

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.

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

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

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43 E. Students who engage in bullying behavior or teen dating violence in violation of
44 Board policy and the Safe School Climate Plan shall be subject to school
45 discipline, up to and including expulsion, in accordance with the Board's policies
46 on student discipline, suspension and expulsion, and consistent with state and
47 federal law.

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49 **II. Definition of Bullying**

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51 A. **“Bullying”** means the repeated use by one or more students of a written, oral, or
52 electronic communication, such as cyberbullying, directed at or referring to
53 another student attending school in the same district, or a physical act or gesture
54 by one or more students repeatedly directed at another student attending school in
55 the same school district, that:

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57 (1) causes physical or emotional harm to such student or damage to such
58 student’s property;

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60 (2) places such student in reasonable fear of harm to himself or herself, or of
61 damage to his or her property;

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

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65 (4) infringes on the rights of such student at school; or

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

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

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

D. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

97 E. **"Outside of the school setting"** means at a location, activity or program that is
98 not school related, or through the use of an electronic device or a mobile
99 electronic device that is not owned, leased or used by the Board.

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101 F. **"Prevention and intervention strategy"** may include, but is not limited to,

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103 (1) implementation of a positive behavioral interventions and supports process or
104 another evidence-based model approach for safe school climate or for the
105 prevention of bullying identified by the Department of Education,

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107 (2) school rules prohibiting bullying, teen dating violence, harassment and
108 intimidation and establishing appropriate consequences for those who engage
109 in such acts,

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111 (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and
112 other specific areas where bullying is likely to occur,

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114 (4) inclusion of grade-appropriate bullying and teen dating violence education
115 and prevention curricula in kindergarten through high school,

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117 (5) individual interventions with the bully, parents and school employees, and
118 interventions with the bullied child, parents and school employees,

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

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

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

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

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130 G. **"School climate"** means the quality and character of school life with a particular
131 focus on the quality of the relationships within the school community between
132 and among students and adults.

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134 H. **"School employee"** means

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136 (1) a teacher, substitute teacher, school administrator, school superintendent,
137 guidance counselor, school counselor, psychologist, social worker, nurse,
138 physician, school paraprofessional or coach employed by the Board or
139 working in a public elementary, middle or high school; or

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141 (2) any other individual who, in the performance of his or her duties, has regular
142 contact with students and who provides services to or on behalf of students
143 enrolled in a public elementary, middle or high school, pursuant to a contract
144 with the Board.

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146 I. **"School-Sponsored Activity"** shall mean any activity conducted on or off school
147 property (including school buses and other school-related vehicles) that is
148 sponsored, recognized or authorized by the Board.

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150 J. **"Teen dating violence"** means any act of physical, emotional or sexual abuse,
151 including stalking, harassing and threatening, that occurs between two students
152 who are currently in or who have recently been in a dating relationship.

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155 **IV. Leadership and Administrative Responsibilities**

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157 A. Safe School Climate Coordinator

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

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162 (1) be responsible for implementing the district’s Safe School Climate Plan
163 (“Plan”);

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165 (2) collaborate with Safe School Climate Specialists, the Board, and the
166 Superintendent to prevent, identify and respond to bullying in district schools;

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168 (3) provide data and information, in collaboration with the Superintendent, to the
169 Department of Education regarding bullying; and

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171 (4) meet with Safe School Climate Specialists at least twice during the school
172 year to discuss issues relating to bullying in the school district and to make
173 recommendations concerning amendments to the district’s Plan.

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175 B. Safe School Climate Specialist

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177 The Principal of each school (or principal’s designee) shall serve as the Safe
178 School Climate Specialist. The Safe School Climate Specialist shall investigate
179 or supervise the investigation of reported acts of bullying, collect and maintain
180 records of reports and investigations of bullying in the school and act as the
181 primary school official responsible for preventing, identifying and responding to
182 reports of bullying in the school.

