

Salisbury Central School - Safe School Climate Plan

**SALISBURY CENTRAL SCHOOL
SAFE SCHOOL CLIMATE PLAN**



2015-2016

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Part I - Safe School Climate

A. Introduction

While it is common sense that a safe and happy school is one that will support the highest levels of student achievement and personal growth and development, there is also abundant research to prove that this is the case. Evidence also exists to suggest that the creation of a safe and nurturing culture cannot be left to chance, but must be deliberately developed, supported and monitored. The purpose of this document is to formally record the programs and processes in place at Salisbury Central to ensure the presence of a safe school climate for all students, teachers and staff such that Salisbury Central School is a place that generates enthusiasm and a love of learning in a caring community.

Salisbury Central's commitment to the creation of a healthy school climate begins with its mission and belief statements:

Our Mission

The Salisbury Central School learning community works together to empower all students to be inquisitive, independent, and responsible citizens of the global society. We guide and foster each child's intellectual, emotional, social and physical development in a safe, challenging, supportive, and collaborative learning environment. We are committed to ensuring that all students leave us prepared for successful learning beyond our school.

We Believe:

- All students can learn
- All students will have equitable access to an effective instructional program
- All staff are committed to continuous professional growth and improvement
- All members of the community are partners in the learning process
- All members of the community respect one another

These statements clearly demonstrate a commitment to the education and development of the whole child, a commitment to the success of all students and a the support for building a strong sense of community among students, teachers, staff and parents.

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While Salisbury Central School has always worked to foster and protect a healthy climate and culture, the State of Connecticut has recently mandated (C.S.G. 10-222d) the formal articulation of values, beliefs, programs and processes that promote a safe school climate. Thus, this plan also ensures compliance with State law and will be reviewed and updated to remain current according to State requirements.

B. The Safe School Climate Committee

As was stated earlier, a safe school climate is created as a result of deliberate management and supervision. The Safe School Climate Committee has the responsibility for fostering a safe school climate and effectively addressing issues related to bullying in school.

The members of the Salisbury Central Safe School Climate Committee are as follows:

Lisa Carter, Principal and Safe School Climate Coordinator
Donna Begley, School Counselor and Safe School climate Specialist
Mary Bush - Special Education Teacher
John Conklin, Middle School Science Teacher and parent
Dawn Diamond, First Grade Teacher and parent
Rebecca Gaschel- Clark, Pre-School Teacher and parent
Renee Walsh - Second Grade Teacher

The Safe School Climate Committee shall:

1. Create the blueprint that ensures the creation of a safe school climate at Salisbury Central School;
2. Receive copies of completed reports following investigations of bullying or teen dating violence;
3. Identify and address patterns of bullying and teen dating violence among students in the school;
4. Implement the provisions of the school security and safety plan (developed pursuant to Sec. 87 of P.A. 13-3) regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying or teen dating violence (defined in C.G.S. 10-222d) and report such information, as necessary, to the District Safe School Climate Coordinator and to the school's security and safety committee.
5. Review and recommend changes to school policies relating to bullying and teen dating violence to the SCS Board of Education;
6. Review and make recommendations to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school;

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7. Educate students, school employees and parents/guardians of students on issues relating to bullying and teen dating violence;
8. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying and teen dating violence; and
9. Perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying and teen dating violence for the school.

Parent members of the Safe School Climate Committee are excluded from activities #1 and #3, or any other activity that may compromise the confidentiality of a student.

C. School Safe School Climate Programs

The staff at Salisbury Central has worked together with the Safe School Climate Committee to develop and implement the programs described in this section to ensure the presence of a safe school culture:

1. Positive Behavior Intervention and Support - and evidence-based program that rewards and recognizes positive behavior. On a daily basis, students in all grades are recognized with a Red Hawk Ticket for being respectful, responsible and safe. These behaviors have been specifically described for a variety of school settings including the classroom, the cafeteria, the playground and the school bus (Appendix A). Red Hawk tickets recipients are recognized daily in ES/ weekly in MS and can be redeemed for small tokens (pencils, erasers, pins, etc.)

