

Safe School Climate Policy

The Madison Board of Education (the “Board”) is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, teen dating violence, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed the following Safe School Climate Plan, consistent with state law and Board policy. This Plan represents a comprehensive approach to addressing bullying, cyberbullying and teen dating violence and sets forth the Board’s expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying and teen dating violence.

Bullying behavior and teen dating violence are strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district’s commitment to addressing bullying behavior and teen dating violence, however, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.

I. Prohibition Against Bullying, Teen Dating Violence and Retaliation

A. The Board expressly prohibits any form of bullying behavior and 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 Board.

B. The Board 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.

#5131.914(b)

C. The Board further prohibits any form of teen dating violence outside of the school setting if such violence substantially disrupts the educational process. The Board does not condone any form of bullying or teen dating violence.

D. In addition to prohibiting student acts that constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying and/or teen dating violence.

E. Students who engage in bullying behavior or teen dating violence in violation of Board policy and the Safe School Climate Plan 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.

II. Definition of Bullying

A. ~~“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 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:~~ an act that is direct or indirect and severe, persistent or pervasive, which:

(1) causes physical or emotional harm to an individual~~such student or damage to such student’s property;~~

(2) places ~~such student~~ an individual in reasonable fear of physical or emotional harm ~~to himself or herself, or of damage to his or her property; or~~

~~(3) —creates a hostile environment at school for such student;~~

(3) infringes on the rights or opportunities of an individual at school.~~such student at school;~~ or

~~(5) substantially disrupts the education process or the orderly operation of a school.~~

B. Bullying shall include, but need not be limited to, a written, ~~verbal~~ 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.

III. Other Definitions

A. **"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.

B. **"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.

C. "Emotional intelligence" means the ability to (1) perceive, recognize and understand emotions in oneself or others, (2) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communications, (3) understand and identify emotions, and (4) manage emotions in oneself and others.

D. **"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.

94 E. **"Mobile electronic device"** means any hand-held or other portable electronic equipment
95 capable of providing data communication between two or more individuals, including,
96 but not limited to, a text messaging device, a paging device, a personal digital assistant, a
97 laptop computer, equipment that is capable of playing a video game or a digital video
98 disk, or equipment on which digital images are taken or transmitted.
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100 F. **"Outside of the school setting"** means at a location, activity or program that is not
101 school related, or through the use of an electronic device or a mobile electronic device
102 that is not owned, leased or used by the Board.
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104 G. "Positive school climate" means a school climate in which (1) the norms, values,
105 expectations and beliefs that support feelings of social, emotional and physical safety are
106 promoted, (2) students, parents, and guardians of students and school employees feel engaged
107 and respected and work together to develop and contribute to a shared school vision, (3)
108 educators model and nurture attitudes that emphasize the benefits and satisfaction gained
109 from learning, and (4) each person feels comfortable contributing to the operation of the
110 school and care of the physical environment of the school.
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112 H. **"Prevention and intervention strategy"** may include, but is not limited to,
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114 (1) implementation of a positive behavioral interventions and supports process or another
115 evidence-based model approach for safe school climate or for the prevention of
116 bullying identified by the Department of Education,
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118 (2) school rules prohibiting bullying, teen dating violence, harassment and intimidation
119 and establishing appropriate consequences for those who engage in such acts,
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121 (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other
122 specific areas where bullying is likely to occur,
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124 (4) inclusion of grade-appropriate bullying and teen dating violence education and
125 prevention curricula in kindergarten through high school,

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127 (5) individual interventions with the bully, parents and school employees, and
128 interventions with the bullied ~~child~~ student, parents and school employees,

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130 (6) school-wide training related to safe school climate,

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132 (7) student peer training, education and support,

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134 (8) promotion of parent involvement in bullying prevention through individual or team
135 participation in meetings, trainings and individual interventions, and

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137 (9) culturally competent school-based curriculum focusing on social-emotional learning,
138 self-awareness and self-regulation.

