

Avon Public Schools

Safe School Climate Plan

**Avon High School
2019 - 2020**



**510 West Avon Road
Avon, CT 06001**

Phone: (860)404-4740

Fax: (860)404-4743

www.avon.k12.ct.us/avonhigh

Safe School Climate Plan

Avon High School



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**Avon High School
Safe School Climate Committee
2019 - 2020**

Safe School Climate Coordinator

TBD

Principal

Michael Renkawitz

Safe School Climate Specialists

**Diana DeVivo
Assistant Principal**

School Psychologist/Social Worker

**Caitlin Suchenski
Rose Mouning**

Teachers

**Steve Greco
Jeanine LaBrosse
Susan Lane
Marybeth Twohig**

Parent

John McLaughlin

Avon Public Schools Blueprint for Excellence

Mission

Our mission is to inspire in each student a joy and passion for learning and a commitment to excellence, personal integrity, and social responsibility.

Statement of Beliefs and Purpose

We educate students intellectually, socially, emotionally, and physically so they can develop character, pursue their interests, realize their potential, and meet the challenges of a constantly changing world.

We believe that...

- A high-quality public education is fundamental to inspire a life with purpose, meaning, and happiness.
- Educated people of good character are essential to democracy.
- Public education is a responsibility shared by students, parents, school personnel, and community members.
- Trust and respect are prerequisites for sustaining and improving safe and successful schools.
- All people should be treated with dignity and respect.

We are committed to...

- Clear communication and transparent processes.
- Rigorous, comprehensive, and innovative programs.
- Using all resources to the greatest advantage so that we may meet the needs of all students.
- Collaboration, professional development, and ethical practice.
- Continuous improvement through systematically assessing our actions and outcomes.

So that every Avon Public School student is consistently challenged and empowered to...

- Communicate effectively and work collaboratively.
- Think critically and creatively to solve challenging problems and advance their own academic and personal goals.
- Be self-directed, self-regulated, and resilient as they live, learn, earn, and navigate their own pathway to success.

Avon Public Schools

Blueprint for Excellence

2019-2020

Focus Area 1: Student Learning

We will create multiple student learning pathways to challenge students to think critically and creatively, solve challenging problems, work collaboratively, and communicate effectively.

Goal 1: We will build our instructional capacity to consistently support and challenge all students with rigorous, meaningful work and provide focused feedback to support continuous growth.

Goal 2: We will collaboratively develop the district's capacity to collect reliable data/evidence at each level of the organization to inform improvement practices and advance student learning.

Focus Area 2: Personal Growth & Relationships

We will foster a safe learning community that empowers students to be self-directed, self-regulated, and resilient as they strive to advance their own personal and academic goals.

Goal 1: We will commit to a philosophy of building relational capacity, developing student leadership skills, and supporting social emotional learning through the EXCEL Model.

Goal 2: We will provide opportunities for students to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Focus Area 3: Communication

We will continue to build internal and external partnerships in service to the district's mission and beliefs for student learning through clear communication and transparent processes.

Goal 1: We will streamline district and school communication systems to provide a user-friendly experience for all staff, students, families, and community members to ensure they have the necessary information to be actively involved in supporting student learning.

Goal 2: We will establish informal and formal partnerships with post-secondary institutions and local business to increase learning options for students.

Focus 4: Systems

We will maximize efficiencies and optimize resources through the ongoing creation, refinement, and alignment of processes, procedures, and systems.

Goal 1: We will develop a Five-Year Digital Learning Plan that clearly articulates how the acquisition, deployment, and instructional integration of digital tools and infrastructure will support the district's goals for student learning.

Goal 2: We will develop a long-range talent management and professional learning strategy that identifies and plans for the acquisition, support, and retention of the human resources required to implement this Blueprint for Excellence.

Goal 3: We will consistently review and adjust district policies, processes, procedures, and the deployment of district resources to ensure that they support the attainment of this Blueprint for Excellence.

Avon High School Goals & Strategic Actions

Avon High School Core Values and Beliefs

Avon High School is a student-centered community that empowers each member to engage in authentic and substantive learning, develop effective leadership, and demonstrate humane character.

“THE NINE” Academic, Civic and Social Learning Expectations

Academic Expectation #1:

LEARN

Make interdisciplinary connections and integrate previous learning experiences

Academic Expectation #2:

THINK

Use a variety of critical thinking and problem solving strategies

Academic Expectation #3:

STRIVE

Assess the value of information, produce quality work, and strive for mastery

Academic Expectation #4:

EXPRESS YOURSELF

Express ideas clearly and creatively

Academic and Social Expectation #5:

FACE CHALLENGES

Respond to success and failure with reflection, resilience, and integrity

Social Expectation #6:

CONTRIBUTE

Listen to the ideas of others and contribute in a meaningful way.

