFF</p>	
<p>b. APPOINTMENTS</p>	
<p>1. None</p>	
<p>12. COACHING STAFF</p>	
<p>a. RESIGNATIONS</p>	
<p>1. None</p>	
<p>13. COACHING STAFF</p>	
<p>b. APPOINTMENTS</p>	
<p>1. Ms. Tricia Blood, Intramural Girls’ Softball Coach, Schaghticoke Middle School effective April 1, 2023.</p>	<p>2022-2023 Stipend: \$992</p>
<p>2. Ms. Tricia Blood, Intramural Girls’ and Boys’ Frisbee Coach, Schaghticoke Middle School effective April 1, 2023.</p>	<p>2022-2023 Stipend: \$992</p>
<p>3. Mr. Evan Cassells, Varsity Boys’ Lacrosse Coach, New Milford High School effective March 18, 2023.</p>	<p>2022-2023 Stipend: \$4846</p>
<p>4. Mr. Jason Ezra, Volunteer Boys’ Lacrosse Coach, New Milford High School effective March 18, 2023.</p>	<p>Volunteer</p>
<p>5. Mrs. Eileen Fino, Interscholastic Girls’ Softball Coach, Schaghticoke Middle School effective April 1, 2023.</p>	<p>2022-2023 Stipend: \$1985</p>
<p>6. Ms. Michelle Freeman, Varsity Boys’ Outdoor Track Coach, New Milford High School effective March 18, 2023.</p>	<p>2022-2023 Stipend: \$4882</p>
<p>7. Mr. Peter (Casey) Gawlak, Varsity Girls’ Track and Field Coach, New Milford High School effective March 18, 2023.</p>	<p>2022-2023 Stipend: \$4882</p>
<p>8. Mr. Mark Grant, JV Boys’ Baseball Coach, New Milford High School effective March 11, 2023.</p>	<p>2022-2023 Stipend: \$3214</p>

<p>9. Mr. Richard Grudzwick, Assistant Boys’ and Girls’ Outdoor Track Coach, New Milford High School effective March 18, 2023.</p>	<p>2022-2023 Stipend: \$3172</p>
<p>10. Mr. Louis Heaton, Volunteer Girls’ Lacrosse Coach, New Milford High School effective March 18, 2023.</p>	<p>Volunteer</p>
<p>11. Mr. Robert Hibbard, Interscholastic Boys’ Baseball Coach, Schaghticoke Middle School effective April 1, 2023.</p>	<p>2022-2023 Stipend: \$1985</p>
<p>12. Ms. Kelsey Holub, Varsity Girls’ Lacrosse Coach, New Milford High School effective March 18, 2023.</p>	<p>2022-2023 Stipend: \$4846</p>
<p>13. Mr. Aaron Johnson, Volunteer Boys’ Baseball Coach, New Milford High School effective March 11, 2023.</p>	<p>Volunteer</p>
<p>14. Mr. Ryan Johnson, Varsity Boys’ Baseball Coach, New Milford High School effective March 11, 2023.</p>	<p>2022-2023 Stipend: \$4943</p>
<p>15. Mr. Sean Mahon, Intramural Boys’ Baseball Coach, Schaghticoke Middle School effective April 1, 2023.</p>	<p>2022-2023 Stipend: \$992</p>
<p>16. Mrs. Theresa McGuinness, Interscholastic Girls’ Track and Field Coach, Schaghticoke Middle School effective April 1, 2023.</p>	<p>2022-2023 Stipend: \$1985</p>
<p>17. Mr. Sean McMahon, JV Boys’ Lacrosse Coach, New Milford High School effective March 18, 2023.</p>	<p>2022-2023 Stipend: \$3151</p>
<p>18. Mr. Steven Monteiro, Volunteer Boys’ Lacrosse Coach, New Milford High School effective March 18, 2023.</p>	<p>Volunteer</p>
<p>19. Ms. Morgan Moore, JV Girls’ Lacrosse Coach, New Milford High School effective March 18, 2023.</p>	<p>2022-2023 Stipend: \$3151</p>
<p>20. Mr. Sean Murray, Weight Room Supervisor, New Milford High School effective March 20, 2023.</p>	<p>2022-2023 Stipend: \$5042</p>
<p>21. Mr. Chris O’Loughlin, Freshman Boys’ Baseball Coach, New Milford High School effective March 11, 2023.</p>	<p>2022-2023 Stipend: \$2473</p>
<p>22. Mr. Rory Perry, Varsity Boys’ Tennis Coach, New Milford High School effective March 18, 2023.</p>	<p>2022-2023 Stipend: \$3158</p>
<p>23. Mr. Bryan Shanks, Volunteer Girls’ Softball Coach, New Milford High School effective March 11, 2023, pending receipt of coaching permit.</p>	<p>Volunteer</p>

24. Ms. Kayleen Soper , Freshman Girls' Lacrosse Coach, New Milford High School effective March 18, 2023.	2022-2023 Stipend: \$2420
25. Mrs. Kathryn Tong , Varsity Girls' Softball Coach, New Milford High School effective March 11, 2023.	2022-2023 Stipend: \$4942
26. Ms. Peou Pisey Ung , Varsity Girls' Tennis Coach, New Milford High School effective March 18, 2023, pending receipt of coaching permit.	2022-2023 Stipend: \$3158
27. Mr. Giles Vaughan , Boys' and Girls' Unified Track and Field, New Milford High School effective April 5, 2023.	2022-2023 Stipend: \$992
28. Mr. Matt Wall , Interscholastic Boys' Track and Field Coach, Schaghticoke Middle School effective April 1, 2023.	2022-2023 Stipend: \$1985
29. Mr. David Warren , Volunteer Boys' Lacrosse Coach, New Milford High School effective March 18, 2023.	Volunteer

14. LEAVES OF ABSENCE

- 1. None**

New Milford Enrollment Matrix By School

Date: 03/02/2023

NES	Actual 6/1/22	Proj 22-23	Actual 3/2/23	Proj Variance
PK	67	53	54	1
K	138	145	139	-6
1	125	127	136	9
2	137	123	128	5
Totals	467	448	457	9

