

GUILFORD PUBLIC SCHOOLS
SAFE SCHOOL CLIMATE PLAN

Approved

Guilford Board of Education
December 12, 2011

Guilford Public Schools
55 Park Street
Guilford, CT 06437

The Guilford Public Schools Safe School Climate Plan was developed by the District Leadership Team including:

Dr. Anne Keene, Assistant Superintendent
Rick Misenti, Guilford High School Principal
Catherine Walker, Adams Middle School Principal
Anne Snurkowski, Baldwin Middle School Principal
Vince Agostine, A.W. Cox Elementary School Principal
Paula McCarthy, Melissa Jones Elementary School Principal
Michael Biddle, Guilford Lakes Elementary School Principal
Nancy Bishop, Calvin Leete Elementary School Principal
Dr. Patricia Free Brett, Director Pupil Services

Our schools will be safe and caring places for learning by committing to building positive relationships within the school environment and throughout the community as measured by periodic reports and survey data. (2011-2012 Guilford Public Schools Goals - Goal #3)

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Guilford Public Schools Safe School Climate Plan Timeline

IMPLEMENTATION TIMELINE	DEADLINE
Development and submission of Safe School Climate Plan	January 2012
Appointment of District Safe School Climate Coordinator	July 2012
Appointment of Safe School Climate Specialist for each school	July 2012
Establishment of Safe School Climate Committees	July 2012
Completion of Student, Staff, and Parent Assessments	July 2012
Complete the Safe School Climate Template using the Safe School Climate Rubric to determine areas needing improvement and identify Action Steps to realize improvement	July 2012
Publication of Safe School Climate Plan in handbooks and on the district website	July 2012
Review and revise district policies and regulations to align with the Safe School Climate Plan	July 2012
Complete annual Safe School Climate training	On-going

1. The district will develop a Safe School Climate Plan to be submitted per Board of Education approval to the State Department of Education no later than January 1, 2012.
2. A Safe School Climate Coordinator will be appointed by the Superintendent of Schools as of July 1, 2012. Responsibilities include:
 - Implementing the Safe School Climate Plan;
 - Coordinating with the Safe School Climate Specialists;
 - Receiving/analyzing data regarding bullying and sexual harassment;
 - Meeting at least twice annually with the Safe School Climate Specialists to make recommendations concerning amendments to the district's Safe School Climate Plan; and,
 - Overseeing completion of the biennial Safe School Climate assessment created and disseminated by the State Department of Education beginning in July 2012.
3. The principal or designee in each of the Guilford Public Schools is the Safe School Climate Specialist. Responsibilities include:
 - Investigating or supervising the investigation of reported acts of bullying and sexual harassment in accordance with the district's Safe School Climate Plan;
 - Collecting and maintaining records of reports and investigations of bullying and sexual harassment in the school;
 - Acting as the primary school official responsible for preventing, identifying, and responding to reports of bullying and sexual harassment in the school; and,
 - Completing the biennial Safe School Climate assessment created and disseminated by the State Department of Education beginning in July 2012.
4. A committee will be established or an existing committee may be designated in each school that is responsible for developing and fostering a Safe School Climate and addressing issues related to bullying and sexual harassment in the school. The principal (Safe School Climate Specialist) will appoint a parent or guardian of a student enrolled in the school to the committee. Parents shall not participate in any activity that may compromise student confidentiality.

5. Each school in the district will complete the State Department of Education's Safe School Climate Assessment when available and biennially thereafter.
6. The district will review the Safe School Climate Rubric to ensure the following categories are being addressed:
 - National School Climate Standards
 - Current district status (to establish to what extent the standards are being met as evidenced by data)
 - Areas identified as needing improvement
 - Identified strategies to realize improvement
 - Measurement and documentation options for determining improvement
 - Timeline for reaching improvement goals
7. The district will publish the approved Safe School Climate Plan in handbooks and on the website.
8. Training will be provided to teachers, administrators and pupil personnel who hold the initial educator, provisional educator, or professional educator certification.

SAFE SCHOOL CLIMATE PLAN RESPONSIBILITIES

Safe School Climate Coordinator	<ul style="list-style-type: none"> ▪ Implement the Safe School Climate Plan; ▪ Coordinate with the Safe School Climate Specialists; ▪ Receive and analyze data regarding bullying and sexual harassment; ▪ Meet at least twice annually with the Safe School Climate Specialists to make recommendations concerning amendments to the district's Safe School Climate Plan; and, ▪ Oversee completion of the biennial Safe School Climate assessment created and disseminated by the State Department of Education beginning in July 2012.
Safe School Climate Specialists	<ul style="list-style-type: none"> ▪ Investigate or supervise the investigation of reported acts of bullying and sexual harassment in accordance with the district's Safe School Climate Plan; ▪ Collect and maintain records of reports and investigations of bullying and sexual harassment in the school; ▪ Act as the primary school official responsible for preventing, identifying, and responding to reports of bullying and sexual harassment in the school; and, ▪ Complete the biennial Safe School Climate assessment created and disseminated by the State Department of Education beginning in July 2012.
School Safe School Climate Committees	A school committee will coordinate activities related to a Safe School Climate within each school.
School Employees	Staff will participate in an in-service training program provided by the Safe School Climate Specialist that provides information that addresses the prevention, identification of, and response to bullying.
School Communities	The students, staff and families in each school are required to measure and document progress and/or areas needing improvement by completing the Safe School Climate Assessment

The Guilford Public Schools

Our vision is a professional learning community where instruction invites effort and supports academic rigor for all students and educators.

The realization of this vision requires a collective commitment to ...

- ... A focus on instruction.
- ... Visionary leadership.
- ... Professional learning.
- ... The belief that effort creates ability.

It is our responsibility to provide the structure that invites sustained effort on the part of our students and educators.

We believe that with an emphasis on expert instruction that takes place in a professional and collaborative environment, students will achieve at the highest levels.



Our mission is to foster excellence in a respectful and challenging academic environment that leads to a lifelong passion for learning and the realization of each individual's highest potential for success in life.

