



# BETHANY PUBLIC SCHOOL DISTRICT SAFE SCHOOL CLIMATE PLAN

<b>Safe School Climate Team</b>		
Position	Name	Title
Safe School Climate Specialist	Thomas Reed-Swale	Principal
Safe School Climate Team Members	Kate Beeman	Grade 5 Teacher
	Cara Bordonaro	School Psychologist
	Jason Ewen	Grade 6 Teacher
	Andrea Hubbard	Kindergarten Teacher, Parent
	Frank Labbate	Physical Education Teacher
	Erica Mauro	Grade 2 Teacher
	Marjorie Nusom	School Psychologist
	Linda Saffran	Community Liaison
	Tina Spagnoletti	Guidance Counselor

## National School Climate Standard 1: Shared Mission

**Is it evident that all members of the school community are committed to the physical, emotional, and intellectual safety of the learners?**

<p><b>Current school status, as informed by data.</b></p> <p><b>To what extent is this evident?</b></p>	<p>Bethany Community School (BCS) continues to actively address and evaluate school climate in an ongoing manner.</p>
<p><b>Areas identified as need improvement.</b></p>	<p>Through staff development, staff meetings, and school initiatives, the staff understands the link between student engagement and student learning.</p> <p>The staff understands the behavioral expectations and behavioral hierarchy.</p>
<p><b>Identified strategies to realize improvements.</b></p>	<p>The School Climate Team will continue to meet throughout the school year.</p> <p>This group will:</p> <ol style="list-style-type: none"> <li>1. Work to identify areas of strength and areas for improvement in school.</li> <li>2. Work with building administration to address focus areas identified through No Nonsense Nurturer (NNN) such as developing classrooms and Level 5 hierarchies.</li> <li>3. Provide feedback to the building administration and the Safe School Climate Team regarding areas for consideration.</li> </ol>
<p><b>Measurement and documentation options for determining improvements.</b></p>	<p>Feedback from staff.</p> <p>Walkthroughs by administration.</p> <p>Develop a system of data collection to determine the effectiveness of Levels 1 through 5 and identify recurring behavioral issues at Level 5.</p>
<p><b>Timeline for reaching improvement goals.</b></p>	<p>2019 – 2020 School Year (ongoing).</p>

## National School Climate Standard 1: Shared Mission

**Do participants share a vision of what a positive school climate looks, feels, and sounds like?**

<p><b>Current school status, as informed by data.</b></p> <p><b>To what extent is this evident?</b></p>	<p>BCS has established a common language and understanding based on our knowledge of Positive Behavior Intervention Support (PBIS) and NNN. All students and staff were oriented in August 2017 on NNN.</p> <p>In addition, there are daily words of wisdom delivered during announcements to motivate and engage our learners.</p>
<p><b>Areas identified as need improvement.</b></p>	<p>All staff needs to be consistent in their delivery of NNN and understanding of our common PBIS expectations: hallway, cafeteria, etc.</p>
<p><b>Identified strategies to realize improvements.</b></p>	<p>The entire BCS staff has had some training on the expectations and processes. Training will be ongoing.</p> <p>Each room in the school has the school-wide NNN and PBIS classroom expectations displayed. Additionally, expectations are posted in other areas in the school such as the cafeteria, restrooms, buses, and playground (new posters needed).</p>
<p><b>Measurement and documentation options for determining improvements.</b></p>	<p>Feedback from staff.</p> <p>Classroom and school walkthroughs by administration.</p>
<p><b>Timeline for reaching improvement goals.</b></p>	<p>2019 – 2020 School Year (ongoing).</p>

## National School Climate Standard 1: Shared Values

### What are the shared values?

<p><b>Current school status, as informed by data.</b></p> <p><b>To what extent is this evident?</b></p>	<p>Presently, the Bethany Community School Safe School Climate Team developed the behavior expectations for the school. Additional resources, activities, and curricular materials (Second Step, Developmental Guidance Lessons) are shared throughout the school year to continually reinforce these expectations.</p> <p>Activities to teach, reinforce, and celebrate these behaviors occur several times monthly.</p>
<p><b>Areas identified as need improvement.</b></p>	<p>Consistent use of PBIS expectations, NNN hierarchy, and implementation of the Student/Parent Handbook.</p>
<p><b>Identified strategies to realize improvements.</b></p>	<p>The Student/Parent Handbook located on the BCS website and will include NNN language and is distributed annually.</p> <p>Teachers received NNN packet in August 2017. It included information on the NNN approach. The Safe School Climate Team meets monthly to discuss discipline referral data and plan activities to support the school-wide expectations, and determine areas in need of reteaching.</p> <p>Students are recognized at monthly student assemblies based on positive character traits demonstrated.</p>
<p><b>Measurement and documentation options for determining improvements.</b></p>	<p>Feedback from staff.</p>
<p><b>Timeline for reaching improvement goals.</b></p>	<p>2019 – 2020 School Year (ongoing).</p>

