

Canton Public Schools



Comprehensive Safe School Climate Plan

Canton Public Schools



Comprehensive Safe School Climate Plan

Board of Education

Lou Daniels, Board Chair
Joseph Scheideler, Vice Chair
Kim Sullivan, Secretary
Russell Bush
Erika Hayes
Felicia Jordan
Cindy Moeller
Ryan O'Donnell
Peggy Steinway

Superintendent of Schools

Mr. Kevin Case

Assistant Superintendent of Schools

Jon Bishop
(District Safe School Climate Coordinator)

Table of Contents

Canton Public Schools Mission for Safe School Climate.....	1
Canton Public Schools Policy	2
Canton Public Schools Regulation.....	16
Safe School Climate Committee Template	35
Safe School Climate School Plan Template	36
School Climate/School Culture Model	37
Safe School Climate Self- Assessment Rubric	38
References/Resources	43

Canton Public Schools



Safe School Climate Mission

The Canton Public Schools believes that a school environment in which students feel safe, supported, engaged and helpfully challenged is optimal for learning and healthy development. The Board seeks an environment in which students and adults feel socially, emotionally, intellectually and physically safe; an environment that is free of harassment, intimidation and bullying.

Canton Public Schools Policy

Students Hazing

Bullying

The Board of Education promotes a secure and happy school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Therefore it shall be the policy of the Board that bullying of a student by another student is prohibited.

The Board of Education believes that a school environment in which students feel safe, supported, engaged and helpfully challenged is optimal for learning and healthy development. The Board of Education seeks an environment in which students and adults feel socially, emotionally, intellectually and physically safe; an environment that is free of harassment, intimidation and bullying.

Definitions

“**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 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:

- A. causes physical or emotional harm to such student or damage to such student’s property,
- B. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
- C. creates a hostile environment at school for such student,
- D. infringes on the rights of such student at school, or
- E. substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an

individual or group who has or is perceived to have one or more of such characteristics. (The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.)

“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.

“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.

Students

Hazing

Bullying

“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.

“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.

“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.

“Hostile environment” means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;

“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.

“School employee” means (a) 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 (b) 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.

“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. (and reflects norms, values, interpersonal relationships, teaching and learning practices and organizational structures.)

Examples of bullying include, but are not limited to:

1. physical violence and attacks
2. verbal taunts, name-calling and put-downs including ethnically-based or gender-based verbal put-downs
3. threats and intimidation
4. extortion or stealing of money and/or possessions
5. exclusion from peer groups within the school
6. The misuse of electronic communications for the purpose of bullying, harassing, or sexually harassing other students within school or out of school (“cyberbullying”)
7. Targeting of a student based on the student’s actual or perceived “differentiating” characteristics such as race; color; religion; ancestry; national origin; gender; sexual orientation; gender identity or expression; socioeconomic or academic status; physical appearance; or mental, physical, developmental, or sensory disability.

Students

Hazing

Bullying (continued)

Such conduct is disruptive of the educational process and, therefore, bullying is not acceptable behavior in this district and is prohibited.

Students who engage in any act of bullying, 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 Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

1. creates a hostile environment at school for the victim,
2. infringes on the rights of the victim at school, or
3. substantially disrupts the education process or the orderly operation of a school,

are subject to appropriate disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials.

A comprehensive program, to improve the school climate, involving everyone in the schools and the community, to address bullying at all school levels is essential to reducing incidences of bullying. Such a program must involve interventions at all levels, school wide, classroom and individual.

The District's program: (Also outlined in the section pertaining to the "Safe School Climate Plan.")

1. Requires the development and implementation of a safe school climate plan by the Board of Education to address the existence of bullying and teen dating violence in its schools and requires at the beginning of each school year that students and their parents/guardians be notified of the process by which students may make such reports;
2. Permits anonymous reports of bullying or teen dating violence by students to school employees and written reports of suspected bullying or teen dating violence by parents or guardians and requires at the beginning of each school year that students and their parents/guardians be notified of the process by which students may make such reports;
3. Requires school employees who witness acts of bullying or 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, and to file a written report not later than two school days after making such an oral report;

4. Requires 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 report, and that the parents or guardians of 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;

Students

Hazing

Bullying (continued)

5. Requires 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. Requires each school to have a prevention and intervention strategy, as defined by statute, as amended, for school employees to deal with bullying or teen dating violence, including language about bullying and teen dating violence in student codes of conduct and in all student handbooks;
7. Provides for the inclusion of language in student codes of conduct concerning bullying and teen dating violence;
8. Requires each school to notify parents or guardians of all students involved in a verified act of bullying 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. Requires 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 was directed and the policies and procedures in place to prevent further acts of bullying and teen dating violence;
10. Requires 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 parents/guardians 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 and teen dating violence;

11. Establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education, and in such manner as prescribed by the Commissioner of Education;
12. Requires the development of case-by-case interventions for addressing reported incidents of bullying or teen dating violence against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
13. Prohibits discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying or teen dating violence;

Students

Hazing

Bullying (continued)

14. Requires the development of student safety support plans for students against whom an act of bullying or teen dating violence was directed that addresses safety measures the school will take to protect such students against further acts of bullying or teen dating violence;
15. Requires 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. Prohibits bullying or 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 a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying or teen dating violence (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 or teen dating violence was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
17. Requires, at the beginning of each school year, for each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan, and
18. Requires all school employees to annually complete the training required by C.G.S. 10-220a, as amended. Such training shall include identifying and responding to bullying and preventing and responding to youth suicide;

Note: Certified employees are required to complete annual training on the prevention and identification of bullying and response to bullying and the prevention and response to youth suicide.