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

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

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

215 (8) perform any other duties as determined by the Principal that are related to
216 the prevention, identification and response to school bullying.

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

222

223 D. The Board shall approve the Safe School Climate Plan developed pursuant to
224 Board policy and submit such plan to the Department of Education. Not later
225 than thirty (30) calendar days after approval by the Board, the Board shall make
226 such plan available on the Board's and each individual school in the school
227 district's web site and ensure that the Safe School Climate Plan is included in
228 the school district's publication of the rules, procedures and standards of
229 conduct for schools and in all student handbooks.

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

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233 A. Students and parents (or guardians of students) may file written reports of
234 bullying. Written reports of bullying shall be reasonably specific as to the basis
235 for the report, including the time and place of the alleged conduct, the number
236 of incidents, the target of the suspected bullying, and the names of potential
237 witnesses. Such reports may be filed with any building administrator and/or the
238 Safe School Climate Specialist (i.e. building principal or his/her designee), and
239 all reports shall be forwarded to the Safe School Climate Specialist for review
240 and actions consistent with this Plan.

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242 B. Students may make anonymous reports of bullying to any school employee.
243 Students may also request anonymity when making a report, even if the
244 student's identity is known to the school employee. In cases where a student
245 requests anonymity, the Safe School Climate Specialist or his/her designee shall
246 meet with the student (if the student's identity is known) to review the request

247 for anonymity and discuss the impact that maintaining the anonymity of the
248 complainant may have on the investigation and on any possible remedial action.
249 All anonymous reports shall be reviewed and reasonable action will be taken to
250 address the situation, to the extent such action may be taken that does not
251 disclose the source of the report, and is consistent with the due process rights of
252 the student(s) alleged to have committed acts of bullying. No disciplinary
253 action shall be taken solely on the basis of an anonymous report.

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255 C. School employees who witness acts of bullying or receive reports of bullying
256 shall orally notify the Safe School Climate Specialist, or another school
257 administrator if the Safe School Climate Specialist is unavailable, not later than
258 one (1) school day after such school employee witnesses or receives a report of
259 bullying. The school employee shall then file a written report not later than two
260 (2) school days after making such oral report.

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262 D. The Safe School Climate Specialist shall be responsible for reviewing any
263 anonymous reports of bullying and shall investigate or supervise the
264 investigation of all reports of bullying and ensure that such investigation is
265 completed promptly after receipt of any written reports. The Safe School
266 Climate Specialist shall also be responsible for promptly notifying the parents or
267 guardians of the student alleged to have committed an act or acts of bullying,
268 and the parents or guardians of the student against whom such alleged act or
269 acts were directed, that an investigation has commenced. In order to allow the
270 district to adequately investigate complaints filed by a student or
271 parent/guardian, the parent of the student suspected of being bullied should be
272 asked to provide consent to permit the release of that student's name in
273 connection with the investigation process, unless the student and/or parent has
274 requested anonymity.

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276 E. In investigating reports of bullying, the Safe School Climate Specialist or
277 designee will consider all available information known, including the nature of
278 the allegations and the ages of the students involved. The Safe School Climate

279 Specialist will interview witnesses, as necessary, reminding the alleged
280 perpetrator and other parties that retaliation is strictly prohibited and will result
281 in disciplinary action.

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283 **VII. Responding to Verified Acts of Bullying**

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285 A. Following investigation, if acts of bullying are verified, the Safe School Climate
286 Specialist or designee shall notify the parents or guardians of the students
287 against whom such acts were directed as well as the parents or guardians of the
288 students who commit such acts of bullying of the finding **not later than forty-**
289 **eight (48) hours** after the investigation is completed. This notification shall
290 include a description of the school’s response to the acts of bullying. In
291 providing such notification, however, Madison Public Schools will take care to
292 respect the statutory privacy rights of other students, including the perpetrator of
293 such bullying. The specific disciplinary consequences imposed on the
294 perpetrator, or personally identifiable information about a student other than the
295 parent/guardian’s own child, may not be disclosed except as provided by law.