Social Expectation #7:

CHOOSE WELL

Make informed choices that promote mental, physical, and emotional well-being

Social Expectation #8:

BELONG

Enjoy a sense of inclusion and belonging

Civic Expectation #9:

DO GOOD

Act in an ethical manner and recognize the potential to effect change

Avon High School Goals & Strategic Actions

Goal I: Culture

We will:

- Create a respectful school culture that celebrates the individual and collective accomplishments of members of our learning community.
- Establish partnerships with families and the community that will benefit student learning and positively contribute to the culture of Avon High School.

Goal II: Achievement

We will:

- Align our professional development to meet the needs of all staff in fulfilling their responsibilities and foster continuous improvement in instructional practices and student learning.

Goal III: Communication

We will:

- Communicate regularly with students, parents, school personnel, and community members using a variety of communication methods.

Goal IV: Collaboration

We will:

- Promote the importance of collaboration as a primary means of improving instructional practices and student learning.

Avon High School
 Directory of Student Services
“Where to Go and Who to See”

Who Can Help Me?	School Counselor	Principal/ Assistant Principal	Nurse	Classroom Teacher	School Psychologist	Social Worker	Student Handbook	Support Centers	Advisory
Questions about school rules	1	2		1		2	1		2
Attendance Issues	1	1	1			1	1	2	
Scheduling Issues	1	2							
Worried about family, friends, self	1	2	1	1	1	2			1
Feeling Ill			1	2					
Overwhelmed, anxious	1		1		1	1			1
Disagreement within family	1	2	2	2	1	1			
Problems with friends or other students	1	1	2	2	2	2			
Issues involving drugs/alcohol with you or someone you know	1	1	1	2	2	1			
Homework help	2			1				1	
Questions about grades	2			1				2	
Having difficulty with academic work	1			1				1	2
Feeling stressed about academic work	1	2	2	1	2	2			
Co-curricular activities and clubs	1	2		2					

1=Try these people first 2=These people may also be helpful

Avon High School
Directory of Student Services
"Where to Go and Who to See"

Contact Information: Avon High School: 860-404-4740

Principal	Mr. Michael Renkawitz	X-1252	Social Worker	Ms. Rose Mouning	X-1265
Assistant Principal	Dr. Diana DeVivo Dr. Eileen O'Neil	X-1263 X-1262	School Psychologist	Mrs. Caitlin Suchenski	X-1265
Director of School Counseling	Mr. Todd Dyer	x-1185	Nurse	Mrs. Susan Lane Mrs. Marybeth Twohig	X-1254
Director of Security	Mr. James Connelly	X-1256	Main Office Secretary	Mrs. Robin Lazinsk Mrs. Beth Tormay	X-1251 X-1253
Principal's Secretary	Mrs. Kelly Tubridy	X-1260	Attendance Secretary	Mrs. Mary Tribuzio	X-1250

Avon High School
Proactive Steps to Improve School Climate
2019-2020

Advisory

In a student advisory program, each student in the school is assigned a teacher or staff member who supports each student in achieving his or her academic and personal goals. Advisory groups are small in size; usually between 10-12 students. Meetings are approximately 20 minutes in duration. Advisory is a place for students to build relationships and establish a network of support.

The Avon High School advisory program, in alignment with our Core Values and Beliefs, personalizes the school environment by making connections to an adult and a diverse group of peers in order to enrich academic success and social well-being.

BRIDGES

Bridges is a two-day anti-bullying, and prejudice reduction program for high school students. Participants gain a deeper understanding of how prejudice and bias affect our lives and how we can work to make our schools and community more accepting and inclusive. Our school clubs / activities that support Bridges include:

- The Gay Straight Alliance
- Connecticut Youth Forum
- Unified Theater
- Unified Sports (co-op with Farmington)

Promoting “The Nine”

In order to support “The Nine”, we have instituted a faculty/staff driven acknowledgment program. Any faculty/staff member who witnesses a student exhibiting the attributes of “The Nine” may give an acknowledgment ticket to the student. The student may choose to enter their ticket in a drawing for a “thank you” prize. Teachers are also entered in the weekly drawing for presenting students with tickets.

Capturing Kids Hearts

The Avon Public Schools has trained almost all faculty and staff with the *Capturing Kids Hearts* model of building relationships, trust, and respect across school settings. *CKH* is motivating and inclusive, aiming to inspire all community members to treat each other well and be at their best. The district continues to support this approach.