The State Department of Education, within available appropriations, is required to provide annual training to non-certified school employees.

19. Requires students and the parents/guardians of students to be notified at the beginning of the process by which they may make reports of bullying or teen dating violence;
20. As required, the Board of Education shall approve the safe school climate plan developed pursuant to statute and submit such plan to the Department of Education for its review, analysis, ~~and~~ cooperative assistance; and approval not later than July 1, 2014; and

Students

Hazing

Bullying (continued)

21. Requires that not later than thirty calendar days after approval by the State Department of Education, the safe school climate plan shall be made available on the Board of Education's and each individual school in the District's Internet website and such plan is to be included in the District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

The Board of Education expects prompt and reasonable investigations of alleged acts of bullying and teen dating violence . The safe school climate specialist of each school is responsible for handling all complaints of alleged bullying and teen dating violence. The safe climate specialist shall investigate or supervise the investigation of all reports of bully or teen dating violence promptly.

In addition, the norms that are established by adults through consistent enforcement of all policies pertaining to conduct and modeling appropriate behavior at school and at home will reduce the instances and damage of bullying. It is necessary for students to promote the concept that caring for others is a valued quality, one that is accepted and encouraged.

Prevention and Intervention Strategy

The District shall implement, as required by C.G.S. 10-222d, as amended, a prevention and intervention strategy which may include, but is not limited to:

1. Implementation of a positive behavioral intervention and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying and teen dating violence identified by the Department of Education.

2. School rules prohibiting bullying, teen dating violence, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.
3. Adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying 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 or student who commits teen dating violence, parents and school employees and interventions with the, parents, and school employees.
6. School wide training related to safe school climate.
7. Student peer training, education and support.
8. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings, and individual interventions.
9. 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.*

Students

Hazing

Bullying (continued)

District Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent of Schools shall appoint, from among existing District staff, a District Safe School Climate Coordinator.

The Coordinator shall:

1. Implement the District’s safe school climate plan;

2. Collaborate with safe school climate specialists, the Board of Education, and the Superintendent to prevent, identify, and respond to bullying and teen dating violence in District schools;
3. Provide data and information derived from the safe school climate assessments, in collaboration with the Superintendent, to the Department of Education; and
4. Respond to bullying and teen dating violence in District schools;
5. Meet with the safe school climate specialists at least twice during the school year to discuss bullying and teen dating violence issues in the District and make recommended changes to the District's safe school climate plan.
6. Successfully complete, 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.)

Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, each school Principal shall serve, or designate someone to serve, as the Safe School Climate Specialist for the school.

The Specialist in each school shall:

1. Investigate or supervise the investigation of reported acts of bullying or teen dating violence in the school in accordance with the District's Safe School Climate Plan;
2. Collect and maintain records of reports and investigations of bullying and teen dating violence in the school; and
3. Act as the primary school official responsible for preventing, identifying and responding to bullying and teen dating violence reports in the school.

Students

Hazing

Bullying (continued)

Safe School Climate Committee

For the school year commencing July 1, 2012, and each school year thereafter, the Principal of each District school shall establish a new committee or designate at least one existing committee that is responsible for developing and fostering a safe school climate and addressing issues related to bullying or teen dating violence in the school. The committee must include at least one parent/guardian of a student enrolled in the school, appointed by the Principal.

The Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying or teen dating violence;
2. Identify and address patterns of bullying 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 or 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 recommendation to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school;
6. Educate students, school employees and parents and guardians of students on issues relating to bullying and teen dating violence;
7. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying and teen dating violence; and
8. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying and teen dating violence for the school.

Parent members of the Safe School Climate Committee are excluded from activities #1 and #3 above and from any other committee activities that may compromise student confidentiality.

Safe School Climate Plan

The Board of Education shall develop and implement a Safe School Climate Plan to address the existence of bullying in its schools. Such plan shall:

1. Enable students to anonymously report acts of bullying and teen dating violence to school employees and require students and the parents or guardians of students to be notified annually of the process by which they may make such reports;
2. Enable the parents or guardians of students to file written reports of suspected bullying and teen dating violence;

Students

Hazing

Safe School Climate Plan (continued)

3. Require school employees who witness acts of bullying 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 made under this section;
5. Require the Safe School Climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
6. Include a prevention and intervention strategy for school employees to deal with bullying 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 required notification and invitation 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 and teen dating violence;
9. Require each school to invite the parents or guardians of a student who commits any verified act of bullying or teen dating violence and the parents or guardians of the student against whom such act was directed, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the student's safety and to prevent further acts of bullying or teen dating violence;

10. Establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying and teen dating violence in such school and make such list available for public inspection, and annually report such number to the Department of Education, and in such manner as prescribed by the Commissioner of Education;
11. Direct the development of case-by-case interventions for addressing reported incidents of bullying or teen dating violence against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
12. Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying or teen dating violence;
13. Direct the development of student safety support plans for students against whom an act of bullying or teen dating violence was directed that addresses safety measures the school will take to protect such student against further acts of bullying or teen dating violence;
14. Require the Principal of a school, or the Principal's designee, to notify the appropriate local law enforcement agency when such Principal, or the Principal's designee, believes that any acts of bullying or teen dating violence constitute criminal conduct;

Students

Hazing

Bullying (continued)

Safe School Climate Plan (continued)

15. Prohibit bullying or 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 Board of Education or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education 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, (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;
16. Require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's Safe School Climate Plan; and
17. Require that all school employees annually complete the training described in C.G.S. 10-220a, as amended.