In situations where the behavior of a particular student warrants more explicit instruction with regard to being respectful, responsible and safe, the Check-in/Check-out process is used to support the student's understanding of healthy behavior in school. The Check-in/Check-out program is typically undertaken in partnership with parents. Specific expectations for behavior are clearly described and monitored on a daily basis by the classroom teacher(s) and parent(s)/guardian(s). The student will meet with the school counselor once a week. The program remains in place as long as necessary to support the student. See Appendix B for an example of a Check-in/Check-out form.

2. Lunch Bunches - Students who can benefit from support and instruction regarding how to interact in social situations are invited to join the school counselor for group lunch meetings. These groups serve students who may:

- a. be shy, quiet and need some coaching and or confidence building in terms of speaking up in a group;
- a. be overly confident such that they do not respect the need of others to participate in a group discussion;
- b. have difficulty being kind and respectful to other group members.

The discussions are student-centered and facilitated by the school counselor.

Students enjoy these meetings and find the smaller forum is an effective learning environment for behavior coaching support.

3. Developmental Guidance Classes - These are classes for middle school students and taught by the school counselor. Discussion topics include the development of healthy relationships, self-advocacy, and responsible use of social media. The definition of bullying, types of bullying and reporting procedures are reviewed yearly.

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4. Peer Mentoring - This is a program that partners middle school students with elementary school students. The school counselor identifies those elementary school students who would benefit from relationship with an older student and then pairs each one with a middle school student. These students meet weekly and discuss their school experiences. As they get to know each other, the younger students benefit from the help and guidance of the older students. This has been a successful program that fosters strong relationships between students and supports the development of confidence, trust and caring in the the SCS community.
5. Little Buddies - This program partners whole class groups together throughout the year. Sixth grade partners with the first grade and third grade partners with kindergarten for weekly activities such as reading stories, field trips and art projects. The students build strong relationships with their buddies and look forward to their weekly meetings.
6. Social/Emotional Learning - This is part of the curriculum for kindergarten through fifth grade. Weekly lesson take place in the classroom that are focused in three major areas: Perseverance, Caring and Wellness. The message in the lessons is then reinforced throughout the week during those “teachable moments” as appropriate. Much evidence exists to support the need for this explicit instruction and reinforcement in the classroom.
7. All Community Climate Surveys - Surveys administered annually to parents, students and staff to collect information regarding specific aspects of Salisbury Central School’s climate. This data is used to identify areas needing improvement and then guide the goal setting process for faculty, administration and staff.

All of the programs are clearly aligned with the Salisbury Central mission statement and beliefs and are implemented to ensure that all students feel safe and supported with regard to their school experience.

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D. Safe School Climate Goals - School Year 2015 – 2016

These goals have been developed in accordance with State law using the National School Climate Standards, a research based framework and benchmark criteria for educational leaders to support and assess district and school efforts to enhance and be accountable for school climate. The also provide guidance for professional development. The rubric used to assess Salisbury Central School’s climate in included in Appendix C.

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
<p>Standard 1: Shared Mission Is it evident that all members of the school community are committed to physical, emotional and intellectual safety of the learners?</p>	<p>Maintenance – Safe School Climate Committee meets several times a year to review PBIS program, extend the implementations of response to intervention and ensure that student and faculty needs are being met.</p>	<p>More frequent meetings to discuss areas for improvement.</p>		<p>Create calendar for regular meetings at the beginning of the school year.</p>	<p>2015-16</p>
<p>Standard 1: Shared Mission Do participants share a vision of what a positive school climate looks, feels and sounds like?</p>	<p>Maintenance – The principal works closely with the guidance counselor regarding ALL discipline and behavioral interventions to ensure alignment with the culture “as envisioned”.</p>				
<p>Standard 1: Shared Values What are the shared values?</p>	<p>Maintenance – the beliefs, ground rules and norms are embedded in the school culture and are evident to all stakeholders. They definitely influence day-to-day activities.</p>				

