

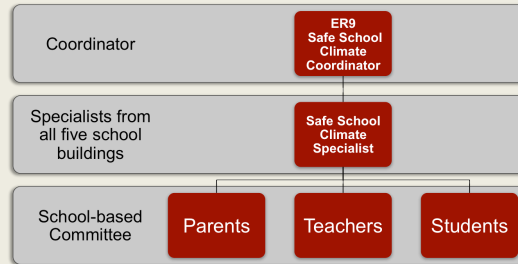


Helping Students Feel Connected

Conflict Resolution

- Keep calm
- Validate feelings
- Communicate with the school
- De-escalate emotions
- Use humor appropriately
- Remain centered on present behavior
- Report the facts, avoiding judgment

Structure for Sustaining Positive School Climate



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2017 - 2018 Safe School Specialists:

- Christopher Basta, Redding Elementary School
- Michael Brownstein, Samuel Staples Elementary School
- Ann Mohr, Helen Keller Middle School
- Jennifer Desmarais, Joel Barlow High School
- Darlene Wallin, John Read Middle School

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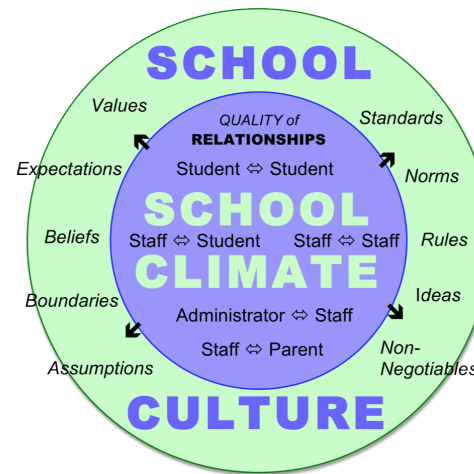
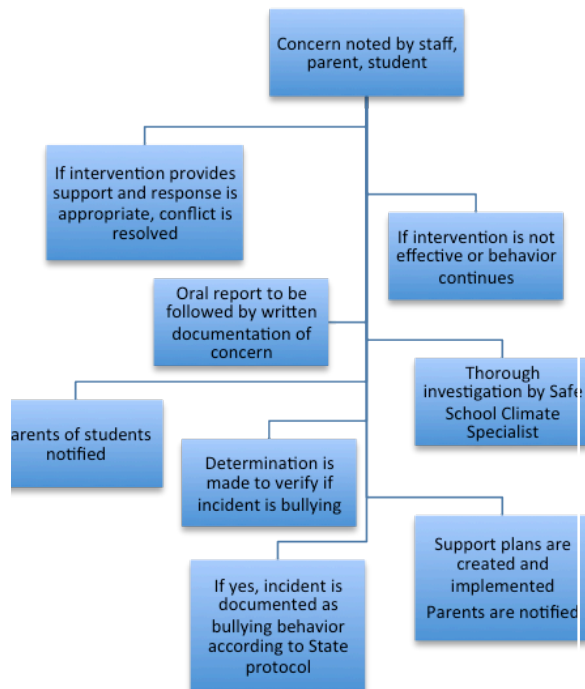
Safe School Climate

Easton, Redding and Region 9 Schools are committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, harassment, and discrimination.



Mean-Spirited Behavior

Mean-Spirited Behavior can take many forms (teasing, exclusion, poor sportsmanship, physical aggression, etc.). As children grow cognitively, socially, and emotionally, there is a developmental aspect of conflict. We support our students in learning aspects of conflict-resolution. When issues persist, there are steps in place that teachers, staff, students, and parents can take.



School Climate is all about positive relationships!

Adults are called on to model constructive relationships and

Connecticut Public Act 11-232:

Bullying is the repeated use by one or more students in written, verbal or electronic communication directed at or referring to another student attending school in the ER9 school districts, or a physical act or gesture by one or more students repeatedly directed at another ER9 student 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 self, 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 educational process or the orderly operation of a school

ER9 Support Plans:

Individualized plans that include tools, strategies or services to ensure the safety of all students involved.

A support plan might include:

- Opportunities for involvement in school
- Extra supervision
- Coping strategies
- Structure during unstructured time
- Staff/Student mentor
- Referral to Child Study Team (CST)
- Increased contact with counselor or other student support services
- Restorative discipline
- Other supports as necessary