<p>Organizing for Effort</p> <ul style="list-style-type: none"> • Clear and high expectations. • Fair and credible evaluations. • Recognition of accomplishment. • Curriculum geared to standards 	<p>Self-management of Learning</p> <ul style="list-style-type: none"> • Meta-cognitive strategies explicitly modeled, identified, discussed, and practiced. • Students play active role in monitoring and managing the quality of their learning. • Teachers scaffold student performance during initial learning, gradually remove supports. • Students become agents of their own learning.
<p>Clear Expectations</p> <ul style="list-style-type: none"> • Standards available and discussed. • Models of student work. • Students judge their own and others' work. • Intermediate expectations specified. • Families and community informed 	<p>Learning as Apprenticeship</p> <ul style="list-style-type: none"> • Students create authentic products and performances for interested critical audiences. • Experts critique and guide student work. • Finished work meets public standards of quality. • Learning strategies are modeled.
<p>Fair and Credible Evaluations</p> <ul style="list-style-type: none"> • Exams referenced to standards. • Curriculum and assessments aligned. • Grading against absolute standards, not curve. • Reporting system makes clear how students are progressing toward expected standards. • Public accountability systems and instructional assessments aligned. 	<p>Socializing Intelligence</p> <ul style="list-style-type: none"> • Beliefs- I have the right and obligation to understand and making things work; problems can be analyzed and I am capable of that analysis. • Skills- A toolkit of problem-analysis skills (meta-cognitive strategies) and good intuition about when to use them; knowing how to ask questions, seek help, and get enough information to solve problems. • Dispositions- Habits of mind; tendency to try actively to analyze problems, ask questions, get information.
<p>Recognition of Accomplishment</p> <ul style="list-style-type: none"> • Frequent recognition of student work. • Recognition for real accomplishment. • Clearly demarcated progress points. • Celebration with family and community. • Employers and colleges recognize accomplishments 	
<p>Academic Rigor in a Thinking Curriculum</p> <ul style="list-style-type: none"> • Commitment to a Knowledge Core <ul style="list-style-type: none"> - An articulated curriculum that avoids needless repetition and progressively deepens understanding of core concepts. - Curriculum and instruction organized around major concepts. - Teaching and assessment focus on mastery of core concepts. • High Thinking Demand <ul style="list-style-type: none"> - Students expected to raise questions, to solve problems, to reason. - Challenging assignments in every subject. - Extended projects. - Explanations and justification expected. - Reflection on learning strategies. • Active Use of Knowledge <ul style="list-style-type: none"> - Synthesize several sources of information - Test understanding by applying concepts. 	<p>Accountable TalkSM</p> <ul style="list-style-type: none"> • Accountability to the Learning Community <ul style="list-style-type: none"> - Students actively participate in classroom talk. - Listen attentively. - Elaborate and build on each other's ideas. - Work to clarify or expand a proposition. • Accountability to Knowledge <ul style="list-style-type: none"> - Specific and accurate knowledge. - Appropriate evidence for claims and arguments. - Commitment to getting it right. • Accountability to Rigorous Thinking <ul style="list-style-type: none"> - Synthesize several sources of information. - Construct explanations and test understanding of concepts. - Formulate conjectures and hypotheses. - Employ generally accepted standards of reasoning. - Challenge the quality of evidence and reasoning.








Guilford Public Schools Philosophy of Discipline and Behavior

The Guilford Public Schools is committed to maintaining a supportive and orderly school environment in which students may receive and staff may deliver a quality education without disruption or interference and, in which, students may develop as ethical, responsible and involved citizens.

To achieve this goal, each individual school shall establish a set of clear expectations both academic and behavioral. These expectations are based on four values that are viewed as essential to ethical and responsible behavior:



Furthermore, the following guiding principles should serve as the cornerstone with regard to our expectations and behaviors:

-  **We believe that learning without fear should be a basic tenet of the school.**
-  **We believe in a preventative and positive approach to discipline rather than reactive or aversive.**
-  **We believe in the creation of school environments where team building and problem solving skills are the norm.**
-  **We believe there should be a common language K-12 regarding expected behaviors.**
-  **We believe that it is our responsibility to teach socially acceptable behaviors and then to monitor and evaluate our success.**
-  **We believe there is a connection between academic success and school behavior.**
-  **We believe that a positive school culture works best when student behavior is a collective responsibility among parents, students, school and the community.**

GUILFORD PUBLIC SCHOOLS PHILOSOPHY OF DISCIPLINE AND BEHAVIOR

The following is meant to provide examples from elementary, middle and high school which illustrate each of the guiding principles of the GPS Philosophy of Discipline and Behavior and their application in the schools.

GUIDING PRINCIPLE	EXAMPLES FROM THE SCHOOLS
<p>WE BELIEVE THAT LEARNING WITHOUT FEAR SHOULD BE A BASIC TENET OF THE SCHOOL</p>	<ul style="list-style-type: none"> ➤ Teachers model and reinforce <u>sharing</u> (how to share, what it feels like when others don't share, how to problem solve if someone else doesn't share, appropriate strategies for asking others to share, what to share and what not to share). [Elementary] ➤ Children are taught to advocate for themselves when someone is being inappropriate/mean to them. This includes <u>learning to use their words and tell an adult</u>. [Elementary] ➤ Teachers help students to develop a toolkit of problem/analysis skills and strategies they need to address and solve problems. [Middle] ➤ Citizenship and character development activities promote respect/celebration of differences. [Middle] ➤ GPS Policies regarding Bullying and Discrimination are published/distributed in Student Parent Handbooks. The specific content of the policies is reviewed with students annually in Aug/Sept. [Middle & High] ➤ Administrative response to incidents of meanness/bullying includes review of essential elements of appropriate BOE policy. [Middle & High] ➤ Students with disabilities are included in the least restrictive environment and students with disabilities join in extracurricular activities in order to have social opportunities to interact with their peers. [SE K-12] ➤ Students' strengths and concerns are addressed at PPT meetings. Specific strategies and interventions are identified to help to create safe and effective learning environments in their classrooms and schools. [SE K-12]

WE BELIEVE IN A PREVENTATIVE AND POSITIVE APPROACH TO DISCIPLINE RATHER THAN A REACTIVE OR AVERSIVE APPROACH.

- Consequences for inappropriate choices are meant to be positive and to provide improvement. For example, if students are inappropriate with their words, they do “community service” by doing something positive for the school with their words, for example, reading to kindergarten students. [Elementary]
- Books are used on a regular basis to help students identify and resolve behavior issues and understand how to appreciate one another. For example, children in kindergarten read “Tyrone the Terrible.” Older students read, “Number the Stars.” [Elementary]
- School-wide assertive approach fosters a proactive approach to discipline. For example, a positive incentive program that reinforces, “catching students doing the right thing” (Adams Stars, Baldwin Bucks). [Middle]
- SRBI team develops action plans for individual students to optimize positive assets, decrease/eliminate problem behaviors. [K-12]
- Advisor/Advisee program supports students demonstrating appropriate behaviors and making appropriate choices. [High]
- Participation in Athletic and Student Council Leadership Seminar programs. [High]
- Planning and Placement teams develop FBAs and BIPs to address challenging behaviors. Identification of the antecedents, behaviors of concern and consequences to enable student to improve his/her behavior. [SE K-12]

WE BELIEVE IN THE CREATION OF SCHOOL ENVIRONMENTS WHERE TEAM BUILDING AND PROBLEM-SOLVING SKILLS ARE THE NORM.

- *Responsive Classroom* is a positive approach which helps children develop self-control, understand how positive behavior looks and sounds, and come to value such behavior. [Elementary]
- Grade level class meetings, facilitated by the social worker, are held as needed to deal with topics such as bullying. [Elementary]
- Team-building programs are held in September to help students get to know, work with, and appreciate one another. [Middle]

	<ul style="list-style-type: none"> ➤ Middle schools create “small” teams within the larger school community. Regular meetings allow teachers and students to review team progress and celebrate team accomplishments. [Middle] ➤ Unity week programs bring students together to plan/present programs celebrating diversity . [High] ➤ Application of the POLs creates environment that invites effort and persistence and encourages students to solve problems. [High] ➤ PPTs and SRBI teams use problem-solving approaches to address student concerns. [SE K-12]
<p>WE BELIEVE THERE SHOULD BE A COMMON LANGUAGE K-12 REGARDING EXPECTED BEHAVIORS</p>	<ul style="list-style-type: none"> ➤ School-wide norms have been developed for the buses, lunchroom, playground and dismissal. Norms are reviewed weekly during <i>Morning Meeting</i>. [Elementary] ➤ Through modeling, a student learns how positive behavior looks and sounds. Students learn to articulate their learning goals for school. [Elementary] ➤ Monthly citizenship lessons present and model clear expectations for appropriate behavior. [Middle] ➤ School-wide positive behavior focus – i.e. <i>Adams CARES</i> - provides modeling and multiple examples of <i>community, attitude, respect, effort and scholarship</i>. [Middle] ➤ Discussions of “Healthy Relationship” activities are facilitated by social workers and school counselors for the entering freshman. [High] ➤ School-wide social and civic expectations are deployed through classroom posters and weekly PA announcements. [High] ➤ GPS developed a unified system of codifying and reporting discipline, suspension and expulsion data and practices. [K-12] ➤ A system-wide electronic FBA/BIP form and template has been established and implemented. [SE K-12]

