

Safe School Climate Plan
 School Year 2011-2012
 Stratford Board of Education – Stratford Academy Johnson House

School Climate Standard #1

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

Indicators	Current School Status (informed by data) To What Extent is This Evident?	Areas Identified as Needing Improvement	Measurement and Documentation Options for Determining Improvement
Indicator 1.1 (1.1.1;1.1.2;1.13)	<ul style="list-style-type: none"> • School Climate Plan • Identify members of the School Climate Team • Implement the Bullying Policy • District Mission: To develop a community of learners in which ALL students acquire the knowledge, skills and confidence to meet the challenges of a changing and increasingly diverse society. 	<ul style="list-style-type: none"> • Create Mission and Vision • Assessment timeline – Survey Monkey • Disaggregating Data • School wide PBIS 	<ul style="list-style-type: none"> • Mission / Vision statement will be posted in school / school website • Students can express the school’s Mission / Vision statement. • Parent conferences • Staff meetings
Indicator 1.2 (1.2.1;1.2.2;1.2.3;1.2.4)	<ul style="list-style-type: none"> • School Improvement Plan • Surveys • Walkthroughs • Power School, Office • Referrals, ISS/OSS, Tardies • Phone Calls • CALI 5 Step Process 	<ul style="list-style-type: none"> • School Climate sub-committee will create a staff handbook related to policies, procedures and day to day operations. • Create a suggestion box for staff and visitors. 	<ul style="list-style-type: none"> • Review data generated by surveys • Review data from Power School. • Assign staff members to monitor the suggestion/ feedback box and share

Continue Indicator 1.2...	<ul style="list-style-type: none"> • PTSA Meetings, Websites, • Newsletters, Parent • Student Handbook. • Bulling Report Forms 	<ul style="list-style-type: none"> • Data Walls • Increase communication with staff regarding school climate. • Decrease ISS and OSS • Decrease tardies / absenteeism • Decrease office referrals and detentions. • Classroom incentive plans for absences / tardies. 	with administrators and /or school climate members.
Indicator 1.3 (1.3.1)	<ul style="list-style-type: none"> • Parents' Place • Adventure Challenge • Great Body Shop 	<ul style="list-style-type: none"> • Create an SRBI team to monitor and enforce tiered practices building wide. 	<ul style="list-style-type: none"> • Parent conferences • PPT's • Parent Nights (Math and Literacy Night, Open House).

Time Line for Reaching Improvement Goals: On going, weekly, monthly, quarterly. Throughout the 2011-2012 school year.

- Nov. 8, 2011- Professional Development with Tom Mooney
- Nov. 9, 2011- Workshop on School Climate Committee Plan
- Nov. 10, 2011- Work session- creation of School Climate Plan

School Climate Committee Meeting Dates, 9/22, 11/22, 12/22, 1/25, 2/28, 3/22, 4/24, 5/24, June TBA

School Climate Standard #2

The 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 reengaging students who have become disengaged.

Indicators	Current School Status (informed by data) To What Extent is This Evident?	Areas Identified as Needing Improvement	Measurement and Documentation Options for Determining Improvement
2.1 (2.1.1;2.1.2;2.1.3)	<ul style="list-style-type: none"> • Bullying/Safe School Climate Plan Policy # 5131.911 	<ul style="list-style-type: none"> • Ongoing PD on Safe School Environment. • Age appropriate discussions in classroom setting regarding bullying to decrease numbers of incidents. • Development of the, “Be a Bobcat” behavior program. 	<ul style="list-style-type: none"> • Review number of office referrals related to discipline. • Data collection on golden and silver paw recipients of the “Be a Bobcat” program.
2.2 (2.2.1;2.2.2;2.2.3)	<ul style="list-style-type: none"> • Dress Code • Elementary Behavioral Expectation Handbook • Student Council • Food Policy • Flex Grouping • Student Success Plans 	<ul style="list-style-type: none"> • School Mission Statement and Vision Statement • Identify teaching methods that address barriers to learning • Identify staff that excel in teaching methods; use them as resources. 	<ul style="list-style-type: none"> • Share and utilize educators’ strengths related to teaching practices.
2.3 Continue 2.3...	<ul style="list-style-type: none"> • Staff members learn as many names as possible, greet students when they enter the classrooms and acknowledge students as they pass in the halls. • Opportunities for student activities are presented during school day. (patrol, 	<ul style="list-style-type: none"> • Informal / formal mentoring relationships are established. • Students will greet staff throughout the building by name. 	<ul style="list-style-type: none"> • Observation

