

Tootin' Hills Elementary School: Safe School Climate Plan 2016-2017

This document serves as communication of the proactive ways we create a positive school climate. This plan is also in accordance with Bullying Legislation, Act 11-232 for the State of Connecticut and the Board of Education Policy 5131.911.

School Climate Coordinator: Neil Sullivan, Director of Human Resources

The Safe School Climate Coordinator will be responsible for:

- Implementing the district's Safe School Climate Plan;
- Collaborating with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in district schools;
- Provide data and information, in collaboration with the Superintendent to the Department of Education regarding bullying;
- Meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying in the school district and make recommendations concerning amendments to the district's plan

School Climate Specialist: Maggie Seidel, Principal, Tootin' Hills Elementary School

The Safe School Climate Specialist will be responsible for:

- 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 bullying in the school.
- Meet with the Safe School Climate Committee Coordinator at least twice per year.
- Form a Safe School Climate Committee

School Climate Committee Membership:

- Two types of committee meetings: (see potential meeting times below):
 1. Full Committee: Discussions about general school climate, culture, trends/patterns, and improvements surrounding bullying prevention and dating violence if warranted.
 2. Committee w/o Parent Rep: Discussions of investigations with student identifying information redacted.

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1		X			X				X	
2			X			X		X		
District				X				X		

- Must include at least one parent (not an employee of the school)
- Committee is charged with reviewing investigations; discuss general school climate, culture, trends/patterns, and improvements surrounding bullying prevention.
- All investigation reports reviewed should have any student identifying information redacted for all committee members

Actions and Measures to Address School Climate at Tootin' Hills Elementary School

<u>Action:</u>	<u>Measures of Success:</u>
<p>Develop, execute, and annually assess a school-wide planned set of activities intended to: increase constituent awareness of school-based character education program; promote positive interaction between and among students as well as between students and the larger community; develop personal senses of responsibility for and identification with the school community.</p>	<p>Degree of student, parent, faculty & staff participation in character ed programs; number of bullying-related incidents each year; parent & faculty feedback.</p>
<p>To increase constituent awareness of school-based character education program (The Character Express):</p> <ul style="list-style-type: none"> • Flyer sent to parents outlining program highlights & character ideals. Classroom presentation of same at Open House. • Character Education (The Character Express) overview, school statement of purpose, character ideals (respect, responsibility, caring & integrity) and defining attributes displayed prominently at school's entrance. • Behavioral award recipients (individuals & classrooms through Character Conductor Club) displayed at school's entrance. • Parents of each award recipient (minimum 5 per day) informed of award and its rationale daily. • Character ideals and definitions displayed in every classroom and referenced specifically on website and Continuous Improvement plan, frequently via school newsletter <i>The Whistlestop</i>. • 3-4 school-wide assemblies per year to highlight character ideals and to include recognition of those who emulate them. • <i>The Principal's Award</i> (annual award given to student & staff member who emulate character ideals) • The PTO Book Club (selections promote character ideals and sense of community) • Explicit teaching of stances necessary for developing a Growth Mindset (flexibility, empathy, resilience, persistence, and optimism) 	<p>Parent feedback. Student feedback. Teacher feedback.</p> <p>Number of Character Conductor Club tickets and posted Classroom Trains</p> <p>Participation of all within school assemblies.</p>
<p>To promote positive interaction between and among students as well as between students and the larger community:</p> <ul style="list-style-type: none"> • <i>Character Conductor</i> program. • Morning meetings within classroom communities. • Lunch-bunches supervised by support specialists 	<p>Number of students served by each program.</p> <p>Parent, teacher, student feedback.</p>

<ul style="list-style-type: none"> • <i>Ready Set Go Volunteers</i> (Intermediate grades) • <i>The Grand-friends</i> program (5th Grade) • <i>Bus Buddies</i> program (6th Grade) • Community-based field trips at every grade level. • Community Farm partnership (Grade 4) • <i>Camp Jewell Outdoor Education</i> program • <i>Project Outreach</i> (entire school & parent group) (charitable relationship with Hartford men’s homeless shelter) • Collaborative events sponsored by both the PTO and the Student Council • Responsive Classroom for all grades <p>To develop personal senses of responsibility for and identification with the school community:</p> <ul style="list-style-type: none"> • <i>Take Action Club</i> (4th, 5th and 6th grade) • <i>Student Council Program</i> (4 officers, 12 Senators, 10 classroom representatives). • Bus Arrival Callers (5th & 6th grade) • Classroom Bus Buddy (Grade 6) • Kindergarten Lunch Helpers (Grade 5) • Kindergarten Winter Clothing Helpers (Grade 5) • Morning Announcements (6th grade) • Cafeteria Table Washers (1st through 6th grades) • Flag-Hoisting Team (4th grade) • Library/Computer Lab Helpers • Establishment of defined ‘classroom jobs’ in all elementary homerooms 	<p>Number of classrooms participating in each program. Anecdotal comments re student behaviors demonstrated during each fieldtrip.</p> <p>Number of office behavior referrals.</p> <p>Student participation rate /attendance rate within all these programs.</p> <p>Number of spirit days, fund-raisers, projects, etc. initiated by Student Council</p> <p>TAC Mini-We day in March to celebrate children helping children</p>
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