



GRANBY PUBLIC SCHOOLS GRANBY, CONNECTICUT DISTRICT/SCHOOL CLIMATE PLAN



Last updated 08/07/18

Table of Contents

I.	Overview.....	1
II.	Safe Schools Climate Plans.....	2
	a. Kelly Lane Intermediate School.....	5
	b. Wells Road Intermediate School.....	10
	c. Granby Memorial Middle School.....	13
	d. Granby Memorial High School.....	17
III.	District Bullying Policy.....	22

I. OVERVIEW

The Granby Public Schools supports the belief that each and every school community member should be treated with dignity, should have the opportunity to learn, work, interact and socialize in physically, emotionally and intellectually safe, respectful and positive school environments, as well as the opportunity to experience high quality relationships. Schools, therefore, have the responsibility to promote conditions designed to create, maintain and nurture positive school climate. We recognize that there is not one best way to improve school climate. Each school needs to consider its history, strengths, needs, and goals.

To this end, each school in the district has developed a Safe School Climate Plan. These plans, guided by The National School Climate Standards, are in place to provide direction as to how the school community looks at continuous improvement in the area of school climate, with the goal of maximizing the physical, social, emotional, and intellectual safety for all students. The building principal, as Safe School Climate Specialist, guides the Safe School Climate Committee to create, implement, and modify this plan each year.

I. SAFE SCHOOL CLIMATE PLANS

- Kelly Lane Intermediate School
- Wells Road Intermediate School
- Granby Memorial Middle School
- Granby Memorial High School

KELLY LANE PRIMARY SCHOOL

SAFE SCHOOL CLIMATE PLAN 2018-2019

National School Climate Standard	Current School Status to what Extent is this Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
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?	All staff trained in emergency drills. Drills are conducted monthly buddy classes Responsive Classroom is in place at Kelly Lane Primary School PK-2 Second Step Lessons School Climate surveys are given yearly Classroom Learning Celebrations	Supporting students with social and emotional needs	New position -Social Worker PD on Collaborative and Proactive Solutions District Mentoring	Decrease frequency and duration of challenging behavior with identified students Feedback from mentee and mentor	By June By June
Standard 1: Shared Mission					
Do participants share a vision of what a positive school climate looks, feels and sounds like?	School wide Bucket Filling rules are posted, practiced and reviewed Bucket Filling Committee Monthly all school meetings Classroom expectations created and posted in classrooms				
Standard 1: Shared Value					
What are the shared values?	District mission developed with input from community, teachers, students and administration				
Shared 1: Shared Goals					

What are the shared priorities?	Learning principles developed with input from teachers and administration Learning beliefs and everyday learning expectations Responsive Classroom	Continue to train staff			
Standard 2: Shared School Policies					
Are there policies that promote the development of skills, knowledge and engagement?	Formal policies online informal policies and practices that are part of our culture	Informing all stakeholders of policies and how to find them in parent handbooks	Information on district and school website Information in monthly newsletter	Decrease in questions about policies	on going throughout the year
Standard 2: Shared School Policies					
Are there policies in place to address barriers to learning?	IEP SRBI Intervention plans 504 plans Collaborative team data Conversations Engagement inventories Speed data conversations with specialists behavior plans	Fidelity of implementation Frequency of interventions	Intervention team reviews data collection	Progress monitoring for academic and behavior data collection sheets	Monthly on going throughout the year
Standard 3: School Practices					
Are there practices in place to promote positive youth development?	Bucket Filling Responsive Classroom Approach Monthly All School Community Meetings Second Step Lessons				
Standard 3: School Practices					

Are there practices in place that enhance teaching and learning?	Professional Learning for staff, district benchmarks, collaborative teams, SMART goals in literacy and numeracy Collaborative Teams meetings Workshop model School improvement plan	Independent student goal setting	Teacher and student goals during conferring	Goal setting for student learning	Sept-June
Standard 3: School Practices					
Are there practices in place to address barriers to learning?	SRBI-Tier II and Tier III support for academics and behaviors IEP, 504 Parent teacher conferences Summer Enrichment Academy	Entrance and exit criteria and interventions	Intervention plans	Referral data Intervention data	After each district assessment
Standard 3: School Practices					
Are there practices in place that develop and sustain infrastructure and capacity building?	Leadership Team Intervention Team Collaborative Team Bucket Filling Team				
Standard 4: Safe Environment					
Is the school providing for physically, emotionally, intellectually safe, healthy	Staff, student and parent surveys Kelly Lane School rules Bucket Filling books School Wide meetings Monthly newsletters School and teacher Eblasts to families				

	Availability of staff to discuss parent concerns School tours for new families New family Tea in Aug. Meet and greets in Sept. Open Houses in Sept. Second Step lessons Police visits				
Standard 5: Social Justice					
Is the school engaging in practices that promote the social and civic responsibilities and a sense of social justice within the school environment?	Bucket Filling Responsive Classroom Second Step Lessons Bus Driver Appreciation Day PJ Day Jump Rope for Heart	Long bus ride for Children living in Hartford	Bus monitors for the buses	Decrease on number of bus referrals	monthly data on bus referrals
Continuous improvement Is there an understanding that school climate improvement is an ongoing process?	Bucket filling Committee with teachers and parents Feedback from surveys				
Family/Community Partnerships Are stakeholder interests represented and reflected in school climate improvement efforts?	Surveys from staff, students and parents Bucket Filling Meeting Faculty Meetings PTO				

	Parent Involvement with the school				
Impact on Results Is progress monitoring evident in the school climate improvement process?	Sharing of plan with staff and families			Change/modify based on feedback from surveys	
Policies on Dealing with PA 11-232 Bullying Allegations: Does the plan include the specific requirements in An Act Concerning the Strengthening of School Bullying Laws (this is generally the component of the plan provided to the district by the Law Firm advising the district.)	Bullying policy reviewed with staff Bullying policy on website Bucket filling committee students encouraged to report incidents				log of incidents

