

## **SAFE SCHOOL CLIMATE PLAN**

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 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 Board of Education.
- 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 the repeated use by one or more students of a written, oral, or electronic communication, such as cyberbullying, directed at or referring to another

student attending school in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

1. causes physical or emotional harm to such student or damage to such student's property;
  2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
  3. creates a hostile environment at school for such student;
  4. infringes on the rights of such student at school; or
  5. substantially disrupts the education process or the orderly operation of a school.
- B. Bullying shall include, but not be limited to, a written, verbal 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. **"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;
- D. **"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;
- E. **"Outside of the school setting"** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;
- F. **"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, harassment and intimidation and establishing appropriate consequences for

those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.

- G. **"School climate"** means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.
- H. **"School employee"** means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.
- I. **"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 of Education.
- J. **"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;
4. meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying 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 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 at least one parent/guardian of a student enrolled in the school, as appointed 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, if applicable, 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 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 of Education 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), 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 his/her 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 witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report; 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 hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken 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 also 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 invitation 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 his/her 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 his/her 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 classifications (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 written prior 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 his/her 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 alternative 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:

- i. 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.

- ii. 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.

iii. Interventions for bullied students and victims of teen dating violence

The building principal (or other responsible program administrator) or his/her 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.

iv. 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 action 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/Sexual harassment 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; and
- 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 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 in 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.
  - 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**

### **Richard D. Hubbard Elementary School – Safe School Climate Plan 2017-2018** *Al Souza, Kara Watson, & Elizabeth Atwood - School Climate and Security Specialists*

Hubbard School maintains a School Climate and Security Committee including regular education and special education teachers, administrators, support staff, parents, and a Berlin police officer. The core membership of the committee is comprised of the school’s original interdisciplinary team and continues to meet on an ongoing basis throughout the year. Mr. Al Souza, Principal, Mrs. Kara Watson, Assistant Principal, and Ms. Elizabeth Atwood, School Psychologist are serving in the capacity of School Climate and Security Specialists. Our school climate plan continues to be reviewed and revised each year. When framed within the national school climate standards, Hubbard School has established and continues to develop numerous strategies and practices that promote, establish, and maintain a safe learning climate.

Standard 1: Shared Mission, Values and Goals – Hubbard is maintaining practices regarding shared mission, shared vision and shared values, while taking strides to further instill shared goals and priorities. All school staff has been trained in school connectedness, bullying legislation, and reporting measures. Our defined mission statement is clearly and consistently communicated. Faculty and family handbooks include elements linked to school climate (ex. character development, Habits of Mind, code of conduct). Class, grade level and school activities promote a responsive philosophy defined by “Hubbard Husky Pride”, incorporating Habits of Mind and the character traits of Honesty, Respect, Responsibility, Persisting, Listening with Understanding and Empathy, Thinking Interdependently, Creating, Imagining and Innovating, Managing Impulsivity Citizenship, and Sportsmanship.

Standard 2: Shared School Policies - The school is maintaining efforts to ensure shared school policies that promote the development of skills, knowledge and engagement, while addressing barriers to learning. Adopted school and board policies, along with an ongoing curriculum revision cycle promote this development. Hubbard has consistently addressed bullying consistent with the steps identified in P.A. 11-232.

Standard 3: School Practices – Hubbard is maintaining school practices that address barriers to learning, develop and sustain infrastructure and capacity and enhance teaching and learning. There is continued focus on practices that promote positive youth development. A range of practices including responsive classroom, character

education, Habits of Mind, and responsive implementation of our code of conduct promote positive development. In addition, there is an after- school enrichment program, DARE, Noontime Sports, instrumental music, community service projects, and cultural/enrichment programs. Staff participation on TEAM, Instructional Rounds, vertical teams, and ongoing professional development enhances teaching and learning. Grade level, IDT, and SRBI practices address barriers to learning, while systematic meetings of the PTO, School Climate and Security Committee, grade levels, IDT, and SRBI serve to support the process as well.

Standard 4: Safe Environment – The school continues to provide a physically, emotionally and intellectually safe, healthy and welcoming environment. Hubbard’s efforts include the training of staff on Responsive Classroom, Habits of Mind, and trauma, completion of a safety audit, grant funding for increased security measures, a current school and district security plan, updated crisis response procedures, prominent display of our mission statement and student work throughout the school, student acknowledgement, open house events, newsletters, monthly reports, SchoolMessenger system, school website, as well as various classroom, grade, and school communications and activities.

Standard 5: Social Justice – Hubbard has a continued focus on engaging in practices that promote social and civic responsibilities and a sense of social justice. The school has organized various experiences at the grade and building level (projects, drives, field trips). Class, grade, school and district programs/ activities provide cultural and diversity experiences (e.g. School Community Picnic). Hubbard school families are partners in applicable educational decision-making that affects their children. The education and well being of students represents a shared commitment and responsibility of all stakeholders.

Hubbard seeks to maintain practices ensuring a clear understanding that school climate improvement is a process integral to wider school improvement, that all stakeholders’ interests are represented in our school climate improvement efforts and that there is a shared understanding about progress monitoring being inherent in the school climate improvement process.

**Safe School Climate Plan Template  
2017 – 2018**

**District: Berlin**

**School: Hubbard**

<b>National School Climate Standard</b>	<b>Current School Status (informed by data***) To What Extent is This Evident?</b>	<b>Areas Identified as Needing Improvement</b>	<b>Identified Strategies to Realize Improvement</b>	<b>Measurement and Documentation Options for Determining Improvement</b>	<b>Time Line for Reaching Improvement Goals</b>
<p><b>Standard 1: Shared Mission</b> Is it evident that all members of the school community are committed to physical, emotional and intellectual safety of the learners?</p>	<p><b>MAINTENANCE</b> Hubbard school continues to address and evaluate school climate. All staff members have been trained in school connectedness as well as the policies for reporting mean behavior to building administration. Our mission statement has been defined, articulated, and communicated to stakeholders.</p>	<p>All staff must review the link between the state law, our safe school climate committee and the practices that are in place.</p>	<p>Continue work as a school climate team made up of teachers, administrators, law enforcement representative, and at least one parent/guardian. This group will be open to all staff and faculty. This group will:</p> <ol style="list-style-type: none"> <li>1. Work to identify areas of strength and areas of focus in school climate.</li> <li>2. Confirm/develop and implement school-wide strategies to support and maintain positive school culture.</li> <li>3. Provide feedback to the building administration regarding school climate.</li> </ol>	<p>State provided climate surveys administered each spring.</p>	<p>2017 – 2018 school year</p>
<p><b>Standard 1: Shared Vision</b> Do participants share a vision of what a positive school climate looks, feels and sounds like?</p>	<p><b>MAINTENANCE</b> Hubbard School has a defined mission statement, which has been communicated to stakeholders. Faculty and family handbooks communicate elements linked to school climate (Ex. character development, Habits of Mind, code of conduct).</p>	<p>All new staff would benefit from confirmation of what the vision looks, sounds, and feels like.</p>	<p>The Hubbard School Climate and Security Committee will continue to communicate and reinforce what the vision looks, sounds and feels like.</p> <p>The elements of “Husky Pride” will continue to be communicated and fostered across the school community.</p> <p>Students at each</p>	<p>State provided climate surveys administered</p>	<p>2017 – 2018 school year (ongoing)</p>

	Class, grade, and building activities acknowledge the “Hubbard Husky Pride” character traits of Honesty, Respect, Responsibility, Persisting, Listening with Understanding and Empathy, Thinking Interdependently, Creating, Imagining and Innovating, Managing Impulsivity, Citizenship, and Sportsmanship.		grade level will continue to be recognized monthly for going above and beyond in demonstrating their Husky Pride.		
<b>Standard 1: Shared Values</b> What are the shared values?	<p><b>MAINTENANCE</b></p> <p>Hubbard School has a defined mission statement, which has been communicated to stakeholders. Faculty and family handbooks communicate elements linked to school climate (Ex. character development, Habits of Mind, code of conduct).</p> <p>Class, grade, and building activities acknowledge the “Hubbard Husky Pride” character traits of Honesty, Respect, Responsibility, Persisting, Listening with Understanding and Empathy, Thinking Interdependently, Creating, Imagining and Innovating, Managing Impulsivity</p>	<p>Reinforce the definition and communication of expectations and elements linked to a positive school climate to all stakeholders.</p> <p>Educate all new staff members about the abovementioned areas.</p>	<p>With the Hubbard staff, administration will:</p> <ol style="list-style-type: none"> <li>1. Continue to provide consistent communication of school values and expectations to all stakeholders.</li> <li>2. Continue to communicate expectations and elements linked to a positive school climate to all stakeholders.</li> </ol>	State provided climate surveys	2017 – 2018 school year (ongoing)

	Citizenship, and Sportsmanship.				
<b>Standard 1: Shared Goals</b> What are the shared priorities?	<b>EMERGENT</b> Hubbard School continues to update our Safe School Climate Plan as to the relevant school priorities and action steps concerning school climate.	The school climate plan will need to be clearly communicated to all stakeholders.	The school climate plan, which articulates priorities, will be updated and shared with participants. The expectations and priorities will be clearly communicated to all stakeholders.	State provided climate surveys administered  Staff Feedback  School Climate Committee Feedback	2017 – 2018 school year (ongoing)

<p><b>Standard 2: Shared School Policies</b> Are there policies that promote the development of skills, knowledge and engagement?</p>	<p><b>MAINTENANCE</b> The Berlin Board of Education and Hubbard School have adopted and communicated a wide range of policies. The ongoing development and refinement of district curriculum supports continuous academic improvement.</p> <p>Hubbard School participates in Instructional Rounds and has grade level, IDT and SRBI teams to promote and sustain social, emotional, ethical, civic, and intellectual development, as well as, school connectedness.</p>	<p>Indoctrinating new staff to the building about teams and support structures for students regarding social, emotional, ethical, civic, and intellectual development, as well as, school connectedness.</p>	<p>Building administration will conduct a yearly review of the family and staff handbook and make changes in accordance with changes in district and state policies.</p> <p>Building administration will conduct annual professional development to communicate new policy changes and clarify existing ones.</p> <p>As curriculum development and the Instructional Rounds process continues, we will consistently adapt as needed through professional development, common planning time, and the work of the district vertical teams.</p>	<p>Staff Feedback</p> <p>Parent Feedback</p> <p>Materials collected and created from Instructional Rounds</p> <p>Revised curriculum documents and online resources, including ATLAS curriculum maps</p> <p>Comprehensive Teacher Evaluation and Support Plan</p> <p>Documentation of professional development opportunities</p>	<p>Curriculum development is an on-going process</p> <p>Teacher Evaluation documentation as completed (annual)</p> <p>Ongoing policy revisions based upon changes from the state and local Board of Education</p>
<p><b>Standard 2: Shared School Policies</b> Are there policies in place to address barriers to learning?</p>	<p><b>MAINTENANCE</b> Building administration, special education teachers, instructional specialists and classroom teachers have the opportunity to meet weekly during IDT, SRBI and grade level meetings in order to create plans to effectively meet students' academic and social needs. The teams will systematically review plans in</p>	<p>Indoctrinating new staff about teams and support structures for students regarding social, emotional, ethical, civic, and intellectual development, as well as Character Development and Habits of Mind. Application of newly learned teaching practices to effectively address all</p>	<p>Technology shares to encourage breadth and depth of technology-based supports for learning.</p> <p>Math Studio &amp; Workshop training to increase individualization of instruction in math.</p> <p>Administrators and teachers will continue to participate in trainings with consultants, including Heidi Hayes Jacobs and Bena Kallick, to</p>	<p>Staff feedback</p> <p>Student progress monitoring</p> <p>Instructional Rounds data</p>	<p>2017 – 2018 school year (ongoing)</p>



	order to determine progress.	students' needs.	enhance student learning experiences.		
<p><b>Policies on Dealing with P.A. 11-232 Bullying Allegations:</b> Does the Plan include the specific requirements in An Act Concerning The Strengthening of School Bullying Laws?</p>	<p><b>COMPLETED</b> Hubbard School has addressed the steps to address bullying as identified by P.A. 11-232.</p>	<p>All required steps and polices indicated by P.A. 11-232 have been completed.</p>	<p>Safe School Climate school specialists and team have been established and continue to meet regularly during each school year.</p> <p>Safe School Climate Plan was developed in 2011 and has been updated each school year.</p> <p>All bully investigation and report forms have been reevaluated and edited.</p>	<p>Feedback from staff</p> <p>Feedback from Administration</p>	<p>Ongoing policy revisions based upon changes from the state and local Board of Education</p>
<p><b>Standard 3: School Practices</b> Are there practices in place to promote positive youth development?</p>	<p><b>EMERGENT</b> Hubbard School utilizes Responsive Classroom practices, Character Education, Habits of Mind and responsive implementation of our code of conduct to promote positive youth development. In addition, Hubbard School offers after- school enrichment programs, DARE, Noontime Sports, instrumental music, and community service projects. The Hubbard</p>	<p>Ongoing social skills curriculum review to ensure developmentally appropriate and relevant support concerning students' emotional needs.</p> <p>Building staff and student capacity regarding Habits of Mind.</p>	<p>Continue to work with the school psychologist to implement one-to-one, small group, and whole class instruction on social and emotional development.</p> <p>The elements of "Husky Pride" will continue to be communicated and fostered across the school community.</p> <p>Providing professional development for staff and learning opportunities for students throughout the year to increase capacity and</p>	<p>Staff feedback</p> <p>Consult with School Psychologist</p> <p>Data from recess, school, and bus incidents</p>	<p>2017 – 2018 school year (ongoing)</p>

