ER9 SAFE SCHOOL

CLIMATE PLAN

ER9 Safe School Climate Committee
Darlene Wallin, ER9 Safe School Climate Coordinator – dwallin@er9.org

Central Office
Dr. Tom McMorran, Interim Superintendent
Dr. Stephanie Pierson Ugol, Assistant Superintendent for Curriculum & Instruction

Easton Safe School Climate Specialists:
Ann Mohr, HKMS – amohr@er9.org
Michael Brownstein, SSES – mbrownstein@er9.org

Region 9 Safe School Climate Specialist:
Jennifer Desmarais, JBHS – jdesmarais@er9.org
Julie McTague, JBHS – jmctague@er9.org

Redding Safe School Climate Specialists:
Darlene Wallin, JRMS –dwallin@er9.org
Joe Amodio, RES - jamodio@er9.org

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ER9 SAFE SCHOOL CLIMATE PLAN

The Easton, Redding and Region 9 Boards (ER9) of Education are committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Boards have developed the following Safe School Climate Plan, consistent with National Standards, state law and Board Policy. This Plan represents a comprehensive approach to addressing bullying, teen dating violence and cyberbullying and sets forth the Boards' expectations for creating a positive school climate and, thus, preventing, intervening and responding to incidents of bullying. This Plan is subject to periodic review and revision to assure that it effectively promotes a positive school climate. The ER9 Boards define School Climate as the quality of relationships in schools and how we treat one another – socially, emotionally, intellectually and physically.

I. NATIONAL SCHOOL CLIMATE STANDARDS (Adapted for ER9)

A. <u>School Climate Standard #1:</u>

The ER9 school community has a shared vision and plan for promoting, enhancing and sustaining a positive school climate.

1.1 ER9 school policies and practices support school, family, youth and community members working together to establish a safe and productive learning community.

1.2 Schools gather accurate and reliable data about school climate from students, school personnel and parents/guardians for continuous improvement and share it regularly with the school community.

1.3 Capacity building is developed over time to enable all school community members to meet school climate standards.

B. <u>School Climate Standard #2:</u>

The ER9 school community sets policies specifically promoting (a) the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge and dispositions; and (b) a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged.

2.1 Policies and mission and vision statements that promote social, emotional, ethical and civic, as well as intellectual, skills and dispositions are developed and institutionalized.

2.2 Policies and mission and vision statements are developed and institutionalized that promote a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged.

2.3 Policies promote use and monitoring of natural and informal opportunities (e.g., recreational and extracurricular aspects of classroom and school life, formulation of codes of conduct and fair enforcement of rules, mentoring, and informal

interactions among and with students) to ensure they support the helpful norms of learning and teaching that foster mutual respect and caring; engagement; safety and well being; civil, pro social, responsible behavior; and a psychological sense of community.

2.4 Policies ensure the operational and capacity building mechanisms (including staff and student development) related to this standard are fully integrated into a school's infrastructure and are effectively implemented and sustained.

C. School Climate Standard #3:

The ER9 school community's practices are identified, prioritized and supported to (a) promote the learning and positive social, emotional, ethical and civic development of students; (b) enhance engagement in teaching, learning and school-wide activities; (c) address barriers to learning and teaching and reengage those who have become disengaged; and (d) develop and sustain an appropriate operational infrastructure and capacity building mechanism for meeting this standard.

3.1 Specific practices are designed to enhance engagement of every student through classroom-based social, emotional, ethical and civic learning and in school-wide activities.

3.2 Teachers and school administrators design specific classroom and school-wide practices to address barriers to learning and teaching and reengage those who have become disengaged.

3.3 School leaders develop and sustain a comprehensive system of learning supports by ensuring an appropriate operational infrastructure that incorporates capacity building mechanisms.

D. School Climate Standard #4:

The ER9 school community creates an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually, and physically.

4.1 School leaders promote comprehensive and evidence-based instructional and school-wide improvement efforts designed to support students, school personnel and community members feeling welcomed, supported and safe in school: socially, emotionally, intellectually and physically.

4.2 Students, their families, school staff and community stakeholders are regularly surveyed and are asked to indicate what the school should do to further enhance a welcoming, supportive and safe environment.

4.3 School leaders monitor and evaluate the prevention and intervention strategies designed to support people feeling welcomed, supported and safe and use that data to improve relevant policies, practices, facilities, staff competencies and accountability.

E. School Climate Standard #5:
The ER9 school community develops meaningful and engaging practices, activities, and norms that promote social and civic responsibilities and a commitment to social justice.

5.1 Students and staff model culturally responsive and ethical behavior. This reflects continuous learning that builds knowledge, awareness, skills, and the capacity to identify, understand, and respect the unique beliefs, values, customs, languages, and traditions of all members of the ER9 school community.

5.2 Relationships among and between staff and students are mutually respectful, supportive, ethical and civil.

5.3 Students and staff are actively engaged in celebrating milestones and accomplishments as they work to achieve meaningful school and community life.