WELLS ROAD INTERMEDIATE SCHOOL

SAFE SCHOOL CLIMATE PLAN 2018-2019

National School Climate Standard	Current School Status To What Extent is this Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
<p>Standard 1: Shared Mission</p> <p>Is it evident that all members of the school community are committed to physical, emotional and intellectual safety?</p>	<p>District Mission & Learning principles are reviewed during administrative walkthroughs</p> <p>Monthly Fire/Safety drills in different locations</p> <p>School-wide Compliment chain</p> <p>Kindness Quilt and Rocks</p> <p>Positive Choices Matrix and weekly awards for students and staff</p> <p>Just Say Hello Week</p> <p>Bullying Assembly - Interactive Theatre</p> <p>District PD - Ross Greene and introduction to philosophy of Collaborative Problem Solving (CPS)</p> <p>Develop a Core Team trained as CPS facilitators in the building</p>	<p>Maintain monthly log of drills with comments to document areas of need.</p>	<p>Review feedback with school secretary, Karla, to document feedback</p>	<p>New log every year</p> <p>School Office Referral Data</p>	<p>Monthly</p> <p>Monthly</p> <p>September 2017, August 2018</p> <p>Weekly 2018-2019</p> <p>February 2018 February 2018</p> <p>September 2018 - June 2019</p> <p>October 2018</p>
<p>Standard 1: Shared Mission</p> <p>Do participants share a vision of what a positive school climate looks, feels and sounds like?</p>	<p>Revised Kindness Matters matrix to Positive Choice Matrix to outline positive choices for expected student behavior</p> <p>Compliment Chain procedures</p> <p>Whole School Assembly to review Matrix and positive choices</p> <p>Recognition of Kindness awards to be "Paws-i-tive Choices" award</p>	<p>Review expectations with students</p>	<p>Matrix Walks to review expectations in common areas, i.e., lunchroom, recess, hallways, and bathrooms</p>	<p>Schedule for Classes to participate</p>	<p>September 2017, January 2018, August 2018</p> <p>August 2018</p> <p>August 2018</p> <p>Weekly 2018-2019</p>
<p>Standard 1: Shared Value</p> <p>What are the shared values?</p>	<p>Defined by Positive Choice matrix</p> <p>Behavior Expectations outlined in Student Handbook</p> <p>Wells Road School Pledge</p>		<p>Certificates for students</p> <p>Award choice cards</p> <p>Log reflections in Reflection notebook</p> <p>Continue Morning Recess</p>	<p>Teacher, student, and parent feedback</p>	<p>August 2018</p> <p>August 2018</p>
<p>Standard 1: Shared Goals</p> <p>What are the shared priorities?</p>	<p>Integration of Instructional Goal into Learning walks</p>	<p>Continue administrative walkthroughs to teacher learning walks</p>	<p>Schedule two learning walks that are linked to SIP – instructional goal</p>	<p>Feedback from staff</p>	<p>Winter 2018, Spring 2019</p>

Standard 2: Shared School Policies Are there school policies that promote the development of skills, knowledge and engagement?	SRBI manual -	Review expectations and procedures with new staff	Establish roles with special education teachers and support staff	Established meeting times, purposed, and locations	August 2018
Standard 2: Shared School Policies Are there policies in place to address barriers to learning?	Quarterly attendance meetings SRBI Manual	Create schedule for attendance meetings Student Intervention Meetings (SIT)	Following attendance policy which includes parent notification for excessive absences.	Powerschool	Quarterly attendance meetings 2018-2019

Standard 3: School Practices Are there practices in place to promote youth development?	Student Council After School Clubs Math and Writing Enrichment Clubs Parent Surveys Develop Recess Mentor Program with GMHS Students.	Maintain attendance in clubs	Work with CHOICE liaison to maintain participation from students who don't live in Granby	End of year attendance	School year 2019-2019 October 2018- May 2019
Standard 3: School Practices Are there practices in place that enhance teaching and learning?	Staff meeting Instructional Clusters Curriculum Compacting Grade level meetings School Collaborative meetings Learning Walks Training GMHS students and Teaching Assistants with PlayWorks model	Monthly Weekly Assessed at the beginning of every Math unit Linked to Instructional Goal		Office Referral Data specific to recess	School year 2019-2019 School year 2019-2019 Winter 2018, Spring 2019 June 2018
Standard 3: School Practices Are there practices in place that address barriers to learning?	School Intervention team (SIT) School Leadership Meetings Team meetings Enrichment, Literacy and math/Science Coaches Planning and Placement Team meetings (PPT)		Monthly Progress Monitoring Data Recording students participating in Enrichment programs during and after the school day	After School Clubs Enrichment tasks for all students during class time Expansion of Enrichment clusters to include 5th grade	June 2017, September 2018
Standard 3: School Practices	Mini-PD meetings with grade levels		Scheduled time with Jen Scoggins	Classroom observations moving practices to be student driven	Scheduled dates 8 visits Weekly schedule

Are there practices in place that develop and sustain infrastructure and capacity building?			Scheduled time with coaches Scheduled time with psychologist and social worker		Monthly Meetings
Standard 4: Safe Environment Is the school providing for physically, emotionally, intellectually safe, healthy and welcoming environment?	Office Discipline Referral forms revised; Kindness matters T-Shirts for all staff and students; Wells Road pledge; Signage around school; Student, parent, and staff survey; monthly safety drills; Matrix rollout at beginning of the year	Tracking office referral data	Establish a google site to house office referral data Revised Kindness Matters T-Shirts and created school logo-distributed T-Shirts to all students	Tracking monthly data and reviewing at school leadership	November 2017, September 2018
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?	Environment Club; School-wide Composting; Veterans Day Assembly Just Say Hello Week Student Council Equity focus in School Improvement Plan - disaggregating the data. Welcome Wall and revising signage around the building				Scheduled during school year 2018-2019 Spring 2018 Monthly meetings 2018-2019 School year 2018-2019 August 2018

Continuous Improvement: Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school improvements?	Joint PTO across elementary schools District PD on CPS approach				Scheduled meetings October 2018
Family/Community Partnerships: Are all stakeholders' interests represented and reflected in the school climate improvement efforts?	Parent Surveys School Climate Committee				
Impact on Results: Is progress monitoring inherent in the school climate process?	Scheduled district meetings to monitor plan at District level School Leadership meetings to review school based office referral Monthly attendance meetings to review attendance data		School Leadership Committee		Scheduled Meetings 2018-2019
Policies on Dealing with PA 11-232 Bullying Allegations: Does the plan include the specific requirement in An Act Concerning the Strengthening of School Bullying Laws (that is generally the component of the plan provided to the district by the Law Firm advising the district)	Bullying Policy included in handbook Referenced at Open House				

