

SAFE SCHOOL CLIMATE PLAN

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

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

I. Prohibition Against Bullying and Retaliation

- A. The Board expressly prohibits any form of bullying behavior and teen dating violence on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.
- B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- C. The Board further prohibits any form of teen dating violence outside of the school setting if such violence substantially disrupts the educational process;
- D. In addition to prohibiting student acts that constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.
- E. Students who engage in bullying behavior or teen dating violence in violation of Board Policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

II. Definition of Bullying

- A. **"Bullying"** means the repeated use by one or more students of a written, oral, or electronic communication, such as cyberbullying, directed at or referring to another student attending

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

1. causes physical or emotional harm to such student or damage to such student's property;
 2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
 3. creates a hostile environment at school for such student;
 4. infringes on the rights of such student at school; or
 5. substantially disrupts the education process or the orderly operation of a school.
- B. Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

III. Other Definitions

- A. "**Cyberbullying**" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
- B. "**Electronic communication**" means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system;
- C. "**Hostile environment**" means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;
- D. "**Mobile electronic device**" means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;
- E. "**Outside of the school setting**" means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;
- F. "**Prevention and intervention strategy**" may include, but is not limited to, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur,

(4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.

- G. **"School climate"** means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.
- H. **"School employee"** means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.
- I. **"School-Sponsored Activity"** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.
- J. **"Teen dating violence"** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

IV. Leadership and Administrative Responsibilities

A. Safe School Climate Coordinator

The Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator ("Coordinator"). The Coordinator shall:

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

B. Safe School Climate Specialist

The Principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of

reported acts of bullying and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

V. Development and Review of Safe School Climate Plan

- A. The Principal of each school shall establish a committee or designate at least one existing committee ("Committee") in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.
- B. The Committee shall: 1) receive copies of completed reports following bullying investigations; 2) identify and address patterns of bullying among students in the school; 3) implement the provisions of the school security and safety plan, if applicable, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying, 4) review and amend school policies relating to bullying; 5) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 6) educate students, school employees and parents/guardians on issues relating to bullying; 7) collaborate with the Coordinator in the collection of data regarding bullying; and 8) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.
- C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.
- D. The Board of Education shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

VI. Procedures for Reporting and Investigating Complaints of Bullying

- A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e. building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.
- B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall

be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.

- C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such oral report.
- D. The Safe School Climate Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report; reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. The Safe School Climate Specialist shall also be responsible for promptly notifying the parents or guardians of the student alleged to have committed an act or acts of bullying, and the parents or guardians of the student against whom such alleged act or acts were directed, that an investigation has commenced. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.
- E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

VII. Responding to Verified Acts of Bullying

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.
- B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall also invite the parents or guardians of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and policies and procedures in place to prevent further acts of bullying. The Safe School Climate Specialist or designee shall also invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the previously described meeting, to discuss specific interventions undertaken by the school to prevent further

acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A.

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

E. Notice to Law Enforcement

If the Principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee, may consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

- F. If a bullying complaint raises a concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age, disability or gender identity or expression), the Safe School Climate Specialist or designee shall also coordinate any bullying investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.), so as to ensure that any such bullying investigation complies with the requirements of such policies regarding nondiscrimination.

VIII. Teen Dating Violence

- A. The school strictly prohibits, and takes very seriously, any instances of teen dating violence, as defined above. The school recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment.
- B. Students and parents (or guardians of students) may bring verbal or written complaints regarding teen dating violence to any building administrator. The building administrator shall review and address the complaint, which may include referral of the complaint to the Safe School Climate Specialist and/or Title IX Coordinator.
- C. Prevention and intervention strategies concerning teen dating violence shall be implemented in accordance with Section X below. Discipline, up to and including expulsion, may be imposed against the perpetrator of teen dating violence, whether such conduct occurs on or off campus, in accordance with Board policy and consistent with federal and state law.

IX. Documentation and Maintenance of Log

- A. Each school shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's

obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.

- B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.
- C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

X. Other Prevention and Intervention Strategies

- A. Bullying behavior and teen dating violence can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying or to teen dating violence. While conduct that rises to the level of “bullying” or “teen dating violence,” as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying or teen dating violence, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint of bullying. As discussed below, schools may also consider appropriate alternative to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.
- B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.
- C. The following sets forth possible interventions which may also be utilized to enforce the Board’s prohibition against bullying and teen dating violence:
 - i. Non-disciplinary interventions

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

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

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

ii. Disciplinary interventions

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

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

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

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

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

- a. Referral to a school counselor, psychologist or other appropriate social or mental health service;

- b. Increased supervision and monitoring of student to observe and intervene in bullying situations or instances of teen dating violence;
- c. Encouragement of student to seek help when victimized or witnessing victimization;
- d. Peer mediation or other forms of mediation, where appropriate;
- e. Student Safety Support plan;
- f. Restitution and/or restorative interventions; and
- g. Periodic follow-up by the Safe School Climate Specialist and/or Title IX Coordinator with the bullied student or victim of teen dating violence.

iv. General Prevention and Intervention Strategies

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

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

- g. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
 - h. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying and teen dating violence, including any such program identified by the Department of Education;
 - i. Respectful responses to bullying and teen dating violence concerns raised by students, parents or staff;
 - j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying and teen dating violence, with a focus in evidence based practices concerning same;
 - k. Use of peers to help ameliorate the plight of victims and include them in group activities;
 - l. Avoidance of sex-role stereotyping;
 - m. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
 - n. Modeling by teachers of positive, respectful, and supportive behavior toward students;
 - o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
 - p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.
 - q. Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.
- D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of “bullying.”
- E. Funding for the school-based bullying intervention and school climate improvement strategy may originate from public, private, federal or philanthropic sources.

XI. Improving School Climate

Richard D. Hubbard Elementary School – Safe School Climate Plan 2019-2020

Al Souza & Elizabeth Atwood - School Climate and Security Specialists

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

Standard 1: Shared Mission, Values and Goals – Hubbard is maintaining practices regarding shared mission, shared vision and shared values, while taking strides to further instill shared goals and priorities. Hubbard school continues to prioritize and evaluate school climate. PD has been provided in relevant areas including responsive classroom, trauma, and gender identity. Staff members understand the importance of connectedness and are aware of crisis and safety process and procedures. Policies for reporting mean behavior to building administration are clear. Our mission statement has been updated, renew aligns to the Berlin Learner Outcomes. Faculty and family handbooks communicate elements linked to school climate (Ex. character development, Berlin learner Outcomes, code of conduct). Class, grade, and building activities acknowledge the “Hubbard Husky Pride” character traits and have now integrated the Berlin Learner Outcomes. Hubbard School continues to update our Safe School Climate Plan as to the relevant school priorities and action steps concerning school climate. The Berlin Learner Outcomes and district/school strategic plans have moved us forward in prioritizing our values.

Standard 2: Shared School Policies - The school is maintaining efforts to ensure shared school policies that promote the development of skills, knowledge and engagement, while addressing barriers to learning. 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 has grade level, IDT and SRBI teams to promote and sustain social, emotional, ethical, civic, and intellectual development, as well as, school connectedness. Building administration, special education teachers, instructional specialists and classroom teachers have the opportunity to meet weekly during IDT, SRBI and grade level meetings in order to create plans to effectively meet students' academic and social needs. The teams will systematically review plans in order to determine progress. Hubbard School has addressed the steps to address bullying as identified by P.A 11-232.

Standard 3: School Practices – Hubbard is maintaining school practices that address barriers to learning, develop and sustain infrastructure and capacity and enhance teaching and learning. There is continued focus on practices that promote positive youth development. Hubbard School utilizes Responsive Classroom practices, Character Education, Berlin Learner Outcomes, and responsive implementation of our code of conduct to promote positive youth development. In addition, Hubbard School offers after- school enrichment programs, DARE, Noontime Sports, instrumental music, and community service projects. The Hubbard School PTO also assists by providing Cultural and Enrichment presentations and Curriculum Enhancement programs to support classroom instruction. Staff participation in the TEAM program, ongoing professional development and increased feedback to teachers collectively improve teaching and learning. Teachers also participate on district level vertical teams to address curriculum concerns and revisions. Building administration and teacher representatives meet monthly with the PTO to share school information practices and events, as well as to receive feedback and answer questions. The Hubbard School Safety, Security and Climate Committee meets on a regular basis to confirm strengths, identify areas of focus, and develop relevant strategies. IDT and SRBI teams systematically review and plan for students with presenting academic and social needs. Administration meets routinely with grade level teams.