II. TWELVE COMPONENTS OF A HEALTHY, SAFE SCHOOL CLIMATE

A. Safety
1. Rules and Norms – Clearly communicated rules about physical violence, verbal abuse, harassment, and teasing; clear and consistent enforcement and norms for intervention.
2. Sense of Physical Security – Sense that students and adults feel safe from physical harm in the school.
3. Sense of Social-Emotional Security – Sense that students and adults feel safe from verbal abuse, teasing, and exclusion.

B. Learning Focus
4. Support for Learning – Use of supportive teaching practices, such as: encouragement and constructive feedback; varied opportunities to demonstrate knowledge and skills; support for risk-taking and independent thinking; and atmosphere conducive to dialog and questioning.
5. Social and Civic Learning – Support for the development of social and civic knowledge and skills including: effective listening, conflict resolution, self-reflection, empathy, personal responsibility, and ethical decision making.

C. Relationships
6. Respect for Diversity – Mutual respect for individual differences (e.g., gender, race, culture, etc.).
7. Social Support–Adults – Pattern of supportive and caring adult relationships for students, including willingness to listen to students and to get to know them as individuals.
8. Social Support–Students – Pattern of supportive peer relationships for students – academically, emotionally, and socially.

D. Sense of Place
9. <u>School Connectedness/Engagement</u> – Positive identification with the school and norms for participation in school life for students, staff, and the ER9 community.
10. <u>Physical Surroundings</u> – Cleanliness, order, safety, and appeal of facilities.

E. Professional Community
11. <u>Leadership</u> – Administration that creates and communicates a clear vision, and is accessible to and supportive of staff
12. <u>Professional Relationships</u> – Positive attitudes and relationships among staff that support effectively working and learning together.

III. YOUTH MENTAL HEALTH FIRST AID

A. To promote mental health literacy and first aid management for all adults in contact with children.

B. Mental Health first-aiders respond as coaches while following Safe School Climate reporting protocols.

C. (A) ALGEE - Non-Linear Framework
1. (A) = Approach Safely
   - Understand ethical and legal obligations
   - Ask "Is everything okay?"
   - Ask "Is there someone else you would rather speak to?"
2. A = Acknowledge/Assess by asking questions
   - Ask directly if the student has a plan to harm self or others
   - Look for non-suicidal self-injurious behavior (i.e. cutting)
3. L = Listen Non-Judgmentally
   - Set aside own beliefs
   - Use reflexive listening – echoing back emotions of student
4. G = Give reassurance and information
   - Provide hope
   - Do not make promises you cannot keep
5. E = Encourage appropriate professional hel<u>p</u>
   - Professionals use evidence-based practices
   - Refer to school professionals
6. E = Encourage appropriate self-help and other support strategies
   - Engage family and other mentors
   - Engage student in connecting with school community

D. To learn more
1. <u>Youth Mental Health First Aid USA – for adults assisting young people</u> ISBN: 978-0-9885176-0-8
2. Connecticut Clearing House: 1-800-232-4424
3. Emergency Mobile Psychiatric Services (EMPS): 211 4.CT Network of Care: connecticut.networkofcare.org

IV. LEADERSHIP AND ADMINISTRATIVE RESPONSIBILITIES

A. Safe School Climate Coordinator
   For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent shall appoint from existing school district staff, an ER9 Safe School Climate Coordinator ("Coordinator"). The Coordinator shall:
   1. be responsible for implementing the ER9 Safe School Climate Plan ("Plan);

   2. collaborate with Safe School Climate Specialists, the Boards, and the Superintendent to prevent, identify and respond to bullying in ER9 schools;

   3. provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying;

   4. meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying in the school districts and to make recommendations concerning amendments to the ER9 Plan.

B. Safe School Climate Specialist
   For the school year commencing July 1, 2012, and each school year thereafter, the assistant principal of each school (or designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

V. DEVELOPMENT AND REVIEW OF SAFE SCHOOL CLIMATE PLAN

A. For the school year commencing July 1, 2012, and each school year thereafter, the Safe School Climate Specialist of each school shall establish a committee ("Committee") in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying and teen dating violence in the school. Such committee shall include teacher representation, student representation, and at least one parent/guardian of a student enrolled in the school, as appointed by the Safe School Climate Specialist.

B. The Committee shall:
   1. assess school climate through a state-developed survey;
   2. review and make recommendations to the Coordinator regarding the ER9 Safe School Climate Plan based on issues and experiences specific to the school;
   3. educate students, school employees and parents/guardians on issues relating to school climate;
   4. perform any other duties that are related to the prevention, identification and response to school bullying and school climate.

C. The Safe School Climate Specialist shall:
1. complete the Safe School Climate Plan Template (Appendix G) for their school.
2. receive copies of completed reports following bullying investigations;
3. identify and address patterns of bullying among students in the school;
4. review and amend school policies relating to bullying;
5. collaborate with the Coordinator in the collection of data regarding bullying.

D. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.

E. Each local district is required by statute to submit the Safe School Climate Plan to the Connecticut State Department of Education (CSDE) not later than January 1, 2012. Plans that have not yet received official board approval may be submitted in draft form. Once approval has been granted, the final plan must be submitted to CSDE. Not later than thirty (30) calendar days after approval by the Boards, the Boards shall make such plan available on the Boards' and each individual school in the district's web site and ensure that the ER9 Safe School Climate Plan is included in the districts' publications of the rules, procedures and standards of conduct for schools and in all student handbooks.

VI. **PROHIBITION AGAINST BULLYING, TEEN DATING VIOLENCE AND RETALIATION**

A. The Boards expressly prohibit any form of bullying behavior or teen dating violence 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 Boards of Education.

B. The Boards also prohibit any form of bullying behavior or teen dating violence outside of the school setting if such bullying or 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 was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

C. In addition to prohibiting student acts which constitute bullying and/or teen dating violence, the Boards also prohibit discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying and/or teen dating violence.

D. Students who engage in bullying behavior and/or teen dating violence in violation of the Boards' Policy and the ER9 Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Boards' policies on student discipline, suspension and expulsion, and consistent with state and federal law.

VII. PROCEDURES FOR REPORTING AND INVESTIGATING COMPLAINTS OF BULLYING AND TEEN DATING VIOLENCE

A. Students and parents/guardians may file written reports of bullying and/or teen dating violence. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports shall be filed with the Safe School Climate Specialist (i.e., assistant building principal), and all reports shall be forwarded to the Safe School Climate Coordinator for review and actions consistent with this Plan.

B. Students may make anonymous reports of bullying to any school employee or submit the Anonymous Email Bullying/Teen Dating Violence Form (Appendix B). Reporters may also request anonymity when making a report, even if the reporter's identity is known to the school employee. In cases where a reporter requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the reporter (if the identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the complaint, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying and/or teen dating violence. No disciplinary action shall be taken solely on the basis of an anonymous complaint.

C. School employees who witness acts of bullying and/or teen dating violence or receive reports of bullying and/or teen dating violence shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, **not later than one (1) school day** after such school employee witnesses or receives a report of bullying. The school employee shall then file **a written report (Appendix C) not later than two (2) school days** after making such oral report.

D. The Safe School Climate Specialist shall be responsible for reviewing any anonymous reports of bullying and/or teen dating violence, and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports.

E. In investigating reports of bullying and/or teen dating violence, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

VIII.   RESPONDING TO VERIFIED ACTS OF BULLYING

A. Following investigation, if acts of bullying violence are verified, the Safe School Climate Specialist, or designee, shall notify the parents/ guardians of the students against whom such acts were directed as well as the parents/guardians of the students who commit such acts of bullying of the finding **not later than forty-eight hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.

B. In any instance in which bullying is verified, the Safe School Climate Specialist, or designee, shall also invite the parents/ guardians of the student who commits any verified act of bullying and the parents/ guardians of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/target and to prevent further acts of bullying. The invitation may be made simultaneously with the notification described above in Section VIII.A., as it must include a description of the school's response to such acts, along with consequences, as appropriate. Normally, separate meetings shall be held with the respective parents; however, at the discretion of the Safe School Climate Specialist and with written consent of the parents/guardians involved, the meeting(s) may be held jointly.

C. If bullying is verified, the Safe School Climate Specialist, or designee, shall develop a student safety support plan (Appendix E) for any student against whom an act of bullying or teen dating violence was directed. Such support plan will include safety measures to protect against further acts of bullying or teen dating violence.

D. A specific written intervention plan (Appendix F) shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist, or designee, and may also incorporate a student safety support plan, as appropriate.

E. Notice to Law Enforcement
    If the principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Boards' obligations under state and federal law and the Boards' policy regarding the disclosure of personally identifiable student information. In making this determination, the principal, the Safe School Climate Specialist, or his/her designee, may consult with the school resource officer, if any, and other individuals the principal, Safe School Climate Specialist, or designee, deems appropriate.

F. If a bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classification (such as race, religion, color, national origin, sex, sexual orientation, age or disability), the Safe School Climate Specialist, or designee, shall also coordinate any investigation with other appropriate personnel within the district as appropriate (e.g., Title IX Coordinator, Section 504 Coordinator, etc.).

IX. DOCUMENTATION AND MAINTENANCE OF LOG

A. Each school shall maintain written complaints of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Boards' obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without prior written consent of a parent/guardian or eligible student, except as permitted under Board policy and state and federal law.

B. The Safe School Climate Specialist 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. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and 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.

C. The Safe School Climate Specialist of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

X. OTHER PREVENTION AND INTERVENTION STRATEGIES

A. Bullying behavior can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the target 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 in Appendix A, will generally warrant traditional disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary

action may be taken solely on the basis of an anonymous complaint. As discussed below, schools may also consider appropriate alternatives to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.