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297 B. In any instance in which bullying is verified, the Safe School Climate Specialist
298 or designee shall invite the parents or guardians of the student against whom
299 such act was directed to a meeting to communicate the measures being taken by
300 the school to ensure the safety of the student/victim and policies and procedures
301 in place to prevent further acts of bullying. The Safe School Climate Specialist
302 or designee shall also invite the parents or guardians of a student who commits
303 any verified act of bullying to a meeting, separate and distinct from the
304 previously described meeting, to discuss specific interventions undertaken by
305 the school to prevent further acts of bullying. The invitations may be made
306 simultaneous with the notification described above in Section VII.A.

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308 C. If bullying is verified, the Safe School Climate Specialist or designee shall
309 develop a student safety support plan for any student against whom an act of

310 bullying was directed. Such support plan will include safety measures to protect
311 against further acts of bullying.

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

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320 E. Notice to Law Enforcement

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322 If the Principal of a school (or his/her designee) reasonably believes that any act
323 of bullying constitutes a criminal offense, he/she shall notify appropriate law
324 enforcement. Notice shall be consistent with the Board's obligations under state
325 and federal law and Board policy regarding the disclosure of personally
326 identifiable student information. In making this determination, the Principal or
327 his/her designee, may consult with the school resource officer, if any, and other
328 individuals the principal or designee deems appropriate.

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

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339 **VIII. Teen Dating Violence**

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- 341 A. The school strictly prohibits, and takes very seriously any instances of, teen
342 dating violence, as defined above. The school recognizes that teen dating
343 violence may take many different forms and may also be considered bullying
344 and/or sexual harassment.
345
- 346 B. Students and parents (or guardians of students) may bring verbal or written
347 complaints regarding teen dating violence to any building administrator. The
348 building administrator shall review and address the complaint, which may
349 include referral of the complaint to the Safe School Climate Specialist and/or
350 Title IX Coordinator.
351
- 352 C. Prevention and intervention strategies concerning teen dating violence shall be
353 implemented in accordance with Section X below. Discipline, up to and
354 including expulsion, may be imposed against the perpetrator of teen dating
355 violence, whether such conduct occurs on or off campus, in accordance with
356 Board policy and consistent with federal and state law.
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358 **IX. Documentation and Maintenance of Log**
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- 360 A. Each school shall maintain written reports of bullying, along with supporting
361 documentation received and/or created as a result of bullying investigations,
362 consistent with the Board's obligations under state and federal law. Any
363 educational record containing personally identifiable student information
364 pertaining to an individual student shall be maintained in a confidential manner,
365 and shall not be disclosed to third parties without prior written consent of a
366 parent, guardian or eligible student, except as permitted under Board policy and
367 state and federal law.
368
- 369 B. The Principal of each school shall maintain a list of the number of verified acts
370 of bullying in the school and this list shall be available for public inspection
371 upon request. Consistent with district obligations under state and federal law
372 regarding student privacy, the log shall not contain any personally identifiable

373 student information or any information that alone or in combination would
374 allow a reasonable person in the school community to identify the students
375 involved. Accordingly, the log should be limited to basic information such as
376 the number of verified acts, name of school and/or grade level and relevant date.
377 Given that any determination of bullying involves repeated acts, each
378 investigation that results in a verified act of bullying for that school year shall
379 be tallied as one verified act of bullying unless the specific actions that are the
380 subject of each report involve separate and distinct acts of bullying. The list
381 shall be limited to the number of verified acts of bullying in each school and
382 shall not set out the particulars of each verified act, including, but not limited, to
383 any personally identifiable student information, which is confidential
384 information by law.