Standard 4: Safe Environment – The school continues to provide a physically, emotionally and intellectually safe, healthy and welcoming environment. A range of measures have been taken to make the school welcoming. Professional development opportunities for staff focused on the social curriculum and the social-emotional aspects of education have been provided. The mission statement and student work are prominently displayed throughout the school. Consistent communication through Open House events, PTO, school newsletters, The Hubbard Spotlight, Twitter, SchoolMessenger system, school website and various classroom communications occurs throughout the year. Class, grade level, and school-wide events and activities promote a safe, welcoming, thriving, community environment. Grant funding for increased security measures and vestibule construction has been actualized.

Standard 5: Social Justice – Hubbard has a continued focus on engaging in practices that promote social and civic responsibilities and a sense of social justice. The school community continues to organize various civic and social experiences at the grade and building level (projects, drives, field trips). Class, grade, school and district programs/ activities provide cultural and diversity experiences (ex. School Community Picnic). Hubbard seeks to maintain practices ensuring a clear understanding that school climate improvement is a process integral to wider school improvement, that all stakeholders' interests are represented in our school climate improvement efforts and that there is a shared understanding about progress monitoring being inherent in the school climate improvement process. Hubbard Staff has consistently taken an active role in supporting student development in academic, social, and emotional arenas. There is a practical understanding of how school climate impacts school function and improvement efforts. Hubbard school families are partners in applicable educational decision-making that affect their children. The education and well-being of students represents a shared commitment and responsibility of all stakeholders. Hubbard School continually progress monitors its students academically, with specific focus on at-risk students receiving remediation. School climate is being monitored through staff, student and parent surveys.

**Safe School Climate Plan Template
2019 - 2020**

District: Berlin

School: Hubbard

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>Standard 1: Shared Mission Is it evident that all members of the school community are committed to physical, emotional and intellectual safety of the learners?</p>	<p>MAINTENANCE Hubbard school continues to prioritize and evaluate school climate. PD has been provided in relevant areas including responsive classroom, trauma, and gender identity.</p> <p>Staff members understand the importance of connectedness and are aware of crisis and safety process and procedures.</p> <p>Policies for reporting mean behavior to building administration are clear.</p> <p>Our mission statement has been updated and renewed</p>	<p>All staff must review the link between the state law, our safe school climate committee and the practices that are in place.</p> <p>Communication of new mission statement to school community</p>	<p>Continue work as a school climate team made up of teachers, administrators, law enforcement representative, and at least one parent/guardian. This group will be open to all staff and faculty. This group will:</p> <ol style="list-style-type: none"> 1. Work to identify areas of strength and areas of focus in school climate. 2. Confirm/develop and implement school-wide strategies to support and maintain positive school culture. 3. Provide feedback to the building administration regarding school climate. <p>Utilize paper and digital media avenues to build capacity and understanding of updated school mission statement</p>	<p>Climate surveys administered each spring/end of year</p>	<p>2019 - 2020 school year</p>
<p>Standard 1: Shared Vision Do participants share a vision of what a positive school climate looks, feels and sounds like?</p>	<p>MAINTENANCE Hubbard School has an updated mission statement that aligns to the Berlin Learner Outcomes. Faculty and family handbooks communicate elements linked to</p>	<p>All new staff would benefit from confirmation of what the vision looks, sounds, and feels like.</p> <p>Communication of new mission</p>	<p>The Hubbard School Climate, Safety and Security Committee will continue to communicate and reinforce what the vision looks, sounds and feels like.</p> <p>The elements of</p>	<p>Climate surveys administered Each spring/end of year</p>	<p>2019 - 2020 school year (ongoing)</p>

	<p>school climate (Ex. character development, Berlin learner Outcomes, code of conduct).</p> <p>Class, grade, and building activities acknowledge the "Hubbard Husky Pride" character traits and have now integrated the Berlin Learner Outcomes</p>	<p>statement to school community</p>	<p>"Husky Pride" and the Berlin Learner Outcomes will continue to be communicated and fostered across the school community.</p> <p>Students at each grade level will continue to be recognized monthly for consistently demonstrating their Husky Pride and application of positive character traits</p> <p>Utilize paper and digital media avenues to build capacity and understanding of updated school mission statement</p>		
<p>Standard 1: Shared Values What are the shared values?</p>	<p>MAINTENANCE Hubbard School has an updated mission statement that aligns to the Berlin Learner Outcomes. Faculty and family handbooks communicate elements linked to school climate (Ex. character development, Berlin Learner Outcomes, code of conduct).</p> <p>Class, grade, and building activities acknowledge the "Hubbard Husky Pride" character traits and have now integrated the Berlin Learner Outcomes</p>	<p>Reinforce the definition and communication of expectations and elements linked to a positive school climate to all stakeholders.</p> <p>Educate all new staff members about the abovementioned areas.</p> <p>Communication of new mission statement to school community</p>	<p>With the Hubbard staff, administration will:</p> <ol style="list-style-type: none"> 1. Continue to provide consistent communication of school values and expectations to all stakeholders. 2. Continue to communicate expectations and elements linked to a positive school climate to all stakeholders. <p>Utilize paper and digital media avenues to build capacity and understanding of updated school mission statement</p>	<p>Climate surveys</p>	<p>2019 – 2020 school year (ongoing)</p>

<p>Standard 1: Shared Goals What are the shared priorities?</p>	<p>EMERGENT Hubbard School continues to update our Safe School Climate Plan as to the relevant school priorities and action steps concerning school climate.</p> <p>The Berlin Learner Outcomes and district/school strategic plans have moved us forward in prioritizing our values</p> <p>Hubbard School has an updated mission statement that aligns to the Berlin Learner Outcomes.</p>	<p>The school climate plan should be clearly communicated to all stakeholders each year</p> <p>Communication of new mission statement to school community</p>	<p>The school climate plan, which articulates priorities, will be updated and shared with participants. The expectations and priorities will be clearly communicated to all stakeholders.</p> <p>Utilize paper and digital media avenues to build capacity and understanding of updated school mission statement</p>	<p>Climate surveys administered</p> <p>Staff Feedback</p> <p>School Climate Committee Feedback</p>	<p>2019 – 2020 school year (ongoing)</p>
<p>Standard 2: Shared School Policies Are there policies that promote the development of skills, knowledge and engagement?</p>	<p>MAINTENANCE The Berlin Board of Education and Hubbard School have adopted and communicated a wide range of policies. The ongoing development and refinement of district curriculum supports continuous academic improvement.</p> <p>Hubbard School has grade level, IDT and SRBI teams to promote and sustain social, emotional, ethical, civic, and intellectual development, as well as, school connectedness.</p>	<p>Indoctrinating new staff to the building about teams and support structures for students regarding social, emotional, ethical, civic, and intellectual development, as well as, school connectedness.</p>	<p>Building administration will conduct a yearly review of the family and staff handbook and make changes in accordance with changes in district and state policies.</p> <p>Building administration will conduct annual professional development to communicate new policy changes and clarify existing ones.</p> <p>As curriculum development continues, we will consistently adapt, as needed, through professional development, common planning time, and the work of the district vertical teams.</p>	<p>Staff Feedback</p> <p>Parent Feedback</p> <p>Revised curriculum documents and online resources, including ATLAS curriculum maps</p> <p>Comprehensive Teacher Evaluation and Support Plan</p> <p>Documentation of professional development opportunities</p>	<p>Curriculum development is an on-going process</p> <p>Teacher Evaluation documentation as completed (annual)</p> <p>Ongoing policy revisions based upon changes from the state and local Board of Education</p>