	School PTO also assists by providing Cultural and Enrichment presentations and Curriculum Enhancement programs to support classroom instruction.		understanding of Habits of Mind.		
<p><b>Standard 3: School Practices</b> Are there practices in place that enhance teaching and learning?</p>	<p><b>MAINTENANCE</b> Staff participation in the TEAM program, district participation in the Instructional Rounds process, ongoing professional development and increased feedback to teachers all combine to improve teaching and learning. Teachers also participate on district level vertical teams to address curriculum concerns and revisions.</p>	<p>Consistent maintenance of curriculum and teaching practices.</p> <p>Continued development and revision of a viable and clearly articulated curriculum in all subject areas.</p>	<p>Yearly professional development activities to collaboratively assess and develop the curriculum and delivery models being used in the classrooms.</p> <p>Administrators and teachers will continue to participate in trainings with consultants, including Heidi Hayes Jacobs and Bena Kallick, to enhance student learning experiences.</p>	<p>Staff feedback</p> <p>Administrative observations and teacher meetings</p> <p>Student assessment data</p> <p>Data collected from Instructional Rounds visits</p>	<p>2017 – 2018 school year (ongoing)</p>

<p><b>Standard 3: School Practices</b> Are there practices in place to address barriers to learning?</p>	<p><b>MAINTENANCE</b> Building administration, special education teachers, instructional specialists and classroom teachers have the opportunity to meet weekly during IDT, SRBI and grade level meetings in order to create plans to effectively meet students' academic and social needs. The teams will systematically review plans in order to determine progress.</p>	<p>Indoctrinating new staff about teams and support structures for students regarding social, emotional, ethical, civic, and intellectual development, as well as school connectedness.</p>	<p>Technology shares to encourage breadth and depth of technology based supports for learning.</p> <p>Math Studio / Workshop training to increase individualization of instruction in math.</p> <p>Administrators and teachers will continue to participate in trainings with consultants, including Heidi Hayes Jacobs and Bena Kallick, to enhance student learning experiences.</p>	<p>Staff feedback</p> <p>Student progress monitoring</p> <p>Instructional Rounds data</p>	<p>2017 - 2018 school year (ongoing)</p>
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<p><b>Standard 3: School Practices</b> Are there practices in place that develop and sustain Infrastructure and capacity building?</p>	<p><b>MAINTENANCE</b> Building administration and teacher representatives meet monthly with the PTO to share school information practices and events, as well as to receive feedback and answer questions. The Hubbard School Climate and Security Committee meets on a regular basis to confirm strengths, identify areas of focus, and develop relevant strategies. IDT and SRBI teams systematically review and plan for students with presenting academic and social needs. Administration meets routinely with grade level team leaders.</p>	<p>Continue to work with school staff, the PTO, and larger parent community to sustain our present infrastructure, as well as to build further capacity for students.</p>	<p>Work with PTO, UPBEAT, and other community agencies to provide multiple learning experiences that increase the capacity of Hubbard School to provide learning experiences that educate the whole child.</p> <p>Continue to develop systematic opportunities to build student capacity and gather student input/feedback (Ex. opportunities for student participation at safe school climate meetings).</p>	<p>Staff feedback PTO Feedback Student Feedback Parent Feedback</p>	<p>2017 – 2018 school year (ongoing)</p>
<p><b>Standard 4: Safe Environment</b> Is the school providing for a physically, emotionally, intellectually safe, healthy and welcoming environment?</p>	<p><b>MAINTENANCE</b> Efforts have been made to make the school welcoming, including, but not limited to: -Training of all staff on school connectedness -Prominent display of mission statement throughout school -Prominent display of student work throughout school -Consistent communication through Open House events,</p>	<p>Continue consistent application of practices in all classrooms and between all staff members that model and demonstrate a physically, emotionally, intellectually safe, healthy and welcoming environment.</p> <p>Continue to investigate avenues for funding in order to increase</p>	<p>The School Climate and Security Committee, along with Hubbard School staff, will universally promote a positive school climate for all students and staff by:</p> <ol style="list-style-type: none"> <li>1. Identifying areas of strength and areas for focus in school climate.</li> <li>2. Confirming, developing and implementing school wide strategies to</li> </ol>	<p>State provided climate surveys administered</p>	<p>2017 – 2018 school year (ongoing)</p>

	<p>PTO, school newsletters, monthly reports, SchoolMessenger system, school website and various classroom communications -Class, grade level, and school -wide events and activities. Grant funding for increased security measures and vestibule construction.</p>	<p>security measures within and around the school.</p>	<p>support and maintain a physically, emotionally and intellectually safe, healthy and welcoming environment</p> <p>3. Continuing to develop opportunities to acknowledge student success in academic and social arenas in classrooms and throughout the school (Ex. character student of the month and awards)</p> <p>4. Continuing to review and update crisis response procedures, participating in announced and unannounced safety drills, and providing feedback to staff</p>		
<p><b>Standard 5: Social Justice</b> Is the school engaging in practices that promote the social and civic responsibilities and a sense of social justice within school community?</p>	<p><b>EMERGENT</b> The Hubbard School Community continues to organize various civic and social experiences at the grade and building level (projects, drives, field trips). Class, grade, school and district programs/ activities provide cultural and diversity experiences (ex. School Community Picnic)</p>	<p>Consistency in providing all members of the school community with experiences that allow them to engage in social and civic arenas in meaningful ways.</p>	<p>The school community will continue to develop collective practices and experiences that allow school community members to engage in social and civic arenas in meaningful ways (projects, drives, field trips, programs)</p>	<p>Staff Feedback</p> <p>Parent Feedback</p> <p>Student Feedback</p> <p>Consult with ESOL Department</p>	<p>2017 - 2018 school year (ongoing)</p>

<p><b>Continuous Improvement:</b> Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school improvement?</p>	<p><b>MAINTENANCE</b> The Hubbard Staff has consistently taken an active role in supporting student development in academic, social, and emotional arenas. There is a practical understanding of how school climate impacts school function and improvement efforts.</p>	<p>The School Climate and Security Committee will continue to communicate the inclusion of school climate improvement as part of wider continuous school improvement efforts. As this connection has become more explicit and overt, staff members are developing a deeper understanding of its place in the continuous improvement process.</p>	<p>School climate data collection and subsequent development of short and long term goals/action steps through the safe school climate plan</p> <p>The School Climate and Security Committee regularly communicates school climate data and goals to staff.</p>	<p>State provided climate surveys administered</p>	<p>2017 – 2018 school year</p>
<p><b>Family/Community Partnerships:</b> Are all stakeholders' interests represented and reflected in the school climate improvement efforts?</p>	<p><b>MAINTENANCE</b> Hubbard school families are partners in applicable educational decision-making that affect their children. The education and well being of students represents a shared commitment and responsibility of all stakeholders.</p>	<p>Continue to consistently involve parent perspectives on school-wide topics and issues.</p>	<p>Hubbard staff will continue to involve parent stakeholders in decision-making.</p>	<p>Administrative Observation</p> <p>Parent Feedback / Survey</p>	<p>2017 -2018 (ongoing)</p>
<p><b>Impact on Results:</b> Is progress monitoring inherent in the school climate improvement process?</p>	<p><b>MAINTENANCE</b> Hubbard School continually progress monitors its students academically, with specific focus on at-risk students receiving remediation.</p> <p>School climate is now being</p>	<p>Progress monitoring academic and behavioral data is currently an inherent process within the school. Reinforcing and communicating the connection of this process to positive</p>	<p>Upon completion of the state provided school climate surveys each school year, data is assessed and goals are established and monitored.</p>	<p>State provided climate surveys administered</p>	<p>2017 -2018 school year (ongoing)</p>

	monitored through staff, student and parent surveys.	school climate is important for all stakeholders.			
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**Willard Elementary School  
Safe School Climate Plan  
2017-2018**

Meg Sirois - Safe School Climate Specialist

The members of the Willard School Community continue to embrace the opportunity to bring school climate to the fore and review, refine, and re-emphasize the school code of conduct. The Safe School Climate Committee was a newly formed group chaired by the assistant principal in the role of Safe School Specialist. The team was composed of the principal, school psychologist, elementary guidance counselor, library media specialist, a classroom teacher representative from first, second, third, fourth, fifth grades, a special education teacher, and a parent representative. After completing the climate rubric and several round table discussions regarding our current strengths and opportunities for improvement, the team devised a plan for this academic year. The main foci of the plan are as follows:

- Continue to celebrate student success in showing at monthly assemblies. Students demonstrating success with our school-wide shared values are modeling what we refer to as “Willard Pride”. Lessons were written that provide developmentally appropriate definitions for key terms in the code of conduct. For example, what does respect look like in the classroom, the hallway, the cafeteria etc. The staff is collaborating to develop and/or refine common language that will provide consistency of expectations and intrinsic rewards and logical consequences designed as feedback.
- Ensure that all students and staff members feel known and valued. To support a feeling of connectedness, ensuring students and parents know the supports available to them; a photo directory of all staff members was prepared for distribution. New signage including the name, title and photograph of staff members now hangs outside each working space. The expectation that both students and staff will be greeted and addressed by name was embraced.
- The protocol for reporting, investigating and responding to incidents of mean behavior that may or may not rise to the level of bullying was refined. Forms were published and staff members were trained in the level of vigilance and responsiveness expected from all staff members.

It is the intent of the team to monitor the role out of each new initiative closely and revise the plan as needed based on feedback and data collected over the course of the year. We intend to use the state provided surveys to collect data from staff, students and parents when those documents become available. This survey data will be one of several indicators used to track progress in School Climate goals and identify further action steps that may be needed in the future.



**Safe School Climate Plan  
2017-2018**

**District: Berlin**

**School: Willard Elementary School**

<b>National School Climate Standard</b>	<b>Current School Status (informed by data**) To What Extent is This Evident?</b>	<b>Areas Identified as Needing Improvement</b>	<b>Identified Strategies to Realize Improvement</b>	<b>Measurement and Documentation Options for Determining Improvement</b>	<b>Time Line for Reaching Improvement Goals</b>
<p><b>Standard 1: Shared Mission</b> Is it evident that all members of the school community are committed to physical, emotional and intellectual safety of the learners?</p>	<p><b>EMERGENT</b> Willard School is currently addressing and evaluating school climate. All staff members have been trained in the policies for reporting mean behavior to building administration.</p>	<p>All staff members need to understand the link between the state law and our Safe School Climate Committee and the practices that are in place.</p>	<p>As a team composed of teachers, administrators, a member of Berlin Police Department and at least one parent/guardian, the School Climate Team will meet regularly throughout the year. This group will be open to all staff and faculty and can grow throughout the school year. This group will:</p> <ol style="list-style-type: none"> <li>1. Work to identify areas of strength and areas for improvement in school climate.</li> <li>2. Develop and implement school wide strategies to foster relationship building and positive school culture.</li> <li>3. Provide feedback to the building administration regarding school climate and areas for consideration.</li> </ol>	<p>Willard School Climate Survey Results (Spring 2018)</p> <p>Parent Feedback</p>	<p>2017-2018 school year</p>