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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 Goals What are the shared priorities?	Awareness/Emergent – Efforts have begun to identify goals and have been articulated to all stakeholders.	Need to strengthen implementation of goals and celebrate their achievement.	Better communication and progress monitoring.	Analysis of student behavior referrals and interventions throughout the year. Clearly articulated descriptions of progress.	2015-2016
Standard 2: Shared School Policies Are there policies that promote the development of skills, knowledge and engagement?	Maintenance – The Salisbury Board of Education consistently reviews and updates its Safe School Climate Policy as mandated by the State of Connecticut.	SCS needs to formally document the administrative plan that supports the policy.	Draft a formal Safe School Climate Plan.	Completed plan	2015-16
Standard 2: Shared School Policies Are there policies in place to address barriers to learning?	Maintenance – Salisbury Central School guarantees access to learning for all students. Policies exist at the State and local level to ensure this occurs.	Better service to those who can be potentially identified as “gifted and talented”. The school is too small to have a program for these students but it needs a better means of developing programs to address the unique needs of these students.	The Principal and an Academic Enrichment teacher will attend courses at UConn during the summer of 2015 to learn more about how to make improvements in this area. Strategies will be developed after the course work has been completed.	Improved individual programming for the few students who fall into this category.	2015-16, 2016-17 and beyond as necessary.

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<p>Policies on Dealing with P.A. 11-232 Bullying Allegations: Does the Plan include the specific requirements in An Act Concerning The Strengthening of School Bullying Laws? (This is generally the component of the plan provided to the district by the Law Firm advising the district.)</p>	<p>Yes</p>				

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Standard 3: School Practices Are there practices in place to promote positive youth development?	Emergent – The school has several programs that support the learning and positive social, emotional, ethical and civic development of the students. The SEI curriculum and Developmental Guidance programs are firmly established and solid.	Ensure the consistent implementation of these programs in all grades.	Review and observation by the principal throughout the year.	Documentation of lessons and observation notes.	2015-16, 2016-17, 2017-18
Standard 3: School Practices Are there practices in place that enhance teaching and learning?	Maintenance – Instruction is extremely strong and there is solid support for continuous improvement and professional development.	Better identification of specific learning targets that are aligned with the Common Core State Standards.	The faculty will devote all of its faculty meetings and professional development activities to the improvement of instruction as well as response to intervention.	The identification of goals for setting learning targets and clearly criteria for their measurement.	2015-2016, 2016-2017
Standard 3: School Practices Are there practices in place to address barriers to learning?	Maintenance – SCS has a well-established RTI program that ensures a frequent review of student progress as well as targeted interventions to support student success.	The benchmarking assessment program needs improvement. Additionally, teachers need to make a clear distinction between the Tiers for intervention.	SCS will purchase and implement the STAR Renaissance program. This program will yield better benchmark assessment data as well as recommend targeted interventions.	Successful implementation of the Star Renaissance program accompanied by improved methods for collecting and tracking data. The ultimate measure of success will be improvements to student performance.	2015-2016, 2016-2017, 2018 and beyond

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<p>Standard 3: School Practices Are there practices in place that develop and sustain infrastructure and capacity building?</p>	<p>Maintenance – SCS is committed to continuous improvement of all of its programs. The aforementioned efforts regarding professional development and STAR Renaissance implementation are evidence to support the maintenance of infrastructure and capacity.</p>				
<p>Standard 4: Safe Environment Is the school providing for a physically, emotionally, intellectually safe, healthy and welcoming environment?</p>	<p>Emergent – SCS staff works hard to create an environment where all members are welcomed, supported, and feel safe in the school: socially, emotionally, intellectually and physically.</p>	<p>Practices must be universally followed. There are some, although very few, occasions where student needs could be better anticipated and supported.</p>	<p>Repeated reinforcement of school values and beliefs by the Principal, the Guidance Counselor and the School Psychologist. Immediate intervention by these individuals when necessary to help support teachers in taking care of student needs.</p>	<p>Complete reduction of parent reports of teacher insensitivity with regard to student needs.</p>	<p>2015-16</p>

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<p>Standard 5: Social Justice Is the school engaging in practices that promote the social and civic responsibilities and a sense of social justice within school community?</p>	<p>Maintenance – Salisbury Central’s practices are firmly supported and universally followed that promote social and civic responsibilities and a commitment to social justice.</p>				
<p>Continuous Improvement: Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school improvement?</p>	<p>Maintenance – Formative and summative school climate improvement data is collected and monitored for progress on par with all other school improvement data.</p>	<p>The collection of data is a relatively new practice for SCS. Improvement in the use of the data will help the staff make targeted improvements to an already healthy and positive school culture.</p>	<p>Review of the Panorama survey data by the SCS staff and identification of goals for improvement. These goals have to be accompanied by plans for their achievement.</p>	<p>Goals for those areas that indicate a need for improvement and clearly articulated plans that support their achievement.</p>	<p>2015-16 and the years beyond. This should be continuous practice.</p>