Note: The Department of Education, within available appropriations, is required by the amended C.G.S. 10-222h, to approve in collaboration with the Connecticut Association of Schools (CAS), and disseminate to all public schools grade-level appropriate school climate assessment instruments, including surveys, to be used by Boards of Education for the purpose of collecting information pertaining to a district's "prevention and intervention strategy" in order to enable the Department to monitor bullying efforts over time and to compare each district's progress to state trends.

A safe school climate resource network is to be established by the Department of Education, in consultation with the State Education Resource Center, the Governor's Prevention Partnership and the Commission on Children, within available appropriations, for the identification, prevention, and education of school bullying in the state. This network will make available to all schools information, training opportunities and resource materials to improve school climate to diminish bullying.

The Superintendent shall develop rules and procedures, which carry out the provisions of this policy. In addition, the Superintendent shall provide that students and parents of students are notified of this prohibition against bullying and the penalties for violating the prohibition by ensuring the posting of such information at each school and by ensuring inclusion of such information in student and parent handbooks. This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions, or debate that is protected by state or federal law.

- (cf. 0521 – Nondiscrimination)
- (cf. 4131 – Staff Development)
- (cf. 5114 – Suspension and Expulsion/Due Process)
- (cf. 5131 – Conduct)
- (cf. 5131.21 – Violent and Aggressive Behavior)
- (cf. 5131.8 – Out-of-School Misconduct)
- (cf. 5131.912 – Aggressive Behavior)

Students

Hazing

Bullying (continued)

- (cf. 5131.913 – Cyberbullying)
- (cf. 5131.91 – Hazing)
- (cf. 5144 – Discipline/Punishment)
- (cf. 5145.4 – Nondiscrimination)
- (cf. 5145.5 – Sexual Harassment)
- (cf. 5145.51 – Peer Sexual Harassment)
- (cf. 6121 – Nondiscrimination)
- (cf. 6121.1 – Equal Educational Opportunity)

Legal Reference:

Connecticut General Statutes

10-15b Access of parent or guardian to student's records. Inspection and subpoena of school or student records.

10-222d Policy on bullying behavior as amended by PA 08-160 and P.A. 11-232 and P.A. 14-172.

P.A. 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents or Legal Guardians.

P.A. 11-232 An Act Concerning the Strengthening of School Bullying Laws.

P.A. 13-3 An Act Concerning Gun Violence Protection and Safety

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.

Policy Adopted: February 26, 2009

Policy Revised: December 13, 2011

October 8, 2013

October 28, 2014

Canton Public Schools Regulation

Students

Bullying

The following sets forth the procedures to implement Board Policy 5131.911 concerning the prohibition against bullying. Bullying behavior 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, in accordance with the Board's Student Discipline policy. The district's commitment to addressing bullying behavior, however, involves a multi-faceted approach, which includes education and the promotion of a school atmosphere in which bullying will not be tolerated by students or staff.

It is imperative that bullying be identified only when the specific elements of the definition are met, because the designation of conduct as bullying carries with it special statutory obligations. Any misconduct by one student against another student, whether or not appropriately defined as bullying, however, will subject the perpetrator to disciplinary action in accordance with the Board's policies on student disciplinary suspensions and expulsion.

I. Definition

In accordance with state law and Board policy, "bullying" means any overt acts by a student or a group of students directed against another student with the intent to ridicule, harass, humiliate or intimidate the other student while on school grounds, at a school-sponsored activity, or on a school bus, which acts are committed more than once against any student during the school year.

In accordance with this definition, the following factors should be considered before identifying conduct by a student or group of students as bullying in violation of Board policy. The determination that conduct does not constitute bullying under state law and Board policy, however, does not restrict the right of the Administration and of the Board of Education to impose appropriate disciplinary consequences for student misconduct.

- Types of conduct. Bullying can take many forms and can include many different behaviors having the overt intent to ridicule, humiliate or intimidate another student. Examples of conduct that could constitute bullying include:
 1. Physical violence and/or attacks;
 2. Verbal taunts, name-calling and put-downs, including taunts based on ethnicity, gender, religion, sexual orientation, or other protected and/or individual characteristics;
 3. Threats and intimidation (through words and/or gestures);
 4. Extortion or stealing of money and/or possessions.