<p><b>Standard 1: Shared Mission</b> Do participants share a vision of what a positive school climate looks, feels and sounds like?</p>	<p><b>Awareness</b> Willard School has a code of conduct known as "Willard Pride". If you are showing your "Willard Pride", then you are practicing and demonstrating success with our shared values.</p>	<p>All staff needs to be provided with clarification and understanding of what the vision looks, sounds, and feels like. Common language should be developed as well as common examples and non-examples of target behaviors in each common area of the school.</p>	<p>Staff members and students will collaborate to develop, articulate, delineate, publicize and model codes of conduct that support positive behavior choices and positive school climate. Willard Pride handout for all students and staff showing appropriate behaviors and expectations in hallway, cafeteria, bus, recess, etc. Laminated posters of Willard Pride expectations posted in appropriate locations throughout building.</p>	<p>Willard School Climate Survey Results (Spring 2018)  Parent Feedback</p>	<p>2017-2018 school year (ongoing)</p>
<p><b>Standard 1: Shared Goals</b> What are the shared priorities?</p>	<p><b>AWARENESS</b> Willard School is aware and taking steps through the development of our Safe School Climate Plan to provide consistency and understanding of the school's shared priorities.</p>	<p>The school climate plan will need to be clearly communicated to all stakeholders</p>	<p>A school climate plan will be developed and shared with participants. The expectations and priorities will be clearly communicated to all stakeholders. Partnership with the Berlin Police Department will be integral in maintaining a high level of safety and security. Ongoing work with the safety audit will help to manage issues as they arise.</p>	<p>Willard School Climate Survey Results (Spring 2018)  School Climate Committee Feedback</p>	<p>2017-2018 school year (ongoing)</p>
<p><b>Standard 2: Shared School Policies</b> Are there policies that promote the development of skills, knowledge and engagement?</p>	<p><b>MAINTENANCE</b> The Berlin Board of Education has adopted a wide range of policies. The ongoing development of refinement of district curriculum supports</p>	<p>Indoctrinating new staff to the building about teams and support structures to assist students in need.  Willard School continues to be</p>	<p>1. Building administration will conduct a yearly review of the family and staff handbook and make changes in accordance with changes in district and</p>	<p>Parent Feedback  Willard School Climate Survey Results (Spring 2018)  Materials collected and created from Instructional</p>	<p>Curriculum development is a continuous process and will continue until completed.  Individual documentation as completed</p>

	continuous academic improvement.	involved in the Instructional Rounds process working on the area of student engagement.	<p>state policies.</p> <p>2. Building administration will conduct a yearly professional development to communicate any new policy changes and clarify existing ones.</p> <p>3. As curriculum development and the Instructional Rounds process continues, we will consistently implement changes and develop adaptations as needed. This will be accomplished through effective professional development, common planning time, and the work of the district vertical teams.</p>	<p>Rounds</p> <p>Revised curriculum documents and online resources</p> <p>Documentation of professional development opportunities collected</p>	Ongoing policy revisions based upon changes from the state and local Board of Education.
<p><b>Standard 2: Shared School Policies</b></p> <p>Are there policies in place to address barriers to learning?</p>	<p><b>MAINTENANCE</b></p> <p>Building administration, special education teachers, instructional specialists and classroom teachers will meet weekly during IDT and SAT meetings in order to create plans to effectively meet students' academic and social needs. The team will review plans every six weeks in order to determine progress.</p>	<p>Indoctrinating new staff to the building about teams and support structures to assist students in need.</p> <p>Application of newly learned teaching practices to effectively address all students' needs.</p>	<p>-Professional development and support for math instruction/assessment (B. Blanke)</p> <p>-Work with Bena Kallick on the Habits of Mind</p> <p>-Ongoing collaboration with Heidi Hayes Jacobs (SS curriculum)</p>	<p>Student progress monitoring</p> <p>Willard School Climate Survey Results (Spring 2018)</p> <p>Parent Feedback</p>	2017-2018 school year (ongoing)

<p><b>Policies on Dealing with P.A. 11-232 Bullying Allegations:</b> Does the Plan include the specific requirements in An Act Concerning The Strengthening of School Bullying Laws?</p>	<p><b>COMPLETED</b> Willard School has addressed the required immediate steps to address bullying as identified by P.A 11-232 (effective July 1, 2011)</p>	<p>All required steps and polices indicated by P.A. 11-232 have been completed.</p>	<ol style="list-style-type: none"> <li>1) Safe School Climate school coordinator and team are in place.</li> <li>2) Safe School Climate Plan was developed and will continuously be updated/ revised</li> <li>3) All bully investigation and report forms were reevaluated and edited.</li> </ol>	<p>Feedback from Administration</p>	<p>2017-2018 school year. (ongoing)</p>
<p><b>Standard 3: School Practices</b> Are there practices in place to promote positive youth development?</p>	<p><b>EMERGENT</b> Within the classrooms, Willard School utilizes responsive school discipline to promote positive youth development. In addition, Willard School offers the Afternoon Adventures program, DARE, instrumental music, student council opportunities and programming with our school's youth officer to further address student development. The Willard School PTO also assists by providing Cultural Enrichment presentations and Curriculum Enhancement programs to support classroom instruction.</p>	<p>Additional guidance support to implement a curriculum that is developmentally appropriate and supports students' emotional needs.</p>	<p>Continue to work with present school guidance support to implement one-to-one, small group, and whole class instruction on social and emotional development.</p>	<p>Willard School Climate Survey Results (Spring 2018)  Parent Feedback  Consult with School Guidance Counselor  Data from recess and bus incidents</p>	<p>2017-2018 school year. (ongoing)</p>
<p><b>Standard 3: School Practices</b> Are there practices in place that enhance teaching and learning?</p>	<p><b>MAINTENANCE</b> Staff participation in the TEAM program, district participation in the Instructional</p>	<p>Consistent maintenance of curriculum and teaching practices in place. The</p>	<p>Yearly professional development activities to collaboratively assess and develop the curriculum and</p>	<p>Administrative Observations (formal and informal)  Student</p>	<p>2017-2018 school year. (ongoing)</p>

	<p>Rounds process, ongoing professional development and increased feedback to teachers all combine to improve teaching and learning. Teachers also participate on district level vertical teams to address curriculum concerns and revisions. Collegial discussions in frequent grade level team meetings enhance teaching and provide assured experiences across the grade level.</p>	<p>further development of a viable and clearly articulated curriculum in all subject areas.</p>	<p>delivery models being used in the classrooms.</p>	<p>Assessment Data</p> <p>Data collected from Instructional Rounds Visits</p>	
<p><b>Standard 3: School Practices</b> Are there practices in place to address barriers to learning?</p>	<p><b>MAINTENANCE</b> Building administration, special education teachers, instructional specialists and classroom teachers will meet weekly during IDT and SAT meetings in order to create plans to effectively meet students' academic and social needs. The team will review plans every six to eight weeks in order to determine progress. Additionally, teachers will hold SRBI meetings during their designated grade level meeting time as needed.</p>	<p>Indoctrinating new staff to the building about teams and support structures to assist students in need.</p>	<p>-Professional development and support for math instruction/assessment (B. Blanke) -Work with Bena Kallick (Habits of Mind), Heidi Hayes Jacobs, and Barbara Blanke (Guided Math)</p>	<p>Student progress monitoring</p> <p>Willard School Climate Survey Results (Spring 2018)</p>	<p>2017-2018 school year. (ongoing)</p>
<p><b>Standard 3: School</b></p>	<p><b>MAINTENANCE</b></p>	<p>Continuing to</p>	<p>Work with PTO,</p>	<p>PTO Feedback</p>	<p>2017-2018</p>

<p><b>Practices</b> Are there practices in place that develop and sustain Infrastructure and capacity building?</p>	<p>Building administration and a teacher representative meet monthly with the PTO to share information on the school practices and events as well as receive feedback and questions. The Willard School Climate Team meets to identify areas of need and develop strategies to address them. Willard School Staff members meet on a regular basis through IDT SRBI and SAT meetings to review students with academic and social needs and plan accordingly.</p>	<p>work with school staff and faculty as well the PTO and larger parent community to sustain our present infrastructure as well as build further capacity for students. Terms within the Willard Way need to be defined in developmentally appropriate ways and these definitions must be common to all staff members. We seek to continue the practice of positive feedback for desired outcome rather than a punishment oriented system.</p>	<p>UpBeat, and other community agencies to provide multiple learning experiences that increase the capacity of Willard School to provide learning experiences that educate the whole child. -School guidance counselor pushes in to classrooms to teach developmental guidance lessons</p>		<p>school year. (ongoing)</p>
<p><b>Standard 4: Safe Environment</b>  Is the school providing for a physically, emotionally, intellectually safe, healthy and welcoming environment?</p>	<p><b>EMERGENT</b> Efforts have been made to make the school welcoming including but not limited to -Training of all staff on school connectedness -Consistent use of flat screen TV displaying student achievements -Student work is prominently displayed. -Consistent communication through the Willard School PTO, quarterly school newsletter, school website, and various classroom communications.</p>	<p>Consistent application of practices in all classrooms and between all staff members that model and demonstrate a physically, emotionally, intellectually safe, healthy and welcoming environment.  Focus of first month's Willard Pride assembly/ initiative will be "Greeting each other by name"</p>	<p>-Evaluate previously created unit of instruction around the school community -Update and continue to post name and photo of staff members outside their workspace.</p>	<p>2017-2018 school year. (ongoing)  Parent Feedback</p>	<p>2017-2018 school year. (ongoing)</p>
<p><b>Standard 5: Social Justice</b> Is the school engaging in practices that</p>	<p><b>AWARENESS</b> Our student council leads various civic and social initiatives</p>	<p>The school community is aware of the importance of engaging in</p>	<p>Ongoing collaboration of student council members and administrators/</p>	<p>Parent Feedback  Consult with ESOL Department</p>	<p>2017-2018 school year. (ongoing)</p>

<p>promote the social and civic responsibilities and a sense of social justice within school community?</p>	<p>each year (for example: book drive, canned food drive, raising money for children in Africa.)</p> <p>ESOL teacher sends out semi-annual reports of cultural holidays</p>	<p>teaching practices that promote social justice and civic responsibility. We will continue to develop our practices that allow our students to engage in these areas in a meaningful way.</p>	<p>teachers to develop school wide initiatives</p>		
<p><b>Family/Community Partnerships:</b> Are all stakeholders' interests represented and reflected in the school climate improvement efforts?</p>	<p><b>EMERGENT</b> The Willard PTO takes an active role in supporting the school community. Parent volunteers support school initiatives, support the Library Media Center and assist teachers in classrooms.</p>	<p>Examine opportunities to involve parent perspectives on more school-wide issues.</p>	<p>Building Administration will examine new ways to involve parent stakeholders in decision-making.</p>	<p>Administrative Observation</p> <p>Parent Feedback</p>	<p>2017-2018 school year. (ongoing)</p>
<p><b>Continuous Improvement:</b> Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school improvement?</p>	<p><b>EMERGENT</b> The Willard Staff is taking an active role in supporting student development, both academic and social.</p>	<p>The work of the School Climate Team needs to develop buy-in from the entire school staff in an effort to make the development of a school climate more of a consistent culture in the school.</p>	<p>The entire process of moving from School Climate Team development, data collection, and development of further action steps as well as long and short-term goals needs to be carried out. Through the entirety of this process the climate team will work to support the process and communicate its value to the school's staff.</p>	<p>Willard School Climate Survey Results (Spring 2018)</p> <p>Parent Feedback</p>	<p>2017-2018 school year. (ongoing)</p>
<p><b>Impact on Results:</b> Is progress monitoring inherent in the school climate improvement process?</p>	<p><b>AWARENESS</b> Willard School continually progress monitors students academically with specific focus on at-risk students receiving remediation.</p>	<p>Progress monitoring academic and behavioral data is currently an inherent process within the school. The connection of this process to positive school climate needs to be identified and</p>	<p>Upon completion of the school climate surveys, data will be assessed and further goals will be established and effectively monitored.</p> <p>Monthly progress monitoring meetings with</p>	<p>Willard School Climate Survey Results (Spring 2018)</p> <p>Parent Feedback</p>	<p>2017-2018 school year (ongoing)</p>

		communicated to all stakeholders.	Literacy and Math departments.		
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## Mary E. Griswold Elementary School

### Safe School Climate

2017 – 2018

Megan Sirois - Safe School Climate Specialist

Griswold School has a Safe School Climate Committee comprised of a team of classroom teachers, special education teachers, administrators, parent representation, and a local police officer. It is headed by the school's safe school climate coordinator, Mrs. Sirois. The team allows for additional individuals to join at any time. Utilizing systems and programs that were presently in place in context with the National School Climate Standards, a safe school climate plan was developed and presented to the Berlin Board of Education in December 2012. The plan effectively addresses areas that we are already implementing to promote positive school climate as well as new actions steps to be taken to further develop school connectedness. Our current status in connection to the five climate standards is as follows:

**Standard 1:** Shared Mission, Values and Goals - Griswold School is addressing and evaluating school climate in an ongoing manner. All staff members have been trained in school connectedness as well as the policies for reporting mean behavior and bullying to building administration. Presently, Griswold School has developed a school Code of Conduct and uses *Responsive Classroom* approaches to address expected behaviors. We have a Character Education Team that helps develop activities to focus students on the traits of trustworthiness, caring, fairness, respect, citizenship, and responsibility.

**Standard 2:** Shared School Policies - Griswold School, as well as all Berlin Schools, benefits from the timely adoption and communication of board of education policies. Building administration, special education teachers, instructional specialists and classroom teachers meet weekly during IDT, SHARES and SRBI meetings in order to create plans to effectively meet students' academic and social needs. Griswold School has addressed and communicated the required immediate steps to address bullying as identified by P.A. 11-232.

**Standard 3:** School Practices: - Within the classrooms, Griswold School utilizes responsive classroom practices, character education, and responsive school discipline to promote positive youth development. In addition, Griswold School offers the Afternoon Adventures program, DARE, Noontime Sports, instrumental music, Community Kids and technology safety programming with our school's youth officer to further address student development. The Griswold School Parents Club also assists by providing Cultural Enrichment presentations and Curriculum Enhancement programs to support classroom instruction, develop cultural awareness and develop empathy and understanding. The TEAM program, district participation in the Instructional Rounds process, ongoing professional development and increased feedback to teachers all combine to improve teaching and learning. Teachers also participate on district level vertical teams to address curriculum concerns and revisions.

