

Safe School Climate Plan

Regional School District 18 (Lyme-Old Lyme)

National School Climate Standard (Maintenance Goals)	Current School/District Status Scores: Pre-Awareness Level = 1 Awareness Level = 2 Emergent Level = 3 Maintenance Level = 4 *Evidence Tools Chart Attached	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Time Line for Reaching Improvement Goals
<p>#1 Shared Mission: Stakeholders are committed to and engaged in systemic improvement efforts that result in the physical, emotional, and intellectual safety of all learners.</p> <p>#1 Shared Vision: 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>	<p>Average District Score: 3 – Emergent Level</p> <p>Evidence: A, C, F</p> <p>Average District Score: 3 – Emergent Level</p> <p>Evidence: A, C, F</p>	<p>Improvement focus for Standard #1:</p> <p>Engagement in systemic practices and strategies</p> <p>Gathering and use of school climate formative data</p> <p>The development of a vision of what a positive school climate looks, feels and sounds like</p> <p>Determination of how to embed beliefs, ground rules, and norms in day-to-day functioning at all schools</p> <p>Identification and clear articulation of goals</p>	<p>Establish building and district Safe School Climate committees that include members of the wider school community (educators, parents, students, community stakeholders) to assess school climate, establish “living” school climate plans, and monitor school climate.</p> <p>The committees will be charged with establishing a timeline to pursue the following tasks:</p> <p>Building and District Level: Reviewing existing policies and procedures and modifying as needed to ensure they support safe school climate</p>	<p style="text-align: right;">→</p> <p>Administer school climate survey to all community stakeholders</p> <p>Disaggregate data to understand differential effects on subgroups</p> <p style="text-align: right;">→</p>	<p>Spring 2012</p> <p>Spring 2012</p> <p>Fall 2012</p> <p>By December 2012: Timelines established by committees</p>

<p>#1 Shared Values: 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> <p>#1 Shared Goals: 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>Average District Score: 2.5 Awareness/Emergent Level</p> <p>Evidence: A, C, F</p> <p>Average District Score: 2 – Awareness Level</p> <p>Evidence: A, C, F</p>	<p>Development of assessment instruments and a protocol for use over time to assess school climate</p>	<p>Building and District Level: Reviewing existing mission and vision statements and modifying as needed to ensure they support safe school climate</p> <p>Building and District Level: Developing long and short term goals and aligning them with shared vision and mission</p> <p>Building Level: Reviewing and amending student and faculty handbooks for internal consistency and tone</p> <p>District Level: Developing a plan to provide professional development opportunities related to the implementation of safe school climate standards</p> <p>District Level: Developing assessment protocols and “evidence” tools</p> <p>Building Level: Developing strategies/activities for embedding beliefs, ground rules, and norms for day-to-day functioning at each school</p>	<p>→</p> <p>Through utilization of established protocols and “evidence” tools, assess status on regular basis</p>	<p>By January 2013</p> <p>On-going process – at least 2x/year</p>
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#2 Shared School Policies (A) 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 (B) 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	(A) Average District Score: 2.5 – Awareness/Emergent Level Evidence: A, B, C, F, G (B) Average District Score: 2.5 – Awareness/Emergent Level Evidence: A, B, C, F, G, L	Improvement focus for Standard #2: Ensure consistent approach to discipline at the secondary level Further development of accountability measures to assess impact of efforts to address learning and engagement barriers Further development of accountability measures to assess impact of efforts to promote social, emotional, ethical, and civic learning	Establish team/process to consider and collect all potentially relevant survey (e.g., Developmental Assets, CAFSY) and discipline data to identify disengaged students and assess needs Develop intervention plans for identified students. Grade level/Dept. teams regularly review “disengaged” students’ records and progress Building administrators communicate expectation for positive interactions between school and home (phone calls, e-mails, open house, etc.) prior to any interactions occurring that are negative in nature Establish process for ensuring that every student is engaged in at least one non-academic activity	→ Collect and review all relevant survey and discipline data. Disaggregate results to make identification/ determination of student needs Convene student team meeting (e.g., SAT, CST) to review progress for identified students Progress tracking records Track and review student activities	Establish team/process by December 2012 Based on timeline established per each student’s intervention plan At least 4x/year 100% engagement by December 2013