HPS	Actual 6/1/22	Proj 22-23	Actual 3/2/23	Proj Variance
PK	57	64	44	-20
K	112	126	116	-10
1	105	111	123	12
2	104	101	105	4
Totals	378	402	388	-14

Actual 6/1/22	Tot Proj 22-23	Actual 3/2/23	Proj Variance
124	117	98	-19
250	271	255	-16
230	238	259	21
241	224	233	9
845	850	845	-5

SNIS	Actual 6/1/22	Proj 22-23	Actual 3/2/23	Proj Variance
3	247	224	257	33
4	238	242	259	17
5	279	236	247	11
Totals	764	702	763	61

SMS	Actual 6/1/22	Proj 22-23	Actual 3/2/23	Proj Variance
6	249	285	284	-1
7	285	253	254	1
8	280	279	288	9
Totals	814	817	826	9

NMHS	Actual 6/1/22	Proj 22-23	Actual 3/2/23	Proj Variance
9	365	292	300	8
10	312	358	336	-22
11	330	325	306	-19
12	293	342	300	-42
Totals	1300	1317	1242	-75

PK-2	Actual 6/1/22	Actual 10/1/22	Proj 22-23	Actual 3/1/23	Proj Variance	Actual Variance
PK-2	845	835	850	845	-5	0
SNIS	764	757	702	763	61	-1
SMS	814	815	817	826	9	12
NMHS	1300	1253	1317	1242	-75	-58
Totals	3723	3660	3686	3676	-10	-47

LHTC total = 17

A	B	C	D	E	F	G	H	I
School	Grade/Dept.	Trip Date	Day(s) of the Week	# of Students	# of Adults	Destination	Subs	Student Cost
1 NMHHS	9-12	3/4/2023	Saturday	9	2	Trumbull HS (Winter Guard) School Bus	0	\$0.00
2 NMHHS	10-12	3/4/23	Saturday	8	2	Horace Greeley HS (Team Waramaug)	0	\$0.00
3 SMS	6-8	3/10/23	Friday	16	1	Simsbury HS (Music Festival SMS) School Bus	0	\$0.00
4 NMHHS	9-12	3/11/2023	Saturday	9	2	Bunnell HS (Winter Guard Comp) School Bus	0	\$0.00
5 SMS	6-8	3/11/23	Saturday	16	1	Simsbury HS (Music Festival SMS) School Bus	0	\$0.00
6 SNIS	3	3/13/23	Monday	23	2	Sullivan Farn (school bus)	2	0.00 (PTO Grant)
7 SNIS	3	3/14/23	Tuesday	23	2	Sullivan Farn (school bus)	2	0.00 (PTO Grant)
8 SNIS	3	3/15/23	Wednesday	23	2	Sullivan Farn (school bus)	2	0.00 (PTO Grant)
9 NMHHS	10-12	3/15/23	Wednesday	13	2	Naugatuck Valley Comm. College (FBLA) Coach Bus	2	\$30.00
10 SNIS	3	3/17/23	Friday	23	2	Sullivan Farn (school bus)	2	0.00 (PTO Grant)
11 NMHHS	9-12	3/18/23	Saturday	30	3	Monroe Township HS (Winter Percussion) Coach bus	0	\$0.00
12 NMHHS	9-12	3/25/2023	Saturday	30	3	Norwalk HS (Winter Percussion) School Bus	0	\$0.00
13 NMHHS	12	3/30/23	Thursday	50	3	Basketball Hall of Fame (sports lit) Coach bus	3	\$30.00
14 NMHHS	9-12	3/30-4/1/23	Thurs/Fri	10	1	CMEA Festival Auditions (school bus)	1	\$375.00
15 NMHHS	9-12	4/1/23	Saturday	30	3	Bunnell HS (Winter Percussion) School Bus	0	\$0.00
16 NMHHS	9-12	4/1/23	Saturday	9	2	Bunnell HS (Winter Guard Comp) School Bus	0	\$0.00
17 NMHHS	9-12	4/15/23	Saturday	30	3	Westhill HS (Winter Percussion) School Bus	0	\$0.00
18 NMHHS	9-12	4/19-4/23/23	Wed-Sun	30	5	WGI World Championships (Winter Percussion) Coach Bus	0	\$250.00
19 NMHHS	10-12	4/22/23	Saturday	8	2	Horace Greeley HS (Team Waramaug)	0	\$0.00
20 NES	K	5/19/23	Friday	137	16	Bank St. Theater School Bus	0	0.00 (PTO Grant)
21 NMHHS	12	6/1/23	Thursday	120	6	Lake Compoince	6	\$70.00



Office of Fiscal Services & Operations
50 East Street
New Milford, Connecticut 06776

4-C
Operations Sub-Committee
March 2023

TO: Dr. Janet Parlato, Superintendent
FROM: Anthony J. Giovannone, Director of Fiscal Services and Operations
Date: March 6, 2023
RE: Competitive Bid Waiver - Security Enhancements

Taken from Policy 3300(b) located here:
<https://content.schoolinsites.com/api/documents/1f741aba1ece4c5088779e3da59b599c.pdf>

8. When, in an emergency, sufficient time shall be unavailable for the solicitation of competitive bids for a particular purchase, the Superintendent may elect to waive the competitive bidding requirements set forth in this policy. All competitive bid waivers shall be reported to the Board of Education within one month of their occurrence.

The district, through your authority outlined above, plans to engage with Omni Data for a service agreement to include both goods and services with an amount to not exceed \$225,000 moving forward **without** posting a formal request for proposal/bid.

This \$225,000 has already been requested, approved and allocated as part of the current year of the 5 Year Capital Plan to address upgrading security camera across the district.

The work will begin at SMS to enhance both the clarity of existing camera's as well as providing coverage to additional areas. This first phase of the work is listed for approval on the Purchase Resolution presented this month.

