

# NHPS District Safe School Climate Meeting

October 6, 2022 October 31, 2022

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# **Definitions**

Section1



## What is "School Climate"

The quality and character of the school life with a particular focus on the quality of the relationships within the school community between and among students and adults. School climate is also based on patterns of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures.

### Roles



- Safe School Committee (the "Committee")
  - The committee appointed at a specific school building by the Specialist to perform the duties described herein.
- Safe School Climate Coordinator (the "Coordinator")
  - The Superintendent or the certified administrator appointed by the Superintendent to oversee the implementation of the district's Safe School Climate Plan and perform the duties described herein.
- Safe School Climate Specialist (the "Specialist")
  - The certified administrator appointed by the Coordinator at a specific school building to oversee the implementation of the district's Safe School Climate Plan within the building, oversee the implementation of the School Climate Improvement Plan within the building, and perform the duties described herein.

## **Deliverables**

#### • "Safe School Climate Plan"

• The district plan developed and implemented containing provisions pertaining to bullying, filing complaints and conducting investigations, and posted on the district website.

#### • "School Climate Improvement Plan" (the "Improvement Plan")

The building specific plan developed by the Committee using the Survey data and developed in accordance with the process described herein. An Improvement Plan must include the requirements of the Safe School Climate Plan, but has the larger purpose of improving school climate on a more global level and actualizing "The 13 Dimensions of Climate" (Appendix C) and "The National School Climate Standards" (Appendix A).

#### • "School Climate Survey" (the "Survey")

A well-established reliable and valid survey, approved by the Connecticut State Department of Education, with additional external confirmation of its strength through third party evaluators and research studies, that is vigorously field tested, measures the core district populations (including students, parents/guardians, all school personnel - administrators, educators, certified and noncertified staff) and, when available, the wider community, and is easy and quick to administer. It shall also be administered in the predominant languages used by the population being surveyed.



# Roles and Responsibilities

Section 2



# Safe School Climate/ Title IX Specialist



Each school should have a Safe School Climate Specialist for the school.

#### The Specialist in each school shall:

- 1. Investigate or supervise the investigation of reported acts of bullying or teen dating violence in the school in accordance with the District's Safe School Climate Plan;
- 2. Collect and maintain records of reports and investigations of bullying and teen dating violence in the school; and
- 3. Act as the primary school official responsible for preventing, identifying and responding to bullying and teen dating violence reports in the school.

# What is the "School-based Safe School Climate Committee"

The Principal of each District school shall establish a committee that is responsible for developing and fostering a safe school climate and addressing issues related to bullying in the school. The committee must include at least one parent/guardian of a student enrolled in the school, appointed by the Principal.

## The Committee will...

- 1. Receive copies of completed reports following investigations of bullying and teen dating violence;
- 2. Identify and address patterns of bullying and teen dating violence among students in the school;
- 3. Implement the provisions of the school security and safety plan, (developed pursuant to Section 87 of PA 13-3) regarding the:
  - a. Collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying or teen dating violence (defined in Connecticut General Statutes 10-222d) and
  - b. Report such information, as necessary, to the District Safe School Climate Coordinator and to the school's security and safety committee; and
  - c. Review and amend school policies relating to bullying and teen dating violence;
- 4. Review and make recommendation to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school;
- 5. Educate students, school employees and parents and guardians of students on issues relating to bullying and teen dating violence (ie. see Vector Training links in later slides);
- 6. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying and teen dating violence; and
- 7. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying and teen dating violence for the school.



# Staff Specific Requirements for the School-Based Safe School Climate Committee

Section 3



Beginning July 1, 2021 and each school year thereafter, such committee shall also include:

- (a) school personnel, including, but not limited to, at least one teacher selected by the exclusive bargaining unit representative for certified employees,
- (b) medical and mental health personnel assigned to such school, and
- (c) at the high school level at least one student enrolled at the school. The student is to be selected by the students in a manner determined by the school Principal.

Parent and student members of the Safe School Climate Committee are excluded from activities #1 and #3 or any other activity that may compromise the confidentiality of a student.