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140 I. **"School climate"** means the quality and character of school life based on patterns of
141 students', parents' and guardians' and school employees' experiences of school life,
142 including but not limited to, norms, goals, values, interpersonal relationships, teaching
143 and learning practices and organizational structures.~~with a particular focus on the quality~~
144 ~~of the relationships within the school community between and among students and adults.~~

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146 J. **"School employee"** means

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148 (1) a teacher, substitute teacher, school administrator, school superintendent, guidance
149 counselor, school counselor, psychologist, social worker, nurse, physician, school
150 paraprofessional or coach employed by the Board or working in a public elementary,
151 middle or high school; or

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153 (2) any other individual who, in the performance of ~~his or her~~ the individual's duties, has
154 regular contact with students and who provides services to or on behalf of students

155 enrolled in a public elementary, middle or high school, pursuant to a contract with the
156 Board.

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158 **K. “School-Sponsored Activity”** shall mean any activity conducted on or off school
159 property (including school buses and other school-related vehicles) that is sponsored,
160 recognized or authorized by the Board.

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162 **L. “Social and emotional learning”** means the process through which children and adults
163 achieve emotional intelligence through the competencies of self-awareness, self-
164 management, social awareness, relationship skills and responsible decision-making.

165
166 **M. “Teen dating violence”** means any act of physical, emotional or sexual abuse,
167 including stalking, harassing and threatening, that occurs between two students who
168 are currently in or who have recently been in a dating relationship.

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170 **IV. Leadership and Administrative Responsibilities**

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172 **A. Safe School Climate Coordinator**

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174 The Superintendent shall appoint, from existing school district staff, a District Safe
175 School Climate Coordinator (“Coordinator”). The Coordinator shall:

- 176
177 (1) be responsible for implementing the district’s Safe School Climate Plan (“Plan”);
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179 (2) collaborate with Safe School Climate Specialists, the Board, and the Superintendent
180 to prevent, identify and respond to bullying in district schools;
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182 (3) provide data and information, in collaboration with the Superintendent, to the
183 Department of Education regarding bullying; and
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185 (4) meet with Safe School Climate Specialists at least twice during the school year to
186 discuss issues relating to bullying in the school district and to make recommendations
187 concerning amendments to the district's Plan.

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189 B. Safe School Climate Specialist

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191 The Principal of each school (or principal's designee) shall serve as the Safe School
192 Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the
193 investigation of reported acts of bullying, collect and maintain records of reports and
194 investigations of bullying in the school and act as the primary school official responsible
195 for preventing, identifying and responding to reports of bullying in the school.

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197 V. **Development and Review of Safe School Climate Plan**

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199 A. The Principal of each school shall establish a committee or designate at least one
200 existing committee ("Committee") in the school to be responsible for developing and
201 fostering a safe school climate and addressing issues relating to bullying in the school.
202 Such committee shall include: ~~at least one parent/guardian of a student enrolled in the~~
203 ~~school, as appointed by the school principal.~~

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205 (1) at least one parent/guardian of a student enrolled in the school, as appointed by the
206 school principal;

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208 (2) school personnel, including, but not limited to, at least one teacher selected by the
209 exclusive bargaining representative for certified employees;

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211 (3) medical and mental health personnel assigned to such school; and

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213 (4) in the case of a committee for a high school, at least one student enrolled at such
214 high school who is selected by the students of such school in a manner determined
215 by the school principal.

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B. The Committee shall:

- (1) receive copies of completed reports following bullying investigations;
- (2) identify and address patterns of bullying among students in the school;
- (3) implement the provisions of the school security and safety plan, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying,
- (4) review and amend school policies relating to bullying;
- (5) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school;
- (6) educate students, school employees and parents/guardians on issues relating to bullying;
- (7) collaborate with the Coordinator in the collection of data regarding bullying; and
- (8) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.

C. Any parent/guardian or student 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.

D. The Board shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30)

247 calendar days after approval by the Board, the Board shall make such plan available on
248 the Board's and each individual school in the school district's web site and ensure that
249 the Safe School Climate Plan is included in the school district's publication of the rules,
250 procedures and standards of conduct for schools and in all student handbooks.

