

**Berlin Public Schools  
Safe School Climate Plan**

Approved by

**Berlin Board of Education  
December 12, 2011**

Berlin Public Schools  
238 Kensington Rd.  
Berlin, Connecticut 06037

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As of December 12, 2011 the Berlin Board of Education revised policy #5131.911 to meet the new requirements of Public Act 11-232 which addresses bullying prevention and intervention. As a response to this new policy all Berlin Public Schools have formed Safe School Climate Committees and drafted School Climate Plans as required by the revised Board of Education Policy. The mandated requirements of all Safe School Climate Plans are outlined below and can be found in the Board of Education Policy #5131.911. The District Safe School Climate Plan includes an overview of each individual school's plan outlining current practices and identifies the School Climate Specialist for the school. Also included in the plan are reporting forms which are aligned across all schools to ensure continuity and compliance.

Included below are the mandatory requirements for all Safe School Climate Plans:

- All plans must be approved by the Board of Education and sent to the Connecticut State Department of Education no later than January 1, 2012. Within thirty (30) calendar days of the Board of Education approval, the plan must be available on the Board of Education website and on each school website.
- Included in the publication of all student handbooks are the rules, procedures, and standards of conduct for all students.
- Each school will provide all employees with a written or electronic copy of the plan at the beginning of each year.
- Prohibit discrimination and retaliation against an individual who reports, or assists in the investigation of, an act of bullying.
- Prohibit bullying on school grounds, at school sponsored or related activities on or off school grounds, school bus stops, school bus, and on other transportation owned or leased by the Board of Education.

### **Berlin Public Schools**

The Safe School Climate District Coordinator is Brian Benigni, Assistant Superintendent of Schools. The Coordinator's duties include:

- Implementing the Safe School Climate Plan;
- Coordinating and collaborating with the Safe School Climate Specialist at each school in matters that involve potential acts of bullying;
- Meeting at least twice annually with the Safe School Specialist to make recommendations concerning updates to the district's Safe School Climate Plan;
- Ensure completion of the bi-annual Safe School Climate assessment created and disseminated by the State Department of Education beginning in July 2012.
- Coordinate annual in-service training for Berlin Public School employees on the prevention, identification, and response to bullying.

Annually each school will designate a Safe School Climate Specialist. This specialist will be the building principal unless the principal designates another staff member. The Specialist's duties include:

- Investigating or supervising the investigation of reported acts of bullying and sexual harassment in accordance with the district's Safe School Climate Plan;
- Collecting and maintaining records of reports and investigations of bullying and sexual harassment in the school;

- Chairing the Safe School Climate Committee in their school.
- Acting as the primary school official responsible for preventing, identifying, and responding to reports of bullying and sexual harassment within their respective school; and
- Completing the bi-annual Safe School Climate Assessment created and disseminated by the State Department of Education beginning in July 2012.

A Committee will be established (or an existing committee) may be designated in each school that is responsible for the developing and fostering a safe school climate and addressing issues related to bullying in school, school related activities and on transportation vehicles to and from school sponsored activities. The principal or designee will appoint a parent or guardian of a student enrolled in the school to be a member of the committee. The responsibilities of the Safe School Climate Committees include:

- Receiving copies of completed forms from bullying investigations
- Identifying and addressing patterns of bullying;
- Reviewing and amending school practices related to bullying;
- Developing a Safe School Climate Plan for their respective school that complies with Board of Education policy and the specific needs of the school;
- Performing all duties determined by the principal or designated safe school specialist related to the identification, prevention and response to school bullying;
- Any parent or guardian serving on this committee may not have full access to information that would compromise the confidentiality of any student(s).

**SERIES: 5000 STUDENTS**

**5131.911**

**TITLE: BULLYING PREVENTION AND INTERVENTION POLICY**

**ADOPTED: 2/11/03**

**REVISION: 7/21/08 (temp.), 8/18/08, 5/26/09, 5/9/11, & 12/12/11**

## **BULLYING PREVENTION AND INTERVENTION POLICY**

The Berlin Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, harassment and discrimination. In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.

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

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

For purposes of this policy, "**Bullying**" means the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school 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.

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.

For purposes of this policy, "**Cyberbullying**" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

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

- (1) Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually of the process by which students may make such reports;
- (2) enable the parents or guardians of students to file written reports of suspected bullying;
- (3) require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
- (4) require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section;
- (5) require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
- (6) include a prevention and intervention strategy for school employees to deal with bullying;
- (7) provide for the inclusion of language in student codes of conduct concerning bullying;
- (8) require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation;
- (9) require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying;

- (10) establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
- (11) direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
- (12) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
- (13) direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;
- (14) require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;
- (15) prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (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;
- (16) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and
- (17) require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivision (9) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

Not later than January 1, 2012, the Berlin Board of Education shall approve the Safe School Climate Plan developed pursuant to this 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 website 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.

Legal References:

Public Act 11-232, *An Act Concerning the Strengthening of School Bullying Laws*

Conn. Gen. Stat. 10-145a

Conn. Gen. Stat. 10-145o

Conn. Gen. Stat. 10-220a

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. 10-222g

Conn. Gen. Stat. 10-222h

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



Emma Hart Willard Elementary School  
Safe School Climate Plan  
2011-2012  
Lauren Feltz - Safe School Climate Specialist

The members of the Willard School community have embraced 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:

- Revisit the code of conduct known as the Willard Way. 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 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 Template  
2011 – 2012**

**District: Berlin**

**School: Emma Hart Willard 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>Form a school climate team made up of teachers, administrators, and at least one parent/guardian. 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>State provided climate surveys (anticipated 2012)</p> <p>Staff Feedback</p> <p>Student feedback provided from sample group.</p> <p>Parent Feedback</p>	<p>2011 – 2012 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> Presently, Willard School has a code of conduct known as the Willard Way.</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.</p>	<p>State provided climate surveys (anticipated 2012)</p> <p>Staff Feedback</p> <p>Student feedback provided from sample group.</p> <p>Parent Feedback</p>	<p>2011 – 2012 school year (ongoing)</p>
<p><b>Standard 1: Shared Values</b> What are the shared values?</p>	<p><b>EMERGENT</b> We share the values of Respect, Effort, Kindness, and Tolerance.</p>	<p>-Consistent use of the Willard School Code of Conduct to intervene and work with students who make poor choices - Common language - Definition of terms within code of conduct must be developmentally appropriate</p>	<p>With the Willard School Staff, the building administration will revisit the Willard School Code of Conduct to:</p> <ol style="list-style-type: none"> <li>1. Review and make amendments as necessary.</li> <li>2. Ensure consistent communication of school values and expectations.</li> <li>3. Provide strategies to staff on how to effectively communicate and define expectations based on the school code of conduct.</li> </ol>	<p>State provided climate surveys (anticipated 2012)</p> <p>Staff Feedback</p> <p>Student feedback provided from sample group.</p> <p>Parent Feedback</p>	<p>2011 – 2012 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</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</p>	<p>State provided climate surveys (anticipated 2012)</p> <p>Staff Feedback</p>	<p>2011 – 2012 school year (ongoing)</p>

	Plan to provide consistency and understanding of the school's shared priorities.		clearly communicated to all stakeholders.	School Climate Committee Feedback	
<b>Standard 2: Shared School Policies</b> Are there policies that promote the development of skills, knowledge and engagement?	<b>MAINTENANCE</b> The Berlin Board of Education has adopted a wide range of policies. The ongoing development of refinement of district curriculum supports continuous academic improvement.	Indoctrinating new staff to the building about teams and support structures to assist students in need.  Willard School continues to be involved in the Instructional Rounds process working on the area of student engagement.	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Building administration will conduct a yearly professional development to communicate new policy changes and clarify existing ones.</li> <li>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.</li> </ol>	Staff Feedback  Parent Feedback  Materials collected and created from Instructional Rounds  Revised curriculum documents and online resources  Team professional growth plans  Documentation of professional development opportunities collected to Protraxx	Curriculum development is a continuous process and will continue until completed.  Individual documentation as completed  Professional Growth Plans will be completed by June 2012  Ongoing policy revisions based upon changes from the state and local Board of Education.