<p>WE BELIEVE THAT IT IS OUR RESPONSIBILITY TO TEACH SOCIALLY ACCEPTABLE BEHAVIORS AND THEN TO MONITOR AND EVALUATE OUR SUCCESS.</p>	<ul style="list-style-type: none"> ➤ Daily morning meetings are conducted as part of the <i>Responsive Classroom</i> model. [Elementary] ➤ School social worker and school psychologist meet with children individually and in small groups to provide early intervention strategies related to cooperation, honesty, responsibility, self-confidence, and tolerance. [Elementary] ➤ Developmental Guidance curriculum provides lessons, including role-playing, in appropriate peer interaction and conflict resolution. [Middle] ➤ SRBI teams monitor and evaluate data pertaining to attendance, discipline issues, and academic success of students on action plans. [Middle] ➤ Support service personnel evaluate annual goals for student behavior and achievement in light of cumulative student discipline and achievement data. [Middle] ➤ NEASC & Assets Survey data used in decision-making practices. [High] ➤ Discipline data (i.e. suspensions) is reviewed regularly. Number of suspensions has dropped in past three years. [High] ➤ GPS engages school support personnel along with parents and appropriate consultants to address individual student needs in the social/emotional areas. [SE K-12] ➤ SRBI plans, IEPs, FBAs & BIPs may be revised multiple times as teams of professionals seek most effective ways to address challenging behaviors. [K-12]
<p>WE BELIEVE THERE IS A CONNECTION BETWEEN ACADEMIC SUCCESS AND SCHOOL BEHAVIOR.</p>	<ul style="list-style-type: none"> ➤ School social worker and speech and language pathologist facilitate the STAR (Students Talking and Relating) group together to help children develop and practice social skills that help them flourish in the classroom. [Elementary] ➤ Responsive classroom helps children develop self-control, a critical ingredient to being available to learning. [Elementary] ➤ School counselors, school social worker facilitate group talk dealing with topics (such as divorce, illness and/or

	<p>death in the family, substance abuse in the family) which can negatively impact a child's ability to function and engage in school. [Middle]</p> <ul style="list-style-type: none"> ➤ School-wide diligence initiative supports expending effort and demonstrating persistence to achieve academic success. [Middle] ➤ School supports many and varied healthy/healthful activities for students after school. Students who are engaged in the life and activities of the school are generally more successful. [High] ➤ The SRBI and FBA/BIP process recognizes the vital connection between appropriate behavior and academic success and plans intervention to reinforce positive behaviors, reduce negative behaviors and support learning. [K-12]
<p>WE BELIEVE THAT A POSITIVE SCHOOL CULTURE WORKS BEST WHEN STUDENT BEHAVIOR IS A COLLECTIVE RESPONSIBILITY AMONG PARENTS, STUDENTS, SCHOOL AND THE COMMUNITY.</p>	<ul style="list-style-type: none"> ➤ PTOs and GHS Connections provide multiple opportunities to participate in school activities and to build rapport with school staff and other families. [K-12] ➤ GPS benefits from hundreds of trained volunteers who work with students and staff and serve as additional positive role models for our students. [K-12] ➤ Guilford Youth Mentoring supports at risk students by providing an additional caring adults to befriend and guide our children. [K-12] ➤ Middle and high school students donate community service hours by tutoring elementary students, working on community initiatives (TEAM Guilford, DAY) and volunteering to assist with civic and school-based programs throughout the year (Guilford Food Bank, Strawberry Festival, Before and After Care, etc.) [Middle, High]

Employee and Volunteer Handbook

CREATING PHYSICALLY, EMOTIONALLY, AND INTELLECTUALLY SAFE SCHOOLS



Guilford Public Schools

Fostering excellence in a respectful and challenging environment that leads to a lifelong passion for learning and the realization of each individual's highest potential for success in life.

Revised: August 12, 2011

The Right to Learn in Safety - A Civic Principle

The students and adults of Connecticut want safe, caring communities and nurturing, intellectually challenging schools. Education should be inviting and supportive for all students; yet some silently fear going to school.

Why do we have a problem?

Bullying is a common and potentially harmful form of violence among children that occurs in both school and community settings. Primary school children who exhibit mean behaviors have been identified as one precursor to more aggressive and sometimes violent behavior in later grades.

A person is being harmed when he or she is the target of negative actions undertaken by one or several other individuals who are more powerful than the target in some way. Negative actions, which are repeated over time, can begin with name calling or social isolation and can build to actual attacks and/or attempts to injure or humiliate another person, including physical and verbal aggression, social alienation, intimidation, racial and ethnic harassment and sexual harassment.

The prevalence and the seriousness of mean behaviors are significantly underestimated by many adults. This not only hurts the students involved, it also impacts the overall school climate and learning environment. Impact on the child who is targeted can include depression, isolation, poor school attendance, and diminished grades. At the extreme, these children can exhibit patterns of irrational retaliation. Studies clearly show that early identification and intervention can help the bully, the targeted child and the bystanders.

Reference:

Brave Enough to Be Kind
Connecticut State Department of Education
January 2001

The Guilford Board of Education does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, sexual orientation, gender identity or expression, or disability in its programs, activities, and employment practices. Questions or complaints related to Title IX should be directed to Anne Keene, Assistant Superintendent, 55 Park St., Guilford, CT 06437 or at 203-453-8216; questions or complaints related to disabilities, should be directed to Patricia Brett, Director of Pupil Services, 280 South Union St., Guilford, CT or 203-453-0128.

Bullying Behavior in the Schools

In accordance with state law, it is the policy of the Guilford Board of Education that any form of bullying behavior, whether in the classroom, on school property or at school-sponsored events, is expressly forbidden.

As provided by statute, regulations shall (1) notify students annually of the process by which they may make anonymous reports of bullying to teachers and school administrators, (2) enable the parents or guardians of students to file oral or written reports of suspected bullying and annually inform parents/guardians of their right to report, (3) require teachers and other school staff who witness acts of bullying or receive student reports of bullying to notify school administrators in writing, (4) require school administrators to investigate any written reports filed and to review any anonymous reports provided that no disciplinary action shall be taken solely on the basis of an anonymous report, (5) include case-by-case interventions, such as counseling and discipline, to address repeated incidents of bullying (6) provide for the inclusion of language in student codes of conduct concerning bullying, (7) require school administrators to notify both 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 and request that parents/guardians attend at least one meeting, (8) require the administration to convey to each employee of the Board the regulations, and (9) require each school within the district to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection. The notification required pursuant to subdivision (7) shall include a description of the response of school staff to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations. Except as specifically provided in this policy, this policy is not intended to create or broaden exceptions to disclosure under the Connecticut Freedom of Information Act.