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252 **VI. Procedures for Reporting and Investigating Complaints of Bullying**

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254 A. Students and parents (or guardians of students) may file written reports of bullying.
255 Written reports of bullying shall be reasonably specific as to the basis for the report,
256 including the time and place of the alleged conduct, the number of incidents, the target
257 of the suspected bullying, and the names of potential witnesses. Such reports may be
258 filed with any building administrator and/or the Safe School Climate Specialist (i.e.
259 building principal or ~~his/her~~-designee), and all reports shall be forwarded to the Safe
260 School Climate Specialist for review and actions consistent with this Plan.

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262 B. Students may make anonymous reports of bullying to any school employee. Students
263 may also request anonymity when making a report, even if the student's identity is
264 known to the school employee. In cases where a student requests anonymity, the Safe
265 School Climate Specialist or ~~his/her~~-designee shall meet with the student (if the
266 student's identity is known) to review the request for anonymity and discuss the impact
267 that maintaining the anonymity of the complainant may have on the investigation and
268 on any possible remedial action. All anonymous reports shall be reviewed and
269 reasonable action will be taken to address the situation, to the extent such action may be
270 taken that does not disclose the source of the report, and is consistent with the due
271 process rights of the student(s) alleged to have committed acts of bullying. No
272 disciplinary action shall be taken solely on the basis of an anonymous report.

273

274 C. School employees who witness acts of bullying or receive reports of bullying shall
275 orally notify the Safe School Climate Specialist, or another school administrator if the
276 Safe School Climate Specialist is unavailable, not later than one (1) school day after
277 such school employee witnesses or receives a report of bullying. The school employee

278 shall then file a written report not later than two (2) school days after making such oral
279 report.

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281 D. The Safe School Climate Specialist shall be responsible for reviewing any anonymous
282 reports of bullying and shall investigate or supervise the investigation of all reports of
283 bullying and ensure that such investigation is completed promptly after receipt of any
284 written reports. The Safe School Climate Specialist shall also be responsible for
285 promptly notifying the parents or guardians of the student alleged to have committed an
286 act or acts of bullying, and the parents or guardians of the student against whom such
287 alleged act or acts were directed, that an investigation has commenced. In order to
288 allow the district to adequately investigate complaints filed by a student or
289 parent/guardian, the parent of the student suspected of being bullied should be asked to
290 provide consent to permit the release of that student's name in connection with the
291 investigation process, unless the student and/or parent has requested anonymity.

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

298

299 VII. Responding to Verified Acts of Bullying

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301 A. Following investigation, if acts of bullying are verified, the Safe School Climate
302 Specialist or designee shall notify the parents or guardians of the students against whom
303 such acts were directed as well as the parents or guardians of the students who commit
304 such acts of bullying of the finding **not later than forty-eight (48) hours** after the
305 investigation is completed. This notification shall include a description of the school's
306 response to the acts of bullying, the results of such investigation; and verbally or by
307 electronic mail, if such parents' or guardians' electronic mail addresses are known, that
308 such parents of guardians may refer to the plain language explanation of the rights and

309 [remedies available under Conn. Gen. Stat. Sections 10-4a and 10-4b once such](#)
310 [explanation has been provided to the Board by the Connecticut Social and Emotional](#)
311 [Learning and School Climate Advisory Collaborative and published on the Internet](#)
312 [website of the Board](#). In providing such notification, however, Madison Public Schools
313 will take care to respect the statutory privacy rights of other students, including the
314 perpetrator of such bullying. The specific disciplinary consequences imposed on the
315 perpetrator, or personally identifiable information about a student other than the
316 parent/guardian's own child, may not be disclosed except as provided by law.

317
318 B. In any instance in which bullying is verified, the Safe School Climate Specialist or
319 designee shall invite the parents or guardians of the student against whom such act was
320 directed to a meeting to communicate the measures being taken by the school to ensure
321 the safety of the student/victim and policies and procedures in place to prevent further
322 acts of bullying. The Safe School Climate Specialist or designee shall also invite the
323 parents or guardians of a student who commits any verified act of bullying to a meeting,
324 separate and distinct from the previously described meeting, to discuss specific
325 interventions undertaken by the school to prevent further acts of bullying. The
326 invitations may be made simultaneous with the notification described above in Section
327 VII.A.

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329 C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a
330 student safety support plan for any student against whom an act of bullying was
331 directed. Such support plan will include safety measures to protect against further acts
332 of bullying.

