

Safe School Climate Plan 2022-2023

District: Regional School District #12 School: Booth Free School

School Climate Coordinator – Director of Curriculum and Instruction

Responsibilities

- Implementing the district's safe school climate plan
- Collaborate with safe school climate specialists, board of education, and superintendent of schools to prevent, identify, and respond to bullying in the schools of the district
- Provide data and information in collaboration with the superintendent of schools, to the department of education regarding bullying as required by statute
- Meet with safe school climate specialists at least twice per year to discuss issues relating to bullying in the school district and to make recommendations concerning amendments to the district's safe school climate plan

School Climate Specialist – School Principal or His or Her Designee (Head Teachers)

Responsibilities

- Investigate reported acts of bullying
- Maintain public list of verified bullying incidents
- Document and maintain records of bullying investigations
- Report annually to CSDE the number of verified bullying incidents at the school

School Climate Committee - Principal, Head Teacher(s), One K-2 Teacher, One 3-5 Teacher, One Unified Arts Teacher, One Parent, School Psychologist, School Nurse, Two Student Representatives

Responsibilities

- Meet periodically (4 times per year)
- Examine results of school climate surveys
- Make recommendations to improve school climate
- Designate responsible parties
- Review student council, Second Step, Steps to Respect (if utilized), and Responsive Classroom activities
- Communicate school climate activities to all constituents

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Timeline of Yearly Implementation

<i>Month</i>	<i>Activity</i>	<i>Person/Group Responsible</i>
August	School-wide student survey review to plan positive climate activities and report back to the school committee. In-person School Tour for new incoming students and families Ice Cream Social- Meet and Greet for teachers, students and families K Orientation	Principal and School Climate Specialist/Designee
August/September	Committee meeting to review and revise climate plan. Safety training for all staff.	Principal, School Climate Specialist/Designee, Faculty, School Resource Officer
August /September	Work with the school psychologist to develop mindfulness lessons and choices.	Principal, School Climate Specialist/Designee, Faculty
September	School Community Rule Building –Begin monthly celebrations of positive behaviors	School Climate Specialist/Designee, Faculty, Staff
September, January, May	Administer the DESSA to identify students who may need extra support in social/emotional skills and behavior.	Classroom teachers
September	Implementation of Mindfulness Meditation followed by Growth Mindset Lessons	Principal, School Climate Specialist/Designee, Faculty
September	Responsive Classroom-Implementation of Morning Meeting, Rule Building, Interactive Modeling, Teacher Language, and Logical Consequences Participation In Unity Day - National Bullying Prevention Implementation of School-wide theme: CommUnity - United for Community	Faculty
October	Center for Empowerment and Education Programs-respect, bullying, healthy relationships, and safe touch, United to be Upstanders/Acceptance	Principal, Representatives from Center for Empowerment and Education (formerly Women’s Center of Greater Danbury)

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November/December	Submit School-Based Behavior Reports to Principal and Review Patterns of Student Behaviors with Staff as well as any school bullying reports United for Acceptance of Multiple Cultures	Faculty
January	Implementation of Second Step/Steps to Respect lessons in individual classrooms (whichever is utilized), implement Ben's Bells Kind Campus Program Implement Upstanders in Action Strategies Look for the Good Project (Jan) Implementation - Gratitude Wall United for Kindness	Faculty, Staff
February	Check-in on progress of Second Step lessons at faculty meeting and conduct a committee meeting United for Culture	Principal, School Climate Specialist/Designee, Faculty
March/April	Submit School-Based Behavior Reports to Principal and Review Patterns of Student Behaviors with Staff; conduct a committee meeting, United for the Environment	Principal, Faculty, School Climate Specialist/Designee, Faculty
May/June	United for Good Character	Faculty, Staff
January-June	Continue with Second Step lessons in individual classrooms, including Continue implementation of Ben's Bells Kind Campus Program and Upstanders in Action Strategies,	Faculty, Staff
June	Administer District Climate Survey	School Climate Specialist/Designee, Faculty
June	Check-in on progress of Second Step/Steps to Respect lessons, Ben's Bells and Upstander initiatives at a faculty meeting and plan for next school year's implementation	Principal, Faculty

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June	Submit School-Based Behavior Reports to Principal and Review Patterns of Student Behaviors with Staff as well as any school reported bullying reports; Final committee meeting	Principal, School Climate Specialist/Designee, Faculty
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Timeline for action when bullying is witnessed by or reported to any school employee:

1. Within one school day, school employees must orally notify school climate specialists of complaint.
2. Within two school days, the school employee makes a written report independently or with the assistance of a school climate specialist.
3. Promptly after receiving the report, the school climate specialist completes the investigation.
4. Within 48 hours of the completion of the investigation, school officials must notify parents or guardians of any student who commits a verified act of bullying a description of the response or intervention that may include both counseling and/or discipline. Where appropriate, disciplinary action may include in-school suspension, suspension, or expulsion.
5. Within 48 hours of the completion of the investigation, school officials must notify the parents or guardians of any student against whom any such act of bullying was committed to communicate the student safety support plan which will include the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying.
6. When the act of bullying constitutes criminal conduct, school officials must notify the appropriate local law enforcement agency.