	<p>drum circle, student council, computer / library helpers, Fame, Art Smart, Instrumental lessons)</p> <ul style="list-style-type: none"> • PTSA student birthday board • Bulletin boards exhibiting student work. 	<ul style="list-style-type: none"> • Students will greet staff and visitors in common areas. 	
2.4	<ul style="list-style-type: none"> • District Mission Statement • Monthly Data Team meeting • PST /PPT/ 504 meetings • Monthly Faculty meetings • Monthly PTSA meeting 	<ul style="list-style-type: none"> • SRBI Tiered plans applied for re-engagement 	<ul style="list-style-type: none"> • School Climate meetings • Student Success Plans • Faculty meetings

Time Line: On going, weekly, monthly, quarterly. Throughout the 2011-2012 school year.

School Climate Standard #3

The 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 develop and sustain an appropriate operational infrastructure and capacity building mechanisms for meeting this standard.

Indicators	Current School Status (informed by data) To What Extent is This Evident?	Areas Identified as Needing Improvement	Measurement and Documentation Options for Determining Improvement
3.1 (3.1.1;3.1.23.1.3)	<ul style="list-style-type: none"> • Differentiation • SRBI/PBIS • Cooperative grouping • Mentoring • Social Work services • Goal setting • Student Success Plans • Student Council • Student of the Month • Morning announcements • Junior Achievement 	<ul style="list-style-type: none"> • Increase staff communication regarding student performance in order to decrease the barriers to learning. 	<ul style="list-style-type: none"> • Utilize school climate survey assessments • Observe activities and behaviors in classroom settings.
3.2 (3.2.1;3.2.2;3.3.3)	<ul style="list-style-type: none"> • Great Body Shop • Nurse Talk with Girls - Grade 4 & 6 • Doctor's talk with Boys -grade 6 • Dental Clinic • Nature's Classroom • PPS- PST/PPT process • Universal Behavior Expectations • Parent conferences • Parent Portal • Email 	<ul style="list-style-type: none"> • Provide families with links to outside websites and resources. • Tracking absences and nurse referrals. • Conduct learning style inventory of students to better meet their needs. • Saturday Academy. 	<ul style="list-style-type: none"> • Utilize a school survey targeting grades 3 and 4 regarding extra-curricular activities and academic services.

<p>3.2 continued...</p>	<ul style="list-style-type: none"> • Wrap-around services for family support • Ct. Food Bank Backpack program • Donations of school attire • Talent Show • School Play • Homework Café grades 5-6 • Adventure Challenge for 6th grade students. • Art Smart program 3rd and 4th grade • Fame Program 5th and 6th grade. • Parents Place • Teacher websites • Open house • Step up day for 2nd to 3rd grade and 6th to 7th. • Drum Circle / Poetry Café • Field Day / student helpers for Honeyspot Field Day. • Band / orchestra / chorus concerts • Field trips related to the curriculum. • Title I tutoring / after school tutoring • Rotary club Thesaurus / Dictionary donations for grades 5 and 3. 		