# Climate Surveys

Section 4



# **Climate Survey**

- Each school, supported with the oversight by the Coordinator and under the guidance of the Committee, shall administer, on an annual basis, at the same time of year each year, the School Climate Survey.
- Preparation of the Survey Administration:
  - o Attend schedule training for climate surveys.
  - All survey participants should be made aware of the purpose and value of the survey, prior to the administration, so that the school will receive authentic data to help drive decisions that will benefit the entire school community;
  - Supervising the scheduling and administration of the survey; and
  - Setting goals and tracking survey completion.

# Information Dissemination Flowchart



It is important that you share the information learned in this meeting with the principals and Title IX Coordinators of the schools you oversee. There are numerous ways to ensure each school has a clear idea of what is expected of them. Possible communication strategies include:

- · Write a newsletter
- Hold an in-person meeting or zoom
- Create a Youtube video and send the link
- Send a Powerpoint with an interactive worksheet or GoogleQuiz for feedback







## BULLYING AND CYBERBULLYING LESSON PLAN

#### UNDERSTANDING BULLYING

Before we can expect students to actively help stop bullying, we need to be sure they understand exactly what it is. In this module, we discuss the prevalence of bullying; define bullying and cyberbullying for students, explain the difference between bullying and arguments; and identify those at risk for being a bully or being bulled.



#### OBJECTIVES

- Define the characteristics of a bullying interaction versus an argument or disagreement.
- Identify characteristics commonly targeted by bullies.
- 3. Identify what it means to be a silent bystander.
- 4. Define cyberbullying.
- Understand how common bullying is among young people.



#### DISCUSSION QUESTIONS

- I. Have you ever been bullied or witnessed someone being bullied?
- If you have witnessed bullying, did you speak up? Why or why not? Is there something you wish you'd done differently?
- Do you think in-person bullying or cyberbullying is more common among your peers?
- What characteristics cause students to be targets for bullying in your school/community?



#### ACTIVITY

Facilitator assigns random groups of three and hands out role cards for each group to have a timekeeper, recorder and reporter. Groups are instructed that they have 10-15 minutes to list what "power" looks like in a friendship and draw a picture that depicts equal "power" in a relationship. During the discussion, the recorder for each group takes notes for the group. At the end of the 10-15 minutes, the facilitator calls on each group and the reporter for each group shares the ideas that were discussed and presents the group's drawing. The facilitator writes key points on the board, chart paper, or into a shared Google Document shown on the interactive whiteboard to be saved and added to as future modules are completed.

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#### BULLYING AND CYBERBULLYING LESSON PLAN

# WHY SHOULD YOU CARE ABOUT BULLYING?

The impact of bullying and cyberbullying during middle school can affect students for their entire lives. In this module, we discuss the signs that a friend or classmate is being bullied; and the long-term effects it can have on them, including suicide and self-harm risks.



#### OBJECTIVES

- Understand how often bullying occurs in among teens.
- Identify some of the possible long term effects of bullying.
- Recognize potential signs that someone is being bullied.
- Understand that being bullied can increase the chances of suicide.
- Know what to do if someone you know expresses suicidal thoughts.



#### DISCUSSION QUESTIONS

- What are some long term effects that someone who is the victim of a bully might experience?
- What would you do if you saw a friend cutting or heard them talking about hurting themselves?
- What different adults might be good choices to talk to, if you are being bullied or you suspect someone you know is being bullied?
- Do your peers talk about things like self-harm and suicide? What kinds of things are they saying?



For this activity, students may work independently, in pairs or in a small group, instruct them to trace one of their hands onto a blank piece of paper as a "helping hand" visual to summarize five things they could say to someone they suspect is being builted. On each finger of the hand, the students should write one tip for responding to/supporting someone who may be the victim of bullying, Examples:"I care about you." "Let's go talk to the counselor." "You can hang out with me." "I think you should talk to your parents about this." "I'm here for you." Have each group select a representative to share their tips with the larger group.

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#### BULLYING AND CYBERBULLYING LESSON PLAN

#### WHAT DOES BULLYING LOOK LIKE?

It's important for students to understand that bullying and cyberbullying can take many forms, and all are equally traumatic. In this module, we identify various types of bullying, including physical, verbal and social.



- 1. Understand what "physical bullying" can look like
- 2. Recognize examples of "verbal bullying".
- 3. Describe some characteristics of "social bullying".