Students

Bullying (continued)

- **Ridicule, humiliation, and/or intimidation.** Bullying behavior is more than misconduct. Such behavior is marked by the intent to ridicule, humiliate or intimidate the victim. In evaluating whether conduct constitutes bullying, special attention should be paid to the words chosen or actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim, and the motivation, either admitted or appropriately inferred, of the perpetrator.
- **Repeated incidents.** Bullying behavior in violation of Board policy must be committed more than once against any student during the school year.” An isolated incident, however egregious, is not “bullying” under state law and Board policy. Similarly, numerous acts of misconduct against different students may not constitute “bullying” under state law and Board policy. Conversely, where there are repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual, the responsible administrator shall develop a case-specific intervention to address such repeated incidents of bullying, which may include both counseling and discipline.
- **Location.** Bullying behavior in violation of Board policy must occur on school grounds, at a school-sponsored activity, or on a school bus. Conduct that occurs off-campus (e.g. harassment over the Internet, physical intimidation in the community) may be considered bullying under this Policy if it has a direct and negative impact on a student’s academic performance or safety *in school*.

Conduct that would otherwise be considered bullying occurring off-campus (and outside of any school-sponsored activity) may subject the perpetrator to disciplinary action. Discipline for such conduct, if it has a direct and negative impact on a student’s academic performance or safety at school, may be imposed if such conduct violates a publicized policy of the Board and is seriously disruptive of the educational process. Unless such conduct triggers a mandatory expulsion under Conn. Gen. Stat. §10-233d(a), however, school officials are authorized to impose discipline for such off-campus conduct only if such conduct markedly interrupts or severely impedes the day-to-day operation of the school.

Students

Bullying (continued)

II. Complaint Processes

A. Publication of the Prohibition Against Bullying and Related Procedures

The prohibition against bullying shall be publicized by including the following statement in the student handbook of each of the district schools:

“Bullying behavior by any student in the Canton Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. “Bullying” means any overt acts by a student or a group of students directed against another student with the intent to ridicule, harass, humiliate or intimidate the other student while on school grounds, at a school-sponsored activity, or on a school bus, which acts are committed more than once against any student during the school year. Bullying outside of the school setting may also be addressed if it has a direct and negative impact on a student’s academic performance or safety in school. Students and/or parents may file verbal or written complaints concerning suspected bullying behavior, and students shall be permitted to anonymously report acts of bullying to teachers and school administrators. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his/her rights of due process. Board policy and regulation #5131.911 set forth this prohibition and the related procedures in detail, and are available to students and their parents/guardians upon request.”

B. Annual Notification of the Complaint Process

The process by which students may make formal, informal, and anonymous complaints as set forth below shall be publicized annually in the student handbook of each of the District schools.

C. Formal Complaints

Students and/or their parents or guardians may file written reports of conduct that they consider to be bullying. Such written reports shall be reasonably specific as to the actions giving rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any teacher or administrator, and they shall be promptly forwarded to the Building Principal for review and action in accordance with Section IV below.

Students

Bullying (continued)

II. Complaint Processes (continued)

D. Informal/Verbal Complaints by Students

Students may make informal complaint of conduct that they consider to be bullying by verbal report to a teacher or administrator or other professional employee such as a guidance counselor, school psychologist, nurse, social worker or therapist. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. A teacher, other professional employee, or administrator who receives an informal complaint shall promptly reduce the complaint to writing, including the information provided. Such written report by the teacher, other professional employee and/or administrator shall be promptly forwarded to the Building Principal for review and action in accordance with Section IV below.

E. Anonymous Complaints

Students who make informal complaint as set forth above may request that their name be maintained in confidence by the teacher(s) and administrator(s) who receive the complaint. Should anonymity be requested, the Principal or his/her designee shall meet with the student to review the request for anonymity and the impact that maintaining anonymity of the complaint may have on the investigation of the complaint and/or possible remedial action. At such meeting, the student shall be given the choice as to whether to maintain the anonymity of the complaint. Anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2) 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.

Students

Bullying (continued)

III. Staff Responsibilities and Intervention Strategies

A. Teachers and Other School Staff

Teachers and other school staff who witness acts of bullying, as defined above, shall promptly notify the Building Principal and/or his/her designee of the events observed, and shall promptly file a written incident report concerning the events witnessed. Promptly is defined as no longer than the next school day. Teachers and other school staff who receive student or parent reports of suspected bullying shall promptly notify the Building Principal and/or his/her designee of such report(s):

- Formal written complaints shall be forwarded to the Building Principal or his/her designee.
- Informal complaints by a student received by a certified teacher shall be reported on the *Report of Bullying Form* and forwarded to the Building Principal or his/her designee.
- Informal complaints by a student that is received by non-certified school staff shall be verbally reported to the Principal and/or his/her designee.

In addition to addressing both informal and formal complaints, teachers and other professional staff members are encouraged to address the issue of bullying in other interactions with students. Teachers and other professionals may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Teachers and other professional employees should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student, even if such conduct does not meet the formal definition of “bullying.”

Students

Bullying (continued)

III. Staff Responsibilities and Intervention Strategies (continued)

B. Administrator Responsibilities

1. Investigation

The Principal (or other responsible program administrator) shall be promptly notified of any formal or informal complaint of suspected bullying received by any building administrator, teacher or other professional employee. Under the direction of the Building Principal or his/her designee, all such complaints shall be investigated promptly. In order to allow the District to adequately investigate all formal complaints, the parent of the student suspected of being bullied must complete a consent form that allows their District to release that student's name to those third parties who the District contacts as part of its investigation of that complaint with regard to the investigation of informal complaints, the parent of the student suspected of being bullied must complete the above-referenced consent form so long as that student has not requested anonymity.