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

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340 E. Notice to Law Enforcement

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342 If the Principal of a school (or ~~his/her~~ designee) reasonably believes that any act of
343 bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement.
344 Notice shall be consistent with the Board’s obligations under state and federal law and
345 Board policy regarding the disclosure of personally identifiable student information. In
346 making this determination, the Principal or his/her designee, may consult with the
347 school resource officer, if any, and other individuals the principal or designee deems
348 appropriate.

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350 F. If a bullying complaint raises a concern about discrimination or harassment on the basis
351 of a legally protected classification (such as race, religion, color, national origin, sex,
352 sexual orientation, age, disability or gender identity or expression), the Safe School
353 Climate Specialist or designee shall also coordinate any bullying investigation with
354 other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator,
355 Section 504 Coordinator, etc.), so as to ensure that any such bullying investigation
356 complies with the requirements of such policies regarding nondiscrimination.

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358 **VIII. Teen Dating Violence**

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360 A. The school strictly prohibits, and takes very seriously any instances of, teen dating
361 violence, as defined above. The school recognizes that teen dating violence may take
362 many different forms and may also be considered bullying and/or sexual harassment.

363
364 B. Students and parents (or guardians of students) may bring verbal or written complaints
365 regarding teen dating violence to any building administrator. The building administrator
366 shall review and address the complaint, which may include referral of the complaint to
367 the Safe School Climate Specialist and/or Title IX Coordinator.

368
369 C. Prevention and intervention strategies concerning teen dating violence shall be
370 implemented in accordance with Section X below. Discipline, up to and including

371 expulsion, may be imposed against the perpetrator of teen dating violence, whether such
372 conduct occurs on or off campus, in accordance with Board policy and consistent with
373 federal and state law.

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375 **IX. Documentation and Maintenance of Log**

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

384

385 B. The Principal of each school shall maintain a list of the number of verified acts of
386 bullying in the school and this list shall be available for public inspection upon request.
387 Consistent with district obligations under state and federal law regarding student
388 privacy, the log shall not contain any personally identifiable student information or any
389 information that alone or in combination would allow a reasonable person in the school
390 community to identify the students involved. Accordingly, the log should be limited to
391 basic information such as the number of verified acts, name of school and/or grade level
392 and relevant date. Given that any determination of bullying involves repeated acts, each
393 investigation that results in a verified act of bullying for that school year shall be tallied
394 as one verified act of bullying unless the specific actions that are the subject of each
395 report involve separate and distinct acts of bullying. The list shall be limited to the
396 number of verified acts of bullying in each school and shall not set out the particulars of
397 each verified act, including, but not limited, to any personally identifiable student
398 information, which is confidential information by law.

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400 C. The Principal of each school shall report the number of verified acts of bullying in the
401 school annually to the Department of Education in such manner as prescribed by the
402 Commissioner of Education.

403

404 **X. Other Prevention and Intervention Strategies**

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406 A. Bullying behavior and teen dating violence can take many forms and can vary
407 dramatically in the nature of the offense and the impact the behavior may have on the
408 victim and other students. Accordingly, there is no one prescribed response to verified
409 acts of bullying or to teen dating violence. While conduct that rises to the level of
410 “bullying” or “teen dating violence,” as defined above, will generally warrant traditional
411 disciplinary action against the perpetrator of such bullying or teen dating violence,
412 whether and to what extent to impose disciplinary action (e.g., detention, in-school
413 suspension, suspension or expulsion) is a matter for the professional discretion of the
414 building principal (or responsible program administrator or ~~his/her~~ designee). No
415 disciplinary action may be taken solely on the basis of an anonymous complaint of
416 bullying. As discussed below, schools may also consider appropriate alternatives to
417 traditional disciplinary sanctions, including age-appropriate consequences and other
418 restorative or remedial interventions.

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

426

427 C. The following sets forth possible interventions which may also be utilized to enforce
428 the Board’s prohibition against bullying and teen dating violence:

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430 (1) Non-disciplinary interventions:

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432 When verified acts of bullying are identified early and/or when such verified acts
433 of bullying do not reasonably require a disciplinary response, students may be
434 counseled as to the definition of bullying, its prohibition, and their duty to avoid
435 any conduct that could be considered bullying. Students may also be subject to
436 other forms of restorative discipline or remedial actions, appropriate to the age of
437 the students and nature of the behavior.