<p>3.3 (3.3.1;3.3.2;3.3.3;3.3.4;3.3.5)</p>	<ul style="list-style-type: none"> • School Improvement Plan • Coordination of Services/SRBI • Professional Development • Scheduling of personnel • District Professional Development • PTSA/SEPTA • BOE Committee • School Readiness Council • CARE Committee • Math Literacy Committee • Sunshine • Literacy Committee • School Climate Committee • Sufficient Staff • District support for advanced degrees (tuition reimbursement) • Mini-Grants 	<ul style="list-style-type: none"> • Increase staff knowledge of barriers to learning and student engagement. 	<ul style="list-style-type: none"> • Open house • Websites • Handbook receipts • SRBI Student Success Plans • 504 Plans • FBA / Behavior Plans • Parent Portal • PPT receipt of consent for evaluation • Parent conferences attendance.
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Time Line: On going, weekly, monthly, quarterly. Throughout the 2011-2012 school year.

School Climate Standard # 4:

Safe Environment

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

Indicators	Current School Status (informed by data) To What Extent is This Evident?	Areas Identified as Needing Improvement	Measurement and Documentation Options for Determining Improvement
4.1	<ul style="list-style-type: none"> • SRBI/PBIS school wide supports • School Improvement Plan • Open House • Math Night / Literacy Night • Field Day • PTSA school wide events • Classroom Volunteer Opportunities • Student Council News Board • PTSA Student Birthday Board • PSTA Monthly Newsletter • Staff Badges • BOBCAT Golden PAW Display • Student Bus/ Hallway Patrols • Computer Lab/ Library Helpers • Main office counter: monthly notices/ letters 	<ul style="list-style-type: none"> • Post Mission Statement • Monthly newsletter from administration. • More opportunities for parent involvement (Read- In-Day and classroom activities). 	<ul style="list-style-type: none"> • Utilize suggestion boxes (Visitor/ Staff) in main office • Attendance at Open House, Math Night, Literacy Night.

4.2	<ul style="list-style-type: none"> • Surveys • Anecdotal conversations with students, parents, staff, community • Open House • Second Grade to Third Grade Transition Meeting • Conferences • PTSA • Classroom Class Meetings • Student Council 	<ul style="list-style-type: none"> • Homeroom / classroom locator to be hung outside of each classroom. 	<ul style="list-style-type: none"> • Utilize surveys (student, staff, parents) • Saturday Academy • Awards ceremonies
4.3	<ul style="list-style-type: none"> • Positive school environment – entrance, classrooms • Procedures for visitors signing in and out • Teacher classroom flags in hallway • Office staff are trained on how to welcome visitors • Classroom teachers are provided time for collaborative discussion and action planning 	<ul style="list-style-type: none"> • Devote regular time in faculty meetings for input and discussion 	<ul style="list-style-type: none"> • Observe interactions in classrooms and on school property

Time Line: Surveys in the fall and spring. Transition meeting from 2 – 3rd grade in June. Conferences in Oct and Feb.

School Climate Standard #5

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

Indicators	Current School Status (informed by data) To What Extent is This Evident?	Areas Identified as Needing Improvement	Measurement and Documentation Options for Determining Improvement
<p>5.1 (5.1.1;5.1.2)</p>	<ul style="list-style-type: none"> • Cultural events, music, art, experiences • Volunteer opportunities • Community drives • World Language • Civic Holiday Instruction (Veteran’s Day; Constitution Day) • Reflections Program • Staff Dress Down for Charities • Summer Fluency Program • Staff Pot Luck Breakfast • “Be a Bobcat” behavioral program • Student Council service projects 	<ul style="list-style-type: none"> • Display world map identifying culture of school community • 6th grade geography curriculum, whole school presentations, Passport to Travel activity • 5th grade folklore projects. • Inter-district Saturday Academy 	<ul style="list-style-type: none"> • Gather data necessary to identify different cultures.
<p>5.2 (5.2.1;5.2.2;5.2.3)</p>	<ul style="list-style-type: none"> • Mentor • Parent Volunteers • School Administrator • Social Worker /Psychologist • Home visits by Social Worker • Mentoring high school 	<ul style="list-style-type: none"> • Role modeling common courtesy at all times / settings by all school community members. 	<ul style="list-style-type: none"> • Utilize school climate assessments. • Awards ceremonies (on going) • Bobcat Paws (on going)