Safe School Climate Plan

The Avon Board of Education is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, teen dating violence, harassment and discrimination ("acts of bullying"). In order to foster an atmosphere conducive to learning, the Avon Board of Education has developed the following Safe School Climate Plan ("Plan"), consistent with state law and Avon Board of Education Policy. This Plan represents a comprehensive approach to addressing acts of bullying and cyberbullying and sets forth the Avon Board of Educations' expectations for creating a positive school climate and thus preventing, intervening, and responding to acts of bullying.

Acts of bullying are strictly prohibited, and students who are determined to have engaged in such acts are subject to disciplinary action, which may include suspension or expulsion from school. The district's commitment to addressing acts of bullying, however, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which acts of bullying will not be tolerated by students or school staff.

I. Prohibition Against Acts of Bullying and Retaliation

A. The Avon Board of Education expressly prohibits any acts of bullying on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional Board of Education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Avon Board of Education.

B. The Avon Board of Education also prohibits any acts of bullying outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

C. In addition to prohibiting student acts which constitute acts of bullying, the Avon Board of Education also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.

D. Students who engage in acts of bullying are in violation of Avon Board of Education Policy and the Plan and shall be subject to school discipline, up to and including expulsion, in accordance with the Avon Board of Education's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

II. Definition of Bullying

A. **"Bullying"** means the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, or a physical act or gesture directed at another student attending school in the same district that:

1. Causes physical or emotional harm to such student or damage to such student's property;
2. Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;

3. Creates a hostile environment at school for such student;
4. Infringes on the rights of such student at school; or
5. Substantially disrupts the education process or the orderly operation of a school.

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

III. Other Definitions

A. **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

B. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic or photo-optical system.

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

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

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

F. **"Prevention and intervention strategy"** may include, but is not limited to, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting acts of bullying and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where acts of bullying could occur, (4) inclusion of grade- appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.

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

H. **"School employee"** means any individual (including volunteers) who, in the performance of his or

her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Avon Board of Education.

I. **"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 Avon Board of Education.

IV. Leadership and Administrative Responsibilities

A. Safe School Climate Coordinator

Each school year, the Superintendent of Schools or his/her designee shall appoint, from existing school district staff, a District Safe SchoolClimate Coordinator ("Coordinator"). The Coordinator shall:

1. Be responsible for implementing the district's Plan;
2. Collaborate with Safe School Climate Specialists, the Avon Board of Education, and the Superintendent of Schools or his/her designee to prevent, identify and respond to acts of bullying in district schools;
3. Provide data and information, in collaboration with the Superintendent of Schools or his/her designee, to the Department of Education regarding acts of bullying;
4. Meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to acts of bullying in the school district and to make recommendations concerning amendments to the district's Plan.

B. Safe School Climate Specialists

Each school year, the Principal of each school (or Principal's designee) shall serve as the Safe School Climate Specialist. The Safe SchoolClimate Specialist shall investigate or supervise the investigation of reported acts of bullying and act as the primary school official responsible for preventing, identifying and responding to reports of acts of bullying in the school.

V. Development and Review of Safe School Climate Plan

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

B. The Committee shall: 1) receive copies of completed reports following acts of bullying investigations; 2) identify and address patterns of acts of bullying among students in the school; 3) review and amend school policies relating to acts of bullying; 4) review and make recommendations to the Coordinator regarding the Plan based on issues and experiences specific to the school; 5) educate students, school employees and parents/guardians on issues relating to acts of bullying; 6) collaborate with the Coordinator in the collection of data regarding acts of bullying; and 7) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.

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

D. The Avon Board of Education will review and approve all revisions to the Plan developed pursuant to the related policy and submit such Plan to the Department of Education no later than thirty (30) calendar days after approval. The Avon Board of Education shall make such Plan available on the Avon Public School's and each individual school's website and ensure that the Plan is mentioned in the school districts publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

VI. Procedures for Reporting and Investigating Complaints of Bullying

A. Students and parents (or guardians of students) may file written reports of acts of bullying. Written reports of acts of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected act of bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the SafeSchool Climate Specialist (i.e. building Principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.

B. Students may make anonymous reports of acts of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the complaint, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous complaint.

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

D. The Safe School Specialist shall be responsible for reviewing any anonymous reports of acts of bullying and shall investigate or supervise the investigation of all reports of acts of bullying and ensure that such investigation is completed promptly after receipt of any written reports. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.

E. In investigating reports of acts of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will

result in disciplinary action.

F. Parents or guardians of the student(s) alleged to have committed an act or acts of bullying and the parents or guardians of the student(s) against whom such alleged act or acts were directed shall receive notice that such investigation has commenced within one business day.

VII. Responding to Verified Acts of Bullying

A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding not later than 48-hours after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such acts of bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.

B. In any instance in which an act of bullying is verified, the Safe School Climate Specialist or designee shall also invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A., as it must include a description of the school's response to such acts, along with consequences, as appropriate. Normally, separate meetings shall be held with the respective parents; however, at the discretion of the Safe School Climate Specialist and with written consent of the parents/guardians involved, the meeting(s) may be held jointly.

