

# School Climate Plan



**NEW LONDON**  
PUBLIC SCHOOLS

# Table of Contents

<b>SECTION 1: INTRODUCTION</b> .....	<b>3</b>
<b>SECTION 2: KEY ROLES AND RESPONSIBILITIES</b> .....	<b>5</b>
<b>SECTION 3: PROGRAMS FOR PREVENTION AND INTERVENTION</b> .....	<b>6</b>
<b>SECTION 4: PROCESS AND PROCEDURES</b> .....	<b>7</b>
<b>SECTION 5: DOCUMENTATION AND MAINTENANCE OF LOG</b> .....	<b>8</b>
<b>SECTION 6: SCHOOL CLIMATE PLAN SURVEYS</b> .....	<b>9</b>
<b>Section 7: SAFE SCHOOL CLIMATE COMMI</b> .....	<b>10</b>
<b>APPENDIX</b> .....	<b>11</b>
<b>CHALLENGING BEHAVIORS PREVENTION AND INTERVENTION POLICY</b> .....	12
<b>CHALLENGING BEHAVIORS PREVENTION REPORTING FORM</b> .....	13
<b>CHALLENGING BEHAVIORS RESPONSE FORM</b> .....	15
<b>CHALLENGING BEHAVIORS INVESTIGATION FORM</b> .....	17
<b>NLPS SAFETY PLAN TEMPLATE</b> .....	19
<b>CHALLENGING BEHAVIORS VERIFIED ACTS FORM</b> .....	22

## **Section 1: Introduction**

The Safe School Climate Plan was developed by the Board of Education Policy Subcommittee in response to Public Act 11-232 and was approved on December 5, 2011. The New London Board of Education is committed to creating and maintaining an educational environment free from challenging behaviors, harassment, and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed this plan, consistent with state law and Board Policy. This Plan represents a comprehensive approach to establishing positive school climate and building 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. It also focuses a specific plan to address challenging behaviors and cyber-attacks and sets forth the Board's expectations for preventing, intervening, and responding to incidents of challenging behaviors.

Recent changes in law now establishes a new and related term, "challenging behavior," defined as "behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee and involves a real or perceived power imbalance

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

The following sections of this guide are intended to outline and further delineate key components and information related to the New London Public Schools Safe School Climate Plan. For further information, or specific language in the plan, please refer to the full policy and regulation located in the Appendix.



## Section 2: Key Roles and Responsibilities

### School Climate Coordinator

Executive Director of School and Family Supports: Carrie Rivera

### School Climate Specialists

Jennings Elementary: Shawn Brown

Nathan Hale Arts Elementary Magnet: Kate Fioravanti

Winthrop STEM Elementary Magnet: Alysha Carmody

Bennie Dover Jackson Middle School: Andrew Lee

New London Multi Magnet High School: Jessyca Campbell

**School Climate Coordinator:** duties include developing strategies to prevent, identify, and respond to “challenging behavior,” communicating such strategies to the school community, and collecting and maintaining data about school climate improvement.

**School climate specialist** must be the building admin or another certified professional employee who is trained in school climate improvement or restorative practices. A school district must have a school climate specialist for each of its schools. Like the current law, their duties include, in part, implementing evidence and research-based interventions, including restorative practices, and leading in the prevention, identification, and response to “challenging behavior,” including reports of alleged challenging behaviors and harassment.

**School climate committee** must be comprised of members who are racially, culturally, and linguistically diverse and representative of various roles in the school community, as detailed more specifically in Section 54 of Public Act 23-167. Members of the school climate committee must be appointed by the school climate specialist. Pursuant to the new law, the school climate committee must assist in the development, scheduling, and biennial administration of the school climate survey to students, school employees and students’ families. The new law specifies that parents and guardians must be given notice of the survey’s content and a reasonable opportunity to opt out.