#### ACTIVITY

Create a Venn Diagram on the board with rings for social, verbal and physical bullying, or have students create their own Venn diagram independently or in groups. In the large group or in small groups, have students come up with examples of bullying behavior and write them in the ring where they belong, or in the intersecting sections if the behavior demonstrates more than one type of bullying.





- I. Have you seen or experienced physical, verbal or social bullying?
- 2. Which kinds of bullying do you see as most common in your school/peer group?
- 3. What do you think leads someone to bully others?
- 4. Have you seen anyone stand up for someone being bullied? What happened?



#### BULLYING AND CYBERBULLYING LESSON PLAN

#### CYBERBULLYING

Online bullying, or cyberbullying, has become a more common and often more vicious form of bullying among middle school students via social media, apps, and texts. In this module, we identify various techniques cyberbullies use including catfishing troiling exclusion and sexting the effects of cyberbullying on their peers: the dangers of engaging in this behavior and ways to protect yourself.



- 1. Identify different online avenues where bullying commonly occurs.
- 2. Define "catfishing" as a bullying strategy.
- 3. Recognize how online "trolling" is used to bully others.
- 4. Understand the dangers of sexting and how it can be used by bullies.
- 5. Identify ways to protect yourself from becoming a victim of cyberbullies.



#### DISCUSSION QUESTIONS

- 1. Without sharing any specific or private information, have you ever been a victim of cyberbullying? What were the effects on you?
- 2. Do you think cyberbullying or face-to-face bullying is more of a threat to you and your peers?
- 3. How do you protect yourself from cyberbullying?
- 4. What do you wish adults understood about cyberbullying among teens?
- 5. Do you ever wish that social media didn't exist? Why or why not?



In a pair or small group, have students imagine and name their own alternative social media site and icon for it. Have them list the rules they would impose on that social media site to protect everyone on that site from cyberbullying. Have each group select a representative to share their tips with the larger group.

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#### BULLYING AND CYBERBULLYING LESSON PLAN

THE IMPORTANCE OF DOING SOMETHING ABOUT BULLYING

Many students suffer silently from being bullied, but that can change if their peers speak up. In this module, we discuss why it's important to stand up to bullying and not just be a bystander.



- 1. Understand the importance of getting involved if you witness bullying.
- 2. Recognize signs that someone may be a victim of bullying.



#### DISCUSSION QUESTIONS

- 1. Why do you think someone's behavior changes when they are the victim of bullying?
- 2. What are some ways you could act like an "upstander" instead of a "bystander" if you witness someone being bullied? Have you ever been an upstander?



Have students make public awareness posters to post in the school hallways, encouraging students to be an upstander instead of a bystander. The students could participate in a schoolwide "Upstander" poster contest. Additionally, the students could organize a school assembly or community program to explain and encourage being an upstander.

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#### BULLYING AND CYBERBULLYING LESSON PLAN

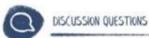
#### HOW TO BE AN UPSTANDER AGAINST RULLYING

For the bullying climate to change, middle school students need to learn how to be an upstander, instead of a silent bystander. In this module, we provide real, practical examples of what students can do to help stop bullying - in big and small ways - in order to make a huge difference in a victim's life.





- 1. Identify ways to be a supportive friend to someone who is being bullied.
- 2. Recognize what you might be doing unintentionally that could be considered bullying.
- 3. Identify ways that students could proactively try to reduce bullying in their school and community.



- I. Do you think there is a need for an anti-bullying campaign in your school/ community? If you already have one, how could it be more effective?
- 2. What do you think might be good steps that our school/community could take to prevent bullying?
- 3. If you were a victim of bullying, what could a friend do that would be helpful to you in resolving the problem?



Have students work in groups to write, perform and possibly videotape skits that show common bullying scenarios, along with examples of someone using the different strategies for being an "Upstander". You might want to assign a different type of bullying to each group in order to have some variety in the final product. These skits could be acted out for the group or videos could be played over the school's morning announcements. Students could even perform the skits for younger students in classes or during an assembly.