GRANBY MEMORIAL MIDDLE SCHOOL SAFE SCHOOL CLIMATE PLAN – 2018-2019

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>Spring 2018 Survey Data:</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> · Feel safe at school 91% · Peers discourage unkind behavior 66% · Feel comfortable asking for help 78% · Comfortable reporting non-academic concerns 54% · My ideas can be heard at school 73% · All students are treated respectfully 81% · Adults at school care about me 90% · I feel welcome at school 94% <p>FAMILIES:</p> <ul style="list-style-type: none"> · My child is safe at school 96% · I feel comfortable talking to teachers 90% · My child feels comfortable asking teachers for help 88% · Teachers care about my child's academic success 95% · All students are treated equally 96% · I feel welcome at school 88% <p>STAFF:</p> <ul style="list-style-type: none"> ● Climate is positive—91% ● My colleagues create a safe and respectful environment for all students – 100% ● I like working at this school. – 76% 	<p>Student comfort with sharing thoughts and ideas at school. Peers supporting one another and discouraging unkind behavior.</p>	<p>Team based grouping of students to build relationships, increase opportunities for students to interact in positive, structured ways with peers outside their regular group of friends. --Plan events: team building, opportunities for peer mentors, advisory program consistently implemented, small homeroom groupings.</p>	<p>Increase percent of students reporting favorable response to the following survey question: "My peers discourage unkind behavior."</p> <p>Increase percent of families reporting favorable response to the following survey question: "I feel welcome at school."</p> <p>Increase percent of teachers reporting favorable response to the following survey question: "I like working at this school."</p>	<p>June 2019</p>
<p>Standard 1: Shared Vision</p>	<p>District Vision:</p>	<p>None identified</p>	<p>School Improvement Plan supports district goals, Student</p>		

Do participants share a vision of what a positive school climate looks, feels and sounds like?	Every Student educated in the Granby Public schools will graduate on time, prepared for 21st Century Citizenship.		Learning Outcome goals support SIP.		
Standard 1: Shared Values What are the shared values?	District Mission: All students will become powerful thinkers, effective collaborators, and compassionate contributors in preparation for success in a dynamic, interdependent world.	Student participation in community service projects	Advisory program to build common language, share values; community service projects; student leadership opportunities (Student Council, Climate Committee, Leadership Group, Renaissance Club, Sharing to Learn); Capstone for grade 8	Successful completion of community service projects and increased student leadership opportunities.	June 2019
Standard 1: Shared Goals What are the shared priorities?	District Achievement Goal: By 2018, students will demonstrate powerful thinking by systematically solving problems through analyzing and synthesizing information and articulating/defending a position.	Student participation in school leadership.	Increase student participation in Bridges program, School Climate Committee and Advisory Committee.	Student participation rates in various committees	June 19

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
Standard 2: Shared School Policies Are there policies that promote the development of skills, knowledge and engagement?	STAFF Clear policies/procedures 67%	Clarity of policies and procedures—general school procedures as well as SRBI procedures	SRBI Manual; Staff handbook, weekly update emails to staff (and to parents); staff meetings, Three Team Model	Increase in percent of staff reporting favorable response to the following survey question: "The BOE sets policy that is consistent with the needs of Granby students, staff, parents, and community."	June 2019
Standard 2: Shared School Policies Are there policies in place to address barriers to learning?	SRBI procedures/tiered interventions; Student Intervention Team (SIT), Equity Task Force report.	SRBI procedures, high expectations for all learners including those who fall into achievement gap, increased participation of minority students in extracurricular activities	SRBI manual/rollout, monthly progress monitoring of students below goal on SBAC, support of student participation in activities	Increase in percent of staff reporting clear policies on survey, reduce number of students falling into achievement gap	June 2019

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
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? (This is generally the component of the plan provided to the district by the Law Firm advising the district.)	Bullying Policy posted online. Three confirmed incident of bullying in 20172018 STUDENTS:	Students treating each other fairly Hurtful social media Supervision in unstructured settings	Structured, team-building activities Developmental Guidance lessons Student leaders on Advisory Committee Student leadership groups/opportunities	Increase in percent of students reporting fair treatment by peers Increase in percent reporting feeling safe at school	June 2019

	<ul style="list-style-type: none"> • Peers treat fairly-81% • Feel safe at school 91% • Feel comfortable asking for help 78% <p>PARENTS</p> <ul style="list-style-type: none"> • School is safe 96% • Peers treat child fairly 97% 	Increased opportunities for anonymous reporting for mean behavior.	Increased staff presence in unstructured settings: hallways, cafe, locker rooms. Use of technology for reporting bullying.	Reduction in percent of students reporting participating in hurtful social media Reduction of bullying incidents	
--	---	--	---	---	--

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
Standard 3: School Practices Are there practices in place to promote positive youth development?	Advisory Program: Student Council; Student Leaders; Clubs; Sports Students who reported having seen peers support each other: 71%	Expand implementation of Advisory program, involvement of student leadership groups	Regular review by climate committee, including student representatives Monthly review of discipline referrals and PRIDE recognition issued at faculty meetings Attendance Committee	Discipline referrals Increase in % of students with favorable response to the following survey question: "students in my classes respect each other."	June 2019
Standard 3: School Practices Are there practices in place that enhance teaching and learning?	PLC meetings Provide choice for PD opportunities Teacher/Administrator Evaluation Plans School Improvement Plan School wide Enrichment	Level of rigor of curriculum, achievement disparity between and among groups School wide enrichment opportunities	Updated curriculum for each subject area, school literacy skills identified by department, SRBI, compacting curriculum in mathematics, vertical team meetings as possible. Enrichment coach and program	Curriculum materials, reduce number of students in achievement gap, Teacher Evaluation Process, increase frequency of vertical PLC meetings Increased enrichment experiences for students	June 2019
Standard 3: School Practices Are there practices in place to address barriers to learning?	Use of Tier I, II, and III instruction/supports. Counseling/groups; home-school collaborative meetings; HW Club; Organization group; peer mentors Special education and 504 referrals, as needed.	All teachers/staff members understand the differences between tiers of support, referrals, etc.	Rollout of SRBI procedures, teaching growth mindset. Team based SRBI model.	Student Action Plans Ongoing review of student data/scores by teams/SIT	June 2019
Standard 3: School Practices Are there practices in place that develop and sustain infrastructure and capacity building?	PLC groups; peer sharing; peer observation; faculty meetings; curriculum meetings; Teacher/Administrator Evaluation Plans.	Personalized PD for teachers, Leadership Academy	EdReflect resources, Learning Walks,	Increase participation in Learning Walks	June 2019