## National School Climate Standard 1: Shared Goals

### What are the shared priorities?

<p><b>Current school status, as informed by data.</b></p> <p><b>To what extent is this evident?</b></p>	<p>BCS has student engagement and behavioral hierarchy plans to provide consistency and understanding of the school's shared priorities. The plan is shared with all members of the Safe School Climate Team, the staff, and parents at Open House.</p>
<p><b>Areas identified as need improvement.</b></p>	<p>The Safe School Climate Plan will need to be clearly and consistently communicated to all stakeholders.</p> <p>The Safe School Climate Plan will need to be reevaluated yearly.</p> <p>NNN approach to engagement and behavior needs to be included in the Student/Parent Handbook found on the BCS website.</p>
<p><b>Identified strategies to realize improvements.</b></p>	<p>A Safe School Climate Plan will be developed and shared with participants. The expectations and priorities will be clearly communicated to all stakeholders.</p> <p>Add NNN information to Student/Parent Handbook including Level 5 referral procedures.</p>
<p><b>Measurement and documentation options for determining improvements.</b></p>	<p>Feedback from staff.</p>
<p><b>Timeline for reaching improvement goals.</b></p>	<p>2019 – 2020 School Year (ongoing).</p>

## National School Climate Standard 2: Shared School Policies

**Are there policies that promote the development of skills, knowledge, and engagement?**

<p><b>Current school status, as informed by data.</b></p> <p><b>To what extent is this evident?</b></p>	<p>The Bethany Board of Education has adopted a wide range of Policies. The ongoing development and refinement of District curriculum support continuous academic improvement.</p>
<p><b>Areas identified as need improvement.</b></p>	<p>Indoctrinating new staff to the building about teams and support structures (CST, SRBI, SRBE, PBIS, NNN, etc.) to assist students in need.</p>
<p><b>Identified strategies to realize improvements.</b></p>	<p>Building administration will conduct a yearly review of the Student/Parent and Staff Handbooks and make changes in accordance with changes in District and State policies.</p> <p>Ongoing professional development will allow for the communication of new policies, changes, and clarification of existing ones.</p> <p>Additionally, professional learning will occur on an ongoing basis.</p>
<p><b>Measurement and documentation options for determining improvements.</b></p>	<p>Staff Feedback.</p> <p>Parent Feedback.</p> <p>Revised curriculum documents and online resources.</p> <p>Teacher Practice Goal.</p>
<p><b>Timeline for reaching improvement goals.</b></p>	<p>Curriculum development is a continuous process and will be ongoing with revisions made to meet student needs.</p> <p>Teacher Practice Goal will be completed yearly.</p> <p>Ongoing policy revisions based upon changes from the state and local Board of Education.</p>

## National School Climate Standard 2: Shared School Policies

**Are there policies in place to address barriers to learning?**

<p><b>Current school status, as informed by data.</b></p> <p><b>To what extent is this evident?</b></p>	<p>Building administration, Special Education teachers, Mental Health Team, Instructional Specialists, and classroom teachers meet weekly during SRBI, Data Team, CST, and special education meetings to create plans to effectively meet students' academic and social needs.</p>
<p><b>Areas identified as need improvement.</b></p>	<p>Indoctrinating new staff to the building about teams and support structures to assist students in need.</p>
<p><b>Identified strategies to realize improvements.</b></p>	<p>Professional development with various consultants to support Tier I, II, III instruction.</p>
<p><b>Measurement and documentation options for determining improvements.</b></p>	<p>Staff Feedback.</p> <p>Student progress monitoring.</p> <p>Observations of staff.</p>
<p><b>Timeline for reaching improvement goals.</b></p>	<p>2019 – 2020 School Year (ongoing).</p>

## Policies on dealing with Public Act 11-232 on Bullying Allegations

**Are there policies that promote the development of skills, knowledge, and engagement?**

<p><b>Current school status, as informed by data.</b></p> <p><b>To what extent is this evident?</b></p>	<p>BCS addresses the required immediate steps to address bullying as identified by Public Act 11-232 effective July 1, 2011. Refer to <a href="#">Policy 5131.911</a> and <a href="#">Administrative Regulation 5131.911</a>.</p>
<p><b>Areas identified as need improvement.</b></p>	<p>All required steps are being actively addressed.</p>
<p><b>Identified strategies to realize improvements.</b></p>	<p>Safe School Climate Specialist and Team are established.</p> <p>Safe School Climate Plan is being developed.</p>
<p><b>Measurement and documentation options for determining improvements.</b></p>	<p>Staff Feedback.</p>
<p><b>Timeline for reaching improvement goals.</b></p>	<p>2019 – 2020 School Year (ongoing).</p>