**Standard 4:** Safe Environment: Efforts have been made to make the school welcoming, including but not limited to the training of all staff on school connectedness. We recently completed construction of the Griswold traffic loop for safer student drop-offs and pick-ups and the town added a new sidewalk near the school. Griswold School had added a flat screen TV for timely displays of student work and activities. Student work is prominently displayed throughout the building. Consistent communication is accomplished through the Griswold School Parents Club, Griswold Gazette, Global Connect system, school website, and various classroom communications. Incoming kindergarten families attend the Kindergarten Welcome and Kindergarten Orientation nights in order to establish a positive working environment and relationship with new students and families. The Griswold's Community Kids program is also involved in various school and community projects to build a stronger sense of citizenship.

**Standard 5:** Social Justice: The Griswold School Community Kids program organizes various civic and social initiatives each year. Classroom teachers organize food drives to assist those in need in the local community. The Griswold Staff has consistently taken an active role in supporting student development, both academic and social. The Griswold School Community Kids program organizes various civic and social initiatives each year. Classroom teachers organize food drives to assist those in need in the local community. The Griswold Staff has consistently taken an active role in supporting student development, both academic and social. The school climate team's overarching focus is to find ways to further build school connectedness between students, staff and the parent community. During the 2017-2018 school year, Griswold School will implement *Responsive Classroom*, a program based on a set of guiding principles that recognize the impact social and emotional skills have on cognitive growth. The district will also continue working with Bena Kallick, Heidi Hayes Jacobs, and Allison Zmuda to learn more about the habits of mind necessary to become productive citizens in the 21st century. Griswold has earned recognition as an International Habits of Mind Community. Next steps include participating in professional development on *Responsive Classroom and Habits of Mind* to strengthen current practices.

**Safe School Climate Plan Template  
2017- 2018**

**School: Mary E. Griswold School**

**District: Berlin**

<b>National School Climate Standard</b>	<b>Current School Status (informed by data***) To What Extent is This Evident?</b>	<b>Areas Identified as Needing Improvement</b>	<b>Identified Strategies to Realize Improvement</b>	<b>Measurement and Documentation Options for Determining Improvement</b>	<b>Time Line for Reaching Improvement Goals</b>
<p><b>Standard 1: Shared Mission</b> Is it evident that all members of the school community are committed to physical, emotional and intellectual safety of the learners?</p>	<p><b>MAINTENANCE</b> Griswold School continues to actively address and evaluate school climate in an ongoing manner.</p>	<p>Through staff development, staff meetings and school initiatives, the staff as a whole understands the link between the state law, our safe school climate and character education committees.</p>	<p>The school climate and character education teams will continue to meet throughout the school year. This group will:</p> <ol style="list-style-type: none"> <li>1. Work to identify areas of strength and areas for improvement in school climate addressed by the present school climate plan.</li> <li>2. Work with building administration to address focus areas identified in the 2016 district security audit and how to best address them.</li> <li>3. Provide feedback to the building administration regarding school climate and areas for consideration.</li> </ol>	<p>Feedback from staff and parents utilizing a survey through Surveymonkey.com</p> <p>Document specific changes made to in relation to recommendations from the district's security audit.</p>	<p>2017 - 2018 School Year (ongoing)</p>
<p><b>Standard 1: Shared Mission</b> Do participants share a vision of what a positive school climate looks, feels and sounds like?</p>	<p><b>MAINTENANCE</b> Griswold School is establishing a common philosophy and language based upon <i>Responsive Classroom</i>. Presently, Griswold School has developed a school Code of Conduct, Code of Kindness, as well as a</p>	<p>All staff needs to be consistent in using understanding of what our common language with students to continue to help them address issues with peers and talk</p>	<p>The staff at Griswold will be implementing <i>Responsive Classroom</i>. Teacher representatives will train staff to implement the program. The staff will also use the book <i>Habits of Mind</i> as the primary resource to develop the habits of</p>	<p>Feedback from staff and parents utilizing a survey through Surveymonkey.com</p>	<p>2017 - 2018 School Year (ongoing)</p>

	Character Education Team that helps develop activities to focus students on the areas of respect and kindness.	about empathy with adults in the building	mind necessary for students to become productive citizens in the 21 <sup>st</sup> century. Modeled after the "School Families" program, Griswold formed smaller "Griswold Families" in the 2012 - 2013 school year. These families stay together throughout the students' time at Griswold School.		
<b>Standard 1: Shared Values</b> What are the shared values?	<b>MAINTENANCE</b> Presently Griswold School has developed a school code of conduct as well as a Character Education Team that helps develops activities to focus students on the Code of Conduct. (The Griswold community is respectful, kind, safe and make things better.)	Consistent use of the Griswold School Code of Conduct, Common Bucket Filling Language and Responsive Classroom Techniques to intervene and work with students who make poor choices or demonstrate mean behavior.	In the spring Of 2011 a common language for "Bucket Filling" was distributed to all staff. These terms were explained in connection with the Griswold Code of Conduct. This is redistributed each year now as part of our staff handbook. The Character Education team meets consistently throughout the year and identifies school-wide activities that relate to the Code of Conduct. These activities are communicated to the parents at Parent Club meetings. The SOARS committee was also developed in 2015 to provide student led assemblies that focus on specific school behaviors through the lens of the Code of Conduct.	Feedback from staff and parents utilizing a survey through Surveymonkey.com	2017 - 2018 School Year (ongoing)
<b>Standard 1: Shared Goals</b> What are the shared priorities?	<b>EMERGENT</b> Griswold School has a Safe School Climate Plan in order to	The school climate plan will be clearly and consistently	A revised school climate plan will be developed and shared with participants. The	Feedback from staff and parents utilizing a survey through	2017 - 2018 School Year (ongoing)

	provide consistency and understanding of the school's shared priorities. The plan is shared with all members of the Safe School Climate Team and is posted on our school and district website.	communicated to all stakeholders.	expectations and priorities will be clearly communicated to all stakeholders. The plan takes into account staff, parent and student feedback as well as information from the district's safety audit.	SurveyMonkey.com	
<p><b>Standard 2: Shared School Policies</b></p> <p>Are there policies that promote the development of skills, knowledge and engagement?</p>	<p><b>MAINTENANCE</b></p> <p>The Berlin Board of Education has adopted a wide range of policies. The ongoing development and refinement of district curriculum supports continuous academic improvement.</p>	<p>Indoctrinating new staff to the building about teams and support structures to assist students in need.</p> <p>Griswold School continues to be involved in the Instructional Rounds process, examining practices that involve the gradual release of responsibility to our students.</p> <p>Grades K-5 are presently implementing the Reader's Workshop Model with professional learning support from Columbia Teachers College.</p> <p>Grades K-5 are in year two of implementing <i>Math Investigations</i> as the newly adopted math program.</p>	<p>Building administration will conduct a yearly review of the family and staff handbook and make changes in accordance with changes in district and state policies.</p> <p>Building administration will conduct a yearly professional development to communicate new policy changes and clarify existing ones. As curriculum development and the Instructional Rounds process continues, we will consistently implement changes and develop adaptations as needed. This will be accomplished through effective professional development, common planning time, and the work of the district vertical teams.</p>	<p>Staff Feedback</p> <p>Parent Feedback</p> <p>Materials collected and created from Instructional Rounds</p> <p>Revised curriculum documents and online resources</p> <p>Team professional growth plans</p>	<p>Curriculum development is a continuous process and will be ongoing with revisions made to meet student needs</p> <p>Individual documentation as completed</p> <p>Professional Growth Plans will be completed yearly</p> <p>Ongoing policy revisions based upon changes from the state and local Board of Education.</p>

<p><b>Standard 2: Shared School Policies</b> Are there policies in place to address barriers to learning?</p>	<p><b>MAINTENANCE</b> Building administration, special education teachers, instructional specialists and classroom teachers will meet weekly during IDT, SHARES and SRBI meetings in order to create plans to effectively meet students' academic and social needs. The team will review plans at least every six weeks in order to determine progress.</p>	<p>Indoctrinating new staff to the building about teams and support structures to assist students in need. This process is accomplished through new teacher training conducted in August of each year, monthly new teacher meetings at the building level and, when needed, at monthly staff meetings.</p> <p>Application of newly learned teaching practices to effectively address all students' needs.</p>	<p>Professional development with Columbia on the Readers Workshop Model for grades K – 5. school year (Tier I Support). Math workshop model training aligned with the CCSS for grades K – 5 (Tier I Support). Technology “shares” (professional learning) to encourage breadth and depth of technology based supports for learning.</p>	<p>Staff Feedback Student progress monitoring Observations of staff</p>	<p>2017 – 2018 School Year (ongoing)</p>
<p><b>Policies on Dealing with P.A. 11-232 Bullying Allegations:</b> Does the Plan include the specific requirements in An Act Concerning The Strengthening of School Bullying Laws?</p>	<p><b>COMPLETED</b> Griswold School has addressed the required immediate steps to address bullying as identified by P.A. 11-232 (effective July 1, 2011)</p>	<p>All required steps and polices indicated by P.A. 11-232 have been completed.</p>	<p>Safe School Climate school coordinator and team were established. (Summer 2011) Safe School Climate Plan was developed. (December 2011 – revised May 2013) Data from stakeholders is collected using surveys. This data is collected bi-annually and used to target new growth areas in regards to school climate All bully investigation and report forms were reevaluated and</p>	<p>Feedback from staff and parents utilizing a survey through Surveymonkey.com  Feedback from Administration</p>	<p>2017– 2018 School Year (ongoing)</p>

			edited. (Summer 2011) These forms are currently being utilized district-wide		
<p><b>Standard 3: School Practices</b> Are there practices in place to promote positive youth development?</p>	<p><b>EMERGENT</b> Within the classrooms, Griswold School utilizes Responsive Classroom practices, Character Education, and logical consequences to promote positive youth development. In addition, Griswold School offers the Afternoon Adventures program, DARE, Noontime Sports, instrumental music, Community Kids and tech safety programming with our school's youth officer to further address student development. The Griswold School Parents Club also assists by providing Cultural Enrichment presentations and Curriculum Enhancement programs to support classroom instruction, develop cultural awareness and develop empathy and understanding</p>	<p>Additional guidance support to implement a curriculum that is developmentally appropriate and supports students' emotional needs.</p>	<p>The updated teacher evaluation program will be clearly communicated to all staff prior to the start of the 2017 – 2018 school year. Ongoing staff professional development is planned to meet the needs of our students.</p>	<p>Feedback from staff and parents utilizing a survey through SurveyMonkey.com</p>	<p>2017 – 2018 School Year (ongoing)</p>
<p><b>Standard 3: School Practices</b> Are there practices in place that enhance teaching and learning?</p>	<p><b>MAINTENANCE</b> Staff participation in the TEAM program, district participation in the Instructional Rounds process, ongoing professional development and increased feedback to teachers all combine to improve teaching</p>	<p>Consistent maintenance of curriculum and teaching practices in place. The further development of a viable and clearly articulated</p>	<p>Yearly professional development activities to collaboratively assess and develop the curriculum and delivery models being used in the classrooms.</p>	<p>Staff feedback Administrative Observations Student Assessment Data Data collected from Instructional Rounds Visits</p>	<p>2017-2018 School Year (ongoing)</p>

	and learning. Teachers also participate on district level vertical teams to address curriculum concerns and revisions.	curriculum in all subject areas.			
<b>Standard 3: School Practices</b> Are there practices in place to address barriers to learning?	<b>MAINTENANCE</b> Building administration, special education teachers, instructional specialists and classroom teachers will meet weekly during IDT, SHARES and SRBI meetings in order to create plans to effectively meet students' academic and social needs. The team will review plans every six weeks in order to determine progress.	Indoctrinating new staff to the building about teams and support structures to assist students in need.	Training is planned for staff for the 17-18 school year.	Staff Feedback  Student progress monitoring	2017-2018 school year (ongoing)
<b>Standard 3: School Practices</b> Are there practices in place that develop and sustain Infrastructure and capacity building?	<b>MAINTENANCE</b> Building administration and a teacher representative meet monthly with the Parents Club to share information on the school practices and events as well as receive feedback and questions. The Griswold School Climate Team and Character Education Team meet on a regular basis to speak about areas of need and develop strategies to address them. The student led SOARS committee facilitated by the school counselor was developed to increase student participation in character education	Continuing to work with school staff and faculty as well the Parents Club and larger parent community to sustain our present infrastructure as well as build further capacity for students.	Work with Parents Club, UPBEAT, and other community agencies to provide multiple learning experiences that increase the capacity of Griswold School to provide learning experiences that educate the whole child. Look for opportunities to present UPBEAT students and other community members as positive role models.	Staff Feedback  Parents Club Feedback	2017-2018 School Year (ongoing)