B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.

C. The following sets forth possible interventions which may also be utilized to enforce the Boards' prohibition against bullying:
   1. Non-Disciplinary Interventions
      When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

      If a complaint arises out of conflict between students or groups of students, peer mediation or other forms of 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 target and, therefore, inappropriate. In such cases, the target should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

   2. Disciplinary Interventions
      When acts of bullying and/or teen dating violence are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints, however, shall not be the basis for disciplinary action.

      In-school suspension and suspension may be imposed only after due process; 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 Boards' 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 the Board's Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying, teen dating violence, and/or when past interventions have not been successful in eliminating bullying behavior.

3. Interventions for Students

The School Climate Specialist (or designee) shall intervene in order to address incidents of bullying and/or teen dating violence. Intervention strategies for students may include the following:

(a) counseling;

(b) increased supervision and monitoring of student to observe and intervene in bullying situations;

(c) encouragement of student to seek help when targeted or witnessing bullying;

(d) peer mediation or other forms of mediation, where appropriate;

(e) Student Safety Support Plan; and

(f) restitution and/or restorative interventions.

(g) <u>General Prevention and Intervention Students</u>

In addition to the prompt investigation of complaints of bullying and/or teen dating violence and direct intervention when acts of bullying and/or teen dating violence are verified, other district actions may ameliorate potential problems with bullying and/or teen dating violence in school or at school-sponsored activities. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school. Such prevention and intervention strategies may include, but are not limited to:

(h) school rules prohibiting bullying, harassment, teen dating violence and intimidation and establishing appropriate consequences for those who engage in such acts;

(i) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying and/or teen dating violence is likely to occur;

(j) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;

(k) individual interventions with the perpetrator, parents/guardians and school employees, and interventions with the targeted student, parents/guardians and school employees;

(l) school-wide training related to safe school climate, which training may include: Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;

(m) student peer training, education and support;

(n) promotion of parent/guardian involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;

(o) implementation of a positive behavioral intervention and support process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Department of Education;

(p) respectful responses to bullying concerns raised by students, parents/guardians or staff;

(q) planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying, with a focus in evidence- based practices concerning same;

(r) use of peers to help ameliorate the plight of targets and include them in group activities;

(s) avoidance of sex-role stereotyping;

(t) continuing awareness and involvement on the part of school employees and parents/guardians regarding prevention and intervention strategies;

(u) modeling by teachers of positive, respectful, and supportive behavior toward others;

(v) creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;

(w) employing classroom strategies that instruct students how to work together in a collaborative and supportive manner.

D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially appropriate behavior. Administrators, teachers, and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of "bullying".

XI. ANNUAL NOTICE AND TRAINING

A. Students and parents/guardians shall be notified annually of the process by which students may make reports of bullying and incidents of teen dating violence.

B. The Boards shall provide for the inclusion of language in student codes of conduct concerning bullying and incidents of teen dating violence.

C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the ER9 Safe School Climate Plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.

XII.   SCHOOL CLIMATE ASSESSMENTS

On or after July 1, 2012, and biennially thereafter, the Boards shall require each school to complete an assessment using the school climate assessment instruments, including surveys, appropriated and disseminated by the State Department of Education (SDE). The ER9 Safe School Climate Committee shall collect the school climate assessments for each school in the district and submit such assessments to the SDE.

References:
Public Act 1-2332, *An Act Concerning the Strengthening of School Bullying Laws*
Conn. Gen. Stat. § 10-222d
Conn. Gen. Stat. §§ 10-233a through 10-233f
Public Act 14-234, *An Act Concerning Domestic Violence and Sexual Assault*
Connecticut State Department of Education Circular Letter C-8, Series 2008-2009 (March 16, 2009)
National School Climate Council, *National School Climate Standards: Benchmarks to Promote Effective Teaching, Learning and Comprehensive School Improvement*, Center for Social and Emotional Education
Connecticut State Department of Education website: www.sde.ct.gov
Connecticut Association of Schools website: www.casciac.org

12/15/11

APPENDIX A

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 district, that:

1. causes physical or emotional harm to such student or damage to such student's property;

2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;

3. creates a hostile environment at school for such student;

4. infringes on the rights of such student at school; or

5. 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 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.

"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.

"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, photo-electronic 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.

"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.

"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.

"Prevention and intervention strategy" may include, but is not limited to: (1) implementation of a positive behavioral intervention and support process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education; (2) school rules prohibiting bullying, 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 is likely to occur; (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school; (5) individual interventions with the bully, parents/guardians and school employees; and interventions with the target, parents/guardians and school employees; (6) school-wide training related to safe school climate; (7) student peer training, education and support; and (8) promotion of parent/guardian involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.

"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 – socially, emotionally, intellectually, and physically.

"School employee" means (1) 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 (2) 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-Sponsored Activity" shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

"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.

