

Squadron Line School School Climate Plan 2019-2020

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, 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: 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	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1	X	X		X	X	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.
- Parents not invited to portion 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 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 sense of responsibility for and identification with the school community.	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 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 SHINE program.	<ul style="list-style-type: none"> • Curriculum Night Presentation • List serve notification regarding SHINE activities • Parent feedback • Updates provided at PTO meetings
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). This year we will also include a focus on Global Citizenship and Equity.	<ul style="list-style-type: none"> • Increase the number of suns provided to students for demonstrating SHINE characteristics • Decrease in the number of students requiring Tier II/III interventions
Conduct SQUAD/SHINE assemblies throughout the year focusing on developing a deeper sense of community across grade levels, faculty, and staff. In addition to interactive activities, service based projects will be completed.	<ul style="list-style-type: none"> • A minimum of 8 SQUAD/SHINE assemblies conducted • Anecdotal feedback from faculty, staff, students, and families
Switch database for Better Choice Slips and positive recognitions given in order to fine tune character education lessons and Tier II/ Tier III behavior supports for individual students as needed.	<ul style="list-style-type: none"> • Better Choice Slips and Suns entered into SIMS • Use reports during Climate meetings to determine any necessary changes to instruction (Tier I, Tier II, and/or Tier III)
Increase staff knowledge and awareness around Global Citizenship and Equity.	<ul style="list-style-type: none"> • Faculty meetings • Building Based Professional Development