385

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

389

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

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392 A. Bullying behavior and teen dating violence can take many forms and can vary
393 dramatically in the nature of the offense and the impact the behavior may have
394 on the victim and other students. Accordingly, there is no one prescribed
395 response to verified acts of bullying or to teen dating violence. While conduct
396 that rises to the level of “bullying” or “teen dating violence,” as defined above,
397 will generally warrant traditional disciplinary action against the perpetrator of
398 such bullying or teen dating violence, whether and to what extent to impose
399 disciplinary action (e.g., detention, in-school suspension, suspension or
400 expulsion) is a matter for the professional discretion of the building principal (or
401 responsible program administrator or his/her designee). No disciplinary action
402 may be taken solely on the basis of an anonymous complaint of bullying. As
403 discussed below, schools may also consider appropriate alternatives to

404 traditional disciplinary sanctions, including age-appropriate consequences and
405 other restorative or remedial interventions.

406

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

414

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

417

418 (1) Non-disciplinary interventions

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

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428 If a complaint arises out of conflict between students or groups of
429 students, peer or other forms of mediation may be considered. Special
430 care, however, is warranted in referring such cases to peer mediation. A
431 power imbalance may make the process intimidating for the victim and
432 therefore inappropriate. In such cases, the victim should be given
433 additional support. Alternatively, peer mediation may be deemed
434 inappropriate to address the concern.

435

436 When an act or acts of teen dating violence are identified, the students
437 involved may be counseled as to the seriousness of the conduct, the
438 prohibition of teen dating violence, and their duty to avoid any such
439 conduct. Students may also be subject to other forms of restorative
440 discipline or remedial actions, appropriate to the age of the students and
441 nature of the behavior.

442

443 (2) Disciplinary interventions

444

445 When acts of bullying are verified or teen dating violence occurs, and a
446 disciplinary response is warranted, students are subject to the full range of
447 disciplinary consequences. Anonymous complaints of bullying, however,
448 shall not be the basis for disciplinary action.

449

450 In-school suspension and suspension may be imposed only after informing
451 the accused perpetrator of the reasons for the proposed suspension and
452 giving him/her an opportunity to explain the situation, in accordance with
453 the Board's Student Discipline policy.

454

455 Expulsion may be imposed only after a hearing before the Board of
456 Education, a committee of the Board or an impartial hearing officer
457 designated by the Board of Education in accordance with the Board's
458 Student Discipline policy. This consequence shall normally be reserved
459 for serious incidents of bullying and teen dating violence, and/or when
460 past interventions have not been successful in eliminating bullying
461 behavior.

462

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

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465 The building principal (or other responsible program administrator) or
466 his/her designee shall intervene in order to address incidents of bullying or
467 teen dating violence against a single individual. Intervention strategies for

468 a bullied student or victim of teen dating violence may include the
469 following:

470
471 (a) Referral to a school counselor, psychologist or other appropriate social
472 or mental health service;

473
474 (b) Increased supervision and monitoring of student to observe and
475 intervene in bullying situations or instances of teen dating violence;

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477 (c) Encouragement of student to seek help when victimized or witnessing
478 victimization;

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

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482 (e) Student Safety Support plan;

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

485
486 (g) Periodic follow-up by the Safe School Climate Specialist and/or Title
487 IX Coordinator with the bullied student or victim of teen dating
488 violence.

489
490 (4) General prevention and intervention strategies

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492 In addition to the prompt investigation of complaints of bullying and
493 direct intervention when acts of bullying are verified, other district actions
494 may ameliorate potential problems with bullying in school or at school-
495 sponsored activities. Additional district actions may also ameliorate
496 potential problems with teen dating violence. While no specific action is
497 required, and school needs for specific prevention and intervention
498 strategies may vary from time to time, the following list of potential
499 prevention and intervention strategies shall serve as a resource for

500 administrators, teachers and other professional employees in each school.
501 Such prevention and intervention strategies may include, but are not
502 limited to:

503

504 (a) School rules prohibiting bullying, teen dating violence, harassment and
505 intimidation and establishing appropriate consequences for those who
506 engage in such acts;