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<p>Family/Community Partnerships: Are all stakeholders' interests represented and reflected in the school climate improvement efforts?</p>	<p>Emergent/Maintenance – Structures and processes exist for two-way communication with families are developed; the family's perspective is solicited on school-wide issues as well as matters related to their own children. Family-school partnerships exist to support the schools' interests; family voices are heard and recognition is emerging as to their critical stakeholder status.</p>	<p>There are some occasions where relations could improve. The PTO is currently trying to redefine and reorganize itself. SCS needs to work with the parents to support this effort.</p>	<p>Meetings and discussions among the PTO, the staff and the Principal to ensure the existence of a strong partnership with the PTO.</p>	<p>New organization and goals for the PTO with buy-in from all parties.</p>	<p>2015-16, 2016-17</p>
<p>Impact on Results: Is progress monitoring inherent in the school climate improvement process?</p>	<p>Emergent – Clear indicators have been identified and aligned with school improvement goals; data are collected and monitored; analyzed results are shared with staff and community stakeholders.</p>	<p>The collection of data is a relatively new practice for SCS. Improvement in the use of the data will help the staff make targeted improvements to an already healthy and positive school culture.</p>	<p>Review of the Panorama survey data by the SCS staff and identification of goals for improvement. These goals have to be accompanied by plans for their achievement.</p>	<p>Goals for those areas that indicate a need for improvement and clearly articulated plans that support their achievement.</p>	<p>2015-16 and the years beyond. This should be continuous practice.</p>

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Part II - Bullying Prevention and Intervention

A. Introduction

The Salisbury Central School promotes an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, harassment, threat, and discrimination. In accordance with state law and the Board's Safe School Climate Plan, all employees in the school expressly prohibit any form of bullying behavior 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 Board of Education.

The School also prohibits any form of bullying behavior outside of the school setting if such bullying (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. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

B. 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 Salisbury School District that:

- causes physical or emotional harm to such student or damage to such student's property,
- places such student in reasonable fear of harm to him/herself, or of damage to his/her property,
- creates a hostile environment at school for such student,
- infringes on the rights of such student at school, or
- substantially disrupts the education process of the orderly operation of the 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. (The student against whom the activity is directed must be attending school in the same school district as the students engaged in the activity.)

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“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.

“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.

“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 videogame or a digital video disk, or equipment on which digital images are taken or transmitted.

“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, photoelectronic or photo-optical system.

“Hostile environment” means a situation in which bullying among students is sufficiently severe or pervasive as to alter the conditions of the school climate.

“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.

“School employee” means (a) a teacher, substitute teacher, school administrator, school principal, 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 (b) any other individual who, in the performance of his/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 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 (and reflects norms, values, interpersonal relationships, teaching and learning practices and organizational structures).

Examples of bullying include, but are not limited to:

1. physical violence and attacks
2. verbal taunts, name-calling and put-downs, including ethnically-based or gender-based verbal put-downs
3. threats and intimidation
4. extortion or stealing of money and/or possessions
5. exclusion from peer groups within the school

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6. the misuse of electronic communications for the purpose of bullying, harassing or sexually harassing other students within school or out of school (“cyberbullying”)
7. targeting of a student based on the student’s actual or perceived “differentiating” characteristics such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic or academic status, physical appearance, or mental, physical, developmental, or sensory disability.

Such conduct is disruptive of the educational process and, therefore, bullying is not acceptable behavior in this district and is prohibited.

Students who engage in any act of bullying 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 the Board, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board, and outside of the school setting are subject to appropriate disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials, if such bullying:

- creates a hostile environment at school for the victim,
- infringes on the rights of the victim at school, or
- substantially disrupts the education process or the orderly operation of the school,

C. Procedure for Reporting a Bullying Incident

Any Salisbury Central Student who feels that he/she has been the victim of a bully, should follow this procedure:

1. Report the incident directly by telling the classroom teacher, school counselor/Safe School Climate Specialist, school psychologist or Principal/Safe School Climate Coordinator, **OR**
2. Fill out the bullying incident form that can be found in the main office of both the upper and lower buildings. (The students in lower grades will not be able to complete this form and therefore will either report the incident directly to his/her teacher and/or parent to follow-up on his/her behalf.)