A written report of the investigation shall be prepared when the investigation is complete. Such report shall include findings of fact, a determination of whether acts of bullying were verified, and, when acts of bullying are verified, a recommendation for intervention, including disciplinary action. Where appropriate, written witness statements shall be attached to the report. This written report is confidential and for internal use only; it shall not be shared with the family of either the perpetrator or the victim, except as provided by law (e.g. court order/subpoena).

When a student making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complainant. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

Students

Bullying

III. Staff Responsibilities and Intervention Strategies (continued)

B. Administrator Responsibilities (continued)

2. Remedial Actions

Verified acts of bullying shall result in intervention by the Building Principal or his/her designee that is intended to address the acts of the perpetrator and the needs of the victim and to assure that the prohibition against bullying behavior is enforced, with the goal that any such bullying behavior will end as a result.

Bullying behavior can take many forms and can vary dramatically in how serious it is, and what impact it has on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of "bullying" as defined above will generally warrant disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (detention, in-school suspension; suspension or expulsion) is a matter for the professional discretion of the Building Principal. The following sets forth possible interventions for building principals to enforce the Board's prohibition against bullying.

a. Non-disciplinary Interventions

When verified acts of bullying and teen dating violence are identified early and/or when such verified acts of bullying and 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.

If a complaint arises out of conflict between students or groups of students, peer 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.

In any instance in which bullying or teen dating violence is verified, the building Principal (or other responsible program administrator) shall invite the parents or guardians of the student against whom such act was directed, and the parents or

guardians of a student who commits any verified act of bullying or teen dating violence, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the

Students

Bullying

III. Staff Responsibilities and Intervention Strategies (continued)

B. Administrator Responsibilities (continued)

student's safety and to prevent further acts of bullying or teen dating violence. The meeting of parents/guardians of the bullied student or the victim of teen dating violence and the student committing the bullying or teen dating violence shall be separate and distinct from each other.

b. Disciplinary Interventions

When acts of bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints that are not otherwise verified, 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 Board policy. This consequence shall be reserved for serious incidents of bullying and/or when past interventions have not been successful in eliminating bullying behavior.

c. Interventions for Bullied Students

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

- Counseling;
- Increased supervision and monitoring of student to observe and intervene in bullying situations;
- Encouragement of student to seek help when victimized or witnessing victimization;
- Peer mediation where appropriate.
-

Students

Bullying

III. Staff Responsibilities and Intervention Strategies (continued)

B. Administrator Responsibilities (continued)

3. General 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 any potential problem with bullying in school or at school-sponsored activities. While no specific action is required and school needs for such interventions may vary from time to time, the following list of potential intervention strategies shall serve as a resource for administrators, teachers and other professional staff members in each school:

- a. Respectful responses to bullying concerns raised by students, parents or staff;
- b. Planned professional development programs addressing bully/victim problems;
- c. Data collection to document bully/victim problems to determine the nature and scope of the problem;
- d. Use of peers to help ameliorate the plight of victims and include them in group activities;

- e. Avoidance of sex-role stereotyping (e.g., males need to be strong and tough);
- f. Awareness and involvement on the part of staff and parents with regards to bully-victim problems;
- g. A curriculum that promotes communication, friendship, assertiveness skills, and character education;
- h. Modeling by teachers of positive, respectful, and supportive behavior toward students;
- i. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;

- j. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.

Students

Bullying (continued)

IV. Reporting Obligations

A. Report to the Parent or Guardian of the Perpetrator

If after investigation, acts of bullying by a specific student are verified, the Building Principal or his/her designee shall notify the parent or guardian of the perpetrator in writing of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in such notification.

B. Reports to the Victim and his/her Parent or Guardian

If after investigation, acts of bullying against a specific student are verified, the Building Principal or his/her designee shall notify the parent or guardian of the victim of such finding. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, as reflected in the student's educational records, shall not be disclosed to the parents or guardian of the victim, except as provided by law (e.g., court order/subpoena). The parents of the children involved in the bullying incident shall be invited to attend at least one meeting at school.

- C. Notices shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and the other parent/guardian if requested. This mailing requirement shall be in effect for as long as the student attends the school in which the original request is made.

D. List of Verified Acts of Bullying

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. The list shall be reported annually to the Department of Education in such manner as prescribed by the Commissioner of Education. Given that any determination of bullying involves repeated acts over time, each report prepared in accordance with Section III (1) above that includes verified acts of bullying shall be tallied as one verified act of bullying unless the specific actions that are the subject of the report involve separate and distinct acts of bullying. The list shall be limited to the number of such verified acts of bullying in the school, and it 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.

Students

Bullying (continued)

V. Staff Development

Effective July 1, 2009, the District's staff development program for certified personnel shall include training pertaining to the prevention of bullying.

Regulation approved: February 26, 2009

Regulation revised: October 28, 2014

ANNUAL BULLYING NOTICE

The Canton Board of Education will notify students annually of the process by which they may anonymously report acts of bullying to teachers and school administrators. This wording will be included in student handbooks.