			4. We are participating in a pilot year of changes to our professional growth plan that increases the frequency with which teachers are observed, receive feedback and develop their own professional growth goals.		
<b>Standard 2: Shared School Policies</b> Are there policies 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, SAT 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.  Application of newly learned teaching practices to effectively address all students' needs.	-Professional development in Differentiation with Rick Wormeli - Technology shares to encourage breadth and depth of technology based supports for learning -Safe School Climate training from Joann Freiberg -Writing workshop training with Leah Mermelstein increases individualization of instruction in writing.	Staff feedback  Student progress monitoring	2011 – 2012 school year (ongoing)
<b>Policies on Dealing with P.A. 11-232 Bullying Allegations:</b> Does the Plan	<b>COMPLETED</b> Willard School has addressed the required immediate steps to address	All required steps and polices indicated by P.A. 11-232 have been completed.	1) Safe School Climate school coordinator and team were established.	Feed back from staff  Feedback from Administration	August 2011

include the specific requirements in An Act Concerning The Strengthening of School Bullying Laws?	bullying as identified by P.A 11-232 (effective July 1, 2011)		(Summer 2011) 2) Safe School Climate Plan was developed. (December 2011) 3) All bully investigation and report forms were reevaluated and edited. (Summer 2011)		
<b>Standard 3: School Practices</b> Are there practices in place to promote positive youth development?	<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, Noontime Sports, 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.	Additional guidance support to implement a curriculum that is developmentally appropriate and supports students' emotional needs.	Continue to work with present school guidance support to implement one-to-one, small group, and whole class instruction on social and emotional development.	Staff feedback  Consult with School Guidance Counselor  Data from recess and bus incidents	2011 - 2012 school year (ongoing)
<b>Standard 3: School Practices</b> Are there practices in place that enhance teaching	<b>MAINTENANCE</b> Staff participation in the TEAM program, district participation in the Instructional	Consistent maintenance of curriculum and teaching practices in place. The further	Yearly professional development activities to collaboratively assess and develop the curriculum and	Staff feedback  Administrative Observations	2011 - 2012 school year (ongoing)

and learning?	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.	development of a viable and clearly articulated curriculum in all subject areas.	delivery models being used in the classrooms.	Student Assessment Data  Data collected from Instructional Rounds Visits	
<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, SAT 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.	-Professional development in Differentiation with Rick Wormeli - Technology shares to encourage breadth and depth of technology based supports for learning -Safe School Climate training from Joann Freiberg -Writing workshop training with Leah Mermelstein increases individualization of instruction in writing.	Staff feedback  Student progress monitoring	2011 - 2012 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 PTO to share information on the	Continuing to work with school staff and faculty as well the PTO and larger parent community to sustain our present infrastructure as well	Work with PTO, UpBeat, and other community agencies to provide multiple learning experiences that increase the capacity of Willard	Staff feedback  Parents Club Feedback  Student Sample Group Feedback	2011 - 2012

	<p>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, SAT and SRBI meetings to review students with academic and social needs and plan accordingly.</p>	<p>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>School to provide learning experiences that educate the whole child.          -School guidance counselor pushes in to classrooms to teach developmental guidance lessons          -Training for all staff on Safe School Climate from state consultant          -Library developing specialized collection of texts both for adult learners and picture books that can serve as mentor texts in direct instruction on code of conduct related lessons</p>	<p>-Guidance lesson plans/schedule          -Protraxx documentation          -Library will produce bibliography          -Agenda/handouts from staff training</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          -Training of all staff on school connectedness          -Addition of flat screen TV displaying student achievements          -Student work is prominently displayed.          -Consistent communication through the Willard School PTO, monthly newsletter, Alert Now system, 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.</p> <p>The Safe School Climate committee, speaking on behalf of their teams, expressed concerns about both students and adults not knowing the names, titles, and personal strengths of many staff members.</p>	<p>-Develop a unit of instruction around the school community          - Feature staff members in newsletters and on "Meet Our Staff" bulletin boards          -Develop and publish a staff face book section of the school handbook          -Post name and photo of staff members outside their workspace.</p>	<p>State provided climate surveys (anticipated 2012)          Staff Feedback          Student feedback provided from sample group.          Parent Feedback</p>	<p>2011 – 2012 school year (ongoing)</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>AWARENESS</b> Our student council and Kindness Committee lead various civic and social initiatives each year (for example: book drive, canned food drive, raising money for storm victims.) Presently the Willard School Media Specialist is organizing a book drive to send books to Ghana.</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>As our code of conduct is rearticulated, we will begin the process by inviting students to work collaboratively to develop a list of expectations they think are important to establish for our school. Growing out of this work; staff members will refine the wording and roll it out to the staff.</p>	<p>Staff Feedback Parent Feedback Student Feedback from student population Consult with ESOL Department</p>	<p>2012 – 2013 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>EMERGENT</b> The Willard PTO takes an active roll in supporting the school community. Parent volunteers support school initiatives, staff a school publishing 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 Parent Feedback</p>	<p>2011 -2012</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 schools staff.</p>	<p>State provided climate surveys (anticipated 2012) Staff Feedback Student feedback provided from sample group. Parent Feedback</p>	<p>2011 – 2012 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 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 currently an inherent process within the school. The connection of this process to positive school climate needs to be indentified 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>	<p>State provided climate surveys (anticipated 2012)  Staff Feedback  Student feedback provided from sample group.  Parent Feedback</p>	<p>2012 -2012 school year (ongoing)</p>
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Mary E. Griswold Elementary School  
Safe School Climate Plan  
2011-2012  
Christian Strickland - Safe School Climate Specialist

Griswold School has a Safe School Climate Committee comprised of a team of classroom teachers, special education teachers, administrators and parent representation and is headed by the school's safe school climate specialist, Mr. Strickland. The team is organic in nature and 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 are already being implemented to promote positive school climate as well as new actions steps to be taken to further develop school connectedness. The 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 to building administration. Presently, Griswold School has developed a school code of conduct as well as 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 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. 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. Griswold School had added 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. Presently the Griswold school media specialist is organizing a book drive to send books to Ghana. 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 among students, staff and the parent community. Each member of the school climate team has read *How Full is Your Bucket?* by Tom Rath and Donald O.Clifton, Ph.D. The book serves as a foundational text for the meetings. The safe school climate plan will be presented to the staff and the Parents Club in January of 2012. The safe school climate committee's next steps are to determine ways to actualize the ideals of *How Full is Your Bucket?* in the school setting in order to create a common language to address positive school climate. The school is presently awaiting the state provided survey to collect further data from staff, students and parents. This information will be used in combination with progress monitoring steps that identified in the school climate plan to continue to address areas for growth in regards to school climate.

**Safe School Climate Plan Template  
2011 – 2012**

**District: Berlin**

**School: Mary E. Griswold 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> Griswold school is currently addressing and evaluating school climate. All staff members have been trained in school connectedness as well as the policies for reporting mean behavior to building administration.</p>	<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>	<p>Form a school climate team made up of teachers, administrators, and at least one parent/guardian. This group will be open to all staff and faculty and can consistently 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>State provided climate surveys (anticipated 2012)</p> <p>Staff Feedback</p> <p>Student feedback provided from sample group.</p> <p>Parent Feedback</p>	<p>2011 – 2012 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>EMERGENT</b> Presently, Griswold School has developed a school code of conduct as well as a Character Education Team that helps develop activities to focus students on the traits of trustworthiness, caring, fairness, respect, citizenship, and responsibility.</p>	<p>All staff needs to be provided with clarification and understanding of what the vision looks, sounds, and feels like.</p>	<ol style="list-style-type: none"> <li>1. School Climate Committee will read the book entitled <i>How Full is Your Bucket</i> and use it as a guiding text.</li> <li>2. Members of the Griswold Climate Committee will pass the book along to other school staff.</li> <li>3. The Griswold Climate Committee will brainstorm specific indicators that identify what the vision looks, sounds and feels like and present this to the staff.</li> </ol>	<p>State provided climate surveys (anticipated 2012)</p> <p>Staff Feedback</p> <p>Student feedback provided from sample group.</p> <p>Parent Feedback</p>	<p>2011 – 2012 School Year (ongoing)</p>
<p><b>Standard 1: Shared Values</b> What are the shared values?</p>	<p><b>EMERGENT</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 traits of trustworthiness, caring, fairness, respect, citizenship, and responsibility.</p>	<p>Consistent use of the Griswold School Code of Conduct to intervene and work with students who make poor choices</p>	<p>With the Griswold School Staff, the building administration will revisit the Griswold School Code of Conduct to:</p> <ol style="list-style-type: none"> <li>1. Review and make amendments as necessary.</li> <li>2. Ensure consistent communication of school values and expectations.</li> <li>3. Provide strategies to staff on how to effectively communicate and define</li> </ol>	<p>State provided climate surveys (anticipated 2012)</p> <p>Staff Feedback</p> <p>Student feedback provided from sample group.</p> <p>Parent Feedback</p>	<p>2011 – 2012 School Year (ongoing)</p>