*\*The School Climate Coordinator will meet with the Safe School Climate Specialists at least twice during the school year to discuss issues relating to challenging behaviors in the school district and to make recommendations concerning amendments to the district’s Plan.*

*\*\* All School Climate Specialists and Committees will meet at least twice each year to review efforts to foster a safe school climate and to develop plans to address any issues related to challenging behaviors in the school. In particular, the committee shall review data regarding challenging behaviors, review policies related to challenging behaviors, review the Safe School Climate plan as it relates to that school, discuss opportunities to educate students, employees and parents/guardians on issues related to challenging behaviors and address any other duties as determined by the principal as it relates to building and maintaining positive school climate and preventing challenging behaviors. Committees will consist of the membership listed above as well as a parent/guardian representative.*

## **Section 3: Programs for Prevention and Intervention**

The New London Public Schools has various programs in place for building positive school climate, as well as educating students and staff in a variety of topics related to challenging behaviors prevention and intervention. These, include but are not limited to the following:

- 6-12 School Counseling Curriculum
- 6-12 Healthy and Balanced Living Curriculum
- Second Step Curriculum
- Teen Dating and Violence Prevention Curriculum
- Schoolwide Assemblies
- NLPS Advisory Program
- Mentoring
- Small Group and Individual Counseling
- MTSS
- Interventions
- Positive Behavior Interventions and Supports (PBIS)
- Safety Care
- Title IX policy
- Restorative Practices
- Social-Emotional Learning Initiatives

## **Section 4: Process and Procedures**

Reports of challenging behaviors may be received from students, school personnel, parents/guardians or may be anonymous.

Students and parents/guardians may file written reports of challenging behaviors with any administrator.

Students may request anonymity when making a report. Anonymous complaints shall be reviewed, and reasonable action will be taken to address the complaint. Note that no disciplinary action shall be taken solely on the basis of an anonymous complaint.

School employees who witness acts of challenging behaviors or receive reports of challenging behaviors **MUST** orally notify the School Climate Specialist or school administrator not later than one school day after such school employee witnesses or receives a report of challenging behaviors.

The same school employee **MUST** file a written report not later than two school days after making the oral report.

All reports of challenging behaviors will be reviewed and investigated.

The process for reporting, investigating, and responding to complaints of challenging behaviors is outlined in the diagram in the appendix.

## **Section 5: Documentation and Maintenance of Log**

Each school shall maintain written complaints of challenging behaviors, along with supporting documentation received and/or created as a result of challenging behaviors investigations, consistent with the Board's obligations under state and federal law. All forms to be utilized for reporting and documentation purposes are found in the Appendix.

A copy of the written reports and accompanying documentation that result from all investigations of challenging behaviors by the School Climate Specialist will be uploaded to confidential team folders.

The School Climate Specialist of each school shall maintain a list of the number of verified acts of challenging behaviors in the school and this list shall be available for public inspection upon request.

## **Section 6: School Climate Plan Surveys**

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

## **Section 7: Safe School Climate Committees**

Each school is required to establish or designate a Safe School Climate Committee to foster a positive and safe school environment and address bullying and related issues. These committees play a crucial role in developing and implementing strategies to prevent and address bullying, ensuring student safety and well-being.

Each school must have a committee that is:

- racially, culturally and linguistically diverse and representative of various roles in the school community;
- membership must be reviewed and approved annually and include: the school climate specialist; a teacher selected by the union; demographically representative students, families, and other members identified by the School Climate Specialist;
- must assist in the development, administration, revision of the school climate survey for each school biennially; use survey data to advise on improving school climate; and
- must assist in the development and implementation of the school climate improvement plan; advise on strategies to improve school climate and implementing evidence- and research-based interventions; annually providing notice to the school community of a bullying complaint form;
- and holding meetings, at least twice per year, with the school community concerning the school climate improvement plan.

# Appendix

## CHALLENGING BEHAVIORS PREVENTION AND INTERVENTION POLICY

<https://resources.finalsite.net/images/v1752868121/newlondonorg/mdybrepzybe0h8saza14/5131911-BullyingSafeSchoolClimatePlan.pdf>

# CHALLENGING BEHAVIORS PREVENTION REPORTING FORM



## Challenging Behavior Reporting Form

### Instructions

This form is for **students, parents or guardians of students enrolled in the school, and school employees** to report any alleged challenging behavioral incidents. Challenging behavior is behavior that negatively impacts school climate or interferes, or is at risk with interfering, with the learning or safety of a student or the safety of a school employee. This form should also be used to report alleged bullying incidents, meaning: unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

Complete this form electronically, or in writing, or go to your school climate specialist (principal, vice principal, or other certified administrator) who will assist you with completing this form. All completed reports require a response from the school climate specialist, and every student, parent or guardian, and school employee **who completed this form** will receive a copy of the "Response Process(es) Notification Form" describing the action steps taken, within three (3) school business days after an assessment has been completed.