<p>Standard 2: Shared School Policies Are there policies in place to address barriers to learning?</p>	<p>MAINTENANCE Building administration, special education teachers, instructional specialists and classroom teachers have the opportunity to meet weekly during IDT, SRBI and grade level meetings in order to create plans to effectively meet students' academic and social needs. The teams will systematically review plans in order to determine progress.</p>	<p>Indoctrinating new staff about teams and support structures for students regarding social, emotional, ethical, civic, and intellectual development, as well as Character Development and the Berlin Learner Outcomes.</p> <p>Application of newly learned teaching practices to effectively address all students' needs.</p>	<p>Technology shares to encourage breadth and depth of technology-based supports for learning.</p> <p>Math Studio & Workshop training to increase individualization of instruction in math.</p> <p>Increased Play-based opportunities for learners</p> <p>Administrators and teachers will continue to participate in trainings and consultations to enhance student learning experiences.</p> <p>Monthly staff share regarding implementation of prioritized teaching strategies and practices reflecting</p>	<p>Staff feedback</p> <p>Student progress monitoring</p> <p>Staff meeting documentation</p>	<p>2019 – 2020 school year (ongoing)</p>
<p>Policies on Dealing with P.A. 11-232 Bullying Allegations: Does the Plan include the specific requirements in An Act Concerning The Strengthening of School Bullying Laws?</p>	<p>COMPLETED Hubbard School has addressed the steps to address bullying as identified by P.A 11-232.</p>	<p>All required steps and polices indicated by P.A. 11-232 have been completed.</p>	<p>Safe School Climate school specialists and team have been established and continue to meet regularly during each school year.</p> <p>Safe School Climate Plan was developed in 2011 and has been updated each school year.</p> <p>All bully investigation and report forms have been reevaluated and edited.</p>	<p>Feedback from staff</p> <p>Feedback from Administration</p>	<p>Ongoing policy revisions based upon changes from the state and local Board of Education</p>
<p>Standard 3: School Practices Are there practices in place to promote positive youth</p>	<p>EMERGENT Hubbard School utilizes Responsive Classroom practices, Character</p>	<p>Ongoing social skills curriculum review to ensure developmentally appropriate and</p>	<p>Continue to work with the school psychologist to implement one-to-one, small group,</p>	<p>Staff feedback</p> <p>Consult with School Psychologist</p>	<p>2019 – 2020 school year (ongoing)</p>

development?	Education, Berlin Learner Outcomes, and responsive implementation of our code of conduct to promote positive youth development. In addition, Hubbard School offers after- school enrichment programs, DARE, Noontime Sports, instrumental music, and community service projects. The Hubbard School PTO also assists by providing Cultural and Enrichment presentations and Curriculum Enhancement programs to support classroom instruction.	relevant support concerning students' emotional needs. Continuing to build staff and student capacity regarding the Berlin learner Outcomes Increased play-based learning opportunities for students	and whole class instruction on social and emotional development. The elements of "Husky Pride" will continue to be communicated and fostered across the school community. Providing professional development for staff and learning opportunities for students throughout the year to increase capacity and understanding of Habits of Mind. Continued work with staff to schedule and provide consistent play-based opportunities for learners	Data from recess, school, and bus incidents	
Standard 3: School Practices Are there practices in place that enhance teaching and learning?	MAINTENANCE Staff participation in the TEAM program, ongoing professional development and increased feedback to teachers collectively improve teaching and learning. Teachers also participate on district level vertical teams to address curriculum concerns and revisions.	Consistent maintenance of curriculum and teaching practices. Continued development and revision of a viable and clearly articulated curriculum in all subject areas.	Yearly professional development activities to collaboratively assess and develop the curriculum and delivery models being used in the classrooms. Administrators and teachers will continue to participate in trainings and consultations to enhance student learning experiences.	Staff feedback Administrative observations and teacher meetings Student assessment data	2019 – 2020 school year (ongoing)
Standard 3: School Practices Are there practices in place to address barriers to learning?	MAINTENANCE Building administration, special education teachers, instructional specialists and classroom teachers have the opportunity to meet weekly during IDT,	Indoctrinating new staff about teams and support structures for students regarding social, emotional, ethical, civic, and intellectual development, as	Technology shares to encourage breadth and depth of technology based supports for learning. Math Studio/ Workshop training to increase	Staff feedback Student progress monitoring Staff meeting documentation	2019 – 2020 school year (ongoing)

	SRBI and grade level meetings in order to create plans to effectively meet students' academic and social needs. The teams will systematically review plans in order to determine progress.	well as school connectedness.	<p>individualization of instruction in math.</p> <p>Administrators and teachers will continue to participate in trainings and consultations to enhance student learning experiences.</p> <p>Monthly staff share regarding implementation of teaching strategies and practices</p> <p>Increased play-based opportunities for learners</p>		
<p>Standard 3: School Practices Are there practices in place that develop and sustain Infrastructure and capacity building?</p>	<p>MAINTENANCE Building administration and teacher representatives meet monthly with the PTO to share school information practices and events, as well as to receive feedback and answer questions. The Hubbard School Safety, Security and Climate Committee meets on a regular basis to confirm strengths, identify areas of focus, and develop relevant strategies. IDT and SRBI teams systematically review and plan for students with presenting academic and social needs. Administration meets routinely with grade level teams.</p>	<p>Continue to work with school staff, the PTO, and school community at large to sustain our present infrastructure, as well as to build further capacity for students.</p> <p>Continued communication with families regarding the Berlin Learner Outcomes and updated school mission statement</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</p> <p>Utilize paper and digital media avenues to build capacity and understanding of updated school mission statement</p>	<p>Staff feedback</p> <p>PTO Feedback</p> <p>Student Feedback</p> <p>Parent Feedback</p>	<p>2019 – 2020 school year (ongoing)</p>

<p>Standard 4: Safe Environment Is the school providing for a physically, emotionally, intellectually safe, healthy and welcoming environment?</p>	<p>MAINTENANCE Efforts have been made to make the school welcoming, including, but not limited to: -Providing PD opportunities for staff focused on the social curriculum and the social-emotional aspects of education -Prominent display of mission statement throughout school -Prominent display of student work throughout school -Consistent communication through Open House events, PTO, school newsletters, The Hubbard Spotlight, Twitter, SchoolMessenger system, school website and various classroom communications -Class, grade level, and school –wide events and activities. -Grant funding for increased security measures and vestibule construction.</p>	<p>Continue consistent application of practices in all classrooms and between all staff members that model and demonstrate a physically, emotionally, intellectually safe, healthy and welcoming environment.</p> <p>Continue to investigate avenues for funding in order to increase security measures within and around the school.</p>	<p>The school Safety, Security, and Climate Committee, along with Hubbard School staff, will universally promote a positive school climate for all students and staff by:</p> <ol style="list-style-type: none"> 1. Identifying areas of strength and areas for focus in school climate. 2. Confirming, developing and implementing school wide strategies to support and maintain a physically, emotionally and intellectually safe, healthy and welcoming environment 3. Continuing to develop opportunities to acknowledge student success in academic and social arenas in classrooms and throughout the school (Ex. character student of the month and awards) 4. Continuing to review and update crisis response procedures, participating in announced and unannounced safety drills, and providing feedback to staff 	<p>Climate surveys administered</p>	<p>2019 – 2020 school year (ongoing)</p>
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<p>Standard 5: Social Justice Is the school engaging in practices that promote the social and civic responsibilities and a sense of social justice within school community?</p>	<p>EMERGENT The Hubbard School Community continues to organize various civic and social experiences at the grade and building level (projects, drives, field trips). Class, grade, school and district programs/ activities provide cultural and diversity experiences (ex. School Community Picnic)</p>	<p>Consistency in providing all members of the school community with experiences that allows 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>The library has increased its' literary offerings promoting cultural awareness, honoring diversity, and upholding social justice.</p>	<p>Staff Feedback Parent Feedback Student Feedback Consult with ESOL Department</p>	<p>2019 – 2020 school year (ongoing)</p>
<p>Continuous Improvement: Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school improvement?</p>	<p>MAINTENANCE The Hubbard Staff has consistently taken an active role in supporting student development in academic, social, and emotional arenas. There is a practical understanding of how school climate impacts school function and improvement efforts.</p>	<p>The School Safety, Security and Climate Committee will continue to communicate the inclusion of school climate improvement as part of wider continuous school improvement efforts. As this connection has become more explicit and overt, staff members are developing a deeper understanding of its place in the continuous improvement process.</p>	<p>School climate data collection and subsequent development of short and long term goals/action steps through the safe school climate plan</p> <p>The School Safety, Security, and Climate Committee regularly communicates school climate data and goals to staff.</p>	<p>Climate surveys administered</p>	<p>2019 – 2020 school year</p>
<p>Family/Community Partnerships: Are all stakeholders' interests represented and reflected in the school climate improvement efforts?</p>	<p>MAINTENANCE Hubbard school families are partners in applicable educational decision-making that affect their children. The education and well-being of students represents a shared commitment and</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 Parent Feedback / Survey</p>	<p>2019 -2020 (ongoing)</p>

