

Salem School Climate Report

Salem Board of Education Meeting

April 3, 2023

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CULTURE AND CLIMATE HIGHLIGHTS

99%

Students say they feel safe in the classroom

91%

Students feel they have an adult that cares about them

89%

Students feel they have an adult they can go to if something is bothering them

88%

Staff feel comfortable going to at least one member of the administrative team if they have a problem

94%

Staff feel respected by students

90%

Teachers feel safe at this school



Overview of Topics

- SIP/Strategic Plan School Climate Priorities
- Student Behavior
- School Safety

Key District/School Culture and Climate Qualitative Measures -

Students

Social-Emotional Learning	2021-2022	2022-23 Target
<p>There is at least one adult at school that I can go to for help when something is bothering me.</p>	88%	95%
<ul style="list-style-type: none"> • Focus on relationships • Continuous work on our Safe School Climate Plan 		
<p>I am taught how to manage my stress</p>	85%	90%
<ul style="list-style-type: none"> • RULER programming -proactive program aimed at self-awareness and emotional regulation • 76% student treat each other with respect 		
<p>On most days in this school I feel interested.</p>	58%	80%
<ul style="list-style-type: none"> • Students involved in providing feedback on the schedule and programming • Continued communication and revision of SRBI process • Student Focus Groups @ Salem School and ELHS 		

Key District/School Culture and Climate Qualitative Measures -

Families

Social-Emotional Learning	2021-2022	2022-23 Target
I know how my child is doing before I receive the report card	82%	90%
<ul style="list-style-type: none"> 83% in most recent parent feedback survey Feedback solicited after each marking period 		
My child is challenged academically.	83%	90%
<ul style="list-style-type: none"> 81% in most recent parent feedback survey Ongoing feedback from parents and PTO Dir of Curr & Inst Stipend Funding for Curriculum Writing 		
Chronic Absenteeism	10.81%	6-7%
<ul style="list-style-type: none"> As of 4/3/23, 15% of students are considered chronically absent Student Attendance Team 		
% of Students Participating in Extracurricular Activities	45%	60%
<ul style="list-style-type: none"> New stipend position format next that aims to increase participation (STEAM Advisor, Journalism Club) 		

Key District/School Culture and Climate Qualitative Measures -

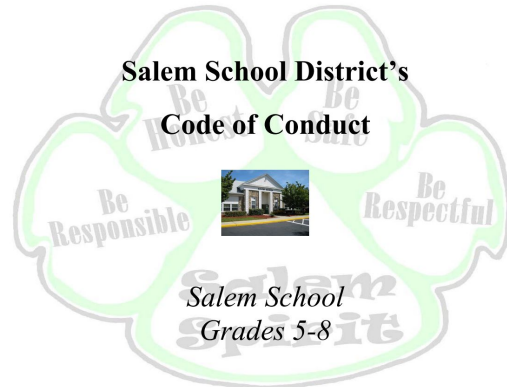
Staff

Social-Emotional Learning	2021-2022	2022-23 Target
There are clear -cut policies at my school.	55%	80%
<ul style="list-style-type: none"> • March Staff Feedback Survey - 36% Strongly Agree/Agree & 41% identified as a “3” or “undecided” • Code of conduct reset 		
I feel that I am part of a school community (shared mission, values, efforts, and goals.)	67%	80%
<ul style="list-style-type: none"> • March Staff Feedback Survey - 42% Strongly Agree/Agree & 35% identified as a “3” or “undecided” • Continuous feedback at staff meetings, new teacher meetings and leadership meeting 		
I feel like my contributions are valued and important	64%	80%
<ul style="list-style-type: none"> • Ongoing feedback opportunities for staff <ul style="list-style-type: none"> ○ Positive Takeaway in response to what has worked well this year <ul style="list-style-type: none"> ■ “Encouragement and support. I feel supported by the two of you and always encouraged positively. ■ “A clearly defined and effective discipline policy for students is something that has been absent in our building for years. Reviewing policies and beginning to implement discipline practices is crucial to maintaining appropriate student behavior. Something that has gone really well is the fact that we are working together to bring these practices back. ○ Area of Opportunity--Communication <ul style="list-style-type: none"> ■ “Clear, concise communication to the whole staff. Clear student code of conduct and consistent follow through. Additional classroom assistance for students who struggle to regulate their classroom behavior. Administrative support, guidance, and actions to assist staff who may need help for any number of reasons.” • Weekly staff highlights in Cougar Tales, Connections, Weekly Snapshot and Annual Report 		

