

GREENWICH PUBLIC SCHOOLS CREATING A SAFE SCHOOL CLIMATE



Greenwich Public Schools
Safe School Climate
District Norms



Be Here
Be Safe
Be Honest
Care for Self and Others
Let Go and Move On

Greenwich High School students assemble in the GHS Student Center for a moment of reflection and support for Sandy Hook Elementary School in Newtown, CT.

District Commitment to Creating a Safe School Climate

The Greenwich Public Schools are committed to providing an educational experience that develops students' social, emotional, creative and physical skills and talents. This experience is designed to develop and reinforce students' knowledge and skills to become creative, capable, compassionate and responsible members of society, including student outcomes as described in the Vision of the Graduate. Staff members model and reinforce these qualities of good character and work with parents and community members to develop them in students.

Expectations for Implementation of Safe School Climate Plan:

The function of a Safe Schools Climate Committee (SSCC) is to identify and address both positive and negative behavior patterns in the school, review discipline reports and bullying investigations, coordinate the implementation of Safe School Climate activities, and educate the school community on issues related to behavior and bullying. One of the main differences in the more recent revisions to the anti-bullying legislation is the shift from focusing on the “bully” behavior to a focus on prevention and the positive, pro-social behaviors that are incompatible with inappropriate behaviors.

- Every school has a Safe School Climate Liaison and a Safe School Climate Committee that includes parent representation.

- The District Norms are posted prominently throughout all school buildings and the District office.
- Each classroom/homeroom/advisor base teacher is responsible for introducing the norms during the first month of school and reinforcing them throughout the year.
- Morning meeting/Homeroom/Advisor Base is scheduled regularly to reinforce positive behaviors and to provide opportunities for students to develop positive, trusting relationships with at least one adult.
- Assemblies/Recognition ceremonies highlight positive behaviors.
- Secondary levels have a student representative on the Safe School

Climate committee for at least one meeting or a part of other meetings.

- One PTA meeting/coffee is scheduled that includes the Safe School Climate Committee to introduce/ reinforce the norms.
- A meeting is held at the beginning of the each year to orient teachers and staff to the Norms and the expectations around Safe School Climate.
- Procedures include initial orientation and regular reminders with regard to the responsibilities of the bullying policy.
- There are effective systems for tracking/monitoring behaviors and forums for regular discussion of incidents and students.

DEFINITION OF BULLYING

According to Connecticut's School Bullying Law 11-232, "Bullying" is defined as:

- (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.

BULLYING RESPONSE SUPPORTS

All school personnel are expected to understand the definition of bullying and adhere to the procedures for reporting and investigating allegations of bullying. Administration understands their responsibilities under the Connecticut regulations.

Students are familiar with the definition of bullying and how they can and should report all suspected incidents, including cyberbullying, anonymously and directly.

There is a school-wide plan for teaching and reinforcing positive behaviors, providing consistent, well-articulated consequences for negative behavior and creating a positive and safe school climate.

Safe School Climate Support Services

Every school is staffed with at least one mental health provider. Elementary schools have psychologists, middle and high schools have social workers, psychologists and guidance counselors.

Greenwich High School students are also supported by a Dean of Student Life, School Resource Officer and Assistant Deans in each House.

There is a district-wide social worker to provide additional supports to families at the preschool and elementary level. There is a Teen Talk Social Worker assigned to Western Middle School.

The district is involved in a multi-year implementation of Positive Behavior Intervention and Supports (PBIS). Greenwich High School and Central Middle School have already begun the process; Eastern and Western Middle Schools will begin during the 2014-15 school year.

All schools have access to consultants to assist in the training and

implementation of Safe School Climate. Agencies include the Anti Defamation League, Project Adventure and Active Learning.

Community service activities are a part of every school's culture. Service activities include Habitat for Humanity, UNICEF, Maria Fareri Children's Hospital, American Hear Association, Greenwich Adult Daycare, Hurricane Sandy Relief Effort, Neighbor to Neighbor, CHAMPS (mine sniffing dogs), Pennies for Patients, Blood Drives

Programs that teach or reinforce positive behaviors include: Feeling Safe, Safe Talk, Peaceable Playground, PBIS

Activities that allow students to demonstrate positive behavior include: Human Dignity Day, Circle of Friends, Lunch Bunch, Unity Day, Julia's Stars, Mix It Up Day, Names Day, Diversity Awareness Week, Stand By Me, Peer Leadership Program, Student Council, I Care Day, First Responders Day

CURRICULUM Teachers reinforce positive behaviors through the content. Teachers use the learning objectives to illustrate specific behaviors and the impact on the individual and those around him/her.

Health/Wellness

Sample Kindergarten Objective - Identify themselves as unique and capable individuals, with positive traits and qualities, worthy of care and respect. Sample 12th Grade Objective - Define 'responsibility' and apply the concept of responsibility to the attainment of present and future goals.

Social Studies

Sample Middle School Objective - Students will analyze and evaluate contributions of individuals to culture.



Language

Sample Grade 3 Objective- Listen to, read, and respond to texts about and from many cultures and times.

Arts

Sample Grade 8 Objective- Evaluate the effectiveness of propaganda techniques and other persuasive techniques in nonfiction selections.