## National School Climate Standard 3: School Practices

**Are there policies that promote the development of skills, knowledge, and engagement?**

<p><b>Current school status, as informed by data.</b></p> <p><b>To what extent is this evident?</b></p>	<p>Within BCS, there is full implementation of PBIS, and logical consequences to promote positive youth development. In addition, BCS offers Second Step, Leadership Council, Look for the Good Campaign (annually), Developmental Guidance lessons, Project Teach, GEMS, and DARE safety programming to further address student development. BCS PTO also assists by providing cultural enrichment presentations. Our curriculum also supports the development of cultural awareness, empathy, and understanding.</p>
<p><b>Areas identified as need improvement.</b></p>	<p>Students will utilize the skills taught in all school areas including the cafeteria, playground, restrooms, etc.</p>
<p><b>Identified strategies to realize improvements.</b></p>	<p>Ongoing staff awareness and support to meet the needs of our students.</p>
<p><b>Measurement and documentation options for determining improvements.</b></p>	<p>Staff Feedback.</p>
<p><b>Timeline for reaching improvement goals.</b></p>	<p>2019 – 2020 School Year (ongoing).</p>

## National School Climate Standard 3: School Practices

**Are there practices in place to address barriers to learning?**

<b>Current school status, as informed by data.</b>	
<b>To what extent is this evident?</b>	Building administration, Special Education teachers, Behaviorist, Mental Health Team, Instructional Specialists, and classroom teachers meet regularly to create plans to effectively meet students' academic and social needs.
<b>Areas identified as need improvement.</b>	Inform new staff members about support structures in place to assist students in need. Continue practice and feedback on NNN - 100% engagement, explicit directions, ongoing narration.
<b>Identified strategies to realize improvements.</b>	Ongoing professional learning. Orient new staff to student needs in a timely manner.
<b>Measurement and documentation options for determining improvements.</b>	Staff feedback. Student progress monitoring. Behavior charts and/or plans.
<b>Timeline for reaching improvement goals.</b>	2019 – 2020 School Year (ongoing).

## National School Climate Standard 3: School Practices

**Are there practices in place that develop and sustain infrastructure and capacity building?**

<p><b>Current school status, as informed by data.</b></p> <p><b>To what extent is this evident?</b></p>	<p>Administration and teacher representatives meet monthly. Principal meets with PTO monthly where information is shared.</p> <p>The Safe School Climate Team meets on a regular basis to speak about areas of need and develop strategies to address them as well as plan appropriate Community Meetings.</p> <p>BCS teams meet on a regular basis in Special Education, Mental Health and SRBI to review and discuss students with academic and social needs and plan for them accordingly.</p> <p>BCS PowerSchool program provides necessary contact information.</p>
<p><b>Areas identified as need improvement.</b></p>	<p>Continuing to work with school staff and faculty, as well the PTO and larger parent community, to sustain our present infrastructure as well as build further capacity for students.</p>
<p><b>Identified strategies to realize improvements.</b></p>	<p>Work with BCS Community Liaison, PTO, Resident State Trooper, Lions Club, Veterans' Administration, Clarke Memorial Library, and other community agencies to provide multiple learning experiences that increase the capacity of BCS to provide learning experiences that educate the whole child.</p>
<p><b>Measurement and documentation options for determining improvements.</b></p>	<p>Staff feedback.</p> <p>PTO feedback.</p> <p>BOE feedback.</p>
<p><b>Timeline for reaching improvement goals.</b></p>	<p>2019 – 2020 School Year (ongoing).</p>