	<p>and development. Griswold school meets on a regular basis through IDT, SHARES and SRBI meetings to review and discuss students with academic and social needs and plan for them accordingly. UPBEAT students actively volunteer at various functions within Griswold School. Griswold School currently has one teacher representative who serves on the Staff Advisory Council to the Superintendent and multiple parents who serve on the superintendent's Parent Advisory Council</p>				
<p><b>Standard 4: Safe Environment</b></p> <p>Is the school providing for a physically, emotionally, intellectually safe, healthy and welcoming environment?</p>	<p><b>EMERGENT</b> Efforts have been made to make the school welcoming including but not limited to the training of all staff on school connectedness. Construction of the Griswold traffic loop promotes safer student drop-offs and pick-ups. Additionally, the flat screen TV displaying student achievements. Student work is prominently displayed throughout the halls and classrooms. Consistent communication through the Griswold School Parent Club, <i>Griswold Gazette</i>,</p>	<p>Consistent application of practices in all classrooms and between all staff members that model and demonstrate a physically, emotionally, intellectually safe, healthy and welcoming environment.</p>	<p>The School Climate Team and Griswold School staff will implement <i>Responsive Classroom</i> to universally promote a positive school climate for all students and staff. Clear and consistent expectations will be established school-wide as well as a common language for building positive school climate.</p>	<p>Staff Feedback</p> <p>Student feedback provided from sample group.</p> <p>Parent Feedback</p>	<p>2017-2018 School Year (ongoing)</p>



	<p>Global Connect system, school website, and various classroom communications. Incoming kindergarten families attend the Kindergarten Welcome and Kindergarten Orientation nights in order to establish a positive working environment and relationship with new students and families. Griswold's Community Kids program is involved in various school and community projects to build a stronger sense of citizenship.</p> <p>-The Griswold School Parents Club provided landscaping of the second courtyard to create a butterfly garden for teachers and students to utilize.</p>				
<p><b>Standard 5:</b> Social Justice Is the school engaging in practices that promote the social and civic responsibilities and a sense of social justice within school community?</p>	<p><b>EMERGENT</b> The Griswold School Community Kids program organizes various civic and social initiatives each year. Classroom teachers organize food drives to assist those in need in the local community. Our grade 5 team has developed a unit of study focused on social issues. Griswold's school counselor and media specialist have spearhead book drives to provide books for children in need.</p>	<p>The school community is aware of the importance of engaging in teaching practices that promote social justice and civic responsibility. We will continue to develop our practices that allow our students to engage in these areas in a meaningful way.</p>	<p>The staff will engage in training with the Anti-Defamation League (ADL) to explore cultural awareness and bias. This training will lay the framework to begin looking at teaching practices that address social justice in a meaningful manner with students.</p>	<p>Staff Feedback Parent Feedback Consult with ESOL Department</p>	<p>2017- 2018 School Year (ongoing)</p>

<p><b>Family/Community Partnerships:</b> Are all stakeholders' interests represented and reflected in the school climate improvement efforts?</p>	<p><b>MAINTENANCE</b> The Griswold School Parents Club takes an active roll in supporting the school community.</p>	<p>Examine opportunities to involve parent perspectives on more school-wide issues.</p>	<p>Building Administration will examine new ways to involve parent stakeholders in decision-making.</p>	<p>Administrative Observation  Parent Feedback</p>	<p>2017 - 2018 School Year (ongoing)</p>
<p><b>Impact on Results:</b> Is progress monitoring inherent in the school climate improvement process?</p>	<p><b>MAINTENANCE</b> Griswold School continually progress monitors its students academically with specific focus on at-risk students receiving remediation.</p>	<p>Progress monitoring of academic and behavioral data is currently an inherent process within the school. Behavior referrals and logical consequences are documented and communicated to parents in a timely fashion. The connection of these processes is communicated annually to staff at the beginning of the year as well as during periodic points at staff meetings.</p>	<p>Griswold school bi-annually administers climate surveys to staff and parents to collect data and assess areas for growth in regards to school climate.</p>	<p>Feedback from staff and parents utilizing a survey through Surveymonkey.com</p>	<p>2017-2018 School Year (ongoing)</p>

**Catherine M. McGee Middle School**  
**Safe School Climate Plan**  
**2017-2018**

Heather Gish - Safe School Climate Specialist

Catherine M. McGee Middle School has established a Safe School Climate Committee that includes teachers from regular education and special education, the school psychologist, a Berlin police officer, an administrator, and a parent. Heather Gish, Assistant Principal, is serving as the Safe School Climate Specialist. A Safe School Climate Plan has been developed and adopted. When framed within the National School Climate Standards, McGee Middle School has established and continues to develop numerous strategies and practices that promote, establish, and maintain a safe learning climate. Detailed below is how McGee addresses the standards and where development of programming is contemplated.

Standard 1: Shared Mission, Values and Goals - All staff has been trained in school connectedness as well as policies for reporting mean behavior to building administration. This past year all staff received training related to bullying. To promote a shared positive school climate, McGee has implemented an Advisory program over the past three years that focuses on character building and is responsive to student interest and needs. Furthermore, the school has implemented an Ambassador's program and regular team celebrations.

Standard 2: Shared School Policies – McGee adopted board policies along with an ongoing curriculum development cycle that promotes the development of student skills, knowledge, and engagement. McGee has addressed the required immediate steps to address bullying as identified in P.A. 11-232 with language documenting team and department meetings, IDT and clinical meetings, as well as the SRBI process to address barriers to learning. For the 2016-17 school year staff professional development will be utilized to revisit and enhance SRBI procedures and practices.

Standard 3: School Practices – McGee has a multitude of ways in which the school promotes positive youth development, enhances teaching and learning, addresses barriers to learning, and develops and sustains the infrastructure and capacity in the building. McGee looks to further develop its inquiry-based learning opportunities and cooperative learning activities that foster collaboration. The school also works to sustain our after school activities and clubs, to continue the promotion of our music program, to strengthen our participation in the Open Choice program and to continue offering Unified Sports and the school-wide March Madness program. Staff participation in TEAM, Instructional Rounds, vertical teams, and ongoing professional development enhances teaching and learning. PTO, team and department meetings, IDT and clinical meetings, and the SRBI process, function to address barriers to learning and sustain capacity. For the past four years, McGee has had an Open Choice Liaison whose role has been to strengthen the educational experience of students in the Open Choice Program.

Standard 4: Safe Environment – McGee's efforts include training of all staff on school connectedness and providing students with strategies for reporting concerning behavior. Staff regularly communicates with students and families through the use of the Parent Portal, our Black Board Connect system, the Virtual Backpack, and Daily Announcements which are posted to our website. Both our Health and Wellness programs include a focus on keeping students physically and emotionally well and safe. McGee staffs a School Resource Officer who worked cooperatively with Health teachers to provide safety and DARE classes to ensure a physically, emotionally, and intellectually safe environment.

Standard 5: Social Justice – McGee staff and students organize various civic and social initiatives each year through food drives, clothing drives and disaster relief efforts. The Physical Education department organizes and runs a March Madness program each year that supports many charities determined by student input. Character building and decision-making lessons are at the heart of our Advisory program where social involvement is fostered. Students have also been involved with various field trips and outside speakers who have provided a theme centered on social justice, in addition to other opportunities such as the 9/11 Peace March and our Veterans Day Program. A number of teachers have also served on the McGee Diversity Committee for the past three years to reach out to our Open Choice families and to raise awareness regarding various issues.

Areas of focus concerning school climate planning include strengthening the understanding that school climate improvement is integral to wider school improvement, monitoring the improvement process through measures such as state survey response data, and continuing to support the social curriculum and character education practices (eg. Developmental Guidance).

**Safe School Climate Plan  
2016-2017**

District: Berlin

School: McGee Middle School



National School Climate Standard	Current School Status (informed by data) To What Extent is this Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Time Line for Reaching Improvement Goals
<p><b>Standard 1: Shared Mission</b> - Is it evident that all members of the school community are committed to physical, emotional and intellectual safety of the learners?</p>	<p><b>MAINTENANCE</b> McGee is currently addressing and evaluating school climate. All staff has been trained in school connectedness as well as the policies for reporting mean behavior to building administration.</p> <p>Areas that are currently being addressed include:</p> <ul style="list-style-type: none"> <li>• Advisory Groups that meet bi-weekly to address school connectedness and character building</li> <li>• Presentations which address anti-bullying, and anti-substance abuse behavior</li> <li>• Summer Adventure Based leadership opportunities in conjunction with Berlin's Social Services department</li> <li>• "Habits of Mind" campaign; school wide culture building initiative</li> </ul>	<p>All staff needs to understand the link between the state law and our safe school climate committee and the practices that are in place.</p>	<ul style="list-style-type: none"> <li>• Convene focus groups comprised of educators, parents/guardians, students, members at large to: <ul style="list-style-type: none"> <li>• review and amend existing student codes of conduct,</li> <li>• review and amend disciplinary procedures and practices,</li> <li>• engage in school climate assessment</li> </ul> </li> <li>• review and align local, state and federal laws (Title IV, Title VI, Title IX, FERPA, Anti-Bullying/Safe School Climate)</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize school climate survey assessment results;</li> <li>• Allow educators, community members and students to give feedback about the policies and practices of the school; and</li> <li>• Based on survey results, determine if all stakeholder voices have been included.</li> </ul>	<p>Ongoing</p>
<p><b>Standard 1: Shared Mission</b> - Do participants share a vision of what a positive school climate looks, feels, and sounds like?</p>	<p><b>MAINTENANCE</b> Presently McGee has a school code of conduct as well as a Character Building (Developmental Guidance lessons and Advisory groups) that helps develop activities to focus students on the traits of trustworthiness, caring, fairness, respect, citizenship, and responsibility. Programs to facilitate the vision include: McGee Bravos, and regular team celebrations.</p>	<ul style="list-style-type: none"> <li>• All stakeholders using common language to promote a safe school culture.</li> <li>• All staff needs to be provided with clarification and understanding of what our vision looks, sounds, and feels like.</li> </ul>	<ul style="list-style-type: none"> <li>• Timeline created for assessment implementation, analysis and presentation to all stakeholders</li> <li>• Created and implemented communication to stakeholders around data collection</li> <li>• Collected relevant data (surveys, disciplinary history including suspensions, incident reports, student visits to the nurse/ guidance, anecdotal information, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize school climate surveys</li> <li>• Analyze data</li> <li>• Gather focus groups to discuss specific issues within the school community</li> <li>• Conduct school walk-throughs</li> <li>• Establish baseline data on school climate</li> <li>• Identify and collect relevant and existing school data (state, local, school-based)</li> </ul>	<p>Ongoing</p>
<p><b>Standard 1: Shared Values</b> - What are the shared values?</p>	<p><b>EMERGENT</b> We share the value that all children grow and learn in an atmosphere of responsibility and respect. Programs to facilitate the vision include: Advisory groups, McGee Bravos, and regular team celebrations.</p>	<p>The school climate plan has been communicated to all stakeholders.</p>	<ul style="list-style-type: none"> <li>• Reintroduce our school's philosophy/expectations, defining the mission statement in ways that young adolescents can internalize.</li> <li>• Model examples of positive behavior.</li> <li>• Explore/reintroduce past Character Trait program.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize school climate survey assessment data;</li> <li>• Create focus groups that address challenges and barriers with adopting and adapting the school climate standards as well as reinforcing our mission.</li> </ul>	<p>Ongoing</p>
<p><b>Standard 1: Shared Goals</b> - What are the shared priorities?</p>	<p><b>EMERGENT</b> We strive to keep students and staff physically and emotionally safe. Our school has a school-wide goal to improve communication with families.</p>	<p>Goals have been made more visible and consistently articulated.</p>	<ul style="list-style-type: none"> <li>• School philosophy will be consistently articulated.</li> <li>• School climate plan will be developed and shared with participants.</li> <li>• Expectations and priorities will be clearly communicated with all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize school climate survey assessment data;</li> <li>• Establish focus groups that address challenges and barriers with adopting and adapting the school climate standards as well as reinforcing our mission.</li> </ul>	<p>Ongoing</p>