	responsibility of all stakeholders.				
Impact on Results: Is progress monitoring inherent in the school climate improvement process?	<p>MAINTENANCE Hubbard School continually progress monitors its students academically, with specific focus on at-risk students receiving remediation.</p> <p>School climate is now being monitored through staff, student and parent surveys.</p>	<p>Progress monitoring academic and behavioral data is currently an inherent process within the school. Reinforcing and communicating the connection of this process to positive school climate is important for all stakeholders.</p>	<p>Upon completion of school climate surveys each school year, data is assessed and goals are established and monitored.</p>	<p>Climate surveys administered</p>	<p>2019-2020 school year (ongoing)</p>

Emma Hart Willard Elementary School – Safe School Climate Plan 2019-2020

Megan Sirois and Lauren Gaudino - School Climate and Security Specialists

Willard School maintains a Safe School Climate Committee, which includes a team of regular, and special education teachers, administrators, support staff, parent representation, and a Berlin police officer. The committee is comprised of the school's original interdisciplinary team and continues to meet on an ongoing basis throughout the year. Megan Sirois, Principal and Lauren Gaudino, Lead Teacher, serve in the capacity of Safe School Climate and Security Specialists. Utilizing the framework of the National School Climate Standards, a safe school climate plan was developed to identify strategies and practices that are being implemented to promote and maintain a safe learning climate. Each year, our school climate plan continues to be reviewed and revised.

Standard 1: Shared Mission, Values and Goals – Willard is maintaining practices regarding shared mission, vision and values, while continuously instilling shared goals and priorities. School Climate is a top priority that is continuously evaluated. Professional Development has been provided for staff in responsive classroom and trauma informed practices. All staff members have been trained in the policies for reporting mean behavior and bullying to building administration. Staff members are aware of crisis and safety process and procedures. Faculty and family handbooks communicate elements linked to school. Character development is supported through Willard Pride, Habits of Mind, and The Berlin Learner Outcomes.

Standard 2: Shared School Policies – Together with the Berlin Board of Education, Willard School has adopted and communicated policies that promote the development of skills and knowledge. District curriculum is continuously developed and refined to support academic improvement. Grade level, SAT and SRBI teams work continuously to sustain social, emotional, and academic development and promote connectedness. Building administration, special education teachers, instructional specialists and classroom teachers have the opportunity to meet weekly during SAT, SRBI and grade level meetings in order to create plans to effectively meet students' academic and social needs. Willard has addressed the steps to address bullying as identified by P.A 11-232.

Standard 3: School Practices – Willard continues to implement practices that enhance teaching and learning while developing the whole child, socially, emotionally, and academically. Willard School utilizes Responsive Classroom practices, Character Education, Berlin Learner Outcomes and responsive approaches to conduct expectations to promote positive development. In addition, Willard School offers an Afternoon Adventures program, DARE, instrumental music, Student Council and technology safety programming with our school's youth officer to further address student development. The Willard School Parent Teacher Organization also assists by providing programs that provide curriculum and cultural enhancement. Building administration and teacher representatives attend PTO meetings to share school information, receive feedback, and answer questions. Teaching and learning are improved through participation in the TEAM program, ongoing professional development, and ongoing feedback to teachers. Teachers also participate on district level vertical teams to address curriculum concerns and revisions. The Willard School Safe School Climate and Security Committee meets on a regular basis to review areas in need of focus and discuss strategies to address them.

Standard 4: Safe Environment – Willard School continues to provide a safe and welcoming environment. This is achieved by providing ongoing professional development opportunities for

staff to focus on the social curriculum and the social-emotional aspects of education. Consistent and ongoing communication with families is provided through Open House events, PTO, The Willard Snapshot, Twitter, School Messenger system, school website, and other classroom communications. Willard's Student Council is also involved in various school and community projects to build a stronger sense of citizenship. Increased security measures, including the instillation of a vestibule area in the entrance of the school and presence of security guards, have been taken to ensure safety.

Standard 5: Social Justice – Willard has a continued focus on engaging in practices that promote social justice. As a district and staff, we recognize the impact social and emotional skills have on cognitive growth. The Student Council organizes various civic and social initiatives at both the grade and building levels. The staff organizes and participates in food drives to assist those in need in the local community. Willard Staff understands the importance of academic, social, and emotional growth of all students. We recognize parents as partners in our school community. The Safe School Climate and Security Committee works to continuously build the connectedness between students, staff and our families.

**Safe School Climate Plan
2019-2020**

District: Berlin

School: Willard Elementary 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>Standard 1: Shared Mission Is it evident that all members of the school community are committed to physical, emotional and intellectual safety of the learners?</p>	<p>EMERGENT Willard School is currently addressing and evaluating school climate. All staff members take part in mandated reporter training at the beginning of the year. These procedures will be reviewed at a staff meeting. All staff members will also be trained in the policies for reporting mean or inappropriate behavior to building administration.</p>	<p>All staff members need to understand the link between the state law, our Safe School Climate and Security Team, and the practices that are in place.</p>	<p>A Safe School Climate and Security Team composed of teachers, administrators, the Willard School Resource Officer, and at least one parent/guardian, the team will meet regularly throughout the year. This group will be open to all staff and faculty and can grow throughout the school year. This group will:</p> <ol style="list-style-type: none"> 1. Work to identify areas of strength and areas for improvement in school climate. 2. Develop and implement school wide strategies to foster relationship building and positive school culture. 3. Provide feedback to the building administration regarding school climate 	<p>Willard School Climate Survey Results (Spring 2020) Parent Feedback</p>	<p>2019-2020 school year</p>

			and areas for consideration.		
<p>Standard 1: Shared Mission Do participants share a vision of what a positive school climate looks, feels, and sounds like?</p>	<p>Awareness The Berlin School District's Learner Outcomes serve as a shared vision for all schools in the district. Willard School also has a code of conduct known as "Willard Pride". If you are showing your "Willard Pride", then you are practicing and demonstrating our shared values.</p>	<p>All staff needs to be provided with clarification and understanding of what the vision looks, feels, and sounds like. Common language should be developed and used in each of the Berlin Public Schools.</p>	<p>Staff members and students will collaborate to develop, articulate, delineate, publicize, and model codes of conduct that support positive behavior choices and a positive school climate. Willard Pride handouts will be given to all students and staff, showing appropriate behaviors and expectations in hallway, cafeteria, bus, recess, etc. Laminated posters of Willard Pride expectations are posted in appropriate locations throughout building.</p>	<p>Willard School Climate Survey Results (Spring 2019)</p> <p>Parent Feedback</p>	<p>2019-2020 school year (ongoing)</p>
<p>Standard 1: Shared Goals What are the shared priorities?</p>	<p>AWARENESS Willard School is aware and taking steps through the development of our Safe School Climate Plan to provide consistency and understanding of the school's shared priorities.</p>	<p>The school climate plan will need to be clearly communicated to all stakeholders.</p>	<p>A school climate plan will be developed and shared with participants. The expectations and priorities will be clearly communicated to all stakeholders. Partnership with the Berlin Police Department will be integral in maintaining a high level of safety and security. Ongoing work with the safety audit will</p>	<p>Willard School Climate Survey Results (Spring 2019)</p> <p>School Climate Committee Feedback</p>	<p>2019-2020 school year (ongoing)</p>