Sincerely,
Anthony J. Giovannone
Director of Fiscal Services and Operations

MARCH 2023 FUNDRAISING REPORT

DEPT	EVENT	FUNDS USE
<u>NMHS</u>		
Music Department	Butterbraid Sale	Spring trip to Hershey, PA
German Honor Society	Chess Tournament	Raise money for Scholarships
Math Honor Society	PI Day Games	Scholarship Fund for MHS
National Honor Society	Flowers for All School Musical	Fund NHS Scholarships
PTO	Sell Snacks at Spring Dance	Grants, fieldtrips, staff appreciation
Class of 2024	All Aboard Sales Percentage	Offset cost of prom
Asia Club	Selling Strawberries During Lunch	Fund club activities
DECA	Double Good Popcorn Sales	Offset cost of DECA Nationals Trip
Boys Lacrosse	Snap Raise Online Donations	Offset cost of team apparel
<u>SMS</u>		
PTO	Danbury Hat Tricks Game	Provide academic/social experiences
<u>SNIS</u>		
PTO	Summer Camp Expo	Scholarship for NMHS Senior
<u>DISTRICT PTO</u>		
NM PTO	NY Yankee Tickets	Scholarship for NMHS Senior
NM PTO	Clothing Drive Fundraiser	Scholarship for NMHS Senior

RETIRED TEACHERS/STAFF:

Certified Staff

Mrs. Gloria Capone, Music Teacher, Sarah Noble Intermediate School effective June 30, 2023.

Mrs. Floretta (Jean) Ficke, Special Education Teacher, Schaghticoke Middle School effective June 30, 2023.

Ms. Angela Herdter, English Teacher, Schaghticoke Middle School effective June 30, 2023.

Ms. Jennifer Morrison, Technology Integration Specialist, Schaghticoke Middle School/New Milford High School effective June 30, 2023.

Mrs. Janice Perrone, Business Teacher, New Milford High School effective June 30, 2023.

Mrs. Keli Solomon, Social Studies Teacher, Schaghticoke Middle School effective June 30, 2023.

Non-Certified Staff

Mrs. Tammy Bass, Paraeducator, Schaghticoke Middle School effective June 30, 2023.

**Ms. Demetra Cote, General Worker for Food Services, Schaghticoke Middle School effective March 13, 2023.

Mrs. Elaine Donahue, Adult Education Secretary, New Milford High School effective June 15, 2023.

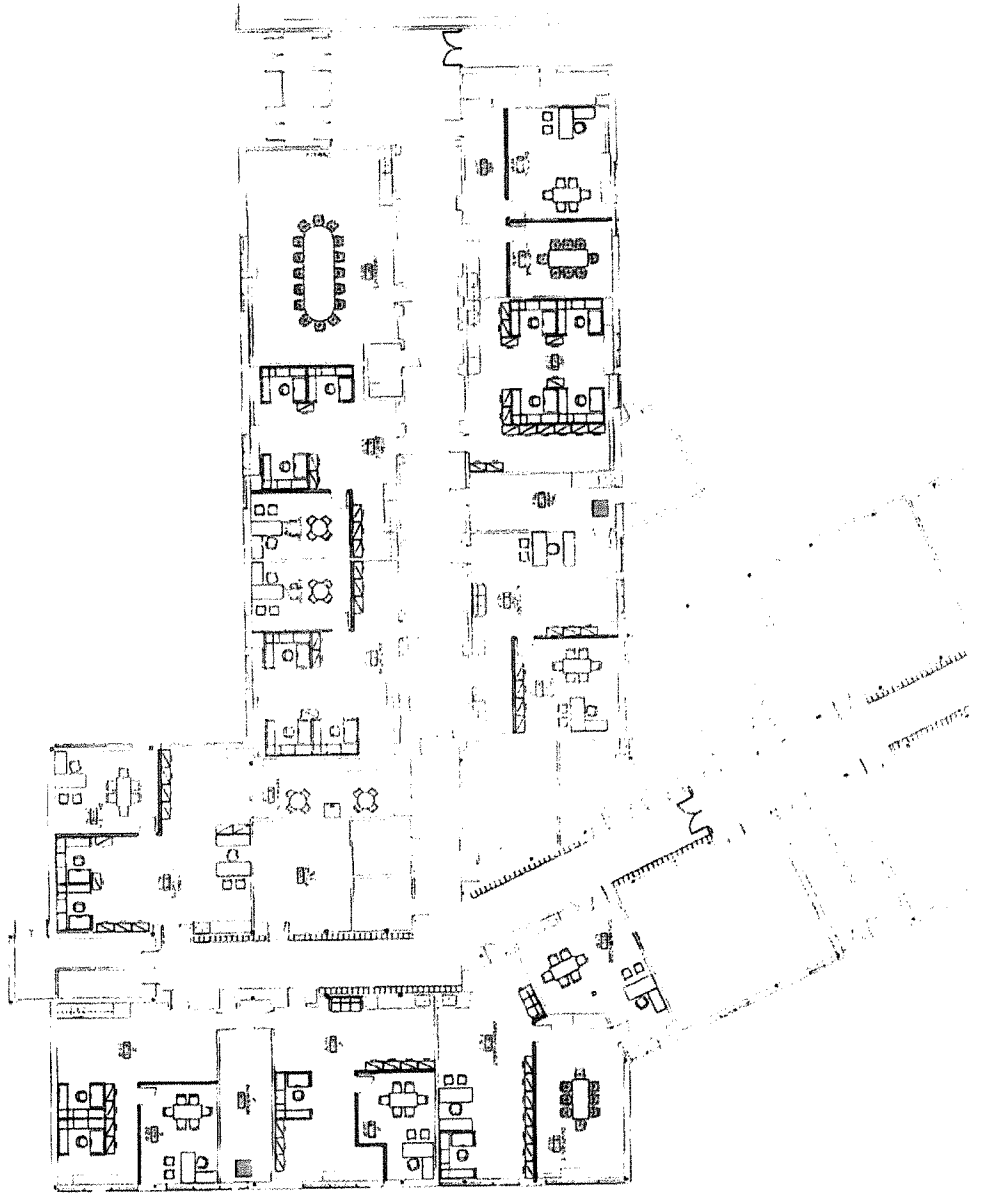
Mr. John Green, Custodian, Hill and Plain School effective June 30, 2023.