Any parent who needs to report a bullying incident should follow this procedure:

1. Report the incident directly by telling the classroom teacher, school counselor/Safe School Climate Specialist, school psychologist or Principal/Safe School Climate Coordinator, **OR**
2. Complete the bullying Incident Reporting Form. These can be obtained from the main office in the upper or lower building and may also be downloaded from the Salisbury School website. Parents may also notify the aforementioned individuals via email, but should be sure to include the following information:
 - a. date, location and time of the incident
 - b. person responsible for the incident
 - c. witnesses, if any
 - d. clear and accurate description of the incident

Forms may be mailed in anonymously to the school and should be directed to the attention of the school counselor or the principal.

All employees who witness acts of bullying or teen dating violence or receive reports of bullying or teen dating violence must orally notify the principal or the guidance counselor/safe school climate specialist not later than one (1) school day after such employee

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witnesses or receives a report of bullying or teen dating violence, and to file a written report not later than two (2) school days after making such an oral report.

D. Follow-up and Consequences

1. Follow-up

The steps that will be followed when a bullying incident is reported is as follows:

1. The principal will investigate or supervise the investigation of all reports of bullying or teen dating violence and ensure that such investigation is completed promptly after receipt of any written report, and that the parents/guardians of the student alleged to have committed an act or acts of bullying or teen dating violence and the parents/guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced; **OR**
2. The principal will review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report. An investigation of the facts reported in the incident must take place;
3. The principal will notify parents/guardians of all students involved in a verified act of bullying or teen dating violence, not later than forty-eight (48) hours after the completion of the investigation. The notice shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and to the other parent/guardian, if requested. The notice must describe the school's response and any consequences that may result from further acts of bullying or teen dating violence;
4. The principal will invite parents/guardians of a student against whom such act was directed to a meeting to communicate to such parents/guardians the measures being taken by the school to ensure the safety of student(s) against whom such an act of bullying or teen dating violence was directed and the policies and procedures in place to prevent further acts of bullying or teen dating violence;
5. The principal will invite the parents/guardians of a student who commits any verified act of bullying or teen dating violence to a meeting, separate and distinct from the meeting of the parents/guardians of the student against whom the act of bullying or teen dating violence was directed, to discuss specific interventions undertaken by the school to prevent further acts of bullying or teen dating violence.

2. Consequences

Consequences to the student who commits a verified act of bullying will be determined based on the severity of the incident and age appropriate interventions and disciplinary measures as determined by the Principal, the School Counselor/School Climate Specialist and the School Psychologist. Interventions and disciplinary actions may include the following:

1. Regular counseling sessions with the School Counselor/School Climate Specialist
2. Lunch detention
3. In-school suspension
4. Out of School suspension

In all cases the Principal and the School Counselor/Safe School Climate specialist will take action to prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying or teen dating violence;

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To support the student against whom an act of bullying or teen violence was directed, the School Counselor/Safe School Climate Specialist will develop student safety support plans that addresses safety measure the school will take to protect such students against further acts of bullying or teen dating violence;

Part III - Record Keeping and Reporting

In accordance with State law, all incidents of inappropriate behavior are recorded on Behavior Referral Forms and then recorded in the Salisbury Central SWIS database. Incidents of bullying and other more serious behavior incidents are reported to the State annually per the mandated reporting requirements.

In some cases, the Principal, or his/her designee, may be required to notify the appropriate local law enforcement agency when such Principal, or his/her designee, believes that any act of bullying or teen dating violence constitutes criminal conduct.

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APPENDIX A

Positive Behavior Intervention and Support Expectations

Classroom Expectations

Be Respectful	Be Responsible	Be Safe
<ul style="list-style-type: none">● Arrive for class prepared and on time● Be an active participant in class● Complete all work as assigned● Leave no trace	<ul style="list-style-type: none">● Stop and listen when someone speaks to you● Follow directions of adults● Use quiet voices● Use good manners● Be kind with your actions and words● Take care of school property● Tell the truth	<ul style="list-style-type: none">● Walk while in the classroom● Keep hands and feet to yourself● Maintain personal space● Follow school safety procedures