Student Behavior Expectations

- Meetings with all stakeholders:
 - Certified Staff: 2/15, 2/22, 3/1, 4/5
 - IA/Tutor/Substitutes: 2/23
 - Student Follow up: 3/8, 4/19
 - Parents: 3/2, 4/19
- Code of Conduct Streamlined
 - PK-2
 - 3-4
 - 5-8

SALEM SCHOOL GRADES 5-8 CODE OF CONDUCT



Salem School

2022-2023

Student and Parent Handbook



BEHAVIOR/INFRACTION	GRADES 5-8 CONSEQUENCES
<p>*Physical Contact, Inappropriate (Pushing, Shoving) Another Student – no "serious" physical injury occurs Board of Education Policy References: #5131 Student Misconduct in Schools #5114 Removal/Suspension / Expulsion</p>	<p>1st Offense:</p> <ul style="list-style-type: none"> disciplinary conference with administrator up to 1 day in-school suspension parent or guardian notification supervisee notification <p>• excluded from all co-curricular and extracurricular activities concurrent with suspension</p> <p>2nd and Subsequent Offenses:</p> <ul style="list-style-type: none"> 1-2 days in-school suspension parent or guardian notification <p>• excluded from all co-curricular and extracurricular activities concurrent with suspension</p>
<p>*Fighting / Physical Altercation / Physical Aggression Board of Education Policy References: #5133 Student Conduct in Schools #5114 Removal/Suspension / Expulsion</p>	<p>1st Offense:</p> <ul style="list-style-type: none"> disciplinary conference with administrator up to 10 days in-school suspension or if the administration determines that the student poses a danger to persons or property or a disruption of the educational process the student shall be excluded from school during the period of suspension. parent or guardian notification supervisee notification <p>• excluded from all co-curricular and extracurricular activities concurrent with suspension</p> <p>• potential police referral</p> <p>2nd and Subsequent Offenses:</p> <ul style="list-style-type: none"> up to 10 days out-of-school suspension under the supervision of his / her parent or guardian parent or guardian notification supervisee notification <p>• excluded from all co-curricular and extracurricular activities concurrent with suspension</p> <p>• potential police referral</p>
<p>Refusal to Adhere to Staff Member Directive, Open Defiance of a Teacher or Any School Employee Board of Education Policy References: #5131 Student Conduct in Schools #5114 Removal/ Suspension/Expulsion</p>	<p>1st Offense:</p> <ul style="list-style-type: none"> assigned detention by school administrator parent or guardian notification <p>2nd and Subsequent Offenses:</p> <ul style="list-style-type: none"> 1 day in-school suspension or if the administration determines that the student poses a danger to persons or property or a disruption of the educational process the student shall be excluded from school during the period of suspension parent or guardian notification <p>• excluded from all co-curricular and extracurricular activities concurrent with suspension</p>
<p>Obscene, Vulgar, Abusive, Inflammatory or Disrespectful Language, Gestures, or Behavior Directed Toward Any Staff Member or Student Board of Education Policy References: #5131 Student Conduct in Schools #5114 Removal/Suspension/Expulsion</p>	<p>1st Offense:</p> <ul style="list-style-type: none"> assigned detention by school administrator parent or guardian notification <p>2nd and Subsequent Offenses:</p> <ul style="list-style-type: none"> 1 day in-school suspension or if the administration determines that the student poses a danger to persons or property or a disruption of the educational process the student shall be excluded from school during the period of suspension parent or guardian notification <p>• excluded from all co-curricular and extracurricular activities concurrent with suspension</p>
<p>Cafeteria Misconduct Board of Education Policy References: # 5131 Student Conduct in Schools #5114 Removal/Suspension/Expulsion</p>	<p>1st Offense:</p> <ul style="list-style-type: none"> loss of cafeteria privileges up to 3 day in-school suspension parent or guardian notification <p>• excluded from all co-curricular and extracurricular activities concurrent with suspension</p> <p>2nd Offense:</p> <ul style="list-style-type: none"> additional loss of cafeteria privileges <p>• 3 days in-school suspension or if the administration determines that the student poses a danger to persons or property or a disruption of the educational process the student shall be excluded from school during the period of suspension parent or guardian notification <p>• excluded from all co-curricular and extracurricular activities concurrent with suspension</p> <p>3rd and Subsequent Offenses:</p> <ul style="list-style-type: none"> 5 days in-school suspension or if the administration determines that the student poses a danger to persons or property or a disruption of the educational process the student shall be excluded from school during the period of suspension parent or guardian notification <p>• excluded from all co-curricular and extracurricular activities concurrent with suspension</p> <ul style="list-style-type: none"> may be recommended to Board of Education for expulsion or 30-180 school days may be required to attend alternative educational program per Board policy and the expulsion decision <p>• excluded from all co-curricular and extracurricular activities concurrent with expulsion and may be further excluded from any or all co-curricular and extracurricular activities beyond the academic expulsion period per action of Board of Education</p> </p>

*Indicates a behavior / infraction that is cumulative with grade span, considered to be a serious offense, and requires mandatory reporting to the Connecticut State Department of Education.