438
439 If a complaint arises out of conflict between students or groups of students, peer
440 or other forms of mediation may be considered. Special care, however, is
441 warranted in referring such cases to peer mediation. A power imbalance may
442 make the process intimidating for the victim and therefore inappropriate. In such
443 cases, the victim should be given additional support. Alternatively, peer
444 mediation may be deemed inappropriate to address the concern.

445
446 When an act or acts of teen dating violence are identified, the students involved
447 may be counseled as to the seriousness of the conduct, the prohibition of teen
448 dating violence, and their duty to avoid any such conduct. Students may also be
449 subject to other forms of restorative discipline or remedial actions, appropriate to
450 the age of the students and nature of the behavior.

451
452 (2) Disciplinary interventions

453
454 When acts of bullying are verified or teen dating violence occurs, and a
455 disciplinary response is warranted, students are subject to the full range of
456 disciplinary consequences. Anonymous complaints of bullying, however, shall
457 not be the basis for disciplinary action.

458
459 In-school suspension and suspension may be imposed only after informing the
460 accused perpetrator of the reasons for the proposed suspension and giving him/her

461 an opportunity to explain the situation, in accordance with the Board's Student
462 Discipline policy.

463
464 Expulsion may be imposed only after a hearing before the Board of Education, a
465 committee of the Board or an impartial hearing officer designated by the Board of
466 Education in accordance with the Board's Student Discipline policy. This
467 consequence shall normally be reserved for serious incidents of bullying and teen
468 dating violence, and/or when past interventions have not been successful in
469 eliminating bullying behavior.

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471 (3) Interventions for bullied students and victims of teen dating violence

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473 The building principal (or other responsible program administrator) or [his/her](#)
474 designee shall intervene in order to address incidents of bullying or teen dating
475 violence against a single individual. Intervention strategies for a bullied student
476 or victim of teen dating violence may include the following:

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478 (a) Referral to a school counselor, psychologist or other appropriate social or
479 mental health service;

480
481 (b) Increased supervision and monitoring of student to observe and intervene in
482 bullying situations or instances of teen dating violence;

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484 (c) Encouragement of student to seek help when victimized or witnessing
485 victimization;

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

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489 (e) Student Safety Support plan;

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491 (f) Restitution and/or restorative interventions; and

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(g) Periodic follow-up by the Safe School Climate Specialist and/or Title IX Coordinator with the bullied student or victim of teen dating violence.

(4) General prevention and intervention strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. Additional district actions may also ameliorate potential problems with teen dating violence. 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:

- (a) School rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
- (b) Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence are likely to occur;
- (c) Inclusion of grade-appropriate bullying and teen dating violence 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;

- 522 (d) Individual interventions with the perpetrator, parents and school employees,
523 and interventions with the bullied student, parents and school employees;
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- 525 (e) School-wide training related to safe school climate, which training may
526 include Title IX sex discrimination/sexual harassment prevention training,
527 Section 504/ADA training, cultural diversity/multicultural education or other
528 training in federal and state civil rights legislation or other topics relevant to
529 safe school climate;
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- 531 (f) Student peer training, education and support;
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- 533 (g) Promotion of parent involvement in bullying prevention through individual or
534 team participation in meetings, trainings and individual interventions;
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- 536 (h) Implementation of a positive behavioral interventions and supports process or
537 another evidence-based model approach for a safe school climate or for the
538 prevention of bullying and teen dating violence, including any such program
539 identified by the Department of Education;
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- 541 (i) Respectful responses to bullying and teen dating violence concerns raised by
542 students, parents or staff;
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- 544 (j) Planned professional development programs addressing prevention and
545 intervention strategies, which training may include school violence
546 prevention, conflict resolution and prevention of bullying and teen dating
547 violence, with a focus on evidence-based practices concerning same;
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- 549 (k) Use of peers to help ameliorate the plight of victims and include them in group
550 activities;
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- 552 (l) Avoidance of sex-role stereotyping;

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554 (m) Continuing awareness and involvement on the part of school employees and
555 parents with regards to prevention and intervention strategies;

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557 (n) Modeling by teachers of positive, respectful, and supportive behavior toward
558 students;

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560 (o) Creating a school atmosphere of team spirit and collaboration that promotes
561 appropriate social behavior by students in support of others;

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563 (p) Employing classroom strategies that instruct students how to work together in
564 a collaborative and supportive atmosphere; and

565
566 (q) Culturally competent school-based curriculum focusing on social-emotional
567 learning, self-awareness and self-regulation.