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Standard 1 SMART Goal: 100% of students, families, and staff will understand and share a common vision for improving school climate.					
National School Climate Standard	Current School Status	Areas Needing Improvement	Identified Strategies	Measurement and Documentation	Timeline
<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>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> ● Meet with climate committee to review existing Board of Education policies; ● Review and amend disciplinary procedures and practices; ● Engage in school climate assessment; ● Review local, state, and federal laws (Title IV, Title VI, Title IX, FERPA, Anti-Bullying/Safe School Climate laws, etc.). 	<ul style="list-style-type: none"> ● Utilize school climate survey assessments; ● Allow educators, community members and students to give feedback about the policies and practices of the school; ● Determine if all types of students have been included. ● Administer the DESSA to identify students who may need extra support in social/emotional skills and behavior. 	<p>August 2022 - June 2023</p>
<p>Standard 1: Shared Mission Do participants share a vision of what a positive school climate looks, feels and sounds like?</p>	<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> ● Create a timeline for assessment implementation, analysis and presentation to all stakeholders; ● Require all staff members to complete GCN Training session-Bullying -CT ● Identify challenges to collecting information. ● Each staff member will share responsibility for teaching and holding students accountable for courteous language and behavior within the school setting; ● School personnel will enhance communication about good character traits initiatives through monthly newsletters and opportunities for informal 	<ul style="list-style-type: none"> ● Establish baseline data on school climate and behavioral indicators; ● Utilize comprehensive, reliable and valid school climate surveys; ● Evidence from “Walk Through” observations and formal observations; ● Newsletter highlights; ● Staff certification of the completion of Bullying-CT training. 	<p>August 2022 - June 2023</p>

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			and formal conversations in building our home/school partnership.		
Standard 1: Shared Values What are the shared values?	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.	<ul style="list-style-type: none"> ● Implement Responsive Classroom elements such as Morning Meeting, Periodic Virtual Whole School Morning Meetings, Rule Development, Interactive Modeling, and Logical Consequences to develop a sense of belonging; ● Use of common courtesy is role modeled at all times and in all settings by all school community members (students, educators, family members); ● Implementation of Upstanders in Action Strategies Toolkit ● Implementation of Ben’s Bells Kind Campus Program ● Whole school meeting and read monthly 	<ul style="list-style-type: none"> ● Utilize comprehensive, reliable and valid school climate surveys; ● Evidence from “Walk Through” observations and formal observations; ● Visual evidence of Morning Meeting messages and classroom rules. ● Activity displayed associated with monthly book reading. 	August 2022 - June 2023
Standard 1: Shared Goals What are the shared priorities?	Efforts have begun to identify goals as school priorities, however goals are not sufficiently actionable but do influence systemic decision making.	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.	<ul style="list-style-type: none"> ● Review and amend the existing Safe School Climate Plan to include long and short term actionable school climate improvement goals; ● Develop a timeline with a task list for implementation of professional development. 	<ul style="list-style-type: none"> ● Utilize school climate survey assessments. 	August 2022 - June 2023

Standard 2 SMART Goal: 100% of the student body and faculty will review and participate in the school-wide positive behavior support plan.

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National School Climate Standard	Current School Status	Areas Needing Improvement	Identified Strategies	Measurement and Documentation	Timeline
<p>Standard 2: Shared School Policies Are there policies that promote the development of skills, knowledge and engagement?</p>	<p>Efforts have begun to create policies and procedures to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement.</p>	<p>Policies and procedures are in place to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement.</p>	<ul style="list-style-type: none"> • Review and amend student, faculty and parent handbooks for internal consistency and tone; • Review and evaluate student council service learning activities for community based organizations and groups. 	<ul style="list-style-type: none"> • Develop and administer a teacher survey that addresses the school policies, attitudes and consistency specifically how they are integrated into lesson plans; • Seek input from students, family members and community through interviews, focus groups and surveys that review and provide feedback for existing activities and practices regarding what is working and what is not. 	<p>August 2022-June 2023</p>
<p>Standard 2: Shared School Policies Are there policies in place to address barriers to learning?</p>	<p>Efforts have begun to establish policies that create a comprehensive system to address barriers to learning and teaching and re-engage students who have become disengaged.</p>	<p>Policies are in place that create a comprehensive system to address barriers to learning and teaching and re-engage students who have become disengaged.</p>	<ul style="list-style-type: none"> • Individual classes and the whole school work to create meaningful rules for the classroom, lunch and recess, which are reviewed regularly and collaboratively. 	<ul style="list-style-type: none"> • Rules are displayed prominently in classrooms and throughout the school. 	<p>August 2022-June 2023</p>