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#3 School Practices (A) Practices are firmly supported and universally followed that promote learning and positive social, emotional, ethical and civic development of students (B) Practices are firmly supported and universally followed that enhance engagement in teaching, learning, and school-wide activities (C) Practices are firmly supported and universally followed that address barriers to teaching and reengage those who have become disengaged (D) Practices are firmly supported and universally followed that develop and sustain an appropriate operational infrastructure and capacity building mechanisms	(A) Average District Score: 2.5 – Awareness/Emergent Level Evidence: A, B, C, F, G, I (B) Average District Score: 3 – Emergent Level Evidence: A, B, C, F, G, O (C) Average District Score: 3 – Emergent Level Evidence: A, B, C, F, G, O (D) Average District Score: 2.5 – Awareness/Emergent Level Evidence: A, F, O	Improvement focus for Standard #3: Identification and prioritization of practices that: -promote learning and positive social, emotional, ethical and civic development of students -address barriers to learning and teaching and reengage those who have become disengaged Creation and implementation of a plan that provides on-going opportunities for staff development in areas related to this standard	Encourage school staff to reach out to students who may be experiencing academic or social issues and refer them to appropriate support staff and/or relevant collaborative youth-serving organizations and resources. Ensure that district's professional development plan includes training that supports educators in meeting individual students' learning styles and providing positive behavior supports Provide parent/guardian workshops about how to better support their child's learning and development Pair "disengaged" students with a mentor Establish assessment protocol for measuring success of mentoring	Track referred students and document progress Track student membership and involvement in school clubs, projects, and extra-curricular activities Review of district's PD plan Document how educators are addressing these learning styles in the classroom through informal and formal walkthrough data collection Obtain post-workshop feedback from parents/guardians. Use of tracking protocol	By December 2012 timelines established by committees Frequency as determined at administrative level


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#4 Safe Environment 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	Average District Score: 3 – Emergent Level Evidence: A, B, C, D, E, G, H, I, J, K, L, N	Improvement focus for Standard #4: Gathering input from students, staff, and families to learn what the schools should do to further enhance a welcoming, supportive, and safe environment Articulation of consistent expectations related to behavior and discipline, including response to bullying. Clear definition of discipline procedures that are aligned with the goals Establishment of a comprehensive plan for bullying prevention	Articulate school climate improvement goals and concrete strategies identified and implemented to meet those goals Create common “language” across the district. Ensure that safe climate goals and terminology/common language are in handbook and newsletters School committees develop annual plan to engage in explicit (vocal and visible) public relations campaign to promote concepts of connectedness and safety (e.g., Suggestion Box, Kindness Chain) School newsletters regularly include focus on school climate and strategies for school and parents to work collaboratively on climate	State School Climate survey Review of handbooks, district newsletters, and other district communications Review of school committees’ plans Review of Newsletters	Every two years, starting Spring 2012 Spring 2013 for handbook Annually

			<p>Maximize opportunities to involve students in active leadership roles</p> <p>Regularly revisit and monitor school-wide and specific school climate improvement goals</p> <p>School administrators continue to regularly conduct classroom walkthroughs and share best practice</p> <p>Building committees to review discipline procedures and ensure consistency with goals and expectations</p> <p>District team to review Bullying Prevention Plan and district policies and amend as needed to ensure full compliance with regulations <i>(See attached Lyme-Old Lyme Public Schools Bullying Intervention Plan)</i></p>	<p>District administrators maintain logs of walkthroughs</p> <p>Review of discipline data</p> <p>Review of bullying data</p>	<p>Frequency as determined at administrative level</p> <p>June 2012</p>
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#5 Social Justice Practices are firmly supported and universally followed that promote social and civic responsibilities and a commitment to social justice	Average District Score: 3 – Emergent Level Evidence: A, B, C, D, E, G, H, I, J	Improvement focus for Standard #5: Ensuring that all school community members are informed on topics related to social justice Ensuring that every student is connected to a caring and responsible adult in the school. Promoting open, respectful communication about differing viewpoints and create opportunities for students to challenge and debate to teach respect for diverse opinions and perspectives	Regularly schedule informational workshops/trainings for staff, parents, and students on topics related to social justice such as: FERPA, IDEA, TITLE VI and IX, relevant anti-bullying laws, etc. Students and faculty are regularly recognized (rather than rewarded) for small and larger contributions to the school community LOLMS/LOLHS: Develop advisory board of students and teachers to monitor/discuss ongoing issues within the school community Support educators through curriculum, training, and modeling to support teaching of respect for diverse opinions and perspectives	Practice is on-going for school staff. District and building committees to develop plan to increase parent training offerings. District committee to create annual calendar of planned training workshops Building committees review venues/sources of student/faculty recognition (e.g., newsletters, assemblies, bulletin board displays) Assess membership on advisory board to ensure equitable and appropriate representation. Review minutes (including “actions”) to ensure effectiveness of process District administrators maintain logs of walkthrough data State School Climate survey	June 2013 Training/workshop calendar created June of each year for the following school year Annual review Annual review Every two years, starting Spring 2012