			help to manage issues as they arise.		
<p>Standard 2: Shared School Policies Are there policies that promote the development of skills, knowledge, and engagement?</p>	<p>MAINTENANCE The Berlin Board of Education has adopted a wide range of policies. The ongoing development and refinement of district curriculum supports continuous academic improvement.</p>	<p>Indoctrinating new staff to the building about teams and support structures to assist students in need.</p> <p>Willard School continues to participate in district level and building based professional development that focuses on the area of student engagement.</p>	<ol style="list-style-type: none"> 1. Building administration will conduct a yearly review of the family and staff handbooks and make changes in accordance with changes in district and state policies. 2. Building administration will conduct a yearly professional development to communicate any new policy changes and clarify existing ones. 3. As curriculum development 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>Parent Feedback</p> <p>Willard School Climate Survey Results (Spring 2019)</p> <p>Revised curriculum documents and online resources</p> <p>Documentation of professional development opportunities collected</p>	<p>Curriculum development is a continuous process and will continue until completed.</p> <p>Individual documentation as completed</p> <p>Ongoing policy revisions based upon changes from the state and local Board of Education.</p>
<p>Standard 2: Shared School Policies Are there policies in place to address barriers to learning?</p>	<p>MAINTENANCE Building administration, special education teachers, instructional specialists, and classroom teachers will meet weekly during IDT</p>	<p>Indoctrinating new staff to the building and support structures to assist students in need.</p> <p>Application of newly learned</p>	<p>-Professional development and support for math instruction/assessment (Math Studio, Illustrative Mathematics)</p> <p>-Social Emotional learning</p>	<p>Student progress monitoring</p> <p>Willard School Climate Survey Results (Spring 2020)</p> <p>Parent Feedback</p>	<p>2019-2020 school year (ongoing)</p>

	and SAT meetings in order to create plans to effectively meet students' academic, social, and emotional needs. The team will review plans every six weeks in order to assess progress.	teaching practices to effectively address all students' needs.	(Habits of Mind, Responsive Classroom, Restorative Practices, Trauma-Informed Practices)		
Policies on Dealing with P.A. 11-232 Bullying Allegations: Does the Plan include the specific requirements in An Act Concerning The Strengthening of School Bullying Laws?	COMPLETED Willard 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.	<ol style="list-style-type: none"> 1) Safe School Climate and Security school coordinator and team are in place. 2) Safe School Climate and Security Plan was developed and will continuously be updated/ revised 3) All bully investigation and report forms were reevaluated and edited. 	Feedback from Administration	2019-2020 school year (ongoing)
Standard 3: School Practices Are there practices In place to promote positive youth development?	EMERGENT Within the classrooms, Willard School utilizes responsive school discipline to promote positive youth development. In addition, Willard School offers an Afternoon Adventures program, DARE, instrumental music, student council, and programming with our school's youth officer to further address student development. The Willard School	Additional school counseling supports to implement a curriculum that is developmentally appropriate and supports students' emotional needs.	Continue to work with the PPS and school psychologists to implement one-to-one, small group, and whole class instruction on social and emotional development.	<p>Willard School Climate Survey Results (Spring 2019)</p> <p>Parent Feedback</p> <p>Consult with School Guidance Counselor</p> <p>Data from classroom, recess, and bus incidents</p>	2019-2020 school year (ongoing)

	PTO also assists by providing culturally enriching presentations and Curriculum Enhancement programs to support classroom instruction.				
Standard 3: School Practices Are there practices in place that enhance teaching and learning?	MAINTENANCE Staff participation in the TEAM program, ongoing professional development, and increased feedback to teachers all 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.	Consistent maintenance of curriculum and teaching practices in place. The further development of a viable and clearly articulated curriculum in all subject areas.	Yearly professional development activities to collaboratively assess and develop the curriculum and delivery models being used in the classrooms.	Administrative Observations (formal and informal) Student Assessment Data	2019-2020 school year (ongoing)
Standard 3: School Practices Are there practices in place to address barriers to learning?	MAINTENANCE Building administration, special education teachers, instructional specialists and classroom teachers will meet weekly during IDT and SAT meetings in order to create plans to effectively meet students' academic and social needs. The	Indoctrinating new staff to the building about teams and support structures to assist students in need.	-Professional development and support for math instruction/assessment (Math Studio/ Illustrative Math) -Social/ Emotional Learning (Habits of Mind, Responsive Classroom, Restorative Practices, Trauma-Informed Practices, Purposeful Play)	Student progress monitoring Willard School Climate Survey Results (Spring 2019)	2019-2020 school year (ongoing)

	<p>team will review plans every six to eight weeks in order to determine progress. Additionally, teachers will hold SRBI meetings during their designated grade level meeting time as needed.</p>				
<p>Standard 3: School Practices Are there practices in place that develop and sustain Infrastructure and capacity building?</p>	<p>MAINTENANCE Building administration and a teacher representative meet monthly with the PTO to share information about school practices and events as well as receive feedback and questions. The Willard School Climate Team meets to identify areas of need and develop strategies to address them. Willard School Staff members meet on a regular basis through IDT, SRBI, and SAT meetings to review students with academic and social needs and plan accordingly.</p>	<p>Continuing to work with school staff and faculty as well the PTO and larger parent community to sustain our present infrastructure as well as build further capacity for students. Terms within the Willard Way need to be defined in developmentally appropriate ways and these definitions must be common to all staff members. We seek to continue the practice of positive feedback for desired outcomes rather than a punishment oriented system.</p>	<p>Work with PTO, Upbeat, and other community agencies to provide multiple learning experiences that increase the capacity of Willard School to provide learning experiences that educate the whole child. -School psychologist/PPS staff pushes in to classrooms to teach developmental guidance lessons</p>	<p>PTO Feedback</p>	<p>2019-2020 school year (ongoing)</p>
<p>Standard 4: Safe Environment Is the school providing for a physically, emotionally, intellectually safe, healthy and welcoming environment?</p>	<p>EMERGENT Efforts have been made to make the school welcoming including but not limited to -Training of all staff on school connectedness -Consistent use of flat screen TV displaying student achievements</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</p>	<p>-Evaluate previously created unit of instruction around the school community -Update and continue to post name and photo of staff members outside their workspace.</p>	<p>2019-2020 school year (ongoing) Parent Feedback</p>	<p>2019-2020 school year (ongoing)</p>

	<p>-Student work is prominently displayed.</p> <p>-Consistent communication through the Willard School PTO, quarterly school newsletter, school website, and various classroom communications.</p>	<p>welcoming environment.</p> <p>Focus of first month's Willard Pride assembly/initiative will be "Greeting each other by name."</p>			
<p>Standard 5: Social Justice</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>AWARENESS</p> <p>A district equity team has recently been formed. The team will review current practices in regards to social justice.</p> <p>Our student council leads various civic and social initiatives each year (for example: book drive, canned food drive, raising money for communities experiencing devastation.)</p> <p>ESOL teacher sends out semi-annual reports of cultural holidays</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>Ongoing collaboration of members of the district equity team, student council members, administrators, and teachers to develop school wide initiatives</p>	<p>Parent Feedback Consult with ESOL Department</p>	<p>2019-2020 school year (ongoing)</p>
<p>Family/Community Partnerships:</p> <p>Are all stakeholders' interests represented and reflected in the school climate improvement efforts?</p>	<p>EMERGENT</p> <p>The Willard PTO takes an active role in supporting the school community. Parent volunteers support school initiatives, support the Library Media Center and assist teachers in classrooms.</p>	<p>Examine opportunities to involve parent perspectives on more school-wide issues.</p>	<p>Building Administration will examine new ways to involve parent stakeholders in decision-making.</p>	<p>Administrative Observation</p> <p>Parent Feedback</p>	<p>2018-2019 school year (ongoing)</p>
<p>Continuous Improvement:</p> <p>Is there a clear understanding that</p>	<p>EMERGENT</p> <p>The Willard Staff is taking an active role in supporting</p>	<p>The work of the School Climate Team needs to develop buy-in</p>	<p>The entire process of moving from Safe School Climate and Security Team</p>	<p>Willard School Climate Survey Results (Spring 2019)</p>	<p>2019-2020 school year. (ongoing)</p>