507

508 (b) Adequate adult supervision of outdoor areas, hallways, the lunchroom
509 and other specific areas where bullying or teen dating violence are
510 likely to occur;

511

512 (c) Inclusion of grade-appropriate bullying and teen dating violence
513 education and prevention curricula in kindergarten through high
514 school, which may include instruction regarding building safe and
515 positive school communities including developing healthy
516 relationships and preventing dating violence as deemed appropriate for
517 older students;

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519 (d) Individual interventions with the perpetrator, parents and school
520 employees, and interventions with the bullied student, parents and
521 school employees;

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523 (e) School-wide training related to safe school climate, which training
524 may include Title IX sex discrimination/sexual harassment prevention
525 training, Section 504/ADA training, cultural diversity/multicultural
526 education or other training in federal and state civil rights legislation
527 or other topics relevant to safe school climate;

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529 (f) Student peer training, education and support;

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- 531 (g) Promotion of parent involvement in bullying prevention through
532 individual or team participation in meetings, trainings and individual
533 interventions;
534
- 535 (h) Implementation of a positive behavioral interventions and supports
536 process or another evidence-based model approach for a safe school
537 climate or for the prevention of bullying and teen dating violence,
538 including any such program identified by the Department of
539 Education;
540
- 541 (i) Respectful responses to bullying and teen dating violence concerns
542 raised by students, parents or staff;
543
- 544 (j) Planned professional development programs addressing prevention
545 and intervention strategies, which training may include school
546 violence prevention, conflict resolution and prevention of bullying and
547 teen dating violence, with a focus on evidence based practices
548 concerning same;
549
- 550 (k) Use of peers to help ameliorate the plight of victims and include them
551 in group activities;
552
- 553 (l) Avoidance of sex-role stereotyping;
554
- 555 (m) Continuing awareness and involvement on the part of school
556 employees and parents with regards to prevention and intervention
557 strategies;
558
- 559 (n) Modeling by teachers of positive, respectful, and supportive behavior
560 toward students;
561

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

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

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

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

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

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583 **XI. Improving School Climate**

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585 Each school has a Safe School Climate Plan which addresses the mandated areas of
586 compliance required by CT General Statutes. The plan outlines current efforts, as well as
587 ways in which the administration, faculty and staff of each school are committed to the
588 improvement of the plan, which is updated biennially.

589

590 **XII. Annual Notice and Training**

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

594

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

597

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

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603 D. The Board shall also provide on its website training materials to school
604 administrators regarding the prevention of and intervention in discrimination
605 against and targeted harassment of students based on such students' (1) actual or
606 perceived differentiating characteristics, such as race, color, religion, ancestry,
607 national origin, gender, sexual orientation, gender identity or expression,
608 socioeconomic status, academic status, physical appearance or mental, physical,
609 developmental or sensory disability, or (2) association with individuals or
610 groups who have or are perceived to have one or more of such characteristics.

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

615

616 **XIII. School Climate Assessments**

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

621 The Board shall collect the school climate assessments for each school in the
622 district and submit such assessments to the Connecticut State Department of
623 Education.

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626 Legal References:

627 Public Act 19-166

628 Conn. Gen. Stat. § 10-222d

629 Conn. Gen. Stat. § 10-222g

630 Conn. Gen. Stat. § 10-222k

631 Conn. Gen. Stat. § 10-222l

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

633 Connecticut State Department of Education Circular Letter C-8,

634 Series 2008-2009 (March 16, 2009)

635

636 Connecticut State Department of Education Circular Letter C-3,

637 Series 2011-2012 (September 12, 2011)

638

639 Connecticut State Department of Education Circular Letter C-2,

640 Series 2014-2015 (July 14, 2014)

641

642 Connecticut State Department of Education Circular Letter C-1,

643 Series 2018-2019 (July 12, 2018)

644

645 Connecticut State Department of Education Circular Letter C-1,

646 Series 2019-2020 (July 16, 2019)

647

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