ER9 PUBLIC SCHOOLS

ER9 SAFE SCHOOL CLIMATE ANONYMOUS REPORT FORM

You may fill this form out online by clicking on this link or copy and paste link into your browser:
https://goo.gl/forms/fGoU8Df6qFd4RguH3

ANONYMOUS COMPLAINT FORM

All anonymous complaints will be reviewed. However, please note that no disciplinary action shall be taken solely on the basis of an anonymous complaint.

Name (optional):

Email address (optional):

Who is making the report (check required):
☐ Parent/Guardian
☐ Teacher/Staff Member
☐ Student
☐ Other:

The student who was subject of mean behavior (required):

The student being reported as committing the act (required):

Date, Time, and Place of the mean behavior (required):

Description of the incident(s) (required):

Name(s) of witness(es) (optional):

Any additional information that you think will help us understand this incident (optional):
Select the School Climate Specialist(s) who will be responding to this incident (required)
- o Ann Mohr, HKMS
- o Michael Brownstein, SSES
- o Darlene Wallin, JRMS & ER9 SSC Coordinator
- o Joe Amodio, RES
- o Jennifer Desmarais, JBHS – Grades 10 and 11
- o Julie McTague, JBHS – 9 and 12

ER9 PUBLIC SCHOOLS

BULLYING REPORTING FORM FOR USE BY STUDENTS, PARENTS, SCHOOL EMPLOYEES AND OTHER COMPLAINANTS

Today's Date: _____/_____/_____   School:_____

NAME OF PERSON REPORTING THE INCIDENT: _____

      Telephone Number Day: _____
      Evening:_____
      Cell: _____

Email: _____
Place an X in the appropriate box: □ Student; □ Parent/Guardian; □ Close Adult Relative; □ Employee;
□ Other (Explain) _____

1.   Name of target:_____   Age:_____   Grade:_____
                               (Please print)

2.   Names(s) of alleged offender(s) (if known): (Please print)

Name	Is he/she a student in this district?	Grade/Age	School	
_____	□ Y □ N	_____	_____	___
_____	□ Y □ N	_____	_____	
_____	□ Y □ N	_____	_____	_____

3.   On what dates(s) did the incident(s) happen?
        _____/_____/_____   _____/_____/_____   ____/_____/_____
        Month Day   Year   Month Day Year   Month Day   Year

4.   Where did the incident(s) happen (choose all that apply)?
    □ On school property
    □ At a school-sponsored activity or event off school property
    □ On a school bus
    □ On the way to/from school/school bus stop
    □ Off school grounds
    □ Via electronic communication
    □ Other (specify)_____

5. Describe the nature of the complaint (be as specific as possible) and state how you became aware of the incident:

_____

_____

_____

_____

_____

(Attach a separate sheet if necessary)

6. What do you believe was the reason for the conduct by the offender(s)? Do you believe it was based upon disability, race, national origin, religion, color, age, sex, sexual orientation, gender identity or expression, or marital status of the target? Explain.

_____

_____

_____

_____

(Attach a separate sheet if necessary)

7. Did a physical injury result from this incident(s)? ☐ No ☐ Yes
   Nature of injury_____

8. Was the target absent from school as a result of the incident? ☐ No ☐ Yes
   If yes, how many days was the target absent from school as a result of the incident? _____
   _____
   Dates of absenteeism:
   _____

9. Did an emotional injury result from this incident?
   ☐ No
   ☐ Yes, but psychological services have not been sought
   ☐ Yes, and psychological services have been sought
   Dates/location where services were sought_____
   _____

10. Did any damage occur to the target's property? ☐ No ☐ Yes
    Nature of damage_____

11. State name(s) of any witnesses to the incident(s):
    Name/position/school (i.e. student, teacher,   Contact information (if known)
    parent, community member, etc.)

    _____   _____

    _____   _____

    _____   _____

12. Are you aware of any similar types of activities by the alleged offender(s) or by others against the target? If so, please describe the activity and when it occurred? Was a report made of these activities? If so, to whom and when?

_____

_____

_____

_____

(Attach a separate sheet if necessary)

13. Is there any additional information you would like to provide?

_____

_____

_____

_____

_____

Attach a separate sheet if necessary, and attach any relevant documentation (e.g., medical documents, photos, posts, video, emails, text messages, former reports, etc.).

Name: _____

Signature: _____   Date: _____
            (complainant)

Name/Title : _____

Signature: _____   Date: _____
            (Staff member receiving/reviewing this complaint

(*If this complaint suggests that the alleged incident(s) was/were based upon the membership of the target in a protected class (such as race, sex, religion, disability or sexual orientation), this complaint shall be shared with the appropriate district civil rights coordinator for possible additional investigation*)

(If applicable) Referred to (name of coordinator): **_____**

Date of referral: **_____**

ER9 PUBLIC SCHOOLS
INVESTIGATION SUMMARY

BULLYING INVESTIGATION REPORT

1. Name of target: _____ Age: _____ Grade:_____

   School: _____ ☐ Reg. Ed ☐ Spec. Ed. ☐ 504

2. Name of complainant/relationship to target: _____

3. Names(s) of alleged offender(s):

	Is he/she a student in the school district?	Grade/Age	School
_____	☐ Y ☐ N	_____	_____
_____	☐ Y ☐ N	_____	_____
_____	☐ Y ☐ N	_____	_____