For the purposes of this policy, "**Bullying**" means (a) the repeated use by one or more students of a written, oral, or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or (b) a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that: (i) causes physical or emotional harm to such student or damage to such student's property, (ii) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property, (iii) creates a hostile environment at school for such student, (iv) infringes on the rights of such student at school, or (v) substantially disrupts the education process or the orderly operation of a school.

For purposes of this policy, "**School-Sponsored Activity**" shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

Students who engage in bullying behavior shall be subject to school discipline up to and including expulsion in accordance with the Board's policy on student discipline.

(cf. 5006 — Cyberbullying)

Legal References:

Public Act No. 06-115
Public Act No. 02-119
Public Act No. 08-160
Public Act No. 11-232

Connecticut General Statutes Sections 10-233a through 10-233f

Policy

Adopted: January 13, 2003
Approved: December 11, 2006
Reviewed: April 23, 2007
Approved: April 6, 2009
Adopted: July 1, 2011

Guilford Public Schools
Guilford, Connecticut

Bullying Behavior in the Schools

I. Purpose

The purpose of this regulation is to implement the policy of the State of Connecticut and the Board of Education as expressed in Policy 5005.

II. Definitions

- A. "Bullying" means (a) the repeated use by one or more students of a written, oral, or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or (b) a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that: (i) causes physical or emotional harm to such student or damage to such student's property, (ii) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property, (iii) creates a hostile environment at school for such student, (iv) infringes on the rights of such student at school, or (v) substantially disrupts the education process or the orderly operation of a school.
- B. "Bullying" expressly includes, but is not limited to, a written oral, or electronic communications, or physical acts or gestures that are 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.
- C. "School-Sponsored Activity" shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

III. Reporting Procedures

- A. Any person who believes he or she has been the victim of bullying during a school-sponsored activity may report the matter to any teacher or member of the school district administration. Any school employee, contractor or volunteer with knowledge or belief of conduct that may constitute bullying at a school sponsored activity, whether by witnessing such conduct or by receiving student reports of bullying, shall report the alleged acts immediately to an appropriate district official designated by the Superintendent, and shall supplement that report with a written report if it is originally made orally. Students may anonymously report acts of bullying to teachers and school administrators. Parents or guardians of students may also file written or oral reports of suspected bullying. 5005(b)
- B. The building administration is responsible for receiving reports of bullying at the building level.
- C. The building administration shall notify the Superintendent or his/her designee of any substantiated incidents of bullying.
- D. Teachers, administrators, other employees of the school district, volunteers and contractors shall be alert to possible situations, circumstances or events which might include bullying. Any such individual who receives a report of, observes, or who otherwise acquires knowledge or belief of, conduct which may constitute bullying must inform the building administration immediately.

IV. School / District Action

- A. Upon receipt of a complaint or report of bullying building administrators shall undertake or authorize an investigation. Building administrators may request that the superintendent or the superintendent's designee participate in the investigation.
- B. If upon investigation it is determined that bullying has more likely than not occurred, the superintendent or his/her designee will proceed to take appropriate action under the Board's disciplinary policies. Further, if the investigation establishes reason to believe that a student has engaged in conduct that might violate a criminal law of the State of Connecticut, then the superintendent shall forward the information to the Chief of Police of the town for guidance and possible action at the discretion of the police. Disciplinary consequences imposed by the Superintendent or his/her designee will be sufficiently severe to deter bullying conduct and reasonably assure the safety of students. Such action may include, but is not limited to, warning, detention, suspension, or expulsion, pursuant to the procedures set governing disciplinary actions generally.
- C. The parents or guardians of students who are alleged to have engaged in acts of bullying and the parents or guardians of students against whom such acts were allegedly directed shall be notified by the superintendent or his/her designee of the results of the investigation. The notification shall include a description of the response of school staff to such acts and any consequences that may result from the commission of further acts of bullying.
- D. A list of the verified number of acts of bullying shall be maintained and shall be available for public inspection.
- E. The Superintendent or his/her designee shall be responsible for developing case-by-case interventions, such as counseling and discipline, for school staff to address bullying. The Superintendent shall forthwith cause one copy of the Bullying policy and accompanying regulations to be delivered to each employee and volunteer for the district within a reasonable time after they are revised, and shall cause them to be delivered to new employees at the time of hire. The Superintendent shall further cause the Bullying policy and accompanying regulations to be provided to each contractor with the district whose employees have regular interaction with and responsibility for the care of students, including school bus contractors, with a request that the contractor informs its employees of the district's policy and regulation.

(cf. 5126 Suspension/Expulsion/Exclusion/Removal)

(cf. 5006 Cyberbullying)

Legal reference: P.A. 02-119

P.A. 06-115

P.A. 08-160

P.A. 11-232

Regulation

Approved: January 13, 2003

Approved: December 11, 2006

Reviewed: April 23, 2007

Approved: April 6, 2009

Approved: July 1, 2011

Guilford Public Schools
Guilford, Connecticut

Staff Responsibilities

- Establish expectations against meanness in any form.
- Listen to all parties involved in incidents.
- Investigate incidents fully as soon as possible , and report such incidents to the school administration.
- Use a range of teaching and learning strategies that support positive behavior.
- Promote the values of the school by example.
- Implement interventions which are least intrusive and most effective.
- Initiate efforts to improve behavior through class discussion, counseling, reinforcement or sanctions as appropriate.
- If it is mean, intervene.

When adults ignore mean behavior in hallways, lunchrooms, or anyplace else, students think the behavior is acceptable.

Classroom Activities and Resources

1. Develop a class code of conduct with regard to treatment of other students. Both desirable and unacceptable behavior should be simply and clearly defined with student input.
2. Follow-up with immediate, consistent, non-violent consequences for all aggressive behaviors.
3. Frequently recognize positive, friendly and supportive behaviors of students toward one another.
4. Teach non-violent, non-racist, and non-sexist ideas, values and behaviors as a core part of the daily curriculum.
5. Teach social skills, including communications, making friends, accepting feedback from others, appropriate problem solving.
6. Model positive, respectful, and supportive behavior toward students.
7. When possible, include less popular or more timid students in small, positive and accepting social groups.

Steps for Intervening in Potential Situations

1. Intervene immediately; stop the mean behavior once seen or as soon as you are aware of it.
2. Talk to the bully and the target, separately. If more than one child is involved in the incident, talk to each of the perpetrators separately, in quick succession.
3. Consider excluding cases from peer mediation, as the power imbalance could make this a very intimidating situation for the target.
4. Consult administrators and support staff to get a broader perspective on an incident and alert them to the problem.
5. Expect that the perpetrator may minimize or deny inappropriate behavior. Refer to school and class codes of conduct when discussing inappropriate behavior. Describe acceptable behavior and indicate sanctions that will be imposed for inappropriate behavior.
6. Whenever possible, involve parents in designing a creative plan of action.
7. Involve targets in situations where they can develop confidence. (e.g., peer support groups, new student orientation group, or clubs)
8. Continue to monitor the behavior of everyone involved.
9. Listen carefully to all parties.

To be completed by the complainant.