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## Student Safety & Wellness Courses



STUDENT COURSE DESCRIPTION

#### COURSE MODULES

#### AUTHOR

#### **COLLECTION 1 - GRADES 6-8**

### ALCOHOL, MARIJUANA, VAPING & OTHER DRUGS (6-8)

Alcohol and other drug use in the United States very often begins in middle school for many students. Preventing or delaying substance use may prevent the development of long-term substance dependence or other devastating consequences. This course will validate the social pressures kids face today in regard to alcohol, marijuana. vaping and other drugs - and offers strategies they can use to help them avoid giving into these pressures. We will also explain the effects that alcohol and drugs (including marijuana, vaping and prescription drugs) can have on their health and future, and will specifically discuss the dangers of: binge drinking, driving while intoxicated; and sexual assault, This course will provide methods students can use to try to avoid these dangers and how to intervene if a friend is having an issue with alcohol or drugs - or how to get help for themselves.

#### **BULLYING & CYBERBULLYING (6-8)**

Bullying continues to be a pressing problem in schools today, the effects of which can often last a lifetime for students. This engaging course is designed specifically for middle school students so that they can better identify bullying (in themselves and in others), empathize with those being bullied and understand what to do if they witness bullying or are being bullied themselves. Cyberbullying is a main focus of this course, which teaches and encourages students to be respectful and responsible online, covering topics such as catfishing, trolling, exclusion and more.

- · Alcohol and Drug Use
- · Social Pressure and Substance Abuse
- How Alcohol Affects Your Brain
- . How Drugs and Vaping Affect Your Brain
- Binge Drinking and Alcohol Poisoning
- Driving Under the Influence and Other Dangers
- . Substance Use and Risks to Your Future
- The Truth About Vaping
- What You Can Do to Avoid Substance Use

#### PREVENTIONFIRST!

PreventionFIRSTI is a non-profit organization that promotes wellness through the prevention of substance use/misuse across the lifespan throughout the tristate region of Ohio, Kentucky and Indiana. Founded in 1996, its overarching goals are to ensure more communities are engaged in prevention, and that more people make healthy choices in every stage of life. PreventionFIRSTI's mission is to promote healthy behaviors by sparking and sustaining community change.

#### · Understanding Bullying

- Why Should You Care About Bullying?
- What Does Bullying Look Like?
- Cyberbullying
- The Importance of Doing Something About Bullying
- How to Be and Upstander Against Bullying

#### DR. SCOTT POLAND

Scott Poland, Ed.D. is a nationally recognized expert on school bullying, youth violence, suicide intervention, self injury, school safety, threat assessment, parenting and the delivery of psychological services in schools. He is a Co-Director in the Suicide and Violence Prevention Office at Nova Southeastern University. Dr. Poland is the former president of the National Association of School Psychologists.



## Student Safety & Wellness Courses



#### STUDENT COURSE DESCRIPTION

#### **COURSE MODULES**

#### **AUTHOR**

#### DIGITAL CITIZENSHIP (6-8)

Today's children live and learn in a digital world, both in and outside of the classroom. But with all of the conveniences and opportunities that modern technology affords also comes many challenges and responsibilities. In this course, we will discuss what it means to be a citizen of that digital world - how to interact safely and respectfully, protect yourself and others and use technology in productive ways, ensuring that the digital footprint they leave will be a positive one. We will cover topics such as privacy, cyberbullying, garning, social media, apps, texting and much more.

#### **SEXUAL HARASSMENT (6-8)**

While most have heard about sexual harassment amongst adults, it's not a common term used among or about middle school students. But sexual harassment is definitely happening in middle schools and can have life-altering, lasting effects on students, Many students may not even be aware that what's happening to them IS sexual harassment. In this course, we define sexual harassment for students - what it looks like and its various forms, including harassment that happens online. We also discuss and define consent, the difference between sexual harassment and bullying, and talk about what students can do to help put a stop to sexual harassment.

- · What is Digital Citizenship?
- Why Should You Care About Digital Citizenship?
- · Protecting Yourself and Others Online
- How to Be an Aware and Positive Contributor Online
- · Respecting Yourself and Others Online

#### DR. MIKE RIBBLE

Mike Ribble, Ed.D., has worked in the field of education his entire career and is the author of Digital Citizenship in Schools 3e and Raising a Digital Child. Mike is a frequent speaker on the topic of digital citizenship and has addressed parents, teachers and students around the world. Mike has also completed the co-authoring of a new book for educational leaders on the need for increased knowledge of appropriate interaction through our digital experience.