4. On what dates(s) did the incident(s) happen?
   _____ / _____ / _____   _____ / _____ / _____
   Month   Day   Year   Month   Day   Year

5. Where did the incident happen (choose all that apply)?

   ☐ On school property   ☐ At a school-sponsored activity or event off school property

   ☐ On a school bus   ☐ On the way to/from school/at school bus stop

   ☐ Off school grounds   ☐ Via electronic communication
   ☐ Other (specify) _____

6. Summarize the complaint:
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

   _____
   (Attach separate sheet if necessary along with a copy of any written complaint)

7. State name(s) of any witnesses to the incident(s):

Name/position/school (i.e. student, teacher,   Contact information (if known)
parent, community member, etc.)

_____   _____

_____   _____

_____   _____

8. Date the target was interviewed? By whom? When? Where? _____

Did he/she provide a statement? ☐ Y ☐ N   If yes, ☐Oral ☐ Written (Attach written statement)

Was he/she asked to provide the name of any witnesses?   ☐ Y ☐ N
State the names of witnesses provided: _____

9. Date the offender interviewed? By whom? When? Where? _____

Did he/she provide a statement? ☐ Y ☐ N   If yes, ☐Oral ☐ Written (Attach written statement)

Was he/she asked to provide the name of any witnesses?   ☐ Y ☐ N
State the names of witnesses provided: _____

10. List all individuals who were interviewed:

Names(s) of individuals/witnesses interviewed:	Written Statement Provided?	Relationship to target/or title/position
_____	☐ Y ☐ N	_____
_____	☐ Y ☐ N	_____
_____	☐ Y ☐ N	_____
_____	☐ Y ☐ N	_____
_____	☐Y ☐N	_____
_____	☐ Y ☐ N	_____

(Attach all written statements)

11. List and describe all documentation considered as part of the investigation (e.g., bus referral/report, student records, student attendance records, medical records, nurse referral, disciplinary referral, police report, photographs, surveillance tapes, emails, text messages, postings, other physical evidence (attach copies whenever possible):_____

_____

_____ _____

_____

12. Summarize your investigation (include who was spoken to, where and when/dates, as well as who conducted such interviews, include the substance of any oral/written statements given, indicate credibility as appropriate, specify what documentation or other information was considered and the weight given to it and why, state any conclusions reached regarding the incident, individuals, or the veracity or reliability of individuals/ information and note where information was or failed to be corroborated).

_____

_____

_____

_____ _____ _____
(Attach Separate Sheet as Needed)

13. The definition of bullying as defined by state law is "the repeated use by one or more students of a written, oral or electronic communication, or a physical act or gesture directed at or referring to another student attending school in the same school district that either causes physical or emotional harm to such student or damage to such student's property, places such student in reasonable fear of harm to himself or herself or of damage to his or her property, and for off school ground incidents, creates a hostile environment at school for such student, or infringes on the rights of such student at school, or substantially disrupts the educational 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".

Check all of the following that apply with respect to this investigation:
□ Target and offender(s) are students in the same school or school district

□ Target and offender(s) are not students in the same school district

□ Involves repeated activity by one student against the target

□   Involves repeated activity by more than one student against the target
□   Involves a written, oral or electronic communication

□   Involves a physical act

Describe the act and/or injury: _____
□   Involves emotional harm to target

Describe the nature of the harm/effect: _____
□   Involves damage to target's property

Describe the damage/cost of repair: _____
□   Target has reasonable fear of harm to self or property

Explain: _____
□   Offender's actions have created a hostile environment at school for the target
("Hostile environment" means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate)
Explain: _____
□   Target's rights at school have been infringed

Explain: _____
□   Offender's actions have substantially disrupted the educational process or orderly operation of a school
Explain:_____

14.   Based upon the completed investigation, was it concluded that a verified act of bullying occurred against the

target? □Y □ N   Explain the basis for your conclusion:

_____
_____
_____
_____
_____

15.   Date of written notice of the conclusion of the investigation provided to the following?

Parent of the target:_____   Parent of the offender(s): _____

District Safe School Climate Coordinator: _____

16.   Do you believe there is a basis for further investigation based upon: (check all that apply)
☐   race
☐   color
☐   ancestry
☐   national origin
☐   gender
☐   sexual orientation
☐   gender identity
☐   gender expression
☐   socioeconomic status
☐   academic status
☐   physical appearance
☐   mental, physical, developmental or sensory disability
☐   by association with an individual or group who0 has or is perceived to have one or more of the above characteristics

Was a referral to a district civil rights coordinator made ☐ Y ☐ N

To whom? Date of referral? _____

17.   If bullying was verified, describe the responsive action:

As to the target: _____
_____
_____
_____
_____
_____

(Responsive action must include a plan of support for the target. If the target is a special education student, a PPT must be convened to consider whether bullying has impacted the provision of FAPE and if the IEP remains appropriate.)