	<p>students interested in a career in education</p> <ul style="list-style-type: none"> • Established classroom expectations that guide student behavior. • Saturday Academy / tutoring • 6th Grade Awards Ceremony. • PTSA • Read Aloud – community readers • Natures Classroom 6th grade • Talent show/ School play • Family Math Night / Literacy Night • Homework Café / Poetry Cafe 		
5.3	<ul style="list-style-type: none"> • School-wide celebrations • Events • Community activities • Classroom Writer’s Workshop celebrations. • Student work is displayed. • PTSA Birthday board • Display Bobcat winners • Golden tray award for Cafeteria behavior. 	<ul style="list-style-type: none"> • Student and faculty / staff are regularly recognized for small and large contributions to the school community. 	<ul style="list-style-type: none"> • Insure that newsletters of important events/ dates are distributed in a timely manner and an archive is kept.

Time Line: On going, weekly, monthly, quarterly. Throughout the 2011-2012 school year.

Replaces original policy #5131.4 re: "Bullying" adopted: Monday, September, 22, 2008 Revised Policy Adopted: Monday, September 26, 2011 by the Stratford Board of Education STRATFORD BOARD OF EDUCATION

Policy #: 5131.911

BULLYING

Hazing, bullying, menacing and abuse of students, in any form or format, is not acceptable behavior and is prohibited in the Stratford Public Schools.

Any student in the Stratford school district who engages in a repeated act against another student in the district that causes physical or emotional harm to a student or such student's property, places a student in reasonable fear of harm to himself or herself, or of damage to his or her property, creates a hostile environment at school for such student, infringes on the rights of such student at school, or substantially disrupts the educational process shall be subject to appropriate disciplinary action.

Bullying is prohibited on school grounds, at any 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 Stratford Board of Education.

Bullying occurring outside of the school setting is also prohibited and will not be tolerated if such bullying creates a hostile environment at school for the targeted student, infringes on the targeted student's rights at school, or substantially disrupts the educational process or the orderly operation of school.

Appropriate disciplinary action in response to bullying may include suspension or expulsion. In addition, it is the policy of the Stratford Board of Education that school principals or a principal's designee will notify the appropriate law enforcement agency when the principal or designee believes that any acts of bullying constitute criminal conduct.

DEFINITIONS

Bullying is defined as the repeated use by one or more students of a written, oral or electronic communication, such as cyber bullying, 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 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 himself or herself, or of damage to his or 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 or the orderly operation of a school.

Bullying shall include, but is not 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.

Bullying may take many forms, such as but not limited to:

1. physical violence and attacks;
2. taunts, name-calling or put-downs or discriminatory slurs;
3. targeting of a student based upon that person's actual or perceived "differentiating characteristics" such as race, religion, sex, sexual orientation, gender identity or expression, religion, national or ethnic background, disability, physical appearance, socioeconomic status, or a student's association with a person or group who has or is perceived to have one or more of such characteristics;
4. threats and intimidation;
5. extortion or stealing of money and possessions;
6. cyber bullying.

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.

OTHER APPLICABLE DEFINITIONS

“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 “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.

“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 the Stratford Board of Education.

“School employee” means (a) a 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 (b) 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 Stratford 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.

“Gender identity or expression” means a person’s gender related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth.

REPORTING AND RESPONDING TO BULLYING

The Board expects prompt and reasonable investigation and response to alleged acts of bullying. Reports of alleged acts of bullying will be addressed and responded to according to this policy and in accordance with Stratford Public Schools Safe School Climate Plan and Bullying Prevention and Intervention Program.

Discrimination and retaliation are prohibited against an individual who reports or assists in the investigation of an act of bullying.