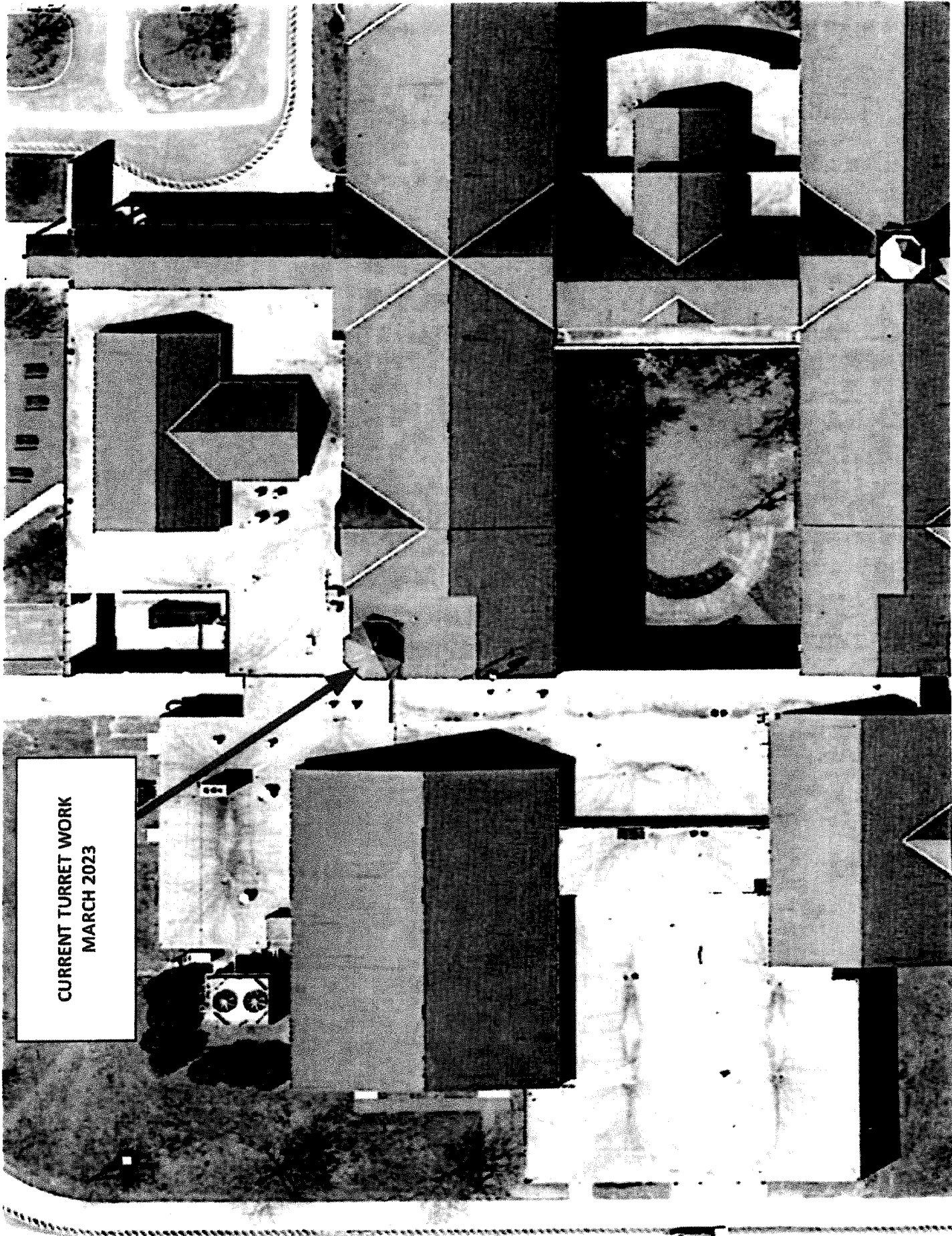
PETIT JURISDICTION
BOE OFFICES RELOCATION TO SARAH NOBLE 1/S
30 EAST STREET
NEW HAVEN, CONNECTICUT

SILVER PETRUCCELLI & ASSOCIATES
THE WASHINGTON ARCHITECTURAL FIRM
111 STATE STREET, NEW HAVEN, CT 06511
203 229 8000

PETIT JURISDICTION
BOE OFFICES RELOCATION TO SARAH NOBLE 1/S

SD01





CURRENT TURRET WORK
MARCH 2023

NMPS



Friedrich
STEM & TAG
Science | Technology | Engineering | Math
Talented and Gifted

**CYNTHIA BONNELL AND
DANIEL DELIA**

March 6, 2023



STEM Purpose Statement

NMPS provides exemplary STEM (Science, Technology, Engineering, Math) education to kindergarten through fifth grade students. **The**

STEM program uses a push-in model that promotes curiosity, critical thinking, communication, creativity, and innovation. As a result, students gain a solid foundation and preparation for success in middle and high school. Ultimately, all NMPS students will possess the skills needed for college and career readiness in the 21st century.

STEM IN NUMBERS - A WALK IN MY SHOES

3

schools

6

Grades

73

Classrooms

1500+

Students

8 lessons per year

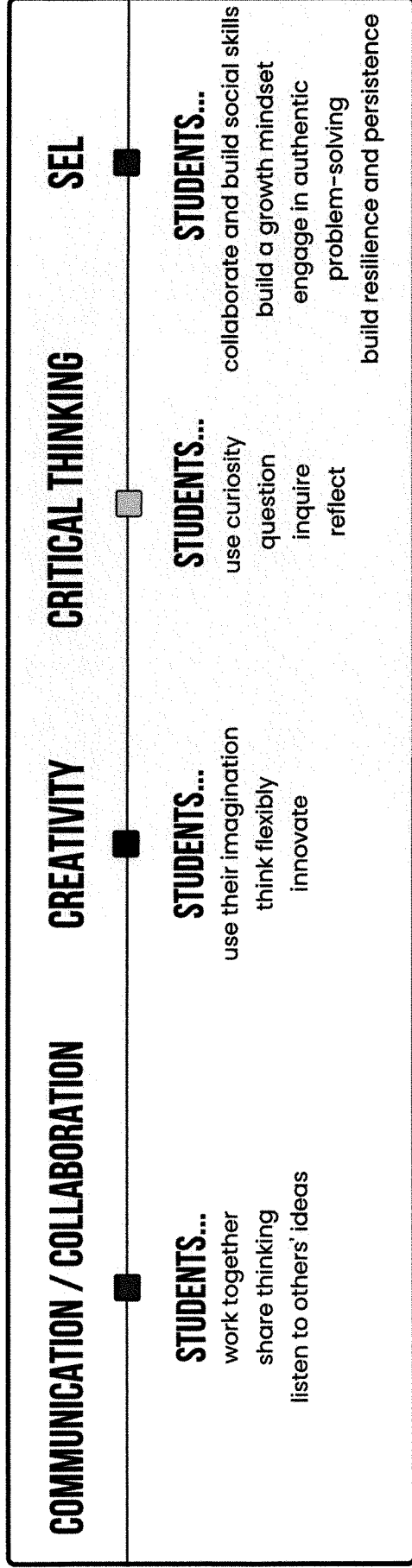


I heard this quote: "You can teach a student a lesson for a day, but if you teach him to learn by creating curiosity, he will continue the learning process as long as he lives." - Clay P.