Bullying behavior by any student in the Canton Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school.

“Bullying” means any overt acts by a student or a group of students directed against another student with the intent to ridicule, harass, humiliate or intimidate the other student while on school grounds, at school-sponsored activity, or on a school bus, which acts committed more than once against any student during the school year. Such overt acts, which occur off-campus (and not at a school sponsored activity), may also constitute bullying if it is determined that they have a direct and negative impact on a student’s academic performance or safety in school.

Students may file verbal or written complaints concerning suspected bullying behavior, and students shall be permitted to anonymously report acts of bullying to teachers and school administrators. In addition, parents may also file written complaints concerning suspected bullying behavior. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his/her rights of due process. Board policy and regulation # 5131.91 set forth this prohibition and the related procedures in detail, and are available to students and their parents/guardians upon request.

Informal/Verbal Complaints of Bullying by Students

Students may make complaints of conduct that they consider to be bullying by verbally reporting to a teacher, administrator, or other professional employee such as a guidance counselor, school psychologist, nurse, social worker or school therapist. Student complaints of bullying should specify the actions giving rise to the suspicion of bullying, including the time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. A teacher, other professional employee, or administrator who receives a student complaint shall promptly reduce the complaint to writing, including the information provided by the student. The written report by the teacher, other professional employee and/or administrator shall be promptly forwarded to the building Principal (or other responsible program administrator) for review and action.

Formal/Written Complaints of Bullying

Students and/or their parents or guardians may also file formal written complaints of conduct that they consider to be bullying. Such written reports should specify the actions giving rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any teacher or administrator, and they shall be promptly forwarded to the building Principal for review and action.

Anonymous Complaints of Bullying

Students who make complaints of bullying to a teacher and/or administrator may request that their name be maintained in confidence by the teacher(s) or administrator(s) who receives the complaint. Should anonymity be requested, the Principal or his/her designee shall meet with the student to review the request for anonymity and the impact that maintaining anonymity of the complaint may have on the investigation of the complaint and/or possible remedial action. At such meeting, the student shall be given the choice as to whether to maintain the anonymity of the complaint. Anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2) 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.

**VERIFIED ACTS OF BULLYING
IN THE CANTON PUBLIC SCHOOL**

Bullying Behavior in the Schools

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. Given that any determination of bullying involves repeated acts over time, each report prepared in accordance with the above that includes verified acts of bullying shall be tallied as one verified act of bullying unless the specific actions that are the subject of the report involve separate and distinct acts of bullying. The list shall be limited to the number of such verified acts of bullying in the school, and it 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.

Date	Number of Verified Acts of Bullying	Administrator

Canton Public Schools
Report of Bullying Form / Investigation Summary

If Bullying Verified, Report Sent to Parents of Students?

Parents' Names: _____

Date Sent: _____

Parents' Names: _____

Date Sent: _____

Parents' Names: _____

Date Sent: _____

Parents' Names: _____

Date Sent: _____

(Attach bullying complaint, witness statements, and notification to parents of students involved if bullying is verified)

Canton Public Schools Report of Bullying Form / Investigation Summary

DEFINITION OF BULLYING: Bullying, as defined by Connecticut statute is “any overt acts by a student or a group of students directed against another student with the intent to ridicule, humiliate, harass, or intimidate the other student while on school grounds, at a school sponsored activity, or on a school bus, which acts are committed more than once against any student during the school year.” Bullying which occurs outside of the school setting may be addressed by school officials if it has a direct and negative impact on a student’s academic performance or safety in school. It can also be defined as repeated and systematic harassment and attacks on others, perpetrated by individuals or groups. Bullying takes many forms and can include many different behaviors, such as but not limited to:

1. physical violence and attacks
2. verbal taunts, name-calling and put-downs including ethnically-based and gender-based verbal put-downs
3. threats and intimidation
4. extortion or stealing of money and/or possessions
5. exclusion from peer groups within the school

School _____ **Date** _____

Location(s) _____

Reporter Information:

Anonymous student report _____

Staff Member report _____ Name _____

Parent/guardian report _____ Name _____

Student report _____ Name _____

Student Reported as Committing Act: _____

Student Reported as Victim: _____

Description of Alleged Act(s): _____

Time and Place: _____

Names of Potential Witnesses: _____

For Administrator Use Only:

Action of Reporter: _____

Administrative Investigation Notes (use separate sheet if necessary):