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
Standard 4: Safe Environment Is the school providing for a physically, emotionally, intellectually safe, healthy and welcoming environment?	STUDENTS: <ul style="list-style-type: none"> · Safe at school – 91% · Feel comfortable asking for help—78% PARENTS: <ul style="list-style-type: none"> · Well supervised activities – 97% · Teachers care about my child's success – 95% STAFF: <ul style="list-style-type: none"> ● School is caring nurturing place-91% ● Good rapport with admin-50% ● Feel safe-94% 	Students welcomed/treated respectfully by peers Students have adults they trust in the school Staff have positive rapport with administration	Structured, team-building activities Live broadcast of weekly Golden Ticket recognition Student leadership groups/opportunities Increase communication effectiveness between administration and staff	Increase percent of student reporting feeling comfortable asking for help. Increased percent of students reporting good rapport with administration.	June 2019

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
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?	Advisory Program; Whole school events/assemblies (Assemblies, Veterans Day, etc.) Students: Peers discourage unkind behavior = 66% Adults treat me fairly = 81%	Student leadership groups/opportunities Increase perception of fair treatment	Assemblies: Team building Advisory Capstone Projects	Increased percentage of students reporting fair treatment on survey	June 2019
Continuous Improvement: Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school improvement?	School Climate Committee meets quarterly to analyze data, generate ideas, and take action/plan events.	Action taken/decisions made by School Climate Committee	Quarterly meetings with detailed agenda linked to needs and data; follow-through on decisions; review of actions	Completed School Climate Plan Events, actions planned	June 2019

Family/Community Partnerships: Are all stakeholders' interests represented and reflected in the school climate improvement efforts?	School Climate Committee includes staff, student, and parent representation. Parents reporting comfortable sharing ideas w/ school – 90% Parents reporting feeling well-informed about school events-81%	Continue to promote communication between home and school, students and staff	Focused, collaborative, action-oriented school climate meetings, PAC meetings held in AM and PM	Increase percent of parents reporting feeling comfortable sharing ideas with school.	June 2019
Impact on Results: Is progress monitoring inherent in the school climate improvement process?	School Climate Committee reviews survey data. Student achievement progress monitoring	Increase effective teaching strategies to use as interventions.	Follow school wide assessment calendar, use SIT teams to monitor progress.	Increased student achievement	June 2019

GRANBY MEMORIAL HIGH SCHOOL

SAFE SCHOOL CLIMATE PLAN – 2018-2019

GMHS Climate Goal: <i>Develop equitable systems and practices that personalize learning for all students.</i>					
Granby Memorial High School	Current School Status and Evidence	Areas Identified as Needing Improvement	Identified Strategies for Improvement	Measurement	Timeline for Reaching Improvement Goals
Standard 1: Shared Mission					
<i>Is it evident that all members of the community are committed to physical, emotional and intellectual safety of the learners?</i>	<ul style="list-style-type: none"> Stakeholder input into Core Values Continued focus of SIP goals on safe climate Fidelity to District Emergency Plan/drills Safe School Climate Team and Plan Stakeholder Surveys SRBI mental health action plan Partner with GYSB and GPC Safe Graduation Party District CPS initiative 	<ul style="list-style-type: none"> Further integrate core values, beliefs and learning expectations Internet safety and bullying prevention Communicate with parents on policies regulating safe and responsible technology/online safety Provide structured opportunities for students to express views (Newspaper, Diversity Club) 	<ul style="list-style-type: none"> Adopt Collaborative and Proactive Solutions Equity Book Club Continued implementation of and drilling on Emergency Plan protocols Restore Peer Mediation Continued revised commitment to Advisory Explore School Broadcast 	<ul style="list-style-type: none"> Decrease in office referrals Improved system for tracking behavior data Staff and student learning around bullying and internet safety Stakeholder survey results 	9/18-6/19
<i>Do participants share a vision of what a positive school climate looks, feels and sounds like?</i>	<ul style="list-style-type: none"> Revised Core Values, Beliefs and Expectations Revised Advisories Celebrations of student work and achievement Office discipline data Capstone projects Student participation in clubs and activities Poetry Out Loud Happy students 	<ul style="list-style-type: none"> Celebrations and showcasing of student work Action Plan to deepen positive expectations Increased staff ownership of discipline procedures and behavior plans Increase opportunities for student input into rewards, demonstrations, etc. 	<ul style="list-style-type: none"> Develop regular displays showcasing student work Staff development around CPS Equity Book Club 	<ul style="list-style-type: none"> Posted, showcased and celebrated work and exemplars of expectations Professional development sessions and outcomes 	9/18-6/19
<i>What are the shared values and priorities?</i>	<ul style="list-style-type: none"> Vision, Mission, DAG, Learning Principles, Theory of Action posted in each room Core Values, Beliefs and 21st Century Expectations posted in classrooms and in banners Alignment of goal-setting around SIP Goals 	<ul style="list-style-type: none"> Examine survey data to inform Safe School Climate priorities Establish district wide vertical articulation of behavioral expectations and supports 	<ul style="list-style-type: none"> Continued focus on Mission, Core Values, Beliefs and Expectations 	<ul style="list-style-type: none"> Survey Responses 	<ul style="list-style-type: none"> 9/18-ongoing
Standard 2: Shared School Policies					