Components of Target's Support Plan_____
_____

As to the offender(s): (list separately if more than one offender):
_____
_____
_____
_____
_____

(Remember to check the status of each offender to determine whether he/she is a special education or 504 student. For those students not identified, consider whether a referral is warranted by the student's conduct and history. For those who are already identified as special education students, a PPT should be convened to determine if their IEP remains appropriate.)

System Wide Interventions (e.g., changes to curriculum, assembly program, etc.) (if applicable):
_____
_____
_____
_____
_____

Signature: _____ Date: _____

 (Staff member completing this report)

18.   If bullying was verified, describe the responsive action:

As to the target: _____
_____
_____
_____
_____
_____

(Responsive action must include a plan of support for the target. If the target is a special education student, a PPT must be convened to consider whether bullying has impacted the provision of FAPE and if the IEP remains appropriate.)

Components of Target's Support Plan_____
_____

As to the offender(s): (list separately if more than one offender):
_____
_____
_____
_____
_____

(Remember to check the status of each offender to determine whether he/she is a special education or 504 student. For those students not identified, consider whether a referral is warranted by the student's conduct and history. For those who are already identified as special education students, a PPT should be convened to determine if their IEP remains appropriate.)

System Wide Interventions (e.g., changes to curriculum, assembly program, etc.) (if applicable):
_____
_____
_____
_____
_____

Signature: _____ Date: _____

(Staff member completing this report)

NAME OF PERSON COMPLETING REPORT:

Position: _____   School: _____

DATE COMPLAINT RECEIVED BY SCHOOL/DISTRICT:

□ ORAL COMPLAINT □ WRITTEN COMPLAINT □ ANONYMOUS

DATES OF INVESTIGATION: _____

DATE OF FIRST DAY OF INVESTIGATION: _____

DATE INVESTIGATION WAS COMPLETED: _____

(If bullying is verified, parents of both the target and the offenders must be notified within 48 hours of the completion of investigation and must be invited to separate parent meetings with school personnel; the meeting invitation may be combined with notification of a verified act of bullying.)

DATE OF AND METHOD OF NOTIFICATION OF ACT OF VERIFIED BULLYING:

TO PARENT(S) OF TARGET _____

TO PARENT(S) OF OFFENDER(s) _____

DATE OF INVITATION TO PARENT MEETING

TO PARENT(S) OF TARGET _____

TO PARENT(S) OF OFFENDER(s) _____

DATE OF PARENT MEETING AND NAMES OF THOSE ATTENDING:

TARGET _____

OFFENDER(S) _____

NAME OF INVESTIGATOR(S)and TITLE/POSITION/SCHOOL (if different than person completing this report):

_____

(If applicable) DATE OF REFERRAL (made as result of the bullying investigation/incident(s)):

TO LAW ENFORCEMENT _____   □ DISTRICT CIVIL RIGHTS COORDINATOR _____

TARGET TO:

PPT   □ 504 Meeting   □ SAT   □ OTHER (SPECIFY)

PERPETRATOR TO:

PPT   □ 504 Meeting   □ SAT   □ OTHER (SPECIFY)

ER9 PUBLIC SCHOOLS
STUDENT SAFETY SUPPORT PLAN

School Name:	Staff Member Completing Form:
Student Name:	Teacher:
Area of Concern:	Date:

Proactive strategies:	Frequency:

Reactive Strategies:

Materials or Staff Support Required:	Timeframe:

Data Collection:	Start Date/End Date:

ER9 PUBLIC SCHOOLS
STUDENT INTERVENTION PLAN

School Name:	Staff Member Completing Form:
Student Name:	Teacher:
Area of Concern:	Date:

Proactive strategies:	Frequency:

Materials or Staff Support Required:	Timeframe:

Data Collection:	Start Date/End Date

Safe School Climate Plan Template
(School Year 2021-2022)

District: _____ School: _____

(To be completed at the School Level, submitted to the Safe School Climate Specialist and forwarded to the ER9 Safe School Climate Coordinator for use in Creating the District Safe School Climate Plan)**

**This suggested Safe School Climate Plan Template follows/mirrors the Safe School Climate Rubric which should be used as a reference in completing the Template.

NATIONAL SAFE SCHOOL CLIMATE STANDARDS (Adapted for ER9)

STANDARD #1: The ER9 school community has a shared vision and plan for promoting, enhancing and sustaining a positive school climate.

STANDARD #2: The ER9 school community sets policies specifically promoting social, emotional, ethical, civic and intellectual skills.

STANDARD #3: The ER9 school community's practices are identified, prioritized and supported to enhance engagement in teaching, learning and school-wide activities.

STANDARD #4: The ER9 school community creates an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually, and physically.

