

New Milford Public Schools  
Safe School Climate Plan  
Administrative Regulations  
2011-2012

National School Climate Standard	Current School Status (informed by data) To What Extent is This Evident?	Areas Identified As Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Time Line for Reaching Improvement Goals
<p><b>Standard 1: Shared Mission</b></p> <p>Is it evident that all members of the school community are committed to physical, emotional, and intellectual safety of the learners?</p>	<p><u>Awareness level</u> An attempt has been made to engage students, staff, and/or community stakeholders in recognizing the importance of a positive school climate to support student achievement.</p>	<p>Areas will be identified based on the data collection and review of data.</p>	<p>Strategies will be identified based on data collection. Strategies will be reviewed and prioritized.</p>	<p>Surveys will be administered. School discipline data will be reviewed and analyzed.</p>	<p>May 2012</p>
<p><b>Standard 1: Shared Mission</b></p> <p>Do participants share a vision of what a positive school climate looks, feels and sounds like?</p>	<p><u>Emerging level</u> A common vision for improving school climate has been embraced and endorsed; a sense of shared ownership and pathways toward meaningful professional development have been articulated.</p>	<p>Each school needs to strengthen the level of commitment of internal and external stakeholders.</p>	<p>Use existing written communication forums to promote the vision with parents, students, and community members.</p>	<p>Semester or mid-year review of school disciplinary data. Survey all stakeholders every two years.</p>	<p>Initial review May 2012</p>
<p><b>Standard 1: Shared Values</b></p> <p>What are the shared values?</p>	<p><u>Awareness level</u> Staff members have articulated beliefs, ground rules, and norms for team functioning that mirror a positive school climate, however these statements do not yet inform day-to-day practice.</p>	<p>Consistent articulation of beliefs, ground rules, and norms to inform day-to-day practice.</p>	<p>Articulation of values to staff through written communications, announcements, and meetings.</p>	<p>Staff surveys.</p>	<p>May 2012</p>

Students

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<p><b>Standard 1: Shared Goals</b></p> <p>What are the shared priorities?</p>	<p><u>Emerging level</u> Efforts have begun to identify goals. Goals are not sufficiently actionable and do not yet influence systemic decision making.</p>	<p>Development of long and short term actionable school climate improvement goals will be identified and clearly communicated to all stakeholders.</p>	<p>Strategies will be developed based on identified goals.</p>	<p>Assessment instruments and surveys to stakeholders.</p>	<p>Initial review May 2012</p>
<p><b>Standard 2: Shared School Policies</b></p> <p>Are there policies that promote the development of skills, knowledge, and engagement?</p>	<p><u>Emerging level</u> Policies are in place to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement.</p>	<p>Development, review and update of curriculum. Ongoing professional development.</p>	<p>Five-Year Curriculum Plan; Classroom walkthroughs and observations; Curriculum nights; Website</p>	<p>Student assessments Graduation rate Attendance rates Number of students on Honor Roll. Number of students participating in on-line learning. Number of students taking Advanced Placement courses and passing AP tests.</p>	<p>Initial review May 2012</p>
<p><b>Standard 2: Shared School Policies</b></p> <p>Are there policies in place to address barriers to learning?</p>	<p><u>Emerging level</u> Policies are in place that create a comprehensive system to address barriers to learning and teaching and re-engage students who have become disengaged.</p>	<p>Identification and expansion of opportunities to re-engage students who have become disengaged.</p>	<p>Expand opportunities for students to receive individual or small group learning experiences.</p>	<p>Number of new programs and/or services to meet the needs of students that have become disengaged.</p>	<p>May 2013</p>

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<p><b>Standard 3: School Practices</b></p> <p>Are there practices in place to promote positive youth development?</p>	<p><u>Emerging level</u> The school community's practices are identified, prioritized and supported to promote the learning and positive, social, emotional, ethical and civic development of students.</p>	<p style="text-align: center;">▲</p> <p>Additional areas will be identified through surveys, parent conferences, developmental guidance lessons, and class meetings.</p>	<p style="text-align: center;">↑</p> <p>Input from the following: K-12 Mentoring program; English Language Learners; Scientific Research-Based Interventions;</p>	<p style="text-align: center;">↑</p> <p>Progress Monitoring in each of the following programs: K-12 Mentoring program; English Language Learners; Scientific Research-Based Interventions;</p>	<p>Initial review May 2012 (Baseline Data)</p> <p>Interim Review May 2013</p>
<p><b>Standard 3: School Practices</b></p> <p>Are there practices in place that enhance teaching and learning?</p>	<p><u>Emerging level</u> The school community's practices are identified, prioritized and supported to enhance engagement in teaching, learning and school-wide activities.</p>	<p>Additional areas will be identified through surveys, parent conferences, developmental guidance lessons, and class meetings.</p>	<p>Special Education Services; Section 504 Plans; Professional Learning Communities; Co-taught Classrooms; Collaborative Learning Time; Student Assistance Teams;</p>	<p>Special Education Services; Section 504 Plans; Professional Learning Communities; Co-taught Classrooms; Collaborative Learning Time; Student Assistance Teams;</p>	<p>Initial review May 2012 (Baseline Data)</p> <p>Interim Review May 2013</p>
<p><b>Standard 3: School Practices</b></p> <p>Are there practices in place to address barriers to learning?</p>	<p><u>Emerging level</u> The school community's practices are identified, prioritized and supported to address barriers to learning and teaching and re-engage those who have become disengaged.</p>	<p>Additional areas will be identified through surveys, parent conferences, developmental guidance lessons, and class meetings.</p>	<p style="text-align: center;">↓</p>	<p style="text-align: center;">↓</p>	<p>Initial review May 2012 (Baseline Data)</p> <p>Interim Review May 2013</p>