5005(f1)

**GUILFORD PUBLIC SCHOOLS
Guilford, Connecticut
STUDENT COMPLAINT REPORT**

Student's Name: _____

School: _____ Grade/Teacher: _____

Home Address: _____

Telephone: _____

Complaint filed against (name/position):

Description of complaint: *(Please include timeframes, frequency of offense,
and specific details)*

Witnesses (if applicable):

Name/Position Address Telephone

Name/Position Address Telephone

Name/Position Address Telephone

Signatures

Complainant: _____

Date: _____

Relationship _____
(if other than student)

School Official : _____

Date: _____

Title: _____

Original forms are available in the Principal's Office

Cyberbullying

The District's computer network and the Internet, whether accessed on campus or off campus, during or after school hours, may not be used for the purpose of harassment. All forms of harassment over the Internet, commonly referred to as cyberbullying, are unacceptable and viewed as a violation of this policy and the District's acceptable computer use policy and procedures.

Malicious use of the District's computer system to develop programs or to institute practices that harass other users or gain unauthorized access to any entity on the system and/or damage the components of an entity on the network is prohibited. Users are responsible for the appropriateness of the material they transmit over the system. Hate mail, harassment, discriminatory remarks, or other antisocial behaviors are expressly prohibited.

Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or Web site postings including blogs. It is also recognized that the author (poster or sender) of the inappropriate material is often disguised (logged on) as someone else.

Students and community members who believe they have been the victims of such misuses of technology, as described in this policy, should not erase the offending material from the system nor should they forward the material electronically. A copy of the material should be printed and brought to the attention of the school Principal. The Director of Technology should be informed of any potential misuse of the school network.

The administration shall investigate all reports of cyberbullying pursuant to policy #5005.

In situations in which the cyberbullying originated from a non-school computer but brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be seriously disruptive of the educational process. In addition, such conduct must also be violative of a publicized school policy. Such conduct includes, but is not limited to, threats, or making a threat off school grounds, to kill or hurt a student or employee.

Disciplinary actions may include, but are not limited to, the loss of computer privileges, detention, suspension, or expulsion for verified perpetrators of cyberbullying. In addition, when any kind of threat is communicated or when a hate crime is committed, this shall be reported to local law enforcement officials.

Cyberbullying (continued)

The District recognizes its responsibility to educate students regarding appropriate behavior on social networking and chat room sites about cyberbullying. Therefore, students shall be provided instruction about appropriate online behavior, including interacting with other individuals via technology and cyberbullying awareness and response.

(cf. 6214 – Nondiscrimination in Instruction)

(cf. 5126 – Suspension and Expulsion/Due Process)

(cf. 5005 – Bullying Behavior in the Schools)

(cf. 5004 – Discrimination / Harassment)

(cf. 4150 – Acceptable Computer Use)

(cf. 6340 – Use of Web Tools)

(cf. 6338 – Technology / Instruction / Electronic Information Resources / Acceptable Use)

Legal Reference: Connecticut General Statutes

PA 02-119, An Act Concerning Bullying Behavior in Schools and Concerning the Pledge of Allegiance

Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education. (SC 15862)

Public Law 110-385 Broadband Data Improvement Act/Protecting Children in the 21st Century Act

GUILFORD PUBLIC SCHOOLS
Guilford, Connecticut

Policy adopted: December 13, 2010

CYBERBULLYING SCOPE AND SEQUENCE

(based on www.cybersmartcurriculum.org)

Unit	Topic	Grades K – 2	Grades 3-4	Grades 5-6	Grades 7 – 8	Grades 9 - 12
<p>Safety and Security Online What do students need to know about Internet safety, privacy, and security?</p>	<p>Private Identity Information Students experience the excitement and power of the Internet while learning safety and security rules to protect their identities online, not only in terms of personal safety but in the context of identity theft.</p>	<p>Go Places Safely A virtual field trip helps children experience the power and excitement of the Internet by taking them places in cyberspace that might be impractical for a class to visit. They also learn that, just as when traveling in the face-to-face world, they should always take an adult with them when traveling in cyberspace.</p>	<p>What's Private? Children learn about the power of the Internet to facilitate collaboration among students worldwide. While co-writing a story online, students learn an important safety rule: Before sharing private information in cyberspace, they must get permission from a parent or teacher.</p>	<p>Private Information By examining and identifying actual online requests for private information, students learn to apply the same safety rules in cyberspace as they use when encountering strangers in the face-to-face world.</p>	<p>Private and Personal Information Students learn they can converse and share ideas and opinions with others in cyberspace. They adopt a critical thinking process that empowers them to protect themselves and their families as they visit sites requesting private identity information.</p>	<p>Online Identity Theft: Information is Power Students learn about the methods criminals use to steal identities online. They develop an identity theft prevention tip list and propose ways to communicate their tips to their families.</p>

<p>Unit Safety and Security Online What do students need to know about Internet safety, privacy, and security? (continued)</p>	<p>Topic Meeting People Online Students learn that, although they may develop rewarding online relationships, the people they meet in cyberspace must be treated as strangers.</p>	<p>Grades K – 2</p>	<p>Grades 3 - 4</p>	<p>Grades 5 - 6 Safe Talking in Cyberspace Students learn that they can develop rewarding online relationships, but they should never reveal private information to a person they know only in cyberspace without asking their parent or guardian for permission.</p>	<p>Grades 7 – 8 Savvy Online Talk and Messaging Students explore the benefits of online talk and messaging and consider scenarios in which they might feel uncomfortable or be asked to give away private identity information. They identify situations in which flirting and sexual talk is risky and discuss safety rules to apply online.</p>	<p>Grades 9 - 12 Making Good Decisions During classroom discussions, students will analyze the risks to teens regarding online sexual victimization by adults. They will consider how they can harness the power of the Internet while avoiding risky behavior that can lead to involvement in criminal sexual activity. Your Online Image Students explore the consequences of unintended audiences viewing their social network profiles. They consider key characteristics of social network sites and how they might affect teens as they try out new identities. Then, students collaborate to write a letter to parents demonstrating their understanding of issues related to unintended online audiences.</p>
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<p>Unit Safety and Security Online What do students need to know about Internet safety, privacy, and security? (continued)</p>		<p>Topic Security Students learn how to handle e-mail, messaging, texting, password-protected accounts, and computer networks securely.</p>	<p>Grades K – 2</p>	<p>Grades 3 – 4</p>	<p>Grades 5 – 6 Filling Out a Form—Ask First Students learn that many Web sites have enticing offers in exchange for information and discuss how to responsibly handle such offers.</p>	<p>Grades 7 – 8 Smart, Safe, and Secure Online Students consider some security challenges related to e-mail, instant messaging, and free downloads—spam, malware attachments, electronic chain letters, and phishing—discussing ways of handling them safely and responsibly. Then they create cartoons and comics to educate others about cyber security.</p> <p>Strong Passwords Students learn how to create secure passwords in order to protect their private information and accounts online.</p>	<p>Grades 9 - 12 Managing Passwords Students consider the strength of their passwords by learning the reasons for building passwords that are hard to crack and practice creating passwords that follow recommended security rules. They devise a way to communicate what they have learned to their families.</p> <p>Safeguarding Your Stuff, My Stuff, Our Stuff Students explore real stories of cyber security threats and damage and learn to think responsibly about securing their families' data at home and when using public computers. They think creatively about how to talk with their families about cyber security.</p>
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<p>Unit</p>	<p>Topic</p>	<p>Grades K – 2</p>	<p>Grades 3 – 4</p>	<p>Grades 5 – 6</p>	<p>Grades 7 – 8</p>	<p>Grades 9 - 12</p>
<p>Safety and Security Online What do students need to know about Internet safety, privacy, and security? (continued)</p>	<p>Online Privacy Students learn that commercial Web sites collect information about visitors and how to recognize whether such sites protect the privacy of children.</p>	<p>Filling Out a Form— Students learn that many Web sites have enticing offers in exchange for information and discuss how to responsibly handle such offers.</p>	<p>Privacy Rules! Students learn that children's Web sites must protect their private information, and look for privacy policies and privacy seals of approval.</p>	<p>Check the Privacy Policy Students evaluate Web site privacy policies with a checklist based on Federal Trade Commission rules for compliance with the Children's Online Privacy Protection Act.</p> <p>Privacy—What's the Big Deal? Students explore the concept of privacy in their everyday lives and as it relates to visiting Web sites.</p>		