#### What is Sexual Harassment?

- What Does Sexual Harassment Look Like?
- The Role of Power and Consent in Sexual Harassment
- Stopping Sexual Harassment

#### CATHERINE MATTICE ZUNDEL

Catherine Mattice Zundel, MA, SPHR, SHRM-SCP is CEO and founder of consulting and training firm, Civility Partners, and partners with her clients to help them create positive workplace cultures. Her clients include Fortune 500's to small nonprofits. She has published in a variety of industry magazines and has also appeared on/in NPR, CNN, USA Today, Forbes.com, and more, as an expert. She is also the author of 3 books on positive work cultures.



Student Safety & Wellness Courses



DR. SCOTT POLAND

#### STUDENT COURSE DESCRIPTION

#### YOUTH SUICIDE RISK (6-8)

Middle school can be really hard for many students. The transition into adolescence brings many new forms of stress, School, greater responsibilities and challenges can take a toll on students' emotional and mental health. This course is designed specifically for middle school students so that they can better identify youth suicide risk - in themselves and others - so that they can ask for the support that is needed. With care and sensitivity, we will discuss mental health concerns - such as anxiety and depression; signs and symptoms, and how they can get the help they need.

#### **COURSE MODULES**

- Stress and Suicide Risk
- The Impact of Suicide and Contagion
- Groups at Increased Risk of Suicide
- Symptoms and Waring Signs of Suicide
- Suicide Prevention and Intervention Strategies

#### AUTHOR

Scott Poland, Ed.D, is a nationally recognized expert on school bullying, youth violence, suicide intervention, self injury, school safety, threat assessment, parenting and the delivery of psychological services in schools. He is a Co-Director in the Suicide and Violence Prevention Office at Nova Southeastern University. Dr. Poland is the former president of the National Association of School Psychologists.

# NEW HAVEN PUBLIC SCHOOLS Internal School Bullying Report

To be completed and sent to District Coordinator within 12 hours of reporting	within 12 hours of	Buttoda	
Date: Reported by:		Phone:	1
Target's Name:	D.0.8.:	Age:	
Attending School:	Grade:		1
Address: City:		Phone:	
Race: White Black Hispanic Native American	an Other	Gender:M	٦
Parent/Guardian:	Phone:	-	
Parent notified:	Meeting Date:		1
Environment: _SchoolDay CareBusOther	Clty/Town:		1
*Manner of offense: Verbal Sexual Physical	Racial blas		
Previous incident as:aggressor ORtarget When:		1	
Reporting Administrator/Staff:		Date:	-
To be completed after investigation, and within five days of reporting	ain five days of repr	uting	
Alleged Aggressor:	D.O.B:	Age	
Attending School:	Grade:		
Parent/Guardian:	Phone:	1	
*Parent notified:NoYes _Date:	Meeting Date:		-
Previous incident as aggressor OR target When:		1	
*Disposition: Unfounded Counseling Ref. Warning enforcement referral modified school environment Arrest	ng Detention I	. SSO 0SS	<u>M</u> .
Description of Incident:			
Investigating Administrator/Staff:		Date:	
Copy. District Title IX Coordinator	*Items for Pubi	*Items for Public Viewing Reports	22

# NEW HAVEN PUBLIC SCHOOLS External School Bullying Report

ptions	Grade: Grade:	ed by: I's Name:	Prent/Guardiag.	Principal:  dent date:  Molling date:	Sposition:UnfoundedCounseling RefWarningDetentionISSOSSSchool Banned ArrestExpulsion	Regarding	Outcome of investigation
ne: D.O.B.: Ook: Grade: And Thome: Grade: Gr	ed by: Received by:				late: Nstrict Title IX Coordinator arent/Guardlass:	Counseling Ref. Warning Detention ISS Referral Modified school environment Arrest days  Principal:  Molling date:	Regarding   Regarding   Son/Daughter's   Son/Daughter's   Son/Daughter's   Son/Daughter's   Son/Daughter's   School Bonned