STANDARD #5: The ER9 school community develops meaningful and engaging practices, activities, and norms that promote social and civic responsibilities and a commitment to social justice.

STANDARD #1: The ER9 school community has a shared vision and plan for promoting, enhancing and sustaining a positive school climate.

National School Climate Standard	Current School Status (informed by data) to What Extent is this Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Time Line for Reaching Improvement Goals
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?					
Standard 1: Shared Mission Do participants share a vision of what a positive school climate looks, feels and sounds like?					
Standard 1: Shared Values What are the shared values?					
Standard 1: Shared Goals What are the shared priorities?					

STANDARD #2: The ER9 school community sets policies specifically promoting social, emotional, ethical, civic and intellectual skills.

National School Climate Standard	Current School Status (informed by data) to What Extent is this Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Time Line for Reaching Improvement Goals
Standard 2: Shared School Policies Are there policies that promote the development of skills, knowledge and engagement?					
Standard 2: Shared School Policies Are there policies in place to address barriers to learning?					

STANDARD #3: The ER9 school community's practices are identified, prioritized and supported to enhance engagement in teaching, learning and school-wide activities.

National School Climate Standard	Current School Status (informed by data) to What Extent is this Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Time Line for Reaching Improvement Goals
Standard 3: School Practices Are there practices in place to promote positive youth development?					
Standard 3: School Practices Are there practices in place that enhance teaching and learning?					
Standard 3: School Practices Are there practices in place to address barriers to learning?					
Standard 3: School Practices Are there practices in place that develop and sustain infrastructure and capacity building?					

STANDARD #4: The ER9 school community creates an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually, and physically.

National School Climate Standard	Current School Status (informed by data) to What Extent is this Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Time Line for Reaching Improvement Goals
Standard 4: Safe Environment Is the school providing for a physically, emotionally, intellectually safe, healthy and welcoming environment?					

STANDARD #5: The ER9 school community develops meaningful and engaging practices, activities, and norms that promote social and civic responsibilities and a commitment to social justice.

National School Climate Standard	Current School Status (informed by data) to What Extent is this Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Time Line for Reaching Improvement Goals
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?					

National School Climate Standard	Current School Status (informed by data) to What Extent is this Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Time Line for Reaching Improvement Goals
Continuous Improvement: Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school improvement?					
Family/Community Partnerships: Are all stakeholders' interests represented and reflected in the school climate improvement efforts?					
Impact on Results: Is progress monitoring inherent in the school climate improvement process?					

**The Safe School Climate Rubric should be used as a reference in completing the Safe School Climate Plan Template.

NSC Standard	Pre-Awareness	Awareness	Emergent	Maintenance
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?	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
Standard 1: **Shared Vision** Do participants share a vision of what a positive school climate looks, feels and sounds like?	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
Standard 1: **Shared Values** How must participants act toward one another in order to advance the vision?	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

NSC Standard	Pre-Awareness	Awareness	Emergent	Maintenance
Standard 1: **Shared Goals** What are the priorities?	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	Efforts have begun to identify goals; goals are not sufficiently actionable and do not yet 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	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
Standard 2: **Shared School** **Policies** Are there policies that promote the development of skills, knowledge and engagement?	Policies do not exist to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement	Efforts have begun to create policies to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement	Policies are in place to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement	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

Standard 2: Shared School Policies Are there policies in place to address barriers to learning?	Policies do not exist that create a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged	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	Policies are in place that create a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged	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

NSC Standard	Pre-Awareness	Awareness	Emergent	Maintenance
Standard 3: School Practices Are there practices in place to promote positive youth development?	No school community practices are identified, prioritized or supported to promote the learning and positive social, emotional, ethical and civic development of students	The school community 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	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 Are there practices in place that enhance teaching and learning?	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 that enhance engagement in teaching, learning, and school- wide activities
Standard 3: School Practices Are there practices in place to address barriers to learning?	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 Are there practices in place that develop and sustain infrastructure and capacity building?	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

ER9 Safe School Climate Rubric

NSC Standard	Pre-Awareness	Awareness	Emergent	Maintenance
Standard 4: Safe Environment Is the school providing for a physically, emotionally, intellectually safe, healthy and welcoming environment?	The school community does not create an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically	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	The school community creates an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically	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
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?	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	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	The school community develops meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to social justice	Practices are firmly supported and universally followed that promote social and civic responsibilities and a commitment to social justice

Continuous Improvement Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school improvement?	Little, if any attention is devoted to creating systems for individuals or the school to track school climate improvement	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	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	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

ER9 Safe School Climate Rubric

NSC Standard	Pre-Awareness	Awareness	Emergent	Maintenance
Family/Community Partnerships Are all stakeholders' interests represented and reflected in school climate improvement efforts?	Little, if any efforts are made to communicate and cultivate partnerships with school community stakeholders; family members are either ignored or viewed as adversaries	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	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	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
Impact on Results Is progress monitoring inherent in the school climate improvement process?	Articulation of what is meant by a positive school climate is not in place	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	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	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