<p><b>Standard 2: Shared School Policies</b> - Are there policies that promote the development of skills, knowledge and engagement?</p>	<p><b>MAINTENANCE</b></p> <ul style="list-style-type: none"> <li>Ongoing development and refinement of curriculum that supports excellence in skill development.</li> <li>McGee is currently looking at ways in which we effectively differentiate instruction to meet the needs of all learners.</li> <li>Integrated Language Arts teachers are trained in the Readers' and Writers' Workshop Model of instruction.</li> <li>Integrated Language Arts and Special Education teachers have been trained and currently teach using the co-teaching model.</li> <li>Each certified staff member is responsible for an Advisory group that meets every other week.</li> <li>Each certified staff member is participating in a review of SRBI procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing professional development is needed to support staffs' understanding of effective differentiation practices.</li> <li>Practices need to be developed to address students who have become disengaged.</li> <li>Procedures need to be established for progress monitoring students in need of interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Provide professional development that will allow for an intervention framework to be created for a system of learning supports.</li> <li>Department meetings (1x per week) are held to determine effectiveness of instruction through analysis of data and continued work on curriculum adjustment.</li> <li>Team meetings (3-4 x per week) are held to discuss academic, social, and emotional concerns and interventions to be put in place.</li> <li>District Instructional Rounds</li> </ul>	<ul style="list-style-type: none"> <li>Analysis data from common assessments, standardized tests, as well as anecdotal notes to determine growth over time.</li> <li>Analyze data obtained from interventions put in place regarding student's academic, social and emotional concerns.</li> <li>Survey students concerning their perceptions of school climate and connectedness to school.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum development - ongoing.</li> <li>Individual documentation - ongoing.</li> <li>Ongoing policy revisions based on changes from the state and local Board of Education.</li> </ul>
<p><b>Standard 2: Shared School Policies</b> - Are there policies in place to address barriers to learning?</p>	<p><b>MAINTENANCE</b></p> <ul style="list-style-type: none"> <li>Interdisciplinary Team Meetings</li> <li>Department Meetings</li> <li>Student Assistance Team</li> <li>Special Education Interdisciplinary Team (IDT)</li> <li>Clinical Meetings</li> <li>SRBI Process, Review, and Implementation Meetings based on measurable goals</li> <li>Systematic review of student attendance data</li> <li>Increased expectation of school-home communication through a shared school-wide communication goal</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of Student Intervention Forms by Interdisciplinary Teams.</li> <li>Strengthen school-wide expectations to monitor and track student progress toward goals</li> </ul>	<ul style="list-style-type: none"> <li>Identify specific students, who are failing academically, are being suspended, receive disciplinary consequences and survey students for the reasons for such results.</li> <li>Incorporate the data from above into policies, mission and vision statements that specifically work to mitigate those factors.</li> <li>Create more streamlined systems to track student grades, attendance, and discipline data</li> </ul>	<ul style="list-style-type: none"> <li>Create an inventory of learning styles and identify students that respond to them.</li> <li>Identify teaching methods that address barriers to learning.</li> <li>Identify educators that excel in various modes in delivery of instruction and utilize them as resources to others.</li> <li>Survey students and family members who have recently failed courses, been suspended, or have received multiple consequences.</li> </ul>	<p>Ongoing</p>
<p><b>Policies on Dealing with P.A. 11-232 Bullying Allegations:</b> Does the Plan include the specific requirements in An Act Concerning The Strengthening of School Bullying Laws?</p>	<p><b>MAINTENANCE</b></p> <ul style="list-style-type: none"> <li>McGee's School Handbook articulates expectations and consequences for not meeting expectations or breaking rules established in promoting a safe school climate.</li> <li>Protocols for reporting concerning behavior have been established and are followed</li> </ul>	<ul style="list-style-type: none"> <li>Updating of Handbook to reflect cyber bullying, the acceptance of anonymous reports, and possibility of law enforcement involvement.</li> <li>A step by step plan for response to suspected bullying events must be develop, publicized, and articulated to the staff.</li> </ul>	<ul style="list-style-type: none"> <li>Protocols for reporting bullying will be created by the School Safety Committee.</li> <li>Protocols will be articulated at faculty meeting(s) and time allowed for questions, reflection, and adjustments as needed.</li> <li>Protocols will be added to the Staff Handbook.</li> </ul>	<p>Protocols will be published in the Staff Handbook. Forms will be made available electronically in a staff share.</p>	<p>Ongoing</p>

<p><b>Standard 3: School Practices</b> - Are there practices in place to promote positive youth development?</p>	<p><b>EMERGENT</b></p> <ul style="list-style-type: none"> <li>• Inquiry-based activities to foster independent learning.</li> <li>• Team building, cooperative learning activities that foster collaboration.</li> <li>• After school activities and clubs</li> <li>• Instrumental music and Choral groups</li> <li>• Developmental Guidance</li> <li>• Participant in Open Choice</li> <li>• Advisory Program and Unified Sports</li> <li>• March Madness</li> </ul>	<p>Additional support to implement a curriculum that is developmentally appropriate and supports students' emotional needs.</p>	<p>We strive to include all members of the school community. We support the various needs, interests and backgrounds represented within our community.</p>	<ul style="list-style-type: none"> <li>• Survey faculty, students, and families to determine our effectiveness in promoting youth development.</li> <li>• Analyze results and consider implementation of suggestions.</li> </ul>	<p>Ongoing</p>
<p><b>Standard 3: School Practices</b> - Are there practices in place that enhance teaching and learning?</p>	<p><b>MAINTENANCE</b></p> <ul style="list-style-type: none"> <li>• Staff participation in the TEAM program, the implementation of the new teacher evaluation program, district participation in the Instructional Rounds process, department meetings, ongoing professional development and increased feedback to teachers all combine to improve teaching and learning.</li> <li>• The majority of our teachers have been trained in the Instructional Rounds process</li> <li>• The majority of our staff have participated in peer observations</li> <li>• 1:1 Devices, Schoology</li> </ul>	<p>The staff has identified improving instruction using the Depth of Knowledge structure</p>	<p>Provide time for staff to share best practices during faculty meetings and department meetings.</p> <ul style="list-style-type: none"> <li>• Heidi Hayes Jacobs</li> <li>• Alison Zmuda</li> <li>• Bena Kallick</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze data collected from district-wide Instructional Rounds visits.</li> <li>• Reflections on peer observations.</li> <li>• Surveying staff, students, and families about teaching and learning.</li> <li>• Analysis of survey data and implementation of suggestions.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze Instructional Rounds data 2x per year</li> </ul>
<p><b>Standard 3: School Practices</b> - Are there practices in place to address barriers to learning?</p>	<p><b>MAINTENANCE</b></p> <ul style="list-style-type: none"> <li>• Interdisciplinary Team Meetings</li> <li>• Department Meetings</li> <li>• Student Assistance Team</li> <li>• Special Education Interdisciplinary Team</li> <li>• Above teams meet regularly in order to create plans to effectively meet students' academic and social needs. Teams will review plans at regular intervals in order to determine progress.</li> <li>• Participation in the Teacher Evaluation program that will allow teachers to create Student Learning Objectives based on data.</li> <li>• 1:1 Chromebook Devices</li> <li>• Use of Schoology, an on-line learning platform</li> </ul>	<ul style="list-style-type: none"> <li>• Staff regularly reviews "disengaged" students' records and progress collaboratively.</li> <li>• Consistent use and maintenance of Student Intervention documentation and the carrying out of the Intervention Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Technology shares to encourage breadth and depth of technology based supports for learning.</li> <li>• Continued professional development in Reading and Writing workshop models.</li> <li>• Continued professional development on modernizing curriculum, personalized learning, and habits of mind.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff feedback</li> <li>• Student monitoring of progress.</li> </ul>	<p>Ongoing</p>
<p><b>Standard 3: School Practices</b> - Are there practices in place that develop and sustain infrastructure and capacity building?</p>	<p><b>MAINTENANCE</b></p> <ul style="list-style-type: none"> <li>• Building administration, Leadership Council, Department Chairs, and Counselors as well as Related Services meet regularly to share information on school practices and to provide feedback.</li> <li>• McGee meets regularly through Team Meetings, Department Meetings, IDT, and SRBI meetings to review students with academic and social needs and plan accordingly.</li> <li>• McGee School Climate and Security Committee meets 4x per year</li> </ul>	<p>Continue to work with school staff and faculty and the larger parent community to sustain our present infrastructure as well as build further capacity for students.</p>	<p>Work with parents, UpBeat, and other community agencies to provide multiple learning experiences that increase the capacity of McGee to provide learning experiences that educate the whole child.</p>	<ul style="list-style-type: none"> <li>• Staff feedback</li> <li>• Parent feedback</li> <li>• Student feedback</li> </ul>	<p>Ongoing</p>

<p><b>Standard 4: Safe Environment</b> - Is the school providing for a physically, emotionally, intellectually safe, healthy and welcoming environment?</p>	<p><b>MAINTENANCE</b> Efforts have been made to make the school welcoming including but not limited to:</p> <ul style="list-style-type: none"> <li>• Training of all staff on school connectedness</li> <li>• Completed outlining and implementing Student Drop-Off and Pick-Up procedures</li> <li>• Added a flat screen TV in the cafeteria and at the front of the building to display pertinent school-wide information as well as student work</li> <li>• Slide-show announcements are shown in the majority of classrooms that include the celebration of student accomplishments.</li> <li>• Daily live video announcements are also delivered where student achievements and birthdays are recognized</li> <li>• Consistent communication through the Parent Portal, Black Board Connect, and Daily Announcements.</li> <li>• Bravo Awards for students who exemplify positive efforts in the building.</li> <li>• Physical Education, Health and Wellness program that all focus on keeping students physically and emotionally well and safe.</li> <li>• Work with a Dare Officer from the Berlin Police Department in teaching classes and providing support with individual students as needed.</li> <li>• Bring a Parent to School Day in November</li> <li>• School Resource Officer (SRO) on staff and stationed in the building</li> <li>• Whole staff education on Surviving a School Attack through use of the ACT Fast: Run, Hide, Fight strategy</li> </ul>	<p>Consistent application of practices in all classrooms and between all staff members that model and demonstrate a physically, emotionally, and intellectually safe, healthy, and welcoming environment.</p>	<ul style="list-style-type: none"> <li>• School climate improvement goals (SMART – specific, measurable, attainable, reasonable and timely) are articulated and concrete strategies identified and implemented to meet those goals;</li> <li>• School climate improvement goals are explicitly included in overall school/district improvement plans;</li> <li>• Schools/districts engage in explicit (vocal and visible) public relations campaign to promote concepts of connectedness and safety;</li> <li>• School signage is welcoming</li> <li>• Parent/guardians community bulletin board is prominently placed;</li> <li>• All student activities/ interests are showcased throughout school and display school/district activities/ interests including academics, sports, music, technology, etc. fairly);</li> <li>• Regular newsletters to home always include focus on school climate and strategies for parents/guardians to work collaboratively on climate;</li> <li>• Involve students in active leadership roles</li> <li>• Classroom/team meetings are regularly held;</li> <li>• Building administrator regularly meets with students (lunch bunches, etc.);</li> <li>• Regularly revisit and monitor school-wide and specific school climate improvement goals;</li> <li>• School Administrators regularly conduct classroom walkthroughs and share best practice;</li> <li>• Devote regular time in faculty meetings for input and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Comparison of survey data from year to year: <ul style="list-style-type: none"> <li>• Staff Feedback</li> <li>• Student Feedback</li> <li>• Parent Feedback</li> </ul> </li> </ul>	<p>Ongoing</p>
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<p><b>Standard 5: Social Justice</b> - Is the school engaging in practices that promote the social and civic responsibilities and a sense of social justice within school community?</p>	<p><b>MAINTENANCE</b> McGee staff and students organize various civic and social initiatives each year. Food drives, clothing drives, disaster relief, etc. the Physical Education department organizes and runs March Madness each year that supports many charities determined by student input. Character building programs such as our Advisory Program that foster social involvement are ongoing. Students have also been involved with various field trips and outside speakers who have provided a theme centered on social justice: our Veterans Day Program, and annual 9/11 Peace walk. A number of teachers have also served on the McGee Diversity Committee for the past three years to reach out to our Open Choice families and to raise awareness regarding various issues. Other programs include March Madness, the Ambassador program, student council, the annual Torch Run, and spirit days.</p>	<p>The school community is aware of the importance of engaging in teaching practices that promote social justice and civic responsibility. We will continue to develop our practices that allow our students to engage in these areas in a meaningful way.</p>	<ul style="list-style-type: none"> <li>Continued practices upheld.</li> <li>Review for additional programs or lecturers to come to McGee and promote a positive message.</li> </ul>	<ul style="list-style-type: none"> <li>Staff feedback</li> <li>Parent feedback</li> <li>Student feedback</li> </ul>	<p>Ongoing</p>
<p><b>Family/Community Partnerships:</b> Are all stakeholders' interests represented and reflected in the school climate improvement efforts?</p>	<p><b>MAINTENANCE</b> McGee parents take an active role in supporting the school community.</p> <ul style="list-style-type: none"> <li>PTO</li> <li>Parent Advisory Council</li> <li>Berlin Education Council</li> <li>Career Day</li> <li>Veterans Day</li> </ul>	<p>Determine ways in which more parents have opportunities to become involved in the school climate efforts.</p>	<ul style="list-style-type: none"> <li>Common courtesy is role modeled at all times and in all settings by all school community members (students, educators, family members);</li> <li>Faculty/staff members are provided professional development opportunities to further their understanding of climate improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Administrative observation;</li> <li>Perform school "walk throughs";</li> <li>Parent feedback;</li> <li>Utilize comprehensive school climate assessment;</li> <li>Make minutes from various advisory meetings available for staff and parents;</li> </ul>	<p>Ongoing</p>
<p><b>Continuous Improvement:</b> Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school improvement?</p>	<p><b>MAINTENANCE</b> McGee's staff has consistently taken an active role in supporting student development, both academic and social.</p> <ul style="list-style-type: none"> <li>"We've Got Your Back" campaign</li> </ul>	<p>The work of the School Climate Team needs to develop buy-in from the entire school staff in an effort to make the development of a school climate more of a consistent culture in the school.</p>	<p>The entire process of moving from School Climate Team development, data collection, and development of further action steps as well as long and short-term goals needs to be carried out. Through the entirety of this process the climate team will work to support the process and communicate its value to the school's staff.</p>	<ul style="list-style-type: none"> <li>Staff Feedback</li> <li>Student feedback</li> <li>Parent Feedback</li> </ul>	<p>Ongoing</p>
<p><b>Impact on Results:</b> Is progress monitoring inherent in the school climate improvement process?</p>	<p><b>AWARENESS</b> McGee continually progress monitors its students academically with specific focus on at-risk students receiving remediation. School climate has not been an area we have formally monitored.</p>	<p>Progress monitoring academic and behavioral data is ongoing. Connection of this to positive school climate needs to be and communicated to all stakeholders.</p>	<p>Upon completion of the state provided school climate surveys, data will be assessed and further goals will be established and effectively monitored.</p>	<ul style="list-style-type: none"> <li>State provided climate surveys</li> <li>Staff Feedback</li> <li>Student feedback</li> <li>Parent Feedback</li> </ul>	<p>Ongoing</p>

**Berlin High School**  
**Safe School Climate Overview**  
**2017-2018**

A positive school climate directly impacts a student's ability to reach achieve their academic goals. Each person at Berlin High School contributes to the quality of our learning environment. The Safe School Climate Committee at Berlin High School consists of students, parents, non-certified staff, teachers, and a building administrator committed to providing a positive school climate at Berlin High School. The mission of the group is to promote attitudes and behaviors that have a positive impact on the school environment for all individuals. The Safe School Climate Plan has been developed to build on areas of strength and address areas of concern at Berlin High School in order to foster a physically, socially, emotionally, and intellectually safe environment for all members of our school community.