Bullying Verified? Yes _____ No _____

Remedial Action(s) Taken: _____

Safe School Climate Committee

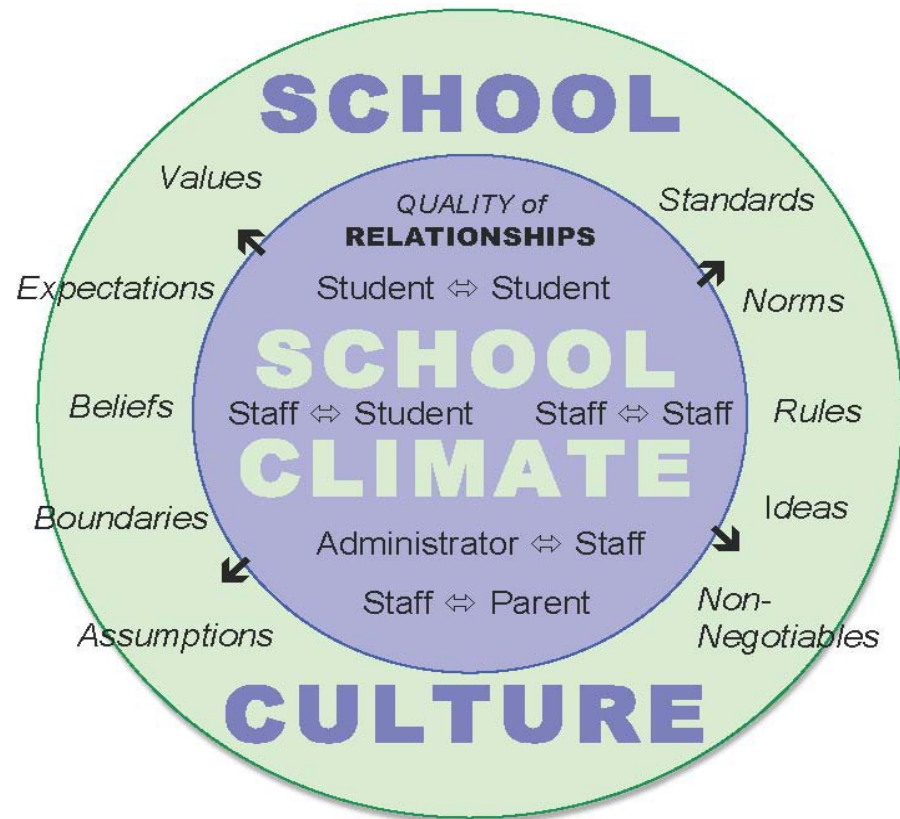
Name of School

The Safe School Climate Committee should be made up of staff and at least one parent. Student representation is encouraged at the middle and high school level. There is no ideal number for membership, but a variety of perspectives are encouraged. (counselor, teacher, administrator, and etc.)

Safe School Leadership Team

Title	Name	Position
Safe School Climate Specialist		

School Climate/School Culture Model (Freiberg & Koonz)



Canton Public Schools

Safe School Climate National Rubric Standards

Each school climate committee every year will use the National Rubric Standards to conduct a self-evaluation measuring progress in each of the areas.

NSC Standard	Pre-Awareness	Awareness	Emergent	Maintenance
<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>	No effort has been made to engage students, staff and community stakeholders in recognizing the importance of a positive school climate to support student achievement	An attempt has been made to engage students, staff and/or community stakeholders in recognizing the importance of a positive school climate to support student achievement	Recognition, understanding and engagement in the principles, practices and strategies as well as the necessary formative data required to improve the learning environment in meaningful ways for stakeholders	All stakeholders are committed to and engaged in systemic improvement efforts that result in the physical, emotional and intellectual safety of all learners
<p>Standard 1: Shared Vision Do participants share a vision of what a positive school climate looks, feels and sounds like?</p>	No effort has been made to engage stakeholders in arriving at a common understanding of what a positive school climate looks, feels and sounds like	Attempts have been made to articulate a common vision of what a positive school climate implies, however most stakeholders are unaware and/or unaffected by these efforts	A common vision for improving school climate has been embraced and endorsed; a sense of shared ownership and pathways toward meaningful professional development have been articulated	Day to day decision making and practice is guided and supported by the shared vision; efforts to narrow any gaps between school culture “as is,” and “as envisioned” are ongoing
<p>Standard 1: Shared Values How must participants act toward one another in order to advance the vision?</p>	No efforts have been made to identify and articulate the attitudes, behaviors and/or commitments necessary to advance the mission and vision for a positive school climate	Staff members have articulated beliefs, ground rules and norms for team functioning that mirror a positive school climate, however these statements do not yet inform day-to-day practice	Staff members have made a conscious effort to live by the beliefs, ground rules and norms mirroring a positive school climate in day-to-day practice; inconsistencies are confronted and managed appropriately	The beliefs, ground rules and norms are embedded in the school culture and are evident to all school stakeholders in overt and meaningful ways; they influence policies, procedures, daily practices and all decision making

<p>Standard 1: Shared Goals What are the priorities?</p>	<p>No effort has been made to engage school stakeholders in identifying goals related to improving school climate; any existing goals rest solely with school administration</p>	<p>Efforts have begun to identify goals; goals are not sufficiently actionable and do not yet influence systemic decision making</p>	<p>Long and short term actionable school climate improvement goals have been identified and clearly communicated to all stakeholders; assessment instruments and strategies have been developed and implemented to monitor change over time</p>	<p>Day-to-day practice is guided by a systemic recognition and alignment of both short and long term goals; alignment with mission and vision is overt; successes are shared and celebrated; challenges are dealt with collaboratively</p>
<p>Standard 2: Shared School Policies</p>	<p>Policies do not exist to promote the development and sustainability of social, emotional ethical, civic and intellectual skills, knowledge, dispositions and engagement</p>	<p>Efforts have begun to create policies to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement</p>	<p>Policies are in place to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement</p>	<p>Policies are firmly established to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement, and are reviewed on a regular basis</p>
<p>Standard 2: Shared School Policies</p>	<p>Policies do not exist that create a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged</p>	<p>Efforts have begun to establish policies that create a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged</p>	<p>Policies are in place that create a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged</p>	<p>Policies are firmly established that create a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged, and are reviewed on a regular basis</p>