<p><i>Are there policies that promote the development of skills, knowledge and engagement?</i></p>	<ul style="list-style-type: none"> ● School Improvement Planning (SIP) ● Professional Learning Community expectations ● Teacher and Administrator Evaluation Plans ● District SRBI Manual, Theory of Action and three-tiered system ● District and State Policies posted on website ● Student Handbook ● Core Values 	<ul style="list-style-type: none"> ● Continue revising Advisory to strengthen relationships among students/staff ● Develop policies to promote equity ● Clarify discipline policies in and consequences 	<ul style="list-style-type: none"> ● Collaborative and Proactive Solutions ● SIP goals to the bottom of every Friday added to weekly Bulletins ● Posters of Core Values in classrooms done in October 2017 	<ul style="list-style-type: none"> ● Simplified and coherent systems ● SIP Goals Outcomes 	<ul style="list-style-type: none"> ● 9/18-ongoing
<p><i>Are there policies in place to address barriers to learning?</i></p>	<ul style="list-style-type: none"> ● Professional Learning Community expectations and goal-setting ● Teacher and Administrator Evaluation Plans and goal-setting ● District SRBI Manual aligned with Theory of Action and three-tiered system ● District and State Bullying and Discipline Policies posted on website ● Revised discipline referral guidelines ● Special Education policies and procedures in accord with federal and state law ● Commitment to Open Choice ● Three team structure and Tiered interventions ● Peer Tutoring 	<ul style="list-style-type: none"> ● Refine three-tiered system ● Continue to develop effective and flexible system of targeted interventions to support students who need behavioral support. ● Engaging Advisory activities ● Evaluate the peer tutoring program ● In addition to academic interventions, look at providing emotional/behavioral interventions for students ● Access to after school sessions becomes an issues with transportation, especially with our students who live in Hartford ● Review one-to-one computing practices and policies 	<ul style="list-style-type: none"> ● Continue to develop behavioral interventions ● Have more conversation and activities that get people to understand various viewpoints. ● Improve communication loop between Administrators, Support Personnel and Teachers for student issues 	<ul style="list-style-type: none"> ● Increase in quality and effectiveness of Tier II/III interventions. ● SRBI Data 	<ul style="list-style-type: none"> ● 1/18-8/18
<p>Standard 3: School Practices</p>	<p>Current School Status and Evidence</p>	<p>Need Improvement</p>	<p>Identify Strategies to Realize Improvement</p>	<p>Measurement</p>	<p>Timeline</p>
<p><i>Are there practices in place to promote positive social, emotional, ethical and civic development of students</i></p>	<p><u>Classes/Curriculum</u></p> <ul style="list-style-type: none"> ● PE Leaders ● Civics ● Wellness 9/10 ● Personal Fin. Mgmt ● Capstone ● Advisory /Bridges ● Poetry Out Loud Initiative 9-12 ● English Classes- Speech and Communication Writing With Purpose and Style <p><u>Extra Curricular Activities</u></p> <ul style="list-style-type: none"> ● Best Buddies ● Athletic participation ● Peer Tutoring 	<ul style="list-style-type: none"> ● Create opportunities for classroom facilitated conversations around issues that matter. ● History, English, Science, Wellness--consider aspects of this across the curriculum ● Ex. debates, current event ● Associated with above---Foster student initiated and facilitated conversations ● Principal/Admin Office hours ● Lunch office hours in College Career Center. 	<ul style="list-style-type: none"> ● District Professional Development and curriculum development opportunities ● Use PLC to discuss how departments can add elements of debate to classroom subjects (across curriculum). "Track" opportunities 9-12. 	<ul style="list-style-type: none"> ● Complete Guidance curriculum-scope and sequence ● Results from survey questions in Panorama. ● Create our own google survey? ● Student discipline rates would decrease ● Panorama survey data to support this 	<ul style="list-style-type: none"> ● 9/18-12/18

	<ul style="list-style-type: none"> • Safe Club • National Honor Society community service work • Student Government • Homework Club • *check brochure <p>Support Personnel</p> <ul style="list-style-type: none"> • Counseling and groups with School Psychologist, Social Worker, Choice Liaison • Developmental Guidance lessons: Naviance, SOS Training, 9th/10th grade Wellness presentations • Extra Help • Open Choice Program • SRBI Team meetings • Makerspace 	<ul style="list-style-type: none"> • Field Day--enfuse those "retro" elementary school fun events. Foster the fun from our younger years. 			
<i>Are there practices in place that enhance teaching and learning?</i>	<ul style="list-style-type: none"> • PLC teams and goals • Instructional coaching • Embedded PD • Teacher Eval implementation and SLO goals • SRBI/3 team structure • Building Learning Walks • School Improvement Planning • District Leadership Academy • Advisory Committee work to revise/reinvent 	<ul style="list-style-type: none"> • Continue to align practices, team goals, etc. • Clarify practices and expectations for using technology to safely enhance teaching and learning • Continued growth of the Bridges work 	<ul style="list-style-type: none"> • Coaching meetings, faculty meetings, embedded PD, 3 team structure, progress monitoring of team goals and student achievement 	<ul style="list-style-type: none"> • Improved student performance and achievement 	<ul style="list-style-type: none"> • 9/18 and ongoing
<i>Are there practices in place address barriers to learning?</i>	<ul style="list-style-type: none"> • Professional Learning Community goal-setting • SRBI Interventions (AC, etc.) • SPED (PPTs, HSCs) • Teacher and Administrator Evaluation implementation • Three team structure and planning • Revised discipline referral process • Counseling • Extra help • Learning Centers • Math Intervention • Academic Centers • Equity Task Force • District Equity Monitoring • SERC resource • Open Choice 	<ul style="list-style-type: none"> • Continue to track achievement gap data around SPED and Choice Subgroups 	<ul style="list-style-type: none"> • Monitor progress of students in interventions toward closing gap • Investigate Pre-AP Program 	<ul style="list-style-type: none"> • Reduced achievement gap 	<ul style="list-style-type: none"> • 9/18 and ongoing
<i>Are there practices in place that develop and sustain infrastructure and capacity building?</i>	<ul style="list-style-type: none"> • PLC • SRBI Three teams (SLT, SIT) • School Improvement Plan • Instructional coaches 	<ul style="list-style-type: none"> • Continually monitor progress of capacity development practices 	<ul style="list-style-type: none"> • Regular meetings with coaches, PLC, three teams • Observations 	<ul style="list-style-type: none"> • PLC, T-Eval and SIP goal attainment • PD Feedback • Principal Surveys 	<ul style="list-style-type: none"> • 9/18 and ongoing