Unit	Topic	Grades K – 2	Grades 3 – 4	Grades 5 – 6	Grades 7 – 8	Grades 9 - 12
<p>Manners, Bullying, and Ethics What are students' social, legal, and ethical responsibilities when they use the Internet?</p>	<p>Cyberbullying Students examine their own and others behaviors and learn what constitutes cyberbullying. They also learn how to deal with cyberbullying situations.</p>	<p>Everyone Wants Friends Students examine face-to-face bullying behaviors and identify why these behaviors create problems. They role-play to find ways to resolve the problem and create a poster of "No Bullying" rules.</p> <p>Is That Fair? Students learn bullying behaviors may take place when they are online. They brainstorm slogans to remind one another that they can get help from a trusted adult.</p>	<p>The Power of Words Students consider that while they are enjoying their favorite children's Web sites, they may encounter messages from other children that can make them feel angry, hurt, sad, or fearful. They explore ways to handle a particular cyberbullying situation, learn some basic prevention rules, and propose actions to take to calm down when online language makes them angry.</p> <p>Group Think Students learn that sometimes youths in groups think and behave differently than they would if each person was alone. They examine the role of the bystander in cyberbullying situations and develop an ethical pledge for bystanders.</p>	<p>Cyberbullying: Not a Pretty Picture Students explore a scenario in which a friendly relationship turns to a bullying one involving cell phones and computers. Then they create a glossary of abbreviations that will give contextual clues to text messages.</p> <p>Cyberbullying: Who, Me? Why Should I Care? Students explore the roles and responsibilities of bystanders to cyberbullying. Then they develop a plan for peer mentoring to prevent cyberbullying situations.</p> <p>Cyberbullying: Crossing the Line Students learn that when cyberbullying includes threats to safety, they must involve trusted adults. They develop a plan to enable students to report cyber-bullying to school authorities.</p>	<p>Acceptable Social Networking? Students explore a scenario in which an angry student creates a false online identity in order to seek revenge. They explore ways to resolve the situation and develop a list of tips to help other teens avoid cyberbullying situations.</p> <p>Connected, 24/7 Students explore how bullying behaviors on social networking sites and cell phones can affect teens around the clock. They identify positive actions that bystanders can take to alleviate a particular scenario. Then they write a letter to the editor discussing the positives and negatives of social networking sites, messaging, and cell phone technologies used by teens.</p>	

Unit		Topic	Grades K – 2	Grades 3 – 4	Grades 5 – 6	Grades 7 – 8	Grades 9 – 12
<p>Manners, Bullying, and Ethics What are students' social, legal, and ethical responsibilities when they use the internet? (continued)</p>	<p>Cyber Citizenship Students consider the power and responsibilities of citizenship in cyberspace, including adherence to their school's Acceptable Use Policy.</p>			<p>Citizens of Cyberspace Students learn that internet users are citizens of a global community with the power to share ideas with people around the world.</p> <p>Understand Your Acceptable Use Policy Acceptable Use Policy (AUP) contracts encourage responsible behavior by students and staff and give administrators enforceable rules for acceptable use of school computers. Students will interpret and make inferences about their school's AUP.</p> <p>Speak Out Students learn that, as citizens of their country, they have a responsibility to speak out on important issues and that the Internet provides easy ways to do so.</p>	<p>Power and Responsibility Students consider the power of the internet to disseminate positive and negative ideas of individuals, as well as large organizations. They relate the privileges and responsibilities of cyber citizenship to their school's Acceptable Use Policy (AUP).</p>		

Unit	Topic	Grades K – 2	Grades 3 – 4	Grades 5 – 6	Grades 7 – 8	Grades 9 - 12
<p>Manners, Bullying, and Ethics What are students' social, legal, and ethical responsibilities when they use the Internet? (continued)</p>	<p>Ethics and Property Students explore the concept of property and learn to use hardware, networks, and intellectual property ethically.</p>	<p>Is This Yours? Children learn that computers, like other objects, are property and should be respected.</p>	<p>Whose Property is This? Students extend their understanding of "property" to include not only computer equipment, but also the work of others, and then discuss rules for respecting such property.</p>	<p>Whose Is It, Anyway? Students learn that, although the Internet makes it very easy, copying others' work and presenting it as one's own is unethical. They also learn about circumstances in which it is permissible to copy others' work.</p> <p>Do the Right Thing Students learn that they should apply the same ethical principles in cyberspace that guide them in face-to-face situations.</p>	<p>Considering Copying Students consider possible ways to copy others' works using the Internet and learn that many forms of copying are illegal or unethical.</p> <p>Can You Hack It? Students learn that computers and electronic files are property and explore the reasons for, consequences, and ethics of teen hacking.</p>	
<p>Netiquette Students learn the dos and don'ts of good manners in cyberspace.</p>		<p>Good Manners Everywhere Students discuss good manners in the face-to-face world and learn some dos and don'ts for using e-mail in cyberspace.</p>	<p>Good E-mail Manners Students learn good manners dos and don'ts when sending email.</p>	<p>Good Messaging Manners Students learn guidelines for good manners in cyberspace, including tips for e-mail, instant messages, chat, and message boards.</p>		

<p>Unit</p> <p>Authentic Learning and Creativity How can students use the Internet to foster creativity and real-world problem solving?</p>	<p>Topic</p> <p>Authentic Learning Students learn to how to use the Internet to ask and answer real-world questions.</p>	<p>Grades K – 2</p>	<p>Grades 3 – 4</p> <p>The Power of Writing Students are guided through a multi-lesson project to identify a real world problem, investigate the problem, and communicate a written message to an audience outside their classroom.</p>	<p>Grades 5 – 6</p> <p>Purchasing Power Students are guided through a multi-lesson project to collaborate in making real-world purchasing decisions using mathematical and critical thinking skills and accessing Internet resources to collect information.</p>	<p>Grades 7 – 8</p> <p>Using Real-time Data Students use a guide to locate quantitative and qualitative real-time data on the Internet, develop essential questions, plan collaboration, identify an audience, and decide how to communicate the results of their investigation.</p>	<p>Grades 9 - 12</p> <p>Managing Project Teams Students use a checklist to learn to manage collaborative teams and select digital tools to support collaborative authentic learning projects. Use as a stand-alone lesson or in preparation for team project assignments.</p>
<p>Creativity Students learn that the Internet can spark creativity and provide tools that foster collaboration and sharing of their creative output.</p>						