Standard 3: School Practices	No school community practices are identified, prioritized or supported to promote the learning and positive social, emotional, ethical and civic developments of students	The school community recognizes that practices are needed to identify, prioritize and support the learning and positive social, emotional, ethical and civic developments of students	The school community's practices are identified, prioritized and supported to promote the learning and positive social, emotional, ethical and civic development of students	Practices are firmly supported and universally followed that promote the learning and positive social, emotional, ethical and civic development of students
Standard 3: School Practices	No school community practices are identified, prioritized or supported to enhance engagement in teaching, learning, and school-wide activities	The school community recognizes that practices are needed to enhance engagement in teaching, learning, and school-wide activities	The school community's practices are identified, prioritized and supported to enhance engagement in teaching, learning, and school-wide activities	Practices are firmly supported and universally followed that enhance engagement in teaching, learning, and school-wide activities
Standard 3: School Practices	No school community practices are identified, prioritized or supported to address barriers to learning and teaching and reengage those who have become disengaged	The school community recognizes that practices are needed to address barriers to learning and teaching and reengage those who have become disengaged	The school community's practices are identified, prioritized and supported to address barriers to learning and teaching and reengage those who have become disengaged	Practices are firmly supported and universally followed that address barriers to learning and teaching and reengage those who have become disengaged
Standard 3: School Practices	No school community practices are identified, prioritized or supported to develop and sustain an appropriate operational infrastructure and capacity building mechanisms	The school community recognizes that practices are needed to develop and sustain an appropriate operational infrastructure and capacity building mechanisms	The school community's practices are identified, prioritized and supported to develop and sustain an appropriate operational infrastructure and capacity building mechanisms	Practices are firmly supported and universally followed that develop and sustain an appropriate operational infrastructure and capacity building mechanisms

<p>Standard 4: Safe Environment</p>	<p>The school community does not create an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically</p>	<p>The school community recognizes the importance of creating an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically</p>	<p>The school community creates an environment where all members are welcomed, supported and feel safe in school: socially, emotionally, intellectually and physically</p>	<p>Practices are firmly supported and universally followed that create an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically</p>
<p>Standard 5: Social Justice</p>	<p>There are no meaningful or engaging practices, activities and norms within the school community that promote social and civic responsibilities and a commitment to social justice</p>	<p>The school community recognizes the importance of developing meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to social justice</p>	<p>The school community develops meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to social justice</p>	<p>Practices are firmly supported and universally followed that promote social and civic responsibilities and a commitment to social justice</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>Little, if any attention is devoted to creating systems for individuals or the school to track school climate improvement</p>	<p>A few staff members in the school are tracking general or personal indicators of school climate improvement; positive trends are emphasized and celebrated; negative trends are suppressed or dismissed</p>	<p>Individual staff members and teams gather information that enables them to identify, track and monitor school climate improvement efforts within classrooms and the wider school community</p>	<p>Formative and summative school climate improvement data is monitored for progress on par with all other school improvement data; the five stages of the school climate improvement process are implemented with fidelity</p>

<p>Family/Community Partnerships Are all stakeholders' interests represented and reflected in school climate improvement efforts?</p>	<p>Little, if any efforts are made to communicate and cultivate partnerships with school community stakeholders; family members are either ignored or viewed as adversaries</p>	<p>Sporadic one-way efforts are made to keep families informed of events and situations at school in order to secure support for the schools' efforts; family members are welcome to volunteer and participate within school-determined parameters</p>	<p>Structures and processes for two-way communication with families are developed; the family's perspective is solicited on both school-wide issues and matters related to their own children; family-school partnerships exist to support the schools' interests; family voices are heard and recognition is emerging as to their critical stakeholder status</p>	<p>School-family-community partnerships are fully developed, collaborative and systemic; family members are full partners with the school in educational decision-making that affects their own children; community resources are used to strengthen the school and student learning; the education and well-being of all students is seen and practiced as a shared commitment and responsibility of all stakeholders</p>
<p>Impact on Results Is progress monitoring inherent in the school climate improvement process?</p>	<p>Articulation of what is meant by a positive school climate is not in place</p>	<p>A generalized sense of what is meant by a positive school climate is understood; efforts to improve climate are task and project oriented rather than guided by systemic mission, vision and identifiable outcomes;</p>	<p>Clear indicators have been identified and aligned with school climate improvement goals; data are collected and monitored; analyzed results are shared with staff and family community stakeholders</p>	<p>School climate data is fully embraced and informs improved practice; professional development for continuous improvement is embedded in the culture of the school; all stakeholders assume ownership and responsibility for improving student connectedness and minimizing barriers to learning</p>

Resources/References

Jo Ann Freiberg, Ph.D.
joann.freiberg@ct.gov
(860) 713-6598

Marta Koonz, PCC
marta@onecaringadult.com
(860) 573-0896

Connecticut Association of Schools