			expectations based on the school code of conduct and strategies related to <i>How Full is Your Bucket?</i>		
<b>Standard 1: Shared Goals</b> What are the shared priorities?	<b>AWARENESS</b> Griswold 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.	The school climate plan will need to be clearly communicated to all stakeholders	A school climate plan will be developed and shared with participants. The expectations and priorities will be clearly communicated to all stakeholders.	State provided climate surveys (anticipated 2012)  Staff Feedback  School Climate Committee Feedback	2011 – 2012 School Year (ongoing)
<b>Standard 2: Shared School Policies</b> Are there policies that promote the development of skills, knowledge and engagement?	<b>MAINTENANCE</b> The Berlin Board of Education has adopted a wide range of policies. The ongoing development and refinement of district curriculum supports continuous academic improvement.	Indoctrinating new staff to the building about teams and support structures to assist students in need.  Griswold School continues to be involved in the Instructional Rounds process, examining practices that involve the gradual release of responsibility to our students.	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Building administration will conduct a yearly professional development to communicate new policy changes and clarify existing ones.</li> <li>3. As curriculum development and the Instructional Rounds process</li> </ol>	Staff Feedback  Parent Feedback  Materials collected and created from Instructional Rounds  Revised curriculum documents and online resources  Team professional growth plans  Documentation of professional development opportunities collected to Protraxx	Curriculum development is a continuous process and will be ongoing with revisions made to meet student needs  Individual documentation as completed  Professional Growth Plans will be completed by June 2012  Ongoing policy revisions based upon changes from the state and local Board of Education.

			<p>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>4. We are participating in a pilot year of changes to our professional growth plan that increases the frequency with which teachers are observed, receive feedback and develop their own professional growth goals.</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</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>1. Professional development in Differentiation with Rick Wormeli.</p> <p>2. Technology shares to encourage breadth and depth of technology based supports for learning.</p> <p>3. Safe School Climate training</p>	<p>Staff Feedback</p> <p>Student progress monitoring</p>	<p>2011 – 2012 School Year (ongoing)</p>



	and social needs. The team will review plans every six weeks in order to determine progress.		4. from Marta Koonz Writing workshop training with Leah Mermelstein increases individualization of instruction in writing.		
<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?	<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)	All required steps and polices indicated by P.A. 11-232 have been completed.	1) Safe School Climate school coordinator and team were established. (Summer 2011) 2) Safe School Climate Plan was developed. (December 2011) 3) *Data from stakeholders will be collected from all stakeholders pending the state developed climate survey. 4) All bully investigation and report forms were reevaluated and edited. (Summer 2011)	Feedback from staff  Feedback from Administration	August 2011  *Data collection from the state developed surveys pending
<b>Standard 3: School Practices</b> Are there practices in place to promote positive youth development?	<b>EMERGENT</b> Within the classrooms, Griswold School utilizes Responsive Classroom practices, Character Education, and responsive school discipline to promote positive youth development. In addition, Griswold	Additional guidance support to implement a curriculum that is developmentally appropriate and supports students' emotional needs.	Continue to work with present school guidance support to implement one-to-one, small group, and whole class instruction on social and emotional development.	Staff Feedback  Consult with School Guidance Counselor  Data from recess and bus incidents	2011 – 2012 School Year (ongoing)

	<p>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><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 in place. The further development 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>Staff feedback  Administrative Observations  Student Assessment Data  Data collected from Instructional Rounds Visits</p>	<p>2011 – 2012 School Year (ongoing)</p>

<p><b>Standard 3: School Practices</b> Are there practices in place to address barriers to learning?</p>	<p><b>MAINTENENCE</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.</p>	<p>Indoctrinating new staff to the building about teams and support structures to assist students in need.</p>	<ol style="list-style-type: none"> <li>1. Professional development in Differentiation with Rick Wormeli.</li> <li>2. Technology shares to encourage breadth and depth of technology based supports for learning.</li> <li>3. Safe School Climate training from Marta Koonz.</li> <li>4. Writing workshop training with Leah Mermelstein increases individualization of instruction in writing.</li> </ol>	<p>Staff Feedback  Student progress monitoring</p>	<p>2011 – 2012 school year (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> 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. Griswold school meets on a regular basis</p>	<p>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.</p>	<p>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.</p>	<p>Staff Feedback  Parents Club Feedback  Student Sample Group Feedback</p>	<p>2011 – 2012 School Year (ongoing)</p>

	<p>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.</p> <p>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></p> <p>Efforts have been made to make the school welcoming including but not limited to the training of all staff on school connectedness. Completed construction of the Griswold traffic loop for safer student drop-offs and pick-ups Addition of flat screen TV displaying student achievements Student work is prominently displayed.</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 agreed upon indicators garnered from <i>How Full is Your Bucket?</i> to universally promote a positive school climate for all students and staff. The use of this book will help in the further development of clear and consistent expectations as well as a common language for building positive school climate.</p>	<p>State provided climate surveys (anticipated 2012)</p> <p>Staff Feedback</p> <p>Student feedback provided from sample group.</p> <p>Parent Feedback</p>	<p>2011 – 2012 School Year (ongoing)</p>

	<p>Consistent communication through the Griswold School Parent Club, Griswold Gazette, Alert Now system, school website, and various classroom communications.</p> <p>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.</p> <p>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 is in the process of landscaping the second courtyard to create a butterfly garden for teachers and students to utilize.</p>				
<p><b>Standard 5: Social Justice</b></p> <p>Is the school engaging in practices that promote the social and civic responsibilities and a sense of social</p>	<p><b>AWARENESS</b></p> <p>The Griswold School Community Kids program organizes various civic and social initiatives each year. Classroom teachers organize food drives to assist those 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</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</p>	<p>Staff Feedback</p> <p>Parent Feedback</p> <p>Student Feedback from student population</p> <p>Consult with ESOL</p>	<p>2012 – 2013 School Year (ongoing)</p>

justice within school community?	in the local community. Presently the Griswold School Media Specialist is organizing a book drive to send books to Ghana.	allow our students to engage in these areas in a meaningful way.	address social justice in a meaningful manner with students.	Department	
<b>Family/Community Partnerships:</b> Are all stakeholders' interests represented and reflected in the school climate improvement efforts?	<b>EMERGENT</b> The Griswold School Parents Club takes an active roll in supporting the school community.	Examine opportunities to involve parent perspectives on more school-wide issues.	Building Administration will examine new ways to involve parent stakeholders in decision-making.	Administrative Observation  Parent Feedback	2011 -2012 School Year (ongoing)
<b>Continuous Improvement:</b> Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school improvement?	<b>EMERGENT</b> The Griswold Staff has consistently taken an active role in supporting student development, both academic and social.	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.	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 schools staff.	State provided climate surveys (anticipated 2012)  Staff Feedback  Student feedback provided from sample group.  Parent Feedback	2011 - 2012 School Year. (ongoing)
<b>Impact on Results:</b> Is progress monitoring inherent in the school climate improvement	<b>AWARENESS</b> Griswold School continually progress monitors its students academically with	Progress monitoring of academic and behavioral data is currently an inherent process within the	Upon completion of the state provided school climate surveys, data will be assessed and further goals will	State provided climate surveys (anticipated 2012)  Staff Feedback	2012 -2012 School Year (ongoing)

<p>process?</p>	<p>specific focus on at-risk students receiving remediation. School climate has not been an area we have formally monitored.</p>	<p>school. Behavior referrals and logical consequences are documented and communicated to parents in a timely fashion. The connection of these processes to positive school climate needs to be identified and communicated to all stakeholders.</p>	<p>be established and effectively monitored.</p>	<p>Student feedback provided from sample group.  Parent Feedback</p>	
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Richard D. Hubbard Elementary School  
Safe School Climate Plan  
2011-2012  
Elizabeth Atwood - Safe School Climate Specialist

Hubbard School has established a Safe School Climate Committee including regular education and special education teachers, administrators, support staff, and parents. The committee is comprised of the school's original interdisciplinary team membership and meets on an ongoing basis through out year. Ms. Elizabeth Atwood, School Psychologist, is serving in the capacity of Safe School Climate Specialist. A safe school climate plan has been developed and adopted. 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, all school staff has been trained in school connectedness, bullying legislation, and reporting measures. A new mission statement has been developed, articulated, and communicated, with faculty and family handbooks including elements linked to school climate (ex. character development, conduct/discipline). Class, grade and school activities promote a responsive philosophy defined by the CARES principle and incorporate character traits reflecting "Hubbard Husky Pride" (Respect, Responsibility, Caring, Honesty, Citizenship).

