

Henry James Memorial School: 2021-2022 School Climate Plan

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: Scott Baker, 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

Safe School Climate Committee Membership:

Scott Baker, *Principal*; Jacqueline Petrella, *Assistant Principal*; Cara Pompa, *Behavioral Specialist*; Gertrude Banks, *CHOICE Program District Coordinator*; Tracy McConnell, *Grade 7 Teacher Representative*; Lisa Martocchio, *World Language Teacher Representative*, Patti Warner, *HJMS Nurse*; Christina Gundlach, *Grade 8 Teacher Representative*, Allan Amundsen, *HJMS Department Supervisor, Parent Representative*

- Two types of committee meetings: (see potential meeting times below):
 1. Climate Committee: Discussions about general school climate, culture, trends/patterns, and improvements surrounding bullying prevention and reviews of specific cases involving students.
 2. Committee w/ Parent Rep: Discussions about general school climate, culture, trends/patterns, and improvements surrounding bullying prevention.

| | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June |
|--------------------------|------|-----|-----|-----|-----|-----|-----|-----|-----|------|
| Full Committee | X | X | | X | X | X | | X | | X |
| Committee w/ Parent Rep. | | | X | | | | 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 HJMS:

| Actions Taken | Measures of Success |
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| <p>Actions Taken</p> <ol style="list-style-type: none"> 1. Each week, the Student Intervention Team meets. This clearly defined process of actions taken by staff works to better understand the needs of students struggling academically, emotionally, and behaviorally, and develops hypothesis, identifies strategies needed, and uses data to ensure the success of these students. 2. Our Student Support Services team, which consists of administration, school counselors, support staff, CHOICE liaison, SHS transition specialist, and SRO meets weekly to discuss students of concern. Each week, specific aspects are highlighted (attendance, discipline, etc.). Discipline data is reviewed over time to encourage regular reflection of trends and the opportunity for positive and proactive actions to be taken that will improve the positive decision making of students. 3. Character education will continue to be implemented through the “HJ Way” character education program and coordinated with the PTC to provide guest speakers for students and parents around positive decision-making and social media. 4. The Climate Committee will focus on teaching and celebrating the diversity that contributes to HJMS’s community. We will ensure we are all represented; this may come in the form of lessons, announcements, celebrations, etc. 5. All teachers will set individual goals around social-emotional learning; this will be a multi-year goal for our school. Professional development will be provided to the faculty. Rationale: The impacts from COVID-19 greatly altered our children’s school experience and their ability to learn. We must address the short and long term impacts they are facing. Our focus on SEL within our content areas will help us address the emotional needs of our students so that they can engage in meaningful learning. 6. HJMS staff representative(s) on the SPS Equity Committee will share new learnings and steps with administration. 7. Professional development on equity will be provided to the faculty. We will recognize and address the biases and inequities that exist within our school system. We will hold ourselves accountable to examine data and curriculum, create policies, and provide frequent training to adults and students. We will provide opportunities that guarantee access for all students to meet and exceed academic, social, and civic expectations. 8. HJMS to introduce a Unity Group this year. Run by a teacher and our CHOICE liaison, the goal is to foster and develop leadership skills with our students for opportunities and events regarding social justice issues and ways to unite people. 9. School Counseling, Administration, and staff to administer conflict resolution among students. 10. Continued implementation of the Homework Committee begun in Fall 2019. 11. Partnership with our HJMS Security Officer and SPS Director of Security allows for more eyes on the social/emotional aspects of student life at HJMS as well as the physical improvements that may take place at HJMS over the course of the year. | <p>Measures of Success</p> <ul style="list-style-type: none"> ● Decrease the number of students in need of Tier II and Tier III interventions and increase the number of students achieving academic success. ● Increase in the number of students making positive decisions, as measured by our HJ Way Lion Pride program and Hands-Up postcards. ● Decrease the overall number of office referrals. ● Decrease the number of students receiving one or more referrals to the office. ● 100% of students will receive at least one positive behavioral recognition. Positive student choices will be reflected in the number of paw awards, and postcards given to students by staff members for following the “HJ Way” ● Mid-year and end of year goal setting conferences. Teachers will share the ways in which they met their SEL goals. |