- ◇ The school climate specialist will assess the facts of a challenging behavior incident and complete the "Response Process(es) Notification Form". A confirmation of receipt of the "challenging behavior reporting form" will be provided to the individual who completed this form within **three (3) school business days**, and the behavioral assessment will be finalized within a reasonable amount of time.
- ◇ **If this is an emergency, and you feel that you or someone else is in imminent danger, please call 911, or your municipal police department.**

Reporter Name: First \_\_\_\_\_ Last \_\_\_\_\_ or check here  for any **student** who would like to submit anonymously.

I am a:  Student,  Parent and/or Guardian or  School Employee

Contact me by:  Phone

Email

Phone or email: \_\_\_\_\_



Was this previously reported to any school employee prior to this report? If yes, identify to whom, when, and what was reported? \_\_\_\_\_

Where did the incident occur?

Check any boxes that apply.

- On school property
- At a school-sponsored activity or off school property
- Electronic communication, internet, and social media
- On a school bus
- On the way to/from school
- Outside of school
- Other \_\_\_\_\_

Approximate date of incident (if known): \_\_\_\_\_

Please describe what happened?

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Of the following statement(s) check any that may describe or include what happened:

- Teasing, name-calling, intimidating, or threatening, in person or through electronic communication
- Spreading rumors or gossip
- Hitting, kicking, shoving, spitting, hair pulling, or throwing something or other acts of physical aggression
- Making intimidating, and/or threatening gestures or remarks
- Getting another person to do any of the behaviors listed above
- Unwanted contact of a sexual nature (verbal, non-verbal, physical)

Do you believe that the reported instance(s) of challenging behavior was in reference to a student's perceived or actual age, ancestry, color, learning disability, marital status, intellectual disability, national origin, physical disability, mental disability, race, religious creed, sex, gender identity or expression, sexual orientation, and status as a veteran? If so, why?

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If known, provide the name(s) of any witness(es) of the alleged incident:

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Date form submitted:

**\*For school climate specialist use only:**

Date received by school climate specialist:

Signature of receipt by school climate specialist: \_\_\_\_\_

This form does not modify or eliminate any rights or obligations under state and federal laws, including any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any waiver rights or disclosure responsibilities, as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the reoccurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

# CHALLENGING BEHAVIORS RESPONSE FORM



## Response Process(es) Notification Form

The school climate specialist will complete and submit this form within three (3) school business days **after an assessment has been finalized** and submit it to the student(s), parent(s), or guardian(s), and/or school employee(s) who completed the “Challenging Behavior Reporting Form”.

Describe the steps taken to address and prevent future instance(s) of challenging behavior(s). Responses may include:

- utilization of restorative practices;
- the completion of a school-based threat assessment;
- safety plan for student(s) involved in the instance of alleged challenging behavior;
- student support services;

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Signature or E-signature of school climate specialist: \_\_\_\_\_

Printed name: \_\_\_\_\_

Date completed: \_\_\_\_\_

### Definitions and Clarifying Terms

**Restorative Practices:** Evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

**School Based Threat Assessment:** An evidence-based systematic evaluation process used to prevent violence, help troubled students, and avoid over-reactions to challenging behavior.

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any waiver rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.



# CHALLENGING BEHAVIORS INVESTIGATION FORM



## Investigation Form

This form is to be completed by the school climate specialist or designee within a reasonable amount of time. Pursuant to the Federal Education Confidentiality Law (FERPA), students, parents or guardians, and school employees that completed the challenging behavior reporting form **cannot** receive a copy of this "Investigation Form" but will be provided with a copy of the "Response Process(es) Notification Form" after an assessment is completed.

Date "Challenging Behavior Reporting Form" received: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Name of school climate specialist who received the report: \_\_\_\_\_

Were these events already reported to any school employee? If yes, please identify to whom, when, and what was reported \_\_\_\_\_

Name of school community member who is reporting the incident: (student, parent or guardian, school or district employee, bystander, anonymous): \_\_\_\_\_

Name of student or students who were allegedly subjected to the challenging behavior: \_\_\_\_\_

Name of person or persons who allegedly engaged in the challenging behavior: \_\_\_\_\_

Where did the alleged incident occur? \_\_\_\_\_

Date and time alleged incident occurred: (if known): \_\_\_\_\_

Description of the alleged incident: \_\_\_\_\_

What investigative processes occurred? Answer all of the following questions below. A single incident may require an assessment into multiple areas. Please check all that apply.

