



Bethany Community School

Safe School Climate Plan

2022-2023

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Bethany Public Schools is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment for all students and staff. In order to foster an atmosphere conducive to learning, the Climate Committee has developed the following Safe School Climate Plan in accordance with state law and Board Policy. This plan represents a comprehensive approach to address bullying and sets forth the Board's expectations for creating a positive school climate, thus preventing, intervening, and responding to incidents related to bullying.

Bethany Community School is dedicated to creating a distributive leadership model. Through committees such as Steering, Equity, and Climate we address school-wide growth areas by identifying areas needing improvement and monitoring relevant data. The committees are comprised of certified staff from various departments throughout Bethany Community School, resulting in valuable input impacting all learners and staff.

National School Climate Standard	Current School Status	Areas Identified Needing Improvement	Identified Strategies for Improvement	Measurement and Documentation	Timeline
<p>Standard 1: Shared Mission Is it evident that all members of the school community are committed to the physical, emotional, and intellectual safety of all learners?</p>	<ul style="list-style-type: none"> • All staff trained in Anti-Bullying Protocol Requirements, Mandated Reporting and Trauma Informed Instruction. • All staff trained in district and state mandated safety, fire, and emergency management protocols. • Physical and Psychological Management Training (PMT) 	<ul style="list-style-type: none"> • Improved efforts to enhance Anti-Bullying efforts in tier 1 instruction • Continue to review district and state mandated safety, fire, and emergency management protocols. • Physical and Psychological Management Training (PMT) for increased amount of staff members. 	<ul style="list-style-type: none"> • SEL lesson implementation & Anti-Bullying review • PD to review safety protocols • PMT meeting and communication with staff • Safe School Climate Specialist to: <ul style="list-style-type: none"> ○ Oversee Anti-Bullying efforts in alignment with practices and protocols ○ 3-tiered PBIS implementation 	<ul style="list-style-type: none"> • Continue to review the Climate Plan for: <ul style="list-style-type: none"> ○ SEL implementation ○ Anti-Bullying efforts ○ Safety Procedures ○ Discipline data and targeted needs ○ PD training for staff ○ PBIS practices 	<p>2022-2023 School Year</p>

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	<ul style="list-style-type: none"> • SRBI training and implementation of 3-tiered approach to best practices of student intervention. • PBIS training and fidelity review • School-Wide SEL implementation through Second Step • Student Support Team • Climate Committee monthly review and reports of utilizing data & fidelity of implementation reviews. 	<ul style="list-style-type: none"> • Research trauma-informed best practices in the classroom • Continue to enhance and extend School-Wide SEL implementation • Student Support Team review procedures and data analysis 	<ul style="list-style-type: none"> ○ SEL and Second Step implementation ○ Student Support team and Admin review protocols and processes 		
<p>Standard 1: Shared Mission Do participants share a vision of what a Safe School Committee looks, feels, and sounds like?</p>	<ul style="list-style-type: none"> • Shared vision of 3-tiered approach to student culture and climate efforts. • School and District Strategic Plan • Student Support Team programming, data implementation and fidelity review 	<ul style="list-style-type: none"> • Align PBIS practices with SEL programming using a 3-tiered approach to student culture and climate efforts. • Student Support Team continued training with staff. 	<ul style="list-style-type: none"> • PBIS Training and SEL connection to student culture and climate • Behavior Support Team refine 3-tiered behavior approach • Define entrance and exit criteria for 3-tiered approach 	<ul style="list-style-type: none"> • Staff, student, and family surveys and behavior data to identify area of growth 	2022-2023 School Year
<p>Standard 1: Shared Values What are the Shared Values?</p>	<ul style="list-style-type: none"> • BCS Students Show PAWS <ul style="list-style-type: none"> • Positive Choices • Always Try Your Best • Welcome Others • Show Respect • Major and minor behavior definitions by Climate Committee 	<ul style="list-style-type: none"> • Continue to promote and implement PAWS expectations in all areas of the school. • Continue to train teachers with major and minor behavior definitions as identified by the Climate Committee 	<ul style="list-style-type: none"> • Daily review of PAWS expectations in tier 1 instruction • Posted and reference to PAWS expectations in all areas of the school • Behavior Support team training in student behavior 	<ul style="list-style-type: none"> • Climate Committee review communication and celebration of student behavior • Behavior Referrals and Caught Beings 	2022-2023 School Year