**Standard 2:** Shared School Policies, adopted school and board policies along with an ongoing curriculum development cycle promote the development of student skills, knowledge, and engagement. Hubbard has addressed the required immediate steps to address bullying as identified in P.A. 11-232 and language documenting grade level, IDT, and SRBI process and function serves to address barriers to learning.

**Standard 3:** School Practices, a range of practices including responsive classroom, character education, and responsive school discipline promote positive development. In addition, there is an After- School Enrichment program, DARE, Noontime Sports, instrumental music, kindness club, 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 PTO, School Climate Committee, grade levels, IDT, and

**Standard 4:** Safe Environment, school efforts include training staff on school connectedness, display of new mission statement throughout school, display of student work throughout school, student acknowledgement, Open Houses, newsletters, monthly reports, GlobalConnect system, school website, and various classroom, grade, and school communications and activities.

**Standard 5:** Social Justice, Hubbard has organized 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 (eg. ESOL Family Night). Hubbard school families are partners in applicable educational decision making that affects their children. The education/well-being of students represents a shared commitment and responsibility of all stakeholders.

Areas of focus concerning school climate planning include strengthening the understanding that school climate improvement is integral to wider school improvement, monitoring the school climate improvement process through measures such as state survey response data, and



continuing to develop the social curriculum and character education practices (Ex. “Husky Pride” program).

**Safe School Climate Plan Template  
2011 – 2012**

**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>EMERGENT</b> Hubbard school is currently addressing and evaluating school climate. All staff have been trained in school connectedness as well as the policies for reporting mean behavior to building administration. A new mission statement has been defined, articulated, and communicated to stakeholders.</p>	<p>All staff needs to understand the link between the state law, our safe school climate committee and the practices that are in place.</p>	<p>Form a school climate team made up of teachers, administrators, 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 for 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 (anticipated 2012)</p> <p>Staff Feedback</p> <p>Student feedback</p> <p>Parent Feedback</p>	<p>2011 – 2012 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>EMERGENT</b> Hubbard School has defined, articulated, and communicated a new mission statement to stakeholders. Faculty and family handbooks communicate elements linked to school climate (Ex. character development, conduct/discipline) Class, grade, and building activities acknowledge C.A.R.E.S. and promote “Hubbard Husky Pride” and the traits of caring, trustworthiness, fairness, respect, citizenship, and responsibility.</p>	<p>All staff would benefit from confirmation of what the vision looks, sounds, and feels like.</p>	<p>The Hubbard School Climate Committee will identify and communicate what the vision looks, sounds, and feels like.</p> <p>The elements of C.A.R.E.S. and “Husky Pride” will continue to be communicated and fostered across the school community</p>	<p>State provided climate surveys (anticipated 2012)</p> <p>Staff Feedback</p> <p>Student feedback</p> <p>Parent Feedback</p>	<p>2011 – 2012 school year (ongoing)</p>
<p><b>Standard 1: Shared Values</b> What are the shared values?</p>	<p><b>EMERGENT</b> Hubbard School has defined, articulated, and communicated a new mission statement to stakeholders. Faculty and family handbooks communicate elements linked to school climate (Ex. character development, conduct/discipline) Class, grade, and building activities acknowledge C.A.R.E.S. and promote “Hubbard Husky Pride” and the traits of caring, trustworthiness, fairness, respect, citizenship, and responsibility.</p>	<p>Consistency concerning defining and communicating expectations and elements linked to a positive school climate to all stakeholders</p>	<p>With the Hubbard Staff, administration will:</p> <ol style="list-style-type: none"> <li>1. Ensure consistent communication of school values and expectations to all stakeholders</li> <li>2. Support staff in defining and communicating expectations and elements linked to a positive school climate to all stakeholders</li> </ol>	<p>State provided climate surveys (anticipated 2012)</p> <p>Staff Feedback</p> <p>Student feedback</p> <p>Parent Feedback</p>	<p>2011 – 2012 school year (ongoing)</p>

<p><b>Standard 1: Shared Goals</b> What are the shared priorities?</p>	<p><b>AWARENESS</b> Hubbard School is aware and taking steps through the development of our Safe School Climate Plan as to the relevant school priorities and action steps concerning school climate</p>	<p>The school climate plan will need to be clearly communicated to all stakeholders</p>	<p>A school climate plan articulating priorities will be developed and shared with participants. The expectations and priorities will be clearly communicated to all stakeholders.</p>	<p>State provided climate surveys (anticipated 2012)  Staff Feedback  School Climate Committee Feedback</p>	<p>2011 – 2012 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 and Hubbard School have adopted and communicated a wide range of policies. The ongoing development and refinement of district curriculum supports continuous academic improvement.  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>	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Building administration will conduct annual professional development to communicate new policy changes and clarify existing ones.</li> <li>3. 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.</li> <li>4. We are participating in a pilot year of changes to our professional growth plan that increase the frequency that teachers are observed, receive feedback and have them developing their own, specific professional growth goals.</li> </ol>	<p>Staff Feedback  Parent Feedback  Materials collected and created from Instructional Rounds  Revised curriculum documents and online resources  Team professional growth plans  Individual Teacher Summatives with Individual focus area  Documentation of professional development opportunities collected on Protraxx</p>	<p>Curriculum development is a continuous, on-going process  Individual PGP documentation as completed (annual)  Team Professional Growth Plans (annual)  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 grade level, IDT, and SRBI 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 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>Application of newly learned teaching practices to effectively address all students' needs.</p>	<p>-Professional development in Differentiation with Rick Wormelli</p> <p>-Technology shares to encourage breadth and depth of technology based supports for learning</p> <p>-Safe School Climate training from Joann Freiberg</p> <p>-Writing workshop training with Leah Mermelstein increases individualization of instruction in writing.</p>	<p>Staff feedback</p> <p>Student progress monitoring</p>	<p>2011 – 2012 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> Hubbard 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 specialist and team were established. (Summer 2011)</li> <li>2) Safe School Climate Plan was developed. (December 2011)</li> <li>3) All bully investigation and report forms were reevaluated and edited. (Summer 2011)</li> </ol>	<p>Feedback from staff</p> <p>Feedback from Administration</p>	<p>December 2011</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, Hubbard School utilizes Responsive Classroom practices, Character Education, and responsive school discipline to promote positive youth development. In addition, Hubbard School offers the After-School Enrichment program, DARE, Noontime Sports, instrumental music, kindness club, and community service project requirements. The Hubbard School PTO also assists by providing Cultural and Enrichment presentations and Curriculum Enhancement programs to support classroom instruction.</p>	<p>Additional support staff and guidance support to implement a curriculum that is developmentally appropriate and supports students' emotional needs.</p>	<p>Continue to work with present school psychologist and school guidance support to implement one-to-one, small group, and whole class instruction on social and emotional development.</p> <p>The elements of C.A.R.E.S. and "Husky Pride" will continue to be communicated and fostered across the school community</p>	<p>Staff feedback</p> <p>Consult with School Psychologist</p> <p>Consult with School Guidance Counselor</p> <p>Data from recess, school, and bus incidents</p>	<p>2011 – 2012 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 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 in place. The further development 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>Staff feedback</p> <p>Administrative Observations</p> <p>Student Assessment Data</p> <p>Data collected from Instructional Rounds Visits</p>	<p>2011 – 2012 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 grade level, IDT, and SRBI 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 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>-Professional development in Differentiation with Rick Wormeli</p> <p>- Technology shares to encourage breadth and depth of technology based supports for learning</p> <p>-Safe School Climate training from Joann Freiberg</p> <p>-Writing workshop training with Leah Mermelstein increases individualization of instruction in writing.</p>	<p>Staff feedback</p> <p>Student progress monitoring</p>	<p>2011 – 2012 school year (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> Building administration and teacher representatives meet monthly with the PTO to share school information practices and events, as well as, receive feedback and answer questions. The Hubbard School Climate Committee and meets on a regular basis to confirm strengths, identify areas of focus, and develop relevant strategies. IDT, SHARES and SRBI teams systematically review and plan for students with presenting academic and social needs.</p>	<p>Continuing to work with school staff, the PTO, and larger parent community to sustain our present infrastructure, as well as, 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</p> <p>PTO Feedback</p> <p>Student Feedback</p>	<p>2011 – 2012 school year (ongoing)</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/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 new mission statement throughout school          -Prominent display of student work throughout school          -Consistent communication through Open Houses, the PTO, newsletters, monthly reports, global connect system, school website, and various classroom communications.          -class, grades, and school events and activities</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>The School Climate Team and 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 support and maintain a physically, emotionally, intellectually safe, healthy and welcoming environment</li> <li>3. Continuing to develop opportunities to acknowledge student success in academic and social arenas in classrooms and throughout the school (Ex. character trait month and awards)</li> </ol>	<p>State provided climate surveys (anticipated 2012)</p> <p>Staff Feedback</p> <p>Student feedback</p> <p>Parent Feedback</p>	<p>2011 – 2012 school year (ongoing)</p>
<p><b>Standard 5: Social Justice</b></p> <p>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 has organized 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. ESOL Family Night)</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>2011 – 2012 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>AWARENESS/EMERGENT</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 how school climate impacts school function and improvement efforts.</p>	<p>The School Climate Committee needs to explicitly communicate the inclusion of school climate improvement as a part of wider continuous school improvement efforts. Once this connection becomes more explicit and overt, staff will develop a more consistent 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 committee will communicate school climate data and goals to staff</p>	<p>State provided climate surveys (anticipated 2012)</p> <p>Staff Feedback</p> <p>Student feedback</p> <p>Parent Feedback</p>	<p>2011 – 2012 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 affects their children. The education/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</p>	<p>2011 -2012 (ongoing)</p>
<p><b>Impact on Results:</b> Is progress monitoring inherent in the school climate improvement process?</p>	<p><b>AWARENESS</b> Hubbard School 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 currently an inherent process within the school. The connection of this process to positive school climate needs to be indentified and communicated to all stakeholders.</p>	<p>Upon completion of the state provided school climate surveys, data will be assessed and goals will be established and monitored.</p>	<p>State provided climate surveys (anticipated 2012)</p> <p>Staff Feedback</p> <p>Student feedback</p> <p>Parent Feedback</p>	<p>2012 -2012 school year (ongoing)</p>