<p>school climate improvement is an ongoing organic process integral to wider school improvement?</p>	<p>student development, both academic and social.</p>	<p>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>development, data collection, and development of further action steps as well as long and short-term goals needs to be carried out. Through the entirety of this process the climate team will work to support the process and communicate its value to the school's staff.</p>	<p>Parent Feedback</p>	
<p>Impact on Results: Is progress monitoring inherent in the school climate improvement process?</p>	<p>AWARENESS Willard School continually progress monitors students academically with specific focus on at-risk students receiving remediation.</p>	<p>Progress monitoring academic and behavioral data is currently an inherent process within the school. The connection of this process to positive school climate needs to be identified and communicated to all stakeholders.</p>	<p>Upon completion of the school climate surveys, data will be assessed and further goals will be established and effectively monitored.</p> <p>Monthly progress monitoring meetings with Literacy and Math departments.</p>	<p>Willard School Climate Survey Results (Spring 2020)</p> <p>Parent Feedback</p>	<p>2019-2020 school year (ongoing)</p>

Mary E. Griswold Elementary School – Safe School Climate Plan 2019-2020

David Kitzman - School Climate and Security Specialists

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

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

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

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

Standard 4: Safe Environment: Efforts have been made to make the school welcoming and safe. Construction is scheduled to begin on two new safety vestibules and handicap entry way ramps. In addition, we are scheduled to receive 21 safety cameras for the building during phase 4 of the safety grant. Finally, an additional card reader entry way was added to increase entry and exit options for staff and students in the cafeteria. Griswold School displays around the building student work and activities to increase connectedness. Consistent communication is accomplished through the Griswold School Parents Club, School Messenger system, school website, and various classroom communications including Twitter and See-saw. 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: Griswold School is in the process of training staff in Responsive Classroom practices and utilizes a restorative approach to discipline when conflicts arise. We also use Collaborative Problem Solving strategies with our students who struggle behaviorally. Various members of staff are trained in the Zones of Regulation to support students. The Griswold School Community Kids program organizes various civic and social initiatives each year. Classroom teachers organize food drives to assist those in need in the local community. The Griswold Staff has consistently taken an active role in supporting student development, both academic and social. The school climate team's overarching focus is to find ways to further build school connectedness between students, staff and the parent community.

**Safe School Climate Plan Template
2019- 2020**

District: Berlin

School: Mary E. Griswold 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	Timeline for Reaching Improvement Goals
<p>Standard 1: Shared Mission Is it evident that all members of the school community are committed to physical, emotional and intellectual safety of the learners?</p>	<p>MAINTENANCE Griswold School continues to actively address and evaluate school climate in an ongoing manner.</p>	<p>Through staff development, staff meetings and school initiatives, the staff as a whole understands the link between the state law, our safe school climate and character education committees.</p>	<p>The school climate and character education teams will continue to meet throughout the school year. This group will:</p> <ol style="list-style-type: none"> 1. Work to identify areas of strength and areas for improvement in school climate addressed by the present school climate plan. 2. Work with building administration to address focus areas identified in the 2016 district security audit and how to best address them. 3. Provide feedback to the building administration regarding school climate and areas for consideration. 	<p>Feedback from staff and parents utilizing a survey through Google Forms</p> <p>Document specific changes made to in relation to recommendations from the district's security audit.</p>	<p>2019 – 2020 School Year (ongoing)</p>
<p>Standard 1: Shared Mission Do participants share a vision of what a positive school climate looks, feels and sounds like?</p>	<p>MAINTENANCE Griswold School is establishing a common philosophy and language based upon <i>Responsive Classroom</i>. Presently, Griswold School has developed a</p>	<p>All staff needs to be consistent in using understanding of what our common language with students to continue to help them address issues with peers and talk about</p>	<p>The staff at Griswold will continue to implement <i>Responsive Classroom</i>. Teacher representatives will train staff to implement the program.</p>	<p>Feedback from staff and parents utilizing a survey through Google Forms</p>	<p>2019 – 2020 School Year (ongoing)</p>

	school Code of Conduct, Code of Kindness, as well as a Character Education Team that helps develop activities to focus students on the areas of respect and kindness (School Families).	empathy with adults in the building	Modeled after the "School Families" program, Griswold formed smaller "Griswold Families" in the 2012 – 2013 school year. These families stay together throughout the students' time at Griswold School.		
Standard 1: Shared Values What are the shared values?	MAINTENANCE Presently Griswold School has developed a school code of conduct as well as a Character Education Team that helps develops activities to focus students on the Code of Conduct. (The Griswold community is respectful, kind, safe and make things better.)	Consistent use of the Griswold School Code of Conduct, Common Bucket Filling Language and Responsive Classroom Techniques to intervene and work with students who make poor choices or demonstrate mean behavior.	In the spring Of 2011 a common language for "Bucket Filling" was distributed to all staff. These terms were explained in connection with the Griswold Code of Conduct. This is redistributed each year now as part of our staff handbook. The Character Education team meets consistently throughout the year and identifies school-wide activities that relate to the Code of Conduct. These activities are communicated to the parents at Parent Club meetings. The SOARS committee was also developed in 2015 to provide student led assemblies that focus on specific school behaviors through the lens of the Code of Conduct.	Feedback from staff and parents utilizing a survey through Google Forms	2019 – 2020 School Year (ongoing)
Standard 1: Shared Goals What are the shared priorities?	EMERGENT Griswold School has a Safe School Climate Plan in order to provide consistency and	The school climate plan will be clearly and consistently communicated to all stakeholders.	A revised school climate plan will be developed and shared with participants. The expectations and	Feedback from staff and parents utilizing a survey through Google Forms	2019 - 2020 School Year (ongoing)

	<p>understanding of the school's shared priorities. The plan is shared with all members of the Safe School Climate Team and is posted on our school and district website.</p>		<p>priorities will be clearly communicated to all stakeholders. The plan takes into account staff, parent and student feedback as well as information from the district's safety audit.</p>		
<p>Standard 2: Shared School Policies Are there policies that promote the development of skills, knowledge and engagement?</p>	<p>MAINTENANCE The Berlin Board of Education has adopted a wide range of policies. The ongoing development and refinement of district curriculum supports continuous academic improvement.</p>	<p>Indoctrinating new staff to the building about teams and support structures to assist students in need.</p> <p>Griswold School continues to be involved in the Instructional Rounds process, examining practices that involve the gradual release of responsibility to our students.</p> <p>Grades K-5 are presently implementing the Reader's and Writer's Workshop Model with previous professional learning support from Columbia Teachers College.</p> <p>Grades 2-5 are in year three of implementing <i>Math Investigations</i> as the newly adopted math program.</p> <p>Grades K-1 are piloting Illustrative Math</p>	<p>Building administration will conduct a yearly review of the family and staff handbook and make changes in accordance with changes in district and state policies. Building administration will conduct a yearly professional development to communicate new policy changes and clarify existing ones. As curriculum development and the Instructional Rounds process continues, we will consistently implement changes and develop adaptations as needed. This will be accomplished through effective professional development, common planning time, and the work of the district vertical teams.</p>	<p>Staff Feedback</p> <p>Parent Feedback</p> <p>Materials collected and created from Instructional Rounds</p> <p>Revised curriculum documents and online resources</p> <p>Team professional growth plans</p>	<p>Curriculum development is a continuous process and will be ongoing with revisions made to meet student needs</p> <p>Individual documentation as completed</p> <p>Professional Growth Plans will be completed yearly</p> <p>Ongoing policy revisions based upon changes from the state and local Board of Education.</p>