C. If an act of bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.

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

E. Notice to Law Enforcement

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

F. If an act of bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classifications, the Safe School Climate Specialist or designee shall also coordinate any investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator, etc.).

VIII. Documentation and Maintenance of Log

A. Each school shall maintain written complaints of acts of bullying, along with supporting documentation received and/or created as a result of acts of bullying investigations, consistent with the Avon Board of Education's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under Avon Board of Education policy and state and federal law.

B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of acts of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.

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

IX. Other Prevention and Intervention Strategies

A. Bullying behavior can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of "bullying", as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building Principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint. As discussed below, schools may also consider appropriate alternative to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.

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

C. The following sets forth possible interventions which may also be utilized to enforce the Avon Board of Education's prohibition against acts of bullying:

i. Non-disciplinary Interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying,

its prohibition, and their duty to avoid any conduct that could be considered acts of bullying.

Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

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

ii. Disciplinary Interventions

When acts of bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences up to and including expulsion. Anonymous complaints, however, shall not be the basis for disciplinary action.

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

Expulsion may be imposed in accordance with the Avon Board of Education's Student Discipline policy. This consequence shall normally be reserved for serious incidents of acts of bullying and/or when past interventions have not been successful in eliminating bullying behavior.

iii. Interventions for Bullied Students

The building Principal (or other responsible program administrator) or his/her designee shall intervene in order to address incidents of acts of bullying against a single student. Intervention strategies for a bullied student may include the following:

- a. Counseling;
- b. Increased supervision and monitoring of student to observe and intervene in bullying situations;
- c. Encouragement of student to seek help when victimized or witnessing victimization;
- d. Peer mediation or other forms of mediation, where appropriate;
- e. Student Safety Support plan; and
- f. Restitution and/or restorative interventions.

iv. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of acts of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with acts of bullying in school or at school-sponsored activities. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school. Such prevention and intervention strategies may include, but are not limited to:

- a. School rules prohibiting acts of bullying and establishing appropriate consequences for those who engage in such acts;

- b. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where acts of bullying are likely to occur;
- c. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;
- d. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
- e. School-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
- f. Student peer training, education and support;
- g. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- h. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Department of Education;
- i. Respectful responses to acts of bullying concerns raised by students, parents or staff;
- j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of acts of bullying, with a focus in evidence based practices concerning same;
- k. Use of peers to help ameliorate the plight of victims and include them in group activities;
- 1. Avoidance of sex-role stereotyping;
- m. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
- n. Modeling by staff of positive, respectful, and supportive behavior toward students;
- o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others; p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.

D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially appropriate behavior.

Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of "bullying."

X. Improving School Climate

Avon Public Schools recognizes that a positive school climate is crucial in reducing or eliminating bullying conduct in its schools. The measures described in this Safe School Climate Plan are designed to promote a positive school climate, and their successful implementation involves a partnership among administrators,

teachers, other staff members, parents and students themselves. This Plan is subject to periodic review and revision to assure that it effectively promotes a positive school climate. All members of the school community are encouraged to participate in that effort by conveying to the Safe School Climate Coordinator their questions, concerns, and recommendations regarding this Plan and its implementation.

XI. Annual Notice and Training

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

B. The District Administration shall provide for the inclusion of language in student codes of conduct concerning acts of bullying.

C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district's Safe School Climate Plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.

XII. School Climate Assessments

Annually, the Superintendent of Schools or his/her designee shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department of Education. The Avon Board of Education shall collect the school climate assessments for each school in the district and submit such assessments to the Avon Board of Education and State Department of Education.

Regulation approved: August 22, 2017
AVON PUBLIC SCHOOLS

Report of Bullying/Teen Dating Violence/Harassment/Discrimination

("Acts of Bullying")

Form/Investigation Summary

School _____ Date _____

Location(s) _____

Reporter Information:

Anonymous student report _____

Staff Member report _____ Name _____

Parent/guardian report _____ Name _____

Student report _____ Name _____

Student Reported as Committing Act: _____

Student Reported as Victim: _____

Description of Alleged Act(s): _____

Time and Place: _____

Names of Potential Witnesses: _____

For Staff Use Only:

Action of Reporter: _____

Administrative Investigation Notes (use separate sheet if necessary): _____

Act of Bullying Verified: Yes ____ No ____

Remedial Action(s) Taken: _____

If Act of Bullying Verified, Report Sent to Parents of Students?

Parents' Names: _____ Date Sent: _____

(Attach act of bullying complaint, witness statements, and notification to parents of students involved if act of bullying is verified)