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	<p>and shared with staff in training sessions</p> <ul style="list-style-type: none"> • Common referral process • Clear student support structure for 3-tiered approach to student behavior. 	<p>and shared with staff in training.</p> <ul style="list-style-type: none"> • Continue to review referral process • Review behavior data to determine student support structure needs for 3-tiered approach to student behavior. 	<p>response protocols, proactive measures, and strategies for data-based student needs.</p>		
<p>Standard 1: Shared Goals What are the shared priorities?</p>	<ul style="list-style-type: none"> • Continue to ensure required and supplemental training in the areas of anti-bullying, mandated reporting, and best practices for school and student safety. • Continue to monitor, revise and implement the Safe School Climate Plan with fidelity in alignment with district and school vision. 	<ul style="list-style-type: none"> • Continue to support required and supplemental training in the areas of anti-bullying, mandated reporting, and best practices for school and student safety. • Continue to revise and implement the Safe School Climate Plan with fidelity in alignment with district and school vision 	<ul style="list-style-type: none"> • Safe School Climate Team will continue to provide clear definitions, applications, and review of all areas of a safe and positive school environment. 	<ul style="list-style-type: none"> • Safe School Climate Team review of planned strategies and safe school environment efforts 	<p>2022 - 2023 School Year</p> <p>Annual Trainings required by CT Department of Education and BCS BOE</p>
<p>Standard 2: Shared School Policies Are there policies that promote the development of skills, knowledge and engagement?</p>	<ul style="list-style-type: none"> • Training in the areas of anti-bullying, mandated reporting, and best practices for school and student safety. • Bethany Board of Education Policy alignment and implementation of: <ul style="list-style-type: none"> ○ Anti-Bullying ○ Mandated Reporting 	<ul style="list-style-type: none"> • Develop Safe School Climate Team Review Process • Training in Bethany Board of Education Policy alignment efforts: <ul style="list-style-type: none"> ○ Anti-Bullying ○ Mandated Reporting ○ Safe School Climate 	<ul style="list-style-type: none"> • Administration will continue to lead the Safe School Climate Team to review data, conduct PD, continue to support SEL, PBIS, Trauma Informed Instruction, and Student Support measures 	<ul style="list-style-type: none"> • Staff participation and feedback of PD opportunities and implementation of said trainings in tier 1 instructional settings • Observation of classroom practices 	<p>2022-2023 School Year</p>

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	<ul style="list-style-type: none"> ○ Safe School Climate Committees ○ Student Code of Conduct ○ Trauma Informed Instruction ○ SRBI ○ Social & Emotional Learning ○ Student Attendance 	<ul style="list-style-type: none"> ○ Committees ○ Student Code of Conduct ○ Trauma Informed Instruction ○ SRBI ○ Social & Emotional Learning ○ Student Attendance 			
<p>Standard 2: Shared School Policies Are these policies in place to address barriers to learning?</p>	<ul style="list-style-type: none"> ● All certified staff members and support team members participate in SRBI cycles to identify targeted student academic and/or behavioral needs and develop/implement appropriate plans to address those needs. ● 3-tiered intervention support process ● Quarterly attendance monitoring 	<ul style="list-style-type: none"> ● SRBI programming review, implementation, and communication ● 3-tiered intervention support process review ● Attendance procedures and protocols 	<ul style="list-style-type: none"> ● Continue to teach and reinforce tier 1 behavior expectations ● Continue to refine SRBI referral and monitoring process 	<ul style="list-style-type: none"> ● Classroom observations ● SRBI data review 	2022-2023 School Year
<p>Policies on Dealing with P.A. 11-232 Bullying Allegations: Does the Plan include the specific requirements</p>	<ul style="list-style-type: none"> ● Bullying prevention and training plans and ongoing review. ● SEL curriculum, Second Step, to address Social Emotional needs. ● Implementation of DESSA 	<ul style="list-style-type: none"> ● Continue bullying prevention and training for all staff. ● Continue to review SEL curriculum, Second Step, to address Social and Emotional needs. ● Continue to review 	<ul style="list-style-type: none"> ● Ongoing staff training in SEL and anti-bullying efforts 	<ul style="list-style-type: none"> ● School Climate Survey feedback ● DESSA 	<p>2022 - 2023 School Year</p> <p>Annual Trainings required by CT Department of Education and BCS BOE</p>