Student Behavior Data

Documentation, Communication and Follow through

- 23 in January
- 26 in February
- 61 in March

May Climate Surveys


- Students
- Families
- Staff



Region 4 Safety Assessment - *emphasis on two year cycle of continuous improvement*

- Town Collaboration - School District Staff, Emergency Management, Fire Marshall, Resident State Trooper's Office will be invited to attend the assessment walkthrough
- Assessment addresses all aspects of school safety
 - Communications
 - Entry/Exits
 - Classroom Procedures
 - Classrooms
 - All school facilities
- Confidential and privileged report will be released to School District with recommendations

SALEM SCHOOL SAFETY DRILLS



FIRE DRILL	SHELTER IN PLACE	LOCK DOWN	EVACUATION
WALK QUIETLY WITH STUDENTS TO DESIGNATED AREA	MOVE ALL STUDENTS INDOORS	CLOSE DOORS AND WINDOWS *SHADES ON DOORS SHOULD BE UP AT ALL TIMES UNLESS THERE IS AN EMERGENCY	EVACUATE THE BUILDING
TAKE ANY STUDENT WHO IS IN THE HALL WITH YOU	CLEAR THE HALLWAY - BRING ANY STUDENT INTO YOUR ROOM	STAY AWAY FROM WINDOWS AND DOORS	WALK DOWN PATH THROUGH THE GATE TOWARD TOWN HALL/ SALEM FREE PUBLIC LIBRARY
TAKE YOUR GREEN FOLDER, CLASS LIST AND FIRE TEACHER REPORT FORM	CLOSE AND LOCK DOORS AND WINDOWS	RUN HIDE FIGHT PROTOCOLS	PK- 6 ENTER THE SALEM FREE PUBLIC LIBRARY
IF YOUR CLASS IS ALL PRESENT HOLD UP YOUR GREEN FOLDER	CONTINUE TEACHING	DISREGARD FIRE ALARM UNLESS YOU SEE SMOKE OR FIRE	7-8 TOWN HALL SIT IN DESIGNATED AREA
IF YOU ARE MISSING A STUDENT OR HAVE AN ADDITIONAL STUDENT OR STAFF MEMBER WRITE THEIR NAMES ON THE FIRE TEACHER REPORT FORM	DO NOT SWITCH CLASSES UNTIL THE ALL CLEAR IS GIVEN	KEEP STUDENTS QUIET	REMAIN UNTIL ALL CLEAR IS GIVEN
A RUNNER WILL COLLECT THE FORMS	REMAIN UNTIL ALL CLEAR IS GIVEN	ACCOUNT FOR ALL STUDENTS PRESENT	REMAIN UNTIL ALL CLEAR IS GIVEN
REMAIN UNTIL ALL CLEAR IS GIVEN	REMAIN UNTIL ALL CLEAR IS GIVEN	REMAIN UNTIL ALL CLEAR IS GIVEN	



Salem School District

SY2023-24 RECRUITMENT EVENT SALEM SCHOOL APRIL 20, 2023 AT 5:00 PM

NICHE Best
#4 of 26
BEST PUBLIC
MIDDLE SCHOOLS
in New London
County

99%
Students say
they feel safe
in the
classroom

90%
Teachers feel
safe at this
school

NICHE Best
#9 of 43
BEST PUBLIC
ELEMENTARY
SCHOOLS
in New London
County

94%
Staff feel
respected
by
students



Click on the
Information icon
for more
information on
our School
District

Apply Now

"Among area towns, districts that have reached that level [performing solidly] in English Language Arts include Stonington, Salem and Lyme-Old Lyme. Proficiency in Science can be seen in North Stonington, Salem and Lyme-Old Lyme."

Tests show students not caught up to pre-pandemic levels of proficiency - The Day 8/26/22

Salem places a
high value on
teachers to get
excellent
outcomes for our
students

Anticipated Positions

- Elementary Teachers
- Special Education Teacher
- MS Math Teacher
- Tutor
- Custodian
- Substitute Teachers

Statistics taken from SY2021-22 climate survey results and NICHE.com.

If you are interested in applying for any of our anticipated positions for SY2023-24, please click on "Apply Now" above AND attend our Recruitment Event to learn more about our district. Contact Jennifer Kayser with any questions at 860-892-1223 x 3201 or jkayser@salem.cen.ct.gov