

Squadron Line School School Climate Plan 2023-2024

Squadron Line School creates a positive, inclusive school climate through several proactive means. The plan below 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, Assistant Superintendent for Administration

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: Meg M. Evans (Principal)

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.
 2. Committee w/o Parent Rep: Discussions of investigations with student identifying information redacted.

	Sept	Oct	Dec	Jan	Feb	Mar	May
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, discussing general school climate, culture, trends/patterns, and improving bullying prevention.
- Parents not invited to portions of meetings utilized to discuss investigations.
- All investigation reports reviewed should have any student identifying information redacted for all committee members.

Actions and Measures to Address School Climate at SQL:

Action	Measures of Success
Develop, execute, and annually assess a school-wide planned set of activities based upon the revised SHINE program guiding beliefs intended to: increase constituent awareness of school-based character education programs; promote positive interaction between and among students, as well as the larger community; develop personal sense of responsibility for and identification with the school community.	<ul style="list-style-type: none"> ● Degree of student, parent, faculty, and staff participation in character education programs; number of bullying –related incidents each year; parent and faculty feedback.
Continued training for new faculty and staff in order to implement the revised SHINE character education program.	<ul style="list-style-type: none"> ● Conduct overview during New Teacher Orientation
Continue to increase parent support and knowledge of the revised SHINE program.	<ul style="list-style-type: none"> ● Curriculum Night Presentation ● List serve notification regarding SHINE activities ● Updates provided at PTO meetings ● Teachers identify and implement goals related to family engagement
Implementation of explicit character education lessons grounded in the practices of our SHINE program promoting respect, responsibility, kindness, and the growth mindset traits (empathy, persistence, flexibility, resilience, and optimism). We will continue to include a focus on the CASEL Competencies related to Social Emotional Learning (SEL) and Equity.	<ul style="list-style-type: none"> ● Increase the number of stars provided to students for demonstrating SHINE characteristics ● Decrease in the number of students requiring Tier II/III interventions ● Provide SEL blocks throughout week for each grade level ● Provide resources for teachers to use during SEL instruction
Conduct SHINE assemblies throughout the year focusing on developing a deeper sense of community amongst students, faculty, and staff. In addition to interactive activities, service based projects will be completed.	<ul style="list-style-type: none"> ● Conduct monthly SHINE assemblies throughout the year ● A minimum of 3 SHINE assemblies will be SQUAD based (small groups of K-6 students facilitated by all certified staff)
Continue to increase staff knowledge and awareness around SEL and Equity.	<ul style="list-style-type: none"> ● Faculty meetings ● Building Based Professional Development
Create SHINE Assembly Committee to help organize and facilitate SHINE/SQUAD gatherings	<ul style="list-style-type: none"> ● Increase teacher leadership opportunities ● Involve students in the facilitation of SHINE assemblies