		Grades 2-5 are engaged in Math Studio professional development			
<p>Standard 2: Shared School Policies Are there policies in place to address barriers to learning?</p>	<p>MAINTENANCE Building administration, special education teachers, instructional specialists and classroom teachers will meet weekly during IDT, SHARES and SRBI meetings in order to create plans to effectively meet students' academic and social needs. The team will review plans at least every six weeks in order to determine progress.</p>	<p>Indoctrinating new staff to the building about teams and support structures to assist students in need. This process is accomplished through new teacher training conducted in August of each year, monthly new teacher meetings at the building level and, when needed, at monthly staff meetings.</p> <p>Application of newly learned teaching practices to effectively address all students' needs.</p>	<p>Professional development with the Readers Workshop Model for grades K – 5. school year (Tier I Support). Math workshop model training aligned with the CCSS for grades K – 5 (Tier I Support). Technology “shares” (professional learning) to encourage breadth and depth of technology based supports for learning.</p>	<p>Staff Feedback</p> <p>Student progress monitoring</p> <p>Observations of staff</p>	<p>2019 – 2020 School Year (ongoing)</p>
<p>Policies on Dealing with P.A. 11-232 Bullying Allegations: Does the Plan include the specific requirements in An Act Concerning The Strengthening of School Bullying Laws?</p>	<p>COMPLETED Griswold School has addressed the required immediate steps to address bullying as identified by P.A. 11-232 (effective July 1, 2011)</p>	<p>All required steps and polices indicated by P.A. 11-232 have been completed.</p>	<p>Safe School Climate school coordinator and team were established. (Summer 2011) Safe School Climate Plan was developed. (December 2011 – revised May 2013) Data from stakeholders is collected using surveys. This data is collected bi-annually and used to target new growth areas in regards to school climate All bully investigation and</p>	<p>Feedback from staff and parents utilizing a survey through Google Forms</p> <p>Feedback from Administration</p>	<p>2019- 2020 School Year (ongoing)</p>

			report forms were reevaluated and edited. (Summer 2011) These forms are currently being utilized district-wide		
<p>Standard 3: School Practices Are there practices in place to promote positive youth development?</p>	<p>EMERGENT Within the classrooms, Griswold School utilizes Responsive Classroom practices, Character Education, and logical consequences to promote positive youth development. In addition, Griswold School offers the Afternoon Adventures program, DARE, Noontime Sports, instrumental music, Community Kids and tech safety programming with our school's youth officer to further address student development. The Griswold School Parents Club also assists by providing Cultural Enrichment presentations and Curriculum Enhancement programs to support classroom instruction, develop cultural awareness and develop empathy and understanding</p>	<p>Additional guidance support to implement a curriculum that is developmentally appropriate and supports students' emotional needs.</p>	<p>The updated teacher evaluation program will be clearly communicated to all staff prior to the start of the 2016 - 2017 school year. Ongoing staff professional development is planned to meet the needs of our students.</p>	<p>Feedback from staff and parents utilizing a survey through Google Forms</p>	<p>2019 - 2020 School Year (ongoing)</p>
<p>Standard 3: School Practices</p>	<p>MAINTENANCE Staff participation in the TEAM</p>	<p>Consistent maintenance of curriculum and</p>	<p>Yearly professional development activities to</p>	<p>Staff feedback</p>	<p>2019-2020 School Year (ongoing)</p>

<p>Are there practices in place that enhance teaching and learning?</p>	<p>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>teaching practices in place. The further development of a viable and clearly articulated curriculum in all subject areas.</p>	<p>collaboratively assess and develop the curriculum and delivery models being used in the classrooms.</p>	<p>Administrative Observations Student Assessment Data Data collected from Instructional Rounds Visits</p>	
<p>Standard 3: School Practices Are there practices in place to address barriers to learning?</p>	<p>MAINTENANCE 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>	<p>Training is planned for staff for the 19-20 school year.</p>	<p>Staff Feedback Student progress monitoring</p>	<p>2018-2019 school year (ongoing)</p>
<p>Standard 3: School Practices Are there practices in place that develop and sustain Infrastructure and capacity building?</p>	<p>MAINTENANCE 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.</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</p>	<p>Staff Feedback Parents Club Feedback</p>	<p>2018-2019 School Year (ongoing)</p>

	<p>The Griswold School Climate Team and Character Education Team meets quarterly to discuss areas of need and develop strategies to address them. The student led Peer Leaders, facilitated by the Teacher Leader was developed to increase student participation in character education and development. Griswold school meets on a regular basis through IDT, SHARES and SRBI meetings to review and discuss students with academic and social needs and plan for them accordingly. UPBEAT students actively volunteer at various functions within Griswold School. Griswold School currently has one teacher representative who serves on the Staff Advisory Council to the Superintendent and multiple parents who serve on the superintendent's Parent Advisory Council</p>		<p>present UPBEAT students and other community members as positive role models.</p>		
<p>Standard 4: Safe Environment</p> <p>Is the school providing for a physically, emotionally, intellectually safe,</p>	<p>EMERGENT</p> <p>Efforts have been made to make the school welcoming including but not limited to the training of all staff</p>	<p>Consistent application of practices in all classrooms and between all staff members that model and demonstrate a</p>	<p>The School Climate Team and Griswold School staff will implement <i>Responsive Classroom</i> to universally promote a positive</p>	<p>Staff Feedback</p> <p>Student feedback provided from sample group.</p> <p>Parent Feedback</p>	<p>2019–2020 School Year (ongoing)</p>

<p>healthy and welcoming environment?</p>	<p>on school connectedness. Construction of the Griswold traffic loop promotes safer student drop-offs and pick-ups. The planned installation of the vestibule for the main entrance will provide for increased safety and access to the building. Room numbers have been installed on exterior walls/windows for emergency services. Additionally, the flat screen TV displaying student achievements. Student work is prominently displayed throughout the halls and classrooms. Consistent communication through the Griswold School Parent Club, <i>Principals monthly E-newsletter</i>, School Messenger, school website, Twitter, 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</p>	<p>physically, emotionally, intellectually safe, healthy and welcoming environment.</p>	<p>school climate for all students and staff. Clear and consistent expectations will be established school-wide as well as a common language for building positive school climate.</p>		
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	<p>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 provided landscaping of the second courtyard to create a butterfly garden for teachers and students to utilize.</p>				
<p>Standard 5: Social Justice</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>EMERGENT</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 in the local community. Our grade 5 team has developed a unit of study focused on social issues. Griswold School participated in a Day of Service to our community in honor of Dr. Martin Luther King Day</p>	<p>The school community is aware of the importance of engaging in teaching practices that promote social justice and civic responsibility. We will continue to develop our practices that allow our students to engage in these areas in a meaningful way.</p>	<p>The staff will continue to engage in training to explore cultural awareness and bias in an effort to build on the 2017 - 2018 training about implicit bias from Gloria Mengual of CREC. This training will lay the framework to begin looking at teaching practices that address social justice in a meaningful manner with students.</p>	<p>Staff Feedback</p> <p>Parent Feedback</p> <p>Consult with ESOL Department</p>	<p>2019- 2020 School Year (ongoing)</p>
<p>Family/Community Partnerships:</p> <p>Are all stakeholders' interests represented and reflected in the school climate improvement efforts?</p>	<p>MAINTENANCE</p> <p>The Griswold School Parents Club takes an active roll in supporting the school community.</p>	<p>Examine opportunities to involve parent perspectives on more school-wide issues.</p>	<p>Building Administration will examine new ways to involve parent stakeholders in decision-making.</p>	<p>Administrative Observation</p> <p>Parent Feedback</p>	<p>2018 - 2019 School Year (ongoing)</p>

<p>Impact on Results: Is progress monitoring inherent in the school climate improvement process?</p>	<p>MAINTENANCE Griswold School continually progress monitors its students academically with specific focus on at-risk students receiving remediation.</p>	<p>Progress monitoring of academic and behavioral data is currently an inherent process within the school. Behavior referrals and logical consequences are documented and communicated to parents in a timely fashion. The connection of these processes is communicated annually to staff at the beginning of the year as well as during periodic points at staff meetings.</p>	<p>Griswold school bi-annually administers climate surveys to staff and parents to collect data and assess areas for growth in regards to school climate.</p>	<p>Feedback from staff and parents utilizing a survey through SurveyMonkey.com</p>	<p>2019 - 2020 School Year (ongoing)</p>
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**Catherine M. McGee Middle School
Safe School Climate Plan
2019-2020**

Safe School Climate Specialist: Timothy J. Chiaverini, Assistant Principal

Safe School Climate Committee

The Safe School Climate Committee will include (at minimum) a school administrator, school counselor, related service staff member, parent, two teachers, and two students.