	<ul style="list-style-type: none"> ● Job-embedded PD ● Teacher and Admin Evaluation 				
Standard 4: Safe Environment					
<i>Is the school providing for a physically, emotionally, intellectually safe, healthy and welcoming environment?</i>	<ul style="list-style-type: none"> ● Safe School Climate Team ● Emergency Plan implementation and regular drills ● Crisis Team ● Regular Drills ● Advisory ● Bridges 	<ul style="list-style-type: none"> ● Continue to monitor and communicate progress ● Develop behavioral interventions and staff capacity ● Continued implementation of Emergency Plan components ● Address internet safety ● Addressing Vaping ● Increased Anxiety ● Hungry kids in morning 	<ul style="list-style-type: none"> ● Regular safety updates at staff meetings and through email communication ● Inform parents about Vaping concerns ● Principal's Chat to address with students ● Bridges kids to speak with Faculty (Feb/March 2018) ● Bridges kids to be part of Advisory Planning, started Feb, 2017 ● Check-in/Check-out rooms established for high need anxiety kids 	<ul style="list-style-type: none"> ● New Advisory Curriculum/Calendar ● Less Vaping incidents 	<ul style="list-style-type: none"> ● 1/18-9/18
Standard 5: Social Justice					
<i>Is the school engaging in practices that promote the values, beliefs, and expectations within the school environment?</i>	<ul style="list-style-type: none"> ● Choice Program ● Compassionate Contributing efforts and events (CCMC Drive, Student Government and NHS drives, etc.) ● Capstone Project ● Mentors, tutors, peer coaching ● Community Service Grad. requirement ● Bridges program - in Advisory ● School Newspaper - students' voices to share feelings/perspectives on what's going on ● Advisory Goals ● Student Government ● NHS ● LEO club ● SAFE ● Diversity Club/Multicultural Club ● Best Buddies ● Voting Registration for Seniors ● BOE and BOS reps for Granby and Hartland Connections ● Athletic code of conduct/handbook revision ● Due Process systems ● Attempt at recognition of religious holidays 	<ul style="list-style-type: none"> ● Continue to monitor and communicate progress ● Regular meetings with SSCT, Choice Liaison ● Capstone implementation ● Plan whole staff PD around culturally responsive classrooms ● Athletic code of conduct/handbook revision 	<ul style="list-style-type: none"> ● Regular meetings and communications ● Peer mentor program to help with unmotivated students, program across the 9th grade class. Set up kids coming in at the start of 9th grade. ● Further development of adult-mentor situation. ● Integrate student programs into intervention think tanks. ● Maybe community could be partially in school service (e.g., helping with mentoring and such things) ● Student group summit to unite various student groups. ● Diversity and/ or Bridges to assist admin to review "attempt of recognition of religious holidays". ● Develop a conference model to engage students in social emotional learning events. ● Elective about civics/politics ● Open up a way to talk about politics and social issues- in classrooms, teachers-plc time, students-english and social studies classes 	<ul style="list-style-type: none"> ● Emails, newsletters, meeting agendas and minutes 	<ul style="list-style-type: none"> ● 8/18 and ongoing

<p>Continuous improvement Is there an understanding that school climate improvement is an ongoing process?</p>	<ul style="list-style-type: none"> ● Regular meetings (School Leadership, SRBI, PLC, SSCT) ● Regular communication through Weekly Updates and Newsletters ● Surveys ● Dress Code committee ● Walk-out committee 	<ul style="list-style-type: none"> ● Continue to monitor and communicate progress through regular emails and newsletters ● Develop the Advisory Bridges program ● Have Advisory Ambassadors take their fellow students' concerns to admin. about climate issues 	<ul style="list-style-type: none"> ● SSCT meetings ● Regular emails and newsletters 	<ul style="list-style-type: none"> ● Emails, newsletters, meeting agendas and minutes ● Survey results 	<ul style="list-style-type: none"> ● 8/18 and ongoing
<p>Family/Community Partnerships Are stakeholder interests represented and reflected in school climate improvement efforts?</p>	<ul style="list-style-type: none"> ● Surveys for all stakeholders, ● Diverse SSCT membership including parents ● Regular Newsletters 	<ul style="list-style-type: none"> ● Administer surveys and communicate results ● A Hartland and a Hartford representative on BOE? Perhaps student reps from those communities? 	<ul style="list-style-type: none"> ● Weekly staff updates and regular parent newsletters 	<ul style="list-style-type: none"> ● Emails, newsletters 	<ul style="list-style-type: none"> ● 9/18 and ongoing
<p>Impact on Results Is progress monitoring evident in the school climate improvement process?</p>	<ul style="list-style-type: none"> ● Ongoing Surveys 	<ul style="list-style-type: none"> ● Surveys 	<ul style="list-style-type: none"> ● Surveys 	<ul style="list-style-type: none"> ● Surveys and results 	<ul style="list-style-type: none"> ● 9/18 and ongoing

PART III: DISTRICT BULLYING POLICY

5131.911

Students

Bullying

The Granby Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, harassment and discrimination. In accordance with state law and the District Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior or 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.

The Board also prohibits any form of bullying behavior or teen dating violence outside of the school setting if such bullying or teen dating violence (i) creates a hostile environment at school for the student against whom such bullying or teen dating violence was directed, (ii) infringes on the rights of the student against whom such bullying or teen dating violence was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school.

Discrimination

and/or retaliation against an individual who reports or assists in the investigation of an act of bullying or teen dating violence is likewise prohibited.