Bedford, President of Kaiser Aerospace & Electronics

Our students in New Milford have a new opportunity to wonder and explore the world around them thanks to our new STEM program. Just recently Mrs. Bonnell brought in pillbugs and our students observed them closely to see how they move and interact with their environment. From there our students created pill-bots - prototypes of a robot that expands and rolls like the pillbug. On the way to buses one afternoon a 1st grader had a contraption in her hands and said "Look at my pillbug. I created it with recycled materials from home!" -Gwen Gallagher, NES Principal

STEM HABITS OF MIND



"The STEM for all" program has been great for the school. Mrs. Bonnelli has created fun and engaging lessons that our students love. The hands-on aspect of the activities allows for a high level of engagement and learning". -Eric Williams, HPS Principal

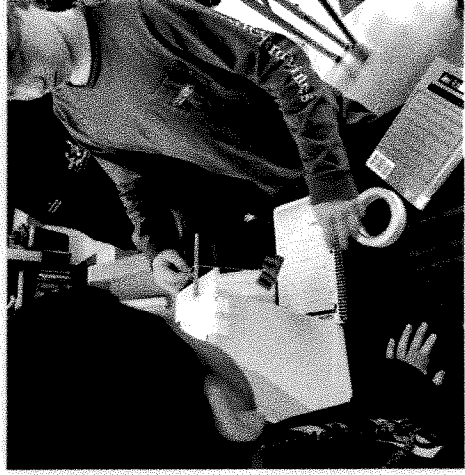
"STEM for all has been a tremendous success for our students. Our students are enthusiastic, engaged, and passionate about learning and projects. This continues to blossom even after the fact as the students are excited to write about and speak of their work and are full of happy anticipation for their next opportunity with

Mrs. Bonnelli! -Anne Bilko, SNIS Principal

WHAT DOES STEM LOOK LIKE 3-5?



**GRADE 3 RECYCLED MATERIALS
ARCADE**

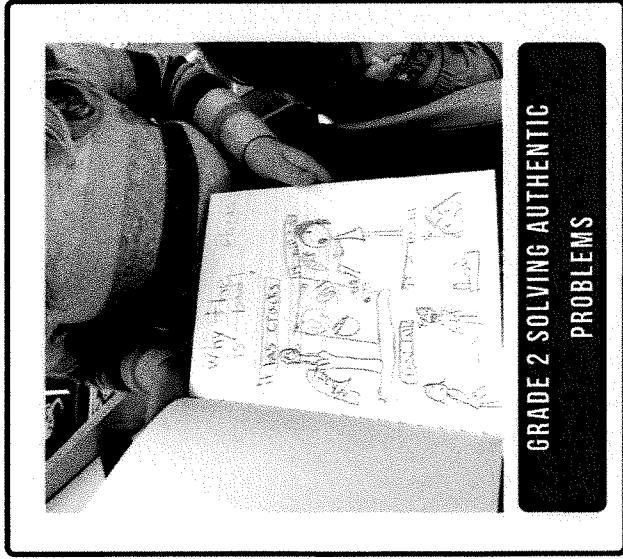


GRADE 4 RUBE GOLDBERG MACHINES

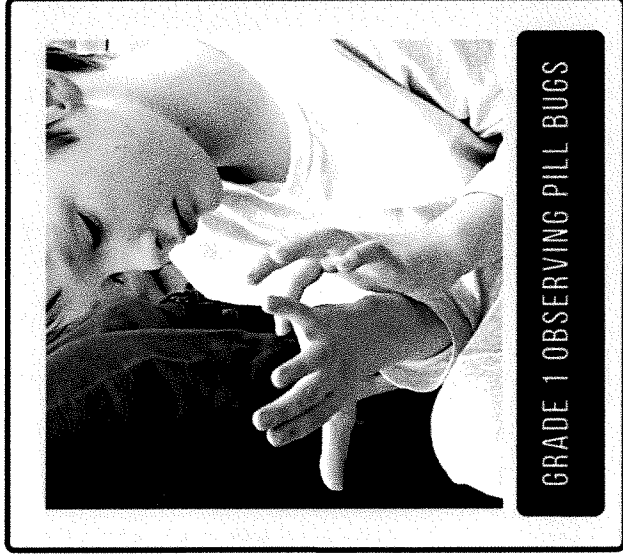


GRADE 5 BIOMIMICRY

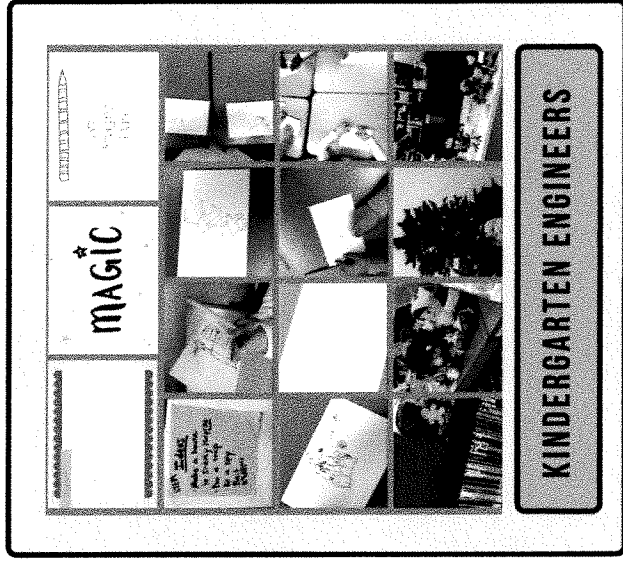
WHAT DOES STEM LOOK LIKE K-2?



