

Tariffville School School Climate Plan 2023-24

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: Steve Matyczyk, 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 | Nov | Dec | Jan | Feb | Mar | Apr | May | June |
|----------|------|-----|-----|-----|-----|-----|-----|-----|-----|------|
| 1 | | X | | | X | | X | | | |
| 2 | X | X | X | X | X | X | X | X | X | |
| District | | | | | | | | | | |

- 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.
- 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 Tariffville School:

| Action | Measures of Success |
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| Continue to increase parent support and knowledge of the CLIMB program by holding information sessions at open houses. Revise and publish a new CLIMB brochure. | <ul style="list-style-type: none"> ● Open House Presentation ● Parent feedback ● Completed brochure |
| Continually revise criteria for student recognition to ensure consistency among all staff (this year-revise principal's award process) | <ul style="list-style-type: none"> ● Parent feedback on use of CLIMB slips. |
| Class meetings based upon the Responsive Classroom Morning Meeting format occur at the beginning of each day for all grades and closing circle at the end. Grades 5 & 6 implementing CPR. Grades K-2 using Second Step curriculum. | <ul style="list-style-type: none"> ● Revised school schedule ● Teacher feedback |
| Hold monthly CLIMB Community meetings <ul style="list-style-type: none"> ● Reinforce and reward positive behaviors ● Deliver explicit messages of behaviors students are to work on for the month ● Cross grade level activities planned by student council to improve multi age relationships ● Day of Thanks - Based on Growth Mindset | <ul style="list-style-type: none"> ● Maintain levels of recognition for students ● Maintain/reduce overall numbers of Better Choice Slips |
| Monitor bus/walker behaviors in response to continued parent concern and student issues that begin there. <ul style="list-style-type: none"> ● Have students recognize bus drivers for their attention to safety ● Continue to bus ticket program where bus drivers reward students for exhibiting positive character on the bus | <ul style="list-style-type: none"> ● Reduce overall discipline incidents related to the bus (Better Choice Slips/Bus Referral Forms) |
| Focus on enhancing/improving the citizenship component of CLIMB involving Student Council | <ul style="list-style-type: none"> ● Each grade responsible for one citizenship project during the year |
| Monitor database for Better Choice Slips and Positive Recognitions given and fine tune reports to help monitor students | <ul style="list-style-type: none"> ● SIMS Database and available reports |

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| Teach Social Emotional Learning Competencies during classroom SEL block. | |
| Self-Awareness | <ul style="list-style-type: none"> ● Demonstrate an awareness of one's emotions. ● Demonstrate an awareness of personal qualities and interests, including strengths and challenges. ● Demonstrate a sense of confidence, personal responsibility, and advocacy. |

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| Self- Management | <ul style="list-style-type: none"> ● Understand and use strategies for managing your emotions and behavior. ● Demonstrate the ability to motivate, persevere, and see oneself as capable. ● Plan, apply, and evaluate goals to achieve success in school and life. ● Demonstrate the ability to recognize and empathize |
| Relationship Skills | <ul style="list-style-type: none"> ● Apply positive verbal and non-verbal communication and social skills to interact with others. ● Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways. |
| Social-Awareness | <ul style="list-style-type: none"> ● Apply positive verbal and non-verbal communication and social skills to interact with others. ● Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways. ● Develop and maintain positive relationships. |
| Responsible Decision-Making | <ul style="list-style-type: none"> ● Engage in a reflective process to evaluate decision outcomes. ● Develop, implement, and model responsible decision making skills across settings. |