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

For purposes of this policy, "Bullying" means the repeated use by one or more students of a written, verbal or electronic communication directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

- 1. causes physical or emotional harm to such student or damage to such student's property;**
- 2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;**
- 3. creates a hostile environment at school for such student;**
- 4. infringes on the rights of such student at school; or**
- 5. substantially disrupts the education process or the orderly operation of a school.**

Bullying or teen dating violence shall include, but not be limited to, repeated use by one or more students of written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

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

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

- 1. enable students to anonymously report acts of bullying or teen dating violence to school employees and require students and the parents or guardians of students to be notified at the beginning of the school year of the process by which students may make such reports;**
- 2. enable the parents or guardians of students to file written reports of suspected bullying or teen dating violence;**
- 3. require school employees who witness acts of bullying, teen dating violence or receive reports of bullying or teen dating violence to orally notify the Safe School Climate Specialist, or another school administrator if the Safe School Climate Specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying or teen dating violence, and to file a written report not later than two school days after making such oral report;**
- 4. require the Safe School Climate Specialist to investigate or supervise the investigation of all reports of bullying or teen dating violence and ensure that such investigation is completed promptly after receipt of any written reports and that the parents or guardians of the student alleged to have committed an act or acts of bullying or teen dating violence and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced.**
- 5. require the Safe School Climate Specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;**
- 6. include a prevention and intervention strategy for school employees to deal with bullying and teen dating violence;**
- 7. provide for the inclusion of language in student codes of conduct concerning bullying and teen dating violence;**

8. require each school to notify the parents or guardians of students who commit any verified acts of bullying or teen dating violence and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation. The notice shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and to the other parent/guardian if requested. The notice must describe the school's response and any consequences that may result from further acts of bullying or teen dating violence;

9. require each school to invite the parents/guardians of a student against whom such act was directed to a meeting to communicate to such parents/guardians the measures being taken by the school to ensure the safety of the students against whom such act of bullying or teen dating

violence was directed and the policies and procedures in place to prevent further acts of bullying and teen dating violence;

10. require each school to invite the parents or guardians of a student who commits any verified act of bullying or teen dating violence to a meeting separate and distinct from the meeting of the parent/guardian of the student against whom the act of bullying or teen dating violence was directed, to discuss specific interventions undertaken by the school to prevent further acts of bullying or teen dating violence;

11. establish a procedure for each school to document and maintain records relating to reports and investigations of bullying or teen dating violence in such school; maintain a list of the number of verified acts of bullying or teen dating violence in such school; make such list available for public inspection; and, annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;

12. direct the development of case-by-case interventions for addressing repeated incidents of bullying or teen dating violence against a single individual or recurrently perpetrated bullying or teen dating violence incidents by the same individual that may include both counseling and discipline;

- 13. prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying or teen dating violence;**
- 14. direct the development of student safety support plans for students against whom an act of bullying or teen dating violence was directed that address safety measures the school will take to protect such students against further acts of bullying or teen dating violence;**
- 15. require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying or teen dating violence constitute criminal conduct;**
- 16. prohibit bullying and teen dating violence (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Granby Public Schools, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Granby Public Schools, and (B) outside of the school setting if such bullying or teen dating violence (i) creates a hostile environment at school for the student against whom such bullying or teen dating violence was directed, or (ii) infringes on the rights of the student against whom such bullying or teen dating violence was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;**
- 17. require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and**
- 18. require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.**

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivision (9 and 10) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any

information provided under this policy or accompanying District Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

As required, the Granby Board of Education shall approve the District Safe School Climate Plan developed pursuant to this policy and submit such plan to the Department of Education for its review, analysis and cooperative assistance and approval not later than September 1, 2014. Not later than thirty (30) calendar days after approval by the State Department of Education, 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 District Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

Legal References:

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

Conn. Gen. Stat. [10-145a](#)

Conn. Gen. Stat. [10-145o](#)

Conn. Gen. Stat. [10-220a](#)

Conn. Gen. Stat. § [10-222d](#)

Conn. Gen. Stat. [10-222g](#)

Conn. Gen. Stat. [10-222h](#)

Conn. Gen. Stat. §§ [10-233a](#) through [10-233f](#)

P.A. 14-172 An Act Concerning Improving Employment Opportunities through Education and Ensuring Safe School Climates.

P.A. 14-234 An Act Concerning Domestic Violence and Sexual Assault.

Original Policy Adopted: 1/8/03

Revisions Adopted: 11/15/06, 2/18/09, 1/4/12, 12/17/14

GRANBY PUBLIC SCHOOLS Granby, Connecticut

5131.911

ADMINISTRATIVE REGULATIONS

Students

Bullying

District Safe School Climate Plan

The Board is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed the following District 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 is 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 and teen dating violence behavior, however, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.

I. Prohibition Against Bullying, Teen Dating Violence and Retaliation

A. The Board expressly prohibits any form of bullying behavior or 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 or teen dating violence (i) creates a hostile environment at school for the student against whom such bullying or teen dating violence was directed, (ii) infringes on the rights of the student against whom such bullying or teen dating violence was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

C. In addition to prohibiting student acts which constitute bullying or teen dating violence, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.

D. Students who engage in bullying behavior or teen dating violence in violation of Board Policy and the District 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 written, verbal or electronic communication, or a physical act or gesture directed at another student attending school in the same 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 and teen dating violence 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 or teen dating violence through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communications.

B. "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 have recently been in a dating relationship.

C. "Electronic communication" means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic or photo-optical system;

D. "Hostile environment" means a situation in which bullying or teen dating violence among students is sufficiently severe or pervasive to alter the conditions of the school climate;

E. "Mobile electronic device" means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;

F. "Outside of the school setting" means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;

G. "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 or teen dating violence identified by the Department of Education, (2) school rules prohibiting bullying or teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence is likely to occur, (4) inclusion of grade-appropriate bullying or teen dating violence education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, student alleged to have committed teen dating violence, parents and school employees, and interventions with the victim of

bullying or teen dating violence, 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 and teen dating violence prevention through individual or team participation in meetings, trainings and individual interventions.

H. "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.

I. "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.

J. "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.

IV. Leadership and Administrative Responsibilities

A. District Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, 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 and teen dating violence in district schools;**
- 3. provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying and teen dating violence;**
- 4. meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying and teen dating violence in the school district and to make recommendations concerning amendments to the district's Plan;**
- 5. successfully complete, for the school year commencing July 1, 2014, the mental health first aid training provided by the Commissioner of Mental Health and Addiction Services. (Such training only required once.)**

B. Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall 1) investigate or supervise the investigation of reported acts of bullying or teen dating violence; 2) collect and maintain records of reports and investigations of bullying and teen dating violence; and, 3) act as the primary school official responsible for

preventing, identifying and responding to reports of bullying and teen dating violence in the school.