Immunity will be granted against damage claims in accordance with state law to the Board, and school employees acting within the scope of their duties, students, parents and others who, in good faith, report, investigate, or respond to bullying in accordance with the Stratford Public Schools Safe School Climate Plan. The immunity does not extend to gross, wanton, reckless, or willful misconduct.

REGULATIONS

The Superintendent of Stratford Public Schools will develop regulations to aid in the implementation of this policy. Such regulations shall be designed to improve overall school climate and to address the existence of bullying in the Stratford Public Schools and shall provide for a Safe School Climate Plan and a Bullying Prevention and Intervention Program as required by law.

Legal Reference: Connecticut General Statutes

§10-222d Policy on bullying behavior, as amended by Public Act 11-232.

§10-222g Prevention and intervention strategy re bullying as amended by Public Act 11-232.

§10-222h Analysis of bullying policies.

REGULATIONS

SAFE SCHOOL CLIMATE PLAN

It is the shared responsibility of the Stratford Board of Education, in consultation with the Superintendent of the Stratford Public Schools, the District Safe School Climate Coordinator, Safe School Climate Specialists and Safe School Climate Committees to develop, approve and adopt a Safe School Climate Plan in accordance with state law. The Plan is to be periodically reviewed and revised. The Plan is to be posted on the District and individual schools' websites.

The Safe School Climate Plan is a multi-faceted approach to improving overall school climate and to addressing the existence of bullying in the Stratford Public Schools. The Plan includes the following elements:

1. Students are permitted to make an anonymous report of bullying or to make an oral or written report of bullying to a Safe School climate Specialist or to any school employee; a form to aid students in the making of such reports is available on Stratford Public Schools' district and school websites, at each district school, and at the Board of Education offices.
2. Parents and students must be notified annually of the process by which students may make such reports; such notification is to be included in Student-Parent Handbooks, Student Codes of Conduct, on District and school websites, and posted in the main office of each school building, at the Stratford Board of Education offices, and at other appropriate locations throughout the district.
3. Parents or guardians of students are permitted to file written reports of suspected bullying; a form to aid parents in making written reports is available on Stratford Public Schools' district and school websites, at each district School, and at the Board of Education offices; no anonymous parent reports will be accepted.
4. School employees who witness acts of bullying or receive reports of bullying are required to orally notify the safe school climate specialist or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report; school administrators receiving such oral or written reports are to share that information with the school specialist as soon as possible without undue delay. In the event of an extended absence of the school specialist from school for a period longer than one school week, the school administrator receiving the report should assume full responsibility for the investigation of the complaint, and for the school's response following all established guidelines and procedures for the investigation of bullying reports, being careful to keep a written record of the investigation, witness statements, copies of any parent invitations for a meeting, parent notifications, or any student safety plans generated. This documentation should be provided to the safe school climate specialist upon his/her return to school. In the event of an emergency situation, the receiving administrator assumes full responsibility immediately in the absence of the coordinator.
5. Beginning with the 2012-2013 school year and each school year thereafter, the Superintendent of the Stratford Public Schools shall appoint from existing school staff a District Safe School Climate Coordinator charged with implementing the Safe School Climate Plan, collaborating with Safe School Climate Specialists, the School Board, and the Superintendent to prevent, identify, and respond to bullying in district schools. The District Safe School Climate Coordinator is to meet with Safe School Climate Specialists at least twice during a school year to discuss bullying issues in the district and to recommend changes to the plan; the Safe School Climate Coordinator shall develop procedures and guidelines for the acceptance of reports, steps for investigation, and suggestions for resolution of bullying reports including specific deadlines to be followed, and will provide these guidelines/procedures to individual schools for dissemination to all school employees at the start of each school year with

continued availability throughout the school year. The deadlines set forth in the guidelines/procedures shall provide for a prompt response/resolution to reports taking into consideration all the circumstances of each individual case. The Coordinator will determine, what if any other appropriate methods of dissemination/notification of these procedures are recommended. The guidelines/procedures shall apply to all schools in the school district.