Catherine M. McGee Middle School  
Safe School Climate Plan  
2011-2012  
Barbara Ventura - 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, school counselors, school psychologist, youth officer, an administrator, and parents. Barbara Ventura, 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. The Summer Reading Program was tied to the impacts of bullying. Student assemblies and a parent forum discussing issues of bullying with the author of the book “Revealers” was held. The Berlin Police Department presented a parent evening on Cyberbullying. To promote a shared positive school climate, McGee supports Rachel’s Challenge, ACTS of Kindness, and monthly team acknowledgement awards.

**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 and language documenting team and department meetings, IDT and clinical meetings, as well as SRBI process and function to address barriers to learning.

**Standard 3:** School Practices – McGee has a multitude of ways in which the school promotes positive youth development, enhance teaching and learning, address barriers to learning, and develop and sustain the infrastructure and capacity in the building. McGee looks to further develop its inquiry-based learning opportunities, cooperative learning activities that foster collaboration, sustain our after school activities and clubs, continue to promote our music program, participation in Project Choice, Rachel’s Challenge/Chain Links, ACTS of Kindness, Unified Sports, McGee Milers, and March Madness. 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, functions to address barriers to learning and sustain capacity.

**Standard 4:** Safe Environment – McGee’s efforts include training of all staff on school connectedness, consistent communication through the Parent Portal, Principal’s Blog, Global Connect, and Daily Announcements. The Summer Reading Program centered on the impacts of bullying. Several team goals focus on Making A Difference and the Livestrong concept. Health education programs include keeping students physically and emotionally well and safe. Cooperatively working with Berlin’s Youth Officer in co-teaching safety classes provide for a physically, emotionally, intellectually safe, healthy and welcoming environment.

**Standard 5:** Social Justice – 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 Rachel’s Challenge that foster social involvement are ongoing. Visits from various groups/lecturers Holocaust survivor,

Invisible Children promoting social and civic responsibility as well as social justice, “Warriors Don’t Cry” as a means of promoting tolerance, 9/11 Peace March, and parent forum on Computer Safety, which included Cyberbullying and harassment discussion have provide for a sense of social justice within the school community.

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, Rachel’s Challenge).

**Safe School Climate Plan Template  
2011 – 2012**

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>EMERGENT</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>• Summer Reading program and parent forum on bullying all tied to “The Revealers” and the impacts of bullying.</li> <li>• Parent evening forum and workshop on bullying with the author.</li> <li>• Parent evening on cyberbullying presented by the Berlin Police Department.</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>2011 – 2012 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>EMERGENT</b> Presently McGee has a school code of conduct as well as a Character Building (Rachel’s Challenge and Developmental Guidance lessons) that helps develop activities to focus students on the traits of trustworthiness, caring, fairness, respect, citizenship, and responsibility. Programs to facilitate the vision include: ACTS of Kindness Program, McGee Bravos, and Monthly Team Acknowledgement Awards, etc.</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>• Create a timeline for assessment implementation, analysis and presentation to all stakeholders</li> <li>• Create and implement communication to stakeholders around data collection</li> <li>• Consider and collect all potential 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>2011 – 2012 school year</p>
<p><b>Standard 1: Shared</b></p>	<p><b>AWARENESS</b></p>	<p>The school climate plan</p>	<ul style="list-style-type: none"> <li>• Reintroduce our school’s</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize school climate</li> </ul>	<p>2011 – 2012</p>

National School Climate Standard	Current School Status (informed by data) To What Extent is this Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Time Line for Reaching Improvement Goals
<b>Values</b> - What are the shared values?	We share the value that all children grow and learn in an atmosphere of responsibility and respect. Programs to facilitate the vision include: ACTS of Kindness Program, McGee Bravos, and Monthly Team Acknowledgement Awards, etc.	will need to be clearly communicated to all stakeholders.	philosophy/expectations, defining the mission statement in ways that young adolescents can internalize;	survey assessment data; <ul style="list-style-type: none"> <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>	school year
<b>Standard 1: Shared Goals</b> - What are the shared priorities?	<b>AWARENESS</b> We strive to keep students and staff physically and emotionally safe.	Goals must be made more visible and consistently articulated.	<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. 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>	2011 – 2012 school year Ongoing
<b>Standard 2: Shared School Policies</b> - Are there policies that promote the development of skills, knowledge and engagement?	<b>MAINTENANCE</b> <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 being trained in the Readers’ and Writers’ Workshop Model of instruction.</li> <li>Integrated Language Arts and Special Education teachers are being trained in a new co-teaching model.</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> </ul>	<ul style="list-style-type: none"> <li>Utilize CALI funds to provide professional development aiding in differentiated instruction.</li> <li>Provide professional development that will allow for an intervention framework to be created for a system of learning supports.</li> <li>Department meetings (2 x week) are held to determine effectiveness of instruction through analysis of data and continued work on curriculum adjustment.</li> <li>Team meetings (3 x week) are held to discuss academic, social, and emotional concerns and interventions to be put in place.</li> <li>Implementation of peer observations.</li> <li>District Instructional Rounds</li> </ul>	<ul style="list-style-type: none"> <li>Analysis data from common assessments, standard 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>

National School Climate Standard	Current School Status (informed by data) To What Extent is this Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Time Line for Reaching Improvement Goals
<b>Standard 2: Shared School Policies</b> - Are there policies in place to address barriers to learning?	<b>MAINTENANCE</b> <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</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent use of Student Intervention Forms by Interdisciplinary Teams.</li> <li>• Goals created for areas of concern are measurable.</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> </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>	2011 – 2012 school year Ongoing
<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?	<b>MAINTENANCE</b> McGee’s School Handbook articulates expectations and consequences for not meeting expectations or breaking rules established in promoting a safe school climate.	<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>	Protocols will be published in the Staff Handbook. Forms will be made available electronically in a staff share.	2011 – 2012 school year
<b>Standard 3: School Practices</b> - Are there practices in place to promote positive youth development?	<b>AWARENESS</b> <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> </ul>	Additional support to implement a curriculum that is developmentally appropriate and supports students’ emotional needs.	We strive to include all members of the school community. We support the various needs, interests and backgrounds represented within our community.	<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>	2011 – 2012 school year