568
569 D. In addition to prevention and intervention strategies, administrators, teachers and
570 other professional employees may find opportunities to educate students about
571 bullying and help eliminate bullying behavior through class discussions, counseling,
572 and reinforcement of socially-appropriate behavior. Administrators, teachers and
573 other professional employees should intervene promptly whenever they observe
574 mean-spirited student conduct, even if such conduct does not meet the formal
575 definition of “bullying.”

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577 E. Funding for the school-based bullying intervention and school climate improvement
578 strategy may originate from public, private, federal or philanthropic sources.

579

580 **XI. Improving School Climate**

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582 Each school has a Safe School Climate Plan which addresses the mandated areas of
583 compliance required by CT General Statutes. The plan outlines current efforts, as well as

584 ways in which the administration, faculty and staff of each school are committed to the
585 improvement of the plan, which is updated biennially.

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587 **XII. Annual Notice and Training**

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589 A. Students, and parents or guardians of students shall be notified annually of the process
590 by which students may make reports of bullying.

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592 B. The Board shall provide for the inclusion of language in student codes of conduct
593 concerning bullying.

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595 C. At the beginning of each school year, each school shall provide all school employees
596 with a written or electronic copy of the school district's safe school climate plan and
597 require that all school employees annually complete training on the identification,
598 prevention and response to bullying as required by law.

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600 D. The Board ~~Board~~ As required by state law, the Board, after consultation with the
601 Department of Education and the Social and Emotional Learning and School Climate
602 Advisory Collaborative, shall also provide on its website training materials to school
603 administrators regarding the prevention of and intervention in discrimination against
604 and targeted harassment of students based on such students' (1) actual or perceived
605 differentiating characteristics, such as race, color, religion, ancestry, national origin,
606 gender, sexual orientation, gender identity or expression, socioeconomic status,
607 academic status, physical appearance or mental, physical, developmental or sensory
608 disability, or (2) association with individuals or groups who have or are perceived to
609 have one or more of such characteristics.

610

611 E. Any person appointed by the district to serve as district safe school climate coordinator
612 shall complete mental health and first aid training offered by the Commissioner of
613 Mental Health and Addiction Services.

614

615 **XIII. School Climate Assessments**

616

617 Biennially, the Board shall require each school in the district to complete an assessment
618 using the school climate assessment instruments, including surveys, approved and
619 disseminated by the Connecticut State Department of Education. The Board shall collect
620 the school climate assessments for each school in the district and submit such
621 assessments to the Connecticut State Department of Education.

622

623 Legal References:

624 Public Act 19-166

625 [Public Act 21-95](#)

626 Conn. Gen. Stat. § 10-222d

627 Conn. Gen. Stat. § 10-222g

628 [Conn. Gen. Stat. § 10-222h](#)

629 [Conn. Gen. Stat. § 10-222j](#)

630 Conn. Gen. Stat. § 10-222k

631 Conn. Gen. Stat. § 10-222l

632 [Conn. Gen. Stat. § 10-222q](#)

633 [Conn. Gen. Stat. § 10-222r](#)

634 Conn. Gen. Stat. §§ 10-233a through 10-233f

635 Connecticut State Department of Education Circular Letter C-8,
636 Series 2008-2009 (March 16, 2009)

637

638 Connecticut State Department of Education Circular Letter C-3,
639 Series 2011-2012 (September 12, 2011)

640

641 Connecticut State Department of Education Circular Letter C-2,
642 Series 2014-2015 (July 14, 2014)

643

644 Connecticut State Department of Education Circular Letter C-1,
645 Series 2018-2019 (July 12, 2018)

646

647 Connecticut State Department of Education Circular Letter C-1,
648 Series 2019-2020 (July 16, 2019)

649

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