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in An Act Strengthening of School Bullying Laws)		results of DESSA			
<p>Standard 3: School Practices Are there practices in place to promote positive youth development?</p>	<ul style="list-style-type: none"> • Classroom Practices <ul style="list-style-type: none"> ○ Morning Meeting with focus on SEL and team building ○ Instrumental and Choral Groups ○ BNN ○ School Psychologist small group lessons in social development ○ Social skills lunch bunches ○ BCS Library Book Nookers Club • School-Wide Practices <ul style="list-style-type: none"> ○ Monthly School-Wide Community Meetings ○ After-school clubs including, GEMS, Unified Sports, Lego Building, Art and Running ○ Leadership Council ○ Buddy Classroom Program 	<ul style="list-style-type: none"> • Continue to implement, monitor, review, and revise classroom practices and current school practice areas to support student's social and emotional needs. 	<ul style="list-style-type: none"> • Behavior Support Team and Climate Committee review student behavior and attendance data 	<ul style="list-style-type: none"> • Monthly data communication and feedback from staff and families • DESSA • Fall and Spring Climate Survey given to staff, students, and families. 	<p>2022 - 2023 School Year</p> <p>Monthly Climate Committee data review</p>
Standard 3:	<ul style="list-style-type: none"> • Curriculum and 	<ul style="list-style-type: none"> • Continue coaching 	<ul style="list-style-type: none"> • Continue to refine 	<ul style="list-style-type: none"> • Grade level team 	2022-2023 School

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<p>School Practices Are there practices in place that enhance teaching and learning?</p>	<p>Instruction:</p> <ul style="list-style-type: none"> ○ Targeted and responsible PD for staff based upon feedback ○ Engaging & student-centered instruction ○ Coaching cycles ○ Observations ○ TEVAL ○ Self-Reflection ○ Steering Committee ○ Curriculum and Instruction Subgroup ○ BCS Leadership Team <ul style="list-style-type: none"> ● Assessment and Data: <ul style="list-style-type: none"> ○ Steering Committee ○ Grade level data teams ○ Student Support Team 	<p>cycles, evaluation, instructional fidelity reviews to support alignment with standards based curriculum practices</p> <ul style="list-style-type: none"> ● Data team alignment and fidelity with assessment and instructional needs ● Ongoing development of teacher self-reflection process ● Explore peer instructional rounds and how to implement to effective feedback 	<p>coaching cycles and data review procedures to support staff development of student groups based on targeted needs</p> <ul style="list-style-type: none"> ● Develop systems for implementing, monitoring, and evaluating coaching cycles with staff 	<p>minutes, action plans, and coaching support cycles</p>	<p>Year</p> <p>Weekly Data Team meetings</p> <p>Weekly BCS Leadership Team meetings</p> <p>Monthly Steering Committee Meetings</p>
<p>Standard 3: School Practices Are there practices in place that develop and sustain infrastructure and capacity building?</p>	<ul style="list-style-type: none"> ● Implementation of Strategic Plan: <ul style="list-style-type: none"> ○ Curriculum and Instruction ○ Climate and Culture ○ Community Engagement ○ BPS Equity Team ○ BPS Wellness Committee ○ Future Ready 	<ul style="list-style-type: none"> ● Continue to monitor progress of Strategic Plan and alignment with staff professional development and data-based needs 	<ul style="list-style-type: none"> ● Strategic Plan reviews 	<ul style="list-style-type: none"> ● Steering Committee review of Strategic Plan progress to identify needs and promotion efforts for a positive school climate 	<p>2022-2023 School Year</p> <p>Monthly Steering Committee meetings</p>