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Standard 3 SMART Goals 100% of the students will be offered opportunities to participate in community service activities to promote learning and positive social, emotional, ethical, and civic development. 100% of students will participate in <i>Second Step</i> and/or <i>Steps to Respect</i> lessons and activities by the end of the school year.					
National School Climate Standard	Current School Status	Areas Needing Improvement	Identified Strategies	Measurement and Documentation	Timeline
Standard 3: School Practices Are there practices in place to promote positive youth development?	The school community has identified some practices and recognizes that practices are needed to identify, prioritize and support the learning and positive social, emotional, ethical and civic development 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.	<ul style="list-style-type: none"> ● Provide regular opportunities for all students to engage in service to their class and school community e.g., beautification efforts, mentoring/helping younger students virtually, create cards/letters for members of the armed forces, donation drives for local organizations, etc; ● Utilize Second Step program to teach social skills and conflict resolution; ● Teach Mindfulness curriculum ● Teach Growth Mindset curriculum ● Implement Ben's Bells, Kind Campus Program and Upstander in Action strategies to encourage recognition and celebration of safe, polite, and respectful 	<ul style="list-style-type: none"> ● Utilize school climate survey assessment; ● Utilize Second Step assessments; ● Hold celebrations in honor of safe, polite, and respectful behavior that is occurring at school; ● Maintain a list of community service activities students have engaged in throughout the year. ● Bulletin board displays. ● Pictures of student participation. 	August 2022- June 2023

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			<p>behavior;</p> <ul style="list-style-type: none"> ● One School, One Book: Monthly ● Implement Responsive Classroom elements such as Morning Meeting; ● Consistent use of common rewards; ● Designate a common location as a school wide affirmation gratitude wall; ● Kindness interactive wall; ● Compliment post-it wall; ● Participation in anti-bullying presentations such as the Center for Empowerment and Education – <i>Safe and Unsafe Touch, Bullying, Upstander, Act Out, Boundaries, and Care and Kindness.</i> 		
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<p>Standard 3: School Practices Are there practices in place that enhance teaching and learning?</p>	<p>The school community has identified some practices and recognizes that practices are needed to enhance engagement in teaching, learning, and school-wide activities.</p>	<p>The school community's practices are identified, prioritized and supported to enhance engagement in teaching, learning, and school-wide activities.</p>	<ul style="list-style-type: none"> ● Provide “disengaged” students with supports through school counseling ● Utilize Second Step/Steps to Respect programs to teach social skills and conflict resolution; ● Provide parents with Second Step Home Link newsletters; ● Hold classroom meetings to pose relevant climate/bullying issues for discussion; ● Promote socially responsible behavior in school; ● Use critical thinking question prompts to teach problem-solving skills; ● Use journals to respond to read-alouds, shared reading, or independent reading of text about bullying/character development; ● Participate in group activities to promote cultural sensitivity, teamwork/building, random acts of kindness, and cooperative grouping. ● Participation in Unity Monthly activities. 	<ul style="list-style-type: none"> ● Administer a student survey that reveals their attitudes toward school and their desire to participate in social and civic activities; ● Track the number of and severity of incident reports in schools. 	<p>August 2022- June 2023</p>
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<p>Standard 3: School Practices Are there practices in place to address barriers to learning?</p>	<p>The school community has identified some practices and recognizes that practices are needed to address barriers to learning and teaching and re-engage those who have become disengaged.</p>	<p>The school community’s practices are identified, prioritized and supported to address barriers to learning and teaching and re-engage those who have become disengaged.</p>	<ul style="list-style-type: none"> ● Provide “disengaged” students with supports through school counseling; ● Use of student specific behavior contracts; ● Utilize Steps to Respect program to address mean behaviors. 	<ul style="list-style-type: none"> ● Administer a student survey that reveals their attitudes toward school and their desire to participate in social and civic activities; ● Track the number of and severity of incident reports in schools. 	<p>August 2022- June 2023</p>
<p>Standard 3: School Practices Are there practices in place that develop and sustain infrastructure and capacity building?</p>	<p>The school community has identified some practices and recognizes that practices are needed to develop and sustain an appropriate operational infrastructure and capacity building mechanisms.</p>	<p>The school community’s practices are identified, prioritized and supported to develop and sustain an appropriate operational infrastructure and capacity building mechanisms.</p>	<ul style="list-style-type: none"> ● Faculty will regularly review “disengaged” students’ records and progress collaboratively. 	<ul style="list-style-type: none"> ● Share resources for effective strategies and tools; ● Keep track of the number of professional development workshops on the topic of climate that are offered to staff. 	<p>August 2022- June 2023</p>