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
	<ul style="list-style-type: none"> <li>Participant in Project Choice</li> <li>Rachel's Challenge/Chain Links</li> <li>ACTS of Kindness Program</li> <li>Unified Sports</li> <li>March Madness</li> </ul>				
<b>Standard 3: School Practices</b> - Are there practices in place that enhance teaching and learning?	<b>MAINTENANCE</b> Staff participation in the TEAM program, district participation in the Educational Rounds process, Observation 360, department meetings, ongoing professional development and increased feedback to teachers all combine to improve teaching and learning.	The staff has identified differentiation as an area of needing improvement.	<ul style="list-style-type: none"> <li>Utilize CALI funds to provide professional development to teachers aiding in differentiated instruction.</li> <li>Train staff in the Rounds process and conduct in-house Rounds visits. Pilot peer observations. Gather feedback and implement schoolwide. Time allowed to share best practices during faculty meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze data collected from districtwide 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 Rounds data in January and March.</li> <li>Implementation of pilot peer observations March 2012.</li> </ul>
<b>Standard 3: School Practices</b> - Are there practices in place to address barriers to learning?	<b>MAINTENANCE</b> <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> </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>Utilize CALI funds to provide professional development to teachers aiding in differentiated instruction.</li> <li>Technology shares to encourage breadth and depth of technology based supports for learning.</li> <li>Safe School Climate training from Joann Freiberg</li> <li>Continued professional development in Reading and Writing workshop models.</li> </ul>	<ul style="list-style-type: none"> <li>Staff feedback</li> <li>Student monitoring of progress.</li> </ul>	2011 – 2012 school year
<b>Standard 3: School Practices</b> - Are there practices in place that develop and sustain infrastructure and capacity building?	<b>MAINTENANCE</b> Building administration, Leadership Council, Department Chairs, and Counselors as well as Related Services meet regularly to share information on school practices and events as well as receive feedback and questions. McGee meets regularly through Team Meetings, Department Meetings, IDT, and	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.	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.	<ul style="list-style-type: none"> <li>Staff feedback</li> <li>Parent feedback</li> <li>Student feedback</li> </ul>	2011 – 2012 school year

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
	SRBI meetings to review students with academic and social needs and plan accordingly.				
<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:</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 to display pertinent schoolwide information as well as student work</li> <li>• Consistent communication through the Parent Portal, Principal’s Blog, Global Connect, and Daily Announcements.</li> <li>• Summer Reading program and parent forum on bullying all tied to “The Revealers”</li> <li>• Team goals for several teams focusing on Making A Difference and the Livestrong concept.</li> <li>• Bravo Awards for students who exemplify positive efforts in the building.</li> <li>• Health education program focusing on keeping students physically and emotionally well and safe.</li> <li>• Work with Berlin’s Youth Officer in teaching classes and providing support with individual students as needed.</li> <li>• Parent evening on Internet safety, concentrating on cyberbullying presented by the Berlin Police Department.</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, measureable, 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>• Students are recognized for daily successes;</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> </ul>	<ul style="list-style-type: none"> <li>• State provided climate surveys (anticipated 2012)</li> <li>• Staff Feedback</li> <li>• Student Feedback</li> <li>• Parent Feedback</li> </ul>	<p>2011 – 2012 school year</p>



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
	<ul style="list-style-type: none"> <li>• Bring a Parent to School</li> <li>• Livestrong and Making a Difference themes carried through teams.</li> </ul>		<ul style="list-style-type: none"> <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>		
<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 Rachel’s Challenge that foster social involvement are ongoing. Visits from various groups/lecturers i.e. Marion Blumenthal Lazon (Holocaust survivor), Invisible Children promote social and civic responsibility as well as social justice, “Warriors Don’t Cry” as a means of promoting tolerance, 9/11 Peace March, and parent forum on Computer Safety, which included Cyberbullying and harassment discussion. Other</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>	<p>Staff Feedback  Parent Feedback  Student Feedback from student population</p>	<p>2011 – 2012 school year Ongoing</p>

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
	programs include the McGee Milers, physical fitness combined with raising money for charities, Dress Down Fridays, and Hat Days that support various causes.				
<b>Family/Community Partnerships:</b> Are all stakeholders' interests represented and reflected in the school climate improvement efforts?	<b>EMERGENT</b> McGee parents take an active role in supporting the school community. <ul style="list-style-type: none"> <li>• PTO</li> <li>• Principal's Coffee</li> <li>• Parent Advisory Council</li> <li>• Berlin Education Council</li> </ul>	Determine ways in which more parents have opportunities to become involved in the school climate efforts.	<ul style="list-style-type: none"> <li>• Use of 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> <li>• Continued Principal/Parent Breakfast opportunities in order to involve parent stakeholders in decision-making.</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>	2011 – 2012 school year
<b>Continuous Improvement:</b> Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school improvement?	<b>EMERGENT</b> McGee's staff has consistently taken an active role in supporting student development, both academic and social.	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.	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.	<ul style="list-style-type: none"> <li>• State provided climate surveys (anticipated 2012)</li> <li>• Staff Feedback</li> <li>• Student feedback provided from sample group.</li> <li>• Parent Feedback</li> </ul>	2011 – 2012 school year Ongoing
<b>Impact on Results:</b> Is progress monitoring inherent in the school climate improvement process?	<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.	Progress monitoring academic and behavioral data is ongoing. Connection of this to positive school climate needs to be and communicated to all	Upon completion of the state provided school climate surveys, data will be assessed and further goals will be established and effectively monitored.	<ul style="list-style-type: none"> <li>• State provided climate surveys (anticipated 2012)</li> <li>• Staff Feedback</li> <li>• Student feedback provided from sample group.</li> </ul>	2012 -2012 school year Ongoing

<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>
		stakeholders.		• Parent Feedback	

Berlin High School  
Safe School Climate Plan  
2011-2012

Amanda Gagnon - Safe School Climate Specialist

In response to the new Anti-bullying legislation, Berlin High Schools has established a Safe School Climate Committee at the school. This group consists of students, parents, non-certified staff, teachers, a social worker and an administrator. The mission of the group is to identify types of mean behavior at BHS and to design lessons to inform students and staff about these issues. The activities will advise staff and students about: reporting mean behavior, intervening when mean behavior is observed, familiarizing staff and students about consequences for engaging in mean behavior, which will ideally, prevent mean behavior from occurring at Berlin High School.

To identify and address areas of concern at Berlin High School, the Safe School Climate Committee has designed two lessons, which have been executed in underclassmen mentoring. Students reflected on a mean behavior scenario during the first mentoring session. Additionally, this lesson allowed students to generate ideas for teachers and administrators when handling mean behavior at BHS. From this activity, the school concluded that cyberbullying was a concern at BHS. During the last mentoring session, participants rated the severity of different student-related scenarios, involving the use of technology. The goal of the activity was for teachers and students to determine whether or not the behavior displayed in these scenarios warranted any action by the school or by local law enforcement and whether or not civil action could be taken. Teachers were given talking points, outlined by administration and law enforcement, to assist in the delivery of this information.

To report and document mean behavior, a Mean Behavior Incident Report has been developed for staff to complete when inappropriate interactions occur between/amongst students. After an incident is reported to administration, an investigation is completed, parents and/or counselors may be notified, and appropriate consequences are given. These forms are kept in a central location and are periodically reviewed to determine patterns of behavior.

When students and staff see mean behavior, both groups of individuals need guidance to help manage inappropriate behavior. The school has had Greg Smith, Berlin's Behavioral Analyst, teach staff strategies to deescalate a situation. In addition, select staff members and students will be attending two different conferences in January to learn strategies to address and prevent mean behavior from occurring at BHS. After both of these conferences, we will take the information learned to develop future lessons for mentoring and will provide professional development to staff to encourage a better climate at BHS.

Administration has recently developed a contract for students to abide by, after a student has been directly or indirectly involved in a physical altercation. During future mentoring session, students will learn of and become familiar with this contract. In addition, with the suggestions of staff and students, the administration will revise the student Code of Conduct, which will include updated consequences for behavior. The contract, along with the revision of the Code of Conduct, will be added to the student handbook.

All the efforts of the Safe School Climate Committee, through the Safe School Climate Plan, are to educate individuals about acceptable and unacceptable behaviors and their related consequences. The work done by the Safe School Climate Committee, students, staff and parents will allow everyone at the school to achieve our mission; to provide a positive social environment to develop responsible, ethical, and productive citizens and life-long learners.