<p>Unit Research and Information Fluency What strategies should students know to effectively guide their inquiry and evaluate and use online information?</p>	<p>Topic Search Engines and Directories Students learn that different search sites offer different features and ways of searching.</p>	<p>Grades K – 2</p> <p>Searching Children search online for pictures related to a specific topic.</p>	<p>Grades 3 – 4 Subject Category Selecting subject categories is one of two main search tools used on the Internet. Students learn how to best select subject categories in a directory and explore the concept of narrowing their search.</p>	<p>Grades 5 – 6 Choosing a Search Site Through online observations, students record and compare the features of four children's search sites. They then construct a lift-the-flap poster that will guide them in selecting appropriate search sites.</p>	<p>Grades 7 – 8 Investigating Search Engines and Directories Students learn how search engines, directories, and meta-search engines work and compare and contrast their features.</p>	<p>Grades 9 - 12</p>
	<p>The Nuts and Bolts of Searching Students learn a variety of strategies for locating information using search engine and directory sites.</p>	<p>Using Keywords Keyword searching is an effective way to locate information on the World Wide Web. Students learn how to select keywords to produce the best search results.</p>		<p>Smart Keyword Searching When you know the specific information you need, keyword searching is the most effective method of searching on the World Wide Web. Students learn strategies to increase the accuracy of their search. They compare the number and kinds of sites obtained and make inferences about the effectiveness of the strategies.</p> <p>Making Search Decisions Students interpret some powerful decision-making tips to increase their searching efficiency and then apply them in school research scenarios. They also learn to look for advanced search strategies offered at most search sites.</p>		

<p>Unit</p> <p>Research and Information Fluency What strategies should students know to effectively guide their inquiry and evaluate and use online information? (continued)</p>	<p>Topic</p> <p>Evaluating Web Sites Students apply given criteria to determine the usefulness and appropriateness of informational Web sites</p>	<p>Grades K – 2</p> <p>Good Sites Children explore and evaluate a children's Web site, concluding that people's opinions about the quality and usefulness of a site will vary.</p>	<p>Grades 3 – 4</p> <p>Finding Good Sites Students explore, evaluate, and compare several children's informational Web sites, concluding that people's opinions about the quality and usefulness of sites will vary.</p>	<p>Grades 5 – 6</p> <p>Rating Web Sites Students discuss and apply criteria for rating informational Web sites, compare their results, and infer that all Web sites are not equally good sources of research information.</p>	<p>Grades 7 – 8</p> <p>Identifying High-Quality Sites Students learn that, because anyone can publish on the Web, they must carefully evaluate the sites they use for research. They review evaluation criteria and use a checklist to "grade" informational sites.</p>	<p>Grades 9 - 12</p> <p>Evaluating Online Resources Students learn to think critically about their choices of Web sites for research by using an evaluation checklist that discusses the key characteristics of trustworthy sites. A sampling of sites on a topic of high interest to students pro-vides the lesson context. Optional strategies for the use of Web 2.0 tools are included. Extend the lesson to examine the use of Wikipedia.</p>
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<p>Unit</p> <p>Research and Information Fluency What strategies should students know to effectively guide their inquiry and evaluate and use online information? (continued)</p>		<p>Topic</p> <p>Homework Help Students examine Web sites designed for homework help and learn how to correctly cite online sources.</p>	<p>Grades K – 2</p>	<p>Grades 3 – 4</p>	<p>Grades 5 – 6</p> <p>Homework Help in a Hurry Students learn strategies for getting immediate help with their homework, including going online with an adult to help search services and reference data-bases.</p> <p>E-mailing for Homework Help Students visit sites where, with a parent or guardian, they can ask a homework question and receive an answer from an expert over the Internet. They find out that such personalized help takes time and is not suitable if they need an immediate answer.</p>	<p>Grades 7 – 8</p> <p>How to Cite a Site Students learn how to write bibliographic citations for online sources following the style recommended by the Modern Language Association.</p>	<p>Grades 9 - 12</p>
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<p>Unit</p> <p>Research and Information Fluency What strategies should students know to effectively guide their inquiry and evaluate and use online information? (continued)</p>	<p>Topic</p> <p>What About the Library? Students consider the value of libraries as sources of information in electronic and other forms.</p>	<p>Grades K – 2</p> <p>What About the Library? Students consider the value of libraries as sources of information in electronic and other forms.</p>	<p>Grades 3 – 4</p> <p>Ask a Librarian Students learn the library is the best place to begin research, because the librarian can help them find information in all kinds of media.</p>	<p>Grades 5 – 6</p> <p>What's at the Library? Students learn that libraries offer easy-to-use resources for researching a topic for a school report.</p>	<p>Grades 7 – 8</p> <p>Online @ the Library Students learn that there are often advantages to using the internet from a school or public library and investigate the specific services offered by their own library.</p>	<p>Grades 9 - 12</p>
<p>Research and Information Fluency What strategies should students know to effectively guide their inquiry and evaluate and use online information? (continued)</p>	<p>Recognizing Commercial Intentions Students learn that many Web sites are intended to sell, advertise, or promote products or services.</p>	<p>Find the Ad Children learn that the purpose of advertisements is to encourage people to buy something; children also practice differentiating ads from content on Web sites.</p>	<p>Things for Sale Students learn that some Web sites are advertising environments intended to promote good feelings about products.</p>	<p>A Place to Advertise Students consider that some Web sites are designed as advertising environments to entertain visitors while promoting advertisers' brands and products.</p>	<p>Sticky Sites Students explore why and how commercial Web sites attempt to attract and keep visitors.</p>	

<p>Unit</p> <p>Twenty-First Century Challenges What should students know to effectively use the Internet as a means of communication and collaboration?</p>		<p>Topic</p> <p>Communication Inventions Students learn how the Internet relates to communication inventions of the past.</p>	<p>Grades K – 2</p> <p>Spread the News! Children learn what it means to communicate, recognize the computer as a communication invention, and plan their own way to communicate a message.</p>	<p>Grades 3 – 4</p> <p>What's the Big Idea? Students recognize people's need and desire to communicate as they describe and classify past and present communications inventions.</p>	<p>Grades 5 – 6</p> <p>Great Communicators Students consider great communications inventions, including the Internet, and assess advantages and disadvantages of each.</p>	<p>Grades 7 – 8</p> <p>Great Moments in Communications Students assemble a time-line to understand how communications technology has evolved, and relate the invention of the Internet to earlier inventions.</p>	<p>Grades 9 - 12</p>
	<p>What Is Cyberspace? Students conceptualize the geography of cyberspace and explain how it relates to the places they know.</p>	<p>Cyberspace at School Children explore the concept of cyberspace as a means of communicating with <i>real</i> people within their school.</p>	<p>My Cyberspace Neighborhood Students explore the concept of cyberspace as a means of connecting people and explain how the ability to communicate can unite a neighborhood.</p>	<p>Cyberspace Country Students contrast cyberspace with actual and fantasy places, learn that cyberspace is where <i>real</i> people connect using computers and <i>real</i> experiences take place, and visually express their conception of the geography of cyberspace in the U.S.</p>	<p>Cyberspace World Students consider the concept of cyberspace as a <i>place</i> and learn that it can be defined as <i>real</i> people communicating through computers connected to the Internet. They create a map to visually represent that definition, taking into account the influences of population, language, and geography around the world.</p>		