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Standard 4 SMART Goal: The number of students who feel safe and supported in school socially, emotionally, intellectually, and physically will increase from 82% to 100% as indicated by our Safe School Climate Survey.					
National School Climate Standard	Current School Status	Areas Needing Improvement	Identified Strategies	Measurement and Documentation	Timeline
<p>Standard 4: Safe Environment Is the school providing for a physically, emotionally, intellectually safe, healthy and welcoming environment?</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>	<ul style="list-style-type: none"> ● School climate improvement goals are explicitly included in overall school/district improvement plans; ● Schools/districts engage in explicit (vocal and visible) public relations campaign to promote concepts of connectedness and safety; ● Monthly newsletters to home always include focus on school climate and strategies for parents/guardians to work collaboratively on climate; ● Create multi-age/grade level “advisory” groups that meet regularly as a vehicle to promote connectedness; ● Regularly revisit and monitor school-wide and specific school climate improvement goals; ● Devote regular time in 	<ul style="list-style-type: none"> ● Evaluate family-friendly policies and practices and the availability of resources available to support them; ● Utilize school climate survey. ● Maintain student council meetings with representation from a designated cohort. ● Maintain school climate committee meetings with representation from the student body. 	<p>August 2022 - June 2023</p>

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			faculty meetings for input and discussion <ul style="list-style-type: none">• Provide regularly planned safety drills and follow-up with a debriefing		
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Standard 5 SMART Goal:

The number of students who feel respected in school and who feel that students generally respect each other in school will increase from 95% to 100% as indicated by our Safe School Climate Survey.

100% of students and their families will engage in practices that promote and reflect school climate improvement efforts which will be measured by periodic surveys and/or documented home activities.

National School Climate Standard	Current School Status	Areas Needing Improvement	Identified Strategies	Measurement and Documentation	Timeline
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<p>Standard 5: Social Justice Is the school engaging in practices that promote the social and civic responsibilities and a sense of social justice within the school community?</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>	<ul style="list-style-type: none"> ● Schedule and present and/or provide training to all educators, parents/guardians and students information about legal rights and responsibilities (FERPA, IDEA Title VI, Title IX, relevant anti-bullying laws, etc.); ● Use of common courtesy is role modeled at all times and in all settings by all school community members (students, educators, family members). ● Implement Responsive Classroom elements: Morning Meeting, Rule Building, Interactive Modeling, and Logical Consequences; ● Each staff member will share responsibility for teaching and holding students accountable for courteous language and behavior within the school setting; ● School rules and classroom rules will be posted and visible throughout the school environment and will be implemented consistently throughout the day. 	<ul style="list-style-type: none"> ● Certificate of completion of the GCN Bullying-CT training; ● Seek input on school-wide activities and their effectiveness; ● Visual display of classroom and school rules; ● Evidence from “Walk Through” observations and informal observations; ● Utilize comprehensive school climate assessment. 	<p>August 2022- June 2023</p>
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<p>Standard 5: Continuous Improvement: Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school 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>Formative and summative school climate improvement data is monitored for progress on par with all other school improvement data that will identify, track and monitor school climate improvement efforts within classrooms and the wider school community.</p>	<ul style="list-style-type: none"> • School climate surveys are reviewed to provide measurable data to monitor improvement. 	<ul style="list-style-type: none"> • School climate goals are incorporated into the school success plan. 	<p>August 2022- June 2023</p>
<p>Standard 5: Family/Community Partnerships: Are all stakeholders' interests represented and reflected in the school climate improvement efforts?</p>	<p>Efforts are made to keep families informed of events and situations at school in order to secure support for the school's 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>	<ul style="list-style-type: none"> • Schedule virtual meetings with families regarding the school climate plan. 	<ul style="list-style-type: none"> • Parent input is incorporated into the revised school climate plan. 	<p>August 2022 - June 2023</p>

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<p>Standard 5: Impact on Results: Is progress monitoring inherent in the school climate improvement process?</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>	<ul style="list-style-type: none"> ● Students and faculty/staff are regularly recognized (rather than being “rewarded”) for small and larger contributions to the school community (helping others, civic projects, personal improvement, role-modeling, mentoring, etc.) through newsletters, e-mail, notes home, bulletin boards, showcases, data walls, conferences, assemblies, phone calls, etc.). ● Teachers and students will submit slips to recognize others' efforts and accomplishments. 	<ul style="list-style-type: none"> ● Ensure the newsletter or other communication is distributed in a timely fashion and an archive is kept. ● Weekly public announcements of effort and accomplishments. 	<p>August 2022- June 2023</p>
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