Hallways and Stairways Expectations

Be Respectful	Be Responsible	Be Safe
<ul style="list-style-type: none">● Keep cubby/locker area organized● Arrive to class on time● Leave no trace	<ul style="list-style-type: none">● Use quiet voices● Stop and listen when addressed by an adult● Respect school property	<ul style="list-style-type: none">● Walk at all times● Maintain personal space● Walk on the right side

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Cafeteria Expectations

Be Respectful	Be Responsible	Be Safe
<ul style="list-style-type: none">• Eat your own food• Leave no trace	<ul style="list-style-type: none">• Use quiet voices• Use good manners• Be kind with actions and words	<ul style="list-style-type: none">• Stay seated while eating• Maintain personal space• Walk at all times

School Bus Expectations

Be Respectful	Be Responsible	Be Safe
<ul style="list-style-type: none">• Take care of bus and personal property• Leave no trace	<ul style="list-style-type: none">• Use quiet voices• Be kind with your actions and words• Respect others' property• Stop and listen when addressed by the bus driver	<ul style="list-style-type: none">• Walk to the bus• Maintain personal space• Remain seated and facing forward when bus is in motion• Follow safety guidelines when entering or exiting the bus

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Appendix B

Sample Check-In/Check-out Form

Student Day

Name: _____

Date: ____/____/____.

CHECK-IN: How is your morning?

Great

Fine

Not Great

Teacher: Please circle one for each expectation: 2 = Acceptable

1 = In Progress

0 = Unacceptable

Times of the day	Activity	RESPECTFUL -Maintains self-control			RESPONSIBLE -Follow directions -Stays on tasks			SAFE -Hands & feet to self			Teacher's Initials	SCORE
		2	1	0	2	1	0	2	1	0		
8:30-9:30		2	1	0	2	1	0	2	1	0		
9:30-10:30		2	1	0	2	1	0	2	1	0		
10:30-11:30		2	1	0	2	1	0	2	1	0		
11:30-12:30		2	1	0	2	1	0	2	1	0		
12:30-1:30		2	1	0	2	1	0	2	1	0		
1:30-2:30		2	1	0	2	1	0	2	1	0		
2:30-3:00		2	1	0	2	1	0	2	1	0		

CHECK-OUT: How did your day go?

Great

Fine

Not Great

Parent Signature _____

Salisbury Central School - Safe School Climate Plan

Appendix C - Safe School Climate Rubric

NSC Standard	Pre-Awareness	Awareness	Emergent	Maintenance
<p>Standard 1: Shared Mission Is it evident that all members of the school community are committed to physical, emotional and intellectual safety of the learners?</p>	<p>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.</p>	<p>An attempt has been made to engage students, staff and/or community stakeholders in recognizing the importance of a positive school climate to support student achievement.</p>	<p>Recognition, understanding and engagement in the principles, practices and strategies as well as the necessary formative data required to improve the learning environment in meaningful ways for stakeholders.</p>	<p>All stakeholders are committed to and engaged in systemic improvement efforts that result in the physical, emotional and intellectual safety of all learners.</p>
<p>Standard 1: Shared Vision Do participants share a vision of what a positive school climate looks, feels and sounds like?</p>	<p>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.</p>	<p>Attempts have been made to articulate a common vision of what a positive school climate implies, however most stakeholders are unaware and/or unaffected by these efforts.</p>	<p>A common vision for improving school climate has been embraced and endorsed; a sense of shared ownership and pathways toward meaningful professional development have been articulated.</p>	<p>Day to day decision making and practice is guided and supported by the shared vision; efforts to narrow any gaps between school culture “as is,” and “as envisioned” are ongoing.</p>
<p>Standard 1: Shared Values How must participants act toward one another in order to advance the vision?</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>The beliefs, ground rules and norms are embedded in the school culture and are evident to all school stakeholders in overt and meaningful ways; they influence policies, procedures, daily practices and all decision making.</p>

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<p>Standard 1: Shared Goals What are the priorities?</p>	<p>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.</p>	<p>Efforts have begun to identify goals; goals are not sufficiently actionable and do not yet influence systemic decision making.</p>	<p>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.</p>	<p>Day-to-day practice is guided by a systemic recognition and alignment of both short and long term goals; alignment with mission and vision is overt; successes are shared and celebrated; challenges are dealt with collaboratively.</p>
<p>Standard 2: Shared School Policies</p>	<p>Policies do not exist to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement.</p>	<p>Efforts have begun to create policies to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement.</p>	<p>Policies are in place to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement.</p>	<p>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.</p>
<p>Standard 2: Shared School Policies</p>	<p>Policies do not exist that create a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged.</p>	<p>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.</p>	<p>Policies are in place that create a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged.</p>	<p>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.</p>