6. Requires, beginning with the 2012-2013 school year and each school year thereafter, each school principal shall serve, or designate someone to serve as the Safe School Climate Specialist charged with the responsibilities of investigating or supervising the investigation of all reports of bullying and ensuring that such investigation is completed promptly after receipt of any written reports, of collecting and maintaining records of the school's bullying reports and investigations, and serving as the primary person responsible for preventing, identifying, and responding to bullying reports in the school.

7. Beginning with the 2012-2013 school year and each school year thereafter, each school principal shall establish or designate at least one new or existing committee as the Safe School Climate Committee to be responsible for fostering a safe school climate and addressing school bullying. The Committee is to include at least one parent of a current student. Specific responsibilities of the committee include: receiving copies of completed bullying investigation reports; identifying and addressing bullying patterns; reviewing and amending school bullying policies; reviewing the district Plan and making recommendations to the district coordinator based on issues at individual schools; educating students, parents, and others about bullying; collaborating with the district coordinator to collect data on bullying. A parent member(s) shall not receive copies of completed bullying investigation reports or engage in identifying and addressing bullying patterns or engage in any other activities that may compromise student confidentiality.

8. Beginning July 1, 2012 and at least every two years thereafter, each school shall assess its school climate using assessment instruments, including surveys, approved and disseminated by the Connecticut State Department of Education in collaboration with the Connecticut Association of Schools.

9. The safe school climate specialist shall review any anonymous student reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report.

10. A prevention and intervention strategy shall be included as required by statutes for school employees to deal with bullying.

11. The student Codes of Conduct shall include language concerning prohibition of bullying.

12. Each school shall notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed, no later than forty-eight hours after the completion of the investigation. The notification must include a description of the response of school employees to such acts and any consequences that may result for the commission of further acts of bullying.

13. Each school shall invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed to a meeting* to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying; the invitation is to include information about the school's response to the incident and the consequences for further bullying. *(The meetings shall be held separately).

14. A procedure shall be established for each school to document and maintain records related to reports and investigation of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education, and in such manner as prescribed by the Commissioner of Education.

15. Case-by-case interventions shall be developed for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline; in all instances, any responsive disciplinary action is to be taken in accordance with district policies including Student Codes of Conduct.

16. Discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying shall be prohibited.

17. Documented student safety support plans shall be developed for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;

18. The principal of a school, or the principal's designee, shall notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct.

19. Bullying is prohibited (a) 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 Stratford Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Stratford Board of Education, and (b) 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.

20. At the beginning of each school year, each school is required to provide all school employees with a written or electronic copy of the school district's safe school climate plan;

21. All school employees shall annually complete the training described in C.G.S. 10-220a, which shall include the identifying and responding to bullying and preventing and responding to youth suicide.

BULLYING PREVENTION AND INTERVENTION PROGRAM

A bullying prevention and intervention program shall be implemented in the Stratford Public Schools that strives to develop a school environment:

☐☐ which limits unacceptable behavior;

☐☐ where consequences are consistently applied in cases of violations of rules and other unacceptable behaviors;

☐☐ where adults act as authorities and positive role models;

☐☐ and where students are included in efforts to improve the school climate.

In addition, the Superintendent shall develop rules and procedures to carry out the provisions of this policy and to comply with applicable law. The Superintendent shall be responsible for developing a prevention and intervention strategy for school staff to deal with bullying. Such a “prevention and intervention strategy” may include, but is not limited to:

1. Implementation of a positive behavioral interventions and supports 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 and school employees, and interventions with the bullied child, parents and school employees;
6. School-wide training related to safe school climate;
7. Student peer training, education and support;
8. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.
9. School climate assessments using instruments including surveys approved and disseminated by the State Department of Education in collaboration with the Connecticut Association of Schools.