*"Where a voice can be heard"*

**Safe School Climate Plan  
2017-2018**

**District: Berlin**

**School: Berlin High School**

National School Climate Standard	Current School Status - To What Extent is This Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Time Line for Reaching Improvement Goals
<p><b>Standard 1: Shared Mission</b> Is it evident that all members of the school community are committed to physical, emotional and intellectual safety of the learners?</p>	<p><b>MAINTENANCE</b></p> <ol style="list-style-type: none"> <li>1. Display of Core Values and Beliefs about Learning throughout the school.</li> <li>2. Delivery of advisory lessons to ensure that staff and students have understanding Habits of Mind, Growth Mindset and their individual role in a positive school climate.</li> <li>3. Yearly staff training is provided about the policies and procedures for reporting mean behavior.</li> <li>4. Berlin High School regular evaluation of the school climate through the Vision Committee.</li> <li>5. Easily accessible forms for reporting mean behavior available to all members of the community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Communication and integration of Core Values to all aspects of the school.</li> <li>2. Advisory program to address school climate, school counseling and academic patterns identified through a review of data from the previous school year.</li> <li>3. Regular, standardized meeting of the Vision Committee support a positive school climate and development of learners.</li> </ol>	<ol style="list-style-type: none"> <li>1. Embed core values statement into all aspects of school.</li> <li>2. Regular meeting of Vision Committee to determine effective</li> <li>3. Display core values throughout the school.</li> <li>4. Use data to drive overall school improvement plans.</li> <li>5. ADL teacher training with 80 students in preparation for "Truth About Hate".</li> <li>6. ADL "Truth About Hate" presentation to staff and students, January 2018.</li> </ol>	<p>Staff Feedback</p> <p>Student Feedback</p> <p>Parent Feedback</p> <p>School Climate Committee Feedback</p> <p>Disciplinary Data Review</p> <p>NEASC Self Study Results</p>	<p>Ongoing</p>
<p><b>National School Climate Standard</b></p>	<p><b>Current School Status - To What Extent is This</b></p>	<p><b>Areas Identified as Needing Improvement</b></p>	<p><b>Identified Strategies to Realize Improvement</b></p>	<p><b>Measurement and Documentation Options</b></p>	<p><b>Time Line for Reaching</b></p>

	Evident?			for Determining Improvement	Improvement Goals
<p><b>Standard 1: Shared Mission</b> Do participants share a vision of what a positive school climate looks, feels and sounds like?</p>	<p><b>MAINTENANCE</b> 1. A Statement of Core Values and Beliefs was approved by faculty 8.29.2017: <b>Berlin High School cultivates 21st century skills toward success in a global society by engaging students in rigorous academic, social, and civic responsibilities. Berlin High School students will develop into independent, self-directed, life-long learners who take responsibility for their academic outcomes while demonstrating a positive work ethic (excerpt).</b></p>	<ol style="list-style-type: none"> <li>1. Full integration of mission into all aspects of the school.</li> <li>2. Continued development of shared understandings around academic, social, and civic expectations with all stakeholders</li> </ol>	<ol style="list-style-type: none"> <li>1. Clearly stated vision for the learner at BHS provided to faculty at opening meeting.</li> <li>2. Continual reinforcement of vision and core values throughout the school year.</li> <li>3. All teachers will receive training from ADL.</li> <li>4. Develop collective ownership for the development of safe school climate.</li> </ol>	<p>State provided climate surveys</p> <p>Staff Feedback</p> <p>Student Feedback</p> <p>Parent Feedback</p>	Ongoing
<p><b>Standard 1: Shared Values</b> What are the shared values?</p>	<p><b>MAINTENANCE Academic Expectations</b></p> <ul style="list-style-type: none"> <li>• Read critically</li> <li>• Write effectively</li> <li>• Communicate clearly and persuasively</li> <li>• Solve problems creatively</li> <li>• Develop and sustain an active and healthy lifestyle</li> <li>• Become self-directed, self-reflective, independent learners</li> </ul> <p><b>Social and Civic Expectations</b></p> <ul style="list-style-type: none"> <li>• Behave responsibly and ethically</li> <li>• Participate in the community</li> <li>• Respect the diversity of others</li> <li>• Contribute to a safe and</li> </ul>	<ol style="list-style-type: none"> <li>1. Consistent behavioral expectations for all members of the BHS community.</li> <li>2. Clear articulation of the social and civic expectations to all BHS community members.</li> </ol>	<ol style="list-style-type: none"> <li>1. Advisory includes activities to ensure that students are academically engaged, socially responsible, and ethical members of community.</li> <li>2. Presentation, modelling, and reiteration of shared values in meetings, correspondence, events, and trainings.</li> </ol>	<p>State provided climate surveys</p> <p>Staff Feedback</p> <p>Student Feedback</p> <p>Parent Feedback</p> <p>School Climate Committee Feedback</p>	Ongoing

	supportive environment (excerpt from Core Values statement)				
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National School Climate Standard	Current School Status - To What Extent is This Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Time Line for Reaching Improvement Goals
<b>Standard 1: Shared Goals</b> What are the shared priorities?	<b>MAINTENANCE</b> 1. Cultivating responsible and ethical behavior. 2. Cultivating self-directed, self-reflective, independent learners. 3. Active contribution to a safe and supportive environment and community	1. Increase opportunities for self-directed, self-reflective, independent learning. 2. Provide information to school staff about interventions for engaging students in positive ways with in the school community. 3. Promotion of a growth mindset through advisory lessons.	1. Review of priorities at regular meetings of the Vision Committee. 2. Teacher and Student meetings to address and resolve conflicts in the classroom.	State provided climate surveys  Staff, Student, Parent Feedback  Discipline Referrals	Ongoing
<b>Standard 2: Shared School Policies</b> Are there policies that promote the development of skills, knowledge and engagement?	<b>MAINTENANCE</b> 1. The Advisory program 2. Student and Faculty handbook aligned with the School's Core Values statement. 3. Common Planning Time to share best practices. 4. The employment of Instructional Rounds to determine instructional patterns.	1. Alignment and adjustment of the advisory program to be responsive to school needs. 2. Ensure consistency and alignment of Student and Faculty handbooks 3. Aligning and deepening departmental work around sharing best practices. 4. Using Instructional Rounds process as a leveraging technique to improve instruction.	1. Review and revise student, faculty handbooks as needed. 2. CPT and departmental meetings will be centered on stated departmental goals. 3. Transparency of the Rounds process.	Stakeholder feedback  Assessment data	Ongoing

National School Climate Standard	Current School Status - To What Extent is This Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Time Line for Reaching Improvement Goals
<p><b>Standard 2: Shared School Policies</b> Are there policies in place to address barriers to learning?</p>	<p><b>MAINTENANCE</b> 1. Building administration, special education teachers, instructional specialists and classroom teachers will meet weekly during IDT and SAT to create plans to effectively address students' academic and social needs.</p>	<ol style="list-style-type: none"> <li>1. Develop a culture of collective responsibility for school climate and student development.</li> <li>2. Implementing alternatives to detention and suspension.</li> <li>3. Providing faculty with SRBI process.</li> </ol>	<ol style="list-style-type: none"> <li>1. Biweekly meetings with administration and school counselors to review students at risk.</li> <li>2. Communicate with involved staff to support student success.</li> <li>3. Develop individualized student plans for at risk students in collaboration with parents/guardians with scheduled progress review meetings.</li> <li>4. Quarterly attendance and grade review with school counselors and building administration.</li> </ol>	<p>School discipline reports, including detentions and suspensions.</p> <p>Report Card review</p> <p>Individual graduation plans for at risk students</p> <p>Referrals for Determining Eligibility to Special Education Services, results from referrals.</p> <p>Attendance Reports</p>	<p>Ongoing</p>
<p><b>Policies on Dealing with P.A. 11-232 Bullying Allegations:</b> Does the Plan include the specific requirements in An Act Concerning The Strengthening of School Bullying Laws?</p>	<p><b>COMPLETED</b> 1. Berlin High School has addressed the required immediate steps to address bullying as identified by P.A 11-232(effective July 1, 2011)</p>	<ol style="list-style-type: none"> <li>1. All required steps and policies indicated by P.A. 11-232 have been completed.</li> </ol>	<ol style="list-style-type: none"> <li>1. All students and staff will continue to be informed of the policies for reporting mean behavior to building administration.</li> <li>2. Parents/Guardians will have easy access to information about the reporting process.</li> </ol>	<p>Complete bi-weekly follow ups with students involved in a mean behavior report.</p> <p>Review reports with Vision Committee and involved parties</p>	<p>July 2015</p>
National School Climate Standard	Current School Status - To What Extent is This Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Time Line for Reaching Improvement Goals
<p><b>Standard 3: School Practices</b> Are there practices in place to promote positive youth development?</p>	<p><b>MAINTENANCE</b> 1. Advisory program 2. Developmental School Counseling 3. UPBEAT 4. After school activities, clubs, and athletics</p>	<ol style="list-style-type: none"> <li>1. Implement alternative activities, recognitions, and positive reinforcement for at risk students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Collaboration with school counselors to implement the developmental school counseling curriculum.</li> <li>2. Regularly scheduled student review meetings</li> </ol>	<p>Student work samples from School Counseling lessons.</p> <p>Documentation and progress reports for at risk students.</p>	<p>Ongoing</p>