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<p>Standard 3: School Practices</p>	<p>No school community practices are identified, prioritized or supported to promote the learning and positive social, emotional, ethical and civic development of students.</p>	<p>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.</p>	<p>The school community's practices are identified, prioritized and supported to promote the learning and positive social, emotional, ethical and civic development of students.</p>	<p>Practices are firmly supported and universally followed that promote the learning and positive social, emotional, ethical and civic development of students.</p>
<p>Standard 3: School Practices</p>	<p>No school community practices are identified, prioritized or supported to enhance engagement in teaching, learning, and school-wide activities</p>	<p>The school community recognizes that practices are needed to enhance engagement in teaching, learning, and school-wide activities</p>	<p>The school community's practices are identified, prioritized and supported to enhance engagement in teaching, learning, and school- wide activities</p>	<p>Practices are firmly supported and universally followed that that enhance engagement in teaching, learning, and school- wide activities</p>
<p>Standard 3: School Practices</p>	<p>No school community practices are identified, prioritized or supported to address barriers to learning and teaching and reengage those who have become disengaged.</p>	<p>The school community recognizes that practices are needed to address barriers to learning and teaching and reengage those who have become disengaged.</p>	<p>The school community's practices are identified, prioritized and supported to address barriers to learning and teaching and reengage those who have become disengaged.</p>	<p>Practices are firmly supported and universally followed that address barriers to learning and teaching and reengage those who have become disengaged.</p>
<p>Standard 3: School Practices</p>	<p>No school community practices are identified, prioritized or supported to develop and sustain an appropriate operational infrastructure and capacity building mechanisms.</p>	<p>The school community recognizes that practices are needed to develop and sustain an appropriate operational infrastructure and capacity building mechanisms.</p>	<p>The school community's practices are identified, prioritized and supported to develop and sustain an appropriate operational infrastructure and capacity building mechanisms.</p>	<p>Practices are firmly supported and universally followed that develop and sustain an appropriate operational infrastructure and capacity building mechanisms.</p>

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<p>Standard 4: Safe Environment</p>	<p>The school community does not create an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically.</p>	<p>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.</p>	<p>The school community creates an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically.</p>	<p>Practices are firmly supported and universally followed that create an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically.</p>
<p>Standard 5: Social Justice</p>	<p>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.</p>	<p>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.</p>	<p>The school community develops meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to social justice.</p>	<p>Practices are firmly supported and universally followed that promote social and civic responsibilities and a commitment to social justice.</p>
<p>Continuous Improvement Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school improvement?</p>	<p>Little, if any attention is devoted to creating systems for individuals or the school to track school climate improvement.</p>	<p>A few staff members in the school are tracking general or personal indicators of school climate improvement; positive trends are emphasized and celebrated; negative trends are suppressed or dismissed.</p>	<p>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.</p>	<p>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.</p>

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<p>Family/Community Partnerships Are all stakeholders' interests represented and reflected in school climate improvement efforts?</p>	<p>Little, if any efforts are made to communicate and cultivate partnerships with school community stakeholders; family members are either ignored or viewed as adversaries</p>	<p>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</p>	<p>Structures and processes for two-way communication with families are developed; the family's perspective is solicited on both school-wide issues and matters related to their own children; family-school partnerships exist to support the schools' interests; family voices are heard and recognition is emerging as to their critical stakeholder status</p>	<p>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</p>
<p>Impact on Results Is progress monitoring inherent in the school climate improvement process?</p>	<p>Articulation of what is meant by a positive school climate is not in place</p>	<p>A generalized sense of what is meant by a positive school climate is understood; efforts to improve climate are task and project oriented rather than guided by systemic mission, vision and identifiable outcomes;</p>	<p>Clear indicators have been identified and aligned with school climate improvement goals; data are collected and monitored; analyzed results are shared with staff and family-community stakeholders</p>	<p>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</p>