*“Where a voice can be heard”*

**Safe School Climate Plan  
2011 - 2012**

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>COMPLETED</b> <b>Berlin High School's Mission Statement – est. 2007</b> <i>Berlin High School is a partnership of students, staff, parents, and community members whose mission is to develop responsible, ethical, and productive citizens and lifelong learners. Together we are actively engaged in acquiring theoretical, technological, and practical knowledge in a secure and supportive environment. Berlin High School challenges students to think both creatively and critically in a rigorous academic setting. We encourage students to understand, accept, and appreciate the diverse nature of society. The school community is a positive social environment that affords all students the opportunity to explore their potential as individuals.</i></p>		<p>Review our mission statement with a sample of stakeholders. Use data gathered from this review to continue to drive overall school improvement plans.</p>	<p>Staff Feedback  Student Feedback  Parent Feedback  School Climate Committee Feedback  Instructional Rounds Feedback</p>	<p>March 1, 2012</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 1: Shared Mission</b> Do participants share a vision of what a positive school climate looks, feels and sounds like?</p>	<p><b>EMERGENT</b> 1. Berlin High School is currently evaluating school climate through the Safe School Climate Committee. This committee will develop activities for our Mentoring program to ensure that staff and students have an understanding of what a positive school climate looks, feels and sounds like.  2. The Assistant Principals' Roundtable meets monthly to hear and address concerns of staff members.  3. All staff have been informed of the policies for reporting mean behavior to building administration.</p>	<p>1. All staff needs to be provided with clarification and understanding of what a positive school climate looks, sounds, and feels like.  2. All stakeholders must use a common language to promote a safe school climate.  3. All staff need to understand the link between the state law and our Safe School Climate Committee. Additionally, staff will implement the practices that are in place.  4. All students need to be informed of the policies for reporting mean behavior to building administration.</p>	<p>Convene focus groups comprised of educators, parents/guardians, students, members at large to:</p> <ol style="list-style-type: none"> <li>1. Consider and collect all potential relevant data (surveys, disciplinary history – including suspensions, incident reports, students visits to nurse/guidance, anecdotal information, etc.)</li> <li>2. Review and amend existing student codes of conduct.</li> <li>3. Review and amend disciplinary procedures and practices.</li> <li>4. Create and implement a timeline for communicating student code of conduct and disciplinary procedures and practices.</li> </ol>	<p>State provided climate surveys (anticipated 2012)  Staff Feedback  Student Feedback  Parent Feedback  School Climate Committee Feedback</p>	<p>2011 – 2012 school year (ongoing)</p>
<p><b>Standard 1: Shared Values</b> What are the shared values?</p>	<p><b>COMPLETED</b> At Berlin High School, <i>ACHIEVE</i> is woven throughout our daily interactions with students. The letters in the acronym stand for Academic Success, Community Involvement, Healthy Lifestyle, Individual Responsibility, Ethical Citizenship, Valuing Creativity and Exploring your Potential</p>	<ol style="list-style-type: none"> <li>1. Ethical Citizenship</li> <li>2. Individual Responsibility</li> </ol>	<ol style="list-style-type: none"> <li>1. The Safe School Climate Committee is developing activities to inform students to ensure that students are ethical citizens and display individual responsibility.</li> <li>2. Additional activities for mentoring will focus on the other components of <i>ACHIEVE</i>.</li> </ol>	<p>State provided climate surveys (anticipated 2012)  Staff Feedback  Student Feedback  Parent Feedback  School Climate Committee Feedback</p>	<p>2011 – 2012 school year (ongoing)</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 1: Shared Goals</b> What are the shared priorities?</p>	<p><b>COMPLETED</b> At Berlin High School, <i>ACHIEVE</i> is woven throughout our daily interactions with students. The letters in the acronym stand for Academic Success, Community Involvement, Healthy Lifestyle, Individual Responsibility, Ethical Citizenship, Valuing Creativity and Exploring your Potential.</p>		<p>A school climate plan will be developed and shared with participants. The expectations and priorities will be clearly communicated to all stakeholders.</p>	<p>State provided climate surveys (anticipated 2012)</p> <p>Staff Feedback</p> <p>Student Feedback</p> <p>Parent Feedback</p> <p>School Climate Committee Feedback</p>	<p>2011 – 2012 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> <b>Berlin High School – School Goal 2011-2012</b> During the 2011-2012 school year, all BHS students will regularly engage in rigorous, relevant opportunities to respond to the curriculum that include:</p> <ol style="list-style-type: none"> <li>1. Variation in student and teacher roles in ways that develop independence and interdependence,</li> <li>2. Feedback that is meaningful, appropriate, and specific, and</li> <li>3. The use of technological and digital resources.</li> </ol> <p><b>Professional Development</b> Science, Math, Social Studies, English and World Language</p>	<p>Berlin High School continues to be involved in the Instructional Rounds process, examining practices that involve the gradual release of responsibility to our students.</p> <p>Department supervisors will analyze the work of the Instructional Rounds group to determine the next steps.</p>	<ol style="list-style-type: none"> <li>1. Review and amend student, faculty and parent handbooks for internal consistency and tone.</li> <li>2. Professional development in Differentiation with Rick Wormeli.</li> <li>3. Technology shares to encourage breadth and depth of technology based supports for learning.</li> <li>4. Safe School Climate training from Joann Freiberg</li> <li>5. Writers workshop training with Doug Kaufman increases individualization of instruction in writing.</li> </ol>	<p>Develop and administer a teacher survey that addresses the school policies, attitudes and consistency specifically how they are integrated into lesson plans.</p>	<p>2011 – 2012 school year (ongoing)</p>