V. Development and Review of Safe School Climate Plan

A. For the school year commencing July 1, 2012 and each school year thereafter, 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 and teen dating violence 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 and teen dating violence investigations; 2) identify and address patterns of bullying and teen dating violence among students in the school; 3) implement the provisions of the school security and safety plan, (developed pursuant to Section 87 of PA 13-3) regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying and teen dating violence (defined in Connecticut General Statutes [10-222d](#)) and report such information, as necessary, to the District Safe School Climate Coordinator and to the school's security and safety committee; 4) review and amend school policies relating to bullying and teen dating violence; 5) review and make recommendations to the Coordinator regarding the District 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 and teen dating violence; 7) collaborate with the Coordinator in the collection of data regarding bullying and teen dating violence; and 8) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying and teen dating violence.

C. Any parent/guardian serving as a member of the Safe School Climate Committee is excluded from activities #1, and #3 in section V. B., or any other activity that may compromise the confidentiality of the student.

D. The Board of Education shall approve the District Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education for its review, analysis and cooperative assistance no later than September 1, 2014. Not later than thirty (30) calendar days after approval by the State Board of Education, the Board shall make such plan available on the Board's and each individual school in the school district's website and ensure that the District 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 or teen dating violence. Written reports of bullying or teen dating violence 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 or teen dating violence, 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 and teen dating violence 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 complaints 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 complaint, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying or teen dating violence. No disciplinary action shall be taken solely on the basis of an anonymous complaint.

C. School employees who witness acts of bullying or teen dating violence or receive reports of bullying or teen dating violence 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 or teen dating violence. The school employee shall then file a written report not later than two (2) school days after making such oral report.

D. Prompt notice shall be given to the parents/guardian of the person bullied or the victim of teen dating violence and parents/guardian of the student alleged to have committed such act that an investigation has begun.

E. The Safe School Specialist shall be responsible for reviewing any anonymous reports of bullying or teen dating violence and shall investigate or supervise the investigation of all reports of bullying or teen dating violence and ensure that such investigation is completed promptly after receipt of any written reports. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the victim of suspected bullying or teen dating violence 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.

F. In investigating reports of bullying and teen dating violence, 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 or teen dating violence 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 or teen dating violence 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 or teen dating violence. 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 or teen dating violence is verified, the Safe School Climate Specialist or designee shall invite the parents or guardians of the student who commits any verified act of bullying or teen dating violence and the parents or guardian of the student against whom such act was directed to separate and distinct meetings to communicate the measures being taken by the school to ensure the safety of the student/victim and to

prevent further acts of bullying and teen dating violence. The invitation may be made simultaneous with the notification described above in Section VII.A., as it must include a description of the school's response to such acts, along with consequences, as appropriate.

C. If bullying or teen dating violence is verified, the Safe School Climate Specialist or designee shall develop a written student safety support plan for any student against whom an act of bullying or teen dating violence was directed. Such support plan will include safety measures to protect against further acts of bullying or teen dating violence.

D. A specific written intervention plan shall be developed to address repeated incidents of bullying or teen dating violence against a single individual or recurrently perpetrated bullying or teen dating violence 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 or teen dating violence 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 office, if any, and other individuals the principal or designee deems appropriate.

F. If a bullying or teen dating violence complaint raises concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age or disability), the Safe School Climate Specialist or designee shall also coordinate any investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.)

VIII. Documentation and Maintenance of Log

A. Each school shall maintain written complaints of bullying and teen dating violence, along with supporting documentation received and/or created as a result of bullying and teen dating violence investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.

B. The Principal of each school shall maintain a list of the number of verified acts of bullying and teen dating violence 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 and teen dating violence involves repeated acts, each investigation that results in a verified act of bullying or teen dating violence for that school year shall be tallied as one verified act of bullying or teen dating violence 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 or teen dating violence 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 and teen dating violence in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

IX. Other Prevention and Intervention Strategies

A. Bullying and teen dating violence behavior 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 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. 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 or teen dating violence against a single individual or recurrently perpetrated bullying or teen dating violence incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying or teen dating violence have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.

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

1. Non-disciplinary interventions

When verified acts of bullying or teen dating violence are identified early and/or when such verified acts of bullying or teen dating violence do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying or teen dating violence, its prohibition, and their duty to avoid any conduct that could be considered bullying or teen dating violence. 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.

2. Disciplinary interventions

When acts of bullying or teen dating violence are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints, 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 or teen dating violence and/or when past interventions have not been successful in eliminating bullying or teen dating violence behavior.

3. Interventions for victims of bullying and 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 victim may include the following:

- a. Referrals to a school counselor, psychologist or other appropriate social or mental health service and periodic follow-up of the Safe School Climate Specialist with the victim of bullying or teen dating violence;**
- b. Increased supervision and monitoring of student to observe and intervene in bullying situations;**
- 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; and**
- f. Restitution and/or restorative interventions.**

4. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying or teen dating violence and direct intervention when acts of bullying or teen dating violence are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. 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 and teen dating violence is 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 victim, 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 and teen dating violence 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, 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. Utilizing a culturally competent school-based curriculum focusing on social, emotional learning, self-awareness, and self-regulation.**

Note: Funding for the school-based bullying intervention and school climate improvement may originate from public, private or philanthropic sources. For purposes of this section, "interventions with the bullied child" includes referrals to a school counselor, psychologist or other appropriate social or mental health service, and periodic follow-up by the safe school climate specialist with the bullied child.

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 or teen dating violence 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" or "teen dating violence".

X. Improving School Climate

A. The Principal of each school shall take affirmative steps in fostering and improving the quality of the school climate. These steps should make use of the most current data available on the quality of school climate within the school. Action planning should align to school improvement plans, the work of the safe climate committee and the results of school climate assessments.

XI. 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 and teen dating violence.

B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying and teen dating violence.

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 and teen dating violence as required by law.

D. The bullying and teen dating violence policy and the district's safe climate plan shall be posted on the district and school websites.

XII. School Climate Assessments

A. On and after July 1, 2012, and biennially thereafter, the Board shall require each school in the district to complete an assessment using the school climate assessment instruments, including uniform surveys that collect information about students' perspectives and opinions about the school climate at the school and allow students to complete and submit such surveys anonymously, approved and disseminated by the Department of Education. School climate assessments for each school in the district will be shared with the Board and then submitted to the State Department of Education.

Legal References:

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

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)

Administrative Regulations Revised: 12/10/13, 12/17/14