	<ol style="list-style-type: none"> <li>5. Focus on student-led, authentic learning measures</li> <li>6. Senior Capstone</li> </ol>		<ol style="list-style-type: none"> <li>3. Identify students without involvement in academic, social, and civic activities.</li> </ol>	SSCC to review mean behavior reports and identify possible needs of reported perpetrator and recipient or school.	
<b>Standard 3: School Practices</b> Are there practices in place that enhance teaching and learning?	<b>MAINTENANCE</b> <ol style="list-style-type: none"> <li>1. Common Planning Time for departments</li> <li>2. Instructional Rounds</li> <li>3. Teacher practice goals focused on student-led, authentic learning measures</li> <li>4. 1:1 Chromebooks</li> <li>5. Monthly professional development sessions</li> <li>6. After-school Academy</li> </ol>	<ol style="list-style-type: none"> <li>1. Sharing instructional strategies that promote student engagement through peer observation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Allow time for peer observation as requested by teachers.</li> <li>2. Allotted time for instructional strategies and student engagement strategies at faculty meetings.</li> <li>3. Staff recognition</li> </ol>	Share best practices observed through informal observations  Celebrate student and teacher accomplishments	Ongoing
<b>National School Climate Standard</b>	<b>Current School Status - To What Extent is This Evident?</b>	<b>Areas Identified as Needing Improvement</b>	<b>Identified Strategies to Realize Improvement</b>	<b>Measurement and Documentation Options for Determining Improvement</b>	<b>Time Line for Reaching Improvement Goals</b>
<b>Standard 3: School Practices</b> Are there practices in place to address barriers to learning?	<b>COMPLETED</b> <ol style="list-style-type: none"> <li>1. Interdisciplinary Team Meetings</li> <li>2. Department Meetings</li> <li>3. Staffings</li> <li>4. Special Education Interdisciplinary Team</li> </ol> <p>Above departments/teams bimonthly to create plans to effectively meet students' academic and social needs. Teams will review plans at regular intervals in order to determine progress.</p>	<ol style="list-style-type: none"> <li>1. SRBI process</li> <li>2. Consistent use and maintenance of SRBI and Staffings documentation carrying out of the Intervention Plans.</li> </ol>	<ol style="list-style-type: none"> <li>1. Collaborate with school counselors, related service providers and other stakeholders to develop an effective intervention process for students with on-going attendance and academic performance issues.</li> </ol>	End of the year survey  Student Data	Ongoing
<b>Standard 3: School Practices</b> Are there practices in place that develop and sustain infrastructure and capacity	<b>MAINTENANCE</b> <ol style="list-style-type: none"> <li>1. Administrative Council, Building Administration, Vision Committee, NEASC committees</li> </ol>	<ol style="list-style-type: none"> <li>2. Continue to provide clear and consistent expectations for students and staff focused on the school's</li> </ol>	<ol style="list-style-type: none"> <li>1. Student Handbook</li> <li>2. Faculty Handbook</li> <li>3. Links to resources on website</li> <li>4. Shared Leadership</li> </ol>	Staff Feedback  Parent Feedback	Ongoing

building?	Department Meetings	vision and core values.	opportunities for students and staff	Student Feedback	
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<b>National School Climate Standard</b>	<b>Current School Status - To What Extent is This Evident?</b>	<b>Areas Identified as Needing Improvement</b>	<b>Identified Strategies to Realize Improvement</b>	<b>Measurement and Documentation Options for Determining Improvement</b>	<b>Time Line for Reaching Improvement Goals</b>
<b>Standard 4: Safe Environment</b> Is the school providing for a physically, emotionally, intellectually safe, healthy and welcoming environment?	<b>MAINTENANCE</b> 1. Practice protocols to be followed by all members of the Berlin High School Community to ensure safety as a priority, revise if needed. 2. School Administrators and department heads regularly conduct classroom walkthroughs. 3. Adult presence in the hallways during passing time and lunches. 4. Support staff is available to problem solve with students when needed.	1. Revisit and monitor school-wide and specific school climate improvement goals. 2. Monitor safety procedures through building renovation in collaboration with School Resource Officer and other identified resources.	1. School climate improvement goals are articulated and concrete strategies identified and implemented to meet those goals. 2. School climate improvement goals are explicitly included in overall school/district improvement plans. 3. All student activities/ interests are showcased throughout school 4. School climate improvement goals	Conduct regular walk-throughs of the building with SRO and building administration.  Observe interactions in classrooms and on school property.  Incident reports	Ongoing
<b>National School Climate Standard</b>	<b>Current School Status - To What Extent is This Evident?</b>	<b>Areas Identified as Needing Improvement</b>	<b>Identified Strategies to Realize Improvement</b>	<b>Measurement and Documentation Options for Determining Improvement</b>	<b>Time Line for Reaching Improvement Goals</b>
<b>Standard 5: Social Justice</b> Is the school engaging in practices that promote the social and civic responsibilities and a sense of social justice within school community?	<b>COMPLETED</b> 1. Berlin High School staff and students organize various civic and social initiatives each year including food drives, clothing drives, blood drives and disaster relief. 2. Berlin Helping Berlin (BHB) raises funds for families in town in need of financial assistance to pay heating costs.	1. Share practices to promote student engagement.	1. Schedule and provide research informed professional development to all school community members pertaining. 2. Use of restorative practices in response to discipline referrals. 3. ADL presentation to the entire school 4. Member of Red, White, and Blue Schools	Staff Feedback  Parent Feedback  Student Feedback from student population	Ongoing



	3. Senior Capstone projects				
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<p><b>Family/Community Partnerships:</b> Are all stakeholders' interests represented and reflected in the school climate improvement efforts?</p>	<p><b>MAINTENANCE</b> 1. Members of the community, staff, parents and town departments contribute to the development of procedures and expectations.</p>	<p>1. Berlin High School parents are active in band, athletics, and extra curricular activities.  2. Determine ways in which more parents have opportunities to become involved in the school climate efforts.</p>	<p>1. Consistent implementation of Code of Conduct among students and staff. 2. Direct links in Student Handbook to access information to assist in improving the school climate for individuals. 3. Adults model expected behavior. 4. Safety protocols practiced and implemented.</p>	<p>State provided climate surveys.  Evaluation of practice safety drills  Community Feedback</p>	<p>Ongoing</p>
<p><b>Continuous Improvement:</b> Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school improvement?</p>	<p><b>MAINTENANCE</b> 1. Berlin High School staff take action in supporting student development, both academic and social. 2. Students and staff are regularly recognized for small and larger contributions to the school community. 3. Students and staff are encouraged to report instances of mean behavior.</p>	<p>1. Maintain and strengthen an atmosphere of collective responsibility for student success. 2. Easy access to means of anonymous reporting.</p>	<p>1. Articulate school climate goals at the opening of the 2017-2018 school year. Seek feedback from stakeholders to determine steps the meet the goals. 2. Focus and recognition of strengths , as well as growth mindset.</p>	<p>State provided climate surveys.  Staff feedback  Student feedback provided from sample group  Parent feedback</p>	<p>Ongoing</p>
<p><b>National School Climate Standard</b></p>	<p><b>Current School Status - To What Extent is This Evident?</b></p>	<p><b>Areas Identified as Needing Improvement</b></p>	<p><b>Identified Strategies to Realize Improvement</b></p>	<p><b>Measurement and Documentation Options for Determining Improvement</b></p>	<p><b>Time Line for Reaching Improvement Goals</b></p>
<p><b>Impact on Results:</b> Is progress monitoring inherent in the school climate improvement process?</p>	<p><b>EMERGENT/MAINTENANCE</b> 1. Berlin High School continually monitors its students academically with specific focus on at-risk students receiving academic remediation.</p>	<p>1. The SRBI process will be reviewed with faculty at the start of the school year. 2. Development of attainable goals for students with scheduled progress monitoring.</p>	<p>1. Upon completion of the state provided school climate surveys, data will be assessed and further goals will be established and monitored.</p>	<p>State provided climate surveys.  Discipline referrals  Report Cards  Attendance Reports</p>	<p>Ongoing</p>

		Revision of a consistent, yet individualized plan to address student concerns within the school community.			
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## **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. After July 1, 2014, 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:

Conn. Gen. Stat. § 10-222d

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

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

Public Act 14-172, "An Act Concerning Improving Employment Opportunities through Education and Ensuring Safe School Climates"

Public Act 14-232, "An Act Concerning the Review and Approval of Safe School Climate Plans by The Department of Education and a Student Safety Hotline Feasibility Study"

Public Act 14-234, "An Act Concerning Domestic Violence and Sexual Assault"

**Form A**  
**Berlin Public Schools**  
**Bullying Prevention and Intervention Incident Reporting Form**

<b>Information About the Reporter</b>														
<b>Name of Reporter/Person Filing the Report:</b>														
<i>Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.</i>														
<b>You are the:</b>	Target of the Behavior						Reporter (not the target)							
<b>You are a:</b>	Student			Staff member: (specify role)										
	Parent			Other: (specify)										
<b>Your contact information/ Telephone number:</b>														
If a student, school is:	Griswold		Hubbard		Willard		McGee		BHS					
<b>and grade is:</b>	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
If a staff member, work site is:														
<b>Information About the Incident</b>														
<b>Name of Target of behavior:</b>														
<b>Name of Aggressor (person who engaged in the behavior)</b>														
<b>Date(s) of the Incident(s):</b>														
<b>Time(s) of the Incident(s):</b>														
<b>Location of the Incident(s):</b> <i>Be as specific as possible.</i>														
<b>Witnesses: List the people who saw the incident or have information about it.</b>														
<b>Name:</b>			Student			Staff			Other:					
<b>Name:</b>			Student			Staff			Other:					
<b>Name:</b>			Student			Staff			Other:					
<b>Describe the details of the incident. Include names of people involved, what occurred, and what each person did and said, including specific words used. Please use additional space if necessary.</b>														

----- **FOR ADMINISTRATIVE USE ONLY** -----

**Signature of Person Filing this Report** \_\_\_\_\_ **Date** \_\_\_\_\_  
*Note: Reports may be filed anonymously.*

**Form Given to:** \_\_\_\_\_, \_\_\_\_\_ **Date:** \_\_\_\_\_  
Name Position

**Signature:** \_\_\_\_\_ **Date Received:** \_\_\_\_\_

**FORM B**  
**BERLIN PUBLIC SCHOOLS**  
**REPORT OF BULLYING**  
**SCHOOL CLIMATE SPECIALIST INVESTIGATION SUMMARY**

Investigation must be completed as soon as possible but not later than within five (5) school days after receiving a written report. Not later than 48 hours after the completion of the investigation, parents/guardians of students who commit verified acts of bullying and parent/guardians against whom such acts were directed must be notified of the results of the investigation.

School: \_\_\_\_\_ Date: \_\_\_\_\_

Safe School Climate Specialist / Principal: \_\_\_\_\_

**Reporter Information:**

- Anonymous Student Report
- Staff Member Report Name: \_\_\_\_\_
- Parent/Guardian Report Name: \_\_\_\_\_
- Student Report Name: \_\_\_\_\_

**INVESTIGATION**

<b>Investigator(s):</b>		<b>Position(s):</b>	
<b>Interviewed Aggressor</b>	<b>Name:</b>	<b>Date:</b>	
<b>Interviewed Aggressor</b>	<b>Name:</b>	<b>Date:</b>	
<b>Interviewed Target</b>	<b>Name:</b>	<b>Date:</b>	
<b>Interviewed Target</b>	<b>Name:</b>	<b>Date:</b>	
<b>Interviewed Witness</b>	<b>Name:</b>	<b>Date:</b>	
<b>Interviewed Witness</b>	<b>Name:</b>	<b>Date:</b>	
<b>Interviewed Witness</b>	<b>Name:</b>	<b>Date:</b>	
<b>Interviewed Witness</b>	<b>Name:</b>	<b>Date:</b>	
<b>Have prior incidents been documented by the aggressor?</b>		Yes <input type="checkbox"/>	No <input type="checkbox"/>
<b>If yes, have incidents involved this target or target group previously?</b>		Yes <input type="checkbox"/>	No <input type="checkbox"/>
<b>Have any previous incidents involved <i>Bullying</i> or <i>Retaliation</i>?</b>		Yes <input type="checkbox"/>	No <input type="checkbox"/>

**Summary of Investigation:**

**CONCLUSIONS FROM THE INVESTIGATION**

Was there a finding of Bullying?	<input type="checkbox"/>	Yes, as indicated by letter:	
	<input type="checkbox"/>	No, incident documented as	

**Bullying is defined as the repeated use by one or more students of a written, verbal, or electronic communication, such as cyber bullying, or a physical act or gesture directed at another student in the same school district that: a) causes physical or emotional harm to the student, b) places the student in a reasonable fear or harm, c) creates a hostile environment at school, d) infringes on the rights of the student at school,**

**and/or e) substantially disrupts the education process or orderly operation of the school.**

**Contacts:**

Target's Parent/Guardian	Phone Call:		Letter Sent:	
Aggressor's Parent/Guardian	Phone Call:		Letter Sent:	
Safe School Climate Specialist	Phone Call:		Memo Sent:	
Law Enforcement	Phone Call:		Memo Sent:	
Other	Phone Call:		Memo Sent:	

**Action Taken:**

<input type="checkbox"/>	Loss of Privileges	<input type="checkbox"/>	Detention	<input type="checkbox"/>	In School Suspension (ISS)
<input type="checkbox"/>	Counseling	<input type="checkbox"/>	Community Service	<input type="checkbox"/>	Out of School Suspension (OSS)
<input type="checkbox"/>	Education	<input type="checkbox"/>	Other:		

**Harassment:**

Potential harassment Yes  No

Complete Form ( )

**Follow-Up:**

Follow-up with Target is scheduled for: (2 weeks and 6 weeks from incident)

Date:		With:		Date:		With:	
Complete:		Initial:		Complete:		Initial:	

Follow-up with Aggressor is scheduled for: (2 weeks and 6 weeks from incident)

Date:		With:		Date:		With:	
Complete:		Initial:		Complete:		Initial:	

Date Report forwarded to Principal:

Date Report Forwarded to Superintendent & Safe School Climate Specialist:

Signature/Title:		Date:	
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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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**Berlin Public Schools**  
**Report of Bullying/Consent to Release Student Information (Form D)**

**Date:** \_\_\_\_\_

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

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

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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 Berlin 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 Berlin 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 Berlin 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)

**Berlin Public Schools**  
**Report of Teen Dating Violence/Consent to Release Student Information (Form E)**

**Date:** \_\_\_\_\_

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

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

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To Parent/Guardian:

A report of teen dating violence has been made on behalf of your child alleging that he/she has been the victim of teen dating violence. In order to facilitate a prompt and thorough review of the report, the Berlin 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 Berlin 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 Berlin 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)