GRADE 2 SOLVING AUTHENTIC PROBLEMS



GRADE 1 OBSERVING PILL BUGS

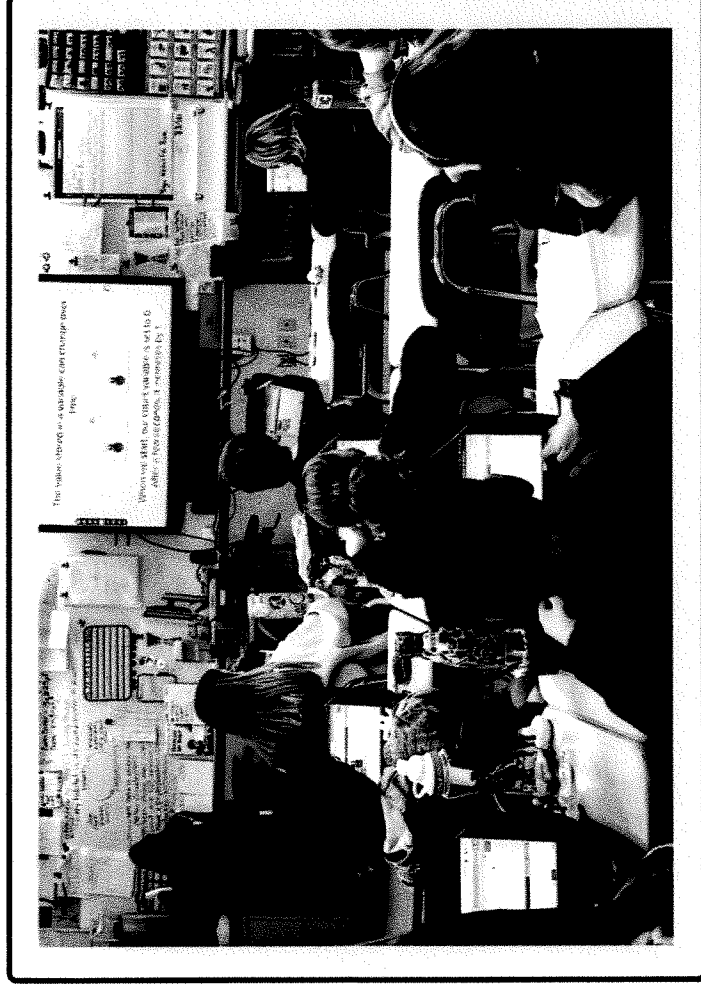


KINDERGARTEN ENGINEERS

CODING

In addition to the STEM lessons, grade 5 students are learning how to code. Coding supports critical thinking, problem-solving, creativity, and building self-confidence. Furthermore, coding teaches perseverance and attention to detail. Students can access the Computer Science Google Classroom to continue coding at home.

In the Spring, Grades 1-4 will participate in an hour of code and continue access to coding through a Google Classroom.



VEX ROBOTICS CLUB

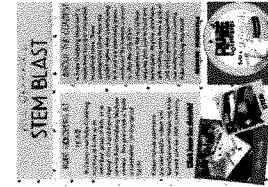
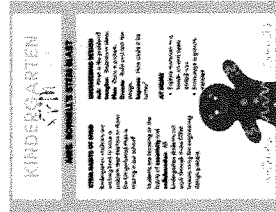
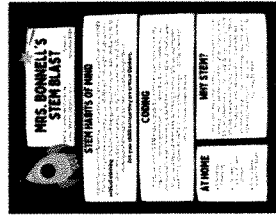
VEX Robotics Club provides opportunities for students to work together to create. Students collaborate on decisions about programming their creations to achieve specific goals. VEX allows students to participate in "hands-on, minds-on STEM learning."



Community CONNECTION

Information | Involvement | Innovation

NEWSLETTERS



ARCADE DAY / SHARK TANK



SOCIAL MEDIA



TALK OF THE TOWN



"Every unique learner in my classroom cheers when they hear we're having a STEM lesson from Mrs. Bonnell that day. Her inquiry lessons elicit a higher degree of engagement than any other required academic task.

Every kid remains focused and attentive - my struggling readers, high fliers, and squirmers. As Cindy and I listen to students' turn-and-talk conversations, we are pleasantly surprised by the ideas formed as kids build on each others' thoughts and suggestions. Their connections between what they're doing that day in our classroom and the world outside are often beyond our expectations. My budding scientists and engineers value their time engaged in hands-on activities building models and prototypes. Thanks! STEM for all is a beautiful addition to our programming." -Connie Williams, Grade 2 Teacher

Purpose Statement

TALENTED & GIFTED ENRICHMENT

The New Milford Talented and Gifted Enrichment Program provides support and enrichment experiences for students identified as talented and/or gifted in grades three through eight. The program also provides Enrichment-For-All experiences to the New Milford school community during school, and after-school activities focused on higher-order thinking and problem-solving skills.

Thank you!





TAG PROGRAM HIGHLIGHTS



**Identification
Process**

**Identified
Students**

Curriculum

IDENTIFICATION PROCESS

Step 1

Grade 3 Screening
Referral and Testing

Step 2

Data Collection

Step 3

Identification Meeting

Identification
& Service

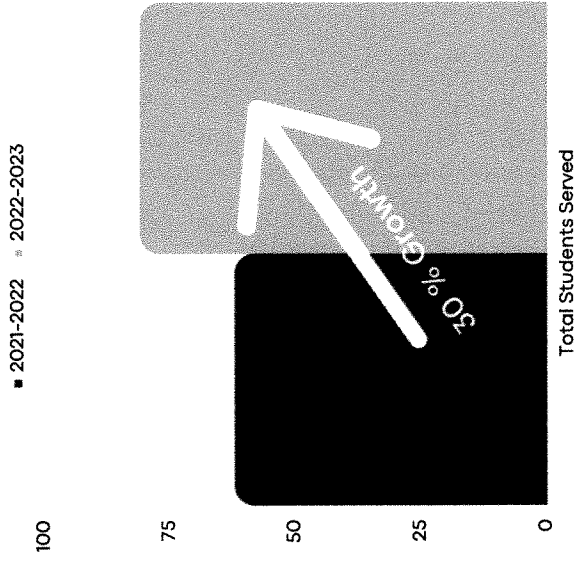
**Parent
Communication**

CogAT[®]
Cognitive Abilities Test[™]

