

Tootin' Hills Elementary School: Safe School Climate Plan

2023-2024

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, 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: Anjanette Belmonte, Principal, Tootin' Hills 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	Aug.
1		X			X		X		X		X
2	As needed without parent representative										

- 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 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

Action:

Continue to increase parent support and knowledge of the 'All Aboard the Express to Success' program by sharing information via online communications, Open House, and PTO meetings.

Recognize students engaged in positive behaviors:

- Character conductor tickets
- Row of Ten
- Non-row of ten raffle
- Class trains
- Golden Train

Training for support staff to implement the 'All Aboard the Express to Success' program with fidelity.

Implement explicit character education lessons grounded in the practices of the 'All Aboard the Express to Success' program, promoting respect, responsibility, care, and integrity.

- Character ideals and definitions displayed in every classroom, hallway, cafeteria, bus lineup, gym, etc.
- Referenced on website, Continuous Improvement Plan, frequently via school newsletter *The Whistlestop*.
- Morning Meetings

Implement SEL lessons across all grade levels (K-6) with the continued and dedicated SEL time weekly/daily. Professional development led by district SEL team and supported by in-building SEL team members.

Conduct student-led character assemblies 4x during the year to celebrate character education, teach into the pillars of character, and highlight student

Measures of Success:

Parent survey feedback

Increase in the number of tickets/trains/row of ten

Maintain/increase the number of tickets/trains given out during lunch/recess. Decrease in the number of behaviors during those times.

A decrease in the number of students requiring Tier II/III interventions

A decrease in the number of students requiring Tier II/III interventions; Decrease in the frequency of Better Choice Slips

Assemblies scheduled to address all 4 character traits as well as timely issues that arise and impact the school community

decision-making.

- Each assembly to focus on one of the pillars

Build classroom libraries inclusive of diverse texts, songs and artwork embedded within the curriculum.

- Literacy Closet
- The PTO Book Club (selections promote character ideals and sense of community)

Promote positive interaction between and among students as well as between students and the larger community:

- *All Aboard Assemblies*
- *Morning Meeting*
- Community-based field trips
- *Camp Jewell Outdoor Education* program
- *Participation in the Jack Bannon Turkey Trot*
- PTO sponsored events (Trick or Trunk, etc.)
- Responsive Classroom for all grades
- *SEL lessons for all students*

Develop personal senses of responsibility for and identification with the school community:

- *Student Council Program* (4 officers, Senators, and classroom representatives).
- Percentage of purchased diverse/inclusive texts for literacy closet and classroom libraries.
- Selected songs that are diverse and inclusive.
- Establishment of defined 'classroom jobs' in all elementary homerooms

Gather the voice of the students regarding our theme *This is Tootin'*

- Principal to meet with Student Council officers and senators 3-4x this year around engagement

Percentage of purchased diverse/inclusive texts for literacy closet and classroom libraries. Selected songs that are diverse and inclusive.

Stakeholder feedback.

Participation of students/classrooms within school activities.

Number of spirit days, fundraisers, projects, etc. initiated by school/PTO

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Participation of students/classrooms within school activities.

Number of spirit days, fundraisers, projects, etc. initiated by school/Student Council

Implementation of student ideas
Student feedback