<p>Unit</p> <p>Twenty-First Century Challenges What should students know to effectively use the Internet as a means of communication and collaboration?</p>	<p>Topic</p> <p>How Does the Internet Work? Students learn about networks and the network of networks—the Internet.</p>	<p>Grades K – 2</p>	<p>Grades 3 – 4</p>	<p>Grades 5 - 6</p> <p>What Is a Network? Students model a network and learn that the Internet consists of many computer networks that are able to communicate with one another.</p>	<p>Grades 7 – 8</p> <p>Information Highways Students model how information travels on the Internet and discover how the design of the Internet allows it to grow easily and never completely break down.</p>	<p>Grades 9 - 12</p>
	<p>into the Future Students predict how new communications technologies will affect people in the future.</p>			<p>Imagining the Future Students consider emerging computer and Internet technologies, and predict how such developments might directly affect the lives of kids in the future.</p>	<p>Debating the Future Students analyze social issues related to the future use of the Internet, decide if they agree or disagree with one another, and support their views in a debate.</p>	

**Guilford Public Schools Safe School Climate Plan
Appendices**

Safe School Climate Rubric

NSC Standard	Pre-Awareness	Awareness	Emergent	Maintenance
<p>Standard 1: Shared Mission Is it evident that all members of the school community are committed to physical, emotional and intellectual safety of the learners?</p>	<p>No effort has been made to engage students, staff and community stakeholders in recognizing the importance of a positive school climate to support student achievement</p>	<p>An attempt has been made to engage students, staff and/or community stakeholders in recognizing the importance of a positive school climate to support student achievement</p>	<p>Recognition, understanding and engagement in the principles, practices and strategies as well as the necessary formative data required to improve the learning environment in meaningful ways for stakeholders</p>	<p>All stakeholders are committed to and engaged in systemic improvement efforts that result in the physical, emotional and intellectual safety of all learners</p>
<p>Standard 1: Shared Vision Do participants share a vision of what a positive school climate looks, feels and sounds like?</p>	<p>No effort has been made to engage stakeholders in arriving at a common understanding of what a positive school climate looks, feels and sounds like</p>	<p>Attempts have been made to articulate a common vision of what a positive school climate implies, however most stakeholders are unaware and/or unaffected by these efforts</p>	<p>A common vision for improving school climate has been embraced and endorsed; a sense of shared ownership and pathways toward meaningful professional development have been articulated</p>	<p>Day to day decision making and practice is guided and supported by the share vision; efforts to narrow any gaps between school culture “as is,” and “as envisioned” are ongoing</p>
<p>Standard 1: Shared Values How must participants act toward one another in order to advance the vision?</p>	<p>No efforts have been made to identify and articulate the attitudes, behaviors and/or commitments necessary to advance the mission and vision for a positive school climate</p>	<p>Staff members have articulated beliefs, ground rules and norms for team functioning that mirror a positive school climate, however these statements do not yet inform day-to-day practice</p>	<p>Staff members have made a conscious effort to live by the beliefs, ground rules and norms mirroring a positive school climate in day-to-day practice; inconsistencies are confronted and managed appropriately</p>	<p>The beliefs, ground rules and norms are embedded in the school culture and are evident to all school stakeholders in overt and meaningful ways; they influence policies, procedures, daily practices and all decision making</p>

Safe School Climate Rubric

<p>Standard 1: Shared Goals What are the priorities?</p>	<p>No effort has been made to engage school stakeholders in identifying goals related to improving school climate; any existing goals rest solely with school administration</p>	<p>Efforts have begun to identify goals; goals are not sufficiently actionable and do not yet influence systemic decision making</p>	<p>Long and short term actionable school climate improvement goals have been identified and clearly communicated to all stakeholders; assessment instruments and strategies have been developed and implemented to monitor change over time</p>	<p>Day-to-day practice is guided by a systemic recognition and alignment of both short and long term goals; alignment with mission and vision is overt; successes are shared and celebrated; challenges are dealt with collaboratively</p>
<p>Standard 2: Shared School Policies</p>	<p>Policies do not exist to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement</p>	<p>Efforts have begun to create policies to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement</p>	<p>Policies are in place to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement</p>	<p>Policies are firmly established to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement, and are reviewed on a regular basis</p>
<p>Standard 2: Shared School Policies</p>	<p>Policies do not exist that create a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged</p>	<p>Efforts have begun to establish policies that create a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged</p>	<p>Policies are in place that create a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged</p>	<p>Policies are firmly established that create a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged, and are reviewed on a regular basis</p>

Safe School Climate Rubric

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

Safe School Climate Rubric

<p>Standard 4: Safe Environment</p>	<p>The school community does not create an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically</p>	<p>The school community recognizes the importance of creating an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically</p>	<p>The school community creates an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically</p>	<p>Practices are firmly supported and universally followed that create an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically</p>
<p>Standard 5: Social Justice</p>	<p>There are no meaningful or engaging practices, activities and norms within the school community that promote social and civic responsibilities and a commitment to social justice</p>	<p>The school community recognizes the importance of developing meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to social justice</p>	<p>The school community develops meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to social justice</p>	<p>Practices are firmly supported and universally followed that promote social and civic responsibilities and a commitment to social justice</p>
<p>Continuous Improvement Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school improvement?</p>	<p>Little, if any attention is devoted to creating systems for individuals or the school to track school climate improvement</p>	<p>A few staff members in the school are tracking general or personal indicators of school climate improvement; positive trends are emphasized and negative trends are suppressed or dismissed</p>	<p>Individual staff members and teams gather information that enables them to identify, track and monitor school climate improvement efforts within classrooms and the wider school community</p>	<p>Formative and summative school climate improvement data is monitored for progress on par with all other school improvement data; the five stages of the school climate improvement process are implemented with fidelity</p>

Safe School Climate Rubric

<p>Family/Community Partnerships Are all stakeholders' interests represented and reflected in school climate improvement efforts?</p>	<p>Little, if any efforts are made to communicate and cultivate partnerships with school community stakeholders; family members are either ignored or viewed as adversaries</p>	<p>Sporadic one-way efforts are made to keep families informed of events and situations at school in order to secure support for the schools' efforts; family members are welcome to volunteer and participate within school-determined parameters</p>	<p>Structures and processes for two-way communication with families are developed; the family's perspective is solicited on both school-wide issues and matters related to their own children; family-school partnerships exist to support the schools' interests; family voices are heard and recognition is emerging as to their critical stakeholder status</p>	<p>School-family-community partnerships are fully developed, collaborative and systemic; family members are full partners with the school in educational decision-making that affects their own children; community resources are used to strengthen the school and student learning; the education and well-being of all students is seen and practiced as a shared commitment and responsibility of all stakeholders</p>
<p>Impact on Results Is progress monitoring inherent in the school climate improvement process?</p>	<p>Articulation of what is meant by a positive school climate is not in place</p>	<p>A generalized sense of what is meant by a positive school climate is understood; efforts to improve climate are task and project oriented rather than guided by systemic mission, vision and identifiable outcomes;</p>	<p>Clear indicators have been identified and aligned with school climate improvement goals; data are collected and monitored; analyzed results are shared with staff and family-community stakeholders</p>	<p>School climate data is fully embraced and informs improved practice; professional development for continuous improvement is embedded in the culture of the school; all stakeholders assume ownership and responsibility for improving student connectedness and minimizing barriers to learning</p>

Multiple Measures of Data