The Safe School Climate Committee will meet 6 times per year, to discussing general school climate and safety procedures, measures to improve and school climate through a relational approach. The Safe School Climate Committee will establish yearly goals based on survey results.

Reporting Concerns

Concerns about mean behavior, bullying behavior, harrassment, discrimination, and/or dating violence may be reported to any adult. Anonymous reports can also be submitted. No disciplinary action shall be taken solely on the basis of an anonymous report.

Reports from students may be given orally or in written form through the main office or through the counseling office.

Any school employee that witnesses or receives a report of possible bullying or harassment must report the behavior to building administration orally within one school day and file a written report within two school days after making the oral report.

Actions to Address School Climate at Catherine M. McGee Middle School

Actions:

- Faculty and staff will receive training in Restorative Practices
- Faculty and staff will receive annual training to report mean behavior, bullying, and dating violence.
- Faculty training in anti-bullying education (state requirements)
- Students will be informed of the reporting system for mean behavior, bullying, and violence
- Class meetings to review school-wide behavioral expectations
- Class meetings to implement relationship building techniques
- Class meetings to review school safety procedures
- Monthly team meetings where faculty and students are recognized for kind behaviors, attendance & academic achievement
- Scheduled speakers and activities aimed at promoting respect, kindness, and healthy decision making
- Digital Citizenship lessons delivered through Digital Literacy classes & Advisory Lessons addressing school climate
- Professional Development for certified staff and administration
- Faculty team-building activities & restorative circles
- “Common Ground” excursions with faculty, staff, students and community leaders
- Establishment of the Mindfulness Committee for faculty, staff & students
- Counseling suite complete with a “Zen Den”
- Developmental School Counseling Curriculum
- Extracurricular Clubs including Coexist Club, Student Council, Yearbook Club, Upbeat
- Administration of school climate survey for students, staff, and parents

Measures of School Climate at Catherine M. McGee Middle School

- Yearly parent, student, and staff climate surveys
- Discipline referral data
- School attendance data
- Student involvement in extracurricular activities

[Berlin Board of Education Safe School Climate Plan](#)



**Berlin High School
Safe School Climate Plan
2019-2020**

Safe School Climate Specialist: Kelly S. Maio, Assistant Principal

Safe School Climate Committee

The Safe School Climate Committee will include (at minimum) a school administrator, school counselor, related service staff member, parent, two teachers, and two students.

The Safe School Climate Committee will schedule monthly meetings with the purpose of reviewing investigations of bullying, discussing general school climate, culture, observations and improvements. The Safe School Climate Committee will establish yearly goals based on survey results.

Reporting Concerns

Concerns about mean behavior, bullying behavior, harrassment, discrimination, and/or dating violence may be reported to any adult. Anonymous reports can also be submitted. No disciplinary action shall be taken solely on the basis of an anonymous report.

Reports from students may be given orally or by accessing the [Mean Behavior Report](#) on the school website.

Any school employee that witnesses or receives a report of possible bullying or harassment must report the behavior to building administration orally within one school day and file a written report within two school days after making the oral report.

Actions to Address School Climate at Berlin High School

Actions:

- Faculty and staff will receive yearly training to report mean behavior, bullying, and dating violence.
- Faculty training in anti-bullying education (state requirement)
- Students will receive notification and be informed of the reporting system for mean behavior, bullying, and dating violence
- Class meetings to review school-wide behavioral expectations
- Implementation of Student of the Month, where each department recognizes a student who has modeled Berlin High School's Core Values
- Scheduled speakers and activities aimed at promoting respect, kindness, and healthy decision making
- Advisory lessons addressing school climate
- Global Play Day and advisory time to strengthen relationships and connections
- Principal's Coffee Catch Up
- Principal Advisory meetings
- Professional Development for certified staff and administration
- SERC Dismantling Systemic Racism Conference with administrators, certified staff, and students
- 9th grade Health Curriculum
- Pep Rallies and Spirit Week, two times per year
- Developmental School Counseling Curriculum
- Freshman Counselor, delivering workshop lessons to each student
- Extracurricular Clubs including Unity Team, Random Acts of Kindness Club, Interact, Upbeat
- Administration of school climate survey for students, staff, and parents

Measures of School Climate at Berlin High School

- Yearly parent, student, and staff climate surveys
- Discipline referral data
- School attendance data
- Student involvement in extracurricular activities

[Berlin Board of Education Safe School Climate Plan](#)

[2018-2019 Student School Climate Survey Summary](#)

[2018-2019 Parent School Climate Survey Summary](#)

XII. Annual Notice and Training

- A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.
- B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.
- C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district's safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.
- D. After July 1, 2014, any person appointed by the district to serve as district safe school climate coordinator shall complete mental health and first aid training offered by the Commissioner of Mental Health and Addiction Services.

XIII. School Climate Assessments

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

Legal References:

Conn. Gen. Stat. § 10-222d

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

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

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

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

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

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

Information About the Reporter

Name of Reporter/Person Filing the Report:											
<i>Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.</i>											
You are the:			Target of the Behavior						Reporter (not the target)		
You are a:			Student			Staff member: (specify role)					
			Parent			Other: (specify)					
Your contact information/ Telephone number:											
If a student, school is:			Griswold		Hubbard		Willard		McGee		BHS
and grade is:			Pre-K	K	1	2	3	4	5	6	7
If a staff member, work site is:											

Information About the Incident

Name of Target of behavior:											
Name of Aggressor (person who engaged in the behavior)											
Date(s) of the Incident(s):											
Time(s) of the Incident(s):											
Location of the Incident(s): <i>Be as specific as possible.</i>											
Witnesses: List the people who saw the incident or have information about it.											
Name:					Student		Staff		Other:		
Name:					Student		Staff		Other:		
Name:					Student		Staff		Other:		
Describe the details of the incident. Include names of people involved, what occurred, and what each person did and said, including specific words used. Please use additional space if necessary.											

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

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

Form Given to: _____, _____ **Date:** _____
Name Position

Signature: _____ **Date Received:** _____

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

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

School: _____ Date: _____

Safe School Climate Specialist / Principal: _____

Reporter Information:

- Anonymous Student Report
- Staff Member Report Name: _____
- Parent/Guardian Report Name: _____
- Student Report Name: _____

INVESTIGATION

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

Summary of Investigation:

CONCLUSIONS FROM THE INVESTIGATION

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

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

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

Contacts:

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

Action Taken:

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

Harassment:

Potential harassment Yes No

Complete Form ()

Follow-Up:

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

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

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

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

Date Report forwarded to Principal:

Date Report Forwarded to Superintendent & Safe School Climate Specialist:

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

Name	Address	Telephone Number
_____	_____	_____
_____	_____	_____
_____	_____	_____

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

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

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

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

Was the report verbal or written? _____

Proposed Solution:

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

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

Signature of Reporter Date Submitted Received By Date Received

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

Date: _____

Name of Student: _____

School: _____

To Parent/Guardian:

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

(Please check one):

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

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

Signature of Parent/Guardian

Date

Name (Please print)