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	Facilities				
<p>Standard 4: Safe Environment Is the school providing for a physically, emotionally, intellectually safe, healthy and welcoming environment?</p>	<ul style="list-style-type: none"> • School Climate Plan Implementation: <ul style="list-style-type: none"> ○ Climate Committee ○ PBIS ○ School Climate Training ○ SEL ○ Safety Training ○ Bully Prevention Plan ○ Student Code of Conduct ○ Student Support Team 	<ul style="list-style-type: none"> • Continue to align, review, and implement district and School Climate Plan implementation as identified in the areas of: <ul style="list-style-type: none"> ○ Climate Committee ○ PBIS ○ School Climate Training ○ Safety Training ○ Student Support Team 	<ul style="list-style-type: none"> • Continue to conduct safety drills and reviews • Continue to utilize bullying investigation process • Continue staff training in tier 1 behavioral response • Refine SRBI behavior process 	<ul style="list-style-type: none"> • Review discipline and attendance data to identify safe and supportive climate needs • Staff, student and family surveys • DESSA 	<p>2022 -2023 School Year</p> <p>Monthly safety drills reviews</p> <p>Monthly Climate Committee meetings</p>
<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>	<ul style="list-style-type: none"> • Annual community events & practices: <ul style="list-style-type: none"> ○ Pink Walk to School ○ Food Drive ○ PAWS Toy Donation Drive ○ Fire Prevention Event ○ Night of Arts ○ PTO Diaper Drive ○ Holiday Senior Luncheon 	<ul style="list-style-type: none"> • Continue to involve the school community in increasing family engagement events and opportunities 	<ul style="list-style-type: none"> • Continue to work with the Town of Bethany Human Resource department, Bethany FD, Bethay Rotary Club and BCS PTO to provide school and community connected functions • Showcase diverse student work throughout the building 	<ul style="list-style-type: none"> • Staff, student, and family survey feedback 	<p>2022-2023 School Year</p>
<p>Continuous Improvement: Is there a clear understanding that school climate improvement is an</p>	<ul style="list-style-type: none"> • Climate Committee and Steering Committee planning, training, and fidelity review of School Climate Plan based on school goals and 	<ul style="list-style-type: none"> • Continue to refine and implement PBIS, SEL , and Student Support Team measures, training, and fidelity review of 	<ul style="list-style-type: none"> • Continue to conduct Safe School Climate reviews based on targeted school and student needs. • Create PBIS lessons 	<ul style="list-style-type: none"> • Continue to analyze behavior and support team data to identify specific student, environment, and 	<p>2022-2023 School Year</p> <p>Monthly Steering Committee meetings</p>

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ongoing organic process integral to wider school improvement?	<ul style="list-style-type: none"> needs. Coordinate 3-tiered support plan with professional development, safe school efforts, interventions, and proactive support programs for academic and behavior needs. Create data based school-wide lesson plans 	<ul style="list-style-type: none"> School Climate Plan based on school goals and needs. Coordinate 3-tiered support plan with trauma-informed practices and SEL programming 	aligned with behavior expectations	safety areas of growth.	Monthly Student Support Team meetings
Family/Community Partnerships: Are all stakeholders' interests represented and reflected in the school climate improvement efforts?	<ul style="list-style-type: none"> School-wide weekly updates to families and staff Classroom updates via SeeSaw Open House Conferences School Leadership Council Monthly PTO meetings Monthly Community Meetings Monthly Steering Committee Meetings Monthly Climate Committee Meetings Student support data shared on ongoing basis Monthly BCS Coffee Hour with families Parent Academies Summer Reading Challenge with Clark Memorial Library 	<ul style="list-style-type: none"> Continue to identify parental involvement within the BCS community Continue to monitor PTO participation with families and community members Continue to refine Open House and Conference Nights to increase parental involvement and school connection 	<ul style="list-style-type: none"> Continue to provide a safe, clean, and welcoming environment for families and community members 	<ul style="list-style-type: none"> Staff, student, and family survey feedback 	2022-2023 School Year Parent-Teacher Conferences held twice a year Monthly PTO Meetings Monthly Climate Committee Meetings

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<p>Impact on Results: Is progress monitoring inherent in the school climate improvement process?</p>	<ul style="list-style-type: none"> • Staff, student, and parent surveys • Attendance and discipline data • SRBI data • Behavior Support Team data • TFI Review • Student academic data 	<ul style="list-style-type: none"> • School Climate Data review in the areas of SEL, PBIS, Behavior Support Team response, School Safety 	<ul style="list-style-type: none"> • Review school climate data to identify needs 	<ul style="list-style-type: none"> • Staff, student and family survey feedback • School-wide data <ul style="list-style-type: none"> ○ Academic ○ Behavior ○ Attendance ○ TFI 	<p>2022-2023 School Year</p> <p>Monthly data review</p>