	<p>teachers meet two times per week during the course of the school to collaborate to fulfill the requirements of the school goal. Special Education teachers meet one time per week with co-teachers in order to accomplish these goals.</p> <p>All departments meet once per month after school to address the different components of the school goal.</p>				
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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
<p><b>Standard 2: Shared School Policies</b> Are there policies in place to address barriers to learning?</p>	<p><b>COMPLETED</b> Building administration, special education teachers, instructional specialists and classroom teachers will meet weekly during IDT, SAT and/or SRBI to create plans to effectively meet students' academic and social needs.</p>	<ol style="list-style-type: none"> <li>1. Consistent use of Student Intervention Forms by teachers, guidance counselors and administration.</li> <li>2. Goals created for areas of concern are measurable.</li> <li>3. Measuring and tracking of student growth.</li> <li>4. Identify teaching methods that address barriers to learning and which educators excel in them as resources.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify specific students who are failing academically, are being suspended, receive disciplinary consequences and/or are dropping out and query them/research the reasons for such results.</li> <li>2. Incorporate information gleaned in above exercise into policies, mission and vision statements that specifically work to mitigate those factors.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create an inventory of learning styles and which students respond to them.</li> <li>2. Query students/family members of them who have recently failed courses, dropped out of school or been suspended to determine why these students were not successful.</li> </ol>	<p>2011 – 2012 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>EMERGENT</b></p> <ol style="list-style-type: none"> <li>1. A step-by-step plan for response to mean behavior has been developed, publicized, and articulated to the staff.</li> <li>2. Protocols for teacher reporting of mean behavior have been created by the Safe School Safety Committee.</li> <li>3. Informal and/or formal mentoring (adult to student) relationships are established.</li> <li>4. Forms are available electronically in a staff share.</li> </ol>	<ol style="list-style-type: none"> <li>1. Updating of Handbook to reflect cyber bullying, the acceptance of anonymous reports, and possibility of law enforcement involvement.</li> <li>2. Protocols for student reporting of mean behavior will be created by the School Safety Committee.</li> <li>3. Protocols will be articulated at faculty meeting(s) and time allowed for questions, reflection, and adjustments as needed.</li> <li>4. Protocols will be added to the Staff Handbook.</li> </ol>	<ol style="list-style-type: none"> <li>1. Educators learn as many student names as possible.</li> <li>2. Educators greet students when they enter classes.</li> <li>3. Educators acknowledge students as they pass in the hallways.</li> <li>4. Opportunities for student activities are present during the school day (not exclusively before and after school).</li> <li>5. Homework assignments are fair, reasonable and not “high stakes.”</li> </ol>	<ol style="list-style-type: none"> <li>1. Seek input from students, family members and community through interviews, focus groups and surveys that review and provide feedback for existing activities and practices regarding what is working and what is not.</li> <li>2. Student interest conduct focus groups to access degree to which there is capacity building with respect to achieving a safe and healthy school environment.</li> </ol>	<p>2011 – 2012 school year (ongoing)</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>COMPLETED</b> 1. Mentoring program  2. Upbeat  3. After school activities and clubs.</p>		<p>Continue to work with guidance support to implement one-on-one and small group instruction on social and emotional development.</p>	<p>1. Survey faculty, students, and families to determine our effectiveness in promoting youth development.  2. Analyze results and consider implementation of suggestions.</p>	<p>2011 – 2012 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> 1. Unified Sports Teams  2. Conduct learning style inventories.</p>		<p>1. Pair “disengaged” students with a younger student to mentor.  2. Pair “disengaged” students with an older student and/or adult who is their mentor.  3. Offer activity/homework/ Project Choice (multiple options within each area).</p>	<p>1. Review teachers’ lesson plans to ensure that a variety of teaching methods are being implemented.  2. Track student membership and involvement in school clubs, projects and extracurricular activities.  3. Administer a student survey that reveals their attitudes toward school and their desire to participate in social and civic activities.  4. Track the number of and severity of incident reports in schools.  5. Observe and monitor the number of student “tardies” and other incidents like sleeping in class.</p>	<p>2011 – 2012 school year (ongoing)</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 address barriers to learning?</p>	<p><b>COMPLETED</b></p> <ol style="list-style-type: none"> <li>1. Interdisciplinary Team Meetings</li> <li>2. Department Meetings</li> <li>3. Student Assistance Team</li> <li>4. Special Education Interdisciplinary Team</li> <li>5. EST <ul style="list-style-type: none"> <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> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Staff regularly reviews "disengaged" students' records and progress collaboratively.</li> <li>2. Consistent use and maintenance of SRBI and SAT documentation and the carrying out of the Intervention Plans.</li> </ol>	<ol style="list-style-type: none"> <li>1. Professional development in differentiation with Rick Wormeli.</li> <li>2. Technology shares to encourage breadth and depth of technology based supports for learning.</li> <li>3. Safe School Climate training from Joann Freiberg.</li> <li>4. Writing workshop with Doug Kaufman.</li> </ol>	<p>Staff feedback</p> <p>Student progress monitoring</p>	<p>2011 – 2012 school year (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> <p>Administrative Council, Building Administration, Department Chairs, and Counselors, as well as, Related Services meet regularly to share information on school practices and events as well as receive feedback and questions. Members of the Berlin High School faculty meet regularly through Common Planning Time, Department Meetings, IDT, and SRBI to review students with academic and social needs and plan accordingly.</p>	<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 resources to provide multiple learning experiences that increase the capacity of Berlin High School to provide learning experiences that educate the whole child.</p>	<p>Staff Feedback</p> <p>Parent Feedback</p> <p>Student Feedback</p>	<p>2011 – 2012 school year (ongoing)</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 4: Safe Environment</b> Is the school providing for a physically, emotionally, intellectually safe, healthy and welcoming environment?</p>	<p><b>EMERGENT</b></p> <ol style="list-style-type: none"> <li>1. Efforts have been made to make the school welcoming including but not limited to: Consistent communication through the Parent Portal, Global Connect, and Daily Announcements.</li> <li>2. Students are recognized for successes through the monthly ACHIEVE awards.</li> <li>3. Multi-age/grade level “advisory” groups that meet regularly as a vehicle to promote connectedness.</li> <li>4. School Administrators regularly conduct classroom walkthroughs and share best practice.</li> <li>5. Devote time in Assistant Principals’ Roundtable for input and discussion.</li> </ol>	<ol style="list-style-type: none"> <li>1. Training of all staff on school connectedness</li> <li>2. Regularly revisit and monitor school-wide and specific school climate improvement goals.</li> </ol>	<ol style="list-style-type: none"> <li>1. School climate improvement goals (SMART – specific, measureable, attainable, reasonable and timely) are articulated and concrete strategies identified and implemented to meet those goals.</li> <li>2. School climate improvement goals are explicitly included in overall school/district improvement plans.</li> <li>3. All student activities/ interests are showcased throughout school/showcases display goals (SMART – specific, measureable, attainable, reasonable and timely) are articulated and concrete strategies identified and implemented to meet those goals.</li> <li>4. School climate improvement goals are explicitly included in overall school/district improvement plans.</li> </ol>	<ol style="list-style-type: none"> <li>1. Observe interactions in classrooms and on school property.</li> <li>2. Evaluate family-friendly policies and practices and the availability of resources available to support them.</li> </ol>	<p>2011 – 2012 school year (ongoing)</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 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>COMPLETED</b> Berlin High School staff and students organize various civic and social initiatives each year including food drives, clothing drives, blood drives and disaster relief.</p> <p>Berlin Helping Berlin (BHB) raises funds for families in town in need of financial assistance to pay heating costs.</p> <p>UpBeat</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>Schedule and provide research informed professional development to all school community members pertaining.</p>	<p>Staff Feedback</p> <p>Parent Feedback</p> <p>Student Feedback from student population</p>	<p>2011 – 2012 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>EMERGENT</b> Administration, teachers, support staff, paraprofessionals parents and students are member of the Safe School Climate Committee.</p> <p>Faculty/staff members have been given professional development on deescalating a conflict.</p>	<p>Berlin High School parents take an active role in supporting the school community.</p> <p>Determine ways in which more parents have opportunities to become involved in the school climate efforts.</p>	<p>1. Use of common courtesy is role modeled at all times and in all settings by all school community members (students, educators, family members).</p>	<p>State provided climate surveys.</p> <p>Staff feedback</p> <p>Student feedback provided from sample group</p> <p>Parent feedback</p>	<p>2011 – 2012 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/MAINTENANCE</b> 1. Berlin High School staff has begun to take action in supporting student development, both academic and social.</p> <p>2. Students and faculty/staff are regularly recognized (rather than being “rewarded”) for small and larger</p>			<p>State provided climate surveys.</p> <p>Staff feedback</p> <p>Student feedback provided from sample group</p> <p>Parent feedback</p>	<p>2011 – 2012 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/MAINTENANCE</b> 1. Berlin High School staff has begun to take action in supporting student development, both academic and social.  2. Students and faculty/staff are regularly recognized (rather than being “rewarded”) for small and larger contributions to the school community (helping others, civic projects, personal improvement, role modeling, mentoring)</p>			<p>State provided climate surveys.  Staff feedback  Student feedback provided from sample group  Parent feedback</p>	<p>2011 – 2012 school year (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</b> Berlin High School continually 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 currently needs to become an inherent process within the school.</p>	<p>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.  Staff feedback  Student feedback provided from sample group  Parent feedback</p>	<p>2011 – 2012 school year (ongoing)</p>



## FORM A INVESTIGATION

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

**Summary of Investigation:**

### CONCLUSIONS FROM THE INVESTIGATION

Was there a finding of Bullying?		Yes, as indicated by letter:
		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
- 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:	

**Action Taken:**

Loss of Privileges	Detention	In School Suspension (ISS)
Counseling	Community Service	Out of School Suspension (OSS)
Education	Other:	

**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:

Signature/Title:		Date:	
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**FORM B**  
**BERLIN PUBLIC SCHOOLS**  
**REPORT OF BULLYING**  
**SCHOOL CLIMATE SPECIALIST INVESTIGATION SUMMARY**

**NOTES:** 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 parents / 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: \_\_\_\_\_

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

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

**Time and Location of Alleged Act(s):** \_\_\_\_\_

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

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

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

**FORM C  
BERLIN PUBLIC SCHOOLS  
REPORT OF BULLYING  
SCHOOL CLIMATE SPECIALIST INVESTIGATION FINDING**

**Safe School Climate Specialist / Principal Investigation Notes: \_\_\_\_\_**

**Bullying is NOT verified based on the results of the investigation.**

- 1. The Safe School Climate Specialist / Principal will contact the parents / guardians of the complainant not later than 48 hours after the investigation is complete and invite them to a meeting. The complainant should also be invited to participate in the meeting. The purpose of the meeting is to discuss that the investigation did not determine a verified act of bullying and to communicate measures being taken by the school to ensure that the complainant feels safe at school. The meeting will be followed by a letter summarizing the discussion.**

**Measures / Actions Taken to Ensure a Safe School Climate for the Complainant:**

\_\_\_\_\_

- 2. The Safe School Climate Specialist / Principal will contact the parents / guardians of the accused not later than 48 hours after the investigation is complete and invite them to a meeting. The accused should also be invited to participate in the meeting. The purpose of the meeting is to discuss that the investigation did not determine a verified act of bullying and to communicate:**

- Classification of Infraction Committed by Accused Student(s) if any: \_\_\_\_\_**
- Disciplinary Action per Code of Conduct: \_\_\_\_\_**

**The meeting will be followed by a letter summarizing the discussion.**

**Bullying IS verified based on the results of the investigation.**

- 1. The Safe School Climate Specialist / Principal will contact the parents / guardians of the complainant not later than 48 hours after the investigation is complete and invite them to a meeting. The accused should also be invited to participate in the meeting. The purpose of the meeting is to discuss the outcome of the investigation and to communicate measures being taken by the school to ensure that the complainant feels safe at school. The meeting will be followed by a letter summarizing discussion.**

**Measures / Actions Taken to Ensure a Safe School Climate for the Complainant:**

\_\_\_\_\_

- 2. The Safe School Climate Specialist / Principal will contact the parents / guardians of the accused not later than 48 hours after the investigation is complete and invite them to a meeting. The accused should also be invited to participate in the meeting. The purpose of the meeting is to notify them that the investigation determined a verified act of bullying and to communicate disciplinary and other measures being taken by the school to prevent further acts of bullying. The meeting will be followed by a letter summarizing the discussion.**

**Measures / Actions Taken to Prevent Further Acts of Bullying by the Accused:**

\_\_\_\_\_