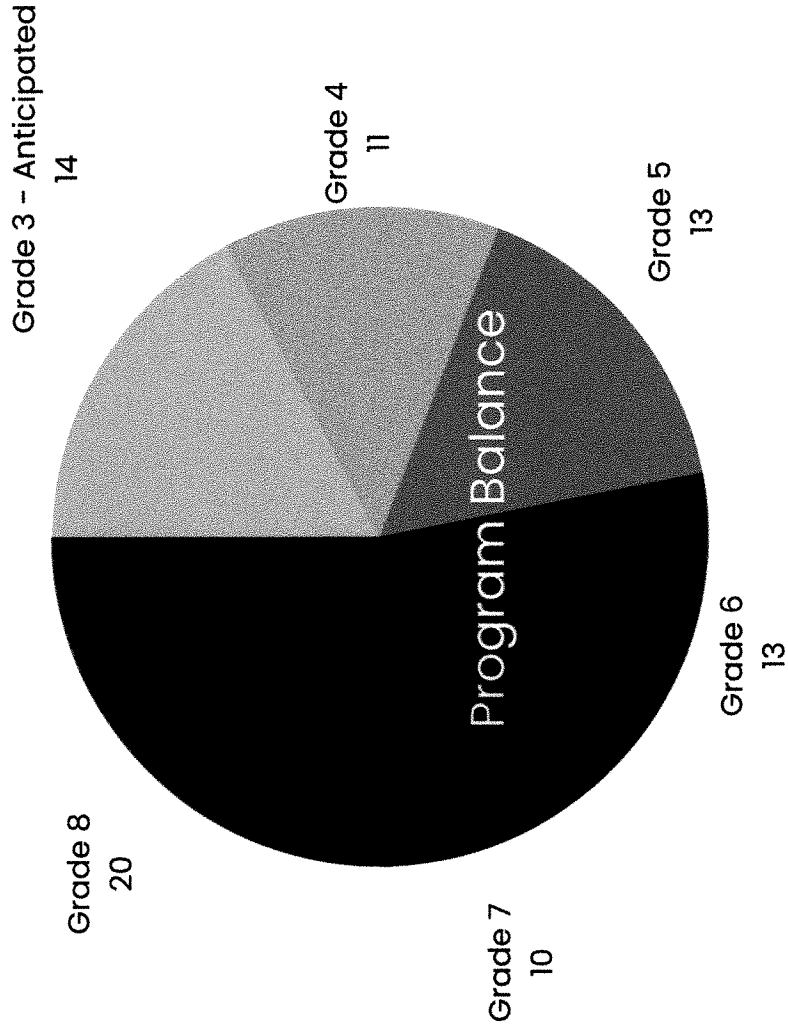
OISAT[®]
Otis-Lennon School Ability Test



TAG STUDENTS SERVED



Currently, the TAG program services 81 students from Grades 3-8

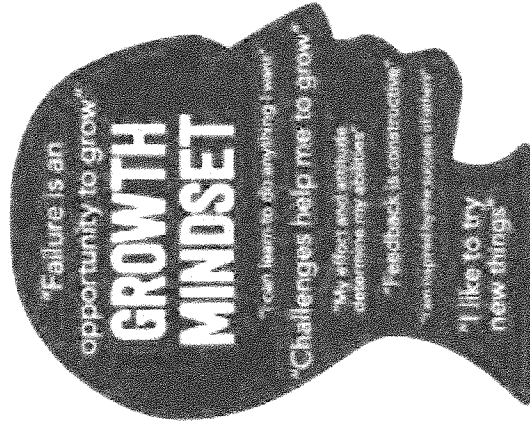


TAG CURRICULUM

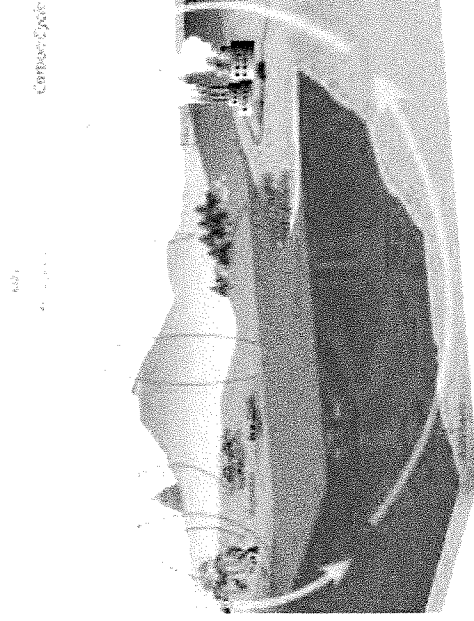
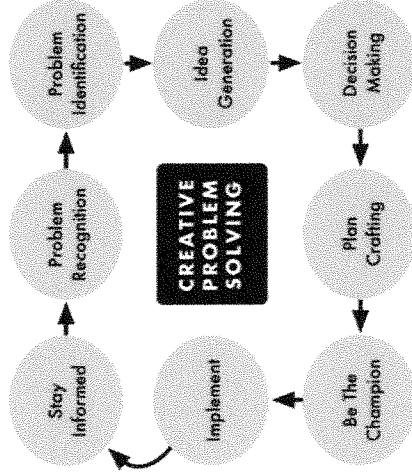
CREATIVITY