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Continuous Improvement 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	Average District Score: 2.5 – Awareness/Emergent Level Evidence: A, B, C, L	Improvement focus: Development of a clear plan for the gathering of formative and summative school climate improvement data	Establish plan for gathering formative and summative school climate improvement data Develop assessment protocols and “evidence” tools	Review of developed data/assessment plan	January 2013

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Family/Community Partnerships 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	Average District Score: 3.5 – Emergent/Maintenance Level Evidence: A, B, C, D, E, G, I, M, N	Improvement Focus: Expanding the avenues for gathering families’ perspectives on both school-wide issues and matters related to their own children. Recognition by all stakeholders of the shared responsibility for establishing a safe school climate	Survey parents on a regular basis to gain their perspectives on both school-wide issues and matters related to their own children (including implementation of PPT parent survey) Parent/Community bulletin board prominently placed in all schools Promote and implement expanded adult mentoring/volunteer opportunities	State School Climate survey PPT parent surveys School “walkthroughs”	Every two years, starting Spring 2012 PPT survey in place for 2012-2013 school year. Results reviewed annually at end of school year.

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Impact on Results 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	Average District Score: 2.0 – Awareness Level Evidence: A, B, C	Improvement focus: Collection and use of school climate data Creation and implementation of a plan that provides on-going opportunities for staff development in areas related to the five standards Ensuring that all stakeholders are informed about matters related to school climate Recognition by all stakeholders of the shared responsibility for establishing a safe school climate	Establish plan for gathering formative and summative school climate improvement data. Develop a plan to provide on-going professional development opportunities related to the implementation of the safe school climate standards Post school climate information on district website, in school newsletters, and in other district communications Maximize involvement of all stakeholders in activities that help promote a safe school climate (committee work, participation in information or training workshops, volunteering, mentoring, etc.)	Utilization of established protocols and “evidence” tools to assess status on a regular basis 	Maintenance Level for all Standards by December 2015

***Current School/District Status Evidence Tools:**

- A) Rubric Ratings
- B) Developmental Assets Survey
- C) CAFSY Survey
- D) Regularly scheduled school assemblies, town meetings, etc.
- E) Regularly distributed school and district newsletters
- F) Existing district policies
- G) Parent/Student Handbooks
- H) Existing documented procedures (e.g., Bullying Prevention Plan)
- I) District awards and honors (e.g., Center School is one of two CAS Schools of the Year for 2011-2012. As such, Center School has met National School Climate Standards, including: educational programs that are conducive to the needs of all students; student opportunities that go beyond the typical school day; educational programs that are consistently reviewed and improved; an atmosphere that welcomes participation from all constituencies; strong parent-school involvement; and high level of teachers, staff and parents in decision-making.)
- J) Existing district and school committee work/community activities (e.g., SISC: Big Brothers/Big Sisters; Buddy Baseball, Peer Mentoring; ICAN)
- K) Existing student support/intervention teams (e.g. Crisis Team, Student Assistant Team)
- L) District RtI/PBS Committee
- M) Parent Portal
- N) Parental involvement on district teams/committees (e.g. interview committees, Curriculum Steering Committee, Coordinated School Health Council)
- O) Walkthrough data
- P) Discipline referrals
- Q) District's Strategic Plan 2006-2011