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<p><b>Standard 3: School Practices</b></p> <p>Are there practices in place to develop and sustain infrastructure and capacity building?</p>	<p><u>Emerging level</u> The school community's practices are identified, prioritized, and supported to develop and sustain an appropriate operational infrastructure and capacity building mechanisms.</p>	<p>Practices must be firmly supported and universally followed that develop and sustain an appropriate operational infrastructure and capacity building mechanisms.</p>	<p>Communication of practices to develop and maintain the infrastructure must be in place.</p>	<p>Feedback from all stakeholders through surveys and interviews.</p>	<p>May 2013</p>
<p><b>Standard 4: Safe Environment</b></p> <p>Is the school providing for a physically, emotionally, intellectually safe, healthy and welcoming environment?</p>	<p><u>Emerging level</u> The school community creates an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically.</p>	<p>Analysis of student, staff, and parent surveys.</p>	<p>Update Crisis Plan; Implementation of the Strategic Plan; Ongoing training and implementation of the Positive Behavior Intervention and Support Program; Scientific Research-Based Interventions; Counseling;</p>	<p>Number of referrals for crisis support; Number of visits to nurse's office; Review of state reporting for disciplinary codes; student surveys; Analysis of student disciplinary referrals;</p>	<p>Initial review May 2012 (Baseline Data) Interim Review May 2013</p>

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<p><b>Standard 5: Social Justice</b></p> <p>Is the school engaging in practices that promote the social and civic responsibilities and a sense of social justice within the school community?</p>	<p><u>Emerging level</u>            The school community develops meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to social justice.</p>	<p>Ongoing and firm communication of the practices, activities and norms that promote social and civic responsibilities.</p>	<p>K-12 Character Education Program;            Food Drives;            Key Club;            Mock Elections;            Student Council;</p>	<p># of students participating in identified activities;            Dollar amount of donations or number of items collected for charitable organizations.</p>	<p>Initial review May 2012 (Baseline Data)            Interim Review May 2013</p>
<p><b>Continuous Improvement:</b></p> <p>Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school improvement?</p>	<p><u>Awareness level</u>            A few staff members are tracking general or personal indicators of school climate improvement; positive trends are emphasized and celebrated; negative trends are suppressed or dismissed.</p>	<p>Tracking by all staff members of general or personal indicators of school climate improvement; positive trends are emphasized and celebrated; negative trends are suppressed.</p>	<p>Professional development:            Ongoing discussions with faculty about school improvement indicators, tracking, trends, and improvement.</p>	<p>Staff surveys.</p>	<p>Initial review May 2012 (Baseline Data)            Interim Review May 2013</p>

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<p><b>Family/Community Partnerships:</b></p> <p>Are all stakeholders' interests represented and reflected in the school climate improvement efforts?</p>	<p><u>Awareness level</u> Sporadic one-way efforts are made to keep families informed of events and situations at school to secure support for the schools' efforts; family members are welcome to volunteer and participate within school-determined parameters.</p>	<p>Each school needs to increase two-way communication with parents.</p>	<p>Use surveys, website and channel 17 to solicit parental feedback on student related issues, curricula, and other related matters.</p>	<p>Responses from surveys that validate input from stakeholders.</p>	<p>May 2013</p>
<p><b>Impact on Results:</b></p> <p>Is progress monitoring inherent in the school climate improvement process?</p>	<p><u>Awareness level</u> A generalized sense of what is meant by a positive school climate is understood; efforts to improve climate are task and project-oriented rather than guided by systemic mission, vision and identifiable outcomes.</p>	<p>Identification of clear indicators that are aligned with school improvement goals.</p>	<p>Data collection and analysis related to common understanding of indicators by staff, family, and community stakeholders.</p>	<p>Responses from surveys that validate input from stakeholders.</p>	<p>May 2013</p>

Regulation approved: November 18, 2011

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New Milford, Connecticut

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