## National School Climate Standard 4: Safe Environment

**Is the school providing a physically, emotionally, and intellectually safe, healthy, and welcoming environment?**

<p><b>Current school status, as informed by data.</b></p> <p><b>To what extent is this evident?</b></p>	<p>Efforts have been made to make the school welcoming including revising traffic patterns in the parking lot for safer student drop-offs and pick-ups. Our Resident State Trooper is stationed prominently in our front office and throughout the building.</p> <p>Student work is displayed throughout the halls and classrooms.</p> <p>A new all-inclusive handicapped accessible playground has been built.</p> <p>BCS currently has a Mental Health Team, Behaviorist, and SOAR program in place. All students are instructed in anti-bullying strategies. Emotional stability and general health are supported through our Mental Health Team, Physical Education, Unified Sports, Cross Country Team, Volleyball Team, Track Team, and Wellness Council.</p> <p>Consistent communication through the Principal’s Newsletter, Facebook Page, Twitter, PowerSchool, District website, and other various classroom communications.</p> <p>Incoming kindergarten students and their families attend the Kindergarten Information Night and August Kindergarten Orientation to establish a positive transition to a new school.</p>
<p><b>Areas identified as need improvement.</b></p>	<p>Consistent application of practices in all classrooms and between all staff members that model and demonstrate a physically, emotionally, and intellectually safe, healthy, and welcoming environment.</p>
<p><b>Identified strategies to realize improvements.</b></p>	<p>The Safe School Climate Team and BCS staff will continue to implement agreed-upon norms to universally promote a positive school climate.</p> <p>Continue to reflect on our communication with parents and guardians.</p>
<p><b>Measurement and documentation options for determining improvements.</b></p>	<p>Staff feedback.</p> <p>Parent feedback.</p>
<p><b>Timeline for reaching improvement goals.</b></p>	<p>2019 – 2020 School Year (ongoing).</p>

## National School Climate Standard 5: Social Justice

**Is the school engaging in practices that promote the social and civic responsibilities and a sense of social justice within the school community?**

<p><b>Current school status, as informed by data.</b></p> <p><b>To what extent is this evident?</b></p>	<p>The Leadership Council organizes various civic and social initiatives each year including Student Spotlight where students are recognized for making an impact in the community, and food and monetary drives to assist those in need in the local community.</p>
<p><b>Areas identified as need improvement.</b></p>	<p>The school community is aware of the importance of engaging in teaching practices that promote social justice and civic responsibility. We will continue to develop our practices that allow our students to engage in these areas in a meaningful way.</p>
<p><b>Identified strategies to realize improvements.</b></p>	<p>The staff will continue to keep abreast of the needs of our school community and address them to the best of our ability.</p>
<p><b>Measurement and documentation options for determining improvements.</b></p>	<p>Staff feedback.</p> <p>Parent feedback.</p> <p>PTO feedback.</p>
<p><b>Timeline for reaching improvement goals.</b></p>	<p>2019 – 2020 School Year (ongoing).</p>

## Continuous Improvement

**Is there a clear understanding that School Climate Improvement is an ongoing, organic process integral to wider school improvement?**

<b>Current school status, as informed by data.</b>	BCS is firmly entrenched in a PBIS/NNN model.
<b>To what extent is this evident?</b>	
<b>Areas identified as need improvement.</b>	Continued instruction, practice, and refinement of these models.
<b>Identified strategies to realize improvements.</b>	<p>Analyzing individual and group data to locate areas in need of remediation.</p> <p>Continue support of the Student School Store.</p> <p>Continued training in these models.</p>
<b>Measurement and documentation options for determining improvements.</b>	<p>Student referrals.</p> <p>PAWS.</p> <p>Teacher, parent, and student feedback.</p>
<b>Timeline for reaching improvement goals.</b>	2019 – 2020 School Year (ongoing).

## Family/Community Partnerships

**Are all stakeholders' interests represented and reflected in the School Climate Improvement efforts?**

<b>Current school status, as informed by data.</b>	BCS PTO takes an active role in supporting the school community. The School's Community Liaison involves community interests.
<b>To what extent is this evident?</b>	
<b>Areas identified as need improvement.</b>	Examine opportunities to involve parent perspectives on more school-wide issues.
<b>Identified strategies to realize improvements.</b>	Building Administration will consider feedback from PTO and community members.
<b>Measurement and documentation options for determining improvements.</b>	Administrative observations. Parent Feedback.
<b>Timeline for reaching improvement goals.</b>	2019 – 2020 School Year (ongoing).

## Impact on Results

### Is progress monitoring inherent in the School Climate Improvement process?

<p><b>Current school status, as informed by data.</b></p> <p><b>To what extent is this evident?</b></p>	<p>BCS has identified progress monitoring as needing improvement.</p>
<p><b>Areas identified as need improvement.</b></p>	<p>Progress monitoring of academic and behavioral data is currently a focus for improvement.</p> <p>With the advent of NNN, we are examining our referral hierarchy and documentation procedures. The results of our data collection will be shared with the staff annually.</p>
<p><b>Identified strategies to realize improvements.</b></p>	<p>Teachers, with the help of the instructional support team, will design and administer assessments more often to inform instruction.</p>
<p><b>Measurement and documentation options for determining improvements.</b></p>	<p>Student data.</p> <p>Student growth.</p>
<p><b>Timeline for reaching improvement goals.</b></p>	<p>2019 – 2020 School Year (ongoing).</p>