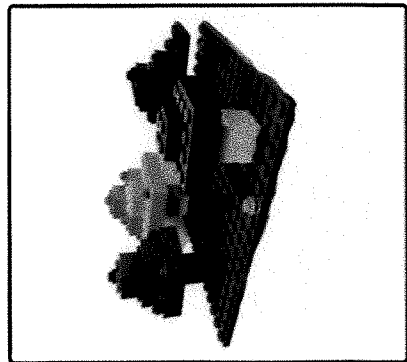
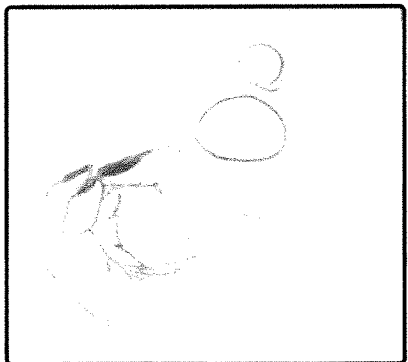
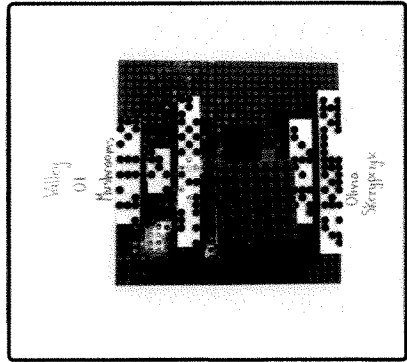
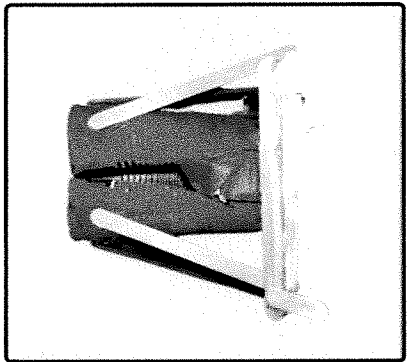
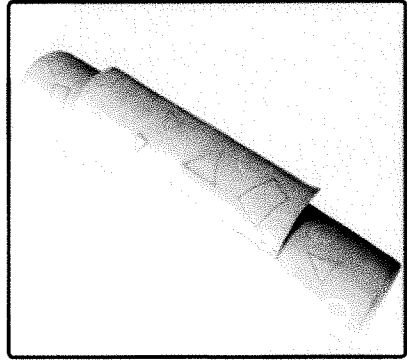
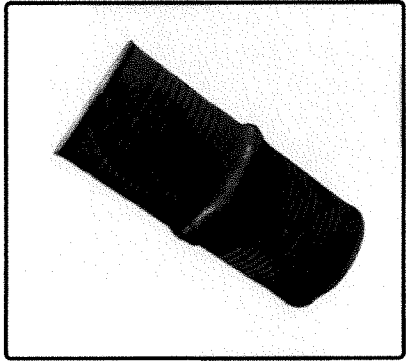
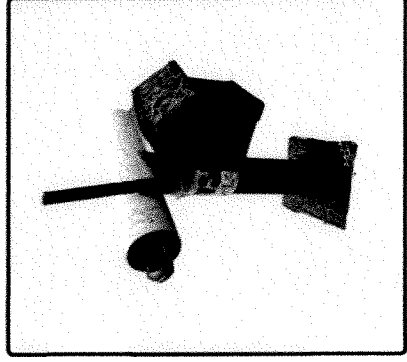
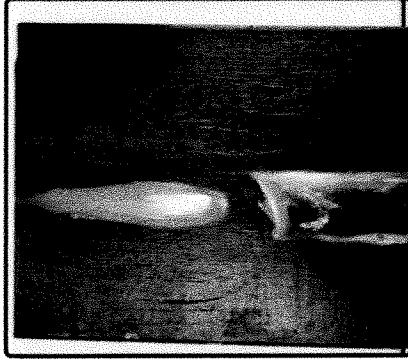
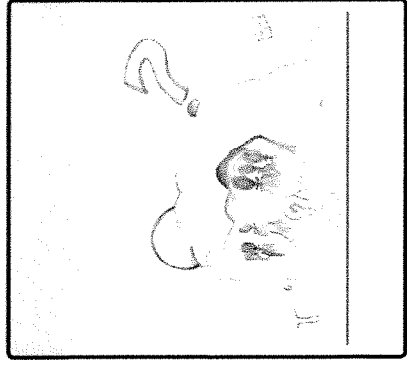
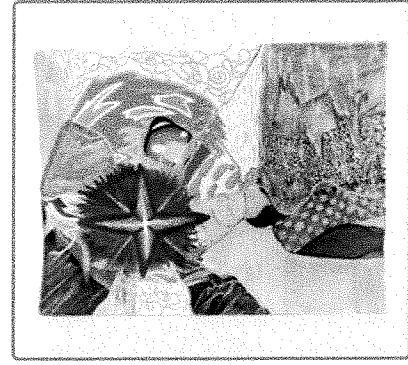
COLLABORATION



PERSISTENCE



A LOOK AT TAG



Enrichment
FOR ALL

MONDAY MIND BENDERS



"You really think about the clues. It is like reading and a puzzle in one." Evie
- Grade 3

"I think I'm getting the hang of this!" Grade 4

"Crypto Mind Benders are kinda hard" - Isabella -
Grade 5

"I love seeing my students persevere through the crypto mind benders. They work together and enjoy them!" -
Mrs. Holub Grade 5

"It's interesting because it's like a puzzle" Michael - Grade 3

"I like it because it makes my students think differently about scenarios." - Mrs. Lawlor
- Grade 3



700+ students participate in weekly mind challenges that promote reasoning, logical thinking, and persistence.

CHESS

- EXERCISES BOTH SIDES OF THE BRAIN
- INCREASES CREATIVITY
- IMPROVES MEMORY
- INCREASES PROBLEM-SOLVING SKILLS
- IMPROVES CONCENTRATION
- GROWS DENDRITES
- TEACHES PLANNING AND FORESIGHT
- BUILDS FRIENDSHIPS
- TEACHES STUDENTS ABOUT CONSEQUENCES
- BUILD COMMUNITY
- WINNING AND LOSING



CHESS FOR ALL

December - January

1189 games played



CHESS CLUB

ENRICHMENT EXPERIENCES

2,215

UNIQUE EXPERIENCES

19,072

TOTAL EXPERIENCES

Monday Mind

Benders

Math Olympiad

Planetarium

Chess

Poetry

Stock Market

Game

Eli Whitney

Experience

Robotics

Mock Trial

THANK YOU FOR YOUR TIME!