Was this investigated as bullying? YES <input type="checkbox"/> NO <input type="checkbox"/>	Was this a verified act of physical violence? YES <input type="checkbox"/> or NO <input type="checkbox"/>
Was this a verified act of bullying? YES <input type="checkbox"/> NO <input type="checkbox"/>	Was this investigated as a protected class violation/harassment? YES <input type="checkbox"/> NO <input type="checkbox"/>
Was this investigated as cyberbullying? YES <input type="checkbox"/> NO <input type="checkbox"/> Was this a verified act of cyberbullying? YES <input type="checkbox"/> NO <input type="checkbox"/>	Was this a verified protected class violation/harassment? YES <input type="checkbox"/> NO <input type="checkbox"/>
Was this investigated as teen dating violence? YES <input type="checkbox"/> NO <input type="checkbox"/> Was this verified teen dating violence? YES <input type="checkbox"/> or NO <input type="checkbox"/>	Was this investigated as a Title IX violation? YES <input type="checkbox"/> NO <input type="checkbox"/>
Was this investigated as an assault? YES <input type="checkbox"/> NO <input type="checkbox"/>	Was this a verified Title IX violation? YES <input type="checkbox"/> or NO <input type="checkbox"/>
Was this a verified assault? YES <input type="checkbox"/> or NO <input type="checkbox"/>	Was this a verified act of challenging behavior not listed above?
Was this investigated as an act of physical violence? YES <input type="checkbox"/> or NO <input type="checkbox"/>	

What was the response by the school climate specialist? (E.g., utilization of restorative practices, school-based threat assessment, safety plan, student support services) Additionally, provide the date of each response.

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any waiver rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.



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If applicable, please provide any additional notes, observations, or actions taken as a result of this incident:

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Signature or E-signature of responding school climate specialist: \_\_\_\_\_

Printed name: \_\_\_\_\_

Date of response: \_\_\_\_\_

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any waiver rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

# NLPS SAFETY PLAN TEMPLATE

**CONFIDENTIAL**



## New London Public School District

134 Williams Street, New London, CT. (860) 437-6405

### Individual Student Safety Plan

**\*Confidential\***

<b>Student:</b>	<b>Date:</b>	<b>DoB:</b>	<b>School:</b>	<b>Grade:</b>
Special Education? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, Case Manager:			
504 Plan? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, Case Manager:			
Hot Pass? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, staff names:			
Pass restriction: <input type="checkbox"/> Yes <input type="checkbox"/> No				

<b>Contact Information:</b>	
Parent/Guardian:	Parent/Guardian:
Cell phone:	Cell phone:
Emergency Contact:	Phone:

### Reason(s) for Plan

### Behaviors of Concern:

-  
  
-  
  
-

**Service Providers:**

**Health Needs:**

**Preventative Measures:**

**Warning signs (thoughts, images, mood, situation, behavior) that a crisis may be developing:**

**Internal coping strategies – Things I can do to take my mind off my problems without contacting another person (relaxation technique, physical activity):**

**Safe places and people I can go to distract myself or seek help:**

1. Name: \_\_\_\_\_ Phone: \_\_\_\_\_
2. Name: \_\_\_\_\_ Phone: \_\_\_\_\_
3. Places: \_\_\_\_\_

**Intervention Strategies:**

**Making the environment safe at school:**

**Describe what symptoms may be exhibited and recommended action steps:**

Symptoms	Action

**Professionals or agencies I can contact during a crisis:**

1. Clinician name: \_\_\_\_\_ Phone: \_\_\_\_\_
2. Local Urgent Care Services: L & M Hospital Phone: 860-442-0711
3. Suicide Prevention Phone: 988

**Submitted by:**

**Title:**

**Date Submitted:**

*Copy to be placed in Student Health File and sent to Carrie Rivera.*

# CHALLENGING BEHAVIORS VERIFIED ACTS FORM

NEW LONDON PUBLIC SCHOOLS

SAFE SCHOOLS CLIMATE PLAN

## VERIFIED ACTS OF CHALLENGING BEHAVIORS REPORTING SHEET

School: \_\_\_\_\_ Year: \_\_\_\_\_

### Verified Acts of Challenging Behaviors

Month	Number of Verified Acts
September	
October	
November	
December	
January	
February	
March	
April	
May	
June	
Total Verified Acts	